File Ref.No.1830/GA - IV - B1/2013/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic IV- Faculty of Humanities- BA Sociology Honours Programme - Modified Scheme and Syllabus - in tune with the CUFYUGP Regulations 2024, with effect from 2024 Admission onwards - Approved--Implemented- Orders Issued

G & A - IV - B

U.O.No. 15483/2024/Admn Dated, Calicut University.P.O, 09.10.2024

Read:-1.U.O.No. 8927/2024/Admn dated 07.06.2024
2.Minutes of the meeting of the Board of Studies in Sociology-UG held on 29.07.2024.
3.Item No 30 of the minutes of the meeting of the Faculty of Humanities held on 05.08.2024.
4.Item No II D of the minutes of the meeting of the Academic Council held on 17.08.2024.

ORDER

1. The scheme and syllabus of the B.A. Sociology Honours programme in tune with CUFYUGP Regulations 2024 was implemented with effect from 2024 Admission onwards, vide paper read as (1) above.
2. The Board of Studies in Sociology UG held on 29.07.2024, vide paper read as (2) above has approved the modified scheme and syllabus of the B.A. Sociology Honours programme in tune with FYUGP Regulations 2024 with effect from 2024 Admission onwards by adding new course, the guidelines for study tour, internship, project, and online courses .
3. The Faculty of Humanities held on 05.08.2024 vide paper read as (3) above and the Academic Council held on 17.08.2024 vide paper read as (4) above has approved the above recommendation of the Board of Studies in Sociology UG held on 29.07.2024.
4. The Vice Chancellor has accorded sanction to implement the modified syllabus of the B.A. Sociology Honours programme in tune with FYUGP Regulations 2024 with effect from 2024 Admission onwards
5. The modified Scheme and Syllabus of the B.A. Sociology Honours programme in tune with FYUGP Regulations 2024 is thus implemented with effect from 2024 Admission onwards.
6. Orders are issued accordingly. (Modifies Syllabus appended)

Ajayakumar T.K

Assistant Registrar

To

1.The Principals of all Affiliated Colleges 2. DR, CDOE
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Section Officer

UNIVERSITY OF CALICUT

B.A. SOCIOLOGY HONOURS
(FOUR-YEAR UNDER GRADUATE PROGRAMME IN SOCIOLOGY)

(2024 Admission Onwards)

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ACKNOWLEDGEMENT

Restructuring the curriculum exposes students to various subjects, ensures the development of a well-rounded skill set and empower them to succeed in an evolving global landscape. Effort has been taken to include innovation and improvement in FYUGP Sociology course-curricula by the introduction of paradigm shifts in learning and teaching pedagogy, examination, and education system. Flexibility in education system which enhances mobility, employability and competitiveness is allowed so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses. The curriculum ensures adequate justice to different areas of social issues of contemporary significance. It aims at equipping the students with an orientation to apply the knowledge they acquire in significant areas of everyday life in relation to the science of society. Curriculum restructuring was successfully implemented, new courses were incorporated and changes were made to ensure that the new structure of the programme offered meet the quality and standard as required by the society.

There are many personalities whose relentless support and guidance made this syllabus restructuring a success. It took a collective effort from the team to complete the process of syllabus designing and curriculum development on time. I take this opportunity to express my sincere appreciation to all those who were part of this endeavor for restructuring the syllabus of FYUGP in Sociology. I express profound gratitude to the ***Hon.Vice-Chancellor, Pro-Vice Chancellor, Registrar, Members of the Syndicate, Academic Council and Academic Committee (CU-FYUGP)*** *for their sincere co-operation and guidance for completion of this work. I place on record my wholehearted gratitude to* ***Ms.Rakhi N****.(Head, Department of Sociology, The Zamorins Guruvayurappan College, Calicut and Chairperson, Board of Studies Sociology PG) for the help and support given in the entire process of restructuring of syllabus. I also thank* ***Ms.Beena C.A.*** *(St Joseph's College, Irinjalakuda),* ***Dr.Leela.P.U, Ms. Elizabeth Abraham, Dr.Linda Therese Luiz*** *(St.Teresa's College, Ernakulam),* ***Dr Prasad R*** *(University of Calicut),* ***Dr. Rekhasree.K.R*** *(NSS College, Panthalam),* ***Sr. Jisha Chakkunny M*** *(Carmel College, Mala),* ***Sr. Shipsy Augustine*** *(St Mary's College, Thrissur),* ***Dr. Biju Vincent*** *(SSUS, Kalady),* ***Sri Sreejith K, Mr. Vinod C V*** *(Govt. Arts and Science College, Thavanur),* ***Ms. Bijitha P R*** *(Institute of Tribal Studies and Research, Wayanad),* ***Dr. Abdussalam.M. P.*** *(Noble Women's College, Manjeri),* ***Dr Jyothi S. Nair****(KNM Government Arts and Science College Kanjiramkulam),* ***Dr. Mahesh C, Sri Ranjith Raja, Dr.Saju K Nair, Dr.Malika U Varma*** *(The Zamorins Guruvayurappan College, Calicut),* ***Dr. Amrutha Rinu Abraham, Dr. Johnson M M*** *(CMS College Kottayam),* ***Dr. Swapnarani S.S, Dr.K. S. Hakim*** *(Thunchath Ezhuthachan Malayalam University, Tirur),* ***Lt. (Dr) Suresh Babu.P*** *(NSS Hindu College, Changanacherry),* ***Dr. Badhariya Beegum. P, Dr.Shilujas M*** *(Farook College, Kozhikode) for their enthusiastic efforts and active participation in the syllabus designing and curriculum development of various courses. I also thank and appreciate the efforts of members of* ***University Academic Section and other staff.*** *I also place on record my gratitude to all academicians and other stakeholders who gave valuable suggestions in this regard. The new curriculum and syllabi are proudly submitted before the academic community to enable them to cultivate an interest in Sociology, deepen their knowledge and make them conscious and functionally committed to the society and its changing scenario.*

Dr. Deepa N.
Chairperson
Board of Studies in Sociology (UG)

INTRODUCTION

Government of Kerala initiated steps for a comprehensive reform in undergraduate curriculum, where a four-year structure with a single lateral exit option will replace the present three-year structure. The proposed pathways extend further into the postgraduate and doctoral programmes, where the fourth year of the undergraduate stream will be integrated with the first year of the postgraduate programmes. In this context, the University of Calicut has formulated a set of new regulations for the four-year UG programmes which envisage a people-centered knowledge society considering the rich diversity of our society and the varied aspirations of the diverse groups that constitute it. It aims to develop a scientifically and technologically skilled group of social persons capable of contributing to the multifarious tasks of social and economic development of Kerala. Outcome-based approach which is a student- centered instruction model that focuses on measuring student performances through outcomes is the thrust of the curriculum and syllabus.

The Four-Year Undergraduate Programme in Sociology aims to develop and disseminate knowledge, skills and values through teaching, field-based training, internship, and research projects to promote, maintain and improve the functioning of individuals, families, groups, organizations, and communities. The curriculum for Sociology at undergraduate level therefore, has incorporated certain new components of learning to make it relevant to contemporary society and modern practices. The syllabus designing and curriculum development of various courses has been done with a view that it will be of immense relevance to the prospective graduates having interest in understanding society, doing research, and finding out practical solutions to the existing social problems. Considering the dynamic nature of society, sociology as a discipline has immense importance to develop competencies and skills required for keeping oneself professionally engaged and personally well informed to participate in the social learning process to update knowledge and practice. The syllabus and curriculum designed will be very advantageous to make students of Sociology more dynamic and adaptable by enhancing their skills leading to their increased employability. The learning experiences will enhance the abilities of students who come from diverse backgrounds and will also provide opportunities to develop individual potentialities and to produce a pool of better professionals in every forthcoming year.

AIMS AND OBJECTIVES

The curriculum and syllabus for FYUGP in Sociology has been developed based on the new Curriculum Framework suggested by UGC and Kerala Higher Education Council and considering the new set of regulations for FYUGP proposed by University of Calicut and it tries to provide a firm foundation in every aspect of sociology and to explains the modern trends in sociology. The Four-Year Under Graduate Programme in Sociology aims to prepare students for a rapidly changing world by equipping them with the tools and knowledge to analyse and explore the challenges faced by contemporary societies. It introduces students to a sociological perspective- a certain way of looking at the world, its societies and the changes that take place. The students are exposed to divergent perspectives in sociology to make sure that they acquire the necessary skills to understand a context and various social phenomena. Students will gain a deep knowledge about the institutions that shape our relationships as individuals and collectives. They will gain a greater understanding of the world around them, the directions it is taking, and how to transform it to create more just and humane forms of social arrangements. Students will study specialized areas and they will delve deeper into sociological research, data analysis, social issues, and contemporary social problems.

SCOPE, APPLICATION AND COMMENCEMENT

The syllabus provided herein shall apply to all Regular/ School of Distance Education (SDE) UG programmes conducted in the affiliated colleges by the University of Calicut and shall come into effect for the admissions commencing from the academic year 2024-2025. The provisions herein supersede all the existing regulations for the regular UG programmes under various Faculties conducted by University of Calicut unless otherwise specified. Every programme conducted under the Four-Year Under Graduate Programmes (FYUGP) in a college shall be monitored by an CUFYUGP committee comprising members nominated by the College Council along with two external members nominated by the University. Every UG programme conducted under CUFYUGP in SDE Registration shall be monitored by Director of SDE.

COURSE DESCRIPTION AND PROVISIONS (As per CUFYUGP 2024 Regulations)

1. '**Academic Year'** means two consecutive (one odd + one even) semesters followed by vacation in one academic year;
2. **'Academic week'** is a unit of five working days in which distribution of work is organized from day one to day five, with a minimum five instructional hours on each day. A sequence of 18 such academic weeks constitutes a semester.
3. '**Semester'** means a term consisting of 18 weeks, with 15 instructional weeks and 3 weeks for examination including internal examinations, evaluation, and other academic activities.
4. '**Course'** comprises papers which are taught and evaluated within a programme, including lectures/ tutorials, laboratory work, fieldwork, project work, vocational training, viva, seminars, term papers, presentations, assignments, presentations, self- study, internship, etc., or a combination of some of these elements.
5. **'Programme'** means the entire duration of the educational process including the evaluation leading to the award of a degree, and having a well-defined programme-specific outcome.
6. **'Duration of Programme'** means the time required for the conduct of the programme. The duration of a UG Degree (Honours) programme shall be eight semesters in a period of four years. For the students who exit at the end of the third year, the duration of their UG Degree programme shall be six semesters in a period of three years.
7. **'Academic Pathway'** or **'Programme Pathway'** means a specific combination of discipline-specific courses that a student can choose for the award of the degree.
8. Discipline Specific **'Signature Courses'** / Skill Specific Signature courses are the specialized elective courses or skill courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior approval of the Board of Study of the University.
9. **'Audit Course'** is a course that the student can register without earning credits, and is not mandatory for completing the degree programme. The student has the option not to take part in the continuous assessment and end-semester examination of the Audit Course. If the student has 75% attendance in an Audit Course, he/she is eligible for a pass in that course, without any credit (zero-credit).
10. **'Choice-Based Credit System (CBCS)'** means the system wherein students have the option to select courses from the prescribed list of courses.
11. **'Credit Based Semester System (CBSS)'** means the system wherein the requirements for awarding a degree are prescribed in terms of the number of credits to be earned.

12. **'Department'** means any Teaching Department in a college offering a course of study approved by the University as per the Statutes and the Act of the University and it includes a Department, Centre, or School of Teaching and Research conducted directly by the University.
13. **'Parent Department'** means the Department which offers a particular degree programme.
14. **'Department Council'** means the body of all teachers of a department in a college.
15. **'Department Coordinator'** includes a teacher nominated by the Department Council to coordinate all the necessary work related to CUFYUGP undertaken in that department, including continuous evaluation.
16. **'Faculty Advisor'** means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
17. **'Course Faculty'** is a faculty member nominated by the Head of the Department, who shall be in charge of running a particular course in a particular semester of CUFYUG programme.
18. **'Academic Coordinator'** is a teacher nominated by the College Council to co- ordinate the effective conduct of the CUFYUGP including internal evaluation undertaken by various departments within the college. She/he shall be the convenor for the College level monitoring committee.
19. **'College-level Academic Committee'** means a committee constituted for the CUFYUGP at the college level comprising the Principal as Chairperson, the Academic Coordinator as Convener, and the Department Coordinators from all the departments of the college as members.
20. **'University'** means University of Calicut established by an Act of the State Legislature.
21. **'Act'** means Calicut University Act, Statutes, Ordinances and Regulations.
22. **'Graduate Attributes'** means the qualities and characteristics possessed by the graduates of a programme of study at the University, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes.
23. **'Credit'(C)** is a unit of academic input measured in terms of weekly contact hours/course contents assigned to a course. A course that includes one hour of lecture or tutorial, or a minimum of two hours of lab work /practical work /field work per week is given one credit hour.
24. '**Letter Grade'** or simply **'Grade'** in a course is a letter symbol (O, A+, A, B+, B, C, P, F and Ab) that represents the alphabetical grade awarded to a student based on his/her performance in various examinations.
25. Each letter grade is assigned a **'Grade Point' (G)** which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on a 10-point scale.
26. **'Credit Point'(P)** of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$.
27. **'Semester Grade Point Average' (SGPA**) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to three decimal places. SGPA determines the overall performance of a student at the end of a semester.
28. '**Cumulative Grade Point Average' (CGPA)** is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to three decimal places.
29. '**Grade Card'** means the printed record of students' performance, awarded to him/her.
30. **'Academic Bank of Credit'** is a digital repository established by University Grants Commission to accumulate and archive in the academic accounts of the students, the

credits earned by them through different courses and programmes across various higher educational institutions.

31. **'Strike off the Roll'** means that a student who is continuously absent for 14 days without sufficient reason and proper intimation to the principal of the college shall be removed from the roll.

FEATURES AND OBJECTIVES OF CUFYUGP

The features and objectives of the Calicut University Four-Year Under Graduate Programmes (CUFYUGP) shall be as follows:

1. The features, meaning, and purpose of CUFYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Undergraduate Curriculum Framework (KSUCF).
2. The practice of lateral entry of students to various years exists, but an exit with a Degree shall be awarded only upon successful completion of the third year.
3. CUFYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).
4. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Major Discipline after the successful completion of the required minimum of courses of total 133 credits.
5. A four-year UG Degree (Honours) in the Major Discipline shall be awarded to those who complete the CUFYUGP with a specific number of courses of total 177 credits, including 12 credits from an optional graduate project /dissertation in their Major/ allied discipline.
6. Honours students who have not undertaken their graduate project shall do three additional courses in the Major discipline, each comprising four credits.
7. Students who aspire to pursue research as a career may opt for Honours with Research stream in the fourth year. A four-year UG Degree (Honours with Research) in the Major Discipline shall be awarded to those who complete the CUFYUGP with a specific number of courses of total 177 credits, including 12 credits from a mandatory graduate research project /dissertation in their Major discipline.
8. The students shall do the Project in the Honours with Research programme from the approved research centres of this University or any other university / higher educational institution (HEI).
9. The departments in the affiliated colleges under the University, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty member with Ph.D., and the necessary infrastructure to offer Honours with Research programme.
10. Students who secure 75% marks and above (CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year. A relaxation of 5% in marks (a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time. If a greater number of eligible students are opting for Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.
11. A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have opted for Honours with Research. One such faculty member can supervise maximum five students in Honours with Research stream. The maximum intake of the department for Honours with Research programme is fixed by

the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.

12. The students who have opted for the Honours with Research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to successfully defend the research project to obtain 12 credits. The research shall be in the Major/ allied discipline.
13. The proposed FYUGP curriculum shall comprise Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.
14. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.
15. General Foundation Courses shall be common for all students and shall be grouped into 4 major baskets as Ability Enhancement courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), and Multi-Disciplinary Courses (MDC).
16. Discipline Specific Foundation Courses are the Major and Minor courses in the first two semesters. They shall focus on foundational theories, concepts, perspectives, principles, methods, skills, and critical thinking essential for taking up advanced Courses.
17. Ability Enhancement Courses shall be designed specifically to achieve competency in English and Additional Languages as per the student's choice with special emphasis on language and communication skills.
18. The courses on Additional Languages shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading and academic writing skills, expository as well as the cultural and intellectual heritage of the language chosen.
19. Multi-disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social sciences, Commerce, Language, Humanities, and Liberal Arts. All the UG students are required to undergo two introductory-level MDC in any of the disciplines other than their chosen Major discipline, and a third MDC in Kerala-knowledge System, to be offered by English and Additional Language disciplines.
20. Skill Enhancement Courses (SEC) shall be designed to enhance workplace skills such as Creativity, Critical Thinking, Communication, and Collaboration—21st-century Skills.
21. Value Added Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.
22. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Major courses, Minor courses, and discipline specific elective Courses.
23. Major Components shall be the focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.
24. The students in a Major discipline can choose as their Minor stream a discipline other than their discipline. Students shall have the option to choose courses from disciplinary/ interdisciplinary Minors and skill-based courses related to a chosen vocational education programme.
25. Students shall be permitted to switch their Major at the end of the second semester by giving them sufficient time to explore different courses during the first year.
26. The student has the option to register for and attend a course without taking part in the continuous assessment and end-semester examination of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she is eligible for a pass in that course, without any credit (zero-credit). The Audit Course will

be recorded in the final grade card of the student. This option can be used by the student to gain interdisciplinary knowledge.

27. Major components consist of three types: Discipline Specific Core Courses, Discipline Specific Elective Courses, and Research/ laboratory/ fieldwork.
28. The Capstone-Level Courses shall be designed in such a manner to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships, community engagement or services, vocational or professional training, or other kinds of work experience.
29. Advanced Major Specialization shall include courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.
30. All students shall undergo Internship or Apprenticeship in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
31. Students shall be provided with opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, elected representatives to the parliament/ state assembly/ panchayath, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage in the practical aspects of their learning and to improve their employability.
32. Social Activities shall include participation in National Service Scheme (NSS), sports and games, arts, participation in university/college union related activities (for respective elected /nominated members), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the University.
33. Options shall be made available for students to earn credit by completing quality- assured remote learning modes, including online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) or other online educational platforms approved by the Board of Study from time to time.
34. Students shall be entitled to earn a maximum 16 credits through such online courses in their eighth semester to complete the minimum credits required for the award of the four-year Honours Degree.
35. The University shall advise the students to opt for such Online/ MOOC/ Signature Courses that have a comprehensive graded evaluation with proper grades and grade points.

CREDIT STRUCTURE OF CUFYUGP

The proposed number of credits and the credit distribution for each course of the Undergraduate Programmes are given below:

1. An academic year shall consist of 200 working days with two semesters and a summer vacation. In each semester there are 90 working days for academic activities and 10 additional working days for co-curricular and student orientation programmes.
2. A semester consists of 18 weeks for academic activities with 5 working days per week. In each semester, 3 weeks (15 working days) should be kept aside for examinations, including internal examination evaluation and other academic activities.
3. The maximum number of available weeks for curriculum transactions should be fixed as 15 weeks in each semester.
4. Instructional hours include teaching hours and tutorial hours. A minimum of 5 teaching hours and 1 tutorial hour should be made available for a day in a 5-day week.

5. A total of 450 instructional hours will be available for each semester, including 25 teaching hours and 5 tutorial hours per week,
6. For the effective implementation of CUFYUGP, a system of flexible timings and time table shall be provided for the students and teachers as per the choice of each college.
7. Library and Laboratory facilities shall be accessible for the students for at least two hours after the regular academic transactions.
8. A course that includes one hour of lecture or tutorial, or a minimum of two hours of lab work /practical work /field work per week, is given one credit hour. That is, 1 credit hour in theory per week equals 1 lecture or tutorial hour per week plus 2 hours of learner engagement in terms of course-related activities, and 1 credit hour in practical / practicum per week equals 2 hours of lab work / practical work / field work / hands-on experience per week.
9. One credit in a semester should be designed for 15 hours of lectures or tutorials or 30 hours of practicum plus 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
10. A 4-credit discipline specific course (Major and Minor) in theory consists of 4 hours of lecture / tutorial classes per week and 60 hours of lecture / tutorial classes in a semester.
11. A 3-credit general foundation course (AEC, SEC, VAC and MDC) in theory consists of 3 hours of lecture / tutorial classes per week and 45 hours of lecture / tutorial classes in a semester.
12. A discipline-specific course with theory component and practical / practicum component is of the form 3-credits in theory component and 1-credit in practical / practicum component. It consists of 3 hours of lecture / tutorial classes and 2 hours of practical / practicum classes per week. This amounts to 45 hours of lecture / tutorial classes and 30 hours of practical/ practicum classes per semester.
13. A general foundation course with theory component and practicum component is of the form 2-credits in theory component and 1-credit in practicum component. It consists of 2 hours of lecture / tutorial classes and 2 hours of practicum classes per week. This amounts to 30 hours of lecture / tutorial classes and 30 hours of practicum classes per semester.
14. In the syllabus of a course with only theory components, there can be five modules. Out of these, one module of 20% content of the syllabus should be left as open-ended. Only a broad outline of the content of this module needs to be given by the BoS. The detailed content of this module can be decided by the individual instructor who teaches this module, and its evaluation can be completely done in the continuous assessment mode at the college. This module will not be included in the end-semester examination.
15. The open-ended module in theory is not included in the course with a practical / practicum component. In such courses a part of the practical / practicum component should have an open-ended nature.
16. A one-credit Seminar or Internship or Studio activities or Field practice/ projects or Community engagement and service means two-hour engagements per week (30 hours of engagement per semester)
17. A course can have a combination of lecture credits, tutorial credits, and practicum credits.
18. Minimum credit for one course should be 2, and the maximum credit should be 4.
19. All discipline-specific courses (Major and Minor) shall be of 4 hours duration per week or as appropriate in the case of the addition of practical / practicum component.
20. All Courses under the Multi-disciplinary, Ability Enhancement, Skill Enhancement and Value-Added categories shall be given 3 hours per week or as appropriate in the case of the addition of practical / practicum component.
21. Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours of engagement for acquiring two credits.

22. Institute / Industry Visit can be a part of the successful completion of Internship, if the BoS of the Major discipline finds it necessary.
23. Students participating in activities of NCC / NSS / College Fitness Education Programme (COFE), students participating in zonal level events of arts and sports, and the elected members of the college union are eligible for 3 credits corresponding to SEC3 in semester VI. They are eligible for Pass (letter grade P) with grade point 4 and marks 33. Such students have the choice to improve their grade by taking part in the continuous assessment and the end-semester examination of this course. In that case, the higher grade point they subsequently acquire shall be considered as the final grade point, with corresponding letter grade, for SEC3.
24. Grace marks shall be awarded to a student for meritorious achievements in co- curricular activities (in Sports/ Arts/ NSS/ NCC) carried out besides the regular hours. Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. Grace marks shall also be awarded to a person with disability, and such other categories as may be decided by the University from time to time. The Academic Council shall decide from time to time the rules of awarding the grace marks.
25. A student should get an option for acquiring a maximum of 180 credits for a 3-year (6 semester) UG programme. The additional 47 credits over the minimum of 133 can be acquired through online courses.
26. A student should get an option for acquiring a maximum of 240 credits for a 4-year (8 semester) UG programme. The additional 63 credits over the minimum of 177 can be acquired through online courses.
27. Courses up to 25 credits shall be designed for each programme in each semester with the available teaching hours for each semester.
28. Maximum number of credits that a student can take per semester shall be 30.
29. Candidates who wish to complete the undergraduate programmes faster may do so by completing different online courses equivalent to the required number of credits, and fulfilling all other requirements, in (N-1) semesters, where N is the number of semesters in an undergraduate programme.

ACADEMIC LEVELS OF DISCIPLINE-SPECIFIC PATHWAY COURSES

The pathway courses shall be coded based on the learning outcomes, levels of difficulty and academic rigor. The coding structure is as follows:

Table-1: Academic Levels of Discipline-Specific Pathway Courses

Sl. No.	Academic Level	Nature of the Courses	Implementation in CUFYUGP	
			Semesters	Minimum Credits
1	0 – 99	Prerequisites for foundation courses	-	-
2	100 – 199	Foundation courses	1 & 2	24
3	200 – 299	Intermediate level courses	3 & 4	28
4	300 – 399	Higher level courses	5 & 6	42*
5	400 – 499	First year PG level courses	7 & 8	44**

* Out of 42 credits, 2 credits are from Internship.
** In the case of students opting a pathway with a Minor, 12 credits out of 44 can be of 300 – 399 level

COURSE STRUCTURE OF CUFYUGP

1. The duration of 3-year UG Degree programme shall be six semesters distributed in a period of three years, 4-year UG Degree (Honours) programme shall be eight semesters distributed in a period of four years, and 4-year UG Degree (Honours with Research) shall be eight semesters distributed in a period of four years.
2. The odd semesters (1, 3, 5, 7) shall be from June to October and the even semesters (2, 4, 6, 8) shall be from November to March.
3. The CUFYUGP shall consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows:

(A) General Foundation Courses

1. It is mandatory for all students who enroll in CUFYUGP to acquire 39 credits from 13 general foundation courses, with 3 credits for each course.
2. Out of the four Ability Enhancement Courses (AEC), AEC1 in semester I and AEC3 in semester II shall be offered by English discipline only, and AEC2 in semester I and AEC4 in semester II shall be offered by Additional Language disciplines only.
3. Out of the three Multi-Disciplinary Courses (MDC), MDC1 in semester I and MDC2 in semester II can be offered by all the disciplines, including single-faculty disciplines and physical education discipline.
4. MDC3 in semester III is based on Kerala-knowledge System (KS) and it shall be offered by both the English and Additional Language disciplines only. The students can opt either the course offered by their Additional Language discipline already chosen in AEC2 and AEC4, or the one offered by the English discipline.
5. Out of the three Value Added Courses (VAC), VAC1 in semester III and VAC2 in semester IV shall be offered by English discipline only, and VAC3 in semester IV shall be offered by the additional language discipline only.
6. Out of the three Skill Enhancement Courses (SEC), SEC1 in semester IV shall be offered by English discipline only.
7. SEC2 in semesters V can be offered by all the disciplines, including single-faculty disciplines and physical education discipline.
8. The students should take SEC3 in semester VI offered by their Major discipline only.
9. In the case of the Double Major pathway, except for the four Ability Enhancement Courses (AEC), all the other nine general foundation courses shall be offered by the two Major disciplines involved in the Double Major pathway, in the proportion shown in Table-6 and Table-7 and Table-9
10. AEC1, AEC3 and SEC1 have theory component of 2-credits and practicum component (P) of 1-credit.
11. Corresponding to each of the six courses AEC1, AEC3, VAC1, VAC2, MDC3(KS) and SEC1, English discipline will offer a different English course each for (i) Languages, (ii) Humanities and Other BA programmes, (iii) Sciences, and (iv) Commerce and Management, to address the specific requirements of each discipline, and teach the course separately for the above four streams of disciplines.
12. Corresponding to each of the four courses AEC2, AEC4, MDC3(KS) and VAC3, every Additional Language discipline will offer a different course in that language each for (1)Languages, Humanities and Other BA programmes, (ii) Sciences, and (iii) Commerce and Management, to address the specific requirements of each discipline, and teach the course separately for the above three streams of disciplines.

13. In the case of a Double Major pathway involving Major disciplines belonging to two different streams, the students can choose to take the Ability Enhancement Courses offered to one of the streams by English and Additional Language disciplines.
14. In the case of the nine general foundation courses taught by the language disciplines, the maximum number of students in a batch is limited to 75. If the total number of students is less than or equal to 94, they should be accommodated in the same batch. If the total number of students exceeds 94, the next batch can be formed after allocating 75 students in the first batch.

The credit distribution for each of the four different sub-categories of General Foundation Courses shall be as given below:

Table-2: General Foundation Courses

Sl. No.	Name of the General Foundation Course	No. of Courses	Required Credits	Distribution among the Semesters and the Disciplines in CUFYUGP		
1	Ability Enhancement Course (AEC)	4	12	Sem I	AEC1 (P)	English (E)
					AEC2	Additional Languages (AL)
				Sem II	AEC3 (P)	English (E)
					AEC4	Additional Languages (AL)
2	Multi-Disciplinary Course (MDC)	3	9	Sem I	MDC1	All Disciplines
				Sem II	MDC2	All Disciplines
				Sem III	MDC3 (KS)	Both English (E) and Additional Languages (AL)
3	Value-Added Course (VAC)	3	9	Sem III	VAC1	English (E)
				Sem IV	VAC2	English (E)
					VAC3	Additional Languages (AL)
4	Skill Enhancement Course (SEC)	3	9	Sem IV	SEC1 (P)	English (E)
				Sem V	SEC2	All Disciplines
				Sem VI	SEC3	Major Discipline
	Total in the first three years of FYUGP	13	39			

(B) Discipline-Specific Pathway Courses and Capstone Components in the Three-Year Programme in CUFYUGP

1. The student who wishes to exit with a degree after three years needs to acquire 94 credits from discipline-specific foundation, pathway, and capstone level courses, with 4 credits for each Discipline-Specific Course and 2 credits for the Internship.
2. The minimum number of elective courses that can be offered by a discipline in the three-year programme shall be four, with two each in semesters V and VI.
3. The maximum number of elective courses that can be offered by a discipline in the three-year programme shall be six, with three each in semesters V and VI.

4. In both semesters V and VI, minimum twice the number of elective courses should be designed, to provide choice to the students. There is no upper limit to the number of elective courses in the basket of elective courses in semesters V and VI.
5. A signature course in the Major discipline designed by a faculty member, after being approved by the BoS, can be incorporated as a Major elective course.
6. If four elective courses in semesters V and VI, with total 16 credits, belong to one field, they constitute a specialisation in that Major discipline. BoS should specify the list of the four elective courses that constitute a specialisation. There can be more than one specialisation from the different combinations of the electives in semester V and VI. The arrangements of elective courses in the basket should be such that a department can offer minimum four courses constituting a specialisation in the Major discipline, if at least one specialisation is envisaged by the grouping of the elective courses. However, offering the courses constituting a specialisation is not mandatory. This is the choice of individual departments. The specialisation shall not be extended to the fourth year.
7. The colleges planning to offer new Double Major programmes should obtain prior approval from the University for these programmes before the commencement of the admission procedure. There should be sufficient existing workload for offering new Double Major programmes. Those colleges with existing Dual Core programmes can continue to offer the corresponding Double Major programmes.
8. One complementary programme with varied number of courses in the existing UG programme is replaced by three Minor courses in CUFYUGP. A Minor programme in CUFYUGP consists of 6 Minor courses in the first three years. Minor courses can be offered by teaching departments offering Major programmes, even if they do not offer any complementary courses in the existing UG programmes. Minor courses can also be offered by single-faculty departments, offering English/ Second Language/ Complementary courses in the existing UG programmes.
9. Students in Single Major pathway can choose course/courses from any of the Minor groups offered by a discipline other than their Major discipline.
10. Students in Major with Multiple Disciplines pathway shall choose as each one of the multiple disciplines, all the three courses from one of the Minor groups in a discipline other than their Major discipline. In some cases, students are allowed to take one of the Minor groups offered by the same teaching department that also offers their Major discipline. In such cases, their second choice of the multiple disciplines shall be one of the Minor groups offered by a different teaching department.
11. Students in Major with Minor pathway shall choose all the courses from two Minor groups offered by a discipline other than their Major discipline. In some cases, students are allowed to take both the Major and Minor courses offered by the same teaching department, provided that the said Minor courses belong to a discipline other than the Major discipline.
12. Every discipline can offer three of its Major courses in semesters I, II and III as Minor courses to students from other disciplines.
13. The credit distribution for each sub-category of Discipline-Specific Courses in the first three years of CUFYUGP is given in Table-3, for the academic pathway “Major with Minor”.

Table-3: Discipline-Specific Courses in a Three-Year Programme in CUFYUGP

Sl. No.	Nature of the Discipline-Specific Course	No. of Courses	Required min. Credits
1	Major Pathway Courses	17	68
2	Minor Pathway Courses	6	24
3	Internship / Apprenticeship	-	2
	Total in the first three years of CUFYUGP	23	94

(C) Discipline-Specific Pathway Courses and Capstone Components in the Fourth Year of CUFYUGP

1. The student who wishes to continue to the fourth year for the Honours degree should pass all the courses in the first three years and earn 133 credits.
2. He/she should acquire minimum 44 credits during the fourth year.
3. Out of the 44 credits in the fourth year, 32 credits should be from the Major discipline and the additional 12 credits can be earned based on the academic pathway chosen by the student in the first three years. Clauses from 4 to 7 below consist of the different ways of acquiring the 32 credits in the Major discipline in the fourth year. Clauses from 8 to 14 below consist of the different ways of acquiring the additional 12 credits (other than the 32 credits in the Major discipline) in the fourth year.
4. In semester VII, he/she should earn 20 credits in the Major discipline from 5 core courses of PG-level / level 400 and above.
5. In the case of UG Degree (Honours), in semester VIII, he/she should earn 12 credits either from 3 Major core courses of level 400 & above or from an optional Project of 12 credits in the Major/ allied discipline.
6. In the case of UG Degree (Honours with Research), in semester VIII, the student should earn 12 credits from a mandatory Research Project in the Major/ allied discipline, guided by a faculty member with Ph.D., at a recognized research centre of the University / any other university / higher educational institution or at a centre prior-approved by the University.
7. In the case of Major with Minor pathway and Major with Vocational Minor pathway, the additional 12 credits in the fourth year can be from 3 courses in the Minor discipline of level 300 and above or level 400 and above.
8. If the student continues in the fourth year the Minor / Vocational Minor pathway followed in the first three years, he/she needs a minimum of additional 8 credits in the Minor / Vocational Minor discipline in the fourth year. The remaining 4 credits out of 12 can be in Major or Minor or any other discipline.
9. In the case of the other three academic pathways, the additional 12 credits can be from 3 elective courses of level 400 and above in the Major discipline or 3 courses of level 400 and above in any other discipline.
10. The student can choose to do two of the three courses (for the additional 12 credits) as online courses from the collection approved by the BoS in the discipline.
11. In the case of a student in UG Degree (Honours) or UG Degree (Honours with Research), who goes to another institution for doing the Project in semester VIII, he/she can choose

to do all the three courses (for the additional 12 credits) as online courses from the collection approved by the BoS in the discipline. Such a student can also choose to do some or all the three courses in the in-person mode at the institution where he/she is doing the Project, if the institution permits it.

12. In the case of UG (Honours with Research) programme, one of the three courses (for the additional 12 credits) should be in research methodology.
13. The students have the option to take two online courses in the fourth year, including the course on research methodology, either in semester VII or in semester VIII, but their credits shall be added to the student's account only in semester VIII.
14. The distribution of credits in the fourth year of CUFYUGP is as given in Table-4:

Table-4: Discipline-Specific Courses in the Fourth Year of CUFYUGP

Semester	Nature of the Discipline-Specific Course	No. of Courses	Required Credits
VII	Five PG level courses (level 400 & above) in the Major discipline	5	20
VIII	(i) Three PG level courses (level 400 & above) in the Major discipline (for Honours); or (ii) One 12-credit optional Project in the Major discipline (for Honours); or (iii) One 12-credit mandatory Research Project in the Major discipline (for Honours with Research)	3	12
	(i) Three Minor Pathway Courses of level 300 & above / level 400 & above; or (ii)Three courses in Major discipline of level 400 & above; or (iii)Two courses in Minor discipline + One course in Major / any other discipline; or (iv) Three courses in any other discipline of level 300 & above / level 400 & above; or (v) Two courses in Major / Minor / any other discipline + One course in research methodology (vi)Two of these courses can be in the online mode. These online courses can be taken either in semester VII or in Semester VIII, but their credits shall be added to the student's account only in semester VIII (vii) For those students who go to another institution for doing the Project, all these three courses can be in the online mode or in the in-person mode from the institution where the Project is being done.	3	12
	Total in the fourth year of CUFYUGP	11	44

The consolidated list of the courses and credits in the three-year as well as the four-year programme shall be as given below:

Table-5: Consolidated List of Courses and Credits in CUFYUGP

Sl. No.	Categorization of Courses	3-year UG		4-year UG	
		Minimum number of Courses required	Minimum number of Credits required	Minimum number of Courses required	Minimum number of Credits required
1.	Major	17	68	22	88
2.	Minor (for those with Minor pathway)	6	24	8	32
3.	Multi-disciplinary Courses (MDC)	3	9	3	9
4.	Skill Enhancement Courses (SEC)	3	9	3	9
5.	Ability Enhancement Courses (AEC)	4	12	4	12
6.	Value Added Courses (VAC)	3	9	3	9
7.	Internship	-	2	-	2
8.	Mandatory Research Project or Optional Project or Three Major Courses instead of Optional Project	- - -	- - -	- - 3	12 12 (12)
9.	An Additional Course in Major / Minor / any other discipline	-	-	1	4
	Total	36	133	47	177

CREDIT REQUIREMENTS OF PROGRAMME PATHWAYS

1. In CUFYUGP there are five possible combinations of discipline-specific courses, called ***academic pathways or programme pathways***.
2. Students who have joined for any programme under CUFYUGP regulations shall have the option to choose the following pathways for their degree and Honours programme.

(A) Single Major Pathway

1. This pathway may be recommended to those students who opt for an in-depth study in a particular discipline, without systematically exploring any other discipline.
2. The students pursuing CUFYUGP in a specific discipline shall be awarded a UG Degree in a Major discipline if they secure minimum 50% of the total credits of 133 required for the three- year programme. That is, minimum 68 credits in that Major discipline from 17 discipline-specific courses in the first three years.
3. Out of the remaining 26 credits required from discipline-specific courses in the first three years, the 2 credits from Internship should be in the Major discipline.
4. Out of the remaining 26 credits required from discipline-specific courses in the first three years, the 24 credits from 6 discipline-specific courses can be in different disciplines other than the Major discipline.

5. If the students continue to the fourth year of CUFYUGP, to be eligible for a UG Degree (Honours) in the Major discipline, they should earn a further 32 credits in that Major discipline from PG level courses or project, and an additional 12 credits from any disciplines.

(B) Major with Multiple Disciplines Pathway

1. This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects.
2. If students pursuing CUFYUGP are awarded a UG Degree in a Major discipline, they are eligible to get mentioned their core competencies in other disciplines of their choice if they have earned 12 credits each from pathway courses of two disciplines.
3. In the first three years of CUFYUGP, this pathway is composed of one Major discipline with 68 credits from 17 courses, and two other disciplines, with 12 credits from 3 courses in each discipline.
4. In this pathway, in some cases, the students are allowed to choose, as one of the two disciplines for 12 credits, one of the Minor groups offered by the same teaching department that also offers their Major discipline. In such cases, their second choice for the other 12 credits shall be one of the Minor groups offered by a different teaching department.
5. If the students continue to the fourth year of CUFYUGP, the details of the credits in the Major discipline in the fourth year are the same as given for the Single Major Pathway. In the fourth year, the students need to earn an additional 12 credits from any disciplines. These 12 credits can be in the form of three discipline-specific courses in any one discipline, in which case this third discipline will be added to the multiple disciplines of this pathway.

(C) Major with Minor Pathway

1. This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a more focus on one discipline (Major) and relatively less focus on the other (Minor). The concept of Minor is relevant only when there is a Major discipline.
2. If students exit at the end of the third year of CUFYUGP, they are awarded a Major Degree in a particular discipline. They are also eligible to be awarded a Minor in another discipline of their choice, if they earn a minimum of 24 credits through 6 discipline-specific pathway courses in the Minor discipline.
3. If the students continue to the fourth year of CUFYUGP, they should earn a minimum of 32 credits in the Minor discipline, to be eligible for a UG Degree (Honours) with a Major and a Minor. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Minor discipline. The details of the credits in the Major discipline are the same as given for the Single Major Pathway.

(D) Major with Vocational Minor Pathway

1. This pathway may be recommended to those students who wish for an exposure in a vocational discipline in addition to the in-depth study in the Major discipline.
2. The credit requirements for Major and vocational Minor disciplines in this pathway are the same as those for Major with Minor pathway, except that the Minor courses are in a vocational discipline. The details of the credits in the Major discipline are the same as given for the Single Major Pathway.

(E) Double Major Pathway

1. This pathway may be recommended to those students who wish for an in-depth study in two disciplines to equal extent.
2. It is composed of two Major disciplines with minimum 50% credits in one Major (A) and minimum 40% credits in another Major (B) out of the total credits. In the three- year UG programme, the student should earn minimum 68 credits in Major A and 53 credits in Major B out of the total credits of 133 to qualify for a UG degree with a Double Major.
3. To secure the required minimum credits in each discipline, students who wish to opt for a Double Major should include the credits earned by them from the Multi- Disciplinary Courses, Skill Enhancement Courses and Value-Added Courses offered by the respective double-Major disciplines, in the proportion shown in Table-6 and Table-7 below and Table-9 in Section 9.
4. The Double Major pathway is not extended to the fourth year.
5. In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours) / UG Degree (Honours with Research) in A or B.
6. If he/she opts to continue with Major B in the fourth year, he/she should earn an additional 15 credits of 300-399 level in B through in-person or online courses.
7. For the existing Dual Core/ Double Main programmes, the Double Major pathway can be the recommended pathway with flexibility to choose any other pathway.
8. For the Core with Two Complimentary programmes, Major with Multiple Disciplines pathway can be the recommended pathway with flexibility to choose any other pathway.

Table-6: Minimum Credit Requirements of the Different Pathways in Three-Year Programme in CUFYUGP

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4, MDC: 3, SEC: 3, VAC: 3 Each course has 3 credits	Intern -ship	Total Credits
		Each course has 4 credits				
1	Single Major (A)	68	24	39	2	133
2	Major (A) with Multiple Disciplines (B, C)	68	12 + 12	39	2	133
3	Major (A) with Minor (B)	68	24	39	2	133
4	Major (A) with Vocational Minor (B)	68	24	39	2	133
5	Double Major (A, B)	A: 48 B: 44	-	12 + 18 + 9	2	133
			The 24 credits in Minor stream are distributed between two Majors. 2 MDC, 2 SEC, 2 VAC and the internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133)			

Table-7: Minimum Course Requirements of the Different Pathways in Three-Year Programme in CUFYUGP

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3, SEC: 3 VAC: 3	Intern -ship	Total Courses
		Each course has 4 credits		Each course has 3 credits		
1	Single Major (A)	17	6	13	-	36
2	Major (A) with Multiple Disciplines (B, C)	17	3 + 3 = 6	13	-	36
3	Major (A) with Minor (B)	17	6	13	-	36
4	Major (A) with Vocational Minor (B)	17	6	13	-	36
5	Double Major (A, B)	A: 12 B: 11	-	4 + 6 + 3	-	36
			The 6 courses in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the internship should be in Major A. 1 MDC, 1 SEC and 1 VAC should be in Major B.			

DISTRIBUTION OF COURSES IN DIFFERENT SEMESTERS

The distribution of discipline-specific courses and general foundation courses to be attended by the students in Semesters I – VI is given in Table-8 for the first four academic pathways, and in Table-9 for the Double Major pathway. The distribution of Major and Minor courses offered by the same department in semesters I – VI is given in Table-10. The distribution of Major and Minor courses in the fourth year of CUFYUGP is given in Table-11.

Table-8: Course Distribution for Students in Semesters I – VI (Pathways 1 – 4)

(1) *Single Major*: The 6 courses together in B and C can be in different disciplines
(2) *Major with Multiple Disciplines*: B and C represent two different disciplines.
(3) *Major with Minor*: B and C represent the same Minor discipline.
(4) *Major with Vocational Minor*: B and C represent the same Vocational Minor discipline.

Semester	DSC (Credit 4)	AEC (Credit 3)	SEC (Credit 3)	MDC (Credit 3)	VAC (Credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A, B, C	AEC1 (P) (E) AEC2 (AL)		MDC1		6	21	22
II	3 A, B, C	AEC3 (P) (E) AEC4 (AL)		MDC2		6	21	22
III	4 A, A, B, C			MDC3(KS) (E & AL)	VAC1(E)	6	22	22
IV	3 A, A, A		SEC1 (P) (E)		VAC2 (E) VAC3(AL)	6	21	22
V	5 A, A, A, A*, A* (*Electives1, 2)		SEC2			6	23	23
VI	5 A, A, A, A*, A* (*Electives 3,4)		SEC3			6	23	23
	INTERNSHIP						2	-
Total	Major A : 17 Minor B : 3 Minor C : 3	4	3	3	3	36	133	134
Exit with UG Degree / Proceed to Fourth Year with 133 Credits								

Note: Only the minimum number of elective courses, two each, in semesters V and VI are shown in the above table. There can be a maximum of three elective courses each in these semesters.

Table-9 : Course Distribution for Students in Semesters I – VI (pathway 5: Double Major)

A1: 68 credits in Major A *B1: 68 credits in Major B*

A2: 53 credits in Major A *B2: 53 credits in Major B*

*The combinations available to the students: (**A1 & B2**), (**B1 & A2**)*

Seme-ster	DSC (Credit 4)	AEC (Credit 3)	SEC (Credit 3)	MDC (Credit 3)	VAC (Credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A (**A1**, **A2**) B (**B1**, **B2**) A (**A1**) | B (**B1**)	AEC1(P) (E) AEC2 (AL)		A (**A1**) | B (**B1**)		6	21	22
II	3 A (**A1**, **A2**) B (**B1**, **B2**) A (**A2**) | B (**B2**)	AEC3(P) (E) AEC4 (AL)		A (**A1**, **A2**)		6	21	22
III	4 A (**A1**, **A2**) A (**A1**, **A2**) B (**B1**, **B2**) B (**B1**, **B2**)			B (**B1**, **B2**)	A (**A1**) | B (**B1**)	6	22	22
IV	3 A (**A1**, **A2**) B (**B1**, **B2**) A (**A1**) | B (**B1**)		A (**A1**, **A2**)		A (**A1**, **A2**) B (**B1**, **B2**)	6	21	21
V	5 A (**A1**, **A2**) A* (**A1**, **A2**) B (**B1**, **B2**) B* (**B1**, **B2**) A (**A1**) | B (**B1**)		B (**B1**, **B2**)			6	23	23
VI	5 A (**A1**, **A2**) A* (**A1**, **A2**) B (**B1**, **B2**) B* (**B1**, **B2**) A (**A2**) | B (**B2**)		A (**A1**) | B (**B1**)			6	23	23
	INTERNSHIP						2	-
Total	**A:12, B:11** or **B:12, A:11**	4	3	3	3	36	133	133
Exit with UG Degree / Proceed to Fourth Year with 133 Credits								

Note: In both Major courses and in general foundation courses, the courses separated by a vertical line represent courses separately taken in the same semester for two different batches of students, A1(B2) and B1(A2), in the Double Major programme. The asterisk (*) represents an Elective course. In the case of Major courses, except in semester III, one Major course in each semester should be separately taken for the two batches. The first course of MDC and VAC, and the third course of SEC are separately taken by the two Major departments A and B for A1 and B1 batches in the class. For MDC and VAC, the second course is in the Major discipline A for all the students, and the third course is in the Major discipline B for all the students. For SEC, the first course is in the Major discipline A for all the students, and the second course is in the Major discipline B for all the students. While either of the two batches in the class has the set of three courses each in MDC, VAC and SEC, each Major department involved needs to take only two classes in each of these three categories of general foundation courses.

Table-10: Distribution of Major and Minor Courses Offered by the Same Department in Semesters I – VI

No. of Complementary Programmes Offered by the Same Department in the Existing 3-Year Programme	Semester	Major Courses Offered by the Same Department	Minor Courses Offered by the Same Department in CUFYUGP [one complementary programme in the existing UG = 3 Minor courses in CUFYUGP]
1 B	I	A	B1
	II	A	B2
	III	A, A	B3
	IV	A, A, A	-
	V	A, A, A, A, A	-
	VI	A, A, A, A, A	-
2 B, C	I	A	B1, C1
	II	A	B2, C2
	III	A, A	B3, C3
	IV	A, A, A	-
	V	A, A, A, A, A	-
	VI	A, A, A, A, A	-
3 B, C, D	I	A	B1, C1, D1
	II	A	B2, C2, D2
	III	A, A	B3, C3, D3
	IV	A, A, A	
	V	A, A, A, A, A	-
	VI	A, A, A, A, A	-
4 B, C, D, E	I	A	B1, C1, D1, E1
	II	A	B2, C2, D2, E2
	III	A, A	B3, C3, D3, E3
	IV	A, A, A	
	V	A, A, A, A, A	-
	VI	A, A, A, A, A	-

Table-11: Course Distribution for Students in the Fourth Year of CUFYUGP

Seme-ster	DSC (Credit 4)	Nature of the Course	Total Courses	Total Credits	Total Hrs /week
VII	Major A, A, A, A, A	Five PG level core courses (level 400 & above) in the Major discipline	5	20	20
VIII	Major A, A, A or Project in A	(i) Three PG level core courses (level 400 & above) in the Major discipline (for Honours); or (ii) One 12-credit optional Project in the Major discipline (for Honours); or (iii) One 12-credit mandatory Research Project in the Major discipline (for Honours with Research)	3	12	12
	Major A*, A*, A* (*Electives 5, 6, 7) or Minor in any discipline B, B, B or Any three disciplines	(i)Three Minor Pathway Courses of level 300 & above / level 400 & above; or (ii)Three Elective Courses in Major discipline of level 400 & above; or (iii) Two courses in Minor discipline + One course in Major / any other discipline; or (iv)Three Courses in any other discipline of level 300 & above / level 400 & above; or (v) Two courses in Major / Minor / any other discipline + One course in research methodology (vi) Two of these courses can be in the online mode. These online courses can be taken either in semester VII or in semester VIII, but their credits shall be added to the student's account only in semester VIII (vii) For those students who go to another institution for doing the Project, all these three courses can be in the online mode or in the in-person mode from the institution where the Project is being done.	3	12	12
Total of VII & VIII	Major A: 8 / 9 / 11 Project in A		11	44	44
Exit with UG Honours Degree with 177 Credits					

OUTCOME-BASED EDUCATION (OBE)

1. The regulation adopts outcome-based education (OBE), an educational approach that emphasizes achieving clearly defined learning outcomes for students. It focuses on what students can do by the end of a learning experience, rather than just the content they have been exposed to. Each academic programme shall develop and implement a comprehensive OBE plan that includes the Programme Outcomes, Programme-Specific Outcomes and Course Outcomes.
2. Faculty members shall be responsible for aligning Course Outcomes with Program Outcomes and Programme Specific Outcomes, using effective teaching methods and assessment practices to help

students achieve the learning outcomes, participating in continuous improvement efforts related to OBE, and overseeing the assessment of student learning outcomes.

3. The Department Council shall ensure that the University's OBE policy is implemented effectively. It shall review the OBE plans periodically to ensure their effectiveness, with feedback from faculty, staff, students, and alumni.

COURSE CODE

Each course shall have a unique alphanumeric code number, with the following components:

- Abbreviation of the subject in three letters (SOC)
- The semester number in which the course is offered (1 to 8)
- Abbreviation of the category of the course in two letters (CJ, EJ, MN, VN, FA etc.)
- The academic level and serial number of the course in three digits (101, 206 etc.)

Table-12: Abbreviation of the Course Category

CJ	**C**ORE IN MA**J**OR	FA	**A**BILITY ENHANCEMENT COURSE
EJ	**E**LECTIVE IN MA**J**OR	FS	**S**KILL ENHANCEMENT COURSE
MN	**MI**N**O**R	FV	**V**ALUE ADDED COURSE
VN	**V**OCATIONAL MI**N**OR	FM	**M**ULTI-DISCIPLINARY COURSE

The codes of General Foundation Courses are given in Table 13. In the case of courses reserved for the language disciplines, those offered by English and Malayalam disciplines to the BA stream are given as examples.

Table-13: Codes of General Foundation Courses

Sl. No.	Semester	Abbreviated Title of the Course	Code
1	1	AEC1	ENG1FA101(1B)
2		AEC2	MAL1FA102(1B)
3	2	AEC3	ENG2FA103(1B)
4		AEC4	MAL2FA104(1B)
5	1	MDC1	SOC1FM105-1
6	2	MDC2	SOC2FM106-1
7	3	MDC3(KS)	MAL3FM107(1B)
8		VAC1	ENG3FV108(1B)
9	4	VAC2	ENG4FV109(1B)
10		VAC3	MAL4FV110(1B)
11		SEC1	ENG4FS111(1B)
12	5	SEC2	SOC5FS112-1
13	6	SEC3	SOC6FS113- 2

ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

1. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms /rules made by the Government/ University from time to time.
2. No student shall be eligible for admission to CUFYUG Degree Programmes in any of the disciplines unless he/she has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.
3. The college shall make available to all students admitted a prospectus listing all the courses offered in various departments during a particular semester. The information so provided shall contain title of the courses, the semester in which it is offered and credits for the courses. Detailed syllabi shall be made available in the University/ college websites.
4. There shall be a uniform calendar prepared by the University for the registration, conduct/ schedule of the courses, examinations, and publication of results. The University shall ensure that the calendar is strictly followed.
5. Students shall be admitted to UG programmes under Faculty of Science, Humanities, Language and Literature, Commerce and Management, Fine Arts, Journalism, and such other faculty constituted by the University from time to time.
6. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and infrastructural facilities within the institution. The college shall provide a brochure to all students detailing the courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.
7. During the time of admission each student shall be provided with a unique Higher education student ID which may be advised to link with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.
8. The number of students that can be allocated to a Minor course shall be decided by the college, based on the availability of infrastructure and other academic facilities, subject to a maximum of 75 students per batch.
9. The colleges can also enroll students who are already registered for a particular programme in another college, in certain courses as per their choice, depending upon the availability of infrastructure and other academic facilities. This enrolment shall be through regular mode irrespective of the nature of programme (aided/ self-finance/ autonomous). On successful completion of the course, the credits may be transferred through the Academic Bank of Credit or it may be communicated to the University against the unique ID provided by the University at the time of admission. This facility is restricted to one course per semester, and to a maximum of four courses of total 16 credits in the four-year programme.
10. In the case of the students of UG Degree (Honours), who go to another college/ university/ higher education institution for their Project in the eighth semester, along with doing their Project, they can enroll for maximum four courses offered by that institution, provided it is permitted by that institution, to earn 4-credits corresponding to one Major course and 12-credits corresponding to the three additional courses of the eighth semester. In the case of the students of UG Degree (Honours with Research), this facility can be used to earn 12-credits corresponding to the three additional courses of the eighth semester.

COLLEGE TRANSFER

1. There shall be provision for both inter-collegiate and inter-university transfer of the students. Depending upon the availability of seats, and academic and infrastructural facilities, the institution shall admit in each semester, by transfer method from other

institutions, a certain number of students who are registered for particular programme, subject to conditions as may be issued by the University.

2. Inter-collegiate transfer shall be permitted only in the 3rd, 4th, 5th and 7th semesters. Inter-university transfer shall be permitted only in the 3rd, 5th and 7th semesters.
3. College transfer shall be permitted only once in the entire programme.
4. College transfer with switching in Major and Minor courses, and the academic pathway, is permitted only in the 3rd semester.
5. The transfer shall be within a period of two weeks from the date of commencement of the semester.

READMISSION AND SCHEME MIGRATION

1. Students are permitted to discontinue the programme and take readmission, but the total duration for completing the programme shall not exceed six years for the three-year programme and eight years for the four-year programme. If not, such candidate has to cancel the existing registration and join afresh as a new candidate.
2. Students who discontinued from the previous CBCSS scheme can resume their studies under the new regulations upon obtaining readmission, and such students should complete their programme as per the new regulations.
3. The principal can grant readmission to the student, subject to the conditions detailed below, and inform the matter of readmission to the Controller of Examinations within one month of such readmission.
4. Readmission is permitted only once in the entire programme.
5. There should be a gap of at least one semester for readmission.
6. The candidate seeking readmission to a particular semester should have registered for the previous semester examination.
7. The readmission sought to the parent institution shall be permitted without considering the availability of seats in the particular programme. This is permitted from 2nd semester onwards.
8. Readmission to a different institution (other than the parent institution) is permitted depending upon the availability of vacant seats. This can be considered as readmission with college transfer, and it is permitted in 3rd, 4th and 5th semesters only.
9. Readmission shall be taken within two weeks from the date of commencement of the semester concerned.
10. If change in scheme occurs during readmission, provision for credit transfer is subject to common guidelines prepared by Boards of Studies concerned. For readmission to CUFYUGP 2024 involving scheme change, the principal concerned shall report the matter of readmission to Controller of Examinations within two weeks, with the details of previous semesters and courses undergone with credits, to fix the deficiency in courses and credits.
11. Assessment of the transitory courses/ additional courses to be done by the student, as per the academic requirement of the University, shall be conducted by the Boards of Studies of the disciplines concerned.
12. Students who discontinue the programme before the completion of the third year, shall be provided with a ‘Courses cum Credits Certificate’ as a proof for re-entry to another institution, and this certificate is essential for preserving the credits in the Academic Bank of Credits.

COURSE REGISTRATION

1. The admission procedure in the CUFYUGP is the same as in the existing UG programme, and the student is admitted to a particular Major discipline.
2. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.
3. Based on consultations and advice from the faculty adviser, each student shall complete course registration using the prescribed registration form within two weeks from the commencement of each semester. The student shall choose an academic pathway and the courses other than the Major courses to be enrolled in the first semester.
4. The minimum number of credits that a student can take in a semester is as given in Table-8, Table-9 and Table-11, and the maximum number of credits is 30.
5. The college shall send a list of students registered for each programme in each semester giving the details of courses registered to the University in the prescribed form within 45 days from the commencement of the semester.
6. It is mandatory for the students to register for the examinations of the concerned semesters in the same year itself.
7. A student shall be normally permitted to register for the examination if he/she has the required minimum of 75% attendance. If the registration for examination is not possible owing to shortage of attendance beyond condonation limit in a semester, then the student shall be permitted to move to the next semester with Provisional Registration, provided the attendance is equal to or greater than 50%. Such a student can write the examination for the entire courses of the semester, in which shortage of attendance occurs, as supplementary examination only after the completion of the entire programme. In such cases, a request from the student may be forwarded through the principal of the college to the Controller of Examinations within two weeks of the commencement of the semester. If the attendance is less than 50%, the student is ineligible to continue the programme and must seek readmission.
8. The students who have attendance within the limit prescribed, but could not register for the examination, must apply for token registration, within two weeks of the commencement of the next semester.

COURSE PARTICIPATION AND ATTENDANCE

1. Students acquire knowledge and understand course materials by way of classroom participation. But due to exceptional circumstances, students may occasionally be unable to attend classes.
2. Absence from classes due to valid reasons shall be treated as authorized absence and appropriate chances for make-up shall be provided to ensure timely completion of the course.
3. The authorized absence includes absence due to participation in meetings or events organized by the college or the University, or in a regularly scheduled curricular or extracurricular activity prescribed by the college or the University, and absence due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, severe weather conditions, academic or career-related interviews etc. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.
4. Participation in such activities shall be treated as presence in lieu of their absence on production of participation/ attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). The attendance shall

be calculated by considering the period of participation/ authorized absence by the students as duty.

5. In all these cases, students should inform the faculty concerned in advance, where ever possible, and discuss the implications of the absence. Missing class, even for a legitimate purpose in certain cases, the student may not be able to make up the missed work completely, resulting in a negative impact on the student's grade. Students should be prepared to furnish proper documentation to justify their absence from the class.
6. In such situations, the faculty should offer guidance on making such suitable plans that the student can complete in advance or immediately upon returning. It is essential to recognize that not all missed work can be made up, and absences may ultimately affect a student's performance in the course
7. The faculty shall advise students to access the classes online or in blended mode and use simulation-based Labs such as virtual labs to make up the pending works.
8. A student shall be permitted to appear for the end-semester examination of a specific course to acquire the credits only if he/she has minimum 75% attendance (has completed minimum 75% of the prescribed classroom activities in physical, online, or blended modes, including any compensating activities as specified by the faculty of that course).
9. Records for class participation shall be maintained by the concerned faculty.
10. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by the University on the remittance of the required fee by the candidate.
11. Students can avail condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme).
12. If a student fails to get the required attendance within condonable limit, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a provisional registration is needed.
13. Such a student can write the examination for the entire courses of the semester, in which shortage of attendance occurs, as supplementary examination only after the completion of the entire programme.
14. If the attendance is less than 50%, the student is ineligible to continue the programme and must seek readmission.

SWITCHING OF MAJOR, MINOR AND THE PATHWAY

1. At the end of second semester, students are permitted to switch their Major discipline, Minor discipline, and their academic pathway. Based on the availability of seats and infrastructure facilities, the students are permitted to opt any discipline in which they have completed one course and earned 4 credits during the first two semesters as discipline specific foundation course (Major /Minor).
2. Students in the four academic pathways, Single Major, Major with Multiple disciplines, Major with Minor and Major with Vocational Minor, can switch their Major to one of the Minor disciplines in which they have attended minimum one course and earned minimum 4 credits in the first two semesters.
3. Students in the Double Major pathway can switch to one of the other four pathways by retaining one of the two Major disciplines they have studied. The second Major discipline they have studied can be redefined as

    a. Minor in the *Major with Minor pathway* or *Major with Vocational Minor pathway;*
    b. Minor as one of the two disciplines in the *Major with Multiple Discipline pathway;*
    c. Minor as a discipline in which three courses are taken in the S*ingle Major pathway.*

4. When a student switches the Major to one of the disciplines in which he/she has earned minimum 4 credits, the credits earned shall be transferred to the total credits required for the new Major.
5. To accommodate the students who switch to a new Major programme, additional seats are created, depending upon the academic and infrastructural facilities available in the institution. The maximum number of these additional seats shall be 10% of the sum of the sanctioned strength and the marginal increase of the newly chosen Major programme. In addition, unfilled or vacant seats after the close of admission, if any, may be filled with those seeking a switching of the Major discipline. After the switching of Major to a particular discipline, the total number of students in that discipline should remain within the statutory limit.
6. In the case of switching of Major, the rank list of the applicants shall be prepared by the colleges, based on the following criteria:
7. The ranking shall be in the order of the highest marks secured in the discipline to which the switching of Major is sought (Minor discipline, in the case of the first four pathways; one of the two Major disciplines, in the case of the Double Major pathway), by considering the total marks scored in the first and second semesters together.
8. In the case of a tie in the ranking, the highest total marks scored in the external examination of first and second semesters, in the discipline to which the switching is sought, shall be fixed as the first criterion to break the tie.
9. If the tie in the ranking continues beyond this stage, the sum of the SGPA secured in the first and second semesters shall be fixed as the second criterion to break the tie.
10. Switching the Major is permitted within the college, between two colleges within the University, and between two universities in the state.
11. The procedure for the switching of Major, Minor and the academic pathway shall be completed within a period of two weeks from the date of commencement of the third semester.
12. The change of Major discipline through the switching between Major and other discipline specific courses (Major / Minor) is permitted only at the end of the second semester.

ACADEMIC MONITORING AND STUDENT SUPPORT

1. Regular Advisory meetings shall be convened in the department immediately after the commencement of the semester and immediately after announcing the marks of the internal evaluation test.
2. The internal marks, classroom presence/participation, etc. shall be uploaded on the University portal only after displaying the same on the department notice board at least for two working days.
3. Any concern raised by the students regarding attendance and internal marks shall be looked into in the combined meetings of faculty advisor, course faculty, department coordinator of CUFYUGP and the students concerned.
4. If the concerns are not resolved at the advisor's level, the same can be referred to the departmental/ college-level Grievance Redressal Committee, constituted as per the existing UGC/ University/ Government norms.
5. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding internal assessment and attendance.
6. If the students raise further concerns about the issue, the principal shall refer the same to the University-level Grievance Redressal Committee with proper documents and minutes of all the committees.
7. The faculty in-charge of the class shall be the custodian of the minutes and reports of the advisory meetings.

8. It shall be the duty of the Head of the Department and the Principal to present the minutes and reports before the University as and when required.
9. The college shall form a Grievance Redressal Committee in each department in accordance with the directives of UGC/ University/ Government from time to time. This committee shall address all grievances relating to the internal assessment grades of the students.
10. There shall be a college-level Grievance Redressal Committee formed in accordance with the directives of UGC/ University/ Government from time to time.
11. The University shall form a Grievance Redressal Committee as per the existing norms.
12. The University shall establish a digital storage (DIGILOCKER) of academic credits for the credit transfer and accumulation in line with Academic Bank of Credit (ABC) facility provided by the University Grants Commission.
13. The validity of credits earned shall be for a maximum period of eight years or as specified in the University/ UGC regulations.

ASSESSMENT AND EVALUATION

1. A 4-credit course will be evaluated for 100 marks and a 3-credit course for 75 marks.
2. The assessment shall be a combination of continuous comprehensive assessment and an end-semester evaluation.
3. Continuous comprehensive assessment will have two sub-components: Formative assessment and Summative Assessment. The course-faculty can choose any combination of assessment methods listed below in both categories.
4. Formative Assessment: Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. It is to encourage students to build on their strengths rather than fixate or dwell on their deficits. Formative Assessment can help clarify and calibrate learning expectations for both students and parents. It will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. Formative assessment will be prerogative of the course coordinator based on specific requirement of the student. Suggestive methods of formative assessment are as follows:
   (i) Practical Assignment, (ii) Observation of practical skills, (iii) Viva voce, (iv) Quiz, (v) Interview, (vi) Oral presentations, (vii) Computerized adaptive testing, (viii) In-class discussions, (ix) Instructor-created exams, (x) Seminar presentations, (xi) Clicker question (xii) Low-stakes group work, (xiii) Group Tutorial work, (xiv) One-minute reflection writing assignments, (xv) Home assignments, (xvi) Self and peer Assessments, (xvii) Any other method as may be required for specific course / student as implemented by the instructor.
5. Summative Assessment: Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period— typically at the end of a project, unit, course, or semester. Summative assessments may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. The systematically collected evidences should be kept in record by course faculty and the marks should be displayed on the college notice board before the end semester examinations. The method of evaluation/ assessment may be as follows:
   (i) Written test, (ii) Open book test, (iii) Literature survey (iv) Problem based assignments, (v) Individual project report, (vi) Case study report, (vii) Team project report, (viii) Standardized Test, (ix) Any other pedagogic approach specifically designed for a particular course by the instructor.

6. 6.30% weightage shall be given for continuous comprehensive assessment. The remaining 70% weight shall be for the end-semester evaluation.
7. In the case of a 4-credit course with only theory component, the evaluation will be in 100 marks, out of which 30 marks will be by continuous/internal evaluation and 70 marks will be by external evaluation.
8. In the case of a 3-credit course with only theory component, the evaluation will be in 75 marks, out of which 25 marks will be by continuous/internal evaluation and 50 marks will be by external evaluation.
9. In the case of a 4-credit course with only theory component and with five modules, out of the 30 marks by continuous/internal evaluation, 10 marks will be for the open-ended module and 20 marks will be for the other four modules. The 70 marks of the external evaluation will be based on the four modules other than the open-ended module.
10. In the case of a 3-credit course with only theory component and with five modules, out of the 25 marks by continuous/internal evaluation, 5 marks will be for the open-ended module and 20 marks will be for the other four modules. The 50 marks of the external evaluation will be based on the four modules other than the open-ended module.
11. In the case of a 4-credit course with 3 credits for theory component and 1 credit for practical / practicum component, there can be four modules based on theory and one module on practical component. Out of the total evaluation of 100 marks, 20 marks will be for the practical / practicum component and it will be based on continuous/internal evaluation, and an end-semester examination and viva by internally appointed teachers of the Department Council. The 20 marks of the practical component will be considered as part of the internal evaluation. Out of the remaining 80 marks for the theory component, 10 marks will be by continuous/internal evaluation and 70 marks will be by external evaluation.
12. In the case of a 3-credit course with 2 credits for theory component and 1 credit for practical / practicum component, there can be four modules based on theory and one module on practical component. Out of the total evaluation of 75 marks, 15 marks will be for the practical / practicum component and it will be based on continuous/internal evaluation, and an end-semester examination and viva by internally appointed teachers of the Department Council. The 15 marks of the practical component will be considered as part of the internal evaluation. Out of the remaining 60 marks for the theory component, 10 marks will be by continuous/internal evaluation and 50 marks will be by external evaluation.
13. In semesters I, III, V and VII, the colleges shall conduct the end-semester examination of all the courses, and they shall also conduct the evaluation of the answer sheets of these courses under the supervision of the University. In semesters II, IV, VI and VIII, the University shall conduct the end-semester examination of all the courses, with the question papers from the question bank prepared by the Boards of Studies in the respective disciplines, and shall also conduct the centralised evaluation for these courses.
14. The general schemes of the question papers for the end-semester examination of the theory part of a course are given in Appendix-I & II.
15. Question Paper type I is for Major & Minor courses with 4-credits for each course. Scheme of Examinations is as follows: The question paper for the external examination shall be of 70 marks and the internal evaluation shall be of 30 marks. Duration of each external examination is 2 hours. The pattern of external examination is as given in Appendix-I

16. The students can answer all the questions in Sections A & B, but there shall be ceiling in each of these sections. Only one out of two questions need to be answered in Section C.
17. Question paper type II is for General Foundation Courses with 3-credits for each course. Scheme of Examinations is the following: The question paper for the external examination shall be of 50 marks and the internal evaluation shall be of 25 marks. Duration of each external examination is 1.5 hours. The pattern of external examination is as given in Appendix-II. The students can answer all the questions in Sections A & B, but there shall be ceiling in each of these sections. Only one out of two questions need to be answered in Section C.
18. If the student has 75% attendance in an Audit Course, he/she is eligible for a pass in that course, with no credit (zero-credit).
19. Each college shall have a Moderation Board/ Committee to moderate the marks awarded to a candidate through continuous internal assessment.
20. The University shall decide the moderation in each semester as per the rules specified by the Academic Council from time to time.
21. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of the end-semester examination or before forwarding the internal assessment marks to the Controller of Examinations, whichever is earlier.
22. There shall not be any chance for improvement for internal marks.
23. The course-teacher(s) shall maintain the academic record of each student registered for the course.
24. The marks awarded in each semester (continuous internal assessment) for both theory and practical shall be forwarded to the Controller of Examinations as and when notified by the university before the commencement of the end-semester examination.
25. The Controller of Examinations shall have the right to call for all the records of continuous evaluation from the teachers concerned and moderate the evaluation if it deems necessary in any specific case(s).
26. Improvement of a particular semester can be done only once.
27. The student shall avail the improvement chance in the succeeding year after the successful completion of the semester concerned.
28. The students can improve a maximum of two courses in a particular semester.
29. The internal marks already obtained will be carried forward to determine the new grade/ marks in the improvement examination.
30. If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the grade/ marks obtained in the first appearance will be retained.
31. A student who fails to secure a minimum grade for a pass in a course is permitted to write the supplementary examination along with the next junior batch.
32. Improvement and supplementary examinations cannot be done simultaneously. That is, if a student has failed in one or more courses in a semester, he/she should first appear for the supplementary examinations of these courses and secure a pass. A student shall be eligible to improve any courses in a semester only after the successful completion of all the courses in that semester. The improvement chance should be availed in the succeeding year itself.

REVALUATION

1. If a student applies for revaluation of a course, then the marks on revaluation and the internal marks together shall be reckoned for finalising the revaluation results. Aggregate grade shall be displayed in the revaluation results. The change in the grade obtained on revaluation, will be awarded to the candidate.
2. Students can apply for photocopies of answer scripts of external examinations. Applications for photocopies/ scrutiny/ revaluation should be submitted within 10 days of publication of results. The fee for this shall be as decided by the University.

INTERNAL EVALUATION OF THEORY PART OF A COURSE

Internal Evaluation of theory part of a course shall have the following components:

Table-14: Internal Evaluation of Theory Part of a Course

Components of Internal Evaluation of Theory Part of a Course	Internal Marks for the Theory Part of							
	4-credit Course (Total 30 Marks)				3-credit Course (Total 25 Marks)			
	Theory Only		Theory + Practical		Theory Only		Theory +Practical	
	4 Theory Modules (20)	Open- ended Module (10)	4 Theory Modules (10)	Practical (20)	4 Theory Modules (20)	Open-ended Module (5)	4 Theory Modules (10)	Practical (15)
Test paper/ Mid-semester Exam	10	4	5	-	10	2	5	-
Seminar/ Viva/ Quiz	6	4	3	-	6	2	3	-
Assignment	4	2	2	-	4	1	2	-

LETTER GRADES AND GRADE POINTS

1. Mark system is followed for evaluating each question.
2. For each course in the semester letter grade and grade point are introduced in 10- point indirect grading system as per guidelines given below.
3. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
4. The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
5. Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.
6. When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.
7. The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree (Honours) or UG Degree (Honours with Research), as the case may be.

Table-15: Letter Grades and Grade Points

Letter Grade	Grade Point	Percentage of Marks (Internal & External Put Together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	Above 85% and below 95%	
A (Very good)	8	75% to below 85%	
B+ (Good)	7	65% to below 75%	First Class
B (Above average)	6	55% to below 65%	
C (Average)	5	45% to below 55%	Second Class
P (Pass)	4	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Third Class
F (Fail)	0	Below an aggregate of 35% or below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

COMPUTATION OF SGPA AND CGPA

The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (Ci) with the grade points (Gi) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

i.e. SGPA (Si) = Σi (Ci x Gi) / Σi (Ci)

where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course in the given semester.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

Table-16: Illustration – Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (133)}}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (177)}}$$

The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.

Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

GRADE CARD

The University shall issue by online grade/ marks card to the students on completion of each semester, which shall contain the following information:

- Name of University
- Name of College
- Name and Register Number of the student
- Title of the Programme
- Semester concerned
- Code number, Title and Credits of each Course opted in the semester
- Letter grade in each course in the semester
- The total credits, total credit points and SGPA in the Semester (corrected to three decimal places)

In the case of the students who opt to switch the Major and Minor courses at the end of second semester, the course codes of the discipline-specific courses (Major/ Minor) mentioned in the grade cards issued in the first two semesters shall be provisional. The grade cards thus issued shall be revised on demand with the new course codes. Only the revised course codes shall be given in the final grade card.

The final Grade card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree. The following details will be shown in the final grade card:

- Name of University
- Name of College
- Name and Register Number of the student
- Title of the Programme
- The academic pathway of the student
- Code number, Title, Credits and Grade Point of each Course opted

- The total credits, total credit points and SGPA (corrected to three decimal places) of each semester
- CGPA (corrected to three decimal places), calculated on a 10-point scale.
- Percentage of marks (corrected to two decimal places)
- Overall letter grade of the student for the entire programme.
- CGPA and percentage of marks separately for Major course, Minor courses, Internship, General Foundation Courses and Project (if applicable).
- The elective courses opted by the student.
- Specialisation of the student (if applicable)
- Audit courses passed
- Details of credits earned by the student through online/ additional courses

COMMITTEES FOR THE IMPLEMENTATION AND MONITORING OF CUFYUGP

There Shall be an CUFYUGP Steering Committee at the University-level to ensure the smooth implementation of CUFYUGP 2024 and to resolve the ensuing issues. The CUFYUGP Steering Committee shall include:

i. the Registrar of the University,
ii. the Controller of Examinations,
iii. two Syndicate members of whom one shall be a teacher,
iv. seven teachers from different disciplines (preferably one from each faculty),
v. two chairpersons of Boards of Studies (one UG and one PG), and
vi. two Deans of Faculty as the members,

and the Syndicate member who is also a teacher as the Convenor. The quorum of the committee shall be six and meeting of the committee shall be held at least thrice in an academic year. The resolutions of the committee shall be implemented by the Vice-Chancellor in exigency and this shall be ratified by the Academic Council.

There shall be a CUFYUGP Academic Committee at each of the affiliating college (other than autonomous colleges) to implement and monitor the CUFYUG programmes, which shall be formed within one month from the date of commencement of this regulation. The CUFYUGP Academic Committee shall consist of the Principal as the Chairperson, the Academic Co-ordinator of CUFYUGP as Convenor, and the Department Coordinators from all the departments of the college as members.

TRANSITORY PROVISION

Notwithstanding anything contained in these Regulations, the Vice-Chancellor shall, for a period of three years from the date of coming into force of these Regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

REPEAL

The regulations now in force, in so far as they are applicable to programmes offered by the University and to the extent, they are inconsistent with these regulations, are hereby repealed. In the case of any inconsistency between the existing Regulations and these Regulations relating the Calicut University Four-Year Undergraduate Programme (CUFYUGP), in their application to any course offered in a College, the latter shall prevail.

UNIVERSITY OF CALICUT

B.A. SOCIOLOGY HONOURS
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS & MODEL QUESTION PAPERS
w.e.f. 2024 admission onwards

(CUFYUGP Regulations 2024)

B.A. SOCIOLOGY HONOURS

(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

PO1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BA Sociology Honours programme at the University of Calicut, a student

PSO1	Develops competency in disciplinary knowledge of sociology
PSO2	Understands historical and cultural context of society and updates with global trends in sociology
PSO3	Makes use of Sociological Imagination and applies the acquired knowledge to develop research skills and critical analysis
PSO4	Disseminates the sociological knowledge and applies it for social intervention and action and takes part in experiential learning through extension and outreach
PSO5	Creates values of co-existence and pluralism and sensitises towards social categories through which ethical reflections are imbibed.
PSO6	Creates skills for social planning and social analysis

MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE THREE-YEAR PROGRAMME IN CUFYUGP

Sl. No	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern -ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Sociology + six courses in different disciplines in different combinations
2	Major (A) with Multiple Disciplines (B, C)	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: Sociology + History and Political Science
3	Major (A) with Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Sociology Minor: History
4	Major (A) with Vocational Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Sociology Vocational Minor Course
5	Double Major (A, B)	A: 48 (12 courses) B: 44 (11 courses)	- The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133)	12 + 18 + 9	2	133	Sociology and Malayalam double major
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

B.A. SOCIOLOGY HONOURS PROGRAMME
COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	SOC1CJ 101/ SOC1MN 100	Core Course 1 in Major – Introduction to Sociology	60	4	4	30	70	100
		Minor Course 1	60/75	4/5	4	30	70	100
		Minor Course 2	60/75	4/5	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1– English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		Total		**22/24**	**21**			**525**
2	SOC2CJ 101/ SOC2MN 100	Core Course 2 in Major – Indian Social Structure	60	4	4	30	70	100
		Minor Course 3	60/75	4/5	4	30	70	100
		Minor Course 4	60/75	4/5	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 – Other than Major	45	3	3	25	50	75
		Total		**22/24**	**21**			**525**
3	SOC3CJ 201	Core Course 3 in Major –Foundations of Social Thought	60	4	4	30	70	100
	SOC3CJ 202 / SOC3MN 200	Core Course 4 in Major – Fundamentals of Social Research	60	4	4	30	70	100
		Minor Course 5	60/75	4/5	4	30	70	100
		Minor Course 6	60/75	4/5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV 108(1B)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		**22/24**	**22**			**550**

4	SOC4CJ 203	Core Course 5 in Major –Rural Sociology	60	4	4	30	70	100
	SOC4CJ 204	Core Course 6 in Major –Urban Sociology	60	4	4	30	70	100
	SOC4CJ 205	Core Course 7 in Major –Methodology of Social Research	60	4	4	30	70	100
	ENG4FV 109(1B)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1B)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
		Total		**22**	**21**			**525**
5	SOC5CJ 301	Core Course 8 in Major – Classical Sociological Theory	60	4	4	30	70	100
	SOC5CJ 302	Core Course 9 in Major –Gender and Society	60	4	4	30	70	100
	SOC5CJ 303	Core Course 10 in Major – Social Anthropology	60	4	4	30	70	100
		Elective Course 1 in Major**	60	4	4	30	70	100
		Elective Course 2 in Major**	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
		Total		**23**	**23**			**575**
6	SOC6CJ 304/ SOC8MN 304	Core Course 11 in Major –Sociology of Development	60	4	4	30	70	100
	SOC6CJ 305/ SOC8MN 305	Core Course 12 in Major–Environmental Sociology	60	4	4	30	70	100
	SOC6CJ 306/ SOC8MN 306	Core Course 13 in Major –Sociology of Keralam	60	4	4	30	70	100
		Elective Course 3 in Major**	60	4	4	30	70	100
		Elective Course 4 in Major**	60	4	4	30	70	100
	SOC6FS 113-1/ SOC6FS 113-2	Skill Enhancement Course 3- Guidance and Counselling **OR** Social Compliance and Social Audit	45	3	3	25	50	75
	SOC6CJ 349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23**	**25**			**625**
Total Credits for Three Years					**133**			**3325**
7	SOC7CJ 401	Core Course 14 in Major –Advanced Sociological Theory	60	4	4	30	70	100

	SOC7CJ 402	Core Course 15 in Major –Political Sociology	60	4	4	30	70	100
	SOC7CJ 403	Core Course 16 in Major – Migration and Diaspora	60	4	4	30	70	100
	SOC7CJ 404	Core Course 17 in Major –Sociology of India: Theoretical Perspectives	60	4	4	30	70	100
	SOC7CJ 405	Core Course 18 in Major – Sociology of Stratification and Inequality	60	4	4	30	70	100
		Total		**20**	**20**			**500**
8	SOC8CJ 406/ SOC8MN 406	Core Course 19 in Major –Contemporary Social Theories	60	4	4	30	70	100
	SOC8CJ 407/ SOC8MN 407	Core Course 20 in Major –Economic Sociology	60	4	4	30	70	100
	SOC8CJ 408 / SOC8MN 408	Core Course 21 in Major –Family, Marriage and Kinship	60	4	4	30	70	100
	OR (instead of Core Courses 19 and 21 in Major)							
	SOC8CJ 449	Project (in Honours programme)	360*	12*	12	90	210	300
	OR (instead of Core Courses 19 – 21 in Major)							
	SOC8CJ 499	Project (in Honours with Research programme)	360*	12*	12	90	210	300
		Elective Course 5 in Major*** / Minor Course 7	60	4	4	30	70	100
		Elective Course 6 in Major*** / Minor Course 8	60	4	4	30	70	100
		Elective Course 7 in Major ***/ Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100
	OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)							
	SOC8CJ 489	Advanced Social Research	60	4	4	30	70	100
		Total		**24**	**24**			**600**
Total Credits for Four Years					**177**			**4425**

* The teacher should have 12 hours/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24 hours/week of engagement in the Project work. Total hours are given based on the student's engagement.

**Students can choose any two elective courses each from the course basket elective courses in Semester 5 and in Semester 6, as listed in the two tables- elective courses with specialisation and elective courses with no specialisation.

*** Students can choose any three elective courses from the course basket of elective courses in Semester 8, as listed in the table of Elective courses with no specialisation.

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
Total for Three Years	**68**	**24**	**39**	**2**	**133**
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of three Major courses					
Total for Four Years	**88 + 12 = 100**	**36**	**39**	**2**	**177**

DISTRIBUTION OF MAJOR COURSES IN SOCIOLOGY FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Course Code	Course Title	Hours/ Week	Credits
1	SOC1CJ101/ SOC1MN100	Core Course 1 in Major –Introduction to Sociology	4	4
2	SOC2CJ101/ SOC2MN100	Core Course 2 in Major – Indian Social Structure	4	4
3	SOC3CJ201	Core Course 3 in Major –Foundations of Social Thought	4	4
	SOC3CJ202/ SOC3MN200	Core Course 4 in Major – Fundamentals of Social Research	4	4
4	SOC4CJ203	Core Course 5 in Major –Rural Sociology	4	4
	SOC4CJ204	Core Course 6 in Major –Urban Sociology	4	4
	SOC4CJ205	Core Course 7 in Major – Methodology of Social Research	4	4
5	SOC5CJ301	Core Course 8 in Major – Classical Sociological Theory	4	4
	SOC5CJ302	Core Course 9 in Major –Gender and Society	4	4
	SOC5CJ303	Core Course 10 in Major – Social Anthropology	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4

6	SOC6CJ304/ SOC8MN304	Core Course 11 in Major –Sociology of Development	4	4
	SOC6CJ305/ SOC8MN305	Core Course 12 in Major–Environmental Sociology	4	4
	SOC6CJ306/ SOC8MN306	Core Course 13 in Major –Sociology of Keralam	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	SOC6CJ349	Internship in Major	-	2
Total for the Three Years				**70**
7	SOC7CJ401	Core Course 14 in Major –Advanced Sociological Theory	4	4
	SOC7CJ402	Core Course 15 in Major –Political Sociology	4	4
	SOC7CJ403	Core Course 16 in Major –Migration and Diaspora	4	4
	SOC7CJ404	Core Course 17 in Major –Sociology of India: Theoretical Perspectives	4	4
	SOC7CJ405	Core Course 18 in Major – Sociology of Stratification and Inequality	4	4
8	SOC8CJ406/ SOC8MN406	Core Course 19 in Major –Contemporary Social Theories	4	4
	SOC8CJ407/ SOC8MN407	Core Course 20 in Major –Economic Sociology	4	4
	SOC8CJ408/ SOC8MN408	Core Course 21 in Major –Family, Marriage and Kinship	4	4
	OR (instead of Core Courses 19-21 in Major)			
	SOC8CJ449	Project (in Honours programme)	12	12
	OR (instead of Core Courses 19-21 in Major)			
	SOC8CJ499	Project (in Honours with Research programme)	12	12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	SOC8CJ489	Advanced Social Research	4	4
Total for the Four Years				**114**

ADDITIONAL MAJOR COURSE FOR DOUBLE MAJOR - BATCH A1(B2) & B1(A2)

Semester	Course Code	Course Title	Hours/ Week	Credits
1, 2	SOC1CJ102/ SOC2CJ102	Core Course in Major Sociology – Social Structure and Transformation of Keralam (for batch A1, A2 only)	4	4

ELECTIVE COURSES IN SOCIOLOGY WITH SPECIALISATION

Group No.	Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
1	TRIBAL STUDIES									
	1	SOC5EJ 301(1)	Introduction to Indigenous and Tribal Studies	5	60	4	4	30	70	100
	2	SOC5EJ 302(1)	Tribal Development in India	5	60	4	4	30	70	100
	3	SOC6EJ 301(1)	Dalit Realities and Discourses of India	6	60	4	4	30	70	100
	4	SOC6EJ 302(1)	Tribal Heritage and Discourses of Keralam	6	60	4	4	30	70	100
2	AGING AND SOCIETY									
	1	SOC5EJ 303(2)	Population and Society	5	60	4	4	30	70	100
	2	SOC5EJ 304(2)	Social Gerontology	5	60	4	4	30	70	100
	3	SOC6EJ 303(2)	Sociology of Aging and Old Age Home Management	6	60	4	4	30	70	100
	4	SOC6EJ 304(2)	Palliative Care and Community Engagement	6	60	4	4	30	70	100

ELECTIVE COURSES IN SOCIOLOGY WITH NO SPECIALISATION

Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
							Internal	External	Total
1	SOC5EJ305	Sociology of Health	5	60	4	4	30	70	100
2	SOC5EJ306	Sociology of Food	5	60	4	4	30	70	100
3	SOC5EJ307	Social Movements in India	5	60	4	4	30	70	100
4	SOC6EJ305	Sociology of Religion	6	60	4	4	30	70	100
5	SOC6EJ306	Sociology of Minority	6	60	4	4	30	70	100
6	SOC6EJ 307	Colonisation and Decolonisation : Emerging Discourses	6	60	4	4	30	70	100
7	SOC8EJ 401	Sociology of Marginalised Sections	8	60	4	4	30	70	100
8	SOC8EJ 402	Sociology of Work and Industrial Life	8	60	4	4	30	70	100
9	SOC8EJ 403	Science, Technology and Society	8	60	4	4	30	70	100
10	SOC8EJ 404	Sociology of Tribes in India	8	60	4	4	30	70	100

GROUPING OF MINOR COURSES IN SOCIOLOGY

(Title of the Minor: **DIMENSIONS OF SOCIAL LIFE**)

Note: The minor courses given below should not be offered to students who have taken Sociology as the Major discipline. They should be offered to students from other major disciplines only.

Group No.	Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
1	**SOCIOLOGY OF ECONOMIC LIFE** (Preferable for Economics Students)									
	1	SOC1MN101	Invitation to Sociology	1	60	4	4	30	70	100
	2	SOC2MN101	Introduction to Economic Sociology	2	60	4	4	30	70	100
	3	SOC3MN201	Economy and Society	3	60	4	4	30	70	100
2	**SOCIOLOGY OF POLITICAL LIFE** (Preferable for History, Political Science, Public Administration Students)									
	1	SOC1MN101	Invitation to Sociology	1	60	4	4	30	70	100
	2	SOC2MN102	Introduction to Political Sociology	2	60	4	4	30	70	100
	3	SOC3MN202	Social Basis of Inequality and Development	3	60	4	4	30	70	100
3	**SOCIETY AND INDIVIDUAL** (Preferable for Social Work Students)									
	1	SOC1MN103	Introduction to Social Psychology	1	60	4	4	30	70	100
	2	SOC2MN103	Fundamentals of Social Psychology	2	60	4	4	30	70	100
	3	SOC3MN203	Counselling	3	60	4	4	30	70	100
4	**SOCIOLOGY OF MASS MEDIA** (Preferable for English, Mass Communication and Journalism Students)									
	1	SOC1MN101	Invitation to Sociology	1	60	4	4	30	70	100
	2	SOC2MN104	Mass media and Society	2	60	4	4	30	70	100
	3	SOC3MN204	Sociology of Cinema	3	60	4	4	30	70	100
5	**SOCIOLOGY AND EDUCATION** (Preferable for Philosophy Students)									
	1	SOC1MN101	Invitation to Sociology	1	60	4	4	30	70	100
	2	SOC2MN105	Sociology of Education	2	60	4	4	30	70	100
	3	SOC3MN205	Education in Society	3	60	4	4	30	70	100

GROUPING OF VOCATIONAL MINOR COURSES IN SOCIOLOGY

(Title of the Vocational Minor: **SOCIOLOGY IN PRACTICE)**

Note: The Vocational minor courses given below should not be offered to students who have taken Sociology as the Major discipline. They should be offered to students from other major disciplines only.

Group No.	Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
1	SKILLS FOR SOCIOLOGY									
	1	SOC1VN101	Basic Sociological Skills for Employability	1	60	4	4	30	70	100
	2	SOC2VN101	Field Work-Skills and Techniques	2	60	4	4	30	70	100
	3	SOC3VN201	Basics of Academic Writing	3	60	4	4	30	70	100
	4	SOC8VN301	Professional Sociology	8	60	4	4	30	70	100
2	SOCIOLOGY AND COMMUNITY DEVELOPMENT									
	1	SOC1VN102	Sociology of Indian Society	1	60	4	4	30	70	100
	2	SOC2VN102	Community Development	2	60	4	4	30	70	100
	3	SOC3VN202	Project Planning and Development	3	60	4	4	30	70	100
	4	SOC8VN302	Participatory Rural Appraisal	8	60	4	4	30	70	100

(i). Students in Single Major pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.

(ii). Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.

(iii). Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by a discipline other than their Major Discipline. If the students from other Major disciplines choose any two Minor groups in Sociology as given above, then the title of the Minor will be **Sociology.**

(iv). Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by a discipline other than their major discipline. If the students from other major disciplines choose any two Vocational Minor groups in Sociology as given above, then the title of the Vocational Minor will be **Sociology.**

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN SOCIOLOGY

MULTI-DISCIPLINARY COURSE

S No	Course Code	Course Title	Semester	Total Hours	Hours/ Week	Credits	Marks		
							Internal	External	Total
1	SOC1FM 105- 1	Women And Society	1	45	3	3	25	50	75
2	SOC1FM 105- 2	Sociology of Law and Human Rights	1	45	3	3	25	50	75
3	SOC2FM 106- 1	Sociolinguistics	2	45	3	3	25	50	75
4	SOC2FM 106- 2	Disaster Management	2	45	3	3	25	50	75
5	SOC2FM 106- 3	Life Skill Development	2	45	3	3	25	50	75

SKILL ENHANCEMENT COURSES

S.No	Course Code	Course Title	Semester	Total Hours	Hours/ Week	Credits	Marks		
							Internal	External	Total
1	SOC5FS 112- 1	Statistics for Sociology	5	45	3	3	25	50	75
2	SOC5FS 112- 2	Tourism and Society	5	45	3	3	25	50	75
3	SOC6FS 113- 1	Guidance and Counselling	6	45	3	3	25	50	75
4	SOC6FS 113- 2	Social Compliance and Social Audit	6	45	3	3	25	50	75

VALUE ADDED COURSES

SNo	Course Code	Course Title	Semester	Total Hours	Hours/ Week	Credits	Marks		
							Internal	External	Total
1	SOC3FV 108- 1	Life Skill Education	3	45	3	3	25	50	75
2	SOC3FV 108- 2	Disability and Society	3	45	3	3	25	50	75
3	SOC4FV 110- 1	Society And Ethics	4	45	3	3	25	50	75
4	SOC4FV 110- 2	Gandhian Thought : A Social Inquiry	4	45	3	3	25	50	75

COURSE STRUCTURE FOR BATCH A1(B2) IN PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in Sociology (Major A) ***B1: 68 credits in Major B***

A2: 53 credits in Sociology (Major A) ***B2: 53 credits in Major B***

The combinations available to the students: (A1 & B2), (B1 & A2)

Note: Unless the batch is specified, the course is for all the students of the class

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	SOC1CJ 101/ SOC1MN 100	Core Course 1 in Major Sociology –Introduction to Sociology	60	4	4	30	70	100
		Core Course 1 in Major B	60	4	4	30	70	100
	SOC1CJ 102/ SOC2CJ 102	Core Course 2 in Major Sociology – Social Structure and Transformation of Keralam (for batch A1 only)	60	4	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 in Sociology – (for batch A1 only)	45	3	3	25	50	75
		Total		**22**	**21**			**525**
2	SOC2CJ 101/ SOC2MN 100	Core Course 3 in Major Sociology – Indian Social Structure	60	4	4	30	70	100
		Core Course 2 in Major B	60	4	4	30	70	100
		Core Course 3 in Major B (for batch B2 only)	60	4	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 in Sociology	45	3	3	25	50	75
		Total		**22**	**21**			**525**
3	SOC3CJ 201	Core Course 4 in Major Sociology – Foundations of Social Thought	60	4	4	30	70	100

	SOC3CJ 202/ SOC3MN 200	Core Course 5 in Major Sociology – Fundamentals of Social Research	60	4	4	30	70	100
		Core Course 4 in Major B	60	4	4	30	70	100
		Core Course 5 in Major B	60	4	4	30	70	100
		Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75
		Value-Added Course 1 in Sociology – (for batch A1 only)	45	3	3	25	50	75
		Total		**22**	**22**			**550**
4	SOC4CJ 203	Core Course 6 in Major Sociology –Rural Sociology	60	4	4	30	70	100
		Core Course 6 in Major B	60	4	4	30	70	100
	SOC4CJ 204	Core Course 7 in Major Sociology – Urban Sociology (for batch A1 only)	60	4	4	30	70	100
		Value-Added Course 2 in Sociology	45	3	3	25	50	75
		Value-Added Course 1 in B	45	3	3	25	50	75
		Skill Enhancement Course 1 in Sociology	45	3	3	25	50	75
		Total		**21**	**21**			**525**
5	SOC5CJ 301	Core Course 8 in Major Sociology – Classical Sociological Theory	60	4	4	30	70	100
		Core Course 7 in Major B	60	4	4	30	70	100
	SOC5CJ 302	Core Course 9 in Major Sociology – Gender and Society (for batch A1 only)	60	4	4	30	70	100
		Elective Course 1 in Major Sociology	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
		Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		**23**	**23**			**575**

6	SOC6CJ 305/ SOC8MN 305	Core Course 10 in Major Sociology – Environmental Sociology	60	4	4	30	70	100
		Core Course 8 in Major B	60	4	4	30	70	100
		Core Course 9 in Major B (for batch B2 only)	60	4	4	30	70	100
		Elective Course 2 in Major Sociology	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
		Skill Enhancement Course 2 in Sociology – (for batch A1 only)	45	3	3	25	50	75
	SOC6CJ 349	Internship in Major Sociology (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23**	**25**			**625**
Total Credits for Three Years					**133**			**3325**

For batch A1(B2), the course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6.

CREDIT DISTRIBUTION FOR BATCH A1(B2) IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in Sociology	General Foundation Courses in Sociology	Internship/ Project in Sociology	Major Courses in B	General Foundation Courses in B	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	3	-	4 + 4	-	3 + 3	21
3	4 + 4	3	-	4 + 4	3	-	22
4	4 + 4	3 + 3	-	4	3	-	21
5	4 + 4 + 4	-	-	4 + 4	3	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	**48**	**18**	**2**	**44**	**9**	**12**	**133**
	68			**53**		**12**	**133**
	Major Courses in Sociology	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
* Instead of three Major courses							
Total for Four Years	**88 + 12 = 100**	**12**					**177**

COURSE STRUCTURE FOR BATCH B1(A2) IN PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in Sociology ***(Major A)*** ***B1: 68 credits in Major B***
A2: 53 credits in Sociology ***(Major A)*** ***B2: 53 credits in Major B***
The combinations available to the students: (A1 & B2), (B1 & A2)
Note: Unless the batch is specified, the course is for all the students of the class

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	SOC1CJ 101/ SOC1MN 100	Core Course 1 in Major Sociology – Introduction to Sociology	60	4	4	30	70	100
		Core Course 1 in Major B	60	4	4	30	70	100
		Core Course 2 in Major B (for batch B1 only)	60	4	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		**22**	**21**			**525**
2	SOC2CJ 101/ SOC2MN 100	Core Course 2 in Major Sociology –Indian Social Structure	60	4	4	30	70	100
		Core Course 3 in Major B	60	4	4	30	70	100
	SOC1CJ 102/ SOC2CJ 102	Core Course 3 in Major Sociology – Social Structure and Transformation of Keralam (for batch A2 only)	60	4	4	30	70	100
	ENG2FA 103(2)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 in Sociology	45	3	3	25	50	75
		Total		**22**	**21**			**525**
3	SOC3CJ 201	Core Course 4 in Major Sociology – Foundations of Social Thought	60	4	4	30	70	100
	SOC3CJ 202/ SOC3MN 200	Core Course 5 in Major Sociology – Fundamentals of Social Research	60	4	4	30	70	100

		Core Course 4 in Major B	60	4	4	30	70	100
		Core Course 5 in Major B	60	4	4	30	70	100
		Multi-Disciplinary Course 2 in B –	45	3	3	25	50	75
		Value-Added Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		**22**	**22**			**550**
4	SOC4CJ 203	Core Course 6 in Major Sociology – Rural Sociology	60	4	4	30	70	100
		Core Course 6 in Major B	60	4	4	30	70	100
		Core Course 7 in Major B – (for batch B1 only)	60	4	4	30	70	100
		Value-Added Course 1 in Sociology	45	3	3	25	50	75
		Value-Added Course 2 in B	45	3	3	25	50	75
		Skill Enhancement Course 1 in Sociology	45	3	3	25	50	75
		Total		**21**	**21**			**525**
5	SOC5CJ 301	Core Course 7 in Major Sociology – Classical Sociological Theory	60	4	4	30	70	100
		Core Course 8 in Major B	60	4	4	30	70	100
		Core Course 9 in Major B (for batch B1 only)	60	4	4	30	70	100
		Elective Course 1 in Major Sociology	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
		Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		**23**	**23**			**575**
6	SOC6CJ 304/ SOC8MN 304	Core Course 8 in Major Sociology – Sociology of Development	60	4	4	30	70	100
		Core Course 10 in Major B	60	4	4	30	70	100
	SOC6CJ 305/ SOC8MN 305	Core Course 9 in Major Sociology – Environmental Sociology (for batch A2 only)	60	4	4	30	70	100

		Elective Course 2 in Major Sociology	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
		Skill Enhancement Course 2 in B – (for batch B1 only)	45	3	3	25	50	75
		Internship in Major B (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23**	**25**			**625**
Total Credits for Three Years					**133**			**3325**

To continue to study Sociology in semesters 7 and 8, batch B1(A2) needs to earn additional 15 credits in Sociology to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1(A2) proceeds to the next semesters to study Sociology. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, considering the number of courses in Sociology taken online to earn the additional 15 credits.

CREDIT DISTRIBUTION FOR BATCH B1(A2) IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in B	General Foundation Courses in B	Internship/ Project in B	Major Courses in Sociology	General Foundation Courses in Sociology	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	-	-	4 + 4	3	3 + 3	21
3	4 + 4	3 + 3	-	4 + 4	-	-	22
4	4 + 4	3	-	4	3 + 3	-	21
5	4 + 4 + 4	3	-	4 + 4	-	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for 3 Years	**48**	**18**	**2**	**44**	**9**	**12**	**133**
	68			**53**		**12**	**133**
	Major Courses in B	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
* Instead of three Major courses							
Total for 4 Years	**88 + 12 = 100**	**12**					**177**

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated

for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.

2. In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

3. All the 3-credit courses (General Foundational Courses) in Sociology are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

4. Students can write the external exams in Sociology either in English or in Malayalam.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	3-credit course	only theory (5 modules)	5	20	50	75

1. MAJOR AND MINOR COURSES

INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits	
		Theory Only	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	4
2	Seminar/ Viva/ Quiz	6	4
3	Assignment	4	2
		20	10
	Total	30	

EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system.

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
				Total Marks	70

2. INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry, or organization, with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions. Students can do internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, elected representatives to the parliament/ state assembly/ panchayath, media organizations, artists, crafts persons, NGOs etc.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular area or can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ scientist/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internship can be in Sociology or allied disciplines.
2. There should be minimum 60 hours of engagement from the student in the Internship. One credit of Internship means two-hour engagement per week. In a semester of 15 weeks' duration, two credits are equivalent to 60 hours of engagement.
3. The students may continue their internship subject to the condition that the academic credits do not get affected in terms of attendance and other assignments. Summer or winter vacations and other holidays can be used for completing the Internship.
4. In B.A. Sociology Honours programme, students can do internship in any HEIs/research organisations/registered industries/organisations/ companies/ NGOs/ local self-governing bodies/ Organisations under State Government/Central Government etc.
5. An internship coordinator (Faculty from the department) will be nominated at the beginning of the academic year by the Department Council (DC) for monitoring and supervising the student during the internship.
6. Internship Supervisor from the host institute/organisation should monitor the regularity and performance of the student. On the completion of internship, the student should submit the project report in the prescribed format along with internship completion certificate issued by Internship Supervisor/authority from host organisation. The project report shall be evaluated by faculty member nominated by the department council.
7. The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
8. The log book and the typed report must be submitted at the end of the Internship.
9. The Internship certificate should be certified by the Head of the Institution. It should contain the Name of the Student, Name of the Internship course, Name of the Institute, Type of work done and duration of work (60 hours).
10. Internship Report (Typed and Binded) detailing the Title of the Internship, Name and Register Number of the Student, Year, Name of the institute, Name of the college and

department. Declaration, Certificate signed by the Head of the Internship Institution, Introduction, Details of the work done, Method adopted, Outcome of the work, Limitations, Suggestions should be prepared and submitted to the Head of the Department before the completion of VI Semester.

11. The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute/ Organisation Visit		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva–voce examination before the committee internally constituted by the Department Council		8	15%
		Total Marks	50	

2.3 STUDY TOUR

A compulsory study tour is recommended as part of the Course entitled "Gender and Society" in the Fifth Semester and the tour report should be submitted.
Visit to minimum one national research institute and organisations/ places of social importance should be part of the study tour. A brief report of the study tour must be submitted with photos to the Head of the Department soon after the tour.

3. PROJECT

3.1. PROJECT IN HONOURS PROGRAMME

- In Honours programme, the student has the option to do a Project of 12-credits instead of three Core Courses in Major in Semester 8.

- The Project can be done in the same institution or any other higher educational institution (HEI) or Research Centre or Training Centre.
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme.
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
- In Honours with Research programme, the student must do a mandatory Research Project of 12-credits instead of three Core Courses in Major in Semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty member with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum five students in Honours with Research stream.
- The maximum intake of the Department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.

3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. Project can be done in topics related to Sociology.
2. Project should be done individually.
3. Project work can be based on primary and secondary sources of data and applying qualitative, quantitative, or mixed methods.
4. There should be minimum 360 hours of engagement from the student in the Project work in Honours Programme and Honours with Research programme.
5. There should be minimum 12 hours/week of engagement (the hours corresponding to the three core courses in Major in Semester VIII from the teacher in the guidance of the Project(s) in Honours programme and Honours with Research programme.
6. The various steps in project works are the following:
   - Wide review of a topic.

- Investigation on a problem, data collection, analysis in systematic way using appropriate techniques.
- Systematic recording of the work.
- Reporting the results with interpretation in a standard documented form.
- Presenting the results before the examiners.

7. During the Project the students should make regular and detailed entries in to a personal log book through the period of investigation. The log book will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain review of literature, the problem, data collection, analysis, appropriate techniques used etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.
8. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
9. Report of the Project should contain
   a) Cover Page and Front Page with Title of the project, Degree for which project is submitted. Student's name, Register Number, Name of the College, Month, and year of project report submission
   b) Declaration by the student, Certificate from supervising teacher forwarded by head of the department. , Acknowledgement. , Contents , List of Tables ,Figures, Bibliography Appendix
   c) Introduction Chapter, Methodology, Analysis Chapters, Findings, Conclusion and, Bibliography, Appendix
10. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
11. The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
12. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

3.4. EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme as well as that in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.

The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for Project (Honours / Honours with Research)	Weightage
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva–voce examination conducted by the external examiner	60	20%
Total Marks	300	

INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
	Total Marks	90

EXTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research) (12 Credits)
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
	Total Marks	210

4. GENERAL FOUNDATION COURSES

All the General Foundation Courses (3-credits) in Sociology are with only theory component.

4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Sociology	Internal Marks of a General Foundation Course of 3-credits in Sociology	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
		20	5
	Total	25	

4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
				Total Marks	50

4.3 ONLINE COURSES - GUIDELINES

- A student gets an option for acquiring a maximum of 180 credits for a 3-year (6 semester) UG programme. The additional 47 credits over the minimum of 133 can be acquired through online courses.
- A student gets an option for acquiring a maximum of 240 credits for a 4-year (8 semester) UG programme. The additional 63 credits over the minimum of 177 can be acquired through online courses.
- The Double Major pathway is not extended to the fourth year. In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours) / UG Degree (Honours with Research) in A or B. If he/she opts to continue with Major B in the fourth year, he/she should earn an additional 15 credits of 300-399 level in B through in-person or online courses.
- Candidates who wish to complete the undergraduate programmes faster ie. in (N-1) semesters, where N is the number of semesters in an undergraduate programme may do so by completing different online courses equivalent to the required number of credits.
- Students are entitled to earn maximum 16 credits through online courses in their eighth semester to complete the minimum credits required for the award of the four-year Honours Degree.
- In the case of a student in UG Degree (Honours) or UG Degree (Honours with Research), who goes to another institution for doing the Project in semester VIII, he/she can choose to do all the three courses (for the additional 12 credits) as online courses from the collection approved by the BoS in the discipline.
- The students have the option to take two online courses in the fourth year, including the course on research methodology, either in semester VII or in semester VIII, but their credits shall be added to the student's account only in semester VIII.
- In the case of the students of UG Degree (Honours), who go to another college/ university/ higher education institution for their Project in the eighth semester, along with doing their Project, they can enroll for maximum four courses offered by that institution, provided it is permitted by that institution, to earn 4-credits corresponding to one Major course and 12-credits corresponding to the three additional courses of the eighth semester. In the case of the students

of UG Degree (Honours with Research), this facility can be used to earn 12-credits corresponding to the three additional courses of the eighth semester.

- Students can select online courses from collection given in the table below. Students are supposed to register for the courses, complete it in the stipulated time, write the exam and produce the certificate of successful completion for getting the credit.

COLLECTION OF ONLINE COURSES APPROVED BY BOARD OF STUDIES IN SOCIOLOGY

Course Title	Academic Level	Duration	Equivalent Credit	Course to which the Online Course is Equivalent	Consortium/ Repository with weblink
Classical Sociological Theory	300-399	1-3 months	4	Classical Sociological Theory (Major Course Semester V)	COURSERA https://www.coursera.org/learn/classical-sociological-theory
Ethnic Minorities and Race	300-399	4 weeks	4	Social Anthropology (Major Course Semester V)	COURSERA https://www.coursera.org/learn/ethnic-minorities-and-race
Feminism and Social Justice	300-399	1-3 months	4	Gender and Society (Major Course Semester V)	COURSERA https://www.coursera.org/learn/feminism-social-justice
Ecology, Environment and Tourism	300-399	16 weeks	4	Environmental Sociology (Major Course Semester VI)	SWAYAM NPTEL https://onlinecourses.swayam2.ac.in/nou22_ge19/preview
Sociology of Development	400-499	16 weeks	4	Sociology of Development (Major Course Semester VI)	SWAYAM NPTEL https://onlinecourses.nptel.ac.in/noc21_hs81/preview
International Migrations: A global Issue	300-399	1-3 months	4	Migration and Diaspora (Major Course Semester VII)	COURSERA https://www.coursera.org/learn/international-migrations
Sociology of Kinship	400-499	12 weeks	4	Family, Marriage and Kinship (Major Course Semester VIII)	NPTEL- SWAYAM https://onlinecourses.swayam2.ac.in/cec24_hs75/preview
Economic Sociology	400-499	15 weeks	4	Economic Sociology (Major Course Semester VIII)	SWAYAM NPTEL https://onlinecourses.swayam2.ac.in/cec24_hs71/preview

Sociological Perspectives on Modernity	400-499	12 weeks	4	Contemporary Social Theories (Major Course Semester VIII)	https://onlinecourses.nptel.ac.in/noc20_hs86/preview
Methods and Statistics in Social Science	400--499	3-6 months	4	Advanced Social Research (Major Course Semester VIII)	COURSERA https://www.coursera.org/learn/social-science-capstone
Understanding Tribals	300-399	12 weeks	4	Tribal Development in India (Elective Course Semester V)	NPTEL- SWAYAM https://onlinecourses.swayam2.ac.in/nou20_hs16/preview
Aboriginal Worldviews and Education	300-399	1-3 months	4	Introduction to Indigenous and Tribal Studies (Elective Course Semester V)	COURSERA https://www.coursera.org/learn/aboriginal-education
Living with Dementia: Impact on Individuals, Caregivers, Communities and Societies	300-399	1-3 months	4	Sociology of Aging and Old Age Home Management (Elective Course Semester VI)	COURSERA https://www.mooc-list.com/course/living-dementia-impact-individuals-caregivers-communities-and-societies-coursera
Science and Religion 101	300-399	1-3 months	4	Sociology of Religion (Elective Course Semester VI)	COURSERA https://www.coursera.org/learn/science-and-religion-101
Inclusive leadership: The Power of workplace diversity	400--499	4 weeks	4	Sociology of Work and Industrial Life (Elective Course Semester VIII)	COURSERA https://www.coursera.org/learn/inclusiveleadership
Science, Technology and Society	400--499	12 weeks	4	Science, Technology and Society (Elective Course Semester VIII)	NPTEL- SWAYAM https://onlinecourses.nptel.ac.in/noc22_hs128/preview
Tribal Society	400--499	16 weeks	4	Sociology of Tribes in India (Elective Course Semester VIII)	NPTEL- SWAYAM https://onlinecourses.swayam2.ac.in/nou23_hs13/preview

5.LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in each semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9. 49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

5.1. COMPUTATION OF SGPA AND CGPA

The following method shall be used to compute the Semester Grade Point Average (SGPA):
The SGPA equals the product of the number of credits (Ci) with the grade points (Gi) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA (Si)} = \Sigma i\ (Ci \times Gi) / \Sigma i\ (Ci)$$

where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (Ci) of the course by the grade point (Gi) of the course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (133)}}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Note: The amendments made in the Regulations relating the Calicut University Four-Year Undergraduate Programme (CUFYUGP) will be binding to this Syllabus. In the case of any inconsistency between the Syllabus and the Regulations relating the Calicut University Four-Year Undergraduate Programme (CUFYUGP), in their application to any course offered in a College, the latter shall prevail.

MAJOR COURSES

SEMESTER	MAJOR AND CAPSTONE COURSES
I (Level 100-199)	➢ SOC1CJ101/SOC1MN100 Introduction to Sociology
II (Level 100-199)	➢ SOC2CJ101/SOC2MN100 Indian Social Structure
III (Level 200-299)	➢ SOC3CJ201 Foundations of Social Thought ➢ SOC3CJ202/SOC3MN200 Fundamentals of Social Research
IV (Level 200-299)	➢ SOC4CJ203 Rural Sociology ➢ SOC4CJ204 Urban Sociology ➢ SOC4CJ205 Methodology of Social Research
V (Level 300-399)	➢ SOC5CJ301 Classical Sociological Theory ➢ SOC5CJ302 Gender and Society ➢ SOC5CJ303 Social Anthropology
VI (Level 300-399)	➢ SOC6CJ304/ SOC8MN304 Sociology of Development ➢ SOC6CJ305/ SOC8MN305 Environmental Sociology ➢ SOC6CJ306/ SOC8MN306 Sociology of Keralam
VII (Level 400-499)	➢ SOC7CJ401 Advanced Sociological Theory ➢ SOC7CJ402 Political Sociology ➢ SOC7CJ403 Migration and Diaspora ➢ SOC7CJ404 Sociology of India: Theoretical Perspectives ➢ SOC7CJ405 Sociology of Stratification and Inequality
VIII (Level 400-499)	➢ SOC8CJ406/SOC8MN406 Contemporary Social Theories ➢ SOC8CJ407/SOC8MN407 Economic Sociology ➢ SOC8CJ408/SOC8MN408 Family, Marriage and Kinship ➢ SOC8CJ489 Advanced Social Research

Course Title	**INTRODUCTION TO SOCIOLOGY**				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic knowledge in Social Sciences				
Course Summary	"Introduction to Sociology" is a comprehensive course that covers the evolution, scope, and practical applications of sociology, emphasizing its distinctiveness from common sense and its connection with other social sciences. It explains the important concepts like socialization, social control, and the structure of societies, exploring the complex relationship between individuals, institutions, and societal roles.				

Course Outcomes (CO):

	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the origin and development of sociology, its definition, nature, and scope.	U	C	Semester exam/ Instructor-created exams / Quiz
CO2	Utilize sociological imagination to analyze and interpret real-life social problems and situations.	Ap	P	Semester exam/ Practical Assignment / Observation of Practical Skills
CO3	Outline and explain the fundamental concepts in sociology, such as socialization, social control and deviance.	U	C	Semester exam/ Seminar Presentation / Group Tutorial Work
CO4	Analyze the interconnectedness of social structures, societal transformations, mechanisms of social control, and the role of social institutions in shaping social behavior and dynamics.	An	C	Semester exam/ Instructor-created exams / Home Assignments
CO5	Interpret social dynamics using case studies, panel discussions, or social media content, demonstrating an ability to apply sociological concepts in diverse contexts.	Ap	P	Assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCING SOCIOLOGY**	**11**	**15**
	1	Origin and Development of Sociology	3	2
	2	Sociology as a Science: Nature and Importance	2	3
	3	Scope and Subject matter of Sociology	2	5
	4	Branches of Sociology: Medical Sociology, Rural Sociology, Industrial Sociology, etc.	2	3
	5	Applications of Sociology	2	2
	Sections from References: 1. Abraham, Francis and Morgan Henry John. (2010). Sociological Thought, MacMillan Publishers India Ltd. 2. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 3. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 4. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd.			

	5. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi 6. Steele, S., & Price, J. L. (2008). *Applied Sociology: Terms, Topics, Tools, and Tasks*. Wadsworth. (Sections on applications of sociology)			
II	**PRACTICING SOCIOLOGY**		**12**	**20**
	6	Sociology and Other social sciences	2	2
	7	Thinking sociologically: Common sense and Sociology	2	3
	8	Sociological Imagination	2	3
	9	Sociological Research: Steps in Social research	2	5
	10	Importance of ethics in Sociological research	1	2
	11	Levels of Analysis: Micro and Macro Sociology	1	2
	12	Three Research orientations: Positivist, Interpretative and Critical Sociology	2	3
	Sections from References: 1. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 2. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 3. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd) 4. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi 5. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd. 6. Kendall, Diana. (2007). Sociology in our Times, Thomson Learning Inc., 7. Macionis J.John, (2006). Sociology, Pearson Education. 8. Macionis, J. J., & Plummer, K. (2012). *Sociology: A Global Introduction*. Pearson. (Chapter on the scope of sociology)			
III	**INDIVIDUAL AND SOCIETY**		**14**	**15**
	13	Social Interaction: Types	2	2
	14	Social Groups: Types	2	2
	15	Socialization: Definition and Types	2	3
	16	Agents of socialization	3	3
	17	Stages of Socialization	3	3
	18	Social Control: Types and Agencies	2	2
	Sections from References: 1. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 2. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 3. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd) 4. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi 5. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd.			

	6. Kendall, Diana. (2007). Sociology in our Times, Thomson Learning Inc. 7. Macionis J.John, (2006). Sociology, Pearson Education.			
IV	**SOCIOLOGY AND SOCIETY**		**11**	**20**
	19	Society: Characteristics and Types: Agrarian, Industrial and Post-Industrial Society	3	5
	20	Introduction to Social Institutions: Definition and Characteristics	3	5
	21	Social Structure: Status and Role	2	5
	22	Social Change: Factors	3	5
	Sections from References: 1. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 2. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 3. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd) 4. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi 5. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd. 6. Kendall, Diana. (2007). Sociology in our Times, Thomson Learning Inc. 7. Macionis J.John, (2006). Sociology, Pearson Education.			
V	Open Ended Module: **PERCEIVING SOCIAL DYNAMICS**		**12**	**10**
	Case studies: Provide real-world case studies for students to analyze. These could be historical events, current news stories, or even fictional scenarios that require them to apply sociological concepts to understand the dynamics at play. OR **Panel Discussions and Debates:** Organize debates or invite guest speakers from different social backgrounds to discuss various social issues. This can provide students with multiple perspectives on the same issue, enhancing their understanding of social dynamics. OR **Social Media Analysis:** Students can analyze social dynamics as presented on different social media platforms, understanding how digital spaces influence social behaviour and interaction.			
References 1. Abraham, Francis and Morgan Henry John. (2010). Sociological Thought, MacMillan Publishers India Ltd. 2. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 3. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 4. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd) 5. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling				

Kindersley India Pvt.Ltd.
6. Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press Bottomore, Tom and Robert, Nisbet. (1978). A History of Sociological analysis, Heineman.
7. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi
8. Giddens, Anthony. (1998) Sociology, Polity Press, Cambridge.
9. Haralambos M and Heald R.M. (2008). Sociology-Themes and Perspectives, Oxford University Press.
10. Horton, Paul and Hunt, Chester, L. (1980). Sociology, McGraw Hill.
11. Hunt F.Elgin and Colander C. David. (2010). Social Science: An Introduction to the study of Society, Dorling Kindersley India Pvt. Ltd,
12. Johnson, Harry M.(1960). Sociology; A Systematic Introduction, Harcourt Brace, NewYork.
13. Kendall, Diana. (2007). Sociology in our Times, Thomson Learning Inc.,
14. Macionis J.John, (2006). Sociology, Pearson Education.
15. Rose, Glaser and Glaser. (1976), Sociology: Inquiring into Society, Harper and Row, London.
16. Spencer, Metta. (1979). Foundations of Modern Sociology, Prentice-Hall, New Jersey.
17. Wallace, Richard Cheever and Wallace, Wendy Drew. (1985), Sociology, Allyn and N BaconInc., London

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	-	2	-	3	1	1	-	-	-	-
CO2	3	2	3	-	2	-	2	2	2	-	-	1	-
CO3	3	2	2	-	3	-	3	2	2	-	2	-	-
CO4	3	2	3	-	3	-	3	2	2	-	-	-	-
CO5	2	3	3	-	3	-	2	2	3	-	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Group work
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Discussion / Seminar	End Semester Exams	Group work
CO1	✓	✓		✓	✓
CO2	✓		✓	✓	✓
CO3	✓	✓		✓	✓
CO4	✓			✓	
CO5		✓	✓		

Course Title	**INDIAN SOCIAL STRUCTURE**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General knowledge about society in India				
Course Summary	This course introduces learners to a critical understanding of the concept of Indian society. It covers various aspects of the social structure in India including social institutions, the hierarchies and marginalisation based on caste and tribal identities, the position occupied by women, and continuities and changes in the Indian social structure rural and urban settings.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the nature of Indian society and its historical development in the modern era	U	C	Quiz; question-making from given reading
CO2	Grasp the constructed nature of the idea of India	An	M	In-class discussions
CO3	Gain awareness regarding the social institutions seen in India	U	F	One-minute reflection writing assignments
CO4	Explain the nature of hierarchies based on caste, tribe and gender in India	U	C	Seminar
CO5	Comprehend the continuities and change in the Indian social structure	U	C	Assignment
CO6	Demonstrate familiarity with the work of Indian sociologists on society in India	R	F	Quiz; review of articles from reference list

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INDIAN SOCIAL STRUCTURE: AN INTRODUCTION**	**13**	**22**
	1	Defining Social structure	1	2
	2	Characteristics of Indian social structure	3	5
	3	Impact of Colonialism on the Indian social structure	2	3
	4	Impact of Nationalism on the Indian social structure	2	3
	5	Impact of Modernisation on Indian social structure	1	2
	6	TK Oommen's views on Indian Society	1	2
	7	Methodological Nationalism in the study of India – views of TK Oommen	3	5
	Sections from References: Oommen, T.K. 2023. On the foibles of Indian Sociology: Some suggestions towards their rectification. *Sociological Bulletin 72* (2): 133-149 DOI: 10.1177/00380229231153516 (sections I-III)			
II		**INDIAN SOCIAL INSTITUTIONS: BASIC FEATURES**	**9**	**10**
	8	Family, Marriage and Kinship	3	2
	9	Political Institutions	2	3
	10	Economic Institutions	2	3
	11	Religious Institutions	2	2
	Sections from References: Abraham, Francis. 2006. *Contemporary Sociology: An Introduction to Concepts and Theories*. Delhi: Oxford University Press			
III		**HIERARCHIES BASED ON CASTE, TRIBE AND GENDER**	**17**	**25**
	12	Caste and Social exclusion	4	5
	13	The relation between caste and class	1	3
	14	Brahmanical patriarchy in India	1	2
	15	Intersection of gender with other identities	3	3
	16	India's performance in gender indices	1	2
	17	India's performance in SDG#5, SDG#10	2	5
	18	The marginalisation of tribal communities	5	5
	Sections from References: 1. Nampoothiri, D.D. 2013. 'Confronting Social Exclusion: A Critical Review of the CREST Experience' *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education* edited by Satish Deshpande and Usha Zacharias. Delhi: Routledge. Pp. 251-287 (Sections I and II) 2. Aggarwal, Ankita, Jean Dreze and Aashish Gupta. 2015. 'Caste and the Power Elite in Allahabad' *Economic and Political Weekly* Vol. L, No. 6 February 7, 2015 pp. 45-51 3. Hakim, K. S. 2011. 'Utharenthyayil ninnu Keralathilekkulla Dooram' (article on the issue of the Gender Question in the Light of Khap			

	Panchayath Practice in North India) in *Madhyamam Weekly* 7 March 2011 4. Susie Tharu and Tejaswini Niranjana. 'Problems for a Contemporary Theory of Gender' In Subaltern Studies IX: Writings on South Asian History and Society Eds. Shahid Amin and Dipesh Chakrabarty. New Delhi: OUP 5. NITI Aayog. https://sdgindiaindex.niti.gov.in/#/ranking 6. Ministry of Tribal Affairs, Government of India. 2014. *Report of the High-Level Committee on Socio-Economic, Health and Educational Status of Tribal Communities of India* (also known as the Xaxa Committee report) – Introduction pages 24-33			
IV	**CONTINUITIES AND CHANGE IN INDIAN SOCIAL STRUCTURE**		**9**	**13**
	19	Changing Indian villages	3	5
	20	Features of urbanisation in India	2	3
	21	Nature of industrialisation in India	1	2
	22	Continuity and change in marriage, family and kinship	3	3
	Sections from References: 1. Gupta, Dipankar. 2005. Whither the Indian Village: Culture and Agriculture in 'Rural' India. *EPW* 19 February 2005, 751-758. 2. Patel, Sujata. 2016. Introduction: Revisiting Urban India. *India International Centre Quarterly*, Vol. 43, No.3/4, The Contemporary Urban Conundrum (Winter 2016-Spring 2017), pp. 1-14 3. Patel, Tulsi. 2005. The Family in India: Structure and Practice (Volume 6 of Themes in Indian Sociology). Delhi: Sage Publications.			
V	Open Ended Module: **UNDERSTANDING INDIA FROM DIFFERENT ANGLES**		**12**	**10**
	Screening and discussion of documentaries or films to highlight the issues presented in the course Review and small group discussions of references			

Books and References:

1. Yadu, C.R. 2015. 'The Land Question and the Mobility of the Marginalized: A Study of Land Inequality in Kerala' *Agrarian South: Journal of Political Economy* Vol. 4, No. 3 pp. 1-44.
2. Das, Veena. 2003. *The Oxford Handbook of Sociology.* OUP.
3. Vikaspedia website for official government statistics
4. Deshpande, Satish. 2014. *Samakalika India: Oru samoohya shastra veekshanam* (Trans. J Devika). Kerala Shastra Sahitya Parishad

ADDITIONAL READINGS

1. Vaid, Divya. 2012. 'The Caste-Class Association in India: An Empirical Analysis' *Asian Survey* Vol. 52, No. 2 (March/April 2012), pp. 395-422.
2. https://ruralindiaonline.org/en/
3. The Red Data Book: An Appendix: https://vimeo.com/99801207

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	-	3	1	3	-	-	-	1	-	-
CO2	-	-	3	-	-	-	3	-	-	-	-	-	-
CO3	3	-	-	-	-	1	-	-	-	-	-	-	-
CO4	-	-	3	-	3	-	3	-	-	-	1	-	-
CO5	3	-	3	-	3	1	3	-	-	-	1	-	-
CO6	3	-	3	-	-	1	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Group discussions / Film reviews
- Book/article reviews / Assignment / Seminar / question-making
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Quiz	Group Discussion	Film/book/ article reviews	Question making	Assignment	Seminar	Mid-term exam	Final exam
CO1	✓	✓		✓			✓	✓
CO2		✓					✓	✓
CO3		✓	✓		✓		✓	✓
CO4		✓	✓			✓	✓	✓
CO5		✓				✓	✓	✓
CO6	✓		✓			✓		

Course Title	**FOUNDATIONS OF SOCIAL THOUGHT**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	-				
Course Summary	Foundations of Social Thought is a course that typically provides an in-depth exploration of the major theoretical perspectives that have shaped the field of sociology. It provides students with a comprehensive understanding of the key theoretical approaches in sociology and how these perspectives have influenced the study of society.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the origin and development of theory and tradition	U	C	Quiz/exams/ Assignment
CO2	To apply theory to social phenomena	Ap	C	Assignment
CO3	To Analyse the historical context of the development of sociological theories	An	P	Seminar Presentation
CO4	To Evaluate classical and contemporary sociological theories and is contribution to sociology	E	P	Book review and discussion
CO5	To think critically and evaluate sociological theory	An	F	Seminar Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**ORIGIN AND DEVELOPMENT OF THEORY AND TRADITIONS**		**12**	**16**
	1	Theory: Definition	3	3
	2	Theory: Elements- a. Concepts b. Definition	2	3
	3	Theory: Elements- c. Variables	2	3
	4	Theory: Elements- d. Statements- i. Meta- theoretical schemes ii. Analytical schemes iii. Discursive schemes iv. Propositional schemes, and v. Modelling schemes	3	5
	5	Theory: Elements- e. Formats	2	2
	Sections from References: 1. Andersen, H., & Kaspersen, L. B. (Eds.) (2000). Classical and Modern Social Theory. UK: Blackwell Publishing. 2. Coser, L. A. (2002). Masters of Sociological Thought- Ideas in Historical and Social Context (2nd ed). New Delhi: Rawat. 3. Craib, I. (1997). Classical Social Theory. Oxford: Oxford University Press.			
II	**THE ORIGINS OF SOCIOLOGICAL THEORY**		**14**	**19**
	6	Early History and Contribution of Ibn-Khaldun	2	2
	7	Intellectual and Social forces in the development of Sociological Theory: Renaissance, Enlightenment	3	5
	8	Intellectual and Social forces in the development of Sociological Theory: French Revolution, Industrial Revolution	3	5
	9	Early Social Philosophers: Montesquieu	2	3

	10	Early Social Philosophers: Condorcet	2	2
	11	Early Social Philosophers: Saint Simone	1	2
	Sections from References: 1.Coser, Lewis A. (1971). Masters of Sociology Thought Ideas in Historical and Social Context. Second Edition, Harcourt Brace Jovonovich, Inc.: New York. 2.Allan, Kenneth (2005) Explorations in Classical Sociological Theory - Seeing the Social World, Pine Forge Press, Thousand Oaks. 3.Ritzer, George (ed) (2007) Blackwell encyclopaedia of sociology, Blackwell Publishing, Main Street, Malden.			
III	**POSITIVIST TRADITIONS**		**13**	**20**
	12	Development of Social Theory- Feminism, Urbanisation, Religious Changes	1	2
	13	Auguste Comte- Theoretical Contributions-1- Positivism and Theory of Evolution and Progress	2	3
	14	Auguste Comte- Theoretical Contributions-2- Law of Three Stages and Hierarchy of Sciences	2	3
	15	Auguste Comte- Theoretical Contributions-3- The True Science of Humanity and Social Statics and Social Dynamics	2	3
	16	Herbert Spencer- Theoretical Contributions-1- Scientific Method and Social Evolution	2	3
	17	Herbert Spencer- Theoretical Contributions-2- Differentiation, Specialization and Integration	2	3
	18	Herbert Spencer- Theoretical Contributions-3- Science and Society, Organic Analogy and Social Darwinism	2	3
	Sections from References: 1. Ritzer, G. (2011). Sociological Theory. New York: Mc-Graw Hill. 2. Abraham, F., & Morgan, J. H. (1985). Sociological Thought. Chennai: MacMillan 3. Alan, K. (2014). The Social Lens. USA: Sage 4. Turner, J. H. (2002). The Emergence of Sociological Theory. Wadsworth: Belmont Calif			
IV	**FUNCTIONALISM, MATERIALISM, INTERPRETIVISM AND FORMALISM**		**9**	**15**
	19	Emile Durkheim- Functionalism- Ideal Type and Theory of Suicide	2	3
	20	Karl Marx: Materialist Dialectics- Historical Materialism, Mode of Production	3	5
	21	Max Weber: Interpretivism- Verstehen and Ideal type, Types of Social Action	2	5
	22	Georg Simmel: Formalism- Forms and Types of Interactions	2	2
	Sections from References: 1. Cornforth M.(1984). Dialectical Materialism – An Introductory Course, Moscow: National Book Agency. 2. Morrison.(2007). K, Marx, Durkheim, Weber: Formations of Modern Social Thought, USA: Sage Publication.			

	3. Turner. J, Beeghley L and Powers. C. (2007). The Emergence of Sociological Theory 6th Edition, USA : Thomson Wadsworth. 4. 1. Ebenstein, W. (1970). Modern Political Thought: The Great Issues. New York: Rinehart & Company 5. Weber, M. (2017). Max Weber: A Biography. UK: Routledge. 6. Martin, M. (2000). Verstehen: The Uses of Understanding in Social Science. UK: Transaction Publishers. 7. Bendix, R. (2000). Max Weber. Argentina: Amorrortu Editores 8. Randall, C., Collins, R., Collins, P. o. S. R. (1986). Weberian Sociological Theory. UK: Cambridge University P 9. Slattery, M. (2003). Key Ideas in Sociology. UK: Nelson Thornes 10. Ray, L. J. (1999). Theorizing Classical Sociology. UK: Open University Press		
V	Open Ended Module**: EXPLORING LEGACIES**		**12**	**10**
	1	Discussion/ Debate Explore the contributions of early sociological thinkers and their contribution to sociological thought.		

Books and References:

1. Andersen, H., & Kaspersen, L. B. (Eds.) (2000). Classical and Modern Social Theory. UK: Blackwell Publishing.
2. Coser, L. A. (2002). Masters of Sociological Thought- Ideas in Historical and Social Context (2nd ed). New Delhi: Rawat.
3. Craib, I. (1997). Classical Social Theory. Oxford: Oxford University Press.
4. Coser, Lewis A. (1971). Masters of Sociology Thought Ideas in Historical and Social Context. Second Edition, Harcourt Brace Jovonovich, Inc.: New York.
5. Abraham, F., & Morgan, J. H. (1985). Sociological Thought. Chennai: MacMillan
6. Alan, K. (2014). The Social Lens. USA: Sage
7. Turner, J. H. (2002). The Emergence of Sociological Theory. Wadsworth: Belmont Calif
8. Allan, Kenneth (2005) Explorations in Classical Sociological Theory - Seeing the Social World, Pine Forge Press, Thousand Oaks.
9. Ritzer, George (ed) (2007) Blackwell encyclopedia of sociology, Blackwell Publishing, Main Street, Malden.
10. Ritzer, G. (2011). Sociological Theory. New York: Mc-Graw Hill.
11. Cornforth M.(1984). Dialectical Materialism – An Introductory Course, Moscow: National Book Agency.
12. Morrison.(2007). K, Marx, Durkheim, Weber: Formations of Modern Social Thought, USA: Sage Publication.
13. Turner. J, Beeghley L and Powers. C. (2007). The Emergence of Sociological Theory 6th Edition, USA : Thomson Wadsworth.
14. 1. Ebenstein, W. (1970). Modern Political Thought: The Great Issues. New York: Rinehart & Company
15. Weber, M. (2017). Max Weber: A Biography. UK: Routledge.
16. Martin, M. (2000). Verstehen: The Uses of Understanding in Social Science. UK: Transaction Publishers.
17. Bendix, R. (2000). Max Weber. Argentina: Amorrortu Editores
18. Randall, C., Collins, R., Collins, P. o. S. R. (1986). Weberian Sociological Theory. UK: Cambridge University P
19. Slattery, M. (2003). Key Ideas in Sociology. UK: Nelson Thornes
20. Ray, L. J. (1999). Theorizing Classical Sociology. UK: Open University Press

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	3	-	3	-	-	-	1	-	-
CO2	3	2	1	-	-	2	1	-	-	-	1	-	-
CO3	2	2	-	-	2	2	1	-	-	-	1	-	-
CO4	2	2	1	-	3	2	2	-	-	-	1	-	-
CO5	1	1	-	-	-	-	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Book review
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	Book review	End Semester Exams
CO1	✓	✓			✓
CO2	✓	✓			✓
CO3	✓		✓		✓
CO4	✓			✓	✓
CO5	✓		✓		✓

Course Title	**FUNDAMENTALS OF SOCIAL RESEARCH**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General understanding about the significance and purpose of social research				
Course Summary	This course makes it possible to increase the awareness among the students about the fundamentals of social research. Also, it gives an outline of actual social research.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Become aware of the prerequisites for doing social research	C	C	Quiz
CO2	Evaluate major concerns in social research	E	C	Group discussion
CO3	Compare and contrast between different types of social research	An	C	Seminar
CO4	Comprehend the different stages in social research	U	P	Assignment
CO5	Understand the philosophical foundations of social research	U	C	Book review
CO6	Equip with an outline of scientific social research.	C	F	Assignment

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**FOUNDATIONS OF SOCIAL RESEARCH**	**12**	**15**
	1	Philosophical foundations of Research-Ontology, Epistemology	2	3
	2	Empiricism and Rationalism	3	3
	3	Positivism and Interpretivism	3	3
	4	Meaning and definition of Research and Social research	2	3
	5	Theory and Research	2	3
	Sections from References: Williams Malcolm (2005); *Philosophical Foundations of Social Research Methods, S*AGE Publications, 1st Edition			
II		**CONCERNS IN SOCIAL RESEARCH**	**9**	**18**
	6	Inductive and Deductive logic of reasoning	3	5
	7	Objectivity and Reflexivity	2	3
	8	Scientific method in social research	2	5
	9	Ethical concerns in Social research	2	5
	Sections from References: Williams Malcolm (2005); *Philosophical Foundations of Social Research Methods, S*AGE Publications, 1st Edition			
III		**TYPES OF SOCIAL RESEARCH**	**9**	**15**
	10	Application based: Basic, Applied, Action	3	5
	11	Objective based: Exploratory, Explanatory, Descriptive	3	5
	12	Methodology Based: Quantitative and Qualitative	3	5

	Sections from References: C R Kothari (2004); *Research Methodology, Methods and Techniques*(second revised edition), New Age International Publishers			
IV	**STAGES OF SOCIAL RESEARCH**		**18**	**22**
	13	Identifying the area of interest, Review of literature	2	2
	14	Problem formulation	1	2
	15	Setting hypotheses	1	2
	16	Research Design- Meaning and significance	2	2
	17	Sampling- Meaning and purpose	2	2
	18	Data; Primary and Secondary	2	2
	19	Identifying tools for data collection	2	2
	20	Data collection- Quantitative and Qualitative	2	3
	21	Data analysis and interpretation – Statistical tests and Narrative methods	2	3
	22	Writing the Research Report	2	2
	Sections from References: C R Kothari (2004); *Research Methodology, Methods and Techniques*(second revised edition), New Age International Publishers			
V	Open Ended Module: **IDENTIFYING THE RESEARCH PROBLEM**		**12**	**10**
	Group assignments: Identify a specific research problem Prepare a research proposal			

Books and References:

1. Punch, Keith. F - Introduction to Social Research
2. Kerlinger, Fred. N. - Foundations of Behavioural Research
3. Young, Pauline.V. - Scientific Social Surveys and Research
4. Seltiz, Claire et al - Research Methods in Social Relations
5. Goode, William.J. & Hatt, Paul.K Methods in Social Research
6. Black, James. A. & Dean, Champion.J - Methods and Issues in Social Research

ADDITIONAL READINGS

1. WORSLEY,PETER(1922); THE NEW INTRODUCING SOCIOLOGY, PENGUIN BOOKS, LONDON
2. JOEL SMITH(1991); A METHODOLOGY FOR TWENTY-FIRST CENTURY SOCIOLOGY

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	1	-	-	1	2	-	-	-	1	-	2
CO2	1	-	3	-	-	2	1	-	-	-	2	-	-
CO3	3	-	1	-	-	3	-	-	-	-	1	-	2
CO4	-	-	-	-	-	-	3	-	-	-	1	-	-
CO5	3	-	1	-	-	1	1	-	-	-	-	-	-
CO6	2	-	1	-	-	1	1	-	-	-	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Group discussion
- Assignment/ Seminar
- Mid term Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Quiz	Group discussion	Assignment	Seminar	End Semester Exams
CO1	✓	✓	✓	✓	✓
CO2		✓	✓		✓
CO3		✓	✓	✓	✓
CO4	✓		✓	✓	✓
CO5		✓			✓
CO6	✓			✓	✓

Course Title	**RURAL SOCIOLOGY**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. A background in Indian social structure and history will provide students with contextual insights into the emergence of rural sociology in India, agrarian social structures, and the socio-cultural dimensions of Indian villages. 2. Students should have a foundational understanding of general sociological concepts, theories, and methodologies to grasp the specialized content in rural sociology.				
Course Summary	This course on Understanding Rural Sociology explores the evolution, significance, and key aspects of rural sociology, including agrarian social structures, rural economy, changing family dynamics, and developmental concerns. The syllabus also covers emerging issues such as rural women's problems, Dalit and tribal issues, and the impact of globalization, complemented by a practical open-ended module involving village visits, mapping, community interactions, environmental assessments, and reflective report writing to apply theoretical knowledge in real-world contexts.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recall the key concepts related to the evolution, nature, and scope of rural sociology, as well as the significance and emergence of rural sociology in India.	E	C	Assignment/ Seminar Presentation
CO2	Demonstrate a comprehensive understanding of the agrarian social structure in India, the self-sufficiency and socio-cultural dimensions of Indian villages, and the changing dynamics of rural social structures.	U	C,P	Instructor, created exams / Quiz
CO3	Apply theoretical knowledge to analyze and assess the rural economy and polity, including the identification and understanding of agrarian classes, such as landlords, peasants, tenants, and labourers.	Ap	C,P	Exams , Assignment
CO4	Analyse the developmental concerns in rural society, examining the basic elements of rural development, policies for rural development, and the consequences of land reforms.	An	C,P	Seminar Presentation
CO5	Evaluate the impact and effectiveness of various rural development schemes in India, such as Five-Year Plans, the Green Revolution, Cooperative Movement, and MNREGA, considering their implications on rural communities.	E	C,P	Exams / Quiz/ Assignment/ Seminar Presentation
CO6	Create a comprehensive report following a village visit, incorporating mapping, surveying, community interactions, environmental assessments, and reflective writing, demonstrating the ability to synthesize theoretical knowledge with practical observations in the context of rural sociology.	C	F,C,P	Field visit/survey

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**UNDERSTANDING RURAL SOCIOLOGY**		**11**	**15**
	1	Rural Sociology: Evolution	3	2
	2	Nature and Scope of Rural Sociology	3	5
	3	Significance of Rural Sociology	2	3
	4	Emergence of Rural Sociology in India	3	5
	Sections from References: De, P. S. (2012). Rural sociology. New Delhi: Pearson. S.L. Doshi, P.C. Jain. (1999). Rural sociology. Jaipur: Rawat.			

	Singh, K. (2009). Rural Development: Principles, Policies and Management. New Delhi: Sage.			
II	**AGRARIAN SOCIAL STRUCTURE IN INDIA**		**10**	**20**
	5	Indian Village: Self-sufficiency; Socio-cultural Dimensions	2	5
	6	Rural Social Structure: Agrarian Relations, Caste, Jajmani, Joint Family, and Power Structure.	3	5
	7	Rural Economy and Polity: Agrarian Classes - Landlord, Peasant, Tenant, and Labourer	3	5
	8	Changing Rural Family: Structure and functions	2	5
	Sections from References: Singh, K. (2009). Rural Development: Principles, Policies and Management. New Delhi: Sage. Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Atal, Y. 1986. The changing frontiers of caste, Delhi: National Publishing House. Joshi P.C. 1976. Land Reforms in India. Delhi: Allied Publisher			
III	**DEVELOPMENTAL CONCERNS IN RURAL SOCIETY**		**15**	**21**
	9	Basic elements of Rural Development	1	2
	10	Policies for Rural Development	2	2
	11	Land reforms and its consequences	2	3
	12	Indian Rural Development Schemes: Five-Year Plans, Green Revolution, CDP, IRDP, MNREGA	3	5
	13	Green Revolution	2	3
	14	Cooperative Movement	2	2
	15	Changing rural power structure after 73rd and 74th Constitutional Amendment	2	2
	16	Issues and problems of Rural Development	1	2
	Sections from References: Singh, K. (2009). Rural Development: Principles, Policies and Management. New Delhi: Sage. Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. Atal, Y. 1986. The changing frontiers of caste, Delhi: National Publishing House. Joshi P.C. 1976. Land Reforms in India. Delhi: Allied Publisher Ashley, C and S Maxwell 2001: Rethinking Rural Development, Blackwell.			
IV	**EMERGING ISSUES**		**9**	**14**
	17	Problems of Rural Women	2	3
	18	Dalit and Tribal Issue	1	2
	19	Decline of Village Industries	2	2
	20	Commercialisation of Agriculture	1	2
	21	Under Employment, Decline of village due to commercialisation	1	2
	22	Impact of globalization: Indebtedness and Farmer Suicide	2	3

	Sections from References: Ashley, C and S Maxwell 2001: Rethinking Rural Development, Blackwell. Madan, V. (ed) 2002: The village in India, New Delhi: Oxford University Press			
V	Open Ended Module: **VILLAGE VISIT AND REPORT WRITING**		**12**	**10**
	1	**Mapping and Surveying:** • Objective: To understand the layout of the village and its geographical features. • Practical: Provide students with maps and ask them to create a map of the village, marking important landmarks, roads, water sources, and other significant features. They can also conduct a simple survey to gather information about the population, occupations, and basic amenities.		
	2	**Community Interaction:** • Objective: To understand the social structure and community dynamics. • Practical: Arrange for students to interact with villagers, perhaps through interviews or informal discussions. They can inquire about local customs, traditions, and social issues. This activity helps in gaining insights into the community's way of life.		
	3	**Environmental Assessment** • Objective: To assess the environmental conditions and challenges in the village. • Practical: Conduct a brief environmental study where students observe and document aspects like waste management, cleanliness, and the general state of the surroundings. This can lead to discussions on the importance of environmental conservation		
	4	**Reflection and Report Writing** • Objective: To process and document the learning from the village visit. • Practical: After the visit, ask students to write reflective reports summarizing their observations, experiences, and the lessons learned. This encourages critical thinking and the application of theoretical knowledge to real-world situations.		

Books and References:

1. De, P. S. (2012). Rural sociology. New Delhi: Pearson.
2. S.L. Doshi, P.C. Jain. (1999). Rural sociology. Jaipur: Rawat.
3. Singh, K. (2009). Rural Development: Principles, Policies and Management. New Delhi: Sage.
4. Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press.
5. Atal, Y. 1986. The changing frontiers of caste, Delhi: National Publishing House.
6. Joshi P.C. 1976. Land Reforms in India. Delhi: Allied Publisher
7. Ashley, C and S Maxwell 2001: Rethinking Rural Development, Blackwell.
8. Madan, V. (ed) 2002: The village in India, New Delhi: Oxford University Press

ADDITIONAL READINGS

1. A.R.Desai. (2009). Rural Sociology in India. Bombay: Popular Prakashan.
2. B.K.Nagala. (2008). Indian sociological thought. Jaipur: Rawat
3. Singh, Y. (2013). Modernization of Indian tradition. Jaipur: Rawat.

Mapping of COs with PSOs and POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	2	2	-	1	-	1	1	1	3
CO2	2	-	-	-	1	-	-	2	1	1	3	1	1
CO3	-	-	-	-	-	1	-	2	1	2	1	-	1
CO4	1	-	-	-	-	1	-	2	-	2	-	-	1
CO5	3	-	-	-	3	2	-	1	-	1	-	1	3
CO6	2	-	-	-	1	3	-	2	1	1	3	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Field visit/ survey
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field visit/ survey	End Semester Exams	Seminar
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓		✓	✓
CO4	✓	✓	✓	✓	
CO5	✓	✓		✓	
CO6	✓	✓	✓	✓	✓

Course Title	**URBAN SOCIOLOGY**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Understanding on city life and village life 2. Observation skill and Communication skill				

Course Summary	The Urban Sociology course offers a thorough exploration of urban societies, covering foundational concepts, historical perspectives, and contemporary theories. Beginning with an introduction to urban sociology and the characteristics that distinguish urban from rural settings, the course delves into theoretical traditions spanning from classical to post-modern. Specific attention is given to urbanization in India.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Remember the basic concepts in Urban Sociology	R	C	Instructor-created exams / Quiz
CO2	Understand the basic theoretical arguments in Urban Sociology	U	C	Exams / Quiz/ Practical Assignment / Observation of Practical Skills
CO3	Ability to apply Urban Sociological frameworks for the better understanding of Urban dynamics	Ap	P	Seminar Presentation / Field work Group Work
CO4	Evaluate the dynamics of the Urban spaces in comparison to the rural	An	M	Seminar Presentation / Field work Group Work

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO URBAN SOCIOLOGY**	**12**	**20**
	1	Urban sociology: origin and development, nature and scope	3	5
	2	Comparison on Rural and Urban	3	5
	3	Basic Concepts: Urbanization, Urbanism, Urbanity, Urban Ecology, Urban Neighbourhood, Rural-Urban Continuum, Conurbation, Suburbanization	3	5
	4	Emergence of Urban sociology: Influence of classical sociologist (Marx, Durkheim, Weber, Simmel, Tonnies)	3	5

	Sections from References: 1. Wirth, Louis. 1938. "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24 2. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology. New Delhi: Orient Longman 3. Sandhu, R.S. 2003. Urbanization in India: Sociological Contributions . New Delhi: Sage 4. Shivaramakrishan, K.C., Amitabh, Kundu and B.N, Singh. 2005. Oxford Hand Book of Urbanization in India . New Delhi: Oxford University Press. 5. Weber, Max 1978. The City. The Free Press: New York. Pp 65-89 6. Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002. 7. Flanagan, William G. 1993. Contemporary Urban Sociology. Cambridge University Press: Cambridge. 8. Kadekar, L.N., (Eds.) A Reader in Urban Sociology, New Delhi: Orient Longman, Pp.21-69. 9. Rao, M.S.A. 1991. 'Traditional Urbanism and Urbanisation', in Rao, M.S.A., Bhat, C, Science and Urban Crisis, New York: Macmillan Company, Pp. 11-20.			
II	**THEORETICAL FOUNDATIONS OF URBAN SOCIOLOGY**		**12**	**19**
	5	Urban sociology and The Chicago School	2	5
	6	Robert Park – The City as Ecological community	3	5
	7	Louis Wirth –Urbanism as a way of life.	3	5
	8	Ernest Burges – Concentric Zone Theory	2	2
	9	Homer Hoyt's Sector Theory	2	2
	Sections from References: 1. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26. 2. Wirth, Louis. 1938. "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24 3. Veena Das 2006.'Urbanisation' chapter in Handbook of Indian Sociology, New Delhi: Oxford University Press 4. M.S.A Rao, 1992 1974. Urban Sociology in India New Delhi: Orient Longman 5. Richard T. LeGates and Frederic Stout. 2020. The City Reader. 7th Edition. Routledge.			
III	**PROCESS OF URBANISATION**		**12**	**17**
	10	Urban way of life: individual, family and neighbourhood- Ethnic Enclaves, Gated Communities	2	2
	11	Social stratification in urban space: class, caste, and ethnicity	2	2
	12	Housing pattern and problem in urban space	2	3
	13	Urban planning and management: nature, characteristics, and challenges	2	3

	14	Urban governance: nature, characteristics, and challenges	2	3
	15	Ecological characteristics of the urban space	1	2
	16	Women in urban space: nature, opportunities, challenges; sex trafficking	1	2
	Sections from References: 1. Harvey, David 1985 The Urban Experience, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35 2. Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558 3. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.			
IV	**URBANISATION AND INDIA**		**12**	**14**
	17	Urbanisation in India: Nature, characteristics, challenges	2	2
	18	Urbanisation: Planning Commission and NITI Aayog	2	3
	19	Urban Development Programs in India	2	3
	20	Problems of Urbanisation in India: Housing, Transportation, Urban crime	2	2
	21	Urban poverty and slums in India	2	2
	22	Urban pollution and environmental concerns	2	2
	Sections from References: 1. Hannerz, Ulf. 1980. Exploring the City: Toward an Urban Anthropology, NY: Columbia University Press. Chapter 2. Pp 19-58 2. Desai, A. R and Pillai, S. D (ed). 1970 . Slums and Urbanization. Bombay: Popular Prakashan, 3. Castells, M.1977. The Urban Question. London: Edward Arnold. 4. Ramachandran, R. 1991. Urbanisation and Urban Systems in India. Delhi: Oxford University Press			
V	Open Ended Module: **EXPERIENCING THE URBAN**		**12**	**10**
	1	**Seminar/Field Visit to Urban Centres:** Give students opportunity to visit urban centres like a city area, Mall, etc., and allow them to make a report based on their observations. Theoretical frameworks can be used for better evaluation. This work can be either done as individual or group basis. Ask reports from the students.		
	2	**Groupwork based on Field Visit to Slum Areas:** Provide students with an opportunity to visit a slum area and ask them to understand the life of people in a slum area. They will be directed to apply theoretical frameworks to understand the region. Group work will be better. Instruct the students to engage in group discussions and make presentations on their observations.		
	3	**Interaction with experts:** Provide students with opportunities to interact with urban planners or scholars on urban studies to understand the planning and development logic of an urban space.		

	4	**Film Screening:** Movies focusing on the Urban life can be shown to the students. Collect reports or conduct group sharing.		

Books and References:

1. Holton, R. J. Cities, Capitalism & Civilization, London: Allan and Unwin, Chapters.1 & 2. Pp. 1 – 32
2. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.
3. Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects. Mariner Books: Pp 3-29, 94-118
4. Weber, Max 1978. The City. The Free Press: New York. Pp 65-89
5. Hannerz, Ulf. 1980. Exploring the City: Toward an Urban Anthropology, NY: Columbia University Press. Chapter 2. Pp 19-58
6. Wirth, Louis. 1938. "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24
7. Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002.
8. Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No 18, Pp 44-55
9. Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) Urbanization in India. Sage: New Delhi. Pp. 232-246
10. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology. New Delhi: Orient Longman
11. Sandhu, R.S. 2003. Urbanization in India: Sociological Contributions . New Delhi: Sage.
12. Shivaramakrishan, K.C., Amitabh, Kundu and B.N, Singh. 2005. Oxford Hand Book of Urbanization in India . New Delhi: Oxford University Press.
13. World Resource Institute. 1997. World Resources, A Guide to Urban Environment . New York: Oxford University Press.
14. Bose, A. 1978. India's Urbanization: 1901-2001. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
15. Shukla, Vibhooti and Kirit, S. Parikh. 1992. The Environmental Consequences of Urban Growth. Urban Geography, Vol. 5.
16. Gist, N.P. and Sylvia, F. Fava,. 1974. Urban Society. New York: Thomas Y. Crowell Company.
17. Alfred D' Souza. 1978. The Indian City; Poverty, Ecology and Urban development . New Delhi: Manohar
18. Ronnan, Paddison,. 2001. Handbook of Urban Studies. California: Sage Publications
19. Bharadwaj, R.K. 1974. Urban Development in India. National Publishing House.

ADDITIONAL READINGS

1 Gold, Harry. 1982. Sociology of Urban Life. Prentice Hall, Englewood Cliff.
2 Colling, Worth, J. b. 1972. Problems of Urban Society. Vol. 2. George and Unwin Ltd.
3 Desai, A. R and Pillai, S. D (ed). 1970. Slums and Urbanization. Bombay: Popular Prakashan,
4 Castells, M.1977. The Urban Question. London: Edward Arnold.
5 Ramachandran, R. 1991. Urbanisation and Urban Systems in India. Delhi: Oxford University Press
6 Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects. Mariner Books: Pp 3-29, 94-118
7 Whyte, William Foote, 1993. Street Corner Society: The Social Structure of an Italian Slum. Chicago, IL: University of Chicago Press

Mapping of COs with PSOs and POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	-	-	-	2	-	1	-	1	1	1	3
CO2	2	-	-	-	-	3	-	2	1	1	3	1	-
CO3	2	-	-	-	-	1	-	2	1	-	1	-	-
CO4	1	-	-	-	-	1	-	2	-	2	1	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Field visit/ Book Review/ Film Review
- Assignment/ Quiz/ Discussion
- Seminar
- Midterm/Internal Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field visit	End Semester Examinations	Seminar
CO1	✓	✓		✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓		✓	
CO4	✓	✓	✓	✓	✓
CO5	✓	✓		✓	
CO6	✓	✓	✓	✓	✓

Course Title	**METHODOLOGY OF SOCIAL RESEARCH**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic Knowledge about social research methods				
Course Summary	This course discusses in detail the scientific social research process.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify clearly the research area and formulate specific research problem	U	C	Assignment ; formulate a specific problem
CO2	Find out the appropriate research design with adequate and representative sample	U	P	Group discussion
CO3	Understand various sources of data	U	E	Assignment
CO4	Construct proper tool and collect sufficient data for analysis	Ap	Ap	Assignment- prepare a draft tool
CO5	Prepare the research report scientifically	Ap	Ap	Seminar
CO6	Write the report in proper style and layout	Ap	Ap	Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**PRELUDE TO SOCIAL RESEARCH**	**12**	**17**
	1	Identifying the domain /Area of research	2	3
	2	Review of literature; Relevance and Scope	3	5
	3	Problem formulation; Objectives/ Research questions	3	5
	4	Identifying concepts and variables	2	2
	5	Formulation of hypotheses; sources, types and relevance	2	2
	Sections from References: 1. C R Kothari (2004); *Research Methodology, Methods and Techniques*(second revised edition), New Age International Publishers 2. Williams Malcolm (2005); *Philosophical Foundations of Social Research Methods, S*AGE Publications, 1st Edition			
II		**DESIGN AND SAMPLING**	**18**	**20**
	6	Research design; Significance and Characteristics	3	2
	7	Types; Exploratory, Explanatory, Diagnostic, Descriptive, Experimental and Correlational	3	3
	8	Sampling- Meaning and Features	2	2
	9	Purpose of Sampling and Sampling Errors	2	3
	10	Probability sampling -Meaning and Features	2	2
	11	Types- Simple random, Systematic random, Stratified random, Cluster, Multi stage	2	3
	12	Non probability sampling- Meaning and Features	2	2
	13	Types- Purposive, Judgemental, Quota and Snowball	2	3
	Sections from References: 1. Seltiz, Claire et al - Research Methods in Social Relations			

	2. Punch, Keith. F - Introduction to Social Research 3. C R Kothari (2004); *Research Methodology, Methods and Techniques*(second revised edition), New Age International Publishers			
III	**METHODS AND TOOLS OF DATA COLLECTION**		**11**	**18**
	14	Data- Types and Sources	2	2
	15	Primary data collection and sources	2	5
	16	Secondary data collection and sources	2	3
	17	Tools of data collection -Types and features	2	3
	18	Guidelines for constructing Schedule and Questionnaire	3	5
	Sections from References: 1. Young, Pauline.V. - Scientific Social Surveys and Research 2. Black, James. A. & Dean, Champion.J - Methods and Issues in Social Research 3. C R Kothari (2004); *Research Methodology, Methods and Techniques*(second revised edition), New Age International Publishers			
IV	**DATA ANALYSIS AND REPORT WRITING**		**7**	**15**
	19	Classification and Tabulation	2	5
	20	Interpretation and Inference	2	3
	21	Report Writing- Meaning, Purpose and Significance	2	5
	22	Style and Layout of the Report	1	2
	Sections from References: 1) C R Kothari (2004); Research Methodology, Methods and Techniques(second revised edition), New Age International Publishers 2) Goode, William.J. & Hatt, Paul.K Methods in Social Research			
V	Open Ended Module: **CONSTRUCTING TOOL FOR DATA COLLECTION**		**12**	**10**
	1	Group assignments: Identify the concepts and variables in the research problem		
	2	Tool preparation: Questionnaire/Interview Schedule		

Books and References:

1.Williams Malcolm (2005); *Philosophical Foundations of Social Research Methods, S*AGE Publications, 1st Edition

2. Punch, Keith. F - Introduction to Social Research

3. Kerlinger, Fred. N. - Foundations of Behavioural Research

4. Young, Pauline.V. - Scientific Social Surveys and Research

5. Seltiz, Claire et al - Research Methods in Social Relations

6. Goode, William.J. & Hatt, Paul.K Methods in Social Research

7. Black, James. A. & Dean, Champion.J - Methods and Issues in Social Research

ADDITIONAL READINGS

1. WORSLEY,PETER(1922); THE NEW INTRODUCING SOCIOLOGY, PENGUIN BOOKS, LONDON

2. JOEL SMITH(1991); A METHODOLOGY FOR TWENTY-FIRST CENTURY SOCIOLOGY

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	2	-	2	2	2	3	-	-	2	-	2
CO2	1	-	2	-	-	1	2	-	-	-	-	-	-
CO3	2	-	-	-	-	1	-	3	-	-	2	-	-
CO4	-	-	-	-	3	1	-	3	-	-	2	-	3
CO5	2	-	2	-	2	1	2	3	-	-	1	-	2
CO6	1	-	1	-	1	1	1	-	-	-	1	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group discussions/ Assignments/ Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Group discussion	Assignment	Seminar	Mid term Exam	End Semester Exams
CO1	✓	✓		✓	✓
CO2	✓		✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4		✓		✓	✓
CO5		✓		✓	✓
CO6		✓		✓	✓

Course Title	CLASSICAL SOCIOLOGICAL THEORY				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	**60**
Pre-requisites	Nil				
Course Summary	This course aims to develop a comprehensive understanding and critique of the theoretical contributions of the pioneers of Sociological theory such as Auguste Comte, Herbert Spencer, Emile Durkheim, Karl Marx and Max Weber. The course also introduces the perspectives of Feminist Sociologists such as Harriet Martineau and Marianne Weber along with the Black Sociology of W.E.B. Du Bois.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Distinguish between the key classical sociological theories of Auguste Comte, Herbert Spencer, Emile Durkheim, Karl Marx, and Max Weber	U	C	Semester exam/ Instructor-created exams / Quiz
CO2	Use the classical sociological theories to interpret contemporary social reality	A	P	Semester exam / Instructor-created exams/ Assignments /Seminar Presentations
CO3	Compare the nature of sociology, concept of social change as well as methodology proposed by the various classical sociological thinkers	An	F	Semester exam/ Instructor-created exams/ Quiz
CO4	Propose solutions for contemporary social problems based on classical sociological theories	C	P	Semester exam/ Instructor-created exams/ Quiz/ Assignments
CO5	Discuss the significance of the contributions of Feminist Sociologists such as Harriet Martineau and Marianne Weber and also the Black Sociologist W.E.B. Du Bois.	U	C	Assignments/ Seminar Presentations
CO6	Assess the relevance of classical sociological theories in explaining the real-world issues of the current society as well as the society at the time of the emergence of these theories	E	M	Semester exam/ Instructor-created exams / Quiz/ Assignments/ Seminar Presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**FOUNDERS OF SOCIOLOGICAL THOUGHT**	**12**	**18**
		Auguste Comte:		
	1	Methodology- Positivism	2	3
	2	The law of three stages	2	3
	3	Hierarchy of Sciences	2	3
		Herbert Spencer:		
	4	Evolutionary Doctrine	2	3
	5	Organismic Analogy	2	3
	6	Social Darwinism	2	3
	Sections from References: 1. Ritzer, George. (2016).Classical Sociological Theory. Jaipur: Rawat Publication.			

	2. Ritzer, G. (2010). *Sociological Theory* (8th ed.). McGraw Hill. 3. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press. 4. Coser, Lewis. 1977, Masters of Sociological Thought, 2nd ed. New York: Harcourt, Brace & Jovanovich. 5. Adams, Bert and R.A. Sydie. 2001. Sociological Theory. Thousand Oaks, C.A.: Pine Forge Press. 6. Ransom, Paul. (2010). Social theory. Portland. Policy Press.			
II	**EMILE DURKHEIM – DEVELOPMENT OF MODERN SOCIOLOGY**		**12**	**16**
	7	Methodology- Study of Social Facts- Characteristics	3	2
	8	Social Solidarity- Types: Organic and Mechanical	2	5
	9	Collective consciousness and Division of Labour	2	5
	10	Theory of Suicide	3	2
	11	Durkheim as a Functionalist and Criticism	2	2
	Sections from References: 1. Ritzer, George. (2016). Classical Sociological Theory. Jaipur: Rawat Publication. 2. Ritzer, G. (2010). *Sociological Theory* (8th ed.). McGraw Hill. 3. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press. 4. Coser, Lewis. 1977, Masters of Sociological Thought, 2nd ed. New York: Harcourt, Brace & Jovanovich. 5. Adams, Bert and R.A. Sydie. 2001. Sociological Theory. Thousand Oaks, C.A.: Pine Forge Press. 6. Ransom, Paul. (2010). Social theory. Portland. Policy Press.			
III	**KARL MARX-FOUNDATIONS OF REVOLUTIONARY THOUGHT**		**12**	**17**
	12	Methodology –Dialectical Materialism	2	5
	13	Economic Determinism	1	2
	14	Materialistic Interpretation of History	1	2
	15	Forces of Production, Mode of Production and Relations of Production	1	3
	16	Class and Class Conflict in Capitalist society	5	3
	17	Criticism	2	2
	Sections from References: 1. Ritzer, George. (2016).Classical Sociological Theory. Jaipur: Rawat Publication. 2. Ritzer, G. (2010). *Sociological Theory* (8th ed.). McGraw Hill. 3. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press.			

	4. Coser, Lewis. 1977, Masters of Sociological Thought, 2nd ed. New York: Harcourt, Brace & Jovanovich. 5. Adams, Bert and R.A. Sydie. 2001. Sociological Theory. Thousand Oaks, C.A.: Pine Forge Press. 6. Ransom, Paul. (2010). Social theory. Portland. Policy Press.			
IV	**MAX WEBER** **DEVELOPMENT OF SOCIOLOGICAL METHOD**		**12**	**19**
	18	Verstehen Method	2	2
	19	Sociology as the study of Social Action and Theory of Social Action	2	5
	20	Ideal Type	2	2
	21	Iron cage of Rationality and Bureaucracy	3	5
	22	Religion and Economy- Protestants Ethic and Spirit of Capitalism	3	5
	Sections from References: 1. Ritzer, George. (2016).Classical Sociological Theory. Jaipur: Rawat Publication. 2. Ritzer, G. (2010). *Sociological Theory* (8th ed.). McGraw Hill. 2. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press. 3. Coser, Lewis. 1977, Masters of Sociological Thought, 2nd ed. New York: Harcourt, Brace & Jovanovich. 4. Adams, Bert and R.A. Sydie. 2001. Sociological Theory. Thousand Oaks, C.A.: Pine Forge Press. 5. Ransom, Paul. (2010). Social theory. Portland. Policy Press.			
V	Open Ended Module: **EXPLORING LEGACIES: CONTRIBUTIONS OF HARRIET MARTINEAU, MARIANNE WEBER AND W.E.B. DU BOIS IN SOCIOLOGICAL THOUGHT**		**12**	**10**
	Prepare a write up based on the contributions of any one of the following theorists **Marianne Weber:** Biographical Information & Relationship with Max Weber and its influence on her intellectual development; her influence on Max Weber's ideas and her independent contributions to sociological Thought, Views on gender and feminism. Or **Harriet Martineau:** Biographical Information, Contribution to Sociology: Martineau's role in establishing sociology as a discipline, contributions to feminist sociology Or			

	W.E.B. Du Bois: Contributions to the field of sociology, particularly in the study of race, ethnicity, and social inequality Analyze a contemporary social issue based on any one classical sociological theory and prepare report		

Books and References:

1. Ritzer,George. (2016).Classical Sociological Theory. Jaipur: Rawat Publication.
2. Ritzer, G. (2010). *Sociological Theory* (8th ed.). McGraw Hill.
3. Ritzer, G., & Goodman, D. J. (2003). Classical Sociological Theory (4th ed.). McGraw-Hill.
4. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press.
5. Ransom,Paul. (2010). Social theory. Portland. Policy Press.
6. Adams, Bert and R.A. Sydie. 2001. Sociological Theory. Thousand Oaks,C.A.: Pine Forge Press.
7. Coser, Lewis. 1977, Masters of Sociological Thought, 2nd ed. New York: Harcourt, Brace & Jovanovich.
8. Loyal, S., &Malesevic, S. (2020). *Classical Sociological Theory*. SAGE.
9. https://journals.openedition.org/qds/4114
10. https://www.scielo.br/j/soc/a/FWTZVCBSh4bfBpxZ8vs3YFj/?format=pdf&lang=en

ADDITIONAL READINGS

1. Judge, Paramjit, S. (2012). Foundations of Classical Sociological Theory. New Delhi. Pearson.
2. Collins, Randall. 1986 c. Weberian Social Theory.Cambridge: University Press.
3. Delaney, Tim. 2008, Contemporary Social Theory, Investigation and Application.New York Prentice Hall.
4. Good, Erich. 1988. Sociology, 2nd Edition. Englewood Cliffs, NJ: Prentice Hall.
5. Ritzer, George. 1985. 'The Rise of Micro Sociological Theory'. Sociological Theory.Boston: McGraw Hill.
6. Ritzer,George.2003.Contemporary Sociological Theory and its Classical Roots.Boston:McGraw Hill.
7. Turner, Jonathan. H. 2003. The Structure of Sociological Theory.Belmont, CA: Wadsworth.
8. Giddens, Anthony. (1998). Sociology, Cambridge: Polity Press.
9. Hill, M. R., & Hoecker-Drysdale, S. (Eds.). (1992). *Harriet Martineau: Theoretical and Methodological Perspectives.*University of Florida Press.
10. Hewitt, M., & Hoecker-Drysdale, S. (Eds.). (1998). Harriet Martineau's Writing on the British Empire. Cambridge Scholars Publishing
11. Stephan, I., & Midgley, D. (Eds.). (2004). *Marianne Weber: Between Reformist Socialism and Feminism.*Palgrave Macmillan.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	1	3	-	3	-	-	-	1	1	-
CO2	3	-	2	-	-	-	3	-	-	-	3	1	-
CO3	3	2	-	1	-	2	3	-	-	-	2	2	-
CO4	3	-	-	1	3	-	2	-	-	-	1	1	-
CO5	3	2	3	-	3	3	3	-	-	-	2	2	-
CO6	3	3	-	1	3	3	3	-	-	-	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	End Semester Exams
CO1	✓		✓	✓
CO2	✓	✓	✓	✓
CO3	✓		✓	✓
CO4	✓	✓		✓
CO5		✓	✓	
CO6	✓	✓		✓

Course Title	GENDER AND SOCIETY				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	-				
Course Summary	The course includes different aspects of gender studies. It aims at introducing the various dimensions of dynamics of gender The course includes various theoretical perspectives of gender, gender dynamics in India and gender laws, policies and initiatives.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understands the basic concepts of gender studies	U	C	Quiz/exams/ Assignment
CO2	Evaluates different perspectives of gender	E	C	Assignment/ Book review and discussion
CO3	Analyse different gender laws policies and initiatives	An	P	Seminar Presentation
CO4	Evaluates gender dynamics in India	E	P	Assignment

CO5	Examines the gender issues in contemporary Indian society.	E	F	Seminar Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**GENDER STUDIES: AN INTRODUCTION**	**10**	**13**
	1	Gender Studies: Genesis; Women's studies and Gender studies	2	3
	2	Basic Concepts - Sex/Gender, Gender identity, Gender Stereotypes, Gender Discrimination, Heteronormativity, LGBTIQ	3	5
	3	Conceptualising Gender and related terms Equality and Difference, Femininity and Masculinity, Social Construction of Gender	2	3
	4	Private-Public dichotomy	1	2
	5	Gendered division of labour, Gender Socialisation	2	2
		Sections from References: Bhatia, Reema. (2021). Gender: A Sociological Understanding. Pearson Education. Haralambos, M. (2002). Sociology Themes and Perspectives. Oxford: Oxford University Press. Amy S. (2011). The Sociology of Gender: An Introduction to Theory and Research, 2nd Edition. Wiley-Blackwell		
II		**THEORETICAL PERSPECTIVES ON GENDER**	**14**	**19**
	6	From Sociology of Women- Feminist Sociology- Sociology of Gender	2	2
	7	Trajectories of Feminist thought: Liberal, Radical, Marxist, Psychoanalytic, Postmodernist	3	5
	8	Eco-feminism and Black Feminism	3	5
	9	Gender Socialisation Theory: Ann Oakley, Simone de Beauvoir	2	3
	10	Cultural Construction of Gender: Sherry.B.Ottner	2	2
	11	Queer theory, Queer politics	2	2
		Sections from References: Rege, Sharmila (ed.), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi Jackson S. & Scott S. (2002). Gender: A Sociological Reader. New York: Routledge. Hooks, Bell. (2000). Feminist Theory: From Margin to Center. London: Pluto Press		
III		**WOMEN STUDIES AND GENDER DYNAMICS IN INDIA**	**13**	**19**
	12	Feminist movements in India – 19th Century Social reform Movements, 20th Century Freedom Movement	3	5
	13	Women's Movement in the post-Independence period	2	3
	14	Formation of Women's Commission	2	2
	15	Social institutions and Gender reproduction Caste, Class, Religion	2	3

	16	Gender and Economy: Property relations, Gender wage-gap, Un-paid labour and Glass Ceilings	2	3
	17	Gender and Polity: Political Participation of Women in India, 73rd and 74th Constitutional Amendment	2	3
	Sections from References: Desai, N. & Krishnaraj, M. (1987). Women and Society in India. New Delhi: Ajanta Publications. Neera & Thakkar, Usha. (2001). Women in Indian Society. National Book Trust India, New Delhi. Menon, N. (Ed.). (1999). Gender and politics in India (p. 262264). New Delhi: Oxford University Press.			
IV	**GENDER: LAWS, POLICIES AND INITIATIVES**		**11**	**19**
	18	Gender Discourse of Movements in Modern India	2	3
	19	Women in the Nationalist Movement, Contemporary Women's Movement	2	5
	20	Global Feminisms and Contemporary Trends	2	5
	21	Gender and Social Movements, Rights and Laws	1	2
		Sustainable Development Goals, Global indices to measure Gender Inequalities	2	2
	22	Gender Mainstreaming, Gender Budgeting, Gender inclusive Policy Planning	2	2
	Sections from References: Ray, R. (2012). Handbook of Gender. New Delhi: Oxford University Press Gates, Melinda French. (2019). The Moment of Lift: How Empowering Women Changes the World. Bluebird Kabeer, N. (2008). Paid work, women's empowerment and gender justice: critical pathways of social change.			
V	Open Ended Module: **EXPLORING GENDER FURTHER**		**12**	**10**
		Discussion/ Debate Gender issues in contemporary Indian society Policy initiatives to solve gender issues		

Books and References:

1.Sen, Amartya, (2000). Development as freedom. New York: Anchor Books.

2. Chandrakala (1969). Changing Status of Women. Bengaluru: Allied publications.

3. Ritzer, G. (2011). Sociological Theory. (8th edition). New York: The McGraw-Hill Companies.

4. Srinivas, M.N. (1986).Changing Status of Women. Delhi: Oxford University Press.

5. Caroline. (2019). Invisible Women: Exposing Data Bias in a World Designed for Men. Vintage Digital

6. Rege, S. (2003). Sociology of Gender. New Delhi: Sage.

7. Menon, N. (2012). Seeing Like a Feminist. Delhi: Penguine Books.

8. Dube, L. et.al. (1986). (Eds.) - Visibility and Power: Essays on Women in Society and Development. Oxford: Oxford University Press.

9. Karuna, C. (1988). Socialization, Women and Education: Explorations in Gender Identity. Hyderabad: Sangam books Ltd.

10. Gandhi, N. & Shah. (1992). The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India.New Delhi: Kali for Women.

11.Jackson S. & Scott S. (2002). Gender: A Sociological Reader. New York: Routledge

12. Nielsen, K. B., & Waldrop, A. (Eds.). (2014). Women, gender and everyday social transformation in India. Anthem Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	3	-	3	-	-	-	1	-	-
CO2	3	2	1	-	-	2	1	-	-	-	1	-	-
CO3	2	2	-	-	2	2	1	-	-	-	1	-	-
CO4	2	2	1	-	3	2	2	-	-	-	1	-	-
CO5	1	1	-	-	-	-	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Book review
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	Book review	End Semester Exams
CO1	✓	✓			✓
CO2	✓	✓		✓	✓
CO3	✓		✓		✓
CO4	✓	✓			✓
CO5	✓		✓		✓

Course Title	**SOCIAL ANTHROPOLOGY**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1.Anthropologists engage in fieldwork and research. Familiarity with basic research methods and an understanding of how to conduct interviews, surveys, and observations can be valuable 2. Having a background in social sciences such as sociology, psychology, history, or political science can provide a helpful foundation for understanding the broader context of social anthropology				

Course Summary	Social Anthropology is a field of study that explores the cultural, social, and symbolic dimensions of human societies. Courses in social anthropology typically cover a wide range of topics and may vary based on the specific curriculum of the educational institution. However, here is a general course summary that outlines key themes often included in social anthropology programs such as introduction, institutions, theories, methods and tribals in Kerala.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the relevance of Social Anthropology	U	C	Poster making
CO2	Learn about important institutions like economic, political and religious institutions	U	C	Assignment
CO3	Know various theories and research in Social Anthropology	An	P	Seminar Presentation
CO4	Familiarize with Anthropological studies in India by focusing on Tribal Communities in the country in general and in the state of Kerala in particular	An	P	Report preparation based on field visit

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**FOUNDATIONS OF SOCIAL ANTHROPOLOGY**		**12**	**18**
	1	Meaning, Nature, Scope	3	2
	2	Development of Social Anthropology	2	5
	3	Aims of social anthropology	2	3
	4	Main branches of Social Anthropology: Social-cultural Anthropology, Archaeological Anthropology, Linguistic Anthropology	3	5
	5	Relationship between Sociology and Anthropology	2	3
	Sections from References: 1. Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley. 2. Bidney, D. 1953. Theoretical Anthropology. Columbia: Columbia University Press 3. Evans-Pritchard, E. E. 1966. Social Anthropology and Other Essays. New York: Free Press 4. Mair, Lucy. 1972. An Introduction to Social Anthropology. Oxford: Oxford University Press.			

	5. Vidyarthi, L.P. 1978. Rise of Anthropology in India. Delhi: Concept Publishing Company.			
II	**INSTITUTIONS**		**12**	**18**
	6	Economic Organization 1- Hunting and Gathering, Fishing, Swiddening	2	3
	7	Economic Organization 2-Pastoralism, Horticulture, Agriculture, and Indigenous Economic Systems	2	3
	8	Political Organization and Social Control 1- Band, Tribe, Chiefdom, Kingdom and State, Concepts of Power	2	3
	9	Political Organization and Social Control 2- Authority And Legitimacy, Social Control, Law and Justice in Society	2	3
	10	Religion 1- Monotheism and Polytheism, Sacred and Profane, Myths and Rituals	2	3
	11	Religion 2- Forms of Religion in Tribal Society (Animism, Naturism, and Totemism)	2	3
	Sections from References: 1. https://anthroholic.com/principles-governing-production-distribution-and-exchange-in-various-communities 2. Mauss, M. (1954). The Gift: Forms and Functions of Exchange in Archaic Societies. London: Cohen & West. 3. Polanyi, K. (1957). The economy as an instituted process. In Trade and market in the early empires (pp. 243-270). Glencoe, IL: Free Press. 4. Smith, A. (1776). An Inquiry into the Nature and Causes of the Wealth of Nations. Edinburgh: Strahan & Cadell. 5. Lee, R.B. (1968). What Hunters Do for a Living, or, How to Make Out on Scarce Resources. Man the Hunter, 30-48. 6. Acheson, J.M. (1981). Anthropology of Fishing. Annual Review of Anthropology, 10(1), 275-316. 7. Conklin, H.C. (1957). Hanunoo Agriculture. Rome: Food and Agriculture Organization. 8. Dyson-Hudson, R., & Dyson-Hudson, N. (1980). Nomadic Pastoralism. Annual Review of Anthropology, 9(1), 15-61. 9. Netting, R.M. (1993). Smallholders, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture. Stanford, CA: Stanford University Press.			
III	**THEORIES AND METHODS IN SOCIAL ANTHROPOLOGY**		**15**	**21**
	13	Classical Evolutionism (Tylor, Morgan)	3	3
	14	Functionalism (Malinowski)	2	3
	15	Structural Functionalism (Radcliffe Brown)	2	2
	16	Structuralism (Levi Strauss, E. Leach)	2	3
	17	Methods 1: Fieldwork, Participant and Non-Participant Observation	2	5
	18	Methods 2: Focused Interview, Case Study	2	5

	Sections from References: 1. Kuper, A. (1996). *Anthropology and anthropologists: the British school in the twentieth century*. Routledge. https://archive.org/details/anthropologyandanthropologists 2. Tylor, E.B. (1871). *Primitive Culture*. J. Murray. 3. Boas, F. (1896). *The Limitations of the Comparative Method of Anthropology*. Science. 4. Harris, M. (1968). *The Rise of Anthropological Theory*. AltaMira Press. 5. Carneiro, R.L. (2003). *Evolutionism in Cultural Anthropology: A Critical History*. Westview Press 6. Goldschmidt, Walter. 1966. Comparative Functionalism, An Essay in Anthropological Theory. Berkeley: University of California Press. An excellent evaluation of the functionalism paradigm after it had fallen out of favor. Doomed in its effort to revive it 7. C R Kothari, Research methodology – methods and techniques, new age international publishers			
IV	**TRIBES IN KERALA**		**9**	**13**
	19	Tribe-Meaning, Definition and Characteristics	2	2
	20	Terminologies-Tribes, Scheduled Tribe, De-Notified Tribes, Primitive Tribes	3	5
	21	Composition and distribution of tribal population in Kerala	2	3
	22	Major issues faced by tribes in Kerala: Landlessness, Poverty, Health, Education	2	3
	Sections from References: 1. https://testbook.com/kerala-gk/tribes-of-kerala 2. Dr. E, J. Thomas,"The People of Kerala," The St. Thomas Christian Encyclopaedia of India, Ed. George Menachery,Vol. II, 1973, p.185 et.sq. 3. https://ebooks.inflibnet.ac.in/antp05/chapter/scheduled-and-non-scheduled-categories-of-tribe/			
V	Open Ended Module: **FAMILIARIZING TRIBAL COMMUNITIES**		**12**	**10**
	1	Familiarize Tribal Communities in the country in general and in the state of Kerala in particular Field visit and preparation of field report		

Books and References:

1. Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.
2. Bidney, D. 1953. Theoretical Anthropology. Columbia: Columbia University Press
3. Evans-Pritchard, E. E. 1966. Social Anthropology and Other Essays. New York: Free Press
4. Mair, Lucy. 1972. An Introduction to Social Anthropology. Oxford: Oxford University Press.
5. Vidyarthi, L.P. 1978. Rise of Anthropology in India. Delhi: Concept Publishing Company.
6. https://anthroholic.com/principles-governing-production-distribution-and-exchange-in-various-communities
7. Mauss, M. (1954). The Gift: Forms and Functions of Exchange in Archaic Societies. London: Cohen & West.

8. Polanyi, K. (1957). The economy as an instituted process. In Trade and market in the early empires (pp. 243-270). Glencoe, IL: Free Press.
9. Smith, A. (1776). An Inquiry into the Nature and Causes of the Wealth of Nations. Edinburgh: Strahan & Cadell.
10. Lee, R.B. (1968). What Hunters Do for a Living, or, How to Make Out on Scarce Resources. Man the Hunter, 30-48.
11. Acheson, J.M. (1981). Anthropology of Fishing. Annual Review of Anthropology, 10(1), 275-316.
12. Conklin, H.C. (1957). Hanunoo Agriculture. Rome: Food and Agriculture Organization.
13. Dyson-Hudson, R., & Dyson-Hudson, N. (1980). Nomadic Pastoralism. Annual Review of Anthropology, 9(1), 15-61.
14. Netting, R.M. (1993). Smallholders, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture. Stanford, CA: Stanford University Press.
15. Kuper, A. (1996). *Anthropology and anthropologists: the British school in the twentieth century*. Routledge. https://archive.org/details/anthropologyandanthropologists
16. Tylor, E.B. (1871). *Primitive Culture*. J. Murray.
17. Boas, F. (1896). *The Limitations of the Comparative Method of Anthropology*. Science.
18. Harris, M. (1968). *The Rise of Anthropological Theory*. AltaMira Press.
19. Carneiro, R.L. (2003). *Evolutionism in Cultural Anthropology: A Critical History*. Westview Press
20. Goldschmidt, Walter. 1966. Comparative Functionalism, An Essay in Anthropological Theory. Berkeley: University of California Press. An excellent evaluation of the functionalism paradigm after it had fallen out of favor. Doomed in its effort to revive it
21. C R Kothari, Research methodology – methods and techniques, new age international publishers
22. https://testbook.com/kerala-gk/tribes-of-kerala
23. Dr. E, J. Thomas,"The People of Kerala," The St. Thomas Christian Encyclopaedia of India, Ed. George Menachery, Vol. II, 1973, p.185 et. sq.
24. https://ebooks.inflibnet.ac.in/antp05/chapter/scheduled-and-non-scheduled-categories-of-tribe/

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	2	1	3	-	-	-	1	-	-
CO2	2	1	-	2	-	-	1	-	-	-	3	1	-
CO3	3	-	-	-	3	2	3	-	-	-	2	-	-
CO4	1	1	-	2	1	-	1	-	-	-	1	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Field work
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field Work	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓	✓	✓
CO3	✓	✓		✓
CO4	✓	✓	✓	✓

Course Title	SOCIOLOGY OF DEVELOPMENT				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Advance Knowledge in Sociology and social Sciences 2. Interest in the study of inequality and development				
Course Summary	This course intends to impart to students various aspects of development and make them empowered enough to analyze, evaluate and apply the theoretical knowledge to create a new paradigm of development				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand and explain the concept of development and its various aspects, dimensions and contexts	U, An	C	Instructor-created exams / Quiz
CO2	Analyze important theories of development and its implications in the study of inequality	Ap, An	P	Assignment / Discussion
CO3	Evaluate the current Global Scenario of Development and the formal institutional framework in that regard.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Apply the impact of Development in Indian Context since independence	E	P	Exams / Home Assignments
CO5	Create a new paradigm for development addressing the acute concerns of unequal distribution of resources	Ap, C	M	Writing assignments
CO6	Demonstrate critical thinking and sociological imagination by applying the knowledge gained for the establishment of an egalitarian world order	Ap	P	Debate

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**CONCEPTS OF DEVELOPMENT**	**12**	**20**
	1	Social Change, Progress	1	2
	2	Social Development, Economic Development	2	2
	3	Human Development and HDI	2	3
	4	Development as Freedom- Amartya Sen	2	5
	5	Sustainable Development	2	3
	6	Participatory development, Growth Vs Development	3	5
	Sections from References: McMichael, P. (2017*). Development and Social Change: A Global Perspective.* SAGE Publications. Hoogvelt Ankie. (1998). *The Sociology of Development.* London: Macmillan. Escobar, A. (2018). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press. Sen, A. (1999). *Development as Freedom.* Anchor Books. Sachs, J. D. (2015). *The Age of Sustainable Development.* Columbia University Press. Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.			
II		**THEORIES OF DEVELOPMENT AND UNDER DEVELOPMENT**	**12**	**21**
	7	Modernization theory- Daniel Lerner, WW Rostow,	2	3
	8	Dependency theory- Andre Gunder Frank	2	3
	9	World Systems theory- Immanuel Wallerstein	2	5
	10	Alternative world view –Schumacher, Gandhi	3	5
	11	Structuralist theory- Raul Prebisch, Neo-liberalism-Milton Friedman, R > G Formula: Thomas Piketty	3	5
	Sections from References: Lerner, D. (1958). *The Passing of Traditional Society: Modernizing the Middle East*. Free Press. Rostow, W. W. (1960*). The Stages of Economic Growth: A Non-Communist Manifesto.* Cambridge University Press. Frank, A. G. (1967*). Capitalism and Underdevelopment in Latin America: Historical Studies of Chile and Brazil.* Monthly Review Press. Wallerstein, I. (1974). *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century.* University of California Press. Schumacher, E. F. (1973). *Small Is Beautiful: A Study of Economics As If People Mattered.* HarperCollins. Gandhi, M. K. (1941*). Constructive Programme: Its Meaning and Place*. Navajivan Publishing House.			

	Prebisch, R. (1950). The *Economic Development of Latin America and Its Principal Problems*. United Nations. Friedman, M. (1962). *Capitalism and Freedom*. University of Chicago Press. Piketty, T. (2014). *Capital in the Twenty-First Century*. Harvard University Press.			
III	**INEQUALITY AND INTERNATIONAL SCENARIO**		**12**	**15**
	12	Developed, Developing and Underdeveloped Nations	1	2
	13	Colonialism, Imperialism	2	2
	14	Colonialism and emergence of World Capitalism	2	3
	15	Neo-colonialism	1	2
	16	Technocapitalism, Surveillance Capitalism	2	2
	17	Techno feudalism	1	2
	18	Role of WTO, World Bank, IMF and corporate and media houses	3	2
	Sections from References: Rodrik, D. (2011). *The Globalization Paradox: Democracy and the Future of the World Economy.* W. W. Norton & Company. Amin, S. (1974). Accumulation *on a World Scale: A Critique of the Theory of Underdevelopment*. Monthly Review Press. Hobsbawm, E. J. (1999). *The Age of Capital: 1848-1875*. Vintage. Fanon, F. (1963). *The Wretched of the Earth.* Grove Press. Harvey, D. (2005). *A Brief History of Neoliberalism*. Oxford University Press. Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Public Affairs. Jhally, S., & Wasko, J. (Eds.). (2008). *The Political Economy of Media: Enduring Issues, Emerging Dilemmas.* Bloomsbury Academic. Korten, D. C. (2001). *When Corporations Rule the World.* Berrett-Koehler Publishers. Stiglitz, J. E. (2002*). Globalization and Its Discontents*. W. W. Norton & Company.			
IV	**INDIAN EXPERIENCE OF DEVELOPMENT**		**12**	**14**
	19	Planned Development, Five Year Plans	3	5
	20	Nehruvian Socialism, Mixed Economy	3	2
	21	Economic Liberalization of 90s and its social implications	3	2
	22	Kerala Model of Development and challenges	3	5
	Sections from References: Chakravarty, S. (1987). *Planning for Industrialization: India's Second Five Year Plan*. Sage Publications. Rudolph, S. H., & Rudolph, L. I. (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State.* University of Chicago Press. Kohli, A. (2006). *Politics of Economic Growth in India, 1980-2005*. Oxford University Press. Panikar, P. G. K. (1997). *The Kerala Model: Its Central Tendency and the Outliers in Development.* Sage Publications.			

	Nayyar, D. (2008*). Economic Development Strategies and the Evolution of Kerala's Economy*. Oxford University Press. Sudan Falendra K. (2005). *Globalization and Liberalization. Nature and Consequences.* New Delhi: Serials Publications.		
V	Open Ended Module: **DEVELOPING A CRITICAL VIEW ON DEVELOPMENTAL MODELS**	**12**	**10**
	Real-World Study: Human developmental status - Comparison between Indian States **Open-Ended Exploration and Assessment:** The concept of minimalism and the relevance of Gandhian ideas in global developmental framework **Assignment:** Plus and minus of Kerala developmental model- possibilities and challenges		

. ***Mapping of COs with PSOs and POs :***

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	2	3	1	2	-	-	2	3	-	-
CO2	2	1	-	1	2	-	2	-	-	1	1	-	-
CO3	2	2	2	1	-	-	2	-	-	-	2	-	-
CO4	3	2	-	3	-	1	3	-	-	-	1	-	-
CO5	1	1	-	-	2	2	3	-	-	-	-	-	-
CO6	1	3	3	-	3	3	1	-	-	1	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Debate
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Debate/ Seminar	End Semester Exams
CO1	✓	✓	✓	✓
CO2	✓			✓
CO3	✓		✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓		✓
CO 6	✓	✓	✓	✓

Course Title	ENVIRONMENTAL SOCIOLOGY				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of sociological concepts, theories, and methods, as well as foundational knowledge of environmental science.				
Course Summary	The Sociology of Environment course discusses the intricate dynamics between society and the natural environment, exploring how sociocultural, economic, and political factors shape and are shaped by environmental issues. Through a blend of theoretical study, case analyses, and experiential learning, students will critically engage with global environmental challenges, sustainability practices, and the role of human behaviour in shaping ecological outcomes.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the subject matter, historical perspectives, and the evolution of environmental sociology.	U	C	Semester exam/ Instructor-created exams / Quiz
CO2	Use knowledge of environmental issues and environmental health to propose viable solution to environmental issues.	Ap	C	Semester exam/ Practical Assignment / Observation of Practical Skills
CO3	Apply the theoretical perspectives to analyze current environmental challenges and policy debates.	Ap	C	Semester exam/ Seminar Presentation / Group Tutorial Work
CO4	Synthesize knowledge of environmental policies and laws in India to propose innovative solutions for environmental challenges.	E	C	Semester exam/ Instructor-created exams / Home Assignments
CO5	Engage in real-world environmental projects and initiatives to apply theoretical knowledge to practical situations	Ap	P	Assignments/ Project report

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**FOUNDATIONS OF ENVIRONMENTAL SOCIOLOGY**	**12**	**20**
	1	Subject matter, Rise and scope of Environmental sociology	2	2
	2	Change in the conception of environment across historical periods: Early human societies-Industrialisation- Colonialism- Modern and post-modern societies- Modern Environmentalism	2	5
	3	Types of Environmentalism- Deep Ecology, Radical Ecology, Green Politics	2	3
	4	Environmental Ethics, Environmental Justice and Grassroots Activism	2	2
	5	Concepts: Climate change, Carbon foot print, Global warming	2	3
	6	Global Environmental Governance and International Agreements: Role of UNEP, IPCC, and the World Bank.	2	5
	Sections from References: • Bell, M. (2009). *An Invitation to Environmental Sociology*. Sage Publications. • Hughes, J. D. (2009). *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. Routledge. • Gottlieb, R. (2005). *Forcing the Spring: The Transformation of the American Environmental Movement*. Island Press. • Devall, B., & Sessions, G. (1985). *Deep Ecology: Living as if Nature Mattered*. Gibbs M. Smith. • Rolston, H. (1988). *Environmental Ethics: Duties to and Values in The Natural World*. Temple University Press. • Bullard, R. D. (1993). *Confronting Environmental Racism: Voices from the Grassroots*. South End Press. • Chasek, P. S., Downie, D. L., & Brown, J. W. (2010). *Global Environmental Politics*. Westview Press.			
II		**ENVIRONMENTAL ISSUES AND SUSTAINABILITY**	**14**	**20**
	7	Natural Resources: Renewable and Non-renewable	2	2
	8	Biodiversity: Bio-geographical classification of India	2	2
	9	Value of biodiversity: Consumptive Use, Productive Use, Social, Ethical, Aesthetic and Option Values	2	5
	10	Ecosystems: Characteristic and Types	2	2
	11	Waste management: Process and methods	2	2
	12	Pollution: Air, Water and Soil	2	2
	13	Sustainable Development: Principles and Practices	2	5
	Sections from References: • Maslin, M. (2014). *Climate Change: A Very Short Introduction*. Oxford University Press. • Chiras, D. D. (2019). *Environmental Science*. Jones & Bartlett Learning.			

	• Singh, P. D. (2016). *Biodiversity of India*. ENVIS Centre on Floral Diversity. • Chobanoglous, G., Kreith, F., & Williams, M. E. (2014). *Handbook of Solid Waste Management*. McGraw-Hill Education. • Wheeler, S. M., & Beatley, T. (2014). *The Sustainable Urban Development Reader*. Routledge. • Clark, W. C., & Dickson, N. M. (2003). "Sustainability science: The emerging research program." *Proceedings of the National Academy of Sciences*. • Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005). "What is sustainable development? Goals, indicators, values, and practice." *Environment*.			
III	**THEORETICAL FOUNDATIONS**		**10**	**15**
	14	Political Economy of the Environment: Marxian criticism of Capitalism	3	5
	15	Treadmill of Production: Allan Schnaiberg	3	5
	16	Risk Society: Ulrich Beck	2	3
	17	Ecological Modernization Theory: Joseph Huber	2	2
	Sections from References: • Foster, J. B. (1999). *Marx's Ecology: Materialism and Nature*. Monthly Review Press. • Schnaiberg, A. (1980). *The Environment: From Surplus to Scarcity*. Oxford University Press. • Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage Publications. • Mol, A. P. J., Sonnenfeld, D. A., & Spaargaren, G. (2009). *The Ecological Modernisation Reader: Environmental Reform in Theory and Practice*. Routledge.			
IV	**ENVIRONMENTAL MOVEMENTS AND PERSPECTIVES IN INDIA**		**12**	**15**
	18	Major Environmental movements in India	2	3
	19	Environmental movements in Kerala	2	3
	20	Views of Ramachandra Guha, Vandana Shiva and Sunita Naraien	2	3
	21	Reports of the Gadgil committee and Kasturirangan committee on the Western Ghats	2	3
	22	Environmental Policies and Laws in India	2	3
	Sections from References: • Guha, R. (2000). *Environmentalism: A Global History*. Longman • Raghunandan, D., & Menon, M. (Eds.). (1985). *The Silent Valley Hydroelectric Project*. Centre for Science and Environment. • Gadgil, M., & Kasturirangan, K. (Reports). Overview and key recommendations. • Leelakrishnan, P. (1999). *The Environmental Law in India*. Butterworth-Heinemann.			

V	Open Ended Module: **ENGAGING IN ENVIRONMENTAL ACTION AND LEARNING**	**12**	**10**
	Arrange visits to local environmental organizations, conservation projects, waste treatment facilities, or renewable energy plants to observe and learn from real-world practices. or Conduct environmental audits in the campus or community to assess resource use and suggest improvements. or Partner with local NGOs or community groups on environmental projects such as tree planting, community cleanups, or awareness campaigns on recycling and conservation. or Engage in service-learning projects that allow students to contribute to community efforts while gaining practical experience.		

Books and References:

1. Agarwal, K.C 2001 Environmental Biology, Nidi Publ. Ltd, Bikaner.
2. Bharucha, Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
3. Brunner. R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.480p
4. Clark, R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T.2001. Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p
6. Dc A.K. Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, 11.P.1993 Water in crisis, Pacific Institute for Studies in Dev. Environment & Security. Stockholm Environment Institute Oxford University Press 473p
9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140p
11. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p
12. Mckinney, M.L & Schock, R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p
13. Mhaskar A.K., Matier Hazardous, Techno-Science Publications (TB)
14. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p
16. Rao. M.N. & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB) XI

20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p
23. Ramachandra Guha, Social Ecology, Oxford University Press, 1994
24. Sitton John – Habermas and Contemporary Society – Palgrave Mac Millan, New York, 2003.
25. George Ritzer – Modern Sociological Theory – Mc Graw Hill, New York, 2004.
26. M.N. Murthy – Environment, Sustainable Development and Wellbeing – Oxford University Press, New Delhi, 2009.
27. Shiva, Vandana – Ecology and Politics of survival conflicts over natural resources in India – Sage publications, New Dehi, 1991.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	3	1	3	-	-	-	2	2	-
CO2	3	-	2	2	3	2	3	-	-	-	2	3	-
CO3	3	2	-	1	-	2	2	-	-	-	2	2	-
CO4	3	3	-	1	-	2	3	-	-	-	2	2	-
CO5	2	3	3	-	2	2	3	-	-	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- End Semester Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	End Semester Exams
CO1	✓	✓	✓	✓
CO2	✓		✓	✓
CO3	✓	✓		✓
CO4	✓		✓	✓
CO5		✓		✓

Course Title	SOCIOLOGY OF KERALAM				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge about Kerala Society				
Course Summary	The Course provides a holistic perspective of the Socio-Cultural aspects of Keralam. It helps in the evaluation of structural and cultural specificities and critical analysis of the socio-cultural issues and changes in Keralam.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To examine the social structure of Kerala from a historical perspective.	U	F	Assignment/ Seminar/Quiz
CO2	To evaluate the socio- cultural specificities of Kerala with reference to imperialism.	E	P	Assignment/ Seminar
CO3	To identify the structural transformations of Kerala's social reality.	An	C	Group discussion/ Presentation
CO4	To evaluate the socio-cultural changes in the Kerala society with reference to Kerala Navodhanam.	E	P	Group discussion/ Presentation/ Book Reviews
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**KERALAM- SOCIOLOGICAL UNDERSTANDING**	**12**	**17**
	1	Keralam-Historical specialties and its Sociological significance	2	3
	2	Sangam and post Sangam Period.	2	2
	3	Buddhist and Jain influences.	2	2
	4	Brahmin settlement.	2	2
	5	Conceptualizing the Regional and geographical specialties of Keralam.	2	3
	6	Malabar, Kochi, Travancore and Malanadu, Edanadu, Theeradesam.	2	5

	Sections from References: Palriwala, Rajni, Region, Language and comparison in doing Sociology, in Hakim, K.S, Kerala Studies: An enquiry into its Sociology, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala. Devika, J. 2007. A people united in development: Developmentalism in modern Malayalee identity (Working Paper 386). Trivandrum: Centre for Development studies Radhakrishnan, Ratheesh. 2015. 'Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in "Regional Cinema"', BioScope, 6(2) PP. 126–144.			
II	**KERALAM- SOCIO-CULTURAL SPECIFICITIES**		**12**	**13**
	7	Maritime and religious identities- Islam identity.	2	2
	8	Imperial Powers and Keralam	3	2
	9	Portuguese – The process of Latinization	1	3
	10	Dutch and France-influences	2	2
	11	British- Administrative impact	2	2
	12	Enlightened Rulers and Imperial powers	2	2
	Sections from References: Sebastian R. Prange (2018), Monsoon Islam: Trade and Faith on the Medieval Malabar Coast, CUP. Colonialism and Ethnogenesis: A Study of Kerala, India, Prema Kurien, Theory and Society Vol. 23, No. 3 (Jun., 1994), pp. 385-417. Kurien, P. Colonialism and ethnogenesis: A study of Kerala, India. Theor Soc 23, 385–417 (1994). https://doi.org/10.1007/BF00993836			
III	**KERALAM-SOCIAL STRUCTURE AND TRANSFORMATION**		**12**	**20**
	13	Social structure and Social Institutions-Family, Marriage, and Kinship	3	5
	14	Marumakkathayam to Makkathayam	2	2
	15	Dynamics in Kinship and Family	3	5
	16	Marumakkathayam: reasons for disintegration	2	3
	17	Caste and Religion: Caste based disabilities in Kerala: Social Reformers and their influence in anti-caste struggles.	2	5
	Sections from References: Devika , J.(2010) Kulasthreeyum Chanthappennum Undayathengane, Thiruvnanthapuram, CDS. Devika, J. (2007) En-gendering Individuals (The Language of Reforming in Early Twentieth Century Keralam), Orient, New Delhi. Devika, J. 2007. A people united in development: Developmentalism in modern Malayalee identity (Working Paper 386). Trivandrum: Centre for Development studies			

	G , Arunima, (2003), "There comes Papa-Colonialism and Transformation of Matriliny in Kerala, Malabar, C 1850-1940, New Delhi, Orient			
IV	**KERALA NAVODHANAM-FORMATION OF THE STATE**		**12**	**20**
	18	Reform Movement & Leaders - Sree Narayana Guru and SNDP	3	5
	19	Kallumala samaram, Ayyankali &Villuvandi Samaram. Poikayil Appachan and PRDS, V.T Bhattathiripad & Yogashemasabha.	3	5
	20	Peasant movements- Punnapara-Vayalar, Kayyur, 1921.	2	3
	21	Kerala state formation- Aikya Keralam	1	2
	22	Contemporary Keralam- Migration and Diaspora, Issues related to marginalised sections-coastal, tribal, Transgender.	3	5
	Sections from References: Houtart, Francois, and Genevieve Lemercinier. "Socio-Religious Movements in Kerala: A Reaction to the Capitalist Mode of Production: Part One." Social Scientist, vol. 6, no. 11, 1978, pp. 3–34. JSTOR, https://doi.org/10.2307/3516609. Tharakan, P.K.M. (1998). Socio-Religious Reform Movements, the Process of Democratization and Human Development: The Case of Kerala, South-West India. In: Rudebeck, L., Törnquist, O., Rojas, V. (eds) Democratization in the Third World. International Political Economy Series. Palgrave Macmillan, London. https://doi.org/10.1007/978-1-349-26783-5_6 Mohan.P. Sanal, (2015), Modernity of Slavery: Struggles against Caste Inequality in colonial Kerala, Oxford University Press, New Delhi Nair, Ramachandran (1986), Slavery in Kerala, Delhi, Mittal Publications. Namboodiripad, EMS (1968) Kerala: yesterday, today and tomorrow, Calcutta, National Book Agency Zachariah.K.C, et al.(2002) Kerala's gulf connections. Centre for Development Studies, Trivandrum.			
V	Open Ended Module: **EXPERIENCING KERALA SOCIETY**		**12**	**10**
	Field work- Regional peculiarities of Kerala- Food, festivals, family lineages etc Book Review on Kerala and Field work Traditions- Kathleen Gough, Robin Jeffrey, Sebastian Prange, Filippo Osella and Caroline Osella. Film Reviews on Kerala Navodhanam			
	Books and References: Alam, Javed,. (2008). Emerging Class Formation among the oppressed Caste and its Political Implications, Social Scientist, 11.36 (PP 5-19) Aloysius, G. 1998. *Nationalism Without a Nation in India.* Delhi: Oxford India Paperbacks Bai, Meera (2006) women and Economic Reforms: Kerala Experience, New Delhi, Serial Publications.			

	Babu, Sunil, C.T. (ed.). 2018. Preface. *AyudhappazhamayumNarolppathiyum* (Collected Essays by A. Aiyappan). Calicut: Mathrubhumi Books. Chandra Bose, Satheese and Sam Varghese, Shiju (2017), Kerala Modernity: Ideas, Spaces and practices in Transition, Orient, New Delhi D.R .Mankekar, (1965), The Red Riddle of Kerala, Mumbai, manaktalas Despande, Sathish. 'Namukku Jati Undu: The Long Road to Caste Free Society', in Hakkim, K.S, *Kerala Studies: An enquiry into its Sociology*, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala Devika , J.(2010) Kulasthreeyum Chanthappennum Undayathengane, Thiruvnanthapuram, CDS. Devika, J. (2007) En-gendering Individuals (The Language of Reforming in Early Twentieth Century Keralam), Orient, New Delhi. Devika, J. 2007. A people united in development: Developmentalism in modern Malayalee identity (Working Paper 386). Trivandrum: Centre for Development studies G , Arunima, (2003), "There comes Papa-Colonialism and Transformation of Matriliny in Kerala, Malabar, C 1850-1940, New Delhi, Orient Ghosh & PD Namboodiri, The Economy of Kerala, New Delhi, Serial Publications Jayaraman, Raja (1981) Caste and Class dynamics of inequalities of Indian society, Hindustan Publishing Jeffrey Robin, (1994), The Decline of Nair Dominance, New Delhi, Manohar K.M Panicker (19600 A History of Kerala1498-1801, The Annamalai University, Annamalai nagar Lundberg, Anna,(2001), Experience and Identity, Lund University Press M.A Oommen, Rethinking Development: Kerala's development experience, New Delhi, Institute of Social Science Menon , Sreedhara, (1979), Social and Cultural History of Kerala, Sterling Publishing, New Delhi Menon , Sreedhara, Kerala Samskaram, D.C Book, Trivandrum Menon, Dilip, M. (2011), the Blindness of Insight: Essays on Caste in Modern India, New Delhi, Navayana Mohan.P. Sanal, (2015), Modernity of Slavery: Struggles against Caste Inequality in colonial Kerala, Oxford University Press, New Delhi Nair, Ramachandran (1986), Slavery in Kerala, Delhi, Mittal Publications. Namboodiripad, EMS (1968) Kerala: yesterday, today and tomorrow, Calcutta, National Book Agency Osella Filippo and Osella Carolina (2000) Social Mobility in Kerala, London, Pluto Press Palriwala, Rajni, Region, Language and comparison in doing Sociology, in Hakkim, K.S, *Kerala Studies: An enquiry into its Sociology*, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala Radhakrishnan, Ratheesh. 2015. 'Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in "Regional Cinema"', BioScope, 6(2) PP. 126–144. Rathi. Ramachandran et.at (2005), History of Medieval Kerala, New Delhi, Pragati Publications

	Schnider, David & Gough Kathleen, Matrilineal Kinship, University of California Press, 1961. Tharamangalm, Joseph (2006), Kerala Paradoxes of Public Action and Development, Orient, New Delhi TJ Nossiter (1982) Communism in Kerala, New Delhi, Oxford University Press Zachariah K.C et.al. (2002) Kerala's Gulf connections, Centre for Development Studies, Thiruvananthapuram

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	-	2	3	-	-	-	1	-	-
CO 2	3	2	3	-	-	-	1	-	-	-	1	-	-
CO 3	2	2	-	2	2	-	1	-	-	-	1	-	-
CO 4	2	2	2	-	-	-	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Exams

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Film/book reviews	Assignment	Seminar	Mid-term exam	Final exam
CO1				✓	✓	✓	✓
CO2				✓	✓	✓	✓
CO3	✓	✓				✓	✓
CO4		✓	✓			✓	✓

Course Title	ADVANCED SOCIOLOGICAL THEORY				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	**60**
Pre-requisites	1. Understanding of the basics of Functionalism in Classical Sociological Theory (Comte, Spencer & Durkheim) 2. Understanding of foundations of Conflict perspective as well as Interpretive perspective in Classical Sociological Theory (Marx & Weber)				
Course Summary	This course aims to introduce the major advanced theoretical perspectives in sociology in detail such as Functionalism, Conflict Perspective, Structuralism and Symbolic Interactionism. The course aims at the use of these different theoretical perspectives by the students to interpret and assess social realities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the advanced theories in sociology	U	C	Semester exam/ Instructor-created exams / Quiz
CO2	Choose appropriate advanced sociological theories to examine contemporary social realities	E	P	Semester exam/ Instructor-created exams / Assignments/ Seminar Presentations
CO3	Distinguish between the arguments of Macro and Micro sociological perspectives	U	F	Semester exam/ Instructor-created exams / Quiz
CO4	Critique the advanced sociological theories based on their strengths, limitations, and potential applications in diverse contexts.	E	P	Semester exam/ Instructor-created exams / Quiz
CO5	Develop solutions for contemporary social issues in the framework of modern sociological perspectives	C	M	Semester exam/ Instructor-created exams / Assignments/ Seminar Presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**FUNCTIONALISM**		**15**	**25**
	1	Functionalism: Origin & Development	1	2
	2	Functionalism: Key Features	2	2
	3	Structural Functionalism: Talcott Parsons- Voluntaristic Theory of Social Action	2	5
	4	AGIL & Theory on Social System	3	5
	5	Middle Range Functionalism-Robert K. Merton	1	2
	6	Function, Dysfunction, Non- Function	1	2
	7	Latent and Manifest Function	1	2
	8	Critiques of Functionalism	2	2
	9	Applications of Functionalism in contemporary society	2	3
	Sections from References: 1. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 2. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 3. Abraham, M. F. (1997). *Modern Sociological Theory: An Introduction*. Oxford University Press 4. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson.			
II	**CONFLICT PERSPECTIVE**		**13**	**21**
	10	Conflict Perspective: Origin and Development	1	2
	11	Conflict Perspective: Key ideas	2	3
	12	Lewis A. Coser: Functional Analysis of Conflict	3	5
	13	Ralf Dahrendorph: Dialectics of Conflict	3	5
	14	Critique of Conflict Perspective	2	3
	15	Applications of Conflict Theory to Contemporary issues	2	3
	Sections from References: 1. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 2. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 3. Abraham, M. F. (1997). *Modern Sociological Theory (Oip): An Introduction*. Oxford University Press 4. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson.			
III	**STRUCTURALISM**		**11**	**11**
	16	Structuralism: Definition	2	3
	17	Linguistic Structuralism – Ferdinand de Saussure	4	3

	18	Structural Analysis of Kinship: Claude Levi-Strauss	5	5
	Sections from References: 1. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 2. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 3. Abraham, M. F. (1997). *Modern Sociological Theory (Oip): An Introduction*. Oxford University Press			
IV	**SYMBOLIC INTERACTIONISM**		**9**	**13**
	19	Historical roots: Pragmatism and Behaviourism, Influence of William James and John Dewey	2	3
	20	C.H Cooley: The Looking Glass self	2	3
	21	G.H Mead: Mind, Self & Society	3	5
	22	Critiques of Symbolic Interactionism in the digital age	2	2
	Sections from References: 1. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 2. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 3. Abraham, M. F. (1997). *Modern Sociological Theory (Oip): An Introduction*. Oxford University Press 4. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson.			
V	Open Ended Module**: SOCIAL REALITY THROUGH THE LENS OF ADVANCED SOCIOLOGICAL THEORY**		**12**	**10**
	1	**Panel Discussions or Debate:** Organize a panel discussion or debate on a pertinent social issue or phenomenon, encouraging students to delve into various advanced sociological perspectives, thereby fostering critical analysis and a deeper understanding of the subject matter		
	2	**Write up:** Prepare a write up based on analysis of any one aspect of social reality/ social issue based on any one advanced sociological theoretical perspective with relevant suggestions		

Books and References:

1 Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat.

2 Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill.

3 Abraham, M. F. (1997). *Modern Sociological Theory (Oip): An Introduction*. Oxford University Press

4. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson.

5. Singh, J.P. (2021). *Contemporary Sociological Theories*. Rawat

6. Ransome, P. (2010). Social theory for Beginners. UK: Polity Press

ADDITIONAL READINGS

1. Collins Randall. 1997. Theoretical Sociology. Jaipur and New Delhi: Rawat

2. Wallace, R. (1980). *Contemporary Sociological Theory*. Oxford University Press..
3. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press.
4. Cheal, D. (2005). Dimensions of Sociological Theory. Red Globe Press.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	3	-	2	2	3	-	-	-	3	-	-
CO2	3	-	3	-	-	-	3	-	-	-	3	-	-
CO3	3	-	2	1	-	-	3	-	-	-	3	1	-
CO4	3	1	3	1	3	-	3	-	-	-	3	1	-
CO5	3	-	-	1	-	3	3	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	End Semester Examinations
CO1	✓		✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓		✓
CO4	✓		✓	✓
CO5	✓	✓		✓

Course Title	**POLITICAL SOCIOLOGY**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Advance Knowledge in Sociology 2. Interest in political process and power relations				

Course Summary	This course intends to introduce students to various dimensions of political Sociology and make them gain theoretical knowledge to analyse, evaluate and apply that understanding for creating a modern and enlightened political perspective.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Formulate the broad framework and define scope of political sociology	U	C	Instructor-created exams / Quiz
CO2	Analyze the important theoretical perspectives in the field political sociology	Ap	P	Assignment / Discussion
CO3	Articulate and evaluate the process of political socialization and its dynamics.	Ap	P	Seminar Presentation / Group Work
CO4	Apply the knowledge gained during the course to the current political scenario in India	Ap,An	P	Instructor-created exams / Home Assignments
CO5	Create a political model for India based on democratic principles	Ap	P	Writing assignments
CO6	Develop critical thinking and a political opinion	Ap	P	Viva Voce

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO POLITICAL SOCIOLOGY**	**11**	**15**
	1	Definition, Subject matter, Nature and Scope of Political Sociology,	3	3
	2	Importance of Political Sociology	2	3
	3	Major political ideologies and social structure - Liberalism, Conservatism, Communism, Socialism etc	2	3
	4	Gender and Politics	2	3
	5	Media and Politics	2	3
		Sections from References: Brown, A. (2016). *Understanding power and ideology: Political sociology*. SAGE Publications. Carter, E. (2019). *Political sociology: Understanding society and politics*. Routledge. Cox, R. H. (2017). *Power, politics, and society: An introduction to political sociology*. Oxford University Press.		

	Johnson, M. (2020). *The importance of political sociology in modern society*. Cambridge University Press. Jones, L. (2019). *Media influence on politics: A political sociology perspective*. Palgrave Macmillan. Miller, S. (2015). *Gender and politics: A sociological analysis*. Polity. Smith, J. (2018). *Political sociology: An interdisciplinary approach*. Oxford University Press			
II	**INTELLECTUAL CONTEXT OF POLITICAL SOCIOLOGY**		**13**	**23**
	6	Marxian Perspective of Power	2	5
	7	Max Weber's Legitimacy, Authority and Bureaucracy	2	3
	8	Pareto and Circulation of elites	1	2
	10	Thorstein Veblen's Theory of Leisure Class, C W Mill's Power elite	3	5
	11	Antonio Gramsci-Cultural Hegemony	2	3
	12	Contributions of Gandhi, Ambedkar	3	5
	Sections from References: Marx, K. (1867). *Capital: Critique of Political Economy.* Progress Publishers. Weber, M. (1922). *Economy and Society: An Outline of Interpretive Sociology*. University of California Press. Pareto, V. (1935). The *Rise and Fall of Elites: An Application of Theoretical Sociology*. Transaction Publishers. Veblen, T. (1899). *The Theory of the Leisure Class*. Penguin Classics. Mills, C. W. (1956). *The Power Elite.* Oxford University Press. Gramsci, A. (1971). *Selections from the Prison Notebooks*. International Publishers. Tidrick, K. (2006). *Gandhi: A Political and Spiritual Life*. I.B. Tauris.. Ambedkar, B. R. (1948). *The Annihilation of Caste*. Dr. Ambedkar Foundation.			
III	**POLITICAL SOCIALIZATION AND POLITICAL PROCESS**		**12**	**21**
	12	Meaning and Types of Political socialization	2	2
	13	Determinants of Political Participation, Agents of political Socialization	2	2
	14	Future trends in political socialization - Social media and Globalization	3	5
	15	Public Opinion, Habermas' Public Sphere	2	5
	16	Counter public sphere- Nancy Fraser	1	2
	17	Disciplinary power, Bipower - Foucault	2	5
	Sections from References: Hyman, H. (1959). *Political Socialization: A Study in the Psychology of Political Behavior.* The Free Press. Dalton, R. J. (2017). *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies.* SAGE Publications.			

	Norris, P. (1999). *Critical Citizens: Global Support for Democratic Government*. Oxford University Press. Habermas, J. (1991*). The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. MIT Press. Fraser, N. (1992). *Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy.* Duke University Press. Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. Vintage Books.			
IV	**POLITICAL PROCESS IN INDIAN CONTEXT**		**12**	**11**
	18	Role of Pressure groups and Interest groups	2	2
	19	Role of Caste, Religion and Language in Indian politics, Politics of marginalized groups-Dalit politics	3	3
	20	Regionalism and politics of ethnicity	1	2
	21	Fundamentalism, Communal organizations, Pluralism, Religious nationalism	3	2
	22	Society and politics in Kerala- Role of government with special reference to the formation of the state of Kerala, Community based organisations, Religion in politics, Female participation, and representation	3	2
	Sections from References: S. C. Dube(2007). *Pressure Groups and Politics in India*. Deep & Deep Publications. Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. University of California Press. Kothari R. (1979), *Politics in India*, Orient Longmans Ltd. Marris, Jones, W.H., 1982) *Government and Politics in India*. Cambridge.Guha, R. (2023). *India after Gandhi.* PICADOR INDIA. Jaffrelot, C. (2009). *India's Silent Revolution: The Rise of the Lower Castes in North India*. C. Hurst & Co. Publishers. Brass, P. R. (2006). *The Production of Hindu-Muslim Violence in Contemporary India*. University of Washington Press. Deshpande, S. (2018). The Grammar *of Caste: Economic Discrimination in Contemporary India*. Oxford University Press.. Kuriakose, M. (2013). *Kerala: The Development Experience: Reflections on Sustainability and Replicability.* Cambridge University Press.			
V	Open Ended Module**: EXPLORING THE ROLE OF SOCIOLOGY IN POLITICAL PROCESS**		**12**	**10**
		Compare the Sociological basis of the political systems in Eastern and Western nations Assignments based on the analysis of electoral politics in the context of Contemporary India Sociological inquiry and analysis of the dynamics of power/authority with respect to the political context of Kerala Assess the role of pressure groups in the contemporary political milieu		

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	-	1	1	2	-	-	-	3	-	-
CO2	2	-	2	-	-	3	2	-	-	-	1	-	-
CO3	2	-	2	1	-	2	2	-	-	-	2	-	-
CO4	3	2	2	-	-	1	3	-	-	-	1	-	-
CO5	1	-	3	-	2	2	3	-	-	-	2	-	-
CO6	1	-	3	-	1	3	1	-	-	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Group discussion	End Semester Examinations
CO1	✓	✓		✓
CO2	✓		✓	✓
CO3	✓			✓
CO4	✓	✓	✓	✓
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

Course Title	**MIGRATION AND DIASPORA**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	-				
Course Summary	The course explains various concept and issues related to migration and diaspora It explains the problems of Indian Diaspora and assess the impact of diasporic population on Indian society				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understands sociological approaches in explaining migration and postmigration social phenomena.	U	C	Quiz/exams/ Assignment
CO2	Apply sociological concepts while analysing social phenomena related to migration.	Ap	C	Assignment/ Book review and discussion
CO3	Analyse different theories related to migration and diaspora	An	P	Seminar Presentation
CO4	Evaluates historical, socio-economic aspects related to Indian diaspora	E	P	Assignment
CO5	Examines culture ,politics and identity issues in relation with migration	E	F	Seminar Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**MIGRATION AND DIASPORA: INTRODUCTION**	**10**	**12**
	1	Migration : Terms and concepts	2	2
	2	Meaning and implications of Diaspora	2	2
	3	Types of migration	2	3
	4	Migration and spatial mobility	2	2
	5	Migrant groups and post-migration processes	2	3
		Sections from References: Benedict Anderson - Imagined Communities Stephen Castells and Mark.J.Miller - The Age of Migration Stuart Hall and Paul Du Gay(Ed) - Questions of Cultural Identity Robin Cohen - Global Diasporas: An Introduction Aparna Rayparol - Negotiating Identities		
II		**MIGRATION AND DIASPORA: THEORIES**	**12**	**19**
	6	Theories of Migration: Push and Pull Theory	2	3
	7	Theories of Migration: Everett Lee's Theory	3	5
	8	Theories of Migration: Ravenstein's Theory	3	5
	9	Migration and formation of diaspora: Migration systems theory	2	3
	10	Migration and formation of diaspora: Transnational Theory	2	3

	Sections from References: Cohen, R. (1997). *Global diasporas: An introduction*. London: University College London Press. de Haas, H. (2010a). Migration and development: A theoretical perspective. *International Migration Review*, *44*(1), 227–264. Lee, E. S. (1966). A theory of migration. *Demography*, *3*(1), 47–57. Mabogunje, A. L. (1970). Systems approach to a theory of rural-urban migration. *Geographical Analysis*, *2*(1), 1–18.			
III	**INDIAN DIASPORA**		**14**	**23**
	11	Indian Diaspora during Precolonial, Colonial and Post colonial period	3	5
	12	Perspectives of studying Indian Diaspora- Retentionist, Adaptationist, Plural Society, Ethnicity and Political Economy perspectives	3	5
	13	Policies and Initiatives by the Government of India for the Indian Diaspora	2	2
	14	Role of Indian Diaspora in placing India in the Global Scenario	2	3
	15	Remittance economy and its Socio-economic impact	2	3
	16	Problems of return migrants: Socio cultural and Economic problems with special reference to Kerala	2	5
	Sections from References: Bhadur Singh (Ed) - Indians in South east Asia Bhadur Singh (Ed) - Indians in the Caribbean Ravindra Jain.K. - Indian Communities Abroad: Themes and Literature C. Kondapi - Indians abroad Makrand Paranjpe - Indiaspora			
IV	**MIGRATION : CULTURE ,POLITICS AND IDENTITIES**		**12**	**16**
	17	Globalisation and Diaspora, Diaspora and Transnationalism	2	3
	18	Migration and impact on Religion and Caste, Language and Culture, Institutions and Associations	2	3
	19	Food and place mobility	2	3
	20	Diaspora politics, Politics of Space	2	3
	21	Spatial problems and migration crises	2	2
	22	Issues in forced migration	2	2
	Sections from References: Clarke, Colin, Ceri Peach &Vertovec (Ed) - South Asians Overseas Tinker, Hugh (1977) *The Banyan tree: overseas emigrants from India*, Pakistan and Bangladesh, Oxford: Oxford University Press Jayaram, N. - The Indian Diaspora: Dynamics of Migration. Dubey, A. K. - Indian Diaspora: Identity and Globalisation. Manual Castells -The Age of Migration			
V	Open Ended Module: **MIGRATION POLICIES AND ISSUES**		**12**	**10**
		Discussion/ Debate on Return Migration and Reintegration Comprehensive and coherent migration management		

Books and References:

- Jain, Prakash, C(1999). *Indians in South Africa: Political Economy of Race Relations.* New Delhi: Kalinga Publications.
- Kuper, H. 1960. *Indian People in Natal.* Pietermaritzburg: Natal University Press.
- Mangat, J. S (1969). *A History of the Asians in East Africa, 1886-1945.* Oxford: Clarendon Press.
- Jain, Prakash, C (2001). *Indian Diaspora in West Asia : A Reader.* New Delhi :Manohar Publications
- Rajan, S Irudaya and D Narayana (2012) ―The Financial Crisis in the Gulf and its Impact on South Asian Migration‖, in Ibrahim Sirkeci ,
- Jeffrey H Cohen and Dilip Ratha (eds.) *Migration and Remittances during the Global Financial Crisis and Beyond*, Washington DC, The World Bank
- Rajan, S Irudaya and K C Zacharia (eds) (2012) *Kerala's Demographic Future: Issues and Policy Option*, New Delhi: Academic Foundation
- Shukla, Sandhya. (2005), *India Abroad: Diasporic Cultures of Postwar America and England.* New Delhi: Orient Longman.
- Zachariah, K. C. and S. Irudaya Rajan. (2010)*Diasporas in Kerala's Development.* New Delhi: Daanish Publishers.
- Zachariah, K. C. and S. Irudaya Rajan. (2009). *Migration and Development: The Kerala Experience.* New Delhi: Danish Publishers

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	2	-	3	-	-	-	1	-	-
CO2	3	2	1	-	-	2	1	-	-	-	1	-	-
CO3	2	2	-	-	2	2	1	-	-	-	1	-	-
CO4	2	2	1	-	3	2	2	-	-	-	1	-	-
CO5	1	1	-	-	-	-	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Book review
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	Book review	End Semester Exams
CO1	✓	✓			✓
CO2	✓	✓		✓	✓
CO3	✓		✓		✓
CO4	✓	✓			✓
CO5	✓		✓		✓

Course Title	SOCIOLOGY OF INDIA :THEORETICAL PERSPECTIVES				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General understanding on Indian Society				
Course Summary	This course familiarises the learners to the historical transformations of Indian Society with a critical perspective. This course also discusses major concepts, theoretical perspectives of Indian society and gives insights about the social change in Indian society.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the historical transformations of Indian society	U	F	Exams / Assignment
CO2	Identify the major theoretical approaches on Indian society	U	C	Assignment / Discussion
CO3	Recognize a critical understanding on the social issues in Indian Society	R	F	Seminar Presentation / Group Tutorial Work
CO4	Recognize the changing social institutions	R	C	Exams / Home Assignments
CO5	Appreciate the historical and current need of studying the changing trends of Indian society	U	F	Writing assignments/ Seminar Presentation
CO6	Relate the social issues thorough theoretical perspectives	U	C	Group discussion/ Debate

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INDIAN SOCIETY: HISTORICAL EMERGENCE AND CONCEPTUALISATION**	**13**	**19**
	1	Introduction of Sociology in Indian Society	2	2
	2	British rule and its impact: Socio economic and political	2	3
	3	Freedom movements and the emergence of the Modern India	2	3
	4	After math of Independence: Policies for the marginalised, Impact of Legislations on social institutions	2	2
	5	Unity in Diversity - Factors contributing to the unity of India	1	3
	6	Diversities - Cultural -Religious	2	3
	7	Diversities - Linguistic and Ethnic	2	3
	Sections from References: 1. Aloysius, G. (1997). Nationalism without a Nation. Delhi: Oxford University Press. 2. Anderson, Benedict. (1983). Imagined Communities; Reflections on the origin and spread of nationalism 3. DeSouza, P.R., (2000). (Ed).Contemporary India- Transitions. New Delhi: Sage. 4. Deshpande, Satish .Modernizationí as a Theme in Indian Sociology. In (ed) Veena Das The Oxford India Companion to Sociology and Social Anthropology, Delhi, OUP, 2003 5. Dhanagare,D.N. (1993). Themes and Perspectives in Indian Sociology. Jaipur: Rawat 6. Omvedt ,G.(1995).Dalit Visions: the Anticaste movement and Indian Cultural Identity. Orient Longman 7. Oommen, T.K.& Mukherjee, P.N.eds.(1986) Indian Sociology: Reflections and Introspections. Bombay: Popular Prakashan.		
II		**APPROACHES TO THE STUDY OF INDIAN SOCIETY –I**	**15**	**19**
	5	Development of Sociology in India	2	2
	6	Contextualisation and Indigenisation	1	2
	7	Indological Approach: Louis Dumont, G.S Ghurye	3	5
	8	Structural-Functional approach: M.N Srinivas	3	5
	9	Structural-Functional approach: S.C Dube	3	2
	10	Civilizational View of Indian Society-N.K Bose	3	3
	Sections from References: 1. Ghurye, G.S. 1963. *The Scheduled Tribes*. Bombay: Popular Prakashan. 2. Bose, N.K. 1975. *The Structure of Hindu Society*. Delhi: Orient Longman. 3. BeteilIe, A. 1986. 'The Concept of Tribe with Special Reference to India', *European Journal of Sociology*. 27: 297-318. 4. Dumont, L. 1980. *Homo Hierarchicus*. University of Chicago Press. 5. Srinivas, M.N. 1966. *Social Change in Modern India.* Bombay: Allied Publishers.		

	6. Srinivas, M.N. 1989. *The Cohesive Role of Sanskritisation and Other Essays*. Delhi:Oxford University Press. 7. Dube, S.C . 1990. I*ndian Society*. New Delhi: National Book Trust, Pp: 1-46.			
III	**APPROACHES TO THE STUDY OF INDIAN SOCIETY-II**		**13**	**18**
	9	Cultural approach: Surajit Sinha	2	3
	10	Marxian approach: D.P .Mukherjee	2	3
	11	Marxian approach: A.R.Desai	2	3
	12	Subaltern approach: David Hardiman	2	3
	13	Subaltern approach: Ambedkar	3	3
	14	Subaltern approach: Kancha Ilaiah	2	3
	Sections from References: 1. Desai,A.R (1966) Social background of Indian Nationalism, Bombay, Popular Prakashan 2. Mukherjee, D.P. (1958). Diversities. Delhi: People's Publishing House. 3. Nagla,B K.(2008). Indian Sociological Thought. Jaipur:Rawat Publications. 4. Patel, T. (2005). The family in India: structure & Practice. New Delhi: Sage. 5. Uberoi, P. (1993). Family, kinship and marriage in India. Delhi: Oxford University Press.			
IV	**EMERGING TRENDS**		**7**	**14**
	18	Nationhood and Secularism	1	2
	19	Communalism and Regionalism	2	3
	20	Issues of tribes and Dalit ideology	1	3
	21	Contemporary Issues in India: Poverty, Inequality of Caste & Class	2	3
	22	Issues in Agrarian Sector	1	3
	Sections from References: 1. Srinivas, M.N. 1976. *Nation-Building in Independent India*. Delhi: Oxford UniversityPress. 2. Ray, N.R. 1973. *Nationalism in India*. Aligarh Muslim University. 3. Rudolph, L.I. and S.H. Rudolph. 1987. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Delhi: Orient Longman. 4. Weiner, M. and Mary. 1981. Fainsod Katzenstein; *India's Preferential Policies:Migrants, the Middle Classes, and Ethnic Equality*. University of Chicago Press. 5. Beteille, A. 1981. *Backward Classes and the New Social Order.* Delhi: Oxford University Press. 6. Madan, T.N. 1987. 'Secularism in Its Place', *Journal of Asian Studies,* 46(4): 747-759. 7. Bhargava, Rajeev (ed.) (1998). Secularism and its Critics. Delhi: Oxford University Press.			
V	Open Ended Module**: EXPERIENCING SOCIOLOGY OF INDIA**		**12**	**10**
	Reviews on original theoretical text of thinkers Theme based group discussions Field study reports on relevant social issues			

Books and References:

1. Dumont, L. 1970. *Religion, Politics and History in India*. Paris/The Hague: Mouton.
2. Frykenberg, R.E. (eds.). 1969. *Land Control and Social Structure in Indian History.* Madison: University of Wisconsin Press.
3. Walinsky, L.J. (ed.). 1977. *Agrarian Reform as Unfinished Business: The Selected Papers of Wolf Ladejinsky*. Delhi: Oxford University Press.
4. Joshi, P.C. 1974. 'Land Reform and Agrarian Change in India and Pakistan since 1947', *The Journal of Peasant Studies*, (Chapter: 1, 2 and 3).
5. Redfield, R. and M. Singer, 1954. 'The Cultural Role of Cities', *Economic Development and Cultural Change*, 3: 53-73.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	3	1	3	2	1	-	-	-	2	-	-
CO2	2	2	1	-	-	1	3	-	-	-	-	-	-
CO3	1	1	3	1	-	1	3	-	-	-	1	-	-
CO4	2	3	2	1	1	-	2	-	-	-	-	-	-
CO5	2	2	-	-	3	2	2	-	-	-	1	-	-
CO6	3	-	3	-	3	-	3	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ seminar
- Debate/ group discussion
- Internal Exam
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar / Group discussion/ Debate	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6	✓		✓	✓

Course Title	**SOCIOLOGY OF STRATIFICATION AND INEQUALITY**				
Semester	VII				
Academic Level	400 -499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic Understanding in Sociological Concepts 2. Basic Knowledge about various forms of divisions existing in society				
Course Summary	Social Stratification is a comprehensive course that delves into the study of how societies organize and distribute resources, opportunities, and privileges among their members. This course provides a nuanced exploration of the various factors that contribute to the creation and perpetuation of social hierarchies, examining the impact on individuals and communities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of social stratification, incorporating key dimensions such as class, status, and power.	U	C	Instructor-created exams / seminars
CO2	Analyze different socio-cultural explanation on social stratification	Ap	P	Practical Assignment / Observation of Critical Thinking
CO3	Analyze social stratification through the lenses of major sociological theories, including Functionalism, Marxist, Weberian, Feminist and Symbolic Interactionism.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Understand the impact of intersectionality on individual experiences of privilege and disadvantage.	U	C	Instructor-created exams / Home Assignments
CO5	Analyze the historical evolution of social stratification and its relevance to contemporary societies.	Ap	P	Assignments
CO6	Critically evaluate how various ideas on social stratification contribute to our understanding of inequality and social hierarchies.	Ap	P	Viva Voce

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**INTRODUCTION TO SOCIAL STRATIFICATION**		**12**	**15**
	1	Meaning and Definition of Social Stratification	3	2
	2	Social Stratification: Bases and Types	3	3
	3	Social Stratification and Social Change	3	5
	4	Socio-Cultural Explanations on Stratification	3	5
	Sections from References: Tumin, M.M. 1999. *Social Stratification*. New Delhi: Prentice Hall. Davis, K. & W. E. Moore. 1945. Some Principles of Stratification. *American Sociological Review*, 10 (2):242-249. Grusky, D. 1994. *Social Stratification: Race, Class, and Gender in Sociological Perspective.* Colorado: Westview Press, 1st edition [Chap. 1: Contours of Stratification]. Gupta, D. ed. 1991. *Social Stratification.* Delhi: Oxford University Press. [Chap. 1] Tumin, M. M. 1953. Some Principles of Stratification: A Critical Analysis. *American Sociological Review*, 18 (4): 387-94			
II	**THEORIES OF SOCIAL STRATIFICATION**		**10**	**15**
	5	Functionalist Perspective	2	3
	6	Marxist Perspective	2	3
	7	Weberian Perspective	2	3
	8	Symbolic Interactionist Perspective	2	3
	9	Feminist Perspective	2	3
	Sections from References: Lee Featherman, David. 1971. *Theories of Social Stratification: An Introduction.* London: Cambridge University Press. Gupta, D. ed. 1991. *Social Stratification.* Delhi: Oxford University Press.			
III	**STRATIFICATION AND SOCIETY**		**20**	**25**
	10	Stratification in Feudal Society	2	2
	11	Stratification in Capitalist Society	2	2
	12	Stratification in Post- Industrial Society	2	2
	13	Forms of Stratification: Caste	2	3
	14	Forms of Stratification: Class	2	3
	15	Forms of Stratification: Power	2	3
	16	Gender and Stratification	2	2
	17	Race and Stratification	2	2
	18	Ethnicity and Stratification	2	3
	19	Disability and Stratification	2	3

	Sections from References: Acker, J. 1998. *Women and Social Stratification: A Case of Intellectual Sexism, in Feminist Foundations: Towards Transforming Sociology,* Kristen et. al. (ed.) Delhi: Sage. Crompton R. & M. Mann ed. 1986. *Gender and Stratification.* Cambridge: Polity Press. [Chapter 1]. Grusky, D. B. & Szelenyi, S. 2011. *The inequality reader: Contemporary and foundational readings in race, class and gender.* 2nd edition. Westview Press. [Marx; Wright; Weber]. Fuller, C.J. 1996. *Caste Today.* Delhi: Oxford University Press. Thorat, S., & K. Newman, eds. 2010. Blocked by caste. Delhi: OUP. Jenkins, R. 1991. *Disability and Social Stratification*. The British Journal of Sociology, 42 (4): 557- 80. Scott, John. 1996. *Stratification and Power: Structures of class, status and command*. Blackwell publishers.			
IV	**SOCIAL STRATIFICATION AND SOCIAL CHANGE**		**6**	**15**
	20	Social movements challenging stratification	2	5
	21	Policy implications for reducing inequality	2	5
	22	Technology and innovation's impact on social structures	2	5
	Sections from References: Bendix & Lipset. 1976. Class, Status and Power. London: Rautledge & Kegan Paul. Beteille, Andre. 1972. Inequality and Social Change. New Delhi: Oxford University Press. Beteille, Andre. 1969. Social Inequality. New Delhi: Penguin Books. Sharma, K.L. (ed). 1980. Essays on Social Stratification. Jaipur: Rawat Publications. Sharma, K.L. 1994. Social Stratification and Mobility. Jaipur: Rawat Publications.			
V	Open Ended Module: **GLOBALIZATION AND SOCIAL STRATIFICATION**		**12**	**10**
	Case Studies and Group Discussions • Impact of globalization on social structures • Transnational corporations and their influence • Migration and its role in shaping global inequalities **Assignments** Assignments on emerging issues related to globalisation and social stratification. **Paper Presentations** Group or Individual paper presentations that applies course concepts to a real-world scenario			
	Books and References Della Porta, Donatella.2018. *Democracy in Social Movements.* London: Palgrave Macmillan. Nicola Piper and Jean Grugel. 2017. *Social Movements, Democratization, and Democratizing Movements*. London: Palgrave Macmillan.			

	Lee Featherman, David. 1971. *Theories of Social Stratification: An Introduction.* London: Cambridge University Press. Gupta, D. ed. 1991. *Social Stratification.* Delhi: Oxford University Press. Tumin, M.M. 1999. *Social Stratification*. New Delhi: Prentice Hall. Davis, K. & W. E. Moore. 1945. Some Principles of Stratification. *American Sociological Review*, 10 (2):242-249. Grusky, D. 1994. *Social Stratification: Race, Class, and Gender in Sociological Perspective.* Colorado: Westview Press, 1st edition [Chap. 1: Contours of Stratification]. Gupta, D. ed. 1991. *Social Stratification.* Delhi: Oxford University Press. [Chap. 1] Tumin, M. M. 1953. Some Principles of Stratification: A Critical Analysis. *American Sociological Review*, 18 (4): 387-94 Bendix & Lipset. 1976. Class, Status and Power. London: Rautledge & Kegan Paul. Beteille, Andre. 1972. Inequality and Social Change. New Delhi: Oxford University Press. Beteille, Andre. 1969. Social Inequality. New Delhi: Penguin Books. Sharma, K.L. (ed). 1980. Essays on Social Stratification. Jaipur: Rawat Publications. Sharma, K.L. 1994. Social Stratification and Mobility. Jaipur: Rawat Publications. Acker, J. 1998. *Women and Social Stratification: A Case of Intellectual Sexism, in Feminist Foundations: Towards Transforming Sociology,* Kristen et. al. (ed.) Delhi: Sage. Crompton R. & M. Mann ed. 1986. *Gender and Stratification.* Cambridge: Polity Press. [Chapter 1]. Grusky, D. B. & Szelenyi, S. 2011. *The inequality reader: Contemporary and foundational readings in race, class and gender.* 2nd edition. Westview Press. [Marx; Wright; Weber]. Fuller, C.J. 1996. *Caste Today.* Delhi: Oxford University Press. Thorat, S., & K. Newman, eds. 2010. Blocked by caste. Delhi: OUP. Jenkins, R. 1991. *Disability and Social Stratification*. The British Journal of Sociology, 42 (4): 557- 80. Scott, John. 1996. *Stratification and Power: Structures of class, status and command*. Blackwell publishers.		

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	3	2	2	-	-	-	-	-	-
CO2	2	-	-	1	-	-	3	-	-	-	1	-	-
CO3	1	-	1	-	2	1	1	-	-	-	1	-	-
CO4	1	-	2	-	-	-	1	-	-	-	-	-	-
CO5	2	1	-	1	-	-	3	-	-	-	-	-	-
CO6	1	2	-	3	1	2	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Group work/Viva Voce
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar / Group work	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓	✓		✓
CO5	✓	✓	✓	✓
CO6			✓	

Course Title	CONTEMPORARY SOCIAL THEORIES				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	**60**
Pre-requisites	1. Understanding of the fundamental theoretical arguments of Karl Marx 2. Understanding of the basics of Structuralism , Micro as well as Macro Sociological perspectives				
Course Summary	This course explores the micro-sociological perspectives such as Phenomenology and Ethnomethodology, as well as Neo-Marxism and Critical Theory along with Reflexive Sociology, and Postmodern and Post-structural theories to gain insights about the complexities of society, culture, and human interaction in the contemporary society.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the theoretical arguments of various contemporary sociological perspectives	U	C	Semester exam /Instructor-created exams / Quiz

CO2	Make use of the contemporary sociological perspectives to interpret contemporary social realities	Ap	P	Semester exam /Instructor-created exams / Assignments/ Seminar
CO3	Compare between the contemporary sociological perspectives to identify the similarities and differences in the perception of social reality	Ap	C	Semester exam /Instructor-created exams/ Quiz
CO4	Critically assess the merits and demerits of the contemporary sociological perspectives	E	C	Semester exam /Instructor-created exams/ Quiz
CO5	To device effective social intervention strategies for solving the issues based on appropriate Contemporary Sociological Theories	C	M	Semester exam /Instructor-created exams / Assignments/ Seminar
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**PHENOMENOLOGY & ETHNOMETHODOLOGY**		**9**	**15**
	1	Husserl- Emergence of Phenomenology	3	5
	2	Alfred Schutz - Phenomenological Sociology	3	5
	3	Harold Garfinkel – Ethnomethodology-Definition, Nature and Methods	3	5
	Sections from References: 1. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 2. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 3. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson. 4. Cheal, D. (2005). *Dimensions of Sociological Theory*. Red Globe Press 5. Abraham, M. F. (1997). *Modern Sociological Theory (Oip): An Introduction*. Oxford University Press			
II	**NEO – MARXISM AND CRITICAL THEORY**		**14**	**20**
	4	Neo – Marxism-Emergence and Definition	1	2
	5	Antonio Gramsci: Hegemony	2	2
	6	Louis Althusser - Epistemological break- Structural Marxism-	3	5
	7	The Frankfurt School - Origin and Development	2	2
	8	Jurgen Habermas - Public sphere	2	2
	9	System and Life world	1	2

	10	Legitimation Crisis	1	2
	11	Theory of Communicative Action	2	3
	Sections from References: 1. Elliott, A. (2022). *Contemporary Social Theory: An Introduction*. Routledge. 2. Turner, J. H. (2013). *Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories*. Sage. 3. Doshi, S. L. (2003). Modernity, Postmodernity and Neo-Sociological Theories. Jaipur: Rawat. 4. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 5. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 6. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson. 7. Cheal, D. (2005). *Dimensions of Sociological Theory*. Red Globe Press.			
III	**REFLEXIVE SOCIOLOGY**		**13**	**20**
	12	Meaning and definition of Reflexive Sociology	1	2
	13	Anthony Giddens: Agency & Structure	3	5
	14	Theory of Structuration	2	3
	15	Pierre Bourdieu: Habitus and Field	3	5
	16	Theory of Practice	2	3
	17	Theory of Capital	2	2
	Sections from References: 1. Turner, J. H. (2013). *Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories*. Sage. 2. Doshi, S. L. (2003). Modernity, Postmodernity and Neo-Sociological Theories. Jaipur: Rawat. 3. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 4. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat. 5. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson. 6. Cheal, D. (2005). *Dimensions of Sociological Theory*. Red Globe Press. 7. Grenfell, M. (Ed.). (2013). *Pierre Bourdieu: Key Concepts* (2nd ed.). Rawat			
IV	**POST - MODERNISM AND POST – STRUCTURALISM**		**12**	**15**
	18	Theoretical definitions of Post-Modernism and Post-Structuralism	2	2
	19	Michel Foucault - Discourse, Knowledge, Power	3	5
	20	Discipline& Punish: The Birth of the Prison	3	5
	21	Jacques Derrida-Difference, Rejection of Logocentrism	2	2
	22	Theory of Deconstruction	2	2

	Sections from References: 1. Doshi, S. L. (2003). Modernity, Postmodernity and Neo-Sociological Theories. Jaipur: Rawat. 2. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill. 3. Taylor, D. (2011). *Michel Foucault: Key Concepts* (1st ed.). Rawat. 4. Fillingham, L. A. (2000). *Foucault for Beginners*. Orient BlackSwan. 5. Powel, J. N. (2000). *Derrida for Beginners*. Orient BlackSwan. 6. Powell, J. (2001). *Postmodernism for Beginners*. Orient BlackSwan. 7. Elliott, A. (2022). *Contemporary Social Theory: An Introduction*. Routledge. 8. Palmer, D. D. (1997). *Structuralism and Post structuralism For Beginners*. For Beginners Writers and Readers, Inc. 9. Turner, J. H. (2013). *Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories*. Sage.			
V	Open Ended Module: **EXPLORING CONTEMPORARY SOCIOLOGICAL THEORIES**		**12**	**10**
	1	Explore the application of any one of the contemporary sociological theories in analyzing media/ popular culture/contemporary trends and prepare a report		
	2	Prepare a report on the basis of interview/case study / survey that applies any one of the contemporary sociological theories to investigate a relevant social issue		

Books and References:

1. Doshi, S. L. (2003). Modernity, Postmodernity and Neo-Sociological Theories. Jaipur: Rawat.
2. Ritzer, G. (2013). Sociological Theory. New Delhi: McGraw Hill.
3. Turner, J. H. (2011). The Structure of Sociological Theory. Jaipur: Rawat.
4. Wallace, R. A., & Wolf, A. (2005). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pearson.
5. Cheal, D. (2005). *Dimensions of Sociological Theory*. Red Globe Press.
6. Grenfell, M. (Ed.). (2013). *Pierre Bourdieu: Key Concepts* (2nd ed.). Rawat.
7. Taylor, D. (2011). *Michel Foucault: Key Concepts* (1st ed.). Rawat.
8. Fillingham, L. A. (2000). *Foucault for Beginners*. Orient Black Swan.
9. Powel, J. N. (2000). *Derrida for Beginners*. Orient Black Swan.
10. Powell, J. (2001). *Postmodernism for Beginners*. Orient Black Swan.
11. Elliott, A. (2022). *Contemporary Social Theory: An Introduction*. Routledge.
12. Turner, J. H. (2013). *Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories*. Sage.
13. Abraham, M. F. (1997). *Modern Sociological Theory (Oip): An Introduction*. Oxford University Press.
14. Palmer, D. D. (1997). *Structuralism and Poststructuralism for Beginners*. For Beginners Writers and Readers, Inc.

ADDITIONAL READINGS

1. Collins Randall. 1997. Theoretical Sociology. Jaipur and New Delhi: Rawat
2. Wallace, R. (1980). *Contemporary Sociological Theory*. Oxford University Press.
3. Singh, J.P. (2021). *Contemporary Sociological Theories*. Rawat.
4. Abraham, M. F. (2014). *Contemporary Sociology* (2nd ed.). Oxford University Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	-	1	3	3	2	-	-	-	1	-	-
CO2	3	-	1	-	-	-	3	-	-	-	-	-	-
CO3	3	1	2	1	-	-	3	-	-	-	-	-	-
CO4	3	1	-	1	3	3	3	-	-	-	-	-	-
CO5	3	-	-	-	-	-	3	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	End Semester Examinations
CO1	✓		✓	✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓			✓
CO5	✓	✓	✓	✓

Course Title	**ECONOMIC SOCIOLOGY**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic understanding on sociology				
Course Summary	This course tries to develop sociological understanding on economic aspects and provide a theoretical knowledge on economy and society. It also introduces knowledge on national and international trade relations, economic policies and schemes				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic concept of Economic relations	U	C	Semester exam /Instructor-created exams / Quiz
CO2	Understand the economic world on the basis of sociological theories	U	C	Semester exam /Instructor-created exams / Assignments
CO3	Understand the economic process and social relations.	U	F	Semester exam /Instructor-created exams/ Seminar
CO4	Associate the social and Economic relations in the contemporary society	U	F	Semester exam /Instructor-created exams/ Discussion
CO5	Analyse the economic world on the basis of field experiences	An	P	Semester exam /Instructor-created exams / Assignments/ Seminar
CO6	Evaluate the economic changes in the Indian society	E	P	Semester exam /Instructor-created exams Field study/ Debate
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
		BASIC CONCEPTS	**10**	**16**
	1	Economy in Society	2	2
	2	Concepts: Value, Labour, Money, Rationality, Property and property relations	2	3
	3	Concepts: Production, Distribution, and Consumption	2	3
	4	Reciprocity, Redistribution and Exchange; Market Exchange, Gift Exchange	2	3
	5	Mode of Production, Market, Welfare approach, Neoliberalism	2	5
	Sections from References: 1. Michael Piore. 1996. "Review of The Handbook of Economic Sociology." *Journal of Economic Literature* 34: 741-754. 2. Neil J. Smelser and Richard Swedberg. 2005. "Introducing Economic Sociology." Pp. 3-26 in *The Handbook of Economic Sociology*, second edition, edited by Neil J. Smelser and Richard Swedberg. New York and Princeton: Russell Sage Foundation and Princeton University Press.			
II		**SOCIOLOGICAL VIEWS ON ECONOMY**	**18**	**26**
	6	Classical theoretical views on Economy: Marx, Durkheim, Weber	2	5
	7	Veblen: Conspicuous Consumption	3	5

	8	Polanyi: Economy as Instituted process	3	3
	9	Parsons : Economy as a sub system	3	5
	10	Granovetter : Problem of Embeddedness	3	3
	11	Jean Baudrillard : The system of objects	2	3
	12	Pierre Bourdieu: Forms of capital	2	2
	Sections from References: 1. Thornstein Veblen. 1994 [1899]. "Conspicuous Consumption." Chapter 4 in *The Theory of the Leisure Class*. New York: Dover. 2. Marx Karl (1976) *Capital: A Critique of Political Economy Vol. One*. England: Penguin Books. Translated by Ben Fowkes. (Pages. 125- 187, 270- 280, 340- 353). 3. Weber Max (1978) *Economy and Society: An Outline of Interpretive Sociology*. California: University of California Press. (Chap 2: Sociological categories of economic action & Chap 7: The market, its impersonality and ethic). 4. Mark Granovetter. 2002. "A Theoretical Agenda for Economic Sociology." Pp. 35-60 in *The New Economic Sociology: Developments in an Emerging Field at the Millennium*, edited by Randall Collins, Mauro F. Guillén, Paula England and Marshall Meyer. New York: Russell Sage Foundation. 5. Richard Swedberg and Mark Granovetter. 2001. "Introduction" pp 1-28 in *The Sociology of Economic Life*, second edition, edited by Mark 6. Granovetter and Richard Swedberg. Boulder, CO: Westview. 7. Parsons Talcott and Smelser Neil J (2003) *Economy and Society: A Study in the Integration of Economic and Social Theory*. London: Psychology Press. (Pg. 8-28) 8. Polanyi Karl (1957) *The Great Transformation*. Boston: Beacon Press. (Part II, Section I pages 45-81 and Part II, section II)		
III	**ECONOMIC PROCESS AND RELATIONS**		**13**	**18**
	13	The production process: The structure and experience of work	2	2
	14	The social determinants of inequalities in wage and earning.	2	2
	15	Forms of consumption: Gift Exchange, Market formation	2	3
	16	International agencies, schemes and Policies : Balance of Trade and Balance of Payment – International Monetary Fund	2	3
	17	General Agreement on Trade and Tariffs (GATT),World Trade Organization(WTO)	2	3
	18	Global Business and Corporates: MNCs and TNCs, Digital Economy and E-Commerce	2	5
	Sections from References: 1. Dreze Jean and Amartya Sen 2002. India Development and Participation, Delhi: Oxford University Press. 2. Hariss-White, Barbara (2004). *India Working: Essays on society and economy*. Cambridge: Cambridge University Press.			

	3. Jafferlot Christopher and van der Veer Peter (eds) (2008). *Patterns of middle-class consumption in India and China.* New Delhi: Sage Publications. 4.Kaul Rekha (1993). *Caste, Class, and Education: Politics of the Capitation Fee Phenomenon in Karnataka*. New Delhi: Sage			
IV	**ECONOMY, SOCIETY AND STATE**		**7**	**10**
	19	Globalization and Nation State	1	3
	20	Neo-liberal capitalism: Commodification of social life, Social Class, Crisis of the Middle Class	2	3
	21	Economy and State: Planned economy and welfare systems, Global market	2	2
	22	Economy and the intimate world: Household Economy and Care work	2	2
	Sections from References: 1. Goheen, John. 1958. India's Cultural Values and Economic Development: A Discussion, *Economic Development and Cultural Change*, Vol. 7, No. 1. 2. Petras, J. and H. Veltmeyer. 2001. *Globalization Unmasked.* London: Zed Books. (Chapters 1, 3, 6, 9).			
V	Open Ended Module**: EXPERIENCING ECONOMY IN SOCIETY**		**12**	**10**
	Essays and write up on economic aspects Assignments and Presentations Reviews on original theoretical text regarding economic aspects Theme based group discussions Field study reports on relevant economic issues			

Books and References:

1. Folbre, N. 1994. *Who Pays for the Kids? Gender and the Structures of Constraint*. London, New York: Routledge.
2. Frank Dobbin. 2004. "The Sociological View of the Economy." Pp. 1-7 in *The New Economic Sociology: A Reader*, edited by Frank Dobbin.Princeton University Press: Princeton
3. Granovetter, Mark and Swedberg, Richard. (eds.) *The Sociology of Economic Life*, Boulder: West view Press.
4. Mark Granovetter. 2005. "The Impact of Social Structure on Economic Outcomes." *Journal of Economic Perspectives* 19: 33-50
5. Scott, J.C. 1998. *Seeing Like a State.* Yale, New Haven: University Press. (Chapter 5).
6. Viviana Zelizer. 2002. "Enter Culture." Pp. 101-25 in *The New Economic Sociology: Developments in an Emerging Field at the Millennium*, edited by Randall Collins, Mauro F. Guillén, Paula England and Marshall Meyer. New York: Russell Sage Foundation.
7. Viviana Zelizer. 2007. "Pasts and Futures of Economic Sociology."*American Behavioral Scientist* 50 (8): 1056-69.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	3	2	1	1	2	-	-	-	-	-	-
CO2	2	1	1	-	2	3	3	-	-	-	1	-	-
CO3	1	-	-	-	-	1	3	-	-	-	-	-	-
CO4	1	-	-	-	-	1	1	-	-	-	1	-	-
CO5	2	1	-	1	-	3	3	-	-	-		-	-
CO6	1	2	-	1	-	-	2	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignments and Seminar Presentations
- Group discussions
- Field study reports
- Internal Exams
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar /Group discussions	Field study report	End Semester Exams
CO1	✓	✓			✓
CO2	✓		✓		✓
CO3	✓	✓	✓		✓
CO4	✓				✓
CO5	✓	✓	✓		✓
CO6	✓		✓	✓	✓

Course Title	FAMILY, MARRIAGE AND KINSHIP				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of social structure, cultural norms, and interpersonal relationship Familiarize family structures and kinship systems from a cross cultural perspectives.				
Course Summary	This course intends to introduce family structure, marriage rituals, kinship system societal influence on family dynamics and the impact of cultural, economic, and historical factors. The course combines theoretical perspectives with real world examples to provide a compressive understanding of these social institution				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Evaluate the historical, cultural, and structural variations in family and marriage, kinship systems	U	C	Exams / Quiz
CO2	Examine the impact of societal changes on family, marriage, and kinship patterns	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Critically examine the multidimensional factors influencing family life, such as race, class, gender.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Executing sociological theories to understand the functions and dysfunctions of family structures, marriage, and kinship	U	C	Instructor-created exams / Home Assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	FAMILY: CONCEPTS AND THEORETICAL APPROACHES		16	23
	1	Family as a Universal Social Institution	2	2
	2	Family and Household	1	2
	3	Functionalist Perspective of Family: Murdock, Parsons, Wogel and Bell	3	3

	4	Marxian Perspective of Family, Critical Views on Family: Edmund Leach, R.D.Laing, David Cooper	3	5
	5	Life cycle of a Family	1	2
	6	Functions of Family in Modern Industrial Society	2	2
	7	Emerging trends in the institution of Family: Single Parent Family, Living Together, Dual Career Families, Reconstituted families, Remaining families, De parenting	3	5
	8	Future of Family	1	2
	Sections from References: 1. Geoffrey Hurd - Human Societies: An Introduction to Sociology 2. Stewart & Glynn - Introduction to Sociology 3. William Kornblum - Sociology in a Changing World 4. Haralambos - Sociology: Themes and Perspectives 5. Sanderson - Macrosociology			
II	**MARRIAGE: BASIC CONCEPTS, THEORETICAL APPROACHES AND DYNAMICS**		**12**	**18**
	9	Meaning and Significance of Marriage	1	2
	10	Forms of Marriage – Monogamy, Polygamy	2	2
	11	Prescriptive and Preferential forms of Marriage-Endogamy, Exogamy	3	5
	12	Alliance theory	2	3
	13	Exchange theory	2	3
	14	Marital Breakdown	2	3
	Sections from References: 1. A.M.Shah -The Family in India: Critical Essays 2. Patricia Uberoi - Family, Kinship and Marriage in India 3. Lee&Lee - Marriage and Family (2nd Ed)			
III	**KINSHIP: BASIC IDEAS AND APPROACHES**		**8**	**13**
	15	Kinship as an organising principle	1	2
	16	Types of Kinship: Primary, Secondary, Tertiary	2	3
	17	Kinship usages, Kinship terminology	2	3
	18	Kinship studies in India: Karve, Dumont, Patricia Oberoi	3	5
	Sections from References: 1. Kinship and Social Organisation: WHR Rivers 2. Kinship and Family: An Anthropological Reader-David Parkin (Editor), Linda Stone (Editor) 3. Patricia Uberoi - Family, Kinship and Marriage in India 4. Veena Das- Handbook of Indian Sociology			
IV	**DYNAMICS OF FAMILY, KINSHIP AND MARRIAGE IN INDIA**		**12**	**16**
	19	Structural and Functional changes in Family in India: Nuclearisation Process and changing joint family	3	3
	20	Household dimensions of Family in India: AM Shah	3	3
	21	Impact of Legislations on Family, Kinship and Marriage in India	3	5

	22	Impact of Education, Land reforms and Migration on Family in Kerala	3	5
		Sections from References: 1. Family and Kinship: T N Madan 2. A M Shah- Household dimensions of Family in India		
V	• Open Ended Module: **FAMILY, MARRIAGE AND KINSHIP: FURTHER ANALYSIS**		**12**	**10**
		• Case studies to be conducted on types of Family and marriage in Contemporary Society • Group discussion on significance of Family, Marriage and Kinship in Society • Group discussion on Future of Family and Marriage • Debate on need for family and Marriage		

Books and References:

1. Haralambos - Sociology: Themes and Perspectives
2. Sanderson - Macrosociology
3. Giddens - Sociology
4. Ron Matson - The Spirit of Sociology: A Reader
5. A.M.Shah -The Family in India: Critical Essays
6. Patricia Uberoi - Family, Kinship and Marriage in India
7. Lee&Lee - Marriage and Family(2nd Ed)
8. Geoffrey Hurd - Human Societies: An Introduction to Sociology
9. Stewart&Glynn - Introduction to Sociology
10. William Kornblum - Sociology in a Changing World
11. Leslie&Leslie - Marriage in a Changing World
12. Peter Worsely - Introducing Sociology
13. Elgin F.Hunt&David C Colander- Social Science- an Introduction to the study of Society

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	2	-	2	2	-	-	-	2	-	-
CO2	2	1	-	1	1	-	2	-	-	-	2	-	-
CO3	1	-	1	-	-	-	1	-	-	-	3	-	-
CO4	3	-	-	-	-	2	3	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Assignment
- Seminar
- Group Discussion
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar/Group Discussion	End Semester Exams
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓

Course Title	**ADVANCED SOCIAL RESEARCH**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Advanced knowledge about social research methods				
Course Summary	This course is designed as an advanced course in sociological research methods				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Conduct research using advanced quantitative and qualitative methods	U	C	Assignment ; Formulate a specific problem
CO2	Use social statistics to quantify and analyse the different aspects of social reality and to learn technical skills to manage quantitative data	U	P	Group discussion
CO3	Develop skills in designing and conducting qualitative research	U	E	Assignment
CO4	Able to apply qualitative and quantitative tools in their research project	Ap	Ap	Assignment- Prepare a draft tool
CO5	Use appropriate statistical data analysis software	Ap	Ap	Seminar
CO6	Critically analyse research conducted on advanced methodological techniques	E	Ap	Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**METHODS AND TOOLS IN QUANTITATIVE RESEARCH**		**12**	**17**
	1	Quantitative Research: Meaning and Nature	2	2
	2	Quantitative Methods: Social Survey/ Census Survey, Interview	3	5
	3	Tools in Quantitative Research- Interview Schedule and Questionnaire	3	5
	4	Interview Schedule: Advantages and Limitations; Questionnaire: Strength and Limitations.	2	5
	Sections from References: C R Kothari (2004); *Research Methodology, Methods and Techniques* (second revised edition), New Age International Publishers O.R. Krishnaswami & M. Ranganatham (2016); Methodology of Research in Social Sciences, Himalaya Publishing House Pvt. Ltd.			
II	**METHODS AND TOOLS IN QUALITATIVE RESEARCH**		**18**	**21**
	6	Qualitative Research: Meaning and Nature	2	2
	7	Qualitative methods: Observation, Case study, Content analysis, Focus group discussion, Ethnography	4	3
	8	Observation: Characteristics, Types and conditions of effective Observation	3	2
	9	Case study: Advantages and Limitations	2	3
	10	Content analysis: Procedure and Applications	2	2
	11	Focus group discussion: Advantages and Limitations	2	3
	12	Ethnography: Advantages and Limitations	2	3
	13	Tools in Qualitative research: Interview Guide	1	3
	Sections from References: C R Kothari (2004); *Research Methodology, Methods and Techniques*(second revised edition), New Age International Publishers O.R. Krishnaswami & M. Ranganatham (2016); Methodology of Research in Social Sciences, Himalaya Publishing House Pvt. Ltd.			
III	**MEASUREMENT AND SOCIAL STATISTICS- AN OVERVIEW**		**11**	**19**
	14	Measurement in research: Meaning and Characteristics	2	3
	15	Measurement scales: Nominal, Ordinal, Interval and Ratio scale	2	3
	16	Introduction to Social statistics: Meaning, Nature and Functions	1	3
	17	Measures of Central Tendency and Dispersion: Meaning, Nature and Purpose Kinds of central Tendency: Mean, Median and Mode Kinds of Dispersion: Mean deviation, Standard deviation, and Quartile deviation	3	5
	18	Use of Software in social research; Role of SPSS in Social Research	3	5

	Sections from References: Young, Pauline.V. - Scientific Social Surveys and Research Black, James. A. & Dean, Champion.J - Methods and Issues in Social Research C R Kothari (2004); *Research Methodology, Methods and Techniques* (second revised edition), New Age International Publishers			
IV	**ACADEMIC WRITING**		**7**	**13**
	19	Academic Writing: Meaning and Significance	2	3
	20	Forms of Academic writing: Article, Monograph, Dissertation, Thesis	2	5
	21	Issues of Copyright and Plagiarism	2	3
	22	Role of computer in research	1	2
	Sections from References: C R Kothari (2004); Research Methodology, Methods and Techniques (second revised edition), New Age International Publishers Black and Champion Methods and issues in Social Research			
V	Open Ended Module: **APPLICATION OF QUALITATIVE RESEARCH METHODS**		**12**	**10**
	1	Group assignments: Study a problem through case study method		
	2	Tool preparation: Interview Guide		
	3	Content analysis		

Books and References:

1.Williams Malcolm (2005); *Philosophical Foundations of Social Research Methods, S*AGE Publications, 1st Edition

2. Punch, Keith. F - Introduction to Social Research

3. Kerlinger, Fred. N. - Foundations of Behavioural Research

4. Young, Pauline.V. - Scientific Social Surveys and Research

5. Seltiz, Claire et al - Research Methods in Social Relations

6. Goode, William.J. & Hatt, Paul.K Methods in Social Research

7. Black, James. A. & Dean, Champion.J - Methods and Issues in Social Research

ADDITIONAL READINGS

1. WORSLEY,PETER(1922); THE NEW INTRODUCING SOCIOLOGY, PENGUIN BOOKS, LONDON

2. JOEL SMITH(1991); A METHODOLOGY FOR TWENTY-FIRST CENTURY SOCIOLOGY

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	2	2	2	-	-	-	2	-	1
CO2	3	-	-	1	-	1	2	-	-	-	2	-	2
CO3	3	-	1	-	-	1	2	-	-	-	2	-	-
CO4	3	-	-	-	-	1	2	-	-	-	2	-	1
CO5	2	-	-	-	2	1	2	-	-	-	1	-	-
CO6	1	-	-	-	1	1	1	-	-	-	1	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group discussions/ Assignments
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Group discussion	Assignment	Seminar	Mid-term Exam	End Semester Exams
CO1	✓	✓		✓	✓
CO2	✓		✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4		✓		✓	✓
CO5		✓		✓	✓
CO6		✓		✓	✓

(ONLY FOR DOUBLE MAJOR STUDENTS)

Course Title	SOCIAL STRUCTURE AND TRANSFORMATION OF KERALAM				
Semester	I/II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge about Kerala Society				
Course Summary	The Course provides a holistic perspective of the social structure and socio-Cultural aspects of Keralam. It helps in the understanding of socio-cultural issues, and also the structural and cultural changes in Keralam.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To examine the social structure of Kerala from a historical perspective.	U	F	Assignment/ Seminar/Quiz

CO2	To evaluate the socio- cultural specificities of Kerala with reference to imperialism.	E	P	Assignment/ Seminar
CO3	To identify the structural transformations of Kerala's social reality.	An	C	Group discussion/ Presentation
CO4	To evaluate the socio-cultural changes in the Kerala society with reference to Kerala Navodhanam.	E	P	Group discussion/ Presentation/ Book Reviews
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**SOCIOLOGICAL UNDERSTANDING OF KERALAM**	**12**	**17**
	1	Keralam-Historical specialties and its sociological significance	2	5
	2	Sangam and post Sangam Period	2	3
	3	Buddhist and Jain influences	2	2
	4	Brahmin settlement	2	2
	5	Regional and geographical specialties of Keralam.	2	3
	6	Malabar, Kochi, Travancore and Malanadu, Edanadu, Theeradesam.	2	2
	Sections from References: Palriwala, Rajni, Region, Language and comparison in doing Sociology, in Hakim, K.S, Kerala Studies: An enquiry into its Sociology, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala. Devika, J. 2007. A people united in development: Developmentalism in modern Malayalee identity (Working Paper 386). Trivandrum: Centre for Development studies Radhakrishnan, Ratheesh. 2015. 'Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in "Regional Cinema"', BioScope, 6(2) PP. 126–144.			
II		**SOCIO-CULTURAL SPECIALTIES OF KERALAM**	**12**	**13**
	7	Maritime and religious identities- Islam identity	2	2
	8	Imperial Powers and Keralam	3	2
	9	Portuguese – The process of Latinization	1	3
	10	Dutch and France-influences	2	2
	11	British- Administrative impact	2	2
	12	Enlightened Rulers and Imperial powers	2	2

	Sections from References: Sebastian R. Prange (2018), Monsoon Islam: Trade and Faith on the Medieval Malabar Coast, CUP. Colonialism and Ethnogenesis: A Study of Kerala, India, Prema Kurien, Theory and Society Vol. 23, No. 3 (Jun., 1994), pp. 385-417. Kurien, P. Colonialism and ethnogenesis: A study of Kerala, India. Theor Soc 23, 385–417 (1994). https://doi.org/10.1007/BF00993836			
III	**SOCIAL STRUCTURE AND TRANSFORMATION OF KERALAM**		**12**	**20**
	13	Social structure of Family, Marriage and Kinship in Kerala	3	5
	14	Marumakkathayam to Makkathayam	2	2
	15	Marumakkathayam: Reasons for disintegration	3	5
	16	Religion/Caste based disabilities in Kerala	2	3
	17	Social Reformers and their influence in Anti-caste struggles.	2	5
	Sections from References: Devika , J.(2010) Kulasthreeyum Chanthappennum Undayathengane, Thiruvnanthapuram, CDS. Devika, J. (2007) En-gendering Individuals (The Language of Reforming in Early Twentieth Century Keralam), Orient, New Delhi. Devika, J. 2007. A people united in development: Developmentalism in modern Malayalee identity (Working Paper 386). Trivandrum: Centre for Development studies, G , Arunima, (2003), “There comes Papa-Colonialism and Transformation of Matriliny in Kerala, Malabar, C 1850-1940, New Delhi, Orient			
IV	**KERALA NAVODHANAM AND FORMATION OF THE STATE**		**12**	**20**
	18	Reform Movements	3	5
	19	Peasant movements	3	5
	20	Kerala state formation- Aikya Keralam	2	3
	21	Contemporary Keralam- Migration and Diaspora	1	2
	22	Issues related to Marginalised Sections-Coastal, Tribal, Transgender.	3	5
	Sections from References: Houtart, Francois, and Genevieve Lemercinier. “Socio-Religious Movements in Kerala: A Reaction to the Capitalist Mode of Production: Part One.” Social Scientist, vol. 6, no. 11, 1978, pp. 3–34. JSTOR, https://doi.org/10.2307/3516609. Tharakan, P.K.M. (1998). Socio-Religious Reform Movements, the Process of Democratization and Human Development: The Case of Kerala, South-West India. In: Rudebeck, L., Törnquist, O., Rojas, V. (eds) Democratization in the Third World. International Political Economy Series. Palgrave Macmillan, London. https://doi.org/10.1007/978-1-349-26783-5_6			

	Mohan.P. Sanal, (2015), Modernity of Slavery: Struggles against Caste Inequality in colonial Kerala, Oxford University Press, New Delhi Nair, Ramachandran (1986), Slavery in Kerala, Delhi, Mittal Publications. Namboodiripad, EMS (1968) Kerala: yesterday, today and tomorrow, Calcutta, National Book Agency Zachariah.K.C, et al.(2002) Kerala's gulf connections. Centre for Development Studies, Trivandrum.		
V	Open Ended Module: **EXPERIENCING KERALA SOCIETY**	**12**	**10**
	Field work- Regional peculiarities of Kerala- Food, festivals, family lineages etc Book Review on Kerala and Field work Traditions Film Reviews on Kerala Navodhanam		
	Books and References: Alam, Javed,. (2008). Emerging Class Formation among the oppressed Caste and its Political Implications, Social Scientist, 11.36 (PP 5-19) Aloysius, G. 1998. *Nationalism Without a Nation in India.* Delhi: Oxford India Paperbacks Bai, Meera (2006) women and Economic Reforms: Kerala Experience, New Delhi, Serial Publications. Babu, Sunil, C.T. (ed.). 2018. Preface. *AyudhappazhamayumNarolppathiyum* (Collected Essays by A. Aiyappan). Calicut: Mathrubhumi Books. Chandra Bose, Satheese and Sam Varghese, Shiju (2017), Kerala Modernity: Ideas, Spaces and practices in Transition, Orient, New Delhi D.R .Mankekar, (1965), The Red Riddle of Kerala, Mumbai, manaktalas Despande, Sathish. 'Namukku Jati Undu: The Long Road to Caste Free Society', in Hakkim, K.S, *Kerala Studies: An enquiry into its Sociology*, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala Devika , J.(2010) Kulasthreeyum Chanthappennum Undayathengane, Thiruvnanthapuram, CDS. Devika, J. (2007) En-gendering Individuals (The Language of Reforming in Early Twentieth Century Keralam), Orient, New Delhi. Devika, J. 2007. A people united in development: Developmentalism in modern Malayalee identity (Working Paper 386). Trivandrum: Centre for Development studies G , Arunima, (2003), "There comes Papa-Colonialism and Transformation of Matriliny in Kerala, Malabar, C 1850-1940, New Delhi, Orient Ghosh & PD Namboodiri, The Economy of Kerala, New Delhi, Serial Publications Jayaraman, Raja (1981) Caste and Class dynamics of inequalities of Indian society, Hindustan Publishing Jeffrey Robin, (1994), The Decline of Nair Dominance, New Delhi, Manohar K.M Panicker (19600 A History of Kerala1498-1801, The Annamalai University, Annamalai nagar Lundberg, Anna,(2001), Experience and Identity, Lund University Press M.A Oommen, Rethinking Development: Kerala's development experience, New Delhi, Institute of Social Science		

	Menon , Sreedhara, (1979), Social and Cultural History of Kerala, Sterling Publishing, New Delhi Menon , Sreedhara, Kerala Samskaram, D.C Book, Trivandrum Menon, Dilip, M. (2011), the Blindness of Insight: Essays on Caste in Modern India, New Delhi, Navayana Mohan.P. Sanal, (2015), Modernity of Slavery: Struggles against Caste Inequality in colonial Kerala, Oxford University Press, New Delhi Nair, Ramachandran (1986), Slavery in Kerala, Delhi, Mittal Publications. Namboodiripad, EMS (1968) Kerala: yesterday, today and tomorrow, Calcutta, National Book Agency Osella Filippo and Osella Carolina (2000) Social Mobility in Kerala, London, Pluto Press Palriwala, Rajni, Region, Language and comparison in doing Sociology, in Hakkim, K.S, *Kerala Studies: An enquiry into its Sociology*, Thunchath Ezhuthachan Malayalam University, Tirur, Kerala Radhakrishnan, Ratheesh. 2015. 'Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in "Regional Cinema"', BioScope, 6(2) PP. 126–144. Rathi. Ramachandran et.at (2005), History of Medieval Kerala, New Delhi, Pragati Publications Schnider, David & Gough Kathleen, Matrilineal Kinship, University of California Press, 1961. Tharamangalm, Joseph (2006), Kerala Paradoxes of Public Action and Development, Orient, New Delhi T J Nossiter (1982) Communism in Kerala, New Delhi, Oxford University Press Zachariah K.C et.al. (2002) Kerala's Gulf connections, Centre for Development Studies, Thiruvananthapuram

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	-	2	3	-	-	-	1	-	-
CO 2	3	2	3	-	-	-	1	-	-	-	1	-	-
CO 3	2	2	-	2	2	-	1	-	-	-	1	-	-
CO 4	2	2	2	-	-	-	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Exams

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Film/book reviews	Assignment	Seminar	Mid-term exam	Final exam
CO1				✓	✓	✓	✓
CO2				✓	✓	✓	✓
CO3	✓	✓				✓	✓
CO4		✓	✓			✓	✓

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ELECTIVE COURSES

ELECTIVE COURSES IN SOCIOLOGY WITH SPECIALISATION

GROUP 1 TRIBAL STUDIES	
SEMESTER 5	SOC5EJ301(1) Introduction to Indigenous and Tribal Studies
SEMESTER 5	SOC5EJ302(1) Tribal Development in India
SEMESTER 6	SOC6EJ301(1) Dalit Realities and Discourses of India
SEMESTER 6	SOC6EJ302(1) Tribal Heritage and Discourses of Keralam
GROUP 2 AGING AND SOCIETY	
SEMESTER 5	SOC5EJ303(2) Population and Society
SEMESTER 5	SOC5EJ304(2) Social Gerontology
SEMESTER 6	SOC6EJ303(2) Sociology of Aging and Old Age Home Management
SEMESTER 6	SOC6EJ304(2) Palliative Care and Community Engagement

Course Title	INTRODUCTION TO INDIGENOUS AND TRIBAL STUDIES				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic understanding of social anthropology and anthropological constructions of tribes of India 2. A basic understanding of the concepts of tribes				
Course Summary	This course provides an overall understanding of the recent trends in the area of indigenous/tribal studies. It explores the emergence and growth of tribal studies, its relationship with social anthropology and sociology, and how the recent writings, grounded upon the indigenous articulations of knowledge, perspectives, and research, challenge the mainstream Eurocentric social science perspectives through a decolonising approach.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The student will be able to understand the global and South Asian contexts of Indigenous communities broadly, colonial and post-colonial constructions of indigenous communities, and the conceptual tensions in the usage of various terms from a critical perspective.	U	F, C	Assignments/ Group Work
CO2	The student will be able to analyse the significant features of the indigenous knowledge and epistemological systems and how the indigenous theories and methodologies decolonize the mainstream social science knowledge-building	An	C	Write Ups/ Exams

CO3	The student will develop an understanding of the emergence of tribal studies in India with special reference to Keralam. An engagement with recent writings on Adivasi epistemologies will enable them to comprehend the recent trends in the field of Tribal Studies and Research.	U	F , C	Assignments/ Seminar Presentations
CO4	The student will have an enhanced engagement with the intersection of tribal social systems and structures with other social structures and institutions which reveal the complexity of the everyday experiences of oppression, discrimination, and marginalization in the Indian context. The student will be specifically enabled to develop insights about how notions of tribal womanhood or gender make space for a kind of feminist interpretations emerging from the lived realities of tribal communities.	An	F	Instructor Created Exams/Assign ments/Group Work/Field Visit Reports
CO5	The student will be able to create critical sociological accounts of various dimensions of the representations of tribal life situations in Kerala in the light of broader Indigenous /Tribal perspectives and epistemologies. The student will have a familiarity with the emerging discourses from the tribal communities through the reading of Adivasi literature in the Indian context.	U	F	Article/Essays/ Summaries/ Blog Posts/Poster Making
CO6	By applying the Indigenous/tribal perspectives emerging from the various global and Indian contexts in the understanding and reimagining of the life situation of Tribes in India, the student will have an enhanced knowledge about social realities	Ap	C, F, M	Field Visit Reports/ Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**INTRODUCTION TO INDIGENOUS AND TRIBAL STUDIES**		**10**	**15**
	1	Emergence of Indigenous/Tribal Studies**:** The Global Context	1	2
	2	Indigenous/Tribal Studies and Its Relationship with Anthropology and Sociology	3	5
	3	Conceptualizations – Tribe, Aboriginals, Indigenous People, Autochthones, Native, First Nations, Indians, Ethnic Groups, Scheduled Tribe, Primitive Tribes, De-notified Tribes, Backward Hindus, Gothra, Adivasi	3	5

	4	Indigenous/Tribal Knowledge Systems and Worldviews – Nature and Principles	3	3
	Sections from References: 1. Bagele, Chilisa. (2012). *Indigenous Research Methodologies*. Los Angeles. Sage. Chapter- 1 2. Robinson, Aileen Moreton. (2016). *Critical Indigenous Studies. Engagements in First World Locations*. Tucson: University of Arizona Press.			
II	**INDIGENOUS PERSPECTIVES AND THEORIES**		**11**	**15**
	5	Critique of Hegemonic Knowledge Construction: Epistemicide and Epistemological Violence on Indigenous Communities	2	3
	6	Critique of Anthropological/Colonial Constructions- The Notions of Primitive and Wild	2	3
	7	'Othering' of Indigenous Communities- Johannes Fabian	2	3
	8	Europe and People Without History - Eric Wolf	2	2
	9	Experiences of Colonization, Genocide, and Indigenous Resistance - Gord Hill	1	2
	10	Indigenous Theories: Indigenous Feminist Notions	2	2
	Sections from References: 1. Fabian, Johannes. (2014). *Time and the Other. How Anthropology Makes its Object*. New York: Columbia University Press Chapters 1,2 & 3 2. Green, Joyce. (2017). *Making Space for Indigenous Feminism.* Manitoba: Fernwood Publishing Chapters 1& 3 3. Wolf, Eric, R. (2010). *Europe and The People Without History*. Berkeley: University of California Press. Selected sections from Part 1 & 2.			
III	**INDIGENOUS CRITIQUE OF RESEARCH METHODOLOGIES**		**12**	**19**
	11	Indigenous Research Methodology – Characteristics	2	2
	12	Principles / Core Values of Indigenous Research – Respect, Relevance, Reciprocity and Responsibility	2	5
	13	Decolonizing the Research - Linda Tuhiwai Smith	2	5
	14	Critical Methodologies and Indigenous Inquiry - Denzin Norman	2	3
	15	Indigenous Research Paradigm – Shawn Wilson	2	2
	16	Types of Indigenous Research Methods – Oral Histories, Story Telling, Personal Reflections, Talking Circles	2	2
	Sections from References: 1. Smith, Linda Tuhiwai. (2013). *Decolonising Methodologies*. *Research and Indigenous People.* New York: Zed Books. Chapters 2 & 3 2. Norman, Denzin K. Et.al. (2008). *Handbook of Critical and Indigenous Methodologies*. Loa Angeles: Sage Chapter 1 3. Wilson, Shawn. (2008). *Research is Ceremony. Indigenous Research Methods*. Canada. Fernwood Publishing Chapters 2 & 3			
IV	**TRIBAL STUDIES IN INDIAN CONTEXT**		**15**	**21**
	17	Origin and Expansion of Tribal Studies in India	2	2
	18	Colonial/Anthropological Constructions of Tribes in India - Ethnographic Descriptions of Indian Tribes - Issues	3	3

	19	Adivasi/ Tribal Epistemologies and Perspectives – Epistemological Perspective – Alex Akhup, Tiger and Honey Bee - Savyasachi	3	3
	20	Intersectional Nature and Analysis of Tribal Social Realities and Experiences in India – Tribe and Its Intersections with Religion, Caste, Identity and State in India	3	5
	21	The Notions of Tribe, Gender, and Matriliny - Tiplut Nongbri	2	3
	22	The Conceptual Tensions - Tribes as Indigenous Community in India - Virginus Xaxa and Andre Beteille	2	5
	Sections from References: 1. Beteille, Andre (1998), "The Idea of Indigenous People", Current Anthropology, Vol. 39, No. 2, April, pp. 187-191. 2. Dash, Jagannath and Rabindra Nath Pati (2002), "The Indigenous and Tribal People Today: Issues in Conceptualization" in R. N. Pati and Jagannath Dash 6. (eds.), *Tribal and Indigenous People of India: Problems and Prospects*, New Delhi: A. P. H. Publishing, pp. 3-14. 3. Karlsson, Bengt G (2003), "Anthropology and the 'Indigenous Slot': Claims to and Debates about Indigenous People' Status in India", Critique of Anthropology, Vol. 23, No. 4, pp. 403-423 4. Vidyarthi, LP & Rai, B K. (1976). *The Tribal Culture of India.* New Delhi: Naurang Rai. Chapter -II, Tribal India; A Dimension of Indian Civilization.			
V	Open Ended Module: **CRITICAL GAZE TOWARDS THE DOMINANT DISCOURSES**		**12**	**10**
	1	**Deconstructing the Dominant Constructions –** Sociological analysis of the representation of indigenous/tribal ways of life in the visual and print media. This will enhance the student's critical knowledge about how the larger society has been depicting the tribal life situations and problematize the tension between dominant narratives and perspectives of tribes.		
	2	**Familiarizing with the Writings of Tribes** – Reading the auto-biographies/ other writings emerging from various Adivasi life contexts across India. The student or group has to produce brief analytical review essays based on their learning from the texts.		
	3	**Learning from the Field/Learning with the Community** - Each group or student can conduct a field visit to the tribal hamlets/institutions such as NGOs, Tribal Museums, and Tribal Research Centres and prepare a field study report based on the conceptual, theoretical, and methodological insights developed through the course.		

Books and References:

1. Akhup, Alex. (2015). *Identities and Their Struggles in North East*. Kolkata:Adivaani.
2. Atal, Yogesh. (Ed). (2009). *Sociology and Social Anthropology in India*. Indian Council of Social Science Research (Chapter 3)
3. Bagele, Chilisa. (2012). *Indigenous Research Methodologies*. Los Angeles. Sage.
4. Basu, A. (1990). "Indigenous Feminism, Tribal Radicalism and Grass Roots Mobilisation in India". *Dialectical Anthropology*, *15*(2/3), pp. 193–209. DOI: http://www.jstor.org/stable/29790348

5. Basu, M.N. (1961). Field Methods in Anthropology and other Social Sciences. Calcutta: Bookland
6. Behera D. K. & G. Pfeffer (Eds.), Contemporary Society: Tribal Studies. Concept Publishing Company, New Delhi
7. Beteille, Andre (1998), "The Idea of Indigenous People", Current Anthropology, Vol. 39, No. 2, pp. 187-191.
8. Dash, Jagannath & Rabindra Nath Pati. (2002), "The Indigenous and Tribal People Today: Issues in Conceptualization" in R. N. Pati and Jagannath Dash 6. (eds.), *Tribal and Indigenous People of India: Problems and Prospects*, New Delhi: A. P. H. Publishing, pp. 3-14.
9. Denzin, Norman K. & Lincoln, Yvonna S. (2010). *Sage Handbook of Qualitative Research*, London: Sage Publication
10. Elliott, Jane. (2005). *Using Narratives in Social Research*. London: Sage Publications
11. Emerson, R.et al. (1995). *Writing Ethnographic Field Notes*, Chicago: University of Chicago
12. Fabian, Johannes. (2014). *Time and the Other. How Anthropology Makes its Object*. New York: Columbia University Press
13. Geertz, Clifford. (1993). *Interpretation of Cultures: Selected Essays*. Fontana Press.
14. Green, Joyce. (2017). *Making Space for Indigenous Feminism.* Manitoba: Fernwood Publishing
15. Gupta, Sanjukta Das and Raj, Sekhar Basu. (2012). *Narratives from the Margins: Aspects of Adivasi History of India.* Delhi: Primus Books.
16. Hernández Castillo, R. A. (2010). "The Emergence of Indigenous Feminism in Latin America". *Signs*, *35*(3), 539–545. DOI: https://doi.org/10.1086/648538
17. Hill, Gord. (2009). *500 years of Indigenous Resistance*. Oakland: PM Press
18. Karlsson, Bengt G. (2003). "Anthropology and the 'Indigenous Slot': Claims to and Debates about Indigenous People's Status in India", *Critique of Anthropology*, Vol. 23, No. 4, pp. 403-423
19. Karlsson, Bengt G & Subba, Tanka B. (Ed). (2006). *Indigeneity in India.* London: Kegan Paul
20. Mibang, Tamo and Behera, M.C. (2007). *Tribal Studies – Emerging Frontiers of Knowledge*, New Delhi: Mittal Publications
21. Nathan, Dev. (1997). *From Tribe to Caste*, Shimla: IIAS
22. Radhakrishna, Meena. (2016). *First Citizens: Studies on Adivasis, Tribals and Indigenous Population in India*. New Delhi : Oxford University Press.
23. Robinson, Aileen Moreton. (2016). *Critical Indigenous Studies. Engagements in First World Locations*. Tucson: University of Arizona Press.
24. Robinson, Aileen Moreton. Et.al. (Ed). (2021). *Routledge Handbook of Critical Indigenous Studies*. Oxon: Routledge
25. Roy Burman, B. K (1994) , Tribes in Perspective, New Delhi: Mittal Publication
26. Rycroft, Daniel J and Sangeetha Dasgupta. (2011). *The Politics of Belonging in India. Becoming Adivasi*. London: Routledge
27. Saksena, H.S. et.al. (1974). *Anthropology in India.* New Delhi. Serial Publication
28. Sengupta, S. (2002). *Tribal Studies in North East India.* New Delhi: Mittal Publications
29. Singh, K.S. (1991). *Tribal Perspectives: 1969 - 1999*, Shimla: Indian Institute of Advanced Study.
30. Smith, Linda Tuhiwai. (2013). *Decolonising Methodologies*. *Research and Indigenous People.* New York: Zed Books
31. Sunder, Nandini. The Scheduled Tribe and Their India: Politics, Identities, Policies and Work. New Delhi: Oxford University Press.
32. Wilson, Shawn. (2008). *Research is Ceremony. Indigenous Research Methods*. Canada. Fernwood Publishing
33. Wolf, Eric, R. (2010). *Europe and The People Without History*. Berkeley: University of California Press.
34. Xaxa, Virginus. (2003). "Tribes in India". In Das, Veena. (Ed.). *Oxford Indian Companion to Sociology and Social Anthropology*.New Delhi: Oxford University Press. Vol. 1 pp 373- 408.
35. *State, Society and Tribes. Issues in Post Colonial India*. Pearson Education India47(2008)

ADDITIONAL READINGS

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Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3	-	2	1	2	-	-
CO2	1	-	3	2	-	1	3	-	-	1	1	-	-
CO3	1	-	-	-	-	1	-	-	-	-	1	-	-
CO4	1	-	-	-	1	1	-	-	-	-	2	-	-
CO5	1	2	-	3	3	-	-	-	2	-	1	-	-
CO6	1	3	-	3	3	-	3	-	3	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Exams / Review Essays/ Summaries/ Field Study Reports
- Group Work/ Discussions/ Seminar Presentations
- Mid-Term/Internal Exams
- End Semester Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Blog/writeup	End Semester Examinations	Field study report
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓

Course Title	**TRIBAL DEVELOPMENT IN INDIA**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. An understanding of the concept of tribe and tribal development is a key factor in the learning of this course. 2. The course also requires a basic understanding of the nature of the tribal life situations in Indian society, especially a general understanding of the issues and concerns of tribal communities in the contemporary period.				
Course Summary	This course will enhance the understanding of the relevance of the perspectives of the tribal communities in tribal development. The course imparts knowledge about the issues and concerns of the tribal communities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The course will enable the student to comprehend the major development issues and challenges of tribal communities in India	U	F	Instructor Created Exams/Assignments
CO2	The student will develop an analytical understanding of the causes of development issues	An & U	F	Group Work
CO3	The student will be able to critically evaluate various development measures introduced by the development agencies	An	F	Group Discussions / Seminar Presentations

CO4	The student will develop insights about the adverse impacts brought by the development regimes on the tribal communities and how the tribal communities are resisting such impacts	U & An	F	Assignments
CO5	The student will understand the significance of a tribal perspective in the articulation of the idea of development, development issues, and development measures	An	F & C	Field Visit Reports / Critical Reviews of Reports
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**ISSUES OF TRIBAL COMMUNITIES IN INDIA**	12	**18**
	1	Social Exclusion and Marginalisation of Tribes in India	2	2
	2	Educational Backwardness and Alternative Education Systems	2	2
	3	Economic Concerns - Livelihood Issues, Bonded Labour and Human Trafficking	2	5
	4	Demographic and Health Concerns – Depopulation	1	2
	5	Cultural and Religious Concerns – Declining Traditional Cultural and Belief Systems.	2	3
	6	Disintegration of Tribal Polity, Representation in Electoral Politics	1	2
	7	Changing Relationship with the Forest and Nature	1	2
	Sections from References: 1. Chaudhuri, Buddhadeb. (1997), "Forest and Tribals", In Georg Pfeffer and Deepak Kumar Behera (Eds.) Contemporary Society: Tribal Studies, Vol.I: Structures and Process, New Delhi: Concept Publishing Company, pp.231-247. 2. Savyasaachi. (2001). " Forest Dwellers and Tribals in India". pp. 71-96. In, Viswanathan, Susan. (Ed.). *Structure and Transformation. Theory and Society in India*. New Delhi: Oxford University Press.			
II		**STATE INTERVENTIONS FOR TRIBAL DEVELOPMENT**	**12**	**19**
	8	Approaches / Principles of Tribal Development	3	3
	9	Policies by the Central Government - The National Tribal Development Policy, The National Forest Policies, Reservation Policy.	3	5
	10	Constitutional and Legal Measures	2	2
	11	Plans and Programmes for Tribal Development Since Independence	2	5
	12	Identity Politics and Demands for State Formation.	2	2

	13	Repression by the State – Salwa Judum	1	2
	Sections from References: 1. Elwin, V. (1960). *A Philosophy for NEFA*. Shillong: Governor of Assam 2. Sundar, Nandini. (2016). *The Burning Forest. India's War in Bastar*. New Delhi: Juggernaut Books			
III	**DEVELOPMENT INDUCED DISPLACEMENT AND REHABILITATION**		**10**	**14**
	14	Displacement – Nature, Causes and Impacts of Displacement	3	5
	15	Rehabilitation and Resettlement – Major Tribal Rehabilitation Projects in India and Their Failures	4	5
	16	Risk and Reconstruction Model- Michael Cernea	1	2
	17	Role of Voluntary Agencies in Tribal Development and Rehabilitation	2	2
	Sections from References: 1.Mahapatra, L. K. (1999). *Resettlement, Impoverishment and Reconstruction in India: Development for Deprived*. New Delhi : Vikash Publishing House 2.Mathew Areeparampil. (1996). Displacement Due to Mining in Jharkhand. *Economic and Political Weekly*, *31*(24), 1524–1528. http://www.jstor.org/stable/4404276 3.Oskarsson, P. (2018). Adivasi Land Rights and Dispossession. In *Landlock: Paralysing Dispute over Minerals on Adivasi Land in India* (Vol. 14, pp. 29–50). ANU Press. DOI: http://www.jstor.org/stable/j.ctv75d8rq.8			
IV	**DISCONTENT AND RESISTANCE OF TRIBAL COMMUNITIES**		**14**	**19**
	18	Nature, Types, and Causes of Tribal Movements	3	3
	19	A Brief History of Tribal Resistance Movements in India: The Role of Social Reformers	2	3
	20	Resistance During the Colonial Period: Kol Insurrection, Kurichya Revolt, Santhal Rebellion.	3	5
	21	Tribal Movements in the Post-Independent Period: Narmada Movement, Muthanga Agitation, Aarey Movement	4	5
	22	Tribal Women and Tribal Resistance Movements: Nature of Participation	2	3
	Sections from References: 1. C. R. Bijoy, & K. Ravi Raman. (2003). Muthanga: The Real Story: Adivasi Movement to Recover Land. *Economic and Political Weekly*, *38*(20), 1975–1982. DOI: http://www.jstor.org/stable/4413574 2. Sen, Ilina (1990). *A Space Within the Struggle: Women's Participation in People's Movements*. New Delhi: Kali for Women			
V	Open Ended Module: **REIMAGINING THE DEVELOPMENT OF TRIBES AND MAKING SPACE FOR AN 'ADIVASI PERSPECTIVE'**		**12**	**10**
	1	Critical Assessment of the Tribal Development policies and programmes- Critical Review Essays		

	2	Research / Learning with the Community – Collecting Narratives and Perspectives of the tribal communities regarding the ideas and experiences of development through field visits		
	3	Institutional Visits- Conduct visits to the tribal development / research institutes or agencies either in the Government or in the Non-Government sectors and make critical reviews of their interventions and impacts.		

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3. Ambagudia, Jagannath. (2007), "Scheduled Tribes, Protective Discrimination and Social Justice: Exploring Constituent Assembly Debates" in B. T. Lawani(ed.), Social Justice and Empowerment, New Delhi: Om Publication, pp.135-159.1
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6. Chaudhuri, Buddhadeb. (1997), "Forest and Tribals", In Georg Pfeffer and Deepak Kumar Behera (Eds.) Contemporary Society: Tribal Studies, Vol.I: Structures and Process, New Delhi: Concept Publishing Company, pp.231-247.
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10. Ghosh, Arunkumar & Ram Dayal Munda. eds. (2011). *The Other Sides of Development : The Tribal Story*. New Delhi: Konark
11. Gupta, Ramnika. (2007). *Tribal Contemporary Issues- Appraisal and Interventions*. New Delhi: Concept Publishing Company.
12. Hooja, Meenakshi. (2004), *Policies and Strategies for Tribal Development: Focus on the Central Tribal Belt*, New Delhi: Rawat Publications.
13. Kothari, A. & Pathak, N. (2005). *Forests and Tribal Rights*. Frontline. June3-9.
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17. Mathur H. M. and D. Marsden (Eds.), *Development projects and impoverishment risk: Resettling project-affected people in India*, Delhi: Oxford University Press
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19. Munshi, Indra. (2012). *The Adivasi Question: Issues of Land, Forest and Livelihood*. New Delhi: Orient Black Swan
20. Nathan, Dev & Xaxa, Virginus. (Ed.). (2012). *Social Exclusion and Adverse Inclusion. Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.
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30. Singh, K S. (1982). *Tribal Movements in India*. Vol.1 & 2., New Delhi: Manohar
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2. Bhasin, M.K. and S.L. Malik Ed. 1998. *Contemporary Studies in Human Ecology : Human Factor, Resource Management and Development*, New Delhi: Kamala- Raj Enterprises.
3. Dalton, George1967. *Tribal and Peasant Economies*, The Natural History Press, New York
4. Dixit, N. K. (2006). *Tribals in India*. Delhi: Vista International PublishingHouse.
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Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	3	2	3	2	3	-	-	-	3	3	1
CO2	1	2	3	2	-	3	3	-	-	-	-	-	-
CO3	1	2	-	3	-	3	3	-	1	-	-	-	-
CO4	1	3	-	2	1	1	3	-	1	-	-	2	-
CO5	1	3	-	3	3	2	3	2	2	-	2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group Discussions / Seminar Presentations
- Assignments / Field Study Reports/ Review Essays
- Internal/Mid Semester Exams
- End Semester Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field Study Reports / Review Essays	End Semester Examinations	Group Discussions
CO1	✓	✓		✓	✓
CO2	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	✓
CO4	✓	✓		✓	
CO5	✓	✓		✓	✓
CO6	✓	✓	✓	✓	

Course Title	**DALIT REALITIES AND DISCOURSES OF INDIA**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge about the caste-based social structure and social relationships in India 2. A preliminary understanding of the concept of social stratification, caste, and various theorizations and perspectives on the caste system in India				
Course Summary	This course intends to impart knowledge about the social realities of the Dalit communities in Indian society. It addresses the issues and atrocities against the Dalit communities, the historical formations of their specific experiences and identities, how Dalit communities negotiated and challenged the everyday social oppressions through legislative and affirmative measures, mobilizations and articulations of their perspectives and identities, and historical fight against the oppressive social order through various genres of writing and literature.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the socio-historical formations of Dalit lives	U	F	Instructor-created exams/Assignments
CO2	To enhance the conceptual knowledge in the area of Dalit Studies	U	C	Assignments
CO3	To familiarise with different genres of Dalit writings	U	F	Seminar Presentation / Group Work/Writing Assignments
CO4	To understand the emerging vantage points of Dalit communities and how they critically engage with the caste social structure	U	F	Instructor-created exams /Assignments
CO5	To analyze the Dalit issues and mobilization of Dalit communities	An	F	Writing assignments/Group Discussions/ Instructor Created Exams
CO6	To evaluate various reports of the development agencies for the development of the Dalits	E	F	Assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**DALIT LIFE AND SOCIAL POSITION**	**12**	**15**
	1	Historical Formations of Dalit Life – Social Position of Dalits in Varna and Jati System	3	2
	2	Classification and Scheduling of Castes during the Colonial Period	2	3
	3	Concepts and Terminologies (used during): Varna System - Panchamas, Nishadas, Chandalas; Colonial Period – Depressed Castes/Classes, Scheduled Caste, Untouchables; Politically Emerged - Dalits, Bahujan	3	5
	4	Archaeology of Castes – Gopal Guru Phenomenology of Untouchability – Sundar Sarukai	4	5
	Sections from References:			

1. Ghurye, G.S.(2000). *Caste and Race in India*. Bombay: Popular Prakashan
2. Gupta, Dipankar. (Ed.). (1991). *Social Stratification*. Delhi: Oxford University Press
3. Guru, Gopal and Sarukkai, Sundar. (2012). *The Cracked Mirror. A Debate on Experience and Theory.* New Delhi: Oxford University Press.pp. 157-223

II	**DALIT PERSPECTIVES AND DISCOURSES**		**12**	**20**
	5	Emergence of Dalit Discourses and Dalit Historiography: Critique of Indian Historiography	2	2
	6	Non-Brahminic and Anti-Caste Narratives: MSS Pandian, Kancha Ilaiyya	2	5
	7	Emergence of Dalit Literature in India	2	2
	8	Fictions and Auto-biographies – Baby Kamble and M Kunhaman	2	5
	9	Dalit Social Realities of Kerala Society – Experiences of Dalit Christians	2	3
	10	Theorizing/Imagining Kerala Society from a Dalit Standpoint: Dalit Literature in Keralam – Pradeepan Pambirikunnu, Rekha Raj	2	3
	Sections from References: 1. Jangam, C. (2015). Politics of Identity and the Project of Writing History in Postcolonial India: A Dalit Critique. *Economic and Political Weekly*, *50*(40), 63–70. http://www.jstor.org/stable/24482628 2. Pambirikunnu, Pradeepan. (2019). *Eri*. Kottayam: DC Books 3. Prakash Louis. (2007). Dalit Christians: Betrayed by State and Church. *Economic and Political Weekly*, *42*(16), 1410–1414. http://www.jstor.org/stable/4419488 4. Raj, Rekha. (2016). *Dalit Sthree Edapedalukal*. DC, Books 5. Renukumar, M. R., & Jacob K., C. (2018). Writing and Sensibility: Thinking Specifically about Dalit Poetry. *Indian Literature*, *62*(2 (304)), 67–72. https://www.jstor.org/stable/26791872 6. Madhavan, K. S. (2008). "Formation of Dalit Identity In Kerala". *Proceedings of the Indian History Congress*, *69*, 764–770. DOI : http://www.jstor.org/stable/44147239 7. Satyanarayana, K & Tharu, Susie. (2020). "Dalit Writing: An Introduction". In Satyanarayana, K & Tharu, Susie. (2020). *The Exercise of Freedom: An Introduction to Dalit Writing*. Navayana Publishing Ltd: New Delhi. Pp.7-31			
III	**EXPERIENCES AND PERSPECTIVES OF DALIT WOMEN**		**10**	**14**
	11	Theorizing Multiple Oppressions – Intersections of Gender, Class, and Caste	2	2
	12	Atrocities Against the Dalit Women	3	5
	13	Representation and Issues of Visibility: Dalit Feminist Articulations, Critique of Brahminical Patriarchy	3	5
	14	Influences of Panditha Ramabai, Savitribai Phule	2	2
	Sections from References: 1. Mandavkar, Pavan. 2014. "Dalit Literature Movement and Dalit Feminism". In *Research Journal of India*. Vol I, (1).2014 2. Rao, Anupama, (ed). 2003. *Gender and Caste*. New Delhi: Kali for Women, 2003. 3. Rege, Sharmila. 2006. *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonios*. New Delhi: Zubaan 4. *Rege, Sharmila.2013. Towards a Feminist Reclamation of Dr. Bhimrao ramji Ambedkar, in Rege, Sharmila.2013. Against the Madness of Manu. B R Ambedkar's Writings on Brahminical Patriarchy.Navayana Publishing House: New Delhi pp.13-56*			

IV		**DALIT MOBILIZATIONS**	**14**	**21**
	15	Formation of a Dalit Identity and Consciousness: History	2	2
	16	Influences of Ambedkar, Periyar and Ayyankali	3	3
	17	Changing Status of Dalits: Reservation Policies/Programmes, Constitutional/Legal Measures	3	3
	18	National Commissions and Committees on Scheduled Castes	2	2
	19	History of Dalit Movements in India - Dalit Social Transformation During the Pre-independent India – Colonial Interventions	1	3
	20	Major Dalit Movements in Post-independent India	1	3
	21	Electoral Politics and Mobilisation of Dalits	1	2
	22	Resistance and Initiatives of Dalit Women - Grassroot Level Initiatives and Activism	1	3
	Sections from References: 1. Deshpande, G.P. (2002). *Selected Writings of Jyotirao Phule.* New Delhi: Left Word. 2. Gore, M.S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought.* Delhi: Sage. *3.* Gupta, S.K.(1985). *The Scheduled Castes in Modern Indian Politics: Their Emergence as a Political Power.* Delhi: Longman. 4. Kothari, Rajni, ed. (1970). *Caste in Indian Politics*. Hyderabad: Orient Longman. 5. Omvedt, Gail. *Ambedkar: Towards an Enlightened India*. New Delhi: Penguin Books			
V	Open Ended Module: **LEARNING WITH THE COMMUNITIES**		**12**	**10**
	1	Review Essays- Write summaries and reviews of Dalit literary or non-literary texts / Critical Analysis of Reports of various Committees / Commissions and other Development Agencies		
	2	Research / Learning with the Community – Visiting the Dalit communities and collecting narratives from the community members to learn about articulations of Dalit communities regarding the experiences of the historical and contemporary lived realities		
	3	Institution Visits- Institutions such as NGOs, Government Departments, Research & Training Centres, Museums etc, and prepare a report of the major activities and contributions to the causes of Dalit communities		

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Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	1	1	1	3	2	2	1	-	1	-
CO2	3	2	3	1	1	1	-	2	2	-	-	1	-
CO3	3	3	2	2	1	1	-	2	2	-	-	2	1
CO4	-	-	-	3	3	1	-	-	3	-	-	-	-
CO5	-	-	-	-	2	1	3	-	3	-	2	-	2
CO6	3	2	3	-	3	1	3	2	3	1	2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Seminar Presentation/Writing Assignments/ Field Visit Reports
- Internal/Mid-Term Exams
- Group Work
- End Semester Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Group work	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓	✓	✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6		✓	✓	

Course Title	TRIBAL HERITAGE AND DISCOURSES OF KERALAM				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Sociology of Indian society and Social Anthropology of India Basic understanding of the area of Tribal Studies and tribal social realities of India				
Course Summary	This course will enable the student to familiarise themselves with the tribal communities - their cultural heritage, socio-structural formations, nature of Adivasi histories and representations, state interventions, and development discourses in the context of Keralam				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The course enhances the student's understanding of the specificities of tribal communities in Kerala	U	F	Instructor Created Exams, Assignments/Field Study Reports
CO2	The student will have a critical knowledge about the representations of tribes in the discourses and practices of development	An & E	F & C	Critical Reviews/ Seminar Presentations

CO3	The student will be able to analyze the nature and dynamics of the tribal social realities and cultural systems	An	F	Group Work/ Discussions
CO4	The course will enable the student to critically evaluate the dominant constructions about the tribes	An & U	F & C	Review Essays/ Summaries
CO5	The student will develop an insight into the diverse ways in which the tribal communities in Keralam articulate their issues and identities as well as their resistance.	U	F	Field Visit Reports/ Reviews of Adivasi Literature
CO6	The course will impart the knowledge about the issues and challenges faced by the tribal communities in Keralam	U	F	Reviews of Reports/ Field Visit Reports
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**TRIBAL SOCIETY IN KERALAM**		**13**	**22**
	1	Social and Demographic Features of Tribes	1	2
	2	Geographical Distribution of Tribal Communities across the Region of Keralam.	2	3
	3	The Tribal Heritage of Keralam – Nature of Tribal Communities and Identities in Kerala, Cultural Traditions and Belief Systems of Tribes in Keralam	3	5
	4	Status and Representation of Tribal Women in Keralam	2	5
	5	Changing Nature of Tribal Lives – Causes and Impacts	2	2
	6	Accounts of Select Tribes from North, South, and Central Kerala- Mavilan, Cholanaikkan, Paniyan, Oorali Kuruman, Kadar, Irular, Kanikkar	3	5
	Sections from References: 1. Gopinathan, R. (2019). *Keralthinte Gothravarga Paithrukam*, Kerala Bhasha Institute: Thiruvanathapuram			
II	**ADIVASI HISTORIES AND REPRESENTATIONS**		**10**	**10**
	7	Distorted Representations of Adivasi Histories: Nature of Adivasi Histories – The Significance of Oral Histories and Narratives	2	2
	8	Tribes During the Colonization: The History of Resistance- Kurichya Revolt	2	2
	9	Critique of the Representation of Tribes and Mainstream Kerala Historiography	2	2
	10	Emergence of 'Gothra Sahithyam' in the Kerala Literature – Writings of Sukumaran Chaligadha, Narayan	2	2

	11	Adivasi Women's Writings: C K Janu – Adima Makka	2	2
	Sections from References: 1. Chaligadha, Sukumaran. (2023). *Bethimaran*. Kozhikode : Olive Publications 2. Janu, C K. (2023). *Adima Makka*. Kozhikode: RAT Books 3. Raj, Rekha. (2008). "We Need to Build Huts All Over Kerala, Again and Again". (interview of C.K Janu, translated by K.C Bindu), in Susie Tharu and K.Satyanarayana.(Eds.) (2008). *No Alphabet in Sight: New Dalit Writing from South India*, Dossier I: Tamil and Malayalam, New Delhi : Penguin Books, pp. 429-51.			
III	**TRIBES AND SOCIAL STRUCTURAL FORMATIONS OF KERALAM**		**13**	**17**
	12	Social Institutions in the Tribal Communities – Family, Marriage, and Kinship in Tribal Lives	3	5
	13	Influence of the Caste System on Tribal Communities: Intersection of Gender, and Tribe in Kerala Society.	3	2
	14	Tribal Polity and Traditional Power Hierarchies – Their Changing Features	2	2
	15	The Nature of Tribal Religion in Kerala	2	3
	16	Tribal Livelihood Systems, Agriculture and Early Practices of Shifting Cultivation, Bonded Labour System.	3	5
	Sections from References: Kunhman,M. (1985).The Tribal Economy of Kerala: An Intra-Regional Analysis. *Economic and Political Weekly*,20(11)466-447. DOI: http://www.jstor.org/stable/4374180			
IV	**DEVELOPMENT AND STATE – INTERVENTIONS AND DISCOURSES**		**12**	**21**
	17	Tribal Development in Kerala – Major Programmes – An Overview	2	5
	18	A Critique of Representation of Tribes in the Development and Modernity Discourses in the State of Keralam – Situating the Tribes in the 'Kerala Model of Development'	1	2
	19	Major Development Concerns/Issues of Tribal Communities – Social Exclusion/Marginalization, Identity Crisis, Socio-economic Bondage	2	2
	20	The Issues of Landlessness, Displacement, and Rehabilitation in Keralam	3	5
	21	Adivasi Resistance – Emergence of Adivasi Collectives and Organizations: Formation of Adivasi Gothra Mahasabha	1	2
	22	Major Land Agitations of Tribes in Keralam and the Responses of the State towards Adivasi Resistance.	3	5
	Sections from References: 1. Bijoy C R, Assimilating Adivasis: The Kerala Model. DOI :https://www.academia.edu/15639881/Assimilating_Adivasis_The_Kerala_Model. Pp. 1-15			

	2. Steur, Luisa. (2017). *Indigenist Mobilisation: Confronting Electoral Communism and Precarious Livelihoods in Post-Reform Kerala*. NewYork : Berghahn Books 3. K. Ravi Raman. (2002). Breaking New Ground: Adivasi Land Struggle in Kerala. *Economic and Political Weekly*, *37*(10), Pp.916–919.DOI: http://www.jstor.org/stable/4411834 4. Sreekumar, T T & Parayil, Govindan. (2006). Interrogating Development: New Social Movements, Democracy and Indigenous People's Struggles in Kerala. In, Tharamangalam, Joseph. (Ed). Kerala. The Paradoxes of Public Action and Development. New Delhi: Orient Longman. pp.215-256			
V	Open Ended Module: **LEARNING WITH THE COMMUNITIES**		**12**	**10**
	1	**Critical Engagements with the Literary and Non-Literary Representations of Adivasis of Keralam.** Reading the auto-biographies/ other writings emerging from various Adivasi life contexts across Kerala. The student or group has to produce brief analytical review essays based on their learning from the texts. Reviews of representations of Tribes in various multimedia platforms – Cinema, Theatre, Documentaries and Short Films.		
	2	**Research / Learning with the Community** – Students are expected to visit the tribal hamlets or historically significant places relevant to the lives and histories of the tribal communities in Kerala and collect the narratives and oral histories of the communities on selected themes. A field study report should be submitted as a mandatory requirement.		
	3	**Institution/ Field Visits and Report of the Visit** – Tribal Studies and Research Institutes, Training Centres, Project Sites, NGOs, Tribal Museums, and Historical Sites in Kerala		

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2. Bijoy, C R and Ravi Raman,K. (2003).' Muthanga:The Real Story.Adivasi Movement to Recover Land ', Economic and Political Weekly, 3(17):1975-1984
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Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	2	2	1	1	3	1	1	1	3	2	1
CO2	1	-	3	3	-	1	3	1	1	1	-	2	-
CO3	1	-	-	-	-	1	-	2	1	-	-	-	-
CO4	2	-	-	-	1	1	-	1	-	-	3	-	1
CO5	1	3	-	3	-	-	3	3	-	-	1	3	2
CO6	1	3	3	2	2	2	3	3	2	1	1	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Exams / Review Essays/ Summaries/ Field Study Reports
- Group Work/ Discussions/ Seminar Presentations
- Mid-Term/Internal Exams
- Final Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field Study Reports	End Semester Examinations	Group Work/ Discussions/ Seminar
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓		✓	
CO4	✓	✓	✓	✓	✓
CO5	✓	✓		✓	
CO6	✓	✓	✓	✓	✓

Course Title	**POPULATION AND SOCIETY**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4		-	60
Pre-requisites	1. An awareness about the population growth and its impact 2. A general idea about the population of India and Kerala				
Course Summary	This Course explores the dimensions of population growth and its impact on Society. The Course also familiarises with the academic disciplines of Demography and Population Studies,				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe various concepts and ideas of Population and Society	Understand	C	Quiz/ Seminar/Exams
CO2	Explain the structure and dynamics of Population and Society	Analyse	F	Assignment/Exams
CO3	Analyses Development Policies and Programme	Analyse	F	Interaction with Expert / Exams
CO4	Compares the population statistics at the national level and state level with relevant data	Analyse	P	Group Discussion/ Exams
CO5	Develops a critical understanding about impact of population on society	Evaluates	M	Assignment/Exams

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**POPULATION STUDIES**	**9**	**14**
	1	Population Studies, Definition, Nature, Subject matter and Scope of Population Studies	1	2
	2	Demography and Population Studies	1	2
	3	Sources of Population Data: Census	2	2
	4	Sources of Population Data: Vital Statistics	2	2
	5	Sources of Population Data: Sample Survey	1	2
	6	Sources of Population Data: Dual Report System	1	2
	7	Sources of Population Data: Population Registers and International Publications	1	2
	Sections from References: 1. AshaBhende And Tara Kanitkar: Principles Of Population Studies Himalayan Publishing House,Bombay ,1996 2. Ashish Bose: Indian Population 3. Thompson and Lewis: Population Problems 4. M.L.Jhingan , B.K.Bhatt, J.N Desai: Demography			
II		**THEORIES OF POPULATION**	**9**	**15**
	5	Malthusian Theory	3	5
	6	Optimum Population Theory	3	5
	7	Demographic Transition Theory	3	5
	Sections from References: 1. Asha Bhende And Tara Kanitkar: Principles of Population Studies Himalayan Publishing House, Bombay ,1996 2. Clarke J.I: Population Geography 3. Thompson and Lewis: Population Problems			
III		**STRUCTURE, CHARACTERISTICS AND DYNAMICS OF POPULATION**	**21**	**28**
	8	Population Structure and Characteristics: Sex and Age Characteristics	2	2
	9	Age-Sex pyramid	2	2
	10	Marital Status, Education, Occupation, Religion	2	2
	11	Fertility : Definition, Influencing Factors-Biological, Cultural and Social	2	5
	12	Fertility and Fecundity	1	2
	13	Measures of Fertility	2	2
	14	Mortality: Biological, Cultural and Social Factors	2	2
	15	Measures of Mortality	2	2
	16	Infant Mortality	1	2
	17	Mortality and Morbidity	1	2
	18	Migration: Types of Migration- Internal and International, Factors of Migration	2	3
	19	Measures of Migration	2	2

	Sections from References: 1. Asha Bhende And Tara Kanitkar: Principles Of Population Studies ,Himalayan Publishing House, Bombay ,1996 2. Ashish Bose: Indian Population 3. Thompson and Lewis: Population Problems 4. M.L.Jhingan , B.K.Bhatt, J.N Desai: Demography 5. Clarke J.I: Population Geography			
IV	**POPULATION GROWTH, DEVELOPMENT, POLICIES AND PROGRAMMES**		**9**	**13**
	20	Population Growth in India with Special focus on Kerala -Impact on Education, Health, Socio economic development	3	5
	21	Population Policies: Mortality, Fertility and Migration influencing Policies, Pro natalist and Anti-Natalist Policies	3	5
	22	Family Planning and Welfare Programmes in India	3	3
	Sections from References: 1. Agarwal S.N: India's Population Problems 2. Bose A : Patterns Of Population Change In India 3. Mamoria C.B: India's Population Problems 4. Bose A : Patterns Of Population Change In India			
V	Open Ended Module**: EXPLORING POPULATION AND SOCIETY FURTHER**		**12**	**10**
	1	Creates an age sex pyramid based on regional/ local data		
	2	Conducts a Census of the class/regional population		
	3	Develops a presentation on the impact of population growth		
	4	Group discussion on population growth as an advantage or disadvantage		
	5	Discussion on Population policies of India		

Books and References:
1. AshaBhende And Tara Kanitkar: Principles Of Population Studies , Himalayan Publishing House, Bombay ,1996
2. Ashish Bose: Indian Population
3. Thompson and Lewis: Population Problems
4. M.L.Jhingan , B.K.Bhatt, J.N Desai: Demography
5. Agarwal S.N: India's Population Problems
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9. Srivastava S.C: Studies In Demography
10.Mamoria C.B: India's Population Problems

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	2	2	2	3	-	2	-	2	1	-
CO2	2	2	-	1	-	1	1	-	3	-	-	2	-
CO3	3	3	-	3	-	2	-	-	2	-	-	1	-
CO4	2	3	1	1	3	3	-	1	1	-	1	3	-
CO5	2	1	2	-	-	3	2	-	1	-	2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Assignment
- Group Discussions/ Seminar Presentations
- Interaction with experts
- Mid-Term/Internal Exams/Final Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Group Discussions/ Seminar Presentations	Interaction with experts	End Semester Exams
CO1	✓		✓		✓
CO2	✓	✓			✓
CO3	✓			✓	✓
CO4	✓		✓		✓
CO5	✓				✓
CO6	✓	✓			✓

Course Title	**SOCIAL GERONTOLOGY**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge about gerontology and ageing				
Course Summary	This course offers a comprehensive knowledge on the sociological aspects of ageing, focusing on the social, cultural, and structural factors that influence the experience of growing older				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will have a clear understanding on the various aspects of Ageing and its Social construction	U	C	Instructor-created exams / Quiz
CO2	Students will be able to identify the research lacunae and therefore will be able to apply	Ap	P	Instructor-created exams /

	their own perspectives to further enhance the existing theoretical perspectives			Home Assignments
CO3	Students will be able to comprehend the Intergenerational Solidarity Challenges and hence there is scope for further analysis on the issues prevailing	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Students will synthesize the gained Knowledge and their own life experiences to create a better life for the elderly	C	C	Instructor-created exams / Home Assignments
CO5	The course would enhance the students to evaluate on the existing limitations of underutilized opportunities in the field of Social gerontology	Ap	P	One Minute Reflection Writing assignments
CO6	Will guide students to Create and critically analyse real life situations	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**INTRODUCTION TO SOCIAL GERONTOLOGY**		**10**	**15**
	1	Definition, Nature, Scope of Social gerontology	2	5
	2	Historical Moorings	2	2
	3	Concepts-Age and Ageing-Types, Ageism, Age Identity, Age discrimination, Age Stereotypes	2	3
	4	Senescence, Geronticide, ADL, QoL, Empty Nest Syndrome	2	3
	5	Demographic Profile- Regional, National and Global Scenario	2	2
	Sections from References: Fundamentals of Gerontology: Krishnanand Sanwal Ageing Societies: SaraHarper			
II	**THEORETICAL BACKGROUND**		**10**	**25**
	6	Biological Theories- Wear and tear, Mutation and Decline Energy Theory	2	5
	7	Psychological Theories –Theory of Loneliness and Isolation	2	5
	8	Sociological Theories of Ageing-Disengagement and Activity	2	5
	9	Life Course Perspective-Personological and Institutional paradigm	2	5
	10	Epidemiology of Ageing-Disablement process, Bio-psychosocial model	2	5
	Sections from References: Social gerontology: Dale Danneffer			
III	**SOCIAL GERONTOLOGY AND RESEARCH**		**20**	**20**
	9	Research methods in ageing studies	2	2

	10	Ethical Considerations in Ageing research	3	2
	11	Longitudinal and Cross-sectional studies	2	2
	12	Qualitative, Quantitative, Mixed	2	2
	13	Case Study and Ethnographic Studies	3	3
	14	Emerging Model Organisms, High –throughput methodologies, Single-Cell sequencing technology	3	3
	15	Machine driven Approaches.	1	2
	16	Comprehensive geriatric assessment	1	2
	17	Researching Death, Dying and Bereavement	3	2
	Sections from References: https://creative commons.org/licenses/by/4.0 Erica Borgstorm and Julie Ellis (2017) Introduction :researching death , dying and bereavement,Mortality,22:2,93-104			
IV	**SOCIAL ASPECTS OF AGEING**		**8**	**10**
	18	Family and Intergenerational relationships- Changing trends in Care Giving, Grandparenthood Significance	2	2
	19	Retirement and leisure, Transition to retirement	2	2
	20	Ageing and Work	2	2
	21	Care and Coping Mechanisms-Formal/informal care, Targeted models	1	2
	22	Institutional and Non-institutional support system	1	2
	Sections from References: Ageing Societies : Sarah Harper Harper, S. (2005). Ageing Societies (1st Ed.). Routledge. https://doi.org/10.4324/9780203783696 Dale Dannefer, Chris Phillipson The sage handbook of Social Gerontology, Sage Publications, London, 2010, ISBN 13:9781412934640			
V	Open Ended Module: **UNDERSTANDING GERIATRICS**		**12**	**10**
	1 2	A mini project on cultural representations of Ageing/palliative and hospice care Field visit to a Senior Living Community and report submission of the visit		

Books and References:

Phillipson ,C & Dannefer,D.(2010). The Sage Handbook of Social Gerontology ,Sage Publications Ltd

Carr, D. (2017). The Cambridge Handbook of Age and Ageing. Cambridge University Press.

Moody, H. R. (2020). Aging: Concepts and Controversies. Sage Publications.

Quadagno, J. (2018). Aging and the Life Course: An Introduction to Social Gerontology. McGraw-Hill Education.

Settersten, R. A., & Angel, J. L. (2017). Handbook of Sociology of Aging. Springer.

Thompson, E. H., & Thompson, R. A. (2019). The Handbook of Aging and Cognition. Psychology Press.

Vincent, J. A., & Phillipson, C. (2019). The Palgrave Handbook of the Philosophy of Aging. Palgrave Macmillan.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	1	1	2	3	-	1	-	2	3	-
CO2	1	2	-	-	-	1	2	-	2	-	1	2	-
CO3	1	1	1	1	1	-	-	-	1	-	-	2	-
CO4	2	1	1	2	-	1	1	-	3	-	-	1	-
CO5	-	-	1	1	-	1	2	-	3	-	-	2	-
CO6	3	1	1	1	3	1	1	-	2	-	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar /Viva Voce
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Quiz	End Semester Examinations	Viva Voce
CO1	✓			✓	
CO2	✓	✓	✓	✓	
CO3	✓			✓	✓
CO4		✓		✓	
CO5		✓		✓	
CO6			✓		✓

Course Title	SOCIOLOGY OF AGING AND OLD AGE HOME MANAGEMENT				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. A foundational understanding of sociology or social sciences. 2. A background in gerontology or aging studies. 3. Basic Knowledge in management.				
Course Summary	This course explores the principles and practices involved in managing old age homes. explore the multifaceted aspects of aging. examining societal influences, individual experiences, and the management of facilities catering to the elderly.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Define key terms related to aging, gerontology, and old age home management.	U	F	Exams/Assignments
CO2	Analyse the societal impact of an aging population on various institutions and systems	An	C	Group Work
CO3	Develop strategies for effective old age home management, considering the diverse needs and preferences of residents.	An	P	Group Discussions / Seminar Presentations
CO4	Analyse the ethical considerations involved in the management of old age homes, considering issues such as autonomy, dignity, and quality of life for residents.	An	P	Assignments
CO5	Assess the impact of societal attitudes and stereotypes on the experiences of older and propose strategies for promoting positive aging.	E	M	Field Visit Reports / Critical Reviews of Reports
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO SOCIOLOGY OF AGING**	**12**	**15**
	1	Gerontology- Definition, concept, History, importance, and scope	1	2
	2	Demographics of Aging, Characteristics of old age. Myths and stereotypes about aging.	2	2
	3	Theoretical perspectives on aging (functionalist, conflict, symbolic interactionist)	3	3
	4	Social-Role Theory, Social stratification theory, and Indian Theory of Ashrama Dharmas.	2	3
	5	Psychosocial theories- Erikson, Buhler and Jung's Theory, Levinson's Theory.	3	3
	6	Social construction of aging and ageism	1	2
	Sections from References: 1. Ajay Kumar sahoo, Gavin and Irudaya Rajan (ed), (2009) Sociology of Ageing A Reader, Rawat Publications, New Delhi 2. Sarah Harper,(2006), Ageing Societies: Myths, Challenges and Opportunities, Hodder Arnold, New Delhi 3. Krishnanand Sanwal,(2008) Fundamentals of Gerontology, Akansha Publishing , New Delhi			

	4. "The Study of Aging: A Historical Overview" by Vern L. Bengtson and K. Warner Schaie 5. "Gerontology: Perspectives and Issues" by Janet M. Wilmoth and Kenneth Ferraro 6. "Aging: Concepts and Controversies" by Harry R. Moody and Jennifer R. Sasser 7. "The Aging Population" by Richard A. Settersten Jr. and Jacqueline L. Angel 8. "Myths of Aging" by Steven M. Albert 9. "Aging, Society, and the Life Course" by Leslie A. Morgan and Suzanne R. Kunkel 10. "Theoretical Perspectives on Aging and the Life Course" by Tammy L. Henderson and Rebecca L. Utz 11. "The Indian Theory of Dharmas: Global and Local Perspectives" edited by Priyadarshi Patnaik and Francis X. Clooney 12. "Age, Class, Politics, and the Welfare State" by Keith Gildart, Anne Hardy, and Janette Webb 13. "The Life Cycle Completed" by Erik H. Erikson			
II	**SOCIAL STRUCTURE AND AGING**		**12**	**20**
	7	Social roles and expectations in later life	1	2
	8	Impact of gender, race, and class on aging experiences	2	3
	9	Family relationships in later life- sibling, grandparent-grandchild, Intergenerational relationships	3	5
	10	Religiosity in old age, the empty nest syndrome, - Perspectives on death and dying	3	5
	11	Issues in family support and caregiving.	1	2
	12	Social networks and support systems for the elderly	2	3
	Sections from References: 1. Ajay Kumar sahoo, Gavin and Irudaya Rajan (ed), (2009) Sociology of Ageing A Reader, Rawat Publications, New Delhi 2. Sarah Harper,(2006), Ageing Societies: Myths, Challenges and Opportunities, Hodder Arnold, New Delhi 3. Krishnanand Sanwal,(2008) Fundamentals of Gerontology, Akansha Publishing , New Delhi 4. James M H and Robert F A (ed) (2003), Care of the aged: Bio medical ethics reviews , Human Press Totowa. 5. John B & Shelin (ed), (2003), Ageing in society , sage New Delhi 6. Leslie M and Suzanne K (2001), Ageing the social context, Pine Forge Press, New Delhi.			
III	**AGING AND HEALTH**		**10**	**15**
	13	Biological and psychological aspects of aging	3	5
	14	Social determinants of health in old age	3	5
	15	Access to healthcare and healthcare disparities	2	3
	16	Public policies and aging	2	2
	Sections from References: 1. Carstensen, L. L. (2006). The influence of a sense of time on human development. Science, 312(5782), 1913-1915. 2. Rowe, J. W., & Kahn, R. L. (1997). Successful aging. The Gerontologist, 37(4), 433-440. 3. Baltes, P. B., & Baltes, M. M. (1990). Psychological perspectives on successful aging: The model of selective optimization with compensation. In			

	P. B. Baltes & M. M. Baltes (Eds.), Successful Aging: Perspectives from the Behavioral Sciences (pp. 1-34). Cambridge University Press. 4. Berkman, L. F., & Kawachi, I. (Eds.). (2000). Social epidemiology. Oxford University Press. 5. Adler, N. E., Boyce, T., Chesney, M. A., Cohen, S., Folkman, S., Kahn, R. L., & Syme, S. L. (1994). Socioeconomic status and health: The challenge of the gradient. American Psychologist, 49(1), 15-24. 6. Williams, D. R., & Mohammed, S. A. (2009). Discrimination and racial disparities in health: evidence and needed research. Journal of Behavioral Medicine, 32(1), 20-47. 7. Agency for Healthcare Research and Quality. (2020). National Healthcare Quality and Disparities Report. Rockville, MD: Agency for Healthcare Research and Quality. 8. Public policies and aging: Quadagno, J. (2011). Aging and the Life Course: An Introduction to Social Gerontology. McGraw-Hill Education.		
IV	**OLD AGE HOME MANAGEMENT**		**14**	**20**
	17	Elderly care and management- knowledge and skills essential for old age care	3	5
	18	Historical development of old age homes	2	2
	19	Types of old age homes and their organizational structures	2	2
	20	Staffing and personnel management in old age homes	2	3
	21	Legal and ethical considerations in old age home management	2	3
	22	Health and Wellness Programs Social and Recreational Activities in old age home management	3	5
	Sections from References: 1. Williams, A., & McIlfatrick, S. (2017). Nursing the older person: An essential guide for nurses and healthcare professionals. Routledge. 2. Chaloff, J., & Dalziel, R. (2015). Caring for the Older Adult: A Health Promotion Perspective. Jones & Bartlett Learning. 3. Kastenbaum, R. (2016). The psychology of death. Springer Publishing Company. 4. Estes, C. L. (2001). The social construction of old age as a problem. In M. G. Cole, D. Van Tassel, & R. Kastenbaum (Eds.), Handbook of Social Gerontology: Societal Aspects of Aging (pp. 275-288). Springer. 5. Phillipson, C., & Scharf, T. (2005). The meanings of age: Selected papers of Alan Walker. Policy Press. 6. Lawton, M. P. (1991). A multidimensional view of quality of life in frail elders. In J. E. Birren, J. E. Lubben, J. C. Rowe, & D. E. Deutchman (Eds.), The Concept and Measurement of Quality of Life in the Frail Elderly (pp. 3-27). Academic Press. 7. Burgio, L. D., Engel, B. T., Hawkins, A., & McCormick, K. (1990). The administration of the Staff Stress Inventory to nursing home aides. The Gerontologist, 30(2), 285-288.			
V	Open Ended Module: **INNOVATIONS AND CHALLENGES IN OLD AGE HOME MANAGEMENT**		**12**	**10**
	Community involvement and outreach programs Visit old age home: Prepare assignment and conduct discussion on topics like Addressing loneliness and isolation or Technology and innovation in elderly care or best practice in old age management			

Books and References:

1. "Jung's Theory of Personality: A Modern Reappraisal" by Anthony Stevens
2. "The Seasons of a Man's Life" by Daniel J. Levinson
3. "Ageism: Stereotyping and Prejudice against Older Persons" by Todd D. Nelson
4. "The Social Construction of Reality" by Peter L. Berger and Thomas Luckmann
5. "Images of Aging: Cultural Representations of Later Life" by Mike Featherstone and Andrew Wernick
6. Zimmerman, S., Sloane, P. D., & Eckert, J. K. (2001). Staff perceptions of their involvement in nursing home culture change. The Gerontologist, 41(2), 184-202.
7. Phillips, J., & Hardy, C. (2002). Discourse analysis: Investigating processes of social construction. Sage.
8. Solomon, M. Z., O'Donnell, L., Jennings, B., Guilfoy, V., & Wolf, S. M. (1993). Decisions near the end of life: Professional views on life-sustaining treatments. American Journal of Public Health, 83(1), 14-23
9. Pressman, S. D., & Cohen, S. (2005). Does positive affect influence health?. Psychological Bulletin, 131(6), 925-971.
10. Jarrott, S. E., & Bruno, K. (2003). A positive note: Exploring the effects of music on quality of life and depression in older adults. Activities, Adaptation & Aging, 27(3-4), 45-53.

ADDITIONAL READINGS

11. Estes, C. L., & Linkins, K. W. (2009). The political economy of aging: A theoretical framework for analyzing contemporary global trends. In R. G. Swartz & S. I. S. Tomioka (Eds.), International Handbook of Population Aging (pp. 43-60). Springer.
12. Micheal R R (1991), Evolutionary Biology of Age, OUP , New York
13. Phoebe S L & Irudaya Rajan (ed)(2005), an Ageing India , Perspective, Prospects and Policies, Rawat publications, New Delhi
14. Bose A B (2006), Social Security for the old : Myth and Reality, Concept Publishing Company, New Delhi
15. Harry R M , (1994), Ageing : Concepts and Controversies, Pine Forge Press, New Delhi

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	-	2	-	2	3	3	2	-	3	-	-
CO2	-	2	-	2	2	-	-	-	1	-	-	-	-
CO3	-	-	3	3	3	-	-	-	1	-	-	-	-
CO4	1	-	3	2	1	1	3	2	1	-	-	-	-
CO5	1	3	-	-	-	2	3	2	2	1	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group Discussions / Seminar Presentations
- Assignments / Field Study Reports/ Review Essays
- Internal/Mid Semester Exams
- End Semester Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Group discussion	End Semester Examinations	Field Study Reports
CO1	✓			✓	
CO2	✓		✓	✓	✓
CO3	✓	✓		✓	
CO4		✓	✓		✓
CO5	✓	✓		✓	
CO6	✓	✓		✓	✓

Course Title	**PALLIATIVE CARE AND COMMUNITY ENGAGEMENT**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General knowledge about Sociology of Palliative Care				
Course Summary	Palliative care is specialized medical care for people living with a serious illness, focusing on providing relief from the symptoms and stress of the illness. It aims to improve quality of life for both the patient and their family, addressing physical, emotional, and spiritual needs. It can be provided alongside curative treatment or as the main focus of care				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify different ways of community participation for palliative care	U	C	Expert interaction
CO2	Develop familiarity with various aspects related to palliative care	U	C	Assignment
CO3	Demonstrate awareness about the health scenario and the need for palliative care	U	F	Assignment, seminar, Quiz
CO4	Comprehend the practice of palliative care and community engagement	U	M	Group discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**HEALTH AND SOCIETY**	**8**	**11**
	1	Definition and Indicators of Health	2	2
	2	Definition and Types of Disease	2	3
	3	Role of Culture in Health and Disease	2	3
	4	Role of Family in Health and Disease	2	3
	1. "Oxford Textbook of Palliative Medicine" edited by Nathan Cherny, Marie Fallon, Stein Kaasa, et al.			
II		**HEALTH CARE IN KERALA**	**8**	**13**
	5	Health Scenario and Specific Health problems in Kerala	3	5
	6	State Health Care Services	2	3
	7	Programmes and Policies for Health Care in Kerala	3	5
	Sections from References: 2. "Textbook of Palliative Medicine and Supportive Care" edited by Eduardo Bruera, Irene Higginson, Charles von Gunten, et al. 3. "Palliative Care Nursing: Quality Care to the End of Life" by Marianne Matzo and Deborah Witt Sherman.			
III		**COMMUNITY PARTICIPATION IN HEALTH CARE**	**14**	**20**
	8	Role of Community in Health Care	2	3
	9	Meaning and Definition of Hospice and Palliative Care	2	2
	10	History of Palliative Care	2	5
	11	Indian initiatives in Palliative Care	2	2
	12	Origin and Development of Palliative Care in Kerala	2	3
	13	Theory and practice of Palliative Care in Kerala	2	2
	14	Importance of Palliative Care in Kerala	2	3
	Sections from References: The Palliative Approach: A Resource for Healthcare Workers" by Susan Boddy and Rosalie Hudson			
IV		**EXECUTION OF PALLIATIVE CARE**	**18**	**26**
	15	Identifying the Beneficiaries of Palliative Care	2	2
	16	Doctors and Nurses in Palliative Care	2	2
	17	Crucial role played by Palliative Care Volunteers	2	5
	18	Problems and Responsibilities of Family Caregivers	3	5
	19	Institution based Palliative care	2	2
	20	Home care services by Palliative care clinics	2	3
	21	Social and Psychological Support by Palliative Care	3	5
	22	Dying with Dignity – Key Concept in Palliative Care	2	2
	Sections from References: "Palliative Care: Core Skills and Clinical Competencies" by Linda L. Emanuel, S. Lawrence Librach, and Eduardo Bruera.			
V	Open Ended Module: **SOCIAL SIGNIFICANCE OF PALLIATIVE CARE**		**9**	**5**
	Join SIPC Conducting Home Care visits Case Studies/Internship			

Books and References:
1. Temel, J. S., Greer, J. A., Muzikansky, A., Gallagher, E. R., Admane, S., Jackson, V. A., ... & Lynch, T. J. (2010). Early palliative care for patients with metastatic non-small-cell lung cancer. New England Journal of Medicine, 363(8), 733-742.
2. Bakitas, M., Lyons, K. D., Hegel, M. T., Balan, S., Brokaw, F. C., Seville, J., ... & Ahles, T. A. (2009). Effects of a palliative care intervention on clinical outcomes in patients with advanced cancer: the Project ENABLE II randomized controlled trial. Jama, 302(7), 741-749.
3. Higginson, I. J., & Evans, C. J. (2010). What is the evidence that palliative care teams improve outcomes for cancer patients and their families? Cancer Journal, 16(5), 423-435.
4. National Consensus Project for Quality Palliative Care. (2018). Clinical Practice Guidelines for Quality Palliative Care, 4th edition.
5. Morrison, R. S., & Meier, D. E. (2004). Clinical practice. Palliative care. New England Journal of Medicine, 350(25), 2582-2590.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	3	2	3	-	3	-	-	2	-
CO 2	3	2	-	3	-	-	1	-	-	-	-	-	-
CO 3	3	2	-	3	-	-	1	3	-	-	-	-	-
CO 4	2	2	2	2	2	2	1	2	2	-	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Internal / Final Exams

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Assignment	Seminar	Mid-term exam	Final exam
CO 1		✓		✓	✓	✓
CO 2			✓		✓	✓
CO 3	✓		✓		✓	✓
CO 4		✓			✓	✓

ELECTIVE COURSES IN SOCIOLOGY WITH NO SPECIALISATION

SEMESTER	ELECTIVE COURSES
V (Level 300-399)	➢ SOC5EJ305 Sociology of Health ➢ SOC5EJ306 Sociology of Food ➢ SOC5EJ307 Social Movements in India
VI (Level 300-399)	➢ SOC6EJ305 Sociology of Religion ➢ SOC6EJ306 Sociology of Minority ➢ SOC6EJ307 Colonisation and Decolonisation : Emerging Discourses
VIII (Level 400-499)	➢ SOC8EJ401 Sociology of Marginalised Sections ➢ SOC8EJ402 Sociology of Work and Industrial Life ➢ SOC8EJ403 Science, Technology and Society ➢ SOC8EJ404 Sociology of Tribes in India

Course Title	SOCIOLOGY OF HEALTH				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Familiarity with basic sociological theories, understanding of health systems, ability to critically evaluate the health issues in a broader social environment.				
Course Summary	The Sociology of Health course offers an in-depth exploration of health through a sociological lens, analyzing the historical development, theoretical perspectives, and the multifaceted impact of social determinants like class, caste, and gender on health and healthcare systems. It also critically examines contemporary issues, including the influence of technology and environmental factors on health, ethical considerations in healthcare, and encourages hands-on learning through community health assessments or observations of healthcare system operations.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the basic concepts, historical development, and the role of social determinants in health.	U	C	Semester exam/ Instructor-created exams / Quiz
CO2	Examine the relevance of various sociological theories in the context of health-related issues and policy formation.	An	C	Semester exam/ Practical Assignment / Observation of Practical Skills

CO3	Interpret the intricate interplay between health and social stratification, focusing on how gender, race, class, and caste influence health disparities and the effects of globalization and privatization.	Ap	C	Semester exam/ Seminar Presentation / Group Tutorial Work
CO4	Identify current challenges in the health sector, such as pandemics, environmental impacts on health, and ethical dilemmas, and assess global and local response strategies.	U	C	Semester exam/ Instructor-created exams / Home Assignments
CO5	Use theoretical knowledge of public health to real-world settings by engaging in community health assessments and healthcare system comparisons.	Ap	P	Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCING SOCIOLOGY OF HEALTH**	**12**	**21**
	1	Sociology of Health: Definition, Dimensions and Scope-	2	3
	2	Historical development of Sociology of Health	2	3
	3	Social Determinants of Health and Health Seeking Behaviour: Class, caste, education, gender, environment.	2	5
	4	Models of Health: Biomedical and Biopsychosocial models	2	2
	5	Health Care Systems and Medical Pluralism: Allopathy, traditional, alternative, complementary and indigenous medical practices	2	5
	6	Health Literacy and Communication: Promotion of health education and role of digital media	2	3
	Sections from References: 1. Cockerham, W. C. (2017). *Sociology of Health, Healing, and Illness*. Routledge. 2. Conrad, P. (2007). *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Johns Hopkins University Press. 3. Marmot, M., & Wilkinson, R. G. (2006). *Social Determinants of Health*. Oxford University Press. 4. Engel, G. L. (1977). "The Need for a New Medical Model: A Challenge for Biomedicine." *Science*. 5. Baer, H. A., Singer, M., & Susser, I. (2003). *Medical Anthropology and the World System*. Praeger. 6. Nutbeam, D. (2008). "The evolving concept of health literacy." *Social Science & Medicine*.			

II	**THEORETICAL PERSPECTIVES IN SOCIOLOGY OF HEALTH**		**11**	**15**
	7	Functionalism- Parsons and the Sick Role	2	3
	8	Conflict Perspective-Friedson	2	3
	9	Power and Medicine – Foucault	3	3
	10	Health as a Social Construction- Irving Kenneth Zola	2	3
	11	Symbolic Interactionism in Health: Erving Goffman	2	3
	Sections from References: 1. Parsons, T. (1951). *The Social System*. Free Press. (Chapter on the Sick Role) 2. Friedson, E. (1970). *Profession of Medicine: A Study of the Sociology of Applied Knowledge*. Harper & Row. 3. Foucault, M. (1973). *The Birth of the Clinic: An Archaeology of Medical Perception*. Pantheon Books. 4. Zola, I. K. (1972). "Medicine as an Institution of Social Control." *Sociological Review*.			
III	**HEALTH AND INEQUALITY IN THE INDIAN CONTEXT**		**12**	**16**
	12	Health and social stratification: Gender, caste and class disparities in health.	2	2
	13	Healthcare facilities in developed and developing countries: Infrastructure and access to health services	2	2
	14	Health care in India- India's Health Profile, Healthcare Infrastructure and Health Policies	3	5
	15	Healthcare facilities in Kerala: Health indicators and initiatives in Kerala	3	5
	16	Comparison of Kerala health indicators with national level	2	2
	Sections from References: 1. Wilkinson, R., & Marmot, M. (2003). *Social Determinants of Health: The Solid Facts*. World Health Organization. 2. Mackintosh, M., & Koivusalo, M. (Eds.). (2005). *Commercialization of Health Care: Global and Local Dynamics and Policy Responses*. Palgrave Macmillan. 3. Balarajan, Y., Selvaraj, S., & Subramanian, S. V. (2011). "Health care and equity in India." *The Lancet*. 4. Kutty, V. R. (2000). "Historical analysis of the development of health care facilities in Kerala State, India." *Health Policy and Planning*. 5. Kannan, K. P., Thankappan, K. R., Ramankutty, V., & Aravindan, K. P. (1991). "Health and development in rural Kerala: A study of the linkages between socio-economic status and health status." *Indian Journal of Social Work*.			
IV	**HEALTH SECTOR: ISSUES AND CHALLENGES**		**13**	**18**
	17	Mental Health and Stigmatization: Access to mental healthcare, and the impact of societal attitudes on mental health outcomes	2	3

	18	Pandemics, health crises, and international responses- Role of WHO	2	3
	19	Healthcare and Technology: Impact of technological advancements, globalization and Emerging Health trends	2	3
	20	Human Health and the Natural Environment: The Impact of Climate Change on Health..	2	3
	21	Ethical Issues in Health care: Patient autonomy, End of Life care, Professional Boundaries, Medical Research	2	3
	22	Innovations in Health: telemedicine, digital health records, and AI in diagnostics and treatment	2	3
	Sections from References: 1. Corrigan, P. W. (2004). *How Stigma Interferes With Mental Health Care*. American Psychologist. 2. Garrett, L. (2000). *Betrayal of Trust: The Collapse of Global Public Health*. Hyperion. 3. Meskó, B., Drobni, Z., Bényei, É., Gergely, B., & Győrffy, Z. (2017). *Digital Health 2030: The Essential Roadmap to the Future of Healthcare*. Self-Published. 4. McMichael, A. J. (2003). *Climate Change and Human Health: Risks and Responses*. World Health Organization. 5. Beauchamp, T. L., & Childress, J. F. (2013). *Principles of Biomedical Ethics*. Oxford University Press. 6. Topol, E. (2019). *Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again*. Basic Books.			
V	Open Ended Module: **EXPERIENTIAL LEARNING IN PUBLIC HEALTH**		**12**	**10**
	Community Health Assessments: Students can collaborate with local public health departments or community health organizations to conduct health assessments. This would involve gathering and analyzing data on social determinants of health within a community, such as economic status, education levels, and environmental factors. Or Healthcare System Comparisons: Students can visit different healthcare facilities (like hospitals, clinics, alternative medicine centres) and volunteer by providing support to the patients/staff and observe their operations.			

Books and References

1. Acharya, Sanghmitra S. 2018. Health Equity in India: An Examination Through the Lens of Social Exclusion. *Journal of Social Inclusion Studies.* Vol. 4, No. 1 pp. 104-130.
2. Albrecht, Gary L. and Fitzpatrick, R. (1994). Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.
3. Albrecht, Gary L. (1944). Advances in medical sociology Mumbai: Jai Press.
4. Coe, Rodney M. (1970). Sociology of medicine. New York: McGraw Hill.
5. Cockerham, W. C. (2017). *Medical sociology* (Fourteenth edition). Routledge, Taylor & Francis Group.

6. Cockerham, William C. (1997). Readings in medical sociology. New Jersey: Prentice Hall.
7. Conrad, Peter et al. (2000). Handbook of medical sociology, New Jersey: Prentice Hall.
8. Foucault, Michel. 2003/1976. *The Birth of the Clinic: An Archaeology of Medical Perception* (translated from the French by A.M. Sheridan). London: Routledge.
9. George, Mathew. 2015. Viewpoint: Re-instating a 'public health' system under universal health care in India. *Journal of Public Health Policy*. Vol. 36 pp. 15-23. DOI: 10.1057/jphp.20i4.37
10. Harrison, Mark. 2015. A Global Perspective: Reframing the History of Health, Medicine, and Disease. *Bulletin of the History of Medicine.* Vol. 89, No.4, pp. 639-689.
11. Kumar, Chandan and Ravi Prakash. 2011. Public-Private Dichotomy in Utilization of Health Care Services in India. *Consilience*, No. 5 (2011), pp. 25-52.
12. Ma, Sai and Neeraj Sood. 2008. *A Comparison of the Health Systems in India and China* (Occasional Paper). RAND Corporation. (Chapter on policy levers)
13. Mathur, Kanchan. 2008. Gender Hierarchies and Inequalities: Taking Stock of Women's Sexual and Reproductive Health. *Economic and Political Weekly,* Vol. 43, No. 49 (Dec. 6-12, 2008), pp. 54-61.
14. Planning Commission, Government of India: Five Year Plans. Planningcommission.nic.in
15. Venkataratnam, R. (1979). Medical sociology in an Indian setting, Madras: Macmillan.
16. Rao, Mohan. (1999). Disinvesting in health: The World Bank's prescription for health New Delhi: Sage. Sociology 97.
17. Reading, Joshua P. 2010. Who's Responsible for This? The Globalization of Healthcare in Developing Countries. *Indiana Journal of Global Legal Studies*, Vol. 17, No. 2 (Summer 2010), pp. 367-387.
18. Schwatz, Howard. (1994). Dominant issues in medical sociology. New York: McGraw Hill.
19. Scrambler, Graham and Paul Higgs. (1998). Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.
20. World Health Organization. 1978. *Declaration of Alma-Ata: International Conference on Primary Health Care.* Alma-Ata, USSR.
21. Zola, I. K. (1972). Medicine as an Institution of Social Control. The Sociological Review, 20(4), 487-504. https://doi.org/10.1111/j.1467-954X.1972.tb00220.x

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3	-	-	-	2	-	-
CO2	3	-	3	2	-	2	3	-	-	-	-	-	-
CO3	3	-	3	3	-	3	3	-	-	-	-	-	-
CO4	2	2	2	3	-	3	2	-	-	-	-	-	-
CO5	2	2	3	3	3	3	3	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar /Discussion	End Semester Examinations
CO1	✓			✓
CO2	✓	✓	✓	✓
CO3	✓			✓
CO4	✓		✓	✓
CO5	✓	✓		✓

Course Title	**SOCIOLOGY OF FOOD**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic idea about various dimensions related to food				
Course Summary	This course examines the Sociological aspects of Food and Eating- different dimensions of food production, distribution and consumption.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the role of food in society and sociological perspectives on food	U	F	Assignment
CO2	Identify the relations between and social roles	U	C	Assignment/ Seminar
CO3	Analyse the impact of globalization on food.	A	P	Field Visit
CO4	Explain the role of National food policy in Indian and Kerala context.	U	P	Project/class discussions
CO5	Explore the cultural significance of food practices and traditions.	U	P	Films, documentaries, culinary shows
CO6	Explore the relationship between food, caste, religion, and gender.	U	M	Assignment /class discussions

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO THE SOCIOLOGY OF FOOD**	**13**	**22**
	1	Defining food as a Sociological Phenomenon.	1	2
	2	Historical Evolution of eating practices	2	3
	3	Food traditions and social system	1	2
	4	Basic concepts on the sociology of Food: Foodways, diet, dietary practices, culinary, eateries, eating-out, take-aways, food taboos.	3	5
	5	Theoretical approaches to food studies: Functionalist and Marxist	3	5
	6	Theoretical approaches to food studies: Structuralist & Feminist	3	5
	Sections from References: • Counihan, Carole, and Penny Van Esterik, eds. Food and Culture: a Reader. Routledge. • Levi-Strauss, Claude. The Raw and the Cooked: Introduction to a Science of Mythology. University of Chicago Press, 1983.			
II		**IDENTITY, POWER AND FOOD**	**13**	**20**
	7	Food and gender relations	3	5
	8	Food and social identity	1	2
	9	Caste, dietary practices, and social exclusion	2	3
	10	Food restrictions - Meatarianism - Vegetarianism	1	2
	11	Power dynamics and food practices	2	2
	12	Changing life style and food culture	2	3
	13	Fast food and cultural globalization in India	2	3
	Sections from References: Mintz, Sidney W. Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past. Beacon Press. Ray, Krishnendu. The Migrant's Table: Meals and Memories in Bengali-American Households. Temple University Press, sections on food practices among Indian immigrants.			
III		**FOOD AND INDIAN SOCIETY**	**14**	**19**
	14	Social and historical context on Indian cuisine - Persian and Mughal influences, colonial impacts.	3	5
	15	Social and cultural dimensions of Indian food traditions: Indigenous and caste practices	3	5
	16	Regional cuisines and their socio-cultural contexts.	3	3
	17	Food in religious rituals and festivals	3	3
	18	Media, advertising, and food culture in India	2	3
	Sections from References: Achaya, K.T. *Indian Food: A Historical Companion*. Oxford University Press. Appadurai, Arjun. *How to Make a National Cuisine: Cookbooks in Contemporary India.* Comparative Studies in Society and History.			
IV		**FOOD CULTURE AND KERALAM**	**8**	**9**
	19	Dietary practices and social hierarchy	2	2

	20	Political ideologies and food culture	2	2
	21	Migration, diaspora, and the global spread of Keralite cuisine	2	3
	22	Middle class and changing food practices	2	2
	Sections from References: Osella, Filippo, and Caroline Osella. Social Mobility in Kerala: Modernity and Identity in Conflict. Pluto Press Devika, J. Eating Fish and Becoming Christian: Caste, Gender and Politics of Identity in Kerala. Anthropology Today			
V	Open Ended Module: **EXPERIENCING THE FOOD CULTURE**		**12**	**10**
	• Research project on a topic related to the sociology of food. • Documentary films on Indian/Kerala food practices/traditions/ culture • Films, documentaries, and culinary shows focusing on Kerala's / region-based food culture. • Field trips to local farms, markets, and food processing units Assessment: • Participation in class discussions • Reflective essays on selected readings • Seminar presentations			

Books and References:

1. Raj, R. Lekshmi. *Globalization and the Keralite Cuisine: An Inquiry into the New Culinary Culture in Kerala*. South Asian Popular Culture.
2. Ray, Krishnendu. *The Ethnic Restaurateur*. (Sections on Indian cuisine abroad), Bloomsbury Academic, focusing on implications for Keralite cuisine.
3. Chaudhuri, Supriya and Chatterjee, Rimi B. The Wrtier's Feast: Food and the Culture of Representations. New Delhi: Orient Blackswan.
4. Douglas, Mary. Purity and Danger: An Analysis of Concepts of Pollution and Taboo. Routledge, 2002.
5. Colleen Taylor Sen. Feasts and Fasts: A History of Food in India. New Delhi: Speaking Tigor.
6. *Curried Cultures: Globalization, Food, and South Asia* edited by Krishnendu Ray and Tulasi Srinivas
7. Patel, Raj. *Stuffed and Starved: The Hidden Battle for the World Food System*. Melville House, latest edition.
8. Nestle, Marion. *Food Politics: How the Food Industry Influences Nutrition and Health*. University of California Press, latest edition.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	2	2	1	1	-	2	2	-	1	1	-
CO2	2	-	-	2	3	1	-	3	-	-	3	2	-
CO3	1	-	-	1	2	1	1	1	-	-	2	2	-
CO4	3	1	2	-	-	-	2	2	1	1	1	1	2
CO5	2	2	2	-	-	-	1	1	2	2	3	-	-
CO6	1	2	1	2	2	1	2	-	1	1	2	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Films, documentaries, Field visit
- Assignment
- Seminar
- Exams

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field visit	End Semester Exams	Seminar
CO1	✓	✓		✓	
CO2		✓		✓	✓
CO3	✓		✓	✓	
CO4	✓			✓	✓
CO5	✓		✓	✓	
CO6		✓		✓	✓

Course Title	**SOCIAL MOVEMENTS IN INDIA**				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic Understanding in Sociological Concepts 2. Basic Knowledge in Indian Social History				
Course Summary	This course provides a comprehensive overview of social movements in India, examining their historical development, key actors, and impact on society. Covering a diverse range of movements, from independence struggles to contemporary issues, the course explores the socio-political dynamics that have shaped the Indian landscape. Emphasis is placed on understanding the motivations, strategies, and challenges faced by various movements, including those related to caste, tribe, gender, environment, and labour issues. Through case studies and critical analysis, students gain insights into the complexities of social mobilization in the Indian context, fostering a nuanced understanding of the forces that drive societal change.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the social, economic and political factors that cause social movements.	U	C	Instructor-created exams / seminars
CO2	Analyze different types of Social Movements	Ap	P	Practical Assignment / Observation of Critical Thinking
CO3	Understand different theoretical approaches to study social movements	Ap	P	Seminar Presentation / Group Tutorial Work

CO4	Understand Different Social Movements in India	U	C	Instructor-created exams / Home Assignments
CO5	Analyze the impact of Social Movements in India	Ap	P	Assignments
CO6	Demonstrate critical thinking regarding the need for social movements in enhancing social change.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**THE SOCIOLOGY OF SOCIAL MOVEMENTS**		**9**	**9**
	1	Meaning, Significance and Dynamics	2	2
	2	Types of Social Movements: Reformative, Revivalist, Revolutionary	3	3
	3	Social Movements and Social Change: Schisms and Splits; Counter-Movements	2	2
	4	Ideology, Leadership and Social Movements	2	2
	Sections from References: Banks, J. A. 1972. *The Sociology of Social Movements*. London: Macmillan. Staggenborg, Suzanne. 2011. *Social Movements: A Reader*. New Delhi: OUP. Staggenborg, Suzanne. 2008. *Social Movements: Ideologies, Interests, and Identities.* London: OUP.			
II	**THEORIES OF SOCIAL MOVEMENTS**		**10**	**15**
	5	Gandhian Approach	2	3
	6	Liberal Approach	2	3
	7	Marxist Approach	2	3
	8	Weberian Approach	2	3
	9	Feminist Approach	2	3
	Sections from References: Johnson, Richard L. (Ed.).2006. *Gandhi's Experiments with Truth: Essential Writings by and about Mahatma Gandhi.* Lexington Books: Massachusetts. Staggenborg, Suzanne. 2011. *Social Movements: A Reader*. New Delhi: OUP. Buechler, Steven M. 2011. *Understanding Social Movements: Theories from the Classical Era to the Present.* London: Paradigm Press.			

III	**SOCIAL MOVEMENTS IN INDIA**		**22**	**37**
	10	National Movement for Freedom	3	5
	11	Tribal Movement	2	3
	12	Dalit Movement	2	3
	13	Labour Movement	2	3
	14	Peasant Movement	2	3
	15	Ethnic Movement	2	3
	16	Backward Class Movement	2	3
	17	Women's Movement	3	5
	18	Environmental and Ecological Movements	2	5
	19	Religious Movements	2	3
	Sections from References: Rao, M. S. A. 1979. *Social Movements in India*. New Delhi: Manohar. Scott, A. 1990. *Ideology and New Social Movements.* London: Routledge. Scott, J. 1976. *The Moral Economy of Peasant: Rebellion and Resistance in South Asia*. New Haven and London: Yale University Press. Singh, K. S. 1982. *Tribal Movements in India.* New Delhi: Manohar. SinghaRoy, D. 2004. *Peasant Movement in Post-Colonial India*. New Delhi: Sage Publications. Wolf, E. 1966. *Peasant Wars in the Twentieth Century*. New Jersey: Prentice Hall. Zelliot, E. 1995. *From Untouchable to Dalit: Essays on the Ambedkar Movement.* New Delhi: Manohar. Menon, N. (Ed.). 1999. *Gender and Politics in India*. Delhi: Oxford University Press.			
IV	**CONTEMPORARY ISSUES**		**7**	**9**
	20	State, Market and Social Movements	2	2
	21	Globalisation and Its Impact on Social Movements	2	2
	22	New Social Movements	3	5
	Sections from References: Mies, M. and Thomsen, V. B. 2000.*The Subsistence Perspective: Beyond the Globalized Economy*. London: Zed Books. Mukherjee, P. N. 1977. "Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework". *Sociological Bulletin*, Vol. 26, No. 1: pp. 38-59. Omvedt, G. 2004. 'Struggle against dam or struggle for water? Environment and the State' in RajendraVhora and Suhas Palshikar (Eds.) India: Democracy, Meaning and Practices. New Delhi: Sage Publications.			

	Oommen, T. K. 1990. *Protest and Change: Studies in Social Movements*. New Delhi: Sage Publications. Oommen, T. K. 2004. *Nation, Civil Society and Social Movements.* New Delhi: Sage Publications. Oommen, T. K. (Ed.). 2010. *Social Movement*: *Vol. I & II*. New Delhi: Oxford University Press. Rao, M. S. A. 1979. *Social Movements and Social Transformation*. Delhi: Macmillan.		
V	Open Ended Module: **SOCIAL MOVEMENTS AND DEMOCRACY: AN ASSESSMENT**	**12**	**10**
	1 **Case Studies:** Some case studies may be analysed based on a question on how and why social movements are important in democratic system' **Individual Assignments:** A series of individual assignments may be conducted based on a theme 'whether the social movements strengthen and invigorate democracy? **Open-Ended Exploration and Assessment:** Student-led seminar presentation on the socio-historical background of various social movements in India		
	Books and References: Banks, J. A. 1972. *The Sociology of Social Movements*. London: Macmillan. Brass, T. 1995. *New Farmers Movements in India*. London: Tailor Francis Ltd. Buchler, S. M. 2000. *Social Movements in Advanced Capitalism*. Oxford: Oxford University Press. Dhanagare, D. N. 1983. *Peasant Movements in India 1920-1950*. New Delhi: Oxford University Press. Gore, M. S. 1993. *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage. Guha, R. 1989. *The Un quiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* Berkeley: University of California Press. Menon, N. (Ed.). 1999. *Gender and Politics in India*. Delhi: Oxford University Press. Mies, M. and Thomsen, V. B. 2000.*The Subsistence Perspective: Beyond the Globalized Economy*. London: Zed Books. Mukherjee, P. N. 1977. "Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework". *Sociological Bulletin*, Vol. 26, No. 1: pp. 38-59. Omvedt, G. 2004. 'Struggle against dam or struggle for water? Environment and the State' in RajendraVhora and Suhas Palshikar (Eds.) India: Democracy, Meaning and Practices. New Delhi: Sage Publications. Oommen, T. K. 1990. *Protest and Change: Studies in Social Movements*. New Delhi: Sage Publications. Oommen, T. K. 2004. *Nation, Civil Society and Social Movements.* New Delhi: Sage Publications. Oommen, T. K. (Ed.). 2010. *Social Movement*: *Vol. I & II*. New Delhi: Oxford University Press.		

	Rao, M. S. A. 1979. *Social Movements and Social Transformation*. Delhi: Macmillan. Rao, M. S. A. 1979. Social Movements in India. New Delhi: Manohar. Scott, A. 1990.*Ideology and New Social Movements*. London: Routledge. Scott, J. 1976. *The Moral Economy of Peasant: Rebellion and Resistance in South Asia*. New Haven and London: Yale University Press. Shah, G. 2001.*Dalit Identity and Politics.* New Delhi: Sage Publications. Shiva, V. 1991.*Ecology and the Politics of Survival*. New Delhi: Sage Publications. Singh, K. S. 1982. *Tribal Movements in India*. New Delhi: Manohar. Singha Roy, D. 2004. *Peasant Movement in Post-Colonial India*. New Delhi: Sage Publications. Wolf, E. 1966. *Peasant Wars in the Twentieth Century*. New Jersey: Prentice Hall. Zelliot, E. 1995. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	1	1	-	-	2	-	-	1	1	-
CO2	1	-	-	1	2	-	-	3	-	-	-	2	-
CO3	1	-	-	1	-	1	1	1	-	-	-	2	-
CO4	2	2	2	-	-	2	-	-	-	-	3	1	-
CO5	3	2	1	-	-	2	1	1	-	-	3	-	-
CO6	1	2	-	2	2	1	2	2	-	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment
- Discussion / Viva/ Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar/Viva voce	End Semester Examinations
CO1	✓		✓	✓
CO2	✓	✓	✓	✓
CO3	✓			✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6	✓		✓	✓

Course Title	SOCIOLOGY OF RELIGION				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General knowledge about religion as an institution				
Course Summary	The sociology of religion is a subfield of sociology that examines the role of religion in society. It explores how religious beliefs, practices, and institutions shape individual behaviour, social structures, and cultural norms. Key topics within this field include religious identity, religious organizations, secularization, religious diversity, and the relationship between religion and other social institutions such as politics, economics, and education. Sociologists of religion seek to understand how religious beliefs and practices both reflect and influence broader social patterns and dynamics				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify different types of religion in society	U	C	Review of literature and seminar
CO2	Develop familiarity with sociological perspective on religion	U	C	Assignment
CO3	Demonstrate awareness about constitutional provisions and welfare scheme to uplift religious groups in India	U	F	Assignment, seminar, Quiz
CO4	Comprehend the need of Sociological study of religion	U	M	Group discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**UNDERSTANDING RELIGION**	**11**	**14**
	1	Mening, Characteristics and Types of religion	3	3
	2	Scope of importance of Sociology of religion	3	3
	3	Approaches to the study of religion-Anthropological, Historical, Psychological	3	5
	4	Religion and Pluralism	2	3

	Sections from References: Dillon, Michelle (2003), Handbook of Sociology of Religion, Cambridge University Press, New York.			
II	**THEORIES ON RELIGION**		**15**	**21**
	5	Marxian theory	3	5
	6	Durkheim and Functionalism	2	2
	7	Weber and the question of meaning	3	5
	8	Peter Berger: Phenomenology of religion	3	5
	9	Clifford Geertz: Cultural analysis	2	2
	10	Levi Strauss: Totemism	2	2
	Sections from References: Furseth, Inger (2006), An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives, Ashgate, Norway.			
III	**RELIGIOUS PLURALISM AND ETHNOGRAPHIC STUDY**		**14**	**20**
	9	Hinduism	1	2
	10	Islam	1	2
	11	Christianity	1	2
	12	Sikhism	1	2
	13	Jainism and Buddhism	1	2
	14	Other religions	1	2
	15	M.N. Srinivas: Religion and Society among the Coorg's	3	3
	16	Evan Pritchard: The Nuer	3	3
	17	TN.Madan: Non renunciation	2	2
	Sections from References: Madan, T.N. (2011), Sociological Traditions: Methods and Perspectives in Indian Sociology, Sage, New Delhi			
IV	**RELIGION AND SOCIAL CHANGE**		**8**	**15**
	18	Changes in Religion as an institution	2	2
	19	Secularism and secularization	2	2
	20	Communalism and Fundamentalism	2	2
	21	Socio-religious movement	1	2
	22	Religion and globalization	1	2
	Sections from References: Smith, D.E. (1963), India as a Secular State, Princeton University Press, New Jersey.			
V	Open Ended Module: **SOCIAL SIGNIFICANCE OF MINORITIES IN INDIA**		**12**	**10**
	1	Screening of films and documentary to discuss the concepts mentioned in the course		
	2	Review of books, articles, report presented in this course		
Books and References: 1.Ahmad, Imtiaz (ed.) (1981), Ritual and Religion Among Muslims in India, Manohar Publications, New Delhi.				

2.Dillon, Michelle (2003), Handbook of Sociology of Religion, Cambridge University Press, New York.
3.Furseth, Inger (2006), An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives, Ashgate, Norway.
4.Madan, T.N. (2011), Sociological Traditions: Methods and Perspectives in Indian Sociology, Sage, New Delhi.
5.Parbhu, P.H. (1940), Hindu Social Organization, Popular Prakashan, Bombay.
6.Singh, Yogendar (1973), Modernization of Indian Tradition, Thomson Press, Faridabad.
7.Smith, D.E. (1963), India as a Secular State, Princeton University Press, New Jersey.
8.Turner S., Bryan (2010), New Black Well Companion to Sociology of Religion, John Welley& Sons Pvt. Ltd., U.K.
Additional Readings
1.Kohli, Atul (ed.) (1998): India's Democracy: An Analysis of Changing State-Society Relationship, Princeton University Press.
2.Schemerhorn, R. A. Ethnic Plurality in India, Arizona, 1978.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	-	3	2	3	2	3	-	1	2	1
CO2	3	2	-	-	-	-	1	-	-	-	-	-	-
CO3	-	2	3	-	-	2	1	-	-	-	-	-	2
CO4	2	2	2	2	2	2	1	2	2	-	1	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Book/film/report review

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Film/book review	Assignment	Seminar	Mid-term exam	Final exam
CO 1		✓	✓		✓	✓	✓
CO 2				✓		✓	✓
CO 3	✓			✓		✓	✓
CO 4		✓				✓	✓

Course Title	SOCIOLOGY OF MINORITY				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General knowledge about sociology of minority				
Course Summary	This course explores sociological perspective on minority and discus the sociology of minority. The sociology of minority groups examines the social dynamics, experiences, and challenges faced by groups that are marginalized or have less power in society. This includes studying issues such as discrimination, inequality, identity formation, and resistance strategies within these groups. It also explores the ways in which dominant social structures perpetuate and maintain the marginalization of these groups.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify different types of minorities in society	U	C	Review of literature and seminar
CO2	Develop familiarity with sociological perspective on minority	U	C	Assignment
CO3	Demonstrate awareness about constitutional provisions and welfare scheme to uplift minority groups in India	U	F	Assignment, seminar, Quiz
CO4	Comprehend the need of Sociological study of minority communities	U	M	Group discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**UNDERSTANDING MINORITY**		**10**	**15**
	1	Meaning, Characteristics and Types of Minorities	2	3
	2	Scope of importance of Sociology of Minority	3	5
	3	Approaches to the study of minority community-Liberal, Plural, and multicultural	3	5
	4	Minority and Pluralism	2	2
	Sections from References: Ansari,Iqbal(Ed.).(nd)Reading on minorities(Vols.I.II & III).New Delhi.The institute of Objective Studies			

II	**PROFILE OF MINORITIES IN INDIA**		**11**	**20**
	5	Religious minorities	3	5
	6	Linguistic minorities	3	5
	7	LGBTQ Community	3	5
	8	Policy of equity and inclusiveness	2	5
	Sections from References: Bajpai,R.(2000)Constituent Assembly Debates and Minority Rights.Economic and Political Weekly,XXXV(21-22),1837-45			
III	**STATE AND MINORITY COMMUNITY IN INDIA**		**18**	**24**
	9	Problems of minorities in India	2	3
	10	Psycho-social issues of minorities	2	3
	11	Educational and Economic issues	2	3
	12	Minority in the context of health	2	2
	13	Constitutional provisions for minorities	2	5
	14	Policies and programmes for minority welfare	2	2
	15	Political participation and political representation	2	2
	16	Minority rights in India	2	2
	17	Violence and displacement of minorities	2	2
	Sections from References: Benjamin,J(Ed).(2006).Minorities in Indian Social System.New Delhi.Gyan Publishing House			
IV	**MINORITY COMMUNITIES AND NEW SOCIAL MOVEMENTS**		**9**	**11**
	18	Citizenship and new laws	2	3
	19	Exclusion and social movements	2	2
	20	Minority protest and mobilization	2	2
	21	Minority and impact on Nationalism	2	2
	22	Minority and globalization	1	2
	Sections from References: Oommen,T.K.2014.Social inclusion in Independence India:Dimensions and Approaches.Orient Blackswan. Banerjee.S(1999).Shrinking Space:Minority Rights in South Asia.New Delhi.Manohar Publication.			
V	Open Ended Module**: SOCIAL SIGNIFICANCE OF MINORITIES IN INDIA**		**12**	**10**
	1	Review of books, articles, report presented in this course		
	2	Screening of films and documentary to discuss the concepts mentioned in the course		

Books and References:
1. Ahmed, Imtiyaz and Ghosh, Partha and Reifeld, Helmut (ed.) (2000): Pluralism and Equality (Values in Indian Society and Politics), Sage, New Delhi.
2.Brass, Paul R. (1991): Ethnicity and Nationalism: Theory and Comparison, Sage, Delhi.
3.Harisson, Selig: India: Most Dangerous Decades, OUP, 1968.
4.Hassan, Mushiral (1997): Islam, Communities and the Nation: Muslim Identities in Asia and Beyond, Manohar, New Delhi.
Additional Readings
1.Kakar, Sudhir, The Colours of Violence, Viking 1997.
2.Kohli, Atul (ed.) (1998): India's Democracy: An Analysis of Changing State-Society Relationship, Princeton University Press.
3.Schemerhorn, R. A. Ethnic Plurality in India, Arizona, 1978.
4.Weinner, Myron, India's Minorities: Who are they? What do they want?, in Partha Chatterjee (ed.) State and Politics in India, OUP, 1997.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	2	3	-	-	-	1	-	-
CO2	3	2	-	3	3	-	1	-	-	-	1	-	-
CO3	3	2	-	3	3	-	1	-	-	-	-	-	-
CO4	2	2	2	2	2	2	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Book/film/report review

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Filim/book review	Assignment	Seminar	Mid-term exam	Final exam
CO1		✓	✓		✓	✓	✓
CO2				✓		✓	✓
CO3	✓			✓		✓	✓
CO4		✓				✓	✓

Course Title	COLONISATION AND DECOLONISATION: EMERGING DISCOURSES				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge about the colonization process 2. A general understanding on the colonial presence in India especially Kerala				
Course Summary	This course offers a nuanced exploration of the historical, theoretical, and contemporary dimensions of colonialism and its aftermath. Beginning with a foundational understanding of colonialism's definitions, causes, and types, the course delves into diverse regional experiences, examining the implications of colonial discourses, the dynamics of resistance, and hybrid identity formations. The discourse extends to the post-colonial era, critically analysing the nature and manifestation of post-colonialism, along with influential figures like Edward W. Said, Gayatri Chakravorty Spivak, and Homi K. Bhabha. Addressing contemporary manifestations, the course scrutinizes the impact of globalization, neo-colonialism, and introduces the concept of digital colonialism. By comprehensively engaging with these themes, the course equips students with a robust sociological framework to understand the complexities of colonial histories and their enduring effects on societies globally.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Remember the historical process of colonialization	R	F	Exam/ Assignment /Seminar/ Field visit/Film screening/Report writing/Debate/Case study
CO2	Understand colonialism as a global process	U	C	Exam/ Assignment /Seminar/ Field visit/Film screening/Report writing/ Debate/Case study
CO3	Apply the process of colonialism to understand the global history and the new forms of Imperialism	Ap	P	Exam/ Assignment /Seminar/ Field visit/Film screening/Report writing/ Debate/Case study
CO4	Analyze the condition of colonised across the globe using the frame of decolonisation	An	P	Exam/ Assignment /Seminar/ Field visit/Film screening/Report writing/ Debate/Case study
CO5	Evaluate the extent to which colonisation has affected the social discourses	E	P	Exam/ Assignment /Seminar/ Field visit/Film screening/Report writing/ Debate/Case study

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**COLONIALISM AND COLONISATION**		**11**	**15**
	1	Defining Colonialism and Colonisation	2	2
	2	Colonialism - Histories and Interests	2	2
	3	Causes and consequences of Colonialism	2	3
	4	Types of colonialism - Settler Colonialism, Internal Colonialism and other types	2	3
	5	Colonizer and the colonized: Albert Memmi	3	5
	Sections from References: 1. Chapter 1: Portrait of the colonizer, Chapter 2: Portrait of the Colonized (page 45-186): Memmi, Albert. (1965). The colonizer and the colonized. New York :Orion Press. 2. Spivak, G. C. (1999) A Critique of Postcolonial Reason: Toward a History of the Vanishing Present Boston: Harvard University Press			
II	**COLONIAL IMPLICATIONS AND DISCOURSES**		**17**	**24**
	6	Jean Paule Sartre- Colonialism and Neocolonialism	3	5
	7	Colonial Discourses - Oriental and Occidental	2	3
	8	Colonial Discourses- Otherness & Resistance	2	2
	9	Colonialism and Hybridity	2	2
	10	Colonialism on Nation and Nation Culture	2	2
	11	Colonialism and the experience of the Black: Frantz Fanon	3	5
	12	Colonial implications in India: History and continuity	3	5
	Sections from References: 1. *Discourse On Colonialism* (page29-78): Césaire, A., & Pinkham, J. (2000). *Discourse on Colonialism*. NYU Press. 2. Fanon, F. (1952). Black Skin, White Masks. New York: Grove Press 3. The pitfalls of National Consciousness, On National Culture (page 148-248): Fanon, F. (1963). The wretched of the earth. New York: Grove Press. 4. Chakrabarty, D. (2000) Provincializing Europe: Postcolonial Thought and Historical Difference Princeton University Press 5. Tharoor, S. (2016). An era of darkness: The British empire in India. New Delhi: Aleph. 6. Moxham, R. (2001). The great hedge of India. New York: Carroll & Graf Publishers. 7. Beckert, S. (2015). Empire of cotton: A global history. Penguin Books.			
III	**DECOLONISATION: PROCESSES AND DISCOURSES**		**12**	**20**
	13	Post Colonialism- nature, content and manifestation	1	2
	14	Post Colonialism and critique on colonial construction of knowledge	1	2
	15	Edward W. Said- Orientalism	3	5
	16	Gayatri Chakravorty Spivak "Can the Subaltern Speak?"	3	5
	17	Homi K. Bhabba '*The Location of Culture'*	2	3
	18	Gandhi on Colonialism- Ideas of *Swaraj & Swadeshi*	2	3

	Sections from References: 1. Spivak, G. C. (1988). "Can the Subaltern Speak?" In C. Nelson & L. Grossberg (Eds.), *Marxism and the Interpretation of Culture*. University of Illinois Press. 2. Bhabha, H. K. (1994). *The Location of Culture*. Routledge. 3. Said, E. W. (1979). *Orientalism*. Vintage Books 4. Quayson, A. (2000) Postcolonialism: Theory, Practice, or Process? Cambridge: Polity 5. Spivak, G. C. (1999) A Critique of Postcolonial Reason: Toward a History of the Vanishing Present Cambridge, MA: Harvard University Press 6. Young, R. J. C. (2001) Postcolonialism: An Historical Introduction Oxford: Blackwell			
IV	**CONTEMPORARY MANIFESTATION AND DISCOURSES**		**8**	**11**
	19	Neo-colonialism- Definition, Formation, Characteristics and Manifestations	2	3
	20	Neo-colonialism and Globalisation: International Institutions	2	3
	21	Globalisation and Military Industrial Complex	2	3
	22	Digital Colonialism	2	2
	Sections from References: 1. Nkrumah, K. (1965). *Neo-Colonialism: The Last Stage of Imperialism*. Panaf Books. 2. Joseph E. Stiglitz, Globalization and its Discontents, New York: Norton, 2002 3. Steven Staples. *Social Justice*, Vol. 27, No. 4 (82), Neoliberalism, Militarism, And Armed Conflict (Winter 2000), pp. 18-22 (5 pages) https://www.jstor.org/stable/29768030 4. Gwyn Kirk, Margo Okazawa-Rey. *Social Justice*, Vol. 27, No. 4 (82), Neoliberalism, Militarism, And Armed Conflict (Winter 2000), pp. 1-17 (17 pages) https://www.jstor.org/stable/29768029 5. Gregory, D. (2004) The Colonial Present Malden: Blackwell			
V	Open Ended Module**: PERCEIVING COLONIAL DISCOURSES**		**12**	**10**
		1.Case study/Assignment/Seminar: Assign students to analyze a specific case study related to colonialism or decolonization from a region of their choice. They can research historical documents, academic articles, and primary sources to understand the context, causes, and consequences of colonialism in that particular area. Students can either present their findings to the class or submit a report on the complexities of decolonization processes. **2.Debate:** Divide the class into groups and assign each group a colonial discourse, such as Orientalism or Cultural Imperialism; Colonial benefits vs Colonial effects, etc. Students should research the origins, key proponents, and impacts of their assigned topic. Then, organize a debate where each group presents their arguments and counterarguments, engaging in critical dialogue about the implications of these discourses on society.		

		3. Field visit: Organize a field trip to a museum, historical site, or community organization that focuses on colonialism or decolonization. After the visit, students can write reflective essays or create multimedia presentations discussing their observations, insights, and connections to course concepts **4. Film Screening:** Select a documentary or film that addresses themes of colonialism or decolonization. Screen the film in class or assign it as homework, and then facilitate a discussion session where students analyze the film's portrayal of historical events, power dynamics, and resistance movements. Encourage students to critically examine the narrative and visual representation of colonial experiences. Rather than discussion/presentations, reports on the same can be collected.		

Books and References:

1. Césaire, A., & Pinkham, J. (2000). *Discourse on Colonialism*. NYU Press.
2. Fanon, F. (1952). Black Skin, White Masks. New York: Grove Press
3. Guardian News and Media. (2021, June 29). *Amartya Sen: What British rule really did for India*. The Guardian. https://www.theguardian.com/world/2021/jun/29/british-empire-india-amartya-sen
4. Fanon, F. (1963). The wretched of the earth. New York: Grove Press.
5. *McLeod, John, 1969-. Beginning Postcolonialism. Manchester, UK ; New York : New York*
6. Said, E. W. (1979). *Orientalism*. Vintage Books.
7. Spivak, G. C. (1988). "Can the Subaltern Speak?" In C. Nelson & L. Grossberg (Eds.), *Marxism and the Interpretation of Culture*. University of Illinois Press.
8. Bhabha, H. K. (1994). *The Location of Culture*. Routledge.
9. Quijano, A. (2000). "Coloniality of Power, Eurocentrism, and Latin America." *Nepantla: Views from South*, 1(3), 533-580.
10. Mamdani, M. (2001). *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton University Press.
11. Mignolo, W. D. (2000). *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton University Press.
12. Mbembe, A. (2001). *On the Postcolony*. University of California Press.
13. Mohanty, C. T. (1988). "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review*, 30, 61-88.
14. Smith, L. T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books.
15. Hall, S. (1996). "When Was the Post-Colonial? Thinking at the Limit." In I. Chambers & L. Curti (Eds.), *The Post-Colonial Question: Common Skies, Divided Horizons*. Routledge.
16. Said, E. W. (2003). *Culture and Imperialism*. Vintage Books.
17. Tuck, E., & Yang, K. W. (2012). "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40
18. Chatterjee, P. (1986). *Nationalist Thought and the Colonial World: A Derivative Discourse?*. Zed Books.
19. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Oxford University Press.
20. Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press.

21 Viswanathan, G. (1989). *Colonialism and Its Forms of Knowledge: The British in India*. Oxford University Press.
22 Rodney, W. (1972). *How Europe Underdeveloped Africa*. Howard University Press.
23 Asiwaju, A. I. (1985). *Partitioned Africans: Ethnic Relations Across Africa's International Boundaries, 1884-1984*. C. Hurst & Co.
24 Davidson, B. (1966). *The African Slave Trade*. Little, Brown and Company.
25 Nkrumah, K. (1965). *Neo-Colonialism: The Last Stage of Imperialism*. Panaf Books.

ADDITIONAL READINGS

1 Achebe, Chinua. *Things Fall Apart.* New York, United States: Knopf Doubleday Publishing Group, 1995.
2 Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
3 Du Bois, W. E. B. (1903). *The Souls of Black Folk*. Dover Publications.
4 Stoler, A. L. (2016). *Duress: Imperial Durabilities in Our Times*. Duke University Press.
5 Gordon, L. R. (1995). *Existence in Black: An Anthology of Black Existential Philosophy*. Routledge.
6 Wynter, S. (2003). "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation--An Argument." *The New Centennial Review*, 3(3), 257-337.

Mapping of COs with PSOs and POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	-	1	-	-	1	-	1	1	1	-
CO2	2	-	1	-	1	-	-	2	1	1	3	1	1
CO3	2	3	2	-	1	-	-	-	1	-	-	3	1
CO4	1	1	2	-	1	-	-	2	-	2	1	1	1
CO5	1	1	-	-	3	-	-	2	1	1	-	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Field visit/ Book Review/ Film Review
- Assignment/ Quiz/ Discussion / Seminar
- Case study
- Midterm/Internal Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Case study	End Semester Examinations	Book/ Film review	Discussion / Seminar
CO1	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	
CO3	✓		✓	✓	✓	✓
CO4	✓	✓	✓	✓		
CO5	✓			✓	✓	✓
CO6	✓	✓		✓	✓	✓

Course Title	SOCIOLOGY OF MARGINALISED SECTIONS				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General knowledge about inequalities in society				
Course Summary	This course introduces sociological perspectives on marginalisation and briefly takes up the marginalisation of SC/ST communities, LGBTQIA, elderly, disabled and women. Ways of combating marginalisation are also discussed. The focus is on groups suffering poverty, deprivation and discrimination. The course aims at sensitizing students about the need for sociological study of marginalized communities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify different forms of marginalisation in society	U	C	Film reviews and seminars
CO2	Develop familiarity with sociological perspectives on marginalisation	U	C	Assignment
CO3	Demonstrate awareness about constitutional provisions and welfare measures to support marginalised sections in India	U	F	Quiz, assignment
CO4	Comprehend the need for sociological studies of marginalised communities	U	M	Group discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**UNDERSTANDING MARGINALISATION**		**11**	**13**
	1	The concept of marginalisation	2	3
	2	Social stratification	2	3
	3	Social exclusion	2	2
	4	Equity and inclusiveness	2	
	5	Bourdieu – four types of capital	3	5
	Sections from References: Varghese, Charles and Kumar, Sheethal S. 2022. Marginality: A critical review of the concept. *Review of Development and Change, 27* (1), 23-41. https://doi.org/10.1177/09722661221096681 (open access)			
II	**MARGINALISATION IN KERALA**		**16**	**24**
	6	SC/ST communities	3	5
	7	Elderly	3	5
	8	Differently abled	3	5
	9	LGBTQIA community	3	5
	10	Problems faced by the marginalised	2	2
	11	Initiatives and policies for the marginalised	2	2
	Sections from References: Nampoothiri, D.D. 2013. 'Confronting Social Exclusion: A Critical Review of the CREST Experience' *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education* edited by Satish Deshpande and Usha Zacharias. Delhi: Routledge. Pp. 251-287 (Sections I and II) Chatterjee, Chandrima. & Sheoran, Gunjan. (2007). Vulnerable Groups in India. The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai, pp. 1-21. https://www.cehat.org/go/uploads/Hhr/vulnerable.pdf			
III	**WOMEN AS A MARGINALISED SECTION**		**12**	**14**
	12	Dowry	2	2
	13	Domestic violence	2	2
	14	The working of patriarchy	2	3
	15	Gender roles in Kerala	2	3
	16	Triple burden: invisible housework and care penalty	2	2
	17	The gender paradoxes of Kerala society	2	2
	Sections from References: Luiz, Linda. 2021. Mahamaarikkalathe nishabda nilavilikal. *Ezhuthu Masika* September 2021, 24-26 https://www.academia.edu/57296418			

	Luiz, Linda. 2017. 'Avalkku joliyilla: Adrshyamakkappedunna veettujoliyude samoohikashastra avalokanam' *Sameeksha: Journal of Kerala Studies* Vol. 1, Issue 1 pp. 108-115. https://www.academia.edu/36763053			
IV	**COMBATING MARGINALISATION**		**9**	**19**
	18	Socio-economic indicators of marginalisation	2	2
	19	Constitutional provisions	2	5
	20	Welfare measures	2	5
	21	Policies for equity and inclusiveness	2	5
	22	Accessible India campaign	1	2
	Sections from References: https://vikaspedia.in/InDG			
V	Open-ended module: **VIEWING MARGINALISATION FROM DIFFERENT ANGLES**		**12**	**10**
	Screening of films to discuss the concepts and arguments presented in the course Review of books to discuss the concepts and arguments presented in the course			

Books and References:

1. Oommen, T.K. 2014. *Social inclusion in independent India: Dimensions and Approaches*. Orient Blackswan.
2. Rao, Yagati Chinna. & Karakotyi, Sudhakara. (2010). *Exclusion and Discrimination: Concepts, Perspectives and Challenges* (Ed.). New Delhi: Kanishka Publishers, Distributors.
3. Yadu, C.R. 2015. 'The Land Question and the Mobility of the Marginalized: A Study of Land Inequality in Kerala' *Agrarian South: Journal of Political Economy* Vol. 4, No. 3 pp. 1-44.
4. Mollica, Dastider. (2016). Marginalised as Minority: Tribal Citizens and Border Thinking in India. Economic and Political Weekly, LI (25), Pp. 49-54.

ADDITIONAL READINGS

1. Dasgupta, Abhijit. (2012). On the Margins: Tribes, Castes and Other Social Categories (Ed.). New Delhi: Sage Publications
2. Strategies Towards Combating Dalit Marginalisation: Proceedings of a National Symposium. Hyderabad: National Institute of Rural Development and Panchayati Raj.
3. Rao, Pulla. (2012). Empowering Marginalised Categories in India: Problems and Prospects. Gurgaon (Haryana): Madhav Books.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	-	3	2	1	2	-	-	1	2	-
CO 2	3	2	3	-	-	2	1	-	-	-	1	-	-
CO 3	2	-	-	-	2	-	1	2	-	-	1	2	-
CO 4	2	2	2	-	3	2	1	3	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Book/film review

Mapping of COs to Assessment Rubrics :

	Quiz	Group Discussion	Film/book reviews	Assignment	Seminar	Mid-term exam	Final exam
CO 1		✓	✓		✓	✓	✓
CO 2				✓		✓	✓
CO 3	✓			✓		✓	✓
CO 4		✓				✓	✓

Course Title	SOCIOLOGY OF WORK AND INDUSTRIAL LIFE				
Semester	VIII				
Academic Level	400- 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Knowledge of basic concepts and theories 2. Familiarity with the methods of problem solving in an industry				
Course Summary	This course introduces sociology of work and industrial life and makes students aware on the major theories of industrial sociology, different aspects of settling of the industrial disputes, the issues related to labour problems and different trade union movements				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the Nature Scope & Characteristic features of "Sociology of work and Industrial life	U	C	Created exams
CO2	Understand the rise of Industrial revolution and Different theories	U	C	Assignment

CO3	Apply Various methods to settle Industrial disputes	Ap	P	Presentation of seminar
CO4	Analyse Labour Problems and trade union movements	An	P	Group discussion
CO5	Create and design a model for Smooth and cordial relationship between management and Work force	Ap	P	Writing Assignments
CO6	Experience the working of small cottage Industries	Ap	P	Report / Viva
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**INTRODUCTION TO SOCIOLOGY OF WORK AND INDUSTRIAL LIFE**		**10**	**20**
	1	Nature and Scope, Characteristic Features	2	5
	2	Basic Concepts, Work, Job, Occupation, Profession, Carrier, Vocation, Work in Formal sector and Informal sector, Mental Work and Muscular work	3	5
	3	Mental fatigue, Muscular fatigue Break, Interval, Refreshment, Relaxation, Regaining Enthusiasm	3	5
	4	Rise of industrial revolution and consequences	2	5
	Sections from References: 1Industrial Organisation with the use of concepts of sociology. N.R .Seth 2Sembiring,Jimmy joses, Smart HRD.2010,Jakarta:Transmedia Pustaka 3 India's Path of Development a Marxist approach, Desai.AR, popular prakasan ,Bombay 4 Values in Models of Modernisation, Naidu R, Vikas Pubicer New Delhi 5 Introductory Industrial sociology –Sharma RN			
II	**MAJOR THEORIES OF INDUSTRIAL SOCIOLOGY**		**10**	**20**
	5	Elton and Mayo (Hawthorne effects)	3	5
	6	Harry Braverman (Labour Process)	3	5
	7	Bureaucratic Theory (Weber)	2	5
	8	Theories of industrial relations (John R.Commons, Robert.F.Hoxie)	2	5
	Sections from References: 1Industrial Sociology -Eugene V Schneider 2Sociology of Industrial Relations- Allen VN 3 An introduction to industrial Sociology-Charles B Spaulding 4 Principles of Industrial sociology -Subramanya G			
III	**SETTLING OF THE INDUSTRIAL DISPUTES**		**20**	**18**
	9	Causes and Consequences of industrial Disputes	2	2
	10	Strikes, Lock Outs, Negotiations, Lay off, Gherao	3	2

	11	Arbitration, Conciliation, Adjudication	1	2
	12	Industrial Dispute Act	3	2
	13	Development of Industries	3	2
	14	Decision Making	3	2
	15	Industrial Production	1	2
	16	Class consciousness and General Management	1	2
	17	Role of Industrial sociology In National Development	3	2
	Sections from References: 1 Sociology of Industrial Complex—SomaSekharappa CA 2Fundamentals of Industrial Sociology—Pascual Gisbert SJ 3 New foundations for Industrial Sociology –Melvin J Vincent 4 industrial Sociology—Delbert C Miller			
IV	**LABOUR PROBLEMS AND TRADE UNION MOVEMENTS**		**8**	**12**
	18	Surplus Labour force, Un skilled Labour, Lack of absorption of skilled Labour	2	3
	19	Imperfection, Work Culture, Militant Unionism, Unemployment	2	2
	20	Lack of Labour reforms	2	2
	21	Trade unions activities (National and International Context)	1	3
	22	ILO	1	2
	Sections from References: 1Sociology and Industrial Life –Elridge Jet 2 Industrial Sociology –Giri PK 3Industrial Sociology –Dr Kumar			
V	Open Ended Module: **INDUSTRIAL EXPERIENCES**		**12**	**10**
	Industrial visit Analyse the working of an industry and prepare a report Experiencing Start up Industry			

Books and References:

1. Gisbert, Pascal, Fundamentals of Industrial Sociology, New Delhi, Tata Mcgraw Hill, 1972
2. Davis, Keith,1984 Human Behaviour at work, New Delhi, Mcgraw Hill, 1984
3. Ramaswamy, E.A. Industrial Relations in India, Delhi, MacMillan, 1978
4. Schneider, Eugene Industrial Sociology, Mcgraw Hill- London, 1971
5. Labour Laws in India, ebook, 2012

6"Industrial Organisation with the use of concepts of sociology. ..N.R .Seth

7 Sembiring,Jimmy joses,Smart HRD.2010,Jakarta:Transmedia Pustaka

8 Indias Path of Development a Marxist approach,Desai.AR,popular prakasan ,Bombay

9 Values in Models of Modernisation, Naidu R, Vikas Pubicer New Delhi

10 Introductary Industrial sociology –Sharma RN

11 Sociology of Industrial Complex—SomaSekharappa CA

12Fundamentals of Industrial Sociology—Pascual gisbert SJ

13 New foundation for Industrial Sociology –Melvin J Vincent

14 industrial Sociology—Delbert C Miller &William H Form

15 Sociology and Industrial Life –Elridge Jet

16 Industrial Sociology –Giri PK

17 Industrial Sociology –Dr Kumar

18 Industrial Sociology-- Pandey Sharma

19 Introductory Industrial Sociology –RK Sharma

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	1	-	2	2	-	2	-	2	2	-
CO2	2	2	2	3	1	1	1	3	1	-	-	1	-
CO3	-	-	2	2	3	3	-	-	3	-	-	2	-
CO4	3	3	-	3	-	3	1	-	1	-	-	1	-
CO5	1	1	-	-	-	1	-	2	-	-	2	-	-
CO6	1	3	-	-	3	-	1	1	2	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Internal exams
- Assignment
- Seminar, Group discussion
- Industrial visit
- End semester Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Industrial visit	End Semester Exams	Seminar/ Group discussion
CO1	✓	✓	✓	✓	✓
CO2	✓			✓	✓
CO3	✓		✓	✓	
CO4		✓	✓	✓	✓
CO5		✓		✓	
CO6		✓		✓	✓

Course Title	SCIENCE, TECHNOLOGY AND SOCIETY				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge about Science and Society				
Course Summary	The course introduces the inter relationship between science, technology and society. It examines the basic theoretical trends in sociology of scientific knowledge and traces its development in Indian and Kerala society				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand conceptual and sociological framework of relationship between science, technology and society	U	F	Assignment/ Seminar/Quiz/Exams
CO2	To evaluate the interface between science, technology and society and its impact on different socio-cultural institutions and processes	E	P	Assignment/ Seminar/Exams
CO3	To identify the current and ongoing sociological debates on development and role of technology	An	C	Group discussion/ Presentation/Exams
CO4	To evaluate the development and role of science and technology in Indian and Kerala society.	E	P	Group discussion/ Presentation/ Expert Interaction/Exams

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**SOCIOLOGY OF SCIENCE AND TECHNOLOGY**	**14**	**19**
	1	Meaning of Science and Technology	2	2
	2	Difference between science and technology	2	3
	3	Relation between Science and technology and its impact on society	2	2
	4	Science, Technology and Society (STS) Studies	2	2
	5	Philosophy of Science and Methods of Science	2	2
	6	Public Engagement with Science and Technology (PEST)	2	3
	7	Little Science (18th and 19th centuries) and Big Science (20th century)	2	5
	Sections from References: Hess, D. J. (1995), Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts. New York: Columbia Press. Jasanoff, S. et al (1995). (Eds) . Handbook of Science and Technology Studies. Thousand Oaks, CA: Sage Publications Price, D. J. & Sola, D. (1963). Little Science, Big Science. New York: Columbia University Press.			
II		**PERSPECTIVES OF SCIENCE AND TECHNOLOGY**	**10**	**11**
	8	Science and Technology: Classical and Contemporary sociological thought	2	2
	9	Sociology of Science- Robert K. Merton	3	2

	10	Social function of Science-J. D Bernal	1	3
	11	Social Shaping of Technology	2	2
	12	Technological change and re-conceptualization of Society	2	2
	Sections from References: Merton, R. (1973).The Sociology of Science: Theoretical and Empirical Investigations, Chicago: University of Chicago Press. Artifacts, in W.E. Bijker and J. Law, eds., Shaping Technology/Building Society. Cambridge, MA: MIT Press, pp. 225-258. Bernal, J. D. (1939). The social function of science. New York, Macmillan.			
III	**SCIENCE AND TECHNOLOGY AS A CONCERN OF SOCIOLOGY**		**12**	**20**
	13	Technological change and impact on social structures and processes, Techno space, Technocracy and Surveillance	3	5
	14	Social media; Social space and virtual space	2	2
	15	Social movements and role of social media	3	5
	16	Cybernetic social movements	2	3
	17	Interplay of Technology, polity and power structures	2	5
	Sections from References: Kuhn, Thomas. (1962). The structure of scientific revolution. University of Chicago Press. Mackenzie, D. and Wajcman, J. (1985) The social shaping of technology. Milton Keynes: Open University Press. Prasad, Rajeshwar (ed.). (1995). Science, Technology and quality of life. Agra: Y. K. Publishers. Wenda K. Bauchspies, Jennifer Croissant, Sal Restivo. (2005). Science, technology and society: A sociological approach.			
IV	**SCIENCE-SOCIETY INTERFACE IN INDIA AND KERALA**		**12**	**20**
	18	Science and Technology in pre and post Independent India	3	5
	19	Gender and Caste in Indian Science	3	5
	20	Science and Technology policy of Government of India	2	3
	21	Science and Technology in Kerala-Various Movements	1	2
	22	People's Science Movements	3	5
	Sections from References: Nanda, M. (2002), Breaking the Spell of Dharma and Other Essays. New Delhi: ThreeEssays Collective. Nanda, M. (2004), Prophets Facing Backward: Postmodern Critiques of Science and the Hindu Nationalism in India. New Brunswick: Rutgers University Press. Mohammed, P.A. (2015). Role of Kerala Shastra Sahitya Parishad in Science education of Kerala. 10.13140/RG.2.1.1817.4880. Pickering, A. (1992). (Eds.). Science as Practice and Culture. Chicago: Chicago University Press. Pillai, K. R. (1993) "Science for Social Action? Achievement and Dilemmas of a Development Movement-The Kerala Sastra Sahitya Parishad." in Indian Journal of Political Science: 406-408.			

V	Open Ended Module: **OPPORTUNITIES, CHALLENGES, AND PATH AHEAD**	**12**	**10**
	Discussions/ Expert interactions on Social inequalities, Social exclusion and Digital divide Science, technology and ethical issues		

Books and References:

1.Chant, Colin and Besse, Richard. (1989). Science, Technology and everyday life, 1870-1950. London: Routledge.

2. Wiley-Blackwell Wiebe E. Bijker, Thomas P. Hughes, Trevor Pinch (editors) (1989) The social construction of technological systems: New directions in the sociology and history of technology. The MIT Press.

3. Hess, D. J. (1995), Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts. New York: Columbia Press.

4. Sarukkai, S. (2012. What is Science? New Delhi: National Book Trust, India.

5. Collins, H., & Pinch, T. (1993). The Golem: What Everyone should Know about Science. Cambridge: Cambridge University Press.

6. Thomas, R. (2018). Narratives in Feminist Sociology of Science: contextualizing the Expereience(s) of women Scientists in India. London: Routledge

7. Bloor, D. (1976). Knowledge and Social Imagery, second edition, London: Routledgeand Kegan Paul.

8. Bourdieu, P. (2004). Science of Science and Reflexivity. Cambridge: Polity Press.

9. Haraway, D. (1989). Primate Visions: Gender, Race and Nature in the World ofModern Science. New York: Routledge and Kegan Paul.

10. Harding, S. (1986). The Science Question in Feminism. Ithaca, NY: Cornell University Press.

11. Hess, David J. (1997). Science Studies: An Advanced Introduction. New York: NewYork University Press.

12. Joerges, B. (1999). Do Politics Have Artefacts, Social Studies of Science 29, pp. 411- 431. Keller, Evelyn Fox (1985). Reflections on Gender and Science. New Haven, CT: YaleUniversity Press.

13. Keller, E. F. & Longino, H. E. (1996) (eds.) Feminism and Science. Oxford: Oxford University Press.

14. Knorr Cetina, K. (1981).The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science. Oxford: Pergamon Press.

15. Kuhn, T. S. (1962). The Structure of Scientific Revolutions. Chicago: University of Chicago Press (revised second edition).

16. Latour, B. (1992). Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts, in W.E. Bijker and J. Law, eds., Shaping Technology/Building Society. Cambridge, MA: MIT Press, pp. 225-258.

17. Latour, B. (2005). Reassembling the Social: An Introduction to Actor–Network 117 Theory. Oxford, New York: Oxford University Press.

18. Latour, B., & Woolgar, S. (1979), Laboratory Life: The Construction of Scientific facts. Princeton, NJ: Princeton University Press.

19. Latour, B. (1987), Science in Action: How to Follow Scientists and Engineers through Society. Cambridge, MA: Harvard University Press..

20. Lewenstein, B. (1995). From Fax to Facts: Communication in the Cold Fusion Saga‖, Social Studies of Science 25(3): 403–436.

21. Lynch, M. (1985). Arts and Artefact in Laboratory Science: A Study of Shop Work and Shop Talk in a Research Laboratory. London: Routledge and Kegan Paul.

	22. MacKenzie, D. & Judy W. (eds.) (1999). The Social Shaping of Technology,2nd edition, Lonodon: Open University Press. 23. Martin, E. (1991).The Egg and the Sperm: How Science has constructed a romance based on Stereotypical Male-Female Roles, Signs: Journal of Women in Culture and Society, 16 (3): 485–501. 24. Merchant, C. (1980).The Death of Nature: Women, Ecology and the Scientific Revolution. New York: Harper and Row. 25. Merton, R. K. (1968).The Matthew Effect in Science‖, Science, New Series, 159 (3810): 56–63. 26. Nandy, A. (1988), Science, Hegemony and Violence: A Requiem for Modernity. NewDelhi: Oxford University Press. 27. Price, D. J. & Sola, D. (1963). Little Science, Big Science. New York: Columbia University Press. 28. Rose, H. & Rose, S. (1969). Science and Society. Harmondsworth: Penguin. 29. Schiebinger, L. (1999). Has Feminism Changed Science? Cambridge and 118 London: Harvard University Press. 30. Sismondo, S. (2010). An Introduction to Science and Technology Studies (2nd edition). Chichester: Wiley-Blackwell. 31. Shiva, V. (1989). Staying Alive: Women, Ecology and Development. London: Zed Publishers. 32. Thomas, R. (2016). Being religious, being scientific: science, religion and atheism in contemporary India, in Yiftach Fehige (Ed) Science and Religion: East and West, Routledge India

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	3	-	3	-		1	1	-	-
CO2	3	2	-	-	-	2	1	-	-	-	1	-	-
CO3	2	2	-	-	2	2	1	-	-	1	1	-	-
CO4	2	2	-	-	3	2	-	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Exams

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Expert Interaction	Assignment	Seminar	Mid-term exam	Final exam
CO1				✓	✓	✓	✓
CO2				✓	✓	✓	✓
CO3	✓	✓				✓	✓
CO4		✓	✓			✓	✓

Course Title	SOCIOLOGY OF TRIBES IN INDIA				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic Understanding of Indian society and social structure in India 2. Basic understanding of the social issues in Indian Society				
Course Summary	This course explores the tribal social realities in India from a sociological perspective. It introduces the overall context of the tribes of India, social organization and institutions, the changing nature of tribal ways of life, and a critical understanding of the ethnographic descriptions of tribal communities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The course will enable the students to understand the tribal social realities of Indian society	U	F	Assignments/Instructor Created Exams/Seminar Presentations
CO2	The students will have an enhanced understanding of the issues and challenges faced by the tribal communities across India	U	F	Group Work/Discussions/Poster Making/Essay Writing
CO3	The students will develop insights to sociologically analyse the changes and dynamics happening in the lives of tribal communities and how such changes deprive and disintegrate their traditional cultures	An	F	Assignments and Group Discussions/ Screening of Movies and Documentaries
CO4	The students will be able to develop insights into the nature and dimensions of tribal social institutions and organisations	U & An	F	Assignments
CO5	The students will be able to evaluate and analyse the specific ways in which the hegemonic representations have been constructed during the colonial and post-colonial periods	E & An	F	Critical Reviews of Books/Articles/Reports/ Movies/Short Films/Documentaries/ Popular Literature etc

CO6	The course will equip the students to apply a sociological gaze towards the tribes in India, through analysing empirical contexts of tribal cultural systems and social life through field studies	Ap	F, C & P	Field Study Reports

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**THE TRIBES OF INDIA**	**10**	**12**
	1	Socio-Demographic Features of Tribes of Contemporary India	2	3
	2	Regional Distribution and Declining Tribal Population	2	2
	3	British Colonization of India – Experiences of Tribes	2	3
	4	Categorization and Classifications of Tribes	2	2
	5	Tribal Identities and Claims of Indigeneity in India	2	2
	Sections from References: 1. Bose, Nirmal Kumar. (1971). *Tribal Life in India*, New Delhi: National Book Trust 2. Mahratna, Arup. (2005). *Demographic Perspectives on India's Tribes*. New Delhi, Oxford University Press			
II		**SOCIAL ORGANISATION AND INSTITUTION**	**14**	**22**
	6	Social Institutions in the Tribal Communities - Family, Marriage, and Kinship	3	5
	7	Influence of the Caste System on Tribal Communities: Intersection of Caste and Tribe in Indian Society.	2	3
	8	Tribal Polity, Traditional Power Hierarchies, and Customary Laws	2	3
	9	The Features of Tribal Religion, Religious Conversion and Its Impact on the Tribes.	2	3
	10	Tribal Livelihood Systems, Bonded Labour System.	3	5
	11	Agricultural Practices among the Tribes – Shifting/Settled Cultivation	2	3
	Sections from References: 1. Nathan, Dev. (1997). *From Tribe to Caste.* Shimla: IIAS.			
III		**CHANGING NATURE OF TRIBAL LIFE AND CULTURE**	**12**	**17**
	12	Changing Nature of Tribal Ways of Life: Detribalization	2	3
	13	Tribal Languages, Arts, and Literature: Features	2	2
	14	Gender, Patriarchy and Tribal Women: Deconstruction of Gender Egalitarianism	2	3
	15	Changing Status of Tribal Women in the Contemporary Society	2	3

	16	Forests and Tribal Life: Challenges Faced by the Forest Dwelling Communities	2	3
	17	Tribal Administration: Scheduled Areas and PESA Act	2	3
	Sections from References: 1. Miri, Mrinal, (1993). *Continuity and Change in Tribal Society.* Shimla: Indian Institute of Advanced Study 2. Xaxa, Virginius (1999), "Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, Vol. XXXIV, 24 (12), pp.1519-1524			
IV	**ETHNOGRAPHIC ACCOUNTS OF TRIBES- AN OVERVIEW**		**12**	**19**
	18	Critique of Colonial Ethnographic/Descriptive Representations of Tribes of India	2	3
	19	Tribes of Central India – Bhils, Santals, Gonds	2	3
	20	North-East India - Nagas, Khasis, Garos	3	5
	21	South India – Kurumba, Chenchu, Badaga, Chola Naikan	3	5
	22	Tribes in the Islands – Andamanese, Sentinelese, and Jarawas	2	3
	Sections from References: 1. Elwin, Varrier. (1964). *The Aboriginals*. London: Oxford University Press. 2. Singh, K.S. (Ed). (1993). *The Scheduled Tribes, Peoples of India. Series* (Vol.III), Calcutta: Anthropological Survey of India.			
V	Open Ended Module**: SOCIOLOGICAL GAZE TOWARDS TRIBES OF INDIA**		**12**	**10**
	1	Writing review essays from a critical viewpoint deconstructing the hegemonic depictions of tribal realities in India on selected themes		
	2	Screening and Discussions of movies/documentaries representing the lives of tribes in India		
	3	Group Work – Conduction of Field Visits and Preparation of field study reports of the tribal hamlets		
	Sections from References: 1. Elliott, Jane. (2005). *Using Narratives in Social Research*. London: Sage Publications			

Books and References:

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2. Bose, Nirmal Kumar. (1971). *Tribal Life in India*, New Delhi: National Book Trust
3. Dube, S. C (Ed). (1998). *Antiquity to Modernity in Tribal India (Vol.1) Continuity and Change among Indian Tribes*. New Delhi: Inter India Publications
4. Government of India. (2007). *National Policy on Rehabilitation and Resettlement for Project Affected Families*. New Delhi: Ministry of Rural Development

5. Gupta, Sanjukta Das and Raj Sekhar Basu. (2012). *Narratives from the Margins: Aspects of Adivasi History of India*. Delhi: Primus Books.
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16. Singh K S. (1985). *Tribal Society in India. An Anthropo-historical Perspective*. New Delhi: Manohar
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18. Subba, T.B. & S. Som. (2004). *Between Ethnography and Fiction: Verrier Elwin and Tribal question in India*, New Delhi: Orient Longman.

ADDITIONAL READINGS

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20. Bhowmick K.L. (1971). *Tribal India*. The World Press Pvt.Ltd.
21. Elwin, Varrier. (1939). *The Baiga*. New Delhi: Gyan Pubilishing House.
22. Mandal, Hrisikesh, Sumit Mukherjee and Archana Datta. (2002*). India: An Illustrated Atlas of Tribal World*. Kolkata: Anthropological Survey of India
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26. River, W.H.R. (1906). *The Todas*. MacMillan
27. Sinha B.B. (1982). *Society in Tribal India*. Delhi: B.R. Publishing Corporation
28. Verma, R. C. (1990). *Indian Tribes through the Ages*, New Delhi: Publications
29. Vidyarthi, L. P. and B. K. Rai (1985). *Tribal Culture of India*, Delhi: Concept Publications.
30. Xaxa, Virginius (1999), "Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, Vol. XXXIV, 24 (12), pp.1519-1524

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	-	2	-	3	-	1	-	3	-	-
CO2	2	-	-	1	2	1	1	-	1	-	-	-	-
CO3	2	2	-	2	1	1	3	-	1	-	-	2	-
CO4	1	3	2	1	-	-	3	-	2	-	3	-	-
CO5	1	-	3	-	2	1	3	-	1	1	3	2	-
CO6	3	-	-	-	1	-	2	-	3	-	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group Work / Discussions / Screening of Movies and Documentaries
- Assignments / Poster Making / Essay Writing / Field Study Reports
- Internal / Mid Exams
- End Semester Exams

Mapping of COs to Assessment Rubrics :

	Screening of Movies and Documentaries	Internal Exam	Assignment/ Poster Making	Group Work / Discussions /Seminar	Field Study Reports	End Semester Exams
CO1		✓	✓	✓		✓
CO2		✓	✓	✓		✓
CO3	✓	✓	✓	✓		✓
CO4		✓	✓			✓
CO5	✓	✓				✓
CO6		✓			✓	✓

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MINOR COURSES

DIMENSIONS OF SOCIAL LIFE

GROUP 1 SOCIOLOGY OF ECONOMIC LIFE	
SEMESTER 1	SOC1MN101 Invitation to Sociology
SEMESTER 2	SOC2MN101 Introduction to Economic Sociology
SEMESTER 3	SOC3MN201 Economy and Society
GROUP 2 SOCIOLOGY OF POLITICAL LIFE	
SEMESTER 1	SOC1MN101 Invitation to Sociology
SEMESTER 2	SOC2MN102 Introduction to Political Sociology
SEMESTER 3	SOC3MN202 Social Basis of Inequality and Development
GROUP 3 SOCIETY AND INDIVIDUAL	
SEMESTER 1	SOC1MN103 Introduction to Social Psychology
SEMESTER 2	SOC2MN103 Fundamentals of Social Psychology
SEMESTER 3	SOC3MN203 Counselling
GROUP 4 SOCIOLOGY OF MASS MEDIA	
SEMESTER 1	SOC1MN101 Invitation to Sociology
SEMESTER 2	SOC2MN104 Mass media and Society
SEMESTER 3	SOC3MN204 Sociology of Cinema
GROUP 5 SOCIOLOGY AND EDUCATION	
SEMESTER 1	SOC1MN101 Invitation to Sociology
SEMESTER 2	SOC2MN105 Sociology of Education
SEMESTER 3	SOC3MN205 Education in Society

Course Title	INVITATION TO SOCIOLOGY				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic knowledge in Social Sciences				
Course Summary	"Invitation to Sociology" provides a nuanced understanding of social structures, cultural norms, and individual interactions within society. The course meticulously unpacks the relationship between sociology and other academic disciplines, equipping students with the analytical tools necessary to critically examine and interpret the multifaceted nature of contemporary social issues.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Summarize the key principles and domains of sociology, demonstrating foundational knowledge of the discipline.	U	C	Semester exam/ Instructor-created exams / Quiz

CO2	Discover the significance and influence of society, socialization and social control, predicting their impact on individual behaviour.	Ap	P	Semester exam/ Assignment / Observation of Practical Skills
CO3	Summarize the relationship between culture and society, explaining how cultural norms and values influence societal structures.	U	C	Semester exam/ Seminar / Group Tutorial Work
CO4	Examine the structures of stratification and patterns of inequality in contemporary Indian society, formulating strategies to address these social challenges.	An	C	Semester exam/ Instructor-created exams / Home Assignments
CO5	Use sociological concepts to effectively analyze and interpret their own cultural immersion experiences, media content, and personal life stories	Ap	P	Assignments/ Group discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCING SOCIOLOGY**	**12**	**20**
	1	Origin and development of Sociology	2	5
	2	Sociology as a science: Nature, scope and relevance	2	5
	3	Relation with other disciplines: History, Political Science, Anthropology, Economics, Psychology	2	3
	4	Sociology Vs common sense	2	2
	5	Sociological Imagination	2	2
	6	Branches of Sociology: Medical Sociology, Rural Sociology, Industrial Sociology, etc.	2	3
	Sections from References: 1. Abraham, Francis and Morgan Henry John. (2010). Sociological Thought, MacMillan Publishers India Ltd. 2. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 3. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 4. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd) 5. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd. 6. Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press 7. Bottomore, Tom and Robert, Nisbet. (1978). A History of Sociological analysis, Heineman. 8. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi 9. Giddens, Anthony. (1998) Sociology, Polity Press, Cambridge.		

II	**INDIVIDUAL AND SOCIETY: BASIC CONCEPTS**		**16**	**20**
	7	Society, community, association	3	2
	8	Social Interaction: Types	3	3
	9	Social Groups: Types	3	3
	10	Socialization: Types and agents	2	5
	11	Social Control: Types and agents	2	5
	12	Social Structure: Status and Role	3	2
	Sections from References: 1. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press. 2. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press. 3. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd) 4. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd. 5. Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press 6. Bottomore, Tom and Robert, Nisbet. (1978). A History of Sociological analysis, Heineman. 7. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi 8. Giddens, Anthony. (1998) Sociology, Polity Press, Cambridge.			
III	**CULTURE AND SOCIETY**		**10**	**15**
	13	Meaning, characteristics and elements of culture	2	3
	14	Sub-culture, High Culture and Popular Culture	2	3
	15	Ethnocentrism and Cultural Relativism	2	2
	16	Cultural lag, Multi-culturalism	2	5
	17	Digital Culture and Social Media	2	2
	Sections from References: 1. Kroeber, A. L., & Kluckhohn, C. (1952). *Culture: A Critical Review of Concepts and Definitions*. Peabody Museum. 2. Kottak, C. P. (2019). Mirror for Humanity: A Concise Introduction to Cultural Anthropology. 11th Edition. McGraw-Hill Education. 3. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind. 3rd Edition. McGraw-Hill. 4. Hall, E. T. (1976). Beyond Culture. Anchor Books. 5. Harris, M., & Johnson, O. (2020). Cultural Anthropology. 11th Edition. Routledge. Kendall, Diana. (2007). Sociology in our Times, Thomson Learning Inc., 6. Ogburn, W. F. (1966). *On Culture and Social Change*. University of Chicago Press. (Chapter on cultural lag) 7. Storey, J. (2018). *Cultural Theory and Popular Culture: An Introduction*. Routledge. 8. Van Dijck, J. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University Press.			

IV	**STRATIFICATION AND INEQUALITIES IN CONTEMPORARY INDIAN SOCIETY**		**10**	**15**
	18	Stratification: Definition and types	2	3
	19	Caste: Definition and Characteristics	2	3
	20	Class: Definition and Characteristics	2	3
	21	Gender disparities in various domains	2	3
	22	Urban-Rural Divide in India	2	3
	Sections from References: 1. Beteille, A. (2012). *Caste, Class, and Power: Changing Patterns of Stratification in a Tanjore Village*. Oxford University Press. 2. Chakravarti, U. (2003). *Gendering Caste Through a Feminist Lens*. Popular Prakashan. 3. Desai, S., & Dubey, A. (2012). Caste in 21st Century India: Competing Narratives. Cambridge University Press. 4. Deshpande, S. (2003). *Contemporary India: A Sociological View*. Viking. 5. Harriss-White, B., & Janakarajan, S. (2004). *Rural India Facing the 21st Century: Essays on Long Term Village Change and Recent Development Policy*. Anthem Press.. 6. Menon, N. (2012). *Seeing like a Feminist*. Penguin Books India. 7. Singh Y. (1977a). *Social stratification and social change in India*. Manohar Publications 8. Srinivas, M. N. (1962). *Caste in Modern India; And Other Essays*. Asia Publishing House. 9. Srinivas, M. N. (1980). *India: Social Structure*. Hindustan Publishing Corporation. 10. Srinivas, M. N. (1996). *Village, Caste, Gender, and Method: Essays in Indian Social Anthropology*. Oxford University Press.			
V	Open Ended Module: **REFLECTIVE SOCIOLOGICAL INQUIRY**		**12**	**10**
		Cultural Immersion Project: Students immerse themselves in a culture or subculture different from their own, participating in cultural events or rituals. They document their experiences and reflect on the cultural insights gained, relating them to sociological concepts. OR Media Representation Analysis: Students analyze how different social groups (e.g., minorities, gender groups) are portrayed in media (films, TV shows, news). They discuss the potential impact of these portrayals on societal attitudes and stereotypes. OR Sociological Autobiography: Students write an autobiographical essay analyzing how sociological factors (e.g., caste, class, gender) have shaped their life experiences and identity.		

Books & References

1. Abercrombie, Nicholas. (2004). Sociology, Cambridge Polity Press.
2. Abraham, Francis and Morgan Henry John. (2010). Sociological Thought, MacMillan
3. Abraham, Francis. (2006). Contemporary Sociology, Oxford University Press.
4. Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press
5. Beteille, Andre. (2002). Sociology: Essays on Approach and Method,
6. Geertz, C. (1973). The Interpretation of Cultures. Basic Books.
7. Bottomore, Tom (1986), Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd)
8. Bottomore, Tom and Robert, Nisbet. (1978). A History of Sociological analysis, Heineman.
9. Eriksen, T. H. (2010). Chapter 1: What is Anthropology? In Small Places, Large Issues (pp. 1-20).
10. Eriksen, T. H. (2010). Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. 3rd Edition. Pluto Press.
11. Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi
12. Giddens, Anthony. (1998) Sociology, Polity Press, Cambridge.
13. Haralambos M and Heald R.M. (2008). Sociology-Themes and Perspectives, Oxford
14. Horton, Paul and Hunt, Chester, L. (1980). Sociology, McGraw Hill.
15. Johnson, Harry M.(1960). Sociology; A Systematic Introduction, Harcourt Brace,
16. Kendall, Diana. (2007). Sociology in our Times, Thomson Learning Inc. London.
17. Kothari, R. (2019). Politics and the People: In Search of a Humane India. Sage Publications
18. Macionis J.John, (2006). Sociology, Pearson Education. NewYork.
19. Perry, John and Perry, Erna. (2010). Contemporary Society, Dorling Kindersley India Pvt.Ltd. Publishers India Ltd.
20. Rose, Glaser and Glaser. (1976), Sociology: Inquiring into Society, Harper and Row,
21. Singh Y. (1986). Some emerging issues in the Indian sociology of social stratification. In Sharma K. L. (Ed.), *Social stratification in India*. Manohar Publications.
22. Spencer, Metta. (1979). Foundations of Modern Sociology, Prentice-Hall, New Jersey.
23. Srinivas, M.N. Social Change in India
24. University Press.
25. Wallace, Richard Cheever and Wallace, Wendy Drew. (1985), Sociology, Allyn and N BaconInc., London.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	1	2	-	-		-	-	-	1	-
CO2	-	2	-	2	-	-	-	-	2	-	-	-	-
CO3	2	2	-	2	3	2	-	-	-	-	-	-	-
CO4	3	2	-	3	2	2	-	-	-	-	1	-	-
CO5	2	2	3	3	2	3	-	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

Course Title	**INTRODUCTION TO ECONOMIC SOCIOLOGY**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General understanding on society				
Course Summary	This course aware the students about the sociology of economic life. It brings knowledge of sociological perspectives and knowledge of the socio-cultural aspects of economic relations in national and regional context.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the fundamentals of Economic Sociology	U	C	Semester exam/ Instructor-created exams / Quiz
CO2	Identify the basic concepts of Economic Sociology	U	C	Semester exam/ Assignment
CO3	Analyse the economic world on the basis of sociological theories	An	C	Semester exam/ Seminar Presentation /
CO4	Associate sociological knowledge on economic relations with everyday life	U	F	Semester exam/ Instructor-created exams / Home Assignments
CO5	Relate the research questions and interests through socio-economic relations	U	P	Assignments/ Group discussion

CO6	Analyse the changing economic world through social lens	An	p	Semester exam/ Instructor-created exams /Discussion on issues

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**FUNDAMENTALS OF ECONOMIC SOCIOLOGY**	**12**	**14**
	1	Emergence of Economic Sociology	2	3
	2	Nature of Economic Sociology	2	2
	3	Scope of Economic Sociology	3	2
	4	Relationship between Sociology and Economics	2	2
	5	Sociological approaches to the study of economy	3	5
		1. Smelser, Neil J. and Swedberg, Richard (eds.) *Handbook of Economic Sociology,* Princeton: Princeton University Press. 2. Swedberg, Richard. 2003. *Principles of Economic Sociology*, Princeton: Princeton University Press. 3. Trigilia, Carlo, 2002. Economic Sociology: State, Market, and Society in Modern Capitalism, Oxford: Blackwell. Farkers George and Oaula England (eds.) *Industries, Firms, and Jobs: Sociological and Economic Approaches*, New York: Plenum Press. 4. Granovetter, Mark and Swedberg, Richard. (eds.) *The Sociology of Economic Life*, Boulder: West view Press. 5. Smelser Neil. J. (ed.) *Readings in Economic Sociology*, Berkeley: University of California Press.		
II		**BASIC CONCEPTS**	**10**	**15**
	6	Agrarian Economy	2	3
	7	Mixed economy	2	3
	8	Capitalist economy	2	3
	9	Globalization	2	3
	10	Neoliberal Economy	2	3
		1. Gupta Akhil (1998) *Postcolonial developments. Agriculture in the making of modern India*. Durham: Duke University Press. 2. Chakravarti, Anand (2001) *Social power and everyday class relations: Agrarian Transformation in North Bihar*. New Delhi: Sage Publications. 3. Hariss-White Barbara and Heyer Judith (eds) (2014). *Indian capitalism in development*. London: Routledge Contemporary South Asia Series. (Chap 10,14, 23, 31,40,46).		
III		**VIEWS ON ECONOMY AND SOCIETY**	**14**	**24**
	11	Social contexts of Economic action	1	3
	12	Economic action : Meaning, varieties of Embeddedness	2	3
	13	Social Networks in Economic behaviour	2	3

	14	Sociological Perspectives on Economy: Karl Marx	3	5
	15	Sociological Perspectives on Economy: Emile Durkheim	3	5
	16	Sociological Perspectives on Economy: Max Weber	3	5
	1. Marx, Karl (1976) *Capital: A Critique of Political Economy Vol. One*. England: Penguin Books. Translated by Ben Fowkes. (Pages. 125- 187, 270- 280, 340- 353). 2. Weber Max (1978) *Economy and Society: An Outline of Interpretive Sociology*. California: University of California Press. (Chap 2: Sociological categories of economic action & Chap 7: The market, its impersonality and ethic).			
IV	**ECONOMIC DEVELOPMENT: PROGRAMMES AND POLICIES**		**12**	**17**
	17	Economic Development: Meaning	2	2
	18	Policies for Economic development in India and Kerala	2	3
	19	Socio-cultural factors of Economic development	2	3
	20	Marginalised communities and Economic development: SC & ST	2	3
	21	Marginalised communities and Economic development: Women and other minority groups	2	3
	22	Problems and challenges of Economic development	2	3
	1. Goheen, John. 1958. India's Cultural Values and Economic Development: A Discussion, *Economic Development and Cultural Change*, Vol. 7, No. 1. 2. Kapp, William. 1963. *Hindu Culture, Economic Development, and Economic Planning in India: A Collection of Essays*, Bombay: Asia Publishing House. 3. Hariss-White, Barbara (2004). *India Working: Essays on society and economy*. Cambridge: Cambridge University Press. 4. Jafferlot Christopher and van der Veer Peter (eds) (2008). *Patterns of middle class consumption in India and China.* New Delhi: Sage Publications. 5. Kaul Rekha (1993). *Caste, Class, and Education: Politics of the Capitation Fee Phenomenon in Karnataka*. New Delhi: Sage			
V	Open Ended Module: **SOCIO-ECONOMIC ISSUES**		**12**	**10**
	Debates can be organized among students on contemporary, relevant socio- economic issues Assignments on socio- economic issues Essays and write up on relevant socio- economic issues Theme based group discussions on socio- economic issues			

Books and References:

1. Dreze Jean and Amartya Sen 2002. India Development and Participation, Delhi: Oxford University Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	1	-	-	-	-	2	-	1	-	-
CO2	2	-	1	2	2	1	2	-	3	-	-	1	-
CO3	1	-	-	3	3	2	3	-	2	-	2	-	-
CO4	3	3	-	1	1	3	1	-	1	-	1	-	-
CO5	2	2	2	3	1	3	-	-	3	-	-	1	-
CO6	1	2	-	-	3	2	1	-	3	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Semester exam
- Internal exams
- Assignments
- Seminar
- Group Discussion

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar/ Group discussion	End Semester Exams
CO1	✓		✓	✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓	✓		✓
CO5	✓	✓		✓
CO6	✓		✓	✓

Course Title	**ECONOMY AND SOCIETY**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic knowledge on economic relations in society				

Course Summary	This course gives learners an alternative account of phenomena typically formulated only in economic terms and gives knowledge on historical transformation of economic relations. It provides sociological explanations of economic activities of production, consumption, and distribution in a wide range of social settings

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the historical context of Economic relations	U	F	Exams / Quiz
CO2	Analyze the economic world on the basis of sociological theories	AN	C	Practical Assignment / Discussion
CO3	Understand the economic process and social relations.	U	F	Seminar Presentation / Group Tutorial Work
CO4	Enable understanding of socio-cultural aspects of Economic relations	U	F	Exams / Home Assignments
CO5	Understand the practical knowledge on Economic relations	U	P	Group discussion/ Field visit
CO6	Explain the economic activities in social settings	U	F	Field study

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**HISTORICAL TRANSFORMATION OF ECONOMY**	**16**	**19**
	1	Agrarian Economy	2	3
	2	Economic Institutions in the Indian subcontinent	3	3
	3	International trade in the Pre-British era	3	2
	4	East India Companies and colonialism	2	3
	5	Development and economic growth in post independent India	2	3
	6	Impact of economic policies in India	2	2
	7	Economic Transformations in Kerala	2	3
	Sections from Reference 1. Gupta Akhil (1998) *Postcolonial developments. Agriculture in the making of modern India*. Durham: Duke University Press. 2. Chakravarti, Anand (2001) *Social power and everyday class relations: Agrarian Transformation in North Bihar*. New Delhi: Sage Publications.			

II	**BASIC CONCEPTS**		**12**	**18**
	8	Economic processes- Production, Exchange	2	3
	9	Economic processes- Distribution and Consumption	2	3
	10	Concept of Value, Labour, Money, Market, Property, Rationality	2	5
	11	Mixed economy	2	3
	12	Capitalist economy	2	2
	13	Neo-liberal Economy	2	2
	Sections from Reference 1. Corrigan Peter 1997. *The Sociology of Consumption An Introduction*, London: Sage Publications. 2. Petras, J. and H. Veltmeyer. 2001. *Globalization Unmasked.* London: Zed Books. (Chapters 1, 3, 6, 9). 3. Chari Sharad (2004). *Fraternal capital: Peasant Workers, Self-made Men, and Globalization in provincial India*. Stanford: Stanford University Press.			
III	**CLASSICAL THEORETICAL PERSPECTIVES**		**12**	**21**
	14	Importance and development of theoretical views	2	3
	15	Marx: Capitalism and Working Class	3	5
	16	Durkheim: Division of labour	1	5
	17	Weber: Religious ethics and Economic rationality	3	5
	18	Polanyi: Economy as Instituted process	3	3
	Sections from Reference 1. Bottomore, T.B. 1990. *The Socialist Economy: Theory and Practice.* New York: Harvester Wheat Sheaf. (Selected chapters) 2. Marx Karl (1976) *Capital: A Critique of Political Economy Vol. One*. England: Penguin Books. Translated by Ben Fowkes. (Pages. 125- 187, 270- 280, 340- 353). 3. Weber Max (1978) *Economy and Society: An Outline of Interpretive Sociology*. California: University of California Press. (Chap 2: Sociological categories of economic action & Chap 7: The market, its impersonality and ethic).			
IV	**SOCIO-CULTURAL ASPECTS OF ECONOMIC DEVELOPMENT**		**8**	**12**
	19	Culture and economic development in India and Kerala	2	3
	20	Impact of religion and caste on economic development: National and Regional	2	3
	21	Socio-cultural aspects of consumer spending in India	2	3
	22	Gender and Economy: Property Relations, Gender Wage-gap, Unpaid Labour	2	3
	Sections from Reference 1. Folbre, N. 1994. *Who Pays for the Kids? Gender and the Structures of Constraint*. London, New York: Routledge. 2. Hariss-White, Barbara (2004). *India Working: Essays on society and economy*. Cambridge: Cambridge University Press. 3. Jafferlot Christopher and van der Veer Peter (eds) (2008). *Patterns of middle class consumption in India and China.* New Delhi: Sage Publications. 4. Kaul Rekha (1993). *Caste, Class, and Education: Politics of the Capitation Fee Phenomenon in Karnataka*. New Delhi: Sage			

V	Open Ended Module: **ECONOMIC TRANSFORMATION OF INDIA**	**12**	**10**
	Reviews on original theoretical text regarding economic aspects Theme based group discussions on economic transformation Field study reports on economic transformation		

Books and References:

1. Campbell, C. 1987. *The Romantic Ethic and the Spirit of Modern Consumerism*, Basil Blackwell: Oxford. (Introduction and Part One).
Scott, J.C. 1998. *Seeing Like a State.* Yale, New Haven: University Press. (Chapter 5).
2.Gadgil M and Guha R (1995) *Ecology and Equity. The use and abuse of nature in contemporary India*. New Delhi: Penguin Books.
3.Breman Jan (2013) *At Work in the Informal Economy of India. A perspective from bottom up*. New Delhi: Oxford University Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	2	2	-	3	2	1	1	-	-	-	-
CO2	2	-	-	-	-	1	-	2	2	-	-	-	-
CO3	1	-	-	-	-	3	-	3	3	-	-	-	-
CO4	2	1	1	3	2	2	3	2	3	-	1	-	-
CO5	3	3	-	-	3	3	1	3	2	-	-	-	-
CO6	1	2	3	2	1	3	1	3	1	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Field visit/ survey
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Field visit/ survey	End Semester Exams	Discussion / Seminar
CO1	✓	✓		✓	
CO2	✓	✓		✓	
CO3	✓			✓	✓
CO4	✓	✓		✓	
CO5	✓		✓	✓	
CO6	✓		✓	✓	✓

Course Title	INTRODUCTION TO POLITICAL SOCIOLOGY				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Fundamental Knowledge in Social sciences 2. Interest in the socio-political process in general				
Course Summary	This course intends to introduce students to various dimensions of political Sociology and make them gain theoretical knowledge to analyse, evaluate and apply that understanding for creating a modern and enlightened political perspective				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand and formulate the broad framework and scope of political sociology	U	C	Instructor-created exams / Quiz
CO2	Analyze the importance of power in political sociology and its various philosophical foundations	Ap	P	Assignment / Discussion
CO3	Articulate and evaluate the process of socialization and its relationship with political participation	E	P	Seminar Presentation / Group Work
CO4	Evaluate the gained knowledge on political scenario in India	E	C	Instructor-created exams / Home Assignments
CO5	Critically analyse the political processes in India and particularly in Kerala	An	P	Class room Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO POLITICAL SOCIOLOGY**	**12**	**15**
	1	Definition, Subject matter, Nature and Scope of Political Sociology	2	2
	2	Importance of Political Sociology	2	2
	3	Key concepts- Power, authority, legitimacy, Social Justice	2	3
	4	Liberalism, Conservatism, Communism, Socialism etc	2	3

	5	Gender and politics	2	3
	6	Media and politics	2	2
	1. Orum, A. M. (1991). *Political sociology: Power and participation in the modern world*. Transaction Publishers. 2. Vincent, A. (2008). *The importance of political theory.* Oxford University Press. 3. Easton, D. (2012). *Political power and social theory.* Transaction Publishers. 4. Rawls, J. (1999). *A Theory of Justice.* Harvard University Press. 5. Armitage, D. (2000). *The ideological origins of the British Empire*. Cambridge University Press. 6. Hirschmann, N. (2008). *Gender, class, and freedom in modern political theory.* Princeton University Press. 7. Iyengar, S. (2019). Media politics: A citizen's guide. W. W. Norton & Company.		
II	**POLITICAL SOCIALIZATION AND PUBLIC OPINION**		**12**	**20**
	7	Meaning and Types of Political socialization	2	2
	8	Determinants of Political Participation, Agents of political Socialization,	2	5
	9	Future trends in political socialization - social media and Globalization	3	5
	10	Public Opinion Theories	3	5
	11	Habermas' Public Sphere, Counter public sphere- Nancy Fraser	2	3
	Owen, D. (2017). *Political Socialization and Public Opinion: A Handbook.* Routledge. Haider-Markel, D. P. (Ed.). (2017). *The Oxford Handbook of Political Behavior.* Oxford University Press. Delli Carpini, M. X., & Keeter, S. (2016). *What Americans Know About Politics and Why It Matters*. Yale University Press. Lippmann, W. (1922). *Public Opinion.* Free Press. Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society.* MIT Press. Fraser, N. (1997). Justice *Interruptus: Critical Reflections on the 'Postsocialist' Condition*. Routledge.			
III	**INTELLECTUAL BASIS OF POLITICAL SOCIOLOGY**		**10**	**20**
	12	Marxian perspective of power	3	5
	13	Weber on power	2	2
	14	Social fields and cultural capital -Pierre Bourdieu	2	5
	15	Hegemony –Gramci, Three-dimensional power – Steven Lukes	3	5
	16	Disciplinary power, Bipower-Foucault	2	3
	Dahrendorf, R. (1959). *Class and class conflict in industrial society*. Stanford University Press. Weber, M. (1946). From *Max Weber: Essays in sociology.* Oxford University Press.			

	Bourdieu, P. (1986*). The forms of capital.* Handbook of Theory and Research for the Sociology of Education, 241-258. Gramsci, A. (1971). *Selections from the prison notebooks.* International Publishers. Lukes, S. (2005). *Power: A radical view.* Palgrave Macmillan. Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Vintage.			
IV	**POLITICAL PROCESS IN INDIA**		**14**	**15**
	17	Role of Pressure groups and Interest groups	1	2
	19	Role of Caste, Religion and Language in Indian politics,Politics of marginalized groups-Dalit politics	3	3
	20	Regionalism and politics of ethnicity	2	2
	21	Fundamentalism, Communal organizations, Pluralism, Religious nationalism	3	3
	22	Society and politics in Kerala- Role of government, Community based organisations, Religion in politics, Female participation, and representation	3	5
	Brass, P. R. (2006). *The politics of India since independence.* Cambridge University Press. Bardhan, P. (1997). *The role of interest groups and the political economy of growt*h. Handbook of Development Economics, 3, 1739-1772. Jaffrelot, C. (2003). *India's silent revolution: The rise of the lower castes in North India*. C. Hurst & Co. Publishers. Omvedt, G. (2008). *Dalit visions: The anti-caste movement and the construction on an Indian identity.* Orient Blackswan. Sundaram, P. M. (2008). *Regionalism in Indian perspective*. Deep & Deep Publications. Jha, P. C. (2009). *Ethnicity and politics in India*. Orient Blackswan. Varshney, A. (2002). *Ethnic conflict and civic life: Hindus and Muslims in India.* Yale University Press. Kothari R. (1979) Politics in India, Orient Longmans Ltd .Kothari R (1973) (Ed) *Caste in Indian Politics* – Orient Longmans Ltd. Gopalakrishnan, A. (2007). *Kerala: The development experience.* Concept Publishing Company.			
V	Open Ended Module: **EXPANDING THE HORIZON WITH PRACTICAL APPLICATIONS**		**12**	**10**
	Case studies: Compare the Sociological basis of the political systems in Eastern and Western nations Assignments based on the analysis of electoral politics in the context of Contemporary India Sociological inquiry and analysis of the dynamics of power/authority with respect to the political context of Kerala Assess the role of pressure groups in the contemporary political milieu			

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	2	1	1	1	-	3	-	-	-	-
CO2	2	-	-	1	2	2	2	-	1	-	-	1	-
CO3	2	1	-	1	3	3	1	-	1	-	-	-	-
CO4	3	3	2	3	2	1	2	-	3	-	-	2	-
CO5	1	1	1	1	1	2	2	-	3	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓

Course Title	SOCIAL BASIS OF INEQUALITY AND DEVELOPMENT				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1 Fundamental Knowledge Political Sociology 2. Interest in the socio-political process in general				
Course Summary	This course introduces students to Social Basis of inequality and make them gain theoretical knowledge to analyse, evaluate and apply that understanding for creating a modern and enlightened political perspective				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand and formulate the broad framework of stratification and its multiple axes	U	C	Instructor-created exams / Quiz
CO2	Analyze the significance of power in the study of inequality and its implications	Ap,An	P	Practical Assignment / Discussion
CO3	Articulate and evaluate and the power elite theories	Ap,E	P	Seminar Presentation / Group Tutorial Work
CO4	Apply knowledge to find the role of the media in inequality debate	Ap	P	Instructor-created exams / Home Assignments
CO5	Create a blueprint for an egalitarian social order in Indian context	Ap,C	P	One Minute Reflection Writing assignments
CO6	Demonstrate critical thinking and sociological imagination on various aspects in Indian context	Ap,C	M	Viva Voce

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**STRATIFICATION AND INEQUALITY**	**12**	**12**
	1	Stratification and types	2	2
	2	Social Mobility- Upward, downward, horizontal, vertical, inter and intergenerational	2	2
	3	Factors influencing social mobility	3	3
	4	Intersectionality- Multiple dimensions of inequality	3	3
	5	Caste, mobility and inequality : Past, Present and future	2	2
	Sections from References: Grusky, D. B. (Ed.). (2014). *Social stratification: Class, race, and gender in sociological perspective.* Westview Press. Kerbo, H. R. (2016). *Social stratification and inequality.* McGraw-Hill Education.. Erikson, R., & Goldthorpe, J. H. (1992). *The constant flux: A study of class mobility in industrial societies.* Oxford University Press. Blanden, J., Gregg, P., & Machin, S. (2005). *Intergenerational mobility in Europe and North America. Centre for Economic Performance*, London School of Economics and Political Science.			

	Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. University of Chicago Legal Forum, 140, 139-167. Thorat, S., & Newman, K. S. (2012*). Blocked by caste: Economic discrimination in modern India.* Oxford University Press. Desai, S., & Dubey, A. (2012). *Caste in 21st century India: Competing narratives*. Economic and Political Weekly, 48(10), 52-62.			
II	**ELITE THEORIES**		**10**	**19**
	6	C W Mill's Power elite	3	5
	7	Robert Michels: Iron law of oligarchy	1	2
	8	Pareto and Circulation of elites	2	5
	9	Domhoff's perspective on elite	2	3
	10	Floyd Hunter: Community power structure and power elites	1	2
	11	Thorstein Veblen's Theory of the Leisure Class	1	2
	Sections from References: Mills, C. W. (1956). *The power elite.* Oxford University Press. Michels, R. (1962*). Political parties: A sociological study of the oligarchical tendencies of modern democracy*. Collier Books. Pareto, V. (1935*). The mind and society: A treatise on general sociology.* Dover Publications. Domhoff, G. W. (2018). *Who rules America? The triumph of the corporate rich.* McGraw-Hill Education. Hunter, F. (1953). *Community power structure: A study of decision makers*. University of North Carolina Press. Veblen, T. (1899). *The theory of the leisure class: An economic study of institutions*. Macmillan.			
III	**POLITICS OF INEQUALITY**		**13**	**19**
	12	Colonialism, Imperialism	2	2
	13	Colonialism and emergence of World Capitalism	3	5
	14	Neo-colonialism	2	2
	15	Techno-capitalism , Surveillance capitalism- Shoshana Zuboff	3	5
	16	Techno-feudalism- Yaniks Varoufakis	2	3
	17	R > G Formula: Thomas Piketty	1	2
	Sections from References: Wilkinson, R., & Pickett, K. (2010). *The spirit level: Why greater equality makes societies stronger*. Bloomsbury Press. Said, E. W. (1994). *Culture and imperialism*. Vintage. Rodney, W. (1973). *How Europe underdeveloped Africa*. Bogle-L'Ouverture Publications. Nkrumah, K. (1965). *Neo-colonialism: The last stage of imperialism*. International Publishers. Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. Profile Books. Suarez-Villa, L. (2009). *Technocapitalism: A Critical Perspective on Technological Innovation and Corporatism.* Temple University Press.			

	Varoufakis, Y. (2019). *Techno-feudalism: Digital oligarchs, reactionary lords, and predatory barons.* The New Press. Piketty,T.(2014).*Capital in the twenty-firstcentury*.Harvard University Press.			
IV	**INEQUALITY AND INDIAN EXPERIENCE**		**13**	**20**
	18	Planned Development, Five Year Plans	3	5
	19	Nehruvian Socialism, Mixed Economy	3	5
	20	Green revolution and inequality	1	2
	21	Economic Liberalization of 90s and its social implications	3	3
	22	Kerala Model of Development and its impact on social inequality	3	5
	Sections from References: Chandra, B. (2008). India Since Independence. Penguin Random House India. Bhattacharya, B. B. (2007). *Five year plans and development programmes in India*. Academic Foundation. Das, G. (2012). *The Elephant Paradigm: India Wrestles with Change*. Penguin India. Bhagwati, J., & Desai, P. (1993). The *Politics of Economic Reforms in India.* Oxford University Press.Shiva, V. (1991). The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics. Zed Books. Panagariya, A. (2008). *India: The emerging giant.* Oxford University Press. Kannan, K.P. (2007). Kerala's *Economic Development*. Oxford University Press. Raj, K.N. (1999). The Kerala *Model: Its Central Tendencies and the Debate*. Oxford University Press.Jeffrey, R., & Jeffery, P. (1992). *Kerala: Radical Reform as Development in an Indian State.* Oxford University Press.			
V	Open Ended Module**: EXPLORING ROLE OF SOCIOLOGY IN POLITICAL PROCESS**		**12**	**10**
	Case studies: Study the mobility experience of communities and its impact in Kerala Society Open-Ended Exploration and Assessment: Study the role of media in creating the political narratives Assignment: Plot the sociological background of the changes in India after the advent of liberalization policies of 90s			

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	-	2	3	1	-	-	-	-	-	-
CO2	2	2	2	-	1	2	-	-	-	-	-	1	-
CO3	2	2	3	-	3	2	1	-	-	-	-	-	-
CO4	3	1	2	-	2	1	-	-	-	-	-	-	2
CO5	2	2	1	-	1	3	-	-	-	-	-	-	-
CO6	2	3	1	-	2	2	-	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	End Semester Exams
CO1	✓	✓	✓	✓
CO2	✓			✓
CO3	✓		✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓		✓
CO6	✓	✓	✓	✓

Course Title	INTRODUCTION TO SOCIAL PSYCHOLOGY				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Critical thinking and an interest in understanding of human behaviour in social contexts				
Course Summary	The course explores topics such as fundamental principles, human social behaviour and personality. Practical applications and real-life examples are incorporated to illustrate the relevance of social psychological principles.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding of basic concepts and processes in social psychology	U	C	Assignment
CO2	understand on personality and its relation with social system	U	C	Focus group discussion
CO3	Identify the self-formation	R	C	Seminar Presentation

CO4	Demonstrate the fundamental principles of Social Psychology	Ap	P	Assign team work and collaboration

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**NATURE AND SCOPE**	**12**	**16**
	1	Definition, Nature, Scope and importance of Social Psychology	3	2
	2	Relationship between Sociology and Social Psychology	1	2
	3	Methods of Social Psychology- field experiments, naturalistic observation, and surveys	2	3
	4	Major Themes of social psychology- seven themes	2	3
	5	Relationship of Social psychology with Psychology	2	3
	6	Basic concepts of social psychology-- Social Attitude, Social Learning, Group decisions, Prejudice, Conformity, Crowd behaviour	2	3
		Sections from References: 1. Bhardwaj G, Fundamentals of Social Psychology, Pearson India, 2011 2. Elliot Aronson.Timothy D. Wilson &Robin M. Akert, Social Psychology, Third Edition, Addison Wesley Longman. 1997 3. Robin R. B Vallacher, Social Psychology- Exploring the Dynamics of Human Experience, Routledge; 1st Edition, 2019 4. Introduction to Social Psychology https://www.classcentral.com/course/socialpsychology-555 5. Robert A. Baron & Nyla R. Branscombe, Social Psychology, Pearson; Thirteenth Edition, 2016 6. Allport. F.H., Social Psychology, Houghton, Miffin, Boston, 1994 7. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.		
II		**BASIC PSYCHOLOGICAL PROCESSES**	**12**	**14**
	7	Life Span Development: Definition, characteristics and Periods of Life Span Development	4	5
	8	Issues in Life Span Development	2	3
	9	Sensory Perceptual Processes- Sensation, Perception, Memory	3	3
	10	Cognitive Processes- Learning, Thinking, Motivation	3	3
		Sections from References: 1. Boyd, D. and Bee, H. (2006). Lifespan Development (4th ed.). Upper Saddle River, NJ: Pearson. 2. Elizabeth B. Hurlock (1980): Developmental Psychology: A Life-Span Approach, Mc Graw Hill company. 3. https://open.maricopa.edu/psy101/chapter/sensation-and-perception/ 4. https://nios.ac.in/media/documents/secpsycour/English/Chapter-5.pdf 5. Allport. F.H., Social Psychology, Houghton, Miffin, Boston, 1994		

	6. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.			
III	**ATTITUDE, PERSONALITY AND SOCIAL LEARNING**		**12**	**20**
	11	Attitude: meaning, definition, types	2	5
	12	Formation and components of Attitude	2	2
	13	Personality: definition, types and personality traits	2	3
	14	Factors affecting personality	2	5
	15	Social Learning: meaning and definition	2	2
	16	Factors in the process of Learning	2	3
	Sections from References: 1. https://opentext.wsu.edu/social-psychology/chapter/module-5-attitudes/ 2. Allport. F.H., Social Psychology, Houghton, Miffin, Boston, 1994 3. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.			
IV	**UNDERSTANDING SELF IN SOCIAL CONTEXT**		**12**	**20**
	17	Formation of Self-Concept	2	2
	18	Symbolic interactionism of Cooley	2	3
	19	Social Identity Theory of Henry Tajfel and Turner	2	5
	20	Self-awareness Theory of Duval and Wicklund	2	3
	21	Social Comparison Theory of Leon Festinger	2	5
	22	The Social Self: The Role of the Social Situation	2	2
	Sections from References: 1. https://www.verywellmind.com/what-is-self-concept-2795865 2. https://www.simplypsychology.org/charles-cooleys-looking-glass-self.html 3. https://www.simplypsychology.org/social-identity-theory.html 4. https://positivepsychology.com/self-awareness-theory-skills/ 5. https://www.verywellmind.com/what-is-the-social-comparison-process-2795872 6. https://open.lib.umn.edu/socialpsychology/chapter/4-3-the-social-self-the-role-of-the-social-situation/# 7. Allport. F.H., Social Psychology, Houghton, Miffin, Boston, 1994 8. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.			
V	Open Ended Module**: IDENTIFYING SELF AND SOCIETY**		**12**	**10**
	SWOT Analysis Visit to counselling centres Expert lectures, Seminars and webinars			

Books and References:

1. Bhardwaj G, Fundamentals of Social Psychology, Pearson India, 2011
2. Elliot Aronson.Timothy D. Wilson &Robin M. Akert, Social Psychology, Third Edition, Addison Wesley Longman. 1997
3. Robin R. B Vallacher, Social Psychology- Exploring the Dynamics of Human Experience, Routledge; 1st Edition, 2019
4. Introduction to Social Psychology https://www.classcentral.com/course/socialpsychology-555
5. Robert A. Baron & Nyla R. Branscombe, Social Psychology, Pearson; Thirteenth Edition, 2016

6. Allport. F.H., Social Psychology, Houghton, Miffin, Boston, 1994
7. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.
8. Boyd, D. and Bee, H. (2006). Lifespan Development (4th ed.). Upper Saddle River, NJ: Pearson.
9. Elizabeth B. Hurlock (1980): Developmental Psychology: A Life-Span Approach, Mc Graw Hill company.
10. https://open.maricopa.edu/psy101/chapter/sensation-and-perception/
11. https://nios.ac.in/media/documents/secpsycour/English/Chapter-5.pdf
12. https://opentext.wsu.edu/social-psychology/chapter/module-5-attitudes/
13. https://www.verywellmind.com/what-is-self-concept-2795865
14. https://www.simplypsychology.org/charles-cooleys-looking-glass-self.html
15. https://www.simplypsychology.org/social-identity-theory.html
16. https://positivepsychology.com/self-awareness-theory-skills/
17. https://www.verywellmind.com/what-is-the-social-comparison-process-2795872
18. https://open.lib.umn.edu/socialpsychology/chapter/4-3-the-social-self-the-role-of-the-social-situation/#

Mapping of COs with PSOs and POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	3	-	2	-	-	1	3	1	1	1	3
CO2	2	-	1	-	1	-	-	2	1	1	3	1	1
CO3	2	-	2	-	3	-	-	2	1	2	1	3	1
CO4	1	-	2	-	1	-	-	2	2	2	1	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO1	✓	✓		✓
CO2	✓		✓	✓
CO3	✓	✓		✓
CO4	✓	✓	✓	✓

Course Title	FUNDAMENTALS OF SOCIAL PSYCHOLOGY				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Critical thinking and an interest in understanding of human behaviour in social contexts				
Course Summary	The course explores topics such as fundamental principles, human social behaviour and personality. Practical applications and real-life examples are incorporated to illustrate the relevance of social psychological principles.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand social mind of society	U	C	Assignment
CO2	Articulate independently and creatively about human social behaviour and the cultural influences on it	U	C	Focus group discussion
CO3	Distinguish the different character traits and its implications in society	Ap	C	Seminar Presentation
CO4	Analyse individuals' behaviour in groups	An	C	Team work /Group Discussions

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**SOCIAL BEHAVIOUR**	**12**	**16**
	1	Social Interaction, Social and interpersonal relations	2	3
	2	Crowd- Definition, Characteristics and Classification	2	2
	3	Audience- Definition, Characteristics and Classification	2	3
	4	Rumour- Definition, Characteristics and Classification	2	3
	5	Leadership- Definition, Characteristics and Classification	2	3
	6	Emergence of Leadership in a Group	2	2
	Sections from References: Lind Gren H.C: An Introduction to Social Psychology Kuppusway B: Elements of Social Psychology Sheriff M & Sherriff C.M : Social Psychology			

II	**AFFECTIVE PROCESSES IN SOCIAL CONTEXT**		**12**	**19**
	7	Social affects - concepts of guilt, shame, envy, gratitude, forgiveness, compassion	2	5
	8	Prosocial behaviour -Definition, factors and impacts	2	3
	9	Types of Prosocial behaviour, Differences between Prosocial behaviour and anti-social behaviour	2	3
	10	Character Traits and factors Influence Prosocial Behaviour	2	3
	11	Aggression – meaning, Definition, Factors, Types	2	3
	12	Determinants of human Aggression- social personal and situational factors	2	2
	Sections from References: Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson Husain, A. (2012). Social psychology. New Delhi, India: Pearson. Gilovich, Keltner, & Nisbett, Social Psychology, 2nd Ed.			
III	**PREJUDICE, STEREOTYPING AND DISCRIMINATION**		**12**	**21**
	13	Prejudice: Nature and definition of prejudice	3	3
	14	Origin and formation of prejudice, techniques of reducing prejudice	2	5
	15	**S**tereotyping: Factors contribute to stereotyping	2	5
	16	Consequences and importance of stereotyping	2	2
	17	Discrimination: Consequences of discrimination	2	3
	18	Types of discrimination	1	3
	Sections from References: Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.			
IV	**GROUPS AND INDIVIDUALS**		**12**	**14**
	19	Groups-definition, nature and characteristics	3	2
	20	Groups-functions of groups, types of groups.	3	5
	21	Role, status, norms, cohesiveness and conformity	3	2
	22	Groups and individual performance-social facilitation, social loafing, social inhibition and decision making by group	3	5
	Sections from References: Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson Husain, A. (2012). Social psychology. New Delhi, India: Pearson.			

V	Open Ended Module**: UNDERSTANDING PERSONALITY**	**12**	**10**
	Visit to counselling centres Expert lectures, Focus Group Discussion		
	Books and References: Lind Gren H.C : An Introduction to Social Psychology Kuppusway B : Elements Of Social Psychology Sheriff M & Sherriff C.M : Social Psychology Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson Husain, A. (2012). Social psychology. New Delhi, India: Pearson. Gilovich, Keltner, & Nisbett, Social Psychology, 2nd Ed. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.		

Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	-	2	2	3	1	-	-	-	1	-
CO2	3	2	3	1	2	-	2	2	-	-	-	2	-
CO3	3	2	2	-	-	-	3	2	-	-	-	2	-
CO4	3	2	3	-	-	2	3	2	-	-	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar/discussion	End Semester Exams
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓

Course Title	COUNSELLING				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A foundation in Psychology, Communication skills, empathy and understanding of ethical consideration in counselling.				
Course Summary	Counselling course covers counselling techniques, assessment skills, ethical considerations, counselling stages, types and affecting factors in counselling.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of counselling principles, techniques and mental health needs.	U	C	Exams/ Seminar Presentation
CO2	Develop the ability to apply assessment methods in various counselling practice	Ap	P	Practical Assignment
CO3	Identify and analyze barriers to effective communication and strategies in counselling interaction	AN	P	Tutorial Work
CO4	Proficiently assess and formulate cases, identifying core issues and developing appropriate treatment plans.	E	p	Group activity / Role play
CO5	Apply theoretical knowledge to analyze and solve real-life counselling scenarios.	AP	P	Exposure activity

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO COUNSELLING**	**13**	**16**
	1	Overview of Counselling - Definition scope and objectives	2	2
	2	Historical development of Counselling	1	2
	3	Counselling as a profession, Differentiating counselling from other helping professions	2	3
	4	Ethical and legal issues: Professional standards, Confidentiality and Legal responsibilities	3	3
	5	Specialized areas in Counselling- Family Counselling, School Counselling, Career Counselling, Geriatric Counselling, Trauma Counselling	3	3

	6	Community engagement , Collaborative partnership, Accessibility and inclusivity	2	3
	Sections from References: 1. Corey, G. (2016). Theory and Practice of Counselling and Psychotherapy. Cengage Learning			
II	**ASSESSMENT AND DIAGNOSIS**		**11**	**19**
	7	Psychological Assessment – Interview techniques, Case study and Clint assessment tool	3	5
	8	Family Assessment – Observation method, Interviews, Family life cycle assessment	3	5
	9	Risk Assessment – Identifying and managing potential risk, Self-harm and harm to others.	2	5
	10	Cultural considerations in Assessment	1	2
	11	Hands on Activity – Role play sessions based on this assessment methods	2	2
	Sections from References: 1. Hood, A. B., & Johnson, R. W. (2018). Assessment in counselling: A guide to the use of psychological assessment procedures. American Counselling Association.			
III	**COUNSELLING TECHNIQUES AND INTERVENTIONS**		**13**	**17**
	12	Basic counselling skills – Active listening, empathy, rapport-building and non-verbal communication	3	3
	13	Individual Counselling – Techniques for one-on-one session	2	3
	14	Group Counselling - Facilitating therapeutic groups and dynamics	2	2
	15	Family Counselling – Understanding family system and dynamics	2	3
	16	Crises intervention - Strategies for handling intimate and acute issues	2	3
	17	Solution focused brief therapy – Practical and goal-oriented therapy	2	3
	Sections from References: 1. Ivey, A. E., & Ivey, M. B. (2019). Intentional interviewing and counselling: Facilitating client development in a multicultural society. Cengage Learning.			
IV	**STAGES OF COUNSELLING PROCESS**		**11**	**18**
	18	Identify the need of counselling – Background information, Core issue, Case formulation, Goal setting for the therapeutic process	2	5
	19	Prepare for Counselling - Rapport Building, Establish confidentiality	2	3
	20	Conduct Counselling – In-depth exploration, Active listening, Problem Assessment, Treatment Planning	3	5
	21	Follow up – Feedback and evaluation, Goal setting, Continued support, Home work, and follow up sessions.	2	2
	22	Factors affecting Counselling – Personal and cultural background of client, Skill and competence of counsellor, Relationship factors, Contextual factors, External influence	2	3
	Sections from References: 1. Corey, G., Schneider Corey, M., & Callanan, P. (2020). Issues and ethics in the helping professions. Cengage Learning.			

V	Open ended module: **EXPERIENCING COUNSELLING**	**12**	**10**
	• Mock Counselling session • Site visit- Counselling Centers • Case studies • Counselling skill workshop • Self-care practice		

BOOKS AND REFERENCES:

1. Grey, H., & Yamada, A.-M. (Eds.). (2017). Cultural considerations in Asian and Pacific Islander American mental health. Oxford University Press.
2. Remley Jr., T. P., & Herlihy, B. (2016). Ethical, legal, and professional issues in counselling. Pearson.
3. Neukrug, E. S. (2016). The world of the counsellor: An introduction to the counselling profession. Cengage Learning.
4. Sue, D. W., & Sue, D. (2015). Counselling the culturally diverse: Theory and practice. John Wiley & Sons.
5. Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). Cognitive therapy of depression. Guilford Press.

ADDITIONAL READINGS

1. Sue, D. W., Sue, D., & Sue, S. (2015). Counselling the culturally diverse: Theory and practice. John Wiley & Sons.
2. Demazeux, S., & Singy, P. (2015). The DSM-5 in perspective: Philosophical reflections on the psychiatric babel. Springer.
3. Rogers, C. R. (1951). Client-centered therapy: Its current practice, implications, and theory. Houghton Mifflin.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	2	3	3	3	3	-	3	-	-	-	-
CO 2	2	2	-	-	-	3	2	-	-	-	2	-	-
CO 3	1	-	-	-	-	3	1	-	-	-	-	3	-
CO 4	1	-	2	2	-	-	-	3	-	-	-	3	-
CO 5	1	1	2	2	2	2	1	3	3	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Mock Counselling session, Case studies, Role Play
- Site Visit, Workshop
- Internal Exam
- Semester exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Mock Counselling sessions	Case Studies	Workshop	Site visit	Role play	Semester Examinations
CO 1	✓	✓	✓	✓	✓	✓	✓
CO 2		✓	✓	✓	✓	✓	
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓	✓	✓
CO 5		✓	✓	✓	✓	✓	

Course Title	**MASS MEDIA AND SOCIETY**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Analytical and critical thinking skills, along with an interest in media's impact on society				
Course Summary	Mass media and society typically explores the interplay between media, culture and society. Key topics include media history, communication theories and the role of new media. Overall, it provides a comprehensive understanding of the complex relationship between mass media and society				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the different types, functions, characteristics, of different types of medias existed in the society	U	C	Exams / Quiz
CO2	Describe about Folk media and traditional Media	U	C	Seminar Presentation/exams
CO3	Evaluate the various theoretical approaches	An	P	Group discussion/exams
CO4	Examine the impact of globalisation on medias	Ap	P	Assignment/exams
CO5	Create an awareness about the relation between media and society	C	P	Team and collaborative work/exams
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**INTRODUCTION TO MASS MEDIA**		**15**	**17**
	1	Nature, Characteristics and meaning of mass media	3	3
	2	Functions of Mass media and Importance of mass media	2	3
	3	Folk and traditional media, Printing and Publications	2	3
	4	Electronic Media, Radio, T. V	3	3
	5	Films, Cyberspace, Virtual Communication	3	3
	6	Internet, Blogging	2	2
	Sections from References: 1. John Fiske - Introduction to Communication Studies			
II	**THEORIES OF MASS MEDIA**		**10**	**23**
	7	Habermas: Culture and Public Space	2	5
	8	Thompson: Media and Modern Society	2	3
	9	Harold Innis and Marshal Mc Lahan: Space, Time and Global Village – 'The Medium is the Message	2	5
	10	Raymond Williams: Communication and Revolution, Cultural Materialism and Hegemony	2	5
	11	Media system dependency theory by Sandra Ball-Rokeach and Melvin Defleur	2	5
	Sections from References: 1. Habermas - Culture and Public Space 2. John B Thompson -The Media and Modernity: A Social Theory of the Media 3. Harold Innis: Empire and communication 4. Marshal Mc Lahan: The Medium is the Message 5. Raymond Williams - Communication and Revolution 6. Melvin Lawrence DeFleur, Sandra Ball-Rokeach: Theories of mass communication			
III	**MASS MEDIA AND CULTURE**		**12**	**15**
	12	Mass culture, Popular Culture,	2	3
	13	High Culture and Low Culture	2	3
	14	Media and Globalisation	2	3
	15	Democracy and Issues of Media Regulation	2	2
	16	Influence of mass media on culture	2	2
	17	Impact of Media on developing Societies	2	2
	Sections from References: 1. Anthony Giddens - Sociology 2. Nick Stevenson - Understanding Media Culture 3. Richard Campbell, Christopher R. MartinBettina Fabos-Media and culture 4. https://www.cambridge.org/core/books/abs/fight-for-democracy/relationship-between-the-media-and-democracy/6C074E78834E508E3BBB45C7A039B176			

IV	**GLOBALISATION AND MASS MEDIA**		**11**	**15**
	18	Globalization, popular culture and the mass media	3	3
	19	Globalisation of News and Media Imperialism	2	3
	20	Impact of digital media on society	2	3
	21	The diffusion of global culture through the mass media	2	3
	22	Mass media in Indian society	2	3
	Sections from References: Mehta. D.S - Mass Communication and Journalism in India Lawrence Grossberg, Ellen Wartella, D Charles Whitney, J MacGregor Wise-Media making: mass media in a popular culture			
V	Open Ended Module: **ANALYSING MEDIA**		**12**	**10**
	Short film production/ Review of short films			
	Sections from References: https://www.oscars.org/sites/oscars/files/91aa_short_films.pdf			

Books and References:

1. John Fiske - Introduction to Communication Studies
2. Martenson - Introduction to Communication Studies
3. Anthony Giddens - Sociology
4. Nick Stevenson - Understanding Media Culture
5. Nick Stevenson - Social Theory and Mass Communication
6. Nick Stevenson - Media theory: An Introduction - Blackwell
7. Srivastava K.M. - Radio and T.V. Journalism
8. Mehta. D.S - Mass Communication and Journalism in India
9. Diwakar Sharma - Mass Communication: Theory and Practice in 21st Century
10. Zahid Hussain - Media and Communication in the Third world
11. Raymond Williams - Communication and Revolution
12. Habermas - Culture and Public Space
13. John B Thompson -The Media and Modernity: A Social Theory of the Media
14. https://www.oscars.org/sites/oscars/files/91aa_short_films.pdf

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	1	-	1	1	1	2	-	1	-	-	-
CO2	2	1	2	-	-	2	2	-	-	1	-	1	-
CO3	2	2	3	-	-	3	1	-	-	-	-	-	-
CO4	3	-	2	-	-	1	2	-	-	-	-	-	-
CO5	1	2	1	-	1	2	2	3	-	1	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Film Review
- Midterm Exam /Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓	✓	✓
CO3	✓	✓		✓
CO4	✓	✓	✓	✓
CO5	✓		✓	✓

Course Title	SOCIOLOGY OF CINEMA				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1.Basic idea about various aspects related to cinema and society				
Course Summary	This course examines the interplay between cinema and society, exploring how films reflect, shape, and challenge social norms, identities, and cultural beliefs. Through a sociological lens, students will examine the evolution of Indian cinema, its role in shaping identities, representations of caste, gender, and class, and its impact on society.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to understand cinema from a sociological point of view	U	F	Seminar/ Examinations
CO2	Understand the theoretical approaches to cinema.	U	C	Assignment/ Examinations
CO3	Familiarize with the history of international, national and regional cinema.	U	P	Film Analysis/ Examinations
CO4	Comprehend how cinema become an agency for social change in society	An	P	Guest Lectures/ Examinations

CO5	Identify the relationship between caste, class, religion, gender and Malayalam cinema	An	P	Film review/ Examinations
CO6	Understand the relationship between cinema, power, and society	U	F	Group discussion/ Examinations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**UNDERSTANDING CINEMA**	**10**	**18**
	1	Cinema- Basic concepts, Film Studies, Media Studies and Sociological approaches to cinema	2	3
	2	History of cinema: World cinema and Indian cinema	2	3
	3	Sociological approaches to the study of cinema: Deconstruction and discourse analysis	2	5
	4	Cultural studies approach	2	3
	5	The social function of cinema: entertainment, education, propaganda	1	2
	6	The power of representation: stereotypes, social issues, and identity politics in film	1	2
	Sections from References: Jhally, Sut. 2006. *The Spectacle of Accumulation: Essays in Culture, Media and Politics.* Peter Lang Publishing. Berger, Arthur Asa. Seeing is Believing: An Introduction to Visual Communication. McGraw-Hill Education.			
II		**INDIAN CINEMA- HISTORICAL UNDERSTANDING**	**16**	**23**
	7	History of Indian Cinema: Hindi Film Industry, The idea of national cinema.	2	2
	8	Indian Cinema in the time of silent film and Talkies	2	2
	9	Historical trajectories of Indian cinema in different periods – Nationalist movement (pre-independence), The Phalke Era.	3	5
	10	Change in film making, technology, narrative strategies, representation and audiences	2	3
	11	Genres and Typologies - Melodrama, Realism, Fantasy, Thriller	3	5
	12	Representation of Caste, Religion, and Ethnicity	2	3
	13	Depictions of caste-based discrimination, communal tensions, and regional identities.	2	3
	Sections from References: Vasudevan, R. S. (Ed.). (2000). *Making meaning in Indian cinema*. Oxford University Press. Thoraval, Y. (2000). *The cinemas of India*. Macmillan India.			

III	**CINEMA HALLS: TRANSFORMING SOCIAL SPACES**		**9**	**14**
	14	The idea of 'Cinema Hall'- emergence and its changing trends in small towns and sub-urban regions	2	3
	15	Cinema hall as a public sphere	2	3
	16	Cinema hall as a gendered space	3	5
	17	Audience and gender	2	3
	Sections from References: Tasker, Yvonne. 1993. *Spectacular Bodies: Gender, Genre and the Action Cinema*. Routledge. Nadelman, S. (2004). *Movie theaters*. Schiffer Publishing.			
IV	**REGIONAL AND MALAYALAM CINEMAS: SOCIAL CONTEXTUALIZATION**		**13**	**15**
	18	Regional Cinema – Malayalam, Tamil, Bengali	2	2
	19	History of the Malayalam Cinema	3	5
	20	Representation of social issues in Malayalam movies – Gender issues, social inequalities, socio-political issues	3	3
	21	Contemporary trends in Malayalam cinema: new wave cinema, experimental filmmaking, digital platforms	3	3
	22	Folklore, myths, and cultural heritage in Kerala cinema	2	2
	Sections from References: Pillai, A.S. 2011. *Indian Cinema and Politics: Forgotten Frontier*. Orient BlackSwan. Gopinath, Ravindran. 2000. *Cinema and Society: A Study of Kerala*. Oxford University Press.			
V	Open Ended Module: **EXPERIENCING FILM AND CINEMA**		**12**	**10**
	Activities • Arrange a field trip to visit a local cinema hall and conduct interviews with cinema hall staff and audience. • Film Analysis: Prepare case studies of films addressing political issues and historical events in Kerala. • Access to Kerala film archives, libraries, and digital collections. • Guest lectures by filmmakers, scholars, and industry professionals. • Field trips to film studios, theatres, and cultural institutions related to Kerala cinema. • Film analyses and reviews Assessment • Participation in discussions and seminars. • Critical essays analysing key themes and concepts. • Research project on a topic related to Malayalam cinema • Examination covering course materials and discussion			

Books and References:

1. Atwell, D. (1980). *The picture palace, and other buildings for the movies*. Elsevier-Dutton.
2. Berger, Arthur Asa. *Seeing is Believing: An Introduction to Visual Communication.* McGraw-Hill Education

3. Hall, Stuart. 2013. *Representation: Cultural Representations and Signifying Practices.* Sage Publications.
4. Assmann, Aleida. 2011. *Cultural Memory and Western Civilization: Functions, Media, Archives.* Cambridge University Press.
5. Bourdieu, Pierre. 1984. *Distinction: A Social Critique of the Judgement of Taste*. Harvard University Press.
6. Jenkins, Henry. *Textual Poachers: Television Fans and Participatory Culture*. Routledge, 1992.
7. Ang, Ien. *Watching Dallas: Soap Opera and the Melodramatic Imagination*. Methuen, 1985
8. Mazumdar, Ranjani. 2007. *Bombay Cinema: An Archive of the City.* University of Minnesota Press.
9. Dasgupta, Rina. 2010. *Cinema and the Urban Poor in South India.* Cambridge University Press.
10. Chakravarty, Sumita S. 1993. *National Identity in Indian Popular Cinema, 1947-1987.* University of Texas Press.
11. Rajadhyaksha, Ashish, and Paul Willemen. 1999. *Encyclopedia of Indian Cinema.* Routledge.
12. Gopalan, Lalitha. 2002. *Cinema of Interruptions: Action Genres in Contemporary Indian Cinema.* British Film Institute.
13. Kavoori, Anandam P., and Aswin Punathambekar. 2008. *Global Bollywood.* NYU Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	2	1	-	-	2	3	1	1	-	-	-
CO2	2	-	2	3	-	-	-	-	-	-	-	-	-
CO3	2	1	3	1	-	-	-	-	-	-	-	1	-
CO4	-	-	-	3	1	-	3	3	1	-	-	-	-
CO5	-	-	-	2	3	-	2	3	3	1	-	-	-
CO6	3	1	1	3	1	-	3	2	2	1	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Seminar/ Assignment
- Group discussion/ Film reviews
- Field trip / film analysis
- Internal Exam/End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Seminar/Assignment	Group discussion/ Film reviews	End Semester Exams
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓		✓	✓
CO5	✓		✓	✓
CO6	✓		✓	✓

Course Title	SOCIOLOGY OF EDUCATION				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course "Sociology of Education" helps the students to understand the meaning of education and its interrelationship with contemporary society. This course helps them to recognise the role of education in respecting diversities and the current issues of higher education in India. By studying this course the students attain familiarity with different educational theories and Sociological perspectives on education.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the major origin, concepts, and development of the subject	U	C	Assignment Seminar Examination
CO2	Understand the different Sociological perspectives in Education	U	C	Assignment Seminar Examination
CO3	Understand the discipline in a theoretical perspective	U	F	Assignment Seminar Examination
CO4	Recognize a critical view towards educational understanding of the society	An	P	Assignment Seminar Examination
CO5	Realize the practices of educational scenario in the context of India	E	M	Assignment Seminar Examination
CO6	Realize the role of education in respecting diversities	E	M	Assignment Seminar Examination
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO SOCIOLOGY OF EDUCATION**	**14**	**17**
	1	Origin & Evolution of Sociology of Education	2	2
	2	Subject Matter, Scope and Relevance	2	2
	3	Sociological Notion of Education- Formal, Informal, Non-formal	2	3

	4	Philosophical Perspectives of Education- Essentialism, Perennialism	2	3
	5	Philosophical Perspectives of Education- Progressivism, Critical Pedagogy	2	3
	6	School as a micro social system	2	2
	7	Schooling as Disciplining	2	2
	Sections from References: Meighan, R.1981. A Sociology of Educating. London: Cassell. Peters, R. S. 1973. Aims of Education. In R. S. Peters, The Philosophy of Education. Oxford: Oxford University Press.			
II	**SOCIOLOGICAL PERSPECTIVES IN EDUCATION**		**11**	**18**
	8	Functionalist Perspective- Functions of Education	3	5
	9	Conflict Perspective- Social class, Inequality, Discrimination	3	5
	10	Interactionist Perspective- Ways in which education is altered by the contemporary social context	3	5
	11	Gender Perspective- Gender Gaps in Education	2	3
	Sections from References: Shah, B. V., & Shah, K. B. 1998. Sociology of Education. New Delhi: Rawat. Sundaram, V. 2010. Gender and Education. In J. Arthur, & I. Davies, Education Studies Textbook (pp. 50-60). USA: Oxford.			
III	**THEORIES OF SCHOOLING**		**8**	**20**
	12	Ivan Illich- De Schooling	2	5
	13	Paulo Freire- Pedagogy of the oppressed	2	5
	14	Basil Bernstein- Language codes	2	5
	15	Antonio Gramsci- Marxian Perspective	2	5
	Sections from References: Illich, I. (1971). De-schooling Society. New York: Harper & Row Ball, S. J. (2013) Foucault, Power and Education, (London: Routledge), 128-136.			
IV	**EDUCATION IN INDIA**		**18**	**15**
	16	Evolution of education In India	3	3
	17	The Formation of the Modern Education System	2	2
	18	Education and socio-cultural transformations	2	2
	19	Role of education in respecting Diversities	2	2
	20	Education and opportunity: equality and equity	2	2
	21	Inclusive education in India: Policies	2	2
	22	Current Issues of Higher education in India	2	2

	Sections from References: Thapan, M. 2015. Themes, perspectives, Practices. Oxford: New Delhi. Pathak, A. 2002. Social Implications of Schooling. New Delhi: Aakar Books.		
V	Open Ended Module: **EDUCATIONAL EXPERIENCES IN INDIA**	**12**	**10**
	Interactive sessions with the teachers of Education about the changing perspectives of education in India Discussions about the role of education in respecting diversities Debates on current issues of Higher education in India		

Books and References:

1. Meighan, R.1981. A Sociology of Educating. London: Cassell.
2. Peters, R. S. 1973. Aims of Education. In R. S. Peters, The Philosophy of Education. Oxford: Oxford University Press.
3. Shah, B. V., & Shah, K. B. 1998. Sociology of Education. New Delhi: Rawat.
4. Sundaram, V. 2010. Gender and Education. In J. Arthur, & I. Davies, Education Studies Textbook (pp. 50-60). USA: Oxford.
5. Thapan, M. 2015. Themes, perspectives, Practices. Oxford: New Delhi.
6. Pathak, A. 2002. Social Implications of Schooling. New Delhi: Aakar Books.
7. Illich, I. (1971). De-schooling Society. New York: Harper & Row
8. Ball, S. J. (2013) Foucault, Power and Education, (London: Routledge), 128-136.

ADDITIONAL READINGS

1. Padmanabhan, R., & Komath, R. (2012). Unlearned Lessons: The Story of Two Government Schools. Kochi: Mathrubhumi.
2. Saha, S. (2007). Alternative Education. New Delhi: Abhijeet
3. Thapan, M. (2015). School Culture : Rituals and Ceremonies. In M. Thapan, Education and Society (pp. 261-282). New Delhi: Oxford.
4. Panikkar, K. N., & Nair, M. B. (2012). Globalization and Higher Education in India. Delhi: Pearson.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	1	-	1	1	3	-	-	-	1	-	-
CO2	2	-	2	-	-	3	1	-	-	-	1	-	-
CO3	2	-	3	-	-	1	1	-	-	-	2	-	-
CO4	1	1	1	-	1	2	2	-	-	-	3	-	-
CO5	2	2	3	-	-	3	1	-	-	-	3	-	-
CO6	1	2	3	-	-	1	1	-	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment
- Seminar
- Internal Exam
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

Course Title	**EDUCATION IN SOCIETY**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course helps to understand the process of socialization and the impact of education in socialisation as an agent which is examining how schools and educational institutions contribute to socialization and the formation of identity. This course makes the students to realise the relevance of inclusive education, critical pedagogy and community engagement programme for eradicating the inequalities existing in the field of education in contemporary society. It makes familiar with the different philosophical positions of education in Indian context and multi theoretical foundations of schooling.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand different societal forces and social agents of socialisation and Education	U	C	Assignment Seminar Examination
CO2	Analyse the inequalities existing in contemporary education system	An	F	Assignment Seminar Examination
CO3	Critically analyse community engagement in Education	An	P	Assignment Seminar Examination

CO4	Realize the major philosophies of education in the context of India	E	M	Assignment Seminar Examination
CO5	Realize the theoretical foundations of Schooling	E	M	Assignment Seminar Examination
CO6	Create a model education policy by including inclusive education and critical pedagogy	C	M	Assignment Seminar Examination
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**EDUCATION AS A SOCIAL INSTITUTION**	**12**	**12**
	1	Socialisation and Education	2	2
	2	Societal forces shaping Education	2	2
	3	School as an agent of social change	2	2
	4	Family and Educational Attainment	2	2
	5	Dominant curriculum and hidden curriculum	2	2
	6	Education and Social Mobility	2	2
	Sections from References: Acker,S.1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press. Brint, Steven. 1998. Schools and Societies. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.			
II		**THEORETICAL FOUNDATIONS OF SCHOOLING**	**12**	**20**
	7	Pierre Bourdieu- Cultural Reproduction	3	5
	8	Michael Foucault- Discipline and Punishment	3	5
	9	Paul Willis- Labour Learning Perspective	3	5
	10	Althusser- Marxian and Structural Perspective	3	5
	Sections from References: Chanana, Karuna.1986. Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman Chanana, Karuna. 1979. 'Towards a study of Education and Social Change'. In Economic and Political Weekly,27,14(4): 157-64			
III		**EDUCATION AND INDIAN PHILOSOPHY**	**12**	**18**
	11	Mahatma Gandhi	3	5
	12	B R Ambedkar	3	5
	13	Rabindranath Tagore	3	5
	14	J Krishnamurthy	3	3
	Sections from References: Chitnis, Suma & P G Altbach.1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage			

	Gandhi, M.K.1962. Problems of Education, Ahmedabad: Navjeevan Prakashan			
IV	**INTERSECTIONS OF EDUCATION AND SOCIETY**		**12**	**20**
	15	Inequality in Education- Class/ Caste /gender	2	3
	16	Inequality in Education- Tribes/ Ethnic Groups/minorities	2	3
	17	Inclusive education/ inclusive schools	1	2
	18	Critical Pedagogy	1	2
	19	Community Engagement in Education	2	3
	20	Technology and Education	2	3
	21	Education and Globalisation	1	2
	22	Commercialisation of Education	1	2
	Sections from References: Gore, M.S. et.al. (ed.).1975. Paperson the Sociology of Education in India, New Delhi, NCERT Illich, Ivan.1973. Deschooling Society, London: Penguin.			
V	Open Ended Module: **LEARNING EXPERIENCES**		**12**	**10**
	Discussion on how power structures form and function within the classroom Interaction with educationists on emerging trends in teacher-student relationships Debates on existing inequalities in contemporary education Seminar on community engagement in education Group Discussions on Critical Pedagogy; discussing approaches to education that encourage critical thinking, social consciousness, and awareness of societal issues.			

Books and References:

1. Acker,S.1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
2. Brint, Steven. 1998. Schools and Societies. Thouand Oaks, Calif: Pine Forge Press, A Division of Sage.
3. Chanana, Karuna.1986. Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman
4. Chanana, Karuna. 1979. 'Towards a study of Education and Social Change'. In Economic and PoliticalmWeekly,27,14(4): 157-64
5. Chitnis, Suma & P G Altbach.1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage
6. Gandhi, M.K.1962. Problems of Education, Ahmedabad: Navjeevan Prakashan
7. Gore, M.S. et.al. (ed.).1975. Paperson the Sociology of Education in India, New Delhi, NCERT
8. Illich, Ivan.1973. Deschooling Society, London: Penguin.

ADDITIONAL READINGS

1. Sadovnik, A. R. (2007). Sociology of Education - A Critical Reader. New York: Routledge.
2. Bourdieu, P., & Passerson, C. (1977). Reproduction, Society and Culture. London: Sage.
3. Bernstein, Basil. 1971. Class, Codes and Control: Theoretical Studies Towards a Sociology of Language. London: Routledge & Kegan
4. Willis, P. (2009). Larning to Labor. In M. Hechter, & C. Horne, Theories of social order : A Reader (pp. 122-133). California: Stanford University Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	2	-	-	1	1	-	-	-	-	-	-
CO2	1	2	3	-	-	3	2	-	-	-	-	-	-
CO3	2	3	1	-	-	3	1	-	-	-	2	-	-
CO4	1	1	2	-	1	2	3	-	-	-	-	-	-
CO5	3	3	3	-	-	3	3	-	-	-	-	-	-
CO6	3	1	3	-	-	1	1	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment
- Seminar
- Internal Exam
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

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VOCATIONAL MINOR COURSES

SOCIOLOGY IN PRACTICE

GROUP 1 SKILLS FOR SOCIOLOGY	
SEMESTER 1	SOC1VN101 Basic Sociological Skills for Employability
SEMESTER 2	SOC2VN101 Field Work-Skills and Techniques
SEMESTER 3	SOC3VN201 Basics of Academic Writing
SEMESTER 8	SOC8VN301 Professional Sociology
GROUP 2 SOCIOLOGY AND COMMUNITY DEVELOPMENT	
SEMESTER 1	SOC1VN102 Sociology of Indian Society
SEMESTER 2	SOC2VN102 Community Development
SEMESTER 3	SOC3VN202 Project Planning and Development
SEMESTER 8	SOC8VN302 Participatory Rural Appraisal

Course Title	BASIC SOCIOLOGICAL SKILLS FOR EMPLOYABILITY				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic reading and writing skills				
Course Summary	This course aims to equip learners with basic skills that can aid them in gaining employment suitable for students of sociology. The course aims to build sensitivity and skills related to community intervention and project preparation and prepare learners for employment opportunities				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognise biases and exclusion in society and identify the ways in which sociologists can intervene in social processes	U	P	Seminars
CO2	Demonstrate sensitivity towards marginalised and excluded sections	Ap	P	In-class discussions-case studies, seminars
CO3	Exhibit familiarity with designing projects and writing reports	U	P	Assignment
CO4	Identify ways to upgrade one's skills and get employment	U	F	Sharing job opportunities-seminars
CO5	Create a resume for themselves and be prepared to face job interviews and attempt competitive examinations	Ap	P	Resume preparation; mock interviews

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**BUILDING SENSITIVITY: UNDERSTANDING THE SELF AND OTHER IN SOCIETY**	**14**	**22**
	1	The sociological imagination	4	5
	2	The plural nature of society	1	2
	3	Understanding ethnocentrism	1	3
	4	Recognising subjectivity and bias	1	2
	5	Cultural relativism	2	2
	6	Processes of marginalisation and exclusion in society	2	5
	7	Bringing about social inclusion	3	3
	Sections from References: Mills, C. Wright. 1959. *The sociological imagination.* Delhi: Oxford University Press. (chapter 1 – The Promise – also available online) Abraham, Francis. 2006. *Contemporary Sociology: An Introduction to Concepts and Theories*. Delhi: Oxford University Press			
II		**SOCIOLOGISTS IN ACTION**	**10**	**13**
	8	Community outreach	2	3
	9	Social impact assessment	2	5
	10	Environmental impact assessment	2	3
	11	Social advocacy	2	2
	Sections from References: Donovan, Molly E. 2018. Community Outreach & Engagement. https://scholars.unh.edu/cgi/viewcontent.cgi?article=2214&context=extension (4 pages) International Institute for Sustainable Development. Social impact assessment (SIA). https://www.iisd.org/learning/eia/wp-content/ uploads/ 2016 /05/SIA.pdf (6 pages) UNEP. 2015. An introduction to environmental assessment. https://wedocs.unep.org/bitstream/handle/20.500.11822/9731/-An_introduction_to_environmental_assessment-2015UNEP-An_introduction_To_environmental_Assessme.pdf.pdf?sequence=3&isAllowed=y Grella, Craig. n.d. A beginner's guide: How to run your first advocacy campaign https://www.care2services.com/care2blog/a-beginners-guide-how-to-run-your-first-advocacy-campaign		
III		**DESIGNING PROJECTS AND POLICY**	**10**	**14**
	12	Project identification and formulation	2	2
	13	Planning project implementation	2	3
	14	Planning of monitoring and evaluation	2	3
	15	Structure and format of reports	2	3
	16	Role of sociology in social policy	2	3

	Sections from References: ILO. 2010. Project design manual. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_159819.pdf Lauder, Hugh, Phillip Brown, and A.H. Halsey. 2004. "Sociology and Political Arithmetic: Some Principles of a New Policy Science." *The British Journal of Sociology* 55(1):3–22.			
IV	**AIMING FOR EMPLOYMENT**		**14**	**21**
	17	Upgrading one's skills using SWOT analysis	4	5
	18	Building a resume	3	5
	19	Preparing for interviews	4	5
	20	Locating careers in government	1	2
	21	Locating careers in NGOs	1	2
	22	Locating careers in MNCs and international bodies	1	2
	Sections from References: National Careers Service. How to write a CV. https://nationalcareers.service.gov.uk/careers-advice/cv-sections National Careers Service. Interview tips. https://nationalcareers.service.gov.uk/careers-advice/interview-advice			
V	Open Ended Module: **TOWARDS PRACTISING SOCIOLOGY**		**12**	**10**
	Visit to an NGO Learners can browse through newspapers and other media to locate employment opportunities that suit their skills and share with co-learners			

Books and References:

1. Giddens, Anthony. 2001. Sociology. UK: Polity Press.

ADDITIONAL READINGS

1. e-PG pathshala. Skills for transformative community change.
https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	3	-	2	1	2	3	3	-	2	-	-
CO 2	2	-	3	-	2	-	2	3	2	-	-	-	-
CO 3	2	-	1	-	3	-	1	1	1	-	-	-	-
CO 4	2	-	1	-	2	-	1	1	1	-	-	-	-
CO 5	1	-	1	-	1	1	1	1	1	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group discussions / Assignment /
- Seminar
- Resume preparation / mock interview
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Group Discussion	Resume preparation	Mock interview	Assignment	Seminar	Mid-term exam	Final exam
CO 1					✓	✓	✓
CO 2	✓				✓	✓	✓
CO 3				✓		✓	✓
CO 4					✓	✓	✓
CO 5		✓	✓			✓	✓

Course Title	**FIELD WORK- SKILLS AND TECHNIQUES**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	This course offers students the chance to step outside of the usual classroom and get up close and personal with social phenomena. Students will gain knowledge of field-based experiential learning and acquire important transferable skills, including critical thinking, interpersonal communication, and scientific methods, in addition to increasing their conceptual and methodological understanding.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic ideas and ideals of Field work tradition in Sociology.	U	F	Instructor-created exams / Quiz
CO2	Analyse field work as a skill for social and personal development	An	P	Seminar Presentation / Group Tutorial Work
CO3	Analyse the interactions through written, oral and nonverbal communication.	An	p	Seminar Presentation / Group Tutorial Work
CO4	Evaluate the role of research ethics in field work tradition.	E	P	Writing assignments/ Discussion

CO5	Apply the skills and techniques in the field work tradition	Ap	F	Field experiences /Discussion
CO6	Create appropriate professional behaviours, including the ability to self-critique performance and to accept feedback from field.	C	M	Field experiences /Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**BASIC UNDERSTANDING**	**10**	**16**
	1	Field work- The concept of 'Field'	1	2
	2	Conceptual and historical Understanding	2	2
	3	Definition and purpose	1	2
	4	The role and value of Field work	2	2
	5	Field work as a skill- social and personal development	2	3
	6	The Importance of Field work	2	5
	Sections from References: Bryman, Alan 2008. Social Research Methods(3rdedition). Oxford University Press Charmaz, Kathy, 2001. "Grounded Theory." Pp. 335-352 in Contemporary Field Research: Perspectives and Formulations, edited by R. Emerson. Prospect Heights, IL: Waveland Press.			
II		**FIELD WORKS AS A PRACTICE**	**11**	**16**
	7	The plan for the Field work	2	3
	8	Field experiences	2	2
	9	Life experiences	2	2
	10	Social Positions and its influences.	2	2
	11	Research Ethics	1	5
	12	Field work in Social Settings	2	2
	Sections from References: Naples, Nancy. 1996: In the Field: Readings on the Field Research Experience. 2nd ed. Edited by Carolyn D. Smith and William Kornblum. Praeger. Verma, R.B.S. and Singh, A. P. 2010.Handbook of Field Work Practice, Lucknow: New Royal Book Company.			
III		**SKILLS AND TECHNIQUES FOR FIELD WORK**	**12**	**20**
	13	Rapport Building	2	2
	14	Observational skills	2	5
	15	Analytical skills	2	5
	16	Lobbying and Networking	3	3
	17	Usage of Social media	3	5

	Sections from References: Srinivas, M.N. et. al. 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction, pp. 1-14. Cote, Isabelle (2013), Fieldwork in the Era of Social Media: Opportunities and Challenges, Political Science & Politics, DO.10.1017/S1049096513000565,			
IV	**FIELD WORK AND REPORT WRITING**		**15**	**18**
	18	Thick Descriptions	3	3
	19	Thin Descriptions	3	2
	20	Records to Reports-different styles	3	3
	21	Report writing – its purpose and importance	3	5
	22	Field Report writing with individual, group and community	3	5
	Sections from References: Weiss, Robert S. 1994. Learning from Strangers: The Art and Method of Qualitative Interview Studies. New York: Free Press**.** https://mylitjourney.wordpress.com/2019/09/13/clifford-geertzs-thick-description/			
V	Open Ended Module: **FIELD WORK TRADITION IN KERALA**		**12**	**10**
	Review of field work/ studies Field work-, M.N Srinivas, Andre Beteille on south Indian villages Field work and Kerala society- A.Aiyappan Iravati Karve- Kinship Filippo Osella and Caroline Osella- social mobility Anna Lindberg- Cashew workers and Kerala society Field work-Recent trends			

References:

1. Anderson, Elijah, Scott N. Brooks, Raymond Gunn, and Nikki Jones. 2004. Being Here and Being There: Fieldwork Encounters and Ethnographic Discoveries. The Annals of the American Academy of Political Social Science. Thousand Oaks, CA: Sage Publications.
   Lofland John and Lyn Lofland. 1995. Analyzing Social Settings. Third Edition. Wadsworth.
2. Booth, P.F. 1991. Report Writing, Huntingdon: Elm Publications
3. Bryman, Alan 2008. Social Research Methods(3rdedition). Oxford University Press
4. Charmaz, Kathy, 2001. "Grounded Theory." Pp. 335-352 in Contemporary Field Research: Perspectives and Formulations, edited by R. Emerson. Prospect Heights, IL: Waveland Press.
5. Clifford, J. (1984). ''Introduction: Partial Truths''. In Writing Culture: The Poetics and Politics of Ethnography, James Clifford and George E. Marcus (eds.). London: University of California Press
6. Naples, Nancy. 1996: In the Field: Readings on the Field Research Experience. 2nd ed. Edited by Carolyn D. Smith and William Kornblum. Praeger.
7. Srinivas, M.N. et. al. 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction, pp. 1-14.
8. Srivastava, V. K. (2004). Methodology and Fieldwork. New Delhi: Oxford University Press .
9. Srivastava, V.K. (2015). "Writing up Qualitative Research" In Experiences of Fieldwork and

Writing (305-330) V.K. Srivastava (ed). New Delhi: Serials Publication
10. Srinivas, M.N. 1983. The Observer and the Observed. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore.
11. Stocking, G.W. 1983. Observers Observed: Essays on Ethnographic Fieldwork. Madison: The University of Wisconsin Press.
12. Srivastava, V.K. (2020). "Fieldwork Traditions in Anthropology". In Introduction to Social and Cultural Anthropology, Unit 11, Block 4, BANC 102, Indira Gandhi National Open University.
13. Verma, R.B.S. and Singh, A. P. 2010.Handbook of Field Work Practice, Lucknow: New Royal Book Company.
14. Weiss, Robert S. 1994. Learning from Strangers: The Art and Method of Qualitative Interview Studies. New York: Free Press.
15. Wolf, D. L. 2018. Chapter 1. Feminist dilemmas in fieldwork. Routledge.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	3	-	2	3	2	3	-	1	2	-
CO2	3	-	3	3	-	-	-	-	-	-	1	3	-
CO3	2	-	2	2	-	-	-	-	-	-	1	2	-
CO4	2	-	2	3	-	-	1	3	3	-	1	3	-
CO5	1	-	1	2	-	-	3	1	3	-	2	1	-
CO6	2	-	2	1	-	1	2	2	2	-	1	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Exams
- Group discussions
- Assignment
- Seminar
- Discussion on field experiences/field diary

Mapping of COs to Assessment Rubrics:

	Quiz	Group Discussion	Field experiences	Assignment	Seminar	Mid-term exam	Final exam
CO1	✓	✓	✓		✓	✓	✓
CO2				✓		✓	✓
CO3	✓			✓		✓	✓
CO4		✓				✓	✓
CO5			✓			✓	✓
CO6		✓	✓			✓	✓

Course Title	BASICS OF ACADEMIC WRITING				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Basic writing skills 2. Research literacy				
Course Summary	The course introduces academic writing principles, covering definitions, types, and distinctions from non-academic writing. It explores the structure, from abstracts to conclusions, emphasizing source mastery through literature reviews and citation styles. The open-ended module promotes scholarly writing with student-driven research projects, fostering autonomy and comprehensive academic skills				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe various concepts of academic writing	U	F	Class Test
CO2	Explain the significance, types and process of literature review	Ap	F	Peer teaching
CO2	Examine structure and organisation of academic writing	Ap	C	In-class discussion
CO3	Analyse the features of APA citation style in academic writing	An	P	Class Test
CO4	Analyse the importance and procedure of revision and editing and proof reading in enhancing the quality of written work	An	P	Seminar
CO5	Evaluate the importance of maintaining academic standards in writing.	E	P	In -class Discussion
CO6	Create effective academic content.	C	P	Assignment

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCTION TO ACADEMIC WRITING**	**14**	**25**
	1	Basic Features of Academic Writing	2	3
	2	Rules of Academic Writing	2	5
	3	Types of academic writing-abstract, proposal, synopsis	2	3
	4	Types of academic writing -research papers	2	5
	5	Types of academic writing - book review	2	3
	6	Types of academic writing - case study, assignment	2	3
	7	Difference between academic and non-academic writing	2	3
	Sections from References: Liz Hamp-Lyons & Ben Heasely (2006) Wring-A Course in writing skills for academic purposes, Cambridge University Press, p-15-24			
II		**LITERATURE REVIEW**	**12**	**18**
	8	Literature review - Definition	2	2
	9	Importance of literature review	2	3
	10	Process of Literature Review	2	5
	11	Online Literature Data Base	3	5
	12	Types-Thematic, chronological	3	3
	Sections from References: Ramdhani, A., Ramdhani, M. A., & Amin, A. S. (2014). Writing a Literature Review Research Paper: A step-by-step approach. International Journal of Basic and applied Sciences, Volume (Issue), page numbers. https://www.researchgate.net/publication/311735510_Writing_a_Literature_Review_Research_Paper_A_step-by-step_approach			
III		**WRITING OF RESEARCH ARTICLE-STRUCTURE AND ORGANISATION**	**13**	**15**
	13	Writing Abstract	3	3
	14	Introduction, Body and Conclusion	3	3
	15	Paragraph development	2	2
	16	Thesis arguments/Discussion	3	3
	17	Conclusion	1	2
	18	Referencing	1	2
	https://www.researchgate.net/publication/325263717_Introduction_to_Academic_Writing			
IV		**REVISION, EDITING AND PROOF READING**	**9**	**12**
	19	Definition and features	2	2
	20	Revision, Editing and Proof Reading- Importance	3	5
	21	Citing and Citation Style- APA 7th edition	2	3
	22	Formatting and Style Guide	2	2

	Sections from References: 1. Ilona Leki(1998), Academic Writing –Exploring Processes and Strategies, Cambridge University Press, p-166-179 2. APA (2020), Publication Manual of the American Psychological Style Manual (7th Ed), American Psychological Association			
V	Open Ended Module**: SCHOLARLY WRITING**		**12**	**10**
	1	Students select a research topic aligned with personal interests or academic curiosity		
	2	Creating different types of academic writing-Group activity		
	3	Conducting literature review-Group activity		
	4	Organize the structure of a research article		
	5	Seminar presentation/Assignments/Group Discussion based on the content of the course		

Books and References:

1. Ridley, Diana. (2012). The Literature Review: A Step- by- Step Guide for Students. 2nd edition. Los Angeles, CA: Sage
2. Snyder, Hannah (2019). Literature review as a research methodology: An overview and guidelines, Journal of Business Research volume 104, pp. 333-339.https://doi.org/10.1016/j.busres.2019.07.039
3. Bailey, Stephen. Academic Writing: A Handbook for International Students. 2nd Ed. Routledge. 2003
4. Anderson, Jonathan, B.H. Durston and M.Pcole. Thesis and Assignment Writing, New Delhi: Wiley Eastern, 1970
5. Ilona Leki(1998), Academic Writing –Exploring Processes and Strategies, Cambridge University Press, p-166-179
6. Marilyn Anderson, Pramod K Nair, Madhuchandra Sen(2008), Critical Thinking, Academioc Writing and Presentation Skills, Pearson Education

ADDITIONAL READINGS

1.SHARMA, VINOD KUMAR (2022), HOW TO WRITE SYNOPSIS FOR RESEARCH PROJECTS: A GUIDE FOR SCIENCE, SOCIAL SCIENCE, HUMANITIES, EDUCATION AND COMMERCE, BOOKSCLINIC

2. CREMMINS, EDWARD T (1982). THE ART OF WRITING ABSTRACTING, UNIVERSITY OF MICHIGAN

3.RIDLEY, DIANA (2012) THE LITERATURE REVIEW: A STEP BY STEP GUIDE FOR STUDENTS, 2ND EDITION, LOS ANGELS, CA: SAGE

4.HARTLEY, JAMES(1940), ACADEMIC WRITING AND PUBLISHING; A PRACTICAL GUIDE. ROUTLEDGE

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	-	-	2	2	1	2	1	-	-	1	-
CO2	3	-	1	-	3	1	2	1	1	-	-	1	-
CO3	1	-	-	-	3	2	3	3	2	-	2	1	-
CO4	2	-	-	-	3	3	1	2	1	1	1	1	-
CO5	3	-	-	-	1	1	1	3	3	-	1	1	-
CO6	2	-	-	-	2	1	3	3	1	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Internal examination
- Assignment
- Seminar
- Group Discussion
- End Semester Examination

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	Group Discussion	End Semester Examinations
CO 1	✓	✓	✓	✓	✓
CO 2	✓		✓		✓
CO 3	✓				✓
CO 4	✓	✓		✓	✓
CO 5	✓	✓			✓
CO 6	✓	✓			✓

Course Title	**PROFESSIONAL SOCIOLOGY**				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Knowledge of basic sociological concepts and theories 2. Familiarity with the tools and methods of sociological research				
Course Summary	This course will familiarise learners with the divisions of sociology with a focus on the history and scope of professional sociology. Some of the skills and ethics required for professional sociologists will be introduced. The link between professional sociology and critical, policy and public sociologies will be made clear. The course also offers suggestions for further professional development in sociology.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Differentiate between different kinds of sociological practice	U	M	Assignment

CO2	Identify the role of different forms of sociology and their relations with each other	U	M	Group discussion
CO3	Understand the history and scope of professional sociology in Kerala	U	F	Seminar
CO4	Demonstrate skills and ethics required for professional sociologists	Ap	P	Writing article for publication
CO5	Network with professional associations and other avenues for career development	Ap	P	Paper presentation at conferences
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**PROFESSIONAL SOCIOLOGY: HISTORY AND SCOPE**		**13**	**20**
	1	Burawoy's division of sociological labour	1	3
	2	The role of professional sociology	1	2
	3	A brief background of professional sociology in India	4	5
	4	A history of professional sociology in Kerala	4	5
	5	The scope of sociology in Kerala	3	5
	Sections from References: Burawoy, Michael. (2005). For public sociology. *American Sociological Review*, *70* (February), 4-28. https://doi.org/10.1177/000312240507000102 Srinivas, M. N. & Panini, M. N. (1973). The development of sociology and social anthropology in India. *Sociological Bulletin*, *22* (2), 179 – 215. https://doi.org/10.1177/0038022919730201 Luiz, Linda Therese. 2023. Sixty years of professional sociology in Kerala: An institutional genealogy. *Kerala Sociologist* Vol. 51 (December issue)			
II	**SKILLS FOR PROFESSIONAL SOCIOLOGY**		**15**	**22**
	6	Sociological craftsmanship	3	5
	7	Writing a research proposal	2	3
	8	Power BI for research	2	2
	9	Citation and referencing	3	3
	10	Outlets for publication	1	2
	11	Identifying predatory journals	1	2

	12	Publication ethics – guidelines of UGC, COPE	2	3
	13	Ethical utilization of AI tools for research	1	2
	Sections from References: Mills, C.W. 1959. *The sociological imagination.* Oxford: Oxford University Press (Appendix: On intellectual craftsmanship pp. 195-226) Krishnan, Vijay, Bharanidharan, S. and Krishnamoorthy, G. 2017. Research data analysis with Power BI. https://ir.inflibnet.ac.in/handle/1944/2116 https://apastyle.apa.org/blog (for citation, referencing and publication ethics) *Consortium for academic research and ethics CARE.* 2019. New Delhi: University Grants Commission. (Foreword, Preamble and scope pp. 4-7) https://www.ugc.ac.in/e-book/CARE%20ENGLISH.pdf (for publication ethics) COPE. 2024. Introduction to publication ethics. https://publicationethics.org/resources/elearning/introduction-publication-ethics-0			
III	**LINKING WITH OTHER SOCIOLOGIES**		**12**	**19**
	14	Critical sociology – Analysing laws, policies, and social phenomena	2	3
	15	Policy sociology – drafting social legislation and policy	2	2
	16	Case study of Economic Survey, recent laws and policy drafts	4	5
	17	Public sociology – communicating sociology to publics	2	5
	18	The possibility of public sociology in any language	1	2
	19	Digital activism	1	2
	Sections from References: Paul Johnson. 2004. Making Social Science Useful. *The British Journal of Sociology* 55(1):23–30. https://onlinelibrary.wiley.com/doi/10.1111/j.1468-4446.2004.00003.x https://www.indiabudget.gov.in/economicsurvey/ (for Economic Survey) https://prsindia.org/ (for policy documents)			
IV	**PROFESSIONAL DEVELOPMENT IN SOCIOLOGY**		**8**	**9**
	20	Skills in demand from professional sociology	4	3
	21	Engagement with professional associations	2	3
	22	Academic networking for career development - conferences, social media	2	3
	Sections from References: Patel, S. (2002). The profession and its association: Five decades of the Indian Sociological Society. *International Sociology, 17* (2), 269-284. https://doi.org/10.1177/0268580902017002008			

V	Open Ended Module: **PRACTISING PROFESSIONAL SOCIOLOGY**	**12**	**10**
	Write an article and try to get it published in magazines or dailies Interact with established professional sociologists to understand their professional growth trajectories Discussion of current events, legislations of social importance, policy decisions in state and central budgets		

Books and References:

1. https://www.policybriefs.org/

ADDITIONAL READINGS

1. Paul Wiles. 2004. "Policy and Sociology." *The British Journal of Sociology* 55(1):31–34.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	-	2	-	1	3	2	3	-	1	1	-
CO 2	3	1	-	2	-	1	3	2	2	2	1	1	2
CO 3	3	2	2	-	-	1	1	2	2	-	1	1	-
CO 4	3	1	3	-	3	2	3	3	3	-	3	-	-
CO 5	1	1	1	-	1	3	1	2	2	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group discussions / Assignment
- Seminar / article writing / paper presentation
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Group Discussion	Article writing	Paper presentation	Assignment	Seminar	Mid-term exam	Final exam
CO 1				✓	✓	✓	✓
CO 2	✓				✓	✓	✓
CO 3				✓	✓	✓	✓
CO 4		✓	✓		✓		✓
CO 5		✓	✓				✓

Course Title	SOCIOLOGY OF INDIAN SOCIETY				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Familiarity with historical and cultural aspects of Indian society 2. An interest in studying the societal structures and dynamics specific to India				
Course Summary	Indian society explores social structures, cultural dynamics, impact of globalisation on traditional values and contemporary challenges				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the historical origin, unity, diversities and traditions in Indian Society	U	C	Poster making
CO2	Understanding nature of various social institutions in Indian Society	U	C	Assignment
CO3	Analyse various approaches for studying Indian society	An	P	Seminar Presentation
CO4	Gaining exposure to sociological perspectives on contemporary social issues	An	P	Report preparation based on field visit
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**FEATURES OF INDIAN SOCIETY**	**10**	**15**
	1	Features of Indian society: Structure and composition	2	3
	2	Indian Society- unity and diversity	2	2
	3	Bonds of Unity and diversity -1: Geographical, Religious, Political	3	5
	4	Bonds of Unity and diversity -2: Linguistic, religious, racial and cultural	3	5
	Sections from References: 1. Mason, Philip 1967. "Unity and Diversity: An Introductory Review" 2. C.N. Shankar Rao, 2004. Sociology of Indian Society. New Delhi: S.Chand& Co 3. Srinivas, M.N. India: Social Structure. New Delhi: Hindustan Publishing Corporation, 1998			

II	**INDIAN SOCIAL SYSTEM**		**12**	**20**
	5	Family: Definition and functions, Types-Joint and Nuclear families	3	3
	6	Marriage: Definition and functions, Types- Monogamy and Polygamy	3	5
	7	Kinship: Definition and functions, Types- Primary, Secondary and Tertiary Kinship	2	5
	8	Caste system: Functions, characteristics and changes	2	2
	9	Concepts of Social Change in Indian Society- Sanskritisation, Westernisation	1	3
	10	Concepts of Social Change in Indian Society- Modernization, globalisation and information society	1	2
	Sections from References: 1. Ram Ahuja, Indian Social System, Rawat Publications, 1993 2. Uberoi, P., 1997. Family, Kinship and Marriage in India. New Delhi: Oxford India Publications 3. Shah, A.M. 1998. 3. Hutton, J.H. 1969).Caste in India. London: OUP. 4. Srinivas, M.N., 1969, „The Caste System in India", in A. Béteille (ed. Social Inequality: Selected Readings, Harmondsworth: Penguin Books 5. Karve, Iravati. 1994, „The Kinship map of India", in Patricia 6. Sharma, KL. Indian Social Structure and Change, Rawat Publication, 2008			
III	**MAJOR APPROACHES FOR STUDYING INDIAN SOCIETY**		**15**	**19**
	11	Introducing major approaches on Indian society	1	2
	12	Basic premises of Indological Approach (G S Ghurye)	2	5
	13	Structural (M N Srinivas)	3	3
	14	Marxian approaches (A. R. Desai)	3	3
	15	Subaltern Perspective (B.R. Ambedkar)	3	3
	16	Civilizational- N.K Bose	3	3
	Sections from References: 1. Ghurye, G. S. (1969). *Caste and race in India*. Popular Prakashan. 2. https://www.dspmuranchi.ac.in/pdf/Blog/GE%20SEM%20-%204%20-%20%20INDOLOGICAL%20PERSPECTIVE%20-%20G%20S%20Ghurey.pdf 3. https://ebooks.inflibnet.ac.in/socp4/chapter/54/ 4. https://www.yourarticlelibrary.com/sociology/civilizational-perspective-of-indian-sociology/35047 5. https://rajras.in/a-r-desai-marxist-perspective-of-indian-society/ 6. Uberoi, P., 1997. Family, Kinship and Marriage in India. New Delhi: Oxford India Publications 3. Shah, A.M. 1998			
IV	**EMERGING SOCIAL ISSUES AND PROBLEMS**		**11**	**16**
	17	Social Issues and Problems in Indian society	1	2
	18	Structural: poverty, inequality of caste and gender, disharmony – religious, ethnic, and regional	2	3
	19	Familial: dowry, domestic violence, alcoholism, issues of elderly	2	3
	20	Developmental: regional disparities, induced displacement, consumerism, crisis of values	2	3

	21	Environmental: ecological degradation and environmental pollution	2	3
	22	Social: changing pattern of Migration, Health issues, lack of Education,	2	2
	Sections from References: 1. https://www.nios.ac.in/media/documents/SecICHCour/English/CH.20.pdf 2. https://egyankosh.ac.in/bitstream/123456789/26068/1/Unit-2.pdf 3. https://compass.rauias.com/current-affairs/migration-in-india-current-issue-and-challenges/ 4. https://thewire.in/education/education-in-india-at-75-challenges-system-students-teachers			
V	Open Ended Module: **SOCIOLOGICAL PERSPECTIVES ON CONTEMPORARY SOCIAL ISSUES**		**12**	**10**
	Expert lectures, online seminars – webinars Prepare a kinship chart Poster making related to features of Indian society especially unity and diversity Reading the work of Patricia Uberoy Collage making related to environmental issues			

Books and References:

1. Mason, Philip 1967. "Unity and Diversity: An Introductory Review"
2. C.N. Shankar Rao, 2004. Sociology of Indian Society. New Delhi: S.Chand& Co
3. Srinivas, M.N. India: Social Structure. New Delhi: Hindustan Publishing Corporation, 1998
4. Mason, Philip 1967. "Unity and Diversity: An Introductory Review"
5. Srinivas, M.N. India: Social Structure. New Delhi: Hindustan Publishing Corporation, 1998
6. Ram Ahuja, Indian Social System, Rawat Publications, 1993
7. Uberoi, P., 1997. Family, Kinship and Marriage in India. New Delhi: Oxford India Publications 3. Shah, A.M. 1998.
8. Hutton, J.H. 1969).Caste in India. London: OUP.
9. Srinivas, M.N., 1969, „The Caste System in India", in A. Béteille (ed. Social Inequality: Selected Readings, Harmondsworth: Penguin Books
10. Karve, Iravati. 1994, „The Kinship map of India", in Patricia
11. Sharma, KL. Indian Social Structure and Change, Rawat Publication, 2008
12. Ghurye, G. S. (1969). *Caste and race in India*. Popular Prakashan.
13. https://www.dspmuranchi.ac.in/pdf/Blog/GE%20SEM%20-%204%20-%20%20INDOLOGICAL%20PERSPECTIVE%20-%20G%20S%20Ghurey.pdf
14. https://ebooks.inflibnet.ac.in/socp4/chapter/54/
15. https://www.yourarticlelibrary.com/sociology/civilizational-perspective-of-indian-sociology/35047
16. https://rajras.in/a-r-desai-marxist-perspective-of-indian-society/
17. Uberoi, P., 1997. Family, Kinship and Marriage in India. New Delhi: Oxford India Publications 3. Shah, A.M. 1998

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	1	3	3	3	2	-	-	1	-	-
CO2	1	2	-	-	-	2	2	3	-	-	2	-	-
CO3	1	2	1	3	2	3	3	1	-	-	1	-	-
CO4	1	1	3	1	3	1	3	2	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Internal Exam
- Assignment
- Seminar/Field visit report
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar/Field visit report	End Semester Exams
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓		✓	✓

Course Title	**COMMUNITY DEVELOPMENT**				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. Community awareness 2. Observation skills				
Course Summary	This course explores into the possibilities of practicing community development method.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Define and conceptualize development, exploring its dimensions and values.	U	C	Seminar/Assignment/PRA/Community Engagement Program/Policy Briefing and Presentation
CO2	Evaluate theoretical frameworks and approaches to community development, focusing on participation and empowerment.	Ap	P	Seminar/Assignment/PRA/Community Engagement Program/Policy Briefing and Presentation

CO3	Analyze government policies and programs related to community development in India.	Ap	P	Seminar/Assignment/PRA/Community Engagement Program/Policy Briefing and Presentation
CO4	Apply methods for assessing community needs and assets, fostering inclusive participation.	U	C	Seminar/Assignment/PRA/Community Engagement Program/Policy Briefing and Presentation
CO5	Reflect on ethical considerations and social justice principles in community development practice	E	P	Seminar/Assignment/PRA/Community Engagement Program/Policy Briefing and Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**INTRODUCTION TO COMMUNITY DEVELOPMENT**		**10**	**15**
	1	Development: Meaning, Nature and Manifestation	2	3
	2	Basic elements and objectives of Development	2	3
	3	Define community development	2	2
	4	Scope of community development	2	3
	5	Community organisation and community development	1	2
	6	Objectives of Community Development	1	2
	Sections from References: 1. Marie, Weil. (2005). Handbook of Community Practice. Thousand Oaks, CA: Sage Publications. 2. Midgley, J. (1999).Growth, redistribution and welfare: Towards social investment. Social Service Review, 77(1), 3-21. 3. Himmelman, A. (1994). "Communities Working Collaboratively for a Change." In M. S. Herrman (ed.) Resolving Conflict: Strategies for Local Government. Washington, DC: International City/County Management Association, 27-47. 4. Block, P. (2009). Community: The Structure of Belonging. Berrett-Koehler Publishers. 5. Brown, P. J. (2007). Building Powerful Community Organizations. Long Haul Press. 6. Manning, G., McMillen, S., & Curtis, K. (1996). Building Community: The Human Side of Work. 2nd ed. Whole Person Associates. 7. Mattessich, P. & Monsey, B. (1997). Community Building: What Makes It Work. Saint Paul, MN: Amherst H. Wilder Foundation.			

II	**APPROACHES TO COMMUNITY DEVELOPMENT**		**9**	**16**
	7	Community Organisation: concept - meaning - basic assumptions - principles of community organizations	2	5
	8	Community Development Approach	2	2
	9	Asset Based Community Development	2	2
	10	Gandhian model of community development approach	2	5
	11	Participatory Development Approach.	1	2
	Sections from References: 1. Florin, P. & Wandersman, A. (1990). "An Introduction to Citizen Participation, Voluntary Organizations, and Community Development: Insights for Empowerment Research." American Journal of Community Psychology, 18(1), 41-54. 2. Gilchrist, A. and Taylor, M. (2011). The Short Guide to Community Development. Bristol: Policy Press. 3. Hope, A. and Timmel, S. (1995) Training for Transformation. A handbook for community workers Revised edition, Gwereu, Zimbabwe: Mambo Press. (Available in UK through IT Books). 205 pages.			
III	**INDIA AND COMMUNITY DEVELOPMENT**		**9**	**19**
	12	Historical formation of community development in India	2	2
	13	Government policies on community development	2	5
	14	Peoples participation in community development	2	5
	15	Five-year plans and Community Development Programmes	1	2
	16	Community Development Programme (CDP) - objectives, principles, coverage, activities, organization, methods and techniques of CDP	2	5
	Sections from References: 1. Frankfort, L., McKay, M., & Rodgers, P. D. (2002). The Community Building Companion. New Harbinger Publications. 2. Gardner, J. (1991). Building Community. Washington, DC: Independent Sector. 3. Green, S. P. & Goetting, A. (eds.) (2013). Mobilizing Communities: Asset Building as a Community Development Strategy. Temple University Press. 4. Kaye, G. & Wolff, T. (eds.) (1995). From the Ground Up: A Workbook on Coalition Building and Community Development. Amherst, MA: AHEC Community Partners. 5. Kretzmann, J. & McKnight, J. (1993). Building Communities from the Inside Out. Evanston, IL: Center for Urban Affairs and Policy Research, Northwestern University.			
IV	**SOCIAL WELFARE AND COMMUNITY DEVELOPMENT IN INDIA**		**10**	**20**
	17	Panchayat Raj System and Community Development	2	5
	18	Integrated Rural Development Program	2	3
	19	Intensive Child Development Scheme (ICDS)	2	3
	20	MGNREGA and Community Development in India	1	2

	21	National Rural Livelihood Mission and Community Development in India	2	5
	22	Community Development Programs for the Urban poor	1	2
	Sections from References: 1. Pandey, A. (2008, Jan-March). Gandhian perspective of rural development. The Indian Journal of Political Science, 69(1), 141-148. Popple, K. (2017). Analysing Community Work (2 ed.). Delhi, Delhi, India: Rawat Publications 2. Jha, M. (2009). Community organization in split societies. Oxford University Press and Community Development Journal, 305-319. 3. Kahn, S. (1996). Community Practice: Models in Action. (M. Weil, Ed.) Journal of Community Practice, 4(1), pp. 109-136. 4. Majumdar, R. C. (1961). Social Work in Ancient and Medieval India. In A. R. Wadia, & A. R. Wadia (Ed.), History and Philosophy of Social Work in India (pp. 17-26). Bombay: Bombay Allied Publishers Private Limited. 5. Malathi, A. (2010). Concepts of Community and Community Work. In I. G. University, & G. Thomas (Ed.), Community Organisation Management for Community Development (pp. 1-21). Delhi, Delhi, India: Indira Gandhi National Open University. 6. Article by Janhavi on 'Rural Development in India' available on: https://www.sociologydiscussion.com/india/ruraldevelopment/rural-development-in-india-sociology/13519 7. Article by Neha Mishra on 'Rural Development in India: Meaning, Objectives and Strategies' available on: https://www.yourarticlelibrary.com/india-2/rural-development/rural-development-in-india-meaning-objectives-andstrategies/66726 8. https://www.scribd.com/document/427430595/Constraint-in-rural-development http://ecoursesonline.iasri.res.in/mod/page/view.php?id=65787 9. Ross, M. G. (1967). Community Organisation: Theory, Principles and Practice (2 ed.). New York, London & Tokyo: Haper & Row, New York, Evanston & New York and John Weatherhill, INC., Tokyo.			
V	Open Ended Module: **COMMUNITY DEVELOPMENT: INITIATIVES**		**9**	**5**
	1	• **Conduct PRA:**Divide students into small groups and assign each group a local community or neighbourhood to study. Task students with conducting a community assessment and asset mapping exercise, identifying community needs, resources, strengths, and challenges. Provide guidance on using participatory methods such as interviews, surveys, and mapping techniques. In a follow-up session, have each group present their findings and discuss potential community development opportunities based on their assessment. • **Assignment:** Assign students to research a specific government policy or program related to community development in India, such as the National Rural Employment		

	2 3 4	Guarantee Act (NREGA) or the Integrated Child Development Services (ICDS) scheme. Have students analyze the policy's objectives, implementation, and impact on communities, considering different stakeholders' perspectives. Organize a simulation where students role-play as policymakers, community members, and advocacy groups, engaging in a mock policy debate or negotiation session. Encourage students to develop policy recommendations or advocacy strategies to address identified gaps or issues in the policy. • **Community Engagement Project:** Collaborate with a local community organization or NGO working on a community development project in a nearby area. Task students with volunteering or assisting in the implementation of the project, under the guidance of the organization's staff or volunteers. Assign students to reflect on their experiences, documenting challenges faced, lessons learned, and their contributions to the project. Organize a debriefing session where students share their reflections and discuss the practical implications of community development theories and approaches in real-world contexts. • **Seminar:**Provide students with case studies of community development initiatives or projects implemented in different regions of India. Divide students into groups and assign each group a case study to analyze, focusing on the project's goals, strategies, outcomes, and lessons learned. Have each group prepare a presentation summarizing their findings, highlighting key successes, challenges, and recommendations for future practice. Facilitate a discussion where students compare and contrast the different case studies, identifying common themes and best practices in community development. • **Policy Brief Writing and Presentation:**Assign students to work individually or in pairs to develop a policy brief on a selected community development issue or challenge in India. Provide guidelines for structuring the policy brief, including an overview of the problem, analysis of relevant policies or programs, and recommendations for action. Have students present their policy briefs in a simulated policy forum or stakeholder meeting, pitching their recommendations to a panel of peers acting as policymakers, government officials, or community leaders. Facilitate a discussion where students receive feedback on their policy proposals and engage in constructive dialogue on potential strategies for addressing the identified issue.		

Books and References:

1. Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.
2. Mohanty, B. B. (Ed.). (2008). *Rural Development in India: Issues and Challenges*. PHI Learning Pvt. Ltd.

3. Narayan, D., Patel, R., Schafft, K., Rademacher, A., & Koch-Schulte, S. (2000). *Voices of the Poor: Can Anyone Hear Us?*. Oxford University Press.
4. Desai, V., & Patel, I. (Eds.). (2006). *Participatory Rural Appraisal: Principles, Methods, and Application*. SAGE Publications India Pvt Ltd.
5. Narayan, D. (1993). *The Contribution of People's Participation: Evidence from 121 Rural Water Supply Projects*. World Bank.
6. Agarwal, B. (2001). *Participatory Exclusions, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework*. World Development, 29(10), 1623-1648.
7. Ghosh, M. (Ed.). (2013). *Community Development in India: Issues, Perspectives and Strategies*. PHI Learning Pvt. Ltd.
8. Raghavendra, S. (2006). *Community Development Through Empowerment of the Rural Poor*. Discovery Publishing House.
9. Srinivas, M. N. (1966). *Social Change in Modern India*. University of California Press.
10. Kothari, R. (1989). *Politics of Conservation*. Sage Publications.
11. Uphoff, N., & Wijayaratna, C. M. (Eds.). (2000). *Demonstrated Benefits from Social Capital: The Productivity of Farmer Organizations in Gal Oya, Sri Lanka*. International Food Policy Research Institute.
12. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
13. Paul, S. K., & Paul, B. (2017). *Community Development in India: Historical Background and Basic Concepts*. Journal of the Indian Academy of Applied Psychology,43(Special Issue)53-62.
14. Dreze, J., & Sen, A. (1995). *India: Economic Development and Social Opportunity*. Oxford University Press.

ADDITIONAL READINGS

1. Balachandran, P. (2003). *Community Development in India: A Success Story from Kerala*. Economic and Political Weekly, 38(36), 3817-3821.
2. Saxena, N. C. (2005). *Decentralised Development Planning in India: Lessons from Two States*. Economic and Political Weekly, 40(20), 2001-2007.
3. Patil, S. S., & Patil, S. (2016). *Role of Panchayati Raj Institutions in Rural Development in India: A Critical Analysis*. International Journal of Social Science and Humanity, 6(4), 308-312

Mapping of COs with PSOs and POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	3	1	2	1	2	1	3	2	-	1	-
CO2	2	-	-	1	3	2	1	2	1	1	-	2	-
CO3	2	-	-	2	2	-	-	-	1	2	-	-	1
CO4	1	-	-	1	1	1	-	-	-	2	-	-	-
CO5	1	-	2	3	2	2	2	2	2	1	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/Seminar
- Midterm Exam
- Case study/ PRA/ Discussion
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/Seminar	Case study/ PRA/ Discussion	End Semester Exams
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓	✓	✓

Course Title	PROJECT PLANNING AND DEVELOPMENT				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding on various procedures in project planning				
Course Summary	The course provides conceptual understanding of research and project planning				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concepts and characteristics of project management	U	M	Assignment
CO2	Identify the major phases and in planning of the projects for effective implementation	U	M	Group discussion
CO3	Examine the tools required for financing projects	U	F	Seminar
CO4	Acquire skills for leadership and team building for performing the projects	Ap	P	Project preparation
CO5	Evaluate the application of tools for problem solving and decision making in project management	E	P	Presentation/ Discussion

CO6	Examine the significance of Project evaluation	An	P	Evaluation of projects

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I	**ORGANISING AND INITIATING PROJECTS**		**13**	**20**
	1	Concept of projects	1	2
	2	Characteristics of Projects	3	3
	3	Classification of Projects	3	5
	4	Project Life cycle	3	5
	5	Project identification-Feasibility analysis	3	5
	Sections from References: ➢ Kloppenborg, Timothy J (2009) Contemporary Project Management, New Delhi :Cengage Learning ➢ Desai,Vasant (2014) Project Management, New Delhi:Himalaya Publishing House ➢ Prasanna Chandra, Projects. 2002. Planning, Analysis, Financing, Implementation and Review. New Delhi: Tata MC Graw Hill publishing Company Ltd. ➢ E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd. ➢ Project Identification, Formulation and Design https://www.fao.org/3/au766e/au766e.pdf ➢ Guide for Project Managers https://unece.org/DAM/operact/Guide_for_Project%20Managers_FINAL.7May.pdf			
II	**PLANNING PROJECTS**		**10**	**15**
	6	Phases of Project Planning	2	3
	7	Levels of Work Breakdown Structure (WBS)	2	3
	8	Work Breakdown Structure (WBS)-Gantt chart, Kanban Board	2	3
	9	Budgeting projects	2	3
	10	Cost Benefit Analysis	2	3

	Sections from References: ➢ Maylor, Harvey, Project Management, New Delhi:Mc Millan ➢ Bhavesh M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd. ➢ Narayan. B. 1999. Project Management. New Delhi: A.P.H Publishing corporation. ➢ Andreas Schneider1995),Project management in international teams: Instruments for improving cooperation, International Journal of Project Management,Volume 13, Issue 4,Pp 247-251, ➢ https://online.hbs.edu/blog/post/cost-benefit-analysis ➢ Cost benefit analysis https://gpss.worldbank.org/sites/gpss/files/knowledge_products/2019/CBA%20Technical%20Note_IPF.pdf ➢ Cost benefit analysis versus Cost- Effectiveness analysis https://www.undp.org/sites/g/files/zskgke326/files/migration/bh/Arab_Water_Report_AWR_Annex-I.pdf			
III	**PERFORMING PROJECTS**		**14**	**19**
	11	Acquiring the project team	2	2
	12	Managing the team	2	3
	13	Role of leadership in management of projects	2	2
	14	Problem solving tools-Fishbone diagram	2	3
	15	Decision making tools-SWOT analysis	2	5
	16	Resource scheduling	2	2
	17	Role of network analysis in resource scheduling	2	2
	Sections from References ➢ Lock,Dennis (2007) Project Management Hampshire:Gower http://117.240.231.117:8081/jspui/bitstream/123456789/552/1/Project%20Management.pdf ➢ Hallas R.G & Sandra C. Mckee. 2003. Practical Project Management. Pearson Education Pvt. Ltd. ➢ Vittal S. Anantatmula (2010) Project Manager Leadership Role in Improving Project Performance, Engineering Management Journal, 22:1, 13-22, DOI: 10.1080/10429247.2010.11431849 ➢ 7 Skills you need to effectively manage teams https://online.hbs.edu/blog/post/team-management-skills ➢ Fishbone diagram, https://asq.org/quality-resources/fishbone ➢ A Useful Guide to SWOT analysis, https://www.cii.co.uk/media/6158020/a-useful-guide-to-swot-analysis.pdf			

IV	**PROJECT REPORT AND EVALUATION**		**11**	**16**
	18	Preparation of project report	3	5
	19	Project Monitoring	2	2
	20	Project Evaluation	2	2
	21	Critical Path Method	2	2
	22	Communication and presentation of project report	2	5
	Sections from References: ➢ Desai,Vasant (2014) Project Management, New Delhi:Himalaya Publishing House ➢ E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd. ➢ Monitoring and Evaluation Toolkit https://ec.europa.eu/programmes/erasmus-plus/project-result-content/cf9b74d4-d43c-459d-b870-c91c8193a1fc/Monitoring%20And%20Evaluation%20Toolkit.pdf			
V	Open Ended Module**: EXPERIENCING PROJECT PLANNING**		**12**	**10**
	1 2 3. 4.	Conduct a brainstorming session to develop feasibility criteria for any project Develop a learning material(PPT, chart, blog) on phases of project planning using essential techniques of flow diagram Role play on important of leadership and team building Prepare a brief note on evaluation of Projects and its presentation report		

Books and References:

1. Desai,Vasant (2014) Project Management, New Delhi:Himalaya Publishing House
2. Prasanna Chandra, Projects. 2002. Planning, Analysis, Financing, Implementation and Review. New Delhi: Tata MC Graw Hill publishing Company Ltd.
3. E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Maylor, Harvey, Project Management, New Delhi:Mc Millan
5. Bhavesh M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Narayan. B. 1999. Project Management. New Delhi: A.P.H Publishing corporation.
7. Andreas Schneider1995),Project management in international teams: Instruments for improving cooperation, International Journal of Project Management,Volume 13, Issue 4,Pp 247-251,
8. Lock,Dennis (2007) Project Management Hampshire:Gower http://117.240.231.117:8081/jspui/bitstream/123456789/552/1/Project%20Management.pdf
9. Hallas R.G & Sandra C. Mckee. 2003. Practical Project Management. Pearson Education Pvt. Ltd.
10. Vittal S. Anantatmula (2010) Project Manager Leadership Role in Improving Project Performance, Engineering Management Journal, 22:1, 13-22, DOI: 10.1080/10429247.2010.11431849

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	3	-	3	1	3	2	3	-	1	-	-
CO 2	3	1	3	-	-	1	3	2	-	-	1	-	-
CO 3	3	2	-	-	-	1	1	-	-	2	-	-	-
CO 4	3	1	-	-	-	2	3	-	3	-	-	-	-
CO 5	1	1	1	-	1	3	1	-	2	-	-	-	-
CO 6	3	2	2	-	3	1	1	2	2	2	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Seminar/ Group discussion
- Project preparation
- Internal Exam
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Seminar/Group discussion	Project evaluation	End Semester Exams
CO1	✓				✓
CO2	✓	✓	✓		✓
CO3	✓	✓	✓		✓
CO4	✓			✓	✓
CO5	✓				✓
CO6	✓			✓	✓

Course Title	PARTICIPATORY RURAL APPRAISAL				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of rural development, community engagement and data collection methods.				
Course Summary	PRA Course focuses on community mapping, group discussion, participatory observation to understand local needs and perspective.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the local context and dynamics of rural communities	U	C	Group Discussion
CO2	To demonstrate a comprehensive understanding of the principles and concepts that underlies Participatory Rural Appraisal.	U	C	Group Activity in class room context
CO3	Successfully utilize various diagramming tools in practical, real-world scenarios through hands-on training; ensuring participants can apply these methods independently.	AP	P	Community based activity
CO4	Foster skills in collaborative mapping, enabling participants to facilitate community discussions and decision-making processes using maps as a visual aid.	AP	P	Community based activity
* - Remember (R), Understand (U), Apply (AP), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (48)	Marks (70)
I		**INTRODUCING PARTICIPATORY RURAL APPRAISAL**	**9**	**13**
	1	Meaning , Definition, history and evolution of PRA	3	5
	2	Objectives of PRA in Rural Sociology	2	2
	3	Significance of PRA in Rural Sociology	2	2
	4	Comparison with traditional research methods	1	2
	5	Ethical consideration in PRA	1	2
	Sections from References: 1. Chambers, R. (1994). Participatory Rural Appraisal (PRA): Analysis of Experience. World Development, 22(9), 1253-1268.			

II	**PRA METHODS AND TECHNIQUES- OVERVIEW OF PRA DIAGRAMMING METHODS**		**10**	**18**
	6	Transect Walk- Definition , Objectives Activity- Choose participants and transect routes, conduct a walk and document observation.	2	5
	7	Seasonal Calendar- identifies seasons, goals and objectives create a monthly chart.	2	5
	8	Venn diagram – Identify sets and elements	2	3
	9	Daily Routine Charts - Define goals and allocate time slots	2	3
	10	Hands- on training in diagramming tools	2	2
	Sections from References: 1. Smith, J. (n.d.). PRA Methods and Techniques- Overview of PRA Diagramming Methods			
III	**PRA METHODS AND TECHNIQUES - SKETCH -OUT OF PRA MAPPING AND MODELLING METHODS**		**16**	**24**
	11	Social Maps - Context setting, Formation of mapping groups, Symbolism and representation and interactive discussion.	3	5
	12	Resources Maps – Identify stakeholders, data collection and documentation, assessment of availability and utilization, risk assessment and collaboration.	3	5
	13	Topical Maps - Define purpose, chose map type, select appropriate symbols and colours, review.	3	5
	14	Hazard Maps - Event identification, consequence analysis, sensitivity analysis and documentation	3	5
	15	Importance of Social, Resources, Topical, Hazard Maps	2	2
	16	Create a collaborative map of local resource (Practical exercise and feedbacks)	2	2
	Sections from References: 1. K. Johnson (Ed.), Participatory Rural Appraisal: Innovations in Development Methodology (pp. 123-145). Oxford University Press.			
IV	**PRA METHODS AND TECHNIQUES - RUN-THROUGH THE PRA INTERVIEWING METHODS**		**13**	**15**
	17	Key informant interview, Semi-structured interview and Unstructured interview.	2	3
	18	Focus group discussion - Define objectives, select participants, Formulate questions, discussion , active listening and record response	2	3
	19	Case study - case study selection, objectives, data collection, triangulation, participatory analysis, documentation and feedback	3	3
	20	Importance of Interview, Focus group discussion, Case study	2	2
	21	Review and evaluation in interviewing tools – Combining on-site visit to different parts of community.	2	2

	22	Virtual interviews: Challenges and opportunities	2	2
	Sections from References: 1. Smith, J., & Jones, A. (2020). Participatory rural appraisal interviewing methods			
V	Open Ended Module**: IMPLEMENTATION OF PARTICIPATORY RURAL APPRAISAL TECHNIQUES**		**9**	**5**
	Prepare a Project and Conduct a field-based assessment with PRA tools Monitoring, Course evaluation and Reflection			

Books and References:

1. Doe, J. (2023, January 15). Personal Reference Archive [Digital archive]. John Doe Publishing
2. Smith, J. D. (2005). PRA Methods and Techniques: Sketch-out of PRA Mapping and Modelling Methods.

ADDITIONAL READINGS

1. Chambers, R. (1997). Whose Reality Counts? Putting the First Last. Intermediate Technology Publications.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	1	2	2	2	2	-	3	1	1	-	3
CO2	1	1	-	-	2	-	1	-	3	1	-	3	-
CO3	2	-	-	-	3	-	1	3	3	1	-	-	-
CO4	2	-	2	-	-	3	3	3	3	1	2	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Group activity/ Field based assessment/ Poster Making
- Collaboration with Local bodies & Project Evaluation
- Internal Exam
- Semester Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Field based assessment	Project Evaluation	Poster Making	Group activity	End Semester Exams
CO 1		✓	✓	✓	✓	
CO 2	✓	✓	✓	✓	✓	✓
CO 3		✓	✓	✓	✓	
CO 4		✓	✓	✓	✓	

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MULTIDISCIPLINARY COURSES

SEMESTER	MULTIDISCIPLINARY COURSES
I	➢ SOC1FM105-1 Women and Society ➢ SOC1FM105-2 Sociology of Law and Human Rights
II	➢ SOC2FM106-1 Sociolinguistics ➢ SOC2FM106-2 Disaster Management ➢ SOC2FM106-3 Life Skill Development

Course Title	WOMEN AND SOCIETY				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. General knowledge on gender-related issues				
Course Summary	This course introduces basic concepts and theoretical perspectives related to the study of women and gender. It discusses the ways in which gender affects everyday life in Kerala through a sociological perspective. Historical, contemporary and global contexts are examined to prove the importance of the discipline of women's studies				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Illustrate an understanding of basic concepts related to gender and selected gender-related issues in Kerala	U	C	Intra-class quiz competition with questions prepared by students themselves
CO2	Differentiate between patrilineal and matrilineal systems, and identify the existence of patriarchy within matrilineal systems in Kerala	U	C	Group discussions moderated by evaluator (ensuring that the discussion is theoretical and not commonsensical)
CO3	Demonstrate awareness of basic theoretical perspectives related to women's studies	U	C	Quiz prepared by evaluator
CO4	Appreciate the historical and contemporary need for studying women	U	M	Home assignment
CO5	Connect theoretical perspectives on gender with everyday life as seen in mass media and books	Ap	P	Book/film reviews by students

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I		**WOMEN IN THE SOCIAL STRUCTURE**	**8**	**12**
	1	Gender and gender roles	2	3
	2	Patriarchy and its manifestations	3	5
	3	Matriliny vs. Patriliny	2	2
	4	Female Socialisation	1	2
	Sections from References: Soman, Uthara. 2009. Patriarchy: Theoretical postulates and empirical findings. *Sociological Bulletin,* Vol. 58, No. 2 (May-August 2009), pp. 253-272. https://www.jstor.org/stable/23620688 Lekha, N.B. 2023. Gender bargaining within matriliny in Kerala. *South Asia Research, 43*(1), 97-114 https://doi.org/10.1177/02627280221141046			
II		**UNDERSTANDING WOMEN'S ISSUES THEORETICALLY**	**10**	**12**
	5	Debates on equality and difference	3	5
	6	Biology vs. social constructionism	3	3
	7	The intersectionalities of gender	2	2
	8	The male gaze	2	2
	Sections from References: Menon, Nivedita. 2012. Seeing Like a Feminist. Delhi: Zubaan and Penguin Books. Susie Tharu and Tejaswini Niranjana. 'Problems for a Contemporary Theory of Gender' In Subaltern Studies IX: Writings on South Asian History and Society Eds. Shahid Amin and Dipesh Chakrabarty. New Delhi: OUP (copies available online) – for intersectionality in the Indian context			
III		**SOME ISSUES OF WOMEN IN KERALA**	**8**	**12**
	9	Dowry and Domestic Violence	2	2
	10	Legislations to combat dowry and Domestic Violence	1	2
	11	The double burden and invisible housework	1	2
	12	Triple burden and care penalty	1	2
	13	The glass ceiling	1	2
	14	Gender Paradox in Kerala	2	2
	Sections from References: Luiz, Linda. 2021. Mahamaarikkalathe nishabda nilavilikal. *Ezhuthu Masika* September 2021, 24-26 https://www.academia.edu/57296418 Luiz, Linda. 2017. 'Avalkku joliyilla: Adrshyamakkappedunna veettujoliyude samoohikashastra avalokanam' *Sameeksha: Journal of Kerala Studies* Vol. 1, Issue 1 pp. 108-115. https://www.academia.edu/36763053			

IV	**THE DISCIPLINE OF WOMEN'S STUDIES**		**10**	**14**
	15	Waves of feminism	3	5
	16	Women's movement in Kerala	3	3
	17	History of women's studies	1	2
	18	Nature and scope of women's studies	2	2
	19	SDG#5: Achieving equality for women and girls	1	2
	Sections from References: https://www.history.com/news/feminism-four-waves Subrahmanian, Maya. 2019. Autonomous women's movement in Kerala: Historiography. *Journal of International Women's Studies* 20(2): 1-10 https://vc.bridgew.edu/cgi/viewcontent.cgi?article=2090&context=jiws Poonacha, Veena. 2003. Women's studies in Indian universities: Current concerns *Economic and Political Weekly* 38(26):2653-2658. https://www.jstor.org/stable/4413727 https://sdgs.un.org/goals/goal5#targets_and_indicators https://sdgindiaindex.niti.gov.in/#/ranking			
V	Open Ended Module: **EXPLORING THE POSSIBILITIES OF WOMEN'S STUDIES**		**9**	**5**
	Screening of films to discuss the concepts and arguments presented in the course Review of books to discuss the concepts and arguments presented in the course Discussion of career paths and further education in women's studies			

Books and References:

1. Chaudhuri, Maitreyee. (2004). Feminism in India, Kali for Women, Delhi
2. Dube, Leela. 1993. Who gains from matriliny? Men, women and change on a Lakshadweep Island. Sociological Bulletin. Vol. 42, No. 1/2 (March-September 1993), pp. 15-36. https://www.jstor.org/stable/23620246
3. K. S. Hakim. 2011. 'Utharenthyayil ninnu Keralathilekkulla Dooram' *Madhyamam Weekly* 7 March 2011
4. https://www.humanrightscareers.com/issues/types-of-feminism-the-four-waves/

ADDITIONAL READINGS

1. Tricontinental Institute for Research. 2020. 'Coronashock and patriarchy'. Available at https://thetricontinental.org/studies-4-coronashock-and-patriarchy/

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	-	-	2	-	-	-	-	-	1	-
CO2	3	3	3	1	-	1	-	-	1	-	-	-	-
CO3	-	-	2	-	2	2	3	-	-	-	-	2	-
CO4	-	-	3	-	-	2	2	-	-	-	-	-	-
CO5	1	2	3	-	-	3	3	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Book/film review

Mapping of COs to Assessment Rubrics :

	Quiz	Group discussion	Assignment	Book/film review	Internal Exam	End Semester Examinations
CO 1	✓				✓	✓
CO 2		✓			✓	✓
CO 3	✓				✓	✓
CO 4			✓		✓	✓
CO 5				✓		✓

Course Title	SOCIOLOGY OF LAW AND HUMAN RIGHTS				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Basic understanding of law, human rights				
Course Summary	This course provides an in-depth examination of the intersection of law and society, emphasizing how legal systems, institutions, and norms are shaped by and shape social dynamics. It explores the sociological perspective on law and its impact on various aspects of human life				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain an interdisciplinary understanding of the intersection between sociology and law.	U	F	Instructor-created exams / Quiz
CO2	Understand the global dimensions of legal systems and their impact on societies worldwide	U	C	Instructor-created exams / Quiz

CO3	Enhance analytical skills to examine the social implications of legal decisions and policies	An	P	Seminar Presentation / Group Tutorial Work
CO4	Develop research skills to investigate and analyze the sociological aspects of legal phenomena.	Ap	P	Instructor-created exams / Home Assignments
CO5	Discuss and reflect on the ethical considerations involved in the intersection of sociology and law	Ap	P	One Minute Reflection Writing assignments
CO6	Evaluate how legal systems respond to and influence social change, and the role of law in promoting or resisting social transformation	E	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I	**INTRODUCTION TO SOCIOLOGY OF LAW AND HUMAN RIGHTS**		**5**	**10**
	1	Definition and Scope of Sociology of Law	1	2
	2	Relationship between Law and Society	1	3
	3	Human Rights: Concept and Evolution	1	2
	4	Historical moorings	2	3
	Sections from References: "The Sociology of Law: An Introduction" by Roger Cotterrell "Human Rights: A Very Short Introduction" by Andrew Clapham			
II	**THEORETICAL FOUNDATIONS OF SOCIOLOGY OF LAW**		**10**	**14**
	5	Classical Sociological Theories and Law (Durkheim, Weber, Marx)	3	5
	6	Contemporary Perspectives (Critical Legal Studies, Feminist Legal Theory)	3	3
	7	Law as a Social Institution, Types of legal systems	2	3
	8	Legal professions and their roles, Legal education and culture	2	3
	Sections from References: "Law and Society: An Introduction" by Steven Vago "The Politics of Law: A Progressive Critique" by David Kairys			

III	**HUMAN RIGHTS FRAMEWORK**		**17**	**20**
	9	Historical Development of Human Rights	2	3
	10	Universal Declaration of Human Rights and International Covenants	2	3
	11	Human Rights Institutions and Mechanisms	1	2
	12	Contemporary issues in human rights immigration, citizenship, and racial justice	2	2
	13	LGBTQ- rights and legal recognition	2	2
	14	Reproductive rights and legal controversies	2	2
	15	Racial profiling and policing, Indigenous rights and the law	2	2
	16	Cyber law and digital rights, surveillance, privacy, and the law	2	2
	17	Intellectual property and digital culture	2	2
	Sections from References: "The International Human Rights Movement: A History" by Aryeh Neier "Human Rights: Politics and Practice" by Michael Goodhart			
IV	**CONTEMPORARY CHALLENGES AND FUTURE DIRECTIONS**		**4**	**6**
	18	Emerging Issues in Sociology of Law and Human Rights	2	3
	19	Technological Advancements and Human Rights, Prospects for Global Human Rights Governance	2	3
	Suggested Readings: "Globalization and Human Rights" edited by Alison Brysk and Michael Stohl "Digital Witness: Using Open Source Information for Human Rights Investigation, Documentation, and Accountability" by Sam Dubberley and Alexa Koenig			
V	Open Ended Module**: EXPLORING LAW AND HUMAN RIGHTS**		**9**	**5**
	Assignments 1.Role of Social Movements in Advancing Human Rights 2.Problems faced by LGBTQ Project Case Studies of successful Human Rights Campaigns			

Books and References:
1. Bingham, T. (2011). The Rule of Law. Penguin Books.
2. Black, D. (1998). The Social Structure of Right and Wrong. Academic Press.
3. Calabresi, G. (2016). The Future of Law and Economics: Essays in Reform and Recollection. Yale University Press.
4. Cappelletti, M., & Schlegel, J. H. (1989). Law and Social Change. Walter de Gruyter.
5. Cotterrell, R. (2018). The Sociology of Law: Classical and Contemporary Perspectives. Oxford University Press.

6. Deflem, M. (2008). Sociology of Law: Visions of a Scholarly Tradition. Cambridge University Press.
7. Lippman, M. (2018). Law and Society. Routledge.
8. Sarat, A., & Ewick, P. (Eds.). (2008). The Oxford Handbook of Law and Society. Oxford University Press.
9. Vago, S. (2009). Law and Society: An Introduction. Pearson.
10. Walsh, A., & Hemmens, C. (2019). Law, Justice, and Society: A Sociolegal Introduction. Oxford University Press.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	2	-	1	3	1	-	3	-	-	2	-
CO2	2	-	-	-	-	1	3	-	1	-	2	3	-
CO3	1	2	3	-	-	3	2	-	1	-	-	1	-
CO4	2	3	2	-	-	3	2	-	2	-	1	2	-
CO5	3	1	3	-	2	2	3	-	3	-	-	3	-
CO6	2	3	2	-	3	1	3	-	3	-	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓		✓
CO 6	✓		✓	✓

Course Title	SOCIOLINGUISTICS				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Basic idea about language and society				
Course Summary	To provide an introduction to the study of sociolinguistics, focusing on the interplay between language and society and also to cover fundamental concepts and methods used in the analysis of language variation and its implications for social identity, culture, and communication.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be able… to recognize and recall key sociolinguistic concepts, theories, and terminology.	R	U	Instructor-created exams / Quiz
CO2	Understand the inevitable connection between language and society	U	P	Practical Assignment / Observation of Practical Skills
CO3	Analyze linguistic data and identify its patterns of variation and change.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Evaluate the impact of language policies on linguistic diversity and language maintenance.	U	C	Instructor-created exams / Home Assignments
CO5	Will be able to apply knowledge of sociolinguistics to address language-related issues in diverse communities.	Ap	P	One Minute Reflection Writing assignments
CO6	Confident to Create written and oral presentations which effectively communicate sociolinguistic insights to diverse audiences	C	P	Viva Voce

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I		**FOUNDATIONS OF SOCIOLINGUISTICS**	**10**	**12**
	1	Introduction to Sociolinguistics Key concepts: language variation, speech community, and linguistic competence	2	2
	2	Language Variation Types of language variation (phonological, morphological, syntactic, and lexical) Variation within and across languages, Social factors influencing language variation	3	5
	3	The Speech Community Defining speech communities, Methods for identifying speech communities, The role of the speech community in language variation	3	3
	4	Sociolinguistic variation	2	2
	Sections from References: Coupland: Introduction Sociolinguistic Theory and the practice of Sociolinguistics			
II		**LANGUAGE VARIATION AND IDENTITY**	**10**	**10**
	5	Language and Identity-Language and personal identity, Group identity	3	2
	6	Gender and Language-Language and gender stereotypes, Differences in male and female speech, Sociolinguistic research on gender and language	3	3
	7	Language and Social Class-Language and social class identity, Variation in working-class and middle-class speech, Sociolinguistic research on social class	2	3
	8	Language choices, Linguistic insecurity, and stereotypes	2	2
	Sections from References: Eckert: Three waves of variation study :the emergence of meaning in the study of Sociolinguistics and the study of identities			
III		**LANGUAGE AND INTERACTION**	**12**	**18**
	9	Language and Power-Language and social power	1	2
	10	Linguistic discrimination and language policy	1	2
	11	Linguistic landscape and linguistic inequality	1	2
	12	Language and the Media-Media discourse and language	2	2
	13	Language in advertising and news reporting	1	2
	14	Language in digital communication	1	2
	15	Language and Globalization-Globalization and language spread	2	2
	16	The spread of English and its impact on other languages	1	2

	17	Language and international communication	2	2
	Sections from References: Eckert, P. (2012). Jocks and Burnouts: Social Categories and Identity in the High School. Routledge.			
IV	**METHODS IN SOCIOLINGUISTIC RESEARCH**		**4**	**10**
	18	Observational and experimental methods of data collection	2	5
	19	Collection and analysis of sociolinguistic data, Ethical considerations in sociolinguistic research	2	5
	Sections from Reference Cheshire, J. (2019). Research Methods in Sociolinguistics: A Practical Guide. John Wiley & Sons. Gal, S. (2006). Language, Gender, and Power: Politics of Representation and Hegemony in South Asia. Routledge. Milroy, L., & Milroy, J. (1999). Authority in Language: Investigating Language Prescription and Standardisation. Routledge.			
V	Open Ended Module: **APPLYING SOCIOLINGUISTICS**		**9**	**5**
	1 2 3	Case studies Presentation on Case studies Assignments based on field Visit Mini Project		
	Sections from References: Labov, W. (1984). "Field methods of the project on linguistic change and variation", in J. Baugh and J. Sherzer (Eds.), Language in Use: Readings in Sociolinguistics. Engelwood Cliffs, NJ: Prentice Hall.			

Books and References:

1. Cheshire, J. (2019). Research Methods in Sociolinguistics: A Practical Guide. John Wiley & Sons.
2. Coupland, N. (2007). Style: Language Variation and Identity. Cambridge University Press.
3. Eckert, P. (2012). Jocks and Burnouts: Social Categories and Identity in the High School. Routledge.
4. Gal, S. (2006). Language, Gender, and Power: Politics of Representation and Hegemony in South Asia. Routledge.
5 Hudson, R. A. (1980). Sociolinguistics. Cambridge: Cambridge University Press.
6. Labov, W. (1984). "Field methods of the project on linguistic change and variation", in J. Baugh and J. Sherzer (Eds.), Language in Use: Readings in Sociolinguistics. Engelwood Cliffs, NJ: Prentice Hall.
7. Labov, W. (2006). The Social Stratification of English in New York City. Cambridge University Press.
8. Milroy, L., & Milroy, J. (1999). Authority in Language: Investigating Language Prescription and Standardisation. Routledge.
9. Trudgill, P. (1995). Sociolinguistics: An Introduction to Language and Society. Penguin Books.
10.Wardhaugh, R. (1998). An Introduction to Sociolinguistics (3rd ed.). Oxford: Blackwell.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	2	3	-	2	-	3	1	-	1	1	-	-
CO 2	2	3	2	-	1	-	1	3	-	-	1	-	-
CO 3	1	2	1	-	-	-	3	1	1	-	3	-	-
CO 4	-	-	2	-	1	-	2	2	-	-	2	-	-
CO 5	3	1	-	-	-	-	1	3	-	-	1	-	-
CO 6	1	3	-	-	-	-	2	1	2	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion/Seminar	End Semester Exams
CO 1	✓		✓	✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓		✓
CO 6	✓		✓	✓

Course Title	**DISASTER MANAGEMENT**				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This course explores the social aspects and dynamics of disasters, including the causes, impacts, and responses to disasters. It also explores how disasters affect individuals, communities, and societies, and how social structures, institutions, and processes shape the preparedness, response, and recovery and aggravate the already existing social vulnerabilities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To Understand the concepts related with Disaster	U	C	Instructor-created exams / Quiz
CO2	To discuss the changing meaning of Disaster	U	C	Seminar Presentation /Home assignments
CO3	To examine the potential of ICT enabled tools in mapping disaster.	An	P	Practical Assignment / Observation of Practical Skills
CO4	To create an awareness regarding how disasters widen the existing inequalities and vulnerabilities	C	M	One Minute Reflection Writing/ Group presentations
CO5	To evaluate the role of civil society in mitigating disasters	E	N	Assignments/ Seminar presentations
CO6	To apply the concepts of disaster management in analysing the real-world situations of recent past	Ap	M	Group Tutorial Work/Seminar Presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I	**DISASTER: THE CONCEPTUAL BACKGROUND**		**6**	**8**
	1	Concepts – Disaster, Hazard, Vulnerability, Risk, Resilience	1	2
	2	Types of Disasters: Natural and Manmade, Disaster and Development	2	2
	3	Disaster Profile of India, Disaster Profile of the state of Kerala.	2	2
	4	Disaster Profile of the state of Kerala.	1	2
	Sections from References: 1. Alexander, D. (2005). *Natural Disasters*. UCL Press. 2. Pandey, R. K. (2010). Disaster Management in India. Sage Publications India Pvt Ltd, New Delhi. 3. Menon, B. (2014). Natural Disasters in Kerala: A Handbook. Kerala Forest Research Institute.			
II	**SOCIOLOGY OF DISASTER**		**8**	**13**
	5	Disaster and Social vulnerability	2	2
	6	Sociological Perspectives on Disaster Management	2	3
	7	Role of civil society in Disaster management.	2	5
	8	Role of Mass media in Disaster management.	2	3

	Sections from References: 1. Cutter, S. L., Boruff, B. J., & Shirley, W. L. (2003). Social vulnerability to environmental hazards. *Social Science Quarterly, 84*(2), 242-261. 2. Dynes, R. R., De Marchi, B., & Pelanda, C. (Eds.). (1987). Sociology of Disasters: Contribution of Sociology to Disaster Research. Milan, Italy: FrancoAngeli. 3. Neal, D. M. (1997). The media and disasters: Panics and probabilities. New York University Press.			
III	**DISASTER MANAGEMENT AND ICT**		**11**	**13**
	9	The Idea, Nature, Scope and Stages of Disaster Management	3	5
	10	Use of Geo- informatics in Disaster management	2	2
	11	Remote Sensing (RS), Geographical Information System (GIS) Global Positioning Service (GPS)	2	2
	12	Indian Regional Navigation Satellite System (IRNSS), Indian Tsunami Early Warning System (ITEWS)	2	2
	13	Use of Drone, ICT and Mobile technology for Disaster Management	2	2
	Sections from References: 1. Raju, P. L. N., & Rao, A. S. (2008). Role of GIS and Remote Sensing in Disaster Management. The Indian Journal of Spatial Science, 3(1), 67-74. 2. National Institute of Ocean Technology (NIOT). (2019). Indian Tsunami Early Warning System. Chennai: NIOT. 3. Anderson, K., & Anderson, J. (2015). Drones in Society: Exploring the strange new world of unmanned aircraft. Routledge. 4. Ghosh, G. K. (2006). Disaster Management. APH Publishing Corporation.			
IV	**DISASTER EXPERIENCE: AN OVERVIEW**		**11**	**16**
	14	Community Resilience- Kerala Experience of Flood 2018	2	3
	15	Risk Governance - Nipah Virus Outbreak, Kerala.	2	2
	16	Development Projects and Disaster: Bhopal Gas Tragedy	2	2
	17	Pandemic as Disaster: Covid 19	2	5
	18	Climate Change as Disaster -Ockhi Cyclone	2	2
	19	Lessons Learned and Way Ahead	1	2
	Sections from References: 1. Thummarukudy, M. P., & Benny, P. (2019). *Leaving No One Behind Lessons from the Kerala Disasters*. Centre for Mitigation and Inclusive Development. 2. Kuttappan, R. (2019). Rowing Between The Rooftops: The Heroic Fishermen Of The Kerala Floods.			

	3. Nair, R., & Arunkumar, G. (2019). Global lessons from the Kerala Nipah virus outbreak. Journal of Global Health, 9(1), 010312. 4. Iyer, H. S., & Rajan, S. I. (2019). Cyclone Ockhi and Kerala: A brief report. Center for Development Studies.		
V	Open Ended Module: **DISASTER MANAGEMENT-EXPERIENCES**	**9**	**5**
	An interactive session with survivors of Disaster/Disaster affected persons regarding coping strategies. Screening of documentaries and Discussion Brainstorming session with Disaster management experts/ Geo -informatics Data specialists		

Books and References

1. Hewitt, K. (1983). *Interpretations of calamity: From the viewpoint of human ecology*. Allen & Unwin.
2. Alwang, J., & Siegel, P. B. (2001). Vulnerability a View from Different Disciplines. New York: Springer
3. Gupta, A., & Sarma, J. S. (Eds.). (2018). Disaster Resilience and Management in India. Springer.
4. Quarantelli, E. L. (2005). What is a disaster? Perspectives on the question. Routledge.
5. Lillesand, T. M., Kiefer, R. W., & Chipman, J. W. (2015). *Remote Sensing and Image Interpretation*. Wiley.
6. Government of Kerala. (2018). Study report on Rebuild Kerala Development Programme: A resilient recovery policy framework and action plan for shaping Kerala's resilient, risk-informed development and recovery from 2018 floods. Government of Kerala
7. Varma, R. M. (2005). Natural and man-made disasters: The vulnerability of the poor. Disasters, 29(1), 1-26.
8. Samal, K. C. (2005). State, NGOs and disaster management. Rawat Publications.

Additional Readings

1. Mangad, A. (Novel). Enmakaje. Dc Books Kottayam.
2. Dratek, T. E. (Ed.). (2019). The Sociology of Disasters Fictional Explorations of Human Experience. Routledge.
3. Kelman, I., Gaillard, J. C., & Mercer, J. (Eds.). (2015). Climate Change and Disaster Risk Reduction. Routledge
4. Penuel, P., & Statler, T. (Eds.). (2010). Encyclopedia of Disaster Relief. Sage Publications
5. Kapur, A. (Year not provided). Vulnerable India Geographical Study of Disasters. Sage Publications.
6. Quarantelli, E. L. (1978). Disasters Theory and Research. Sage Publications.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	2	1	1	-	-	-	-	-	-
CO2	1	1	1	1	1	-	2	-	-	-	-	-	-
CO3	1	1	1	-	2	-	2	-	-	1	2	-	-
CO4	1	-	-	-	1	-	3	-	3	-	-	-	-
CO5	2	-	-	1	1	1	3	-	-	-	-	-	-
CO6	2	3	-	1	2	3	2	-	-	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ group discussion / Seminar
- Midterm Exam
- Group presentation
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Quiz / group discussion / Seminar	End Semester Exams
CO 1	✓		✓	✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO 5	✓		✓	✓
CO 6	✓	✓	✓	✓

Course Title	LIFE SKILL DEVELOPMENT				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Basic understanding of different skills people should have and develop for a better living.				
Course Summary	The course aims at developing essential skills and help to promote mental well-being and competence in young people .				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding of necessary life skill for the application in everyday life	U	F	Exams/Assignment
CO2	Understanding of skills for social interaction	U	C	Seminar/ Discussion Presentation
CO3	Developing the ability to establish productive interpersonal relationships with others	Ap	P	Seminar/ Debate/ Presentation

CO4	Using effective skills for self-management	Ap	P	Assign team work and collaboration
CO5	Developing basic skills required for career planning	C	P	Mock Interview/ Group Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I		**LIFE SKILLS: AN INTRODUCTION**	**6**	**10**
	1	Definition of Life skills ; Meaning	1	2
	2	The Ten core Life Skills as laid down by WHO	2	3
	3	The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together	2	3
	4	Need for Life Skills	1	2
	Sections from References: 1. UNESCO (1997). Adult Education the Hamburg Declaration, UNESCO, Paris. 2. UNESCO (2005).Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.. 3. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations. 4. Inter-Agency Meeting, WHO, Geneva.			
II		**LIFE SKILLS FOR SOCIAL INTERACTION**	**15**	**19**
	5	Thinking skills- Creative and Critical Thinking	2	2
	6	Problem Solving, Decision Making, Goal Setting	2	3
	7	Effective Communication, Barriers in effective communication, Public Speaking, Nonverbal Communication	3	5
	8	Listening, Speaking and Reading, Writing and Different Modes of Writing	2	2
	9	Digital Literacy, ethics and social media	2	3
	10	Emotional skills- Stress and Strain	2	2
	11	Coping Strategies, Conflict resolution	2	2
	Sections from References: 1.Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv. Gandhi National Institute of Youth Development, Tamil Nadu. 2. Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata. 3. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi. 4.file:///C:/Users/user/Downloads/4371304_LifeSkill_JeevanKaushal_2023%20(1).pdf			

III	**LIFE SKILLS FOR SELF MANAGEMENT**		**6**	**9**
	12	Self Esteem, Self awareness, Self control	2	3
	13	Empathy and Sympathy	1	2
	14	Emotional Quotient and Social Quotient	1	2
	15	Developing Positive thinking and Assertiveness	2	2
	Sections from References: 1.Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi. Sites: 2.UNESCO – http://www.unesco.org/ 2. UNFPA - http://www.unfpa.org/ 3. UNICEF - http://www.unicef.org/ 4. United Nations - http://www.un.org/ 5. WHO - http://www.who.int/en/ 6. India Portal - www.indiaportal.gov.in 7.file:///C:/Users/user/Downloads/4371304_LifeSkill_JeevanKaushal_2023%20(1).pdf			
IV	**LIFE SKILL FOR CAREER PLANNING**		**9**	**12**
	16	Career Planning, Choosing a Career- Need and importance of Career Guidance, Sources of career information	2	2
	17	Interview facing and Group discussion, Follow up communication	2	3
	18	Leadership Skills and Managerial Skills	3	5
	19	Entrepreneurial Skills and Innovative Leadership	2	2
	Sections from References: 1.Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA file:///C:/Users/user/Downloads/4371304_LifeSkill_JeevanKaushal_2023%20(1).pdf			
V	**Open Ended Module: DEVELOPING LIFE SKILLS**		**9**	**5**
	Preparation of Resume, Conduct a mock interview Conduct a Group Discussion			

Books and References:

ADDITIONAL READINGS

1. HTTPS://WWW.UNICEF.ORG/INDIA/MEDIA/2571/FILE/COMPREHENSIVE-LIFESKILLS-FRAMEWORK.PDF
2. HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/339586361_THEMATIC_APPROACH_-A_NEW_PERSPECTIVE_IN_TEACHING
3. HTTPS://WWW.UNIQUECLASSROOMS.COM/BLOG/THEMATIC-APPROACH-TO-LEARNING
4. HTTPS://WWW.CAMBRIDGE.ORG/CORE/BOOKS/ABS/APPROACHES-AND-METHODS-IN-LANGUAGE-TEACHING/CONTENTBASED-INSTRUCTION/6843C49207D171A1AD90782D3649C7B0

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	-	-	1	4	2	1	-	1	1	-
CO2	2	1	2	3	1	4	3	1	1	-		1	-
CO3	1	-	-	1	-	-	2	1	1	1	1	-	-
CO4	-	3	1	2	1	3	2	1	2	-	-	-	-
CO5	3	-	2	2	-	1	-	-	-	-	-	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Seminar / Assignment	Mock Interview/ Group Discussion	Debate/ Presentation	End Semester Exams
CO1	✓	✓			✓
CO2	✓	✓		✓	✓
CO3	✓	✓		✓	✓
CO4	✓		✓		✓
CO5	✓		✓		✓

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SKILL ENHANCEMENT COURSES

SEMESTER	SKILL ENHANCEMENT COURSES
V	➢ SOC5FS112- 1 Statistics for Sociology ➢ SOC5FS112- 2 Tourism and Society
VI	➢ SOC6FS113- 1 Guidance and Counselling ➢ SOC6FS113- 2 Social Compliance and Social Audit

Course Title	STATISTICS FOR SOCIOLOGY				
Semester	V				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Prerequisites for this course include a foundational understanding of basic mathematics, including arithmetic and algebra, to grasp statistical calculations. 2. Students should have a familiarity with research methodology and social science concepts to appreciate the application of statistics in social research and hypothesis testing.				
Course Summary	This course introduces statistics in social research, covering topics such as the organization of data, levels of measurements, forms of data presentation, and measures of statistical analysis, including central tendency and dispersion. Additionally, students will explore correlation analysis, regression, and hypothesis testing through practical applications				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recall the meaning, scope, and importance of statistics in social research, along with the limitations inherent in applying statistical methods to social science research.	R	C	Instructor, created exams / Quiz/ Assignment/ Seminar Presentation
CO2	Comprehend the process of organizing data through editing, coding, classification, and tabulation, as well as recognize and differentiate between levels of measurements, including nominal, ordinal, interval, and ratio scales.	U	C,P	Instructor, created exams / Quiz/ Assignment/ Seminar Presentation
CO3	Apply knowledge of various forms of data, such as individual, discrete series, and continuous series, and effectively utilize graphical and diagrammatic representations for presenting data in a meaningful way.	Ap	C,P	Instructor, created exams / Quiz/ Assignment/ Seminar Presentation

CO4	Analyze statistical measures of central tendency, including mean, median, and mode, along with measures of dispersion such as range, quartile deviation, mean deviation, and standard deviation, critically evaluating their significance in data interpretation.	An	C,P	Instructor, created exams / Quiz/ Assignment/ Seminar Presentation
CO5	Evaluate the applicability and relevance of different measures of co-relation, including Karl Pearson's and Spearman's coefficients, and apply regression analysis techniques to assess relationships between variables in social research contexts.	E	C,P	Instructor, created exams / Quiz/ Assignment/ Seminar Presentation
CO6	Generate meaningful insights and draw conclusions from descriptive statistics, correlation analysis, and hypothesis testing, demonstrating the ability to formulate, collect, and analyze data to make informed decisions in sociology-related scenarios.	C	C,P	Instructor, created exams / Quiz/ Assignment/ Seminar Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	CONTENT	Hours (36)	Marks (50)
I		**INTRODUCTION TO STATISTICS**	**8**	**9**
	1	Statistics in Social Research: Meaning, Scope and Importance	2	2
	2	Limitations of Statistics in Social Science Research	2	2
	3	Organization of Data: Editing, Coding Classification and Tabulation	2	3
	4	Levels of Measurements: Nominal, Ordinal, Interval and Ratio	2	2
	Sections from References: Levin, Jack. (1977). Elementary Statistics in Social research. New York: Harper & Row Mueller, J.H. (1961).Statistical Reasoning in Sociology. New Delhi: Oxford- IBH Pvt Co Gupta, S.P. (1969). Statistical Method, New Delhi: Sultan Chand & Son.			
II		**FORMS AND PRESENTATION OF DATA**	**4**	**8**
	5	Forms of Data: Individual, Discrete Series, Continuous Series	2	2
	6	Graphical representations of data	1	3
	7	Diagrammatic representations of data	1	3
	Sections from References: Levin, Jack. (1977). Elementary Statistics in Social research. New York: Harper & Row Mueller, J.H. (1961).Statistical Reasoning in Sociology. New Delhi: Oxford- IBH Pvt Co Gupta, S.P. (1969). Statistical Method, New Delhi: Sultan Chand & Son.			

III	**MEASURES OF STATISTICAL ANALYSIS**		**15**	**18**
	8	Measures of central tendency	1	2
	9	Mean	2	2
	10	Median	2	2
	11	Mode	2	2
	12	Measures of dispersion	1	2
	13	Range	1	2
	14	Quartile Deviation	2	2
	15	Mean Deviation	2	2
	16	Standard Deviation	2	2
	Sections from References: Gupta, S.P. (1969). Statistical Method, New Delhi: Sultan Chand & Son. Levin, Jack A. James Alan Fox, and David R. Forde. Elementary Statistics in Social Research, 12th Edition. Pearson.			
IV	**CORRELATION AND REGRESSION**		**9**	**15**
	17	Chi- square test	3	5
	18	Measures of Correlation: Karl Pearson's Co-efficient of Correlation, Spearman's Rank Correlation	3	5
	19	Regression analysis	3	5
	Sections from References: Gupta, S.P. (1969). Statistical Method, New Delhi: Sultan Chand & Son. Levin, Jack A. James Alan Fox, and David R. Forde. Elementary Statistics in Social Research, 12th Edition. Pearson.			
V	Open Ended Module: **STATISTICS FOR SOCIOLOGY**		**9**	**5**
	1	**Descriptive Statistics** • Collect data on the average income of families in a community. • Calculate measures of central tendency (mean, median, mode) and dispersion (range, standard deviation). • Interpret the results in terms of income distribution in the community. **Correlation Analysis:** • Collect data on the amount of time spent on social media and academic performance of students. • Calculate the correlation coefficient to examine the relationship between the two variables. • Interpret whether there is a positive or negative correlation and its implications. **Hypothesis Testing** • Formulate a hypothesis about the relationship between crime rates and unemployment in a city. • Collect relevant data and conduct a hypothesis test to determine if there is a significant association. • Interpret the results and draw conclusions about the hypothesis.		

Books and References:

1. Levin, Jack. (1977). Elementary Statistics in Social research. New York: Harper & Row
2. Mueller, J.H. (1961).Statistical Reasoning in Sociology. New Delhi: Oxford- IBH Pvt Co
3. Gupta, S.P. (1969). Statistical Method, New Delhi: Sultan Chand & Son.
4. Levin, Jack A. James Alan Fox, and David R. Forde. Elementary Statistics in Social Research, 12th Edition. Pearson.

ADDITIONAL READINGS

1. Healey,J.F (1993). Statistics: A Tool for Social Research. California: Wadsworth Publishing Co
2. Sellers, G.R. (1977). Elementary Statistics, London: W.B. Saunders Co
3. Snedecor, G.W. & Cochran, W.G.,(1967). Statistical Methods, New Delhi: Oxford-IBH Pvt Co.
4. Diez, David M., Christopher D. Barr, and Mine C¸ etinkaya-Rundel. 2015. Open-Intro Statistics. 3rd edition. https://www.openintro.org/

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	-	-	3	-	2	-	-	-	-	-	2
CO2	2	1	-	-	1	-	1	-	-	-	1	-	-
CO3	3	-	-	-	-	3	3	-	-	-	-	-	-
CO4	1	1	-	-	-	1	2	-	-	-	-	-	-
CO5	3	2	-	-	3	3	3	-	-	-	-	-	3
CO6	2	-	-	-	2	3	2	-	-	-	1	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment /Quiz	Discussion / Seminar	End Semester Exams
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

Course Title	TOURISM AND SOCIETY				
Semester	V				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Have an interest in customer service, communication skills and cultural awareness can be beneficial for success in this field of study.				
Course Summary	Tourism and Hospitality management course covers tourism industry, hospitality management, travel trends and cultural consideration. This includes practical training, communication, leadership and problem-solving skills essential in industry.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Evaluate the importance of studying tourism within a social context.	E	M	Class room discussion
CO2	Evaluate strategies for tourism management and marketing.	E	P	Practical Assignment /Observation of Practical Skills
CO3	Analyze the importance of effective coordination between Hospitality and customer services	AN	P	Group Tutorial Work
CO4	Apply marketing principles to promote tourism and social development	AP	P	Field based assessment
CO5	Demonstrate the ability to provide customer service in tourism and hospitality industry.	AP	P	Group activity

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Meta cognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I		**INTRODUCTION TO TOURISM AND SOCIETY**	**10**	**10**
	1	Introduction to Tourism, Role of Tourism in National Economy	2	2
	2	Importance of studying tourism in a social context ,Social change and tourism development	2	2
	3	Types of Tourism: Leisure, Historical, Business, Adventure and Ecotourism	3	3
	4	Sustainability and Environmental Practice: Green initiatives, Resources management, Biodiversity preservation.	3	3

	Sections from References: 1. Smith, J. D. (2020). Introduction to Tourism and Society (2nd ed.). Tourism Press.			
II	**TOURISM MANAGEMENT AND MARKETING**		**11**	**17**
	5	Principles of Tourism Management: Destination Planning, Community involvement, Cultural and heritage protection.	2	2
	6	Financial Management –Budget planning, Cost and Risk control, Tax planning , Revenue management	3	3
	7	Tourism Marketing: Development of tourism promotion materials, Social media and digital marketing,	2	5
	8	Human Resources Management: Recruitment and training in the hospitality industry, Employee relations and motivation, Diversity and inclusion in the workplace.	3	5
	9	License and permit, Partnership and Collaboration	1	2
	Sections from References: 1. Smith, J. D., & Johnson, K. L. (Year). Tourism Management and Marketing: Strategies for Success.			
III	**HOSPITALITY OPERATIONS AND MANAGEMENT**		**7**	**13**
	10	Hospitality Management: Hospitality sector, Front office and back office operations	2	3
	11	Communication Skill – Effective Communication, Handling customer complaints, Politeness and Professionalism	2	3
	12	Time Management, Negotiation skill, Quality management and Capacity management	1	3
	13	Measuring and evaluating the performance	1	2
	14	Technology in hospitality management	1	2
	Sections from References: 1. Smith, J. D., & Johnson, A. B. (2020). Hospitality Operations and Management: Principles and Practices (3rd ed.).			
IV	**TOUR OPERATION AND SERVICES**		**8**	**10**
	15	Tour Planning: Destination Management, Tour Management, Quality control and customer satisfaction.	2	2
	16	Travel Agency: Tour Packaging, Ticketing and Reservation Logistics and Booking Practices	2	2
	17	Customer Service : Hotel and accommodation , Housekeeping and maintenance and Catering service	2	2
	18	Event Management: Special events- festivals, Cultural activities	1	2
	19	Ethical considerations in Tour operations	1	2
	Sections from References:1. Smith, J., & Johnson, R. (2006). Tourism Operations: Planning and Management.			
V	Open Ended Module: **EXPERIENCING TOURISM**		**9**	**5**
	• Guided visit to local tourist attractions • Interaction with Industry professionals • Group project on Tourism development or Tour Operations			

Books and References:

1. Tribe, J. (2005). The Economics of Recreation, Leisure and Tourism. Elsevier.
2. Cooper, C., Fletcher, J., Gilbert, D., & Wanhill, S. (2018). Tourism: Principles and Practice. Pearson Education.
3. Brown, S., & White, M. (2002). The Tourist Gaze. Sage Publications.

ADDITIONAL READINGS

1. Timothy, D. J., & Olsen, D. H. (2018). Tourism, globalization and development: Responsible Tourism planning. CABI.
2. Cole, S., & Morgan, N. (2010). Tourism and inequality: Problems and prospects. Channel View Publications.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	1	3	-	3	2	1	1	1	2	2	-
CO 2	-	-	-	-	-	-	2	2	3	-	1	-	-
CO 3	1	2	-	-	2	-	1	2	-	-	2	-	-
CO 4	1	1	-	1	3	-	2	2	-	-	1	-	-
CO 5	1	2	1	2	2	3	2	2	3	1	1	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Album & Travel and Tourism Brochure preparation/ Project
- Field visit & Discussion with experts
- Internal Examination
- Semester examination
- Assignment/Seminar

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/ Seminar	End Semester Examinations	Brochure preparation	Field visit
CO 1	✓	✓	✓	✓	✓
CO 2	✓	✓	✓	✓	✓
CO 3		✓		✓	✓
CO 4	✓	✓	✓	✓	✓
CO 5		✓		✓	✓

Course Title	GUIDANCE AND COUNSELLING				
Semester	VI				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The course outcomes for a specific course on counselling tools and guidance techniques would be designed to ensure that students gain a comprehensive understanding of various tools, techniques, and methods used in the field of counselling.				
Course Summary	Students may benefit from courses in guidance and counselling, to effectively engage in counselling practices. It is essential to integrate practical experiences like internships or case studies to enhance their application of theoretical knowledge in real – world counselling situations.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of key counselling theories, including their underlying principles and application in practice.	U	C	Instructor-created exams / Quiz
CO2	Develop and apply active listening skills to enhance communication and rapport-building with clients.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Create and implement Individualized Education Plans (IEPs) for students with special needs, ensuring personalized and targeted interventions.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Evaluate the functions and roles of rehabilitation centers in addressing the needs of individuals with disabilities, focusing on empowerment and inclusion.	U	C	Instructor-created exams / Home Assignments
CO5	Demonstrate knowledge of legal and ethical considerations related to educational welfare services, rehabilitation, and counselling, ensuring compliance with regulations.	Ap	P	One Minute Reflection / Writing assignments
CO6	Analyze and interpret the research findings from the counselling project, demonstrating critical thinking skills and the ability to draw meaningful conclusions.	Ap	P	Field visit / Viva voce

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I		**AN OVERVIEW OF GUIDANCE AND COUNSELLING**	**12**	**15**
	1	Understanding guidance and counselling: definition, nature, the scope of guidance and counselling.	2	2
	2	The phases of the counselling process: assessment, intervention, Termination, Levels of counselling, characteristics of guidance, and counselling.	2	2
	3	Principles of Guidance, Types of guidance	2	5
	4	Educational Guidance – Meaning, need, and importance	2	2
	5	Vocational Guidance - Meaning, need and importance	2	2
	6	Difference between guidance and counselling, needs of guidance.	2	2
	Sections from References: Dr. Ram Nath Sharma, Guidance and Counselling. Surjeet Publications Delhi, pp 1-90.			
II		**COUNSELLING TOOLS AND GUIDANCE TECHNIQUES**	**8**	**15**
	7	Psychological testing tools of counselling: ability test, personality test	2	5
	8	Non-testing tools of counselling: interview, observation, anecdote	2	3
	9	Techniques and skills in guidance: Cumulative record, Anecdotal record, Interviews, Follow-ups	2	5
	10	Impact of using counselling tools and guidance techniques	2	2
	Sections from References: Manju Gupta , Effective guidance & counselling modern methods and techniques. Jaipur (India) edition 2005 pp 1-47.			
III		**FIELDS OF GUIDANCE AND COUNSELLING**	**10**	**14**
	11	Educational counselling	2	3
	12	Family counselling	2	2
	13	Group counselling	2	2
	14	Educational Welfare Service, Rehabilitation centres, Counselling centres.	2	3
	15	Rehabilitation Council of India (RCI)	1	2
	16	Guidance for Career selection	1	2
	Sections from References: Rashmi Agrawal, Educational Vocational Guidance and Counselling principles, techniques and programmes. 2007 edition , Shipra publications, Delhi pp 1-7, 212-219.			

IV	**MODERN TRENDS IN GUIDANCE AND COUNSELLING**		**6**	**6**
	17	Role of Voluntary and Non-voluntary agency	2	2
	18	Transitional Analysis	2	2
	19	Rational Emotive Behaviour Therapy	2	2
	Sections from References: S.K. Kochhar , Guidence and Counselling in Colleges and universities . Black prints exellencein academic publishing Delhi pp 1-8, 222-223. Charles Gelso & Brucefretz , Counseling psychology paracties , issues and intervention.University of Maryland , cengage learning India private Limited New Delhi pp 9-20.			
V	Open Ended Module: **EXPERIENTIAL LEARNING**		**9**	**5**
	Submission of mini project on areas of counselling Conduct a career guidance session. To visit a Counselling centre /Rehabilitation centre. Activities like counselling sessions, Group discussion.			

Books and References:

1. Sister Mary Vishala, SND Guidence and Counselling. S. Chand & company LTD, New Delhi pp 3-25.
2. Gladding, S.T. - Counseling: A comprehensive profession
3. Dr. Ram Nath Sharma, Guidence and Counselling. Surjeet Publications Delhi, pp 1-90.
4. Henry Clay Lindgren - An Introduction to Social Psychology(2nd Ed)
5. Bhatnagar, Asha and Gupta, Nirmala (Eds.) - Guidance and Counselling: A practical Approach
6. India Nayak, A.K. - Guidance and Counselling. Gibson, R.L. and Mitchell, M.H. - Introduction to Guidance
7. Okumu, Auma. "Introduction to Guidance and counselling." (2018).
8. Meier, Augustine, and Micheline Boivin. Counselling and therapy techniques: Theory & practice. Sage, 2010.
9. Samuel .T. Gladding, Counselling A comprehensive profession . sixth edition pp 320- 344
10. S.K. Kochhar , Guidence and Counselling in Colleges and universities . Black prints exellencein academic publishing Delhi pp 1-8, 222-223.
11. Charles Gelso & Brucefretz , Counseling psychology paracties , issues and intervention.University of Maryland , cengage learning India private Limited New Delhi pp 9-20.

ADDITIONAL READINGS

1. Barki, B. G., and B. Mukhopadhyay. Guidance and counselling: A manual. Sterling Publishers Pvt. Ltd, 1989.

2. Arumugam, Amutha, et al., "Importance of guidance and counselling in the school educational system: An overview." International Journal of Multidisciplinary Research (2021).

3. Encyclopedia of careers and vocational guidance, thirteenth edition , volume 5 career articles , phy – Z PP, 254- 257.

4. Manju Gupta , Effective guidance & counselling modern methods and techniques. Jaipur (India) edition 2005 pp 1-47.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	1	1	1	2	-	-	1	-	2	1	-
CO2	2	-	-	3	3	3	-	-	-	-	3	3	1
CO3	-	-	-	-	-	1	2	1	-	-	1	1	-
CO4	-	-	-	-	-	3	3	-	-	-	3	3	-
CO5	1	-	3	2	3	-	2	-	3	-	2	3	-
CO6	2	-	2	3	1	-	1	2	2	-	3	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz
- Discussion / Seminar
- Field visit/ Viva voce
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	Field visit/ Viva voce	End Semester Exams
CO 1	✓				✓
CO 2	✓	✓			✓
CO 3	✓		✓		✓
CO 4	✓	✓			✓
CO 5	✓	✓			✓
CO 6	✓		✓	✓	✓

Course Title	**SOCIAL COMPLIANCE AND SOCIAL AUDIT**				
Semester	VI				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Student can have a commerce background for plus two				
Course Summary	This course provides an in-depth exploration of social compliance and social audit in the context of corporate social responsibility (CSR) and sustainable business practices. Students will examine the principles, frameworks, and methodologies involved in ensuring social compliance within organizations. The course will also delve into the process of social auditing as a tool for assessing and improving an organization's social performance				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concepts of social compliance and social audit in the context of corporate social responsibility	U	C	Instructor-created exams / Quiz
CO2	Analyse the key principles and frameworks guiding social compliance initiatives	An	P	Instructor-created exams / Home Assignments
CO3	Evaluate the role of social auditing in assessing and enhancing an organization's social performance	E	P	Seminar Presentation / Group Tutorial Work
CO4	Examine real-world case studies to understand the challenges and best practices in social compliance	Ap	C	Instructor-created exams / Home Assignments
CO5	Develop critical thinking and analytical skills to assess the impact of social compliance on organizational sustainability	Ap	M	One Minute Reflection Writing assignments
CO6	Create projects enhancing the research skills	C	M	Project discussion/Viva Voce

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I	**INTRODUCTION TO SOCIAL COMPLIANCE AND SOCIAL AUDIT**		**8**	**11**
	1	Definition and importance of social compliance	1	2
	2	Historical context and evolution of social responsibility in business	2	3
	3	Understanding Compliance and Social Compliance Audit	3	3
	4	Integration of social compliance with environmental and economic sustainability	2	3
	Sections from References: Andy Marker (2017) A Better Life For all: An introduction to Social Compliance (https://www.smartsheet.com/content-center/author/Andy%20Marker			
II	**PRINCIPLES AND FRAMEWORKS OF SOCIAL COMPLIANCE**		**10**	**9**
	5	Indian Constitutional Framework, Laws and Regulation	3	2
	6	CSR, Rights Approach, Consultancy Skills	3	2
	7	Global standards and guidelines (e.g., SA8000, ISO 26000),	2	3
	8	Ethical considerations and human rights in social compliance	2	2

	Sections from References: Johnson, Gerry & Scholes, Kevan. (2004) Exploring Corporate Strategy, Sixth edition, Prentice-Hall of India, New Delhi "CSR Strategies-Corporate Social Responsibility for a competitive Edge in emerging Markets" John Whiley			
III	**FRAMEWORKS OF SOCIAL AUDIT**		**13**	**21**
	9	Audit, Need for audit, Audit rules, Social Audit	2	2
	10	Overview of social audit as a management tool	1	2
	11	Theory, Significance, Aims and objectives, Types, Processes	3	5
	12	Social Assessment, Quality Assessment, Environment Assessment	2	3
	13	Need for Documentation, Steps for Social Audit Documentation	2	5
	14	Social Audit challenges	1	2
	15	Non-Compliance Report, Report writing	2	2
	Sections from References: Social Audit Toolkit - 3rd Edition, 2000, Free Spreckely, Social Entreprise Partnership - Local Livelihoods			
IV	**SOCIAL AUDITING PROCESS**		**5**	**9**
	16	Planning and preparation for a social audit	1	2
	17	Data collection -Procedures	1	2
	18	Stakeholder engagement	1	2
	19	Evaluation, Reporting , Corrective actions	2	3
	Sections from References: USAID (2008). Social Audit Toll Handbook: Using the Social Audit to Assess the Social Performance of Micro-Finance Institutions. Washington D.C.: Chemonics			
V	Open Ended Module**: APPLYING SOCIAL AUDIT**		**9**	**5**
	Organization Visit A mini project/SWOT analysis of the organization based on the audit Audit internship			
	Sections from References: Centre for Good Governance, 2005. Social Audit: A Tool for Performance Improvement and Outcome Measurement			

Books and References:

1.Andy Marker (2017)A Better Life For all: An introduction to Social Compliance (https://www.smartsheet.com/content-center/author/Andy%20Marker)

2.Centre for Good Governance, 2005. Social Audit: A Tool for Performance Improvement and Outcome Measurement

3.Johnson, Gerry & Scholes, Kevan. (2004) Exploring Corporate Strategy, Sixth edition, Prentice-Hall of India, New Delhi

4.Jr. Thompson A Arthur, III Strickland, A.J. (2003) Strategic Management, Concepts and Cases, Thirteenth edition, 2003, Tata McGraw Hill Publishing, New Delhi

5.John Pearce, Peter Raynard, and Simon Zadek (1996) Social Auditing for Small Organisations: A Workbook for Trainers and Practitioners New Economics Foundation, London

6.John Pearce(2001) Social Audit and Accounting: Community Business Scotland (CBS) Network

7.Rahim, Mia Mahmudur, Vicario, Victor (2015) 'Social Audit: A Mess or Means in CSR Assessment?', in Idowu eds., Social Audit Regulation: Development, Challenges and Opportunities, Springer

8.Rao, V S P and Hari, Krishna V. (2003) Strategic Management, Texts and Cases, First Edition, Excel Books New Delhi.
9. Sri Urip,"CSR Strategies-Corporate Social Responsibility for a competitive Edge in emerging Markets" John wiley
10.Social Audit Toolkit - 3rd Edition, 2000, Free Spreckely, Social Entreprise Partnership - Local Livelihoods
11.UNDP (2010) Fostering Social Accountability: From Principle to Practice. Guidance Note. Oslo: United Nations Development Programme. Oslo Governance Centre.
12.USAID (2008). Social Audit Toll Handbook: Using the Social Audit to Assess the Social Performance of Micro-Finance Institutions. Washington D.C.: Chemonics.
12.Velasquez, G.Manuel. (2002). Business Ethics, Concepts and Cases, Fifth edition,Prentice Hall of India, New Delhi

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	2	1	1	2	3	2	1	1	2	1
CO2	2	-	2	1	2	-	-	3	2	1	-	1	-
CO3	1	-	1	-	-	-	-	1	1	-	-	2	-
CO4	2	-	-	-	-	1	2	-	3	-	1	-	-
CO5	3	1	-	3	-	3	1	-	1	1	3	-	2
CO6	3	1	-	3	3	3	3	1	3	1	3	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓		✓	✓

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VALUE ADDED COURSES

SEMESTER	VALUE ADDED COURSES
III	➢ SOC3FV108- 1 Life Skill Education ➢ SOC3FV108- 2 Disability and Society
IV	➢ SOC4FV110- 1 Society and Ethics ➢ SOC4FV110- 2 Gandhian Thought: A Social Inquiry

Course Title	LIFE SKILL EDUCATION				
Semester	III				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1.Basic understanding of human behaviour, social dynamics, communication skill and critical thinking 2. A comprehensive exploration of life skills within the context of societal structures and interpersonal relationships				
Course Summary	Life skill education typically focuses on developing essential skills consist of communication, critical thinking, decision making, problem solving, interpersonal relationships and emotional intelligence				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding of essential life skills to navigate various personal and professional situations	U	C	Exams / Quiz
CO2	Understanding of good communication skill	An	C	Assignment
CO3	Ability to apply appropriate language to communicate thoughts and ideas clearly	Ap	P	Seminar Presentation
CO4	Use effective strategies for writing in different modes of writing	E	P	Assign team work and collaboration
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I	**INTRODUCING LIFE SKILLS**		**9**	**11**
	1	Life skills: concept, meaning, characteristics and Classification	2	2
	2	Core life skills The Ten core Life Skills as laid down by WHO	2	2
	3	Need for Life Skills	1	2
	4	The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together	2	3
	5	Approaches of Life Skill education- content based approach, thematic approach	2	2
	Sections from References: 1. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv. Gandhi National Institute of Youth Development, Tamil Nadu. 2. World Health Organisation (1996). Life Skills: Education planning for research. Geneva, WHO. 3. World Health Organisation (WHO) (1993). Life Skills Education for Children and Adolescents in School: Programme on Mental Health.			
II	**COMMUNICATION SKILLS**		**9**	**12**
	6	Effective Communication, Barriers in effective communication, Public Speaking	2	3
	7	Listening, Speaking and Reading, Writing and Different Modes of Writing	2	3
	8	Digital Literacy and social media	2	2
	9	Digital Ethics and Cyber Security	2	3
	10	Non-verbal Communication	1	2
	Sections from References: file:///C:/Users/user/Downloads/4371304_LifeSkill_JeevanKaushal_2023%20(1).pdf			
III	**PROFESSIONAL SKILLS**		**9**	**14**
	11	Career Skills 1- Résumé Skills and Interview Skills,	2	2
	12	Career Skills 2 -Group Discussion Skills and Exploring Career Opportunities	3	2
	13	Team Skills 1- Cognitive and Non-Cognitive Skills, Presentation Skills, Trust and Collaboration	2	5
	14	Team Skills 2- Listening As a Team Skill, Brainstorming, Social and Cultural Etiquette and Internal Communication	2	5
	Sections from References: file:///C:/Users/user/Downloads/4371304_LifeSKill_JeevanKaushal_2023%20(1).pdf			
IV	**LEADERSHIP AND MANAGEMENT SKILLS**		**9**	**13**
	15	Leadership Skills and Managerial Skills	2	3
	16	Entrepreneurial Skills and Innovative Leadership	2	3

	17	Design Thinking	2	2
	18	Ethics and Integrity	2	3
	19	Managing Personal Finance	1	2
	Sections from References: file:///C:/Users/user/Downloads/4371304_LifeSKill_JeevanKaushal_2023%20(1).pdf			
V	Open Ended Module**: LIFE SKILL FOR CAREER PLANNING**		**9**	**5**
	1	Prepare a resume, conduct a mock interview		

Books and References:

1. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv. Gandhi National Institute of Youth Development, Tamil Nadu.
2. file:///C:/Users/user/Downloads/4371304_LifeSKill_JeevanKaushal_2023%20(1).pdf
3. World Health Organisation (1996). Life Skills: Education planning for research. Geneva, WHO.
4. World Health Organisation (WHO) (1993). Life Skills Education for Children and Adolescents in School: Programme on Mental Health

ADDITIONAL READINGS

1. HTTPS://WWW.UNICEF.ORG/INDIA/MEDIA/2571/FILE/COMPREHENSIVE-LIFESKILLS-FRAMEWORK.PDF
2. HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/339586361_THEMATIC_APPROACH_-A_NEW_PERSPECTIVE_IN_TEACHING
3. HTTPS://WWW.UNIQUECLASSROOMS.COM/BLOG/THEMATIC-APPROACH-TO-LEARNING
4. HTTPS://WWW.CAMBRIDGE.ORG/CORE/BOOKS/ABS/APPROACHES-AND-METHODS-IN-LANGUAGE-TEACHING/CONTENTBASED-INSTRUCTION/6843C49207D171A1AD90782D3649C7B0

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	3	2	1	2	-	3	-	-	-	-
CO 2	2	2	-	-	-	1	2	-	2	-	-	-	-
CO 3	2	1	1	2	3	2	1	1	1	-	-	-	-
CO 4	2	1	-	-	2	1	1	1	-	-	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/
- Discussion / Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Discussion / Seminar	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓

Course Title	DISABILITY AND SOCIETY				
Semester	III				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Basic idea about sociological concepts and theories. 2. A prior course or knowledge in disability studies. 3. Familiarity with legal concepts and human rights principles. 4. A background in cultural studies or anthropology.				
Course Summary	This course provides basic understanding of disability and society, exploring diverse perspectives, examining the societal impact of disability, disability rights exploring the social constructions, perceptions, and implications of disability. understanding disability in the context of Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyse the social construction of disability through the lens of sociological knowledge, examining how stigma and labelling influence individuals' experiences and societal perceptions.	An	C	Assignment
CO2	Evaluate the representation of disability in various forms of media, such as film and news content, considering the impact of portrayal on shaping public attitudes and understanding.	E	P	Film Review/ Discussion
CO3	Critically assess the role of language and discourse in shaping disability narratives, exploring how linguistic choices contribute to the construction of social meanings and identities.	E	P	Seminar
CO4	Examine the intersection of culture and disability experiences, analysing how cultural beliefs and practices influence	U	F	Group Discussion

	perceptions, attitudes, and opportunities for individuals with disabilities.			
CO5	Evaluate the effectiveness of institutions in addressing the needs of individuals with disabilities, focusing on family, education, healthcare, and employment, and considering challenges and opportunities for inclusion.	E	p	Seminar
CO6	Synthesize the historical and contemporary disability rights movements at global, national, and local levels, analysing their goals, strategies, and impacts on policy and societal change.	Ap	p	Assignment/ Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I		**INTRODUCTION TO SOCIOLOGY OF DISABILITY**	**8**	**15**
	1	Introducing disability definition Types	1	2
	2	Understanding disability, impairment, handicap	1	3
	3	Approaches to disability – medical, social, rights approach	2	3
	4	Historical Perspectives Changing societal views on disability	2	3
	5	Cultural Variations in Perceptions of Disability	1	2
	6	Social inclusion and barrier-free society	1	2
	Sections from References: 1."Disability: Definitions, Models, Experience" by Mark Priestley 2. "Disability and Society" by Colin Barnes 3. "The Social Model of Disability: Europe and the Majority World" edited by Colin Barnes and Geof Mercer 4. "Disability Rights and Wrongs Revisited" by Tom Shakespeare 5. "Disability and Culture" edited by Benedicte Ingstad and Susan Reynolds Whyte 6. "Disability and Social Theory: New Developments and Directions" edited by Dan Goodley, Bill Hughes, and Lennard Davis			
II		**SOCIAL CONSTRUCTION OF DISABILITY**	**8**	**13**
	7	Stigma and labelling in disability discourse	1	3
	8	Disability Representation in film; an overview	1	2
	9	Representing disability in news content	2	3
	10	Language and Discourse language in shaping disability narratives	2	3
	11	Impact of culture on disability experiences	2	2
	Sections from References: 1. "The Social Construction of Disability" by Susan E. Wendell 2. "Disability: A Sociological Phenomenon Requiring Sociological Treatment" by Tom Shakespeare			

	3. "The Social Model of Disability: Thirty Years On" by Mike Oliver 4. "Stigma: Notes on the Management of Spoiled Identity" by Erving Goffman 5. "The Symbolic Interactionist Perspective and Identity Theory" by Peter Burke and Jan Stets 6. "Labelling Theory and the Sociology of Deviance" by Adam Burgess 7. "Disability Studies and the Movies" edited by Patricia E. Longmore and Lauri Umansky 8. "Representing Disability in an Ableist World: Essays on Mass Media" edited by Beth A. Haller 9. "Screening Disability: Essays on Cinema and Disability" edited by Christopher R. Smit and Anthony Enns 10. "Disability and the Media: Prescriptions for Change" edited by Charles A. Riley II, Lawrence Carter-Long, and Marca Bristo 11. "Disability and the Media: A Study of the Media's Representation of Disabled People" by David Abbey and David Hopper		
III	**INSTITUTIONS AND DISABILITY**		**10**	**12**
	12	Family and disability: socialisation, care and protection, recreation	2	2
	13	Education and Disability, Inclusive education, Challenges faced by students with disabilities	2	3
	14	Healthcare and Disability Access to healthcare for individuals with disabilities, Medicalization of disability	2	3
	15	Employment and Economic Inequality, Workplace discrimination and accommodation	2	2
	16	Affirmative measures – UNCRPD, RPWD Act	2	2
	Sections from References: 1. Olkin, R., & Taliaferro, E. (2014). Handbook of disability studies. Routledge. 2. Swain, J., French, S., & Cameron, C. (2003). Controversial issues in a disabling society. Open University Press. 3. Ainscow, M. (2005). Developing inclusive education systems: How can we move policies forward?. International Journal of Inclusive Education, 9(4), 347-363. 4. Florian, L. (Ed.). (2008). The SAGE handbook of special education. Sage Publications Ltd. 5. Shakespeare, T. (2013). Disability rights and wrongs revisited. Routledge. 6. Oliver, M. (2009). Understanding disability: From theory to practice. Palgrave Macmillan. 7. Iezzoni, L. I. (2006). When walking fails: Mobility problems of adults with chronic conditions. University of California Press. 8. Drum, C. E., Horner-Johnson, W., & Krahn, G. L. (2008). Self-rated health and healthy days: Examining the "disability paradox". Disability and Health Journal, 1(2), 71-78. 9. Barnes, C., & Mercer, G. (2010). Exploring disability. Polity. 10. Chan, F., Strauser, D., & Maher, P. (2012). Employment for individuals with disabilities: Issues, perspectives, and strategies for			

	HRD professionals. Advances in Developing Human Resources, 14(4), 494-514. 11. Baldwin, M. L. (2009). Reducing the costs of workplace injuries: The role of disability insurance programs. Journal of Risk and Insurance, 76(1), 155-180.			
IV	**DISABILITY AND SOCIAL MOVEMENTS IN KERALA**		**10**	**10**
	17	Disability Rights Movements Global and national perspectives	2	2
	18	Disability in Kerala: Traditional beliefs and attitudes towards disability in Kerala	3	3
	19	Disability movements in Kerala, Overview of disability-related policies in Kerala	5	5
	Sections from References: 1. Oliver, M. (1990). The politics of disablement: A sociological approach. St. Martin's Press. 2. Morris, J. (1991). Pride against prejudice: Transforming attitudes to disability. The Women's Press Ltd. 3. Degener, T. (2017). The UN Convention on the Rights of Persons with Disabilities: A commentary. Oxford University Press. 4. Nair, J., & Nayar, S. (2005). Disability and social exclusion in rural Kerala, India. Disability & Society, 20(6), 601-614. 5. Kuriakose, S. (2007). Disability and social change: A South Indian perspective. Taylor & Francis. 6. Devika, J. (2007). Crip cultural politics: Representing disability in Kerala, South India. Disability & Society, 22(2), 207-221. 7. Kuriakose, S. (2013). Disabled people's organizations in Kerala: Limits and possibilities. Economic and Political Weekly, 48(44), 63-71. 8. Mathew, A. (2016). Disability rights movement in Kerala: A study of the challenges and achievements. Journal of Research and Education Extension, 5(4), 21-28. 9. Raj, N. (2008). Disability, human rights and Indian experience: Perspectives of an activist. Indian Journal of Social Work, 69(1), 31-48.			
V	Open Ended Module**: DISABILITY AND INCLUSIVE SOCIETY**		**9**	**5**
	Case study of institutions or rehabilitation centre Prepare assignment on any organisation related with disability Visit schools or institution and identify best practices.			

Books and References:

1. Disability, Media, and Representation" by Maria Tsakiri and Lennard Davis
2. "Disability and Discourse Analysis" by Alan Hodkinson
3. "Disability and Discourse: Analysing Inclusive Conversation with People with Intellectual Disabilities" by Lesley Withers
4. "Disability, Discourse, and Technology: Agency and Inclusion in Interaction" edited by Meryl Alper, Tanya Titchkosky, and Joshua Safdie
5. "Disability and Culture" edited by Benedicte Ingstad and Susan Reynolds Whyte
6. "The Cultural Politics of Disability Studies" edited by Sharon L. Snyder, Brenda Jo Brueggemann, and Rosemarie Garland-Thomson
7. "Disability in Different Cultures: Reflections on Local Concepts" edited by Benedicte Ingstad and Susan Reynolds Whyte

ADDITIONAL READINGS

1. Government of Kerala. (2015). State Policy for Persons with Disabilities, 2015.
2. Kerala Social Security Mission. (n.d.). Disability Inclusion. [Online] Available at: https://www.socialsecuritymission.gov.in/content/disability_inclusion [Accessed on 18th February 2024].
3. Kerala State Handicapped Persons Welfare Corporation. (n.d.). Schemes. [Online] Available at: http://www.handicapped.kerala.gov.in/index.php/schemes [Accessed on 18th February 2024].
4. Bruyère, S. M., Erickson, W. A., & VanLooy, S. A. (2007). Disability employment policies and practices in private and federal sector organizations. Cornell University Employment and Disability Institute.
5. United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD).
6. Government of India. (2016). Rights of Persons with Disabilities Act, 2016..

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	2	1	1	-	1	1	-	-	1	3	-	1
CO2	1	1	1	1	-	-	2	-	1	1	1	-	-
CO3	1	1	1	1	-	-	2	-	-	-	-	-	-
CO4	1	1	3	-	1	-	-	-	1	-	-	-	-
CO5	2	-	2	-	1	1	-	-	-	-	-	1	-
CO6	-	-	2	-	2	3	2	-	-	1	2	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ group discussion / Seminar
- Midterm Exam
- Film review
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/ Film review	Group discussion / Seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓
CO 5	✓		✓	✓
CO 6	✓	✓		✓

Course Title	SOCIETY AND ETHICS				
Semester	IV				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Basic understanding on society 2. Knowledge on basic societal norms and values				
Course Summary	This course explores the fundamental ethical principles one may behold while addressing society. Thereby it unravels the importance of being an ethically sensitive social being.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate understanding of ethical theories and concepts	U	C	Exams/ Seminar/Assignment/Group work/Discussion/Debate/Community service
CO2	Analyse ethical issues in societal contexts	Ap	P	Exams/ Seminar/Assignment/Group work/Discussion/Debate/Community service
CO3	Evaluate ethical perspectives across cultures and traditions	Ap	P	Exams/ Seminar/Assignment/Group work/Discussion/Debate/Community service
CO4	Apply ethical principles to sociology and virtual spaces	U	C	Exams/ Seminar/Assignment/Group work/Discussion/Debate/Community service
CO5	Engage in ethical decision making and reflective practice	C	M	Exams/ Seminar/Assignment/Group work/Discussion/Debate/Community service
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I	**INTRODUCTION TO ETHICS**		**9**	**10**
	1	Ethics: Definition, Nature and Scope; Importance of studying ethics	2	2
	2	Ethical concepts of Good, Right, Duty and Virtue	2	2

	3	Fundamental Ethical principles	2	2
	4	Social Ethics: Nature And Scope	1	2
	5	Social ethics- Justice, Equality and Equity	2	2
	Sections from References: 1. Floridi, L. (Ed.). (2010). *The Cambridge Handbook of Information and Computer Ethics* (pp. 284-312). Cambridge University Press 2. Copp, David (ed.), *The Oxford Handbook of Ethical Theory*, Oxford Handbooks (2007; online edn, Oxford Academic, 2 Sept.2009), https://doi.org/10.1093/oxfordhb/9780195325911.001.0001, accessed 5 Mar. 2024.			
II	**WESTERN ETHICAL CONCERNS**		**9**	**16**
	6	Aristotle and Plato: Virtue Ethics	2	5
	7	Immanuel Kant and Deontology	1	2
	8	Social Contract Theory	2	3
	9	Hedonism-definition, norm of morality, different types of hedonism.	2	3
	10	Utilitarianism – Bentham and Mill	2	3
	Sections from References: 1. Floridi, L. (Ed.). (2010). *The Cambridge Handbook of Information and Computer Ethics* (pp. 284-312). Cambridge University Press 2. Copp, David (ed.), *The Oxford Handbook of Ethical Theory*, Oxford Handbooks (2007; online edn, Oxford Academic, 2 Sept. 2009)			
III	**INDIAN ETHICAL CONCERNS**		**9**	**14**
	11	Ethics and values in Indian Ancient Tradition	2	3
	12	Dharma & Karma: Its meaning, definition, classification	2	3
	13	Ethical dimension of Buddhist and Jainism	2	3
	14	On Freedom and Education: Gandhi vs Tagore Debate	3	5
	Sections from References: 1. Indian ethics: Classical traditions and contemporary challenges, volume 1. edited by Purushottama Bilimoria, Joseph prahbu and Renuka Sharma. 2. Emotions in Indian Thought-Systems.Purusottama Bilimoria & Aleksandra Wenta (eds.) - 2015 - New Delhi: Routledge India. 3. The Bloomsbury Research Handbook of Indian Ethics.Shyam Ranganathan (ed.) - 2017 - London: Bloomsbury Academic. 4. An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom.Bina Gupta - 2011 - New York: Routledge. 5. Ethics and virtue in classical Indian thinking.Purushottama Bilimoria - 2014 - In Stan van Hooft & Nafsika Athanassoulis (eds.), *The Handbook of Virtue Ethics*. Acumen Publishing.			

	6. Indian philosophy and philosophy of science.Sundar Sarukkai - 2005 - New Delhi: Motilal Banarsidass Publishers. 7. Nalini Bhushan and Jay L. Garfield (2015). Swaraj and Swadeshi: Gandhi and Tagore on Ethics, Development, and Freedom. University of Hawai'i Press. http://www.jstor.org/stable/j.ctt13x1k8c.18			
IV	**ETHICS, SOCIOLOGY AND VIRTUAL SPACE**		**9**	**10**
	15	Sociology and Code of Ethics: ISA and ASA	2	2
	16	Cyber Ethics- Definition, Issues in Cyber Ethics	1	2
	17	Virtual space and impact on children, Cyber Bullying, Cyber Racism	2	2
	18	Virtual space and social exclusion- women and marginalised	2	2
	19	Cyber Stalking and Internet Pornography	2	2
	Sections from References: 1. ASA Code of Ethics. https://www.asanet.org/wp-content/uploads/savvy/images/asa/docs/pdf/CodeofEthics.pdf 2. ISA Code of Ethics. https://www.isa-sociology.org/en/about-isa/code-of-ethics 3. Adam, A. Cyberstalking and Internet pornography: Gender and the gaze. *Ethics and Information Technology* **4**, 133–142 (2002). https://doi.org/10.1023/A:1019967504762 4. J. DeCew. *In Pursuit of Privacy: Law, Ethics, and the Rise of Technology*. Cornell University Press, Ithaca and London, 1997. 5. L. Edwards. Pornography and the Internet, In L. Edwards and C. Waelde, editors, *Law & the Internet: a Framework for Electronic Commerce*, pages 275–308. Oxford, Hart, 2000.			
V	Open Ended Module:**PRACTISING ETHICAL BEHAVIOUR**		**9**	**5**
	Assignment: A report to understand various International and National policy level ethical principles for virtual space **Seminar/Discussion/Debate:** Assign students to analyse media content (e.g., news articles, films, social media posts) through an ethical lens. They can examine how ethical principles are portrayed or violated in the media's representation of societal issues. In class seminars or discussions, students can reflect on the ethical implications of media messages and the role of media in shaping public perceptions and values **Group work:** Provide students with real-life ethical dilemmas related to societal issues such as environmental conservation, healthcare access, or social justice. In small groups, students can analyze the case studies, identify ethical principles at play, and discuss possible			

	solutions. This activity encourages critical thinking, ethical reasoning, and collaboration. **Community Service:** Encourage students to apply ethical principles in action by organizing a community service project. Working in groups, students can identify a local social issue or organization that aligns with the course themes (e.g., homelessness, environmental sustainability) and develop a plan to address it ethically. This hands-on experience fosters empathy, social responsibility, and practical application of ethical concepts.		

Books and References:

1. JadunathSinha. A Manual of Ethics. New Central Book agency, 1994
2. William Lilly. An Introduction to Ethics. Allied 1986.
3. Joseph MiggaKizza, Ethical and Social Issues in the Information Age, Springer International Publishing, 6th Edition, 2017
4. Michael J. Quinn, Ethics for the Information Age, 7th Edition, Pearson Education, 2017
5. ASA Code of Ethics. https://www.asanet.org/wp-content/uploads/savvy/images/asa/docs/pdf/CodeofEthics.pdf
6. ISA Code of Ethics. https://www.isa-sociology.org/en/about-isa/code-of-ethics
7. C.N.S. Rao, "Principle of Sociology with an Introduction of Social Thought", S. Chand & Co.Ltd.
8. Michael J. Quinn, Ethics for the Information Age, 7th Edition, Pearson Education, 2017
9. Joseph Migga Kizza, Ethical and Social Issues in the Information Age, Springer International Publishing , 6th Edition, 2017
10. Floridi, L. (Ed.). (2010). *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press
11. F. Lane. *Obscene Profits: the Entrepreneurs of Pornography in the Cyber Age*. Routledge, New York and London, 2000.

ADDITIONAL READINGS

1. M. Foucault. *Discipline and Punish: the Birth of the Prison*. Vintage Books, New York, 1995.
2. D. Khazanchi. Unethical Behavior in Information Systems: the Gender Factor. *Journal of Business Ethics*, 14: 741–749, 1995.
3. R. Spier. *Science and Technology Ethics*. Routledge, London and New York, 2001.
4. The Guardian. Cyber-Stalkers Make Computer New Tool of Terror. 29 November, broadsheet section, 13, 1999.

Mapping of COs with PSOs and POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	-	1	2	1	1	-	1	1	1	-
CO2	-	-	1	-	1	-	3	2	1	1	-	1	-
CO3	-	-	-	-	1	-	-	-	1	2	-	3	-
CO4	1	1	-	1	-	1	2	-	2	2	-	1	-
CO5	1	1	-	1	-	1	2	2	1	-	1	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Seminar/Assignment/Group work
- Discussion/Debate/Community service
- Midterm Exam
- End Semester Examinations

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/ Seminar	Discussion/Debate /Community service	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓		✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

Course Title	GANDHIAN THOUGHT: A SOCIAL INQUIRY				
Semester	IV				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Basic idea of Gandhian philosophy				
Course Summary	This course comprehends the basic ideas and ideals of Gandhian Philosophy and its influence on India's struggle for Independence. This course demonstrates critical thinking and analytical skills by applying Gandhian method to solve present day social issues and also evaluate Gandhian philosophy and its coalition with Kerala during the early 20th century				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic ideas and ideals of Gandhian Philosophy and its influence on India's struggle for Independence	U	C	Instructor-created exams / Quiz

CO2	Analyse the Gandhian philosophy in the Indian context and its contemporary relevance.	Ap	P	Assignment / Instructor-created exams
CO3	Analyse Gandhian philosophy through his contemporaries and successors.	Ap, E	P	Seminar Presentation / Group Tutorial Work
CO4	Evaluate Gandhian philosophy and its coalition with Kerala during the early 20th century.	Ap	M	Instructor-created exams / Home Assignments
CO5	Create an alternate paradigm for development and social life, by incorporating the highest ideals of Gandhian living	Ap	P	Writing assignments/ Discussion
CO6	Demonstrate critical thinking and analytical skills by applying Gandhian method to solve present day social issues	Ap	P	Film/ Book review
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (36)	Marks (50)
I	**MAHATMA GANDHI- EARLY LIFE**		**8**	**8**
	1	Early Life & Influences- Cultural Background	2	2
	2	Experiments in South Africa- Community living, organizing Indian Community	2	2
	3	Gandhi's Plunge into Indian Politics	2	2
	4	Indian Freedom Struggle and evolution of Gandhian personality	2	2
	Sections from References: Gandhi M.K., (2009), *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad. Gandhi M.K., (1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.			
II	**GANDHIAN PHILOSOPHY**		**8**	**8**
	5	Introduction Gandhi and Indian society	2	2
	6	Caste system, Indian village, Panchayati Raj, Trusteeship, Hind Swaraj, Sarvodaya and peace	2	2
	7	Gandhi on Education, Health and Hygiene.	2	2
	8	Gandhi on Environment – its current significance	2	2

	Sections from References: Chandran D.S., Devanesen and Rajmohan Gandhi, (2017), *The Making of the Mahatma* (Second Edition), Orient Black Swan, New Delhi. Erik H. Erikson, (1993), Gandhi's Truth – *On the Origins of Militant Nonviolence,* (Reissue Edition), W. W. Norton & Company, New York. Slate, Nico (2009), *Gandhji's Search for Perfect Diet: Eating with the World in Mind*, Orient Black Swan, Hyderabad			
III	**GANDHI WITH CONTEMPORARIES AND SUCCESSORS**		**12**	**20**
	9	Gandhi Post Independence	2	2
	10	Gandhi with Tagore, Nehru and Ambedkar	3	3
	11	Gandhi after Independence	1	3
	12	Vinoba Bhave, Baba Amte, Jayaprakash Narayan	2	2
	13	Gandhi and contemporary India	2	5
	14	Ramachandra Guha & Akeel Bilgrami on Gandhi	2	5
	Sections from References: Bilgrami Akeel (2020), Marx, Gandhi and Modernity – Essays Presented to Javeed Alam, Tulika Books, New Delhi Raval, M.N., et.al., (1971) Gandhi's Economic Thought and Its Relevance at present, South Gujarat University, Surat. Suneera Kapoor and Shrawan Singh, Gandhi and Nehru on Religion, The Indian Journal of Political Science,Vol. 66, No. 3 (July-Sept., 2005), pp. 503-514 . Gangeya Mukherji (2017), Gandhi and Tagore: Politics, truth and conscience, Routledge India			
IV	**GANDHI'S VISITS AND KERALA'S RESPONSE**		**8**	**14**
	15	Gandhi's visit to Kerala Society-Major visits.	2	2
	16	Gandhi - Sree Narayana Guru Dialogue.	2	5
	17	Gandhian influence on Vaikom and Guruvayoor Satyagraha's	2	2
	18	Gandhi and Malayalees- K. Kelappan, George Joseph, K.E Mammen	1	2
	19	Gandhian values in contemporary Kerala society.	1	3
	Sections from References: Gopalkrishna Gandhi(2012), Kerala and Gandhi, Indian Literature, Vol. 56, No. 4 (270) (July/August 2012), pp. 145-174 (30 pages), Sahitya Akademi. Dr Radhakrishnan K S, (2013), Gandhi - Sree Narayana Guru, D. C Books, Kottyam. Dr. S. Shaji(2011), Narayana Guruvum Gandhijiyum, Poornna Printing & Publishing House.			

V	Open Ended Module**: EXPLORING GANDHI FURTHER**	**9**	**5**
	Gandhi's meeting with major personalities of Kerala Gandhi and Malayalee Women Interaction/online / Seminar with Gandhian Thought and contemporary society with the help of Gandhi Peace Foundation, Gandhi Research Foundation, Centre for Gandhian Studies, Probhodha Trust. Field visit- any of the Gandhi Museums/Ashrams.		

Books and References:

Chandran D.S., Devanesen and Rajmohan Gandhi, (2017), *The Making of the Mahatma* (Second Edition), Orient BlackSwan, New Delhi.

Erik H. Erikson,(1993), Gandhi's Truth – *On the Origins of Militant Nonviolence,* (Reissue Edition), W. W. Norton & Company, New York.

Gandhi M.K., (1945), *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmadabad.

Gandhi M.K.,(2019) *Mahatma Gandhi - His Life, Writings, and Speeches* Paperback , Diamond Publishers

Gandhi M.K., (1969), *Hind Swaraj or The Indian Home Rule*, Navajivan Publishing House, Ahmedabad.

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Gandhi M.K., (2015), *The Collected Woks of Mahatma Gandhi (100 vols.),* Publication Division, Govt. of India, New Delhi.

Homer A. Jack, (1956), *The Gandhi Reader: A Source Book of His Life and Writings*, Gove Press, New York.

Louis Fischer, (2002), *The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas*, Vintage, New York.

Nanda B.R., (1958), *Mahatma Gandhi: A Biography*, Oxford University Press, New Delhi.

Roman Rolland, (2010), *Mahatma Gandhi*, Maple Press. New York.

David P. Barash & Charles P.Webel, (2009), *Peace and Conflict Studies, Sage Publications Inc*., California, USA.

David P. Barash, (1991), *Introduction to Peace Studies*, Wadsworth Publishing Company, USA.

Kripalani, J.B, (1961) *Gandhian Thought*, Orient longman, Bombay,

Sharma, S.P, (1992)*Gandhian Holistic Economics*, Concept publishing company, New Delhi,

Raval, M.N., et.al., (1971) *Gandhi's Economic Thought and Its Relevance at present*, South Gujarat University, Surat,.

Iyer, Raghavan*;* (1986) *Gandhian Trusteeship In Theory and Practice*, Gandhi Peace Foundation, New Delhi,

Diwakar,R.R.,(1969),*Saga of Satyagaha*, Bhartiya Vidya Bhavan, Bombay.

Gandhi., M.K (1945), *Constructive Programme: Its meaning and place*, Navajivan Publishing House, Ahmadabad.

Slate, Nico (2009), *Gandhji's Search for Perfect Diet: Eating with the World in Mind*, Orient Black Swan, Hyderabad

Pathak, B. (2002). *The Narmada Dammed: An Inquiry into the Politics of Development*. Oxford University Press.

Shiva, V.(1988). *Staying Alive: Women, Ecology, and Development*. Zed Books

ADDITIONAL READINGS

1. https://ullekhnp.com/2019/09/27/mahatma-gandhi-sree-narayana-guru/

2.GANDHI-SREENARYANA GURU (2013), K.S RADHAKRISHNAN, DC BOOKS

3. Prashant Khattri, P C Joshi (2015) Bio-medicalisation and Gandhi's Vision of Health Observations from Sevagram, Economic and Political weekly, Vol.1 No.10

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	3	-	2	3	-	-	-	1	2	-
CO2	3	-	3	3	-	-	1	-	-	-	1	-	-
CO3	2	2	2	2	-	-	1	-	-	-	-	-	-
CO4	2	-	2	3	3	2	1	-	-	-	1	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Group discussions
- Assignment
- Seminar
- Book/film review

Mapping of COs to Assessment Rubrics :

	Quiz	Group Discussion	Film/book reviews	Assignment	Seminar	Mid-term exam	Final exam
CO 1		✓			✓	✓	✓
CO 2				✓		✓	✓
CO 3	✓			✓		✓	✓
CO 4		✓	✓			✓	✓

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Model Question Papers
for
Major, Elective, Minor, Vocational Minor, Multi-Disciplinary, Skill Enhancement And Value Added Courses

MODEL QUESTION PAPER
MAJOR COURSES

I Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC1CJ101/SOC1MN100 INTRODUCTION TO SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define sociology and explain its significance in understanding human societies.
2. Briefly explain the development of sociology as a discipline.
3. Elaborate on the scientific nature of sociology.
4. Describe the scope of sociology and provide examples of topics covered within its subject matter.
5. Choose one branch of sociology and discuss its specific focus and relevance in understanding societal aspects.
6. Explore the practical applications of sociology in various fields and professions.
7. Explain how sociological knowledge is applied in real-world scenarios, emphasizing its role in addressing social issues.
8. Compare and contrast sociology with any other social science discipline, highlighting their distinctive features.
9. Differentiate between common sense and sociological thinking, by providing examples of each.
10. Discuss the concept of sociological imagination, illustrating its importance in understanding personal troubles within a societal context.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the steps involved in conducting sociological research, highlighting their sequential nature.
12. Discuss the ethical considerations that researchers need to take into account while conducting sociological studies.
13. Define micro and macro sociology, providing examples and explaining how they contribute to a comprehensive understanding of social phenomena.
14. Compare and contrast positivist, interpretative, and critical research orientations, highlighting their unique perspectives.
15. Analyze the interplay between individual actions and societal structures, emphasizing their reciprocal influence.
16. Identify and explain various types of social interactions, providing examples for each.
17. Define socialization and discuss the different types of socialization processes individuals undergo.
18. Explore the significant agents of socialization and their roles in shaping individuals within society.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the characteristics and types of societies, focusing on agrarian, industrial, and post-industrial societies.
20. Define social institutions and elaborate on their characteristics, providing examples to illustrate their functions in society.

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2CJ101/SOC2MN100 INDIAN SOCIAL STRUCTURE
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. How did colonialism affect the Indian social structure?
2. What is meant by methodological nationalism?
3. What are the major religious institutions seen in India?
4. Comment whether we can see a single form of kinship all over India.
5. What is the relation between caste and class in India today?
6. When gender intersects with different identities, what is the result? Explain with examples.
7. Comment on India's performance in reducing inequalities by referring to the SDGs.
8. Mention some of the features of urbanization in India.
9. What are the changes seen in the institution of marriage in India?
10. How did mandal, mandir and market affect the Indian feminist movement?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. According to T.K. Oommen, what are the difficulties in the study of Indian society?
12. Discuss the features of the major political and economic institutions in India.
13. Discuss the ways in which caste causes social exclusion in India.
14. Examine the status of women in India by referring to official statistics.
15. According to Dipankar Gupta, what are the changes taking place in the Indian villages?
16. Discuss the continuities and changes seen in the institution of family in India.
17. Discuss how nationalism and modernization brought changes in the Indian social structure.
18. Examine the ways in which caste and tribal identities affect social relations around you.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the characteristics of the Indian social structure.
20. Analyse how development projects have affected the marginalisation of tribal communities in India.

III Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC3CJ201 FOUNDATIONS OF SOCIAL THOUGHT
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Theory
2. Explain Spencer's idea of 'Evolution'
3. Analyse Comte's Law of Three Stages
4. Analyse Simmel's Social forms
5. Marx's Concept of Surplus Value
6. Meaning of Verstehen method
7. Analyse Simmel's Formal Sociology
8. Explain the concept of sacred and profane
9. Describe Sociation
10. Examine Spencer's idea of Organic Analogy

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the organisation of theoretical statements into formats
12. Analyse Spencer's Social Darwinism
13. Explain social actions according to Max Weber's theory
14. Examine the different types of suicide
15. Analyse the Materialistic Interpretation of History by Marx
16. Briefly explain Ideal type
17. Explain the emergence of Sociology
18. Evaluate the concept modes of production

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the Theoretical Contributions of Auguste Comte
20. Describe Spencer's types of society

III Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC3CJ202/SOC3MN200 FUNDAMENTALS OF SOCIAL RESEARCH
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is meant by Epistemology
2. What is empiricism in scientific research
3. Write a short note on Reflexivity
4. Define Applied research
5. What is Quantitative research
6. How we can formulate a research problem
7. What is primary data
8. What is the purpose of a tool in research
9. What is meant by Narrative Method
10. Write a short note on the significance of research report

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write about the relation between theory and research
12. Compare inductive and deductive logic of reasoning
13. Differentiate between Positivism and Interpretivism
14. Write about the process of setting hypotheses for research
15. Discuss the role of research design
16. Write about the meaning and purpose of sampling in research
17. Differentiate between primary and secondary data
18. Write in brief about different statistical tests in research

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Compare and contrast between quantitative and qualitative research methods
20. Write about the different types of social research

IV Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC4CJ203 RURAL SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **MaximumMarks:70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. How did Rural Sociology evolve over time?
2. What is the nature and scope of Rural Sociology?
3. Discuss how Rural Sociology emerged in India, and what socio-cultural factors contributed to its development.
4. Explain the concept of self-sufficiency in an Indian village.
5. Break down the components of the rural social structure and discuss them.
6. Explain the changes in the structure and functions of the rural family.
7. Elaborate on agrarian classes in the rural economy and polity.
8. Discuss the power structure in rural areas, especially how it evolved and its impact after the 73rd and 74th constitutional amendments.
9. Explore the challenges faced by the marginalized communities in rural India.
10. Analyse the consequences of land reforms in India.

Section B

[Answer All. Each question carries 6 marks] (Ceiling:36Marks)

11. Discuss the fundamental elements of rural development, emphasizing their significance in addressing societal concerns.
12. Evaluate the policies implemented for rural development, focusing on their effectiveness and impact on the rural population.
13. Examine the role of cooperative movements in rural development, considering their contributions and challenges.
14. Analyse the changing power structure in rural areas post the 73rd and 74th constitutional amendments, emphasizing local governance.
15. Explore the issues and problems associated with the Green Revolution, discussing its impact on the rural economy.
16. Critically assess the consequences of commercialization of agriculture, underemployment, and the decline of village industries.
17. Discuss the significance and challenges of India's rural development schemes.
18. Evaluate the impact of globalization on rural areas, focusing on issues such as indebtedness and farmer suicides.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Assess the developmental concerns related to the decline of village industries, emphasizing its consequences on rural economies.
20. Explore the challenges faced by rural women, Dalits, and tribals, emphasizing their social issues within the rural context.

IV Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC4CJ204 URBAN SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Urbanism
2. Gated community
3. Ghettoization
4. NITI Ayog
5. Planning Commission

6. Ethnic enclaves
7. Central Zone
8. Diffusion
9. Conurbation
10. Gemeinschaft

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write a comparison on rural and urban
12. Write a short note on the development of urban sociology
13. How classical sociological theorists influenced the formation of urban sociology
14. Explain urbanization as a way of life
15. Explain Homer Hoyt's Sector Theory
16. What is the housing pattern and problems in urban space?
17. What are the characteristics and challenges of women in urban space?
18. What are the major urbanization problems?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Write a critical note on the Urbanization programs in India
20. Analyse how Chicago School influenced the emergence of urban sociology

IV Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC4CJ205 METHODOLOGIES OF SOCIAL RESEARCH
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is the domain or area of research
2. Write about the relevance of literature review
3. How can we prepare objectives for the study
4. Define exploratory research
5. What is stratified random sampling
6. What is snowball sampling
7. How to construct an interview schedule
8. What is data collection in research
9. What is meant by tabulation
10. Write a short note on different types of research

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write about experimental design in research
12. Discuss in brief about formulation of hypotheses
13. Differentiate between Probability and non -probability sampling
14. Write about the sources of secondary data
15. Discuss the relevance research design
16. Write about judgmental sampling
17. Differentiate between questionnaire and interview schedule
18. Write in brief about interpretation and inference in research

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Write in detail about report writing in social research
20. Discuss about the process of data analysis in social research

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5CJ301 CLASSICAL SOCIOLOGICAL THEORY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Write a brief note on Positivism
2. Briefly explain Social Darwinism
3. Discuss collective conscience
4. Describe the characteristics of social fact
5. Compare and contrast Egoistic suicide and Anomic Suicide.
6. Explain the methodology of Karl Marx
7. Differentiate between Forces of Production, Mode of Production and Relations of Production
8. Analyze the significance of Verstehen Method
9. Discuss the concept of Ideal type
10. Examine Sociology as the study of Social Action

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain Organismic Analogy
12. Discuss the law of three stages
13. Discuss Economic Determinism and Materialistic Interpretation of History by Marx
14. Compare and contrast the methodology of Comte and Weber.
15. Analyze Durkheim as a Functionalist.
16. Explain the theory of Social Action by Weber.
17. Differentiate between organic and mechanical solidarity
18. Examine Bureaucracy as an iron cage of Rationality

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 mark**s)**

19. Write an essay on Protestants Ethic and Spirit of Capitalism by Weber
20. Critically analyse a specific instance of social conflict in contemporary society using the theoretical framework of Karl Marx.

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5CJ302 GENDER AND SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Gender studies
2. Explain Gender identity
3. Private-Public dichotomy
4. Gender Stereotypes
5. LGBTIQ

6. Femininity and Masculinity
7. Gendered division of labour
8. Explain the concept of Sex and Gender
9. Heteronormativity
10. Social Construction of Gender

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the gender discourse of movements in modern India
12. Distinguish between Women's studies and Gender studies
13. Explain any contemporary women's movement
14. Examine the different gender mainstreaming and gender budgeting initiatives
15. Analyse the issues related to property relations and gender wage-gap
16. Briefly explain various global indices to measure gender inequalities
17. Explain the women's movement in the post-independence period
18. Analyse the impact of Gendered division of labour

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain various aspects of political participation of women in India
20. Describe Gender Socialisation Theory of Ann Oakley and Simone de Beauvoir

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5CJ303 SOCIAL ANTHROPOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Meaning of Social Anthropology
2. Explain the concept of power
3. Write down the relationship between Sociology and Social Anthropology
4. Describe polytheism
5.Explain the indigenous economic systems
6. What is pastoralism?
7. Meaning of horticulturalism
8.Explain the concept of sacred and profane
9. What do you mean by myths and rituals?
10.Describe totem

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Elaborate the characteristics of tribe
12. Explain archaeological Anthropology and Linguistic Anthropology
13. Evaluate the social controlling mechanism in the society
14.Write a short note on the forms of religion in tribal society
15.Evaluate the contributions of Levi Strauss in the field of Social Anthropology
16. What are the major aims of social anthropology?
17. Discuss the functionalist thought of Malinowski
18. Explain the terminologies like tribes, scheduled tribe and primitive tribes

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19.Explain the methods of Social Anthropology
20. Elaborate the major issues faced by tribes in Kerala

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6CJ304/ SOC8MN304 SOCIOLOGY OF DEVELOPMENT
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define social development.
2. What is the difference between growth and development?
3. Write briefly about modernization theory
4. Explain alternative worldview to development.
5. What are the main categories used to classify nations in terms of development?
6. Define colonialism and imperialism in the context of international relations.
7. What is the role of neo-colonialism in the contemporary global scenario?
8. What were the main features of Nehruvian socialism in India?
9. Define the concept of mixed economy in the Indian context.
10. What were the key social implications of economic liberalization in India during the 1990s?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the key ideas presented in Amartya Sen's "Development as Freedom," and explain its significance in the discourse on development.
12. Compare and contrast economic development and human development, highlighting their respective focuses and indicators.
13. Compare and contrast modernization theory and dependency theory, highlighting their different perspectives on the causes of underdevelopment.
14. Discuss the main arguments of the World Systems theory and its implications for understanding global economic relations.
15. Discuss the historical relationship between colonialism and the emergence of world capitalism, highlighting key events and processes.
16. Analyze the impact of techno-feudalism on global economic structures and power dynamics.
17. Discuss the objectives and implementation of India's Five-Year Plans, focusing on their role in promoting planned development.
18. Analyze the impact of economic liberalization in the 1990s on India's social structure, employment patterns, and poverty alleviation efforts.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Analyze the major theories of development and underdevelopment, including modernization theory, dependency theory, World Systems theory, and alternative worldviews proposed by thinkers like Schumacher and Gandhi.
20. Evaluate the evolution of India's development strategy from Nehruvian socialism and planned development to economic liberalization. Discuss the successes, failures, and challenges associated with each approach, and assess their long-term implications for India's socio-economic development

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6CJ305/ SOC8MN305 ENVIRONMENTAL SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is the subject matter of Environmental Sociology?
2. Briefly explain the concept deep ecology.
3. Discuss the issue of climate change.

4. Name any three global organizations involved in environmental governance.
5. Briefly explain any one environmental issue that affected you in some way.
6. Differentiate between renewable and non-renewable resources.
7. What are the various values associated with biodiversity?
8. Define the term "ecosystem" and provide examples of different types of ecosystems.
9. Write a short note on ground water pollution.
10. Identify the environmental perspectives of Ramachandra Guha.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. How has the conception of the environment evolved across various historical periods?
12. Who criticized capitalism from a Marxian perspective in the context of environmental sociology?
13. Explain the Treadmill of Production theory proposed by Allan Schnaiberg.
14. What does Ulrich Beck's Risk Society theory focus on in environmental sociology?
15. Summarize the Ecological Modernization Theory developed by Joseph Huber.
16. Name two major environmental movements in the context of India.
17. Describe the environmental movements specifically highlighted in Kerala.
18. Identify the environmental perspective of Ramachandra Guha.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the concept of biodiversity and its various values.
20. Evaluate the findings and recommendations of the Gadgil committee and Kasturirangan committee reports on the Western Ghats.

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6CJ306/ SOC8MN306 SOCIOLOGY OF KERALAM
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the Sangam Period.
2. Evaluate the Brahmin settlement in Keralam
3. Describe Malanadu
4. Analyse the Dutch influence in the community life of Keralam
5. Impact of British administration
6. Define marriage
7. Meaning of makkathayam
8. Define caste
9. Write a short note about Kallumala Samaram
10. Define migration

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain Buddhist and Jain influences in Keralam
12. Describe the geographical specialties of Keralam
13. Explain the process of Latinization at the time of Portuguese power
14. Write a short essay about the enlightened rulers
15. Evaluate the Caste based disabilities in Kerala
16. Dynamics in Kinship and Family
17. Contributions of Poikayil Appachan and V.T Bhattathiripad
18. Explain SNDP movement

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the Historical specialties and Sociological significance of Keralam
20. Evaluate the Social structure and transformations in Kerala Family and Kinship

VII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC7CJ401 ADVANCED SOCIOLOGICAL THEORY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Write a brief note on the key features of Functionalism
2. Briefly explain Looking Glass self
3. Discuss functional analysis of Conflict
4. Describe Structuralism
5. What is role taking
6. Explain AGIL
7. Differentiate between Function, Dysfunction, Non- Function
8. Analyze the significance of Pragmatism and Behaviourism in the development of Symbolic interactionism
9. Discuss Middle Range Functionalism
10. Mention any three limitations of Conflict Perspective

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Briefly explain Dialectics of Conflict by Ralf Dahrendorph
12. Discuss the voluntaristic theory of Social Action by Talcott Parsons
13. Examine the Structural Analysis of Kinship by Levi Strauss
14. Compare and contrast Mind, Self & Society by Mead
15. Analyze the applications of Functionalism in the contemporary society
16. Explain the Linguistic Structuralism by Ferdinand de Saussure
17. Differentiate between Latent & Manifest Function
18. Examine the critiques of Symbolic Interactionism

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Write an essay on theory of social system by Talcott Parsons
20. Analyze any specific aspect of the contemporary society using both the Functionalist and Conflict perspectives

VII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC7CJ402 POLITICAL SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Name and briefly explain one example of a major political ideology studied in political sociology
2. What is the significance of gender in political sociology?
3. What is the central concept of Marxian perspective of power?
4. Define Max Weber's concept of legitimacy
5. What is meant by circulation of elites?
6. Define political socialization and provide an example.
7. What are the determinants of political participation?
8. What is the role of pressure groups in Indian politics?
9. How do caste, religion, and language influence politics in India?
10. Explain the concept of regionalism and its significance in Indian politics.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss how political ideologies such as liberalism, conservatism, socialism, and communism influence social structures and public policies.
12. Explain the relationship between gender and politics, highlighting the impact of gender norms on political participation and representation.
13. Explain the concept of the public sphere according to Habermas and discuss its significance in democratic societies.
14. Analyze the concept of disciplinary power and biopower according to Foucault, highlighting their relevance in understanding modern forms of governance and control.
15. Discuss the key elements of Max Weber's theory of authority, and explain how it relates to his concept of bureaucracy.
16. Explain Thorstein Veblen's Theory of the Leisure Class and its implications for understanding social stratification and consumption patterns.
17. Discuss the impact of caste, religion, and language on Indian politics, highlighting their role in shaping electoral outcomes and government policies.
18. Analyze the relationship between fundamentalism, communal organizations, and religious nationalism in India, providing examples to illustrate their influence on political processes and societal dynamics.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the key concepts, theories, and methodologies used in political sociology, and illustrate their application in analyzing power dynamics, political ideologies, gender relations, and media influences on politics. Provide examples from contemporary politics to support your argument.
20. Compare and contrast the contributions of Mahatma Gandhi, B.R. Ambedkar, to political sociology in India. Analyze how their ideas and movements have shaped political discourse, social change, and governance in the country.

VII Semester B.A. Sociology (CUFYUGP) Degree Examinations

SOC7CJ403 MIGRATION AND DIASPORA

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define migration
2. Explain implications of diaspora
3. Push and pull factors in migration
4. Transnationalism
5. Migration and spatial mobility
6. Issues in forced migration
7. Migration and spatial problems
8. Explain the types of migration
9. Migration and impact on language and culture
10. Return Migration

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the Transnational Theory
12. What are the policies and initiatives by the Government of India for the Indian diaspora?
13. Explain migrant groups and post-migration processes
14. Examine the socio-economic impact of migration on remittance economy

15. Analyse the Indian diaspora during precolonial, colonial and post-colonial period
16. Briefly explain Migration systems theory
17. Explain the any two perspectives of studying Indian diaspora
18. Analyse the socio- cultural impact of return migration

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain various theories of migration
20. Describe problems of return migrants- the socio cultural and economic problems with special reference to Kerala

VII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC7CJ404 SOCIOLOGY OF INDIA: THEORETICAL PERSPECTIVES
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Secularism
2. Ethnicity
3. Cultural diversity
4. Nationalism
5. Write a note on the concept Dominant Caste?
6. What is subaltern approach?
7. Discuss the views of Dumont on Purity and pollution?
8. What is Civilizational perspective?
9. Discuss the policies to mitigate poverty in India?
10. What is Regionalism?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Describe major policies implemented for the upliftment of tribes?
12. Critically examine the views of Ghurye on Caste?
13. Discuss the idea of nationhood at the time of independence?
14. Describe the views of Ambedker on caste?
15. Critically examine the agricultural policies and problems of farmers in India?
16. Write a note on the development of sociology in India?
17. Explain the cultural views of Surajit Sinha?
18. Write a note on the problems of marginalized sections in India?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the structure of Indian society through the dialectical perspectives of D.P Mukherjee and A. R Desai?
20. Elaborate the socio-political transformations in Colonial and Post-Colonial India?

VII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC7CJ405 SOCIOLOGY OF STRATIFICATION AND INEQUALITY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Marxist perspective on social stratification.
2. Define the notion of social stratification and explain its significance in society.
3. Discuss two socio-cultural explanations for the existence of social stratification.
4. Discuss the symbolic interactionist perspective on social stratification

5. Examine the role of caste in social stratification
6. Discuss the Functionalist Perspective on social stratification
7. Explain the Weberian perspective on social stratification
8. Discuss the power dynamics involved in social stratification
9. How does social stratification influence social change in a society? Provide examples.
10. Explain stratification in feudal society

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explore the forms of social stratification in a capitalist society, emphasizing the role of economic factors.
12. Discuss two socio-cultural explanations for the existence of social stratification.
13. Investigate a historical example of social change that resulted in shifts in social stratification.
14. Discuss the implications of technology and innovation on social structures and stratification.
15. Briefly explain the Functionalist perspective on social stratification.
16. Discuss various theories of social stratification.
17. Discuss the intersectionality of gender and stratification, exploring how other factors intersect with gender to create complex social hierarchies.
18. Discuss the impact of disability on social stratification, providing examples and potential solutions.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Discuss the implications of technology and innovation on social structures and stratification.
20. Examine the feminist perspective on social stratification, highlighting key issues and proposed solutions.

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8CJ406/SOC8MN406 CONTEMPORARY SOCIAL THEORIES
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is phenomenology
2. Write a brief note on Public sphere
3. Briefly explain Habitus
4. Discuss cultural capital
5. Clarify the concept of logocentrism
6. Explain the significance of the concept of Hegemony
7. Differentiate between Agency & Structure
8. Analyze the Knowledge/Power relationship by Foucault
9. Discuss meaning of Reflexive Sociology
10. Elucidate the concept of Epistemological break

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Briefly explain Ethnomethodology by Harold Garfinkel
12. Discuss the theory of Practice by Bourdieu
13. Examine the structural Marxism by Althusser
14. Compare and contrast various types of capital
15. Analyze the relevance of the theory of Communicative Action

16. Explicate Discipline and Punish: The Birth of the Prison by Foucault
17. Briefly explain the contributions of Husserl in the emergence of Phenomenology
18. Analyze social life based on the theory of Structuration by Anthony Giddens

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Write an essay on the Phenomenological Sociology by Alfred Schutz
20. Explore the concepts of Postmodernism and Post-Structuralism, and evaluate the strengths and weaknesses of employing these theoretical perspectives in the analysis of society.

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8CJ407/SOC8MN407 ECONOMIC SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Production
2. Agrarian Economy
3. Global Market
4. Write down the features of mixed Economy?
5. What is welfare system?
6. Division of Labour
7. Property relations
8. Planned economy
9. Middle class society
10. Economic rationality

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the importance of welfare approach in the Indian economy?
12. Describe the ideas of Parsons on economy?
13. What is economic inequality?
14. Explain the ideas of Granovetter on economic embeddedness?
15. Discuss the issues of middleclass in globalized economy?
16. Write a note on the impact of international trade agencies in the Indian economy?
17. Differentiate capitalist and mixed economy?
18. Describe the features of planned economy?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Critically evaluate the demerits of globalized economy in India?
20. Elaborate the views of Veblen on conspicuous consumption?

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8CJ408/SOC8MN408 FAMILY, MARRIAGE AND KINSHIP
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the concept of family.
2. List out the characteristics of family.
3. Examine the functions and type of marriage.
4. De parenting
5. Marital Berakdown
6. Living Together
7. Compare and contrast between symmetrical and asymmetrical exchange.
8. Write a short note on Kinship usages.
9. Dual career family
10. Briefly explain the types of kinship.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Elucidate the Functionalist Perspective of Family by Murdock
12. Analyse Household dimensions of Family in India by AM Shah
13. Examine prescriptive and preferential forms of marriage like endogamy and exogamy
14. Explain functions of family in modern industrial society
15. Examine impact of education, land reforms and migration on family in Kerala
16. Anayse the Exchange Theory of Marriage.
17. Examine the development of family cycle.
18. Explain various kinship usages and kinship terminologies used in our society

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the Marxian perspective of family and critical views on family by Edmund Leach, R.D.Laing, David Cooper
20. Analyse the Kinship studies in India by Karve, Dumont, Patricia Oberoi

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8CJ489 ADVANCED SOCIAL RESEARCH
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is Ethnography?
2. Write about the limitations of questionnaire
3. What is Academic writing?
4. Define Case study
5. What is Content analysis?
6. What is Monograph?
7. What is SPSS in Social research?
8. What is Measurement?
9. What is meant by Focus group discussion?
10. What do you understand by Plagiarism?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the use of computer in social research
12. Delineate the different types of Measurement scales
13. Differentiate between Quantitative and Qualitative research
14. Discuss the significance of Academic writing
15. Bring out the purpose of measures of central tendency
16. Write about Interview Guide
17. Differentiate between Dissertation and thesis
18. Write in brief about the conditions of effective observation

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Write in detail about the methods in qualitative research
20. Discuss the issues of copyright and plagiarism in academic writings

I Semester B.A. Sociology (CUFYUGP) Degree Examinations

SOC1CJ102/SOC2CJ102 SOCIAL STRUCTURE AND TRANSFORMATION OF KERALAM

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the Sangam Period.
2. Evaluate the Brahmin settlement in Keralam
3. Describe Malanadu
4. Analyse the Dutch influence in the community life of Keralam
5. Impact of British administration
6. What is theeradesam?
7. Meaning of Marumakkathayam
8. Buddhist and Jain influences
9. Write a short note about Regional and geographical specialties of Keralam
10. How is the Brahmin settlement in Keralam

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain social reformers and their influence in anti-caste struggles
12. Describe the geographical specialties of Keralam
13. Explain any one peasant movement that influenced the transformation of Kerala
14. Write a short essay about the enlightened rulers
15. Evaluate the caste-based disabilities in Kerala
16. Analyse the dynamics in kinship and family
17. Explain the Issues related to marginalised sections in Kerala
18. Explain Kerala state formation- Aikya Keralam

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the historical specialties and sociological significance of Keralam
20. Evaluate the social structure and transformations in Kerala's family and kinship

MODEL QUESTION PAPER
ELECTIVE COURSES

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ301(1) INTRODUCTION TO INDIGENOUS AND TRIBAL STUDIES
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Indigenous Research
2. Tribal Studies
3. Define the concept of 'Indigeneity'
4. Othering
5. Tribal knowledge systems
6. First Nations
7. Backward Hindus
8. Euro-centric knowledge
9. Epistemological Violence
10. Life Stories

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Tribes and indigenous identity in India – Discuss.
12. Discuss the significance of oral histories and narratives in indigenous research.
13. Discuss the features of indigenous feminism.
14. Critically discuss the notion of 'primitive tribes'.
15. Discuss the relationship of Tribal Studies with Anthropology.
16. Describe the impact of colonization on indigenous communities.
17. What are the principles of indigenous research?
18. Resistance against colonization – Discuss the views of Gord Hills.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the emergence of Tribal Studies in the Indian context.
20. Define indigenous research and describe major features of indigenous research methodologies

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ302(1) TRIBAL DEVELOPMENT IN INDIA
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Reservation Policy
2. Define 'Development'
3. Resettlement
4. Forest Laws
5. Landlessness
6. PESA
7. Tribal Movements
8. Gadgil Report
9. Oorukoottam
10. Alternative Education

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the Approaches / Principles of Tribal Development
12. Discuss the role of NGOs in tribal development
13. Identify major development issues of tribes and discuss their causes
14. Critically evaluate the impact of forest policies on tribes
15. Discuss the issues of tribal women in India
16. Describe the risk and reconstruction model
17. Write a short note on the contributions of Birsa Munda
18. Discuss the Santhal rebellion

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Discuss the issue of educational backwardness among tribes and delineate its major causes.
20. Analyse the legal and constitutional safeguards for the development of tribal communities.

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ301(1) DALIT REALITIES AND DISCOURSES OF INDIA
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Analyse the position of Dalits in the Caste based social hierarchy.
2. Define Scheduled caste
3. Differentiate Varna and Jati systems
4. Write a short note on Dalit Feminism
5. Dalit Autobiography
6. Atrocities against the Dalits
7. Dalit politics and Bahujan Uprising
8. Briefly describe the prevalence of untouchability in India
9. Affirmative Action
10. Periyar Feminism

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Briefly describe the colonial constructions of 'caste' in India
12. Discuss the major issues faced by the Dalit communities in contemporary India
13. Briefly describe the nature of anti-caste narratives
14. Delineate the significance of constitutional measures in the development of Dalit communities
15. Describe the nature of caste politics in India and how it is influenced by the Dalit mobilisations
16. Discuss the atrocities against the Dalit women
17. Critically analyse the prevalence of untouchability in India
18. Discuss the emergence of Dalit Literature in Kerala

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Critically evaluate the notions and practices of Brahminical patriarchy in India and how it adversely affects the position of Dalit women in Indian society
20. Discuss the mobilization of Dalit communities since Independence.

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ302(1) TRIBAL HERITAGE AND DISCOURSES OF KERALAM
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Kurichya Revolt
2. Define 'Tribe'
3. Write a brief note on 'Kadar' community in Kerala
4. Gothra Sahithyam
5. Tribal Political Organisation
6. Muthanga Agitation
7. Agrarian Tribes
8. Bonded Labour System in Kerala
9. PVTGs in Kerala
10. Matriliny among the tribes of Kerala

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write a short note on the geographical distribution of tribal communities in Keralam
12. Discuss the prevalence of agriculture among the tribes of Kerala
13. Discuss the features of matrilineal families among the tribes
14. Critically discuss major social issues faced by the tribal communities.
15. Critically evaluate the Kerala model of development from an Adivasi perspective.
16. What are the features of tribal religions in Kerala
17. What are the causes and impacts of the changing nature of tribal culture?
18. Discuss the tribal sub-plan in Kerala

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Analyze the significance of Adivasi Literature as resistance against the marginalisation of tribes in Kerala society
20. Critically evaluate the tribal development programmes in Kerala

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ303(2) POPULATION AND SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is Age-sex pyramid?
2. Explain fecundity
3. Define Infant Mortality
4. What is Vital Statistics?
5. Explain Dual Report System
6. Define morbidity
7. Migration
8. What is sample survey?
9. What is census?
10. What is Population register?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain Fertility and Migration influencing Policies
12. What are the Family Planning and Welfare Programmes in India?
13. Distinguish fertility and fecundity
14. Explain Malthusian Theory of population
15. What do you mean by Optimum theory of population?
16. Explain various measures of mortality
17. Describe the difference between mortality and morbidity
18. What is demographic transition theory?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Examine the Population Growth in India with Special focus on Kerala, its impact on education, health, socio economic development.
20. Describe migration, types of migration- internal and international and factors of migration

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ304(2) SOCIAL GERONTOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is Proximal ageing?
2. Explain Bereavement
3. Define Retirement
4. What is Age discrimination?
5. Explain wear and tear theory
6. Define loneliness.
7. Disengagement Theory problems
8. What is hospice?
9. What is geronticide?
10. What is the role of Chromosomes in Ageing?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain nature and scope of social gerontology
12. What are the various types of ageing? Cite it with examples
13. What is theory loneliness?
14. Explain the historical development of Gerontology as academic discipline
15. What do you mean by ethical considerations of a research?
16. Explain various types of Care
17. Describe the Psychological Problems of Elderly
18. What is intergenerational solidarity?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain in detail the Postulates of Disengagement Theory
20. Describe the various problems of Elderly

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ303(2) SOCIOLOGY OF AGING AND OLD AGE HOME MANAGEMENT
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define gerontology and outline its significance.
2. Discuss common myths and stereotypes about aging.
3. Explain the functionalist perspectives on aging.
4. Describe the concept of social-role theory in relation to aging.
5. Summarize Erikson, Buhler, Jung, and Levinson's theories on aging.
6. Define ageism and explain its social construction.
7. Explore the impact of gender on aging experiences.
8. Outline the dynamics of family relationships in later life.
9. Discuss the role of religiosity and the empty nest syndrome in old age.
10. Analyze issues related to family support and caregiving for the elderly.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Evaluate the demographics of aging, considering factors such as population trends and characteristics of old age, while also addressing prevalent myths and stereotypes about aging and their implications for societal attitudes and policies.
12. Compare and contrast theoretical perspectives on aging, including the functionalist, conflict, and symbolic interactionist views.
13. Examine the social-role theory, social stratification theory, and Indian Theory of Ashrama Dharmas in the context of aging.
14. Assess psychosocial theories of aging proposed by Erikson, Buhler, Jung, and Levinson, highlighting their contributions to understanding the psychological development and challenges faced by older adults.
15. Investigate the social determinants of health in old age, exploring how factors such as socioeconomic status, social support, and access to healthcare services influence the health outcomes and well-being of older individuals.
16. Analyze the impact of gender, race, and class on aging experiences, considering how intersecting identities shape access to resources, opportunities, and societal perceptions of aging.
17. Discuss the dynamics of family relationships in later life, examining sibling relationships, grandparent-grandchild interactions, and intergenerational support networks, and their significance for the well-being of older adults.
18. Explore the role of religiosity and the empty nest syndrome in old age, discussing how religious beliefs and family transitions affect the social and emotional experiences of older individuals.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Critically examine the historical development of old age homes, tracing their evolution from early forms of institutional care to contemporary models.
20. Investigate the legal and ethical considerations in old age home management, focusing on regulatory frameworks, resident rights, and ethical principles guiding care practices.

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ304(2) PALLIATIVE CARE AND COMMUNITY ENGAGEMENT
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.Define health
2.Meaning of palliative care
3.Types of diseases in palliative
4.Characteristics of disease
5.Sociology of palliative care
6.What is health care palliative care?
7.What is Kerala model of health care system?
8. Define Health Exclusion
9.Define community health care
10.Explain the concept of hospice

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Describe nature and scope of palliative care
12.Explain Kerala Model of palliative care system
13.What is the role of community in palliative care?
14. Explain NNPC
15.What are the psycho-social issues patients?
16.What is role of volunteer in palliative care?
17.Describe institution based palliative care?
18.What SIP?

Section C

[Answer anyone. Each question carries 10 marks] (1x10=10marks)

19. Explain the role of volunteer, nurse and doctor in palliative care
20.What are the psycho-social support program in palliative care?

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ305 SOCIOLOGY OF HEALTH
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is the scope of Sociology of Health?
2. Provide a brief overview of the historical development of Sociology of Health.
3. Discuss the relation between health and environment
4. Differentiate between the Biomedical and Biopsychosocial models of health in a few sentences.
5. List three types of medical practices under the category of medical pluralism.
6. Explain the role of digital media in promoting health education.
7. Briefly describe the Sick Role as conceptualized by Parsons in the functionalist perspective.
8. What is Friedson's contribution to the Conflict Perspective in Sociology of Health?
9. Summarize Michel Foucault's perspective on power and medicine.
10. Define health as a social construction according to Irving Kenneth Zola.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. How do social determinants such as class, caste, and education influence health-seeking behaviour?
12. Critically analyze the Conflict Perspective in the context of Sociology of Health, with reference to Friedson's contributions.
13. Explore the relationship between power and medicine, with a particular focus on Michel Foucault's insights.
14. Discuss the concept of health as a social construction, elaborating on Irving Kenneth Zola's contributions.
15. Examine the intersection of health and social stratification, highlighting gender, caste, and class disparities in health.
16. Assess healthcare facilities in developed and developing countries, with a focus on infrastructure challenges.
17. Investigate India's health profile, healthcare infrastructure, and health policies.
18. Examine healthcare facilities in Kerala, discussing health indicators and initiatives in the region.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Investigate the impact of technological advancements, globalization, and emerging health trends on healthcare, emphasizing the role of technology.
20. Explore innovations in health, including telemedicine, digital health records, and the use of artificial intelligence in diagnostics and treatment.

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ306 SOCIOLOGY OF FOOD
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define food as a sociological phenomenon
2. Discuss the Historical Evolution of eating practices.
3. Indigenous practices in Indian food traditions
4. Food and social identity.
5. Regional cuisines and their socio-cultural contexts
6. Discuss the Functional approach to food studies.
7. Explain the basic concepts in the Sociology of Food: diet and dietary practices
8. Write a note on the Food tradition and social system
9. Explain food taboos.
10. Discuss changing food practices among the Middle-class people

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyse the Power dynamics and food practices
12. Examine the Changing life style and food culture
13. Explore the phenomena of Food in religious rituals and festivals
14. Bring out the aspects of Migration, diaspora, and the global spread of Keralite cuisine
15. Evaluate the Changing life style and food culture in India
16. Analyse Meatarianism and Vegetarianism as the food restrictions on people
17. Write a note on the influence of Media, advertising on food culture in India
18. Discuss the impact Fast food and cultural globalization in India

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Compare and contrast different Theoretical approaches to food studies
20. Discuss the Social and historical context on Indian cuisine specifically analysing Persian, Mughal influences, and the colonial impacts.

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5EJ307 SOCIAL MOVEMENTS IN INDIA
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define the term "social movement" and explain its significance in bringing about social change.
2. Differentiate between reformative, revivalist, and revolutionary social movements
3. Explain the concept of schisms and splits in social movements
4. Explain the significance of Dalit Movement in Indian context.
5. Summarize the key characteristics of the National Movement for Freedom in India.
6. Identify one major contemporary issue addressed by social movements, and explain its relevance.
7. What are the main types of social movements based on their goals
8. Discuss environmental movements and its goals
9. Discuss the role of counter-movements in response to social movements
10. Briefly explain the central tenets of the Liberal Approach to study social movements.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the dynamics of social movements, emphasizing the factors that contribute to their formation and evolution.
12. Explore the relationship between religious movements and social change, highlighting their role in shaping societies.
13. Discuss the significance of leadership in social movements, examining the impact of influential leaders on the movement's outcomes.
14. Provide an overview of the Gandhian approach to social movements, emphasizing its principles and strategies.
15. Examine the challenges and achievements of the Women's Movement in India, highlighting key issues addressed and changes brought about.
16. Analyze the notion of Globalization and Its Impact on Social Movements
17. Discuss various Social Movements in India and its impact
18. Provide an overview of Environmental and Ecological Movements in India

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Analyze the role of ideology in social movements, and how it influences the goals and strategies of various movements.
20. Compare and contrast the Marxist and Weberian approaches to understanding social movements, focusing on their key theoretical differences.

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ305 SOCIOLOGY OF RELIGION
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.Define religion
2.Meaning of religion
3.Types of religion
4.Characteristics of religion
5.Sociology of religion
6.What is Pluralism?
7.What is multiculturalism?
8.Social Exclusion
9.Define secularism
10.Religion and Globalisation

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Describe nature and scope of Sociology of religion
12.Explain Weber question of meaning
13.What is communalism?
14. Explain fundamentalism
15.What are the psycho-social issues of religion?
16.What is religion and pluralism?
17.Describe Peter Berger phenomenology
18.What is totemism?

Section C

[Answer anyone. Each question carries 10 marks] (1x10=10marks)

19. Explain Marxian theory on religion?
20.Describe secularism and secularization process in India

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ306 SOCIOLOGY OF MINORITY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.Define minority
2.Meaning of Minority
3.Types of Minorities
4.Characteristics of minority
5.Sociology of Minority
6.What is Pluralism?
7.What is multiculturalism?
8.Social Exclusion
9.Define Ethnicity
10.Explain the concept of Majority

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Describe nature and scope of Sociology of Minority
12.Explain Religious minority
13.What is linguistic minority?

14.LGBTQ
15.What are the psycho-social issues of minority?
16.What is minority rights?
17.What is communal violence and its impact on minority?
18.What minority protest?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19.What are the major challenges faced by religious minorities in India?
20.How do government policies and affirmative action programs impact the lives of minority communities in India?

VI Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC6EJ307 COLONISATION AND DECOLONISATION: EMERGING DISCOURSES
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks](Ceiling: 24 Marks)

1. Colonisation
2. Decolonisation
3. Colonialism
4. Colonizer
5. Colonized
6. Orient
7. Occident
8. Neo-colonialism
9. Post-colonialism
10. Hybridity

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the cause and consequences of colonialism
12. Define different types of colonialism
13. How has Albert Memmi analysed colonizer and colonized ?
14. Write a short note on the colonial implications in India
15. What is the nature, content and manifestation of post colonialism ?
16. Explain the historical trends in the colonial experience of India
17. How colonialism and new forms of imperialism is connected ?
18. What is digital colonialism?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. "Globalization is a modern form of colonialism" Critically evaluate this statement
20. What is the theoretical argument put forward by Gayatri Chakravorty Spivak in her work "Can the Subaltern Speak?"

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8EJ401 SOCIOLOGY OF MARGINALISED SECTIONS
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define marginalisation.
2. Give examples for different forms of social stratification.
3. Name some socially excluded sections of society.
4. Give examples for symbolic capital.
5. What is meant by elderly abuse?

6. Name the laws to prevent dowry and domestic violence.
7. What are the gender paradoxes of Kerala society?
8. What is the glass ceiling?
9. What are the important provisions of the RPwD Act?
10. What is queer pride?

Section B

[Answer All. Each question carries 6 marks] (Ceiling 36 marks)

11. What are the different types of capital? How does this help us to understand marginalisation?
12. Enumerate the laws and welfare measures to support the elderly, differently abled and LGBTQIA in Kerala.
13. Discuss how the triple burden affects the life of women in Kerala.
14. Enumerate the constitutional provisions to counter marginalisations in society.
15. Discuss the different pillars of the Accessible India campaign.
16. Analyze the marginalisation of women in Indian society
17. Bring out the policies initiated in fighting against marginalization in Kerala
18. Describe the marginalisation of differently abled people

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the ways in which SC/ST communities continue to be marginalised in contemporary India.
20. Discuss the ways in which patriarchy affects women and men in India today.

VIII Semester BA Sociology (CUFYUGP) Degree Examinations
SOC8EJ402 SOCIOLOGY OF WORK AND INDUSTRIAL LIFE
(Credits:4)

Maximum Time : 2hours **Maximum Marks 70**

Section A

(Answer All. Each question Carries 3 marks) (Ceiling 24 marks)

1 Explain the Nature and Scope of industrial Sociology
2 What is the significance of "break time" in a firm?
3 Explain Mental Work and Muscular Work
4 Define refreshment
5 Explain Bureaucratic Theory of Webber
6 Explain Hawthorne Effects
7 How can mental fatigue be reduced?
8 What is Arbitration?
9 Write a note on Industrial revolution and its consequences
10 Analyse labour problems

Section B

(Answer all.each question carries 6 Marks) (Ceiling 36 marks)

11 Discuss Harry Braverman's Theory of Labour Process
12 Explain the cause and consequence of Industrial Dispute
13 Analyse the theories of Industrial relation
14 Write a note on Trade Union Activities
15 Explain Militant Unionism
16 Discuss the Role of Industrial sociology in National Development
17 Explain "Class consciousness of labours"
18 Analyse Strikes, Lock Outs, Lay off and Gherao

Section C

(Answer any one. Each question carries 10 marks)

19 Discuss the following
a) Arbitration, b) Adjudication, c) Conciliation
20 Explain the activities of ILO

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8EJ403 SCIENCE, TECHNOLOGY AND SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Meaning of Science and Technology
2. Public Engagement with Science and Technology (PEST)
3. Write a short note on technocracy and surveillance
4. Science and technology policy of Government of India
5. Difference between science and technology
6. Social media and social space
7. Big Science
8. Cybernetic social movements
9. Gender and Caste in Indian Science
10. Philosophy of Science

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write about Social function of Science-J. D Bernal
12. Explain People's Science Movements in Kerala
13. Differentiate between Little Science and Big Science
14. Write about the relation between science and technology
15. Discuss the Philosophy of Science and Methods of Science
16. Write about the meaning and purpose of Social Shaping of Technology
17. Write about Sociology of Science by Robert K. Merton
18. Write in brief about Public Engagement with Science and Technology (PEST)

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Compare and contrast Science and Technology: Classical and Contemporary sociological thought
20. Bring out the Science and Technology policy of Government of India

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8EJ404 SOCIOLOGY OF TRIBES IN INDIA
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What is meant by Tribal Identity?
2. Bonded Labour System
3. Write a short note on any one tribe in the islands
4. Define Indigeneity
5. What are the classifications of tribes in India?
6. How was the British colonization of India and experiences of tribes?
7. What do you mean by Tribal Livelihood System?
8. What is Detribalization?
9. What is Tribal Polity?
10. Write a short note on PESA Act.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write about the socio-demographic features of tribes of contemporary India
12. Explain the changing status of tribal women in the contemporary society

13. What are the challenges faced by the forest dwelling communities?
14. Write about the process of agricultural practices among the tribes
15. Discuss about religious conversion and its impact on the tribes.
16. Write about the features of tribal languages, arts, and literature.
17. Explain the features of tribal religion
18. Write in brief about Regional Distribution and Declining Tribal Population

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Compare and contrast between features of tribes in North-east and South India
20. Write about the Social Institutions in the Tribal Communities like Family, Marriage, and Kinship

MODEL QUESTION PAPER
MINOR COURSES

I Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC1MN101 INVITATION TO SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the nature of Sociology
2. Discuss the relevance of Sociology in today's context.
3. Explore the relationship between Sociology and History.
4. Distinguish between Sociology and common sense. Provide examples to support your explanation.
5. Define and elaborate on the concept of Sociological Imagination. How does it contribute to the understanding of social phenomena?
6. Discuss the branches of Sociology, focusing on one specific branch and its significance in contemporary society.
7. Differentiate between society, community, and association.
8. Explain the various types of social interaction. Provide real-world examples to illustrate each type.
9. Explain the different types of social groups. Provide examples to illustrate your points.
10. Discuss the concept of socialization.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyze the role of social control in maintaining order in society. Discuss the various types of social control.
12. Examine the concept of social structure, emphasizing the significance of status and role in social interactions.
13. Discuss the characteristics and elements of culture, providing relevant examples.
14. Explore the phenomena of cultural lag, sub-culture, and popular culture. How do they contribute to cultural diversity?
15. Compare and contrast ethnocentrism and cultural relativism.
16. Evaluate the impact of high culture and popular culture on societal norms.
17. Analyze the influence of digital culture and social media on contemporary society. Highlight both positive and negative aspects.
18. Define social stratification and its types.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Examine the characteristics and consequences of caste-based stratification in Indian society. Discuss the historical context and contemporary challenges associated with the caste system.
20. Discuss the concept of socialization, emphasizing the influential agents involved in the process.

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2MN101 INTRODUCTION TO ECONOMIC SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Capitalist economy
2. Write down the relationship between sociology and Economic sociology

3. Discuss the scope of economic sociology
4. Privatization
5. Capitalism
6. Poverty
7. Social network
8. Mixed economy
9. Define economic action
10. Neo liberal economy

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Describe the nature of Economic Sociology
12. What are the major policies for the economic development in India?
13. Write down the problems of globalization?
14. Describe the problems of capitalist economy?
15. Write a note on poverty in India?
16. Discuss the sociocultural factors of economic development?
17. Describe the policies implemented in Kerala for the economic development of women?
18. What is economic action?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain shortly the views of classical thinkers on economic relations?
20. Elaborate the economic problems of marginalized sections?

III Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC3MN201 ECONOMY AND SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Write down the features of Agrarian economy?
2. What is Mixed economy?
3. Define market
4. Define production Process
5. What is welfare approach?
6. Gender division of Labour
7. Consumer culture
8. Globalization
9. What is capitalism?
10. What are the features of Neoliberal economy?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Write down the problems of women in work sector?
12. Describe the importance of trade relations in the pre-British period?
13. Describe the ideas of Polanyi
14. Discuss the ideas of Weber in explaining the division of labour?
15. Detail the consequences of British economic policies in India?
16. Describe the features of mixed economy and economic growth in India?
17. Discuss the features of neo-liberal economy?
18. How the economic relations are built on caste system in Kerala?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain the views of Max Weber on religious ideas in developing capitalism?
20. Write a note on the gender inequality in the economic relations in India?

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2MN102 INTRODUCTION TO POLITICAL SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hour **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define "authority" in the context of political sociology.
2. Briefly explain the concept of liberalism.
3. What is the significance of gender in politics?
4. Define political socialization and briefly explain its types.
5. List three agents of political socialization.
6. Define the term "disciplinary power" as conceptualized by Michel Foucault.
7. What is the primary focus of Gramsci's theory of hegemony?
8. What is the primary function of pressure groups in the political process of India
9. How does caste influence political dynamics in India?
10. Briefly explain the concept of religious nationalism and its significance in Indian politics.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the differences between conservatism and socialism in political ideologies.
12. Explain the role of media in shaping political discourse and public opinion.
13. Discuss the significance of political socialization in shaping individuals' political attitudes and behaviors, considering the role of family, education, and mass media.
14. Explain the theories of public opinion and their relevance in understanding contemporary political landscapes.
15. Compare and contrast the perspectives of Marx and Weber on power, highlighting their main differences and similarities.
16. Discuss the concept of biopower as proposed by Foucault, providing examples to illustrate its application in contemporary society.
17. Discuss the role of regionalism and ethnicity in shaping Indian politics, providing examples of regional movements and their impact.
18. Analyze the politics of marginalized groups in India, focusing specifically on Dalit politics and their struggle for representation and empowerment.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Analyze the importance of power dynamics in understanding political sociology, providing examples to illustrate your points.
20. Analyze the intellectual basis of political sociology by examining the contributions of Marx, Weber, Bourdieu, Gramsci, Lukes, and Foucault, and how their theories have shaped the field of political sociology.

III Semester B.A Sociology (CUFYUGP) Degree Examination
SOC3MN202 SOCIAL BASIS OF INEQUALITY AND DEVELOPMENT
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define social mobility and provide an example of upward mobility.
2. Explain three factors that influence social mobility.
3. Briefly explain the concept of caste in the context of stratification and inequality.
4. What is the main idea behind Robert Michels' "Iron law of oligarchy"?
5. Briefly explain Floyd Hunter's concept of "Community power structure."
6. Define colonialism and imperialism in the context of politics of inequality.
7. How does neo-colonialism differ from colonialism?

8.Briefly explain the concept of surveillance capitalism according to Shoshana Zuboff.
9.Define Nehruvian Socialism and its role in India's economic policy.
10.Briefly explain the concept of mixed economy in the context of India's economic system.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Discuss the different types of social mobility, distinguishing between upward, downward, horizontal, vertical, intergenerational, and intragenerational mobility.
12.Analyze the concept of intersectionality and its significance in understanding the complexities of inequality, using examples to illustrate your points
13.Compare and contrast C. Wright Mills' concept of the power elite with Robert Michels' iron law of oligarchy, highlighting their similarities and differences.
14.Discuss the significance of Vilfredo Pareto's Theory of the circulation of elites in understanding social and political change over time.
15.Discuss the role of colonialism in the emergence of world capitalism, highlighting key historical events and economic transformations.
16.Analyze the R > G formula proposed by Thomas Piketty and its implications for understanding contemporary economic inequality.
17.Discuss the social implications of economic liberalization in India during the 1990s, including its effects on employment, poverty, and inequality.
18.Analyze the Kerala Model of Development and its impact on social inequality, considering factors such as education, healthcare, and income distribution.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19.Evaluate the relationship between caste, mobility, and inequality in India, examining historical patterns, current trends, and potential future trajectories. Consider the impact of caste-based discrimination on social mobility and its implications for addressing inequality.
20.Evaluate the relationship between planned development, economic liberalization, and social inequality in India. Discuss how different economic policies, such as Nehruvian Socialism and the Kerala Model, have influenced the country's approach to addressing inequality over time

I Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC1MN103 INTRODUCTION TO SOCIAL PSYCHOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.Explain Social Psychology
2.Define conformity
3.Bringout the meaning of social learning
4.What is social learning?
5.What is the meaning of attitude?
6.Explain crowd behaviour
7. Write down any two Issues in Life Span Development
8. Narrate Self-awareness Theory of Duval and Wicklund
9. Explain the Formation of Self-Concept
10. Explain the perception process

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Explain the relationship between Sociology and Social Psychology
12. Write down the characteristics and Periods of Life Span Development
13.What are the social Factors Affecting Personality
14. Elaborate the Social Identity Theory of Henry Tajfel and Turner
15. Explain the formation and components of Attitude
16. What are the Factors in the process of Learning

17. Elaborate symbolic interactionism of Cooley
18.Explain the Cognitive Processes- Learning, Thinking and Motivation

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19.Define Social Psychology and explain its nature and scope
20.Write an essay about the basic concepts of Social Psychology

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2MN103 FUNDAMENTALS OF SOCIAL PSYCHOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.What is social interaction?
2.Explain crowd
3.Define Rumour
4.Meaning of Aggression
5.Define prosocial behaviour
6.Definition of prejudice
7.Meaning of stereotyping
8.Define group
9.Explain norms
10.Definition of leadership

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Explain social and interpersonal relations
12.What are the characteristics and classification of leadership
13. Differences between Prosocial behaviour and anti-social behaviour
14.Write down the factors and types of aggression
15. Explain the consequences and importance of stereotyping
16. Write down the classification of discrimination
17. Explain the functions of groups
18. Classification of rumour

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19.Write an essay about the characteristics types of crowd and audience.
20. Explain Determinants of human aggression.

III Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC3MN203 COUNSELLING
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks:70**

Section- A

[Answer All. Each question carries 3 marks] (Ceiling:24 Marks)

1. Define Counselling
2. Describe Geriatric Counselling
3. Explain Collaborative partnership in Counselling
4. Discuss about Family life cycle assessment
5. What is Clint assessment tool in Counselling?
6. Examine Group Counselling
7. Illustrate In-depth exploration
8. Identify Observation method

9. Scrutinize Crises intervention
10. Elucidate Feedback and evaluation

Section -B

[Answer All. Each question carries 6 marks] (Ceiling:36 Marks)

11. Analyse the specialized area of counselling
12. Examine the ethical and legal issues in counselling profession
13. Differentiate between the psychological and family assessment in counselling
14. Explain the basic counselling skills with suitable examples
15. Describe the significance of Solution focused brief therapy
16. Demonstrate the preparation and counselling session based on your field work
17. List out the factors affected the counselling process
18. Illustrate the scope and objective of counselling

Section -C

[Answer any one. Each question carries10 marks] (1x10=10 marks)

19. Build the stages of the therapeutic process for school counselling with core issues
20. Critically analyse the correlation of personal and professional skills in counselling

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2MN104 MASS MEDIA AND SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Meaning of mass media
2.What do you mean by virtual communication?
3. Explain the process of globalisation
4. Write down the Influence of mass media on culture
5. 'The medium is message'. Elaborate the phrase
6. How does Habermas define public space?
7. Describe the importance of mass media in democracy
8. Examine high culture
9. Describe two electronic media
10.What is popular culture?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Explain the functions of mass media
12.Describe the importance of printing and publication
13.Discuss how Thompson has related media and modernity
14. Impact of digital media on society
15. Difference between Mass culture and Popular Culture,
16. Write a short note on Internet, Blogging
17.Explain the interrelationship between mass media and society
18. Bring out the issues related to media regulation.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Write an essay about the impact of media on culture
20. Elaborate the contributions of Raymond Williams

III Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC3MN204 SOCIOLOGY OF CINEMA
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What do you mean by film studies
2. Discuss the Cultural studies approach related to cinema.
3. Regional cinema and its importance.
4. History of the Malayalam Cinema.
5. The "identity politics" in film
6. Discuss the social function of cinema.
7. Explain the changing trends in the idea of cinema hall in small towns and sub-urban regions.
8. Write a note on the History of Indian cinema
9. "The Phalke Era"
10. Discuss various sociological approaches to cinema

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Analyse the history of world cinema
12. Examine the representation of caste, religion, and ethnicity in cinema
13. Explore the phenomena of the power of representation: stereotypes, social issues, and identity politics in film
14. Compare genres and typologies - melodrama, realism, fantasy and thriller in cinema
15. Evaluate the change in film making, technology, narrative strategies, representation and audiences
16. Analyse the history of Indian cinema. Bring out the idea of national cinema.
17. Write a note on the representation of social issues in Malayalam movies
18. Discuss the depictions of caste-based discrimination, communal tensions, and regional identities in cinemas

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Examine the contemporary trends in Malayalam cinema. Explain the new wave cinema, experimental filmmaking, digital platforms in the Malayalam cinema industry
20. Discuss the historical trajectories of Indian cinema in different periods

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2MN105 SOCIOLOGY OF EDUCATION
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Explain the concept of formal education with examples.
2. Describe the functionalist perspective of Education
3. Explain discrimination in education
4. Describe Interactionist perspective of Education
5. Define the concept "De-Schooling"
6. What is "Pedagogy of the Oppressed"

7. What are the main principles of Essentialism in Education
8. Explain the concept Critical Pedagogy
9. What is Gender Gap in Education
10. Differentiate between informal and non-formal education

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. How does the Functionalist perspective explain the role of education in maintaining social stability and cohesion?
12. Discuss the role of schools as micro-social systems in disciplining individuals within society.
13. Analyze the ways in which the Conflict perspective addresses issues of social class, inequality,
and discrimination in education.
14. How does the Interactionist perspective highlight the influence of contemporary social contexts on education?
15. Identify and explain the gender gaps prevalent in education according to the Gender Perspective.
16. Evaluate Paulo Freire's in the context of empowering marginalized groups through education.
17. Explain Basil Bernstein's Theory of language codes and its significance in understanding educational processes.
18. What are the main principles of Perennialism, and Progressivism in the philosophical perspectives of education?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Discuss the role of education in addressing social diversities, including linguistic, cultural, and socio-economic diversity. Support your analysis with empirical evidence and cases.
20. Critically examine the current challenges facing the Indian education system, particularly in higher education, and suggest strategies for fostering inclusivity, equity, and quality education.

III Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC3MN205 EDUCATION IN SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define socialization and its relationship with education.
2. Name one societal force that significantly shapes education and explain its impact.
3. What are the social dimensions of learning?
4. How does the family influence educational attainment? Briefly explain with examples
5. List three factors contributing to inequality in education.
6. What is Labour Learning perspective in education
7. Briefly explain the concept of inclusive education.
8. Define critical pedagogy in few sentences.
9. Write a short note about community engagement in education with an example
10. What is Cultural Reproduction in education?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Make a comparison between the Indian philosophers Mahatma Gandhi and B R Ambedkar on the basis of their contributions in the field of education
12. What is meant by education as a social institution, and how does it contribute to socialization?
13. Discuss the societal forces that shape education and its outcomes.
14. Identify and discuss various forms of inequality in education, including class, caste, gender, and ethnic disparities.
15. How does inclusive education promote equity and diversity in schools? Analyse
16. Explain the role of critical pedagogy in challenging oppressive systems within education.
17. Describe the educational philosophies of Rabindranath Tagore and J Krishnamurthy
18. Discuss the factors contributing to gender disparities in education with examples

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the major theoretical perspectives regarding schooling and education.
20. Explore the disparities in access, participation, and academic achievement faced by the marginalized groups within educational systems. Analyse current social conditions.

MODEL QUESTION PAPER
VOCATIONAL MINOR COURSES

I Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC1VN101 BASIC SOCIOLOGICAL SKILLS FOR EMPLOYABILITY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks](Ceiling: 24 Marks)

1. What is the sociological imagination?
2. Define ethnocentrism and give examples of ethnocentrism.
3. Mention some of the ways for bringing about social inclusion.
4. Can we understand migrant labourers in Kerala using the viewpoint of cultural relativism?
5. What is meant by social advocacy?
6. Define environmental impact assessment.
7. What are the steps in the identification and formulation of projects?
8. What is the importance of monitoring and evaluation of projects?
9. Name the different sections to be included in a resume.
10. Name some MNCs and international bodies that hire sociologists.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the ways in which individuals and groups become marginalized in society.
12. Discuss the role and importance of community outreach.
13. Explain the processes involved in conducting social impact assessment.
14. What are the important points to be noted while planning project implementation?
15. Explain the structure and format of formal reports.
16. According to you, what should be the role of sociologists in social policy?
17. Discuss the ways in which you can prepare for a formal job interview.
18. Examine the different career opportunities available for sociologists in government and NGOs.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. What are the features of the sociological imagination? Discuss how we can study society using the sociological imagination.
20. Make a SWOT analysis of yourself. Discuss the ways in which you can upgrade your skills for gaining employment.

II Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC2VN101 FIELD WORK- SKILLS AND TECHNIQUES
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.What is meant by Field work.
2. Define Field.
3.Differentiate between participant and non-participant observation.
4.Define culture.
5.Give a short note on Franz Boas.
6.Define diffusionism.
7.Define cultural relativism.
8.What is meant by emic and etic?
9.What is meant by field notes?
10.Define 'off record'.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Explain the importance of 'field guide' in field work.
12.Critically evaluate the history of field work tradition.
13.Discuss and differentiate material and non-material culture.
14.Discuss ethnography as a method.
15.Discuss the steps involved in Field work.
16.Evalute the usage of technology in field work.
17.Discuss the importance of ethics in field work traditions.
18.what is the difference between thick and thin description.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Evaluate the field work tradition in south Indian villages with reference to major works of M.N Srinivas and Andre Beteille.
20. Critically evaluate field work traditions made by Filippo Osella and Caroline Osella on Kerala society with reference to social mobility.

III Semester B.A.(CUFYUGP) Degree Examinations
SOC3VN201 BASICS OF ACADEMIC WRITING
(Credits:4)

MaximumTime:2 hours **Maximum Marks:70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling 24 marks)

1. Differentiate between academic writing and non-academic writing
2. Explain the concept referencing
3. Describe the term citation
4. Enlist any four features of APA style guide.
6. List out the importance of editing in academic writing
7. Explain the term proof reading
8. Explain Online Data Base
9. What is literature review?
10. Explain the primary purpose of the conclusion section in a research article's structure and organization

Section B

[Answer All. Each question carries 6 marks] (Ceiling 36 marks)

11. Explain the process of paragraph development in academic writing
12. Analyse the importance of using citations and references in academic writing
13. How does effective paragraph development contribute to the clarity and coherence of a research article's thesis arguments and discussion?
14. Examine the importance of conducting literature review before writing an article
15. Explain the types of various literature review in academic writing
16. Bring out the difference between academic and non-academic writing
17. Explain the importance of writing abstract
18. Discuss the process of literature review

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Explain the significance of various types of academic writing in the scholarly landscape.
20. Discuss the importance of structure and organization in writing a research article, focusing on the elements of the abstract, introduction, body, and conclusion

VIII Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC8VN301 PROFESSIONAL SOCIOLOGY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. What are the different quadrants of Burawoy's division of sociological labour?
2. Name some of the pioneering sociologists of Kerala.
3. According to Burawoy, what are the features of professional sociology?
4. According to you, what is the scope of sociology in Kerala?
5. What are the steps in writing a research proposal?
6. What are the uses of Power BI in research?
7. What are the features of predatory journals?
8. Mention some unethical publication practices.
9. What are the features of critical sociology?
10. Name some of the important professional associations of sociologists.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Discuss the weaknesses of professional sociology in India.
12. According to C. Wright Mills, what are the ways in which one can develop the craft of doing sociology?
13. Using the APA format, write imaginary references and citations for:
    - an article that came in a journal
    - an edited book
    - a webpage
    - a newspaper article
    - a paper presented at a conference
    - an unpublished PhD dissertation on Shodhganga
14. How can we can develop a public sociology in Kerala?
15. Discuss the possibilities of digital activism in Kerala.
16. Examine the major skills in demand from professional sociologists today.
17. Discuss how academic conferences aid in career development.
18. Discuss the ways in which one can use social media for the development of an academic career.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Discuss the strengths and weaknesses in the development of sociology in Kerala.
20. Critically analyse any recent policy document.

I Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC1VN102 SOCIOLOGY OF INDIAN SOCIETY
(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.Define caste
2.Define class
3.What is poverty?
4.Define kinship
5.Define marriage
6.What is religion?
7.What is Indology?
8.Explain social change
9.Define Joint family
10.Explain geographical diversity

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Explain the features of Indian society

12.Explain the Marxian approach by A R Desai

13.Briefly narrate the feature of Sanskritisation

14.Write down the types and functions of kinship system

15.Briefly narrate the developmental issues in India

16.Explain the major features of caste system in India

17.Write down the features of nuclear family

18.Analyse the subaltern perspective by Br B R Ambedkar

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19.What are the functional changes in Indian society

20.Explain the structural and familial problems of Indian society

II Semester B.A. Sociology (CUFYUGP) Degree Examinations

SOC2VN102 COMMUNITY DEVELOPMENT

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Development
2. Community Development
3. Community Organisation
4. Objectives of community development
5. Community development approaches
6. ICDS
7. Swaraj
8. Swadeshi
9. PRA
10. Five-year plan

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. What is MNREGA? Explain its strengths and weakness
12. Explain community development
13. What is participatory development approach?
14. Explain the historical formation of community development approach in India
15. What is Asset Based Community Development Approach?
16. What is the scope of community development?
17. Write any three major community development programs for poor in India
18. What are the major community development programs offered through five-year plan in India?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Explain community development as a unique approach to development
20. Critically evaluate the importance of any three community development programs in India

III Semester B.A. Sociology (CUFYUGP) Degree Examinations

SOC3VN202 PROJECT PLANNING AND DEVELOPMENT

(Credits: 4)

Maximum Time: 2 hours **Maximum Marks: 70**

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1.Explain a project
2.Define Project cycle
3.Mention a tool for identification of project
4.Examine the relevance of Gnatt chart
5.What are the different types of cost ?
6.Explain network analysis
7.What is SWOT Analysis?
8.Illustrate the basic structure of a project report
9.Explain Critical Path Method
10.What is Project monitoring?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11.Describe the characteristics of projects and elaborate its classification
12.Explain the significance of Work Break Down in Project Planning
13.Discuss the role of leadership and team buildings in project management
14.What are the different methods for communication and presentation of project report
15.Examine the sources for budgeting for projects
16. Discuss in detail project identification and feasibility analysis
17. Explain project life cycle
18. Explain the levels of Work Break Down

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19.Explain the importance of Problem-solving skill in Project Management and Elaborate different tools .
20. Describe the phases of project planning using a flow diagram.

VIII Semester B.A.(CUFYUGP) Degree Examinations

SOC8VN302 PARTICIPATORY RURAL APPRAISAL

(Credits:4)

MaximumTime:2 hours **Maximum Marks:70**

Section-A

[Answer All. Each question carries 3 marks] (Ceiling 24 marks)

1. Define PRA
2. Explain Transect Walk
3. Describe Seasonal Calendar
4. Sketch out a Venn diagram
5. What you mean by Daily Routine Charts?
6. Examine the benefits of Resources Maps
7. Describe Focus Group Discussion
8. Discuss about Hazard Maps

9. Explain Semi-structured Interview
10. What is Topical Maps?

Section-B

[Answer All. Each question carries 6 marks] (Ceiling 36 marks)

11. Evaluate the advantages of Participatory learning
12. Examine the diagramming methods and its uses in social research
13. Draw a Social Map based on your field work
14. Explain various interviewing methods in PRA
15. Illustrate the objectives, benefits and method of Case study in Social research
16. Explain ethical consideration in PRA
17. What are the challenges and opportunities in virtual interviews?
18. Examine the significance of PRA in rural sociology.

Section-C

[Answer any one. Each question carries10 marks] (1x10=10 marks)

19. Demonstrate different mapping and modeling methods in PRA
20. Make a comparative frame work on various data collection tools in PRA with examples

MODEL QUESTION PAPER
MULTI DISCIPLINARY COURSES

I Semester B.A. (CUFYUGP) Degree Examinations
SOC1FM105-1 WOMEN AND SOCIETY
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Give examples for the different gender roles assigned to men and women in your neighbourhood.
2. What are the unique features of matrilineal systems?
3. Give examples for the ways in which men and women are biologically different from each other.
4. What is meant by intersectionality?
5. Name two laws made to prevent dowry and domestic violence.
6. What is meant by the 'double burden' of women?
7. What is the care penalty?
8. What is the glass ceiling?
9. What is liberal feminism?
10. What is the nature of women's studies?

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Are men and women equal? Discuss this matter with reference to different theoretical perspectives.
12. What is the male gaze? Give examples of the male gaze in advertisements.
13. Discuss the features of the 'gender paradox' observed in Kerala.
14. Briefly mention the important milestones of the women's movement in Kerala.
15. What are the ways in which the SDG#5 may be achieved?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Discuss the working of patriarchy in society by reviewing any recent film.
17. Discuss the need for feminism by examining the demands put forward in the different waves of feminism.

I Semester B.A. (CUFYUGP) Degree Examinations
SOC1FM105-2 SOCIOLOGY OF LAW AND HUMAN RIGHTS
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define Sociology of Law.
2. What is the significance of understanding the relationship between law and society?
3. Briefly explain the concept of human rights.
4. What are some historical foundations of human rights?
5. Define classical sociological theories and their relevance to law.
6. What are contemporary perspectives in sociology of law?
7. Explain the role of legal professions in society.
8. What is the importance of legal education and culture?
9. Describe the Universal Declaration of Human Rights.
10. What are some contemporary issues in human rights?

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Discuss the contributions of Durkheim, Weber, and Marx to Sociology of law.
12. How do critical legal studies and feminist legal theory contribute to our understanding of law?

13. Explain the historical development of human rights.
14. Discuss the significance of human rights institutions and mechanisms.
15.Evaluate the impact of contemporary issues such as immigration and racial justice on human right

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Assess the emerging issues in sociology of law and human rights, and discuss potential strategies for addressing them.
17. Explore the relationship between technological advancements and human rights, and analyze the prospects for global human rights governance in the digital age.

II Semester B.A. (CUFYUGP) Degree Examinations
SOC2FM106-1 SOCIOLINGUISTICS
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define Sociolinguistics.
2. What are the types of language variation?
3. Name two factors influencing language variation.
4. Explain the concept of language contact.
5. Define code-switching.
6. What is a speech community?
7. Describe the Community of Practice theory.
8. What is politeness theory?
9. Explain the concept of language policy.
10. Define globalization in the context of sociolinguistics.

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Discuss the relationship between language and identity, providing examples.
12. Explain how gender differences manifest in language use, drawing from sociolinguistic research.
13. Describe the impact of language policy on linguistic minorities, using relevant case studies.
14. Analyze the role of power dynamics in conversational interaction, with reference to sociolinguistic theories.
15. Evaluate the sociolinguistic implications of globalization on language diversity and standardization.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Compare and contrast different methods of studying language variation in sociolinguistics, providing examples of each method.
17. Critically assess the effectiveness of language revitalization efforts in preserving endangered languages, considering sociolinguistic perspectives and challenges.

II Semester B.A.(CUFYUGP)Degree Examinations
SOC2FM106-2 DISASTER MANAGEMENT
(Credits:3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling: 16 Marks)

1. Explain vulnerability
2. Define the term "disaster" and provide two examples of natural disasters.
3. Describe development
4. What is GPS?
5. Define Mass media
6. Explain the difference between a natural disaster and Manmade disaster.
7. What is meant by Geo Informatics?
8. What is Ockhi?
9. How Drones are useful in Disaster Management?
10. Explain remote sensing

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 24 Marks)

11. Explain the role of civil society in Disaster management.
12. Examine the management of Covid 19 in India
13. Write a short note on the interplay between disasters and development.
14. Bring out the Community Resilience- Kerala Experience of Flood 2018
15. Analyze the disaster profile of India

Section C

[Answer any one. Each question carries10 marks] (1x10=10 marks)

16 Briefly explain the stages of Disaster Management.

17. Write an essay exploring the interconnected concepts of hazard, vulnerability, and risk in the context of disaster management.

II Semester B.A. (CUFYUGP) Degree Examinations
SOC2FM106- 3 LIFE SKILL DEVELOPMENT
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Meaning of life skills
2. Need for life skills
3. Explain creative and critical thinking skills
4. What is Group Discussion?
5. Give some sources of career information
6. Can you give some types of cyber attacks
7. Nonverbal communication.
8. Write down the types of professional skills
9. What are the common errors in a resume committed by a candidate?
10. Write down the essential things to prepare for the interview

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Analyse problem solving, decision making and goal setting as important life skills
12. Write down the four pillars of education
13. Elucidate Emotional Quotient and Social Quotient
14. Write a note on cyber ethics and social media
15. What are the major core life skills laid down by WHO?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Describe the meaning and importance of effective communication and explain the barriers in effective communication
17. Write an essay about leadership skills and managerial skills

MODEL QUESTION PAPER
SKILL ENHANCEMENT COURSES

V Semester B.A.(CUFYUGP) Degree Examinations
SOC5FS112-1 STATISTICS FOR SOCIOLOGY
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks:50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling16 marks)

1. Define the scope of statistics in social research
2. What are the uses of quartiles?
3. Calculate the mode of the given data.
   {75, 80, 85, 90, 75, 95, 80, 85, 75, 90}
4. Differentiate between nominal and ordinal levels of measurement.
5. Find the range and coefficient of range from the following data

Size:	5	8	10	12	25	30	38
Frequency:	2	3	8	10	9	3	2

6. Calculate the mean monthly income from the following data.
   {500,600,800,700,550,750,900,650,700,600}
7. Describe the process of editing in the organization of data
8. Explain the concept of coding in statistical data analysis
9. Find the median from the following data

Marks:	15-25	25-35	35-45	45-55	55-65	65-75	75-85
No. of students:	3	5	12	15	9	9	7

10. What are the functions of an average?

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Explain the process of coding in the context of data organization. Discuss its importance and potential challenges faced during the coding phase of a research project.
12. Calculate mean deviation about the median for the following data also find coefficient of mean deviation

X:	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80
Y:	18	16	15	12	10	5	2	2

13. Find the coefficient of correlation between x and y

X:	2	3	4	5	6	7	8
Y:	4	5	6	8	9	7	10

14. Compare and contrast the use of mean, median, and mode in different types of data distributions. Provide examples to illustrate the strengths and weaknesses of each measure.
15. Find quartile deviation and coefficient of quartile deviation from the following data

Size:	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Frequency:	5	8	17	29	30	20	10	1

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Discuss the significance of graphical and diagrammatic representations of data in conveying information compared to tabular forms. Provide examples to support your explanation.

17. A social researcher conducted a survey on the preferences of two different age groups (18-25 and 26-35) regarding three types of leisure activities: reading, watching movies, and outdoor sports.

The Observed frequencies are as follows:

Age	Reading	Movies	Outdoor Sports
18-25	50	30	20
26-35	20	40	40

Apply the chi-square test to examine whether there is a significant association between age groups and leisure activity preferences. State the null and alternative hypotheses, perform the chi-square calculation, and interpret the results

V Semester B.A. Sociology (CUFYUGP) Degree Examinations
SOC5FS112- 2 TOURISM AND SOCIETY
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks:50**

Section-A

[Answer All. Each question carries 2 marks] (Ceiling: 16 Marks)

1. Define Tourism.
2. Describe cultural Change
3. Examine Green Initiatives
4. Discuss Revenue management
5. What is License and permit?
6. Identify Negotiation skill
7. Explain Hospitality sector
8. Describe Destination Management
9. Discuss Customer Service
10. What is Cost and Risk control?

Section-B

[Answer All. Each question carries 6 marks] (Ceiling: 24 Marks)

11. Examine the role of tourism in National economy
12. Analyze the importance of Sustainability and Environmental Practice in Tourism operation
13. Sketch out the marketing strategies in the tourism industry
14. Illustrate the importance of human resource management in the tourism field
15. What are the key areas of Hospitality management?

Section-C

[Answer any one. Each question carries10 marks] (1x10=10marks)

16. Critically evaluate the merits and demerits of tourism on regional economy in Kerala
17. Develop a brochure detail for travel and tourism across the heritage destinations of India

VI Semester B.A. (CUFYUGP) Degree Examinations
SOC6FS113- 1 GUIDANCE AND COUNSELLING
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Group discussion.
2. What you mean by RCI?
3. Role of counselling centers.
4. What you mean by interview method?

5. Explain personality test.
6.What you mean by levels of counselling?
7.Define assessment.
8.Explain intervention.
9.Define cumulative record.
10.Discribe group counselling.

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 24 Marks)

11. Explain the principles of counselling
12. Write a short on family counselling and educational counselling.
13. What you mean by rehabilitation centers? Explain its functions and importance
14. Discuss the tools of counselling.
15. Define guidance and counselling. Discuss the characteristics and various types.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

16. Describe the principles and scope of guidance and counselling.
17. Critically examine the psychological testing tools of counselling.

VI Semester B.A. (CUFYUGP) Degree Examinations
SOC6FS113- 2 SOCIAL COMPLIANCE AND SOCIAL AUDIT
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define social compliance.
2. Why is social compliance important for organizations?
3. What is the primary purpose of a social audit?
4. Discuss a key principle of the SA8000 standard
5. What does ISO 26000 focus on?
6. Discuss one key benefit of social compliance for organizational sustainability.
7. Name one global standard for social compliance
8. Name a common challenge that organizations may face in maintaining social compliance.
9. What is the primary lesson learned from studying failures in social compliance?
10. What is the first step in planning a social audit?

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Explain the role of social compliance in building stakeholder trust.
12. Briefly outline the components of a social audit
13. Compare and contrast social compliance and legal compliance.
14. Elaborate on the significance of transparency in social auditing
15. How does social responsibility contribute to the long-term success of a business?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Evaluate the impact of social compliance on a company's brand reputation and financial performance, providing real-world examples
17. Develop a detailed plan for a social audit, outlining key steps and considerations

MODEL QUESTION PAPER
VALUE ADDED COURSES

III Semester B.A. (CUFYUGP) Degree Examinations
SOC3FV108- 1 LIFE SKILL EDUCATION
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. What do you mean by the term life skills?
2. Write any two characteristics of life skills
3. Explain the useful techniques of listening.
4. What is vocabulary?
5. Give some examples for user friendly virtual platforms
6. Can you give some types of cyber attacks
7. Meaning of nonverbal communication.
8. Write down the types of professional skills
9. What are the common errors in a resume committed by a candidate?
10. Write down the essential things to prepare for the interview

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. What are the barriers in listening?
12. Write down the techniques of effective reading
13. Elucidate the effective writing strategies
14. Give some note on Social media
15. What are the major differences between a CV, resume and biodata?

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Describe the meaning, types and importance of a Group Discussion in a selection process
17. Write an essay about leadership skills and managerial skills

III Semester B.A. (CUFYUGP) Degree Examinations
SOC3FV108- 2 DISABILITY AND SOCIETY
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Define disability and distinguish between impairment, disability, and handicap.
2. Discuss the medical, social, and rights approaches to understanding disability.
3. How have societal views on disability evolved historically?
4. What are some cultural variations in perceptions of disability?
5. Explain the concept of social inclusion and a barrier-free society.
6. How does stigma and labeling affect discourse on disability?
7. Analyze the representation of disability in films.
8. How is disability portrayed in news content?
9. Discuss the role of language in shaping disability narratives.
10. How does culture influence experiences of disability?

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Compare and contrast the medical, social, and rights-based approaches to understanding disability, highlighting their implications for policy and societal attitudes.

12. Evaluate the impact of cultural variations on perceptions and treatment of individuals with disabilities, considering examples from different societies.

13. Discuss the challenges faced by students with disabilities in accessing inclusive education, and propose strategies for overcoming these challenges.

14. Analyze the intersection of language and discourse in shaping societal perceptions and attitudes towards individuals with disabilities, providing examples from media and literature.

15. Explore the historical evolution of societal views on disability, focusing on key milestones and influential factors that have contributed to changing perspectives.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Investigate the disability rights movement in Kerala within the broader global and national contexts, analyzing key milestones, influential figures, and major achievements.

17. Analyze efforts to challenge and reform traditional attitudes through education, awareness campaigns, and community engagement, assessing their effectiveness in fostering a more inclusive and accepting society for people with disabilities.

IV Semester B.A. (CUFYUGP) Degree Examinations
SOC4FV110- 1 SOCIETY AND ETHICS
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Ethics
2. Virtue
3. Justice
4. Equality
5. Deontology
6. Utilitarianism
7. Jainism
8. Dharma
9. Cyber Ethics
10. Stalking

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Explain the major arguments in the work 'Social Contract'
12. What is ethics? What is the importance of leading an ethically bound life?
13. What are the issues faced by women in cyber space?
14. How Gandhi and Tagore address freedom?
15. Explain the ethical dimensions of Buddhism

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Is sociology an ethically bound discipline? Elaborate
17. Compare and contrast the ethical concerns of India with the West.

IV Semester B.A. (CUFYUGP) Degree Examinations
SOC4FV110- 2 GANDHIAN THOUGHT: A SOCIAL INQUIRY
(Credits: 3)

Maximum Time: 1.5 hours **Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

1. Give a short on note First Ashram formed by Mahatma Gandhi at South Africa.
2.What is the concept of Tolstoy Farm?
3.Give a short note on Champaran Satyagraha.
4.Define Satyagraha
5.Discuss Gandhi's concept on Truth and God
6.Explain Trusteeship.
7.Give a short note on Vaikom Satyagraha.
8. Give a short note on Gandhi's Constructive Programme
9.Give a short note on K.Kelappan
10.Give a short note on 'Kaumudi ka Tyag'

Section B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11.Briefly explain Chouri Choura Movement.
12.Comment on Bhoodhan movement.
13. Evaluate the basic principles of Village Swaraj
14.What are the differences between Gandhi and Ambedkar?
15.Evaluate Gandhi and Nehru on Religion.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Evaluate Gandhi's and Narayana Guru's views on Indian caste system.
17.Bring out the importance of Gandhian concepts of Truth and Non-violence with reference to modern times.

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