



UNIVERSITY OF CALICUT

**Abstract**

General and Academic - Faculty of Humanities- Scheme and Syllabus of BA Sociology Programme (including Dual Core) w.e.f 2020 Admission onwards -Incorporating Outcome Based Education- Implemented - Subject to ratification by Academic Council -Orders Issued

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**G & A - IV - B**

U.O.No. 5454/2021/Admn

Dated, Calicut University.P.O, 21.05.2021

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- Read:-*1. U.O.No. 8794/2019/Admn dated 04.07.2019  
2. Minutes of the meeting of the BoS in Sociology UG held on 18.03.2021(Item No.1)  
3. Remarks of the Dean Faculty of Humanities, dated 05.05.2021.

**ORDER**

1. The scheme and syllabus of BA Sociology Programme (including Dual Core) in accordance with CBCSS UG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University, vide paper read (1) above.
2. The meeting of the Board of Studies in Sociology UG, held on 18.03.2021, vide paper read (2) above, approved Out Come Based Education (OBE) in the existing syllabus of BA Sociology Programme, under CBCSS UG Regulations 2019, without changing the content, w.e.f 2020 admission onwards.
3. The Dean Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Sociology UG held on 18.03.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 09-05-2021 to implement Outcome Based Education in the existing syllabus of BA Sociology Programme (CBCSS UG 2019) without changing the content, with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of BA Sociology Programme (including Dual Core) under CBCSS UG Regulations 2019 incorporating Outcome Based Education (OBE) in the existing syllabus, without changing the content is therefore implemented with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Arsad M

Assistant Registrar

To

The Principal of all Affiliated Colleges  
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE II/EX and EG  
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Section Officer

# **UNIVERSITY OF CALICUT**

## **BA SOCIOLOGY SYLLABUS**

*Under*

**Choice Based Credit and Semester System for  
Under Graduate Curriculum 2019**

**(CBCSSUG 2019)**

*for*

**BA Sociology Degree Programme**

**(Pattern I and Pattern II)**

**(2020 Admissions Onwards)**

## Introduction

The Board of Studies in Sociology UG initiated the revision of the existing curriculum for BA Degree Programme with a broad vision of extending the scope of Academic practices in Sociology by familiarizing the learners the recent advances in the subject and to make the subject sensitive to address the social issues in proximity. The restructuring of the above has been done with utmost care to include the perspectives on Indian Society in General and Kerala Society in particular. The designing of modules in each course has been done by this mission and vision. The curriculum ensures adequate justice to topics of social issues of contemporary significance. It also aims at equipping the stake holders with an orientation to apply the knowledge they acquire in significant areas of everyday life in relation to the science of society. Core courses and complimentary courses are selected for making the learners aware of the most essential aspects of sociology and to enabling the students to sensitise the surrounding social issues. The curriculum also offers three Open Courses in the 5th semester and the student has the option to select one among them according to their preference. The curriculum includes a Choice-based Core Course (6thSemester) and the institution can select one among the three Choice-Based Courses. The total credit of the programme is limited to 120 and UG Programme in Sociology includes:

- a) Common Course: (English, Additional Language).
- b) Complementary Courses (For Pattern I-Single Core Programme)
- c) Core Course.
- d) Open Course.
- e) Elective Core Courses
- f) Project.

Separate credit distribution schemes are formulated for Pattern I (Single Core & SDE) and Pattern II (Dual Core). Contrary to the previous syllabus, students under Pattern II (Dual Core) need not have to do Project Work in two core subject. They have the choice to do Project either in Core A or Core B. Even though there are differences in allocation of credits for Project and Elective Core Course between Pattern I and Pattern II, efforts have been made to synchronize the two streams for reducing the burden of conducting separate examinations for the Core courses.

The revised curriculum is proudly submitted before the academic community so as to enable them to cultivate an interest in Sociology and deepen their knowledge and make them conscious and functionally committed to the society and its changing scenario.

## **Aims and Objectives**

Adhering to the curriculum objectives as prescribed by the UGC constituted Curriculum Development Committee (CDC), the Board of Studies in Sociology (U.G) and faculty of social sciences redrafted the course content by provisions for doing project work and assessment of scholastic achievement by adopting learner centred mode. The course objectives are stated with an orientation to facilitate Outcome based Education (OBE) curriculum.

### **Programme Specific Outcome (PSOs)**

1. Getting an exposure to the fundamental concepts and theories in acquiring skills for sociological imagination.
2. Achieve critical sensibility towards social, economic and political situation and to develop critical thinking ability
3. Exhibit oral and written communication skills in disseminating sociological knowledge.
4. Improve proficiency in applying sociology and enhance employability

At present, almost the entire sociology curriculum is classroom centered. Since society is the wider laboratory in which sociological knowledge is produced and refined, it is necessary to enliven the teaching of sociology by making it oriented to existential and social reality. This can be done, wherever possible, by incorporating field-based learning and project work. Apart from field trips to institutions and events, the students should be made to prepare reports focusing on social reality.

Broadly, three orientations can be delineated with reference to the teaching of sociology:

- Social orientation (as in responsible citizenship education)
- Knowledge orientation (as in personality and skill development),
- Job orientation (as in vocational courses)

Keeping these orientations in mind, the Board of Studies emphasizes the following as objectives of sociology education:

[a] to equip the students to critically understand and interpret social reality

[b] to generate in students a distinct sociological perspective on socioeconomic and cultural reality

[c] to enhance the social sensitivity and sensibility of the students

[d] to help students acquire skills that will be useful to them in their personal and professional life.

It is of the view that assessment should support and encourage broad instructional goals such as basic knowledge of the discipline of sociology including phenomenology, theories, techniques, concepts and general principles, encouragement of students' attributes including curiosity, creativity and reasoned skepticism and understanding the link of sociology to other disciplines. With this in mind it aims to provide a firm foundation in every aspect of sociology and to explain the modern trends in sociology.

### **Scope, Application & Commencement**

*The Syllabus herein shall apply to all Regular/SDE/Private Sociology UG Programmes conducted by the University of Calicut for the admissions commencing from 2019, with effect from the academic year 2019-2020.*

*Every programme conducted under the Choice Based Credit and Semester System in a college shall be monitored by the College Council and every UG Programme conducted under CBCSSUG in SDE/ Private Registration shall be monitored by the Director, School of Distance Education (hereafter called SDE).*

## **COURSE DESCRIPTION AND PROVISIONS**

### **(As per CBCSS UG 2019 Regulations)**

#### **1. DEFINITIONS**

1. **'Programme'** means the entire course of study and examinations for the award of a degree.
2. **'Duration of programme'** means the time period required for the conduct of the programme. The duration of a UG degree programme shall be six semesters distributed in a period of 3 years or eight semesters in a period of 4 years.
3. **'Academic Week'** is a unit of five working days in which distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day. A sequence of 18 such academic weeks constitutes a semester.
4. **'Semester'** means a term consisting of 18 weeks (16 instructional weeks and two weeks for examination).

5. '**Course**' means a segment of subject matter to be covered in a semester.
6. '**Common course**' means a course that comes under the category of courses, including compulsory English and additional language courses and a set of general courses applicable for Language Reduced Pattern (LRP) programmes, the selection of which is compulsory for all students undergoing UG programmes.
7. '**Core course**' means a compulsory course in a subject related to a particular degree programme.
8. '**Open course**' means a course which can be opted by a student at his/her choice.
9. '**Complementary course**' means a course which is generally related to the core course.
10. '**Improvement course**' is a course registered by a student for improving his/her performance in that particular course.
11. '**Ability Enhancement course/Audit course**' is a course which is mandatory as per the directions from the Regulatory authorities like UGC, Supreme Court etc.
12. '**Department**' means any Teaching Department in a college offering a course of study approved by the University as per the Statutes and Act of the University.
13. '**Department Co-ordinator**' is a teacher nominated by a Dept. Council to co-ordinate all the works related to CBCSSUG undertaken in that department including continuous evaluation.
14. '**Department Council**' means the body of all teachers of a department in a college.
15. '**Parent Department**' means the Department which offers a particular degree programme.
16. '**College Co-ordinator**' is a teacher nominated by the college council to co-ordinate the effective running of the process of CBCSS including internal evaluation undertaken by various departments within the college. She/he shall be the convenor for the College level monitoring committee.
17. '**College level monitoring committee**'. A monitoring Committee is to be constituted for CBCSS UG at the college level with Principal as Chairperson, college co-ordinator as convenor and department co-ordinators as members. The elected College union chair person shall be a member of this committee.
18. '**Faculty Adviser**' means a teacher from the parent department nominated by the Department Council, who will advise the student in the academic matters and in the choice of open courses.

19. **'Credit'(C)** is a unit of academic input measured in terms of weekly contact hours/course contents assigned to a course.

20. **'Extra Credit'** is the additional credit awarded to a student over and above the minimum credits required in a programme, for achievements in co-curricular activities and social activities conducted outside the regular class hours, as decided by the University. For calculating CGPA, extra credits will not be considered.

21. **'Letter Grade'** or simply 'Grade' in a course is a letter symbol (O,A+, A,B+, B, C, P, F, I and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on his/her performance in various examinations. The Letter grade that corresponds to a range of CGPA is given in Annexure-I.

22. Each letter grade is assigned a **'Grade Point' (G)** which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course. **Grade Point** means point given to a letter grade on 10 point scale.

23. **'Semester Grade Point Average' (SGPA)** is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to three decimal places. SGPA determines the overall performance of a student at the end of a semester.

24. **'Credit Point'(P)** of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course:  $P=G \times C$

25. **'Cumulative Grade Point Average' (CGPA)** is the value obtained by dividing the sum of credit points in all the semesters taken by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to three decimal places.

26. **Grade Card** means the printed record of students' performance, awarded to him/her.

27. **Course teacher:** A teacher nominated by the Head of the Department shall be in charge of a particular course.

28. **'Dual core'** means a programme with double core subjects, traditionally known as double main.

29. **'Strike off the roll'** A student who is continuously absent for 14 days without sufficient reason and proper intimation to the Principal of the college shall be removed from the roll.

Words and expressions used and not defined in the regulation, but defined in the Calicut University Act and Statutes shall have the meaning assigned to them in the Act and Statutes.

## 2. PROGRAMME STRUCTURE

**Duration:** The duration of a UG Programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

**Courses:** The UG Programme shall include five types of courses, viz; Common Courses (Code A), Core courses (Code B), Complementary courses (Code C), Open Course (Code D) and Audit courses (Code E).

**Course code :** Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 6) in which the course is offered, the code of the course (A to E) and the serial number of the course (01,02 .....). The course code will be centrally generated by the university. For example: ENG2A03 represents a common course of serial number 03 offered in the second semester and PHY2B02 representing second semester Core course 2 in Physics programme.

**Common Courses:** In general, every UG student shall undergo 10 common courses (total 38 credits) chosen from a group of 14 common courses listed below, for completing the programme

A01. <i>Common English Course 1</i>	English courses A01-A06 applicable to BA/BSC Regular pattern
A02. <i>Common English Course II</i> A03. <i>Common English Course III</i> A04. <i>Common English Course IV</i> A05. <i>Common English Course V</i> A06. <i>Common English Course VI</i>	English courses A01-A04 applicable to Language Reduced Pattern (LRP) Programmes B.com, BBA, BBA (T), BBM, B.Sc (LRP), BCA etc.
A07. <i>Additional Language Course I</i> A08. <i>Additional Language Course II</i> A09. <i>Additional Language Course III</i> A10. <i>Additional Language Course IV</i>	Addl. Language courses A07-A10 applicable to BA/B.Sc Regular Pattern  Addl. Language courses A07-A08 applicable to Language Reduced Pattern (LRP) Programmes
A11. <i>General Course I</i> A12. <i>General Course II</i> A13. <i>General Course III</i> A14. <i>General Course IV</i>	Applicable to Language Reduced Pattern (LRP) Programmes

Common courses A01-A06 shall be taught by English teachers and A07-A10 by teachers of additional languages respectively. General courses A11-A14 shall be offered by teachers of departments offering core courses concerned.

General courses I, II, III and IV shall be designed by the group of boards concerned.



### Common Courses in various programmes

No.	Programme	Semester I	Semester II	Semester III	Semester IV
1	B.A. Sociology	A01, A02, A07	A03, A04, A08	A05, A09	A06, A10

**Core courses:** Core courses are the courses in the major (core) subject of the degree programme chosen by the student. Core courses are offered by the parent department.

**Complementary courses:** Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for B.A Programmes. The complementary courses in first and fourth semester (Type 1) shall be the same. Similarly the complementary courses in second and third semester (Type 2) shall be the same. The college can choose any complementary course either in Type1 or in Type2 for a programme. Once they choose the complementary courses that should be intimated to the university. If a college wants to change the complementary course pattern (Type 1 or Type 2) prior sanction has to be obtained. All other programmes, existing pattern will follow.

**Open courses:** There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the University. Total credit allotted for open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

**Common and open courses under SDE/Private Registration:** Existing pattern (as in CUCBCSSUG 2014) shall be followed under SDE/ Private Registration.

**Ability Enhancement courses/ Audit courses:** These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc(optional).The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The lists of courses in each semester with credits are given below.

<b>Course with credit</b>	<b>Semester</b>
Environment Studies – 4	1
Disaster Management - 4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection - 4	3
*Gender Studies/Gerontology- 4	4

\* Colleges can opt any one of the courses.

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

**Credits:** A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common English courses and 16 for common languages other than English) credits shall be from common courses, 2 credits for project/ corresponding paper and 3 credits for the open course.(In the case of LRP Programmes 14 credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses). The maximum credits for a course shall not exceed 5. Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

**Attendance:** A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college /university with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonation during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a **provisional registration** is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

**Grace Marks:** Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

**Project:** Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology as per the curriculum. College shall have the liberty to choose either of the above. But SDE/Private Registration students shall write the Research Methodology course instead of project. Board of Studies concerned shall prepare the syllabus for the same.

### **3. BOARD OF STUDIES AND COURSES**

The UG Boards of Studies concerned shall design all the courses offered in the UG programmes. The Boards shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified/re-designed courses to facilitate better exposure and training for the students.

The Syllabus of a course shall include the title of the course, the number of credits, maximum marks for external and internal evaluation, duration of examination hours, distribution of internal marks and reference materials. The Board of Studies concerned has the liberty to decide whether the questions can be answered in Malayalam or not. Maximum efforts shall be made to maintain a uniform pattern while designing the courses, project, viva, practical etc. in the scheme and syllabus of various programmes coming under same faculty.

The Syllabus for Common Courses, even though prepared by different Boards of Studies, may be put under a separate head as Syllabus for Common Courses.

Each course has an alpha numeric code, the number of credits and title of the course. The code gives information on the subject, the semester number and the serial number of the course. Each module/chapter may mention the number of questions to be asked in each section in the Question paper.

The syllabus of each course shall be prepared module wise. The course outcomes are to be clearly stated in the syllabus of all subjects including laboratory subjects, the number of instructional hours and reference materials are also to be mentioned against each module. Since a semester contains 16 instructional weeks, the same may be considered in the preparation of the syllabi.

The scheme of examination and model question papers are to be prepared by the Board of Studies. The number of questions from each module in each section may be given along with the syllabus.

A Question Bank system shall be introduced. Boards of Studies shall prepare a Question Bank, module wise, atleast 8 times to that required for a Question paper.

Boards of Studies should make the changes in the syllabi and text books in consultation with the teachers. Each Course should have a Preamble which clearly signifies the importance of that course. The Higher secondary syllabus also to be taken into account while preparing the UG syllabus.

Boards of Studies have to be constantly in touch with renowned Indian Universities and at least a few foreign universities. Subject experts have to be identified in all major fields of study and endeavour, and consulted frequently.

#### 4. ADMISSION

The admission to all programmes will be as per Rules and Regulations of the University. The eligibility criteria for admission shall be as announced by the University from time to time. Separate rank lists shall be drawn up for reserved seats as per the existing rules.

The admitted candidates shall subsequently undergo the prescribed courses of study in a college affiliated to the University for six semesters within a period of not less than three years; clear all the examinations prescribed and fulfill all such conditions as prescribed by the University from time to time.

The college shall make available to all students admitted a prospectus listing all the courses offered in various departments during a particular semester. The information so provided shall contain title of the courses, the semester in which it is offered and credits for the courses. Detailed syllabi shall be made available in the University/college websites.

There shall be a uniform calendar prepared by the University for the registration, conduct/schedule of the courses, examinations and publication of results. The University shall ensure that the calendar is strictly followed.

Admission notification and the academic calendar for SDE/Private Registration will be prepared and issued by SDE.

There shall be provision for Inter Collegiate and Inter University Transfer in third and fifth semester within a period of two weeks from the date of commencement of the semester. College transfer may be permitted in Second and Fourth semester also without change in complementary course within a period of two weeks from the date of commencement of the semester concerned.

Complementary change at the time of college transfer is permitted in the third semester if all conditions are fulfilled.

**Core/Complementary change under SDE/Private Registration:** Existing rule (as in CUCBCSS UG 2014) shall be followed in Core/Complementary Change.

CBCSS regular students can join distance education stream/Private Registration in any semester in the same programme or different one. If core and complementary courses are different, they have to undergo them in the new stream. The marks/grace obtained for common courses will be retained.

A student registered under distance education stream/Private Registration in the CBCSS pattern may be permitted to join the regular college (if there is a vacancy within the sanctioned strength) in the third and fifth semester with the same programme only. If there

is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch. iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to join.

Provision for credit transfer is subject to common guidelines prepared by the faculty concerned.

There shall be provision for Readmission of students in CBCSSUG 2019.

The Principal can grant readmission to the student, subject to the conditions detailed below and in form the matter of readmission to the Controller of Examinations within one month of such readmission.

This readmission is not to be treated as college transfer.

There should be a gap of at least one semester for readmission.

The candidate seeking readmission to a particular semester should have registered for the previous semester examination.

Readmission shall be taken within two weeks from the date of commencement of the semester concerned.

For readmission, the vacancy should be within the sanctioned strength in the parent college. If there is no vacancy in the junior batch of the parent college, re admission can be taken in another college with the junior batch if there is vacancy within the sanctioned strength in the concerned college.

If there is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to take readmission.

If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies/ Faculty concerned. For readmission to CBCSS UG2019 involving scheme change, the Principal concerned shall report the matter of readmission to Controller of Examinations with the details of previous semesters and course undergone with credits within two weeks in order to fix the deficiency/excess papers.

## 5. REGISTRATION

Each student shall make an online registration for the courses he/she proposes to take, in consultation with the Faculty Adviser within two weeks from the commencement of each semester. The college shall send a list of students registered for each programme in each semester giving the details of courses registered, including repeat courses, to the University in the prescribed form within 45 days from the commencement of the semester.

It is mandatory that the students who got admission under CBCSSUG2019 in SDE/Private shall register for the examinations of the concerned semesters in the same year itself.

A student shall be normally permitted to register for the examination if he/she has required minimum attendance. If the student has a shortage of attendance below 65% in a semester, the student shall be permitted to move to the next semester (if the attendance is more than 50% - Provisional registration) and can write the examination for the entire courses of the semester in which shortage of attendance occurs as supplementary examination only after the completion of the entire programme. In such cases, a request from the student may be forwarded through the Principal of the college to the Controller of Examinations within two weeks of the commencement of the semester. If the attendance is less than 50%, the student is ineligible to continue the programme and has to seek readmission. **There will not be any Repeat semester in CBCSSUG 2019.**

A student who registered for the course shall successfully complete the programme within 6 years from the year of first registration. If not, such candidate has to cancel the existing registration and join afresh as a new candidate.

For open courses there shall be a minimum of 10 and maximum of 75 students per batch. For other courses existing pattern will be followed.

Those students who have followed the UG Programmes in annual pattern or Choice based Credit & Semester System pattern can cancel their earlier registration and register afresh for CBCSSUG 2019 scheme in the same discipline or a different one.

The students who have attendance within the limit prescribed, but could not register for the examination have to apply for Token registration, within two weeks of the commencement of the next semester.

## 6. EXAMINATION

There shall be University examinations at the end of each semester. Practical examinations shall be conducted by the University as prescribed by the Board of Studies.

External viva-voce, if any, shall be conducted along with the practical examination/project evaluation.

The model of question papers may be prepared by the concerned Board of Studies. Each question should aim at – (1) assessment of the knowledge acquired (2) standard application of knowledge (3) application of knowledge in new situations.

Different types of questions shall possess different marks to quantify their range. A general scheme for the question paper is given in Annexure III.

Project evaluation shall be conducted at the end of sixth semester. 20% of marks are awarded through the internal assessment.

**Audit course:** The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions set by the University. The students can also attain the credits through online courses like SWAYAM, MOOC etc. The College shall send the list of passed students to the University at least before the commencement of fifth semester examination.

**Improvement course:** Improvement of a particular semester can be done only once. The student shall avail of the improvement chance in the succeeding year after the successful completion of the semester concerned. The students can improve a maximum of two courses in a particular semester (for SDE /Private registration students also). The internal marks already obtained will be carried forward to determine the new grade /mark in the improvement examination (for regular students). If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained. Improvement and supplementary examinations cannot be done simultaneously.

**Moderation:** Moderation is eligible as per the existing rules of the Academic Council.

## 7. EVALUATION AND GRADING

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given in Annexure-1



## **Course Evaluation**

The evaluation scheme for each course shall contain two parts

1) Internal assessment 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

### **Internal Assessment**

20% of the total marks in each course are for internal examinations. The marks secured for internal assessment only need to be sent to University by the colleges concerned.

The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses.

Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20%.

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board atleast one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the University by the college Principal after obtaining the signature of both course teacher and Head of the Department.

The Split up of marks for Test paper and Class Room Participation (CRP) for internal evaluation are as follows.

### **Split up of of marks for Test paper**

Range of Marks in Test Paper	Out of 8 (Maximum internal Marks is 20)	Out of 6 (Maximum internal marks is 15)
Less than 35%	1	1
35%- 45%	2	2
45% - 55%	3	3
55% - 65%	4	4
65% -85%	6	5
85% -100%	8	6

### **Split up of of marks for Calss Room Participation**

Range of CRP	Out of 4 (Maximum Internal marks is 20)	Out of 3 (Maximum internal marks is 15)
50% ≤CRP <75%	1	1
75% ≤CRP <85%	2	2
85 % and above	4	3

**Internal Assessment for SDE/Private Registration:** Regarding internal component, the student will have to attend a fill in the blank type/multiple choice type examination of 20 marks along with the external examination in SDE mode. The attendance component of internal marks is not mandatory for such students.

### **External Evaluation**

External evaluation carries 80% of marks. All question papers shall be set by the University. The external question papers may be of uniform pattern with 80/60 marks (The pattern is given in the Annexure III). The courses with 2/3 credits will have an external examination of 2 hours duration with 60 marks and courses with 4/5 credits will have an external examination of 2.5 hours duration with 80 marks.

The external examination in theory courses is to be conducted by the University with question papers set by external experts. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation and answer keys shall be provided by the University. The external examination in practical courses shall be conducted by two examiners—one internal and an external, the latter appointed by the University. The project evaluation with viva can be conducted either internal or external which may be decided by the Board of Studies concerned. (Guidelines are given in the Annexure II).

After the external evaluation only marks are to be entered in the answer scripts. All other calculations including grading are done by the University.

**Revaluation:** In the new system of grading, revaluation is permissible. The prevailing rules of revaluation are applicable to CBCSSUG2019.

Students can apply for photocopies of answer scripts of external examinations. Applications for photocopies/scrutiny/revaluation should be submitted within 10 days of publication of results. The fee for this shall be as decided by the University.

## **8. INDIRECT GRADING SYSTEM**

Indirect grading System based on a 10-point scale is used to evaluate the performance of students. Each course is evaluated by assigning marks with a letter grade (O,A+, A,B+, B, C, P, F, I or Ab) to that course by the method of indirect grading. (See Annexure).

An aggregate of P grade (after external and internal put together) is required in each course for a pass and also for awarding a degree (A minimum of 20% marks in external evaluation is needed for a pass in a course. But no separate pass minimum is needed for internal evaluation). No separate grade/ mark for internal and external will be displayed in the grade card; only an aggregate grade will be displayed. Also the aggregate mark of internal and external is not displayed in the grade card.

A student who fails to secure a minimum grade for a pass in a course is permitted to write the examination along with the next batch.

After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of a semester, a student should pass all courses. However, a student is permitted to move to the next semester irrespective of SGPA obtained.

SGPA of the student in that semester is calculated using the formula

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

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

$$\text{CGPA} = \frac{\text{Total credit points obtained in six semesters}}{\text{Total credits acquired (120)}}$$

SGPA and CGPA shall be rounded off to three decimal places. CGPA determines the broad academic level of the student in a programme and is the index for ranking students (in terms of grade points). An overall letter grade (cumulative grade) for the entire programme shall be awarded to a student depending on her/his CGPA(Annexure-I)

## **9. GRADE CARD**

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

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

three decimal places)

The final Grade card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree. The final grade card shall show CGPA (corrected to three decimal places), percentage of marks (corrected to two decimal places) and the overall letter grade of a student for the entire programme. The final grade card shall also include the CGPA and percentage of marks of common courses, core courses, complementary courses and open courses separately .This is to be done in a 10-point indirect scale. The final Grade card also contains the list of Audit courses passed and the details of Extra credits.

- Evaluation of Audit courses: The examination shall be conducted by the college itself from the Question Bank prepared by the University. The Question paper shall be of 100 marks of 3 hour duration. For SDE/Private students it may be of MCQ/ fill in the blank type questions or Online question paper may be introduced.

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## 10. CALICUT UNIVERSITY SOCIAL SERVICE PROGRAMME (CUSSP)

In this programme, a student has to complete 12 days of social service. This has to be completed in the first four semesters; 3 days in each semester. For the regular programme the student has to work in a Panchayath or Local body or in a hospital/poor home or old age home or in a Pain & palliative centre or any social work assigned by the College authorities. Students who engaged in College Union activities and participate in sports and cultural activities in Zonal level have to undergo only 6 days of CUSSP during the entire programme. The whole documents regarding the student should be kept in the college and the Principal should give a Certificate for the same. The list of students (successfully completed the programme) must be sent to the University before the commencement of the fifth semester examinations. A College level Co-ordinator and a Department level Co-ordinator shall be appointed for the smooth conduct of the programme.

**CUSSP for SDE/Private students:** For SDE/Private students, out of the 12 days, the student has to undergo 6 days in a Panchayath or Local body and the remaining 6 days in a Hospital/Old age home or in a Pain and palliative centre. The respective certificate should be uploaded to the University (before the commencement of fifth semester examinations) in respective student portal and the University should provide an Online Certificate for the same.

## 11. AWARD OF DEGREE

The successful completion of all the courses (common, core, complementary and open courses) prescribed for the degree programme with 'P' grade shall be the minimum requirement for the award of degree.

**Degree for Oriental Title courses:** Those students who have passed Oriental Title courses earlier have to appear for the common courses. A 01 to A 06 in order to get POT degree. This can be done through SDE/Private Registration (SDE/Private registration along with the First semester students).

**For obtaining Additional Degree:** Those students who have passed UG programme under CCSS/CUCBCSS 2014 have to appear for only Core, Complementary and Open courses for acquiring additional degree. The registration for additional degree shall be done through SDE/ Private Registration in the third semester as per existing rules.

## **12. GRIEVANCE REDRESSAL COMMITTEE**

Department level: The College shall form a Grievance Redressal Committee in each department comprising of course teacher, one senior teacher and elected representative of students (Association Secretary) as members and the Head of the Department as Chairman. This committee shall address all grievances relating to the internal assessment grades of the students.

College level: There shall be a college level grievance redressal committee comprising of student adviser, two senior teachers, two staff council members (one shall be elected member) and elected representative of students (College Union Chairperson) as members and Principal as Chairman.

University level: The University shall form a Grievance Redressal Committee as per the existing norms.

**A Steering Committee** consisting of two syndicate members of whom one shall be a teacher, the Registrar of the University, Controller of Examinations, seven teachers from different disciplines (preferably one from each faculty), two Chair persons of Board of Studies (one UG and one PG), and two Deans of Faculty shall be formed to resolve the issues, arising out of the implementation of CBCSSUG 2019. The Syndicate member who is also a teacher shall be the Convenor of the committee. The quorum of the committee shall be six and meeting of the committee shall be held at least thrice in an academic year. The solutions of the committee will be implemented by the Vice-Chancellor in exigency and this may be ratified by the Academic Council.

## **13. TRANSITORY PROVISION**

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

## **14. REPEAL**

The regulations now in force in so far as they are applicable to programmes offered by the University and to the extent they are inconsistent with these regulations are hereby repealed. In the case of any inconsistency between the existing Regulations and these Regulations relating the Choice-Based Credit Semester System in their application to any course offered in a College, the latter shall prevail.

## METHOD OF INDIRECT GRADING

Evaluation (both internal and external) is carried out using Mark system. The Grade on the basis of total internal and external marks will be indicated for each course, for each semester and for the entire programme.

**Indirect Grading System in 10 -point scale is as below:**

### ANNEXURE I

#### Ten Point Indirect Grading System

Percentage of Marks (Both Internal & External put together)	Grade	Interpretation	Grade point Average(G)	Range of grade points	Class
95 and above	O	Outstanding	10	9.5 -10	First Class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First Class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 to below 55	C	Average	5	4.5 -5.49	Second Class
35 to below 45	P	Pass	4	3.5 -4.49	Third Class
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

**Example-1 SGPACalculation**

Semester I Course Code	Course Name	Grade Obtained	Grade point (G)	Credit (C)	Credit point (CXG)
xxxxxxx	Xxxxxxxx	A	8	4	32
xxxxxxx	Xxxxxxxxxxxx	C	5	3	15
xxxxxxx	Xxxxxxxxxxxx	A+	9	4	36
xxxxxxx	Xxxxxxxxxxxx	B+	7	3	21
xxxxxxx	Xxxxxxxxxxxx	P	4	3	12
xxxxxxx	Xxxxxxxxxxxx	C	5	4	20

**SGPA=  $\frac{\text{Sum of the Credit points of all courses in a semester}}{\text{Total Credits in that semester}}$**

$$\text{SGPA} = \frac{32+15+36+21+12+20}{21} = \frac{136}{21}$$

**SGPA = 6.476**

**Percentage of marks of semester I = (SGPA/10) x 100 = 64.76 %**

Note: The SGPA is corrected to three decimal points and the percentage of marks shall be approximated to two decimal points.

**Example: 2**

Semester II Course Code	Course Name	Grade Obtained	Grade point (G)	Credit (C)	Credit Point (CxG)
xxxxxxx	Xxxxxxxx	A	8	4	32
xxxxxxx	Xxxxxxxxxxxx	C	5	3	15
xxxxxxx	Xxxxxxxxxxxx	A+	9	4	36
xxxxxxx	Xxxxxxxxxxxx	B+	7	3	21
xxxxxxx*	Xxxxxxxxxxxx	F	0	3	0
xxxxxxx	Xxxxxxxxxxxx	C	5	4	20

\*Failed course

Note: In the event a candidate failing to secure 'P' Grade in any Course in a semester, consolidation of SGPA and CGPA will be made only after obtaining 'P' grade in the failed Course in the subsequent appearance.



**CGPA Calculation**

$$\text{CGPA} = \frac{\text{Total Credit points obtained in six semesters}}{120}$$

Total Credits acquired CGPA =  $136 + 145 + 161 + 148 + 131 + 141 / 120 = 862/120$   
CGPA = 7.183

Total percentage of marks =  $(\text{CGPA}/10) * 100$

Total % of marks =  $(7.183/10) * 100 = 71.83$

$$\text{CGPA of Core Courses} = \frac{\text{Total Credit points obtained for Core Courses}}{\text{Total Credits acquired for Core Courses}}$$

Similarly CGPA of Complementary courses, Open courses, English Common courses and Additional Language Common courses may be calculated and the respective percentage may be calculated. All these must be recorded in the Final Grade Card.

## ANNEXURE II

### **Guidelines for the Evaluation of Projects**

#### **1. PROJECT EVALUATION- (For Regular students only)**

Evaluation of the Project Report shall be done under Mark System.

The evaluation of the project will be done at two stages:

a) Internal Assessment (supervising teachers will assess the project and award internal Marks)

b) External evaluation (external examiner appointed by the University)

Grade for the project will be awarded to candidates, combining the internal and external marks. The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below.

<b>Internal (20% of total)</b>	<b>External (80% of Total)</b>	
<b>Components</b>	<b>Percentage of internal marks</b>	<b>Components</b>
Originality	20	Relevance of the Topic, Statement of Objectives
Methodology	20	Reference/ Bibliography, Presentation, quality of Analysis/ Use of Statistical Tools.
Scheme/ Organisation of Report	30	Findings and recommendations
Viva – Voce	30	Viva – Voce

3. External Examiners will be appointed by the University from the list of VI Semester Board of Examiners in consultation with the Chairperson of the Board.
4. The Chairman of the VI semester examination should form and coordinate the evaluation teams and their work.
5. Internal Assessment should be completed 2 weeks before the last working day of VI Semester.
6. Internal Assessment marks should be published in the Department.
7. In the case of Courses with practical examination, project evaluation shall be done along with practical examinations.
8. The Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines for the smooth conduct of the evaluation of project.

## **PASS CONDITIONS**

Submission of the Project Report and presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if she/he fails to submit the Project Report for external evaluation. The student should get a minimum P Grade in aggregate of External and Internal. There shall be no improvement chance for the Marks obtained in the Project Report.

\* In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch.

### **ANNEXURE-III**

#### **Question paper type 1**

##### **Scheme of Examinations:**

The external QP with 80 marks and internal examination is of 20marks. Duration of each external examination is 2.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A&B. But there shall be Ceiling in each section.

##### **Section A**

Short answer type carries 2 marks each-15 questions Ceiling -25

##### **Section B**

Paragraph/Problem type carries 5 marks each-8 questions Ceiling -35

##### **Section C**

Essay type carries 10 marks (2 out of 4) 2X10=20

#### **Question paper type 2**

##### **Scheme of Examinations:**

The external QP with 60 marks and Internal examination is of 15marks. Duration of each external examination is 2 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A&B. But there shall be Ceiling in each section.

##### **Section A**

Short answer type carries 2 marks each-12 questions Ceiling -20

##### **Section B**

Paragraph/Problem type carries 5 marks each-7 questions Ceiling -30

##### **Section C**

Essay type carries 10 marks (1 out of 2) 1X10=10

**Question Paper format**  
**CORE COURSE IN SOCIOLOGY**  
**\_\_\_ SEMESTER BA DEGREE EXAMINATION - (Month & Year)**  
**Name & Code of the Course**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

- 24.
- 25.
- 26.
- 27.

**(2x10=20 marks)**

**Question Paper format  
OPEN COURSE IN SOCIOLOGY**

**V SEMESTER DEGREE EXAMINATION - (Month &**

**Year)**

**Name & Code of the Course**

**Time: 2 hours**

**Maximum marks: 60**

**Section A**

**Answer all question each question carries 2 marks  
(Short answer type, not to exceed 50 words each)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**(Ceiling -20 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.  
(Paragraph/Problem type , not to exceed 100 words each)**

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

**(Ceiling -30 Marks)**

**Section C**

**Answer any one Question. Each question carries 10 marks.  
(Essay type, not to exceed 500 words)**

- 19.
- 20.

**(1x10=10 marks)**

## **BA Sociology Curriculum: CBCCSSUG 2019**

The board is presenting revised syllabus for three BA Sociology Programmes.

1. BA Sociology (Pattern I)
2. BA Sociology (Pattern I I)
3. BA Sociology (SDE)

### **Course Structure**

The Programme consists of the following courses:

- a) Common Courses
- b) Core Courses
- c) Complementary Courses (Only for Pattern I and SDE)
- d) Open Course
- e) Project

## Distribution of Core Courses

Pattern I (Single Core)			Pattern II (Dual Core)	
Sem.	Course & Code	Credit	Course & Code	Credit
<b>I</b>	SGY1B01: BASICS OF SOCIOLOGY	4	SGY 1B01: BASICS OF SOCIOLOGY	4
<b>II</b>	SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION	4	SGY2 B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION	4
<b>III</b>	SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION	4	SGY3 B03: SOCIOLOGICAL THEORY: AN INTRODUCTION	4
	SGY3B04: SOCIAL STRATIFICATION AND INEQUALTY	4		
<b>IV</b>	SGY4B05: INTRODUCTION TO SOCIAL RESEARCH	4	SGY4 B.05: INTRODUCTION TO SOCIAL RESEARCH	4
	SGY4B06: SOCIOLOGY OF KERALAM	4	SGY4 B06: SOCIOLOGY OF KERALAM	4
<b>V</b>	SGY5B07: SOCIAL ANTHROPOLOGY	5	SGY5 B07: SOCIAL ANTHROPOLOGY	5
	SGY5B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES	4	SGY5 B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES	4
	SGY5B09: WOMEN IN CONTEMPORARY SOCIETY	4		
	SGY5B10 ENVIRONMENT AND SOCIETY	4		
<b>VI</b>	SGY6B11 INVITATION TO SOCIOLOGICAL THEORY	4	SGY6B11 INVITATION TO SOCIOLOGICAL THEORY	4
	SGY6B12 SOCIAL PSYCHOLOGY	4		
	SGY6B13 POPULATION STUDIES	4		
	SGY6B14 POLITICAL SOCIOLOGY	4		
	ELECTIVE CORE (Choose any one) SGY6 B.15: LIFE SKILL EDUCATION / SGY 6B.16: SOCIAL INFORMATICS/ SGY 6B.17:MASS MEDIA AND SOCIETY	4	ELECTIVE CORE(Choose any one) SGY6 B20:CRIME AND SOCIETY/ SGY 6B21: SOCIOLOGICAL PERSPECTIVES OF DEVELOPMENT / SGY 6B22: EDUCATIONAL SOCIOLOGY	<b>5</b>
<b>OPEN COURSE</b>				
<b>V</b>	SGY5 D01: LIFE SKILL DEVELOPMENT/ SGY5D02: KERALA SOCIETY:STRUCTURE AND TRANSFORMATION SGY5D03: BASICS OF DISASTER MANAGEMENT	3	SGY5 D01: LIFE SKILL DEVELOPMENT SGY5D02: KERALA SOCIETY:STRUCTURE AND TRANSFORMATION SGY5D03: BASICS OF DISASTER MANAGEMENT	3
<b>PROJECT / SUBSTITUTING METHODOLOGY COURSE</b>				
<b>VI</b>	SGY6 B18: PROJECT WORK SGY6B19: RESEARCH METHODOLOGY	2	SGY6 B23: PROJECT WORK	<b>3</b>

**1 LIST OF CORE COURSES FOR B.A. PROGRAMME IN SOCIOLOGY SINGLE  
MAIN PROGRAMME (PATTERN I) AND SDE**

**CORE COURSES**

**SEMESTER I (First Year)**

SGY1B01: BASICS OF SOCIOLOGY

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

**SEMESTER II (First Year)**

SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION

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

**SEMESTER III (Second Year)**

SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION

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

SGY3B04: SOCIAL STRATIFICATION AND INEQUALITY

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

**SEMESTER IV (Second Year)**

SGY4B05: INTRODUCTION TO SOCIAL RESEARCH

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

SGY4B06: SOCIOLOGY OF KERALAM

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

**SEMESTER V (Third Year)**

SGY5B07: SOCIAL ANTHROPOLOGY

Hrs. /Week: 6. No. of credits: 5

SGY5B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES

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

SGY5B09: WOMEN IN CONTEMPORARY SOCIETY



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

SGY5B10: ENVIRONMENT AND SOCIETY

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

**SEMESTER VI (Third Year)**

SGY6B11: INVITATION TO SOCIOLOGICAL THEORY

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

SGY6B12: SOCIAL PSYCHOLOGY

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

SGY6B13: POPULATION STUDIES

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

SGY6B14: POLITICAL SOCIOLOGY

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

**ELECTIVE CORE COURSE (Choose any one)**

1) SGY6B15: LIFE SKILL EDUCATION

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

2) SGY6B16: SOCIAL INFORMATICS

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

3) SGY6B17: MASS MEDIA AND SOCIETY

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

**SEMESTER V &VI (Third Year)**

SGY6B18: PROJECT WORK / SGY6B19 RESEARCH METHODOLOGY

Hrs. /Week: 2 each in 5th and 6th Semesters. No. of credits: 2

**CREDIT DISTRIBUTION FOR PATTERN I (Single Core) and SDE**

Sem.	Common Courses		Core	Complimentary	Open	Project/Methodology Course	Total
	English	Addl. Language					
I	4(A1)+3 (A2)	4 (A7)	4	4			19
II	4 (A3)+3(A4)	4(A8)	4	4			20
III	4 (A5)	4 (A9)	4+4	4			20
IV	4 (A6)	4 (A10)	4+4	4			20
V			5+4+4+4		3		20
VI			4+4+4+4+4*			2	22
Total	22	16	61	16	3	2	<b>120</b>

*\*Elective Core Course*

**Detailed break up of courses is presented in table 1.1 to 1.6**

Table 1.1 Scheme of BA Sociology Programme Semester I (Pattern I) / SDE

Course	Course Code	Title of the Course	Hours per week	Credits
Common English	A01		4	3
Common English	A02		5	3
Addl. Language	A07(1)		4	4
Core Course Sociology	SGY1 B01	BASICS OF SOCIOLOGY	6	4
*Complementary Type I Course 1			6	4

IE- Internal Examination, EE-External Examination  
Complimentary Course: As per Type I and Type II choice

Table 1.2. Scheme of BA Sociology Programme Semester II (Pattern I) / SDE

Course	Course Code	Title of the Course	Hours per week	Credits
Common English	A03		5	4
Common English	A04		4	4
Addl. Language	A08(2)		4	4
Core Course Sociology	SGY2B02	INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION	6	4
*Complementary Type II Course 1			6	4

IE- Internal Examination, EE-External Examination  
Complimentary Course: As per Type I and Type II choice

**Table 1.3 Scheme of BA Sociology Programme Semester III (Pattern I) / SDE**

Course	Course Code	Title of the Course	Hours per week	Credits
Common English	A05		5	4
Addl. Language	A09		5	4
Core Course Sociology	SGY3B03	SOCIOLOGICAL THEORY: AN INTRODUCTION	4	4
Core Course Sociology	SGY3B04	SOCIAL STRATIFICATION AND INEQUALITY	5	4
*Complementary Type II Course II			6	4

IE- Internal Examination, EE-External Examination

Complimentary Course: As per Type I and Type II choice

**Table 1.4 Scheme of BA Sociology Programme Semester IV (Pattern I) / SDE**

Course	Course Code	Title of the Course	Hours per week	Credits
Common English	A06		5	4
Addl. Language	A10		5	4
Core Course Sociology	SGY4B05	INTRODUCTION TO SOCIAL RESEARCH	5	4
Core Course Sociology	SGY4B06	SOCIOLOGY OF KERALAM	4	4
*Complementary Type I Course II			6	4

IE- Internal Examination, EE-External Examination Core Course-Sociology

Complimentary Course: As per Type I and Type II choice

**Table 1.5 Scheme of BA Sociology Programme Semester V (Pattern I) / SDE**

Course	Course Code	Title of the Course	Hours per week	Credits
Core Course Sociology	SGY5B07	SOCIAL ANTHROPOLOGY	5	5
Core Course Sociology	SGY5B08	SOCIOLOGY OF RURAL AND URBAN SOCIETIES	5	4
Core Course Sociology	SGY5B09	WOMEN IN CONTEMPORARY SOCIETY	5	4
Core Course Sociology	SGY5B10	ENVIRONMENT AND SOCIETY	5	4
Open Course		Can be selected from any other department	3	3
Project Work/ Substituting Theory Course	SGY6B18 : PROJECT WORK SGY6B19: RESEARCH METHODOLOGY		2	

A compulsory **study tour** is recommended as part of the paper entitled "Social Anthropology" in the Fifth Semester and the tour report should be submitted to the Head of the Department soon after the tour.

**Table 1.6 Scheme of BA Sociology Programme Semester VI (Pattern I) / SDE**

Course	Course Code	Title of the Course	Hours per week	Credits
Core Course Sociology	SGY6B11	INVITATION TO SOCIOLOGICAL THEORY	5	4
Core Course Sociology	SGY6B12	SOCIAL PSYCHOLOGY	5	4
Core Course Sociology	SGY6B13	POPULATION STUDIES	4	4
Core Course Sociology	SGY6B14	POLITICAL SOCIOLOGY	5	4
Elective Core Sociology (any one from the set of 3 Courses)	SGY6B15: LIFE SKILL EDUCATION/ SGY6B16: SOCIAL INFORMATICS/ SGY6B17: MASS MEDIA AND SOCIETY		4	4
Project Work/ Substituting Theory Course	SGY6B18	PROJECT WORK	2	2
	SGY6B19	PROJECT: RESEARCH METHODOLOGY		

IE- Internal Examination, EE-External Examination

## **2.LIST OF CORE COURSES FOR B.A. DOUBLE MAIN (PATTERN II) PROGRAMME IN SOCIOLOGY**

### **CORE COURSES**

#### **SEMESTER I (First Year)**

SGY1B01: BASICS OF SOCIOLOGY

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

#### **SEMESTER II (First Year)**

SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION

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

**SEMESTER III (Second Year)**

SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION

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

**SEMESTER IV (Second Year)**

SGY4B05: INTRODUCTION TO SOCIAL RESEARCH

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

SGY4B06: SOCIOLOGY OF KERALAM

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

**SEMESTER V (Third Year)**

SGY5B07: SOCIAL ANTHROPOLOGY

Hrs. /Week: 6. No. of credits: 5

SGY5B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES

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

**SEMESTER VI (Third Year)**

SGY6B11: INVITATION TO SOCIOLOGICAL THEORY

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

**ELECTIVE CORE COURSE (Choose any one)**

1) SGY6 B20: CRIME AND SOCIETY

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

SGY6B21: SOCIOLOGICAL PERSPECTIVES OF DEVELOPMENT

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

SGY6B22: EDUCATIONAL SOCIOLOGY

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

SEMESTER V & VI (Third Year)

SGY6 B23: PROJECT WORK

Hrs. /Week: 2 each in 5<sup>th</sup> semester and 2 : 3 IN 6th Semester. No. of credits: 3

**CREDIT DISTRIBUTION FOR PATTERN II (Dual Core BA Programme)**

BA Malayalam /Sociology (Pattern II-Dual Core)

Sem.	Common Courses		Core A (Malayalam)	Core B (Sociology)	Open	Project/ Methodology Course	Total
	English	Addl. Language					
I	4(A1)+3 (A2)	4 (A7)	4	4			19
II	4 (A3)+3(A4)	4(A8)	4	4			19
III	4 (A5)	4 (A9)	4+4	4			16
IV	4 (A6)	4 (A10)	4	4+4			24
V			5+4	5+4	3		19
VI			4+5*	4+5*		3**	19
Total	22	16	38	38	3	3	120

*\*Elective Core*

*\*\* Subject to the approval of the University Academic Council*

**Detailed break up of courses is presented in table 2.1 to 2.6**

Table 2.1 Scheme of BA Sociology Programme Semester I (Pattern II)

Course	Course Code	Title of the Course	Hours per week	Credits
Common English	A01		4	3
Common English	A02		5	3
Addl. Language	A07(1)		4	4
Core Course A Malayalam			6	4
Core Course B Sociology	SGY1B01	BASICS OF SOCIOLOGY	6	4

IE- Internal Examination, EE-External Examination

**Table 2.2. Scheme of BA Sociology Programme Semester II (Pattern II)**

<b>Course</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Hours per week</b>	<b>Credits</b>
Common English	A03		5	4
Common English	A04		4	4
Addl. Language	A08(2)		4	4
Core Course A Malayalam			6	4
Core Course B Sociology	SGY2B02	INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION	6	4

IE- Internal Examination, EE-External Examination

**Table 2.3 Scheme of BA Sociology Programme Semester III (Pattern II)**

<b>Course</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Hours per week</b>	<b>Credits</b>
Common English	A05		5	4
Addl. Language	A09		5	4
Core A Malayalam			4	4
Core A Malayalam			5	4
Core B Sociology	SGY3B03	SOCIOLOGICAL THEORY: AN INTRODUCTION	6	4

IE- Internal Examination, EE-External Examination

**Table 2.4 Scheme of BA Sociology Programme Semester IV (Pattern II)**

<b>Course</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Hours per week</b>	<b>Credits</b>
Common English	A05		5	4
Addl. Language	A09		5	4
Core Course A Malayalam			6	4
Core Course B Sociology	SGY4B05	INTRODUCTION TO SOCIAL RESEARCH	5	4
Core Course B Sociology	SGY4B06	SOCIOLOGY OF KERALAM	4	4

IE- Internal Examination, EE-External Examination

**Table 2.5 Scheme of BA Sociology Programme Semester V (Pattern II)**

Course	Course Code	Title of the Course	Hours per week	Credits
Core Course A			5	4
Core Course A			5	4
Core Course	SGY5B07	SOCIAL ANTHROPOLOGY	5	5
Core Course B	SGY5B08	SOCIOLOGY OF RURAL AND URBAN SOCIETIES	5	4
Open Course B		Can be selected from any other department	3	3
Project Work/ Substituting Theory Course	SGY6B23 : PROJECT WORK		2	3

IE- Internal Examination, EE-External Examination

A compulsory **study tour** is recommended as part of the paper entitled "Social Anthropology" in the Fifth Semester and the tour report should be submitted to the Head of the Department soon after the tour.

**Table 2.6 Scheme of BA Sociology Programme Semester VI (Pattern II)**

Course	Course Code	Title of the Course	Hours per week	Credits
Core Course A Malayalam			5	
Elective Core Course A Malayalam			6	5
Core Course A Sociology	SGY6B11	INVITATION TO SOCIOLOGICAL THEORY	5	4
Elective Core Course (any one from the set of 3 Courses)	SGY6B20: CRIME AND SOCIETY/ SGY6B21: SOCIOLOGICAL PERSPECTIVES OF DEVELOPMENT / SGY6B22: EDUCATIONAL SOCIOLOGY		6	5
Project Work (To be chosen from either Core A or Core B)	SGY6B23: PROJECT WORK		3*	3**

IE- Internal Examination, EE-External Examination

\* Out of the three hours 2 hours will be equally distributed to two departments offering Core A and Core B and the remaining one hour will be allocated to any one of the above two departments as per the directions from the College Level Monitoring Committee by taking into account of the workload .

\*\* Applicable only for Dual Core BA Programme (*Subject to the approval of the Academic Council*)



# **SYLLABUS CORE COURSES**

## **SGY1B01: BASICS OF SOCIOLOGY**

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

### **Course Outcome**

- 1) Explain the nature and scope of Sociology and differentiate between Sociology and Common sense
- 2) Categorize and differentiate social groups, norms and values.
- 3) Distinguishes the significance of Socialization , Associative and Dissociative social processes.
- 4) Realise the social system and structure by locating individual in society.

### **MODULE I AN INTRODUCTION TO SOCIOLOGY**

- 1.1 Sociology: Definition, Nature and Scope
- 1.2 The Sociological Imagination –Task and promise, Sociology and Common Sense
- 1.3 Social Institutions-features and significance

### **MODULE II ELEMENTS OF SOCIETY**

- 2.1 Social groups-types, features and significance
- 2.2 Culture, norms and values
- 2.3 Social control-forms, agencies and relevance

### **MODULE III SOCIAL PROCESSES**

- 3.1. Social process- types
- 3.1 Socialization-types and agencies
- 3.3 Social mobility-forms and significance

### **MODULE IV LOCATING THE INDIVIDUAL IN SOCIETY**

- 4.1 Society, Social System and Social Structure
- 4.2 Social Role, Social Status, Mobility
- 4.3. The agency-structure debate

### **References**

- Mills, C.Wright (2000/1959): The Sociological Imagination, Delhi: Oxford University Press, pp. 3-5, 8-11
- Beteille, Andre (1996) Sociology and Common Sense, Economic and Political Weekly 31(35/37) Special Number (Sep. 1996): 2361-2365

M. Francis Abraham (2006) Contemporary Sociology: An Introduction to Concepts and Theory, Delhi: Oxford University Press.  
Giddens, Anthony (2005): Sociology, Polity Press  
Haralambos, Michael and Holborn (2014): Sociology: Themes and Perspectives, London: Harper-Collins.  
Mac Iver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & Co.  
Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India.  
P. Gisbert(2010): Fundamentals of sociology, New Delhi: Orient Blackswan  
Johnson, Harry M. (1995): Sociology: A systematic Introduction, New Delhi: Allied publishers

## **SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION**

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

### **Course Out comes**

1. Evaluate the various features of Indian society through different approaches and concepts of social change.
2. Examine Indian social institution and its changes
3. Critically evaluate the role of caste and class in Indian society and politics
- 4 Evaluate the contemporary social issues

### **MODULE I: FEATURES OF INDIAN SOCIETY**

- 1.1 Approaches to study Indian Society- Indological (Dumont), Structural-Functional (Srinivas), Marxian (Desai)
- 1.2 Features of Indian Society:- Village Community in India- Features and Transformation
- 1.3 Concepts of Social Change in Indian Society- Sanskritisation ,Westernisation, Modernization

### **MODULE II INDIAN SOCIAL INSTITUTIONS**

- 2.1 Family and Marriage in Indian Society- Structural and Functional changes
- 2.2 Kinship System in India- Regional Variations-North and South
- 2.3. Religion in Indian Society – Changing dimensions

### **MODULE III CASTE SYSTEM IN INDIA**

- 3.1 Indian Caste System- Features and Transformation
- 3.2 Caste and Class in India, Reservation Policies, Social Mobility (Pauline Kolenda)
- 3.3 Caste and Politics- Politicization of caste, Caste organizations

### **MODULE IV CONTEMPORARY SOCIAL ISSUES**

- 4.1 Structural: Poverty, Unemployment, Differential access to resources
- 4.2 Social: Marginalisation, Exclusion
- 4.3 Political- Regionalism, Communalism

### **References**

1. Dube, S.C. 1990 : Society in India (New Delhi : National Book Trust)
2. Dube, S.C. 1995 : Indian Village (London : Routledge)
3. Dube, S.C. 1958 : India's Changing Villages (London : Routledge and Kegan Paul)
4. Karve, Irawati, 1961 : Hindu Society : An Interpretation (Poona : Deccan College)
5. Mandelbaum, D.G., 1970 : Society in India (Bombay : Popular Prakashan)
6. Srinivas, M.N., 1980 : India : Social Structure (New Delhi : Hindustan Publishing Corporation).
7. Srinivas, M.N., 1963 : Social Change in Modern India (California, Berkeley : University of California Press)
8. Singh, Yogendra, 1973 : Modernization of Indian Tradition (Delhi : Thomson Press)
9. Uberoi, Patricia, 1993 : Family, Kinship and Marriage in India (New Delhi : Oxford University Press)
10. Desai, A.R, 1978: Rural Sociology in India (Popular Prakashan: Bombay)
11. Kolenda, Pauline,1984: Caste in Contemporary India (Rawat Publications)

### **SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION**

**No. of credits: 4, No. of hours/ week: 4**

#### **Course outcome**

1. **To evaluate the** historical condition in which sociology originated and developed as an independent academic discipline
2. To analyse the intellectual and philosophical foundations of sociological theories
3. To examine the contributions of classical theories to sociology
4. To interpret current social context in the back drop of classical sociological theories.

#### **MODULE I FOUNDERS OF SOCIOLOGICAL THOUGHT**

- 1.1 Emergence of Social thought: Contributions of Rousseau- The Social Contract, Montesquieu: Classification of Societies, Saint Simone: Positive Philosophy
- 1.2 Auguste Comte : Positivism, Hierarchy of Sciences, Law of Three stages
- 1.3 Herbert Spencer: Organic analogy, Social Darwinism, Types of Society

#### **MODULE II: EMILE DURKHEIM**

- 2.1 Social Fact, Collective Conscience
- 2.2 Social Solidarity, Division of Labour
- 2.3 Theory of Suicide, Sacred and Profane

#### **MODULE III KARL MARX**

- 3.1 Economic Determinism, Dialectical Materialism, Historical Materialism
- 3.2 Class and Class Struggle
- 3.3 Theory of Social Change

#### **MODULE IV: MAX WEBER**

- 4.1 Social Action-Types of Action, Ideal type, Verstehen Method
- 4.2 Power and Authority: Types of Authority, Bureaucracy
- 4.3 Religion and Economy- Protestant Ethics and Spirit of Capitalism

## References

1. Adams, Bert and R.A. Sydie. 2001. *Sociological Theory*. Thousand Oaks, C.A.: Pine Forge Press.
2. Collins, Randall. 1986 c. *Weberian Social Theory*. Cambridge: University Press.
3. Coser, Lewis. 1977, *Masters of Sociological Thought, 2nd ed.* New York: Harcourt, Brace & Jovanovich.
4. Delaney, Tim. 2008, *Contemporary Social Theory, Investigation and Application*. New York Prentice Hall.
5. Good, Erich. 1988. *Sociology, 2nd Edition*. Englewood Cliffs, NJ: Prentice Hall.
6. Ritzer, George. 1985. 'The Rise of Micro Sociological Theory'. *Sociological Theory*. Boston: McGraw Hill.
7. Ritzer, George. 2000d. *Sociological Theory, 5th ed.* Boston: McGraw Hill.
8. Ritzer, George. 2000c. *Modern Sociological Theory, 5th ed.* Boston: McGraw Hill.
9. Ritzer, George. 2003. *Contemporary Sociological Theory and its Classical Roots*. Boston: McGraw Hill.
10. Turner, Jonathan. H. 2003. *The Structure of Sociological Theory*. Belmont, CA: Wadsworth.
11. Zeitlin, Irving. M., 1969, *Ideology and the Development of Sociological Theory*, Prentice Hall of India Pvt. Ltd

## SGY3B04: SOCIAL STRATIFICATION AND INEQUALITY

No. of credits: 4, No. of Hours/week: 5

### Course Outcomes

- Illustrate the basic aspects of social stratification.
- Differentiate different perspectives of stratification and inequality and develop a critical standpoint.
- Analyze the impact of social stratification in globalized society and evaluate multiple views on it.
- Develop a positive attitude towards the challenged through understanding about disability and its impact on individual and society.

## MODULE I UNDERSTANDING SOCIAL STRATIFICATION

1.1 Difference, Inequality, Hierarchy, Social Stratification

1.2 Social structure and social stratification

1.3 Perspectives on stratification – Functional, Weberian, Marxian

## MODULE II CASTE AND SOCIAL STRATIFICATION

2.1 Views on caste system – Dumont, Ghurye, Ambedkar, Phule, Periyar

2.2 Scheduled Caste – status, problems, protective discrimination and constitutional provisions

2.3 Politicization of caste and caste mobilizations in contemporary India

## MODULE III CLASS AND SOCIAL STRATIFICATION

3.1 Class as a sociological category – Marxian and Weberian views

3.2 Forms of capital and social stratification – views of Bourdieu

3.3 Intersection of class and caste in India

## **MODULE IV DISABILITY AND SOCIAL INEQUALITY**

4.1 Understanding disability, impairment, handicap; Types of Disability

4.2 Approaches to disability – medical, social, rights approach

4.3 Social inclusion and barrier-free society: affirmative measures – UNCRPD, PWD Act

### References

1. Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.
2. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): Equality and Inequality: Theory and Practice (1-27). Oxford University Press. Delhi.
3. Beteille, A. 1977. Inequality among Men. Oxford: Basil Blackwell.
4. Mencher, J. 1991. 'The Caste System Upside Down', in Dipankar Gupta (ed.): Social Stratification (93-109). Delhi: Oxford University Press.
5. Kannabiran, Vasanth and K. Kannabiran. 2003. 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): Gender & Caste (249-60). Delhi: Kali for Women.
6. Mendelsohn, O. and Vicziany M. 1998. The Untouchables: Subordination, Poverty and the State in Modern India. Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
7. Wesolowski, W. 1979. Classes, Strata and Power. London: Routledge & Kegan Paul. (Chapters 1 and 3).
8. Wright, Olin E. 1985. Classes. London: Verso. (Chapter 3)
9. Marx, K. 1975. The Poverty of Philosophy, Moscow: Progress Publishers. (Chapter 2, Section 5).
10. Miliband, R. 1983. Class Power and State Power. London: Verso. (Chapter 1).
11. Oommen, T.K. 1997. Citizenship, Nationality and Ethnicity: Reconciling Competing Identities. Cambridge: Polity Press. (Parts I and III).
12. Lerner, G. 1986. The Creation of Patriarchy. New York: Oxford University Press. (Introduction, Chapters 1, 2 and Appendix).
13. Palriwala, R. 2000. 'Family: Power Relations and Power Structures', in C. Kramarae and D. Spender (eds.): International Encyclopaedia of Women: Global Women's Issues and Knowledge (Vo1.2: 669-74). London: Routledge.
14. Mazumdar, V and Sharma, K. (1990) 'Sexual Division of Labour and the subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): Persistent Inequalities (185- 97). New York: Oxford University Press.
15. Chakravarti, U. 1995. 'Gender, Caste, and Labour', Economic and Political Weekly, 30(36): 2248-56.

16. Shah, Ghanshyam, 1990 : Social Movements in India : a Review of Literature. (Delhi : Sage)
17. Singh, K.S., 1998 : The Scheduled Castes (Delhi : Anthropological survey of India)
18. Singh, K.S. 1995 : The Scheduled Tribes (Delhi : Oxford University Press)
19. Western India (Bombay; Scientific Socialist Educational Trust, 1976)
20. Zelliott, Eleanor, 1995 : From Untouchable to Dalit : Essays on the Ambedkar Movement (New Delhi : Manohar)
21. Ambedkar, Annihilation of Caste

## **SGY4B05: INTRODUCTION TO SOCIAL RESEARCH**

No. of Credits: 04. No. of hours /week: 5

Course outcome

1. Recognise the basic elements of social research
2. Identify different research designs and equipped to formulate research problems .
3. Make use of the various tools of data collection and various sampling techniques of research
4. Design a research report in a structured manner

### **MODULE I FUNDAMENTALS OF SOCIAL RESEARCH**

- 1.1 Social Research - Definition, Nature and Scope
- 1.2 Objectivity, subjectivity, ethical issues in Social Research
- 1.3 Qualitative and quantitative distinctions in social research

### **MODULE II PRELUDE TO SOCIAL RESEARCH**

- 2.1 Research Design: Exploratory, Descriptive, Longitudinal
- 2.2 Relevance of literature in research – literature survey, literature review
- 2.3 Formulation of research problem – Research Questions, Objectives, Hypothesis, concepts, variables

### **MODULE III METHODS OF SOCIAL RESEARCH**

- 3.1 Sources of Data – Primary, secondary and tertiary data
- 3.2 Research methods – Observation, interview, social survey, ethnography, oral history – Tools of Data collection – Questionnaire, Interview Schedule, Interview Guide
- 3.3 Sampling: Probability and Non Probability

### **MODULE IV PRESENTATION OF THE RESEARCH REPORT**

- 4.1 Reporting: monographs, dissertations and project reports
- 4.2 Structure and components of research reports
- 4.3 Referencing, Bibliography and Indexing and Issues of Plagiarism

## **References**

1. Young, P.V.(1998): Scientific Social Survey and Research, New Delhi, Prentice Hall
2. Wilkinson and Bandarkar- Methodology and Techniques of Social Research Ed.9 Himalaya Publishing House,1999
3. Krishnaswami, O.R and Ranganatham,M(2016): Methodology of research in social sciences
4. Goode, W.J. and P.k.Hatt(1952): Methods in Social Research, New York: M C Graw International
5. Thakur, Devender(2003): Research Methodology in Social Science, Delhi: Deep and Deep Publication

## **SGY4B06: SOCIOLOGY OF KERALAM**

**No. O Credits: 4, No. of hours/week: 4**

### **Course outcomes:**

1. Recognise different historical phases and geographical specialities of Kerala Society .
2. Analyse the structural and functional changes in kerala society and the role of reform movements
3. Evaluate the various phases of social transformations and its impact on kerala society.
4. Critically analyse contemporary Kerala Society on the basis of Kerala model development .

### **MODULE I SOCIO-CULTURAL PROCESSES AND ORIGIN OF KERALA SOCIETY**

- 1.1 Life & culture in Sangam age, Chera-Chola period, traditions of Buddhism & Jainism, emergence of brahminic influence
- 1.2 Geographic specialities and culture of Malanadu, Edanadu, Theera Desam
- 1.3 Colonial influence, impact of colonial administration

### **MODULE II SALIENT FEATURES OF SOCIAL INSTITUTIONS IN KERALA**

- 2.1 Forms and changes in marriage & family among Hindu, Christian, Muslims
- 2.2 Caste and Religion: Kerala specificities, influence of Islam and Christianity.
- 2.3 Anti-caste struggles, reform movements

### **MODULE III TRANSFORMATIONS IN KERALA SOCIETY**

- 3.1 Progress in education – library and literacy movements

- 3.2 Land reforms, changes in agrarian relations
- 3.3 Health care sector and demographic changes

#### **MODULE IV CONTEMPORARY KERALA SOCIETY**

- 4.1 Kerala's people science movement, Kerala model development – a critical appraisal
- 4.2 Migration – gulf migration, in-migration (north & eastern migration to Kerala)
- 4.3 Gender relations, livelihood issues - fisher folks, adivasis, farmers

#### **References**

1. Menon, Sreedhara.1979.Social And Cultural History of Kerala. Sterling Publishers Pvt.Ltd. Jullandhar.
2. Cherrian, P.J (edt). 1999. Perspectives in Kerala History. Kerala Gazetteers Thiruvananthapuram.
3. Soman, C.R (edt).2007.Kerala fifty years and Beyond. St.Joseph's Press
4. Panicker, K.N .1997.Studies in Traditional Kerala. College Book House.Trivandrum.
5. Mankekar, D.R. 1965. The Red Riddle of Kerala. Manaktalas. Mumbai.
6. Panicker, K.M.1960.A History of Kerala 1498-1801. The Annamalai University.Annamalai Nagar.
7. Jaya Devan, T.N (edt).1988. Glimpses of Kerala. Government Press .Tvm.
8. A Menon, Sreedhara.1982. Legacy of Kerala. Govt Press .Tvm.
9. Singh K.S (ed) 2002."People of India - Kerala. Affiliated East west
10. Arunima. G.2003 "There comes Papa-Colonialism and transformation of Matrilny in Kerala,Malabar(1850-1940)".Orient Longman Pvt. Ltd. New Delhi
11. Schneider, David. M and Kathleen Gough,1972,"Matrilineal Kinship".
- 12.Zachariah.K.C, et al.2002-Kerala's gulf connections. CDS,.Trivandrum

#### **SGY5B07: SOCIAL ANTHROPOLOGY**

**No of credits: 5, No. of hours/week: 5**

#### **Course Outcomes**

- 1Recognise the the basics of social anthropology
- 2Evaluate the concepts of culture and its evolution in accordance with various theoretical frame work.
- 3 Analyze the process and evaluation of tribal communities in India and Kerala.

#### **MODULE I: INTRODUCTION TO SOCIAL ANTHROPOLOGY**

- 1.1. Anthropology: meaning, definition - branches of anthropology- Fieldwork tradition in anthropology-features of anthropological field work.
- I.2. Relationship between Sociology and Anthropology, Definition, Meaning, Nature, Scope of Social Anthropology
- I.3 Methods of Anthropology: Case study, Ethnography, Focused Interview, Participant and nonparticipant Observations



## **MODULE II :CULTURE & SOCIETY**

2. 1 Definition, Components of Culture, Characteristics of Culture , Cultural lag Culture and civilization
- 2.2 Theories of Culture: Functionalist thought of Anthropology: Malinowski  
Structural theory: Levi- Strauss and Radcliff Brown
- 2.3 Theories of cultural process: Evolution, Acculturation, Assimilation, Diffusion, Enculturation, Integration

## **MODULE III: TRIBES IN INDIA**

- 3.1 Tribes-historical emergence and present scenario-Tribe-Caste continuum, Related terminologies- Scheduled tribe, De-notified Tribes, Primitive tribes
- 3.2 References and provisions of Tribes in Indian Constitution, Tribal Welfare in India
- 3.3. Major tribal issues in India: Poverty, indebtedness, Land alienation, shifting cultivation, displacement and rehabilitation-psycho-socio-cultural adjustments
- 3.4 Tribal movements in India: Tribal Movements- Santhal rebellion, Munda rebellion, Muthanga agitation

## **MODULE IV: TRIBES IN KERALA**

- 4.1 Composition and distribution of tribal population in Kerala
- 4.2 Ethnographic Profile of Selected Tribes in Kerala: Cholanaikkan, Mullukurumba, Kurichias Paniyans
- 4.3 Tribal development initiatives in Kerala- a critical appraisal
- 4.4 Field visit and preparation of field report\*  
(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

## **References**

1. Madan and Majumdar, *An Introduction to Social Anthropology*
2. Makhan Jha, *An Introduction to Anthropological thought*
3. Herskovits M.T, *Cultural Anthropology*
4. Leela Dube, *Sociology of Kinship*
5. Balbir Singh Negi, *Man, Culture and Society*
6. Nadeem Hasnain, *Tribal India*
7. Arup Maharatra, *Demographic perspectives on India's tribes*
8. K.S. Singh, *The Scheduled Tribes*
9. Roy Busman, *Tribes in Perspective*, Mathur PRG, *Tribal situation in Kerala*
10. Dr.K N Sharma, *Social and Cultural Anthropology*

## **SGY5B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES**

**No. of Credits: 4 , No. of hours/week:5**

### **Course outcomes**

1. Differentiate the rural and urban societies.
2. Analyse the basic concepts and views on urban social life in terms of theoretical perspectives .
3. Analyse the formation of urban social structure through various social dynamics.
4. Examine the need of urban planning and its relevance .

### **MODULE I RURAL AND URBAN DIFFERENTIATION**

- 1.1. Rural and urban sociology: Subject matter , Rationale of classification.
- 1.2. Rural and urban divide - Census perspective and socio political perspective: *Amsom*, *Desom* and *Taluk* divisions, Present classification
- 1.3. Distinguishing features of rural and urban society - Religion, Caste, Family, Occupation, Economy, Labour, Leisure and technology

### **MODULE II CONCEPTS AND PERSPECTIVES**

- 2.1. Basic Concepts- Urbanisation, Urbanism, Urbanity, Rural- Urban continuum,
- 2.2. Related concepts –Urban Agglomeration, City, Suburbs, Rurban, Peri Urbanisation
- 2.3. Views on urban social life
  - a) Emile Durkheim- Division of labour, The moral basis of the community
  - b) Marx and Engles- The town, the country and the capitalist mode of production
  - 1.2. c) Max Weber- The city and the growth of rationality
  - d) Tonnies- The dichotomy model - *Gemeinschaft* and *Gesellschaft*
  - e) Simmel- The metropolis and mental life

### **MODULE III URBAN SOCIAL STRUCTURE IN INDIA**

- 3.1 Colonialism and the emergence of urban centres, Industrialisation and emergence of towns
- 3.2 Changes in Land tenure Systems and agrarian societies and its impact on urbanisation
- 3.3 Urban migration - Push and pull factors influencing urbanization – Issues of mobility and social status, Reverse migration

### **MODULE IV URBAN PLANNING AND DEVELOPMENT**

- 4.1 The economics of urban life, Urban family, urban religion, education
- 4.2 Urban poverty Housing and slums, Transport, Crime, Juvenile delinquency, Urban pollution and environmental problems.
- 4.3 Need of an urban planning in developing countries especially in India , Problems of urban planning , Relevance of sociology in town planning.

### **References**

1. Beauregard, r. A. (1995) *if only the city could speak. The politics of representation*, in h. Liggett & d. C. Perry (eds.), *spatial practices. Critical*

- explorations in social/spatial theory*, pp. 59-80. London: Sage.
2. Castells Manuel, 1977 : *The Urban Question- A Marxist Approach*; Edward Arnold, London.
  3. Das Veena, (ed), 2003, *Oxford India Companion to Sociology and Social Anthropology*; Oxford
  4. Desai A. R. : *Agrarian Struggles in India after Independence*, Oxford University Press, New Delhi 1986, PP. 129-189
  5. Desai A. R., *Rural Sociology in India*, Popular Prakashan, Bombay, 1977 PP- 269-336, 425, 527.
  6. Dhanagare D. N.; *Peasant Movement in India*; Oxford University Press New Delhi, 1988 PP 1-25 88-155.
  7. Giddens, A. (1984) *The Constitution of Society. Outline of the Theory of Structuration*. Cambridge: Polity Press.
  8. Gugler Josef, (ed.), 1996, *The Urban Transformation of the Developing World*; Oxford University Press, Oxford.
  9. Hall Tim, 1998, *Urban Geography*; Routledge, London
  10. Harvey, D. (1996) *Justice, Nature and the Geography of Difference*. Oxford: Blackwell.
  11. Kosambi Meera, 1994, *Urbanisation and Urban Development in India*, ICSSR, New Delhi.
  12. Omvedi Gail - *Land, Caste and Politics*; Department of Political Science, Delhi University Delhi 1987
  13. Pickvance C. G., (ed), 1976, *Urban Sociology, Critical Essays*; Methuen, London.
  14. Ramachandran R., 1991, *Urbanization and Urban Systems in India*, Oxford University Press, New Delhi.
  15. Rao, M.S.A. (ed.) 1991. *A Reader in Urban Sociology* Orient Longman: New Delhi.
  16. Ray Hutchison(ed.).2010.*Encyclopedia of Urban Studies*:California:Sage.
  17. Sandhu R.S., (2003). *Urbanisation in India: Sociological Contributions*, Sage, New Delhi.
  18. Sathyamurthy, T. V. *Industry and Agriculture in India Since Independence*; Vol.2, OUP, New Delhi-1996
  19. Saunders Peter, 1981, *Social Theory and the Urban Question*; Hutchionnson, London.
  20. William.G. Flanagan.,(2010), *Urban Sociology*, Rowman & Littlefield Publishers,UK.

## **SGY5B09: WOMEN IN CONTEMPORARY SOCIETY**

**No. of credits: 4, No. of hours/week: 5**

### **Course Outcomes**

- Define the basic concepts related with Women studies.
- Examine and evaluate the major theories on sex roles.
- Critically analyze the gender bias and prejudices in contemporary India.
- Assess and estimate the status of Women in Kerala society.

### **MODULE I: AN INTRODUCTION TO WOMEN'S STUDIES**

1.1 The need and scope of Women's Studies, Evolution of Women's Studies as an academic discipline

1.2 Emergence of women's studies in the international and national context, Importance of Studying Women in third world societies with particular reference to India

1.3 Major Concepts in Women Studies : Sex, gender and patriarchy, Social construction of gender, Gender division of labour , Gender Identity, Gender Discrimination, Gender Justice

### **MODULE II: THEORIES ON SEX ROLES**

2.1 Biological Theories: Tiger and Fox, Murdoch, Parson

2.2 Cultural Theories: Ann Oakley, Bruno Bettelheim

2.3 Liberal feminism, Socialist feminism, Radical feminism

### **MODULE III: CONTEMPORARY GENDER ISSUES**

3.1 Women and Economy: Productive and non – productive work, Women in organised and unorganised sector, Women and Politics: Political Role and Participation of Women  
3.2 Women and Education: Gender bias, Recent Trends in Women's Education - Health status of women in India – Mortality and Morbidity, Factors influencing health

3.3 Sexual harassment – different forms, Gender violence in the media

### **MODULE IV: WOMEN IN KERALA SOCIETY**

4.1 Historical change in status of women in Kerala

4.2 Women in Kerala: Role of Education and Employment, Factors of Social Mobility

4.3 Economic and political dimensions of women empowerment in Kerala- Decentralisation and Political Participation, Self Help Groups

### **References**

Sharmila Rege. 2003. Sociology of Gender. New Delhi: Sage.

Menon, Nivedita. 2012. Seeing Like a Feminist. Delhi:

Zubaan. Tharu, Susie and Tejaswini Niranjana. 1996. 'Problems for a Contemporary Theory of Gender' in Subaltern Studies IX Writings on South Asian History and Society (eds.) Shahid Amin and Dipesh Chakraborty. New Delhi: OUP pp. 232-260.

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- G. Arunima. 2003. 'There Comes Papa': Colonialism and the Transformation of Matriliney in Kerala, Malabar c.1850-1940, Orient Longman, Hyderabad.
- Maya Subrahmanian. 2019. Autonomous Women's Movement in Kerala: Historiography. Journal of International Women's Studies. 20 (2), 1-10 Available at: <https://vc.bridgew.edu/jiws/vol20/iss2/1>
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- J. Devika and Binitha V Thampi. 2010. 'Empowerment or Politicization? The Limits of Gender Inclusiveness of Kerala's Political Decentralization', in K Ravi Raman (ed), Development, Democracy, and the State: Critiquing the Kerala Model of Development, Routledge: London, 2010, 177-191.
- Chacko, E. 2003. Marriage, development, and the status of women in Kerala, India. Gender and Development, 11(2), 52-59.

## **SGY5B10: ENVIRONMENT AND SOCIETY**

**No. of Credits: 4, No. of hours/week: 5**

### **Course outcomes**

1. Aware of the various environmental issues and identify the environmental conservation necessity and challenges
2. Gain knowledge about certain theoretical foundations in environmental studies
3. Familiarize with environmental movements and efforts in environmental conservation
4. Evaluate how developmental programmes affect the existence of human life

### **MODULE I ENVIRONMENTAL SOCIOLOGY**

- 1.1 Emergence, development, nature, significance & scope of environmental Sociology
- 1.2 Nature, Ecology, Biodiversity, social ecology, environmentalism, environmental justice
- 1.3 Environmental conservation - necessity and challenges

### **MODULE II THEORETICAL & IDEOLOGICAL PERSPECTIVES**

- 2.1 Environmental views – Buddhist, Jainist, Gandhian
- 2.2 Anthropocentrism, Deep Ecology

## 2.3 Eco-feminism, Eco-Marxism

### **MODULE III ENVIRONMENTAL ISSUES**

3.1 Environmental movements, environmental policies - international, national & regional

3.2 Global warming, climate change – MNCs & international policies to curb environmental pollutions

3.3 Technological advancement, consumerism and impact on environment

### **MODULE IV ENVIRONMENT AND DEVELOPMENT**

4.1 Deforestation, extinction of species, impact of developmental projects - dams, roads, rails, SEZs

4.2 Exploitation of natural resources, impact of environmental degradation, need for sustainable development

4.3 Environmental protection – protests in Kerala: Silent Valley, Plachimada, Kathikoodam.

### **References:**

1. Arnold, David and Guha, Ramchandra, (eds.), Nature, Culture and Imperialism, Oxford University Press, New Delhi, 1955.
2. Gadgil, Madhav and Ramachandra Guha, 'Ecological Conflicts and Environmental Movements in India', Development and Change, Vol. 25, No.1. 1999.
3. Gadgil, Madhav and Guha, Ramchandra, Ecology and Equity: The use and Abuse of Nature in Contemporary India, Oxford University Press New Delhi, 1996, pp.9-191.
4. Gadgil Madhav and Guha, Ramchandra, The Fissured Land: An Ecological History of India, Oxford University Press, New Delhi, 1992, pp. 69-110.
5. Giddens Anthony, "Global Problems and Ecological Crises", in Introduction to Sociology, 2nd Edition, W. W. Norton and Company, New York, 1996, pp. 384-389.
6. Guha Ramachandra, „Forestry in British and Post-British India: A Historical Analysis“, Economic and Political Weekly, 29 October and 5-12 November issues (in two parts), pp.1882- 1896 and pp.1940-47, 1983.
7. Macionis, John C, "The Natural Environment and Society", in Sociology 5th (Ed.), New Jersey : Prentice-Hall, 1995, pp. 591-612.
8. Shiva, Vandana, Staying Alive Women, Ecology and Survival in India, New Delhi:Kali for Women Press, 1988, pp. 1-37, 218-228.
9. Omvedt, Gail, "The Environmental Movement" and "The Search for Alternatives" in Reinventing Revolution: India
10. UNDP, 1987, Sustainable Development: World commission On Environment and Abuse of Nature in contemporary India:: New Delhi: OUP.

11. Shiva Vandana and Gitanjali Bedi (2002), Sustainable Agriculture and Food Security: The Impact of Globalisation, Sage Publications. New Delhi

## **SGY6B11: INVITATION TO SOCIOLOGICAL THEORY**

**No. of Credits: 4 , No. of hours/week: 5**

### **Course Outcomes**

- 1 Recognise the transformation from social thought to Sociological theory
- 2 Realise the basic components of theory
- 3 Develops sociological imagination and thinking
- 4 Interpret the paradigmatic orientations in Sociology
- 5 Evaluates Sociology as a humanistic discipline

### **MODULE I FROM SOCIAL THOUGHT TO SOCIOLOGICAL THEORY**

- 1.1 Social thought, Social theory and Sociological theory
- 1.2 Nature and significance of theory in Sociology
- 1.3 Relation between Theory and Research

### **MODULE II BASIC ELEMENTS OF THEORY**

- 2.1 Building blocks of Theory: Concepts, Variables, Statements and Formats
- 2.2 Major Theoretical Schemes: Meta theoretical, Analytical, Propositional and Modelling schemes
- 2.3 Models of Theorising: Inductive-Deductive, Micro- Macro, Grounded-Grand

### **MODULE III THINKING SOCIOLOGICALLY**

- 3.1 Sociology and Commonsense (Zygmunt Bauman & Tim May)
- 3.2 Sociological Imagination (C.Wright Mills)
- 3.3 Sociology and Critical thinking (Role of Frankfurt School)

### **MODULE IV PARADIGMS IN SOCIOLOGY**

- 4.1 Perspectives, Paradigm and Theory; Concept of Paradigm in Sociology
- 4.2 Paradigmatic orientations in Sociology: Functional paradigm, Conflict paradigm, Interactionist paradigm
- 4.3 Sociology as a Humanistic Discipline (Peter Berger)

### **References**

1. Bauman, Zygmunt & May, Tim (2001) Thinking Sociologically, Malden; U S A, Blackwell Publishing.
2. Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books.
3. C Wright Mills (1959) Sociological Imagination, New York, Oxford University Press.
4. Fred Rush (Ed) (2004) The Cambridge Companion to Critical Theory, Cambridge University Press

5. Mc Lennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic.
6. Turner, Jonathan.H(2012) The Structure of Sociological Theory, Rawat Publications

## **SGY6B12: SOCIAL PSYCHOLOGY**

**No. of credits: 4, No of hours/week: 5**

### **Course Outcomes**

1. Illustrate the fundamental concepts and perspectives in social psychology.
2. Familiarize the basic socio-psychological process.
3. Evaluate different perspectives on self in social context.
4. Analyze the different view point on attitude, personality and behavior.

### **MODULE I NATURE AND SCOPE OF SOCIAL PSYCHOLOGY**

1.1 Nature, subject matter and scope of Social Psychology. Methods of Studying Social Psychology and its importance, Major Themes of social psychology- seven themes, Relationship of social psychology with Sociology and Psychology

1.2 Basic concepts of social psychology-- Social Attitude, Social Learning, Group decisions, Prejudice, Conformity, Crowd behavior

1.3 Major perspectives of social psychology - Social cognition, Social learning( Albert Bandura's Bobo Doll study), Socio-cultural perspective, Evolutionary

### **MODULE II: BASIC PSYCHOLOGICAL PROCESSES**

2.1 Life Span Development: Infancy and Childhood, Adolescence, Middle Age, Old Age- Cognitive, Emotional, Social and Moral Development.

2.2 Sensory Perceptual Processes- Sensation, Perception, Memory

2.3 Cognitive Processes- Learning, Thinking, Motivation

### **MODULE: III : UNDERSTANDING SELF IN SOCIAL CONTEXT**



3.1 The self- Executive and organizational functions and Gender and cultural differences, Introspection and self-awareness theory in Psychology

3.2 Introspection and self-awareness theory in psychology- Definition and examples

3.3 Self-Perception Theory and Social comparison theory

#### **MODULE IV: ATTITUDES, PERSUASION AND PROSOCIAL BEHAVIOUR**

4.1 The ABC model of attitudes- Affect, behavior and cognition, Implicit Vs. Explicit attitudes- Definition and examples, Persuasion- Types of persuasion Techniques

4.2 Prosocial behavior -Altruism and prosocial Behavior-Definition and predictors

4.3 Positive moods and negative state-How positive moods and negative state Relief affect pro social behaviour

#### **References**

1. David Krech And Richard S Crutehfield :Theory And Problems Of SocialPsychology
2. David KrechAnd Richard S Crutehfield And Egerton L Ballachey: IndividualAnd Society
3. KuppuswamyB :Elements Of Social Psychology
4. Shaw M.E AndCostanso P.R:Theories Of Social Psychology
5. Sheriff M And Sherriff C.M: Social Psychology
6. Lind Gren H.C: An Introduction To Social Psychology
7. Cooper B Joseph And James L McGaugh: Integrating Principles Of SocialPsychology
8. Douglas T Kenrick: Social Psychology
9. Steven L Neuberg,Robert B Cialdini: Social Psychology Unraveling The Mystery
10. Sharon S Brehm,Saul M Kassin, Steven Fein :Social Psychology

## **SGY6B13: POPULATION STUDIES**

**No. of credits: 4, No. of hours/week: 4**

### *Course Outcomes*

- 1. Outline population studies and various sources of demographic data.*
- 2. Explain the different theoretical perspectives on population.*
- 3. Examine structure, characteristics and dynamics of population*
- 4. Evaluate the policies and programmes on population growth and development in India.*

## **MODULE I POPULATION STUDIES**

1.1. Population Studies, Definition, Nature, Subject matter and Scope of Population Studies 1.2. Relation of Population Studies with other Social Sciences: Demography, Sociology, Economics

1.3. Sources of Population Data: Census, Vital Statistics, Sample Survey, Dual Report System, Population Registers and International Publications

## **MODULE II THEORIES OF POPULATION**

2.1. Malthusian Theory

2.2. Optimum Population Theory

2.3. Demographic Transition Theory

## **MODULE III STRUCTURE, CHARACTERISTICS AND DYNAMICS OF POPULATION**

3.1. Population Structure and Characteristics: Sex and Age Characteristics, Marital Status, Education, Occupation and Religion

3.2. Fertility and Mortality : Biological, Cultural and Social Factors

3.3. Migration: Types of Migration- Internal and International, Factors of Migration

## **MODULE IV POPULATION GROWTH, DEVELOPMENT, POLICIES AND PROGRAMMES**

4.1. Population Growth in India with Special focus on Kerala -Education, Health, Socio economic development

4.2. Population Policies: Mortality, Fertility and Migration influencing Policies, Pro natalist and Anti-Natalist Policies

4.3. Family Planning and Welfare Programmes

### **References**

1. AshaBhende And Tara Kanitkar: Principles Of Population Studies ,Himalayan Publishing House,Bombay ,1996
2. Ashish Bose: Indian Population
3. Thompson and Lewis: Population Problems
4. M.L.Jhingan , B.K.Bhatt, J.N Desai: Demography
5. Agarwal S.N: India's Population Problems
6. Bose A : Patterns Of Population Change In India
7. Clarke J.I: Population Geography
8. Mandelbaum D.G: Human Fertility In India
9. Srivastava S.C: Studies In Demography
- 10.Mamoria C.B: India's Population Problems

## **SGY6B14: POLITICAL SOCIOLOGY**

**No. of credits: 4, No. of hours/week: 4**

### **Course Outcomes**

1. Recognize the basic aspects of political sociology.
2. Familiarize the theoretical framework on power and politics.
3. Evaluate dynamics of power in relation to mass media.
4. Critically analyze the political process and issues of contemporary India.

## **MODULE I: INTRODUCTION**

- 1.1 Definition, Nature and Scope of Political Sociology
- 1.2 Subject matter of Political Sociology
- 1.3 Relationship between Political system and Society

## **MODULE II: THEORETICAL PERSPECTIVES**

- 2.1 Max Weber: Authority, Party

2.2 Pareto: Circulation of Elites

2.3 C.Wright Mills: Power Elites

### **MODULE III: DYNAMICS OF POWER**

3.1 Power and Authority

3.2 Political Socialisation: Meaning, Significance and agencies

3.3 Role of Mass media in Politics

### **MODULE IV: POLITICAL PROCESS IN INDIA**

4.1 Role of Pressure groups and Interest groups in Indian politics

4.2 Role of Caste, Religion and Language in Indian politics

4.3 Regionalism and politics of ethnicity, Politicisation of social life

### **References**

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

Eisenstadt, S. N. (ED) 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.

Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University Press

Dipti Kumar Biswas 1989 – Political Sociology, Firma KLM Private, Calcutta,

Rajani Kothari 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd., 1973

Marris, Jones, W.H., 1982 – Government and Politics in India. Cambridge.

Jangam R.T. 1980 – Text Book of Political Sociology, Oxford and IBH Publishing Company

Giddens, Anthony, 2006, Sociology, Polity press, USA Haralambos, M. Sociology: Themes and Perspectives, Oxford

### **SGY6 B15: LIFE SKILL EDUCATION**

#### **(ELECTIVE CORE COURSE FOR SINGLE CORE/SDE)**

**No. of Credits: 4, No. of hours/week: 4**

#### **Course Outcome**

1. Gain basic knowledge about Life Skill Education
2. Identify different skills to enable better social interaction through communication.
3. Construct capabilities for worthwhile social life by providing proper understanding about self and personality in relation to society
4. Enable to realize the importance of Career planning.

## **MODULE I INTRODUCTION TO LIFE SKILL**

1.1 Introduction to life skill- Definition of Life skills, Components of life skills, Need for Life skill training

1.2 Core life skills- The Ten core Life Skills as laid down by WHO

1.3 The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together

## **MODULE II LIFE SKILLS FOR SOCIAL INTERACTION**

2.1 Thinking skills- Creative and Critical Thinking, Problem Solving, Decision Making, Goal Setting

2.2 Communication skills: Effective Communication, Barriers in effective communication , Public Speaking

2.3 Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages

## **MODULE III LIFE SKILLS FOR SELF MANAGEMENT**

3.1 Self Esteem, Self awareness, Self control, Empathy and Sympathy

3.2 Emotional Quotient and Social Quotient

3.3 Developing Positive thinking and Assertiveness

## **MODULE IV : LIFE SKILL FOR CAREER PLANNING**

4.1 Employment and Career, Career Planning

4.2 Choosing a Career- Need and importance of Career Guidance, Sources of career information

4.3 Applying for a Job- Preparation of Resume, Follow up communication, Interview facing and Group discussion

## **References**

1. UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
2. UNESCO (2005). Quality Education and Life Skills: Dakar Goals, UNESCO, Paris.
3. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations
4. Inter-Agency Meeting, WHO, Geneva.
5. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Santrock W. John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata
7. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford & BH Publishing Co. Pvt. Ltd. New Delhi.
8. Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA

## **Sites:**

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

## **SGY6B16: SOCIAL INFORMATICS**

**(ELECTIVE CORE COURSE FOR SINGLE CORE/SDE PROGRAMMES)**

**No. of credits: 4, No. of hours/week: 4**

### **Course Outcome**

1. Familiarized with the basic concepts and acquire a functional knowledge the field of informatics.
2. Aware of the emerging knowledge society and also effectively utilize the possibilities of digital knowledge.
3. Evaluate the socio-cultural and ethical aspects of ICT.
4. To judge various ICT-related issues faced at individual organizational and social level.

### **MODULE I: OVERVIEW OF INFORMATION TECHNOLOGY**

- I.1. Features of modern personal computer and peripherals: Hardware and Software
- I.2. Major operating systems and application software: DOS and Windows, Ubuntu
- I.3. Open access initiatives and free software movement

### **MODULE II: KNOWLEDGE SKILL FOR HIGHER EDUCATION**

- 2.1. Internet as a knowledge repository: World Wide Web, Search engines, Academic search techniques and academic websites
- 2.2. Use of IT in teaching: Academic services- INFLIBNET, NICNET, BRNET
- 2.3. Basic concepts of IPR, Copy rights and Patents, Internet plagiarism

### **MODULE III: SOCIAL INFORMATICS**

- 3.1. Relevance of informatics in society
- 3.2. Social Cybernetics, Information society, Cyber ethics
- 3.3. Impact of IT on social interactions: e-groups, virtual communities and blogging

### **MODULE IV: MAJOR ISSUES RELATED TO INFORMATICS**

- 4.1. Piracy issues, Cyber crime, Cyber Security and Cyber Laws
- 4.2. New threats of IT industry: Information overload, Cyber addictions, Health issues
- 4.3 E wastes and Green Computing

## **References**

1. Pearson, Technology in Action
2. Rajaraman V, Introduction to information Technology, Prentice Hall
3. Alexis Leon & Mathew Leon, Computers today, Leon Vikas
4. Peter Notion, Introduction to Computers, Indian adapted edition
5. George Perry, SAMS Teach Yourself Open office org, SAMS
6. Alexis Leon & Mathew Leon, Fundamentals of Information Technology
7. Armand Mathew, The Information Society, London Sage Publications
8. Ajai S Gaur, Statistical methods for Practice and Research, New Delhi, Response books

## **SGY6B17: MASS MEDIA AND SOCIETY (ELECTIVE CORE COURSE FOR SINGLE CORE/SDE)**

**No. of credits: 4, No. of hours/week:4**

### **Course outcomes**

1. Recognize the different forms of communication and modern technology.
2. Identify and classify types and functions of traditional and modern media.
3. Assess different theoretical perspectives on mass media.
4. Evaluate impact of mass media on culture in globalization context.

### **MODULE I COMMUNICATION**

- 1.1. Definition and meaning and of communication
- 1.2. Group and Mass Communication, Extra Personal Communication
- 1.3. Communication and Modern Technology

### **MODULE II MASS MEDIA**

2. 1. Nature characteristics and Functions of Mass Media
2. 2. Folk and traditional media, Printing and Publications, Electronic Media, Radio, T.V. 2.3. Films, Cyberspace, Virtual Communication, Internet, Blogging

### **MODULE III THEORIES OF MASS MEDIA**

- 3.1. Harold Innis and Marshal Mc Lahan: Space, Time and Global Village – ‘The Media is the Message’
- 3.2. Raymond Williams: Communication and Revolution, Cultural Materialism and Hegemony
- 3.3. Habermas: Culture and Public Space, Thompson: Media and Modern Society

### **MODULE IV MASS MEDIA AND CULTURE**

- 4.1. Popular Culture, High Culture and Low Culture, Impact of Mass media on Popular Culture

- 4.2 Media and Globalisation, Impact of Media on developing Societies
- 4.3 Democracy and Issues of Media Regulation

### **References**

1. John Fiske - Introduction to Communication Studies
2. Martenson - Introduction to Communication Studies
3. Anthony Giddens - Sociology
4. Nick Stevenson - Understanding Media Culture
5. Nick Stevenson - Social Theory and Mass Communication
6. Nick Stevenson - Media theory : An Introduction - Blackwell
7. Srivastava K.M. - Radio and T.V. Journalism
8. Mehta. D.S - Mass Communication and Journalism in India
9. Diwakar Sharma - Mass Communication : Theory and Practice in 21st Century
10. Zahid Hussain - Media and Communication in the Third world
11. Raymond Williams - Communication and Revolution
12. Habermas - Culture and Public Space

## **SGY6B20: CRIME AND SOCIETY**

**(ELECTIVE CORE COURSE FOR DUAL CORE PROGRAMME)**

**No. of credits: 5, No. o hours/week: 6**

### **Course Outcomes**

- 1 Familiarise the impact of the problems resulting from criminal acts in society.
- 2 Recognise the different types of crimes and their prevention
- 3 Examine the various approaches to the study of crime.
- 4 Identifies the concept of social pathology and explains its preventive measures.

### **MODULE I CRIMINAL BEHAVIOUR**

- 1.1 Concept of Crime, Criminality and Criminal Behaviour, Characteristics of Criminal behaviour
- 1.3 Causes of Crime – Physical / Biological, Socio- Cultural, Familial
- 1.4 Impact of crime on society

### **MODULE II APPROACHES TO THE STUDY OF CRIME**

- 2.1 Classicist - Hedonism – Beccaria, Biogenic – Evolutionary, Atavism Theory - Lombroso
- 2.2 Sociogenic - Differential Association Theory – Sutherland, Labeling Theory - Howard Becker
- 2.3 Sociological Theory - Anomic Theory -R K Merton

### **MODULE III TYPES OF CRIME**

- 3.1 Crimes against Individual, Crimes against Property, Crimes against State
- 3.2 Juvenile Delinquency –causes and consequences



- 3.3 Child Abuse, Crimes against Women, Crimes against the Elderly
- 3.4 Cyber Crimes - Causes, Areas, Suggestions

#### **MODULE IV SOCIAL PATHOLOGY AND CORRECTIONAL MEASURES**

- 4.1 Concept - Social Pathology
- 4.2 Prevention and Remedial Measures of crime
- 4.3 Correction of criminals –Counselling, Probation, Imprisonment, Rehabilitation
- 4.4 Field visit and preparation of field report\*

(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

#### **References**

1. Barnes and Teeters, New Horizons in Criminology, PrenticeHall Inc, New York, pp 119-207.
2. Divya Bhardwaj, Child Abuse, Mohit publications 2006.
3. Elliott Mabel A, Crime in modern society, New York, Harper and Bros.
4. Healy and Bronner, New Light on Delinquency and its treatment
5. James Vadackumcherry, Criminology and penology, Kairali books International, Kerala,1983.
6. Jehangir M.J. Sethna, Society and the criminal, N.M. Tripathi Pvt. Ltd, 1980.
7. Neumeyer H. Martin, Juvenile Delinquency in Modern Society, D-Van Nostrand Company,
8. Ram Ahuja, Social problems in India, Rawat publications, 1997.
9. Ram Ahuja, Social problems in India, Rawat publications 1997, pp 314-336.
10. M. Shenoy, Domestic Violence Anubhav Publishing Company, Allahabad, 2009
11. Sharma R.N, Indian social problems, Media promoters and publishers, 1982, P 169-200.
12. Walter C Reckless, The Crime problem, New York, Appleton-Century, 1967.

#### **SGY6B21: SOCIOLOGICAL PERSPECTIVES OF DEVELOPMENT (ELECTIVE CORE COURSE FOR DUAL CORE PROGRAMME)**

**No. of credits: 5, No. of hours/week: 6**

#### **Course Out comes**

- 1 Identify the basic concepts of development
- 2 Analyze the distinct features of sociological perspective of development
- 3 critically analyze various perspective on development and recognizes its social implications

#### **MODULE I CONCEPT OF DEVELOPMENT**

- 1.1 Development as a concern of Sociology, Changing Conceptions of Development
- 1.2 Economic Development, human development, Social development, Sustainable development, Human Development Index, Gender Development Index
- 1.3 Critiquing mainstream paradigms of development and emergence of alternative development perspectives

#### **MODULE II Perspectives in Development**

- 2.1 Modernisation (Rostow)
- 2.2 Marxist (Wallerstein)
- 2.3 Development as Freedom (Amartya Sen)

## 2.4 Alternative development– Gandhi & Schumacher

### **MODULE III INDIAN EXPERIENCE OF DEVELOPMENT**

- 3.1 Planning for development- sociological appraisal of Five-Year Plans,
- 3.2 Economic reforms and its social implications-Liberalisation, Privatisation, Globalisation
- 3.3 Socio-cultural impact of globalization, social implications of info-tech revolution

### **MODULE IV: KERALA SCENARIO**

- 4.1 Kerala model of development – a critical appraisal
- 4.2 Social implications of Development: Issues of marginalised communities/ categories;  
Ecological implications of Development: Issues related to land, water, forest
- 4.3 Field visit and preparation of field report\*  
(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

### **References**

1. Derez, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.
2. Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.(Chapter 2).
3. Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition: New York: W.W.Norton& Co.
4. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
5. Haq, MahbubUl. 1991. Reflections on Human Development. New Delhi, OUP
6. Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice-Hall (India)
7. Sharma, SL 1980. "Criteria of Social Development", Journal of Social Action. Jan- Mar.
8. Sharma, SL1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.(Chptr 1).
9. Sharma, S.L. 1994. "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin. Vol.39, Nos. 1&2. Pp.33-51.
10. Srinivas, M.N. 1966. Social Change in Modern India. Berkley: University of Berkley.
11. Symposium on Implications of Globalization. 1995. Sociological Bulletin. Vol.44. (Articles by Mathew, Panini &Pathy).
12. Raman, Ravi K. 2010. *Development Democracy and the State: Critiquing the Kerala Model of Development*. London: Routledge.
13. Padmanabhan, Roshni. 2010. 'Learning to Learn: Dalit Education in Kerala', in Raman Ravi K. (ed.), *Development, Democracy and the State; Critiquing the Kerala Model of Development*, pp. 102–117. New Delhi: Routledge
14. Tharakan, P. K. Michael. 1984. 'Socio-Economic Factors in Educational Development:Case of Nineteenth Century Travancore', Economic and Political Weekly

**SGY6B22: EDUCATIONAL SOCIOLOGY**  
**(ELECTIVE CORE COURSE FOR DUAL CORE PROGRAMME)**

**No. of Credits: 5, No. of hours/week: 6**

**Course Outcomes**

1. Identify sociological meaning of education and its current interrelationships with contemporary society
2. Recognize the role of social institutions in the process of education and socialization
3. Examine the different sociological theories and perspectives on education
4. Analyzes how education influences socio-economic transformations

**MODULE I INTRODUCTION**

- 1.1 Sociology of education - Subject matter, scope and relevance
- 1.2 Types of education - Formal, Non-formal, informal, adult, continuing education
- 1.3 School as a micro social system; schooling as disciplining

**MODULE II SOCIOLOGICAL PERSPECTIVES ON EDUCATION**

- 2.1 Marxian and Structural Perspectives – Gramsci, Althusser, Bourdieu
- 2.2 Critical Perspectives – Paulo Friere, Ivan Illich
- 2.3 Liberal Perspectives – Tagore, Gandhi, J. Krishnamurthi

**MODULE III EDUCATION AND SOCIAL STRATIFICATION**

- 3.1 Inequalities in Education – gender, dalit, adivasis, people with special needs
- 3.2 Dominant curriculum and hidden curriculum
- 3.3 Education and opportunity: equality and equity, inclusive education, social mobility

**MODULE IV CHANGING DIMENSIONS OF EDUCATION**

- 4.1 Neo-liberal economy and education: commercialization
- 4.2 Technology and its impact on education
- 4.3 Education and globalization

**References**

1. Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
2. Chanana, Karuna. 1988. Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
3. Chitnis, Suma & P.G. Altbach. 1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
4. Gandhi, M.K.1962. Problems of Education, Ahmedabad: Navjeevan Prakashan.
5. Gore, M.S. et.al. (ed.).1975. Papers on the Sociology of Education in India, New Delhi, NCERT.
6. Illich, Ivan.1973. Deschooling Society, London: Penguin.
7. Shatragan, M.1988. Privatising Higher Education, EPW.pp.2624.
8. Doyal, Lesley and Sophie Watson. 1999. Engendering Social Policy. Buckingham: Open University Press.

9. Friere, Paulo.1972. Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
10. Educational Policy and Practice'' In The Receiving Higher Education, 21 (3): 279-302.
11. Jayaram, N.1990. Sociology of Education in India, Jaipur: Rawat Publication.
12. Jefferey, R. And Alaka M.Basu. 1996. Girls' Schooling, Women's Autonomy and Fertility Change in South Asia, New Delhi: Sage.
13. Kamat, A.R. 1985. Education and Social Change in India. Bombay: Somaiya.

# **SGY6B 19- RESEARCH METHODOLOGY**

**(for SDE/Private registration BA Sociology programme)**

## **Course Outcomes**

1. Creates an in-depth idea about the basics of social science research
2. Explain and evaluates different quantitative and qualitative research methods
3. Formulates logical analysis, interpretation and presentation of data

## **Module I: Fundamentals of Social Research**

- 1.1. Social Science Research – Meaning, Definitions and Characteristics of Social Research; Steps in Social Research
- 1.2. Types of Research – Pure, Applied and Action research
- 1.3. Theory and Research - Relationship

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

- 2.1 Quantitative Research- Census and Population Survey; Different types of survey- Cross-sectional, Longitudinal, Correlational survey
- 2.2 Qualitative Research- Case Study, Ethnography, Life History
- 2.3 Advantages and Disadvantages of Quantitative Research and Qualitative Research

## **Module III: Data Analysis and Interpretation**

- 3.1 Data Analysis – Quantitative methods- Types of tables, Graphical representations
- 3.2. Data Analysis – Qualitative methods- Thematic analysis, Transcripts, Narrative analysis, Content analysis
- 3.3 Application of computers in Data Analysis

## **Suggested Readings**

1. Ahuja, Ram (2006), Research Methods, New Delhi, Rawat Publications.
2. Earl R. Babbie, Lucia Benaquisto (2009), Fundamentals of Social Research Nelson Education Limited
3. Goode W.J & Hatt P.K (1952), Methods in Social Research. New York: McGraw Hill Book Company

4. Krishna Swamy (2005) Research Methodology, Himalaya Publications, Delhi
5. Kothari C.R. (1985), Research Methodology – Methods and Techniques, Wiley Eastern limited, Madras
6. W. Lawrence Neuman (2011), Social Research Methods: Quantitative and Qualitative Approaches London, 7 Edition

## COMPLEMENTARY COURSES

The following complementary courses are suggested with the option for choice (two complementary courses can be selected). The syllabus for complementary courses of sister departments are prepared by the respective Boards of studies.

Sl. No	Course and Code	Credit
1	SGY1(2)C01 PRINCIPLES OF SOCIOLOGY*	4
2	SGY3(4)C02 SOCIOLOGY OF INDIAN SOCIETY	4
3	SGY3(4) C03 INTRODUCTION TO SOCIAL PSYCHOLOGY	4
4	SGY3(4) C04 INTRODUCTION TO POLITICAL SOCIOLOGY	4
5	SGY3(4) C05 INTRODUCTION TO ECONOMIC SOCIOLOGY	4
6	SGY3(4) C06 BASICS OF SOCIAL ANTHROPOLOGY	4
7	SGY3(4) C07 EDUCATION AND SOCIETY	4
8	SGY3(4)C08 MEDIA AND SOCIETY	4
9	SGY3(4)C09 SOCIOLOGY AND SOCIAL WORK	4
10	SGY3(4)C10 SOCIOLOGY OF DEVELOPMENT	4
11	SGY3(4)C11 SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP	4
12	SGY3(4)C12 SCIENCE , TECHNOLOGY AND SOCIETY	4
13	SGY3(4)C13 SOCIOLOGY OF MARGINALISATION AND SOCIAL EXCLUSION	

\*The course which has to be taught as first complimentary course in Sociology (Either in I or II semester according to Type I or Type II choice). Remaining one course may be selected from the above listed courses (SGY3(4)C2 - SGY 3(4)C13) by taking into account of the relation with the Core Paper. (For example, For Economics core students, the second complimentary course in Sociology may be Economic Sociology. For Political Science Core, Political Sociology may be opted). Colleges can choose from the above complementary courses offered by the University without affecting the existing workload.

# **SYLLABUS**

## **COMPLEMENTARY COURSES**

### **SGY1 (2) C01: PRINCIPLES OF SOCIOLOGY**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course Outcomes**

- Comprehends the basics of Sociology with its concepts
- Illustrates the mechanism of social structure and stratification
- Recognises the sociological perspectives of contemporary social realities
- Critically analyses the challenges of the changing world

#### **MODULE I SOCIOLOGY: AN INTRODUCTION**

- 1.1 What is Sociology? Nature, Scope and relevance
- 1.2 Basic concepts – Society, Social groups, Social institutions, social mobility
- 1.3 Sociology and Common Sense Knowledge - Sociological Imagination

#### **MODULE II INDIVIDUAL AND SOCIETY**

- 2.1 Socialization – types and agencies and relevance
- 2.2 Social control – types, agencies and relevance
- 2.3 Social structure and social stratification

#### **MODULE III CULTURE AND SOCIETY**

- 3.1 Sociological Perspectives on culture
- 3.2 Dominant culture, Sub Culture and popular culture
- 3.3 Cultural change today: Globalisation, Internet revolution and multiculturalism

#### **MODULE IV SOCIETY IN INDIA TODAY**

- 4.1 Ethnocentrism and identities of region, religion, language and caste
- 4.2 Gender as an issue - control over women by state, religion, family
- 4.3 Media and hyper-reality

#### **References**

1. Giddens, Anthony, 2006, *Sociology*, Polity, Ch. 1, 2.
2. Mills, C. Wright (2000/1959): *The Sociological Imagination*, Delhi: Oxford University Press, pp. 3-5, 8-11
3. Beteille, Andre (1996) *Sociology and Common Sense*, Economic and Political Weekly 31(35/37) Special Number (Sep. 1996): 2361-2365
4. Haralambos, Michael and Holborn (2014): *Sociology: Themes and Perspectives*, London: Harper-Collins.
5. M. Francis Abraham (2006) *Contemporary Sociology: An Introduction to Concepts and Theory*, Delhi: Oxford University Press.
6. Berger, Peter, 1963, *Invitation to Sociology*, Doubleday, New York, Ch. 1,2 ,3.
7. Macionis, John J., 2005, *Sociology*, Pearson, Ch. 1, 3
8. Peter Worsley - *Introducing Sociology*



## Supplementary Material

1. *On caste issues*: S. Joseph. 2005. Identity card (poem – Malayalam/English) Kottayam: DC Books. (Translation 2010: K. Satchidanandan)
2. *On adivasi issues*: Sreemith Sekhar (2013) The Red Data Book: An Appendix (documentary).

### **SGY3 (4) C02: SOCIOLOGY OF INDIAN SOCIETY**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course outcomes:**

- Examines the issues of weaker sections of Indian Society
- Summarises the various social institutions and the roots of Social Change
- Familiarises various approaches to analyse Indian Society
- Evaluates sociological perspectives on contemporary social issues

#### **MODULE I- INDIAN SOCIETY:A SOCIOLOGICAL PERSPECTIVE**

1.1. The structure and composition of Indian society-Cultural and ethnic diversity, diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

1.2 Tribes; weaker section, Dalits, Women and Minorities: population profile and related issues.

1.3: Caste: Definition, Characteristics and Changes in Indian Caste System

#### **MODULE II –INDIAN SOCIAL SYSTEM**

2.1. Family, Kinship and Marriage in India-Definition and functions, Types-Joint and Nuclear families, Monogamy and Polygamy, Primary, Secondary and Tertiary Kinship

2.2. Rural and Urban Society In India: Pre and Post Independent Period

2.3 Concepts of Social Change in Indian Society-Sanskritisation, Westernisation, Modernization

#### **MODULE III-MAJOR APPROACHES FOR STUDYING INDIAN SOCIETY**

3.1 Basic premises of Indological Approach (Louis Dumont)

3.2 Structural-functionalism (S.C. Dube) and, Marxian approaches (A.R. Desai)

3.3 Subaltern Perspective (B.R. Ambedkar)

#### **MODULE IV-EMERGING SOCIAL ISSUES AND PROBLEMS**

4.1 Structural: poverty, inequality of caste and gender, disharmony—religious, ethnic and regional, minorities, backward classes and communities

4.2 Familial: dowry, domestic violence, divorce, intra and inter generational conflict, problems of elderly

4.3 Developmental: regional disparities, development induced displacement, ecological degradation and environmental pollution, consumerism, crisis of values

## References

1. Ram Ahuja - Indian social System
2. S.C. Dube- Indian Society
3. A.R.Desai - Rural Sociology in India
4. Yogendra Singh – Modernisation of Indian Tradition
5. M.N.Srinivas- Social change in India
6. M.N.Srinivas - India's Villages
7. Mukhi- Indian Social System
8. Iravati Karve- Marriage and Family in India
9. Pauline.M. Kolenda- Religion, Caste and Family Structure
10. Shah.A.B.- Tradition and Modernity in India

## SGY3 (4) C03: INTRODUCTION TO SOCIAL PSYCHOLOGY

**No. of Credits: 4/ No. of hours per week: 6**

### Course Outcomes

- Identifies various concepts and approaches in Social Psychology
- Outlines the psychological and cognitive processes related to Social Psychology
- Examines social behavior and its dynamics
- Evaluates the development of human personality in relation to social system

## MODULE I-NATURE AND SCOPE OF SOCIAL PSYCHOLOGY

1.1 Nature, subject matter and scope of Social Psychology: Major Themes of Social Psychology

1.2 Relationship of social psychology with Sociology and Psychology

1.3 Basic concepts of social psychology—Social Attitude, Social Learning, Group decisions, Prejudice, Conformity, Crowd behavior

## MODULE II: BASIC PSYCHOLOGICAL PROCESSES

2.1 Life Span Development: Infancy and Childhood, Adolescence, Middle Age, Old Age Cognitive, Emotional, Social and Moral Development (Conceptual Level)

2.2 Sensory Perceptual Processes-Sensation, Perception, Memory

2.3 Cognitive Processes-Learning, Thinking, Motivation

## MODULE III-SOCIAL BEHAVIOUR

3.1. Groups: Definition, Types-

Primary and Secondary Groups, Social Interaction, Social and Interpersonal Relations.

3.2. Crowd, Audience and Rumor: Definition Characteristics and Classification of Crowd and Audience

3.3. Leadership: Definition of leader and leadership, Characteristics, Types, Emergence of Leadership in a Group

## MODULE IV- PERSONALITY AND SOCIAL SYSTEM

4.1. Attitude: Meaning, Types and Formation of Attitude

4.2. Social Learning: Meaning and Definition, Factors in The Process Of Learning

4.3. Personality: Definition and Factors Affecting Personality: Social Factors

## **References**

1. David Krech & Richard S Crutchfield : Theory And Problems of Social Psychology
2. Kuppusway B : Elements Of Social Psychology
3. Shaw M.E & Costanso P.R : Theories Of Social Psychology
4. Sherif M & Sherriff C.M : Social Psychology
5. Lind Gren H.C : An Introduction to Social Psychology
6. Cooper.B.Joseph&James.L.McGaugh : Integrating Principles of Social Psychology
7. Douglas T Kenrick : Social Psychology
8. Steven L Neuberg,Robert B Cialdini : Social Psychology Unraveling the Mystery
9. Sharon.S.Brehm,Saul.M.Kassin,Steven Fein : Social Psychology

## **SGY3 (4) C04: INTRODUCTION TO POLITICAL SOCIOLOGY**

**No. of Credits: 4/ No. of hours per week: 6**

### **Course Outcomes**

- Outlines the basic aspects of political sociology
- Examines the important theoretical perspectives of political sociology
- Assesses political socialization and its dynamics
- Analyses the contemporary trends in political sociology in India in the context of modern economic transformation

### **MODULE I: INTRODUCTION**

- 1.1 Definition, Nature and Scope of Political Sociology
- 1.2 Subject matter of Political Sociology
- 1.3 Relationship between Political system and Society

### **MODULE II: THEORETICAL PERSPECTIVES**

- 2.1 Max Weber: Authority, Party
- 2.2 Pareto: Circulation of Elites
- 2.3 C.Wright Mills: Power Elites

### **MODULE III: POLITICAL SOCIALIZATION AND POLITICAL PROCESSES**

- 3.1 Political socialization, Meaning, Types, Means and Determinants of political participation
- 3.2. Politicization of caste, Role of Pressure tactics, Communal organizations, Role of Mass Media.
- 3.3. Public Opinion, Interrelation between politics and society, Politicization in Public life

### **MODULE IV: INDIAN SCENARIO**

- 4.1 Globalization, commercialization, liberalization, secularism and the crisis of ideologies.
- 4.2 Fundamentalism, communalism and religious nationalism.
- 4.3 Politics and inequality: Caste system and patriarchy.

References

1. Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book,.
2. Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row.
3. Runciman W. G. 1965 – Social Sciences and Political Theory, Cambridge University Press, London.
4. Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book,
5. Kornhauser, W. 1971 – The Politics of Mass Society, Penguin.
6. Kothari R. 1979 – Politics in India, Orient Longmans Ltd.
7. Merton R. K. 1952 (ed) – Reader in Bureaucracy. Glenco The Free Press.
8. Mills C.W. & Hans Gerth, 1946 – Essays in Sociology. Oxford, New York
9. Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University Press : New Haven.
10. Almond A. Gabriel et.al. 1973, Crises, choice and change : Historical studies of Political Development, Boston.
11. Dipti Kumar Biswas 1989 – Political Sociology, Firma KLM Private, Calcutta,
12. Rajani Kothari 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd., 1973
13. Barrington Moore Jr., 1958 – Political Power and Social Theory. Cambridge, Harvard University Press.
14. Mitra, Subratha K. 1992 – Power protest and participation – Local Elites and the politics of development in India. Routledge.
15. Marris, Jones, W.H., 1982 – Government and Politics in India. Cambridge.
16. Jangam R.T. 1980 – Text Book of Political Sociology, Oxford and IBH Publishing Company, New Delhi.

### **SGY3 (4) C05: INTRODUCTION TO ECONOMIC SOCIOLOGY**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course Outcomes**

- Analyse the foundations of economic sociology
- Perceives various theoretical perspectives and interpretations
- Evaluates the sociological approaches to the study of economic institutions
- Examines various sociological backgrounds of labour market and its developments in the context of globalisation

### **MODULE I: DEVELOPMENT OF ECONOMIC SOCIOLOGY**

- 1.1. Introduction: Definition, Origin and Development of Economic Sociology
- 1.2 Comparison between Economics and Economic Sociology
- 1.3 Social contexts of economic action: Economic action, its meaning, varieties of embeddedness, social networks in economic behavior

### **MODULE II: THEORETICAL PERSPECTIVES**

2. 1. Sociological views of Economy: Marx (Materialistic Interpretation of Society), Weber (Economy and Society)
- 2.2 Durkheim (Division of Labour), and Parsons (Economy as a sub system)
- 2.3 Karl Polanyi (Economy as established Process), New Economic Sociology- Mark Granovetter (Embeddedness)

### **MODULE III : SOCIOLOGICAL APPROACHES TO ECONOMIC INSTITUTIONS**

- 3.1 Sociological theories on Consumption- Marry Duglous, Baron Isherwood (use of goods),
- 3.2 Pierre Bourdieu (Forms of Capital),
- 3.3 Veblen (Conspicuous Consumption)

### **MODULE IV : SOCIOLOGY OF LABOUR AND MARKET**

- 4.1 Discrimination in Markets, Social determinants of inequalities in wage and earning in India
- 4.2 Socio-Cultural aspects of Economic Development in India- Impact of Religion and Caste
- 4.3 Scope of Economic Sociology in the context of Globalisation

#### **References**

1. Arrow, Kenneth 1974, The Limits of Organisation. New York : W.W
2. Norton Becker, Gary 1976 The Economic Approach to Human Behaviour. Chicago: University of Chicago Press
3. Bourdieu, Pierre 1986a "The Forms of Capital". In John .G. Richardson, ed., Handbook of Theory and Research for Sociology of Education., Westport, Conn: Greenwood Press
4. Di Maggio, Paul 1994 "Culture and the Economy." In Neil Smelser and Richard Swedberg, (ed.)
5. Handbook of Economic Sociology. Princeton, NJ. and NY Princeton University Press and Russel Sage Foundation.
6. Di Maggio Paul, and Waltor Powell, eds 1991, The New Institutionalisation in Organisational Analysis. Chicago: University of Chicago Press.
7. Friedland, Roger, and A.F. Robertson, eds 1990 Beyond the Marketplace: Rethinking Economy and Society.
8. Granovetter, Mark (1974) 1995 Getting a Job: A Study in Contacts and Careers. Cambridge, Mass.: Harvard University Press.
9. Granovetter, Mark 1985 "Economic Action and Social Structure : A theory of Embeddedness."
10. American Journal of Sociology 91:481-510
11. Parsons, Talcott, and Neil Smelser 1956, Economy and Society: A Study in the Economic And Social Theory. London: Routledge and Kegan Paul.
12. Polanyi, Karl, Conrad M. Arensburg, and Hartry W. Pearson, (ed). 1957 Trade and Market in the Early Empires. Glencoc, III.: Free Press.
13. Smelser, Neil. 1963, The Sociology of Economic Life, Englewood Cliffs, NJ : Prentice Hall Inc.
14. Swedberg, Richard 1987, "Economic Sociology : Past and Present." Current Sociology 35(1)
15. Zelizer, Viviana 1979 Pricing the Priceless Child : The Changing Social Value of Children

## **SGY3 (4) C06: BASICS OF SOCIAL ANTHROPOLOGY**

**No. of Credits: 4/ No. of hours per week: 6**

### **Course Outcomes**

- Recognises the basics of social anthropology and its interdependence with sociology
- Evaluates the concept of culture and its evolution in accordance with various theoretical perspectives
- Analyses the sociological interpretation of tribes
- Examines the composition of tribal population in Kerala and evaluate their problems
- Plans, conducts and submits a report on a field study among any tribal community in Kerala

### **MODULE I: SOCIAL ANTHROPOLOGY**

1.1 Meaning, definition, nature and scope

I.2. Relationship between Sociology and Anthropology, Definition, Meaning, Nature, Scope of Social Anthropology

I.3 Methods of Anthropology: Case study, Ethnography, Focused Interview, Participant and non- participant observations

### **MODULE II: CULTURE AND SOCIETY**

2. 1 Definition, Components of Culture, Characteristics of Culture, Cultural lag Culture and civilization

2.2 Theories of Culture: Functionalist thought of Anthropology: Malinowski Structural theory: Levi- Strauss and Radcliff Brown

2.3 Theories of cultural process: Evolution, Acculturation, Assimilation, Diffusion, Enculturation, Integration

### **MODULE III: TRIBES AND ANTHROPOLOGY**

3.1 Tribe-meaning, definition and characteristics, History of the tribes – theories about their origin

3.2 Related terminologies-tribes, Scheduled tribe, De-notified Tribes, primitive tribes

3.3 Tribes and castes

### **MODULE IV: TRIBES IN KERALA**

4.1 Composition and distribution of tribal population in Kerala

4.2 Major issues faced by tribes in Kerala: Landlessness, Poverty, Health, Education

4.3 Field visit and preparation of field report\*

(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

### **References**

1. Upadhyay *History of Anthropological Thought*
2. Majumdar D.N *Social Anthropology*

3. Marwin Hari *Introduction to Cultural Anthropology*
4. Thomas Hylland Ericson *What is Anthropology?*
5. L.P Vidhyarthi *Sacred Complex*
6. Evans Pritchard *Introduction to Social Anthropology*
7. R.L.Beals and Harry Hoijer *Introduction to Anthropology*
8. Hoebel, E Adamson, *Anthropology*
9. Malinowski, B *A Scientific Theory of culture and other Essays*
10. Radcliffe Brown *Mother's Brother in South Africa*

### **SGY3 (4) C07: EDUCATION AND SOCIETY**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course Outcomes**

- Examines the basic concepts of sociology of education
- Evaluates the major sociological theories of education
- Analyses the process of education and its role in social transformation in modern social enterprises

Outlines the history of Indian education and elaborates its various sociological dimensions

#### **MODULE I: INTRODUCTION**

- 1.1 Sociology of education - Subject matter, scope and relevance
- 1.2 Types of education - Formal, Non-formal, informal, adult, continuing education
- 1.3 School as a micro social system; schooling as disciplining

#### **MODULE II :SOCIOLOGICAL PERSPECTIVES ON EDUCATION**

- 2.1 Marxian and Structural Perspectives – Gramsci, Althusser, Bourdieu
- 2.2 Critical Perspectives – Paulo Friere, Ivan Illich
- 2.3 Liberal Perspectives – Tagore, Gandhi, J. Krishnamurthi

#### **MODULE III :EDUCATION AND SOCIAL STRATIFICATION**

- 3.1 School as a system: schooling as process.
- 3.2 Education and opportunity: equality and equity, inclusive education,
- 3.3 Higher Education: skill development, globalisation and social mobility.

#### **MODULE IV: EDUCATION IN INDIA**

- 4.1 Socio-historical context: education in pre-colonial and colonial India.
- 4.2 Education, diversities and disparities: region, tribe, caste, gender, rural-urban residence.
- 4.3 Gendering inequalities: education of girls and women.

#### **References**

14. Acker, S. 1994. *Gendered Education: Sociological Reflections on Women*, Buckingham: Open University Press.
15. Brint, Steven. 1998. *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.

16. Chanana, Karuna. 1988. Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
17. Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In Economic and Political Weekly, 27,14 (4):157-64.
18. Chitnis, Suma & P.G. Altbach. 1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
19. Gandhi, M.K.1962. Problems of Education, Ahmedabad: Navjeevan Prakashan.
20. Gore, M.S. et.al. (ed.).1975. Papers on the Sociology of Education in India, New Delhi, NCERT.
21. Illich, Ivan.1973. Deschooling Society, London: Penguin.
22. Ramnathan, G. From Dewey to Gandhian Economy. Asia Publishing House.
23. Sen, Amartya. 1992. Inequality re-examined. Delhi: Oxford University Press.
24. Shatrugan, M.1988. Privatising Higher Education, EPW.pp.2624.
25. Doyal, Lesley and Sophie Watson. 1999. Engendering Social Policy. Buckingham: Open University Press.
26. Friere, Paulo.1972. Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
27. Educational Policy and Practice'' In The Receiving Higher Education, 21 (3): 279-302.
28. Jayaram, N.1990. Sociology of Education in India, Jaipur: Rawat Publication.
29. Jefferey, R. And Alaka M.Basu. 1996. Girls' Schooling, Women's Autonomy and Fertility Change in South Asia, New Delhi: Sage.
30. Kamat, A.R. 1985. Education and Social Change in India. Bombay: Somaiya.

### **SGY3 (4) C08: MEDIA AND SOCIETY**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course Outcomes**

- Summarises the basic aspects of media and society
- Examines the various theories of communication
- Analyses the impact of the mass media on culture and society
- Perceives the impact of information and communication technology on Popular culture

#### **MODULEI: MEDIA–INTRODUCTION**

1.1 Meaning, Nature, Types, Functions, Mass Media and Technology

1.3 Media Regulation- Measures–Socio Cultural, Legal, Religious and Ethical

1.3 Copyright, Patent, IPR, and Cyber Ethics, Censorship

#### **MODULEII: THEORIES OF MASS MEDIA**

2.1. Harold Innis and Marshal McLahan: Space, Time and Global Village–'The Media is the Message'

2.2. Raymond Williams: Communication and Revolution, Cultural Materialism and Hegemony

2.3. Habermas: Culture and Public Space, Thompson: Media and Modern Society

#### **MODULEIII: GLOBALISATION AND MASS MEDIA**



3.1 Globalization, popular culture and the mass media

3.2 Global media as an agency of globalization; syncretism in global culture; control of MNC over global information flow as well as entertainment;

3.3 The diffusion of global culture through the mass media and its impact on youth in respect of values, consumerism, food preferences, fashions and entertainment..

#### **MODULE IV: MASS MEDIA AND POPULAR CULTURE**

4.1 Popular culture, mass culture, folk culture, elite culture; role of mass media in popular culture;

4.2 Relationship between popular culture and leisure and recreation; identity and community consciousness as mediated and reinforced through popular culture; relationship between popular culture and social and political movements.

4.3 Developments in information and communication technology and their impact on popular culture; television and the commercialization of leisure; popular music and its social reach.

#### **References**

1. Bathla, Sonia, 1998 : Women, Democracy and the Media : Cultural and Political Representation in the Indian Press (Delhi : Sage)
2. Breckenridge, C. : Consuming Modernity : Public Culture in Contemporary India.
3. Brosius, C. and M. Butcher, 1999, eds. : Image Journey : Audio Visual media and cultural change in India (Delhi : Sage)
4. Curran, J and M. Gurevitch, 1991, eds : Mass Media and Society (London : Edward Arnold)
5. Johnson, K., 2000, : Television and social change in rural India (London : Sage)
6. Manuel, P., 1998 : Cassette Culture : Popular Music and Technology in North India
7. Mitra, A. 1993 : Television and Popular Culture in India (Delhi : Sage)
8. Singhal, A. and E.M. Rogers, 2000 : India's Communication Revolution (Delhi : Sage)
9. Appadorai, Arjun, 1997 : Modernity at Large : Cultural Dimensions of Globalization (New Delhi : Oxford University Press)
10. Axford, B and Richard Huggins, 2001 : New Media and Politics (London : Sage)
11. Page, D. and William Crawley, 2001 : Satellites over South Asia (London : Sage)
12. Preston, P., 2001 : Reshaping Communications (London : Sage)
13. Robertson, R., 1992 : Globalisation, Social Theory and Global Culture (London : Sage)

## **SGY3 (4) C09: SOCIOLOGY AND SOCIAL WORK**

**No. of Credits: 4/ No. of hours per week: 6**

### **Course Outcomes**

- Identifies and applies the theoretical views and concepts to understand Individual and Society
- Appraises Community Development Programme, its approaches and agencies
- Critically appraises the study of Socially excluded and marginalised communities.
- Discuss the different aspects of contemporary structural, social and political issues

### **MODULE I: INDIVIDUAL AND SOCIETY**

1.1 Theoretical Views on society--Durkheim, Karl Marx, Max Weber, Talcott Parsons

1.2 Concept of Culture, traditions, customs, values and norms

1.3 Socialization-meaning, theories of socialization, process and agents.

### **MODULE II: UNDERSTANDING COMMUNITY**

2.1. Definition of Community. Definition and Meaning of Community Organisation

2.2 Different Approaches in Community Development Programmes: Welfare and Charity, Growth Oriented, Transformative Approaches

2.3 Role of Voluntary Agencies/ NGOs in Community Development

### **MODULE III: MARGINALISATION AND SOCIAL EXCLUSION**

3.1 Concept of Marginalisation and Social Exclusion, Issues of Tribes and Backward Communities

3.2 Gender discrimination in the contemporary world, LGBT-sexual minorities

3.3 Disability and social inequality Understanding disability, impairment, handicap

### **MODULE IV: CONTEMPORARY SOCIAL ISSUES**

4.1 Structural: Poverty, Unemployment and Agrarian Unrest

4.2 Social: Marginalisation, Exclusion,

4.3 Political-Regionalism, Communalism

### **References:**

1. Mac Iver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & Co.
2. Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India.
3. P. Gisbert (2010): Fundamentals of sociology, New Delhi: Orient Blackswan
4. Johnson, Harry M. (1995): Sociology: A systematic Introduction, New Delhi: Allied publishers
5. Divya Bhardwaj, Child Abuse, Mohit publications 2006.
6. Elliott Mabel A, Crime in modern society, New York, Harper and Bros.
7. Healy and Bronner, New Light on Delinquency and its treatment
8. James Vadackumcherry, Criminology and penology, Kairali books International, Kerala, 1983.
9. Johnson Elmer Habert, Crime correction and society, Home wood III, The Dorsey press 1968.
10. Jehangir M.J. Sethna, Society and the criminal, N.M. Tripathi Pvt. Ltd, 1980.

11. Neumeyer H. Martin, Juvenile Delinquency in Modern Society, D-Van Nostrand Company,
12. Ram Ahuja, Social problems in India, Rawat publications, 1997.
13. Ram Ahuja, Social problems in India, Rawat publications 1997 Sharma R.N, Indian social problems, Media promoters and publishers, 1982.

### **SGY3 (4) C10: SOCIOLOGY OF DEVELOPMENT**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course Outcomes**

- Analyses the fundamental concepts of Sociology of Development
- Explains various theoretical views on development
- Outlines the different paths of development
- Critically Evaluates the Indian experience of development

#### **MODULE I: CONCEPTUAL PERSPECTIVES OF DEVELOPMENT**

- 1.1 Definition and Indices of Development
- 1.2 Changing conceptions of Development: Economic growth, Human development, Social development, Sustainable Development
- 1.3 Social structure as a facilitator/inhibitor of development

#### **MODULE II: THEORETICAL PERSPECTIVES**

- 2.1 Modernisation Theory: Rostow
- 2.2 Under development Theory: Frank, Samir Amin
- 2.3 World System Theory: Wallerstein

#### **MODULE III: PATHS OF DEVELOPMENT**

- 3.1 Gandhian perspectives on Development
- 3.2 Marxian perspectives on Development
- 3.3. Sustainable development, Small is beautiful

#### **MODULE IV: INDIAN EXPERIENCE OF DEVELOPMENT**

- 4.1 Appraisal of Five year plans,
- 4.2 Consequences of Economic reforms, Globalisation and Development in India
- 4.3 Kerala model of Development, Critic of the Kerala Model, Development and its beneficiaries, the displaced in Kerala. Economic growth and Human Development

#### References

1. Appadurai, Arjun - Modernity At Large: Cultural Dimensions of Globalization
2. Dereze, Jean & Amartya Sen - India: Economic Development and Social Opportunity
3. Desai, A.R. - India's Path of Development: A Marxist Approach
4. Giddens, Anthony - Introduction to Sociology
5. Harrison, D - The Sociology of Modernization and Development.
6. Hach Mahbub Ul - Reflections on Human Development
7. Amin, Samir - Unequal Development
8. Giddens, Anthony - The Consequences of Modernity.
9. Wallerstein Immanuel - The Modern World System
10. Sharma, SL - Development. Socio-Cultural Dimensions.

## **SGY3 (4) C11: SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP**

**No. of Credits: 4/ No. of hours per week: 6**

### **Course Outcomes**

- Explains the theoretical discussions on family
- Assesses the impact of industrialization on family
- Identifies the recent trends in the institution of family
- Analyses the impact of socio-cultural factors on family, marriage and kinship systems in India

### **MODULE I: THEORETICAL APPROACHES TO THE STUDY OF FAMILY**

1.1 Family: A universal institution

1.2 Functionalist perspective of family: Murdock,Parsons,

1.3 Critical views on family:Edmund Leach,R.D.Laing,DavidCooper,Marxian perspective

### **MODULE II : FAMILY AND INDUSTRIALISATION**

2.1 Isolated nuclear Family: Talcott Parsons

2.2 Stages of family life:Michael Young and Peter Willmott

2.3 Functions of family in modern industrial society

### **MODULE III: CHANGES IN THE INSTITUTION OF FAMILY**

3.1 Life cycle of family

3.2 Emerging trends in the institution of family-Single parent family, Living together,Dual career families, Reconstituted families, Remaining Single

3.3 Marital breakdown, Future of family,Recent Legislations

### **MODULE IV:FAMILY,MARRIAGE AND KINSHIP IN INDIA**

4.1 House hold dimensions of family:A.M.Shah, Nairfamily

4.2 Structural and functional changes in family in India: Nuclearisation process and changing joint family, The problem of dowry and divorce

4.3 Impact of legislations on family and marriage inIndia-recent legislations

#### **References**

1. Haralambos - Sociology:Themes and Perspectives
2. Sanderson - Macrosociology
3. Giddens - Sociology
4. Ron Matson - The Spirit of Sociology: A Reader
5. A.M.Shah -The Family in India: Critical Essays
6. Patricia Uberoi - Family, Kinship and Marriage in India
7. Geoffrey Hurd - Human Societies: An Introduction to Sociology
8. Stewart&Glynn - Introduction to Sociology
9. William Kornblum - Sociology in a Changing World
10. Peter Worsely - Introducing Sociology

## **SGY3 (4) C12: SCIENCE, TECHNOLOGY AND SOCIETY**

**No. of Credits: 4/ No. of hours per week: 6**

### **Course Outcomes**

- Discusses the inter relationship between science and society
- Identifies the origin and evolution of science in India and its social context
- Examines different phases of science education in India
- Assess the role of globalisation on technology and its impact at national and international levels.

### **MODULE I : SCIENCE AND SOCIETY**

1.1 The study of Science-its importance.

1.2 Relationship between society and science and vice-versa.

1.3 Science as a social system. Norms of science. Relationship between science and technology.

### **MODULE II :MODERN SCIENCE IN INDIA**

2.1 History of modern science in India – colonial–independence and post-independence science.

2.2 Nature of science and technology education in India and its quality. Pure vs. Applied Science in India.

2.3 Indian social structure and science. Social background of Indian scientists. Brain drain and brain gain.

### **MODULE III :SCIENCE EDUCATION IN INDIA**

3.1 Science policy, social organization of science in India –scientific laboratories and their contribution to the development of technology.

3.2 Science education in contemporary India –primary level to research level. Performance of universities in the development of technology.

3.3 Interrelationship between industry and universities

### **MODULE IV: TECHNOLOGY AND GLOBALISATION**

4.1 Globalization and liberalization and their impact on Indian science and technology.

4.2 WTO and issues related to intellectual property rights. MNCs and Indian industry.

4.3 Political economy of science & technology at the national and international levels.

### **REFERENCES**

1. Appleyard, R. ed. 1989. The impact of international migration on developing countries Paris:OECD,
2. Barber, Bernard 1952. Science and the social order New York: Free Press.
3. Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. Scientific communities in the developing world New Delhi: Sage.

4. Kamala Cahubey ed. 1974 Science policy and national development New Delhi:Macmillan.
5. Krishna, V.V. 1993.S.S.Bhatnagar on science, technology, and development, 1938-54 New Delhi: Wiley Eastern.
6. Kornhauser, William. 1962 Scientists in industry, Berkley: University of California Press,
7. Derek J.deSolla, 1963 Little science, big science New York: Columbia University Press.
8. Rahman, A. 1972. Trimurti: Science, technology and society – A collection of essays New Delhi: Peoples Publishing House.
9. Storer, Norman W. 1966. The social system of science New York: Holt Rinehart and Winston.
10. UNCTAD/CSIR Case study in reverse transfer of technology: A survey of problems and policy in India
11. Kumar, Nagesh and N.S.Siddharthan. 1997. Technology, market structure and internationalization: Issues and policies for developing countries London: Routledge and The United Nations University.
12. MacLeod, Roy and Deepak Kumar. 1995. Technology and the raj: Western technology and technical transfers to India, 1700-1947 New Delhi: Sage.
13. Merton, Robert K. 1938. “Science, technology and society in seventeenth-century England”, Osiris (Bruges, Belgium), 14, Pp.360-632.
14. Storer, Norman W. 1964. “Basic versus applied research: The conflict between means and ends in science”, Indian sociological bulletin, 2 (1), Pp.34-42.

### **SGY3(4)C13:SOCIOLOGY OF MARGINALISATION AND SOCIAL EXCLUSION**

**No. of Credits: 4/ No. of hours per week: 6**

#### **Course Outcomes**

- Identifies the concepts related to marginalisation
- Traces out the different dimensions of marginalisation
- Compiles the various aspects of gender marginalisation
- Elaborates on the marginalisation faced by the socially excluded sections

#### **MODULE I: UNDERSTANDING MARGINALISATION**

1.1 Concept of Marginalisation Meaning and historical roots of Marginalization

1.2 Concep tof Dalit and Subaltern

1.3 Concept of Social Exclusion, Dimensions of exclusion (economic,political,social,andcultural)

#### **MODULE II: GENESIS OF MARGINALISATION**

2.1 Caste stratification and social exclusion-Untouchability - Deprivation-Prejudices and Stigma

2.2 Tribes–construction of otherness

2.3 Globalization and new forms of marginalisation

#### **MODULEIII:GENDER MARGINALIZATION.**

- 3.1 Meaning and areas of family, occupation, cyberspace, technology and gender
- 3.2 Gender discrimination in the contemporary world.
- 3.3 LGBT-sexual minorities, stereotyping-discrimination at social, cultural and legal levels.

#### **MODULE IV: SOCIALLY EXCLUDED SECTIONS**

- 4.1 Aged–Social, economic, psychological and cultural discrimination
- 4.2 Differently abled–Social meaning, types of differently abled and mode of discrimination
- 4.3 Children–Child abuse, child labour and child right violations

#### **References**

1. Ajay Kumar Sahoo, Gavin and Irudaya Rajan (ed.), (2009) Sociology of Ageing A Reader, Rawat Publications, New Delhi
2. Appadurai Arjun. 1997. Modernity at Large: Cultural Dimensions of Globalization. New Delhi: OUP
3. Chacko M Pariyaram. Tribal Communities and Social Change, Sage Pub. New Delhi, 2005.
4. Dasgupta Biplab, Globalization. India's Adjustment " Experience. New Delhi: Sage, 2005
5. Derezé Jean and Sen Amartya. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP
6. Elvin, Verrier. The Tribal World, Oxford University Press, 1964.
7. Gail Wilson, Understanding Old Age: Critical and Global Perspectives, Sage Publications Ltd, 2000
8. John B & Shelin (ed.), Ageing in Society, Sage Publications, New Delhi, 2003
9. Joshi, Vidyut. Tribal Situation in India: Issues in Development, Rawat, 1998.
10. Krishnanand Sanwal, Fundamentals of Gerontology, Akansha Publishing, New Delhi, 2008
11. Neera Desai and M Krishnaraj, Women and Society in India
12. Rath, Govinda Chandra. Tribal Development in India, Sage, 2006.

## **OPEN COURSES**

During the Vth Semester , Two Open courses are offered to the students of other departments.

Colleges can choose any one course from the two listed below.

**SGY5D01: LIFE SKILL DEVELOPMENT/**

**SGY5D02: KERALA SOCIETY: STRUCTURE AND TRANSFORMATION**

**SGY5D03: BASICS OF DISASTER MANAGEMENT**



# SYLLABUS

## OPEN COURSES

### **SGY5D01: LIFE SKILL DEVELOPMENT**

**No. of Credits: 3/ No of hours /week:3**

#### **Course Objectives**

- Acquires knowledge of necessary life skill for application in everyday life
- Equips with the skills necessary for social interactions
- Designs and uses skills for career planning

#### **MODULE I :INTRODUCTION TO LIFESKILL**

1.1 Introduction to life skill- Definition of Life skills, Components of life skills, Need for Life skill training

1.2 Core life skills- The Ten core Life Skills as laid down by WHO

1.3 Life skills for self management- Self Esteem, Self awareness, Self control, Empathy and Sympathy, Emotional Quotient and Social Quotient, Developing Positive thinking and Assertiveness

#### **MODULE II: LIFE SKILLS FOR SOCIAL INTERACTION**

2.1 Thinking skills- Creative and Critical Thinking ,Problem Solving, Decision Making, Goal Setting

2.2 Communication skills: Effective Communication, Barriers in effective communication , Public Speaking

2.3 Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages

#### **MODULE III : LIFE SKILL FOR CAREER PLANNING**

3.1 Employment and Career, Career Planning

3.2 Choosing a Career- Need and importance of Career Guidance, Sources of career information

3.3 Applying for a Job- Preparation of Resume, Follow up communication, Interview facing and

Group discussion

## References

1. UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
2. UNESCO (2005). Quality Education and Life Skills: Dakar Goals, UNESCO, Paris..
3. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.
4. Inter-Agency Meeting, WHO, Geneva.
5. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv. Gandhi National Institute of Youth Development, Tamil Nadu.
6. Santrock W. John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata.
7. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford & BH Publishing Co. Pvt. Ltd. New Delhi.
8. Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA

## Web Sites:

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

## **SGY5D02: KERALA SOCIETY: STRUCTURE AND TRANSFORMATION**

**No. of Credits: 3 / No. of hours per week : 3**

### **Course Outcomes**

- Traces out the social history and transformation of Kerala Society
- Analyses the significant factors that contributed to bring out changes in the social structure

- Elaborates on the social reform movements in the context of Kerala Society

## **MODULE I : KERALA SOCIETY –SOCIAL HISTORY**

1.1 Kerala society: Historiographic trends and approaches

1.2 Kerala under Perumal: Socio political structure, Feudal Agrarian Structure,

1.3 Medieval society: Christian, Jewish and Islamic Presence, Colonial Expansion

## **MODULE II: CASTE AND CLASS IN KERALA**

2.1 Caste and British interventions

2.3 Education and Social transformation- Role of Christian Missionaries

2.4 Caste and Class transformation, Caste in contemporary Kerala

## **MODULE III : SOCIAL REFORMS IN KERALA**

3.1 Caste and class structure, caste and British interventions

3.2 Major social reform movements in Kerala- Backward class movements, Anti-class Struggles, Caste and class – transformations– New social movements

3.3 Rise of the New Economic and Professional classes- Land reforms and migration

## **References**

1. K.N. Panicker - Against Lord and the State
2. Chris Fuller - Nairs Today
3. Elamkulam Kunjan Pillai - Studies in Kerala History
4. Kesavan Veluthatt - Brahmin Settlements in Kerala
5. K.N.Ganesh - Keralathile Innalekal
6. K.P.Kannan - Of Proliterian Struggle
7. M.R.Raghava Varier - Madhyakala Keralam
8. M.R.Raghava Vraier & Rajan Gurukkal - Kerala Charithram
9. P.J.Chaerian (Ed) - Perspectives on Kerala History- The Second Millenium
10. P.J.Cherian (Ed) - Essays on Cultural Formation of Kerala
11. Rajan Gurukkal - The Kerala Temple and Early Medieval Agrarian System
12. Robin Jeffrey - Decline of Nair Dominance
13. Saradmoni.K. - Matriliny Transformed
14. Govindan Parayil (Ed) - Kerala:The Development Experience
15. Radhakrishnan.P. - Peasant Movements in Kerala
16. Sooryamoorthy.R. - Consumption to Consumerism: In the context of Kerala

## **SGY5D03: BASICS OF DISASTER MANAGEMENT**

**No of Credits: 3/ No. of hours /week: 3**

### **Course Outcomes**

- Identifies disaster as a social issue
- Recognises the sociological significance of Disaster management
- Equips to plan and implement Disaster Management Strategies
- Develops capabilities to mitigate Disasters in contemporary society

### **MODULE I :DISASTER AS A CONCERN OF SOCIOLOGY**

1.1 Introducing Disaster: Meaning, factors and significance; effects; a global view;

Community disaster

1.2 Types of natural disasters: cyclone, drought, tsunami, flood, earth quake.

1.3 Disaster profile of India.

### **MODULE II: ROLE OF SOCIETY**

2.1 Theoretical foundations: Patterns of war approach; Disaster as social vulnerability and Disaster as uncertainty.

2.2 Essentials of disaster preparedness: predictability, forecasting and warning, planning

2.3 Communication, leadership and coordination, relief measures, community health during disasters.

### **MODULE III :DISASTER MANAGEMENT**

3.1 Disaster management and awareness: human behaviour and response, community participation, public awareness programmes, information organisation and dissemination.

3.2 Strategies of Disaster management: Role of state, NGOs, Media,

3.3 Reconstruction and rehabilitation, skill assessment, monitoring, evaluation and review, Case Studies.

### **References:**

1. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York
2. E.L. Quarantelli, et. al., (1998), What is a Disaster, Routledge, London and New York.

3. Sen Amartya (1981), *Poverty and Famines*, Oxford University Press, New Delhi.
4. Parida P.K. (2002), "Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa", *The Indian Journal of Social Work*, Vol 63, Issue 2.
5. Sharma Dhirendra (1983), *India's Nuclear Estate*, Lancers, New Delhi.
6. *Disaster Prevention and Mitigation* (1982), United Nations Disaster Relief Coordination, New York.
7. Klinenberg Eric (2002), *Heat Wave: A Social Autopsy of Disaster in Chicago*, University of Chicago Press, Chicago

# PROJECT WORK

## PROJECT WORK GUIDELINES

1. Project work may be done either individually or as a group of students not exceeding 5 in number.
2. The topic of the project should be on Social issues may be empirical, theoretical or case study type.
3. Students should be properly oriented on the methodology of conducting a study during The V Semester, making use of the hours allotted for the purpose.
4. The Project work should be completed by the end of the VI semester and the report should be submitted by each student to the Department before the examination of VI Semester.
5. The project report may be hand written, printed or typed either in English or Malayalam.
6. Length of the project report 20 to 35 pages
7. The evaluation of the project will be done at two stages:
  - a. Internal evaluation: (supervising teachers will assess the project and award grades)
  - b. External evaluation: (The team will comprise of an external examiner appointed by the University and the HOD of the institution concerned or his nominee)  
  
The team will award Team Grade.
  - c. A Viva voce related to the project work will also be conducted by the external . evaluation team. All candidates should undergo the Viva voce test individually
8. Grades will be awarded to candidates combining the internal grade, team grade and Viva voce grade.
9. Project evaluation and the Viva voce should be conducted immediately after the

completion of the regular classes /written examination.

10. The chairman of the VI semester exam should form and coordinate the evaluation teams and their work.
11. The project external evaluation should be completed before the commencement of the . centralized valuation
12. External Examiners will be appointed by the University from the list of VI semester . Board of Examiners in consultation with the Chairman of the Board
13. The internal to external is to be taken in the ration of 1:4.

*Assessment of different components may be done as given in the introductory part.*

### **Guidelines for Project Work**

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

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

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

- A clear statement of the problem or problems addressed and rationale for addressing them (e.g. the investigation develops from previous work, it addresses a gap in the literature, it offers a somewhat different treatment of a familiar theorist/concept/debate)
- A justification of the way the problem is being addressed. This would involve a justified delimitation of the area/works being drawn on. Examples might include:
  - when looking at some aspect of a theorist's work, why particular books were focused on rather than others
  - if the project is focusing on a contrast between two theoretical approaches to an issue, e.g. identity, why those two approaches were chosen rather than others).

Delimitations do have to be reasonable. If focusing on the work of one thinker, it would not be considered reasonable to consult and refer to only a small portion of their work.

- A systematic addressing of the problem(s) in the body of the project and engagement with the relevant literature.
- A conclusion in which there are proposed answer(s) that draw on the main body of the thesis work

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

c) Students should engage with the relevant primary sources AND secondary sources. In topics which require substantial engagement with prominent theorists, we would expect the student to read and understand the theorists' own works, and be able to write about them in a way which didn't simply rely on and reproduce secondary sources. Likewise, in topics based around a survey of key contributions to a debate, e.g. the nature of reflexivity, there would be an expectation that students had read key works rather than only secondary literature about them.

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

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

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

### **Project Report Format**

#### **A. Preliminary Pages**

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

##### 1. Title Page:

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



## 2. Abstract:

On the first page of the Project Report (after the title page) an abstract of the main report should be included. The abstract should be a brief summary which explains what the project was about; the research design and methods (who or what was investigated? where? how?); and the principal findings and conclusions. The abstract must be between 150 and 250 words.

## 3. Table of Contents:

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

## 4. Acknowledgements

### **B. Main Body**

1. Introduction: Outline of the scope of the topic and the structure of the report
2. Literature: initial section (including the Introduction) setting out your research problem, especially in terms of background sociological literature:
3. Literature brought to bear in a relevant way to the project topic
4. Use of concepts
5. Location of project in wider debates
6. Synthesis of different concepts, ideas, subjects
7. Critical appraisal of existing literature
8. Research question(s)
9. Methods: statement of research methodology and procedures, and an account of the ethical considerations raised by the research
10. Account of the methods chosen and data collected
11. Justification of the methods chosen
12. Evidence of reflexivity
13. Consideration of ethical aspects of the research
14. Findings: report and analysis of substantive research findings
15. Conclusions: In the conclusion, more than simply offering a few brief comments and/or summarizing the findings, conclusions should be linked to the initial section. Reflections on the research experience as a whole and suggestions for future research can also be included.
16. Bibliography: List alphabetically and consistently all the sources that are cited in the text of the report.
17. Appendices: Additionally, if required, other materials may be included in Appendices, such as a sample questionnaire or interview schedule, photographs, maps etc
18. **Length:** The report must not be more than 40 pages (either typed or hand written).

Sd/-

**Chairman, Board of Studies, Sociology (UG)**

# **Model Question Papers**

**FIRST SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**SGY1B01: BASICS OF SOCIOLOGY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

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

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Explain the significant difference between common sense and academia in perceiving social reality
17. Write a note on the distinct features of social institutions with suitable examples.
18. What are the major factors influencing social mobility in the contemporary society?
19. Explain the various types of social groups.
20. Evaluate the relationship between society and culture.
21. Critically examine the changing role of parenting and its impact on socialization.
22. Discuss the structure – agency debate in sociology academia and its influence in changing the nature of sociology as a distinct discipline
23. Discuss the role of a professional sociologist in the present social situation

**(Ceiling-35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

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

**(2x10=20 marks)**

**SECOND SEMESTER BA DEGREE EXAMINATION – (Month & Year)  
CORE COURSE**

**SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks  
(Short answer type, not to exceed 50 words each)**

1. Briefly explain the concept of westernization
2. Explain Indological Approach
3. Define communalism
4. Enlist the features of modernization.
5. What is meant by social exclusion?
6. Define caste system.
7. What are the features of Sanskritization?
8. Briefly explain kinship system
9. Write a note on religious plurality in Indian society.
10. Explain Exogamy and Endogamy.
11. What are the features of village community in India?
12. Explain the concept of secularism
13. What is meant by under employment?
14. Define poverty line.
15. What are the features of Joint family system? **(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**

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

16. Distinguish between north and south Indian kinship system.
17. Explain in detail about the changes in Indian family system.
18. Examine the changing role of religion in Indian society.
19. What are the major features of caste system?
20. Discuss the structural and functional changes in Indian marriage system.
21. Indian villages are transformed –Discuss.
22. How caste and class in India is interrelated –Explain.
23. What are the major features of modernization in India? **(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**

**(Essay type, not to exceed 500 words)**

24. Critically examine the politicization of caste and its social impact.
25. Explain in detail the reservation policies and its social impacts.
26. Discuss the major approaches to study Indian Society.
27. Elucidate the social issues of marginalized sections of Indian society.  
**(2x10=20 marks)**

**THIRD SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**

**SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Write a note on Enlightenment
2. Define Social thought
3. What is an example of organic solidarity?
4. List out the major characteristics of industrial revolution
5. What is General Will according to Rousseau?
6. Define Ideal Type
7. Briefly explain Verstehen Method
8. Enlist the features of Bureaucracy
9. Define Social Facts
10. What is freedom of thought?
11. Explain Forces of production
12. What is Egoistic suicide?
13. What is rationalization according to Max weber
14. Write a note on Charismatic authority.
15. What is organic analogy?

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type , not to exceed 100 words each)**

16. Explain in detail on Hierarchy of sciences by August Comte
17. Differentiate power and authority
18. Explain the types of action given by Max weber.
19. Analyse Rousseau's views on emergence of civil society
20. Distinguish between organic and mechanical solidarity
21. Comment on ideas of Karl Marx's theory of social change
22. Evaluate the contribution of Saint simone to social thought
23. Explain the basic concept of Social Darwinism

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Discuss the impact of intellectual forces in developing sociological theories
25. Critically evaluate Durkheim's theory of Suicide
26. Explain in detail on the history of class and class conflict according to Marx
27. Write an essay on the emergence of social thought

**(2x10=20 marks)**

**THIRD SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY3B04: SOCIAL STRATIFICATION AND INEQUALITY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Explain the concept of social structure
2. Define disability
3. What is meant by free society?
4. Define social class
5. Explain PWD Act
6. What are the different types of disabilities?
7. Explain social stratification
8. Define caste
9. Explain social inequality
10. Briefly explain the concept of Hierarchy
11. What is rights approach?
12. Explain social exclusion
13. What is cultural capital?
14. Define impairment?
15. Explain subaltern approach

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Examine the Intersection of class and caste in India
17. Explain Weber's view on class.
18. List out the major constitutional provisions for scheduled castes.
19. Differentiate between Weberian and Marxian Perspectives on stratification
20. List out the Major problems of Scheduled Castes.
21. What are the different Approaches to study disability?
22. What are the major features of UNCRPD, Explain?
23. List out the features of social class.

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Discuss in detail the idea of Bourdieu about the forms of capital.
25. Critically evaluate the impact of politicization of caste in contemporary India.
26. Compare between Marxian and Weberian views on social class
27. Explain in detail the different views on caste system. **(2x10=20 marks)**

**FOURTHSEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**

**SGY4B05: INTRODUCTION TO SOCIAL RESEARCH**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. What is ethical neutrality?
2. Define social research
3. How secondary source of data helps in social research?
4. Describe the sources of data with suitable examples
5. Explain the concept of reliability and validity in social research
6. What is Null Hypothesis?
7. Enlist the features of Interview schedule
8. Enumerate the features of ethnography
9. List out the characteristics of tertiary data
10. Briefly explain the different roles of observer in social research
11. What is reporting?
12. Define oral history with suitable examples
13. Briefly explain the characteristics of qualitative research
14. What is subjectivity?
15. Define longitudinal design

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type , not to exceed 100 words each)**

16. Write a note on the functions of research design
17. Compare Questionnaire and schedule
18. How participant observation is differ from non-participant observation
19. Differentiate between review of literature and Plagiarism
20. Explain the limitations of unstructured interview
21. Define Hypothesis and explain its types
22. Describe the structure and components of research report
23. Find out the difference between quantitative and qualitative research

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Elucidate the significance of rationalism and empiricism in social research
25. Why is the formulation of the research question important for social research? Explain
26. Explain critically about the ethical issues in social research methods
27. Write an essay on Probabilistic and Non Probabilistic sampling

**(2x10=20 marks)**

**FOURTH SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY4B06: SOCIOLOGY OF KERALAM**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Define Sangam Era
2. what is meant by colonization
3. Write a short on Malanadu
4. write a short note on Nair Tharavad
6. What is meant by caste struggles
7. Discuss the major religious sects from Kerala
8. Define Literacy
9. Discuss Vaikom Satyagraha
10. Discuss the term Migration
11. Define Gender relations
12. Give a short note on Fishermen community
13. Define Displacement
14. Define Health
15. Give a short note on Kerala's land relations

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Examine the contributions from Chola –Chera dynasties to Keralam
17. Evaluate the Buddhist contributions to Kerala's cultural history
- 18 .Differentiate geographical and social specialties' of Theeradesham and Malanadu
19. Discuss the major factors of emergence of modern education in Kerala
20. Explain the relationship between Maritime trade and Islam to Kerala society
21. Illustrate the Library movements from with special reference to villages
22. Find out the major specialties of the Kerala's Health sector
23. Critically evaluate changing trends in gender relations from Kerala society

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Discuss the major Caste struggles from Kerala society and its current significance
25. Critically evaluate the Land Reform movements from Kerala
26. Elucidate the role of Kerala Model of development
27. Explain the role of migration in the Kerala society with special reference to gulf migration

**(2x10=20 marks)**



**FIFTH SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY5B07: SOCIAL ANTHROPOLOGY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Define anthropology
  2. What is ethnography?
  3. Write a short note non participant observation
  4. What are the major features of acculturation?
  5. Briefly explain tribal poverty
  6. Define evolution
  7. Meaning of shifting cultivation
  8. What is field work?
  9. Branches of anthropology
  10. Munda rebellion
  11. Enlist the features of culture
  12. Parabolic curve
  13. Define cultural lag
  14. Theory of themes
  15. Write a short note on land alienation
- (Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Discuss about de-notified tribes
  17. Explain the Malinowski's functionalist thought of Anthropology
  18. What is diffusion of culture?
  19. Illustrate the Tribe-Caste continuum
  20. Compare and contrast between Sociology and Anthropology
  21. Find out the different tribal issues in India
  22. Write a critical appraisal of tribal development initiatives in Kerala
  23. Explain the tribal welfare provisions in Indian constitution
- (Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Discuss the nature and scope of social anthropology
25. Critically evaluate the structural theory of Levi-Stress and Radcliff Brown
26. Elucidate the major tribal movements in India
27. Explain the composition and distribution of tribal population in Kerala

**(2x10=20 marks)**

**FIFTH SEMESTER BA DEGREE EXAMINATION- (MONTH & YEAR)**  
**CORE COURSE**

**SGY5B09: WOMEN IN CONTEMPORARY SOCIETY**

**Time :2.5 Hours**

**Maximum marks:80**

**Section A**

**Answer all Question each questions carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. What is feminism?
2. Define gender.
3. What is radical feminism?
4. What is social exclusion?
5. What is meant by division of labor
6. What is Sexuality?
7. What is patriarchy?
8. Explain the term self help group
9. What is Social mobility
10. What is the legal definition of sexual harassment?
11. What is political decentralization?
12. Define mortality
13. Explain the term Gender discrimination
14. What is meant by the term gender justice?
15. What is Gender bias?

**(Ceiling-25 Marks)**

**Section B**

**Answer all Question each questions carries 5 marks**  
**(Paragraph/ Problem type, not to exceed 100 words each)**

16. Briefly explain woman studies in international settings
17. Discuss difference between Sex and Gender
18. Explain the importance of cultural theories in sex roles
19. Write a short note on socialist perspectives of feminism
20. Write a short note on gender discrimination
21. Describe the changing form of family structure in contemporary India
22. Explain economic and political dimensions of woman empowerment in Kerala
23. List out the major concept in woman studies

**(Ceiling -35 Marks)**

**Section C**

**Answer all Question each questions carries 5 marks**  
**(Essay type, not to exceed 500 words each)**

24. Briefly explain origin development and the relevance of woman studies
25. Analyze the different sex role theories
26. Discuss the major issues of woman in Kerala context
27. Critically analyze the major welfare policies and empowerment programme for woman in India

**(2x10=20 Marks)**

**SIXTH SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY6B11: INVITATION TO SOCIOLOGICAL THEORY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Define Theory
2. What is meant by social theory?
3. Define social thought
4. Write a short note on social research
5. Explain induction method
6. Explain the nature of Macro theories
7. Define sociology
8. Write a short note on sociological imagination
9. Define social structure
10. Explain the idea of paradigm
11. What is meant by critical thinking?
12. What is meant by concept?
13. What is Research?
14. What do you understand by the term Social System?
15. What is Interactionism?

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Distinguish between social theory and social research
17. Examine the basic characteristics of sociological theory
18. Examine the relationship between theory and research
19. Illustrate the different models of theorization
20. Distinguish sociology and commonsense with suitable examples
21. Examine the contribution from C. Wright Mills with special reference to sociological imagination
22. Discuss the peculiar nature of Grounded Theory
23. Discuss the different Paradigmatic orientations in Sociology

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Critically evaluate Sociology as a Humanistic Discipline
25. Discuss the major theoretical schemes in Sociological theorisation
26. Discuss the process of theorization with suitable examples
27. Describe the nature and scope of critical theory

**(2x10=20 marks)**

**FIFTH SEMESTER BA DEGREE EXAMINATION- (MONTH & YEAR)**  
**CORE COURSE**  
**SGY6B12: SOCIAL PSYCHOLOGY**

**Time : 2.5 Hours**

**Maximum marks:80**

**Section A**

**Answer all Question each questions carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. What is Personality
2. Write a note on Extreme sick motivation
3. What is Maslow's hierarchy of needs
4. Define Retention
5. What is Self-perception?
6. What is meant by Conformity?
7. Define Introspection
8. Explain the term Social attitude
9. What is Prejudice
10. How will you define Adolescence?
11. What is Non-verbal communication
12. What is Social behavior
13. What do you understand by Classical conditioning
14. Define Anxiety
15. Define Reinforcement

**(Ceiling -25 Marks)**

**Section B**

**Answer all Question each questions carries 5 marks**  
**(Paragraph/ Problem type, not to exceed 100 words each)**

16. Discuss the type of perception
17. Write a short note on motives and elucidate its classification
18. What do you mean by learning? Describe the various theories of learning
19. Discuss the Maslow's need hierarchical theory of motivation
20. Briefly explain the nature of life span development in psychological process
21. Briefly explain the theories of self-awareness
22. Define the concepts on perversion ad describe the types of persuasion techniques
23. Compare and contrast the self-perception theory and social comparison theory

**(Ceiling -35 Marks)**

**Section C**

**Answer all Question each questions carries 10 marks**  
**(Essay type, not to exceed 500 words each)**

24. Critically discuss the relationship of social psychology with other discipline
25. What is personality? Explain the influencing social factors of personality
26. Define pro social behavior? What are the different views that explain helping behavior?
27. 'Social psychology is an empirical science'- Explain **(2x10=20 marks)**

**SIXTH SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY6B13: POPULATION STUDIES**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. What is Fertility?
2. List out different sources of Population Data
3. What is meant by Vital statistics?
4. Write a short note on Census
5. What are the major determinants of Population?
6. Define Migration
7. List out the different factors for Migration
8. What is meant by fecundity?
9. What is Family Planning?
10. What is Immigration?
11. What is Demography?
12. What are the major characteristics of Population?
13. What is Dual Report system?
14. What is the subject matter of Population Studies?
15. What is meant by Anti-natalist Policies?

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Discuss the relation of Population studies with other social sciences
17. Describe Malthusian theory of Population
18. Explain Optimum population theory
19. Discuss the sex and age Characteristics of population
20. Distinguish between Internal and International Migration
21. Write about the different Population policies
22. Explain different Welfare Programme which influence the population structure
23. Discuss the relationship between Population and education

**Marks)**

**(Ceiling -35**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Explain in detail Demographic Transition Theory
25. Discuss in detail about the Nature and Scope of Population Studies
26. Write in detail about the Biological, Cultural and Social factors which influence Population Structure and characteristics
27. Compare and Contrast between Pro-natalist and Anti-natalist population policies

**(2x10=20 marks)**

**SIXTH SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY 6B22: EDUCATIONAL SOCIOLOGY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Write a note on sociology of education
2. Enlist the characteristics of formal of education
3. What is the concept of de-schooling society
4. List out the features of in formal education
5. Briefly explain the interrelationship between technology and education
6. List out the features of modern education
7. What is the concept of pedagogy of the oppressed
8. Briefly explain the features of non formal education
9. Explain the features of inclusive education
10. What you mean by higher education
11. Explain the features of social mobility
12. What you mean by equality in education
13. Briefly explain the scope of education
14. What you mean by adult education
15. What are the features of continuing education

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Explain the subject matter of sociology of education
17. School as a micro social system explain
18. Elucidate the process of schooling
19. Examine the interrelationships between education and commercialization
20. Differentiate between hidden curriculum and dominant curriculum
21. Examine the relevance of Gandhian perspective of education in modern context
22. Illustrate the views of Tagore on education
23. Examine the characteristics of cultural reproduction

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Compare the contributions of Ivan Illich and Antonio Gramsci in education
25. Define sociology of education and explain its nature and scope
26. Critically examine the role of education in neo liberal economy
27. What you mean by inequalities in education how we can solve the process of inequalities in education process

**(2x10=20 marks)**

**SIXTH SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**CORE COURSE**  
**SGY6 B15: LIFE SKILL EDUCATION**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. What are the different components of Life skill?
2. What is meant by Life skill training?
3. What is the importance of Communication skill?
4. What is meant by Decision making skill?
5. What is Public speaking?
6. What is Self Esteem?
7. List out the steps in conflict resolution
8. What is meant by Assertiveness?
9. What is the importance of self control?
10. Define Career
11. What is the role of Career guidance centre?
12. What are the major types of Resume?
13. What is meant by Follow up communication?
14. What is Empathy?
15. What is Self awareness?

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Describe the four pillars of Education
17. Explain different types of Thinking Skills
18. Write in detail about the Barriers in effective communication
19. Explain different Coping strategies for Stress
20. Differentiate between Emotional and social quotients
21. Explain Self Awareness
22. Discuss in detail about Career planning
23. Distinguish between Employment and Career

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Write in detail how to face the job interview effectively
25. Elucidate the significance of Life skill Education
26. Discuss in detail about the need and importance of Career Guidance and Career Guidance centers
27. Explain in detail how to make an effective participation in Group Discussion

**(2x10=20 marks)**

**\_\_\_ SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**COMPLIMENTARY COURSE**  
**SGY1 (2) C01: PRINCIPLES OF SOCIOLOGY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. Define scope of sociology
2. What you mean by hyper -reality
3. Define social mobility
4. Define family of orientation
5. Define Cultural lag
6. Explain the features of society
7. Examine different scope of sociology
8. Define social groups
9. What you mean by sociological imagination
10. Define social control
11. Define ethno centrism
12. Define social structure
13. Define social stratification
14. Define globalization
15. Nature of urban society

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Define globalization mention its characteristics
17. Define social control explain various types of social control
18. Define ethnocentrism how ethno centrism influence national unity
19. Differentiate between social structure and social stratification
20. Define social group what are the major elements of group formation
21. Define social institutions what are major characteristics of social institutions
22. Differentiate between popular culture and sub culture
23. Define multiculturalism with suitable example

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Define sociology and discuss subject matter and relevance in modern society
25. Define gender discrimination what are sociological factors influence gender discrimination
26. Define socialization how media influencing socialization of individual.
27. Critically discus the interrelationships between Sociology and Common Sense Knowledge

**(2x10=20 marks)**



**\_\_\_ SEMESTER BA DEGREE EXAMINATION – (Month & Year)**  
**COMPLIMENTARY COURSE**  
**SGY3 (4) C03: INTRODUCTION TO SOCIAL PSYCHOLOGY**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

1. List out Types of personality
2. Nature of social psychology
3. Define Social attitude
4. Compare Sociology and psychology
5. Examine the features of Middle age
- 6 Define Interpersonal relations
7. What are the major types of memory?
8. Define Cognitive development
9. What are the various types of groups?
10. Define Sensation with suitable example
11. Illustrate the process of Moral development
12. Define Conformity
13. Explain Autocratic leadership
14. What are the major characteristics of audience?
15. Define social interaction.

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph / Problem type, not to exceed 100 words each)**

16. Define social psychology mention subject matter of social psychology
17. Illustrate the process of social learning
18. What are various steps of group decisions?
19. Examine major factors affecting personality formation
21. Define conformity with suitable example in social life
22. Illustrate the process social learning what are the factors including learning
23. Examine the features emergence of various leadership in a group

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

24. Elucidate the relationships of social psychology with sociology and explain the relevance of social psychology in modern life
25. Define life span development what are the major forces of cognitive, emotional and social development of a child.
26. Illustrate the process of attitude formation in social life
27. Define personality what are the social factors influencing personality

**(2x10=20 marks)**

**V SEMESTER DEGREE EXAMINATION – (Month & Year)**  
**OPEN COURSE**  
**SGY5D01: LIFE SKILL DEVELOPMENT**

**Time: 2 hours**

**Maximum marks: 60**

**Section A**

**Answer all question each question carries 2 marks**  
**(Short answer type, not to exceed 50 words each)**

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

**(Ceiling -20 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks.**  
**(Paragraph/Problem type , not to exceed 100 words each)**

13. Explain different Coping strategies for Stress
14. Differentiate between Emotional and social quotients
15. Explain Self Awareness
16. Discuss in detail about Career planning
17. Explain different types of Thinking Skills
18. Write in detail about the Barriers in effective communication

**(Ceiling -30 Marks)**

**Section C**

**Answer any one Question. Each question carries 10 marks.**  
**(Essay type, not to exceed 500 words)**

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

**(1x10=10 marks)**

V SEMESTER DEGREE EXAMINATION – (Month & Year)  
OPEN COURSE

SGY5D02: KERALA SOCIETY: STRUCTURE AND TRANSFORMATION

Time: 2 hours

Maximum marks: 60

Section A

Answer all question each question carries 2 marks  
(Short answer type, not to exceed 50 words each)

1. Define Sangam Era
2. What is meant by colonization
3. Write a short on Malanadu
4. What is meant by caste struggles
5. Discuss the major religious sects from Kerala
6. Define Literacy
7. Discuss Vaikom Satyagraha
8. Discuss the term Migration
9. Define Gender relations
10. Give a short note on Fishermen community
11. Define Displacement
12. Give a short note on Kerala's land relations

(Ceiling -20 Marks)

Section B

Answer all questions. Each question carries 5 marks.  
(Paragraph/Problem type , not to exceed 100 words each)

13. Examine the contributions from Chola –Chera dynasties to Keralam
- 14 .Differentiate the geographical and social specialties' of Theeradesham and Malanadu
15. Discuss the major factors of emergence of modern education in Kerala
16. Explain the relationship between Maritime trade and Islam to Kerala society
17. Illustrate the Library movements from with special reference to villages
- 18 .Critically evaluate changing trends in gender relations from Kerala society

(Ceiling -30 Marks)

Section C

Answer any one Question. Each question carries 10 marks.  
(Essay type, not to exceed 500 words)

19. Critically evaluate the Land Reform movements from Kerala
20. Elucidate the role of Kerala Model of development

(1x10=10 Marks)

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