

Sacred Heart College (Autonomous)

Department of Sociology

BA Sociology

Course Plan

Academic Year: 2014 – 15

Semester IV

COURSE PLAN

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| PROGRAMME | BA Sociology | SEMESTER | 4 |
| COURSE TITLE | Evolution of the Philosophy of Science | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |

COURSE OBJECTIVES

Appreciate the role of science in all walks of life and the treatment of its themes in various literary formats

Critically engage with literary texts written in different languages and later translated into English.

Promote a new way of thinking which will encompass both science and literature

Facilitate communication between both science and literature

Apply the unfathomable power of literature and science in their writings and creative endeavors.

COURSE PLAN

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|--|------------------------|--------------------|---------------------|---------|
| What is Science- George Orwell | | | | |
| 1 | What is Science | Text | Lecture/interaction | |
| 2 | What is Science | Text | Discussion | |
| 3 | What is Science | Text | Reflections | |
| 4 | What is Science | Text | Discussion | |
| 5 | What is Science | Text | Quiz | |
| The Origin of Science-Will Durant | | | | |
| 6 | The Origin of Science | Text | Lecture/interaction | |
| 7 | The Origin of Science | Text | Discussion | |
| 8 | The Origin of Science | Text | Reflections | |
| 9 | The Origin of Science | Text | Discussion | |
| 10 | The Origin of Science | Text | Discussion | |
| 11 | The Origin of Science | Text | Quiz | |
| The Scientific Outlook-C V Raman | | | | |
| 12 | The Scientific Outlook | Text | Lecture/interaction | |
| 13 | The Scientific Outlook | Text | Discussion | |
| 14 | The Scientific Outlook | Text | Reflections | |
| 15 | The Scientific Outlook | Text | Reflections | |
| 16 | The Scientific Outlook | Text | Discussion | |
| 17 | The Scientific Outlook | Text | Discussion | |

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| 18 | The Scientific Outlook | Text | Quiz | |
| Our Picture of the Universe – Stephen Hawking | | | | |
| 19 | Our Picture of the Universe | Text | Lecture/interaction | |
| 20 | Our Picture of the Universe | Text | Discussion | |
| 21 | Our Picture of the Universe | Text | Reflections | |
| 22 | Our Picture of the Universe | Text | Reflections | |
| 23 | Our Picture of the Universe | Text | Discussion | |
| 24 | Our Picture of the Universe | | Discussion | |
| Our Ancestors – Carl Sagan | | | | |
| 25 | Our Ancestors | Text | Lecture/interaction | |
| 26 | Our Ancestors | Text | Discussion | |
| 27 | Our Ancestors | Text | Reflections | |
| 28 | Our Ancestors | Text | Reflections | |
| 29 | Our Ancestors | Text | Discussion | |
| 30 | Our Ancestors | | Quiz | |
| Literature and Science-Aldous Huxley | | | | |
| 30 | Literature and Science | Text | Lecture/interaction | |
| 31 | Literature and Science | Text | Discussion | |
| 32 | Literature and Science | Text | Reflections | |
| 33 | Literature and Science | Text | Reflections | |
| 34 | Literature and Science | Text | Discussion | |
| 35 | Literature and Science | Text | Discussion | |
| 36 | Literature and Science | Text | Quiz | |

Literature and Ecology- William Rueckert

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|----|------------------------|------|-----------------------|--|
| 37 | Literature and Ecology | Text | Lecture / interaction | |
| 38 | Literature and Ecology | Text | Lecture | |
| 39 | Literature and Ecology | Text | Interaction | |
| 40 | Literature and Ecology | Text | Lecture | |
| 41 | Literature and Ecology | Text | Discussion | |
| 42 | Literature and Ecology | Text | Interaction | |
| 43 | Literature and Ecology | Text | Discussion | |
| 44 | Literature and Ecology | Text | Discussion | |
| 45 | Literature and Ecology | Text | Quiz | |

Science and Society – Albert Einstein

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|----|---------------------|------|-----------------------|--|
| 46 | Science and Society | Text | Lecture / interaction | |
| 47 | Science and Society | Text | Lecture | |
| 48 | Science and Society | Text | Interaction | |
| 49 | Science and Society | Text | Lecture | |
| 50 | Science and Society | Text | Discussion | |
| 51 | Science and Society | Text | Interaction | |
| 52 | Science and Society | Text | Discussion | |
| 53 | Science and Society | Text | Lecture / interaction | |
| 54 | Science and Society | Text | Quiz | |

A Little Bit of What You Fancy – Desmond Morris

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| 55 | A Little Bit of What You Fancy | Text | Lecture | |
| 56 | A Little Bit of What You Fancy | Text | Analysis | |

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| 57 | A Little Bit of What You Fancy | Text | Reflections | |
| 58 | A Little Bit of What You Fancy | Text | Discussions | |
| Unit 2: Moxon's Master – Ambrose Bierce | | | | |
| 59 | Moxon's Master | Text | Lecture | |
| 60 | Moxon's Master | Text | Analysis | |
| 61 | Moxon's Master | Text | Reflections | |
| 62 | Moxon's Master | Text | Discussions | |
| 63 | Moxon's Master | Text | Interaction | |
| The Stolen Bacillus – H.G.Wells | | | | |
| 64 | The Stolen Bacillus | Text | Lecture | |
| 65 | The Stolen Bacillus | Text | Analysis | |
| 66 | The Stolen Bacillus | Text | Reflections | |
| 67 | The Stolen Bacillus | Text | Discussions | |
| 68 | The Stolen Bacillus | Text | Quiz | |
| EPICAC – Kurt Vonnegut | | | | |
| 69 | EPICAC | Text | Lecture | |
| 70 | EPICAC | Text | Analysis | |
| 71 | EPICAC | Text | Reflections | |
| 72 | EPICAC | Text | Discussions | |
| The Comet – JayantNarlikar | | | | |
| 73 | The Comet | Text | Lecture | |
| 74 | The Comet | Text | PPT/Video | |
| 75 | The Comet | Text | Analysis | |
| 76 | The Comet | Text | Discussion | |
| The Last War – Neil Grant | | | | |

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|--|-----------------------------------|------|-----------------------|--|
| 77 | The Last War – Neil Grant | Text | Lecture | |
| 78 | The Last War – Neil Grant | Text | PPT/Video | |
| 79 | The Last War – Neil Grant | Text | Analysis | |
| 80 | The Last War – Neil Grant | Text | Discussion | |
| Cyberscripture Part 1 : Unplugged- G L Horton | | | | |
| 81 | Cyberscripture Part 1 : Unplugged | Text | Lecture | |
| 82 | Cyberscripture Part 1 : Unplugged | Text | PPT/Video | |
| 83 | Cyberscripture Part 1 : Unplugged | Text | Analysis | |
| 84 | Cyberscripture Part 1 : Unplugged | Text | Discussion | |
| 85 | Cyberscripture Part 1 : Unplugged | Text | Lecture | |
| 86 | Cyberscripture Part 1 : Unplugged | Text | PPT/Video | |
| 87 | Cyberscripture Part 1 : Unplugged | Text | Analysis | |
| 88 | Cyberscripture Part 1 : Unplugged | Text | Discussion | |
| Revision | | | | |
| 89 | Syllabus | Text | Quiz/ Interaction | |
| 90 | Syllabus | Text | Quiz / Interaction | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc.) |
|---|--------------------|---|
| 1 | By February | Prepare a review of any book/Article that inspired you most |

References

Philosophy of Science

COURSE PLAN

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|--------------|-----------------------------------|-----------|----|
| PROGRAMME | BACHELOR OF ARTS - SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | CULTURE AND CIVILIZATION OF INDIA | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |

| COURSE OBJECTIVES |
|---|
| Identify the socio-cultural aspects of literary works in different periods. |
| Student will be able to recognise the social significance of a literary work in any language. |
| Identify the relation between society and literature and analyse the cultural changes. |
| Develop creative thinking capacity through Essays. |
| Connect the cultural trends to literary forms. |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|-----------------|--|--------------------|-----------------|---------|
| MODULE I | | | | |
| 1 | Sanskriti Ki Kahani Introduction About The Author | Lecture/PPT | Q & A Session | |
| 2 | Sanskriti Ki Kahani | Lecture | | |
| 3 | Sanskriti Aur Apsanskriti Introduction about the Author | Lecture/PPT | | |
| 4 | Sanskriti Aur Apsanskriti | Lecture/Discussion | | |
| 5 | Sanskriti Ki Kahani | Lecture | | |
| 6 | Sanskriti Ki Kahani | Lecture/PPT | | |
| 7 | Sanskriti Aur Apsanskriti | Lecture/Discussion | | |
| 8 | Sanskriti Aur Apsanskriti | Interaction | | |
| 9 | Sanskriti Ki Kahani | Lecture | | |
| 10 | Sanskriti Ki Kahani | Lecture/Discussion | | |
| 11 | Sanskriti Aur Apsanskriti | Lecture | | |
| 12 | Sanskriti Aur Apsanskriti | Interaction | Seminar | |
| 13 | Sanskriti Ki Kahani | Lecture | | |
| 14 | Sanskriti Ki Kahani | Lecture | | |
| 15 | Revision | Lecture/Discussion | | |
| 16 | Sanskriti Aur Apsanskriti | Interaction | Seminar | |
| 17 | Sanskriti Aur Apsanskriti | Lecture/PPT | | |
| 18 | Revision | Interaction | Seminar | |
| 19 | Bharateeya Sanskriti Introduction about the Author | Lecture/PPT | | |

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|----|---|--------------------|---------------|--|
| 20 | Bharateeya Sanskruti | Lecture | | |
| 21 | Ham Sanskruti Mei Nahi Vikruti Mei Vikasit Ho Rehe Hain Introduction About The Author | Lecture/PPT | | |
| 22 | Bharateeya Sanskruti | Lecture | | |
| 23 | Bharateeya Sanskruti | Lecture/Discussion | | |
| 24 | Ham Sanskruti Mei Nahi Vikruti Mei Vikasit Ho Rehe Hain | Lecture/PPT | | |
| 25 | Bharateeya Sanskruti | Lecture | | |
| 26 | Bharateeya Sanskruti | Lecture/Discussion | Seminar | |
| 27 | Revision | Lecture | | |
| 28 | Revision | Lecture/Discussion | | |
| 29 | Revision | Interaction | | |
| 30 | CIA I (1 Hr Exam) | | | |
| | MODULE II | | | |
| 31 | Bharateeya Sanskruti | Lecture | Q & A Session | |
| 32 | Ham Sanskruti Mei Nahi Vikruti Mei Vikasit Ho Rehe Hain | Lecture/Discussion | | |
| 33 | Ham Sanskruti Mei Nahi Vikruti Mei Vikasit Ho Rehe Hain | Lecture | | |
| 34 | Bharateeya Sanskruti | Lecture/Discussion | | |
| 35 | Bharateeya Sanskruti | Lecture/Discussion | | |
| 36 | Revision | Interaction | | |
| 37 | Ham Sanskruti Mei Nahi Vikruti Mei Vikasit Ho Rehe Hain | Lecture | | |
| 38 | Revision | Lecture/Discussion | | |
| 39 | Loktantra Ek Dharma Hai Introduction About The Author | Lecture/PPT | | |
| 40 | Loktantra Ek Dharma Hai | Lecture | | |
| 41 | Loktantra Ek Dharma Hai | Lecture/Discussion | | |
| 42 | Atankwad Aur Hum Introduction About The Author | Lecture/Discussion | | |
| 43 | Atankwad Aur Hum | Lecture/Discussion | | |
| 44 | Loktantra Ek Dharma Hai | Lecture | | |
| 45 | Loktantra Ek Dharma Hai | Lecture/Discussion | Seminar | |
| 46 | Atankwad Aur Hum | Discussion | | |
| 47 | Atankwad Aur Hum | Lecture/Discussion | | |
| 48 | Atankwad Aur Hum | Lecture | | |
| 49 | Loktantra Ek Dharma Hai | Lecture | | |
| 50 | Loktantra Ek Dharma Hai | Lecture/Discussion | | |
| 51 | Revision | Discussion | | |
| 52 | Atankwad Aur Hum | Lecture | | |
| 53 | Atankwad Aur Hum | Lecture/Discussion | | |
| 54 | Atankwad Aur Hum | Lecture/PPT | | |

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| 55 | Mahanom Ka Manwantar Introduction About The Author | Lecture/Discussion | | |
| 56 | Mahanom Ka Manwantar | Discussion | | |
| 57 | Atankwad Aur Hum | Lecture/PPT | | |
| 58 | Atankwad Aur Hum | Lecture | | |
| 59 | Revision | Lecture/Discussion | Seminar | |
| 60 | Mahanom Ka Manwantar | Lecture | | |
| 61 | Mahanom Ka Manwantar | Lecture/Discussion | | |
| 62 | CIA II (2 Hrs Exam) | | | |
| MODULE III | | | | |
| 63 | Keral Itihas Ke Jharokhe Se Introduction About The Author | Lecture/PPT | Q & A Session | |
| 64 | Keral Itihas Ke Jharokhe Se | Lecture | | |
| 65 | Keral Itihas Ke Jharokhe Se | Lecture/Discussion | | |
| 66 | Mahanom Ka Manwantar | Lecture | | |
| 67 | Mahanom Ka Manwantar | Lecture/Discussion | | |
| 68 | Keral Itihas Ke Jharokhe Se | Lecture | | |
| 69 | Mahanom Ka Manwantar | Lecture | | |
| 70 | Samajik Kranti Ka Agradoot Sree Narayan Guru Introduction About The Author | Lecture/PPT | | |
| 71 | Samajik Kranti Ka Agradoot Sree Narayan Guru | Lecture | | |
| 72 | Sabhyata Ka Rahasya Introduction About The Author | Lecture/PPT | | |
| 73 | Sabhyata Ka Rahasya | Lecture | | |
| 74 | Sabhyata Ka Rahasya | Lecture/Discussion | Seminar | |
| 75 | Samajik Kranti Ka Agradoot Sree Narayan Guru | Lecture | | |
| 76 | Samajik Kranti Ka Agradoot Sree Narayan Guru | Lecture | | |
| 77 | Sabhyata Ka Rahasya | Lecture/Discussion | | |
| 78 | Sabhyata Ka Rahasya | Lecture/Discussion | | |
| 79 | Samajik Kranti Ka Agradoot Sree Narayan Guru | Lecture/PPT | | |
| 80 | Samajik Kranti Ka Agradoot Sree Narayan Guru | Lecture/Discussion | Seminar | |
| 81 | Dalit Andolan Aur Ayyankali Introduction about the Author | Lecture | | |
| 82 | Dalit Andolan Aur Ayyankali | Lecture/Discussion | | |
| 83 | Dalit Andolan Aur Ayyankali | Lecture | | |
| 84 | Dalit Andolan Aur Ayyankali | Lecture/Discussion | | |
| 85 | Dalit Andolan Aur Ayyankali | Lecture | | |
| 86 | Dalit Andolan Aur Ayyankali | Lecture/Discussion | Seminar | |

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| 87 | Seminar | | | |
| 88 | Seminar | | | |
| 89 | Revision | | | |
| 90 | Evaluation of the course | | | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines (BA Sociology)

| SL NO | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|-------|-----------------------|---|
| 1 | Assignment (February) | Review of a lesson based on the textbook and reference, Writing (Individual) |
| 2 | Seminar (February) | Presentation on a given topic based on the text book and reference – oral (Individual) |

GROUP ASSIGNMENTS/ACTIVITIES – Details & Guidelines

| SL NO | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|-------|--------------------|---|
| 1 | January | Analyse an essay based on the text book. (Group Discussion). |
| 2 | January | Write a general essay based on cultural studies. (Group Activity). |

References

- Adhunik Sahitya Ki Pravritiyan, Dr. Namvar Singh, Lokbharati Prakashan, New Delhi .
- Sanskruti Ka Tana Bana, Dr. Abha Gupta Thakur, Vani Prakashan, New Delhi .

Web resource references:

- epustakalay.com
- www.hindikunj.com

COURSE PLAN

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|--------------|---------------------|-----------|----|
| PROGRAMME | BA SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | ഗദ്യം രചനാപരിചയം | CREDITS | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |

| COURSE OBJECTIVES |
|---|
| ഭാഷ, എഴുത്ത്, രചനാപരിശീലനം എന്നീ ശേഷികളെ മനസ്സിലാക്കുക |
| ഉപന്യാസരചനാതത്വങ്ങൾ, പാദവാക്യഘടന എന്നീ ശേഷികളെ മനസ്സിലാക്കുക |
| സാഹിത്യനിരൂപണം, രാഷ്ട്രീയദർശനം, മാധ്യമ പഠനം എന്നിങ്ങനെ വിവിധങ്ങളായ ഗദ്യവ്യവഹാരങ്ങളുടെ മികച്ച മാതൃകകൾ പരിചയപ്പെടുത്തുക |
| വായനാഭിരുചി വർദ്ധിപ്പിക്കുക |
| വ്യാവഹാരിക തലത്തിൽ മാതൃഭാഷാപ്രയോഗിക്കുവാനുള്ള കഴിവ് നേടുക |

| Session | Topic | Teaching method | Learning Resources | Remarks |
|-----------------|--------------------|-----------------|--------------------|---------|
| Module I | | | | |
| 1 | ഭാഷാചരിത്രം -ആമുഖം | Lecturing | സാഹിത്യചരിത്രങ്ങൾ | |
| 2 | ഭാഷാചരിത്രം -ആമുഖം | Lecturing | സാഹിത്യചരിത്രങ്ങൾ | |
| 3 | ക്രിയാത്മക രചന | Discussion | Text | |
| 4 | ക്രിയാത്മക രചന | Reading | Text | |
| 5 | സർഗാത്മകരചന | Demonstrating | Text | |
| 6 | സർഗാത്മകരചന | Lecturing | | |
| 7 | സർഗാത്മകരചന | Discussion | Text | |
| 8 | ഭാഷാപ്രയോഗങ്ങൾ | Demonstrating | Text | |
| 9 | ഭാഷാപ്രയോഗങ്ങൾ | Reading | Text | |
| 10 | ഭാഷാപ്രയോഗങ്ങൾ | Discussion | Text | |
| 11 | വാക്യരചന | Demonstrating | സാഹിത്യചരിത്രങ്ങൾ | |
| 12 | വാക്യരചന | Discussion | Text | |
| 13 | വാക്യരചന | Discussion | Text | |
| 14 | മാനകഭാഷ | Reading | സാഹിത്യചരിത്രങ്ങൾ | |
| 15 | മാനകഭാഷ | Demonstrating | Text | |
| 16 | ഭാഷാഭേദങ്ങൾ | Discussion | Text | |
| 17 | ഭാഷാഭേദങ്ങൾ | Discussion | Text | |
| 18 | വാക്യം യുക്തിയും | Demonstrating | Text | |
| 19 | വിമർശനാത്മക ചിന്ത | lecturing | Text | |
| 20 | വിമർശനാത്മക ചിന്ത | Discussion | | |
| 21 | വിമർശനാത്മക ചിന്ത | Discussion | Text | |

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| 22 | സന്ധികാര്യം | lecturing | Text | |
| 23 | സന്ധികാര്യം | Discussion | Text | |
| 24 | സന്ധികാര്യം | Discussion | | |
| 25 | അർത്ഥപരിണാമം | lecturing | Text | |
| 26 | അർത്ഥപരിണാമം | Discussion | Text | |
| 27 | വിവർത്തനം | lecturing | Text | |
| 28 | വിവർത്തനം | Discussion | | |
| 29 | ചിഹ്നം | Lecturing | Text | |
| 30 | ചിഹ്നം | Lecturing | | |
| 31 | നവപാഠങ്ങൾ | Discussion | Text | |
| 32 | ഭാഷയുടെ ഘടന | Lecturing | Text | |
| 33 | സ്ഥല പേരുകളുടെ രൂപമാറ്റം | Reading | Text | |
| 34 | പത്രഭാഷ | Discussion | | |
| 35 | യന്ത്ര ഏഴുത്ത് | Discussion | Text | |
| 36 | ഉപന്യാസരചന | Lecturing | Text | |
| | | Module II | | |
| 37 | മഹാകവിയുടെ ശില്പശാലയിൽ | Reading | Text | |
| 38 | മഹാകവിയുടെ ശില്പശാലയിൽ | Discussion | | |
| 39 | മഹാകവിയുടെ ശില്പശാലയിൽ | Discussion | Text | |
| 40 | മതനവീകരണം മതനിരപേക്ഷത | Lecturing Discussion | Text | |
| 41 | മതനവീകരണം മതനിരപേക്ഷത | Reading | Text | |
| 42 | പെൺവഴി രചനയുടെ മെയ്യും ഉയിരും | Discussion | | |
| 43 | ജനനാന്തരസൗഹൃദങ്ങൾ | Discussion | Text | |
| 44 | പെൺവഴി രചനയുടെ മെയ്യും ഉയിരും | Lecturing | Text | |
| 45 | ജനനാന്തരസൗഹൃദങ്ങൾ | Lecturing | Text | |
| 46 | ജനനാന്തരസൗഹൃദങ്ങൾ | Reading | Text | |
| 47 | ജനനാന്തരസൗഹൃദങ്ങൾ | Discussion | Text | |
| | | Module III | | |
| 48 | സാവിത്രിയുടെ മൈന | Discussion | Text | |
| 49 | സാവിത്രിയുടെ മൈന | Reading Discussion | Text | |
| 50 | സാവിത്രിയുടെ മൈന | Discussion | Text | |
| 51 | നാനോടെക്നോളജി | Lecturing | Text | |
| 52 | നാനോടെക്നോളജി | Discussion | Text | |
| 53 | നാനോടെക്നോളജി | Lecturing | Text | |
| 54 | വി .ടി യുടെ വീട് ലോകം | Reading Discussion | Text | |
| 55 | വി .ടി യുടെ വീട് ലോകം | Discussion | Text | |
| 56 | വി .ടി യുടെ വീട് ലോകം | Discussion | Text | |

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| 57 | നവോത്ഥാനത്തിന്റെ പാഠങ്ങൾ | Lecturing | Text | |
| 58 | നവോത്ഥാനത്തിന്റെ പാഠങ്ങൾ | Discussion | | |
| 59 | നവോത്ഥാനത്തിന്റെ പാഠങ്ങൾ | Lecturing Discussion | Text | |
| 60 | കേരളഹോക്ലോർ | Reading | Text | |
| 61 | കേരളഹോക്ലോർ | Lecturing | Text | |
| 62 | കേരളഹോക്ലോർ | Discussion | Text | |
| 63 | കേരളഹോക്ലോർ | Discussion | Text | |
| 64 | കേരളഹോക്ലോർ | Reading | Text | |
| 65 | കേരളഹോക്ലോർ | Reading | Text | |
| 66 | കേരളഹോക്ലോർ | Lecturing | Text | |
| 67 | കേരളഹോക്ലോർ | Reading | Text | |
| 68 | കേരളഹോക്ലോർ | Lecturing | Text | |
| 69 | കേരളഹോക്ലോർ | Reading | Text | |
| 70 | കലയും സമൂഹവും | Discussion | Text | |
| 71 | കലയും സമൂഹവും | Discussion | Text | |
| 72 | കലയും സമൂഹവും | Discussion | Text | |
| 73 | സംവാദം | Discussion | Text | |
| 74 | സംവാദം | Discussion | Text | |
| 75 | സംവാദം | Discussion | Text | |
| | | Module IV | | |
| 76 | വർത്തമാന പത്രം വായനക്കുമുൻപുള്ള വർത്തമാനങ്ങൾ | Discussion | Text | |
| 77 | വർത്തമാന പത്രം വായനക്കുമുൻപുള്ള വർത്തമാനങ്ങൾ | Discussion | Text | |
| 78 | വർത്തമാന പത്രം വായനക്കുമുൻപുള്ള വർത്തമാനങ്ങൾ | Discussion | Text | |
| 79 | കാലാവസ്ഥാ മാറ്റവും തീരദേശ ജൈവവൈവിധ്യവും | Discussion | Text | |
| 80 | കാലാവസ്ഥാ മാറ്റവും തീരദേശ ജൈവവൈവിധ്യവും | Discussion | Text | |
| 81 | കാലാവസ്ഥാ മാറ്റവും തീരദേശ ജൈവവൈവിധ്യവും | Discussion | Text | |
| 82 | കാലാവസ്ഥാ മാറ്റവും തീരദേശ ജൈവവൈവിധ്യവും | Discussion | Text | |
| 83 | Revision | Discussion | Text | |
| 84 | സെമിനാർ | Presentation | Text | |
| 85 | സെമിനാർ | Discussion | Text | |
| 86 | സെമിനാർ | Presentation | Text | |

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|----|----------------------|--------------|------|--|
| 87 | സെമിനാർ | Discussion | Text | |
| 88 | സെമിനാർ | Presentation | Text | |
| 89 | സെമിനാർ | Discussion | Text | |
| 90 | Evaluation of course | Discussion | Text | |

ASSIGNMENTS

| Sl no | Date of submission/completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|-------|-------------------------------|---|
| 1 | By February | ഉപന്യാസതത്വങ്ങൾ വിവരിക്കുക |
| 2 | | മലയാളഭാഷയും കേരളീയ സമൂഹവും |

SEMINAR

| | Date of submission/completion | Topic of semiar & Nature of seminar (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|-------------------------------|--|
| 1 | By February | പാഠഭാഗങ്ങളുടെ അവതരണം |
| 2 | | പാഠഭാഗങ്ങളുടെ അവതരണം |

Reference :

1. സമ്പൂർണ്ണ മലയാള സാഹിത്യചരിത്രം-എഡിറ്റർ :പന്മന രാമചന്ദ്രൻ നായർ
2. മലയാളത്തിന്റെ ഭാവി -കെ. സേതുരാമൻ
3. എഴുത്തിന്റെ വഴികൾ - എം .ജി . യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം
- 4.ഗദ്യവിതാനം- എം .ജി . യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

Course Plan

| | | | |
|--------------|--|-----------|----|
| PROGRAMME | BACHELOR OF ARTS,SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | HISORICAL SURVEY OF SANSKRIT LITERATURE AND KERALA CULTURE | CREDIT | 4 |
| HOURS/WEEK | 4 | HOURS/SEM | 90 |

| COURSE OBJECTIVES |
|---|
| Students familiarize the Culture and Civiliazation |
| Students understand the influence of Epic and in Indian Literature |
| Students get an awareness about Indian classical poetic tradition |
| Students familiarize the Mahakavyas and It's Influence |
| Students identify the values and philosophy in Sanskrit literature |
| Students get an awareness about Indian Philosophers and renovators in Kerala |
| Understand the tools to beautify the literature through Drama and Translation |
| Students identify the richness of Indian Literature |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|-----------------|--|--------------------|-----------------|---------|
| MODULE I | | | | |
| 1 | Introducing the importance of epic | Lecture | Q & A Session | |
| 2 | Valmiki's Ramayana | Discussion | | |
| 3 | Ramayana story | Lecture | | |
| 4 | Development of Ramayana | Lecture | | |
| 5 | Seven kandas | Lecture | | |
| 6 | Arguments of Prof.Jacobi | Chalk n talk | | |
| 7 | Addition of two kandas | Lecture | | |
| 8 | The date of ramayana | Chalk n talk | | |
| 9 | Balakanda, Ayodhyakanda | Lecture | | |
| 10 | Aaranyakanda, kishkindakanda | Lecture | | |
| 11 | Sundarakanda, Yudhakanda | Discussion | | |
| 12 | Utharakanda | Discussion | | |
| 13 | Influence of Ramayana in Indian literature | PPT/Lecture | | |
| 14 | Mahabharatham-Introduction | PPT/ Lecture | Quiz | |
| 15 | Eighteen Parvas | PPT/ Lecture | | |
| 16 | The date of mahabharatham | PPT/Lecture | | |

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|------------|---|--------------|---------------|--|
| 17 | First stage - jayam | Chalk n talk | | |
| 18 | Second stage -Bharatham | Lecture | | |
| 19 | Third Stage -mahabharatham | Lecture | | |
| 20 | Authorship of Mahabharatham | Lecture | | |
| 21 | The numbers of sloka –More than 1 lakh | Game | | |
| 22 | The content of Bharatham | Game | | |
| 23 | Moralities in Bharatham | PPT/Lecture | | |
| 24 | Bhagavad Geetha | PPT/Lecture | Video | |
| 25 | The influence of Bharatham in later Indian literature | Lecture | | |
| 26 | Harivamsham | Lecture | | |
| CIA-1 | | | | |
| 27 | Purusharthas | Lecture | | |
| 28 | The Fifth veda | Chalk n talk | | |
| 29 | Commentary on Bharatham | Chalk n talk | | |
| 30 | Revision | | | |
| MODULE II | | | | |
| 31 | Introduction -Panchamahakavyas | Lecture | Q & A Session | |
| 32 | Kumarasambava | Lecture | | |
| 33 | Content of Kumarasambava | | | |
| 34 | Raghuvamsha | Lecture | | |
| 35 | Content of Raghuvamsha | Lecture | | |
| 36 | Kiratharjuneeyam | Lecture | | |
| 37 | Content of Kiratharjuneeyam | Lecture | | |
| 38 | Shishupalavadham | PPT/Lecture | | |
| 39 | Content of Shishupalavadham | PPT/Lecture | | |
| 40 | Naishadhacharitham | PPT/Lecture | | |
| 41 | Content of Naishadhacharitham | Lecture | | |
| 42 | The importance of mahakakavya | Lecture | | |
| 43 | The authors of mahakavya | Chalk n talk | | |
| 44 | Revision | | | |
| MODULE III | | | | |
| 45 | Swapnavasavadatham | Discussion | | |
| 46 | Content | PPT/Lecture | | |
| 47 | Prathijnayaugandharayanam | PPT/ Lecture | | |
| 48 | Content | PPT/Lecture | | |
| 49 | Malavikaagnimithram | PPT/Lecture | | |
| 50 | Vikramorvasheeyam | PPT/ Lecture | | |
| 51 | Abhijnanashakunthalam | PPT/Lecture | Video | |
| 52 | Content | PPT/Lecture | | |
| 53 | Venisamharam | PPT/Lecture | | |
| 54 | Mrichakatikam | Lecture | | |
| 55 | Uthararamacharitham | Lecture | | |
| 56 | Ashcharyachudamani | PPT/Lecture | | |

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|------------------|-----------------------------------|--------------|------------------|--|
| 57 | Subhadradhananjayam | PPT/Lecture | | |
| 58 | The Influence of Dramas | PPT/Lecture | | |
| 59 | Revision | | | |
| MODULE IV | | | | |
| 60 | Shankaracharya | Lecture | | |
| 61 | Keralavarma Valiya koyi Thampuran | Lecture | | |
| 62 | Poorna Saraswathy | Chalk n talk | | |
| 63 | Sree Narayana guru | Lecture | | |
| 64 | Chattambi Swamikal | Lecture | Group discussion | |
| 65 | A.R.Rajarajavarma | Lecture | | |
| 66 | P.C.Devasya | PPT/Lecture | | |
| 67 | K.N.Ezhuthachan | PPT/Lecture | | |
| 68 | Dr.P.K.Narayana Pillai | PPT/Lecture | | |
| 69 | Melpathoor Narayana Bhattathiri | PPT/Lecture | | |
| 70 | Sukumara Kavi | Lecture | | |
| 71 | I.C Chacko | Lecture | | |
| 72 | Revision | | | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | 15/01/2015 | Kerala Philosophers |
| 2 | 21/01/2015 | The philosophy of Bhagavad Gita |

GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | 04/02/2015 | The Influence of Epics in Indian society |
| 2 | 24/02/2015 | Mahakavyas and Indian literature |

References

- 1.A Short History of Sanskrit Literature, T.K. Ramachandra Iyer
- 2.Samskrita Sahitya Caritram, ed. K. Kunjuni Raja and M.S. Menon, Kerala Sahitya Academi, Trissur
- 3.Samskrita Bhasayum Sahityavum, T.P. Balakrishnan
- 4.History of Sanskrit Literature, A B Keith
- 5.Facets of Indian Culture, P C Muralimadhavan

COURSE PLAN

| | | | |
|--------------|---|-----------|----|
| PROGRAMME | BA SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | U4CCFRN4A – AN ADVANCED COURSE IN FRENCH II | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |

COURSE OBJECTIVES

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|--|
| Understand the basic concepts of French language including grammar, vocabulary and sentence structure |
| Understand the basic communication skills necessary for living in France and French speaking countries. |
| Describe oneself and ones surroundings using a repertory of words and expressions in a simple and structured grammatical manner. |
| Develop business communication skills |
| Express an issue of concern including topics like environmental, social or health issues, enumerate its causes and consequences and suggest solutions |
| Understand the mannerisms, culture and tradition of France and Francophone countries and compare it to one's own country and develop co-cultural feeling |
| Understand and appreciate the history of France and Francophone countries and compare it to one's own country |
| Understand the special features of France including gastronomy, social institutions, politics, the present French scenario and compare it to one's own country |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|-----------------|---|----------------------|-----------------|---------|
| MODULE I | | | | |
| 1 | Revision of French Basics | Role play, games | Q & A Session | |
| 2 | French Basics | Chalk n talk | | |
| 3 | French Basics | Chalk and Talk | | |
| 4 | French Basics | Chalk and Talk | | |
| 5 | French Basics | Chalk and Talk | | |
| 6 | French Basics | Chalk and Talk | | |
| 7 | French Basics | Chalk and Talk | | |
| 8 | French Basics | Chalk and Talk | | |
| 9 | Describe a personality | Lecture | | |
| 10 | Edith Piaf | lecture | | |
| 11 | Interview a personality | Communication skills | | |
| 12 | Interview with Edith Piaf | Oral | | |
| 13 | famous people in your country | Oral | Quiz | |
| 14 | Narrate the life of a person of your choice | Communication Skills | | |
| 15 | Describe a locality | Communication Skills | | |
| 16. | Describe a locality in your country | Role play | | |
| 17. | Grammar – relative pronoun | Lecture, games | | |

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|-------------------|--|------------------------------|---------------|--|
| 18. | Sentence construction using relative pronoun | Games | | |
| 19. | Artistic movements | Debate/Discussion | | |
| 20 | Reading Comprehension | Understanding Skills | | |
| 21. | Reading Comprehension | Understanding Skills | | |
| 22. | Reading Comprehension | Understanding Skills | | |
| 23. | Vocabulary building | Games | | |
| 24 | Artistic movements | seminar | | |
| 25 | Artistic movements | Expression oral | | |
| 26. | Female artists French culture | Discussion | | |
| 27 | Female artists in India | Discussions | | |
| 28 | Female artists in India | Discussions ICT | Video | |
| 29 | French culture – | Discussions, comparison | | |
| 30 | Class test of Unit 1 | | | |
| MODULE II | | | | |
| 31 | Describe weather | Game | Q & A Session | |
| 32 | Weather forecast | Role play | | |
| 33 | Weather forecast in your country | Lecture | | |
| 34 | Causes and consequences of an issue | Games, Role plays | | |
| 35 | Describe ways of protecting environment | discussion | | |
| 36 | Vocabulary Building | Games | | |
| 37 | Global warming, green house effect | Lecture | | |
| 38 | Sentence Construction | Games | | |
| 39 | Grammar-futur tense | Roleplay, listening exercise | | |
| 40 | Describe future food habits | Roleplay | | |
| 41 | Describe future food habits | Lecture , role play | Quiz | |
| 42 | Cities in transition | Debate | | |
| 43 | Recycling | Games | | |
| 44 | Intercultural aspect | Lecture/Discussion | | |
| 45 | Revision | | | |
| 46 | Revision | | | |
| 47 | Revision | | | |
| 48 | Revision | | | |
| 49 | Revision | | | |
| 50 | Revision | | | |
| 51 | Revision | | | |
| CIA-1 | | | | |
| 52 | Discussion of CIA | | | |
| 53 | Vocabulary Building | Games | | |
| MODULE III | | | | |
| 54 | Organizing a party | PPT/Lecture | | |
| 55 | Writing an invitation | PPT/Lecture | | |
| 56 | Positive and negative reply to an invitation | PPT/Lecture | | |

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|------------------|--|------------------------------------|--|--|
| 57 | Vocabulary- body parts | PPT | | |
| 58 | Vocabulary-parts of the body, expressing pain | Music, GAMES | | |
| 59 | Explain problem which you face | Lecture/Role play | | |
| 60 | Mail on seeking advice, describing a problem | Role play | | |
| 61 | Telephonic conversation | Role play | | |
| 62 | Vocabulary Building | Games | | |
| 63 | Posting on a problem which you face | Roleplay | | |
| 64 | Giving advice/grammar-imperative | Chalk and talk, roleplay | | |
| 65 | webdoctor | Communication skills | | |
| 66 | Writing a mail and receiving response | Communication Skills | | |
| 67 | French Culture -Vacation sports | PPT/Discussion | | |
| 68 | Sports in India | Debate | | |
| 69 | Advantages of doing sports | Debate/Discussion | | |
| 70 | Famous authors- Moliere | Discussion | | |
| 71 | Clown – life of a clown | Discussion | | |
| CIA II | | | | |
| MODULE IV | | | | |
| 72 | French language in the world | Chalk and talk | | |
| 73 | French language in the world | Role play | | |
| 74 | Information on francophone countries | Role play | | |
| 75 | Describe a place, its past, its present and future | Discussion | | |
| 76 | Vocabulary Building | Games, Music | | |
| 77 | French movie | Audio visual | | |
| 78 | French Movie | Audio Visual | | |
| 79 | Francophone literature | Chalk n talk/Reading Comprehension | | |
| 80 | Francophone literature | Discussion | | |
| 81 | Francophone literature | Discussion | | |
| 82 | Francophone literature | Discussion | | |
| 83 | Francophone literature | Discussion | | |
| 84 | Revision | | | |
| 85 | Revision | | | |
| 86 | Revision | | | |
| 87 | Revision | | | |
| 88 | Revision | | | |
| 89 | Revision | discussion | | |
| 90 | Revision | discussion | | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | By February | Writing a resume of a francophone novel and its author |
| 2 | | roleplays |

References

Version Originale, site web

Course Plan

| | | | |
|--------------|---|-----------|----|
| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | INDIAN POLITY- GOVERNMENTAL MACHINERY AND PROCESSES | CREDIT | 4 |
| HOURS/WEEK | 6 | HOURS/SEM | 90 |

COURSE OBJECTIVES

Understand the various aspects of the constitution and its making.

Analyze the fundamental and theoretical concepts of Indian Constitution.

Understand about various rights, including political, civil, social, economic and cultural rights.

Generate insights into the state-society dynamics in India and its impact on the polity and governance.

Understand the structure and functioning of central and state government.

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|------------------|---|--------------------|-----------------|---------|
| MODULE I | | | | |
| 1 | Introduction on Indian National Movement | PPT/Lecture | Notes | |
| 2 | Perspectives on Indian National Movement- Colonialist Perspective | PPT/Lecture | Notes | |
| 3 | Perspectives on Indian National Movement- Nationalist Perspective | PPT/Lecture | Notes | |
| 4 | Perspectives on Indian National Movement- Marxist Perspective | PPT/Lecture | Notes | |
| 5 | Marxist Perspective | PPT/Lecture | Notes | |
| 6 | Dalit Perspective | PPT/Lecture | Notes | |
| 7 | The Subaltern studies perspective | PPT/Lecture | Notes | |
| 8 | Introduction to Constitution | PPT/Lecture | Notes | |
| 9 | Constitutional Development of India | PPT/Lecture | Notes | |
| 10 | Government of India Act, 1909 | PPT/Lecture | Notes | |
| 11 | Government of India Act, 1919 | PPT/Lecture | Notes | |
| 12 | Government of India Act, 1935 | PPT/Lecture | Notes | |
| 13 | Indian independence Act, 1945 | PPT/Lecture | Notes | |
| 14 | Making of the Indian Constitution | PPT/Lecture | Notes | |
| 15 | The Constituent Assembly of India – History and Evolution | PPT/Lecture | Notes | |
| 16 | Constituent Assembly | PPT/Lecture | Notes | |
| 17 | Major and Minor Committees | PPT/Lecture | Notes | |
| 18 | Drafting Committee | PPT/Lecture | Notes | |
| 19 | Criticism of constituent Assembly | PPT/Lecture | Notes | |
| 20 | Revision | | | |
| MODULE II | | | | |
| 21 | Salient Features of the Indian Constitution | PPT/Lecture | Notes | |
| 22 | Salient Features of the Indian Constitution | PPT/Lecture | Notes | |

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|-------------------|---|-------------|--------|--|
| 23 | Salient Features of the Indian Constitution | PPT/Lecture | Notes | |
| 24 | Salient Features of the Indian Constitution | PPT/Lecture | Notes | |
| 25 | The Preamble of the Indian Constitution | PPT/Lecture | Notes | |
| 27 | Key Elements in the Preamble of Indian Constitution | PPT/Lecture | Notes | |
| 28 | Key Elements in the Preamble of Indian Constitution | PPT/Lecture | Notes | |
| 29 | Fundamental Rights Introduction | PPT/Lecture | Notes | |
| 30 | Right to Equality | PPT/Lecture | Notes | |
| 31 | Right to Equality | PPT/Lecture | Notes | |
| 32 | Right to Freedom | PPT/Lecture | Notes | |
| 33 | Right to Freedom | PPT/Lecture | Notes | |
| 34 | Right against Exploitation | PPT/Lecture | Notes | |
| 35 | Right to freedom of Religion | PPT/Lecture | Notes | |
| 36 | Right to freedom of Religion | PPT/Lecture | Notes | |
| 37 | Right to Cultural and Educational Rights | PPT/Lecture | Notes | |
| 38 | Right to Constitutional Remedies | PPT/Lecture | Notes | |
| 39 | Writs | PPT/Lecture | Notes | |
| 40 | Fundamental Duties | PPT/Lecture | Notes | |
| 41 | Directive Principles of State Policy - Socialist principles | PPT/Lecture | Notes | |
| 42 | Gandhian and Liberal principles | PPT/Lecture | Notes | |
| 43 | Emerging Trends and Challenges | PPT/Lecture | Notes | |
| 44 | Emerging Trends and Challenges | PPT/Lecture | Debate | |
| 45 | Revision | | | |
| MODULE III | | | | |
| 46 | Federalism | PPT/Lecture | Notes | |
| 47 | Federal features of Indian constitution | PPT/Lecture | Notes | |
| 48 | Unitary features of Indian constitution | PPT/Lecture | Notes | |

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|------------------|--|-------------|-------|--|
| 49 | Unitary features of Indian constitution | PPT/Lecture | Notes | |
| 50 | Centre-state relations | PPT/Lecture | Notes | |
| 51 | Legislative Relations | PPT/Lecture | Notes | |
| 52 | Administrative relations | PPT/Lecture | Notes | |
| 53 | Administrative relations | PPT/Lecture | Notes | |
| 54 | Financial Relations | PPT/Lecture | Notes | |
| 55 | Financial Relations | PPT/Lecture | Notes | |
| 56 | Trends in Centre-State Relations | PPT/Lecture | Notes | |
| 57 | Inter-State Disputes | PPT/Lecture | Notes | |
| 58 | Inter-State Councils | PPT/Lecture | Notes | |
| 59 | Emerging Trends in Federalism | PPT/Lecture | Notes | |
| 60 | Reports of Various Commissions | PPT/Lecture | Notes | |
| 61 | Sarkaria Commission | PPT/Lecture | Notes | |
| 62 | Puncchi Commission | PPT/Lecture | Notes | |
| 63 | Grassroots Democracy | PPT/Lecture | Notes | |
| 64 | Evolution of Panchayati Raj System | PPT/Lecture | Notes | |
| 65 | Evolution of Panchayati Raj System | PPT/Lecture | Notes | |
| 66 | 73 rd Amendment act | PPT/Lecture | Notes | |
| 67 | 73 rd Amendment act | PPT/Lecture | Notes | |
| 68 | 74 th Amendment act | PPT/Lecture | Notes | |
| 69 | Significance of 73rd and 74th Amendments | PPT/Lecture | Notes | |
| 70 | Revision | | | |
| MODULE IV | | | | |
| 71 | Union Legislature- Council of States | PPT/Lecture | Notes | |
| 72 | Union Legislature - House of the people | PPT/Lecture | Notes | |
| 73 | Oath of Members, System of Election | PPT/Lecture | Notes | |

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|----|---|-------------|-------|--|
| 74 | Composition, Duration of Houses, Qualifications and Disqualifications | PPT/Lecture | Notes | |
| 75 | Speaker and Deputy Speaker of Lok Sabha | PPT/Lecture | Notes | |
| 76 | Chairman and Deputy Chairman of Rajya Sabha | PPT/Lecture | Notes | |
| 77 | Union Executive- The President | PPT/Lecture | Notes | |
| 78 | The Vice-President | PPT/Lecture | Notes | |
| 79 | The Prime Minister | PPT/Lecture | Notes | |
| 80 | The Council of Ministers | PPT/Lecture | Notes | |
| 81 | The Attorney General | PPT/Lecture | Notes | |
| 82 | State Legislature - Legislative Assembly | PPT/Lecture | Notes | |
| 83 | Legislative Council | PPT/Lecture | Notes | |
| 84 | State Executive- Governor | PPT/Lecture | Notes | |
| 85 | Chief Minister | PPT/Lecture | Notes | |
| 86 | State Council of Ministers | PPT/Lecture | Notes | |
| 87 | Judiciary | PPT/Lecture | Notes | |
| 88 | Judicial Review | PPT/Lecture | Notes | |
| 89 | Basic State Structure Doctrine | PPT/Lecture | Notes | |
| 90 | Amendment Procedure | PPT/Lecture | Notes | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | 2/12/2014 | Secularism in India |
| 2 | 28/1/2015 | Grassroots Democracy in India |

GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | 20/3/2015 | Mock Parliament |

References

- Dr. B.L. Fadia: Indian Government and Politics, Sahitya Bhawan Publications: Agra, 2007.
- D. D. Basu: An Introduction to the Constitution of India, New Delhi, And Prentice Hall: 2008.
- M. V. Pylee – An Introduction to Constitution of India, New Delhi, Vikas, 1998.

CORE COURSE: 5

| | | | |
|--------------|--------------------------------------|-----------|----|
| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | SOCIAL STRUCTURE AND CHANGE IN INDIA | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |

COURSE OBJECTIVES

Identify the Pluralistic nature of Indian society- the factors promoting unity as well as disunity

Understand the basic social institutions of Indian society

Critically evaluate the role of Caste in the socio-cultural life of the people as system of social stratification

Assess the ongoing process of change in the social structure by analyzing major economic, cultural and technological factors

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|--|---|-------------------------|-----------------|---------|
| Module I – Panorama of Indian Society | | | | |
| 1 2 3 4 5 6 7 8 9 | Pluralistic nature of Indian society : Geographic “ Religious “ Linguistics “ Ethnic “ | Lecture/PPT/Discussion | | |
| 10 11 12 13 14 15 16 17 18 19 20 | Hindu Social Organisation: Varna Dharma “ “ Ashrama Dharma “ “ Purusharthas “ Doctrine of Karma “ | Lecture/PPT/Discussion | | |
| 21 22 23 24 25 | Demographic features: Population size Sex Ratio Literacy Fertility, Morality - | Lecture/PPT/Discussion | | |
| 26 | Revision | | | |
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| MODULE II BASIC SOCIAL INSTITUTIONS | | | | |
| 27 28 29 30 31 32 36 37 | Family: Traditional Joint Family Features Merits Demerits Illom Tarawad Changes in Family “ | Lecture/PPT/ Discussion | | |
| 38 39 40 41 42 | Marriage: Definition, meaning Functions Types Hindu marriage | Discussion/Seminar | | |

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| 43 | “ | | | |
| 44 | “ | | | |
| 45 | Classical forms | | | |
| 46 | Muslim Marriage | | | |
| 47 | Talaq | | | |
| 48 | Christian marriage | | | |
| 49 | Divorce | Assignment/presentation | | |
| 50 | “ | | | |
| 51 | Dowry | | | |
| 52 | “ | | | |
| 53 | Kinship | PPT/Lecture | | |
| 54 | Types | | | |
| 55 | Terminologies | | | |
| 56 | Religion: Philosophies of Hinduism | PPT/Discussion | | |
| 57 | Islam | | | |
| 58 | Christianity | | | |
| 59 | Revision | | | |
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| MODULE III Caste Hierarchy | | | | |
| 60 | Chaturvarnya | PPT/Lecture | | |
| 61 | Caste system | | | |
| 62 | Features | | | |
| 63 | Functions | | | |
| 64 | Theories of origin of caste | PPT/Discussion | | |
| 65 | “ | | | |
| 66 | “ | | | |
| 67 | Caste politics | PPT/Seminar/Debate | | |
| 68 | Changing trends | | | |
| 69 | “ | | | |
| 70 | Revision | | | |
| MODULE IV Processes of Social Change | | | | |
| 71 | Cultural- process | Lecture/Discussion | | |
| 72 | Sanskritization | | | |
| 73 | “ | | | |
| 74 | Westernization | | | |
| 75 | “ | | | |
| 76 | Modernization | | | |

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|----|--|-------------------------------|--|--|
| 77 | “ | | | |
| 78 | Secularization | | | |
| 79 | “ | | | |
| 80 | Democratization | | | |
| 81 | “ | | | |
| 82 | Economic- process | Lecture/Discussion/Assignment | | |
| 83 | Industrialization | | | |
| 84 | Urbanization | | | |
| 85 | Liberalization | | | |
| 86 | Privatization | | | |
| 87 | Globalization | | | |
| 88 | “ | | | |
| 88 | Educational and Technological- Modern secular education | Lecture/Discussion | | |
| 89 | Information technology | | | |
| 90 | Revision | | | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | 5/11/2014 | Religious diversity in India |
| 2 | 12/12/2014 | Increasing trends of divorce |

GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|--------------------|--|
| 1 | 10/1/2015 | Caste should be legally abolished (Debate) |
| 2 | 20/1/2015 | Menace of Dowry (Group Discussion) |

References

1. Beteille Andre – Caste, Class & Power, University of California Press, Berkeley 1965
1. Gupta Dipankar (ed). Social Stratification, New Delhi:Oxford University Press,. 1991
- 3.Kar P.K. - Indian Society, Kalyani Publications, New Delhi 1998
- 4.Hutton, J.H. - Caste in India, Oxford University press, New Delhi 1963
- 5M. Haralambos with R.M. Heald – Sociology: Themes and perspectives – Oxford University Press, New Delhi, 2006.

CORE COURSE :6

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|--------------|--|-----------|----|
| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 4 |
| COURSE TITLE | U4CRSOC06 PERSPECTIVES ON INDIAN SOCIETY | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 75 |

| COURSE OBJECTIVES | |
|---|--|
| Understand the development of sociological thinking in India along with major issues of contextualization ,indigenization and globalization of knowledge ,colonial legacy | |
| Able to get thorough knowledge of indological approaches to the understanding of Indian society. | |
| Develop the knowledge about the possibilities and limitation of Marxist and subaltern perspectives | |
| Enabled to acquire the knowledge about structural and integrated perspectives in understanding Indian society | |

INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of submission/completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|-------------------------------|---|
| 1 | 20/12/16 17/1/16 | Assignments on General issues Assignments on Topics related to the syllabus |
| 2 | 15/12/16 | Report on outreach programme and visits |
| 3 | 17/12/16 | Present topics in class by students |

Assignments / Exercises – Details & Guidelines

Students are asked to submit assignments at every weekend
Conduct at least one outreach programme during a semester

| SESSIONS | TOPIC | LEARNING RESOURCES | REMARKS |
|----------|---|--------------------|---------|
| | Module-1 | | |
| 1 | Course Introduction | Lecture/discussion | |
| 2 | Need of Sociological understanding of Indian Society. | Lecture/discussion | |
| 3 | Briefing about concept of perspective | Lecture/discussion | |
| 4 | Colonial legacy of Indian sociology | Lecture/discussion | |
| 5 | Missionary discourses | | |
| 6 | Administrative discourses | | |
| 7 | Development of sociology in India in pre independent period | | |
| 8 | post independent period | | |
| 9 | Americanisation of Indian sociology, | Lecture/discussion | |
| 10 | Issues with Americanisation | | |
| | | | |
| 11 | Major issues of Indian sociology, | Lecture/discussion | |
| 12 | Contextualisation, Indigenisation | | |
| 13 | Contextualisation, need ,significance | | |
| 14 | Indigenisation-essence | | |
| 15 | Types of Indigenisation | | |
| 16 | Globalisation of knowledge | Lecture/discussion | |
| 17 | Globalisation of knowledge and sociology in india | | |

Guide bright students to take classes on selected topics

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|----|--|--------------------|--|
| | Module-2 | | |
| 18 | Perspectives in sociology | Lecture/discussion | |
| 19 | Major perspectives on Indian society | | |
| 20 | Functional | | |
| 21 | Conflict | | |
| 22 | Indological | | |
| 23 | subaltern | | |
| 24 | Subaltern perspective | Lecture/discussion | |
| 25 | Need of perspectives in understanding social life | Lecture/discussion | |
| 26 | Indological perspective Possibilities and limitations | Lecture/discussion | |
| 27 | G S Ghurye, Biographical sketch, | Lecture/discussion | |
| 28 | Main ideas , | | |
| 29 | Rationale of indological perspective, | | |
| 30 | Problems and issues with his perspective | | |
| 31 | Louis Dumont, | Lecture/discussion | |
| 32 | Main Arguments | | |
| 33 | Caste as a defining category India | | |
| 34 | problems | | |
| | Module3 | | |
| 35 | Introduction to Ambedkar | Lecture/discussion | |
| 36 | Biographical sketch | | |
| 37 | life | | |

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| 38 | Ambedkar's views on democracy | Lecture/discussion | |
| 40 | Dimensions | | |
| 41 | relevance | | |
| 42 | Ambedkar's views on | Lecture/discussion | |
| 43 | nationalism- | | |
| 44 | criticism of Nationalist discourse on nationalism | | |
| 45 | Ambedkar's views on caste- | Lecture/discussion | |
| 46 | Ambedkar's criticism of caste | | |
| 47 | His views on religion | Lecture/discussion | |
| 48 | Features of his religion | | |
| 49 | relevance | | |
| 50 | His contribution to Dalit liberation | Lecture/discussion | |
| 51 | Idea of empowerment | | |
| 52 | Marxist perspective on Indian society | Lecture/discussion | |
| 53 | ideas of Marx and its relevance | Lecture/discussion | |
| 54 | Desai's application of Marxist ideas | Lecture/discussion | |
| 55 | Desai's views on Indian nationalism | Lecture/discussion | |
| 56 | Criticism of nationalist discourses on | | |
| 57 | Main arguments | | |

Instruct to prepare reports of outreach programmes

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|----|---|--------------------|--|
| 58 | His views on welfare state | Lecture/discussion | |
| 59 | Features of welfare | | |
| 60 | Criticism of existing claims | | |
| 61 | His views on Peasant movement | Lecture/discussion | |
| 62 | Criticism of Desai | Lecture/discussion | |
| | Module 4 | | |
| 63 | Perspective of Structural functionalism | Lecture/discussion | |
| 64 | Introduction to S C Dube | Lecture/discussion | |
| 65 | His analysis of village | Lecture/discussion | |
| 66 | His ideas of modernization, | Lecture/discussion | |
| 67 | criticism | | |
| 68 | Yogendra Singh introduction | Lecture/discussion | |
| 69 | contributions | | |
| 70 | Integrated Approach by Yogendra Singh | | |
| 71 | Modernisation of Indian tradition | Lecture/discussion | |
| 72 | Concluding session | | |

Ensure weak student's attending in remedial English classes

Conducting mentoring sessions and direct needy students to the student counsellor

Motivate students to Seminars, Conferences and other academic programmes in and out the Campus

Exercises to improve vocabulary and language capacity of students

Reference:

1. Singh Yogendra – Theory and Ideology in Indian Sociology – Rawat, New Delhi, 1996. (P.77-89, P 230-253).
2. B.K. Nagla – Indian Sociological Thought – Rawat, New Delhi, 2005.
3. Mukherjee, Ramakrishna – Sociology of Indian Society – Allied Publishers, Bombay, 1979.
4. Sharma. K.L (Ed) – Social Inequality in India, Rawat, New Delhi, 1999.
5. Srinivas. M.N – Indian Society through Personal writing – Oxford University Press, Delhi, 1996.
6. Mandelbaum, David – Society in India (2 Vol.) – University of California Press, Berkeley, 1970.
7. SatishDeshpande – Contemporary India: a sociological view – Penguin Books, New Delhi, 2003.
8. Singh Yogendra: Indian Sociology: Social conditioning and Emerging Trends – Vistaar, New Delhi, 1986.
9. Singh Yogendra: Modernization of Indian Tradition – Thompson Press Ltd, New Delhi, 1984.
10. Ram Ahuja: Society in India-Rawat Publications, New Delhi, 2000.