

**UNIVERSITY OF KERALA**  
**FOUR YEAR UNDERGRADUATE**  
**PROGRAMME**  
**(UoK FYUGP)**



**SYLLABUS : MAJOR IN SOCIOLOGY**

**MAY 2024**

## About the discipline

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate downsizing, how people express emotions, welfare or education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work. Sociology is an exciting discipline with expanding opportunities for a wide range of career paths like Academic professions, Research Assistance in Projects/Programmes, Consultancy in Community Outreach programmes/Environmental & Sustainability projects/Public Relations/Human Relations in Corporate Sector and to excel in many Union Public Service and State Public Service Examinations.

The Four Year Undergraduate Programme in Sociology has been designed to engage students in learner centered process to become inquisitive learners. Each of the courses offered as part of the programme has inculcated concepts, theories, approaches, methodologies and empirical analysis to equip students with orientation and the right spirit to excel in career and life. The curriculum has been designed to include field exposure visits, immersive learning, peer learning and other learner oriented pedagogy to ensure that the students will be gaining practical experiences along with empirical and theoretical perspectives to equip themselves with skills to become pragmatic policy analysts and a catalyst for advocating for marginalized sections. The programme has offers Discipline Specific Elective Specialization in two streams -*Sociology of Work, Labour and Enterprise and Sociology of Area and Development Studies*. The programme will inculcate among students with a Sociological perspective which will indeed equip them with an invaluable tool for building a career, working in an increasingly diverse and globalized world.

## **Board of Studies in Sociology (UG)**

Dr.Jyothi S Nair, Associate Professor, Govt KNM Arts and Science College, Kanjirmakulam (Chairperson)

Dr.M.S Jayakumar, Assistant Professor, Department of Sociology, University of Kerala

Dr.Subalekshmi, G.S, Assistant Professor, Mahatma Gandhi College, Thiruvananthapuram

Sr.Sunil Kumar N.K, Assistant Professor, Mahatma Gandhi College, Thiruvananthapuram

Dr.Lekha N.B, Assistant Professor, S.N College, Chempazhanthy

Smt.Aiswarya A.S, Assistant Professor, S.N College, Chempazhanthy

Dr.Krishna S , Assistant Professor, Govt KNM Arts and Science College, Kanjirmakulam

Dr.Rekhasree K.R, Assistant Professor, NSS College, Pandalam

Sri.Sadiqali T, Assistant Professor, Govt KNM Arts and Science College, Kanjirmakulam

Dr.Dilip.K.G, Professor(Retd), Department of Sociology, Sree Sankaracharya Sanskrit University, Kalady

## **Academic contributors to Syllabus**

Dr.Abduraheem MP, Assistant Professor, Govt KNM Arts and Science College, Kanjirmakulam

Dr.Aruna U.G, Assistant Professor, Govt KNM Arts and Science College, Kanjirmakulam

Dr.Andrew Michael S.C , Assistant Professor, Loyola College of Social Sciences, Sreekariyam

Sri.Rexin Jacob.R, Assistant Professor, Govt KNM Arts and Science College, Kanjirmakulam

Dr.Amrutha Rinu Abraham, Associate Professor, CMS College, Kottayam

Smt.Rakhi N, Assistant Professor, Zamorin's Guruvayoorappan College, Calicut

## **Contributors from Corporate and Civil Society Sector**

Smt.Soya Thomas , Senior Consultant Gender Integration, NRLM, Bangalore

Vipin Kumar KC, Chief Operating Officer , CCCIET- B Hub (Cardinal Cleemis Centre for Innovation & Entrepreneurship and Mar Baselios College of Engineering & Technology (Corporate Relations)

## FYUGP Graduate Attributes

Graduate attributes bridge the gap between academia and the real world, fostering lifelong learning and meaningful contributions. They denote the skills, competencies and high-level qualities that a student should acquire during their university education. Apart from gathering content knowledge, these attributes go beyond the assimilation of information to its application in various contexts throughout a graduate's life. It aims in inculcating the art of critical thinking, problem solving, professionalism, leadership readiness, teamwork, communication skills and intellectual breadth of knowledge. The University of Kerala envisages to pave the path in guiding the student's journey to shape these attributes uniquely, making them integral to personal growth and success in various spheres of life. The University strives to ensure that these graduate attributes are not just checkboxes, but they play a pivotal role in shaping the students into capable, compassionate and responsible individuals with a high degree of social responsibility.

## FYUGP Programme Outcomes

No.	Programme Outcomes (POs)
PO-1	<p>Critical thinking</p> <ul style="list-style-type: none"><li>● analyze information objectively and make a reasoned judgment</li><li>● draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions</li><li>● identify logical flaws in the arguments of others</li><li>● evaluate data, facts, observable phenomena, and research findings to draw valid and relevant results that are domain-specific</li></ul>
PO-2	<p>Complex problem-solving</p> <ul style="list-style-type: none"><li>● solve different kinds of problems in familiar and no-familiar contexts and apply the learning to real-life situations</li><li>● analyze a problem, generate and implement a solution and to assess the success of the plan</li></ul>

	<ul style="list-style-type: none"> <li>● understand how the solution will affect both the people involved and the surrounding environment</li> </ul>
PO-3	<p>Creativity</p> <ul style="list-style-type: none"> <li>● produce or develop original work, theories and techniques</li> <li>● think in multiple ways for making connections between seemingly unrelated concepts or phenomena</li> <li>● add a unique perspective or improve existing ideas or solutions</li> <li>● generate, develop and express original ideas that are useful or have values</li> </ul>
PO-4	<p>Communication skills</p> <ul style="list-style-type: none"> <li>● convey or share ideas or feelings effectively</li> <li>● use words in delivering the intended message with utmost clarity</li> <li>● engage the audience effectively</li> <li>● be a good listener who are able to understand, respond and empathize with the speaker</li> <li>● confidently share views and express himself/herself</li> </ul>
PO-5	<p>Leadership qualities</p> <ul style="list-style-type: none"> <li>● work effectively and lead respectfully with diverse teams</li> <li>● build a team working towards a common goal</li> <li>● motivate a group of people and make them achieve the best possible solution.</li> <li>● help and support others in their difficult times to tide over the adverse situations with courage</li> </ul>
PO-6	<p>Learning ‘how to learn’ skills</p> <ul style="list-style-type: none"> <li>● acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning</li> <li>● work independently, identify appropriate resources required for further learning</li> <li>● acquire organizational skills and time management to set self-defined goals and targets with timelines</li> </ul>

	<ul style="list-style-type: none"> <li>inculcate a healthy attitude to be a lifelong learner</li> </ul>
PO-7	<p>Digital and technological skills</p> <ul style="list-style-type: none"> <li>use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources</li> <li>use appropriate software for analysis of data</li> <li>understand the pitfalls in the digital world and keep safe from them</li> </ul>
PO-8	<p>Value inculcation</p> <ul style="list-style-type: none"> <li>embrace and practice constitutional, humanistic, ethical, and moral values in life including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values</li> <li>formulate a position/argument about an ethical issue from multiple perspectives</li> <li>identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights</li> <li>adopt an objective, unbiased, and truthful actions in all aspects of work</li> </ul>

### **Programme Specific Outcomes (PSO)**

No.	Upon completion of the programme the graduate will be able to	PO No.
PSO-1	Gain a conceptual and theoretical understanding to critically evaluate the social life	1
PSO-2	Analyse the social structure, processes, institutions, relationships and social change using sociological perspective to enable creative thinking	3,4
PSO-3	Develop an analytical skill to examine the regional, national and global societies from a comparative perspective	6,8
PSO-4	Equip with research and digital skills and ethics to carry out independent research for constructing knowledge for problem solving and its dissemination	2,7,4
PSO-5	Evolve as Professional and Engaged Sociologists with creative and advocacy skills to work towards sustainable goals	5,6,8

### List of Courses in list of courses in Sociology

Semester	Course type	Course code	Course title	Credit
<b>I</b>	DSC	UK1DSCSGY101	Invitation to Sociology	4
	DSC	UK1DSCSGY102	Indian Society:Structure and Change	4
	DSC	UK1DSCSGY103	Introduction to Sociology	4
	DSC	UK1DSCSGY104	Sociology of Tourism	4
	DSC	UK1DSCSGY105	Individual and Group Behaviour	4
	MDC	UK1MDCSGY109	Sociology of Cinema	3
	MDC	UK1MDCSGY110	Sociology of Arts	3
<b>II</b>	DSC	UK2DSCSGY106	Understanding Indian Society	4
	DSC	UK2DSCSGY107	Political Sociology	4
	DSC	UK2DSCSGY108	Crime and Society	4
	MDC	UK2MDCSGY111	Sociology of Sports	3
	MDC	UK2MDCSGY112	Sociology of Disaster Management	3
<b>III</b>	DSC	UK3DSCSGY201	Classical Sociological Tradition	4
	DSC	UK3DSCSGY204	Gender and Sexuality	4
	DSC	UK3DSCSGY205	Environmental Sociology	4
	DSE	UK3DSCSGY206	Society and Migration	4
	DSE	UK3DSESGY207	Keralam:Structure and Transformation	4
	DSE	UK3DSESGY210	Rural Planning and Development	4
	DSE	UK3DSESGY211	Industry and Society	4
	VAC	UK3VACSGY213	Care Economy:Values and Norms	3
	VAC	UK3VACESGY214	Social Justice:Concept and Practice	3
	DSC	UK4DSCSGY202	Research Methodology	4
	DSC	UK4DSCSGY203	Sociology of Gender and Sexuality	4

<b>IV</b>	DSE	UK4DSESGY208	Sociology of Development	4
	DSE	UK4DSESGY209	Social Anthropology	4
	DSE	UK4DSESGY212	Work,Labour and Society	4
	SEC	UK4SECSGY218	Life Skill Education	3
	SEC	UK4SECSGY219	Skills for Social Innovation	3
	VAC	UK4VACSGY215	Human Rights and Advocacy	3
	VAC	UK4VACSGY216	Ethics and Society	3
	VAC	UK4VACSGY217	Professional Networking and Leadership	3
	INT	UK4INTSGY200	Summer Internship	2
<b>V</b>	DSC	UK5DSCSGY301	Theoretical Perspectives in Sociology	4
	DSC	UK5DSCSGY302	Quantitative Research Methods	4
	DSC	UK5DSCSGY303	Sociology of Health and Epidemiology	4
	DSE	UK5DSESGY304	Social Psychology	4
	DSE	UK5DSESGY305	Social Entrepreneurship	4
	DSE	UK5DSESGY306	Social Policy and Planning	4
	SEC	UK5SECSGY307	Skills for Academic writing	3
	SEC	UK5SECSGY308	Skills for Social Audit and Social Compliance	3
<b>VI</b>	DSC	UK5DSCSGY401	Qualitative and Mixed Methods	4
	DSC	UK5DSCSGY402	Social Stratification	4
	DSC	UK5DSCSGY403	Social Gerontology	4
	DSE	UK5DSESGY410	Urban Planning and Development	4
	DSE	UK5DSESGY411	Sociology of Massmedia and Communication	4
	DSE	UK5DSESGY412	Sociology of Work	4
	SEC	UK5SECSGY417	Data Sources and Reference Management	3
	SEC	UK5SECSGY418	Participatory Learning and Action:Tools and Methods	3
	DSC	UK7DSCSGY404	Current Debates in Social Theory	4
	DSC	UK7DSCSGY405	Social Statistics	4



<b>VII</b>	DSC	UK7DSCSGY406	Social Demography	4
	DSC	UK7DSCSGY407	Science, Technology and Society	4
	DSC	UK7DSCSGY408	Sociology of Marginalised Communities	4
	DSC	UK7DSCSGY409	Project Management	4
	DSE	UK7DSESGY413	Digital Sociology	4
	DSE	UK7DSESGY414	Academic writing and Publishing	4
	DSE	UK7DSESGY415	Economic Sociology	4
	DSE	UK7DSESGY416	Globalisation and Society	4
<b>VII</b>	CIP	UK8CIPSGY419	Capstone Internship Project for UG Honours	12
	RPH	UK8RPHSGY420	Research Project for UG Honours	12

## Specialization Elective Streams offered in FYUGP Sociology Programme

FYUGP programme in Sociology offers two specialization in Elective streams. The specialization can be obtained if the student earns credit from 4 courses plotted under an Elective stream. There are no prerequisites for selecting the courses in each of these streams. It *shall not be mandatory* for the students to select specialization.

The list of courses included in the Elective stream of **Sociology of Work, Labour and Enterprise** are

Semester	Course code	Course title
3	UK3DSESGY211	Industry and Society
4	UK4DSESGY212	Work, Labour and Society
5	UK5DSESGY305	Social Entrepreneurship
6	UK6DSESGY412	Sociology of Work
7	UK7DSESGY415	Economic Sociology

The list of courses included in the Elective stream of **Sociology of Area and Development Studies** are

Semester	Course code	Course title
3	UK3DSESGY210	Rural Planning and Development
4	UK4DSESGY208	Sociology of Development
5	UK5DSESGY306	Social Policy and Planning
6	UK6DSESGY412	Urban Planning and Development
7	UK7DSESGY415	Globalisation and Society



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK1DSCSGY101				
Course Title	Invitation to Sociology				
Type of Course	DSC Major				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Social sciences concepts				
Course Summary	The course intends to familiarize the students with the origin and development of Sociology as a discipline, key sociological concepts as well as social dynamics and processes in Society				

Modules	Unit	Content	Hrs (48+12)
I	<b>Module 1: Understanding Sociology</b>		8
	1	Sociology: Meaning and Definitions	2
	2	Nature of Sociology	2
	3	Scope of Sociology	2
	4	Sociology and its relation with History, Political Science, Economics and Anthropology	2
II	<b>Module 2: Social and Intellectual context of Origin of Sociology</b>		13
	5	The Enlightenment Period :The Era of Reason	2
	6	Significance of Revolutions: Commercial Revolution and Scientific Revolution	2
	7	The Renaissance Period.	2

	8	Role of Twin Revolutions in the emergence of Sociology: French Revolution and Industrial Revolution.	3
	9	Positivism and Steps in Scientific Methods	2
	10	Objectivity Vs Subjectivity	2
III	<b>Module 3:Basic Concepts in Sociology</b>		<b>18</b>
	11	Society and its Characteristics	2
	12	Institutions: Types of Institutions	2
	13	Community and its Characteristics	2
	14	Association and its Features	2
	15	Social Groups- Types of Social Groups	2
	16	Culture: Types and Characteristics	2
	17	Socialization: Meaning and Agencies	2
	18	Social Control: Meaning and Forms	2
	19	Social mobility-Horizontal and Vertical	2
IV	<b>Module 4:Thinking sociologically</b>		<b>9</b>
	20	Basic premises of Functionalism, Conflict, Feminist and Interactionist Perspectives in Sociology	3
	21	Sociological Imagination:Charles Wright Mills	3
	22	Sociology and Common Sense:Andre Beteille	3
V	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>
	<p><i>Concept mapping</i> : Prepare a concept map of the basic concepts in Sociology</p> <p><i>Timeline mapping</i> :Prepare a timeline map tracing the historical trajectories in the origin and development</p> <p><i>Poster presentation</i>:To encourage Sociological thinking on contemporary issues making use of the Sociological perspectives</p>		

## References

Giddens, Anthony and Sutton Philip W. (2017). Sociology,Wiley India, New Delhi

- Johnson, Harry M. (1966). *Sociology: A Systematic Introduction*. Bombay: Allied Francis Publishers Ltd.
- Macionis, John, J. (2011). *Sociology*. New Delhi: Pearson Prentice Hall.
- Beteille, Andre. (2002). *Sociology-Essays on approach & Method*. New Delhi: Oxford University Press.
- Ballantine H. Jeanne & Roberts A. Keith (2011) *Our Social World*, Thousand Oaks; California, Sage .
- Fletcher, Ronald. 1994. *The making of sociology (2 volumes)*. Jaipur: Rawat
- Ritzer, George. 1996. *Sociological theory*. New Delhi: Tata-McGraw Hill.
- Mac Iver, R.M., & Charles H, Page. (2006). *Society – An Introductory Analysis*. New Delhi: Mac Millan India Ltd
- Giddens, Antony. (2006) *Sociology*. New York: Polity Press.
- Haralambos, M. & Harld, R, M. (1994). *Society-Themes and perspectives*. New Delhi: Oxford University Press.
- Harlambos, M (1980) *Sociology: Themes and Perspectives*, Oxford University Press
- [https://drive.google.com/file/d/1W7NbccIPQ4GbzG1tlnnbmFtFdDNXXRhh/view?usp=drive\\_link](https://drive.google.com/file/d/1W7NbccIPQ4GbzG1tlnnbmFtFdDNXXRhh/view?usp=drive_link)
- C Wright Mills (1959) *Sociological Imagination*, New York, Oxford University Press. Chapter I and Appendix
- Korgen, Kathleen & White M, Jonathan. (2007) *The Engaged Sociologist: Connecting the classroom to the community*, London, Pine Forge Press.
- Mclennan, Gregor (2011) *Story of Sociology: A First companion to Social Theory*, London, Bloomsbury Academic. Chapter I , II and III
- Burawoy, Michael. (2004a.) “Public Sociologies: Contradictions, Dilemmas and Possibilities.” *Social Forces* 82(4) 1603-1618.( ASA speech in 2004 )
- Berger, Peter. (1963) *Invitation to Sociology: A Humanistic Perspective*. Middlesex, England: Penguin Books. Chapter II & VIII
- Bottomore, T.B. (2014) *Sociology: A Guide to Problems and Literature*; New Delhi: Routledge
- Davis, Kingsley (2000) *Human Society*, New Delhi: Surjeet Publications, India
- Mac Iver and Page *Society: An Introductory Analysis*, Mac Millan India Ltd., New Delhi
- Hunt, Elgin, F and Colander, David C. (2010) *Social Science-An Introduction to the Study of Society*, Noida: Pearson
- Perry John (2009) “through the Lens of sciences” in *Contemporary Society; An introduction to Social Sciences*, Allyn and Bacon
- Sujata Patel (Ed). (2002). *Thinking Social Science in India*, Sage:New Delhi

Inkeless, Alex. (1987). What is sociology? New Delhi: Prentice Hall of India

Jayaram, N (1988) Introductory Sociology. Madras: Macmillan India. Johnson, Harry M. (1995). Sociology: A systematic introduction, New Delhi: Allied Publishers

Rawat.H.K (2013). Contemporary Sociology, New Delhi: Rawat Kendall,Diana (2012). Sociology in Our times: The Essentials, New York: Cengage Learning

Ballatine, Jeanne H, Roberts, Keith A. (2014). Our Social World-Introduction to Sociology, California: Sage.

### Course Outcomes

COs	CO Statement	Cognitive Level*	PSO addressed
CO1	Understand the nature,major concerns and scope of Sociology	U	PSO1
CO2	Examine the relationship between Sociology and Social Sciences	An	PSO1,2
CO3	Outline the origin and trajectories in the development Sociology	F	PSO2
CO4	Analyze the significance of basic concepts in developing a Sociological perspective	C	PSO3,4
CO5	Interpret the relevance of thinking Sociologically on the basis of theoretical perspectives	E	PSO5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practica**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the nature,major concerns and scope of Sociology	PSO1	U	C	L	
2	Examine the relationship between Sociology and Social Sciences	PSO1,2	An	P	L	
3	Outline the origin and trajectories in the development Sociology	PSO2	F	C	L	

4	Analyze the significance of basic concepts in developing a Sociological perspective	PSO3,4	C	P	P	
5	Interpret the relevance of thinking Sociologically on the basis of theoretical perspectives	PSO5	E	P	L	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2					6					
CO 2		2	3					1				
CO 3			2						3			
CO 4				3	2					4		
CO 5	2				3						1	

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓			✓
CO 3		✓		✓
CO 4	✓			✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK1DSCSGY103				
Course Title	Introduction to Sociology				
Type of Course	DSC Minor				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Social sciences concepts				
Course Summary	The course intends to familiarize the students with the origin and development of Sociology as a discipline, key sociological concepts as well as social dynamics and processes in Society				

**Detailed Syllabus**

Module	Unit	Content	Hrs
I		<b>Module 1: Introducing Sociology</b>	11



	1	Sociology : Meaning and Definitions	2
	2	Nature of Sociology	2
	3	Scope of Sociology	2
	4	Scientific Steps in Sociology	2
	5	Sociology and its relation with History, Political Science, Economics and Anthropology	3
<b>II</b>	<b>Module 2: Origin of Sociology</b>		<b>10</b>
	6	The Enlightenment Period	2
	7	Significance of Commercial Revolution and Scientific Revolution	3
	8	The Renaissance Period	2
	9	Twin Revolution- French Revolution and Industrial Revolution.	3
<b>III</b>	<b>Module 3: Basic Concepts in Sociology</b>		<b>18</b>
	10	Society and its Characteristics	2
	11	Institutions and its Types	2
	12	Community and its Characteristics	2
	13	Association and its features	2
	14	Social Groups and types of Social Groups	2
	15	Culture and its Characteristics	2
	16	Types of Culture and Cultural Lag	2
	17	Socialization and Agencies	2
	18	Social Control and its Forms	2
<b>IV</b>	<b>Module 4: Pioneers in Sociological Thought</b>		<b>8</b>
	19	Auguste Comte-Law of three stages	2
	20	Herbert Spencer-Social Evolution	2
	21	Emile Durkheim-Theory of Suicide	2
	22	Max Weber - Authority	2
	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment		<b>12</b>

	<p><b>Timeline mapping</b> :Prepare a timeline map tracing the historical trajectories in the origin and development</p> <p><b>Concept mapping</b> : Prepare a concept map of the basic concepts in Sociology</p> <p><b>Poster presentation</b>:Create a poster on major contributions of pioneers of Sociological thought</p>	
--	--	--

## References

- Giddens, Anthony and Sutton Philip W. (2017). Sociology, Wiley India, New Delhi
- Johnson, Harry M. (1966). Sociology: A Systematic Introduction. Bombay: Allied Francis Publishers Ltd.
- Macionis, John, J. (2011). Sociology. New Delhi: Pearson Prentice Hall.
- Beteille, Andre. (2002). Sociology-Essays on approach & Method. New Delhi: Oxford University Press.
- Ballantine H. Jeanne & Roberts A. Keith (2011) Our Social World, Thousand Oaks; California, Sage .
- Fletcher, Ronald. 1994. The making of sociology (2 volumes). Jaipur: Rawat
- Ritzer, George. 1996. Sociological theory. New Delhi: Tata-McGraw Hill.
- Mac Iver, R.M., & Charles H, Page. (2006). Society – An Introductory Analysis. New Delhi: Mac Millan India Ltd
- Giddens, Antony. (2006) Sociology. New York: Polity Press.
- Haralambos, M. & Harld, R, M. (1994). Society-Themes and perspectives. New Delhi: Oxford University Press.
- Bottomore, T.B. (2014) Sociology: A Guide to Problems and Literature; New Delhi: Rutledge
- Davis, Kingsley (2000) Human Society, New Delhi: Surjeet Publications, India
- Mac Iver and Page Society: An Introductory Analysis, Mac Millan India Ltd., New Delhi
- Hunt, Elgin,F and Colander, David C. (2010) Social Science-An Introduction to the Study of Society, Noida: Pearson
- Perry John (2009) “through the Lens of sciences” in Contemporary Society; An introduction to Social Sciences, Allyn and Bacon
- Abraham, J.C.(1973) Origins and Growth of Sociology.Harmondsworth: Penguin.

Coser, Lewis.( 1996) Masters of Sociological Thought. Jaipur: Rawat Publications.

Craib, Ian( 1997) Classical Social Theory. New York: Oxford University Press.

Jones, Pip( 2003). Introducing Social Theory. Polity Press: Cambridge. Middlesex, England: Penguin Books. Chapter II & VIII

Sujata Patel (Ed). (2002). Thinking Social Science in India, Sage:New Delhi

Inkeless, Alex. (1987). What is sociology? New Delhi: Prentice Hall of India,

Jayaram, N (1988) Introductory Sociology. Madras: Macmillan India. Johnson

Harry M. (1995). Sociology: A systematic introduction, New Delhi: Allied Publishers

Rawat.H.K (2013). Contemporary Sociology, New Delhi: Rawat

Kendall,Diana (2012). Sociology in Our times: The Essentials, New York: Cengage Learning

**Course Outcomes (CO):**

<b>COS</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>PSOs addressed</b>
CO1	Examine the nature,major concerns and scope of Sociology	U	PSO1
CO2	Understand the social,intellectual and political contexts of origin of Sociology	U	PSO2
CO3	Analyze Sociology as a Science and its relationship with other Social Sciences	An	PSO1
CO4	Identify the significance of basic concepts in developing a Sociological perspective	E	PSO3
CO5	Distinguish the salient contributions of pioneers in Sociological theories	U	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

<b>CO No.</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>	<b>Practical (P)</b>

<b>1</b>	Examine the nature, major concerns and scope of Sociology	PSO1	U	C	L	
<b>2</b>	Understand the social, intellectual and political contexts of origin of Sociology	PSO2	U	P	L	
<b>3</b>	Analyze Sociology as a Science and its relationship with other Social Sciences	PSO1	An	C	L	
<b>4</b>	Identify the significance of basic concepts in developing a Sociological perspective	PSO3	E	P	P	
<b>5</b>	Distinguish the salient contributions of pioneers in Sociological theories	PSO4,5	U	P	L	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	3						1					
<b>CO 2</b>	2	3						1				
<b>CO 3</b>	3	2							1			
<b>CO 4</b>			3	2						4		
<b>CO 5</b>	2				3						1	

**Correlation Levels:**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓		✓
CO 4	✓			✓
CO 5		✓		✓



### University of Kerala

Discipline	BA SOCIOLOGY				
Course Code	UK1DSCSGY104				
Course Title	Sociology of of Tourism				
Type of Course	DSC Minor				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Travel and Tourism				
Course Summary	The course will introduce the learners to the basic concepts of Tourism, types, evolution and impact, and the tourism industry. A sociological insight to the above aspects with special reference to India and Kerala will be provided.				

#### Detailed Syllabus

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1: Tourism -Introduction and Classification</b>		13
	1	Leisure, Recreation, Excursion, Tourism	2
	2	Tourists, Traveller, Host-Guest, Tourist Guide, Tourist Gaze	2
	3	Evolution- of Tourism: Ancient, Medieval, Modern and Contemporary Times	3
	4	Classification of Tourism-Domestic, Inbound, Outbound	2
	5	Types of Tourism-Religious, Cultural, Medical, Urban, Eco tourism, Responsible Tourism, Sports, Agro, Soft Tourism, Sex tourism, Ethnic Tourism, Heritage, Social Tourism	4
<b>II</b>	<b>Module 2: Sociology of Tourism</b>		14
	6	Meaning and Significance of Sociology of Tourism,	2
	7	Scope of Sociology of Tourism	2
	8	E.Cohen's contribution to Sociology of Tourism	2
	9	Determinants and Impact of Tourism- Social, Cultural, Economic and Environmental	4
	10	Tourism and Inequality- Class and Gender Dimensions	2
	11	Sustainable Development in Tourism Industry	2
<b>III</b>	<b>Unit 3 TOURISM AS AN INDUSTRY</b>		9
	12	Meaning, Structure and Components of Tourism Industry	4
	13	Benefits of Tourism industry	2
	14	Tourism Products and its Characteristics	3
<b>IV</b>	<b>Unit 4 TOURISM IN INDIA AND KERALA</b>		12
	15	India- Tourism Policy and Statistics	2
	16	Tourism Products in India- Emerging Trends and Challenges of Indian Tourism	3

	17	Kerala Tourism Policy and Statistics	2
	18	Specialities of Kerala Tourism- Ayurveda, Monsoon, Houseboat, Kerala, Food Festival,Literary festival	3
	19	Emerging Trends and Challenges of Kerala Tourism- Responsible Tourism	2
<b>V</b>	<b>Open Ended Module</b>		12
	20	Identify any local area with potential tourist attraction and prepare a report on the possibilities and challenges.	4
	21	Visit any tourist destination and evaluate the impact tourism brought about- socio economic and cultural.	4
	22	Compare and Contrast the Tourist Statistics OF Indian/ Kerala Tourism over the last Five years.	4

### **REFERENCE**

- Eric Cohen (1984) The Sociological Tourism: Approaches, Issues and Findings.(Ann.Rev.Socio-1-1984:10:37 3.92)
- Burns, Peter M 1999, An Introduction to Tourism and Anthropology, Routledge, London
- Fletcher, John & others, 2018, Tourism: Principles and Practice, 6th Edition, Pearson, UK
- Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological Beginnings,Elsevier, Amsterdam
- Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies, Sage,New Delhi

### **E-RESOURCES**

**<https://egyankosh.ac.in/bitstream/123456789/67181/3/Unit-7.pdf>**

<https://staffnew.uny.ac.id/upload/132326890/pendidikan/EFTI.pdf>

<https://www.imf.org/en/News/Articles/2021/02/24/na022521-how-to-save-travel-and-tourism-in-a-post-pandemic-world>

[https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000829IC/P001498/M017064/ET/1468994740P06-M06-TourismSignificanceinIndia-ET.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001498/M017064/ET/1468994740P06-M06-TourismSignificanceinIndia-ET.pdf)

<https://tourism.gov.in/sites/default/files/2020-04/India%20Tourism%20Statistics%202019.pdf>

[https://mpr.ub.uni-muenchen.de/110442/1/MPRA\\_paper\\_110442.pdf](https://mpr.ub.uni-muenchen.de/110442/1/MPRA_paper_110442.pdf)

<http://www.keralatourism.gov.in/>

<https://tourism.gov.in/>

### **Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding of basic concepts of travel and tourism	R & U	PSO1
CO-2	Attain a comprehensive Sociological overview of impact of tourism on society	U & An	PSO2
CO3	Understand and Evaluate different dimensions of Tourism Industry	An	PSO 2,3
CO4	Compare and contrast the strength and challenges of Indian and Kerala Tourism Scenario	An and E	PSO3
CO5	Apply the acquired knowledge in the field,	An, E and C	PSO4,5

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Develop an understanding of basic concepts of travel and tourism	PSO1	R & U	C	L	
2	Attain a comprehensive Sociological overview of impact of tourism on society	PSO2	U & An	C	L	
3	Understand and Evaluate different dimensions of Tourism Industry	PSO 2,3	An	P	L	
4	Compare and contrast the strength and challenges of Indian and Kerala Tourism Scenario	PSO3	An and E	P	L	
5	Apply the acquired knowledge in the field,	PSO4,5	An, E and C	M	P	

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**



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

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2					1					
CO 2		3						8				
CO 3		2	3						3			
CO 4			3	2						3		
CO 5					3						1,2	3

**Correlation Levels:**

L e v e l	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

<b>Programme</b>	<b>BA Sociology</b>				
<b>Course Code</b>	UK1MDCSGY109				
<b>Course Title</b>	<b>Sociology Of Cinema</b>				
<b>Type of Course</b>	<b>MDC</b>				
<b>Semester</b>	<b>I</b>				
<b>Academic Level</b>	<b>100-200</b>				
<b>Course Details</b>	<b>Credit</b>	<b>Lecture per week</b>	<b>Tutorial per week</b>	<b>Practical per week</b>	<b>Total Hours</b>
	3	3		-	45
<b>Pre-requisites</b>	A flair for Film Studies and an understanding about film's possible impact on society and vice versa				
<b>Course Summary</b>	This course examines cinema through a sociological lens, exploring how films reflect, shape, and challenge social norms, identities, and institutions. Through theoretical frameworks and case studies, students will analyze the cultural, political, and economic dimensions of cinema, and its influence on society				

**Detailed Syllabus**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Tot. Hrs</b>
<b>I</b>	<b>Understanding Cinema through Sociological Perspectives</b>		<b>10</b>
	1	Overview of Sociology of Cinema: Role of Cinema in shaping society and vice versa	2
	2	Concepts - Representation, Ideology, and Spectatorship in cinema.	2
	3	Sociological approaches to films - Marxism, Feminism	3
	4	Film Style Vs Genre –Film Classifications	3
<b>II</b>	<b>Facets of Indian Cinema</b>		<b>10</b>
	5	Evolution of Indian Cinema Silent era to Contemporary times	2
	6	Regional diversity and Cultural Hegemony:	3
	7	Distinctiveness of Indian cinema	3
	8	Caste, class, and gender representations in Indian cinema Case studies: Movies Secret Superstar, Kaathal, Mersal, Kumbalangi Nights	2
<b>III</b>	<b>Social Construction of Cinema: New Generation Movies</b>		<b>12</b>
	9	Changing Dynamics of Malayalam Cinema	2
	10	Cinema and Social Institutions : Home, Kerala Cafe, Saudi Vellaika	2
	11	Representation of Women: Great Indian kitchen, Aattam.	2
	12	Gender dynamics and Cinema : Njan Marykutti, My life partner	2
	13	Diaspora in Cinema: Gaddhama, Pathemaari, Aadujeevitham	2
	14	Crime and Politics in Cinema : KGF 2, Animal	2
<b>IV</b>	<b>Current trends in Cinema</b>		<b>6</b>
	15	Impact of globalization on film production, distribution, and consumption	2
	16	Digital revolution and its impact on cinema:	1
	17	Eco-cinema and environmental activism	1
	18	Virtual reality and Augmented reality in cinema	1
	19	Emerging genres and storytelling techniques	1
<b>V</b>	<b>Open Ended Module: Practicum</b>		<b>7</b>

	1	Visit to film studio : Vismaya / Chitranjali/Visit reports	
	2	Interviewing Directors /	
	3	Seminar Paper presentations/Reviewing films	
	4	Mini Project on the nuances of ideological representations made in specific cinema	

## References

Jhally, S., & Lewis, J. (Eds.). (1992). *Enlightened racism: The Cosby show, audiences, and the myth of the American dream*. Westview Press

Jhally, S. (2018). *The Spectacle of Accumulation: Essays in Culture, Media, and Politics*. Peter Lang Publishing.

Turner, G. (2020). *Film as Social Practice*. Routledge.

Sobchack, V. (2016). *The Persistence of History: Cinema, Television, and the Modern Event*. Routledge

[https://researchguides.dartmouth.edu/filmstudies/feministfilmtheory#:~:text=Pursuing%20the%20link%20between%20gender,\(see%20psychoanalytic%20film%20theory\)](https://researchguides.dartmouth.edu/filmstudies/feministfilmtheory#:~:text=Pursuing%20the%20link%20between%20gender,(see%20psychoanalytic%20film%20theory))

Ganti, T. (2018). *Bollywood: A Guidebook to Popular Hindi Cinema*. Routledge.

Mishra, V. (Ed.). (2017). *Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora*. Anthem Press.

Vasudev, A. (2018). *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*. Columbia University Press..

A. Appadurai (1996) 'Disjuncture and Difference in the Global Cultural Economy' in M. Featherstone (ed.) *Global Culture: Nationalism, Globalization and Modernity* (London: Sage) p. 295–310.

Menon, J. (2016). *The Stylistics of Malayalam Cinema: An Analysis of the Aesthetics of the New Generation Cinema*. Sage Publications

Prasad, M. (2014). *Malayalam Cinema: Towards a Sociological Analysis*.

Bhaskaran, G. *Celluloid Colony: The Cultural History of Malayalam Cinema*.

Pillai, M. T., & Devika, J. (Eds.). *Gender in Malayalam Cinema: Breaking the Binary*. Publisher.

Pillai, M.T. *Women in Malayalam Cinema* ebook

Nair, B. *Politics as Performance: A Social History of Malayalam Cinema*. Publisher.

Radhakrishnan, R. (2015). Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in "Regional Cinema". *BioScope: South Asian Screen Studies*, 6(2), 126-144. <https://doi.org/10.1177/097492761560062>

Hjort , M., & MacKenzie, S. (Eds.). (2017). *Cinema and Nation*. Routledge.

Telotte , J. P. (2018). *Science Fiction Double Feature: The Science Fiction Film as Cult Text*. Routledge.

Wheatley , C. (2019). *The Transformation of Cinema, 1907–1915*. Univ of California Press

Jenson. Revisiting Neelakkuyil: On the Left’s Cultural Vision, Malayali Nationalism and the Questions of ‘regional cinema’”. *TAPASAM* (April-September), 2012, pp. 26-57

Pandian, M.S.S. “Towards National-Popular: Notes on SelfRespecters’ Tamil.” *Economic and Political Weekly*, vol. 31, no. 51, 21, 1996, pp. 3323–3329.

Pillai, P. Govinda. “Editor’s Foreword.” *Economic Aspects of Film Industry in Kerala*, edited by Uma J. Nair, CDIT, 1999, pp. 5–8.

Prasad, M. Madhava. “Cinema as a Site of Nationalist Identity Politics in Karnataka.” *Journal of the Karnataka Studies*, vol 1, no.1, 2004, pp. 60:85. —. *Cine-Politics: Film Stars and Political Existence in South India*. Orient Blackswan, 2014.

Radhakrishnan, Ratheesh. “What Is Left of Malayalam Cinema?” *Cinemas of South India: Culture, Resistance, Ideology*, edited by Sowmya Dechamma C C. and Elavarthi Sathya Prakash, Oxford University Press, 2010, pp. 25–48.

‘Regional’ Cinema or Products of Bricolage? An Introduction to Malayalam Studio Film of the Early 1950s”. *Bioscope: South Asian Screen Studies*, vol. 4, no. 1, 2013, pp. 31-49.

“Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in ‘Regional Cinema.’” *BioScope: South Asian Screen Studies*, vol. 6, no. 2, 2015, pp. 126–44.

Rajadhyaksha, Ashish. *Indian Cinema: A Very Short Introduction*. Oxford University Press, 2016.

Srinivas, S. V. *Politics as Performance: A Social History of the Telugu Cinema*. Permanent Black, 2013.  
*Imagining the Malayali Nation: Early Malayalam Cinema and the Making of a Modern Malayali identity*

Swart, Patricia L. *Politics, gender, spectators: An ethnographic exploration of the Malayalam cinema of Kerala*. Unpublished Ph.D. Dissertation, New School University, 2010.

Venkiteswaran, C.S. “Malayalam Cinema of the 1950’s: Mapping the Nation.” *Haritham: Journal of the School of Letters*, vol. 21, 2013, pp. 70–83.

Willemen, Paul and Ashish Rajadhyaksha. eds. *Encyclopedia of Indian Cinema*. Oxford University Press, 1998.

## **Other References**

### **Introduction to Sociology Giddens, Anthony, 2003**

New York, NY: W.W. Norton & Co. (paper) ISBN 978-0393977707

### **You May Ask Yourself: An Introduction to Thinking Like a Sociologist.**

Conley, Dalton. 2008.

New York, NY: W.W. Norton & Co. (paper) ISBN 978-0-393-92760-3

**Gender, Race, and Class in Media: A Critical Reader (3rd edition)**

Dines, Gail and Humez, Jean M. (2011) Sage Publications. ISBN 978-1412974417

**Media/Society: Industries, Images, and Audiences (4th edition)**

Croteau, David, Hoynes, William, and Milan, Stefania (2011) Sage Publications. ISBN 978-0761987734

**Course Outcomes**

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Get introduced to the sociological perspective of Cinema and concepts	U	PSO1
CO2	Understand the role of cinema in constructing and reflecting social identities.	P	PSO2
CO3	Critically evaluate the impact of cinema on societal attitudes, values, and behaviors	E	PSO2, 3
CO4	Explore the relationship between cinema, power, and ideology	M	PSO3
CO5	Apply sociological theories to analyze specific films and cinematic trends	AP	PSO4,5
CO6	Evaluate films as cultural texts within their social contexts	E	PSO2,3
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Get introduced to the sociological perspective of Cinema and concepts	PSO1	R & U	C	L	

2	Understand the role of cinema in constructing and reflecting social identities.	PSO2	U & An	C	L	
3	Critically evaluate the impact of cinema on societal attitudes, values, and behaviors	PSO 2,3	An	P	L	
4	Explore the relationship between cinema, power, and ideology	PSO3	An and E	P	L	
5	Apply sociological theories to analyze specific films and cinematic trends	PSO4,5	An, E and C	M	P	
6	Evaluate films as cultural texts within their social contexts	PSO 5	E	P	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3						6					
CO 2		3						6				
CO 3			3						1			
CO 4		3	2							3		
CO 5				3	2						1,3	
CO 6			2	2	3						3,7	

**Correlation Levels:**

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	



University of Kerala



Programme	BA SOCIOLOGY				
Course Code	UK1DSCSGY105				
Course Title	Individual and Group Behaviour				
Type of Course	DSC Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the Science concepts				
Course Summary	The course will introduce the basic concepts related to social behaviour. The course intends to orient the students in understanding how membership in group leaves an impact on individual behaviour and vice versa				

#### Detailed syllabus

<b>I</b>	<b>Module 1: Nature of individual behaviour</b>		<b>10</b>
	1	Individual Behaviour- Concept and Nature	2
	2	Factors affecting Individual behavior: Heredity and Environment	2
	3	Growth and Development	2
	4	Principles of human development- Social, emotional	2
	5	Principles of human development- Cognitive, Physical	2
<b>II</b>	<b>Module 2: Nature of Self and Group behavior</b>		<b>18</b>
	6	Self concept as a Social product	3
	7	Self esteem- Dimensions and Components	3
	8	Social Identity- Self and Social categorisation	3
	9	Group behaviour: Concept and Nature	2
	10	Social group - Characteristics and Types	2
	11	Mob, Crowd, Audience	1
	12	Rumour, Propaganda and Public Opinion	2
<b>III</b>	<b>Module 3: Socio-Psychological theories</b>		<b>10</b>
	14	Theory of Self: G.H. Mead	3

	15	Looking Glass Self:C.H.Cooley	2
	16	Need Theory:Maslow	3
	17	Culture and Personality :Ruth Benedict	2
IV	<b>Module 4: Interpersonal relationships and Group dynamics</b>		<b>10</b>
	18	Prosocial behaviour	2
	19	Stereotype,Prejudice,Discrimination	2
	20	Attitude-Self perception	2
	21	Interpersonal attraction-determinants	2
	22	Conformity and Compliance	2
V	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>
	<p><b>Role play:</b>Students can be delegated roles related to individual and group expectations related to any of the social roles</p> <p><b>Survey:</b>An online survey tool can be designed to collect details about the interpersonal relationships</p> <p><b>Debate:</b>A debate competition can be organized to examine the significance of group dynamics</p>		

## References

- Adler, A. (1954). *Understanding Human Nature*. New York: Greenburg Publisher
- Alcock, J., & Sadava, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. Los Angeles: Sage
- Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
- Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall.
- Brehm, S. S., Kassin, S. M., & Fein, S. (2005). *Social psychology*. Houghton Mifflin.
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). New York: Pearson
- Funder, D. C. (2010). *The Personality Puzzle*. New York: W. W. Norton & Company
- Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
- Kenrick, D. T., Neberg, S. L., & Cialdini, R. B. (2005). *Social psychology: unraveling the mystery*. Boston, MA: Allyn and Bacon.
- Kenrick, D. T., Neberg, S. L., & Cialdini, R. B. (2015). *Social psychology*. Boston: Pearson.
- Kuppuswamy, B. (1990). *Elements of social psychology*. Delhi: Konark Pub. Pvt. Ltd.
- Lesko, W. A. (2009). *Readings in social psychology: general, classic, and contemporary selections*. Boston, MA: Pearson/Allyn and Bacon.
- Mayer, J. D. (2007). *Readings in Personality Psychology* (1st ed.). New York: Pearson Mischel, W.;

Shoda, Y.& Smith, R. E. (2004). Introduction to Personality. John Wiley & Sons  
 Myers, D. G. (2002). Social Psychology, 7th ed. McGraw Hill: Int. Education  
 RaoNarayanaS.. (2002). Counselling and Guidance. 2nd ed. New Delhi: Tata McGraw Hill

Branscombe, N. R. & Baron, R. A. Adapted by Preeti Kapur (2017), Social Psychology, (14th Ed.), New Delhi: Pearson Education; Indian reprint 2017

Aronson, E. Wilson, T. D. Akert, R. M. & Sommers, S.A. adapted by Veena Tucker (2016), Social Psychology (9th Ed), New Jersey: Pearson Education Prentice Hall, Indian subcontinent adaptation, Pearson India Education Pvt. Ltd.

Crisp, R. J. & Turner, R. N. (2014), Essential Social Psychology, Sage Publication, South Asia adaptation (2017).

Mercer, J. & Clayton, D. (2014), Social Psychology, New Delhi: Dorling Kindersley India Pvt. Ltd. 8)

Myers, D. G. Sahajpal, P. & Behera, P. (2017), Social psychology (10th ed.), McGraw Hill Education.

Taylor, S. E. Sears, D. O. & Peplau, L. A. (2017), Social psychology (10th ed.), Pearson Education.

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the basic concepts and constructs on individual behaviour	U	PSO1
CO2	Examine the nature and significance of group behaviour	U	PSO2
CO3	Analyze the significance of theories related to individual and group behaviour	An	PSO2, 3
CO4	Evaluate the concepts which can be used for examining interpersonal relationships and group dynamics	E	PSO3
CO5	Apply conceptual understanding to analyse socio-psychological processes	AP	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the basic concepts and constructs on individual behaviour	PSO1	U	C	L	
2	Examine the nature and significance of group behaviour	PSO2	U	C	L	
3	Analyze the significance of theories related to individual and group behaviour	PSO 2,3	An	P	L	
4	Evaluate the concepts which can be used for examining interpersonal relationships and group dynamics	PSO3	E	P	L	
5	Apply conceptual understanding to analyse socio-psychological processes	PSO4,5	AP	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			
CO 4		3	2						4		
CO 5				3	2					2	
CO 6			2	2	3						3,7

**Correlation Level**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY102				
Course Title	Indian Society:Structure and Change				
Type of Course	DSC Major				
Semester	2				
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the structure and culture of Indian society				
Course Summary	This course will introduce the basic structure and the transformations of Indian society by examining the social institutions and social processes peculiar to Indian Society. This course will also familiarize students with the major theoretical contributions of pioneer Indian sociologists.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1:Indian Social Structure</b>		<b>10</b>
	1	Villages, Cities and its Characteristics	2
	2	Rural-Urban Continuum	1
	3	Caste system- Characteristics	2
	4	Dominant Caste, Sanskritisation	1
	5	Scheduled Caste	1
	6	Scheduled Tribe	1
	7	Other Backward Communities	1
	8	Class structure:Middle class and Working class	1

II	<b>Module 2 Indian Social Institutions</b>		<b>12</b>
	9	Joint Family system in India -Characteristics	2
	10	Changes in structure and functions of Family: Extended and Nuclear Family	2
	11	Marriage: Evolution and Trends in India	3
	12	Special Marriage Act 1954.	2
	13	Kinship: Types and Usages	3
III	<b>Module 3:Theoretical Perspectives on Indian Society</b>		<b>12</b>
	14	Indological- GS Ghurye	3
	15	Structural- MN Srinivas	3
	16	Marxian- AR Desai	3
	17	Subaltern- BR Ambedkar	3
IV	<b>Module 4:Social Transformation and Challenges of Indian society</b>		<b>14</b>
	18	Nation Building and Regional Identity	2
	19	Religious Pluralism and Secularism	3
	20	Inequalities and Communalism	3
	21	Poverty and Deprivation	3
	22	Globalisation and its impact on labour-informalisation	3
V	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment		<b>12</b>
	<p><b>Debates:</b> Conduct debate on the changes in the structure and functions of social institutions, with special focus on the changing attitudes and priorities of the younger generation on the institution of marriage. This will provide in-depth understanding of the changing trends and patterns.</p> <p><b>Discussion and Panel Discussions</b> Organize discussions on contemporary social problems of Indian society and the measures to curb them by inviting experts from the field. This can provide students with multiple perspectives on the same issue, enhancing their understanding of social dynamics.</p> <p>OR</p> <p><b>Social Survey:</b> Conduct small surveys in the locality to understand the extent of social problems like poverty, unemployment and drug addiction. This will provide students a realistic picture of the problems and enhance their research and analytical skills.</p>		

## References

- Madan, V.(ed)( 2002), *The Village in India*. Delhi: Oxford University Press
- Srinivas, M. N. 1987. *The Dominant Caste and Other Essays*. Delhi: Oxford University Press. (Pages 20-59).
- Karve,Irawati(1973) *Kinship Organisation in India*,Deccan College Monograph Series 11,Poona:Deccan College of Postgraduate and Research Institute
- Breman, J. (1999) 'The Study of Industrial Labour in Post-Colonial India: The Formal Sector', in *Contributions to Indian Sociology*, 33 (1 & 2), pp.1-41
- Deshpande,Satish(2003)*Contemporary India-A Sociological Perspective*,New Delhi:Penguin Books
- Banerjee, Prathama( 2006) *Politics of Time: 'Primitives' and History-Writing in a Colonial Society*. New Delhi: Oxford University Press. (Introduction)
- Guha, Ramachandra.(1996). 'Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India', *Economic and Political Weekly*, 31, (35-37), pp. 2375- 89.
- Nagla,B.K. (2016). *Indian Sociological Thought*. Delhi: Rawat.
- Madan, T. (2011). *Sociological traditions: Methods and perspectives in the sociology of India*. SAGE
- Ambedkar, B. R(2015). *Annihilation of Caste: The Annotated Critical Edition*. Delhi:Navayana Publication.
- Ambedkar, B. R(2012). *Mr. Gandhi And the Emancipation of The Untouchables*. Delhi: Samyak Prakashan:
- Ahuja, R (2014), *Social Problems in India*, Rawat Publications
- Bhattacharyya, S. K. (1994). *Social Problems in India: Issues and Perspectives*. India: Regency Publications.
- Nandy, Ashis.(1994). *The Illegitimacy of Nationalism*. New Delhi: Oxford University Press.
- Beteille, A. (1981). *Backward Classes and the New Social Order*. Delhi: Oxford University Press.
- David Mandlebaum. (1970). *Society in India*. London: University of California
- Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press,
- Gupta, Dipankar (ed.). 1992. *Social Stratification*. New Delhi: Oxford University Press
- Nagla,B.K. (2016). *Indian Sociological Thought*. Delhi: Rawat.
- Patricia Uberoi (Ed). (1993). *Family, Kinship and Marriages in India*. New Delhi: Oxford Press.
- Ram Ahuja (1993), *Indian Social System*, Rawat Publications
- S. C. Dubey. (1990). *Indian Society*. New Delhi: National Book Trust India.
- Sharma, KL, (2008). *Indian Social Structure and Change*, Rawat Publication,
- Singh, Y. (1973). *Modernization of Indian Tradition*. Delhi: Thomson Press.
- Srinivas, M.N. (1966). *Social Change in Modern India*. Bombay: Allied Publishers.
- Srinivas, M.N. (1976). *Nation-Building in Independent India*. Delhi: Oxford University



Srinivas, M.N. (1980) India: Social Structure. New Delhi: Hindustan Publishing Corporation, University Press.

Victor S D' Souza. (1981): *Inequality and its Perpetuation: A Theory of Social Stratification* New Delhi: Manohar Publications

**Course Outcomes (CO):**

COs	CO Statement	Cognitive Level*	PSOs addressed
CO 1	Familiarize with the key concepts about Indian society	C	PSO1
CO 2	Understand the various social institutions, their structure and changes	U	PSO2
CO 3	Explore various theoretical orientations about Indian society and familiarize with major Indian sociologists	An	PSO2,3
CO 4	Critically evaluate the major developmental problems of contemporary Indian society	E	PSO3,5
CO 5	Apply sociological theories and knowledge to understand contemporary Indian society	Ap	PSO4
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Familiarize with the key concepts about Indian society	PSO1	C	C	L	
2	Understand the various social institutions, their structure and changes	PSO2	U	F	L	
3	Explore various theoretical orientations about Indian society and familiarize with major Indian sociologists	PSO 2,3	An	F	L	

4	Critically evaluate the major developmental problems of contemporary Indian society	PSO3,5	E	M	L	
5	Apply sociological theories and knowledge to understand contemporary Indian society	PSO4	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					1				
CO 3			3					1			
CO 4		3	2						2		
CO 5				3	2					2	
CO 6			2	2	3						

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar

- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY106				
Course Title	Understanding Indian Society				
Type of Course	DSC Minor				
Semester	2				
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the structure and culture of Indian society				

Course Summary	This course will introduce the basic structure of Indian society, social institutions and major social problems of contemporary India. This course will also familiarize students with the major theoretical contributions of pioneer Indian sociologists.
----------------	--

### Detailed Syllabus

Module	Content		Hours
I	<b>Module 1: Social Structure in India</b>		<b>10</b>
	1	Structure of Indian society- villages and cities- structure and change	2
	2	Caste system- origin and features	2
	3	Scheduled Castes	2
	4	Scheduled Tribes	2
	5	Other Backward Communities	2
II	<b>Module 2: Social Institutions in India</b>		<b>12</b>
	6	Joint Family System in India and its features	2
	7	Changes in the structure and functions of family-Extended and Nuclear family	3
	8	Marriage- Evolution and trends in India	3
	9	Special Marriage Act 1954	2
	10	Kinship and its types	2
III	<b>Module 3: Theoretical Perspectives on Indian Society</b>		<b>12</b>
	13	Indological- GS Ghurye	3
	14	Structural- MN Srinivas	3
	15	Marxian- AR Desai	3
	16	Subaltern- BR Ambedkar	3
IV	<b>Module 4: Challenges of social transformation of Indian Society</b>		<b>14</b>
	19	Poverty- causes, effects and measures for eradication	4
	20	Violence against Women-Dowry System and Domestic Violence	3
	21	Caste conflicts and Ethnic Conflicts	3
	22	Globalization and Migration: Challenges and Prospects	4

	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment	12
	<p><b>Debates:</b> Conduct debate on the changes in the structure and functions of social institutions, with special focus on the changing attitudes and priorities of the younger generation on the institution of marriage. This will provide in-depth understanding of the changing trends and patterns.</p> <p><b>Discussion and Panel Discussions</b> Organize discussions on contemporary social problems of Indian society and the measures to curb them by inviting experts from the field. This can provide students with multiple perspectives on the same issue, enhancing their understanding of social dynamics.</p> <p>OR</p> <p><b>Social Survey:</b> Conduct small surveys in the locality to understand the extent of social problems like poverty, unemployment and drug addiction. This will provide students a realistic picture of the problems and enhance their research and analytical skills.</p>	

## References

- Beteille, A. (1981). *Backward Classes and the New Social Order*. Delhi: Oxford University Press.
- David Mandlebaum. (1970). *Society in India*. London: University of California
- Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press,
- Gupta, Dipankar (ed.). 1992. *Social Stratification*. New Delhi: Oxford University Press
- Nagla, B.K. (2016). *Indian Sociological Thought*. Delhi: Rawat.
- Patricia Uberoi (Ed). (1993). *Family, Kinship and Marriages in India*. New Delhi: Oxford Press.
- Ram Ahuja (1993), *Indian Social System*, Rawat Publications
- S. C. Dubey. (1990). *Indian Society*. New Delhi: National Book Trust India.
- Sharma, KL, (2008). *Indian Social Structure and Change*, Rawat Publication,
- Singh, Y. (1973). *Modernization of Indian Tradition*. Delhi: Thomson Press.
- Srinivas, M.N. (1966). *Social Change in Modern India*. Bombay: Allied Publishers.
- Srinivas, M.N. (1976). *Nation-Building in Independent India*. Delhi: Oxford University
- Srinivas, M.N. (1980) *India: Social Structure*. New Delhi: Hindustan Publishing Corporation, University Press.
- Victor S D' Souza. (1981): *Inequality and its Perpetuation: A Theory of Social Stratification* New Delhi: Manohar Publications
- Madan, V.(ed), 2002, *The Village in India*. Delhi: Oxford University Press,
- Ram Ahuja. (1993). *Indian Social System*. New Delhi: Rawat Publications.
- Sharma, KL (2008), *Indian Social Structure and Change*, Rawat Publication
- Patricia Uberoi (Ed). (1993). *Family, Kinship and Marriages in India*. New Delhi: Oxford University Press.
- Kapadia KM (1966) *Marriage and Family in India*, Oxford University Press
- Sandhu, J (2016) *Marriage and family in India: trends and emerging challenges*. Rawat Publications.
- Sections from References:
- Nagla, B.K. (2016). *Indian Sociological Thought*. Delhi: Rawat.
- Madan, T. (2011). *Sociological traditions: Methods and perspectives in the sociology of India*. SAGE
- Ahuja, R (2014), *Social Problems in India*, Rawat Publications

Bhattacharyya, S. K. (1994). Social Problems in India: Issues and Perspectives. India: Regency Publications.

**Course Outcomes (CO):**

COs	CO Statement	Cognitive Level*	PSOs addressed
CO1	Familiarize with the key concepts about Indian society	C	PSO1
CO2	Understand the various social institutions, their structure and changes	U	PSO2
CO3	Explore various theoretical orientations about Indian society and familiarize with major Indian sociologists	An	PSO2,3
CO4	Critically evaluate the major developmental problems of contemporary Indian society	E	PSO3,5
CO5	Apply sociological theories and knowledge to understand contemporary Indian society	Ap	PSO4

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Familiarize with the key concepts about Indian society	PSO1	C	C	L	
2	Understand the various social institutions, their structure and changes	PSO2	U	F	L	
3	Explore various theoretical orientations about Indian society and familiarize with major Indian sociologists	PSO 2,3	An	F	L	
4	Critically evaluate the major developmental problems of contemporary Indian society	PSO3,5	E	M	L	
5	Apply sociological theories and knowledge to understand contemporary Indian society	PSO4	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					1				
CO 3			3					1			
CO 4		3	2						2		
CO 5				3	2					3	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY107				
Course Title	Political Sociology				
Type of Course	DSC Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	The course will introduce the major debates and concepts of Political Sociology in order to better understand the mutual relationship between the political system and society. The students will be equipped to analyze the role and significance of political socialization and political processes and contextualize the current political scenario of India and the world.				

**Detailed Syllabus**

I	Module 1: Introduction to Political Sociology		<b>10</b>
	1	Meaning and nature of Political Sociology	2



	2	Emergence of Political Sociology	2
	3	Scope of Political Sociology	2
	4	Distinctive approaches	2
	5	Relationship between Political system and Social System	2
	<b>Module 2: Basic concepts in Political Sociology</b>		<b>18</b>
<b>II</b>	6	Nation , State, Government	3
	7	Citizen and Citizenship	2
	8	Political socialization: Types and Agents	3
	9	Political Processes: Adult franchise	2
	10	Political parties	2
	11	Party system	2
	12	Pressure groups	2
	13	Propaganda and Public Opinion	2
	<b>Module 3: Theoretical approaches</b>		<b>10</b>
<b>III</b>	14	Marx Weber's Legitimacy, Authority and Bureaucracy	3
	15	Thorstein Veblen's Theory of the Leisure Class.	2
	16	Pareto and Circulation of elites	3
	17	C W Mill's Power elite	2
	<b>Module 4: Currents debates</b>		<b>10</b>
<b>IV</b>	18	Electoral Democracy and its challenges	2
	19	Identity Politics	2
	20	Global capitalism and Nation state	2
	21	Discipline, Surveillance and Governmentality	2
	22	Grassroot alternatives in Right based development	2
	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>

	<p><b>Slogan making competition :</b> Competition may be conducted to prepare slogans for Right based development approach bringing in key aspects of democracy and social justice</p> <p><b>Debate or Forum discussion:</b> Debates may be organised on the current governance related problems</p> <p><b>Seminar papers:</b> Seminar papers can be prepared to analyze and evaluate the theoretical perspectives in the light of latest developments</p>	
--	--	--

### References

- Dowse, R. E. & Hughes( 1971) Political Sociology, New York, Basic Book,.
- Horowitz, Irving L.( 1972 ), Foundation of Political Sociology, New York, Harper and Row.
- Runciman W. G (1965) , Social Sciences and Political Theory, Cambridge University Press, London.
- Eisenstadt, S. N.( 1971) – Political Sociology, New York, Basic Book,
- Kornhauser, W.( 1971) – The Politics of Mass Society , Penguin.
- Kothari R. (1979) – Politics in India, Orient Longmans Ltd.
- Merton R. K. 1952 (ed) – Reader in Bureaucracy . Glenco The Free Press.
- Key V. O. (1964) – Politics, Parities and Pressure Groups, Crowell New York,.
- Max Weber(1978). - Economy and Society: An Outline of Interpretive Sociology. Berkley, CA: U. California Press,
- C. Wright Mills (1956)-The Power Elite, Oxford Universty Press,New York

### Course Outcomes (CO):

COs	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the Sociological dimensions of the interrelationships between Political system and Society	C	PSO1
CO2	Examine the concepts and constructs which can be employed in analysing socio-political phenomena	An	PSO2
CO3	Explore theoretical orientations about interactions between political and social processes	E	PSO2,3
CO4	Critically evaluate the major debates related to the socio-political contexts	E	PSO3,4
CO5	Apply Sociological understanding for uncovering complex political developments	Ap	PSO5

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the Sociological dimensions of the interrelationships between Political system and Society	PSO1	C	C	L	
2	Examine the concepts and constructs which can be employed in analysing socio-political phenomena	PSO2	An	F	L	
3	Explore theoretical orientations about interactions between political and social processes	PSO 2,3	E	F	L	
4	Critically evaluate the major debates related to the socio-political contexts	PSO3,4	E	M	L	
5	Apply Sociological understanding for uncovering complex political developments	PSO5	Ap	M	P	

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

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

CO 5				3	2					6	
CO 6			2	2	3						

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	



University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY108				
Course Title	Crime and Society				
Type of Course	DSC Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	The course aims to sensitize the learners about the causes, social dimensions and measures to control forms of crime, consequences of crime and introduce various theoretical perspectives on crime				

Detailed syllabus

I	<b>Module 1 Introduction to concepts in Crime</b>		<b>10</b>
	1	Crime-Meaning and Definitions	2
	2	Characteristics of Crime	2
	3	Cause of Crime: Social, Economic, Political and Cultural	2
	4	Victimology	2
	5	Criminology	2
II	<b>Module 2: Profile of Crime: Forms and Changes</b>		<b>16</b>
	6	Organised Crime-Meaning and Features	2
	7	White Collar Crime-Meaning and Features	2
	8	Cyber Crimes-Meaning and Features	2
	9	Crime against Women-Female Foeticide, Eve-teasing, Sexual Abuse Dowry death, Domestic violence	3
10	Crime against Children-Sexual abuse, Child pronography, Trafficking	3	

	11	Terrorism-Concept and Characteristics	2
	12	Crime against SCs and STs	2
<b>III</b>	<b>Module 3:Theoretical approaches</b>		<b>12</b>
	13	Positive approach -Organic Deficiency Theory-Cesare Lomborso,	3
	14	Sociological approaches- Functionalist perspective -Emile Durkheim	3
	16	Anomie theory-Robert K Merton	3
	19	Marxist perspective -William Chambliss	3
<b>IV</b>	<b>Module 4: Correctional and Rehabilitation practices</b>		<b>10</b>
	18	Correction-Meaning and Significance	2
	19	Punishment-Meaning and Types	2
	20	Prison-Meaning and Types	2
	21	Alternative imprisonment-Probation, Parole. Open Prisons	2
	22	Rehabilitation of Prisoners-Prison Reforms in India	2
	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>
	<p><b>Poster making competition :</b> Competition may be conducted to prepare posters on different types of crime and the sociological perspectives on its</p> <p><b>Case study presentation:</b>Case studies on crimes and criminals can be presented to examine the crime profile and forms of crime</p> <p><b>Seminar papers:</b>Seminar papers can be prepared to analyze and evaluate the factual and objective data available from NCRB</p>		

## References

- Teeters, Negley and Harry Elnar Barnes(1959)New Horizons in Criminology, New Delhi, Prentice Hall of India.
- Sutherland, Edwin, H. and Donald R. Creassy(1968) Principles of Criminology, Bombay, Times of India Press
- Parsonage Willam H.,(1979) Perspective on Criminology, London, Sage Publications.
- Ministry of Home Affairs(1998) : Crime in India, New Delhi : Government of India.
- Gill, S. S.,( 1998) The Pathology of Corruption, New Delhi, Harper Collins Publishers

(India).

Reid, Suetitus( 1976) : Crime and Criminology, Illinois, Deyden Press.

Merton, R. K.(1972) : Social Theory and Social Structure, New Delhi, Emerind Publishing Co.

Goel, Rakesh M. and Manohar S. Powat( 1994) : Computer Crime Concept, Control and Prevention. Bombay Sysman Computers Pvt.Ltd.

Makkar,S.P. Singh and Paul C Friday(1993) Global Perspectives in Criminology Jalandhar

Brown, Stephen E., F. Esbensen, and Gilbert Geis(1996). "Explaining crime and its context."

Bartol, Curt R., and Anne M. Bartol. (1994)*Criminal behavior: A psychological approach*. Upper Saddle River, NJ: Pearson, 2014.

National Crime Records Bureau <https://ncrb.gov.in/en>

### Course Outcomes (CO):

COs	CO Statement	Cognitive Level*	PSOs addressed
CO1	Familiarise the students with the mutual impact of crime and society	C	PSO1
CO2	Analyse the profiles of crime and the changes and trends in the crime patterns	An	PSO2
CO3	Explore theoretical approaches for evaluating how the social interactions is mutually related to crime patterns	E	PSO2,3
CO4	Evaluate the impact of correctional and rehabilitation practices on the criminal behaviour and society at large	E	PSO3,4
CO5	Apply Sociological perspectives on crime and criminal behaviour to critically evaluate the policies and programmes for crime prevention	Ap	PSO5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Familiarise the students with the mutual impact of crime and society	PSO1	C	C	L	

2	Analyse the profiles of crime and the changes and trends in the crime patterns	PSO2	An	F	L	
3	Explore theoretical approaches for evaluating how the social interactions is mutually related to crime patterns	PSO 2,3	E	F	L	
4	Evaluate the impact of correctional and rehabilitation practices on the criminal behaviour and society at large	PSO3,4	E	M	L	
5	Apply Sociological perspectives on crime and criminal behaviour to critically evaluate the policies and programmes for crime prevention	PSO5	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					3					
CO 2		3					1				
CO 3			3					1			
CO 4		3	2						3		
CO 5				3	2					3	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low



2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓



University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY111				
Course Title	<b>Sociology of Sports</b>				
Type of Course	DSC Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours

	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	This course explores the sociological dimensions of sports, examining the role of sports in society, the construction of identities within sports, and the impact of sports on various social institutions. Through theoretical frameworks and empirical research, students will analyze the intersection of sports with culture, politics, economics, and gender dynamics				

### Detailed Syllabus

<b>I</b>	<b>Module 1 Introduction to Sociology of Sports</b>				<b>10</b>
	1	Definition and scope of sociology of sports,			2
	2	Significance of sports in society (e.g., socialization, identity, inequality)			2
	3	History of the development of Sociology of sports			3
	4	Methodologies in the sociology of sports (e.g., ethnography, surveys, interviews),			3
<b>II</b>	<b>Module 2 Power, Politics and Inequality in Sports</b>				<b>10</b>
	5	Social stratification in sports			3
	6	Nationalism in sports			3
	7	Gender inequality in sports			2
	8	Class inequality in sports			2
<b>III</b>	<b>Sports and Identity Formation</b>				<b>13</b>
	9	Identity formation through sports: Gender ideology and racial ideology			3
	10	Sports and media influence			2
	11	Ethnic identity in Sports			2
	12	Gender Identity in Sports			2
	13	Commercialisation of Sports			3
	14	Sports and Social Mobility			2

<b>IV</b>		<b>Sports , Social change and Globalisaiton</b>	<b>17</b>
	15	Sports and social activism	2
	16	Sports and social inclusion	2
	17	Sports and environmental sustainability	2
	18	Sports and peace-building	2
	19	Impact of globalization on sports culture	2
	20	Cultural politics of sports	2
	21	Role of technology in shaping the global sports landscape	3
	22	Sports and Community development	2
<b>V</b>	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessmen</b>		<b>10</b>
	<p>Examine the impact of globalization on sports culture.. (Assignments)</p> <p>Discuss the role of media and technology in shaping the global sports landscape (group discussions)</p> <p>Explore the cultural politics of sports, including controversies and resistance movements. (Case study)</p>		

## References

- Anderson, E., & McCormack, M. (Eds.). (2020). *The Routledge Handbook of Sport, Gender and Sexuality*. Routledge.
- Bairner,A.(2007). “Back to Basics:Class ,Social theory and Sport” *Sociology of Sport journal* 24:20-36
- Carrington, B., McDonald, I., & Hargreaves, J. (Eds.). (2020). *The Palgrave Handbook of Feminism and Sport, Leisure and Physical Education*. Palgrave Macmillan.
- Coakley, J. (2019). *Sports in Society: Issues and Controversies* (14th ed.). McGraw-Hill Education.
- . Darnell, S. C., Hayhurst, L. M. C., & McDonald, M. G. (2019). *Sport for Development and Peace: A Critical Sociology*. Bloomsbury Academic.
- Giulianotti, R. (Ed.). (2020). *The SAGE Handbook of the Sociology of Sport*. SAGE Publications Ltd.
- Kidd, B. (2022). *Sport, Society, and Politics: Exploring the Connections*. Oxford University Press.

McDonald, M. G., Spaaij, R., & Widdop, P. (Eds.). (2021). *The Palgrave Handbook of Sociology of Sport, Physical Activity and Health*. Palgrave Macmillan.

Maguire, J., Falcous, M., & Liston, K. (Eds.). (2019). *The Social Sciences of Sport: Critical Perspectives*. Routledge.

Scraton, S., Watson, B., & Hylton, K. (Eds.). (2020). *Routledge Handbook of Sport, Race and Ethnicity*. Routledge.

Wheaton, B., & Gilchrist, P. (Eds.). (2021). *The Routledge Handbook of the Sociology of Sport*. Routledge.

Messner, M. A., Duncan, M. C., & Jensen, K. (Eds.). (2018). *Separating Sport from Politics: What Makes Sports Political?* Routledge.

Messner, M. A., & Sabo, D. (Eds.). (1994). *Sport, Men, and the Gender Order: Critical Feminist Perspectives*. Human Kinetics.

Wacquant, L. (2004). *Body & Soul: Notebooks of an Apprentice Boxer*. Oxford University Press

Anderson, E. (2019). *Sport and the Making of Britain*. Manchester University Press.

Messner, M. A., & McPherson, B. D. (2010). *Exploring Sport and Exercise Psychology*. American Psychological Association.

Silk, M. L., Andrews, D. L., & Thorpe, H. (2011). *The Social Significance of Sport: An Introduction to the Sociology of Sport*. Routledge

Kidd, B. (2017). *Sport, Society, and Politics*. Macmillan International Higher Education.

Schulenkorf, N., & Adair, D. (Eds.). (2014). *Global Sport-for-Development: Critical Perspectives*. Palgrave Macmillan.

Guo, Y. (2018). *Sport, culture and society: An introduction*. Routledge.

Schulenkorf, N., & Adair, D. (Eds.). (2014). *Global Sport-for-Development: Critical Perspectives*. Palgrave Macmillan.

Van Rheenen, D. (2004). *Global Issues in Education: Pedagogy, Policy, Practice, and the Minority Experience*. Greenwood Publishing Group

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	PSO addressed
CO1	Gain an interdisciplinary understanding of the intersection between sociology and sports	U	PSO1,2
CO2	Understand how power ,politics brings in inequalities in the practices of sports in national and worldwide level	U	PSO2,3
CO3	Enhance analytical skills to examine how underlying patterns in the practices and processes of sports	An	PSO4

CO4	Develop skills to identify the politics of identity and its impact on society	E	PSO3,4
CO5	Discuss how social,political,cultural and technological changes mutually influence the practices and processes of Sports events	Ap	PSO2,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Gain an interdisciplinary understanding of the intersection between sociology and sports	PSO1,2	U	C	L
2	Understand how power ,politics brings in inequalities in the practices of sports in national and worldwide level	PSO2,3	U	C	L
3	Enhance analytical skills to examine how underlying patterns in the practices and processes of sports	PSO4	An	P	L
4	Develop skills to identify the politics of identity and its impact on society	PSO3,4	E	P	L
5	Discuss how social,political,cultural and technological changes mutually influence the practices and processes of Sports events	PSO2,5	Ap	M	P

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
--	------	------	------	------	------	-----	-----	-----	-----	-----	-----

CO 1	3					1					
CO 2		3					1				
CO 3			3					6			
CO 4		3	2						8		
CO 5				3	2					7	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓

CO 4		✓		✓
CO 5		✓	✓	✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY112				
Course Title	Sociology of Disaster Management				
Type of Course	DSC Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	The course intends to make students understand the concepts related to disaster management and resilience and its significance in community and social settings. The course will equip the students to analyse the socio-cultural contexts of communities with respect their disaster resilience and preparedness and thus to apply locally available data to formulate action plans for local administrative units				

<b>I</b>	<b>Module 1: Concepts on Disaster Management</b>				<b>10</b>
	1	Disasters, Catastrophe, Hazard,,Risk,Resilience			2
	2	Classification of Disasters -Manmade and Natural			2
	3	Disaster management -definition- Risk management and Crises management			3
	4	Disaster management UN and its mechanisms UNDP, UNDRR, WHO. National,State and District level mechanisms			3

<b>II</b>	<b>Module 2 Disaster vulnerabilities and Community Responses</b>		<b>12</b>
	5	Disaster vulnerabilities-Concept and Dimensions	2
	6	Caste, Class, Gender, Race and ethnicity based vulnerabilities and Disasters	2
	6	Refugees, Migrants, Children and Women, aged, unorganized Labour, Persons with Disability and Disasters	2
	7	Community Based Disaster Risk Reduction -- Awareness generation and Community Organization);	3
	8	Risk and Vulnerability Assessments - Participatory Capacity and Vulnerability Assessment (PCVA) and Participatory Disaster Risk Assessment (PDRA)	3
<b>III</b>	<b>Module 3 Disaster Resilience: Local, Regional, National and Country Experiences</b>		<b>12</b>
	9	Role of stakeholders: Rebuild Kerala Initiative( Government of Kerala), Coalition for Infrastructure Resilience	2
	10	Adapting to the impacts of Glacial Lake Outburst Floods(Bhutan)	2
	11	Disaster recovery in the climate change-threatened atolls (Maldives)	2
	12	Opportunities and barriers to compliance of building codes for disaster resilience(Nepal)	2
	13	Policy implementation following floods and landslides (Sri Lanka)	2
	14	Roadmap to Pandemic resilience(United States)	2
<b>IV</b>	<b>Module 4: Disaster Policies, Programmes and Best practices</b>		<b>16</b>
	15	The International Decade for Natural Disaster Reduction, Yokhama Declaration.	2
	16	Sendai Framework for Disaster Risk Reduction (2015-2030)	2
	17	National Policy on Disaster Management	2
	18	The Disaster Management Act, 2005	2
	19	Kerala Disaster Management Experience: NIPAH and Kerala Floods	2
	20	Decentralised Governance in managing Disasters: Kerala model in Pandemic	2
	21	Role of Non Governmental Organisations-Red Cross and Oxfam	2
	22	Social media and proactive Social Capital and Social Networks during Disasters	2



<b>V</b>	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>	<b>10</b>
	Seminar paper presentation: Review of the MNREGA in a Grama Panchayath in relation to achievement of Disaster resilience.	
	Field work and Survey: Visit any disaster struck or prone area to study the rehabilitation, mitigation and preparedness awareness among the community	
	Group Discussion: Organise a group discussion on the structure and functioning of Disaster management administration and agencies in National and International level	

## References

- Andrew E. Collins, Jones Samantha, Bernard Manyena, Janaka Jayawickrama (2014) Hazards, Risks and Disasters in Society, Elsevier: Amsterdam
- Helen J. Boon, Alison Cottrell, David King (2016) Disasters and Social Resilience A bioecological approach, Taylor and Francis Group: Routledge
- Asia Pacific Report (2017), Leave no one behind- Disaster Resilience for Sustainable Development, ESCAP
- Simon Bennett (2012) Innovative Thinking in Risk, Crisis, and Disaster Management, London: Routledge
- Gupta Anil K, Sreeja S Nair (2011): Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.
- Impact of Tsunami in Coastal Villages in Tamil Nadu, Report by Government of Tamil Nadu, 2006.
- NDMA (2019) National Disaster Management Plan, New Delhi.
- Pravin Sheth (1997) Environmentalism – Politics, Ecology and development, New Delhi: Rawat Publications.
- Parasuraman s & Unnikrishnan, (2013): India Disaster Report II: Redefining Disasters, New Delhi.
- Bose, B.C. (2008): Disaster Management in the 21<sup>st</sup> Century.
- Joseph Jacquleen, (2013), Measuring Vulnerability to Natural Hazards, A Macro Framework Disasters.
- Kapur Anu, (2010): Vulnerable India: A Geographical Study of Disasters, Sage Publishers, New Delhi.
- Nesvetajlov, G.A. (1992). Chernobyl from the point of view of disaster sociology.
- Parida .P. K, (2008): Super Cyclone affected Coastal Orissa: A Social Vulnerability Approach, Review of Development and Change. Volume XIII.
- Rawat, (2006), Natural Hazards and Disaster Management: Vulnerability and Mitigation, New Delhi.

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	PSO addressed
CO1	Understand the concept and terminologies related to disaster management	U	PSO1,2
CO2	Examine the profile of vulnerabilities and community responses to disaster management	An	PSO2,3

CO3	Develop skills to evaluate community responses to awareness,preparedness and mitigation of risks	C	PSO4
CO4	Evaluate the local,national and country level responses and preparedness to Disaster management	E	PSO3,4
CO5	Discuss the policies,programmes and best practices for managing disasters and equipping disaster administration	Ap	PSO2,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the concept and terminologies related to disaster management	PSO1,2	U	C	L
2	Examine the profile of vulnerabilities and community responses to disaster management	PSO2,3	U	C	L
3	Develop skills to evaluate community responses to awareness,preparedness and mitigation of risks	PSO4	An	P	L
4	Evaluate the local,national and country level responses and preparedness to Disaster management	PSO3,4	E	P	L
5	Discuss the policies,programmes and best practices for managing disasters and equipping disaster administration	PSO2,5	Ap	M	P

#### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					8				

CO 3			3					6			
CO 4		3	2						1		
CO 5				3	2					3	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓



## University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK3DSCSGY201				
Course Title	Classical Sociological Traditions				
Type of Course	DSC Major				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of Sociology at plus two level				
Course Summary	<p>This course provides the foundational works and theories of classical sociological thinkers including Auguste Comte, Herbert Spencer, Emile Durkheim, Karl Marx, and Max Weber. Students will critically analyze the key concepts and methodologies proposed by these thinkers, understanding their contributions to the field of sociology and the understanding of society and social phenomena. The students will gain a comprehensive understanding of the major sociological theories and their relevance in analyzing and interpreting social structures and processes.</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)
<b>I</b>	<b>Module 1: Auguste Comte and Herbert Spencer</b>		<b>12</b>
	1	Comte- Positive philosophy Positivism (observation, experimentation, comparison, historical analysis)	2
	2	Hierarchy of sciences	2
	3	Social Statics & Dynamics, Law of human progress	2
	4	Spencer- Moral philosophy, Methodological problems	2

	5	Social types- Militant and Industrial Societies, Social Evolutionism	2
	6	The Superorganic and the Organismic Analogy	2
<b>II</b>	<b>Module 2: Emile Durkehim</b>		<b>13</b>
	7	Social Facts, Types of social facts- Material & non-material	3
	8	The Rules of Sociological Method	3
	9	Division of Labour and collective consciousness, Theory of solidarity	3
	10	Crime and Morality-Repressive and Restitutive law	3
	11	Suicide and the theory of Suicide	
	12	Elementary Forms of Religious Life,Sacred and Profane	
<b>III</b>	<b>Module 3: Karl Marx</b>		<b>13</b>
	13	Dialectical Materialism	2
	14	Mode of Production and types of societies	2
	15	Base and Superstructure	2
	16	Surplus Value	3
	17	Concept of Class and Class Struggle	2
	18	Theory of Alienation	
<b>IV</b>	<b>Module 4: Max Weber</b>		<b>10</b>
	19	Social Action, Types of Social Action, Ideal Types	2
	20	Theory of Power and Authority, Theory of Bureaucracy	2
	21	Protestant Ethic and the Spirit of Capitalism	3
	22	Theory of Stratification	3
	<b>Open Ended Module: DEBATES AND DISCUSSION</b>		<b>12</b>

	<p><b>Think-Pair/Tank:</b> Divide students into pairs or small groups. Assign each group a specific concept of the theorists (Comte, Spencer, Durkheim, Marx, and Weber) and ask them to discuss. After a designated time, each group will present their discussion outcome with the rest of the class.</p> <p><b>Debate:</b> Divide the class into two groups: one advocating for positivism and the other for interpretivism. Assign readings on positivism and interpretivism, focusing on the works of Comte and Weber. Each group prepare arguments supporting their respective perspectives and engage in a class debate to discuss the strengths and limitations of each approach.</p> <p><b>Case Studies:</b> Provide students with real-life case studies that highlight social issues such as inequality, crime, or religious conflict. Ask students to analyze the case studies using the theories of Durkheim, Marx, and Weber.</p> <p><b>Sociological Observation:</b> Make the students to conduct sociological observations in their local communities or on campus, focusing on social behaviors or phenomena. Ask students to apply the sociological method, including observation, comparison, and historical analysis, to analyze and interpret the observed social behaviors.</p> <p>These activity-based learning approaches encourage student engagement, critical thinking, and application of sociological theories to real-world contexts. They provide opportunities for collaborative learning, discussion, and deeper understanding of the key concepts and theorists covered in the syllabus.</p>	
--	--	--

## References

- Coser, L. A. (2012). *Masters of sociological thought*. Rawat Publications. (pages 3-12 & 89-102)
- Turner, J. H., Beeghly, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 29-42).
- Ritzer, G. (2011). *Sociological theory*. McGraw-Hill publications. (pages 15-19 & 32-38).
- Turner, J. H., Beeghly, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications.
- Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield.
- Ritzer, G. (2011). *Sociological theory*. McGraw-Hill publications.
- Abraham, J.C. (1973). *Origins and Growth of Sociology*. Harmondsworth: Penguin.
- Coser, Lewis. (1996). *Masters of Sociological Thought*. Jaipur: Rawat Publications.
- Craib, Ian. (1997). *Classical Social Theory*. New York: Oxford University Press.
- Harrington, Austin. (2005). *Modern Social Theory*. New York: Oxford University Press.
- Jones, Pip. (2003). *Introducing Social Theory*. Polity Press: Cambridge

McIntosh, Ian. (1997). *Classical Social Theory*. Edinburgh: Edinburgh University Press.

Morrison, Kenneth. (1995). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage Publications.

Turner, J. H., Beeghly, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 260-280).s 164-193)(pages 95-98 and 129-136)

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 92-95 and 101-115).(pages 57-84).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 113-153)(pages 77-102)(pages 15-19 & 32-38)

**Course Outcomes (CO):**

	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>PSOs addressed</b>
CO1	Understand the historical background of sociological theory and interpret the contemporary social scenario.	U	PSO1
CO2	Analyse and critique the works of Auguste Comte and Spencer and their foundations for sociological theory	An,E	PSO1,2
CO3	Appreciate and critique the works of Karl Marx and its importance in the contemporary context	E,C	PSO 2,3
CO4	Evaluate and explain the theoretical foundations of Sociology from the discourse of Emile Durkheim	E	PSO1, 3,4
CO5	Assess and relate Max Weber's interpretative Sociology	E	PSO 2,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

<b>CO No.</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>

1	Understand the historical background of sociological theory and interpret the contemporary social scenario.	PSO1	U	C	L
2	Analyse and critique the works of Auguste Comte and Spencer and their foundations for sociological theory	PSO1,2	An,E	C	L
3	Appreciate and critique the works of Karl Marx and its importance in the contemporary context	PSO 2,3	E,C	C	L
4	Evaluate and explain the theoretical foundations of Sociology from the discourse of Emile Durkheim	PSO1, 3,4	E	C	L
5	Assess and relate Max Weber's interpretative Sociology	PSO 2,5	E	C	L

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	3	2	2	2	2		1				
CO 3	3	3	3	2	2			1			
CO 4	2	3	2	2	2				1		
CO 5	3	3	2	3	2					1	

**Correlation Levels:**



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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY204				
Course Title	Gender and Sexuality				
Type of Course	DSC Minor				
Semester	3				
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Social science concepts				
Course Summary	The course will introduce to the students basic concepts in Gender, helps them in understanding the gender attributes and identify and critically approach and analyze gender in daily walks of life and various domains.				

**Detailed Syllabus:**

Mod ule	Unit	Content	Hrs (48+12)
<b>I</b>	<b>Module 1: Concepts in Sex, Gender and Sexuality</b>		<b>14</b>
	1	Sex, Gender, Patriarchy, Sexuality	2
	2	Gender ideology, Gender stereotype	3
	3	Gender inequality, Glass ceiling, Misogyny	3
	4	Homosexuality, Bisexuality, Heterosexuality, LGBTQA+	3
	5	Sex & Morality, Social regulation of Sexuality	3
<b>II</b>	<b>Module 2 Gender and Identity</b>		<b>12</b>
	6	Gendered Identities	2

	7	Femininity	3
	8	Masculinity	3
	9	Intersectionalities and Fluid state	2
	10	Gendering in the Private and Public domains	2
<b>III</b>	<b>Module 3:Theoretical Perspectives on Gender and Sexuality</b>		<b>10</b>
	13	Liberal feminism -Mary Wollstonecraft	3
	14	Marxian feminism-Alexandra Kollontai	2
	15	Queer theory -Judith Butler	2
	16	Psycho sexual theory -Sigmund Freud	3
<b>IV</b>	<b>Module 4:Gender sensitive Legislations and Programmes</b>		<b>12</b>
	19	State Policy for Transgenders in Kerala, 2015	3
	20	Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Act 2013	3
	21	Engendering citizenship -role of microcredit	3
	22	Gender, Gender Budgeting, Livelihood and Sustainability	3
	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment		<b>12</b>
	<p><b>Campus Rally :</b> Conduct a rally on the pointing the gender issues in campuses</p> <p><b>Discussion and Panel Discussions</b> Organize discussions on contemporary gender roles and identity</p> <p><b>Institutional visit:</b> Visit Women’s Commission Office, Transgender Cell under Social Justice Department of Government of Kerala and Transgender community organizations and submit report.</p>		

## References

- Chakravarti, U. (2018). *Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today*. Orient Long man
- Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage
- Menon, N. (2012). *Seeing like a Feminist*. India: Penguin
- PForbes, G. 1999. *Women in Modern India*. Cambridge: Cambridge University Press

- Kandiyoti, D. 1988. 'Bargaining with Patriarchy', in *Gender and Society*. 2(3): 274- 290.
- Das, V. 1994. 'Modernity and Biography: Women's Lives in Contemporary India', in *Thesis Eleven*. 39: 52-62.
- Connell, R.W. and Messerschmidt, J. W. 2005. Hegemonic Masculinity: Rethinking the Concept, in *Gender and Society*. 19: 829-859.
- Flood, M. 2008. 'Men, Sex, and Homosexuality: How Bonds between Men Shape their Sexual Relations with Women', in *Men and Masculinities*. 10(3): 339-359.
- Gough, B. 2001. 'Biting your Tongue': Negotiating Masculinities in Contemporary Britain', in *Journal of Gender Studies*. 10(2): 169-185
- Jackson, S. and Scott, S. 2010. 'Rehabilitating Interactionism for a Feminist Sociology of Sexuality', in *Sociology*. 44(5): 811-826.
- Tong, R. 1989. *Feminist Thought: A Comprehensive Introduction*. USA: Westview Press
- Jackson, S and Scott, S (eds.). 2002. *Gender: A Sociological Reader*. London: Routledge. (Introduction, and Pages 1-26).
- Weedon, C. 1987. *Feminist Practice and Post Structuralist Theory*. Oxford: Basil Blackwell.
- Rao, Nitya (2008). *Good women do not inherit land-Politics, Land and Gender in India*. New Delhi: Social Science Press.
- Chaudhuri, Maitrayee (1996). "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235 3.
- Dube, Leela. (1992). *Women in a Matrilineal Muslim Community*. In: Mohini Anjum (Ed). *Muslim Women in India*. New Delhi: Radiant Publishers.
- Dube, Leela (2001). *Anthropological Explorations in Gender- Intersecting fields*. New Delhi: Sage Publications.
- Engendering Development. A Co-publication of Oxford University Press & World Bank. 2002. *Gender Equality and Development*. (2012). *World Development Report*. Washington DC :World Bank .
- Holmes, Mary (2007). *What is Gender: A Sociological Approach*. London: Sage Publications. India, Government of India .(1974). *Towards Equality : Report of the Committee on the Status of Women*.
- Joan, Z .et al (2008). *Kaleidoscope of Gender*. Sage: California. (Ch 7) 6. Lindsey, L (2011) *Gender Roles: A Sociological Perspective*. New Delhi: PHI learning (ch-3,8,10,11)
- Kamla Bhasin (1994). *Patriarchy*. New Delhi: Kali for Women.
- Mukhopadhyay, Swapna (ed). (2011). *The Enigma of Kerala Women*. New Delhi: The Social Science Press
- McDowell, L. & Pringle, R. (1992). *Defining Women: Social Institutions and Gender Divisions*. Cambridge: Blackwell Publishers Inc.
- Ryle, R. (2011). *Questioning Gender: A Sociological Exploration*. New York: Sage. Radha Kumar (1998). *History of Doing, Kali For Women*.

State Policy for Transgenders in Kerala, 2015. <https://kerala.gov.in/documents/10180/46696/State%20Policy%20for%20Transgenders%20in%20Kerala%202015>

S.Jackson& Jones (Ed). (1998).Contemporary Feminist Theories, Edinburgh: Univ Press. Tong.R (1989) Feminist Thought, Sydney: Unwin.

VeenaMajumdar (1985).Emergence of women`s question in India & the Role of Women`s Studies, CWDS Occasional Paper-7. 1985

Whelehan, I. &Pilicher, J (2004) .50 Key Concepts in Gender Studies. New Delhi: Sage.

**Course Outcomes (CO):**

3	CO Statement	Cognitive Level*	PSOs addressed
CO1	Identify the concepts related to sex, gender, sexuality	U	PSO1
CO2	Evaluate the theoretical perspectives on sex, gender, sexuality	E	PSO2,1
CO3	Analyse the nature and dimensions of gender identity and gender based discrimination from a Sociological perspective	An	PSO2,3
CO4	Examine the intersectionalities and challenges of the gender, caste, class, religion and sexuality	E	PSO 3,4
CO5	Evaluate the significance of policies, programmes and legislations on sensitising gender issues	Ap	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

**Course Outcomes (CO):**

C O No .	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Identify the concepts related to sex, gender, sexuality	PSO1	U	C	L
2	Evaluate the theoretical perspectives on sex, gender, sexuality	PSO2,1	E	P	L

3	Analyse the nature and dimensions of gender identity and gender based discrimination from a Sociological perspective	PSO2,3	An	P	L
4	Examine the intersectionalities and challenges of the gender, caste, class, religion and sexuality	PSO 3,4	E	P	L
5	Evaluate the significance of policies, programmes and legislations on sensitising gender issues	PSO 4,5	Ap	M	L

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	3	2	2	2	2		1				
CO 3	3	3	3	2	2			1			
CO 4	2	3	2	2	2				1		
CO 5	3	3	2	3	2					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK3DSCSGY205				
Course Title	Environmental Sociology				
Type of Course	DSC Minor				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of terminologies related to environment				

Course Summary	This course will equip you with the sociological lens to understand the complex relationship between human societies and the environment, foundations of Environmental Sociology, tracing its historical development, and examining core concepts like anthropocentrism, the Anthropocene, and deep ecology. The course will explore the nature vs. nurture debate and the importance of nature conservation. The course will also dive deep into specific environmental problems like water and air pollution, solid waste and land degradation, climate change, and ozone depletion. The students will learn about national and international organizations like UNEP, IUCN, the National Green Tribunal, and MoEFCC that play a crucial role in addressing these issues. Finally, the course will deliberate on various Environmental Movements and Policymaking.
----------------	--

### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)
<b>I</b>	<b>Module 1: Introduction to Environmental Sociology</b>		<b>14</b>
	1	Introduction, Definition, origin and development	3
	2	Nature, Scope, Need and Importance	3
	3	Anthropocentrism, Anthropocene, ecological footprints and Deep Ecology	2
	4	Eco-System: Definition, components	2
	5	Eco-system: Types	2
	6	Nature vs Nurture, Conservation of Nature, carbon neutrality	2
<b>II</b>	<b>Module 2: Sociological Approaches to Environment</b>		<b>11</b>
	7	Classical thinker: Marx	3
	8	Social Ecology- Radhakamal Mukherjee	3
	9	Ecology and Equity-Ramachandra Guha	3
	10	Eco-Feminism- Vandana Shiva	2
<b>III</b>	<b>Module 3: Environmental issues and Conventions</b>		<b>12</b>
	11	Pollution: Water, Air and land	2
	12	Climatic Change and Green House Effect	2
	13	Global Warming and Ozone Depletion	2
	14	Conventions: Rio, Kyoto Protocol	2
	15	Role of national/international bodies: UNEP, IUCN, National Green Tribunal.	2



	16	Impact on society: Environmental Degradation and Health Problems	2
IV	<b>Module 4: Environmental Movements and Policies</b>		<b>11</b>
	17	Chipko Movement	3
	18	Silent Valley,	2
	19	Plachimada Agitation	2
	20	Environmental Protection Act, 1986	2
	21	Biodiversity Act 2002	
	22	Environmental Education and Sustainable Development	2
V	<b>Open Ended Module: DEBATES AND DISCUSSION</b>		<b>12</b>
	<p><b>Buddy Discussion:</b> send the students into their buddy-system groups and assign each group a specific environmental issue and ask them to discuss. After a designated time, each group will present their discussion outcome with the rest of the class.</p> <p><b>Rally &amp; Campaign:</b> Make the students to prepare a rally and campaign in the neighbourhood communities on the existing environmental issues.</p> <p><b>Waste Mapping:</b> Divide the students into groups and assign each group a specific location in the neighbourhood and make a waste management mapping both at the household levels and community levels.</p> <p><b>Working paper</b> on outcomes of climatic conferences conducted by UNFCCC</p> <p><b>Exhibition</b> of recycling of everyday wastes</p>		

## References

- Mehta, M. D., & Ouellet, E. (Eds.). (1995). *Environmental sociology: Theory and practice*. Captus Press. (pages 33-82)
- Erle C. Ellis (2018) *Anthropocene: A Very Short Introduction* (pages 70-80).
- Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 17-22, 125-145)
- Hannigan, J. (1995 & 2014). *Environmental sociology*. Taylor & Francis. (pages 1-36)
- Mehta, M. D., & Ouellet, E. (Eds.). (1995). *Environmental sociology: Theory and practice*. Captus Press. (pages 33-60)

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 17-22, 125-145)

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 146-176, 189-199)

Gross, M., & Heinrichs, H. (Eds.). (2010). *Environmental sociology: European perspectives and interdisciplinary challenges*. Springer Science & Business Media. (chapter 3)

Bakshi, T. S., & Naveh, Z. (2013). *Environmental Education: Principles, methods, and applications* (Vol. 18). Springer Science & Business Media. (page 77-96)

Wheeler, K. A., & Bijur, A. P. (Eds.). (2000). *Education for a sustainable future: a paradigm of hope for the 21st century* (Vol. 7). Springer Science & Business Media. (chapter 8)

Guha, R., & Martinez-Alier, J. (1997). Mahatma Gandhi and the environmental movement. *Environmental Issues in India: A Reader*, (pages 111-128).

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 436-446)

Hardoy, J. E., Mitlin, D., & Satterthwaite, D. (2013). *Environmental problems in an urbanizing world: finding solutions in cities in Africa, Asia and Latin America*. Routledge. (page 336-376)

Bakshi, T. S., & Naveh, Z. (2013). *Environmental Education: Principles, methods, and applications* (Vol. 18). Springer Science & Business Media. (pages 3-14)

John A. Hannigan, (1995). *Environmental Sociology*, London: Routledge.

Ramachandra Guha (1994). *Social Ecology* (Ed.), Bombay: Oxford University Press.

Carolyn Merchant (1996). *Ecology Key Concepts in Critical Theory* (Ed.) New Delhi: Rawat Publications.

Abraham Francis, M. (2006). *Contemporary Sociology –An introduction to concepts and theories*, New Delhi: Oxford University Press.

Harish Kumar, (2001). *Environmental Health Hazards*, New Delhi: Ivy Publishing House.

Buttel, F.H. (1987). “New Directions in Environmental Sociology” in *Annual Review of Sociology*. Vol. 13. Pp. 465-488.

Dunlap, R.E. and W.R. Catton, Jr. (1994). “Struggling with Human Exceptionalism: The Rise, Decline and Revitalization of Environmental Sociology” in *The American Sociologist*. Vol. 25, No.1, pp. 5-30.

Gadgil, M. And R. Guha. (1996). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: Oxford University.

[https://perso.uclouvain.be/marc.maeschalck/MacDonaldInstitutional\\_Reflexivity\\_and\\_IUCN-17.02.03.pdf](https://perso.uclouvain.be/marc.maeschalck/MacDonaldInstitutional_Reflexivity_and_IUCN-17.02.03.pdf)

<https://www.greentribunal.gov.in/>

<https://moef.gov.in/moef/index.html>

<https://www.ramsar.org/>

<https://www.pops.int/>

<https://unfccc.int/process-and-meetings/the-rio-conventions>

**Course Outcomes (CO):**

	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>PSOs addressed</b>
CO1	Demonstrate the need and importance of relationship between environment and society	U	PSO1
CO2	Elaborate various approaches in the study of environment on the basis of interrelationship between human beings and the environment.	C	PSO2,1
CO3	Analyse various environmental issues and suggest practical measures at the community levels	An	PSO2,3
CO4	Assess the emerging environmental concerns and evaluate various policy measures to safeguard them	E	PSO 3,4
CO5	Elucidate various movements for environment conservation and sustainable development	An	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

**Course Outcomes (CO):**

<b>C O No .</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>
1	Demonstrate the need and importance of relationship between environment and society	PSO1	U	C	L
2	Elaborate various approaches in the study of environment on the basis of interrelationship between human beings and the environment.	PSO2,1	E	P	L
3	Analyse various environmental issues and suggest practical measures at the community levels	PSO2,3	An	P	L

4	Assess the emerging environmental concerns and evaluate various policy measures to safeguard them	PSO 3,4	E	P	L
5	Elucidate various movements for environment conservation and sustainable development	PSO 4,5	Ap	M	L

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	3	2	2	2	2		1				
CO 3	3	3	3	2	2			2			
CO 4	2	3	2	2	2				2		
CO 5	3	3	2	3	2					1	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)

- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



### University of Kerala

Programme	B.A. Sociology				
Course Code	UK3DSCSGY206				
Course Title	Society and Migration				
Type of Course	DSC Minor				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4		-	60
Pre-requisites	General understanding on society				
Course Summary	This course makes the students aware of spatial mobility of human beings. It looks into the factors that brings about migration and its consequences. The students learn the various perspective and theories and familiarise with the current 'real world' issues related to global human migration.				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Tot. Hrs</b>
<b>I</b>	<b>Module 1: Migration: meaning and Forms</b>		<b>12</b>
	1	Migration: Meaning and significance	2
	2	Migration and diaspora	3
	3	Internal Migration - Rural-urban, Intra-state, or Inter-state	2
	4	External or International Migration, Global situation	2
	5	Forced Migration and Voluntary Migration, Examples	2
	6	Temporary, Permanent & Return/Reverse Migration	1
<b>II</b>	<b>Module 2: Causes of Migration</b>		<b>10</b>
	7	Economic	2
	8	Demographic	1
	9	Political	2
	10	Socio-cultural	2
	11	Industrialization and urbanization	2
	12	Environmental	1
<b>III</b>	<b>Module 3: Consequences of Migration</b>		<b>10</b>
	13	Social Consequences	2
	14	Economic Consequences	2
	15	Demographic consequences	1
	16	Economic consequences	2
	17	Political Consequences	1
	18	Educational Consequences	2
<b>IV</b>	<b>Module 4: Perspectives and Theories</b>		<b>18</b>
	19	Push Pull theory- Everett S Lee	3
	20	Laws of Migration -Ernst George Ravenstein	3
	21	Theory of cumulative causation – Gunnar Myrdal	3
	22	Institutional Theory of Migration – Hein de Haas etc	3
<b>V</b>	<b>Open Ended Module: ISSUES OF MIGRANTS</b>		<b>10</b>

	1	<ul style="list-style-type: none"> <li>● Visit of working/living space of migrants</li> <li>● Visit of NORKA ROOTS/Office of Protector of Emigrants</li> <li>● Netnography/Study of Online Websites/ Social Networking Sites/blogs etc.</li> <li>● Films, Literature, Audio/Video etc on migration/diaspora Literature, Biographies etc.</li> </ul>	
--	---	---	--

## References

Scholten, P., Pisarevskaya, A., Levy, N. (2022). An Introduction to Migration Studies: The Rise and Coming of Age of a Research Field. In: Scholten, P. (eds) Introduction to Migration Studies. IMISCOE Research Series. Springer, Cham. [https://doi.org/10.1007/978-3-030-92377-8\\_1](https://doi.org/10.1007/978-3-030-92377-8_1)

Koser, Khalid. *International Migration: A Very Short Introduction*. 2d ed. Oxford and New York: Oxford University Press, 2016.

Castles, Stephen, Hein de Haas, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 5th ed. New York and London: Guilford, 2014.

[Peter Scholten](#) (2022) Introduction to Migration Studies: An Interactive Guide to the Literatures on Migration and Diversity, Springer

Mavroudi, Elizabeth, and Caroline Nagel. *Global Migration: Patterns, Processes, and Politics*. London: Routledge, 2016.

Ross Bond (2022), Understanding International Migration: Social, Cultural and Historical Contexts, Palgrave Mcmillan

Elizabeth Mavroudi and Caroline Nagel (2016), *Global Migration: Patterns, Processes, and Politics*, Routledge.

Ness, Immanuel (2013) *The Encyclopaedia of Global Human Migration*, Blackwell Publishing Ltd

Massey, D. S. (1990). Social Structure, Household Strategies, and the Cumulative Causation of Migration. *Population Index*, 56(1), 3–26.

Mincer, J. (1978). Family Migration Decisions. *Journal of Political Economy*, 86(51), 749–773.

Scholten, P., Pisarevskaya, A., Levy, N. (2022). An Introduction to Migration Studies: The Rise and Coming of Age of a Research Field. In: Scholten, P. (eds) Introduction to Migration Studies. IMISCOE Research Series. Springer, Cham. [https://doi.org/10.1007/978-3-030-92377-8\\_1](https://doi.org/10.1007/978-3-030-92377-8_1)

Ruist J, (2021) *Causes and Consequences of Global Migration*, Anthem Press

Crawford MH & Campbell, BC Eds. (2012) *Causes and Consequences of Human Migration: An Evolutionary Perspective*, Cambridge University Press.

Yang, D. (2008). International Migration, Remittances, and Household Investment: Evidence from Philippine Migrants' Exchange Rate Shocks. *The Economic Journal*, 118(528), 591–630.

Yang, D., & Martinez, C. (2006). Remittances and Poverty in Migrants Home Areas: Evidence from the Philippines. In C. Ozden & M. Schiff (Eds.), *International Migration, Remittances and the Brain Drain*. Washington, DC: World Bank.

Tanja Bastia, Ronald Skeldon (2020), Routledge Handbook of Migration and Development, Routledge.

Ruist, J (2021) Causes and Consequences of Global Migration, Anthem Press

Crawford, M H; Campell, BC eds. (2012) Causes and Consequences of Human Migration: AN Evolutionary Perspective. Cambridge University Press

Jacob Kennedy (2022) Migration: Sociological and Economic Impacts, States Academic Press.

FitzGerald, D. S. (2022). The sociology of international migration. In Migration theory (pp. 160- 193). Routledge.

Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and Development Review*, 431-466

Bijak, J. (2011). Explaining Migration: Brief Overview of Selected Theories. In: Forecasting International Migration in Europe: A Bayesian View. The Springer Series on Demographic Methods and Population Analysis, vol 24. Springer, Dordrecht. [https://doi.org/10.1007/978-90-481-8897-0\\_3](https://doi.org/10.1007/978-90-481-8897-0_3)

Robin Cohen (1996). *Theories of Migration*. USA: Edward Elgar Publishing

Brettell, Caroline B., and James F. Hollifield, eds. *Migration Theory: Talking across Disciplines*. 3d ed. New York: Routledge, 2014.

Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*, 19(3), 431–466.

Irudaya Rajan. S, Varghese V J and Jayakumar M S. (2011). *Dreaming Mobility and Buying Vulnerability: Overseas Recruitment Practices in India*. New Delhi: Routledge

Rejimon Kuttappan (2021) Undocumented: Stories of Indian Migrants, Penguin IOM Publications Platform (2015), The Human Rights of Migrants.

### Course Outcomes (CO)

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the meaning and forms of migration.	U	PSO 1,2
CO2	Internalize the causative factors of migration	An	PSO 2,3
CO3	Gain insights on the consequences of migration on various aspects of society	An	PSO 2,4
CO4	Develop skills to analyse migration in the light of theories and perspective	An	PSO 4
CO5	Equip with observation and analytical skill to interpret empirical data on migration	Ap	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			



**Course Outcomes (CO):**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the meaning and forms of migration.	PSO 1,2	U	F	L
2	Internalize the causative factors of migration	PSO 2,3	An	C	L
3	Gain insights on the consequences of migration on various aspects of society	PSO 2,4	An	C	L
4	Develop skills to analyse migration in the light of theories and perspective	PSO 4	An	C	L
5	Equip with observation and analytical skill to interpret empirical data on migration	PSO 4,5	Ap	P	L

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1			1				
CO 2	3	3					1			
CO 3	2	3						1		
CO 4			2	3					6	
CO 5				2	3					3

**Correlation Levels:**

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY
Course Code	UK3DSCSGY207
Course Title	Keralam:Structure and Transformation
Type of Course	Discipline Specific Elective
Semester	3

Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	A basic knowledge of the history and culture of Kerala Society.				
Course Summary	This course provides a comprehensive exploration of Kerala Society, focusing on its structure, dynamics of change, and transformative processes. Thereby, students acquire a profound knowledge of Kerala's historical trajectory and learn to address the challenges faced by contemporary Kerala society in the context of demographic transition. This course also mentioned the Kerala Model of Development, a socio-economic development paradigm that has garnered international attention for its unique approach and notable achievements.				

### Detailed Syllabus

<b>I</b>	<b>Module 1 Historical Encounters: Ancient Tamil Literature and Foreign Invasions</b>		<b>12</b>
	1	Society and Culture in Sangam	3
	2	Post-Sangam	2
	3	Impact of Dutch rule in Kerala Society	2
	4	Impact of Portuguese Rule in Kerala Society	2
	5	Impact on British Rule in Kerala Society	3
<b>II</b>	<b>Module 2: Structural and Functional Changes in Institutions.</b>		<b>12</b>
	6	Family- Tharavad	2
	7	Marriage -Thalikkettukalyanam	2
	8	Kinship - Matriliny	2
	9	Economy - Land reforms	2
	10	Polity - Civic rights movements	2
	11	Religion - Religious harmony	2
<b>III</b>	<b>Module 3: Social transformation in Kerala</b>		<b>12</b>
	12	Caste as a social evil	1
	13	Kerala Renaissance leaders: Sree Narayana Guru	2
	14	Chattampi Swamikal	2
	15	Ayyankali	2
	16	Reform Movements in Kerala; Vaikom Satyagraha	2
	17	Guruvayoor Satyagraha	2

	18	Temple Entry Proclamation.	1
<b>IV</b>	<b>Module 4:Challenges in contemporary Kerala Society</b>		<b>12</b>
	19	Demographic transition and challenges: Mortality and Fertility	2
	20	Migration of Educated workforce	2
	21	COVID-19 pandemic implications in Kerala (social-economic and health aspects)	2
	22	Kerala Model of Development.	2
<b>V</b>	<b>Open-ended Module</b>		<b>12</b>
	1	Film Review (Assignment): Analyze a film that depicts the transformation of Kerala Society over the past few decades. Evaluate how the film portrays socio-economic changes, cultural shifts, and their impacts on individuals and communities.	
	2	Book Review (Assignment): Review a book that explores the socio-cultural transformation of Kerala Society and also evaluate the author's insights and arguments regarding these transformations.	
	3	Critical Analysis: Compare and contrast a film/documentary/ book that addresses the transformation of Kerala Society. Examine how each medium presents key issues and critically analyze its strengths and weaknesses.	

## References

Menon, A.Sreedhara. A Survey of Kerala History.Kottayam:D.C Books,2007.

Gangadharan, T. K. History of Kerala. Calicut University,1992.

Menon, K. P . Padmanabha,. History of Kerala, South Asia Books, 1982.

Gurukkal Rajan and Raghava Varier. History of Kerala; Prehistoric to the Present, NewDelhi. Orient Blackswan,2018.

Goswami Baishal. Demographic Changes in Kerala and The Emerging Challenges;An Assessment.CSES ,2021.

S. Irudaya Rajan & K.C. Zachariah, 2019. "Emigration and Remittances: New Evidences from the Kerala Migration Survey 2018," Working Papers id:12989, eSocialSciences.  
<https://ideas.repec.org/p/ess/wpaper/id12989.html>

Rajan, S. I., & Zachariah, K. C. (2015). Researching International Migration | Lessons from the Kerala Experience. (2015). Retrieved October 24, 2022, from <https://www-taylorfranciscom.proxy.bib.uottawa.ca/pdfviewer/>

8.Rajagopal, V. (2022). As brain drain of Kerala youth continues, is the state turning into an old age home? India Today. Retrieved January 2, 2023, from <https://www.indiatoday.in/newsanalysis/story/as-brain-drain-kerala-youth-continues-is-the-state-turning-into-old-age-homemigration-abroad-2302621-2022-11-2>

Prakash.B.A and Jeffry Alwin. Kerala's Economic Development-Covid-19 Pandemic, Economic crisis and Public policy. Noida, Pearson,2023.

A Revisit to Covid 19 Challenges and Responses; A Case Study of Kerala.<https://doi.org/10.20896/saci.v8i2.1061>

India Ageing Report 2023 Unveils Critical Insights into Elderly Care in India. Posted On: 27 SEP 2023  
<https://india.unfpa.org/en/news/india-ageing-report-2023-unveils-insights-elderly-care-challenges-and-solutions>

P.J. 1999. (Ed.) Perspectives on Kerala History: The Second Millennium (Kerala State Gazetteer, Vol.2, Part 2. Trivandrum: Kerala Gazetteers Department.

Gulati, Leela. 1999. "The added years elderly in India and Kerala". Economic and political weekly. 34 (44)

Gupta.K.R. 1998. Issues in Indian Economy. New Delhi: Atlantic Publishers

Jose, A. 2006. "Empower the Elderly". Kerala Calling. 26 (4)

### **Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Attain a comprehensive understanding of the Sangam Age and its Significance in the formation and to evaluate the strategies employed by the Dutch, Portuguese, and British forces during their invasion of Kerala	E	PSO1,2
CO2	To analyze the structural components and historical evolution of basic institutions of Kerala Society.	An	PSO2,3
CO-3	To identify the prominent social reformers and analyze their contributions to the transformations of Kerala Society	U	PSO 1,2
CO4	To evaluate the impact of changing demographic trends and its implications that challenge the needs of the diverse population.	E	PSO 4,3
CO5	To evaluate the impact of changing demographic trends and disparities in COVID-19 outcomes	E	PSO 4,5
CO56	Apply theoretical knowledge on creative works (film review, book review, review of documentary) to enable will be able to think critically about the contents depicted in the selected works that have influenced Kerala's transformation.	Ap	PSO3, 4,5

### **Course Outcomes (CO):**

C O No	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Attain a comprehensive understanding of the Sangam Age and its Significance in the formation and to evaluate the strategies employed by the Dutch, Portuguese, and British forces during their invasion of Kerala	PSO1,2	E	F	L
2	To analyze the structural components and historical evolution of basic institutions of Kerala Society.	PSO2,3	An	C	L
3	To identify the prominent social reformers and analyze their contributions to the transformations of Kerala Society	PSO 1,2	U	C	L
4	To evaluate the impact of changing demographic trends and its implications that challenge the needs of the diverse population.	PSO 4,3	E	C	L
5	To evaluate the impact of changing demographic trends and disparities in COVID-19 outcomes	PSO 4,5	E	P	L
6	Apply theoretical knowledge on creative works (film review, book review, review of documentary) to enable to think critically about the contents depicted in the selected works that have influenced Kerala's transformation.	PSO 3,4,5	Ap	P	L

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1			1				
CO 2	3	3					1			
CO 3	2	3						1		
CO 4			2	3					3	
CO 5				3	3					3

CO6				3	3					6
-----	--	--	--	---	---	--	--	--	--	---

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	Sociology				
Course Code	UK3DSCSGY210				
Course Title	Rural Planning and Development				
Type of Course	Discipline Specific Elective				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4 hours
Pre-requisites	1. Students should have a foundational knowledge of sociological concepts and perspectives 2. A fundamental understanding/familiarity of the social, cultural, and economic dynamics of Indian society.				
Course Summary	This course provides a comprehensive examination of Rural Planning and Development in the Indian context, focusing on the social structures, institutions, and processes shaping rural life. Students will explore the complexities of rural society, including agrarian economies, caste dynamics, and gender relations. Additionally, students will critically assess rural development policies and interventions, addressing issues of poverty, inequality, education, environment and social justice. By engaging with group discussions, empirical research and case studies, students will gain a deep understanding of the challenges and opportunities facing rural India in the 21st century				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<i>I</i>	<b>Module 1: Rural Planning</b>		<i>12</i>
	1	Rural planning-Concept	2
	2	Rural planning-Types	2
	3	Levels of Rural planning-Macro,Meso,and Micro	3
	4	Functions of Rural planning	3
<b>II</b>	<b>Module 2:Rural development</b>		<b>12</b>



	5	Rural Development -Concept	2
	6	Basic elements of Rural Development	2
	7	Determinants of Rural Development	2
	8	Agencies for Rural Development:NITI Ayog ,Decentralised Governance	3
<b>III</b>	<b>Module 3:Rural Planning and Development -Approaches and Programmes</b>		<b>15</b>
	9	Gandhian model of development	2
	10	Integrated Rural Development model	2
	11	Rural Development Strategies in India	2
	12	Government programmes for Rural Development -Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)	2
	13	National Rural Livelihood Mission (NRLM)	2
	14	Pradhan Manthri Aadrash Gram Yojana ( PMAGY) ,	2
	15	Sansaad Aadash Gram Yojana (SGAY)	1
	16	National Rurban Mission (NRuM)	1
	17	Mission Antyodaya	1
<b>IV</b>	<b>Module 4:Contemporary Issues and Challenges in Rural India</b>		<b>10</b>
	18	<b>Agrarian Distress and Farmer Suicides:</b> Investigate the factors contributing to farmer suicides, debt burden, and the changing agrarian landscape in the light of Framers Protests in India	2
	19	<b>Rural Poverty and Livelihood Insecurity:</b> Explore the causes and consequences of persistent poverty in rural areas, including limited employment opportunities and underdevelopment.	2
	20	<b>Education and Skill Gaps:</b> Discuss the limitations of rural education systems and the need for skill development programs to enhance employability. Rural-urban migration and its consequences for rural communities.	2
	21	<b>Healthcare Access and Nutritional Deficiencies:</b> Analyze the challenges faced by rural communities in accessing quality healthcare services and ensuring adequate nutrition.	2

	22	<b>Climate Change and Environmental Degradation:</b> Examine the disproportionate impact of climate change on rural livelihoods, such as droughts, floods, and resource depletion.	2
<b>V</b>	<b>Practices in Rural Sociology</b>		<b>11</b>
	1	Re-imagining Rural Sociology: Engaging with contemporary debates and future directions in the field.	
	2	Case Studies: Analyzing specific case studies of successful (or unsuccessful) rural development programs in India.	
	3	Documentaries and audio-visual resources depicting the realities of rural life in India.	

### ***Additional Readings***

- Patel, I. G. (2009). Rural sociology in India. Rawat Publications.
- Desai, V., & Patel, R. (Eds.). (2010). Introduction to rural sociology. New Delhi: Rawat Publications.
- Reddy, P. H., & Patel, V. (Eds.). (2017). Rural sociology in India. Oxford University Press.
- Sharma, G. K. (2005). Rural sociology in India. Atlantic Publishers & Distributors.
- Singh, M. K., & Gaur, A. K. (Eds.). (2015). Understanding rural society: Perspectives of rural sociologists. Rawat Publications.
- Thorner, A. (1988). Land and Labour in India. New Delhi: Sage Publications.
- Breman, J. (2014). At Work in the Informal Economy of India: A Perspective from the Bottom Up. New Delhi: Oxford University Press.
- Harriss, B., & Harriss-White, B. (Eds.). (2006). Rural India Facing the 21st Century: Essays on Long Term Village Change and Recent Development Policy. New Delhi: Anthem Press.
- Srinivas, M. N. (1955). Village, Caste, Gender and Method: Essays in Indian Social Anthropology. Delhi: Oxford University Press.
- Dreze, J., & Sen, A. (2013). An Uncertain Glory: India and its Contradictions. Princeton University Press.
- Harriss-White, B., & Janakarajan, S. (Eds.). (2004). Rural India facing the 21st century: essays on long term village change and recent development policy. Anthem Press.
- Chambers, R. (1997). Whose Reality Counts? Putting the First Last. Intermediate Technology Publications.
- Shah, G. (2012). Village republics: Economic conditions for collective action in South India. Cambridge University Press.
- Thorner, A., & Frankel, F. R. (Eds.). (1975). Growth and equality in rural India: The report of the committee on the dynamics of social change. Harvard University Press.
- Kundu, A., & Sharma, K. (Eds.). (2017). Rural Development in India: Issues, Challenges, and Policy Options. Springer.
- Kumar, N. (2019). Rural Development in India: Challenges and Opportunities. New Delhi: Sage Publications.
- Sharma, R. K. (Ed.). (2019). Rural Sociology in India: Issues and Policies. New Delhi: Springer.
- Thorat, S., & Dubey, A. (Eds.). (2017). Dalits in Rural India: Challenges and Opportunities. New Delhi: Sage Publications.
- Singh, S. P., & Kaur, P. (Eds.). (2018). Rural Livelihoods in India: Issues and Challenges. New Delhi: Springer.
- Swaminathan, M. S. (2002). Sustainable Agriculture: Towards Food Security. New Delhi: Prentice-Hall of India.
- Bell, M. M. (1979). The sociology of rural development. Sage Publications.
- Bryant, C. R., & Pannell, L. (2005). Moving beyond the stereotype: Identity, networks, and new rural social spaces. *Sociological Ruralis*, 45(4), 387-404.

- Flora, C. B., & Bridger, J. (1971). Rural policy review (Vol. 1). Longman.
- Johnson, R. W. (1972). Market towns and sparking conurbations. Geographical Papers, University of Bristol, Bristol, England, No. 24.
- Marsden, T. (1987). Rural sociology and agricultural modernization. Annual Review of Sociology, 13, 577-616.
- Shucksmith, M. (2000). Experience of rurality. Routledge.
- Bhatia, M. L. (1996). Social stratification in rural India (2nd ed.). Ajanta Publications.
- Chandrasekhar, C. P. (1983). A sociology of poverty in India (Vol. 1). Orient Blackswan.
- Jodhka, S. C. (2009). Caste and agrarian transformation in India. Oxford University Press.
- Malik, A. (1995). Rural sociology in India (4th ed.). Oxford & IBH Publishing.
- Mencher, J. S. (1974). Agriculture and social organization in Madras state, South India. University of California Press.
- Singh, K. (1999). Rural development in India: A sociological critique. Sage Publications.

### Course Outcomes

No.	Course outcomes	Cognitive Level	PSO addressed
CO-1	Understand the nature and characteristics of Rural planning with special reference to India	U	PSO 1
CO2	Develop comprehensive understanding of the approaches, strategies and agencies involved in Rural Development in India	E	PSO 2,1
CO-3	Evaluate the programmes related to Rural Development Programmes in India	E	PSO 3
CO-4	Analyze and examine the contemporary issues and problems	An	PSO4
CO5	Apply the conceptual knowledge and theoretical understanding on Rural planning and development for evaluating existing challenges and evolve suggestions	Ap	PSO 4,5

### Course Outcomes Course Outcomes (CO):

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the nature and characteristics of Rural planning with special reference to India	PSO 1	U	F	L

2	Develop comprehensive understanding of the approaches, strategies and agencies involved in Rural Development in India	PSO 2,1	E	C	L
3	Evaluate the programmes related to Rural Development Programmes in India	PSO 3	E	C	L
4	Analyze and examine the contemporary issues and problems	PSO4	An	P	L
5	Apply the conceptual knowledge and theoretical understanding on Rural planning and development for evaluating existing challenges and evolve suggestions	PSO 4,5	Ap	M	L

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1			1				
CO 2	3	2					1			
CO 3	2	3						1		
CO 4			2	3					2	
CO 5				2	3					2

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam

- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK3DSESGY211				
Course Title	Industry and Society				
Type of Course	DSC Elective				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of social science concepts related to work and industry				

Course Summary	The course intends to provide a theoretical understanding on the historical changes in industrial work and labour since the industrial revolution .The course also enables an understanding of the changes in management strategies.On the whole the course tries to bring out the changes in Industry and society due to ICT and an opportunity for students to obtain first hand knowledge in the working of secondary and tertiary industries.
----------------	---

### Detailed Syllabus

I	<b>Module 1:Rise and Development of Industries</b>		<b>11</b>
	1	Early industrialism-Manorial/Feudal system	2
	2	The guild system	2
	3	Putting out system or Domestic system	2
	4	The factory system	2
	5	Features of factory system	1
	6	Causes and Consequences of Industrialisation	2
II	<b>Module 2:Theoretical Debates on the Historical Development of Industrial Society</b>		<b>15</b>
	7	Industrialization and Human Progress-Auguste Comte	3
	8	Rationality and Authority in Social and Economic organisation-Max Weber	3
	9	Mode of production, Surplus value-Karl Marx	3
	10	Scientific Management -F.W .Taylor	3
	11	Human Relations Approach-Elton Mayo	3
III	<b>Module 3:Industrial Organisation</b>		<b>10</b>
	11	Attributes of Organisation	2
	12	Organisational Goals	2
	13	Formal Organisations	1
	14	Informal Organisations	1
	15	Types of informal groups	2
	16	Prerequisites of Industrial organisations	2
IV	<b>Module 4:Industrial Relations and Changes</b>		<b>12</b>
	17	Industrial Relations -Scope	2
	18	Industrial Conflict -Sources	2

	19	Industrial Conflict Resolution:Statutory and Nonstatutory	2
	20	Role of Trade unions -Types of Strikes	2
	21	New Economic Policy-Positive and Negative impacts on labour, Labour movements in India	2
	22	Globalization and Industrial labour	2
	<b>Open Ended Module: DEBATES AND DISCUSSION</b>		<b>12</b>
<b>V</b>	<p><b>Documentary presentation and discussion:</b>Present documentaries on the evolution of industries and hold a discussion on how its has had its impact on societies across the world</p> <p><b>Poster presentation:</b> The student group can prepare posters on different theoretical dimensions related to industrial relations and social relations</p> <p><b>Timeline preparation:</b>Students can be asked to prepare a time line on the different types of industrial conflict that has evolved in Indian and international contexts</p>		

## References

- Pascal, Gisbert(1972) Fundamentals of Industrial Sociology, New Delhi,Tata McGraw Hill Publishing Co.,
- Sinha, G.P.& Sinha,P.R.N.,1977, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co.
- Giddens, Antons(1971) Capitalism and Modern Social theory: An Analysis of the Writings of Marx, UK, Cambridge University Press.
- Giddens, Antony,( 1992), The consequences of postmodern society, Stanford University Press, USA.
- Grint, Keith,( 2005), Sociology of Work, UK, Polity Press.
- Webb, Sidney & Webb, Beatrice,(19650, Industrial Democracy, New York, Augustus M.Kelly.
- Hamel, Gary, (2012) What Matters Now: How to Win in a World of Relentless Change, Ferocious Competition, and Unstoppable Innovation, San Francisco,CA, Wiley.
- Agarwal, R.D.(1972), Dynamics of Labour Relations, New Delhi, Tata Mcgraw Hill.
- Beck, Ulrich,( 2006), The Cosmopolitan Vision, UK, Polity Press.
- Beck, Ulrich, (1992), Risk Society: Towards a New Modernity,London, Sage Publications.
- Brown, Richard K.(1992), Understanding Industrial Organizations: Theoretical Perspectives in Industrial Sociology, Routledge
- Engno, SchneiderV.,(1979), Industrial Sociology, 2nd Edition, McGraw Hill Publishing Co., New Delhi, 1979.
- Gilbert, S.J.,( 1985), Fundamentals of Industrial Sociology, New Delhi,TataMcgraw Hill.
- Hannock, Phillip& Taylor, Melissa( 2001), Work, Postmodernism and Organization, New Delhi, Sage.
- Jackson, Michael Peart,( 1982),Industrial Relations : A Textbook, Canberra, Croom Helm.
- Karnik, V.B.,(1970), Indian Trade Union – A Survey, Mumbai, Popular Prakashan.
- Koontz, Harold &Weihrich,Heinz, 2007,Essentials of Management, New Delhi, Tata McGraw Hill.
- Laxmanna, C. et al, (1990),Workers Participation and Industrial Democracy. Global Perspective, New Delhi, Ajanta Publications.
- Mamoria, C.B. &Mamoria, S., (1992), Dynamics of Industrial Relations in India, Mumbai, Himalaya Publishing House.
- Miller & Form, (1964,) Industrial Sociology, New York, Harper Row.

Parker, S.R., Brown, K.&Chield, Juad Smith M.A., (1964), The Sociology of Industry, London, George Allen &Unwin Ltd.

Ramaswamy, E.A.(1977), the Worker and his Union, New Delhi, Allied.

Ramaswamy, E.A.(1978), Industrial Relations in India, New Delhi, Allied.

Ramaswamy, E.A.(1988), Industry and Labour, New Delhi, OUP.

Tripathi P.C.,& Reddy, P.N,(2006), Principles of Management, New Delhi, Tata McGraw Hill .

Watson, K. Tony,(1995), Sociology, Work & Industry, RoutledgeKegan Paul.

Veblen, Thorstein, (1904) Theory of Business Enterprise, New Jersey, Transaction Books.

### Course Outcomes

No.	Course outcomes	Cognitive Level	PSO addressed
CO-1	Understand the emergence of industrialisation and its impact on society and social institutions	U	PSO 1
CO2	Examine the theoretical debates on the historical development of industrial society and the approaches to industrial management	E	PSO 2,1
CO-3	Analyze the nature of formal and informal organisations in industries	An	PSO 3
CO-4	Evaluate the nature of industrial relations and the role of trade unions in industrial disputes	E	PSO4
CO5	Apply the conceptual knowledge and theoretical understanding on Industrial management and relationship to examine the changes brought in by New Economic Policy and Globalisation	Ap	PSO 4,5

C O No	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the emergence of industrialisation and its impact on society and social institutions	PSO 1	U	C	L
2	Examine the theoretical debates on the historical development of industrial society and the approaches to industrial management	PSO 2,1	E	P	L
3	Analyze the nature of formal and informal organisations in industries	PSO 3	An	P	L
4	Evaluate the nature of industrial relations and the role of trade unions in industrial disputes	PSO4	E	P	L



5	Apply the conceptual knowledge and theoretical understanding on Industrial management and relationship to examine the changes brought in by New Economic Policy and Globalisation	PSO 4,5	Ap	M	L
---	---	---------	----	---	---

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1			1				
CO 2	3	2					1			
CO 3	2	3						1		
CO 4			2	3					1	
CO 5				2	3					2,8

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	SOCIOLOGY				
Course Code	UK3VACSGY213				
Course Title	Care Economy :Values and Norms				
Type of Course	VAC				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	3 hours	-	-	45
Pre-requisites	1. A flair for understanding the emerging trends in political economy.				
Course Summary	The course offers a comprehensive understanding of the new trend of care economy at a national and global level; comprising basic concepts, theories, its types, challenges, solutions and the future.				

**Detailed Syllabus:**

<b>MO DUL E</b>	<b>UNIT</b>	<b>CONTENT</b>	<b>Hours</b>
<b>I</b>	<b>Module 1:Introduction and Nature of Care Economy</b>		18 hours
	1	Care Economy- Meaning, Components	2
	2	Forms of Care Economy	2
	3	Changes in care needs over a lifetime	2
	4	Concept of Care Diamond	2
	5	Purple Economy and its Pillars	2
	6	Types of Care Commodified Care, Non-Commodified Care,	2
	7	Direct versus Indirect Caring	2
	8	Institutionalized and Non Institutionalized Care	2
<b>II</b>	<b>Module 2: Perspectives on Care Economy</b>		<b>8 hrs</b>
	9	Care Sensitive Approach: Bottom Up Perspective	2
	10	Structural Approach	2
	11	Feminist Approach	2
	12	Marxian Approach	2
<b>III</b>	<b>Module 3:Care Workers and Care Economy</b>		14 hours
	13	Care Workers: Common Characteristics	2
	14	Gendering of care & Gendered analysis of Care economy	2
	15	Sector wise Care workforce: Health and Social Work,	2

	16	Care workforce: Education and Health sector	2
	17	Changing Demographics and Care Needs	2
	18	Impact of Pandemic on care givers	2
	19	Care Economy of India : Status and current scenario; Future prospects	2
<b>IV</b>	<b>Open-ended Module</b>		5
	Visit to Palliative Care Service Rendering Institutions.  Interacting with Panchayath Officials and understanding the Palliative Care Services rendered by Local Self Government  Interaction with NSS Volunteers of the college on their experiences and knowledge about palliative care services.  Invited lecture of experts in the field.		

#### **REFERENCE**

- Daly, Mary and Jane Lewis. 2000. "The Concept of Social Care and the Analysis of Contemporary Welfare States", *British Journal of Sociology*, 51(2): 281-298.
- Daly, Mary and Sonya Michel. 2015. "The Convergence of Care Work and Globalization", *Social Politics*, 22(4): 500-504.
- Huang, Shirlena, Brenda Yeoh and Mika Toyota. 2012. "Caring for the Elderly: The Embodied Labour of Migrant Care Workers in Singapore", *Global Networks*, 12(2): 195-215.
- Ghosh, Jayati. 2016. "Decent work and the care economy: Recognising, rewarding, reducing and redistributing care work", policy paper presented to ILO.
- Braunstein, Elissa, Irene van Staveren and Daniele Tavani. 2011. "Embedding Care and Unpaid Work in Macroeconomic Modelling: A Structuralist Approach", *Feminist Economics*, 17(4): 5-31.
- Duffy, Mignon. 2005. "Reproducing Labor Inequalities: Challenges for Feminists Conceptualizing Care at the Intersections of Gender, Race, and Class", *Gender & Society*, 19(1): 66-82.
- Budig, Michelle J. and Joya Misra. 2011. "How Care-Work Employment Shapes Earnings in Cross National Perspective", *International Labour Review*, 149(4): 441-460.
- Budig, Michelle J., Joya Misra and Irene Boeckmann. 2016. "Work-Family Policy Trade-Offs for Mothers? Unpacking the Cross-National Variation in Motherhood Earnings Penalties", *Work and Occupations*, 43(2): 119-177.
- De Henau, Jerome, Susan Himmelweit, Zofia Lapniewska and Diane Perrons. 2016. *Investing in the Care Economy: A Gender Analysis of Employment Stimulus in Seven OECD Countries*, A Report by the UK Women's Budget Group.

Duffy, Mignon. 2011. Making Care Count: A Century of Gender, Race and Paid Care Work, New Brunswick, NJ: Rutgers University Press. LIEPP Working Paper n° 89

Elson, Diane. 2017. "Recognize, Reduce and Redistribute Unpaid Care Work: How to Close the Gender Gap", New Labor Forum, 26(2): 52-61.

England, Paula, Michelle J. Budig and Nancy Folbre. 2002. "Wages of Virtue: The Relative Pay of Care Work", Social Problem, 49: 455-473.

## **E Resource**

[https://africa.unwomen.org/sites/default/files/202211/What%20is%20the%20care%20economy\\_0.pdf](https://africa.unwomen.org/sites/default/files/202211/What%20is%20the%20care%20economy_0.pdf)

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Issue-paper-Recognizing-and-investing-in-the-care-economy-en.pdf>

[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_633135.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_633135.pdf)

[https://www.ilo.org/global/topics/care-economy/facet/lang--en/index.htm?facetcriteria=TAX=H.60&facetdynlist=WCMS\\_558304](https://www.ilo.org/global/topics/care-economy/facet/lang--en/index.htm?facetcriteria=TAX=H.60&facetdynlist=WCMS_558304)

<https://library.fes.de/pdf-files/bueros/bruessel/19660.pdf>

[https://africa.unwomen.org/sites/default/files/2022-11/What%20is%20the%20care%20economy\\_0.pdf](https://africa.unwomen.org/sites/default/files/2022-11/What%20is%20the%20care%20economy_0.pdf)

<https://www.youtube.com/watch?v=5LX51zdidWA>

<https://www.youtube.com/watch?v=zuU8fJZTZLA&pp=ygUMY2FyZSBIY29ub215>

[https://www.ijhpm.com/article\\_4487\\_6c33f51dbbbb56bdfb06e9b6e6ff0710.pdf](https://www.ijhpm.com/article_4487_6c33f51dbbbb56bdfb06e9b6e6ff0710.pdf)

[https://www3.weforum.org/docs/WEF\\_The\\_Future\\_of\\_the\\_Care\\_Economy\\_2024.pdf](https://www3.weforum.org/docs/WEF_The_Future_of_the_Care_Economy_2024.pdf)

[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_633135.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_633135.pdf)

<https://www.youtube.com/watch?v=gFGuBEZKi-g&pp=ygUMY2FyZSBIY29ub215>

[https://unglobalaccelerator.org/sites/default/files/2023-05/Roadmap\\_Care%20Economy%20and%20Health%20Workers.pdf](https://unglobalaccelerator.org/sites/default/files/2023-05/Roadmap_Care%20Economy%20and%20Health%20Workers.pdf)

<https://www.wilsoncenter.org/sites/default/files/media/uploads/documents/The%20Care%20Economy%20-%20MHI%20Policy%20Brief%20Apr%202022.pdf>

<https://www.weforum.org/agenda/2020/04/covid-19-highlights-how-caregiving-fuels-gender-inequality/>

<https://www.ndtv.com/video/news/news/women-work-and-economy-the-future-of-care-economy-771916>

<https://www.deccanherald.com/opinion/as-india-greys-care-economy-blooms-1214543.html>

<https://www.thehindu.com/news/cities/chennai/urgent-need-to-prioritise-care-economy-invest-in-child-development-expert/article67505173.ece>

[https://www.nipfp.org.in/media/medialibrary/2022/02/WP\\_372\\_2022.pdf](https://www.nipfp.org.in/media/medialibrary/2022/02/WP_372_2022.pdf)

<https://cnpr.in/wp-content/uploads/2021/07/Care-Economy-in-India.pdf>

<https://egyankosh.ac.in/bitstream/123456789/42398/1/Unit-4.pdf>

<https://static.pib.gov.in/WriteReadData/specificdocs/documents/2024/mar/doc202435319501.pdf>

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding on the concept of care economy and its basic concepts	R & U	PSO1
CO-2	Understand the different theoretical perspectives associated with Care Economy	U	PSO1,2
CO3	Analyse and compare basic forms of Care	U and An	PSO4
CO4	Evaluate the issues and putforth solutions in the field.	E & An	PSO3
CO5	Evaluate existing global and National Scenario and apply the gained knowledge in career prospectus	E . Ap	PSO3,5

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Develop an understanding on the concept of care economy and its basic concepts	PSO1	R & U	C	L	
CO-2	Understand the different theoretical perspectives associated with Care Economy	PSO1, 2	U	C	L	
CO3	Analyse and compare basic forms of Care	PSO4	U and An	P	L	
CO4	Evaluate the issues and putforth solutions in the field.	PSO3	E & An	P	L	
CO5	Evaluate existing global and National Scenario and apply the gained knowledge in career prospectus	PSO 3,5	E,AP	M	P	

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive  
Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	3	2				1					
<b>CO 2</b>		3					1				
<b>CO 3</b>		2		3				1			
<b>CO 4</b>		2	3						2		
<b>CO 5</b>			3		2					2	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



### University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK3VACSGY214				
Course Title	Social Justice :Concepts and Practices				
Type of Course	Value added				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of Social justice in our Society				
Course Summary	This course explores the basic concepts of social justice, the role of social justice movements in our Society and the influence of social media on social justice. Through the theoretical framework of social justice, learners can understand the different perspectives regarding social justice. Through this course, the learners can analyse the different social justice issues in India.				

#### Detailed Syllabus



I	<b>Module 1:Basic Concepts in Social Justice</b>		<b>8</b>
	1	Social Justice- Definition and Meaning, History and Evolution	2
	2	Types of Social Justice	2
	3	Fundamental Principles of Social Justice	2
	4	Significance of Social Justice in India	2
II	<b>Module 2:Theoretical Perspectives of Social Justice</b>		<b>14</b>
	5	Utilitarianism	2
	6	Self - perfectionism	2
	7	Marxism	2
	8	Existentialism	2
	9	Rawl's theory	2
	10	Libertarianism	2
	11	Ambedkarism	2
III	<b>Module 3:Social Justice Movements</b>		<b>16</b>
	12	Justice Movement- Historical Background and Formation	2
	13	Factors leading to Justice Movements	2
	14	Objectives and Significance of Justice Movements	2
	15	Reason for the decline of Justice movement	2
	16	Impact of Social Justice movement in our Society	2
	17	Social Media and Social Justice	2
	18	Major Social Justice Issues in India	2
	19	Government measures for addressing social justice Issues	2
V	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>7</b>
	<p>Identify any relevant social justice issue and prepare a report regarding this.</p> <p>Make the students prepare a rally and awareness campaign in the neighbourhood communities on the existing social justice issues.</p>		

Howard Zinn, 1980 , A People's History of the United States

Rowland Miller, 2019, "Social Justice: Issues, Insights, and Implications" Routledge

Roxane Gay, 2014, "Bad Feminist: Essays" Social Science and Public Policy, published October 2017

[https://www.researchgate.net/publication/312096846\\_Handbook\\_of\\_Social\\_Justice\\_Theory\\_and\\_Research](https://www.researchgate.net/publication/312096846_Handbook_of_Social_Justice_Theory_and_Research)

<https://www.yourarticlelibrary.com/economics/social-justice-7-theories-of-social-justice-explained/39830>

<https://www.humanrightscareers.com/issues/social-justice-issues>

[https://www.researchgate.net/publication/312096846\\_Handbook\\_of\\_Social\\_Justice\\_Theory\\_and\\_Research](https://www.researchgate.net/publication/312096846_Handbook_of_Social_Justice_Theory_and_Research)

Social Science and Public policy, published October 2017

[https://www.researchgate.net/publication/312096846\\_Handbook\\_of\\_Social\\_Justice\\_Theory\\_and\\_Research](https://www.researchgate.net/publication/312096846_Handbook_of_Social_Justice_Theory_and_Research)

Social Science and Public policy, published October 2017

Loretta Capeheart and Dragan "Social Justice: Theories, Issues, and Movements": Milovanovic Publisher: Rutgers University Press Publication Date: 2007 (Second Edition)

A theory of Justice John Rawls Rowland Miller, "Social Justice: Issues, Insights, and Implications" Routledge Publication Date: 2019 (Second Edition)

<https://www.yourarticlelibrary.com/economics/social-justice-7-theories-of-social-justice-explained/39830>

<https://prepp.in/news/e-492-justice-movement-socio-religious-reform-movements-modern-india-history-notes>

### Course Outcomes (CO):

3	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the basic concepts of social justice	R&U	PSO1
CO2	Attain a comprehensive view about the theoretical perspectives of social justice	U	PSO2,1
CO3	Analyze the different social justice movement in India	An	PSO3
CO4	Evaluate the major challenges to achieve social justice in India	E	PSO4
CO5	Apply the acquired knowledge in the field	Ap	PSO5,
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand the basic concepts of social justice	PSO1	R & U	C	L	
CO-2	Attain a comprehensive view about the theoretical perspectives of social justice	PSO1, 2	U	C	L	
CO3	Analyze the different social justice movement in India	PSO3	An	P	L	
CO4	Evaluate the major challenges to achieve social justice in India	PS43	E	P	L	
CO5	Apply the acquired knowledge in the field	PSO 5	,AP	M	P	

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive  
Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	3	2				1					
<b>CO 2</b>		3					1				
<b>CO 3</b>		2		3				1			
<b>CO 4</b>		2	3						2		
<b>CO 5</b>			3		2					2	

**Correlation Levels:**

Level	Correlation
-------	-------------

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



Programme	BA SOCIOLOGY
Course Code	UK4DSCSGY202
Course Title	Research Methodology
Type of Course	DSC Major
Semester	4

Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of social science concepts				
Course Summary	This course intends to provide a fundamental understanding of the basic steps and processes of social research .It familiarizes students with the approaches and basic steps in social science research				

### Detailed Syllabus

I	<b>Module 1: Fundamentals of Social Research</b>		<b>8</b>
	1	Social Research: Definition and Nature	3
	2	Scientific method: Characteristics	2
	3	Challenges in Social Research	2
	4	Ethics in Social Research	2
II	<b>Module 2: Problem Formulation in Social Research</b>		<b>16</b>
	5	Formulation of research problem-steps	3
	6	Literature review	2
	7	Objectives	2
	8	Concepts	2
	9	Variables	2
	10	Hypothesis	2
	11	Research Design - Types	3
III	<b>Module 3: Data collection methods</b>		<b>17</b>
	12	Types of data -Primary and Secondary data	2
	13	Tools of Primary data collection -Questionnaire, Interview Schedule	2
	14	Population and Sample	2
	15	Sampling-Definition and Types	3
	16	Census Survey and Sample survey: Digital tools	3
	17	Sampling errors	2
	18	Validity, Reliability and Representativeness in Social Research	3
IV	<b>Module 4: Data analysis and Report writing</b>		<b>10</b>

		Coding and Classification of data	2
	20	Tabulation of data-Types of table	3
	21	Report writing -Steps	3
	22	Citation and Referencing	2
	<p align="center"><b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b></p> <p>Campus survey: Students can be asked to conduct sample survey in campus using digital tools like google forms/survey monkey and prepare a presentation can be done to discuss the results</p> <p>Chart preparation: Charts can be prepared on the Sampling techniques and the types of sampling</p> <p>Research Article review : Students shall conduct article review sessions to highlight the different citation and referencing styles</p>		9

## References

- Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield/Neuman, W. L. (2019). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.
- Bryman, A. (2015). *Social research methods*. Oxford University Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Fowler, F. J. (2013). *Survey research methods*. Sage.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191–215). Sage.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists: Between ethical conduct and regulatory compliance*. Sage.
- Hart, C. (2005). *Doing a literature review: Releasing the social science research imagination*. Sage.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Cengage Learning.
- Levy, P. S., & Lemeshow, S. (2013). *Sampling of populations: Methods and applications*. Wiley.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Sage.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills*. University of Michigan Press.
- Ahuja, Ram (2006), *Research Methods*, New Delhi Rawat Publications.
- Kothari, C.R. (1989) *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern
- Punch, Keith. (1996) *Introduction to Social Research*, London: Sage

## Course Outcomes (CO):

3	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the basic concepts in Social Research	R&U	PSO1
CO2	Gain skill for identifying research problem and in its formulation.	U	PSO2,1
CO3	Equip with skills to develop and apply suitable methods of data collection	An	PSO3
CO4	Apply the steps in research report writing to prepare research projects and proposals	E	PSO4
CO5	Construct a research project on the basic knowledge of the steps and processes of research	Ap	PSO5,

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand the basic concepts in Social Research	PSO1	U	C	L	
CO-2	Gain skill for identifying research problem and in its formulation.	PSO1, 2	P	P	L	
CO3	Equip with skills to develop and apply suitable methods of data collection	PSO3	P	P	L	
CO4	Apply the steps in research report writing to prepare research projects and proposals	PSO4, 3	Ap	P	L	
CO5	Construct a research project on the basic knowledge of the steps and processes of research	PSO 5	AP	M	P	

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**  
**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6

<b>CO 1</b>	3	2				1					
<b>CO 2</b>		3					1				
<b>CO 3</b>			3					1			
<b>CO 4</b>				3					2		
<b>CO 5</b>			2		3					2	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓



CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓



### University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK2DSCSGY203				
Course Title	Sociology of Gender and Sexuality				
Type of Course	DSC Major				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Social science concepts				
Course Summary	The course will introduce to the students basic concepts in Gender, helps them in understanding the gender attributes and identify and critically approach and analyze gender in daily walks of life and various domains.				

#### Detailed Syllabus:

Mod ule	Unit	Content	Hrs (48+12)
I	<b>Module 1: Concepts in Sex, Gender and Sexuality</b>		<b>14</b>
	1	Sex, Gender, Patriarchy, Sexuality	2
	2	Gender ideology, Gender stereotype	3
	3	Gender inequality, Glass ceiling, Misogyny	3

	4	Homosexuality,Bisexuality ,Heterosexuality ,LGBTQA+	3
	5	Sex & Morality, Social regulation of Sexuality	3
<b>II</b>	<b>Module 2 Gender and Identity</b>		<b>12</b>
	6	Gendered Identities	2
	7	Femininity	3
	8	Masculinity	3
	9	Intersectionalities and Fluid state	2
	10	Gendering in the Private and Public domains	2
<b>III</b>	<b>Module 3:Theoretical Perspectives on Gender and Sexuality</b>		<b>10</b>
	13	Liberal feminism -Mary Wollstonecraft	3
	14	Marxian feminism-Alexandra Kollontai	2
	15	Queer theory -Judith Butler	2
	16	Psycho sexual theory -Sigmund Freud	3
<b>IV</b>	<b>Module 4:Gender sensitive Legislations and Programmes</b>		<b>12</b>
	19	State Policy for Transgenders in Kerala, 2015	3
	20	Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Act 2013	3
	21	Engendering citizenship -role of microcredit	3
	22	Gender, Gender Budgeting, Livelihood and Sustainability	3
	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment		<b>12</b>
	<p><b>Campus Rally :</b> Conduct a rally on the pointing the gender issues in campuses</p> <p><b>Discussion and Panel Discussions</b> Organize discussions on contemporary gender roles and identity</p> <p><b>Institutional visit:</b> Visit Women’s Commission Office, Transgender Cell under Social Justice Department of Government of Kerala and Transgender community organizations and submit report.</p>		

## References

- Chakravarti, U. (2018). *Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today*. Orient Long man
- Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage
- Menon, N. (2012). *Seeing like a Feminist*. India: Penguin
- PForbes, G. 1999. *Women in Modern India*. Cambridge: Cambridge University Press
- Kandiyoti, D. 1988. 'Bargaining with Patriarchy', in *Gender and Society*. 2(3): 274- 290.
- Das, V. 1994. 'Modernity and Biography: Women's Lives in Contemporary India', in *Thesis Eleven*. 39: 52-62.
- Connell, R.W. and Messerschmidt, J. W. 2005. Hegemonic Masculinity: Rethinking the Concept, in *Gender and Society*. 19: 829-859.
- Flood, M. 2008. 'Men, Sex, and Homosociality: How Bonds between Men Shape their Sexual Relations with Women', in *Men and Masculinities*. 10(3): 339-359.
- Gough, B. 2001. 'Biting your Tongue': Negotiating Masculinities in Contemporary Britain', in *Journal of Gender Studies*. 10(2): 169-185
- Jackson, S. and Scott, S. 2010. 'Rehabilitating Interactionism for a Feminist Sociology of Sexuality', in *Sociology*. 44(5): 811-826.
- Tong, R. 1989. *Feminist Thought: A Comprehensive Introduction*. USA: Westview Press
- Jackson, S and Scott, S (eds.). 2002. *Gender: A Sociological Reader*. London: Routledge. (Introduction, and Pages 1-26).
- Weedon, C. 1987. *Feminist Practice and Post Structuralist Theory*. Oxford: Basil Blackwell.
- Rao,Nitya (2008).Good women do not inherit land-Politics, Land and Gender in India. NewDelhi: Social Science Press.
- Chaudhuri, Maitrayee (1996). "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality andthe State*. New Delhi: Sage. Pp. 211-235 3.
- Dube, Leela. (1992). *Women in a Matrilineal Muslim Community*. In: MohiniAnjum (Ed). *Muslim Women in India*. New Delhi: Radiant Publishers.
- Dube, Leela (2001). *Anthropological Explorations in Gender- Intersecting fields*. New Delhi: Sage Publications.
- Engendering Development. A Co-publication of Oxford University Press & World Bank.2002. *Gender Equality and Development*.(2012). *World Development Report*. Washington DC :World Bank .
- Holmes, Mary (2007).*What is Gender: A Sociological Approach*. London: Sage Publications. India, Government of India .(1974). *Towards Equality : Report of the Committee on the Status of Women*.
- Joan, Z .et al (2008). *Kaleidoscope of Gender*. Sage: California. (Ch 7) 6. Lindsey, L (2011) *Gender Roles: A Sociological Perspective*. New Delhi: PHI learning (ch-3,8,10,11)

KamlaBhasin (1994). Patriarchy. New Delhi: Kali for Women.

Mukhopadhyay, Swapna (ed). (2011). The Enigma of Kerala Women. New Delhi: The Social Science Press

McDowell, L. & Pringle, R. (1992). Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.

Ryle, R. (2011). Questioning Gender: A Sociological Exploration. New York: Sage. Radha Kumar (1998). History of Doing, Kali For Women.

State Policy for Transgenders in Kerala, 2015. <https://kerala.gov.in/documents/10180/46696/State%20Policy%20for%20Transgenders%20in%20Kerala%202015>

S. Jackson & Jones (Ed). (1998). Contemporary Feminist Theories, Edinburgh: Univ Press. Tong, R. (1989) Feminist Thought, Sydney: Unwin.

Veena Majumdar (1985). Emergence of women's question in India & the Role of Women's Studies, CWDS Occasional Paper-7. 1985

Whelehan, I. & Pilicher, J (2004) .50 Key Concepts in Gender Studies. New Delhi: Sage.

#### Course Outcomes (CO):

3	CO Statement	Cognitive Level*	PSOs addressed
CO1	Identify the concepts related to sex, gender, sexuality	U	PSO1
CO2	Evaluate the theoretical perspectives on sex, gender, sexuality	E	PSO2,1
CO3	Analyse the nature and dimensions of gender identity and gender based discrimination from a Sociological perspective	An	PSO2,3
CO4	Examine the intersectionalities and challenges of the gender, caste, class, religion and sexuality	E	PSO 3,4
CO5	Evaluate the significance of policies, programmes and legislations on sensitising gender issues	Ap	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

#### Course Outcomes (CO):

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Identify the concepts related to sex, gender, sexuality	PSO1	U	C	L
2	Evaluate the theoretical perspectives on sex, gender, sexuality	PSO2,1	E	P	L
3	Analyse the nature and dimensions of gender identity and gender based discrimination from a Sociological perspective	PSO2,3	An	P	L
4	Examine the intersectionalities and challenges of the gender, caste, class, religion and sexuality	PSO 3,4	E	P	L
5	Evaluate the significance of policies, programmes and legislations on sensitising gender issues	PSO 4,5	Ap	M	L

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	3	2	2	2	2		1				
CO 3	3	3	3	2	2			1			
CO 4	2	3	2	2	2				1		
CO 5	3	3	2	3	2					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY
Course Code	UK4DSCESGY208
Course Title	Sociology of Development

Type of Course	DSC Elective				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	1hr	4
Pre-requisites	Foundational knowledge of sociological concepts related to development is beneficial.				
Course Summary	This course provides a comprehensive understanding of fundamental concepts and theories of development. It delves into the multifaceted nature of development beyond economic indicators. Moreover, students benefit from grasping how multilateral organizations facilitate international cooperation, resource allocations, and policy coordination to address socio-economic challenges on a global scale.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1: Concepts of Developments</b>		<b>13</b>
	1	Social Change and Social Progress	2
	2	Growth and Development	2
	3	Social Development	1
	4	Economic Development	2
	5	Human Development	2
	6	Sustainable Development	2
<b>II</b>	<b>Module 2: Perspectives of Development</b>		<b>12</b>
	8	Walt Whitman Rostow's theory of 'The Stages of Economic Growth'	4
	9	Immanuel Wallerstein's World System Theory	4
	10	Gandhian Development Model	4
<b>III</b>	<b>Module 3: Classifications and Dimensions of Development</b>		<b>14</b>
	11	Developed Nations and Underdeveloped countries	2
	12	Colonialism and World Capitalism	3
	13	Development Induced Displacement	3

	14	Neo-liberalism and Third World Countries	3
	15	Recent debates-Quality of life and Happiness Index	3
<b>IV</b>	<b>Module 4:Multilateral Organizations in Global Affairs</b>		<b>9</b>
	16	United Nations (UN)	1
	17	International Labour Organizations (ILO)	1
	18	World Bank	1
	19	International Monetary Fund (IMF)	1
	20	World Trade Organization (WTO)	1
	21	International NGOs and alternative development	2
	22	World Social Summit and World Economic Forum	2
<b>V</b>	<b>Open-ended Module</b>		<b>12</b>
	<p><b>Field Study-</b> Submit a field Study report on the topic of development-induced displacement. Identify any form of displacement caused by development and suggest resettlement plans including the provision of compensation, alternative housing, livelihood support, health care, education, etc.</p> <p><b>Assigment</b> Based on the latest Human Development Report (UNDP) compare the development indicators of ten countries including India, and Find out the reason for development and underdevelopment in these countries based on Development theories and models.</p> <p><b>Assignment:</b> Critically evaluate the challenges faced by international organizations, including issues related to power imbalances, resource distribution, accountability, and inefficiency.</p>		
	1	Field Study- Submit a field Study report on the topic of development-induced displacement. Identify any form of displacement caused by development and suggest resettlement plans including the provision of compensation, alternative housing, livelihood support, health care, education, etc.	
	2	Assignment- Based on the latest Human Development Report (UNDP) compare the development indicators of ten countries including India, and Find out the reason for development and underdevelopment in these countries based on Development theories and models.	
	3.	Assignment: Critically evaluate the challenges faced by international organizations, including issues related to power imbalances, resource distribution, accountability, and inefficiency.	



**References**

**Singh Sheobahal.(2011) Sociology of Development. Rawat publication**

Sharma SL. (1986) Development: Socio-Cultural Dimensions. Jaipur: Rawat.

[https://www.researchgate.net/publication/291832115\\_Introduction\\_to\\_the\\_concepts\\_of\\_social\\_development](https://www.researchgate.net/publication/291832115_Introduction_to_the_concepts_of_social_development)

*"W.W. Rostow. The Stages of Economic Growth: A Non-Communist Manifesto (Cambridge: Cambridge University Press, 1960). Chapter 2.*

*"The Five Stages of Growth-A Summary." pp. 4-16". Mtholyoke.edu. Archived from the original on 2013-03-02. Retrieved 2013-05-24.*

<https://www.e-education.psu.edu/geog128/node/719>- The following information is quoted from Jacobs, J. Retrieved March 26, 2015.

J R Mandle. **Vol. 9, No. 6 (Nov. 1980)**, Marxist Analyses and Capitalist Development in the Third World:

Theory and Society, pp. 865-876 (12 pages).Published By: Springer. <https://www.jstor.org/stable/i226951>(Web

link)

<https://www.drishtias.com/mains/model-essays/can-capitalism-bring-inclusive-growth>(**Can Capitalism Bring Inclusive Growth?**)

<https://theiashub.com/free-resources/mains-marks-booster/capitalism->

Dereze Jean and Sen Amartya. (1996) India: Economic Development and Social Opportunity. New Delhi: OUP.

Haq Mahbub UL. (1991) Reflections on Human Development. New Delhi:

Hoogvelt Ankie. (1998) The Sociology of Development. London: Macmillan.

Wallerstein Immanuel. (1974) The Modern World System. New York: OUP

Hurd Ian (2020). International Organizations: Politics, Law, Practice. Cambridge University Press

The Oxford Handbook of International Organizations PDF <https://www.bing.com>(Web link)

**Course Outcomes**

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basic concepts in development. and to recognize that development has a multidimensional nature and dynamics.	U	PSO1
CO-2	Critically evaluate the central concepts, approaches and arguments of major developmental theories.	An	PSO1,2
CO3	Compare and evaluate different classifications and dimensions development.	E	PSO 3
CO4	Analyze the role of international organizations and their services in providing economic policies and developmental strategies.	An	PSO3,4

CO5	Analyze the socio-economic and environmental impacts of development-induced displacement in affected communities through field stud	C	PSO 3,5
	Critically analyze the role of power dynamics, vested interests, and geo-political considerations in shaping the policies of international organizations.	An	

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 3:0:0 (Lecture:Tutorial: Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO1	Understand the basic concepts in development. and to recognize that development has a multidimensional nature and dynamics.	PSO 1	<u>U</u>	C	L	
CO@	Critically evaluate the central concepts, approaches and arguments of major developmental theories.	PSO1, 2	An	P	L	
CO3	Compare and evaluate different classifications and dimensions development.	PSO 3	E	P	L	
CO4	Analyze the role of international organizations and their services in providing economic policies and developmental strategies.	PSO3, 4	An	P	L	
CO5	Analyze the socio-economic and environmental impacts of development-induced displacement in affected communities through field stud	PSO 3,5	C	M	L	
	Critically analyze the role of power dynamics, vested interests, and geo-political considerations in shaping the policies of international organizations.		An			

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3											
CO 2		3										
CO 3			3									
CO 4			2	3								
CO 5				2	3							

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK4DSESGY209				
Course Title	Social Anthropology				
Type of Course	DSC Elective				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of social science concepts				
Course Summary	The course intends to familiarize the students about the discipline of anthropology in general and social anthropology in particular. An overview about the origin and development of social anthropology, different methods used in social anthropological researches will be discussed in the course.				

I	<b>Units</b>	<b>Module 1:Nature and Scope of Social Anthropology</b>	<b>8</b>
	1	Origin of Social Anthropology	3
	2	Meaning of Social Anthropology	2
	3	Nature of Social Anthropology	2

	4	Branches of Social Anthropology	2
<b>II</b>	<b>Module 2:Methods of Social Anthropology</b>		<b>16</b>
	5	Historical method	3
	6	Comparative method	2
	7	Ethnography	2
	8	Case study	2
	9	Participant observation	2
	10	Non participant observation	2
	11	Focus Group Discussion	3
<b>III</b>	<b>Module 3:Tribes in India and Kerala</b>		<b>17</b>
	12	Definition of tribes	2
	13	Characteristics of tribes	2
	14	Types of tribes	2
	15	Tribal zones in India	3
	16	Tribes in Kerala	3
	17	Major Tribal problems in Kerala	2
	18	Tribal development policies in Kerala:A Critical appraisal	3
<b>IV</b>	<b>Module 4:Policies and Approaches of Tribal development</b>		<b>10</b>
	19	Policy of Isolation	2
	20	Policy of Assimilation	3
	21	Policy of Integration	3
	22	Tribal Identity and State formation	2
	<p><b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b></p> <p>Campus survey:Students can be asked to conduct sample survey in campus using digital tools like google forms/survey monkey and prepare a presentation can be done to discuss the results</p> <p>Chart preparation:Charts can be prepared on the Sampling techniques and the types of sampling</p> <p>Research Article review :Students shall conduct article review sessions to highlight the different citation and referencing styles</p>		9

## References

- Chandra, R. (2004). *Minority: social and political conflict*. Delhi: Isha Books.
- Prasad, Archana (2003) *Against Ecological Romanticism, Three Essays Collective*, New Delhi,
- Iyer, L.K.Anathakrishna (1909, 1981). *The Tribes and Castes of Cochin*, Cosmo Pub. N.Delhi
- Tripati S N. (1998) *Tribals in India: The Changing Scenario*, Discovery Pub.
- Bhandari, B B (1997) (Ed) *Tribes and Government Policies*, Cosmo Pub.,
- Chacko M Pariyaram (2005). *Tribal Communities and Social Change*, SagePub. N.Delhi.,
- Joshi, Vidyut (1998). *Tribal Situation In India: Issues in Development*, Rawat.
- Elvin, Verrier (1964). *The Tribal World*, Oxford University Press.
- Rath, Govinda Chandra (2006). *Tribal development in India*, Sage.
- LodhaNeetha (2003). *State of Tribal Women*,Mangal Deep Pub, Jaipur
- Beals and Hoijer (1977). *An introduction to Anthropology*, Macmillan,New Delhi

## Course Outcomes (CO):

3	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the origin,meaning,nature and scope of Social Anthropology	U	PSO1
CO2	Equip with methods for undertaking Social Anthropological studies	E	PSO 4
CO3	Analyze nature,composition,distribution and problems of Tribal population in India and Kerala	An	PSO2,3
CO4	Critically examine different approaches for development of Tribal population	E	PSO 3,4
CO5	Evaluate the significance of policies, programmes and programmes for Tribal population	E	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

## Course Outcomes (CO):

C O No .	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)

1	Understand the origin, meaning, nature and scope of Social Anthropology	PSO1	U	C	L
2	Equip with methods for undertaking Social Anthropological studies	PSO 4	E	P	L
3	Analyze nature, composition, distribution and problems of Tribal population in India and Kerala	PSO2,3	An	P	L
4	Critically examine different approaches for development of Tribal population	PSO 3,4	E	P	L
5	Evaluate the significance of policies, programmes and programmes for Tribal population	PSO 4,5	E	P	L

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	2	2	3	2		1				
CO 3	3	3	3	2	2			1			
CO 4	2	3	2	2	3				1		
CO 5	2	2	2	3	2					8	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium

3	Substantial / High
---	--------------------

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK4DSESGY212				
Course Title	Work, Labour and Society				
Type of Course	DSC Elective				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours



	4	4	-	-	60
Pre-requisites	A basic understanding of social science concepts				
Course Summary	The course intends to familiarize the students about the discipline of anthropology in general and social anthropology in particular. An overview about the origin and development of social anthropology, different methods used in social anthropological researches will be discussed in the course.				

### Detailed syllabus

I	Units	<b>Basic Concepts in Work</b>	
	1	Work--Concept and Meaning	3
	2	Varieties of work	2
	3	Skilled workers	2
	4	Unskilled workers	
	5	Semiskilled workers	
	6	Professional workers	2
II	<b>Basic concepts in Labour</b>		<b>16</b>
	5	Labour-Concept and Meaning	3
	6	Types of Labour	2
	7	Characteristics of Indian Labour	2
	8	Unorganised Labour -Defintion and Types	2
	9	Organised Labour -Definition and Types	2
	10	Social security for unorganised labour -Unorganised workers' Social security Act 2008	2
	11	Social security measures for Organised labour	3
III	<b>Work Labour and Society</b>		<b>17</b>
	12	Agricultural labourers -Categories and Characteristics	2
	13	Agricultural labourers-Problems	2
	14	Women labourers -Nature and Categories	2
	15	Women engagements in Anti poverty programme -MGNREGA	3
	16	Child labour-Causes and Consequences	3

	17	The Child and Adolescent Labour (Prohibition and Regulation) Act,1986-Salinet features	2
	18	Immigration and	3
<b>IV</b>	<b>Current trends in Work and Labour</b>		10
	19	Knowledge economy and Labour -Multiskilling	2
	20	Platform Economy-Key features	3
	21	Gig Economy -Challenges	3
	22	Artificial Intelligence and Labour market	2
<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>  <b>Field visit:</b> The students can be assigned field exposure visits to understand labour environments in organised and unorganised sectors of local areas and to investigate the prospects and challenges  <b>Group discussion:</b> Group discussion can be held on the labour laws related to informal and formal sectors  <b>Social survey and Documentary preparation:</b> Documentaries related to current trends in labour in relation to globalization, privatization and liberalization for example on platform and gig economies			9

<https://www.ilo.org/media/416031/download>

- Schor, Juliet B. and William Attwood-Charles. 2016. "The Sharing Economy: Labor, Inequality and Sociability on For-Profit Platforms." *Sociology Compass* 11(8):1-16.
- Spencer, David. 2017. "Work in and Beyond the Second Machine Age: The Politics of Production and Digital Technologies." *Work, Employment and Society*.
- V. P. Michael - Globalisation, Liberalisation and Strategic Management, Himalaya Publishing Home, 2001.
- Edgell S (2006), *The Sociology of work*, sage publications, united kingdom.
- Haralambos M and Heald R. M. *sociology( 1983), Themes and Perspective*, Oxford university Press, New Delhi.
- Bhowmik, Sharit K. (2004). *Work in globalizing economy: Reflections on outsourcing in India*. *Labour, Capital and Society*, 37 (1&2).
- Desai, Ashok. (2006). 'Outsourcing Identities-Call Centres and Cultural Transformation in India', *Economic and Political Weekly*, January, Vol 41.
- Dutt and Sundaram. (2007) *Indian Economy*, New Delhi: Chand Publications.
- Edgell.S. (2006). *The Sociology of Work*. United Kingdom: Sage Publications.
- Ignatius, Chithelen. (2004). 'Outsourcing to India, Causes, Reaction and Prospects', *Economic and Political Weekly*, 6, Vol 39.
- Kofman and Younges (2003), *Globalisation, theory and practice continuum*, London
- Friedman T. *World is Flat : A brief history of globalised world in 21st century* , Peguin – London
- Krishan Kumar( 2005). *From post-industrial to post modern society*. Blackwell publishing.

Korzsynski, Lynne. MacDonald, C. (2009). The Globalisation of Nothing and the Outsourcing of Service Work.

Ramaswamy.E.A. and Ramaswamy.U. (1981).Industry and Labour. Delhi: Oxford University Press.

Ramesh, Babu. (2004). —Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non Standard workl,Economic and Political weekly, 31 January, pp. 492-497.

Rao, Subba. (2011). Essentials of Human Resource Management and Industrial Relations. Himalaya Publications.

Tonkiss Frank (2008). Contemporary Economic Sociology. London and New York: Routledge.

	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>PSOs addressed</b>
CO1	Understand the concepts related to work and types of work	U	PSO1
CO2	Examine the meaning,nature and types of labour and regulations related to social security measures in organized and unorganized sectors	E	PSO 2
CO3	Analyze the characteristics and categories of types of labour and the mutual impact between labour and social structure	An	PSO2,3
CO4	Critically evaluate the current trends of labour and economy with reference to the social institutions	E	PSO 3,4
CO5	Apply the theoretical understanding and conceptual clarity to analyze the recent changes in labour engagements	Ap	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

#### Course Outcomes (CO):

<b>C O No .</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognit ive Level</b>	<b>Knowledg e Category</b>	<b>Lecture (L)/Tutoria l(T)</b>
1	Understand the concepts related to work and types of work	PSO1	U	U	L
2	Examine the meaning,nature and types of labour and regulations related to social security measures in organized and unorganized sectors	PSO 4	E	E	L

3	Analyze the characteristics and categories of types of labour and the mutual impact between labour and social structure	PSO2,3	An	An	L
4	Critically evaluate the current trends of labour and economy with reference to the social institutions	PSO 3,4	E	E	L
5	Apply the theoretical understanding and conceptual clarity to analyze the recent changes in labour engagements	PSO 4,5	E	Ap	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	3	2	2	3				1		
CO 5	2	2	2	3	2					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK4SECSGY218				
Course Title	Life Skill Education				
Type of Course	Skill Enhancement				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Aware of the basic life skills				

Course Summary	The course aims to introduce Life Skill Education and to impart various skills soft skills for day-to-day life. Learners can acquire knowledge about the importance of leadership skills and team building. And also compare the relationship between Self and Society. Learners can gain knowledge about the types of personality.
----------------	---

I	<b>Module 1:Introduction to Life Skill Education</b>		<b>8</b>
	1	Definition and scope of life skill, Life Skill education.	2
	2	The approach of Amartya Sen	2
	3	Four pillars of Life Skill Education – Learning to know, learning to be, learning to live together, learning to do,	2
	4	Enhancing capabilities through Lifeskill	1
	5	Ten core life skills laid down by WHO	1
II	<b>Module 2:Soft Skills</b>		<b>7</b>
	6	Introduction and Types of Soft Skills- Soft skill – communication Skills, Critical thinking and Problem-Solving, competency matrix,	1
	7	Professional Skills	1
	8	Leadership skills – Importance and the need for the promotion of soft skill	1
	9	Team Work, Management	1
	10	Techniques to Improve Soft Skills	1
	11	Soft Skills For Resume	1
	12	Competency matrix	1
III	<b>Module 3:Hard Skills</b>		<b>12</b>
	13	Introduction of Hard skills	1
	14	Forms of Hard skills- Technical Proficiency, certifications and qualifications, Industry knowledge, Analytical skills, language proficiency and Mathematics and numeracy Skills	3
	15	Relevance of Hard Skills for a Job	2
	16	Hard Skills for a Resume	2
	17	Hard Skills for a College Students	2

	18	Hard Skills Vs Soft Skills	2
<b>IV</b>	<b>Module 4:Personality and Social System</b>		<b>9</b>
	19	Personality and Social System Personality – Meaning and types	3
	20	Factors affecting personality – Biological, Psychological and Social	2
	21	Personality traits, Personality Disorders	2
	22	Freudian Theory of Personality, Maslow’s Theory of Personality	2
<b>V</b>	<p>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</p> <p>Learners can organize a skit about major life skills on campus.</p> <p>Conduct a soft skill training programme among adolescents in the nearest community area. Students may be organized into small groups, with each group having a leader to coordinate the activities. Through this activity, learners can understand the importance of teamwork and leadership</p> <p>Organise a survey regarding Key life skills among youth and prepare a report based on the survey.</p> <p>Divide learners into different groups. Give each of them a case study. Allow ten minutes to teach the team to solve the issues given in each case and ask the following questions.</p> <ol style="list-style-type: none"> <li>1. What are the challenges?</li> <li>2. How and why does it arise?</li> <li>3. What are the possible choices?</li> </ol> <p>Encourage each team to arrive at a decision</p>		<b>9</b>

## References

- Abernathy,R and Reardom (2002) Hot tips for Teachers, Zephyr Press.
- Amartya Sen (1999). Development as Freedom, Oxford University Press
- Anna Maria Hoffman; AM Hoffman@Unesco,org
- Abraham Vijayan and Sunil Kumar (2012) Introduction to Life Skill Education, ISDA Publications
- Behm,CA People Skills, The Core of Performance Improvement, International Performance Improvement Network News Letter 29,p1-11
- Delors Jacques, Learning; The Treasures within, UNESCO, Paris
- Edmund Benson, 2011, Life Skills Curriculum: ARISE Official Homo Sapiens Operator's Guide
- Kakkar SB, Educational Psychology, New Delhi, PHI
- World Development Report (2007)

Sally Spencer-Thomas, 2009 ,The Life Skills Handbook: Practical Tips, Activities & Resources  
 WHO, Partners in Life Skill Education, Geneva, [www.unesco.org](http://www.unesco.org)  
 Behm,CA People Skills, The Core of Performance Improvement, International Performance Improvement  
 Network News Letter 29,p1-11  
 Delors Jacques, Learning; The Treasures within, UNESCO, Paris

### E-Resources

[https://www.cbse.gov.in/cbsenew/list-of-manuals/life\\_skills\\_cce.pdf](https://www.cbse.gov.in/cbsenew/list-of-manuals/life_skills_cce.pdf)

<https://www.indeed.com/career-advice/resumes-cover-letters/soft-skills>

<https://theinterviewguys.com/what-are-hard-skills/>

[https://www.fullcirclecomputing.com/Workshop\\_Resources/Resume\\_Writing\\_Basics/Hard-Skills-List.pdf](https://www.fullcirclecomputing.com/Workshop_Resources/Resume_Writing_Basics/Hard-Skills-List.pdf)

<https://www.careercliff.com/hard-skills-list/>

<https://www.investopedia.com/terms/h/hard-skills.asp>

<https://www.livecareer.com/resources/resumes/how-to/write/college-student-skills-strengths>

<https://psychcentral.com/health/what-is-personality>

<https://healthresearchfunding.org/abraham-maslow-personality-theory-explained/>

### Course Outcomes (CO):

COs	CO Statement	Cognitive Level*	PSOs addressed
CO1	Gain basic knowledge about Life Skill Education	U &R	PSO1
CO2	Identify different elements of soft skills	U	PSO 4
CO3	Enable to understand about the important hard skills	An	PSO 4
CO4	Develop skills to enhance their capabilities	C	PSO 4,5
CO5	Evaluate the different types of life skills and how learners can apply those skills in their lives.	E	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

C O No	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)



.					
1	Gain basic knowledge about Life Skill Education	PSO1	U &R	C	L
2	Identify different elements of soft skills	PSO 4	U	P	L
3	Enable to understand about the important hard skills	PSO 4	An	M	L
4	Develop skills to enhance their capabilities	PSO 4,5	C	M	L
5	Evaluate the different types of life skills and how learners can apply those skills in their lives.	PSO 4,5	E	M	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4			✓	✓
CO 5			✓	✓

**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK4SECSGY219				
Course Title	Skills for Social Innovation				
Type of Course	Skill Enhancement Course				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Aware of the basic life skills				

Course Summary	The course aims to introduce Life Skill Education and to impart various skills soft skills for day-to-day life. Learners can acquire knowledge about the importance of leadership skills and team building. And also compare the relationship between Self and Society. Learners can gain knowledge about the types of personality.
----------------	---

	<b>Module 1:What,Why and How of Social Innovation</b>	<b>10</b>
	1 Social Innovation-Definition	2
	2 Forms of Social Innovation	2
	3 Who carries out Social Innovation ?	2
	4 Examples of Social Innovation -Barefoot college,Ashoka	2
	5 Social Innovation process-Characteristics	2
	<b>Module 2:Skill clusters for Social Innovation</b>	<b>6</b>
<b>II</b>	6 Social Innovation Skills-Visionary ,Collaborator, Changemaker,Courageous leader	2
	7 Technical Skills-Using ICT to engage with social issues,Financial literacy,Sectoral literacy, Evidence based decision making	2
	8 Positive relationship with Community Skills -Sense of belonging to Community,Positive interactions with diverse individuals	2
	<b>Module 3:Working in Teams for Social Innovation I -Field research</b>	<b>20</b>
<b>III</b>	9 Team building-Setting the member responsibilities and team goal	2
	10 Preparing the Problem Canvas-Community challenge-how people are affected,knowing problem better and links with other groups	3
	11 Building the problem tree-Problem statement, Causes and Consequences	2
	12 Redefining the problem-Internet search, Newspaper reports, Searched from Books,Documents from organizations	4
	13 Redefining the problem-User surveys,Focus Groups,Interview with Professionals	4
	14 Redefining the problem-Mapping observations and 360 degree emersion	5
<b>IV</b>	<b>Module 4:Working with Team for Social Innovation II :Idea design and Pitchdesk preparation</b>	<b>9</b>

	15	Idea design phase: For whom? Idea details, Working of idea, Stakeholders, Benefits or outcome	2
	16	Pitchdesk phase 1: What is presented? Idea articulation, Why is it the best solution? What are the existing solutions? How is the idea different ?	2
	17	Pitchdesk phase 2: Role of each team member , Inviting questions,	2
	18	Pitchdesk phase 3: Plan, build and present a prototype	1
	19	Setting an Social Innovation Lab	2
<b>V</b>	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		
	The ideas set up in the Social Innovation Lab will be assessed and graded as part of the continuous evaluation.		

## References

- Cameron H. (2012) Social Entrepreneurs in the Social Innovation Ecosystem. In: Nicholls A., Murdock A. (eds) Social Innovation. Palgrave Macmillan, London. [https://doi.org/10.1057/9780230367098\\_9](https://doi.org/10.1057/9780230367098_9)
- Westley, Frances, McGowan, Katharine McGowan (2017) The Evolution of Social Innovation: Building Resilience Through Transitions. (2017). United Kingdom: Edward Elgar Publishing.
- Moulaert, F., MacCallum, D. (2019). Advanced Introduction to Social Innovation. United Kingdom: Edward Elgar Publishing.
- The International Handbook on Social Innovation: Collective Action, Social Learning and Transdisciplinary Research. (2013). United Kingdom: Edward Elgar.
- Jaime Alonso Gómez, Marta Peris-Ortiz, Patricia Marquez (2018) Strategies and Best Practices in Social Innovation: An Institutional Perspective.. Germany: Springer International Publishing.
- Hans Lundberg, Marcela Ramirez-Pasillas, Vanessa Ratten (2020) Social Innovation of New Ventures: Achieving Social Inclusion and Sustainability in Emerging Economies and Developing Countries.. United Kingdom: Taylor & Francis.

## Web resources

- <https://www.unicef.org/innovation/media/12751/file>
- <https://blogs.elon.edu/innovationstudio/design-thinking-and-social-innovation-overview/>
- <https://blogs.lse.ac.uk/businessreview/2018/07/03/social-innovation-skills-what-are-they/>
- <https://www.barefootcollegetilonia.org>

<https://www.unicef.org/innovation/media/12751/file>

[https://ec.europa.eu/enrd/sites/enrd/files/social\\_innovation\\_guide\\_for\\_practitioners.pdf](https://ec.europa.eu/enrd/sites/enrd/files/social_innovation_guide_for_practitioners.pdf)

<https://mccconnellfoundation.ca/wp-content/uploads/2017/10/What-is-Social-Innovation.pdf>

[https://espas.secure.europarl.europa.eu/orbis/system/files/generated/document/en/social\\_innovation\\_decade\\_of\\_changes.pdf](https://espas.secure.europarl.europa.eu/orbis/system/files/generated/document/en/social_innovation_decade_of_changes.pdf)

### Course Outcomes (CO):

COs	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the basic concepts about Social innovation	U &R	PSO1
CO2	Identify the processes related to Social innovation	U	PSO 2
CO3	Equip with skill clusters for Social innovation	An	PSO 2,3
CO4	Develop skills for problem identification, designing idea and pitch desk preparation	E	PSO 4,5
CO5	Apply the innovation skills to set up a Social innovation lab	Ap	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

C O No .	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the basic concepts about Social innovation	PSO1	U &R	C	L
2	Identify the processes related to Social innovation	PSO 2	U	P	L
3	Equip with skill clusters for Social innovation	PSO 2,3	An	M	L

4	Develop skills for problem identification, designing idea and pitch desk preparation	PSO 4,5	E	M	L
5	Apply the innovation skills to set up a Social innovation lab	PSO 4,5	Ap	M	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4			✓	✓
CO 5			✓	✓



**University of Kerala**

Discipline	Sociology				
Course Code	UK4VACSGY215				
Course Title	Human Rights and Advocacy				
Type of Course	VAC				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. Familiarity with social science concept and interest in advocacy				

Course Summary	<p>This course equips you to understand and engage with the fundamental concept of human rights, philosophical underpinnings, and delve into historical milestones. The course begins by defining human rights and exploring core values like dignity, liberty, equality, and justice. This would make them understand the importance of human rights education and its role in fostering a just society.</p> <p>The course engages with the real-world challenges in violations of fundamental human rights, including caste-based discrimination, gender-based violence, child exploitation, refugee crises, and the struggles of migrants.. It will also explore the role of National and State Human Rights Commissions in upholding these rights. This course will empower one to become a critical thinker and advocate for a world where human rights are respected and protected for all.</p>
----------------	---

### Detailed Syllabus:

Module	Unit	Content	Hrs (36+9)
<b>I</b>	<b>Module 1:Introduction to Human Rights and its Genesis</b>		<b>11</b>
	1	Concept and Definition of Human Rights	2
	2	Human Values- Dignity, Liberty,	1
	3	Human Values-Equality, Justice	1
	4	Human Values-Ethics and Morals	1
	5	Need of Human Rights Education	2
	6	Importance of Human Rights Education	2
	7	Universal Declaration of Human Rights 1948	2
<b>II</b>	<b>Module 2:Human Rights Violations</b>		<b>10</b>
	8	Violation of child rights and child labour	2
	9	Violation of women's rights and domestic violences	3
	10	Violation of migrants' rights and discrimination	2
	11	Plight of the Refugees and their displacement (Sri Lankan Tamils and Rohingya)	3
<b>III</b>	<b>Module 3:Human Rights and Intersectionality</b>		<b>6</b>
	12	Caste-based discriminations	2



	13	Ethnicity and discrimination	2
	14	Gender based discrimination	2
IV	<b>Module4:Human Rights Education and Advocacy</b>		<b>12</b>
	15	Protection of Human rights Act 1993	2
	16	SC/ST (Prevention of Atrocities Act)1989	2
	17	Right to Information Act 2005 Right of Children to Free and Compulsory Education Act 2009	2
	18	National Commission for Women (NCW) Kerala State Commission for Protection of Child Rights.	2 2
	19	National and State Human Rights Commission	2
V	<b>Open Ended Module: DEBATES AND DISCUSSION</b>		<b>6</b>
		<p><b>Case study: Buddy Discussion:</b> send the students into their buddy-system groups and assign each group a specific human rights issue and ask them to discuss. After a designated time, each group will present their discussion outcome with the rest of the class.</p> <p><b>Rally &amp; Campaign:</b> Make the students to prepare a rally and campaign in the neighbourhood communities on the existing human rights issues and violations.</p> <p><b>HR violation Mapping:</b> Divide the students into groups and assign each group a specific broad area of human rights violations.</p>	

## References

- Phillips, D. A., & Gritzner, C. F. (2009). *Human Rights*. Infobase Publishing. Pages 9-24 & 25-,98-107,25-57.
- Mohanty, J. (Ed.). (2000). *Human rights education*. Deep and Deep Publications. Pages 1-16.
- Sharma, V. (2002). *Human rights violation: A global phenomenon*. APH Publishing. Pages 1-42.Pages 1-45.
- Jose. K Robinson (2019). *Human Rights Violations in Post-Independent India: Kerala Scenario*. Lulu publications. Pages 1-45.
- [https://historyofrights.ca/wp-content/uploads/pubs/article\\_ReadingSociology2017.pdf](https://historyofrights.ca/wp-content/uploads/pubs/article_ReadingSociology2017.pdf)
- <https://www.britannica.com/summary/Magna-Carta-Causes-and-Effects>
- <https://revolution.chnm.org/d/295>
- Demuth, A. (2000). Some conceptual thoughts on migration research. In *Theoretical and methodological issues in migration research: Interdisciplinary, intergenerational and international perspectives* (pp. 21-58). Ashgate.

- Goodwin-Gill, G. S., McAdam, J., & Dunlop, E. (2021). *The refugee in international law*. Oxford University Press. Pages 173–195
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and development review*, 431-466.
- Sengupta, R. (2005). Communal Violence in India: Perspectives on Causative Factors. *Economic and Political Weekly*, 2046-2050.
- Dively, C. (2012). Cast and Cosmic war: Violence erupt in Kandhamal. *Chrestomathy: A review of undergraduate research, School of Humanities and Social Science, College of Charleston, 11*, 81-93.  
<https://chrestomathy.cofc.edu/documents/vol11/dively.pdf>
- Engineer, A. A. (1981). Communal riots in Godhra: a report. *Economic and Political Weekly*, 1638-1640.
- D'Souza, L. (2010). Communal Violence and Assertion of Identity. *Social Action*, 60, 14-26.  
<https://www.academia.edu/download/33264724/art1jan10.pdf>
- Varshney, A., & Gubler, J. (2013). The state and civil society in communal violence: sparks and fires. In *Routledge Handbook of Indian Politics* (pp. 155-166). Routledge.  
<https://www.ashutoshvarshney.net/s/thestateandcivilsocietyincommunalviolencesparksandfires-3e5h.pdf>
- Roy, A. (2013). *Broken republic*. Penguin UK. Pages .
- Xaxa, J. (2013). Development, displacement and human rights: A case study of the tribal rights violation in an Indian state. *Research Journal of Humanities and Social Sciences*, 4(4), 480-484.
- Halavath, K. (2014). Human rights and realities of tribals' lives in India: A perfect Storm. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 19(4), 43-46.  
<https://www.thetbs.org/study-materials/wp-content/uploads/2023/03/Human-Rights-and-Realities-of-Tribals-in-India.pdf>
- Haseena, V. A. (2014). Land alienation and livelihood problems of scheduled tribes in Kerala. *Research on Humanities and Social Science*, 4(10), 76-81.  
[https://www.academia.edu/download/34229178/Land\\_Alienation\\_and\\_Livelihood\\_Problems\\_of\\_Scheduled\\_Tribes\\_in\\_Kerala.pdf](https://www.academia.edu/download/34229178/Land_Alienation_and_Livelihood_Problems_of_Scheduled_Tribes_in_Kerala.pdf)
- Nande, A., Jha, V., & Aryan, A. (2021). Untouchability: A Socio Legal Study. *Indian JL & Legal Rsch.*, 3, 1.
- Alston, P. (2005). The origins of the universal declaration of human rights. In M. A. Sepúlveda, P. Alston, & J. E. Donnelly (Eds.), *The International Covenant on Economic, Social and Cultural Rights: Commentary, Cases, and Materials* (pp. 3-30). Oxford University Press.
- Donnelly, J. (2003). *Universal human rights in theory and practice* (2nd ed.). Cornell University Press.
- Basu, D. D. (2007). *Human rights in India: Theory and practice*. Oxford University Press.
- Bhagwati, A. (2007). *Human rights in India: Historical, social, and political perspectives*. Oxford University Press.
- Sen, A. (2000). *Development as freedom*. Anchor Books.
- Kumar, R. (Ed.). (2012). *Human rights of Dalits: Societal denial and exclusion*. Routledge.
- Dhavan, R. (Ed.). (2011). *Human rights: The Indian debate*. Oxford University Press.
- Kumar, R. (2015). *Human rights movements in India: Persistence and change*. Oxford University Press.

Rout, C. (2014). Abolition of Untouchability & Role of Human Rights and Constitutional Law in India. @  
[http://jujournals.ipublisher.in/File\\_upload/17777\\_73344626.pdf](http://jujournals.ipublisher.in/File_upload/17777_73344626.pdf)

Nande, A., Jha, V., & Aryan, A. (2021). Untouchability: A Socio Legal Study. *Indian JL & Legal Rsch.*, 3, 1.  
<https://socialjustice.gov.in/writereaddata/UploadFile/The%20Scheduled%20Castes%20and%20Scheduled%20Tribes.pdf>

<http://www.lawreformscommission.kerala.gov.in/images/bills/kerala-unorganised-workers-rights-regulation-of-employment-conditions-.pdf>

<https://labour.gov.in/sites/default/files/Chapter%20-%209.pdf>

<http://www.ncw.nic.in/commission/about-us/brief-history>

[https://www.mha.gov.in/sites/default/files/Protection%20of%20HR%20Act1993\\_0.pdf](https://www.mha.gov.in/sites/default/files/Protection%20of%20HR%20Act1993_0.pdf)

<https://nhrc.nic.in/>

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Define human rights and core human values like dignity, liberty, equality, justice, ethics, and morals.	U	PSO1
CO2	Explain the need and significance of human rights education and the sociology of rights.	An	PSO 2
CO3	Describe the historical development of human rights through key documents like the Magna Carta, Universal Declaration of Human Rights, and various UN Conventions.	E	PSO 2,3
CO4	Analyze contemporary human rights issues like caste-based discrimination, gender-based violence, child exploitation, refugee crises, and challenges faced by migrants.	An	PSO 4,5
CO5	Identify and explain various human rights protections offered in India, including those for SC/STs, minorities, the elderly, disabled, unorganized labor, children, and women.	E	PSO 4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

<b>C O No</b>	<b>CO</b>	<b>PO/PSO</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Lecture (L)/Tutorial (T)</b>
1	Define human rights and core human values like dignity, liberty, equality, justice, ethics, and morals.	PSO1	U	C	L
2	Explain the need and significance of human rights education and the sociology of rights.	PSO 2	An	P	L
3	Describe the historical development of human rights through key documents like the Magna Carta, Universal Declaration of Human Rights, and various UN Conventions.	PSO 2,3	E	P	L
4	Analyze contemporary human rights issues like caste-based discrimination, gender-based violence, child exploitation, refugee crises, and challenges faced by migrants.	PSO 4,5	An	M	L
5	Identify and explain various human rights protections offered in India, including those for SC/STs, minorities, the elderly, disabled, unorganized labor, children, and women.	PSO 4,5	E	M	P

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

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO 5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO 1</b>	3	2	2	2	2	1					
<b>CO 2</b>	2	3	2	3	2		1				
<b>CO 3</b>	2	3	3	2	2			1			
<b>CO 4</b>	2	2	2	3	3				1		
<b>CO 5</b>	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4			✓	✓
CO 5			✓	✓



## University of Kerala

Discipline	Sociology				
Course Code	UK4VACSGY216				
Course Title	Ethics and Society				
Type of Course	VAC				
Semester	4				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3		-	4	4
Pre-requisites	Basic understanding of societal values and norms				
Course Summary	This course will explore the fundamental principles of ethics and their application within personal, professional, and virtual environments. It aims to equip students with the knowledge and skills necessary to address issues within diverse social contexts. This course integrates philosophical insights and real-world applications to guide students in developing ethical awareness and reflections.				

### Detailed syllabus

<b>I</b>	<b>Module 1:Key concepts in Ethics</b>		<b>8</b>
	1	Definition of Ethics	2
	2	Basic Concepts in Ethics- Values, Norms, Morals.	2
	3	Basic Ethical Qualities- Kindness, Forgiveness, Empathy, Altruism, Truthfulness, Integrity.	2
	4	Emotional Intelligence	2
<b>II</b>	<b>Module 2:Indian Ethical Perspectives</b>		<b>7</b>
	5	Mahatma Gandhi: Truth, Non-Violence, Satyagraha, Sarvodaya, Swaraj, Trusteeship and Swadeshi.	3
	6	Rabindranath Tagore's views on Education.	2
	7	Buddhism- Truth of Dukkha, Eightfold Path, Middle Way.	2
<b>III</b>	<b>Module3:Role of Ethics in Professional Life</b>		<b>10</b>

	9	Professionalism & Professional Ethics	2
	10	Professional Ethical Dilemmas	2
	11	Professional Responsibilities and Rights	2
	12	Ethics in Corporate Social Responsibilities	2
	13	Ethics Audit	2
<b>IV</b>	<b>Module 4: Ethical Implications in Virtual Space</b>		<b>12</b>
	14	Cyber Ethics- Definition, Relevance of Cyber Ethics	2
	15	Intellectual Property Rights	2
	16	Plagiarism	1
	17	Cyber Space and its Impact on Youth	2
	18	Digital Equity	1
	19	Digital Divide and Marginalization	2
<b>V</b>	<b>Open-ended Module</b>		<b>8</b>
	<p><b>Documentation and Visual Presentation:</b> Make any visual content that shows the ethical principles and values of contemporary society. Visual representation might be a documentary, short film, drama, etc.</p> <p><b>Write an assignment on the topic “ Professional Ethics”-</b> choose a specific industry or profession ( healthcare, law, journalism, etc) and analyze the real-world ethical dilemmas faced by professionals within the chosen industry or profession.</p> <p><b>Case study:</b> select a relevant case study that illustrates ethical challenges in the virtual space. Through the case analysis, students would be capable of identifying key ethical issues, stakeholders' involvement, and its implications in society.</p>		

## References.

- G Subba Rao and P N Roy Chowdhury(2022) Ethics Integrity and Aptitude.. New Delhi.  
Piyush Kama (2020), The Principles for Ethics, Integrity and Aptitude.2020.Unique Publishers  
Dr.Balaji(2018) Ethics, Integrity, and Aptitude. 2018. Jice Publications.New Delhi.  
Awdesh Singh (2022).Ethics, Integrity, and Aptitude. 2022. Topnow Publishers, New Delhi  
Mackenzie S Jhon (1983) A Manual of Ethics..Oxford University Press.London.  
Boylan Michael (2021) Basic Ethics. 2021(third edn)Routledge. Newyork.  
Dr. R Leela Devi. Ethics(1993). Indological and Oriental publishers. New Delhi.  
Ganga Ram Garg. Text Book of Hindu Religion and Ethics. Mittal Publications.

B M Sharma,(2017) Mahatma Gandhi and his Philosophy,, Rawat Publications.New Delhi  
[https://www.researchgate.net/publication/362197765\\_Gandhian\\_Philosophy\\_is\\_More\\_Relevant\\_Today\\_Than\\_Yesterday](https://www.researchgate.net/publication/362197765_Gandhian_Philosophy_is_More_Relevant_Today_Than_Yesterday)  
 Copp, David (ed.), The Oxford Handbook of Ethical Theory, Oxford Handbooks (2007; online edn, Oxford Academic, 2 Sept. 2009)<https://doi.org/10.1093/oxfordhb/9780195325911.001.0001>  
 Dr.Balaji(2018). Ethics, Integrity, and Aptitude.Jice Publications. New Delhi.  
 H B Mukherjee,(2020) A Study of the Educational Thought and Experiment of Rabindranath Tagore, Taylor & Francis, 2020 (second edition)  
 R Subramanian(2013)Professional Ethics,Oxford University Press.New Delhi  
 Jayasree Suresh and B S Raghavan(2010)Human Values and Professional Ethics. S. Chand and Company. New Delhi.  
 M.Govindarajan, S Natarajan and V S Senthilkumar(2011) Engineering Ethics Includes Human Values. PHI Learning Pvt Ltd. New Delhi.  
[Ingrid Vasiliu-Feltes, Jane Thomaso\(2021\). Applied Ethics in a Digital World,IGI Global.](#)  
 Mary Manjikian(2022) Cyber Security Ethics; An Introduction. 2022 (second ed)  
 Siny. G Benjamin(2014)Informatics, GEM -publications.Tvm.  
 Floridi, L. (Ed.). (2010). The Cambridge Handbook of Information and Computer Ethics (pp. 284-312). Cambridge University Press  
[Richard A. Spinello\(2021\) Cyber Ethics; Morality and Law in Cyber Space](#)

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the meaning and scope of ethics as a branch of philosophy concerned with morality, values, and principles that guide human conduct.	u	PSO1
CO-2	Understand the principles advocated by Mahatma Gandhi and Rabindranath Tagore. Thereby students will be able to apply these insights into contemporary contexts and contribute to the promotion of holistic education and social welfare.  Comprehensive understanding of ethical principles and practices in Buddhism.	U Ap An	PSO 2
CO3	To analyze and evaluate professional ethics, including ethical principles, standards, and dilemmas relevant to various professions or industries.	E	PSO 2,3
CO4	To critically evaluate ethical considerations within virtual space, including social media platforms, online communities, virtual reality environments, and digital interactions.	E	PSO4



CO5	Engage in real-world scenarios, students will develop a deeper appreciation for ethical principles and their applications in various contexts.	C	PSO5
	Through field exposure, students will gain the skills and insights necessary to recognize ethical dilemmas in personal, professional, and societal contexts.	C	

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

C O No	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the meaning and scope of ethics as a branch of philosophy concerned with morality, values, and principles that guide human conduct.	PSO1	U	C	L
2	Understand the principles advocated by Mahatma Gandhi and Rabindranath Tagore. Thereby students will be able to apply these insights into contemporary contexts and contribute to the promotion of holistic education and social welfare.  Comprehensive understanding of ethical principles and practices in Buddhism.	PSO 2	U  Ap  An	C	L
3	To analyze and evaluate professional ethics, including ethical principles, standards, and dilemmas relevant to various professions or industries.	PSO 2,3	E	P	L
4	To critically evaluate ethical considerations within virtual space, including social media platforms, online communities, virtual reality environments, and digital interactions.	PSO4	E	M	L
5	Engage in real-world scenarios, students will develop a deeper appreciation for ethical principles and their applications in various contexts. Through field exposure, students will gain the skills and insights necessary to recognize ethical dilemmas in personal, professional, and societal contexts.	PSO5	C  C	M	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



### University of Kerala

Discipline	SOCIOLOGY				
Course Code	UK4VACSGY217				
Course Title	Professional Networking and Leadership				
Type of Course	Value Added Course				
Semester	4				
Academic Level	200-200				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours/Week
	3	3	-	-	3
Pre-requisites	1. Familiar with the importance of social networking for human development 2. Aware of the significance of leadership in a professional organisation				
Course Summary	Learners will made aware of becoming part of professional networks and to the need to be equipped with different forms of leadership styles and also students will be able to understand the qualities of good leader.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
I	<b>Module 1: Understanding Professional Networking</b>		10
	1	Networking & Professional Networking- Meaning and types- Operational, Personal and strategic	2
	2	Importance of Professional Networking	2
			2

			2	
	5	Digital Networking	2	
<b>II</b>	<b>Module 2:Importance of Professional Networking</b>		9	
	6	Approaches of Professional Networking	2	
	7	Benefits of Professional Networking	2	
	8	Active Professional Networking,	2	
	9	Networking Strategies of Professionals		3
		Benefits of networking		
Influence of Professional Networks in Career				
<b>III</b>	<b>Module 3:Role of Professional Bodies</b>		9	
	10	Professional Bodies- Nature and Meaning,	2	
	11	Structure and Functions of Professional Bodies	3	
	12	Types of Professional Bodies	2	
	13	Role of Professional Bodies	2	
<b>IV</b>	<b>Module 4:Theoretical Perspectives of Leadership</b>		8	
	14	Leadership- Definition and Types of Leadership	2	
	15	Leadership Qualities	2	
	16	Theories of Leadership- The behavioural theory of leadership	1	
	17	The transformational theory of leadership	1	
	18	The transactional theory of leadership	1	
	19	The contingency theory of leadership	1	
<b>V</b>	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment		9	
	<b>Sociogram:</b> Conduct a Sociometry test among the students to find the most popular student in the class and conduct a group discussion on the leadership skills			

**Poster presentation:**The students may be divided into teams and they can be directed to prepare posters on the professional bodies representing the discipline they like or the career they would like to build.

**Role play:**A role play may be assigned to students to examine how much they have internalized about the theories related to leadership

## Reference

Parker, S. K. (2013). Beyond motivation: Job and work design for development, health, ambidexterity, and more. *Annual Review of Psychology*, 65, 661-691.

Pakarinen, E., Lerkhanen, M-K., Poikkeus, A-M., Sidkkinen, M., & Nuirmi, J-E. (2010). Classroom organization and teacher stress predict learning motivation in kindergarten children. *European Journal of Psychology of Education*, 25(3), 281-300. <https://www.jstor.org/stable/23421684>

Schermerhorn, J. R., & Wright, B. (2014). *Management: Third Canadian Edition*. John Wiley & Sons Canada.

<https://www.indeed.com/career-advice/career-development/professional-networking>

<https://novoresume.com/career-blog/professional-networking>

<https://emeritus.org/in/learn/different-types-of-leadership/>

<https://www.linkedin.com/pulse/professional-bodies-roles-functions-responsibilities-tan>

[https://www.researchgate.net/publication/347343260\\_Leadership\\_Styles](https://www.researchgate.net/publication/347343260_Leadership_Styles)

<https://www.sometics.com/en/sociograms-in-the-classroom>

## Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Obtain an understanding of the meaning and significance of Professional networking	U	C
CO-2	Attain an understanding of the concept of leadership its features and significance	U	C
CO-3	Analyse the theoretical perspectives of leadership theories	An	C
CO-4	Discuss the benefits of professional networking for human development	E	C
CO-5	Apply the theoretical perspectives on leadership for self evaluation of students	Ap	P

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Obtain an understanding of the meaning and significance of Professional networking	PSO1	U	C	L
2	Attain an understanding of the concept of leadership its features and significance	PSO 2	U	C	L
3	Analyse the theoretical perspectives of leadership theories	PSO 2,3	An	C	L
4	Discuss the benefits of professional networking for human development	PSO4	E	C	L
5	Apply the theoretical perspectives on leadership for self evaluation of students	PSO5	Ap	P	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY
Course Code	UK5DSCSGY301

Course Title	Theoretical Perspectives in Modern Sociology				
Type of Course	DSC Major				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	1. Knowledge on Classical Sociological Theories				
Course Summary	The course will introduce the learners to the modern Sociological Theories and the Broad Perspectives.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1: Functionalism</b>		<b>12</b>
	1	Introduction to functionalism - Origin and meaning	2
	2	Major postulates of functionalism	2
	3	Talcott Parsons- The Structure of Social Action - Systems of Action - Action Schema	34
	4	R.K. Merton: Middle Range Theory & Theory of Deviance, Latent and manifest functions	3
	5	Major Criticisms	2
<b>II</b>	<b>Module 2: Structuralism</b>		<b>12</b>
	6	Introduction to Structuralism- Origin and Meaning ,	2
	7	Major Postulates of Structuralism	2
	8	Ferdinand De Saussure – Structural Linguistics	3



	9	Claude Lévi-Strauss: Structural Analysis of Kinship	3
	10	Major Criticisms	2
<b>III</b>	<b>Module 3: Conflict School &amp; Exchange Theory</b>		<b>14</b>
	11	Introduction to Conflict school-Origin and Meaning	2
	12	Major Postulates	2
	<b>13</b>	Ralph Dahrendorf- Dialectics of Conflict	<b>2</b>
	14	Lewis Coser- Functional Analysis of Conflict	2
	15	Introduction to Exchange theory-Origin and Meaning	2
	16	George C Homans-Behavioural Exchange theory	2
	17	Peter M Blau-Structural Exchange Perspective	2
<b>IV</b>	<b>Module 4: Symbolic Interactionism and Phenomenology</b>		<b>10</b>
	18	Micro approach of American sociology – Role of Chicago School	2
	19	C.H. Cooley - Looking Glass Theory	2
	20	G.H Mead- Self, Generalized Other	2
	21	Phenomenology-Basic premises	2
	22	Edmund Husserl-Human conscpousness and Life world	2
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>
	<p><b>Poster presentation and Group discussion</b> : Compare and contrast different theoretical perspectives using posters</p> <p><b>Peer learning</b> : Assign students into groups and introduce collaborative learning through peers. Each group shall choose a group to work with and learn from each other.</p>		

	<b>Case presentation:</b> A current social situation can be analysed using theoretical perspective and presentation can be conducted	
--	--	--

## References

- Francis Abraham – Modern Sociological theory – An introduction – Oxford University Press, New Delhi, 2006 (P.72-105) (P38-87).
- George Ritzer .1993.Sociological Theory – Mc Graw Hill, New York.
- Francis Abraham and John Henry Morgan .1985.Sociological Thought. Mac Millan, London.
- S.L-Doshi – Modernity, Post Modernity and Neo Sociological Theories – Rawat, New Delhi, 2006 (P.420-429),(P.449-458).
- Parsons, T. and E.A. Shils. 1952. Towards a General Theory of Action. New York: Haper and Row (Part 1 and 2)
- Parsons, T. et. al. 1961. The Theories of Society, New York: The Free Press (Vol. 1), pp. 30-79 22
- Parsons, Talcott 1967. The Structure of Social Action. Free Press (1937]), Vol. 1, Part I.
- Robert Merton. 1968. Social Theory and Social Structure. Free Press.
- Levi Strauss, C. 1969.The Elementary Structures of Kinship. London: Eyre &Spottiswood (Selected Chapters)
- Sturrock, John (ed.), 1979. Structuralism and Since: from Levi Strauss to Derida. Oxford: Oxford University Press.
- Levi-Strauss, C. 1973. Structural Anthropology. Glasgow: Willam Collins.
- Turner, H. Jonathan – The structure of Sociological Theory – Rawat, New Delhi, 2004 (P. 129-151).
- Ritzer & Smart. 2001. Handbook on Social Theory. New York: Sage
- Turner, Jonathan H. 1979. The Structure of Sociological Theory. Jaipur and New Delhi: Rawat.
- Wallace Ruth. 1980. Contemporary Sociological Theory. Oxford University Press.
- Dahrendorf, R. 1968. Essays in the Theory of Society, London: Routledge.
- Bert.N. Adams, R.A. Sydse – Sociological Theory – Vi star publications, New Delhi, 2007. (P.503-504).
- McPhail, Clark, and Cynthia Rexroat. 1979. Mead vs. Blumer: The divergent methodological perspectives of social behaviorism and symbolic interactionism. *American Sociological Review* 44:449–467.
- Shalin, Dmitri. 1986. Pragmatism and social interactionism. *American Sociological Review* 51:9–29.

## Essential Readings:

Harrington Austin. 2005. Modern Social Theory an Introduction. Oxford University Press.

Coser, Lewis. 1996. Masters of Sociological Thought, Rawat Jaipur.

Scott Appelrough, Laura Desfar Edles. 2007. Sociological theory in the contemporary Era – Pine Farge Press, New Delhi.

Ritzer, George, 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.

Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat.

Irrving M: 1998 (Indian Edition). Rethinking Sociology : A critique of contemporary theory. Jaipur and New Delhi: Rawat.

Craib, Ian. 1992. Modern Social Theory: Form Parsons to Habermas. Wheat Sheaf Books

Turner, Jonathan H. 1979. The Structure of Sociological Theory. Jaipur and New Delhi

Wallace Ruth. 1980. Contemporary Sociological Theory. Oxford University Press

### **E-RESOURCES**

<https://youtu.be/TjwCVZwYG7Y?si=Fw0y-TiR8Z5cMfVX>

<https://www.youtube.com/watch?v=U4nPkpvaK7E&pp=ygU7ZXhwZXJ0IGxly3R1cmVzIG9mIG94Zm9yZCBvbiAgb24gbW9kZXJvIHNVY2lvaG9naWNhbCB0aGVvcnk%3D>

### **Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding of Functionalist school and its main proponents	R & U	PSO 1
CO-2	Attain a comprehensive sociological overview of Structuralism and the contributions of Strauss and Saussere.	U & An	PSO 1,2
CO-3	Understand the contributions of Darhendorf and Coser to Conflict school of thought	An	PSO 2,1

CO-4	Understand the contributions of American Sociology to Symbolic Interactionism and propositions of Cooley and Mead	An and E	PSO 4,1
CO-5	Apply the acquired knowledge analysis of contemporary society	R & U	PSO 4,51

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

C O No .	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Develop an understanding of Functionalist school and its main proponents	PSO 1	R & U	C	L
2	Attain a comprehensive sociological overview of Structuralism and the contributions of Strauss and Saussure.	PSO 1,2	U & An	C	L
3	Understand the contributions of Darhendorf and Coser to Conflict school of thought	PSO 2,1	An	C	L
4	Understand the contributions of American Sociology to Symbolic Interactionism and propositions of Cooley and Mead	PSO 4,1	An and E	C	L
5	Apply the acquired knowledge analysis of contemporary society	PSO 4,5	R & U	P	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
--	------	------	------	------	-------	-----	-----	-----	-----	-----	-----

CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓

CO 4		✓		✓
CO 5		✓		✓



University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK4DSCSGY302				
Course Title	Quantitative Research Methods				
Type of Course	DSC Major				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of social science concepts				
Course Summary	This course intends to provide a fundamental understanding of the basic steps and processes of social research .It familiarizes students with the approaches and basic steps in social science research				

Module	Units t	Content	Hours
I	<b>Introduction to Quantitative research</b>		<b>8</b>
	1	Quantitative Research:Definition and Nature	3
	2	Concepts and their measurement	2
	3	Variables and indicators	2
	4	Validity, Reliability and Representativeness of quantitative research	2
<b>II</b>	<b>Module 2:Designing Quantitative Research</b>		<b>16</b>

	5	Quantitative Research Design -On the basis of number of contacts	3
	6	Quantitative Research Design-On the basis of reference period	2
	7	Quantitative Research Design-On the basis of nature of investigation	2
	8	Probability Survey Designs -Simple Random sampling ,Systematic sampling ,Stratified Random sampling e and Multi-stage cluster sampling	2
	9	Non probability Survey Design- Convenience Sampling,Snowball Sampling and Quota Sampling	2
	10	Measurement -Nominal,Ordinal,Interval and Ratio scale	2
	11	Scaling-Bogardus scale, Likert scale , Thurston scale	3
<b>III</b>	<b>Module 3:Data collection methods and analysis in Quantitative research</b>		<b>17</b>
	12	Structured Interviewing	2
	13	Self Completion Questionnaire	2
	14	Analysis of Secondary data	2
	15	Testing of Hypothesis-Basic concepts	3
	16	Parametric- Statistical tests	3
	17	Non parametric -Statistical tests	2
	18	Data analysis using Softwares-Examples	3
<b>IV</b>	<b>Module 4: Interpretation and Report writing</b>		<b>10</b>
	19	Interpretation-Techniques	2
	20	Steps in writing Quantitative Research report	3
	21	Types of reports	3
	22	Softwares for Reference Management -examples	2
	<p align="center"><b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b></p> <p><b>Sample Research proposal preparation:</b>The students can be divided into groups and assign task to prepare research proposal and a presentation of the same</p> <p><b>Poster/ppt presentation :</b>Students can be asked to prepare posters/ppts on the secondary and documentaries</p> <p><b>Research Article review :</b>Students shall conduct article review sessions on quantitative based research articles to internalise the discussions and interpretations</p>		9

## References

- Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield.
- Neuman, W. L. (2019). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.
- Bryman, A. (2015). *Social research methods*. Oxford University Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Fowler, F. J. (2013). *Survey research methods*. Sage.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191–215). Sage.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists: Between ethical conduct and regulatory compliance*. Sage.
- Hart, C. (2005). *Doing a literature review: Releasing the social science research imagination*. Sage.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Cengage Learning.
- Levy, P. S., & Lemeshow, S. (2013). *Sampling of populations: Methods and applications*. Wiley.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Sage.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills*. University of Michigan Press.
- Ahuja, Ram (2006), *Research Methods*, New Delhi Rawat Publications.
- Kothari, C.R. (1989) *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern
- Punch, Keith. (1996) *Introduction to Social Research*, London: Sage

## Course Outcomes (CO):

3	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the basic concepts in Quantitative Research	R&U	PSO1
CO2	Gain skill for designing quantitative research for research problem and in its formulation.	U	PSO2,1



CO3	Equip with skills to develop and apply suitable methods of data collection and analysis for quantitative research	An	PSO3
CO4	Apply the steps in quantitative research report writing to prepare research projects and proposals	E	PSO4
CO5	Construct a quantitative research project on the basic knowledge of the steps and processes of research	Ap	PSO5,
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand the basic concepts in Quantitative Research	PSO1	U	C	L	
CO-2	Gain skill for designing quantitative research for research problem and in its formulation.	PSO1, 2	P	P	L	
CO3	Equip with skills to develop and apply suitable methods of data collection and analysis for quantitative research	PSO3	P	P	L	
CO4	Apply the steps in quantitative research report writing to prepare research projects and proposals	PSO4, 3	Ap	P	L	
CO5	Construct a quantitative research project on the basic knowledge of the steps and processes of research	PSO 5	AP	M	P	

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**  
**Mapping of COs with PSOs and POs :**

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO 1</b>	3	2				1					

CO 2		3					1				
CO 3			3					1			
CO 4				3					2		
CO 5			2		3					2	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓

CO 4		✓	✓	✓
CO 5		✓	✓	✓



**University of Kerala**

Discipline	SOCIOLOGY				
Course Code	UK5DSCSGY303				
Course Title	Sociology of Health and Epidemiology				
Type of Course	DSC Major				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites					
Course Summary	This course is designed to provide an introduction to the field of social epidemiology. This program is designed to orient the students toward a conceptual understanding of current public health challenges. It also imparts the skills required for developing evidence-based planning for strengthening state health systems and providing technical support to the implementation of national health programs. Graduates will be capable of undertaking meaningful research for supporting public health policy and planning for the effective implementation of public health programs.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1: Social Epidemiology</b>		<b>12</b>
	1	Public Health, Social Medicine, Social Epidemiology, Social Pathology, Social Diagnosis	2
	2	Social Epidemiology- Definitions, Objectives, and Scope of Social Epidemiology.	3

	3	Contemporary Theories of Social Epidemiology: Psycho-Social Theory	3
	4	Social Production of Diseases	3
	5	Eco-Social Theory	2
<b>II</b>	<b>Module 2:Health and Wellbeing</b>		<b>12</b>
	8	Health: Definitions, Dimensions of Health: Physical, Mental, Emotional, Social, Spiritual, Occupational.	4
	9	Concept of well-being – Heredity, Environment, Lifestyle, Socio-economic status, Health and family welfare services, Aging population, Gender, and other factors such as health-related systems (Food and agriculture, education and social welfare ).	4
	10	Healthy Environment: Personal Hygiene, Proper nutrition, Exercise, Early Diagnosis, and treatment	4
<b>III</b>	<b>Module 3:Concept of Disease Causation.</b>		<b>12</b>
	11	The germ theory of diseases	3
	12	Epidemiological triad	3
	13	Multi-Factorial Causation of Disease	3
	14	Web of Causation	3
<b>IV</b>	<b>Module 4:Inequalities in Health</b>		<b>12</b>
	18	Health Policies and health indicators for sustainable development.	4
	19	Different levels of inequalities in health: Social cost of illness, Social Stigma, Discrimination, Isolation, Marginalization.	4
	20	Challenges to health care system – Commercialization of health care, Need for Quality Maintenance.	4
<b>V</b>	<b>Open-ended Module</b>		<b>12</b>

	1	<p>Field Study- Submit a field Study report based on a visit to a nearby hospital and observe inequalities in health care services. Thereby students will be able to analyze the determinants contributing to these disparities and identify potential areas of improvement.</p>	
	2	<p>Assignment: Critically evaluate the challenges and discriminations faced by marginalized communities in health care services.</p>	
	3.	<p>Field Survey: Conduct a field survey in a nearby community on the topic “well-being of youth/ women/elderly/marginalized sections focusing on their hygiene, proper nutrition, exercise, early diagnosis, and treatment. Students also submit a report based on the survey that suggests effective measures to improve their holistic well-being.</p>	

## References

Park, K. (2007) Parks Textbook of Preventive and Social Medicine. 19th Edition, M/S Banarsidas Bhanot Publishers, Jabalpur.

Lisa f Berkman(ed).(2014).Social Epidemiology (2<sup>nd</sup> edn), oxford university press, 2014.

J. E. Park, K. Park, Park K. (1993), Essentials of Community Health Nursing. Banarsidas Bhanot.

J. Michael Oakes (Editor), Jay S. Kaufman (Editor). 2017. Methods in Social Epidemiology, 2nd Edition ISBN: 978-1-118-60373-4 -E Book resource.

Joseph M. Tuckett, David and Kaufert .(1979).Basic Readings in Medical Sociology,Routledge Kegan & Paul.

Chloe E. Bird , Peter Conrad , Allen Fremont, Stefan Timmermans (Editors).2010. Handbook of Medical Sociology, Sixth Edition 6th edn .Vanderbilt University Press

Caroline A. Macera , Richard Shaffer, et al. Introduction to Epidemiology: Distribution and Determinants of Disease (Public Health Basics). 2012. Cengage Learning

Ann Aschengrau and George R. Seage (2018). Essentials of Epidemiology in Public Health 4tEdition. Jones & Bartlett Learning.

William C. Cockerham (2017). Medical Sociology 14th Edition.Routledge

## E-RESOURCES

Honjo K. **Social epidemiology: Definition, history, and research examples.** Environ Health Prev Med. 2004 Sep;9(5):193-9. doi: 10.1007/BF02898100. PMID: 21432303; PMCID: PMC2723602.

[Next page](#)

Jo C. **Cost-of-illness studies: concepts, scopes, and methods.** Clin Mol Hepatol. 2014 Dec;20(4):327-37. doi: 10.3350/cmh.2014.20.4.327. Epub 2014 Dec 24. PMID: 25548737; PMCID: PMC4278062.

Grover A, Singh RB. **Health Policy, Programmes and Initiatives. Urban Health and Wellbeing.** 2019 Oct 26:251–66. doi: 10.1007/978-981-13-6671-0\_8. PMCID: PMC7122919.

Indian Journal of Health Studies, Vol 1 Issue 1. An Overview of Health Policy in India An Overview of Health Policy in India Prof. I. Ramabrahmam\* & Ramya Chitrapu- OPEN ACCESS @ www.ahpsy.in

McCartney G, Dickie E, Escobar O, Collins C. **Health inequalities, fundamental causes and power: towards the practice of good theory.** *Sociol Health Illn.* 2021 Jan;43(1):20-39. doi: 10.1111/1467-9566.13181. Epub 2020 Nov 22. PMID: 33222244; PMCID: PMC7894306.

Arcaya MC, Arcaya AL, Subramanian SV. **Inequalities in health: definitions, concepts, and theories.** *Glob Health Action.* 2015 Jun 24;8:27106. doi: 10.3402/gha.v8.27106. PMID: 26112142; PMCID: PMC4481045.

Wehkamp KH, Naegler H. **The Commercialization of Patient-Related Decision Making in Hospitals.** *Dtsch Arztebl Int.* 2017 Nov 24;114(47):797-804. doi: 10.3238/arztebl.2017.0797. PMID: 29229044; PMCID: PMC5736863.

**Health Inequalities in India: The Axes of Stratification.** S.V. Subramanian, Leland K. Ackerson, Malavika A. Subramanyam and Kavita Sivaramakrishnan. *The Brown Journal of World Affairs.* [Vol. 14, No. 2 \(SPRING/SUMMER 2008\)](#), pp. 127-138 (12 pages). Published By: Brown Journal of World Affairs

### Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the history and development of social epidemiology Apply major theoretical frameworks used in social epidemiology	U Ap	PSO 1
CO-2	Analyse various dimensions of health, recognize its importance in achieving a balanced and fulfilling life the significance of maintaining a healthy environment in promoting individual and community well-being.	E An	PSO 2,3
CO3	Compare and contrast various theories of disease causation, including the bio-medical model, psycho-social theories, environmental theories, and holistic approaches. Apply theoretical frameworks to understand complex health issues and develop comprehensive approaches to disease prevention, management, and treatment.	E An	PSO 3,5
CO4	Critically evaluate the challenges facing the healthcare systems, including rising healthcare costs, resource allocation constraints, workforce shortages, technological advancement, and evolving healthcare policies.	E	PSO 3,4

CO5	Through fieldwork exposure, students will gain practical experience, critical thinking skills, and research competencies necessary to engage meaningfully in efforts to address marginalization in healthcare and promote well-being within communities.	C An	PSO 3,5
-----	--	---------	---------

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 3:0:0 (Lecture:Tutorial: Practical)**

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Understand the history and development of social epidemiology Apply major theoretical frameworks used in social epidemiology	PSO 1	U Ap	C	L
2	Analyse various dimensions of health, recognize its importance in achieving a balanced and fulfilling life the significance of maintaining a healthy environment in promoting individual and community well-being.	PSO 2,3	E An	C	L
3	Compare and contrast various theories of disease causation, including the bio-medical model, psycho-social theories, environmental theories, and holistic approaches. Apply theoretical frameworks to understand complex health issues and develop comprehensive approaches to disease prevention, management, and treatment.	PSO 3,5	E An	C	L
4	Critically evaluate the challenges facing the healthcare systems, including rising healthcare costs, resource allocation constraints, workforce shortages, technological advancement, and evolving healthcare policies.	PSO 3,4	E	C	L
5	Through fieldwork exposure, students will gain practical experience, critical thinking skills, and research competencies necessary to engage meaningfully in efforts to address marginalization in healthcare and promote well-being within communities.	PSO4,5	C An	M	P

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6	✓			✓





University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK5DSESGY304				
Course Title	Social Psychology				
Type of Course	DSC ELelective				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	The course will introduce the basic concepts related to social behaviour. The course intends to orient the students to an understanding about how membership in group leaves an impact on individual behaviour and vice versa				

**Detailed syllabus**

I	<b>Module 1:Basic concepts</b>		<b>10</b>
	1	Nature and Subject matter of Social Psychology	2
	2	Scope of Social Psychology	2
	3	Methods in Social Psychology	2
	4	Applications of Social Psychology	2
II	<b>Module 2:Nature of Self and Group behavior</b>		<b>18</b>
	6	Self concept as a Social product	3
	7	Self esteem-Dimensions and Components	3
	8	Social Identity-Self and Social categorisation	3
	9	Group behaviour:Concept and Nature	2
	10	Social group -Characteristics and Types	2
	11	Mob,Crowd, Audience	1
	12	Rumour,Propaganda and Public Opinion	2

	13	Group decision making	2
III	<b>Module 3:Socio-Psychological theories</b>		<b>10</b>
	14	Theory of Self: G.H.Mead	3
	15	Looking Glass Self:C.H.Cooley	2
	16	Need Theory:Maslow	3
	17	Culture and Personality :Ruth Benedict	2
IV	<b>Module 4: Interpersonal relationships and Group dynamics</b>		<b>10</b>
	18	Prosocial behaviour and Aggression	2
	19	Stereotype,Prejudice,Discrimination	2
	20	Attitude-Self perception	2
	21	Interpersonal attraction-determinants	2
	22	Conformity and Compliance	2
V	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>
	<p><b>Role play:</b>Students can be delegated roles related to individual and group expectations related to any of the social roles</p> <p><b>Survey:</b>An online survey tool can be designed to collect details about the interpersonal relationships</p> <p><b>Debate:</b>A debate competition can be organized to examine the significance of socio-psychological theories</p>		

## References

- Adler, A. (1954). *Understanding Human Nature*. New York: Greenburg Publisher
- Alcock, J., & Sadava, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. Los Angeles: Sage
- Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
- Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall.
- Brehm, S. S., Kassin, S. M., & Fein, S. (2005). *Social psychology*. Houghton Mifflin.
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). New York: Pearson
- Funder, D. C. (2010). *The Personality Puzzle*. New York: W. W. Norton & Company
- Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
- Kenrick, D. T., Neberg, S. L., & Cialdini, R. B. (2005). *Social psychology: unraveling the mystery*. Boston, MA: Allyn and Bacon.

Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2015). *Social psychology*. Boston: Pearson.

Kuppuswamy, B. (1990). *Elements of social psychology*. Delhi: Konark Pub. Pvt. Ltd.

Lesko, W. A. (2009). *Readings in social psychology: general, classic, and contemporary selections*. Boston, MA: Pearson/Allyn and Bacon.

Mayer, J. D. (2007). *Readings in Personality Psychology* (1st ed.). New York: Pearson

Mischel, W.; Shoda, Y. & Smith, R. E. (2004). *Introduction to Personality*. John Wiley & Sons

Myers, D. G. (2002). *Social Psychology*, 7th ed. McGraw Hill: Int. Education

Rao Narayana S.. (2002). *Counselling and Guidance*. 2nd ed. New Delhi: Tata McGraw Hill

Branscombe, N. R. & Baron, R. A. Adapted by Preeti Kapur (2017), *Social Psychology*, (14th Ed.), New Delhi: Pearson Education; Indian reprint 2017

Aronson, E. Wilson, T. D. Akert, R. M. & Sommers, S.A. adapted by Veena Tucker (2016), *Social Psychology* (9th Ed), New Jersey: Pearson Education Prentice Hall, Indian subcontinent adaptation, Pearson India Education Pvt. Ltd.

Crisp, R. J. & Turner, R. N. (2014), *Essential Social Psychology*, Sage Publication, South Asia adaptation (2017).

Mercer, J. & Clayton, D. (2014), *Social Psychology*, New Delhi: Dorling Kindersley India Pvt. Ltd. 8)

Myers, D. G. Sahajpal, P. & Behera, P. (2017), *Social psychology* (10th ed.), McGraw Hill Education.

Taylor, S. E. Sears, D. O. & Peplau, L. A. (2017), *Social psychology* (10th ed.), Pearson Education.

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the nature and scope of Social Psychology	U	PSO1
CO2	Examine the nature and significance of Self and Group behaviour	U	PSO2
CO3	Analyze the significance of theories related to individual and group behaviour	An	PSO2, 3
CO4	Evaluate the concepts which can be used for examining interpersonal relationships and group dynamics	E	PSO3
CO5	Apply conceptual understanding to analyse socio-psychological processes	AP	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the nature and scope of Social Psychology	PSO1	U	C	L	
2	Examine the nature and significance of Self and Group behaviour	PSO2	U	C	L	
3	Analyze the significance of theories related to individual and group behaviour	PSO 2,3	An	P	L	
4	Evaluate the concepts which can be used for examining interpersonal relationships and group dynamics	PSO3	E	P	L	
5	Apply conceptual understanding to analyse socio-psychological processes	PSO4,5	AP	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			
CO 4		3	2						4		
CO 5				3	2					2	

CO 6			2	2	3						3,7
------	--	--	---	---	---	--	--	--	--	--	-----

### Correlation Level

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

### Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK5DSESGY305				
Course Title	Social Entrepreneurship				
Type of Course	DSC ELelective				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	The course is designed to understand the concept of Social entrepreneurship and to identify the types, characteristics of social enterprises. The course will try to bring in an interdisciplinary aspect in making the students understand the genesis and the management of social enterprise, right from the idea formation to the impact analysis. The course will provide the students a hands on experiment with the idea of formulating a business model as well possible ways for fund raising for launching a social enterprise.				

### Detailed syllabus

I	<b>Module 1: Basic concepts</b>		<b>11</b>
	1	Social Entrepreneurship, Social Entrepreneur : Concepts	2
	2	Characteristics of Social entrepreneurship	2
	3	Types of Social entrepreneurship	3
	4	How Social Entrepreneurs benefit society?	2
	5	Social Entrepreneurs vs. Philanthropy	2
II	<b>Module 2 : Identification of Social problems and measuring Social Impact of Social Entrepreneurship</b>		<b>16</b>
	6	Understanding Social problem: Root Cause analysis 5 Whys tool	2
	7	Appraising the idea formation through feasibility analysis	2

	8	Five stages of Social Entrepreneurship -Systemic problem, Individualized activity	2
	9	Five Stages of Social Entrepreneurship (contd)-Organised Activity, socialied Activity	2
	10	Five Stages of Social Entrepreneurship (contd)-Systemic change	2
	11	Social Impact Measurement for Social Enterprise- Cost-Benefit Analysis	2
	12	Social Impact Measurement for Social Enterprise- Rating approach	2
	13	Social Impact Measurement for Social Enterprise- Social Accounting and Social Auditing Approach	2
	<b>Module 3: Innovation and creativity in Social Entrepreneurship</b>		<b>11</b>
<b>III</b>	14	Design thinking for social innovation	3
	15	Idea generation for social enterprise, social innovation and inclusion	2
	16	Achieving social objectives with commercial ventures	3
	17	Human Centered Design :Case studies	3
	<b>Module 4: Mobilizing resource and networking for Social Enterprise</b>		<b>10</b>
<b>IV</b>	17	Creating Business models and writing business plans	2
	19	Fund raising strategies and models :The Match-funding model,The Capital fund model and Social Impact Bonds model	2
	20	Social Enterprise management	2
	21	Crafting alliances between non profit business and government organisations	2
	22	Case presentation-Atal Innovation Mission	2
	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>
	<b>Group Discussion</b> :Organize a group discussion on the nature and types of social enterprises which exists international, national and regional levels and prepare a charts on the nature of activities they are engaged in OR		

	<p><b>‘Live Case study:’</b> a social entrepreneur can be invited to class to present the background of the social enterprise and the students can discuss about the possible challenges and prospects</p> <p><b>Business Plan:</b>Prepare a business plan on on the basis of a social innovation on the basis of design thinking framework</p> <p style="text-align: center;">Or</p> <p><b>Action plan :</b>Prepare an action plan for fund raising for a social enterprise and discuss the alliances to be built for managing the enterprise</p> <p>OR</p> <p><b>Immersion study</b> of a social enterprise after filed visit to a social enterprise</p>	
--	--	--

## References

- Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different, or Both? *Entrepreneurship Theory and Practice*, 30(1)
- Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press.
- Cameron H. (2012) Social Entrepreneurs in the Social Innovation Ecosystem. In: Nicholls A., Murdock A. (eds) *Social Innovation*. Palgrave Macmillan, London. [https://doi.org/10.1057/9780230367098\\_9](https://doi.org/10.1057/9780230367098_9)
- Kickul, J., & Lyons, T. S. (2012). *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever-Changing World*. Routledge.
- Praszkier, R., & Nowak, A. (2011) *Social entrepreneurship: Theory and practice*, Cambridge University Press: Cambridge
- Nicholls, A. (Ed.). (2006). *Social entrepreneurship: New models of sustainable social change*, Oxford University Press: Oxford
- Nicholls, A., & Murdock, A. (2012). *Social innovation: Blurring boundaries to reconfigure markets*. Palgrave Macmillan.
- Mair, J., & Marti, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41(1)
- Zehra,Shaker,A ,Gedajlovic,Eric ,Neuborn,Donald,O, Shulma Joel M(2009) A Typopolgy of social entrepreneurs : Motives, Search Processes and Ethical challenge, *Journal of Business Venturing* 24 Accessed vide



[http://www.untag-smd.ac.id/files/Perpustakaan\\_Digital\\_1/ENTREPRENEURSHIP%20Social%20entrepreneurship.%20N ew%20m.pdf](http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Social%20entrepreneurship.%20N ew%20m.pdf)

[https://read.oecd-ilibrary.org/employment/social-entrepreneurship-social-impact-measurement-f or-social-enterprises\\_5jrtpbx7tw37-en#page15](https://read.oecd-ilibrary.org/employment/social-entrepreneurship-social-impact-measurement-f or-social-enterprises_5jrtpbx7tw37-en#page15)

[https://www.oecd.org/cfe/leed/Social%20entrepreneurship%20policy%20brief%20EN\\_FINAL.p df](https://www.oecd.org/cfe/leed/Social%20entrepreneurship%20policy%20brief%20EN_FINAL.p df)

<https://online.hbs.edu/blog/post/what-is-human-centered-design>

<https://aim.gov.in>

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concept and practice of social entrepreneurship	U	PSO1
CO2	Describe the defining role and characteristics of social entrepreneur	An	PSO2
CO3	Discuss the importance of root cause analysis of social problems	E	PSO2, 3
CO4	Analyse the scope of design thinking in promoting innovative ideas for social enterprises	An	PSO3
CO5	Compare the business models for social enterprises	An	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the concept and practice of social entrepreneurship	PSO1	U	C	L	

2	Describe the defining role and characteristics of social entrepreneur	PSO2	U	C	L	
3	Discuss the importance of root cause analysis of social problems	PSO 2 3	An	P	L	
4	Analyse the scope of design thinking in promoting innovative ideas for social enterprises	PSO4	E	P	L	
5	Compare the business models for social enterprises	PSO4,5	AP	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			
CO 4		3	2						4		
CO 5				3	2					2	
CO 6			2	2	3						3,7

**Correlation Level**

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY				
Course Code	UK5DSESGY306				
Course Title	Social Policy and Planning				
Type of Course	DSC ELelective				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours

	4	4	-	-	60
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	This course attempts at a definitional understanding of the concepts of social policy and planning. It aims at familiarizing the different National social policies in India and enable the students to critically evaluate the policies.				

	<b>Module 1:Introduction to Social Policy</b>		<b>11</b>
	1	What is Social Policy?	2
	2	Characteristics of Social Policy	2
	3	Historical Development of Social Policy -Capitalist,Socialist and Third World Countries	3
	4	Scope of Social Policy	2
	5	Models of Social Policy	2
<b>II</b>	<b>Module 2 : Introduction to Social Planning</b>		<b>13</b>
	6	What is Social Planning?	2
	7	Emergence of Social Planning	2
	8	Roles of Social Planning	2
	9	Stages of Social Planning	3
	10	Planning Skills in Social Planning	2
	11	Social Planning and Policy Change	2
<b>III</b>	<b>Module 3:Theoretical approaches to Social Policy</b>		<b>8</b>
	12	Political systems theory	2
	13	Group theory	2
	14	Elite theory	2
	15	Rational Choice theory	2

<b>IV</b>	<b>Module 4: Policy making Process-Basic Stages &amp; Policy Analysis</b>		16
	16	Stage of policy making I -Problem identification, Agenda setting	2
	17	Stage of policy making II--Policy formulation,Policy adoption	2
	18	Stage of policy making III-Policy implementation,Policy evaluation	2
	19	What is Policy Analysis ?	2
	20	Types of Policy Analysis	3
	21	Stages of Policy analysis	3
	22	Case presentation :Critical analysis of the National Policy on Education	2
<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>12</b>	
<b>Field exposure</b> -Organize a field exposure to conduct a group discussion on relevance of social planning			
<b>Brainstorming session:</b> Organize a discussion on historical development of Social policy			
<b>Mock policy formulation:</b> Engage the students in a group work to evolve a mock policy related to any emerging social issue			

## References

- Anderson, H. S. (2019). From Policy to Action: The Social Planning Approach. *Journal of Community Development*, 28(4).
- Brown, M. B. (2018). Navigating the Nexus: The Interplay between Social Policy and Planning. *Journal of Social Policy and Planning*, 25(2)
- Carter, J. R. (2017). *Social Planning Essentials: A Guide to Effective Practice*. Oxford University Press.
- Dean, H. (2006). *Social Policy*, UK: Polity Press

Yeates N (ed) (2010). *Understanding Global Social Policy*. Delhi: Bookwell.  
 Dean, H. (2006). *Social Policy*, UK: Polity Press  
 Yeates N (ed) (2010). *Understanding Global Social Policy*. Delhi: Bookwell.  
 Burch Hobart A., (1996). *Basic Social Policy and planning; Strategies and Practice methods*. New York: The Haworth Press,  
 Catherine Jones Finer, and Paul Smyth eds, (2004). *Social Policy and the Commonwealth: Prospects for social inclusion*. New York: Palgrave, Macmillan,  
 Drake, Robert F (2001) .*Principles of Social Policy*.London: Palgrave  
 Iatridis, Demrtrius S. (1994). *Social Policy: Institutional context of social development and human services*. California:Wadsworth Inc,  
 Martin, Jr George T. (1990). *Social Policy in the Welfare State*. New Jersey:Prentice Hall.  
 ThandikaMkandawire (2004). *Social Policy in a Development Context*.New York: Palgrave, Macmillan, New York  
 Johnson, R. C. (2015). *Shaping Tomorrow: A Historical Analysis of Social Policies and Planning Initiatives*. Oxford University Press.

### Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concepts on Social policy, the historical development,scope and model of Social Policy	U	PSO1
CO2	Comprehend the concept of Social planning,its emergence,stages and the basic skills for a social planning	E	PSO2
CO3	Examine the theoretical approaches related to Social policy	E	PSO2, 3
CO4	Describe the processes involved in policy making and also in Policy analysis	E	PSO 2,3
CO5	Equip with skills in formulation of project and in devising basic social planning	Ap	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	Understand the concepts on Social policy, the historical development, scope and model of Social Policy	PSO1	U	C	L	
2	Comprehend the concept of Social planning, its emergence, stages and the basic skills for a social planning	PSO2	E	C	L	
3	Examine the theoretical approaches related to Social policy	PSO2, 3	E	P	L	
4	Describe the processes involved in policy making and also in Policy analysis	PSO 2,3	E	P	L	
5	Equip with skills in formulation of project and in devising basic social planning	PSO4,5	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			
CO 4		3	2						4		
CO 5				3	2					2	
CO 6			2	2	3						3,7

**Correlation Level**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			



CO 4		3	2						4		
CO 5				3	2					2	
CO 6			2	2	3						3,7

### Correlation Level

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

### Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	Sociology				
Course Code	UK5SECSGY307				
Course Title	Academic Writing Skills				
Type of Course	SEC				
Semester	IV				
Academic Level	399-400				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3	-	-	45
Pre-requisites	1. Basic language skill 2. Basic writing skill				
Course Summary	<p>"Academic Writing Skills" is a comprehensive course offered by universities to enhance students' abilities in scholarly writing. Through this course, students learn fundamental writing techniques, including thesis development, paragraph organization, and citation methods. Emphasis is placed on critical analysis, research proficiency, and effective communication of ideas. Students engage in practical exercises, peer review, and instructor feedback to refine their writing skills. By the end of the course, students emerge with enhanced competencies in academic writing required to produce clear, coherent, and academically sound written work essential for success in their academic and professional endeavors.</p>				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>Introduction to Academic Writing</b>		<b>11</b>
	1	Understanding academic writing	2
	2	Purpose of academic writing	2
	3	Characteristics of Academic writing -Analytical approach, Use of Evidence, Sociological imagination, Citation and reference	4

	4	Types of Publications- Journals, Books, Seminar Proceedings, Research working papers	3
<b>II</b>	<b>Research and Information Analysis</b>		<b>7</b>
	5	Understanding the research process: from topic selection to literature review	3
	6	Incorporating sources effectively: paraphrasing, summarizing, and quoting.	2
	7	Reading & Analyzing Sociological Texts – Active reading skills, critical analysis frameworks, and identifying sociological arguments.	2
	8	Evaluating sources: credibility, reliability, and relevance	
<b>III</b>	<b>Structuring and Organising of Academic Paper</b>		<b>15</b>
	9	Understanding the structure of academic papers: introduction, body, conclusion	2
	10	Steps in academic writing skills	2
	11	Developing Thesis Statements – Formulating clear and focused thesis statements.	2
	12	Structure and Paragraph Development – Organizing essays, crafting thesis-driven paragraphs	2
	13	Elements of a Sociological arguments- Theory and Concepts, Research and Evidence, Data analysis, Contextualization, Interpretations	2
	14	Organizing ideas logically and coherently	1
	15	Techniques for writing clear and concise paragraphs	1
	16	Writing effective Conclusion	1
	17	Ethical considerations in research and writing: Plagiarism, citation styles (APA, MLA, Chicago) and IPR	2
<b>IV</b>	<b>Writing Strategies and Techniques</b>		<b>5</b>
	18	Strategies for improving writing style: Read, Revise and Research, use active voice, avoiding jargon etc. and Leveraging Technology in Academic Writing (Use of writing tools like Grammarly)	3
	19	Revision and editing techniques: proofreading, peer review, and self-assessment	2
<b>V</b>	<b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b>		<b>7</b>
	<p>Book review: Prepare a book review</p> <p><b>Abstract writing</b> :Prepare an abstract based on a journal article</p>		

<b>Drafting Article:</b> Develop a three-page article on any topic of students' choice applying the writing techniques
--

## References

- Mills, C. W. (2000). *The sociological imagination*. Oxford University Press.
- Andersen, M. L., & Taylor, H. F. (2019). *Sociology: The essentials* (10th ed.). Cengage Learning.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Sociology Writing Group (2001). *Academic writing: Language, presentation, and citation*. In *Learning guide for sociology* (pp. 7-8).
- Czarniawska, B. (2007). *Social sciences writing*. Sage Publications.
- DeVault, J. S. (1999). *Fathers, mothers, and children: How society shapes family relationships*. Westview Press. (Chapter 1 & 2 on writing research papers)
- Feagin, J. R., & McKinney, K. D. (2009). *The craft of research*. Pearson Prentice Hall. (Chapters on writing research reports)
- Griffiths, H., & Watson, D. (2010). *Teaching social science research methods*. Sage Publications. (Chapter on writing research reports)
- Locke, K. D. (2015). *The sociology student's guide to writing*. John Wiley & Sons. 1
- Raab, C. D., & Selznick, R. (2012). *Social science research design and statistics*. Wadsworth Cengage Learning. (Chapter on writing research reports)
- Press.
- Conrad, P., & Hawisher, G. (1994). *The essentials of writing for sociology*. Wadsworth Publishing Company.
- Macionis, J. J., & Plummer, K. (2017). *Sociology: A global introduction* (6th ed.). Pearson.
- Ruggiero, V. R. (2015). *Beyond feelings: A guide to critical thinking* (9th ed.). McGraw-Hill Education.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Sage Publications.
- Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- Hacker, D., & Sommers, N. (2016). *A writer's reference* (8th ed.). Bedford/St. Martin's.
- Williams, J. M., & Bizup, J. (2017). *Style: Lessons in clarity and grace* (12th ed.). Pearson.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
- Guru, G. S. (2004). *Methods of social research* (2nd ed.). Sage Publications. (Classic Indian text on research methodology)
- Jesudason, A. V. (2016). *The art of writing research papers: A handbook for students*. Springer. (Practical guide to research writing in social sciences context)

Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd revised ed.). New Age International (India) Publishers. (Comprehensive text on research methods)

Mehta, M. M., & Ranade, S. P. (2012). Conducting action research in education. Sage Publications India. (Focuses on action research methods, relevant for some sociological projects)

Patton, M. Q. (2015). Qualitative research & evaluation methods: Integrating diverse methodologies (4th ed.). Sage Publications India. (Indian edition of a classic text on qualitative research methods)

Sekhar, M. C. (2016). Research methodology: A guide for teachers, research scholars and research workers. Sage Publications India. (Another comprehensive text on research methodology)

Turabian, C. (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.

Wolcott, H. F. (2009). Writing up qualitative research (3rd ed.). Oxford University Press.

Fink, A. (2014). Conducting research literature reviews: From question to findings. SAGE Publications.

Lester, J. (2021). Writing research papers: A guide for students in the social sciences (16th ed.). Pearson.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students will be able to define and identify the key characteristics of academic writing compared to other forms of writing.	R	PSO4
CO-2	Students will be able to identify and synthesize information from various academic sources.	U	PSO 2
CO-3	Students will be able to develop a clear and concise academic writing style with proper tone and register.	Ap	PSO 5
CO-4	Students will be able to produce well-structured, researched, and persuasive academic writing adhering to disciplinary conventions.	An/C	PSO 4,5

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Students will be able to define and identify the key characteristics of academic writing compared to other forms of writing.	PSO4	R	C	L	

2	Students will be able to identify and synthesize information from various academic sources.	PSO 2	U	C	L	
3	Students will be able to develop a clear and concise academic writing style with proper tone and register.	PSO 5	Ap	P	L	
4	Students will be able to produce well-structured, researched, and persuasive academic writing adhering to disciplinary conventions.	PSO 4,5	An/C	P	L	

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

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

**Correlation Level**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)

- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK5SECSGY308				
Course Title	Skills for Social Audit and Social Compliance				
Type of Course	Skill Enhancement Course				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the Science Science concepts				
Course Summary	This course attempts at a conceptual understanding of conduct of Social audit and standards for ensuring Social Compliance . It aims at skilling the students with the capability to initiate, plan, implement and close and report				

a Social Audit. The international and national standards of compliance are also familiarized to the students.

I	<b>Module 1: Social Audit</b>		<b>12</b>
	1	What is Social Audit ?	2
	2	Principles of Social Audit	2
	3	Functions of Social Audit	2
	4	Significance of Social Audit in Democratic governance	2
	5	Social Audit and Dual Accountability- Horizontal and Vertical	2
	6	Difference between Financial audit and Social audit	2
II	<b>Module 2 : Social Auditing Framework and Skilling</b>		<b>13</b>
	7	Social Auditing Framework- Social Organisation and its Objectives, Stakeholders , Social Accounting and Social Auditing Process	3
	8	Social Auditing Process Stages - <i>Audit Planning, Fieldwork, Reporting to Stakeholders</i>	2
	9	Stage 1: <b>Audit planning</b> - Understand Organisation, Understand social impact of Organisation, Map Stakeholders, Define metrics	2
	10	Stages 2: <b>Field work</b> - Define data requirement, Collect data, Analyse data and interpret results, Discuss and finalize action plan	2
	11	Stages 3: <b>Reporting</b> - Draft report , Final Report, Follow up Report	2
	12	Legislative support to Social Audit in India	2
III	<b>Module 3: Social Compliance</b>		<b>8</b>
	13	What is Social compliance?	2
	14	Importance of Social Compliance	2
	15	Integration of social compliance with environmental and economic sustainability	2
	16	Understanding Compliance and Social Compliance Audit	2
IV	<b>Module 4: Frameworks and Standards of Social Compliance</b>		<b>4</b>



	17	International Organisation of Standardisation	1
	18	ISO 26000 Social Responsibility	1
	19	Case presentation Social Audit Standards SAS 300-Promoting Education Employability and Livelihood	2
	<p><b>Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment</b></p> <p><b>Workshop::</b> Organize a hands on workshop on Audit planning as a pre stage for field visit</p> <p><b>Meet up with Stakeholders/Field exposure</b> -Organize a field visit to conduct a data collection on socially relevant issue as Social Audit</p> <p><b>Design and Customizing Standards:</b> Group Discussion on to evolve a Standard for ensuring Social Compliance any public funded programme or activity</p>		8

## Referernces

Mia Mahmudur Rahim, Samuel O. Idowu (2015) Social Audit Regulation: Development, Challenges and Opportunities.. Germany: Springer International Publishing.

Agarwal, N. P., Mishra, B. K., Sidhu, M. S. (2007). Principles of Social Audit. India: Indus Valley Publications.

Sujatha B,(2006) Social Audit - Concepts And Practice,. India: ICFAI University Press.

Auret, D., Barrientos, S. (2004). Participatory Social Auditing: A Practical Guide to Developing a Gender-sensitive Approach. United Kingdom: Institute of Development Studies.

Osborne, Stephen P. Amanda Ball (2010) Social Accounting and Public Management: Accountability for the Public Good. . Ukraine: Taylor & Francis.

Aggarwal, Nomita (2003) Social Auditing of Environmental Laws in India. India: New Century Publications.

<https://kb.icaai.org/pdfs/22207tgsa.pdf>

<https://pria-academy.org/pdf/m4-4-addl-Social-Audit-Toolkit.pdf>

<https://www.undp.org/sites/g/files/zskgke326/files/migration/latinamerica/Practical-Guide-to-Social-Audit.pdf>

[https://samarthan.org/admin/img/resources/10\\_Social%20Audit%20Training%20Manual.pdf](https://samarthan.org/admin/img/resources/10_Social%20Audit%20Training%20Manual.pdf)

<https://isai.ca.in/pdf/SOCIAL-AUDIT-STANDARDS.pdf>

<https://www.taxmann.com/post/blog/a-comprehensive-guide-to-social-audit-in-india/>

<https://cag.gov.in/uploads/guidelines/Compliance-Guidelines-approved-final-preface-05de4efef9159d0-85033036.pdf>

<https://www.iied.org/iso-26000-international-guidance-standard-social-responsibility>

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concepts on Social audit, its principles, functions, objectives and the difference between Social audit and Financial Audit	U	PSO1
CO2	Equip with skills to learn and conduct Social audit in an organization or programme	E	PSO2
CO3	Comprehend the difference between Financial Audit and Social Audit	E	PSO2, 3
CO4	Analyze the significance of Social Compliance and conduct of Social Compliance Audit	An	PSO 4
CO5	Equip with skills to formulate standards for measuring social compliance through critical analysis of the prevailing international and national standards	Ap	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the concepts on Social audit, its principles, functions, objectives and the difference between Social audit and Financial Audit	PSO1	U	C	L	

2	Equip with skills to learn and conduct Social audit in an organization or programme	PSO2	E	C	L	
3	Comprehend the difference between Financial Audit and Social Audit	PSO2, 3	E	P	L	
4	Analyze the significance of Social Compliance and conduct of Social Compliance Audit	PSO 4	An	P	L	
5	Equip with skills to formulate standards for measuring social compliance through critical analysis of the prevailing international and national standards	PSO4,5	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			
CO 4		3	2						4		
CO 5				3	2					2	
CO 6			2	2	3						3,7

**Correlation Level**

Level	Correlation
-------	-------------

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY
Course Code	UK6DSCSGY401
Course Title	Qualitative and Mixed methods Research
Type of Course	DSC Major
Semester	6

Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	1. Basic understanding of Social Research and Types				
Course Summary	The course will impart to learners a comprehensive understanding of meaning, features, methods and methodologies of Qualitative research and Mixed Research. This will in turn enable students to apply the same and conduct qualitative and mixed research in field.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Module 1 : Introduction to Qualitative Research</b>		<b>12</b>
	1	What is Qualitative Research?	
	2	History of Qualitative Research	
	3	Characteristics of Qualitative Research	
	4	Difference between Quantitative and Qualitative Research	
	5	Ethics of Qualitative Research	
	6	Major Perspectives- Constructivism, Interpretivism, Critical, Feminist.	
<b>II</b>	<b>Module 2: Qualitative Research Methods and Tools</b>		<b>12</b>
	7	Ethnography and Participant Observation	
	8	Structured and Unstructured interviews	
	9	Focus Group Discussion	
	10	Case Study	

<b>III</b>	11	Oral Narratives	
	12	Content Analysis	
	<b>Module 3 :Qualitative Data Analysis and Presentation</b>		<b>12</b>
	9	Data Documentation and Management	
	10	Coding and Categorising - Thematic Coding - Content Analysis- Grounded Theory	
	11	Software and Qualitative Research	
	12	Discussion and Report Writing.	
<b>IV</b>	<b>Module 4: Mixed Methods Research</b>		<b>12</b>
	18	What is Mixed Methods Research	
	19	Difference between Quantitative/ Qualitative and Mixed Research	
	20	History of Mixed Methods	
	21	Characteristics of Mixed Methods Research	
	22	Types of Mixed Method Strategies	
	23	Rules in doing Mixed Methods Research	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>
	24	Case Study- Real World Case study analysis by learners based on following components- Coding, Categorising and Theme Development.	
	25	Focus Group Discussion- Learners could design and carry out a Focus Group Discussion session on a current socially relevant topic	
	26	Content Analysis- A film of social relevance to be screened, discussed form sociological angle and analyse its content to produce a content analysis report.	

## REFERENCE

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Denzin, N. K. (1994). *Hand Book of Qualitative Research*. New Delhi: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research (2nd Ed.)*. Thousand Oaks, CA: Sage Publications Inc.

Flick, U. (Ed.). (2007). *The Sage Qualitative Research Kit*. London: Sage.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research (4th ed.)*. Thousand Oaks, CA: Sage

Flick, U. (Ed.). (2007). *The Sage Qualitative Research Kit*. London: Sage.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research (4th ed.)*. Thousand Oaks, CA: Sage

Kothari R.C. *Research Methodology, Methods and Techniques*, New Age International Publishers, IInd revised edition, reprint 2008.

Plano Clark, V. L. & Creswell, J. W. (2008). *The mixed methods reader*. Thousand Oaks, CA: Sage.

Tashakkori, A., & Teddlie, C. (Eds.). (2003). *Handbook of mixed methods in the social & behavioral sciences*. Thousand Oaks, CA: Sage

**E-RESOURCES**

[https://www.youtube.com/watch?v=wbdN\\_sLWl88&list=PLqHnHG5X2PXCcSMYn3\\_EzugAF7GKN2poQ](https://www.youtube.com/watch?v=wbdN_sLWl88&list=PLqHnHG5X2PXCcSMYn3_EzugAF7GKN2poQ)

[https://www.youtube.com/watch?v=\\_0HxMpJsm0I&pp=ygUqc29jaW9sb2d5IGxlY3R1cmVzIG9uIHF1YWxp dGF0aXZlIHJlc2VhcmNo](https://www.youtube.com/watch?v=_0HxMpJsm0I&pp=ygUqc29jaW9sb2d5IGxlY3R1cmVzIG9uIHF1YWxp dGF0aXZlIHJlc2VhcmNo)

<https://www.youtube.com/watch?v=6PhcglOGFg8&pp=ygUqc29jaW9sb2d5IGxlY3R1cmVzIG9uIHF1YWxp dGF0aXZlIHJlc2VhcmNo>

<http://egyankosh.ac.in/handle/123456789/54868>

<http://hdl.handle.net/123456789/20929>

<http://hdl.handle.net/123456789/4042>

<https://egyankosh.ac.in/handle/123456789/4042>

<https://egyankosh.ac.in/handle/123456789/4040>

<https://egyankosh.ac.in/handle/123456789/9461>

<https://egyankosh.ac.in/handle/123456789/8376>

<https://egyankosh.ac.in/handle/123456789/10424>

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO address

CO-1	Develop an understanding of how knowledge is produced within qualitative approaches to sociological research	R & U	PSO1,4
CO-2	Describe the connection between theory and research. Students should be able to describe how paradigm and theories shape research and the data collection process	U	PSO 2,3
CO3	Analyze and interpret qualitative data. Students should be able to code and analyze textual data to answer research questions.	An	PSO 4,5
CO4	Develop an understanding of mixed methods research and Analyse and apply mixed methods strategies and rules in conduct of a research	R& U. An . E	PSO 4,5

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Develop an understanding of how knowledge is produced within qualitative approaches to sociological research	PSO1,4	R & U	C	L	
2	Describe the connection between theory and research. Students should be able to describe how paradigm and theories shape research and the data collection process	PSO 2,3	U	C	L	
3	Analyze and interpret qualitative data. Students should be able to code and analyze textual data to answer research questions.	PSO 4,5	An	P	L	
4	Develop an understanding of mixed methods research and Analyse and apply mixed	PSO 4,5	R& U. An . E	P	L	



methods strategies and rules in conduct of a research					
---	--	--	--	--	--

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

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

**Correlation Level**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓

CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY				
Course Code	UG6DSCSGY402				
Course Title	Social Stratification				
Type of Course	DSC Major				
Semester	6				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	1. Basic understanding of Sociology				
Course Summary	The course will introduce and impart to the learners a detailed understanding of the Sociological Study of Social Inequalities and acquaint students with principal theoretical perspectives on and diverse forms of social inequality along with an introduction to emerging inequalities of the globalised world.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>Module I –Social Stratification-Conceptual Framework</b>		1
	1	Social Stratification- Meaning, definition	
	2	Key Concepts- Difference, Inequality, Hierarchy & Social Mobility	
	3	Related Concepts- Social Exclusion, Deprivation and Discrimination	

	4	Characteristics of Social Stratification	
	5	Functions of Social Stratification	
	6	Types of Social Stratification	
<b>II</b>	<b>Modu Module 2 FORMS OF STRATIFICATION</b>		
	7	Caste : As a Form of Stratification	
	8	Class : As a Form of Stratification	
	9	Estate : As a Form of Stratification	
	10	Gender : As a Form of Stratification	
	11	Race & Ethnicity : As a Form of Stratification	
<b>III</b>	<b>Module 3 THEORETICAL APPROACHES AND STUDIES OF STRATIFICATION</b>		
	12	Functionalist Views I –Talcott Parson, Kingsely Davis and Moore, Melvin Tumin	
	13	Functionalist Views II -Kingsely Davis and Moore, Melvin Tumin	
	14	Dialectical View of Karl Marx.	
	15	Weberian Perspective on Social Stratification	
	16	Views of M. N Srinivas – Dominant Caste and Mobility	
	17	Andre Beteille – Caste Class and Power.	
<b>IV</b>	<b>EMERGING INEQUALITIES-Sociological studies</b>		<b>12</b>
	18	The Centrality of Indian Middle Class-Satish Despande	

	19	Caste as a Census category-Nandini Sunder	
	20	Village Life and Agrarian Change-Surinder Jodka	
	21	Everyoe loves a good drought -P.Sainath	
	22	Queering and Gender Stratification-Pushpesh Kumar	
<b>V</b>	<b>Open Ended Module</b>		
	<b>Seminar paper:</b> Identify any contemporary issue of social stratification and critically analyse the same using any theoretical input and arrange presentation of the same .(Module IV)		
	<b>Book review/ Film review:</b> Review a film or fiction based book to identify how social stratification is plotted in the narrative		
	<b>Campus survey:</b> Design a campus survey and analyze the findings to understands the forms of stratification practiced in the campuses and its functions and dysfuncitons		

## References

Beteille, Andre. 1972. Inequality and Social Change. New Delhi: Oxford University Press.

Chakravarti, U. 2003, Gendering Caste: Through a Feminist Lens, Stree. Das, Veena, (eds.), 2000, Violence and Subjectivity, University of California Press, California.

Dhanagare, D.N. 1991, Peasant Movement in India 1920-1950, Oxford University Press, New Delhi.

Dumont, L. 1970, Homo Hierarchicus, Oxford University Press, New Delhi.

Gilpin, Robert. *Global Political Economy: Understanding the International Economic Order*. Princeton, NJ: Princeton University Press, 2001.

Gupta, D, (ed.), 1991, Social Stratification, Oxford University Press, New Delhi.

Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.

Haan, A. & N. Kabeer, 2008, Social Exclusion: Two Essays, Critical Quest, New Delhi.

Held, David, Anthony McGrew, David Goldblatt, and Jonathan Perraton. *Global Transformations: Politics, Economics, and Culture*. Stanford, CA: Stanford University Press, 1999.

Hills, John (ed.), 2002, *Understanding Social Exclusion*, Oxford University Press, Oxford. M. A. in Sociology Centre for Sociological Studies, CUSB, Gaya Page 27 of 141

Hutton, J.H., 1969, *Caste in India: Its Nature, Function and Origins*, Oxford University Press.

Kirby, Mark. 1999. *Stratification and Differentiation*.UK: Macmillan Education.

Manza, Jeff. and Michael Sauder. 2009. *Inequality and society: Social science perspectives on social stratification*. New York: W. W. Norton

Mendelsohn, O. and M. Vicziany, 1998, *The Untouchables: Subordination, Poverty and the State in Modern India*, Cambridge University Press, Cambridge.

Ram, N. 1988, *The Mobile Scheduled Castes: Rise of a New Middle Class*, Hindustan Publishing House, New Delhi.

Sen, A. 2004, *Social Exclusion, Concept, Application, Scrutiny*, Critical Quest, New Delhi. Sharma, K.L. 1997, *Social Stratification and Mobility*, Rawat Publications, Jaipur.

Sharma, K.L. 2010, *Perspectives on Social Stratification*, Rawat Publications, New Delhi.

Sharmila, Rege, (ed.), 2003, *Sociology of Gender*, Sage Publications, New Delhi.

Singh, Y. 1977, *Social Stratification and Social Change in India*, Manohar Publication, Delhi.

Srinivas, M.N. (ed.), 1996, *Caste: It's Twentieth Century Avatar*, Penguin, New Delhi.

Tumin, M. 1987, *Social Stratification: The Forms and Functions of Inequality*, Prentice Hall of India, New Delhi

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953),pp. 394-397.

Srinivas, M.N. (ed.), 1996, *Caste: It's Twentieth Century Avatar*, Penguin, New Delhi.

<https://www.jnu.ac.in/sites/default/files/u63/Pushpesh.pdf>

## Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding of basic concepts of Social Inequality and Social Stratification	R & U	PSO 1
CO-2	Attain a comprehensive sociological overview of different types of Social Stratification	An	PSO 1,2
CO3	Gain a theoretical understanding of sociological perspectives of Social Stratification.	An	PSO 2
CO4	Evaluate Sociological studies on different forms of stratification in Indian context	An and E	PSO 3,4
CO5	Apply the acquired knowledge in analysing the contemporary society.	An, E and C	PSO 4,5

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Develop an understanding of basic concepts of Social Inequality and Social Stratification	PSO 1	R & U	C	L	
2	Attain a comprehensive sociological overview of different types of Social Stratification	PSO 1,2	U	C	L	
3	Gain a theoretical understanding of sociological perspectives of Social Stratification.	PSO 2	An	P	L	

4	Evaluate Sociological studies on different forms of stratification in Indian context	PSO 3,4	An . E	P	L	
5	Apply the acquired knowledge in analysing the contemporary society.	PSO 4,5	Ap			

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2				1					
CO 2	2	3					2				
CO 3		3	2					1			
CO 4				2	3				4		
CO5				2	3						

**Correlation Level**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY					
Course Code	UG6DSCSGY402					
Course Title	Social Gerontology					
Type of Course	DSC Major					
Semester	6					
Academic Level	400-499					
Course Details	Credit	Lecture week	per	Tutorial per week	Practicum per week	Total Hours/Week
	4	4		-	-	4
Pre-requisites	1. Basic understanding of Sociology					
Course Summary	The course intends to make students aware about the theoretical perspective on ageing and to familiarize the demographic profile of elderly and to familiarize the major problems faced by the elderly and to make them aware of the various measures and policies of elderly					



	Module 1 Social Gerontology -Basic concepts	13
	1 Basic concepts-Old age, Senior Citizens ,Ageing, Ageism,Filial responsibility	3
	2 Emergence of Social Gerontology	2
	3 Scope of Social Gerontology	2
	4 Aging process-Biological	2
	5 Aging process-Psychological	2
	6 Aging process-Sociological	2
<b>II</b>	<b>Module 2 Perspectives on aging</b>	12
	7 Biological theories -Wear and Tear theory	2
	8 Biological theories -Mutation theory	2
	9 Psychological theories-Theory of Loneliness	2
	10 Psychological theories-Theory of Isolation	2
	11 Sociological theories -Disengagement theory	2
	12 Sociological theories -Activity theory	2
<b>III</b>	<b>Module 3 Demographic profile of elderly</b>	12
	12 Mean age,Median age	2
	13 Dependency ratio	2
	14 Population pyramid	2
	15 Rectangularisation of population	2
	16 Life expectancy	2

	17	Quality of Life of elderly	2
<b>IV</b>	<b>Module 4 Caring networks, Support systems and Policy for elderly</b>		<b>12</b>
	18	Institutional and Non Institutional support for elderly	2
	19	Individual, Formal and Informal Care networks	2
	20	Living arrangements for elderly	2
	21	Problems of elderly	3
	22	Policies and Programmes for elderly	3
<b>V</b>	<b>Open Ended Module</b>		11
	<p><b>Institutional visit:</b> Organize institutional visit to understand the nature of institutional support provided to elderly indifferent stages of care and support, like day care, old age home, palliative care etc</p> <p><b>Group Discussion :</b>Conduct group discussion to identify the differences in the perspective on aging</p> <p><b>Policy paper:</b>Prepare a discussion to draft a policy on right to die and bereavement.</p>		

## References

**Ajay Kumar sahuo, Gavin and Irudaya Rajan (ed), (2009) Sociology of Ageing A Reader, Rawat Publications, New Delhi**

Sarah Harper,(2006), Ageing Societies: Myths, Challenges and Opportunities, Hodder Arnold, New Delhi

Krishnanand Sanwal,(2008) Fundamentals of Gerontology, Akansha Publishing , New Delhi

James M H and Robert F A (ed) (2003), Care of the aged: Bio medical ethics reviews , Human Press Totowa.

John B & Shelin (ed), (2003), Ageing in society , sage New Delhi

Leslie M and Suzanne K (2001), Ageing the social context, Pine Forge Press, New Delhi.

Micheal R R (1991), Evolutionary Biology of Age, OUP , New York

Phoebe S L & Irudaya Rajan (ed)(2005), an Ageing India , Perspective, Prospects and Policies, Rawat publications, New Delhi

Bose A B (2006), Social Security for the old : Myth and Reality, Concept Publishing Company, New Delhi

Harry R M , (1994), Ageing : Concepts and Controversies, Pine Forge Press , New Delhi

Binstock.H Robert, Shanas Ethel (Eds) (1985). Handbook of Aging and the social sciences. New York : Van Nostrand Reinhold Company.

Wilson Gail (Ed) (2000). Understanding Old Age critical and global perspectives. New York: Sage Publications.London.

Searbook Jeremy (2007) A World Growing Old. New Delhi.:Viva Books.Moody,Harry R (2002) Aging : Concepts and Controversies (4<sup>th</sup> Edition) London.: Pine Forge Press.

Victor, Christina. R (2005). Social Context of Ageing, Routledge, New York; New Jersey : Prentice Hall Inc.

### **Course Outcomes**

<b>No.</b>	<b>Upon completion of the course the graduate will be able to</b>	<b>Cognitive Level</b>	<b>PSO addressed</b>
CO-1	Develop an understanding of basic concepts in Social Gerontology	U	PSO 1
CO-2	Attain a comprehensive interdisciplinary perspective on the process of aging	An	PSO 1,2
CO3	Gain a theoretical understanding of biological, psychological and sociological perspectives of aging	An	PSO 2
CO4	Evaluate demographic peculiarities of aging population and its impact on society	E	PSO 3,4
CO5	Apply the comprehensive understanding of the knowledge of care system and significance of policies and programmes for protection of rights of elderly	Ap	PSO 4,5

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2				1					
CO 2	2	3					2				
CO 3		3	2					1			
CO 4				2	3				4		
CO5				2	3						

**Correlation Level**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY				
Course Code	UG6DSCSGY410				
Course Title	Urban planning and development				
Type of Course	DSC Major				
Semester	6				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	1. Basic understanding of Sociology				
Course Summary	The course is designed to equip the students to understand the role of sociologists in urban planning and to acquaint with the approaches to urbanization and urban development. It will also enable the students into understand the urban development in India.				

	<b>Module 1 Urban Planning: Concepts</b>		13
1	Urban Planning-meaning		3
2	Urban Planning-needs and objectives		2
3	Strategies of Urban Planning		2

	4	Levels of Urban Planning	2
	5	Role of Sociologist in urban planning	2
<b>II</b>	<b>Module 2 Urban Planning and Development in India</b>		<b>12</b>
	7	History of Urban planning in India-Pre independence period and Post independence period	2
	8	Urban development and Neoliberalism in India	2
	9	Urban Development Authorities in India	2
	10	Salient features of Nagarapalika Act	2
	11	Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013	2
	12	Socia Impact Assessment in Urban Development Programmes	2
<b>III</b>	<b>Module 3 Approaches to Urbanisation and urban development</b>		<b>12</b>
	12	The city as an ecological community-Robert Park	2
	13	Urbanism as a way of life-Louis Wirth	2
	14	Sector theory-Homer Hoyt-	2
	15	Multiple nuclei theory-Harris and Ulman	2
	16	Political Economy Model-Urbanisation and Urban question-Manuel Castells	2
	17	Global cities -Sassen Saskia	2
<b>IV</b>	<b>Module 4 Urban Development programmes</b>		<b>12</b>

	18	Urban development -concept	2
	19	Urban development in India	2
	20	Critical evaluation of Urban development programmes-UBSP, JNNRUM, AMRIT,NULM,SMART CITIES MISSION	3
	21	Schemes for Urban Slum Rehabilitation in India	3
	22	Exo urbanisation	2
<b>V</b>	<b>Open Ended Module</b>		11
	<p><b>Exposure visit:</b> Visit to museums and heritage places in urban centres for understanding the significance of urban planning</p> <p><b>workshop :</b>Developing learning materials like posters, PPTs on Urban development programmes in India</p> <p><b>Seminar paper:</b>Prepare a seminar papers on theoretical perspectives in urban development</p>		

### References

- Quinn J.A.(1955), Urban Sociology, S. Chand & Vo., New Delhi.
- Pick wance C.G. (ed)( 197)6, Urban Sociology: Critical Essays, Methuen
- Saunders peter(1981), Social Theory and Urban Question, Hutchinson. Bose
- Ashish (1978), Studies in India Urbanisation 1901 - 1971, Tata McGraw-Hill.
- Abrahamson M.( 1976) Urban Sociology, Englewood, Prentice Hall.
- Ronnan, Paddiso( 2001) : Handbook of Urban Studies. Sage : India.
- Bharadwaj, R.K( 1874): Urban Development in India. National Publishing House.
- Gold, Harry( 1982): Sociology of Urban Life. Prentice Hall, Englewood Cliff.
- Colling Worth, J.B( 1972) Problems of Urban Society Vol. 2, George and Unwin Ltd.
- Alfred de Souza( 1979) The Indian City: Poverty, Ecology and Urban Development. Manohar, Delhi.

Desai A.R. and Pillai S.D. (ed)( 1970) Slums and Urbanization, Popular Prakashan, Bombay.

Ramchandran R.( 1991). Urbanization and Urban Systems in India. OUP, Delhi.

Ellin Nan( 1996) Post Modern Urbanism, Oxford UK.

Edward W. Soja( 2000) Post Metropolis Critical Studies of cities and regions. Oxford Blackwell.

Fawa F. Sylvia,( 1968): New Urbanism in World Perspectives - a Reader. T.Y. Cowell, New York.

Pickvance, C.G. (ed.): Urban Sociology: Critical Essays, London, Methuen, 1976, pp.85-173.

Dear, Michael and Scott, Alan J. (eds.)(1976): Urbanization and Urban Planning in Capitalist Society, New York: Methuen, 1976, pp. 3-198.

Saunders, Peter(1981): Social Theory and the Urban Question, London: Hutchinson, pp.11-148, 180-218.

Sjoberg, Gideon(1960) The Pre-industrial City, Illinois: The Free Press

Frank, Moulaert&Allen .Scott(1997) Cities, Enterprises and Society on the Eve of the 21st Century, London: Pin, pp.3-56.

Castells, Manuel(1972): The Urban Question, Paris: Haspero.

Harvey, David(1989): The Urban Experience, Oxford: Basil Blackwell.

Gilbert, A. &Gugler, J.(1982): Cities, Poverty: and Development: Urbanization in the Third World, Oxford: Oxford University Press, pp.1-26, 49-64, 81-115, 134-161.

McGee, T.G(1971). The Urbanization Process in the Third World, London: G.Bell& Sons, pp.13-96.

Guler, Josef (ed.)(1998)The Urbanization of the Third World, Oxford: OUP, pp.8-32. 74-92, 125-156, 338-366.

Gugler, Josef (ed.)(1996) The Urban Transformation of the Developing World, Oxford, pp.1-17, 93-132.

Safa, Helen (ed.)(1982) Towards a Political Economy of Urbanization in the Third World Countries, Delhi: OUP, pp.3-18, 119-150, 175-187.

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed



CO-1	Develop an understanding of basic concepts of Social Inequality and Social Stratification	U	PSO 1
CO-2	Analyse the significance of urban planning and urban development with understanding of the authority structure and role of legislations	An	PSO 1,2
CO3	Gain a theoretical understanding of sociological perspectives on urban planning and development	An	PSO 2
CO4	Evaluate critically the Urban Development Programmes for undertaking research works related to its implementation and effectiveness	E	PSO 3,4
CO5	Apply the acquired knowledge in analysing the the quality of life of the urbanites and for improving urban ecosystem	Ap	PSO 4,5

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Develop an understanding of basic concepts of Social Inequality and Social Stratification	PSO 1	R & U	C	L	
2	Analyse the significance of urban planning and urban development with understanding of the authority structure and role of legislations	PSO 1,2	U	C	L	
3	Gain a theoretical understanding of sociological perspectives on urban planning and development	PSO 2	An	P	L	
4	Evaluate critically the Urban Development Programmes for undertaking research works related to its implementation and effectiveness	PSO 3,4	An . E	P	L	

5	Apply the acquired knowledge in analysing the the quality of life of the urbanites and for improving urban ecosystem	PSO 4,5	Ap			
---	--	---------	----	--	--	--

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2				1					
CO 2	2	3					2				
CO 3		3	2					1			
CO 4				2	3				4		
CO5				2	3						

**Correlation Level**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY					
Course Code	UG6DSCSGY411					
Course Title	Sociology of Mass Media and Communication					
Type of Course	DSC Major					
Semester	6					
Academic Level	400-499					
Course Details	Credit	Lecture week	per	Tutorial per week	Practicum per week	Total Hours/Week
	4	4		-	-	4
Pre-requisites	1. Basic understanding of Sociology					
Course Summary	This course deals with both mass media and communication as two inseparable fields and analyze them from a sociological perspective. It focuses on the basic concepts and theories in this area of study. In particular the course will deal with the media industry in India and aims to expose the students to the field experiences in this industry					

	<b>Basic concepts: Mass media and communication</b>	10
--	---	----

	1	Mass media and Mass communication -Meaning and Definition	2
	2	Nature and Characteristics of Mass media	2
	3	Functions of Mass media	2
	4	Types of Mass media	2
	5	Relevance of Sociology in Mass Media and Communication	2
<b>II</b>	<b>Module 2 Theories of Mass media and Communication</b>		12
	6	Marshall McLuhan -Medium is the Message	2
	7	Raymond Williams- Communication is Revolution	2
	8	Theodor Adorno -Culture Industry	2
	9	Jurgen Habermas- Public sphere and Communicative action	2
	10	John Thompson -The Media and Modern Society	2
	11	Jean Baudrillard-Hyper Reality	2
<b>III</b>	<b>Module 3 Mass media and impact on Society</b>		13
	12	Impact of Mass media on public opinion and propaganda	3
	13	Mass media and Popular culture	2
	14	Mass media and Mass Consumerism	2
	15	Mass media and Politics	2
	16	Mass media and violence against women	2

	17	Mass media and Globalisaiton of news	2
<b>IV</b>	<b>Module 4 New media and Society</b>		<b>12</b>
	18	New Media- Origin and development	2
	19	Virtual Public sphere	2
	20	New media and New Social Movements	3
	21	Digital divide	3
	22	New Media Activism	2
<b>V</b>	<b>Open Ended Module</b>		13
	<p><b>Campus survey:</b>Conduct campus survey on the how students perceive the advantages and disadvantages of MAAss media,present the findings in poster or as a documentary</p> <p><b>Workshop and Documentary preparation:</b> Organise a workshop for designing a documentary project for impact of Massmedia among different sections of society</p> <p><b>Seminar paper:</b>Prepare a seminar papers on theoretical perspectives in Mass media and communication</p>		

## References

- Aveseh, Asough. (2012). Social Media And Ethics - The Impact of Social Media on Journalism Ethics,. Center for International Media Ethics (CIME).
- Bausinger, H. (1984). Media, technology and daily life. Media, Culture and Society, 6, 343-351. Baym, N. (2015). Personal connections in the digital age (2nd ed.). Cambridge, UK: Polity Berger,
- AsaAuthur (1998). Media Analysis Techniques. Sage Publication
- Brandtzaeg, P. B. (2012). Social networking sites: Their users and social implications—A longitudinal study. Journal of Computer-Mediated Communication, 17(4), 467–488.
- Crisell, Andrew (2002). An Introductory History of British Broadcasting (2 ed.). London:Routledge. pp. 186–70
- Donner, J. (2015). After access: Inclusion, development, and a more mobile Internet. Cambridge, MA: MIT

Press.

Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). Questioning the Media: A Critical Introduction. New Delhi, Sage

Evans, Lewis and hall, Staurt (2000). Visual Culture: The Reader. Sage Publications Grossberg, Lawrence et al (1998). Media-Making: Mass Median in a Popular Culture. SagePublications

Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed.), Media Between Culture and Commerce. Bristol: Intellect.

Linz, D., Penrod, S., &Donnerstein, E. (1986). Issues bearing on the legal regulation of violent and sexually violent media. Journal of Social Issues, 42(3), 171-193. [52]

Murthy, D. (2013). Twitter: Social Communication in the Twitter Age. Cambridge: Polity Press Potter, James W (1998). Media Literacy. Sage Publications

Pradip N. Thomas (eds.) (2004). Who Owns the Media ?. Zed Books, London. S. Shabnoor, S. Tajinder. (2016).Social Media its Impact with Positive and

Silverstone, Rogers (1999). Why Study Media? Sage Publications

Thompson, J. B. (1990). Ideology and modern culture: Critical social theory in the era of mass communication. Cambridge: Polity

Willis, S. and Tranter, B. (2006). Beyond the 'digital divide': Internet diffusion and inequality in Australia. Journal of Sociology

Yigit, F. &Tarman, B. (2013). The Impact of Social Media on Globalization, Democratization and Participative Citizenship, Journal of Social Science Education, vol. 12, No 1, 75-80.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding of basic concepts of Mass media and Communication	U	PSO 1
CO-2	Examine the impact of Mass media on different aspects of society	An	PSO 1,2
CO3	Gain a theoretical understanding of different dimensions of Mass media and communication	An	PSO 2

CO4	Evaluate critically the emergence and trends in New Media and its impact of Society	E	PSO 3,4
CO5	Apply the acquired knowledge in analysing the emerging trends in Mass media and its possible implications on society	Ap	PSO 4,5

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Develop an understanding of basic concepts of Mass media and Communication	PSO 1	R & U	C	L	
2	Examine the impact of Mass media on different aspects of society	PSO 1,2	U	C	L	
3	Gain a theoretical understanding of different dimensions of Mass media and communication	PSO 2	An	P	L	
4	Evaluate critically the emergence and trends in New Media and its impact of Society	PSO 3,4	An . E	P	L	
5	Apply the acquired knowledge in analysing the emerging trends in Mass media and its possible implications on society	PSO 4,5	Ap			

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
--	------	------	------	------	------	-----	-----	-----	-----	-----	-----

CO 1	3	2				1					
CO 2	2	3					2				
CO 3		3	2					1			
CO 4				2	3				4		
CO 5				2	3						

### Correlation Level

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

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓





**University of Kerala**

Discipline	SOCIOLOGY					
Course Code	UG6DSCSGY412					
Course Title	Sociology of Work					
Type of Course	DSC Major					
Semester	6					
Academic Level	400-499					
Course Details	Credit	Lecture week	per	Tutorial per week	Practicum per week	Total Hours/Week
	4	4		-	-	4
Pre-requisites	Basic understanding of Sociology					
Course Summary	The course attempts to familiarise the dimensions of work and emerging trends in the work culture and environment. The course intends to provide an insight into precarities of informal workers in India as well as the trends of work culture in knowledge economy					

Module	Content		
I	<b>Basic concepts: Dimensions of Work</b>		12
	1	Decent Work -Concept	2
	2	Alienation and Emotional Labour	2
	3	Automation and Upskilling	2
	4	Unpaid work and Forced Labour	2
	5	Gender and Work participation	2

	6	<b>Migrant workers and Refugees</b>	2
<b>II</b>	<b>Module 2 Theoretical perspectives on work</b>		10
	7	Mcdonaldization -Geroge Ritzer	2
	8	Michael Foucault-Surveillance	2
	9	Harry Braverman-Deskilling	2
	10	Brave new world of work-Ulrich Beck	2
	11	Dual burden of paid work and housework-Ann Oakely	2
<b>III</b>	<b>Module 3 Informal workers in India</b>		12
	12	Informal work-Concept	2
	13	Profile of Informal workers in India -Periodic Labour force Survey	2
	14	Challenges related to Informal workers in India	2
	15	Legislations for Informal workers in India	2
	16	Women in Informal sector in India	2
	17	Informal workers in Urban India	2
<b>IV</b>	<b>Module 4 Knowledge economy and work culture</b>		12
	18	Knowledge economy-concept and trends	3
	19	Knowledge economy and work culture	3
	20	Commodification of knowledge	2
	21	Innovation work culture	2
	22	Case presentation-SDG Goal 8 Decent work and Economic growth	2
<b>V</b>	<b>Open Ended Module</b>		14

	<p><b>Documentary presentation and discussion:</b> Divide the students into groups and ask them to present documentaries on the different dimensions of work</p> <p><b>Poster preparation:</b> Posters on the theoretical perspectives in work</p> <p><b>Seminar paper:</b> Prepare a seminar papers on emerging trends in work environment in knowledge society</p>	
--	--	--

## References

Bhowmik, Sharit K.(2002). “India” in *Worlds of Work: Building an International Sociology of Work*. in Cornfield, D. and Hodson, R. (Eds). New York: Kluwer Academic/Plenum Publishers.

Bhowmik, Sharit K(2004) *Work in globalizing economy: Reflections on outsourcing in India Labour, Capital and Society*. 37 (1&2).

Bhowmik, Sharit K( 2009) “India: Labour Sociology Searching for Direction’ in *Work and Occupations*. Volume 36, Number 2, Sage Publications.

Bhowmik, Sharit K(2012). *Industry, Labour and Society*. New Delhi: Orient BlackSwan.

Bhowmik S.K. (2014) 1. Ed. *The State of Labour: The Global Financial Crisis and Its Impact*. Routledge, New Delhi, 2014. and 2.

Dutt, R. (Ed.)(1997) *Organising the unorganized workers*. New Delhi: Vikas Publications.

Breman, Jan( 2003) “The Informal Sector” in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312

Talib, Mohammad(2010) *Writing Labour- Stone Quarry workers in Delhi*. New Delhi:OUP, Chapter 1, Pp. 23-54

Edgell, Stephen.( 200), “Unpaid Work-Domestic and Voluntary work” in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi:Sage, Pp.153-181

Coser, (1990), “Forced Labour in Concentration Camps” in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69

**Sen, F & Shiel, M.(2006). From Business process outsourcing to Knowledge process outsourcing: Some issues. Human Systems Management, Vol. 25, p145-155.**

<https://www.hcltech.com/technology-qa/what-is-knowledge-process-outsourcing-kpo>

**Agarwal, R., & Nisa, S. (2009). Knowledge process outsourcing: India’s emergence as a global leader.**

Asian Social Science, 5(1), 82-

Vekanteshwara R, Narayana R. (2013). Challenges for Indian companies in the financial services KPO business. Indian Journal of Applied Research

India's Knowledge Process Outsourcing Sector : Origin, Current State and Future Directions, Evaluateserve <https://www.thehindu.com/brandhub/pr-release/bpo-india-kpo-moves-into-the-spotlight/article38047778.ece>

<https://www.businessworld.in/article/5-Key-Emerging-Trends-In-India-s-KPO-Industry/30-01-2021-371198/>

Raman, S. R., Budhwar, P., & Balasubramanian, G. (2007). Peoplemanagement issues in Indian KPOs. Employee Relations.

Sanchez, C. (2010). The benefits and risks of knowledge proces outsourcing. Ivey Business Journal, 74(3), 23-29

Ramesh, Babu(2004) “*Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non Standard work*”,Economic and Political weekly, 31 January, pp. 492- 497.

Sinha, B( 1990) *Work Culture in the Indian Context*. Delhi: Sage Publications.

#### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Comprehend the basic concepts in emerging trends of work	U	PSO 1
CO-2	Examine nature of work for informal workers in India with specific reference to urban labourers and women	An	PSO 1,2
CO3	Gain a theoretical understanding of work culture	An	PSO 2
CO4	Examine the concept and trends in work environment in work environment	E	PSO 3,4
CO5	Apply the acquired knowledge in analysing the emerging trends in Mass media and its possible implications on society	Ap	PSO 4,5

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Comprehend the basic concepts in emerging trends of work	PSO 1	R & U	C	L	
2	Examine nature of work for informal workers in India with specific reference to urban labourers and women	PSO 1,2	U	C	L	
3	Gain a theoretical understanding of work culture	PSO 2	An	P	L	
4	Examine the concept and trends in work environment in work environment	PSO 3,4	An . E	P	L	
5	Apply the acquired knowledge in analysing the emerging trends in Mass media and its possible implications on society	PSO 4,5	Ap			

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2				1					
CO 2	2	3					2				
CO 3		3	2					1			
CO 4				2	3				4		
CO5				2	3						

**Correlation Level**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	B.A. Sociology
Course Code	UK6SECSGY417
Course Title	Data Source and Reference Management
Type of Course	Skill Enhancement Course
Semester	6

Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3		-	1	45
Pre-requisites	Basic knowledge of MS Excel				
Course Summary	The Reference Management with Mendeley course is a comprehensive program designed to introduce students to the essential skills and techniques needed to effectively manage references using Mendeley software. Participants will learn how to organize, cite, and manage references seamlessly, enhancing their research and academic writing efficiency. It would enable them to collaborate with others, and generate bibliographies efficiently.				

### Detailed Syllabus:

Module	Unit	CONTENT	Hrs
<b>I</b>	<b>Introduction to Reference Management and Mendeley</b>		<b>8</b>
	1	Introduction to reference, importance of references	2
	2	Introduction to reference management- Mendeley, Zotero, EndNotes.	2
	3	Introduction to Mendeley software and key features	2
	4	Functions and importance of Mendeley	2
<b>II</b>	<b>Building Your Reference Library in Mendeley</b>		<b>10</b>
	5	Creating a Mendeley account, Installing Mendeley, Microsoft Word plugin, Web Importer	2
	6	Data sources- google scholar, epw, nlist, Jstor, researchgate, academia, sciencedirect, shodganga.	2
	7	Components of Mendeley- files, folder, sync, search, library, groups, articles, file info, Tag	2
	8	Building library- drag & drop, add file/folder, web importer, adding manually, importing	2
	9	Organizing references into folders and groups, sorting	2
	10	Annotating and highlighting, Adding notes and comments	2
<b>III</b>	<b>Citing and Referencing with Mendeley in Word</b>		<b>10</b>

	11	Integrating Mendeley with Microsoft Word	2
	12	Understanding different citation styles (APA, MLA, Chicago, etc.)	2
	13	Setting preferred citation style, Managing in-text citations and references	2
	14	Integral and non-integral references	2
	15	Generating bibliographies in different styles	2
<b>IV</b>	<b>Advanced Features of Mendeley</b>		<b>8</b>
	16	Collaborating with colleagues using Mendeley	2
	17	Sharing articles and books	2
	18	Creating groups and collaborating on research projects	2
	19	Finding and following other researchers on Mendeley	2
<b>V</b>	<b>Practicum</b>		<b>9</b>
		Every unit will have a practical deliberation based on which the students will be assessed.	

#### References

- Mendeley Getting Started Guide: <https://www.mendeley.com/guides>
- Mendeley Reference Management Software: <https://www.mendeley.com/>
- Mendeley Support Center: <https://service.elsevier.com/app/home/supporthub/mendeley/>

#### Course Outcomess

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO1	Create and manage a reference library efficiently using Mendeley.	U	PSO 1
CO2	Generate citations and bibliographies in various styles with Mendeley's tools.	R	PSO 1,2
CO3	Integrate Mendeley with Microsoft Word for seamless referencing in academic documents.	U	PSO 2
CO4	Collaborate with colleagues and share references using Mendeley's advanced features.	E	PSO 3,4



CO5	Annotate PDFs, add notes, and organize references effectively within the Mendeley platform.	Ap	PSO 4,5
CO6	Demonstrate proper citation practices in research papers and projects using Mendeley's citation tools.	Ap	PSO 4,5

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Create and manage a reference library efficiently using Mendeley.	U	C	
CO2	Generate citations and bibliographies in various styles with Mendeley's tools.	R	P	
CO3	Integrate Mendeley with Microsoft Word for seamless referencing in academic documents.	U	P	
CO4	Collaborate with colleagues and share references using Mendeley's advanced features.	E	M	
CO5	Annotate PDFs, add notes, and organize references effectively within the Mendeley platform.	Ap	M	
CO6	Demonstrate proper citation practices in research papers and projects using Mendeley's citation tools.	Ap	M	

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

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2				1					
CO 2	3	3					2				

CO 3		3	2					1			
CO 4				2	3				4		
CO 5				2	3						
CO 6				2	3						

### Correlation Level

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

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



## University of Kerala

Programme	B.A. Sociology				
Course Code	UK6SECSGY418				
Course Title	Participatory Learning and Action: Tools and Methods				
Type of Course	Skill Enhancement Course				
Semester	6				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3		-	2	45
Pre-requisites	Basic knowledge of social science and field work concepts				
Course Summary	The course is formulated with the idea of making students aware of the participatory research tools and its principles. PLA is an essential tool employed in Social Impact Assessment and Action research. The understanding of the concepts in participatory research and hands on experiences vide practical sessions will equip the students to engage effectively in field based research				

### Detailed Syllabus:

Module	Unit	CONTENT	Hrs
<b>I</b>	<b>Introduction to PLA</b>		<b>8</b>
	1	Participation -concept , Types of participation	2
	2	Origin & Sources of PLA	2
	3	Principles of PLA	2
	4	Challenges of PLA	2
<b>II</b>	<b>Tools and Methods of PLA I</b>		<b>10</b>
	5	PLA Tools and Methods-Introduction	2

	6	Space based PLA Tools-Social mapping	2
	7	Space based PLA Tool-Mobility mapping	2
	8	Space based PLA Tool-Transect walk	2
	9	Time based PLA Tools-Trend analysis	2
	10	Time based PLA Tool-Historical TimeLine	2
<b>III</b>	<b>Tools and Methods of PLA II</b>		<b>10</b>
	11	Time based PLA Tool-Seasonal Diagram	2
	12	Time based PLA Tool-Daily Activity Schedule	2
	13	Relationship based PLA Tool-Venn Diagram	2
	14	Relationship based PLA Tool-Well-Being Ranking method	2
	15	Relationship based PLA Tool-Livelihood analysis	2
<b>IV</b>	<b>Class based workshops</b>		<b>8</b>
	16	Design a questionnaire for supplementing Social mapping during field work	2
	17	Design tool for conducting Trend analysis of any social issue	2
	18	Design and apply Venn Diagram for understanding the relationships status of the student in college campus	2
	19	Design tool for conducting Livelihood analysis among adjacent community	2
<b>V</b>	<b>Open Module</b>		<b>9</b>
		Field visit :Organise a field visit for hands on understanding of tools and methods of the PLA	
		Field report:Prepare field report on the field work conducted specifying the advantages and challenges of PLA	

## References

Pretty,J.N(1994).Alternatives systems of enquiry for sustainable agriculture,IDS Bulletin 25(2),Brighton, IDS, University of Sussex

Oakely P.et al (1991) Projects with people-The Practice of participation in Rural Development, International Labour Office, Geneva

Chambers, Robert (1997). Whose Reality Counts? Putting the First Last, Intermediate Technology Publications, London

Mc Cracken, J.A, Jules N Pretty and Gordon R Conway (1988) An introduction to Rapid Appraisal for Agricultural Development, IIED, London

Kumar Somesh ed. 1996. ABC of PRA-Attitude and Behavioural change, A report of the Proceeding of South-South Workshop on Attitudes and Behaviour on PRA, pp 41-44, Action Aid India and PRAXIS Patna.

Resources on web

<https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Participatory-learning-and-action.pdf>

<https://3ps.org.uk/site/files/Download/PA%20Handbook2016.pdf>

[https://nhsrcindia.org/sites/default/files/2021-06/PLA%20Module%20for%20ASHA\\_English.pdf](https://nhsrcindia.org/sites/default/files/2021-06/PLA%20Module%20for%20ASHA_English.pdf)

[https://nhsrcindia.org/sites/default/files/2021-06/PLA%20Module%20for%20ASHA\\_English.pdf](https://nhsrcindia.org/sites/default/files/2021-06/PLA%20Module%20for%20ASHA_English.pdf)

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concepts on Social audit, its principles, functions, objectives and the difference between Social audit and Financial Audit	U	PSO1
CO2	Equip with skills to learn and conduct Social audit in an organization or programme	E	PSO2
CO3	Comprehend the difference between Financial Audit and Social Audit	E	PSO2, 3
CO4	Analyze the significance of Social Compliance and conduct of Social Compliance Audit	An	PSO 4
CO5	Equip with skills to formulate standards for measuring social compliance through critical analysis of the prevailing international and national standards	Ap	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the concepts of PLA, origin, sources, advantages and disadvantages	PSO1	U	C	L	
2	Equip with skills to learn and conduct space based PLA	PSO2	E	C	L	
3	Equip with skills to learn and conduct time and relationship based PLA	PSO2, 3	E	P	L	
4	Construct instruments and tools for designing field work	PSO 4	An	P	L	
5	Equip with skills to formulate ,design and implement PLA	PSO4,5	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3					1					
CO 2		3					2				
CO 3			3					1			
CO 4		3	2						4		
CO 5				3	2					2	
CO 6			2	2	3						3,7

**Correlation Level**

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

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	SOCIOLOGY
Course Code	UK5DSCSGY301
Course Title	Current Debates in Social theory
Type of Course	DSC Major
Semester	6

Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	Knowledge on Classical Sociological Theories				
Course Summary	This course builds upon the foundations laid by classical social theory and maps out the field of contemporary social theory. In particular, the legacy of classical theory is critically reviewed in the light of the advent of the postindustrial, postmodern and post-Cold War era in the late twentieth-century and the early twenty-first century.				

I	Unit	Content	Hours
	<b>Module 1 Critical School and Neo Marxian perspective</b>		
	1	Reemergence of Frankfurt School -Salient features	2
	2	Dialectics of Enlightenment- Hokhiemer,Adorno	2
	3	Neo Marxian perspective-Concept	34
	4	Habermas-Theory of Communicative Action,Public sphere	3
	5	Antonio Gramsci -Hegemony and Civil Society	2
<b>II</b>	<b>Module 2 Reflexive Sociology and Integrative developments</b>		<b>12</b>
	6	Reflexive sociology-Concept	2
	7	Pierre Bourdieu-Habitus and Field, Language and Symbolic power	2
	8	Pierre Bourdieu-Theory of Capital	3
	9	George Ritze:Integrated Sociological Paradigm	3
	10	Jeffrey C Alexander-Multidimensional Sociology	2
<b>III</b>	<b>Module 3 Post Structural and Post Modern Perspectives</b>		<b>14</b>
	11	Post Structuralism- Intellectual roots	2



	12	Michel Foucault - Discourse analysis, Power-knowledge	2
	13	Michel Foucault - Discipline and Punish ,History of Sexuality	2
	14	J.Derrida -Deconstruction	2
	15	Postmodern-Intellectual roots	2
	16	Jean Baudrillard-Hyperreality,Simulacra	2
	17	Jean Francois Lyotard- The Postmodern condition	2
<b>IV</b>	<b>Module 4 Structuration theory and Postcolonialism</b>		<b>10</b>
	18	Anthony Giddens-Structuration theory	2
	19	Post colonialism-Concept	2
	20	Edward Said-Orientalism	2
	21	Gayathri Chakravorty Spivak- Can Subaltern Speak?	2
	22	Anibal Quijano-Coloniality	2
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>
	<p><b>Poster presentation and Group discussion</b> : Compare and contrast different theoretical perspectives using posters</p> <p><b>Peer learning</b> : Assign students into groups and introduce collaborative learning through peers. Each group shall choose a group to work with and learn from each other.</p> <p><b>Case presentation:</b>A current social situation can be analysed using theoretical perspective and presentation can be conducted</p>		

## References

Bourdieu, Pierre.(1997). Outline of a theory of Practice, London.

Derrida, Jacques. (1976) Of Grammatology, trans. [GayatriChakravortySpivak](#). Baltimore & London: Johns Hopkins University Press

Giddens, A and Turner J.H. (ed). (1987). Social Theory Today. Stanford University Press (Selected chapters)

Giddens, Anthony( 1983). Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan. London: Harvester Press.

Michel Foucault (1979) Discipline and Punishment. New York: Vintage Books.

Michel Foucault. The History of Sexuality(1980 )New York: Vintage Books.

Bottomore, Tom( 1984) The Frankfurt School. Chester, Sussex; Ellis Harwood and London: Tavistock publications.

Bryan S. Turner(1996) The Blackwell Companion to Social Theory. Oxford: Blackwell.

Layder, Derek( 1997) Modern Social Theory: Key debates and New Directions. London: UCL Press **Ltd.**

Maynard, M(1989) Sociological Theory, London and New York: Longman.

Noble, T( 2000)Social Theory and Social Change, New York: St Martin's.

Owen, David(1997)Sociology after Postmodernism. London: Sage.

Ritzer, George(2000) Sociological theory. New York: McGraw-Hill. (Selected chapters)

Scott, Lash. (1990) Sociology of Post modernism, London: Routledge.

Smart, Barry.(198). Michel Foucault. London: Routledge.

Wallace, R.A. and Wolf, A. (1999) Contemporary Sociological Theory: expanding the classical tradition, Upper Saddle River: Prentice Hall.

Zetlin, Irving M(1998) Rethinking Sociology: A Critique of Contemporary Theory. Jaipur and New Delhi: Rawat.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an understanding of Critical school and contributions of neo marxian thinkers	U	PSO 1

CO-2	Attain a comprehensive understanding of Structuration theory and the major integrative developments in theoretical construction	An	PSO 1,2
CO-3	Understand the contributions of Postmodern and Post Structuralist thinkers	An	PSO 2,1
CO-4	Analyse the contributions of Post colonial thinkers	An and E	PSO 4,1
CO-5	Apply the acquired knowledge analysis of contemporary society	R & U	PSO 4,5,1

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

C O No .	CO	PO/PSO	Cogni tive Level	Know ledge Cate gory	Lecture (L)/Tutoria l(T)
1	Develop an understanding of Critical school and contributions of neo marxian thinkers	PSO 1	U	C	L
2	Attain a comprehensive understanding of Structuration theory and the major integrative developments in theoretical construction	PSO 1,2	An	C	L
3	Understand the contributions of Postmodern and Post Structuralist thinkers	PSO 2,1	An	C	L
4	Analyse the contributions of Post colonial thinkers	PSO 4,1	An and E	C	L
5	Apply the acquired knowledge analysis of contemporary society	PSO 4,5	R & U	P	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



### University of Kerala

Programme	BA SOCIOLOGY				
Course Code	UK7DSCSGY405				
Course Title	Social Statistics				
Type of Course	DSC Major				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding about the discipline statistics and its uses in social research				
Course Summary	This course will introduce the basic concepts about social statistics and its use in social research. It gives theoretical know how and practical orientation towards classification, tabulation and diagrammatic representation of data. It also introduces Measures of Central Tendency. The course is expected to equip the students with basic knowledge and skills in social statistics which can be practically applied in the project work and other assignments.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)
I	<b>Module 1 Introduction to Social Statistics</b>		<b>11</b>
	1	Statistics- Origin and development	3

	2	Social statistics- definition and characteristics	3
	3	Uses of statistics in social research	2
	4	Advantages and limitations of statistics	3
<b>II</b>	<b>Module 2 Classification and Tabulation of data</b>		<b>12</b>
	6	Classification of data- need and uses	2
	7	Bases of classification- Geographical, Chronological, Qualitative and Quantitative	3
	8	Tabulation- need and importance	2
	9	Essential components of a Table	2
	10	Construction of Frequency Table- Simple and complex	3
<b>III</b>	<b>Module 3 Graphical and Diagrammatic Representation of data</b>		<b>13</b>
	13	Graphical representation- Advantages	4
	14	Bar Diagram-simple, subdivided, percentage and multiple bar diagrams	4
	15	Pie chart	2
	16	Histogram and Ogives	3
<b>IV</b>	<b>Module 4 Measures of Central Tendency</b>		<b>12</b>
	19	Measures of Central Tendency- Need and importance	2
	20	Arithmetic Mean	4
	21	Median	3
	22	Mode	3
	Open Ended Module for mentioning activities to be undertaken as part of Continuous Assessment		<b>12</b>

	<p><b>Discussion and Debates:</b> Conduct debates and discussions on the merits and demerits of various statistical tools and measures</p> <p><b>Collection and Organisation of Data:</b> Collect primary data from the field on any topic and organise the data based on the principles of classification and tabulation. Represent the data in diagrammatic form.</p> <p><b>OR</b></p> <p>Collect the basic data about the students of the college from college office and prepare various tables and diagrams based on the data to show the social profile of the students.</p> <p><b>Create Infographics:</b> Collect secondary data on any social issue from newspapers and prepare an infographic presentation on the topic to display in the notice board</p> <p><b>Conduct a Survey</b> by using google form and organise the data. Calculate basic statistics like frequency tables and percentages, and present their findings.</p>	
--	---	--

#### References

- Aggarwal, Y.P. (1986). *Statistical Methods*. New Delhi: Sterling Publishers.
- Diamond, I. J., (2001). *Beginning Statistics. An Introduction for Social Scientists*. New Delhi: Sage.
- Gupta, S,C (1985), *Fundamentals of Statistics*, Himalaya Publishing House
- Gupta, S.P. (1992). *Statistical Methods*. New Delhi: S. Chand and Sons.
- Mohanty, B & Misra, S (2015). *Statistics for Behavioural and Social Sciences*, Sage

#### Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Familiarize with the discipline social statistics and its use in sociology	C	PSO1
CO2	Understand the process of classification and various forms of representation of data	U	PSO2
CO3	Explore various forms of graphical and diagrammatic representation of data	Ap, C	PSO2, 3
CO4	Understand various measures of Central Tendency and solve practical problems	E	PSO 4

CO5	Apply basic statistical knowledge and skills in analysing data	Ap	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Familiarize with the discipline social statistics and its use in sociology	PSO1	C	C	L
2	Understand the process of classification and various forms of representation of data	PSO2	U	C	L
3	Explore various forms of graphical and diagrammatic representation of data	PSO2, 3	Ap, C	C	L
4	Understand various measures of Central Tendency and solve practical problems	PSO 4	E	C	L
5	Apply basic statistical knowledge and skills in analysing data	PSO4,5	R & U	P	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		



CO 5	2	2	2	3	3					8	
------	---	---	---	---	---	--	--	--	--	---	--

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	Sociology				
Course Code	UK7DSCSGY406				
Course Title	Social Demography				
Type of Course	DSC Major				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	4	4 hours
Pre-requisites	<p>1. Students should have a basic understanding of how social structures and processes influence demographic patterns, such as family formation, educational attainment, and migration decisions.</p> <p>2. A fundamental understanding of statistics allows students to interpret population data, demographic measures like birth and death rates, and analyse population trends.</p>				
Course Summary	<p>This BA sociology course provides a comprehensive examination of social demography, spanning foundational concepts, population theory, population dynamics in India, and contemporary issues. In the "Foundations of Social Demography" module, students explore key demographic measures, theories, and methodologies essential for understanding population processes. The "Population Theory" module delves into major theoretical perspectives shaping demographic research, while the "Population and Society in India" module examines the socio-cultural, economic, and environmental factors influencing population dynamics within the Indian context. Lastly, the "Contemporary Issues in Social Demography" module analyses pressing population challenges such as health disparities, migration, aging populations, and urbanisation, offering interdisciplinary insights and policy implications. Through coursework, discussions, and research projects, students develop a nuanced understanding of social demography and its implications for understanding and addressing complex societal issues.</p>				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>
<i>I</i>	<b>Foundations of Social Demography</b>		<i>12</i>
	<i>1</i>	Introduction to demography: definition, meaning, scope	2
	<i>2</i>	Need of demography/ population studies	2
	<i>3</i>	Major sources of social demographic studies: census, population registers, sample surveys and administrative records (vital statistics, educational records etc.)	4
	<i>4</i>	Basic concepts: population dynamics (size, composition, distribution), fertility, mortality, migration, population growth and demographic measures	4
<b>II</b>	<b>Population Theories</b>		<b>8</b>
	<i>5</i>	Malthusian Theory	2
	<i>6</i>	Demographic transition Theory	2
	<i>7</i>	Optimum population Theory	2
	<i>8</i>	Human Ecology Theory	2
<b>III</b>	<b>Population and Society in India</b>		<b>18</b>
	<i>9</i>	Population distribution and density in India	2
	<i>10</i>	Population composition in India: Age structure, sex ratio, religious composition, literacy, rural-urban population	2
	<i>11</i>	Demographic Methods and Measures (e.g., population pyramids, life tables, demographic rates)	2
	<i>12</i>	<b>Social Determinants of Population Dynamics in India: a. Fertility:</b> social factors influencing birth rates (education, gender roles, economic conditions, social policies).	2
	<i>13</i>	<b>b. Mortality:</b> social disparities in health and life expectancy (socioeconomic status, race/ethnicity, access to healthcare).	2

	14	c. <b>Migration:</b> types of migration (internal, international), social factors influencing migration patterns (economic opportunities, war, political instability, environmental factors).	2
	15	Population growth trends in India	2
	16	Demography of health: Mortality, morbidity, life expectancy, social determinants of health	2
	17	Population policies and interventions: Family planning, contraception, population control measures	2
<b>IV</b>	<b>Contemporary Issues in Social Demography</b>		<b>10</b>
	18	Demographic transition and Population aging: Policies and programs, implications for social security systems, healthcare, and labor markets	2
	19	<b>Reproductive health and Rights:</b> gender and reproductive autonomy, Reproductive right and family planning decision- making	2
	20	<b>Globalization and demographic trends:</b> migration flows, brain drain, and cultural change.	2
	21	<b>Urbanization:</b> social and economic consequences of population concentration in cities	2
	22	Socio-economic disparities and regional imbalances	2
<b>V</b>	<b>Open Module :Social Demography in Action</b>		<b>12</b>
	23	Student research project: Students analyze demographic data on a chosen social issue and present their findings.	
	24	Guest lecture: A professional demographer discusses the role of demography in policymaking.	
	25	Application of demographic data to real-world social issues (e.g., poverty, education, social mobility).	

### Essential reading

- Preston, S. H., Heuveline, P., & Guillot, M. (2001). Demography: Measuring and modeling population processes. Blackwell Publishers.
- Weeks, J. R. (2019). Population: An introduction to concepts and issues (13th ed.). Cengage Learning.
- Landis, P. H. (2016). Population studies: A formal analysis. Springer.
- Ahluwalia, M. S. (2008). Population and development in India. Oxford University Press.
- Chandrasekhar, S. (1996). Demographic transition in India (2nd ed.). Oxford University Press

Caldwell, J. C. (2006). Malthus and the less developed world. *Population and Development Review*, 32(2), 275-309.

Mukherjee, B. (1996). *Population theories and development strategies in India*. Vikas Publishing House.

Lutz, W., & Sanderson, W. C. (2001). The coming demographic transition: A new long run view and its implications for social policy. *Population and Development Review*, 27(2), 497-521.

Ophuls, W. R. (2016). Optimum population theory and ecological sustainability. *Ecological Economics*, 126, 117-126.

Ahluwalia, M. S. (2008). *Population and development in India*. Oxford University Press.

Das Gupta, M. (2014). *State of the Indian population 2011 (Vol. 1 & 2)*. Routledge.

Jeffery, R., Basu, A., & Menon, P. S. (2010). *Population and society in India (2nd ed.)*. Sage Publications India.

Caldwell, J. C., Reddy, P. H., & Caldwell, P. (1988). *The Causes of Demographic Change: Experimental Research in South India*. Madison, WI: University of Wisconsin Press.

Menon, P. S. (2006). *The graying of India: Challenges and opportunities*. Sage Publications India.

Sundar, P. (2014). *Urbanization and migration in India: Processes, patterns and consequences*. Routledge.

Misra, S. (2010). *Migration and urbanization in India: A challenge and an opportunity*. SAGE Publications India.

Ahluwalia, M. S. (2011). Fertility decline in India: The role of economic development, women's education, and family planning programs. *Economic and Political Weekly*, XLVI(17), 42-52.

Chakraborty, P. S., & Majumder, A. (Eds.). (2019). *Health Inequalities and Disparities in India: A Sociological Perspective*. New York, NY: Routledge.

Sharma, R. (2019). *Globalization and Demographic Trends in India: Challenges and Opportunities*. New Delhi, India: Springer.

Das Gupta, M. (2014). *State of the Indian population 2011 (Vol. 1 & 2)*. Routledge.

Mari Bhat, P. N. (2000). *Essays on population and development (2nd ed.)*. Sage Publications India.

Chamie, J. (2016). *Population aging and the challenge for the 21st century*. Springer.

Boserup, E. (1965). *Conditions of agricultural growth: The economics of agrarian change under population pressure*. Aldine Publishing Company.

Misra, S. (2007). *Population and development in India: A theoretical framework*. Sage Publications India.

Mari Bhat, P. N., & Cleland, J. G. (2005). Fertility decline in India: The role of education and public policy. *Population Studies*, 59(3), 267-282.

Smith, D. (2018). *Globalization and Demographic Trends: Implications for Economic Growth*. New York, NY: Palgrave Macmillan.

Pearce, J. R., & Rindfuss, R. R. (Eds.). (2000). *The Determinants of Low Fertility in India: Insights from the 2001 Census*. New York, NY: Springer.

Vasan, A. (2017). Migration, Urbanization, and Development: New Directions and Issues. New Delhi, India: Oxford University Press.

Krishnamoorthy, Y. (2016). Ageing, Gender, and Labour Markets: Indian Experiences. New Delhi, India: SAGE Publications.

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students will gain a foundational understanding of demographic terminology and methods.	U	PSO 1
CO-2	Students will be able to apply theoretical knowledge to interpret demographic data, conduct demographic analysis, and generate insights into population-related phenomena and social change processes.	Ap	PSO 2,3
CO-3	Students will be able to analyse the demographic trends and patterns in India, including population size, growth rate, age structure, fertility, mortality, and mi-gration, and understand their implications for social, economic, political development and gender relations.	An	PSO 3,4
CO-4	Students will be able to analyse and evaluate key con-temporary issues in social demography, including but not limited to health disparities, migration, aging populations, and inequalities in access to resources and opportunities.	An/E	PSO 4,5
CO 5	Students will gain a foundational understanding of demographic terminology and methods.	Ap	PSO 4,5

C O No .	CO	PO/PSO	Cogni tive Level	Know ledge Categ ory	Lecture (L)/Tutoria l(T)

1	Students will gain a foundational understanding of demographic terminology and methods.	PSO1	U	C	L
2	Students will be able to apply theoretical knowledge to interpret demographic data, conduct demographic analysis, and generate insights into population-related phenomena and social change processes.	PSO2	Ap	C	L
3	Students will be able to analyse the demographic trends and patterns in India, including population size, growth rate, age structure, fertility, mortality, and mi-gration, and understand their implications for social, economic, political development and gender relations.	PSO2, 3	An	C	L
4	Students will be able to analyse and evaluate key con-temporary issues in social demography, including but not limited to health disparities, migration, aging populations, and inequalities in access to resources and opportunities.	PSO 4	An/E	C	L
5	Students will gain a foundational understanding of demographic terminology and methods.	PSO4,5	Ap	P	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

Level	Correlation
-------	-------------

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

C O No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)
1	Familiarize with the discipline social statistics and its use in sociology	PSO1	C	C	L
2	Understand the process of classification and various forms of representation of data	PSO2	U	C	L



3	Explore various forms of graphical and diagrammatic representation of data	PSO2, 3	Ap, C	C	L
4	Understand various measures of Central Tendency and solve practical problems	PSO 4	E	C	L
5	Apply basic statistical knowledge and skills in analysing data	PSO4,5	R & U	P	P

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam

- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	Sociology				
Course Code	UK7DSCSGY407				
Course Title	Science Technology and Society				
Type of Course	DSC Major				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites	Basic Understanding concepts in Science and Technology				
Course Summary	This course provides learners with a comprehensive understanding of the intricate relationship between science, technology, and society. Through various sociological perspectives, students will delve into the multifaceted dynamics shaping modern life.				

Module	Unit s	Content	Hours
	<b>Module 1 Relationship between Science, Technology and Society</b>		<b>12</b>
	1	The Rise of Modern Science - Renaissance and Enlightenment, Scientific revolution, emergence of academic disciplines, universities and formal research	3
	2	Modernization, Capitalism and Social change-Features of modernization, Industrial capitalism: Marxian views of and forces of production and social change	3
	3	Mechanization and Technological advancement - Emergence of big projects like cities, hydroelectricity dams, railway lines, ports and harbors, transport and communication etc.	3
	4	Indian Scenario - Reception of Modern Science in India - Indian social structure and science. Brain drain and brain gain, Science Policy - Nehruvian View, Scientific laboratories and institutions	3
<b>II</b>	<b>Module 2 Major Spheres of Technological Intervention</b>		<b>15</b>
	5	Infrastructure Development- Colonization, Migration, Industrialization and urbanization and social mobility, Use of Technology in Planning and Development initiatives-Mapping and surveys	3
	6	Use of Technology in Planning and Development initiatives-Mapping and surveys	3
	7	Technology, War and World Peace-World Wars, Weapons of mass destruction and emergence of “dominant nations”, legitimization of weapon technology, Political economy of National security and international relations	3
	8	Bio Technology and Medical Sciences-Medicalization of Health and Wellness, Advances in Medical Technology-changing trends in Diagnosis and Treatment, MNC’s and development of pharmaceutical research	3

	9	Technology and Environment-Development in agriculture technology and spatial transformation, Excavators and rapid changes in geo morphology, development of Mining technology, Power generation and environment consequences	3
<b>III</b>	<b>Module 3 Technology as a Form of Knowledge</b>		<b>11</b>
	10	Nature of Science as a form of knowledge -Science-Non Science dichotomy- popular perceptions, C	2
	11	Categorizations and power relations in academia, Indigenous knowledge to formal systems of knowledge production	2
	12	Social Science and Scientific spirit-Positivism and social theory, Objectivity and predominance of quantitative techniques in Social Research, Use of technology in Social research	3
	13	Critique of Science I-Objectivity and Reductionism- Daniel Dennet's view- Legitimate reductionism and greedy reductionism	2
	14	Critique of Science II- Views of Paul Feyerabend, Heidegger and Nietzsche, Feminist critique to science	2
<b>IV</b>	<b>Module 4 Theoretical views and inquiries on technological interventions in social life</b>		<b>14</b>
	15	Normal Science – R.K. Meton	2
	16	Daniel Bell-Post Industrial Society	2
	17	Manual Castells- Network Society	2
	18	Bruno Latour - Actor- Network Theory (ANT)	2
	19	Major areas of Sociological enquiry - Governance and Social Control- Technocracy and e- governance, emergence of a new class of technocrats, Surveillance	2
	21	Social institutions and technology- emerging changes in structural and functional dimensions of family , social fragmentation and atomization.	2

	22	Concepts and ideas on Social impacts of Technology -Technocracy, Y Generation, Risk Society, McDonaldisation, Digital Divide, Disneyization,	2
<b>V</b>	<b>Open Ended Module</b>		<b>8</b>
		<b>Urban Technological Hubs Exploration</b> : - Visit to Technopark in Thiruvananthapuram or Infopark in Kochi to interact with professionals and startups working in emerging technologies. Panel discussions with experts on topics like smart city initiatives, IT infrastructure, and digital governance.	

## References

- Uberoi, J. P. S (2000). The European Modernity: Science, Truth and Method. Delhi: Oxford University Press.
- Hall, S., D. Held and T. McGrew. Ed. (1992) Modernity and its Futures. Cambridge: Polity Press/Open University.
- Gyan Prakash. (1999). Another Reason: Science and the Imagination of Modern India. Princeton: Princeton University Press.
- Wiebe E. Bijker et.al.( 2012). The Social Construction of Technological Systems. Cambridge: The MIT Press.
- Latour, Bruno. (1983). "Give Me a Laboratory and I Will Raise the World." Pp. 141-170 in Science Observed: Perspectives on the Social Study of Science, edited by K. D. Knorr-Cetina and M. Mulkay. London: Sage.
- Knorr-Cetina. K(1981). The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science, Oxford: Pergamon Press 1981.
- McGinn, R.(1991) Science, Technology and Society, Prentice Hall, Englewood Cliffs, N.J.
- Singh, Rajendra.( 2001). Social Movements, Old and New: A Postmodernist Critique. New Delhi: Sage.
- Bipin Chandra,( 1999), Essay on Colonialism, Hyderabad, Orient Longman Chapter-1-3
- Stephen Castles et. al. (eds.), (199), The Age of Migration: International Population Movements in the Modern World,(London: Macmillan
- Tim Dyson et.al. (eds.),( 2004)Twenty-first Century India: Population, Economy, Human Development, and the Environment, New Delhi: Oxford
- Annandale Allen, (2001) The Sociology of Health and Medicine. A Critical Introduction Polity Press. pp. 3-32.
- Quadeer Imrana,(1985) Health Service Systems in India: An Expression of Socio-Econom Inequalities. Social Action, July.
- Haraway, Donna J. (1996). "Modest witness: Feminist diffractions in science studies." Pp. 428-442,in The

Disunity of Science: Boundaries, Contexts, and Power, edited by Peter Galison and David stump. Stanford: Stanford University Press.

Vandana Shiva, (2000). Patents. Myths and Reality. New Delhi: Penguin Books India.

Rose, Hilary and Rose Steven (1976). The Political Economy of Science, London: The Macmillan Press

Latour, Bruno.( 2005) Reassembling the Social: An Introduction to Actor-Network Theory. Oxford: Oxford University Press. Pp. 1-17 (Introduction).

Bell, Daniel(1974) The Coming of Post-Industrial Society. New York: Harper Colophon Books,

Smart, Barry(2002) Michel Foucault. London: Routledge

### Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the Sociological concepts and perspectives related to intersections of Society and Technology	U	PSO1
CO2	Analyse various social domains where the technological innovations are bringing in impact	An	PSO2
CO3	Critically examine the intellectual, political,ecological and biomedical issues emerging due to the technological updations	E	PSO2, 3
CO4	Evaluate the significance of theoretical perspectives in engaging science and technology dimensions of social life	E	PSO 2,3
CO5	Equip with theoretical and conceptual understanding to critically evaluate impact of science and technology on social life	Ap	PSO4,5

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	Understand the Sociological concepts and perspectives related to intersections of Society and Technology	PSO1	U	C	L	
2	Analyse various social domains where the technological innovations are bringing in impact	PSO2	An	C	L	
3	Critically examine the intellectual, political, ecological and biomedical issues emerging due to the technological updates	PSO2, 3	E	P	L	
4	Evaluate the significance of theoretical perspectives in engaging science and technology dimensions of social life	PSO 2,3	E	P	L	
5	Equip with theoretical and conceptual understanding to critically evaluate impact of science and technology on social life	PSO4,5	Ap	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	BA SOCIOLOGY
Course Code	UK7DSCSGY408
Course Title	Sociology of Marginalised Communities



Type of Course	DSC Major				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Awareness of marginalized sections in our society.				
Course Summary	By studying the sociology of marginalized communities, learners seek to deepen our understanding of social inequality, challenge systems of oppression, and work towards building more just, equitable, and inclusive societies.				

Module	Content		Hours
	Module 1 :Basic ideas of Marginalisation		8
	1	Meaning of Marginalisation,	1
	2	Causes of Marginalisation	2
	3	Effects of Marginalization	2
	4	Types of Marginalisation	2
	5	Significance of Sociology of marginalisation	1
<b>II</b>	Module 2:Issues of Marginalised communities		<b>14</b>
	6	Discrimination and Prejudice	2
	7	Economic Inequality	2
	8	Limited Access to Education	2
	9	Health Disparities	2
	10	Housing Injustice	2
	11	Environmental Injustice	2
	12	Criminal Justice System Bias:& Limited Political Representation	2
<b>III</b>	Module 3: Marginalised Groups in India		<b>8</b>
	13	Marginalised groups in India- Women and Childern	2
	14	Scs and STs	2
	15	Person with disabilities	2
	16	Aged	2

<b>IV</b>	Module 4:Welfare measures for marginalised communities		<b>6</b>
	19	Constitutional provisions for marginalized communities	2
	20	National Commission for Minorities	1
	21	Role of National and State Human Rights commission	1
	22	Schemes for Marginalised Communities	2
<b>Open Content</b>			<b>9</b>
<p><b>Need based assessment</b> :conducting a needs assessment within a marginalized community. Students can interview community members, identify priority issues, and develop proposals for addressing unmet needs or gaps in services.</p> <p>Invite representatives from marginalized communities, advocacy organizations, or social justice activists to speak to the class. Students can engage in a panel discussion, ask questions, and learn directly from those with lived experiences.</p> <p>Organize a service-learning project where students volunteer with organizations that support marginalized communities. This could involve activities such as tutoring, mentoring, food distribution, or participating in community events</p>			
<p>conducting a needs assessment within a marginalized community. Students can interview community members, identify priority issues, and develop proposals for addressing unmet needs or gaps in services.</p> <p>Invite representatives from marginalized communities, advocacy organizations, or social justice activists to speak to the class. Students can engage in a panel discussion, ask questions, and learn directly from those with lived experiences.</p> <p>Organize a service-learning project where students volunteer with organizations that support marginalized communities. This could involve activities such as tutoring, mentoring, food distribution, or participating in community events</p>			

## References

- Adrienne maree brown,2017 Emergent Strategy: Shaping Change, Changing Worlds A K press Publishers  
Anshu Malhotra,2002 Gender, Caste, and Religious Identities: Restructuring Class in Colonial Punjab Oxford University Press  
Carla Shedd, 2015 Unequal City: Race, Schools, and Perceptions of Injustice , Russell Sage Foundation  
JV Pawar,2005 Dalit Panther: An Authoritative History Samya Publications

Isabel Wilkerson ,2010 The Warmth of Other Suns: The Epic Story of America's Great Migration Vintage Publishers

Linda Tuhiwai Smith , 2012 Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books publications

Shaheen Sardar Ali and Sumaira Makhdoom, 2018 Marginalized Communities and Access to Justice

Nadeem Hasnain, Sociology of Marginalised Communities in India, Sage publications 2021

JV Pawar,2005 Dalit Panther: An Authoritative History Samya Publications

<https://www.jetir.org/papers/JETIR1807448.pdf>

[https://www.ohchr.org/sites/default/files/Documents/Issues/Minorities/Declaration\\_GA\\_Report/States/India.pdf](https://www.ohchr.org/sites/default/files/Documents/Issues/Minorities/Declaration_GA_Report/States/India.pdf)

<https://www.masterclass.com/articles/marginalization-explained>

United Nations. (2023). Global Issues: Marginalization. Retrieved from <https://www.un.org/>

<https://www.jetir.org/papers/JETIR1807448.pdf>

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Learners gain basic knowledge about the concept of marginalization and its related aspects	R& U	PSO1
CO2	Learners will be able to identify different forms of Marginalisation	U	PSO2
CO3	Analyse the issues of marginalized communities in India	An	PSO2, 3
CO4	Evaluate the welfare measures of marginalized communities	E	PSO 2,3
CO5	Create a clear knowledge about the status of marginalized groups in our society	C	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	Learners gain basic knowledge about the concept of marginalization and its related aspects	PSO1	R& U	C	L	
2	Learners will be able to identify different forms of Marginalisation	PSO2	U	C	L	
3	Analyse the issues of marginalized communities in India	PSO2, 3	An	P	L	
4	Evaluate the welfare measures of marginalized communities	PSO 2,3	E	P	L	
5	Create a clear knowledge about the status of marginalized groups in our society	PSO4,5	C	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium

3	Substantial / High
---	--------------------

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	B.A. Sociology				
Course Code	UK7DSESGY409				
Course Title	Project Management				
Semester	6				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites	Basic conceptual understanding of research
Course Summary	The course intends to provide a basic understanding of the steps involved in preparing, effective implementation and evaluation of a project. The course also equips the students to prepare project report and to conduct an evaluation of the effectiveness of the project implementation

Detailed Syllabus:

Module	Unit	Content	Hrs )
<b>I</b>	<b>Module 1: Organising and Initiating Projects</b>		<b>12</b>
	1	Concept of projects	2
	2	Characteristics of Projects and Classification	4
	3	Project Life cycle	3
	4	Project identification-Feasibility analysis	3
<b>II</b>	<b>Planning Projects</b>		<b>12</b>
	5	Phases of Project Planning	3
	6	Work Breakdown Structure (WBS)-Gantt chart, Kanban Board	3
	7	Budgeting projects	3
	8	Cost Benefit Analysis	3
<b>III</b>	<b>Performing projects</b>		<b>14</b>
	9	Acquiring the project team	2
	10	Managing the team	2
	11	Role of leadership in management of projects	2
	12	Problem solving tools-Fishbone diagram, Decision making tools-SWOT analysis	3
	13	Resource scheduling	2
	14	Role of network analysis in resource scheduling	3
<b>IV</b>	<b>Project Report and Evaluation</b>		<b>10</b>
	15	Preparation of project report	2
	16	Project Monitoring	2
	17	Project Evaluation	2

	18	Critical Path Method	2
	19	Communication and presentation of project report	2
V	<b>Open Ended Module: Continuous Assessment</b>		<b>12</b>
	1	<b>Brainstorming</b> :Conduct a brainstorming session to develop feasibility criteria for any project	
	2	<b>Flow chart preparation</b> :Develop a learning material(ppt, chart, blog) phases of project planning using essential techniques of flow diagram	
	3.	<b>Fish bone diagram</b> :Prepare a fish bone analysis to solve a social problem	
	4.	<b>Seminar paper</b> :Prepare a brief note on evaluation of Projects and its report may be presented as seminar paper	

## References

Kloppenborg, Timothy J (2009) Contemporary Project Management, New Delhi :Cengage Learning

Desai,Vasant (2014) Project Management, New Delhi:Himalaya Publishing House

Prasanna Chandra, Projects. 2002. Planning, Analysis, Financing, Implementation and Review. New Delhi: Tata MC Graw Hill publishing Company Ltd.

E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.

Project Identification, Formulation and Design <https://www.fao.org/3/au766e/au766e.pdf>

Guide for Project Managers [https://unece.org/DAM/operact/Guide\\_for\\_Project%20Managers\\_FINAL.7May.pdf](https://unece.org/DAM/operact/Guide_for_Project%20Managers_FINAL.7May.pdf)

Maylor, Harvey, Project Management, New Delhi:Mc Millan

Bhavesh M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.

Narayan. B. 1999. Project Management. New Delhi: A.P.H Publishing corporation.

Andreas Schneider(1995),Project management in international teams: Instruments for improving cooperation, International Journal of Project Management,Volume 13, Issue 4,Pp 247-251,

<https://online.hbs.edu/blog/post/cost-benefit-analysis>

Cost benefit analysis

[https://gpsw.worldbank.org/sites/gpsw/files/knowledge\\_products/2019/CBA%20Technical%20Note\\_IPF.pdf](https://gpsw.worldbank.org/sites/gpsw/files/knowledge_products/2019/CBA%20Technical%20Note_IPF.pdf)

Cost benefit analysis versus Cost- Effectiveness analysis

[https://www.undp.org/sites/g/files/zskgke326/files/migration/bh/Arab\\_Water\\_Report\\_AWR\\_Annex-I.pdf](https://www.undp.org/sites/g/files/zskgke326/files/migration/bh/Arab_Water_Report_AWR_Annex-I.pdf)

Lock, Dennis (2007) Project Management Hampshire: Gower  
<http://117.240.231.117:8081/jspui/bitstream/123456789/552/1/Project%20Management.pdf>

Hallas R.G & Sandra C. Mckee. 2003. Practical Project Management. Pearson Education Pvt. Ltd.

Vittal S. Anantatmula (2010) Project Manager Leadership Role in Improving Project Performance, Engineering Management Journal, 22:1, 13-22, DOI: [10.1080/10429247.2010.11431849](https://doi.org/10.1080/10429247.2010.11431849)

7 Skills you need to effectively manage teams <https://online.hbs.edu/blog/post/team-management-skills>

Fishbone diagram, <https://asq.org/quality-resources/fishbone>

A Useful Guide to SWOT analysis, <https://www.cii.co.uk/media/6158020/a-useful-guide-to-swot-analysis.pdf>  
 Desai, Vasant (2014) Project Management, New Delhi: Himalaya Publishing House

E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.

Monitoring and Evaluation Toolkit  
<https://ec.europa.eu/programmes/erasmus-plus/project-result-content/cf9b74d4-d43c-459d-b870-c91c8193a1fc/Monitoring%20And%20Evaluation%20Toolkit.pdf>

### Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concepts and characteristics of project management	R& U	PSO1
CO2	Identify the major phases and in planning of the projects for effective implementation	U	PSO2
CO3	Examine the tools required for financing projects	An	PSO2, 3
CO4	Acquire skills for leadership and team building for performing the projects	E	PSO 2,3
CO5	Evaluate the application of tools for problem solving and decision making in project management	C	PSO4,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			



CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the concepts and characteristics of project management	PSO1	R& U	C	L	
2	Identify the major phases and in planning of the projects for effective implementation	PSO2	U	C	L	
3	Examine the tools required for financing projects	PSO2, 3	An	P	L	
4	Acquire skills for leadership and team building for performing the projects	PSO 2,3	E	P	L	
5	Evaluate the application of tools for problem solving and decision making in project management	PSO4,5	C	M	P	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Programme	B.A. Sociology
Course Code	UK7DSESGY413
Course Title	Digital sociology
Semester	7
Academic Level	400-499

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic conceptual understanding of digital technology related concepts				
Course Summary	This course intends to make students understand the central theoretical and conceptual elaborations in Digital Sociology. The course ties to examine the evolution and characteristics of interdependency of society and technology and describe the impact of Information on markets is related to emergence of social networks				

Detailed Syllabus:

Module	Unit	Content	Hrs )
<b>I</b>	<b>Module 1: Digital sociology: An introduction</b>		<b>8</b>
	1	What is Digital Sociology?	2
	2	Central concerns of Digital Sociology	2
	3	Questions of Digital Sociology	2
	4	Digital Age	2
	5	Critical Digital Sociology	
<b>II</b>	<b>Module 2 : Information society and Network society</b>		<b>17</b>
	6	Post Industrial Society-Daniel Bell	3
	7	Daniel Bell-Role of information	3
	8	Network society-Manuel Castells	3
	9	Manuel Castells-Informational Capitalism	3
	10	Society media and Virtual communities	3
	11	Social media Literacy-A conceptual framework	2
<b>III</b>	<b>Module 3 : Economics aspects of Digital society</b>		<b>12</b>
	12	Commodification of Information	2
	13	Corporate Capitalism-Herbert Schiller	2
	14	Information Infrastructure in Post Fordism-Flexible specialization	2

	15	Capitalism as information system -Freindrich von Hayek	2
	16	Digital Gig economy	2
	17	Casualisation of labour	2
<b>IV</b>	<b>Module 4:Big Data and Society</b>		<b>11</b>
	18	Political economy of Big data	2
	19	Making Digital Technologies Social: Big Data Analytics	3
	20	Sociological perspective on Artificial Intelligence	2
	21	Digital Ethnography	2
	22	Digital activism	2
<b>V</b>	<b>Open Ended Module: Continuous Assessment</b>		<b>12</b>
	11	<b>Brainstorming</b> :Conduct a brainstorming session to identify the changing dimensions of digital society	
	2	<b>Social media impact analysis</b> :Ask the students to gather data on the impact of any of the social media platforms on any of the social, economic, political or psychological aspects of life	
	3.	<b>Digital ethnography:Conduct a workshop on digital ethnography</b> and develop the context and setting to do ethnography .The digital ethnographic data may be converted to a blog or post in any of the social media platforms	

## References

Alex J. Wood et al. (2019), “Networked but commodified: The (dis)embeddedness of digital labour in the gig economy”, *Sociology*.

Bell, Daniel, 1919-2011. (1999). *The coming of post-industrial society : a venture in social forecasting*. New York :Basic Books

Deborah Lupton (2015)*Digital Sociology*, (1st ed.)

Routledge<https://journalofchinesesociology.springeropen.com/articles/10.1186/s40711-023-00198-1#citeas>

Webster, Frank(2014) *Theories of the Information Society*, New York: Routledge

Bell, Daniel, 1919-2011. (1999). *The coming of post-industrial society : a venture in social forecasting*. New York :Basic Books

Cho, H., Cannon, J., Lopez, R., & Li, W. (2022). Social media literacy: A conceptual framework. *New Media & Society*, 0(0). <https://doi.org/10.1177/14614448211068530>

Christopher A. Bail & Taylor W. Brown (2019), "Prestige, Proximity, and Prejudice: How Google search terms diffuse across the world", *American Journal of Sociology*

Halford S, Weal M, Tinati R, et al. (2018) Understanding the production and circulation of social media data: Towards methodological principles and praxis. *New Media & Society* 20(9): 3341–3358

Frade C (2016) Social theory and the politics of Big Data and method. *Sociology* 50(5): 863–877.

Murthy D (2008) Digital ethnography: An examination of the use of new technologies for social research. *Sociology* 42(5): 837–855.

Marres, N. (2017), *Digital sociology: The reinvention of social research*, John Wiley & Sons.

Soja E (1996) *Third Space: Journeys to Los Angeles and Other Real and Imagined Spaces*. Cambridge, MA: Blackwell.

Golding P (2000) Forthcoming features: Information and communications technologies and the sociology of the future. *Sociology* 34(1): 165–184

Kennedy H, Hill R (2018) The feeling of numbers: Emotions in everyday engagements with data and their visualisation. *Sociology* 52(4): 830–848.

Kitchin R, McArdle G (2016) What makes Big Data, Big Data? Exploring the ontological characteristics of 26 datasets. *Big Data & Society* 3(1): 1–10.

Roth S, Luczak-Roesch M (2020) Deconstructing the data life-cycle in digital humanitarianism. *Information, Communication & Society* 23(4): 555–571.

Robards B, Bennett A (2011) MyTribe: Post-subcultural manifestations of belonging on social network sites. *Sociology* 45(2): 303–317.

Schradie, J. (2019). *The revolution that wasn't: How digital activism favors conservatives*. Harvard University Press.

Selwyn, N. (2019). *What is digital sociology?* (1st ed.) Polity Press.

Tinati R, Halford S, Carr L, et al. (2014) Big Data: Methodological challenges and approaches for sociological analysis. *Sociology* 48(4): 663–681

Liu, Z. (2021), Sociological perspectives on artificial intelligence: A typological reading. *Sociology Compass*, 15: e12851. <https://doi.org/10.1111/soc4.12851>

Wood A, Graham M, Lehdonvirta V, et al. (2019) Networked but commodified? The (dis)embeddedness of digital labour in the gig economy. *Sociology* 53(5): 931–950

Wynn J (2009) Digital sociology: Emergent technologies in the field and the classroom. *Sociological Forum* 24(2): 448–456.

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concepts which can be employed for understanding Digital Sociology	U	PSO1
CO2	Identify the major developments and concepts in relation to Network and Information society	U	PSO2
CO3	Examine the economic implications of digital and information society	An	PSO2, 3
CO4	Acquire skills for analyzing the impact of Big Data and Artificial Intelligence every day life	E	PSO 2,3
CO5	Evaluate the trends and patterns of digital age and the implications it has on the social life	C	PSO4,5

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the concepts which can be employed for understanding Digital Sociology	PSO1	R& U	C	L	
2	Identify the major developments and concepts in relation to Network and Information society	PSO2	U	C	L	
3	Examine the economic implications of digital and information society	PSO2, 3	An	P	L	
4	Acquire skills for analyzing the impact of Big Data and Artificial Intelligence every day life	PSO 2,3	E	P	L	

5	Evaluate the trends and patterns of digital age and the implications it has on the social life	PSO4,5	C	M	P	
---	--	--------	---	---	---	--

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



University of Kerala

Discipline	Sociology				
Course Code	UK7DSESGY414				
Course Title	Academic Writing and Publishing				
Type of Course	DSE				
Semester	7				
Academic Level	4000-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4 hours
Pre-requisites	1. Basic language and writing skill, with sociological perspective				



Course Summary	"Academic Writing Skills" is a comprehensive course offered by universities to enhance students' abilities in scholarly writing. Through this course, students learn fundamental writing techniques, including thesis development, paragraph organization, and citation methods. Emphasis is placed on critical analysis, research proficiency, and effective communication of ideas. Students engage in practical exercises, peer review, and instructor feedback to refine their writing skills. By the end of the course, students emerge with enhanced competencies in academic writing required to produce clear, coherent, and academically sound written work essential for success in their academic and professional endeavors.
----------------	--

### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Introduction to Academic Writing</b>		<b>10</b>
	1	Understanding academic writing	2
	2	Purpose of academic writing	2
	3	Characteristics of Academic writing -Analytical approach, Use of Evidence, Sociological imagination, Citation and reference	3
	4	Types of Publications- Journals, Books, Seminar Proceedings, Research working papers	3
<b>II</b>	<b>Research and Information Analysis</b>		<b>12</b>
	5	Understanding the research process: from topic selection to literature review	3
	6	Incorporating sources effectively: paraphrasing, summarizing, and quoting.	3
	7	Reading & Analyzing Sociological Texts – Active reading skills, critical analysis frameworks, and identifying sociological arguments.	3
	8	Evaluating sources: credibility, reliability, and relevance	3
<b>III</b>	<b>Structuring and Organising of Academic Paper</b>		<b>16</b>
	9	Understanding the structure of academic papers: introduction, body, conclusion	2
	10	Steps in academic writing skills	1
	11	Developing Thesis Statements – Formulating clear and focused thesis statements.	1
	12	Structure and Paragraph Development – Organizing essays, crafting thesis-driven paragraphs	1

	13	Elements of a Sociological arguments- Theory and Concepts, Research and Evidence, Data analysis, Contextualization, Interpretations	2
	14	Organizing ideas logically and coherently	2
	15	Techniques for writing clear and concise paragraphs	2
	16	Writing effective Conclusion	2
	17	Ethical considerations in research and writing: Plagiarism, citation styles (APA, MLA, Chicago) and IPR	3
<b>IV</b>	<b>Writing Strategies and Techniques</b>		<b>12</b>
	18	Strategies for academic writing – planning, precision, conciseness	2
	19	Sentence structure -Enhancing clarity and coherence	2
	20	Strategies for improving writing style: Read, Revise and Research, use active voice, avoiding jargon etc. and Leveraging Technology in Academic Writing (Use of writing tools like Grammarly)	2
	21	Revision and editing techniques: proofreading, peer review, and self-assessment	2
	22	Addressing common writing challenges: writer's block, time management, etc.	2
<b>V</b>	<b>Open Content</b>		<b>10</b>
	<b>Book Review</b> :Prepare a book review <b>Writing an abstract</b> :Prepare an abstract based on a journal article <b>Draft an article</b> : Develop a three-page article on any topic of students' choice applying the writing techniques		

### Additional Readings

Mills, C. W. (2000). The sociological imagination. Oxford University Press.

Andersen, M. L., & Taylor, H. F. (2019). Sociology: The essentials (10th ed.). Cengage Learning.

Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.

Sociology Writing Group (2001). Academic writing: Language, presentation, and citation. In Learning guide for sociology (pp. 7-8).

Czarniawska, B. (2007). Social sciences writing. Sage Publications.

DeVault, J. S. (1999). Fathers, mothers, and children: How society shapes family relationships. Westview Press. (Chapter 1 & 2 on writing research papers)

Feagin, J. R., & McKinney, K. D. (2009). The craft of research. Pearson Prentice Hall. (Chapters on writing research reports)

- Griffiths, H., & Watson, D. (2010). *Teaching social science research methods*. Sage Publications. (Chapter on writing research reports)
- Locke, K. D. (2015). *The sociology student's guide to writing*. John Wiley & Sons. 1
- Raab, C. D., & Selznick, R. (2012). *Social science research design and statistics*. Wadsworth Cengage Learning. (Chapter on writing research reports)
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Sage Publications.
- Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- Hacker, D., & Sommers, N. (2016). *A writer's reference* (8th ed.). Bedford/St. Martin's.
- Williams, J. M., & Bizup, J. (2017). *Style: Lessons in clarity and grace* (12th ed.). Pearson.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Sage Publications.
- Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- Hacker, D., & Sommers, N. (2016). *A writer's reference* (8th ed.). Bedford/St. Martin's.
- Williams, J. M., & Bizup, J. (2017). *Style: Lessons in clarity and grace* (12th ed.). Pearson.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
- Guru, G. S. (2004). *Methods of social research* (2nd ed.). Sage Publications. (Classic Indian text on research methodology)
- Jesudason, A. V. (2016). *The art of writing research papers: A handbook for students*. Springer. (Practical guide to research writing in social sciences context)
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd revised ed.). New Age International (India) Publishers. (Comprehensive text on research methods)
- Mehta, M. M., & Ranade, S. P. (2012). *Conducting action research in education*. Sage Publications India. (Focuses on action research methods, relevant for some sociological projects)
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating diverse methodologies* (4th ed.). Sage Publications India. (Indian edition of a classic text on qualitative research methods)
- Sekhar, M. C. (2016). *Research methodology: A guide for teachers, research scholars and research workers*. Sage Publications India. (Another comprehensive text on research methodology)
- Turabian, C. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.
- Wolcott, H. F. (2009). *Writing up qualitative research* (3rd ed.). Oxford University Press.

Fink, A. (2014). Conducting research literature reviews: From question to findings. SAGE Publications.

Lester, J. (2021). Writing research papers: A guide for students in the social sciences (16th ed.). Pearson.

### Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Students will be able to define and identify the key characteristics of academic writing compared to other forms of writing.	U	PSO1
CO2	Students will be able to identify and synthesize information from various academic sources.	E	PSO2
CO3	Students will be able to develop a clear and concise academic writing style with proper tone and register.	An	PSO2, 3
CO4	Students will be able to produce well-structured, researched, and persuasive academic writing adhering to disciplinary conventions.	Ap	PSO 4,5

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

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Students will be able to define and identify the key characteristics of academic writing compared to other forms of writing.	PSO1	U	C	L	
2	Students will be able to identify and synthesize information from various academic sources.	PSO2	E	C	L	
3	Students will be able to develop a clear and concise academic writing style with proper tone and register.	PSO2, 3	An	P	L	
4	Students will be able to produce well-structured, researched, and persuasive academic writing adhering to disciplinary conventions.	PSO 4,5	Ap	M	L	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	Sociology				
Course Code	UK7DSESGY415				
Course Title	Economic Sociology				
Type of Course	DSE				
Semester	7				
Academic Level	4000-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4 hours
Pre-requisites	Basic understanding of Sociological concepts				

Course Summary	The course intends to make the students familiar with the socio-cultural base of the economic processes production, distribution, exchange, consumption and markets. By familiarising students with the concepts, empirical studies and theoretical perspectives, the course intends to enable students to undertake sociological analysis of the economic processes
----------------	--

### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Module:1 Economic Sociology-Concepts</b>		<b>10</b>
	1	Value ,Money and Rationality	2
	2	Property,Property relations	2
	3	Reciprocity,Redistribution	3
	4	Exchange and Types of Exchange	3
<b>II</b>	<b>Module 2:Theoretical perspectives on Economic Sociology</b>		<b>12</b>
	5	Philosophy of Money-Simmel	3
	6	Conspicuous Consumption-Veblen	3
	7	Economy as Instituted process- Polanyi	3
	8	Problem of embeddedness-Granovetter	3
<b>III</b>	<b>Module 3:Systems of Production and Social Change</b>		<b>16</b>
	9	Forces of production and Relations of Production	2
	10	Pastoralism and Horticulturalism	1
	11	Domestic mode of production	1
	12	Peasants and Peasant economy	1
	13	Capitalism-basic notions and dimensions	2
	14	Socialism-prerequisites and varieties	2
	15	Liberal and Neoliberal ethos	2
	16	Welfare and the Neoliberal State	2
	17	Neoliberalism and Possible Alternatives?	3
<b>IV</b>	<b>Module 4:Markets and Consumption</b>		<b>12</b>
	18	Market-Institutional approach	2
	19	Market and morals	2

	20	Consumer culture	2
	21	Ethical consumption-Fair trade and Environmental Justice	2
	22	Consumption in virtual worlds	2
<b>V</b>	<b>Open Content</b>		<b>10</b>
	<p><b>Field exposure and report:</b> Exposure visit to market to study the significance of market as a social institution <b>and</b> presentation of report</p> <p><b>Case presentation:</b> Case of different exchanges and particularly Kula ring of exchange can be given as a case for presentation</p> <p><b>Campus survey on online buying behaviour and discussion :</b> Survey may be organised using digital tools to understand the buying behaviour among the college students and a discussion can be held on ethical consumption</p>		

## References

Polanyi, K. (1958). "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder Colorado, West View Press. pp. 27-50

Wilk, Richard R.(1996) Economies and Cultures. Boulder, Colo.: Westview Press

Fligstein, Neil & Dauter, Luke,(2006). "[The Sociology of Markets](#)," [Institute for Research on Labor and Employment, Working Paper Series](#) , Institute of Industrial Relations, UC Berkeley.

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness, American Journal of Sociology, Vol.91, No.3 (Nov), 1985

Swedberg,R.,(1991) Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.

Bohannan, P. and G. Dalton (eds.)( 1962) Markets in Africa. Evanston, Illinois, North western University. pp. 1-26.

Zelizer, Viviana A. (1989) The Social Meaning of Money: Special Monies' in American Journal of Sociology, Vol.95. (Sept.)

Verdery, Katherine(1996). What Was Socialism, And What Comes Next? Princeton, N.J.: Princeton University Press.

Hann, Chris. and Keith Hart(2011). Economic Anthropology. Cambridge, UK: Polity Press

Smelser, Neil. J. and Richard Swedberg(1994) The Sociological Perspective on the Economy in N.J. Smelser and Richard Swedberg (eds).1994.The Handbook of Economic Sociology



Velthius, lav. The hanging Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter( 1999). American Journal of Economics and Sociology, Vol. 58, No.4. pp. 629-649

Sahlins, M. 1974. Stone Age Economics. London, Tavistock. Ch. 4. pp 149-183 Hilton, Rodney.1973. Bond Men Made Free. London. Methern.

Appadurai, A. 1986.The Social Life of Things: Commodities in Cultural Perspective. Cambridge, Cambridge University Press.

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Understand the concepts related to interrelationships between society and economy	U	PSO1
CO2	Examine the transformations in the systems of production and to evaluate its impact on the society and culture	E	PSO2
CO3	Develop theoretical understanding on intersections of economy, society and culture	E	PSO2, 3
CO4	Analyze the how the market and consumption patterns can be interrelated to the social transformation	An	PSO 4,5
CO5	Equip with analytical skills to undertake enquiries on intersectionalities of economy and society	Ap	PSO 5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the concepts related to interrelationships between society and economy	PSO1	U	C	L	

2	Examine the transformations in the systems of production and to evaluate its impact on the society and culture	PSO2	E	C	L	
3	Develop theoretical understanding on intersections of economy, society and culture	PSO2, 3	E	P	L	
4	Analyze the how the market and consumption patterns can be interrelated to the social transformation	PSO 4,5	An	M	L	
5	Equip with analytical skills to undertake enquiries on intersectionalities of economy and society	PSO 5	Ap	M	L	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



**University of Kerala**

Discipline	Sociology
Course Code	UK7DSESGY416
Course Title	Globalisation and Society
Type of Course	DSE
Semester	7
Academic Level	400-499

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4 hours
Pre-requisites	Basic understanding of Sociological concepts				
Course Summary	The course intends to make the students familiar with the social,cultural,political, environemntal and technological proceeses initiated by the globalisation.The course will enable the students to become futuristic in relation to the developments that happen at global level .				

### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Module:1 Globalization:History, Features and Phases</b>		<b>10</b>
	1	Globalisation- meaning and nature	2
	2	Globalisation-features	2
	3	Historical perspectives	3
	4	Phases of Globalisation	3
<b>II</b>	<b>Module 2:Globalisation and Culture</b>		<b>12</b>
	5	Cultural Globalisation	3
	6	Agents of Cultural Globalisation	3
	7	Cultural Homogenisation or Hybridization	3
	8	<i>'Cultural dimensions of Globalisation'</i> -Arjun Appadurai	3
<b>III</b>	<b>Module 3: Polity and Economy in Globalisation</b>		<b>16</b>
	9	Economic Globalisation-The Bretton Wood system	2
	10	Global trade-Economic chains and networks	1
	11	Global Consumption -processes and sites	1
	12	<i>'Darker side of Globalisaiton'</i> -Joseph E Stiglitz	2
	13	The declining authority of Nation States - <i>Nations as Imagined Communities</i> - Benedict Anderson	2
	14	Global Governance -Role of networked organisation	2
	15	International NGOs and Globalisation	2
	16	Global diaspora and Brain drain	2

	17	Globalisation of Human Trafficking	2
<b>IV</b>	<b>Module 4:Globalisation and Environment</b>		<b>12</b>
	18	Global Climatic change	2
	19	<i>Global Justice movements</i> -Geoffrey Pleyers	2
	20	Global Social Forums -Themes	2
	21	Ethical consumption-Fair trade and Environmental Justice	2
	22	Consumption in virtual worlds	2
<b>V</b>	<b>Open Content</b>		<b>10</b>
	<p><b>Poster presentation and Discussion</b> :Prepare poster on the history and themes of different World Social Forums and conduct a discussion</p> <p><b>Debates</b>:Conduct debate on sites of Global consumptions and the process of global chains and the working of sweat shops in Special Economic Zones</p> <p><b>Seminar paper</b>:Seminar paper can be presented on Environment Justice citing the case of engagements of International NGOs like Green Peace,World Wild Life Fund etc.</p>		

## References

- James, P., and Veltmeyer, H.200, Globalisation Unmasked London: Zed Books.
- Ritzer,Geroge, Paul,Dean(2015) Globalisation-A Basic text, Oxford:Wiley Blackwell
- Khor, Martin,2001, Rethinking Globalisation ,London: Zed Books.
- Launcher,Frank J, Boli,John (2015) The Globalisaiton Reader, Oxford: Wiley Balackwell
- Nayyar, D., (ed.) 2002,Governing Globalisation : Issues and Institutions,Delhi:Oxford University Press.
- Scholtze, J.A., Globalisation:2000, A Critical Introduction, Basingstoke: Palgrave.
- Stiglitz, J.2002, Globalization and its Discontents London: Pengiun.
- White, B., Little, R., and Smith, M., (eds.)2001, Issues in World Politics Basingstoke: Palgrave, 2nd edn.
- Giddens Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge,New York.
- Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation,Mumbai.
- Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London.
- Lechner F. and Boli J.(ed), 2000, The Globalization,Oxford: Wiley Blackwell
- Jogdanad,P.G, Michael, S.M(2003) Globalisaiotn and Social Movements, Jaipur:Rawat

## Course Outcomes

CO	CO Statement	Cognitive Level*	PSOs addressed
CO1	Examine the concepts related to Globalisation and the process of social change accelerated by Globalisation	U	PSO1
CO2	Evaluate the transformations and adaptations and in the cultural system due to impact of Globalisation	E	PSO2
CO3	Develop theoretical understanding on implications of Globalisation on Economy and Polity of nation states and viceversa	E	PSO2, 3
CO4	Analyze the how environment issues are becoming global or global environment issues turns local	An	PSO 4,5
CO5	Equip with analytical skills to undertake independent inquiries on the intersectionality of economy,culture,polity and environment in both global and at local level	Ap	PSO3,5
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Examine the concepts related to Globalisation and the process of social change accelerated by Globalisation	PSO1	U	C	L	
2	Evaluate the transformations and adaptations and in the cultural system due to impact of Globalisation	PSO2	E	C	L	
3	Develop theoretical understanding on implications of Globalisation on Economy and Polity of nation states and viceversa	PSO2, 3	E	P	L	

4	Analyze the how environment issues are becoming global or global environment issues turns local	PSO 4,5	An	M	L	
5	Equip with analytical skills to undertake independent inquires on the intersectionality of economy,culture,polity and environment in both global and at local level	PSO3, 5	Ap	M	L	

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

	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	2	2	2	1					
CO 2	2	3	2	3	2		1				
CO 3	2	3	3	2	2			1			
CO 4	2	2	2	3	3				1		
CO 5	2	2	2	3	3					8	

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)

- Final Exam (70%)

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓