MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI

B.A., SOCIOLOGY

SYLLABUS

FROM THE ACADEMIC YEAR
2023-2024

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

Introduction

B.ASociology:ProgrammeOutcome,ProgrammeSpecificOutcomeandCourseOutcome

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 behaviour 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 behaviour, 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.Thequalifiedandexperiencedstaffhelpsstudentstogetaclearknowledgeof

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.

➢ Developpattitudeoverthedynamicsofpersonalitytypesandtraitsthroughsocio psychological and anthropological knowledge.

➢ Obtainknowledgetowardsthecontributionofthepioneersofclassicalsociologyand 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.

➢ AwareontheconflictsprevailingintheBureaucraticandIndustrialworld.

➢ 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.

The above expectations generally can be pooled into 6 broad categories and can be modified according to institutional requirements:

PO1: Knowledge
PO2: Problem Analysis
PO3:Investigate the problems and develop Solutions

PO4: Modern tool usage
PO5:Applying to society

Programme Specific Outcomes of B.ADegree Programme in Sociology

PSO1–To familiarize the students with the basic concepts of Sociology

PSO 2 - The degree will prepare the students to pursue a career as a sociologist, social worker, counsellor

PSO3 – It provides excellent preparation for students planning to pursue professional, MA /PhD degrees in social issues, business, development studies, law, psychology, sociology, urban planning, and other social sciences

PSO4–Thestudentscanalsotakeupcommunity-relatedwork for their uplift

PSO 5 – Sociology Degree course curriculum includes various teaching methods and techniques that help students understand multiple topics.

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes(PSOs)can be carried out accordingly, assigning the appropriate level in the grids: (put tick mark in each row)

	POs					PSOs				
	1	2	3	4	5	1	2	3	4	5
CLO1	√	√	√	√	√	√	√	√	√	√
CLO2	√	√	√	√	√	√	√	√	√	√
CLO3	√	√	√	√	√	√	√	√	√	√
CLO4	√	√	√	√	√	√	√	√	√	√
CLO5	√	√	√	√	√	√	√	√	√	√

1. **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	**Foundation Course** To ease the transition of learning from higher secondary to college level education, providing an overview of Sociology subject relate to the general education by expanding the scope of their academic pursue.	• Instill confidence among students • Create interest for the subject • Broaden the scope of academic studies.
I,II,III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	• 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	Elective papers- An open choice of topics categorized under Generic and Discipline Centric	• Broaden the scope of knowledge • Strengthening the domain knowledge • Introducing multi-disciplinary, cross disciplinary and inter disciplinary nature will help students gaina comprehensive perspective on understanding reality

		• Students are exposed to Latest topics on Computer Science/IT, which will help them get into Cooperate world.
II year Vacation activity	Internship /Industrial Training	• 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	• Self-learning is enhanced • Application of the concept to real situation is conceived resulting intangible outcome
VI semester	Professional Competency Skill Enhancement Course	• 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

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	6	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	5	4.3 Core Course– CCVII CoreIndustry Module	5	5	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	5	4.4Core Course– CC VIII	5	5	5. 4.Core Course –/ Project withviva-voce CC-XII	4	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	3	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	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course–SEC-3	2	2	3.7 Skill Enhancement CourseSEC-5	2	2	4.7Skill Enhancement CourseSEC-7	2	2	5.7Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8.E.V.S.	-	1	4.8.E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
Total–140Credits																	

Choice Based Credit System(CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System For all UG courses including LabHours

First Year–Semester-I

Part	List of Courses	Credit	No.of Hours
Part-1	Language–Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
	SkillEnhancementCourseSEC-1	2	2
Part-4	Foundation Course	2	2
		23	**30**

Semester-II

Part	List of Courses	Credit	No.of Hours
Part-1	Language–Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	SkillEnhancementCourse-SEC-2	2	2
	SkillEnhancementCourse-SEC-3(Discipline/Subject Specific)	2	2
		23	**30**

SecondYear–Semester-III

Part	List of Courses	Credit	No.of Hours
Part-1	Language-Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory[in Total]	13	14
Part-4	SkillEnhancementCourse-SEC-4(Entrepreneurial Based)	1	1
	SkillEnhancementCourse-SEC-5(Discipline/Subject Specific)	2	2
	E.V.S	-	1
		22	**30**

Semester-IV

Part	List of Courses	Credit	No.of Hours
Part-1	Language-Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory[in Total]	13	13
Part-4	SkillEnhancementCourse-SEC-6(Discipline/Subject Specific)	2	2
	SkillEnhancementCourse-SEC-7(Discipline/Subject Specific)	2	2
	E.V.S	2	1
		25	**30**

Third Year
Semester-V

Part	List of Courses	Credit	No.of Hours
Part-3	Core Courses including Project/Elective Based	22	26
Part-4	Value Education	2	2
	Internship/ Industrial Visit/Field Visit	2	2
		26	**30**

Semester-VI

Part	List of Courses	Credit	No.of Hours
Part-3	Core Courses including Project/Elective Based& LAB	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	**30**

Consolidated Semester wise and Component wise Credit distribution

Parts	SemI	SemII	SemIII	SemIV	SemV	SemVI	Total Credits
PartI	3	3	3	3	-	-	12
PartII	3	3	3	3	-	-	12
PartIII	13	13	13	13	22	18	92
PartIV	4	4	3	6	4	1	22
PartV	-	-	-	-	-	2	2
Total	23	23	22	25	26	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	25Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75Marks
	Total	100Marks
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-solvingquestions,Finishaprocedureinmanysteps,Differentiate	
	Between various ideas, Map knowledge	
Evaluate(K5)	Longer essay/Evaluation essay, Critique or justify with prosandcons	
Create(K6)	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations	

B.A., Sociology

First Year–Semester-I

Part	List of Courses	Credit	Hoursper 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 Communication Skills (Skill Enhancement Course1)	Life Skill Education in Society	2	2
Part-IV Public Speaking (Foundation Course 1)	Problem Solving in Modern Society	2	2
		23	**30**

Second Semester

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language – Tamil	3	6
Part-II	English	3	6
Part-III	Principles of Sociology-CORE	5	5
	Contemporary Sociological Thoughts-CORE	5	5
	Social Anthropology-ELECTIVE	3	4
Part-IV	(Skill Enhancement Course 2) Organizational Behavior	2	2
	(Skill Enhancement Course 3) Character Development	2	2
		23	**30**

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 at tributes	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:	**INTRODUCTIONTOSOCIOLOGY**
Credits:	5
Learning Objectives	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	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	**Introduction** • Definition, Origin, Nature and Scope of Sociology • Relationship between Sociology and other Social Sciences (Anthropology, political science and criminology) • Importance of sociology.
II	**Primary concepts** • Gesellschaft

	• Gemeinschaft
	• Institution
	• Association
	• Status and Role
	• Values and Norms
III	**Social Institutions** • Marriage: Characteristics, Functions and types of marriage: polygyny, polyandry, monogamy. • Family: Characteristics, Functions and types of family- patriarchal and matriarchal. • Education: women Education, Education in the role social up liftmen
IV	**Groups** • Classification of groups. • Definition, characteristics and functions of primary, secondary and reference groups.
V	**Socialization** • Definition and theories of Socialization. • Types of socialization. • Agencies of Socialization.
Recommended books	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)ThePrincipleofSociology.Vol.2.3rd Edition.

Textbooks	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
Webresources	• What are the Principles of Sociology?|Life Persona • Principles of Sociology |INDIANCULTURE • The Principles of Sociology|APUEdge • The Principles of Sociology |Google Books • Introduction to Sociology |The Carter Center

MethodofEvaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of Assessment:

Recall(K1)-Simple definitions, MCQ, Recall steps, Concep tdefinitions

Understand/Comprehend(K2)-MCQ,True/False,Shortessays,Conceptexplanations, Short summary or overview

Application(K3)-Suggestidea/conceptwithexamples,Suggestformulae,Solveproblems, Observe, Explain

Analyse(K4)-Problem-solvingquestions,Finishaprocedureinmanysteps,Differentiate between various ideas, Map knowledge

Evaluate(K5)-Longeressay/Evaluationessay,Critiqueorjustifywithprosand cons

Create(K6)-Check knowledge in specific oroff beat situations, Discussions, Debatingor Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) inthe3-point scale of Strong, Medium and Low

	PO1	PO2	PO3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	2	2	3	3	3	3	3
CO2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	2	3	2	2	3	3
CO4	3	3	3	2	2	3	3	3	3	3
CO5	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 I	Core V
Title of the Course:	**INTRODUCTIONTOSOCIOLOGICALTHOUGHT**
Credits:	5
Learning Objectives	1. The course will enable students to know about the pioneers of sociology. 2. The course identifies the major found national orientations used in sociology. 3. The aim of the study is to compare and contrast the underlying assumptions of Sociological orientations. 4. The course also explains the sociological theories in sociology. 5. Understand how theories reflect the historical and social Contexts of the times and cultures in which the yare developed.

Course Outcomes	1. The students can explain the origin and development of western sociology, contribution of classical social thinkers. 2. Students become aware of sociological perspectives to explain social problems and issues. 3. Able to make the erotically –informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives. 4. Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions 5. The students can explain the origin and development of western sociology, contribution of classical social thinkers.
Pre-requisites, if any:	

Units	

I	**August Comte** • Positivism • Law of three stages in Human Progress • Hierarchy of Sciences • Social Statics and Dynamics
II	**Herbert Spencer** 1. Theory of Social Evolution **2.** Organismic Analogy
III	**Emile Durkheim** • Social Facts • Sociology of Religion • Division of Labour • Organic Solidarity and Mechanical Solidarity • Types ofS uicide
IV	**Karl Marx**

	• Dialectical Materialism • Theory of class struggle • Alienation
V	**Max Weber** • Ideal Type • Verstehen • Bureaucracy • Types of Authority • Protestant Ethic and Spirit of Capitalism • Class, Status and Power
Recommended Books	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. Craib Lan (1979) Classical Social Theory, OUP,UK. 4. Ritzer, George (1996) Sociological Theory, Tata McGraw Hill, New Delhi. 5. Timaseff,N.S(1976) Sociological Theory: Its Nature and Growth, Random House, New York.
Text Books	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. RitzerG ModernSociologicalTheory7thEd.(2016)` 4. RitzerG ClassicalSociologicalTheory6thEd.(2016) 5. CoserLASociologicalTheory5thEd(2018)` 6. Ritzer G Frontiers of Social Theory(2018)
Web Resources	• 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

MethodofEvaluation:

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,Shortessays,Conceptexplanations, Short summary or overview

Application(K3)-Suggestidea/conceptwithexamples,Suggestformulae,Solveproblems, Observe, Explain

Analyse(K4)-Problem-solvingquestions,Finishaprocedureinmanysteps, 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 ff beat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes(PO) inthe3-point scale of Strong, Medium and Low

	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	1	1	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	1	2	2	3	2	2	2
CO4	3	2	3	2	2	3	3	3	3	3
CO5	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	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	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	**Introduction** • Nature and Scope of social psychology • Methods of social psychology • Importance of social psychology
II	**Personality and Culture** • Personality types and traits • Influence of culture on personality
III	**Collective Behavior** • Crowd • Mobs • Riots
IV	**Motivation** • Meaning, definition and characteristics • Approaches to motivation–Behaviorist, Humanistic and Cognitive. • Types–Intrinsic and Extrinsic.
V	**Aggression and prejudice** • Types and causes of aggression • Types and causes of prejudice

VI	**Attitude, Public Opinion and Propaganda** • Attitudes and formation of attitudes • Dynamics of public opinion • Mass media and public opinion • Principles and techniques of propaganda • Social effects of propaganda
Recommended Books	1. Adinarayanan,S.P.(1964)Social Psychology, Longman, India 2. Aronson. Elliot, Wilson D. Tmothhy 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, RalfH.Turner(1990).Social Psychology: Sociological perspective. First Edition. Taylor and Francis. 5. Arun Kumar Singh(2019)Social Psychology. Second Edition. Delhi.
Text Books	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)SocialPsychology.14Edition. 5. DavidG Myers(2020)Exploring Social Psychology. 8th edition.
Web resources	• https://www.simlypsychology.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 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 off beat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes(PO) inthe3-point scale of Strong, Medium and Low

	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	2	1	1	3	3	2	3	3
CO2	1	3	3	3	3	3	2	2	3	3
CO3	1	3	3	3	3	3	3	3	3	3
CO4	3	1	1	3	3	3	3	2	3	3
CO5	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

LIFESKILLEDUCATIONINSOCIETY

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									IE	End Semester Exam	Total
	LIFE SKILL EDUCATIONIN SOCIETY	Skill Enhancement Course SEC -1	2	-	-	-	2	2	25	75	100

Year	**I**
Semester	**I**
Prerequisites	**Basic Awareness of Self**

Learning Objectives	
1	Tooutlinethe needandimportanceofSelf-AwarenessandEmpathy
2	ToexplainCriticalandCreativethinkinganditsimportanceinLifeSkills
3	ToimplementtheuseofProblemSolvingandDecisionMaking
4	TocorrelatetheuseoftheEffectiveCommunicationandInterpersonalRelationship
5	ToexperimenttoCopewithStressandEmotionsamongyouth

Course Outcomes

Onthe successfulcompletion ofthe course, student will be able:

CO1:To findtheneedand importanceofLifeSkillamong youth CO2:

To be able to relate the different life skills

CO3:To applytheknowledgeacquired inthepracticesamongstudents CO4: To

analyse the skill imbibed

CO5:ToexperimenttheuseoftheLife Skills

SYLLABUS

UNIT– I

Self-AwarenessandEmpathy:Self-Awareness-Meaning,Importance,Need,Elements,

Empathy–Meaning,Types, DifferencebetweenEmpathyand Sympathy

UNIT– II

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

UNIT– III

DecisionMakingandProblemSolving:DecisionMaking–Meaning, Importance,Skills
ProblemSolving –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, TypesofCoping Strategies, Importance.**Coping with Emotions** –Meaning, Skills, Need and Importance

TextBooks

1. Benjamin,Deepak.andJosephTintuP.(2020)LifeSkills, Kerala:PentexBook Publications
2. Mohanasundaram,(2020)DevelopingtheLifeSkillsinDigitalEra.Gujarat:Krishna Publication House
3. SharmaK.Lalita.(2022)LifeSkillsEducationinIndia,MadhyaPradesh:Nitya Publication
4. Saravanakumar A.R.(2016)LifeSkillsEducationThroughLifeLongLearning Solapur: Laxmi Book Publication
5. ThomasGracious(2006)LifeSkillsEducationandCurriculum,NewDelhi:Shipra Publications

BooksforReference

1. Jain,Ushaand KumarRajiv,Jain.(2014)LifeSkills,NewDelhi: VayuEducationof India
2. James,Larry. (2006)TheFirstBooksofLifeSkills,Mumbai:EmbassyBooks
3. RaoRavikanthK.andDinakarP.(2016),LifeSkillsEducation,Hyderabad: Neelkamal Publications
4. Swift Keilly(2021)LifeSkills–Creativity,ProblemSolving,Mindfulbess,Empathy, Teamwork. Great Britain: Dorling Kindersley Penguin Random House
5. VermaShalini(2014)DevelopmentofLifeSkillsandProfessionalPractice.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

MAPPINGWITHPROGRAMMESPECIFICOUTCOME

	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**

PROBLEM SOLVING INMODERN SOCIETY

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

Year	I
Semester	I
Prerequisites	BasicAwarenessofSelf

Learning Objectives	
1	Toenrichtheknowledge aboutthe concept ofProblemSolving
2	Tounderstandtheintrovertsand extroverts
3	Toapplytherelationshipbetweenproblemsolvingandprojectmanagement
4	Tounderstandthepreferflexibilityandadaptability
5	Toidentifythevariousproblemsolvingprocess

Course Outcomes

Onthesuccessfulcompletionofthecourse,studentwillbeable: CO1: To

be teach the concept of the problem solving

CO2:Tounderstandtherelationshipamongindividualandprojectmanagement CO3: To

know the importance of impersonal relationship

CO4:Toacquireknowledgeofvariousproblemsolving

CO5:Toevaluatetheproblemsanddispute settlement

SYLLABUS

UNIT– I

Problems–Meaning,Definition, Causes,Types,NeedandScope

UNIT– II

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

UNIT– III

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

UNIT– IV

EssentialofEffective ProblemSolving - PersonalityTypesand ProblemsSolving: Extrovert – Introvert, Sensing Types – Intuitive Types, Thinking Types –Feeling Types, Perceiving Types – Judging Types.

UNIT– V

ToolsandTechniquesofProblemSolving –ToolsofProblemSolving -Cause–Effect diagram , Flow Chart, Pareto Chart, Histogram, Check Sheet, Brain Storming, Scatter Diagram.**Techniques of Problem Solving**–Brain Storming, Incubation, Imaging/ Visualization, Psycho Drama and Relaxation.

TextBooks

1. **Problem-SolvingStrategies, ChallengesandOutcome-KarlaNewtonEdison Books**

for Reference.

2. **Fixed:HowtoPerfect theFineArt ofProblem Solvingby AmyE Herman**
3. **ProblemSolving 101: ASimpleBookforSmartPeopleby KenWatanabe**

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**.**

MAPPINGWITHPROGRAMMESPECIFICOUTCOME

	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

Course	Core III
Title of the Course:	**PRINCIPLES OF SOCIOLOGY**
Credits:	5
Learning Objectives	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	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** • Forms of stratification: Slavery, Estate, Caste, Class and Gender • Theories of Stratification. • Social Mobility: Vertical, Horizontal
II	**Social Processes** • Associative social process: Co-Operation, Accommodation, Acculturation, Assimilation • Dissociative Social Process: Competition and Conflict.
III	**Social Control** • 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** • 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
V	**Social Change** • Definition and theories of Social Change. • Factors of Social Change – Geographical, biological and technological • Globalization and Changing world

Recommended Books	1. Gilbert, 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.
Text Books	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.
Web resources	• 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	Elective- II
Title of the Course:	**SOCIAL ANTHROPOLOGY**
Credits:	3
Course Objectives	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.
Learning Outcomes	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.
Pre-requisites, if any:	
Units	
I	**Introduction** • Meaning and Scope of Anthropology • Branches of Anthropology • Relationship between Sociology and Anthropology

II	**Culture** • Attributes of Culture • Culture Traits • Culture Complex • Culture Area • Culture Integration • Enculturation, ethnocentrism, cultural relativism and Transculturation
III	**Marriage and Kinship** • Marriage: Typology by mate selection- Levirate and Sororate- Hypergamy and Hypogamy. • Types of Decent • Kinship: Consanguinal and Affinal. • Kinship: Tribe, Class, Moiety and phratry. • Kinship Behaviour: Joking and Avoidance relationship.

IV	**Economic Organization** • 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	**Political Organization** • Band, Tribe and State. • Kinship and chiefdom. • Primitive law and Justice. • Types of Punishment

VI	**Religious Organization** • 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	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	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, Mayoor 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	• http://www.yourarticlelibrary.com/sociology/kinship-and-family/kinship-meaning-types-and-other-details/34960
	• https://opentextbc.ca/introductiontosociology/chapter/chapter3-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:

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	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

Course	Core IV
Title of the Course:	**CONTEMPORARY SOCIOLOGICAL THOUGHT**
Credits:	5
Learning Objectives	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	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** • Voluntaristic Action • Pattern Variable • Functional Requisites
II	**Robert K. Merton** • Functional Analysis • Latent and Manifest function • Role Theory • Anomie
III	**Vilfredo Pareto** • Circulation of Elites • Residues and Derivatives • Logical and Non- Logical action
IV	**Alexis de Tocqueville** • Civil and political society and the Individual • Majority rule and mediocrity • Slavery, blacks and Indians
V	**Dorothy Edith Smith** • Standpoint theory • Ruling relations • Bifurcation and consciousness

Recommended Books	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.
Text Books	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. 4. Ritzer George (2011) Sociological Theory – 5th Edition 5. Coser LA (2018) Sociological Theory 5th Ed
Web resources	• 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 https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.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 Presentation

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of

	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

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	-	-	-	2	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 behaviour

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 CONFLIT**: 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

IYEAR &SEMISTER –II

(SKILL ENHANCEMENT COURSE -3)

CHARACTER DEVELOPMENT

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									IE	End Semester Exam	Total
	CHARACTER DEVELOPMENT	Skill Enhancement Course – 3	20	-	-	-	2	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:

CO1: To find the need and importance of character development

CO2: To be enable to find out human growth and development

CO3: To analyse the strength and weakness, willpower of the person.

CO4: To diagnose the problem solving puzzles

CO5: To experiment the use of character development and personality

SYALLABUS

Character Development

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

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.

Well Being: Meaning and Definition, Importance of Well Being, Purpose of Well Being, Mental health and Well Being, Emotional Well Being a selfcare health.

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

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 (nios.ac.in)

https://www.berkeleywellbeing.com

https://www.simplilearn

.comhttandfonline.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 the3-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