

**MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI**

B.A. SOCIOLOGY

SYLLABUS

**FROM THE ACADEMIC YEAR
2024-2025**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION
CHENNAI-600005**

Introduction

B.A Sociology: Programme Outcome, Programme Specific Outcome and Course Outcome

Sociology is the scientific study of society, sociology involves in the study of the social lives of people, groups, and societies. It is the study of human behavior as social beings as it is the scientific study of social aggregations, the entities through which humans move throughout their lives. Sociology is an overarching unification of all studies of humankind, including history, psychology and economics.

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to any aspect of social life. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work. Sociology is an exciting discipline with expanding opportunities for a wide range of career paths.

A degree in sociology is an excellent springboard for entering into government and private sectors as well as industry and organizations. Hence, career opportunities available to those with a sociology degree are numerous and diverse. A sociology degree opens various avenues for further progression by pursuing higher degrees too. Obtaining a bachelor's degree in sociology enables the student to become educator and researcher. Practicing sociologists who have advanced degrees can also become research analysts, survey researchers, urban planners, community developers, social policy analysts, social project managers, HR professionals, media researchers etc.,.

Nature and Extent of the programme

A three-year bachelor degree in sociology helps to acquire the knowledge on structure and functions of society, the basic social institutions, Indian social system by understanding social mind of society. To focus on the functioning of the primitive and modern, rural and urban society and its problems that affects community health. Being Aware on the contributions of social thinkers towards the development of social thought know the social aspects of political system, impact of population on society and research methodologies. Develop a clear cut idea on the developmental strategies of industries and its global impact.

Aim of the programme

To provide basic sociological knowledge in a student centric, teaching learning environment. The qualified and experienced staff helps students to get a clear knowledge of

sociology and its various branches. We strive to equip our students with skills to enter the labour markets or move on to higher level training in various fields.

Sociology is a valuable major for students planning careers in social research, counseling and social work, criminal justice, population studies, business and market research. In addition, the program provides them with a strong preparation for post-graduation in law, community planning, public administration, and criminology and labour studies.

Programme outcomes (PO) of B.A degree programme in Sociology

- Develop awareness towards the primary concepts of Sociology, related to its origin, basic social institutions; social groups its evolution, progression and deterioration.
- Create awareness on the unique features of Indian social system, its caste system, forms of marriage and family, social problems and changes.
- Identify the characteristics of social problems, types, causes and the extent of crime in India.
- Develop attitude over the dynamic of personality types and traits through socio psychological and anthropological knowledge.
- Obtain knowledge towards the contribution of the pioneers of classical sociology and modern social thinkers to sociological thought
- Establish the awareness on population explosion and its impacts over global developmental strategies.
- Analyse the impact of urban and rural societies in the social processes.
- Aware on the conflicts prevailing in the Bureaucratic and Industrial world.
- Obtain knowledge on the necessities and importance of political institutions and social movements.
- Familiar with social dimensions of health, hygiene, epidemiology of communicable and non-communicable diseases.
- Aware on the three main motives of mass communication i.e. read, understand and react.
- Observe and apply the quantitative and quantitative methods in research aimed at finding out solutions for various social issues.

3. Highlights of the Revamped Curriculum:

- The programme explains preliminary concepts, theories and methodologies specific to the discipline of Sociology.
- Analyze the social structures, processes, institutions and relationships from a sociological perspective.
- The programme will enhance the students' development and build the capacity to communicate effectively and use sociological knowledge to better understand society.
- The learners will be equipped with the ability to undertake research on various socio-related issues which will be helpful for the min research career for the increasing demand in business, government, industry, social welfare, advertising, administration and many other areas of community life.
- The course will serve to develop desirable social engagements and interventions addressing social issues in international, national and regional contexts.
- The course will assist the students to understand the processes of growth, change, and development of Indian society.
- The course will develop students' logical and reasoning ability, and Scientific temperament.
- It will enhance students' ability to be active and informed citizen and influence societal choices and policies.
- Studying this course will change students' outlook regarding the problems of crime, which will be greatly important for understanding and solving social problems.
- The course will help the students to study and understand the weaker section (minority, tribal and marginalized communities) problems scientifically, this will help government welfare undertaking and policies.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to collegelevel education, providing an overview of Sociology subject relateto the general education by expanding the scope of their academic pursue.</p>	<ul style="list-style-type: none"> • Instill confidence among students • Create interest for the subject • Broaden the scope of academic studies.
I,II,III, IV	<p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p>	<ul style="list-style-type: none"> • Students will be equipped with research skills. • Skilled human resource • Students are equipped with essential skills to make them employable • They will be trained on Computing skills and Exposure on latest computational aspects • Data analytical skills will enable students gain internships, apprenticeships, field work involving Data collection, compilation, analysis etc. • Learning speaking skills, presentation skills and other such soft skills will help students to equip with basic employable skills. • Entrepreneurial skill training will provide an opportunity for independent livelihood • Generates self–employment • Create small scale entrepreneurs • Discipline centric skill will improve the Technical process of solving real life problem suing ICT tools
I, II, III, IV, V &VI	<p>Elective papers- An open choice of topics categorized under Generic and Discipline Centric</p>	<ul style="list-style-type: none"> • Broaden the scope of knowledge • Strengthening the domain knowledge • Introducing multi-disciplinary, cross disciplinary and inter disciplinary nature will help students gain a comprehensive perspective on understanding reality

		<ul style="list-style-type: none"> Students are exposed to Latest topics on Computer Science/IT, which will help them get into Cooperate world.
V Semester	Internship /Industrial Training/Field Visit	<ul style="list-style-type: none"> Practical training at the NGOs,/ Industry/ Banking Sector / Private/ Public sector organizations / Educational institutions, enable the students gain professional experience and also become Responsible citizens.
V Semester	Project with Viva – voce	<ul style="list-style-type: none"> Self-learning is enhanced Application of the concept to real situation is conceived resulting intangible outcome
VI semester	Professional Competency Skill Enhancement Course	<ul style="list-style-type: none"> Learning professional skills an dimpling it in problem solving will enhance student with Professional employable.

Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
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Credit Distribution for UG Programmes

SemI	Credit	H	SemII	Credit	H	SemIII	Credit	H	SemIV	Credit	H	SemV	Credit	H	SemVI	Credit	H
Part 1. Language–Tamil	3	6	Part..1. Language–Tamil	3	6	Part..1. Language–Tamil	3	6	Part..1. Language–Tamil	3	6	5.1Core Course–\CCIX	4	5	6.1Core Course–CCXIII	4	6
Part.2 English	3	6	Part..2 English	3	4	Part..2English	3	6	Part..2 English	3	6	5.2Core Course–CC X	4	5	6.2Core Course–CCXIV	4	6
1.3 Core Course–CCI	5	5	2..3 Core Course–CCIII	5	5	3.3CoreCourse – CC V	5	4	4.3 Core Course–CCVII CoreIndustry Module	5	4	5.3.Core Course CC –XI	4	5	6.3Core Course–CC XV	4	6
1.4 Core Course–CCII	5	5	2.4 Core Course–CCIV	5	5	3.4CoreCourse – CC VI	5	4	4.4Core Course–CC VIII	5	4	5. 4.Core Course –/ Project withviva-voce CC-XII	3	5	6.4Elective -VIIGeneric/ Discipline Specific	3	5
1.5ElectiveIGeneric/ Discipline Specific	3	4	2.5ElectiveIIGeneric/ Discipline Specific	3	4	3.5ElectiveIIIGeneric/ Discipline Specific	3	4	4.5Elective IV Generic/ Discipline Specific	3	4	5.5 ElectiveV Generic/ Discipline Specific	3	4	6.5Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	1	2	3.6 Skill Enhancement Course SEC-4	1	2	4.6Skill Enhancement Course SEC-5	1	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Naan Mudhalvan Course	2	2
1.7 Skill Enhancement –(Foundation Course)	2	2	2.7 Skill Enhancement Course–SEC-3	1	2	3.7 E.V.S.	2	2	4.7 Value Education	2	2	5.7 Naan Mudhalvan Course	2	2	6.7 Extension Activity	1	-
			2.8 Naan Mudhalvan Course	2	2	3.8 Naan Mudhalvan Course	2	2	4.8 Naan Mudhalvan Course	2	2	5.8 Field Visit	2	-			
	23	30		23	30		24	30		24	30		26	30		21	30
Total–140Credits																	

CREDIT DISTRIBUTION FOR U.G.

3 – Year UG Programme Credits Distribution			
		No. of Papers	Credits
Part I	Tamil	4	12
Part II	English	4	12
Part III	Core Courses	15	67
	Elective Courses :Generic / Discipline Specific	8	24
Total			115
Part IV	Skill Enhancement Courses (SEC)	5	6
	Foundation Course	1	2
	EVS	1	2
	Value Education	1	2
	Naan Mudhalvan Courses	5	10
	Internship/Industrial Visit/Field Visit/Knowledge Updation Activity	1	2
Part IV Credits			24
Part V	Extension Activity (NSS / NCC / YRC/Sports)		1
Total Credits for the UG Programme			140

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III Core	10	10	10	10	15	12	67
Part III Elective	3	3	3	3	6	6	24
Part IV	4	4	5	5	4	2	24
Part V	-	-	-	-	-	1	1
Total	23	23	24	24	25	21	140

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

Methods of Evaluation			
Internal Evaluation	Continuous Internal Assessment Test		25 Marks
	Assignments		
	Seminars		
	Attendance and Class Participation		
External Evaluation	End Semester Examination		75 Marks
	Total		100 Marks
Methods of Assessment			
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions		
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview		
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain		
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge		
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons		
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations		

**First Year
Semester-I**

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Introduction to Sociology	5	5
	Introduction to Sociological Thoughts	5	5
	Social Psychology	3	4
Part-IV	Skill Enhancement Course(SEC-1) - Life Skill Education in Society	2	2
	Problem Solving in Modern Society (Foundation Course 1)	2	2
		23	30

Semester-II

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language – Tamil	3	6
Part-II	English	3	4
Part-III	Principles of Sociology	5	5
	Contemporary Sociological Thoughts	5	5
	Social Anthropology	3	4
Part-IV	Skill Enhancement Course (SEC-2) Organisational Behaviour	1	2
	Skill Enhancement Course (SEC-3) Character Development	1	2
	Naan Mudhalvan Course / Sociology of Mass Communication (Substitute Course)	2	2
		23	30

**Second Year
Semester-III**

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Indian Society	5	4
	Social Demography	5	4
	Sociology of Entrepreneurship	3	4
Part-IV	Skill Enhancement Course (SEC - 4) – Public Speaking Skills	1	2
	E.V.S	2	2
	Naan Mudhalvan Course / Sociology of Disaster Management (Substitute Course)	2	2
		24	30

Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Social Movements in India	5	4
	Research Methodology	5	4
	Social Gerontology	3	4
Part-IV	Skill Enhancement Course(SEC – 5) – Leadership Skills	1	2
	Value Education	2	2
	Naan Mudhalvan Course / Social Welfare Administration (Substitute Paper)	2	2
		24	30

**Third Year
Semester-V**

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Rural Sociology	4	5
	Sociology of Media	4	5
	Industrial Sociology	4	5
	Sociology of Gender	3	5
	Social Change in India	3	4
	Human Resource Management	3	4
Part-IV	Field Visit	2	-
	Naan Mudhalvan Course / Counselling Skills (Substitute Paper)	2	2
		25	30

Semester-VI

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Urban Sociology	4	6
	Medical Sociology	4	6
	Sociology of Development	4	6
	Sociology of Child Development	3	5
	Indian Social Problems	3	5
Part-IV	Naan Mudhalvan Course/ Sociology of Differently Abled (Substitute Paper)	2	2
Part -V	Extension Activity	1	-
		21	30

Total Credits: 140

6. Suggestive Topics in Core Component

- Origin, Nature and Scope of Sociology
- Primary sociological concepts
- Social Institution
- Social Groups
- Socialization
- Indian Social Structure
- Marriage
- Family
- Kinship
- Social Changes
- Collective Behaviour
- Aggression and prejudice
- Social Stratification
- Social process
- Social Control
- Peasant and Tribal Movement
- Social Reform movement
- Sociological Thinkers
- Social demography
- Research methodology
- Rural and Urban Society
- Media and mobilization

7. Suggestive Topics in Elective Courses (Generic / Discipline-centric)

Group I:

- Social Cognition
- Interpersonal Relations
- Group Behaviour
- Kinship
- Culture
- Ethnicity
- Migration

- Fertility
- Mortality
- Population
- Demographic Transition
- Ageism
- Entrepreneurship
- Skill Development
- Value Education
- Moral Development
- Value Clarification

8. Suggestive Topics in Skill Enhancement Courses (SEC)

Group III - Skill Enhancement Courses (SEC)

- Active Listening
- Written Communication
- Oral Communication
- Contextual Learning
- Inclusive Language
- Know the Audience
- Job Performance
- Organizational Behaviour
- Turnover
- Autocratic Leadership
- Transformational Leadership
- Positive Outlook
- Good Listener
- Gestures
- Postures
- Life Skill Education
- Emotional Intelligence

9. Suggestive Topics in Ability Enhancement Courses (AECC)**Group IV –Ability Enhancement Courses (AECC)**

- Data Management
- Desktop Publishing
- Organization
- Promotion
- Production
- Distribution
- Problem solving
- Specialization
- Narration
- Imagination
- Character Development
- Design
- Creativity

Prerequisites

Graduate Attributes

Students completing the UG programme in Sociology would acquire the following skills, qualities, knowledge and attitude.

Sl. No.	Acquire attributes	Students capabilities after completing the programme
1	Knowledge Domain	To apply the knowledge of the sociological theories in the Papers will help students to have the understanding the history and emergence of the subject and the papers on development, social psychology and others are opening wider career opportunities for the students.
2	Self and Professional development domain	The papers will help the student to develop his/her ability to have a more critical understanding, problem solving and it will help them to perform well in the professional domain.
3	Societal contribution	Society and human are always connected and the study of the subjects will help the students to have the understanding of the social conditions and its problems. It will help them to contribute to the development of society and its smooth functioning.
4	Research domain	The development of subject and the society needs better involvement in the research areas. The papers will help the students to develop the research mind set and it will prepare the students with the critical thinking, objectivity, unbiased and creativity.
5	Higher Studies	To enable the students to pursue the higher study options in the subject, it is important to give deep understanding of the subject with the required skills like communication, presentation etc.
6	Critical thinking and problem solving skills	The students will acquire skills that will help them to understand the social reality with critical analyses and with the knowledge of theoretical perspectives and methodological, they will be able to find constructive solution to the social problems.
7	Communication and presentation skills	Communication is the key to success and the students will exhibit exceptional communication skills and will be learn the appropriate presentation skills.
8	Ethical awareness and responsibilities	Enable the students with ethical awareness, socially concerned and be a responsible individual in the society.

Course	Core I
Title of the Course:	INTRODUCTION TO SOCIOLOGY
Credits:	5
Learning Objectives	<ol style="list-style-type: none"> 1. The course will give an overall understanding of sociology. 2. The aim of the course is to explain the concepts of sociology. 3. The course will make the students know society's structure and functions. 4. The aim of the course is to explain the different social stratifications and their functions in society. 5. The course will also explain the process of social change and factors related to social change.
Course Outcomes	<ol style="list-style-type: none"> 1. The students can understand the origin and development of sociology. 2. The students can also understand the discipline of sociology and the sociological perspective. 3. The students can recognize how sociology differs from and is similar to other social sciences. 4. The students can explain the different social institutions and their impact on sociology. 5. The students can apply the knowledge of sociology and participate actively in civic affairs.
Pre-requisites, if any:	
Units	
I	<p>Introduction</p> <ul style="list-style-type: none"> • Definition, Origin, Nature and Scope of Sociology • Relationship between Sociology and other Social Sciences (Anthropology, political science and criminology) • Importance of sociology.
II	<p>Primary concepts</p> <ul style="list-style-type: none"> • Gesellschaft

	<ul style="list-style-type: none"> • Gemeinschaft • Institution • Association • Status and Role • Values and Norms
III	<p>Social Institutions</p> <ul style="list-style-type: none"> • Marriage: Characteristics, Functions and types of marriage: polygyny, polyandry, monogamy. • Family: Characteristics, Functions and types of family - patriarchal and matriarchal. • Education: women Education, Role of education in social upliftment.
IV	<p>Groups</p> <ul style="list-style-type: none"> • Classification of groups. • Definition, characteristics and functions of primary, secondary and reference groups.
V	<p>Socialization</p> <ul style="list-style-type: none"> • Definition and theories of Socialization. • Types of socialization. • Agencies of Socialization.
Recommended books	<ol style="list-style-type: none"> 1. Haralambos and Holborn, Sociology Themes and perspectives, 8th Edition. 2. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India. Robertson Ian, (1977). Sociology, New York: Worth. 3. Apple Baum, Richard. and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York. 4. Openstax College (2013) Introduction to Sociology, Houston, Texas. 5. Herbert Spencer (1895) The Principle of Sociology. Vol.2. 3rd Edition.

Text books	<ol style="list-style-type: none"> 1. Inkless, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, New Jersey 2. Jayaram. N. (1998), Introductory Sociology, Macmillan, India. 3. Giddens, Anthony (2001), Sociology, Fourth edition, Polity press, U.K. 4. Franklin Henry Giddings (1896) Principles of Sociology, New York. 5. Hiller, E.T (1933). Principles of Sociology, Hyderabad, India
Web resources	<ul style="list-style-type: none"> • What are the Principles of Sociology? Life Persona • Principles of Sociology INDIAN CULTURE • The Principles of Sociology APU Edge • The Principles of Sociology Google Books • Introduction to Sociology The Carter Center

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of Assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussions, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	2	3	3	3	3	3
CO 2	3	3	3	2	3	3	2	3	3	3
CO 3	3	3	3	3	2	3	2	2	3	3
CO 4	3	3	3	2	2	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	2	2	3	3	3	3	3

3-Strong 2-Medium 1-Low

Course	Core II
Title of the Course	INTRODUCTION TO SOCIOLOGICAL THOUGHT
Credits	5
	<ol style="list-style-type: none"> 1. The course will enable students to know about the pioneers of sociology. 2. The course identifies the major foundational orientations used in sociology.

Learning Objectives	<p>3. The aim of the study is to compare and contrast the underlying assumptions of Sociological orientations.</p> <p>4. The course also explains the sociological theories in sociology.</p> <p>5. Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed.</p>
Course Outcomes	<p>1. The students can explain the origin and development of western sociology, contribution of classical social thinkers.</p> <p>2. Students become aware of sociological perspectives to explain social problems and issues.</p> <p>3. Able to make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives.</p> <p>4. Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions</p> <p>5. The students can explain the origin and development of western sociology, contribution of classical social thinkers.</p>
Pre-requisites, if any:	
Units	
I	<p style="text-align: center;">August Comte</p> <ul style="list-style-type: none"> • Positivism • Law of three stages in Human Progress • Hierarchy of Sciences • Social Statics and Dynamics
II	<p style="text-align: center;">Herbert Spencer</p> <ol style="list-style-type: none"> 1. Theory of Social Evolution 2. Organismic Analogy
III	<p style="text-align: center;">Emile Durkheim</p> <ul style="list-style-type: none"> • Social Facts

	<ul style="list-style-type: none"> • Sociology of Religion • Division of Labour • Organic Solidarity and Mechanical Solidarity • Types of Suicide
IV	<p>Karl Marx</p> <ul style="list-style-type: none"> • Dialectical Materialism • Theory of class struggle • Alienation
V	<p>Max Weber</p> <ul style="list-style-type: none"> • Ideal Type • Verstehen • Bureaucracy • Types of Authority • Protestant Ethic and Spirit of Capitalism • Class, Status and Power
Recommended Books	<ol style="list-style-type: none"> 1. Aron. Raymond (1967) Main Currents in Sociological Thought (2 Volume), Penguin books, London. 2. Barnes.H.E (1959) Introduction to History of Sociology, University of Chicago press, Chicago. 3. CraibLan (1979) Classical Social Theory, OUP, UK. 4. Ritzer, George (1996) Sociological Theory, Tata Mc Graw Hill, New Delhi. 5. Timaseff, N.S (1976) Sociological Theory: Its Nature and Growth, Random House, New York.
Text Books	<ol style="list-style-type: none"> 1. Coser Lewis.A (1979) Masters of Sociological Thoughts: Ideas in Historical and Social context, Harcourt Brance Jovanovidi, New York. 2. Ronald (1994) The Making of Sociology (2 Volumes), Rawat, India. 3. Ritzer G Modern Sociological Theory 7th Ed. (2016) ` 4. Ritzer G Classical Sociological Theory 6th Ed. (2016) 5. Coser LA Sociological Theory 5th Ed (2018) `

	6. Ritzer G Frontiers of Social Theory (2018)
Web Resources	<ul style="list-style-type: none"> • http://www.yourarticlelibrary.com/biographies/biography-of-auguste-comte-and-his-works/43722 • https://www.sociologygroup.com/herbert-spencer-biography-contribution-philosopher/ • https://www.bartleby.com/essay/founding-fathers-of-sociology-F3G7WTAJPRS5 • https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf • https://www.britannica.com/topic/social-change

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	1	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3	3	3
CO 3	3	3	3	1	2	2	3	2	2	2
CO 4	3	2	3	2	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3	3	3
Average	3	3	3	3	2	3	3	3	3	3

3-Strong 2-Medium 1-Low

Course	Elective -I
Title of the Course	SOCIAL PSYCHOLOGY
Credits	3
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to enable the students to understand the various socio psychological concepts. 2. The course will help the students to briefly summarize the importance of self and stages in developing self. 3. The course will help the students to compare and contrast the collective behavior and their impacts on formation of deviance 4. The course is designed so that students can enumerate the significance of social psychology and various methods used in social psychology 5. The aim of the course is to enable the students to aware of social mind of society

Course Outcomes	<ol style="list-style-type: none"> 1. The students can explain the scope of social psychology and its relationship with other social sciences. 2. The students can get acquisition of knowledge that goes beyond mere memorization of facts. 3. The students can assess the different group process and leaderships patterns 4. The students can explain various social processes that affect the individual attitude 5. The students create awareness on the major problems and issues in the discipline of social psychology
Pre-requisites, if any:	
Units	
I	<p>Introduction</p> <ul style="list-style-type: none"> • Nature and Scope of social psychology • Methods of social psychology • Importance of social psychology
II	<p>Personality and Culture</p> <ul style="list-style-type: none"> • Personality types and traits • Influence of culture on personality
III	<p>Collective Behavior</p> <ul style="list-style-type: none"> • Crowd • Mobs • Riots
IV	<p>Motivation</p> <ul style="list-style-type: none"> • Meaning, definition and characteristics • Approaches to motivation – Behaviorist, Humanistic and Cognitive. • Types – Intrinsic and Extrinsic.
V	<p>Aggression and prejudice</p> <ul style="list-style-type: none"> • Types and causes of aggression • Types and causes of prejudice

<p style="text-align: center;">VI</p>	<p style="text-align: center;">Attitude, Public Opinion and Propaganda</p> <ul style="list-style-type: none"> • Attitudes and formation of attitudes • Dynamics of public opinion • Mass media and public opinion • Principles and techniques of propaganda • Social effects of propaganda
<p style="text-align: center;">Recommended Books</p>	<ol style="list-style-type: none"> 1. Adinarayanan, S.P. (1964) Social Psychology, Longman, India 2. Aronson. Elliot, Wilson D. Timothy and Akery M. Robert (1977) Social Psychology, Longman Publishers 3. Baron, A. Robert Boon Byrne (1998) Social Psychology, Prentice Hall of India, India. 4. Morris Rosenberg, Ralf H. Turner (1990). Social Psychology: Sociological perspective. First Edition. Taylor and Francis. 5. Arun Kumar Singh (2019) Social Psychology. Second Edition. Delhi.
<p style="text-align: center;">Text Books</p>	<ol style="list-style-type: none"> 1. Bhatia, Hansraj. (1974) Elements of Social Psychology, Somaiya publications, Bombay. 2. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London. 3. Lindgren, Henry Clay (1998) Social Psychology, Wiley Eastern publications, New Delhi-1998. 4. Pearson (2017) Social Psychology. 14 Edition. 5. David G. Myers (2020) Exploring Social Psychology. 8th edition.
<p style="text-align: center;">Web resources</p>	<ul style="list-style-type: none"> • https://www.simplypsychology.org/social-psychology.html • https://2012books.lardbucket.org/books/sociology-comprehensive-edition/s24-01-types-of-collective-behavior.html • http://www.psychologydiscussion.net/social-psychology-2/aggression/aggression-basis-forms-and-control-social-psychology/1328 • https://brocku.ca/MeadProject/Young/1930/1930_27.html • https://us.sagepub.com/sites/default/files/upm-assets/90582_book_item_90582.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	1	2	1	1	3	3	2	3	3
CO 2	1	3	3	3	3	3	2	2	3	3
CO 3	1	3	3	3	3	3	3	3	3	3
CO 4	3	1	1	3	3	3	3	2	3	3
CO 5	3	3	2	1	1	3	3	2	2	3
Average	3	3	2	3	3	3	3	2	3	3

3-Strong 2-Medium 1-Low

LIFESKILL EDUCATION IN SOCIETY

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									IE	End Semester Exam	Total
	LIFE SKILL EDUCATION IN SOCIETY	Skill Enhancement Course SEC -1	2	-	-	-	2	2	25	75	100
Year		I									
Semester		I									
Prerequisites		Basic Awareness of Self									
Learning Objectives											
1	To outline the need and importance of Self-Awareness and Empathy										
2	To explain Critical and Creative thinking and its importance in Life Skills										
3	To implement the use of Problem Solving and Decision Making										
4	To correlate the use of the Effective Communication and Interpersonal Relationship										
5	To experiment to Cope with Stress and Emotions among youth										

Course Outcomes

On the successful completion of the course, student will be able:

CO1: To find the need and importance of Life Skill among youth

CO2: To be able to relate the different life skills

CO3: To apply the knowledge acquired in the practices among students

CO4: To analyse the skill imbibed

CO5: To experiment the use of the Life Skills

SYLLABUS**UNIT- I**

Self-Awareness and Empathy: Self-Awareness-Meaning, Importance, Need, Elements, Empathy- Meaning, Types, Difference between Empathy and Sympathy

UNIT- II

Critical Thinking and Creative Thinking: Critical Thinking – Meaning, Importance, Steps, Skills. Creative Thinking – Meaning, Importance, Benefits, Skills Difference between Critical Thinking and Creative Thinking

UNIT– III

Decision Making: Decision Making–Meaning, Importance, Skills

Problem Solving –Meaning, Need, Process

UNIT– IV

Effective Communication and Interpersonal Relationship: Effective Communication – Meaning, Need and Importance, Skills, Barriers. **Interpersonal Relationship** – Meaning, Need, Skills, Types

UNIT– V

Coping with Stress and Coping with Emotions: Coping with Stress – Meaning, Need, Types of Coping Strategies, Importance. **Coping with Emotions** –Meaning, Skills, Need and Importance

Text Books

1. Benjamin, Deepak. and Joseph Tintu P. (2020) Life Skills, Kerala: Pentex Book Publications
2. Mohanasundaram, (2020) Developing the Life Skills in Digital Era. Gujarat: Krishna Publication House
3. Sharma K. Lalita. (2022) Life Skills Education in India, Madhya Pradesh: Nitya Publication
4. Saravanakumar A.R. (2016) Life Skills Education Through Life Long Learning Solapur: Laxmi Book Publication
5. Tho
6. mas Gracious (2006) Life Skills Education and Curriculum, New Delhi: Shipra Publications

Books for Reference

1. Jain, Usha and Kumar Rajiv, Jain. (2014) Life Skills, New Delhi: Vayu Education of India
2. James, Larry. (2006) The First Book of Life Skills, Mumbai: Embassy Books
3. Rao Ravikanth K. and Dinakar P. (2016), Life Skills Education, Hyderabad: Neelkamal Publications
4. Swift Keilly (2021) Life Skills–Creativity, Problem Solving, Mindfulness, Empathy, Teamwork. Great Britain: Dorling Kindersley Penguin Random House
5. Verma Shalini (2014) Development of Life Skills and Professional Practice. Noida: Vikas Publishing House

WebResources

1. <https://hangoutagile.com/>
2. <https://vikaspedia.in/>
3. https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
4. <https://special-learning.com/article/world-health-organization-explanation-of-life-skills/>
5. <https://nutspace.in/10-core-life-skills/>
6. https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf
7. https://www.cbse.gov.in/cbsenew/list-of-manuals/life_skills_cce.pdf

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

3 –Strong

2–Medium

1-Low

FOUNDATION COURSE -1- I YEAR & SEMESTER-I
PROBLEM SOLVING IN MODERN SOCIETY

Course Code	CourseName	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									IE	End Semester Exam	Total
	PROBLEM SOLVING IN MODERN SOCIETY	Foundation Course 1	2	-	-	-	2	2	25	75	100

Year	I
Semester	I
Prerequisites	Basic Awareness of Self
Learning Objectives	
1	To enrich the knowledge about the concept of Problem Solving
2	To understand the introverts and extroverts

3	To apply the relationship between problem solving and project management
4	To understand the preference flexibility and adaptability
5	To identify the various problem solving process

Course Outcomes

On the successful completion of the course, student will be able: CO1: To

be teach the concept of the problem solving

CO2: To understand the relationship among individual and project management CO3: To

know the importance of impersonal relationship

CO4: To acquire knowledge of various problem solving

CO5: To evaluate the problems and dispute settlement

SYLLABUS

UNIT- I

Problems–Meaning, Definition, Causes, Types, Need and Scope

UNIT- II

Natural Thinking– Meaning, Definition, Role of Cultural Thinking, Methods and Barriers of Problem Solving, Overcoming Hindrances in Problem Solving, Stages and Barriers of Decision Making

UNIT- III

Creative Thinking – Meaning, Definition, Process of Thinking, Barrier of Thinking and characteristics of Thinking

UNIT- IV

Essential of Effective Problem Solving – Personality Types and Problems Solving: Extrovert – Introvert, Sensing Types – Intuitive Types, Thinking Types –Feeling Types, Perceiving Types – Judging Types.

UNIT- V

Tools and Techniques of Problem Solving –**Tools of Problem Solving** -Cause–Effect diagram , FlowChart, Pareto Chart, Histogram, Check Sheet, Brain Storming, Scatter Diagram.

Techniques of Problem Solving–Brain Storming, Incubation, Imaging/ Visualization, Psycho Drama and Relaxation.

Text Books

1. **Problem-Solving Strategies, Challenges and Outcome-Karla Newton Edison**

Books for Reference.

2. **Fixed:How to Perfect the Fine Art of Problem Solving by Amy E Herman**

3. Problem Solving 101: A Simple Book for Smart People by Ken

Watanabe

WebResources

1. <https://www.cgg.gov.in/core/uploads/2017/07/problem-solving-skills...>
2. https://www.sagepub.com/.../files/upm-binaries/54196_Chapter_11.pdf.

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

3 –Strong

2–Medium

1-Low

I YEAR II SEMESTER

Course	Core III
Title of the Course	PRINCIPLES OF SOCIOLOGY
Credits:	5
Learning Objectives	<ol style="list-style-type: none"> 1. The course outlines the basic ideas about socialization and various factors that affect the socialization process. 2. The course will interpret the different social institution and their relationship with each other. 3. The course enables students to understand the associative and dissociative process and social change. 4. The aim of the course is to know the socio-cultural aspects of society. 5. The courses critically assess the process of social change and factors associated with social change

Course Outcomes	<ol style="list-style-type: none"> 1. The students can understand the basic concepts in sociology 2. The students can summarize the fundamental theoretical interrelations and interactions in the society 3. The students will be able to define, interrelationships between Culture, Social change, Socialization, Stratification, Social processes, Institutions and Social control. 4. The students can summarize the diverse social stratifications that function in the society. 5. The students can recognize the process and causes for social change.
Pre-requisites, if any:	
Units	
I	Social stratification <ul style="list-style-type: none"> • Forms of stratification: Slavery, Estate, Caste, Class and Gender • Theories of Stratification. • Social Mobility: Vertical, Horizontal
II	Social Processes <ul style="list-style-type: none"> • Associative social process: Co-Operation, Accommodation, Acculturation, Assimilation • Dissociative Social Process: Competition and Conflict.
III	Social Control <ul style="list-style-type: none"> • Definition of Social Control and Normative order. • Informal means of Social Control: Values, Norms, Customs, Folkways, mores, public opinion and Beliefs. • Formal means of Social Control: Laws, Community Policing, Zero Tolerance and Citizen of Patrol (COP)
IV	Culture <ul style="list-style-type: none"> • Definition and Elements of Culture. • Types of Culture: Material and Non-Material • Cultural Process: Cultural Lag, Sub-Culture, Contra-Culture, Counter-Culture and Cultural Relativism

<p style="text-align: center;">V</p>	<p>Social Change</p> <ul style="list-style-type: none"> • Definition and theories of Social Change. • Factors of Social Change – Geographical, biological and technological • Globalization and Changing world
<p style="text-align: center;">Recommended Books</p>	<ol style="list-style-type: none"> 1. Gisbert, Pascal. (1973), Fundamental of Sociology, Orient Longman, New Delhi. 2. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India. 3. Apple Baum, Richard and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York 4. Inkless, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, New Jersey 5. Jayaram. N. (1998), Introductory Sociology, Macmillan, India.
<p style="text-align: center;">Text Books</p>	<ol style="list-style-type: none"> 1. Giddens, Anthony (2001), Sociology, Fourth edition, Polity press, U.K. 2. Michael Haralambos (1980) Sociology Themes and Perspectives, Oxford university. 3. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India. 4. Robertson Ian, (1977). Sociology, New York: Worth. 5. Apple Baum, Richard.and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York.
<p style="text-align: center;">Web resources</p>	<ul style="list-style-type: none"> • http://www.yourarticlelibrary.com/sociology/social-processes-the-meaning-types-characteristics-of-social-processes/8545 • http://www.yourarticlelibrary.com/sociology/social-control-the-meaning-need-types-and-other-details/8533 • https://cops.usdoj.gov/RIC/Publications/cops-p157-pub.pdf • https://iedunote.com/culture • The Principles of Sociology Google Books

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	3	1	2	1	1	3	2	3	3	3
CO 3	3	3	3	3	1	3	2	2	3	3
CO 4	2	3	3	3	3	2	2	3	3	2
CO 5	3	3	2	1	3	3	3	3	2	2
Average	3	3	3	1	3	3	2	3	3	3

3-Strong 2-Medium 1-Low

Course	Core IV
Title of the Course	Contemporary Sociological Thought
Credits	5
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to impart theoretical orientations to the social world. 2. The course enables students to understand the theories of various social thinkers. 3. To let students, understand how theories inform substantive areas of current sociological research. 4. To introduce the student contribution of classical thinker for the development and growth of Sociology 5. The aim of the course is to enhance the ability of the students to apply the sociological theory to practical issues.
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the core themes such as description, presentation and argumentation in statistical/quantitative contexts. 2. Able to execute theoretical and empirical methodology. 3. A series of lectures will let the students to acquire proper research methods, sampling techniques, designs etc. 4. Able to explain the contribution of classical social thinkers. Students become aware of the objective of the paper as to give an analytical and cognitive approach.
Pre-requisites, if any:	
Units	
I	Talcott Parson <ul style="list-style-type: none"> • Voluntaristic Action • Pattern Variable • Functional Requisites
II	Robert K. Merton <ul style="list-style-type: none"> • Functional Analysis • Latent and Manifest function • Role Theory • Anomie

<p style="text-align: center;">III</p>	<p style="text-align: center;">Vilfredo Pareto</p> <ul style="list-style-type: none"> • Circulation of Elites • Residues and Derivatives • Logical and Non- Logical action
<p style="text-align: center;">IV</p>	<p style="text-align: center;">Alexis de Tocqueville</p> <ul style="list-style-type: none"> • Civil and political society and the Individual • Majority rule and mediocrity • Slavery, blacks and Indians
<p style="text-align: center;">V</p>	<p style="text-align: center;">Dorothy Edith Smith</p> <ul style="list-style-type: none"> • Standpoint theory • Ruling relations • Bifurcation and consciousness
<p style="text-align: center;">Recommended Books</p>	<ol style="list-style-type: none"> 1. Aron. Raymond (1967) Main Currents in Sociological Thoughts (2 Volume), Penguin books, London. 2. Barnes.H.E (1959) Introduction to History of Sociology, University of Chicago press, Chicago. 3. CraibLan (1979) Classical Social Theory, OUP, UK. 4. Ritzer, George (1996) Sociological Theory, Tata Mc Graw Hill, New Delhi. 5. Timaseff, N.S (1976) Sociological Theory: Its Nature and Growth, Random House, New York.
<p style="text-align: center;">Text Books</p>	<ol style="list-style-type: none"> 1. Coser Lewis.A(1979) Masters of Sociological Thoughts: Ideas in Historical and Social context, Harcourt Brance Jovanovidi, New York. 2. Ronald (1994) The Making of Sociology (2 Volumes), Rawat, India. 3. Josefina Figueroa McDonough. (1998). The Role of gender in practice knowledge Routledge is an imprint of Taylor& Francis, an Informa company.
	<ol style="list-style-type: none"> 4. Ritzer George (2011) Sociological Theory – 5th Edition 5. Coser LA (2018) Sociological Theory 5th Ed

Web resources	<ul style="list-style-type: none"> • https://www.newworldencyclopedia.org/entry/Vilfredo_Pareto • http://www.yourarticlelibrary.com/biographies/biography-of-auguste-comte-and-his-works/43722 • https://www.sociologygroup.com/herbert-spencer-biography-contribution-philosopher/ • https://www.bartleby.com/essay/founding-fathers-of-sociology-F3G7WTAJPRS5 <p>https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf</p>
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Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

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Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentation

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	1	3	3	2	3	3
CO 2	3	3	3	1	2	3	2	2	3	3
CO 3	2	1	2	2	1	3	3	3	3	3
CO 4	1	1	1	3	2	3	3	2	3	3
CO 5	3	3	3	1	1	3	3	2	3	3
Average	3	3	3	2	1	3	3	2	3	3

3-Strong 2-Medium 1-Low

Course	Elective- II
Title of the Course	SOCIAL ANTHROPOLOGY
Credits	3
Course Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to understand the functions of primitive society 2. The course will explain the tribal culture and tribal economy of the tribal society. 3. The course will elaborate the socio-economic institutions, structure of family and kinship. 4. The aim of the course is to understand the types of culture and its classifications. 5. The course also explains the branches of Anthropology and its relationship with other Social sciences.

<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. The students can identify the cultural attributes and types of cultures. 2. They can differentiate primary and secondary institutions in the society. 3. The students can describe how evolutionary and historical processes have shaped primates and human ancestors. 4. The students can discuss human diversity and how knowledge about human diversity leads to a better understanding. 5. The students can explain the evolutionary changes of Economic and Political Organizations among tribe population.
<p>Pre-requisites, if any:</p>	
<p>Units</p>	
<p>I</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Meaning and Scope of Anthropology • Branches of Anthropology • Relationship between Sociology and Anthropology
<p>II</p>	<p>Culture</p> <ul style="list-style-type: none"> • Attributes of Culture • Culture Traits • Culture Complex • Culture Area • Culture Integration • Enculturation, ethnocentrism, cultural relativism and Transculturation
<p>III</p>	<p>Marriage and Kinship</p> <ul style="list-style-type: none"> • Marriage: Typology by mate selection- Levirate and Sororate- Hypergamy and Hypogamy. • Types of Decent • Kinship: Consanguinal and Affinal. • Kinship: Tribe, Class, Moiety and phratry.

	<ul style="list-style-type: none"> • Kinship Behaviour: Joking and Avoidance relationship.
IV	<p>Economic Organization</p> <ul style="list-style-type: none"> • Meaning, Scope and Relevance of economic anthropology • Property: Primitive Communism- Individual- Collective. • Stages of Economy: Food gathering- Hunting- Fishing- Pastoralism- Cultivation. • Systems of trade exchange: Reciprocity- Redistribution- barter and market
V	<p>Political Organization</p> <ul style="list-style-type: none"> • Band, Tribe and State. • Kinship and chiefdom. • Primitive law and Justice. • Types of Punishment
VI	<p>Religious Organization</p> <ul style="list-style-type: none"> • Anthropological approaches to the study of religion- (Evolutionary, Psychological and Functional) • Monotheism and Polytheism • Sacred and profane; myths and rituals • Form of religion in tribal societies (animism, animatism, fetishism, naturism and totemism)
Recommended Books	<ol style="list-style-type: none"> 1. Majumdar D.N and T.N.Madan (1994) Introduction to Social Anthropology, Mayoor Paper Backs, Noida. 2. Beals R and Haiger.H (1960) Introduction to Social Anthropology, ac Millan, New Delhi. 3. Makhan Jha (2003) An introduction to Social Anthropology. Second edition. 4. S.F. Nadel (1969). The foundations of Social Anthropology 5. Eliot Dismore Chapple, Carleton Stevens Coon (1978) Principles of Anthropology. R.E Krieger Publication.

Text Books	<ol style="list-style-type: none"> 1. Jha, Makhan (1994) An Introduction to Social Anthropology, Sage Publications, New Delhi. 2. Manna Samita (2013). An Introduction to Social Anthropology, Dorling Kindersley (India) Pvt.Ltd. 3. Majumdar D. N and T.N. Madan (1994) Introduction to Social Anthropology, Mayo Paper Backs, Noida. 4. Beals R and Haiger. H (1960) Introduction to Social Anthropology, ac Millan, New Delhi. 5. S.F. Nadel (1969). The foundations of Social Anthropology.
Web resources	<ul style="list-style-type: none"> • http://www.yourarticlelibrary.com/sociology/kinship-and-family/kinship-meaning-types-and-other-details/34960 • https://opentextbc.ca/introductiontosociology/chapter/chapter-3-culture/ • https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_socio_anthro_final.pdf • https://egyankosh.ac.in/bitstream/123456789/41233/1/Unit-1.pdf • https://mahabubjnu.files.wordpress.com/2013/09/59811078-lewellen-political-anthropology.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

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Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

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Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	1	3	3	3	2	2	3	3	2	3
CO 3	3	1	3	3	2	3	3	2	3	3
CO 4	1	3	3	2	2	3	3	3	3	3
CO 5	3	1	1	1	3	3	3	2	3	3
Average	3	3	3	3	2	3	3	3	3	3

3-Strong 2-Medium 1-Low

I YEAR & SEMESTER – II

(SKILL ENHANCEMENT COURSE -2)

ORGANISATIONAL BEHAVIOUR

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									IE	End Semester Exam	Total
	ORGANISATIONAL BEHAVIOUR	Skill Enhancement Course – 2	20	-	-	-	1	2	25	75	100
Year		I									

Semester	II
Prerequisites	Basic Awareness of Self
Learning Objectives	
1	To outline the need and importance of Human Behaviour
2	To explain the behavioural changes and their attitude
3	To implement the motivational behaviours
4	To motivate personality, performance and management.
5	To promote dynamic changes and development
Course Outcomes	
On the successful completion of the course, student will be able:	
CO1: To find the need and importance of behavior	
CO2: To be able to relate the different organizational behaviour and development	
CO3: To apply the knowledge acquired in the practices among students behaviour	
CO4: To diagnose the behaviour	
CO5: To experiment the use of the organizational development	

Syllabus

Unit-1 **ORGANISATIONAL BEHAVIOUR**: Concept, Definition, Focus and Purpose, Nature, Scope and Development, Relationships to other fields. Importance. Factors influencing OB.

Unit-2 **ATTITUDE** -Meaning and Definition, Characteristics, Components of Attitude, Attitude and Behaviour changing, Attitude Formation, prejudice and attitude. **EMOTIONS**: meaning and definition, Emotional intelligence.

Unit-3 **PERSONALITY**: Meaning and Definition, Determinants of Personality, Theories of Personality, the big five personality models, Individual Difference, Matching Personality and Jobs, Personality and Organization.

Unit-4 **MOTIVATION**: Nature of Motivation, Motivation Process, Theories of motivation; **GROUP DYNAMIC AND TEAM DEVELOPMENT**: Definition and importance, type of groups, group formation, group development, group performance factors, group norms and status. Group size.

Unit-5 **ORGANISATIONAL CONFLICT**: dynamic and management, sources, pattern, levels and types of conflict. Traditional and modern approaches of conflict, resolution of conflict. **ORGANIZATIONAL DEVELOPMENT**: meaning and definition, concept, need for change, resistance to change, organizational diagnosis intervention

Reference:

- 1,Griffin,Ricky.W.Organizational Behaviour,Houghton Mifflin co,Boston
- 2.Organizational Behaviour, south western college Publication, Ohio
- 3.Hersey,Paul Kenneth H.Blanchard and Dewey E.Johnson :Management of Organizational Behaviors.
- 4.Luthans, Fred Organisational Behaviour,McGrew-Hill ,New York.
- 5.Conflict Resolution Empathy and Social Perspective-Taking Janet C. Loxley

Books for References:

Wellbeing and Quality of Life Assessment by Sarah C White, Asha Abeyasekera, Practical Action Publication

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO)in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	1	3	3	2	3	3
CO 2	3	3	3	1	2	3	2	2	3	3
CO 3	2	1	2	2	1	3	3	3	3	3
CO 4	1	1	1	3	2	3	3	2	3	3
CO 5	3	3	3	1	1	3	3	2	3	3
Average	3	3	3	2	1	3	3	2	3	3

3-Strong 2-Medium 1-Low

IYEAR & SEMESTER –II
(**SKILL ENHANCEMENT COURSE -3**)

CHARACTER DEVELOPMENT

Course Code	Course Name	Category	L	T	P	S	Credit	Inst. Hrs	Marks		
									IE	End Semester Exam	Total
	CHARACTER DEVELOPMENT	Skill Enhancement Course – 3	20	-	-	-	1	2	25	75	100
Year		I									
Semester		II									
Prerequisites		Basic Awareness of Self									
Learning Objectives											
1	To outline the need and importance of human character										
2	To explain the human growth and development										
3	To implement the selfcare health through wellbeing										
4	To motivate the human problem solving skills										
5	To promote the personality character through positive behaviours										
Course Outcomes	On the successful completion of the course, student will be able: 1. To find the need and importance of character development 2. To be able to find out human growth and development 3. To analyse the strength and weakness, willpower of the person. 4. To diagnose the problem solving puzzles 5. To experiment the use of character development and personality										

SYLLABUS
CHARACTER DEVELOPMENT

Unit –I Character Development: Meaning and Definition, Early Adolescence, Purpose of Character, Strength in Adolescence, Moral Character. Factors Supporting Purpose development in adolescence.

Unit – II Human Development: Meaning and Definition, Importance. Dimensions of Human Development. stages of Human Development, Indicator of human development, Need to study Human growth and development.

Unit- III Well Being: Meaning and Definition, Importance of Well Being, Purpose of Well Being, Mental health and Well Being, Emotional Well Being a selfcarehealth.

Unit-IV Problem solving: Definition, and meaning, Importance of Problem Solving. Strategies, Problem solving skills, Solving Puzzles, Strengths and weakness, Students problem solving

Unit-V Character Personalities: Build Your Character, will power, conduct and behaviour, Morality, good Personalities and character, Positive character strength

Web Resources:

[Character Development: 12-Step Guide For Writers \(self-publishingschool.com\)ch28.pdf](https://www.self-publishingschool.com/ch28.pdf)
(nios.ac.in)

<https://www.berkeleywellbeing.com>

<https://www.simplilearn.com>

Books for Reference

Grit: The Power of Passion and Perseverance by Angela Duckworth

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	1	3	3	2	3	3
CO 2	3	3	3	1	2	3	2	2	3	3
CO 3	2	1	2	2	1	3	3	3	3	3
CO 4	1	1	1	3	2	3	3	2	3	3
CO 5	3	3	3	1	1	3	3	2	3	3
Average	3	3	3	2	1	3	3	2	3	3

3-Strong 2-Medium 1-Low

Course	SUBSTITUTE COURSE FOR NAAN MUDHALVAN COURSE
Title of the Course	SOCIOLOGY OF MASS COMMUNICATION
Credits	2
Learning Objectives	<ol style="list-style-type: none"> 1. To understand the process of communication 2. To know the channels of communication 3. To know the meaning and theories of mass communication 4. To gain knowledge about history of mass media 5. To understand the effect of mass media on society

Course Outcomes	<ol style="list-style-type: none"> 1. To enhance knowledge on effective communication 2. To be aware of components of communication 3. To understand mass communication in theoretical backdrop 4. To know the origin and growth of mass media 5. To understand the impact of mass media on society
Pre-requisites, if any:	
Units	
I	Communication: Definition and meaning of communication – communication process – models, scope, and functions of communication.
II	Communication Channels: Definitions – classification – characteristics – nature and selection of communication channels.
III	Mass communications: Definition – Scope – Functions of mass communication – Theories of mass communications – Hypodermic Needle Theory, Magic, Bullet Theory and Stimulus Response Theory.
IV	Mass media: Origin and growth of print media and electronic media in India (Press, Radio, Television, Tele-Communications, Computer and Internet).

V	Effects of mass communication on society – Mass media and National integration – Mass media and Rural development – Diffusion of new ideas and practices.
Recommended Books	<ol style="list-style-type: none"> 1. Srinivas R., Melkote. Communication and Development in the Third world: Theory and Practice, Sage publication, New Delhi, 1991. 2. Mary, B. Cassata and Molefi K. Asante. Mass Communication Principles and Practices, Mc Millan publishing Co. INC, New York. 1979. 3. Gupta V.S., Communication Technology, Media Policy and National Development, Concept Publishing Company, New Delhi- 1999. 4. Lewis Anthony Dexter, David Manning White. People, Society and Mass Communication, The Free Press, New Delhi, 1964. 5. Vilanilam. J.V., Growth and Development of Mass Communication in India. National Book Trust, India, 2003.

Method of Evaluation:

End Semester Examination	Total	Grade
100	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or

Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong 2-Medium 1-Low

II YEAR III SEMESTER

Course	Core IV
Title of the Course:	INDIAN SOCIETY
Credits:	5
Learning Objectives	<ol style="list-style-type: none"> 1. The course will enable the students to understand the unique features of the Indian Social system. 2. The course is designed to explain the diverse characteristics of Indian society. 3. The aim of the course is to explain the various social processes and social changes in Indian social system. 4. The course will interpret the social structures in the Indian social system. 5. The course also explains the Social Stratification in Indian society.

Course Outcomes	<ol style="list-style-type: none"> 1. The student will identify the functions of various social structures in India. 2. The students can elaborate on the perspectives of Indian society. 3. The student can compare the various social changes in Indian society. 4. The students will also describe the Stratification System in society. 5. They can also elaborate on the social institutions like Marriage, Family and Kinship system
Pre-requisites, if any:	
Units	
I	<p style="text-align: center;">Cultural and Ethnic composition of Indian Society</p> <ul style="list-style-type: none"> • Linguistic and racial composition • Religious and ethnic groups
II	<p style="text-align: center;">Marriage, Family and Kinship</p> <ul style="list-style-type: none"> • Marriage: Hindu, Islam and Christianity • Joint Family: characteristics- functions-dysfunctions-changing trends in Joint family system. • Kinship: Categories of kinship terminologies: Descent-usage of kinship.
III	<p style="text-align: center;">Contemporary Gender issues</p> <ul style="list-style-type: none"> • Women and Economy: Productive and non – productive work, Women in organized and unorganised sector • Women and Politics: Political Role and Participation of Women • Women and Education: Gender bias, Recent Trends in Women’s Education - Health status of women in India – Mortality and Morbidity, Factors influencing health • Gender violence in the media

IV	<p style="text-align: center;">Social Stratification</p> <ul style="list-style-type: none"> • Meaning, Definition of Social stratification • Characteristics of Social stratification • Types of Social stratification • Theories of Social Stratification • Functions, Dysfunctions and Changes of Social stratification
V	<p style="text-align: center;">Social Development in India and Tamil Nadu</p> <ul style="list-style-type: none"> • Concept of social Development • Functions of social development • Important indicators of social development • Barriers faced by Social Development in India • Social Development Programmes of Union and State Government
Text Books	<ol style="list-style-type: none"> 1. Ahuja Ram (1999) Society in India: Concepts, theories and Changing trends, Rabat Publications, Jaipur. 2. S.C Dube (1990) Indian Society. First Edition, New Delhi. India. 3. C.N. Shankar Rao (2020) Sociology of Indian Society. S. Chand and Company. LTD 4. David G. Mandelbaum (1972) Society in India. Published by Popular Prakashan, India. 5. Nadeem Hasnain (2021) Indian Society: Themes and Social Issues. 2nd edition. McGraw Hill.
Recommended Books	<ol style="list-style-type: none"> 1. Oberoi, Patricia, (1993) Family, Kinship and Marriage in India, OUP, New Delhi. 2. Sharmila Rege (2003). Sociology of Gender. New Delhi: Sage. 3. Jayaram. N. (1998), Introductory sociology, Macmillan, India 4. Acker, S. (1994). Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press. 5. Chanana, Karuna. (1988). Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.

Web resources	<ul style="list-style-type: none"> • Indian Society and Ways of Living Asia Society • INDIAN SOCIETY Facts and Details • Indian-Society. PDF • Study of Indian Society and Culture: Method and Perspective. • Sociology of Indian Society
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Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, short summary or overview

Application (K3) - Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussions, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	3	1	3	3	3	2	3	2	3
CO 2	3	2	3	3	1	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3	3	3
CO 4	1	3	1	1	3	3	3	3	3	3

CO 5	3	3	3	2	1	3	3	2	2	3
Average	3	3	3	3	3	3	3	3	3	3

3-Strong 2-Medium 1-Low

Course	Core VI
Title of the Course:	SOCIAL DEMOGRAPHY
Credits:	5
Learning Objectives	<ol style="list-style-type: none"> 1. To familiarize the students about various demographic factors that contribute to population change and how they influence and are influenced by various social and economic institutions. 2. To provide knowledge on Sources and Demographic data as well as indicators to measure various demographic factors will be discussed. 3. Understand the concept of demographic indicators and interpret theories of population growth. 4. Analyze population control in terms of social needs and appreciate population control measures and their implementation 5. Develop skills to understand the demographic aspects of planning
Course Outcomes	<ol style="list-style-type: none"> 1. Understand the conceptual clarity and theoretical framework and perspectives with regard to demography. 2. Know the linkages between various social institutions and social process on the one side and demographic outcomes and processes on the other. 3. Recognize the factors and control of population growth. 4. Understand demographic measurements like fertility and mortality rates 5. Describe a variety of demographic theories such as Malthusian, cornucopian, zero population growth, and demographic transition theories

Pre-requisites, if any:	
Units	
I	Concepts, Scope and Determinants of Demography <ul style="list-style-type: none"> • Concept of Demography and Population Studies

	<ul style="list-style-type: none"> • Demographic Determinants • Data Sources • Population Size and Growth • Composition and Distribution • Population Control Policies and Education
II	<p>Population Theories</p> <ul style="list-style-type: none"> • Mercantilist and related Theories • Malthusian Theories • Demographic Transition Theory • Optimum Theory of Population • Marxist and Socialist Theories • Corrido Ginnis -Biological Theory • Ester Boseup and Julian Simon -Economic Theories
III	<p>Fertility</p> <ul style="list-style-type: none"> • Concepts and Measurement of Fertility • Total Fertility Rate, Fecundity • Social Structure and Fertility • Role of Intermediate Variables (Davis and Blake) • Economic Theory of Fertility (Becker) • Socio-Economic Theories of Fertility (Leibenstein and Easterlin) • Reproductive Health and Family Planning.
IV	<p>Mortality</p> <ul style="list-style-type: none"> • Concepts and Measurement of Mortality, Morbidity • Life Expectancy and Gender • Factors of Mortality • Determinants of Infant, Child and Maternal Mortality • Population -Ratio and Regional Variations. • Causes and death, life and working years lost <ul style="list-style-type: none"> • Differentials in mortality and morbidity
V	<p>Migration</p> <ul style="list-style-type: none"> • Concepts, Factors and Consequences of Migration

	<ul style="list-style-type: none"> • Types of Migration and Social Process of migration • Theories of Migration – Ravenstein’s Law – Everette Lee’s perspective • Push and Pull Theories • Refugee Crisis
Recommended books	<ol style="list-style-type: none"> 1. Weeks, John R. (1977). Population: An Introduction to Concepts and Issues, Belmont, California: Wadsworth, pp.1-324. 2. Samir Dasgupta, (2011). Social Demography, Pearson India. 3. D. S. Rawat, (2012). Fundamentals of Demography: Concepts and Theories, Neha. Publishers & Distributors. 4. Weeks, John R. (1977). Population: An Introduction to Concepts and Issues, Belmont, California: Wadsworth, pp.1-324. 5. Samir Dasgupta, (2011). Social Demography, Pearson India
Recommended Texts	<ol style="list-style-type: none"> 1. Caldwell JC, Reddy PH, Caldwell P. (1983). The social component of mortality decline: an investigation in South India employing alternative methodologies. Population Studies, 37(2):185-205. 2. Caldwell, John C. (1997). The Global Fertility Transition: the Need for a Unifying Theory, Population and Development Review, 23(4):803-812. 3. Asha Bhande & Tara Kaitkar (2015). Principles of Population Studies, Himalayan Publishing House. 4. Lassaonde, Louise. (1997). Coping with Population Challenges. London: Earthscan 5. Massey, Douglas et al. (1993). Theories of International Migration, Population and Development Review 19:3.
Web resources	<ul style="list-style-type: none"> • Social demography - Oxford Reference • Social Demography SpringerLink • https://scorecard.prb.org/wp-content/uploads/2021/01/members-only-population-bulletin-an-introduction-to-demography.pdf • https://ncert.nic.in/textbook/pdf/lesy102.pdf • https://www.researchgate.net/publication/318437400_Population_and_Society_An_Introduction_to_Demography

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	1	3	2	2	3	3
CO 2	1	2	3	3	2	3	2	3	3	3
CO 3	2	3	3	3	1	3	3	2	2	3
CO 4	3	2	2	3	3	3	2	3	2	2
CO 5	3	3	3	3	3	3	2	3	2	3
Average	3	3	3	3	3	3	2	3	2	3

3-Strong 2-Medium 1-Low

Title of the Course:	Elective – III SOCIOLOGY OF ENTREPRENEURSHIP
Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to understand the sociological perspective of Entrepreneurship. 2. The course will help the students to understand the various aspects of Entrepreneurship. 3. It also highlights the elements and importance of Social Entrepreneurship in the society. 4. The course explores the different types of Entrepreneurships and its role in the society. 5. The course will introduce major sociological approaches to the study the Entrepreneurial Motivations.
Course Outcomes	<ol style="list-style-type: none"> 1. The students can understand the concept of Entrepreneurship in social context. 2. The course also addresses the relationships Entrepreneur and Entrepreneurship. 3. The students can understand the evolution and importance of Entrepreneurship in Society. 4. They can understand the major dimensions of Entrepreneurship. 5. In this paper sociological analysis and interpretation of Entrepreneurship and its status and development in India are given and it will help the students to understand the Indian context more clearly. .
Pre-requisites, if any:	
Units	
I	Introduction <ul style="list-style-type: none"> • Meaning, Definition and Importance of Entrepreneurship • Evolution of term ‘Entrepreneurship • Factors influencing entrepreneurship • Typology of entrepreneurship

<p style="text-align: center;">II</p>	<p>Theories of Entrepreneurship</p> <ul style="list-style-type: none"> • Major Theories of Entrepreneurship • Models of Entrepreneurship • Emerging trends in Entrepreneurship Development
<p style="text-align: center;">III</p>	<p>Dimensions of Entrepreneurship</p> <ul style="list-style-type: none"> • Entrepreneurial Culture • Entrepreneurial Society • Women Entrepreneurship • Rural Entrepreneurship
<p style="text-align: center;">IV</p>	<p>Entrepreneur and Entrepreneurship</p> <ul style="list-style-type: none"> • Characteristics of an entrepreneur • Types of entrepreneurs • Skills for Entrepreneurship. • Relation between Entrepreneur and Society
<p style="text-align: center;">V</p>	<p>Entrepreneurship in India and Tamil Nadu</p> <ul style="list-style-type: none"> • Evolution and Growth of Entrepreneurship in India • Role of Entrepreneurship in Economic Development • Careers in Entrepreneurship • Major organizational Assistance provided to entrepreneurs
<p style="text-align: center;">Recommended Books</p>	<ol style="list-style-type: none"> 1. Aldrich, Howard E. 2011. An evolutionary approach to entrepreneurship: Selected essays by Howard E. Aldrich. Cheltenham, UK: Elgar. 2. David, Robert J., Wesley D. Sine, and Caroline K. Serra. 2017. Institutional theory and entrepreneurship: Taking stock and moving forward. In <i>The SAGE handbook of organizational institutionalism</i>. Edited by Royston Greenwood, Christine Oliver, Thomas B. Lawrence, and R (Shukla) (Shukla) (Shukla)

	<p>(Shukla)enate E. Meyer, 671–688. Los Angeles: SAGE.</p> <ol style="list-style-type: none"> 3. Swedberg, Richard. 2000. <i>Entrepreneurship: The social science view</i>. Oxford Management Readers. Oxford: Oxford Univ. Press. 4. Alvord, S. H., Brown, L. D., & Alvord, S. H. (2003). <i>Social entrepreneurship: Leadership that facilitates societal transformation — An exploratory study</i>. Center for Public Leadership, Retrieved November 11, 2010, from http://dspace.mit.edu/bitstream/handle/1721.1/55803/CPL_WP_03_5_AlvordBrownLetts.pdf?sequence=1. 5. Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. <i>The Journal of Applied Behavioral Science</i>, 40(3): 260-282.
Text Books	<ol style="list-style-type: none"> 1. Ruef, Martin, and Michael Lounsbury, eds. 2007. <i>The sociology of entrepreneurship</i>. Research in the Sociology of Organizations, Amsterdam: Elsevier JAI. 2. Madhukar Shukla, 2019, <i>Social Entrepreneurship in India- Quarter Idealism and a Pound of Pragmatism</i>, SAGE. 3. Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks. In Sexton, D., & Smilor, R. (Eds.), <i>The Art and Science of Entrepreneurship</i> (pp. 3-23). Cambridge, Massachusetts: Ballinger Publishing Company. 4. Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks. In Sexton, D., & Smilor, R. (Eds.), <i>The Art and Science of Entrepreneurship</i> (pp. 3-23). Cambridge, Massachusetts: Ballinger Publishing Company. 5. Bass, B. M. (1985). <i>Leadership and performance beyond expectations</i>. New York: Free Press.
Web sources	<ul style="list-style-type: none"> • Thornton, P. H. (1999). The Sociology of Entrepreneurship. <i>Annual Review of Sociology</i>, 25, 19–46. http://www.jstor.org/stable/223496 • Introduction: The Sociology of Entrepreneurship Michael Lounsbury - Academia.edu • Social Entrepreneurship Definition - What is Social

	Entrepreneurship (shopify.com) <ul style="list-style-type: none"> • https://www.toppr.com/guides/business-studies/entrepreneurship-development • https://byjus.com/commerce/entrepreneurship-development-process/
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Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	2	1	3	3	2	1	3	3
CO 2	2	1	1	3	3	2	3	2	3	3
CO 3	1	2	1	3	3	2	3	2	3	3

CO 4	3	2	1	3	3	2	3	2	3	2
CO 5	3	2	3	3	1	2	1	2	1	2
Average	3	2	1	3	3	2	3	2	3	3

3-Strong 2-Medium 1-Low

Course	Skill Enhancement Course : SEC - 4
Title of the Course:	PUBLIC SPEAKING SKILLS
Credits:	1
Learning Objectives	<ol style="list-style-type: none"> 1. To Know the significance and types of Public Speaking 2. To understand the various aspects of the art of public speaking 3. To familiarize the tools of public speaking 4. To know the etiquettes and mannerisms of public speaking 5. To be aware of the ethics of public speaking
Course Outcomes	<ol style="list-style-type: none"> 1. To gain knowledge about the importance of public speaking 2. To understand the nuances of the art of public speaking 3. To be able to use the tools of public speaking effectively 4. To be sensitive to the etiquettes and mannerisms of public speaking 5. To become conscious about ethics of public speaking
Pre-requisites, if any:	
Units	
I	<p style="text-align: center;">PUBLIC SPEAKING SKILL</p> <p>Introduction to Public Speaking Meaning of Public Speaking – Significance of Public Speaking Types of Public Speaking: Informative, Persuasive, and Entertaining</p>

II	Art of Public Speaking Communication Skill: Active Listening, Language, Non Verbal cues Know your Audience: Audience interest and Preference Structure of Presentation: Introduction, Body and Conclusion Practice: Being familiar with content, flow and timing Manage Nervousness: Simple Breathing techniques, concentration on message and positive self –talk
III	Tools for Public Speaking Vocal Delivery Body Language Audio Visual Aids
IV	Etiquettes and Mannerisms in Public Speaking Preparation Punctuality Dress Appropriately Introduction and Acknowledgment Eye Contact Respectful Language Time Management

V	Ethics in Public Speaking Ethics and ethical standards Ethical Speaking Ethical Listening
Recommended Books	<ol style="list-style-type: none"> 1. Davidson, Jeff, The Complete Guide to Public Speaking, Breathing Space Institute, 2003. 2. Hamilton, C, Essentials of Public Speaking(5th ed.), Belmont, CA: Wordsworth Cengage Learning, 2012 3. King, Dale, Effective Communication Skills: The Nine-Keys Guidebook for Developing the Art of Persuasion through Public Speaking, Social Intelligence, Verbal Dexterity, Charisma and Eloquence, Hamatea Publishing Studio, 2020.
Text Books	<ol style="list-style-type: none"> 1. Kumar, Sanjay and Pushpa Lata, Communication Skills, New Delhi: OUP, 2011. 2. Holtz, Shel, Corporate Conversations, New Delhi: PHI, 2007
Web Resources	https://study.com/academy/lesson/what-is-public-speaking-and-why-do-i-need-it.html https://study.com/academy/lesson/what-is-public-speaking-and-why-do-i-need-it.html https://worldspeechday.com/resources

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong 2-Medium 1-Low

Course	SUBSTITUTE COURSE FOR NAAN MUDHALVAN COURSE
Title of the Course	SOCIOLOGY OF DISASTER MANAGEMENT
Credits	2
Learning Objectives	<ol style="list-style-type: none">1. To know the meaning and causes of disaster2. To understand the nature and types of hazards3. To know the types of disaster4. To be aware of essentials of disaster preparedness5. To understand the objectives and strategies of disaster management

Course Outcomes	<ol style="list-style-type: none"> 1. To gain knowledge about nature and causes of disaster 2. To become aware of the different kinds of hazards and disaster 3. To be able to classify disaster into various categories 4. To become knowledgeable about the essentials of disaster preparedness 5. To enhance the skills of strategic disaster management
Pre-requisites, if any:	
Units	
I	DISASTER: Meaning – Definition – Scope – Objective of Disaster Management – Causes of Disaster – History of Disaster in India.
II	HAZARD: Definition – Types of Hazards – Characteristic Features – Occurrence and Impact of Hazards – Natural Hazards (including geo hazards)- Bio Hazards
III	TYPES OF DISASTER: Human Made Disasters – Wars, Riots, Industrial Disaster, Nuclear Disasters. Natural Disasters – Cyclone, Drought, Tsunami, Flood, Earthquake, Volcanoes, and Landside.
IV	ESSENTIALS OF DISASTER PREPAREDNESS: Disaster Predictability – Fore Casting - Warning and Public Awareness Preparedness Programmes Planning – Communication – Rehabilitation to Pre-Disaster Management – Relief Measures

V	<p>STRATEGIES OF DISASTER MANAGEMENT:</p> <p>Disaster Management Policy in India – Role and Function of NDRF – The role of the State Government in Disaster Management – Role of NGOs</p>
Recommended Books	<ol style="list-style-type: none"> 1. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publication, New York. 2. E.L. Quarantelli, et. al., (1998), what are a Disaster, Routledge, London and New York. 3. Gandhi P.T. (2007) ‘Disaster mitigation and management post Tsunami perspectives’. Deep-Deep publication. 4. Ghosh G.K (2006) ‘Disaster management’ APH publishing corporation six volumes
Web Resources	<p>https://link.springer.com/referenceworkentry/10.1007/978-981-16-8800-3_218-1</p> <p>https://training.fema.gov/emiweb/downloads/drabeksociologydisastersandem.pdf</p> <p>https://www.start.umd.edu/publication/disasters-sociological-approach</p>

Method of Evaluation:

End Semester Examination	Total	Grade
100	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong 2-Medium 1-Low

II YEAR IV SEMESTER

Course	Core VII
Title of the Course:	SOCIAL MOVEMENTS IN INDIA
Credits:	5
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to explain the diverse movements that occur in Indian society. 2. The course highlights the process of religious reform social movement on Indian society. 3. The course enables students to understand the causes and consequences of movements in society. 4. The course will compare and contrast the different backward class movement that occurred in Indian society 5. The aim of the course is to explain how the social change brought by various social movements.

Course Outcomes	<ol style="list-style-type: none"> 1. The students can evaluate the impacts of the religious reform movement in the Indian society 2. The students will be able to recognize the various backward class movements and their effects on a deprived section of society. 3. The students can aware of social issues, as the root cause of various social movements. 4. The students will identify the different theoretical orientations to learn about the social movements in India. 5. The students can explain women's movements in India and the function of women's organizations.
Pre-requisites, if any:	
Units	
I	<p>Introduction</p> <ul style="list-style-type: none"> • Definition and Characteristics of Social Movements • Types of Social Movements • Social movements and social change
II	<p>Theories of Social Movement</p> <ul style="list-style-type: none"> • Relative deprivation theory • Resource mobilization theory • Structural-Strain theory • Marxist and Post Marxist theory
III	<p>Socio-Reform Movements</p> <ul style="list-style-type: none"> • Brahma Samaj and Arya Samaj • Self-respect movement in Tamil Nadu • Satya Shodak Samaj Movement • Bhakti Movement • Justice Party in Tami Nadu
IV	<p>Peasant and Tribal movements</p> <ul style="list-style-type: none"> • Telangana movement • The sandal movement

	<ul style="list-style-type: none"> • Champaran movement • Bodo movement • Birsa Munda movement • Jharkhand movement
V	<p>New Social Movements</p> <ul style="list-style-type: none"> • Dalit movements • Environmental movements • Women's movements • Anti-corruption movements • Farmers movement
Recommended Books	<ol style="list-style-type: none"> 1. Desai A. R. (1979) Peasant Struggle in India, OUP, India. 2. Desai A.P (1987) Social Background of Indian Nationalism, Popular Prakasam, Bombay. 3. Dhanagare D.N (1983) Peasant Movements in India: 1920-50, OUP, Delhi. 4. Ghanshyam Shah (2016) Social movements in contemporary India. First edition. India
Text Books	<ol style="list-style-type: none"> 3. Rao M.S.A (1979) Social movement in India, Manohar, New Delhi. 4. Rao M.S.A (1979) Social movements and social transformation, Mac Millan, New Delhi. 5. Banks J.A (1992) The Sociology of Social movements, Mac Millan, London. 6. Biswajit Ghosh (2020) Social movements: Concepts, experiences and Concerns. First edition. 7. Donatella Della Porta and Mario Diani (2006) Social Movements: An introduction. Second edition.
Web Resources	<ul style="list-style-type: none"> • http://www.sociologydiscussion.com/social-movements/social-movements-meaning-causes-types-revolution-and-role/2248 • https://opentextbc.ca/introductiontosociology/chapter/chapter

	<p>21-social-movements-and-social-change/</p> <ul style="list-style-type: none"> • https://www.analogeducation.in/almajor/uploads/494637688Social%20Movements%20and%20Politics%20in%20India.pdf • https://egyankosh.ac.in/bitstream/123456789/18910/1/Unit-35.pdf • https://old.amu.ac.in/emp/studym/100008689.pdf
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Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong 2-Medium 1-Low

Course	Core VIII
Title of the Course:	RESEARCH METHODOLOGY
Credits:	5
	1. The aim of the study is to understand the core themes such as description, presentation and argumentation in statistical/quantitative contexts.

Learning Objectives	<ol style="list-style-type: none"> 2. The course will able to execute theoretical and empirical methodology. 3. The aim of the study is to let the students to acquire proper research methods, sampling techniques, designs etc. 4. To understand the importance of social research in analyzing social problems. 5. To know the statistical methods in conducting research.
Course Outcomes	<ol style="list-style-type: none"> 1. Student will attempt to sensitize a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. 2. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. 3. Student will learn to write a research proposal and reports. 4. Student will understand skills about Collecting Data, Writing Bibliography and Analyzing data. 5. Course will enhance the ability of the students to apply the research methods to practical issues.
Pre-requisites, if any:	
Units	
I	<p>Science and Scientific Methods</p> <ul style="list-style-type: none"> • Scientific research • Types, importance and uses • Steps in social research • Theory – fact and hypothesis
II	<p>Research Design</p> <ul style="list-style-type: none"> • Types- Descriptive, explorative, experimental- Diagnostic and comparative • Functions of research design

III	<p style="text-align: center;">Quantitative Research</p> <ul style="list-style-type: none"> • Survey • questionnaire • Experimental Research • Content analysis
IV	<p style="text-align: center;">Qualitative Research</p> <ul style="list-style-type: none"> • Case study • Interview • Projective technique. • Ethnography • Discourse Analysis • Focus Group
V	<p style="text-align: center;">Sampling methods and Report Writing</p> <ul style="list-style-type: none"> • Types- probability and non-Probability sampling. • Report Writing- steps in report writing
Recommended Books	<ol style="list-style-type: none"> 1. Young Pauline V, (2009) Scientific Social surveys and research, PHI 2. Mitchall, Mark and Jamina Jolley, (1988) Research design explainer, Holt, Rine Hart and Winston Inc, New York. 3. Gane, Mike. (1988) Durkheim’s Rules of Sociological Method, Routledge, London. 4. Bialock, J.R, Hubert.K. (1981) Social Statistics, Mc Graw Hill, International Editions, Washington. 5. Hunt, Morton. (1920) Profiles of Social Research, Russell Sage Foundation, New York.
Text books	<ol style="list-style-type: none"> 1. Kothari C.R, (1985). Research Methodology; Methods and Techniques, Wiley Eastern Limited, Madras. 2. Goode Williams and Hatt Paul. (1981). Methods in Social Research, Mc Graw Hill Book company, London. 3. Kothari, C.R. (1978) Quantitative Techniques, Vikas Publishing

	<p>House, New Delhi.</p> <p>4. Michael S. Lewis, Beck, (Ed) (1990) Experimental design & Methods, Sage publications, Toppan, Publishing United Kingdom</p> <p>5. Nardi P M Doing Survey Research: A Guide to Quantitative Methods</p>
Web resources	<ul style="list-style-type: none"> • https://www.intechopen.com/online-first/research-design-and-methodology • https://www.scribbr.com/methodology/qualitative-quantitative-research/ • https://www.scribbr.com/methodology/sampling-methods/ • https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf • https://www.researchgate.net/publication/319207471_HANDBOOK_OF_RESEARCH_METHODODOLOGY

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	1	3	3	3	3	3
CO 2	2	3	1	3	3	3	3	3	3	3
CO 3	2	3	1	3	3	3	3	3	3	3
CO 4	2	2	2	3	3	3	3	3	3	2
CO 5	1	1	2	3	1	2	3	3	3	3
Average	2	3	2	3	3	3	3	3	3	3

3-Strong 2-Medium 1-Low

Course	Elective – IV
Title of the Course:	SOCIAL GERONTOLOGY
Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. The course introduces the concept of Social Gerontology to the students. 2. It helps the students to understand the Sociological aspects of aging. 3. The aim of the course is to identify the needs, strengths and resources of elderly people in the society. 4. The course also analyzes the various dimensions of ageing. 5. The course also explores the support system of the elderly people.

Course Outcomes	<ol style="list-style-type: none"> 1. The students will be able to distinguish the terms Gerontology and Geriatrics 2. The students will be trained to apply the theories of ageing as a problem-solving technique. 3. The students can interpret the psychological, economic, physical and social problems of elderly people. 4. The students can critically assess the problems of the aged women in our society. 5. They can also understand the impact of globalization in the life of elderly people.
Pre-requisites, if any:	
Units	
I	<p>Introduction to Social Gerontology</p> <ul style="list-style-type: none"> • Definition and Meaning • Evolution of Social Gerontology • Scope and Importance • Gerontology & Geriatrics
II	<p>Theories of Aging</p> <ul style="list-style-type: none"> • Sociological Theories • Disengagement Theory • Activity Theory • Conflict Theory • Age Stratification Theory
III	<p>Understanding the Aged</p> <ul style="list-style-type: none"> • Dimensions of Aging • Support Systems for the Aged
IV	<p>Problems of the Aged</p> <ul style="list-style-type: none"> • Health • Housing • Employment

	<ul style="list-style-type: none"> • Retirement • Exploitation • Problems of the Aged Women • Institutionalization of the Care of the Aged
V	<p>Re-examining the concept of the aged</p> <ul style="list-style-type: none"> • Impact of Industrialization, Urbanization and Globalization • Policies and Social Legislations for aged in India and Tamil Nadu. • Re-evaluation and Utilization of the Senior Citizens Skills and Time
Recommended Book	<ol style="list-style-type: none"> 1. Arthur. N. Schwartz and Anne Fonner. (1979) Introduction to Gerontology, New York Holt: Rinchart and Winston. 2. Kunkel, Suzanne and Leslie Morgan. (1998) Ageing: The Social Context. California: Sage. 3. Berkman B & Sharma KL(2015) Social Work in Health and Ageing` 4. Sahoo AK (2015) Sociology of Ageing: A Reader ` 5. Sebastian D (2014) Ageing and Elder Abuse
Text Books	<ol style="list-style-type: none"> 1. Bali, P. Arun, (1999) Understanding Greying People of India, New Delhi: Inter India. 2. Bai, Thara. L. (2002) Ageing Indian Perspectives, New Delhi: Decent Books. 3. Natarajan V.S. (1995) Ageing Beautifully. Madras: Sakthi Pathipagam. 4. McDonald & Sharma KL (2011) Ageism and Elder Abuse 5. Shanthi CS & Rajan SI (2010) Ageing and Health in India
Web resources	<ul style="list-style-type: none"> • https://opentextbc.ca/introductiontosociology/chapter/chapter13-aging-and-the-elderly/ • https://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-335 • https://academic.oup.com/gerontologist/article-

	<p>abstract/4/1/46/630978?redirectedFrom=fulltext</p> <ul style="list-style-type: none"> • https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_18.pdf <p>https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_18.pdf</p>
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Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	POS 5
CO 1	3	3	3	3	1	3	3	3	3	3
CO 2	3	3	3	3	3	3	2	3	2	3

CO 3	2	3	2	3	3	3	2	2	3	3
CO 4	2	1	3	3	1	2	2	3	3	3
CO 5	2	1	1	2	3	3	3	3	3	3
Average	2	3	3	3	3	3	2	3	3	3

3-Strong 2-Medium 1-Low

Course	Skill Enhancement Course: SEC - 5
Title of the Course:	LEADERSHIP SKILLS
Credits:	1
Learning Objectives	<ol style="list-style-type: none"> 1. To understand the meaning and different aspects of leadership 2. To be aware of leadership styles and skills 3. To know the significance of body language for leaders 4. To gain knowledge about leading teams 5. To understand the need for leading and managing change

Course Outcomes	<ol style="list-style-type: none"> 1. To gain conceptual knowledge of leadership 2. To understand the skills and styles of leadership 3. To demonstrate the application of body language for leaders 4. To analyse the impact of effective leadership on organizational performance 5. To understand the role of leaders in managing change
Pre-requisites, if any:	
Units	
I	Introduction to Leadership Leadership: Definition and meaning, Importance Leadership and Management, Leader vs Manager Essential qualities of an effective leader Types of leadership
II	Leadership Styles and Skills Authoritative Leadership - Delegative Leadership - Participative Leadership – Transactional Leadership - Transformational Leadership Basic leadership skills- Motivation, Teamwork, Negotiation and Networking
III	Body Language for Leaders Meaning, characteristics and types of body language Body language basics for leaders Impact of body language on leadership

<p style="text-align: center;">IV</p>	<p>Leadership and Teamwork</p> <p>Meaning and importance of teamwork</p> <p>Elements of teamwork</p> <p>Role of leadership in effective teamwork – 3 C’s of effective teams: communication, coordination and cooperation</p>
<p style="text-align: center;">V</p>	<p>Leadership and Change Management</p> <p>Meaning of Change Management</p> <p>Role of Leadership skills in change management</p> <p>Why change management is the most critical leadership skill</p> <p>Challenges faced by leaders during organizational transitions</p> <p>Important leadership qualities for successful change management</p>

Recommended Books	<ol style="list-style-type: none"> 1. Peter G. Northouse, Leadership, 6th Ed., Sage Publications, 2015. 2. Lussier/Achua, Effective Leadership, 3rd Ed., Cengage Learning, 2016. 3. Richard L., Draft, Leadership, Cengage Learning, 2015. 4. Gary Yukl, Leadership in Organisations, 6th Ed., Pearson Education, 2016. 5. V.S.P. Rao, Management Text and Cases, Excel Books, 2014.
Web Resources	<p>https://study.com/academy/lesson/positive-body-language</p> <p>https://www.forbes.com/sites/carolkinseygoman/2023/02/14/body-language-basics-for-new-leaders/</p> <p>https://www.theceomagazine.com/business/management-leadership/the-body-language-of-a-leader/</p>

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong 2-Medium 1-Low

Course	PART – IV Common Paper
Title of the Course:	VALUE EDUCATION
Credits:	2
Learning Objectives	<ol style="list-style-type: none"> 1. It contributes in forming true human being, who are able to face life and make it meaningful 2. Creating and improving awareness of values and their importance and role 3. To create attitudes and improvement towards sustainable lifestyle 4. To increase awareness about our national history, integration, community development and environment. 5. To know about many living and non-living organisms and their interactions with the setting

Course Outcomes	<ol style="list-style-type: none">1. Students will understand the importance of value-based living2. They will gain deeper understanding about the purpose of life3. The students will start applying the essential steps to become good leaders4. The students will emerge as responsible citizens with clear conviction to practice values and ethics in life5. They will contribute in building a healthy nation and become value-based professionals.
Pre-requisites, if any:	

Units	
I	Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.
II	Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.
III	Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam’s ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building
IV	Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment
V	Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them
Recommended Books	<ol style="list-style-type: none"> 1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003. 2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999. 3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991. 4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995. 5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999

Text Books	1. Roberts, Keith (1984) Religion in Sociological Perspective. The Dorsy Press, Illinois.
	2. For Life, For the future : Reserves and Remains – UNESCO Publication. 3. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996. 4. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai. 5. Swami Vivekananda, Call to the Youth for Nation Building, AdvaitaAshrama, Calcutta.
Web sources	<ul style="list-style-type: none"> • PDF) Values Education Program and its Outcomes Nuray Senemoglu - Academia.edu Importance of Value Education: Essay & Speech Leverage Edu • (PDF) Values Education Program and its Outcomes. (researchgate.net) • https://selffa.com/the-importance-of-self-esteem/ • Value education — Meaning, Objectives and Needs (gupshups.org)

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	2	3	2	2	3	2	3	3	3
CO 2	2	2	1	2	2	3	2	2	1	3
CO 3	2	3	1	1	2	3	2	3	3	3
CO 4	3	3	3	1	3	3	1	3	2	3
CO 5	3	3	3	1	1	3	3	3	2	1
Average	3	3	3	1	2	3	2	3	3	3

3-Strong 2-Medium 1-Low

Course	SUBSTITUTE COURSE FOR NAAN MUDHALVAN COURSE
Title of the Course	SOCIAL WELFARE ADMINISTRATION
Credits	2

<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To understand the concept, nature, scope and functions of social welfare administration. 2. To gain knowledge about structure of social welfare administration. 3. To understand the importance of NGOs in social welfare administration. 4. To know the functions of social welfare boards 5. To gain knowledge about various fields of social welfare administration
<p>Course Outcomes</p>	<ol style="list-style-type: none"> 1. To gain understanding about importance of Social Welfare Administration in India 2. To analyse the fields of social welfare administration 3. To acquire knowledge about policies, schemes and welfare programmes in social welfare administration. 4. To understand role of central and state social welfare board in India. 5. To utilize the knowledge of social welfare to facilitate effective planning, policy formulation and implementation of programmes.
<p>Pre-requisites, if any:</p>	
<p>Units</p>	
<p>I</p>	<p>SOCIAL WELFARE ADMINISTRATION: Concept – Meaning – Definition – Nature and Scope – Function - Social Welfare Administration at National and State Level</p>
<p>II</p>	<p>FIELD OF SOCIAL WELFARE ADMINISTRATION: Children – Youth - Women – Aged and Handicapped Community – Policy and Programmes</p>

III	<p>SOCIAL WELFARE ORGANISATION:</p> <p>NGOs – Introduction – Concept and Functions – Issues in NGO Development – Need Assessment – NGO’s Environment – Mega and Micro - Environmental threats and Opportunity.</p>
IV	<p>SOCIAL WELFARE BOARD:</p> <p>Ministry of Social Welfare – Schemes – Central Social Welfare Board and State Social Welfare Boards in India</p>
V	<p>SOCIAL WELFARE NEEDS:</p> <p>Health Care Needs – Housing Need – Compulsory Primary Education – Employment Needs – Human Rights Commission - Human Resource Development – Tamil Nadu Women Development Corporation.</p>
Recommended Books	<p>Freeman, Michael, Human Rights: An Inter-Disciplinary Approach (2002).</p> <p>Gogia, S.P., Law relating to Human Rights (2000).</p> <p>Gupta D.N. and Singh, Chandrachur, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001).</p> <p>Lyer, Venkat (ed), Democracy, Human Rights and the Rule of Law: Essayes in Honour on Nani Palkivala (2000).</p> <p>Jhunjhunwala, Bharat (ed.) Governance and Human Rights (2002).</p> <p>Nirmal, Chiranjivi J. (ed.), Human Rights in India: Historical, Social and Political Perspective (2002).</p> <p>Paul, R.C. Situation of Human Rights in India (2002).</p> <p>Peter, S.E., Human Rights: Perspective and Challenges (New Delhi: Lancers Books, 1994).</p>
Web Resources	<p>https://byjus.com/free-ias-prep/social-welfare/</p> <p>https://vikaspedia.in/social-welfare</p> <p>https://egyankosh.ac.in/bitstream/123456789/76670/1/Unit-9.pdf</p>

Method of Evaluation:

End Semester Examination	Total	Grade
100	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong 2-Medium 1-Low

III YEAR V SEMESTER

Course	Core IX
Title of the Course	RURAL SOCIOLOGY
Credits:	4
Laerning Objectives	<ol style="list-style-type: none"> 1. The course will enable students to understand the nature of Indian rural social system 2. The course describes the agrarian social structure and various policy changes on it. 3. The course will employ planned changes in rural society during the post-independence era. 4. The course will evaluate the different agrarian associations and their impact on agricultural development. 5. The aim of the course is to know the basic social institutions and social relations in rural set up
Course Outcomes	<p>Upon successful completion of this course, students will have the knowledge and skills to:</p> <ol style="list-style-type: none"> 1. The course enables the students to understand the rural context in various aspects. 2. The students can understand the agrarian structure and changes that took place in the form of land reforms. 3. The students can review the causes for peasant movements and their impacts on agrarian society in India
	<ol style="list-style-type: none"> 4. The students can evaluate the organized effect of peasants in India on agrarian development and progress 5. The students can compare and contrast the rural problems and enumerate the several rural development programmes
Pre-requisites, if any:	
Units	

I	<p>Introduction</p> <ul style="list-style-type: none"> • Meaning of Rural Sociology • Nature and Scope • Importance of the study of Rural Sociology in India.
II	<p>Rural Society</p> <ul style="list-style-type: none"> • Characteristics of rural society • Rural- Urban society: Differentials and continuum • Village patterns and characteristics- Emergences of villages- Types of villages- Village settlement patterns – Types and patterns of dwellings.
III	<p>Rural Social Structure and Dynamics</p> <ul style="list-style-type: none"> • Indian social structure • Characteristics of rural Indian society • Social stratification in rural Indian society • Changing features of village social structure • Role and functions of Panchayat raj.
IV	<p>Rural Social Institutions</p> <ul style="list-style-type: none"> • Characteristics and functions of Social Institutions • Rural Economy, • Family and Marriage. • The Polity, • Rural Education
V	<p>Rural development Schemes in India and Tamil Nadu</p> <p>Rural development Schemes in Tamil Nadu</p> <ul style="list-style-type: none"> • Women, Child welfare scheme education scheme • New Health Insurance scheme • Scheme for Integrated Textile Parks (SITP) • Vaazhndhu Kaattuvom Project • Free Education Scheme

Recommended Books	<ol style="list-style-type: none"> 1. Vidyut Joshi (1987) Submerging villages: Problems and prospects, Ajanta publications, Delhi. 2. Desai I.P and Banwarilal Choudhary (ed) (1977) History of Rural Development in Modern India, Voll.II, Impex India, New Delhi. 3. Mishra P.S. (1994) Changing Patterns of village family in India: A sociological study, Ajanta publications, Delhi. 4. Kumar Aravind (ed) (1998) Encyclopedia of Rural Sociology. 5. Desai A.R (1969) Rural Sociology in India, Popular Prakashan, Bombay.
Text Book	<ol style="list-style-type: none"> 1. Desai A.R (1969) Rural Sociology in India, Popular Prakashan, Bombay. 2. Sharma, KL. (2019). Rural Society in India: Second Edition. 3. Desai, A.R. (2019). Rural Sociology in India. Sage Publication. ISBN. 935328000 4. Satyanarayana, G. (2019). Women in Grassroots Governance in India. 5. Harris, J. (2017). Rural Development: theories of Peasants Economy.
Web sources	<ul style="list-style-type: none"> • https://www.bankexamstoday.com/2018/10/schemes-of-rural-indiahighlights.html • http://www.sociologydiscussion.com/rural-sociology/rural-sociology-meaning-scope-importance-and-origin/2599 • https://shodhganga.inflibnet.ac.in/bitstream/10603/140660/14/14_chapter%205.pdf • Rural Sociology - N. Jayapalan - Google Books • Rural Sociology: Meaning, Scope, Importance and Origin
	(sociologydiscussion.com)

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	3	1	1	3	2	3	3	3
CO 3	3	3	3	3	1	3	2	3	3	2
CO 4	2	1	2	3	1	3	2	3	3	3
CO 5	1	1	2	3	2	3	3	3	3	3
Average	3	3	3	3	1	3	2	3	3	3

3-Strong 2-Medium 1-Low

Course	Core X
Title of the Course:	SOCIOLOGY OF MEDIA
Credits:	4

<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. The course will train the students to critically analyse media content. 2. The course will elaborate the role of media during different social crises situations 3. The course differentiates the notions of globalization and the effects of mass media on global culture. 4. The course also evaluates the social development and significance of mass media 5. The course highlights the importance of media activities.
<p>Course Outcomes</p>	<p>By going through this paper,</p> <ol style="list-style-type: none"> 1. The students can demonstrate a basic understanding of media technologies, media forms and media institutions, 2. They can get a basic knowledge of key theoretical approaches to media and culture. 3. The students are enabled to understand the problems linked with media and society 4. The students can evaluate the effects of mass media on modernism and globalization 5. They can also interpret the influence of technological development on mass media.
<p>Pre-requisites, if any:</p>	
<p>Units</p>	

I	<p>Introduction</p> <ul style="list-style-type: none"> • Media- Concept and Types • Functions of Mass Media • Effects of Mass Media on Individual, Society and Culture • Active vs Passive Audience • The Uses- effects Theory, Citizen Journalism
II	<p>Media and Consumption</p> <ul style="list-style-type: none"> • The Power of Advertising – Taste Cultures and Niche Markets • Advertising and Popular Culture – Fashions, Fads • Subcultures and the Media • The Uses – Gratification Approach • Celebrity Industry – Personality as Brand, Hero Worship
III	<p>Media and Mobilization</p> <ul style="list-style-type: none"> • Role of Media during the Freedom Struggle • Media during the French Revolution • Social Media and Mobilization – Online Forms of Protest • Media Activities
IV	<p>Alternative Media</p> <ul style="list-style-type: none"> • Marxist Approaches to Media • Various Forms of Alternative Media – Village Puppetry • Street Theatre • Little Magazines • Radio
V	<p>Issues of Representation</p> <ul style="list-style-type: none"> • Changing Representation of Women in the Media • Concerns of Under-representation of the North East in the Media
Recommended	<p>1. Berger, Arthur Asa. (2000) Ads, fads and consumer culture – Advertising’s Impact on American Character and Society. Lanham: Rowman and Littlefield.</p>

Books	<ol style="list-style-type: none"> 2. Dines, Gail and Jean M Humez (ed)(2003) Gender, Race and Class in Media: A text- Reader. California: Sage. 3. Potter, James W. (1998) Media Literacy. New Delhi: Sage. 4. Turner, Graeme. (2013) Understanding Celebrity. UK: Sage. 5. Biocca, Frank. (1998) Opposing conceptions of the audience: The Active and Passive Hemispheres of Mass Communication Theory.
Recommended Texts	<ol style="list-style-type: none"> 1. Grossberg, Lawrence et al. (1998) Media Making: Mass Media in popular culture, New Delhi: Sage. 2. Mc Quail, Dennis and Windhal. (1993) Communication Models for the study of Mass communication. Longman 3. Ross, Karen,(ed)(2012) The Handbook of Gender, Sex and Media. Sussex:Wiley Blackwell 4. Curran, J. (2002). Media and the Making of British Society, c. 1700-2000. Media History, 8(2), 135-154. 5. Bagdikian, B. H. (2004). The new media monopoly: A completely revised and updated edition with seven new chapters. Beacon Press
Web sources	<ul style="list-style-type: none"> • https://opentextbc.ca/introductiontosociology/chapter/chapter8-media- and-technology/ • Media Sociology (studysmarter.us) • Sociology of Media, Social Issues Of Media, Social Issues Related To Media • https://www.researchgate.net/publication/320285914_The_Sociology_of_Mass_Media • https://www.oxfordreference.com/view/10.1093/oi/authority.2011128201009669

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	1	3	3	2	2	1
CO 2	3	2	3	2	1	2	3	3	2	2
CO 3	3	2	3	2	1	2	1	3	3	3
CO 4	3	3	3	2	1	2	3	2	3	3
CO 5	3	3	3	2	3	2	3	3	3	3
Average	3	3	3	2	1	2	3	2	3	3

3-Strong 2-Medium 1-Low

Course	Core XI
Title of the Course:	INDUSTRIAL SOCIOLOGY
Credits:	4
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to increase the awareness on the usage of industrial sociology 2. To enable students to sketch the process involved in the development of industrial system. 3. To describe major theoretical contributions on industrial view point 4. The aim of the course is to enumerate the types of industry 5. The course categorizes the types of organizations and roles of the personnel
Course Outcomes	<ol style="list-style-type: none"> 1. The students can describe the nature and scope of Industrial Sociology; 2. They can also explain the growth of Industrialization, Industrial Revolution and its impact on Society, 3. The students can understand the changing structure of modern Industrial enterprises and principles of Organization. 4. Describe Trade Union, Workers Participation in Management and Collective Bargaining, 5. Explain Industrial Conflicts and means of Settlement of industrial Disputes.
Pre-requisites, if any:	
Units	
I	Introduction <ul style="list-style-type: none"> • Scope and Importance of Industrial Sociology

	<ul style="list-style-type: none"> • Approaches to the study of Industrial Sociology • Socio- industrial thought- Taylor, Mayo, Maslow, McClelland
II	<p style="text-align: center;">Evolution of Industry</p> <ul style="list-style-type: none"> • Manorial system • Guild system • Domestic system • Factory system • Modern corporate system. • Internationalization of NGOs
III	<p style="text-align: center;">Industrial Organization</p> <ul style="list-style-type: none"> • Structure of Industrial Organization <ul style="list-style-type: none"> - Formal and informal organizations - Line and staff Organizations • Roles and relationship: Manager, Supervisors and workers.
IV	<p style="text-align: center;">Organization of Labour and Labour Welfare</p> <ul style="list-style-type: none"> • Origin and growth of trade union in India • Functions of trade union in India: Problems and Issues • Trade unions • Social security and labour welfare measures
V	<p style="text-align: center;">Industrial Conflict</p> <ul style="list-style-type: none"> • Types of Industrial conflict • Causes and consequences • Methods of settling Industrial disputes
Recommended Books	<ol style="list-style-type: none"> 1. Bose S.N. (1950) Indian Labour Code, Eastern Law House Pvt. Ltd., Calcutta 2. Malik P.C, (2017) The Industrial Law, Eastern Book Co., Lucknow 3. Moorthy M.N, (1968) Principles of labour welfare, Visakhapatnam: Gupta Bros 4. Brown, Richard K. (1992). Understanding Industrial Organizations: Theoretical Perspectives in Industrial Sociology. Routledge

	<p>5. Agarwal R.D. (1972). Dynamics of Labour Relations in India. Tata Mc Graw Hill. Bhowmik K. Sharit. (2012). Industry, Labour and Society, Orient Blackswan Pvt. Ltd. New Delhi.</p>
Text Books	<ol style="list-style-type: none"> 1. Monappa Arun, (2003) Industrial Relations in India, Tata McGraw Hill, New Delhi. 2. Mongia J.N, (1980) Readings in Indian labour and Social Welfare 3. Pascal Gisbert (1972), Fundamentals of Industrial Sociology, Tata McGraw Hill, New Delhi 4. Philip Hancock, Melissa Taylor. (2001). Work, Post Modernism and Organisation. Sage. India, Publishing House. Mumbai. 5. Ramaswamy E R. (1977). The Worker and His Union. Allied. New Delhi
Web sources	<ul style="list-style-type: none"> • http://oer.funai.edu.ng/wp-content/uploads/2016/11/INDUSTRIAL-SOCIOLOGY-SOC-4.pdf • https://www.simio.com/blog/2018/09/05/evolution-industrial-ages-industry-1-0-4-0/ • http://www.yourarticlelibrary.com/essay/industrial-dispute-in-india-definition-causes-and-measures-to-improve-industrial-relations/27991 • https://www.economicdiscussion.net/industrial-disputes-2/industrial-dispute/32493 • https://www.slideshare.net/sultanpur/industrial-disputes-11600495

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	3	2	3	3	3	2
CO 2	3	3	2	2	3	3	2	3	3	3
CO 3	3	2	2	1	2	3	3	2	3	2
CO 4	3	3	3	1	2	3	2	2	3	3
CO 5	3	2	2	2	1	1	1	3	3	3
Average	3	3	2	2	3	3	3	3	3	3

3-Strong 2-Medium 1-Low

Course	Core – XII
Title of the Course:	SOCIOLOGY OF GENDER
Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. To help the students to understand the basics of gender relations and how gender operates in society. 2. The aim of the course is to interpret the meaning of gender. 3. The course will critically assess the theories of gender socialization. 4. The course also highlights the gender related social movements. 5. The course will conceptualize the overall understanding of gender in society.
Course Outcomes	<ol style="list-style-type: none"> 1. The students will enable to understand the different perspectives to gender in society 2. The students will be able to understand the social construction of Gender. 3. The students will identify the role of gender in society. 4. The students critically assess the role of Women in the Freedom Struggle 5. They can identify the problems faced by transgender in India
Pre-requisites, if any:	
Units	
I	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> • Meaning of Gender • Social construction of Gender

	<ul style="list-style-type: none"> • Masculinity and Femininity • Agencies of Socialization
II	<p>Theories of Gender Socialization</p> <ul style="list-style-type: none"> • Cognitive Development Theory • Gender Schema Theory • Social Learning theory
III	<p>Gender-related Social Movements</p> <ul style="list-style-type: none"> • Role of Women in the Freedom Struggle • Contemporary Issues in the Women's Movement • The Movement for Transgender Rights
IV	<p>Issues Concerning Women</p> <ul style="list-style-type: none"> • Various Forms of Discrimination Against Women • Domestic Violence and Dowry Deaths • Problems faced by Women in Workplace • Acts and Policies for the protection of Women in Society
V	<p>Issues Relating to Transgender</p> <ul style="list-style-type: none"> • Transgender- Concept • Problems Faced by Transgender in India • Legal Provisions and Welfare schemes for Transgender in India and Tamil Nadu • Representation of Transgender in the Media
Recommended Books	<ol style="list-style-type: none"> 1. Ahuja Ram. (2011) Social Problems in India. Jaipur: Rawat. 2. Chafetz Jane. (1999) Handbook of the Sociology of Gender, New York: Springer. 3. Crompton R and M. Mann. (ed) (1986) Gender And Stratification. Cambridge: Polity Press. 4. Forbes Geraldine. (1999) Women in Modern India (The New Cambridge History of India) Cambridge University Press. 5. Jackson S and S.Scott (ed) (2002). Gender: A Sociological Reader. London: Routledge.

Text books	<ol style="list-style-type: none"> 1. John Mary L. (2008) Women's studies in India: A Reader, New Delhi: Penguin. 2. Lindsey Linda, (1994) Gender Roles: A Sociological Perspective, New Jersey: Prentice Hall. 3. Jackson, S. and Scott, S. (2002) Gender: A Sociological Reader. New York: Routledge. 4. Delamont Sara. (2003). Feminist Sociology, Sage Publications, London 5. Essed Philomena, Goldberg Theo David, Kobayashi Audrey (eds). (2005). A Companion to Gender Studies, Oxford: Blackwell Publishing.
Web resources	<ul style="list-style-type: none"> • https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/ • https://courses.lumenlearning.com/boundless-sociology/chapter/gender-and-socialization/ • http://www.ludenet.org/projects-files/6/resources/gender-and-social-movements-overview-report-2013-206.pdf • https://www.studysmarter.us/explanations/psychology/social-psychology/gender-roles-in-society/ • https://opinionfront.com/gender-roles-in-society

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	2	3	3	2	3	3	3	3
CO 3	3	3	1	3	3	2	2	3	2	3
CO 4	2	3	1	3	3	3	2	3	2	3
CO 5	3	1	1	3	3	3	2	3	2	3
Average	3	3	1	3	3	3	2	3	2	3

3-Strong 2-Medium 1-Low

Course	ELECTIVE -V
Title of the Course:	SOCIAL CHANGE IN INDIA

Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. To understand the concept of Social change 2. To know the changes underwent by Indian society 3. To gain knowledge of theories of social change 4. To familiarize with changing conceptions of development 5. To be aware of different developmental programmes aimed at social change
Course Outcomes	<ol style="list-style-type: none"> 1. To become knowledgeable with different aspects of social change 2. To understand varied process of change 3. To be able to apply theory to the process of change 4. To comprehend dimensions of development 5. To understand government's role in social change through developmental programmes.
Pre-requisites, if any:	
Units	
I	<p>Social Change Definition, Concept, Evolution, Growth, Development, Progress, Factors of Social Change, Rate of Change, Direction, Forms – Sources of Social Change – – Planned Change.</p>

II	<p>Social Change in Indian Society Trends and Process of Change: Sanskritization, Westernization, Modernization, Secularization, Liberalization, Privatization, Globalization and Their Impact – Information Technology and the Network Society</p>
III	<p>Theories of Social Change Linear (Spencer) Cyclical (Pareto) Fluctuation (Sorokin) Conflict theory (Marx)</p>
IV	<p>Changing Conceptions of Development – Economic Growth, Social Development – Quality of Life and Indices, Sustainable Development – Human Development (Amartya Sen, Mahboob UI Haq, Martha Nussbaum) – Human Development Index (HDI) – Millennium Development Goals</p>
V	<p>Development Programmes in India – Planning Commission, NITI Aayog, Community Development Programmes, Five Year Plans, Panchayat Raj: Impact of new Panchayat Raj on Women Empowerment – Development and socio-economic disparities – Gender and development – Development and Implications of Globalization.</p>
<p>Recommended Books</p>	<p>REFERENCE BOOKS:</p> <ol style="list-style-type: none"> 1. Dereze, J & Sen, A. – <i>India Economic Development and Social Opportunity</i>, New Delhi: OUP, 1996. 2. Giddens, A. – <i>Introduction to Sociology</i> (2nd Edition.), New York: W.W. Norton & Co., 1996. 3. Panikkar, K.M. – <i>Hindu Society at Cross Road.</i>, Bombay, 1955. 4. Mandelbaum, D.G. <i>Society in India</i>. Bombay: Popular Prahkashn, 1970. 5. Moore, W.E., and Cook, R. – <i>Social Change</i>. New Delhi: Prentice – Hall (India), 1967.

Text books	<ol style="list-style-type: none"> 1. Singer, M. and Cohen, B. – <i>Structure and Change in Indian Society</i>. Jaipur: Rawat Publication, 2001. 2. Appadurai, A. -<i>Modernity at Large Cultural Dimensions of Globalization</i>, New Delhi: OUP, 1997 3. Singh, Y. – <i>Modernization of Indian Tradition</i>. New Delhi: Rawat, 1996. 4. Srinivas, M.N. – <i>Social Change in Modern India</i>, Berkeley: University of Berkeley, 5. Kapadia, K.M. – <i>Marriage and Family in India</i>, Calcutta: Oxford University Press,,1977.
Web resources	<p>https://egyankosh.ac.in/bitstream/123456789/41249/1/Unit-4.pdf</p> <p>https://testbook.com/ias-preparation/visions-of-social-change-in-india</p> <p>https://ncert.nic.in/textbook.php?lesy2=0-8</p>

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	2	3	3	2	3	3	3	3
CO 3	3	3	1	3	3	2	2	3	2	3
CO 4	2	3	1	3	3	3	2	3	2	3
CO 5	3	1	1	3	3	3	2	3	2	3
Average	3	3	1	3	3	3	2	3	2	3
			3-Strong	2-Medium	1-Low					

Course	ELECTIVE -VI
Title of the Course:	HUMAN RESOURCE MANAGEMENT
Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. To gain knowledge about concept of human resource management 2. To understand the importance of recruitment and selection 3. To know the purpose of job analysis 4. To comprehend the significance of training and development 5. To gain knowledge about performance appraisal

Course Outcomes	<ol style="list-style-type: none"> 1. To be able to consider employees as human assets 2. To become aware of appropriate recruitment and selection process 3. To relate the purpose of jobs with its' significance 4. To understand the need for training and development 5. To comprehend the uses of performance appraisal process
Pre-requisites, if any:	
Units	
I	Human Resource Management Concept, definition, scope and functions of human resource management Human resource planning – Need and scope for human resource planning.
II	Recruitment and Selection Recruitment: Meaning and Definition – Purpose and importance - Sources of Recruitment Selection: Definition, Meaning, types and process.
III	Job Analysis and Evaluation Job Analysis and Evaluation: Meaning – Purpose – Uses. Steps in Job Analysis Techniques of Job Analysis.
IV	Training and Development Training and Personnel Development, training policies Wage structure – Wages, wage fixation, allowances, bonus fixation procedures.
V	Performance Appraisal Meaning and Importance of performance appraisal Personnel records, performance appraisal and counselling.

Recommended Books	<ol style="list-style-type: none">1. John, W. Newstran and Keith Davis. Organizational Behaviour at Work – Organizational Behaviour. New Delhi: McGraw-Hill,1993.2. Miner, J.B. and Miner,M.G. Personnel and Industrial Relations. New Delhi: Macmillan, 1985.3. Terry, L. Leap. Michael D.Crino. Personnel/Human Resource Management. New Delhi: Macmillan & Co., 1990.4. William, P. Anthony et. al. Strategic Human Resource Management. New Delhi: Dryden Press, 1993.5. Venkataratnam, C.S. and Srivastava,B.K. Personnel Management and Human Resources, New Delhi: Tata McGraw-Hill Publishing Co., 1991
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Text books	<ol style="list-style-type: none"> 1. Aswathappa, K. Human Resource and Personnel Management. New Delhi: Tata McGraw- Hill, 2000. 2. Yoder, Dale. Personnel Management and Industrial Relations. New Delhi: Prentice Hall of India. 1975.
Web resources	<p>https://www.coursera.org/in/articles/human-resource-management</p> <p>https://www.whatishumanresource.com/human-resource-management</p> <p>https://www.keka.com/human-resource-planning</p> <p>https://managementstudyguide.com/human-resource-management.htm</p>

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	2	3	3	2	3	3	3	3
CO 3	3	3	1	3	3	2	2	3	2	3
CO 4	2	3	1	3	3	3	2	3	2	3
CO 5	3	1	1	3	3	3	2	3	2	3
Average	3	3	1	3	3	3	2	3	2	3

3-Strong 2-Medium 1-Low

Course	SUBSTITUTE COURSE FOR NAAN MUDHALVAN COURSE
Title of the Course:	COUNSELLING SKILLS
Credits:	2
Learning Objectives	<ol style="list-style-type: none"> 1. To gain knowledge about counselling and it's stages 2. To understand the techniques of counselling 3. To know situational issues in counselling 4. To understand different settings in counselling 5. To acquire knowledge about counselling as a profession

Course Outcomes	<ol style="list-style-type: none"> 1. To develop basic understanding about counselling 2. To gain knowledge on the techniques of counselling 3. To become aware of situational aspects in counselling 4. To enhance the therapeutic counselling skills 5. To develop professional counselling skills
Pre-requisites, if any:	
Units	
I	Counselling – Definition, meaning, counseling Stages: Pre – helping phase – Acquainting, Observing, Founding and Diagnosing – Helping phase – Pacing, Personalizing, Reframing and Initiating .Post helping Phase – Evaluating
II	Psychotherapy – Definition, Scope and objectives, Freudian Stages of Personality Development– Psychodynamic Therapy. Cognitive Behavioural Therapy (CBT), Gestalt therapy, Family Therapy, Group Therapy, Occupational Therapy
III	Situational issues and Counseling – Counseling the substance users – Counselling the HIV/AIDS, Mental Disorder and Counseling – Students guidance and counselling, Career guidance and counseling
IV	Counselling in different settings: Marital, family, Marriage & Parenthood: Importance of marriage, Problems and adjustments, accepting and respecting each other.
V	Professional values of the counselling profession, Fundamental principles of professional ethical behavior, Code of Ethics in counseling relationship, Code of Ethics in Confidentiality and Privacy.

<p>Recommended Books</p>	<ol style="list-style-type: none"> 1. Antony. John (2003) Skills of Counselling, Dindigul, Anugraha Publications. 2. Antony John (2001) Dynamics of Counselling, Dindigul , Anugraha Publications 3. Antony John (2001) Principles and Techniques of Counselling, Dindigul , Anugraha Publications. 4. Antony. John (2006) Mental Disorders encountered in Counselling, Dindigul Anugraha Publications. 5. Prasantham B J (1987) Therapeutic Counselling, Vellore, CCC 6. Rao, Narayana (1981) Counselling Psychology, Bombay, TataMcGraw Hill. 7. K. Park, (2015) Park’s Textbook of Preventive and Social Medicine, Banarsidas Bhanot, Jabalpur.
<p>Web resources</p>	<p>https://in.indeed.com/career-advice/resumes-cover-letters/counseling-skills</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/77469/1/Unit-7.pdf</p> <p>https://www.ncbi.nlm.nih.gov/books/NBK304182/</p>

Method of Evaluation:

End Semester Examination	Total	Grade
100	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate

between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	2	3	3	2	3	3	3	3
CO 3	3	3	1	3	3	2	2	3	2	3
CO 4	2	3	1	3	3	3	2	3	2	3
CO 5	3	1	1	3	3	3	2	3	2	3
Average	3	3	1	3	3	3	2	3	2	3

3-Strong 2-Medium 1-Low

B.A. SOCIOLOGY – V SEMESTER

FIELD VISIT (Credit - 2)

FIELD VISIT in the **FIFTH semester** will enable students to apply the methods and techniques involved in systematic social enquiry. It consists of the following:

1. Individual Report submission at the end of fifth semester.
2. Area of Social Enquiry: Any one of the State or Central Government Schemes at village/town/corporation level to be chosen for the study – Implementation and Impact of the chosen scheme to be studied. Individual Report to be submitted based on the study conducted.
3. Field Visit Evaluation: Total Marks: 100 (Internal: 50 marks and External: 50 marks). External evaluation through Viva-Voce with External Examiner.

III YEAR VI SEMESTER

Course	Core XIII
Title of the Course:	URBAN SOCIOLOGY
Credits:	4
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to understand the importance of urban sociology and urbanization in India and its implications. 2. The course introduces the principles, role and agencies of urban planning. 3. It also introduces students to the multidisciplinary nature of contemporary urban studies by taking them through relevant Sociological and Geographical approaches. 4. The Course introduces Urban issues such as Socio-economic and Environmental problems to be analysed.
	<ol style="list-style-type: none"> 5. Course explores town, regional, city planning and exemplifies with the contemporary events in urban.
Course Outcomes	<ol style="list-style-type: none"> 1. The students can aware of the recent development in urban studies. 2. They can learn various governmental urban programmes for the development of the urban society. 3. Students will be able to distinguish Micro and Macro theoretical contributions in Sociology. 4. Geographical knowledge and demographical terms will be inevitable gain and the same will be used for application methods during practical analysis. 5. Learning of urban sociology is needed for the understanding of cities and their issues.
Pre-requisites, if any:	

Units	
I	<p>Introduction</p> <ul style="list-style-type: none"> • Nature, Scope and importance of Urban Sociology - Urbanization and sub-urbanization • Urbanism as a way of life - Rapid urbanization in India and its implications.
II	<p>Urban Structure</p> <ul style="list-style-type: none"> • Typology and morphology in urban areas • Origin and growth of towns and cities • Types and forms of cities in pre-industrial, industrial and post-industrial periods.
III	<p>Urban Ecology</p> <ul style="list-style-type: none"> • Ecological system and ecological elements • Ecological theories: concentric zone theory-sector theory-multiple nuclei theory
IV	<p>Urban Planning</p> <ul style="list-style-type: none"> • Role of Sociology in urban planning • Principles of urban planning • Agencies involved in urban planning. • Case study- I • Case study- II
V	<p>Urban Problems</p> <ul style="list-style-type: none"> • Urban problems: urban emigration and population density • Housing problems- slums-environmental problems- urban crimes.

Recommended Books	<ol style="list-style-type: none"> 1. Lebas, Elizabeth, (1982) Urban and Regional Sociology in Advanced Industrial Societies 2. Kosambi, Meera. (1994), Urbanization and Urban Development in India, ICSSR, New Delhi. 3. Ramachandran R., (1991), Urbanization and Urban Systems in India, Oxford University Press, New Delhi. 4. Rao M.S.A (1974) Urban Sociology in India, Orient Longman, New Delhi. 5. Marris Phillip (1968) Urban Sociology, George Allen and Unwin publications, London.
Text Books	<ol style="list-style-type: none"> 1. Grint N.P. and S.Fava, Urban Society 2. Sharma Ramnath (1998) A text book of Urban Sociology, Rajhans Press Publications, India. 3. William G. Flanagan. (2010), Urban Sociology, Rowman & Littlefield Publishers, UK 4. Hall, Tim. (1998), Urban Geography, Routledge, London. 9.
Web sources	<ul style="list-style-type: none"> • http://www.yourarticlelibrary.com/sociology/the-nature-and-scope-of-urban-sociology-with-all-the-aspects-of-city-life-essay/4669 • https://www.researchgate.net/publication/232906753_Urban_Ecology_-_Definitions_and_Concepts
	<ul style="list-style-type: none"> • https://www.britannica.com/topic/urban-planning • https://opentextbc.ca/introductiontosociology/chapter/chapter-20-population-urbanization-and-the-environment/ • https://www.sociologygroup.com/urban-sociology-definition/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	2	3	2	1	2	3	1
CO 2	1	1	3	3	3	2	2	2	3	2
CO 3	2	1	3	3	3	3	3	3	3	3
CO 4	1	1	3	3	2	3	3	3	2	3
CO 5	1	1	3	2	2	3	3	3	2	3
Average	2	1	3	3	3	3	3	3	3	3

3-Strong 2-Medium 1-Low

Course	Core - XIV
Title of the Course:	MEDICAL SOCIOLOGY
Credits:	4

<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science. 2. To make student understand that health is one of the basic rights of every citizen in the country. 3. To understand the problems of health in India with respect to social epidemiology social cultural context of health behaviour and health care delivery system in India. 4. Apply sociological theories, concepts, and research to your own experience of health, illness, and health care 5. Summarize, critique, discuss, and provide examples of a variety of theories, research, and issues related to medical sociology
<p>Course Outcomes</p>	<ol style="list-style-type: none"> 1. Know the development and scope of medical sociology and its relevance to patient care difference between sociology of medicine and sociology in medicine. 2. Understand the concept of health and illness and the theoretical perspectives of health such as functional, conflict, interactionists approaches 3. Have knowledge on social epidemiology and the uses of health statistics know about environmental movements and related unrests 4. Demonstrate knowledge of the basic concepts, theories, current debates and methods covered in the sociology of health and medicine 5. Illustrate the dynamic roles of healthcare professionals and their contributions to healthcare delivery
<p>Pre-requisites, if any:</p>	
<p>Units</p>	

I	<p>Introduction to Medical Sociology</p> <ul style="list-style-type: none"> • Definition, Objectives, Principles, Scope and its relevance to Patient Care • Difference between Sociology of Medicine and Sociology in Medicine • Historical Development of Medical Sociology. • Theoretical perspectives of Health-Functional Approach, Conflict Approach, Interactionist Approach, Labeling Approach • The Sick role- Illness as a Deviance.
II	<p>Concept of Health and Illness</p> <ul style="list-style-type: none"> • Dimensions of Health - Physical, Social, Emotional, and Spiritual. • Formation of Health Behavior: Beliefs, Values, Attitudes and Practices. • Social Groups and Access to Healthcare. • Social Medicine, Community Health, Health Care and Health Agencies.
III	<p>Social Epidemiology</p> <ul style="list-style-type: none"> • Meaning and Definition of social Epidemiology • Vital Statistics: Uses and sources of vital and health statistics, • Components of Epidemiology, Natural history of diseases, • Social Etiology, Social Epidemiology and Ecology of Disease • Microbial Theory - Process of Transmission. • Socio-Cultural factors bearing on health in India
IV	<p>Hospital and Health Profession in Society</p> <ul style="list-style-type: none"> • Hospital as a Social Institution. Structure and function of a hospital. • Cost of hospitalization. Medical Social Service in a Hospital. • Professionalization of Health personnel. • The process of seeking Medical Care and the sick role • Health inequalities

V	<p>Management of Health care Services</p> <ul style="list-style-type: none"> • Public and Private Health Care Services in India: Evolution of public health systems in India • Health Planning in India (Committees, Planning commission, Five-year plans - National Health Policies) • Public health systems in India (Center, State, District & Village level) • Role of Health insurances and medical policies in the Health care system in India. • Health Programmes and schemes in Tamil Nadu – Makkalai Thedi Maruthuvam
	<ol style="list-style-type: none"> 1. Albrecht, Gary L and Fitzpatrick, R. (1994). Quality of Life in Healthcare: Advances in Medical Sociology. Mumbai: Jai Press. 2. Albrecht, Gary L. (1994). Advances in Medical Sociology

<p>Recommended Books</p>	<p>Mumbai: Jai Press.</p> <ol style="list-style-type: none"> 3. Anne, Marie Barry and Chris Yuill. (2002) Understanding Health-A Sociological Introduction: Sage Publication, New Delhi. 4. Cockerham, William, C. (1978). Medical Sociology, Englewood Cliffs: Prentice Hall. 5. Conrad, Peter et al. (2000). Handbook of Medical Sociology, New Jersey: Prentice Hall.
<p>Text Books</p>	<ol style="list-style-type: none"> 1. Dasgupta, R. (1993). Nutritional Planning in India. Hyderabad: NIN. 2. Fox, Renee C. (1988). Essays in Medical Sociology: Journeys into the field. New York: Transaction Publishers. 3. Freeman, Howard E and Sol Levine. (1989) Handbook of Medical Sociology, Englewood Cliffs: Prentice Hall. 4. Kevin White. (2002) An Introduction to the Sociology of Health and Illness: Sage Publication, New Delhi. 5. Albrecht, Gary L. and Fitzpatrick, R. (1994). Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.
<p>Web sources</p>	<ul style="list-style-type: none"> • Medical Sociology: Definition, History, Scope, Perspectives. https://www.researchgate.net/publication/330825516_MEDICAL_SOCIOLOGY (sociologygroup.com) • https://www.encyclopedia.com/medicine/divisions-diagnostics-and-procedures/medicine/medical-sociology • MEDICAL SOCIOLOGY Madhav Singh - Academia.edu • https://www.academia.edu/42153252/An_Introduction_to_medical_sociology • https://www.sociologygroup.com/medical-sociology/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	3	3	2	1	3	3
CO 2	3	3	2	2	3	3	2	2	3	2
CO 3	3	3	2	2	3	3	2	1	2	3
CO 4	3	3	1	2	3	3	2	1	2	3
CO 5	3	3	3	2	3	3	2	1	2	3
Average	3	3	2	2	3	3	2	1	2	3

3-Strong 2-Medium 1-Low

Course	Core - XV
Title of the Course:	SOCIOLOGY OF DEVELOPMENT
Credits:	4
Learning Objectives	<ol style="list-style-type: none"> 1. The aim of the course is to make the students to understand the social development and social services. 2. The course will compare and contrast different social issues of contemporary Indian society and their potential solutions. 3. The course critically assesses the social changes in post-independence period 4. The course will conceptualize the overall view of Indian's path to development. 5. The course correlates the economic, social and sustainable development of the society.
Course Outcomes	<ol style="list-style-type: none"> 1. This course explains the conceptual perspectives on social development. 2. It also describes the Theories of Development and identifies the paths of Development, 3. The course describes the interrelationship between social Structures, and Development. 4. Understand the comparative analysis of sociological thinkers related to Development. 5. Analyse the Development of Gender, marginalized group and
	peasants
Pre-requisites, if any:	
Units	
I	<p>Introduction</p> <ul style="list-style-type: none"> • Definition and Meaning of development • Economic growth and development • Social development and social indicators • Ecology and sustainable development.

<p style="text-align: center;">II</p>	<p>Culture and Development</p> <ul style="list-style-type: none"> • Development and displacement of tradition • Culture as a facilitator of development • Cultural impediments of development.
<p style="text-align: center;">III</p>	<p>Sustainable development</p> <ul style="list-style-type: none"> • Definition, nature and scope of Sustainable Development • Pillars of Sustainable Development • Globalization and development • Agreements and Conventions on Sustainable Development
<p style="text-align: center;">IV</p>	<p>Development Disparities in India</p> <ul style="list-style-type: none"> • Social disparity: Education and Health • Gender Disparity • Economic Disparity • Rural-Urban Disparity
<p style="text-align: center;">V</p>	<p>Economic Reforms and Development</p> <ul style="list-style-type: none"> • Structural adjustment in India • Economic development and social opportunities • Global divisions
<p style="text-align: center;">Recommended</p>	<ol style="list-style-type: none"> 1. Derez, Jean and Amartya Sen (1996) India: Economic development and Social opportunities, OUP, New Delhi 2. Giddens, Anthony (2001) Sociology, 4th edition, Blackwell Pub. Ltd., Oxford
<p style="text-align: center;">Books</p>	<ol style="list-style-type: none"> 3. Harrison (1989) The Sociology of Modernization and Development, OUP, New Delhi 4. Sharma S.I (1986) Development: Socio- Cultural Dimensions, Rawat pub., Jaipur 5. UNDP (2000) Human Development Report, OUP, New Delhi

<p>Text Book</p>	<p>1. Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing.</p> <p>2. Rubin, H.J, & Rubin, I.S (2008). Community Organizing and Development. New York: Pearson Publishers</p> <p>3. Rothman, J. (2001). Strategies of Community Interventions and Macro Practices (6th Ed.). Illinois: Peacock Publications.</p> <p>4. Gamble D.N, & Weil M (2010). Community Practice Skills: Local to Global Perspectives. New York: Columbia University Press.</p> <p>5. Hepworth, D., Ronald, H., Rooney, G. & Gottfried, K. (2017). Direct Social Work Practice: Theory and Skills. Boston, MA: Cengage Learning</p>
<p>Web Sources</p>	<ul style="list-style-type: none"> • https://www.sociologygroup.com/sociology-of-development/ • https://www.sociologyguide.com/sociology-of-development/ • https://appliedworldwide.com/sociology-of-development/ • https://www.yourarticlelibrary.com/sociology/sociology-of-development-a-branch-of-sociology/30678 • https://sociologyofdevelopment.com/about-the-section/significance-of-development-sociology-as-a-field/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	2	3	3	3	1	3	2
CO 2	3	3	3	2	3	3	3	2	2	3
CO 3	3	2	3	2	3	3	3	1	3	3
CO 4	3	1	3	3	3	3	2	1	3	3
CO 5	1	1	3	3	3	1	2	1	2	3
Average	3	2	3	3	3	3	3	1	3	2

3-Strong 2-Medium 1-Low

Course	ELECTIVE VII
Title of the Course:	SOCIOLOGY OF CHILD DEVELOPMENT

Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. To understand different aspects related to growth and development of children 2. create awareness about protection of children in the family and community 3. to make younger generation to be aware of needs and care of child and adolescence. 4. to understand the importance of child rights and protection in the family and society. 5. To know the legal and remedial measures for the welfare of children
Course Outcomes	<ol style="list-style-type: none"> 1. understand the growth and development of child. 2. know the health and nutrition status 3. acquire knowledge about health issues related to children and child care. 4. understand the vulnerabilities and violence against children. 5. know the measures available for child rights and protection
Pre-requisites, if any:	
Units	
I	<p>GROWTH AND DEVELOPMENT</p> <p>Child – Definition - Introduction to Growth and Development – Factors Affecting Growth and Development – Physical, Psychological and Social Development in Children – Role of Home, School and Religion in Imparting Life Education.</p>

<p style="text-align: center;">II</p>	<p style="text-align: center;">HEALTH STATUS OF INFANTS AND CHILDREN</p> <p style="text-align: center;">Breast Feeding, Weaning, Nutrition in Children – Nutritional Requirements – Problems in Feeding – Baby friendly Hospital Initiative – Government Programmes for Children – Malnutrition – Anemic – Obesity.</p>
<p style="text-align: center;">III</p>	<p style="text-align: center;">CARE OF CHILDREN AND ADOLESCENCES</p> <p style="text-align: center;">Problems and Programmes for Children – Physical Growth during Adolescence – Emotional and Behavioural Changes in Adolescent Girls and Boys – Health Education for Adolescents – Hygiene –Special Nutritional Needs of Adolescent Girls and Programmes for their Care.</p>
<p style="text-align: center;">IV</p>	<p style="text-align: center;">VULNERABILITIES AND VIOLENCE AGAINST CHILDREN:</p> <p style="text-align: center;">Child Marriage – Child Labour - Child Abuse – Child Trafficking – Child Prostitution – Children at difficult circumstances: HIV affected children, Violence against Girl Child, Children with Disability.</p>
<p style="text-align: center;">V</p>	<p style="text-align: center;">CHILD RIGHTS AND PROTECTION</p> <p style="text-align: center;">Right to Education (RTE) – Right of Children to Free and Compulsory Education Act 2009 – Prevention of child labour – Child abuse and legal protection – CHILDLINE 1098, Police or Child Welfare Committee – Special care of girl child and prevention of Female infanticide.</p> <ol style="list-style-type: none"> a. Juvenile Justice (Care and Protection of Children) Act 2015; b. Protection of Children from sexual Offences Act (POCSO) 2012; c. The Commission for Protection of Child Rights Act 2005
<p style="text-align: center;">Recommended</p>	

Books	<ol style="list-style-type: none"> 1. Park's "Text book of Preventive and Social Medicine" K Park 24th Edition 2017. 2. Parthasarathy A & Alok Gupta "Handbook on Adolescent & Adult Immunization" Jaypee Brothers medical Publishers (p) Ltd. 3. K E Elizabeth "Nutrition and Child Development" Paras Medical publisher 5th Edition 2015. 4. Parul Datta "Pediatric Nursing" 4th Edition 2018. 5. Yarrow Andrew, Jennifer Fane, "The Sociology of Early Childhood" Routledge 2018 ISBN 9781138089570
Text Book	<ol style="list-style-type: none"> 1. A M Chalkley "A Textbook for the Health Worker" New Age International Publishers Volume I, Volume II 2014. 2. V K Muthu A short Book of Public Health Jaypee Brothers Medical Publishers (P) Ltd second edition, 2014. 3. Sethuraman "Palinakkalvi" New Century Book House Private Ltd 2013 First Edition.
Web Sources	<p>https://study.com/academy/lesson/what-is-child-development-definition-theories-stages.html</p> <p>https://lotusarise.com/issues-related-to-children-upsc/</p> <p>https://www.humanium.org/en/india/</p> <p>https://www.cry.org/blog/challenges-faced-by-girls-in-india/</p>

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	2	3	3	3	1	3	2
CO 2	3	3	3	2	3	3	3	2	2	3
CO 3	3	2	3	2	3	3	3	1	3	3
CO 4	3	1	3	3	3	3	2	1	3	3
CO 5	1	1	3	3	3	1	2	1	2	3
Average	3	2	3	3	3	3	3	1	3	2

3-Strong 2-Medium 1-Low

Course	ELECTIVE VIII
Title of the Course:	INDIAN SOCIAL PROBLEMS

Credits:	3
Learning Objectives	<ol style="list-style-type: none"> 1. to gain knowledge about social problems in the context of social and individual disorganization 2. to understand the causes and remedial measures of social and individual disorganisation. 3. To know the causes and consequences of different social problems in India 4. To understand different forms of violence with reference to harassment of women 5. To understand remedial and legal measures for social problems in India
Course Outcomes	<ol style="list-style-type: none"> 1. understand the concept of social problems in India. 2. know the problems and solutions for current violence in society. 3. acquire knowledge about current situational issues and role of government for resolving such issues. 4. know the different problems of society which can be solved through effective remedies. 5. create awareness and remedies among the younger generation.
Pre-requisites, if any:	
Units	
I	Social Problem – Definition and meaning of social organization and disorganization – Causes of social disorganization, Individual disorganization – Causes and Stages.
II	Crime and Delinquency – Crime – Causes, types, biological and environmental factors – Juvenile Delinquency – Causes and Prevention of Adult offenders – Alcoholism and Drug Addiction – Causes, consequences and prevention strategies.

III	Violence in society: Gender based violence, Child Abuse, Human Trafficking, Sexual Harassment, Casteism, Communalism, Regionalism and Terrorism.
IV	Commercial Sex work — Causes, types, Commercial Sex work and personal disorganization – Commercial Sex work and Family Disorganization – Suppression of Immoral Traffic Act of 1956. AIDS – Causes, extent, consequences and prevention – Awareness perspectives and problems.
V	Poverty, Unemployment and Beggary – Poverty Absolute and Relative causes – Unemployment – Types and Causes – Effects of unemployment. Extent of unemployment in India – Beggary, Causes – Types, techniques, extent of beggary in India, methods of rehabilitation – Relevance of U.N.
Recommended Books	<ol style="list-style-type: none"> 1. Lemert, M. Social Pathology, New York: McGraw Hill Book Company, INC., 1951. 2. Stanley, D. Eitzen. Social Problems, London: Allyn and Bacon, 1983. 3. Majumdar, M Caste and Communication in an Indian Village, Mumbai: Asian Publishing House, 1958. 4. Julian Joseph. Social Problems, Prentice Hall, Englewood Cliffs, New Jersey, 1977. 5. Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanovich, 1979.
Text Book	<ol style="list-style-type: none"> 1. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers, 2. Kart, Cary, S. Exploring Social Problems: Reading and Research, California: Alfred Publishing Co., INC., 1978. 3. Teeters, Negley and Harry Elnar Barens. New Horizons in Criminology, New Delhi: Prentice Hall of India, 1959.
Web Sources	<p>https://byjus.com/free-ias-prep/social-issues-in-india</p> <p>https://testbook.com/ias-preparation/social-issue-in-india</p> <p>file:///E:/Downloads/745pm_1.EPRA%20JOURNALS%2015138%20(1).pdf</p>

Method of Evaluation:

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CO 4	3	1	3	3	3	3	2	1	3	3
CO 5	1	1	3	3	3	1	2	1	2	3
Average	3	2	3	3	3	3	3	1	3	2

3-Strong 2-Medium 1-Low

Course	SUBSTITUTE COURSE FOR NAAN MUDHALVAN COURSE
Title of the Course	SOCIOLOGY OF DIFFERENTLY ABLED
Credits	2
Learning Objectives	<ol style="list-style-type: none"> 1. The course creates awareness about needs, care and protection of differently abled persons 2. The course helps to know the rights of persons with disabilities 3. The course brings an understanding about different types of disability 4. The course helps to know the role of NGOs in the protection of differently abled 5. The course highlights the problem of women with disabilities
Course Outcomes	<p>On successful completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concepts and problems of differently abled person in society. 2. Know the social effects of disabilities, misconception and myths in the society. 3. Acquire knowledge about social welfare and role of NGOs for disabled safety and security. 4. Know the different problems of disabled persons which can be solved through the department social disability. 5. Understand role of different schools for the disabled.
Pre-requisites, if any:	
Units	
I	INTRODUCTION Meaning and Definition of Disability – Persons with Disability – Meaning – Definition – Causes and Consequences – Trends in PwDs Populations - Right of Persons with Disability Act 2016 .

<p style="text-align: center;">II</p>	<p>TYPES OF DISABILITIES</p> <p>Types of Disabilities – Impact on Persons with Disability and their Families. Misconceptions and Societal Attitudes towards Persons with Disability.</p>
<p style="text-align: center;">III</p>	<p>CARE AND PROTECTION OF DIFFERENTLY ABLED</p> <p>Contribution of Social Reformers – NGOs – Role of Caregiver in the Family – Special Schools, Residential Schools for PwD (Hearing impairment, visually impairment, Locomotors Disability and so on) – Needs and Problems of Persons with Disability and their Families.</p>
<p style="text-align: center;">IV</p>	<p>DISABILITY AND WOMAN</p> <p>WwDs (Women with Disability) – Status and Trends – Triple Jeopardy Problems Encountered: Accessibility, Employment, Education, Gender gap in Literacy among PwDs (Persons with Disability) and Discrimination.</p>
<p style="text-align: center;">V</p>	<p>WELFARE OF THE DISABLED</p> <p>Human Rights for the Disabled – Safety and Security for Women with Disability (WwD) - Rehabilitation Programs – – Legal Provision – Persons with Disability Act 1975. Rehabilitation Council of India Act, National Trust Act</p>
<p style="text-align: center;">Recommended Books</p>	<ol style="list-style-type: none"> 1. Chaturvedi TN, (1981), Administration for the Disabled – Policy and Organizational Issues, New Delhi, IIPA. 2. James, M.F, (1979), Untouchable; An Indian Life History, London, George Allen. 3. Matha, D S, (1983), Hand Book on Disabled in India, New Delhi, Allied Publishers.
<p>Web Resources</p>	<p>https://niepid.nic.in/disabilites_in_society.pdf</p> <p>https://www.researchgate.net/publication/265337279</p> <p>https://uk.sagepub.com/sites/default/files/upm-assets/122393_book_item_122393.pdf</p>

End Semester Examination	Total	Grade
100	100	

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CO 5	1	1	3	3	3	1	2	1	2	3
Average	3	2	3	3	3	3	3	1	3	2

3-Strong 2-Medium 1-Low

III YEAR VI SEMESTER
EXTENSION ACTIVITY - CREDIT – 1

Participation of students in any one of NSS/AYRC / NCC / SPORTS