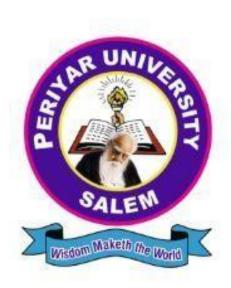# PERIYAR UNIVERSITY

PERIYAR PALKALAI NAGAR

SALEM – 636011

DEGREE OF BACHELOR OF ARTS

CHOICE BASED CREDIT SYSTEM (CBCS)

SYLLABUS FOR

B.A. SOCIOLOGY

(SEMESTER PATTERN)

(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2023-2024 ONWARDS)

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 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. 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 dynamics 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.

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.A Degree 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 – The students can also take up community-related work 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 them in 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.	• Instil 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 of solving real life problems using 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 gain a 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 in tangible outcome
VI semester	Professional Competency Skill Enhancement Course	• Learning professional skills and implying 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

4. Credit Distribution for UG Programme in Sociology

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language	3	2.1. Language	3	3.1. Language	3	4.1. Language	3	5.1 Core Course – \CC IX	4	6.1 Core Course – CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X	4	6.2 Core Course – CC XIV	4
1.3 Core Course – CC I	5	2.3 Core Course – CC III	5	3.3 Core Course – CC V	5	4.3 Core Course – CC VII : Core Industry Module	5	5. 3.Core Course CC -XI	4	6.3 Core Course – CC XV	4
1.4 Core Course – CC II	5	2.4 Core Course – CC IV	5	3.4 Core Course – CC VI	5	4.4 Core Course – CC VIII	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.5 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.6 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
1.7 Skill Enhancement - (Foundation Course)	2	2.7 Skill Enhancement Course –SEC-3	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.7 Value Education	2	6.7 Professional Competency Skill	2
				3.8 E.V.S	-	4.8 E.V.S	2	5.8 Summer Internship /Industrial Training	2		
	23		23		22		25		26		21
Total -140 Credits											

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	13	13	13	13	22	18	84
Part IV	4	4	3	4	4	2	31
Part V	-	-	-	2	-	1	1
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

First Year
Semester-I

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Introduction to Sociology	5	5
	Introduction to Sociological Thoughts	5	5
	Social Psychology	3	4
	Communication Skills (Skill Enhancement Course 1) Non Major Elective	2	2
Part-IV	Basic ICT Skills (Skill Enhancement Course – Foundation Course)	2	2
		23	**30**

Semester-II

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-II	Language Proficiency for Employability-Overview of English Communication	2	2
Part-III	Principles of Sociology	5	5
	Contemporary Sociological Thoughts	5	5
	Social Anthropology	3	4
Part-IV	Workplace Behavior and Employability Skills (Skill Enhancement Course 2) Non Major Elective	2	2
	(Skill Enhancement Course 3) Principles of Marketing	2	2
		25	**30**

Second Year
Semester-III

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Indian Sociological Perspective	4	4
	Indian Society	4	4
	Social Demography	3	4
Part-IV	(Skill Enhancement Course 4)- Personality Development	1	1
	(Skill Enhancement Course 5)- Presentation and body language skills	2	2
	NMSDC-Digital Skills for Employability-Digital Skills	**2**	**2**
	Environmental Studies	-	1
		22	**30**

Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Social Movements in India	5	5
	Research Methodology	5	5
	Social Gerontology	3	3
Part-IV	(Skill Enhancement Course 6)- Life Skills Education	2	2
	(Skill Enhancement Course 7) – Creative Writing Skills	2	2
	Environmental Studies	2	1
		25	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
	Project with Viva- voice	4	5
	Social Statistics	3	4
	Sociology of Gender	3	4
Part-IV	Value Education	2	2
	Internship / Industrial Training (Summer vacation at the end of IV semester activity)	2	-
		26	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 Entrepreneurship	3	5
	Environment and Society	3	5
Part-IV	Professional Competency Skill	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.

SEMESTER - I

First Semester

Course	Core I
Course Code	**23USOCCT01**
Title of the Course:	**INTRODUCTION TO SOCIOLOGY**
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 upliftment
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) The Principle of Sociology. Vol.2. 3rd Edition.
Text books	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	• 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 I	Core II
Course Code	**23USOCCT02**
Title of the Course:	**INTRODUCTION TO SOCIOLOGICAL THOUGHTS**
Credits:	5
Learning Objectives	1. The course will enable students to know about the pioneers of sociology. 2. The course identifies the major foundational 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 they are 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 theoretically-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 of Suicide	
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	1. Aron. Raymond (1967) Main Currents in Sociological Thought (2 Volume), Penguin books, London. 2. Barnes.H.E (1959) Introduction to History of Sociology,	

Books	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. 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	• 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
Course Code	**23USOCEO01**
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 **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, Ralf H. 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) Social Psychology. 14 Edition. 5. David G. Myers (2020) Exploring Social Psychology. 8th edition.
Web resources	• 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

Course	Skill Enhancement
Course Code	**23USOCSE01**
Title of the Course:	**Communication Skills (Non Major Elective)**
Credits:	**2**
Learning Objectives	1. This course will enable the students to understand the nature and importance of the communication. 2. This course will help the students to understand the role of non-verbal communication in their daily life. 3. This course will support the students to comprehend the essentials and barriers of communication. 4. This course will assist the students to know the importance of the listening skills. 5. This course will enable the students to understand the communication style.
Course Outcomes	1. The students can understand the importance of communication in their daily life. 2. The students can utilize effectively non-verbal communication in their day-to-day life. 3. The students can also comprehend the techniques and barriers of communication. 4. The students can know the benefits of active and effective listening. 5. The students can apprehend various style of communication.
Pre-requisites, if any:	
Units	
I	**Communication: An Introduction** • Definition, Nature and Scope of Communication • Importance and Purpose of Communication • Process of Communication • Types of Communication
II	**Non-Verbal Communication** • Personal Appearance • Gestures • Postures • Facial Expression • Eye Contacts • Body Language • Tips for Improving Non-Verbal Communication

III	**Effective Communication** • Essentials of Effective Communication • Communication Techniques • Barriers to Communication
IV	**Listening Skills** • Purpose of Listening • Listening to Conversation (Formal and Informal) • Active Listening- an Effective Listening Skill • Benefits of Effective Listening • Barriers to Listening
V	**Communication Styles** • Introduction • The Communication styles Matrix with example for each • Direct Communication style • Spirited Communication style • Systematic Communication style • Considerate Communication style.
Recommended books	1. Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011 2. Communication skills, Sanjay Kumar, Pushpalata, 1st Edition, Oxford Press, 2011 3. Brilliant- Communication skills, Gill Hasson, 1st Edition, Pearson Life, 2011 4. The Ace of Soft Skills: Attitude, Communication and Etiquette for success, Gopala Swamy Ramesh, 5th Edition, Pearson, 2013 5. Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Greenhall, 1st Edition Universe of Learning LTD, 2010
Text books	1. Communication skills for professionals, Konar nira, 2nd Edition, New arrivals –PHI, 2011 2. Personality development and soft skills, Barun K Mitra, 1st Edition, Oxford Press, 2011 3. Soft skill for everyone, Butter Field, 1st Edition, Cengage Learning india

	pvt.ltd, 2011
	4. Soft skills and professional communication, Francis Peters SJ, 1st Edition, McGraw Hill Education, 2011
	5. Effective communication, John Adair, 4th Edition, Pan Mac Millan, 2009
Web resources	https://www.duolingo.com/ https://www.bbc.co.uk/learningenglish/ https://www.busuu.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, 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	2	3	2	2	3	3	3	3	3
CO 2	2	2	3	2	3	3	2	3	3	2
CO 3	3	3	3	3	2	3	2	2	2	3
CO 4	2	2	3	2	2	3	3	3	3	2
CO 5	2	3	3	3	3	3	3	3	2	3
Average	2	2	3	2	2	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Skill Enhancement Course
Course Code	23USOCSE02
Title of the Course:	Basic ICT Skills
Credits:	2
Learning Objectives	The course will enable the students to understand the fundamentals of Internet. To know the basic introduction on social networking To comprehend the basic facets of the e-mail The aim of this course is to understand the various aspects of the G-suite To throw light on the overview of internet security.
Course Outcomes	1. Understand the literature of social networks and their properties. 2. Explain which network is suitable for whom. 3. Develop skills to use various social networking sites like Twitter, Flickr, etc. 4. Learn few GOI digital initiatives in higher education. 5. Apply skills to use online forums, docs, spreadsheets, etc. for communication, collaboration and research
Pre-requisites, if any:	
Units	
I	**Fundamentals of Internet**: What is Internet?, Internet applications, Internet Addressing – Entering a Web Site Address, URL–Components of URL, Searching the Internet, Browser –Types of Browsers.
II	**Introduction to Social Networking**: Twitter, Tumblr, LinkedIn, Facebook, flickr, Skype, yahoo, YouTube, WhatsApp.
III	**E-mail**: Definition of E-mail -Advantages and Disadvantages –User Ids, Passwords, Email Addresses, Domain Names, Mailers, Message Components, Message Composition, Mail Management.
IV	**G-Suite**: Google drive, Google documents, Google spread sheets, Google Slides and Google forms.
V	**Overview of Internet security**: E-mail threats and secure E-mail, Viruses and antivirus software, Firewalls, Cryptography, Digital signatures, Copyright issues.

Recommended books	1. Rohit Kataria, Basic ICT Skills & Shortcut Keys, Bluerose Publishers Pvt. Ltd., 2021. 2. Raymond Greenlaw and Ellen Hepp, In-line/On-line: Fundamentals of the Internet and the World Wide Web, 2/e , TMH Publishers. 3. Internet technology and Web design, ISRD group, TMH. 4. Dennis P.Curtin, Kim Foley, Kunai Sen and Cathleen Morin, Information Technology – The breaking wave, , TMH Publishers. 5. Sukhwinder Singh Cheema, Gaurav Kumar and Kanwal Preet, ICT Skill Development, Twenty Century Publication, 2018.
Text books	1. Alan Clarke and Lisa Englebright, ICT: The New Basic Skill, NIACE Publisher, 2003. 2. Alan Clarke, ICT Skill for Life, Taylor & Francis Group, 2007. 3. Frances Mackay, Developing ICT Skills Information and Communication Technology, Hopscotch Educational, 2000. 4. Roger Crawford, The ICT Teacher's Handbook, Routledge Publications, 2013.
Web resources	https://ncert.nic.in/vocational/pdf/kees103.pdf https://www.yourarticlelibrary.com/hrm/role-of-information-technology-and-communication/60303 https://csiplearninghub.com/unit-3-basic-ict-skills-class-10-notes-it-402/ https://wikieducator.org/Digital_Citizenship/Secondary/Basic_ICT_skills

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

3-Strong   2-Medium   1-Low

SEMESTER – II

Course	Core III
Title of the Course:	**PRINCIPLES OF SOCIOLOGY**
Course Code	**23USOCCT03**
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	Core IV
Title of the Course:	**Contemporary Sociological Thoughts**
Course Code	**23USOCCT04**
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 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**
Course Code	23USOCEO02
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/libra

	ry/lecture_notes/health_science_students/ln_socio_anthro_fin al.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	Skill enhancement Course -III
Course Code	23USOCSE03
Title of the Course:	Workplace Behavior and Employability Skills
Credits:	2
Learning Objectives	1. The course will enable the students to learn self-awareness and self-management behavior. 2. The course will enable the students to team working in working place 3. The course will help the students to adopting changes and updating new technologies in working place. 4. The course will enable the students to time management and identifying problems in work place. 5. The course will help the students to acquire leadership qualities and professional managements.
Course Outcomes	1. The students can understand the skill requiring in modern workplaces. 2. The students can create a positive relationship with team collaboration. 3. The students can adoptable and flexible in new changes and technologies in working places. 4. The students can comprehend the goal setting and can generating solution to the problem in working place. 5. The students Understanding professional conduct and ethical behavior in working place.
Pre-requisites, if any:	
Units	
I	**Introduction to Workplace Behavior and Employability Skills** • Meaning and importance of workplace behavior and

	employability skills • Developing self-awareness and self-management • Building positive relationships • Communication Skills • Skills required in the modern workplace
II	**Teamwork and Collaboration** • Working effectively in teams • Building positive relationships with colleagues • Resolving conflicts and managing disagreements
III	**Adaptability and Flexibility** • Adapting to change in the workplace • Embracing new technologies and processes • Empathy and emotional intelligence in the workplace
IV	**Time Management and problem solving** • Setting goals and prioritizing tasks • Managing time effectively • Planning and organizing work • Handling deadlines and managing multiple projects • Identifying and analyzing problems • Generating creative solutions • Decision-making skills • Applying critical thinking in the workplace
V	**Leadership management skills and professional ethics** • Leadership styles and qualities • Effective delegation and supervision • Motivating and inspiring others • Conflict resolution and managing difficult situations • Understanding professional conduct and ethical behavior • Maintaining confidentiality and integrity • Ethical decision-making • Professional etiquette and workplace norms
Recommended books	1. Essentials of Organizational Behavior by Stephen Robbins and Timothy Judge, Pearson; 14th edition, 2017 2. Team of Teams: New Rules of Engagement for a Complex World

	by Gen. Stanley McChrystal, Tantum Collins, et al, Portfolio; Illustrated edition, 2015 3. Reframing Organizations: Artistry, Choice, and Leadership by Lee G. Bolman and Terrence E. Deal,2017. 4. Organizational Behavior: A Skill-Building Approach by by Dr. Christopher P. Neck, Jeffery D. Houghton, and Emma L. Murray, SAGE Publications, Inc, 2019 5. Managing Organizational Behavior: What Great Managers Know and Do by Timothy Baldwin, Bill Bommer, and Robert Rubin, McGraw Hill; 2nd edition 2012
Text books	1. Lydia E. Anderson and Sandra B. Bolt , (2006). Professionalism: Real Skills for Workplace Success Pearson; 1st edition 2. Sabina Pillai and Agna Fernandez (2017). Soft Skills and Employability Skills , Cambridge University Press 3. Natalie Dawson (2021).Team Work: How to Build a High-Performance Team, Houndstooth Press. 4. Jerald Greenberg (2010).Insidious Workplace Behavior (Applied Psychology Series) Routledge; 1st edition 5. Uyemura (2013). Organizational Behavior Paperback, Cengage India Private Limited; First Edition
Web resources	https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf https://www.bharatskills.gov.in/pdf/E_Books/Employability_Skills_NSQF_1st_sem_Final_English.pdf https://www.academia.edu/67785736/The_Journey_Book_on_Secrets_of_Employability_Skills https://www.researchgate.net/publication/320469836_Employability_Skills_Required_by_the_21st_Century_Workplace_A_Literature_Review_of_Labor_Market_Demand

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

3-Strong   2-Medium   1-Low

Course	Skill Enhancement Course -IV
Course Code	23USOCSE04
Title of the Course:	Principles of Marketing
Credits:	2
Learning Objectives	1.The course will enable the students to learn important functions of marketing 2. The course will make understand students about various Pricing Strategies of products in marketing. 3. From the course, students will know various distribution strategies for products in the market. 4. From the course the student to learn about integrated marketing communication of a product. 5. The course will help students to understand the marketing ethic and social responsibility.
Course Outcomes	1. The students can know elaborate on process of marketing, market segmentation and consumer behavior. 2. The students can learn about to compare prizing adjustments of various product in market. 3. Students will identify the type of product distribution channels, retail, wholesale and chain connection of supply management. 4. Students can get acquisition of knowledge in integrated marketing communication strategy and its evaluating the effectiveness of promotional activities. 5.Student can assess the Consumer protection and rights and socially responsible marketing practices

Pre-requisites, if any:	
Units	
I	**Introduction to understand Marketing** • Definition and importance of marketing • Marketing process and functions • Market segmentation, targeting, and positioning • Consumer behavior and decision-making process
II	**Pricing Strategies** • Pricing objectives and factors influencing pricing decisions • Pricing strategies (e.g., cost-based, value-based, competition-based) • Discounts, promotions, and pricing adjustments
III	**Distribution and Channel Management** • Channel types and channel design decisions • Distribution strategies (e.g., intensive, selective, exclusive) • Retailing and wholesaling • Supply chain management and logistics
IV	**Integrated Marketing Communication** • Promotional mix elements (advertising, sales promotion, public relations, personal selling, direct marketing) • Developing an integrated marketing communication strategy
V	**Marketing Ethics and Social Responsibility** • Ethical issues in marketing • Consumer protection and rights • Socially responsible marketing practices
Recommended books	1. Paul Baines, Chris Fill, Kelly Page, Essentials of Marketing, Oxford Uni. Press 2. Philip Kotler, Kevin Lane Keller, Marketing Management, 14th Edition, Pearson

	3. Marketing by Michael J. Etzel, Bruce Walker and William Stanton, 11th Edition 1997
	4. Marketing Principles and Management-Sherleker and Pany-- Himalaya Publishing House
	5. Kotler, Philip, Gary Armstrong, Prafulla Agnihotri and AhsanUlHaque. Principles of Marketing. 13thedition.
	6. Mittal R.K. , A. Sharma. Principles of Marketing, V .K. Global Pub. Pvt. Ltd, New Delhi.
	7. Marketing Management & Human Resource Management: Verma et.al, Oxford University Press.
Text books	1.Lamb, C. W., Hair, J.F. and Sharma, D. MKTG, Cengage Learning
	2.Principles of Marketing M K Nabi, K C Raut, Vrinda Publications (P) Ltd
	3.Arun Kumar – Marketing management – Vikash Publication
	4.Rudani R.B – Basics of Marketing Management – S. Chand
	5. Majaro, Simon. The Essence of Marketing. Prentice Hall, New Delhi.
Web resources	
	https://ddceutkal.ac.in/Downloads/UG_SLM/Commerce/Principle_Marketing.pdf https://ipsedu.in/downloads/MBABooks/principles-of-marketing-philip-kotler.pdf https://www.hhrc.ac.in/ePortal/Commerce/I%20B.Com.%20-%2018UCO1%20-%20Mrs.%20M.%20Sridevi.pdf https://assets.openstax.org/oscms-prodcms/media/documents/Principles_Marketing-WEB.pdf http://jmpcollege.org/downloads/Principles_of_Marketing.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, 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	2	2	3	2	3	2	2	3	3	3
CO 2	2	2	3	2	2	2	3	3	3	3
CO 3	2	3	2	3	2	2	3	2	3	2
CO 4	3	3	3	2	2	3	2	3	2	2
CO 5	3	3	2	3	3	3	3	2	3	3
Average	2	3	3	2	2	2	3	3	3	3

3-Strong   2-Medium   1-Low

SEMESTER – III

Course I	Core V
Course Code	**23USOCCT05**
Title of the Course:	**INDIAN SOCIOLOGICAL PERSECTIVE**
Credits:	5
Learning Objectives	1. The course will enable the students to learn important thoughts of Mahatma Gandhi 2. The course will make understand students about Raja Ram Mohan Ray. 3. From the course, students will know various thoughts of Mahatma Jyotiba Govinrao Phule 4. From the course the student to learn about the ideas of Dr. B.R. Ambedkar 5. The course will help students to understand he thoughts of Thanthai Periyar
. **Course Outcomes**	1. The student will understand the thoughts of Mahatma Gandhi. 2. The students can elaborate on the perspectives of Raja Ram Mohan Roy. 3. The student can comprehend the ideologies of Mahatma Jyotiba Govinrao Phule 4. The students will also describe the ideology of Dr. B.R. Ambedkar 5. They can also elaborate on the thoughts of Thanthai Periyar
Pre-requisites, if any:	
Units	
I	Mahatma Gandhi • Social and political ideology

	• Satyagraha • Sarvodaya • Trusteeship • Swadeshi
II	Raj Ram Mohan Roy • Social, Economic and Political contribution • Religious ideology • Social Reform
III	Mahatma Jyotiba Govinrao Phule • Satyashodak Samaj • Contribution on social justice and human rights • Women's Education
IV	Dr. B.R. Ambedkar • Dalit Liberation: Subaltern approach • Emancipation of the Untouchables • Annihilation of caste
V	Thanthai Periyar • Self- respect movement • Women's rights • Social reform and eradication of caste
Recommended Books	1. Gandhi, Mahatma. (2009). The Story of My Experiments with Truth. Fingerprint Publishing. ISBN -10: 8172343116 2. Crawford, S. Cromwell. (1987). Ram Mohan Roy: Social, Political and Religious Reform in 19 th Century India. Paragon House. ISBN-10 : 0913729159 3. Ambedkar. B.R. (2014). Annihilation of Caste. Navayana. ISBN: 9788189059637 4. Chaudhary, Bhupen. (2020). Mahatma Jotirao Phule; Life, Philosophy and Action. Global Vision Publishing House. ISBN-10: 8194730015

	5. Ramasamy, Thanthai Periya E.V. (2020). Why were Women Enslaved?
Text Books	1. Mishra, Anil Dutta. (2015). Mahatma Gandhi on Education. S.Chand Publishing ISBN: 9789325986718 2. Sen. Amiya P. (2012). Rammohun Roy: A Critical Biography. Penguin India. ISBN-10:0670084271 3. Ambedkar, B.R. (2017). Caste in India: Their Mechanism, Genesis and Development. Createspace Independent Pub. ISBN-10: 1982085347 4. Thakur, R. (2013). Mahatma: Life and Mission of Mahatma Jotirao Phule. Padmagandha Prakashan. ISBN -10: 9382161317 5. Reddiyar, Subbu. N. (2017). Thanthai
Web Resources	• Raja Ram Mohan Roy - Greatest Social Reformer (byjus.com) • untouchable | Definition, Caste, & Facts | Britannica • Mahatma Jyotirao Phule: Life and Contributions (sociologygroup.com) • (PDF) Mahatma Jyotiba Phule : A Modern Indian Philosopher (researchgate.net)

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	Core VI
Course Code	**23USOCCT06**
Title of the Course:	**INDIAN SOCIETY**
Credits:	5
Learning Objectives	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	6. The student will identify the functions of various social structures in India. 7. The students can elaborate on the perspectives of Indian society. 8. The student can compare the various social changes in Indian society. 9. The students will also describe the Stratification System in society. 10. They can also elaborate on the social institutions like Marriage, Family and Kinship system
Pre-requisites, if any:	
Units	
I	**Cultural and Ethnic composition of Indian Society** • Linguistic and racial composition

	• Religious and ethnic groups
II	**Marriage, Family and Kinship** • 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	**Contemporary Gender issues** • 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	**Social Stratification** • 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	**Social Development in India and Tamil Nadu** • 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	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	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	• 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

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	Elective III
Course Code	**23USOCEO03**
Title of the Course:	**SOCIAL DEMOGRAPHY**
Credits:	3
Learning Objectives	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	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** • Concept of Demography and Population Studies • Demographic Determinants • Data Sources • Population Size and Growth • Composition and Distribution • Population Control Policies and Education
II	**Population Theories** • 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	**Fertility** • 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	**Mortality** • 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 • Differentials in mortality and morbidity
V	**Migration** • Concepts, Factors and Consequences of Migration • 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	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	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	• 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

Course	Skill Enhancement Course -V
Course Code	**23USOCSE05**
Title of the Course:	**Personality Development**
Credits:	1
Learning Objectives	1. To know the meaning and importance of personality development in their daily life. 2.To understand the importance of communication in their Daily activities, 3. To know the causes of Motivation and Confidence Building to overcome demotivation. 4.To enlighten the Leadership Skills and Personal Branding of student daily life 5.To students can understand the stress and its consequences for well-being
Course Outcomes	1. Students Enlighten on how personality development plays a role in their personal and professional life. 2. Students can enhance their communication skills with their day-to-day life. 3. Students are triggered to self-confidence through motivation for their achievements. 4.Students push themselves to be with leadership quality 5.The students can learn to reduce stress and work-life management
Pre-requisites, if any:	
Units	
I	**Introduction to Personality Development** • Definition and importance of personality development • Factors influencing personality development • Understanding self-awareness and self-concept

II	**Communication Skills** • Verbal and non-verbal communication • Effective listening and speaking skills • Body language and its impact
III	**Motivation and Confidence Building** • Importance of self-motivation • Factors leading to de-motivation • Enhancing self-confidence and self-esteem • Overcoming fear and self-doubt
IV	**Leadership Skills and Personal Branding** • Effective communication for leaders • Motivation and team building • Identifying strengths and unique qualities • Developing a personal brand strategy
V	**Stress Management** • Understanding stress and its impact on well-being • Coping strategies and stress reduction techniques • Time management for stress reduction • Maintaining work-life balance
Recommended books	1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill. 2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition 3. Smith, B. Body Language. Delhi: Rohan Book Company. 2004.

Text books	1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi.Tata McGraw-Hill 1988.
	2. Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002
	3. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
	4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
	5. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
	6. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
Web resources	https://managementstudyguide.com/personality-development.htm https://www.javatpoint.com/personality-development https://harappa.education/harappa-diaries/personality-development-tips-and-importance/

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

3-Strong   2-Medium   1-Low

Course	Skill Enhancement Course -IV
Course Code	23USOCSE06
Title of the Course:	Presentation and Body Language Skills
Credits:	2
Learning Objectives	1. The course will enable the students to learn the Importance of effective presentations and body language 2. The course will make understand students about strengthening their presentation and using body language to enhance public speaking skills 3. In The course, students will know various creating visual aid and using presentation software effectively 4. The course provides opportunities for students to learn various body language delivery techniques. 5. The course will help students to handle techniques of unexpected changes during the presentation.
Course Outcomes	1. The students become aware of developing self-awareness of body language cues and effective presentation. 2. The students can learn to use body language to enhance their public speaking skills. 3. Students will know Design principles for visual aids for effective presentation. 4. Students can get acquisition of knowledge in managing challenges and adopting unexpected situations during presentations. 5. Students can assess knowledge on Overcoming nervousness and building confidence in voice modulation, tone, pace etc.,
Pre-requisites, if any:	
Units	

I	**Introduction to Presentation and Body Language Skills** • Importance of effective presentations and body language • Understanding the impact of non-verbal communication • Developing self-awareness of body language cues
II	**Preparing for a Presentation** • Identifying the purpose and objectives of the presentation • Structuring the presentation: introduction, body, conclusion • Using body language to enhance public speaking skills • Appropriate movements and gestures during presentations
III	**Visual Aids and Presentation Tools** • Selecting and creating visual aids (slides, videos, props, etc.) • Design principles for visual aids • Using presentation software effectively (e.g., PowerPoint, Keynote)
IV	**Delivery Techniques** • Overcoming nervousness and building confidence • Voice modulation, tone, and pace • Effective use of gestures and body movements • Eye contact and facial expressions
V	**Handling Difficult Situations** • Dealing with interruptions and distractions • Managing challenging or hostile audience members • Adapting to unexpected changes during the presentation
Recommended books	1. Mosam Sinha, Aavishkar (2014). Body Language and Presentation Skill Publishers, Distributors; First Edition. 2. Elizabeth Kuhnke (2016).Body Language: Learn how to read others and communicate with confidence Capstone; 1st edition. 3. Patrick Ebbs, Kendal edition, (2015).Presentation Skills: The Ultimate Guide To Delivering The Perfect Presentation

Text books	1. Tonya Reiman, (2008). The Power of Body Language: How to Succeed in Every Business and Social Encounter Illustrated Edition, Kindle Edition. 2. Patsy McCarth (2022). Presentation Skills: The Essential Guide for Students Hardcover – Illustrated, 1 June. 3. Thomas Richards, (2015).Body Language: Guide to Understanding Nonverbal Communication, Social Skills, Communication Skills and People Skills (Body Language, nonverbal communication, body talk, social skills, communication) Kindle Edition.
Web resources	https://static1.squarespace.com/static/56fb450bf8baf30bc33df806/t/58d1d7d7440243e31b9513e8/1490147288845/Body+Language-+An+Effective+Communication+Tool.pdf https://www.researchgate.net/publication/367635565_The_use_of_body_language_in_public_speaking http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/chapter%205.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, 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	2	2	3	2	3	2	2	3	3	3
CO 2	2	2	3	2	3	3	3	3	2	3
CO 3	3	2	2	3	2	2	3	2	3	2
CO 4	3	3	3	2	3	2	2	3	2	2
CO 5	3	2	2	3	3	2	3	2	2	3
Average	3	2	3	2	3	2	3	3	2	3

3-Strong   2-Medium   1-Low

SEMESTER – IV

Course	Core VII
Course Code	**23USOCCT07**
Title of the Course:	**SOCIAL MOVEMENTS IN INDIA**
Credits:	5
Learning Objectives	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	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	**Introduction** • Definition and Characteristics of Social Movements • Types of Social Movements • Social movements and social change
II	**Theories of Social Movement** • Relative deprivation theory • Resource mobilization theory • Structural-Strain theory • Marxist and Post Marxist theory
III	**Socio-Reform Movements** • Brahmo Samaj and Arya Samaj • Self-respect movement in Tamil Nadu • Satya Shodak Samaj Movement • Bhakti Movement • Justice Party in Tami Nadu
IV	**Peasant and Tribal movements** • Telangana movement • The sandal movement • Champaran movement • Bodo movement • Birsa Munda movement • Jharkhand movement
V	**New Social Movements** • Dalit movements • Environmental movements • Women's movements

	• Anti-corruption movements
	• Farmers movement
Recommended Books	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	1. Rao M.S.A (1979) Social movement in India, Manohar, New Delhi.
	2. Rao M.S.A (1979) Social movements and social transformation, Mac Millan, New Delhi.
	3. Banks J.A (1992) The Sociology of Social movements, Mac Millan, London.
	4. Biswajit Ghosh (2020) Social movements: Concepts, experiences and Concerns. First edition.
	5. Donatella Della Porta and Mario Diani (2006) Social Movements: An introduction. Second edition.
Web Resources	• http://www.sociologydiscussion.com/social-movements/social-movements-meaning-causes-types-revolution-and-role/2248
	• https://opentextbc.ca/introductiontosociology/chapter/chapter21-social-movements-and-social-change/
	• 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

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
Course Code	23USOCCT08
Title of the Course:	**RESEARCH METHODOLOGY**
Credits:	5
Learning Objectives	1. The aim of the study is to understand the core themes such as description, presentation and argumentation in statistical/quantitative contexts. 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	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	**Science and Scientific Methods** • Scientific research • Types, importance and uses • Steps in social research • Theory – fact and hypothesis
II	**Research Design** • Types- Descriptive, explorative, experimental- Diagnostic and comparative • Functions of research design
III	**Quantitative Research** • Survey • questionnaire • Experimental Research • Content analysis
IV	**Qualitative Research** • Case study • Interview • Projective technique. • Ethnography • Discourse Analysis • Focus Group
V	**Sampling methods and Report Writing** • Types- probability and non-Probability sampling. • Report Writing- steps in report writing
	1. Young Pauline V, (2009) Scientific Social surveys and research, PHI

Recommended Books	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	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 House, New Delhi. 4. Michael S. Lewis, Beck, (Ed) (1990) Experimental design & Methods, Sage publications, Toppan, Publishing United Kingdom 5. Nardi P M Doing Survey Research: A Guide to Quantitative Methods
Web resources	• 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_METHODOLOGY

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
Course Code	23USOCEO04
Title of the Course:	**SOCIAL GERONTOLOGY**
Credits:	3
Learning Objectives	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	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	**Introduction to Social Gerontology** • Definition and Meaning

		• Evolution of Social Gerontology
		• Scope and Importance
		• Gerontology & Geriatrics
II	**Theories of Aging** • Sociological Theories • Disengagement Theory • Activity Theory • Conflict Theory • Age Stratification Theory	
III	**Understanding the Aged** • Dimensions of Aging • Support Systems for the Aged	
IV	**Problems of the Aged** • Health • Housing • Employment • Retirement • Exploitation • Problems of the Aged Women • Institutionalization of the Care of the Aged	
V	**Re-examining the concept of the aged** • 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	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	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	• 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-abstract/4/1/46/630978?redirectedFrom=fulltext • https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_18.pdf https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_18.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	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 - VII
Course Code	23USOCSE07
Title of the Course:	Life Skills Education
Credits:	2
Learning Objectives	1. The course will support students to learn the need and importance of life skills to the development of their life. 2. The course will assist the students in make confidence and creating effective social networks. 3. The course will help the students enhance their creative thinking and effective strategies for problem-solving. 4. The course will help the students create consciousness of their health and well-being. 5. The course will assist students in exploring their career options and pathways.
Course Outcomes	1. Students can apply life skill education whenever need in their daily life. 2. The students can learn effective networking and social skills and understand diversity and cultural sensitivity. 3. The students can generate ideas of creative thinking and innovation and can make responsible decisions. 4. The students can now apply financial planning and health awareness through life skill education. 5. The students can be ready for job interview skills and workplace ethics.
Pre-requisites, if any:	
Units	
I	Introduction to Life skills education

	• Definition, Need and significance life skill; • Evolution • Development of the Concept of Life • Skill Education
II	**Effective Communication and Interpersonal Relationships** • Active listening, Assertiveness and conflict resolution • Digital communication etiquette and online safety • Understanding diversity and cultural sensitivity (IR) • Respecting boundaries and consent • Effective networking and social skills
III	**Critical Thinking and Problem Solving** • Analytical and logical thinking • Creative thinking and innovation • Problem-solving strategies and decision making • Identifying and evaluating information sources • Ethical reasoning and responsible decision making
IV	**Financial Literacy Health and Wellness** • Budgeting and financial planning • Savings and investments, credit and debt and financial decisions • Physical health and well-being • Mental health awareness and self-care • Nutrition and healthy eating habits
V	**Career and Employability Skills** • Exploring career options and pathways • Resume writing and job interview skills • Professional etiquette and workplace ethics
Recommended books	1. American Guidance Service (1999).Ags Life Skills Health. Ags Pubisher. 2. American Guidance Service (2001).Everyday Life Skills. Ags Pub 3. Larry James (2006).The First Book Of Life Skills. Embassy Books publisher. 4. Usha Jain and Rajiv Kumar Jain ((2014).Life Skills. Vayu Education of India.

Text books	1. Gracious Thomas (2006).Life Skill Education And Curriculum. Publisher 2. Shipra Publications. 3. Suzanne Weixel and Faithe Wempen (2010).Life Skills for the 21st Century: Building a Foundation for Success. Pearson publisher. 4. McGraw-Hill (2001).Skills for Life, Student Text. Schools; 2nd Revised edition. 5. Gourav Mahajan (2022).Life Skill Education. Shipra Publications.
Web resources	https://apps.who.int/iris/bitstream/handle/10665/338491/MNH-PSF-96.2.Rev.1-eng.pdf https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.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, 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	2	3	3	3	2	2	2	2
CO 2	2	2	3	2	3	3	2	3	3	3
CO 3	3	2	2	2	2	2	2	2	3	3
CO 4	2	3	3	2	2	2	3	2	3	3
CO 5	2	3	3	3	3	3	2	3	2	2
Average	2	3	3	2	3	3	2	2	3	3

3-Strong   2-Medium   1-Low

Course	Skill Enhancement Course - VIII
Course Code	23USOCSE08
Title of the Course:	Creative Writing Skills
Credits:	2
Learning Objectives	1. The course will enable the students to learn the idea of creative writing. 2. The course will help the students know to generate ideas about creative writing. 3. The course will help the students to adopt various techniques to write creatively. 4. The course will help the students to use words effectively in the description of the writings. 5. The course will help the students explore their writing skills dependent on the circumstances.
Course Outcomes	1. Students can explore different forms of creative writing. 2. The students can generate ideas and outline their thought on creative writing. 3. The students can adopt effective dialogue to explain their plots and storylines. 4. The students can know where to use place, people and objects for their effective writing 5. The students can experiment with different genres and they write with understanding audience expectations.
Pre-requisites, if any:	
Units	
I	Introduction to Creative Writing

	• Understanding the nature and importance of creative writing • Exploring different forms of creative writing (fiction, poetry, drama, etc.)
II	**Developing the Writing Process** • Brainstorming techniques for generating ideas • Outlining and organizing thoughts • Drafting and revising • Editing and proofreading
III	**Narrative Techniques** • Creating compelling characters • Developing engaging plots and storylines • Using dialogue effectively
IV	**Descriptive Writing** • Utilizing sensory details to enhance descriptions • Creating vivid and evocative imagery • Describing people, places, and objects in unique ways
V	**Writing for Different Genres and audience** • Exploring genre-specific elements (e.g., mystery, romance, science fiction) • Adapting writing style for different age groups or demographics • Understanding audience expectations and preferences • Considering cultural, social, and historical contexts
Recommended books	Abrams, M.H (2005). Glossary of Literary Terms. Boston: Wadsworth Publishing Company. 2. Atwood, Margaret (2002). Negotiating with the Dead: A Writer on Writing. Cambridge: CUP. 3. Bell, James Scott (2014). How to Write Dazzling Dialogue.CA: Compendium Pres. 4. Bell, Julia and Magrs, Paul (2001). The Creative Writing Course-Book. London: Macmillan. 5. Berg, Carly (2015). Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. Then Re-Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015. 6. Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.

	7. Clark, Roy Peter (2008). Writing Tools.US: Brown and Company. 8. Earnshaw, Steven (Ed) (2007). The Handbook of Creative Writing. Edinburgh: EUP.
Text books	1. James Webb Youn (1940). A Technique for Producing Idea. 2. Henry Harvin(2021). Creating The Creative Writers, Henry Harvin, Publisher: Henry Harvin Education, 3. Janet Burroway, Elizabeth Stuckey-French and Ned Stuckey-French (2019). Writing Fiction, Tenth Edition. 4. Janet Burroway (2023). Imaginative Writing. 5. Morley (2012), The Cambridge Companion To Creative Writing South Asian Edition.
Web resources	https://www.academia.edu/6456350/The_Handbook_of_Creative_Writing https://assets.openstax.org/oscms-prodcms/media/documents/WritingGuide-WEB.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, 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	2	2	3	3	3	3	2	3	2	3
CO 2	3	2	3	2	3	3	2	3	3	2
CO 3	2	2	3	2	2	3	2	2	3	3
CO 4	3	3	3	2	2	3	3	3	3	2
CO 5	3	3	3	3	3	3	2	3	2	3
Average	3	2	3	2	3	3	2	3	3	3

3-Strong   2-Medium   1-Low

Course	Skill Enhancement Course - VIII
Course Code	**23USOCSE08**
Title of the Course:	**Basic Computer Applications**
Credits:	**2**
Learning Objectives	1. The aim of the course to provide knowledge of Components of a computer system. 2. The course will offer information of operating system 3. The course will help the students know about the process of software. 4. The course will helps the students to get knowledge of web browsing

	online communication
	5. The course will also provide information of Ethical considerations in computer usage.
Course Outcomes	1. The course will enhance the ability of Students in basic knowledge of computer application.
	2. The course will attempt sensitize types of operating system and file managements.
	3. The students can enable with micro soft word and excel processing.
	4. The students can get aware of internet safety and security.
	5. The students can sensitise about the privacy, data protection, cyber security and online threats.
Pre-requisites, if any:	

Units	
I	**Introduction to Computers** • Introduction to computers and their applications • Components of a computer system • Computer hardware, software, Input and output devices • Computer memory and storage
II	**Operating Systems** • Introduction to operating systems • Types of operating systems (Windows, macOS, Linux) • File management and organization • Basic troubleshooting techniques
III	**Word and Excel Processing** • Introduction to word processing software (Microsoft Word, Google Docs Microsoft Excel, Google Sheets) • Creating, editing, and formatting documents • Inserting tables, images, and other objects • Creating, formatting, and editing spreadsheets (Excel) • Data entry, manipulation, Charts and graphs (Excel)
IV	**Internet and Email**

	• Web browsing • Online communication and social media • Email basics (creating accounts, composing, sending, and managing emails) • Internet safety and security
V	**Computer Ethics and Legal Issues** • Ethical considerations in computer usage • Copyright and intellectual property rights • Privacy and data protection • Cyber security and online threats • Social implications of technology
Recommended books	Bright Siaw Afriyie (2006). Introduction to Computer Fundamentals. Trafford Publishing; 2nd ed. edition Michael Edafe (2020).Computer Applications: The Beginner's Guide. Balagurusamy.E (2009).Fundamentals Of Computers. McGraw Hill Education Cajetan M. Akujuobi, Matthew Sadiku N. O. (2022).Fundamentals of Computer Networks. Springer International Publishing AG
Text books	1. Ashok Arora (2020).Introduction to Computer Application, Vikas Publishing. 2. Reema Thareja (2016).Computer Fundamentals And Programming In C 2E. Oxford University Press 3. Soumya Ranjan Behera (2019).Computer Application. B. K. Publications Private Limited 4. Hem Chand Jain and Tiwari H. N (2021).Taxmann's Basics of Computer Applications in Business. 5. Priti Sinha, Pradeep and Sinha. K (2004).Computer Fundamentals. BPB Publications. 6. Reema Thareja (2019).Fundamentals Of Computers. Oxford University Press
Web resources	https://app1.unipune.ac.in/external/syllabus/Computer-Concept-RanjeetPatil-Wani-Sir-27-4-15.pdf https://mdu.ac.in/UpFiles/UpPdfFiles/2021/Jun/4_06-11-2021_14-19-58_Basics%20of%20Computer-1(BM1006-1)%20(1).pdf https://apsche.ap.gov.in/Pdf/bca_cbcs_2020.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, 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	2	3	3	3	2	2	2	2
CO 2	2	2	3	2	3	3	2	3	3	3
CO 3	3	2	2	2	2	2	2	2	3	3
CO 4	2	3	3	2	2	2	3	2	3	3
CO 5	2	3	3	3	3	3	2	3	2	2
Average	2	3	3	2	3	3	2	2	3	3

3-Strong   2-Medium   1-Low

SEMESTER – V

Course	Core IX
Course Code	23USOCCT09
Title of the Course:	**RURAL SOCIOLOGY**
Credits:	4
Laerning Objectives	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	Upon successful completion of this course, students will have the knowledge and skills to: 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 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	**Introduction** • Meaning of Rural Sociology • Nature and Scope • Importance of the study of Rural Sociology in India.
II	**Rural Society** • 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	**Rural Social Structure and Dynamics** • 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	**Rural Social Institutions** • Characteristics and functions of Social Institutions • Rural Economy, • Family and Marriage. • The Polity, • Rural Education
V	**Rural development Schemes in India and Tamil Nadu** **Rural development Schemes in Tamil Nadu** • Women, Child welfare scheme education scheme • New Health Insurance scheme • Scheme for Integrated Textile Parks (SITP) • Vaazhndhu Kaattuvom Project • Free Education Scheme
Recommended Books	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	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	• 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
Course Code	**23USOCCT10**
Title of the Course:	**SOCIOLOGY OF MEDIA**
Credits:	4
Learning Objectives	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.

Course Outcomes	By going through this paper, 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.
Pre-requisites, if any:	

Units	

I	**Introduction** • 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	**Media and Consumption** • 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	**Media and Mobilization** • Role of Media during the Freedom Struggle

	• Media during the French Revolution • Social Media and Mobilization – Online Forms of Protest • Media Activities
IV	**Alternative Media** • Marxist Approaches to Media • Various Forms of Alternative Media – Village Puppetry • Street Theatre • Little Magazines • Radio
V	**Issues of Representation** • Changing Representation of Women in the Media • Concerns of Under-representation of the North East in the Media
Recommended Books	1. Berger, Arthur Asa. (2000) Ads, fads and consumer culture – Advertising's Impact on American Character and Society. Lanham: Rowman and Littlefield. 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	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	• 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.20111128201009669

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
Course Code	23USOCCT11
Title of the Course:	**INDUSTRIAL SOCIOLOGY**
Credits:	4
Learning Objectives	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	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** • Scope and Importance of Industrial Sociology • Approaches to the study of Industrial Sociology • Socio- industrial thought- Taylor, Mayo, Maslow, McClelland
II	**Evolution of Industry** • Manorial system • Guild system • Domestic system • Factory system • Modern corporate system. • Internationalization of NGOs
III	**Industrial Organization** • Structure of Industrial Organization - Formal and informal organizations - Line and staff Organizations • Roles and relationship: Manager, Supervisors and workers.

IV	**Organization of Labour and Labour Welfare** • 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	**Industrial Conflict** • Types of Industrial conflict • Causes and consequences • Methods of settling Industrial disputes
Recommended Books	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 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.
Text Books	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	• http://oer.funai.edu.ng/wp-ontent/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.economicsdiscussion.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
Course Code	23USOCCT12
Title of the Course:	Project cum Viva
Credits:	4
Learning Objectives	1. To assess the student dissertation for the award of degree, jointly by supervisor and one external examiner affiliated to the University of Madras. 2. To develop confident and empowers student for future career. 3. To better prepare students for solving real-world problems and issues while teaching them, encouraging giving additional information related to their topic.

	4. To developed student interpersonal skills.
	5. To encourages students to develop a balanced, diverse approach to solving real-societal problems, both on their own and in a team
Course Outcomes	1. It gives the student a skill such as problem solving, and helps to develop additional skills integral to their future, such as critical thinking and time management.
	2. It will enhance their knowledge through particles experience.
	3. It will be developed interpersonal skills and decision-making skills.
	4. The project will give a platform to demonstrate his/her abilities.
	5. Teacher will learn more about the student's strength and weakness, which will help the teacher to better enhance and improve the student's ability.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	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	3	3	2	1	3	3
CO 2	2	3	1	3	2	3	2	2	3	3
CO 3	1	3	2	3	2	3	3	2	3	3
CO 4	3	3	3	2	2	2	3	2	2	3
CO 5	3	3	2	1	1	2	3	2	2	3
Average	3	3	2	3	2	3	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Elective - V
Course Code	23USOCEO05
Title of the Course:	**SOCIAL STATISTICS**
Credits:	3
Learning Objectives	To provide the basic knowledge on statistics in social research. To learn about the usage of measures of central tendency in different situations. To bring out the importance of dispersion measures in social research analysis. To understand the basic need and function of correlation and test of significance. To address the statistical software and big data analysis used in social research.

Course Outcomes	To provide the basic knowledge on statistics in social research.
	To learn about the usage of measures of central tendency in different situations.
	To bring out the importance of dispersion measures in social research analysis.
	To understand the basic need and function of correlation and test of significance.
	To address the statistical software and big data analysis used in social research.
Pre-requisites, if any:	

	Units	

Unit: 1	**Introduction**	**Hours: 12**

Meaning, Nature, Characteristics, Functions, Relevance and Scope of Social Statistics - Limitations of Statistics - Sociology and Social Statistics.

Unit: 2	**Measures of Central Tendency**	**Hours:12**

Meaning, Nature, Purpose -Kinds of Central Tendency: Mean (Arithmetic & Geometric) – Median – Mode -Merits and Limitations

Unit: 3	**Measures of Dispersion**	**Hours:14**

Meaning, Nature, Purpose - Kinds of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard – Deviation -Merits and Limitations

Unit: 4	**Correlation**	**Hours:14**

Correlation: Types – Means of Computing Correlation and Interpretation-Karl Pearson's Coefficient of Correlation – Spearman's Rank Correlation

Unit: 5	**Tests of Significance**	**Hours:14**

Meaning and Purpose of Tests of Significance - Chi-Square - ‒t‖ Test

	Total Hours	**66**

Text Books

1.	Altman, Micah, Jeff Gill and Michael McDonald (2003). *Numerical Issues in statistical Computing for The Social Scientist New York*: John Wiley and Sons.
2.	Brayman, Alan (1988). *Quantity in Social research*, London: London: Unwin Hyman.
3.	P.R. Jocobson,(1976) *Introduction to Statistical Measures for the social and Behavioral Sciences*, Hinsdale The dryden Press.
4.	Gupta, S. C. (1996). *Fundamentals of Statistics*. Delhi: Himalaya Publishing House.
5.	Kothari, C.R. (1989). *Research Methodology Methods and Techniques.* New Delhi: Wiley Esterm Ltd.
6.	Krishnaswami&Ranganatham. (2010). *Methodology of Research in Social Sciences*, Himalaya Publishing House.
7.	Majumdar P. K. (2002). *Statistics: A tool for Social Sciences*, Jaipur: Rawat Publishers.
8.	Mukherji, P.N. (2000). *Methodology in Social Research*. New Delhi: Sage Publications.

9.	Addison Wesley. Walker, J. et.al. (2013). *Understanding Statistics for the Social Sciences*, Criminal Justice and Criminology. Burlington:
10.	Argyrous, G. (2011). *Statistics for Research with a Guide to SPSS*. London: Sage.
	Reference Books
1.	Irvine, J.,I. Miles And J.Evans. (ed.) (1979). *Demystifying Statistics*, London: Pluto Press.
2.	Shipman, Martin (1988).*The Limitations of Statistics*, Longman
3.	Babbie, E. (2000). *Adventures in Social Research*. London: Sage,

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	Elective – VI
Course Code	23USOCEO06
Title of the Course:	**SOCIOLOGY OF GENDER**
Credits:	3
Learning Objectives	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	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	**Introduction** • Meaning of Gender • Social construction of Gender

	• Masculinity and Femininity • Agencies of Socialization
II	**Theories of Gender Socialization** • Cognitive Development Theory • Gender Schema Theory • Social Learning theory
III	**Gender-related Social Movements** • Role of Women in the Freedom Struggle • Contemporary Issues in the Women's Movement • The Movement for Transgender Rights
IV	**Issues Concerning Women** • 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	**Issues Relating to Transgender** • 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	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	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	• 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 I	Internship
Couse Code	23USOCSI01
Title of the Course:	Summer Internship
Credits:	2
Learning Objectives	1. To enhance student to work as team work. 2. To equipped the student with the skill and desire to solve societal problems 3. To developed work ethic. 4. To improve communication skill and responsibilities among students 5. To explore, experience and apply the academic knowledge in ground reality.
Course Outcomes	1. Student will enhance the professional competency to conduct field work. 2. Students will gain practical knowledge related to their studies. 3. This will help student to understand the subject theories and methodology better. 4. Will gain particle skill and knowledge. 5. Will increase the employment prospect of the student
Pre-requisites, if any:	

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

SEMESTER – VI

Course	Core XIII
Course Code	23USOCCT13
Title of the Course:	**URBAN SOCIOLOGY**
Credits:	4
Learning Objectives	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. 5. Course explores town, regional, city planning and exemplifies with the contemporary events in urban.
Course Outcomes	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	**Introduction** • 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	**Urban Structure** • 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	**Urban Ecology** • Ecological system and ecological elements • Ecological theories: concentric zone theory-sector theory-multiple nuclei theory
IV	**Urban Planning** • Role of Sociology in urban planning

	• Principles of urban planning • Agencies involved in urban planning. • Case study- I • Case study- II
V	**Urban Problems** • Urban problems: urban emigration and population density • Housing problems- slums-environmental problems- urban crimes.
Recommended Books	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	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	• 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

	• 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
Averge	2	1	3	3	3	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Core – XIV
Course Code	23USOCCT14
Title of the Course:	**MEDICAL SOCIOLOGY**
Credits:	4
Learning Objectives	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
Course Outcomes	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
Pre-requisites, if any:	
Units	
I	**Introduction to Medical Sociology** • 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	**Concept of Health and Illness** • 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	**Social Epidemiology** • 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	**Hospital and Health Profession in Society** • 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	**Management of Health care Services** • 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
Recommended Books	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 Mumbai: Jai Press. 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.
Text Books	1. Dasgupta, R. (1993). Nutritional Planning in India. Hyderabad: NIN. 2. Fox, Renee C. (1988). Essays in Medical Sociology: Journeys into the field. NewYork: 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.
Web sources	• 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
Course Code	23USOCCT15
Title of the Course:	**SOCIOLOGY OF DEVELOPMENT**
Credits:	4
Learning Objectives	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	1. This course **e**xplains 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	**Introduction**

	• Definition and Meaning of development • Economic growth and development • Social development and social indicators • Ecology and sustainable development.
II	**Culture and Development** • Development and displacement of tradition • Culture as a facilitator of development • Cultural impediments of development.
III	**Sustainable development** • Definition, nature and scope of Sustainable Development • Pillars of Sustainable Development • Globalization and development • Agreements and Conventions on Sustainable Development
IV	**Development Disparities in India** • Social disparity: Education and Health • Gender Disparity • Economic Disparity • Rural-Urban Disparity
V	**Economic Reforms and Development** • Structural adjustment in India • Economic development and social opportunities • Global divisions
Recommended Books	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 3. Harrison (1989) The Sociology of Modernization and Development, OUP, New Delhi 4. Sharma S.l (1986) Development: Socio- Cultural Dimensions, Rawat pub., Jaipur

	5. UNDP (2000) Human Development Report, OUP, New Delhi
Text Book	1. Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing. 2. Rubin, H.J, & Rubin, I.S (2008). Community Organizing and Development. New York: Pearson Publishers 3. Rothman, J. (2001). Strategies of Community Interventions and Macro Practices (6th Ed.). Illinois: Peacock Publications. 4. Gamble D.N, & Weil M (2010). Community Practice Skills: Local to Global Perspectives. New York: Columbia University Press. 5. Hepworth, D., Ronald, H., Rooney, G. & Gottfried, K. (2017). Direct Social Work Practice: Theory and Skills. Boston, MA: Cengage Learning
Web Sources	• 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
Course Code	23USOCEO07
Title of the Course:	**SOCIOLOGY OF ENTREPRENEURSHIP**
Credits:	3
Learning Objectives	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	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** • Meaning, Definition and Importance of Entrepreneurship • Evolution of term _Entrepreneurship • Factors influencing entrepreneurship • Typology of entrepreneurship
II	**Theories of Entrepreneurship** • Major Theories of Entrepreneurship • Models of Entrepreneurship • Emerging trends in Entrepreneurship Development
III	**Dimensions of Entrepreneurship** • Entrepreneurial Culture • Entrepreneurial Society • Women Entrepreneurship • Rural Entrepreneurship
IV	**Entrepreneur and Entrepreneurship** • Characteristics of an entrepreneur • Types of entrepreneurs • Skills for Entrepreneurship. • Relation between Entrepreneur and Society
V	**Entrepreneurship in India and Tamil Nadu** • Evolution and Growth of Entrepreneurship in India • Role of Entrepreneurship in Economic Development • Careers in Entrepreneurship • Major organizational Assistance provided to entrepreneurs
Recommended	1. Aldrich, Howard E. 2011. An evolutionary approach to entrepreneurship: Selected essays by Howard E. Aldrich.

Books	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 *The SAGE handbook of organizational institutionalism*. Edited by Royston Greenwood, Christine Oliver, Thomas B. Lawrence, and R (Shukla) (Shukla) (Shukla) (Shukla)enate E. Meyer, 671–688. Los Angeles: SAGE.
	3. Swedberg, Richard. 2000. Entrepreneurship: The social science view. Oxford Management Readers. Oxford: Oxford Univ. Press.
	4. Alvord, S. H., Brown, L. D., & Alvord, S. H. (2003). Social entrepreneurship:Leadership that facilitates societal transformation — An exploratory study. Center for Public Leadership, Retrieved November 11, 2010, from http://dspace .mit.edufbitstreamihandle/1721.i/55803/CPL_WP_03_5_Alvord BrownLetts.pdf? sequence=1.
	5. Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. The Journal of Applied Behavioral Science, 40(3): 260-2.82.
Text Books	1. Ruef, Martin, and Michael Lounsbury, eds. 2007. The sociology of entrepreneurship. Research in the Sociology of Organizations, Amsterdam: Elsevier JAI.
	2. Madhukar Shukla, 2019, Social Entrepreneurship in India-Quarter Idealism and a Pound of Pragmatism, SAGE.
	3. Aldrich, **H., &** Zimmer, *C.* (1986). Entrepreneurship through social networks. In Sexton, D., & Smilor, R. (Eds.), *The Art and Science ofEntrepreneurship (pp.* 3-23). Cambridge, Massachusetts: Ballinger Publishing Company.
	4. Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks. In Sexton, D., & Smilor, R. (Eds.), The Art and

	Science of Entrepreneurship (pp. 3-23). Cambridge, Massachusetts: Ballinger Publishing Company. 5. Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.
Web sources	• Thornton, P. H. (1999). The Sociology of Entrepreneurship. Annual Review of Sociology, 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) • https://www.toppr.com/guides/business-studies/entrepreneurship-development • https://byjus.com/commerce/entrepreneurship-development-process/

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	Elective – VIII
Course Code	23USOCEO08
Title of the Course:	**Environment and Society**
Credits:	3
Learning Objectives	a. The aim of the course is to understand the basic concepts of Environment. b. The course will help the students to understand the various aspects of Environment. c. It also highlights various problems of Environment. d. The course explores the different forms of Environmental movements. e. The course will introduce the concept of Environment Management.
Course Outcomes	1. The students can understand the concepts of Environment in social context. 2. The course also helps the students to comprehend the concepts of natural resources. 3. The students can understand the problems and concern about environment. 4. They can understand the environmental movements. 5. The students can understand the concept of environment movement.

Pre-requisites, if any:	
Units	
I	**Definition and concept of Environment:** Definition, Scope and Nature of Environment Sociology – Dimensions of Environment – The relationship between society and Natural Resources.
II	**Natural Resources**: Eco system — Environmental degradation – Global warming – Ozone depletion – Green House Effect – Acid Rain – Environmental pollution – Restoring the eco system.
III	**Problems and Concern of Environment:** Issues – causes – consequences of Air, Water, Land and Noise Pollution – Loss of Biodiversity – Social Dimensions of Environmental Disasters – Technology change and Environment – Deforestation and displacement - A-forestation – Sustainable Development.
IV	**Environment Movements:** History and Development – Chipko and Appiko Movements – Narmada Bachao Andolan Movement – Eco-tourism.
V	**Environmental Management:** Impact of Environmental hazards and natural disasters on socially disadvantaged population – Change agents – Community, NGOs, INGOs and Government sector – International initiatives on Environment Protection.
Recommended Books	1. Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed. 2. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed. 3. Guha, Ramachandra (1994). Social ecology. New Delhi: Oxford University Press. 4. Bhattacharyya Sukanta. (2014). Environemntal Sociology: Indian perspective, Levant Books Delhi: Agricole.

	5. Gadgil, M. And R. Guha. (1996). Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi: Oxford University.
Text Books	1. Dunlap, R. E. and Michelson, W. (eds.) 2008. Handbook of Environmental Sociology, Jaipur, Rawat Publications. 2. Buttel, F. H., Dickens, P., Gijswijit, A., and Dunlap, R. (eds.) 2016. Environmental Sociology: Classical Foundations and Contemporary Insights, Jaipur, Rawat Publications. 3. Gadgil, M. and Guha, R. 1996. Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi, OUP 4. Guha, R. 2014. Environmentalism: A Global History, Penguin Books, New Delhi. 5. Redclift, M., 1984. Development and the Environmental Crisis: Red or Green Alternatives, Methuen & Co. Ltd. New York. 6. Munshi, I. 2000. "'Environment' in Sociological Theory", Sociological Bulletin.Vol.49, No.2.pp. 253-266.

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

COMPUTER TRAINING-23USOCPC01

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23USWPC01	**COMPUTER TRAINING**	**PROFESSIONAL COMPETENCY SKILL**	30				2	2	25	75	100

YEAR	**2023 onwards**
SEMESTER	**VI**
PRE-REQUISITE	**A basic idea on the generic uses of computers.**

Learning Objectives

1	To introduce the basic knowledge of computers.
2	To understand the various input and output devices.
3	To learn about productivity/ application software that is basically used.
4	To acquire practical skills for working with computers.
5	To operate computers on own.

Course Outcomes

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

CO1: To comprehend the evaluation and types of computers.	
CO2: To distinguish the various components of computers and their uses.	
CO3: To operate the computer and execute assignments related to it.	
CO4: To compare and contrast the different application software personal use.	
CO5: To select the appropriate application and work on it for documentation and to apply the professional competency skill wherever applicable.	

Syllabus

UNIT I
                                  (6 Hours)
Introduction to Computers: Evolution, Types, Major Components- CPU, Peripheral devices,RAM, Hardware Memory, Input & Output devices, and Software.

UNIT II
                                  (6 Hours)
Productivity / Application Software: Word document -Word application, creating a word file,basic and advanced formatting.

UNIT III
                                  (6 Hours)
Productivity / Application Software: Excel -Workbook and worksheet, working in worksheets,creating tables and charts.

UNIT IV
                                  (6 Hours)
Productivity / Application Software: PowerPoint – Creating presentations, using templates,and inserting tables and charts.

UNIT V
                                  (6 Hours)
Internet: Internet security, Web Browsers, Search Engines, file sharing, and downloading.

Learning Resources:

Text Books:
1. Alexis Leon, and Mathews Leon. 2009. Introduction to Computers. Vikas PublishingHouse. Delhi.
2. Prithi, Sinha, Pradeep, K and Sinha. (2004). Computer Fundamentals: Concepts, Systems& Applications- 8th Edition. BPB Publications.
3. Rajmohan Joshi. 2006. Introduction to Computers. Isha Books, Delhi.
4. Satish Jain, Dr. Shalini Jain & M. Geetha. (2016). Basic Computer

Course Made Simple.BPB Publications. Delhi.
5. Soumya Ranjan Behera. (2019). Basic Computer Course. Vasan Publications. Bengaluru.

Books for References:

1. Wallace Wang. 2016. Absolute Beginners Guide to Computing. Apress. New York.
2. Michael Miller. 2013. Computer Basics Absolute Beginner's Guide. Pearson educationInc.
3. James Bernstein. 2022. Computers Made Easy from Dummy to Geek. Made easy bookseries. USA.
4. David A. Patterson. 1999. Personal Computer Applications in the Social Services. Allynand Bacon: Boston.
5. Kasper B. Langman. 2022. Computers for beginners and seniors: A User Guide on Howto Become an Expert in Computer with Illustrations. Independently published.

Web Resources:

6. https://www.academia.edu/35807595/Basic_Computer_course_book
7. https://sscstudy.com/basic-computer-course-book-pdf-download/
8. https://youtu.be/eEo_aacpwCw
9. https://youtu.be/ZXAPCy2c33o
10. https://youtu.be/N8jRM738m6M

MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	M	S	S	S
CO4	S	S	S	S	S
CO5	S	S	M	S	S
CO6	S	S	S	S	S

S – Strong   **M – Medium**   **L - Low**