SACRED HEART COLLEGE (AUTONOMOUS), THEVARA
KOCHI, KERALA, 682013

Syllabus of Courses

Under the discipline

SOCIOLOGY

(For Undergraduate(Honours) Degree Programmes)

Introduced from 2024-25 admission onwards

Prepared by

Board of Studies in Sociology

Sacred Heart College (Autonomous), Thevara, Kochi.

BOARD OF STUDIES IN SOCIOLOGY
Sacred Heart College (Autonomous)
Thevara, Kochi, Kerala

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1. INTRODUCTION

The National Education Policy (NEP) 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility. It emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence etc., and a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

The NEP document suggests several transformative initiatives in higher education. These include:

- Introduction of holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts in addition to rigorous specialization in a subject
- Undergraduate degree programmes of either 3 or 4-year duration.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- Increase in the number of choices of courses available to students and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- Multidisciplinary and holistic education with emphasizes on research, skill development and higher order thinking,
- Promotion of innovation and employability of the student.
- Flexibility for the students to move from one institution to another as per their choice.
- Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

Outcome Based Education (OBE)

Undergraduate courses in Sociology follow the Outcome-based Education (OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by the end of the course. Outcome-based education affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate courses at the Department of Sociology, Sacred Heart College (Autonomous), Thevara provide a learning approach in which students develop analytical ability, critical thinking and research acumen over different situations.

Programme Outcomes:

The Undergraduate Programme Outcomes (POs) are as follows:

PO 1: Critical thinking and Analytical reasoning

- Critical thinking guides the assessment and judgment of information, while analytical reasoning involves specific methods for analysis and conclusion drawing. It includes the ability to assess evidence, identify assumptions, formulate coherent arguments, understand complex relationships, and evaluate practices and theories critically. Additionally, critical sensibility involves self-awareness and reflection on personal and societal experiences.

PO 2: Scientific reasoning and Problem solving

- Capacity to interpret and draw conclusions from data, critically evaluate ideas and evidence with an open-minded perspective; ability to apply learned competencies to solve unfamiliar problems and apply knowledge to real-life situations, avoiding mere replication of curriculum content.

PO 3: Effective communication and leadership skill

- Proficiency in expressing thoughts verbally and non-verbally, utilizing appropriate communication media. Confidently sharing ideas, active listening, analytical reading and writing and presenting complex information clearly to diverse groups. Effective teamwork and leadership skills, including setting direction, inspiring vision, building and motivating teams, and guiding them efficiently towards common goals.

PO 4: Social consciousness and responsible citizenship

- Social consciousness involves an empathetic and informed perspective, extending beyond personal concerns to embrace a responsibility for the collective good in nation-building. It includes reflecting on the impact of research on conventional practices and a clear understanding of societal needs for inclusive and sustainable development. Responsible citizens contribute positively through civic engagement, environmental stewardship, and a commitment to social justice, abiding by laws and working for the advancement of society.

PO 5: Equity, Inclusiveness and Sustainability

- Promoting equity, inclusiveness, sustainability, and diversity appreciation. Developing ethical and moral reasoning with values of unity, secularism, and national integration for dignified citizenship. Understanding and appreciating diversity, managing differences, and using an inclusive approach. Emphasizing creating environments where diverse individuals feel valued, addressing present needs without compromising future generations' ability to meet their own needs, considering environmental, economic, and social factors.

PO 6: Moral and Ethical Reasoning

- Possessing the capacity to embody moral and ethical values in personal conduct, articulating positions and arguments on ethical matters from diverse perspectives, and consistently applying ethical practices in all endeavours. Proficient in recognizing and addressing ethical issues pertinent to one's work, steadfastly steering clear of any unethical behaviour.

PO 7: Networking and Collaboration

- Cultivating networking skills in education entails establishing meaningful professional connections and relationships among educators, administrators, and stakeholders. It also involves fostering cooperative efforts among individuals, institutions, and research organizations within the educational realm. These practices are indispensable for nurturing a supportive, innovative, and dynamic learning environment.

PO 8: Lifelong Learning

- Cultivating the ability to continually acquire knowledge and skills, including the art of "learning how to learn," becomes paramount for lifelong learning. This self-paced and self-directed approach serves personal development, aligns with economic, social, and cultural objectives, and facilitates adaptation to evolving workplace demands through skill development and reskilling. It equips individuals with competencies and insights, allowing them to adeptly respond to society's changing landscape and enhance their overall quality of life. Lifelong learning extends beyond formal education, embracing diverse informal and non-traditional learning experiences.

2. REGULATIONS FOR UNDERGRADUATE (HONOURS) DEGREE PROGRAMMES

PREAMBLE

Sacred Heart College (Autonomous), Thevara, Kochi is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. The College was established in 1944 as a higher educational institute for men on the basis of the minority rights. It started admitting girls in 1975 and currently serves all sections of the society without any discrimination of caste or creed.

The College was granted Autonomous Status by the University Grants Commission (UGC) in 2014.

Vision and Mission of the Institution

The vision of the College aims at the formation of holistic individuals who would champion the cause of justice, love, truth and peace. To this effect, Sacred Heart College envisions the **"Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God."** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook and united by the principle of equity.

The Mission of the Institution is to provide an environment that

- facilitates the holistic development of the individual
- enables the students to play a vital role in the nation-building process and contribute to the progress of humanity
- disseminates knowledge even beyond academia
- instils in the students a feel for the frontier disciplines, and
- cultivates a concern for the environment

by setting lofty standards in the ever-evolving teacher-learner interface.

Framing of the Regulations

As part of the implementation of the National Education Policy 2020 (NEP 2020), the University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programmes to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.

The Kerala State Curriculum Committee for Higher Education has been constituted, and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education.

Further, an Academic Committee and various sub committees were constituted for the implementation of the Regulations. The Academic Committee submitted the draft regulations on 15-03-2024, namely**: THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)}** under the New Curriculum and Credit Framework, 2024.

REGULATIONS

Short Title and Commencement
   i.   These Regulations may be called THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)} under the New Curriculum and Credit Framework 2024.
   ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

Scope and Application
   i.   These Regulations shall apply to all Undergraduate programmes under various Faculties conducted by THE SACRED HEART COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025.
   ii. Every programme conducted under the SHC-UGP shall be monitored by an SHC-UGP Academic Committee comprising members nominated by the Principal.

Definitions
Unless used in a context otherwise specified,
   i.   College means THE SACRED HEART COLLEGE (Autonomous), a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.
   ii. 'University' means the MAHATMA GANDHI University which is the affiliating University of Sacred Heart College (Autonomous).
   iii. FYUGP means Four Year Undergraduate Programme.
   iv. Academic Year: Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
   v.   Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the college council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the convenor for the College level Academic Committee.
   vi. Academic Week: A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.
   vii. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of

course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours learner engagement.

viii. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holder and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.

ix. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by the learner across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.

x. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.

xi. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.

xii. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual's registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.

xiii. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.

xiv. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.

xv. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.

xvi. Audit Course: a course that the learner can register without earning credits, and is not mandatory for completing the SHC-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit).

xvii. Courses: refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

xviii. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.

xix. College-level Academic Committee: Is a committee constituted for the FYUGP at the college level comprising the Principal as the Chairperson, the Academic Co-ordinator/ Nodal Officer as its convenor.

xx. Academic Co-ordinator/ Nodal Officer: A senior faculty member nominated by the college council.

xxi. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.

xxii. Department means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.

xxiii. Board of Studies (BoS) means the academic body duly constituted to frame the syllabus of each department.

xxiv. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to co-ordinate all the necessary work related to FYUGP undertaken in that department, including the continuous comprehensive assessment.

xxv. Department Council means the body of all teachers of a department in a college.

xxvi. Faculty Adviser (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

xxvii. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.

xxviii. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.

xxix. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.

xxx. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.

xxxi. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of Academic Council of the College.

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

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

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

xxxv. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: P = G x C

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

xxxvii. Grade Card means the printed record of students' performance, awarded to them.

xxxviii. Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statues of Sacred Heart College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

Features and Objectives of SHC-UGP

The features and objectives of the SHC-UGP shall be:

i. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.

ii. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.

iii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

iv. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.

v. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the FYUGP with a specific number of Courses with 177 credits including 8 credits from a graduate project/ dissertation in their major discipline.

vi. Students who acquire minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However if necessary, College may conduct screening test for the honours with research programme in accordance with College Regulations from time to time.

vii. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.

viii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).

ix. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.

x. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

xi. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to defend successfully the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.

xii. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.

xiii. The proposed FYUGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.

xiv. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.

xv. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).

xvi. Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student's choice with special emphasis on language and communication skills.

xvii. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities and Commerce streams.

xviii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third semester MDC can be Kerala specific content.

xix. Skill Enhancement Courses (SEC) shall be designed to enhance 21st century workplace skills such as creativity, critical thinking, communication, and collaboration.

xx. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.

xxi. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.

xxii. The curriculum of the SEC should be designed in a manner that at the end of year- 1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels is provided as **Appendix I** below.

xxiii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.

xxiv. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.

xxv. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.

xxvi. Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.

xxvii. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

xxviii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.

xxix. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.

xxx. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students also can opt for a change of Major at the end of the second semester to any MDC.

xxxi. Students should opt their 5th and 6th semester VAC and SEC from their Major disciplines only.

xxxii. Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner for preserving the credits in the Academic Bank of Credits.

xxxiii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.

xxxiv. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.

xxxv. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.

xxxvi. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internship published by the University.

xxxvii. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

xxxviii. The College will provide opportunities for field-based learning/minor projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.

xxxix. Additional Credits will be awarded for those who actively participating in Social Activities, which may include participation in National Service Scheme (NSS), Sports and Games, Arts, participation in College union related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.

xl. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules of awarding the grace marks.

xli. Options will be made available for students to earn credit by completing quality- assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.

xlii. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.

xliii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

Eligibility for Admission and Reservation of Seats

i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.

ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.

iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.

iv. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.

v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific

Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.

vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the Institution.

vii. Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

viii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.

ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.

x. The College can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode irrespective of the nature of programme (Govt./ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit.

Academic Monitoring and Student Support

The academic monitoring and student support shall be in the following manner, namely

i. The College shall appoint a Senior Faculty member as Academic Co-ordinator/ Nodal officer for the smooth conduct of FYUGP.

ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.

iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.

iv. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.

v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.

vi. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

vii. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.

viii. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.

ix. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).

x. The CCA related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.

    a. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HOD, course faculty, and the students concerned.

    b. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.

    c. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.

    d. If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.

xi. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.

xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. regarding student academic and other matters to the HODs/ SFA for information and timely action.

xiii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.

xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students' personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.

xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus.

Course Registration

i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.

ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.

iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.

iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.

v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feels that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.

vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.

vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

Re-admission and Scheme Migration

i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.

ii. Students who have successfully completed a particular programme pathway may be permitted to take an additional minor or second major.

iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that, those credits are relevant for the present major programme of study.

Duration of Programme, Credits, Requirements and Options

i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.

ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.

iii. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.

iv. For students who crossed 6 semesters at a slower space, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

Credit Structure

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below:

i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.

ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.

iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.

iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.

v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.

vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).

vii. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).

ix. All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.

x. For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.

xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.

xii. Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.

xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.

xiv. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester UG programmes and 240 credits for a 4-year (8-semester) programmes.

xv. Each faculty member shall offer a maximum of 16 credits per semester. However, those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.

xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

Course Structure of the SHC-UGP Programme

The SHC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows;

Sl. No.	Categorization of Courses for all Programme	Minimum Number of Credit Required	
1.	Major	68	88
2.	Minor	24	24+12*
3.	Multi-Disciplinary Courses (MDC)	9	9
4.	Skill Enhancement Courses (SEC)	9	9
5.	Ability Enhancement Courses (AEC)	12	12
6.	Value Addition Courses (VAC)	9	9
7.	Summer Internship, field basedlearning etc.	2	2
8.	Research Project / Dissertation		12/8**

* The students can acquire advanced/ capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending up on their pathway choice. The Minor courses can be of level 300 or above.

** The students pursuing the 4-year honours with research have to complete a project with 12 credits and for the 4-year honours degree students have to complete a project with 8 credits and DSC/ DSE capstone/ advanced level course in the 8th semester.

i. 20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.

ii. In case of MDC, SEC, VAC courses coming under 3rd & 4th semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content.

Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1 & 2	100-199	Foundation-level or introductory courses
3 & 4	200-299	Intermediate level courses
5 & 6	300-399	Higher level courses
7 & 8	400-499	Advanced/Capstone level courses

Signature Courses

i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.

ii. The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of academic council.

iii. The College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the College. With a prior recommendation of BoS and the approval of academic council, the adjunct faculty can offer SEC/VAC as signature course.

iv. Ad hoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of academic council.

v. The faculty concerned may design the particular course and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of this regulations.

vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommend by the BoS concerned.

Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

i. **Degree with single Major**: A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major

ii. **Degree Major with Minor**: If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Malayalam Minor etc.

iii. **Major with Multiple Disciplines** of Study: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.

iv. **Interdisciplinary Major**: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.

v. **Multi-Disciplinary Major**: For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Example: Life Science, Data Science, Nano Science.

vi. **Degree with Double Major**: A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major.

Pathway Option 1 - Degree Major or Major with Multiple Disciplines of Study

Course Components	No. of Courses				Internship of 2 Credits							
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22
DSC B & C (4 Credit /Course)	2(P)	2(P)	1(P) (B or C)	1(P) (C or B)				6		3		9
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC A only			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12/8 (1 DSC / DSE for Honours	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	
Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit option available**	**25**	**25**	

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 2 - Major with Minor

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	20
DSC B (4 Credit /Course)	2(P)	2(P)	1(P)	1(P)		1	1	8	1 Out of 8 can be opted as DSE	3		11
Multidisciplinary Courses (MDC)/ (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC Aonly			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12/8 (1 DSC/ DSE for Honours	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		**Total Credits 133**	24	20	**Total Credits 177**
Total Hours per Week	25	25	25	25		25	25		**Exit option available**	25	25	

 # BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 3 - Double Major

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
DSC A (4 Credit /Course)	1(P)	1 (P)	2(2P)	2(1P)	Internship of 2 Credits	4	3	13	7 Out of 13 can be opted as DSE	3	2	18
DSC B (4 Credit /Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1	1	3	*Recommended that the course may be offered by the English Department			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12/8 (1 DSC/ DSE for Honours	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25	

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Note: In all the above 3 tables "(P)" means courses with practical

Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode

i. A student shall register to a minimum of 16 credit per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.

ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.

iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.

iv. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway course for major/ minor for their disciplines at different levels.

v. At the end of each semester the college will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

Attendance

i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.

ii. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.

iii. The condonation facility can be availed as per the university norms.

Workload

i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.

ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.

iii. An academic year shall consist of two semesters.

iv. To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department and the other may be offered by the English Department. These recommendations may be modified as per the recommendations of the SHC-UGP Academic Monitoring Committee.

v. Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.

vi. The teachers given the administrative responsibilities in the department and college level may give a relaxation in their work load as specified in the UGC regulations 2018.

Credit Transfer and Credit Accumulation

i. The college will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.

ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.The students shall be required to earn at least 50% of the credits from the College.

iii. Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree.

Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) will be defined and specified in the syllabus of each programme.

Assessment and Evaluation

i. The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.

iii. Teacher Specific Content will be evaluated under CCA.

iv. CCA will have two subcomponents Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.

v. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be prerogative of the course faculty/ course coordinator based on specific requirement of the student.

vi. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)

    a. Practical assignment
    b. Observation of practical skills
    c. Viva voce
    d. Quiz
    e. Interview
    f. Oral presentations
    g. Computerized adaptive testing
    h. In-class discussions
    i. Group tutorial work
    j. Reflection writing assignments

        k. Home assignments

        l. Self and peer Assessments

        m. Any other method as may be required for specific course/ student by the course faculty/ course coordinator.

vii. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the End Semester Evaluations.

viii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)

        a. Written test

        b. Open book test

        c. Laboratory report

        d. Problem based assignments

        e. Individual project report

        f. Case study report

        g. Team project report

        h. Literature survey

        i. Standardized test

        j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.

ix. A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.

x. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of SHC-UGP Academic Committee based on justified reasons.

xi. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time in case any grievances are raised.

xii. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.

xiii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.

xiv. There shall be theory and practical examinations at the end of each semester.

xv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 3-credit courses for 75 marks and 2-credit courses for 50 marks.

xvi. All examinations will be conducted by the College and will be evaluated at the College itself.

xvii. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

Practical Examination

i. The end semester practical examination will be conducted and evaluated by the institution.

ii. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.

iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE of practical/practicum.	70%

iv. Those who have completed the CCA alone will be permitted to appear for the ESE.

v. For grievance redressal purpose, the university shall have the right to call for all the records of CCA.

vi. Duration of Examination: Questions shall be set as per the defined Outcome .The duration of the examinations shall be as follows.

Mode	Time (in Hours)
Written Examination	2
Multiple Choice	1.5
Open Book	2
Any Other Mode	2

Evaluation of Project/Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	ESE
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

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 of Evaluation of Internship	Weightage	Marks for Internship2 Credits/ 50 Marks
CCA	30%	15
ESE	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

Letter Grades and Grade Points

Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below,

i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	85% and above but below 95%	First Class with Distinction
A (Very good)	8	75% and above but below 85%	First Class with Distinction
B+ (Good)	7	65% and above but below 75%	First Class
B (Above average)	6	55% and above but below 65%	First Class
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F (Fail)	0	Below an aggregate of 35% or below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

iii. When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

iv. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

SGPA $(S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$

Where S_i is the SGPA in the ith semester, C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

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

Illustration – Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	DSC A	4	A	8	4 x 8 = 32
I	DSC B	4	B+	7	4 x 7 = 28
I	DSC C	4	B	6	4 x 6 = 24
I	MDC	3	B	6	3 x 6 = 18
I	AEC 1	3	O	10	3 x 10 = 30
I	AEC 2	3	C	5	3 x 5 = 15
	Total	21			147

	SGPA	147/21 = 7

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA}=\frac{\text{Sum of the credit points of all courses in six or eight semesters}}{\text{Total Credits in Six (133) or Eight (177) semesters}}$$

v. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Implementation and Monitoring of SHC-UGP

i. The implementation and monitoring of SHC-UGP will be carried out by duly appointed bodies/committees of the college such as the Academic Council, the various Boards of Studies and the Academic Monitoring Committee.

ii. Academic Council

Among its other functions, the Academic Council of the College shall:
   i. Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP details such as, academic pathways, allowed syllabi enrichment/ updating, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc.
   ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.
   iii. Undertake the scrutiny of all documents related to Teacher Specific Content.
   iv. Recommend to the College Governing Council for starting innovative programmes using the flexibility and holistic nature of the SHC-UGP curriculum frame work.

iii. Board of Studies

Among its other functions, the Board of Studies of each Department shall:
   i. Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SHC-UGP and submit the same for the approval of the Academic Council.
   ii. Scrutinize the signature course content and its evaluation techniques.
   iii. Suggest methodologies for innovative teaching and evaluation techniques.
   iv. Suggest panel of examiners to the Office of the Controller of Examinations.
   v. Coordinate research, teaching, extension and other academic activities in the department.

iv. SHC-UGP Academic Monitoring Committee

The SHC-UGP Academic Monitoring Committee shall be constituted under the Chairmanship of the Principal, with the Academic Coordinator as the Convenor, shall be entrusted to oversee the implementation and monitoring of the SHC-UG programme.
   i. The Academic Monitoring Committee will collect and whet the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP and duly forward them to the Academic Council.
   ii. It will oversee and coordinate the activities undertaken for the successful implementation of SHC-UGP in the College and will function as an advisory body in such matters.

Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions which appears to him/her to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate authorities.

Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government or the Mahatma Gandhi University from time to time, shall be incorporated into these Regulations by the appropriate regulatory bodies of the College and shall constitute an integral part thereof.

SYLLABUS INDEX

SEM	Course Code	Course Title	Course Level	Credit	Hours per Week	
					Theory	*Practicum*
DISCIPLINE SPECIFIC COURSES (DSC)						
I	24USOCDSC101	Invitation to Sociology	100-199	4	3	2
II	24USOCDSC102	Society and Cultural Life	100-199	4	3	2
III	24USOCDSC201	Sociology of Environment	200-299	4	3	2
	24USOCDSC202	Foundations of Sociological Thought	200-299	4	3	2
	24USOCDSC203	Introduction to Social Work	200-299	4	4	0
IV	24USOCDSC204	Sociology of Crime and Pathology	200-299	4	3	2
	24USOCDSC205	Modern Sociological Theories	200-299	4	3	2
	24USOCDSC206	Principles of Social Research	200-299	4	4	0
V	24USOCDSC301	Sociology of Indian Society	300-399	4	3	2
	24USOCDSC302	Gender & Society	300-399	4	4	0
	24USOCDSC303	Sociology of Work and Industry	300-399	4	4	0
VI	24USOCDSC304	Sociology of Ageing/Gerontology	300-399	4	4	0
	24USOCDSC305	Qualitative Research Methods	300-399	4	3	2
	24USOCDSC306	Political Sociology	300-399	4	3	2
VII	24USOCDSC401	Sociology of Development	400-499	4	4	0
	24USOCDSC402	Sociology of Globalization and Global Dynamics	400-499	4	4	0
	24USOCDSC403	Sociology of Kerala Society	400-499	4	4	0
	24USOCDSC404	Sociology of Marginalization	400-499	4	3	2
	24USOCDSC405	Current Trends in Social Research	400-499	4	4	0
	24USOCDSC406	Migration and Indian Diaspora	400-499	4	4	0
VIII	24USOCDSC407	Dissertation Planning and Management	400-499	4	3	2
	24USOCDSC408	Current Debates in Sociological Theories	400-499	4	3	2
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)						
V / VI	24USOCDSE301	Sociology of Education	300-399	4	4	0
	24USOCDSE302	Tribal Society in India	300-399	4	4	0
	24USOCDSE303	Rural Sociology/Understanding Rural India	300-399	4	4	0
	24USOCDSE304	Media and Society	300-399	4	4	0
	24USOCDSE305	Sociology of Religion	300-399	4	4	0
VIII	24USOCDSE401	Civil Society and Democracy	400-499	4	4	0
DISCIPLINE SPECIFIC COURSES (DSC) - *Minor Pathway*						

SEM	Course Code	Course Title	Course Level	Credit	Hours per Week	
					Theory	*Practicum*
I	24USOCDSC101	Invitation to Sociology	100-199	4	3	2
II	24USOCDSC102	Development of Sociological Thought	100-199	4	3	2
III/IV	24USOCDSC207	Indian Social Structure	200-299	4	3	2
	24USOCDSC208	Introduction to Social Work	200-299	4	3	2
	24USOCDSC209	Human Rights and Indian Society	200-299	4	3	2
	24USOCDSC210	Personality and Soft Skills	200-299	4	3	2
MULTIDISCIPLINARY COURSES (MDC)						
I	24USOCMDC101	Sociology of Tourism	100-199	3	2	2
II	24USOCMDC102	Cyber World and Social Media	100-199	3	2	2
III	24USOCMDC201	Sociology of Sports	200-299	3	3	0
SKILL ENHANCEMENT COURSES (SEC)						
V	24USOCSEC301	Personality Development and Soft Skills	300-399	3	2	2
VI	24USOCSEC302	Research Skills on the Field	300-399	3	2	2
VALUE ADDITION COURSES (VAC)						
VI	24USOCVAC301	Human Rights and Indian Social Structure	300-399	3	0	0
SIGNATURE COURSES (SIG)						
V/VI	24USOCSGC301	Preparatory Course for UPSC Civil Service Examination	300-399	4	3	2
VIII	24USOCSGC401	Indian Society and Traditional Culture in Retrospective	400-499	4	3	2
VIII	24USOCSGC402	Society and Art in Ancient India	400-499	4	4	0

PROPOSED PROGRAMME STRUCTURE FOR B.A. (HONS.) SOCIOLOGY

(*with Sociology as Major and Minors B and C*)

SEM	Course Code	Course Title	Course Level	Credit	Hours per Week	
					Theory	*Practical*
I	24USOCDSC101	Invitation to Sociology	100-199	4	3	2
	-	DSC – Minor (B)	100-199	4	3	2
	-	DSC – Minor (C)	100-199	4	3	2
	-	AEC - English	100-199	3	3	0
	-	AEC – Other Languages	100-199	3	3	0
	-	MDC	100-199	3	2	2
				21	**17**	**8**
II	24USOCDSC102	Society and Cultural Life	100-199	4	3	2
	-	DSC – Minor (B)	100-199	4	3	2
	-	DSC – Minor (C)	100-199	4	3	2
	-	AEC - English	100-199	3	3	0
	-	AEC – Other Languages	100-199	3	3	0
	-	MDC	100-199	3	2	2
				21	**17**	**8**
III	24USOCDSC201	Sociology of Environment	200-299	4	3	2
	24USOCDSC202	Foundations of Sociological Thought	200-299	4	3	2
	24USOCDSC203	Introduction to Social Work	200-299	4	4	0
	-	DSC – Minor (B) / (C)	200-299	4	3	2
	-	MDC	200-299	3	3	0
	-	VAC	200-299	3	3	0
				22	**19**	**6**
IV	24USOCDSC204	Sociology of Crime and Pathology	200-299	4	3	2
	24USOCDSC205	Modern Sociological Theories	200-299	4	3	2
	24USOCDSC206	Principles of Social Research	200-299	4	4	0
	-	DSC – Minor (C) / (B)	200-299	4	3	2
	-	SEC	200-299	3	3	0
	-	VAC	200-299	3	3	0
				22	**19**	**6**
		Summer Internship		**2**	**-**	**60**
V	24USOCDSC301	Sociology of Indian Society	300-399	4	3	2
	24USOCDSC302	Gender & Society	300-399	4	4	0
	24USOCDSC303	Sociology of Work and Industry	300-399	4	4	0
	-	DSE	300-399	4	4	0
	-	DSE	300-399	4	4	0

SEM	Course Code	Course Title	Course Level	Credit	Hours per Week	
					Theory	*Practical*
	24USOCSEC301	Personality Development and Soft Skills	300-399	3	2	2
				23	**21**	**4**
VI	24USOCDSC304	Sociology of Ageing/Gerontology	300-399	4	4	0
	24USOCDSC305	Qualitative Research Methods	300-399	4	3	2
	24USOCDSC306	Political Sociology	300-399	4	3	2
	-	DSE	300-399	4	4	0
	24USOCSEC302	Research Skills on the Field	300-399	3	2	2
	24USOCVAC301	Human Rights and Indian Social Structure	300-399	3	3	0
				22	**19**	**6**
Exit at 3rd Year with 133 Credits – BA Degree						
VII*	24USOCDSC401	Sociology of Development	400-499	4	4	0
	24USOCDSC402	Sociology of Globalization and Global Dynamics	400-499	4	4	0
	24USOCDSC403	Sociology of Kerala Society	400-499	4	4	0
	24USOCDSC404	Sociology of Marginalization	400-499	4	3	2
	24USOCDSC405	Current Trends in Social Research	400-499	4	4	0
	24USOCDSC406	Migration and Indian Diaspora	400-499	4	4	0
* 3 Courses in Sem 7 can be taken from minor pathway at 300-399 level (for single minor pathway)				**24**	**23**	**2**
VIII	24USOCDSC407	Dissertation Planning and Management	400-499	4	3	2
	24USOCDSC408	Current Debates in Sociological Theories	400-499	4	3	2
	-	12 Credit Project or 8 Credit Project + DSE	-	12	-	-
				20	-	-
Completion of the Programme at 4th Year with 177 Credits – BA Honours Degree						

3. SYLLABUS FOR DISCIPLINE SPECIFIC COURSES IN SOCIOLOGY

DSC - 01

Discipline	Sociology
Semester	I
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC101
Course Title	Invitation to Sociology
Course Level	100-199
Course Summary	The Course helps students understand the fundamental concepts of sociology and the ability to view and interpret the world through a sociological lens and apply the academic pedagogy of the discipline to make sense with day-to-day life.
Hours	75 (Lecture/Tutorial – 45, Practical – 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the fundamental concepts of sociology and the ability to view and interpret the world through a sociological lens.	U	1
2	Apply the academic pedagogy of the discipline to make sense with day-to-day life	A	2
3	Create our own world and platform of Sociological imagination	C	3
4	Appreciate world around you and perceive it from the lens of the discipline	Ap	4
5	Analyse the role of Sociological perspectives in defining the world around us	An	5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Content for Classroom Transactions (Units)

Module	Units	Course description	Hrs	CO No.
Module 1: Thinking Like a Sociologist				
1	1.1	What is Sociology? Isn't Sociology just Common Sense	2	1
	1.2	Why study Sociology- Making informed decisions, Appreciation of Social Diversity, Thinking Critically	2	2
	1.3	Expanding Career Opportunities	2	3

	1.4	Sociological Imagination Micro Sociology – How people affect our everyday lives Macro Sociology- How Social structure affects the individual	2	1
Module 2: Origin of Sociology				
2	2.1	The Pioneers of Sociology	3	2
	2.2	Emile Durkheim and Auguste Comte	4	3
	2.3	Karl Marx and Max Weber	4	2
Module 3: Major perspectives in Sociology				
3	3.1	Functionalism- A focus on Social Order	3	3
	3.2	Conflict – A focus on Social conflict	3	3
	3.3	Symbolic Interactionism- A focus on Social Interactions	3	3
	3.4	Feminism- A focus on Gender	3	3
Module 4: Illustrating the 4 Perspectives				
4	4.1	Functionalist perspective and Indian society	4	2
	4.2	Conflict perspective and social change	4	3
	4.3	Symbolic Interactionism and human behaviour	4	3
	4.4	Feminist Perspective and crime	2	3

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3. Abercrombie, Nicholas (2004) Sociology, Cambridge Polity Press.

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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,

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8. Giddens, Anthony, 1998,Sociology, Polity Press, Cambridge.

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,

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.

	MODE OF ASSESSMENT
Assessment Types	**A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Written test, Problem-based assignment, or *any other method as may be required by the course faculty*. **Practical:** Observation of practical skills, Laboratory records, and *any other method as may be required by the course faculty*. **B. End Semester Evaluation (ESE)** **Theory:** Written-test **Practical:** Practical-based assessment, Record, and *any other method as may be required by the course faculty*.

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14. Jain, M.K. & Sharma, S.C. Modern Organic Chemistry, Vishal Publishing Co. 2010
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17. Wade, Leroy G. Organic chemistry. Pearson Education India, 2008.
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20. Chandra, R.; Singh, S.; Singh, A. (2019), Organic reactions and their nomenclature, Arcler Press.

SUGGESTED READINGS

1. Carey, Francis A., and Richard J. Sundberg. *Advanced organic chemistry: part A: structure and mechanisms.* Springer Science & Business Media, 2007.

2. Norman, Richard OC. *Principles of organic synthesis*. Routledge, 2017.
3. Pine, Stanley H. *Organic chemistry*. Tata McGraw-Hill, 2014.

DSC – Course 02:

Discipline	Sociology
Semester	II
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC102
Course Title	Society and Cultural Life
Course Level	100-199
Course Summary	The course aims to familiarize students with essential tools, grammar, and concepts necessary for interpreting the 'social' aspects present in everyday spaces. It encourages the development of a 'sociological imagination' to establish connections between personal experiences and societal influences. The focus is on understanding how social interactions are structured and culturally influenced. The course critically examines the perception of the normal as natural, revealing the cultural production and reproduction of social inequalities in ordinary aspects of our lives. It explores the everyday structures of roles, statuses, communities, associations, and their institutionalization.
Hours	75 (Lecture/Tutorial – 45, Practical – 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the fundamental concepts of sociology and the ability to view and interpret the world through a sociological lens.	U	1
2	Analyse and explain social interactions in everyday life using various sociological perspectives.	A	2
3	Understand the concepts of social control, deviance, and crime, along with various sociological perspectives on crime and deviance.	U	1
4	Evaluate the building blocks of culture within a societal context.	E	1
5	Analyse the role of religion and caste in defining individual and group identities in India.	A	2,5,7
*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.
		Module 1: Examining our Social World		

1	1.1	Seeing and Acting Through the Lens of Sociology – Familiarizing basic concepts of the discipline	5	1
	1.2	Major Research methods; Survey, Observation and ethnography, Experiment, Analysis of existing Data	5	1

Module 2: Socialization: The Self and Social Identity

2	2.1	Purpose and importance, Socialization throughout life The NET generation	5	2
	2.2	Social interaction in Everyday life, Explaining social interactions; sociological perspectives on social interaction	5	2
	2.3	Non-verbal communication, Online-interaction	5	2

Module 3: Culture, Social Control and Social Inequality

3	3.1	The building Blocks of Culture	4	4
	3.2	Social Control, Deviance, and Crime and its types. Sociological perspectives on crime and deviance	4	3

Module 4: Social Inequality in India

4	4.1	Religion and caste: Defining Ourselves and Others.	5	5
	4.2	Sex, Gender, and Sexualities: Deconstructing Dualisms	2	5
	4.3	Forms of Ethnic and Regional inequalities	5	5

PRACTICUM

5	5.1	Content analysis of online communication patterns among various virtual communities (example online fandoms, clubs etc.) and the impact of non-verbal cues in virtual interactions.	10	1,2
	5.2	Visit a cultural site of student's choice and make a detailed report on the same	10	4
	5.3	A panel discussion with guest speakers from different religious and caste backgrounds to discuss the impact of these factors on social identity.	10	5,2

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice primary and secondary social work methods • Role-playing exercises to simulate real-world social work scenarios • Interaction with experienced social workers • Projects where students develop and present intervention strategies

References

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2. Berger, P. L. 1966. Invitation to Sociology. Great Britain: Penguin Books.

3. Beteille, A. 2009. Sociology: Essays in Approach and Method. Delhi: Oxford University Press.

4. Bilton, T. et al. 2002. Introductory Sociology. New York: Palgrave.

5. Bourdieu, P. and Wacquant, L. 1992. An Invitation to Reflexive Sociology. Cambridge: Polity Press.

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DSC – Course 03:

Discipline	Sociology
Semester	III
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC201
Course Title	Sociology of Environment
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 provides an awareness about basic concepts in environmental sociology. It also familiarizes students with the dynamic interplay between human societies and the environment, emphasizing the causes and effects of different environmental problems. This course provides understanding of Environmental protection and Activism by addressing critical issues such as environmental degradation and the social dimensions of ecological challenges.
Hours	75 (Lecture/Tutorial – 45, Practical – 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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:

Module	Units	Course description	Hrs	CO No.
1		**Module 1- Introduction to Environmental Sociology**		
	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		**Module 2- Basic concepts in environmental sociology**		
	2.1	Carbon footprint	2	2
	2.2	Natural Resource distribution and exploitation	2	2
	2.3	Sustainable Development- Green Economy	2	2
	2.4	Environmentalism, Deep ecology,	2	2
	2.5	Ecological modernization	2	2
3		**Module 3- Environmental problems and society**		
	3.1	Climate change and Climate Crisis	2	3
	3.2	Environmental problems in the Kerala Context	2	3
	3.3	Environmental Pollution, Waste management	2	3
	3.4	Environmental health risks	2	3
4		**Module 4- Environmental protection and Activism**		
	4.1	Environmental Movements- Chipko movement, Appiko movement, Silent valley movement, Narmada Bachao Andolan	2	4
	4.2	New Environmental Activism, Corporate Greenwashing	2	4
	4.3	Environmental legislation and protection in India	2	4
	4.4	Man Animal Conflict and Eco sensitive Zones	2	4
	4.5	Environmental Justice, Ecological Apartheid	2	4
5		**Module 5- Practicum –field study and report writing**		
	5.1	Prepare a report on the methods and efficiency of Waste management of your Local Government Body.	30	5
	5.2	Associate with local communities, NGOs, or government agencies and prepare an action plan for specific environmental issue		5
	5.3	Conduct interviews or surveys with community members to gather first-hand insights into their perceptions of and experiences with environmental challenges.		5

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- Ouellet, E., & Mehta, M. D. (1997). *Environmental sociology: Theory and practice*. Captus.
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- Sutton, P. W. (2008). *The environment: A sociological introduction*. Polity Press

DSC – Course 04:

Discipline	Sociology
Semester	III
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC202
Course Title	Foundations of Sociological Thought
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.
Hours	75 (Lecture/Tutorial – 45, Practical – 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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:

Module	Units	Course description	Hrs	CO No.
1	**Development of Sociological Thought**		**(14 Hours)**	
	1.1	Social Thought	2	1
	1.2	Sociological Thought	2	3
	1.3	Sociological Theory	2	3
	1.4	Perspectives in Sociology	2	3

	1.5	Types of Sociological Theory	2	3
	1.6	Functions of Sociological Theory	3	4
2	**Emergence of Sociological Perspective**		**(24 Hours)**	
	2.1	Saint Simon – social philosophy		2
	2.2.1	Auguste Comte- Positivism	3	2
	2.2.2	Law of Three Stages	3	2
	2.2.3	Hierarchy of Sciences	3	2
	2.2.4	Religion of Humanity	2	2
	2.3.1	Herbert Spencer- Theory of Evolution	3	2
	2.3.2	Organic Analogy	2	2
	2.3.3	Social Darwinism	2	2
	2.4.0	**Development of Academic Sociology- Emile Durkheim**	**6**	**2**
	2.4.1	Social Facts & Comparative Sociology	2	2
	2.4.2	Division of Labor & Social Solidarity	2	2
	2.4.3	Theory of Suicide	2	2
3	**Development of Individualistic Methodologies -Max Weber**		**(7 Hours)**	
	3.1	Social Action - definition, characteristics, types -	1	2
	3.2	Methods –Verstehen, Ideal types	2	2
	3.3	Theory of Religion- Protestant Ethics and Spirit of Capitalism	2	2
	3.4	Economic determinism & Dialectical materialism - Karl Marx	2	2
4	**Environmental Protection and Activism**			
	4.1	**Practicum-** *Gobbet Preparation *Debates on Sociological Paradigms- divide the class into small group. *Panel Discussions-(Organising panel discussions with invites guests)	**30**	**5**

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DSC – Course 05:

Discipline	Sociology
Semester	III
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC205
Course Title	Introduction To Social Work
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 programs. Students will learn how to plan and assess social help programs and develop skills to become caring and ethical social workers who can handle various social issues.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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 internships or 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:

Module	Units	Course description	Hrs	CO No.
		Introduction to Social Work in a Sociological Context (7 Hours)		
1	1.1	Overview of social work: Definitions, scope, and	3	1

		importance		
	1.2	The relationship between sociology and social work	1	1
	1.3	Applying sociological theories to social work practice: Functionalism, Conflict Theory, Symbolic Interactionism	3	1
	1.4	Working with different social categories- Women, Children, Elderly, Persons with Disability and different marginalized sections	4	1
2	**Social Work Methods: Primary methods**			
	2.1	Social Case Work	3	2
	2.2	Social Group Work	3	2
	2.3	Community Organisation	3	2
3	**Social Work Methods: Secondary methods**			
	3.1	Social Action	2	3
	3.2	Social Welfare Administration	2	3
	3.3	Research- Ethnography	4	3
	3.4	Case studies- Discussion on successful social interventions and strategies used	2	3
4	**Practicum**			
	4.1	Organize visit to local social work agencies or community centres, where students can observe social workers in action. (Can do short term internships) or Develop and implement a community engagement project focused on a specific group	**30**	4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice primary and secondary social work methods • Role-playing exercises to simulate real-world social work scenarios • Interaction with experienced social workers • Projects where students develop and present intervention strategies

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DSC – Course 06:

Discipline	Sociology
Semester	IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC204
Course Title	Sociology of Crime & Pathology
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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	A	6,9,10
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.
1	**Introduction to Concept Crime**			
	1.1	Concept – Crime, Criminal, criminology	2	3
	1.2	Characteristics of Criminal behaviour	2	3
		Causes of Crime – Physical		

	1.3	/Ecological, Biological/ Hereditary, Socio- Cultural, Familial	3	3
2		**Approaches to the study of crime**		
	2.1	Classicist - Hedonism – Beccaria	2.5	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
3		**Types of Crime**		
	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		**Correctional Measures**		
	4.1	Prevention and Remedial Measures of crime	3.5	4
	4.2	Correction of criminals – Counselling, Probation, Imprisonment, Rehabilitation	4	5
5		**Parcticum:**		
	5.1	**Crime Scene Analysis**: Organize a simulated crime scene and have students analyse it, identifying potential criminal behaviours and characteristics.		
	5.2	**Guest Speaker Series**: Invite professionals from the criminal justice system, such as police officers, criminologists, or forensic experts, to share their experiences and insights.		
	5.3	**Debate Forum** : Organize a debate where students defend or criticize various theories of crime, promoting critical thinking and understanding of different perspectives.		
	5.4	**Community Awareness Campaign**: Assign students to create and implement a community awareness campaign about cybercrimes, including preventive measures and reporting procedures.		
	5.5	**Correctional Facility Tour** : Organize a visit to a correctional facility to help students understand the practical aspects of imprisonment as a correctional measure.		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice primary and secondary social work methods • Role-playing exercises to simulate real-world social work scenarios • Interaction with experienced social workers • Projects where students develop and present intervention strategies

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DSC – Course 07:

Discipline	Sociology
Semester	IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC205
Course Title	Modern Sociological Theories
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Explain Functional perspective in Sociology	An	1,4
2	Discuss Conflict perspective effectively through written and oral presentations	E	1,4
3	Assess 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**			12	

1	1.1	Foundations of Functionalism	4	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	2	1
	1.4	Critiques and contemporary applications of Functionalism	2	1,5,6
Module – II: **Conflict Perspective**			12	
2	2.1	Origins and key ideas of conflict Perspective	4	2
	2.2	Ralf Dahrendorph: Dialectics of Conflict	3	2
	2.3	Lewis A. Coser: Functional Analysis of Conflict	3	2
	2.4	Critiques and applications of Conflict Theory to contemporary issues	2	2,5,6
Module – III : **Structuralism**			7	
3	3.1	Structuralism: Definition	2	3
	3.2	Linguistic Structuralism – Ferdinand de Saussure	3	3
	3.3	Structural Analysis of Kinship: Claude Levi-Strauss	2	3
Module –IV: **Symbolic Interactionism**			14	
4	4.1	Micro -sociological Perspective: Role of Chicago School	2	4
	4.2	C.H Cooley: The Looking Glass self	4	4
	4.3	G.H. Mead: Theory of Mind, Self and Society	4	
	4.4	Critiques of Symbolic Interactionism in the digital age	4	4,5,6
Module –V: **Practicum**			30	
5	5.1	Organize a debate on a pertinent social issue or phenomenon, encouraging students to delve into various sociological perspectives, thereby fostering critical analysis and a deeper understanding of the subject matter	**15**	1,2,3,4,5
	5.2	Prepare a write up based on analysis of any one aspect of social reality/ social issue based on a modern sociological theoretical perspective and prepare a write up with relevant suggestions Or Prepare a write up based on the contributions of any one of the modern sociological theorist with the list relevant references	**15**	1,2,3,4,5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Class room lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Debate

	● Assignment ● Power point Presentations ● Seminar ● Flip Classroom ● Question & Answer session

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DSC – Course 08:

Discipline	Sociology
Semester	IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC206
Course Title	Principles of Social Research
Course Level	200-299
Course Summary	This course introduces students to the fundamental principles, methodologies, and applications of research in the social research. Students will explore various research designs, data collection methods, and practical applications through lectures, readings, discussions, and hands-on projects.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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,
5	Construct research design/plan for research projects in sociology.	C	1, 2, 3, 9
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.
		Foundations of Social Research	**10**	
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	3	1

	1.4	Ethical concerns in social research	1	1
Problem formulation			**12**	
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	Hypothesis and types of hypotheses	2	2
	2.5	Research Design -Types	3	2
Methods of Data Collection			**12**	
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
Analysis of Data and Report Writing			**11**	
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
Module –V: **Practicum**			**30**	
5	5.1	Organize a debate on a pertinent social issue or phenomenon, encouraging students to delve into various sociological perspectives, thereby fostering critical analysis and a deeper understanding of the subject matter	**15**	1,2,3,4,5
	5.2	Prepare a write up based on analysis of any one aspect of social reality/ social issue based on a modern sociological theoretical perspective and prepare a write up with relevant suggestions Or Prepare a write up based on the contributions of any one of the modern sociological theorist with the list relevant references	**15**	1,2,3,4,5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Class room lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Preparation of research project ● Presentation of research project ● Field work

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DSC – Course 09:

Discipline	Sociology
Semester	V
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC301
Course Title	Sociology of Indian Society
Course Level	300-399
Course Summary	This course is designed to initiate students into the discourse surrounding Indian Society. In addition to presenting fundamental concepts, the course introduces Indian social life through dynamic social constructs, highlighting their variations across historical periods and cultures. The course familiarises various approaches to encourage the examination of the society from different dimensions.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the basic social institutions of Indian social structure. Pluralistic nature of Indian society- the factors promoting unity as well as disunity	Ap	3
2	Analyse the social stratification system of Indian society and assess the changing trends in them	An	2
3	Critically evaluation of the early sociological perspectives on India	E	4, 2
4	Analyse the Indian social structure from the Marxian and integrated perspectives.	An	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.
Module 1: India an Object of Knowledge				
1	1.1	The Colonial and Missionary Discourse	2	
	1.2	The nationalist and Marxist Discourse	2	
	1.3	The Subaltern perspective	2	

Module 2: Indian Society- Concepts and Institutions				
2	2.1	India as a plural Society	4	
	2.2	Cast: Concept and Critique, The intersection of Caste and Class	2	
	2.3	Village- Structure and Change	3	
	2.4	The tribes: Marginalised profile and Social Exclusion	2	
Module 3: Industry and Labour in India				
3	3.1	The various labouring Classes- Organised and Unorganised	4	
	3.2	Agrarian Classes	4	
	3.3	Trade Union Movements	4	
Module 4 : Current Concerns of Indian Society				
4	4.1	Challenges to State and Society, Communalism and Regionalism	4	
	4.2	Identities and Change	4	
	4.3	Movements- Women's Movement, Dalit Movement, Ethnic Movement	4	
	4.4	Agrarian Distress, Gender marginalisation, Hyper nationalism/ Jingoism	4	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** The teaching and learning approach for the course on Understanding Personality and Developing Soft Skills should be interactive, experiential, and focused on practical applications.

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DSC – Course 10:

Discipline	Sociology
Semester	V
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC302
Course Title	Gender & Society
Course Level	300-399
Course Summary	This course is designed to initiate students into the discourse surrounding gender. In addition to presenting fundamental concepts, the course introduces gender as dynamic social constructs, highlighting their variations across historical periods and cultures. The course engages with the fluidity related to gender with broader societal structures enabling the critical examination of how multiple social identities shape experiences of oppression and privilege. The course incorporates Feminist to encourage the examination of the subject from different dimensions. Students will engage with contemporary issues pertaining to gender and sexuality in India, examining structural concerns as well as current debates. The course also covers legal responses, empowering students to address real-world challenges by offering practical solutions grounded in the complexities of these issues.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the role of socialisation as a constructor of gender roles and status to look at the familiar world from a new perspective	An	1, 4
2	Critically discuss the Feminist Perspectives and Queer theories to comprehend the ways in which these theories contribute to understanding of gender	E	1, 3, 4, 6, 7, 8
3	Identify the gender bias and discrimination present in everyday social structure	C	1, 2, 3, 6, 7, 8
4	Asses the legal response to gender-based violence	E	1, 2, 3, 6, 7, 8
5	Take informed decisions about addressing gender justice issues	An	1, 2, 3, 6, 7, 8
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.
Module- I: Social Construction of Gender			**11**	
1.	1.1	Gender, Gender Identity, Gender Stereotypes, Gender Discrimination, Gender division of labour, Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity	4	1
	1.2	Social construction of gender Construction of Gender in the family: Gender socialization and Gender Role	3	1
Module- II: Perspectives on Gender			**10**	
2.	2.1	Feminist Perspectives: Liberal Feminism, Socialist Feminism, Radical Feminism,	5	2
	2.2	Eco-feminism, Post-modern feminism, Intersectional Feminism	3	2
Module- III: Gender representation and Violence			**14**	
3.	3.1	Representation: Mass media, Politics, Education, Health, Employment	3	3
	3.2	Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing, Cyber Crime	2	3
Module- IV: Addressing Gender Justice			**10**	
	4.1	Case studies on Legislations for the protection of women.	5	4
	4.2	Constitutional provisions and mechanism for protection and empowerment of Women	5	4
Module- V: Practicum			30	
5.	5.1	Ask the student to answer the question- Why am I a girl and boy? The answers will lead to a discussion on Do I identify as a boy or girl because of physical features or social behaviour? What moulds our social behaviour? What is the role of Socialisation in Social Construction of Gender? Or Write a report on the portrayal of women and men portrayed in the media- Film, Advertisement etc.	15	1,2,5

	5.2	Student can make a survey report about the composition of their elected representatives at different levels, asses the political representation of different genders and reasons behind such representation or absence Or Prepare case studies about personally experienced instances of domestic violence, sexual harassment, dowry. Can also collect data about honour killing in the various parts of the country in the last few years	15	1,2,3,4,5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Interactive lectures ● Peer review of the oral and written presentations by students ● Invited talkson gender and sexualitytheme ● Multimedia presentations and films based on the theme gender and sexuality ● Assignments ● Role-playing exercises to clarify the social construction of gender and sexuality ● Open forum discussion

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DSC – Course 11:

Discipline	Sociology
Semester	V
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC303
Course Title	Sociology of Work and Industry
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.
Hours	**75 (Lecture/Tutorial – 45, Practicum - 30)**
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
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:

Module	Units	Course description	Hrs	CO
1		**Module 1- Work and Non Work**	**8**	
	1.1	Work – Paid and Unpaid work, Sociological significance of work	2	1
	1.2	Development of work- Pre industrial work, Putting out system, Guild system, Factory based work	2	1

	1.3	Industry , Industrialization and Industrialism	2	1
	1.4	Emerging Trends in Work – Knowledge oriented work, Emotional labor, Flexible labor, Post – Fordism.	2	1
2		**Industrial Relations & Industrial Conflict**	**8**	
	2.1	Nature of Industrial Relations, Need and Significance	2	2
	2.2	Industrial Disputes – Nature & Forms	2	2
	2.3	Industrial Disputes – Prevention and Settlement	2	2
	2.4	Collective Bargaining and Workers Participation	2	2
3		**Module 3- Power, Politics and Conflict in the Context of Work**	**15**	
	3.1	Defining power in the work space (Marx, Weber, Foucault, Giddens)	5	3
	3,2	Nature of Management and Workers relation	5	3
	3.3	Conflict Nature and Strategies of Settlement	5	3
4		**Module 4- Contemporary Theories of Work Organization**	14	
	4.1	Technical – Scientific Management of E.B Taylor	3.5	4
	4.2	Human Relations - Elton Mayo	3.5	4
	4.3	System Theory, Cultural theory, Learning theory, Social Action theory	3	4
	4.4	Feminist and Postmodern perspective	4	4
5		**Practical applications**	30	
	5.1	Crafting a project proposal for financial aid to start an industry by emphasizing sociological implications involves business plans in a sociological lens.		5
	5.2	Examine the modern and postmodern dimensions of the workplace and create an assignment based on this analysis.		5

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DSC – Course 12:

Discipline	Sociology
Semester	VI
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC304
Course Title	Sociology of Ageing/ Gerontology
Course Level	300-399
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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	Write a report based on old age home visit	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:

Module	Units	Course description	Hrs	CO
1		**Introduction to the Sociology of Ageing**		
	1.1	Development of Sociology of Ageing. Nature, Scope and Significance, Basic concepts	3	1
	1.2	Cultural and Social constructions of Ageing, Social clock	2	2
2		**Theories of Ageing**		

	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, Immunological theory	5	7
3		**Problems of the Ageing**		
	3.1	Physiological,Psychological, Social and Economic problems of ageing	3	3
	3.2	Inequality of Ageing- Gender, Class and the aging experience	2	3
	3.3	The greying Population- Kerala Context and Global Context	3	3
4		**Ageing in the contemporary world**		
	4.1	Retirement and Social security- Stakeholders, Care Givers	3	4, 5
	4.2	Welfare of the elderly: Programs and Policies- Vayoraksha, Vayomothram		
5		**Institutional Care**		
	5.1	Old age home visit	5	6
	5.2	Prepare Report about welfare measures provided by the old age home to the inmates	10	6

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DSC – Course 13:

Discipline	Sociology
Semester	VI
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC305
Course Title	Qualitative Research Methods
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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
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
1		**Module-1: Introduction to Qualitative Research**		
	1.1	History, Nature and Scope of Qualitative research		
	1.2	Dominant paradigms in qualitative Research:	10	1
	1.3	Subjectivity and ethical issues in qualitative research		
2		**Module-2: Designing Qualitative Research**		
	2.1	Research Questions in Qualitative research	20	1 &

	2.2	Qualitative Research Design - Grounded, Narrative, Historical research		2
3		**Module 3- Data Collection and Analysis**		
	3.1	Methods of data collection - Observation, indepth-interview, Ethnography, Case study	20	3
	3.2	Data analysis and management		
4		**Module 4- Emerging trends in qualitative research**		
	4.1	Advances in qualitative research- Digital and Online Research, Visual and Arts - Based Methods	15	4
	4.2	Mixed method and triangulation.		
5		**Practicum**		
	5.1	Develop a comprehensive researchproposal incorporating qualitative 10 research principles Or Students can employ data collection methods such as interviews, focus groups, participant observation, or document analysis in field work situation	5	6

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DSC – Course 14:

Discipline	Sociology
Semester	VI
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC306
Course Title	Political Sociology
Course Level	300-399
Course Summary	
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understanding political Sociology, Approaches to the study of Politics	U	2,3
2	Analyse government, governance and governmentality	An	3,4
3	Engage with contemporary debates in Political Sociology	Ap	1,2,3
4	Identify the relationship between state and society	E	4,5
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 Political Sociology				
1	1.1	Understanding political sociology, Approaches to the study of Politics	5	
	1.3	Polity and society, Political Systems and Other Social Systems	5	
	1.4	State and Stateless Societies	5	
Module 2: Basic Concepts in Political Sociology				
2	2.1	Power, Legitimacy & Authority, Elite and Masses	5	

	2.2	Citizenship, Political Culture Political Socialization, Interest groups, Pressure groups	5	
	2.3	Government, Governance and Governmentality	5	
Module 3: Contemporary Debates				
3	3.1	Globalization and Identity Politics	2	
	3.2	Democracy and Totalitarianism, Electoral autocracy, Capitalism and Socialism	2	
	3.3	State and the pandemic, Nation and Nationalism	2	
Module 4 : State and Society in India				
4	4.1	Tradition and Modernity	2	
	4.2	Everyday state and local structures of power	2	
	4.3	Resistance and social movements, , Challenges to State and Society; Communalism Regionalism	5	

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DSC – Course 16:

Discipline	Sociology
Semester	VII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC402
Course Title	Sociology of Globalization and Global Dynamics
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	Critical thinking skills

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Explain the historical foundations and forcesshaping global dynamics.	Understand	2
2	Analyze key perspectives on globalizationthrough the works of influential theorists.	Analyze	1
3	Evaluate current debates and challenges in thefield of globalization studies.	Evaluate	1
4	Analyze local responses and adaptations toglobalization through case studies.	Analyze	2
5	Explain the interconnectedness of the globaland local in everyday life.	Understand	3
6	Assess the impact of globalization on familystructures, 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.
Module 1: Foundation of Global Dynamics				

	1.1	Historical roots ofglobalization	10	1
1	1.2	Forces Shaping Global Dynamics – Digital Revolution, Liberalization and Privatization		
Module 2- Perspectives on Globalization				
2	2.1	• Anthony Giddens - Runaway World: HowGlobalization is Reshaping Our Lives. • Arjun Appadurai -Modernity at Large: Cultural Dimensions ofGlobalization • Immanuel Wallerstein -World-SystemsAnalysis	20	2 & 3
	2.2	Current Debates - Crisis ofDemocracy, Technology and Digital Globalization, Deterritorialization of marketand state		
Module 3: Challenges of Globalization				
3	3.1	Social Inequalities on a Global Scale, Global Health Disparities, Environmental Justice in a Globalized World	20	4
	3.2	Local Responses to Globalization- Resistance Movements and Activism- Case studies - Resistance to Walmart's Entry, Anti-Coca-Cola Movement in Plachimada. Local Adaptations to Global Challenges- Relevance of SDGs		
Module 4- Globalization in Everyday Life				
4	4.1	The Global-Local Nexus: Glocalization Globalization and Cultural Hybridity, Consumer Identities in a Globalized World	20	5
	4.2	Transnational marriage and family, Migration and Issues of the ageing population, Internationalization and Investment in Education, Global Health Challenges and Pandemics		
	4.3	Resistance and social movements, , Challenges to State and Society; Communalism Regionalism		
5		**Practicum**		
		Conduct an in-depth research project on a globalization-related topic like cultural exchange, economic integration, environmental impact etc. OR Organize a cultural exchange event.	5	6

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DSC – Course 17:

Discipline	Sociology
Semester	VII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC403
Course Title	Sociology of Kerala Society
Course Level	400-499
Course Summary	
Hours	60 (Lecture/Tutorial – 60)
Credits	4
Pre-requisite	Critical thinking skills

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understanding Kerala Society and its past	U	2,3
2	Familiarising Social institutions in Kerala	U	2,3
3	Analysing Kerala model as a plan for development	An	4
4	Appreciating the changing Social fabric of Kerala	Ap	3,4
5	Remember the historical underpinnings of Social life in Kerala	K	3
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.
Module 1: KERALA: AN OBJECT OF KNOWLEDGE				
1	1.1	1.1 The Colonial and Missionary Discourse	5	1
	1.3	1.2 The Nationalist Discourse	2	1
	1.4	1.3 The Subaltern Perspective	4	1
Module 2: KERALA SOCIETY: CONCEPTS AND INSTITUTIONS				
2	2.1	Religion, Caste: Concept and practice, Anti-caste struggles, social reform movements	5	2
	2.2	Village: Structure and Change, Urbanising Kerala	5	2

	2.3	Tribe: Profile and Location	2	2
**Module 3: UNDERSTANDING CONTEMPORARY KERALA SOCIETY**			
3	3.1	Progress in education, Kerala's people science movement, Development of Public Health care system and social welfare/security measures	4	3,4
	3.2	Demographic changes in Kerala -Causes of in and out Migration-Challenges	3	3,4
	3.3	Kerala's Development Experience, Industry and Labor, agrarian relations	2	3,4
**Module 4 : CURRENT CONCERNS ABOUT KERALA SOCIETY**			
4	4.1	Ruptured social fabrics; communalization of everyday lives	2	5
	4.2	Religion and Caste as a site of regressive social movements	2	5
	4.3	Undermining of democratic values	2	5
5	5.1	Make an impact report on how Kudumbashree has influenced the Socio-Economic empowerment of Women in a specific locality	2	5
	5.2	Make a short video on the gentrification of a Village turned town in Kerala of your choice	2	5

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DSC – Course 18:

Discipline	Sociology
Semester	VII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC404
Course Title	SOCIOLOGY OF MARGINALISATION
Course Level	400-499
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.
Hours	75 (Lecture/Tutorial - 45 Hours, Practicum – 60 Hours)
Credits	4
Pre-requisite	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Explain the sociological concepts of and perspective on marginalization	U	1, 3, 6, 7, 8, 10
2	Evaluate various theoretical perspectives of marginalization.	E	1,8
3	Examine social structure in the context of marginalization	A	1, 3, 8
4	Identify the problems related with marginalization.	U	1, 2, 3, 6,7
5	Evaluate policy interventions, affirmative action, and welfare measures aimed at addressing marginalization	E	1, 2, 3, 6, 7, 8

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.
		Conceptual understanding of marginalization	12	

1	1.1	Conceptual understanding of marginalization- Marginalisation, 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
	.4	Social institutions and marginalization-Caste, Family religion and education in Indian context	3	1
2	**Theories and perspectives of marginalization**		**12**	
	2.1	Conflict Theory and Marginalization	3	2
	2.2	Symbolic Interactionism and Labeling Theory	3	2
	2.3	Feminist Perspectives on Marginalization	3	2
	2.4	Sub -altern Perspectives	3	2
3	**Social manifestation of Marginalization**		**11**	
	3.1	Caste-based Hierarchies and Discrimination	3	3, 4
	3.2	Gender - Intersection of gender with social institutions	3	3, 4
	3.3	Tribe- Features, Representation in social life, Construction of otherness	3	3, 4
	3.4	Sexual minorities and other socially excluded section-LGBTQIA+, Elderly, Differently Abled	2	3, 4
4	**Marginalization and affirmative action**		**10**	
	4.1	Constitutional provisions in India	2	5
	4.2	Implementation of Affirmative Action in India	2	5
	4.3	Challenges and Criticisms of Affirmative Action	3	5
	4.4	Marginalization in Cyberspace	2	5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ▪ 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

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DSC – Course 19:

Discipline	Sociology
Semester	VII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC405
Course Title	CURRENT TRENDS IN SOCIAL RESEARCH
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.
Hours	60 (Lecture/Tutorial - 60)
Credits	4
Pre-requisite	Thorough knowledge in various qualitative and quantitative methods in social research

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	To revisit some general areas of concerns in contemporary social science research.	Remember	1,2
2	To review some of the emerging shifts in social science research	Understand, Analysis	1,2, 3
3	Understand the ways to integrate and interpret qualitative and quantitative data to address a mixed methods research question;	Understand	2, 4
4	Develop research questions and apply appropriate methods for research	Evaluate, Create	3,4,5
5	Identify under what conditions someone should consider conducting a mixed method study and understand the procedures involved with choosing a mixed methods design.	Understand, Analyse, Evaluate	2,3,4, 5
6	Familiarise the processes of use of grounded theory method and comparative method	Appreciation	3,4
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.
		Module-1: Methodological dilemma in Social Sciences		
1	1.1	Methodological dichotomy- Limitations-Reductionism, Methodological individualism and	3	2
	1.2	Multiple Methods: Promises and Challenges -Decolonising research methodologies	3	2
	1.3	Relation between Theory and Research- Models of Theorising: Inductive-Deductive, Micro- Macro, Grounded-Grand	3	2
		Module- 2: Mixed methods		
2	2.1	Multi method and Mixed methods, Triangulation	3	4
	2.2	Advantages and challenges in use of mixed methods	3	4
	2.3	Rationale of Inter disciplinary and multi-disciplinary categorisation	3	4
		Module-3: Grounded Theory Method		
3	3.1	Context of the use of Grounded Theory Method- Emergence of Grounded Theory , Constructing Grounded Theory	3	1
	3.2	Grounded Theory Coding - Initial Line-by-line Coding - Focused Coding - Axial Coding – Theoretical coding- Problems in Coding	3	1
	3.3	Memo-writing,-Methods of Memo-writing, Using Memos to Raise Focused Codes to Conceptual Categories, Theoretical Sampling, Saturation, and Sorting	4	1
		Module-4: Comparative research		
4	4.1	Comparative research: potential and problems- Globalization and comparative social research -The potential of comparative research	3	3
	4.2	The place of comparison in social research, The process of cross-national research	3	3
	4.3	Problems in comparative research -Potential and problems	4	3

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	• Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Content analysis • Use of data analysis softwares • Data analysis, compiling, classification and interpretation

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DSC – Course 20:

Discipline	Sociology
Semester	VII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC406
Course Title	MIGRATION AND INDIAN DIASPORA
Course Level	400-499
Course Summary	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.
Hours	60 (Lecture/Tutorial - 60)
Credits	4
Pre-requisite	Thorough knowledge in various qualitative and quantitative methods in social research

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the ongoing debates in migration, transnationalism, and diasporic communities	U	1,2
2	Understand the theories of transnationalism and transnationalism of migrant life	U	4
3	Analyse and explain social, economic, cultural, and political issues in the migration context.	An	5
4	Evaluate how different categories of migrants are socially constructed	E	9
5	Understand the basic concepts and approaches pertaining to Diaspora	U	1
6	Analyse the Diasporic experience and formation of their identity	An	7
7	Evaluate contemporary debates on migration and refugees and asylum seekers and humanitarian responses, through examining historical experiences and current global struggles.	E	7,8
8	Apply theoretical framework to examine a specific migration and transnationalism related issue	Ap	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.
		Conceptualizing Migration		
1	1.1	Definition and Types of Migration- Refugees, Asylum Seekers, Forced Migration, Climate Migration, Irregular Migration, Undocumented People.	2.5	5
	1.2	Patterns of Migration - Domestic and Global, Push and Pull Factors – Social, Cultural, Economic and Political	2.5	4
	1.3	Impacts of Migration on Domestic labour markets, Culture and Demography	2.5	5
	1.4	Migration Policies, International Migration Laws, Migrant Rights	2.5	1
2		**Perspectives and Theories on Migration**		
	2.1	Problematizing Migration – Poverty, Inequality and Citizenship	2.5	3
	2.2	The Global Refugee Crisis – Displacement, Resettlement, Rehabilitation	2.5	3
	2.3	Migrant Labour – Skilled, Unskilled and Semi-Skilled, Remittance	2.5	4
	2.4	Theories of Migration- Intervening Opportunities- Stouffer, Migrant Network Theory Taylor, Transnational Social Spaces Theory	4	8
3		**Examining Diaspora**		
	3.1	Definition and Classification of Diaspora – Robin Cohen	2	5
	3.2	Socio- Cultural Assimilation and Multiculturalism	2	5
	3.3	The Diaspora Theory- The Homeland, The diaspora Group and The Host	2	8
	3.4	The Indian Diaspora and Diasporic Networks	2	2
4		**Concepts and Perspectives on Diaspora**		
	4.1	Identity Formation, The Model Minority Myth	2.5	6
	4.2	The Double Consciousness and Diasporic Memory	2.5	6
	4.3	Cultural Production and Representation of Diaspora	2.5	6

	4.4	Nationalism and Transnationalism	2.5	2
5	**Practicum**			
	5.1	Visit a Migrant Labor Camp and Document the experiences of the Laborers	2.5	
	5.2	An open Forum on Indian Diasporic Literature	2.5	

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DSC – Course 21:

Discipline	Sociology
Semester	VIII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC407
Course Title	Dissertation Planning and Management
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	Understanding Research process and methodology

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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		**Prelude to Research Project**	12	
	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
2	**Module 2: Project**		**13**	
	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 charts),	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	
3	**Module 3: Project Implementation**		**10**	
	3.1	Personnel: Principal Investigator, Co-Principal Investigator(s), Research Associates, Postdoctoral associates, Facilities and equipments	10	2
4	**Module- 4: Project Management**		**10**	
	4.1	Resource mobilization, Organization of resources, Task allocation, Coordination in the project team and communication, Accountability within the project. Time management,	5	2,3,4
	4.2	Project Monitoring and Evaluation- Need for evaluation, General criteria for evaluation, Achievement of targets, Utilization of funds, Follow up programmes.	5	4
	Module 5		**30**	
5	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	

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DSC – Course 22:

Discipline	Sociology
Semester	VIII
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC408
Course Title	Current Debates in Sociological Theories
Course Level	400-499
Course Summary	This course provides for the exploration of current sociological 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. It engages with 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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	Understanding of Modern theoretical perspectives is desirable

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the relevance Phenomenology & Ethnomethodology in sociological studies as micro- sociological perspectives	An	1,4
2	Discuss the perspectives of Neo – Marxism & Critical theory in addressing the current social problems	E	1,4
3	Asses the contribution of theories on Reflexive Sociology in revealing the reflexive relationship between Micro- level interactions and Macro- level social structures	E	1,4
4	Judge the arguments of Post - Modern and Post -Structural Theories	E	1,4
5	Examine the potential applications of current sociological theories in diverse social contexts.	An	1,2,6,7,8,9
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: Phenomenology & Ethnomethodology	**10**	
1.	2.1	Husserl- Emergence of Phenomenology	3	1
	2.2	Alfred Schutz - Phenomenological Sociology	3	1
	2.3	Harold Garfinkel – Definition, Nature & Methods	4	1
		Module-2: Neo – Marxism &Critical theory	**10**	
2.	1.1	Neo – Marxism-Emergence and Definition	1	2
	1.2	Antonio Gramsci: Hegemony	2	2
	1.3	Louis Althusser - Structural Marxism- Epistemological break	2	2
	1.4	The Frankfurt School - Origin and Development	2	2
	1.5	Jurgen Habermas - Life world, Public sphere, Theory of Communicative Action,	3	2
		Module-3: Reflexive Sociology	**10**	
3.	3.1	Meaning and definition of Reflexive Sociology	2	3
	3.2	Anthony Giddens: Theory of Structuration	4	3
	3.3	Pierre Bourdieu: Theory of capital, Habitus and Field	4	3
		Module-4: Post - Modernism and Post – Structuralism	**10**	
4	4.1	Theoretical definitions of Post-Modernism and Post-Structuralism	3	4
	4.2	Michel Foucault - Discourse, Power, Knowledge	3	4
	4.3	Jacques Derrida-Differance , Deconstruction	4	4
		Module-5: Practicum	**30**	

5.	5.1	Explore the application of any one of the current sociological theories in analyzing media/ popular culture/contemporary trends and prepare a report Or Prepare a report on the basis of interview/case study / survey that applies any one of the current sociological theories to investigate a relevant social issue	15	5
	5.2	Attend Seminars or workshops or invited lectures to reflect on the practical application of sociological theories and prepare a write- up	15	5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Class room lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Debate ● Assignment ● Power point Presentations ● Seminar ● Flip Classroom ● Question & Answer session

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5. SYLLABUS OF DISCIPLINE SPECIFIC ELECTIVE COURSES IN SOCIOLOGY

DSE – Course 01:

Discipline	Sociology
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24USOCDSE301
Course Title	SOCIOLOGY OF EDUCATION
Course Level	300-399
Course Summary	This course applies sociological perspectives to analyse 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
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the Sociology of Education	U	1
2	Identify the historical development of Education in India	An	1
3	Analyse the issues and concerns in domain of learning	U	2
4	Develop a global perspective on education	An	8
5	Engage in teaching learning interface and sense its vistas	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 Sociology of Education**		
	1.1	Key sociological concepts related to education	6	1
	1.2	The contributions of major sociological theorists to the understanding of education.	6	1

	1.3	Relationship between education and social reproduction.	2	2
2	**Module 2 – Education and Socialization**			
	2.1	Education as an agent of Socialization	4	3
	2.2	Identity formation in educational settings: Role of educational institutions in shaping identities.	4	3
	2.3	Cultural diversity on teaching and learning	2	4
	2.4	Family-school relationship and its implications. Education as a second - home	2	4
3	**Module 3 - Inequality in Education**			
	3.1	Economic, racial, and gender disparities in education.	4	4
	3.2	Education and opportunity: Equality and equity, Inclusive education, Social Mobility	3	6
4	**Module - 4 Education and Globalisation**	**10**		
	4.1	Global perspectives on educational structures and practices	4	5
	4.2	Educational responses to societal shifts and emerging trends: New Education Policy -2020	3	6
5	**Module- 5 Practicum**			
	5.1	Fieldwork in educational institutions where students can observe or engage with educational settings, applying sociological theories to real-world contexts. or Projects that address specific educational challenges, such as Learning difficulties, digital literacy, special needs, social inclusion etc.	**30**	6

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DSE – Course 02:

Discipline	Sociology
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24USOCDSE302
Course Title	Tribal Society in India
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the racial and ethnical 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

Module	Units	Course description	Hrs	CO No.
1	**1**	**Module 1 Conceptual Construction of Tribe**	**5**	**2**
	1.1	Conceptualising Tribe in India. The significance of Tribal Studies		

	1.2	Classification and Demography of major Tribal Groups in India		
	1.3	Approaches to the study of Tribal Society- Assimilationist and Isolationist	2	1
2	**2**	**Module 2: Socio- Economic Structure of Tribe Society**	**4**	**2**
	2.1	Family, Marriage & Kinship patterns among the Tribals		
	2.2	Territorial distribution: a) Himalaya region and Eastern India , b) Central India c) Western India d) Southern India	5	2
	2.3	Economic and Political Structure Livelihood strategies. Features of Tribal economy, Impact of market economy on Tribal Economy	2	2
3	**3**	**Module III: Tribes of Kerala**	**4**	**2**
	3.1	Demographic Profile	3	3
	3.2	Tribal Studies in Kerala	2.5	3
4	**4.1**	**Module IV: Tribal Social Movements and Development Policies**	**3.5**	**4**
	4.1	Indigenous population and the state		
	4.2	Welfare Programmes and Policies, Implementation, Enforcement and realisation		
	4.2	Major Social Movements Among Tribes	2.5	4
5	5.0	Field study Students expected to understand the problems and mechanisms of tribal areas. The field study would cover the problems and livelihood as expressed by the tribal people and the way they are being met by the development administration.	30	5

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DSE – Course 03:

Discipline	Sociology
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24USOCDSE303
Course Title	Rural Sociology / Understanding Rural India
Course Level	300-399
Course Summary	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 to real-world situations.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Demonstrate the ability to recall and comprehend the intricate social structures inherent in rural communities.	U	1.2
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,,5,6,7
3	Critically assess policies influencing rural communities, examining their impact and effectiveness in addressing societal needs and challenges.	An	
4	Foster the creation of awareness regarding social predicaments in rural settings, developing the skills to communicate effectively about these issues.	C	
5	Generate interest and appreciation for the unique dynamics and challenges within rural communities.	Ap	

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

Modul e	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
2		**Module 2 :Theoretical understanding of Village life**	**13**	
	2.1	Features of Village Community	3	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
		Dominant caste (Louis Dumont), Jajmani System		
		Changes in rural societies – Rural-Urban Continuum	2	
3		**MODULE 3 : Rural Governance**	**13**	
	3.1	Functions of Panchayati Raj Institutions: Structure, functions and powers at each level, committees in village level Panchayati Raj bodies	6	2
	3.2	Gram Sabha (including Mahila Gram Sabha) its role and importance	4	2
	3.3	Community participation in governance	3	2
4		**Module 4 : Rural development:**	7	
	4.1	Policies and Programs Need for rural development in India.	3	2,3,4
	4.2	Rural development policies in India. Major Rural Development Programs in India- CDP, IRDP, Mahatma Gandhi NREGS, PMAY (IAY), NRLM	4	4
		Module 5 Practicum 30 hours		
		Making Village Profile Forming batches of five to seven students, each batch should make a profile of a village, this profile will include social, economic, cultural and political information of the village. Students get this information through observation, photos and survey. Create a small project of this information Or		

		Field visit: Select a panchayat as a Specific case in order to understand the impact of various programs and policies undertaken for rural development Or 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

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DSE – Course 04:

Discipline	Sociology
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24USOCDSE304
Course Title	MEDIA AND SOCIETY
Course Level	300-399
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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Familiarize the students on basic concepts related to media so that the learner will be able to involve in the various discussions on media	U	3,9
2	Examine the relation between society and media and various theoretical perspectives	An	3,4,9
3	Discuss the social issues and the media discourse in a critical manner	An	1,3,6
4	Examine the role of media as it shapes social issues so that the learner actively involves in the process	U	3,6,7
5	Develop a fresh and in - depth analysis of media regulations and ethics so as to sensitize others	C	3,8,9
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		
1	1.1	Sociological dimensions of Media	2	1
	1.2	Media in traditional and modern society: Transition from traditional to modern media	2	2
	1.3	Local - global culture and media: Digital Connectivity-Cultural Imperialism and Local Resistance	2	2
	1.4	Role of Mass media in Citizen's Rights, Secularism, promoting democracy and Social Justice Role of Mass Media in Nationalism, Regionalism	4	2
	1.5	Influence of media on different categories: Women, Children and minorities **Impact of Social Media**: significant role of social media in modern society	3	2
2		**Module 2** – Theoretical perspectives on Media		
	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 Feminist Approaches	5	2
3		**Module 3** – Changing landscapes of Media		
	3.1	Visual Media: Representation women, Children, Global investment	3	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

		Module – 4 Media and Socio Political Issues		
4	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: Journalistic integrity, representation ethics, and ethical dilemmas faced by media professionals	3	5
	4.3	Media and Social Policy: Role in shaping public opinion on policy issues	3	5

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DSE – Course 05:

Discipline	Sociology
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24USOCDSE305
Course Title	SOCIOLOGY OF RELIGION
Course Level	300-399
Course Summary	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.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the basic tenets of sociological perspectives on religion.	U	3
2	Apply sociological concepts to comprehend how religion serves as a social identity and functions as a collective representation	A	1,2,5,6,7
3	Develop proficiency in analyzing various religious practices through a sociological lens.	An	1,2,5,6,7
4	Gain an appreciation for the ways in which secular ideologies are practiced in the specific cultural context of Indian society.	Ap	1,2,4,6,8,10
5	Develop a fresh and in - depth analysis of media regulations and ethics so as to sensitize others	C	3,8,9
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)

Modul e	Units	Course description	Hrs	CO No.
1		**Module 1: Approaches to the study of sociology of religion**	**20**	
	1.1	Religion as a category in anthropology and sociology	5	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	5	1
2		**Module 2: Religion, culture and collective representations**	**15**	
	2.1	Religion as a social identity	2	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	
3		**Module 3: Secularism, pluralism as ideology and practice**	**15**	
	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
4		**Module 4: Religion in Kerala Society: issues & experiments**	15	
	4.1	Historical contexts of religious practices: Sangam age, Buddhism, Jainism, Spread of Brahminical myths and beliefs.	3	
	4.2	Trade relations and spread of Islam	2	
	4.3	Christian traditions, colonial influence & contributions	3	
	4.4	Alternative religious traditions, new Religious Forms andredefining structural hierarchies	7	

5		Debates about the State interfering in religious beliefs associated with social institutions like family, marriage, divorce, and property rights have been seen for many decades in India. Students can conduct a micro-study on common people's opinions about these issues, present in the classroom along with a report	10	
		Classroom Procedure (Mode of transaction) ● Classroom lectures that introduce key concepts and theories using multimedia		
Teaching and Learning Approach		presentations ● Group discussions ● Debates ● Open forum discussion ● Surveys ● Key informant Interviews		

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DSE – Course 06:

Discipline	Sociology
Semester	VIII
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24USOCDSE401
Course Title	Civil Society and Democracy
Course Level	400-499
Course Summary	This course aims to equip students with a nuanced understanding of the interconnectedness between civil society, democracy, media, social dynamics, and grassroots governance. Through theoretical exploration, practical ngagement, and critical analysis, students will develop the skills and perspectives necessary for informed and active participation in societal and democratic processes, preparing them for real-world application beyond the classroom.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Recognise the features and importance of civil society and democracy	U	2,8
2	Examine the role of media and public opinion in a civil society engagements	An	1,2,6
3	Identify the power dynamics and social capital of a democratic society	U	1,2,6
4	Appraise the concepts Social Identity, Diversity, and Citizenship rights	E	2,6
5	Interpret the Democratic Processes and Civil Society Dynamics	A	1,2,3,6,7
6	*Prepare a report after* participating in the grass root level governance	A	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)

Units	Course description	Hrs	CO No.
Module1	**Introduction to Civil Society and Democracy**		1

1.1	Meaning, Nature and Importance and Dynamics of Civil Society.	3	1
1.2	Meaning, Nature and Importance and types of Democracy.	2	1
1.3	Historical Evolution of Civil Society and Democracy	3	1
1.4	Major elements and functions of Civil Society	2	1
1.5	Components of Democracy: Legislature, Executive, Judiciary and Media	2	1
1.6	Institutions of Civil Society and Democracy: Government, Judiciary Political parties, Media, NGOs	3	1
Module 2	**Power, and Participation in Democratic Societies**		
2.1	Sociological perspectives on power dynamics, social inequality, and their relationship with democratic participation	4	3
2.2	Examining issues of privilege, marginalization, and inclusivity in civil society engagement.	3	2
2.3	Social Capital and Civic Engagement	4	3
2.4	Role of Media and Public opinion in information dissemination and its impact on civil society engagement	4	2
Module 3	**Social Identity, Diversity, and Citizenship**		
3.1	Identity Politics and Civil Society	4	4
3.2	Multiculturalism and Social Integration	4	4
3.3	Citizenship and Rights	4	4
3.4	State, Market and Civil Society	3	4
Module 4	**Sociological Analysis of Democratic Processes and Civil Society Dynamics**		
4.1	Social Change and Policy-making	4	5
4.2	Social Movements and Democratic Consolidation	4	5
4.3	Civil Society, Governance, and Accountability	3	5
4.4	Process of development and democracy	4	5
Module 5	Prepare a report after participating in the Grama Sabha or any other local body procedure, highlighting its significance in facilitating grassroots democracy, fostering community engagement, and empowering local governance structures.	15	6

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Provide the paper in advance and encourage students to read it, jotting down questions or thoughts.

| | Facilitate a respectful conversation, asking students to share their interpretations and connecting the paper to real-life examples. |
| | Encourage all students to contribute by asking open-ended questions and rotating discussion roles. |

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6. SYLLABUS FOR DISCIPLINE SPECIFIC COURSES IN SOCIOLOGY – MINOR PATHWAY

DSC Minor – Course 01:

Discipline	Sociology
Semester	I
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC101
Course Title	Invitation to Sociology
Course Level	100-199
Course Summary	The Course helps students understand the fundamental concepts of sociology and the ability to view and interpret the world through a sociological lens and apply the academic pedagogy of the discipline to make sense with day-to-day life.
Hours	75 (Lecture/Tutorial – 45, Practical – 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understand the fundamental concepts of sociology and the ability to view and interpret the world through a sociological lens.	U	1
2	Apply the academic pedagogy of the discipline to make sense with day-to-day life	A	2
3	Create our own world and platform of Sociological imagination	C	3
4	Appreciate world around you and perceive it from the lens of the discipline	Ap	4
5	Analyse the role of Sociological perspectives in defining the world around us	An	5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

Content for Classroom Transactions (Units)

Module	Units	Course description	Hrs	CO No.
Module 1: Thinking Like a Sociologist				
1	1.1	What is Sociology? Isn't Sociology just Common Sense	2	1

	1.2	Why study Sociology- Making informed decisions, Appreciation of Social Diversity, Thinking Critically	2	2
	1.3	Expanding Career Opportunities	2	3
	1.4	Sociological Imagination Micro Sociology – How people affect our everyday lives Macro Sociology- How Social structure affects the individual	2	1
**Module 2: Origin of Sociology**
2	2.1	The Pioneers of Sociology	3	2
	2.2	Emile Durkheim and Auguste Comte	4	3
	2.3	Karl Marx and Max Weber	4	2
**Module 3: Major perspectives in Sociology**
3	3.1	Functionalism- A focus on Social Order	3	3
	3.2	Conflict – A focus on Social conflict	3	3
	3.3	Symbolic Interactionism- A focus on Social Interactions	3	3
	3.4	Feminism- A focus on Gender	3	3
**Module 4: Illustrating the 4 Perspectives**
4	4.1	Functionalist perspective and Indian society	4	2
	4.2	Conflict perspective and social change	4	3
	4.3	Symbolic Interactionism and human behaviour	4	3
	4.4	Feminist Perspective and crime	2	3

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Quiz, Oral Presentation, Written test, Problem-based assignment, or *any other method as may be required by the course faculty*. **Practical:** Observation of practical skills, Laboratory records, and *any other method as may be required by the course faculty*. **B. End Semester Evaluation (ESE)** **Theory:** Written-test **Practical:** Practical-based assessment, Record, and *any other method as may be required by the course faculty*.

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2. Abraham, Francis,2006, Contemporary Sociology, Oxford University Press.

3. Abercrombie, Nicholas (2004) Sociology, Cambridge Polity Press.

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DSC Minor - Course 02:

Discipline	Sociology
Semester	II
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC102
Course Title	Foundations of Sociological Thought
Course Level	100-199
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.
Hours	75 (Lecture/Tutorial – 45, Practical – 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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:

Module	Units	Course description	Hrs	CO No.
1	**Development of Sociological Thought**		**(14 Hours)**	
	1.1	Social Thought	2	1
	1.2	Sociological Thought	2	3

	1.3	Sociological Theory	2	3
	1.4	Perspectives in Sociology	2	3
	1.5	Types of Sociological Theory	2	3
	1.6	Functions of Sociological Theory	3	4
2	**Emergence of Sociological Perspective**		**(24 Hours)**	
	2.1	Saint Simon – social philosophy		2
	2.2.1	Auguste Comte- Positivism	3	2
	2.2.2	Law of Three Stages	3	2
	2.2.3	Hierarchy of Sciences	3	2
	2.2.4	Religion of Humanity	2	2
	2.3.1	Herbert Spencer- Theory of Evolution	3	2
	2.3.2	Organic Analogy	2	2
	2.3.3	Social Darwinism	2	2
	2.4.0	**Development of Academic Sociology- Emile Durkheim**	**6**	**2**
	2.4.1	Social Facts & Comparative Sociology	2	2
	2.4.2	Division of Labor & Social Solidarity	2	2
	2.4.3	Theory of Suicide	2	2
3	**Development of Individualistic Methodologies -Max Weber**		**(7 Hours)**	
	3.1	Social Action - definition, characteristics, types -	1	2
	3.2	Methods –Verstehen, Ideal types	2	2
	3.3	Theory of Religion- Protestant Ethics and Spirit of Capitalism	2	2
	3.4	Economic determinism & Dialectical materialism - Karl Marx	2	2
4	**Environmental Protection and Activism**			
	4.1	**Practicum-** *Gobbet Preparation *Debates on Sociological Paradigms- divide the class into small group. *Panel Discussions-(Organising panel discussions with invites guests)	**30**	5

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DSC Minor – Course 03:

Discipline	Sociology
Semester	III/IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSE207
Course Title	Indian Social Structure
Course Level	200-299
Course Summary	This course is designed to initiate students into the discourse surrounding Indian Society. In addition to presenting fundamental concepts, the course introduces Indian social life through dynamic social constructs, highlighting their variations across historical periods and cultures. The course familiarises various approaches to encourage the examination of the society from different dimensions.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4
Pre-requisite	

COURE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the basic social institutions of Indian social structure. Pluralistic nature of Indian society- the factors promoting unity as well as disunity	Ap	3
2	Analyse the social stratification system of Indian society and assess the changing trends in them	An	2
3	Critically evaluation of the early sociological perspectives on India	E	4,2
4	Analyse the Indian social structure from the Marxian and integrated perspectives.	An	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.
Module 1: India an Object of Knowledge				

	1.1	The Colonial and Missionary Discourse	2	
1	1.2	The Nationalist and Marxist Discourse	2	
	1.3	The Subaltern perspective	2	

Module 2: Indian Society- Concepts and Institutions

	2.1	India as a plural Society	4	
	2.2	Cast: Concept and Critique, The intersection of Caste and Class	2	
2	2.3	Village- Structure and Change	3	
	2.4	The tribes: Marginalised profile and Social Exclusion	2	

Module 3: Industry and Labour in India

	3.1	The various labouring Classes- Organised and Unorganised	4	
3	3.2	Agrarian Classes	4	
	3.3	Trade Union Movements	4	

Module 4 : Current Concerns of Indian Society

	4.1	Challenges to State and Society, Communalism and Regionalism	4	
	4.2	Identities and Change	4	
4	4.3	Movements- Women's Movement, Dalit Movement, Ethnic Movement	4	
	4.4	Agrarian Distress, Gender marginalisation, Hyper nationalism/ Jingoism	4	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** The teaching and learning approach for the course on Understanding Personality and Developing Soft Skills should be interactive, experiential, and focused on practical applications.

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DSC – Course 04:

Discipline	Sociology
Semester	III
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC205
Course Title	Introduction To Social Work
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 programs. Students will learn how to plan and assess social help programs and develop skills to become caring and ethical social workers who can handle various social issues.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
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 internships or 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:

Module	Units	Course description	Hrs	CO No.

		Introduction to Social Work in a Sociological Context (7 Hours)		
1	1.1	Overview of social work: Definitions, scope, and importance	3	1
	1.2	The relationship between sociology and social work	1	1
	1.3	Applying sociological theories to social work practice: Functionalism, Conflict Theory, Symbolic Interactionism	3	1
	1.4	Working with different social categories- Women, Children, Elderly, Persons with Disability and different marginalized sections	4	1
2		**Social Work Methods: Primary methods**		
	2.1	Social Case Work	3	2
	2.2	Social Group Work	3	2
	2.3	Community Organisation	3	2
3		**Social Work Methods: Secondary methods**		
	3.1	Social Action	2	3
	3.2	Social Welfare Administration	2	3
	3.3	Research- Ethnography	4	3
	3.4	Case studies- Discussion on successful social interventions and strategies used	2	3
4		**Practicum**		
	4.1	Organize visit to local social work agencies or community centres, where students can observe social workers in action. (Can do short term internships) or Develop and implement a community engagement project focused on a specific group	**30**	4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Class room lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Workshops where students can practice primary and secondary social work methods ● Role-playing exercises to simulate real-world social work scenarios ● Interaction with experienced social workers ● Projects where students develop and present intervention strategies

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DSC – Course 05:

Discipline	Sociology
Semester	III
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC205
Course Title	Human Rights and Indian Society
Course Level	200-299
Course Summary	This course offering participants a comprehensive understanding of Human Rights and to introduce the knowledge relating to its basic documents, Human Rights in India and also helps to conduct a field study.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Recognize Basics of Human Rights and Major Documents on the same	U	2, 8
2	Identify instances of violations of Human Rights in India on the basis of constitutional provisions	U	1,2, 6
3	Write a Report of issues in 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:

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Human Rights**			
	1.1	Defining Human rights- Legal and Sociological	4	1
	1.2	Conventions and Theories of Human Rights	3	1
2	**State of Human Rights in India**			
	2.1	Indian Constitution and Human Rights- Implementation, Enforcement and Realisation	4	2
	2.2	Culture, Religion and Human rights	4	2
	2.3	Women and Human RIghts	4	2
	2.4	Human rights in the Neo- Liberal World		
3	**Emerging Concerns on Human Rights in India**			

	3.1	Undermining of democratic values and its impact on Human Rights	4	3
	3.2	Refugees, Displaced Persons, Immigrants and Asylum Seekers	3	3
	3.3	Torture, Custodial Violence and Dissapearence		3
4	**Practicum**			
	4.1	Organize visit to local social work agencies or community centres, where students can observe social workers in action. (Can do short term internships) or Develop and implement a community engagement project focused on a specific group	**30**	4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice primary and secondary social work methods • Role-playing exercises to simulate real-world social work scenarios • Interaction with experienced social workers • Projects where students develop and present intervention strategies

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DSC – Course 06:

Discipline	Sociology
Semester	III/IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24USOCDSC210
Course Title	PERSONALITY & SOFT SKILLS
Course Level	200-299
Course Summary	This course aims to quip 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.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Explain the concept of Soft Skills and Personality Development	Understand	3
2	Identify the nature of one's own personality for personal and professional development	understand	1
3	Explain the impact of emotions on behaviour and equip oneself with coping strategies to address the same	Understand	2
4	Evaluate the nature of interpersonal skills and personal branding for personal and professional development	Evaluate	5
5	Evaluate Soft and Hard skills and equip oneself for necessary soft skills	Evaluate	5
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)

Units	Course description	Hrs	CO No.
Module 1	**Soft Skills and Personality Development**		**1**
1.1	Soft Skills and its classification	5	1

1.2	Self in Social Interactions, Emotional Intelligence and Critical Thinking	2	2
Module 2	**Interview and Public Speaking**		
2.1	Interpersonal and Interview Skills	5	4,5
2.2	Public Speaking and Presentation Skills	3	4,5
Module 3	**Sociology Psychology of Stress, health and Cooping**		
3.1	Social Stress Coping and Adaptation	5	3
3.2	Conceptualising Stress as Stimulus- Response and Transactional Process	4	3
Module 4	**Understanding Stress**		
4.1	Stress and Health, Coping with Stress, Emotion focused problem and Problem Focused strategies	5	2,3
4.2	Understanding the relation and Interaction between Health, Stress and Coping	4	2,3

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	Provide the paper in advance and encourage students to read it, jotting down questions or thoughts.
	Facilitate a respectful conversation, asking students to share their interpretations and connecting the paper to real-life examples.
	Encourage all students to contribute by asking open-ended questions and rotating discussion roles.

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7. SYLLABUS FOR MULTIDISCIPLINARY COURSES IN SOCIOLOGY

MDC 01:

Discipline	Sociology
Semester	I
Type of Course	Multi-Disciplinary Course (MDC)
Course Code	24USOCMDC101
Course Title	Sociology of Tourism
Course Level	100-199
Course Summary	This syllabus, titled "Understanding Tourism," covers various aspects related to tourism, starting with foundational concepts and progressing to more advanced topics. The course further explores the forms and types of tourism, examining the purposes behind tourist activities. Moving into contemporary issues, the syllabus explores current trends in tourism, including both on- going and changing trends. The course concludes with a practical application component, where students are tasked with preparing a report.
Hours	60 (Lecture/Tutorial – 30, Practium - 30)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the key characteristics that distinguish tourism activities	U	1
2	Examine the factors contributing to the growth of tourism in India	An	3
3	Assess the Socio-economic and Cultural implications of tourism on local communities and national economies.	A	2
4	Develop socio-technical skill for managing Tourism activities	A	4
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)

Units	Course description	Hrs	CO No.
Module 1	**Introduction of Tourism and Sociology of Tourism.**		
1.1	Introduction of Tourism and Sociology of Tourism.	3	1
1.1	Concept of Tour, Tourist and Tourism.	3	1
1.2	Sociology of Tourism, Meaning. Subject matter and need of study of sociology of Tourism.	3	1

Module 2	Theories and approaches of Tourism		
2.1	Various approaches for the study of Tourism	3	2
2.2	Sociological theories on Tourism.	3	2
Module 3	Tourism , Industry and Its management		
3.1	Components of the Tourism Industry.	3	3
3.2	Social Economic and Professional aspects of Tourism.	3	3
3.3	Tourism policy and Planning in India and Kerala	3	3
3.4	Key Aspects of Tourism management and issues in Tourism in Industry	3	4
	Practicum		
P.1	Explore how tourism affects the identity and cultural representation of a specific community or region. Investigate how locals perceive themselves in relation to the tourists and examine changes in their cultural practices due to tourism.	10	4
.P 2	Conduct a sociological study focusing on the impact of tourism on local communities. Analyze the socio-cultural changes, economic effects, and community dynamics resulting from tourism development in a particular destination.	10	4
P.3	Investigate the social interactions between tourists and local residents in a particular destination. Analyze the dynamics of these interactions, conflicts, or collaborations, focusing on cultural exchange and social integration	10	4

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	Provide the paper in advance and encourage students to read it, jotting down questions or thoughts. Facilitate a respectful conversation, asking students to share their interpretations and connecting the paper to real-life examples. Encourage all students to contribute by asking open-ended questions and rotating discussion roles.

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MDC 02:

Discipline	Sociology
Semester	II
Type of Course	Multi-Disciplinary Course (MDC)
Course Code	24USOCMDC102
Course Title	Cyber World and Social Media
Course Level	100-199
Course Summary	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.
Hours	60 (Lecture/Tutorial – 30, Practium - 30)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the key concepts related to cyber space 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	An	6,8
4	Identify cyber threats such as phishing, crypto jacking, and malware, and their potential societal impacts	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)

Units	Course description	Hrs	CO No.
Module 1	**Introduction to Cyber World and Social Realities**	**10**	

1.1	Introducing key concepts: Cyber Space, Digital Culture, and Social Dynamics	3	1
1.2	Evolution of online Communication	3	1
1.3	The interconnectedness of Cyber World and society: Augmented Reality and Virtual Reality	4	1
Module 2	**Social Dynamics in Cyber World**	**10**	
2.1	Social Networks and Communities: Social media Platforms and their impacts	3	2
2.2	Artificial Intelligence and its societal implications	4	2
2.3	Digital Identity and Self Presentation	3	2
Module 3	**Digital Ethics**	**10**	
3.1	Online behaviour and Social Norms	2	3
3.2	Cyber Threats: Phishing, Crypto jacking, identity theft, Malware.	4	4
3.3	Ethical considerations in Online Interaction	2	3
3.4	The role of technology in shaping moral values	2	3
Module 4	**Practicum**		
4.1	Develop a cyber security awareness campaign targeting a specific audience and prepare a report on the same	10	4
4.2	Conduct a digital ethnography project to observe and analyze online communities or platforms, documenting cultural norms and implications for real-world social interactions	10	4
4.3	Collaborate with a local organization to plan and conduct a cybersecurity awareness workshop, developing engaging presentations and materials while assessing effectiveness and gathering participant feedback	10	4

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	Provide the paper in advance and encourage students to read it, jotting down questions or thoughts.
	Facilitate a respectful conversation, asking students to share their interpretations and connecting the paper to real-life examples.
	Encourage all students to contribute by asking open-ended questions and rotating discussion roles.

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MDC 03:

Discipline	Sociology
Semester	III
Type of Course	Multi-Disciplinary Course (MDC)
Course Code	24USOCMDC201
Course Title	Sociology of Sports
Course Level	200-299
Course Summary	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.
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Understanding the Link Between Sports and Society.	U	6,7
2	Understanding How Sports Shape Cultural Identities.	U	1,3
3	The course encourages critical analysis and research skills to better comprehend the complex and dynamic nature of an engagement.	A	1,6,8
4	The course encourages 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 transaction (Units)

Units	Course description	Hrs	CO No.
Module 1			
1.0	Introduction to Sociology of Sports	10	
1.1	Sports in History and Sociology	3	1

1.2	Sports as a social occurrence	3	1
1.3	The Sociological perspective and Sports	3	1
Module 2			
2.0	Sport, Culture, and Values	12	
2.1	Sports and Social organization	2	2
2.2	Socialization through Sports	2	2
2.3	Sports, Violence, Substance Abuse, Gambling	3	2
2.4	Sports and emergence of Fan culture	3	
2.5	Sports as a medium of Cultural Exchange	3	
Module 3			
3.0	Sports and Inequality	11	
3.1	Gender and Sports- The Social Construction of Masculinity	2.5	3
3.2	Sports and Class, Sports- Youth and Children	3.5	3
3.3	Sports Religion and Race	2.5	3
3.4	Sports and Special Population	2.5	3
Module 4			
4.0	Current Development in Sports	12	
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	
4.5	Winning and Losing -Critique of Sports		
Module 5	**Practicum**	**30**	**4**
5.1	Engage students in creating their own sports-related media content, such as podcasts, videos, or blogs		

	Classroom Procedure (Mode of transaction)
Teaching and Learning Approach	Provide the paper in advance and encourage students to read it, jotting down questions or thoughts.
	Facilitate a respectful conversation, asking students to share their interpretations and connecting the paper to real-life examples.
	Encourage all students to contribute by asking open-ended questions and rotating discussion roles.

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8. SYLLABUS FOR SKILL ENHANCEMENT COURSES IN SOCIOLOGY

SEC 01:

Discipline	Sociology
Semester	V
Type of Course	Skill Enhancement Course (SEC)
Course Code	24USOCSEC301
Course Title	PERSONALITY DEVELOPMENT & SOFT SKILLS
Course Level	300-399
Course Summary	This course aims to quip 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.
Hours	60 (Lecture/Tutorial – 30, Practium - 30)
Credits	3
Preequisite	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.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Explain the concept of Soft Skills and Personality Development	Understand	3
2	Identify the nature of one's own personality for personal and professional development	understand	1
3	Explain the impact of emotions on behaviour and equip oneself with coping strategies to address the same	Understand	2
4	Evaluate the nature of interpersonal skills and personal branding for personal and professional development	Evaluate	5
5	Evaluate Soft and Hard skills and equip oneself for necessary soft skills	Evaluate	5
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: Soft Skills and Personality Development**		
	1.1	Soft Skills and its classification		1
	1.2	Self in Social Interactions, Emotional Intelligence and Critical Thinking	5	2
2		**Module 2: Interview and Public Speaking**		
	2.1	Interpersonal and Interview Skills	5	4, 5
	2.2	Public Speaking and Presentation Skills		4,5
3		**Module 3: Sociology Psychology of Stress, health and Cooping**		
	3.1	Social Stress Coping and Adaptation	5	3
	3.2	Conceptualising Stress as Stimulus- Response and Transactional Process	5	3
4		**Module 4 : Understanding Stress**		
	4.1	Stress and Health, Coping with Stress, Emotion focused problem and Problem Focused strategies	5	2, 3
	4.2	Understanding the relation and Interaction between Health, Stress and Coping	5	2, 3

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) The teaching and learning approach for the course on Understanding Personality and Developing Soft Skills should be interactive, experiential, and focused on practical applications.

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SEC 02:

Discipline	Sociology
Semester	VI
Type of Course	Skill Enhancement Course (SEC)
Course Code	24USOCSEC302
Course Title	Research Skills on the Field
Course Level	300-399
Course Summary	"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!
Hours	60 (Lecture/Tutorial – 30, Practium - 30)
Credits	3
Preequisite	Basic knowledge about qualitative research methods in social science.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Analyze and evaluate research problems encountered in the field, applying critical thinking skills in research problems	An	1,2,3,4
2	Formulate research questions, design appropriate methodologies, and execute field research projects	A	1,2,,5,6,7.8
3	Apply ethical principles throughout the research process.	A	1,2, 4,5,6,7,8
4	Communicate research findings clearly and persuasively, both in written and oral formats, and adapt communication style to diverse audiences and purposes.	S	1, 2,5,6,7,9

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.
1		**Introducing Field Visit and Observation Skills through Participant Observation**		
	1.1	Ask the students to visit a nearby community take part in community activities and to conduct observation. Process of observation: Take photographs, and record the observations from the photographs in a practical notebook. 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. Have students compile their findings into final reports. This should include a synthesis of their observations, an	25	1
2		**Module 2: In-depth Interview**		
	2.1	Process of In-depth Interview Overview of In-Depth Interviewing • Ethical Guidelines • Logistics of Interviewing • Use Appropriate Steps Interview • Interview Checklist Interview Plan: Students should develop an unstructured interview schedule and a detailed plan to find informants. Note down areas to be focus questions. Be sure to include your probes. 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.	20	4, 5
3		**Module 3 Focus group discussion**		
	3.1	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 Focus group discussion in practice Select a group for focus group discussion -record the inputs of the discussion – prepare a report -	15	3
		Module 4 : Practicum		
4	4.1	Report writing and presentation of reports	30	3

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9. SYLLABUS FOR VALUE ADDITION COURSES IN SOCIOLOGY

VAC 01:

Discipline	Sociology
Semester	VII
Type of Course	Value Addition Course (SEC)
Course Code	24USOCVAC101
Course Title	Human Rights and Indian Social Structure
Course Level	300-399
Course Summary	This course offering participants a comprehensive understanding of Human Rights and to introduce the knowledge relating to its basic documents, Human Rights in India and also helps to conduct a field study.
Hours	45 (Lecture/Tutorial – 45)
Credits	3
Preequisite	Basic knowledge about qualitative research methods in social science.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Recognize Basics of Human Rights and Major Documents on the same	U	2, 8
2	Identify instances of violations of Human Rights in India on the basis of constitutional provisions	U	1,2, 6
3	Write a Report of issues in 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)			

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Human Rights**		
	1.1	Defining Human rights- Legal and Sociological	7	1
	1.2	Conventions and Theories of Human Rights		1
2		**State of Human Rights in India**		
	2.1	Indian Constitution and Human Rights- Implementation, Enforcement and Realisation	12	2
	2.2	Culture, Religion and Human rights		2
	2.3	Women and Human RIghts		2
	2.4	Human rights in the Neo- Liberal World		2

3		**Emerging Concerns on Human Rights in India**		
	3.1	Undermining of democratic values and its impact on Human Rights	15	3
	3.2	Refugees, Displaced Persons, Immigrants and Asylum Seekers		3
	3.3	Torture, Custodial Violence and Dissapearence		3

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10. SYLLABUS FOR SIGNATURE COURSES IN SOCIOLOGY

SIG 01:

Discipline	Sociology
Semester	V/VI
Type of Course	Value Addition Course (SEC)
Course Code	24USOCSIG301
Course Title	PREPARATORY COURSE FOR COMPETITIVE EXAMINATIONS AND ADMINISTRATION
Course Level	300-399
Course Summary	Motivate students to take up challenging positions in administration and governance. 1. Moulding students for administrative services 2. To equip them with entry level examination 3. Motivate students for taking up crucial role in governance 4. Motivate students to take up politics as a position
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Students equipped to face the entry level examination	U	2, 8
2	Ensure students , to take up challenging roles/eminent positions in politics and administration.	U	1,2, 6
3	Facilitate students in clearing civil service examinations.	Ap	1,2, 6

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.
1		**Module –I Introduction**		
	1.1	Administration& Governance:Meaning- definition and components	20	1
	1.2	UPSC & Kerala PSC (KAS) – History and governing structure, One Time Registration and updating of profile		1

	1.3	Exam Pattern of UPSC Examination- Different Phases- Preliminary- Main & Personality Test/Interview		1
2		**State of Human Rights in India**		
	2.1	Preparation Techniques- Self management- time management – gaining Self-confidence-methodical & hard working - honest endeavours	15	2
	2.2	Writing skills in Competitive examinations – tips and techniques for enhancing answer writing skills		2
	2.3	Learning techniques- elaborative interrogation- self-explanation,-summarization,-highlighting / underlining) -the keyword mnemonic,-imagery use for text learning- rereading,-practice testing- distributed practice- interleaved practice		2
3		**Emerging Concerns on Human Rights in India**		
	3.1	Motivation and Confidence	15	3
	3.2	Interpersonal skills including communication skills		3
	3.3	Critical thinking		3
4		**Motivational Visits**		
	4.1	One governing body/One administrative body	10	

SIG 02:

Discipline	Sociology
Semester	VII/VIII
Type of Course	Value Addition Course (SEC)
Course Code	24USOCSIG401
Course Title	Indian Society and Traditional Culture in Retrospective
Course Level	400-499
Course Summary	This course is designed to initiate students into the discourse surrounding Indian Society. In addition to presenting fundamental concepts, the course introduces Indian social life through dynamic social constructs, highlighting their variations across historical periods and cultures. The course familiarises various approaches to encourage the examination of the society from different dimensions.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO
1	Identify the basic social institutions of Indian social structure. Pluralistic nature of Indian society- the factors promoting unity as well as disunity	Ap	3
2	Analyse the social stratification system of Indian society and assess the changing trends in them	An	2
3	Critically evaluation of the early sociological perspectives on India	E	4,2
4	Analyse the Indian social structure from the Marxian and integrated perspectives.	An	3

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.
1		**Module 1: India- An Object of Knowledge**		
	1.1	The Colonial and Missionary Discourse	20	1
	1.2	The nationalist and Marxist Discourse		1
	1.3	The Subaltern perspective		1
2		**Module 2:Indian Society- Concepts and Institutions**		
	2.1	India as a plural Society	15	2
	2.2	Caste: Concept and Critique, The intersection of Caste and Class		

	2.3	Village- Structure and Change		2
	2.4	The tribes: Marginalised profile and Social Exclusion		2
3	**Module 3: Culture in India**			
	3.1	Cultural Varieties of India	15	3
	3.2	Dresses, Fashion, Food, Literature, Society		3
	3.3	Unity in Diversity		3
4	**Module 4 : Current Concerns of Indian Society**			
	4.1	Challenges to State and Society, Communalism and Regionalism	15	4
	4.2	Identities and Change		4
	4.3	Movements- Women's Movement, Dalit Movement, Ethnic Movement		4
	4.4	Agrarian Distress, Gender marginalisation, Hyper nationalism/ Jingoism		4

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