SYLLABUS

Core, Elective
& Open Courses

UG PROGRAMME IN SOCIOLOGY

Under Choice Based Credit Semester

FAROOK COLLEGE (AUTONOMOUS)

www.farookcollege.ac.in

CERTIFICATE

I hereby certify that the documents attached are the bonafide copies of the syllabus of Core Courses offered to B.A Sociology Programme & Open Courses offered by the Department of Sociology to be effective from 2022 admission onwards.

Principal

Date: 01 June 2023
Place: Farook College

TABLE OF CONTENT

Sl. No.	Particulars		Page
1	Members of the Board of Studies		
4	Programme Specific Outcomes		
5	Scheme of the Programme		
	Credit Distribution		
7	Course Structure	Core Course	
		Elective Course	
		Open Course	
8	Evaluation and Grading	Core	
		Elective	
		Open	
9	Detailed Syllabus	Core Course	
		Elective Course	
		Open Course	

MEMBERS OF BOARD OF STUDIES

Chair Person

1. **Dr. P. Badhariya Beegum P**.
   Asst.Professor& HoD Dept. of Sociology
   Farook College (Autonomous)

Members

1. **Dr. Irshad Hassan**
   Asst. Professor, Dept. of Physical Education,
   Farook College (Autonomous)
2. **Mrs. Shilujas M.**
   Asst.Professor Dept. of Sociology
   Farook College (Autonomous).
3. **Dr. K.S. Hakim**
   Asst.Professor& Head, Department of Sociology
   Malayalam University, Tirur
4. **Dr. Shailendra Varma R**.
   Asst. Professor Dept. of Sociology, Zamorin's
   Guruvayurappan College, Calicut
5. **Dr. N.P.Hafiz Muhammed,**
   Associate Professor (Rtd)
   Coordinator of Dept. of Sociology
   University of Calicut.
6. **Ramees V.K**.
   Director Birds Mini Mart, Puthenveettil House,
   No.1, KallachiKozhikode,673506,
7. **Mr. Ilyas M**
   Research Scholar in Sociology
   Dept. of Humanities and Social Science
   IIT, Bombay

Special Invitee

1. **Dr. Johny C. Joseph**
   Visiting Professor
   Department of Sociology
   Malayalam University, Tirur
2. **Dr. Biju Vincent**
   Asst. Professor
   Head Sri Sankaracharya University of Sanskrit,
   Kaladi

PROGRAMME SPECIFIC OUTCOMES (PSO)

Upon completion of BA Sociology programme, the students will be able to:

PSO 01	***Understand*** the fundamental concepts, foundations, theories and ideas in sociology and their important role in society.
PSO 02	***Apply*** theoretical knowledge, sociological concept, and analytical skills to study human interactions in society
PSO 03	***Apply*** a range of research methods, both quantitative and qualitative, to collect and analyze data relevant to social research questions, drawing appropriate conclusions and making evidence-based recommendations and ccommunicate research findings effectively, both orally and in writing, to a variety of audiences
PSO 04	***Analyze*** sociological concepts, theories, methodologies, and structures, as well as categories that shape society and individuals, while investigating social inequality and stratification based on race, ethnicity, gender, class, and other forms of social difference, and examine the intersectionality of multiple forms of oppression and privilege and their impact on social life
PSO 05	***Evaluate*** the key concepts, theories, and methodologies of sociology, encompassing development, media, environment, health, and illness, as well as their applicability across various research contexts.
PSO 06	***Create*** a comprehensive sociological analysis that integrates diverse theoretical perspectives, empirical evidence, and critical insights to propose innovative solutions for addressing contemporary social issues.

SCHEME OF THE PROGRAMME

Credit and Mark Distribution in Each Semester Total Credits: 140

Semester	Course	Credit	Internal Mark	External Mark	Total Mark
I	Common Course: English	3	15	60	75
	Common Course: English	3	15	60	75
	Common Course: Additional Language	4	20	80	100
	Core Course: Invitation to Sociology	4	20	80	100
	Complementary Course: History	2	10	40	50
	Complementary Course: Psychology	2	10	40	50
	*Audit Course- Environment Studies	-	-	-	-
	Total	**18**			**450**
II	Common Course: English	4	20	80	100
	Common Course: English	4	20	80	100
	Common Course: Additional Language	4	20	80	100
	Core Course : Foundation of Sociological Theory	4	20	80	100
	Complementary Course: History	2	10	40	50
	Complementary Course: Psychology	2	10	40	50
	*Audit Course: Disaster Management		-	-	-
	Total	**20**			**500**
III	Common course: English	4	20	80	100
	Common Course: Additional Language	4	20	80	100
	Core Course: Classical Sociological Thinkers	4	20	80	100
	Core Course: Social Research Methods	4	20	80	100
	Complementary Course: History	2	10	40	50
	Complementary Course:	2	10	40	50

	Psychology				
	*Audit Course: Human Rights/Intellectual Property Rights/ Consumer Protection		-	-	-
	Total	**20**			**500**
IV	Common Course: English	4	20	80	100
	Common Course: Additional Language	4	20	80	100
	Core Course: Theoretical Perspectives in Sociology	4	20	80	100
	Core Course: Sociology of Health and Illness	4	20	80	100
	Complementary Course: History	2	10	40	50
	Complementary Course: Psychology	2	10	40	50
	*Audit Course: Gender Studies/Gerontology	-	-	-	-
	Total	**20**			**500**
V	Core Course: Research Methods and Statistics	5	20	80	100
	Core Course: Sociology of Keralam	4	20	80	100
	Core Course: Social Anthropology	4	20	80	100
	Core Course: Gender and Society	4	20	80	100
	Open Course: Life Skill Education	3	15	60	75
	Project work (to be continued in 6th semester)		32	2	
	Total	**20**			**475**
VI	Core Course: Population and Society	4	20	80	100
	Core Course: Environment and Society	4	20	80	100
	Core Course: Mass Media and Society	4	20	80	100
	Core Course: Sociology of Indian Society	4	20	80	100
	Elective Course:				
	1. Sociology of Development	4	20	80	100

	2. Political Sociology				
	3.Social Stratification and Inequality				
	Project Work	2	15	60	75
	Total	**22**			**575**

English	22 credits
Additional Language	16 credits
Complementary Course: History	8 credits
Complementary Course: Psychology	8 credits
Core Course: Sociology	61 credits
Open Course	3 credits
Project	2 credits
Audit Course	*16 credits*
Extra Credit Activities	*4 credits*
Total	**140**

Credit Distribution

Semester	Common Course		Core Course	Complementary Course		Open Course	Project	Audit Course	Total
	English	Additional languag		History	Psychology				
1	4(A1) +3(A2)	4(A7)	4	2	2			4	**19**
2	4(A3) +3(A4)	4(A8)	4	2	2			4	**19**
3	4(A5)	4(A9)	4+4	2	2			4	**20**
4	4(A6)	4(A10)	4+4	2	2			4	**20**
5			5+4+4+4			3			**20**
6			4+4+4+4+4				2		**22**
Total	**22**	**16**	**61**	**8**	**8**	**3**	**2**		**120**
								Extra Credit Activities	**4**
								Grand Total = (120 + 16 Audit Courses + 4 Extra Credit Activities)	**140**

Core Course Structure

Total Credits: 55 (Internal: 20%; External: 80%)

Semester	Code No	Course Title	Hrs/ Week	Total Hrs	Credit	Marks
I	BSO1B01	Core Course: Invitation to Sociology	6	96	4	100
II	BSO2B02	Core Course: Foundation of Sociological Theory	6	96	4	100
III	BSO3B03	Core Course: Classical Sociological Thinkers	5	80	4	100
	BSO3B04	Core Course: Social Research Methods	4	64	4	100
IV	BSO4B05	Core Course: Theoretical Perspectives in Sociology	5	80	4	100
	BSO4B06	Core Course: Sociology of Health and Illness	4	64	4	100
V	BSO5B07	Core Course: Research Methods and Statistics	5	80	4	100
	BSO5B08	Core Course: Sociology of Keralam	5	80	4	100
	BSO5B09	Core Course: Social Anthropology	5	80	4	100
	BSO5B10	Core Course: Gender and Society	5	80	4	100
	BSO5D01	Open Course: Life Skill Education	3	48	4	75
	BSO6B10P	Core Course: Project Work[#]	2	32	-[#]	-
VI	BSO6B11	Core Course: Population and Society	5	64	4	100
	BSO6B12	Core Course: Environment and Society	5	80	4	100
	BSO6B13	Core Course: Mass Media and Society	5	80	4	100
	BSO6B14	Core Course: Sociology of Indian Society	5	80	4	100
	BSO6BE01	Elective Course: Sociology of Development	3	80	4	100

	BSO6BE02	Elective Course: Political Sociology				
	BSO6BE03	Elective Course: Social stratification and Inequality				
	BSO6B10P	Project Work	2	32	2	75
Total					**67**	**1650**

OPEN COURSE STRUCTURE

(for students other than BA Sociology) Total Credits: 3 (Internal 20%; External 80%)

Semester	Code No	Course Title	Hrs/ Week	Total Hrs	Marks
V	BSO5D01	Open Course: Life Skill Education	3	48	75

CORE COURSE SYLLABUS

SEMESTER1

COURSE CODE: BSO1B01 **CORE COURSE I**: INVITATION TO SOCIOLOGY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	6	20	80	100

Course Outcomes	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	***Explain*** the major concepts and ideas of the emergence of sociology	Understand	PSO1
CO2	***Examine*** the relevance of sociology in contemporary society	Apply	PSO3
CO3	***Analyse*** various forms of stratification and discuss its critical dimensions	Analyse	PSO4
CO4	***Assess*** *the* role of sociology to perceive phenomena and their interconnectedness and mutual influence.	Evaluate	PSO5
CO5	***Role play*** the roles of different social groups and gain empathy for the experiences and perspectives of others.	Create	PSO6

COURSE CONTENT	
. **Contextualizing Sociology**	**20 hours**
1.1. Science as a way of knowing; Scientific Method and its features 1.2. Sociological common-sense and Sociological imagination 1.3. Relevance Sociology in Contemporary Society	
Module 2 – Basic Concepts	**24 hours**
2.1. Society and Social Structure- Group, Association, Community, Organization 2.2. Roles, Status, norms, Institution 2.3. Culture and Society- Concepts: Culture, Cultural Lag, Ethnocentrism, Cultural Relativism	
Module 3. Social Stratification	**20 hours**
3.1. Caste -Definition, features and changing dimensions 3.2. Class-Definition, features and changing dimensions 3.3. Gender- Definition, features and changing dimensions	
Module 4. Socialization	**20 hours**
4.1. Meaning and Functions of Socialization 4.2. Types of Socialization: Anticipatory, developmental, Adult Socialization, Re- socialization 4.3. Agencies of Socialization	

MODE OF TRANSACTION
Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback. **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration: 2.5 Hours , No of Questions: 27

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module 1. Contextualizing Sociology	20
Module 2. Basic Concepts	20
Module 3. Social Stratification	20
Module 4. Socialization	20

REFERENCES:

1. Knuttila, Murray (2008) Introducing Sociology: A Critical Reader, Oxford University Press, New York
2. Giddens, Antony.(2010), “Sociology” ,Polity Press, Cambridge
3. Haralambos (2014), Themes and Perspectives of Sociology, London, Collins
4. Macionis JJ (2005), Introduction to Sociology, Harlow: Pearson Prentice Hall.
5. Fletcher, Ronald (1980), The making of Sociology: A study of Sociological Theory, Mc Milan publishing co

SEMESTER2

COURSE CODE: BSO2B02 CORE COURSE II:FOUNDATION OF SOCIOLOGICAL THOUGHT				
Credit	Hours/week	Marks		
		Internal	External	Total
4	6	20	80	100

Course Outcomes

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Explain*** the major concepts and ideas of foundation of sociological thought	Understand	PSO1
CO2	***Examine*** the intellectual and philosophical foundations of the emergence of sociology as an independent academic discipline	Apply	PSO2
CO3	***Analyse*** the relationship between sociology with other social sciences	Analyse	PSO4
CO4	Evaluate the role of early sociological thinkers in the emergence of Sociology	Evaluate	PSO5
CO5	***Combine*** the distinguishing features of major sociological traditions that spread over in three geographical areas, France, Germany and USA	Create	PSO6

COURSE CONTENT	
Module 1. Emergence of Sociological Thought	**24 hours**
1.1 Enlightenment 1.3 French Revolution and Industrial Revolution 1.4. Emergence of Sociology as an academic discipline	

Module-2. Sociology and other Social Sciences	20 hours
2.1. Sociology and Social Anthropology 2.2. Sociology and psychology 2.3. Sociology and History	
Module 3. Early Thinkers of Sociology	**20 hours**
3.1 Saint Simon: Positivism, Industrialization 3.2 Auguste Comte: Positivism as a method, Hierarchy of Science, Law of Three Stage, 3.3 Herbert Spencer: Social Darwinism, Types of Society	
Module 4. Major Sociological Traditions	**30 hours**
4.1 Positivist tradition 4.2 Interpretative Tradition 4.3 Indian Tradition-Lucknow School, and Bombay School	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Cooperative learning- Students are assigned specific roles and responsibilities for learning a content, and they work together to achieve a shared objective.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 3 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 3 Mark
d. Seminar/ Viva (20%): 3 Mark

External Assessment (80 Marks) Duration: No of Questions: 27

PATTERN OF QUESTION PAPER				
Pattern	**Total No. of questions**	**No. of questions to be answered**	**Marks for each question**	**Ceiling of Marks**
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module 1. Emergence of Sociological Thought	20
Module 2. Sociology and other Social Sciences	15
Module 3. Early Thinkers of Sociology	25
Module 4. Major Sociological Traditions	20

REFERENCES:

1. McLennan. Gregor, (2011) Story of Sociology, Bloomsbury Academic, New York : (The primary reference for this course is above mentioned book)
2. Coser, A, Lewis,(1996), "Masters of Sociological thought", 2ndedn, Rawat Publication, Jaipure
3. Morrison, Ken, (2006), Marx Durkheim Weber: Formations of Modern Social Thought" Sage Publications, New Delhi
4. Craib, Ian(1997), "Classical Social Theory" Oxford University Press, New York
5. Aron, Raymond (1998), "Main Currents in Sociological Thought" Vol.2,Transactions Publishers, USA
6. Fletcher, Ronald (1980), The making of Sociology: A study of Sociological Theory, Mc Milan publishing co,

SEMESTER3

COURSE CODE: BSO3B03 **CORE COURSE III:**CLASSICAL SOCIOLOGICAL THINKERS				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	***Describe*** various concepts and ideas of sociological theory	Understand	PSO1
CO2	***Make use of*** various theoretical concepts of classical sociologists to analyse social phenomena	Apply	PSO2
CO3	***Analyse*** the contemporary relevance of classical sociological thoughts in the study of Sociology	Analyse	PSO4
CO4	***Organise*** the contributions of Marx, Weber and Durkheim in the discipline Sociology	Create	PSO6

COURSE CONTENT	
Module 1 – Karl Marx	**20 Hours**
1.1. Materialist Conception of History 1.2. Capitalist Mode of Production 1.3. Social Location of Ideas / Dialectical Materialism	
Module 2 – Max Weber	**20 Hours**
2.1. Social Action and Ideal Types 2.2. Religion and Economy 2.3. Types of authority	
Module 3 – Emile Durkheim	**20 Hours**
3.1. Social Fact 3.2. Individual and Society 3.3. Suicide	

Module 4 – Georg Simmel	10 Hours
4.1. Form Vs Content 4.2. Sociation 4.3. Philosophy of Money	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Course instructor assign students the concepts of different sociological thinkers to research and present to the class. These presentations can be followed by a question-and-answer session where other students can engage in a dialogue, provide feedback, and ask clarifying questions.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration 2.30 Hours, No of Questions: 27

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module1: Karl Marx	20
Module 2: Max Weber	25
Module 3: Emile Durkheim	20
Module 4: Georg Simmel	15

REFERENCES:

1. Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press.
2. Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press,
3. Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press.
4. Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press,
5. Marx, Karl.[1867] 1976, *Capital: A critique of political economy*. Vol.1, Middlesex, England, Penguine
6. Marx, Karl.[1876] 1971, *Capital: A critique of political economy*. Vol.2, Moscow: Progress
7. Mrx, Karl ([1932] 1964, The Economic and Philosophic Manuscripts of 1844, New York: International Publishers.
8. Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press
9. Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers
10. Weber, Marx 1978, economy and Society, Volumes 1& 2. G Roth and C.W Mills(eds), Berkley: University of California Press
11. Coser, A, Lewis, (1996), "Masters of Sociological thought", 2nd edn, Rawath Publicatiion, Jaipure 2. Ritzer, George, (2000) " Sociological Theory", Mac Graw Hill Company,US
12. Ritzer, George, (2000), "Classical Sociological Theory", MacGraw Hill Company, US.
13. Morrison, Ken, (2006), Marx Durkheim Weber: Formations of Modern Social Thought" Sage Publications, New Delhi

14. Craib, Ian (1997), "Classical Social Theory" Oxford University Press, New York
15. Appelrouth, Scott & Edles, D, Laura (2011), Classical and Contemporary sociological Theory, Sage Publications
16. Aron, Raymond (1998), "Main Currents in Sociological Thought" Vol.2,Transactions Publishers, USA 8. Stones, Rob,(1998), "Key Sociological Thinkers", Mac Million Press, London
17. .Marx, Karl, 1818-1883. (1996). The Communist manifesto. London ; Chicago, Ill. : Pluto Press
18. Simmel, G., & Frisby, D. (2004). *The philosophy of money*. London: Routledge.

COURSE CODE –BSO3B04 **CORE COURSE V**: SOCIAL RESEARCH METHODS				
Credit	Hours/week	Marks		
		Internal	External	Total
4	4	20	80	100

Course Outcomes

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No.**
CO1	***Explain*** various concepts, meaning, significance, scope and characteristics of social research	Understand	PSO1
CO2	***Analyse*** various concepts and issues of social research	Analyse	PSO4
CO3	***Construct*** concept map of the various concepts of social science research	Create	PSO6
CO4	***Distinguish*** between various types research, data and methods of data collection	Analyse	PSO4
CO5	***Make use of***concepts and theories in in the context of social research	Apply	PSO2
CO6	***Develop*** case study report by applying the principles of conducting case study	Create	PSO6

COURSE CONTENT	
Module 1. Context of Social Research	**15 Hours**
1.1 Theory and Research: Its interrelationship 1.2. Scientific method and Social Research 1.3. Issues of Objectivity and Subjectivity	
Module 2. Nature of Social Research	**20 Hours**
2.1 Social Research- Meaning, Significance, Scope and Predicaments 2.2 Ethical Concerns in Social Science research: Ethical Neutrality, Research Ethics 2.3 Basic Components: Concept, Proposition, Variable, Hypothesis	
Module 3. Module 3 – Categorization of Research	**15 Hours**
3.1 On the basis of Purpose- Basic, Applied and Action 3.2 On the basis of Data- Qualitative and Quantitative 3.3 On the basis of Research Design- Explanatory, Experimental, Exploratory	
Module 4. Survey Method and Case Study	**20 Hours**
4.1 Survey Method and Case Study- Nature, Differences in Context and Steps 4.2 Types of data-Primary and Secondary, Methods and tools of Data Collection- Observation, Interview, and Survey, Questionnaire, Interview Schedule, Interview Guide and Use of documents 4.3 Data analysis- Content analysis, Relevance of Statistical Techniques	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT	
Internal Assessment (20 Marks)	
a. Classroom participation (20%):	4 Mark
b. Test papers I (40%):	8 Mark
c. Assignment (20%):	4 Mark
d. Seminar/ Viva (20%):	4 Mark
External Assessment (80 Marks): Duration, 2.30 Hours, No of Questions: 27	

External Assessment (80 Marks) Duration:2.30 Hours , No of Questions: 27				
PATTERN OF QUESTION PAPER				
Pattern	**Total No. of questions**	**No. of questions to be answered**	**Marks for each question**	**Ceiling of Marks**
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	**Marks**
Module1: Context of Social Research	15
Module 2: Nature of Social Research	15
Module 3: Categorisation of Research	25
Module4: Survey Method and Case Study	25

REFERENCES:

1. Lawrence, W. & Neuman (2014) Social Research Methods: Qualitative and Quantitative Approaches, Seventh Edition, Pearson Education Limited.

2. C.R. Kothari, (2004) Research Methodology: Methods and Techniques, New Age International Limited Publishers

3. Earl Babbie, Wadsworth (2007), The Basics Of Social Research, Cengage Learning

4. Kenneth S. Bordens Bruce B. Abbott, (2010), Research Design and Methods A Process Approach Eighth Edition McGraw-Hill 5. Nicholas Walliman (2011) Research Methods The Basics, , Routledge

5. Krishnaswmi. OR &Ranghanatham. M (2016), Methodology of Research In Social Science, Himalaya Publishers

SEMESTER4

COURSE CODE –BSO4B05 **CORE COURSE V**: THEORETICAL PERSPECTIVES IN SOCIOLOGY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	***Describe*** various concepts and ideas of sociological theory	Understand	PSO1
CO2	***Analyse*** the characteristics and significance of sociological theory	Analyze	PSO4
CO3	***Make use of*** various sociological perspectives for analysing the social phenomena	Apply	PSO2
CO4	***Organise*** the salient features of various sociological perspective	Create	PSO6

Course Outcomes

COURSE CONTENT	
Module 1. Nature of Social Theory	**10 Hours**
1.1. Nature and significance of theory in Sociology 1.2 Macro and Micro Categorisation 1.3. Perspective, Paradigm and Theory	
Module 2 – Structural and Functional Perspectives	**20 Hours**
2.1 Genesis of Structuralism- Roots in linguistics, Analysis of Myth-Levi Strauss 2.2. Radcliff Brown: Structure and Function, Merton's concept on Latent and Manifest Functions 2. 3 System Theory of Talcott Parsosns	
Module 3. Conflict Perspective	**20 Hours**
3.1 Influence of Marxian Theory and Basis premises of Conflict Perspective 3.2. Ralf Dahrendorf: Idea of Class 3.3 Lewis Coser: Functions of Conflict	
Module 4 – Interactionism	**20 Hours**
4.1. C.H. Cooley: Looking Glass Self 4.2 G.H. Mead: Mind, Self and Society 4.3 Ervin Goffman: Dramaturgy	

MODE OF TRANSACTION
Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer Teaching:** Instructor divide the class into smaller groups and assign each group a specific theoretical perspective. Each group will be responsible for becoming experts on that perspective and teaching it to the rest of the class. **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration: 2.30 Hours, No of Questions: 27

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module 1: Nature of Social Theory	15
Module 2: Structural and Functional Perspectives	15
Module 3: Conflict Perspective	25
Module 4: Interactionism	25

REFERENCES:

1. Bottomore, T. B. 1971. Sociology: A Guide to Problems and Literature. London: Routledge.
2. Fletcher, Ronald. 1971. The Making of Sociology: A study of Sociological Theory. London: Macmillan.
3. Giddens, Anthony, 2010, Sociology, 6 th edition, London: Polity.

4. Turner, Jonathan.2002 (1987). The Structure of Sociological Theory. Jaipur: Rawat Publications.

5. Mills, C. Wright (Charles Wright), 1916-1962. The Power Elite. New York :Oxford University Press, 1956.

6. Coser, Lewis A, 1971 *Masters of Sociological Thought: Ideas in Historical and Social Context*. New York: Harcourt Brace Jovanovich,

7. Coser, Lewis A., 1913-2003. (1956). The functions of social conflict. New York :Free Press,

8. Dahrendorf, R. (1959). *Class and class conflict in industrial society*.standford University Press

9. Cooley, Charles Horton. 1902. *Human Nature and the Social Order*. New York: C. Scribner's Sons.

10. Mead, G. H., Morris, C. W. 1., & Morris, C. W. 1. (1934). Mind, self & society from the standpoint of a social behaviorist. Chicago, Ill.: The University of Chicago Press.

11. Goffman, Erving. The Presentation of Self in Everyday Life. New York: Anchor Books, 1959.

COURSE CODE – BSO4B06 **CORE COURSE VI:** SOCIOLOGY OF HEALTH AND ILLNESS				
Credit	Hours/week	Marks		
		Internal	External	Total
4	4	20	80	100

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	**Explain** concepts and ideas of sociology of health and illness	Understand	PSO1
CO2	**Examine** the physical, social, emotional and spiritual dimension of Health.	Apply	PSO2
CO3	**Evaluate** the development of sociology of health	Evaluate	PSO5

CO4	**Explain** the various theoretical perspectives on health and illness	Understand	PS01
CO5	**Analyse** various healing traditions in India	Analyze	PSO4
CO6	**Evaluate** the Health Promotion programmes in India	Evaluate	PSO5
CO7	**Analyze** the health indicators in Kerala	Analyze	PS04
CO8	**Analyse** the trends and patterns of ageing in Kerala	Analyse	PSO4
CO9	**Justify** the role of government policies and programmes in health care	Evaluate	PSO5

COURSE CONTENT	
Module 1 – Sociology of Health –An Introduction	**10 hours**
1.1 Main Concepts: Health, Illness, Disability 1.2. Dimensions of Health-Physical, Social, Emotional and Spiritual 1.3. Development of Sociology of Health.	
Module 2 – Theoretical Perspectives on Health and Illness	**20 Hours**
2.1 Functionalism: Talcott Parsons – Sick Role 2.2 Political Economy Perspective 2.3 Critical Perspective-Limits to Medicine-Ivan Illich	
Module 3 – Health and Illness and in Indian Context	**20 Hours**
3.1 Plurality of healing traditions -AYUSH and and Indigenous Practices 3.2 Social stratification and health – Gender, Ethnicity, Disability 3.3 Health Promotion Programs - National and State policies	
Module 4 – Health and Illness and in Kerala Context	**20 Hours**
4.1 Health indicators in Kerala- Morbidity Indicators, Mortality Rate-Infant and Maternal Mortality rate, Life Expectancy. 4.2 Trends and pattern of ageing in Kerala 4.3 Role of Govt. Policies and programs in health Care	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom discussions and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) Duration 2.30 Hours, No of Questions: 27

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION

Module	Mark

Module -1: Sociology of Health –An Introduction	20
Module-2: Theoretical Perspectives on Health and Illness	15
Module -3: Health and Illness and in Indian Context	20
Module -4: Health and Illness and in Kerala Context	25

REFERENCES:

1. Lorber, Judith. "Women Get Sicker but Men Die Quicker: Gender and Health" in Henderson reader, pp.164-190).
2. Waldron, Ingrid. "Gender Differences in Mortality: Causes and Variation in Different Societies" in Conrad reader, pp.38-55.
3. Hahn, Robert A. et al. "The Prevalence of Risk Factors Among Women in the United States" in Conrad reader, pp.451-459.)
4. Smith, Barbara. "Black Lung: The Social Production of Disease" in Conrad reader, pp.55-67. (Supplemental reading)
5. Brown, Phil. "Popular Epidemiology: Community Response to Toxic Waste Induced Disease" in Conrad, pp.70-77.
6. Conrad, Peter. Editor. 2009. The Sociology of Health and Illness: Critical Perspectives. Eighth Edition. New York: Worth Publishers. (Conrad reader)
7. IIllich, Ivan (1977). Limits to medicine: Medical nemesis: the expropriation of health. Harmondsworth: Penguin. 8. Haralambos and Holborn - Sociology Themes and Perspectives
9. Anthony Giddens - Sociology
10. David F. Marks, Michael Marry - Health and Psychology:Theory, Research and Practice
11. K. Park - Preventive and Social Medicine
12. William Cockerham, Medical Sociology,Routledge

SEMESTER 5

COURSE CODE –BSO5B07 CORE COURSE VII: RESEARCH METHODS AND STATISTICS				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Describe*** various concepts and ideas of social research	Understand	PSO1
CO2	***Analyse*** the scientific nature of research and various steps involved in it	Analyse	PSO4
CO3	***Summarize*** various tools, techniques and methods of data collection and their applications in different contexts	Evaluate	PSO5
CO4	***Develop*** research problem by following the criteria of developing research problem	Create	PSO6
CO5	***Construct*** tool of data collection for project	Create	PSO6
CO6	***Assess*** the importance of statistical analysis and the use of computers in social research	Evaluate	PSO5

COURSE CONTENT	
Module 1. Social Research	**10 Hours**
1.1 Social Research: Definition, Nature and Purpose 1.2 Stages of Social Research 1.3 Selection of a Research Problem: Steps and Criteria	

Module 2. Sampling and Data Collection	**20 Hours**
2.1 Sampling: Definition and Types- Probability and Non-Probability 2.2 Types of Data: Primary and Secondary 2.3 Methods and Tools of data collection: Observation, Interview, Questionnaire, Interview Schedule, Interview Guide	
Module 3. Statistical Analysis and use of Computers in Social Research	**20 Hours**
3.1 Classification and Tabulation of Data 3.2 Measures of Central Tendency: Mean, Median, Mode 3.3 Use of Computers in Social Research	
Module 3. Preparation of Research Report	**20 Hours**
4.1 Structure and Components of Report 4.2 Types of Report: Monographs, Dissertations and project reports. 4.3 Academic Writing and Design of Research Paper	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Instructor divide the students into small groups and assign each group topics relevant to the study. Each group will be responsible for preparing a presentation on their assigned topic.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *D*uration 2.30 Hours, No of Questions: 27

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module1: Social Research	15
Module 2: Sampling and Data Collection	15
Module 3: Statistical Analysis and Use of Computers in Social Research	25
Module 4: Preparation of Research Report	25

REFERENCES:

1. Lawrence,W. & Neuman (2014) Social Research Methods: Qualitative and Quantitative Approaches ,Seventh Edition, Pearson Education Limited
2. C.R.Kothari,(2004) Research Methodology: Methods and Techniques, New Age International Limited Publishers
3. Earl Babbie, Wadsworth (2007), The Basics Of Social Research, , Cengage Learning
4. Kenneth S. Bordens Bruce B. Abbott, (2010), Research Design and Methods A Process Approach Eighth Edition McGraw-Hill
5. Nicholas Walliman (2011)Research Methods The Basics, , Routledge
6. Krishnaswmi.OR& Ranghanatham.M(2016), Methodology of Research In Social Science, , Himalaya Publishers
7. Claire , S., Marie Jahoda , Morton Duetch and Stuart W.Cooke , Colt, Reinehart and Whinstone ()Research methods in Social Relations, Claire , S., Marie Jahoda , Morton Duetch and Stuart W.Cooke , Colt, Reinehart and Whinstone
8. Young , P.V.&Schmid.C.F (1940)Scientific Social Surveys and Research ,., Prentice-Hall of India Pvt.
9. Robson, Colin, (1993) Real World Research, Blackwell Publishers Ltd
10. Goode, W.J., & Hatt (1952)Methods in Social Research , , McGraw Hill

COURSE CODE –BSO5B08 **CORE COURSE VIII**: SOCIOLOGY OF KERALAM				
Credits	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	***Explain*** various concepts and ideas related to the social structure and practices of Keralam	Understand	PSO1
CO2	***Analyse*** the historical and social evolution of Kerala Society	Analyse	PSO4
CO3	***Examine*** the colonial impact on Kerala Society	Apply	PSO2

CO4	***Describe*** the salient features of various social institutions in Kerala	Apply	PSO1
CO5	***Assess*** various anti-Caste struggles and Socio-Religious Reform Movements	Evaluate	PSO5
CO6	***Analyse*** the nature of the social transformation of Kerala and its implications on the present society	Analyse	PSO4
CO7	***Analyse*** contemporary Kerala society with respect to peoples science movement, migration and livelihood issues.	Nalyse	PSO4
CO8	***Prepare*** an article on any contemporary issue of Kerala Society	Create	PSO8

Course Outcomes

COURSE CONTENT

Module 1. Kerala's Social Formation-A Sociological View	**20 Hours**
1.1 Historical Background and Social Evolution- Sangam Age, Chera Period, Feudal-Naduvazhi society 1.2 Spread of Brahmin Settlements – Rise of Temples, Janmi System and Caste System – Koothambalam culture 1.3 Colonial Impact on Kerala society – modernization of administration, modern education, modern legal system, printing, Christian missionaries	
Module 2. Salient Features of Social Institutions in Kerala	**25 Hours**
2.1 Forms and changes in Marriage and Family among Hindus, Christians and Muslims – Matriliny, Sambandham and Talikettu Kalyanam 2.2 Religion, Caste and Agrarian Structure in Traditional Keralam – Unique structure of caste system - Janmi System and Janmi Kudiyan Relations – ritual pollution 2.3 Anti-Caste struggles and Socio- Religious Reform Movements **Struggle for social reform**- Channar Agitation, Kallumala and Irumpuvala	

Agitation,Vaikkam Satyagraham, Temple Entry Proclamation **Socio-Religious Movements**-SNDP, Nayar Samajam, Sadujanaparipalana Sangam, PRDS, Islam Darma Paripalana Sangam, Yogekshema Sabha	
Module 3. Transition and Inner Transition Elements	**10 Hours**
3.1 Progress in education – library and literacy movements 3.2 Land Reforms-changes in Agrarian Relations 3.3 Health care sector and demographic changes	
Module 4. Contemporary Kerala Society	**15 Hours**
4.1 Kerala's people science movement, Kerala model development – a critical appraisal 4.2 Migration – gulf migration, in-migration (northern & eastern migration to Kerala) 4.3 livelihood issues - fisher folks, adivasis, farmers	

MODE OF TRANSACTION

Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration: 2.30 Hours. No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module 1. Kerala's Social Formation-A Sociological View	20
Module 2. Salient Features of Social Institutions in Kerala	30
Module 3. Transformations in Kerala Society	15
Module 4. Contemporary Kerala Society	15

REFERENCES:

1. Menon, Sreedhara.1979.Social And Cultural History of Kerala. Sterling Publishers Pvt.Ltd. Jullandhar.
2. Rajan Gurukkal and Raghava Varier(2018), History of Kerala Prehistoric to the Present, Orient BlackSwan, Hyderabad
3. Ilamkulam Kunjan pillai(1970), Studies in Kerala History, National Book Stall, Kottayam

4. Politics, Women and Well Being(2001): How Kerala Became "a Model",Oxford University Press
5. Author, *Kesavan Veluthat* (1978) *Brahman Settlements in Kerala*: Historical Studies ; Sandhya Publications, Calicut University
6. Cherrian, P.J (edt). 1999. Perspectives in Kerala History. Kerala Gazetteers Thiruvananthapuram
7. Soman, C.R (edt).2007.Kerala fifty years and Beyond. St.Joseph s Press
8. Panicker, K.N .1997.Studies in Traditional Kerala. College Book House.Trivandrum
9. . Mankekar, D.R. 1965. The Red Riddle of Kerala. Manaktalas. Mumbai.
10. Panicker, K.M.1960.A History of Kerala 1498-1801. The Annamalai University.Annamalai Nagar
11. Jaya Devan, T.N (edt).1988. Glimpses of Kerala. Government Press .Tvm.
12. A Menon, Sreedhara.1982. Legacy of Kerala. Govt Press .Tvm
13. Singh K.S (ed) 2002."People of India - Kerala. Affiliated East west
14. Arunima. G.2003 "There comes Papa-Colonialism and transformation of Matrilny in Kerala,Malabar(1850-1940)".Orient Longman Pvt. Ltd. New Delhi
15. Schneider, David. M and Kathleen Gough,1972,"Matrilineal Kinship".
16. Zachariah.K.C, et al.2002-Kerala s gulf connections. CDS,.Trivandrum

COURSE CODE –BSO5B09 **CORE COURSE IX**: SOCIAL ANTHROPOLOGY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	**Explain** the meaning, scope and characteristics and types of Anthropology	Understand	PSO1
CO2	**Evaluate** various research methods of social anthropology	Evaluate	PSO5
CO3	**Construct** concept map of the various concepts of Social Organization	Create	PSO6

CO4	**Distinguish** between Various Social Organization	Analyze	PSO4
CO5	**Analyze** the conditions and issues of tribal community	Analyze	PSO4
CO6	**Develop** a Tribal field visit report by applying the anthropological methods.	Create	PSO6
CO7	**Analyze** the various tribal welfare programs and Policies	Analyze	PSO4

COURSE CONTENT	
Module 1. Introducing Social Anthropology	**15 Hours**
1.1 Anthropology: Definition and types 1.2. Relevance and scope of Social Anthropology 1.3. Anthropological methods-Ethnography, Field and Field work, Participant	
Module 2. Social Organizations –Part 1	**20 Hours**
2.1 Family: Forms, types 2.2 Marriage: Forms and Types 2.3. Kinship: Forms,Types, Terminology and Usgaes	
Module 3. Social Organizations –Part 2	**20 Hours**
3.1 Economic organization: Forms and Types 3.2 Political organization: Forms and Types 3.3 Religion: Forms and Types	
Module 4. Tribes and Anthropology	**15 Hours**
4.1 Tribe, Race and Ethnic Groups 4.2 Tribal Conditions and Tribal Issues 4.3 Tribal Welfare Programmes and Policy	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom discussions and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Field Visit: Students have to visit the fields and they have to present field visit Reports.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

e. Classroom participation (20%): 4 Mark
f. Test papers I (40%): 8 Mark
g. Assignment (20%): 4 Mark
h. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration:2.30 Hours No of Questions: 27*

PATTERN OF QUESTION PAPER				
Pattern	**Total No. of questions**	**No. of questions to be answered**	**Marks for each question**	**Ceiling of Marks**
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module1: Introducing Social Anthropology	20
Module 2: Social Organizations –Part 1	15
Module 3: Social Organizations –Part 2	20
Module 4: Tribes and Anthropology	25

REFERENCES:

1. Thomas Hylland Erikson (2010), An Introduction to Social Anthropology, Pluto Press.London
2. Thomas Hylland Erikson (2015), Small Places Large Issues: An Introduction to Social and Cultural Anthropology, Pluto Press:London
3. Alan Barnad (2004) History and Theory in Anthropology, Cambridge University Press, UK
4. Dhirendra Nath Majumdar &T N Madan,(1957) An introduction to social anthropology, Bombay : Asia Pub. House
5. Majumdar,D.N(2012) An Introduction To Social Anthropology (Paperback), Mayur Paperbacks
6. Melville Jean Herskovits,(1955),Cultural Anthropology , Knopf Doubleday, New York

7. Barnard, Alan (Alan J.)(1996),Encyclopedia of Social and Cultural Anthropology,London: Routledge

8. Balbir Singh Negi (1967) Man, Culture & Society: A Text Book of Physical and Social Anthropology,Kitab Mahal,Alahabad

9. Misra,U.S,(2003), Introducing Social-Cultural AnthropologyPaperback, Jawahar Publishers & Distributors,New Delhi

10. Bernard ,Russell,H (1940) Research Methods in Anthropology: Qualitative and Quantitative Approaches

11. Christoph von Fürer-Haimendorf (1982)Tribes of India: The Struggle for Survival University Of California Press Berkeley · Los Angeles

12. Luiz,A.A.D(2009),Tribes of Kerala, Bharatiya Adimjati Sevak Sangh,New Delhi

13. Ember, Carol R., Melvin Ember, and Peter N. Peregrine (2018). Anthropology, Pearsan.

14. Jerry D. More (2009),Vision of Culture- An Introduction to anthropological theories and Theorist, Altamira Press, UK

15. Jack David Eller (2020) Cultural Anthropology: Global Forces , Local Lives , Routledge, New York

COURSE CODE –BSO5B10 **CORE COURSE X**: GENDER AND SOCIETY				
Credits	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	**Describe** various concepts and ideas of Gender and Society	Understand	PSO1

CO2	**Make use** of various theoretical perspectives to analyze Gender and Society	Apply	PSO2
CO3	**Analyse** differences and inequalities existing in our society on the basis of gender	Analyse	PSO4
CO4	**Compare** different types of feminist movements	Analyse	PSO4
CO5	**Apply** intersectional analysis to study gender and society	Apply	PSO2

COURSE CONTENT

Module 1. Introduction to Gender Studies	**20 Hours**
1.1 Origin of Gender studies, relevance of Gender Studies 1.2. Major concepts in Gender Studies: Gender identity, Gender discrimination, Gender Justice, Gender Bias, Gender Socialisation, Gender Stereotyping 1.3. Heteronormativity, Queer Politics, LGBTQIA++	
Module 2. Gender as a Social Construct	**20 Hours**
2.1 Concepts: Gender, Sex, Sexuality, Masculinity and Femininity 2.2 Waves of Feminism 2.3 Feminist Concems on Gender inequality-Radical, Socialist, Liberal, Black and Dalit	
Module 3. Biology and Sexual Division of Labour	**20 Hours**
3.1 Biology and patriarchy-Ceorge Peter Murdock 3.2 Biology and the Expressive Female- Talcolt Parsons 3.3 The Cultural Division of labour-Ann Oakley	
Module 4. Gender and Intersectionalities	**10 Hours**
4.1 Gender and Caste 4.2 Cender and Class 4.3 Gender and Sexuality	

MODE OF TRANSACTION

Lecturing This involves attending traditional classroom discussions and participating in in-person discussions and activities with the instructor and fellow students

Assignment: the teacher creates an assignment with clear instructions, milestones and grading criteria based on an outcome that students need to achieve. The teacher monitors and advises students as they work on the assignment and provides feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic content.

Seminar: a teaching model in which students work in small groups to discuss assigned topics ad issues under the guidance of the teacher.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

i. Classroom participation (20%): 4 Mark
j. Test papers I (40%): 8 Mark
k. Assignment (20%): 4 Mark
l. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration: 2.30 Hours No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module1: Introduction to Gender Studies	15
Module 2: Gender as a Social Construct	15
Module 3: Biology and Sexual Division of Labour	25
Module 4: Gender and Intersectionalities	25

REFERENCES

1. Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex‟ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge
2. Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” Signs 12(2)
3. Walby, Sylvia. 2002. “Gender, Class and Stratification: Towards a new approach” in S. Jackson and S. Scott (eds.) Gender: A Sociological reader. London: Routledge
4. Menon, Nivedita. 2012. Seeing Like a Feminist. Delhi:
5. Sharmila Rege. 2003. Sociology of Gender. New Delhi: Sage.
6. Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) Women, culture and society. Stanford: Stanford University Press
7. Alter, Joseph. 1992. The Wrestler's Body: Identity and Ideology in North India. California : University of California: California
8. Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin
9. Whitehead, A. 1981, “„I‟m Hungry Mum‟: The Politics of Domestic Budgeting” in K. Young et al. (eds.) Of Marriage and the Market Women’s Subordination Internationally and its Lessons. London: Routledge and Kegan Paul
10. Candace West and Don H. Zimmerman. 2002. “Doing Gender” in S.Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge
11. Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications
12. Hill-Collins, Patricia. 2002. “Learning from the outsider within” in S Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge
13. Haralambos and Holborn(2017),-Sociology: Themes and Perspectives, Collins

SEMESTER6

COURSE CODE –BSO5B11 CORE COURSE XI: POPULATION AND SOCIETY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Describe*** various concepts and ideas of population and society	Understand	PSO1
CO2	***Explain*** the structure and dynamics of population and society	Analyse	PSO4
CO3	***Analyse*** Population Growth, Development Policies and Programmes	Analyse	PSO4
CO4	***Make use of*** *various theoretical perspective to analyse population and society*	Apply	PSO2
CO5	***Assess*** the population policies and programmes in India	Evaluate	PSO5
CO6	***Compare*** Kerala Population with other states	Analyse	PSO4

COURSE CONTENT	
Module 1. Introducing Population Studies	**20 Hours**
1.1. Sociology and Demography 1.2. Approaches: Malthus, Demographic Transition Theory, Optimum Population Theory. 1.3. Marx, Weber and Durkheim on Population Studies.	
Module 2. Population, Social Structure and Dynamics	**20 Hours**
2.1. Age and Sex Structure, Population Size and Growth 2.2. Fertility and Mortality; Biological, Cultural and Social Factors 2.3 Migration- Types of Migration-Internal and International, factors of Migration	
Module 3. Population Growth, Development Policies and Programmes	**20 Hours**
3.1. Population and Development 3.2. Population Programmes and Policies in India 3.3 Family Planning and Welfare Programmes in India	
Module 4. The Population Dynamics of Kerala	**10 Hours**
4.1 Structure and characteristics of Kerala Population 4.2. Fertility and Mortality in Kerala-Features and Trends 4.3 Migration in Kerala-Features and Trends	

MODE OF TRANSACTION
Lecturing: This involves attending traditional classroom discussions and participating in in-person discussions and activities with the instructor and fellow students **Assignment**: the teacher creates an assignment with clear instructions, milestones and grading criteria based on an outcome that students need to achieve. The teacher monitors and

advises students as they work on the assignment and provides feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic content.

Presentation: a presentation delivers content through oral, audio and visual channels allowing teacher- learner interaction and making the learning process more attractive.

MODE OF ASSESSMENT

Internal Assessment (120 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration: 2.30 Hours, No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module1: Introducing Population Studies	15
Module 2: Population, Social Structure and Dynamics	15
Module 3: Population Growth, Development Policies and Programmes	25
Module 4: The Population Dynamics of Kerala	25

REFERENCES:

1. Cox, Peter Richmond. 1950. Demography. University of California Press
2. Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton University Press
3. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). A Companion to the Anthropology of India, Blackwell Publishing Ltd.
4. Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: William Pickering
5. Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studie*
6. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust
7. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). Handbook of Indian Sociology, In Veena Das (ed.). Handbook of Indian Sociology,New Delhi:Oxford University Press
8. Government of India. 2000. National Population Policy. New Delhi
9. Asha A. Bhende, Tara Kanitkar,(1979) Principles of Population Studies,Himalaya Publishing House
10. Census Report (2011), Government of India

COURSE CODE –BSO6B12 **CORE COURSE XII:**ENVIRONMENT AND SOCIETY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	***Describe*** various concepts and ideas of Environment and society	Understand	PSO1

CO2	***Examine*** the emergence and development of environmental sociology	Apply	PSO2
CO3	***Appraise*** the reciprocal relationships between environment and society	Evaluate	PSO5
CO4	***Make use of*** different perspectives to study various environmental issues	Apply	PSO2
CO5	***Assess*** the role of various environmental movements towards the protection of environment	Evaluate	PSO5
CO6	***Analyse*** the relationship between environment and development	Analyse	PSO4
CO7	***Describe*** various concepts and ideas of Environment and society	Understand	PSO1
CO8	***Examine*** the emergence and development of environmental sociology	Apply	PSO2

COURSE CONTENT	
Module 1. Environmental Sociology	**20 Hours**
1.1 Emergence, development, nature, significance & scope of environmental Sociology 1.2 Nature, Ecology, Biodiversity, Social Ecology, environmentalism, environmental justice 1.3 Consumption, Materialism, and Natural Limits	
Module 2. Theoretical Approaches to Environmental Sociology	**20 Hours**
2.1 Classical Theories: Marx, Weber and Durkheim on Environmental Issues 2.2 Theories of Contemporary Environmental Concern: Post Materialism, Ecological Modernisation, Sustainable Development. 2.3 Eco-feminism, Eco-Marxism	
Module 3. Environmental Movements in India	**20 Hours**
3.1 Forest based movement – Chipko and Silent Valley. 3.2 Water based movement – Narmada 3.3 Land based movements – Anti-Mining, Endo-Sulphan.	

Module 4. Environment and Development	10 Hours

4.1 Capitalism and its Implications on Environment-Eco-Crisis, Human Progress VS Ecological Collapse

4.2- Environmental Conservation-necessity and challenges

4.3-Ecological Degradation and Community Participation

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration, 2.30 No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module-1. Environmental Sociology	15
Module-2. Theoretical Approaches to Environmental Sociology	25
Module-3. Environmental Movements in India	20
Module-4 Environment and Development	20

REFERENCES:

1. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed
2. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole NSW:Allen & Unwin
3. Harper, Charles (2001), Environment and Society: Human Perspectives on Environmental Issues. Upper Saddle, NJ: Prentice Hall.
4. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*
5. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*
6. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16) Wiley and Sons ltd. East Sussex, U.K
7. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: AReader.* New Delhi: Pearson, Longman
8. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed. (2002). *Social Movements and the State* (Vol. 4) Sage Publications Pvt. Ltd.
9. Karliner, Joshua (1997). The Corporate Planet: Ecology and Politics in the Age of Globalization. San Francisco: Sierra Club Books.
10. Brulle, Robert J. 2000. *Agency, Democracy, & Nature: U.S. Environmental Movement from a Critical Theory Perspective*. MIT.

11. Karliner, Joshua. 1997. The Corporate Planet: Ecology and Politics in the Age of Globalization. San Francisco: Sierra Club Books
12. Bell, Michael Mayerfeld. 2004. *An Invitation to Environmental Sociology*. Thousand Oaks, California: Pine Forge Press
13. Gould, Kenneth Alan and Tammy L Lewis. 2009. *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.
14. Dunlap, R.; Frederick H. Buttel, Peter Dickens and August Gijswijt. (Ed.) 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. Boston: Rowman&Littlefield.
15. Hanningan, John. 1996. *Environmental Sociology.* Oxan: Routledge.
16. Hanningan, John. 2006. *Environmental Sociology: A Social Constructionist Perspective*. Oxan: Routledge.

COURSE CODE –BSO6B13 **CORE COURSE XIII**: BSO6B13 Mass Media and Society				
Credit	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to;	**Learning Domain**	**PSO No**
CO1	**Explain** the concepts and ideas of media and society.	Understand	PSO1
CO2	**Evaluate** the role of modern technology on communication.	Evaluate	PSO5
CO3	**Distinguish** between Old and New Media	Analyze	PSO4
CO4	**Analyze** the role of media and democracy	Analyze	PSO4
CO5	**Examine** the various theoretical approaches on media and society	Apply	PSO2
CO6	**Evaluate** the impact of Globalization on media	Evaluate	PSO5

COURSE CONTENT	
Module 1. Communication and Mass Media	**10 Hours**
1.1 Communication and Mass Communication. Definitions and characteristics 1.2 Communication and Modern Technology 1.3 Role of Mass Media in Society	
Module 2. Theoretical Approaches	**20 Hours**
2.1 Mc Luhan: Global Village, Medium is the Message 2.2 Walter Benjamin: Art in the Age of Mechanical Reproduction 2.3 Theodor. W.Adorno: Culture Industry	
Module 3. Old and New Media	**20 Hours**
3.1 Time and Space based Media 3.2 Folk Media, Radio, Visual Media 3.3 Electronic Media and social media	
Module 4. Media and Society	**20 Hours**
4.1. Media and Democracy: Public sphere, Freedom of speech and expression, right to information, Right to privacy, 4.2. Media as a watchdog, Globalization and media culture 4.3. Media and Ethics: Propaganda v/s Journalism, Media convergence, Embedded Journalism	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom discussions and participating in in-person discussions and activities with the instructor and fellow students.

Peer to Peer learning: Students have to select a topic in the course and present in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Field visit to Media Production Centres. Students will be asked to visit a Media Production centre and prepare the report on the same.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration: 2.30 Hours No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module1: Communication and Mass Media	15
Module 2: Theoretical Approaches	20
Module 3: Old and New Media	20
Module 4: Media and Society	25

REFERENCES:

1. David Holmes (2005), Communication Theory: Media, Technology and Society, Sage Publications, London
2. Antony Giddens (2006), Sociology, Polity Press, Cambridge
3. McLuhan, Marshall. 1964, Understanding Media: Extensions of Man. New York: McGraw- Hill Book Co.
4. Joseph Turow(2009),Media Today, Routlegde, New York
5. N.A Nadal (1998), Communication Theories and Models, Himalaya Publications, Mumbai.
6. Ronald B. Adler, George Rooman (2006),Understanding Human Communication, Oxford University Press, New York
7. Keval,J.Kumar(1981),Mass Communication in India, Jaico Publications, Mumbai.
8. Elizabeth M.Perse (2008),Media Ef ects and Society, Routledge, New York
9. Steve Duck and David T, Mc Mahan(2012),The Basics of Communications: A Relative Perspective, Sage Publications, New Delhi.

COURSE CODE – BSO6B14 CORE COURSE XIV: Sociology of Indian Society				
Credits	Hours/week	Marks		
		Internal	External	Total
4	5	20	80	100

Course Outcomes

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Describe*** various concepts and ideas of Sociology of India	Understand	PSO1
CO2	***Analyse*** various perspectives on Indian society	Analyse	PSO4
CO3	***Evaluate*** contemporary social structure of India	Evaluate	PSO5
CO4	***Analyse*** the social changes in India	Analyse	PSO4
CO5	***Apply*** various perspectives to analyse the issues of Indian society	Apply	PSO2

COURSE CONTENT	
Module 1. Perspectives on Indian society	**20 Hours**
1.1 Indological/Textual – Louis Dumont, G. S. Ghurye 1.2 Structural-Functionalism – M.N. Srinivas, S.C. Dube 1.3 Marxist Perspective: D.P. Mukherjee, A.R. Desai,	
Module 2. Social Structure	**20 Hours**
2.1 Caste System: Perspectives on the study of caste systems, Features of caste system, 2.2 Social Classes in India: Agrarian Class Structure, Industrial Class Structure, Middle classes 2.3 Tribal Communities in India-Profile; Religious pluralism in Indian Society	

Module 3. Social Change in India	15 Hours
3.1 Social Change in India: Idea of Development, Industrialization and Urbanization 3.2. Education and Social Change 3.3 Green Revolution and Agricultural sector	
Module 4. Social Issues and Mobilisation in India	**15 Hours**
4.1 Poverty, Violence against women, Caste and Ethnic Conflicts, Communalism 4.2 Illiteracy and Disparities in Education, Unemployment and Corruption 4.3 Crisis of Development: Displacement, Rehabilitation and Sustainability.	

MODE OF TRANSACTION

Lecture and Discussion: This involves attending traditional classroom lectures and supplement the lectures with open-ended discussions to encourage student participation, critical thinking, and the exploration of diverse perspectives. .

Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration: No of Questions: 27*

PATTERN OF QUESTION PAPER				
Pattern	**Total No. of questions**	**No. of questions to be answered**	**Marks for each question**	**Ceiling of Marks**
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module 1. Perspectives on Indian society	20
Module 2. Social Structure	20
Module 3. Social Change in India	20
Module 4. Social Issues and Mobilisation in India	20

REFERENCES:

1. G.S. Ghurye : Caste and Race in India
2. Lous Dumont, 1970 Homo Hierarchicus; an Essay on the Caste System. [Chicago] :University of Chicago Press.
3. MN Srinivas, 1952 Religion and society among the Coorgs of South India,Oxford: Clarendon Press
4. MN Srinivas, 1878, The Remembered Village, Oxford, Oxford University Press
5. M.N. Srinivas : The Dominant Caste and Other Essays.
6. T.K. Oomen : Indian Sociology
7. D.D. Kosambi : An Introduction to the Study of Indian History.
8. Ram Ahuja : Society in India, Rawat Publishers
9. Ram Ahuja : Indian Social System, Rawat Publishers
10. Yogender Singh : Indian Sociology: Social Conditioning and emerging concerns, Vistaar Publications.
11. David Mandelbaum: Society in India, University of California Press
12. . K. Nagla : Indian Sociological Thought

ELECTIVE COURSE SYLLABUS

SEMESTER6

COURSE CODE – BSO6E01 ELECTIVE COURSE 1:SOCIOLOGY OF DEVELOPMENT				
Credits	Hours/week	Marks		
		Internal	External	Total
4	3	20	80	100

Course Outcomes

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Describe*** various concepts and ideas of Sociology of Development	Understand	PSO1
CO2	***Analyse*** the various theoretical perspectives that have shaped the concept of development along with the major concepts related with development	Analyze	PSO4
CO3	***Discuss*** the common objectives of five year plans of India and its implications	Create	PSO6
CO4	***Discuss*** the Socio-Cultural impact of globalization, social implications of info-tech revolution	Create	PSO6
CO5	***Appraise*** Kerala Model Development and its implications	Evaluate	PSO4

COURSE CONTENT	
Module 1. Concept of Development	**12 Hours**
1.1 Development as a concern of Sociology, Changing Conceptions of Development	
1.2 Economic Development, human development, social development, Sustainable development, Human Development Index, Gender Development Index	
1.3 Critiquing mainstream paradigms of development and emergence of alternative development perspectives	

Module 2. Perspectives in Development	**10 Hours**
2.1 Modernisation (Rostow) 2.2 Marxist (Wallerstein) 2.3 Development as Freedom (Amartya Sen) and Alternative development (Gandhi & Schumacher)	

Module 3. Indian Experience of Development	10 Hours
3.1 Planning for development- sociological appraisal of Five-Year Plans, 3.2 Economic reforms and its social Implications- Liberalisation, Privatisation, Globalisation 3.3 Socio-Cultural impact of globalization, social implications of info-tech revolution	
Module 4. Kerala Scenario	**10 Hours**
4.1 Kerala model of development 4.2 Social implications of Kerala model of Development 4.3 Ecological implications of Kerala Model of Development	

MODE OF TRANSACTION

Lecturing: is a transmissive method based on vertical learning, whereby the teacher has all the knowledge which they transmit to the students

Assignment: the teacher creates an assignment with clear instructions, milestones and grading criteria based on an outcome that students need to achieve. The teacher monitors and advises students as they work on the assignment and provides feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic content.

Seminar: a teaching model in which students work in small groups to discuss assigned topics ad issues under the guidance of the teacher.

MODE OF ASSESSMENT				
Internal Assessment (20 Marks) a. Classroom participation (20%): 4 Mark b. Test papers I (40%): 8 Mark c. Assignment (20%): 4 Mark d. Seminar/ Viva (20%): 4 Mark				
External Assessment (80 Marks) *Duration:2.30 Hours, No of Questions: 27*				
PATTERN OF QUESTION PAPER				
Pattern	**Total No. of questions**	**No. of questions to be answered**	**Marks for each question**	**Ceiling of Marks**
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module1: Concept of Development	15
Module 2: Perspectives in Development	15
Module 3: Indian Experience of Development	25
Module 4: Kerala Scenario	25

REFERENCES:

1. Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.
2. Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.(Chapter 2).

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

COURSE CODE –BSO6E02 **ELECTIVE COURSE 2**: POLITICAL SOCIOLOGY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	3	20	80	100

Course Outcomes

CO No.	**Expected Course Outcome**	**Learning Domain**	**PSO No**
	Upon completion of this course, students will be able to;		

CO1	***Describe*** various concepts and ideas of Political Sociology	Understand	PSO1
CO2	***Analyse*** different theoretical and conceptual discussions on Power and Politics	Analyse	PSO4
CO3	***Discuss*** the dynamics of exercising power	Create	PSO6
CO4	***Evaluate*** the political process of India	Evaluate	PSO5

COURSE CONTENT	
Module 1. Introduction	**10 Hours**
1.1 Definition, Nature and Scope of Political Sociology 1.2 Subject matter of Political Sociology 1.3 Relationship between Political system and Society	
Module 2. Theoretical Perspectives	**12 Hours**
2.1 Max Weber: Authority, Party 2.2 Pareto: Circulation of Elites 2.3 C.Wright Mills: Power Elites	
Module 3. Dynamics of Power	**10 Hours**
3.1 Power and Authority 3.2 Political Socialisation: Meaning, Significance and agencies 3.3 Role of Mass media in Politics	
Module 4. Political Process in India	**10 Hours**
4.1 Role of Pressure groups and Interest groups in Indian politics 4.2 Role of Caste, Religion and Language in Indian politics 4.3 Regionalism and politics of ethnicity, Politicisation of social life	

MODE OF TRANSACTION

Lecturing: is a transmissive method based on vertical learning, whereby the teacher has all the knowledge which they transmit to the students

Assignment: the teacher creates an assignment with clear instructions, milestones and grading criteria based on an outcome that students need to achieve. The teacher monitors and advises students as they work on the assignment and provides feedback.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic content.

Presentation: a presentation delivers content through oral, audio and visual channels allowing teacher- learner interaction and making the learning process more attractive.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration 2.30 Hours No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module1: Introduction	15
Module 2: Theoretical Perspectives	15
Module 3: Dynamics of Power	25
Module 4: Political Process in India	25

REFERENCES:

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

COURSE CODE – BSO6E01 ***ELECTIVE* COURSE 3**: SOCIAL STRATIFICATION AND INEQUALITY				
Credit	Hours/week	Marks		
		Internal	External	Total
4	3	20	80	100

Course Outcomes

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Describe*** various concepts and ideas of Social Stratification and Inequality	Understand	PSO1
CO2	***Analyse***the approaches, theories and dimensions of social stratification	Analyse	PSO4
CO3	***Explain*** how social stratification becomes a cause of marginalisation	Create	PSO6
CO4	***Evaluate*** the intersectionality of social stratification in terms of caste-class-disability framework	Evaluate	PSO5

COURSE CONTENT	
Module 1. Understanding Social stratification	**12 Hours**
1.1 Difference, Inequality, Hierarchy, Social Stratification 1.2 Social structure and social stratification 1.3 Perspectives on stratification – Functional, Weberian, Marxian	
Module 2. Caste and Social Stratification	**10 Hours**
2.1 Views on caste system – Dumont, Ghurye, Ambedkar, Phule, Periyar 2.2 Scheduled Caste – status, problems, protective discrimination and constitutional provisions 2.3 Politicization of caste and caste mobilizations in contemporary India	
Module 3. Class and Social Stratification	**10 Hours**
3.1 Class as a sociological category – Marxian and Weberian views 3.2 Forms of capital and social stratification – views of Bourdieu 3.3 Intersection of class and caste in India	
Module 4. Disability and Social Inequality	**10 Hours**
4.1 Understanding disability, impairment, handicap; Types of Disability 4.2 Approaches to disability – medical, social, rights approach 4.3 Social inclusion and barrier-free society: affirmative measures – UNCRPD, PWD Act	

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

Debate: Course instructor give the topic for the debate in advance and and students prepare on that and make their arguments and counter arguments. By incorporating debate as a mode of transaction in, teachers can promote active engagement, critical thinking, effective communication, exposure to diverse perspectives, confidence building, and collaborative learning.

MODE OF ASSESSMENT

Internal Assessment (20 Marks)

a. Classroom participation (20%): 4 Mark
b. Test papers I (40%): 8 Mark
c. Assignment (20%): 4 Mark
d. Seminar/ Viva (20%): 4 Mark

External Assessment (80 Marks) *Duration 2.30 Hours, No of Questions: 27*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**15**	**15**	**2**	**25**
Paragraph	**8**	**8**	**5**	**35**
Essay	**4**	**2**	**10**	**20**
			Total	**80**

MODULE WISE MARK DISTRIBUTION	
Module	**Mark**
Module 1- Understanding Social stratification	20
Module 2-Caste and Social Stratification	20
Module 3-Class and Social Stratification	20
Module 4-Disability and Social Inequality	20

REFERENCES:

1. Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): *Social* Stratification(1-21). Delhi: Oxford University Press.
2. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice* (1-27). Oxford University Press. Delhi.
3. Beteille, A. 1977. *Inequality among Men.* Oxford: Basil Blackwell.
4. Mencher, J. 1991. 'The Caste System Upside Down', in Dipankar Gupta (ed.): *Social Stratification* (93-109). Delhi: Oxford University Press.
5. Kannabiran, Vasanth and K. Kannabiran. 2003. 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): *Gender &Caste* (249-60). Delhi: Kali for Women.
6. Mendelsohn, O. and Vicziany M. 1998. *The Untouchables: Subordination, Poverty and the State in Modern India.* Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
7. Wesolowski, W. 1979. *Classes, Strata and Power.* London: Routledge& Kegan Paul. (Chapters 1 and 3).
8. Wright, Olin E. 1985. *Classes.* London: Verso. (Chapter 3).
9. Marx, K. 1975. *The Poverty of Philosophy*, Moscow: Progress Publishers. (Chapter 2, Section 5).
10. Miliband, R. 1983. *Class Power and State Power*. London: Verso. (Chapter 1).

11. Oommen, T.K. 1997. *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities.* Cambridge: Polity Press. (Parts I and III).

12. Lerner, G. 1986. *The Creation of Patriarchy.* New York: Oxford University Press. (Introduction, Chapters 1, 2 and Appendix).

13. Palriwala, R. 2000. 'Family: Power Relations and Power Structures', in C. Kramarae and D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vo1.2: 669-74). London: Routledge.

14. Mazumdar, V and Sharma, K.(1990)'Sexual Division of Labour and the subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185- 97). New York: Oxford University Press.

15. Chakravarti, U. 1995. 'Gender, Caste, and Labour', *Economic and Political Weekly*,30(36): 2248-56.

16. Shah, Ghanshyam, 1990 : Social Movements in India : a Review of Literature. (Delhi :Sage)

17. Singh, K.S., 1998 : The Scheduled Castes (Delhi : Anthropological survey of India)

18. Singh, K.S. 1995 : The Scheduled Tribes (Delhi : Oxford University Press)

19. Western India (Bombay; Scientific Socialist Educational Trust, 1976)

20 Zelliot, Eleanor, 1995 : From Untouchable to Dalit : Essays on the Ambedkar Movement (New Delhi : Manohar)

21 *Ambedkar, B. R. (Bhimrao Ramji), 1891-1956. (1990). Annihilation of caste : an undelivered speech. New Delhi :Arnold Publishers*

,

OPEN COURSE SYLLABUS

SEMESTER5

COURSE CODE –BSO5D01 *OPEN* COURSE:LIFE SKILL EDUCATION				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

Course Outcomes

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	***Describe*** various concepts and ideas of Life Skill Education	Understand	PSO1
CO2	***Analyse*** the importance of developing various social skills in 21st Century	Analyse	PSO4
CO3	***Analyse*** the need and importance of counselling in maintaining healthy mind and effective social relationships	Analyse	PSO4
CO4	***Explain*** the internal aspects of Personality	Understand	PSO1
CO5	***Prepare*** resume for appearing interviews	Create	PSO6

COURSE CONTENT

Module 1. Introduction to Life Skills	**15 Hours**

1.1. Life Skills: Definition, Meaning and Significance in Social life.

1.2 Soft Skills: Definition and Meaning, Difference between Soft Skills and Life Skills.

1.3 Components of Life Skills - Life Skills Suggested by WHO.

Module 2. Social relationships and acquiring Life Skills	**15 Hours**

2.1 Critical Thinking, Creative Thinking, Decision Making and Problem Solving.

2.2 Conflict Resolution: Steps and Stage, Healthy Inter-personal Relationships.

2.3 Social Harmony and Tolerance.

2.4 Counseling: Definition, Meaning and Process, Uses of Counselling in maintaining Healthy Mind and Effective Social Relationships.

Module 3. Personal Development and Career Planning	**12 Hours**

3.1 Internal Aspects of Personality: Dreams, Wishes, Aptitude and Interests,

3.2 Career Planning: Choosing a Career, Importance of Career Guidance.

3.3 Sources of Career Information: Career Magazines, Job Fair and Career Guidance Centers.

3.4 Applying for a Job: Preparation of Resume and CV, Appearing Interviews

MODE OF TRANSACTION

Lecturing: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

Group Discussions: Facilitate group discussions that encourage students to reflect on their own experiences, beliefs, and values related to life skills. Encourage open dialogue, active

listening, and respectful exchanges of ideas.

Role-playing- Students will be given role playing exercises that allow students to apply life skills in real-life situations.

MODE OF ASSESSMENT

Internal Assessment (15 Marks)

a. Classroom participation (20%): 3 Mark
b. Test papers I (40%): 6 Mark
c. Assignment (20%): 3 Mark
d. Seminar/ Viva (20%): 3 Mark

External Assessment (60 Marks) *Duration: 2 Hours, No of Questions: 24*

PATTERN OF QUESTION PAPER

Pattern	Total No. of questions	No. of questions to be answered	Marks for each question	Ceiling of Marks
Short answer	**12**	**12**	**2**	**20**
Paragraph	**6**	**6**	**5**	**30**
Essay	**2**	**1**	**10**	**10**
			Total	**60**

MODULE WISE MARK DISTRIBUTION

Module	Mark
Module1: Introduction to life skills	15
Module 2: Social relationships and acquiring Life Skills	25
Module 3: Personal Development and Career Planning	20

REFERENCES:

1. Hurloch, Elizabath, 2007, Developmental Psychology, Tata Mc Graw Hill Education, New Delhi.

2. Baron A. Robert, et al, 2003. Social Psychology, Prentice Hall of India, New Delhi.

3. Myers G. David, 2007, Social Psychology, Tata Mc Graw Hill, New Delhi.

4. Singh, Madhu, 2003, Understanding Life Skills, Background Paper prepared by Education for All: The Leap to Equality.

5. Nair V. Rajasenan, 2010, Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

ADDITIONAL REFERENCES:

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

COURSE CODE –BSO6(Pr)01
PROJECT WORK

Credit	Hours/week	Marks		
		Internal	External	Total
2	2	15	60	75

CO No.	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domain	PSO No
CO1	Design, execute, and manage research projects effectively, demonstrating proficiency in both quantitative and qualitative research methods.	Create	PSO6

CO2	Develop critical thinking skills by analyzing complex issues, evaluating evidence, and generating innovative solutions to real-world problems.	Create	PSO6
CO3	Develop communication skills in handling complex ideas clearly and persuasively to diverse audiences, both orally and in writing.	Create	PSO6
CO4	Prepares students for professional roles, such as project management, teamwork, problem-solving, and research ethics, which are valuable in various career paths related to addressing societal issues..	Create	PSO6

Project Work Guidelines

Project work can be undertaken either individually or in groups of up to five students and should focus on social issues, encompassing empirical, theoretical, or case study approaches. The completion deadline for the project is the end of the sixth semester, with each student required to submit their report to the Department before the VI Semester examination. Reports may be handwritten, printed, or typed in English and should range from 20 to 40 pages. Evaluation will occur in two stages: internal assessment by supervising teachers and external assessment by a team consisting of an external examiner appointed by the College and the Head of the Department or their nominee, with a viva voce conducted individually for all candidates. Evaluation and the viva voce should take place promptly after the conclusion of regular classes or written examinations.

Guidelines for project work include theoretical or empirical approaches, such as analyzing key thinkers or concepts, critically assessing theoretical debates, studying social issues, describing socio-cultural groups, sociological analysis of texts or films, conducting case studies or ethnographic studies, or documenting narratives or oral histories. Theoretical projects should have a well-defined design, including a clear statement of the problem being addressed and the rationale behind it, justification for the chosen approach, systematic engagement with relevant literature, and proposed answers drawn from the main body of the project. Students should engage directly with primary and secondary sources, understanding

theorists' works and contributing their own voice, position, and critical perspective. Methodologies should be tailored to the nature of the project, incorporating quantitative and qualitative techniques as needed. The project should demonstrate depth of understanding, coherence of argumentation, and originality of perspective beyond mere description or summary of existing works.

Components wise marks of Project Valuation

(Total marks 75 , including internal and external)		
Components	**Internal 15 marks (20% of total)**	**External 60 Marks (80% of Total)**
Relevance of the Topic, Statement of Objectives	2Marks	10 Marks
Reference/ Bibliography, Presentation, quality of Analysis/ Use of Statistical Tools.	5Marks	20 Marks
Findings and recommendations	5Marks	20 Marks
Viva – Voce	3Marks	10 Marks
Total marks	**15**	**60**

Project Report Format

A. Preliminary Pages

The Project Report will be assessed at the end of the sixth semester. The typical structure of the Report and Diary is as follows:

1.Title Page:

Title should accurately represent and inform about the substance of the project. The title page should also include the student's name , register number, name of the programme, name of the institution.

2-Abstract:

On the first page of the Project Report (after the title page) an abstract of the main report should be included. The abstract should be a brief summary which explains what the

project was about; the research design and methods (who or what was investigated? where? how?); and the principal findings and conclusions. The abstract must be between 150 and 250 words.

3. Table of Contents:

All sections and sub-sections of the report should be enlisted (including Bibliography, Diary and Appendices), giving page numbers.

4. Acknowledgements

B. Main Body

1. Introduction: Outline of the scope of the topic and the structure of the report
2. Literature: initial section (including the Introduction) setting out your research problem, especially in terms of background sociological literature:
3. Literature brought to bear in a relevant way to the project topic
4. Use of concepts
5. Location of project in wider debates
6. Synthesis of different concepts, ideas, subjects
7. Critical appraisal of existing literature
8. Research question(s)
9. Methods: statement of research methodology and procedures, and an account of the ethical considerations raised by the research
10. Account of the methods chosen and data collected
11. Justification of the methods chosen
12. Evidence of reflexivity
13. Consideration of ethical aspects of the research
14. Findings: report and analysis of substantive research findings
15. Conclusions: In the conclusion, more than simply offering a few brief comments and/or summarizing the findings, conclusions should be linked to the initial section. Reflections on the research experience as a whole and suggestions for future research can also be included.
16. Bibliography: List alphabetically and consistently all the sources that are cited in the text of the report.

17. Appendices: Additionally, if required, other materials may be included in Appendices, such as a sample questionnaire or interview schedule, photographs, maps etc

18. **Length**: The report must not be more than 40 pages (either typed or hand written).

Gudelines for Submitting Assignment

The following matters should be considered while writing the assignment

1. Title Page
2. Introduction
3. Depth of understanding of basic concepts and issues and theme vise organisation
4. Personal evaluation by applying sociological perspective
5. Critical use of secondary material and proper citation
6. Clarity of expression
7. Orgainastion of the assignment
8. Reference

Guidelines for Seminar Work

1. Introduction of topic
2. Use of supporting materials and devices (handouts, Slides, audio, video etc)
3. Engagement of audience
4. Time-keeping
5. In the case of group presentations, group cohesion and appropriate distribution of roles.
6. Reference must be noted

Sociological Study Tour

The inclusion of study tour in the 6th semester course "**Sociology of India**" course **(BSO6B14)** aims to provide students with practical, real-world experiences to complement their theoretical knowledge. By engaging in these study tours, students will develop critical thinking skills, cultural awareness, and the ability to apply sociological concepts to complex social issues. This experiential learning opportunity will prepare students for careers in sociology and related fields and empower them to contribute meaningfully to society through their sociological insights.

Objectives of Study Tour:

1. To expose students to real-world social issues, institutions, and communities.
2. To encourage critical thinking and the application of sociological concepts in practical contexts.
3. To develop empathy, cultural awareness, and an understanding of diverse social structures.
4. To promote networking with professionals, community leaders, and organizations

Study Tour Report Submission

The students must submit the study tour report. The submission of the Study Tour Report should adhere to the following guidelines.

1. Begin with a concise introduction that outlines the purpose and objectives of the study tour.
2. Provide a clear itinerary, detailing the locations visited, activities undertaken, and the duration spent at each site.
3. Include a comprehensive analysis of the educational and experiential value gained from the tour, linking it to the academic or professional objectives.
4. Present findings, observations, and any challenges encountered during the tour.
5. Support the narrative with relevant visuals, such as photographs or charts, and ensure that the report is well-organized, with distinct sections for each aspect of the tour.
6. Conclude with reflections on the overall impact of the study tour and any recommendations for future endeavors.