



**FAROOK COLLEGE (AUTONOMOUS)  
SYLLABUS**

**BA SOCIOLOGY**  
*(with effect from 2019 Admission onwards)*

*Prepared by:*

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# **CERTIFICATE**

**I hereby certify that the documents attached are the bona fide copies of the syllabus of B.A .Sociology programme to be effective from the academic year 2019-20 onwards.**

**Date:**

**Place:**

**P R I N C I P A L**

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## INTRODUCTION

This resourceful academic programme aims at securing three years of university degree education with an aim to develop among students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. This programme encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality. This programme has designed to equip the students to understand the application of the scientific method to answer social science research questions.

### OBJECTIVES

1. To develop the skills to think objectively and analytically about ways in which social forces affect our everyday lives
2. To understand the perspectives of persons with different cultural, ethnic and social background
3. To develop an understanding of social science research techniques, their assumptions, strengths and weaknesses
4. To become familiar with the major schools of thought, research findings, and theories of Sociology
5. To inculcate competency and skill to compete with challenging academic scenario of present society

## **Farook College Regulations for Choice Based Credit and Semester System for Under Graduate (UG) Curriculum – 2019 (FCCBCSS-UG 2019)**

### **1. TITLE**

These regulations shall be called “Farook College Regulations for Choice Based Credit and Semester System for Under Graduate Curriculum 2019” (FCCBCSS-UG 2019).

### **2. SCOPE, APPLICATION & COMMENCEMENT**

**21.** The regulations provided herein shall apply to all Regular UG programmes under various departments, with effect from the academic year 2019-2020.

**22.** The provisions herein supersede all the existing regulations for the regular UG programmes under various Faculties unless otherwise specified.

**23.** Every programme conducted under the Choice Based Credit and Semester System shall be monitored by the College Council

### **3. DEFINITIONS**

**31.** ‘**Programme**’ means the entire course of study and examinations for the award of a degree.

**32.** ‘**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.

**33.** ‘**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.

**34.** ‘**Semester**’ means a term consisting of 18 weeks (16 instructional weeks and two weeks for examination).

**35.** ‘**Course**’ means a segment of subject matter to be covered in a semester.

**36.** ‘**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.

**3.7.** ‘**Core course**’ means a compulsory course in a subject related to a particular degree programme.

**3.8.** ‘**Open course**’ means a course which can be opted by a student at his/her choice.

**3.9.** ‘Complementary **course**’ means a course which is generally related to the core course.

**3.10.** ‘Improvement **course**’ is a course registered by a student for improving his/her performance in that particular course.

**3.11.** ‘**Ability Enhancement course/Audit course**’ is a course which is mandatory as per the directions from the Regulatory authorities like UGC, Supreme Court etc.

**3.12.** ‘**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.

**3.13.** ‘**Department Coordinator**’ is a teacher nominated by a Dept. Council to co-ordinate all the works related to FCCBCSS-UG undertaken in that department including continuous evaluation.

**3.14.** ‘**Department Council**’ means the body of all teachers of a department in a college.

**3.15.** ‘**Parent Department**’ means the Department which offers a particular degree programme.

**3.16.** ‘**College Coordinator**’ is a teacher nominated by the college council to co-ordinate the effective running of the process of FCCBCSS-UG including internal evaluation undertaken by various departments within the college. She/he shall be the convener for the College level monitoring committee.

**3.17.** **College level monitoring committee.** A monitoring Committee is to be constituted for FCCBCSS-UG at the college level with Principal as Chairperson, college coordinator as convener and department coordinators as members. The elected College union chairperson shall be a member of this committee.

**3.18.** ‘**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.

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

**3.20.** ‘**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 College. For calculating CGPA, extra credits will not be considered.

**3.21.** ‘**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.

**3.22.** 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.

**3.23.** ‘**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.

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

**3.25 .‘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.

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

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

**3.28. ‘Dual core’** means a programme with double core subjects, traditionally known as double main.

**3.29.‘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.

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

#### 4. PROGRAMMESTRUCTURE

**41.** Students shall be admitted to UG programme under Faculty of Science, Humanities, Language & Literature, Commerce & Management, Journalism and such other faculty constituted by the College from time to time.

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

**43. 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).

**44 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 College. 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.

**45. 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. Common English Course I*  
*A02. Common English Course II*  
*A03. Common English Course III*  
*A04. Common English Course IV*  
*A05. Common English Course V*

English courses A01-A06 applicable to BA/BSC Regular pattern

English courses A01-A04 applicable to Language Reduced Pattern (LRP) Programmes B.com, BBA, BBA (T), BBM,

<i>A06. Common English Course VI</i>	B.Sc (LRP), BCA etc.
<i>A07. Additional Language Course I</i> <i>A08. Additional Language Course II</i> <i>A09. Additional Language Course III</i> <i>A10. 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
<i>A11. General Course I</i> <i>A12. General Course II</i> <i>A13. General Course III</i> <i>A14. 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.

The subjects under Language Reduced Pattern (LRP) (Alternative Pattern) are grouped into three and General Courses I, II, III & IV shall be the same for each group.

1. BBA, B.Com.
2. Computer Science.
3. B.A Multimedia.

#### **\*\* Common Courses in various programmes**

No.	Programme	Semester I	Semester II	Semester III	Semester IV
1	B.A. & B.Sc	A01, A02, A07	A03, A04, A08	A05, A09	A06, A10
2	LRP	A01, A02, A07*	A03, A04, A08*	A11, A12	A13, A14

\* However the existing additional language pattern shall be continued.

\*\* The language pattern of BBA shall be the same as that of B.Com.

**4.6 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.

**4.7 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. There shall be only one examination each for type 1 and Type 2 Programmes. For all other programmes, existing pattern will follow.

**4.8 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. 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.

**4.9 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 College. The students can also attain these credits through online courses like SWAYAM, MOOC etc. (optional). The list of passed students must be finalized at least before the fifth semester examination. The list of courses in each semester with credits are given below.

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

\* Can opt any one of the courses.

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

**4.11 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 + 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.

**4.12 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 the College 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 condonations 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.**

**4.13 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).

**4.14 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.

## 5. BOARD OF STUDIES AND COURSES

5.1 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.

5.2 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.

5.3 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.

5.4 Each course have 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.

5.5 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.

5.6 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.

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

5.8 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.

5.9 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 endeavor, and consulted frequently.

## 6 ADMISSION

6.1 The admission to all programmes will be as per Rules and Regulations of the College.

**6.2.** The eligibility criteria for admission shall be as announced by the College from time to time.

**6.3.** Separate rank lists shall be drawn up for reserved seats as per the existing rules.

**6.4.** The admitted candidates shall subsequently undergo the prescribed courses of study for six semesters within a period of not less than three years; clear all the examinations prescribed and fulfil all such conditions as prescribed by the College from time to time.

**6.5.** 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 college websites.

**6.6.** There shall be a uniform **calendar** prepared by the College for the registration, conduct/schedule of the courses, examinations and publication of results.

**6.7.** 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.

**6.8.** FCCBCSS-UG 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.

**6.9.** A student registered under distance education stream/Private Registration in the CBCSS pattern may be permitted to join the 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.

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

**6.11.** There shall be provision for **Re-admission** of students in FCCBCSS-UG2019.

**6.11.1.** The Principal can grant re-admission to the student, subject to the conditions detailed below.

**6.11.2.** This re-admission is not to be treated as college transfer.

**6.11.3.** There should be a gap of at least one semester for re-admission.

**6.11.4.** The candidate seeking re-admission to a particular semester should have registered for the previous semester examination.

**6.11.5.** Re-admission shall be taken within two weeks from the date of commencement of the semester concerned.

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

**6.11.7.** 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.

**6.11.8.** If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies concerned.

## 7.REGISTRATION

7.1 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.

7.2 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. 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 FCCBCSS-UG2019.**

7.3 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.

7.4 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.

7.5 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 FCCBCSSUG 2019 scheme in the same discipline or a different one.

7.6 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.

## 8. EXAMINATION

8.1 There shall be examinations at the end of each semester.

8.2 Practical examinations shall be conducted as prescribed by the Board of Studies.

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

8.4 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.

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

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

8.7 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 College. The students can also attain the credits through online courses like SWAYAM, MOOC etc.

8.8 **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. The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement examination. 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.

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

## 9 EVALUATION AND GRADING

9.1 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

### 9.2 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.

#### 9.2.1. Internal Assessment

20% of the total marks in each course are for internal examinations.

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%.

Distribution of Continuous Assessment Components is as below:

CAT	Seminar	Assignment	Class room Participation based on Attendance	Total Marks
8	4	4	4	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 at least 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, 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 Class Room Participation

Range of CRP	Out of 4 (Maximum internal marks is 20)	Out of 3 (Maximum internal marks is 15)
$50\% \leq \text{CRP} < 75\%$	1	1
$75\% \leq \text{CRP} < 85\%$	2	2
85 % and above	4	3

### 9.2.2. External Evaluation

External evaluation carries 80% of marks. All question papers shall be set by the College. 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 80marks.

The external examination in theory courses is to be conducted by the College 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 College. The external examination in practical courses shall be conducted by two examiners – one internal and an external. 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 AnnexureII).

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

**9.2.3. Revaluation:** In the new system of grading, revaluation is permissible. The prevailing

rules of revaluation are applicable to FCCBCSS-UG2019.

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 College.

## 10 INDIRECT GRADINGSYSTEM

10.1 Indirect grading System based on a 10-point scale is used to evaluate the performance of students.

10.2 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. (Annexure I).

10.3 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 are not displayed in the grade card.

10.4 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.

10.5 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

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

10.6 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.

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

10.7 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)

## 11 GRADECARD

11.1 The College 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)

11.2 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 contain the list of Audit courses passed and the details of Extra credits.

11.3 **Evaluation of Audit courses:** The examination shall be conducted by the college itself from the Question Bank prepared. The Question paper shall be of 100 marks of 3 hour duration.

## 12 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.

## 13 GRIEVANCE REDRESSAL COMMITTEE

13.1 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.

14 **A Steering Committee** consisting of two Governing Council members of whom one shall be a teacher, the Principal, Controller of Examinations, seven teachers from different disciplines (preferably one from each faculty) and two Chairpersons of Board of Studies (one UG and 1 PG), shall be formed to resolve the issues, arising out of the implementation of FCCBCSS-UG 2019. The Governing Council member who is also a teacher shall be the Convener 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 resolutions of the committee will be implemented by the Principal in exigency and this may be ratified by the Academic Council.

#### 15 TRANSITORYPROVISION

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

#### 16 REPEAL

The regulations now in force in so far as they are applicable to programmes offered by the College 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 the College, the latter shall prevail.

## Annexure-1

**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:

**Ten Point Indirect Grading System**

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

**Example – 1 SGPA Calculation**

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

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

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

$$\text{SGPA} = 6.476$$

$$\text{Percentage of marks of semester I} = (\text{SGPA}/10) \times 100 = 64.76 \%$$

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 Name	Grade Obtained	Grade point (G)	Credit (C)	Credit point (CXG)
Course Code					
XXXXXXX	XXXXXXX	A	8	4	32
XXXXXXX	XXXXXXXXXX	C	5	3	15
XXXXXXX	XXXXXXXXXX	A+	9	4	36
XXXXXXX	XXXXXXXXXX	B+	7	3	21
XXXXXX*	XXXXXXXXXX	F	0	3	0
XXXXXXX	XXXXXXXXXX	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

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

**Example**

$$\text{CGPA} = 136 + 145 + 161 + 148 + 131 + 141 / 120 = 862/120$$

$$\text{CGPA} = 7.183$$

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

$$\text{Total \% of marks} = (7.183/10) * 100 = 71.83$$

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

**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-Regular

1. Evaluation of the Project Report shall be done under Mark System.
2. 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 College.)
  - c) Grade for the project will be awarded to candidates, combining the internal and external marks.
3. The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below.

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

4. External Examiners will be appointed by the College from the list of VI Semester Board of Examiners in consultation with the Chairperson of the Board.
5. The Chairman of the VI semester examination should form and coordinate the evaluation teams and their work.
6. Internal Assessment should be completed 2 weeks before the last working day of VI Semester.
7. Internal Assessment marks should be published in the Department.
8. In the case of Courses with practical examination, project evaluation shall be done along with practical examinations.

9. 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.

## 2. PASSCONDITIONS

- 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 event 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 20 marks. 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 -15questions Ceiling -25

#### Section B

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

#### Section C

Essay type carries 10 marks (2 outof4) 2X10=20

#### Question paper type

#### 2 Scheme of

##### Examination:

The external QP with 60 marks and internal examination is of 15 marks. 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 -12questions Ceiling -20

#### Section B

Paragraph/ Problem type carries 5 marks each -7questionsCeiling - 30

#### Section C

Essay type carries 10 marks (1 outof2) 1X10=10

## **LIST OF COURSES FOR B.A PROGRAMME IN SOCIOLOGY**

### **CORE COURSES**

#### **SEMESTER-1**

BSO1B01 INVITATION TO SOCIOLOGY

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

#### **SEMESTER-2**

BSO2B02 FOUNDATION OF SOCIOLOGICAL THEORIES

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

#### **SEMESTER- 3**

BSO3B03 CLASSICAL SOCIOLOGICAL THINKERS

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

BSOC3B04 SOCIAL RESEARCH METHODS

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

#### **SEMESTER-4**

BSO4B05 THEORETICAL PERSPECTIVES IN SOCIOLOGY

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

BSO4B06 SOCIOLOGY OF INDIAN SOCIETY

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

#### **SEMESTER-5**

BSO5 B07 RESEARCH METHODS AND STATISTICS

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

BSO5B08 SOCIOLOGY OF KERALA M

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

BSO5B09 SOCIAL ANTHROPOLOGY

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

BSO5B10 GENDER AND SOCIETY

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

**SEM.6 (Third Year)**

BSO6B11 POPULATION AND SOCIETY

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

BSO6B12 ENVIRONMENT AND SOCIETY

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

BSO6B13 MASS MEDIA AND SOCIETY

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

BSOC6B14 CONTEMPORARY INDIAN SOCIETY

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

**BSO6 B(PR) 01: Project Work**

SEM 5 & 6 (Third Year)

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

No. of credits: 2

**ELECTIVE COURSE**

SEMESTER.6 (Third Year)

BSO6 E.01: Sociology of Development

Hrs. /Week: 3.

No. of credits: 4

**OPEN COURSE**

SEMESTER 5(Third Year)

BSO5 D01: Life Skill Education

Hrs. /Week: 2.

A detailed break up of courses is presented in the following Tables

### Scheme of BA Sociology Programme Semester I

Course	Course Code	Title of Paper	Hours/week	Credits	Max. Marks		
					IE	SEE	Total
Common - 1(English)			4	4	20	80	100
Common- 2(English)			5	3	20	80	100
Common - 3(Additional Languages)			4	4	20	80	100
Core	B SOC1 B01	Invitation to Sociology	6	5	20	80	100
*Complementary I			3	2	10	40	50
*Complementary II			3	2	10	40	50

\*IE-Internal Evaluation

\*\*EE-External Evaluation

Note: Examinations for the complementary courses ( 1<sup>st</sup> Sem) will be conducted at the end of semester 2<sup>nd</sup> only

### Scheme of BA Sociology Programme Semester II

Course	Course	Title of Paper	Hours/week	Credits	Max. Marks		
					#IE	@EE	Total
Common- 4(English)			5	4	20	80	100
Common- 5(English)			4	3	20	80	100

Common-6 (Additional Languages)			4	4	20	80	100
Core	B SOC2 B02	Foundation of Sociological Theories	6	5	20	80	100
Complementary I(Psychology)			3	2	10	40	50
Complementary II(History)			3	2	10	40	50

Note: Examinations for the complementary courses ( 1<sup>st</sup>&2<sup>nd</sup> Sem) will be conducted at the end of semester 2<sup>nd</sup> only

### Scheme of BA Sociology Programme- Semester 3

Course	Course Code	Title of Paper	Hours/w	Credits	Max. Marks		
					*IE	**EE	Total
Common - 7(English)			5	4	20	80	100
Common- 8(English)			5	4	20	80	100
Core	B SOC3 B03	Classical Sociological Thinkers	5	4	20	80	100
Core	B SOC3 B04	Social Research Methods	4	4	20	80	100
Complementary I(Psychology)			3	2	10	40	50
Complementary II(History)			3	2	10	40	50

Note: Examinations for the complementary courses ( 3<sup>rd</sup> Sem) will be conducted at the end of semester 4<sup>th</sup> sem only

### Scheme of BA Sociology Programme Semester 4

Course	Course Code	Title of Paper	Hours/week	Credits	Max. Marks		
					#IE	@EE	Total
Common-4(English)			5	4	20	80	100
Common-5(English)			5	4	20	80	100
Core	B SOC4 B05	Theoretical Perspectives in Sociology	5	4	20	80	100
Core	B SOC4 B06	Sociology of Indian Society	4	4	20	80	100
Complementary I (Psychology)			3	2	10	40	50
Complementary (History)			3	2	10	40	50

### Scheme of BA Sociology Programme- Semester V

Course	Course Code	Title of Paper	Hours/week	Credits	Max. Marks		
					IE	E	Total
Core A	B SOC5 B07	Research Methods and Statistics	5	4	20	80	100
Core A	B SOC5 B08	Sociology of Keralam	5	4	20	80	100

Core A	B SOC5 B09	Social Anthropology	5	4	20	80	100
Core A	B SOC5 B10	Gender and Society	5	4	20	80	100
Open Course	B SOC5 D01	Life Skill Education	3	3	20	80	100
Project work	B SOC5 (Pr) 01		2	2			

\* Project work to be continued in 5<sup>th</sup> Semester

\*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 7. Scheme of BA Sociology Programme Semester -VI**

Course	Course Code	Title of Paper	Hours per	Credits	Max. Marks		
					IE	EE	Total
Core A	B SOC5 B11	Population and Society	5	4	20	80	100
Core A	B SOC5 B12	Environment and Society	5	4	20	80	100
Core A	B SOC5 B13	Mass Media and Society	4	4	20	80	100
Core A	B SOC5 B14	Contemporary Indian Society	5	4	20	80	100
Elective	B SOC6 E(1)	Sociology of Development	4	4	20	80	100
Project Work	B SOC6 (Pr)		2	2	10	40	50

## **SYLLABUS OF COURSES FOR B.A PROGRAMME IN SOCIOLOGY**

### **Core Course (Semester-1)**

#### **BSO1B01: INVITATION TO SOCIOLOGY**

*No of Credits: 5*

*No. of hours/week: 6*

#### **Course Objectives**

The mandate of the course is to introduce the discipline and its basic concepts to the students. It is intended to initiate the sociological way of thinking. It also provides a foundation for the other more detailed and specialized aspects of sociology.

#### **Unit 1- SOCIOLOGICAL PERSPECTIVE**

1.1 –Science as a way of knowing

1.2 –Philosophical foundation of Sociology: Rousseau, Montesquieu,  
Locke

1.3 –Sociology and other Social Sciences

#### **Unit 2- RELEVANCE OF SOCIOLOGY**

2.1-Relevance Sociology in Contemporary Society

2.2-Developing Sociological perspective and Sociological Imagination

#### **Unit 3- ELEMENTS OF SOCIAL STRUCTURE**

3.1-The Elements of Social Structure: Institutions, Organization,  
Association, Community, Social Groups, Norms, Values, Role, status, Social  
Stratification

3.2-Culture and Society- Concepts of culture, Cultural Lag, Ethnocentrism, Cultural Relativism: Society-Pre-modern and Industrial Society

#### **Unit 4-SOCIALIZATION**

4.1. Meaning and Functions of Socialization

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

4.3-Agencies of socialization

4.4-Theories of Socialization: Conditioning Theory-Pavlov, Symbolic

Interactionist approach- G.H Mead, Psycho Analytic Approach- Sigmund Freud

#### **References**

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

#### **Core Course (Semester-2)**

#### **BSO2B02:FOUNDATION OF SOCIOLOGICAL THEORIES**

*No of Credits: 5*

*No. of hours/week: 6*

## **Course Objective**

The Course focuses on the initial concerns of Sociology in the formative period. It intends to familiarize the students the Traditions of Social thought which are embedded in Society itself

### **Unit 1- SOCIOLOGY AS UNDERSTANDING MODERNITY**

- 1.1 The Central Concept: Tradition and Modernity
- 1.2 Socio economic transformation
- 1.3 Modern Nationhood

### **Unit 2- THE LEGACIES OF ENLIGHTENMENT**

- 2.1. Science and Morals
- 2.2 .Rationalism and Empiricism

### **Unit 3- EARLY THINKERS OF SOCIOLOGY**

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

### **Unit 4-HISTORY OF 19<sup>TH</sup> AND EARLY 20<sup>TH</sup> CENTURY SOCIOLOGY**

- 4.1Sociology in France
- 4.2 Sociology in Germany

## **References**

1. McLennan. Gregor, (2011) Story of Sociology, Bloomsbury Academic, New York :  
( The primary reference for this course is above mentioned book)
2. Coser,A,Lewis,(1996), "Masters of Sociological thought",2<sup>nd</sup>edn,RawatPublicatiion,Jaipure

3. Morrison, Ken, (2006), Marx Durkheim Weber: Formations of Modern Social Thought” Sage Publications, New Delhi
4. Craib, Ian (1997), “Classical Social Theory” Oxford University Press, New York
5. Aron, Raymond (1998), “Main Currents in Sociological Thought” Vol.2, Transactions Publishers, USA
6. Fletcher, Ronald (1980), The making of Sociology: A study of Sociological Theory, Mc Milan publishing co,

### **Core Course (Semester-3)**

### **SOC 3 B.03 CLASSICAL SOCIOLOGICAL THINKERS**

*No of Credits: 4*

*No. of hours/week: 5*

#### **Course Objectives**

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers. A more ambitious purpose of the course is to enhance students’ awareness of the problematic nature of modern society, for which sociological theory bears the mission of setting forth an intellectual and practical response and students could get at the root of sociological thinking as exemplified by the founding fathers.

#### **Unit 1. Karl Marx**

- 1.1. Materialist Conception of History
- 1.2. Capitalist Mode of Production

#### **Unit 2. Max Weber**

- 2.1. Social Action and Ideal Types
- 2.2. Religion and Economy

#### **Unit 3. Emile Durkheim**

- 3.1. Social Fact

3.2. Individual and Society

3.3 Suicide

#### **Unit-4.Georg Simmel**

4.1. Form Vs Content

4.2 Sociation

#### **References**

1. Coser,A,Lewis,(1996), “Masters of Sociological thought”,2<sup>nd</sup>edn,RawathPublicatiion,Jaipure
2. Ritzer,George,(2000) “ Sociological Theory”, Mac Graw Hill Company,US
3. Ritzer,George,(2000), “Classical Sociological Theory”,MacGraw Hill Company,US
4. Morrison,Ken,(2006), Marx Durkheim Weber: Formations of Modern Social Thought” Sage Publications, New Delhi
5. Craib, Ian(1997), “Classical Social Theory” Oxford University Press,New York
6. Appelrouth,Scott&Edles,D,Laura( 2011),Classical and Contemporary sociological Theory, Sage Publications
7. Aron,Raymond(1998), “Main Currents in Sociological Thoght” Vol.2,Transactions Publishers,USA
8. Stones,Rob,(1998), “Key Sociological Thinkers”,Mac Million Press,London

#### **Core Course (Semester-3)**

#### **SOC 3 B.04 SOCIAL RESEARCH METHODS**

*No. of Credits-4*

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

#### **Course Objectives**

The course provides a general introduction to the basics of sociological research methods and methodology. It provide the student with some elementary knowledge of the philosophical and methodological basis of research.

### **Unit 1.THE LOGIC OF SOCIAL RESEARCH**

- 1.1 Social Research: Meaning, Scope and Significance
- 1.2 Objectivity in the Social Research
- 1.3 Ethical Concerns in Social Science research: Ethical Neutrality, Research Ethics

### **Unit 2. SOCIAL RESEARCH AND SCIENTIFIC METHOD**

- 2.1 Scientific Method: Characteristics and features
- 2.2 Deductive and Inductive Analysis, Micro and Macro Analysis
- 2.3 Relation between Theory and Research

### **Unit 3. BASIC COMPONENTS OF RESEARCH**

- 3.1 Types of Research: Basic , Applied and Action Research
- 3.2 Basic Components: Concept, Proposition, Variable, Hypothesis: Working Hypothesis, Null Hypothesis

### **Unit4. MODES OF ENQUIRY**

- 4.1 Research Design: Exploratory, Descriptive, Experimental, Diagnostic
- 4.2 Quantitative and Qualitative Methods: Survey Research and Ethnography
- 4.3 Interdisciplinary and Multi disciplinary Research

### **References**

1. Lawrence,W. & Neuman (2014) Social Research Methods: Qualitative and Quantitative Approaches ,Seventh Edition, Pearson Education Limited
2. C.R.Kothari,(2004) Research Methodology: Methods and Techniques, New Age International Limited Publishers
3. Earl Babbie, Wadsworth (2007), The Basics Of Social Research, , Cengage Learning

4. Kenneth S. Bordens Bruce B. Abbott, (2010), Research Design and Methods A Process Approach Eighth Edition McGraw-Hill
  5. Nicholas Walliman (2011)Research Methods The Basics, , Routledge
  6. Krishnaswmi.OR& Ranghanatham.M(2016), Methodology of Research In Social Science, , Himalaya Publishers
  7. Claire , S., Marie Jahoda , Morton Duetch and Stuart W.Cooke , Colt, Reinehart and Whinstone ()Research methods in Social Relations, Claire , S., Marie Jahoda , Morton Duetch and Stuart W.Cooke , Colt, Reinehart and Whinstone
  8. Young , P.V.&Schmid.C.F (1940)Scientific Social Surveys and Research ,, Prentice-Hall of India Pvt.
- Goode, W.J., & Hatt (1952)Methods in Social Research , , McGraw Hil

#### **Core Course (Semester-4)**

#### **SOC 4 B.05 THEORETICAL PERSPECTIVES IN SOCIOLOGY**

*No of Credits: 4*

*No. of hours/week: 5*

#### **Course Objectives**

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of however a period of time thinkers has conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

#### **Unit 1. On the Plurality of Sociological Perspective**

- 1.1. Speculative theory and Grounded theory
- 1.2. Grand theory and Middle range theory
- 1.3. Micro theory and Macro theory

#### **Unit 2. Functionalism**

2.1. Mallinowski and Radcliff brown: Structure and Function

2.2. Talcott Parsons: System theory

2.3. Robert K. Merton: Idea of Paradigm

### **Unit.3. Structuralism**

3.1. Ferdinand de Saussure: Sign, Signifier and Signified

3.2. Claude Levi Strauss: Nature and Culture, Types of exchange

### **Unit. 4. Conflict Perspective**

4:1. Ralf Dahrendorf: Idea of Class

4:2. Lewis Coser : Functions of Conflict

4.3. C. Wright Mills: Power Elites

### **Unit.5.Interactionism**

5.1. C.H Cooley: Looking Glass Self

5.2. G.H Mead: Mind, Self and Society

5.3. Ervin Goffman: Dramaturgy

### **REFERENCES**

1. Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*. London: Routledge.
2. Fletcher, Ronald. 1971. *The Making of Sociology: A study of Sociological Theory*. London: Macmillan.
3. Giddens, Anthony, 2010, *Sociology*, 6 th edition, London: Polity.
4. Turner, Jonathan.2002 (1987). *The Structure of Sociological Theory*. Jaipur: Rawat Publications.

### **Core Course (Semester-4)**

### **SOC 4 B.06 SOCIOLOGY OF INDIAN SOCIETY**

*No of Credits: 4*

*No. of hours/week: 4*

### **Course Objective**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

### **Course Objective**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **Unit 1. The Pluralistic Base of Indian Society**

- 1.1 Early Indians
- 1.2 Aryan-Dravidian debate
- 1.3 Cultural Diversities in India

#### **Unit 2. Making of Indian Society**

- 2.1 The Colonial Discourse of Indian Society
- 2.2 The Nationalist Discourse of Indian Society
- 2.3 The Subaltern Critique on Colonial and Nationalist Discourses
- 2.4 Gender question in the making of Indian Society

#### **Unit 3. Indian Society: Concepts and Institutions**

- 3.1. Tribes-Profile and location
- 3.2. Caste in India: idea, origin and practice, critique of Caste system, affirmative actions.
- 3.3. Class in India: idea and practice, Class in Castes and religions, Caste in Class and Religions
- 3.4. Rural and Urban Society in India -Structure and changes

### **References**

1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press
2. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black
3. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press
4. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books
5. Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press
6. Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press
7. Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family Kinship and Marriage in India*. Delhi: Oxford University Press
8. Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*

### **Core Course (Semester-5)**

#### **SOC 5 B.07 RESEARCH METHODS AND STATISTICS**

*No. of Credits-4*

*No. of hours/week: 5*

#### **Course Objectives**

The course provides a general introduction to the basics of sociological research methods and methodology. It familiarises the student with the scientific nature of research and various steps involved in it. It also provides an understanding of the various tools, techniques and methods of data collection and their applications in different contexts.

#### **Unit 1. Social Research**

- 1.1 Social Research: Definition, Nature and Purpose
- 1.2 Stages of Social Research
- 1.3 Selection of a Research Problem: Steps and Criteria

#### **Unit 2. Sampling and Data Collection**

- 2.1 Sampling: Definition and Types- Probability and Non Probability
- 2.2 Types of Data: Primary and Secondary
- 2.3 Methods and Tools of Data Collection: Observation, Interview, Questionnaire, Interview Schedule, Interview Guide

### **Unit 3. Statistical Analysis and Use of Computers in**

#### **Social Research**

- 3.1 Classification and Tabulation of Data
- 3.2 Measures of Central Tendency: Mean, Median, Mode
- 3.3 Use of Computers in Social Research

### **UNIT 4. Preparation of Research Report**

- 4.1 Structure and Components of Report
- 4.2 Types of Report: Monographs, Dissertations and project reports.
- 4.3 Academic writing and Design of Research Paper

\*Workshop on academic writing should be conducted

### **References**

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

9. Robson, Colin, (1993) Real World Research, Blackwell Publishers Ltd
10. Goode, W.J., & Hatt (1952) Methods in Social Research , , McGraw Hill

**Core Course (Semester-5)**  
**SOC 7 B.08: SOCIOLOGY OF KERALAM**

**No. O Credits: 4,**

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

**Course Objectives**

The course helps to recollect the social and cultural history of Kerala society. It provides an understanding of major social transformation in Kerala and its implications in present society. It helps to analyse various socio cultural issues concerning Kerala society through sociological lens.

**Unit: 1 Socio Cultural Evolution of Kerala Society**

- 1.1 Societal patterns of Sangham Age, Chola Chera Periods, Tradition of Buddhism, Jainism and Brahmanical Influence
- 1.2. Geopolitical specialities of Kerala-Trade with the rest of the world, Princely states and their relationship in Malabar, Cochin and Travencore
- 1.3. Colonialism, anti-colonial struggles and impact of colonial administration on Kerala Society

**Unit: 2 Social Structures of Kerala Society**

- 2.1 Institutions of social organisation: Caste, Marriage, and Kinship among Hindus, Christians and Muslims in Kerala
- 2.2 Anti caste struggles, religious reform movements
- 2.3. Caste, Class and Religion in Contemporary Kerala

**Unit: 3 Transformations in Kerala Society**

- 3.1.Land relations and Land reforms
- 3.2 Educational Reforms, Library and Literacy Movements, People’s science movement
- 3.3 Kerala Model Development, Migration and it’s impacts on Kerala Society
- 3.4. Gender relations, and issues of Marginalised :Dalit, Adivasis fisher folks, and 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**

### Core Course (Semester-5)

### SOC 5 B.09 SOCIAL ANTHROPOLOGY

*No of Credits:4*

*No. of hours/week: 5*

## **Course Objectives**

The course helps to familiarize the basic concepts of Anthropology. It helps to familiarize with Anthropological studies in India by focusing on Tribal Communities in the country in general and in the state of Kerala in particular

### **Unit -1. Introducing Social Anthropology**

- 1.1 Social Anthropology and Physical Anthropology
- 1.2. Relevance of Social Anthropology in Modern society

### **Unit- 2. Anthropological Methods**

- 2.1.Participant Observation
- 2.2.Interview
- 2.3. Ethnography

### **Unit -3. Tribes in India**

- 3.1. Special Features of Indian Tribes
- 3.2. Tribal Welfare in India
- 3.3. Tribal Movements in India-Santal Rebellion, Munda Movement, Bodo Movement, Jharkhand Movement, Muthanga

### **Unit -4. Tribes in Kerala**

- 4.1 Composition and distribution of tribal population in Kerala
- 4.2 Ethnographic Profile of Selected Tribes in Kerala: Cholanaickan, Mullukurumba, Kurichias Paniyans
- 4.3 Tribal development initiatives in Kerala- a critical appraisal
- 4.4 Field visit and preparation of field report\*

## **References**

1. Dhirendra Nath Majumdar & T N Madan,(1957) *An introduction to social anthropology*, Bombay : Asia Pub. House

2. Majumdar, D.N. (2012) *An Introduction To Social Anthropology* (Paperback), Mayur Paperbacks
3. Melville Jean Herskovits, (1955), *Cultural Anthropology*, Knopf Doubleday, New York
4. Barnard, Alan (Alan J.) (1996), *Encyclopedia of Social and Cultural Anthropology*, London: Routledge
5. Balbir Singh Negi (1967) *Man, Culture & Society: A Text Book of Physical and Social Anthropology*, Kitab Mahal, Alahabad
6. Misra, U.S., (2003), *Introducing Social-Cultural Anthropology* Paperback, Jawahar Publishers & Distributors, New Delhi
7. Bernard, Russell, H. (Research Methods in Anthropology: Qualitative and Quantitative Approaches)
8. Christoph von Fürer-Haimendorf (1982) *Tribes of India: The Struggle for Survival* University Of California Press Berkeley · Los Angeles
9. Luiz, A.A.D. (2009), *Tribes of Kerala*, Bharatiya Adimjati Sevak Sangh, New Delhi

**Additional Instruction:** Field visit to a Tribal Area

The seminar presentations of this course should be based on the field visit. Group presentations based on the different aspects of the socio cultural life of the tribals visited should be assigned grades. Each group should consist of maximum five students. No Member shall be exempted from the presentation. Participation of each member will be considered in the process of evaluation. Grades will be assigned individually on the basis of presentation and participation. These grades would be counted as the grades for seminar presentation as part of the internal assessment

**Core Course (Semester-5)**  
**SOC 5 B.10. GENDER AND SOCIETY**

*No of Credits: 4*

*No. of hours/week: 5*

**Course Objectives**

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

**Unit 1. Gendering Sociology**

- 1.1 Origin of Gender studies, relevance of Gender Studies
- 1.2 Major concepts in gender studies: Gender identity, Gender discrimination, Gender Justice, Gender and Patriarchy

**Unit 2. Gender as a Social Construct**

- 2.1. Gender, Sex, Sexuality
- 2.2. Production of Masculinity and Femininity

**Unit 3. Differences and Inequalities**

- 3.1. Caste, Class and Gender
- 3.2. Family, Work and Gender

**Unit 4. Gender, Power and Resistance**

- 4.1. Power and Subordination
- 4.2. Gender and Social Movements

**References**

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

### **Core Course (Semester-6)**

### **SOC 6 B.11 POPULATION AND SOCIETY**

*No of Credits:4*

*No. of hours/week: 6*

### **Course Objectives**

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Outline:

### **Unit-1. Introducing Population Studies**

- 1.1. Sociology and Demography
- 1.2. Approaches: Malthus, Demographic Transition Theory, Optimum Population Theory.
- 1.3. Marx, Weber and Durkheim on Population Studies.

### **Unit-2. Population, Social Structure and Processes**

- 2.1. Age and Sex Structure, Population Size and Growth
- 2.2. Fertility, Mortality and Migration

### **Unit-3. Population Growth, Development Policies and Programmes**

- 3.1. Population and Development
- 3.2. Population Programmes and Policies

### **Unit 4. The Population Dynamics of Kerala**

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

### **References**

1. Cox, Peter Richmond. 1950. Demography. University of California Press
2. Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton University Press

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

### **Core Course (Semester-6)**

#### **SOC 6 B.12 ENVIRONMENT AND SOCIETY**

*No of Credits:4*

#### **Course Objectives**

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India. This course is designed to provide students with a thorough, comprehensive understanding of the key theories, literature, and issues in environmental sociology

**Unit-1. Environmental Sociology**

- 1.1.Environmental Sociology as a field of inquiry
- 1.2.Environmental preservation and Environmental Conservation.

**Unit-2. Theoretical Approaches to Environmental Sociology**

- 2.1 Classical Theories: Marx, Weber and Durkheim on Environmental Issues
- 2.2 Theories of Contemporary Environmental Concern: Post Materialism, Ecological Modernisation, Sustainable Development.

**Unit-3. Environmental Movements in India**

- 3.1 Forest based movement – Chipko and Silent Valley.
- 3.2 Water based movement – Narmada
- 3.3 Land based movements – Anti-mining, Endo-Sulphan.

**Unit-4 Globalization, Corporate Power, and the Environment**

- 4.1- Economic globalization -Effects on Environment
- 4.2-Corporate interventions-Effects on Environment

**References**

1. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed
2. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed
3. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole NSW:Allen & Unwin
4. Harper, Charles(2001), Environment and Society: Human Perspectives on Environmental Issues. Upper Saddle, NJ: Prentice Hall.
5. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*

6. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*
7. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16) Wiley and Sons Ltd. East Sussex, U.K
8. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman
9. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4) Sage Publications Pvt. Ltd.
10. Karliner, Joshua( 1997). *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club Books.
11. Brulle, Robert J. 2000. *Agency, Democracy, & Nature: U.S. Environmental Movement from a Critical Theory Perspective*. MIT.
12. Karliner, Joshua. 1997. *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club Books

### **Core Course (Semester-6)**

#### **SOC 6 B.13 MASS MEDIA AND SOCIETY**

*No of Credits:4*

#### **Course Objectives**

The purpose of this course is to introduce the students certain major themes of outlining the interconnections between media and society. The course is aimed at developing multiple perspectives on mass media that will enhance students the critical ability to examine different forms of media content with a strong theoretical ground.

#### **Unit 1. Communication and Mass Media**

1.1 Communication and Mass Communication. Definitions and characteristics

1.2 Communication and Modern Technology

1.3 Role of Mass Media in Society

### **Unit 2. Theoretical Approaches**

2.1 Mc Luhan: Global Village, Medium is the Message

2.2 Walter Benjamin: Art in the Age of Mechanical Reproduction

2.3 Theodor. W.Adorno: Culture Industry

### **Unit 3. Old and New Media**

3.1 Folk Media, Radio, Visual Media

3.2 .Electronic Media and Social media

### **Unit 4. Media and Society**

4.1- Media and Democracy: Public sphere, Freedom of speech and expression, Right to information, Right to privacy, Media as a watchdog, Globalization and media culture.

4.2-Media and Ethics: Propaganda v/s Journalism, Media convergence , Paid News

**Weekly Reading Reflections:** Each student has to contribute a weekly reading reflection, addressing some significant issue raised by the weekly assigned readings. The student has to prepare an assignment based on the reading with proper citation .It will be considered as a component of their internal evaluation .

### **REFERENCES**

1. David Holmes(2005),*Communication Theory: Media, Technology and Society*, Sage Publications, London
2. Antony Giddens (2006).*Sociology*, Polity Press,Cambrodge
3. McLuhan, Marshall. 1964, *Understanding Media: Extensions of Man*. New York: McGraw- Hill Book Co.
4. Joseph Turow(2009),*Media Today*, Routledge,New York
5. N.A Nadal (1998),*Communication Theories and Models*, Himalaya Publications, Mumbai.
6. Ronald B. Adler, George Rooman (2006),*Understanding Human Communication*, Oxford University Press, New York
7. Keval,J.Kumar(1981),*Mass Communication in India*, Jaico Publications, Mumbai.

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

### **Core Course (Semester-5)**

## **SOC 6 B.14 CONTEMPORARY INDIAN SOCIETY**

*No of Credits: 4*

### **Course Objectives**

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

### **Unit-1 -Ideas of India**

- 1.1 Gandhian Ideas
- 1.2 Ambedkarist Ideas

### **Unit-2 Approaches to the study of Contemporary India**

- 2.1 Indological Approach-Louis Dumont, G.S Ghurye
- 2.2 Ethnographic approach-M.N Srinivas, Andre Beteille

### **Unit 3 -Social Movements and Mobilizations in India**

- 3.1 Dalit Movements
- 3.2 Women's Movement
- 3.3 Peasant Movement
- 3.4 Ethnic Movements

### **Unit 4. Nation, State and it's Challenges in India**

- 4.1 Nationalism debate
- 4.2. Communalism
- 4.3. Secularism

### **References**

1. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India *Contributions to Indian Sociology*
3. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications
4. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization, *The Far Eastern Quarterly*
5. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press
6. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press
7. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press
8. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books
9. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton
10. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press
11. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press
12. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism*
13. Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and*

### **ELECTIVE CORE COURSE(Semester 6)**

### **SOCIOLOGY OF DEVELOPMENT**

**No. of credits: 4**

#### **Course Objectives**

The course introduces various theoretical perspectives that have shaped the concept of development along with the major concepts related with development. It equips students to understand the contemporary socio-economic framework of development in India and in Kerala.

#### **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;
- 4.3. Ecological implications of Development: Issues related to land, water, forest

## **References**

1. Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.
2. Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.(Chapter 2).
3. Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition: New York: W.W.Norton& Co.
4. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
5. Haq, MahbubUl. 1991. Reflections on Human Development. New Delhi, OUP
6. Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice-Hall (India)
7. Sharma, SL 1980. "Criteria of Social Development", Journal of Social Action. Jan- Mar.

8. Sharma, SL1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.(Chptr 1).
9. Sharma, S.L. 1994. "Salience of Ethnicity in Modernization: Evidence from India", *Sociological Bulletin*. Vol.39, Nos. 1&2. Pp.33-51.
10. Srinivas, M.N. 1966. *Social Change in Modern India*. Berkley: University of Berkley.
11. Symposium on Implications of Globalization. 1995. *Sociological Bulletin*. Vol.44. (Articles by Mathew, Panini & Pathy).
12. Raman, Ravi K. 2010. *Development Democracy and the State: Critiquing the Kerala Model of Development*. London: Routledge.
13. Padmanabhan, Roshni. 2010. 'Learning to Learn: Dalit Education in Kerala', in Raman Ravi K. (ed.), *Development, Democracy and the State; Critiquing the Kerala Model of Development*, pp. 102–117. New Delhi: Routledge
14. Tharakan, P. K. Michael. 1984. 'Socio-Economic Factors in Educational Development: Case of Nineteenth Century Travancore', *Economic and Political Weekly*

## OPEN COURSE

### B SOC5 D01:LIFE SKILL EDUCATION

No of Credits:3

#### **Course Objectives**

This Course provides orientation towards application of the skills in life. The skills that needs to be emotionally and rationally effective are taken into consideration. The traits to be imparted with personality to be positive and socially creative are explained with an application approach. This Course also helps to foster the traits of social responsibility and to tune the behavioural aspect of a person which are useful for success in personal and social life.

#### **UNIT 1: INTRODUCTION TO LIFE Skills**

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

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

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

## **UNIT 2: SOCIAL RELATIONSHIPS AND ACQUIRING LIFE SKILLS**

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

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

2.3 Social Harmony and Tolerance.

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

## **UNIT 3: PERSONAL DEVELOPMENT AND CAREER PLANNING**

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

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

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

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

## **REFERENCES**

- 11.** Hurloch, Elizabeth, 2007, Developmental Psychology, Tata Mc Graw Hill Education, New Delhi.
- 12.** Baron A. Robert, et al, 2003. Social Psychology, Prentice Hall of India, New Delhi.
- 13.** Myers G. David, 2007, Social Psychology, Tata Mc Graw Hill, New Delhi.
- 14.** Singh, Madhu, 2003, Understanding Life Skills, Background Paper prepared by Education for All: The Leap to Equality.
- 15.** Nair V. Rajasenan, 2010, Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Net Resources:

UNESCO – <http://www.unesco.org/>

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

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

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

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

India Portal - [www.indiaportal.gov.in](http://www.indiaportal.gov.in)

## Model question papers

### FIRST SEMESTER BA DEGREE EXAMINATION – (Month & Year)

#### BSO1B01: INVITATION TO SOCIOLOGY

**Time: 2.5 Hours**

**Maximum marks: 80**

#### Section A

**Answer all question each question carries 2 marks**

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

1. Define Social Institution
2. 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)**

## **V SEMESTER DEGREE EXAMINATION – (Month & Year)**

### **OPEN COURSE**

### **SGY5D01: LIFE SKILL EDUCATION**

**Time: 2 hours**

**Maximum marks: 60**

### **Section A**

**Answer all question each question carries 2 marks**

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

1. 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)**