

FOUR YEAR UNDERGRADUATE
PROGRAMME (FYUGP)

B.A. (HONOURS)
SOCIOLOGY

SYLLABUS
2024



SREENARAYANAGURU
OPEN UNIVERSITY

SREENARAYANAGURU OPEN UNIVERSITY

(The State University for Education, Training and Research in Blended Format, Kerala)

SREENARAYANAGURU

O P E N U N I V E R S I T Y

FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP)

B.A. (HONOURS) SOCIOLOGY

SEMESTER I - VIII

2024 Admission Onwards

CBCS-UG Regulations 2024

June-2024

Structure of Four Year UnderGraduate Programme FYUGP- Sociology

| Semester | Major Discipline Core Course (6 Credits each) (MC) | Major Discipline Specific Elective (6 Credits each) (ME) | Minor Discipline (6 Credits each) (MI) | Ability Enhancement Course | | Value Added Course (VC) | Skill Enhancement (SE) | Multi-Disciplinary | Total Credits per Semester |
|----------|--|--|---|--|---|---|---|--|----------------------------|
| | | | | English 2 Courses (4 Credits each) (AC) | MIL 2 Courses (4 Credits each) (AC) | | | | |
| I | Introduction to Sociology MC-1 | | Social Formation in World History MI-1 | English For Communication AC-E-1 | | | | MD-1 Historical Tourism/ Computer System and Internet Technologies/ Legal literacy (Any One) | 20 |
| | 6 | | 6 | 4 | | | | 4 | |
| II | Sociology in India MC-2 | | General Economics MI-2 | Reading and Writing English AC-E-2 | | | | MD-2 Criminology/ Machine learning for all/ Digital Marketing (Any One) | 20 |
| | 6 | | 6 | 4 | | | | 4 | |
| III | Classical Sociological Thinkers MC-3 | | | | AC-3 Rozmara Hindi or Vyavaharika Samskrutham or Communication in Arabic or Prayogika Malayalam (Any One) | VC-1 Financial Literacy/ Technology & Society/ Mahatma Gandhi/ Democracy and Development (Any One) | SE-1/SE-2/SE3 Data Analytics/ Python for All/ Humanism & Logic/ MOOC-1 (Any One) | MD-3 Information Security/ Social Ethics/ Banking and Insurance (Any One) | 20 |
| | 6 | | | | 4 | 2 | 4 | 4 | |
| IV | Indian Society: Structure and Change MC-4 | Rural Sociology or Urban Sociology ME-1/ ME-2 (Any One) | | | AC-4 Hindi Gadya Sahitya Aur Samrachana or Gadyam Natakam Cha or Functional Arabic or Malayalasaahithyam: Kavita- Kadha- Upanyasam-Novel | VC-2 Indian Knowledge System (Compulsory) | SE-4 Project Planning and Management /MOOC-2 (Any one) | | 24 |

| | | | | | | | | | |
|--------------|-------------------------------------|--|-------------------------------|----------|-----------|---|----------|-----------|------------|
| | | | | | (Any One) | VC-3 Environment, Climate Change and Sustainable Development (Compulsory) | | | |
| | | | | | | | | | |
| | 6 | 6 | | | 4 | 4 | 4 | | |
| V | Modern Sociological Theories | Population Studies | Social Formation in India | | | | | | 24 |
| | Sociology of Religion | or Media and Society | MI-3 | | | | | | |
| | MC-5 + MC-6 | ME-3/ME-4 (Any One) | | | | | | | |
| | 12 | 6 | 6 | | | | | | |
| VI | Theoretical Frameworks in Sociology | Sociology of Kerala or Environmental Sociology | History of Economic Doctrines | | | | | | 24 |
| | Economy and Society | ME-5/ME-6 (Any One) | MI-4 | | | | | | |
| | MC-7 + MC-8 | | | | | | | | |
| | 12 | 6 | 6 | | | | | | |
| Total | 48 | 18 | 24 | 8 | 8 | 2 | 8 | 12 | 132 |

Programme Structure for 4th Year FYUGP Sociology

| Semester | Advanced Discipline Specific Course AM - 6 Credit | Internship (Vocational/ Skill Engagement/ Community Engagement) or Project IC/PROJ - 6 Credit | Foundational Skills for Research & Writing FR- 4 Credit | Research Methods / Discipline Specific Courses DSC - 4 Credit | Additional Advanced Major Disciplines Specific Course AA - 6 Credit | Total Credits |
|--------------|---|---|---|---|--|------------------|
| VII | Science, Technology and Society | IC/PROJ | Foundational Skills for Research and Writing | | | 22 |
| | AM -1 Gender Studies AM-2 | | | | | |
| | 12 | | | | | |
| VIII | Sociology of Development: Perspectives and Experiences | | | Research Methods in Sociology or Society and Education | AA-1 Sociology of Health and Wellbeing AA-2 Diaspora Studies | 22 |
| | AM-3 6 | | | 4 | 12 | |
| Total | 18 | 6 | 4 | 4 | 12 | 44 |

PROGRAMME DETAILS

| First Semester | | | |
|----------------|--|--------------|---|
| SI No | Type of the Course | Course Code | Course Name |
| 1 | Major Discipline Core Course | SGB24SO101MC | Introduction to Sociology |
| 2 | Minor Discipline Course | SGB24HS101MI | Social Formation in World History |
| 3 | Ability Enhancement Course | SGB24EG101AC | English For Communication |
| 4 | Multi-Disciplinary Course (Learners can choose any one) | SGB24HS101MD | Historical Tourism |
| | | SGB24CA101MD | Computer System and Internet Technologies |
| | | SGB24PS101MD | Legal Literacy |

| Second Semester | | | |
|-----------------|--|--------------|-----------------------------|
| SI No | Type of the Course | Course Code | Course Name |
| 1 | Major Discipline Core Course | SGB24SO102MC | Sociology in India |
| 2 | Minor Discipline Course | SGB24EC101MI | General Economics |
| 3 | Ability Enhancement Course | SGB24EG102AC | Reading And Writing English |
| 4 | Multi-Disciplinary Course (Learners can choose any one) | SGB24SO101MD | Criminology |
| | | SGB24CA102MD | Machine Learning for All |
| | | SGB24BB101MD | Digital Marketing |

| Third Semester | | | |
|----------------|--|--------------|--|
| SI NO | Type of the Course | Course Code | Course Name |
| 1 | Major Discipline Core Course | SGB24SO203MC | Classical Sociological Thinkers |
| 2 | Ability Enhancement Course- Modern Indian Languages (MIL) (Learners can choose any one) | SGB24HD101AC | रोज़मरी हिंदी Rozmara Hindi |
| | | SGB24SN101AC | व्यावहारिक संस्कृतम् Vyavaharikasamskrutham |
| | | SGB24AR101AC | Communication in Arabic |
| | | SGB24ML101AC | പ്രയോഗി കാലായാലം Prayogikamalayalam |
| 3 | Value Added Course (Learners can choose any one) | SGB24CM101VC | Financial Literacy |
| | | SGB24SO101VC | Technology & Society |
| | | SGB24HS101VC | Mahatma Gandhi |
| | | SGB24PS101VC | Democracy and Development |
| 4 | Skill Enhancement Course (SE) (Learners can choose any one) | SGB24CS201SE | Data Analytics |
| | | SGB24CS202SE | Python for All |
| | | SGB24UC201SE | Humanism & Logic |
| | | SGB24MO201SE | MOOC-1 |

| | | | |
|----------|---|---------------------|------------------------------|
| 5 | Multi-Disciplinary Course-(MD) (Learners can choose any one) | SGB24CA103MD | Information Security |
| | | SGB24PH101MD | Social Ethics |
| | | SGB24CM101MD | Banking and Insurance |

Fourth Semester

| SI NO | Type of the Course | Course Code | Course Name |
|-------|---|--------------|---|
| 1 | Major Discipline Core Course | SGB24SO204MC | Indian Society: Structure and Change |
| 2 | Major Discipline Specific Elective Course | SGB24SO201ME | Rural Sociology |
| | (Learners can choose any one) | SGB24SO202ME | Urban Sociology |
| 3 | Ability Enhancement Course- Modern Indian Languages (MIL) | SGB24HD102AC | हिंदी गद्य साहित्य और संरचना Hindi Gadya Sahitya Aur Samrachana |
| | (Learners can choose any one) | SGB24SN102AC | गद्य नाटक च Gadyam Natakam Cha |
| | | SGB24AR102AC | Functional Arabic |
| | | SGB24ML102AC | മലയാള സാഹിത്യം : കവിത - കഥ - ഉപന്യാസം - നോവൽ Malayalasaahithyam: Kavita- Kadha- Upanyasam-Novel |
| 4 | Value Added Course (Compulsory) | SGB24UC101VC | Indian Knowledge System |
| 5 | Value Added Course (Compulsory) | SGB24UC102VC | Environment, Climate Change and Sustainable Development |
| 6 | Skill Enhancement Course (SE) | SGB24SO201SE | Project Planning and Management |
| | (Learners can choose any one) | SGB24MO202SE | MOOC-2 |

| Fifth Semester | | | |
|----------------|--|--------------|------------------------------|
| SI No | Type of the Course | Course Code | Course Name |
| 1 | Major Discipline Core Course | SGB24SO305MC | Modern Sociological Theories |
| 2 | Major Discipline Core Course | SGB24SO306MC | Sociology of Religion |
| 3 | Major Discipline Specific Elective Course (Learners can choose any one) | SGB24SO503ME | Population Studies |
| | | SGB24SO504ME | Media and Society |
| 4 | Minor Discipline Course | SGB24HS202MI | Social Formation in India |

| Sixth Semester | | | |
|----------------|--|--------------|-------------------------------------|
| SI No | Type of the Course | Course Code | Course Name |
| 1 | Major Discipline Core Course | SGB24SO307MC | Theoretical Frameworks in Sociology |
| 2 | Major Discipline Core Course | SGB24SO308MC | Economy and Society |
| 3 | Major Discipline Specific Elective Course (Learners can choose any one) | SGB24SO505ME | Sociology of Keralam |
| | | SGB24SO506ME | Environmental Sociology |
| 4 | Minor Discipline Course | SGB24EC202MI | History of Economic Doctrines |

| Seventh Semester | | | |
|------------------|---|--------------|--|
| SI No | Type of the Course | Course Code | Course Name |
| 1 | Advanced Discipline Specific Course | SGB24SO401AM | Science, Technology and Society |
| 2 | Advanced Discipline Specific Course | SGB24SO402AM | Gender Studies |
| 3 | Internship (Vocational/ Skill Engagement/ Community Engagement) or Project | SGB24SO401IN | Internship |
| | | SGB24SO401PR | Project |
| 4 | Foundational Skills for Research & Writing | SGB24UC401FR | Foundational Skills for Research and Writing |

| Eighth Semester | | | |
|-----------------|---|--------------|--|
| SI No | Type of the Course | Course Code | Course Name |
| 1 | Advanced Discipline Specific Course | SGB24SO03AM | Sociology of Development: Perspectives and Experiences |
| 2 | Research Methods/ Discipline Specific Course | SGB24SO401RM | Research Methods in Sociology |
| | | SGB24SO402DS | Society and Education |
| 3 | Additional Advanced Major Disciplines Specific Course | SGB24SO401AA | Sociology of Health and Wellbeing |
| 4 | Additional Advanced Major Disciplines Specific Course | SGB24SO402AA | Diaspora Studies |

First Semester

MAJOR DISCIPLINE CORE COURSE
SGB24SO101MC -INTRODUCTION TO SOCIOLOGY
CREDITS 6

Course Objectives:

The course intends to familiarise the learners about the emergence of Sociology as a distinct social science discipline and introduce the basic concepts of Sociology.

Course Outcomes:

By the end of this course, the learner will be able to:

- Understand the origin and scope of sociology
- Recognise the basic concepts in sociology
- Identify the role of different institutions in the society
- Understand the relevance of groups and social control in society
- Analyse the significance of culture in the society
- Identify the process of social change and social mobility

Course Outline:

Block 1: Understanding Sociology

Block 2: Basic Concepts in Sociology

Block 3: Society and Institutions

Block 4: Group Behaviour and Social Control

Block 5: Culture and Society

Block 6: Social Change and Mobility

Block 1: Understanding Sociology

Unit 1

Socio-political background of the emergence of Sociology-Scientific revolution, Twin revolution, Enlightenment and Renaissance.

Unit 2

Sociology-Definition, Nature and Scope, Sociology and other Social sciences- Political science, History, Economics, Psychology and Anthropology.

Unit 3: Sociological Imagination, Sociology and Common Sense.

Block 2: Basic Concepts in Sociology

Unit 1: Society, Community, Association, Organization: Definition and Characteristics.

Unit 2: Role and Status: Meaning Nature and Types.

Unit 3: Social system, Social structure and Social function.

Block 3: Society and Institutions

Unit 1: Social Institutions- Meaning and Characteristics.

Unit 2: Marriage, Family and Kinship: Definition, Types and Changes.

Unit 3: Religion- Definition and Components, Economic and Political Institutions- Definition and Types.

Block 4: Group Behaviour and Social Control

Unit 1: Social Groups: Definition Characteristics and Classification.

Unit 2: Social Control: Definitions, Characteristics, Agencies of Social Control.

Unit 3: Social Conformity and Deviance.

Block 5: Culture and Society

Unit 1: Culture: Definition, Elements, Cultural lag and Cultural diffusion.

Unit 2: Socialization: Definitions, Significance and Agencies.

Unit 3: Norms, Folkways, Mores, Values.

Block 6: Social Change and Mobility

Unit 1: Social Change: Definition, Factors and Relevance.

Unit 2: Theories of social change: Evolutionary, Diffusionist, Linear and Cyclical.

Unit 3: Social Mobility: Definition and Forms.

Reference:

1. Kundu, A. (2009). *The Social Sciences; Methodology and Perspectives*. London: Pearson.
2. Giddens, A. (2005). *Sociology*: New York: Polity Press.
3. Beteille, A. (2002) *Sociology-Essays on Approach and Methods*. Oxford: Oxford University Press.
4. Abraham, M. F. (2006). *Contemporary Sociology-An Introduction to Concepts and Theories* Oxford: Oxford University Press.
5. Haralambos, M. (1980). *Sociology: Themes and Perspectives*. Oxford: Oxford University Press.
6. Bottomore, T.B. (1971). *Sociology: A Guide to Problems and Literature*. New York City:

Pantheon Books.

7. Iver, M. & Page. (1959) *Society: An Introductory Analysis*. New York City: Mac Millan.
8. Patel, S. et al. (2002). (Eds.). *Thinking Social Science in India*: New Delhi: Sage India.
9. Jayaram, N. (1988) *Introductory Sociology*. Madras: Macmillan.
10. Johnson, H. M. (1995) *Sociology: A Systematic Introduction*, Bengaluru: Allied Publishers

MINOR DISCIPLINE COURSE
SGB24HS101MI-SOCIAL FORMATION IN WORLD HISTORY
CREDITS: 6

Course Objectives:

This course introduces the learners to the transition of societies and their complexities throughout human history. It explores the evolution of means of production, political institutions and patterns of social relations in the world.

Course Outcomes:

The course is expected to:

- familiarise the learners with a theoretical framework for understanding the evolution and transition of societies vis-à-vis world history.
- introduce the learners to the idea of successive modes of production, through slave societies, feudalism, industrial capitalism, and existed/ existing socialisms, right up to contemporary capitalism and its modus operandi.

Course Outline:

Block 1. Theoretical Framework for Evolution and Transition of Societies
Block 2. Slave Society
Block 3. Feudalism
Block 4. Industrial Revolution and Capital
Block 5. Socialism, Democracy and Post-industrial Societies
Block 6. Contemporary Capitalism

Course Details:

Block 1: Theoretical Framework for Evolution and Transition of Societies

Unit 1. Mode and Means of Production
Unit 2. Private property - Surplus - Appropriation
Unit 3. Class Formation and Consciousness
Unit 4. Societies and Social Change

Block 2: Slave Society

Unit 1. Slave as Commodity and Source of Labour
Unit 2. Greece, Athens and Sparta
Unit 3. American Practices
Unit 4. Surplus and Urbanization

Block 3: Feudalism

Unit 1. Changes in Mode of Production
Unit 2. Fragmentation - Feudal Social Order
Unit 3. European Practices
Unit 4. Decline of Surplus and Decade of Urban Centres

Block 4: Industrial Revolution and Capital

Unit 1. Early Capitalism

Unit 2. Urbanism

Unit 3. Colonialism

Unit 4. Imperialism

Block 5: Socialism, Democracy and Post-industrial Societies

Unit 1. Socialist Societies

Unit 2. USSR and China

Unit 3. New Democracies in the Post-II World War Period

Unit 4. Post-industrial Societies

Block 6: Contemporary Capitalism

Unit 1. Globalization

Unit 2. Liberalization

Unit 3. Multinational Companies

Unit 4. Trade Tariffs

Reference:

1. Arvind Sinha, *Europe in Transition: From Feudalism to Industrialization*, Manohar Publishers and Distributors, 2010.
2. Cohen C A, *Karl Marx's Theory of History: A Defence*, Princeton University Press, 2001.
3. Ellen Meikins Wood, *The Origin of Capitalism*, Verso Publishers, 2017.
4. Gordon Childe, *What Happened in History*, Aakar Books, 2016.
5. Karl Polanyi, *The Great Transformation: The Political & Economic Origin of Our Time*, Beacon Press, 2001.
6. Marc Bloch, *Feudal Society – Vol I*, Aakar Books, 2017.
7. Maurice Dobb, *Political Economy & Capitalism*, Routledge, 2014.
8. Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, 1965.
9. Perry Anderson, *Passage from Antiquity to Feudalism*, Verso Publishers, 2013.
10. R. Hilton (ed), *The Transition from Feudalism to Capitalism*, Aakar Books, 2010.
11. Suarez Villa, *Globalization & Techno Capitalism*, Routledge, 2012.
12. T. H. Aston & C H Philpin, *The Brenner Debate*, CUP, 1987.

ABILITY ENHANCEMENT COURSE
SGB24EG101AC- ENGLISH FOR COMMUNICATION
CREDITS: 4

Course Objectives:

- To reinforce the importance of English as a tool for global communication.
- To develop the linguistic and communicative competence of learners.
- To initiate the learner to explore practical applications of language in real life contexts.
- To make learners understand the nuances of communication and its effective usage by enhancing their LSRW and cultural skills.
- To enhance the skills of the learner to be an effective communicator in a digitally interconnected world.

Course Outcomes:

Upon completing the course, learners will:

- have been exposed to a variety of learner -friendly modes of language use and practice.
- be proficient in LSRW skills, along with social media language.
- be capable of using language related to digital and electronic technology, by employing the advantages of ICT enabled learning.
- be oriented to the possibilities and pitfalls of communication in formal and informal situations.

Course Details:

Block 1: Communication and Language

Unit 1: Introduction to Communication – Language – Origin and Development – Development of Speech and Writing

Unit 2: Barriers of Communication through Languages – Formal and Informal Communication – Communication Etiquettes – Written Versus Oral Communication

Unit 3: The Four Skills of Communication – LSRW – The Fifth Skill of Cultural Awareness – Bilingualism

Unit 4: Significance of English as a Global Language – Communication in English – English in India

Block 2: Receptive or Passive Skills

Unit 1: Learning to Listen – Listening Etiquettes – Problems Affecting Effective Listening – Developing Listening Skills

Unit 2: Listening to the Media – Enhancement of Listening Through the Internet: TED Talks – Music with Lyrics on YouTube

Unit 3: Ready to Read – Enhancing Vocabulary – Scanning and Skimming

Unit 4: Print and Online Reading – Online Resources for Literary Reading

Block 3:Productive or Active Skills

Unit 1:Speaking it Out – Speaking to the Mirror – Understanding Your Audience – Overcoming Inhibitions

Unit 2:Audio Chats to Enhance Speaking – The Practice of Self-Recording – Online Pronunciation Aids

Unit 3:The Written Word – The Writing Process - Writing Plan-Drafts and Revisions– The Well Written Sentence – Diction – Meaning, Clarity and Simplicity – Figurative Language – Collocations – Punctuations

Unit 4:Conventions of Social Media Writing – Linguistic Checks – Online Tools to Help

Block 4:Communication and Technology

Unit 1:Origins of Technology in Language – The Evolution of Writing – Print and Publication – Technology in Language – Systems of Sound and Motion Recording

Unit 2:Evolution of Electronic and Digital Technology – Language and the Cyberspace – Language and ICT – Technical Terms Commonly Used in ICT– The Internet: Aspects of Efficiency and Economy

Unit 3: Authenticity of New Media – Misuse and Abuse in CyberSpace

Unit 4:Contributing to Social Media – Appropriate and Upright Conduct on Social Media Platforms

Reference:

1. Bailey, Stephen. *Academic Writing*. Routledge, 2006.
2. Coe, Norman, Robin Rycroft and Pauline Ernest. *Writing Skills: A Problem-solving Approach*. Cambridge University Press, 1983.
3. Ferguson. *Public Speaking: Building Competency Stages*. Oxford Publishing, 2007.
4. Hamp-Lyons, Liz, Ben Heasley. *Study Writing*. 2nd Edition. Cambridge UP, 2008.
5. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
6. Langan, J. *English Skills with Reading* (3rd Ed.). McGraw Hill. New York. 1995.
7. Lynch, Tony. *Study Listening*. New Delhi. CUP, 2008.
8. Marks Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
9. McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.
10. Mehta, D.S. *Mass Communication and Journalism in India*, 2001.
11. Mukhopadhyay, Lina et al. *Polyskills: A Course in Communication Skills and Life Skills*.Foundation, 2012.
12. Quirk, Randolph. *The Use of English*. Longman, 1968.
13. Robert, Barraas. *Learners Must Write*. London: Routledge, 2006.
14. Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.

MULTIDISCIPLINARY COURSE
SGB24HS101MD-HISTORICAL TOURISM
CREDITS: 4

Course Objectives:

The course aims to:

- familiarise the learners with historical monuments in India and Kerala.
- create an awareness of the significance of historical sites.
- equip the learners to learn about the importance of historical tourism.

Course Outcomes:

The course enables the learners to :

- conceptualise the nature and significance of historical tourism.
- have a better understanding of the cultural ethos of the country.
- have a better understanding of the tourism promotions in India and Kerala.
- study tourism in a historical context.

Course Outline:

Block 1: An Introduction to Historical Tourism

Block 2: Historicising travel in India

Block 3: Tourist destinations in India and their significance

Block 4: Tourist destinations in Kerala and their significance

Course Details:

Block 1: An Introduction to Historical Tourism

Unit 1: What is Historical Tourism?

Types of Tourism- Historical Tourism and Economy- Impact

Unit 2: Conservation of Historical Sites

Role of ASI- UNESCO

Block 2: Historicising Travel in India

Unit 1: Significance of Travelogues in the Reconstruction of History

Travels and Travelogues- Travelogues and Periodization of

History - Travelogues and Fixing of the Boundaries of Empires

Unit 2: Foreign Travellers in India and their Accounts

Ancient period- Megasthenes - Fahien- Huen Tsang- Medieval period- Ibn Batuta - Marco Polo - Amir Khusrau- Jean-Baptiste Tavernier - Francois Bernier - Peter Mundy- Modern period - William Hawkins- Sir Thomas Roe- Edward Terry

Block 3: Tourist Destinations in India and their Significance

Unit 1: Religious and Cultural Destinations in India and their Significance

Amritsar- Tirupati- Bodh Gaya- Puri - Haridwar - Ajmer- Santiniketan- Wardha- Tiruchirappalli- Velankanni

Unit 2: Historical Destinations in India and their Significance

Keezhadi- Khajuraho- Hampi - Bhimbetka- Mahabalipuram- Thanjavur- Ajanta and Ellora- Harappan sites- Tughlaqabad Fort- Mehrauli Archeological Park- Taj Mahal- Qutub Minar- Jama Masjid- Purana Qila- Red Fort- Agra Fort- Fatehpur Sikri- Museums

Block 4: Tourist Destinations in Kerala and their Significance

Unit 1: Historical Destination of Kerala

Edakkal Caves- Padmanabhapuram Palace- Bekal Fort - Palakkad Fort- Archaeological sites of Kerala- Pattanam- Eyyal Burial cave and Chovvanur burial cave in Thrissur - Megalithic burials in Wayanad- Thunchan Parambu

Unit 2: Sacred Geography

Sabarimala- Cheraman Mosque- Malayattoor Church - Parassinikkadavu- Kodungallur Bhagavathy Temple

Reference:

1. A Sreedhara Menon, *Cultural Heritage of Kerala*, DC Books, 2019
2. Amir Khusrau: Memorial Volume, Ministry of Information and Broadcasting, Government of India, 2006
3. Clement R Markham, *The Hawkin's Voyages during the Reigns of Henry VIII, Queen Elizabeth and James I*, London, 1878
4. Dominique Shila Khan, *Sacred Kerala*, Penguin India, 2009
5. F. Fawcett, *Rock Carvings in the Edakkal Cave in Indian Antiquary*, Volume XXX, 1901
6. Francois Bernier, *Travels in the Mogul Empire*, 1862
7. H. K Kaul, *Traveller's India: An Anthology*, OUP, 1998
8. Hugh Murray, *The Travels of Marco Polo*, Edinburgh, 1845
9. John Gollings, John M Fritz, and George Michell, *City of Victory: Vijayanagara the Medieval Hindu Capital of Southern India*, New York: Aperture, 1991
10. Pran Nath Seth, *India-A Travellers Companion*, Sterling Publications, 1996
11. Ratan Deep Singh, *Dynamics of Modern Tourism*, Kanishka Publications, India, 2006
12. Ratan Deep Singh, *Economic Impact of Tourism Development: An Indian Experience*, Kanishka Publications, India, 1995
13. Ratan Deep Singh, *Infrastructure of Tourism in India*, Kanishka Publications, India, 2007
14. Rita Banerjee, *Thomas Roe and the Two Courts of Emperor Jahangir and King James*, Dand Etudes Anglaises, 2017/2 (Vol 70)
15. Salini Modi, *Tourism and Society*, Rawat Publications, 2001
16. S.P Gupta, *Cultural Tourism in India*, D.K. Print World, 2003
17. Tansen Sen, *The Travel Records of Chinese Pilgrims Faxian, Xuanzang and Yijing*, Volume 11, Number 3, 2006
18. The Travels of Peter Mundy in Europe and Asia, 1608-1667, Volume II *Travels in Asia (1628-1634)*, Second Series, No XXXV, Council of Hakluyt Society, 1914
19. Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson Education India, 2009
20. V. Ball, *Travels in India by Jean-Baptiste Tavernier Vol I and II*, OUP, 1925
21. W.H Moreland and Atul Chandra Chatterjee, *A Short History of India*, Longman, London, 1953
22. William Foster, *Early Travels in India 1583-1619*, OUP, 1921

MULTIDISCIPLINARY COURSE
SGB24CA101MD-COMPUTER SYSTEM AND INTERNET TECHNOLOGIES
CREDITS: 4

Course Outcomes:

- To understand the working of a computer
- To know about computer connectivity
- To make aware of cloud and wireless technologies
- To familiarise with cyber etiquette

Block 1: Computer System Fundamentals

Unit 1: Fundamentals of Computers: Types of Computers, Functional Units - Input-Output interface, Software and Hardware, Memory, Bus -Bus Structures and Types

Unit 2: Hardware Components: Input/Output Devices- voice, text, gestures, Memory- Primary Memory- RAM, ROM, Registres, Secondary Memory - Storage- HDD, SSD, Peripheral Devices, Mobile Devices, Selecting a System Specification Based on Requirements

Unit 3: Software Components : System Software - Operating Systems, Utility Programs, Language Processor. Application Software - Types and Examples, Software Development - Programming Languages and Development Tools.

Unit 4: Operating System Concepts: Components, Common operating systems, RTOS, Mobile OS, Files and file system, BIOS and booting, Remote connections

Block II : Networking Fundamentals and System Security

Unit 1: Basics of Networking: Definition and importance of computer networks, Types of networks: LAN, WAN, MAN, PAN, Network topologies: Bus, Star, Ring, Mesh,

Unit 2: Network Devices and Media: Routers, Switches, Hubs, Modems, Access Points, Transmission media - Wired (Coaxial, Twisted pair, Fiber optic) and Wireless

Unit 3: System Security and Protection: Importance of network security, Security threats: Malware, Phishing, Denial of Service attacks, Security measures: Firewalls, Antivirus software, Encryption, VPNs

Unit 4: Cyber Literacy and Etiquette: Search engine usage - Google Scholar; Social media platforms - Relevance and use; Social media interaction; Credibility and fact-Checking in cyberspace

Block III: Networking Protocols

Unit 1: Connectionless Protocols : UDP, ICMP, HTTP

Unit 2: Connection oriented services : TCP/IP/ UDP, FTP, SMTP

Unit 3: Network Standards: OSI Model Layers, TCP/IP Protocol Suit

Unit 4: Network addressing: IP addressing (IPv4, IPv6), MAC addresses

Block IV: Internet Technologies

Unit 1: Web Technologies: Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), Client-side scripting: JavaScript basics Server-side scripting: Introduction to PHP, Node.js

Unit 2: Cloud Computing Concepts: types and services; applications of cloud computing- online data storage, backup and recovery, Big-data analysis, Deployment models: Public, Private, Hybrid clouds, Development and Testing, IoT and wearable devices

Unit 3: Wireless and Mobile Technologies: Bluetooth, Wifi, Wi-max, Zigbee; Mobile communication- GPS, GPRS, GSM, 3G, 3.5G, Features of 4G & 4G LTE, VoLTE, 5G,

Unit 4: Web Pages creation and hosting: web client, web servers, HTTP request-response, web page creation and web hosting

Reference:

1. Sinha, Pradeep K., and Priti Sinha. "Computer fundamentals". BPB publications, 2010.
2. White, Ron, and Timothy Edward Downs. "How computers work". Que, 1998.
3. Comer, Douglas E. "The Internet book: Everything you need to know about computer networking and how the Internet works". Chapman and Hall/CRC, 2018.
4. Buyya, Rajkumar, Christian Vecchiola, and S. Thamarai Selvi. "Mastering cloud computing: foundations and applications programming". Newnes, 2013.
5. Anthony T. Velte, "Cloud Computing: A Practical Approach", Tata McGraw Hill, 2009.
6. Kukushkin, Alexander. Introduction to mobile network engineering: Gsm, 3g-wcdma, lte and the road to 5g. John Wiley & Sons, 2018.
7. Lin, Yi-Bang, and Imrich Chlamtac. Wireless and mobile network architectures. John Wiley & Sons, 2000.

MULTIDISCIPLINARY COURSE
SGB24PS101MD-LEGAL LITERACY
CREDITS: 4

Course Objectives:

After completion of the course, the learners will be able to:

- Understand the structure and manner of the functioning of the legal system in India
- Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India
- Explore the Specific Laws pertaining to sections such as women, children and the SCs & STs

Course Details:

Block 1: Fundamentals of Legal Literacy in India

Unit 1: Constitution – Fundamental rights

Unit 2: Fundamental Duties & Directive Principles of State Policy

Unit 3: Introduction to Bharatiya Nyaya Samhita (IPC) Code of Civil Procedure (CPC), Bharatiya Nagarik Suraksha Sanhita(Cr.PC), and Bharatiya Sakshya Sanhita (Indian Evidence Act)

Block 2: Specific Sections and Specific Laws

Unit 1: Women and Children- Protection of Women from Domestic Violence Act, 2005 and The Juvenile Justice (Ca and Protection) Act 2005

Unit 2: Scheduled Caste and Scheduled Tribes - The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989

Unit 3: Consumer Protection Act, 2019 and Right to Information Act, 2005

Block 3: Basic Understanding of Criminal Procedure

Unit 1: Offences and their Categories – Cognizable and non – Cognizable, Bailable and non-Bailable, Compoundable and non – Compoundable

Unit 2: First Information Report (FIR), Investigation and Charge sheet

Unit 3: Warrant, Arrest and Bail

Block 4: Judicial System and Law Enforcement in India

Unit 1: System of courts and their jurisdiction in India

Unit 2: Legal Service Authorities Act and Right to Legal Aid – Lok Adalats

Unit 3: Role of Police in Law Enforcement

Reference:

1. Basu, D. D & Others, (2008) Introduction to the Constitution of India, Nagpur: Lexis Nexis Butterworths.
2. Kashyap, S, (1994) Our Constitution: An Introduction to India's Constitution and Constitutional Laws, New Delhi, National Book Trust.
3. D. Srivastava, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.
4. Zariski, A. (2014). Legal literacy: An introduction to legal studies. Athabasca University Press

Second Semester

MAJOR DISCIPLINE CORE COURSE
SGB24SO102MC-SOCIOLOGY IN INDIA
CREDITS: 6

Course Objectives:

The course primarily focuses to outline the social and historical origin of the discipline in the Indian subcontinent. The course intends to give an introduction to different streams of thought on Indian society. The course instruction materials need to introduce the social background of the authors and should attempt to contextualize their major concepts. It may include the biography, institutional history, and contribution of the sociologist under discussion.

Course Outcomes:

- Familiarise the context in which sociology as a discipline emerged in India.
- Explains the different perspectives on Indian society
- Outlines the theoretical perspectives to study Indian society.

Course Outline:

BLOCK 1: EMERGENCE OF SOCIOLOGY IN INDIA

BLOCK 2: INDOLOGICAL AND TEXTUAL PERSPECTIVES

BLOCK 3: STRUCTURAL FUNCTIONALISM

BLOCK 4: MARXISM

BLOCK 5: SYNTHESIS OF TEXTUAL AND FIELD VIEWS

BLOCK 6: SUBALTERN PERSPECTIVES

Course Details:

Block 1 Emergence of Sociology in India

Unit 1: Development of Sociology and Social Anthropology of India: Social and colonial debates

Unit 2: Bombay and Lucknow Schools of Sociology

Block 2: Indological And Textual Perspectives

Unit 1: G.S. Ghurye: Caste and Kinship, Tribe, Culture and Civilisation

Unit 2: Louis Dumont: Homo Hierarchicus, Purity and Impurity

Block 3: Structural Functionalism

Unit 1: M.N. Srinivas: Sanskritisation, Dominant Caste

Unit 2: S.C. Dube: Social Change, Modernisation

Block 4: Marxism

Unit 1: D. P Mukherji: Personality, Dialectical approach in studying Indian society

Unit 2: A.R. Desai: Social Background of Indian Nationalism, State and Society

Block 5: Synthesis of Textual and Field Views

Unit 1: Irawati Karve: Kinship Organisation in India, Caste and Religion in the Pre and Post-Aryan period.

Unit 2: A.M. Shah: The Household and Family in India

Block 6: Subaltern Perspective

Unit 1: B.R. Ambedkar: Caste and Annihilation of caste, Constitutional Democracy

Unit 2: David Hardiman: 'The coming of Devi', 'Feeding the Baniya'

Reference:

1. Beteille, A. (2002). *Sociology: Essays on Approach and Method*, New Delhi: OUP.
2. Das, Veena. (Eds.). (2003). *Oxford India Companion to Sociology and Social Anthropology*, New Delhi: Oxford University Press.
3. Das, Veena. (Eds.) (2004). *Handbook of Indian Sociology*, New Delhi: OUP.
4. DeSouza, P.R. (Eds.) (2000). *Contemporary India – Transitions*, New Delhi: Sage Publications.
5. Dhanagare, D.N. (1993). *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat Publications.
6. Dube, S.C. (2003). *India's Changing Villages: Human Factors in Community Development*. London: Routledge and Kegan Paul.
7. Dumont, L. (1970). *Homo Hierarchicus: The Caste System and its Implications* New Delhi: Vikas.
8. Ghurye, G.S. (2005). *Caste and Race in India*, Bombay: Popular Prakashan.
9. Karve, I. K. (1961). *Hindu Society: An Interpretation*. India: Deccan College.
10. Ludden. (2000). *Critique of Subaltern Studies*, New Delhi: Oxford University Press.
11. Madan, T. N. (2011). D P Mukerji: Towards a Historical Sociology. In T N Madan's *Sociological Traditions: Methods and Perspectives in the Sociology of India*. New Delhi: Sage Publications.
12. Momin, A. R. (1996). *The Legacy of G. S. Ghurye: A Centennial Festschrift*, Bombay: Popular Prakashan.
13. Nagla. B. K (2008). *Indian Sociological Thought*, Jaipur: Rawat Publications.

14. Oommen, T.K. & P. N. Mukherjee, (Eds.) (1986). *Indian Sociology: Reflections and Introspections*, Bombay: Popular Prakashan.
15. Singh, K.S. (1992). *The People of India: An Introduction*, Calcutta: Seagull books.
16. Singh, Y. (1986). *Indian Sociology: Social Conditioning and Emerging Concerns*, Delhi: Vistaar.
17. Srinivas, M. N. (1995). *Social Change in Modern India*, New Delhi: Orient Longman.
18. Uberoi, Patricia; Nandini Sundar; Satish Deshpande. (2008). *Anthropology in the East: founders of Indian sociology and anthropology*. Calcutta: Seagull.
19. Vivek P. S. (2002). *Sociological Perspectives and Indian Sociology*, Mumbai: Himalaya Publishing House.

MINOR DISCIPLINE COURSE
SGB24EC101MI-GENERAL ECONOMICS
CREDITS: 6

Course Objectives:

To introduce and understand the discipline of economics in general. The topics under discussion enable the learners to experience a new horizon of knowledge.

Course Outcomes:

- Learners will be able to get an understanding of the scope of economics and basic concepts of microeconomics.
- They will learn about the key concepts and indicators of macroeconomics with an understanding of the classical and Keynesian periods.
- They will be able to get an understanding of the functions of money and monetary policy.
- They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
- They will be able to know the basic structure of the Indian economy and understand economic reforms since 1991.

Course Outline:

Block 1: Microeconomics

Block 2: Macroeconomics

Block 3: Money and Capital Market

Block 4: Public Economics

Block 5: Economic Growth and Development

Block 6: Indian Economy

Course Details:

Block 1: Microeconomics

Unit 1: Economics as a social science - Subject matter and scope of Economics- Different economic systems.

Unit 2: Microeconomics- Scope- Micro- Macro distinction-The basic economic problems and solution

Unit 3: Demand function- Law of demand - Elasticity of demand (Concepts only); Supply function- Law of supply - Concept of Equilibrium

Unit 4: Production function-Short-run versus long-run – Law of variable proportion and returns to scale.

Block 2: Macro Economics

Unit 1: Macroeconomics – Definition, and Scope- Macro Economic Variables- Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)

Unit 2: National Income Concepts - Methods of Measurement - Difficulties in the measurement of National Income

Unit 3: Classical Macro Economic System- Say's Law - Wage - Price Flexibility

Unit 4: Keynesian Macro Economic System- ASF and ADF - Principles of Effective Demand and Under-employment Equilibrium

Block 3: Money and Capital Market

Unit 1: Concept of Money - Kinds and Functions

Unit 2: Inflation- Types of inflation - Impact of inflation - Measures to regulate inflation

Unit 3: Banking - Types of Deposits - Functions of Commercial Banks - Central Bank and its functions - Monetary Policy (Concept Only)

Unit 4: Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

Block 4: Public Economics

Unit 1: Meaning and Scope--Public Finance and Private finance

Unit 2: Public Revenue and Public Expenditure- Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure

Unit 3: Public Debt- Meaning and objectives -Types of public debt

Unit 4: Budget - Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only).

Block 5 : Economic Growth and Development

Unit 1 : Growth v/s Development - Indicators of Development - Sustainable development

Unit 2: Inequalities in income distribution -Lorenz curve and Gini coefficient - Inverted U-hypothesis

Unit 3: Classical theory - Adam Smith, Ricardo, Malthus, Marx

Block 6: Indian Economy

Unit 1: Characteristics of Indian economy- Major challenges facing Indian economy- Role of NITI Aayog

Unit 2: Population, size, and composition - Demographic transition in India - major demographic indicators over the years (Sex ratio, Literacy rate, Birth and Death Rates, Population growth rate, IMR, Child Mortality Rate)

Unit 3: Economic Crisis of 1991- Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation

Unit 4: Role of Agriculture, Industry, and Service sectors in Indian Economy

Reference:

1. Lipsey, Crystal (1999): *Principles of Economic Analysis*, 9th Edition, Oxford University Press.
2. Salvatore, D (2008): *Microeconomics: Theory and Practice*, Oxford University Press.
3. Koutsoyiannis, A. (1990): *Modern Microeconomics*, Macmillan
4. Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi
5. Pindyck, R.S and Rubin field, D.L (2001): *Microeconomics*, Pearson Education.
6. Mukherjee, Sampat (2002): *Modern Economic Theory*, (4th ed): New Age International Publishers, Bangalore.
7. Brown, William S (2004): *Macroeconomics*, Prentice-Hall, New Jersey.
8. Stone and Stone (1968): *National Income and Expenditure*, Bowes and Bowes
9. Rangarajan, Narayan, and R, Dholakia (2001): *Principles of Macroeconomics*, Tata McGraw Hill Education (India) Private Limited, New Delhi
10. Shapiro, Edward (1996): *Macro Economic Analysis* – Galgolia Publications, New Delhi.
11. Nattrass, Nicoli and VisakhVarma, G (2014): *Macroeconomics Simplified: Understanding Keynesian and Neoclassical Macroeconomic Systems*, Sage publications India, New Delhi.
12. Ghosh and Ghosh, *Fundamentals of Monetary Economics*, Himalaya Publishing House
13. Maheswari and RR Paul (2003): *Banking and Financial Services*, Kalyani Publications
14. Natarajan and Parameswaran(2013): *Indian Banking*, S.Chand and Co
15. Fernandez and Monsalvez (2013): *Modern Bank Behaviour*, Palgrave Macmillan
16. Gupta, Suraj B. (2009): *Monetary Economics –Institutions, Theory and Policy*, S.Chand& Company Ltd, New Delhi.
17. Hindrick, Jean and Gareth D Myles (2006): *Intermediate Public Economics*, Prentice Hall of India
18. Hajela, T N(2010): *Public Finance*, 3rd ed, Ann's Books, New Delhi
19. Lekhi, R K (2003): *Public Finance*, Kalyani Publications, New Delhi
20. Tyagi, BP (1994): *Public Finance*, Jain Prakash Nath and Company Meerut
21. Kriparani, Kaveri, K, SudhaNaik, U K and Girija (2000): *Public Finance- Fiscal policy*, S Chand, New Delhi.
22. Uma Kapila (2013): *Indian Economy since Independence*, Academic Foundation, New Delhi
23. Thirlwal, A.P (2011): *Economics of Development*, New York, Palgrave Macmillan.
24. Acharya, Shankar and Rakesh Mohan (2010) (ed), *India's Economy – Performance and Challenges*, Oxford University Press, New Delhi.
25. Hunt, Elgin F and David Colander (2008). *Social Science and Introduction to the Study of Society*, Routledge.
26. Blaug, Mark (1990): *Economic Theory in Retrospect*, 4th Edition, Cambridge University Press, New York.
27. Dreze, Jean, and AmartyaSen (2013): *An Uncertain Glory – India and its Contradictions*, Penguin Books
28. Dutt, Ruddar, and Sundaram (2014): *Indian Economy*, S Chand, and Company, New Delhi.
29. Tomlinson. B.R (2013): *The Economy of Modern India-From 1860 to the 21st Century*, Cambridge University Press, New Delhi.
30. Ahluwalia, I.J. and I.M.D. Little (ed) (1999): *India's Economic Reforms and Development*, (Essays in honor of Manmohan Singh), Oxford University Press, New Delhi
31. Census Data, Accessible via URL <http://censusindia.gov.in/>
32. Todaro,M.P and Smith. 2014. *Economic Development*. Pearson Education, USA.
33. Ray, Debraj.1998. *Development Economics*. Princeton, New Jersey.

ABILITY ENHANCEMENT COURSE
SGB24EG102AC-READING AND WRITING ENGLISH
CREDITS - 4

Course Objectives:

- Reinforcement of critical thinking through various technicalities of reading.
- Familiarisation with the nuances of language in literature
- Recognition and understanding of the grammatical structures of language to communicate effectively and learning to self-edit documents.
- Development of the skill to use appropriate and contextual vocabulary and use of the skill to integrate the resources effectively.
- Cultivation of the skills to merge the thoughts into verbal expressions, utilizing the techniques involved in writing academic documents to achieve specific purposes.

Course Outcomes:

Upon completing the course, learners will

- Have knowledge of various communication contexts which will enable the use of context-specific appropriate language.
- Be equipped with the skills to appreciate and evaluate a text, gaining the acquired skills in comprehending, even complex passages.
- Will have the competency to handle language in various literary and life contexts.
- Display acquired knowledge in structuring grammatical sentences while writing and speaking.
- Be able to process information from various sources and present it in a coherent manner.
- Understand the relevance of writing academic documents and display proficiency in using language in different styles and formats.

Course Outline:

1. BLOCK 1– READING- THE EFFECTIVE SKILL
2. BLOCK 2 – LANGUAGE DEVELOPMENT-PART I
3. BLOCK 3 – LANGUAGE DEVELOPMENT-PART II
4. BLOCK 4 – PRACTICE, PRACTICE, PRACTICE

Block 1: Reading- The Effective Skill

Unit 1: Introduction to Reading

Unit 2: Types of Reading - Methods and Techniques involved in Reading

Unit 3: Reading Comprehension

Unit 4: Analysing Literature

- a. Essays-“The Dream and the Message” (Chapter 1 of *Ignited Minds*)– A. P. J. Abdul Kalam
- b. Short Story-*The Open Window*- H.H. Munro
- c. Poetry-*The Blessed Damsel*- Dante Gabriel Rossetti

Block 2: Language Development-Part I

Unit 1: Parts of Speech

Unit 2: Sentences

Unit 3: Concord

Unit 4: Tenses

Block 3: Language Development-Part II

Unit 5: Reported Speech

Unit 6: Active and Passive Voice

Unit 7: Sentence Transformation

Unit 8: Common Errors

BLOCK 4: Practice, Practice, Practice

Unit 1: Reading Comprehension Passages

Unit 2: Analysing Literature

Unit 3: Grammar and Vocabulary

Unit 4: Precis

Unit 5: Essay Writing

Unit 6: Report Writing

Reference:

- Barrass, Robert. *Students Must Write: A Guide to Better Writing in Coursework and Examinations*. Routledge, 2006.
- DeVito, Joseph A. *Communication: Concepts and Processes*. Prentice-Hall Inc, 1976.
- Kalam, APJ Abdul. *Ignited Minds. Unleashing The Power Within India*. Penguin, 2003.
- Mishra, Sunitha and C. Muralikrishna. *Communication Skills for Engineers*. Pearson, 2011.
- Raman, Meenakshi and Sangeetha Sharma. *Technical Communication: Principles and Practice*. Oxford, 2004.
- Prasad, Prajapati. *The Fundamental Aspects of Communication Skills*. S. K. Kataria& Sons, New Delhi, 2011-12.
- Kumar, Sanjay and Pushpalata. *English for Effective Communication*. Oxford, 2013.
- Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
- Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
- Eastwood, John. *Oxford Guide to English Grammar*. Oxford University Press, 1994.

MULTI-DISCIPLINARY COURSE
SGB24SO101MD-CRIMINOLOGY
CREDITS- 04

Course Objectives:

The course introduces basic concepts in criminology and criminal administration. It helps society, government, correction institutes, and administrators to understand societal elements in cultivating crimes, criminals, and correction methods.

Course Outcomes:

- Acquaint the learners with concepts in criminology for the promotion of welfare and cooperation in society.
- Give exposure to the learners about different types of crime prevailing in society.
- Familiarize learners with the criminal justice system and different ways of preventing crime in society.

Course Outline:

BLOCK 1: CRIME AND PERSPECTIVES

BLOCK II: TYPES OF CRIME

BLOCK III: CRIMINAL JUSTICE SYSTEM

BLOCK IV: PUNISHMENT AND CORRECTIVE METHODS

Course Details:

Block 1: Crime and Perspectives

Unit 1: Crime and Criminology

- Definitions: Crime, Criminology and Criminal Justice
- Differences between concepts: Sin, Crime, Vice & Wrong
- Meaning: Deviance and Delinquency
- Historical Development of Criminology - Nature and Scope- Criminology

Unit 2: Conceptual Approaches to Crime

- Legal, behavioral, sociological, deviance, crime and delinquency

Unit 3: Perspectives on Crime Causation

- Classical and Positivist school of criminology
- Psychological School of Criminology
- Sociological (Marxian, Structural-Functional and Symbolic Interactionism)

Block 2: Types of Crime

Unit 1: Typology of Crimes

- Crimes against the Human body

- Crimes against Property
- Crimes against vulnerable groups: Crimes against women and children

Unit 2: Types of Crime

- Economic and violent crime
- White-collar and corporate crime
- Organized and cybercrime

Unit 3: Socio-Economic Profiles

- Changing the socio-economic profile of criminals in contemporary India

Block 3: Criminal Justice System

Unit 1: Introduction to CJS

- CJS: Meaning, Purpose and Social Relevance
- Legislative Process in CJS.
- International Perspective: American, British, Chinese, French and Islamic CJS.

Unit 2: Police System

- Historical Overview of the Police System in India and its Function;
- Police Act 1861
- The organization set up of the Indian Police in Modern Society
- Objective of the Police System: Maintenance of Law and Order, Investigation of Crimes
Protection of Life, Protection of Property Rights, Prevention of Crime

Unit 3: Judicial & Prosecution System

- Judicial Administration in India: Structure and Functions of Criminal Courts.
- Modern Judicial Systems: Fast Track Court, Children Court, JJB.
- Salient Features of Indian Judicial System: Independence, Public and Fair Trial.
- Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice. Prosecution System.

Block 4: Punishment and Corrective Methods

Unit 1: Punishment Related to Crime

- Types of punishment
- Penology in India
- Indian Penal Code
- Retributive and reformatory theory
- Deterrent theory

Unit 2: Correction Methods

- Significance and forms of correction,
- History of prison reforms in India,
- National policy on prisons,
- Correctional programs- educational, vocational, psychiatric, meditation, recreation,
- Problems of correctional administration

Unit 3: Alternative to Imprisonment

- Probation
- Parole
- Open prisons
- After-care and rehabilitation
- Victimological perspective

Reference:

1. Mohanty, R. K. & Mohanty, S. (2016). *Criminology Penology and Victimology*. Bengaluru: Himalaya Publishing House Pvt. Ltd.
2. Sharma, R.K.(2017). *Criminology and Penology*. New Delhi: Atlantic Publishers.
3. Gaur, K.D. (2020). *Indian Penal Code*. New South Wales: Universal Law Publishing Co. Pvt. Ltd.
4. Paranjape, N.V. (2012). *Criminology and Penology with Victimology*. Allahabad: Central Law Publications.
5. Schmalleges, F. (1999). *Criminal Justice Today*, New Jersey: Prentice Hall.
6. Albanese, J. S. (2000). *Criminal Justice*. Boston: Allyn and Bacon.
7. Phelps, T.R. (1979). *Introduction to Criminal Justice*. UK: Goodyear Publishing Company. Inc.
8. Mir, M. (1984). *Crime and Criminal Justice System in India*. New Delhi: Deep and Deep Publications.
9. Justice Malimath Committee on Criminal Justice Reforms. (2003). Universal Law Publication.
10. K. Padmanabhaiah Committee Police Reforms. (2001).
11. Srivastava, A. (1999). *Policing in the 21st Century*. Hyderabad: Indian Institute of Police Administration.
12. Guharoy J. T. (1999). *Role of Police in Changing Society*. New Delhi: APH Publications.
13. Sharma, P.D., (1985). *Police and Criminal Justice Administration in India*. Delhi: Uppal Publishing House.
14. Gupta, A. S. (2007). *Crime and Police in India*. Agra: Sahitya Bhavan.
15. Banerjee, D. (2005). *Central Police Organizations Part I and Part II*. Bengaluru: Allied Publishers Pvt. Ltd.
16. Ebbe, O.N. I. (2000). *Comparative and International Criminal Justice System: Policing, Judiciary and Corrections*. Boston: Butterworth.
17. Reid, S.T. (2006). *Crime and Criminology*. New York: Mc. Graw Hill Publishers.
18. Shweta. (2009). *Crime, Justice and Society*. New Delhi: MD Publications.
19. Ahuja, R. (2000). *Criminology*. Delhi: Rawat Publications.
20. Chaturvedi J.C. (2006). *Penology and Correctional Administration*, Delhi: Isha Books.

MULTIDISCIPLINARY COURSE
SGB24CA102MD-MACHINE LEARNING FOR ALL
CREDITS- 4

Course Outcomes:

- To learn the basics of Machine Learning
- To understand about various Supervised Learning algorithms
- To understand about Unsupervised Learning and Reinforcement Learning
- To list various ML applications

Course Details:

Block I: Introduction to Machine Learning

Unit 1: Introduction to Machine Learning (ML)

Unit 2: Types of Machine Learning – Supervised, Unsupervised and Reinforcement Learning

Unit 3: Performance Evaluation Metrics: Confusion Matrix, ROC curves

Unit 4: Cross Validation Techniques, Bias-Variance Tradeoff

Block II: Supervised Learning

Unit 1: Basics of Neural Networks: Perceptron, Multilayer Perceptron

Unit 2: Classification : Naïve Bayes, Decision Trees and Support Vector Machines

Unit 3: Regression: Linear Regression, Logistic Regression

Unit 4: Overfitting and Underfitting, Regularisation

Block III: Unsupervised Learning and Reinforcement Learning

Unit 1 Partition Clustering: K-means Clustering, K-Medoid

Unit 2 Hierarchical Clustering :Agglomerative Clustering

Unit 3 Dimensionality Reduction – Principal Component Analysis, Singular Value Decomposition

Unit 4 Introduction to Reinforcement Learning, Markov Decision Processes (MDPs)

Block IV: Advanced Topics and Applications of Machine Learning

Unit 1 Introduction to Generative AI and LLMs

Unit 2 Demonstration of basic concepts of ML using Teachable Machine/Weka

Unit 3 Introduction to Natural Language Processing (NLP) and Computer Vision

Unit 4 Introduction to Recommender Systems and Time Series Analysis

Reference:

1. “Machine Learning”, Tom M. Mitchell, McGraw Hill.
2. K. P. Murphy, “Machine Learning: A probabilistic perspective”, MIT Press, 2012.
3. Stephen Marsland, “Machine Learning An Algorithmic Perspective”, CRC Press.
4. Yoshua Bengio, “Learning Deep Architectures for AI”, Now Publishers Inc (2009)
5. Ian Goodfellow, Yoshua Bengio and Aaron Courville, “Deep Learning”, MIT Press

MULTIDISCIPLINARY COURSE
SGB24BB101MD-Digital Marketing
CREDITS-4

Course Objective:

- To familiarize the students with the concept of Digital marketing
- To develop understanding on website planning and designing.
- To equip the students with knowledge of search engine optimization and its strategies
- To help the students understand the concept of Social media marketing and its scope in marketing a business.

Course Outcomes:

- Understand the basics of digital marketing
- Enrich knowledge about the process of web planning and analysis
- Attain the knowledge about the concepts of Social Media Marketing
- Gain knowledge about the process of Search engine optimization

Course Outline:

Block 1: Basics of Digital Marketing

Block 2: Website Planning and Analysis

Block 3: Search Engine Optimization

Block 4: Social Media Marketing

Course Details:

Block 1: Basics of Digital Marketing

Unit 1: Introduction to Digital Marketing

Digital Marketing – Importance of Digital Marketing, Evolution of Digital Marketing, Scope of Digital Marketing, Traditional Marketing vs. Digital Marketing.

Unit 2: Types of Digital Marketing

Types of Digital Marketing– Content Marketing, Mobile Marketing, Affiliate Marketing, E-mail Marketing, PPC Advertising - Increasing visibility – Lead Generation – Latest Trends in Digital Marketing – Digital Marketing Budgeting

Block 2: Website Planning and Analysis

Unit 1: Website planning

Introduction to Website– Types of website, Basics of web design, Website tools for speed improvement, various design platforms.

Unit 2: Website analysis

Website analysis tools, Competitor analysis, Competitor research tools, Keyword research and analysis, Types of keywords, Localized keyword research, Tools used for Keyword research

Block 3: Search Engine Optimization

Unit 1: Introduction to SEO

Introduction to SEO – Fundamentals and concepts of SEO, Google Algorithm, Google search Console, Search Engine Results Page, Traffic and its meaning

Unit 2: Strategies and Techniques

Strategies for keyword optimization, On page SEO, Off page SEO, SEO techniques, Link Building, Indexing and Crawling – Meaning - SEM Metrics

Block 4: Social Media Marketing

Unit 1: Overview of Social Media Marketing

Meaning of Social Media Marketing, SMM Channels, Facebook optimization, Creating Facebook page for business, Fan Page vs. Profile vs. group, Facebook Advertising, Facebook Analytics.

Unit 2: Modes of Social Media Marketing

Introduction to Twitter – Followers, Re Tweets, Clicks, Linked In – Branding on Linked In, You Tube channel, Pintrest, Profile optimization on Instagram, Google plus for businesses, CPC bidding

Reference:

1. Bhatia (2017). Fundamentals of Digital Marketing, 2e. Pearson Education India
2. Dave Evans., Susan Bratton, (2010). Social Media Marketing: The Next Generation of Business Engagement. Wiley
3. George Pain (2019). Marketing Automation and Online Marketing: Automate Your Business through Marketing Best Practices such as Email Marketing and Search Engine Optimization
4. Social Media Marketing: Tracy L. Tuten (2021).
5. Social Media Marketing: A Strategic Approach. Debra Zahay, Mary Lou Roberts (2022).
6. Pay Per Click Search Engine Marketing For Dummies by Peter Kent (2006).

Third Semester

MAJOR DISCIPLINE CORE COURSE
SGB24SO203MC: CLASSICAL SOCIOLOGICAL THINKERS
CREDITS-6

Course Objectives:

The course introduces the students to the sociological thinkers, the social background of their intellectual formation and multitude of ways of thinking available in sociology to analyse the society. This course also has to prepare the students to apply theory to their own everyday life. The students have to develop a sociological imagination to read their social situation sociologically and to reflect about it theoretically.

Course Outcomes:

- Identifies the foundational themes and its advances in Sociology.
- Develops an appreciation of the theoretical formulations in Sociology
- Outlines the contributions of classical thinkers to Sociology

Course Outline:

BLOCK 1: DIVERSITY IN SOCIOLOGICAL PERSPECTIVES

BLOCK 2: POSITIVISM AND SOCIAL DARWINISM OF EARLY YEARS

BLOCK 3: GEORG SIMMEL

BLOCK 4: KARL MARX

BLOCK 5: MAX WEBER

BLOCK6:EMILE DURKHEIM

Course Details:

Block 1: Diversity in Sociological Perspectives

Unit 1: Theory: Meaning, Importance and Characteristics of Social Theory

Unit 2: Paradigms: Positivism, Interpretive Social Science, Critical Social Science.

Block 2: Positivism and Social Darwinism of Early Years

Unit 1: Auguste Comte: Positivist philosophy and law of the three stages

Unit 2: Herbert Spencer: Organic Analogy, Stages of social evolution

Block 3: Georg Simmel

Unit 1: Formal Sociology, Sociation and Group formation, Size of Group: Monad, Dyad, Triad

Unit 2: Philosophy of Money, Fashion

Block 4: Karl Marx

Unit 1: Dialectical Materialism, Historical Materialism

Unit 2: Modes of Production, Class Conflict, Alienation

Block 5: Max Weber

Unit 1: Verstehen, Social Action

Unit 2: Ideal Types, Religion and Economy

Block 6: Emile Durkheim

Unit 1: Social Fact, Division of Labour

Unit 2: Types of Suicide, Theory of Religion

Reference:

1. Abraham, F. (2009). *Modern Sociological Theory: An Introduction*, New Delhi: OUP.
2. Coser, L.A. (2015). *Masters of Sociological Thought*. (Indian Edition) Jaipur: Rawat Publications.
3. Giddens, A. (1977). *Capitalism and Modern Social Theory – An analysis of writings of Marx, Durkheim and Weber*. Cambridge: Cambridge University Press.
4. Haralambos, J. (1988). *Introduction to Sociology*. New Delhi: Oxford University Press.
5. Inkeles, A. (1987). *What is Sociology*. New Delhi: Prentice Hall.
6. Willis, E. (1996), *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press.
7. Ritzer, G. (2016). *Classical Sociological Theory*. (6th.-Indian edition) New Delhi: McGraw Hill.
8. Ritzer, G. (2017). *Sociological Theory*. (5th Indian edition), New Delhi: McGraw.
9. Zeitlin, I, (1981). *Ideology & Development of Sociological Theory*. Englewood Cliffs: Prentice Hall

ABILITY ENHANCEMENT COURSE –Hindi
SGB24HD101AC: रोज़मर्रा हिंदी (Rozmara Hindi)
CREDITS-6

पाठ्यक्रम उद्देश्य (Course Objectives):

छात्रों को हिंदी भाषा में प्रभावी और धारा प्रवाही ढंग से बोलने के लिए प्रशिक्षित करना | हिंदी भाषा में कम या बिल्कुल क्षमता वाले छात्रों को जीवन के सभी क्षेत्रों में हिंदी बोलने में सक्षम बनाना और उन्हें हिंदी के विभिन्न साहित्यिक रूपों और लेखकों से परिचित कराना।

पाठ्यक्रम परिणाम (Course Outcomes):

1. जीवन के सभी क्षेत्रों में हिंदी भाषा बोलने में सक्षम बनाना और हिंदी के सामान्य व्याकरण के सही उपयोग को समझना है।

2. वाक्यों, संवादों आदि के अनुवाद करने में सक्षम बनना है और कहानी कहने या किसी घटना के वर्णन करने में सक्षम बनना है।

Course Outline:

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

ब्लॉक 2: शुभकामनाएँ अभिलाषाएँ एवं कहानी।

ब्लॉक 3: मेरी छुट्टी, दोस्त और यात्रा।

ब्लॉक 4: पशु-पक्षी, त्यौहार-मेले, पेशा-धंधा, मनपसंद फिल्म आदि।

Course Details:

ब्लॉक 1: भाषा की बुनियादी संरचना और दैनिक गतिविधियाँ

इकाई 1: नाम और स्थानों के अक्षरों को पहचानें और लिखें और मूल वाक्य संरचना को समझें। एक दूसरे को संबोधन करें और उचित तरीके से विदा लेने की अनुमति मांगें।

इकाई 2: 'क्या' और 'कहां' जोड़कर प्रश्न पूछना। वाक्य संरचना समझें और 'होना' क्रिया का प्रयोग समझें। वहाँ 'क्या है' और 'क्या नहीं' के बारे में समझना। 'प्रत्यय जैसे मैं, पर, के पास, से दूर और निश्चयवाचक सर्वनाम जैसे ये, वे, यह, वह का प्रयोग करें। विशेषणों का प्रयोग करें: जैसे बड़ा, छोटा, गंदा, साफ, थोड़ा, ज्यादा, कम, बहुत आदि।

इकाई 3: नाम और घरेलू वस्तुओं से परिचय पाना, योजकों को समझना और उनका उपयोग करना। एकवचन/बहुवचन स्त्रीलिंग /पुल्लिंग आदि का प्रयोग समझना। दैनिक दिनचर्या के बारे में प्रश्न पूछें और उत्तर दें। विभिन्न दैनिक गतिविधियों की सूची बनाएं और उन्हें समझाएं। समय के बारे में जानें और सप्ताह के दिनों को पहचानें।

इकाई 4: संज्ञा, सर्वनाम, विशेषण, लिंग आदि के प्रयोग समझना। उसके व्यावहारिक रूपों से परिचय पाना। दैनिक जीवन का अनुभव बाँट लें। निजवाचक सर्वनाम का प्रयोग करें। मित्रों से दैनिक कार्य और उनकी प्राथमिकताओं के बारे में प्रश्न पूछें और उत्तर दें। फलों और सब्जियों के नाम समझें और पहचानें। भारत के क्षेत्रीय वस्तुओं को पहचानें और नाम दें।

इकाई 5: संज्ञा के साथ क्रियाओं का प्रयोग समझ लें। “चाहिए” क्रिया का विशेष प्रयोग समझ लें।

ब्लॉक 2: शुभकामनाएँ, अभिलाषाएँ एवं कहानी।

इकाई 1: परिवार और दोस्तों के साथ की जाने वाली गतिविधियों के बारे में जानकारी प्राप्त करें। व्यक्तियों, व्यक्तित्व और उपस्थिति के बारे में पूछें और उनका वर्णन करें। इच्छाओं और वरीयताओं के बारे में पूछें और व्यक्त करें। सप्ताह और महीनों के दिनों को पहचानें और उनका उपयोग करें।

इकाई 2: चाहना के साथ डायरेक्ट इनफिनिटिव का प्रयोग करें। पसंद होना, अच्छा लगना के साथ इनफिनिटिव का प्रयोग करें। प्रश्नवाचक शब्दों का प्रयोग करें: कैसे, क्यों, किस प्रकार आदि। विशेषणों की तुलनात्मक और अतिशयोक्तिपूर्ण डिग्री का प्रयोग करें।

इकाई 3: पिछली घटनाओं की एक श्रृंखला का वर्णन करें। कहानी कहने के लिए परिचयात्मक और समाप्त होने वाले पारंपरिक वाक्यांशों का उपयोग करें। इसके बाद, इसी लिए, उसका मतलब, आदि का उपयोग करें।

इकाई 4: (बाद, इसी के लिए, उसका मतलब)। वस्तुओं पर ध्यान केंद्रित करते हुए पूर्ण काल का प्रयोग करें। पुल्लिंग एकवचन का प्रयोग करें। किसी भी मलयालम या हिंदी फिल्म की कहानी सुनाना।

ब्लॉक:3 मेरी छुट्टी, दोस्त और यात्रा

इकाई 1: छुट्टी के बारे में जानकारी का आदान-प्रदान करें - कहाँ, क्या, कैसे, किसके साथ। सकना, चुकना और पाना का प्रयोग।

इकाई 2: समय के बारे में जानकारी। जैसे सवा तीन, साढ़े नौ, पौने चार आदि। को +INFINITE का प्रयोग (उसको जाना है, मुझे आना है या आना पड़ेगा आदि का प्रयोग)

इकाई 3: एक यात्रा कार्यक्रम की पहचान करें कारण बताएं कि कोई स्थान देखने लायक क्यों है? मौसम के अनुसार क्या अच्छा है क्या बुरा है इस बारे में प्रश्न पूछें और उत्तर दें। जितना-उतना, जैसे-वैसे, जहाँ-वहाँ, जिधर-उधर, जब तक –तब तक आदि का प्रयोग समझना।

ब्लॉक 4: पशु-पक्षी, त्यौहार-मेले, पेशा-धंधा , मनपसंद फिल्म आदि ।

इकाई 1: भारत में पाए जानेवाले पशु-पक्षियों के बारे में बात करना । भारत के उत्सवों के बारे में बात करना ।

इकाई 2: विभिन्न प्रकार के पेशे व धंधे के बारे में बातें करना ।

इकाई 3: अगर-तो, ताकि का प्रयोग समझना ।

इकाई 4: किसी मनपसंद movie के बारे में बताना । उसके पात्रों के बारे में चर्चा करना ।

सन्दर्भ ग्रंथ सूची

1. रोजमर्याद हिंदी: प्रोफ: डी .पी .वनामामलाइ।

2. Every day Hindi : डॉ:सुंगोक होंग ।

3 .सरल सामान्य हिंदी: रजीत कुमार त्रिपाठी ।

ABILITY ENHANCEMENT COURSE- MALAYALAM
SGB24ML101AC- പ്രായോഗികമലയാളം (Prayogikamalayalam)
CREDITS-4

Course Objectives:

1. മാതൃഭാഷയിലുള്ള ആശയവിനിമയശേഷി മെച്ചപ്പെടുത്തുകയും ഫലപ്രദമാക്കുകയും ചെയ്യുക
2. മാതൃഭാഷയിൽ പ്രാവീണ്യം നേടുന്നതിനാവശ്യമായ പരിശീലനം നേടുക
3. മലയാളഭാഷയുടെ വ്യത്യസ്തങ്ങളായ പ്രയോഗമേഖലകളെ പരിചയപ്പെടുക
4. വ്യത്യസ്തങ്ങളായ നാല് പ്രയോഗമേഖലകളിലൂടെ ഭാഷ തെറ്റുകൂടാതെ പ്രയോഗിക്കാനുള്ള ശേഷി ആർജ്ജിക്കുക
5. മലയാളഭാഷയെ കൂടുതൽ അടുത്തറിയാനും പഠിക്കാനും പ്രയോഗിക്കാനും സാധിക്കുക

Course Outcomes:

1. മാതൃഭാഷയിൽ ഫലപ്രദമായും സംവേദനപരമായും ആശയവിനിമയം നടത്താനുള്ള ശേഷി ആർജ്ജിക്കുന്നു
2. മാതൃഭാഷയുടെ വ്യത്യസ്ത പ്രയോഗമേഖലകളെ പരിചയപ്പെടുന്നു
3. മാതൃഭാഷയിലെ സാഹിത്യസമ്പത്തുകളെക്കുറിച്ച് അറിവുനേടുന്നു
4. മാതൃഭാഷയുടെ പ്രയോഗത്തിൽ പ്രാവീണ്യം നേടുന്നു.
5. മാതൃഭാഷയുടെ വിജ്ഞാന നിർമ്മാണ പ്രക്രിയയിൽ പങ്കാളിയാവുന്നു

Course Details:

ബ്ലോക്ക് 1 – എഴുത്ത്

വിശദപഠനം

1. മലയാളശൈലി (മൂന്നാം അദ്ധ്യായം) – കുട്ടികൃഷ്ണമാരാർ
2. ശൈലിയെപ്പറ്റി ചില ചിന്തകൾ (സമാലോചന) - എസ്. ഗുപ്തൻ നായർ
3. ഭാഷയും ആശയവിനിമയവും (ഭാഷയും മനഃശാസ്ത്രവും) - ഡോ. കെ. എം. പ്രഭാകരവാര്യർ

ബ്ലോക്ക് 2 – പ്രഭാഷണം

ആധുനികകേരളത്തിന്റെ സൃഷ്ടിയിൽ നവോത്ഥാന നായകരും സാംസ്കാരികപ്രവർത്തകരും നിർവ്വഹിച്ച പ്രഭാഷണങ്ങൾ നിർണ്ണായക പങ്ക് വഹിച്ചിട്ടുണ്ട്. പ്രഭാഷണകലയെക്കുറിച്ച്

മനസ്സിലാക്കുകയും മികച്ച പ്രഭാഷണമാതൃകകൾ പരിചയിക്കുകയും ചെയ്യുകയെന്നതാണ് പഠനോദ്ദേശ്യം.

വിശദപഠനം

1. പ്രഭാഷണകല - സുകുമാർ അഴീക്കോട്
2. ഭാരതത്തിന്റെ സർഗാത്മകഭാവന (ജ്ഞാനപീഠപുരസ്കാര സ്വീകരണപ്രസംഗം) - ജി. ശങ്കരക്കുറുപ്പ്
3. മതഭ്രമികൾ പൂക്കുമ്പോൾ - എം. എൻ. വിജയൻ

ബ്ലോക്ക് 3 - മാധ്യമങ്ങൾക്കുവേണ്ടിയുള്ള രചന

വിശദപഠനം

1. വാർത്താമൂലകങ്ങൾ, വാർത്താഘടന (വാർത്ത വോളം 2) - ജോയി തിരുമൂലപുരം
2. പംക്തിയെഴുത്തിന്റെ രാഷ്ട്രീയം (പത്രാനന്തര വാർത്തയും ജനാധിപത്യവും) - എൻ. പി. രാജേന്ദ്രൻ
3. കോവിലനുമായി എസ്. വി. വേണുഗോപൻനായർ നടത്തിയ അഭിമുഖസംഭാഷണം. (കോവിലൻ, മൾബറി ബുക്സ്, കോഴിക്കോട്, എന്ന പുസ്തകത്തിൽ)

ബ്ലോക്ക് 4 - വിവർത്തനം

മലയാളഭാഷയുടെയും സാഹിത്യത്തിന്റെയും വികാസപരിണാമങ്ങളിൽ വിവർത്തനം നിർണ്ണായക പങ്ക് വഹിച്ചിട്ടുണ്ട്. തുടക്കത്തിൽ സംസ്കൃതത്തിൽ നിന്നും തമിഴിൽ നിന്നുമായിരുന്നു വിവർത്തനമെങ്കിൽ ആധുനികമായ പാശ്ചാത്യാശയങ്ങൾ മലയാളത്തിൽ കടന്നെത്തുന്നത് ഇംഗ്ലീഷിലൂടെയാണ്. വിവർത്തനം എന്ന പ്രക്രിയയെ ശാസ്ത്രീയമായി ഗ്രഹിക്കുകയും സ്വയം പരിശീലിക്കുകയും ചെയ്യുകയാണ് പഠനോദ്ദേശ്യം.

വിശദപഠനം

1. വിവർത്തനം എന്ന ഗ്രന്ഥത്തിന്റെ അവതാരിക- എൻ. വി. കൃഷ്ണവാര്യർ
2. തർജ്ജമപഠനത്തിലെ പുത്തൻ പുതുമകൾ (തർജ്ജമ സിദ്ധാന്തവും പ്രയോഗവും
3. മലയാളത്തിൽ പുസ്തകത്തിന്റെ ആമുഖപഠനം)- ഡോ. സ്കറിയ സക്കറിയ
4. ഇംഗ്ലീഷിൽ നിന്നും മലയാളത്തിലേക്കുള്ള വിവർത്തനപരിശീലനം.

റഫറൻസ്

1. പ്രൊഫ. പത്മന രാമചന്ദ്രൻനായർ, നല്ല ഭാഷ, ഡി സി ബുക്സ്, കോട്ടയം.

- 2.സ്കരിയ സക്കറിയ, ജയ സുകുമാരൻ, തർജ്ജമ, സിദ്ധാന്തവും പ്രയോഗവും മലയാളത്തിൽ - താപസം, ചങ്ങനാശ്ശേരി.
- 3.പി. കെ രാജശേഖരൻ,മലയാളിയുടെ മാധ്യമജീവിതം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം.
4. രാമകൃഷ്ണപിള്ള. കെ, വൃത്താന്ത പത്രപ്രവർത്തനം, മാളുബെൻ, തിരുവനന്തപുരം.
- 5.പി. കെ അനിൽകുമാർ, പ്രഭാഷണകലയിലെ വചനവഴികൾ, സൈന്ധവ ബുക്സ്, കൊല്ലം.
- 6.പി. പവിത്രൻ, മാതൃഭാഷയ്ക്കു വേണ്ടിയുള്ള സമരം, മലയാള ഐക്യവേദി,ചെറുതുരുത്തി
7. Stephen E. Lucas, The Art of Public Speaking , McGraw Hill, New York.
8. K. Tim Wulfemeyer, Contemporary Media: Structures, Functions, Issues and Ethics, Kendall Hunt Publishing Company, Dubuque.
- 9.Douglas Robinson, Western Translation Theory from Herodotus to Nietzsche, Routledge, London.

ABILITY ENHANCEMENT COURSE
SGB24AR101AC-COMMUNICATION IN ARABIC
CREDITS-4

Course Objectives:

1. The learner would identify the basic structure of Arabic Language.
2. The learner would acquire essential vocabularies in Arabic for various situations
3. The learner would be able to construct sentences in Arabic
4. The learner would be able to communicate in Arabic in various situations

Course Outcomes:

1. Identify the basic structure of Arabic Language.
2. Acquire essential vocabularies in Arabic for various situations
3. Construct sentences in Arabic
4. Communicate in Arabic in various situations

Course Outline:

Block 1: Greetings and Introduction in Arabic – التحيات والتعارف

| | |
|--------|--|
| UNIT 1 | Greetings in Arabic تحيات |
| UNIT 2 | Self-Introduction in Arabic. التعريف بنفسه |
| UNIT 3 | Introduce Others in Arabic. تعريف الآخرين |
| UNIT 4 | Pronouns – Hadha, Hadhihi الضمائر : هذا، هذه |

Block 2: Conversations and Interviews – لقاء ومقابلات

| | |
|--------|--|
| UNIT 1 | Interview. - مقابلة |
| UNIT 2 | In the Airport –Conversation – في المطار |
| UNIT 3 | Meet - لقاء |
| UNIT 4 | Question words - أدوات الاستفهام |

Block 3: Numbers and Days in a week العدد وأيام الأسبوع

| | |
|--------|---|
| UNIT 1 | In the library - Conversation. – في المكتبة |
| UNIT 2 | What does he do- Conversation – ماذا يفعل؟ |
| UNIT 3 | I am Busy - Conversation. أنا مشغول |
| UNIT 4 | الفعل المضارع |

Block 4: Time- التوقيت.

| | |
|--------|--|
| UNIT 1 | In a travel agency in the Airport – conversation – في مكتب الطيران في المطار |
| UNIT 2 | Reception – conversation – استقبال |
| UNIT 3 | Between two students – conversation – بين الطالبين |

Book for Study:

العربية للحياة: منهج متكامل في تعليم العربية لغير الناطقين بها، (الكتاب الأول)، تأليف: ناصيف مصطفى عبد العزيز ومحي الدين صالح، الناشر: عمادة شؤون المكتبات، جامعة الملك سعود، الرياض، المملكة العربية السعودية، ط3، 1994
(Al Arabiyya Li l-Hayath – Book 1, by Nasif Musthafa Abdul Aziz and Muhyudhin Swalih,
Published by: Kind Saud University, Riyadh, Ed:3, 1994)

Reference:

1. 'Al Arabiyya Li N-naashieen', Book of Students, Part 3, Published by Education Ministry, Kingdom of Saudi Arabia

ABILITY ENHANCEMENT COURSE - SANSKRIT
SGB24SN101AC-व्यावहारिकसंस्कृतम्
(Vyavaharikasamskrutham)
CREDITS: 4

लक्ष्यम् (Course Objectives:)

- संस्कृतभाषायाः अनुसञ्चरणे प्रचोदनम् ।
- संस्कृतभाषायाम् उपलब्धानां प्रसारणमाध्यमानां विषयावगमनम् ।
- भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां जालस्थानानां च अवगमनम् ।
- निर्गले भाषणे कौशलोपार्जनम् च।

उद्देश्यानि (Course Outcomes:)

- संस्कृतभाषाश्रवणेन सम्यगर्थावगमनम्।
- संस्कृतभाषायाम् उपलब्धानां प्रसारमाध्यमानां वस्त्ववगमनक्षमता।
- निर्गलभाषणकौशलम्।
- भाषाध्ययने उपयुक्तानां संस्कृतानुप्रयोगाणां जालस्थानानां च यथाविध्युपयोगक्षमता।

Course Details:

खण्डः1: श्रवणम्

1. 1. वर्णानामुच्चारणम्
1. 2. शब्दसम्पत्तिः
1. 3. कथाश्रवणम्
1. 4. सम्भाषणकार्यशाला- प्राथमिका।

खण्डः2: प्रसारमाध्यमानां भाषा

2. 1. संस्कृते विज्ञापनचित्राणि

- i. Sanskrit songs
- ii. Sanskrit films

खण्डः3: भाषणम्

3. 1. अक्षराणां पदानां च मौखिकाभ्यासः।
3. 2. कथाकथनशिक्षणम्।

3.3. वार्तावाचनशिक्षणम्।

3.4. सम्भाषणशाला- द्वितीयस्तरीया।

खण्डः 4: सङ्गणकयुगे संस्कृताध्ययनम्।

4.1. प्रत्याहिनिका: संस्कृतानुप्रयोगाः।

- i. App for greetings in Sanskrit-
- ii. Online Spoken Sanskrit Dictionary

4.2 सङ्गणकाधारिता: साम्प्रदायिककोशाः

- i. Amarakosha App
- ii. Shabdakalpadruma App

4.3. भाषाध्ययने उपयुक्ता: संस्कृतानुप्रयोगाः

- i. Sanskrit Verb forms and roots- Sanskrit Dhatu 360o App
- ii. Shabdroopmala App

4.4. सङ्गणकाधारिता: लेखागाराः।

- i. Sanskrit e- books App - Sanskrit Pustakalaya
- ii. Internet archive

References:

1. Samskrita Vyavahara sahasri, *Viswa Samskrita Pratishthan*, Kerala, 2004.
2. Kutumbhasastri, V. *Vakyavyavahara*. New Delhi, 2002.
3. Poullose. K.G. *Lakhusamskritam*. Edappal: Kamadhenu Samskrita Pathanakendra, 2006

Web Resources

खण्डः 1: श्रवणम्

Sanskrita Bodhini: “A Study Guide for Spoken Sanskrit Language, International edition”, Sanjeev Majalika, 2018 <https://store.pothi.com/book/sanjeev-majalika-sanskrita-bodhini/>

खण्डः 2: प्रसारणमाध्यमानां भाषा

a) संस्कृते विज्ञापनचित्राणि

Sanskrit in 5 Minutes, Goodnight Ad in Samskrit, 25th June 2019

Sanskrit in 5 Minutes, Bru coffee Ad in Samskrit, 10th June 2019

(<https://youtu.be/aLxhgAJxpBQ>) (<https://youtu.be/q2mnJVdtBUU>)

संस्कृतगानानि, चलच्चित्राणि च

- i. Sanskrit songs (<https://sa.wikiquote.org/>)
- ii. Sanskrit films (https://en.wikipedia.org/wiki/Sanskrit_cinema)

खण्ड: 3: भाषणम् ।

Sanskrit in 5 Minutes, Goodnight Ad in Sanskrit, 25th June 2019

(<https://youtu.be/aLxhgAJxpBQ>)

खण्ड: 4: सङ्गणकयुगे संस्कृताध्ययनम्।

1. प्रत्याहिनिका: संस्कृतानुप्रयोगाः।

- i. App for greetings in Sanskrit-

Sansgreet App, LiveSanskrit.

<https://play.google.com/store/apps/details?id=com.sans.greet.livesanskrit>

- ii. Online Spoken Sanskrit Dictionary, Klaus Glashoff, Lugano, 2017

www.learnsanskrit.cc

2. साम्प्रदायिककोशाः

- i. Amarakosha App

(<https://play.google.com/store/apps/details?id=org.srujanjha.amarkosh>);

- ii. Shabdakalpadruma App

(https://play.google.com/store/apps/details?id=org.shrutijha.sanskrit_sanskrit)

Unit 3. भाषाध्ययने उपयुक्ताः संस्कृतानुप्रयोगाः- 2

- i. SanskritVerbformsandroots-SanskritDhatu360 App

(<https://play.google.com/store/apps/details?id=com.labs.aeiun.sanskritDhatu360>)

- ii. Shabdroopmala App

(<https://play.google.com/store/apps/details?id=org.shrutijha.shabdroopmala>)

Unit 3. लेखागाराः।

1. Sanskrit e- books App -

SanskritPustakalaya (<https://play.google.com/store/apps/details?id=org.srujanjha.sanskritbooks>)

2. Internet archive

www.archive.org

VALUE ADDED COURSE
SGB24CM101VC: FINANCIAL LITERACY
CREDITS: 2

| |
|---|
| Course Objectives: |
| <ul style="list-style-type: none"> • To familiarise learners with traditional and innovative financial products and services. • To provide insights to the learners on various modes of digital payments, including their features, functionalities, and security measures. • To equip learners with essential financial knowledge and skills to make informed financial decisions |

| |
|---|
| Course Outcomes: |
| After the completion of the course, the learners will be able to: |
| <ul style="list-style-type: none"> • Identify feasible financial products based on their risk, return, and tax implications. • Familiarize yourself with various innovative financial options. • Develop a well-diversified financial plan • Compare different financial instruments (e.g., stocks, bonds, mutual funds, ETFs) by analyzing their risk profiles, potential returns, and tax treatments. |

| |
|---|
| Course Outline: |
| BLOCK 1: AN OVERVIEW OF FINANCIAL LITERACY BLOCK 2: DIGITAL PAYMENTS AND SECURITY MEASURES |

| Block | Unit |
|---|---|
| Block 1: An Overview of Financial Literacy | Unit 1: Basic Concepts Financial literacy- Meaning- Components of financial literacy- Financial planning – Need for Financial planning – Steps in Financial planning - Investment- Need for investment- Investment, speculation, and gambling. |
| | Unit 2: Traditional Financial Products and Services Retirement benefits schemes-National Pension Scheme- Insurance- Government bonds- Tax saving schemes-Small savings schemes- Post office savings account- Public Provident Fund- National Savings Certificate- Selection of appropriate financial productsand services (based on risk, return, and tax implication). |
| | Unit 3: Innovative Financial Products and Services Crypto currency- Real Estate Investment Trusts- Mutual funds: ULIP, Systematic Investment Plan, Systematic Withdrawal Plan - Exchange Traded Funds-Crowd funding- Sovereign Gold Bonds- Selection of appropriate financial products and services (based on risk, return, and tax implication). |
| Block 2: Digital Payments and | Unit 1: Modes of Digital Payments |

| | |
|--------------------------|---|
| Security Measures | Banking Cards- Mobile Banking: UPI- Internet Banking: RTGS- NEFT- IMPS- E-wallet- Unstructured Supplementary Service Data- Aadhaar Enabled Payment System- Point of Sale. |
| | Unit 2: Financial Fraud Phishing- Ponzi schemes- Money laundering- Identity theft- Cyber trapping- Investment fraud- Tax evasion- Spoofing-Debit/ credit card fraud- Online payment fraud |
| | Unit 3: Security and Preventive Measures Tips for preventing financial frauds- Authentication and Authorization (PIN, OTP, Biometrics etc.)- Data security and encryption (PCI DSS compliance and data protection regulations)-Highlights of RBI guidelines on digital payments and customer protection in unauthorized banking transactions. |

PRACTICAL ACTIVITIES: -

1. Use financial websites or tools to research different types of ETFs (e.g., sector-specific, international, bond ETFs) and analyze their past performance, dividend yields, and management fees.
2. Research and choose mutual funds based on investment goals, risk tolerance, and time horizon. Consider factors like historical performance, fund manager reputation, and expense ratios.
3. Compare the costs associated with different mutual funds, including load fees, management fees, and other expenses. Calculate the impact of these costs on potential returns.
4. Compare the yields of different debt funds, focusing on current yield and yield to maturity. Analyze how yield relates to risk and return.
5. Walk through the process of purchasing SGBs through various channels (e.g., banks, post offices, online). Document the steps and requirements.

Reference:

1. Prasad, N. S. (2017). Financial Freedom: A Roadmap to Achieving Your Financial Goals. Taxmann Publications.
2. Khan, M. Y., & Jain, P. K. (2005). Basic Financial Management. Tata McGraw Hill.
3. Avadhani, V. A. (2017). Marketing of Financial Services. Himalayas Publishers.
4. Murthy, D. K., & Venugopal. (2006). Indian Financial System. I K International Publishing House.
5. Gupta, R. (2015). I Do What I Do: Seven Simple Steps to Achieving the Life You Desire. Rupa Publications India Pvt. Ltd.
6. Keshavanathan, R. (2009). Banking and Insurance Management. Academic Excellence Publications.
7. www.sebi.gov.in
8. www.cdslindia.com
9. <https://nsdl.co.in>
10. www.nseindia.com
11. www.bseindia.com

VALUE ADDED COURSE
SGB24SO101VC-TECHNOLOGY AND SOCIETY
CREDITS-2

Course Objectives:

- To describe the history of technology and list the technological advancements in five industrial revolutions and its societal impact.
- To familiarize the trio: Science, Engineering, and Technology
- To highlight the importance of research and innovation for human development.
- To demonstrate how technological advancements are intrinsically entwined with the history of humankind.

Course Outline:

Block 1: The Evolution of Technology: A Journey Through Advancements

Block 2: Humanity and Technology

Course Details:

Block 1: The Evolution of Technology: A Journey Through Advancements

Unit 1: History of Technology - Fire, Wheel and Metal : Stone Age and Metal Age - Overview of Industrial Revolutions and its societal impact :

- Steam Power
- Electricity
- Electronics and Computers
- Information Technology
- Internet of Things and AI

Unit 2: Science, Engineering and Technology : Defining trio : Science, Engineering, and Technology - Ethical considerations in scientific and technological advancements.

Unit 3: Importance of Research and Innovation for Human Progress - Defining the core of Research and Innovation - Research and Innovation leading to human development: R&I Organisations - Ethical frameworks and guidelines for responsible innovation.

Block 2: Humanity and Technology

Unit 1: Sedentary settlements in Early Civilization

- Human hands and transition- food gatherers
- Fire, metals and agriculture - food producers
- Private property, state and boundaries, slaves and trade

Unit 2: Science and Reason for Human Progress

- Enlightenment influencers over reason and scientific temper
- Inventions, discoveries and change in mode of production
- Factories, long distance trade and gun powder
- Colonisation and urbanisation
- Markets, nation state, and world wars

Unit 3: Knowledge Fission and New World Order

- Electronics, and changed mode of life
- Computer and shift in production patterns- information technology and Internet- disappearance of communication boundaries
- Globalisation and cross continental interdependence
- Artificial Intelligence (AI) and restatement of human engagement.

Reference:

1. Arthur, W. B. (2009). *The Nature of Technology: What it is and how it evolves*. Simon & Schuster.
2. Baumann, F. (2010). Humanism and Transhumanism. *The New Atlantis*, 29, 68–84. <http://www.jstor.org/stable/43152560>
3. Berg, Maxine, and Pat Hudson. "Rehabilitating the Industrial Revolution 1." *The Economic History Review* 45, no. 1 (1992): 24-50.
4. Cordeiro, J. L. (2011). From Biological To Technological Evolution. *World Affairs: The Journal of International Issues*, 15(1), 86–99. <https://www.jstor.org/stable/48504845>
5. Crafts, Nicholas. "The Industrial Revolution." *The Economic History of Britain Since 1700*, 1 (1994): 1-16.
6. Graham, E. (2002). "Nietzsche Gets A Modem": Transhumanism and the Technological Sublime. *Literature and Theology*, 16(1), 65–80. <http://www.jstor.org/stable/23926848>
7. Lessem, Ronnie, and Alexander Schieffer. *Integral research and innovation: Transforming enterprise and society*. Routledge, 2016.
8. Mazzucato, Mariana. "Mission-oriented research & innovation in the European Union." *European Commission* 36 (2018).
9. Noble, Stephanie M., et al. "The Fifth Industrial Revolution: How harmonious human–machine collaboration is triggering a retail and service [r] evolution." *Journal of Retailing* 98.2 (2022): 199-208.
10. Paschek, Daniel, Anca Mocan, and Anca Draghici. "Industry 5.0—The expected impact of the next industrial revolution." In *Thriving on future education, industry, business, and Society, Proceedings of the Make Learn and TIIM International Conference, Piran, Slovenia*, pp. 15-17. 2019.
11. Stearns, Peter N. *The industrial revolution in world history*. Routledge, 2020.
12. Xu, M., David, J. M., & Kim, S. H. (2018). The fourth industrial revolution: Opportunities and challenges. *International journal of financial research*, 9(2), 90-95.

VALUE ADDED COURSE
SGB24HS101VC-MAHATMA GANDHI
CREDITS- 2

Course Outcomes:

The course will enable learners to:

- get into the biopic of Mahatma Gandhi.
- get introduced to philosophy, and the life of Gandhiji
- get familiarised with Gandhian Satyagraha, Gandhian Ahimsa, and Civil Disobedience.
- know how Gandhi emerged as a mass leader in various popular movements.

Course Outline:

BLOCK 1: EARLY YEARS OF GANDHIJI

BLOCK 2: EMERGENCE OF GANDHI AS A LEADER

Course Details:

Block 1: Early Years of Gandhiji

Unit 1: Biographical Sketch of Gandhi

Childhood - Education - Early Marriage- Gandhi in South Africa - Return to India

Unit 2: Influences on Gandhi

Porbandar - Mother - Early education- Ancient Indian Thought - Western Education and Liberalism on Gandhian perspectives - The Apartheid and its impact

Unit 3: Experience in South Africa

Genesis of Satyagraha in South Africa - Gandhism in Making- Gandhi's encounters with apartheid

Block 2: Emergence of Gandhi as a Leader

Unit 1: Gandhian Philosophy

Doctrine of Ahimsa (Non-violence)- Civil Disobedience - Significance of Gandhian Ideology in the National Movement

Unit 2: Gandhian Leadership and Popular Movements

Champaran Satyagraha, Ahmedabad Mill Strike - Rowlatt Satyagraha- Khilafat Movement- Non-Cooperation Movement - Civil Disobedience Movement

Unit 3: Gandhi as a Mass Leader

Trial and Imprisonment- Transformation from 'Bapu' to 'Mahatma' - Communalism and Partition of India- Reflections on Gandhi by contemporary thinkers

References:

1. Bhattacharya, Buddhadeva. *Evolution of the Political Philosophy of Gandhi*. Calcutta: Calcutta Book House, 1969.
2. Fischer, Louis. *The Life of Mahatma Gandhi*. Harper Collins, 2006.
3. Gandhi, M.K. *An Autobiography or The Story of My Experiments with Truth (Autobiography)*. Ahmedabad: Navajivan Publishing House, 2001.
4. Gandhi, Mahatma. Louis Fischer (ed.). *The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas*. Vintage Publisher, 1962.

VALUE ADDED COURSE
SGB24PS101VC- DEMOCRACY AND DEVELOPMENT
CREDITS- 2

Course Objectives:

- To Familiarize the evolution of the idea of Democracy.
- To examine the types, values and principles of Democracy
- To make aware of the making of Indian Constitution and its Salient features
- To expose the lessons of Personal Development and Social Wellbeing.
- To summarize the trajectory of India's survival as a seat of Democracy.

Block 1- Democracy

Unit I: Origin and Evolution of Democracy

Evolution of democratic Ideas- Greek, Indian and British (Medieval) Experience • Modern Democracy and its features- Parliamentary and Presidential Forms • Modern Indian Democracy-Meaning and Concept of Democracy

Unit II- Values of Democracy

Concept of Rule of Law- Supremacy of Law and Equality before law- Constitutionalism- British Experience-Separation of powers and Checks and Balances in India -Human Rights-Gender Equality-Majoritarianism and Inclusiveness

Unit III – Indian Constitution

Constituent Assembly and making of Indian Constitution-Salient Features of Indian Constitution -Recent Constitutional Developments and Amendments (Abrogation of Art 370 and Women Reservation Act)

Block 2: Development

Unit I: Ideas of Social Development

- Social Cohesion
- Social Values
- Social Integrity & Social Harmony

Unit II- Personal Development

- Personal Hygiene
- Mental Health and Stress Management
- Physical Fitness – Yoga, Sports and Games
- Happiness Index

Unit III: Development of the Nation

- Five Year Plans and the development in
 - o Industry
 - o Irrigation
 - o Education and Health
- New Economic Policy
- NITI Ayog

Reference:

1. Almond, G. A. (1996). *Political Science: The History of the. A new handbook of political science*, (75-82), 50.
2. Austin, G. (2003). *Working a Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
3. Basu, D. D. (2015). *Introduction to the Constitution of India*. LexisNexis. 4. Dahl, R. A. (2020). *On democracy*. Yale university press.
4. Erikson, E. H. (1963). *Childhood and Society*. W.W. Norton & Company. 6. Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Stanford University Press.
5. Khosla, M. (2012). *The Indian Constitution*. Oxford University Press. 8. Smith, A. R., & Johnson, K. L. (2020). . Oxford University Press.

**SKILL ENHANCEMENT COURSE
SGB24CS201SE-DATA ANALYTICS
CREDITS-4**

Course Objectives:

- To introduce statistical and probability concepts for data analysis.
- To know about the life cycle of data analytics.
- To familiarize clustering, classification and regression algorithms.
- To choose appropriate data visualization methods for different types of data.
- To develop basic skills in R and Weka for data analysis techniques.

Course Outline:

Block 1 Mathematical Foundations of Data Analysis

Block 2 Introduction to Data Analytics

Block 3 Data Visualisation and Techniques

Block 4 Familiarisation of Data Analysis Tools

Course Details:

Block 1: Mathematical Foundations of Data Analytics

Unit 1: Statistical Foundations

Mean, Median, Mode, Skewness, Range, Sample, Population, Variance, Standard Deviation, Scaling, Shifting, Correlation Coefficient, Root Mean Square Error, Outliers and Normalization

Unit 2: Probability for Exploratory Data Analysis

Introduction to Probability, Rules of Probability, Venn Diagram, Disjoint Events and Non-disjoint Events, Dependent and Independent events, Marginal Probability, Joint Probability, Bayes Theorem, Gaussian (Normal) Distribution

Block 2: Introduction to Data Analytics

Unit 1: Concepts of Data Analytics

Concept of Data, Data Usages, Types of Data, Data Preprocessing Techniques, Need for Big Data, Data Warehousing, Data Analytics Life Cycle, Analytics for Unstructured Data

Unit 2: Familiarisation of Different Algorithms for Data Analytics

Classification: Naïve Bayes Classifier, Decision Trees Classifier, Clustering: Partition Clustering-K-Means, Density Based Clustering - DBSCAN, Agglomeration Clustering, Regression: Linear Regression, Gaussian Regression, Polynomial Regression, Model evaluation techniques: Cross validation, Hyper parameter tuning

Block 3: Data Visualisation and Techniques

Unit 1: Data Visualisation Concepts

Purpose of Visualization, Challenges in Visualization, Presentation of Quantitative Data, Types of Graphs and Charts, Visualization of Geospatial Data, Numerical and Non-Numerical Data

Unit 2: Data Visualisation Methods

Data Visualization Cycle, Creating Visualizations – Charts, Graphs, Maps, KPIs, Slicers, Filters, Drill Thru, Drill Down, Custom Visuals, Publishing a Report

Block 4: Familiarisation of Data Analysis Tools

Unit 1: Introduction to Data Analysis Using R

R programs for Mathematical Operations: Vectors, Matrices, Lists and Data frames, Data Manipulation Using dplyr Package (Filtering, Grouping, Summarizing), Data Visualization in R (ggplot2), Qualitative and Quantitative Data

Unit 2: Familiarisation of Data Analytics tool – WEKA

Implementations using WEKA: Decision Tree Classifier, Naïve Bayes Classifier, K-Means Clustering, Agglomeration Clustering, Linear Regression

Reference:

1. Agarwal, B. L. (2013). *Basic statistics*. New Age International Publishers.
2. Bhat, B. R., Sri Venkata Ramana T, & Rao Madhava K. S. (1977). *Statistics: A beginners Text* Vol. 2. New Age International (P) Ltd., New Delhi.
3. Dekking, F. M., & others. (2005). *A Modern Introduction to Probability and Statistics*. Springer Verlag, New York.
4. Seema Acharya, Subhasini Chellappan (2015), *Big Data Analytics*, Wiley.
5. James, G., Witten, D., Hastie, T., & Tibshirani, R. (2017). *An Introduction to Statistical Learning: with Applications in R*. Springer.
6. Campbell, A. (2020). *Data Visualization: Clear Introduction to Data Visualization with Python*. Proper Guide for Data Scientist. Alex Campbell.
7. Ahmed, M., & Pathan, A. S. K. (2020). *Data Analytics Concepts Techniques and Applications* 1st Ed. 2020 Ed. Taylor and Francis.

SKILL ENHANCEMENT COURSE
SGB24CS202SE:PYTHON FOR ALL
CREDITS: 4

Course Objectives:

- To learn the fundamentals of computing and programming concepts.
- To introduce Python as a user-friendly programming language and to solve their discipline specific problems.
- To familiarize different data structures and various libraries in Python.
- To make them familiar with object oriented programming concepts and file handling.

Course Outline:

Block 1: Introduction to programming and Fundamentals of Python

Block 2: Data Structures and Libraries in Python

Block 3: Concepts of OOPs and File Handling

Block 4: Database programming, Exception handling and Application Illustration

Course Details:

Block 1: Introduction to programming and Fundamentals of Python

Unit 1: Introduction to Computing and Concepts of Programming - Data, Information and processing, Basic components of computer system, Computer language, Language Translators, Simple algorithms and Flowcharts, Stored program Concept, Approaches in problem solving- Top down and Bottom approach, Phases of programming,

Unit 2: Fundamentals of Python - Introduction to Python and its applications, Setting Up Python Environment - Installing Python, Using an Integrated Development Environment (IDE), Python Character set, literals, variables, data types and operators, Control Structures, Looping, Function

Block 2: Data Structures and Libraries in Python

Unit 1: Introduction to Data Structures - Arrays, Lists and Tuples - Creating, indexing, and manipulating lists and tuples, Dictionaries and Sets - Understanding and operations on dictionaries and sets, String manipulations in python.

Unit 2: Libraries - Introduction to libraries - Numpy: N-dimensional array, data types, array attributes, Array from existing data, Array from numerical ranges, Indexing & Slicing, joining and splitting, joining of arrays, and Array operations; Familiarisation of Pandas, Matplotlib, SciPy, Scikit-learn

Block 3: Concepts of OOPs and File Handling

Unit 1: Concepts of object oriented programming (OOP) and File Handling - Introduction of object oriented programming - class, object, Inheritance, Encapsulation and polymorphism.

Unit 2: File handling - Concept of Files - File opening in various modes and closing of file, Reading from a file, Writing onto a file, File functions-open(), close(), read(), readline(), readlines(), write(), writelines(), tell(), seek().

Block 4: Database programming, Exception handling and Application Illustration

Unit 1 : Database programming and Exception handling - Introduction, Basics of relational databases, SQLite and other databases, Basic SQL queries, Integrating Python with databases. Introduction to Exception handling , Difference between exception and errors, try, catch, Finally.

Unit 2: Application Illustration - Build a simple calculator application that can perform basic arithmetic operations using Tkinter, Develop a simple console-based chat application that allows users to send messages to each other, Create Currency converter, Random password generator, BMI calculator, number guessing game, word counter, reminder app, Electricity - water bill calculator.

Reference:

1. Allen B. Downey, *"Think Python: How to Think Like a Computer Scientist"*, 2nd Edition, Green Tea Press, 2015, ISBN: 978-9352134755.
- 2.
3. Charles Dierbach, *"Introduction to Computer Science Using Python"*, 1st Edition, Wiley India Pvt Ltd. ISBN-13: 978-8126556014.
- 4.
5. Wesley J Chun, *"Core Python Applications Programming"*, 3rd Edition, Pearson Education India, 2015. ISBN-13: 978-9332555365.
- 6.
7. Roberto Tamassia, Michael H Goldwasser, Michael T Goodrich, *"Data Structures and Algorithms in Python"*, 1st Edition, Wiley India Pvt Ltd, 2016. ISBN-13:978-8126562176.
- 8.

9. ReemaThareja, “*Python Programming using problem solving approach*”, Oxford University press, 2017. ISBN-13: 978-0199480173
- 10.
11. Charles R. Severance, “*Python for Everybody: Exploring Data Using Python 3*”, 1st Edition, Shroff Publishers, 2017. ISBN: 978-9352136278.

Web Resources:

<https://www.python.org>

<https://www.w3schools.com/python>

<https://www.learnpython.org/>

<https://numpy.org>

Exercise programs:

- Build a simple online code compiler where students can write, compile, and run code in various programming languages.
- Create a system that analyzes students' academic performance, identifies trends, and provides insights for improvement.
- Develop expense and savings tracker.
- Build a system to manage and organize patient records for medical students.
- Create a program that allows students to view and manipulate 3D models of mechanical components.
- Develop a tool that estimates material quantities needed for construction based on project specifications.
- Create a simulator for electrical circuits that allows students to design and test circuits virtually.
- Create a program that simulates chemical reactions and their outcomes.
- Develop a simulator that allows students to interact with and observe molecular biology processes.
- Build a simulator that allows students to simulate buying and selling stocks with real-time market data.
- Create a tool that helps students understand and practice medical diagnosis based on symptoms.
- Build a tool for analyzing and visualizing weather data for environmental studies, Use a weather API to fetch real-time weather data based on the user's location or a specified city.

SKILL ENHANCEMENT COURSE
SGB24UC201SE:HUMANISM AND LOGIC
CREDITS: 4

Course Outcomes:

The course will enable the learners to:

- get a general awareness on the fundamentals of logic
- familiarise deductive, inductive, and abductive reasoning
- get a basic awareness on traditional and symbolic logic
- get a general idea of employing reasoning in various contexts.
- recognize and appreciate the humanistic philosophy in various Indian and western traditions

Course Outline:

Block 1: Humanism

Block 2: Fundamentals of Traditional Logic

Block 3: Fundamentals of Symbolic Logic

Block 4: Basics of Reasoning

Course Details:

Block 1: Humanism

Unit 1: Foundational Terms

Sradha/ Care, Katha Upanisad, Arul -Thirukkural, Jagratha, Dharmapada, Agape/ Empathetic Love, Kenosis/ Self emptying, Insaniyya / Humanity, Rahma / Mercy. Anukampa / Compassion, Anukambadasakam, Karuna: Budha. Emancipation. Ubuntu/ Fraternal Love.

Unit 2: Concepts

Ahimsa/ Nonviolence in Different Traditions, Equality, Basheer's short story: "Oru Manushyan", Guru's Human as species, Jathilakshanam & Jatinirnayam, Environmental concerns: Gandhi, Thoreau, Deep Ecology

Block 2: Fundamentals of Traditional Logic

Unit 1: Logic: An Introduction

Definition, Proposition (Kinds of propositions, Distribution of terms), Argument (Premise, conclusion), Logical Paradoxes (Liar's Paradox)

Unit 2: Inference

Deductive, Inductive & Abductive Reasoning- Formal and informal Fallacies –

Unit 3: Syllogism Rules & Fallacies

Block 3: Fundamentals of Symbolic Logic

Unit 1: Introduction to Symbolic Logic-Advantages of Symbolic Logic

Unit 2: Simple and Compound Statements-Conjunction, Negation, Disjunction, Implication – Exercises

Unit 3: Statement Forms: Tautology, Contingent, and Contradiction

Block 4: Basics of Reasoning

Unit 1: Types of Reasoning

Verbal and Non-Verbal Reasoning, Quantitative reasoning, Spatial reasoning, Ethical Reasoning

Unit 2: Verbal Reasoning

Situation-Based Reasoning, Comprehension-based Exercises, Jumbled Sentence, Alphabet Test, Seating Arrangement, Direction Test, Blood Relation, Logical Venn Diagram, Syllogistic Exercises, Analogy

Unit 3: Non- Verbal Reasoning

Coding Decoding (Number & Alphabet), Series Test, Ranking Test, Calander, Clock Test, Completion of Incomplete Pattern, Figure Matrix, Embedded Figures

Reference:

1. Grayling, A. C. (2019). *The history of philosophy*. Penguin.
2. Browning, W. R. F. (2009). *A dictionary of the Bible*. Oxford University Press.
3. Bowker, J. (2000). *The concise Oxford dictionary of world religions*. Oxford University Press.
4. Basheer, V. M. (1994). Oru Manushyan. In *Sampoorna Krithikal Vol 1*. DC.
5. Guru, N. (2002). *Sampoorna Krithikal*. Narayana Gurukulam.
6. Dharmapada (Apramadavarga)
7. The Quran (49:13, 17:70, 2:256).
8. Devaraja, N. K. (1988). *Humanism in Indian thought*. Indus.
9. Khan, M. W. (2009). *The prophet of peace: Teachings of the Prophet Muhammad*. Penguin.

10. Butler, J. (2021). *The force of nonviolence: An ethico-political bind*. Verso.
11. Marx, K., & Engels, F. *Selected works - Relevant volumes*.
12. Pratt, V., & others. (2000). *Environment and philosophy*. Routledge.
13. Rajagopalachari, C. (1993). *Kural: The great book of Thiruvalluvar*. Bharatiya Vidya Bhavan.
14. Imbo, S. O. (1961). *An introduction to African philosophy*. Rowman.
15. Masearo, J. (2005). *The Upanishads*. Penguin.
16. Keown, D. (2013). *Buddhism*. Oxford University Press.
17. Ruthven, M. (2012). *Islam*. Oxford University Press.
18. Naess, A. (2010). *The ecology of wisdom*. Counterpoint.
19. Thoreau, H. D. (2018). *Walden*. Empire.
20. Gandhi, M. (2009). *Hind Swaraj*. Rajpal.
21. Guha, R. (2016). *Environmentalism: A global history*. Penguin.
22. Sainsbury, R. M. (2009). *Paradoxes*. Cambridge University Press.
23. Bowie, G. (2004). *A beginner's guide to logic*. Oxford University Press.
24. Copi, I. M., & Cohen, C. (2017). *Introduction to logic*. Routledge.
25. Creighton, J. E., & Smart, J. J. C. (1973). *An introduction to logic* (2nd ed.). Routledge.
26. Hurley, P. J. (2014). *A concise introduction to logic* (12th ed.). Cengage Learning.
27. Kneale, W., & Kneale, M. (1984). *The development of logic*. Oxford University Press.
28. Smith, H. (2013). *An introduction to formal logic* (3rd ed.). Cambridge University Press.
29. Sider, T. (2010). *Logic for philosophy*. Oxford University Press.
30. Goranko, V. (2016). *Logic as a tool: A guide to formal logical reasoning*. Wiley.
31. Dowden, B. H. (2020). *Logical reasoning*. California State University Press.
32. Lal, M. B., & Gupta, A. (2015). *Logical reasoning & analytical ability*. Upkar Prakashan.
33. Sharma, A. (2012). *How to prepare logical reasoning for the CAT*. McGraw Hill Education Private Ltd.
34. Aggarwal, R. S. (2012). *A modern approach to verbal and non-verbal reasoning*. S. Chand & Company Ltd.
35. Sijwali, B. S., & Sijwali, I. (2020). *A new approach to reasoning: Verbal, non-verbal & analytical*. Arihant Publication Ltd.

MULTIDISCIPLINARY COURSE
SGB24CA103MD: INFORMATION SECURITY
CREDITS: 4

| | |
|---|--|
| Course Outcomes: | |
| <ul style="list-style-type: none"> • To Interpret the basics of Information security | |
| <ul style="list-style-type: none"> • To understand the Risk,Threat and Vulnerability techniques | |
| <ul style="list-style-type: none"> • To understand the Identity Management and Authentication techniques | |
| <ul style="list-style-type: none"> • To understand about the Malwares and OS security | |
| Block I: Basic Concepts of information security | |
| Unit 1 | Core Information Security Principles |
| Unit 2 | CIA(Confidentiality,Integrity,Availability) |
| Unit 3 | A Taxonomy of Cryptography and Cryptanalysis |
| Unit 4 | Symmetric and Asymmetric key algorithms |
| Block II: Risk,Threat and Vulnerability | |
| Unit 1 | Information Risk Management–Risk Acceptance, Risk Avoidance, Risk Mitigation |
| Unit 2 | Risk Assessment: Risk Identification Techniques and Risk Analysis Methods |
| Unit 3 | Threats and Vulnerabilities |
| Unit 4 | Attack Vectors and their Countermeasures |
| Block III:Identity Management and Authentication | |
| Unit 1 | Identity Management – Identification |
| Unit 2 | Authorization and Access Controls |
| Unit 3 | Authentication Methods, Passwords, Biometrics |

| | |
|--|--|
| Unit 4 | Authentication Protocols,Challenge Response based authentication, Two-Factor Authentication |
| Block IV:Malwares and OS Security | |
| Unit 1 | Software Flaws,Virus and Malwares |
| Unit 2 | Operating System Security Functions |
| Unit 3 | Trusted Operating System |
| Unit 4 | Next Generation Secure Computing Base. |

Reference:

1. William Stallings, “*Cryptography and Network Security: Principles and Practice*”, Fifth edition Pearson.
2. Mark Stamp’s Information Security:Principles and Practice Deven N Shah,Wiley Publishers.
3. Charlie Kaufman, Radia Perlman,Mike Speciner, Network Security-Private Communication in a Public World, Pearson Education
4. Atul Kahate, Cryptography&NetworkSecurity, TMH,2013

MULTIDISCIPLINARY COURSE
SGB24PH101MD: SOCIAL ETHICS
CREDITS: 04

Course Outcomes:

By studying this course, the learner will be able to:

- understand the nature and scope of ethics and analyse major ethical theories
- apply ethical reasoning in the problems related to media, information, communication and technology
- examine social justice issues through an ethical lens, understand the ethical dimensions of social inequalities, discrimination, and exclusion, and explore ethical approaches to addressing these issues.
- recognize the ethical principles underlying democratic governance, citizenship, and civic engagement.
- apply ethical principles to promote social change

Course Details:

Block 1: Foundations of Ethics

Unit 1: Introduction to Ethics

- Nature and scope of ethics
- Personal ethics vs. social ethics
- Professional ethics and Environmental ethics

Unit 2: Moral Reasoning and Major Ethical Theories

- Common ethical principles: Beneficence, nonmaleficence, autonomy, and justice
- Utilitarianism, Deontology, Virtue ethics
- Cultural relativism vs. universal ethics
- Ethical pluralism

Unit 3: Social Ethics: Theory and Practice

- Social ethics as applied ethics
- Ethical considerations in social interactions.
- Case studies of the intersection of ethics and social issues

Block 2: Human Rights and Social Justice

Unit 1: Human Rights

- Historical evolution of Human Rights
- Concept of Human Rights; Right to Life, Liberty, and Security
- Universality of human rights vs. cultural relativism
- Ethical justifications for equal social, economic, and political rights

Unit 2: Equality

- Equality before the law
- Inequalities based on race, gender, caste and community
- Social and political exclusion and labour exploitation: Ethical Implications
- Social inclusion and diversity

Unit 3: Social Justice

- Overview of major theories such as Rawlsian justice, capabilities approach.
- Application of distributive justice theories to social policy and resource allocation/redistribution
- Promotion of Social Justice and equity strategies for addressing systemic injustices

Block 3: Ethics of Information and Technology

Unit 1: Ethics in Information Literacy and Media Analysis

- Ethical considerations and responsibilities in information production and dissemination
- Analysis of the political influences on information and content creation.
- Ethical challenges in communication and consumption of media content

Unit 2: Critical Analysis of Media Sources

- Detecting fake news, deep fakes and misinformation and identifying bias and propaganda
- Media manipulation and the spread of disinformation
- Consequences of media manipulation for public discourse and democratic processes
- Importance of developing critical thinking skills for discerning facts from fakes

Unit 3: Ethical Considerations in Technology

- Unequal access to technology and digital resources (Digital divide) and social inequality
- Ethical considerations in technological innovation and development
- Balancing technological advancement with societal well-being and ethical values
- Ethical dilemmas in emerging technologies such as AI and biotechnology

Block 4: State, Sovereignty, and Citizenship

Unit 1: Theories of State and Sovereignty

- Historical perspectives on the development of political entities
- Theories regarding the emergence and evolution of the state
- Social contract theory and its ethical justifications for political authority
- State sovereignty versus individual rights in the modern world
- State sovereignty, individual freedom and international norms and obligations

Unit 2: Citizenship and Civic Virtue

- Ethical responsibilities and obligations of citizenship
- Importance of civic education for ethical and citizenship and civic engagement
- Obligations of citizens in upholding democratic values and principles

Unit 3: Accountability and Democracy

- Transparency, accountability, and the rule of law as ethical principles
- Democracy as an ethical principle
- Ethical foundations of democratic legitimacy and governance
- Democracy, Development, Decentralization and Governance

Unit 4: Ethics and Power

- Impact of abuse of power and corruption on social justice.
- Ethical considerations on public policies and governance
- Ethical challenges in decision-making and policy formulation, including issues of justice, equity, and human rights
- Role of ethics in combating corruption and promoting social justice.

Reference:

1. Rachels, J., & Rachels, S. (2012). *The elements of moral philosophy* (7th ed.). McGraw-Hill.
2. Bennett, C. (2010). *What is this thing called ethics?* Routledge.
3. Sandel, M. (2009). *Justice: What's the right thing to do?* Penguin Books.
4. Beauchamp, T. (2001). *Philosophical ethics: An introduction to moral philosophy*. McGraw-Hill.
5. Mappes, T. A., & Zembaty, J. S. (2011). *Social ethics: Morality and social policy*. McGraw-Hill.
6. Coleman, J. M. (2010). *Social ethics: An introduction to the nature and ethics of the state*. Nabu Press.
7. Shafer-Landau, R. (Ed.). (2012). *Ethical theory: An anthology*. Blackwell Publishing.
8. Bentham, J. (1907). *An introduction to the principles of morals and legislation*. Clarendon Press.
9. Hull, G. (2000). *An introduction to issues in computers, ethics, and policy*.
10. Lillie, W. (1957). *An introduction to ethics*. Methuen and Co.
11. Mackenzie, J. S. (1975). *A manual of ethics*. Hinds, Hayden & Elderedge.
12. Rawls, J. (2020). *A theory of justice*. Harvard University Press.
13. Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.
14. Freeman, M. (2011). *Human rights: An interdisciplinary approach* (2nd ed.). Polity.
15. Nickel, J. W. (2007). *Making sense of human rights* (2nd ed.). Blackwell Publishing.
16. Okin, S. M. (1989). *Justice, gender, and the family*. Basic Books.
17. Fraser, N. (2008). *Scales of justice: Reimagining political space in a globalizing world*. Columbia University Press.
18. Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press.
19. Sen, A. (2009). *The idea of justice*. Harvard University Press.
20. Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
21. Miller, D. (1999). *Principles of social justice*. Harvard University Press.
22. Fraser, N., & Honneth, A. (2003). *Redistribution or recognition? A philosophical exchange*. Verso.
23. Krasner, S. D. (1999). *Sovereignty: Organized hypocrisy*. Princeton University Press.
24. Galston, W. A. (1991). *Liberal purposes: Goods, virtues, and diversity in the liberal state*. Cambridge University Press.
25. Barber, B. R. (1984). *Strong democracy: Participatory politics for a new age*. University of California Press.
26. Dahl, R. A. (1989). *Democracy and its critics*. Yale University Press.
27. Sen, A. (1999). *Development as freedom*. Knopf.
28. Johnston, M. (2005). *Syndromes of corruption: Wealth, power, and democracy*. Cambridge University Press.
29. Heidenheimer, A. J., Johnston, M., & Levine, V. T. (Eds.). (1989). *Political corruption: A handbook*. Transaction Publishers.
30. Gutmann, A., & Thompson, D. (1996). *Democracy and disagreement*. Harvard University Press.
31. Beetham, D. (1991). *The legitimation of power*. Palgrave Macmillan.S

MULTIDISCIPLINARY COURSE
SGB24CM101MD-BANKING AND INSURANCE
4 CREDIT

Course Objectives:

- To expose the students to the changing scenario of Indian banking and Insurance.

Course Outcomes:

After the completion of the course, the learners will be able to:

- To provide a basic knowledge about the theory and practice of banking
- To provide a basic understanding of Insurance business.
- To familiarize the students with the changing scenario of Indian Banking and Insurance.

Course Outline:

BLOCK 1: BANKING
 BLOCK 2: BANKING REGULATION
 BLOCK 3: INSURANCE
 BLOCK 4: INSURANCE CLAIMS AND REGULATIONS

| Block | Units |
|------------------------------------|---|
| Block -1: Banking | Unit -1: Basics of banking Bank- functions -Types - CORE bank solutions- Retail bank product and services-Mergers in banking- Central bank system- functions - Role of RBI -Commercial banks -Credit Creation |
| | Unit- 2: Banker and Customer Meaning and Definition- Relationship- General and Special- Different Types of Accounts-Cheque- dishonour of cheque – payment in due course – Crossing – Endorsement. |
| Block-2: Banking Regulation | Unit-1: Banking Practice Recovery of Debts due to Banks and Financial Institutions Act, 1993 (DRT Act), SARFAESI, Payment & Settlements Act, 2007, Banking Ombudsman. Basel reforms- Capital adequacy norms- NPA management |
| | Unit-2: Account Opening Process in Banks Account opening, filling up of forms, KYC formalities – loan application forms- necessary documents - submission of documents, verification, and account opening - smart card/debit card |
| Block 3: Insurance | Unit -1: Introduction to insurance Risk-Classification of risk-features of insurable risk- Meaning and functions of Insurance-Importance of Insurance – Principles of life insurance |
| | Unit -2 Types of insurance |

| | |
|---|---|
| | Classification of insurance business in India-Life – General - fire, accident, asset, medical, home, commercial travel, rural, and marine -Underwriting-meaning-procedure of life Insurance and Non-Life Insurance-Insurance Premium-Insurance documents. |
| Block -4: Insurance Claims and Regulations | Unit -1: Insurance Claims Meaning-Importance-types of claims-Procedure of settlement of Life Insurance claims and Non-Life Insurance claim |
| | Unit-2: Insurance Regulations Privatization of insurance industry-FDI in insurance – Bancassurance - IRDA regulations |

| |
|---|
| PRACTICAL ACTIVITIES: - |
| <ol style="list-style-type: none"> 1. Collect application forms for opening Account in banks and make a presentation in class. 2. Study the Internet banking and Mobile banking procedure and document it. 3. Collect cheques with different types of crossing and examine the differences. 4. Collect model Insurance Policy documents- Life/ General and identify different conditions and implications |

| |
|--|
| Reference: |
| <ol style="list-style-type: none"> 1. Sundaram K.P.M and Varshney P.N. Banking Theory Law and Practice, Sultan Chand & Sons, New Delhi. 2. Maheswari S.N. Banking Theory Law and Practice, Kalyani Publishers New Delhi. 3. Sekhar K.C. Banking Theory Law and Practice, Vikas Publishing House, New Delhi. 4. Gordon E. and Natarajan K. Banking Theory Law and Practice, Himalaya Publishing House, Mumbai. 5. Lall Nigam B.M. Banking Law and Practice, Konark Publishers Pvt. Ltd., New Delhi. 6. Radhaswamy M. Practical Banking, Sultan Chand & Sons, New Delhi. 7. O P Agarwal, Principles and practice of insurance. 8. M N Mishra, and S B Mishra: Insurance Principles and Practice, S. Chand Publishers |

Fourth Semester

MAJOR DISCIPLINE CORE COURSE
SGB24SO204MC-INDIAN SOCIETY: STRUCTURE AND CHANGE
CREDITS: 6

Course Objectives:

The Course aims to contextualise Sociology and help the students to understand the nuances of the social structures in which they are living. This course intends to introduce the emergence of the modern Indian state through a multitude of processes. Students should be familiar with the social, cultural and political institutions that shaped the social fabric of the Indian nation and to develop sociological imagination about its changing character.

Course Outcomes:

- Identifies the processes and streams of thoughts that shaped the idea of India
- Explains the basic social institutions that exist in Indian society.
- Appraises the dynamic nature of Indian society
- Evaluates the critical factors that are essential in maintaining harmonious coexistence and progressive social change.

Course Outline:

BLOCK 1: THE IDEA OF INDIA

BLOCK 2: SOCIAL INSTITUTIONS

BLOCK 3: FORMS OF INEQUALITY

BLOCK 4: RELIGION AND SOCIETY

BLOCK 5: STATE AND SOCIETY

BLOCK 6: SOCIAL CHANGE AND MOBILISATION

Course Details:

Block 1: The Idea of India

Unit 1: Colonial Image, Debate on Indian Nationalism: Gandhi and Ambedkar Preamble of Indian Constitution and the ideal of 'Indian Society'

Block 2: Social Institutions

Unit 1: Family and Marriage- Structural Changes-Kinship-Regional Variations

Unit 2: Tribal social institutions and their dynamic nature

Block 3: Social Stratification

Unit 1: Caste: characteristics and changes

Class: Structural characteristics, types, and changes

Unit 2: Gender: types and dimensions of Indian society

Intersectionality in the Indian Context (caste, class and gender)

Block 4: Religion and Society

Unit 1: Major Religions in India: Features and Changes

Syncretic nature of Indian religions.

Unit 2: Tribal Religions: Features and changes

Atheist Traditions in India: Charvaka / Lokayata

Block 5: Indian Society: Contemporary Debates

Unit 1: Communalism, Secularism, Regionalism, Citizenship and Identity

Block 6: Social Change and Mobilisation

Unit 1: Processes of Social Change: Sanskritisation, Westernisation, Modernisation and Globalisation

Unit 2: Social Movements: Nature and Characteristics; Dalit, Peasants, Women and Ethnic

Reference:

1. Ambedkar, B.R., (1971). Annihilation of Caste. Jullender: BheemPatrika.
2. Cohn, B.S. (1990). An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press.
3. Dumont, L. (1997). Religion, Politics and History in India. Paris: Mouton, Pp. 89-110.
4. Gandhi, M.K. (1938). Hind Swaraj. Ahmedabad: Navjivan Publishing House.
5. Gupta, Dipankar. (1991). Social Stratification. New Delhi: Oxford University Press.
6. Karve, I (1994). "The Kinship Map of India", in P. Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press.
7. Kumar, R. (1986). "The Varieties of Secular Experience", in Essays in the Social History of Madan, T.N. (1991). Religion in India. New York: Oxford University Press.
8. Madan, T.N. (1997) Modern Myths, Locked Minds. Delhi: Oxford University Press, Pp. 233-
9. Momin, A.R. (1977). "The Indo Islamic Tradition", Sociological Bulletin, 26. New Delhi: Sage Publications, Pp. 143-172.
10. Oommen, T.K., 1997, Citizenship and National identity: From Colonialism to Globalism. Oommen, T.K., 2010. Social Movements I. Delhi: Oxford University Press.
11. Oommen, T.K., 2011. Social Movements II. Delhi: Oxford University Press.
12. Patel, T. (2005). The Family in India. New Delhi: Sage.

13. Prabhu, P.N. (2016). Hindu Social Organization. Delhi: Popular Publication.
14. Singh, Y.(1973). Modernization of Indian Tradition. Delhi: Thomson Press.
15. Srinivas, M.N., (1969). "The Caste System in India", in A. Beteille (ed.), Social Inequality: Uberoi, Patricia, 1993. Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
16. Xaxa, V., 2011, Tribes and Social Exclusion (Occassional Paper, No. 2). Calcutta: SSSCUNICEF

MAJOR DISCIPLINE SPECIFIC ELECTIVE
SGB24SO201ME-RURAL SOCIOLOGY
CREDITS: 6

Course Objectives:

The course facilitates the development of a basic awareness of urban sociology. It also familiarises the student to the different aspects of urban social life

Course Outcomes:

Upon completing this course, the learner will be able to:

- Familiarise with the basic concepts of Rural Sociology
- Develop a theoretical understanding of Rural Society
- Analyse the Rural Social Institutions
- Appraise Rural Development Programmes in India
- Evaluate the mobilisations in Rural Society

Course Outline:

Block 1: Rural Sociology: Introduction

Block 2: Theoretical Understanding

Block 3: Rural Social Institutions

Block 4: Agrarian Relations

Block 5: Rural Development

Block 6: Voices of Rural Society

Course Details:

Block 1: Rural Sociology- Introduction

Unit 1: Rural sociology-nature, scope, significance

Characteristics of rural society-Rural-Urban differences

Unit 2: Peasant society-class and caste differences within peasantry in Indian context.

Block 2: Theoretical Understanding

Unit 1: Structural Functional Perspective-M. N Srinivas

Unit 2: Marxian Perspective – A.R.Desai

Unit 3: Gandhian Perspective – M K Gandhi

Block 3: Rural Social Institutions

Unit 1: Kinship and Family in Indian Traditional Villages; Structure, Function and Change

Unit 2: Caste in Rural society:

Inter Caste Relations and Jajmani System, Caste Panchayat.

Block 4: Agrarian Relations

Unit 1: Agrarian relations and Mode of Production debate.

Unit 2: Land Ownership and its types.

Land Reforms in India.

Block 5: Rural Development

Unit 1: Trends and change in rural society: PRIs before and after 73rd amendments.

Unit 2: Rural Development Programs

Wage Employment-Income generation programmes.

Block 6: Voices Of Rural Society

Unit 1: Rural Social Movements

Farmer's Movements- Women's Movements

Unit 2: Non-Governmental Intervention in Rural Development

Corporate Social Responsibility in Rural Development

Reference:

1. Ram, A. (1993). *Indian Social System*, Jaipur: Rawat.
2. Ahuja, R. (2014). *Social Problems in India*. Rawat publications.
3. Bêteille, A. (1974). *Studies in Agrarian Social Structure*, Dehi: Oxford.
4. Chauhan, B. R. (2009). *Rural Life: Grass Roots Perspectives*. Bengaluru: Concept Publishing Company.
5. Desai, A. R. (Eds.) (2003), *Rural Sociology in India*, Bombay: Popular Prakashan.
6. Doshi, S.L. (2001), *Rural Sociology*, Jaipur: Rawat.
7. Jodhka, S. S., & Simpson, E. (Eds.). (2019). *India's Villages in the 21st Century: Revisits and Revisions*. Oxford: Oxford University Press.
8. Marriott, M. (1990). *India through Hindu Categories* (Vol. 5). New Delhi: Sage Publications.
9. Oommen, T.K. & P. N. Mukherjee, (Eds.) (1986): *Indian Sociology: Reflections and Introspections*, Bombay: Popular Prakashan.
10. Yogendra, S., & Singh, Y. (1973). *Modernization of Indian Tradition*. Mariamalai Nagar: Thomson

Press (India) Limited.

11. Srinivas, M. N. (1960). *India's Villages*, Bombay: Asia Publishing House.
12. Tyler, S. A. (1986). *India: An Anthropological Perspective*. Long Grove: Waveland Press Inc.
13. Dube, S. C. (2012). *Indian Village*. New York: Routledge.
14. Sharma K.L. (1997). *Rural Society in India*, Jaipur and New Delhi: Rawat Publications.
15. Guha, R. (1999). *Elementary Aspects of Peasant Insurgency in Colonial India*. Durham: Duke University Press.
16. Shah, G., Mander, H., Thorat, S., Deshpande, S., & Baviskar, A. (2006). *Untouchability in Rural India*. New Delhi: Sage.
17. Singer, M. B. (1972). *When a Great Tradition Modernizes: An Anthropological Approach to Indian Civilization*. New York: Praeger Publishers.
18. Srinivas, M. N. (1995). *Social Change in Modern India*. Hyderabad: Orient Blackswan.

MAJOR DISCIPLINE SPECIFIC ELECTIVE
SGB24SO202ME- URBAN SOCIOLOGY
CREDITS: 6

Course Objectives:

The course facilitates the development of a basic awareness of urban sociology. It also familiarises the student to the different aspects of urban social life

Course Outcomes:

Upon completing this course, the learner will be able to:

- Familiarise with the basic ideas of urban sociology
- Analyse the process of urbanisation and its implications
- Understand the major theoretical perspectives of urban sociology
- Discuss issues of urban development
- Initiate a critical discussion on urban society

Course Outline:

Block 1: Introduction to Urban Sociology

Block 2: Urbanisation

Block 3: Theoretical Perspectives in Urban Sociology

Block 4: Urban Ecology

Block 5: Contemporary Trends and Issues in Urban Society

Block 6: Urban Policy and Planning in India

Course Details:

Block 1: Introduction to Urban Sociology

Unit 1: Origin and development of Urban Sociology- Chicago School-Nature and scope of Urban Sociology

Unit 2: Key concepts: Rural Urban Continuum, city, town, metropolis, megalopolis, suburb, exurb

Block 2: Urbanisation

Unit 1: Urbanisation and Suburbanisation-Urbanism as a way of life

Unit 2: Urbanisation in India: Factors, Trends

Block 3: Theoretical perspectives in Urban Sociology

Unit 1: Emile Durkheim-Karl Marx-Max Weber- Georg Simmel

Unit 2: Ferdinand Tonnies-Robert Redfield

Unit 3: David Harvey-Manuel Castells

Block 4: Urban Ecology

Unit 1: Urban Ecology-Definitions and Characteristics-Ecological Processes

Unit 2: Ecological Theories-Concentric zone theory-Sector theory-Multiple nuclei theory

Block 5 Implications of Urbanization

Unit 1: Housing and Slums-Urban Decline-Gentrification-Ethnic Enclave-Gated Communities

Unit 2: Urban poverty -Crime and Juvenile delinquency

Unit 3: Urban pollution -Issues of Waste Management

Block 6: Urban Policy and Planning in India

Unit 1: Urban Policy: Types -Urban policies and programmes in India– issues and challenges

Unit 2: Urban Planning- Factors and Significance-History of urban planning in India

Reference:

1. Bergel, E. E. (1955). Urban Sociology. New York City: McGraw-Hill Book Incorporated.
2. Quinn, J. A. (1967). Urban Sociology. Delhi: Eurasia Publishing House.
3. Mohanty, B. (Eds.). (1993). Urbanisation in Developing Countries: Basic Services and Community Participation (No. 1). Bengaluru: Concept Publishing Company.
4. Palen, J. J. (1981). The Urban World. New York: McGraw-Hill Companies.
5. Ramachandran, R. (1992). Urbanization and Urban Systems in India. Oxford: OUP Catalogue.
6. Mumford, L. (1961). The City in History. Brace and World: United States.
7. Desai, A. R., & Pillai, S. D. (Eds.). (1970). Slums and Urbanization. Bombay: Popular Prakashan.
8. De Souza, A. (Eds.). (1978). The Indian City: Poverty, Ecology, and Urban Development. New Delhi: South Asia Books.
9. Rao, V. P. (1983). Urbanization in India: Spatial Dimensions. London: Humanities Press.
10. Berry, B. J. L., & Kasarda, J. D. (1977). Contemporary Urban Ecology (Vol. 240). New York: Macmillan.

ABILITY ENHANCEMENT COURSE- HINDI
हिंदी गद्य साहित्य और संरचना
SGB24HD102AC-Hindi Gadya Sahitya Aur Samrachana
CREDITS: 4

पाठ्यक्रम उद्देश्य (Course Objectives:)

छात्रों को हिन्दी साहित्य के विभिन्न गद्य रूपों से परिचित कराना। छात्रों को महत्वपूर्ण विचारों और मूल्यों की पहचान देना और ऐसी रचनाओं के विश्लेषण, व्याख्या और वर्णन करने में सक्षम बनाना।

पाठ्यक्रम परिणाम (Course Outcomes:)

- गद्य के उद्भव और विकास, गद्य के विभिन्न प्रकार आदि से परिचय पाना और इनकी विशेषताओं का गहन ज्ञान प्राप्त करना।
- गद्य के विभिन्न तत्वों का विश्लेषण करें और छात्रों को महत्वपूर्ण सोच और रचनात्मक कौशल से समृद्ध करें। नाटकों के आस्वादन और उसकी आलोचना करने की क्षमता हासिल करना और एकांकी के बुनियादी तत्व हासिल करना, प्रख्यात नाटककारों के रचनाओं से परिचय पाना।
- हिन्दी कथा साहित्य की विशेषताओं का गहन ज्ञान प्राप्त करना और इसकी पारदर्शी चित्र प्राप्त करने में सक्षम होना। हिन्दी कथा साहित्य की उत्पत्ति और विकास और इसके विभिन्न रूपों से परिचय पाना। प्रतिनिधि लेखकों की मुख्य रचनाओं का परिचय करना, एवं उनके शिल्प को समझना, प्रमुख कहानियों का विश्लेषण करना और प्रमुख लेखकों के योगदान का मूल्यांकन करना।
- छात्रों को उचित शब्दावली के प्रयोग में सक्षम बनाना, बेहतर अभ्यास विकसित करना, हिन्दी भाषा में बेहतर संचार और लेखन कौशल विकसित करना।

पाठ्यक्रम रूपरेखा (Course Outline):

ब्लॉक : 1 गद्य का उद्भव और विकास

ब्लॉक : 2 विविध गद्य रूपों का परिचय

ब्लॉक : 3 हिन्दी कहानी का सामान्य परिचय

ब्लॉक : 4 संरचनात्मक व्याकरण

ब्लॉक : 1 गद्य का उदभव और विकास

इकाई 1: गद्य के प्रकार

इकाई 2: निबंध, जीवनी, आत्मकथा, यात्रावृत्त, सामान्य निबंध

इकाई 3: संस्मरण-रेखाचित्र, एकांकी, व्यंग्य आदि

ब्लॉक : 2 विविध गद्य रूपों का परिचय

इकाई 1: ईदगाह - प्रेमचंद (कहानी)

इकाई 2: सदाचार का तावीज़ - हरिशंकर परसाई (व्यंग्य)

इकाई 3: रज़िया – रामवृक्ष बेनीपुरी (रेखाचित्र)

ब्लॉक : 3 हिन्दी कहानी का सामान्य परिचय

इकाई 1: हिन्दी कहानी का विकास

इकाई 2: हिन्दी के प्रमुख कहानीकार

इकाई 3: प्रेमचंद, प्रसाद, जैनेंद्र, अज्ञेय और उषा प्रियंवदा का योगदान

इकाई 4: वापसी - उषा प्रियंवदा

ब्लॉक : 4 संरचनात्मक व्याकरण

इकाई 1: शब्द-विचार

इकाई 2: संज्ञा, लिंग, वचन, कारक, सर्वनाम, विशेषण

इकाई 3: क्रिया, क्रिया विशेषण, संबंधबोधक, समुच्चय बोधक, विस्मयादी बोधक और काल

इकाई 4: व्याकरण के व्यावहारिक प्रयोग, शुद्ध कीजिए, अभ्यासार्थ अनुच्छेद

References:

1. स्वतंत्रयोत्तर हिंदी कहानी : सं. कमलेश्वर ।
2. हिंदी कथा साहित्य एक दृष्टि : सत्यकेतु सांस्कृत ।
3. हिंदी का गद्य साहित्य : डॉ. रामचन्द्र तिवारी ।
4. परिष्कृत हिंदी व्याकरण : बद्रिनाथ कपूर ।

ABILITY ENHANCEMENT COURSE-ARABIC
SGB24AR102AC-FUNCTIONAL ARABIC
CREDITS: 4

Course Objectives:

- The student can communicate in Arabic in various situations
- The student can express thoughts in oral and written form through simple sentences in Arabic.
- The student can read and understand literary texts in Arabic
- The student can analyze the literary texts in the light of theories of Arabic Grammar
- The student can assimilate humanistic and moral values in his life

Course Outcomes:

At the end of the course students will be able to,

- Communicate in Arabic in various situations
- Express thoughts in oral and written form through simple sentences in Arabic.
- Read and understand literary texts in Arabic
- Analyze the literary texts in the light of theories of Arabic Grammar
- Assimilate humanistic and moral values in his life

Course Details:

Block 1: رمضان مبارك

UNIT 1 رمضان مبارك

UNIT 2 رمضان شهر الصوم

UNIT 3 هل قضيت إجازة سعيدة

UNIT 4 قضاء وقت الفراغ

UNIT 5 مسابقة في المعلومات

Block 2: ما رأيك في الواجب المنزلي؟

UNIT 1 ما رأيك في الواجب المنزلي؟

UNIT 2 الحفل التمثيلي

UNIT 3 صلاح الدين

UNIT 4 الوقوف في عرفات

UNIT 5 جولة في المملكة العربية السعودية

Block 3: سعاد توفر

UNIT 1 سعاد توفر

UNIT 2 اليوم الرياضي

UNIT 3 هل تفكر في مستقبلك؟

UNIT 4 رحلة إلى المنطقة الشرقية

UNIT 5 في معرض الفن الإسلامي

Block 4: ما رأيك في مصروف الجيب؟

UNIT 1 ما رأيك في مصروف الجيب؟

UNIT 2 أسأل وأبحث

UNIT 3 عيد الأضحى

UNIT 4 الكلمات المتقاطعة

UNIT 5 من بيوت الله

- All contents in the blocks are taken from the Book 'Al Arabiyya Li N-naashieen', Book of Students, Part 3, Published by Education Ministry, Kingdom of Saudi Arabia.

Reference:

1. A. M. Ashiurakis, (2003), Spoken Arabic self-taught, Islamic Book Service
2. Ali, Sayed, (2003), Let's converse in Arabic, New Delhi: UBS publishers
3. Ali, Sayed, Teach Yourself Arabic, Kazi Publishers
4. Faynan, Rafi 'el Imad, (1998), The Essential Arabic, New Delhi: Good word Books
5. Hashim, Abul, (1997), Arabic made easy, New Delhi: Kitab Bhavan
6. Humisa, Michael, (2004), Introducing Arabic, New Delhi: Good word Books
7. Linguaphone Arabic Course, 2000, London: Linguaphone Institute
8. Mohiyeedin, Veeran, (2005), Arabic Speaking Course, Calicut: Al Huda Books
9. Rahman, S.A., (2003), Let's speak Arabic, New Delhi: Good word Books
10. Rapidex English Speaking Course in Arabic, New Delhi: Pustak Mahal

ABILITY ENHANCEMENT COURSE- MALAYALAM

SGB24ML102AC- മലയാളസാഹിത്യം : കവിത - കഥ - ഉപന്യാസം - നോവൽ

(Malayalasadhiyam: Kavita- Kadha- Upanyasam-Novel)

Credits: 4

Course Objectives:

- കവിത, കഥ, ഉപന്യാസം, നോവൽ എന്നീ സാഹിത്യ രൂപങ്ങളെ പരിചയപ്പെടുക
- പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക
- ആധുനിക കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള സാഹിത്യത്തെ പരിചയപ്പെടുക
- സാഹിത്യ രൂപം എന്ന നിലയിൽ കഥ, കവിത, ഉപന്യാസം, നോവൽ എന്നിവയുടെ ചരിത്രത്തെവിമർശനാത്മകമായി സമീപിക്കുക

Course Outcomes:

- നവോത്ഥാനകാല കാലികരുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കഥകളുടെ ചരിത്രത്തെപരിചയപ്പെടുന്നു
- പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുന്നു
- ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയപ്പെടുകയും ചെയ്യുന്നു
- മലയാള നോവലിന്റെ ചരിത്രവും പരിണാമവും മനസ്സിലാക്കുന്നു

Course Details:

ബ്ലോക്ക് 1 : കവിത

ആധുനികതയുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള മലയാള കവിതാസാഹിത്യത്തെ പരിചയപ്പെടുക. മലയാളകവിതയുടെ പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുക്രമമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക.

വിശദപഠനം

1. വിഷുക്കുണി- വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ
2. എനിക്കു മരണമില്ല- വയലാർ രാമവർമ്മ
3. നാടവിടെ മക്കളേ - അയ്യപ്പപ്പണിക്കർ
4. ആൾമറ - റഫീക്ക് അഹമ്മദ്
5. ഇൻസ്റ്റലേഷൻ - വിരാൻകുട്ടി

ബ്ലോക്ക് 2 : കഥകൾ

നവോത്ഥാനകാല കാമികളുടെ കാലം മുതൽ വർത്തമാനകാലം വരെയുള്ള കഥകളുമായുള്ള പരിചയം നേടുക, പ്രമേയത്തിലും കലാതന്ത്രത്തിലും ജീവിതദർശനത്തിലും സംഭവിക്കുന്ന കാലാനുകൂലമായ പരിവർത്തനങ്ങൾ മനസ്സിലാക്കുക. കഥകൾ എല്ലാം വിശദപഠനത്തിനായി നിർദ്ദേശിക്കപ്പെട്ടവയാണ്.

വിശദപഠനം

1. ജന്മദിനം - വൈക്കം മുഹമ്മദ്ബഷീർ
2. കോലാട്- മാധവിക്കുട്ടി
3. പാപത്തറ - സാനാ ജോസഫ്
4. ദൽഹി 1981 - എം. മുക്തൻ
5. റെയിൽപ്പാളത്തിലിരുന്ന് ഒരു കുടുംബം ധ്യാനിക്കുന്നു - യു. കെ. കുമാരൻ

ബ്ലോക്ക് 3 : ഉപന്യാസം

ഉപന്യാസ സാഹിത്യത്തിന്റെ വൈവിധ്യം തിരിച്ചറിയുകയും പ്രതിപാദനരീതി പരിചയിക്കുകയും ചെയ്യുക. ആശയാവതരണം ഗ്രഹിക്കുക.

വിശദപഠനം

1. കാളിദാസനും കാലത്തിന്റെ ദാസൻ - ജോസഫ് ഞാളശ്ശേരി
2. ആദർശമാനവികതയുടെ സംഗീതം - കെ. പി. അപ്പൻ (ചരിത്രത്തെ അഗാധമാക്കിയ ഗുരു)
3. സാമന്തസാഹിത്യം - വി. സി. ശ്രീജൻ

ബ്ലോക്ക് 4 : നോവൽ

വിശദപഠനം

1. കൊച്ചുരേത്തി- നാരായൻ

റഫറൻസ്

1. ഡോ. എം. ലീലാവതി, മലയാളകവിതാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
2. എം. അച്യുതൻ, ചെറുകഥ ഇന്നലെ ഇന്ന്, ഡി സി. ബുക്സ്, കോട്ടയം
3. സുകുമാർ അഴീക്കോട്, മലയാള സാഹിത്യ വിമർശനം, ഡി സി. ബുക്സ്, കോട്ടയം
4. കെ. എം. തരകൻ, മലയാള നോവൽ സാഹിത്യം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
5. ഡോ. എം. ലീലാവതി, വർണ്ണരാജി, എൻ. ബി. എസ്. കോട്ടയം
6. ഡോ. കെ. എം. ജോർജ്ജ്, ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡി സി ബുക്സ്, കോട്ടയം
7. കെ. പി. അപ്പൻ, മാറുന്ന മലയാള നോവൽ, ഡി സി. ബുക്സ്, കോട്ടയം
8. ഡോ. ഷാജി ജേക്കബ്, ആധുനികാനന്തര മലയാള നോവൽ, വിപണി, കല, പ്രത്യയ ശാസ്ത്രം, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
9. ഡോ. എം. എം. ബഷീർ, മലയാളചെറുകഥാസാഹിത്യചരിത്രം, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ
10. ഡോ. പി. കെ. രാജശേഖരൻ, അന്ധനായ ദൈവം, ഡി സി. ബുക്സ്, കോട്ടയം
11. പത്മനാഭൻ രാമചന്ദ്രൻ നായർ (എഡി.), മലയാള സാഹിത്യനിരൂപണം, ഡി.സി. ബുക്സ്, കോട്ടയം.
12. വി. രാജകൃഷ്ണൻ, ചെറുകഥയുടെ ഛന്ദസ്സ്, ഡി സി ബുക്സ്, കോട്ടയം
13. പി. കെ. രാജശേഖരൻ, കഥാതന്ത്രങ്ങൾ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്

14. എം. എൻ. വിജയൻ , കവിതയും മനശാസ്ത്രവും, ഡി സി.ബുക്സ്,കോട്ടയം

ABILITY ENHANCEMENT COURSE-SANSKRIT

**SGB24SN102AC- गद्यं नाटकं च
(Gadyam Natakam Cha)
CREDITS 4**

लक्ष्यम् (Course Objectives)

संस्कृतमण्डले गद्यकाव्यानां सामान्यपरिचयः।

उद्देश्यानि (Course Outcomes)

- पञ्चतन्त्राध्ययनेन पशुपक्षिकथापरिचयः, मूल्यबोधनञ्च ।
- नाट्यशास्त्रस्य नाट्यप्रयोगस्य च सामान्यपरिचयः ।
- नाटकादिदशरूपकाणां सामान्यज्ञानम् ।
- प्राचीनसंस्कृतकथासमग्रज्ञानम्।
- भासकवेः नाट्यप्रयोगपरिज्ञानम् ।

Course Details:

प्रथमखण्डः - कथासाहित्यमधिकृत्य सामान्यज्ञानम्।

1.1. कथासाहित्यम् ।

1.2. पञ्चतन्त्रकथाः ।

1.3. चन्द्रभूपतिकथा।

द्वितीयखण्डः - अपरीक्षितकारकाद् उद्धृताः कथाः।

2.1. मूर्खब्राह्मणकथा।

2.2. भारुण्डपक्षिकथा ।

2.3. मत्स्यमण्डूककथा ।

तृतीयखण्डः - नाटकसाहित्याविर्भावः, विकासः, सांकेतिकपदानि, रूपकविभागाः इत्येतेषां सामान्यावगमनम्।

3.1. रूपकविभागाः ।

3.2. नाटकसाहित्यं विकासश्च।

3.3. भासनाटकचक्रम्।

3.4. नाटकान्तं कवित्वम्।

चतुर्थखण्डः - भासस्य मध्यमव्यायोगस्य सविशेषाध्ययनम् ।

4.1. व्यायोगस्य सविशेषता।

4.2. घटोत्कचप्रवेशः।

4.3. मध्यमस्य रंगप्रवेशः ।

4. 4. भीम - हिटिम्बीसमागमः।

आधारग्रन्थाः **Reference:**

1. पञ्चतन्त्रम् – विष्णुशर्मा।

2. मध्यमव्यायोगः – भासः।

सहायकग्रन्थाः

1. A Short History of Sanskrit literature - T.K Ramacandra Iyer, R.S Vadyar & Sons, Kalpathy

2. Pancatantra of Vishusarma, Chowkhambha Sanskrit series, Varanasi.

3. Sanskrit Drama- A.B. Keith

4. A History of Sanskrit Literature-A.A. Macdonel, Motilal banarsidas, Delhi

5. Indian Kavya Literature, Vol II, Motilal Banarsidas, Delhi.

6. Madhyamavyayoga of Bhasa with English translation -T.K Ramacandra Iyer, Vadyar & Sons Kalpathy.

अन्तर्जालसहायकसामग्र्यः

1. भासनाटकरङ्गावतरणम्- यूट्यूब

VALUE ADDED COURSE
SGB24UC101VC-INDIAN KNOWLEDGE SYSTEM
CREDITS: 2

Course Objectives:

The course aims to provide learners with a comprehensive understanding of ancient Indian knowledge systems, encompassing philosophical, scientific, and cultural foundations. By exploring these systems, learners will gain insights into their enduring influence on contemporary thought and practices globally.

Course Outcomes:

The course enables the learners to:

- Expose to the philosophical, scientific, and cultural foundations of ancient Indian civilization.
- Familiarise learner with the relevance of the Indian knowledge system in contemporary society.

Course Outline:

Block 1 - Development of Ancient Knowledge
Block 2 - Ancient Indian Knowledge

Course Details:

Block 1: Development of Ancient Knowledge

Unit 1: Development of Knowledge Systems

An overview of Indian Knowledge System- its importance - vedas and vedangas - ancient education system - Tirukkural

Unit 2: Ancient Indian Philosophy and literature

Six systems of philosophy - Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta-Jain, Buddhist, Ajivika, Ajnana, and Charvaka

Unit 3: Language and Art

Sanskrit - Ithihasa - Panini's work on grammar - Prakrit - Mural Paintings - Sculptures- Gandhara School of Art - Mughal Art - Music

Block 2: Ancient Indian Knowledge

Unit 1: Astronomy and Mathematics

Astronomy - Ancient Astronomers - Planetary System- Mathematics- Arithmetic- Algebra- Geometry - Trigonometry - Discovery of zero- Concept of Pi- Indian Numeric System

Unit 2: Engineering and Architecture

Harappan Civilisation-Architecture-Town Planning - Pottery- Metallurgy- Irrigation and Agriculture - Temples and Stupas -Medieval Developments

Unit 3:Life and Health

Concept of matter and life - Flora and Fauna-Medicine -Ayurveda-Susruta Samhita-Charaka-Unani-Siddha-Yoga

Reference:

1. Bridget & Raymond Allchin. *The Rise of Civilization in India and Pakistan*. CUP, 1982.
2. A.L. Basham. *The Wonder that was India*. OUP, 1953.
3. A.L. Basham (ed.). *Cultural History of India*. OUP, India, 1975.
4. Bina Gupta. *An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom*. Routledge, 2012.
5. Eliot Deutsch and Rohit Dalvi. *The Essential Vedanta: A New Source Book of Advaita Vedanta*. World Wisdom, 2004.
6. Ganeri, Jonardon. *The Lost Age of Reason: Philosophy in Early Modern India 1450-1700*. Oxford University Press, 2011.
7. Gier, Nicholas F. *The Virtue of Nonviolence: From Gautama to Gandhi*. SUNY Press, 2004.
8. Gopinath, P. *Buddhist Logic and Epistemology: Studies in the Buddhist Analysis of Inference and Language*. Studies of Classical India, vol. 10, Springer, 2012.
9. Halbfass, Wilhelm. *India and Europe: An Essay in Understanding*. SUNY Press, 1988.
10. D. D. Kosambi. *An Introduction to the Study of Indian History*. Popular Books Depot, Mumbai, 1956.
11. D. D. Kosambi. *The Culture and Civilization in Ancient India: A Historical Outline*. Routledge and K. Paul London, 1965.
12. Matilal, Bimal Krishna. *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford University Press, 1986.
13. McDermott, James P. (editor). *The Philosophy of Mahatma Gandhi for the Twenty-First Century*. Lexington Books, 2008.
14. P. T. Raju. *The Philosophical Traditions of India*. Motilal Banarsidass Publishers, 2004.
15. Siderits, Mark. *Buddhism as Philosophy: An Introduction*. Ashgate Publishing, 2007.

VALUE ADDED COURSE

SGB24UC102VC- ENVIRONMENT, CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT CREDITS: 2

Course Objectives:

- To familiarise the meaning and scope of environmental studies, climate and weather.
- To examine the major threats to natural resources such as forests, water, land, and minerals.
- To inculcate the need for responsible utilization and conservation of resources that does not endanger future generations.
- To examine social movements and initiatives aimed at environmental protection.
- To familiarise with UN Sustainable Development Goals (SDGs) and International resolutions on climate change.

Course Outcomes:

- Learner will be acquainted with environmental studies and the topics it encompasses such as climate patterns and weather conditions. They will also gain familiarity with the meaning, scope, and focus of the field of environmental studies.
- Learner will be able to identify the major hazards and challenges faced by the natural resources including forests, water sources, land, and minerals that provide us vital environment services. They will also acquire the ability to recognize threats endangering these important resources.
- Learner will become aware of the need for accountable and sustainable utilization and protection of resources so that the availability of these resources is not depleted for future generations. They will comprehend the importance of responsible use that does not endanger intergenerational resource access.
- Learner will obtain knowledge allowing them to critically analyse social movements and initiatives that are aimed at safeguarding the environment. They will also be able to discuss the impacts of the efforts by groups to promote ecological conservation through organized endeavours and campaigns.
- Learner will demonstrate understanding of UN Sustainable Development Goals related to the environment and climate change as well as major international agreements and resolutions designed to address climate change issues.

Course Outline:

Block 1: Environment and Natural Resources

Block 2: Social Issues and Sustainable Development

Course Details:

Block 1: Environment and Natural Resources

Unit 1: Environment

Definition, scope, and multidisciplinary nature of environmental studies, Concepts of climate and weather.

Unit 2: Renewable and non-renewable resources

Definition and classification of renewable and non-renewable resources with examples - Solar, Wind, Hydropower, Bioenergy, Tidal, Geothermal, Nuclear, Hydrogen and Ocean energy.

Unit 3: Major Threats to the Natural Resources

Threats to Forest Resource: Over-exploitation, timber extraction, deforestation, mining in forest areas, dams and their effects on forest ecosystems, resettlement of people.

Threats to Water Resource: Overexploitation of surface and groundwater, water pollution, water logging, floods and drought.

Threats to Land and Mineral Resources: Land degradation, man induced landslides, soil erosion and desertification; Minerals - Use and exploitation, environmental effects of extracting mineral resources.

Block 2: Environmental Mitigation and Sustainable Development

Unit 1: Solutions to the Contemporary Environmental Threats

Conservation strategies for Forest Resource - Reforestation, Afforestation, Social forestry, and agroforestry.

Conservation and management of water resources – Treatment and reuse of wastewater, rainwater harvesting and groundwater recharging, watershed management, Coastal Regulation Zone.

Segregation and Management of Solid Waste - Concepts of sanitary disposal of solid waste, Basic awareness on plastics and microplastics in environment; e-waste management, zero waste concept; Reduce, Reuse and Recycle (3RS).

Unit 2: Movements for Protection of Environment

History of environmental movements in India - Chipko movement, Narmada Bachao Andolan; Current environment conservation activities - Swachh Bharat Abhiyan, Haritha Keralam Mission, Role of eco-club, nature club.

Unit 3: UN Sustainable Development Goals

Definition and concept; overview and listing of 17 sustainable development goals (SDGs); International agreements, Ozone Layer protection, Green House Effect and solution to Global Warming, resolutions and treaties on climate change – G20 Summit, UNFCCC, Kyoto Protocol, Montreal Protocol, Paris Agreement, Copenhagen Accord.

Reference:

1. Agarwal, K.C. 2001. *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
2. Agarwal, S.K. 2005. *Green Management*, APH Publishing corporation, New Delhi. Barceló, Damià,
3. Kostianoy, Andrey, G., 2020. *The Handbook of Environmental Chemistry*, Book series. Springer (Pub).
4. Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India.
5. Boero, G. and A. Silberston. 1995. *Environmental Economics*. St. Martin's Press, Inc., New York.
6. Carla Montgomery, 2020. *Environmental Geology* (11th Edition). McGraw Hill. ISBN13: 9780078022951
7. Chatterji, M., Munasinghe, M. and Ganguly, R. , 1998. *Environment and Health in Developing Countries*. A.P.H. Publishing House, New Delhi.
8. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, *Environmental Encyclopedia*, Jaico Publ. House, Mumbai, 1196p
9. Daly, H.E. 1997. *Beyond Growth: The Economics of Sustainable Development*. Beacon Press.
10. Daniel, D. Chiras and Reganold, John, P. 2009. *Natural Resource Conservation: Management for a Sustainable Future*, Addison Wesley, Boston.
11. Divan, Sand Rosencranz, A. 2001. *Environmental Law and Policy in India*. Oxford University Press, New Delhi.
12. Erach Barucha, 2021. *Text Book for Environmental Studies*, for undergraduate courses of all branches of higher education for University Grants Commission, New Delhi and Bharathi Vidyapeeth Institute of Environmental Education and Research, Pune p. 288.
13. Heywood, V.H & Waston, R.T. 1995. *Global Biodiversity Assessment*. Cambridge Univ. Press. 1140p.
14. Jadhav, H & Bhosale, V.M. 1995. *Environmental Protection and Laws*. Himalaya Pub. House, Delhi 284 p.
15. McKinney, M.L. & School, R.M. 1996. *Environmental Science Systems & Solutions*, Web enhanced edition. 639p.
16. Odum, E.P. 1971. *Fundamentals of Ecology*. W.B. Saunders Co. USA, 574p. Poonia and Sharma, 2018. *Environmental Engineering*, Khanna Books, ISBN: 9789386173577, 9386173573
17. Prashant K. Srivastava, Sudhir Kumar Singh, U. C. Mohanty, Tad Murty, 2020. *Techniques for Disaster Risk Management and Mitigation*. Wiley. P 352. ISBN: 978-1- 119-35919-7.
18. Sharma B.K., 2001. *Environmental Chemistry*. Geol Publ. House, Meerut. Townsend C., Harper J, and Michael Begon, *Essentials of Ecology*, Blackwell Science. Trivedi R.K., *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (R).
19. Wanger K.D., 1998. *Environmental Management*. W.B. Saunders Co. Philadelphia, USA. 499p

SKILL ENHANCEMENT COURSE
SGB24SO201SE-PROJECT PLANNING AND MANAGEMENT
CREDITS: 04

Course Objectives:

The course introduces the learners to the ways of preparing and managing projects, including fundraising. It outlines the basic concepts in project planning, and management. It will also equip the learners with the skills in implementing and evaluating a project.

Course Outcomes:

- Learners study the ways in preparing project proposals and project management
- Learners understand the steps involved while preparing research projects
- Learners acquire the skills in writing research proposals and identifying suitable funding agencies
- Learners gain increased employability in the field of research

Course Outline:

Block 1: Project: Basic Concepts and Objectives
Block 2: Project: Work Plan and Risk Management
Block 3: Project Resources and Implementation
Block 4: Project : Evaluation and Submission

Block 1: Project: Basic Concepts and Objectives

Unit 1: Basic Concepts

- Plan, project and Programme
- Project Planning, Project Proposal and Project Planning Matrix
- Project Cycle and Management

Unit 2: Project Identification

- Methods and Techniques
- Scope, Goals and objectives of the Project
- Feasibility Study and Opportunity Study

Block II: Project: Work Plan and Risk Management

Unit 1: Project Work Plan and Time Frame

- Preparation of Action plan and time schedule
- Methods: GANTT Chart, Milestone Chart, Network Chart

Unit 2: Project Appraisal Techniques

- Risk Management Tools

Block 3: Project Resources and Implementation

Unit 1: Major Components

- Principal Investigator and Co-Principal Investigator(s)
- Research Associates, Postdoctoral associates
- Facilities and Equipment

Block 4: Project: Evaluation and Submission**Unit 1: Project Monitoring and Evaluation**

- Need and Criteria for evaluation
- Achievement of targets
- Utilisation of funds and Follow up Programmes

Unit 2: Final Steps in Project Planning

- Preparation and Submission of the final project report
- A sample research project proposal

Reference:

1. Bell, J. (1987). *Doing Your Research Project*. Milton Keynes: Open University Press
2. Bhavesh, M. P. (2000). *Project Management*. DELHI: Vikas Publishing House Pvt. Ltd.
3. David I. C. (1995). *Project Management: Strategic, Design and Implementation*. US: McGraw Hill
4. Joy. P.K. (1994). *Total Project Management*. US: Macmillan India Limited
5. Moshin. M. (1977). *Project Planning and Control*. Mumbai: Vikas Publishing House Pvt. Ltd.
6. Nagarajan. K. (2001). *Project Management*. Delhi: New Age International (P) Ltd.
7. Prasanna, C. (2002). *Projects, Planning, Analysis, Financing, Implementation & Review*. New York: McGraw Hill Publishing Company.
8. Vasant, D. (1997). *Project Management*. Pune: Himalaya Publishing House.

Fifth Semester

MAJOR DISCIPLINE CORE COURSE
SGB24SO305MC- MODERN SOCIOLOGICAL THEORIES
CREDITS: 6

Course Objectives:

The course attempts to introduce the learner to the origin and development of Sociological theory. It outlines the basic components and elements of theorising. The paper also explains the Classical Theoretical Paradigms that have played a significant role in laying the foundations of Sociological Theory

Course Outcomes:

- Learners will be in a position to outline the basic elements of Sociological Theory
- Learners recognise the major approaches in Sociological Theory
- Learners appraise the contributions of the major proponents of Classical Sociological Theory

Course Outline:

Block 1: Origin and Development of Theory and Classical Traditions

Block 2: Karl Marx: Materialist Dialectics

Block 3: Theory of Social change

Block 4: Max Weber: Interpretivism

Block 5: Georg Simmel: Formalism

Block 6: Georg Simmel: Urban Life

Block 1: Origin and Development of Theory and Classical Traditions

Unit 1: Theory

Definition and Elements

Unit 2: Auguste Comte: Positivist Traditions

Rise of Sociological Theory

Positivism

Law of Three Stages

Hierarchy of Sciences

Social Statics and Social Dynamics

Block 2: Evolutionist and Functionalist traditions

Unit 1: Herbert Spencer: Evolutionist Tradition

Social Darwinism

Organic Analogy

Types of Societies

Unit 2: Emile Durkheim: Functionalist Tradition

Social Fact

Division of Labour

Suicide

Elementary Forms of Religious Life

Block 3: Karl Marx: Materialist Dialectics

Unit : Historical Materialism

Dialectical Materialism

Materialistic Interpretation of History

Unit 1: Theory of Class and Class Struggle

Class and Class Struggle

Alienation

Commodity Fetishism

Unit 2: Theory of Social Change

Means of Production and Relations of Production

Social Transformation

Block 4: Max Weber: Interpretivism

Unit 1: Major Concepts

Verstehen

Ideal Type

Social Action

Unit 2: Aspects of Bureaucracy

Stratification

Authority

Bureaucracy

Unit 3: Protestant Ethic and Spirit of Capitalism

Protestant Ethic

Religion and Capitalism

Block 5: Georg Simmel: Formalism

Unit 1: Forms and Types of Interaction

Formalism
Formal Dimension of Interaction
Social forms

Unit 2: Pattern of Interaction

Sociation
Sociability
Individuality and Social Groups

Block 6: Georg Simmel: Urban Life

Unit 1: Philosophy of Money

Money and Value
Money and Freedom
Money, Reification, and Rationalisation
Social Effects of Money

Unit 2: Metropolis and Mental Life

The Rural-Urban Contrast
Lifestyle and Assertiveness
Culture and Spirit of Living

Reference:

1. Andersen, H., & Kaspersen, L. B. (2000). *Classical and modern social theory*. UK: Blackwell Publishing.
2. Coser, L. A. (2012). *Masters of sociological thought*. Delhi: Rawat Publications.
3. Craib, I. (1997). *Classical social theory*. England: Oxford University Press
4. Fletcher, R. (2015). *The Making of Sociology: A Study of Sociological Theory* (2 Volume Set). Delhi: Rawat Publications
5. Giddens, A. (1973). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. England: Cambridge University Press.
6. Hughes, John. et.al. (1995). *Understanding Classical Sociology: Marx, Weber, Durkheim*. Delhi: Sage Publication
7. Judge, P. S. (2012). *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*. US: Pearson
8. Baehr, P. (2016). *British Sociology and Raymond Aron*. In *Sociological Amnesia* (pp. 17-36). UK: Routledge.

9. Ritzer, G. (2011). *Sociological Theory (Eight Edition)*. New York, America: The McGraw-Hill Companies.
10. Turner, Jonathan H. et al. (2011) *The Emergence of Sociological Theory*. Delhi: Sage Publications.

MAJOR DISCIPLINE CORE COURSE
SGB24SO306MC- SOCIOLOGY OF RELIGION
CREDITS: 6

Course Objectives:

Religion is an important institution which can influence various aspects of the society like economy, polity, education etc. This course analyses the different ramifications of religion as a social institution and their processes.

Course Outcomes:

- The learners outline the different profiles of the institution.
- The learners identify the major theoretical perspectives on the institution.
- The learners appraise the role of religion as an agent of social change.
- The learners examine the contestations over religion.

Course Outline:

Block 1: Introduction

Block 2: Approaches to Religion

Block 3: Theoretical Perspectives of Religion: Durkheim and Weber

Block 4: Theoretical Perspectives: Karl Marx and Levi-Strauss

Block 5: Religion as an Agent of Social Change

Block 6: Contestations over Religion

Block 1: Introduction

Unit 1: Religion: Basic Concepts

- Definition and Nature of Religion
- Functions of Religion

Unit 2: Types of Religion

- Naturism, Animism, Totemism, Polytheism, Monotheism, Atheism

Block 2: Approaches to Religion

Unit 1: Evolutionary Psychological Approach of Religion

- Pascal Boyer
- Clifford Geertz

Unit 2: Anthropological and Sociological Approaches of Religion

- James Frazer
- Bronislaw Malinowski

Block 3: Theoretical Perspectives Of Religion: Durkheim And Weber

Unit 1: Emile Durkheim: Unifying Factor of Society

- Perspective of Durkheim
- Elementary Forms of Religious Life

Unit 2: Max Weber: Theodicy and Politics of Religion

- Religion and Max Weber
- Protestant Ethic and Spirit of Capitalism

Block 4: Theoretical Perspectives: Karl Marx And Levi-Strauss

Unit 1: Karl Marx: Conflict Perspective

- Marxian Perspective of Religion

Unit 2: Levi-Strauss: Structural Analysis

- Structural Approach of Religion

Block 5: Religion as an Agent of Social Change

Unit 1: Religious Movements, Ideology and Power Relations

- Religious Movements
- Religion and Power Relations
- Religious Reform Movements
- Reformation in Modern India

Unit 2: Popular Religion and Cultic Religion

- Cult, Sect and Religion
- Popular Religion

Unit 3: Religion and Politics- Politicisation of Religion

- Politicisation of Religion
- Indian Scenario
- Communalism: Concept, Impact
- Communalisation Problems in India

Block 6: Contestations over Religion

Unit 1: Fundamentalism: Concept, Issues

- Concept of Fundamentalism
- Issues of Fundamentalism in India

Unit 2: Proselytism: Concept, Dimensions

- Dimensions of Proselytization

Unit 3: Secularism: Concepts, Threats to Secularism

- Concept of Secularism
- Secularism in Modern India

Reference:

1. Bainbridge, W.S. & Stark, R. (1985). *The Future of Religion*. Berkeley: University of California.
2. Baird, R. D. (2005). *Religion in Modern India*. New Delhi: Manohar.
3. Bellah, R.N. (Eds.). (1965). *Religion and Progress in Modern Asia*. New York: Free Press.
4. Boyer, P. (1994). *The Naturalness of Religious Ideas: A Cognitive Theory of Religion*. California: University of California Press.
5. Durkheim, E. (1965). *The Elementary Forms of the Religious Life*. New York: The Free Press.
6. Eliade, M. (1959). *The Sacred and the Profane*. San Francisco: Harper One Publisher.

7. Geertz, C. (2017). *The Interpretation of Cultures*. New York City: Basic Books.
8. Gellner, E. (1983). *Muslim Society*. Cambridge: Cambridge University Press.
9. Ghurye, G.S. (1964). *India's Sadhus*. Bombay: Popular Prakasan.
10. Jhingran, S. (1995). *Secularism in India*. New Delhi: South Asia Books.
11. Jones, K. W. (1989). *Socio-Religious Reform Movements in British India*. Cambridge: Cambridge University Press.
12. Madan, T.N. (1992). *Religion in India*. New Delhi: Oxford University Press.
13. Mazumdar, H. T. (1986). *India's Religious Heritage (A Cultural History of India)*. New York: Gandhi Institute of America.
14. Pritchard, E. E. (1956). *Nuer Religion*. Oxford: The Clarendon Press.
15. Roberts, K. A. (1984). *Religion in Sociological Perspective*. New Delhi: Sage Publications.
16. Shakir, M. (1989). *Religion, State and Politics in India*. New Delhi: Ajanta Publications.
17. Steve, B. (1996). *Religion in Modern World: From Cathedrals to Cults*. Oxford: Oxford University Press.
18. Weber, M. (1958). *The Sociology of Religion*. Boston: Beacon Press.

MAJOR DISCIPLINE SPECIFIC ELECTIVE
SGB24SO503ME-POPULATION STUDIES
CREDITS: 6

Course Objectives:

The course intends to develop an awareness and evaluation of the population dynamics and trends. It also familiarises the student with the different theories of population studies.

Course Outcomes:

- Familiarise with the discipline of population studies
- Provide a fundamental knowledge of concepts related to population studies.
- Provide review of the population theories
- Examine the dynamics of population in society
- Understand the growth and trends of Indian population
- Appraise measures of population control

Course Outline:

Block 1: Population Studies

Block 2: Sources Of Population Data

Block 3: Theories Of Population

Block 4: Dynamics Of Population

Block 5: Structure And Characteristics Of Indian Population

Block 6: Population Policies And Programmes

Course Details:

Block 1: Fundamentals of Population Studies

Unit 1: Demography: Definition, Demography and Population Studies

Unit 2: Population Studies: Definition, Nature, Subject matter and Scope

Unit 3: Relation of Population Studies with other Disciplines: Sociology, Economics, Political Science, Statistics

Block 2: Methods of Population Data

Unit 1: Census, Sample Survey, Vital Statistics, Dual Register system

Unit 2: Sources of Population Data, Population Registers, International Publications, Govt. Publications and Archives

Block 3: Theories of Population

Unit 1: Malthusian Theory

Unit 2: Optimum Population Theory

Unit 3: Demographic Transition Theory

Block 4: Dynamics of Population

Unit 1: Fertility, Fecundity, Factors affecting Fertility

Unit 2: Mortality, Morbidity, Factors affecting Mortality

Unit 3: Migration, Types of Migration- Emigration, Immigration, In-migration, Out-migration, Factors affecting Migration

Block 5: Structure and Characteristics of Indian Population

Unit 1: Sex and Age Characteristics, Marital Status, Education, Occupation and Religion

Block 6: Population Policies and Programmes

Unit 1: Population Policies: Mortality, Fertility and Migration influencing Policies, Pro natalist and Anti-Natalist Policies

Unit 2: Measures of Population Control, Family Planning and Welfare Programmes in India, Trends in population growth in India (1900-2011).

Reference:

1. Bhende, A. & Kanitkar T. (1978). *Principles of Population Studies*. Bombay: Himalayan Publishing House.
2. Bose, A. (2018). *India's Quest for Population Stabilisation*. New Delhi: National Book Trust of India.
3. Thompson & Lewis. (1970). *Population Problems*. New York: McGraw hill Publishers.
4. Jhingan, M.L., Bhatt, B. K. & Desai, J.N. (2019). *Demography*. (3rd ed). New Delhi: Vrindra Publication Pvt. Ltd.
5. Agarwal S.N. (1972). *India's Population Problems*. New Delhi: Tata McGraw Hill Publishers.

6. Bose A. (1967). *Patterns of Population Change in India*. Bengaluru: Allied Publishers.
7. Clarke J.I. (2013). *Population Geography*. UK: Elsevier.
8. Mandelbaum, D.G. (1974). *Human Fertility in India*. California: University of California.
9. Srivastava S.C.(2004). *Studies in Demography*. Bengaluru: Anmol Publications.
10. Mamoria, C.B. (1961). *India's Population Problems*. New Delhi: Kitab mahal pvt.Ltd..

MAJOR DISCIPLINE SPECIFIC ELECTIVE
SGB24SO504ME-MEDIA AND SOCIETY
CREDITS: 6

Course Objectives:

The course introduces basic concepts and theoretical discussions in sociology of media and communication. It helps to analyse the relationship between media and society. The paper also discusses the issues related to media and Indian society

Course Outcomes:

- Learners recognize basic ideas on mass media and communication
- Learners summarise the concepts and theories on mass media and society
- Learners appraise the relationship between mass media and society

Course Outline:

Block 1: Concepts and Types

Block 2: Theories of Media and Communication

Block 3: Media and Socio-Political Identity

Block 4: Media and Society

Block 5: Media and Globalisation

Block 6: Media and Social Impact

Block 1: Concepts and Types

Unit 1: Communication: Basic Concepts

- Definition and Functions of Communication
- Types of Communication: Intra Personal, Interpersonal and Mass Communication

Unit 2: Media: Basic Concepts

- Definition, Nature and Functions of Media
- Types of Media: Print Media, Electronic and Digital Media
- Social Media: Social Networking Sites, Blog, Vlog, Trolls

Unit 3: Sociology of Media and Communication

- Scope of Communication in the Society
- Sociological Dimensions: Socio-Cultural Institutions

Block 2: Theories of Media and Communication

Unit 1: Communication Theories of Harold Innis

- Time and Space Bias
- Monopolies of Knowledge
- Balance, Bias and Empire

Unit 2: Theories of McLuhan and Baudrillard

- Global Village
- The Medium is the Message
- Jean Baudrillard: Media and Culture, Media as a Hyper Reality

Unit 3: Theories of Williams and Thomson

- Raymond Williams: Cultural Materialism
- John B Thomson: Media and Modern Society

Block 3: Media and Socio-Political System

Unit 1: Aspects of Media

- Media and Surveillance
- Media as an Industry

Unit 2: New Media and Alternative Identities

- New Media and Alternative Identities
- Media and Politics

Block 4: Media and Social Life

Unit 1: Media and Society

- Media and Entertainment
- Education and Development

Unit 2: Media and Social Groups

- Impact on Women, Youth and Children

Block 5: Media and Globalisation

Unit 1: Media and Global Culture

- Media Imperialism
- Media Convergence

Unit2: Global Media

- Emergence of Global Media

Unit 3: Media and Contemporary Third World Societies

- Media and Developing Countries

Block 6: Media and Social Impact

Unit 1: Impact on Rural and Urban Societies

- Media and Rural Society
- Media and Urban Society

Unit 2: Issues of Surveillance

- Legal and Social Regulations of Media in India
- Cultural Policing.

References:

1. Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization* (Vol. 1). Minnesota: University of Minnesota Press.

2. Curran, J. P., & Gurevitch, M. (2005). *Mass Media and Society*. 4th edition. London: Hodder Education.
3. Davis, D., Baran, S. (2008). *Mass Communication Theory: Foundations, Ferment, and Future*. Boston: Cengage Learning.
4. Fiske, J. et al. (2010). *Introduction to Communication Studies*. New York: Routledge.
5. Giddens, A., & Griffiths, S. (2006). *Sociology*. Boston: Polity Press.
6. Johnson, K. (2000). *Television and Social Change in Rural India*. New Delhi: SAGE Publications.
7. Leach, E. (1976). *Culture and Communication: The Logic by which Symbols are Connected; An Introduction to the Use of Structuralist Analysis in Social Anthropology*. Cambridge: Cambridge University Press.
8. McQuail, D. (1987). *Mass communication Theory: An Introduction*. California: Sage Publications Inc.
9. Mehta, D. S. (1979). *Mass communication and Journalism in India* (Vol. 1). Bengaluru: Allied Publishers.
10. Sharma, D. (2004). *Mass Communication: Theory and Practice in the 21st Century*. New Delhi: Deep and Deep Publications.
11. Shrivastava, K. M. (1989). *Radio and TV Journalism*. New York: Sterling Publishers.
12. Singhal, A., & Rogers, E. M. (2001). *India's Communication Revolution: from Bullock Carts to Cyber Marts*. New Delhi: Sage Publications.
13. Steinberg, S. (1995). *Introduction to Communication Course*. Cape Town: Juta
14. Stevenson, N. (1995). *Understanding Media Cultures: Social Theory and Mass Communication*. California: Sage Publications.
15. Zaidi, Z. H. (2000). *Media and Communications in the Third World*. New Delhi: Kanishka Publishers, Distributors.

MINOR DISCIPLINE COURSE
SGB24HS202MI-SOCIAL FORMATION IN INDIA
CREDITS: 6

Course Objectives:

The course focuses on various stages and processes of Indian history over a considerably longer timeframe, i.e., from the prehistoric to the modern period. It delves into the processes involved in the transformation of the society and economy of India.

Course Outcomes:

After the completion of this course:

- The learners will have an overall perspective on the successive social formations in India's past in general and the structural changes and social processes in particular.
- The learners are enabled to traverse across prehistoric cultures, Harappan civilization, slave societies, beginnings and consolidation of feudal politics, radical and calamitous break engendered by colonialism, the emergence of national consciousness and social transformation in Modern India, the distinct political economy of Independent India, the advent of globalization and its effect, among others.

Course Outline:

Block-1: Food Gatherers, Food Producers and Surplus Appropriators
Block-2: Towards Feudal Society (4th Century To 8th Century Ce)
Block-3: Consolidation of Feudalism (13th Century To 17th Century)
Block-4: Colonial India (18th Century To 19th Century)
Block-5: Modern India
Block-6: Independent India

Course Details:

Block 1: Food Gatherers, Food Producers and Surplus Appropriators

Unit 1: Stone Age Settlements

Unit 2: Harappan Societies

Unit 3: Aryanization - Agrarian Expansion

Unit 4: Slave Societies in Janapadas - social stratification through varna, caste and class

Block 2: Towards Feudal Society (4th Century to 8th Century CE)

Unit 1: Land Grants - changing production relations

Unit 2: Urban Decline

Unit 3: Proliferation of Jati

Unit 4: Consolidation of Brahman Oligarchy in Politics, Arts, Literature and Architecture

Block 3: Consolidation of Feudalism (13th Century to 17th Century)

Unit 1: Iqta and the Revenue-free grants - monetisation and urbanism

Unit 2: Mansabdari and Jagirdari systems - agricultural production and technology

Unit 3: Sufi and Bhakti movement

Unit 4: Taxation and Social stratification

Block 4: Colonial India (18th Century to 19th Century)

Unit-1: Mercantile Interest in the Indian Subcontinent

Unit-2: De-industrialization and Poverty - Restatement on social stratification - break down of traditional farmers and peasantry - Drain of Wealth

Unit-3: English Education and Modern Industries

Unit-4: Peasant Uprisings of the 19th century and Poverty

Block 5: Modern India

Unit 1: British Rule and National Consciousness

Unit 2: Social Transformation

Unit 3: Social Reform Movements

Unit 4: Pluralism, Identity Politics and Freedom Struggle

Block 6: Independent India

Unit 1: Five-year Plans - social reconstruction

Unit 2: Growth of Indigenous Capital and Restatement of Class Structure

Unit 3: Decay of Mixed Economy

Unit 4: Globalization, Liberalization and Social Identities

References:

1. A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 1976.
2. Aditya Mukherjee, *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Sage India, 2002.
3. Amar Farooqui, *Early Social Formations*, Manak Publication, 2012.
4. Anil Seal, *The Emergence of Indian Nationalism: Competition and Collaboration in the Late Nineteenth Century*, CUP, 1971.
5. Bipan Chandra, *Essays on Colonialism*, Orient Blackswan, 1999.
6. Bipan Chandra, *Essays on Indian Nationalism*, Haranand Publications Pvt Ltd, 2007.
7. Bipan Chandra, *Making of Modern India: From Marx to Gandhi*, Orient Blackswan Private Limited, 2012.
8. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Blackswan Private Limited, 1981.
9. D D Kosambi, *Introduction to the Study of History*, Sage Publications India Private Limited, 2016.
10. D N Jha, *Feudal Social Formation in Early India*, Chanakya Publications, 1987.

11. Irfan Habib, *Confronting Colonialism*(ed.), Tulika Books, 2012.
12. Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*, Tulika Books, 2015.
13. Irfan Habib, *Indian Economy, 1858-1914*, Low Price Publications, 2008.
14. Irfan Habib, *National Movement: Studies in Ideology and History*, Tulika Books, 2020.
15. Partha Chatterjee, *Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, 1993.
16. R S Sharma, *India's Ancient Past*, Oxford Publishers, 2016.
17. R S Sharma, *Indian Feudalism*, Laxmi Publications, 2019.
18. R S Sharma, *Material Culture & Social Formation in Ancient India*, Macmillan, 1983.
19. R. Palme Dutt, *India Today*, Read Books, 2008.
20. Ramachandra Guha, *Makers of Modern India*, Penguin India, 2012.
21. Ranajit Guha, *Dominance without Hegemony: History and Power in Colonial India*, Harvard University Press, 1997.
22. Romila Thapar, *Early India: From the origin to AD 1300*, Penguin India, 2003.
23. S. Gopal, *British Policy in India, 1858-1905*, CUP, 2018.
24. S. Gopal, *Modern India*, The Historical Association, 1967.
25. Sumit Sarkar, *Modern Times*, Orient Blackswan Private Limited, 2014.
26. Sumit Sarkar, *Modern India 1885-1947*, Laxmi Publications, 2019.

Sixth Semester

MAJOR DISCIPLINE CORE COURSE
SGB24SO307MC-THEORETICAL FRAMEWORKS IN SOCIOLOGY
CREDITS: 6

Course Objectives:

The course aims at familiarising the learner with the major theoretical perspectives in Sociology.
It also attempts to develop an appraisal of the different perspectives in Sociological Theory.

Course Outcomes:

- Familiarize the major theoretical perspectives in Sociology
- Compares the major theoretical perspectives in Sociology
- Critically reviews the major theoretical perspectives in Sociology

Course Outline:

Block 1: Functionalist Perspective

Block 2: Anthropological Functionalism

Block 3: Conflict Perspective

Block 4: Interactionist Perspective

Block 5: Phenomenology and Ethnomethodology

Block 6: Structuralism

Block 1: Functionalist Perspective

Unit 1: Talcott Parsons: Analytical Functionalism

Unit : Robert K Merton: Empirical Functionalism

Block 2: Anthropological Functionalism

Unit 1: Radcliffe-Brown: Anthropological Functionalism

Unit 2: Bronislaw Malinowski: Psychological Functionalism

Block 3: Conflict Perspective

Unit 1: Lewis A. Coser: Conflict Functionalism

Unit 2: Ralph Dahrendorf: Dialectical Conflict Theory

Unit 3: Jurgen Habermas: Critical Theory

Block 4: Interactionist Perspective

Unit 1: G.H. Mead: Symbolic Interactionism

Unit 2: Erving Goffman: Impression Management and Dramaturgy

Unit 3: Clifford Geertz: The Interpretation of Culture

Block 5: Phenomenology and Ethnomethodology

Unit 1: Alfred Schutz: Phenomenology of Social World

Unit 2: Karl Manheim: Sociology of Knowledge

Unit 3: Harold Garfinkel: Ethnomethodology

Block 6: Structuralism

Unit 1: Structuralism

- Ferdinand De Saussure
- Claude Levi-Strauss

Unit 2: Nicos Poulantzas: Structuralist Marxism

Reference:

1. Turner, J. H., & Turner, P. R. (1978). *The structure of sociological theory*. US: Dorsey Press.
2. Giddens, A. (1979). *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis*. United States: University of California Press.
3. Martindale, D. (2013). *The nature and types of sociological theory*. UK: Routledge.
4. Coser, L. A., & Rosenberg, B. (Eds.). (1959). *Sociological theory: A book of readings*. London: Macmillan.

5. Bottomore, T. B. (1979). *A History of Sociological Analysis*. United Kingdom: Pearson Education.
6. Kinloch, G. C. (1977). *Sociological theory: Its development and major paradigms*. US: McGraw-Hill Companies.

MAJOR DISCIPLINE CORE COURSE
SGB24SO308MC-ECONOMY AND SOCIETY
CREDITS: 6

Course Objectives:

This course helps the students to appraise the economic dimensions of social life. Students learn the socio-cultural bases of various dimensions of economy and analyses the impact of norms, social structure, and institutions on economy.

Course Outcomes:

- Gets acquainted with the basic aspects of economic relations and its significance in the given social context.
- Imbibes the nuances of how the economy is interlinked with other aspects of society and culture.
- Enables to understand and analyse the transformations of the economy and its key processes in a historical and comparative perspective.
- Evaluates the contemporary trends in economy and its impact on society.

Course Outline:

Block 1: Basic Concepts

Block 2: Forms Of Exchange

Block 3: Systems Of Production And Consumption

Block 4: Labour Relations

Block 5: Market

Block 6: Recent Trends In Development

Course Details:

Block 1: Basic Concepts

Unit 1: Value, Labour, Money, Rationality,
Property and Property Relation,

Production, Distribution

Unit 2: Welfarism and Neoliberalism

Block 2: Forms of Exchange

Unit 1: Reciprocity, Redistribution and Exchange

Gift Exchange, Money Exchange

Block 3: Systems of Production and Consumption

Unit 1: Domestic mode of Production, Mode of Production (Marx)

Block 4: Labour Relations

Unit 1: Division of Labour (Durkheim)

Unit 2: Changing Nature of Labour Relations:

Knowledge Industry, Outsourcing, Flexible Labour

Block 5: Market

Unit 1: Market as a Social Institution: Definition, Nature and Types of Market, Market Economy

Unit 2: Free trade versus fair trade, Impact of Liberalisation and Privatisation on Markets

Block 6: Recent Trends and Developments

Unit 1: International Financial Management: Balance of Trade and Balance of Payment, International Monetary Fund, General Agreement on Trade and Tariffs (GATT), World Trade Organisation (WTO)

Unit 2: Globalisation and Global Capitalism, Global Business and Corporates: MNCs and TNCs, Corporate Social Responsibility, Digital Economy, E-Commerce and Virtual Markets

Reference:

1. Howes, D. (1996). *Cross-Cultural Consumption* (p. 138). Brunner: Routledge.
2. Hulme, D., & Turner, M. (1990). *Sociology and Development: Theories, Policies and Practices*. London: Harvester Wheatsheaf.
3. Granovetter, M. (1992). Economic Action and Social Structure: The Problem of Embeddedness. *The American Journal of Sociology*. Chicago: The University of Chicago Press.
4. Ritzer, G. (2011). *The McDonaldization of Society 6* (Vol. 6). California: Pine Forge Press.
5. Sahlins, M. (1974). Stone Age Economics, London. *Tavistock Publications*. In *Neanderthals. Proceedings of the National Academy of Sciences USA*, 108, 87.
6. Smelser, N. J. (2013). *The Sociology of Economic Life*. Louisiana: Quid Pro Books.
7. Swedberg, R. (2005). The Economic Sociology of Capitalism: An Introduction and Agenda. *The Economic Sociology of Capitalism*, 3-40.
8. Verdery, K. (1996). What was Socialism, and What Comes Next? In *What Was Socialism, and What Comes Next?* Princeton: Princeton University Press.
9. Wilk, R. R., & Cliggett, L. (2018). *Economies and Cultures: Foundations of Economic Anthropology*. New York: Routledge.
10. Wolf, E. R. (1999). *Peasant Wars of the Twentieth Century*. Oklahoma: University of Oklahoma Press.

MAJOR DISCIPLINE SPECIFIC ELECTIVE
SGB24SO505ME: SOCIOLOGY OF KERALAM
CREDITS: 6

Course Objectives:

The Course provides a holistic perspective of the Socio-Cultural aspects of Keralam. The structural and cultural specificities are evaluated and a critical analysis is also expected regarding the socio-cultural issues and changes in Keralam.

Course Outcomes:

Upon completing this course, the learner will be able to:

- Relate to the holistic perspective on social structure of Kerala society.
- Evaluate the structural and cultural specificities of Kerala.
- Analyse the socio-cultural issues of Kerala's social reality.
- Critically examine the socio-cultural changes of the Kerala society from a sociological perspective.

Course Outline:

Block 1: Keralam - A Sociological Understanding Block 2: Cultural Exchanges And Interconnections

Block 3: Socio Cultural Specialities And Transformation

Block 4: Society Of Keralam – Structural Changes

Block 5: Formation Of State And Progressive Movements

Block 6: Current Issues And Keralam

Course Details:

Block 1: Keralam-A Sociological Understanding

Unit 1: Historical specialties and its Sociological significance-

Megalithic period, Sangam Period,

Buddhist and Jain influences,

Brahmin settlement

Unit 2: Conceptualising the Regional/desams and geographical specialties of Keralam, Malabar, Kochi, Travancore & Malanadu, Edanadu, Theeradesam.

Block 2: Cultural Exchanges and Interconnections

Unit 1: Maritime and religious identities- Islam identity.

Unit 2: Imperial powers and Keralam- Christianity and Latinization process.

Block 3: Socio-Cultural Specialties and Transformation

Unit 1: Social structure & Social institutions- Changing trends: caste, religion, agrarian, family, marriage kinship specialties.

Unit 2: Colonial rule and social transformation.

Block 4: Society of Keralam-Structural Changes

Unit 1: Kerala Navodhanam – Reform Movements & Leaders – Sree Narayana Guru & SNDP Movement, Kallumalasamaram. Ayyankali & Villuvandi Samaram Poikayil Appachan and PRDS, V.T Bhattathiripad & Yogakshemasabha

Unit 2: Peasant movements – Punnapara – Vayalar, Kayyur, Malabar movement of 1921

Block 5: Formation of State and Progressive Movements

Unit 1: Kerala State formation-Aikya Keralam, Land Reforms – Land Reforms after the State

Unit 2: Library movements, Literacy Mission, Health

Block 6: Current Issues and Keralam

Unit 1: Migration and Diaspora, Marginalisation and Keralam-Tribal, Coastal, Dalit, Ecological issues and Keralam- Western Ghats, Coastal areas.

Reference:

1. Alam, J. (2008). *Emerging Class Formation among the Oppressed Caste and its Political Implications*, Social Scientist, 11.36 (PP 5-19).

2. Aloysius, G. (1998). *Nationalism without a Nation in India*. Delhi: Oxford India.
 3. Bai, M. M. (Eds.). (2006). *Women and Economic Reforms: Kerala Experience*. New Delhi: Serials Publications.
 4. Babu, S. C.T. (Eds.). (2018). *Preface: AyudhappazhamayumNarolppathiyum* (Collected Essays by A. Aiyappan). Calicut: Mathrubhumi Books.
 5. Chandra, B., Satheese, Varghese, S, & Shiju.(2017). *Kerala Modernity: Ideas, Spaces and practices in Transition*, Orient: New Delhi.
 6. Mankekar, D. R. (1965). *The Red Riddle of Kerala*, Mumbai: Manaktalas.
 7. Despande, S. (2015). 'Namukku Jati Undu: The Long Road to Caste Free Society', in Hakkim, K.S, *Kerala Studies: An enquiry into its Sociology*, Tirur: ThunchathEzhuthachan Malayalam University.
 8. Devika, J. (2010) *Kulasthreeyum Chanthappennum Undayathengane, Thiruvnanthapuram*: CDS.
 9. Devika, J. (2007) *En-Gendering Individuals* (The Language of Reforming in Early Twentieth Century Keralam), Orient: New Delhi.
 10. Devika, J.(2007). *A People United in Development: Developmentalism in Modern Malayalee Identity* (Working Paper 386). Trivandrum: Centre for Development Studies.
 11. Arunima, G. (2003), *There Comes Papa - Colonialism and Transformation of Matriliney in Kerala, Malabar, C 1850-1940*, New Delhi: Orient.
 12. Ghosh & PD Namboodiri. (2009). *The Economy of Kerala*.New Delhi: Serial Publications.
 13. Jayaraman, R. (1981). *Caste and Class Dynamics of Inequalities of Indian Society*. Chennai: Hindustan Publishing.
 14. Jeffrey, R. (1994), *The Decline of Nair Dominance*. New Delhi: Manohar.
 15. Panicker, K.M. (1960). *A History of Kerala 1498-1801*. Annamalai Nagar: The Annamalai University.
 16. Lundberg, A. (2001). *Experience and Identity*, Sweden: Lund University Press.
 17. Oommen, M. A. (1999). *Rethinking Development: Kerala's Development Experience* (Vol. 2). Concept publishing company.
- Menon, Sreedhara, (1979), *Social and Cultural History of Kerala*, Sterling Publishing: New Delhi.

18. Menon, Sreedhara, (2021), *Kerala Samskaram*. Trivandrum: D.C Book.
19. Menon, D. M. (2011), *The Blindness of Insight: Essays on Caste in Modern India*, New Delhi: Navayana.
20. Mohan.P. S. (2015). *Modernity of Slavery: Struggles against Caste Inequality in colonial Kerala*. New Delhi: Oxford University Press.
21. Nair, R. (1986), *Slavery in Kerala*, Delhi: Mittal Publications.
22. Namboodiripad, E.M.S. (1968).*Kerala: Yesterday, Today and Tomorrow*. Calcutta: National Book Agency.
23. Osella, F. & Carolina, O. (2000). *Social Mobility in Kerala*, London, Pluto Press
24. Palriwala, Rajni, Region, Language and comparison in doing Sociology, in Hakkim, K.S, *Kerala Studies: An Enquiry into its Sociology*, Tirur: ThunchathEzhuthachan Malayalam University.
25. Radhakrishnan, R. (2015), ‘Thiruvithamkoor, Malabar, Kerala: Speculations on the Regions in “Regional Cinema”’, *BioScope*, 6(2) PP. 126– 144.
26. Rathi. R. et.at (2005), *History of Medieval Kerala*, New Delhi: Pragati Publications.
27. Schnider, David & Kathleen, G. (1961), *Matrilineal Kinship*. California: University of California Press.
28. Tharamangalm, J. (2006).*Kerala Paradoxes of Public Action and Development*. New Delhi: Orient.
29. Nossiter, T. J. (1982) *Communism in Kerala*, New Delhi, Oxford University Press.
30. Zachariah K.C et.al. (2002) *Kerala’s Gulf Connections*. Thiruvananthapuram: Centre for Development Studies.

MAJOR DISCIPLINE SPECIFIC ELECTIVE
SGB24SO506ME-ENVIRONMENTAL SOCIOLOGY
CREDITS: 6

Course Objectives:

The course aims at developing awareness on Environment and the issues affecting the Environment. The student is expected to critically understand the different dimensions of Environment and its impact on Society and also make possible interventions for conservation of the Environment

Course Outcomes:

- Identifies the basic concepts of Environmental Sociology
- Traces out the development of Environmental Sociology as an academic discipline
- Examines the relationship between environment and human society
- Outlines the major theoretical perspectives on Environment
- Evaluates the major policies and legislations related to Environment
- Critically evaluates the various environmental issues

Course Outline:

Block 1: Environmental Sociology

Block 2: Ideological Perspectives On Environment

Block 3: Sociological Perspectives On Environment

Block 4: Environmental Issues

Block 5: Environmental Policies And Legislations

Block 6: Environment And Development

Course Details:

Block 1: Environmental Sociology

Unit 1: Emergence, Development, Nature, Significance & Scope of Environmental Sociology

Unit 2: Basic Concepts: Nature, Ecology, Biodiversity, Social Ecology, Environmentalism, Environmental Justice, Environmental Conservation

Block 2: Ideological Perspectives on Environment

Unit 1: Environmental views – Buddhist, Jainist, Indigenous, Gandhian

Unit 2: Anthropocentrism, Deep Ecology, Eco-feminism, Eco-Marxism

Block 3: Sociological Perspectives on Environment

Unit 1: Realist Approach, Constructionist Approach

Reformist approach

Unit 2: Theoretical Perspectives on Environment-Marx, Durkheim, Weber, Parsons and Giddens

Block 4: Environmental Issues

Unit 1: Global Warming, Climate change, Technological advancement, Consumerism and their impact on Environment

Unit 2: Environmental movements –GreenPeace, Narmada Bachao Andolan, Silent Valley, Plachimada

Block 5: Environmental Policies and Legislations

Unit 1: Environmental Policies and Legislations -

International, National, Regional

Block 6: Environment and Development

Unit 1: Deforestation, extinction of species, impact of developmental projects -dams, roads, rails, SEZs

Unit 2: Exploitation of natural resources, impact of environmental degradation, need for Sustainable development

Reference:

1. Arnold, G., & Guha, R. (1997). *Nature, Culture, Imperialism*. Oxford: Oxford University Press.
2. Guha, R. (1993). *This Fissured Land: An Ecological History of India*. Oxford: Oxford University Press.
3. Gadgil, M., & Guha, R. (2013). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New York: Routledge.
4. Gadgil, M., & Guha, R. (1994). Ecological Conflicts and the Environmental Movement in India. *Development and change*, 25(1), 101-136.
5. Macionis, J. C. (1995). The Natural Environment and Society, in *Sociology* 5th (Ed.),

New Jersey: Prentice-Hall.

6. Munshi, I. (2000). Environment in Sociological Theory, *Sociological Bulletin*, 49(2).
7. Omvedt, G. (1994). The Environmental Movement and The Search for Alternatives. In *Reinventing Revolution: New Social Movements and Socialist Traditions in India*. New York: Routledge.
8. O’ Riordan, T. (1976). *Environmentalism*. London: Pion Limited.
9. O’ Riordan, T. (1996). *The Politics of Climate Change. A European Perspective*. New York: Routledge.
10. Schnaiberg, A. (1980). *The Environment*. New York: Oxford University Press.
11. Vandana, S. & Bedi, G. (2002). *Sustainable Agriculture and Food Security: The Impact of Globalisation*, New Delhi: Sage Publications.
12. Shiva, V. (1988). *Staying Alive: Women, Ecology, and Survival in India* (Vol. 84). New Delhi: Kali for Women.
13. UNDP (1987). *Sustainable Development: World Commission on Environment and Abuse of Nature in Contemporary India*. New Delhi: OUP.

MINOR DISCIPLINE COURSE

SGB24EC202MI-HISTORY OF ECONOMIC DOCTRINES CREDITS: 6

Course Objectives

This course presents a review of the history of economic thinking and economic analysis. The main goal of this course is to provide learners with an understanding of the historical evolution of economic thought.

Course Outcomes

- By the end of this course,
- Learners will be able to identify the major economic ideas associated with each group of thinkers.
 - Learners are also expected to connect the growth of economic ideas to the evolution of the history of mankind.
 - Learners will be aware of how economic ideas redirected history.

Course Outline

Block 1: Early Economic Ideas
Block 2: The Classical School
Block 3: Critics of Classicism
Block 4: The Marginalism
Block 5: Keynesian Revolution
Block 6: Indian Economic thought

Course Details

Block 1: Early Economic Ideas

Unit 1: Ancient and Medieval thought – Ancient Thought - Aristotle and Plato - Medieval thought – St. Thomas Aquinas

Unit 2: Mercantilism - Major ideas

Unit 3: Physiocracy- The circulation of wealth

Block 2: The Classical School

Unit 1: Adam Smith: Division of Labour-Value-Wages-Profit & Interest-Capital - Laissez-Faire & Harmony of Interests-Role of Government

Unit 2: Jean Baptiste Say: Say's Political Economic Ideas-Productive & Unproductive Labour

Unit 3: David Ricardo: Value-Rent Theory- Jeremy Bentham: principle of Utility

Unit 4: Thomas Robert Malthus: Theory of Population. Frederic Bastiat: Free Trade versus Protectionism

Unit 5: John Stuart Mill: Stationary State-Mills Socialist Programme

Block 3: Critics of Classicism

Unit 1: The Historical School: German Historical School

Unit 2: The Nationalists: Adam Muller-Fredrich List

Unit 3: Socialist Critics - Early socialists –Saint Simon, Sismondi. Utopian socialists

Unit 4: Karl Marx - Main ideas – Materialistic interpretation of history - Labour theory of value, theory of surplus-value

Block 4: The Marginalism

Unit 1: Essential Ideas of Marginalist School: Concept of Marginal utility

Unit 2: Alfred Marshall: law of diminishing Marginal utility - Consumer Surplus (Concept only)

Unit 3: Neo-classicism: Money- Interest - Profit

Block 5: Keynesian Revolution

Unit 1: John Maynard Keynes: Background of Keynesian Economics - Keynesianism versus Classicism

Unit 2: Effective Demand - Keynesian Cross - Keynesian Theory of Income, Output and Employment

Block 6: Indian Economic Thought

Unit 1: R. C. Dutt - Economic Ideas of Dutt, Dadabhai Naoroji - Drain Theory

Unit 2: Gandhian Economics: Village Sarvodaya - Bread Labour – Decentralisation -Village Republics
-The Doctrine of Trusteeship

Unit 3: Jawaharlal Nehru: Planning

Unit 4: Economics of Ambedkar: Financial Economics - The Problem of Rupee-Economics of Caste-Economics of Socialism-Agricultural Economics

Unit 5: Sree Narayana Guru's Economic Thoughts: Values of Thrift &Prudence-Simple Living-Industriousness-Importance of Trade and Commerce-Sustainable Economic Basis

References:

1. Stanley L Brue and Randy R Grant (2007). *The Evolution of economic thought*, 7th edition, Thomson/South –Western Publications.
2. Mark Blaug (1997). *Economic theory in retrospect*, 5th edition, Cambridge university press.
3. E K Hunt and Mark Lautzenheiser (2011). *History of economic thought-A critical perspective*, 3rd edition. M.E. Sharpe, New York.
4. Ernesto Screpanti and Stefano Zamagni (2005). *An outline of the history of economic thought*, 2nd edition, Oxford University Press.
5. Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi
6. Pindyck, R.S and Rubin field, D.L (2001): *Microeconomics*, Pearson Education.
7. Shapiro, Edward (1996): *Macro Economic Analysis* – Galgolia Publications, New Delhi.
8. Paul M Sweezy (2016). *The theory of capitalist development*, Aakar Books
9. R R Paul (2010). *History of economic thought*, Kalyani Publishers.
10. Tirthankar Roy (2011), *The Economic History of India 1857-1947*, 3rd edition Oxford University Press

11. Rajindar K. Koshal and ManjulikaKoshal (1973.) Gandhian Economic Philosophy. *The American Journal of Economics and Sociology, Volume 32 (Issue 2)*
12. Moorkothu Kumaran (1971). *Sreenarayanaguruswamikalude jeevacharithram*. P.K. Brothers, Calicut.
13. M.K.Sanoo. (1976). *Sreenarayanaguruswamy. Vivekodayam* printing publishing Irinjalakuda.
14. P.K. Balakrishnan.(1954). *Narayana guru*. D.C.Books, Kottayam

SEVENTH SEMESTER

ADVANCED DISCIPLINE SPECIFIC COURSE
SGB24SO401AM-SCIENCE, TECHNOLOGY AND SOCIETY

CREDITS: 6

Course Objectives:

The course proposes to introduce the learner to the inter relationship between science, technology and society. An evaluation of the origin and development of science and technology in India as well as Kerala is also expected.

Course Outcomes:

Upon completing this course, the learner will be able to:

- examine the basic theoretical trends in Sociology of Scientific knowledge.
- evaluate the social shaping of technology.
- trace the origin and development of science and technology in Indian society.
- assess the role of science and technology in Kerala society.

Course Outline:

Block 1: Sociology of Science and Technology

Block 2: Perspectives of Science and Technology

Block 3: Science in India

Block 4: Science and Technology as a concern of Sociology

Block 5: Technological Intervention: Challenges and Responses

Block 6: Science-Society Interface in Kerala

Course Details:

Block 1: Sociology of Science and Technology

Unit 1

Science, Technology and Society (STS) Studies, Public Engagement with Science and Technology (PEST)

Unit 2

Little Science (18th and 19th centuries) and Big Science (20th century)

Block 2: Perspectives of Science and Technology

Unit 1

Sociology of Science- Robert K. Merton

Unit 2

Social function of Science-J. D Bernal

Unit 3

Social Shaping of Technology

Block 3 : Science in India

Unit 1

Science and Technology in Pre and Post Independent India, Gender and Caste in Indian Science

Block 4: Science and Technology as a concern of Sociology

Unit 1

Techno space, Technocracy and Surveillance

Unit 2

Social Media, Social Space and Virtual Space, Cybernetic Social Movements

Block 5: Technological Intervention: Challenges and Responses

Unit 1

Challenges- Cognitive, Legal, Ethical, Feminist, Ideological

Unit 2

Digital Technology and Covid 19 Pandemic

Block 6: Science-Society Interface in Kerala

Unit 1

Science and Technology in Kerala

The Rationalist Movement in Kerala (Yukthivadi Prasthanam)

People's Science Movements

Reference:

1. Hess, D. J. (1995), *Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts*. New York: Columbia Press.

2. Jasanoff, S. et al (1995). (Eds) . *Handbook of Science and Technology Studies*. Thousand Oaks, CA: Sage Publications
3. Merton, R. (1973). *The Sociology of Science: Theoretical and Empirical Investigations*, Chicago: University of Chicago Press.
4. Sarukkai, S. (2012). *What is Science?* New Delhi: National Book Trust, India.
5. Collins, H., & Pinch, T. (1993). *The Golem: What Everyone should Know about Science*. Cambridge: Cambridge University Press.
6. Thomas, R. (2018). *Narratives in Feminist Sociology of Science: contextualizing the Experience(s) of women Scientists in India*. London: Routledge
7. Bloor, D. (1976). *Knowledge and Social Imagery*, second edition, London: Routledge and Kegan Paul.
8. Bourdieu, P. (2004). *Science of Science and Reflexivity*. Cambridge: Polity Press.
9. Haraway, D. (1989). *Primate Visions: Gender, Race and Nature in the World of Modern Science*. New York: Routledge and Kegan Paul.
10. Harding, S. (1986). *The Science Question in Feminism*. Ithaca, NY: Cornell University Press.
11. Hess, David J. (1997). *Science Studies: An Advanced Introduction*. New York: New York University Press.
12. Joerges, B. (1999). Do Politics Have Artefacts, *Social Studies of Science* 29, pp. 411-431.
13. Keller, Evelyn Fox (1985). *Reflections on Gender and Science*. New Haven, CT: Yale University Press.
14. Keller, E. F. & Longino, H. E. (1996) (eds.) *Feminism and Science*. Oxford: Oxford University Press.
15. Knorr Cetina, K. (1981). *The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science*. Oxford: Pergamon Press.
16. Kuhn, T. S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press (revised second edition).
17. Latour, B. (1992). Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts, in W.E. Bijker and J. Law, eds., *Shaping Technology/Building Society*. Cambridge, MA: MIT Press, pp. 225-258.
18. Latour, B. (2005). *Reassembling the Social: An Introduction to Actor–Network Theory*. Oxford, New York: Oxford University Press.
19. Latour, B., & Woolgar, S. (1979), *Laboratory Life: The Construction of Scientific Facts*. Princeton, NJ: Princeton University Press.
20. Latour, B. (1987), *Science in Action: How to Follow Scientists and Engineers through Society*. Cambridge, MA: Harvard University Press..
21. Lewenstein, B. (1995). From Fax to Facts: Communication in the Cold Fusion Sagal, *Social Studies of Science* 25(3): 403–436.
22. Lynch, M. (1985). *Arts and Artefact in Laboratory Science: A Study of Shop Work and Shop Talk in a Research Laboratory*. London: Routledge and Kegan Paul.
23. MacKenzie, D. & Judy W. (eds.) (1999). *The Social Shaping of Technology*, 2nd edition, London: Open University Press.
24. Martin, E. (1991). The Egg and the Sperm: How Science has constructed a romance based on

- Stereotypical Male-Female Roles, *Signs: Journal of Women in Culture and Society*, 16 (3): 485–501.
25. Merchant, C. (1980). *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: Harper and Row.
 26. Merton, R. K. (1968). The Matthew Effect in Science, *Science*, New Series, 159 (3810): 56–63.
 27. Nandy, A. (1988), *Science, Hegemony and Violence: A Requiem for Modernity*. New Delhi: Oxford University Press.
 28. Nanda, M. (2002), *Breaking the Spell of Dharma and Other Essays*. New Delhi: Three Essays Collective.
 29. Nanda, M. (2004), *Prophets Facing Backward: Postmodern Critiques of Science and the Hindu Nationalism in India*. New Brunswick: Rutgers University Press.
 30. Mohammed, P.A. (2015). *Role of Kerala Shastra Sahitya Parishad in Science education of Kerala*. 10.13140/RG.2.1.1817.4880.
 31. Pickering, A. (1992). (Eds.). *Science as Practice and Culture*. Chicago: Chicago University Press.
 32. Pillai, K. R. (1993) "Science for Social Action? Achievement and Dilemmas of a Development Movement-The Kerala Sastra Sahitya Parishad." in *Indian Journal of Political Science*: 406-408.
 33. Price, D. J. & Sola, D. (1963). *Little Science, Big Science*. New York: Columbia University Press.
 34. Rose, H. & Rose, S. (1969). *Science and Society*. Harmondsworth: Penguin.
 35. Schiebinger, L. (1999). *Has Feminism Changed Science?* Cambridge and London: Harvard University Press.
 36. Sismondo, S. (2010). *An Introduction to Science and Technology Studies* (2nd edition). Chichester: Wiley-Blackwell.
 37. Shiva, V. (1989). *Staying Alive: Women, Ecology and Development*. London: Zed Publishers.
 38. Thomas, R. (2016). Being religious, being scientific: science, religion and atheism in contemporary India, in Yiftach Fehige (Ed) *Science and Religion: East and West*, Routledge India
 39. Visvanathan, S. (1997). *A Carnival for Science*. Delhi: Oxford University Press, 1997, Ch. 2 (—On the Annals of the Laboratory State), pp. 15-47

ADVANCED DISCIPLINE SPECIFIC COURSE
SGB24SO402AM-GENDER STUDIES
CREDITS: 6

Course Objectives:

The course intends to develop an awareness and evaluation of the different aspects of gender studies. It also aims at introducing the student to the dynamics of gender and its different dimensions.

Course Outcomes:

- Outlines the basic concepts of gender studies.
- Explains the different perspectives of feminism.
- Outlines the major theoretical perspectives of gender.
- Traces out the development of gender studies and women studies.
- Evaluates gender dynamics in India.
- Critically examines the gender issues in contemporary Indian society.

Course Outline:

Block 1: Gender Studies an Introduction

Block 2: Feminism

Block 3: Theoretical Perspectives on Gender

Block 4: Women Studies in India

Block 5: Gender Dynamics in India

Block 6: Gender Issues in Contemporary Indian Society

Course Details:

Block 1: Gender Studies an Introduction

Unit 1

Gender Studies: Genesis; Women's studies and Gender studies

Unit 2

Basic Concepts - Sex/Gender, Gender identity, Gender Stereotypes, Gender Discrimination, Gendered division of labour, Heteronormativity, LGBTIQ+

Block 2: Feminism

Unit 1

Different waves of Feminism

Unit 2

Feminist Perspectives - Liberal Perspective, Radical Perspective, Marxist Perspective, Socialist perspective

Unit 3

Eco-feminism and Black Feminism

Block 3: Theoretical Perspectives on Gender

Unit 1

Gender Socialisation Theory- Ann Oakley, Simone de Beauvoir

Unit 2

Cultural Construction of Gender: Sherry.B.Ortner

Unit 3

Queer theory, Queer Politics.

Block 4: Women Studies in India

Unit 1

Feminist Movements in India -19th Century Social Reform Movements, 20th Century Freedom Movement
Women's Movement in the Post-Independence Period, Formation of Women's Commissions.

Block 5: Gender Dynamics in India

Unit 1

Social Institutions and Gender reproduction- Caste, Class, Religion

Unit 2

Gender and Economy: Property Relations, Gender wage-gap, Un-paid labour and Glass Ceilings

Unit 3

Gender and Polity: Political Participation of Women in India, 73rd and 74th
Constitutional Amendment

Block 6: Gender Issues in Contemporary Indian Society

Unit 1

Gender and Violence- Domestic Violence, Rape, Media Violence, Cyber Violence

Unit 2

Issues of sexual minorities in India

Reference:

1. Desai, N. & Krishnaraj, M. (1987). *Women and Society in India*. New Delhi: Ajanta Publications.
2. Chandrakala (1969). *Changing Status of Women*. Bengaluru: Allied publications.
3. Ritzer, G. (2011). *Sociological Theory*. (8th edition). New York: The McGraw-Hill Companies.
4. Srinivas, M.N. (1986). *Changing Status of Women*. Delhi: Oxford University Press.
5. Haralambos, M. (2002). *Sociology Themes and Perspectives*. Oxford: Oxford University Press.
6. Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage.
7. Menon, N. (2012). *Seeing Like a Feminist*. Delhi: Penguin Books.
8. Dube, L. et.al. (1986). (Eds.) - *Visibility and Power: Essays on Women in Society and Development*. Oxford: Oxford University Press.
9. Karuna, C. (1988). *Socialization, Women and Education: Explorations in Gender Identity*. Hyderabad: Sangam books Ltd.
10. Gandhi, N. & Shah. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women

FOUNDATIONAL SKILLS FOR RESEARCH & WRITING
SGB24UC401FR-FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING
CREDITS: 4

Course Details:

Block 1: Understanding Research Basics

Unit 1: Distinguishing Research from Inquiry - Causative premises of inquiry - Formal and informal inquiry - Questions and answers.

Unit 2: Research Types and Design - Primary and secondary - Research etymology - Driving reasons and questions for organised research - Significance and steps - Design of research.

Block 2: Bibliographic and Literature Review

Unit 1: Bibliographic sources for research and annotation - Locating sources for a bibliography.

Unit 2: Reviewing Literature - Primary & secondary sources - Convergence and divergence - Identifying research gaps - Establishing significance of research.

Block 3: Writing Formats and Citation Styles

Unit 1: Synopsis - Executive summary - Abstract writing - Conventions and practices

Unit 2: Citing and citation styles - Managing references - Different style sheets

Block 4: Research Ethics and Publication

Unit 1: Research ethics - Intellectual property rights - Copyrights and plagiarism.

Unit 2: Publication procedures - Benchmarks for publication - Research gate & scopus.

Reference:

1. Ballenger, Bruce, P. (2012). *The Curious Researcher: A Guide to Writing Research Papers*. 7th edition. Boston, M.A.: Pearson.
2. Booth, Wayne, C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitzgerald (2016). *The Craft of Research*. Chicago: The University of Chicago Press.
3. Fink, Arlene (2005). *Conducting research literature reviews: From the Internet to paper*. 2nd edition. Thousand Oaks, CA: Sage.
4. Lipson, Charles (2018) *Cite Right. A Quick Guide to Citation Styles—MLA, APA, Chicago, the Sciences, Professions and More*. Chicago: The University of Chicago Press.

5. Mavodza, Judith. (2016) *Citation Tracking in academic libraries: An Overview*. Oxford, UK: Chandos Publishing.
6. Reale, Micelle. (2019) *Inquiry and Research: A Relational Approach in the Classroom*. American Library Association.
7. Ridley, Diana. (2012). *The Literature Review: A Step- by- Step Guide for Students*. 2nd edition. Los Angeles, CA: Sage.
8. Snyder, Hannah (2019). Literature review as a research methodology: An overview and guidelines, *Journal of Business Research* volume 104, pp. 333-339.<https://doi.org/10.1016/j.busres.2019.07.039>

EIGHTH SEMESTER

ADVANCED DISCIPLINE SPECIFIC COURSE
SGB24SO03AM-SOCIOLOGY OF DEVELOPMENT: PERSPECTIVES AND
EXPERIENCES
CREDITS: 6

Course Objectives:

The course aims at introducing the basic concepts and theoretical discussions on development. The student is provided a background to appreciate and evaluate the development experiences of India and Kerala.

Course Outcomes:

By the end of this course, the learner will be able to:

- understand the basic concepts of development.
- initiate discussions on the theoretical views of development.
- evaluate the Indian experiences and post-development debate on Development.
- analyse the development experiences of India.
- critically evaluates the development experience of Kerala.

Course Outline:

Block 1: Concepts Related to Development

Block 2: Theories of Development and Under development

Block 3: Alternative Approaches to Development

Block 4: Paths of Development and Post-Development Debates

Block 5: Development Experiences in India

Block 6: Development Experiences in Kerala

Course Details:

Block 1: Concepts Related to Development

Unit 1

Growth and Development- Social Change ,Evolution and Progress

Unit 2

Dimensions and Indices of Development- Economic Development, Human Development, Social Development and Sustainable development, HDI & GDI

Block 2: Theories of Development and Under-Development

Unit 1

Modernisation Theory- Rostow, David Lerner

Unit 2

Dependency Theory- A.G Frank, World System Theory- Immanuel Wallerstein

Block 3: Alternative Approaches to Development

Unit 1

Mahatma Gandhi – Sarvodaya

Unit 2

E.F. Schumacher – Small is Beautiful

Block 4: Paths of Development and Post-Development Debates

Unit 1

Paths of Development- Capitalist, Socialist and Mixed approaches

Unit 2

Globalization and development- Concept & Features of Globalisation

Responses to Crisis: NGOs, Development Aid and Corporate Social Responsibility

Block 5: Development Experiences in India

Unit 1

Appraisal of Five-Year plan, Panchayati raj, Community Development Programmes

Unit 2

Development in the context of Globalisation-Liberalisation, Privatisation, Globalisation

ICT Revolution in India

Block 6: Development Experiences in Kerala

Unit 1

Kerala Model of Development- People's planning Programme, Self Help Groups, Kudumbasree

Reference:

1. Wood, C. & Roberts, B. (2005). (ed). *Rethinking Development in Latin America*. Pennsylvania: Penn State Press.
2. Preston P.W. (1982). *The Theories of Development*. London: Routledge, Kegan Paul.
3. Desai A.R. (1971). *Essays on Modernization of Underdeveloped Societies*. Bombay: Thacker and Co.
4. Datt & Sundaram. (2008). *Indian Economy*. New Delhi: S. Chand & Co.
5. Eade D. & Ligteringen E. (2006). *Debating Development – NGOs and the Future*. Jaipur: Rawat Publications.
6. Escobar, A. (1995). *Encountering Development: the Making and Unmaking of the Third World*. Princeton: Princeton University Press.
7. Kaviraj, S. (2010). *The Trajectories of the Indian State*. Ranikhet: Permanent Black.
8. Harrison D.H (1988). *The Sociology of Modernization and Development*, London: Routledge, Kegan Paul.
9. Webster, A. (1984). *Introduction to the Sociology of Development*. London: McMillan
10. Wallerstein, E. (1979). *The Capitalist World Economy*. Cambridge: Cambridge University Press.
11. Browning, H. W. (1996) (ed.). *Understanding Contemporary Society: Theories of the present*, London: Sage Publications.
12. Joshi & Verma. (1998). (ed). *Social Environment for Sustainable Development*, Jaipur: Rawat Publications.
13. Planning Commission, Govt. of India. (2008). *Twelfth Five Year Plan 2012-17, Vol I Faster, More Inclusive and Sustainable Growth*, New Delhi: Oxford University Press.

RESEARCH METHODS / DISCIPLINE SPECIFIC COURSE
SGB24SO401RM: RESEARCH METHODS IN SOCIOLOGY
CREDITS: 04

Course Objectives:

The course aims at familiarising the learner about the various methods and tools of sociological research and provides the learner with an understanding of the differences in Quantitative and Qualitative research methods. It emphasizes the importance of statistical analysis in quantitative research and also to the mixed methodology.

Course Outcomes:

- Learners recognise the different research methods in Sociology
- Learners develop skills in application of Statistical Methods in Social Research
- Learners enhance the ability to use Quantitative techniques of Research
- Learners acquire the skill to use Qualitative research methods

Course Outline:

Block 1: Quantitative Methods and Survey Research

Block 2: Statistics in Social Research

Block 3: Understanding Qualitative Research

Block 4: Techniques in Qualitative Research

Block 1: Quantitative Methods and Survey Research

Unit 1

Nature of Quantitative Research Methods - Scope and Limitations of Quantitative Research Methods, Evaluation Research and Programme Evaluation

Unit 2

Sampling - Probability and Non-Probability Methods - Types, Tools of Data Collection: Interview Schedule, Questionnaire

Unit 3

Aspects of Data-- Attributes and Variables - Types, Classification, Tabulation and Interpretation of Data, Graphical and Diagrammatic Representation of Data, Sources and Uses of Meta data – Census, NFHS, Public records and Archives

Unit 4

Scaling Techniques – Types and Uses, Thurstone Scale, Likert Scale

Block 2: Statistics in Social Research

Unit 1

Basic Aspects –Meaning and Uses, Limitations of Statistics

Unit 2

Measures of Distribution – Measures of Central Tendency: Mean, Median and Mode, Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard deviation, Correlation: Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation Coefficient

Unit 3

Parametric and Non-parametric Tests –'t' test and its application in Social Research
Chi-square test and its application in Social Research

Unit 4

Computer applications in social research – Statistical packages

Block 3: Understanding Qualitative Research

Unit 1

Philosophical Approaches to Qualitative Research – Post-positivism, Social constructionism

Unit 2

Nature and Scope of Qualitative Research –Major Preoccupations in Qualitative Research , Concept of Site, Field and researcher in Qualitative research, Changing paradigms

Unit 3

Field Research in India – History , Multidimensionality and Scope of Qualitative research

Block 4: Techniques in Qualitative Research

Unit 1

Methods of Qualitative Research – Observation, Case study, Content analysis, Narrative inquiry, Life cycle, Genealogy, Focus Group Discussion, Oral history, Discourse method, Folklore, Action Research, PRA and PLA

Unit 2

Qualitative Data Analysis –Thematic and Narrative analysis, Analytic induction, Coding, Analytic Memos, Use of Qualitative data analysis software

Unit 3

Complementarities of the Various Research Methods – Triangulation and Mixed research, Continuity and interdependence between quantitative and qualitative research

Unit 4

Use of Computers in Data Analysis – Representations, Presentations and writing report

Reference:

1. Alvesson, M and Skoldberg. K. (2009). *Reflexive Methodology*. Delhi: Sage publishers
2. Argyrous G. (2011). *Statistics for Research*. DELHI: Sage Publishers
3. Babbie, E. (2004). *The Practice of Social Research*. US: Thomson and Wadsworth
4. Savin, B. M., & Howell-Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. UK: Routledge.
5. Bloor, M. F. J. et al. (2001). *Focus Groups in Social Research*. Delhi: Sage publishers
6. Boeije, H. (2010). *Analysis in Qualitative Research*. Delhi: Sage publications
7. Bryman, A. (2008). *Social Research Methods*. UK: OUP
8. Creswell, J. W. (2017). *Qualitative Inquiry & Research Design*. DELHI: Sage publishers
9. Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Delhi: Sage publications
10. Diamond, I. J. (2001). *Beginning Statistics. An Introduction for Social Scientists*. Delhi: Sage publishers
11. Elifson, K. (1998). *Fundamentals of Social Statistics*. US: McGraw-Hill
12. Field, A. (2009). *Discovering Statistics Using SPSS*. Delhi: Sage publishers
13. Gibbs, G. R. (2010). *Qualitative Data Analysis*. India: Rawat books
14. Hilgers & Magnez. (2014). *Bourdieu's Theory of Social Fields: Concepts and Applications*. UK: Routledge
15. Patricia. (2014). *The Oxford Handbook of Qualitative Research*. UK: OUP
16. Punch, K. F. (2003). *Survey Research - The Basics*. Delhi: Sage publishers
17. Russell, B. H. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Delhi: Sage publishers
18. Silverman, D. (2015). *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*. New Delhi: Sage publishers
19. Silverman, D. (2005). *Doing Qualitative Research- A Practical Handbook*. Delhi: Sage Publications.

RESEARCH METHODS / DISCIPLINE SPECIFIC COURSE

SGB24SO402DS: SOCIETY AND EDUCATION

CREDITS: 04

Course Objectives:

The course opens up opportunities for reviewing the institution of education from a sociological lens. It studies the interrelationship between education and caste, class, tribe, gender, economy and polity from a socio-historical perspective. The course motivates learners to reflect on the role of education as an 'equaliser' by critically analysing the major theoretical perspectives on education, and review the functioning of different sites of education with reference to creating spaces for social mobility and empowerment.

Course Outcomes:

- Learners gain understanding of the relationship between education and society from a multidisciplinary perspective.
- Learners review the theoretical perspectives on education and relate them to the contemporary scenario in the field of education.
- Learners deconstruct the myths surrounding education.
- Learners identify the priorities for policy and practice to create an equal and just society.

Course Outline:

Block 1: Education as a Social Institution

Block 2: Sociological Perspectives on Education

Block 3: Education, Social Stratification and Social Mobility

Block 4: Education in India: A Socio-Historical Critique

Block 1: Education as a Social Institution

Unit 1

Education: Basic Concepts – Meaning and Functions of Education,
Types of Education

Unit 2

Education and Socialisation –Socialisation Process, Agencies of
Socialisation

Unit 3

Education and Social Change – Factors of Social Change,
Modernisation Theory

Block 2: Sociological Perspectives on Education

Unit 1.

Structural Functionalism– Emile Durkheim, Talcott Parsons

Unit 2

Marxist Perspectives – Louis Althuser, Samuel Bowles ,Gintis

Unit 3

Current Debates on Education – De- Schooling Society of Evan Illich, Cultural Reproduction of Bourdieu, Knowledge and Power of Foucault, Cultural Hegemony of Gramsci

Unit 4

Feminist Discourses – Savitribai Phule ,Tarabai Shinde

Block 3: Education, Social Stratification and Social Mobility

Unit 1

Social Stratification and Education – Social Stratification and Education, Cross-cultural understanding of Education

Unit 2

Determinants of Educational Access and Utilisation – Caste and Class ,Ethnicity, Tribe and Gender
Rural-Urban Location

Unit 3

Education and Social Mobility – Education as a Factor of Change, Social Reproduction or Status Change

Block 4: Education in India: A Socio-Historical Critique

Unit 1

Education in Pre-Independent India – Education during the British Period, Colonial Policy and Practices

Unit 2

Constitution of India and Public Education Sector – Growth, Gaps and Policy Initiatives, Public Education Sector in India

Unit 3

Contemporary Challenges and Future Options – Challenges of Public Education System

Unit 4

Literacy Movement in Kerala – History, Practice and Functions of Literacy Movement

Reference:

1. Apple, M. W. (2013). *The Other Side of the Hidden Curriculum: Culture as Lived- in Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151.
2. Bulle, N. (2008). *Sociology and Education: Issues in Sociology of Education*. New York: Peter Lang.
3. Ferfolja, T. & Ullman, J. (2018). *Understanding Sociological Theory for Educational Practices*. Cambridge: Cambridge University Press.
4. Giddens, A. (2009). *Sociology (6th Edition)*. Cambridge: Polity Press.
5. Gore, M. S. et al. (Eds.). (1975). *Papers on Sociology of Education in India*. New Delhi: NCERT.
6. Indira, R. (Eds.) (2013). *Themes in Sociology of Education*. New Delhi: Sage Publications.
7. Jayaram, N. (1990). *Sociology of Education in India*. New Delhi: Rawat Publication.
8. Patel, S. & Uys, T. (Eds.) (2004). *Contemporary India and South Africa: Legacies, Identities, and Dilemmas*. New Delhi: Routledge

**ADDITIONAL ADVANCED MAJOR DISCIPLINE SPECIFIC
COURSE
SGB24SO401AA-SOCIOLOGY OF HEALTH AND WELL BEING
CREDITS: 06**

Course Objectives:

This course attempts to introduce the social aspects of health and well-being. It will help the learner with the conceptual and theoretical understanding of health. It portrays the various healthcare systems and its problems which make people aware of the role of sociologists.

Course Outcomes:

- Learners locate basic conceptual clarifications and help to reframe sociological knowledge.
- Learners understand theoretical dimensions of health and help to analyse the social context in which one belongs.
- Learners analyse health in connection with many social bases like class, ethnicity, culture and gender to build context specific knowledge.
- Learners create a critical understanding by analysing the health care system and its problems.

Course Outline:

Block 1: Basic Conceptual Understanding

Block 2: Dimensions and Determinants of Health

Block 3: Theoretical Perspectives

Block 4: Health and Social Systems

Block 5: Health Care System and Problems

Block 6: National Health Programmes

Block 1: Basic Conceptual Understanding

Unit 1

Health: Basic Concepts – Health, Concept of Well-being and Happiness Index, Social Causes of Sickness: Attitudes, Beliefs, Values and Superstitions, Standard of Living and Quality of life, Physical Quality of Life Index, Health Attitudes and Behaviour.

Unit 2

Concept of Disease & Social Epidemiology – Social Aspects of Acute and Chronic Lifestyle Diseases, HIV/AIDS, Social Dimensions of Pandemic Diseases.

Block 2. Dimensions and Determinants of Health

Unit 1

Determinants of Health, Dimensions of Health

Unit 2

Social Basis of Health – Social class, Gender and Health, Ethnicity, Culture and Health

Health and Development

Block 3: Theoretical Perspectives

Unit 1

Marxian Perspective of Health – The Political Economy Perspective of Karl Marx

Unit 2

Structural – Functional Perspectives and Health – The Sick Role-Talcott Parsons

Unit 3

Health and Symbolic Interactionist Perspectives – The Social Construction of Illness, The Social Construction of Treatment, Labelling Approach

Unit 4

Post Modern Discourses: Foucault and Illich – Michel Foucault, Medical Nemesis: Ivan Illich

Block 4: Health and Social System

Unit 1

Family, Religion, Economy and State.

Unit 2

Occupational Health & Health and Ageing

Unit 3

Health and Environment – Environmental Hygiene-Health Nutrition

Block 5: Health Care System and Problems

Unit 1

Private and Public Health Care Services – Indigenous Systems of Medicine, Folk Medicine and Traditional Healing Practices, Voluntary Health Services, Problems in Health Care Services.

Unit 2

Rehabilitation – Principles of Rehabilitation, Agencies- State and Private Agencies, Problems of Therapy and Rehabilitation.

Unit 3

Globalisation and the Health Sector – Privatisation, Patents and Poor, Right to Health and Health Insurance, Consumer Protection Act.

Block 6: National Health Programmes

Unit 1

Health Care Delivery Systems in India – Primary level, Secondary level, Tertiary level, NHM and National Health Policy

Unit 2

Community Health Programs & Programs – Rural Health- Issues and Problems

Reference:

1. Annandale, E. (2001). *The Sociology of Health and Medicine: A Critical Introduction*. Cambridge: Polity Press.
2. Albrecht, G. L. & Fitzpatrick, R. (1994). *Quality of Life in Healthcare: Advances in Medical Sociology*. Mumbai: Jai Press.
3. Basu, S.C. (1991). *Handbook of Preventive and Social Medicine. 2nd Edition*. Calcutta: Current Books International.
4. Berkman, L.A. & Kawachi, I. (2000). *A Historical Framework for Social Epidemiology*. London: Oxford University Press.
5. Bhasin, V. (1994). *People, Health and Disease: The Indian Scenario*. Delhi: Kamla Raj Enterprises.
6. Blaxter, M. (2003). *Health and Lifestyles*. New York: Routledge.
7. Bose, A. & Desai, P. B. (Eds.). (1983). *Studies in Social Dynamics of Healthcare*. Delhi: Hindustan Publishing Corporation.
8. Coe, R. M. (1997). *Sociology of Medicine*. New York: McGraw Hill.
9. Cockerham, W. C. (1997). *Medical Sociology*. New Jersey: Prentice Hall.
10. Dalal, A. & Ray, S. (2005). *Social Dimensions of Health*. Jaipur: Rawat Publications.
11. Foucault, M. (1978). *The History of Sexuality*. New York: Pantheon Books.
12. Foucault, M. (1982). *The Archaeology of Knowledge and the Discourse on Language*. New York: Vintage Books.

13. Hobson, W. (1963). *World Health and History*. Baltimore: John Wright and Sons Ltd.
14. Julie, C. (2006). *Social Epidemiology- Strategies for Public Health Activism*. Columbia: Columbia University Press.
15. Kevin, W. (2002). *An Introduction to the Sociology of Health and Illness*. London: Sage Publications. Pp 1- 13, 32-45.
16. Lal, S. K.&Chandani, A. (1987). *Medical Care; Readings in Medical Sociology*. New Delhi: Jainson Publications.
17. Oommen, T.K. (1978). *Doctors and Nurses: A Study in Occupational Role Structure*. New Delhi: Mcmillan.
18. Parsons, T. (1951). *The Social System*. Glencoe: Free Press.
19. Pokama, K .L. (1994). *Social Beliefs, Cultural Practices in Health and Disease*. New Delhi: Rawat Publications.
20. Petersen A. (2011). Can and Should Sociology SaveBioethics? *Medical Sociology Online*; Vol: 6(1). Pp: 2–14. UK: British Sociological Association. <https://www.britisoc.co.uk/resource-library/resource-view/?id=183&searchText=&searchDateFrom=&searchDateTo=&searchCategory=&searchMedia=>
21. Pilgrim, D.,&Rogers, A. (1994). *Something Old, Something New.... Sociology and the Organisation of Psychiatry*. *Journal of Travel Research*, 28(2), 1138-1155. London:BritishSociologicalAssociation.<https://doi.org/10.1177/0047287521101946>
22. Smelser, N. (1994). *Sociology*. Cambridge: Blackwell.
23. Straus, R. (1999). Medical Sociology: A Personal Fifty-year Perspective. *Journal of Health and Social Behavior*; Vol. 40, No. 2. Pp: 103–110. New York: American Sociological Association.
24. Warbasse, J. P. (2003). *Medical Sociology: A Series of Observations Touching upon the Sociology of Health and the Relations of Medicine to Society*. New York: Forgotten Books.

ADDITIONAL ADVANCED MAJOR DISCIPLINE SPECIFIC COURSE
SGB24SO402AA: DIASPORA STUDIES
CREDITS: 06

Course Objectives:

The course intends to introduce the students to diaspora as an academic discipline. It describes the socio-historical background of the Indian diaspora and analyses the processes of change and continuity among the diasporic communities. The course examines the representations of diaspora in different fields and also the issues confronting the Indian diaspora.

Course Outcomes:

- Learners acquire a basic knowledge of diaspora studies as an academic discipline.
- Learners explain the major theories of diaspora.
- Learners contextually identify the development and dynamics of Indian diaspora.
- Learners analyse the representations and issues of Indian diaspora.

Course Outline:

Block 1: Diaspora Studies as an Academic Discipline

Block 2: Theories of Diaspora

Block 3: Indian Diaspora

Block 4: Representations and Issues of Indian Diaspora

Block 5: Diaspora and Government of India

Block 6: Remittance Economy and Socio-Economic Impacts

Block 1: Diaspora Studies as an Academic Discipline

Unit 1

Diaspora: Basic Concepts – Meaning of Diaspora, Features and Implications of Diaspora, Significance of Diaspora Studies

Unit 2

Types of Diaspora – Classifications of Diaspora

Block 2: Theories of Migration and Diaspora

Unit 1

Theories of Migration – Push and Pull Theory, Everett Lee's Theory, Ravenstein's Theory

Unit 2

Theories of Migration and Formation of Diaspora – Migration Systems Theory, Transnational Theory

Unit 3

Theories of Diaspora and Identity – Manuel Castells, Stuart Hall

Block 3: Indian Diaspora

Unit 1

Indian Diaspora: A Historical Overview – Pre-Colonial view, Colonial and Postcolonial

Unit 2

Perspectives of Studying Indian Diaspora – Retentionist and Adaptationist, Plural Society, Ethnicity and Political Economy Perspectives

Unit 3

Case Studies of Indian Diaspora – Cultural Revivalism: The Caribbean, Enclavisation and Racism: USA, UK and Canada, Transient Diaspora: West Asia, Ethnicity, Racism and Violence: Sri Lanka

Block 4: Representations and Issues of the Indian Diaspora

Unit 1

Diaspora and Identity – Gender and Diaspora, Indian Diaspora in Cyberspace

Unit 2

Indian Diaspora and Films – Indian Diaspora in film, Diasporic Writings & Literature

Block 5. Diaspora and Government of India

Unit 1

Policies and Initiatives – Government Policies and Initiatives for the migrant population

Unit 2

Pravasi Organisations – Global Pravasi Rishta Portal, Pravasi Bharatiya Kendra, NORKA

Block 6. Remittance Economy and Socio-Economic Impact

Unit 1

Migration and Remittances – Migrant Remittances, Socioeconomic Impact of Migrant Remittances

Unit 2

Problems of Return Migrants – Socio-Cultural and Economic Problems, Problems of Return Migrants: The Case of Kerala

Reference:

1. Clarke, C., Peach, C., & Vertovec, S. (Eds.). (1990). *South Asians Overseas*. Cambridge: Cambridge University Press.
2. Jain, R. K. (1993). *Indian Communities Abroad: Themes and Literature*. New Delhi: Manohar
3. Klass, M. (1991). *Singing with Sai Baba: The Politics of Revitalization in Trinidad*. Colorado: Westview Press
4. Kurian, G. & Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A Study in Adaptation*. New Delhi: Vikas Publishing House.
5. Rao, M.S.A. (Eds.). (1986). *Studies in Migration: Internal and International Migration in India*. Delhi: Manohar Publications.
6. Tinker, H. (1993). *A New System of Slavery: The Export of Indian Labour Overseas. 1830-1920*. Hertford: Hansib Publications.
7. Vertovec, S. (Eds.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press

