

PREFACE

The Four-Year Undergraduate Programme (FYUGP) in Sociology, designed in accordance with the National Education Policy 2020 guidelines, aims to equip students with extensive sociological knowledge and understanding. The curriculum encompasses a broad range of subjects, including Classical and Modern Sociological Theories, Research Methods, Social Issues of Development, Urbanization, Globalization, Environmental Sociology, Cultural Anthropology, Social Psychology, Sociology of Marginalization, Crime and Society, and Industry and Society. This programme offers both a detailed theoretical framework and an in-depth empirical analysis of these areas, ensuring a comprehensive educational experience.

Students enrolled in the Bachelor of Arts in Sociology (Honours) programme have the flexibility to choose between two distinct exit options: the Undergraduate Degree, attainable after three years, and the Undergraduate Degree (Honours with Research), awarded upon the successful completion of four years. Apart from focusing on theoretical knowledge, the programme emphasizes empirical analysis, providing students with hands-on experience and research opportunities that are crucial for their professional development.

The meticulously updated curriculum is designed to impart the knowledge and skills essential for contributing to the creation of an equitable, humane, and sustainable social environment. Additionally, the revamped syllabi are tailored to prepare students for diverse and impactful careers in social advocacy, research, teaching, human services, and policymaking.

The Chairperson
Board of Studies in Sociology
Mar Athanasius College (Autonomous),
Kothamangalam

**MAR ATHANASIUS COLLEGE (AUTONOMOUS),
KOTHAMANGALAM**
Members of the Board of Studies- BA (Honours) Programme

Subject: SOCIOLOGY

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Member from Industry	Sri Babu Alias Assistant General Manager Capital Investment, Kothamangalam
Meritorious Alumnus	Adv. Gigi Peter Criminal Lawyer, Muvattupuzha Court
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Special Invitees	Ms. Sharon V. Balakrishnan Assistant Professor PG Department of Sociology Mar Athanasius College, Kothamangalam
	Ms. Mary Febiya K. J. Assistant Professor PG Department of Sociology Mar Athanasius College, Kothamangalam
	Dr. Akhila Johnson Assistant Professor (Guest) Department of Sociology Mar Athanasius College, Kothamangalam

Programme Outcomes (PO)

PO 1: Critical thinking and Analytical reasoning

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO 2: Scientific reasoning and Problem solving

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO 3: Multidisciplinary/interdisciplinary/transdisciplinary Approach

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborativemultidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PO 4: Communication Skills

Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

PO 5: Leadership and Entrepreneurship Skills

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. After inculcating all the necessary graduate qualities, a graduate can become an entrepreneur.

PO 6: Social Consciousness and Responsibility

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PO 7: Equity, Inclusiveness and Sustainability

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

PO 8: Moral and Ethical Reasoning

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour.

PO 9: Networking and Collaboration

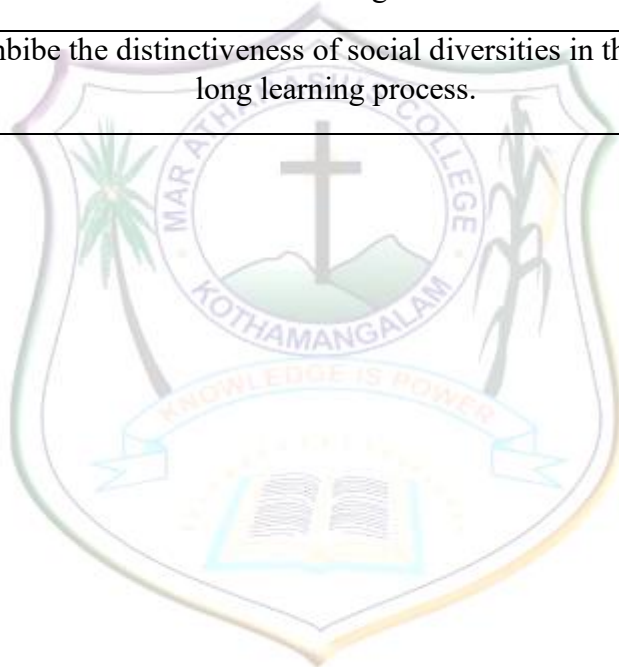
Acquire skills to be able to collaborate and network with educational institutions, research organizations and industrial units in India and abroad.

PO 10: Lifelong Learning

Ability to acquire knowledge and skills, including “learning how to learn”, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

**PROGRAMME SPECIFIC OUTCOMES (PSO)**

PSO NO	Upon completion of BA Sociology (Honours) programme, the students will be able to:	PO NO.
PSO-1	Learn sociological knowledge and skills that will enable critical thinking and sociological imagination.	1, 6, 8
PSO-2	Identify& comprehend the major sociological theories	1, 2, 3
PSO-3	Understand the sociological perspectives in studying the relationship between social structure, social identities, and social inequalities.	1, 6, 10
PSO-4	Gain proficiency in research methods and its applications.	3, 4, 5, 9, 10
PSO-5	Acquire the ability in disseminating the sociological knowledge.	4, 8, 9, 10
PSO-6	Imbibe the distinctiveness of social diversities in the life-long learning process.	1, 6, 7



BA (HONOURS) SOCIOLOGY

SCHEME OF INSTRUCTIONAL CREDITS AND HOURS

No	Semester	Course Title	Course Type	Credit	Hours/Week	Total Hours/Semester
1	1	Understanding Sociology	DSC	4	5	90
2	1	Basics of Social Psychology	MDC	3	4	72
3	2	Essence of Sociology	DSC	4	5	90
4	2	Cyber World and Social Realities	MDC	3	4	72
5	3	Classical Sociological Theories	DSC	4	4	72
6	3	Sociology of Environment	DSC	4	5	90
7	3	Social Psychology (S)	DSE	4	5	90
8	3	Sociology of Culture and Personality	DSCB	4	5	90
9	3	Sociology and Social Interventions	MDC	3	3	54
10	3	Disaster Management	VAC	3	3	54
11	4	Principles of Social Research	DSC A	4	5	90
12	4	Modern Sociological Theories	DSC A	4	4	72
13	4	Crime and Society	DSC A	4	5	90
14	4	Personality Development and Soft Skills	SEC	3	3	54
15	4	Public Policy and Social Inclusion	VAC	3	3	54
16	4	Internship		2		
17	5	Gender and Sexuality	DSC	4	5	90
18	5	Indian Social Structure and Transformation	DSC	4	4	72
19	5	Sociology of Work and Industry	DSC	4	4	72

20	5	Culture and Personality (S)	DSE (Any Two)	4	5	90
21	5	Society and Health: Theories, Systems, and Global Challenges				
22	5	Sociology of Education				
23	5	Sociology of Ageing (S)				
24	5	Academic Reading and Writing Skills	SEC	3	3	54
25	6	Sociology of Marginalization	DSC	4	5	90
26	6	Qualitative Research Methods	DSC	4	5	90
27	6	Sociology of Kerala Society	DSC	4	4	72
28	6	Rural Sociology	DSE (Any One)	4	5	90
29	6	Urban Sociology				
30	6	Research Skills in the Field	SEC	3	3	54
31	6	Human Rights and Environmental Ethics	VAC	3	3	54
32	7	Current Trends in Social Research	DCC	4	4	72
33	7	Globalization and Global Dynamics	DCC	4	4	72
34	7	Sociology of Development	DCC	4	5	90
35	7	Sociology of Religion	DCE	4	4	72
36	7	Media and Society	DCE	4	4	72
37	7	Migration and Diaspora	DCE	4	4	72
38	8	Current Debates in Social Theories	DCC	4	5	90
39	8	Research and Publication Ethics	DCC	4	5	90
40	8	Project Planning and Management	DCE	4	5	90
41	8	Principles of Counselling (S)	DCE	4	5	90

42	8	Social Entrepreneurship	DCE (Any One)	4	5	90
43	8	Civil Society and Democracy				
44	8	Research Project	12/8			



**Syllabus Index: Sociology Major
Specialization- Social Psychology**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
M24SO1DSC100	Understanding Sociology	DSC	4	5	3	0	2	0
M24SO1MDC100	Basics of Social Psychology	MDC	3	4	2	0	2	0

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
M24SO2DSC100	Essence of Sociology	DSC	4	5	3	0	2	0
M24SO2MDC100	Cyber World and Social Realities	MDC	3	4	2	0	2	0

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC,	Credit	Hours/ week	Hour Distribution /week

		SEC etc.			L	T	P	O
M24SO3DSC200	Classical Sociological Theories	DSC	4	4	4	0	0	0
M24SO3DSC201	Sociology of Environment	DSC	4	5	3	0	2	0
M24SO3DSE200	Social Psychology (S)	DSE	4	5	3	0	2	0
M24SO3DSC202	Sociology of Culture and Personality	DSCB	4	5	3	0	2	0
M24SO3MDC200	Sociology and Social Interventions	MDC	3	3	3	0	0	0
M24SO3VAC200	Disaster Management	VAC	3	3	3	0	0	0

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
M24SO4DSC200	Principles of Social Research	DSC A	4	5	3	0	2	0
M24SO4DSC201	Modern Sociological Theories	DSC A	4	4	4	0	0	0
M24SO4DSC202	Crime and Society	DSC A	4	5	3	0	2	0
M24SO4SEC200	Personality development and Soft Skills	SEC	3	3	3	0	0	0
M24SO4VAC200	Public Policy and Social Inclusion	VAC	3	3	3	0	0	0
M24SO4INT200	Internship		2					

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 5

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week				
					L	T	P	O	
M24SO5DSC300	Sociology of Work and Industry	DSC	4	5	3	0	2	0	
M24SO5DSC301	Indian Social Structure and Transformation	DSC	4	4	4	0	0	0	
M24SO5DSC302	Gender and Sexuality	DSC	4	4	4	0	0	0	
M24SO5DSE300	Culture and Personality (S)	Any Two DSE	4	5	3	0	2	0	
M24SO5DSE301	Society and Health: Theories, Systems, and Global Challenges								
M24SO5DSE302	Sociology of Education			4	5	3	0	2	0
M24SO5DSE303	Sociology of Ageing (S)								
M24SO5SEC300	Academic Reading and Writing Skills	SEC	3	3	3	0	0	0	

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 6

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
M24SO6DSC300	Sociology of Marginalization	DSC	4	5	3	0	2	0
M24SO6DSC301	Qualitative Research Methods	DSC	4	5	3	0	2	0
M24SO6DSC302	Sociology of Kerala Society	DSC	4	4	4	0	0	0
M24SO6DSE300	Rural Sociology	Any One	4	5	3	0	2	0
M24SO6DSE301	Urban Sociology							
M24SO6SEC300	Research Skills in the Field	SEC	3	3	3	0	0	0
M24SO6VAC300	Human Rights and Environmental Ethics	VAC	3	3	3	0	0	0

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 7

Course Code	Title of the Course	Type of the Course DCC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
M24SO7DCC400	Current Trends in Social Research	DCC	4	4	4	0	0	0
M24SO7DCC401	Globalization and Global Dynamics	DCC	4	4	4	0	0	0
M24SO7DCC402	Sociology of Development	DCC	4	5	3	0	2	0

M24SO7DCE400	Sociology of Religion	DCE	4	4	4	0	0	0
M24SO7DCE401	Media and Society	DCE	4	4	4	0	0	0
M24SO7DCE402	Migration and Diaspora	DCE	4	4	4	0	0	0

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

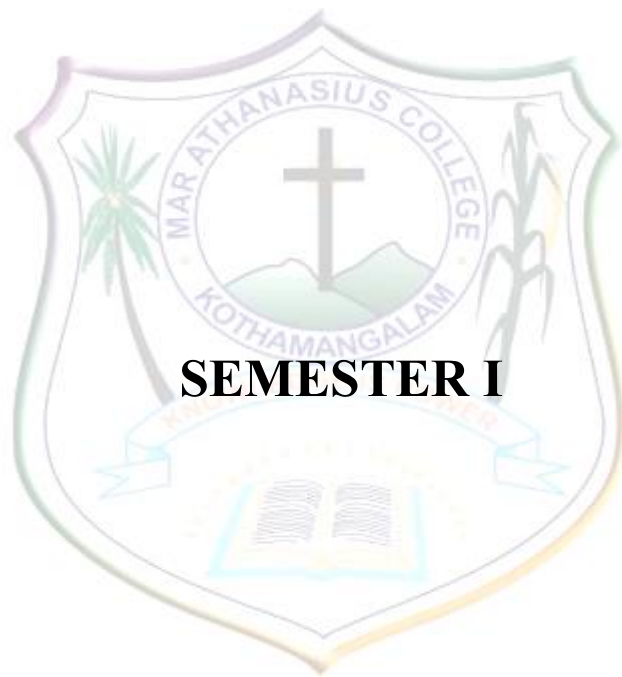
Semester: 8

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
M24SO8DCC400	Current Debates in Social Theories	DCC	4	5	3	0	2	0
M24SO8DCC401	Research And Publication Ethics	DCC	4	5	3	0	2	0
M24SO8DCE400	Project Planning and Management	DCE	4	5	3	0	2	0
M24SO8DCE401	Principles of Counselling (S)	DCE	4	5	3	0	2	0
M24SO8DCE402	Social Entrepreneurship	DCE	4	5	3	0	2	0
M24SO8DCE403	Civil Society and Democracy	DCE	4	5	3	0	2	0
M24SO8PRJ400	Project* (UG Degree- Honours)	8	2 DCC + 1 DSC/DCE + Project OR 2 DCE					
M24SO8PRJ401	Project* (UG Degree- Honours with Research)	12	2 DCC + Project					

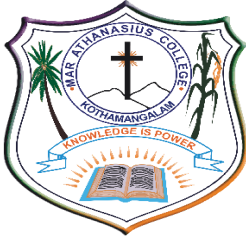
L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

COURSES WITH FIELD VISIT

Semester	Type of Course	Course Title
1	DSC	Understanding Sociology
2	MDC	Cyber World and Social Realities
3	DSC	Sociology of Environment
3	DSCB	Sociology of Culture and Personality
3	MDC	Sociology and Social Interventions
4	DSCA	Crime and Society
4	VAC	Public Policy and Social Inclusion
5	DSE	Culture and Personality
5	DSE	Sociology of Ageing
6	DSC	Sociology of Marginalization
6	DSE	Rural Sociology
7	DCC	Sociology of Development
7	DCE	Migration and Diaspora
8	DCE	Project Planning and Management
8	DCE	Social Entrepreneurship



SEMESTER I

	Mar Athanasius College (Autonomous), Kothamangalam
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Programme	BA SOCIOLOGY					
Course Name	UNDERSTANDING SOCIOLOGY					
Type of Course	MAJOR- DSC					
Course Code	M24SO1DSC100					
Course Level	100-199					
Course Summary	<p>The course 'Understanding Sociology' introduces foundational concepts and perspectives within sociology. It commences by exploring sociology's essence and its differentiation from common sense, emphasizing its significance in fostering critical thinking, understanding social diversity, and expanding career prospects. The sociological imagination is then examined, focusing on both micro and macro perspectives to comprehend how individuals shape and are shaped by society.</p> <p>The course delves into the origins of sociology by scrutinizing pioneers such as Comte, Spencer, Durkheim, Weber, and Marx. It subsequently explores major sociological perspectives - Functionalism, Conflict theory, and Symbolic Interactionism - emphasizing their unique lenses through which social phenomena are understood. This journey culminates in illustrating how these perspectives interpret and analyse deviance within society.</p>					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the importance of sociological imagination, thinking sociologically and sociology in action	U	1, 2	1, 3, 5
2	Assess the social and intellectual contexts of origin and development of sociology.	E	2, 6	1, 2, 3
3	Distinguish the salient contributions of pioneers in sociology and compare the different theoretical perspectives in Sociology.	An	1, 7	2, 3, 5
4	Understand the concepts of social control, and deviance along with evaluating the building blocks of culture within a societal context and analysing the impact of religion and caste, sex, and gender.	A	1, 6	3, 5, 6
5	Make use of ad hoc surveys and book and film reviews to apply sociological concepts.	C	9, 10	4, 5, 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: Thinking Like a Sociologist (26 Hrs)				
1	1.1	What is Sociology? Sociology and Common Sense- Andre Beteille	3	1
	1.2	Why study Sociology? - Thinking Sociologically- Zygmunt Bauman	4	1
	1.3	Sociological Imagination: Biography Versus History- C.W Mills	2	1
	1.4	Socialization throughout life- Self and Social, Role, Status, the NET generation	2	1

	1.5	Public Sociology in action: Campus Survey	15	5
Module 2: Origin of Sociology: Social and Intellectual Context (11hrs)				
2	2.1	French Revolution, Industrial Revolution	3	2
	2.2	Scientific Revolution, Commercial Revolution	4	2
	2.3	Enlightenment: Rationalism, Empiricism, Idealism	4	2
Module 3: Story of Sociology (28 hours)				
3	3.1	Three Classics- Auguste Comte, Herbert Spencer, and Emile Durkheim	4	3
	3.2	Three Pioneers of Sociology- Marx, Weber	5	3
	3.3	Functionalism, Conflict, and Symbolic interactionist perspectives- key features, major assumptions	4	3
	3.4	Modernism, and postmodernism	15	5
Module 4: Culture, Social Control and Social Inequality (10hrs)				
4	4.1	The building blocks of culture, social control, deviance	3	4
	4.2	Religion and caste: Defining ourselves and others	2	4
	4.3	Sex, Gender, and Sexualities: Deconstructing Dualisms	2	4
	4.4	. Book Review on ‘Kulastreeyum Chanthapennum undayathengane?’ by J. Devika, Film Review of feminist movies	3	4
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	<ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of real-life situations. • Role-playing exercises to simulate real-world scenarios • Interaction with experienced anthropologists. • Projects where students develop an understanding of the organization of social life. 			
Assessment Types	MODE OF ASSESSMENT			
	<p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>			

References

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- Beteille, A. (1986). *Sociology: Essays on approach and method*. Oxford University Press.
- Brewer, J. (2013). *The public value of the social sciences: An interpretive essay*. Bloomsbury Academic
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- Giddens, A. (1990). *The consequences of modernity*. Stanford University Press.
- Hill Collins, P., & Solomos, J. (Eds.). (2010). *The Sage handbook of race and ethnic studies*. Sage Publications.
- Hobsbawm, E. (1996). *The age of revolution: Europe 1789-1848*. Vintage.
- McLennan, Gregor. (2020) *The Story of Sociology: A First Companion to Social Theory* Bloomsbury(Manohar)
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 Shapin, S. (1996). The scientific revolution. University of Chicago Press.
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	<p>Mar Athanasius College (Autonomous), Kothamangalam</p>
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Programme	BA SOCIOLOGY
Course Name	BASICS OF SOCIAL PSYCHOLOGY
Type of Course	MDC

Course Code	M24SO1MDC100				
Course Level	100-199				
Course Summary	This course is offered to integrate the basics of social psychology with the theories on the Development of Social Self, by providing a comprehensive understanding of the different methods and assessment techniques of personality to analyse human behaviour which aims to articulate independently and creatively about human Social Behaviour and the cultural influences that affect our behaviour.				
Semester	1	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical (Practicum)	Others
		30		30	
Prerequisites, if any	Nil				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the basics of social psychology	U	1,2	1, 5
2	Understand human personality which determines the social self of individuals.	U	2,10	5, 6
3	Familiarize the different methods and theories to analyse human behaviour.	AN	6,7,9	2
4	Develop the ability to articulate independently and creatively about human Social Behaviour and the cultural influences that affect our behaviour.	U	4,9,10	1, 5
5	Apply social psychology concepts and theories to a range of contemporary social questions and the cultural influences that affect our behaviour.	A	4, 5,7,8	2, 3

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	Introduction to Social Psychology	10	
	1.1	Social Psychology: Nature, Scope	2	1
	1.2	Basic concepts: Self-Concept and Self-Esteem, Social cognition, Attitude and Perception	3	2
	1.3	Methods: Case study, Projective tests, Sociometry, Interview.	5	2
2	2.0	Personality and Culture	23	
	2.1	Personality: Types, Stages, and Theories: Psychoanalytic and Trait Theory	4	4
	2.2	Cultural Theories on Personality: Margeret Mead and Ruth Benedict	4	5
	2.3	Facilitate a discussion on the signs and symptoms of toxic relationships, encouraging students to think critically about the role of self-esteem, boundaries, and communication patterns.	15	5
3	3.0	Interpersonal relationships and Group Dynamics	27	4
	3.1	Attraction and Close relationship- Sources of attraction, Robert Sternberg's triangular theory of Love	6	4
	3.2	Prejudice, Stereotyping, and Discrimination	3	4

	3.3	Conflict resolution, the role of mutual support, and relationship satisfaction.	3	4
	3.4	Case based analysis of love relationship using Robert Sternberg's theory	15	5
4		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of real-life situations. • Role-playing exercises to simulate real-world social scenario. • Interaction with experienced social psychologists. • Projects where students develop and present intervention strategies.
Assessment Types	<p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Theory Total = 25 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 50 marks, Duration 1.5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks</p>

References

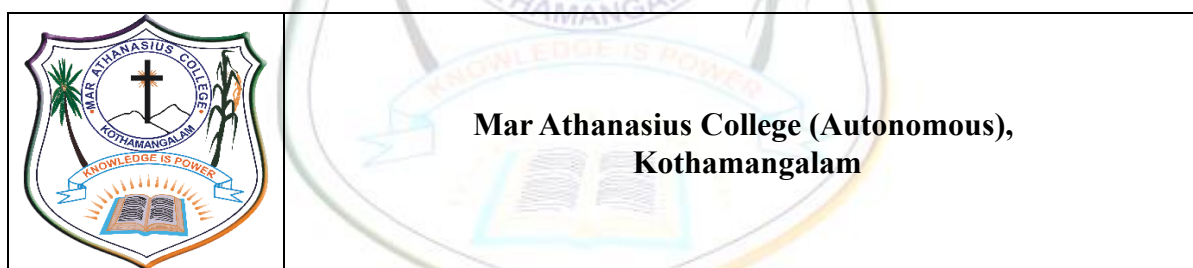
1. Adler, A. *Understanding Human Nature*. New York: Greenburg Publisher, 1954.
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SEMESTER II



Programme	B A Sociology
Course Name	Essence of Sociology
Type of Course	DSC
Course Code	M24SO2DSC100
Course Level	100-199
Course Summary	Essence of Sociology introduces fundamental principles shaping our social world. This course navigates through foundational concepts like socialization, culture, social structure, and social processes. Exploring topics such as society, social interaction, culture, socialization, and social institutions, it illuminates how societies function and individuals interact within them. Students delve into concepts that explain social phenomena, gaining a deeper understanding of human behaviour and societal dynamics. Ultimately, this course equips learners with essential tools to

	critically analyse and comprehend the complexities of the social realm.					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Prerequisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the basic concepts and terminologies of Sociology.	U	1	1, 5
2	Familiarize the students with basic institutions.	U	2,4	1, 2
3	Examine the complexities of social interaction and processes, examining the roles, statuses, and dynamics within social structures.	An	5,7	3, 5
4	Appraise mechanisms of social control, deviance, and stratification while understanding the nuances of social inequality and mobility.	E	7,8,9	3, 6
5	Enables the student to understand how social moulding of individual is operated.	An	8,9,10	1, 3, 5, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				1

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
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	Module I: Understanding Social Life		12	
1	1.1	Society- Definition, Types, Pre-industrial, industrial, post-industrial, and post-human society	2	1
	1.2	Individual and society, Social Interaction – Meaning, Types.	3	1
	1.3	Social Groups – Definition, Characteristics, Types, Functions	2.5	1
	1.4	Community, Organization, Association – Definition, Characteristics, Types	2.5	1
	1.5	Virtual community, Para social relationship	2	1
	Module II: Basics concepts of Social Life		8	
2	2.1	Social structure – Definition, elements, and functions	2	2
	2.2	Social Mobility – Definition and Types	2	2
	2.3	Socialization – Its purpose and importance, Types - Resocialization, Gender Socialization, Adult Socialization, Agencies – Family, Religion, Education, Peer groups, popular culture. Media socialisation	4	2
3	Module III: Social Institutions		29	
	3.1	Marriage. Family and Kinship – Definition, Types and Functions	3	3
	3.2	Current social issues related to family and marriage- The growing single population and non – marital child behaving.	4	3

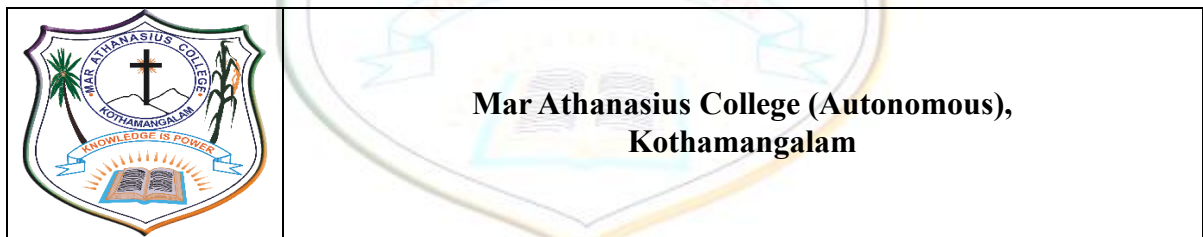
	3.3	Political, and Economic Institutions- Definition, Types and Functions.	4	3
	3.4	Education and Religious Institutions- Definition, Types and Functions.	3	4
	3.5 (Practicum)	Practicum: Write a project on the topic Understanding Kerala Marriages. Assignment: Marriage: Social Influence in India vs. Individualism in the West	15	3
4	Module IV: Social Control and Deviance		26	
	4.1	Social Control – Definition, Types, and importance	3	3
	4.2	Agencies of social control	2	3
	4.3.	Social conformity and social deviance	2	3
	4.4	Types of deviance, functions, and dysfunctions of deviance.	4	3
	4.5 (Practicum)	Conduct a case study on delinquency and present a report.	15	5
	Teacher Specific Content (To be evaluated internally)			
5				

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group Discussions: Facilitate discussions with regard to various kinds of social stratification and intersectionality • Debate Sessions: Organize debates on various practical level topics like gender, sexuality, ethnicity, and race.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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**Mar Athanasius College (Autonomous),
Kothamangalam**

Programme	BA Sociology
Course Name	Cyber World and Social Realities
Type of Course	MDC
Course Code	M24SO2MDC100
Course Level	100 - 199

Course Summary	<i>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, analysing 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.</i>					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		30		30		60
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Identify the key concepts related to cyberspace and social reality.	U	3,6	1, 5
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, 6
3	Analyze the role of technology in shaping moral values	A	6,8	1, 5, 6
4	Identify cyber threats such as phishing, cryptojacking, and malware, and their potential societal impacts	U	1,2,6	1, 3, 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		Introduction to Cyber World and Social Realities	21	
	1.1	Introduction of key concepts: Cyber Space, Digital Culture, Network Society, Big data and Digital activism.	3	1
	1.2	The interconnectedness of Cyber World and society: Augmented Reality and Virtual Reality	3	1
	1.3	Practicum: Conduct a PPT presentation on the topic Growing Need of Cyber Security and prepare a report on the same.	15	3
2		Social Dynamics in Cyber World	12	
	2.1	Social Networks and Communities: Social media Platforms and their impacts	3	2
	2.2	Artificial Intelligence and its societal implications	3	2
	2.3	Digital Identity and Self Presentation	3	2
	2.4	Exploring Online Cultures: An Introduction to Digital Ethnography	3	2
3		Digital Ethics	27	
	3.1	Online behaviour and Social Norms	3	3
	3.2	Cyber Threats: Phishing, Crypto jacking, identity theft, Malware.	3	4
	3.3	Ethical considerations in Online Interaction	3	3

	3.4	The role of technology in shaping moral values	3	3
	3.5	Practicum: Write an assignment on the topic Navigating Digital Ethics in a Changing World.	15	4
4		Teacher Specific Content (To be Evaluated Internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Interactive Cybersecurity Simulation where the students navigate virtual scenarios, fostering practical understanding of online threats and digital safety. • Online Platform Analysis sessions where students analyse and discuss the impact of social media platforms, online communities, and emerging technologies on societal norms and interactions. • Guest Lectures by Cybersecurity Experts providing students with insights into the latest trends, challenges, and ethical considerations in the cyber world. • Virtual Panel Discussions on Digital Ethics where students interact with professionals and experts, exploring the ethical dimensions of technology use, privacy issues, and the broader societal implications of the digital world.
Assessment Types	<p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Theory Total = 25 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 50 marks, Duration 1.5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks</p>

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SUGGESTED READINGS

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SEMESTER III



**Mar Athanasius College (Autonomous),
Kothamangalam**

Programme	BA Sociology					
Course Name	Classical Sociological Theories					
Type of Course	DSC					
Course Code	M24SO3DSC200					
Course Level	200-299					
Course Summary	This course navigates through the Development of Sociological theory. The course delves into the evolutionary, structural-functional, conflict, and interactionist perspectives, laying the groundwork for understanding macro and micro theories. As students' progress, they explore the emergence of sociological perspectives through influential figures like Saint Simon, August Comte, Herbert Spencer, and Emile Durkheim, gaining insights into the development of academic sociology. Additionally, the practical component includes hands-on activities such as debates, panel discussions, and exhibitions, enhancing their grasp of sociological paradigms.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical (Practicum)	Others	
		60				60
Prerequisites, if any	NIL					

COURSE OUTCOMES (CO)

Co No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1.	Understand the basics of theoretical perspectives in Sociology.	U	1	2, 5

2.	Evaluate the theorists' contribution to the emergence of Sociology.	E	1	1, 2, 5
3.	Develop an understanding of the early Sociological perspectives and thus enable the learners to know its scope and application.	A	1,10	3, 5, 6
4.	Compare and contrast major classical social theories.	AN	2,3	2, 5, 6
5.	Communicate this analysis both orally and in writing.	AP	2,8	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.
1	1.0	Development of Sociological Theories	18	
	1.1	What is Sociological Theory?	3	1
	1.2	Evolutionary Perspective	3	3
	1.3	Structural- functional Perspective	3	3
	1.4	Conflict Perspective	3	3
	1.5	Interactionist Perspective	3	3
	1.6	Micro and Macro theories	3	4
2	2.0	Emergence of Sociological Perspective	18	
	2.1	Auguste Comte: Positivism	2	2

	2.2	Contributions of Comte: Law of Three stages, Hierarchy of Sciences, concept of society and change.	6	2
	2.3	Religion of Humanity	4	2
	2.4	Herbert Spencer- Theory of Evolution, Organic Analogy, Concept of Super organic	6	2
3	3.0	Development of Academic Sociology	24	2
	3.1	Emile Durkheim : Sociology Study of social facts, social solidarity, Division of Labour,	5	3
	3.2	Theory of religion and Suicide	4	3
	3.3	Max Weber : Sociology as the study of social action and types of social action,	4	3
	3.4	Concept of ideal types, Idealistic interpretation of Capitalism and Religion	4	3
	3.5	Conflict Perspective : Karl Marx, Dialectical Materialism, Historical materialism, Economic determinism	5	3
	3.6	Theory of class and struggle	2	3
4		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Class room lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Workshops where students can practice Sociological Paradigms. ● Interaction with eminent sociologists. ● Projects where students develop and present intervention strategies
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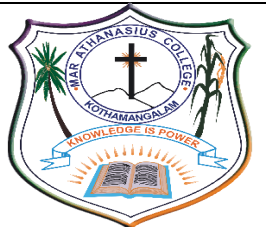
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

References

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	<p>Mar Athanasius College (Autonomous), Kothamangalam</p>
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Programme	BA SOCIOLOGY
Course Name	Sociology of Environment

Type of Course	DSC					
Course Code	M24SO3DSC201					
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 an understanding of Environmental protection and Activism by addressing critical issues such as environmental degradation and the social dimensions of ecological challenges.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain environmental sociology and its development	U	3,4	1, 5
2	Identify various concepts in environmental sociology	U	4,6,8	2, 3
3	Distinguish various types of environmental issues and its impact on society	An	1,2,6	1, 6
4	Examine the role of various environmental movements and activism on environmental protection	An	1,2,9,10	3, 5, 6

5	Critically analyse an environmental issue in the locality.	Ap	2,3,9	4, 5, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Introduction to Environmental Sociology 15 hrs			
	1.1	Origin and Development of environmental sociology	3	1
	1.2	'The Silent Spring'- New Environmentalism	5	1
	1.3	Social Construction of Nature	4	1
	1.4	Scope of Sociology of Environment	3	1
2	Basic Concepts in Environmental Sociology (25 hrs)			
	2.1	Ecological footprints, carbon neutrality, zero waste	3	2
	2.2	Natural Resource distribution and exploitation	3	2
	2.3	Sustainable Development- Green Economy	3	2
	2.4	Environmentalism, Deep ecology	3	2
	2.5	Ecological modernization	3	2
	2.6	Prepare a report on the methods and efficiency of Waste management of your Local Government Body	10	5

3	Environmental problems and society (25)
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	3.1	Climate change and Climate Crisis	4	3
	3.2	Environmental problems in the Kerala Context	4	3
	3.3	Environmental Pollution, Waste management	4	3
	3.4	Environmental health risks	3	3
	3.5	Conduct interviews or surveys with community members to gather firsthand insights into their perceptions of and experiences with environmental challenges	10	5

4	Environmental protection and Activism (25)			
	4.1	Environmental Movements- Chipko movement, Appiko movement, Silent valley movement, Narmada Bachao Andolan	3	4
	4.2	New Environmental Activism, Corporate Greenwashing	3	4
	4.3	Environmental legislation and protection in India	3	4
	4.4	Man Animal Conflict and Eco sensitive Zones	3	4
	4.5	Environmental Justice, Ecological Apartheid	3	4

	4.6	Associate with local communities, NGOs, or government agencies and prepare an action plan for specific environmental issue	10	5
	Module-5: Teacher Specific Content (To be Evaluated Internally)			
5				

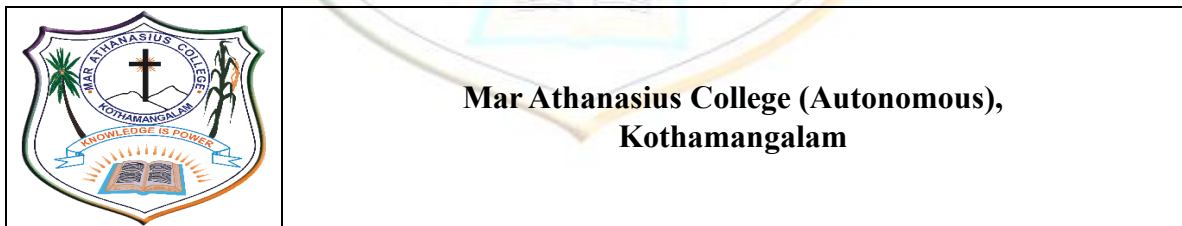
Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

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Programme	BA Sociology
Course Name	Social Psychology (S)
Type of Course	DSE
Course Code	M24SO3DSE200
Course Level	200 – 299

Course Summary	This course provides a comprehensive exploration of the sociological dimensions surrounding family and marriage, emphasizing historical contexts, theoretical frameworks, and contemporary issues. Students will analyse the evolution of family structures, examine the functions and impacts of social institutions, and critically engage with diverse perspectives on familial relationships. The course delves into cross-cultural variations, theoretical perspectives such as structural-functionalism and symbolic interactionism, and the influence of social change on family dynamics. Through a combination of readings, discussions, and assignments, students will gain a deep understanding of social psychology, fostering critical thinking about the role of in shaping societal norms and individual experiences.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

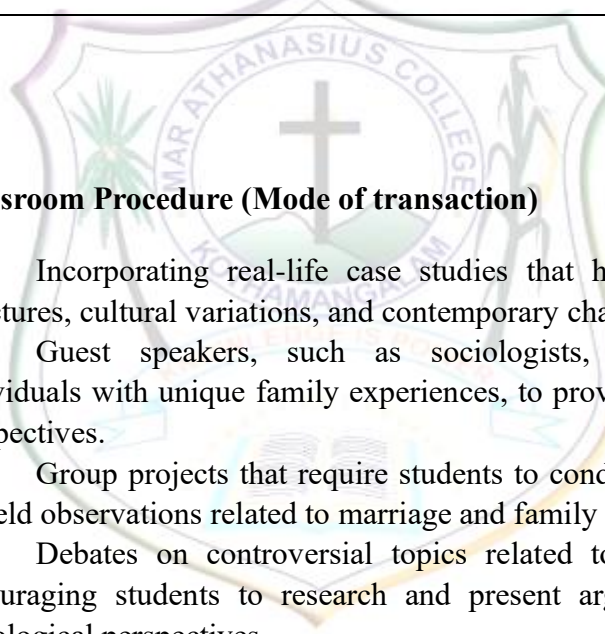
CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the basics of social psychology.	K	1,10	1, 5
2	Understand human personality which determines the social self of individuals.	An	1,2,6	1, 3, 6
3	Familiarize the different methods and theories to analyse human behaviour.	An	1,6	1, 3, 5
4	Develop the ability to articulate independently and creatively about human Social Behaviour and the cultural influences that affect our behaviour.	E	1,6,8	3, 6
5	Apply social psychology concepts and theories to a range of contemporary social questions and the cultural influences that affect our behaviour.	U	1,2,6	1, 5, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.0	Introduction to Social Psychology	20	
	1.1	Definition, Nature, Scope, and Importance of Social Psychology	3	1
	1.2	Methods – Experimental, Clinical, Case study	3	1
	1.3	Techniques – Scaling, Projective, Sociometry Theories on the Development of Social Self – Sigmund Freud and Erik Erickson	15	5
2	2.0	Basic Concepts	27	
	2.1	Learning: Classical Conditioning, Operant conditioning	4	2
	2.2	Memory: Definition, Stages, Types	4	2
	2.3	Intelligence: Cognitive, Practical and Emotional Intelligence	4	2
	2.4	<ul style="list-style-type: none"> • Practicum: Conduct a case study • Conduct a movie review 	15	2
3	3.0	Personality	12	3,4
	3.1	Concept, Types, Stages of personality development	4	3
	3.2	Personal Deviance– Mania, Depression, Addictions, Peer Pressure	4	3
	3.4	Culture and Personality- Cultural Theories on Personality: Margaret Mead and Ruth Benedict	4	4
4	4.0	Group Behaviour and Leadership	16	5
	4.1	Types – Crowd, Mob, Audience	4	5

	4.2	Group Dynamics - Meaning, Emergence of Informal Leadership	4	5
	4.3	Leadership - Concept, Types, Social Significance of Leadership	4	5
	4.4	Stereotyping, Prejudice and Social Discrimination	4	5
5	5.0	Teacher Specific Content (To be evaluated internally)		

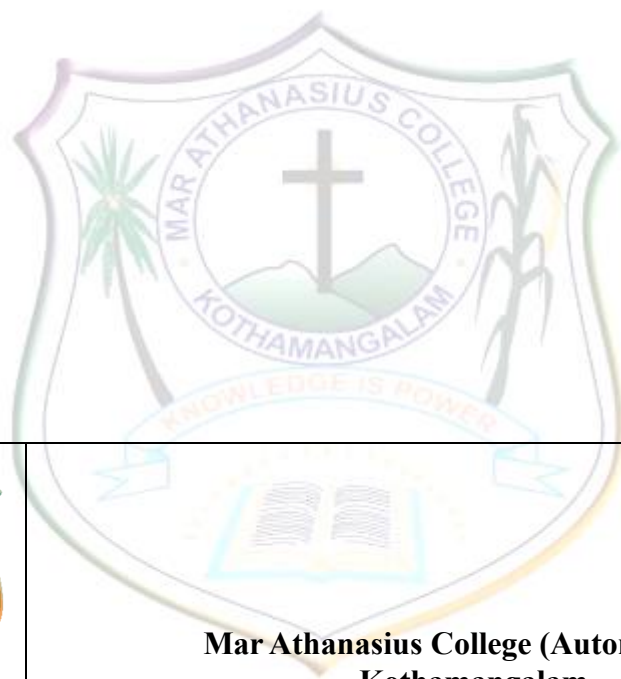
Teaching and Learning Approach	 <p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Incorporating real-life case studies that highlight diverse family structures, cultural variations, and contemporary challenges. • Guest speakers, such as sociologists, family therapists, or individuals with unique family experiences, to provide insights and diverse perspectives. • Group projects that require students to conduct interviews, surveys, or field observations related to marriage and family dynamics. • Debates on controversial topics related to marriage and family, encouraging students to research and present arguments from different sociological perspectives.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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2. Cohen, P. N. (Year). *The Family: Diversity, Inequality, and Social Change*. Publisher.
3. Miller, R. S. (Year). *Intimate Relationships*. Publisher.
4. Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (Year). *The Social Organization of Sexuality: Sexual Practices in the United States*. Publisher.
5. Gottman, J., & Silver, N. (Year). *The Seven Principles for Making Marriage Work*. Publisher.
6. Secombe, K. T. (Year). *Families and Their Social Worlds*. Publisher.



**Mar Athanasius College (Autonomous),
Kothamangalam**

Programme	B A SOCIOLOGY
Course Name	SOCIOLOGY OF CULTURE AND PERSONALITY
Type of Course	DSCB
Course Code	M24SO3DSC202
Course Level	200 - 299

Course Summary	This course studies human societies and cultures, focusing on the ways people organize themselves, create meaning, and interact within their social and cultural environments. It is to provide students with a comprehensive understanding of human societies and cultures from an anthropological perspective. It provides valuable insights into the diversity of human experiences, fostering empathy and appreciation for different ways of life.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Conceive culture as a reality and process pertinent to the destinies of human society.	U	9	1, 5
2	Examine the cultural diversity and cross-cultural differences.	An	1,6,9	1, 3
3	Understand the origin and development of culture in human World.	A	1,8	5, 6
4	Demonstrate the factors and attributes responsible for the development of human personality.	U	1,2	1, 5, 6
5	Understand Factors and theories influencing personality development.	An	1,2,3,6,7	2, 5
6	Understand the concept of self and the theories and agents of Socialization.	U	2,3,7,9,10	1, 5, 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 – Understanding Culture		13	
1	1.1	Meaning, Definition, Characteristics, Elements of Culture, Functions	3	1
	1.2	Culture and Personality, Enculturation	3	1
	1.3	Methods of studying Culture- Genealogical method, Field work method, Exploratory method	4	4
	1.4	Social anthropology- functionalist- Malinowski: Kula Exchange Structural theory: Radcliff Brown	3	4
2	Module 2 – Personality		14	
	2.1	Definition, characteristics	3	2
	2.2	Factors influencing personality development	3	2
	2.3	Theories of personality- Type approach, Eyesenck's theory of personality, Sigmund Freud's Psychoanalytical theory	8	4
3	Module 3 – Cultural Process		11	
	3.1	Culture and Personality: Contributions of Margaret Mead, Ruth Benedict, Ralf Linton	5	5
	3.2	Postmodern Perspectives in Anthropology: Clifford Geertz	3	6

	3.3	Cultural Evolution - Types, Processes - Acculturation, Diffusion, Assimilation	3	6
4	Module 4- Socialisation		37	
	4.1	Definition- stages of socialisation, Agents of socialisation	2	5
	4.2	Theories on socialization – Cooley, Mead, Durkheim, and Freud	3	5
	4.3	Culture and self – Concept of self in different cultures.	2	5
	4.4	Fieldwork Project: conduct brief fieldwork projects in local communities, focusing on specific cultural practices or social phenomena.	30	10
5	Teacher Specific Content (To be evaluated internally)			

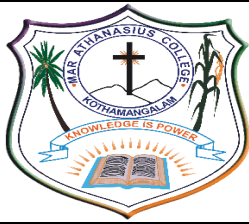
Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Interactive Lectures: Using multimedia presentations to introduce key concepts, theories, and historical developments in anthropology. • Group Discussions • Fieldwork Simulation: classroom simulations of fieldwork scenarios, guiding students through the steps of ethnographic research. <p>Guest Lectures: Invite anthropologists or experts in related fields to speak about culture and personality in different societies.</p>
	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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**Mar Athanasius College (Autonomous),
Kothamangalam**

Programme	BA SOCIOLOGY					
Course Name	Sociology and Social Interventions					
Type of Course	MDC					
Course Code	M24SO3MD200					
Course Level	200- 299					
Course Summary	<p>This course is offered to integrate the theoretical insights of sociology with the practical skills of social work, providing a comprehensive understanding of social issues and equipping students with the tools to effectively address and create positive change in diverse communities. It covers important social work methods, like working with individuals, groups, and communities, and also includes learning about social action and how to manage social welfare programmes. Students will learn how to plan and assess social help programmes and develop skills to become caring and ethical social workers who can handle various social issues.</p>					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45
Pre-requisites, if any	NIL					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Describe the role of social work within a sociological context, connecting theories with practical scenarios involving diverse social categories.	U	3	1, 2, 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	3,5,6
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	4,5,6
4	Design social work practices in real-world settings through community projects, combining theoretical knowledge with practical skills	C	1,2,5,6,7	3,4,5
*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: Introduction to Social Work in a Sociological Context		12	

1	1.1	Overview of social work: Definitions, scope, and importance	3	1
	1.2	The relationship between sociology and social work	2	1
	1.3	Applying sociological theories to social work practice: Functionalism, Conflict Theory, and symbolic interaction	3	1

	1.4	Working with different social categories- Women, Children, Elderly, Persons with Disability and different marginalised sections	4	1
2	Module-2: Social Work Methods: Primary methods		13	
	2.1	Social Case Work	3	2
	2.2	Social Group Work	3	2
	2.3	Community Organisation	3	2
	2.4	Establish peer support groups to share experiences, challenges, and successes among college students using the principles of group work. (Suggestions: Peer tutoring programmes or group sessions on career preparation, including resume writing, job search strategies, and interview skills.)	4	4
3	Module-3: Social Work Methods: Secondary methods		10	
	3.1	Social Action	2	3
	3.2	Social Welfare Administration	2	3
	3.3	Research method- Ethnography	4	3
	3.4	Case studies- Discussion on successful social interventions and strategies used	2	3
4	Teacher Specific Content (To be evaluated internally)			

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice 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
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 25 marks Quiz, Test Papers, Seminar</p>
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 50 marks, Duration 1.5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks</p>


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2. Cournoyer, B. (2000). *The Social Work Skills: Workbook*. USA: Wadsworth

	Mar Athanasius College (Autonomous), Kothamangalam
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Programme	BA SOCIOLOGY					
Course Name	Disaster Management					
Type of Course	VAC					
Course Code	M24SO3VAC200					
Course Level	200-299					
Course Summary	This course is offered to familiarize students with theories, concepts, and methods related to the sociological study of hazards, disasters, and risk by providing a comprehensive understanding of disasters and equip students to cope up with the situation and also give reflections for preparedness to any kind of disasters. This in turn help the students to empower themselves by personality development, perspective building and self-awareness					
Semester	III	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45
Prerequisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Discuss the conceptual frameworks of disasters and emergencies	U	1	1, 5
2	Distinguish between natural and human-made disasters	An	1,3	3, 6
3	Identify the Disaster profile of India	U	2	1, 5
4	Analyse Inter- relationships between disaster and	An	3	3, 5, 6

	development.			
5	Examine Disaster as social vulnerability – definition, nature and its impact among various vulnerable sections.	An	6,7,8	3, 6
6	Illustrate the Impact of development projects and climate change in disaster	A	2,3,7,	1, 3, 6
7	Make use of Sociological perspectives on Disaster Management- Public Sociology, Sociology of Crisis, Risk Society.	A	1,6	2, 3, 5
8	Discuss the importance of Pre-disaster management and need of disaster management.	U	10	1, 3, 5
9	Evaluate the Role of mass media and civil society in disaster management	E	9,	1, 5, 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.
INTRODUCTION TO DISASTER MANAGEMENT			8	
1	1.1	Disasters – Concepts, factors and Types	2	1
	1.2	Dimensions, scope and importance of Disaster Management.	3	2
	1.3	Disaster profile of India	3	3
DISASTER MANAGEMENT AND INTERVENTIONS			11	
2	2.1	Inter- relationships between disaster and development.	4	4
	2.2	Disaster as social vulnerability – definition, nature and its impact among various vulnerable sections.	4	5

	2.3	Community interventions, First aids, Legal services	3	5
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PERSPECTIVES ON DISASTER MANAGEMENT			11	
3	3.1	Sociological perspectives on Disaster Management- Public Sociology, Sociology of Crisis, Risk Society.	4	7
	3.2	Pre- disaster management and need of disaster management.	4	8
	3.3	Role of mass media and civil society in disaster management	3	9
4	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Documentaries • Collages, pictorial presentations • Field visit
Assessment Types	C. Continuous Comprehensive Assessment (CCA) Theory Total = 25 marks Quiz, Test Papers, Seminar
	D. End Semester Evaluation (ESE) Theory Total = 50 marks, Duration 1. 5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks

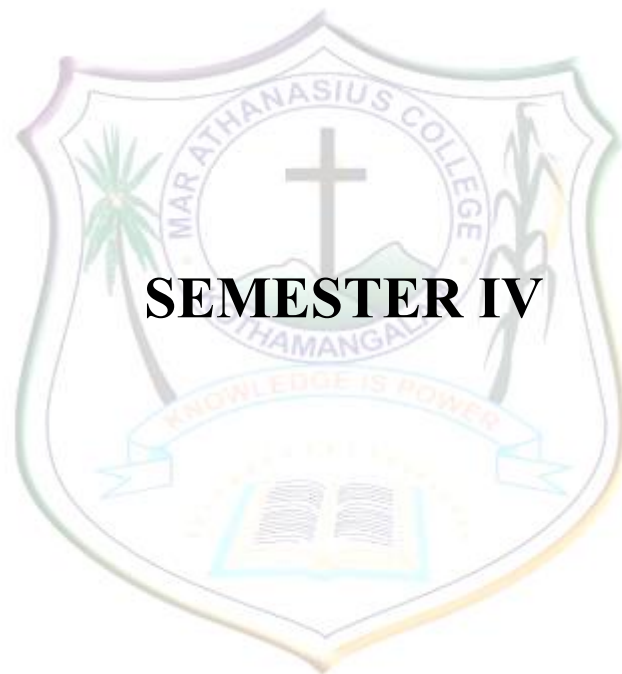
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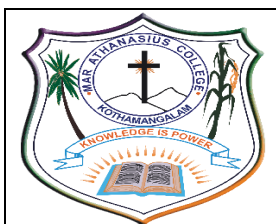
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SEMESTER IV



**Mar Athanasius College
(Autonomous), Kothamangalam**

Programme	B A Sociology					
Course Name	Principles of Social Research					
Type of Course	DSC A					
Course Code	M24SO4DSC200					
Course Level	200-299					
Course Summary	This course introduces students to the fundamental principles, methodologies, and applications of research in social research. Students will explore various research designs, data collection methods, and practical applications through lectures, readings, discussions, and hands-on projects.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Identify theoretical foundations of social science research.	U	1,2,3,8	1, 2
2	Develop research questions and hypotheses relevant to social phenomena.	C	1,2,3,6,8	4, 5
3	Demonstrate proficiency in data collection, analysis, and interpretation.	An	1,2,5,6,9,10	1, 4, 5
4	Apply social research methodologies to address real world social issues or problems.	An	1,2,3,8,6	4, 5, 6
5	Construct research design/plan for research projects in sociology.	C	1,2,3,9,10	1, 4, 5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

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

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

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

Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

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	<p>Mar Athanasius College (Autonomous), Kothamangalam</p>
<p>Programme</p>	<p>BA SOCIOLOGY</p>
<p>Course Name</p>	<p>Modern Sociological Theories</p>

Type of Course	DSC A					
Course Code	M24SO4DSC201					
Course Level	200-299					
Course Summary	This course is offered to introduce the major modern theoretical perspectives in sociology in detail such as Functionalism, Conflict Perspective, Structuralism and Symbolic Interactionism. The course envisages the use of these different theoretical perspectives by the students to interpret and assess social realities. The contemporary applications and critiques of the various macro-level and micro-level theoretical perspectives covered in this course reveal the picture of society from different dimensions and their limitations. Combining theoretical understanding with practical application and critical thinking is expected to foster social consciousness, sense of justice, scientific and ethical reasoning among students.					
Semester	FOUR	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No	PSO No
1	Explain Functional perspective in sociology	An	1,4	1, 2
2	Discuss Conflict perspective effectively through written and oral presentations	E	1,4	2, 3, 5
3	Asses Symbolic Interactionism	E	1,4	1, 2
4.	Examine Structuralism	An	1,4	2, 5
5	Critique the modern sociological perspectives based on their strengths, limitations, and potential applications in diverse contexts.	E	1,2,6,7,8	2, 3, 6
6	Critically assess the taken for granted notions of social reality in the framework of modern sociological perspectives	E	1,2,6,7,8	2, 3, 5, 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 – I: Functionalism			21	
1	1.1	Foundations of Functionalism	2	1
	1.2	Structural Functionalism: Talcott Parsons-Voluntaristic Theory of Social Action, Theory on Social System	4	1
	1.3	Robert K. Merton: Function, Dysfunction, Non-Function Latent & Manifest Function	3	1
	1.4	Critiques of Functionalism	2	6
	1.5	Choose any specific institution (e.g., education, healthcare, family) and analyze its structure and functions according to Parsons' framework and review it critically. Prepare a report based on this work	10	1,6
Module – II: Conflict Perspective			20	
2	2.1	Origins and key ideas of conflict Perspective	2	2
	2.2	Ralf Dahrendorf: Dialectics of Conflict	3	2
	2.3	Lewis A. Coser: Functional Analysis of Conflict	3	2
	2.4	Critically analyse Conflict perspective	2	6
	2.5	Analyse specific incident of social conflict in the contemporary society on the basis of Ralf Dahrendorf's conflict theory	10	2
Module - III : Structuralism& Symbolic Interactionism			10	

3	3.1	Structuralism: Definition	2	3
	3.2	Linguistic Structuralism – Ferdinand de Saussure	4	3
	3.3	Structural Analysis of Kinship: Claude Levi-Strauss	4	3
Module –IV: Symbolic Interactionism			9	
4	4.1	Micro-sociological Perspective: Role of Chicago School	2	4
	4.2	C.H Cooley: The Looking Glass self	2	4
	4.3	G.H. Mead: Theory of Mind, Self and Society	3	4
	4.4	Critiques of Symbolic Interactionism in the digital age	2	4
Module –V: Teacher Specific Content (To be evaluated internally)				

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Classroom lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Debates ● Assignment
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	<ul style="list-style-type: none"> • Power point Presentations • Seminars • Flip Classroom • Question & Answer session
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p>
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

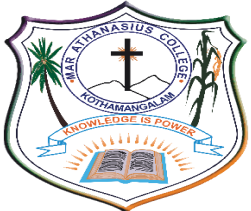
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Programme	B A Sociology
Course Name	CRIME AND SOCIETY
Type of Course	DSC A
Course Code	M24SO4DSC202

Course Level	200-299					
Course Summary	This course provides students with a comprehensive exploration of the societal implications of criminal acts, emphasizing the real-world impact of such behaviours. By delving into various approaches to the study of crime, students gain a nuanced understanding of criminological theories. The curriculum familiarizes learners with different types of crimes and prevention strategies, fostering a practical awareness of criminal dynamics. Through these insights, students are encouraged to develop a balanced and empathetic approach to social issues, equipping them with the knowledge and perspectives necessary for informed engagement with the complexities of criminal behaviour and its broader societal consequences.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Prerequisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Familiarize the students about impact of the problem resulting from criminal acts in society	U	1,10	1, 3
2	Provide an understanding on various approaches to the study of crime	U	2,6	2, 5, 6
3	Familiarize the learners with different type of crimes and prevention	U	2,3,6	1, 3, 5
4	Understand the need to study the impact of substance abuse, terrorism, organized crime	AN	6,7,8	3, 5, 6
5	Develop a balanced and apathetic approach to social issues	AP	6,9,10	3, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

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

3	3.	Types of Crime	14	
	3.1	Crimes against Individual, Crimes against Property, Crimes against State	2	1
	3.2	Crime against children- physical abuse, sexual abuse, incestuous abuse	2	1
	3.3	Crimes against Women – Domestic violence, dowry related crimes, rape and sexual harassment, eve-teasing, E-violence, violence at work place. Legal measures for the protection of women	3	1
	3.4	Crimes against the Elderly - Causes, Areas, Suggestions	3	1
	3.5	Cyber Crimes- Problem, Areas, Remedies	4	1
4	4.0	Correctional Measures	21	
	4.1	Prevention and Remedial Measures of crime	3	4
	4.2	Correction of criminals – Counselling, Probation, Imprisonment, Rehabilitation	4	5
	4.3	Debate Forum: Organize a debate where students defend or criticize various theories of crime, promoting critical thinking and understanding of different perspectives.	15	
5		Teachers specific content to be evaluated internally		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	<ul style="list-style-type: none"> ● Classroom lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Workshops where students can defend or criticize various

	<p>theories of crime</p> <ul style="list-style-type: none"> ● Role-playing exercises to simulate real-world crime scene ● Interaction with experienced criminologists ● Projects where students develop and present intervention strategies
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p>
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

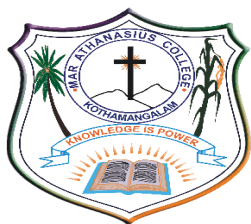
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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	PERSONALITY DEVELOPMENT AND SOFT SKILLS					
Type of Course	SEC					
Course Code	M24SO4SEC200					
Course Level	200- 299					
Course Summary	This course aims to equip the students with knowledge and skills which would contribute in theory personality development. This course consists of both practical and theoretical components of Soft Skills Training which is an essential part of holistic personality development. It will focus both on verbal and nonverbal communication and provide classes on positive thinking and problem solving.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45
Prerequisites, if any	The course on "Understanding Personality and Developing Soft Skills" is designed to be accessible to a broad range of undergraduate students interested in personal and professional development. Therefore, it typically does not have specific prerequisites.					

OURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the concept of Soft Skills and Personality Development	U	1,2	1, 5
2	Identify the nature of one's own personality for personal and professional development	U	2,3	1, 6

3	Explain the impact of emotions on behaviour and equip oneself with coping strategies to address the same	U	3,4	3, 5
4	Evaluate the nature of interpersonal skills and personal branding for personal and professional development	E	6,8	1, 5
5	Evaluate Soft and Hard skills and equip oneself for necessary soft skills	E	8,9	1,5,6

**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.
Module 1: Soft Skills and Personality Development (10 hrs)				
1	1.1	Soft Skills and its classification	5	1
	1.3	Self in Social Interactions, Emotional Intelligence and Critical Thinking	5	1
Module 2: Interview and Public Speaking (10 hrs)				
2	2.1	Interpersonal and Interview Skills	5	5
	2.2	Public Speaking and Presentation Skills	5	,5
Module 3: Sociology Psychology of Stress, health, and Coping (15)				
	3.1	Social Stress Coping and Adaptation	5	3
	3.2	Conceptualising Stress as Stimulus- Response and Transactional Process	5	3
	3.3	Stress and Health, Coping with Stress, Emotion focused problem and Problem Focused strategies	5	4
Module 4: Effective Problem-Solving Skills (10 Hrs)				
4	4.1	Characteristics of effective problem solvers, Steps in problem solving and Generating Solutions	5	2,3

	4.2	Applying decision-making models (e.g., rational decision making, bounded rationality, intuitive decision making)	5	2,3
5	Teacher Specific Content to be evaluated internally			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Learners will complete self-assessment tools (e.g., personality assessments, emotional intelligence surveys, communication style inventories) to identify their strengths and areas for growth. • Learners will participate in mock interview sessions conducted by faculty members, alumni, or industry professionals. • Learners will participate in a stress awareness exercise to identify common stressors and triggers in their lives. • Case studies will be presented to illustrate real-world examples of stress management and problem-solving strategies in action
Assessment Types	<p>E. Continuous Comprehensive Assessment (CCA)</p> <p>Theory Total = 25 marks Quiz, Test Papers, Seminar</p> <hr/> <p>F. End Semester Evaluation (ESE)</p> <p>Theory Total = 50 marks, Duration 1.5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks</p>

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	B A SOCIOLOGY					
Course Name	PUBLIC POLICY AND SOCIAL INCLUSION					
Type of Course	VAC					
Course Code	M24SO4VAC200					
Course Level	200-299					
Course Summary	This course is a comprehensive exploration of the intersection between public policy and social exclusion, aiming to equip students with a nuanced understanding of the challenges faced by marginalized communities and the role of policy in addressing these issues. Through a blend of theoretical discussions, case studies, and practical applications, students will delve into the complexities of social exclusion and critically evaluate the efficacy of public policies designed to mitigate its impact.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45
Prerequisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Examine the key concepts and Ideas related to social exclusion and Policy making	U	1,2	1, 3, 5
2	Analyze the factors contributing to social exclusion in diverse contexts	An	2,3	3, 6
3	Analyze the effectiveness and limitations of existing policies.	An	3,4	1, 5
4	Apply theoretical knowledge with practical considerations in policy design suggestions	Ap	6,8	2, 3, 5

5	Evaluate how different identities and categories intersect in the context of policy development.	E	8,9	1, 3, 6
6	Analyze the impact of interventions on marginalized and excluded groups.	An	4, 10	1, 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: Introduction to Public Policy (7 Hrs)				
1	1.1	Public Policy- Definition, Scope, and Stakeholders	2	1
	1.3	Public Policy- Formulation, Implementation and Analysis	2	1
	1.4	Policy Areas- Social, Economic, Environmental and Healthcare	2	2
	1.5	Write an impact report on a policy implemented to address an Environmental problem in your District or locality	1	2
Module 2: Social Exclusion and Marginalisation (8 Hrs)				
2	2.1	Tracing the History of Social Exclusion- Global and Indian Perspective	2	2
	2.2	Systemic and Structural Exclusion- Caste, Class, Gender, Religion Ability	2	3
	2.3	Discourses of exclusion: The Redistributive Discourse (RED), The Moral under Class Discourse (MUD), The Social Integrationist Discourse (SID)	3	3
	2.4	Make a report on the current year's Gender Budget of India.	1	3

Module 3: Addressing Social Exclusion through Policy Making (22 Hrs)				
3	3.1	Minority Communities and Inclusive Policy	2	4
	3.2	Equity and Social Justice, Welfare State	2	5
	3.3	Participative and Representative Policy making, Affirmative Action	3	4
	3.4 (Practicum)	Visit Local Self Government Body and conduct interview and report the policy implementation process	15	4
Module 4: Challenges and Implementation Strategies (8 Hrs)				
	4.1	Inclusive policy making - Major Challenges	2	5
4	4.2	Decentralisation of Power, Grass root advocacy and Community organising	4	5
	4.3	Case studies on Successful policy Interventions	2	5
5	Teacher Specific Content to be evaluated internally			
Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	<ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations. • Group discussions • Interaction with members of Local Self Government Bodies and other stakeholders of Policy making. • Project where students develop and present intervention strategies of migration. • Debates on Kerala Model of Development. 			
Assessment Types	A. Continuous Comprehensive Assessment (CCA)			
	Theory Total = 25 marks Quiz, Test Papers, Seminar			

	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 50 marks, Duration 1.5 hrs</p> <p>Part A (Short Answer) – 10 out of 12 x 1 = 10 marks</p> <p>Part B (Short essay) – 4 out of 6 x 5 = 20 marks</p> <p>Part C (Long essay) – 2 out of 4 x 10 = 20 marks</p>
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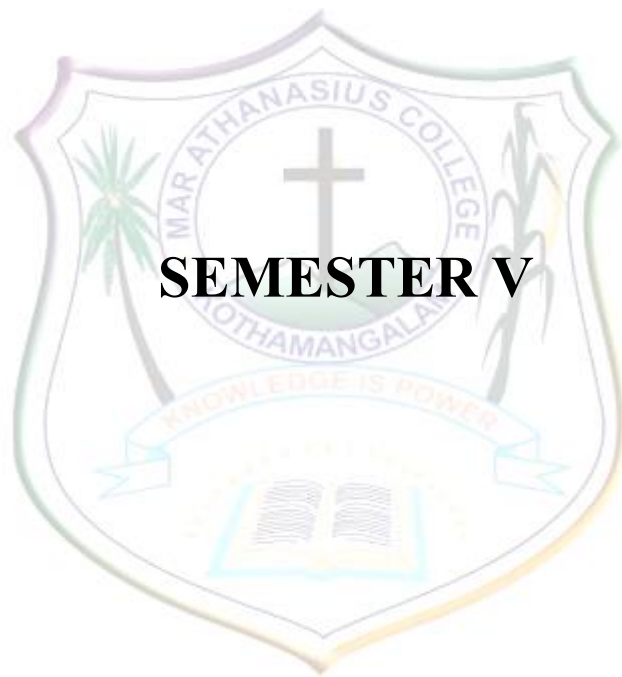
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SEMESTER V

	Mar Athanasius College (Autonomous), Kothamangalam
Programme	BA Sociology

Course Name	Sociology of Work and Industry					
Type of Course	DSC A					
Course Code	M24SO5DSC302					
Course Level	300-399					
Course Summary	In this course, we examine how work shapes our identities, influences society, and operates in our world, considering important ideas, historical context, and current events to understand its impact on power structures, and its intersection with race, gender, and social class.					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the key concepts and historical development of Industry.	U	1	1
2	Analyze the relationship between work and identity.	A	10	1, 5
3	Analyze the dynamics of power and inequality within an organization.	A	1,2	1, 3, 6
4	Analyze the nature of work after 'New Normal'.	A	1,6,10	3, 6
5	Design a project proposal regarding the operation of industry in sociological lens.	C	8,10	1, 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)

Sociology of Work and Industry

Module	Units	Course description	Hrs	CO No.
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1	1.0	Module 1- Work and Non Work	12	
	1.1	Industrial Society: Definition and characteristics, Work – Paid and Unpaid work, Sociological significance of work	3	1
	1.2	Development of work- Pre industrial work, Putting out system, Guild system, Factory based work	4	1
	1.3	Factory system, Fordism, and Post-Fordism	3	1
	1.4	Modern Developments in Industry – Knowledge oriented work, Emotional labour, Flexible labour, Post – Fordism, Casualisation of Labour	4	2
2	2.0	Module 2 - Contemporary Theories of Work Organization	11	
	2.1	Scientific Management of E.B Taylor	3	3
	2.2	Human Relations - Elton Mayo	3	3
	2.3	Defining power in the work space(Marx, Weber, Foucault, Giddens)	5	3
3	3.0	Industrial Relations & Industrial Conflict	26	
	3.1	Industrial Disputes – Nature & Forms	2	2

	3.2	Industrial Disputes –Mechanisms for the Prevention and Settlement	3	2
	3.3	Collective Bargaining and Workers Participation	3	2

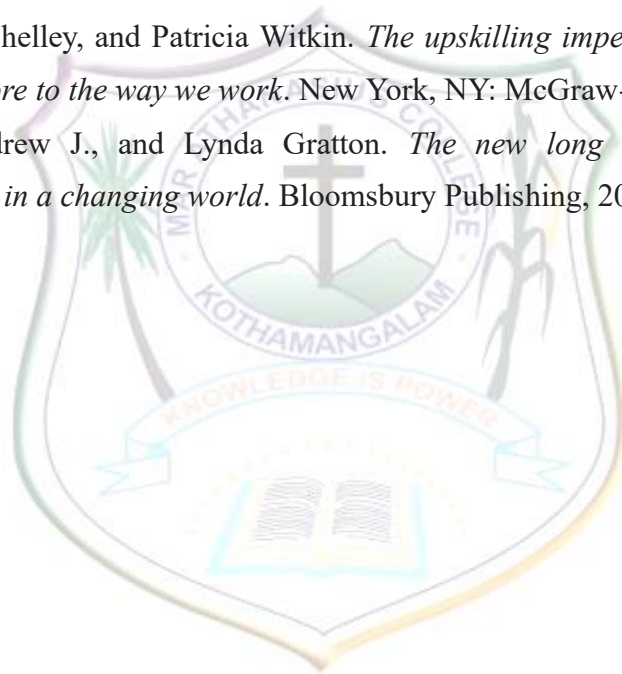
	3.4	Visit to industrial establishments, labor unions, or government agencies involved in labour relations and prepare a report based on the interactions.	15	5
4	4.0	Management and Welfare in industries	23	
	4.1	Human Resource Management - Concept, Functions, Recent Trends	4	3
	4.2	Labour Welfare – Concept,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

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Workshops where students can practice sociology of work. • Interaction with experienced industrialists. • Projects where students develop and present intervention strategies.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	B A SOCIOLOGY					
Course Name	Indian Social Structure and Transformation					
Type of Course	DSC					
Course Code	M24SO5DSC301					
Course Level	300-399					
Course Summary	The course on Indian Social Structure and Transformation provides students with a comprehensive understanding of the social fabric of India, exploring its, diversity, and contemporary dynamics. The course examines social divisions and contemporary challenges by explaining the complex interplay of caste, class, gender, religion, and ethnicity in shaping Indian society. Students engage with theoretical frameworks to critically examine the social structures and processes that shape Indian society. The course also enables the students to familiarize with the social change and development in Indian society					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Identify basic elements of Indian Social Structure	U	3,4,5	1, 6
2	Examine various perspectives on Indian society	An	4,6,8	3, 5, 6
3	Interpret various social divisions and contemporary challenges in Indian society	Ap	1,2,6,7	1, 3, 6

4	Describe the process of social change and development in India	U	1,2,9,10	3, 6
5	Write a report based on contemporary social issue	Ap	2,3,9	1, 3, 6

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

COURSE CONTENT

Content for Classroom transaction (Units)

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

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

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	<ul style="list-style-type: none"> ● Classroom lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Workshops where students can practice sociology of real-life

	<p>situations.</p> <ul style="list-style-type: none"> • Role-playing exercises to simulate real-world scenarios • Interaction with experienced Indian sociologists. • Projects where students develop an understanding of Indian social structure and change.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p>
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	Gender and Sexuality					
Type of Course	DSC					
Course Code	M24SO5DSC300					
Course Level	300-399					
Course Summary	<p>This course is designed to initiate students into the discourse surrounding gender and sexuality. In addition to presenting fundamental concepts, the course introduces gender and sexuality as dynamic social constructs, highlighting their variations across historical periods and cultures. The course introduces the fluidity related to gender and sexual identities, as well as Feminist, Queer and Masculinity perspectives to encourage the examination of the subject from different dimensions. Students will also engage with contemporary issues pertaining to gender and sexuality in India. The course also covers legal responses, empowering students to address real-world challenges by offering practical solutions grounded in the complexities of these issues.</p>					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Distinguish between the various concepts related to Gender and Sexuality	An	4	1, 5

2	Critically discuss the Feminist Perspectives, Queer and Masculinity theories to comprehend the ways in which these theories contribute to understanding of gender and sexuality.	E	1,3	1, 3
3	Identify the causes and consequences of gender based issues faced by Women and Sexual Minorities.	An	1,6,7,8	3, 5, 6
4	Examine the social construction of gender and sexuality within tangible contexts, including family dynamics, workplace environments, political and religious institutions, social policies, media representations, and common-sense understandings.	An	1,2,6,7	1, 3, 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- I: Introduction to Gender and Sexuality			15	
1	1.1	Key concepts related to gender and sexuality: Sex, Gender, Gender Identity, Gender Stereotypes, Gender Discrimination, Gender division of labour, Sexuality, Homo-sexual, Hetero- sexual, Heteronormativity, LGBTQIA+	5	1
	1.2	Social construction of gender and sexuality: Gender socialization and Gender Role	3	1
	1.3	Historical shifts and Cross-cultural variations in the conceptualization of gender and sexuality	3	1
	1.4	Identity Formation: Intersectionalities and Fluid nature, Femininity, Masculinity	4	1
Module- II: Perspectives on Gender and Sexuality			11	

2	2.1	Feminist Perspectives: Liberal Feminism, Socialist Feminism, Radical Feminism, Eco-feminism, Post- modern feminism	5	2
	2.2	Queer Theory, Exploring Masculinities -RW Connell	3	2
	2.3	Read and review any one relevant text /article on gender studies to prepare a write -up	3	5
Module- III: Issues of Women in India			26	
3	3.1	Women and Patriarchy: Explicit and Implicit subordination under social, cultural and political institutions	5	3
	3.2	Representation of Female Body: Mass media	3	3
	3.3	Issues of women at Work: Wage gap, Glass ceiling, Work-life balance	3	3
	3.4	Crimes against women: Domestic violence, Sexual Harassment, Dowry and Rape, Dishonour Killing and Cyber Crimes	5	3
	3.5	Prepare a case study-based report about personally experienced instances of domestic violence, sexual harassment, dowry <i>OR</i> Write a report based on the portrayal of men and women in a particular Film /Advertisement etc.to explore the gender stereo-types and social constructs	10	3,5
Module -IV: Issues of sexual –minorities and laws for protection of rights			8	
4	4.1	Issues of sexual –minorities: Discrimination based on sexual orientation and gender identity	3	4
	4.2	The Transgender Persons (Protection of Rights) Act, 2019 & State Policy for Transgenders in Kerala 201	3	4
	4.3	Challenges in implementation and enforcement of legal protections	2	4

5	Module- V: Teacher Specific Content (To be evaluated internally)		
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Interactive lectures • Peer review of the oral and written presentations by students • Invited talks on gender and sexuality theme • Multimedia presentations and films based on the theme gender and sexuality • Assignments • Role-playing exercises to clarify the social construction of gender and sexuality
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

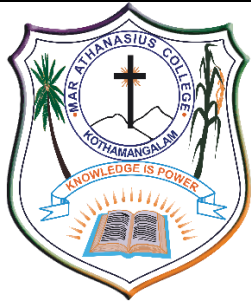
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Mar Athanasius College (Autonomous), Kothamangalam

Programme	B A SOCIOLOGY					
Course Name	CULTURE AND PERSONALITY (S)					
Type of Course	DSE					
Course Code	M24SO5DSE300					
Course Level	300 - 399					
Course Summary	This course studies human societies and cultures, focusing on the ways people organize themselves, create meaning, and interact within their social and cultural environments. It is to provide students with a comprehensive understanding of human societies and cultures from an anthropological perspective. It provides valuable insights into the diversity of human experiences, fostering empathy and appreciation for different ways of life.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Conceive culture as a reality and process pertinent to the destinies of human society.	U	9	1, 5
2	Examine the cultural diversity and cross-cultural differences.	An	1,6,9	1, 3
3	Understand the origin and development of culture in human World.	A	1,8	5, 6
4	Demonstrate the factors and attributes responsible for the development of human personality.	U	1,2	1, 5, 6
5	Understand Factors and theories influencing personality development.	An	1,2,3,6,7	2, 5
6	Understand the concept of self and the theories and agents of Socialization.	U	2,3,7,9,10	1, 5, 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 – Understanding Culture	13	
1	1.1	Meaning, Definition, Characteristics, Elements of Culture, Functions	3	1

	1.2	Culture and Personality, Enculturation	3	1
	1.3	Methods of studying Culture- Genealogical method, Field work method, Exploratory method	4	4
	1.4	Social anthropology- functionalist- Malinowski: Kula Exchange Structural theory: Radcliff Brown	3	4
2	Module 2 – Personality		14	
	2.1	Definition, characteristics	3	2
	2.2	Factors influencing personality development	3	2
	2.3	Theories of personality- Type approach, Eyesenck’s theory of personality. Sigmund Freud’s Psychoanalytical theory	8	4
3	Module 3 – Cultural Process		11	
	3.1	Culture and Personality: Contributions of Margaret Mead, Ruth Benedict, Ralf Linton	3	5
	3.2	Contribution of Indian Anthropologists: L.P. Vidyarthi, S.C. Roy, D. N. Majumdar and N.K. Bose	2	5
	3.3	Postmodern Perspectives in Anthropology: Clifford Geertz	3	6
	3.4	Cultural Evolution - Types, Processes - Acculturation, Diffusion, Assimilation	3	6
4	Module 4- Socialisation		37	
	4.1	Definition- stages of socialisation, Agents of socialisation	2	5
	4.2	Theories on socialization – Cooley, Mead, Durkheim, and Freud	3	5
	4.3	Culture and self – Concept of self in different cultures.	2	5

	4.4	Fieldwork Project: conduct brief fieldwork projects in local communities, focusing on specific cultural practices or social phenomena.	30	10
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Interactive Lectures: Using multimedia presentations to introduce key concepts, theories, and historical developments in anthropology. • Group Discussions • Fieldwork Simulation: classroom simulations of fieldwork scenarios, guiding students through the steps of ethnographic research • Guest Lectures by anthropologists or experts in related fields to speak about culture and personality in different societies.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	Society and Health: Theories, Systems, and Global Challenges					
Type of Course	DSE					
Course Code	M24SO5DSE301					
Course Level	300-399					
Course Summary	The course- Society and Health: Theories, Systems, and Global Challenges is offering an in-depth analysis of health through a sociological lens. It probes into the historical development, social determinants, and various models of health, examining the intersection of healthcare systems, medical pluralism, and societal inequalities. Incorporating theoretical perspectives, real-world health issues, and a practicum, the course provides students with a comprehensive understanding of the complex relationship between health and societal factors.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the basic concepts, historical development, and the role of social determinants in health.	U	1,3	1, 3
2	Examine the relevance of various sociological theories in the context of health-related issues and policy formation	An	1,3	2, 3
3	Interpret the intricate interplay between health and social stratification, focusing on how gender, race, class, and caste influence health disparities and the effects of globalization and privatization.	A	1,2	3, 5, 6
4	Identify current challenges in the health sector, such as pandemics, environmental impacts on health, and ethical dilemmas, and assess global and local response strategies	U	1,2,6,7	3, 6
5	Use theoretical knowledge in real-world settings through activities such as community health assessments, healthcare system analyses, or the development and implementation of community health education programmes.	A	1,2	1, 3, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module-1: Introduction to Sociology of Health (17 hours)			
	1.1	Sociology of Health: Definition, Dimensions and Scope- Historical development	3	1
	1.2	Basic concepts: Social medicine, Public Health, Epidemiological triad, Medicalisation	3	
	1.3	Social Determinants of Health and Health Seeking Behaviour: Class, caste, education, gender, environment. Effect of disparities in social determinants	4	1
	1.4	Models of Health: Biomedical and Biopsychosocial models	4	1
	1.5	Health Care Systems and Medical Pluralism: Bio-medicine (Allopathy), traditional, alternative, complementary and indigenous medical practices	3	1

2	Module 2: Theoretical Perspectives in Sociology of Health (10 hours)			
	2.1	Functionalism- Parsons and the Sick Role	2	2
	2.2	Conflict Perspective-Friedson	3	2
	2.3	Power and Medicine – Foucault	3	2
	2.4	Health as a Social Construction- Irving Kenneth Zola	2	2
3	Module 3: Health Sector: Issues and Challenges (18 hours)			
	3.1	Health care in India- India's Health Profile, Healthcare Infrastructure and Health Policies	3	3

	3.2	Healthcare facilities in Kerala: Health indicators and initiatives in Kerala- A comparison with other states	3	3
	3.3	Pandemics, health crises, and international responses- Role of WHO	4	3
	3.4	Impact of technological development and globalization on Healthcare: Precision Medicine and Genomics, Digital Health and Telemedicine, Regenerative Medicine, 3D Printing in Medicine	4	4
	3.5	Ethical Issues in Health-care: Practices and Medical Research	4	4
4	Module 4: Practical Experiences in Public Health (30 hours) Practicum			
		<p>Community Health Assessments: Students can collaborate with local public health departments/local self-government/ NGOs to conduct health assessments. This would involve gathering and analyzing data on social determinants of health or evaluation of policies or programmes implemented by government, within a community, related to health.</p> <p>Or</p> <p>Healthcare System Comparisons: Students can visit different healthcare facilities (like hospitals, clinics, alternative medicine centres) and volunteer by providing support to the patients/staff and observe their operations</p> <p>OR</p> <p>Community Outreach and Education Programmes: Students can plan and implement health education programs in local communities, schools, or through social media platforms.</p>	30	5

5	Module 5: Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions facilitating discussions on the social determinants of health • Debate Sessions on functionalism vs. conflict perspective in health • Interaction with health professionals • Research projects on topics like healthcare and the environment or the impact of technology in healthcare. Students can present their findings in a conference style setting.
	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>
Assessment Types	

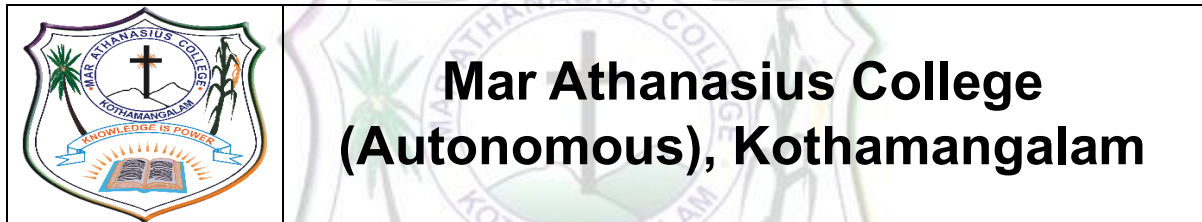
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SUGGESTED READINGS

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



Programme	BA SOCIOLOGY					
Course Name	SOCIOLOGY OF EDUCATION					
Type of Course	DSE					
Course Code	M24SO5DSE302					
Course Level	300 - 399					
Course Summary	This course applies sociological perspectives to analyze the role of education in society. Students will develop critical thinking skills to understand and evaluate the socio cultural and structural factors influencing educational systems and its impact on the evolution of the student community					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		75				75

Pre-requisites, if any	
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Identify basic concepts and theories in sociology of education.	U	1	1, 2
2	Assess the role of education in shaping individuals' beliefs, values, and behaviours, and understand its impact on the formation of personal and social identities.	E	2	1, 5, 6
3	Identify economic, racial, and gender disparities in education, analyze their underlying causes.	An	1	3, 6
4	Evaluate future challenges including issues related to technological advancements, globalization, and societal changes.	E	1,6	1, 5, 6
5	Evaluate the impact of geographic isolation and lack of infrastructure on educational access and attainment.	E	2,7	1, 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 – Introduction to Sociology of Education		20	
1	1.1	Key sociological concepts related to education	6	1
	1.2	The contributions of major sociological theorists to the understanding of education: Karl Marx, Max Weber, and Bourdieu	10	1

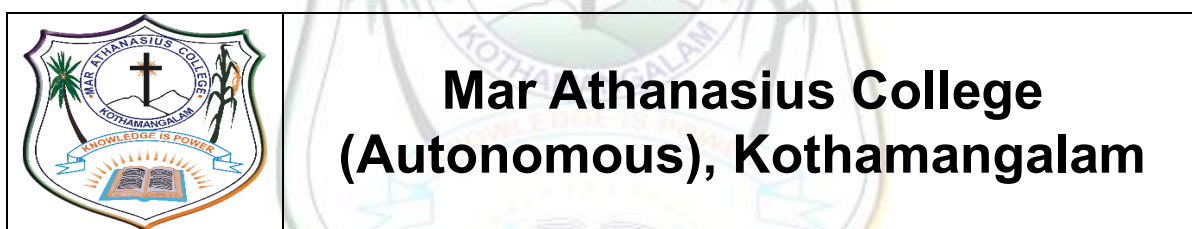
	1.3	Relationship between education and social reproduction.	4	2
2	Module 2 – Education and Socialization		19	
	2.1	Education as an agent of Socialization	4	2
	2.2	Identity formation in educational settings: Role of educational institutions in shaping identities.	5	2
	2.3	Cultural diversity on teaching and learning: Historical and sociopolitical contexts of multicultural education	6	2
	2.4	Family-school relationship and its implications. Education as a second - home	4	2
3	Module 3 - Inequality in Education		18	
	3.1	Economic, racial, and gender disparities in education.	6	3
	3.2	Education and opportunity: Equality and equity, Inclusive education, Social Mobility	6	3
	3.3	Prepare case studies of Dalit and Adivasi educational experiences	6	5
	Module 4- Education and Globalization-Future challenges in education		18	
4	4.1	Global perspectives on educational structures and practices	6	4
	4.2	Educational responses to societal shifts: New Education Policy -2020	6	4
	4.3	Emerging trends and future challenges in education and globalization	6	4
4	Teacher Specific Content (To be evaluated internally)			

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In-class discussions • Case studies • Content preparations • Projects where students develop and present intervention strategies
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

References

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Programme	BA Sociology			
Course Name	Sociology of Ageing (S)			
Type of Course	DSE			
Course Code	M24SO5DSE303			
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.			
Semester	5	Credits	4	Total Hours

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		75				75
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Identify the social significance and implications of an ageing population.	U	6	1, 5
2	Explain the demographic profile of aged population in India and Kerala	U	2	1, 5, 6
3	Examine and discuss the various problems faced by the elderly people	An	3	3, 6
4	Identify the various community-based approaches in elderly care	U	8	1, 5
5	State the various legislations related to elderly welfare	K	8	5, 6
6	Analyze issues of elderly and the role of support systems in society.	A	1, 2,	1, 6
7	Describe the various theories of ageing	U	2,	2, 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- Introduction to the Sociology of Ageing		15	
	1.1	Sociology of Ageing: Origin, Nature, Scope and Significance	5	1

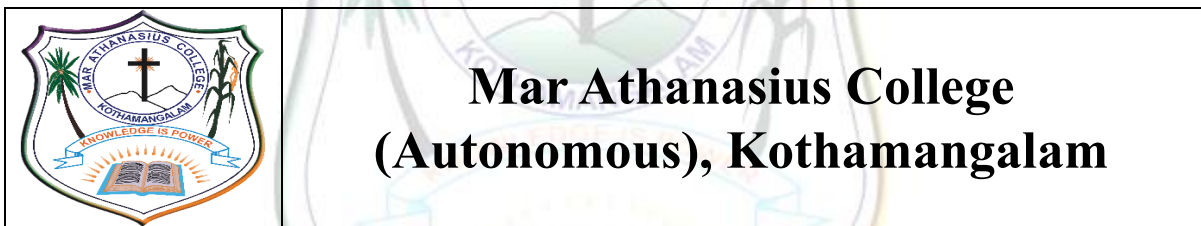
	1.2	Basic Concepts: Social Gerontology, Ageing, Old age, Ageism, Senior Citizen, Geriatrics, Old age home, Pakal veedu	5	2
	1.3	Demographic Profile: Age pyramid, Case of Kerala	5	3
2	Module 2- Theories of Ageing		20	
	2.1	Social Theories of Ageing: Disengagement and Activity theory	6	7
	2.2	Psychological Theories of Ageing: Cognitive Ageing theory, SOC Model	7	7
	2.3	Biological Theories of Ageing: Programmed theory, Wear and Tear theory	7	7
3	Module 3- Challenges of Aging		20	
	3.1	Physiological, Psychological, Social and Economic problems of ageing	6	3
	3.2	Inequality of Ageing- Gender and Class	7	3
	3.3	Access to resources and social support networks	7	3
	Module 4- Care Provisions and Welfare measures		20	
4		Institutional care for elderly: Care providers	3	4, 5
		Non-Institutional care for elderly: Care providers	2	4, 5
		Welfare of the elderly: Programs and Policies	3	4
		Prepare Report on differentiation of institutional and non-institutional care in old age home	10	4
5	Teacher Specific Content (To be evaluated internally)			

<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In-class discussions • Conducting interviews • Content preparations • Case studies • Old age home visits
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

References

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Programme	BA SOCIOLOGY
Course Name	Academic Reading and Writing Skills
Type Course	Skill Enhancement Course
Course Code	M24SO5SEC300
Course Level	300-399

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

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the role of academic reading and writing in sociology.	U	3	1, 5
2	Ability to deconstruct and critically analyze sociological literature	A	1,7	1, 6
3	Create interest among students for reading, writing, reasoning with Sociological texts	C	2.8	1, 5, 6
4	Make them efficient content creators with academic inputs	C	5,6,7	1, 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 Introduction: Reading Skills		15	
	1.1	Skimming and Scanning- Foundational academic reading strategies- active reading, annotating texts, and identifying main texts skimming -Skimming techniques- Scanning Scanning techniques - using section headings	5	1
	1.2	How skimming skills can inform academic writing- literature reviews, annotations, and citations	5	1
	1.3	Scanning -literature reviews and bibliographies to identify relevant sources and citations	3	1
	1.4	Reading exercise -books, documents, digital reading	2	8
2	Module 2: Writing Skills		15	
	2.1	Academic Writing Different forms – Research Paper, Review Paper	4	5
	2.2	How to write Research Articles, Book Chapters	4	6
	2.3	Structure of academic writing -Research Paper- Review Paper-	4	7
	2.4	Structure of writing in Articles-Book Chapter	3	8
3	Module 3 Self writing Skills		15	

	3.1	How to borrow academic contents, Paraphrasing, Quoting, Citing	4	3
	3.2	The difference between paraphrasing and plagiarism	4	4
	3.3	Citation styles-familiarity with plagiarism checking tools.	4	4
	3.4	Exercise on Writing- Write ups, blogs, comments Review-Book review	3	8
4		Teacher Specific Content to be evaluate internally		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • In class discussions • Writing content in blogs, magazines, articles. • Content analysis • Projects where students develop and present intervention strategies.
Assessment Types	A. Continuous Comprehensive Assessment (CCA) Theory Total = 25 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 50 marks, Duration 1. 5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks

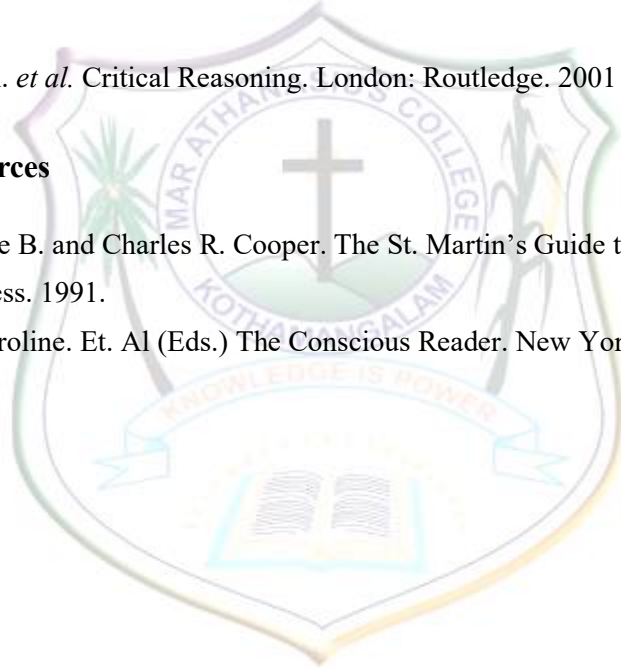
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Additional Resources

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SEMESTER VI



Programme	B.A SOCIOLOGY
Course Name	SOCIOLOGY OF MARGINALIZATION
Type of Course	DSC
Course Code	M24SO6DSC300
Course Level	300-399
Course Summary	The course on Marginalization in Society aims to provide students with a comprehensive understanding of the complexities surrounding the marginalization of diverse social groups. By exploring historical contexts, ideologies, theories, and policy interventions, this course aims to foster critical thinking and empathy towards marginalized communities while encouraging proactive engagement in addressing societal inequalities and promoting inclusivity.

Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		Nil				
		45		30		75

COURSE OUTCOMES (CO)

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

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Conceptual understanding of marginalization		12	
1	1.1	Conceptual understanding of marginalization-Margin, Marginalisation, marginality, Social Exclusion, Dalit, Subaltern, Social stigma	3	1
	1.2	Social and Historical process of marginalization	3	1
	1.3	Causes of Marginalisation	3	1

	1.4	Social institutions and marginalisation-Caste, Family religion and education in Indian context	3	1
2	Theories and perspectives of marginalization		27	
	2.1	Conflict Theory and Marginalization	3	2
	2.2	Symbolic Interactionism and Labelling Theory	3	2
	2.3	Contributions of Ambedkar, Jothiba Phule, Tagore	3	2
	2.4	Perspectives of Periyar and Poykayil Appachan	3	2
	2.5	Book Review of Annihilation of Caste.	15	2
3	Social manifestation of Marginalization		26	
	3.1	Caste-based Hierarchies and Discrimination	3	3
	3.2	Gender - Intersection of gender with family, religion, caste, class and other axes of marginality	3	3
	3.3	Tribe- Features, Representation in social life, Construction of otherness	3	4
	3.4	Sexual minorities and other socially excluded section-LGBTQIA+, Elderly, Differently Abled	2	4
	3.5	Prepare a research project based on a specific aspect of marginalization in Kerala as caste-based discrimination, gender inequality, or LGBTQIA+ rights.	15	5
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	Intersectionality and Inclusive Policies	3	5
5	5.1	Teacher specific content (to be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions and debates • Workshops where students can practice primary and secondary social work methods • Field visits- old age home, rehabilitation centres • Documentary preparation • Assignments
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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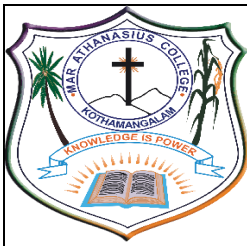
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	Mar Athanasius College (Autonomous), Kothamangalam					
Programme	BA SOCIOLOGY					
Course Name	QUALITATIVE RESEARCH METHODS					
Type of Course	DSC					
Course Code	M24SO6DSC301					
Course Level	300-399					
Course Summary	The course on qualitative research methods in the social sciences typically focuses on the principles, techniques, and applications of qualitative research within the context of social science inquiry. It aims to equip students with the knowledge and skills needed to conduct meaningful qualitative research in the social sciences.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45	-	30	-	75
Pre-requisites, if any	Critical Thinking Skills					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the dominant paradigms, objectivity, and ethics in social science research	Understand	2	1, 5
2	Design a qualitative research study, including the formulation of research questions, selection of appropriate methods	Create	2	1, 4
3	Identify diverse qualitative data collection methods in social science research.	Understand	1	4, 5

4	Explain the various emerging trends in qualitative research.	Understand	3	1, 4, 5
5	Apply the qualitative methods to formulate a qualitative research proposal.	Apply	2	4, 5, 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.
	Introduction to Qualitative Research		15	
1	1.1	History, Nature and Scope of Qualitative research	5	1
	1.2	Dominant paradigms in qualitative Research: interpretivist, constructionism	5	1
	1.3	Subjectivity and ethical issues	5	1
	Designing Qualitative Research		20	
2	2.1	Inductive Process - Berg's Blended model	5	2
	2.2	Qualitative Research Design - Grounded, Narrative, Historical research	5	2
	2.3	Design a qualitative research study investigating the lived experiences of individuals diagnosed with chronic illness, utilizing a qualitative research design	10	2
	Data Collection and Analysis		20	

3	3.1	Methods of data collection - Observation, in-depth interview, Ethnography, Case study on Social stratification in urban areas	5	3
	3.2	Data analysis and management: Thematic and narrative analysis, Coding, Analytic Memos	5	3
	3.3	Students can employ data collection methods such as interviews, focus groups, participant observation, or document analysis in field work situations.	10	4
Emerging trends in qualitative research			20	
4	4.1	Advances in qualitative research- Digital and Online Research, Visual and Arts -Software programme for qualitative analysis Nvivo, MAXQDA.	5	5
	4.2	Mixed method and triangulation.	5	5
	4.3	Develop a comprehensive research proposal incorporating qualitative research principles.	10	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	<ul style="list-style-type: none"> ● Classroom lectures that introduce key concepts, using multimedia presentations ● Group discussions and debates ● Workshops where students can practice qualitative research techniques ● Field work ● Interaction with experienced qualitative researchers ● Projects where students develop an understanding of the qualitative research

Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	B A Sociology					
Course Name	SOCIOLOGY OF KERALA SOCIETY					
Type of Course	DSC					
Course Code	M24SO6DSC302					
Course Level	300-399					
Course Summary	<p>The course "Sociology of Kerala Society" offers a profound exploration of Kerala's distinctive societal fabric. It delves into the rich tapestry of Kerala's social structure, cultural nuances, and unique dynamics. This course examines the historical, socioeconomic, and cultural factors shaping Kerala's society, fostering a deep understanding of its evolution and contemporary complexities. Through an interdisciplinary approach, students engage with various facets, including caste, religion, gender dynamics, literacy rates, healthcare systems, and political landscapes, unravelling the intricate layers that define Kerala's social ethos. By analyzing the state's progressive social indicators juxtaposed against enduring challenges, learners gain insights into the remarkable social experiments and challenges within this vibrant society. Ultimately, the course equips students with a nuanced comprehension of Kerala's societal paradigms, enabling critical analysis and appreciation of its distinctive socio-cultural milieu.</p>					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				60
Prerequisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Explain the historical discourses surrounding Kerala society, evaluating colonial, nationalist, and subaltern perspectives.	U	3,6	1, 5
2	Evaluate the intricate relationship between religion, caste, and social reform movements, discerning their impact on Kerala's social structure.	E	6,8	3, 5, 6
3	Examine the transformations in education, healthcare, and public welfare systems, examining their contributions to Kerala's social development.	An	2,3	3, 6
4	Investigate demographic changes and migration patterns in Kerala, identifying their causes and societal impacts.	E	1, 6	1, 3, 6
5	Examine the Kerala development model's facets, including industrialization, labour dynamics, and agrarian relations.	An	7,8	1, 3, 5
6	Appraise contemporary concerns in Kerala society, including communalization, regressive social movements, and threats to democratic values.	E	4,8	3, 5, 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.
	KERALA; AN OBJECT OF KNOWLEDGE		20	
1	1.1	Evolution of Kerala: Ancient period	4	1
	1.2	Medieval Kerala: Social structure: Caste system, Brahminical dominance, and religious diversity	4	1

	1.3	The Colonial and Missionary Discourse on Kerala	4	1
	1.4	The Nationalist Discourse with reference to Kerala	3	1
	1.5	The Subaltern Critique of Kerala Society	3	1
	1.6	Conduct a presentation on the evolution of a Region (Village/City) in Kerala from Pre-independent to post-independence period	2	1
	KERALA SOCIETY: CONCEPTS AND INSTITUTIONS		10	
2	2.1	Religion, Caste: Concept and practice, Anti-caste struggles, social reform movements	3	2
	2.2	Village: Structure and Change	3	5
	2.3	Tribe: Profile and Location,	2	2
	2.4	Visit a tribal school/primary healthcare centre and make a report on its functioning	2	2
	UNDERSTANDING CONTEMPORARY KERALA SOCIETY		15	
3	3.1	Progress in education, Kerala's people science movement, Development of Public Health care system and social welfare/security measures	5	3
	3.2	Demographic changes in Kerala Causes of in and out Migration Challenges	4	4
	3.3	Kerala model development, Industry and Labor, agrarian relations	4	5
	3.4	Meet the Migrant Labour welfare officer of your region and make a report on the welfare activities they execute.	2	5

	CURRENT CONCERNS ABOUT KERALA SOCIETY		15	
4	4.1	Ruptured social fabrics; communalization of everyday lives	4	6
	4.2	Religion and Caste as a site of regressive social movements	4	6
	4.3.	Undermining of democratic values	4	6
	4.4	Organise a debate on a contemporary issues pertaining to Kerala Society	3	6
5	Teacher Specific Content to be valued Internally			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class room lectures exploring colonial, nationalist, and subaltern discourses, Kerala's progress in education, healthcare, demographic changes. • Group Discussions: Facilitate discussions on the evolution of caste dynamics, sustainability and inclusivity of Kerala's development model and impacts of communalization and regressive social movements on Kerala society • Debate Sessions: Organize debates on the sustainability and inclusivity of Kerala's development model and preservation of democratic values amidst societal challenges.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks</p>


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	Mar Athanasius College (Autonomous), Kothamangalam				
Programme	BA SOCIOLOGY				
Course Name	Rural Sociology				
Type of Course	DSE				
Course Code	M24SO6DSE300				
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 of real-world situations.				
Semester	6	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		45		30	75
Pre-requisites, if any	Interest in an understanding of rural communities.				

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand concepts related to rural sociology	U	1	1, 5

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Module 1: Understanding Rural Life in India		12	
	1.1	Meaning, nature, and scope of rural sociology in India.	3	1
	1.2	Development of Rural Sociology as a major field of sociology	5	1
	1.3	Differences between rural, Agrarian, and peasant Society	4	1
	Module 2: Theoretical understanding of Village life		15	

2	2.1	Features of Village Community	2	2
	2.2	Views on village communities in India – Charles. Metcalfe, Gandhian views on village	5	2
	2.3	Role of Caste in agrarian social structure	3	2
	2.4	Dominant caste (Louis Dumont), Jajmani System	3	2
	2.5	Changes in rural societies – Rural-Urban Continuum	2	2
3	Module 3: Rural Governance		27	
	3.1	Functions of Panchayati Raj Institutions: Structure, functions and powers at each level, committees in village level Panchayati Raj bodies	5	3
	3.2	Gram Sabha (including Mahila Gram Sabha) its role and importance	4	3
	3.3	Decentralized planning and governance in Kerala	3	3
	3.4	Students shall be asked to visit gramasabhas and observe the process of local-level planning and prepare a report. Students may be advised to observe the extent of participation of people in various subcommittees of gram sabha to recognize nature of people's choices in planning process	15	3
4	Module 4 : Rural development		21	
	4.1	Policies and Programs Need for rural development in India.	3	,4
	4.2	Rural development policies in India. Major Rural Development Programs in India- CDP, IRDP, Mahatma Gandhi NREGS, PMAY (IAY), NRLM	3	4

	4.3	Field visit: Select a panchayat as a Specific case in order to understand the impact of various programs and policies undertaken for rural development	15	4
		Module 5: Teacher Specific Content (to be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Classroom lectures that introduce key concepts, using multimedia presentations ● Group discussions ● Open forum discussions ● Role-playing exercises to simulate real-world scenarios ● Interaction with governing body ● Field visits
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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Programme	B A SOCIOLOGY					
Course Name	URBAN SOCIOLOGY					
Type of Course	DSE					
Course Code	M24SO6DSE301					
Course Level	300-399					
Course Summary	This course examines the social dynamics, structures, and challenges that exist in urban contexts. Students will investigate urban perspectives, the impact of urbanization on societies, and the different social, economic, and political forces that influence urban living. Critical evaluation of theoretical frameworks, and practical applications to address modern urban concerns will be emphasized.					
Semester	6	Credits			Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		45		30		75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

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

1	Identify key concepts in urban sociology.	U	3,6	1, 5
2	Apply these theoretical perspectives to analyse urban issues, inequality, and social dynamics within cities.	A	8,10	2, 3
3	Evaluate the socio-structural factors influencing the urban spatial transformation.	E	6,8	3, 5, 6
4	Examine the impact of phenomena such as transnational migration and globalization on urban social space.	U	1,2	1, 3, 6
5	Explore the role of institutions, governance structures, and policies in shaping urban life.	An	1,7,8	3, 5, 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.
	Understanding Urban Sociology		10	
1	1.1	Basic concepts in Urban Sociology	2	1
	1.2	Rural and urban differences - Features of rural and urban society	2	1
	1.3	Urban social structure	3	1
	1.4	Urbanism a way of life	3	2
	Theoretical Perspectives		12	
2	2.1	Theories on Urban Social Structure- Ernest Burges, Homer Hoyt, Ullman	3	2
	2.2	Theories of Classical Thinkers on social life	3	2

	2.3	Feminist Theories-Susan Fainstein, Dolores Hayden	3	2
	2.4	Current debates in Urban Sociology- Giddens, David Harvey and Manuel Castells	3	2
	Urban Dynamics		27	
3	3.1	Social stratification in urban areas-	3	3
	3.2	Factors Influencing Urban Spatial patterns: Socio-cultural factors	3	3
	3.3	Transnational migration and urban diversity	3	4
	3.4	Cultural globalization in urban spaces	3	4
	3.5	Presentation on the impacts of transnational migration on urban spatial patterns and cultural diversity.	15	4
	Urban social disparities and Bridging the gap		26	
4	4.1	Urban social disparities in India-economic, educational and social	3	5
	4.2	Local government structures	3	5
	4.3	Urban planning and development	3	5
	4.4	Sustainable urban development projects in Kerala	2	5
	4.5	Prepare a report on sustainable development projects in Kerala as Clean Kerala Mission, Haritha Keralam Mission	15	5
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • Group discussions • Film Screening • Field work • Interviews • Assignments
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

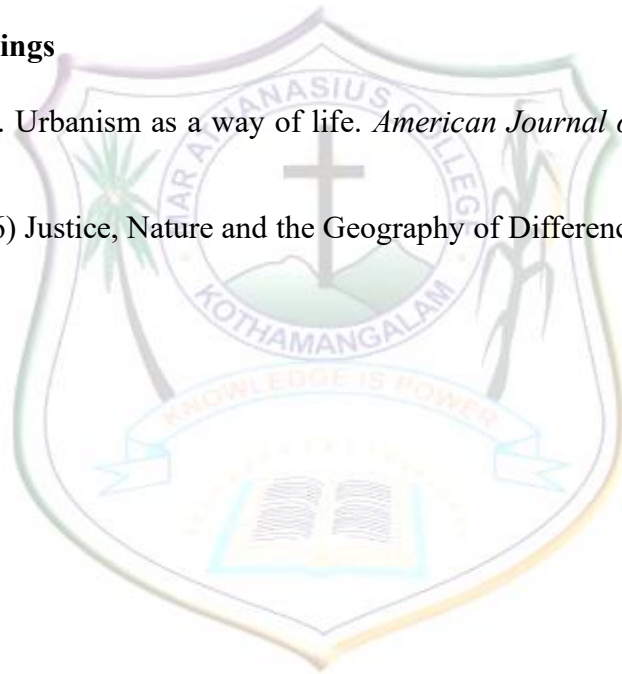
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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	Research Skills in the Field					
Type of Course	SKILL ENHANCEMENT COURSE (SEC)					
Course Code	M24SO6SEC300					
Course Level	300-399					
Course Summary	<p>"Research Skills on the Field" is an immersive and dynamic course designed to equip students with the essential skills needed to conduct effective and impactful field research. In this course, participants will delve into the exciting realm of hands-on research, where theory meets practice, and knowledge is forged through direct engagement with the subject matter. This course is designed for students and professionals seeking to enhance their ability to conduct rigorous and ethical field research across various disciplines. Through a combination of theoretical discussions, practical exercises, and real-world case studies, participants will emerge with the confidence and competence to navigate the challenges of fieldwork and contribute meaningfully to the advancement of knowledge in their respective fields. Join us on this exciting journey of discovery and mastery of research skills in the field!</p>					
Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45
Pre-requisites, if any	Basic knowledge about qualitative research methods in social science.					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains*	PO No	PSO No
1	Analyse and evaluate research problems encountered in the field, applying critical thinking skills in research problems	An	2,9	1, 4, 5
2	Formulate research questions, design appropriate methodologies, and execute field research projects	A	7.8	4, 5
3	Communicate research findings clearly and persuasively, both in written and oral formats, and adapt communication style to diverse audiences and purposes.	C	5,6	1, 4, 5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

Content for Classroom transactions

Module	Units	Course description	Hrs	CO No.
1		<p align="center">Module 1</p> <p align="center">Introducing Field Visit and Observation Skills through Participant Observation</p>	15	

	<p>Ask the students to visit a nearby community take part in community activities and to conduct observation.</p> <p>Process of observation: Take photographs, and record the observations from the photographs in a practical notebook.</p> <p>Structure of observation Preparation of field notes based on participant observation - Rationale- Key Components of the Practicum- Role Definition- Ethical Considerations: Field Notes and Reflections- Data Analysis- Final Reports.</p> <p>Have students compile their findings into final reports. This should include a synthesis of their observations,</p>	5	1
	<p>an analysis of social patterns, and reflections on the overall experience.</p>	10	
	Module 2: In-depth Interview	15	
2	<p>Process of In-depth Interview Overview of In-Depth Interviewing • Ethical Guidelines • Logistics of Interviewing • Use Appropriate Steps Interview • Interview Checklist</p> <p>Interview Plan</p> <p>Students should develop an unstructured interview schedule and a detailed plan to find informants. Note down areas to be focus questions. Be sure to include your probes.</p> <p>Students will conduct an interview. The interviews will be transcribed and recorded properly. You should write a 2-page summary of your findings and a 2-page reflection on the quality of your interviews, their usefulness in answering your research question, and a description of ways to improve them.</p>	5	2
3	Module 3: Focus group discussion	15	

	3.1	<p>Overview of Focus Groups • Ethical Guidelines • Logistics of Focus Groups • How to Be an Effective Moderator • How to Be an Effective Note-taker • Steps in Moderating a Focus Group • Steps in Note-taking for a Focus Group • Focus Group Checklist</p> <p>Focus group discussion in practice</p> <p>Select a group for focus group discussion -record the inputs of the discussion – prepare a report -</p>	5	3
			10	
4	Module 4: Teacher Specific Content (to be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures, discussions, hands-on activities, and practical exercises • Fieldwork and Practical Experience • Projects where students develop and present intervention strategies
Assessment Types	<p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Theory Total = 25 marks Quiz, Test Papers, Seminar</p>
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 50 marks, Duration 1.5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks</p>

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Programme	BA SOCIOLOGY					
Course Name	Human Rights and Environmental Ethics					
Type of Course	VAC					
Course Code	M24SO6VAC300					
Course Level	300-399					
Course Summary	This course offers participants a comprehensive understanding of Human Rights and to introduce the knowledge relating to its basic documents, Human Rights in India, Environmental Ethics, and also helps to conduct a field study.					
Semester	Sixth	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	

		45			45
Pre-requisites, if any	NA				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Recognise Basics of Human Rights and Major Documents	U	2,8	1, 3
2	Identify violations of Human Rights in India on the basis of constitutional provisions	U	1,2,6	3, 5, 6
3	Distinguish various approaches and issues related to Environmental Ethics	An	1,2,3,6	2, 3, 6
4	Write a Report of issues in environmental ethics or human rights on the basis of field study in local society	Ap	1,2,6	1, 5, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module-1: Basics of Human Rights and Major Documents			15	
1.	1.1	Concept, Meaning, Nature of Rights, historical evolution and types of human rights	4	1
	1.2	The Universal Declaration of Human Rights (1948)	3	1
	1.3	International Covenant on Civil and Political Rights (1966)	2	1
	1.4	International Covenant on Economic, Social and Cultural Rights (1966)	2	1
	1.5	Convention on the Elimination of all forms of Discrimination against Women (CEDAW)	2	1

	1.6	Convention on the Rights of Persons with Disabilities (2006)	2	1
Module-2: Human Rights in India			15	
2	2.1	Constitutional Protection: Fundamental Rights, Directive Principles	3	2
	2.2	Rights of weaker sections: SC/ST, Disabled, Women, Children, Minorities	2	2
	2.3	Violations of Human Rights in India	2	2
	2.4	Mechanisms: Human Right Commission, Judiciary	2	2
	2.5	Write a Report on Human right issue on the basis of field study conducted in local areas	6	4
Module-3: Environmental Ethics			15	
3	3.1	Nature and Scope of the concept Environmental Ethics	2	3
	3.2	Basic principles of environmental ethics: 1. Justice and sustainability, 2. Sufficiency and Compassion, 3. Solidarity and participation	3	3
	3.3	Basic Approaches: Anthropocentric Approach, Bio-centered approach, Eco Centric Approach	2	3
	3.4	Issues and Challenges relating to Environmental ethics in India	2	3
	3.5	Write a Report on Environmental Ethics issue on the basis of field study conducted in local areas	6	4
Module-4: Teacher Specific Content (To be Evaluated Internally)				

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Class room lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations • Projects where students develop and present intervention strategies.
Assessment Types	A. Continuous Comprehensive Assessment (CCA) Theory Total = 25 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 50 marks, Duration 1.5 hrs Part A (Short Answer) – 10 out of 12 x 1 = 10 marks Part B (Short essay) – 4 out of 6 x 5 = 20 marks Part C (Long essay) – 2 out of 4 x 10 = 20 marks

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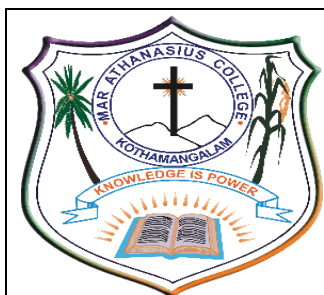
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SEMESTER VII



**Mar Athanasius College
(Autonomous), Kothamangalam**

Programme	BA SOCIOLOGY					
Course Name	CURRENT TRENDS IN SOCIAL RESEARCH					
Type of Course	DCC					
Course Code	M24SO7DCC400					
Course Level	400-499					
Course Summary	Social research is experiencing a paradigm shift that calls for the re-examination of current methodologies. This course identifies current methodological issues and trends in social science research. It is important to understand the philosophical, theoretical, and methodological debates influencing research. In Indian context decolonising research methodologies is much needed to explore the complex structural and cultural dimensions of societal life.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				60
Pre-requisites, if any	Thorough knowledge in various qualitative and quantitative methods in social research					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand concerns in contemporary social science research.	understand	1,2	1, 4
2	Analyse some of the emerging shifts in social science research	Analyse	1,2,	4, 5
3	Integrate and interpret qualitative and quantitative data to address a mixed methods research question.	Analyse	2, 4	1, 4, 6
4	Develop research questions and apply appropriate methods for research	Create	4,5	4, 5
5	Familiarise the processes of use of grounded theory and mixed research design	Appreciation	3,4	1, 4, 5

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

Module	Units	Course description	Hrs	CO No.
Module-1: Methodological dilemma in Social Sciences (14)				
1	1.1	Epistemological and Ontological Shifts in Research Paradigms- Positivism, Interpretivism, Critical and Feminist	5	1
	1.2	Critique of Positivism	3	1
	1.3	Hermeneutic Interventions	3	1
	1.4	Reflexivity in social research	3	1
Module- 2: Research methods and tools (17)				
2	2.2	Comparative and Cross-national designs	5	2
	2.3	Virtual research-Citizen generated data	4	2
	2.4	Digital Ethnography	4	2
	2.5	Prepare a research paper using Digital Ethnography / Virtual Research	4	4
Module-3: Grounded theory (14)				
3.	3.1	Context of the use of Grounded Theory Method- Emergence of Grounded Theory , Constructing Grounded Theory	5	3
	3.2	Grounded Theory Coding - Initial Line-by-line Coding -Focused Coding - Axial Coding – Theoretical coding- Problems in Coding	4	3
	3.3	Memo-writing,-Methods of Memowriting, Using Memos to Raise Focused Codes to Conceptual Categories, Theoretical Sampling, Saturation, and Sorting	5	3

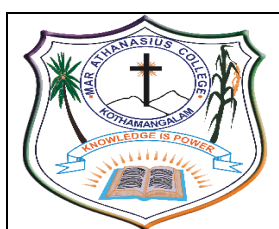
Module-4: Mixed methods (15)				
4	4.1	Multi methods and Mixed methods Research Design	5	4
	4.2	Mixed methods Research Design-Types	5	4
	4.3	Advantages and challenges in use of mixed method	5	4
5	Teacher Specific Content (To be evaluated internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • In class discussions • Conducting interviews • Content preparations • Projects where students develop and present intervention strategies.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY
Course Name	GLOBALIZATION AND GLOBAL DYNAMICS

Type of Course	DCC					
Course Code	M24SO7DCC401					
Course Level	400-499					
Course Summary	This undergraduate course is designed to provide students with a deep understanding of the intricate dynamics shaping our interconnected world. Through an interdisciplinary lens, students will explore the multifaceted dimensions of global dynamics, ranging from economic and political forces to cultural and environmental influences.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		60	-		-	60
Prerequisites, if any	Knowledge about sociological concepts					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No	PSO No
1	Explain the historical foundations and forces shaping global dynamics.	Understand	2	1, 5
2	Analyze key perspectives on globalization through the works of influential theorists.	Analyze	1	2, 6
3	Evaluate current debates and challenges in the field of globalization studies.	Evaluate	1	1, 3, 5
4	Analyze local responses and adaptations to globalization through case studies.	Analyze	2	1, 5, 6
5	Explain the interconnectedness of the global and local in everyday life.	Understand	3	1, 6
6	Assess the impact of globalization on family structures, education, and health.	Assess	6	1, 3, 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: Foundation of Global Dynamics (12 hours)			
	1.1	Historical roots of globalization	2	1
	1.2	Forces Shaping Global Dynamics - Digital Revolution, Liberalization and Privatization	5	1
	1.3	Global Institutions and Actors: World Bank, MNCs, WTO, IMF, NGOs	5	1
2	Module 2- Perspectives on Globalization (15 hours)			
	2.1	Anthony Giddens - Runaway World: How Globalization is Reshaping Our Lives.	3	2
	2.2	Arjun Appadurai -Modernity at Large: Cultural Dimensions of Globalization	3	2,3
	2.3	Immanuel Wallerstein - World-Systems Analysis	4	
	2.4	Current Debates - Crisis of Democracy, Technology and Digital Globalization, Deterritorialization of market and state	5	
Module 3: Challenges of Globalization			20	
	3.1	Social Inequalities on a Global Scale-Global Health Disparities	5	
	3.2	Environmental Justice in a Globalized World	5	
	3.3	Local Responses to Globalization- Resistance Movements and Activism	5	
	3.4	Local Adaptations to Global	5	

		Challenges- Relevance of SDGs		
	3.5	Film Screening - Films portraying challenges of globalization	4	
	Module 4: Globalization in Everyday Life		13	
	4.1	The Global-Local Nexus: Glocalization	2	
	4.2	Globalization and Cultural Hybridity	2	
	4.3	Consumer Identities in a Globalized World	2	
	4.4	Transnational marriage and gay marriages and changing family patterns	3	
	4.5	Migration and Issues of the ageing population	2	
	4.6	Debate on impact of globalisation on various social institutions	2	
		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Interactive discussions • Real world case studies and group projects for collaborative learning.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks</p>

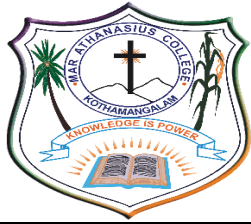
	Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks
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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	Sociology of Development					
Type of Course	DCC					
Course Code	M24SO7DCC402					
Course Level	400-499					
Course Summary	This course offers a comprehensive exploration of the dynamic field Sociology of Development, providing students with a deep understanding the theories, perspectives, and challenges associated with societal progress and change. The course is organized into four modules with a practicum, each addressing crucial aspects of development theory and practice					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Prerequisites, if any	Basic knowledge about social theories and sociological concepts					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No	PSO No
1	Understand the historical evolution and contemporary interpretations of development, distinguishing between the concepts of growth and development.	U	1,3	1, 5

2	Identify and analyze the various dimensions of development, including human, social, and sustainable development, with a critical awareness of their interconnections.	An	3	1, 3, 5
3	Evaluate different perspectives on development such as liberal, Marxist, ecological, and Gandhian, discerning their underlying assumptions and implications.	E	1,6,7	2, 5, 6
4	Analyze and compare major theories of development and underdevelopment, including modernization theory, dependency theory, and world-system theory, assessing their strengths, weaknesses, and relevance in different contexts.	An	1,2,	1, 2, 5
5	Critically examine uneven development, maldevelopment, and alternative development paradigms, including post-development and feminist perspectives, while considering the limitations and possibilities of redefining development paradigms.	An	6,8	3, 5, 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.
Introduction to Sociology of Development			12	
1	1.1	Historical and contemporary understandings of development, Growth vs Development.	4	1
	1.2	Dimensions of development: Human development, social development & Sustainable Development	4	1
	1.3	Perspectives: Liberal, Marxist, Ecological, Gandhian	4	1
Theories of Development & Underdevelopment			12	

2	2.1	Modernisation Theory: Daniel Bell, Daniel Lerner, W.W.Rostow	4	2
	2.2	Dependency Theory: Raul Prebisch, Fernando Cardoso, A.G. Frank	4	3
	2.3	World System Theory: Fernand Braudel, Immanuel Wallerstein, John Meyer	4	3

Critical Perspectives			26	
3	3.1	Uneven development & maldevelopment: Samir Amin, David Harvey	4	4
	3.2	Alternative development: Gandhi – Sarvodaya, Schumacher- Small is Beautiful, Amartya Sen & Jean Dreze – Development as Freedom	4	4
	3.3	Post development: Arturo Escobar, Majid Rahnema, Ashish Nandy.	3	4
	3.4	Conducting fieldwork in a community or region experiencing development issues. OR Evaluating the effectiveness of development programs and interventions De-growth & limits to growth	15	5
India's Development Trajectory: Issues & Challenges			25	
4	4.1	Agriculture & rural development, Industrial growth & innovation, Service sector & IT [Digital India, Start-up ecosystem],	4	5

	4.2	Governance structures & political systems – PPP, Panchayat /grassroot development, Inclusive development- Kerala Model	3	5
	4.3	Gender & Development – a discourse on Indian reality. [Kamla Bhasin, Vandana Shiva]	3	5
	4.4	Analysing case studies of successful and unsuccessful development projects.	15	5
	5	Teacher specific content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Documentaries • Collages, pictorial presentations • Field visit
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	SOCIOLOGY OF RELIGION					
Type of Course	DCE					
Course Code	M24SO7DCE400					
Course Level	400-499					
Course Summary	<p>This advanced undergraduate course delves into the intricate relationship between society and religion, employing sociological perspectives to analyze the multifaceted dimensions of religious beliefs, practices, and institutions. The Sociology of Religion course aims to provide students with a comprehensive understanding of how religion both shapes and is shaped by social structures, cultural norms, and individual experiences. Throughout the course, students will engage with a variety of empirical studies, case studies, and theoretical texts to develop critical thinking skills and apply sociological perspectives to the complex interplay between religion and society. The course will also encourage students to reflect on their own beliefs and assumptions, fostering a deeper understanding of the social dynamics surrounding religion in diverse cultural contexts.</p>					
Semester	7	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				60
Pre-requisites, if any	Understanding of sociological concepts					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the basic tenets of sociological perspectives on religion.	U	3,8	1, 3
2	Apply sociological concepts to comprehend how religion serves as a social identity and functions as a collective representation	A	6,7	2, 3, 6
3	Develop proficiency in analyzing various religious practices through a sociological lens.	An	6,7	1, 3, 6
4	Gain an appreciation for the ways in which secular ideologies are practiced in the specific cultural context of Indian society.	Ap	8,10	1,5,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transaction (Units)

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

2	2.1	Religion as a social identity	3	2
	2.2	Gender Relations and sexual identities in religion	3	2
	2.3	Morality, Responses to Social Change, and religiosity	5	2
	2.4	Critique of religion	4	2
	Module 3: Secularism, pluralism as ideology and practice		13	
3	3.1	Understanding Religion in the Indian context	2	2
	3.2	Religious pluralism as ideology and practice	2	2
	3.3	Challenging hegemonies: Ambedkar, Savitri Phule, Periyar E.V. Ramasamy	9	2
	Module 4: Religion in Kerala Society: issues & experiments		15	
4	4.1	Historical contexts of religious practices: Sangam age, Buddhism, Jainism, Spread of Brahminical myths and beliefs.	4	3
	4.2	Trade relations and spread of Islam	3	3
	4.3	Christian traditions, colonial influence & contributions	3	3
	4.4	Alternative religious traditions, new Religious Forms and redefining structural hierarchies	5	4
5		Teacher specific content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Classroom lectures that introduce key concepts, using multimedia presentations ● In class discussions ● Conducting interviews ● Content preparations ● Projects where students develop and present intervention strategies
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Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p>
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

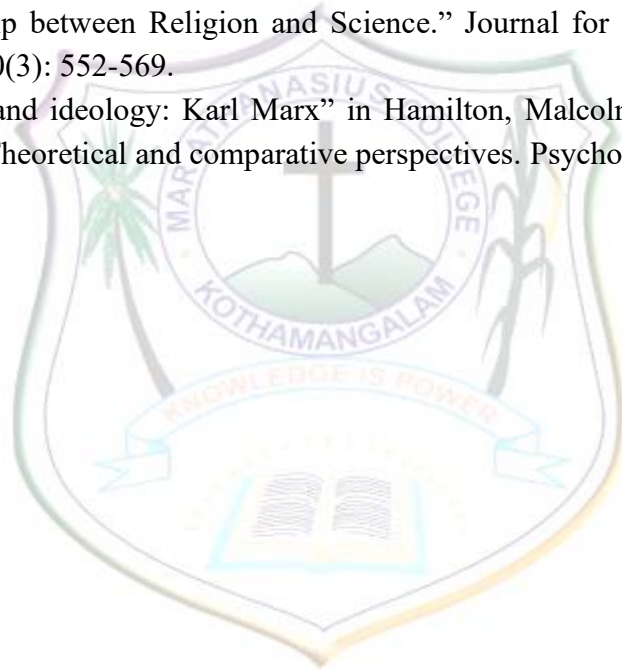
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**Mar Athanasius College (Autonomous),
Kothamangalam**

Programme	B A SOCIOLOGY					
Course Name	MEDIA AND SOCIETY					
Type of Course	DCE					
Course Code	M24SO7DCE401					
Course Level	400 - 499					
Course Summary	The course provides an introduction to the study of media and mediated communication from a sociological perspective, focusing on the societal role and importance of traditional and new media. It introduces central theories, concepts and methods for researching the relationship between media and society.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				60
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CON o.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the basic concepts related to media.	U	3,9	1, 5

2	Understand the relationships between society and media with theoretical perspectives	An	4,9	1, 2
3	Critically assess the relationship between media and democracy, citizens' rights, secularism, and social justice, considering the role of media in promoting civic engagement, public discourse, and political participation.	An	3,6	1, 5, 6
4	Examine the influence of media on various social categories, such as women, children, and minorities, and analyze representations, stereotypes, and inequalities perpetuated by the media.	U	6,7	3, 5, 6
5	Demonstrate practical skills in media production, campaign design, and policy analysis, through activities such as creating a documentary on a current social issue, designing and executing a media campaign to counter misinformation, and drafting a media policy proposal focusing on regulation, social responsibility, or ethical guidelines.	C	8,9	1, 5, 6
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C),</i> <i>Skill (S), Interest (I) and Appreciation (Ap)</i></p>				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Module 1 – Media and its relation with Society		13	
1	1.1	Sociological dimensions of Media	3	1
	1.2	Media in traditional and modern society.	3	1
	1.3	Local - global culture and media: Digital Connectivity- Cultural Imperialism and Local Resistance	3	1

	1.4	Media and democracy, citizen's Rights, secularism, Social Justice.	3	1
	1.5	Impact of media and social categories: Women, Children and minorities.	4	1
2	Module 2 – Theoretical perspectives on Media		15	
	2.1	Ideology and the Media: Gramsci and Althusser	4	2
	2.2	Media Technologies and Power: Marshall McLuhan	3	2
	2.3	Postmodernism and the Media: - Baudrillard, Angela McRobbie	5	2
	2.4	Feminist perspectives on media	3	
3	Module 3 – Changing landscapes of Media		20	
	3.1	Visual Media: Representation women, Children.	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
	3.5	Design and execute a campaign (using social media, blogs, etc.) to counter misinformation, highlighting the importance of reliable information sources.	10	5
4	Module – 4 Media and Socio Political Issues		12	
	4.1	Media laws: Regulation and Control of Media Media Censorship and Freedom: Balance between media freedom and censorship- Case studies	4	5

	4.2	Media Ethics and post truth: ethics and ethical concerns.	4	5
	4.3	Media and Social Policy: Role in shaping public opinion on policy issues	4	5
5		Teacher Specific Content (To be evaluated internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures to introduce concepts and theoretical perspectives • Group discussions • Interaction with experienced Media persons • Shared group work in creating a Documentary on current social issue
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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**Mar Athanasius College
(Autonomous), Kothamangalam**

Programme	BA SOCIOLOGY					
Course Name	MIGRATION AND DIASPORA					
Type of Course	DCE					
Course Code	M24SO7DCE402					
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.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60				60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Recognize the ongoing debates on migration, transnationalism, and diasporic communities	U	3	1, 5
2	Describe the theories of transnationalism and transnationalism of migrant life	U	4	2, 5
3	Describe the basic concepts and approaches pertaining to Diaspora	U	1	1, 5, 6
4	Distinguish the Diaspora experience and formation of their identity	An	7	1, 5
5	Appraise the historical experiences and contemporary regional & global trends in migration.	E	7,8	1, 5, 6

6	Explain the theoretical framework to examine a specific migration and transnationalism related issue	U	9,10	2, 5, 6
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>				

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

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

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	<ul style="list-style-type: none"> ● Projects where students develop and present intervention strategies ● Classroom lectures that introduce key concepts, using multimedia presentations ● In class discussions ● Conducting interviews ● Content preparations
	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks

Assessment Types	Quiz, Test Papers, Seminar
	<p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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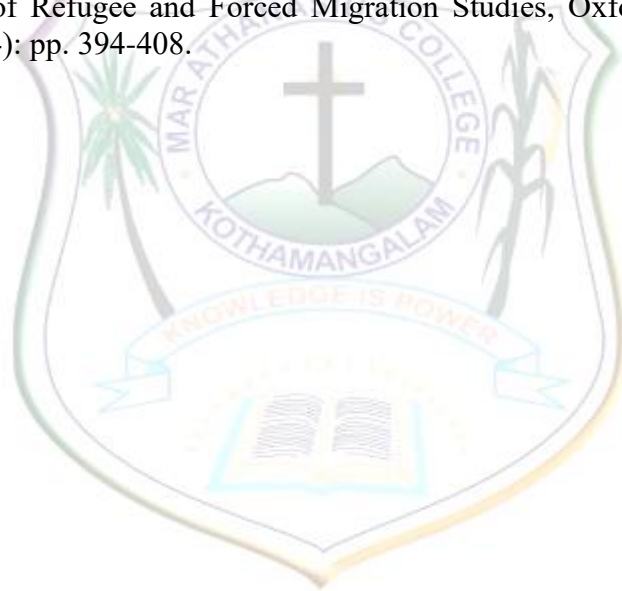
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SEMESTER VIII



Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	Current Debates in Social Theory					
Type of Course	DCC					
Course Code	M24SO8DCC400					
Course Level	400-499					
Course Summary	<p>This course provides for the exploration of current debates in social theories that shape our understanding of social phenomena in the 21st century. The course delves into micro-sociological perspectives, exploring Phenomenology and Ethnomethodology. Additionally, it examines Neo-Marxism and Critical Theory, along with Reflexive Sociology, providing a comprehensive understanding of these sociological frameworks. This syllabus covers areas from Postmodern and Post-structural theories also. Through a critical examination of these perspectives, students will gain insights into the complexities of society, culture, and human interaction. The course emphasizes the application of these theories to contemporary issues and encourages students to analyze and interpret the social world.</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		45		30		75
Pre-requisites, if any	Understanding of Modern theoretical perspectives is desirable					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the premises of the micro-sociological perspectives such as Phenomenology & Ethnomethodology	An	1,4	1, 2

2	Identify the ways of Neo – Marxism & Critical theory in addressing the current social issues.	E	1,4	2, 3
3	Understand the contributions of Reflexive Sociology in revealing the reflexive relationship between micro-level and macro- level social structures and interactions.	E	1,4	2, 5
4	Create interest in Post - Modern and Post -Structural Theories among students	E	1,4	1, 2, 6
5	Create potential applications of current sociological theories in diverse social contexts.	An	1,6,7,8	2, 3, 5
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module-1: Phenomenology & Ethnomethodology			28	
1.	1.1	Husserl- Emergence of Phenomenology	3	1
	1.2	Alfred Schutz - Phenomenological Sociology	3	1
	1.3	Ethnomethodology- Harold Garfinkel – Definition, Nature & Methods	2	1
	1.4	Prepare a report based on a phenomenological study (in-depth interview) to understand the structure of consciousness about any particular social reality. (The study employs phenomenological methods to capture the essence of participants' subjective experiences).	10	1
	1.5	Conduct an ethnomethodological study to understand construction of order by examining the everyday practices and interactions of any particular social group	10	1

		and prepare a report		
Module-2: Neo – Marxism & Critical theory			13	
2	2.1	Neo – Marxism-Emergence and Definition	2	2
	2.2	Antonio Gramsci: Hegemony	2	2
	2.3	Louis Althusser - Structural Marxism-Epistemological break	3	2
	2.4	The Frankfurt School - Origin and Development	2	2
	2.5	Jurgen Habermas - Life world, Public sphere, Theory of Communicative Action,	4	2
Module-3: Reflexive Sociology			22	
3	3.1	Reflexive Sociology	3	3
	3.2	Anthony Giddens: Theory of Structuration	4	3
	3.3	Pierre Bourdieu: Theory of capital, Habitus and Field	5	3
	3.4	Prepare a report based on interviews among particular social category based on any one criterion such as age, gender, socio-economic status, cultural background, education level, occupation etc. to explore their habitus about a particular aspect of social life (it can be on education, employment, cultural practices, or any other relevant area).	10	3
Module-4: Post - Modernism and Post – Structuralism			12	
	4.1	Post-Modernism and Post-Structuralism	4	4
	4.2	Michel Foucault - Discourse, Power, Knowledge	4	4

	4.3	Jacques Derrida-Differance, Deconstruction	4	4
Module-5: Teacher Specific Content (To be Evaluated Internally)				

MODE OF ASSESSMENT

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Debate • Assignment • PowerPoint Presentations • Seminar • Flip Classroom
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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**Mar Athanasius College
(Autonomous), Kothamangalam**

Programme	BA SOCIOLOGY					
Course Name	RESEARCH AND PUBLICATION ETHICS					
Type of Course	DCC					
Course Code	M24SO8DCC401					
Course Level	400-499					
Course Summary	<p>This course provides a concise overview of key subject areas in the responsible conduct of research. It is designed to make students aware of relevant guidelines, policies, and codes relating to ethical research, as well as to provide, via a study of ethical theories, concepts, and case studies, the skills for identifying and resolving ethical conflicts that may arise in research.</p> <p>The basic premises for this course are that (1) the educational objective of a research based graduate program is to produce competent scholars capable of original and independent research and (2) doing good science requires responsible conduct and integrity.</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
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1	Apply the knowledge of ethical norms and regulatory issues in the responsible conduct of research	U	8	4, 5
2	Create an atmosphere that fosters sensitivity to and appreciation for ethical issues in research.	Ap	6	4, 5, 6
3	Apply knowledge regarding the laws, regulations, and policies to adhere to professional guidelines in research conduct.	A	6	1, 4
4	Understand the principles guiding ethical conflicts to enhance abilities for resolution.	U	10	1, 4, 5
5	Assess publisher copyright and self-archiving policies using SHERPA/RoMEO, ensuring compliance with open access publication requirements.	An	6	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.
1	Module-1: Ethics and Social Research (27)			
	1.1	Ethics: Definitions, moral philosophy, nature of moral judgements and reactions	4	1
	1.2	Values and ethics in the research process -The connection between values and research- Intellectual honesty and research integrity	4	1

	1.3	Ethics and its relation to social research - Relations between ethics and social research	4	1,4
	1.4	Submit a report by critically examining a research study, identifying the ethical considerations involved, evaluating the connection between the researchers'	15	1,4

		values and the study's design and outcomes.		
2	Module- 2: Ethical issues of the Researcher (11)			
	2.1	Personal issues: Misconduct, Falsification, Fabrication	3	2
	2.2	Content Creation issues: Guest authorship, Plagiarism, Reproduction and replication of studies	4	2
	2.3	Methodological issues- Theoretical dilemma, Selective reporting and misinterpretation of data	4	2
	Module-3: Ethics in Publication (12)			
	3.1	Publication ethics and publication misconduct	4	4
	3.2	Identification of predatory publications	4	3
	3.3	Best practices- COPE/ WAME etc	4	3
	Module-4: Open Access Publishing (25)			
	4.1	Open access publications and initiatives - SHERPA/RoMEO online resource to check publisher copyright & selfarchiving policies. 4.	5	5

	4.2	Software tool to identify predatory publications developed by SPPU.	5	5
	4.3	Journal finder/journal suggestion tool viz. IANE, Elsevier Journal Finder, Springer Journal Suggester, etc	5	5
	4.4	Develop a comprehensive research protocol for a hypothetical research study by working individually or in groups	15	5
5		Teacher Specific Content to be evaluated internally		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Group discussions • Content preparations • Group discussions • Conducting interview • Use of plagiarism testing softwares
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

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(2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

Suggested References and Online Training:

Steneck, Nicholas H. *Introduction to the Responsible Conduct of Research*, Office of Research Integrity, U.S. Department of Health and Human Services, http://ori.dhhs.gov/publications/ori_intro_text.shtml

Committee on Science, Engineering and Public Policy, National Academy of Sciences, National Academy of Engineering and Institute of Medicine, *On Being a Scientist: Responsible Conduct in Research*, National Academy Press, <http://books.nap.edu/books/0309051967/html/index.html> or <http://books.nap.edu/html/obas/>



Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	Project Planning and Management					
Type of Course	DCE					
Course Code	M24SO8DCE400					
Course Level	400- 499					
Course Summary	This comprehensive course in Project Planning and Management is designed to equip participants with the essential skills and knowledge to successfully initiate, plan, execute, and complete projects sponsored by various funding agencies. This course provides a solid foundation in the principles and best practices of project management.					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	75
		45		30		
Pre-requisites, if any	Research process and methods					

COURSE OUTCOMES (COs)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Understand the steps involved while preparing research projects	U	3	1, 4

2	Study the ways to prepare effective project proposals and manage research works independently	A	1,2,5,6,7	4, 5
3	Learning skills in identifying funding agencies for future endeavours.	An	1,2,5,6,7	1, 4, 5
4	Enable a detailed understanding of submitting research proposals and identifying suitable funding agencies	U	3,5	1, 4, 6
5	Create research proposal to submit for the funded agencies	C	1,2,5,6,7	1, 4, 5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1. Module 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 (GANNT chart)	4	2
	2.3	Financial Management of the Project: Identification of funding agencies- Governmental and Private	3	2
	2.4	Preparation of Project budget: Direct and indirect costs	3	2
	Module 3: Project Implementation		10	
3	3.1	Personnel: Principal Investigator, Co-Principal Investigator(s), Research Associates, Postdoctoral associates, Facilities and equipments.	3	2
	3.2.	Project Management -Resource mobilization, Organization of resources, Task allocation, Coordination in project team and communication, Accountability within project, Conflict resolution, Time management, Liaison with external agencies.	4	2
	3.3.	Project Monitoring and Evaluation- Need for evaluation, General criteria for evaluation, Achievement of targets, Utilization of funds, Follow-up programmes, Achievement of targets, Utilization of funds, Follow up programmes.	3	3
	Module- 4: Project Management		40	
4	4.1	-Resource mobilization, Organization of resources, Task allocation, Coordination in the project team and communication, Accountability within the project, Time management.	5	4
	4.2	Project Monitoring and Evaluation- Need for evaluation, General criteria for evaluation, Achievement of targets, Utilization of funds, Follow up programmes.	5	4

	4.3	Prepare a short research grant proposal with a comprehensive budget (1,000 words or less). Proposals should outline briefly the basic rationale of the research, the question under study, and the methods and analytic approach to be employed. In addition, list five sources of field research funding for which you qualify.	30	5
Teacher Specific Content (To be evaluated internally)				
5				

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Experienced project managers may be invited as guest speakers to share insights, best practices, and real-world challenges in project planning and management • Practical exercises and workshops will be conducted to reinforce key skills.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

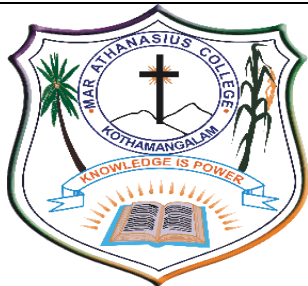
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2. Cournoyer, B. (2000). The Social Work Skills: Workbook. USA: Wadsworth



Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA Sociology					
Course Name	Principles of Counselling (S)					
Type of Course	DCE					
Course Code	To be prepared by the College					
Course Level	400-499					
Course Summary	This course aims to equip students with a comprehensive skill set, including a deep understanding of diverse counselling approaches, cultural sensitivity, crisis management, reflective practice, and practical application of theoretical knowledge in counselling scenarios. By merging theoretical insights with hands-on experience, students will develop the necessary competencies to navigate various counselling contexts effectively, preparing them for real-world counselling practice.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		45		30		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Examine different approaches and their application in counselling scenarios.	U	2	1
2	Differentiate sensitivity towards diversity and multicultural issues in counselling.	A	1,2, 3,	1, 5

3	Interpret Strategies for handling crises and emergencies in counselling.	An	1, 2,	1, 5, 6
4	Discuss Reflective practice and case studies connecting theoretical knowledge to real-world counselling scenarios	U	1, 2, 3,	1, 4, 5
5	Demonstrate the application of theoretical knowledge to practical scenarios and showcase the development of counselling skills and competencies.	A	1, 2,	1, 2, 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)

Module	Units	Course description	Hrs	CO No.
Module 1: Foundations of Counselling (18)				
	1.1	Introduction to Counselling - Nature and scope of counselling. - Historical perspectives and evolution of the counselling practice. - Significance of counselling in different contexts.	3	2

1.2	Ethical and Legal Considerations <ul style="list-style-type: none"> - Ethical codes and guidelines in counselling. - Confidentiality, boundaries, and responsibilities of a counsellor. - Legal aspects and regulations in counselling practice. 	3	2
1.3	Theories and Approaches <ul style="list-style-type: none"> - Overview of major counselling theories (e.g., psychodynamic, cognitivebehavioural, humanistic, etc.). - Different approaches and their applications in counselling 	2	2
1.4	Counselling Skills and Techniques <p>Conduct role-playing scenarios where students practice active listening, empathy, and rapportbuilding techniques in simulated counselling sessions.</p>	10	5
Module 2: Client-Counsellor Relationship(20)			

2.1	Building Rapport and Communication <ul style="list-style-type: none"> - Techniques for establishing trust and rapport with clients. - Verbal and non-verbal communication skills in counselling. 	2	3
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2.2	Counselling Theories in Practice <ul style="list-style-type: none"> - Applying various counselling theories to practical counselling scenarios. - Case studies demonstrating the implementation of counselling theories. 	3	3
2.3	Cultural Competence and Diversity <ul style="list-style-type: none"> - Exploring cultural influences in counselling relationships. - Developing sensitivity towards diversity and multicultural issues in counselling. 	2	3
2.4	Assessment and Diagnosis <ul style="list-style-type: none"> - Methods for assessing client needs and concerns. - Understanding and applying diagnostic tools appropriately. 	3	5

	2.5	Conduct role-specific intervention planning where students research and present intervention plans for different counselling scenarios, helping them understand diverse intervention strategies.	10	5
Module 3: Counselling Techniques and Interventions (22)				
	3.1	<p>Individual and Group Counselling</p> <ul style="list-style-type: none"> - Techniques specific to individual and group counselling settings. - Understanding the dynamics of group counselling. - Techniques for providing trauma-informed care and counselling. 	3	3
	3.2	<p>Crisis Intervention</p> <ul style="list-style-type: none"> - Strategies for handling crises and emergencies in counselling. - Building resilience and coping mechanisms in clients. 	3	2
	3.3	<p>Family and Relationship Counselling</p> <ul style="list-style-type: none"> - Approaches and techniques for addressing family and relationship issues. - Understanding family dynamics and systemic approaches in counselling. 	3	3

3.4	<p>Trauma-Informed Counselling</p> <ul style="list-style-type: none"> - Understanding trauma and its impact on clients. <p>Techniques for providing trauma-informed care and counselling.</p>	3	3
3.5	<p>Prepare case study analysis where students assess hypothetical clients' needs, set counselling goals, and develop plans to achieve them based on provided case studies.</p>	10	5
<p>Module 4: Professional Development in Counselling (15)</p>			
4.1	<p>Self-Care for Counsellors</p> <ul style="list-style-type: none"> - Stress management and burnout prevention strategies for counsellors. - Importance of selfawareness and self-care practices. 	4	2
4.2	<p>Ethics and Boundaries in Practice</p> <ul style="list-style-type: none"> - Practical application of ethical guidelines in counselling sessions. - Maintaining professional boundaries and ethical decision-making. 	4	2
4.3	<p>Career Development for Counsellors</p> <ul style="list-style-type: none"> - Opportunities and career paths in the field of counselling. - Skills development and continuous learning for counsellors. 	4	5

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

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● <i>Conduct regular role-playing exercises where students enact counselling scenarios.</i> ● <i>Engage students in analysing and discussing case studies related to counselling.</i> ● <i>Organize group discussions and debates on various counselling theories, ethical dilemmas, or contemporary issues in counselling.</i> ● <i>Arrange interactive workshops focusing on specific counselling techniques or skills, such as active listening, empathy building, or goal setting.</i> ● <i>Conduct regular role-playing exercises where students enact counselling scenarios.</i> ● <i>Engage students in analysing and discussing case studies related to counselling.</i>
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Conduct regular role-playing exercises where students enact counselling scenarios. ● Engage students in analysing and discussing case studies related to counselling. ● Organize group discussions and debates on various counselling theories, ethical dilemmas, or contemporary issues in counselling. ● Arrange interactive workshops focusing on specific counselling techniques or skills, such as active listening, empathy building, or goal setting. ● Conduct regular role-playing exercises where students enact counselling scenarios. ● Engage students in analysing and discussing case studies related
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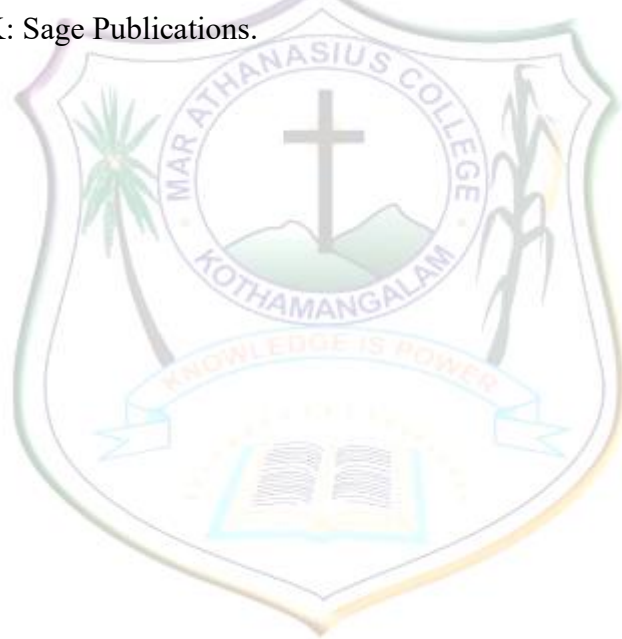
	to counselling.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

References:

1. Smith, J. A. (2018). *Fundamentals of Counselling*. New York, NY: Guilford Press.
2. Johnson, L. M. (2019). *Theoretical Approaches in Counselling*. Boston, MA: Cengage Learning.
3. Patel, R. K., & Williams, E. (2020). *Counselling Skills and Techniques*. Chicago, IL: University of Chicago Press.
4. Brown, M. S. (2017). *Ethics in Counselling Practice*. San Francisco, CA: Jossey-Bass.
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Suggested Readings:

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





Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA SOCIOLOGY					
Course Name	SOCIAL ENTREPRENEURSHIP					
Type of Course	DCE					
Course Code	M24SO8DCE402					
Course Level	400-499					
Course Summary	<p>The course is designed to understand the concept of Social entrepreneurship and to identify the types, characteristics of social enterprises. The course will try to bring in an interdisciplinary aspect in making the students understand the genesis and the management of social enterprise, right from the idea formation to the impact analysis. The course will provide the students a hands-on experiment with the idea of formulating a business model as well as possible ways for fundraising for launching a social enterprise.</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		
Pre-requi-						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No	PSO No
1	Understand the concept and practice of social entrepreneurship	U	1,6	1, 5
2	Describe the defining role and characteristics of social entrepreneur	An	2,3	1, 5, 6
3	Discuss the importance of root cause analysis of social problems	E	6,7,8	1, 2, 6
4.	Analyze the scope of design thinking in promoting innovative ideas for social enterprises	An	2,3,8	1, 5
5	Compare the business models for social enterprises	An	1,2,3,6	1, 5, 6
6	Appraise the role models of social enterprises and justify the best way to build social enterprise	C	1,2,4,6,7,10	5, 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 – I: Conceptualisation of Social Entrepreneurship			10	
1	1.1	Definition and historical contexts	2	1
	1.2	Characteristics and role of social entrepreneurs	4	2

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

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

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Classroom lectures that introduce key concepts, using multimedia presentations • Live cases • Chart presentation • Assignments • PowerPoint presentations • Group discussion • Flip classroom • Quiz
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar</p> <hr/> <p>B. End Semester Evaluation (ESE)</p> <p>Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks</p>

References

Cameron H. (2012) Social Entrepreneurs in the Social Innovation Ecosystem. In: Nicholls A., Murdock A. (eds) Social Innovation. Palgrave Macmillan, London. https://doi.org/10.1057/9780230367098_9

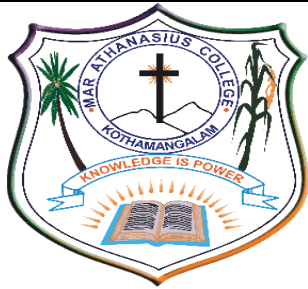
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Nicholls, A. (Ed.). (2006). Social entrepreneurship: New models of sustainable social change, Oxford University Press: Oxford

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Mar Athanasius College (Autonomous), Kothamangalam

Programme	BA Sociology					
Course Name	Civil Society and Democracy					
Type of Course	DCE					
Course Code	M24SO8DCE403					
Course Level	400-499					
Course Summary	This course discusses the nuanced understanding of the interconnectedness between civil society, democracy, media, social dynamics, and grassroots governance. Through theoretical exploration, practical engagement, 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.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45		30		75
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No	PSO No
1	Recognise the features and importance of civil society and democracy	U	2,8	1, 5
2	Examine the role of media and public opinion in a civil society engagements	An	1,2,6	3, 5
3	Identify the power dynamics and social capital of a democratic society	U	1,2,6	3, 5, 6
4	Appraise the concepts Social Identity, Diversity, and Citizenship rights	E	2,6	5, 6
5	Interpret the Democratic Processes and Civil Society Dynamics	A	1,2,3,6,7	1, 5
6	<i>Prepare a report after participating in the grass root level governance</i>	A	1,2,6	1, 3, 5, 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 Civil Society and Democracy (13)			
1.1	Nature and Importance and Dynamics of Civil Society.	2	1
1.3	Historical Evolution of Civil Society and Democracy – global & Indian context	5	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	2	1

Module 2 Power, and Participation in Democratic Societies (20)			
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2.1	Sociological perspectives on power dynamics, social inequality, and their relationship with democratic participation	3	3
2.2	Examining issues of privilege, marginalization, and inclusivity in civil society engagement.	3	2
2.3	Social Capital and Civic Engagement	2	3
2.4	The Role of Media and Public Opinion in Information Dissemination and its Impact on Civil Society Engagement	2	2
2.5	Conduct a debate where students represent different sociological perspectives on power dynamics, social inequality, and their relationship with democratic participation. This practical assignment encourages students to delve into sociological theories and apply them to real-world issues, fostering critical thinking and analytical skills.	10	6

Module 3 Social Identity, Diversity, and Citizenship (20)			
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3.1	Identity Politics and Civil Society	3	4
3.2	Multiculturalism and Social Integration	2	4
3.3	Citizenship and Rights	2	4

3.4	State, Market and Civil Society	3	4
3.5	Conduct a practical where students create identity maps to explore their own identities, considering factors such as race, gender, class, and ethnicity. They then discuss how these identities intersect and influence their perceptions, experiences, and engagement in civil society.	10	6
Module 4			
Sociological Analysis of Democratic Processes and Civil Society Dynamics (22)			
4.1	Social Change and Policy-making	4	5
4.2	Social Movements and Democratic Consolidation	3	5
4.3	Civil Society, Governance, and Accountability	3	5
4.4	Process of development and democracy	2	5
4.5	Prepare a Policy Proposal Project where students develop a policy proposal for a social issue, researching, analyzing existing policies, and proposing new ones. They write a policy brief and present it to a panel for evaluation.	10	6
Module-5: Teacher Specific Content (To be Evaluated Internally)			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● 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. ● Relate the paper's concepts to current events or personal experiences to illustrate their relevance.
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	<ul style="list-style-type: none"> Summarize the main points discussed, allowing time for reflection to deepen understanding
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Theory Total = 30 marks Quiz, Test Papers, Seminar
	B. End Semester Evaluation (ESE) Theory Total = 70 marks, Duration 2 hrs Part A (Short answer) – 10 out of 12 x 2 = 20 marks Part B (Short essay) – 6 out of 9 x 5 = 30 marks Part C (Long Essay) – 2 out of 4 x 10 = 20 marks

References

- Smith, A. (2015). *Civil Society Dynamics*. New York, NY: Oxford University Press.
- Johnson, R. (2017). *Democracy's Evolution*. Boston, MA: Cambridge University Press.
- Gupta, S. K. (2019). *Societal Engagement in Democratic Governance*. London, UK: Routledge.
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- Chang, L., & Wong, F. (2019). *Challenges of Participatory Democracy*. Washington, D.C.: Georgetown University Press.

Suggested Readings

- Lee, C. K. (2014). *Civil Society and Political Change*. New York, NY: Palgrave Macmillan.
- Miller, E., & Wilson, P. (2016). *Democracy and Public Policy*. London, UK: Sage Publications.
- Carter, S., & Evans, L. (2018). *Community Engagement and Democratic Governance*. Toronto, Canada: University of Toronto Press.

4. Thompson, G. (2017). *Civil Society and Global Governance*. Amsterdam, Netherlands: Amsterdam University Press.
5. Hall, J. D., & Clark, M. L. (2019). *Citizenship and Civil Society*. Sydney, Australia: Sydney University Press.
6. Rodriguez, M. A. (2020). *Democratic Innovations in Civil Society*. Madrid, Spain: Universidad Carlos III de Madrid Press.

