



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

FYUG Sociology Programme- Scheme and Syllabus of Discipline Specific Courses and Foundation Courses -Approved and Implemented with effect from 2024 Admission - Orders Issued.

ACADEMIC C SECTION

ACAD C/ACAD C4/21861/2024

Dated: 13.10.2025

- Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024
2. E-mail of the Chairperson, Board of Studies, Sociology(Cd), on 24.06.2024
 3. Minutes of the Meeting of the Academic Council, held on 25.06.2024
 4. E-mail dtd.18.09.2025 from the Chairperson, Board of Studies in Sociology (Cd).
 5. Minutes of the Meeting of the Standing Committee of the Academic Council, held on 29.09.2025
 6. Remarks from the Dean ,Faculty of Social sciences dated 06.10.2025
 7. Orders of the Vice Chancellor in file of even No.dtd. 07.10.2025.

ORDER

- 1.The Regulations of Kannur University Four Year Under Graduate Programmes (KU-FYUGP Regulations 2024) for Affiliated Colleges was implemented with effect from 2024 admission , vide paper read (1) above.
- 2.Subsequently, the Chairperson, Board of Studies, Sociology(Cd), vide paper read as (2) above, submitted the Scheme and Syllabi of Discipline Specific Courses and Foundation Courses for the I and II semesters of the Sociology Programme in tune with KUFYUGP Regulations 2024 for implementation with effect from 2024 Admission onwards.
- 3.As ordered, the above syllabi of the Sociology Programme was placed before the Academic Council.
4. The XXVIIIth meeting of the Academic Council held on 25-06-2024 approved the FYUGP syllabi in principle and granted permission to publish the same, as and when it is ready, after making necessary modifications, vide paper read as (3) above.
- 5.The Minutes of the Academic Council was approved by the Vice Chancellor and published.
- 6.However, on verification of the syllabus with the approved Regulations, certain errors were noticed in the duration of exam hours. The matter was intimated to the Chairperson, BoS, Sociology (Cd) for necessary action.
7. The Board of Studies in Sociology (Cd) ,in its meeting held on 26.08.2025 decided to rectify the syllabus of I and II semesters and to submit the syllabi of III ,IV and VIII Semesters.
- 8.Subsequently ,the Chairperson of the Board of Studies , vide paper read (4), forwarded the Scheme and Syllabus (full) of the FYUGP Sociology Programme after rectifying the errors pointed out in the I and II semesters.
- 9.Considering the matter, the Vice chancellor ordered to place the same before the Standing Committee of the Academic council for consideration.



10.The Standing Committee of the Academic Council vide the paper read (5) above, considered the Scheme and Syllabi of the Discipline Specific Courses and Foundation Courses of the FYUGP Sociology Programme and recommended to forward the same to the Dean, Faculty of Social Sciences for consideration.

11.The Dean, Faculty of Social Sciences ,after vetting the Scheme and Syllabi recommended its approval vide paper read (6).

12.The Vice Chancellor, after considering the recommendation of the Dean, Faculty of Social Sciences and in exercise of the powers of the Academic Council, conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and all other enabling provisions read together with, **approved the Scheme and Syllabi of the Discipline specific courses and Foundation courses for the I,II,III,IV and VIII semesters of the FYUGP Sociology programme and accorded sanction to implement the same with effect from 2024 admission in Affiliated colleges under the University, subject to reporting to the Academic Council.**

13.The approved of Scheme and Syllabi of the Discipline Specific Courses and Foundation courses for the I,II,III,IV and VIII semesters of the FYUGP Sociology programme are appended herewith and uploaded in the University website.

Orders are issued accordingly.

Sd/-

Bindu K P G

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1.The Controller of Examinations(through the PA)
2.The Principals of Arts and Science Colleges affiliated to Kannur University
3.The Chairperson, Board of Studies in Sociology (Cd)

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)
2. DR / AR (Acad) / AR II Exam/JR II Exam
3. Computer Programmer/EXC I/AR VII (Exam)
4. Web Manager (for uploading in the website)
5. SF/DF/FC

Forwarded / By Order


SECTION OFFICER



Sr. No.	Course Title	Nature of the Course
	LEVEL 100	
	Sem I	
1	Basics of Sociology	KU1DSCSOC101
2	Environment and Society	KU1DSCSOC102
3	Sociology of Everyday Life	KU1DSCSOC103
4	Sociology of Tourism	KU1MDCSOC101
	Sem II	
5	Sociology of Food	KU2DSCSOC104
6	Sociology of Film	KU2DSCSOC105
7	Sociology of Marketing and Advertising	KU2DSCSOC106
8	Economic Sociology	KU2MDCSOC102
9	Human Rights and Sociology	KU2MDCSOC103
	LEVEL 200	
	Sem III	
10	Gender and Society	KU3DSCSOC201
11	Media and Society	KU3DSCSOC202
12	Introduction to Kerala Society	KU3DSCSOC203
13	Science, Technology and Society	KU3DSCSOC204
14	Sociology of Happiness	KU3VACSOC201
	Sem IV	
15	Caring and Society	KU4VACSOC202
16	Sociology for Academic Writing	KU4SECSOC201
	LEVEL 400	
	Sem VIII	
17	Health and Society	KU8DSCSOC401
18	Education and Society	KU8DSCSOC402

DISCIPLINE SPECIFIC COURSES

"KU1DSCSOC101": "BASICS OF SOCIOLOGY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MINOR	100	KU1DSCSOC101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description:

Unveiling the social forces that shape our lives, this course offers an introduction to Sociology. This course provides a foundational understanding of sociological principles, theories, and research methods, suitable for those new to the discipline. This course will delve into core concepts, explore major sociological theories, and examine how sociologists research the social world.

Course Prerequisite:

Basic reading, writing and listening skills

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate a comprehensive understanding of sociology, including its nature, characteristics, and relevance in addressing social phenomena and understanding human behaviour	U
2	Explain the process of socialization, including its definition, types, and the role of agents such as family, education, and media in shaping individual behaviour and identity.	U

3	Evaluate the fundamental principles and assumptions underlying each perspective, and analyze how they contribute to understanding social phenomena and structures.	U
4	Apply sociological concepts, theories, and perspectives to understand the interconnectedness between individual experiences and societal structures	Ap
5	Analyze social stratification based on class, status, and gender, exploring how these factors shape individuals' life chances and opportunities within society	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Introduction to Sociology	14
1	1	Society: Characteristics, Types of Societies: Agrarian, Feudal, Industrial, Post-industrial	3
	2	Sociology: Nature, Characteristics and Relevance	3
	3	Origin and Development of Sociology	4

FYUGP "SOCIOLOGY"

	4	Branches of Sociology: - Rural Sociology, Environmental Sociology, Medical Sociology, Gerontology, Educational Sociology	4
--	---	--	---

		Basic Concepts in Sociology	14
2	1	Social units: Group, Community, Organisation, Association	3
	2	Social institutions: Nature, Types	3
	3	Social Structure and Social System	4
	4	Culture: Nature & Types, Cultural lag	4

		Perspectives in Sociology	14
3	1	Functionalist perspective	4
	2	Conflict Perspective	3
	3	Interactionist Perspective	4
	4	Feminist Perspective	3

		Individual and Society	14
4	1	Social Processes: Associative, Dissociative	3
	2	Social Stratification: Class, Status, Caste	3
	3	Socialisation: Types, Agents of Socialisation	4
	4	Social Control: Types, Agents	4

		Teacher Specific Module	4 hr
		<i>Directions</i>	
5		1) Provide students with an activity to depict the relevance of sociology in the contemporary world. Ask them to identify the most relevant sub field in Sociology and substantiate it with a presentation 2) Mapping society: Ask the students to create a chart depicting themselves and map the elements of society they identify within it. 3) Act on Socialisation: Divide the class into different groups and ask them to pick one of the different stages of socialisation. Prepare a skit to demonstrate how individuals act in this stage	

	4) Demonstrate social institutions: Divide the groups into different groups. Ask them to select one agencies of socialisation and create a play on the activities done at that social institution. Based on the act, initiate students to identify how this social institution forms an individual in society 5) Developing sociological Imagination: As assignments or presentations teacher can ask students to identify a problem that affect the students them the most. Ask them to identify whether this is their problem alone and historical place it with the wider society around them.	
--	---	--

Essential Readings:

1. Giddens, Anthony (1989).Sociology 3rd Edt.. Polity Press
2. Giddens, A. & Lemert, C. (2022). Introduction to Contemporary Social Theory. New York: Routledge.
3. Macionis, John J. (2020). Sociology 17th Edition. India: Pearson.
4. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945)
5. Schaefer, Richard T. (2013). Sociology: A Brief Introduction. India: McGraw Hill.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	2	45-65	--
	1,2	5	1-47	--
	2	2	1-15	--
	2,3,4	3	2-69	--
	1	3	106-133	--
2	1,2,3,4	3	70- 133	--
	2	2	139-169	--
	4	2	17-43	--
3	1, 2, 3	3	1-16, 17-37	--
	3	2	559-579	--
	4	4	309-349	--

FYUGP “SOCIOLOGY”

4	2	2	239-282	--
	2	5	242-249	--
	1,2,3,4	5	134-161, 224-251, 282-337	--

Suggested Readings:

1. Plummer, Ken(2022).Sociology the basics. Routledge
2. Gupta, Dipankar. (1991), Ed. Social Stratification. Delhi: Oxford University Press
3. Patricia Hill Collins Sirma Bilge. ‘Intersectionality’. 2016. Cambridge. Polity Press Dube
4. Gupta, Dipankar. (1991), Ed. Social Stratification. Delhi: Oxford University Press.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

"KU1DSCSOC102": "ENVIRONMENT AND SOCIETY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	Minor	100	KU1DSCSOC102	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 hrs

Course Description: The course aims to provide the students with a sound conceptual, theoretical and empirical background to the issues of environment, sustainable development and resource management; and prepare them for further research in the area

Course Prerequisite:

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the main concepts, theories, debates and empirical practices on the interaction between environment and society	U
2	Differentiate between different paradigms and discourses on nature and its use by society	U
3	Describe current theoretical and empirical debate on environmental movements and sustainable resource management practices	R
4	Evaluate policies and practices concerning environmental governance and sustainable development	E
5	Appropriately apply different theories and methodologies of research in different contexts relevant to environment and sustainable development	A

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

FYUGP “SOCIOLOGY”

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1							
CO 2							
CO 3							
CO 4							
CO 5							

COURSE CONTENTS

Module	Units	Course description	Hrs
1	ENVIRONMENTAL SOCIOLOGY		12
	1.1	Nature and scope of Environmental Sociology	3
	1.2	Environment and sociological concerns	3
	1.3	Environmentalism as a response to environmental issues	3
	1.4	Paradigms and Perspectives: deep ecology, risk society	3
2	ENVIRONMENTAL ISSUES		12
	2.1	Global warming, climate change	3
	2.2	Impact of Technological advancement	3
	2.3	Exploitation of natural resources, environmental degradation, Deforestation, extinction of species	3
	2.4	Bearing of developmental projects - dams, roads, rails, SEZs	3
3	ENVIRONMENTAL MOVEMENTS		12
	3.1	Bishnoi Movement, Chipko Movement, Narmada Bachao Andolan	3
	3.2	Western Ghats conservation initiatives and people’s responses	3
	3.3	Environmental protests in Kerala: Silent Valley, Plachimada, Kathikoodam	3
	3.4	Industrialisation and its impact on environment- case of Mavoor	3
4	POLICY INITIATIVES AND PEOPLE’S RESPONSE		12
	4.1	environmental policies and programmes- Stockholm, National Environment Policy of India 2006	3

FYUGP "SOCIOLOGY"

	4.2	<i>The Environmental Protection Act, 1986, National Action Plan on Climate Change (NAPCC), Forest Rights Act, 2006, National Action Plan on Climate Change (NAPCC)</i>	3
	4.3	<i>National Mission for Enhanced Energy Efficiency, National Water Mission, Forest Rights Act, 2006</i>	3
	4.4	Environmental policies -Challenges and Controversies	
5	Teacher specific module: Field Work		12
	5.1	Visit to a local polluted site---Urban/Rural/Industrial/Agricultural	12

Essential Readings:

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1.1	https://egyankosh.ac.in/bitstream/123456789/84459/1/Unit-4.pdf	1-17	
	1.2	https://opentextbc.ca/introductiontosociology3rdedition/chapter/20-3-the-environment-and-society/		
	1.3	https://www.sciencedirect.com/topics/social-sciences/environmentalism		
	1.4	https://www.treehugger.com/what-is-deep-ecology-philosophy-principles-and-criticism-5191550 https://www.sciencedirect.com/topics/social-sciences/risk-society		
2	2.1	https://science.nasa.gov/climate-change/faq/whats-the-difference-between-climate-change-and-global-warming/		
	2.2	https://www.environmental-expert.com/articles/the-impact-of-technology-on-the-environment-and-how-environmental-technology-could-save-our-planet-832628		
	2.3	https://www.nature.com/articles/s41467-018-06579-2		
	2.4	https://www.studocu.com/in/document/jamia-millia-islamia/ecology-environment/impact-of-developmental-projects-dams-roads-rails-sezs/22823801		

3	3.1	https://ebooks.inflibnet.ac.in/geop08/chapter/environmental-movements-chipko-andolan-narmada-dam-andolan-si-lent-valley-movement/		
	3.2	https://www.iucn.org/news/commission-environmental-economic-and-social-policy/202003/conservation-through-private-initiative-a-case-study-western-ghats-india		
	3.3	https://www.thenewsminute.com/features/silent-valley-controversy-focused-global-attention-rainforest-40-years-ago-75783		
	3.4	https://www.labourfile.com/section-detail.php?aid=529		
4	4.1	https://moef.gov.in/wp-content/uploads/2017/07/introduction-nep2006e.pdf		
	4.2	The Environmental Protection Act, 1986, National Action Plan on Climate Change (NAPCC), Forest Rights Act, 2006, National Action Plan on Climate Change (NAPCC)		
	4.3	https://beeindia.gov.in/en/programmes/nmeee		
	4.4	https://eias.org/publications/op-ed/greening-indias-environment-challenges-faced-and-prospects-for-future-cooperation/		

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	4
d)	Seminar	4
e)	Book/ Article Review	2
f)	Viva-Voce	5
g)	Field Report	5
Total		100

"KU1DSCSOC103": "SOCIOLOGY OF EVERYDAY LIFE"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MINOR	100	KU1DSCSOC103	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description:

The course aims to familiarize students with essential tools, methods and concepts necessary for interpreting the 'social' aspects present in everyday life. It equips the development of a 'sociological imagination' to establish connections between personal experiences and societal influences. The focus is on understanding how social interactions are structured and culturally everyday influenced. The course critically examines the perception of the normal as natural, revealing the cultural production and reproduction of social inequalities in ordinary aspects of our lives. It explores the everyday structures of roles, statuses, communities, associations, and their institutionalization

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the essential concepts of sociology and the ability to view and interpret the world through a sociological lens.	U
2	Analyse and explain social interactions/ encounter in everyday life using various sociological perspectives.	A
3	Understand the concepts of social control, deviance, and crime, along with various sociological perspectives on crime and deviance.	U

4	Evaluate the building blocks of culture within a societal context.	E
5	Analyse the impact of religion and caste in defining individual and group identities in India.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Understanding everyday life		12
	1.1	Conceptualising everyday life	3
	1.2	Sociological imagination of / and everyday life	3
	1.3	Internalisation and reproduction of everyday life	3
	1.4	Social structure, social system, and individual	3
2	The making of everyday life		13
	2.1	Construction of self through social interaction (interactionist perspectives)	3

	2.2	The presentation of Self in everyday life (Dramaturgy)	3
	2.3	Structuring social reality (Phenomenology)	4
	2.4	Creating meaning in social life (Ethnomethodology)	3

	Everyday life as process of negotiations		14
3	3.1	Social structure and agency	4
	3.2	Culture and embodiment of self	4
	3.3	Normalisation of dominant narratives in everyday life	3
	3.4	Power and individual negotiations	3

	Encountering Social Inequality in everyday life		12
4	4.1	Religion and morality: Defining the ‘other’.	3
	4.2	Caste as social construction through everyday practices	3
	4.3	Construction of gender	3
	4.4	Reproduction of inequalities	3

Teacher specific module

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

Essential Readings:

References

6. Bauman, Z, and May, T. 2001. Thinking Sociologically. Malden, USA: Wiley-Blackwell.
7. Berger, P. L. 1966. Invitation to Sociology. Great Britain: Penguin Books.

8. Beteille, A. 2009. *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.
9. Bilton, T. et al. 2002. *Introductory Sociology*. New York: Palgrave.
10. Bourdieu, P. and Wacquant, L. 1992. *An Invitation to Reflexive Sociology*. Cambridge: Polity Press.
11. Certeau, M.D. 1988. *The Practice of Everyday Life*. Berkeley: University of California Press.
12. Emirbayer, M., and Mische, A. 1998. ‘What is agency?’, in *The American Journal of Sociology*, Vol 103 (4), pp. 962 – 1023.
13. Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. Berkeley: University of California Press.
14. Highmore, B. 2002. *The Everyday Life Reader*. London: Routledge.
15. Lefebvre, H. 1991. *Critique of Everyday Life Vol: 1*. London: Verso.
16. Ludtke, A. 1995. *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. New Jersey: Princeton University Press.
17. Mills, C.W. 1959. *Sociological Imagination*. New York: Oxford University Press.
18. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

"KU2DSCSOC104": "SOCIOLOGY OF FOOD"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MINOR	100	KU2DSCSOC104	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description:

This course explores the different dimensions of the relationships between people, culture and societies. The practices related to food ranges from production, distribution and consumption. The syllabus is structured to understand food beyond the mere practices of eating, rather they compose or determine the composition of culture. Development of sociology of food and eating, this provides opportunities for students to understand culture, traditions, inequalities and stratifications, power structures, media, social institutions ecology, globalisations and so on as emerging areas of research and debates.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Explain the sociological dimensions of food	
2	Identify the relations between Food and social roles	
3	Analyse the impact of globalization on food	
4	Explain the role of National food policy in Indian and Kerala context	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HO UR S
1		Introduction to the Sociology of Food	14
	1.1	Defining food as a Sociological Phenomenon.	3
	1.2	Relationship between food and society	4
	1.3	Basic concepts and terminologies: consumption, omnivores, culinary culture, McDonaldisation.	4
	1.4	Consumption pattern: family meals, eating out, online	3
2		Exploring the Intersections of Identity, Power, and Gender based on Food in India	14
	2.1	Food and gender: culture, rituals, and practices	4
	2.2	Power dynamics in food- Meatarianism - Vegetarianism, food restrictions	3

	2.3	Food culture: caste, class and religion	4
	2.4	Food traditions: religion, regional variations	3

	Food and Globalization		14
3	3.1	Global market and food consumption	3
	3.2	Food industries and multi-national brands	3
	3.3	Impact of Globalization on local food practices & traditions	4
	3.4	Media, advertising, and food culture in India	4

	Food Distribution and Markets		14
4	4.1	Food supply chains and distribution networks	3
	4.2	Food policies: national, state, and local governments	4
	4.3	Community identity, community-based food initiatives	4
	4.4	Kerala: Urban culture, changing trends in food consumption	3

Teacher specific module

	Teacher Specific Module		4
	<i>Directions</i>		
5	- Visit venues where food festivals are conducted - Conduct a food festival department wise or campus wise with the support of students and faculty members from other departments. - Watch movies that discussed culture and politics of food - Conduct a debate or discussion on the food culture and politics of food. - Interaction with chefs and food vloggers - Food vlogging shall be conducted.		5

Essential Readings:

References

1. Bell, D., & Valentine, G. (1997). Consuming geographies: We are where we eat. Routledge.
2. Counihan, C., & Esterik, P. V. (Eds.). (2013). Food and culture: A reader. Routledge.
3. Guthman, J. (2008). Bringing good food to others: Investigating the subjects of alternative food practice. Cultural Geographies, 15(4), 431-447.
4. Poulain, J. P. (2002). The sociology of food: Eating and the place of food in society. Bloomsbury Academic.

5. Beardsworth, A., & Keil, T. (1997). *Sociology on the menu: An invitation to the study of food and society*. Routledge.
6. Murcott, A. (1982). On the social significance of the "cooked dinner" in South Wales. In M. Douglas (Ed.), *Food in the social order* (pp. 65-104). Routledge.
7. Power, E. M. (2005). Conceptualizing food security for Aboriginal people in Canada. *Canadian Journal of Public Health*, 96(S3), S16-S20.
8. Beardsworth, A., & Keil, T. (2007). *Sociology on the menu: An invitation to the study of food and society* (2nd ed.). Routledge.

Suggested Readings:

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

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

"KU2DSCSOC105": "SOCIOLOGY OF FILM"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MINOR	100	KU2DSCSOC105	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description:**Course Prerequisite: NIL****Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Get introduced to the sociological perspectives of cinema and concepts.	
2	Understand the role of cinema in constructing and reflecting social identities.	
3	Critically evaluate the impact of cinema on social attitudes, values, and behaviorur.	
4	Explore the relationship between cinema, ideology and power	
5	Analyse films and cinematic trends Apply sociological theories	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**
Mapping of Course Outcomes to PSOs

FYUGP "SOCIOLOGY"

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HO UR S
1		Understanding film/cinema - sociological perspectives	14
	1.1	Basics of sociology of film	3
	1.2	Film/cinema- style vs genre- classification of films	4
	1.3	Concepts- representation, ideology, and spectatorship in film/cinema	4
	1.4	Various approaches to film- Marxism, feminism	3
2		Knowing Indian cinema	14
	2.1	Evolution of Indian cinema- silent era to modern times	4
	2.2	Regional movies, cultural hegemony	3
	2.3	Indian cinema- distinctiveness	4
	2.4	Case studies- movie watching and writing reviews	3
3		Social construction of films: new generation movies	14

	3.1	Changing dynamics of Malayalam films	3
	3.2	Films and social institutions	3
	3.3	Gender representation in cinema	4
	3.4	Social discrimination as represented in films	4

	Recent trends		14
4	4.1	Cinema hall as the first public sphere in the backdrop of caste-based segregation of the publics	3
	4.2	Cinema hall as a gendered space, audience and the question of masculinity	4
	4.3	Virtual reality and augmented reality	4
	4.4	Contemporary trends in Malayalam cinema: new wave cinema, experimental filmmaking, digital platforms	3

Teacher specific module

5	Teacher Specific Module	4
	<i>Directions</i>	
	- Conduct film fests - Critical review writing on films - Making short films on socially relevant issues - Interaction with film personalities	5

Essential Readings:**References**

1. Turner G (2020) Film as Social Practice. Routledge
2. Sobchack, V. (2026). The Persistence of History: Cinema, Television and the Modern Event. Routledge
3. Ganti, T (2018). Bollywood: A Guidebook to popular Hindi Cinema. Routledge
4. Mishra, V. (Ed). (2017). Bollywood and Globalisation: Indian Popular Cinema, Nation and Diaspora. Anthem Press
5. Vasudev, A (2018). The Melodramatic Public: Film Form and Spectatorship in Indian Cinema. Columbia University Press.

6. A Appadurai (1996) Disjuncture and difference in the Global Cultural economy in M Featherstone (ed) Global Culture: Nationalism, Globalisation and Modernity (London: Sage) p 295-310
7. Menon, J. (2016). The Stylistics of Malayalam Cinema: An Analysis of the Aesthetics of the New Generation Cinema. Sage Publications.
8. Prasad, M. (2014). Malayalam Cinema: Towards a Sociological Analysis
9. Bhaskaran, G. Celluloid Colony: The Cultural History of Malayalam Cinema.
10. Pillai, M T., & Devika, J (Eds). Gender in Malayalam Cinema: Breaking the Binary. Publisher
11. Pillai, M T. Women In Malayalam Cinema ebook
12. Nair, B. Politics as Performance: A social History of Malayalam Cinema. Publisher
13. Radhakrishnan, R (2015). Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in “Regional Cinema”. Bioscope: South Asian Screen Studies, 6(2), 126-144

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

“KU2DSCSOC106”: “SOCIOLOGY OF MARKETING AND ADVERTISING”

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MINOR	100	KU2DSCSOC106	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description:

The Sociology of Marketing and Advertising course examines the interplay between marketing practices and societal dynamics. It delves into how advertising influences and reflects social norms, values, and behaviors. The course integrates concepts from sociology, psychology, and public opinion research to analyze marketing strategies and their impact on consumer culture. Students explore critical theoretical debates and apply sociological tools to understand the ethical, cultural, and economic implications of advertising. Through this course, learners gain insights into the role of marketing in shaping identities and societal trends, preparing them to critically assess and engage with the marketing industry in a socially responsible manner.

Course Prerequisite:

1. Basic Knowledge about market Consumer behaviour and culture
2. Awareness about social stratification
3. Knowledge about the role of advertisement

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental sociological concepts related to marketing and advertising.	
2	Understand the impact of Marketing and consumer culture	
3	Analyse the impact of marketing and advertising on various social groups and structures.	

4	Evaluate the ethical implications of marketing practices.	
5	Apply sociological knowledge to real-world marketing and advertising scenarios.	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**
Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HO UR S
1		Marketing as social process	14
	1.1	Evolution of Market, sociological dimensions of market	3
	1.2	Social Construction of Needs and Wants, Culture of Consumption	4
	1.3	Marketing and Consumer Behaviour	4
	1.4	Marketing and Social Stratification: caste, class, status	3
2		Marketing and consumer culture	14
	2.1	Branding and Social Influence	4

FYUGP “SOCIOLOGY”

	2.2	Children as Consumers	3
	2.3	Consumer Culture and Globalization	4
	2.4	Social media and Online Marketing	3

		Social Impact of Marketing Strategies	14
3	3.1	Impact of Marketing on Social categories	3
	3.2	Marketing and social vulnerability	3
	3.3	Sustainable Marketing: Green Marketing Strategies	4
	3.4	Ethical Issues in Marketing Practices	4

		Social Implications and Advertising	14
4	4.1	Social Implications of Advertising	3
	4.2	Gender Stereotyping in Advertising	4
	4.3	Advertising, Media and Society	4
	4.4	Regulations and Policies in Marketing and advertising	3

Teacher specific module

5	Teacher Specific Module	4
	<i>Directions</i>	
	1. Advertisement Analysis 2. Marketing Campaign Project 3. Case Study Analysis 4. Field Research Project 5. Role-Playing Simulation	5

Essential Readings:

Module 1: Marketing as Social Process

Polanyi, K. (1944). The Great Transformation: The Political and Economic Origins of Our Time. Beacon Press.

Aspers, P. (2011). Markets. Polity Press.

Campbell, C. (1987). *The Romantic Ethic and the Spirit of Modern Consumerism*. Basil Blackwell.

Baudrillard, J. (1998). *The Consumer Society: Myths and Structures*. Sage Publications.

Solomon, M. R. (2018). *Consumer Behavior: Buying, Having, and Being* (12th ed.). Pearson.

Schiffman, L. G., & Wisenblit, J. (2019). *Consumer Behavior* (12th ed.). Pearson.

Bourdieu, P. (1984). *Distinction: A Social Critique of the Judgement of Taste*. Harvard University Press.

Veblen, T. (1899). *The Theory of the Leisure Class*. Macmillan.

Module 2: Marketing and Consumer Culture

Holt, D. (2004). *How Brands Become Icons: The Principles of Cultural Branding*. Harvard Business Review Press.

Aaker, D. A. (1996). *Building Strong Brands*. Free Press.

Schor, J. B. (2004). *Born to Buy: The Commercialized Child and the New Consumer Culture*. Scribner.

Linn, S. (2004). *Consuming Kids: The Hostile Takeover of Childhood*. The New Press.

Ritzer, G. (2007). *The Globalization of Nothing 2*. Sage Publications.

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Tuten, T. L., & Solomon, M. R. (2017). *Social Media Marketing* (3rd ed.). Sage Publications.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68.

Module 3: Social Impact of Marketing Strategies

Wilkie, W. L., & Moore, E. S. (1999). Marketing's contributions to society. *Journal of Marketing*, 63(Special Issue), 198-218.

Kotler, P. (2011). Reinventing Marketing to Manage the Environmental Imperative. *Journal of Marketing*, 75(4), 132-135.

Ottman, J. A. (2011). *The New Rules of Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding*. Berrett-Koehler Publishers.

Peattie, K., & Peattie, S. (2009). Social marketing: A pathway to consumption reduction? *Journal of Business Research*, 62(2), 260-268.

Smith, N. C., & Quelch, J. A. (1993). *Ethics in Marketing*. Irwin.

Module 4: Social Implications and Advertising

Kilbourne, J. (1999). *Can't Buy My Love: How Advertising Changes the Way We Think and Feel*. Simon & Schuster.

Pollay, R. W. (1986). The distorted mirror: Reflections on the unintended consequences of advertising. *Journal of Marketing*, 50(2), 18-36.

Kang, M. E. (1997). The portrayal of women's images in magazine advertisements: Goffman's gender analysis revisited. *Sex Roles*, 37(11-12), 979-996.

McChesney, R. W. (2015). *Rich Media, Poor Democracy: Communication Politics in Dubious Times*. The New Press.

Schudson, M. (1984). *Advertising, the Uneasy Persuasion: Its Dubious Impact on American Society*. Basic Books.

Boddewyn, J. J. (1989). Advertising self-regulation and outside participation: A multinational comparison. *Journal of Advertising*, 18(3), 1-11.

Armstrong, G., & Kotler, P. (2020). *Marketing: An Introduction* (14th ed.). Pearson.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100

"KU3DSCSOC201" GENDER AND SOCIETY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	Minor	200	KU3DSCSOC201	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2 Hrs

Course Description:

This course is designed to initiate students into the discourses surrounding gender. The course discusses presents the origin and the paradigm shift from Women's studies and Gender studies along with the fundamental concepts related to gender. The course incorporates Feminist and Queer perspectives to encourage the examination of the subject from different dimensions. Students will engage with contemporary issues pertaining to gender in India, examining structural concerns as well as current debates. The course also covers legal responses, empowering students to address real-world challenges by offering practical solutions grounded in the complexities of these issues.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Distinguish between the various concepts related to Gender	An
2	Critically discuss the Feminist Perspectives and Queer theories to comprehend the ways in which these theories contribute to understanding of gender	E

3	Propose solutions for the issues faced by Women and Sexual Minorities based on the identification of the causes	C
4	Evaluate the legal response to gender-based violence	E
5	Examine the social construction of gender within, family dynamics, workplace environments, political and religious institutions, social policies, media representations, and common-sense understandings.	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODUL E	UNIT	DESCRIPTION	HOURS
1	Module- I: Introduction to Gender Studies		14
	1	Gender studies: Origin and development and contributions	2
	2	Key concepts related to Gender: Sex/Gender, Gender Identity, Gender Stereotypes, Gender Discrimination, Heteronormativity, LGBTQ	5
	3	Social construction of gender: Gender socialization Gender Role and Gender division of labour	3

	4	Social institutions and Gender reproduction: Family, Religion and Education	4
2	Theoretical Perspectives		14
	1	Feminism: Meaning	2
	2	Feminist Theories-Key Figures and Arguments : Liberal, Radical, Socialist, Postmodernist	7
	3	Eco-feminism and Black Feminism	2
	4	Queer theory	3
3	Issues Related to Gender: Women and Sexual Minorities in India		14
	1	Patriarchy and subordination of women	2
	2	Gender and Economy: Property relations, Gender wage-gap, Unpaid labour and Glass Ceilings	4
	3	Crimes against women: Sexual Harassment, Rape, Media Representation, and ICT related Gender Violence	4
	4	Issues of sexual minorities	4
4	Policies and Legislations		14
	1	Gender Mainstreaming and Gender Budgeting	4
	2	The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013	3
	3	Constitutional provisions for gender equality	4
	4	The Transgender Persons (Protection of Rights) Act, 2019 & State Policy for Transgenders in Kerala 2015	3
5	Teacher Specific Module		4
	Submit a report based on a case study on any specific gender theme		
	Read and review any relevant text /article on gender studies to prepare a write-up		

Essential Readings:

1. Chaudhri Maitreyee. (2004). *Feminism in India*, Kali for Women, Delhi.
2. Mukhopadhyay, A. (2016). *Feminisms* (S. Chakrabarti, Ed.). Orient Black Swan.
3. Keralavarma, B.(2013). *Cross Currents: The Evolution of Literary Movements*. Current Books.
4. Desai, N., & Krishnaraj, M. (1987). *Women and Society in India*. Delhi: Sage.
5. Neera & Thakkar, Usha. (2001). *Women in Indian Society*. National Book Trust India, New Delhi.
6. Rege, Sharmila (ed.), (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, Sage, New Delhi
7. Chakravarti, U. (2018). *Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today*. Orient Long man
8. Devika, J. (2010). *Kulasthreeyum Chanthappennum Undaayathengane?* (3rd ed.). Kerala Sasthra Sahitya Parishath.
9. Engels, F. (1972). *The Origin of the Family, Private Property and the State*. London: Lawrence and Wishart.
10. De Beauvoir, S.1983. *The Second Sex*, Harmondsworth : Penguin.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1,2	Bhatia, Reema. (2021). <i>Gender: A Sociological Understanding</i> . Pearson Education		
	1,2	Amy S. (2011). <i>The Sociology of Gender: An Introduction to Theory and Research</i> , 2nd Edition. Wiley-Blackwell		
	1	https://www.bbau.ac.in/docs/FoundationCourse/MPDC/understanding%20gender%20concepts.pdf		
	2	https://egyankosh.ac.in/bitstream/123456789/43397/1/Unit-1.pdf		
	2	https://www.igwg.org/wp-content/uploads/2017/05/FG_SexOrientDefsMyths-1.pdf		
2	1	Mukhopadhyay, A. (2016). <i>Feminisms</i> (S. Chakrabarti, Ed.). Orient Black Swan.		

	1	Keralavarma, B. (2013). <i>Cross Currents: The Evolution of Literary Movements</i> . Current Books.		
	2	Jackson S. & Scott S. (2002). <i>Gender: A Sociological Reader</i> . New York: Routledge.		
	3	https://www.researchgate.net/publication/343080852_Queer_Movements		
3	1	De Beauvoir, S.1983. <i>The Second Sex</i> , Harmondsworth : Penguin		--
	1	https://ocd.lcwu.edu.pk/cfiles/Gender%20&%20Development%20Studies/Min/GDS%20-201/Patriarchy.pdf & https://egyankosh.ac.in/bitstream/123456789/3450/1/MWG-002-B1-U1.pdf		
	1,2	https://skemman.is/bitstream/1946/3017/1/Nina_Katrin_Johannasdottir_fixed.pdf		--
	1,2,3	Desai, N. & Krishnaraj, M. (1987). <i>Women and Society in India</i> . New Delhi: Ajanta Publications.		
	1,2,3	Menon, N. (Ed.). (1999). <i>Gender and politics in India</i> (p. 262264). New Delhi: Oxford University Press.		
	3	Shukla, A., & Phookan, J. (2015). <i>Crimes against women</i> . Serials Publications.		--
	3	Mehrotra, M. (2013). <i>Crimes Against Women In India</i> . Prabhat Prakashan.		
	4	https://feministlawarchives.pldindia.org/wp-content/uploads/sexual-minorities.pdf		
4	1,2	http://ncw.nic.in/important-links/List-of-Laws-Related-to-Women		--

		& https://loksabhadocs.nic.in/Refinput/Research_notes/English/04122019_175026_102120495.pdf		
	3	https://www.indiacode.nic.in/bitstream/123456789/13091/1/a2019-40.pdf		--
	3	https://translaw.clpr.org.in/wp-content/uploads/2019/01/State-Policy-for-Transgenders-in-Kerala-2015.pdf		--

Suggested Readings:

1. Jackson, S., & Scott, S. (Eds.). (2002). *Gender: A Sociological Reader*. London: Routledge.
2. Menon, N. (2012). *Seeing like a Feminist*. India: Penguin.
3. Uberoi, P. (1990). Feminine Identity and National Ethos in Indian Calendar Art. *Economic and Political Weekly*, 25(17), WS41-WS48.
4. Walby, Sylvia. (1989). Theorizing Patriarchy, *Sociology*, Vol. 23, No. 2, 213-234.
5. Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
6. Chodrow, Nancy. (1978). *The Reproduction of Mothering*. Berkeley : University of California press.
7. Devika, J. (2008). The Un-gendering of the 'Modern': A Note from Late Twentieth-century Kerala. *Journal of Contemporary Asia*, 38(2), 244-257.
8. Karuna, C. (1988). *Socialization, Women and Education: Explorations in Gender Identity*. Hyderabad: Sangam books Ltd.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	4
d)	Seminar	4
e)	Book/ Article Review	2

FYUGP “SOCIOLOGY”

f)	Viva-Voce	5
g)	Field Report	5
Total		100

“KU3DSCSOC202” MEDIA AND SOCIETY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	Minor	200	KU3DSCSOC202	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description: The course explores the intersection of mass media and communication as two interdependent fields, analysing them from a sociological perspective. It focuses on the basic concepts and theories in this area of study. In particular, the course will deal with the media industry and aims to expose the students to the influences of Globalization and New media in everyday life

Course Prerequisite: Basic understanding concepts in Social Science and a flair of media studies

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Develops an understanding of basic concepts of media, mass-media and communication	
2	Examines the impact of media and mass-media on different aspects of society	
3	Gain a theoretical understanding of different dimensions of media, mass-media and communication	
4	Evaluate critically the emergence and trends in New Media and its impact on society	
5	Apply the acquired knowledge in analysing the emerging trends in media and its possible implications on society	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs								
	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	
CO 1	✓			✓				

FYUGP "SOCIOLOGY"

CO 2		✓			✓			
CO 3			✓				✓	
CO 4			✓			✓		
CO 5	✓			✓				

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
1		Media & Mass Media: Introduction	10
	1	Media and Mass-media: Concept	2
	2	Nature and Characteristics of Media and Mass media	2
	3	Functions of Media and Mass media	2
	4	Importance of Media and Mass media	2
	5	Types of media: Print media, Electronic media, New media	2
2		Media: Theories	12
	1	Marshall McLuhan -The Medium is the Message	2
	2	Raymond Williams- Communication is Revolution	2
	3	Theodor Adorno -Culture Industry	2
	4	Jurgen Habermas- Public sphere and Communicative action	3
	5	John Thompson -The Media and Modern Society	3

			13
3	Mass media and Society		3
	1	Impact of Mass media on Public opinion, Propoganda	2
	2	Media, Mass media and Popular culture	2
	3	Media, Mass media and Mass Consumption	2
	4	Media, Mass media and Violence against women	2
	5	Media, Mass media and Globalisaiton of news	2
			12
4	New Media and Society		2
	1	New Media-origin and development	2
	2	Virtual Public sphere	3
	3	New media and New Social Movements	3
	4	Digital divide	2
	5	New Media Activism	
5	Teacher Specific Module		13
	Campus survey: Conduct campus survey on the how students perceive the advantages and disadvantages of Mass media, present the findings in poster or as a documentary Workshop and Documentary preparation: Organise a workshop for designing a documentary project for impact of Media, Mass-media among different sections of society Seminar paper: Prepare a seminar paper on theoretical perspectives in Media, Mass media and communication		

Essential Readings:

1. Adorno, T. W. (1991). The Culture Industry: Selected Essays on Mass Culture.

- Routledge.
2. Axford, G., & Huggin, R. (Eds.). (2001). New media and politics. Sage.
 3. Chen, L. (2019). Digital Activism and Social Movements. Routledge.
 - Smith, K. (2018). Media Ethics and Press Freedom. Cambridge University Press.
 4. Devi Meena (2006). Fundamentals of Mass Media and Communication. New Delhi: Alpha Publications
 5. Gupta, R. (2020). Globalization and Media: The Changing Landscape. Sage Publications.
 6. Hodgkinson Paul. (2011). Media, Culture and Society. An Introduction. New Delhi: Sage
 7. Johnson, L. (2019). Media Manipulation: Understanding Propaganda Techniques. Oxford University Press.
 8. Lee, M. (2020). Media Influence and Cultural Hegemony. Oxford University Press..
 9. McLuhan, M. (1964). Understanding Media: The Extensions of Man. Routledge.
 10. Patel, S. (2017). Media Influence and Social Change in India. Routledge.
 11. Thompson, J. (1995). The Media and Modern Society: A Social Theory of the Media. Stanford University Press.
 12. Smith, A. (2018). The Digital Generation: How Technology Shapes Youth Culture. Cambridge University Press
 13. Williams, J. (2016). New Media and Society: A Global Perspective. Palgrave Macmillan.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	

Total	100
--------------	------------

"KU3DSCSOC203" INTRODUCTION TO KERALA SOCIETY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	Minor	200	KU3DSCSOC203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description:

This course offers an in-depth exploration of the socio-cultural, economic, and political dynamics of the Indian state of Kerala. The students will examine Kerala's unique social structure, historical context, development indicators, and distinctive social movements.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the historical, geographical, and cultural context of Kerala.	U
2	Analyze the social structure, caste system, and religious diversity in Kerala society with a specific look at the experiences of marginalised sections	An
3	Evaluate the status of women, gender relations, and feminist/Queer movements in Kerala	E
4	Analyse the major social institutions and their significance shaping the social realities of Kerala society	An
5	Critically evaluate the discourses and paradoxes of development modernity in Kerala	E

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
----------------------------	------------------	-------------	-------

1	MODULE TITLE - Introduction to Kerala		12
	1	Geographic Features of Kerala	3
	2	Society in the Pre-modern Kerala– Early Political and Administrative Divisions	3
	3	Colonial Influences on Kerala – Features of Colonial Modernity	3
	4	Kerala Demography: Recent Trends and Features	3

2	MODULE TITLE- Social Structure and Caste System		12
	1	Emergence of Caste System in Kerala	3
	2	Features of the Feudal Social Formations - The Janmi System	3
	3	Practices of Untouchability and Caste Slavery	3
	4	Resistance Against Caste System: Contributions by <i>Narayana Guru, Ayyankali</i>	3

3	MODULE TITLE Social Institutions in Kerala Society		12
	1	Institutionalisation of Family and Marriage in Kerala – Diverse Manifestations	3
	2	Diversity of Religion in Kerala Society and Socio-Reformation Movements in Kerala - PRDS movement	3
	3	Land Reforms and Changes in Agrarian Social Structure	3
	4	Decentralisation of Power and Local Governance	3

4	MODULE TITLE Identities, People and Modernity		12
	1	The Formations of Identities – Emergence of Class and Reconfiguration of Caste	2
	2	Status of Women in Kerala Society, Feminist Movements and Queer Activism	4
	3	Dalit and Tribal Communities in Kerala Society – Socio-economic Profile	3

4	Discourses and Paradoxes of Development Modernity in Kerala – An Overview of 20 th Century Kerala Society and its Social Development and A Critique of Kerala Model of Development	3
---	---	---

5	Teacher Specific Module <i>Directions</i> 1. Case Studies: Assign case studies focusing on specific social issues or events in Kerala, such as the impact of globalization on local economies, environmental movements, or caste-based discrimination 2. Documentary/Film Screenings: Screen documentaries or films depicting aspects of Kerala society, culture, and history, followed by discussions and analysis of the themes presented. 3. Research Projects/Field Visit Reports: Assign research projects where students investigate a particular aspect of Kerala society, conduct interviews or surveys, and present their findings in written reports or presentations. 4. Debates, Group Discussions or Panel Discussion: Students may organize debates on topics relevant to Kerala society, such as the effectiveness of affirmative action policies, the role of religion in politics, or sustainable development strategies or arrange panel discussions with representatives/resource persons from diverse social groups in Kerala, such as community leaders, activists, or government officials, to provide firsthand accounts and perspectives on various aspects of Kerala society. Students may also facilitate group discussions on assigned readings or current events related to Kerala society, encouraging students to analyze and debate different perspectives on social issues 5. Games/Role-Play Activities: Conduct role-playing exercises where students simulate different social roles or scenarios in Kerala society, allowing them to gain insight into the perspectives and experiences of various groups. 6. Critical Reviews: Assign literature reviews where students critically analyze scholarly articles, books, or reports on topics related to Kerala sociology, synthesizing existing research and identifying gaps for further study. 7. Learning with the Community: Encourage students to participate in community engagement projects or volunteer opportunities within Kerala communities, fostering experiential learning and civic engagement. 8. Online Forums/Podcasts/Blogs: Establish online forums or discussion boards where students can engage in asynchronous discussions, share resources, and collaborate on group projects related to Kerala sociology	4
---	--	---

Essential Readings:

1. Achutha Warriar, S.(2022). *Kerala Samskaram*. Thiruvananthapuram: Kerala Bhasha Institute. Pp.26-42, 127-135, 136-144, 109-11-53, 213-220
2. Aloysius, G.(2005). *Interpreting Kerala's Social Development*. New Delhi:Critical Quest
3. Balakrishnan, P K.(2019). *Jathivyavasthithiyum Kerala Charithravum*. Kottayam: DC Books.pp.41-61, 255-268
4. Bose, Satheese Chandra and Varughese, Shiju Sam. (2017). Situating an Unbound Region: Reflections on Kerala Modernity, in Bose, Satheese Chandra and Shiju Sam Varghese. Kerala Modernity. Ideas, Spaces and Practices in Transition. Hyderabad: Orient Blackswan. Pp 1-25
5. Bose, Satheese Chandra. (2005). (Re)construction of the 'Social' for Making a Modern Kerala: Reflections on Narayana Guru's Social Philosophy. In, Bose, Satheese Chandra and Shiju Sam Varghese. Kerala Modernity. Ideas, Spaces and Practices in Transition. Hyderabad: Orient Blackswan.(ed).Pp.59-73
6. Chentharassery, THP.(2008). *Kerala Charithradhara*.Thiruvananthapuram: Maithri Books
7. Devika, J.(2014). Gender in Contemporary Kerala. *Economic and Political Weekly* , Vol. 49(17) pp. 38-39. Available at: <https://www.jstor.org/stable/24480117>
8. Ganesh, K N.(2016). *Reflections on Pre-Modern Kerala*. Thrissur: Cosmo Books
9. Ganesh , KN.(2019). *Keralathinte Innalekal*. Thiruvananthapuram: Kerala Bhasha Institute., 1-45, 150-179
10. Gopi, W. (2016). Understanding Family in Medieval Kerala. *Proceedings of the Indian History Congress*, 77, pp. 254–259. Available at: <https://www.jstor.org/stable/26552649>
11. Jeffrey, Robin. (2020). *Nair Medhavithwathinte Pathanam*. Kottayam: DC Books. Pp. 304-315
12. Jeffrey, Robin. (2004).Legacies of Matriliney: The Place of Women and the "Kerala Model", *Pacific Affairs*, 77,(4), pp. 647- 664. Available at: <https://www.jstor.org/stable/40023536>
13. Kannan, K. P. (1993). Local Self-Government and Decentralised Development. *Economic and Political Weekly*, 28(49), 2644–2646. Available at: <http://www.jstor.org/stable/4400484>
14. Koya, S M Mohammad. (2004). Survival of a Social Institution: Matriliney among the Mappilas, in Ganesh, KN.(2004). *Culture and Modernity. Historical Explorations*. University of Calicut: Publication Division. Pp.271-276.
15. Kurupp, KKN.(2019).*Malabarile British Adhinivesham*. Kozhikode:Mathrubhumi Books. Pp.159-225

16. Kunhman, M. (1985). The Tribal Economy of Kerala: An Intra-Regional Analysis. *Economic and Political Weekly*, 20(11)466-447. Available at: <http://www.jstor.org/stable/4374180>
17. Madhavan, K. S. (2008). "Formation of Dalit Identity In Kerala". *Proceedings of the Indian History Congress*, 69, 764–770. Available at : <http://www.jstor.org/stable/44147239>
18. Menon, V. (2012). Matriliney, Patriliney and the Postmodern Condition: Complexities of "Family" in Kerala. *Journal of Comparative Family Studies*, 43(1), 41–51. Available at: <http://www.jstor.org/stable/41585379>
19. Nisar M and Kandasamy, Meena.(2007). Ayyankali- A Dalit Leader of Organic Protest.Calicut: Other Books.PP.36-66, 67-94
20. Oommen, T K.(2009). Development Policy and the Nature of Society: Understanding the Kerala Model. *Economic and Political Weekly*, Vol. 44 (13), pp. 25-31. Available at: <https://www.jstor.org/stable/40278657>
21. Oommen, M. A. (2014). Deepening Democracy and Local Governance: Challenges before Kerala. *Economic and Political Weekly*, 49(25), 42–46. Available at: <http://www.jstor.org/stable/24479678>
22. Oommen, M. A. (2008). Reforms and the Kerala Model. *Economic and Political Weekly*, 43(2), 22–25. Available at: <http://www.jstor.org/stable/40276897>
23. Osella, Caroline and Osella Filippo. (2004). (Once Upon a Time in the West? Narrating Modernity in Kerala, South India, in Ganesh, K N.(2004). *Culture and Modernity. Historical Explorations*. University of Calicut: Publication Division. Pp.39-73
24. Paul, Vinil.(2021). *Adima Keralathile Adhrushya Charithram*. Kottayam:DC Books
25. P. K. Michael Tharakan, & Rawal, V. (2001). Decentralisation and the People's Campaign in Kerala. *Social Scientist*, 29(9/10), 1–6. <http://www.jstor.org/stable/3517980>
26. Radhakrishnan, P. (1981). Land Reforms in Theory and Practice: The Kerala Experience. *Economic and Political Weekly*, 16(52), A129–A137. <http://www.jstor.org/stable/4370526>
27. Saradmoni, K. (1994). Women, Kerala and Some Development Issues. *Economic and Political Weekly*, 29(9), 501–509. Available at: <http://www.jstor.org/stable/4400866>
28. Sanal Mohan, P. (2015). Modernity of Slavery. Struggles Against Caste Inequality in Colonial Kerala. New Delhi: Oxford University Press. Pp. 1-38, 39-152
29. Sreedhara Menon, A.(2019). Kerala Charithram.Kottayam: DC Books
30. Sreekumar , T T. Charithravum Samskaravum. Thiruvananthapuram:Kerala Bhasha Institute. Pp. 8-38. (Module 4)
31. T. N. Krishnan. (1976). Demographic Transition in Kerala: Facts and Factors. *Economic and Political Weekly*, 11(31/33), 1203–1224. <http://www.jstor.org/stable/4364830>
32. Thurston, Edgar. (1907). Ethnographic Notes on Southern India. Madras: Govt. Press.
33. _____. (1909). Castes and Tribes of Southern India. Volume III-K, Madras

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1.1	8,29	1-45, 17-27	K N Ganesh A Sreedhara Menon
	1.2	1, 7, 3,21	26-42, 46-96, 41-61, 75-95	S Achutha Warriar K N Ganesh P K Balakrishnan A Sreedhara Menon
	1.3	13	159-225	KKN Kurup
	1.4	31	1203-1224	T N Krishnan
2	2.1	1	136-144	Achutha Warriar S
	2.2	8	166-197	K N Ganesh
	2.3	20, 18	15-37, 38-155	Sanal Mohan P, Vinil Paul
	2.4	21	370-393	A Sreedhara Menon
3	3.1	1,10, 18	127-135, 254-259, 41-51	S Achutha Warriar, Robin Jeffrey
	3.2	1, 20	43-71, 198-228, 152-213	S Achutha Warriar Sanal Mohan P
	3.3	22	22-25	M A Oommen
	3.4	13,21,25	2644-2646, 42-46,1-6	Kannan K P, M A Oommen, P K

				Micheal Tharakan
	4.1	8	150-179	K N Ganesh (Class and Caste)
	4.2	6	38-39	J Devika
	4.3	32,33	1-50	Edgar Thurston
4	4.4	2,4,17,18	3-24, 1-25, 25-31, 39-73	G Aloysius, T K Oommen, Satheese Chandra Bose, T K Oommen, Filippo Osella & Caroline Osella

Suggested Readings:

1. Annual Vital Statistics Reports, Department of Economics and Statistics, Government of Kerala. Available at : <https://www.ecostat.kerala.gov.in>
2. Arunima. G.2003 "There comes Papa-Colonialism and Transformation of Matriliney in Kerala, Malabar (1850-1940)".Orient Longman Pvt. Ltd. New Delhi
3. Babu, K V.2018. Malabar Charithram, Mithum Midhyayum Sathyavum.Kannur: Kairali Books
4. Evans and Innes. (1997). *Malabar: Gazetteer*: Vol I and II. Thiruvananthapuram: The State Editor Kerala Gazetteers.
5. Franke W. Richard & Chasin H. Barbara (2000), Is the Kerala Model Sustainable? Lessons from the Past: Prospects for the Future, Zed Press, London
6. Fuchs, Stephen.(1991). *The Aboriginal Tribes of India*. New Delhi: Inter-India Publications
7. Gopal Panikkar, T K. (1983). *Malabar and Its Folk*. New Delhi: Asian Educational Services
8. Gopinathan, R. (2019). *Keralathinte Gothravarga Paithrukam*, Kerala Bhasha Institute: Thiruvananthapuram
9. Janu, C K.(2023).*Adima Makka*. Calicut: RAT Books
10. Kochu,K.K.(2018).*Kerala Charithravum Samooha Roopeekaranavum*. Thiruvananthapuram : Kerala Bhasha Institute.
11. Kodoth, P., & Eapen, M. (2005). Looking beyond Gender Parity: Gender Inequities of Some Dimensions of Well-Being in Kerala. *Economic and Political Weekly*, 40(30), 3278–3286. Available at: <http://www.jstor.org/stable/4416933>

12. Kunhali, V. *Kerala Society Historical Perceptions*. Department of History: University of Calicut
13. Logan, William. (1951). *Malabar*, Vol.1. Madras: Government Press.
14. Luiz A.A.D.(1962). *Tribes of Kerala*. New Delhi: Bharatiya Adimjati Seva Sangh
15. Menon, V. (2012). Matriliney, Patriliney and the Postmodern Condition: Complexities of "Family" in Kerala. *Journal of Comparative Family Studies*.
16. Narayanan, MGS.(2016). *Kerala Charithrathile 10 Kallakadhakal*. Kottayam: DC Books
17. Namboodiri, N M and Sivadas, P K.(2009). *Kerala Charithrathinte nattuvazhikal*. Kottayam: DC Books
18. Parayil, G. (1996). The “Kerala Model” of Development: Development and Sustainability in the Third World. *Third World Quarterly*, 17(5), 941–957. Available at : <http://www.jstor.org/stable/3993238>
19. P. N. Mari Bhat, & Rajan, S. I. (1990). Demographic Transition in Kerala Revisited. *Economic and Political Weekly*, 25(35/36), 1957–1980. Available at: <http://www.jstor.org/stable/4396712>
20. Raj, Rekha. (2016). *Dalit Sthree Edapedalukal*. DC, Books
21. Ramachandran, V K. (2000). Kerala’s Development Achievements and their Replicability in Govindan Parayil (ed), *Kerala: The Development Experience*, London: Zed Books.
22. Rammohan, K. T. (2008). Caste and Landlessness in Kerala: Signals from Chengara. *Economic and Political Weekly*, 43(37), 14–16. Available at : <http://www.jstor.org/stable/40277941>
23. Rao, M. S. A. (1953). Social Change in Kerala. *Sociological Bulletin*, 2(2), 124–134. Available at: <http://www.jstor.org/stable/24431660>
24. Sebastian, A. (2016). Matrilineal Practices along the Coasts of Malabar. *Sociological Bulletin*, 65(1), 89–106. Available at : <http://www.jstor.org/stable/26368066>
25. Sheeba, K. M. (2002). Modernity in Social Reform Discourse: The Women Question in Colonial Kerala. *Proceedings of the Indian History Congress*, 63, 931–938. Available at : <http://www.jstor.org/stable/44158163>

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	

FYUGP “SOCIOLOGY”

g) Field Report	
Total	100

"KU3DSCSOC204": SCIENCE, TECHNOLOGY AND SOCIETY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	Minor	200	KU3DSCSOC204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description: The course critically examines social, cultural, and political aspects of modern science and technology by observing the structures and cultures underpinning the foundation of scientific production and technological systems. Examining the ways in which science and technology are influenced by ideological regimes, the course asks students to analyse unintended consequences of the utilization of science and technology.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding the interrelationship between technological advancement and social change	
2	Critically examine the production, dissemination, and utilization of science and technology in contemporary society.	
3	Analyse science and technology from sociological perspectives in which science and technology are treated as social phenomena.	
4	To familiarise the emerging reference terms and connected theories on recent development in societal life	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE-1: SCIENCE AS A DISTINCT FORM OF KNOWLEDGE		
	1.1	Scientific Revolution and the Renaissance Period: Social Functions of Sciences, Science in the Medieval Period and The Renaissance Period	
	1.2	The Industrial Revolution and Technological interventions Impact of the Industrial Revolution on Society -Major developments in Medicine, Agricultural Technology, Textile Technology, Military Technology, Ship building, Metallurgy, Glass Technology, The Printing Press Time-Reckoning Devices, Advances in Astronomy	
	1.3	Arguments in favour of and against the sociology of scientific knowledge	
2	MODULE -II SCIENCE AND TECHNOLOGY AS A CONCERN OF SOCIOLOGY		

	2.1	Concepts and ideas on social impacts of Technology -Technocracy, Technological Determinism, Y Generation, McDonaldisation, Disneyfication, Fordism and Post-Fordism	
	2.2	Views on contemporary societies - Daniel Bell-Post Industrial Society, Manuel Castells’ Network Society	
	2.3	Digital divide - Divisions, difference and social exclusion, The Evolution of the Digital Divide across Developing Countries	

	MODULE TITLE: INDIVIDUALS AND DIGITAL TECHNOLOGY		
3	3.1	Use of digital technology - Advantages and problems-cyber addiction, online economy (Project based study)	
	3.2	Concepts of Hybrid society and new normal-Digitalization and Hybridization of Social Space	
	3.3	Virtual Persons and Identities – Stardome – Vlogger - Influencer	
	MODULE TITLE: STATE AND TECHNOLOGY		
4	4.1	Governance and state control – technocracy and surveillance	
	4.2	Individual freedom, privacy and democracy	
	4.3	Social change and technology in Indian (Kerala) Society	

5	Teacher Specific Module		5
	<i>Directions</i>		
	Students have to do a minor study on the use of social media and gadgets and to analyse the pattern of use and cases of addiction		5

Essential Readings:

1. Barnes, Barry and Edge, David (eds) (1982) Science in Context: Readings in the Sociology of Science. Milton Keynes: Open UP.

2. Barnes, Barry, Bloor, David and Henry, John (1996) *Scientific Knowledge: A Sociological Analysis*. Chicago; London: University of Chicago Press.
3. Jasanoff, Sheila et al. (1995) *The Handbook of Science and Technology Studies*. Thousand Oaks, Calif.; London: Sage Publications.
4. Gilbert, Nigel and Mulkay, Michael (1984) *Opening Pandora's box: A sociological analysis of scientists' discourse*. Cambridge: Cambridge University Press.
5. MacKenzie, Donald and Wajcman, Judy (eds) (1999) [1985] *The Social Shaping of Technology*. Buckingham England: Open University Press 2nd ed. 2nd edition.
6. Selwyn, Neil, 2019, *What is Digital Sociology*, Chapter 1 Quan-Haase, Anabel, 2020, *Technology&Society* (3rd Edition), Oxford University Press, pp1-22
7. DiMaggio, Paul, Eszter Hargittai, W. Russell Neuman, and John P. Robinson. 2001. "Social Implications of the Internet." *Annual Review of Sociology* 27(1):307-336.
8. Lupton, Deborah. 2014. *Digital Sociology*. Routledge, pp1-19
9. Selwyn, Neil, 2019, *What is Digital Sociology*, Chapter 2 Lupton, Deborah. *Digital sociology*. Routledge, 2014. pp.20-41
10. Klein, Hans K., and Daniel Lee Kleinman. 2002. "The social construction of technology: Structural considerations." *Science, Technology, & Human Values* 27(1): 28-52.
11. Ruppert, Evelyn, John Law, and Mike Savage. 2013. "Reassembling Social Science Methods: The Challenge of Digital Devices." *Theory, Culture & Society* 30(4): 22–46.
12. Quan-Haase, Anabel, 2020, *Technology & Society* (3rd Edition), Oxford University Press, pp184- 234
13. Losee, John. 2001. *A Historical Introduction to the Philosophy of Science*. Oxford University Press. Fourth Edition

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	13	10-45	
		5	34-45	
		6	1-22	
	2	8	20-41	
	3	8	20-41	
2	1	10	28-52	
	2	8		
	3	5,6,7		
3	1	10	28-52	
	2	12	184-230	
	3	18	184-234	

Suggested Readings:

1. Barnes, Barry (1972) *Sociology of Science: Selected Readings*. Harmondsworth: Penguin.
2. Hackett, Edward et al. (2008) *The Handbook of Science and Technology Studies*. Cambridge, Mass.: MIT Press.
3. Knorr-Cetina, Karin and Mulkay, Michael (eds) (1983) *Science Observed: Perspectives on the Social Study of Science*. London: Sage.
4. Merton, Robert (1973) *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago; London: University of Chicago Press.
5. Mulkay, Michael (1992) *Science and the Sociology of Knowledge*. Gregg Revivals. Pickering, Andy (1995). *The Mangle of Practice: Time, Agency, and Science*. Chicago, Illinois: University of Chicago Press.
6. Sismondo, Sergio (2004) *An Introduction to Science and Technology Studies*. Oxford: Blackwell

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100

"KU8DSCSOC401": HEALTH AND SOCIETY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MINOR	400	KU8DSCSOC401	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description: The interrelationship between Health and Society is a major concern of many disciplines including Sociology. Sociological perceptions on Health and Illness paved way for looking at the social contextualization of health which otherwise has been overlooked in the discourse on medicalisation and health care in general. In this course attention is also given to health and its relationship with diverse social institutions in India with a focus on recent advances, agencies and stakeholders in this area

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To be able to use the key concepts developed in sociology to understand sociological perspectives on medical practices and perceiving health and illness as social constructs.	
2	To critique power relations within the discourse of medical practices and have an understanding of medicine as a plurality	

3	To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces	
4	To gain insights on issues of public health in India and arrive at independent analysis	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE-1 HEALTH AND SOCIAL CONSTRUCT		
	1.1	Relationship between Health and Society, Historical background, Concept of Health, Physical Health, Mental Health, Social Health, Spiritual Health	
	1.2	Concept of Illness: Sociological View, Patients' Definition of Sickness, Sickness as Viewed by the Health Professionals	
	1.3	Concept of wellness and social construction of wellness – influencing factors, traditional perspectives	
	1.4	Determinants of Health: Heredity, Environment, Life Style, Socio-Economic status, Policy initiatives and Health Services	

2	MODULE II HEALTH AND MEDICAL PRACTICES		
	2.1	Discursive formations of medical practices- Foucauldian perspectives	
	2.2	Systems of medical practices: Indigenous medical practices – modernisation of medical practices	
	2.3	Commercialisation of medicines and capitalist interventions- industrial production of drug and marketing strategies	
3	2.4	Emerging trends- Diagnosis industry and impact of technological advancements, holistic medical practices	
	MODULE III PUBLIC HEALTH AND POLICY INITIATIVES		
	3.1	International Health Agencies and regulations in Intellectual property rights and patenting	
	3.2	Health Policies in India and its impact on Health care delivery	
	3.3	Public health sector in India – present scenario	
	3.4	Social impact of privatisation of health services- Differential access and affordability- Intervention of insurance companies and multinational companies in health sector	
4	MODULE IV EMERGING TRENDS IN PUBLIC HEALTH		
	4.1	Sociological Perspectives on Covid and Post- covid scenario, concept of new normal	
	4.2	Emerging trends of wellness and fitness- health clubs, gym and play areas, globalisation of yoga	
	4.3	Impact of Media in the production of medical habitus	
5	4.4	Health care system and vulnerable groups	
	Teacher Specific Module		5
	<i>Directions</i>		
5	Students are expected to gain insights on the ongoing medical practices and the interventions of dominant forces in the health sector. A survey on the responses of the people regarding affordability and access to various systems of medical practices and public policy initiatives can be conducted as part of internal assessment.		5

Essential Readings:

1. Abbott, Andrew (1988) *The System of Professions*. Chicago: University of Chicago Press.
2. Levine, Sol (1987) 'The changing terrains in medical sociology: emergent concern with quality of life', *Journal of Health and Social Behaviour*, 28: 1–6.
3. Murdock, George P. (1980) *Theories of Illness: A World Survey*. Pittsburgh: University of Pittsburgh Press.
4. Long E, Patterson S, Maxwell K, et al COVID-19 pandemic and its impact on social relationships and health, *Epidemiol Community Health* 2022;76:128-132.
5. https://www.researchgate.net/publication/369924025_Impacts_of_the_COVID19_pandemic_on_the_social_sphere_and_lessons_for_crisis_management_a_literature_review
6. Weiss, Marjorie and Fitzpatrick, Ray (1997) 'Challenges to medicine: the case of prescribing', *Sociology of Health and Illness*, 19: 297–327.
7. Turner, Bryan S. (2000) 'The history of the changing concepts of health and illness: Outline of a general model of illness categories', in Gary L. Albrecht, Ray Fitzpatrick and Susan C. Scrimshaw (eds), *Handbook of Social Studies in Health and Medicine*. London: Sage. pp. 11–23.
8. Turner, Bryan S. (1995) *Medical Power and Social Knowledge*. London: Sage.
9. Mehta, S. R., *Society and Health -- A Sociological Perspective*, Vikas Publishing House Pvt. Ltd., 1992.
10. Albrecht, Gary. "The Sociology of Health and Illness." *The SAGE Handbook of Sociology*. 2006. SAGE Publications. 19 Mar. 2011.
11. Albrecht, Gary L. (1992) *The Disability Business: Rehabilitation in America*. Newbury Park, CA: Sage. P 123-140
12. Conrad, Peter (2000) 'Medicalization, genetics and human problems', in Chloe E. Bird, Peter Conrad and Allen M. Fremont (eds), *Handbook of Medical Sociology*, 5th edn. Upper Saddle River, NJ: Prentice–Hall. pp. 322–33

13. Albrecht, Gary L. and Devlieger, Patrick J. (1999) 'The disability paradox: high quality of life against all odds', *Social Science and Medicine*, 48: 977–88
14. Shilling, Chris (2001) 'The embodied foundations of social theory', in George Ritzer and Barry Smart (eds), *Handbook of Social Theory*. London: Sage. pp. 439–57.
15. Turner, Bryan S. (1992) *Regulating Bodies: Essays in Medical Sociology*. London: Routledge, P-1-32
16. Shilling, Chris (2001) 'The embodied foundations of social theory', in George Ritzer and Barry Smart (eds), *Handbook of Social Theory*. London: Sage. pp. 439–57.
17. Jaiswal, S. (2016). Revival or Regulation? 'Indigenous' Medical Practice in Independent India. *History and Sociology of South Asia*, 10(2), 184–203. <https://doi.org/10.1177/2230807516633593>
18. Mukherjee PK. Evaluation of Indian Traditional Medicine. *Drug Information Journal*. 2001;35(2):623-632. doi:10.1177/009286150103500235
19. Barrie G. James, *Social impact: The Pharmaceutical Industry*, Long Range Planning, Volume 11, Issue 1, 1978, Pages 2-9,
20. Brown, Phil. "Naming and Framing: The Social Construction of Diagnosis and Illness." *Journal of Health and Social Behavior*, 1995, pp. 34–52. *JSTOR*, <https://doi.org/10.2307/2626956>. Accessed 23 June 2024.
21. Bruce Jay Plotkin, "Human Rights and Other Provisions in the Revised International Health Regulations (2005)", *Public Health* 121 (2007), 843.
22. Eric Mack, "The World Health Organization's New International Health Regulations: Incursion on State Sovereignty and Ill-Fated Response to Global Health Issues", *Chicago Journal of International Law* 7 (2005), 373
23. Government of India (2017) National health policy 2017. Ministry of health and family welfare, pp 1–31
24. ASSOCHAM (2011) Emerging trends in healthcare—a journey from bench to bedside, pp 1–50
25. Lewis, Clara. (2008). Life chances and wellness: Meaning and motivation in the 'yoga market'. *Sport in Society*. 11. 535-545. 10.1080/17430430802196538.
26. Annual Review of the Sociology of Religion. Volume 14 (2023): The Sociology of Yoga, Meditation, and Asian Asceticism. (2024). Germany: Brill.

27. Medical Habitus. In: Medical Education and Sociology of Medical Habitus(2003) "It's not about the Stethoscope!". Springer, Dordrecht. https://doi.org/10.1007/0-306-48093-X_4
28. Banerji, D., "Challenges in Social Sciences in Formulating Alternative Health Care Services In India", Paper Presented at the Medical Sociology seminar, Jodhpur, 1982

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	7	11-23	
	2	9	5-15	
		3	22-35	
	3	10	267-281	
		12	322-333	
	4	14	977-988	
2	1	15	1-32	
		16	239-257	
	2	17	184-203	
		18	623-632	
	3	19	2-9	
	4	20	34-52	
3	1	21	843	
		22	373	
	2	23	1-33	
	3	24	1-50	
	4	11	123-140	
4	1	4	128-132	
		5	21-25	
	2	25	535-545	
		26	41-59	
	3	27	124-132	

	4	28	5-15	
--	---	----	------	--

Suggested Readings:

1. "India's Malnutrition Dilemma"
(<http://www.nytimes.com/2009/10/11/magazine/11FOB-Rieff-t.html>). Source: The New York Times 2009. . Retrieved 2011-09-20
2. "India's Medical Emergency"
(<http://www.time.com/time/nation/article/0,8599,1736516,00.html>). Source: Time US. . Retrieved 2011-09-20
3. "Medical Industry Diagnosis: Triage for Health Care and New Vision for Life Sciences - India Knowledge@Wharton"(<http://knowledge.wharton.upenn.edu/india/article.cfm?jsessionid=a830ad0556799af14ed03640274d5d3a1b70?articleid=4277>). Knowledge.wharton.upenn.edu. . Retrieved 2011-06-24

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100

"KU8DSCSOC402": "EDUCATION AND SOCIETY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	MINOR	400	KU8DSCSOC402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	-	30	70	100	2 Hrs

Course Description: The course *Education and Society* offers a critical sociological exploration of education as a key social institution. It examines the interrelationship between education and various social structures such as caste, class, gender, and disability, while also tracing the historical and contemporary development of educational systems in India and Kerala. Grounded in major theoretical perspectives—functionalist, conflict, interactionist, and critical—the course encourages students to reflect on education's role in social reproduction, transformation, and mobility. The course also addresses contemporary challenges in education including privatization, technological shifts, and student activism, enabling students to critically analyze issues of equity, access, and quality in education across diverse settings.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand foundational sociological concepts and theories relevant to the study of education and its role in shaping social institutions.	
2	Analyze the intersections of caste, class, gender, disability, and region in shaping educational access, experiences, and outcomes.	

3	Critically evaluate the evolution of the education system in India, with specific attention to Kerala's educational landscape and policy interventions.	
4	Examine contemporary debates and challenges in education, including privatization, technological change, and the role of student activism.	
5	Develop critical thinking and research-oriented perspectives to investigate educational practices and policies through a sociological lens.	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		MODULE TITLE: Society and Education: Introduction	
	1	Sociological notion of Education – Formal, Informal systems	
	2	Caste, Social Class and Education	
	3	Gender, Disabilities and Education	
	4	Education in Agrarian, Industrial and market society	

	MODULE TITLE: Sociological Perspectives of Education		
2	1	Functionalist perspectives	
	2	Conflict perspectives	
	3	Interactionist perspective	
	4	Critical perspectives	

	MODULE TITLE: Education in India & Kerala’s Experience		
3	1	The evolution and development of the Modern Education System- colonial and national governments, National Educational Programmes and Policies.	
	2	Kerala’s achievements in the Education Sector – Inclusive policies of the state governments.	
	3	Education in a Neo-Liberal Context - Knowledge Production versus Skill Development, Right to Education.	
	4	Students’ mobility - Global and national – prospects of student migration at the host and home nations.	

	MODULE TITLE: Contemporary Issues in Education and Society		
4	1	Technology and Education - Digital divide, e-learning, Artificial Intelligence	
	2	Moral and Civic Education - Citizenship education, Value education in plural societies.	
	3	Privatisation of Education – School and Higher Education	
	4	Student Movements and Activism – state/centre and private universities	

	Teacher Specific Module	5
	<i>Directions</i>	
5	- Students can visit the library to identify and familiarise with the e-learning resources. - Students shall be assigned to write group monographs about the historical trajectory of the evolution and progression of education system in Kerala (school, college and university level). - Identify the news and reports appearing in newspapers that highlight the significance of sociological analysis and interpretation. - Prepare a report that shows the necessities of sociologists in analysing social and cultural life in technology-oriented life style. - Discuss and prepare report, in groups, regarding, the different dimensions of the technology that are helpful in information gathering that are useful during the formal education process. - Discuss and prepare report, in groups, regarding, the different dimensions how technological dependence hamper the intellectual growth of students.	5

Essential Readings:

1. Meighan, R. 1981. *A Sociology of Educating*. London: Cassell.
2. Peters, R. S. 1973. Aims of Education. In R. S. Peters, *The Philosophy of Education*. Oxford: Oxford University Press.
3. Shah, B. V., & Shah, K. B. 1998. *Sociology of Education*. New Delhi: Rawat.
4. Sundaram, V. 2010. Gender and Education. In J. Arthur, & I. Davies, *Education Studies Textbook* (pp. 50-60). USA: Oxford.
5. Thapan, M. 2015. *Themes, perspectives, Practices*. Oxford: New Delhi.
6. Pathak, A. 2002. *Social Implications of Schooling*. New Delhi: Aakar Books.
7. Padmanabhan, R., & Komath, R. (2012). *Unlearned Lessons: The Story of Two Government Schools*. Kochi: Mathrubhumi.
8. Pathania, G. J., & Tierney, W. G. (2018). An ethnography of caste and class at an Indian university: creating capital. *Tertiary Education and Management*, Routledge.
9. Saha, S. (2007). *Alternative Education*. New Delhi: Abhijeet.
10. Thapan, M. (2015). School Culture : Rituals and Ceremonies. In M. Thapan, *Education and Society* (pp. 261-282). New Delhi: Oxford.
11. Panikkar, K. N., & Nair, M. B. (2012). *Globalization and Higher Education in India*. Delhi: Pearson.
- 12.

13. Colin Macleod & Christine Tappolet (2019) *Philosophical Perspectives on Moral and Civic Education: Shaping Citizens and Their Schools*. London: Routledge.
14. Noah P. Barsky, Mike Clements, Jakob Ravn, Kelly Smith (2008). *The Power of Technology for Learning*. Springer.
15. Les Lloyd (2004) *Best Technology Practices in Higher Education*. New Jersey: Information Today Inc.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

MDC

"KU1MDCSOC101": "SOCIOLOGY OF TOURISM"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC	100	KU1MDCSOC101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5

Course Description: This course introduces students to the sociology of tourism by examining tourism as a social, cultural, and economic phenomenon. It explores key concepts, types of tourism, and theoretical approaches to understand its multifaceted nature. The course analyses the impact of tourism on local communities, cultural practices, and national economies, with a focus on India and Kerala. Through classroom learning and applied studies, students gain insights into tourism policy, industry trends, and the dynamics of host–guest interactions, enabling a critical understanding of tourism’s role in shaping society and culture.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify the key dimensions that distinguish tourism activities	U
2	Examine the multifarious factors contributing to the growth of tourism in India	An
3	Assess the Socio-economic and Cultural implications of tourism on local communities and national economies.	A

4	Develop skill for managing Tourism activities	A
---	---	---

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		MODULE TITLE: Introduction to Tourism and Sociology of Tourism.	
	1	Concept of Tour, Tourist and Tourism, Types of tourism	3
	2	Sociology of Tourism Meaning. Subject matter, nature and scope	3
	3	Multifarious factors contributing to the growth of tourism in India	3

2		MODULE TITLE: Theories and approaches of Tourism	
	1	Various approaches for the study of Tourism	
	2	Sociological theories on Tourism	
	3	Socio-economic and Cultural implications of tourism on local communities and national economies	

3	MODULE TITLE: Tourism, Industry and Its management		
	1	Components of the Tourism Industry, Social Economic and Professional aspects of Tourism.	
	2	Tourism policy and Planning in India and Kerala; prospects and concerns	
	3	Trends in Tourism management and Tourism Industry	

Teacher Specific Module		5
5	<i>Directions</i>	
	Explore how tourism affects the identity and cultural representation of a specific community or region. Investigate how locals perceive themselves in relation to the tourists and examine changes in their cultural practices due to tourism.	
	Conduct a sociological study focusing on the impact of tourism on local communities. Probe into the socio-cultural changes, economic effects, and community dynamics resulting from tourism development in a particular destination.	
	Investigate the social interactions between tourists and local residents in a particular destination. Analyse the dynamics of these interactions, conflicts, or collaborations, focusing on cultural exchange and social integration	

Essential Readings:

1. Koshar, Rudy, ed. *Histories of Leisure*. Oxford: Berg, 2002.
2. Holden, A (Ed) *Tourism Studies and the social sciences*. Abington, UK: Routledge. 2005
3. Löfgren, Orvar. *On Holiday: A History of Vacationing*. Berkeley: University of California Press, 1999.
4. Towner, John. "Approaches to Tourism History," *Annals of Tourism Research* 15, no.1 (1988): 47-62.
5. Réau, Bertrand. "Commentary: The Historical Social Science of Tourism." *Journal of Tourism History* 6, nos. 2-3 (August-November 2014): 210-222.

6. Glover, Nikolas. "Co-produced Histories: Mapping the Uses and Narratives of History in the Tourist Age," *Public Historian* 30, no. 1 (Feb., 2008): 105-124.
7. Goodale, Thomas and Geoffrey Godbey. *The Evolution of Leisure*. State College, PA: Venture Publishing, 1988.
8. Hardy, Dennis. "Socio cultural Dimensions of Tourism History," *Annals of Tourism Research* 17, no. 4 (1990): 541-555.
9. Whitfield, Peter. *Travel: A Literary History*. Oxford: Bodleian Library, 2011.

10.M.R.Dileep; Tourism ;Concepts,Theory and Practice

SUGGESTED READINGS

1. Hulume Peter (2002) 'Stirrings and Searchings ', in 2 (ed.) *Cambridge companion to travel writing* Cambridge: Cambridge University Press, pp. 30.
2. Marafoite Tracy (2008) 'The American Dream; Technology, Tourism and the transformation of wilderness ', *Environmental Communication*, 2(2), pp.
3. Official website of Department of Tourism Government of Kerala

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

"KU2MDCSOC102": "ECONOMIC SOCIOLOGY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	100	KU2MDCSOC102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 Hrs

Course Description:

This course provides an introduction to economic sociology by exploring the relationship between economy and society. It examines fundamental concepts such as production, distribution, exchange, and consumption, and traces the evolution of modes of production from pre-agrarian to modern societies. The course engages with classical and contemporary sociological perspectives, including the works of Marx, Weber, Durkheim, Parsons, Veblen, and Baudrillard, to analyze the cultural, social, and symbolic dimensions of economic life. It further discusses systems of production, the role of the state, and the impact of globalization and commodification on social relations.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
	- Understand the relationships between the economy and society. - Understand the economic relations through the lens of sociological theories. - Familiarise with the theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge. - Understand the background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture. - Acquire the ability to understand and analyse the transformations of the economy and its key processes from a historical and comparative perspective.	

--	--	--

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE TITLE: BASIC CONCEPTS		
	1	Economic sociology – nature & scope	
	2	Economic relations: Production, Distribution, and Consumption	
	3	Forms of exchange: Reciprocity and Gift, Exchange and Money	
	4	Evolution of Mode of Productions: from pre-agrarian to contemporary society	

2	MODULE TITLE: SOCIOLOGICAL VIEWS ON ECONOMY		
	1	Classical theoretical views on economics: Durkheim, Weber, Marx	
	2	Parsons: Economy as a sub-system	
	3	Veblen: Conspicuous Consumption	

	4	Jean Baudrillard: The system of objects	
--	---	---	--

	MODULE TITLE: SYSTEMS OF PRODUCTION, CIRCULATION AND CONSUMPTION		
3	1	Hunting and Gathering, Domestic Mode of Production, Peasant, Capitalism, Socialism	
	2	Economy and State	
	3	Globalization and Commodification of social life	

	Teacher Specific Module	5
	<i>Directions</i>	
5	Assign fieldwork or mini-projects where students observe and analyze everyday economic practices such as local markets, household consumption patterns, or community-based economic exchanges.	
	Explore how globalization, digital economies, and consumer culture are reshaping traditional modes of production and exchange in India, with a focus on Kerala.	5
	Facilitate debates on classical and contemporary theories (Marx, Weber, Durkheim, Parsons, Veblen, Baudrillard) to connect theory with current economic realities.	

Essential Readings:

1. Folbre, N. 1994. *Who Pays for the Kids? Gender and the Structures of Constraint*. London, New York: Routledge.
2. Frank Dobbin. 2004. “The Sociological View of the Economy.” Pp. 1-7 in *The New Economic Sociology: A Reader*, edited by Frank Dobbin. Princeton University Press: Princeton
3. Granovetter, Mark and Swedberg, Richard. (eds.) *The Sociology of Economic Life*, Boulder: West view Press.
4. Mark Granovetter. 2005. “The Impact of Social Structure on Economic Outcomes.” *Journal of Economic Perspectives* 19: 33-50
5. Scott, J.C. 1998. *Seeing Like a State*. Yale, New Haven: University Press. (Chapter 5).
6. Viviana Zelizer. 2002. “Enter Culture.” Pp. 101-25 in *The New Economic Sociology: Developments in an Emerging Field at the Millennium*, edited by Randall Collins, Mauro F. Guillén, Paula England and Marshall Meyer. New York: Russell Sage Foundation.

7. Viviana Zelizer. 2007. “Pasts and Futures of Economic Sociology.” *American Behavioral Scientist* 50 (8): 1056-69.
8. Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London
9. Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.
10. Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.
11. Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, Northwestern University. pp. 1-26.
12. Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974.
13. Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.
14. Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38. Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.
15. Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

"KU2MDCSOC103": "HUMAN RIGHTS AND SOCIOLOGY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	100	KU2MDCSOC103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5 Hrs

Course Description: This course explores the concept and practice of human rights from a sociological perspective. It focuses on how human rights intersect with real-world issues such as gender, caste, ethnicity, poverty, disability, and digital access. Emphasis is placed on understanding the lived experiences of marginalized groups including women, children, transgenders, and minorities, and how laws, institutions, and civil society respond to these challenges.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the meaning, relevance, and application of human rights in everyday life	
2	Identify key human rights issues affecting marginalized populations in India and globally	
3	Examine the roles of institutions, laws, and social movements in human rights advocacy	
4	Analyse real-world cases and develop solutions through empathy and critical thinking	
5	Apply knowledge of rights in future careers in social work, education, governance, or NGOs	

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		MODULE TITLE: Introduction to Human Rights	
	1	Human Rights: Meaning, Historical Context, and Everyday Relevance	
	2	Types of Rights: Civil, Political, Economic, Social, Cultural	
	3	Indian Constitution and Human Rights: Fundamental Rights, Duties, and Legal Provisions	
	4	Importance of Human Rights Education for Youth and Society	

2		MODULE TITLE: Human Rights of Marginalized Groups	
	1	Women and Children: Gender-based violence, child labour, access to health and education	
	2	Transgenders and LGBTQ+ Persons: Identity rights, social acceptance, legal protection	
	3	Dalits, Adivasis, and Minorities: Caste-based discrimination, tribal displacement, communal violence	

	4	Persons with Disabilities and Elderly: Accessibility, healthcare, inclusion	
	5	Role of NGOs, Civil Society, and Media in Promoting Rights	

	MODULE TITLE: Contemporary Challenges and Field Applications		
3	1	Human Rights in Conflict Zones: Refugees, Internally Displaced Persons, Human Trafficking	
	2	Digital and Cyber Rights: Data privacy, cyberbullying, online hate speech	
	3	Environmental Rights and Climate Justice	
	4	Governance, Law Enforcement, and Human Rights Violations	

	Teacher Specific Module	5
	<i>Directions</i>	
5	Use case studies, documentaries, and news reports to illustrate violations and struggles for rights among marginalized groups in India and globally.	5
	Organize debates and role plays on issues such as freedom of expression, gender justice, LGBTQ+ rights, or climate justice to promote participatory learning.	
	Introduce field-based activities , including visits to NGOs, legal aid clinics, or social welfare institutions to expose students to grassroots human rights work.	

Essential Readings:

1. Suggested Readings & Resources:
2. Amnesty International India. (2020). Human Rights Education Toolkit.
- 3.
4. NHRC India. Know Your Rights Series. National Human Rights Commission. <https://nhrc.nic.in>
5. Agnes, F. (2001). Law and Gender Inequality. Oxford University Press.
6. Narrain, A. (2016). Because I Have a Voice: Queer Politics in India. Yoda Press.
7. Bajpai, A. (2003). Child Rights in India: Law, Policy, and Practice. Oxford University Press.

8. UN Human Rights Office. (n.d.). Universal Declaration of Human Rights. <https://www.ohchr.org>
9. Menon, N. (2012). Seeing Like a Feminist. Zubaan Books.
10. Internet Freedom Foundation. Digital Rights Reports. <https://internetfreedom.in>

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	75

VAC

"KU3VACSOC201": "SOCIOLOGY OF HAPPINESS"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC	200	KU3VACSOC201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5

Course Description:

The Sociology of Happiness course provides a comprehensive understanding of happiness as a multidimensional concept rooted in both individual well-being and collective social life. The course examines happiness through sociological, psychological, and cultural lenses, exploring traditional Indian perspectives alongside modern theories such as Maslow's hierarchy of needs. Students will be introduced to tools for measuring happiness, including happiness indices, and examine the role of social structures, gender relations, and cultural practices in shaping happiness. A key component of the course includes experiential learning through community visits, fieldwork, workshops, and hands-on activities that foster personal growth and a deeper appreciation of well-being in social contexts.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Demonstrate an understanding of the concept of happiness and its environmental, social, psychological, and physiological dimensions.	

2	Critically analyze classical and contemporary theories of happiness, including Indological and Western perspectives.	
3	Evaluate key indicators and tools used to measure happiness across societies, and relate them to sociological concepts such as leisure, culture, and gender.	
4	Apply practical strategies and coping mechanisms to enhance well-being in personal and community settings.	
5	Engage in experiential and field-based learning to assess community mental health and contribute meaningfully through social service and reflective practice.	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE TITLE: Understanding Happiness		
	1	Definitions and factors of happiness: environmental and social aspects	
	2	Physical, emotional, and psychological well-being	
	3	Psychological and hormonal basis of happiness	

	4	Coping with stress: essential skills	
--	---	--------------------------------------	--

	MODULE TITLE: Theories and Perspectives		
2	1	Indological perspective of Happiness: - Concept of Panch Kosh & idea of well-being	
	2	Concept of self and others- Hierarchy and stages of happiness.	
	3	Hierarchy of human needs of Abraham Maslow	
	4	Culture as a determinant of happiness	

	MODULE TITLE: Key indicators of happiness		
3	1	Measuring Happiness: - Key indicators of happiness index	
	2	Leisure and happiness – Veblen	
	3	strategies to enhance happiness	
	4	positive gender relations and happiness	

	Teacher Specific Module PRACTICAL		5
	<i>Directions</i>		
5	Community surveys on mental health facilities - Social service visits to old age homes, hospitals, or disadvantaged groups - Independent fieldwork or internships with NGOs - Critical appreciation of documentaries/films on happiness - Workshops for creative potential: music, drawing, calligraphy, dramatics- Hands-on activities: gardening, cleaning, washing, cooking- Sharing experiences through project reports or audio-video presentations		5

Essential Readings:

1. Banavathy, Vinayachandra & Choudry, Anuradha. (2013). Understanding Happiness: A Vedantic Perspective. Psychological Studies.
2. Leontiev, Dmitry. (2012). Anthropology of Happiness: the state of Well-Being and the way of Joy.

3. Snyder, C.R., Lopez, S.J., & Pedrotti, J.T. (2015). Positive Psychology: The Scientific and Practical Explorations of Human Strengths.
4. World Development Indicators 2016. World Bank Publications.
5. Zelenski, John. (2019). Positive Psychology: The Science of Well-Being.
6. Abraham Maslow. 1954. *Motivation and Personality*.
7. Abraham Maslow. 1962. *Towards a Psychology of Being*

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

"KU4VACSOC202": "CARING AND SOCIETY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	VAC	200	KU4VACSOC202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5

Course Description: This course explores the sociological significance of care as a central human value and practice. It examines how care operates within families, communities, and institutions, and how inequalities of gender, class, caste, and age shape caring practices. By blending theory with experiential learning, students will cultivate empathy, social responsibility, and practical caring skills relevant to both personal and professional life.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain care as a sociological concept and social value.	
2	Analyze the intersections of care with family, gender, class, caste, and state.	
3	Identify inequalities and ethical challenges in caregiving.	
4	Apply principles of care in real-life contexts through community engagement.	
5	Reflect critically on caring practices and their role in building inclusive societies.	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE TITLE: The Concept of Care		
	1	Care as a human value and social construct	
	2	theoretical perspectives (ethics of care – Gilligan, Tronto; functionalist, feminist, and critical views)	
	3	caring and social solidarity.	
2	MODULE TITLE: Care in Family, Community, and State		
	1	Care in families and kinship	
	2	unpaid domestic and care work; intergenerational care; gender dimensions	
	3	care in welfare states, NGOs, and community organizations.	
3	MODULE TITLE: Caring, Inclusion, and Social Responsibility		
	1	Care for marginalized groups (elderly, disabled, migrants)	
	2	care and social justice	

	3	sustainable caring practices; volunteerism, civic responsibility, and global challenges (climate, health crises).	
--	---	---	--

	Teacher Specific Module	5
	<i>PRACTICAL</i>	
	Field Visit / Observation Study - Visit an old age home, child care institution, disability rehabilitation center, or NGO working in care services. - Students prepare a short report reflecting on practices of care, challenges faced, and social perceptions of care work. Care Diary Project - Students maintain a week-long “care diary” documenting their own acts of care (domestic, peer, community) and reflect on invisible/unpaid care labor. - A class discussion can follow, connecting personal observations to theories of care and gender roles.	
4	Community Engagement / Service Learning - Participate in volunteering activities such as health awareness drives, environmental clean-up, blood donation, or support services for marginalized groups. - Reflect on the role of civic responsibility and sustainable care practices. Case Study Analysis - Analyze real-life cases of care-related challenges (e.g., caregiving during COVID-19, migrant worker crisis, climate-related displacement). - Present sociological insights linking care with social solidarity and justice. Awareness / Campaign Project - Students design posters, social media content, or street plays on topics like unpaid care work, rights of caregivers, or sustainable caring practices.	5

- | |
|---|
| <ul style="list-style-type: none"> • Campaigns can be conducted within the college or community setting. |
|---|

References

Core Theoretical Texts on Care

1. Gilligan, C. (1982). *In a Different Voice: Psychological Theory and Women's Development*. Harvard University Press.
2. Tronto, J. (1993). *Moral Boundaries: A Political Argument for an Ethic of Care*. Routledge.
3. Daly, M., & Lewis, J. (2000). "The Concept of Social Care and the Analysis of Contemporary Welfare States." *British Journal of Sociology*, 51(2), 281–298.
4. Held, V. (2006). *The Ethics of Care: Personal, Political, and Global*. Oxford University Press.

Care, Gender, and Family

5. Folbre, N. (2001). *The Invisible Heart: Economics and Family Values*. The New Press.
6. Glenn, E. N. (2010). *Forced to Care: Coercion and Caregiving in America*. Harvard University Press.
7. Fraser, N. (1997). *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition*. Routledge.
8. Meagher, G., & Szebehely, M. (2013). *Marketisation in Nordic Eldercare: A Research Report on Legislation, Oversight, Extent and Consequences*. Stockholm University.

Care in Community, State, and Global Context

9. Nussbaum, M. (2006). *Frontiers of Justice: Disability, Nationality, Species Membership*. Harvard University Press.
10. Sevenhuijsen, S. (1998). *Citizenship and the Ethics of Care: Feminist Considerations on Justice, Morality, and Politics*. Routledge.
11. Yeates, N. (2012). "Global Care Chains: A State-of-the-Art Review and Future Directions in Care Transnationalization Research." *Global Networks*, 12(2), 135–154.
12. United Nations Development Programme (UNDP). (2020). *Human Development Report: The Next Frontier – Human Development and the Anthropocene*.

Care, Marginalization, and Social Responsibility

13. Kittay, E. F. (1999). *Love’s Labor: Essays on Women, Equality, and Dependency*. Routledge.
14. Paperman, P., & Laugier, S. (2006). *Le souci des autres: Éthique et politique du care*. EHESS.
15. WHO (2021). *Global Report on Ageism*. World Health Organization.
16. International Labour Organization (ILO). (2018). *Care Work and Care Jobs for the Future of Decent Work*. Geneva: ILO.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

SEC

"KU4SECSOC201": "SOCIOLOGY FOR ACADEMIC WRITING"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	SEC	200	KU4SECSOC201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3			25	50	75	1.5

Course Description: This course introduces students to the principles and practices of academic writing with special emphasis on sociology. It trains learners in structuring arguments, ethical citation, source integration, and genre-specific writing. Through practical exercises, students will gain proficiency in preparing literature reviews, research proposals, reports, and reviews, thereby enhancing both academic and professional writing skills.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate clarity, coherence, and argumentation in sociological writing.	
2	Integrate scholarly sources ethically using ASA/APA styles.	
3	Prepare an annotated bibliography and synthesize literature.	
4	Produce discipline-specific genres such as reports, proposals, and reviews.	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
--	-------	-------	-------	-------	-------	-------	-------

FYUGP “SOCIOLOGY”

CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE TITLE: Foundations of Academic Writing		15 hrs
	1	Nature of academic writing;	
	2	Structure; audience & tone; plagiarism & ethics;	
	3	Basics of ASA/APA citation; clarity & inclusive language.	
2	MODULE TITLE: Sources, Literature & Synthesis		15 hrs
	1	Locating scholarly sources (Google Scholar, INFLIBNET, Shodhganga);	
	2	Writing literature reviews; tables & charts.	
	3	Bibliography	
3	MODULE TITLE: Genres of Writing		15 hrs
	1	Fieldnotes, Research proposal components, Book/film review as sociological critique	
	2	Report writing (methods, results, discussion), abstracts, titles, posters, presentations	
	3	Revision, peer review, response to feedback	

Teacher Specific Module (Optional)	
Group activity: Design a project on a local social issue; Prepare a basic tool for data collection; Conduct mock data collection (role play as enumerator/respondent); Submit a short project report (3–5 pages); Present project findings in class (group presentation)	

Essential Readings:

1. Bailey, K. D. (1994). *Methods of Social Research*. Free Press.
2. Babbie, E. (2013). *The Practice of Social Research*. Cengage Learning.
3. Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. McGraw-Hill.
4. Punch, K. (2005). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Sage.
5. Neuman, W. Lawrence (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
6. Kumar, Ranjit (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.
7. Bryman, Alan (2015). *Social Research Methods*. Oxford University Press.
8. Mukherjee, Neela (2002). *Participatory Rural Appraisal: Methodology and Applications*. Concept Publishing.
9. Sarantakos, Sotirios (2012). *Social Research*. Palgrave Macmillan.
10. Young, Pauline V., & Schmid, Calvin F. (2001). *Scientific Social Surveys and Research*. Prentice Hall India.
11. Beteille, Andre, & Madhu, N. (Eds.) (1975). *Survey Research in the Social Sciences: Perspectives from India*. Allied Publishers.
12. Kothari, C. R., & Garg, Gaurav (2019). *Research Methodology: Methods and Techniques*. New Age International Publishers.
13. Becker, Howard S. (1986). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.
14. Sharma, B.A.V., Prasad, R.D., & Satyanarayana, P. (1983). *Research Methods in Social Sciences*. Sterling Publishers.
15. Becker, H. S. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.
16. Graff, G., & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing*. 4th ed. W. W. Norton & Company.
17. American Sociological Association (2019). *ASA Style Guide*. 6th ed. Washington, DC: ASA.
18. American Psychological Association (2020). *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: APA.
19. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research*. 4th ed. University of Chicago Press.
20. Murray, R. (2011). *How to Write a Thesis*. 3rd ed. Open University Press.

21. Silvia, P. J. (2015). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association.
22. Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. 2nd ed. Sage Publications.
23. Wallace, M., & Wray, A. (2016). *Critical Reading and Writing for Postgraduates*. 3rd ed. Sage Publications.
24. Becker, H. S., & Richards, P. (2007). *Writing for Social Scientists: A Second Edition with a New Preface and Epilogue*. University of Chicago Press.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75