

MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA, INDIA

SYLLABUS
UNDER GRADUATE PROGRAMMES (HONOURS)
MGU-UGP (Honours)
(2024 Admission Onwards)

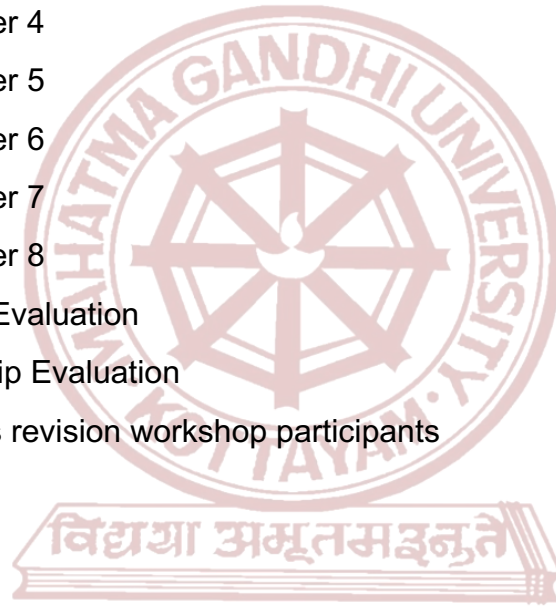


Faculty : Social Sciences
BoS : Sociology
Subject : BA (Hons) Sociology

MAHATMA GANDHI UNIVERSITY
Priyadarshini Hills
Kottayam 686560, Kerala, India

Contents

Sl.No	Title
1.	Preface
2.	Board of Studies & External Experts
3.	Syllabus Index
4.	Semester 1
5.	Semester 2
6.	Semester 3
7.	Semester 4
8.	Semester 5
9.	Semester 6
10.	Semester 7
11.	Semester 8
12.	Project Evaluation
13.	Internship Evaluation
14.	Syllabus revision workshop participants



MGU-UGP (HONOURS)

Syllabus

Preface

The landscape of higher education in Kerala is undergoing a significant transformation to meet the dynamic needs of contemporary society. Central to this evolution is a curriculum that is deeply student-centric, aiming at the holistic development of learners. The introduction of the Four Year Undergraduate Programme (FYUGP) stands as a testament to this progressive shift. This innovative programme is meticulously designed to foster a spirit of inquiry, enhance critical thinking skills, and promote a multidisciplinary approach to learning.

In the realm of Sociology, this new curriculum is a beacon of modern education, emphasizing the importance of understanding the intricate fabrics of society through a comprehensive and multifaceted lens. The syllabus is crafted to offer learners an expansive view of sociological theories, methodologies, and applications, thereby preparing them to navigate and contribute to a rapidly changing world.

The curriculum in Mahatma Gandhi University is structured to ensure the cognitive, intellectual, and social competencies of students are developed in tandem. This balanced approach nurtures well-rounded individuals capable of independent thought and innovative research. By integrating a variety of courses, the syllabus encourages students to draw connections between Sociology and other disciplines. This not only broadens their understanding but also equips them with diverse skills essential for contemporary challenges.

Recognizing the varied aspirations of learners, the curriculum offers flexibility. Students can choose between a three-year undergraduate programme and a four-year honours programme, allowing them to tailor their educational journey according to their career goals and academic interests. At its core, the Sociology syllabus is designed to cultivate critical thinking. It encourages students to question, analyze, and engage deeply with societal issues, fostering a robust spirit of inquiry.

The programme and course outcomes have been developed with the aim of producing evolved global citizens. Students are not only educated about local and national sociological issues but are also provided with a global perspective, preparing them to contribute positively to the international community. With a strong emphasis on research, the curriculum aims to instill a rigorous research aptitude in students. This is achieved through courses that emphasize methodological skills and practical application, preparing students for advanced studies and professional careers in sociology and related fields.

List of Members: Board of Studies Sociology

Sl.No	Name & Address	Designation	Email & Mobile No
1	Dr. Abhilash Babu Director & Associate Professor, School of Social Sciences, Mahatma Gandhi University, Kottayam, Kerala	Chair Person	Mob: +916238852247 Email: abhilashbabu3700@mgu.ac.in, abhijnu@gmail.com
2	Dr. Benny Varghese Associate Professor Department of Sociology SH college Thevara	Member	9446930422 bennyvarghese@shcollege.ac.in
3	Dr.Biju Vincent Assistant Professor Department of Sociology Sree Sankara University of Sanskrit Kalady	Member	9961352126 bjuvincent@ssus.ac.in
4	Dr. Amrutha Rinu Abraham Associate Professor Department of Sociology CMS College Kottayam	Member	9447598332 amrutharinu@cmscollege.ac.in
5	Dr.Siby K I Assistant Professor SH college , Thevara	Member	9791564609
6	Dr.Noushad P P Associate Professor School of Gandhian Thought and Development Studies MG University	Member	noushadmgu@gmail.com 9447675755
7	Dr.Suresh Babu Assistant Professor NSS Hindu College Changanacherry	Member	sureshbabupnsshc@gmail.com 9947094034
8	Diana Mathews Assistant Professor M.A College Kothamangalam	Member	diana.mathews@gmail.com 9447801356

Syllabus Index

Name of the Major: **Sociology**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG1DSCSOC100	Invitation to Sociology	DSC	4	5	3	0	2	0
MG1MDCSOC100	Social Psychology	MDC	3	4	2	0	2	0

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG2DSCSOC100	Basic Concepts in Sociology	DSC	4	5	3	0	2	0
MG2MDCSOC100	Cyber World and Social Realities	MDC	3	4	2	0	2	0



MGU-UGP (HONOURS)

Syllabus

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG3DSCSOC200	Foundations of Sociological Thought	DSC A	4	5	3	0	2	0
MG3DSCSOC201	Understanding Social Institutions: Marriage and Family	DSC A	4	5	3	0	2	0
MG3DSESOC200	Sociology of Environment	DSE	4	4	4	0	0	0
MG3DSCSOC202	Social Life : Forms and Dynamics	DSC B	4	5	3	0	2	0
MG3MDCSOC200	Sociology and Social Interventions	MDC	3	3	3	0	0	0
MG3VACSOC200	Disaster Management	VAC	3	3	3	0	0	0

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG4DSCSOC200	Principles of Social Research	DSC A	4	4	4	0	0	0
MG4DSCSOC201	Modern Sociological Theories	DSC A	4	5	3	0	2	0
MG4DSESOC200	Crime and Society	DSE	4	5	3	0	2	0
MG4DSESOC201	Sociology of Sports							
MG4DSCSOC202	Society and Health: Theories, Systems, and Global Challenges	DSC B	4	5	3	0	2	0
MG4SECSOC200	Personality Development and Soft Skills	SEC	3	3	3	0	0	0
MG4VACSOC200	Public Policy and Social Inclusion	VAC	3	3	3	0	0	0
MG4INTSOC200	Internship	INT	2					

Semester: 5

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG5DSCSOC300	Gender and Sexuality	DSC A	4	5	3	0	2	0
MG5DSCSOC301	Indian Social Structure and Transformation	DSC A	4	4	4	0	0	0
MG5DSESOC300	Social Anthropology	DSE	4	5	3	0	2	0
MG5DSESOC301	Sociology of Work and Industry	DSE	4	4	4	0	0	0
MG5DSESOC302	Tribal Society in India	DSE	4	4	4	0	0	0
MG5DSESOC303	Sociology of Food							
MG5SECSOC300	Academic Reading and Writing Skills	SEC	3	3	3	0	0	0

Semester: 6

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG6DSCSOC300	Qualitative Methods in Social Research	DSC A	4	5	3	0	2	0
MG6DSCSOC301	Urban Sociology	DSC A	4	5	3	0	2	0
MG6DSESOC300	Sociology of Cinema	DSE	4	5	3	0	2	0
MG6DSESOC301	Rural Sociology							
MG6DSESOC302	Sociology of Marginalization	DSE	4	4	4	0	0	0
MG6DSESOC303	Sociology of Kerala Society							
MG6SECSOC300	Research Skills in the Field	SEC	3	3	3	0	0	0
MG6VACSOC300	Human Rights and Environmental Ethics	VAC	3	3	3	0	0	0

Semester: 7

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG7DCCSOC400	Current Trends in Social Science Research	DCC	4	4	4	0	0	0
MG7DCCSOC401	Globalization and Global Dynamics	DCC	4	4	4	0	0	0
MG7DCCSOC402	Sociology of Development	DCC	4	5	3	0	2	0
MG7DCE SOC400	Quantitative Methods in Social Research	DCE	4	4	4	0	0	0
MG7DCE SOC401	Sociology of Ageing	DCE	4	4	4	0	0	0
MG7DCE SOC402	Migration and Diaspora	DCE	4	4	4	0	0	0
MG7DSE SOC400	Sociology of Religion	DSE	4	4	4	0	0	0
MG7DSE SOC401	Sociology of Media	DSE	4	4	4	0	0	0
MG7DSE SOC402	Sociology of Education	DSE	4	4	4	0	0	0

- Any three courses from the category DCE
- Any three courses from the category DSE for Minor

Semester: 8

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG8DCCSOC400	Current Debates in Social Theories	DCC	4	5	3	0	2	0
MG8DCCSOC401	Research And Publication Ethics	DCC	4	5	3	0	2	0
MG8DCE SOC400	Project Planning and Management	DCE	4	5	3	0	2	0
MG8DCE SOC401	Principles of Counselling	DCE	4	5	3	0	2	0
MG8DSE SOC402	Social Entrepreneurship	DCE	4	5	3	0	2	0
MG8PRJSOC400	Project	PRJ	12					
MG8INTSOC400	Internship	INT	12					



SEMESTER 1

MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA (Honours) Sociology					
Course Name	INVITATION TO SOCIOLOGY					
Type of Course	DSC					
Course Code	MG1DSCSOC100					
Course Level	100-199					
Course Summary	<p>The course 'Invitation to Sociology' introduces foundational concepts and perspectives within sociology. It commences by exploring sociology's essence and its differentiation from common sense, emphasizing its significance in fostering critical thinking, understanding social diversity, and expanding career prospects. The sociological imagination is then examined, focusing on both micro and macro perspectives to comprehend how individuals shape and are shaped by society. The course delves into the origins of sociology by scrutinizing pioneers such as Comte, Spencer, Durkheim, Martineau, Weber, and Marx. It subsequently explores major sociological perspectives - Functionalism, Conflict theory, Symbolic Interactionism, and Feminism - emphasizing their unique lenses through which social phenomena are understood. This journey culminates in illustrating how these perspectives interpret and analyse deviance within society.</p>					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the importance of sociological imagination, thinking sociologically and sociology in action	U	1, 2
2	Assess the social and intellectual contexts of origin and development of sociology.	E	2, 6
3	Distinguish the salient contributions of pioneers in sociology and voices from the margins.	An	1, 7
4	Compare the different theoretical perspectives in Sociology.	A	1, 6
5	Make use of ad hoc surveys and book reviews to apply sociological concepts.	C	9, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module 1: Thinking Like a Sociologist. (26 Hrs)				
1	1.1	What is Sociology? Sociology and Common Sense- Andre Beteille	3	1
	1.2	Why study Sociology?- Thinking Sociologically- Zygmunt Bauman, Engaged Sociologist- Korgen and White	4	1
	1.3	Sociological Imagination: Biography Versus History- C.W Mills	2	1
	1.4	Public Sociology, Professional Sociology, Critical Sociology, Policy Sociology- Michel Burawoy	2	1
	1.5	Public Sociology in action: Campus Survey	15	5

Module 2: Origin of Sociology : Social and Intellectual Context (11hrs)				
2	2.1	French Revolution, Industrial Revolution	3	2
	2.2	Scientific Revolution, Commercial Revolution	4	2
	2.3	Enlightenment: Rationalism, Empiricism, Idealism	4	2
Module 3 Story of Sociology (28 hours)				
3	3.1	Three Classics- Auguste Comte, Herbert Spencer and Emile Durkheim	4	3
	3.2	Three Pioneers of Sociology- Marx, Weber, Durkheim	5	3
	3.3	From the Margins- Harriet Martineau, Du Bois	4	3
	3.4	Review of the Book: Story of Sociology, Chapter 1 to 10 The Story of Sociology: A First Companion to Social Theory	15	5
Module 4 : Module 3: Major theoretical perspectives in Sociology (10hrs)				
4	4.1	Functionalism- Key features	3	4
	4.2	Conflict – Major assumptions	2	4
	4.3	Symbolic Interactionism- Premises	2	4
	4.4	Feminism- Basic arguments	3	4
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> Classroom lectures that introduce key concepts, using multimedia presentations Group discussions Workshops where students can practice sociology of real life situations. Role-playing exercises to simulate real-world scenarios Interaction with experienced sociologist. Projects where students develop an understanding of the organization of social life. 																			
Assessment Types	<p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;">Credit 4 with practicum For theory (3 credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td style="text-align: center;">75</td> </tr> <tr> <td>CCA</td> <td style="text-align: center;">25</td> </tr> <tr> <td>ESE</td> <td style="text-align: center;">50</td> </tr> </table> <p style="text-align: center;">i) For practicum (1 Credit)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td style="text-align: center;">50</td> </tr> <tr> <td>CCA</td> <td style="text-align: center;">15</td> </tr> <tr> <td>ESE</td> <td style="text-align: center;">35</td> </tr> </table> <p>A. <u>Continuous Comprehensive Assessment (CCA)-25 Marks</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	TOTAL MARKS	50	CCA	15	ESE	35	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
TOTAL MARKS	75																			
CCA	25																			
ESE	50																			
TOTAL MARKS	50																			
CCA	15																			
ESE	35																			
Assessment Types																				
In class discussions (FA)																				
Role play (FA)																				
Reflection writing (FA)																				
Class test (SA)																				
Problem based practical assignment (SA)																				
Team Project Report (SA)																				
	<p>B. <u>Semester End examination-50 Marks (Theory)</u> <u>Summative assessment</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (1 mark) Objective type</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>B (2 Marks)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> </tr> <tr> <td>C (5 marks)</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">25</td> </tr> </tbody> </table>	Part	No. of questions	No. of Questions to be answered	Total Marks	A (1 mark) Objective type	5	5	5	B (2 Marks)	7	5	10	C (5 marks)	7	5	25			
Part	No. of questions	No. of Questions to be answered	Total Marks																	
A (1 mark) Objective type	5	5	5																	
B (2 Marks)	7	5	10																	
C (5 marks)	7	5	25																	

	D (10 marks)	2	1	10
	Total Marks for ESE			50
* Assessment method for practicum can be decided by the teacher.				

References

- Bauman, Z. (2011). *Thinking sociologically*. Wiley.
- Beteille, A. (1986). *Sociology: Essays on approach and method*. Oxford University Press.
- Brewer, J. (2013). *The public value of the social sciences: An interpretive essay*. Bloomsbury Academic
- Burawoy, M. (2005). For public sociology. *American Sociological Review*, 70(1), 4-28.
- Giddens, A. (1990). *The consequences of modernity*. Stanford University Press.
- Hill Collins, P., & Solomos, J. (Eds.). (2010). *The Sage handbook of race and ethnic studies*. Sage Publications.
- Hobsbawm, E. (1996). *The age of revolution: Europe 1789-1848*. Vintage.
- Korgen, K. O., & White, J. M. (2018). *Sociologists in action: Sociology, social change, and social justice*. Sage Publications.
- McLennan, Gregor. (2020) *The Story of Sociology: A First Companion to Social Theory* Bloomsbury(Manohar)
- Mills, C. W. (2000). *The sociological imagination*. Oxford University Press.
- Nisbet, R. A. (1966). *The sociological tradition*. Basic Books.
- Outram, D. (2006). *The enlightenment*. Cambridge University Press.
- Ritzer, G. (2011). *Sociological theory*. McGraw-Hill.
- Shapin, S. (1996). *The scientific revolution*. University of Chicago Press.

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme						
Course Name	SOCIAL PSYCHOLOGY					
Type of Course	MDC					
Course Code	MG1MDCSOC100					
Course Level	100-199					
Course Summary	This course is offered to integrate the basics of social psychology with the theories on the Development of Social Self , by providing a comprehensive understanding of the different methods and assessment techniques of personality to analyse human behaviour. The course aims to articulate independently and creatively about human Social Behaviour and the cultural influences that affect our behaviour.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical (Practicum)	Others	
		2	0	1	0	
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basics of social psychology	U	1,2
2	Understand human personality which determines the social self of individuals.	U	2,10
3	Familiarize the different methods and theories to analyse human behaviour.	AN	6,7,9

4	Develop the ability to articulate independently and creatively about human Social Behaviour and the cultural influences that affect our behaviour.	U	4,9,10
5	Apply social psychology concepts and theories to a range of contemporary social questions and the cultural influences that affect our behaviour.	A	4,5,7,8
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	Introduction to Social Psychology	10	
	1.1	Social Psychology: Nature, Scope	2	1
	1.2	Basic concepts: Self-Concept and Self-Esteem, Social cognition, Attitude and Perception	3	2
	1.3	Methods: Case study, Projective tests, Sociometry, Interview.	5	2
2	2.0	Personality and Culture	23	
	2.1	Personality :Types, Stages and Theories: Psychoanalytic and Trait Theory	4	4
	2.2	Cultural Theories on Personality: Margeret Mead and Ruth Benedict	4	5
	2.3	Facilitate a discussion on the signs and symptoms of toxic relationships, encouraging students to think critically about the role of self-esteem, boundaries, and communication patterns.	15	5
3	3.0	Interpersonal relationships and Group Dynamics	27	4
	3.1	Attraction and Close relationship- Sources of attraction, Robert Sternberg's triangular theory of Love	3	4
	3.2	Prejudice, Stereotyping, and Discrimination	3	4

	3.3	Stages of relationship formation, self-disclosure, and the importance of intimacy and trust, consent	3	4
	3.4	Conflict resolution, the role of mutual support, and relationship satisfaction.	3	4
	3.5	Case based analysis of love relationship using Robert Sternberg's theory	15	5
4		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice • Role-playing exercises to simulate real-world social scenario. • Interaction with experienced social psychologists. • Projects where students develop and present intervention strategies 																	
Assessment Types	<p>Credits 3 with practicum</p> <p style="text-align: center;">i) For theory(2 Credits)</p> <table border="1" style="width: 100%;"> <tr> <td>TOTAL MARKS</td> <td style="text-align: center;">50</td> </tr> <tr> <td>CCA</td> <td style="text-align: center;">15</td> </tr> <tr> <td>ESE</td> <td style="text-align: center;">35</td> </tr> </table> <p style="text-align: center;">i) For practicum (1 Credit)</p> <table border="1" style="width: 100%;"> <tr> <td>TOTAL MARKS</td> <td style="text-align: center;">50</td> </tr> <tr> <td>CCA</td> <td style="text-align: center;">15</td> </tr> <tr> <td>ESE</td> <td style="text-align: center;">35</td> </tr> </table> <p>MODE OF ASSESSMENT</p> <p><u>A. Continuous Comprehensive Assessment (CCA)-15 Marks</u></p> <table border="1" style="width: 100%;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> </table>	TOTAL MARKS	50	CCA	15	ESE	35	TOTAL MARKS	50	CCA	15	ESE	35	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)
TOTAL MARKS	50																	
CCA	15																	
ESE	35																	
TOTAL MARKS	50																	
CCA	15																	
ESE	35																	
Assessment Types																		
In class discussions (FA)																		
Role play (FA)																		
Reflection writing (FA)																		
Class test (SA)																		

	<table border="1"> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>	Problem based practical assignment (SA)	Team Project Report (SA)																		
Problem based practical assignment (SA)																					
Team Project Report (SA)																					
	<p><u>B. Semester End examination-35 Marks (Theory) Summative assessment</u></p> <table border="1"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (2 Marks)</td> <td>6</td> <td>5</td> <td>10</td> </tr> <tr> <td>B (5 marks)</td> <td>4</td> <td>2</td> <td>10</td> </tr> <tr> <td>C(15 marks)</td> <td>2</td> <td>1</td> <td>15</td> </tr> <tr> <td colspan="3">Total Marks for ESE</td> <td>35</td> </tr> </tbody> </table> <p>* Assessment method for practicum can be decided by the teacher.</p>	Part	No. of questions	No. of Questions to be answered	Total Marks	A (2 Marks)	6	5	10	B (5 marks)	4	2	10	C(15 marks)	2	1	15	Total Marks for ESE			35
Part	No. of questions	No. of Questions to be answered	Total Marks																		
A (2 Marks)	6	5	10																		
B (5 marks)	4	2	10																		
C(15 marks)	2	1	15																		
Total Marks for ESE			35																		

References

1. Adler, A. *Understanding Human Nature*. New York: Greenburg Publisher , 1954.
2. Aiken, L. R., & Groth-Marnet, G *Psychological Testing and Assessment* (12th Ed.) New Delhi: Pearson Education, 2009.
3. Aron, A., Dutton, D. G., Aron, E. N., & Iverson, A. (1989). "Experiences of Falling in Love." *Journal of Social and Personal Relationships*, 6(3), 243-257.
4. American Psychological Association, Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57, 1060-1073 ,2009.
5. Baron, A. Robert. (2001). *Psychology*. Dorling Kindersley, India
6. Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall.
7. Baron, R. A., & Misra, G. (2019). *Psychology*, Indian Subcontinent ed. Uttar Pradesh: Pearson
8. Baddeley, A.D. (1989). *Working Memory*. Oxford: Clarendon Press
9. Berscheid, E., & Reis, H. T. (1998). "Attraction and Close Relationships." In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. 2, pp. 193-281). McGraw-Hill
10. Clifford. T. Morgan, Richard. A. King, Introduction to Psychology, Tata McGraw Hill publishing Co. Ltd., New Delhi, 2006 .
11. Collins, N. L., & Feeney, B. C. (2004). "An Attachment Theory Perspective on Closeness and Intimacy." *Personality and Social Psychology Review*, 8(2), 163-18

12. David. J. Schneider, Social Psychology, Harcourt Brace Javanovid, New York, 1988
13. Diana Kendall, Sociology in our times, Thomson Learning, Belmont, 2003
14. Ernest. R. H,I, Gard, Introduction to psychology, Harcourt, Brace and World, Inc, New York, 1976.
15. Fernald and Fernald. (2007). *Introduction to Psychology*. AITBS Indian Edition
16. Feldman, R. S. (2002). *Understanding Psychology*. New Delhi: Tata McGraw Hill
17. Feshbach, S. & Weiner, B. (1991). (3rd ed). *Personality*. Toronto: Health & Co.
18. Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
19. Girishbala Mohunty, Social Psychology, Arora offset press, New Delhi, 2000 (P.1-18, 390-425)
20. Harlock Elizabeth, Personality Development, McGraw Hill, New York, 1974
21. Kuppuswamy , Introduction to Social Psychology, Vikas Publishing House, New Delhi.
22. Lazarus, R.S. and Monat, A. (1979). *Personality*. Prentice Hall, Inc.
23. Mischel, W.; Shoda, Y. & Smith, R. E. (2004). *Introduction to Personality*. John Wiley & So .
24. Morris, C. G., & Maisto, C. G. (2010). *Understanding Psychology*. New York: Pearson .
25. Myers, D. G. (2002). *Social Psychology*, 7th ed. McGraw Hill: Int. Education
26. Spratt. W.J.H, Social Psychology, English Language Book Society and Methvin and Co. Ltd., London, 1964
27. Worchel and Cooper, *Understanding Social Psychology*, University of California press, Los Angeles, 1976 (P. 7-19)
28. K. Young, Handbook of Social Psychology, Routledge and Kegan Paul Ltd, London, 1966 (P 124-135).



SEMESTER 2

MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	B A (Honours) Sociology					
Course Name	Basic Concepts in Sociology					
Type of Course	DSC					
Course Code	MG2DSCSOC100					
Course Level	100-199					
Course Summary	The Basic Concepts in Sociology introduces fundamental principles shaping our social world. This course navigates through foundational concepts like socialization, culture, social structure and social processes. Exploring topics such as society, social interaction, culture, socialization and social institutions, it illuminates how societies function and individuals interact within them. Students delve into concepts that explain social phenomena, gaining a deeper understanding of human behaviour and societal dynamics. Ultimately, this course equips learners with essential tools to critically analyse and comprehend the complexities of the social realm.					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Nil					

Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basic concepts and terminologies of Sociology	U	1
2	Identify the components of culture and socialization, distinguishing between different cultural variations and their impacts on societal norms.	U	2,4
3	Examine the complexities of social interaction and processes, examining the roles, statuses, and dynamics within social structures.	An	5,7

4	Appraise mechanisms of social control, deviance, and stratification while understanding the nuances of social inequality and mobility.	E	7,8,9
5	Distinguish the intersections of social stratification with gender, sexuality, race, and ethnicity, analysing the complexities of intersectionality within societal structures.	An	8,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE OUTCOMES (CO)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Module I: Society, Group, Organization, Institutions, Community and Association		12	
1	1.1	Society- Definition, Types-Pre-industrial, industrial, post-industrial and Post-human society	2	1
	1.2	Social Groups -Meaning, Features, Importance, Types, social networks, online social groups	3	1
	1.3	Organization-formal and informal, characteristics	2.5	1
	1.4	Social Institution- Primary, secondary and total institution	2.5	1
	1.5	Community and Association, virtual community, Para social relationship	2	1
	Module II: Culture and Socialization		8	
2	2.1	Culture-Meaning, Characteristics, Functions, Components, Types	2	2
	2.2	Cultural Variations - Sub Culture, Counter culture, Multiculturalism, Culture shock, Cultural lag	2	2
	2.3	Socialization – Its purpose and importance, Types - Re-Socialization, Gender Socialization, Adult Socialization, Agencies – Family, Religion, Education, Peer groups, popular culture.	4	2

		Media socialisation		
3	Module III: Social Interaction and Social Processes		29	
	3.1	Social Interaction- Meaning, Focused and Unfocussed Interaction, Online interaction, Conditions of Interaction- Contact and Communication – Verbal and non- verbal	3	3
	3.2	Status and Role-Ascribed and Achieved status, Master status. Status set, Status inconsistency Role set, Role strain, Role Conflict	4	3
	3.3	Social Processes- Associative- Cooperation, Accommodation, Assimilation, Integration, Dissociative- Competition, Conflict, Contravention, Disarticulation	4	3
	3.4	Social action and social structure- Types of social action, agency, structure v/s social action	3	4
	3.5 (Practicum)	Conduct a study on any online communities' dynamics, engagement, and effectiveness. Analyze data, develop evaluation criteria, and present findings	15	3
4	Module IV: Social Control, Social Deviance and Social stratification.		26	
	4.1	Social Controls and deviance – Concept, Types, Agencies	3	3
	4.2	Social Stratification- closed and open stratification system, social inequality	2	3
	4.3.	Social Mobility- Meaning, Types	2	3
	4.4	Intersectionality- Gender, sexuality, race, ethnicity	4	3
	4.5 (Practicum)	Conduct a case study on a marginalized community and present a report.	15	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> Classroom lectures that introduce key concepts, using multimedia presentations Group Discussions: Facilitate discussions with regard to various kinds of social stratification and intersectionality Debate Sessions: Organize debates on various practical level topics like gender, sexuality, ethnicity and race 																																							
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>Credits 4 with practicum</p> <p>ii) For theory (3 credits)</p> <table border="1" data-bbox="520 663 1241 768"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p>iii) For practicum (1 Credit)</p> <table border="1" data-bbox="592 869 1313 974"> <tr> <td>TOTAL MARKS</td> <td>50</td> </tr> <tr> <td>CCA</td> <td>15</td> </tr> <tr> <td>ESE</td> <td>35</td> </tr> </table> <p>a. <u>Continuous Comprehensive Assessment (CCA)-25 Marks</u></p> <table border="1" data-bbox="616 1099 1262 1503"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table> <p>b. <u>Semester End examination-50 Marks (Theory) Summative assessment</u></p> <table border="1" data-bbox="520 1632 1385 2022"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (1 mark) Objective type</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>B (2 Marks)</td> <td>7</td> <td>5</td> <td>10</td> </tr> <tr> <td>C (5 marks)</td> <td>7</td> <td>5</td> <td>25</td> </tr> <tr> <td>D (10 marks)</td> <td>2</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	TOTAL MARKS	75	CCA	25	ESE	50	TOTAL MARKS	50	CCA	15	ESE	35	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)	Part	No. of questions	No. of Questions to be answered	Total Marks	A (1 mark) Objective type	5	5	5	B (2 Marks)	7	5	10	C (5 marks)	7	5	25	D (10 marks)	2	1	10
TOTAL MARKS	75																																							
CCA	25																																							
ESE	50																																							
TOTAL MARKS	50																																							
CCA	15																																							
ESE	35																																							
Assessment Types																																								
In class discussions (FA)																																								
Role play (FA)																																								
Reflection writing (FA)																																								
Class test (SA)																																								
Problem based practical assignment (SA)																																								
Team Project Report (SA)																																								
Part	No. of questions	No. of Questions to be answered	Total Marks																																					
A (1 mark) Objective type	5	5	5																																					
B (2 Marks)	7	5	10																																					
C (5 marks)	7	5	25																																					
D (10 marks)	2	1	10																																					

	Total Marks for ESE	50
* Assessment method for practicum can be decided by the teacher.		

References

- Abraham, F., & Morgan, H. J. (2010). Sociological thought. Macmillan Publishers India Ltd.
- Abraham, F. (2006). Contemporary sociology. Oxford University Press.
- Abercrombie, N. (2004). Sociology. Cambridge: Polity Press.
- Bottomore, T. (1986). Sociology: A guide to problems and literature. Blackie and Son India Ltd.
- Perry, J., & Perry, E. (2010). Contemporary society. Dorling Kindersley India Pvt. Ltd.
- Beteille, A. (2002). Sociology. New Delhi: Oxford University Press.
- Bottomore, T., & Nisbet, R. (1978). A history of sociological analysis. Heinemann.
- Giddens, A. (1998). Sociology. Polity Press.
- Haralambos, M., & Heald, R. M. (2008). Sociology: Themes and perspectives. Oxford University Press.
- Horton, P., & Hunt, C. L. (1980). Sociology. McGraw Hill.
- Hunt, F. E., & Colander, C. D. (2010). Social science: An introduction to the study of society. Dorling Kindersley India Pvt. Ltd.
- Johnson, H. M. (1960). Sociology: A systematic introduction. Harcourt Brace.
- Kendall, D. (2007). Sociology in our times. Thomson Learning Inc.
- Macionis, J. J. (2006). Sociology. Pearson Education.
- Rose, G., & Glaser, Glaser. (1976). Sociology: Inquiring into society. Harper and Row.
- Spencer, M. (1979). The foundations of modern sociology. Prentice-Hall.
- Wallace, R. C., & Wallace, W. D. (1985). Sociology. Allyn and Bacon Inc.

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme						
Course Name	Cyber World and Social Realities					
Type of Course	MDC					
Course Code	MG2MDCSOC100					
Course Level	100 – 199					
Course Summary	<p>This course provides an in-depth exploration of the dynamic intersection between the digital world and social realities. Students will examine the profound impact of technology on contemporary society, analyzing digital spaces, online communities, and the evolving nature of human interactions in the virtual realm. The course encompasses critical discussions on digital identities, social media, cyberculture, and the ethical implications of technology. Through a combination of theoretical frameworks, case studies, and practical applications, students will gain a nuanced understanding of how the digital landscape shapes and reflects social structures, norms, and individual experiences. The course aims to cultivate digital literacy and encourage critical thinking about the multifaceted relationship between the digital world and the broader social fabric.</p>					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	1	0	60
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify the key concepts related to cyberspace and social reality.	U	3,6

2	Evaluate the influence of social networks and communities, particularly the impacts of social media platforms on societal dynamics.	E	1,2,6,9
3	Analyze the role of technology in shaping moral values	A	6,8
4	Identify cyber threats such as phishing, crypto-jacking, and malware, and their potential societal impacts	U	1,2,6

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction to Cyber World and Social Realities	21	
	1.1	Introduction of key concepts: Cyber Space, Digital Culture, Network Society, Big data and Digital activism.	3	1
	1.2	The interconnectedness of Cyber World and society: Augmented Reality and Virtual Reality	3	1
	1.3	Practicum: Conduct a PPT presentation on the topic Growing Need Of Cyber Security and prepare a report on the same.	15	3
2		Social Dynamics in Cyber World	12	
	2.1	Social Networks and Communities: Social media Platforms and their impacts	3	2
	2.2	Artificial Intelligence and its societal implications	3	2
	2.3	Digital Identity and Self Presentation	3	2

	2.4	Exploring Online Cultures: An Introduction to Digital Ethnography	3	2
3		Digital Ethics	27	
	3.1	Online behavior and Social Norms	3	3
	3.2	Cyber Threats: Phishing, Crypto jacking, identity theft, Malware .	3	4
	3.3	Ethical considerations in Online Interaction	3	3
	3.4	The role of technology in shaping moral values	3	3
	3.5	Practicum : Write an assignment on the topic Navigating Digital Ethics in a Changing World.	15	4
4		Teacher Specific Content (To be Evaluated Internally)		



Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> Classroom lectures that introduce key concepts, using multimedia presentations Group Discussions: Facilitate discussions with regard to various kinds cyber-crimes. Debate Sessions: Organize debates on topics related to cyber world . 												
Assessment Types	<p>Credit 3 with practicum For theory(2 Credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>50</td> </tr> <tr> <td>CCA</td> <td>15</td> </tr> <tr> <td>ESE</td> <td>35</td> </tr> </table> <p>For practicum (1 Credit)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>50</td> </tr> <tr> <td>CCA</td> <td>15</td> </tr> <tr> <td>ESE</td> <td>35</td> </tr> </table>	TOTAL MARKS	50	CCA	15	ESE	35	TOTAL MARKS	50	CCA	15	ESE	35
TOTAL MARKS	50												
CCA	15												
ESE	35												
TOTAL MARKS	50												
CCA	15												
ESE	35												

MODE OF ASSESSMENT			
<u>Continuous Comprehensive Assessment (CCA)-15 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
<u>Semester End examination-35 Marks (Theory)</u>			
<u>Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C(15 marks)	2	1	15
Total Marks for ESE			35
* Assessment method for practicum can be decided by the teacher.			

Syllabus

References

- Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell.
- Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books
- Carr, N. (2010). *The Shallows: What the Internet Is Doing to Our Brains*. W. W. Norton & Company
- Rheingold, H. (2014). *Net Smart: How to Thrive Online*. The MIT Press.
- Van Dijk, J. (2013). *The Culture of Connectivity: A Critical History of Social media*. Oxford University Press.
- Senft, T. M. (2008). *Cam Girls: Celebrity and Community in the Age of Social Networks*. Peter Lang Publishing.

- Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press.
- EdX. (n.d.). Introduction to Cybersecurity. Retrieved from <https://www.edx.org/course/introduction-to-cyber-security>
- SANS Cyber Aces Online. (n.d.). Retrieved from <https://www.cyberaces.org/>
- TechExam.net Forum. (n.d.). Retrieved from <https://www.techexams.net/forums/>
- Centre for Internet Security. (n.d.). White Papers. Retrieved from <https://www.cisecurity.org/white-papers/>
- LiveOverflow YouTube Channel. (n.d.). Retrieved from <https://www.youtube.com/channel/UCIcE-kVhgyiHCcjYwcpfj9w>
- The Cyber Mentor YouTube Channel. (n.d.). Retrieved from <https://www.youtube.com/channel/UC0ArlFuFYMEewyRBzdLHiw>
- Cybrary. (n.d.). Retrieved from <https://www.cybrary.it/>

SUGGESTED READINGS

- Dourish, P. (2016). *The Stuff of Bits: An Essay on the Materialities of Information*. MIT Press.
- Kaplan, A. M., & Haenlein, M. (2010). *Users of the world, unite! The challenges and opportunities of social media*. *Business Horizons*, 53(1), 59-68.
- Krotoski, A. (2012). *Untangling the Web: What the Internet Is Doing to You*. Faber & Faber.
- Baron, N. S. (2008). *Always On: Language in an Online and Mobile World*. Oxford University Press.
- Cavoukian, A., & Tapscott, D. (1997). *Who Knows: Safeguarding Your Privacy in a Networked World*. McGraw-Hill.
- Shirky, C. (2008). *Here Comes Everybody: The Power of Organizing Without Organizations*. Penguin Press.
- Tufekci, Z. (2015). *Algorithmic Harms Beyond Facebook and Google: Emergent Challenges of Computational Agency*. *Colorado Technology Law Journal*, 13(2), 203-217.
- Boyd, d., & Crawford, K. (2012). *Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon*. *Information, Communication & Society*, 15(5), 662-679.



SEMESTER 3

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours)Sociology					
Course Name	Foundations of Sociological Thought					
Type of Course	DSC A					
Course Code	MG3DSCSOC200					
Course Level	200-299					
Course Summary	In course navigates through the Development of Sociological theory . The course delves into the evolutionary, structural-functional, conflict, and interactionist perspectives, laying the groundwork for understanding macro and micro theories. As students' progress, they explore the emergence of sociological perspectives through influential figures like Saint Simon, August Comte, Herbert Spencer, and Emile Durkheim, gaining insights into the development of academic sociology. Additionally, the practical component includes hands-on activities such as debates, panel discussions, and exhibitions, enhancing their grasp of sociological paradigms.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical (Practicum)	Others	
		3	0	1	0	75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

Co No.	Expected Course Outcome	Learning Domains *	PO No
1.	Understand the basics of theoretical perspectives in Sociology.	U	1
2.	Evaluate the theorist's contribution to the emergence of Sociology.	E	1

3.	Develop an understanding of the early Sociological perspectives and thus enable the learners to know its scope and application.	A	1,10
4.	Compare and contrast major classical social theories .	AN	2,3
5.	Communicate this analysis both orally and in writing.	AP	2,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	Development of Sociological Theories	18	
	1.1	What is Sociological Theory?	3	1
	1.2	Evolutionary Perspective	3	3
	1.3	Structural- functional Perspective	3	3
	1.4	Conflict Perspective	3	3
	1.5	Interactionist Perspective	3	3
	1.6	Micro and Macro theories	3	4
2	2.0	Emergence of Sociological Perspective	18	
	2.1	Auguste Comte: Positivism	2	2
	2.2	Contributions of Comte: Law of Three stages, Hierarchy of Sciences, concept of society and change.	6	2
	2.3	Religion of Humanity	4	2

	2.4	Herbert Spencer- Theory of Evolution, Organic Analogy, Concept of Super organic	6	2
3	3.0	Development of Academic Sociology	24	2
	3.1	Emile Durkheim : Sociology Study of social facts, social solidarity, Division of Labour,	5	3
	3.2	Theory of religion and Suicide	4	3
	3.3	Max Weber : Sociology as the study of social action and types of social action,	4	3
	3.4	Concept of ideal types, Idealistic interpretation of Capitalism and Religion	4	3
	3.5	Conflict Perspective : Karl Marx, Dialectical Materialism, Historical materialism, Economic determinism	5	3
	3.6	Theory of class and struggle	2	3
4		*Gobbet Preparation of theorist and their contribution	15	5
		*Exhibition & *Debates on Sociological Paradigms- divide the class into small group.	15	4
5		Teacher Specific Content (To be evaluated internally)		

MGU-UGP (HONOURS)

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice Sociological Paradigms. • Interaction with eminent sociologists. • Projects where students develop and present intervention strategies 						
Assessment Types	<p style="text-align: center;">For theory (4 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">TOTAL MARKS</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">CCA</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">ESE</td> <td style="text-align: center;">70</td> </tr> </table>	TOTAL MARKS	100	CCA	30	ESE	70
TOTAL MARKS	100						
CCA	30						
ESE	70						

MODE OF ASSESSMENT			
<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
<u>Semester End examination-70 Marks (Theory)</u>			
<u>Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70
Syllabus			

References

1. Abraham, F. and Morgan *Sociological Thought* –Mac Millan Publishers, New Delhi.
2. Coser, L. A. (2012). *Masters of sociological thought*. Rawat Publications.
3. Morrison, K. (2006)- *Marx, Durkheim, Weber* ,Sage Publications, New Delhi
4. Abraham, Francis .*Contemporary Sociology ,An Introduction to Concepts and*

Theories.

5. R. M Mac Iver and C.H Page – „Society“–An Introductory Analysis
6. Heald, R.M .and Haralambos,M. (2012)*Sociology Themes and Perspectives*, Oxford University Press, 2012
7. Turner, B. S. (2006). *Classical sociology and cosmopolitanism: A critical defence of the social. The British Journal of Sociology*, 57(1), 133-151.
8. Fletcher, R. (2000)*The Making of sociology, Vol I, A Study of Sociological Theory*, Rawat Publications, New Delhi 2000
9. Ritzer, G., & Stepnisky, J. (2020). *Classical sociological theory*. Sage publications.
10. Ashley, D., & Orenstein, D. M. (1985). *Sociological theory: Classical statements. (No Title)*.
11. Turner, J. H., & Turner, P. R. (1978). *The structure of sociological theory* (p. 446). Homewood, IL: Dorsey Press.
12. Wernick, A. (2000). *Auguste Comte and the religion of humanity* (pp. 3788-3788). University of Toronto.
13. Spencer, H., & Andreski, S. (1971). *Herbert Spencer: structure, function, and evolution. (No Title)*.
14. Lukes, S. (1985). *Emile Durkheim: His life and work: A historical and critical study*. Stanford University Press.
15. Ringer, F. (2010). *Max Weber: an intellectual biography*. University of Chicago Press.



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA(Honours) Sociology					
Course Name	Understanding Social Institutions: Marriage and Family					
Type of Course	DSC A					
Course Code	MG3DSCSOC201					
Course Level	200 – 299					
Course Summary	<p>This course provides a comprehensive exploration of the sociological dimensions surrounding family and marriage, emphasizing historical contexts, theoretical frameworks, and contemporary issues. Students will analyse the evolution of family structures, examine the functions and impacts of social institutions, and critically engage with diverse perspectives on familial relationships. The course delves into cross-cultural variations, theoretical perspectives such as structural-functionalism and symbolic interactionism, and the influence of social change on family dynamics. Through a combination of readings, discussions, and assignments, students will gain a deep understanding of the complexities inherent in social institutions, fostering critical thinking about the role of family and marriage in shaping societal norms and individual experiences.</p>					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define the meaning of social institutions, with a specific focus on marriage and family.	K	1,10
2	Examine evolution, characteristics, types and functions of family as a social institution.	An	1,2,6
3	Differentiate between the various principles and forms of marriage	An	1,6
4	Evaluate the social impact of divorce and legal provisions in marriage	E	1,6,8
5	Discuss current social trends in marriage and family	U	1,2,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Marriage and Family as a Social Institution	13	1
	1.1	History of Family and Marriage from 19th century to present India	3	1
	1.2	Family Diversity- Family composition, mate selection, residence and authority	4	1
	1.3	Defining marriage- Romantic Love marriage and mate selection. Honour Killing and Violence	3	1
	1.4	Write an assignment on the topic -Marriage: Social Influence in India vs. Individualism in the West	3	5
2		Theoretical Approaches to Study Marriage and Family	27	2
	2.1	Exchange Theory	3	2

	2.2	Symbolic interactionism and Conflict perspective	3	2
	2.3	Feminist and Postmodern perspective	3	2
	2.4	Practicum: Write a project on the topic Understanding Kerala Marriages: Perspectives from Exchange Theory, Symbolic Interactionism, Conflict Theory, Feminism, and Postmodernism	15	
3		Disruptive Families and Legal Provisions in Marriage		
	3.1	Understanding Disruptive Family Dynamics	4	3
	3.2	Legal frameworks in Marriage	3	4

	3.3	Divorce and Separation	2	4
	3.4	Domestic violence and Protective Measures	3	4
4		Current social issues related to family and marriage	12	5
	4.1	Re-imagining families: gay, lesbian perspectives	4	5
	4.2	The growing Single population and Non marital Child bearing	4	5
	4.3	Cohabitation and new reproductive technology	4	5
	4.4	Prepare a survey based on Current social issues related to family and marriage	15	5
5		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Incorporating real-life case studies that highlight diverse family structures, cultural variations, and contemporary challenges. • Guest speakers, such as sociologists, family therapists, or individuals with unique family experiences, to provide insights and diverse perspectives. • Group projects that require students to conduct interviews, surveys, or field observations related to marriage and family dynamics. • Debates on controversial topics related to marriage and family, encouraging students to research and present arguments from different sociological perspectives.
---------------------------------------	--

MODE OF ASSESSMENT

Credit 4 with practicum For theory (3 credits)

TOTAL MARKS	75
CCA	25
ESE	50

For practicum (1 Credit)

TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

References

- Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72(3), 650–666.
- Burgess, E. W., & Locke, H. J. (1945). The family: From institution to companionship. *American Sociological Review*, 10(5), 339–346.
- Cherlin, A. J. (2013). *Public and private families: An introduction*. McGraw-Hill Education.
- Coltrane, S. (2000). *Families and society: Classic and contemporary readings*. Wadsworth Publishing.
- Coontz, S. (2005). *Marriage, a history: How love conquered marriage*. Viking.
- Giddens, A. (2012). *The transformation of intimacy: Sexuality, love, and eroticism in modern societies*. Stanford University Press.
- Regan, P. C. (2016). Close relationships and the working individual. In *The Oxford handbook of close relationships* (pp. 369–383). Oxford University Press.
- Wallerstein, J. S., & Blakeslee, S. (2003). *The unexpected legacy of divorce: A 25 year landmark study*. Hachette Books.

Suggested Readings

- Cohen, P. N. (Year). *The family: Diversity, inequality, and social change*. Publisher.
- Gottman, J., & Silver, N. (Year). *The seven principles for making marriage work*. Publisher.

- Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (Year). *The social organization of sexuality: Sexual practices in the United States*. Publisher.
- Miller, R. S. (Year). *Intimate relationships*. Publisher.
- Seccombe, K. T. (Year). *Families and their social worlds*. Publisher.
- Williams, B. K., Sawyer, S. C., & Wahlstrom, C. M. (Year). *Marriages, families, and intimate relationships*. Publisher.



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	B A (Honours)SOCIOLOGY					
Course Name	Sociology of Environment					
Type of Course	DSE					
Course Code	MG3DSESOC200					
Course Level	200-299					
Course Summary	The Sociology of Environment course provides students with a comprehensive understanding of the intricate relationship between society and the environment. It provide an awareness about basic concepts in environmental sociology. It also familiarize students with the dynamic interplay between human societies and the environment, emphasizing the causes and effects of different environmental problems. This course provide understanding of Environmental protection and Activism by addressing critical issues such as environmental degradation and the social dimensions of ecological challenges.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	
Pre-requisites , if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain environmental sociology and its development	U	3,4
2	Identify various concepts in environmental sociology	U	4,6,8

3	Distinguish various types of environmental issues and its impact on society	An	1,2,6
4	Examine the role of various environmental movements and activism on environmental protection	An	1,2,9,10
5	Prepare a report based on filed study on local environmental issue	Ap	2,3,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Introduction to Environmental Sociology		15 hrs	
	1.1	Origin and Development of environmental sociology	3	1
	1.2	'The Silent Spring'- New Environmentalism	5	1
	1.3	Social Construction of Nature	4	1
	1.4	Nature –society relationship	3	1
2	Basic Concepts in Environmental Sociology		15 hrs	
	2.1	Carbon footprint	3	2
	2.2	Natural Resource distribution and exploitation	3	2
	2.3	Sustainable Development- Green Economy	3	2
	2.4	Environmentalism, Deep ecology,	3	2
	2.5	Ecological modernization	3	2
3	Environmental problems and society.		12 hrs	

	3.1	Climate change and Climate Crisis	4	3
	3.2	Environmental problems in the Kerala Context	4	3
	3.3	Environmental Pollution, Waste management	4	3
	3.4	Environmental health risks	3	3
4	Environmental protection and Activism			
	4.1	Environmental Movements- Chipko movement, Appiko movement, Silent valley movement, Narmada Bachao Andolan	3	4
	4.2	New Environmental Activism, Corporate Greenwashing	3	4
	4.3	Environmental legislation and protection in India	3	4
	4.4	Man Animal Conflict and Eco sensitive Zones	3	4
	4.5	Environmental Justice, Ecological Apartheid	3	4

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Prepare a report on the methods and efficiency of Waste management of your Local Government Body • Associate with local communities, NGOs, or government agencies and prepare an action plan for specific environmental Issue • Conduct interviews or surveys with community members to gather first-hand insights into their perceptions on environmental issues.
---------------------------------------	--

**Credit 4 without practicum
For theory (4 Credits)**

TOTAL MARKS	100
CCA	30
ESE	70

MODE OF ASSESSMENT			
<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
<u>Semester End examination-70 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

- Ouellet, E., & Mehta, M. D. (1997). *Environmental sociology: Theory and practice*. Captus.
- Dunlap, R. E., & Michelson, W. (2008). *Handbook of Environmental sociology*. Rawat Publications.

3. Hannigan, J. A. (2006). *Environmental sociology: A social constructionist perspective*. Routledge.
4. Lenzi, C. L. (2022). *Environmental Sociology: Risk and Sustainability in Modernity*. United States: Lexington Books.
5. *Environmental Sociology: From Analysis to Action*. (2019). United States: Rowman & Littlefield Publishers.
6. *Controversies in Environmental Sociology*. (2004). United Kingdom: Cambridge University Press.
7. Antony J. Puddephatt, and Bradley H. Brewster (2016). *Micro sociological Perspectives for Environmental Sociology*. United Kingdom: Taylor & Francis.
8. Gould, K. A., Lewis, T. L. (2009). *Twenty Lessons in Environmental Sociology*. United Kingdom: Oxford University Press.
9. Sutton, P. (2004). *Nature, Environment and Society*. United Kingdom: Macmillan Education UK.
10. *Environment and Society: Concepts and Challenges*. (2018). Germany: Springer International Publishing.
11. Sharma, S., Sharma, K. (2023). *Environment and Society: Climate Change and Sustainable Development*. India: Taylor & Francis Group.
12. Carolan, M. (2018). *Society and the Environment: Pragmatic Solutions to Ecological Issues*. United States: Taylor & Francis.
13. Bell, M. M., Ashwood, L. L., Leslie, I. S., Schlachter, L. H. (2020). *An Invitation to Environmental Sociology*. United Kingdom: SAGE Publications.
14. Hannigan, J. A. (1995). *Environmental Sociology: A Social Constructionist Perspective*. United Kingdom: Routledge.

15. Yearley, S. (2005). *Cultures of Environmentalism: Empirical Studies in Environmental Society*. United Kingdom: Palgrave Macmillan.
16. King, L., & Auriffeille, D. M. (2020). *Environmental sociology: From analysis to action*. Rowman & Littlefield.
17. Franzen, A., & Mader, S. (2021). *Research Handbook on Environmental Sociology*. Edward Elgar Publishing.
18. Sutton, P. W. (2008). *The environment: A sociological introduction*. Polity Press.
19. Irwin, A. (2013). *Sociology and the Environment: A Critical Introduction to Society, Nature and Knowledge*. Germany: Polity Press.
20. Stuart, D. (2021). *What is Environmental Sociology?*. United Kingdom: Polity Press.
21. Littig, B. (2014). *Feminist Perspectives on Environment and Society*. United Kingdom: Taylor & Francis.
22. White, D., Rudy, A., Gareau, B. (2017). *Environments, Natures and Social Theory: Towards a Critical Hybridity*. United Kingdom: Palgrave Macmillan.

MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	B A(Honours) Sociology					
Course Name	The Social Life : Forms and Dynamics					
Type of Course	DSC B					
Course Code	MG3DSCSOC202					
Course Level	200-299					
Course Summary	This course intends to provide a deeper understanding of the working of social life and the theoretical approaches to be upheld in understanding the basics of social living and dynamics of culture. Thus it aims to foster a holistic understanding of social processes in both historical and contemporary contexts.					
Semester	3	Credits			Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		3	0	1	0	75
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the key aspects of social life and to link it to the emerging context .	A	1
2	Demonstrate appreciation of various forms of social living and inculcate interest in the same by promoting mutual respect and trust	Ap	2,5,9
3	Distinguish social life in Indian as well as Kerala context and developing a panoramic view of the same	An	7,5,10
4	Appraise capacity to engage with global, national and regional stakeholders including international organisations , policymakers and NGOs by understanding and articulating	E	6,9,10

	sociological perspectives in a manner that contributes to informed discussions.		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	The fundamental framework of Social Life	10	
	1.1	Genealogy of social life (Enlightenment, French and industrial revolution).	2	1
	1.2	Sociological imagination: C W Mills	2	1
	1.3	Invitation to sociology: Berge	2	1
	1.4	Concepts: Social interaction, social action, role, status, community, association, socialization, Social stratification, inequality, nature vs. nurture debate	4	1
	1.5	Role-playing scenarios to apply C. Wright Mills' sociological imagination	15	1
2	2.0	Theoretical approaches to Social living	10	
	2.1	Early attempts: Weber, Symbolic interactionism	2.5	2
	2.2	Later attempts: dramaturgy, ethnomethodology, phenomenology, critical theory.	2.5	2
	2.3	Marxian approach to Social life	2.5	2
	2.4	Modernity and social life	2.5	2
3	3.0	Understanding Social life as a process.	40	
	3.1	Living the Indian Identity – Pre -Independent & Post – Independent Era	2.5	3

	3.2	Society in Kerala- Life and trends in the new millennium	2.5	3
	3.3	Modernity and social life : redefining social life in the contemporary context - India and Kerala	2.5	3
	3.4	Development and organization of Indian society in urban, rural & tribal settings	2.5	4
	3.5	Associate with an NGO or a government department to understand the organization of social life in a particular ethnographic and demographic context and conduct field visits and participant observation on a regular basis.	30	4
4		Dynamics of Culture and Social life.	10	4
	4.1	Culture- types, popular culture, lived culture	3	4
	4.2	Mass media and social life	3	4
	4.3	Globalisation and social life	4	4
5	Teacher Specific Content to be valued Internally			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of real life situation. • Role-playing exercises to simulate real-world scenarios • Interaction with experienced anthropologists. • Projects where students develop an understanding of the organization of social life. 										
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>Credit 4 with practicum For theory (3 credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p>For practicum (1 Credit)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>50</td> </tr> <tr> <td>CCA</td> <td>15</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	TOTAL MARKS	50	CCA	15
TOTAL MARKS	75										
CCA	25										
ESE	50										
TOTAL MARKS	50										
CCA	15										

	ESE	35		
	a. <u>Continuous Comprehensive Assessment (CCA)-25 Marks</u>			
	Assessment Types			
	In class discussions (FA)			
	Role play (FA)			
	Reflection writing (FA)			
	Class test (SA)			
	Problem based practical assignment (SA)			
	Team Project Report (SA)			
	b. <u>Semester End examination-50 Marks (Theory) Summative assessment</u>			
	Part	No. of questions	No. of Questions to be answered	Total Marks
	A (1 mark) Objective type	5	5	5
	B (2 Marks)	7	5	10
	C (5 marks)	7	5	25
	D (10 marks)	2	1	10
	Total Marks for ESE			50
	* Assessment method for practicum can be decided by the teacher.			

Syllabus

References

1. Abraham, Francis and Morgan Henry John,2010, Sociological Thought, MacMillan Publishers India Ltd.
2. Abraham, Francis,2006, Contemporary Sociology, Oxford University Press.
3. Abercrombie, Nicholas (2004) Sociology, Cambridge Polity Press.
4. Bottomore, Tom 1986, Sociology: A Guide to Problems and Literature, Blackie and SonIndia (Ltd)
5. Perry, John and Perry, Erna,2010, Contemporary Society, Dorling Kindersley India Pvt.Ltd
6. Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press
7. Bottomore, Tom and Robert, Nisbet, 1978,A History of Sociological analysis, Heineman.
8. Giddens, Anthony, Sociology, Polity Press, Cambridge.1998,
9. Haralambos M and Heald R.M.,2008, Sociology-Themes and Perspectives, Oxford University Press.
10. Horton, Paul and Hunt, Chester, L, 1980,Sociology, McGraw Hill.

11. Hunt F. Elgin and Colander C. David, 2010, Social Science: An Introduction to the study of society, Dorling Kindersley India Pvt. Ltd,
12. Johnson, Harry M., 1960, Sociology; A Systematic Introduction, Harcourt Brace, New York.
13. Kendall, Diana, 2007, Sociology in our times, Thomson Learning Inc.,
14. Macionis J. John, 2006, Sociology, Pearson Education.
15. Rose, Glaser and Glaser, 1976, Sociology: Inquiring into Society, Harper and Row, London.
16. Spencer, Metta, 1979, The Foundations of Modern Sociology, Prentice-Hall, New Jersey.
17. Wallace, Richard Cheever and Wallace, Wendy Drew, 1985, Sociology, Allyn and NBacon Inc., London.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme						
Course Name	Sociology and Social Interventions					
Type of Course	MDC					
Course Code	MG3MDCSOC200					
Course Level	200- 299					
Course Summary	This course is offered to integrate the theoretical insights of sociology with the practical skills of social work, providing a comprehensive understanding of social issues and equipping students with the tools to effectively address and create positive change in diverse communities. It covers important social work methods, like working with individuals, groups, and communities, and also includes learning about social action and how to manage social welfare programmes. Students will learn how to plan and assess social help programmes and develop skills to become caring and ethical social workers who can handle various social issues.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any	NIL					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the role of social work within a sociological context, connecting theories with practical scenarios involving diverse social categories.	U	3

2	Use primary social work methods, including social case work, social group work, and community organization, to various social situations.	A	1,2,5
3	Discuss the effectiveness of secondary social work methods such as social action, welfare administration, and research, utilizing case studies and ethnographic insights to inform practice	U	1,2,5
4	Design social work practices in real-world settings through community projects, combining theoretical knowledge with practical skills	C	1,2,5,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module-1: Introduction to Social Work in a Sociological Context		12	
	1.1	Overview of social work: Definitions, scope, and importance	3	1
	1.2	The relationship between sociology and social work	2	1
	1.3	Applying sociological theories to social work practice: Functionalism, Conflict Theory, and symbolic interaction	3	1

	1.4	Working with different social categories- Women, Children, Elderly, Persons with Disability and different marginalised sections	4	1
2	Module-2: Social Work Methods: Primary methods		13	
	2.1	Social Case Work	3	2
	2.2	Social Group Work	3	2
	2.3	Community Organisation	3	2

	2.4	Establish peer support groups to share experiences, challenges, and successes among college students using the principles of group work. (Suggestions: Peer tutoring programmes or group sessions on career preparation, including resume writing, job search strategies, and interview skills.)	4	4
3	Module-3: Social Work Methods: Secondary methods		10	
	3.1	Social Action	2	3
	3.2	Social Welfare Administration	2	3
	3.3	Research method- Ethnography	4	3
	3.4	Case studies- Discussion on successful social interventions and strategies used	2	3
4	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Class room lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Workshops where students can practice sociology of work . ● Role-playing exercises to simulate real-world scenarios ● Interaction with experienced industrialists. ● Projects where students develop and present intervention strategize 									
<p>Credit 3 without practicum For theory (3 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p>MODE OF ASSESSMENT</p> <p><u>A. Continuous Comprehensive Assessment (CCA)- 25 Marks</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> </table>		TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)	Role play (FA)
TOTAL MARKS	75									
CCA	25									
ESE	50									
Assessment Types										
In class discussions (FA)										
Role play (FA)										

	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
B. Semester End examination-50 Marks (Theory) Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C(15 marks)	4	2	30
Total Marks for ESE			50

REFERENCES

1. Adams, Robert, Dominelli, Lena & Payne Malcolm (2002). Critical Practice in Social Work. New York: Palgrave Macmillan.
2. Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications
3. Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing.
4. Dhawan, N. (2011). Social Work Perspectives: Philosophy and Methods. Lucknow: Bharat Book Centre.(M3:Chapter 1, pp.1-50)
5. Gamble D.N, & Weil M (2010). Community Practice Skills: Local to Global Perspectives. New York: Columbia University Press.
6. ray, Mel & Webb, Stephen A. (2009). Social Work: Theories and Methods. New Delhi: Sage Publications.
7. Healy, Karen (2005). Social Work Theories in Context: Creating Frameworks for Practice. New York: Palgrave Macmillan.
8. Hepworth, D., Ronald, H., Rooney, G. & Gottfried, K. (2017). Direct Social Work Practice: Theory and Skills. Boston, MA: Cengage Learning.
9. Misra, P.D. (1994). Social Work: Philosophy and Methods. New Delhi: Inter India Publications
10. Morales, A.T & Sheafor, B.W. (2004). Social Work: A Profession of Many Faces. New York: Pearson (M2:Chapter 2-3,pp.27-63, M3 Chapter 7,pp.135-152, M5: Chapter5-6,pp.93-131)
11. Reddy, D.S (2013). A Handbook of Social Work. New Delhi: Swastik Publications.(M4: Chapter 4, pp.114-145)
12. Ross, M. G. (1955). Community Organization: Theory and Principles. New York: Harper and Row Pub.

13. Rothman, J. (2001). Strategies of Community Interventions and Macro Practices (6th Ed.). Illinois: Peacock Publications.
14. Rubin, H.J, & Rubin, I.S (2008). Community Organizing and Development. New York: Pearson Publishers.

SUGGESTED READINGS

1. Connolloy, M., Harms, C. (2013). Social Work: Contexts and Practice. Australia:



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme						
Course Name	Disaster Management					
Type of Course	VAC					
Course Code	MG3VACSOC200					
Course Level	200-299					
Course Summary	This course is offered to familiarize students with theories, concepts, and methods related to the sociological study of hazards, disasters, and risk by providing a comprehensive understanding of disasters and equip students to cope up with the situation and also give reflections for preparedness to any kind of disasters. This in turn help the students to empower themselves by personality development, perspective building and self-awareness					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	NIL					
	3	0	0	0	0	45

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Discuss the conceptual frameworks of disasters and emergencies	U	1
2	Distinguish between natural and human-made disasters	An	1,3
3	Identify the Disaster profile of India	U	2
4	Analyse Inter- relationships between disaster and development.	An	3

5	Examine Disaster as social vulnerability – definition, nature and its impact among various vulnerable sections.	An	6,7,8
6	Illustrate the Impact of development projects and climate change in disaster	A	2,3,7,
7	Make use of Sociological perspectives on Disaster Management- Public Sociology, Sociology of Crisis, Risk Society.	A	1,6
8	Discuss the importance of Pre-disaster management and need of disaster management.	U	10
9	Evaluate the Role of mass media and civil society in disaster management	E	9,
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
INTRODUCTION TO DISASTER MANAGEMENT			8	
1	1.1	Disasters – Concepts, factors and Types	2	1
	1.2	Dimensions, scope and importance of Disaster Management.	3	2
	1.3	Disaster profile of India	3	3
DISASTER MANAGEMENT AND INTERVENTIONS			11	
2	2.1	Inter- relationships between disaster and development.	4	4
	2.2	Disaster as social vulnerability – definition, nature and its impact among various vulnerable sections.	4	5
	2.3	Community interventions, First aids, Legal services	3	5

PERSPECTIVES ON DISASTER MANAGEMENT			11	
3	3.1	Sociological perspectives on Disaster Management- Public Sociology, Sociology of Crisis, Risk Society.	4	7
	3.2	Pre- disaster management and need of disaster management.	4	8
	3.3	Role of mass media and civil society in disaster management	3	9
4	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Documentaries • Collages pictorial presentations • Field Visit 													
Assessment Types	<p>Credit 3 without practicum For theory (3 Credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p>MODE OF ASSESSMENT</p> <p>a. <u>Continuous Comprehensive Assessment (CCA)- 25 Marks</u></p> <table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
TOTAL MARKS	75													
CCA	25													
ESE	50													
Assessment Types														
In class discussions (FA)														
Role play (FA)														
Reflection writing (FA)														
Class test (SA)														
Problem based practical assignment (SA)														
Team Project Report (SA)														

<u>b. Semester End examination-50 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C(15 marks)	4	2	30
Total Marks for ESE			50

References

1. Bose, B.C. (2008): Disaster Management in the 21st Century.
2. Joseph Jacquleen, (2013), Measuring Vulnerability to Natural Hazards, A Macro Framework Disasters.
3. Kapur Anu, (2010): Vulnerable India: A Geographical Study of Disasters, Sage Publishers, New Delhi.
4. Nesvetajlov, G.A. (1992). Chernobyl from the point of view of disaster sociology.
5. Parida .P. K, (2008): Super Cyclone affected Coastal Orissa: A Social Vulnerability Approach, Review of Development and Change. Volume XIII.
6. Rawat, (2006), Natural Hazards and Disaster Management: Vulnerability and Mitigation, New Delhi.
7. Sen Amartya, 1981, Poverty and Famines New Delhi: OUP
8. Tierney Kathleen. (2014), The Social Roots of Risk: Producing Disasters, Promoting Resilience, London.
9. Tierney .K, (2019) Disasters a Sociological Approach. United Kingdom.
10. UNISDR. (2002), Natural Disasters and Sustainable Development: Understanding the Links between Development, Environment and Natural Disasters.

SUGGESTED READINGS

1. Bajaj Jatinder K.: The Bhopal Tragedy: The Responsibility of the Scientific Community
2. David Brunson, David Overfelt, and J. Steven Picou. 2010. The Sociology of Katrina, Second Edition.
3. Denis, Hélène. 1995. "Coordination in a Governmental Disaster Mega organization." International Journal of Mass Emergencies and Disasters
4. Drabek, Thomas E. 2000. "The Social Factors That Constrain Human Responses To Flood Warnings in Floods (Vol. 1) edited by Dennis J. Parker, London: Routledge.
5. Gandhi P.T., 2007, 'Disaster Mitigation and Management Post- Tsunami Perspectives'. Deep-Deep publication.
6. Government of India, Disaster Management Act, 2005, New Delhi.
7. GoI. 2009, National Disaster Management Policy, New Delhi.
8. Gupta Anil K, Sreeja S Nair (2011): Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.

9. Impact of Tsunami in Coastal Villages in Tamil Nadu, Report by Government of Tamil Nadu, 2006.
10. NDMA (2019) National Disaster Management Plan, New Delhi.
11. Pravin Sheth, Environmentalism –Politics, Ecology and development, New Delhi: Rawat Publications,1997.
12. Parasuraman s & Unnikrishnan, (2013): India Disaster Report II: Redefining Disasters, New Delhi.



MGU-UGP (HONOURS)

Syllabus



SEMESTER 4

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B A (Honours) Sociology					
Course Name	Principles of Social Research					
Type of Course	DSC A					
Course Code	MG4DSCSOC200					
Course Level	200-299					
Course Summary	This course introduces students to the fundamental principles, methodologies, and applications of research in social research. Students will explore various research designs, data collection methods, and practical applications through lectures, readings, discussions, and hands-on projects.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any	MGU-UGP (HONOURS)					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify theoretical foundations of social science research.	U	1,2,3,8
2	Develop research questions and hypotheses relevant to social phenomena.	C	1,2,3,6,8
3	Demonstrate proficiency in data collection, analysis, and interpretation.	An	1,2,5,6,9,10
4	Apply social research methodologies to address real-world social issues or problems.	An	1,2,3,8,6
5	Construct research design/plan for research projects in sociology.	C	1,2,3,9,10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
Module1 : Foundations of Social Research (13 hrs)				
1	1.1	Meaning and nature of social research	3	1
	1.2	Understanding epistemological roots of social research	3	1
	1.3	Problems in Social Research; Objectivity and subjectivity in social sciences	4	1
	1.4	Ethical concerns in social research	3	1
Module 2: Problem formulation (19 hrs)				
2	2.1	Selection and Formulation of Research Problem	3	2
	2.2	Review of Literature	2	2
	2.3	Concepts and Operationalization	2	2
	2.4	Research Design and Hypothesis formulation	2	2
	2.5	Prepare a research proposal with research problem, review of literature, concepts, hypotheses, and design a study.	10	5
Module 3: Methods of Data Collection (22 hrs)				
3.	3.1	Introduction to Quantitative data collection methods (surveys, experiments)	3	3
	3.2	Sampling techniques	3	3
	3.3	Introduction to qualitative data collection methods (interviews, focus groups, ethnography)	3	3

	3.4	Tools of Data Collection	3	3
	3.5	Prepare an interview guide	10	5
Module 4: Analysis of Data and Report Writing (21hrs)				
4	4.1	Tabulation and Classification and Coding of Data	2	4
	4.2	Analysis and interpretation of data	3	4
	4.3	Bibliography, Citation and referencing	3	4
	4.4	Report writing – Steps, Types of Reports	3	4
	4.5	Prepare a research project on a social issue.	10	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of real life situations. • Role-playing exercises to simulate real-world scenarios • Interaction with experienced anthropologists. • Projects where students develop an understanding of the organization of social life. 									
Assessment Types	<p>Credits 4 For theory (4 Credits)</p> <table border="1" style="width: 100%;"> <tr> <td>TOTAL MARKS</td> <td style="text-align: center;">100</td> </tr> <tr> <td>CCA</td> <td style="text-align: center;">30</td> </tr> <tr> <td>ESE</td> <td style="text-align: center;">70</td> </tr> </table> <p>MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) -30 Marks</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Assessment Types</td> </tr> <tr> <td style="text-align: center;">In class discussions (FA)</td> </tr> <tr> <td style="text-align: center;">Role play (FA)</td> </tr> </table>	TOTAL MARKS	100	CCA	30	ESE	70	Assessment Types	In class discussions (FA)	Role play (FA)
TOTAL MARKS	100									
CCA	30									
ESE	70									
Assessment Types										
In class discussions (FA)										
Role play (FA)										

	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
Semester End examination-70 Marks (Theory) Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

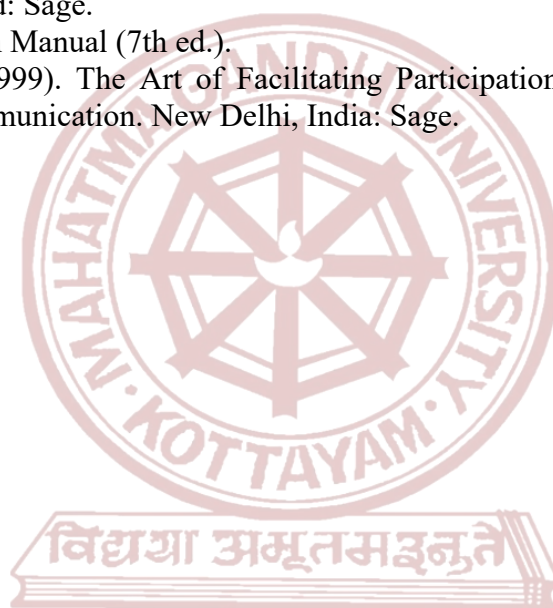
References

1. Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning.
2. Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield/Neuman, W. L. (2019). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.
3. Bryman, A. (2015). *Social research methods*. Oxford University Press.
4. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
5. Fowler, F. J. (2013). *Survey research methods*. Sage.
6. Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191–215). Sage.
7. Israel, M., & Hay, I. (2006). *Research ethics for social scientists: Between ethical conduct and regulatory compliance*. Sage.
8. Hart, C. (2005). *Doing a literature review: Releasing the social science research imagination*. Sage.
9. Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Cengage Learning.
10. Levy, P. S., & Lemeshow, S. (2013). *Sampling of populations: Methods and applications*. Wiley.
11. Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Sage.

12. Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills. University of Michigan Press.

SUGGESTED READINGS

1. Desai, V., & Potter, R. B. (Eds.). (2006). Doing Development Research. London, England: Sage.
2. May, T. (1997). Social research: Issues, methods and process. Milton Keynes, England: Open University Press.
3. Robson, C. (1993). Real world research: A resource for social scientists and practitioner-researchers. Oxford, England: Blackwell.
4. Scheyvens, R., & Storey, D. (Eds.). (2003). Development fieldwork: A practical guide. London, England: Sage.
5. APA Publication Manual (7th ed.).
6. White, A. S. (1999). The Art of Facilitating Participation: Realising the Power of Grassroots Communication. New Delhi, India: Sage.



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA (Honours)SOCIOLOGY					
Course Name	Modern Sociological Theories					
Type of Course	DSC A					
Course Code	MG4DSCSOC201					
Course Level	200-299					
Course Summary	This course is offered to introduce the major modern theoretical perspectives in sociology in detail such as Functionalism, Conflict Perspective, Structuralism and Symbolic Interactionism. The course envisages the use of these different theoretical perspectives by the students to interpret and assess social realities. The contemporary applications and critiques of the various macro-level and micro-level theoretical perspectives covered in this course reveal the picture of society from different dimensions and their limitations. Combining theoretical understanding with practical application and critical thinking is expected to foster social consciousness, sense of justice, scientific and ethical reasoning among students.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain Functional perspective in sociology	An	1,4
2	Discuss Conflict perspective effectively through written and oral presentations	E	1,4
3	Asses Symbolic Interactionism	E	1,4

4.	Examine Structuralism	An	1,4
5	Critique the modern sociological perspectives based on their strengths, limitations, and potential applications in diverse contexts.	E	1,2,6,7,8
6	Critically assess the taken for granted notions of social reality in the framework of modern sociological perspectives	E	1,2,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module – I: Functionalism			21	
1	1.1	Foundations of Functionalism	2	1
	1.2	Structural Functionalism: Talcott Parsons- Voluntaristic Theory of Social Action, Theory on Social System	4	1
	1.3	Robert K. Merton: Function, Dysfunction, Non- Function Latent & Manifest Function	3	1
	1.4	Critiques of Functionalism	2	6
	1.5	Choose any specific institution (e.g., education, healthcare, family) and analyze its structure and functions according to Parsons' framework and review it critically. Prepare a report based on this work	10	1,6
Module – II: Conflict Perspective			20	
2	2.1	Origins and key ideas of conflict Perspective	2	2
	2.2	Ralf Dahrendorph: Dialectics of Conflict	3	2
	2.3	Lewis A. Coser: Functional Analysis of Conflict	3	2
	2.4	Critically analyse Conflict perspective	2	6

	2.5	Analyse specific incident of social conflict in the contemporary society on the basis of of Ralf Dahrendorph's conflict theory	10	2
Module - III : Structuralism& Symbolic Interactionism			10	
3	3.1	Structuralism: Definition	2	3
	3.2	Linguistic Structuralism – Ferdinand de Saussure	4	3
	3.3	Structural Analysis of Kinship: Claude Levi-Strauss	4	3
Module –IV: Symbolic Interactionism			9	
4	4.1	Micro -sociological Perspective: Role of Chicago School	2	4
	4.2	C.H Cooley: The Looking Glass self	2	4
	4.3	G.H. Mead: Theory of Mind, Self and Society	3	4
	4.4	Critiques of Symbolic Interactionism in the digital age	2	4
Module –V: Teacher Specific Content (To be evaluated internally)				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	<ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Debate • Assignment • Power point Presentations • Seminar • Flip Classroom • Question & Answer session

Credit 4For theory (4 Credits)	
TOTAL MARKS	100
CCA	30
ESE	70

MODE OF ASSESSMENT

a. Continuous Comprehensive Assessment (CCA) -30 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

b. Semester End examination-70 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

Abraham , F. M. (2000). *Modern Sociological Theory: An Introduction*. Delhi: Oxford University Press.

Adams, B. N., & Syde, R. A. (2007). *Sociological Theory*. Vi Star Publications, New Delhi.

Ritzer, G. (2013). *Sociological Theory*. New Delhi: Mc Graw Hill.

Smith, J. A. (2000). *The History of Science* (3rd ed.). Academic Press.

Sorokin, P. A. (2000). *Contemporary Sociological Theories*. Kalyani Publishers.

Turner, J. H. (2011). *The Structure of Sociological theory*. Jaipur: Rawat.

Wallace, R. A., & Alison. W. (1991). *Contemporary Sociological Theory: Continuing the Classical Tradition*. New Jersey: Prentice-Hall.

SUGGESTED READINGS

Calhoun, C. et al. (2002). Contemporary Sociological Theory. U.K: Blackwell.

Delaney, T. (2008). Contemporary Social Theory. New Delhi: Pearson Education Inc. Dorling Kindersley

Parsons, T. 1951. (New edition first published 1991) The Social System. London : Routledge. ch 1 & 2. Pp. 1-44.

Mead, G. H. (1934/1967). *Mind, Self, and Society*. Chicago: University of Chicago Press. (Original work published in 1934)



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B A (Honours) Sociology					
Course Name	CRIME AND SOCIETY					
Type of Course	DSE					
Course Code	MG4DSESOC200					
Course Level	200-299					
Course Summary	This course provides students with a comprehensive exploration of the societal implications of criminal acts, emphasizing the real-world impact of such behaviours. By delving into various approaches to the study of crime, students gain a nuanced understanding of criminological theories. The curriculum familiarizes learners with different types of crimes and prevention strategies, fostering a practical awareness of criminal dynamics.. Through these insights, students are encouraged to develop a balanced and empathetic approach to social issues, equipping them with the knowledge and perspectives necessary for informed engagement with the complexities of criminal behaviour and its broader societal consequences.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					
		3	0	1	0	75

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Familiarize the students about impact of the problem resulting from criminal acts in society	U	1,10
2	Provide an understanding on various approaches to the study of crime	U	2,6
3	Familiarize the learners with different type of crimes and prevention	U	2,3,6
4	Understand the need to study the impact of substance abuse, terrorism, organized crime	AN	6,7,8

5	Develop a balanced and apathetic approach to social issues	AP	6,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	Introduction to Concept Crime	9	
	1.1	Concept – Crime, Criminal, criminology	3	3
	1.2	Characteristics of Criminal behaviour	3	3
	1.3	Causes of Crime – Physical /Ecological, Biological/ Hereditary, Socio- Cultural, Familial	3	3
2	2.0	Approaches to the study of crime	31	
	2.1	Classicist - Hedonism – Beccaria	3	2
	2.2	Biogenic – Evolutionary, Atavism Theory - Lombroso	4	2
	2.3	Psychogenic - Psycho Analytical Theory-Adler	3	2
	2.4	Socio-genic - Differential Association Theory – Sutherland, Labelling Theory - Howard Becker	4	2
	2.5	Sociological Theory - Anomic Theory -R K Merton	2	2
	2.6	Community Awareness Campaign: Assign students to create and implement a community awareness campaign about cybercrimes, including preventive measures and reporting procedures.	15	4
3	3.	Types of Crime	14	
	3.1	Crimes against Individual, Crimes against Property, Crimes against State	2	1

	3.2	Crime against children- physical abuse, sexual abuse, incestuous abuse	2	1
	3.3	Crimes against Women – Domestic violence, dowry related crimes, rape and sexual harassment, eve- teasing, E-violence, violence at work place. Legal measures for the protection of women	3	1
	3.4	Crimes against the Elderly - Causes, Areas, Suggestions	3	1
	3.5	Cyber Crimes- Problem, Areas, Remedies	4	1
4	4.0	Correctional Measures	21	
	4.1	Prevention and Remedial Measures of crime	3	4
	4.2	Correction of criminals – Counselling, Probation, Imprisonment, Rehabilitation	4	5
	4.3	Debate Forum :Organize a debate where students defend or criticize various theories of crime, promoting critical thinking and understanding of different perspectives.	15	
5		Teachers specific content to be evaluated internally		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can defend or criticize various theories of crime, • Role-playing exercises to simulate real-world crime scene • Interaction with experienced criminologists. • Projects where students develop and present intervention strategies 						
Assessment Types	<p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;">Credit 4 with practicum For theory (3 credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">TOTAL MARKS</td> <td style="text-align: center;">75</td> </tr> <tr> <td style="text-align: center;">CCA</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">ESE</td> <td style="text-align: center;">50</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50
TOTAL MARKS	75						
CCA	25						
ESE	50						

For practicum (1 Credit)			
TOTAL MARKS	50		
CCA	15		
ESE	35		
<u>Continuous Comprehensive Assessment (CCA)-25 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
<u>Semester End examination-50 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50
Syllabus			
* Assessment method for practicum can be decided by the teacher.			

References

1. Barnes and Teeters, New Horizons in Criminology, Prentice Hall Inc, New York, pp 119-207.
2. DivyaBhardwaj, 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. Johnson Elmer Habert, Crime correction and society, Home wood III, The Dorsey press 1968.
7. Jehangir M.J. Sethna, Society and the criminal, N.M. TripathiPvt.Ltd, 1980.

8. Neumeyer H. Martin, Juvenile Delinquency in modern society, D-Van Nostrand Company, 1968. .
9. Shalini Singh, Post Modern Sociological Theory, Anubhav Publishing Company, Allahabad, 2007.
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.
13. C.P. Yadav, Encyclopaedia of women problems and their remedies.
14. Institute for sustainable development and Anmol publications, New Delhi 2007. PP-313
15. Brown, Stephen E., F. Esbensen, and Gilbert Geis. "Explaining crime and its context." 1996.
16. Bartol, Curt R., and Anne M. Bartol. *Criminal behavior: A psychological approach*. Upper Saddle River, NJ: Pearson, 2014.
17. National Crime Records Bureau <https://ncrb.gov.in/en>

SUGGESTED READINGS

- Brown, Stephen E., F. Esbensen, and Gilbert Geis. "Explaining crime and its context." (1996).
- Beccaria, Cesare. *On crimes and punishments*. Transaction Publishers, 2016.
- Lombroso, Cesare. *Criminal man*. Duke University Press, 2006.
- Healy, William. *The individual delinquent: A text-book of diagnosis and prognosis for all concerned in understanding offenders*. Little, Brown, 1915.
- Gaylord, Mark S., and John F. Galliher. *The Criminology of Edwin Sutherland*. Routledge, 2020.
- Merton, Robert King. *Social theory and social structure*. Simon and Schuster, 1968.

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA (Honours) SOCIOLOGY					
Course Name	Sociology of Sports					
Type of Course	DSE					
Course Code	MG4DSESOC201					
Course Level	200-299					
Course summary	<p>This course offers a comprehensive exploration of the intricate relationship between sports and society. It begins by establishing a foundational understanding of the link between sports and societal dynamics, emphasizing the profound impact sports have on shaping cultural identities at various levels. The curriculum fosters critical analysis and research skills, empowering students to delve into the complex nature of sports engagement. Moreover, the course cultivates critical thinking, media literacy, and ethical awareness within the dynamic field of sports and society, preparing students to navigate and contribute thoughtfully to the ever-evolving landscape of sports within broader societal contexts.</p>					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the Link Between Sports and Society.	U	6,7
2	Understanding how Sports Shape Cultural Identities.	U	1,3
3	Create the sociological interest in sports among the students	A	1,6,8
4	Develop the critical thinking, media literacy, and an awareness of the ethical considerations within the dynamic field of sports and society	An	3,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	Introduction to Sociology of Sports	8	
	1.1	Sports in History and Sociology	3	1
	1.2	Sports as a social occurrence	2	1
	1.3	The Sociological perspective and Sports	3	1
2	2.0	Sport, Culture, and Values	10	
	2.1	Sports and Social organization	2	2

	2.2	Socialization through Sports	2	2
	2.3	Sports, Violence, Substance Abuse, Gambling	2	2
	2.4	Sports and emergence of Fan culture	2	3
	2.5	Sports as a medium of Cultural Exchange	2	3
3.	3.0	Sports and Inequality	12	
	3.1	Gender and Sports- The Social Construction of Masculinity	3	3
	3.2	Sports and Class, Sports- Youth and Children	3	3
	3.3	Sports Religion and Race	3	3
	3.4	Sports and Special Population	3	3
4	4.0	Current Development in Sports	45	
	4.1	Sports and Politics- Nation and Nationality	3	4
	4.2	Globalization of Sports	3	4
	4.3	The commercialisation of Sports	3	4
	4.4	Fantasy Sports, E-Sports, Virtual Sports	3	3
	4.5	Winning and Losing -Critique of Sports	3	3

	4.6	Engage students in creating their own sports-related media content, such as podcasts, videos, or blogs by interviewing famous sports personalities (Content should bring some sociological insights in the field of sports)	30	4
5		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of real life situations. • Role-playing exercises to simulate real-world scenarios • Interaction with experienced anthropologists. • Projects where students develop an understanding of the organization of social life. 																			
Assessment Types	<p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;">Credit 4 with practicum For theory (3 credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p style="text-align: center;">MGU-UGP (HONOURS) For practicum (1 Credit)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>50</td> </tr> <tr> <td>CCA</td> <td>15</td> </tr> <tr> <td>ESE</td> <td>35</td> </tr> </table> <p><u>Continuous Comprehensive Assessment (CCA)-25 Marks</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	TOTAL MARKS	50	CCA	15	ESE	35	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
TOTAL MARKS	75																			
CCA	25																			
ESE	50																			
TOTAL MARKS	50																			
CCA	15																			
ESE	35																			
Assessment Types																				
In class discussions (FA)																				
Role play (FA)																				
Reflection writing (FA)																				
Class test (SA)																				
Problem based practical assignment (SA)																				
Team Project Report (SA)																				

Semester End examination-50 Marks (Theory) Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

References

- Anderson, E. (2023). Sociology of sport: An introduction (4th ed.). Routledge.
- Coakley, J. (2018). Defining sport: Critical concepts in sport, society and culture (2nd ed.). Routledge.
- Edelman, R. (2004). Fanatics!: A history of football fan behaviour (2nd ed.). Routledge.
- Gruneau, R. (2003). The commercialization of sport: Money, media, and the marketing of athletic enterprise (2nd ed.). University of Pennsylvania Press.
- Hargreaves, J. (2011). Sport in a changing world (3rd ed.). Palgrave Macmillan.
- Horne, J. (2009). Sport and the media: A critical analysis (2nd ed.). Routledge.
- Mangan, J. A. (2001). Race and sport: Critical conversations in American culture (2nd ed.). Routledge.
- Rowe, D., & Maguire, M. (2009). Sport, social theory and social problems: A critical introduction. Routledge.
- Scullard, M. (2011). Digital youth engagement: The role of media and technology in youth development. Routledge.



विद्यया अमृतमश्नुते

**Mahatma Gandhi University
Kottayam**

Programme	BA(Honours) SOCIOLOGY					
Course Name	Society and Health: Theories, Systems, and Global Challenges					
Type of Course	DSC B					
Course Code	MG4DSCSOC202					
Course Level	200-299					
Course Summary	The course- Society and Health: Theories, Systems, and Global Challenges is offering an in-depth analysis of health through a sociological lens. It probes into the historical development, social determinants, and various models of health, examining the intersection of healthcare systems, medical pluralism, and societal inequalities. Incorporating theoretical perspectives, real-world health issues, and a practicum, the course provides students with a comprehensive understanding of the complex relationship between health and societal factors.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No	Expected Course Outcome	Learning Domains *	PO No
-------	-------------------------	--------------------	-------

1	Explain the basic concepts, historical development, and the role of social determinants in health.	U	1,3
2	Examine the relevance of various sociological theories in the context of health-related issues and policy formation	An	1,3
3	Interpret the intricate interplay between health and social stratification, focusing on how gender, race, class, and caste influence health disparities and the effects of globalization and privatization.	A	1,2
4	Identify current challenges in the health sector, such as pandemics, environmental impacts on health, and ethical dilemmas, and assess global and local response Strategies	U	1,2,6,7
5	Use theoretical knowledge in real-world settings through activities such as community health assessments, healthcare system analyses, or the development and implementation of community health education programmes.	A	1,2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Syllabus

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Module-1: Introduction to Sociology of Health (17 hours)			
1	1.1	Sociology of Health: Definition, Dimensions and Scope- Historical development	3	1

	1.2	Basic concepts: Social medicine, Public Health, Epidemiological triad, Medicalisation	3	
	1.3	Social Determinants of Health and Health Seeking Behaviour: Class, caste, education, gender, environment. Effect of disparities in social determinants	4	1
	1.4	Models of Health: Biomedical and Biopsychosocial models	4	1
	1.5	Health Care Systems and Medical Pluralism: Bio-medicine (Allopathy), traditional, alternative, complementary and indigenous medical practices	3	1

	Module 2: Theoretical Perspectives in Sociology of Health (10 hours)			
2	2.1	Functionalism- Parsons and the Sick Role	2	2
	2.2	Conflict Perspective-Friedson	3	2
	2.3	Power and Medicine – Foucault	3	2
	2.4	Health as a Social Construction- Irving Kenneth Zola	2	2
3	Module 3: Health Sector: Issues and Challenges (18 hours)			
	3.1	Health care in India- India's Health Profile, Healthcare Infrastructure and Health Policies	3	3
	3.2	Healthcare facilities in Kerala: Health indicators and initiatives in Kerala- A comparison with other states	3	3
	3.3	Pandemics, health crises, and international responses- Role of WHO	4	3
	3.4	Impact of technological development and globalization on Healthcare: Precision Medicine and Genomics, Digital Health and Telemedicine, Regenerative Medicine, 3D Printing in Medicine	4	4

	3.5	Ethical Issues in Health-care: Practices and Medical Research	4	4
4	Module 4: Practical Experiences in Public Health (30 hours) Practicum			
		<p>Community Health Assessments: Students can collaborate with local public health departments/local self-government/ NGOs to conduct health assessments. This would involve gathering and analyzing data on social determinants of health or evaluation of policies or programmes implemented by government, within a community, related to health.</p> <p>Or</p> <p>Healthcare System Comparisons: Students can visit different healthcare facilities (like hospitals, clinics, alternative medicine centres) and volunteer by providing support to the patients/staff and observe their operations</p> <p>Or</p> <p>Community Outreach and Education Programmes: Students can plan and implement health education programs in local communities, schools, or through social media platforms.</p>	30	5
5	Module 5: Teacher Specific Content (To be evaluated internally)			
	MGU-UGP (HONOURS)			

Syllabus

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group Discussions: Facilitate discussions on the social determinants of health. • Debate Sessions: Organize debates on functionalism vs. conflict perspective in health. • Interaction with health professionals • Research projects on topics like healthcare and the environment or the impact of technology in healthcare. Students can present their findings in a conference-style setting.
---------------------------------------	--

MODE OF ASSESSMENT

Credit 4 with practicum For theory (3 credits)

TOTAL MARKS	75
CCA	25
ESE	50

For practicum (1 Credit)

TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

References

1. Acharya, Sanghmitra S. 2018. Health Equity in India: An Examination Through the Lens of Social Exclusion. *Journal of Social Inclusion Studies*. Vol. 4, No. 1 pp. 104-130.
2. Albrecht, Gary L. and Fitzpatrick, R. (1994). *Quality of life in healthcare: Advances in medical sociology*. Mumbai: Jai Press.
3. Albrecht, Gary L. (1944). *Advances in medical sociology* Mumbai: Jai Press.
4. Coe, Rodney M. (1970). *Sociology of medicine*. New York: McGraw Hill.
5. Cockerham, William C. (1997). *Readings in medical sociology*. New Jersey: Prentice Hall.
6. Conrad, Peter et al. (2000). *Handbook of medical sociology*, New Jersey: Prentice Hall.
7. Foucault, Michel. 2003/1976. *The Birth of the Clinic: An Archaeology of Medical Perception* (translated from the French by A.M. Sheridan). London: Routledge.
8. George, Mathew. 2015. Viewpoint: Re-instating a 'public health' system under universal health care in India. *Journal of Public Health Policy*. Vol. 36 pp. 15-23. DOI: 10.1057/jphp.20i4.37
9. Harrison, Mark. 2015. A Global Perspective: Reframing the History of Health, Medicine, and Disease. *Bulletin of the History of Medicine*. Vol. 89, No.4, pp. 639-689.
10. Kumar, Chandan and Ravi Prakash. 2011. Public-Private Dichotomy in Utilization of Health Care Services in India. *Consilience*, No. 5 (2011), pp. 25-52.
11. Ma, Sai and Neeraj Sood. 2008. *A Comparison of the Health Systems in India and China*(Occasional Paper). RAND Corporation. (Chapter on policy levers)
12. Mathur, Kanchan. 2008. Gender Hierarchies and Inequalities: Taking Stock of Women's Sexual and Reproductive Health. *Economic and Political Weekly*, Vol. 43, No. 49 (Dec. 6-12, 2008), pp. 54-61.
13. Planning Commission, Government of India: Five Year Plans. planningcommission.nic.in
14. Venkataratnam, R. (1979). *Medical sociology in an Indian setting*, Madras: Macmillan.
15. Rao, Mohan. (1999). *Disinvesting in health: The World Bank's prescription for health* New Delhi: Sage. Sociology 97.
16. Reading, Joshua P. 2010. Who's Responsible for This? The Globalization of Healthcare in Developing Countries. *Indiana Journal of Global Legal Studies*, Vol. 17, No. 2 (Summer 2010), pp. 367-387.
17. Schwatz, Howard. (1994). *Dominant issues in medical sociology*. New York: McGraw Hill.
18. Scrambler, Graham and Paul Higgs. (1998). *Modernity, medicine and health: Medical sociology towards 2000*. London: Routledge.
19. World Health Organization. 1978. *Declaration of Alma-Ata: International Conference on Primary Health Care*. Alma-Ata, USSR.

20. Zola, I. K. (1972). Medicine as an Institution of Social Control. *The Sociological Review*, 20(4), 487-504. <https://doi.org/10.1111/j.1467-954X.1972.tb00220.x>

SUGGESTED READINGS

- Cockerham, W. C. (2017). *Medical sociology* (Fourteenth edition). Routledge, Taylor & Francis Group.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	PERSONALITY DEVELOPMENT AND SOFT SKILLS					
Type of Course	SEC					
Course Code	MG4SECSOC200					
Course Level	200- 299					
Course Summary	This course aims to equip the students with knowledge and skills which would contribute in theory personality development. This course consists of both practical and theoretical components of Soft Skills Training which is an essential part of holistic personality development. It will focus both on verbal and nonverbal communication and also provide classes on positive thinking and problem solving.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any	The course on "Understanding Personality and Developing Soft Skills" is designed to be accessible to a broad range of undergraduate students interested in personal and professional development. Therefore, it typically does not have specific prerequisites.					

OURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concept of Soft Skills and Personality Development	U	1,2
2	Identify the nature of one's own personality for personal and professional development	U	2,3

3	Explain the impact of emotions on behaviour and equip oneself with coping strategies to address the same	U	3,4
4	Evaluate the nature of interpersonal skills and personal branding for personal and professional development	E	6,8
5	Evaluate Soft and Hard skills and equip oneself for necessary soft skills	E	8,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Module	Units	Course description	Hrs	CO No.
Module 1: Soft Skills and Personality Development (10)				
1	1.1	Soft Skills and its classification	5	1
	1.3	Self in Social Interactions, Emotional Intelligence and Critical Thinking	5	1
Module 2: Interview and Public Speaking (10)				
2	2.1	Interpersonal and Interview Skills	5	5
	2.2	Public Speaking and Presentation Skills	5	,5
Syllabus				
Module 3: Sociology Psychology of Stress, health and Coping(15)				
3	3.1	Social Stress Coping and Adaptation	5	3
	3.2	Conceptualising Stress as Stimulus- Response and Transactional Process	5	3
	3.3	Stress and Health, Coping with Stress, Emotion focused problem and Problem Focused strategies	5	4

Module 4 : Effective Problem Solving Skills. 10 Hrs				
4	4.1	Characteristics of effective problem solvers, Steps in problem solving and Generating Solutions	5	2,3
	4.2	Applying decision-making models (e.g., rational decision making, bounded rationality, intuitive decision making)	5	2,3
5	Teacher Specific Content to be evaluated internally			

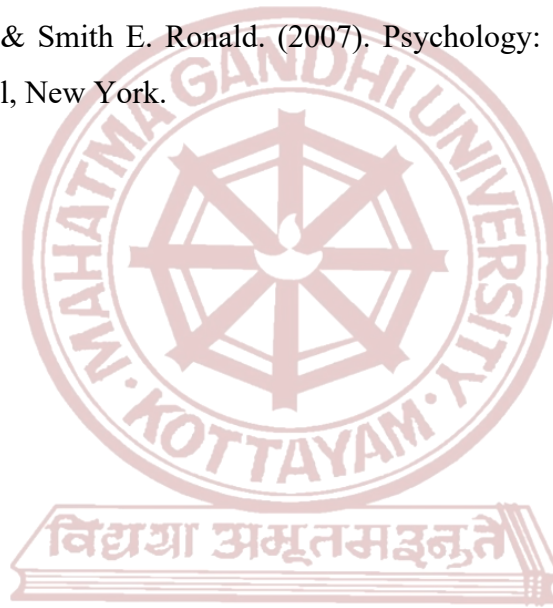
Teaching and Learning Approach	<p>Classroom Procedure</p> <ul style="list-style-type: none"> Learners will complete self-assessment tools (e.g., personality assessments, emotional intelligence surveys, communication style inventories) to identify their strengths and areas for growth. Learners will participate in mock interview sessions conducted by faculty members, alumni, or industry professionals. Learners will participate in a stress awareness exercise to identify common stressors and triggers in their lives. Case studies will be presented to illustrate real-world examples of stress management and problem-solving strategies in action. 													
Assessment Types	<p align="center">Credit 3 without practicum For theory (3 Credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p align="center">MGU-UG (HONOURS) MODE OF ASSESSMENT</p> <p align="center"><u>Continuous Comprehensive Assessment (CCA)- 25 Marks</u></p> <table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table> <p><u>Semester End examination-50 Marks (Theory) Summative assessment</u></p>	TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
TOTAL MARKS	75													
CCA	25													
ESE	50													
Assessment Types														
In class discussions (FA)														
Role play (FA)														
Reflection writing (FA)														
Class test (SA)														
Problem based practical assignment (SA)														
Team Project Report (SA)														

Part	No. of questions	No. of Questions to be answered	Total Marks
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C(15 marks)	4	2	30
Total Marks for ESE			50

References

1. Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research. John Wiley & Sons.
2. Bradberry, T., & Greaves, J. (2009). Emotional Intelligence 2.0. TalentSmart.
3. Adler, A. (1954). Understanding Human Nature. New York: Greenburg Publisher.
4. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological Testing and Assessment (12th Ed.). New Delhi: Pearson Education.
5. Baron A. Robert. (2001). Psychology. Dorling Kindersley, India.
6. Baron, R. A., & Misra, G. (2019). Psychology, Indian Subcontinent ed. Uttar Pradesh: Pearson.
7. Gerrig, R. J., & Zimbardo, P. G. (2006). Psychology and Life (17th Ed.). New Delhi: Pearson Education.
8. Fernald and Fernald. (2007). Introduction to Psychology. AITBS Indian Edition.
9. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill.
10. Feshbach, S. & Weiner, B. (1991). (3rd ed.). Personality. Toronto: Health & Co.
11. Funder, D. C. (2010). The Personality Puzzle. New York: W. W. Norton & Company.
12. Hergenhahn, B. R. & Henley, T. (2013). An Introduction to the History of Psychology. Cengage Learning.

13. Lazarus, R. S., & Monat, A. (1979). *Personality*. Prentice Hall, Inc.
14. Mayer, J. D. (2007). *Readings in Personality Psychology* (1st ed.). New York: Pearson.
15. Mayer, F. S & Sutton, K. (1996). *Personality: An integrative approach*. N.J: Prentice-Hall.
16. Mischel, W.; Shoda, Y., & Smith, R. E. (2004). *Introduction to Personality*. John Wiley & Sons.
17. Morris, C. G., & Maisto, C. G. (2010). *Understanding Psychology*. New York: Pearson.
18. Passer W. Michael & Smith E. Ronald. (2007). *Psychology: The Science of Mind and Behaviour*. McGraw Hill, New York.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B A (Honours) SOCIOLOGY						
Course Name	PUBLIC POLICY AND SOCIAL INCLUSION						
Type of Course	VAC						
Course Code	MG4VACSOC200						
Course Level	200-299						
Course Summary	This course is a comprehensive exploration of the intersection between public policy and social exclusion, aiming to equip students with a nuanced understanding of the challenges faced by marginalized communities and the role of policy in addressing these issues. Through a blend of theoretical discussions, case studies, and practical applications, students will delve into the complexities of social exclusion and critically evaluate the efficacy of public policies designed to mitigate its impact.						
Semester	4	Credits				3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	45	
Pre-requisites, if any	Nil						

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the key concepts and Ideas related to social exclusion and Policy making	U	1,2
2	Analyze the factors contributing to social exclusion in diverse contexts	An	2,3
3	Analyze the effectiveness and limitations of existing policies.	An	3,4
4	Apply theoretical knowledge with practical considerations in policy design suggestions	Ap	6,8

5	Evaluate how different identities and categories intersect in the context of policy development.	E	8,9
6	Analyze the impact of interventions on marginalized and excluded groups.	An	4, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module 1: Introduction to Public Policy 7 Hrs				
1	1.1	Public Policy- Definition, Scope and Stakeholders	2	1
	1.3	Public Policy- Formulation, Implementation and Analysis	2	1
	1.4	Policy Areas- Social, Economic, Environmental and Healthcare	2	2
	1.5	Write an impact report on a policy implemented to address an Environmental problem in your District or locality	1	2
Module 2: Social Exclusion and Marginalisation 8Hrs				
2	2.1	Tracing the History of Social Exclusion- Global and Indian Perspective	2	2
	2.2	Systemic and Structural Exclusion- Caste, Class, Gender, Religion Ability	2	3
	2.3	Discourses of exclusion: The Redistributive Discourse (RED), The Moral underClass Discourse (MUD), The Social Integrationist Discourse (SID)	3	3
	2.4	Make a report on the current year's Gender Budget of India.	1	3
Module 3: Addressing Social Exclusion through Policy Making. 22Hrs				
3	3.1	Minority Communities and Inclusive Policy	2	4

	3.2	Equity and Social Justice, Welfare State	2	5
	3.3	Participative and Representative Policy making, Affirmative Action	3	4
	3.4 (Practicum)	Visit Local Self Government Body and conduct interview and report the policy implementation process	15	4
Module 4 : Challenges and Implementation Strategies. 8 Hrs				
	4.1	Inclusive policy making - Major Challenges	2	5
4	4.2	Decentralisation of Power, Grass root advocacy and Community organising	4	5
	4.3	Case studies on Successful policy Interventions	2	5
5	Teacher Specific Content to be evaluated internally			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> Classroom lectures that introduce key concepts, using multimedia presentations. Group discussions Interaction with members of Local Self Government Bodies and other stake holder of Policy Making Projects where students develop and present intervention strategize of migration Debate on Kerala Model Development 										
Assessment Types	<p style="text-align: center;">Credit 3 without practicum For theory (3 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;"><u>Continuous Comprehensive Assessment (CCA)- 25 Marks</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)
TOTAL MARKS	75										
CCA	25										
ESE	50										
Assessment Types											
In class discussions (FA)											
Role play (FA)											
Reflection writing (FA)											

		Class test (SA)	
		Problem based practical assignment (SA)	
		Team Project Report (SA)	
	<u>Semester End examination-50 Marks (Theory)</u>		
	<u>Summative assessment</u>		
	Part	No. of questions	No. of Questions to be answered
	Total Marks		
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C(15 marks)	4	2	30
Total Marks for ESE			50

References

1. Dye, T. R. (1994). Understanding Public Policy. Prentice-Hall, Delhi.
2. Austien, G. (1999). The Indian Constitution: Cornerstone of a Nation. Oxford, New Delhi.
3. Jensenius, F. R. (2017). Social Justice through Inclusion. Oxford, New Delhi.
4. Jayatighosh (2002). Social Policy in Indian Development. UNRISD, Geneva.
5. Deshpandey, A. (2013). Affirmative Action in India. OUP, New Delhi.
6. Tilak, J. B. (2021). Education in India: Policy and Practice. Sage, Delhi.
7. Panda, P. K. (2014). Human Development & Social Security in India. New Century Publication, New Delhi.
8. Mathur, K. (2015). Public Policy and Politics in India. Oxford India Paperback, New Delhi.
9. Sole, N. A., & Bhadra, S. (2019). Social Policies in India and Contemporary Perspectives. Abd Publishers.
10. Dréze, J., & Sen, A. (1999). Hunger and Public Action. Delhi: Oxford University Press.
11. Guru, G. (Ed.). (2009). Humiliation: Claims and Context. Delhi: OUP.
12. Indian Journal of Human Rights. (1997). Special issue on Dalits. Hyderabad: HCU.

13. Kothari, R. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K. Lal (Ed.), *Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak* (pp. 11-23). New Delhi: Concept Publishing Company.
14. Piketty, T. (2015). *The Economics of Inequality* (A. Goldhammer, Trans.). USA: Harvard College.
15. Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi: Critical Quest.
16. Shah, G., et al. (2006). *Untouchability in Rural India*. New Delhi: Sage Publications.
17. Teltumbde, A. (2010). *The Persistence of Caste: The Khairlanji Murders and India's Hidden Apartheid*. London: Zed Books.
18. Thorat, S., & Kumar, N. (2008). *B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies*. New Delhi: Oxford University Press.
19. Torjman, Sherri. *What is Policy?* (PDF) Ottawa, Caledon Institute of Social Policy, 2005.
20. Patton, Carl, David Sawicki, et al. *Basic Methods of Policy Analysis and Planning*. Routledge, 2015. ISBN: 9780137495092.
21. Lindblom, Charles E. "The Science of 'Muddling Through'." *Public Administration Review* 19, no. 2 (1959): 79–88.
22. *Guide to Document Preparation* (PDF). National Institutes of Health, Department of Health & Human Services.
23. Kahan, James P. "Focus Groups as a Tool for Policy Analysis." *Analyses of Social Issues and Public Policy* 1, no. 1 (2001): 129–46.
24. Kretzmann, John P., and John L. McKnight. "Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets." (PDF) *Center for Urban Affairs and Policy Research: Evanston, IL*, 1993.

SUGGESTED READINGS

1. Ostrom, Vincent, and Ostrom Elinor. "Public Choice: A Different Approach to the Study of Public Administration." *Public Administration Review* 31, no. 2 (1971): 203–16.
2. Jones, Nicola, and Cora Walsh. "Policy Briefs as a Communication Tool for Development Research." (PDF) Overseas Development Institute (ODI), 2008.
3. *Decision / Action Memo Examples* (PDF - 3.3MB). Harvard Kennedy School, Shorenstein Center on Media, Politics and Public Policy.
4. Parker, Bob. "Planning Analysis: The Theory of Citizen Participation." *Class Materials, University of Oregon* (2002).
5. "Putting the People Into Planning: A Primer on Public Participation in Planning." University of Oregon (2014).
6. Provan, Keith G, and Milward H. Brinton. "Do Networks Really Work? A Framework for Evaluating Public-Sector Organizational Networks." *Public Administration Review* 61, no. 4 (2001): 414–23.
7. Hansen, Susan B. "Public Policy Analysis: Some Recent Developments and Current Problems." *Policy Studies Journal* 12, no. 1 (1983): 14–42.
8. Rondinelli, Dennis A., James S. McCullough, et al. "Analysing Decentralization Policies in Developing Countries: A Political-economy Framework." *Development and Change* 20, no. 1 (1989): 57–87.



SEMESTER 5

MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA (Honours) SOCIOLOGY					
Course Name	Gender and Sexuality					
Type of Course	DSC A					
Course Code	MG5DSCSOC300					
Course Level	300-399					
Course Summary	<p>This course is designed to initiate students into the discourse surrounding gender and sexuality. In addition to presenting fundamental concepts, the course introduces gender and sexuality as dynamic social constructs, highlighting their variations across historical periods and cultures. The course introduces the fluidity related to gender and sexual identities, as well as Feminist, Queer and Masculinity perspectives to encourage the examination of the subject from different dimensions. Students will also engage with contemporary issues pertaining to gender and sexuality in India. The course also covers legal responses, empowering students to address real-world challenges by offering practical solutions grounded in the complexities of these issues.</p>					
Semester	5	MGU-UGP (HONOURS) Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Distinguish between the various concepts related to Gender and Sexuality	An	4
2	Critically discuss the Feminist Perspectives, Queer and Masculinity theories to comprehend the ways in which	E	1,3

	these theories contribute to understanding of gender and sexuality.		
3	Identify the causes and consequences of gender based issues faced by Women and Sexual Minorities.	An	1,6,7,8
4	Examine the social construction of gender and sexuality within tangible contexts, including family dynamics, workplace environments, political and religious institutions, social policies, media representations, and common-sense understandings.	An	1,2,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module- I: Introduction to Gender and Sexuality			15	
1	1.1	Key concepts related to gender and sexuality: Sex, Gender, Gender Identity, Gender Stereotypes, Gender Discrimination, Gender division of labour, Sexuality, Homo-sexual, Hetero- sexual, Heteronormativity, LGBTQIA+	5	1
	1.2	Social construction of gender and sexuality: Gender socialization and Gender Role	3	1
	1.3	Historical shifts and Cross-cultural variations in the conceptualization of gender and sexuality	3	1
	1.4	Identity Formation: Intersectionalities and Fluid nature, Femininity, Masculinity	4	1
Module- II: Perspectives on Gender and Sexuality			18	
2	2.1	Feminist Perspectives: Liberal Feminism, Socialist Feminism, Radical Feminism, Eco-feminism, Post- modern feminism	5	2
	2.2	Queer Theory, Exploring Masculinities -RW Connell	3	2
	2.3	Read and review any one relevant text /article on gender studies to prepare a write -up	10	5

Module- III: Issues of Women in India			34	
3	3.1	Women and Patriarchy: Explicit and Implicit subordination under social, cultural and political institutions	3	3
	3.2	Representation of Female Body: Mass media	3	3
	3.3	Issues of women at Work: Wage gap, Glass ceiling, Work-life balance	3	3
	3.4	Crimes against women: Domestic violence, Sexual Harassment, Dowry and Rape, Dishonour Killing and Cyber Crimes	5	3
	3.5	Prepare a case study-based report about personally experienced instances of domestic violence, sexual harassment, dowry		10
Write a report based on the portrayal of men and women in a particular Film /Advertisement etc.to explore the gender stereo-types and social constructs		10	3,5	
Module -IV: Issues of sexual –minorities and laws for protection of rights			8	
4	4.1	Issues of sexual –minorities: Discrimination based on sexual orientation and gender identity	3	4
	4.2	The Transgender Persons (Protection of Rights) Act, 2019 & State Policy for Transgenders in Kerala 201	3	4
	4.3	Challenges in implementation and enforcement of legal protections	2	4
5	Module- V: Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Interactive lectures • Peer review of the oral and written presentations by students • Invited talks on gender and sexuality theme • Multimedia presentations & films based on the theme gender and sexuality • Assignments • Role-playing exercises to clarify the social construction of gender and sexuality • Open forum discussion
---------------------------------------	--

MODE OF ASSESSMENT

Credit 4 with practicum For theory (3 credits)

TOTAL MARKS	75
CCA	25
ESE	50

For practicum (1 Credit)

TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

References

Chakravarti, U. (2018). Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today. Orient Long man

- Chaudhiri Maitreyee. (2004). *Feminism in India*, Kali for Women, Delhi.
- De Beauvoir, S.1983. *The Second Sex*, Harmondsworth : Penguin.
- Desai, N., & Krishnaraj, M. (1987). *Women and Society in India*. Delhi: Sage.
- Desai, N., & Thakkar, U. (2003). *Women in Indian Society*. New Delhi: National Book Trust.
- Devika, J. (2010). *Kulasthreeyum Chanthappennum Undaayathengane?* (3rd ed.). Kerala Sasthra Sahitya Parishath.
- Engels, F. (1972). *The Origin of the Family, Private Property and the State*. London: Lawrence and Wishart.
- Forbes, G. (1998). *Women in Modern India*. New Delhi, Cambridge University Press.
- Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage
- Reddy, G. (2017). *With respect to sex: Negotiating hijra identity in South India*. University of Chicago Press.
- Jackson, S., & Scott, S. (Eds.). (2002). *Gender: A Sociological Reader*. London: Routledge.
- Menon, N. (2012). *Seeing like a Feminist*. India: Penguin.
- Narrain, A., & Chandra, V. (Eds.). (2015). *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi: Sage Publications.
- Stanley, L. (2002). *Should Sex Really be Gender or Gender Really be Sex*. In S. Jackson & S. Scott (Eds.), *Gender: A Sociological Reader* (pp. 31-41). London: Routledge.
- Uberoi, P. (1990). *Feminine Identity and National Ethos in Indian Calendar Art*. *Economic and Political Weekly*, 25(17), WS41-WS48.
- Walby, Sylvia. (1989). *Theorizing Patriarchy*, *Sociology*, Vol. 23, No. 2, 213-234.

Syllabus

SUGGESTED READINGS

- Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
- Chodrow, Nancy. (1978). *The Reproduction of Mothering*. Berkeley : University of California press.
- Devika, J. (2008). *The Un-gendering of the 'Modern': A Note from Late Twentieth-century Kerala*. *Journal of Contemporary Asia*, 38(2), 244-257.
- Dube, L. (1996). *Caste and Women*. In M. N. Srinivas (Ed.), *Caste: Its Twentieth Century Avatar* (pp. 1-27). New Delhi: Penguin.
- Dube, L. et. al. (eds.) (1986). *Visibility and Power. Essays on Women in Society and Development*. New Delhi : OUP.

Altekar A.S. (1983). *The Position of Women in Hindu Civilization*. Delhi : Motilal Banarasi Dass, second Edition: P. Fifth reprint.

Friedan, B. (1963). *The Feminine Mystique*. W.W. Norton & Company.

Millett, K. (1969). *Sexual Politics*. Doubleday.

Palriwala, R. (1999). Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India). In R. Palriwala & C. Risseuw (Eds.), *Shifting Circles of Support: Contextualising Kinship and Gender Relations in South Asia and Sub-Saharan Africa* (pp. 190-220). Delhi: Sage Publications.

Rege, S. (1998). Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position. *Economic and Political Weekly*, 33(44), 39-48.

Rubin, G. (1984). Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality. In C. Vance (Ed.), *Pleasure and Danger* (pp. 143-179). London: Routledge.

Sen, G. (2005). Subordination and Sexual Control: A Comparative View of the Control of Women. In N. Visvanathan, L. Duggan, & L. Nisonoff (Eds.), *Gender and Development Reader* (pp. 142-150). Zubaan.

Walby, S. (2002). Gender, Class and Stratification: Towards a New Approach. In S. Jackson & S. Scott (Eds.), *Gender: A Sociological Reader* (pp. 93-96). London: Routledge.

West, C., & Zimmerman, D. H. (2002). Doing Gender. In S. Jackson & S. Scott (Eds.), *Gender: A Sociological Reader* (pp. 42-47). London: Routledge.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B A (Honours) SOCIOLOGY					
Course Name	Indian social structure and Transformation					
Type of Course	DSC A					
Course Code	MG5DSCSOC301					
Course Level	300-399					
Course Summary	The course on Indian Social Structure and Transformation provides students with a comprehensive understanding of the social fabric of India, exploring its, diversity, and contemporary dynamics. The course examines Social divisions and contemporary challenges by explaining the complex interplay of caste, class, gender, religion, and ethnicity in shaping Indian society. Students engage with theoretical frameworks to critically examine the social structures and processes that shape Indian society. The course also enable the students to familiarize with the social change and development in Indian society					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					60

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify basic elements of Indian Social Structure	U	3,4,5
2	Examine various perspectives on Indian society	An	4,6,8
3	Interpret various social divisions and contemporary challenges in Indian society	Ap	1,2,6,7
4	Describe the process of Social change and development in India	U	1,2,9,10
5	Write a report based on contemporary social issue	Ap	2,3,9

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1- Basic elements of Indian Social Structure			
	1.1	Caste system: meaning and characteristics	3	1
	1.2	Origin and historical development of the caste system	3	1
	1.3	Contemporary debates and challenges related to caste	3	1
	1.4	Joint family : definition and characteristics	3	1
	1.5	Changes in joint family system	4	1
	1.6	Village community in India: structure and characteristics	3	1
	1.7	Choose a contemporary societal issue and prepare a report on its impact on different segments of the population	15	5
	Module 2- Perspectives on Indian society			
2	2.1	Indological perspective – G S Ghurye	4	2
	2.2	Structural functional perspective- M N Srinivas	3	2
	2.3	Subaltern perspective – B R Ambedkar	4	2
3	Module 3- Social divisions and contemporary challenges			
	3.1	Class divisions and economic disparities in India	3	3
	3.2	Caste conflict and Inter-caste relations	3	3

	3.3	Ethnic diversity and cultural pluralism	3	3
	3.4	Casteism and Politicization of caste	2	3
	3.5	Migration, changing lifestyles, and social fragmentation	2	3
	3.6	Religious identity and communalism	2	3
Module 4- Social change and development				
4	4.1	Agrarian Changes and Rural Transformation	5	4
	4.2	Modernization and Digital Revolution	5	4
	4.3	Gender sensitization and women empowerment	5	4
	4.4	Conduct field visits to different socio-cultural settings such as urban neighbourhoods, rural villages, or specific communities and write a research report based on visit	15	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of real life situation. • Role-playing exercises to simulate real-world scenarios • Interaction with experienced anthropologists. • Projects where students develop an understanding of the organization of social life.
---------------------------------------	---

Assessment Types	Credit 4 without practicum For theory (4 Credits)			
	TOTAL MARKS		100	
	CCA		30	
	ESE		70	
	MODE OF ASSESSMENT			
	<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>			
	Assessment Types			
	In class discussions (FA)			
	Role play (FA)			
	Reflection writing (FA)			
Class test (SA)				
Problem based practical assignment (SA)				
Team Project Report (SA)				
<u>Semester End examination-70 Marks (Theory)</u>				
<u>Summative assessment</u>				
Part	No. of questions	No. of Questions to be answered	Total Marks	
A (1 mark) Objective type	5	5	5	
B (2 Marks)	10	10	20	
C (5 marks)	6	3	15	
D(15 marks)	4	2	30	
Total Marks for ESE			70	

References

- Cohn, B. S., & Singer, M. B. (1970). *Structure and change in Indian society*. Aldine.
- Sharma, K. L. (2008). *Indian social structure and change*. Rawat publ.
- Ahuja, R. (2006). *Indian social system*. Rawat Publ.
- Nagla, B. K. (2013). *Indian sociological thought*. Rawat publications.
- Pandey, V. (2016). *Indian society and culture*. Rawat publications.

- **SUGGESTED READINGS**

- Ahuja, R. (2004). *Society in India: Concepts, theories and changing trends*. Rawat Publications.
- Sharma, R. K. (2004). *Indian society, Institutions and Change*. Atlantic.
- Chaudhuri , M. (2022). *Sociology in India: Intellectual and institutional practices*. RAWAT.
- Madan, T. N. (2011). *Sociological traditions: Methods and perspectives in the Sociology of India*. SAGE Publications.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B A (Honours) SOCIOLOGY					
Course Name	SOCIAL ANTHROPOLOGY					
Type of Course	DSE					
Course Code	MG5DSESOC300					
Course Level	300 – 399					
Course Summary	Social Anthropology studies human societies and cultures, focusing on the ways people organize themselves, create meaning, and interact within their social and cultural environments. It is to provide students with a comprehensive understanding of human societies and cultures from an anthropological perspective. It provides valuable insights into the diversity of human experiences, fostering empathy and appreciation for different ways of life.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the basic concepts of Anthropology	U	9

2	Examine the cultural diversity and cross-cultural differences.	An	1,6,9
3	Demonstrate basic skills in ethnographic research methods, including participant observation and interviews.	A	1,8
4	Describe the role of anthropologists in addressing contemporary social challenges.	U	1,2
5	Examine anthropological insights to real-world issues, such as cultural change, globalization, and social inequalities.	An	1,2,3,6,7
6	Familiarize with Anthropological studies in India by focusing on Tribal Communities in the country in general and in the state of Kerala in particular	U	2,3,7,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module 1 – Introduction To Social Anthropology			13	
1	1.1	Anthropology: meaning, definition - branches of Anthropology- Fieldwork tradition	3	1
	1.2	Relationship between Sociology and Anthropology, Definition, Meaning, Nature, Scope of Social Anthropology	3	1
	1.3	Methods of Anthropology: Case study, Ethnography, Focused Interview, Participant and nonparticipant observations	4	4
	1.4	History of Anthropological Thought: Major theorists and milestones in the evolution of anthropology	3	4
Module 2 – Culture & Personality			14	
2	2.1	Definition, Components of Culture, Characteristics of Culture , Cultural lag Culture and civilization	3	2

	2.2	Cultural process: Evolution, Acculturation, Assimilation, Diffusion, Enculturation, Integration	3	2
	2.3	Theories of Culture: Functionalist thought of Anthropology: Malinowski Kula Exchange Structural theory: Radcliff Brown Culture and personality: Margaret Mead Postmodern Perspectives in Anthropology: Clifford Geertz	8	4
3	Module 3 – Social Structures and Institutions		11	
	3.1	Family, Marriage: Forms, Functions and changing trends	3	5
	3.2	Kinship: Concept, Features and Issues	2	5
	3.3	Kinship Terminology & Kinship Usages	3	6
	3.4	Kinship studies in India: Iravati Karve, Louis Dumont & T,N Madan	3	6
4	Module - 4 Contemporary issues in Social Anthropology		37	
	4.1	Anthropology and Development	2	5
	4.2	Anthropology in the Digital age – Role of technology in Anthropological Research	3	5
	4.3	Ethical Considerations in the digital era	2	5
	4.4	Fieldwork Project: conduct brief fieldwork projects in local communities, focusing on specific cultural practices or social phenomena.	30	10
5	Teacher Specific Content (To be evaluated internally)			
Teaching and Learning Approach		Classroom Procedure (Mode of transaction)		
		<ul style="list-style-type: none"> • Interactive Lectures: Using multimedia presentations to introduce key concepts, theories, and historical developments in anthropology. • Group Discussions • Fieldwork Simulation: classroom simulations of fieldwork scenarios, guiding students through the steps of ethnographic research. 		

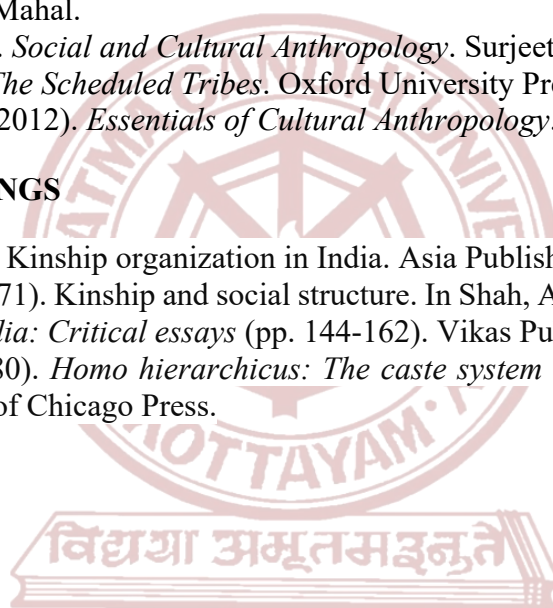
	<p>Guest Lectures: Invite anthropologists or experts in related fields to speak about culture and personality in different societies.</p>																																											
Assessment Types	<p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;">Credit 4 with practicum For theory (3 credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p style="text-align: center;">For practicum (1 Credit)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>50</td> </tr> <tr> <td>CCA</td> <td>15</td> </tr> <tr> <td>ESE</td> <td>35</td> </tr> </table> <p style="text-align: center;"><u>Continuous Comprehensive Assessment (CCA)-25 Marks</u></p> <table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table> <p style="text-align: center;"><u>Semester End examination-50 Marks (Theory)</u> <u>Summative assessment</u></p> <table border="1"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (1 mark) Objective type</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>B (2 Marks)</td> <td>7</td> <td>5</td> <td>10</td> </tr> <tr> <td>C (5 marks)</td> <td>7</td> <td>5</td> <td>25</td> </tr> <tr> <td>D (10 marks)</td> <td>2</td> <td>1</td> <td>10</td> </tr> <tr> <td colspan="3">Total Marks for ESE</td> <td>50</td> </tr> </tbody> </table>	TOTAL MARKS	75	CCA	25	ESE	50	TOTAL MARKS	50	CCA	15	ESE	35	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)	Part	No. of questions	No. of Questions to be answered	Total Marks	A (1 mark) Objective type	5	5	5	B (2 Marks)	7	5	10	C (5 marks)	7	5	25	D (10 marks)	2	1	10	Total Marks for ESE			50
TOTAL MARKS	75																																											
CCA	25																																											
ESE	50																																											
TOTAL MARKS	50																																											
CCA	15																																											
ESE	35																																											
Assessment Types																																												
In class discussions (FA)																																												
Role play (FA)																																												
Reflection writing (FA)																																												
Class test (SA)																																												
Problem based practical assignment (SA)																																												
Team Project Report (SA)																																												
Part	No. of questions	No. of Questions to be answered	Total Marks																																									
A (1 mark) Objective type	5	5	5																																									
B (2 Marks)	7	5	10																																									
C (5 marks)	7	5	25																																									
D (10 marks)	2	1	10																																									
Total Marks for ESE			50																																									

References

1. Behera, M. C. (2019). *Tribal Studies in India: Perspectives of History, Archaeology and Culture*. Springer Nature.
2. Dube, L. (1974). *Sociology of Kinship: An Analytical Survey of Literature*. Popular Prakashan.
3. Hasnain, N. (1994). *Tribal India*. Palaka Prakashan.
4. Maharatna, A. (2005). *Demographic Perspectives on India's Tribes*. New York.
5. Majumdar, D. N. (1989). *An Introduction To Social Anthropology*. National Publishing House / Mayoor.
6. Makhan, J. (2009). *An Introduction to Anthropological Thought, 2nd Edition*. Vikas Publishing House.
7. Negi, B. S. (1967). *Man, Culture & Society: A Text Book of Physical and Social Anthropology*. Kitab Mahal.
8. Sharma, R. N. (1994). *Social and Cultural Anthropology*. Surjeet Publ.
9. Singh, K. S. (1997). *The Scheduled Tribes*. Oxford University Press.
10. Srivastava, A. R. N. (2012). *Essentials of Cultural Anthropology*. Phi Learning Pvt. Ltd.

SUGGESTED READINGS

1. Karve, I. (1953). Kinship organization in India. Asia Publishing House.
2. Madan, T.N. (1971). Kinship and social structure. In Shah, A. M., & Pandey, G. (Eds.), *The family in India: Critical essays* (pp. 144-162). Vikas Publishing House.
3. Dumont, L. (1980). *Homo hierarchicus: The caste system and its implications* (Rev. ed.). University of Chicago Press.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours) Sociology				
Course Name	Sociology of Work and Industry				
Type of Course	DSE				
Course Code	MG5DSESOC301				
Course Level	300-399				
Course Summary	In this course, we examine how work shapes our identities, influences society, and operates in our world, considering important ideas, historical context, and current events to understand its impact on power structures, and its intersection with race, gender, and social class.				
Semester	5	Credits		4	
Course Details	Learning Approach	Lecture	Tutorial	Practical	Total Hours
		4	0	0	
Pre-requisites, if any	MGU-UGP (HONOURS) Nil				

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the key concepts and historical development of Industry.	U	1
2	Analyze the relationship between work and identity.	A	10
3	Analyze the dynamics of power and inequality within an organization.	A	1,2
4	Analyze the nature of work after 'New Normal'.	A	1,6,10

5	Design a project proposal regarding the operation of industry in sociological lens.	C	8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	Co No
1	1.0	Module 1- Work and Non Work	12	
	1.1	Work – Paid and Unpaid work, Sociological significance of work	3	1
	1.2	Development of work- Pre industrial work, Putting out system, Guild system, Factory based work	4	1
	1.3	Industry , Industrialization and Industrialism	3	1
	1.4	Emerging Trends in Work – Knowledge oriented work, Emotional labor, Flexible labor, Post – Fordism, Casualisation of Labour	4	2
2	2.0	Module 2 Contemporary Theories of Work Organization	11	
	2.1	Scientific Management of E.B Taylor	3	3
	2.2	Human Relations - Elton Mayo	3	3
	2.3	Defining power in the work space(Marx, Weber, Foucault, Giddens)	5	3
3	3.0	Industrial Relations & Industrial Conflict	26	
	3.1	Industrial Disputes – Nature & Forms	2	2
	3.2	Industrial Disputes –Mechanisms for the Prevention and Settlement	3	2
	3.3	Collective Bargaining and Workers Participation	3	2

	3.4	Visit to industrial establishments, labor unions, or government agencies involved in labour relations and prepare a report based on the interactions.	15	5
4	4.0	Management and Welfare in industries	23	
	4.1	Human Resource Management - Concept, Functions, Recent Trends	4	3
	4.2	Labour Welfare – Concept, Objectives, Principles, Acts and Statutory Welfare Provisions, Voluntary Welfare Measures	4	3
	4.3	Examine the modern and postmodern dimensions of the workplace and create an assignment based on this analysis.	15	5
5	5	Teacher specific content(To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of work • Role-playing exercises to simulate real-world scenarios • Interaction with experienced industrialists. • Projects where students develop and present intervention strategize
---------------------------------------	---

MGU-UGP (HONOURS)

Syllabus

Assessment Types	Credit 4 without practicum For theory (4 Credits)			
	TOTAL MARKS		100	
	CCA		30	
	ESE		70	
	MODE OF ASSESSMENT			
	<u>Continuous Comprehensive Assessment (CCA) –</u>			
	<u>30 Marks</u>			
	Assessment Types			
	In class discussions (FA)			
	Role play (FA)			
Reflection writing (FA)				
Class test (SA)				
Problem based practical assignment (SA)				
Team Project Report (SA)				
<u>Semester End examination-70 Marks (Theory)</u>				
<u>Summative assessment</u>				
Part	No. of questions	No. of Questions to be answered	Total Marks	
A (1 mark) Objective type	5	5	5	
B (2 Marks)	10	10	20	
C (5 marks)	6	3	15	
D(15 marks)	4	2	30	
Total Marks for ESE			70	

References

1. Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century: An introduction to industrial and organizational psychology*. John Wiley & Sons.
2. James, A. (2021). The gig economy: A critical introduction: By Jamie Woodcock and Mark Graham. *Cambridge: Polity Press, 2020*, 113-114.
3. Zuboff, S. (2023). The age of surveillance capitalism. In *Social theory re-wired* (pp. 203-213). Routledge.
4. Hochschild, A., & Machung, A. (2012). *The second shift: Working families and the revolution at home*. Penguin.
5. Thompson, E. P. (2016). *The making of the English working class*. Open Road Media.
6. Amott, T. L., & Matthaei, J. A. (1996). *Race, gender, and work: A multi-cultural economic history of women in the United States*. South End Press.
7. McIvor, A. (2011). Work and identity: Historical and cultural contexts. *Work and Identity: Historical and Cultural Contexts*, 126-127.
8. Edgell, S. (2006). *The sociology of work: Continuity and change in paid and unpaid work*. Sage.
9. Watson, T., & Watson, T. J. (2008). *Sociology, work and industry*. Routledge.
10. Vallas, S. P., Finlay, W., & Wharton, A. S. (2009). *The sociology of work: Structures and inequalities*. Oxford University Press.
11. Strangleman, T., & Warren, T. (2008). *Work and society: Sociological approaches, themes and methods*. Routledge.
12. White, H. C. (1992). *Identity and control: A structural theory of social action*. Princeton University Press.
13. Fried, J., & Heinemeier Hansson, D. (2013). *Remote: Office not required*. Currency.
14. Osborne, S., & Witkin, P. (2020). *The upskilling imperative: 5 ways to make learning core to the way we work*. McGraw-Hill.
15. Scott, A. J., & Gratten, L. (2021). *The new long life: A framework for flourishing in a changing world*. Bloomsbury Publishing.

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA Sociology					
Course Name	Tribal Society in India					
Type of Course	DSE					
Course Code	MG5DSESOC302					
Course Level	300-399					
Course Summary	This course aims to make students to acquire knowledge, skill and attitude to work with the tribal communities . Get sensitized on the nature, infrastructure and development strategies and tribal societies and focus on the strategies of improvising tribal settlements in development perspectives . Facilitate understanding of the administrative system and structure for empowerment of people of tribal communities .					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify the racial and ethnic identity of tribes	A	1,6
2	Explain the tribal culture and forms of tribal social institutions	U	2,6
3	Identify different problems faced by tribes viz. land, agriculture, forest industries etc.	U	6,8
4	Explain the tribal plans and approaches for tribal development	U	2,6,7
5	Generate an inclusiveness approach towards tribes .	Ap	10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1: Conceptual Construction of Tribe		16	
	1.1	The concept of tribe: meaning, characteristics & problems	4	2
	1.2	Approaches to the study of Tribal Society- Assimilationist and Isolationist	4	1
	1.3	Classification of major Tribal Groups in India	4	1
	1.4	Tribe- caste-class Nexus.	4	1
	Module 2: Socio- Economic Structure of Tribe Society		18	
2	2.1	Social Institution: Family, Marriage, Kinship	5	2
	2.2	Territorial distribution: a) Himalaya region and Eastern India , b) Central India c) Western India d) Southern India	4	2
	2.3	Economic Transformation and its impact on Tribal Society	4	2
	2.4	Religion, Religious beliefs and practises, Shamanistic tradition, Animism, Totemism, Magic and Witchcraft and Healing practises.	5	2
3	Module III: Issues of Tribes in India		14	
	3.1	Marginality of Tribes (Language, Education, Employment, land alienation)	5	3
	3.2	Perspectives on Gender-Production and Reproduction, Property rights	5	3
	3.3	Health Issues and Health Seeking Behaviour	4	3
	Module IV: Tribal Movements and Welfare programmes in India		12	
4	4.1	Major Social Movements Among Tribes	4	4
	4.2	Welfare Programmes	4	4
	4.3	Tribal policies in India- Critical appraisal.	4	5

5	Teacher Specific Content (To be evaluated internally)		
---	--	--	--

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews with tribes, field work. • Content preparations • Tribal Food exhibition. 																																					
Assessment Types	<p align="center">Credit 4 without practicum For theory (4 Credits)</p> <table border="1" data-bbox="600 763 1321 871"> <tr> <td>TOTAL MARKS</td> <td>100</td> </tr> <tr> <td>CCA</td> <td>30</td> </tr> <tr> <td>ESE</td> <td>70</td> </tr> </table> <p align="center">MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA) -30 Marks</p> <table border="1" data-bbox="620 1023 1267 1431"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table> <p align="center">Semester End examination-70 Marks (Theory) Summative assessment</p> <table border="1" data-bbox="523 1541 1394 1962"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (1 mark) Objective type</td> <td align="center">5</td> <td align="center">5</td> <td align="center">5</td> </tr> <tr> <td>B (2 Marks)</td> <td align="center">10</td> <td align="center">10</td> <td align="center">20</td> </tr> <tr> <td>C (5 marks)</td> <td align="center">6</td> <td align="center">3</td> <td align="center">15</td> </tr> <tr> <td>D(15 marks)</td> <td align="center">4</td> <td align="center">2</td> <td align="center">30</td> </tr> <tr> <td align="center" colspan="3">Total Marks for ESE</td> <td align="center">70</td> </tr> </tbody> </table>	TOTAL MARKS	100	CCA	30	ESE	70	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)	Part	No. of questions	No. of Questions to be answered	Total Marks	A (1 mark) Objective type	5	5	5	B (2 Marks)	10	10	20	C (5 marks)	6	3	15	D(15 marks)	4	2	30	Total Marks for ESE			70
TOTAL MARKS	100																																					
CCA	30																																					
ESE	70																																					
Assessment Types																																						
In class discussions (FA)																																						
Role play (FA)																																						
Reflection writing (FA)																																						
Class test (SA)																																						
Problem based practical assignment (SA)																																						
Team Project Report (SA)																																						
Part	No. of questions	No. of Questions to be answered	Total Marks																																			
A (1 mark) Objective type	5	5	5																																			
B (2 Marks)	10	10	20																																			
C (5 marks)	6	3	15																																			
D(15 marks)	4	2	30																																			
Total Marks for ESE			70																																			

References

1. Sharma, K.L. Social Stratification and Mobility.
2. Vidyarthi, L.P. The Tribal Culture of India.
3. Cohn, B.S. An Anthropologist among Historians.
4. Beteille, A. 'The Concept of Tribe with Special Reference to India'
5. R.N. Pati & L. Jagatdeb Tribal Demography in India.
6. M.M. Verma Tribal Development in India.
7. Buddhadev Chaudhuri Tribal Development in India.
8. Dr. Pratiksha (2014) "Problems of the tribal communities", Centrum Press, New Delhi.
9. S.N. Tripathy (1997) "Tribal labour in India", Mohit publications, New Delhi
10. Dr. Ramesh Panwar (2011) "Tribal culture and their social upliftment in India", Signature books international, New Delhi.
11. R.K. Sharma and S.K. Tiwari (2002) "Tribal history of Central India", Aryan books international, New Delhi.
12. Prakash. C Panda (2013) "Towards Tribal Development: Myth and reality", Cyber Tech Publications, New Delhi.
13. G.C. Pande (1991) "Indian Tribes, The Habitat, Society, Economy and Change", Anmol Publications, New Delhi.
14. Tabang Mibang (2013) "Indigenous Institutions, Social Capital and Sustainability in Tribal India", Serials publications, New Delhi.
15. Dr. Suryawanshi D.S (2010) "Geography of Tribal Agriculture", ABD publishers Pvt. Ltd, New Delhi.
16. Indira Naik (2001) "Nutrition and Tribal Health", Anmol publications Pvt. Ltd, New Delhi.
17. Bose, N.K. : Tribes in India. 8. Bose, N.K. : Culture and Society in India. 9. Doshi S.L. : Tribal society in India.
18. Singh, K.S, The Scheduled Tribes .
19. Singh, K.S, Tribal Movements in India, Vol.I and II .
20. Thakkar, A. I). 1986 Socio-Economic Development of Tribes in India. New Delhi, Deep and Deep Publications.
21. Ahluwalia, S 1986 Social and Economic Development in North-East India. Delhi, Gyan Publishing House.
22. Atom, K, (ed) 1985 Planning in North East, New Delhi, Omsons Publications.
23. Ansari, S.A. 1985 Some Aspects of the Geography of Manipur. Delhi, B.R. Publishing Corporation.
24. Ansari, SA. 1986 Socio-Economic Development in Tribal Areas of Manipur, Delhi, B.R. Publishing Corporation.
25. Barthakur, K. 1989 Tribal Economy. Yojana, December, Vol.23(22).



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	Sociology of Food					
Type of Course	DSE					
Course Code	MG5DSESOC303					
Course Level	300-399					
Course Summary	This course examines the Sociological aspects of Food and Eating-different dimensions of food production, distribution and consumption.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the sociological dimensions of food,	U	3,1
2	Identify the relations between and social roles	U	1,2,6
3	Analyse the impact of globalization on food.	A	1,6
4	Explain the role of National food policy in Indian and Kerala context.	U	2,6,10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Introduction to the Sociology of Food.	15	

1	1.1	Defining food as a Sociological Phenomenon.	5	1
	1.2	Historical perspectives on Food and Society	5	1
	1.3	Basic concepts and terminologies related to sociology of Food.	5	1
2		Exploring the Intersections of Identity, Power, and Gender based on Food in India	20	
	2.1	Analysing the impact of identity and gender on food roles and practices.	5	2
	2.2	Power dynamics in food- Meatarianism - Vegetarianism, food restrictions	5	2
	2.3	Socio-cultural dimensions of food consumption.	5	2
	2.4	Intersectional perspectives on food-related inequalities	5	2
3.		Food and Globalization	14	3
	3.1	Exploring the Global dimensions of food system	3	3
	3.2	Role of corporates in the food industry.	3	3
	3.3	Impact of globalization on local food practices.	4	3
	3.4	Media, advertising, and food culture in India	4	3
4		Food Distribution and Markets	11	
	4.1	Food supply chains and distribution networks	3	4
	4.2	Exploring the role of national and state government in shaping the food policy.	3	4
	4.3	Community-based food initiatives	5	4
5	5	Teacher Specific Content (To be evaluated internally)		
Teaching and Learning Approach		Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations • Food exhibitions. 		

Assessment Types	Credit 4 without practicum For theory (4 Credits)		
	TOTAL MARKS	100	
	CCA	30	
	ESE	70	
	MODE OF ASSESSMENT		
	<u>Continuous Comprehensive Assessment (CCA)</u>		
	<u>-30 Marks</u>		
	Assessment Types		
	In class discussions (FA)		
	Role play (FA)		
	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
	<u>Semester End examination-70 Marks (Theory)</u>		
<u>Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

1. Bell, D., & Valentine, G. (1997). Consuming geographies: We are where we eat. Routledge.

2. Counihan, C., & Esterik, P. V. (Eds.). (2013). Food and culture: A reader. Routledge.
3. Guthman, J. (2008). Bringing good food to others: Investigating the subjects of alternative food practice. Cultural Geographies, 15(4), 431-447.
4. Poulain, J. P. (2002). The sociology of food: Eating and the place of food in society. Bloomsbury Academic.
5. Beardsworth, A., & Keil, T. (1997). Sociology on the menu: An invitation to the study of food and society. Routledge.
6. Murcott, A. (1982). On the social significance of the "cooked dinner" in South Wales. In M. Douglas (Ed.), Food in the social order (pp. 65-104). Routledge.
7. Power, E. M. (2005). Conceptualizing food security for Aboriginal people in Canada. Canadian Journal of Public Health, 96(S3), S16-S20.
8. Beardsworth, A., & Keil, T. (2007). Sociology on the menu: An invitation to the study of food and society (2nd ed.). Routledge.

SUGGESTED READINGS

1. Winne, Martha, and Richard J. H. Weller. "Food and Society: An Introduction." Guilford Press, 2015.
2. Friedmann, Harriet. "Food Politics: How Industrialization Has Affected Food Systems Worldwide." Annual Review of Sociology 31.1 (2005): 167-190.
3. Monteiro, Carlos A., and Geoffrey C. Ogden. "The Politics of Food, Diet, and Health." World Health Organization, 2011.
4. Goodman, Michael K. "The Global Food System." Third Edition. Routledge, 2009.
5. Nestle, Marion. "Safe Food: The Politics of Food Production, Distribution, and Consumption." Basic Books, 2003.



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY				
Course Name	Academic Reading and Writing Skills				
Type of Course	SEC				
Course Code	MG5SECSOC300				
Course Level	300-399				
Course Summary	The Academic Reading and Writing Skills course for undergraduate sociology students is designed to equip learners with essential tools and techniques necessary for effectively engaging with scholarly texts and producing high-quality academic writing. Through a combination of theoretical concepts, practical exercises, and interactive discussions, students will develop critical reading abilities, analytical thinking skills, and proficiency in written communication within the field of sociology				
Semester	5	Credits	3		Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3	0	0	0
					45
Pre-requisites, if any	Basic Knowledge in English Language.				

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the role of academic reading and writing in sociology.	U	3

2	Ability to deconstruct and critically analyze sociological literature	A	1,7
3	Create interest among students for reading, writing, reasoning with Sociological texts	C	2.8
4	Make them efficient content creators with academic inputs	C	5,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1 Introduction: Reading Skills		15	
	1.1	Skimming and Scanning- Foundational academic reading strategies- active reading, annotating texts, and identifying main texts skimming - Skimming techniques-Scanning-Scanning techniques - using section headings	5	1

	1.2	How skimming skills can inform academic writing- literature reviews, annotations, and citations	5	1
	1.3	Scanning -literature reviews and bibliographies to identify relevant sources and citations	3	1
	1.4	Reading exercise -books, documents, digital reading	2	8
2	Module 2 Writing Skills		15	
	2.1	Academic Writing Different forms – Research Paper, Review Paper	4	5
	2.2	How to write Research Articles, Book Chapters	4	6

	2.3	Structure of academic writing -Research Paper-Review Paper-	4	7
	2.4	Structure of writing in Articles-Book Chapter	3	8
3	Module 3 Self writing Skills		15	
	3.1	How to borrow academic contents, Paraphrasing, Quoting, Citing	4	3
	3.2	The difference between paraphrasing and plagiarism	4	4
	3.3	Citation styles-familiarity with plagiarism checking tools.	4	4
	3.4	Exercise on Writing- Write ups, blogs, comments Review-Book review	3	8
4		Teacher Specific Content to be evaluate internally		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • In class discussions • Writing content in blogs, magazines, articles. • Content analysis • Projects where students develop and present intervention strategies. 										
Assessment Types	<p style="text-align: center;">Credit 3 without practicum For theory (3 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p style="text-align: center;">MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA)- 25 Marks</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)
TOTAL MARKS	75										
CCA	25										
ESE	50										
Assessment Types											
In class discussions (FA)											
Role play (FA)											
Reflection writing (FA)											

	Class test (SA)			
	Problem based practical assignment (SA)			
	Team Project Report (SA)			
	<u>Semester End examination-50 Marks (Theory)</u>			
	<u>Summative assessment</u>			
	Part	No. of questions	No. of Questions to be answered	Total Marks
	A (2 Marks)	6	5	10
	B (5 marks)	4	2	10
	C (15 marks)	4	2	30
	Total Marks for ESE			50

References

1. "What is Academic Writing?" By L Lennie Irvin
2. Genres and Special Assignment (Relevant portions) from How to Write Anything by John J Ruskiewicz and Jay Dolmag.2008
3. Hogue, Ann. First Steps in Academic Writing. 2nd Ed. Pearson- Longman. 2008.
4. Taylor, Gordon. A Students 'Writing Guide: How to plan and Write Successful Essays. CUP, 2009.
5. Text Analysis: Qualitative and Quantitative Methods, H. Russell Bernard Gery Ryan. Altamira, 1998.
6. Bailey, S. (2005). Academic Writing. London: Routledge Becker, Howard Saul and Pamela Richards. Writing For Social Scientists. Chicago: University of Chicago Press, 2007 Creme, P. and Lea, M. (2006).
7. Writing at University. Berkshire: Open University Press Dillard, A. (1995). The writing life. New York,; Harper Perennial Fairbairn, G. and Fairbairn, S. (2010).

8. Buckingham: Open University Press. Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing, New York: W. W. Norton & Company Johnson, William A. Et. Al.
9. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000. Thomson, A. Et. Al. Critical Reasoning. London: Routledge. 2001

SUGGESTED READINGS:

1. Axelrod Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. New York: St. Martin's Press. 1991.
2. Shrodes, Caroline. Et. Al (Eds.) The Conscious Reader. New York: Macmillan, 1988.



MGU-UGP (HONOURS)

Syllabus



SEMESTER 6

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	QUALITATIVE RESEARCH METHODS					
Type of Course	DSCA					
Course Code	MG6DSCSOC300					
Course Level	300-399					
Course Summary	The course on qualitative research methods in the social sciences typically focuses on the principles, techniques, and applications of qualitative research within the context of social science inquiry. It aims to equip students with the knowledge and skills needed to conduct meaningful qualitative research in the social sciences.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	-	75
Pre-requisites , if any	Critical Thinking Skills					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the dominant paradigms, objectivity and ethics in social science research	Understand	2
2	Design a qualitative research study, including the formulation of research questions, selection of appropriate methods	Create	2
3	Identify diverse qualitative data collection methods in social science research.	Understand	1

4	Explain the various emerging trends in qualitative research.	Understand	3
5	Apply the qualitative methods to formulate a qualitative research proposal.	Apply	2

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module-1: Introduction to Qualitative Research			15	
1	1.1	History, Nature and Scope of Qualitative research	5	1
	1.2	Dominant paradigms in qualitative Research: interpretivist, constructionism	5	1
	1.3	Subjectivity and ethical issues	5	1
Module-2: Designing Qualitative Research			20	
2	2.1	Inductive Process - Berg's Blended model	5	2
	2.2	Qualitative Research Design - Grounded, Narrative, Historical research	5	2
	2.3	Design a qualitative research study investigating the lived experiences of individuals diagnosed with chronic illness, utilizing a qualitative research design	10	2
Module 3- Data Collection and Analysis			20	
3	3.1	Methods of data collection - Observation, in-depth interview, Ethnography, Case study, Social stratification in urban areas-	5	3
	3.2	Data analysis and management: Thematic and narrative analysis, Coding, Analytic Memos	5	3
	3.3	Students can employ data collection methods such as interviews, focus groups, participant observation, or document analysis in field work situations.	10	4
Module 4- Emerging trends in qualitative research			20	

4	4.1	Advances in qualitative research- Digital and Online Research, Visual and Arts -Software programme for qualitative analysis	5	5
	4.2	Mixed method and triangulation.	5	5
	4.3	Develop a comprehensive research proposal incorporating qualitative research principles.	10	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> · Class room lectures that introduce key concepts, using multimedia presentations · In class discussions · Writing content in blogs, magazines, articles. · Content analysis · Projects where students develop and present intervention strategies.
---------------------------------------	---

<p>विद्यया यममृतमश्नुते</p> <p>MODE OF ASSESSMENT</p> <p>Credit 4 with practicum</p> <p>For theory (3 credits)</p>					
TOTAL MARKS	75				
CCA	25				
ESE	50				
<p>Syllabus</p> <p>For practicum (1 Credit)</p>					
TOTAL MARKS	50				
CCA	15				
ESE	35				
<p><u>Continuous Comprehensive Assessment (CCA)-25 Marks</u></p>					
<table border="1" style="width: 100%;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> </table>		Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)
Assessment Types					
In class discussions (FA)					
Role play (FA)					
Reflection writing (FA)					

	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
Semester End examination-50 Marks (Theory) Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50
* Assessment method for practicum can be decided by the teacher.			

References

1. Alvesson, M., & Skoldbeg, K. (2009). *Reflexive Methodology*. New Delhi: Sage.
2. Babbie, E. (2004). *The Practice of Social Research, Tenth Edition*. New York: Thomson and Wadsworth.
3. Bernard, R. H. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Sage.
4. Berg, B. L. (2001). *Pearson Education: USA*. (4th edition).
5. Bloor, M., Frankland, J., et al. (2001). *Focus Groups in Social Research*. London: Sage.
6. Bryman, A. (2008). *Social Research Methods*. New Delhi: OUP.
7. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. New Delhi: Sage
8. Creswell, J. W. (2017). *Qualitative Inquiry & Research Design*. New York: Sage
9. Silverman, D. (2005). *Doing Qualitative Research- A Practical Handbook*. New Delhi: Sage.
10. Silverman, D. (2015). *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*. New Delhi: Sage.
11. Denzin, N. K. (2017). *The Sage Handbook of Qualitative Research, 5th Edition*. Thousand Oaks: Sage.
12. Denzin, N. K., & Lincoln, Y. (2011). *Handbook of Qualitative Research*.

13. Thousand Oaks, CA: Sage. (4th edition). Denzin, N. K., & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
14. Garner, M., Wagner, C., & Kawulich, B. (Eds.). (2009). *Teaching Research Methods in Social Sciences*. London: Ashgate Publishing.
15. Graham, R., & Gibbs, G. (2010). *Qualitative Data Analysis*. New Delhi: Rawat.
16. Boeije, H. (2010). *Analysis in Qualitative Research*. New Delhi: Sage.
17. Hilgers, A., & Magnez. (2014). *Bourdieu's Theory of Social Fields: Concepts and Applications*. NY: Routledge.
18. Jason, L., Leonard, & Glenwick, D. (2016). *Handbook of Methodological Approaches to Community-Based Research: Qualitative, Quantitative, and Mixed Methods*. New York: Oxford University Press.
19. Schoonenboom, J., & Johnson, R. B. (2017, July 5). *How to Construct a Mixed Methods Research Design*. DOI 10.1007/s11577-017-0454-1.
20. Savin-Baden, M., & Howell Major, C. (2013). *Qualitative Research*. New York: Routledge.
21. Marvasti, A. (2004). *Qualitative Research in Sociology*. New York: Sage.
22. Newman, L. (1994). *Social Research Methods: Qualitative and Quantitative Approaches*. London: Allyn and Bacon.
23. Leavy, P. (2014). *The Oxford Handbook of Qualitative Research*. NY: OUP (Ch.5).
24. Tracy, S. J. (2013). *Qualitative Research Method*. London: Wiley-Blackwell.
25. Silverman, D. (2013). *Doing Qualitative Research*. London: Sage.
26. Somekh, B., & Lewin, C. (2005). *Research Methods in the Social Sciences*. New Delhi: Sage.
27. Srinivas, M. N. (2002). *The fieldworker and the field: Problems and challenges in sociological investigations*. Delhi: Oxford University Press.
28. Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: A guidebook and resource*. Hoboken, NJ: John Wiley & Sons. (Ch.1)
29. Flick, U. (2006). *An Introduction to Qualitative Research. 3rd Edition*. New Delhi.



Mahatma Gandhi University Kottayam

Programme	B A (Honours) Sociology					
Course Name	URBAN SOCIOLOGY					
Type of Course	DSC A					
Course Code	MG6DSCSOC301					
Course Level	300-399					
Course Summary	This course examines the social dynamics, structures, and challenges that exist in urban contexts. Students will investigate urban perspectives, the impact of urbanization on societies, and the different social, economic, and political forces that influence urban living. Critical evaluation of theoretical frameworks, and practical applications to address modern urban concerns will be emphasized.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		3	0	1	0	75

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify key concepts in urban sociology.	U	3,6
2	Apply these theoretical perspectives to analyze urban issues, inequality, and social dynamics within cities.	A	8,10
3	Evaluate the socio-structural factors influencing the urban spatial transformation.	E	6,8
4	Examine the impact of phenomena such as transnational migration and globalization on urban social space.	U	1,2
5	Explore the role of institutions, governance structures, and policies in shaping urban life.	An	1,7,8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Understanding Urban Sociology		10	
1	1.1	Basic concepts in Urban Sociology	2	1
	1.2	Rural and urban differences - Features of rural and urban society	2	1
	1.3	Urban social structure	3	1
	1.4	Urbanism a way of life	3	2
	Theoretical Perspectives		12	
2	2.1	Theories on Urban Social Structure- Ernest Burges, Homer Hoyt, Ullman	3	2
	2.2	Theories of Classical Thinkers on social life	3	2
	2.3	Feminist Theories-Susan Fainstein, Dolores Hayden	3	2
	2.4	Current debates in Urban Sociology- Giddens, David Harvey and Manuel Castells	3	2
	Urban Dynamics		27	
3	3.1	Social stratification in urban areas-	3	3
	3.2	Factors Influencing Urban Spatial patterns: Socio-cultural factors	3	3
	3.3	Transnational migration and urban diversity	3	4
	3.4	Cultural globalization in urban spaces	3	4
	3.5	Presentation on the impacts of transnational migration on urban spatial patterns and cultural diversity.	15	4

	Urban social disparities and Bridging the gap		26	
4	4.1	Urban social disparities in India- economic, educational and social	3	5
	4.2	Local government structures	3	5
	4.3	Urban planning and development	3	5
	4.4	Sustainable urban development projects in Kerala	2	5
	4.5	Prepare a report on sustainable development projects in Kerala as Clean Kerala Mission, Haritha Keralam Mission	15	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Film screening • Field work • Interviews • Assignments 															
	MGU-UGP (HONOURS) MODE OF ASSESSMENT Credit 4 with practicum For theory (3 credits) <table border="1" style="margin: 10px auto;"> <tr><td>TOTAL MARKS</td><td>75</td></tr> <tr><td>CCA</td><td>25</td></tr> <tr><td>ESE</td><td>50</td></tr> </table> For practicum (1 Credit) <table border="1" style="margin: 10px auto;"> <tr><td>TOTAL MARKS</td><td>50</td></tr> <tr><td>CCA</td><td>15</td></tr> <tr><td>ESE</td><td>35</td></tr> </table> <u>Continuous Comprehensive Assessment (CCA)-25 Marks</u> <table border="1" style="margin: 10px auto;"> <tr><td>Assessment Types</td></tr> <tr><td>In class discussions (FA)</td></tr> <tr><td>Role play (FA)</td></tr> </table>		TOTAL MARKS	75	CCA	25	ESE	50	TOTAL MARKS	50	CCA	15	ESE	35	Assessment Types	In class discussions (FA)
TOTAL MARKS	75															
CCA	25															
ESE	50															
TOTAL MARKS	50															
CCA	15															
ESE	35															
Assessment Types																
In class discussions (FA)																
Role play (FA)																

	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
<u>Semester End examination-50 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50
* Assessment method for practicum can be decided by the teacher.			

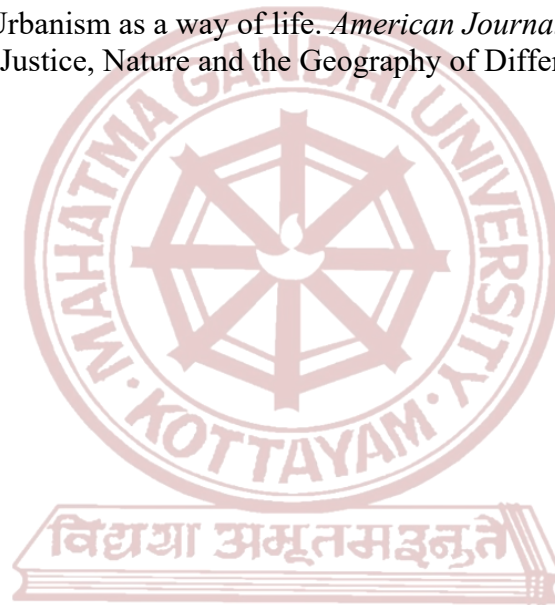
References

1. Beauregard, R. A. (1995) If only the city could speak. The politics of re-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. Desai A. R., Rural Sociology in India, Popular Prakashan, Bombay, 1977 PP- 269-336, 425, 527
4. Desai A. R. Agrarian Struggles in India after Independence, Oxford University Press, New Delhi 1986, pp. 129-189
5. Dhanagare D. N. Peasant Movement in India, Oxford University Press New Delhi, 1988 pp. 1-25, 88-155.
6. Garg, A. (2013) Urban Sociology, Global vision publishing house, New Delhi
7. Gugler Josef, (ed.), (1996), The Urban Transformation of the Developing World; Oxford University Press, Oxford.
8. Hall, Tim. (1998), Urban Geography, Routledge, London.
9. Harvey, D. (1996) Justice, Nature and the Geography of Difference. Oxford: Blackwell.
10. Harvey, D. (2000) Spaces of Hope. Edinburgh: Edinburgh University Press.
11. Kosambi, Meera. (1994), Urbanization and Urban Development in India, ICSSR, New Delhi.
12. Lebas, Elizabeth, (1982) Urban and Regional Sociology in Advanced Industrial Societies
13. Omvedt, Gail. Land, Caste and Politics; Department of Political Science, Delhi University, Delhi 1987
14. Decade of Marxist and Critical Perspectives; Vol. 30, No 1, spring.

15. Ramachandran R., (1991), Urbanization and Urban Systems in India, Oxford University Press, New Delhi.
16. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.
17. Ray Hutchison (ed.). 2010. Encyclopedia of Urban Studies, California: Sage.
18. Sandhu, R.S., (2003). Urbanization in India: Sociological Contributions, Sage, New Delhi.
19. Sathyamurthy, T. V. Industry and Agriculture in India Since Independence; Vol.2, OUP, New Delhi, 1996
20. Saunders, Peter. 1981, Social Theory and the Urban Question, Hutchinson, London
21. William G. Flanagan. (2010), Urban Sociology, Rowman & Littlefield Publishers, UK

Suggested Readings

1. Wirth, L. (1938). Urbanism as a way of life. *American Journal of Sociology*, 44(1), 1-2
2. Harvey, D. (1996) Justice, Nature and the Geography of Difference. Oxford: Blackwell.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B.A(Honours)SOCIOLOGY					
Course Name	SOCIOLOGY OF CINEMA					
Type of Course	DSE					
Course Code	MG6DSESOC300					
Course Level	300-399					
Course Summary	This course examines the interplay between cinema and society, exploring how films reflect, shape, and challenge social norms, identities, and cultural beliefs. Through a sociological lens, students will examine the evolution of Indian cinema, its role in shaping identities, representations of caste, gender, and class, and its impact on society.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Able to understand cinema from a sociological point of view	U	1,3
2	Understand the theoretical approaches to cinema.	U	1
3	Familiarize with the history of international, national and regional cinema.	U	3,6
4	Comprehend how cinema become an agency for social change in society	An	3,6
5	Identify the relationship between caste, class, religion, gender and Malayalam cinema	An	6, 8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	General understanding		10	
1	1.1	Cinema- Basic concepts, Film Studies, Media Studies and Sociological approaches to cinema	3	1
	1.2	History of cinema: world cinema and Indian cinema	2	1
	1.3	Sociological approaches to the study of cinema: Deconstruction and discourse analysis	3	2
	1.4	Cultural studies approach	2	2
	Indian Cinema- Historical Understanding		13	
2	2.1	History of Indian Cinema: Hindi Film Industry, The idea of national cinema.	3	3
	2.2	Indian Cinema in the time of silent film and Talkies	3	3
	2.3	Historical trajectories of Indian cinema in different periods – Nationalist movement (pre-independence), The Phalke Era.	3	3
	2.3	Change in film making, technology, narrative strategies, representation and audiences - Genres and Typologies - Melodrama, Realism, Fantasy, Thriller etc.- Art house and commercial cinema.	4	3
	Cinema Halls: Transforming Social Spaces		22	
3	3.1	The idea of ‘Cinema Hall’- emergence and its changing trends in small towns and sub-urban regions	2	4
	3.2	Cinema hall as the first public sphere in the backdrop of caste-based segregation of the publics -	2	4
	3.3	Cinema hall as a gendered space, audience and the question of masculinity	3	4
	3.4	Arrange a field trip to visit a local cinema hall and conduct interviews with cinema hall staff and audience.	15	4

4	Regional and Malayalam Cinemas : Social Contextualization		30	
	4.1	Regional Cinema – Malayalam, Tamil, Bengali	2	5
	4.2	History of the Malayalam Cinema	3	5
	4.3	Representation of social issues in Malayalam movies – Gender issues, social inequalities, socio-political issues	5	5
	4.4	Contemporary trends in Malayalam cinema: new wave cinema, experimental filmmaking, digital platforms	5	5
	4.5	Film Analysis: Prepare case studies of films addressing political issues and historical events in Kerala.	15	5
5	Teacher specific content (to be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions and debates • Film Screenings and Analysis • Role-playing exercises • Visit cinemas, film festivals, or even local community screenings to observe audience reactions and discuss the social implications of films • Documentary preparation
---------------------------------------	---

MODE OF ASSESSMENT	
Credit 4 with practicum	
For theory (3 credits)	
TOTAL MARKS	75
CCA	25
ESE	50
For practicum (1 Credit)	
TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks**Assessment Types**

In class discussions (FA)

Role play (FA)

Reflection writing (FA)

Class test (SA)

Problem based practical assignment (SA)

Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

REFERENCES**MGU-UGP (HONOURS)****Syllabus**

1. Basu, Anustup, 2012. Bollywood in the Age of New Media, Hyderabad: Orient Black Swan
2. Bharat, Meenakshi and Nirmal Kumar (ed.) 2008. Filming the line of Control: The Indo-Pak Relationship through the Cinematic Lens, New Delhi: Sage
3. Bhattacharya Meheta, Rini and R.V. Pandharipande (ed.) 2011. Bollywood and Globalisation: Indian Popular Cinema, Nation and Diaspora, Delhi: Anthem Press
4. Coomarswamy, A.K., 2004. The Transformation of Nature in Art, New Delhi: Munshiram
5. Dwyer, Rachel, 2014. Picture Abhi Baki Hai, Gurgaon: Hachette Books Publishing India Pvt. Ltd.
6. Dudrah, Rajendra Kumar, 2006. Bollywood: Sociology goes to the movies, New Delhi: Sage

7. Garg, B.D., 2006. The Art of Cinema: An Insider's Journey Through Fifty Years of Film History, New Delhi: Penguin/ Viking
8. Jain, Jasbir (ed.) 2011. Muslim Culture in Indian Cinema, Jaipur: Rawat Publications
9. Juluri, Vamsee, 2013. Bollywood Nation: India through its Cinema with Javed Akhtar, Delhi: OUP
10. Kazmi, Fareed, 1999. The Politics of India's Conventional Cinema, New Delhi: Sage
11. Lal, Vinay and Ashis Nandy (ed.), 2006. Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema, New Delhi: OUP
12. Majumdar, Ranjani, 2007. Bombay Cinema: An Archive of the City, Ranikhet: Permanent Black
13. Mast Gerald and Cohen Marshall (ed), 1974, Film Theory and Criticism, New York, Oxford University Press.
14. Mishra, Vijay, 2002. Bollywood Cinema: Temples of desire, New York: Routledge
15. Pillai, T. Meena, 2010, Women in Malayalam Cinema: Naturalising Gender Hierarchies, Orient Blackswan
16. Prasad, M. Madhav, 1998. Ideology of the Hindi Film: A Historical Construction, New Delhi: OUP
17. Rajadhyaksha, Ashish, 2009. Indian Cinema in the Time of Celluloid, New Delhi: Tulika Books
18. Raghavendra, M.K., 2008. Seduced by the Familiar, New York: Oxford University Press
19. Rowena, Jenny, 2011, Themmadikalum Thampurakkanmarum, Mavelikkara, Fabian Books.
20. Saekar, Bhaskar, 2010. Mourning the Nation: Indian Cinema in the Wake of Partition, Hyderabad: Orient Blackswan Pvt. Ltd. (2nd ed.)
21. Sharma, Amit Kumar, 2011a. Religion and Culture in Indian Civilisation: Essays in Honour of Prof. C.N. Venugopal, D.K. Print World: New Delhi.
22. Sharma, Amit Kumar, 2011b. Symbols of Kinship Identity in a North Indian Village, Lap Lambert Academic Publishing: Germany
23. Stam, Robert, 2000, Film Theory: An Introduction, Blackwell
24. Uberoi, Patricia, 2006, Freedom and Destiny: Gender, family and popular culture in India, New Delhi, OUP.

25. Vasanthi, 2006. Cut-Outs, Caste and Cine Stars: The World of Tamil Politics, New Delhi: Penguin
26. Vasudevan, Ravi S., 2000 (ed.), Making Meaning in Indian Cinema, New Delhi: OUP
27. Vitali, Valentina, 2008. Hindi Action Cinema Industries, Narratives, Bodies, New Delhi.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	Rural Sociology					
Type of Course	DSE					
Course Code	MG6DSESOC301					
Course Level	300-399					
Course Summary	<p>This comprehensive course in Rural Sociology delves into the intricate fabric of rural communities, offering students a nuanced understanding of their social structures, challenges, and the dynamic interplay of factors that shape rural life. Through a combination of theoretical exploration and practical analysis, students will develop the cognitive and analytical skills necessary to comprehend, evaluate, and contribute to the discourse surrounding rural societies. This course combines lectures, discussions, case studies, and fieldwork to provide a holistic learning experience. Students will engage in critical analysis, group projects, and presentations, encouraging collaborative learning and the application of theoretical knowledge of real-world situations.</p>					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Interest in an understanding of rural communities.					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand concepts related to rural sociology	U	1

2	Apply diverse sociological theories to scrutinize and interpret contemporary issues in rural areas, establishing connections between theoretical frameworks and real-world scenarios.	A	1, 2
3	Critically assess policies influencing rural communities, examining their impact and effectiveness in addressing societal needs and challenges.	An	6
4	Foster the creation of awareness regarding social predicaments in rural settings, developing the skills to communicate effectively about these issues.	C	7
5	Generate interest and appreciation for the unique dynamics and challenges within rural communities.	Ap	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module-1: Understanding Rural Life in India		12	
	1.1	Meaning, nature, and scope of rural sociology in India.	3	1
	1.2	Development of Rural Sociology as a major field of sociology	5	1

	1.3	Differences between rural, Agrarian, and peasant Society	4	1
	Module 2 :Theoretical understanding of Village life		15	
	2.1	Features of Village Community	2	2

2	2.2	Views on village communities in India – Charles. Metcalfe, Gandhian views on village	5	2
	2.3	Role of Caste in agrarian social structure	3	2
	2.4	Dominant caste (Louis Dumont), Jajmani System	3	2
	2.5	Changes in rural societies – Rural-Urban Continuum	2	2
	Module 3: Rural Governance		27	
3	3.1	Functions of Panchayati Raj Institutions: Structure, functions and powers at each level, committees in village level Panchayati Raj bodies	5	3
	3.2	Gram Sabha (including Mahila Gram Sabha) its role and importance	4	3
	3.3	Decentralized planning and governance in Kerala	3	3
	3.4	Students shall be asked to visit gamsabhas and observe the process of local-level planning and prepare a report. Students may be advised to observe the extent of participation of people in various subcommittees of gram sabha to recognize nature of people's choices in planning process	15	3
	Module 4 : Rural development:		21	
4	4.1	Policies and Programs Need for rural development in India.	3	,4
	4.2	Rural development policies in India. Major Rural Development Programs in India- CDP, IRDP, Mahatma Gandhi NREGS, PMAY (IAY), NRLM	3	4
	4.3	Field visit: Select a panchayat as a Specific case in order to understand the impact of various programs and policies undertaken for rural development	15	4
	Module 5 Teacher Specific Content to be evaluate internally			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Open forum discussion • Role-playing exercises to simulate real-world scenarios • Interaction with governing body • Field visits
---------------------------------------	--

MODE OF ASSESSMENT			
Credit 4 with practicum			
For theory (3 credits)			
TOTAL MARKS		75	
CCA		25	
ESE		50	
For practicum (1 Credit)			
TOTAL MARKS		50	
CCA		15	
ESE		35	
<u>Continuous Comprehensive Assessment (CCA)-25 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
a. <u>Semester End examination-50 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10

C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50
* Assessment method for practicum can be decided by the teacher.			

References

1. Doshi S.L. & P.C. Jain 2002 Rural Sociology, Jaipur, Rawat
2. Desai A.R. Rural Sociology in India 1997 Bombay Popular Prakasan
3. Dhanagare D.N. 1988 Peasant movements in India, New Delhi, Oxford
4. Gupta D.N. 2001 Rural development System New Delhi Books India International
5. Dube, S.C. 1988 India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay
6. Maheshwari, S.R. 1985 Rural Development In India, Sage Publication, New Delhi
7. Vivek, R. & Bhattacharya 1985 The New Strategies of Development in Village India, Metropolitan
8. Jain, Gopal Lal 1985 Rural development Mangaldeep Publication, Jaipur
9. Joshi R P., and S. Narawam 1985 Panchayat Raj in India: Emerging Trends across the States Rawat, Jaipur
10. Singh, Katar 1995 Rural development: Principle policies and Management Sage, New Delhi
11. Horner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, Land and Labour in India, Bombay: Asia Publishing House. 1962. Pp. 3-13



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	B.A(Honours) SOCIOLOGY					
Course Name	SOCIOLOGY OF MARGINALISATION					
Type of Course	DSE					
Course Code	MG6DSESOC302					
Course Level	300-399					
Course Summary	The course on Marginalization in Society aims to provide students with a comprehensive understanding of the complexities surrounding the marginalization of diverse social groups. By exploring historical contexts, ideologies, theories, and policy interventions, this course aims to foster critical thinking and empathy towards marginalized communities while encouraging proactive engagement in addressing societal inequalities and promoting inclusivity.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					60

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the sociological concepts of and perspective on marginalization (Understand)	U	8,10
2	Evaluate various theoretical perspectives of marginalization (Evaluate)	E	1,8
3	Examine social structure in the context of marginalization (Analyze)	A	3,8
4	Identify the problems related with marginalization. (Understand)	U	6,7

5	Evaluate policy interventions, affirmative action, and welfare measures aimed at addressing marginalization	E	7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Conceptual understanding of marginalization		12	
1	1.1	Conceptual understanding of marginalization-Margin, Marginalisation, marginality, Social Exclusion, Dalit, Subaltern, Social stigma	3	1
	1.2	Social and Historical process of marginalization	3	1
	1.3	Causes of Marginalisation	3	1
	1.4	Social institutions and marginalisation-Caste, Family religion and education in Indian context	3	1
2	Theories and perspectives of marginalisation		18	
	2.1	Theories on Marginalisation- Conflict, Symbolic Interactionism and Labelling Theory	6	2
	2.2	Contributions of Ambedkar, Jothiba Phule, Tagore	4	2
	2.3	Perspectives of Periyar and Poykayil Appachan	3	2
	2.4	Book Review of Annihilation of Caste.	5	2
3	Social manifestation of Marginalization		18	
	3.1	Caste-based Hierarchies and Discrimination	4	3
	3.2	Gender - Intersection of gender with family, religion, caste, class and other axes of marginality	4	3

	3.3	Tribe- Features, Representation in social life, Construction of otherness	5	4
	3.4	Sexual minorities and other socially excluded section- LGBTQIA+, Elderly, Differently Abled	5	4
	Marginalization and affirmative action		12	
4	4.1	Constitutional provisions in India	3	5
	4.2	Implementation of Affirmative Action in India	3	5
	4.3	Challenges and Criticisms of Affirmative Action	3	5
	4.4	Intersectionality and Inclusive Policies	3	5
5	5.1	Teacher specific content (to be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions and debates • Workshops where students can practice primary and secondary social work methods • Role-playing exercises to simulate real-world social work scenarios • Field visits- Old age home, rehabilitation centres • Documentary preparation • Assignments
---------------------------------------	--

MODE OF ASSESSMENT	
Credit 4 without practicum	
For theory (4 Credits)	
TOTAL MARKS	100
CCA	30
ESE	70
<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>	
Assessment Types	
In class discussions (FA)	
Role play (FA)	

	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
<u>Semester End examination-70 Marks (Theory)</u> <u>Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

1. Ambedkar, B. R. (1946). *Annihilation of Caste*. Navayana.
2. Andersen, M. L., & Collins, P. H. (2019). *Race, class, and gender: Intersections and inequalities*. Cengage Learning.
3. Bayly, S. (1999). *The New Cambridge History of India: Caste, Society and Politics in India from the Eighteenth Century to the Modern Age* (Vol. 4, Part 3). Cambridge University Press.
4. Béteille, A. (2013). Backwardness and the policy of reservation. In *Democracy and its institutions* (pp. 157-178). New Delhi: Permanent Black.
5. Bonilla-Silva, E. (2017). Racism without racists: Color-blind racism and the persistence of racial inequality in America. Rowman & Littlefield.
6. Bowleg, L. (2012). The problem with the phrase women and minorities: Intersectionality—An important theoretical framework for public health. *American Journal of Public Health*, 102(7), 1267-1273.
7. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.
8. Deshpande, R. S. (2019). *Affirmative action in India: Theory and practice*. New Delhi: Oxford University Press.

9. Ghurye, G. S. (1969). *Caste and Race in India*. Popular Prakashan.
10. Hooks, b. (1984). *Feminist theory: From margin to center*. South End Press.
11. Kundu, A. (2018). Reservation policy in India: Its impact on caste, class, and gender. *The Indian Journal of Political Science*, 79(2), 589-605.
12. Lorde, A. (2007). The master's tools will never dismantle the master's house. In *Sister outsider: Essays and speeches* (pp. 110-113). Crossing Press.
13. Mandal, S. K. (Year). *Scheduled Castes and Scheduled Tribes in India: A Socio-Economic Profile*. Publisher.
14. Marx, K. (1867). *Capital: A critique of political economy*. Penguin Classics
15. Nanda, P. (2019). Intersectionality, diversity and affirmative action in India: Opportunities and challenges. *Indian Journal of Gender Studies*, 26(3), 365-380.
16. Weber, M. (1946). *From Max Weber: Essays in sociology*. Oxford University Press
17. Nair, J. F. (1993). *Poykayil Appachan: The Great Soul of Malabar*. Department of Information and Public Relations, Government of Kerala.
18. O'Hanlon, R. (2002). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*. Cambridge University Press
19. Pant, N. (2022). Affirmative Action Policy in India: An Analysis. *Journal of Positive School Psychology*, 6(4), 2601–2612.
20. Radhakrishnan, P. (2014). *Poykayil Appachan and Social Change in Kerala*. *Economic and Political Weekly*, 49(45), 22-24.
21. Sundar, N. (Ed.). (2016). *The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work* (1st ed.). Oxford University Press.
22. Byrne, David S. (1999). *Social Exclusion*. Open University Press,
23. Srinivas, M. N. (1984). "Some reflections on the nature of caste hierarchy." *Contributions to Indian Sociology (NS)*, 18(2), 151-167
24. Wilkerson, I. (2020). *Caste: The Origins of Our Discontents*. Random House.
25. West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125-

SUGGESTED READINGS

1. Guru, Gopal (ed.) (2011). *Humiliation: Claims and Context*. New Delhi: Oxford University Press India.
2. Roy, A. (2011). *Broken Republic*. Penguin Books Ltd. ISBN 9780241956977



Mahatma Gandhi University Kottayam

Programme	B A(Honours)Sociology					
Course Name	SOCIOLOGY OF KERALA SOCIETY					
Type of Course	DSE					
Course Code	MG6DSESOC303					
Course Level	300-399					
Course Summary	<p>The course "Sociology of Kerala Society" offers a profound exploration of Kerala's distinctive societal fabric. It delves into the rich tapestry of Kerala's social structure, cultural nuances, and unique dynamics. This course examines the historical, socio-economic, and cultural factors shaping Kerala's society, fostering a deep understanding of its evolution and contemporary complexities. Through an interdisciplinary approach, students engage with various facets, including caste, religion, gender dynamics, literacy rates, healthcare systems, and political landscapes, unraveling the intricate layers that define Kerala's social ethos. By analyzing the state's progressive social indicators juxtaposed against enduring challenges, learners gain insights into the remarkable social experiments and challenges within this vibrant society. Ultimately, the course equips students with a nuanced comprehension of Kerala's societal paradigms, enabling critical analysis and appreciation of its distinctive socio-cultural milieu.</p>					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the historical discourses surrounding Kerala society, evaluating colonial, nationalist, and subaltern perspectives.	U	3,6
2	Evaluate the intricate relationship between religion, caste, and social reform movements, discerning their impact on Kerala's social structure.	E	,6,8
3	Examine the transformations in education, healthcare, and public welfare systems, examining their contributions to Kerala's social development.	An	,2,3,
4	Investigate demographic changes and migration patterns in Kerala, identifying their causes and societal impacts.	E	1.6
5	Examine the Kerala development model's facets, including industrialization, labour dynamics, and agrarian relations.	An	7,8
6	Appraise contemporary concerns in Kerala society, including communalization, regressive social movements, and threats to democratic values.	E	4,8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Module I: KERALA; AN OBJECT OF KNOWLEDGE		20	
1	1.1	Evolution of Kerala : Ancient period	4	1
	1.2	Medieval Kerala:Social structure: Caste system, Brahminical dominance, and religious diversity	4	1
	1.3	The Colonial and Missionary Discourse on Kerala	4	1
	1.4	The Nationalist Discourse with reference to Kerala	3	1
	1.5	The Subaltern Critique of Kerala Society	3	1

	1.6	Conduct a presentation on the evolution of a Region (Village/City) in Kerala from Pre independent to post independence period	2	1
	Module II: KERALA SOCIETY: CONCEPTS AND INSTITUTIONS		10	
2	2.1	Religion, Caste: Concept and practice, Anti-caste struggles, social reform movements	3	2
	2.2	Village: Structure and Change	3	5
	2.3	Tribe: Profile and Location,	2	2
	2.4	Visit a tribal school/primary healthcare center and make a report on its functioning	2	2
3	Module III: UNDERSTANDING CONTEMPORARY KERALA SOCIETY		15	
	3.1	Progress in education, Kerala's people science movement, Development of Public Health care system and social welfare/security measures	5	3
	3.2	Demographic changes in Kerala -Causes of in and out Migration-Challenges	4	4
	3.3	Kerala model development, Industry and Labor, agrarian relations	4	5
	3.4	Meet the Migrant Labour welfare officer of your region and make a report on the welfare activities they execute.	2	5
4	Module IV: CURRENT CONCERNS ABOUT KERALA SOCIETY.		15	
	4.1	Ruptured social fabrics; communalization of everyday lives	4	6
	4.2	Religion and Caste as a site of regressive social movements	4	6
	4.3.	Undermining of democratic values	4	6
	4.4	Organise a debate on a contemporary issues pertaining to Kerala Society	3	6
5	Teacher Specific Content to be valued Internally			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> Class room lectures exploring colonial, nationalist, and subaltern discourses, Kerala's progress in education, healthcare, demographic changes. Group Discussions: Facilitate discussions on the evolution of caste dynamics, sustainability and inclusivity of Kerala's development model and impacts of communalization and regressive social movements on Kerala society Debate Sessions: Organize debates on the sustainability and inclusivity of Kerala's development model and preservation of democratic values amidst societal challenges. 																																					
Assessment Types	<p style="text-align: center;">Credit 4 without practicum For theory (4 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>100</td> </tr> <tr> <td>CCA</td> <td>30</td> </tr> <tr> <td>ESE</td> <td>70</td> </tr> </table> <p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;"><u>Continuous Comprehensive Assessment (CCA) -30 Marks</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table> <p style="text-align: center;"><u>Semester End examination-70 Marks (Theory)</u></p> <p style="text-align: center;"><u>Summative assessment</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (1 mark) Objective type</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>B (2 Marks)</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">20</td> </tr> <tr> <td>C (5 marks)</td> <td style="text-align: center;">6</td> <td style="text-align: center;">3</td> <td style="text-align: center;">15</td> </tr> <tr> <td>D(15 marks)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> <tr> <td colspan="3">Total Marks for ESE</td> <td style="text-align: center;">70</td> </tr> </tbody> </table>	TOTAL MARKS	100	CCA	30	ESE	70	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)	Part	No. of questions	No. of Questions to be answered	Total Marks	A (1 mark) Objective type	5	5	5	B (2 Marks)	10	10	20	C (5 marks)	6	3	15	D(15 marks)	4	2	30	Total Marks for ESE			70
TOTAL MARKS	100																																					
CCA	30																																					
ESE	70																																					
Assessment Types																																						
In class discussions (FA)																																						
Role play (FA)																																						
Reflection writing (FA)																																						
Class test (SA)																																						
Problem based practical assignment (SA)																																						
Team Project Report (SA)																																						
Part	No. of questions	No. of Questions to be answered	Total Marks																																			
A (1 mark) Objective type	5	5	5																																			
B (2 Marks)	10	10	20																																			
C (5 marks)	6	3	15																																			
D(15 marks)	4	2	30																																			
Total Marks for ESE			70																																			

References

1. Anand, A. P. (2017). Ageing Population and Replacement Migration: A Case Study of Kerala.
2. International Population Conference. South Africa: IUSSP.
3. Arunima. G.2003 "There comes Papa-Colonialism and transformation of Matriliney in Kerala,
4. Malabar (1850-1940)".Orient Longman Pvt. Ltd. New Delhi
5. Balakrishnan, A. (2020). Social Evils in Kerala Society: Its Evolution and Practice. Journal of East-West Thought.
6. Cherrian, P.J (edt). (1999) Perspectives in Kerala History. Kerala Gazetteer Thiruvananthapuram.
7. Franke W. Richard & Chasin H. Barbara (2000), Is the Kerala Model Sustainable? Lessons from the Past: Prospects for the Future, Zed Press, London.
8. Jaya Devan, T.N (edt).1988. Glimpses of Kerala. Government Press. Tvm.
9. Kurien, P. (1994). Colonialism and ethnogenesis: A study of Kerala, India. Springer.
10. Menon, A. S. (2008). Cultural Heritage of Kerala. Kottayam: DC Books.
11. Menon, V. (2012). Matriliney, Patriliney and the Postmodern Condition: Complexities of "Family" in Kerala.Journal of Comparative Family Studies.
12. Nabae, K. (2003). The Health Care System in Kerala – Its Past Accomplishments and New Challenges. Journal of the National Institute of Public Health.
13. Panicker, K.N (1997) Studies in Traditional Kerala. College Book House. Trivandrum.
14. Parayil, G. (1996). The 'Kerala model' of development: development and sustainability in the Third World. Third World Quarterly
15. Singh K.S (ed) 2002. —People of India - Kerala. Affiliated East west
16. Soman, C.R (edt).2007.Kerala fifty years and Beyond. St.Joseph's Press
17. Zachariah.K.C, et al.2002-Kerala's gulf connections. CDS, Trivandrum
18. The Social Fabric at Risk: Toward the Social Transformation of Risk Analysis James F. Short, Jr.
19. Modernity and Changing Social Fabric of Punjab and Haryana , Yogesh Snehi
20. The Social Fabric, Volume II: 2 by John H. Cary (Author), Julius Weinberg (Author), Thomas L. Hartshorne (
21. Multiculturalism and the Social Fabric in Australia, America & India
22. Changing Social Fabric in India Surabhi Mahajan
23. Darning India's stressed social fabric sanjeev ahluwalia
24. What Could COVID Mean for the Social Fabric of India?Dr. Gautam Ghosh

SUGGESTED READINGS

1. Antharjanam, Lalithambika. Cast Me Out If You Will: Stories and Memoir.Trans. Gita Krishnankutty. Calcutta: Stree, 1998.
2. Dr. Pradeep. K, et.al. Readings on Kerala. Calicut University, 2023.
3. Dr.Basheer, M.M. Malayala Cherukadha Sahitya Cherithram 1950- 2007. Kerala Sahitya Academy.2008
4. Indian Literature, Vol. 53, No. 1 (249) (January/February 2009), pp. 57-78
5. S, Sithara. Kadhakal. DC Books.2014
6. Susan Paul, Dr. Elizabeth. 'Cast Out: Namboodiri Women in Lalithambika Antharjanam's Short Stories': Folklore and Folkloristics; Vol.4, No.2 (Dec.2011)



विद्यया अमृतमश्नुते

**Mahatma Gandhi University
Kottayam**

Programme	BA(Honours) SOCIOLOGY					
Course Name	Research skills in the field					
Type of Course	SEC					
Course Code	MG6SECSOC300					
Course Level	300-399					
Course Summary	<p>"Research Skills on the Field," an immersive and dynamic course designed to equip students with the essential skills needed to conduct effective and impactful field research. In this course, participants will delve into the exciting realm of hands-on research, where theory meets practice, and knowledge is forged through direct engagement with the subject matter. This course is designed for students and professionals seeking to enhance their ability to conduct rigorous and ethical field research across various disciplines. Through a combination of theoretical discussions, practical exercises, and real-world case studies, participants will emerge with the confidence and competence to navigate the challenges of fieldwork and contribute meaningfully to the advancement of knowledge in their respective fields. Join us on this exciting journey of discovery and mastery of research skills in the field!</p>					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any	Basic knowledge about qualitative research methods in social science.					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
---------------	--------------------------------	---------------------------	--------------

1	Analyze and evaluate research problems encountered in the field, applying critical thinking skills in research problems	An	2,9
2	Formulate research questions, design appropriate methodologies, and execute field research projects	A	7.8
3	Communicate research findings clearly and persuasively, both in written and oral formats, and adapt communication style to diverse audiences and purposes.	C	5,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Content for Classroom transactions

Module	Units	Course description	Hrs	CO No.
1	Module 1		15	
	Introducing Field Visit and Observation Skills through Participant Observation			
	1.1	<p>Ask the students to visit a nearby community take part in community activities and to conduct observation.</p> <p>Process of observation: Take photographs, and record the observations from the photographs in a practical notebook.</p> <p>Structure of observation Preparation of field notes based on participant observation - Rationale- Key Components of the Practicum- Role Definition- Ethical Considerations: Field Notes and Reflections- Data Analysis- Final Reports.</p> <p>Have students compile their findings into final reports. This should include a synthesis of their observations, an analysis of social patterns, and reflections on the overall experience.</p>	5	1
2	Module 2: In-depth Interview		15	
	2.1	<p>Process of In-depth Interview Overview of In-Depth Interviewing • Ethical Guidelines • Logistics of Interviewing • Use Appropriate Steps Interview • Interview Checklist</p> <p>Interview Plan</p> <p>Students should develop an unstructured interview schedule and a detailed plan to find informants. Note</p>	5	2

		<p>down areas to be focus questions. Be sure to include your probes.</p> <p>Students will conduct an interview. The interviews will be transcribed and recorded properly. You should write a 2-page summary of your findings and a 2-page reflection on the quality of your interviews, their usefulness in answering your research question, and a description of ways to improve them.</p>	10	
3	Module 3 Focus group discussion		15	
	3.1	<p>Overview of Focus Groups • Ethical Guidelines • Logistics of Focus Groups • How to Be an Effective Moderator • How to Be an Effective Note-taker • Steps in Moderating a Focus Group • Steps in Note-taking for a Focus Group • Focus Group Checklist</p> <p>Focus group discussion in practice</p> <p>Select a group for focus group discussion -record the inputs of the discussion – prepare a report -</p>	5	3
4	Module 4 Teacher Specific Content to be evaluate internally		10	

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> lectures, discussions, hands-on activities, and practical exercises Fieldwork and Practical Experience: Projects where students develop and present intervention strategies 								
	<p>Credit 3 without practicum For theory (3 Credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p>MODE OF ASSESSMENT</p> <p><u>Continuous Comprehensive Assessment (CCA)- 25 Marks</u></p> <table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)
TOTAL MARKS	75								
CCA	25								
ESE	50								
Assessment Types									
In class discussions (FA)									
Role play (FA)									

	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
<u>Semester End examination-50 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C(15 marks)	4	2	30
Total Marks for ESE			50

REFERENCES

1. Greenbaum, Thomas L. (1998). The handbook for focus group research. Thousand Oaks, CA: Sage.
2. Guba, Egon G. and Lincoln, Yvonna S. (1990). Fourth-generation evaluation. Newbury Park, CA: Sage.
3. Hayes, Thomas J. & Tatham, Carol B. (Eds.). (1989). Focus group interviews: A reader. (2nd ed.) Chicago: American Marketing Association.
4. Krueger, Richard A. (1998). Developing questions for focus groups. Thousand Oaks, CA: Sage.
5. Krueger, Richard A. (1998). Moderating focus groups. Thousand Oaks, CA: Sage.
6. Bernard, H. Russell. 2006. "Participant Observation." in Research Methods in Anthropology: Qualitative and Quantitative Approaches, 4th edition. New York: AltaMira Press. pp. 342-386.
7. Ben. 2006. "Site-Intensive Methods: Fenno and Scott in Search of a Coalition" Qualitative Methods 4(2):10-13.
8. Boo, Katherine. 2012. "Prologue" and "Author's Notes," in Beyond the Beautiful Forevers. New York: Random House. pp. ix-xxii, 247-254
9. Kvale S. Interviews: An Introduction to Qualitative Research Interviewing. London: Sage Publications, 1996.
10. Rubin HJ, Rubin IS. Qualitative Interviewing: The Art of Hearing Data. London: Sage Publications, 1995. Spradley JP. The Ethnographic Interview. New York: Holt, Rinehart, and Winston, 1979.



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	Human Rights and Environmental Ethics					
Type of Course	VAC					
Course Code	MG6VACSOC300					
Course Level	300-399					
Course Summary	This course offers participants a comprehensive understanding of Human Rights and to introduce the knowledge relating to its basic documents, Human Rights in India, Environmental Ethics, and also helps to conduct a field study.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	MGU-UGP (HONOURS)					

COURSE OUTCOMES (CO)

Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognise Basics of Human Rights and Major Documents	U	2,8
2	Identify violations of Human Rights in India on the basis of constitutional provisions	U	1,2,6
3	Distinguish various approaches and issues related to Environmental Ethics	An	1,2,3,6
4	Write a Report of issues in environmental ethics or human rights on the basis of field study in local society	Ap	1,2,6

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module-1: Basics of Human Rights and Major Documents			15	
1.	1.1	Concept, Meaning, Nature of Rights, historical evolution and types of human rights	4	1
	1.2	The Universal Declaration of Human Rights (1948)	3	1
	1.3	International Covenant on Civil and Political Rights (1966)	2	1
	1.4	International Covenant on Economic, Social and Cultural Rights (1966)	2	1
	1.5	Convention on the Elimination of all forms of Discrimination against Women (CEDAW)	2	1
	1.6	Convention on the Rights of Persons with Disabilities (2006)	2	1
Module-2: Human Rights in India			15	
2	2.1	Constitutional Protection: Fundamental Rights, Directive Principles	3	2
	2.2	Rights of weaker sections: SC/ST, Disabled, Women, Children, Minorities	2	2
	2.3	Violations of Human Rights in India	2	2
	2.4	Mechanisms: Human Right Commission, Judiciary	2	2
	2.5	Write a Report on Human right issue on the basis of field study conducted in local areas	6	4
Module-3: Environmental Ethics			15	
3	3.1	Nature and Scope of the concept Environmental Ethics	2	3
	3.2	Basic principles of environmental ethics: 1. Justice and sustainability, 2. Sufficiency and Compassion, 3. Solidarity and participation	3	3

	3.3	Basic Approaches: Anthropocentric Approach, Bio-centered approach, Eco Centric Approach	2	3
	3.4	Issues and Challenges relating to Environmental ethics in India	2	3
	3.5	Write a Report on Environmental Ethics issue on the basis of field study conducted in local areas	6	4
Module-4: Teacher Specific Content (To be Evaluated Internally)				

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations • Projects where students develop and present intervention strategies. 													
Assessment Types	<p style="text-align: center;">Credit 3 without practicum For theory (3 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>75</td> </tr> <tr> <td>CCA</td> <td>25</td> </tr> <tr> <td>ESE</td> <td>50</td> </tr> </table> <p style="text-align: center;">MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA)- 25 Marks</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
TOTAL MARKS	75													
CCA	25													
ESE	50													
Assessment Types														
In class discussions (FA)														
Role play (FA)														
Reflection writing (FA)														
Class test (SA)														
Problem based practical assignment (SA)														
Team Project Report (SA)														

Semester End examination-50 Marks (Theory)			
Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (2 Marks)	6	5	10
B (5 marks)	4	2	10
C (15 marks)	4	2	30
Total Marks for ESE			50

References

1. Alston, P. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford, UK: Clarendon Press.
2. Ansari, M. R. (2006). *Protecting Human Rights*. New Delhi: Max Ford Books.
3. Das, A. K., & Mohanty, P. K. (2007). *Human Rights in India*. New Delhi: Sarup and Sons.
4. Das, J. K. (2016). *Human Rights Law and Practice*. New Delhi: PHI Learning Private Limited.
5. Encyclopedia Britannica Online. (2007). *Human Rights: Defining Human Rights; The Concept of Human Rights: The Three 'Generation of Rights'*. Retrieved from <http://www.britannica.com/eb/article-219326>
6. Levin, L. (2009). *Human Rights: Questions and Answers* (UNESCO/ New Delhi: NBT). Retrieved from www.arvindgupta.com/arvindgupta/humanrightsibt.pdf
7. Panda, B. P. (2007). *Human Rights Development and Environmental Law*. Delhi: Academic Excellence.
8. Roy, A. N. (2005). *Human Rights Achievements and challenges*. Delhi: Vista International Publishing House.
9. South Asia Human Rights Documentation Centre. (2005). *Introducing Human Rights: An Overview including Issues of Gender Justice, Environmental, and Consumer Law*. New Delhi: Oxford University Press.
10. Vishwanathan, V. N. (2008). *Human Rights – Twenty First Century Challenges*. New Delhi: Kalpaz Publications.

SUGGESTED READINGS

1. Books Mohanti, M. (1998). *Peoples Rights*. New Delhi: Sage Publications.
2. Gurusamy, S. (2000). *Human Rights and Gender Justice*. New Delhi: APH.
3. *Human Rights and Legal Reforms*. (2008). Jaipur: Raj Pub.
4. Sen, A. (2009). *The Idea Justice*. New Delhi: Penguin Books
5. Singh Seghal, B. P. (1996). *Human Rights in India*.



MGU-UGP (HONOURS)

Syllabus



SEMESTER 7

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	CURRENT TRENDS IN SOCIAL RESEARCH					
Type of Course	DCC					
Course Code	MG7DCCSOC400					
Course Level	400-499					
Course Summary	Social research is experiencing a paradigm shift that calls for the re-examination of current methodologies. This course identifies current methodological issues and trends in social science research. It is important to understand the philosophical, theoretical, and methodological debates influencing research. In Indian context decolonising research methodologies is much needed to explore the complex structural and cultural dimensions of societal life.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Thorough knowledge in various qualitative and quantitative methods in social research					
		4	0	0	0	60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand concerns in contemporary social science research.	understand	1,2
2	Analyse some of the emerging shifts in social science research	Analyse	1,2,

3	Integrate and interpret qualitative and quantitative data to address a mixed methods research question.	Analyse	2, 4
4	Develop research questions and apply appropriate methods for research	Create	4,5
5	Familiarise the processes of use of grounded theory and mixed research design	Appreciation	3,4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Module	Units	Course description	Hrs	CO No.
Module-1: Methodological dilemma in Social Sciences (14)				
1	1.1	Epistemological and Ontological Shifts in Research Paradigms-Positivism, Interpretivism, Critical and Feminist	5	1
	1.2	Critique of Positivism	3	1
	1.3	Hermeneutic Interventions	3	1
	1.4	Reflexivity in social research	3	1
Module- 2: Research methods and tools (17)				
2	2.1	Structural Equation Modeling (SEM)	5	2
	2.2	Comparative and Cross national designs	3	2
	2.3	Virtual research-Citizen generated data	3	2
	2.4	Digital Ethnography	3	2
	2.5	Prepare a research paper using SEM/ Digital Ethnography / Virtual Research	3	4
Module-3: Grounded theory (14)				
3.	3.1	Context of the use of Grounded Theory Method- Emergence of Grounded Theory , Constructing Grounded Theory	5	3

	3.2	Grounded Theory Coding - Initial Line-by-line Coding - Focused Coding - Axial Coding – Theoretical coding-Problems in Coding	4	3
	3.3	Memo-writing,-Methods of Memo-writing, Using Memos to Raise Focused Codes to Conceptual Categories, Theoretical Sampling, Saturation, and Sorting	5	3
Module-4: Mixed methods (15)				
4	4.1	Multi methods and Mixed methods Research Design	5	4
	4.2	Mixed methods Research Design-Types	5	4
	4.3	Advantages and challenges in use of mixed method	5	4
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations • Projects where students develop and present intervention strategies.
---------------------------------------	---

MGU-UGP (HONOURS)

Syllabus

Assessment Types	Credit 4 without practicum For theory (4 Credits)									
		TOTAL MARKS	100							
	CCA	30								
	ESE	70								
	MODE OF ASSESSMENT									
	<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>									
	<table border="1"> <thead> <tr> <th>Assessment Types</th> </tr> </thead> <tbody> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </tbody> </table>			Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
Assessment Types										
In class discussions (FA)										
Role play (FA)										
Reflection writing (FA)										
Class test (SA)										
Problem based practical assignment (SA)										
Team Project Report (SA)										
	<u>Semester End examination-70 Marks (Theory) Summative assessment</u>									
	Part	No. of questions	No. of Questions to be answered							
	A (1 mark) Objective type	5	5							
	B (2 Marks)	10	10							
	C (5 marks)	6	3							
	D(15 marks)	4	2							
	Total Marks for ESE		70							

References:

1. Barnes, John A. 1979. Who Should Know What? Social Science, Privacy and Ethics. Harmondsworth: Penguin.
2. Bleicher M. 1988. The Hermeneutic Imagination. London: Routledge and Kegan Paul (Introduction only)

3. Bose, Pradip Kumar, 1995: Research Methodology. New Delhi: ICSSR.
4. Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin Hyman.
5. D.A.de Vaus. 1986. Surveys in Social Research. London: George Relen and Unwin.
6. Hughes, John. 1987. The Philosophy of Social Research. London: Longman.
7. Irvine, J., I. Miles and J. Evans (eds.) 1979. Demystifying Social Statistics, London:Pluto Press.
8. Madge, John. 1970. The Origins of Scientific Sociology. London: Tavistock.
9. Marsh, Catherine. 1988. Exploring Data. Cambridge: Polity Press.
10. Punch, Keith. 1986. Introduction to Social Research, London: Sage.
11. Srinivas, M.N. and A.M. Shah 1979. Field Worker and the Field. New Delhi: Oxford
12. Beteille A., and T.N. Madan. 1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt. Ltd.
13. Fayeraband, Paul. 1975. Against Method: Outline of an Anarchistic Theory of Knowledge. London: Humanities Press.
14. Hawthorne. Geoffrey, 1976. Enlightenment and Despair: A History of Sociology. Cambridge:Cambridge University.
15. Kuhn, T. S. 1970. The Structure of Scientific Revolutions. London: The University of Chicago Press.
16. Mukherjee, P.N. (eds.) 2000. Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage. (Introduction)
17. Popper K. 1999. The Logic of Scientific Discovery. London: Routledge.
18. Shipman, Martin. 1988. The Limitations of Social Research, London: Longman.
19. Sjoberg, Gideon and Roger Nett. 1997. Methodology for Social Research, Jaipur: Rawat.
20. Smelser, Neil J. Comparative Methods in Social Science



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	GLOBALIZATION AND GLOBAL DYNAMICS					
Type of Course	DCC					
Course Code	MG7DCCSOC401					
Course Level	400-499					
Course Summary	This undergraduate course is designed to provide students with a deep understanding of the intricate dynamics shaping our interconnected world. Through an interdisciplinary lens, students will explore the multifaceted dimensions of global dynamics, ranging from economic and political forces to cultural and environmental influences.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Knowledge about sociological concepts					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the historical foundations and forces shaping global dynamics.	Understand	2
2	Analyze key perspectives on globalization through the works of influential theorists.	Analyze	1
3	Evaluate current debates and challenges in the field of globalization studies.	Evaluate	1
4	Analyze local responses and adaptations to globalization through case studies.	Analyze	2
5	Explain the interconnectedness of the global and local in everyday life.	Understand	3

6	Assess the impact of globalization on family structures, education, and health.	Assess	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1: Foundation of Global Dynamics(12 hours)			
	1.1	Historical roots of globalization	2	1
	1.2	Forces Shaping Global Dynamics - Digital Revolution, Liberalization and Privatization	5	1
	1.3	Global Institutions and Actors: World Bank, MNCs, WTO, IMF, NGOs	5	1
2	Module 2- Perspectives on Globalization(15 hours)			
	2.1	Anthony Giddens - Runaway World: How Globalization is Reshaping Our Lives.	3	2
	2.2	Arjun Appadurai -Modernity at Large: Cultural Dimensions of Globalization	3	2,3
	2.3	Immanuel Wallerstein -World-Systems Analysis	4	
2.4	Current Debates - Crisis of Democracy, Technology and Digital Globalization, Deterritorialization of market and state	5		
	Module 3: Challenges of Globalization		20	

	3.1	Social Inequalities on a Global Scale-Global Health Disparities	5	
	3.2	Environmental Justice in a Globalized World	5	
	3.3	Local Responses to Globalization- Resistance Movements and Activism	5	
	3.4	Local Adaptations to Global Challenges- Relevance of SDGs	5	
	3.5	Film Screening - Films portraying challenges of globalization	4	
Module 4 :Globalization in Everyday Life			13	
	4.1	The Global-Local Nexus: Glocalization	2	
	4.2	Globalization and Cultural Hybridity	2	
	4.3	Consumer Identities in a Globalized World	2	
	4.4	Transnational marriage and gay marriages and changing family patterns	3	
	4.5	Migration and Issues of the ageing population	2	
	4.6	Debate on impact of globalisation on various social institutions	2	
Teacher Specific Content (To be evaluated internally).				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) The teaching and learning approach for the course on ‘Globalization and Global Dynamics’ should have interactive discussions, real world case studies and group projects for collaborative learning.						
Assessment Types	<p style="text-align: center;">Credit 4 without practicum For theory (4 Credits)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>100</td> </tr> <tr> <td>CCA</td> <td>30</td> </tr> <tr> <td>ESE</td> <td>70</td> </tr> </table>	TOTAL MARKS	100	CCA	30	ESE	70
TOTAL MARKS	100						
CCA	30						
ESE	70						

MODE OF ASSESSMENT			
<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
<u>Semester End examination-70 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

1. Smith, A. (2009). The Wealth of Nations. Penguin Classics.
2. McNeill, W. H. (1998). A World History. Oxford University Press.
3. Friedman, T. L. (2005). The World Is Flat: A Brief History of the Twenty-first Century. Farrar, Straus and Giroux.
4. Keohane, R. O., & Nye, J. S. (2000). Power and Interdependence: World Politics in Transition. Longman.
5. Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). Global Transformations: Politics, Economics and Culture. Stanford University Press.
6. Stiglitz, J. E. (2003). Globalization and Its Discontents. W. W. Norton & Company.

7. Giddens, A. (1999). *Runaway World: How Globalization is Reshaping Our Lives*. Routledge.
8. Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.
9. Wallerstein, I. (1974). *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. University of California Press.
10. Wallerstein, I. (1980). *The Modern World-System II: Mercantilism and the Consolidation of the European World-Economy, 1600–1750*. Academic Press.
11. Fukuyama, F. (2014). *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. Farrar, Straus and Giroux.
12. Diamond, L. (2015). *In Search of Democracy*. Routledge.
13. Norris, P., & Inglehart, R. (2019). *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. Cambridge University Press.
14. Castells, M. (2009). *The Rise of the Network Society*. John Wiley & Sons.
15. Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. PublicAffairs.
16. Benkler, Y. (2006). *The Wealth of Networks: How Social Production Transforms Markets and Freedom*. Yale University Press.
17. Sen, A. (1999). *Development as Freedom*. Anchor Books.
18. Anand, S., & Segal, P. (2008). What Do We Know About Global Income Inequality? *Journal of Economic Literature*, 46(1), 57-94.
19. Wilkinson, R., & Pickett, K. (2009). *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Bloomsbury Press.
20. Farmer, P. (2003). *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. University of California Press.
21. Kawachi, I., Subramanian, S. V., & Almeida-Filho, N. (Eds.). (2002). *Diverse Societies, Health Inequalities, and Social Cohesion: Meeting Places*. Springer.
22. Institute of Medicine (US) Committee on Monitoring Access to Personal Health Care Services. (1993). *Access to Health Care in America*. National Academies Press.
23. United Nations Development Programme (UNDP). (2019). *Localizing the 2030 Agenda: Local Governments and the Implementation of Sustainable Development Goals*.



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	Sociology of Development					
Type of Course	DCC					
Course Code	MG7DCCSOC402					
Course Level	400-499					
Course Summary	<p>This course offers a comprehensive exploration of the dynamic field of Sociology of Development, providing students with a deep understanding of the theories, perspectives, and challenges associated with societal progress and change. The course is organized into four modules with a practicum, each addressing crucial aspects of development theory and practice</p>					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Knowledge about social theories and sociological concepts					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical evolution and contemporary interpretations of development, distinguishing between the concepts of growth and development.	U	1,3
2	Identify and analyze the various dimensions of development, including human, social, and sustainable development, with a critical awareness of their interconnections.	An	3

3	Evaluate different perspectives on development such as liberal, Marxist, ecological, and Gandhian, discerning their underlying assumptions and implications.	E	1,6,7
4	Analyze and compare major theories of development and underdevelopment, including modernization theory, dependency theory, and world-system theory, assessing their strengths, weaknesses, and relevance in different contexts.	An	1,2,
5	Critically examine uneven development, maldevelopment, and alternative development paradigms, including post-development and feminist perspectives, while considering the limitations and possibilities of redefining development paradigms.	An	6,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Sociology of Development			12	
1	1.1	Historical and contemporary understandings of development, Growth vs Development.	4	1
	1.2	Dimensions of development: Human development, social development & Sustainable Development	4	1
	1.3	Perspectives: Liberal, Marxist, Ecological, Gandhian	4	1
Theories of Development & Underdevelopment			12	
2	2.1	Modernisation Theory: Daniel Bell, Daniel Lerner, W.W.Rostow	4	2
	2.2	Dependency Theory: Raul Prebisch, Fernando Cardoso, A.G. Frank	4	3
	2.3	World System Theory: Fernand Braudel, Immanuel Wallerstein, John Meyer	4	3

Critical Perspectives			26	
3	3.1	Uneven development & maldevelopment: Samir Amin, David Harvey	4	4
	3.2	Alternative development: Gandhi – Sarvodaya, Schumacher- Small is Beautiful, Amartya Sen & Jean Dreze – Development as Freedom	4	4
	3.3	Post development: Arturo Escobar, Majid Rahnema, Ashish Nandy.	3	4
	3.4	Conducting fieldwork in a community or region experiencing development issues. OR Evaluating the effectiveness of development programs and interventions De-growth & limits to growth	15	5
India's Development Trajectory: Issues & Challenges			25	
4	4.1	Agriculture & rural development, Industrial growth & innovation, Service sector & IT [Digital India, Start-up ecosystem],	4	5
	4.2	Governance structures & political systems – PPP, Panchayat /grassroot development, Inclusive development- Kerala Model	3	5
	4.3	Gender & Development – a discourse on Indian reality. [Kamla Bhasin, Vandana Shiva]	3	5
	4.4	Analysing case studies of successful and unsuccessful development projects.	15	5
	5	Teacher specific content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Documentaries • Collages pictorial presentations • Field Visit 						
Assessment Types	<p style="text-align: center;">MODE OF ASSESSMENT</p> <p style="text-align: center;">Credit 4 with practicum -For theory (3 credits)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>TOTAL MARKS</td> <td style="text-align: center;">75</td> </tr> <tr> <td>CCA</td> <td style="text-align: center;">25</td> </tr> <tr> <td>ESE</td> <td style="text-align: center;">50</td> </tr> </table>	TOTAL MARKS	75	CCA	25	ESE	50
TOTAL MARKS	75						
CCA	25						
ESE	50						

For practicum (1 Credit)			
TOTAL MARKS	50		
CCA	15		
ESE	35		
<u>Continuous Comprehensive Assessment (CCA)-25 Marks</u>			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
<u>Semester End examination-50 Marks (Theory) Summative assessment</u>			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50
* Assessment method for practicum can be decided by the teacher.			

References

1. Escobar, A. (2011). Encountering Development: The Making and Unmaking of the Third World. *New Jersey: Princeton University Press.*
2. Preston, P. W. (1996). Development Theory. *Cambridge.*
3. Shah, A. M. (Ed.). (1997). Social Structure & Change. Vol. 4. *Sage.*
4. Srivastava, S. P. (1998). The Development Debate. *Rawat.*
5. Kiely, R. (1995). Sociology and Development: The Impasse and Beyond. *UCL Press.*
6. Chew, S., & Denmark, R. A. (Eds.). (1996). The development of underdevelopment: Essays in honour of Andre Gunder Frank. *Sage Publications.*

SUGGESTED READINGS

1. Worsely, P. (1984). *Three Worlds- Culture and Development*.
2. DeCosta, D. (2010). *Development Dramas*. New Delhi: Routledge.
3. Pietersen, J. N. (2011). *Development Theory: Deconstructions/Reconstructions*. New Delhi: Vistaar Publications.
4. Appadurai, A. (1990). *Disjuncture and Difference in the Global Cultural Economy*. *Theory Culture Society*, 7, 295.
5. Deshpande, S. (2003). *Contemporary India- A Sociological View*. Penguin Books India.
6. Gandhi, M. K. (1986). *Hind Swaraj*, in R. Iyer (Ed.), *The Moral & Political Writings of Mahatma Gandhi, Vol. I*. Oxford, Clarendon Press.
7. Sen, S. (2008). *Globalization and Development*. New Delhi: NBT.
8. Sharma, S. L. (2010). "Globalization and Social Transformation in India," in D. S. Roy (Ed.), *Interrogating Social Development, Global Perspective and Local Initiatives*. New Delhi: Manohar Publications, pp. 45-71.
9. Murickan, J., et al. (2003). *Development Induced Displacement and Resettlement*. Jaipur: Rawat.



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA(Honours)SOCIOLOGY					
Course Name	Quantitative Methods in Social Research					
Type of Course	DCE					
Course Code	MG7DCESOC400					
Course Level	400-499					
Course Summary	The "Quantitative Research Methods in Social Sciences" course provides an overview of quantitative research methodologies, focusing on the design, collection, analysis, and interpretation of data in social sciences. Through this course, students will gain proficiency in various quantitative methods, from formulating research questions to applying statistical techniques using software like SPSS. This course equips students with the skills necessary to conduct rigorous quantitative research, analyze data effectively, and contribute meaningfully to the field of social sciences.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 4	Tutorial 0	Practical 0	Others 0	
Pre-requisites, if any	<i>Syllabus</i>					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts and methodologies of quantitative research,	U	1,2,3
2	Use appropriate data collection techniques and measurement scales in quantitative research	A	1,2,3
3	Examine data using descriptive statistical methods like measures of central tendency and dispersion.	An	1,2

4	Examine the relationships between variables using inferential statistics like correlation and regression, and conduct hypothesis testing.	An	1,2,3
5	Develop proficiency in using soft wares like SPSS/Zotero for data entry, analysis, and reference management.	An	1,2,3
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module-1: Introduction to Quantitative Research (14)			
	1.1	Definition, types and Steps in quantitative research	2	1
	1.2	Criteria in Research- validity, reliability, causality and representativeness	3	1
	1.3	Research designs in Quantitative Studies: Descriptive, experimental, Quasi-experimental, cross-sectional, correlational	3	1
	1.4	Formulating research questions and hypotheses	2	1
	1.5	Variables and Indicators – Conceptualization and Operationalization	2	1
	1.6	Ethical issues in Social Research	2	1
2	Module 2: Data Collection and Analysis (17)			
	2.1	Measurement and Scaling- Levels of measurement (nominal, ordinal, interval, ratio)	2	2
	2.2	Methods of collecting quantitative data - Census Survey and Sample Survey	2	2
	2.4	Meaning, functions, uses and limitations of statistics in Research	2	3
	2.5	Graphic and Diagrammatic Presentation of Data	2	3

	2.6	Descriptive Statistics - Measures of Central Tendency: Mean, median, mode and Partition values	4	3
	2.7	Measures of Dispersion: Range, Quartile deviation, mean deviation and Standard deviation	5	3
3	Module 3: Statistical Methods- Inferential Statistics (12)			
	3.1	Inferential Statistics – Correlation and Regression	4	4
	3.2	Introduction to Hypothesis Testing: Parametric and non-parametric tests	4	4
	3.3	Introduction to statistical software (SPSS) - Uses in social science research.	4	5
4	Module 4: Using Soft-wares for Data Management (17)			
	4.1	Referencing tool: Zotero/Endnote (Hands on training)	4	5
	4.3	Setting up a Data File: Entering and importing data, defining variables, and labelling.	4	5
	4.4	Creating and Managing Variables: Compute, recode, and derive new variables.	4	5
	4.5	Hypothesis testing: Parametric and Non-parametric test	5	5
5	Module 5: Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	<ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Ongoing Project Work: Regular assignments related to each phase of the research project. • Final Research Paper: Submission of a comprehensive research paper detailing their entire research process and findings. • Presentation: A formal presentation of their research project.

MODE OF ASSESSMENT	
Credit 4 without practicum	
For theory (4 Credits)	
TOTAL MARKS	100
CCA	30
ESE	70

Continuous Comprehensive Assessment (CCA) -30 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-70 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

REFERENCES

1. Bryman Alan (2008). Social Research Methods. New Delhi: OUP.
2. Elifson, Kirk (1998). Fundamentals of Social Statistics. Boston: McGraw-Hill.
3. Mann Prem S (2004). Introductory Statistics. Singapore: John Wiley and Sons.
4. Marvasti Amir (2004). Qualitative Research in Sociology. New York: Sage.
5. Newman Lawrence (1994). Social Research Methods: Qualitative and Quantitative Approaches. London: Allyn and Bacon.
6. Punch, Keith F (2003). Survey Research - The Basics. London: Sage.
7. Alvesson, M and Skoldbeg, K. (2009). Reflexive Methodology. New Delhi: Sage.
8. Argyrous G. (2011). Statistics for Research. New Delhi: Sage.
9. Babbie Earl (2004). The Practice of Social Research, Tenth Edition. New York: Thomson and Wadsworth.
10. Bernard Russell, H. (2000). Social Research Methods: Qualitative and Quantitative Approaches. New Delhi: Sage.
11. Creswell, John W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. New Delhi: Sage.
12. Diamond, I. J. (2001). Beginning Statistics. An Introduction for Social Scientists. New Delhi: Sage.
13. Field, A. (2009). Discovering statistics Using SPSS. New Delhi: Sage.

14. Garner Mark, Wagner Claire and Kawulich Barbara (eds). (2009). Teaching Research Methods in Social Sciences. London: Ashgate Publishing.
15. Kurtz, N.R. (1999). Statistical Analysis for the Social Sciences. Boston: Allyn and Bacon.
16. Sirkin, R. M. (1995). Statistics for the Social Sciences. New Delhi: Sage.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA (Honours) Sociology					
Course Name	Sociology of Ageing					
Type of Course	DCE					
Course Code	MG7DCESOC401					
Course Level	400-499					
Course Summary	This paper intends to introduce the knowledge relating to the Sociology of Ageing, Theory of Ageing, and Problems of the Elderly, Welfare of Elderly and Institutional Care.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Identify the social significance and implications of an ageing population.	U	6
2	Explain the demographic profile of aged population in India and Kerala	U	2
3	Examine and discuss the various problems faced by the elderly people	An	3
4	Identify the various community based approaches in elderly care	U	8
5	State the various legislations related to elderly welfare	K	8
6	Analyze issues of elderly and the role of support systems in society.	A	1, 2,

7	Describe the various theories of ageing	U	2,
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1- Introduction to the Sociology of Ageing		12	
	1.1	Sociology of Ageing: Origin, Nature, Scope and Significance	3	1
	1.2	Basic Concepts: Social Gerontology, Ageing, Old age, Ageism, Senior Citizen, Geriatrics, Old age home, Pakal-veedu	5	2
	1.3	Demographic Profile: Age pyramid, Case of Kerala	4	3
2	Module 2- Theories of Ageing		15	
	2.1	Social Theories of Ageing: Disengagement and Activity theory	5	7
	2.2	Psychological Theories of Ageing: Cognitive Ageing theory, SOC Model	5	7
	2.3	Biological Theories of Ageing: Programmed theory, Wear and Tear theory	5	7
3	Module 3- Challenges of Aging		15	
	3.1	Physiological, Psychological, Social and Economic problems of ageing	5	3
	3.2	Inequality of Ageing- Gender and Class	5	3
	3.3	Access to resources and social support networks	5	3
Module 4- Care Provisions and Welfare measures		18		
4		Institutional care for elderly: Care providers	3	4, 5

	Non Institutional care for elderly: Care providers	2	4, 5
	Welfare of the elderly: Programs and Policies	3	4
	Prepare Report on differentiation of institutional and non institutional care in old age home	10	4
5	Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations, Case studies. • Old age home visit 																			
Assessment Types	<p align="center">Credit 4 without practicum For theory (4 Credits)</p> <table border="1"> <tr> <td>TOTAL MARKS</td> <td>100</td> </tr> <tr> <td>CCA</td> <td>30</td> </tr> <tr> <td>ESE</td> <td>70</td> </tr> </table> <p align="center">MODE OF ASSESSMENT</p> <p>Continuous Comprehensive Assessment (CCA) -30 Marks</p> <table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table> <p align="center">Semester End examination-70 Marks (Theory)</p> <p align="center">Summative assessment</p> <table border="1"> <tr> <td>Part</td> <td>No. of questions</td> <td>No. of Questions to be answered</td> <td>Total Marks</td> </tr> </table>			TOTAL MARKS	100	CCA	30	ESE	70	Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)	Part	No. of questions	No. of Questions to be answered	Total Marks
TOTAL MARKS	100																			
CCA	30																			
ESE	70																			
Assessment Types																				
In class discussions (FA)																				
Role play (FA)																				
Reflection writing (FA)																				
Class test (SA)																				
Problem based practical assignment (SA)																				
Team Project Report (SA)																				
Part	No. of questions	No. of Questions to be answered	Total Marks																	

A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

1. Bengtson, V. L., Silverstein, M., Putney, N. M., & Gans, D. (2009). *Handbook of theories of aging*. Springer Publishing Company. (Introduction and theoretical background)
2. Vincent, J. A. (2003). *Old age*. Routledge. (Comprehensive overview of the sociology of ageing)
3. Moody, H. R., & Sasser, J. R. (2020). *Ageing: Concepts and controversies*. SAGE Publications. (Basic concepts and definitions)
4. Palmore, E. (1999). *Ageism: Negative and positive*. Springer Publishing Company. (Discussion on ageism and its impacts)
5. United Nations. (2019). *World Population Ageing 2019: Highlights*. Department of Economic and Social Affairs, Population Division. (Global demographic trends)
6. Rajan, S. I. (Ed.). (2010). *Demographic ageing and employment in India*. Academic Foundation. (Focus on India with a case study on Kerala)
7. Cumming, E., & Henry, W. E. (1961). *Growing old: The process of disengagement*. Basic Books. (Original disengagement theory text)
8. Lemon, B. W., Bengtson, V. L., & Peterson, J. A. (1972). "An exploration of the activity theory of aging: Activity types and life satisfaction among in-movers to a retirement community." *Journal of Gerontology*, 27(4), 511-523. (Activity theory discussion)
9. Salthouse, T. A. (1991). *Theoretical perspectives on cognitive aging*. Lawrence Erlbaum Associates. (Cognitive ageing)
10. Baltes, P. B., & Baltes, M. M. (1990). "Psychological perspectives on successful aging: The model of selective optimization with compensation." *Successful aging: Perspectives from the behavioral sciences* (pp. 1-34). Cambridge University Press. (SOC model)

11. Kirkwood, T. B. L. (1990). "Genes, enzymes, and the aging process." In Finch, C. E., & Schneider, E. L. (Eds.), *Handbook of the Biology of Aging*. Academic Press. (Biological theories overview)
12. Phillipson, C. (2013). *Ageing*. Polity. (Comprehensive analysis of ageing problems, including social and economic aspects)
13. Walker, A. (2009). *The new science of ageing*. Policy Press. (Discusses the inequality of ageing)
14. Lüscher, K., & Pillemer, K. (1998). "Intergenerational ambivalence: A new approach to the study of parent-child relations in later life." *Journal of Marriage and the Family*, 413-425. (Methodological approach to studying intergenerational relationships)
15. Estes, C. L., Biggs, S., & Phillipson, C. (2003). *Social theory, social policy and ageing: A critical introduction*. Maidenhead: Open University Press. (Coverage on welfare and policies)
16. Kumar, S., & Rajan, S. I. (Eds.). (2013). *India's aged: Needs and vulnerabilities*.



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	MIGRATION AND DIASPORA					
Type of Course	DCE					
Course Code	MG7DCESOC402					
Course Level	400-499					
Course Summary	<p>This course will examine Migration and Diaspora Studies, drawing from its Historical context as well as contemporary developments. Accordingly, this course provides the background to the subject area from diverse perspectives and introduces students to a range of key debates. Over the past centuries Migration has transformed and become more globalized, diversified and accelerated. The diaspora has slowly established themselves as a social force with capacity to dictate the socio-political reality of their host countries. This course attempts to equip students to engage with, analyze and explain these phenomena and concepts.</p>					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					
		4	0	0	0	60

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognize the ongoing debates on migration, transnationalism, and diasporic communities	U	3
2	Describe the theories of transnationalism and transnationalism of migrant life	U	4
3	Describe the basic concepts and approaches pertaining to Diaspora	U	1

4	Distinguish the Diaspora experience and formation of their identity	An	7
5	Appraise the historical experiences and contemporary regional & global trends in migration.	E	7,8
6	Explain the theoretical framework to examine a specific migration and transnationalism related issue	U	9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Module	Units	Course description	Hrs	CO No.
Module-1: Conceptualizing Migration(22Hrs)				
1	1.1	Definition and Types of Migration- Concepts - Refugees, Asylum Seekers, Forced Migration, Climate Migration, Irregular Migration, Undocumented People	4	1
	1.2	Patterns of Migration -Domestic and Global, Push and Pull Factors – Social, Cultural, Economic and Political	5	1
	1.3	Migration Policies, International Migration Laws, Migrant Rights	3	1
	1.4	Visit a Migrant Labour Camp and Document the experiences of the Laborers	10	1
Module- 2: Perspectives and Theories on Migration (17 hrs)				
2	2.1	Problematizing Migration (HONOURS) –Poverty, Inequality and Citizenship	3	2
	2.2	The Global Refugee Crisis – Displacement, Resettlement, Rehabilitation	3	2
	2.3	Migrant Labour – Skilled, Unskilled and Semi-Skilled, Remittance	3	2
	2.4	Theories of Migration- Intervening Opportunities- Stouffer, Migrant Network Theory Taylor	5	2
	2.5	The Global Refugee Crisis – Displacement, Resettlement, Rehabilitation	3	2

	Module-3: Examining Diaspora (12 hrs)			
3.	3.1	Classification of Diaspora – Robin Cohen	3	3
	3.2	Socio- Cultural Assimilation and Multiculturalism	3	3
	3.3	The Diaspora Theory- The Homeland, The diaspora Group and The Host	3	3
	3.4	The Indian Diaspora and Diasporic Networks	3	3
	Module-4: Comparative research (9 hrs)			
4	4.1	Identity Formation, The Model Minority Myth	2	4
	4.2	The Double Consciousness and Diasporic Memory	2	4
	4.3	Cultural Production and Representation of Diaspora	2	4
	4.4	Nationalism and Transnationalism	3	4
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations, Case studies. • Old age home visit 						
	Assessment Types	MODE OF ASSESSMENT Credit 4 without practicum For theory (4 Credits) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TOTAL MARKS</td> <td>100</td> </tr> <tr> <td>CCA</td> <td>30</td> </tr> <tr> <td>ESE</td> <td>70</td> </tr> </table>	TOTAL MARKS	100	CCA	30	ESE
TOTAL MARKS		100					
CCA	30						
ESE	70						

Continuous Comprehensive Assessment (CCA) -30 Marks			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
Semester End examination-70 Marks (Theory)			
Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	10	10	20
C (5 marks)	6	3	15
D(15 marks)	4	2	30
Total Marks for ESE			70

References

1. Ahmed S. (1999) 'Home and away: Narratives of migration and estrangement', *International Journal of Cultural Studies*. 2(3):329-347
2. Baser, B. and Halperin, A.(2019) "Diasporas from the Middle East: Displacement, Transnational Identities and Homeland Politics", Special Issue *British Journal of Middle Eastern Studies*, Vol. 46 (2): 215-221
3. Berman, Russell A. "Between Alienation and Identity: Toward a Critical Theory of Refugees." *Telos* 2018.183 (2018): 145-167.
4. Boswell, Christina. "The Elusive Rights of an Invisible Population (A Response to Carens)". *Ethics & International Affairs* 22.2(2008): 187-192
5. Boucher, Anna Katherine. 2020. "How 'Skill' Definition Affects the Diversity of Skilled Immigration Policies." *Journal of Ethnic and Migration Studies* 46(12):2533-50.
6. Butler, Butler. (2001). "Defining Diaspora, Refining a Discourse". *Diaspora: A Journal of Transnational Studies*, 10.2: 189-219.
7. Brubaker, R., (2005) "The 'diaspora' diaspora" *Ethnic and Racial Studies* 28(1): 1-19.

8. Castles, Stephen et al. 2020 (5th edition). "Introduction" in *The Age of Migration: International Population Movements in the Modern World*. The Guilford Press. Pp. 1-20
9. Cave, Damien. (2010, May 17). "A Generation Gap over Immigration". New York Times Available online <http://www.nytimes.com/2010/05/18/us/18divide.html>
10. Kevin Kenny, *Diaspora: A very short introduction* (New York: Oxford University Press, 2013)
11. Parekh, Serena. (2020). "Why we should help even if we don't like them" in *No refuge: ethics and the global refugee crisis*. Oxford University Press. Pp.50-79
12. Parrenas, Rhacel Salazar. 2021. What is unfree labour in *Unfree: Migrant Domestic Work in Arab States*. Redwood City: Stanford University Press, 2021. Web. P.1-24
13. Said, Edward. 2001. "Reflections on Exile" in *Reflections on exile: and other literary and cultural essays*, (Harvard University Press): Pp.173-186.
14. Schiller, Nina Glick, Linda Basch, Cristina Szanton Blanc. 1995. From immigrant to transmigrant: Theorizing transnational migration. *Anthropological Quarterly* 68(1): 48-63.
15. Shacknove, Andrew (1985) "Who is a refugee?" *Ethics*, 95.2 :274-284
16. Zetter, R. (2007). "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization," *Journal of Refugee Studies* 20.2 :172-192.
17. Feldman, Ilana. "Home as a refrain: Remembering and living displacement in Gaza." *History & Memory* 18, no. 2 (2006): 10-47
18. Levitt, Peggy and Nina Glick Schiller. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. *International Migration Review* 38.
19. abaccia, D. (2010) "Nations of Immigrants: Do Words Matter?" *The Pluralist* 5.3: 5-31
20. Robertson, Shanthi, 2019. "Status-making: Rethinking migrant categorization." *Journal of Sociology* 55(2): 219- 233.
21. Crawley, Heaven, and Dimitris Skleparis. 2008. "Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe's 'migration crisis'." *Journal of Ethnic and Migration Studies* 44, no. 1 (2018): 48-64.
22. Arar, Rawan, Lisel Hintz and Kelsey P. Norman. 2016. "The Real Refugee Crisis is in the Middle East, Not Europe." *The Monkey Cage Blog for The Washington Post* May 14, 2016. Available <https://www.washingtonpost.com/news/monkeycage/wp/2016/05/14/the-real-refugee-crisis-is-in-themiddle-east-not-europe/>

SUGGESTED READINGS

1. Feldman, Ilana. "Home as a refrain: Remembering and living displacement in Gaza." *History & Memory* 18, no. 2 (2006): 10-47
2. Levitt, Peggy and Nina Glick Schiller. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. *International Migration Review* 38.
3. Gabaccia, D. (2010) "Nations of Immigrants: Do Words Matter?" *The Pluralist* 5.3: 5-31
4. Robertson, Shanthi, 2019. "Status-making: Rethinking migrant categorization." *Journal of Sociology* 55(2): 219- 233.
5. Crawley, Heaven, and Dimitris Skleparis. 2008. "Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe's 'migration crisis'." *Journal of Ethnic and Migration Studies* 44, no. 1 (2018): 48-64.

6. Arar, Rawan, Lisel Hintz and Kelsey P. Norman. 2016. "The Real Refugee Crisis is in the Middle East, Not Europe." The Monkey Cage Blog for The Washington Post May 14, 2016. Available <https://www.washingtonpost.com/news/monkeycage/wp/2016/05/14/the-real-refugee-crisis-is-in-themiddle-east-not-europe/>
7. Carens, Joseph. (2008): "The Rights of Irregular Migrants," Ethics and International Affairs 22.2 163-186. Chimni, B.S. (2009). "The Birth of a Discipline: From Refugee to Forced Migration Studies." Journal of Refugee Studies 22 (1): 11-29.
8. Koser, Khalid (2001). "New Approaches to Asylum?" International Migration 39(6):85-101. OECD 2015 . Is this humanitarian migration crisis different? Migration Policy Debates, N°7. Available online: <http://www.oecd.org/migration/Is-this-refugee-crisis-different.pdf>
9. De Haan, Arjan (2020) 'Labour Migration, Poverty, and Inequality', in Tania Bastia and R. Skeldon, Routledge Handbook of Migration and Development, pp.168-78.
10. Crawley. H (2020) 'The Great Amplifier: COVID-19, migration and inequality', <https://www.mideq.org/en/blog/great-amplifier-covid-19-migration-and-inequality/>.
11. Lustgarten, Abrahm and Meridith Kohut. 2020. "The Great Climate Migration Has Begun." New York Times Magazine. 4 pages and images. Retrieved <https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>
12. FitzGerald, David S. 2020. Remote control of migration: theorizing territoriality, shared coercion, and deterrence. Journal of Ethnic and Migration Studies, 46(1), 4-22.
13. Olenka, Zosa and De Sas Kropiwnicki. 2014. Childhood in Exile: The Agency of Second-Generation Exiles Seeking Refuge from Apartheid, Refuge 30 (1): 35-46. <https://refuge.journals.yorku.ca/index.php/refuge/article/view/38601/35015>
14. Nedelcu, Mihaela 2018. "Digital diasporas". in Routledge Handbook of Diaspora Studies. Routledge pp.242-250.
15. Fiddian-Qasmiyeh, Elena. "Gender and Forced Migration," in: Elena FiddianQasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), The Oxford Handbook of Refugee and Forced Migration Studies, Oxford: Oxford University Press, (2014): pp. 394-408.

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	SOCIOLOGY OF RELIGION					
Type of Course	DCE					
Course Code	MG7DSESOC400					
Course Level	400-499					
Course Summary	<p>This advanced undergraduate course delves into the intricate relationship between society and religion, employing sociological perspectives to analyze the multifaceted dimensions of religious beliefs, practices, and institutions. The Sociology of Religion course aims to provide students with a comprehensive understanding of how religion both shapes and is shaped by social structures, cultural norms, and individual experiences. Throughout the course, students will engage with a variety of empirical studies, case studies, and theoretical texts to develop critical thinking skills and apply sociological perspectives to the complex interplay between religion and society. The course will also encourage students to reflect on their own beliefs and assumptions, fostering a deeper understanding of the social dynamics surrounding religion in diverse cultural contexts.</p>					
Semester	7	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any	Understanding of sociological concepts					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic tenets of sociological perspectives on religion.	U	3,8
2	Apply sociological concepts to comprehend how religion serves as a social identity and functions as a collective representation	A	6,7
3	Develop proficiency in analyzing various religious practices through a sociological lens.	An	6,7
4	Gain an appreciation for the ways in which secular ideologies are practiced in the specific cultural context of Indian society.	Ap	8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Module 1: Approaches to the study of sociology of religion		17	
1	1.1	Religion as a category in anthropology and sociology	3	1
	1.2	Classical Approaches to the Study of Religion: Malinowski, Frazer, Durkheim, Weber.	10	1
	1.3	Karl Marx on Religion: 'The 'Political Economy' of Religion	4	1
	Module 2: Religion, culture and collective representations		15	
2	2.1	Religion as a social identity	3	2
	2.2	Gender Relations and sexual identities in religion	3	2

	2.3	Morality, Responses to Social Change, and religiosity	5	2
	2.4	Critique of religion	4	2
	Module 3: Secularism, pluralism as ideology and practice		13	
3	3.1	Understanding Religion in the Indian context	2	2
	3.2	Religious pluralism as ideology and practice	2	2
	3.3	Challenging hegemonies: Ambedkar, Savitri Phule, Periyar E.V. Ramasamy	9	2
	Module 4: Religion in Kerala Society: issues & experiments		15	
4	4.1	Historical contexts of religious practices: Sangam age, Buddhism, Jainism, Spread of Brahminical myths and beliefs.	4	3
	4.2	Trade relations and spread of Islam	3	3
	4.3	Christian traditions, colonial influence & contributions	3	3
	4.4	Alternative religious traditions, new Religious Forms and redefining structural hierarchies	5	4
5		Teacher specific content To be evaluated internally		
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations • Projects where students develop and present intervention strategies. 			

Assessment Types	Credit 4 without practicum For theory (4 Credits)																										
	<table border="1"> <tr> <td>TOTAL MARKS</td> <td>100</td> </tr> <tr> <td>CCA</td> <td>30</td> </tr> <tr> <td>ESE</td> <td>70</td> </tr> </table>		TOTAL MARKS	100	CCA	30	ESE	70																			
TOTAL MARKS	100																										
CCA	30																										
ESE	70																										
	MODE OF ASSESSMENT																										
	<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>																										
	<table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>			Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)																	
Assessment Types																											
In class discussions (FA)																											
Role play (FA)																											
Reflection writing (FA)																											
Class test (SA)																											
Problem based practical assignment (SA)																											
Team Project Report (SA)																											
	<u>Semester End examination-70 Marks (Theory)</u> <u>Summative assessment</u>																										
	<table border="1"> <thead> <tr> <th>Part</th> <th>No. of questions</th> <th>No. of Questions to be answered</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A (1 mark) Objective type</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>B (2 Marks)</td> <td>10</td> <td>10</td> <td>20</td> </tr> <tr> <td>C (5 marks)</td> <td>6</td> <td>3</td> <td>15</td> </tr> <tr> <td>D(15 marks)</td> <td>4</td> <td>2</td> <td>30</td> </tr> <tr> <td colspan="3">Total Marks for ESE</td> <td>70</td> </tr> </tbody> </table>			Part	No. of questions	No. of Questions to be answered	Total Marks	A (1 mark) Objective type	5	5	5	B (2 Marks)	10	10	20	C (5 marks)	6	3	15	D(15 marks)	4	2	30	Total Marks for ESE			70
Part	No. of questions	No. of Questions to be answered	Total Marks																								
A (1 mark) Objective type	5	5	5																								
B (2 Marks)	10	10	20																								
C (5 marks)	6	3	15																								
D(15 marks)	4	2	30																								
Total Marks for ESE			70																								

References

1. Durkheim, E. (1995). *The Elementary Forms of Religious Life* (K. E. Fields, Trans.). New York: The Free Press. (Original work published 1912). [Introduction, Book One, Conclusion, pp. 21-44, 418-448].
2. Durkheim, E. *The Elementary Forms of the Religious Life*. Introduction (before Book 1); Book 1, Chapter 1 (“Definition of Religious Phenomena and of Religion”); Conclusion (after Book 3).
3. Geertz, C. (2002). Religion as a cultural system. In *The Interpretation of Cultures* (Chapter 4).

4. Madan, T. N. (Ed.). (1991). *Religion in India*. New Delhi: Oxford University Press.
5. Malinowski, B. (1948). *Magic, science and religion and other essays* (R. Redfield, Ed.). Boston: The Free Press. (pp. 37-50).
6. Parsons, T. (1993). Introduction. In M. Weber, *The Sociology of Religion* (pp. 1-15). Beacon Press. (Original work published 1922).
7. Robinson, R. (2012). *Sociology of Religion*. New Delhi: Oxford University Press.
8. Weber, M. (2001). *The Protestant Ethic and the Spirit of Capitalism* (S. Kalberg, Trans.). England: Roxbury Publishing Press. (pp. 103-126).

Suggested Readings:

1. Ambedkar, B. R. (2016). *Riddles in Hinduism*. New Delhi: Navayana.
2. Ecklund, E. H., Park, J. Z., & Sorrell, K. L. (2011). Creating and crossing boundaries: How scientists view the relationship between religion and science. *Journal for the Scientific Study of Religion*, 50(3), 552-569.
3. Geertz, C. (2002). Religion as a cultural system. In *The Interpretation of Cultures* (Chapter 4).
4. Hamilton, M. B. (2001). Religion and ideology: Karl Marx. In *The Sociology of Religion: Theoretical and Comparative Perspectives* (pp. 91-97). Psychology Press.
5. Malinowski, B. (1992). *Magic, Science and Religion*. Illinois: Waveland Press Inc.
6. Nehru, J. (1989). *An Autobiography: Towards Freedom*. New Delhi: Bodley Head.
7. Tagore, R. (1931). *Religion of Man*.
8. Wuthnow, R. (1992). *Rediscovering the Sacred: Perspectives on Religion in Contemporary Society*. Grand Rapids: Eerdmans. (Selections).



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	B A(Honours) SOCIOLOGY					
Course Name	Sociology of Media					
Type of Course	DCE					
Course Code	MG7DSESOC401					
Course Level	400 - 499					
Course Summary	The course provides an introduction to the study of media and mediated communication from a sociological perspective, focusing on the societal role and importance of traditional and new media. It introduces central theories, concepts and methods for researching the relationship between media and society.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 4	Tutorial 0	Practical 0	Others 0	
Pre-requisites, if any	NIL					

Syllabus

COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic concepts related to media.	U	3,9
2	Understand the relationships between society and media with theoretical perspectives	An	4,9
3	Critically assess the relationship between media and democracy, citizens' rights, secularism, and social justice, considering the role of media in promoting civic engagement, public discourse, and political participation.	An	3,6

4	Examine the influence of media on various social categories, such as women, children, and minorities, and analyze representations, stereotypes, and inequalities perpetuated by the media.	U	6,7
5	Demonstrate practical skills in media production, campaign design, and policy analysis, through activities such as creating a documentary on a current social issue, designing and executing a media campaign to counter misinformation, and drafting a media policy proposal focusing on regulation, social responsibility, or ethical guidelines.	C	8,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Module 1 – Media and its relation with Society		16	
1	1.1	Sociological dimensions of Media	3	1
	1.2	Media in traditional and modern society.	3	1
	1.3	Local - global culture and media: Digital Connectivity- Cultural Imperialism and Local Resistance	3	1
	1.4	Media and democracy, citizen's Rights, secularism, Social Justice.	3	1
	1.5	Impact of media and social categories: Women, Children and minorities.	4	1
	Module 2 – Theoretical perspectives on Media		15	
2	2.1	Ideology and the Media: Gramsci and Althusser	4	2
	2.2	Media Technologies and Power: Marshall McLuhan	3	2

	2.3	Postmodernism and the Media: - Baudrillard, Angela Mcrobbie	5	2
	2.4	Feminist perspectives on media	3	
3	Module 3 – Changing landscapes of Media		17	
	3.1	Visual Media: Representation women, Children.	2	3
	3.2	Print Media: Information and misinformation	3	3
	3.3	Digital Media: Online communities, digital activism, and the digital divide	2	4
	3.4	Media and Democracy: Role in elections, civic engagement, and public discourse.	2	4
	3.5	Design and execute a campaign (using social media, blogs, etc.) to counter misinformation, highlighting the importance of reliable information sources.	5	5
4	Module – 4 Media and Socio Political Issues		12	
	4.1	Media laws: Regulation and Control of Media Media Censorship and Freedom: Balance between media freedom and censorship- Case studies	4	5
	4.2	Media Ethics and post truth: ethics and ethical concerns.	4	5
	4.3	Media and Social Policy: Role in shaping public opinion on policy issues	4	5
5		Syllabus Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures to introduce concepts and theoretical perspectives • Group discussions • Interaction with experienced Media persons • Shared group work in creating a Documentary on current Social issue
---------------------------------------	--

Assessment Types	MODE OF ASSESSMENT		
	Credit 4 without practicum For theory (4 Credits)		
	TOTAL MARKS	100	
	CCA	30	
	ESE	70	
	<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>		
	Assessment Types		
	In class discussions (FA)		
	Role play (FA)		
	Reflection writing (FA)		
	Class test (SA)		
	Problem based practical assignment (SA)		
	Team Project Report (SA)		
	<u>Semester End examination-70 Marks (Theory)</u>		
	<u>Summative assessment</u>		
	Part	No. of questions	No. of Questions to be answered
	A (1 mark) Objective type	5	5
	B (2 Marks)	10	10
	C (5 marks)	6	3
	D(15 marks)	4	2
	Total Marks for ESE		

References

1. Berger, A. A. (2012). *Media and Society: A Critical Perspective*. Rowman & Littlefield.
2. Carr, N. (2010). *The Shallows: How the Internet Is Changing the Way We Think, Read and Remember*. Atlantic Books Ltd.
3. Chomsky, N. (2011). *Media Control: The Spectacular Achievements of Propaganda*. Seven Stories Press.

4. Dahlgren, P. (2009). *Media and Political Engagement: Citizens, Communication and Democracy*. Cambridge University Press.
5. Durham, M. G., & Kellner, D. M. (2009). *Media and Cultural Studies: Keywords*. John Wiley & Sons.
6. Graber, D. A. (2010). *Media Power in Politics*. SAGE Publications.
7. Herman, E. S., & Chomsky, N. (2011). *Manufacturing Consent: The Political Economy of the Mass Media*. Knopf Doubleday Publishing Group.
8. Karatzogianni, A., Nguyen, D., & Serafinelli, E. (2016). *The Digital Transformation of the Public Sphere: Conflict, Migration, Crisis and Culture in Digital Networks*. Springer.
9. Lindgren, S. (2021). *Digital Media and Society*. SAGE.
10. McLuhan, M. (2016). *Understanding Media: The Extensions of Man*. CreateSpace Independent Publishing Platform.
11. McLuhan, M., & Fiore, Q. (2017). *The Medium Is the Massage: An Inventory of Effects*. Gingko Press.
12. McQuail, D. (2010). *McQuail's Mass Communication Theory*. SAGE.
13. Postman, N. (1986). *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. Viking.
14. Robertson, A. (2015). *Media and Politics in a Globalizing World*. John Wiley & Sons.
15. Trippi, J. (2004). *The Revolution Will Not Be Televised: Democracy, the Internet, and the Overthrow of Everything*. HarperCollins.
16. Turow, J. (2016). *Media Today: Mass Communication in a Converging World*. Routledge.

SUGGESTED READINGS

1. Williams, R. (2003). *Television: Technology and cultural form*. Routledge.
2. Tomlinson, J. (1999). Globalization and cultural identity. In *Globalization and Culture* (pp. 23-40). University of Chicago Press.
3. Couldry, N. (2012). *Media, society, world: Social theory and digital media practice*. Polity Press.
4. McLuhan, M. (2011). *Understanding media: The extensions of man*. Gingko Press.
5. Baudrillard, J. (1994). *Simulacra and simulation*. University of Michigan Press.
6. McRobbie, A. (1994). *Postmodernism and popular culture*. Routledge.
7. Dines, G., & Humez, J. M. (Eds.). (2011). *Gender, race, and class in media: A critical reader*. SAGE Publications.
8. Ward, S. J. A. (2009). *Global journalism ethics: Widening the conceptual base*. McGill-Queen's Press-MQUP.
9. Loader, B. D., & Mercea, D. (2012). *Social media and democracy: Innovations in participatory politics*. Routledge.



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	B A(Honours) SOCIOLOGY					
Course Name	SOCIOLOGY OF EDUCATION					
Type of Course	DCE					
Course Code	MG7DSESOC402					
Course Level	400-499					
Course Summary	This course applies sociological perspectives to analyze the role of education in society. Students will develop critical thinking skills to understand and evaluate the socio cultural and structural factors influencing educational systems and its impact on the evolution of the student community					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						
		4	0	0	0	60

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify basic concepts and theories in sociology of education.	U	1
2	Assess the role of education in shaping individuals' beliefs, values, and behaviors, and understand its impact on the formation of personal and social identities.	E	2
3	Identify economic, racial, and gender disparities in education, analyze their underlying causes.	An	1

4	Evaluate future challenges including issues related to technological advancements, globalization, and societal changes.	E	1,6
5	Evaluate the impact of geographic isolation and lack of infrastructure on educational access and attainment.	E	2,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		Module 1 – Introduction to Sociology of Education	20	
1	1.1	Key sociological concepts related to education	6	1
	1.2	The contributions of major sociological theorists to the understanding of education: Karl Marx, Max Weber, and Bourdieu	10	1
	1.3	Relationship between education and social reproduction.	4	2
		Module 2 – Education and Socialization	16	
2	2.1	Education as an agent of Socialization	4	2
	2.2	Identity formation in educational settings: Role of educational institutions in shaping identities.	4	2
	2.3	Cultural diversity on teaching and learning: Historical and sociopolitical contexts of multicultural education	4	2
	2.4	Family-school relationship and its implications. Education as a second - home	4	2
3	Module 3 - Inequality in Education		12	
	3.1	Economic, racial, and gender disparities in education.	4	3

	3.2	Education and opportunity: Equality and equity, Inclusive education, Social Mobility	4	3
	3.3	Prepare case studies of Dalit and Adivasi educational experiences	4	5
	Module 4- Education and Globalization-Future challenges in education		12	
4	4.1	Global perspectives on educational structures and practices	4	4
	4.2	Educational responses to societal shifts: New Education Policy -2020	4	4
	4.3	Emerging trends and future challenges in education and globalization	4	4
4		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> · Class room lectures that introduce key concepts, using multimedia presentations · In class discussions · Case studies · Content preparations · Projects where students develop and present intervention strategies.
---------------------------------------	---

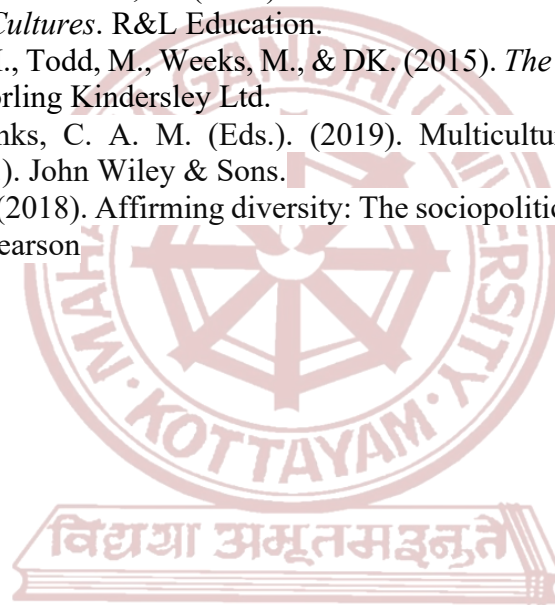
Syllabus

Assessment Types	Credit 4 without practicum									
	For theory (4 Credits)									
	TOTAL MARKS	100								
	CCA	30								
	ESE	70								
	MODE OF ASSESSMENT									
	<u>Continuous Comprehensive Assessment (CCA) -30 Marks</u>									
	<table border="1"> <tr> <td>Assessment Types</td> </tr> <tr> <td>In class discussions (FA)</td> </tr> <tr> <td>Role play (FA)</td> </tr> <tr> <td>Reflection writing (FA)</td> </tr> <tr> <td>Class test (SA)</td> </tr> <tr> <td>Problem based practical assignment (SA)</td> </tr> <tr> <td>Team Project Report (SA)</td> </tr> </table>			Assessment Types	In class discussions (FA)	Role play (FA)	Reflection writing (FA)	Class test (SA)	Problem based practical assignment (SA)	Team Project Report (SA)
	Assessment Types									
	In class discussions (FA)									
Role play (FA)										
Reflection writing (FA)										
Class test (SA)										
Problem based practical assignment (SA)										
Team Project Report (SA)										
<u>Semester End examination-70 Marks (Theory) Summative assessment</u>										
Part	No. of questions	No. of Questions to be answered	Total Marks							
A (1 mark) Objective type	5	5	5							
B (2 Marks)	10	10	20							
C (5 marks)	6	3	15							
D(15 marks)	4	2	30							
Total Marks for ESE			70							

References

1. Andersen, M. L., & Taylor, H. F. (2001). *Sociology: The Essentials*. Wadsworth/Thomson Learning.
2. Cole, M. (1998). *Cultural Psychology: A Once and Future Discipline*. Harvard University Press.

3. Crichlow, W. (2013). *Race, Identity, and Representation in Education*. Routledge.
4. Freire, P. (1985). *Pedagogy of the Oppressed*. Penguin.
5. Kadushin, C. (2012). *Understanding Social Networks: Theories, Concepts, and Findings*. Oxford University Press.
6. Kendall, D. (2016). *Sociology in Our Times*. Cengage Learning.
7. King, A. D. (1991). *Culture, Globalization and the World System: Contemporary Conditions for the Representation of Identity*. U of Minnesota Press.
8. Kozol, J. (2012). *Savage Inequalities: Children in America's Schools*. Crown.
9. Martin, J. L. (2009). *Social Structures*. Princeton University Press.
10. Ritzer, G., & Stepnisky, J. (2017). *Sociological Theory*. SAGE Publications.
11. Schaefer, R. T. (2000). *Sociology*. McGraw-Hill Education.
12. Spring, J. (2014). *Globalization of Education: An Introduction*. Routledge.
13. Stromquist, N. P., & Monkman, K. (2014). *Globalization and Education: Integration and Contestation across Cultures*. R&L Education.
14. Tomley, S., Hobbs, M., Todd, M., Weeks, M., & DK. (2015). *The Sociology Book: Big Ideas Simply Explained*. Dorling Kindersley Ltd.
15. Banks, J. A., & Banks, C. A. M. (Eds.). (2019). *Multicultural education: Issues and perspectives* (10th ed.). John Wiley & Sons.
16. Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson



MGU-UGP (HONOURS)

Syllabus



SEMESTER 8

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

विद्यया अमृतमश्नुते

Programme	BA(Honours) SOCIOLOGY				
Course Name	Current Debates in Social Theory				
Type of Course	DCC				
Course Code	MG8DCCSOC400				
Course Level	400-499				
Course Summary	<p>This course provides for the exploration of current debates in social theories that shape our understanding of social phenomena in the 21st century. The course delves into micro-sociological perspectives, exploring Phenomenology and Ethnomethodology. Additionally, it examines Neo-Marxism and Critical Theory, along with Reflexive Sociology, providing a comprehensive understanding of these sociological frameworks. This syllabus covers areas from Postmodern and Post- structural theories also. Through a critical examination of these perspectives, students will gain insights into the complexities of society, culture, and human interaction. The course emphasizes the application of these theories to contemporary issues and encourages students to analyze and interpret the social world.</p>				
Semester	8	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	
Pre-requisites, if any	Understanding of Modern theoretical perspectives is desirable				

COURSE OUTCOMES (CO)


CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the premises of the micro- sociological perspectives such as Phenomenology & Ethnomethodology	An	1,4
2	Identify the ways of Neo – Marxism & Critical theory in addressing the current social issues.	E	1,4

3	Understand the contributions of Reflexive Sociology in revealing the reflexive relationship between micro- level and macro- level social structures and interactions.	E	1,4
4	Create interest in Post - Modern and Post -Structural Theories among students	E	1,4
5	Create potential applications of current sociological theories in diverse social contexts.	An	1,6,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module-1: Phenomenology & Ethnomethodology			28	
1.	1.1	Husserl- Emergence of Phenomenology	3	1
	1.2	Alfred Schutz - Phenomenological Sociology	3	1
	1.3	Harold Garfinkel – Definition, Nature & Methods	2	1
	1.4	Prepare a report based on a phenomenological study (in-depth interview) to understand the structure of consciousness about any particular social reality. (The study employs phenomenological methods to capture the essence of participants' subjective experiences).	10	1
	1.5	Conduct an ethnomethodological study to understand construction of order by examining the everyday practices and interactions of any particular social group and prepare a report	10	1
Module-2: Neo – Marxism & Critical theory			13	
2	2.1	Neo – Marxism-Emergence and Definition	2	2
	2.2	Antonio Gramsci: Hegemony	2	2
	2.3	Louis Althusser - Structural Marxism- Epistemological break	3	2
	2.4	The Frankfurt School - Origin and Development	2	2
	2.5	Jurgen Habermas - Life world, Public sphere, Theory of Communicative Action,	4	2

Module-3: Reflexive Sociology			22	
3	3.1	Reflexive Sociology	3	3
	3.2	Anthony Giddens: Theory of Structuration	4	3
	3.3	Pierre Bourdieu: Theory of capital, Habitus and Field	5	3
	3.4	Prepare a report based on interviews among particular social category based on any one criterion such as age, gender, socio-economic status, cultural background, education level, occupation etc. to explore their habitus about a particular aspect of social life (it can be on education, employment, cultural practices, or any other relevant area).	10	3
Module-4: Post - Modernism and Post – Structuralism			12	
	4.1	Post-Modernism and Post-Structuralism	4	4
	4.2	Michel Foucault - Discourse, Power, Knowledge	4	4
	4.3	Jacques Derrida-Differance , Deconstruction	4	4
 <p style="text-align: center;">Module-5: Teacher Specific Content (To be Evaluated Internally)</p>				

Teaching and Learning Approach	<p style="text-align: center;">Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Debate • Assignment • Powerpoint Presentations • Seminar • Flip Classroom • Question & Answer session
---------------------------------------	---

MODE OF ASSESSMENT

Credit 4 with practicum For theory (3 credits)

TOTAL MARKS	75
CCA	25
ESE	50

For practicum (1 Credit)

TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

References

1. Doshi, S. L. (2003). *Modernity, Postmodernity and Neo-Sociological Theories*. Jaipur: Rawat.
2. Elliot, A., & Turner, B. S. (2001). *Profiles in Contemporary Social Theory*. London: Sage.
3. Smart B. (2000). *Michael Foucault*. London: Rutledge.
4. Turner, J. H. (2011). *The Structure of Sociological Theory*. Jaipur: Rawat
5. Ritzer, G. (2013). *Sociological Theory*. New Delhi: McGraw Hill.
6. Wallace, R. A., & Alison. W. (1991). *Contemporary Sociological Theory: Continuing the Classical Tradition*. New Jersey: Prentice-Hall.

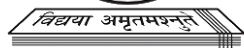
SUGGESTED READINGS

1. Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press. (pp. 72-95)
2. Harvie, Ferguson. (2006). *Phenomenological Sociology: Experience and Insight on Modern Society*. Sage Publications, New Delhi. (pp. 15-83).
3. Horkheimer, M., & Adorno, T. W. (2002). *The Dialectic of Enlightenment*. Stanford, CA: Stanford University Press.
4. Ransome, P. (2010). *Social theory for Beginners*. UK: Polity Press.
5. Turner, B. S. (2009). *The New Blackwell Companion to Social theory*. U.K: Blackwell.
6. Turner, J.H. (2014). *Theoretical Sociology*. California: Sage.

Syllabus



Mahatma Gandhi University Kottayam



Programme	BA(Honours) SOCIOLOGY					
Course Name	RESEARCH AND PUBLICATION ETHICS					
Type of Course	DCC					
Course Code	MG8DCCSOC401					
Course Level	400-499					
Course Summary	This course provides a concise overview of key subject areas in the responsible conduct of research. It is designed to make students aware of relevant guidelines, policies, and codes relating to ethical research, as well as to provide, via a study of ethical theories, concepts, and case studies, the skills for identifying and resolving ethical conflicts that may arise in research. The basic premises for this course are that (1) the educational objective of a research-based graduate program is to produce competent scholars capable of original and independent research and (2) doing good science requires responsible conduct and integrity.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		3	0	1	0	75

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Apply the knowledge of ethical norms and regulatory issues in the responsible conduct of research	U	8

2	Create an atmosphere that fosters sensitivity to and appreciation for ethical issues in research.	Ap	6
3	Apply knowledge regarding the laws, regulations, and policies to adhere to professional guidelines in research conduct.	A	6
4	Understand the principles guiding ethical conflicts to enhance abilities for resolution.	U	10
5	Assess publisher copyright and self-archiving policies using SHERPA/RoMEO, ensuring compliance with open access publication requirements.	An	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module-1: Ethics and Social Research (27)				
1	1.1	Ethics: Definitions, moral philosophy, nature of moral judgements and reactions	4	1
	1.2	Values and ethics in the research process -The connection between values and research- Intellectual honesty and research integrity	4	1
	1.3	Ethics and its relation to social research - Relations between ethics and social research	4	1,4
	1.4	Submit a report by critically examining a research study, identifying the ethical considerations involved, evaluating the connection between the researchers' values and the study's design and outcomes.	15	1,4
Module- 2: Ethical issues of the Researcher (11)				
2	2.1	Personal issues: Misconduct, Falsification, Fabrication	3	2
	2.2	Content Creation issues: Guest authorship, Plagiarism, Reproduction and replication of studies	4	2

	2.3	Methodological issues- Theoretical dilemma, Selective reporting and misinterpretation of data	4	2
Module-3: Ethics in Publication (12)				
	3.1	Publication ethics and publication misconduct	4	4
	3.2	Identification of predatory publications	4	3
	3.3	Best practices- COPE/ WAME etc	4	3
Module-4: Open Access Publishing (25)				
	4.1	Open access publications and initiatives - SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies. 4.	5	5
	4.2	Software tool to identify predatory publications developed by SPPU.	5	5
	4.3	Journal finder/journal suggestion tool viz. IANE, Elsevier Journal Finder, Springer Journal Suggester, etc	5	5
	4.4	Develop a comprehensive research protocol for a hypothetical research study by working individually or in groups	15	5
5		Teacher Specific Content to be evaluated internally		

Teaching and Learning Approach	<p style="text-align: center;">Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Content preparations • Conducting interview • Use of plagiarism testing softwares
---------------------------------------	---

MODE OF ASSESSMENT	
Credit 4 with practicum	
For theory (3 credits)	
TOTAL MARKS	75
CCA	25
ESE	50

For practicum (1 Credit)

TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

References:

1. MacIntyre, Alasdair (1967) A Short History of Ethics. London
2. P.Chaddah, (2018) Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized, ISBN:978-9387480865
3. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009).
4. Being a Scientist: A Guide to responsible conduct in Research: Third Edition, National Academies Press.

5. Resnik, D.B.(2011) What is ethics in research & why is it important. National institute of Environmental
6. Health Science, 1-10 Retrieved from
7. <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
8. Beall, J: (2012) Predatory publishers are corrupting open access. Nature, 489(7415), 179-179.
9. <https://doi.org/10.1038/489179a>
10. Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance(2019),ISBN:978-81-939482-1-7.
11. https://www.insaindia.res.in/pdf/Ethics_Book.pdf

Suggested References and Online Training:

1. Steneck, Nicholas H. *Introduction to the Responsible Conduct of Research*, Office of Research Integrity, U.S. Department of Health and Human Services, http://ori.dhhs.gov/publications/ori_intro_text.shtml
2. Committee on Science, Engineering and Public Policy, National Academy of Sciences, National Academy of Engineering and Institute of Medicine, *On Being a Scientist: Responsible Conduct in Research*, National Academy Press, <http://books.nap.edu/books/0309051967/html/index.html> or <http://books.nap.edu/html/obas/>

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Honours)SOCIOLOGY					
Course Name	Project Planning and management					
Type of Course	DCE					
Course Code	MG8DCESOC400					
Course Level	400-499					
Course Summary	This comprehensive course in Project Planning and Management is designed to equip participants with the essential skills and knowledge to successfully initiate, plan, execute, and complete projects sponsored by various funding agencies. This course provides a solid foundation in the principles and best practices of project management.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	Research process and methods					

Syllabus

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the steps involved while preparing research projects	U	3
2	Study the ways to prepare effective project proposals and manage research works independently	A	1,2,,5,6,7
3	Learning skills in identifying funding agencies for future endeavours.	An	1,2,5,6,7

4	Enable a detailed understanding of submitting research proposals and identifying suitable funding agencies	U	3,5
5	Create research proposal to submit for the funded agencies	C	1,2,5,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	1. Module 1: Prelude to Research Project		12	
1	1.1	Basic concepts -- Plan, project and programme, Project Planning, Proposal, and Project Characteristics of a project.	2	1
	1.2	Project identification- Methods and techniques of project identification need identification, recognizing the scope of the project, and Feasibility study.	3	1
	1.3	Rules governing the preparation of Project Proposal.	3	1
	1.4	Common format of a Project proposal, preparing a concept note, writing up a detailed project proposal.	4	2
	Module-2: Project		13	
2	2.1	Project planning - Identifying the Project area and target group, Determining the goals and objectives of the Project	3	2
	2.2	Project work plan and time frame: Preparation of action plan and time schedule (GANTT chart	4	2
	2.3	Financial Management of the Project: Identification of funding agencies- Governmental and Private	3	2
	2.4	Preparation of Project budget: Direct and indirect costs	3	2
3	Module 3: Project Implementation		10	

	3.1	Personnel: Principal Investigator, Co-Principal Investigator(s), Research Associates, Postdoctoral associates, Facilities and equipments	3	2
	3.2.	Project Management -Resource mobilization, Organization of resources, Task allocation, Coordination in project team and communication, Accountability within project, Conflict resolution, Time management, Liaison with external agencies.	4	2
	3.3.	Project Monitoring and Evaluation- Need for evaluation, General criteria for evaluation, Achievement of targets, Utilization of funds, Follow up programmes, Achievement of targets, Utilization of funds, Follow up programmes .	3	3
	Module- 4: Project Management		40	
4	4.1	-Resource mobilization, Organization of resources, Task allocation, Coordination in the project team and communication, Accountability within the project, Time management.	5	4
	4.2	Project Monitoring and Evaluation- Need for evaluation, General criteria for evaluation, Achievement of targets, Utilization of funds, Follow up programmes.	5	4
	4.3	Prepare a short research grant proposal with a comprehensive budget (1,000 words or less). Proposals should outline briefly the basic rationale of the research, the question under study, and the methods and analytic approach to be employed. In addition, list five sources of field research funding for which you qualify.	30	5
Teacher Specific Content (To be evaluated internally)				
5	Syllabus			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • experienced project managers may be invited as guest speakers to share insights, best practices, and real-world challenges in project planning and management • Practical exercises and workshops will be conducted to reinforce key skills.
---------------------------------------	--

MODE OF ASSESSMENT

Credit 4 with practicum For theory (3 credits)

TOTAL MARKS	75
CCA	25
ESE	50

For practicum (1 Credit)

TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

REFERENCES

1. Prasanna Chandra, Projects. 2002. Planning, Analysis, Financing, Implementation and Review. New Delhi: Tata MC Graw Hill publishing Company Ltd. Vasant Desai. 1997.

2. Project Management. Mumbai: Himalaya publishing house. Bhavesh M Patel. 2000.
3. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd. Hallas R.G & Sandra C. Mckee. 2003.
4. Practical Project Management. Pearson Education Pvt. Ltd. Nagarajan. K. 2001.
5. Project Management. New Delhi: New age international (P) Ltd. Narayan. B. 1999.
6. Project Management. New Delhi: A.P.H Publishing corporation. Joy. P.K. 1994.
7. M & Mushtaque M. 1993. Project Formulation concept and Approaches. Jaipur: Print Well. Prasanna Chandra. 1980.
8. Project Planning, Appraisal, Budgeting and Implementation. New Delhi: Tata McGraw Hill Publishing Company Limited. Shrutika Kasor. 2003.
9. Project Management. New Delhi: Sumit Enterprises. Partha Dasgupta, Amartya Sen and Stephen Marglin. 1972.
10. Guidelines for Project Evaluation. New Delhi: Oxford & IBH Publishing Co. Moshin. M.1977.
11. Project Planning and Control. New Delhi: Vikas Publishing House Pvt. Ltd. David I. Cleland. 1995. Project Management: Strategic, Design and Implementation. New Delhi: McGraw Hill. R.G. Ghattas & Sandra L.McKee. 2003.
12. Practical Project Management. New Delhi: Pearson Education (Singapore) Pvt. Ltd. Britha Mikkelsen. 2005.
13. Methods for Development Work and Research. New Delhi: Sage. David Barrat & Tony Cole. 1991. Sociology Projects A Student's Guide. London: Routledge. Bell, J. 1987. Doing Your Research Project. Milton Keynes: Open University Press.
14. Rubin, H.J, & Rubin, I.S (2008). Community Organizing and Development. New York: Pearson Publishers.

SUGGESTED READINGS

Syllabus

1. Connolloy, M., Harms, C. (2013). Social Work: Contexts and Practice. Australia: Oxford university.
2. Cournoyer, B. (2000). The Social Work Skills: Workbook. USA: Wadsworth



Mahatma Gandhi University Kottayam

Programme	BA Sociology					
Course Name	Principles of Counselling					
Type of Course	DCE					
Course Code	MG8DCESOC401					
Course Level	400-499					
Course Summary	This course aims to equip students with a comprehensive skill set, including a deep understanding of diverse counselling approaches, cultural sensitivity, crisis management, reflective practice, and practical application of theoretical knowledge in counselling scenarios. By merging theoretical insights with hands-on experience, students will develop the necessary competencies to navigate various counselling contexts effectively, preparing them for real-world counselling practice.					
Semester	8	Credits				Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1		75
Pre-requisites, if any	MGU-UGP (HONOURS) NIL					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine different approaches and their application in counselling scenarios.	U	2
2	Differentiate sensitivity towards diversity and multicultural issues in counselling.	A	1,2, 3,
3	Interpret Strategies for handling crises and emergencies in counselling.	An	1, 2,
4	Discuss Reflective practice and case studies connecting theoretical knowledge to real-world counselling scenarios	U	1, 2, 3,
5	Demonstrate the application of theoretical knowledge to practical scenarios and showcase the development of counselling skills and competencies.	A	1, 2,
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module 1: Foundations of Counselling (18)				
	1.1	Introduction to Counselling - Nature and scope of counselling. - Historical perspectives and evolution of the counselling practice. - Significance of counselling in different contexts.	3	2
	1.2	Ethical and Legal Considerations - Ethical codes and guidelines in counselling. - Confidentiality, boundaries, and responsibilities of a counsellor. - Legal aspects and regulations in counselling practice.	3	2
	1.3	Theories and Approaches - Overview of major counselling theories (e.g., psychodynamic, cognitive-behavioural, humanistic, etc.).	2	2

		- Different approaches and their applications in counselling		
	1.4	Counselling Skills and Techniques Conduct role-playing scenarios where students practice active listening, empathy, and rapport-building techniques in simulated counselling sessions.	10	5
Module 2: Client-Counsellor Relationship(20)				
	2.1	Building Rapport and Communication - Techniques for establishing trust and rapport with clients. - Verbal and non-verbal communication skills in counselling.	2	3
	2.2	Counselling Theories in Practice - Applying various counselling theories to practical counselling scenarios. - Case studies demonstrating the implementation of counselling theories.	3	3
	2.3	Cultural Competence and Diversity - Exploring cultural influences in counselling relationships. - Developing sensitivity towards diversity and multicultural issues in counselling.	2	3
	2.4	Assessment and Diagnosis - Methods for assessing client needs and concerns. - Understanding and applying diagnostic tools appropriately.	3	5
	2.5	Conduct role-specific intervention planning where students research and present intervention plans for different counselling scenarios, helping them understand diverse intervention strategies.	10	5
Module 3: Counselling Techniques and Interventions (22)				
	3.1	Individual and Group Counselling	3	3

		<ul style="list-style-type: none"> - Techniques specific to individual and group counselling settings. - Understanding the dynamics of group counselling. - Techniques for providing trauma-informed care and counselling. 		
	3.2	<p>Crisis Intervention</p> <ul style="list-style-type: none"> - Strategies for handling crises and emergencies in counselling. - Building resilience and coping mechanisms in clients. 	3	2
	3.3	<p>Family and Relationship Counselling</p> <ul style="list-style-type: none"> - Approaches and techniques for addressing family and relationship issues. - Understanding family dynamics and systemic approaches in counselling. 	3	3
	3.4	<p>Trauma-Informed Counselling</p> <ul style="list-style-type: none"> - Understanding trauma and its impact on clients. <p>Techniques for providing trauma-informed care and counselling.</p>	3	3
	3.5	<p>Prepare case study analysis where students assess hypothetical clients' needs, set counselling goals, and develop plans to achieve them based on provided case studies.</p>	10	5
<p>MGU-UGP (HONOURS)</p> <p>Module 4: Professional Development in Counselling (15)</p>				
	4.1	<p>Self-Care for Counsellors</p> <ul style="list-style-type: none"> - Stress management and burnout prevention strategies for counsellors. - Importance of self-awareness and self-care practices. 	4	2
	4.2	<p>Ethics and Boundaries in Practice</p> <ul style="list-style-type: none"> - Practical application of ethical guidelines in counselling sessions. - Maintaining professional boundaries and ethical decision-making. 	4	2
	4.3	<p>Career Development for Counsellors</p>	4	5

		<ul style="list-style-type: none"> - Opportunities and career paths in the field of counselling. - Skills development and continuous learning for counsellors. 		
	4.4	Integration of Theory and Practice <ul style="list-style-type: none"> - Reflective practice and case studies connecting theoretical knowledge to real-world counselling scenarios. - Developing a personal counselling approach based on integrated theories. 	3	3
Module 5		Teacher Specific Content (To be Evaluated Internally)		

Teaching and Learning Approach	<p style="text-align: center;">Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Conduct regular role-playing exercises where students enact counselling scenarios. • Engage students in analysing and discussing case studies related to counselling. • Organize group discussions and debates on various counselling theories, ethical dilemmas, or contemporary issues in counselling. • Arrange interactive workshops focusing on specific counselling techniques or skills, such as active listening, empathy building, or goal setting. • Conduct regular role-playing exercises where students enact counselling scenarios. • Engage students in analysing and discussing case studies related to counselling.
---------------------------------------	---

MODE OF ASSESSMENT	
Credit 4 with practicum	
For theory (3 credits)	
TOTAL MARKS	75
CCA	25
ESE	50
For practicum (1 Credit)	
TOTAL MARKS	50
CCA	15

ESE	35		
Continuous Comprehensive Assessment (CCA)-25 Marks			
Assessment Types			
In class discussions (FA)			
Role play (FA)			
Reflection writing (FA)			
Class test (SA)			
Problem based practical assignment (SA)			
Team Project Report (SA)			
Semester End examination-50 Marks (Theory) Summative assessment			
Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50
* Assessment method for practicum can be decided by the teacher.			

MGU-UGP (HONOURS)

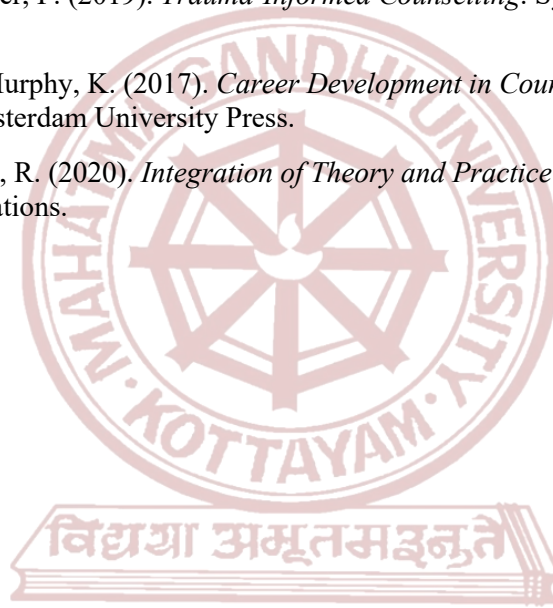
References:

1. Smith, J. A. (2018). *Fundamentals of Counselling*. New York, NY: Guilford Press.
2. Johnson, L. M. (2019). *Theoretical Approaches in Counselling*. Boston, MA: Cengage Learning.
3. Patel, R. K., & Williams, E. (2020). *Counselling Skills and Techniques*. Chicago, IL: University of Chicago Press.
4. Brown, M. S. (2017). *Ethics in Counselling Practice*. San Francisco, CA: Jossey-Bass.
5. Garcia, A. R., & Lee, S. (2016). *Cultural Competence in Counselling*. London, UK: Routledge.
6. Chang, L., & Wong, F. (2019). *Assessment and Diagnosis in Counselling*. Washington, D.C.: American Psychological Association.
7. Kumar, R., & Clark, M. (2018). *Effective Interventions in Counselling*. Berlin, Germany: Springer.

8. Mitchell, C., & Hill, D. (2015). *Self-Care Strategies for Counsellors*. Paris, France: UNESCO Publishing.

Suggested Readings:

1. Thomas, E. L. (2014). *Advanced Counselling Theories*. New York, NY: Wiley-Blackwell.
2. Carter, S., & Evans, L. (2016). *Group Counselling Techniques*. Toronto, Canada: University of Toronto Press.
3. Rodriguez, M. A. (2018). *Family Counselling Approaches*. Madrid, Spain: Universidad Carlos III de Madrid Press.
4. Hall, J. D., & Foster, P. (2019). *Trauma-Informed Counselling*. Sydney, Australia: Sydney University Press.
5. Baker, H. A., & Murphy, K. (2017). *Career Development in Counselling*. Amsterdam, Netherlands: Amsterdam University Press.
6. White, S., & Scott, R. (2020). *Integration of Theory and Practice in Counselling*. London, UK: Sage Publications.



MGU-UGP (HONOURS)

Syllabus



विद्यया अमृतमश्नुते

Mahatma Gandhi University Kottayam

Programme	BA(Honours) SOCIOLOGY					
Course Name	SOCIAL ENTREPRENEURSHIP					
Type of Course	DCE					
Course Code	MG8DSESOC402					
Course Level	400-499					
Course Summary	<p>The course is designed to understand the concept of Social entrepreneurship and to identify the types, characteristics of social enterprises. The course will try to bring in an interdisciplinary aspect in making the students understand the genesis and the management of social enterprise, right from the idea formation to the impact analysis. The course will provide the students a hands-on experiment with the idea of formulating a business model as well as possible ways for fundraising for launching a social enterprise.</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concept and practice of social entrepreneurship	U	1,6
2	Describe the defining role and characteristics of social entrepreneur	An	2,3
3	Discuss the importance of root cause analysis of social problems	E	6,7,8
4.	Analyze the scope of design thinking in promoting innovative ideas for social enterprises	An	2,3,8
5	Compare the business models for social enterprises	An	1,2,3,6
6	Appraise the role models of social enterprises and justify the best way to build social enterprise	C	1,2,4,6,7,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
--------	-------	--------------------	-----	--------

Module – I: Conceptualisation of Social Entrepreneurship			10	
1	1.1	Definition and historical contexts	2	1
	1.2	Characteristics and role of social entrepreneurs	4	2
	1.3	Types of Social entrepreneurs and Role models:Grameen Bank,Ashoka	2	2

	1.4	Social Entrepreneurs vs. Philanthropy	2	1,2
Module – II: Social problems and Social Responsibility			10	
2	2.1	Understanding Social problem:Root Cause analysis 5 Whys tool	2	3
	2.2	Appraising the idea formation through feasibility analysis	3	3
	2.3	Impact of Social Enterprise on community and stakeholders	3	6
	2.4	Ethical consideration in problem identification and evaluation	2	3,5,6
Module - III :Innovation and creativity in Social Entrepreneurship			13	
3	3.1	Design thinking for social innovation	2	4
	3.2	Idea generation for social enterprise, social innovation and inclusion	3	4
	3.3	Achieving social objectives with commercial ventures	3	4,5
	3.4	Human Centered Design :Case studies	5	5
	3.5	Prepare a business plan on the basis of a social innovation on the basis of design thinking framework	15	
Mobilizing resource and networking for Social Enterprise			12	
4	4.1	Creating Business models and writing business plans	3	5

4.2	Fundraising strategies and models :The Match-funding model, The Capital fund model and Social Impact Bonds model	3	5
4.3	Social Enterprise management	3	5,6
4.4	Crafting alliances between non-profit business and government organizations	3	4,5,6
4.5	'Live Case study' a social entrepreneur can be invited to class to present the background of the social enterprise and the students can discuss about the possible challenges and prospects	15	1,2
	Module –V: Teacher Specific Content (To be Evaluated Internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Live cases • Chart presentation • Assignment • Powerpoint Presentations • Group discussion • Flip Classroom • Quiz
---------------------------------------	--

Syllabus

MODE OF ASSESSMENT	
Credit 4 with practicum	
For theory (3 credits)	
TOTAL MARKS	75
CCA	25
ESE	50
For practicum (1 Credit)	
TOTAL MARKS	50
CCA	15
ESE	35

Continuous Comprehensive Assessment (CCA)-25 Marks

Assessment Types
In class discussions (FA)
Role play (FA)
Reflection writing (FA)
Class test (SA)
Problem based practical assignment (SA)
Team Project Report (SA)

Semester End examination-50 Marks (Theory) Summative assessment

Part	No. of questions	No. of Questions to be answered	Total Marks
A (1 mark) Objective type	5	5	5
B (2 Marks)	7	5	10
C (5 marks)	7	5	25
D (10 marks)	2	1	10
Total Marks for ESE			50

* Assessment method for practicum can be decided by the teacher.

MGU-UGP (HONOURS)**References**

1. Cameron H. (2012) Social Entrepreneurs in the Social Innovation Ecosystem. In: Nicholls A., Murdock A. (eds) Social Innovation. Palgrave Macmillan, London. https://doi.org/10.1057/9780230367098_9
2. Praszkie, R., & Nowak, A. (2011) Social entrepreneurship: Theory and practice, Cambridge University Press: Cambridge
3. Nicholls, A. (Ed.). (2006). Social entrepreneurship: New models of sustainable social change, Oxford University Press: Oxford
4. Zehra, Shaker, A, Gedajlovic, Eric, Neuborn, Donald, O, Shulma Joel M (2009) A Typology of social entrepreneurs : Motives, Search Processes and Ethical challenge, Journal of Business Venturing 24 Accessed via http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Social%20entrepreneurship,%20New%20m.pdf



Mahatma Gandhi University Kottayam

Programme	BA (Honours) SOCIOLOGY (with Research)					
Course Name	PROJECT					
Type of Course	PRJ					
Course Code	MG8PRJSOC400					
Course Level	400-499					
Course Summary	Through this project, students will explore advanced research methods, engage in critical analysis of existing literature, develop research questions, collect and analyse data, and present their findings in a scholarly manner. Emphasis will be placed on theoretical frameworks, ethical considerations, and the practical application of sociological research methods.					
Semester	8	Credits			12	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Knowledge in research methodology					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Design and undertake a research project which draws upon appropriate qualitative, quantitative and theoretical skills, in order to produce rigorous analyses of a sociological topic.	C	1,2
2	Demonstrate an in-depth understanding of a self-selected topic in the context of relevant sociological perspectives and theories.	An	6,7

3	Demonstrate awareness of ethical issues in your research and to act accordingly in your interactions with others, display sensitivity to the well-being of others and design research involving others.	U	8,9
---	---	---	-----

Guideline for Research Project:

1. The topic of the research project shall be relevant to the sociology course on the whole.
2. The topic of the research project shall be finalized only after the Department/ College approves the same.
3. The student has to submit Research Dissertation to the Head of the Department/ College on or before the stipulated time in prescribed format.
4. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree in sociology and is a full-time teaching faculty in the department/college. The list of such eligible faculty members in the Department/College is prepared and approved by the BOS in Sociology.
5. The allotment of the students to a faculty for supervision shall be done by the Department.
6. The type of research project (qualitative, quantitative or combined) should be based on the consensual decision of both the student and the supervisor.
7. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
8. A total of 12 Credits shall be allocated to the Research Project Course.
9. The project course will be evaluated on the basis of the dissertation and the continuous internal assessment. (Dissertation 140 + continuous Internal Assessment 60 = Total 200)
10. Plagiarism should be avoided and the Department/college should check the project report for plagiarism.

Syllabus

FOR PROJECTS AND COMPREHENSIVE VIVA VOCE*

- a. End–Semester Assessment (ESA): 140
- b. In-Semester Assessment (ISA): 60

Components of Project/I.V and Viva – ESA	Marks

Dissertation (External)	60
Comprehensive Viva-voce (External)	80
Total	140

All the five components of the ISA are mandatory.

Components of Project/ I.V. – ISA	Marks
Punctuality	10
Experimentation / Data Collection	10
Knowledge	10
Report	20
Credibility	10
Total	60

MGU-UGP (HONOURS)

Syllabus

Proposal of the proposed Project should essentially have the following:

- a. *Introduction, brief background, and Rationale of the topic chosen for the project.*
- b. *Brief Introduction.*
- c. *Statement of the problem.*
- d. *Objectives of the Project (clearly stated in behavioural terms).*
- e. *Research Methodology:*
 - *Research Design*
 - *Nature and source of data/information to be collected.*
 - *Sample and sampling technique.*
 - *Tools and Techniques to be used for data collection –*
 - *Method/s to be used for data collection.*
 - *Data handling and analysis*
 - *Limitation of the proposed project, if any.*
- f. *Future direction for further research (optional).*
- g. *Any other relevant detail which will help better appreciation and understanding of the project proposal.*

Format of the Project

	1.1. Title page		1.2 Preface
a	Title of the project		1.3 Table of contents
b	Name of the candidate	a.	List of Tables
c	Name and designation of the Supervisor	b.	List of Figures
d	Degree for which project is Submitted	c.	Glossary
e	Name of the College	d.	List of abbreviations
f	Month and year the project is Presented	e.	Acknowledgment

g	Declaration of the student & Certificate supervisor	1.4 Abstract/ Executive Summary (One page)
1.5 The Main Text		
Introductory Chapter: Items 3 to 16 mentioned above		
b. Other Chapters- Analysis, Results Interpretation		
c. Conclusion Chapter: Conclusions, Recommendations & Summary		
	1.6 Endnotes (after each Chapter)	1.7. Bibliography or References (at the end of the thesis)
1.8 Appendices		
a.	Questionnaire	d. Coding Frame (optional)
b.	Interview Schedule	e. Letters sent to sample members (optional)
c.	Observation Schedule (optional)	f. Any Other
Length of the Project		
<ul style="list-style-type: none"> • Report length 40 to 50 pages excluding Appendix and Certificates • Alignment: Justified • Font: Times New Roman • Font size: 12 • Line spacing: 1.5 • Double line Page Border <p>* Style of the Report: Chicago Manual of Style (CMS) or American Psychological Association Style (APA)</p>		

The project is evaluated by one external examiners and one internal examiner. The dissertation of the project is examined along with the oral presentation of the project by the candidate. The examiners should ascertain that the project and report are genuine.

INTERNSHIP

In the 4 th Semester, the student must undertake a Field work/ Industrial Visit/ Internship and the report of the same should be submitted for the evaluation.

Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESE is given below:

Components for Evaluation of Internship	Weightage	Marks for Internship 2 Credits/50 Marks
CCA	30%	15
ESE	70%	35

- Internship Report Evaluation (15 marks)
- Presentation and Viva (20 marks)

Syllabus

The evaluation of the report and presentation/viva shall be done by a Board of Internal Examiners as decided in the Department Council.

PARTICIPANTS IN SYLLABUS REVISION WORKSHOP

Sl.No	Name & Address	Designation	Email & Mobile No
1	Dr. Abhilash Babu Director & Associate Professor, School of Social Sciences, Mahatma Gandhi University, Kottayam, Kerala	Chair Person	Mob: +916238852247 Email: abhilashbabu3700@mgu.ac.in, abhijnu@gmail.com
2	Dr. Jyothi S Nair Assistant Professor Department of Sociology, KNM Govt. College, Kanjiramkulam	Subject Expert	9846564246
3	Dr. Benny Varghese Associate Professor Department of Sociology SH college Thevara	Member	9446930422 bennyvarghese@shcollege.ac.in
4	Dr. Biju Vincent Assistant Professor Department of Sociology Sree Sankara University of Sanskrit Kalady	Member	9961352126 bjuvincent@ssus.ac.in
5	Dr. Shailendra Varma R. Assistant professor, The Zamorin's Guruvayurappan College, Calicut	Member	9947659447
6	Dr. Amrutha Rinu Abraham Associate Professor Department of Sociology CMS College Kottayam	Member	9447598332 amrutharinu@cmscollege.ac.in
7	Johnson MM Assistant Professor Department of Sociology CMS College Kottayam	Member	9447372285
8	Dr Lekshmi S, Assistant Professor Department of Sociology CMS College Kottayam	Member	9037265311
9	Dr Sabin Mathew Assistant Professor Department of Sociology CMS College Kottayam	Member	9496330979
10	Dr. Reeja P.S Assistant Professor Bishop Chulaparambil Memorial college Kottayam	Member	9496774639 reeja@bcmcollege.ac.in
11	Alphonsa Kurian Assistant Professor	Member	+91 99619 88101 alphonsa@bcmcollege.ac.in

	Bishop Chulaparambil Memorial college Kottayam		
12	Dr. Dora Dominic Assistant Professor St Teresa's College (Autonomous) Ernakulam	Member	8714159800 doradominic@teresas.ac.in
13	Dr. Sajitha J. Kurup Assistant Professor St Teresa's College (Autonomous) Ernakulam	Member	7356786667
14	Smt. Elizabeth Abraham Assistant Professor St Teresa's College (Autonomous) Ernakulam	Member	9539679477
15	Dr. Lebia Gladis N.P Assistant Professor St Teresa's College (Autonomous) Ernakulam	Member	9633760585
16	Fr Mohan Mathew Assistant Professor SB College Changanacherry	Member	9447596997
17	Dr.Suresh Babu Assistant Professor NSS Hindu College Changanacherry	Member	sureshbabupnsshc@gmail.com 9947094034
18	Diana Mathews Assistant Professor M.A College Kothamangalam	Member	diana.mathews@gmail.com 9447801356
19	Sreenidhi Assistant Professor Sree Narayana Guru college of Advanced Studies (SNGCAS)	Member	9645114299
20	Bharat Assistant Professor Sree Narayana Guru college of Advanced Studies (SNGCAS)	Member	8848795056
21	Aswathy Assistant Professor Sree Sabareesa College Murukkumvayal	Member	8113009808
22	Binsha Babu Assistant Professor SNM College, Moothakunnam	University Nominee	8137911089