

FAROOK COLLEGE (AUTONOMOUS)

Farook College PO, Kozhikode-673632

U.G Programme in Sociology

Under

Choice Based Credit Semester System

SYLLABUS

Core & Open Courses

(2022 Admission Onwards)



Prepared By:

Board of Studies in Sociology & Physical Education

Farook College (Autonomous)

CERTIFICATE

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

Date:

Place: Farook College

Principal

Graduate Attributes (GAs)

Graduate Attributes (GAs) are the qualities and skills expected to be acquired by the students while they pursue a graduate program in Farook College. Graduate Attributes include disciplinary knowledge, communication skills and understanding of interdisciplinary nature of knowledge and societal goals one shall achieve collectively and individually in terms of academic competence and practical experiences. They are achieved by a graduate through productive curricular experiences facilitated by various resources of the college.

1. Disciplinary Knowledge and Competency

The graduates acquire comprehensive knowledge in the subject and competence to demonstrate the same, identify the foundations of the respective discipline and develop essential interdisciplinary awareness.

2. Communication Skills and Digital Literacy

Graduates acquire sufficient communication skills in speech and writing to disseminate knowledge and critically analyze various discourses with the assistance of advanced communication technology in order to prepare themselves for learning, working and living in a digital society.

3. Research and Analytical Skills

Graduates develop a sense of inquiry and capacity to question and problematize different aspects of knowledge and life experiences and cultivate a research aptitude to effect impressive research output

4. Critical Thinking and Problem Solving Skills

Graduates maintain the practical experience of critical thinking both in academia and real life situations, master appropriate skills to analyze various issues and to formulate coherent arguments using scientific approach and develop individual capacity to solve problems in the real and anticipated life.

5. Team Work, Leadership Skills and Professionalism

Graduates can live and work in diverse conditions with members hailing from diverse background towards the fulfillment of the institutional and societal goals, keeping up the spirit of team work and maintaining dynamism and professional behavior based on positive leadership qualities, constructive feedback system and productive corrective measures.

6. Scientific Temper and Reflective Thinking

Graduates are expected to nurture a scientific temper to ensure objective and reasoned treatment of problems and experiences and practice reflective thinking for individual and social development.

7. Moral and Ethical Awareness

Graduates are able to embrace moral and ethical values specific to the society and culture and uphold them consistently as responsible members of the society.

8. Employability and Entrepreneurship

Graduates are trained to achieve professional skills required to be employed in their career globally and the potential to formulate innovative ideas and to start up new enterprises.

9. Multicultural Competence

Graduates gain knowledge of values and beliefs of multiple cultures, hold a global perspective and become competent to effectively engage in a multicultural and secular society and interact respectfully with diverse groups.

10. Lifelong Learning

Graduates acquire knowledge and skills for continuous learning in a personalized and self-directed manner, aiming at personal development, meeting social, economic and cultural objectives and adapting to changing trade trends and work culture.

BA Program Outcome

The programs in Arts, Language, Literature, Humanities and Social Science are designed to equip the undergraduates with a broad understanding of human life experiences in its varied contexts in order to help them improve life conditions and become learned individuals of society and responsible citizens of the country.

The learning experiences include critical reading of texts and analyzing social issues from an interdisciplinary perspective, applying scientific methods, acknowledging the socio-cultural diversity, analysing the discursive foundations of respective disciplines and disclosing the ideological and philosophical nuances of interpretations inherent in them.

On completion of the B.A. programme, a student is expected to:

- Acquire competent knowledge of the fundamental concepts, theories and methods in the respective discipline and demonstrate it impressively.
- Understand the interdisciplinary nature of knowledge systems and incorporate principles and methods from Science, Social Science, Arts and Language Studies in reading and analyzing texts and problems.
- Gain a wider understanding of the diversity in languages, cultures, religions and social ethos of the country and the world in order to understand the other.
- Acquire proficiency in communication in multiple languages for advanced reading, writing and speaking and equip with interpretive and composition skills.
- Develop social, political, historical, literary and aesthetic sense and economic, religious and commercial perspectives in order to comprehend and interpret various texts in the respective discipline and allied fields.
- Develop a research orientation and be familiar with the fundamentals of research in various areas of Humanities, Social Science, Arts and Language Studies.
- Practice and promote knowledge sharing with the help of digital technology and multilingual translation.
- Pursue higher studies in the specialized area of respective field and qualify for a productive career.
- Ensure productive involvement in the process of socialization and engage with relevant issues holding an informed opinion and acknowledging multiple perspectives.
- Respond creatively to issues of regional, national and international significance in order to bring about desirable changes in social systems, government policies and individual opinions.
- Understand one's duties and rights as a responsible citizen and act accordingly in all realms of personal and social life.
- Qualify to work independently and with team spirit following basic ethical principles in all their pursuits without compromising the quality.
- Uphold socio- cultural, constitutional and ethnic values both in the academia and everyday life to ensure human dignity, equality and democratic values.
- Update knowledge and skills in (ICT) Information Communication Technology to meet the career assignments and expedite everyday activities.

Programme Specific Outcome (PSOs)

- **Understand** the fundamental concepts and ideas in sociology and their important role in society.
- **Understand** the philosophical foundations of Sociology and its application
- **Understand** the various features of Indian Society and culture
- **Apply** theoretical knowledge and critical thinking to study human interactions in society
- **Analyse** the characteristics of various structures and categories of society.
- **Analyse** various components of social science research with a focus on methodology, review of literature, doing fieldwork, analysing data and report writing
- **Analyse** the problems and challenges of marginalised communities in India and the world
- **Evaluate** the characteristics of Indian society and culture, its features and different types problems and possible solutions.
- **Evaluate** the critical aspects of Sociology of development and planning, the development theories and the planning system for development
- **Create** logical and analytical skill to understand the social issues and problems.
- **Create** a distinct sociological perspective for careful study of socioeconomic and cultural realities
- **Create** professional skills so that the students can develop their academic career

Course Structure (Sociology)

Total Credits: 140

Total Marks: 3000

Se me- ster	Course Title	Code	Cre dit	Total Hours	Hours /Week	Marks		
						IE	EE	Total
1	Common Course: English	A01	3	64	4	15	60	75
	Common Course: English	A02	3	80	5	15	60	75
	Common Course: Additional Language	A07	4	64	4	20	80	100
	Core Course :Invitation to Sociology	BSO1B01	4	96	6	20	80	100
	Complementary Course: History	BHS1C01	2	48	3	10	40	50
	Complementary Course: Psychology	BPS1C01	2	48	3	10	40	50
	*Audit Course- Environment Studies	-	-	-	-	-	-	-
	Total	-	18	400	25	90	360	450
2	Common Course: English	A03	4	80	5	20	80	100
	Common Course: English	A04	4	64	4	20	80	100
	Common Course: Additional Language	A08	4	64	4	20	80	100
	Core Course :Foundation of Sociological Theory	BSO2B02	4	96	6	20	80	100
	Complementary Course: History	BHS2C01	2	48	3	10	40	50
	Complementary Course: Psychology	BPS2C02	2	48	3	10	40	50
	*Audit Course: Disaster Management	-	-	-	-	-	-	-
	Total	-	20	400	25	100	400	500
3	Common Course: English	AO5	4	80	5	20	80	100
	Common Course: Additional Language	A09	4	80	5	20	80	100
	Core Course :Classical Sociological Thinkers	BSO3B03	4	80	5	20	80	100

	Core Course :Social Research Methods	BSO3B04	4	64	4	20	80	100
	Complementary Course: History	BHS3C01	2	48	3	10	40	50
	Complementary Course: Psychology	BHS3C03	2	48	3	10	40	50
	*Audit Course: Human Rights/Intellectual Property Rights/ Consumer Protection	-	-	-	-	-	-	-
	Total	-	20	400	25	100	400	500
4	Common Course: English	A06	4	80	5	20	80	100
	Common Course: Additional Language	A10	4	80	5	20	80	100
	Core Course :Theoretical Perspectives in Sociology	BSO4B05	4	80	5	20	80	100
	Core Course :Sociology of Health and Illness	BSO4B06	4	64	4	20	80	100
	Complementary Course: History	BHS4C01	2	48	3	10	40	50
	Complementary Course: Psychology	BPS4C04	2	48	3	10	40	50
	*Audit Course: Gender Studies/Gerontology	-	-	-	-	-	-	-
	Total	-	20	400	25	100	400	500
5	Core Course: Research Methods and Statistics	BSO5B07	5	80	5	20	80	100
	Core Course: Sociology of Keralam	BSO5B08	4	80	5	20	80	100
	Core Course: Social Anthropology	BSO5B09	4	80	5	20	80	100
	Core Course: Gender and Society	BSO5B10	4	80	5	20	80	100
	Open Course: Life Skill Education	BSO5D01	3	48	3	15	60	75
	Project work (to be continued in 6 th semester)	BSO6B10P	-	32	2			
	Total	-	20	400	25	95	380	475

6	Core Course: Population and Society	BSO6B11	4	64	4	20	80	100
	Core Course: Environment and Society	BSO6B12	4	80	5	20	80	100
	Core Course: Mass Media and Society	BSO6B13	4	80	5	20	80	100
	Core Course: Sociology of Indian Society	BSO6B14	4	80	5	20	80	100
	Elective Course: Sociology of Development	BSO6E01	4	64	4	20	80	100
	Project Work	BSO6B10P	2	32	2	15	60	75
	Total	-	22	400	25	115	460	575
Grand Total	-	120	2400	150	600	2400	3000	
	<i>Common Course: English</i>		22 credits					
	<i>Additional Language</i>		16 Credits					
	<i>Complementary :History</i>		8 Credits					
	<i>Complementary :Psychology</i>		8 Credits					
	<i>Core Course</i>		61 Credits					
	<i>Open Course</i>		3 Credits					
	<i>Project</i>		2 Credits					
	<i>Audit Course*</i>		16 Credits					
	<i>Extra Credit Activities*</i>		4 Credits					
	<i>Grand Total (including audit courses and Extra credit activities)</i>		140 Credits					

***Ability Enhancement courses (Audit courses)** are mandatory for the successful completion of the programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for

class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the College. The students can also attain these credits through online courses like SWAYAM, MOOC etc. The list of courses in each semester with credits are given below.

Semester	Courses	Credit4
Semester-1	Environment Studies	4
Semester-2	Disaster Management	4
Semester-3	Human Rights/Intellectual Property Rights/ Consumer Protection	4
Semeter-4	Gender Studies/Gerontology	4
Total Credits		16

***Extra credit Activities:** Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Farook College Social Service Programme (FCSSP). Extra credits are not counted for SGPA or CGPA.

CREDIT DISTRIBUTION

Sem	Common Course		Core	Compl em- entary	Open Cours e	Project	Total
	English	Additional language					
1	4(A1)+3(A2)	4(A7)	4	4			19
2	4(A3)+3(A4)	4(A8)	4	4			19
3	4(A5)	4(A9)	4+4	4			20
4	4(A6)	4(A10)	4+4	4			20
5			5+4+4+4		3		20
6			4+4+4+4+4			2	22
Total	22	16	61	16	3	2	120
Audit Course							16
Extra Credit Activities							4
Grand Total							140

LIST OF COURSES FOR B.A PROGRAMME IN SOCIOLOGY

CORE COURSES

SEMESTER-1

BSO1B01 INVITATION TO SOCIOLOGY

Hrs. /Week: 6. No. of credits: 4

SEMESTER-2

BSO2B02 FOUNDATION OF SOCIOLOGICAL THOUGHT

Hrs. /Week: 6. No. of credits: 4

SEMESTER- 3

BSO3B03 CLASSICAL SOCIOLOGICAL THINKERS

Hrs. /Week: 5. No. of credits: 4

BSO3B04 SOCIAL RESEARCH METHODS

Hrs. /Week: 4. No. of credits: 4

SEMESTER-4

BSO4B05 THEORETICAL PERSPECTIVES IN SOCIOLOGY

Hrs. /Week: 5. No. of credits: 4

BSO4B06 SOCIOLOGY OF HEALTH AND ILLNESS

Hrs. /Week: 4. No. of credits: 4

SEMESTER-5

BSO5B07 RESEARCH METHODS AND STATISTICS

Hrs. /Week: 5. No. of credits: 5

BSO5B08 SOCIOLOGY OF KERALA M

Hrs. /Week: 5. No. of credits: 4

BSO5B09 SOCIAL ANTHROPOLOGY

Hrs. /Week: 5. No. of credits: 4

BSO5B10 GENDER AND SOCIETY

Hrs. /Week: 5. No. of credits: 4

SEM.6 (Third Year)

BSO6B11 POPULATION AND SOCIETY

Hrs. /Week: 4. No. of credits: 4

BSO6B12 ENVIRONMENT AND SOCIETY

Hrs. /Week: 5. No. of credits: 4

BSO6B13 MASS MEDIA AND SOCIETY

Hrs. /Week: 5. No. of credits: 4

BSO6B14 SOCIOLOGY OF INDIAN SOCIETY

Hrs. /Week: 5. No. of credits: 4

BSO6B10P: Project

SEM 5 & 6 (Third Year)

Hrs. /Week: 2 each in 5th and 6th Semesters.

No. of credits: 2

OPEN COURSE

SEMESTER 5(Third Year)

BSO5D01: Life Skill Education

Hrs. /Week: 3

No. of credits: 3

ELECTIVE CORE COURSES (Choose any one)

SEMESTER.6 (Third Year)

BSO5E01: Sociology of Development

Hrs. /Week: 4.

No. of credits: 4

BSO5E02: Political Sociology

Hrs. /Week: 4

No. of credits: 4

BSO5E03: Social Stratification and Inequality

Hrs. /Week: 4.

No. of credits: 4

SYLLABUS OF COURSES FOR B.A PROGRAMME IN SOCIOLOGY

Core Course (Semester-1)

BSO1B01 INVITATION TO SOCIOLOGY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO1B01	6	4	20	80	100

Course Outcome

Sl.No	Expected Course Outcome	Learning Domain
		<i>Upon completion of this course, students will be able to;</i>
1	<i>Explain</i> the major concepts and ideas of the emergence of sociology	Understanding
2	<i>Distinguish</i> between Common Sense and Sociology	Analysing
3	<i>Explain</i> the basic concepts of sociology	Understanding
4	<i>Analyse</i> various forms of stratification and discuss its critical dimensions	Analysing
5	<i>Discuss</i> the changing dimensions of socialization in contemporary society	Creating

COURSE CONTENT

Module 1. Contextualising Sociology

- 1.1- Science as a way of knowing
- 1.2- Sociological common-sense and Sociological imagination
- 1.3- Relevance Sociology in Contemporary Society

Module 2. Basic Concepts

- 2.1. Society and Social Structure- Group, Association, Community, Organisation
- 2.2. Roles, Status, norms, Institution

2.3. Culture and Society- Concepts: Culture, Cultural Lag, Ethnocentrism, Cultural Relativism

Module 3. Social Stratification

3.1. Caste

3.2. Class

3.3. Gender

Module 4. Socialization

4.1. Meaning and Functions of Socialization

4.2. Types of Socialization: Anticipatory, developmental, Adult Socialisation, Re-socialisation

4.3. Changing Dimensions of Socialisation

Mode of Transactions

1. Lecturing

2. Assignment

3. Group Discussion

4. Presentation

5. Peer Teaching

Additional Activity

Inter-institutional academic visit: Inter institutional academic visit aim to enrich the academic experiences of students that will help them to develop their academic and professional career. All students must visit and submit a report on that. They will be specifically asked for attending (though not presenting) academic conferences taking place in different institutions.

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,

Core Course (Semester-2)

BSO2B02 FOUNDATION OF SOCIOLOGICAL THOUGHT

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO2B02	6	4	20	80	100

Course Outcome

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Explain</i> the major concepts and ideas of foundation of sociological thought	Understanding
2	<i>Analyse</i> the intellectual and philosophical foundations of the emergence of sociology as an independent academic discipline	Analysing
3	<i>Analyse</i> the relationship between sociology with other social sciences	Analyse
3	<i>Anlyse</i> the role of early sociological thinkers in the emergence of Sociology	Analysing
4	<i>Combine</i> the distinguishing features of major sociological traditions that spread over in three geographical areas, France, Germany and USA	Creating

Course Content

Module 1- Emergence of Sociological Thought

- 1.1 Socio-political and economic conditions in Europe
- 1.2 Enlightenment and Philosophy
- 1.3 Socio- economic transformation
- 1.4. Emergence of Sociology as an academic discipline

Module-2- Sociology and other Social Sciences

- 2.1. Sociology and Social Anthropology
- 2.2. Sociology and psychology
- 2.3. Sociology and History

Module-3- Early Thinkers of Sociology

- 3.1 Saint Simon:
- 3.2 Auguste Comte:
- 3.3 Herbert Spencer:

Module 4- Major Sociological Traditions

- 4.1 Sociology in France
- 4.2 Sociology in Germany
- 4.3 Sociology in USA

Mode of Transactions

- 1.Lecturing
- 2.Assignment
- 3.Group Discussion
- 4.Presentation
- 5.Peer Teaching

Additional Activity

At the end of the academic year, the department will organize its inter institutional seminar and students will be asked to organize it.

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,
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Core Course (Semester-3)

BSO3B03 CLASSICAL SOCIOLOGICAL THINKERS

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO3B03	5	4	20	80	100

Course Outcome

SLNo	Expected Course Outcome	Learning Domain
0	<i>Upon completion of this course, students will be able to;</i>	
1	Explain the major concepts and ideas in the works of Marx, Weber, Durkheim and Simmel	Understanding
2	Make use of various theoretical concepts of classical sociologists to analyse social phenomena	Applying

3	<i>Analyse</i> the contemporary relevance of classical sociological thoughts in the study of Sociology	Analysing
4	<i>Organise</i> the contributions of Marx, Weber and Durkheim in the discipline Sociology	Creating

Course Content

Module 1. Karl Marx

- 1.1. Materialist Conception of History
- 1.2. Capitalist Mode of Production
- 1.3. Social Location of Ideas / Dialectical Materialism

Module 2. Max Weber

- 2.1. Social Action and Ideal Types
- 2.2. Religion and Economy
- 2.3. Types of authority

Module 3. Emile Durkheim

- 3.1. Social Fact
- 3.2. Individual and Society
- 3.3. Suicide

Module-4.Georg Simmel

- 4.1. Form Vs Content
- 4.2. Sociation
- 4.3. Philosophy of Money

Mode of Transactions

- 1.Lecturing
- 2.Assignment
- 3.Group Discussion
- 4.Presentation
- 5.Peer Teaching

Additional Activity

Regional Seminars: A seminar will be conducted on relevant theme/topic and students will be asked to present papers in the seminar.

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, Penguin
6. Marx, Karl.[1876] 1971, *Capital: A critique of political economy*. Vol.2, Moscow: Progress
7. Marx, 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, Max 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 Publication, 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.

Core Course (Semester-3)
BSO3B04 SOCIAL RESEARCH METHODS

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO3B04	4	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas in the context of Social research	Understanding
2	<i>Analyse</i> the characteristics of social science and social research	Analysing
3	<i>Analyse</i> the issues of objectivity and subjectivity while conducting social research	Analysing
4	<i>Organise</i> the salient features of various types of research based on different criteria	Creating
5	<i>Differentiate</i> various types of data and its methods of collection	Analysing
6	<i>Compare</i> case study and survey in social science research	Evaluating

Course Content

Module 1: Context of social research

1.1 Positivism and growth of Science: Natural science and Physical Science

1.2 Nature of Science and Scientific Method

1.3. Nature of Social Science

1.4. Issues of Objectivity and Subjectivity

Module II Nature of Social Research

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 III Categorisation of Research

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

3.4 On the basis of Scope and Extent-Project Work, Dissertation and Doctoral Research

Module IV Survey Method and Case Study

4.1 Survey Method and Case Study- Nature, Differences in Context and Steps

4.2 Types of data-Primary and Secondary, Methods of Primary Data Collection- Questionnaire, Interview Schedule, Observation and Use of documents

4.3 Data analysis- Content analysis, Relevance of Statistical Techniques

Mode of Transactions

1.Lecturing

2.Assignment

3.Group Discussion

4.Seminar

5.Demonstration

Additional Activity

Preparing Survey Report: Students have to Submit a survey report on any relevant social issue

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
6. 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
7. Young , P.V.& Schmid.C.F (1940) Scientific Social Surveys and Research ,, Prentice-Hall of India Pvt.
8. Goode, W.J., & Hatt (1952) Methods in Social Research , , McGraw Hill

Core Course (Semester-4)

BSO4B05 THEORETICAL PERSPECTIVES IN SOCIOLOGY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO4B05	5	4	20	80	100

Course Outcomes

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas of sociological theory	Understanding
2	<i>Analyse</i> the characteristics and significance of sociological theory	Analysing

3	<i>Make use of</i> various sociological perspectives for analysing the social phenomena	Applying
4	<i>Organise</i> the salient features of various sociological perspective	Creating

Course Content

Module-1: Nature of Social Theory

- 1.1. Nature and significance of theory in Sociology
- 1.2. Macro and Micro categorisation-rationale of classification and limitations
- 1.3. Perspective, Paradigm and Theory

Module-11: Structural and Functional Perspectives

- 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-III: Conflict Perspective

- 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
- 3.4 C. Wright Mills: Power Elites

Module-IV: Interactionism

- 4.1. C.H. Cooley: Looking Glass Self
- 4.2 G.H. Mead: Mind, Self and Society
- 4.3 Ervin Goffman: Dramaturgy

Mode of Transactions

- 1.Lecturing
- 2.Assignment
- 3.Group Discussion
- 4.Seminar Presentation

Additional Activity

References

Applying theoretical concept to analyse social phenomena: The students will be asked to prepare a note on sociological concepts, and will be required to demonstrate its analytical use in written and/or oral presentations.

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*. Stanford 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.
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Core Course (Semester-4)
BSO4B06 SOCIOLOGY OF HEALTH AND ILLNESS

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO4B06	4	4	20	80	100

Course Outcomes

Sl.No	Expected Course Outcome	Learning Domain
		<i>Upon completion of this course, students will be able to;</i>
1	<i>Describe</i> various concepts and ideas of Sociology of Health and Illness	Understanding
2	<i>Examine</i> the various sociological perspectives on Health and Illness	Analysing
3	<i>Analyse</i> the issues of human aging in modern society	Analysing
4	<i>Analyse</i> theoretical perspective to analyse the concept health and illness	Analysing

Course Content

Module -1- Sociology of Health –An Introduction

- 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

- 2.1 Functionalism: Talcott Parsons – Sick Role
- 2.2 Limits to Medicine-Ivan Illich
- 2.3 Post Modernism: M. Foucault – Dominant Medical Discourses

Module -3: The Social Production of Health and Illness

3.1 Social Medicine in Indian Context – Plurality of healing traditions (AYUSH, Allopathy and Indigenous Practices)

3.2 Social Stratification and Health – Gender, Ethnicity, Disability.

3.3 Health Promotion Programs - National and State policies

Module -4: Aging as a concern in sociology of Health and Illness in Kerala

4.1 Factors and Problems of Ageing

4.2 Trends and pattern of ageing

4.3 Role of Govt. Policies and programs for the aged .

Mode of Transactions

1.Lecturing

2.Assignment

3.Group Discussion

4.Seminar Presentation

Additional Activity

Field Study : At the end of the course there will be a field study to analyse the effect of various socio-cultural factors on health outcome. All students must participate in the field study

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. Illich, Ivan (1977). *Limits to medicine: Medical nemesis : the expropriation of health.* Harmondsworth: Penguin.

Core Course (Semester-5)

BSO5B07 RESEARCH METHODS AND STATISTICS

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO5B07	5	5	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
		<i>Upon completion of this course, students will be able to;</i>
1	Describe various concepts and ideas of social research	Understanding
2	Analyse the scientific nature of research and various steps involved in it	Analysing
3	Summarize various tools, techniques and methods of data collection and their applications in different contexts	Evaluating
4	Develop research problem by following the criteria of developing research problem	Creating
5	Construct tool of data collection for project	Creating
6	Assess the importance of statistical analysis and the use of computers in social research	Evaluating

Course Content

Module 1. Social Research

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

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

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 4. Preparation of Research Report

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 Transactions

1. Lecturing

2. Assignment

3. Group Discussion

4. Seminar Presentation

5. Project

Additional Activity

Workshop on Academic Writing: All students must attend the workshop that help the students to produce sound research projects and articles.

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

Core Course (Semester-5)

BSO5B08: SOCIOLOGY OF KERALAM

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO5B08	5	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
	1	<i>Describe</i> various concepts and ideas of Sociology of Keralam

2	<i>Discuss</i> the social and cultural history of Kerala society from the early Sangam period to the contemporary time.	Creating
3	<i>Analyse</i> the major social transformation in Kerala and its implications in present society	Analysing
3	<i>Examine</i> the salient features of various institutions in Kerala	Evaluating
4	<i>Prepare</i> an article on contemporary issues of Kerala Society	Creating

Course Content

Module 1. Socio-Cultural Processes and origin of Kerala Society

1.1 Life & culture in Sangam age, Chera-Chola Period, Traditions of Buddhism & Jainism,

Emergence of Brahminic influence

1.2 Geographic Specialities and Culture of Malanadu, Edanadu, Theera Desam

1.3 Colonial influence, impact of colonial administration

Module 2. Salient Features of Social Institutions in Kerala

2.1 Forms and changes in marriage & family among Hindu, Christian, Muslims

2.2 Caste and Religion: Kerala specificities, influence of Islam and Christianity.

2.3 Anti-caste struggles, reform movements

Module 3. Transformations In Kerala Society

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

4.1 Kerala's people science movement, Kerala model development – a critical appraisal

4.2 Migration – gulf migration, in-migration (north & eastern migration to Kerala)

4.3 Gender relations, livelihood issues - fisher folks, adivasis, farmers

Mode of Transactions

1. Lecturing

2. Assignment

3. Group Discussion

4. Seminar Presentation

Additional Activity

Student Panel discussion on relevant issues of Kerala Society: All students must attend the panel discussion and present their views

Book Review -Students will be asked to conduct book review on any relevant book on *Keralam*

References

1. Menon, Sreedhara. 1979. Social And Cultural History of Kerala. Sterling Publishers Pvt. Ltd. Jullandhar.
2. Cherrian, P.J (edt). 1999. Perspectives in Kerala History. Kerala Gazetteers Thiruvananthapuram.
3. Soman, C.R (edt). 2007. Kerala fifty years and Beyond. St. Joseph s Press
4. Panicker, K.N .1997. Studies in Traditional Kerala. College Book House. Trivandrum.
5. Mankekar, D.R. 1965. The Red Riddle of Kerala. Manaktalas. Mumbai.
6. Panicker, K.M. 1960. A History of Kerala 1498-1801. The Annamalai University. Annamalai Nagar.
7. Jaya Devan, T.N (edt). 1988. Glimpses of Kerala. Government Press .Tvm.
8. A Menon, Sreedhara. 1982. Legacy of Kerala. Govt Press .Tvm.
9. Singh K.S (ed) 2002. "People of India - Kerala. Affiliated East west
10. Arunima. G. 2003 "There comes Papa-Colonialism and transformation of Matrilny in Kerala, Malabar(1850-1940)". Orient Longman Pvt. Ltd. New Delhi
11. Schneider, David. M and Kathleen Gough, 1972, "Matrilineal Kinship".
12. Zachariah. K.C, et al. 2002- Kerala s gulf connections. CDS, Trivandrum

Core Course (Semester-5)

BSO5B09 SOCIAL ANTHROPOLOGY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO5B09	5	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas of Social Anthropology	Understanding
2	<i>Examine</i> the salient features of social organisations	Understanding
3	<i>Discuss</i> the issues and social constraints faced by tribes in modern society	Creating
4	<i>Compare</i> between different anthropological methods	Analysing
5	<i>Apply</i> anthropological methods to study social life of people	Applying
6	<i>Analyse</i> different anthropological theories	Analysing

Course Content

Module 1. Introducing Social Anthropology

- 1.1 Fourfold discipline of anthropology
- 1.2 History, Definition, Nature of Social Anthropology
- 1.3. Relevance and scope of Social Anthropology

Module 2. Social Organizations –Part 1

- 2.1. Family and Marriage: Forms, types, and Approaches
- 2.2. Kinship: social groups, Terminology, incest, rules of descent
- 2.3. Religion: Beliefs, practices and forms

Module 3. Social Organizations –Part 2

- 3.1. Economic organization –Subsistence, exchange and market

- 3.2. Political organization: social groups, control, power
- 3.3. The concept of tribe and anthropology

Module 4. Anthropological Methods

- 4.1. Anthropological theories in Brief
- 4.2. Ethnography
- 4.3. Field and fieldwork, methods of data collection

Mode of Transactions

- 1. Lecturing
- 2. Assignment
- 3. Group Discussion
- 4. Seminar Presentation based on Field work

Additional Activity

Field Study : Students must conduct a field study in social anthropology and submit the report to department .

Book Review: Students will be asked to review a book of anthropological content

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 Anthropology Paperback, Jawahar Publishers & Distributors, New Delhi
10. Bernard, Russell, H. (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*.
14. Jerry D. More (2009), Vision of Culture- An Introduction to anthropological theories and Theorist, Altamira Press, UK
15. Jack David Eller Cultural Anthropology: Global Forces , Local Lives , Routledge, New York

Core Course (Semester-5)

BSO5B10. GENDER AND SOCIETY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO5B10	5	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able</i>	

	<i>to;</i>	
1	<i>Describe</i> various concepts and ideas of Gender and Society	Understanding
2	<i>Make use of</i> various theoretical perspective to analyse gender and society	Applying
3	<i>Analyse</i> differences and inequalities existing in our society on the basis of gender	Analysing
4	<i>Compare</i> different types of feminism	Analysing
4	<i>Apply</i> intersectional analysis to study gender and society	Applying

Course Content:

Module 1. Gendering Sociology

- 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 and Patriarchy
- 1.3 Gender Socialization and Gender Stereotyping

Module 2. Gender as a Social Construct

- 2.1. Gender, Sex, Sexuality
- 2.2. Production of Masculinity and Femininity
- 2.3 Feminist Concerns on Gender inequality-Radical, Socialist , Liberal, Black and dalit

Module 3. Biology and sexual Division of labour

- 3.1. Biology and patriarchy-George 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

- 4.2. Gender and Caste
- 4.2 Gender and Class
- 4.3 Gender and Sexuality

Mode of Transactions

1.Lecturing

2.Assignment

3.Group Discussion

4.Seminar Presentation

Additional Activity

Article Review/ Book Review: Students will be asked to review articles or books relevant in the course “Gender and Society”

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

Core Course (Semester-6)

BSO6B11 POPULATION AND SOCIETY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO6B11	4	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas of population and society	Understanding
2	<i>Explain</i> the structure and dynamics of population and society	Analysing
3	<i>Analyse</i> Population Growth, Development Policies and Programmes	Anlaysiaing
4	<i>Make use of various theoretical perspective to analyse population and society</i>	Applying
5	<i>Assess</i> the population policies and programmes in India	Evaluating
6	<i>Compare</i> Kerala Population with other states	Analysing

Course Content

Module 1. Introducing Population Studies

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

- 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

- 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

- 4.1 Structure and characteristics of Kerala Population
- 4.2 Comparative analysis of Kerala Population with other states

Mode of Transaction

1. Lecturing
2. Assignment
3. Group Discussion
4. Presentation

Additional Activity

Article Review: Students will be asked to review articles based on population and society

Prepare the demographic profile of Kerala: Students will be asked to prepare the demographic profile of Kerala

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
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(Semester-6)

BSO6B12 ENVIRONMENT AND SOCIETY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO6B12	5	4	20	80	100

Course Outcome

Sl.No	Expected Course Outcome	Learning Domain
		<i>Upon completion of this course, students will be able to;</i>
1	<i>Describe</i> various concepts and ideas of Environment and	Understanding

	society	
2	<i>Examine</i> the emergence and development of environmental sociology	Analysing
2	<i>Appraise</i> the reciprocal relationships between environment and society	Evaluating
3	<i>Make use of</i> different perspectives to study various environmental issues	Applying
4	<i>Assess</i> the role of various environmental movements towards the protection of environment	Evaluating
5	<i>Analyse</i> the relationship between environment and development	Analysing

Course Content

Module-1. Environmental Sociology

- 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

- 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

- 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

- 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 TransactionS

- 1.Lecturing
- 2.Assignment
- 3.Group Discussion
- 4.Presentation

Additional Activity

Field visit: Students will be asked to conduct a field visit to any of the place where environmental challenge is at question. They will be asked to prepare and submit a report where they will combine what they learned from the class and what is observed at the field.

References

1. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed
2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed
3. Leahy, T. (2007). *Sociology and the Environment. Public Sociology: An Introduction to Australian Society*. Eds. Germov, John and Marilyn, Poole NSW:Allen & Unwin
4. Harper, Charles (2001), *Environment and Society: Human Perspectives on Environmental Issues*. Upper Saddle, NJ: Prentice Hall.
5. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*
6. 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*
7. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16) Wiley and Sons Ltd. East Sussex, U.K

8. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman
9. 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.
10. Karliner, Joshua (1997). The Corporate Planet: Ecology and Politics in the Age of Globalization. San Francisco: Sierra Club Books.
11. Brulle, Robert J. 2000. *Agency, Democracy, & Nature: U.S. Environmental Movement from a Critical Theory Perspective*. MIT.
12. Karliner, Joshua. 1997. The Corporate Planet: Ecology and Politics in the Age of Globalization. San Francisco: Sierra Club Books
13. Bell, Michael Mayerfeld. 2004. *An Invitation to Environmental Sociology*. Thousand Oaks, California: Pine Forge Press
14. Gould, Kenneth Alan and Tammy L Lewis. 2009. *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.
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16. Hanningan, John. 1996. *Environmental Sociology*. Oxan: Routledge.
17. Hanningan, John. 2006. *Environmental Sociology: A Social Constructionist Perspective*. Oxan: Routledge.

Core Course (Semester-6)

BSO6B13 MASS MEDIA AND SOCIETY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO6B13	5	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain

	<i>to;</i>	
1	<i>Describe</i> various concepts and ideas of Environment and society	Understanding
2	<i>Anlayse</i> different types of media and forms of communication	Analysig
2	<i>Apply</i> various theoretical perspective to study Media and society	Applying
3	<i>Assess</i> the relationship between Media and Society	Evaluating
4	<i>Analyse</i> the impact of media Media on Society and Culture	Analysing

Course Content

Module 1. Communication and Mass Media

- 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

- 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

- 3.1 Folk Media, Radio, Visual Media
- 3.2 Electronic Media and Social media

Module 4. Media and Society

- 4.1- Media and Democracy: Public sphere, Freedom of speech and expression, Right to information, Right to privacy, Media as a watchdog, Globalization and media culture.
- 4.2-Media and Ethics: Propaganda v/s Journalism, Media convergence, Paid News

Mode of Transactions

- | |
|-------------|
| 1.Lecturing |
|-------------|

2.Assignment

3.Group Discussion

4.Presentation

Additional Activity

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

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*, Routledge, 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.Elizabeth M.Perse (2008),*Media Effects and Society*, Routledge, New York
- 8) Steve Duck and David T, Mc Mahan (2012),*The Basics of Communications: A Relative Perspective*, Sage Publications, New Delhi.

(Semester-6)

BSO6B14 SOCIOLOGY OF INDIA

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Core	BSO6B14	5	4	20	80	100

Expected Course Outcome	Learning
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Sl.No	<i>Upon completion of this course, students will be able to;</i>	Domain
1	Describe various concepts and ideas of Sociology of India	Understanding
2	Analyse various perspectives on Indian society	Analysig
3	Evaluate contemporary social structure of India	Evaluating
4	Analyse the social changes in India	Analysing
4	Analyse various social issues and movements in India	Analysing

Module 1. Perspectives on Indian society:

- 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

- 2.1 Caste System: Perspectives on the study of caste systems, Features of caste system, 2.2 Tribal communities in India
- 2.3 Social Classes in India: Agrarian Class Structure, Industrial Class Structure, Middle classes
- 2.4 Religious pluralism in Indian Society

Module 3. Social Change in India

- 3.1 Social Change in India: Idea of Development, Industrialization and Urbanization
- 3.2 Constitution, Law and Social Change
- 3.3 Education and Social Change
- 3.4 Green Revolution and Agricultural sector

Module 4. Social Issues & Movements

- 4.1 Poverty, Violence against women, Caste and Ethnic Conflicts, Communalism, Illiteracy and Disparities in Education, Unemployment, Corruption.
- 4.2 Crisis of Development: Displacement, Rehabilitation and Sustainability.
- 4.3 Social Movements in Modern India: Peasant, Adivasi, Dalit, Women and Sexual Minorities.

Mode of Transaction

- 1.Lecturing
- 2.Assignment
- 3.Group Discussion
- 4.Presentation

Additional Activity

Students will be given a workshop for writing sociological papers. They will be asked to use various reports and papers they previously submitted to the departments for participating in the workshop and shape them into a academic papers.

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. B.K. Nagla : Indian Sociological Thought
-

OPEN COURSE (5th Semester)

OPEN COURSE

B SO5 D01: LIFE SKILL EDUCATION

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Elective	BSO5D01	4	4	15	60	75

□

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas of Life Skill Education	Understanding
2	<i>Discuss</i> the importance of developing various social skills in contemporary	Creating
3	<i>Analyse</i> the need and importance of counseling in maintaining Healthy Mind and Effective Social Relationships.	Analysing
4	<i>Explain</i> the internal aspects of Personality	Understanding
5	<i>Discuss</i> the importance career planing in personality development	Creating

Module 1. Introduction to Life Skills

- 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

- 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

- 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 Informations: Career Magazines, Job Fair and Career Guidance Centers.

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

Mode of Transactions

- 1.Lecturing
- 2.Assignment
- 3.Group Discussion
- 4.Presentation

Additional Activity

Workshop on life skills : The students will be asked to participate in the workshop that will be conducted by the department that aim at helping students to find new ways of thinking and problem solving

Reference

1. Hurloch, Elizabeth, 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.

Net Resources:

UNESCO – <http://www.unesco.org/>

UNFPA - <http://www.unfpa.org/> .

UNICEF - <http://www.unicef.org/> .

United Nations - <http://www.un.org/> .

WHO - <http://www.who.int/en/> .

India Portal - www.indiaportal.gov.in

Elective Core Courses

(Semester 6)

BSO6E01 SOCIOLOGY OF DEVELOPMENT

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Elective	BSO6E01	4	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
		<i>Upon completion of this course, students will be able to;</i>
1	<i>Describe</i> various concepts and ideas of Sociology of Development	Understanding
3	<i>Analyse</i> the various theoretical perspectives that have shaped the concept of development along with the major concepts related with development	Analysing
4	<i>Discuss</i> the common objectives of five year plans of India and its implications	Creating
5	<i>Discuss</i> the Socio-Cultural impact of globalization, social implications of info-tech revolution	Creating
6	<i>Appraise</i> Kerala Model Development and its implications	Evaluating

Module 1- Concept of Development

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

2.1 Modernisation (Rostow)

2.2 Marxist (Wallerstein)

2.3 Development as Freedom (Amartya Sen)

2.4 Alternative development– Gandhi & Schumacher

Module 3- Indian Experience of Development

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

4.1 Kerala model of development – A critical appraisal

4.2 Social implications of Development: Issues of marginalised communities/ categories;

4.3 Ecological implications of Development: Issues related to land, water, forest

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

Elective Core Course-2 (Semester- 6)
BSO6E02 POLITICAL SOCIOLOGY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Elective	BSO6E02	4	4	20	80	100

Sl.No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas of Political Sociology	Understanding
2	<i>Analyse</i> different theoretical and conceptual discussions on Power and Politics	Analysing
3	<i>Discuss</i> the dynamics of exercising power	Creating
4	<i>Evaluate</i> the political process of India	Evaluating

Course Content

Module 1: Introduction

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

2.1 Max Weber: Authority, Party

2.2 Pareto: Circulation of Elites

2.3 C.Wright Mills: Power Elites

Module 3: Dynamics of Power

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

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

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

Elective Core Course-3
BSO6E03 SOCIAL STRATIFICATION AND INEQUALITY

Course Type	Course Code	Hours/week	Credits	Marks		
				Internal	External	Total
Elective	BSO6E03	4	4	20	80	100

Sl. No	Expected Course Outcome	Learning Domain
	<i>Upon completion of this course, students will be able to;</i>	
1	<i>Describe</i> various concepts and ideas of Social Stratification and Inequality	Understanding
2	<i>Analyse</i> the approaches, theories and dimensions of social stratification	Analysing
3	<i>Discuss</i> how social stratification becomes a cause of marginalisation	Creating
4	<i>Evaluate</i> the intersectionalities of social stratification in terms of caste-class-disability framework	Evaluating

Module 1- Understanding Social stratification

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

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

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

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

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* (Vol.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 Zelliott, 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,*
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Appendix

PROJECT WORK GUIDELINES

1. Project work may be done either individually or as a group of students not exceeding 5 in number.
 2. The topic of the project should be on Social issues may be empirical, theoretical or case study type.
 3. Students should be properly oriented on the methodology of conducting a study during the V Semester, making use of the hours allotted for the purpose.
 4. The Project work should be completed by the end of the VI semester and the report should be submitted by each student to the Department before the examination of VI Semester.
 5. The project report may be hand written, printed or typed either in English or Malayalam.
 6. Length of the project report 20 to 35 pages
 7. The evaluation of the project will be done at two stages:
 - a) Internal evaluation: (supervising teachers will assess the project and award grades)
 - b) External evaluation: (The team will comprise of an external examiner appointed by the College and the HOD of the department concerned or his/her nominee).The team will award Team Grade.
 - c) A Viva-voce related to the project work will also be conducted by the external evaluation team. All candidates should undergo the Viva voce test individually
 8. Grades will be awarded to candidates combining the internal grade, team grade and Viva voce grade.
 9. Project evaluation and the Viva voce should be conducted immediately after the completion of the regular classes /written examination.
 10. The chairman of the VI semester exam should form and coordinate the evaluation teams and their work.
 11. The project external evaluation should be completed before the commencement of the valuation of 6th sem examination
 12. External Examiners will be appointed by the Head of the institution from the list of VI semester panel of Examiners in consultation with the Chairman of the Board
 13. The internal to external is to be taken in the ration of 1:4.
- Assessment of different components may be done as given in the introductory part.*

Guidelines for Project Work

a) Projects can be theoretical or empirical. Some possibilities include:

- The in-depth analysis of a key thinker or concept
- An critical assessment of the state of a theoretical debate
- A study based on any social issue
- A description of the socio cultural life of any particular group
- Sociological analysis or interpretation of a text or film
- Case studies or ethnographic studies
- Narratives or Oral Histories

b) theory project should be well-designed. Generally speaking the following is expected of a project:

- A clear statement of the problem or problems addressed and rationale for addressing them (e.g.the investigation develops from previous work, it addresses a gap in the literature, it offers a somewhat different treatment of a familiar theorist/concept/debate)
- A justification of the way the problem is being addressed. This would involve a justified delimitation of the area/works being drawn on. Examples might include:
 - - when looking at some aspect of a theorist's work, why particular books were focused on rather than others - if the project is focusing on a contrast between two theoretical approaches to an issue, e.g. identity, why those two approaches were chosen rather than others). Delimitations do have to be reasonable. If focusing on the work of one thinker, it would not be considered reasonable to consult and refer to only a small portion of their work.
- A systematic addressing of the problem(s) in the body of the project and engagement with the relevant literature.
- A conclusion in which there are proposed answer(s) that draw on the main body of the thesis work

A potential legitimate exception to these criteria of design would be projects that were based on an explicit commitment to post-structuralist and related approaches which reject these kinds of framings. Such projects would be shaped and assessed by reference to the (often partially implicit) criteria of such approaches.

c) Students should engage with the relevant primary sources and secondary sources. In topics which require substantial engagement with prominent theorists, we would expect the student to read and understand the theorists' own works, and be able to write about

them in a way which didn't simply rely on and reproduce secondary sources. Likewise, in topics based around a survey of key contributions to a debate, e.g. the nature of reflexivity, there would be an expectation that students had read key works rather than only secondary literature about them.

d) The methodology of the Project should be designed in correspondence to the nature of the project. It may include quantitative and qualitative techniques as according to the requirements of the study

e) A related point to (c) is that we would expect a sense of depth from the account of thinkers/theories/concepts that would be greater than that of a long essay. The writing should also not look like a 'first draft' but give a sense of being 'worked-over'. The project should build a good argument, marshal the evidence and draw the appropriate conclusions from it.

f) The project should not simply describe and summarise the work of others. Students should be able to develop elements of their own voice, position and critical perspective. Obviously expectations about the extent to which this can be achieved will be shaped by the fact that this is an undergraduate project, rather than postgraduate work.

Components wise marks of Project Valuation

Components wise marks (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	2 Marks	10 Marks
Reference/ Bibliography, Presentation, quality of Analysis/ Use of Statistical Tools.	5 Marks	20 Marks

Findings and recommendations	5 Marks	20 Marks
Viva – Voce	3 Marks	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).

GUIDELINES FOR ASSIGNMENT WORK

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 wise organisation
4. Personal evaluation by applying sociological perspective
5. Critical use of secondary material and proper citation
6. Clarity of expression
7. Organisation 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

Model Question Papers

Model Question Paper for Core Course

Scheme of Question Paper

Question Type	No of question	Marks/question	Total Marks
Short answers	15	2	Ceiling
Paragraph/problem/application type	8	2	Ceiling
Essay Type	2 out of 4	10	10
Total Marks: 80			
Time: 2.5 hours			

Name.....

Reg No:

FAROOK COLLEGE (AUTONOMOUS)

FIRST SEMESTER BA DEGREE EXAMINATION – (Month & Year)

BSO1B01: INVITATION TO SOCIOLOGY

Time: 2.5 Hours

Maximum marks: 80

Section A

Answer all question each question carries 2 marks

(Short answer type, not to exceed 50 words each)

1. Define Social Institution
2. Explain the term sociological Imagination
3. Define Social Group
4. Differentiate norms and values
5. Examine the importance of social control
6. Explain socialization
7. Define social mobility
8. Explain the term role set
9. Enlist the components of social structure
10. Enlist the characteristics of Social System.
11. Explain the concept of Culture
12. Differentiate between Ascribed status and achieved status.
13. Describe contravention
14. Explain association
15. List out the features of community

(Ceiling -25 Marks)

Section B

Answer all questions. Each question carries 5 marks.

(Paragraph / Problem type, not to exceed 100 words each)

16. Explain the significant difference between common sense and academia in perceiving social reality
17. “Social institutions work as back bone of society”.Justify your answer
18. Analyse the factors that affect social mobility in the contemporary society
19. Explain the various types of social groups.
20. Evaluate the relationship between society and culture.
21. Critically examine the changing role of parenting and its impact on socialization.
22. Discuss the structure – agency debate in sociology academia and its influence in changing the nature of sociology as a distinct discipline
23. Discuss the role of a professional sociologist in the present social situation

(Ceiling-35 Marks)

Section C

Answer any two Questions. Each question carries 10 marks.

(Essay type, not to exceed 500 words)

24. Discuss the nature and scope of Sociology.
25. Discuss the major agencies of social control.
26. Describe the significance of the process of socialization
27. Discuss the implicit and embedded complexities in conceptualizing society with suitable examples.

(2x10=20 marks)

Model Question Paper for Open Course

Scheme of Question Paper

Question Type	No of question	Marks/question	Total Marks
Short answers	12	2	Ceiling 20
Paragraph/problem/application type	6	5	Ceiling 30
Essay Type	1 out of 4	10	10
Total Marks:75			
Time: 2 hours			

FAROOK COLLEGE (AUTONOMOUS)
V SEMESTER DEGREE EXAMINATION – (Month & Year)
OPEN COURSE
BSO5D01: LIFE SKILL EDUCATION

Time: 2 hours

Maximum marks: 60

Section A

Answer all question each question carries 2 marks

(Short answer type, not to exceed 50 words each)

1. Explain the importance of Communication skill
2. Define Decision making skill
3. Define Public speaking
4. Explain Self Esteem
5. List out the steps in conflict resolution
6. Define the term Assertiveness
7. Explain the importance of self control
8. Define Career
9. Explain the role of Career guidance centre
10. Explain the importance of Resume
11. Define Empathy
12. Define Self awareness

(Ceiling -20 Marks)

Section B

Answer all questions. Each question carries 5 marks.

(Paragraph/Problem type , not to exceed 100 words each)

13. Explain different Coping strategies for Stress

14. Differentiate between Emotional and social quotients
15. Explain Self Awareness
16. Discuss in detail about Career planning
17. Explain different types of Thinking Skills
18. “Interpersonal communication becomes the life blood of a community”. Analyse the statement **(Ceiling -30 Marks)**

Section C

Answer any one Question. Each question carries 10 marks.

(Essay type, not to exceed 500 words)

19. Examine in detail on how to face the job interview effectively
20. Elucidate the significance of Life skill Education

(1x10=10 marks)