

FYUGP
2024

COURSES IN SOCIOLOGY

Syllabus for
Undergraduate Programmes (Honours)
Under Credit Semester System
Outcome Based Education
with Effect from 2024 Admissions



St Berchmans College
Founded 1922

AUTONOMOUS | College with Potential for Excellence | A+ in the Fifth Cycle of Reaccreditation by NAAC

Changanassery, Kerala, India 686101 | Affiliated to Mahatma Gandhi University, Kottayam

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EXPERT COMMITTEE

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PROGRAMME OUTCOMES

- PO1:** Develop in-depth conceptual knowledge and skills in the discipline for vertical growth and scholarly pursuits
- PO2:** Integrate and apply interdisciplinary knowledge incorporating historical, theoretical, scientific, technological, economic, philosophical, cultural, aesthetic and ethical perspectives to address complex challenges in diverse settings
- PO3:** Demonstrate communication skills promoting adaptability, collaboration and resilience in global and local contexts
- PO4:** Develop problem solving skills to transfer the knowledge of methods and systems of different disciplines for a sustainable and egalitarian world order
- PO5:** Cultivate research skills and innovative and critical thinking to contribute to societal development through the creation of sustainable solutions and advancements in the respective fields



OUTLINE OF DISCIPLINE SPECIFIC COURSES

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24SO1DSC100	Minor	A Beginner's Guide to Sociology	5	75	4
Semester II (Course Level: 100 – 199)					
SBU24SO2DSC100	Minor	Decoding Society's Secrets: The Basic Concepts of Sociology	5	75	4
Semester III (Course Level: 200 - 299)					
SBU24SO3DSC200	Minor	The Masters of Sociology	5	75	4
Semester IV (Course Level: 200 - 299)					
SBU24SO4DSC200	Minor	The Masters of Indian Sociology	5	75	4

OUTLINE OF MULTIDISCIPLINARY COURSES (MDC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24SO1MDC100	MDC	Sociology of Food and Beverages	4	60	3
Semester II (Course Level: 100 – 199)					
SBU24SO2MDC100	MDC	Sociology for Social Work Studies	4	60	3
Semester III (Course Level: 200 - 299)					
SBU24SO3MDC200	MDC	Social Dynamics of Personality Formation	3	45	3

OUTLINE OF VALUE ADDITION COURSES (VAC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester III (Course Level: 200 - 299)					
SBU24SO3VAC200	VAC	Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) Techniques	3	45	3



SEMESTER I

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24SO1DSC100	Minor	A Beginner's Guide to Sociology	5	75	4
SBU24SO1MDC100	MDC	Sociology of Food and Beverages	4	60	3



SBU24SO1DSC100: A BEGINNER'S GUIDE TO SOCIOLOGY

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Challenge ones "common sense" by exploring society through a sociological lens,	U
CO2	Studying society with sociology helps us see how things work	U
CO3	Imagine things from a sociologist's point of view, so one can see how your personal life connects to the bigger picture of society.	U
CO4	Find out where sociology came from and how it has changed over time in different parts of the world.	U
CO5	Learn to think carefully about the stories society tells us and find solutions to social problems using sociology.	U

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	-	-	-
CO2	-	-	-	-	-	1	1	-	-	-
CO3	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	1	-	-	-	-
CO5	-	-	-	-	-	-	-	2	-	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	X	X	X
CO2	-	X	-	X	X	X
CO3	-	X	X	X	X	X
CO4	-	-	X	X	X	X
CO5	-	-	X	X	X	X

Course Content & Transaction Mechanism

Introducing Sociology

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Sociological Thinking (25 Hrs)				
What is Sociology? Sociology and Common Sense- Andre Beteille	1.1	1	5	Lecture



Why study Sociology? - Thinking Sociologically- Zygmunt Bauman, Engaged Sociologist- Korgen and White.	1.2	1	5	Lecture
Sociological Imagination: Biography Versus History- C.W Mills	1.3	3	5	Lecture
Practicum	1.4	3	10	
Module 2: Origin of Sociology (25 Hrs)				
Historical Origin - French Revolution, Industrial Revolution, Scientific Revolution, Commercial Revolution, Enlightenment: Rationalism, Empiricism, Idealism	2.1	4	5	Lecture
Development of Sociology. Development French and German Sociology, American Sociology, Sociology in India.	2.2	4	5	Lecture
Definitions. Definitions of Sociology (Comte- Positivism, Durkheim- Social Fact, Weber- Action Approach, Simmel- Formalistic approach	2.3	4	5	Lecture
Practicum	2.4	4	10	
Module 3: Critical Thinking and Analytical Skills (25 Hrs)				
Sociological Analysis: - Introduction to sociological analysis and its role in critical thinking	3.1	5	3	Lecture
Questioning Dominant Narratives: - Examining dominant narratives in society and their influence on beliefs and perceptions.	3.2	5	4	Lecture
Challenging Taken-for-Granted Assumptions- Recognizing common assumptions and biases in sociological inquiry.	3.3	5	4	Lecture
Problem-Solving and Decision-Making- Using critical thinking skills to identify and analyze social problems.	3.4	5	4	Lecture
Practicum	3.5	5	10	

Textbooks

1. Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (2014). The SAGE handbook of social research methods (2nd ed.). Sage Publications.
2. Blaikie, N. (2010). Social research (2nd ed.). Polity Press.
3. Boudon, R. (2016). Theories of society: A comparative introduction (2nd ed.). Polity Press.
4. Bryant, R., & Keeble, D. (2018). Thinking about social research (4th ed.). Bloomsbury Academic.
5. Collins, R. (2023). Thinking sociologically (11th ed.). W. W. Norton & Company.
6. Connell, R. (2024). Seeing sociology everywhere (10th ed.). Oxford University Press.

Reference

1. Giddens, A. (2017). The development of modern sociology (2nd ed.). Polity Press.
2. Giddens, A., & Sutton, P. (2015). Global sociology (2nd ed.). Polity Press.
3. Johnston, J., Cairns, K., & Baumann, S. (2016). Introducing Sociology Using the Stuff of Everyday Life. Routledge.
4. Manza, J. (2017). The Sociology Project 2.5: Introducing the Sociological Imagination (2nd ed.). Pearson.
5. Marcus, G. E. (2022). Doing sociological research (4th ed.). Oxford University Press.
6. Mills, C. W. (2021). The sociological imagination (50th Anniversary ed.). Oxford University Press.
7. Nagle, J., & Piero. (2017). Introducing Sociology: A Graphic Guide. Icon Books.



8. Niemi, R. H. (2023). *Social research methods* (8th ed.). Routledge.
9. Patton, M. Q. (2020). *Qualitative research & evaluation methods* (6th ed.). Sage Publications.
10. Ritzer, G. (2022). *Classical sociological theory* (5th ed.). Sage Publications.
11. Ritzer, G. (2023). *Introduction to sociology* (10th ed.). Sage Publications.
12. Ritzer, G. (2022). *Sociological theory* (9th ed.). Sage Publications.
13. Rowen, N. (2022). *Introducing social research methods* (7th ed.). Oxford University Press.



SBU24SO1MDC100: SOCIOLOGY OF FOOD AND BEVERAGES

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Analyse the social and cultural factors that influence food and beverage choices.	U
CO2	Critically evaluate the impact of globalization on food production and consumption.	U
CO3	Explain the connections between food, social movements, and social justice.	U
CO4	Assess the role of technology and innovation in shaping the future of food.	U
CO5	Develop strategies to promote a more sustainable food system.	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	-	-	-
CO2	-	-	-	-	-	1	1	2	-	-
CO3	-	-	-	-	-	1	2	-	1	-
CO4	-	-	-	-	-	1	1	-	2	-
CO5	-	-	-	-	-	1	-	1	1	2

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	X	X	X
CO2	-	X	-	X	X	X
CO3	-	X	X	X	X	X
CO4	-	-	X	X	X	X
CO5	-	-	X	X	X	X

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: The Social Construction of Food and Beverages (20 Hrs)				
Introduction to the Sociology of Food and Beverages	1.1	1	3	Lecture
Food and Cultural Identity.	1.2	1	3	Lecture
Production and Consumption in a Globalized World	1.3	1	4	Lecture



<ul style="list-style-type: none"> Practicum 1: Food Mapping Project - Choose a specific neighborhood or cultural enclave in your community. Research and map the different food establishments, grocery stores, and restaurants. Analyze how these reflect the cultural diversity and social dynamics of the area. Present your findings in a visual format (map with annotations) and a brief written report (3 pages). 	1.4	1	10	Interactive Method
Module 2: Food, Beverages, and Social Change (20 Hrs)				
The Rise of Convenience and Fast Food Culture	2.1	2	2	Lecture
Sustainability and Ethical Consumption.	2.2	2	4	Lecture
Social Movements and Food Justice.	2.3	3	4	Lecture
<ul style="list-style-type: none"> Practicum 2: Food Documentary Analysis - Select a documentary film that explores a contemporary issue related to food production, consumption, or social justice. Analyze the film through a sociological lens. Create a video essay (5-7 minutes) summarizing your analysis and incorporating clips from the documentary 	2.4	2	10	Interactive Method
Module 3: The Future of Food and Beverages (20 Hrs)				
Technology and Innovation in Food	3.1	4	3	Lecture
Food and Beverages in a Changing Climate	3.2	4	3	Lecture
The Future of Food: Choices and Challenges	3.3	5	4	Lecture
<ul style="list-style-type: none"> Practicum 3: Food Systems Advocacy Project - Research a local organization or initiative working on food-related issues (e.g., urban agriculture, food banks, community supported agriculture). Develop a campaign or advocacy project to raise awareness about their work and the importance of a sustainable food system. Present your project to the class in a creative format (e.g., infographic, social media campaign) and submit a brief proposal outlining your project goals and strategies (5 pages). 	3.4	5	10	Interactive Method

Textbooks

- Counihan, C. (2019). *Food in the social world: Eating, culture, and identity* (2nd ed.). Routledge.
- Schlosser, E. (2012). *Fast food nation: The dark side of the all-American meal* (Updated Edition). Houghton Mifflin Harcourt
- Holt, G. E., & Grimes, P. M. (2023). *Food justice: Achieving balance and sustainability*. Polity Press
- Popkin, B. M., & Adair, L. S. (2016). Global nutrition transition and the pandemic of obesity in low- and middle-income countries. *Population Health Metrics*, 14(1), 22. <https://academic.oup.com/nutritionreviews/article/70/1/3/1829225>
- Reardon, T., & Hopkins, D. C. (2009). The shift to non-agricultural sources of calorie intake in developing countries. *The Future of Food: Exploring Trends and Constraints*, 261-290.

Reference

- Fischler, C. (1988). "Food, Self and Identity." In C. Counihan & P. van der Plank (Eds). *Food and Society* (pp. 270–277). Blackwell.)
- Caplan, P. (ed.) (1997). *Food, health, and identity*. London: Routledge.)



3. Mennell, S. (1989). "Meals in Society: Towards a Sociology of the Dining Experience." Cambridge University Press.)
4. Warde, A. (1997). *Consumption, Food and Taste: Culinary Antinomies and Commodity Culture*. London: SAGE.)
5. McMichael, P. (2014). *Food Chains: From Farm to Fable*. Simon and Schuster.)
6. McIntosh, P. (2009). *Fair Society, Healthy Lives: Exploring the Links Between Income Inequality and Health*. Oxford University Press.)
7. Schlosser, E. (2001). *Fast Food Nation: The Dark Side of the All-American Meal*. Houghton Mifflin Harcourt.)
8. Arce, D. G., & Wang, Y. (2017). "Food Photography and Digital Gastronomy." In J. Watson & M. M. Littleton (Eds). *The Anthropology of Food* (2nd ed., pp. 143–158). Berghahn Books.)



SEMESTER II

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24SO2DSC100	Minor	Decoding Society's Secrets: The Basic Concepts of Sociology	5	75	4
SBU24SO2MDC100	MDC	Sociology for Social Work Studies	4	60	3



SBU24SO2DSC100: DECODING SOCIETY'S SECRETS: THE BASIC CONCEPTS OF SOCIOLOGY

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Learn about the different social institutions that make up society, such as family, education, and government.	U
CO2	Explore the concept of culture and how it shapes our lives.	R
CO3	Examine how social interaction and structure work.	R
CO4	Learn about social stratification, power, and influence.	U
CO5	Explore how technology and social change impact the modern world.	U

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	-	-	-
CO2	-	-	-	-	-	1	-	2	-	-
CO3	-	-	-	-	-	1	-	1	-	-
CO4	-	-	-	-	-	1	1	2	-	-
CO5	-	-	-	-	-	1	2	2	1	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	x	x	x
CO2	-	x	-	x	x	x
CO3	-	x	x	x	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: The Building Blocks of Our World (25 Hrs)				
Social Institutions:				
<ul style="list-style-type: none"> Imagine them as the pillars of society! Family, economy, education, religion, government, and law - each plays a crucial role in keeping things organized and functioning smoothly. 	1.1	1	5	Lecture



Culture: • This is the glue that binds us! We'll explore beliefs, values, traditions, and customs that shape our lives and how we interact with others.	1.2	2	5	Lecture
Social Interaction and Structure: • Imagine a giant spider web! We'll examine how people connect, form groups, and influence each other's behaviour based on their roles and positions within society.	1.3	3	5	Lecture
Practicum	1.4	3	10	
Module 2: Power, Inequality, and Change (25 Hrs)				
Social Stratification: • Think of a ladder! We'll explore how people are positioned in different social classes, with varying access to resources and opportunities.	2.1	4	5	Lecture
Power and Influence: • Who has the say? We'll examine how power dynamics work in society, who wields the most influence, and how decisions get made.	2.2	4	5	Lecture
The Changing World: • Societies are constantly evolving! We'll delve into the forces that drive social change, like technology, economic shifts, and even fashion trends	2.3	4	5	Lecture
Practicum	2.4	4	10	
Module 3: Exploring the Modern World (25 Hrs)				
Technology and Society: • How does technology impact the way we live, work, and interact? We'll explore both the benefits and challenges of our increasingly digital world.	3.1	5	7	Lecture
Social Deviance: • Not everyone follows the rules! We'll examine behaviors that break social norms and how societies respond to them.	3.3	5	8	Lecture
Practicum	3.4	5	10	

Textbooks

1. Wnalek, C. J. (2023). A short introduction to sociology (13th ed.). Pearson
2. Aronson, E. (2024). The social animal (14th ed.). W. W. Norton & Company.
3. Gibbins, R. (2022). Society: The basics (11th ed.). Routledge.
4. Miller, D. (2023). Digital sociology (4th ed.). Sage Publications.
5. Harris-Lacewell, M. S. (2022). Unequal chances: Race and class in the United States (9th ed.). W. W. Norton & Company.
6. Boli, J., & Meyer, J. W. (2020). Global sociology (5th ed.). Sage Publications.
7. Smock, P. J. (2022). Families in a changing world (9th ed.). Routledge.
8. Bellah, R. N. (2018). Religion in sociological perspective (8th ed.). Routledge.
9. Wright, E. R., & Smart, C. (2021). Law and society (12th ed.). Sage Publications.
10. Messner, S. F., & Rosenfeld, R. (2020). Deviance: The theoretical debates (5th ed.). Nelson Education.

Reference

1. Bourdieu, P. (1984). Distinction: A social critique of the judgement of taste. Harvard University Press.



2. Coleman, J. S. (1990). *Foundations of social theory*. Harvard University Press.
3. Collins, R. (2004). *Interaction ritual chains*. Princeton University Press.
4. Giddens, A. (1979). *Central problems in social theory: Action, structure and contradiction in social analysis*. Macmillan Education UK.
5. Merton, R. K. (1968). *Social theory and social structure* (enlarged ed.). Free Press.
6. Ritzer, G. (2015). *Sociological theory* (9th ed.). Sage Publications.
7. Wacquant, L. J. (2009). *Urban sociology: A just landscape*. W. W. Norton & Company.



SBU24SO2MDC100: SOCIOLOGY FOR SOCIAL WORK STUDIES

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the fundamentals of sociology and its relevance to social work practice, including key concepts and perspectives.	U
CO2	Define social work and recognize its ethical considerations in conjunction with sociology, including distinguishing between the roles of sociologists and social workers.	U
CO3	Gain a basic understanding of professional social work, including its philosophical foundations, levels of practice, and primary and secondary methods.	U
CO4	Explore the application of sociological theories such as structural functionalism, conflict theory, symbolic interactionism, and feminist theory in social work practice.	U
CO5	Develop ethical decision-making skills in responding to boundary issues and effectively apply basic principles of social work practice in various contexts	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	2	-	-	-
CO2	-	-	-	-	-	1	1	1	-	-
CO3	-	-	-	-	-	1	-	-	-	-
CO4	-	-	-	-	-	1	1	-	2	-
CO5	-	-	-	-	-	-	-	1	-	2

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	x	-	-	x	x	x
CO2	-	x	-	x	x	x
CO3	-	x	x	x	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x



Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Overview of sociology and its relevance to social work practice (20 Hrs)				
Introduction to Sociology and Social Work. Defining Sociology	1.1	1	2	Lecture
Key Concepts and Perspectives.	1.2	1	2	Lecture
Definition for social work	1.3	1	2	Lecture
Understanding the Role of Sociology in Social Work Practice.	1.4	1	1	Lecture
Ethical considerations in the intersection of sociology and social work.	1.5	2	1	Lecture
Distinction between the role of sociologist and social workers.	1.6	5	1	Lecture
Ethical decision-making in responding to boundary issues	1.7	5	1	Lecture
Practicum	1.8	5	10	
Module 2: Basic Understanding of Professional Social Work (20 Hrs)				
Philosophical underpinnings: humanitarianism and democracy	2.1	3	2	Lecture
Levels of social work practice: micro, mezzo, and macro social work practice	2.2	3	2	Interactive Method
Social Work Methods: Primary and Secondary Methods.	2.3	3	3	Lecture
Primary Methods: Working with individuals, groups, and community organizations.	2.4	3	1	Interactive Method
Secondary Methods: Social Welfare administration, social action, and social work research.	2.5	3	1	Lecture
Basic Principles of social work practice.	2.6	3	1	Lecture
Professor in Practice Practicum	2.7		10	Interaction
Module 3: Application of Sociological Theories in Social Work Practice (20 Hrs)				
Structural Functionalism:	3.1	4	3	Interactive Method
Conflict Theory:	3.2	4	3	Lecture
Symbolic Interactionism:	3.3	4	2	Lecture
Feminist Theory	3.4	4	2	Lecture
Professor in practice Practicum	3.5	4	10	Interaction

Reference

1. Lee, J., & Everett, J. E. (2021). The foundations of social work practice (5th ed.). Routledge.
2. Hess, K., Marks, N., & Stein, R. (2020). Introduction to sociology (13th ed.). Oxford University Press.
3. National Association of Social Workers. (2021). Code of ethics (2021 Edition). National Association of Social Workers.
4. Merton, R. K. (1968). Social theory and social structure (enlarged ed.). Free Press.
5. Coser, L. A. (1956). The functions of social conflict (1st ed.). Free Press.
6. Blumer, H. (1969). Symbolic interactionism: Perspective and method (1st ed.). Prentice-Hall



7. Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge.
8. Reamer, P. (2016). *Social work and social justice: Foundations and strategies* (7th ed.). Allyn & Bacon.
9. Utneher, M. K. (2017). *Social work practice: A critical look at contemporary issues* (9th ed.). Routledge.
10. Gray, J. P., & Webb, D. A. (2020). *Evaluating social work practice: A guide for students and practitioners* (6th ed.). Oxford University Press.



SEMESTER III

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24SO3DSC200	Minor	The Masters of Sociology	5	75	4
SBU24SO3MDC200	MDC	Social Dynamics of Personality Formation	3	45	3
SBU24SO3VAC200	VAC	Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA)Techniques	3	45	3



SBU24SO3DSC200: THE MASTERS OF SOCIOLOGY

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the basics of sociology as a science, including the idea of studying society systematically and the concept of positivism with its three stages.	U
CO2	Learn about Emile Durkheim's life and his functionalist approach, which focuses on how different parts of society work together.	U
CO3	Explore Durkheim's study of social facts through examples like suicide, and understand his ideas on social cohesion through concepts like division of labour and solidarity.	U
CO4	Discover Max Weber's life and his theory of social action, which emphasizes understanding why people behave the way they do in society.	A
CO5	Explore Weber's concept of ideal types through examples like bureaucracy and the Protestant Ethic, and understand his theory of authority.	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	2	-	-	-	-
CO2	-	-	-	-	-	1	1	-	-	-
CO3	-	-	-	-	-	1	-	1	-	-
CO4	-	-	-	-	-	1	1	-	-	-
CO5	-	-	-	-	-	1	-	-	1	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	x	x	x
CO2	-	x	-	x	x	x
CO3	-	x	x	x	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x



Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Auguste Comte (25 Hrs)				
Biography	1.1	1	3	Lecture
Introduction of Sociology as a Science	1.2	1	3	Lecture
Positivism: The Law of Three Stages	1.3	1	3	Lecture
Hierarchy of Sciences	1.4	1	3	Lecture
Social Statics and Social Dynamics	1.5	1	3	Lecture
Practicum	1.6	1	10	
Module 2: Emile Durkheim (25 Hrs)				
Biography	2.1	2	1	Lecture
Functionalism	2.2	2	2	Lecture
The Study of Social Facts	2.3	3	3	Lecture
Suicide	2.4	3	3	Lecture
Division of Labour and Solidarity	2.5	3	3	Lecture
The Study of Religion	2.6	3	3	Lecture
Practicum	2.7	3	10	
Module 3: Max Weber (25 Hrs)				
Biography	3.1	4	3	Lecture
Theory of Social Action	3.2	4	3	Lecture
Ideal Types: Bureaucracy	3.3	5	3	Lecture
The Protestant Ethic and the Spirit of Capitalism	3.4	5	3	Lecture
Theory of Authority.	3.5	5	3	Lecture
Practicum	3.6	5	10	

Textbooks

1. Ritzer, G. (2023). *Sociology: A Very Short Introduction* (11th ed.). Oxford University Press.
2. Ackerly, D. & Strathern, P. (2004). *Key Concepts in Social Theory* (2nd ed.). Sage Publications.
3. Comte, A. (1896). *Positive Philosophy* (H.F. Freer, Trans.). P.S. King & Son. (Reprinted edition)
4. Durkheim, E. (1897). *Suicide: A Study in Sociology* (J.A. Spaulding & G. Simpson, Trans.). Free Press. (Reprinted edition)
5. Weber, M. (2015). *From Max Weber: Essays in Sociology* (C. Wright Mills, Ed.). Oxford University Press. (Edited collection)

Reference

1. Abend, G. (2008). *Auguste Comte and positivism*. Routledge.
2. Blane, D. (2017). *Sociological theory* (7th ed.). Oxford University Press.
3. Comte, A. (1853). *Discourse on the positive spirit*. W. Hippolyte. [Translated title]
4. Giddens, A. (1971). *Capitalism and modern social theory: An introduction*. Harvard University Press.
5. Heller, M., & Gehlen, A. (1981). *Max Weber*. Columbia University Press.
6. Nisbet, R. A. (1966). *The sociological tradition*. Basic Books.
7. Parkin, F. (1971). *Max Weber: An introduction and interpretation*. Oxford University Press.
8. Ritzer, G. (2007). *Sociological theory* (7th ed.). McGraw-Hill.



9. Stachel, G. (1983). *Auguste Comte: From positivism to sociology*. Routledge.
10. Stolz, J. (1990). *Emile Durkheim and the foundation of modern sociology*. Routledge.



SBU24SO3MDC200: SOCIAL DYNAMICS OF PERSONALITY FORMATION

Type of Course	MDC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Analyse the interplay of social factors, heredity, and environment in shaping human personality and behaviour.	U
CO2	Explain the key dimensions of human development (social, emotional, cognitive, and physical) and their influence on social interactions.	U
CO3	Evaluate the role of social perception and adjustment processes (including stress, frustration, and coping mechanisms) in human behaviour.	U
CO4	Critically examine theories of socialization, such as Cooley's "Looking Glass Self" and Mead's Theory of Self, and their contribution to understanding identity formation.	A
CO5	Define personality in a social context, considering interactions, traits, and self-concept. Analyse the process of personality development and its impact on social dynamics.	An

Cognitive Levels

R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	2	1	-	-
CO2	-	-	-	-	-	1	1	-	-	-
CO3	-	-	-	-	-	1	-	1	-	-
CO4	-	-	-	-	-	1	1	-	-	-
CO5	-	-	-	-	-	1	1	1	-	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	X	X	X
CO2	-	X	-	X	X	X
CO3	-	X	X	X	X	X
CO4	-	-	X	X	X	X
CO5	-	-	X	X	X	X



Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Social Dynamics of Personality Formation (15 Hrs)				
Dimensions of Human Behaviour:				
• Understanding the Interplay of Social Factors in Personality Development.	1.1	1	2	Lecture
• Exploring the Influence of Heredity and Environment on Social Behaviour.	1.2	1	2	Lecture
• Areas of Human Development: Social, Emotional, Cognitive, and Physical Dimensions	1.3	2	2	Lecture
Social Bases of Behaviour:				
• Social Perception and Its Role in Personality Formation	1.4	3	3	Lecture
• Processes of Adjustment: Adapting to Social Expectations and Norms	1.5	3	3	Interactive Method
• Factors Influencing Social Adjustment: Stress, Frustration, and Coping Mechanisms	1.6	3	3	Classroom Exercise
Module 2: Theories of Social-Psychological Behaviour (15 Hrs)				
Theories of Socialization:				
• Understanding the Role of Socialization in Personality Development	2.1	4	7	Lecture
• Cooley's "Looking Glass Self" and Mead's Theory of Self: Social Interaction and Identity Formation	2.2	4	8	Classroom Exercise
Module 3: Social Construction of Personality (15 Hrs)				
Personality Development:				
• Defining Personality in Social Context: Interactions, Traits, and Patterns	3.1	5	8	Classroom Exercise
• Foundations of Personality: Self-Concept and Its Importance in Social Dynamics	3.2	5	7	Lecture

Textbooks

1. Burger, J. M. (2020). Personality (9th ed.). McGraw-Hill Education.
2. Myers, D. G. (2020). Social psychology (13th ed.). McGraw-Hill Education.
3. Aronson, E., Wilson, T. D., & Akert, R. M. (2019). Social psychology (10th ed.). Pearson Education.
4. Schwartz, B., Goff, P., & Laye-Gindin, H. (2019). Exploring social psychology: An introduction (8th ed.). McGraw-Hill Education.
5. Baumeister, R. F., & Bushman, B. J. (2020). Social psychology and human nature (5th ed.). Cengage Learning.

Recommended Readings

1. Atkinson, John (1966) An Introduction to Motivation, New York: D. Van Nostrand Co. Inc.
2. Bee Helen L., Mitchell Sandra K. (1984). The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers.
3. Berry, John W., Mishra R. C., Tripathi R. C. (2003) Psychology in Human and Social Development, London: Sage Publications.



4. Bischof Ledbord, J. (1970). *Interpreting Personality Theories*, New York: Harper International.
5. Cameron Norman (1969). *Personality Development and Psychopathology*, Bombay: Vakils, Feffer and Simons Pvt. Ltd.
6. Gardner, Murphy (1964). *An Introduction to Psychology*, Calcutta: Oxford and IBH, Publishing Co.
7. Hurlock, Elizabeth (1976). *Personality Development*, New Delhi: Tata McGraw Hill, Publishing Co. Ltd.
8. Lawrence, Cole (1953) *Human Behavior*, New York: World Book Company
9. Mangal, S. K. (2007). *General Psychology*, New Delhi: Sterling Publisher Pvt. Ltd.
10. Mclonnell James V. (1977). *Understanding Human Behaviour*, New York: Holt, Rinehart and Winston
11. Munn Norman (1955). *The Evaluation and Growth of Human Behaviour*, Boston Houghton Mifflin Company
12. PervinLowrence A. (1975). *Personality: Theory, Assessment and Research*, New York: Johnwiley and Sons Inc.
13. Sadan. *Life Skill Training Module*, Jaipur 2005.
14. Munn, Norman (1962) *Introduction to Psychology*, Boston: Houghton Mifflin Company



SBU24SO3VAC200: PARTICIPATORY RURAL APPRAISAL (PRA) AND RAPID RURAL APPRAISAL (RRA) TECHNIQUES

Type of Course	VAC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the concepts, terminologies, and principles of Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA), including their uses and the role of a PRA facilitator.	U
CO2	Learn about basic PRA tools such as brainstorming, focus groups, participatory interviews, mapping, transect walks, timeline techniques, and various analysis methods like SWOT and problem tree mapping.	U
CO3	Gain practical experience in applying PRA tools through hands-on sessions, enabling proficiency in their use and interpretation.	A
CO4	Develop skills in facilitating participatory processes, fostering inclusivity, and empowering communities to actively participate in decision-making and problem-solving	A
CO5	Understand the strengths and limitations of different PRA tools, and learn how to select and adapt them effectively to various community contexts and research needs.	An

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	2	-	-	-	-
CO2	-	-	-	-	-	2	-	-	-	-
CO3	-	-	-	-	-	-	-	-	2	-
CO4	-	-	-	-	-	-	-	1	1	-
CO5	-	-	-	-	-	1	-	1	1	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	x	x	x
CO2	-	x	-	x	x	x
CO3	-	x	x	x	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x



Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Understanding PRA and RRA (15 Hrs)				
Definition	1.1	1	2	Lecture
Terminologies	1.2	1	2	Lecture
Principles of PRA and RRA	1.3	1	2	Lecture
Uses of PRA and RRA	1.4	1	3	Lecture
Role and Qualities of PRA facilitator	1.5	1	3	Lecture
Comparisons And Contrasts Between PRA And RRA.	1.6	1	3	Lecture
Module 2: Basic PRA Tools (15 Hrs)				
Brainstorming	2.1	1	1	Interactive Method
Focus Group Discussion	2.2	1	1	Interactive Method
Participatory semi- structured interview	2.3	1	1	Interactive Method
Participatory mapping and modeling	2.4	1	1	Interactive Method
Transect walk	2.5	1	1	Interactive Method
Time line technique	2.6	1	2	Interactive Method
Seasonal calendar				
Venn diagram	2.7	1	2	Interactive Method
Matrix ranking or scoring	2.8	1	2	Interactive Method
Constraints Analysis- Problem Tree mapping	2.9	1	2	Interactive Method
SWOT Analysis	2.10	1	2	Interactive Method
Module 3 (15 Hrs)				
Practical sessions of the tools.	3.1	2,3,4,5	15	Interactive Method

Textbooks

1. Shanks, W. N., & Waterman, C. E. (2015). Participatory action research: Participatory praxis (2nd ed.). Sage Publications.
2. Tandon, R. (2014). Participatory data analysis. In U. Flick (Ed.), The SAGE Handbook of Qualitative Data Analysis (pp. 220-236). Sage Publications.

Reference

1. Pokharel, R. K., & Balla, M. K. (2003). A process for participatory rural appraisal. Institute of Forestry, Pokhara.
2. World Bank. (2003). Participatory rural appraisal.
3. Bartle, P. (2003). Methods of participatory appraisal. CSMED.
4. Van der Stichele, P. (1998). Participatory rural communication appraisal (PRCA). FAO.
5. Chatty, D. (1997). Social aspects and community participation. Queen Elizabeth House, University of Oxford.
6. Department for International Development. Social Development Department. (1995). Guidance note on how to do stakeholder analysis of aid projects and programmes.
7. Conyers, D. (1993). Guidelines on social analysis for rural area development planning. FAO.
8. Scrimshaw, N. S., & Gleason, G. R. (1992). Rapid assessment procedures. International Nutrition Foundation for Developing Countries



SEMESTER IV

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24SO4DSC200	Minor	The Masters of Indian Sociology	5	75	4



SBU24SO4DSC200: THE MASTERS OF INDIAN SOCIOLOGY

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the concept of caste, its implications in society, and how it is studied in comparative sociology.	U
CO2	Explore Indian civilization and culture, including the role of kinship systems and social anthropology in understanding societal structures.	A
CO3	Learn about M. N. Srinivas's contributions, such as Sanskritization and village studies, and their impact on social change in modern India.	A
CO4	Gain insight into A. R. Desai's work in rural sociology, the effects of industrialization and urbanization, and development studies in India.	U
CO5	Develop an understanding of social stratification and institutional leadership within the context of Indian society.	U

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	-	-	-
CO2	-	-	-	-	-	1	2	-	-	-
CO3	-	-	-	-	-	1	-	-	1	-
CO4	-	-	-	-	-	1	1	-	1	-
CO5	-	-	-	-	-	1	-	2	-	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Home Assignment	Quiz	Reflection Writing Assignment	Written Test	Team Project Report	
CO1	-	-	-	x	x	x
CO2	-	x	-	x	x	x
CO3	-	x	x	x	x	x
CO4	-	-	x	x	x	x
CO5	-	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: G S Ghurye (25 Hrs)				
Caste Studies	1.1	1	3	Lecture
Comparative Sociology	1.2	1	3	Lecture



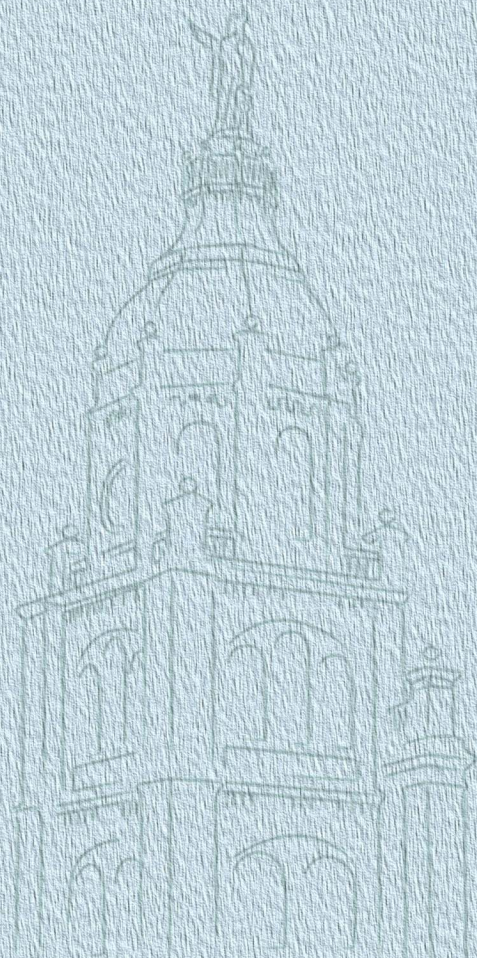
Indian Civilization and Culture	1.3	2	3	Lecture
Kinship Studies	1.4	2	3	Lecture
Social Anthropology	1.5	2	3	Lecture
Practicum	1.6	2	10	
Module 2: M N Srinivas (25 Hrs)				
Sanskritization	2.1	3	3	Lecture
Village Studies	2.2	3	3	Lecture
Westernization vs. Sanskritization	2.3	3	3	Lecture
Social Change in Modern India	2.4	3	3	Lecture
Institutional Leadership	2.5	5	3	Lecture
Practicum	2.6	3	10	
Module 3: A R Desai (25 Hrs)				
Rural Sociology in India	3.1	4	3	Lecture
Impact of Industrialization and Urbanization	3.2	4	3	Lecture
Development Studies	3.3	4	3	Lecture
Social Stratification	3.4	5	3	Lecture
Institutional Leadership	3.5	5	3	Lecture
Practicum	3.6	5	10	

Textbooks

1. Ghurye, G. S. (1957). Caste and Race in India (5th ed.). Popular Prakashan
2. Shah, A. M. (2006). The Indian Social Structure and Change (11th ed.). Oxford University Press.
3. Srinivas, M. N. (1996). Village Studies: The Asking of Questions (2nd ed.). Oxford University Press.
4. Desai, A. R. (1999). Social Stratification in India: An Explanation (2nd ed.). Popular Prakashan.
5. Ahluwalia, D. S. (2011). Rural Sociology in India (4th ed.). Sage Publications India.

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1. Ghurye, G. S. (1957). Caste and race in India (5th ed.). Popular Prakashan.
2. Ghurye, G. S. (1932). Indian social philosophy (2nd ed.). Popular Prakashan.
3. Srinivas, M. N. (1967). Society in India (2nd ed.). Allied Publishers Private Limited
4. Srinivas, M. N. (1955). The religion of the poor: Hindus of rural India (2nd ed.). Oxford University Press.
5. Desai, A. R. (1997). Rural sociology in India (5th ed.). Indian Institute of Advanced Study.
6. Singh, A. K. (2017). Rural sociology in India (6th ed.). Oxford University Press.
7. Cohn, B. S. (1967). India: The social anthropology of a civilization (1st ed.). University of California Press.
8. Appadurai, A. (2000). Modernity at large: Cultural dimensions of globalization (1st ed.). University of Chicago Press.
9. Narayan, D. (2000). In their own words: Voices from the underclass (1st ed.). Oxford University Press
10. Jeffrey, R. (2018). India's changing castes: Class, community and protest (2nd ed.). Bloomsbury Academic.



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