



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Affiliated to the University of Mumbai

Programme: Humanities
SOCIOLOGY (Major and
Minor) S.Y.B.A

Syllabus for the Academic Year 2025-2026
based on the National Education Policy 2020



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

DEPARTMENT OF SOCIOLOGY

COURSE DETAILS FOR MAJOR

	SEMESTER 3		SEMESTER 4	
TITLE	Indian Society: Critical Concepts & Challenges	Sociology of Ageing	Sociology of Development	Anthropology
TYPE OF COURSE DSC OR DSE	DSC	DSC	DSC	DSC
CREDITS	4	4	4	4

COURSE DETAILS FOR MINOR:

	SEMESTER 3	SEMESTER 4
TITLE	Sociology of Food	Gender & Spaces
TYPE OF COURSE DSC OR DSE	DSC	DSC
CREDITS	4	4



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Preamble:

This syllabus of the Sociology Program offered by Sophia College for Women, Mumbai, has been designed under the National Education Policy 2020 to be implemented from the academic year 2023-24.

Sociology is the organized, systematic and scientific study of social life, social relationships and behaviour in human society. It emerged in response to attempts to understand changes occurring in society due to the processes of industrialisation, urbanization and globalization. Sociology addresses current social problems confronting society and policymakers. It enables one to think imaginatively, reject preconceived ideas about social life and to understand social change from a wider perspective. It allows one to look beyond a limited understanding of human behaviour and to see the world and people through a broader lens.

The programme aims to introduce the students to important practical applications and enables them to come up with social criticism and practical social reform. Students would be able to critically evaluate policies based on an awareness of divergent cultural values, as well as investigate the consequences of policy programmes. The program will cover areas such as crime, delinquency, demography, industrial sociology, rural sociology, sociology of occupation and profession, medical sociology, law and society, sociology of human resource development, research methodology and statistics. Through interactive classroom discussions using methods such as case study analysis, focus group discussions and debates, students would be able to develop a grasp on the subject. The pedagogical approaches include social outreach programmes, field visits, and expert guest lectures, which supplement the classroom learning.

By the end of the programme, students would become capable of careers in planning, community action programmes and public and employee relations. We aim at creating capable and responsible individuals who can prove to be a valuable asset to academia, organizations, think tanks and the corporate sector.



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PROGRAMME OBJECTIVES

PO 1	To introduce the students to the scientific understanding of the basic concepts and processes in society
PO 2	To familiarize the students with the structure and function of the social institutions to appreciate the significance of society
PO 3	To enable the students to engage with the theoretical and methodological aspects of the discipline of sociology
PO 4	To acquaint the students with the skills and expertise needed in the field of social research, management, media and industry

PROGRAMME SPECIFIC OUTCOMES

PSO 1	The learner will be able to understand and appreciate the fundamental concepts and processes in society
PSO 2	The learner will be able to identify the strengths and issues in the societal functioning and deal with them effectively
PSO 3	The learner will be able to review and engage with the theoretical and methodological aspects of the discipline of sociology.
PSO 4	The learner will be able to develop and deploy the skill sets for operations in the field of social research, management, media and industry.



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Programme: Humanities		Semester – 3	
Sociology Major 3			
Course Title: Indian Society: Critical Concepts & Challenges		Course Code: ASOC233MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students to the theoretical perspectives presented through the Bombay school 2. To familiarise students with the critical concepts within the discipline 3. To acquaint students with the emerging issues in Indian society 4. To discuss the relevant debates in contemporary Indian society 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Understand and appreciate the Indian classical Sociological traditions and the Bombay School 2. Identify by themselves with the critical areas of research in Indian Sociology 3. Develop an understanding about the emerging issues in Indian society 4. Discuss on the major debates in Indian society 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks

UNIT 1 Theoretical Understanding: The Bombay School	1.1	G.S. Ghurye: Indology
	1.2	M.N. Srinivas: Structural Functionalism
	1.3	A. R. Desai: Dialectical Materialism



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UNIT 2 Critical Concepts	2.1	Caste and Society: B.R. Ambedkar and Sharmila Rege
	2.2	Gender and Kinship: Irawati Karve & Leela Dube
	2.3	Religion and Stratification: T.K. Oommen and Rowena Robinson
UNIT 3 Challenges in Indian Society	3.1	Changing Nature of Caste Mobilization
	3.2	Resurgence of Ethnic and Religious Identities
	3.3	Gender Identity and Marginalization
UNIT 4 Contemporary Debates	4.1	Education and Healthcare in India: Accessibility and Disparities
	4.2	Urbanization and Plural Society
	4.3	Environmental Conservation and Economic Development

REFERENCES:

1. Ambedkar, B. R. (2007) Annihilation of Caste. Critical Quest. New Delhi
2. Arya Priya 2016. 'Ethnicity in Post- Independence India: A Sociological Perspective on its Causes and Manifestations', IOSR Journal of Humanities and Social Sciences,, Vol. 21 Issue 1, Ver 5: 55-61
3. Dhanagare, D. N. (1999) Themes and perspectives in Indian Sociology, Raw at publications
4. Deshpande, S (2001) Contemporary India: Sociological View. Penguin Books India Limited
5. Dsouza, Leela (.2006.) 'Globalisation, Nationalism and Ethnic Identities: The Future of Nation State' in Sankarama Somayaji and Ganesha Somayaji. (eds): Sociology of Globalisation: Perspectives from India 69-97 Jaipur: Rawat Publications.
6. Guru, Gopal. (1993). Dalit Movement in Mainstream Sociology. EPW, 28 (14)
7. Guru, Gopal. (2016) 'Shifting Categories in the Discourse of Caste and Class' EPW, Vol. 44 (14): 10-12
8. Omvedt, Gail. (1994). Dalits and Democratic Revolution. Sage, New Delhi
9. Patel, Sujata. (2011) (Ed) Doing Sociology in India: Genealogies, locations and Practices. New Delhi: OUP
10. Phadnis, Urmila,2001. 'Ethnicity and Nation Building in South Asia' Sage Publications
11. Rege, Sharmila (2006). Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies, Zubaan Publications. New Delhi
12. Teltumbde, Anand.(2016). 'Behind the Ire of Marathas', Economic and Political Weekly, Vol. 51 (40): 10-11 .



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13. Uberoi, Sundar, Deshpande. (2007) (Ed) Anthropology in the East.: Founders of Indian Sociology and Anthropology. New Delhi , Permanent Black
14. Vivek Kumar. 2016. 'Caste Contemporaneity and Assertion', Economic and Political Weekly, Vol. 51 (50): 84-86)
15. Robinson, Rowen.(2004) Sociology of Religion in India. SAGE, New Delhi



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 3	
Sociology Major 4			
Course Title: Sociology of Ageing		Course Code: ASOC234MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students to the demographic, social, cultural dimensions of ageing 2. To equip students to engage with the critical concepts, theories and issues related to population ageing 3. To sensitize students about the problems faced by the senior citizens 4. To enable students to critically analyse the models of community care for elderly in India 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Delineate the demographic, social and cultural dimensions of population ageing at a regional and global levels. 2. Comment on the relevance of the theoretical perspectives of ageing 3. Identify and examine the challenges and problems faced by the senior citizens 4. Review the existing community care models and initiatives of governmental and non-governmental initiatives for senior citizens 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks



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UNIT 1 Understanding the Science of Ageing	1.1	Process of ageing : Meaning, dimensions
	1.2	Individual ageing and population ageing: Distinction and measurement
	1.3	Gerontology: Emergence and Scope
UNIT 2 Theoretical Perspectives in Ageing	2.1	Disengagement and Continuity Theories
	2.2	Age Stratification Theory
	2.3	Modernization Theory
UNIT 3 Issues & Concerns	3.1	Marginalisation and Abuse
	3.2	Feminisation of Ageing
	3.3	Gerontological Care Crisis
UNIT 4 Initiatives & Policies in India	4.1	Government initiatives
	4.2	Civil Society Interventions
	4.3	Community Care Services

REFERENCES

1. Akundy, Anand. (2004) Anthropology of Ageing- Contexts, Culture and Implications. Serial Publications, New Delhi.
2. Bagchi, Anil. (2006) The Ageing World. Dorling Kindersley (India) Pvt. Ltd. and Pearson Education in South India.
3. Bali, Arun P. (Ed.) (2000) Bio-Social Dimensions of Ageing. Indian Institute of Advanced Study, Shimla
4. Chakraborti, Rajagopal. D. (2004) The Greying of India [Population Ageing in the Context of Asia]. Sage Publication.
5. Cockerham, William.C. (1991) This Ageing Society. Prentice Hall, New Jersey.
6. Cowgill, D. O., Holmes, L.D. (eds) (1972) Ageing and Modernization. Appleton-Century- Crofts. New York.



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7. Estes, Carroll L. & Associates. (2001) Social Policy and Ageing- A critical Perspective. Sage Publications.
8. Foner, Nancy. (1984) Ages in Conflict A Cross- Cultural Perspective on Inequality between Old and Young. Columbia University Press, NY.
9. Kapoor, A. K. and Kapoor, Satwanti. (Ed.) 2004 Indias Elderly. A Multidisciplinary Dimension. Mittal Publications, New Delhi.
10. Kasthoori, R. Dr., (1996) The Problems of the Aged (A Sociological Study).Uppal Publishing House, New Delhi.
11. Tibbitts, Clark. (ed), (1960) Handbook of Social Gerontology: Societal Aspects of Ageing. Chicago University Press, Chicago.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 4	
Sociology Major 5			
Course Title: Sociology of Development		Course Code: ASOC245MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students to the meaning and nature of social development 2. To familiarize students with the major theories of development 3. To understand the ways of measuring development 4. To discuss the areas of concern pertaining to globalization and the crisis of development 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Appreciate the nature and implications of Social Development in India 2. Critically evaluate the theories of development 3. To apprehend the various ways of measuring development 4. Examine the areas of concern arising from globalization and the crisis of development 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Understanding Development	1.1	Meaning and Characteristics of Development
	1.2	Indicators of Social Development
	1.3	Through a global lens: social development around the world.



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UNIT 2 Theoretical Perspectives	2.1	Theories of Modernization
	2.2	Dependency Theory
	2.3	Neo-Liberal Economic Approach
UNIT 3 Measuring Development	3.1	Human Development Index
	3.2	Census Model and Development
	3.3	Case Study: Kerala Model of Development and Arunachal Pradesh
UNIT 4 Social Movements	4.1	Farmers Movement and Food Security
	4.2	Towards Climate Justice
	4.3	Land Acquisition and Anti-Displacement Movement

REFERENCES

1. Alavi, H. & T. Shanin. (1982). Introduction to the Sociology of Developing Societies. Macmillan.
2. Giddens Anthony (2000) Runaway world: How globalization is reshaping our lives. Routledge, New York
3. Banerjee Swapna, (2011) Contradictions of 'development' in contemporary India.
4. Neeraj, (2013) Globalization or Re-colonization, Lokayat Pub
5. Dias Anthony, (2012) Development and its human cost, Rawat publication.
6. Peet.R. (with E. Hartwick) (1999). Theories of Development. The Guildford Press. New York.
7. Jogdand P G & Michael S M,(2003) Globalization and social movements, Rawat Publication
8. Bryan Alan, (2012) Social research methods, Oxford Publication
9. India HDR : (2011) Towards social exclusion, Oxford Publication.
10. Collective water management through water banks, July 2010. Clean India Journal,
11. Deshpande M G, 2007. The nature of ecological problems , Environmental changes and natural disasters, Md. Babar., New India Publications,
12. Bokil Milind, Goshta Mendha Gavachi, , Mauj Prakashan
13. Apffel- Marglin. F., S. Kumar & A. Mishra.ed. (2010). Interrogating Development- Insights from the Margins ed. OUP.



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14. Ahluwalia, I.J., R. Kanbur and P.K. Mohanty. (2014). Urbanisation in India: Challenges, Opportunities and the Way Forward. SAGE Publications Pvt. Ltd.
15. Sharma, M., & Chakraborty, D. K. (2016). Why Arunachal Pradesh's Social Sector Development is Asymmetrical: A Cross-district Investigation. Social Change, 46(2), 165-181



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 4	
Sociology Major 6			
Course Title: Anthropology		Course Code: ASOC246MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students to the origin and development of Anthropology. 2. To explore the contribution of early anthropologists. 3. To examine works of contemporary anthropologists. 4. To acquaint them with the contribution of Indian anthropologists. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Understand the concepts and nature of anthropology 2. Evaluate the contributions of early anthropologist in the development of anthropology 3. Assess the changed trend in approach and research of the contemporary anthropologist 4. Appraise the works of scholars in anthropological study in India 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Introduction to Anthropology	1.1	Nature and scope of Anthropology, relation with sociology
	1.2	Sub-disciplines within anthropology: Physical, Cultural, Archaeology, Linguistic
	1.3	Field methods in anthropology



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UNIT 2 Classical Anthropologists	2.1	Evolution – Edward Tylor, L.H. Morgan
	2.2	Historical Particularism – Franz Boas
	2.3	Functionalism- Malinowski’s Theory of Need
UNIT 3 Contemporary Anthropologists	3.1	Culture and Personality- Margaret Mead’s Coming of Age in Samoa
	3.2	Patterns of Culture - Ruth Benedict
	3.3	Marxian Feminism- Eleanor Burke Leacock
UNIT 4 Contribution of Indian Anthropologists	4.1	Sarat Chandra Roy- Tribes
	4.2	Shyama Charan Dube - Indian Villages
	4.3	Irawati Karve – Kinship

REFERENCES

1. Barnard, Alan .2000 History and Theory in Anthropology .United Kingdom .The Press Syndicate of the University of Cambridge.
2. Guha Ramachandran 2007.Between Anthropology and Literature: The Ethnographies of Verrier Elwin in UbeROI Patricia: Sundar Nandini and Satish Deshpande (ed) Anthropology in the East 330-359 Ranikhet: Permanent Black
3. Harris Marvin, 2001.The Rise of Anthropological Theory: A History of Theories of Culture Jaipur Rawat Publication.
4. Kottak Conrad Phillip, 1997 Anthropology, The Exploration of Human Diversity .New York The McGraw –Hill Companies Inc.
5. MacGee R Jonand Warm Richard L Anthropological Theory and Introductory History (4th ed) 2008 McGraw –Hill New York
6. Moore Jerry 2009 Visions of Culture an introduction to Anthropological Theories and Theorists (3rd ed) United Kingdom Rowen and Little Publishers
7. Thomas Hylland Eriksen1988.What is Anthropology, Jaipur Rawat publications
8. S C Dube 1955, Indian Village,
9. Irawati Karve, Kinship organization in India



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 3	
Sociology Minor			
Course Title: Sociology of Food		Course Code: ASOC233MN	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To orient students to the study of sociology of food. 2. To use food as a lens to explore reproduction of social inequality in terms of food production, distribution and consumption 3. To examine the major trends in dietary patterns and the impact on food cultures. 4. To describe the role of government and corporations in production and distribution of food. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Understand how food intersects with social structure, identities, culture and global processes. 2. Assess the inequalities faced by people in production and distribution of food. 3. Identify the changes in food consumption in the changing times. 4. Critically analyze the issues and concerns 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Introduction to Sociology of Food	1.1	Meaning and perspectives
	1.2	Food and culture
	1.3	Eating On & Eating Out



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UNIT 2 Inequality in Getting Food	2.1	Caste and food
	2.2	Women and food
	2.3	Food and labourers
UNIT 3 Trends in Food	3.1	Food Fads
	3.2	Diet and Health
	3.3	Indianisation of Global Food
UNIT 4 Government & Corporates	4.1	Food security and Public distribution system
	4.2	Agricultural policies developed by the government
	4.3	Corporate control of food

REFERENCES:

1. Beardsworth, Alan & T. Keil. (1997) Sociology on the Menu: An invitation to the study of food and society. London: Routledge.
2. Ashley, Bob et al. (2004). Food and Cultural Studies. London: Routledge
3. Ritzer, George. (1998). The McDonaldization Thesis: Explorations and Extensions. New Delhi: Sage
4. Sen, Colleen Taylor. (2004). Food Culture in India. Westport: Greenwood Press
5. Website: <https://www.fao.org/home/en/>
6. Dolly Kikon (2022) Dirty food: racism and casteism in India, Ethnic and Racial Studies, 45:2, 278-297, DOI: 10.1080/01419870.2021.1964558
7. The Sociology of food: eating and the place of food in the society.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 4	
Sociology Major			
Course Title: Gender & Spaces		Course Code: ASOC244MN	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To explore how gender influences the creation, use and perception of space 2. To assess the roles of gender in urban space, in reinforcing and challenging gender norms 3. To examine how gender intersects with spaces in a built environment 4. To analyze how spaces create a sense of identity and performativity among gender groups. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Understand the intersection of space and gender 2. Critically examine how gendered structures and power dynamics influence spatial distribution 3. Recognize how gender intersects to create spatial inequalities and opportunities 4. Observe how gender and space bring forth a sense of identity and gender performativity. 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Introduction to Gender and Space	1.1	Key Concepts: Gender and Space
	1.2	Intersectionality of Gender with other social categories and Spatial differences
	1.3	Social Construction of Space



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UNIT 2 Gender, Spaces and Urban Environment	2.1	Public and Private Space
	2.2	Gender and Urban Planning
	2.3	Gendered Experiences: Accessibility , Safety and Representation
UNIT 3 Gender, Work and Built Environments	3.1	Workplace Segregation
	3.2	Home and Gendered Division of Labour
	3.3	Digital Division: The Gender Gap
UNIT 4 Gender, Space and Identity	4.1	Gender, Belonging and Identity
	4.2	Queer Experiences: Visibility, Exclusion and Resistance
	4.3	Changing Nature of Gender Performativity

REFERENCES:

1. Hanson, S., & Pratt, G. (1995, January 1). Gender, Work, and Space. Routledge.
2. Kathryn Beebe , Angela Davis & Kathryn Gleadle (2012) Introduction: Space, Place and Gendered Identities: feminist history and the spatial turn, Women's History Review, 21:4, 523-532, DOI: 10.1080/09612025.2012.658172
3. Sheila Scraton & Beccy Watson (1998) Gendered cities: women and public leisure space in the 'postmodern city', Leisure Studies, 17:2, 123-137, DOI: 10.1080/026143698375196
4. Kumar, P. (2021, July 29). Sexuality, Abjection and Queer Existence in Contemporary India. Taylor & Francis.
5. Hanson, S., & Pratt, G. (1995, January 1). Gender, Work, and Space. Routledge. http://books.google.ie/books?id=ubSILWSIR24C&dq=gender+work+and+space+susan+hanson&hl=&cd=2&source=gbs_api
6. Fenster, T. (2005, November). The Right to the Gendered City: Different Formations of Belonging in Everyday Life. Journal of Gender Studies, 14(3), 217–231. <https://doi.org/10.1080/09589230500264109>
7. Anjaria, J. S. (2009, December). Guardians of the Bourgeois City: Citizenship, Public Space, and Middle-Class Activism in Mumbai. City & Community, 8(4), 391–406. <https://doi.org/10.1111/j.1540-6040.2009.01299.x>
8. Dickey, S. (2000, May). Permeable Homes: Domestic Service, Household Space, and the Vulnerability of Class Boundaries in Urban India. American Ethnologist, 27(2), 462–489.



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9. Massey, D. (2013, June 10). Space, Place and Gender. John Wiley & Sons. http://books.google.ie/books?id=cequBgAAQBAJ&printsec=frontcover&dq=space+place+and+gender+doreen+massey&hl=&cd=1&source=gbs_api
10. Spain, D. (2014, July 30). Gender and Urban Space. Annual Review of Sociology, 40(1), 581–598. <https://doi.org/10.1146/annurev-soc-071913-043446>



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For 4 Credit Papers (Major and Minor) – CA + SA = 100 marks

Continuous Assessment (CA) (50 marks)

1. A minimum of two activities will be given in each semester.
2. Each will be for 25 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. Learners will be informed about the marks they have got before the Summative Assessment.

Summative Assessment (SA) (50 marks)

Duration: 2 hours

1. The Question Paper will cover all four units of the syllabus.
2. There will be three mandatory questions:
 - Question I : Attempt any two out of four (30 marks)
 - Question II : Attempt any one out of three (10 marks)
 - Question III : Attempt any two out of four (10 marks)
3. In each question, each option will be from a different unit.

