

# B.A. SOCIOLOGY

## Syllabus

### AFFILIATED COLLEGES

Program Code: 21S

2020 – 2021 onwards



## BHARATHIAR UNIVERSITY

(A State University, Accredited with “A” Grade by NAAC,  
Ranked 13<sup>th</sup> among Indian Universities by MHRD-NIRF,  
World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP - 982)

Coimbatore - 641 046, Tamil Nadu, India

**Instruction: PEOs are:**

- Statement of areas or fields where the graduates find employment
- Preparedness of graduates to take up higher studies

<b>Program Educational Objectives (PEOs)</b>	
The <b>B. A Sociology</b> program describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	To Understand the basic social processes of society, social institutions and patterns of social behavior.
PEO2	To demonstrate an understanding of the subject matter of the field of sociology, including the major theoretical approaches, vocabulary, and research findings of sociology.
PEO3	To develop a sociological imagination that helps to articulate and evaluate how social structures, social institutions, cultural routines and multiple elements of social differences and/or inequality operate in society.
PEO4	To inculcate a critical thinking ability to demonstrate, to analyze and to evaluate multiple and competing social, political, and/or cultural arguments.
PEO5	To diagnose and to treat the various social problems experienced by the people in the society and the development of various plans to address them.
PEO6	To enables students to cope effectively with the socio-cultural and interpersonal processes of a constantly changing complex society.
PEO7	To create an awareness of how people of different cultural, religious and political belief systems interpret the world around them through those beliefs.
PEO8	To compare and to contrast the social and cultural patterns exist in the Indian and other societies.
PEO9	To develop and in-built the capacity of the students to communicate effectively and use of sociological knowledge for better society.
PEO10	To enhances the skills and capabilities that secures better employment opportunities in educational, research institutions and NGOs.

### Instruction: Program Specific Outcomes (PSOs)

These are what the students should be able to do at the time of graduation. The PSOs are program specific. PSOs are written by the department offering the program. There usually are five to seven PSOs for a department.

<b>Program Specific Outcomes (PSOs)</b>	
After the successful completion of B. A Sociology program, the students are expected to	
PSO1	Understand the basic concepts in Sociology and develop an understanding about macro and micro perspectives in Sociology
PSO2	Better understanding of real life situation by demonstrating an ability to apply sociological concepts and theories to the real world and ultimately their everyday lives.
PSO3	Demonstrate an understanding of the formation and operation of the major social institutions that exist within our society
PSO4	Develop an understanding of various aspects of doing social science research with focus on methodology; making research proposal, doing fieldwork and report writing
PSO5	Comprehend the various features of Indian Society and culture including unity in diversity; Indian social structure and understanding rural, urban and tribal India
PSO6	Communicate in a clear and coherent manner in both written and oral communication that are essential for conveying sociological concepts and understandings to a broader audience
PSO7	Develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
PSO8	Use sociological knowledge, skills, and theories to engage with the world around them, and to promote social justice.
PSO9	Gain the skills for analyzing and formulating long-lasting solution to social problems
PSO10	Develop socially and ethically responsible citizen.

**Instruction: Programme Outcomes** are narrow statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme.

<b>Program Outcomes (POs)</b>	
On successful completion of the B. A Sociology program	
PO1	Identify the basic foundations of Indian Society.
PO2	Critique the characteristics of the social institutions and their linkages with development process.
PO3	Demonstrate knowledge about the basic principles and significance of sociology.
PO4	Gain the skills for analyzing and formulating long-lasting solution to social problems.
PO5	Demonstrate knowledge about the roles and functions of Socialization
PO6	Discuss the contemporary relevance of the various theories of social change
PO7	Reconstruct the rural institutions.
PO8	Analyze the impact of rural development programmes.
PO9	Identify the role, place and influence of economic, political and religious institutions in primitive societies.
PO10	Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies.

**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**

**B. A Sociology Curriculum (Affiliated Colleges)**

(For the students admitted during the academic year 2020 – 21 onwards)

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
<b>FIRST SEMESTER</b>							
	Language – I	4	6	-	25	75	100
	English – I	4	6	-	25	75	100
SOCCO101	Core I: Introduction to Sociology	4	6	-	25	75	100
SOCCO102	Core II: Pioneers in Indian Sociology	4	6	-	25	75	100
SOCA101	Allied Paper I: Social Psychology	4	4	-	25	75	100
	Environmental Studies #	2	2	-	-	50	50
<b>Total</b>		22	30	-	125	425	550
<b>SECOND SEMESTER</b>							
	Language – II	4	6	-	25	75	100
	English – II	4	6	-	25	75	100
SOCCO203	Core III: Sociology of Indian Society	4	6	-	25	75	100
SOCCO204	Core IV: Sociological Theories	4	6	-	25	75	100
SOCA202	Allied Paper II: Social Anthropology	4	4	-	25	75	100
	Value Education - Human Rights#	2	2	-	-	50	50
<b>Total</b>		22	30	-	125	425	550
<b>THIRD SEMESTER</b>							
	Language – III	4	6	-	25	75	100
	English – III	4	6	-	25	75	100
SOCCO305	Core V: Social Demography	4	6	-	25	75	100
SOCCO306	Core VI: Sociological Research Methods	4	6	-	25	75	100
SOCA303	Allied Paper III: Social Statistics	4	4	-	25	75	100
	Skill Based Subject 1: Organizational Behaviour	3	3	-	20	55	75
	Tamil @ Advanced Tamil # (Or) Non Major Elective I Yoga For Human Excellence	2	2		50	-	50



	Women's Rights # Constitution of India #			-			
<b>Total</b>		25	30	-	195	430	625
<b>FOURTH SEMESTER</b>							
	Language IV	4	6	-	25	75	100
	English-IV	4	6	-	25	75	100
SOCCO407	Core VII: Rural Sociology	4	6	-	25	75	100
SOCCO408	Core VIII: Gender and Society	4	6	-	25	75	100
SOCA404	Allied IV: Social Welfare and Administration	4	4	-	25	75	100
	Skill Based Subject 2: Human Resource Management	3	3	-	20	55	75
	Tamil @ Advanced Tamil # (Or) Non-Major Elective-II (General Awareness)	2	2	-	50	-	50
<b>Total</b>		25	30	-	195	430	625
<b>FIFTH SEMESTER</b>							
SOCCO509	Core IX: Social Change and Development	4	6	-	25	75	100
SOCCO510	Core X: Urban Sociology	4	6	-	25	75	100
SOCCO511	Core XI: Social Movements	4	6	-	25	75	100
SOCCO512	Core XII: Indian Social Problems	4	6	-	25	75	100
SOCE501	Elective I	4	4	-	25	75	100
	<b>Skill Based Subject 3: Life Skill Development</b>	3	3	-	20	55	75
<b>Total</b>		23	30	-	145	430	575
<b>SIXTH SEMESTER</b>							
SOCCO613	Core XIII: Industrial Sociology	4	6	-	25	75	100
SOCCO614	Core XIV: Sociology of Health	4	6	-	25	75	100
SOCCO615	Core XV: Sociology of Youth and Development	4	6	-	25	75	100
SOCE602	Elective II:	4	4	-	25	75	100
SOCE603	Elective III	4	4	-	25	75	100
	<b>Skill Based Subject 4: Personality Assessment</b>	3	3	-	20	55	75
	Extension Activities @ (Mini Project)	2	3	-	50	-	50
<b>Total</b>		25	30	-	195	430	625

<b>Grand Total</b>	142		-	980	2570	3550
<b>ONLINE COURSES</b>						

Includes 25/40% continuous internal assessment marks for theory and practical papers respectively

@ No University Examination. Only Continuous Internal Assessment

# No Continuous Internal Assessment (CIA). Only University Examination





**First Semester**



Course code	INTRODUCTION TO SOCIOLOGY			L	T	P	C
Core/Elective/Supportive	Core Paper I			4			4
Pre-requisite	Basic understanding of society			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand Social Institutions and social structure.</li> <li>2. To understand knowledge in socialization, social process and agencies.</li> <li>3. To identify the means of social control and apply the knowledge in social change.</li> <li>4. To create foundational knowledge in sociology</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Explain the basic concepts of sociology, culture and civilization.						K1
2	Demonstrate knowledge about the roles and functions of Socialization						K4
3	Analyze institutions and social structure						K4
4	Explain processes of socialization, and how socialization operates in different societies and cultures.						K2
5	Apply sociological concepts to observable events and social issues.						K3
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create							
<b>Unit:1</b>	<b>SOCIOLOGY</b>			<b>10 -- hours</b>			
Meaning, Definition, Nature and scope of Sociology – Origin and Development – Importance of the Study of Sociology – Relationship with other social sciences and uses of sociology.							
<b>Unit:2</b>	<b>MAN AND SOCIETY</b>			<b>08 -- hours</b>			
Society – Origin – Nature of society – Relationship between Individual and Society – Socialization – Meaning – Functions – Agencies of Socialization.							
<b>Unit:3</b>	<b>BASIC CONCEPTS</b>			<b>10 -- hours</b>			
Community, Association, Institution. Social Processes: Associative and dissociative processes. Social Groups: Meaning, Characteristics, Classification and functions of Social Groups. Social change – Meaning, Factors and Theories of Social Change.							
<b>Unit:4</b>	<b>SOCIAL INSTITUTIONS AND SOCIAL CONTROL</b>			<b>12 -- hours</b>			
Concept- definition-characteristics of Institution. Types-Family, Marriage, Kinship, Religion, Caste, Education, Economy and Politics.Merits and demerits of Social Institutions.							

Social Control – Meaning- definition and goals of social control. Methods - agencies and Importance of social control.		
<b>Unit:5</b>	<b>CULTURE AND CIVILIZATION</b>	<b>10 -- hours</b>
Culture –Meaning – types of culture – features and elements of culture – Civilization – Relationship and differences between Culture and Civilization – Cultural lag.		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
	<b>Total Lecture hours</b>	<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	C.N. Shankar Rao, 2000. Sociology. New Delhi: S.Chand& Co.	
2	Sachdev and VidhyaBhusan – Introduction to Sociology, Kitabmahal,	
<b>Reference Books</b>		
1	Ogburn William F and Mayer F.Nimkoff (1964) a hand book of sociology, Routledge and Keganpaul Ltd., London.	
2	Giddens Anthony, (2013), 7 <sup>th</sup> Edition, SOCIOLOGY, Polity Press, Cambridge, UK	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Introduction to Sociology by Joanna Hadjicostandi, <a href="http://www.edx.org">www.edx.org</a>	
2		
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	L	M	L	S	M	L	S
<b>CO2</b>	S	S	M	L	M	L	S	M	L	S
<b>CO3</b>	S	S	M	L	M	L	S	M	L	S
<b>CO4</b>	S	S	M	L	M	L	S	M	L	S
<b>CO5</b>	S	S	M	L	M	L	S	M	L	S

\*S-Strong; M-Medium; L-Low

Course code	PIONEERS IN INDIAN SOCIOLOGY			L	T	P	C
Core/Elective/Supportive	Core Paper I			4			4
Pre-requisite	Basic idea about evolution of society			Syllabus Version		2020-21	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>To know about various sociological concepts and thinkers</li> <li>Familiarizing students with the nature of Indian society</li> <li>To develop in the students the sociological knowledge and skills that will enable them to think critically and imaginatively about Indian society and social issues</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Familiarize about Indian sociological thinkers and their works						K1
2	Importance of social reformative thinkers and their influence on Indian Society						K2
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create							
<b>Unit:1</b>	<b>THE PATH FINDERS</b>					<b>10 -- hours</b>	
G.S.Ghurye: Approach to Sociology; Caste and Tribe; Dynamics of culture and society; Religion. Caste and Class in India, the Scheduled Tribes – S.C.Dube: India's Changing Village.							
<b>Unit:2</b>	<b>THE PATH BREAKERS</b>					<b>08 -- hours</b>	
Louis Dumont – Homo Hierarchicus – Andre Beteille – Agrarian Social Structure, Society and Politics							
<b>Unit:3</b>	<b>DIALECTICAL &amp; SUBALTERN THINKERS</b>					<b>10 -- hours</b>	
A.R. Desai: Social Background of Indian Nationalism, Peasant Struggles in India – RanajitGuha, Dominance without Hegemony: History and Power in Colonial India							
<b>Unit:4</b>	<b>SOCIAL REFORMATIVE THINKERS</b>					<b>12 -- hours</b>	
Dr. BabasahebAmbedkar – Annihilation of caste – Ideas of E.V.R. Periyar – Critique of the Varna/caste-based society of India; Dalits and anti-untouchability agenda; Caste, class and democracy.							
<b>Unit:5</b>	<b>THE IDEAS SPEAK</b>					<b>10 -- hours</b>	
Feminist Thinkers – NeeraDesai, The Making of a Feminist, LeelaDube, Anthropological Explorations in Gender: Intersecting Fields.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>					<b>2 hours</b>	
Expert lectures, online seminars – webinars							
<b>Total Lecture hours</b>						<b>52-- hours</b>	

<b>Text Book(s)</b>	
1	Madan T.N. (2011) Sociological Traditions, New Delhi, SAGE
2	Nagla, B.K. (2006), Indian Sociological Thought, Jaipur: Rawat Publications
<b>Reference Books</b>	
1	Dube, S.C. (1990), Indian Society, New Delhi, National Book Trust
2	Dube, S.C. (1958), India's Changing Village, London, Routledge&Kegan Paul
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://journals.sagepub.com/description/cis">https://journals.sagepub.com/description/cis</a>
2	<a href="http://www.insoso.org/">http://www.insoso.org/</a>
3	<a href="https://searchworks.stanford.edu/view/10431392">https://searchworks.stanford.edu/view/10431392</a>
4	<a href="https://catalogue.nla.gov.au/Record/4464223">https://catalogue.nla.gov.au/Record/4464223</a>
Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	M	S	S	M	L	L	S
CO2	S	M	L	M	S	S	M	L	L	S

\*S-Strong; M-Medium; L-Low

Course code	SOCIAL PSYCHOLOGY			L	T	P	C
Core/Elective/Supportive	Allied Paper II			4			4
Pre-requisite	Knowledge on Individual behavior in groups and community			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. Introduce basic concepts of social psychology to students.</li> <li>2. Understand the dynamics of intergroup relationships, conflict, and cooperation.</li> <li>3. Understand how public opinion and propaganda are formulated in society.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Demonstrate the ability to state the fundamental principles of Social Psychology.						K1
2	Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.						K5
3	Describe, discuss and analyze major issues and concepts in the field of Social Psychology						K4
4	Compare and contrast the research methodologies used in the scientific study of human Social Behavior.						K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>NATURE AND SCOPE</b>					<b>10 -- hours</b>	
Definition, Nature and Scope of Social Psychology – Relationship with other Social Sciences – Sociology, Social Anthropology and Psychology – Methods of Social Psychology.							
<b>Unit:2</b>	<b>ATTITUDE FORMATION</b>					<b>10 -- hours</b>	
Attitude measurement – Attitude change – Theory of cognitive dissonance – conformity: Classic studies – studies of norm formation – group pressure – Milgram’s obedience experiment.							
<b>Unit:3</b>	<b>SOCIALIZATION AND DEVELOPMENT OF SELF</b>					<b>13 -- hours</b>	
The Dependency condition, Effect of Dependency and the internalisation of values, Identification process, Interpersonal Communication, The Development of Self – Heredity and Environment – Stages of Personality Formation – Culture and Personality – Social attitude.							
<b>Unit:4</b>	<b>PUBLIC OPINION AND PROPAGANDA AND MASS MEDIA</b>					<b>07 -- hours</b>	
Public opinion, Formation of public opinion, Dimensions of Public Opinion – Propaganda – Propaganda Techniques – Propaganda and education – Mass Media.							
<b>Unit:5</b>	<b>COLLECTIVE BEHAVIOUR AND DEVIANCE</b>					<b>10 -- hours</b>	
Crowds – features and types of crowds and Mob violence – Crowd Behaviour – Rumour, Gossip, Fads, Fashions and Crazes – Deviance and Crime, Delinquency – Treatment and Prevention.							



<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Kuppuswamy. B., Elements of Social Psychology, Konark Publishers Pvt Ltd, 2008.	
2	Sharma.J.D., Social Psychology, Lakshmi Narainagarwal, Agra, 2008.	
<b>Reference Books</b>		
1	Allport. F.H., Social Psychology, Houghton, Mifflin, Boston, 1994.	
2	Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Introduction to Psychology by Paul Bloom, Yale University, <a href="http://www.coursera.org">www.coursera.org</a>	
2	<a href="https://www.verywellmind.com/social-psychology-4157177">https://www.verywellmind.com/social-psychology-4157177</a>	
3	<a href="https://www.socialpsychology.org/">https://www.socialpsychology.org/</a>	
4	<a href="https://www.simplypsychology.org/social-psychology.html">https://www.simplypsychology.org/social-psychology.html</a>	
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	L	M	M	L	S	L	S	M
<b>CO2</b>	S	S	L	M	M	L	S	L	S	M
<b>CO3</b>	S	S	L	M	M	L	S	L	S	M
<b>CO4</b>	S	S	L	M	M	L	S	L	S	M

\*S-Strong; M-Medium; L-Low



**Second  
Semester**



Course code	SOCIOLOGY OF INDIAN SOCIETY		L	T	P	C
Core/Elective/Supportive	Core Paper III		4			4
Pre-requisite	Understanding about different cultural values		Syllabus Version		2020-21	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To understand Social Institutions and social structure.</li> <li>2. To understand knowledge in socialization, social process and agencies.</li> <li>3. To identify the means of social control and apply the knowledge in social change.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Explain the basic concepts of sociology, culture and civilization.					K1
2	Demonstrate knowledge about the roles and functions of Socialization					K3
3	Analyze institutions and social structure					K4
4	Discuss the contemporary relevance of the various theories of social change					K5
5	Understand how social control works in society and evaluate it based on individual experience.					K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>NATURE OF INDIAN SOCIETY</b>				<b>11 -- hours</b>	
Hindu Philosophy & characteristics. The Ashramas, The Purusartha, Religious Groups in India, Impact of other religion-Buddhism and Islam						
<b>Unit:2</b>	<b>THE CASTE SYSTEM</b>				<b>10 -- hours</b>	
Concept, Definition, Theories, Characteristics of Caste, Changing trends of caste system, Merits and Demerits of Caste system.						
<b>Unit:3</b>	<b>MARRIAGE SYSTEM</b>				<b>09 -- hours</b>	
Concept, definition, characteristics, Traditional forms of Hindu marriage and recent trends.						
<b>Unit:4</b>	<b>FAMILY SYSTEM</b>				<b>09 -- hours</b>	
Concept, definition, characteristics of family, types of family, changing trends-reasons and impact.						
<b>Unit:5</b>	<b>RURAL SOCIAL SYSTEM</b>				<b>11 -- hours</b>	
Indian Villages, Characteristics, Agrarian Class Structure, Village Solidarity, Village Settlement Patterns, Land Tenure and Reforms.						
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>				<b>2 hours</b>	
Expert lectures, online seminars – webinars						

		<b>Total Lecture hours</b>	<b>52 -- hours</b>
<b>Text Book(s)</b>			
1	C.N. Shankar Rao, 2004. Sociology of Indian Society. New Delhi: S.Chand& Co.		
2	Srinivas, M.N. India: Social Structure. New Delhi: Hindustan Publishing Corporation, 1998		
<b>Reference Books</b>			
1	Ram Ahuja, Indian Social System, Rawat Publications, 1993		
2	Sharma, KL. Indian Social Structure and Change, Rawat Publication, 2008		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>			
1	<a href="https://iep.utm.edu/hindu-ph/">https://iep.utm.edu/hindu-ph/</a>		
2	<a href="http://www.hfb.org.uk/hindu-philosophy.html">http://www.hfb.org.uk/hindu-philosophy.html</a>		
3			
Course Designed By:			

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	S	L	L	M	M	L	S
<b>CO2</b>	S	S	M	S	L	L	M	M	L	S
<b>CO3</b>	S	S	M	S	L	L	M	M	L	S
<b>CO4</b>	S	S	M	S	L	L	M	M	L	S
<b>CO5</b>	S	S	M	S	L	L	M	M	L	S

\*S-Strong; M-Medium; L-Low

Course code	SOCIOLOGICAL THEORIES			L	T	P	C	
Core/Elective/Supportive	Core Paper IV			4			4	
Pre-requisite	Fundamental knowledge about social structure			Syllabus Version		2020-21		
<b>Course Objectives:</b>								
The main objectives of this course are to:								
<ol style="list-style-type: none"> <li>1. To acquaint the students with the classical sociological writings by thinkers.</li> <li>2. To develop basic theoretical insights.</li> <li>3. To analyze theories from a conceptual perspective and its application in society.</li> </ol>								
<b>Expected Course Outcomes:</b>								
On the successful completion of the course, student will be able to:								
1	The Students will be able to comprehend Origins of Sociological Theories						K2	
2	The Students will have a clear understanding on Karl Marx and his contributions.						K3	
3	The Students will be able to appreciate the contribution of Emile Durkheim, Max Weber, Karl Marx as well as Herbert Spencer.						K4	
4	Use sociological theory to explain social problems and issues						K3	
5	Make theoretically-informed recommendations to address current social problems						K6	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>								
<b>Unit:1</b>	<b>AUGUSTE COMTE</b>			<b>12 -- hours</b>				
Law of Three Stages – Hierarchy of Sciences – Social Statics and Social Dynamics – Positivism.								
<b>Unit:2</b>	<b>HERBERT SPENCER</b>			<b>08 -- hours</b>				
Theory of Social Evolution – Organic Analogy.								
<b>Unit:3</b>	<b>EMILE DURKHEIM</b>			<b>09 -- hours</b>				
Social Solidarity – Division of Labour – Theory of Suicide – Anomie								
<b>Unit:4</b>	<b>MAX WEBER</b>			<b>10 -- hours</b>				
Ideal Types – Bureaucracy – Types of Authority – Class, Status and Power.								
<b>Unit:5</b>	<b>KARL MARX</b>			<b>11 -- hours</b>				
Dialectical Materialism – Theory of Social Change, Class and Class Struggle – Alienation.								
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>			<b>2 hours</b>				
Expert lectures, online seminars – webinars								
<b>Total Lecture hours</b>						<b>52 -- hours</b>		
<b>Text Book(s)</b>								
1	Sachdev and VidhyaBhusan – Introduction to Sociology, Kitabmahal,							
2	Lewis A. Coser, Masters of Sociological Thoughts – Ideas in Historical and Social Context,							

	Rawat Publications, Bangalore.
<b>Reference Books</b>	
1	R.N.Sharma and R.K. Shama(1988) Contemporary Sociological Theories, Media Promoters and Publishers (P) Ltd., Bombay.
2	Bogardus, E.S. The Development of Social Thought, Longman's Green and Co., New York.
3	Abraham & Morgan, Modern Sociological Theory, Oxford University Press, Bombay.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Classical Sociological Theories by Dr. Bart van Heerikhuizen, University of Amsterdam, <a href="http://www.coursera.org">www.coursera.org</a>
2	Classical Sociological Theories by Prof. R. Santhosh, IIT Madras, NPTEL
3	Foundations of modern social theory with iván szelényi, Open Yale Courses, <a href="https://oyc.yale.edu/sociology">https://oyc.yale.edu/sociology</a>
Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	L	S	M	M	S	S	S	M
CO2	S	L	L	S	M	M	S	S	S	M
CO3	S	L	L	S	M	M	S	S	S	M
CO4	S	L	L	S	M	M	S	S	S	M
CO5	S	L	L	S	M	M	S	S	S	M

\*S-Strong; M-Medium; L-Low

Course code	SOCIAL ANTHROPOLOGY			L	T	P	C	
Core/Elective/Supportive	Allied Paper II			4			4	
Pre-requisite	Basic understanding of concept of culture with anthropological perspective.			Syllabus Version		2020-21		
<b>Course Objectives:</b>								
The main objectives of this course are to:								
<ol style="list-style-type: none"> <li>1. To create basic knowledge and interest in the discipline of social anthropology.</li> <li>2. To recognize the knowledge about the basic concepts of culture with anthropological perspective.</li> <li>3. To demonstrate the implication of influence of economic, political and religious institutions in primitive society.</li> </ol>								
<b>Expected Course Outcomes:</b>								
On the successful completion of the course, student will be able to:								
1	Explain and clarify the scope of anthropology and its relationship with sociology.						K2	
2	Demonstrate awareness about the basics of the discipline of social anthropology.						K3	
3	Analyze basic concepts of culture with anthropological perspective.						K4	
4	Identify the role, place and influence of economic, political and religious institutions in primitive societies.						K2	
5	Identify the functionaries of religion.						K2	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>								
<b>Unit:1</b>	<b>INTRODUCTION TO ANTHROPOLOGY</b>					<b>08 -- hours</b>		
Definitions – Concept – Scope of Social Anthropology – Culture and Civilization; Ethnocentrism vis-à-vis cultural Relativism Culture and Civilization: Culture trait, Culture complex and Diffusion.								
<b>Unit:2</b>	<b>THE NATURE OF SOCIETY</b>					<b>10 -- hours</b>		
Individual, Society, Culture and Civilization, Great and Little Tradition – Human Biological Diversity: Racial criteria, racial traits in relation to Heredity and Environment – World classification and Indian classification of race.								
<b>Unit:3</b>	<b>MARRIAGE, FAMILY AND KINSHIP</b>					<b>12 -- hours</b>		
Marriage- Definition and universality – Laws of marriage – Types of marriage – Functions of marriage; Marriage regulations – Mate selection – Family: Definition and universality – Types of family – Kinship: Consanguinity and Affinity; Principles and types of descent – Forms of descent groups – Kinship terminology.								
<b>Unit:4</b>	<b>POLITICAL ORGANIZATION AND SOCIAL CONTROL</b>					<b>07 -- hours</b>		
Band, tribe, chiefdom, kingdom and state; concepts of power, authority and legitimacy; social control, law and justice in simple societies.								



<b>Unit:5</b>	<b>RELIGION</b>	<b>13 -- hours</b>
Anthropological approaches to the study of religion (evolutionary, psychological and functional); monotheism and polytheism; sacred and profane; myths and rituals; forms of religion in tribal and peasant societies (animism, animatism, fetishism, naturism and totemism); religion, magic and science distinguished; magico- religious functionaries (priest, shaman, medicine man, sorcerer and witch).		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Madan T.N & Majumdar, (2010) An Introduction to Social Anthropology, Asia Publishing House, New Delhi	
2		
<b>Reference Books</b>		
1	Evans- Prichard, EE 1990 'Social Anthropology' Universal Book Stall, Delhi.	
2	Ember & Ember 1995 'Anthropology', Prentice Hall of India Pvt. Ltd., New Delhi.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Myths, Rituals, and Cosmos by Yohan Yoo, Seoul National University, <a href="http://www.edx.org">www.edx.org</a>	
2	Social Psychology by Scott Plous, Wesleyan University, <a href="http://www.coursera.org">www.coursera.org</a>	
3	Methods and Statistics in Social Sciences Specialization, University of Amsterdam, <a href="http://www.coursera.org">www.coursera.org</a>	
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	L	M	S	S	L	S	L
<b>CO2</b>	S	S	S	L	M	S	S	L	S	L
<b>CO3</b>	S	S	S	L	M	S	S	L	S	L
<b>CO4</b>	S	S	S	L	M	S	S	L	S	L
<b>CO5</b>	S	S	S	L	M	S	S	L	S	L

\*S-Strong; M-Medium; L-Low



**Third Semester**



Course code	SOCIAL DEMOGRAPHY			L	T	P	C
Core/Elective/Supportive	Core PaperV			4			4
Pre-requisite	Knowledge on composition of population and its impacts			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>To understand demography and population studies.</li> <li>To understand population theories.</li> <li>To identify the means of population growth trends.</li> <li>To create foundational knowledge in demographic studies</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Explain the basic concepts of demography.						K2
2	Demonstrate the knowledge about the population trends and dynamics						K3
3	Analyze the trends of population growth in India.						K4
4	Describe possible responses to population growth, such as improving literacy rates, economic development opportunities for women, family planning, etc.						K5
5	Relate changes in India's population to changes in world population						K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>INTRODUCTION</b>					<b>08 -- hours</b>	
Definition, nature, scope and importance of demography and population studies – Origin and development of population studies.							
<b>Unit:2</b>	<b>POPULATION THEORIES</b>					<b>10 -- hours</b>	
Malthusian, Demographic Transition and Optimum Population Theory.							
<b>Unit:3</b>	<b>CONCEPTS AND MEASUREMENT OF POPULATION TRENDS IN INDIA</b>					<b>12 -- hours</b>	
Concepts – still birth, live birth, fetal death, sterility, fecundity, parity etc., Population Composition – age structure, sex-ratio, rural-urban composition, literacy and occupational composition.							
<b>Unit:4</b>	<b>POPULATION DYNAMICS</b>					<b>09 -- hours</b>	
Fertility, Mortality, Morbidity & Ageing and Migration – definition, sources, measures and factors affecting them.							
<b>Unit:5</b>	<b>POPULATION GROWTH IN INDIA</b>					<b>11 -- hours</b>	
World population growth – Population growth in India: causes and effects – Population planning and control: role of Government, NGOs and the media – Population Policy of India.							

<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Jayapalan, N. Social Demography. Jaipur: Book Enclave, 2004.	
2	Dubey, SurendraNath. Population of India Delhi: AutorsPress, 2001.	
<b>Reference Books</b>		
1	Narasaiah, M. Lakshmi. Population Growth. New Delhi: Discovery Publishing House, 2001.	
2	Bose, Asish. Demographic Diversity of India. Delhi: R.B Publishing Corporation, 1991.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	International migrations: a global issue by Catherine Wihtol De Wenden, Sciences Po, <a href="http://www.coursera.org">www.coursera.org</a>	
2	Organisationalbehaviour: Know your people by Rebecca Mitchell, Macquarie University, <a href="http://www.coursera.org">www.coursera.org</a> .	
3	Cities are back in town: urban sociology for a globalizing urban world by Patrick Le Galès, Sciences Po, <a href="http://www.coursera.org">www.coursera.org</a>	
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	L	M	S	S	L	M	M	S	M
<b>CO2</b>	S	L	M	S	S	L	M	M	S	M
<b>CO3</b>	S	L	M	S	S	L	M	M	S	M
<b>CO4</b>	S	L	M	S	S	L	M	M	S	M
<b>CO5</b>	S	L	M	S	S	L	M	M	S	M

\*S-Strong; M-Medium; L-Low

Course code	SOCIOLOGICAL RESEARCH METHODS			L	T	P	C
Core/Elective/Supportive	Core Paper VI			4			4
Pre-requisite	Basic concepts of research and its methodologies			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. Understand some basic concepts of research and its methodologies</li> <li>2. To develop understanding of the basic framework of research process.</li> <li>3. To develop an understanding of various research designs and techniques.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling.					K1	
2	Develop skills in qualitative and quantitative data analysis and presentation					K3	
3	Read, comprehend, and explain research articles in their academic discipline					K4	
4	Explain the relationship between theory and research					K2	
5	Understand the importance of research ethics and integrate research ethics into the research process.					K2	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>FUNDAMENTALS OF SOCIAL RESEARCH</b>			<b>08 -- hours</b>			
Definition, Nature and purpose of social research – Steps in Social Research; Objectivity and Subjectivity in Social Research – Research and theory.							
<b>Unit:2</b>	<b>METHODS AND TYPES OF SOCIAL RESEARCH</b>			<b>12 -- hours</b>			
Problem Selection – Formation of research question – Literature review – Types of Research: Basic, Applied and Action Research – Qualitative and Quantitative Research Methods – Research Designs, Hypothesis and Sampling.							
<b>Unit:3</b>	<b>TECHNIQUES OF DATA COLLECTION</b>			<b>10 -- hours</b>			
Types and sources of Data – Methods of primary data collection: Observation, Interview, Questionnaire, Schedule and Case Study.							
<b>Unit:4</b>	<b>MEASUREMENT AND SCALING TECHNIQUES</b>			<b>12 -- hours</b>			
Meaning, Need and Problems of Scaling, Methods of Scale Construction – Likert, Thurstone and Guttman Scales, Bogardus Scale. Reliability and Validity.							
<b>Unit:5</b>	<b>COMPUTER IN SOCIAL RESEARCH</b>			<b>08 -- hours</b>			
Use of Computer in Social Research: Classification and Tabulation of data; Use of Computers in Social Research.							

<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Ahuja, Ram (2001): Research Methods, New Delhi: Rawat Publication.	
2	Krishnaswamy.O, (2004), Social Research Methods, New Delhi, Himalaya Publications	
<b>Reference Books</b>		
1	Thakur, Devender (2003): Research Methodology in Social Science, Delhi: Deep and Deep Publication.	
2	Goode, W.J. and P.K.Hatt (1952): Methods in Social Research, New York: McGraw International.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Qualitative Research Methods by Gerben Moerman, University of Amsterdam, <a href="http://www.coursera.org">www.coursera.org</a>	
2	Quantitative Research Methods by Annemarie Zand Scholten, University of Amsterdam, <a href="http://www.coursera.org">www.coursera.org</a>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	S	L	L	S	M	L	M	S
<b>CO2</b>	S	M	S	L	L	S	M	L	M	S
<b>CO3</b>	S	M	S	L	L	S	M	L	M	S
<b>CO4</b>	S	M	S	L	L	S	M	L	M	S
<b>CO5</b>	S	M	S	L	L	S	M	L	M	S

\*S-Strong; M-Medium; L-Low

Course code	SOCIAL STATISTICS			L	T	P	C
Core/Elective/Supportive	Allied Paper III			4			4
Pre-requisite	Basics of statistics			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
1. To understand different statistical tools and techniques.							
2. To understand the use of statistics in sociological studies.							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Explain the basic concepts of statistics.						K2
2	Demonstrate knowledge about the tools and techniques of statistics						K3
3	Analyze social problems by using SPSS						K4
4	Importance of test of significance in research						K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>INTRODUCTION</b>			<b>10 -- hours</b>			
Statistics – Origin and growth – Definition – functions – Scope – Importance of Statistics in social research, Levels of Measurement – nominal – ordinal, interval and ratio. Survey – Scope of Survey – Sources of Data Collection: Primary and Secondary							
<b>Unit:2</b>	<b>DESCRIPTIVE STATISTICS</b>			<b>10 -- hours</b>			
Measures of Central Value: Average – Definition – objectives –Requisites of a Good Average. Measures of Central tendency: – Mean, Median, Mode – Measures of Dispersion: – Range, Quartile Deviation, Mean Deviation and Standard Deviation.							
<b>Unit:3</b>	<b>CORRELATION ANALYSIS</b>			<b>10 -- hours</b>			
Karl Pearsons Coefficient of Correlation, Spearman’s Rank Correlation.							
<b>Unit:4</b>	<b>TEST OF SIGNIFICANCE</b>			<b>10 -- hours</b>			
Chi-Square test, Application and usefulness of Students’t-test, Scaling Techniques – Reliability and validity of Scales.							
<b>Unit:5</b>	<b>DATA ANALYTICS &amp; USES OF SPSS</b>			<b>10 -- hours</b>			
Data analytics: Definition, Characteristics and types of big data analytics – Big data for Sociologist Univariate and Bivariate analysis – Limitations in Statistics and Computer.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>			<b>2 hours</b>			
Expert lectures, online seminars – webinars							
				<b>Total Lecture hours</b>		<b>52 -- hours</b>	
<b>Text Book(s)</b>							



1	Kothari. C.R., Research Methods and Techniques, Vishwaprakashan, New Delhi 1990.
2	Gupta S.C, Fundamentals of Statistics, Himalaya publishing House, Bombay, 1997.
<b>Reference Books</b>	
1	Wilkinson & Bhandakar, Methodology and Techniques of Social Research, Himalayas Publishing House, Mumbai 1984.
2	Gupta S.P, Statistical Methods, Sultan Chand & Sons, New Delhi, 1987.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Methods and Statistics in Social Sciences Specialization, University of Amsterdam, <a href="http://www.coursera.org">www.coursera.org</a>
2	
Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	L	M	M	S	L	L	M
CO2	S	S	S	L	M	M	S	L	L	M
CO3	S	S	S	L	M	M	S	L	L	M
CO4	S	S	S	L	M	M	S	L	L	M

\*S-Strong; M-Medium; L-Low

Course code	ORGANIZATIONAL BEHAVIOUR		L	T	P	C
Core/Elective/Supportive	Skill Based Subject I		3			3
Pre-requisite	Basic understanding of organization and its functions	Syllabus Version	2020-21			
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To understand the organizational behaviour.						
2. This course enables the student to understand and appreciate the various approaches applied in organizational behaviour.						
3. The students will also gain an awareness and knowledge of contemporary issues to organizational change and development facing organizations						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Explain the basic concepts of organizational behaviour.					K1
2	Understand the importance of Organizational Behaviour and its influence					K2
3	Analyze the organizational behavior of management institutions					K4
4	Understand how group behaviour and interpersonal communication important for an organization.					K5
5	Apply the gained knowledge and analyse contemporary structural changes in organizations					K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>INTRODUCTION</b>				<b>10 -- hours</b>	
The nature of OB, the socio-psychological perspective, and sociological perspective to OB. The importance of interpersonal skills; management functions, roles; disciplines that contribute to the field of OB; challenges and opportunities for OB.						
<b>Unit:2</b>	<b>INDIVIDUAL AND WORK</b>				<b>13 -- hours</b>	
Diversity and organization – biographical characteristics –ability- implementing diversitymanagement strategies; attitudes and Job satisfaction; personality – types – factors influencingpersonality – theories emotions - emotional labour – emotional intelligence – theories; attitudes – characteristics – components– formation – measurement; perceptions – importance – factorsinfluencing perception – interpersonal perception- impression management; motivation – importance – types – effects on work behaviour.						
<b>Unit:3</b>	<b>GROUP BEHAVIOUR</b>				<b>10 -- hours</b>	
Organization structure – Formation – Groups in organizations –Influence – Group dynamics – Communication & Leadership – Emergence of informal leaders and working norms – Group decision making techniques –Team building - Interpersonal relations – Control.						
<b>Unit:4</b>	<b>ORGANIZATIONAL STRUCTURE</b>				<b>07 -- hours</b>	
Organizational structure – common organizational designs –Organization designs and employee behaviour; Organizational culture and climate – factors affecting organizational climate –						



importance		
<b>Unit:5</b>	<b>ORGANIZATIONAL PROCESSES</b>	<b>10 -- hours</b>
Organizational change –importance – stability v/s change – the change process – resistance to change – managing change;stress – work stressors – prevention and management of stress – balancing work and life		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Robbins, Stephen (et.al) (5 <sup>th</sup> Ed.) (2012) Organizational Behaviour, New Delhi: Pearson.	
<b>Reference Books</b>		
1	Fincham, Robin and Peter Rhodes (4 <sup>th</sup> ed.) (2010) Principles of Organizational Behaviour, New Delhi: OUP.	
2	Pettinger, Richard (2010) Organizational Behaviour: Performance Management in Practices, London: Routledge.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Organisationalbehaviour: Know your people by Rebecca Mitchell, Macquarie University, <a href="http://www.coursera.org">www.coursera.org</a> .	
2		
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	M	S	M	L	M	S	S	L
<b>CO2</b>	S	M	M	S	M	L	M	S	S	L
<b>CO3</b>	S	M	M	S	M	L	M	S	S	L
<b>CO4</b>	S	M	M	S	M	L	M	S	S	L
<b>CO5</b>	S	M	M	S	M	L	M	S	S	L

\*S-Strong; M-Medium; L-Low



**Fourth  
Semester**

Course code	RURAL SOCIOLOGY			L	T	P	C
Core/Elective/Supportive	Core Paper VII			4			4
Pre-requisite	Understand the agrarian social relations			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To acquaint with the concept of rural sociology</li> <li>2. To make the students describe rural sociology, peasant economy, land issues.</li> <li>3. To recognize the students towards social dynamics operating in the rural society with reference to social problems</li> <li>4. To appraise the learners significance of rural social institutions, Panchayati Raj and rural development.</li> <li>5. To appraise the role Panchayati Raj institutions in Rural Development.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Describe the concepts of rural sociology						K1
2	Demonstrate significance of land based peasant economy in rural India						K3
3	Execute analytical skills on planning to solve social problems.						K3
4	Reconstruct the rural institutions.						K6
5	Analyze the impact of rural development programmes.						K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>INTRODUCTION</b>			<b>05 -- hours</b>			
Rural Sociology – Meaning – definition – nature and scope							
<b>Unit:2</b>	<b>RURAL SOCIAL STRUCTURE</b>			<b>10 -- hours</b>			
Family and Kinship – Caste and Class – Religion – Economy Polity Dysfunctional aspect of the rural Social Structure – Land forms, human habitations and environment.							
<b>Unit:3</b>	<b>AGRARIAN SOCIETY</b>			<b>15 -- hours</b>			
Characteristics of rural society – Jajmani system – Landlords, Working peasants and labourers – Zamindari system, Mahalwari system, Ryotwari system – Abolition of Intermediaries, Tenancy Reforms, Ceilings on Land Holdings, Consolidation of land holdings, Co-operative Farming – Changing agrarian relations – Five Year Plans and Rural Development programmes in India and Tamil Nadu – Panchayat Raj Institutions.							
<b>Unit:4</b>	<b>VILLAGE COMMUNITY</b>			<b>10 -- hours</b>			
Village Patterns and characteristics – Emergence of Villages – Types of villages – Village							

settlement patterns – Types and patterns of dwelling.		
<b>Unit:5</b>	<b>RURAL PROBLEMS</b>	<b>10 -- hours</b>
Poverty and Indebtedness – Farmers suicide– Child Labour – Unemployment – Illiteracy – Migration – Health and Sanitation Problems.		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	C.N. Shankar Rao, 2000. Sociology. New Delhi: S.Chand& Co.	
2	Desai A.R. Rural Sociology in India, Bombay Popular Prakasam, New Delhi.	
<b>Reference Books</b>		
1	Ram Ahuja, Indian Social Systems, Rawat Publications, New Delhi.	
2	S.L.Doshi and Jain (2001), Rural Sociology, Rawat Publications, New Delhi.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Fundamentals of Rural sociology and Educational Psychology - Dr. HomenThangjam, SWAYAM	
2		
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	L	M	M	S	L	S	L	S
<b>CO2</b>	S	S	L	M	M	S	L	S	L	S
<b>CO3</b>	S	S	L	M	M	S	L	S	L	S
<b>CO4</b>	S	S	L	M	M	S	L	S	L	S
<b>CO5</b>	S	S	L	M	M	S	L	S	L	S

\*S-Strong; M-Medium; L-Low

Course code	GENDER AND SOCIETY			L	T	P	C
Core/Elective/Supportive	Core Paper VIII			4			4
Pre-requisite	Understanding of social context of gender			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
1. To expose the students on the emergence of women's movements and Women's studies in the context of feminist thought and critiques of sociological theories.							
2. To trace the evolution of gender as a category of social analysis in the late twentieth century.							
3. To make the learner to have a better understanding of the social phenomena.							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	This course will expose the students on the emergence of women's movements and Women's studies in the context of feminist thought and critiques of sociological theories.						K1
2	It will also help them to trace the evolution of gender as a category of social analysis in the late twentieth century.						K3
3	It will make the learner to have a better understanding of the social phenomena						K4
4	Knowledge and understanding of the interaction of gender with race, class and other aspects of inequality						K2
5	The ability to reflect on your own experiences and media reports on gender issues in a theoretically and empirically informed way						K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>							
<b>Unit:1</b>	<b>GENDER</b>			<b>10 -- hours</b>			
Definition of Gender – Gender and Biology – Types – Gender Identity and Self Image – Gender Roles – Distinction between sex and gender – Social Construction of Gender.							
<b>Unit:2</b>	<b>LIBERAL FEMINISM</b>			<b>08 -- hours</b>			
Strategies of Liberal Feminism – Critique of liberal feminism							
<b>Unit:3</b>	<b>MARXIST FEMINISM</b>			<b>10 -- hours</b>			
Dialectical materialism – Production and Reproduction – Class –Family Division of Labour – Strategies of Marxist feminism, Critique of Marxist feminism.							
<b>Unit:4</b>	<b>RADICAL FEMINISM</b>			<b>12 -- hours</b>			
Dialectic of sex – Reproduction and Reproductive Technology –Androgyny – Mothering – Cultural Feminism – Sexuality – Strategies of radical feminism – Critique of radical feminism.							

<b>Unit:5</b>	<b>SOCIALIST FEMINISM</b>	<b>10 -- hours</b>
Strategies – Critique.Indian feminism – Caste, Class, Religion and women – Sex Bias in Socialization.		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Kumari, Jayawadane, 1991- Feminism and Nationalism in the Third World, New Delhi: Kali for women.	
2		
<b>Reference Books</b>		
1	Neera Desai & Meithei Krishna raj, Women and Society, Ajanta Pub, New Delhi 1987.	
2	Gloria Bowles and Renate Duelli Klein, Theories of women’s studies, Routledge&Kegan Paul, London 1983.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Feminism and Social Justice by Bettina Apthekar, University of California, Santa Cruz, <a href="http://www.coursera.org">www.coursera.org</a>	
2		
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	L	S	M	M	S	L	S	M	S
<b>CO2</b>	S	L	S	M	M	S	L	S	M	S
<b>CO3</b>	S	L	S	M	M	S	L	S	M	S
<b>CO4</b>	S	L	S	M	M	S	L	S	M	S
<b>CO5</b>	S	L	S	M	M	S	L	S	M	S

\*S-Strong; M-Medium; L-Low



<b>Course code</b>		<b>SOCIAL WELFARE ADMINISTRATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	<b>Allied PaperIV</b>		<b>4</b>			<b>4</b>
<b>Pre-requisite</b>	<b>Understanding of social welfare</b>		<b>Syllabus Version</b>		<b>2020-21</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Understand the importance of social welfare administration						
2. Importance of social welfare organization and impacts						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand various social welfare administration and their impacts					K2
2	Knowledge about various social schemes by government					K1
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>SOCIAL WELFARE ADMINISTRATION</b>				<b>10 -- hours</b>	
Definition, Meaning and Concept – Principles and Professional ethics of Social Welfare Administration – Emerging Trends in Social Welfare Administration.						
<b>Unit:2</b>	<b>FIELDS OF SOCIAL WELFARE ADMINISTRATION</b>				<b>08 -- hours</b>	
Children, Youth, Women, Aged communities – Rural, Urban and Tribal Communities – characteristics and problems of the fields of social welfare administration.						
<b>Unit:3</b>	<b>SOCIAL WELFARE ORGANIZATIONS</b>				<b>12 -- hours</b>	
NGOs – Introduction, concept and functions – Issues in NGO Development – Need assessment, staffing, linking with external resources and target group – Managerial role in problem solving, Governance and leadership, NGOs-Environment, Taxonomy, Mega and Micro-Environmental threats and opportunity and its impact.						
<b>Unit:4</b>	<b>SOCIAL WELFARE BOARD</b>				<b>08 -- hours</b>	
Ministry of Social Welfare – Schemes – Central Social Welfare Board and State Social Welfare Boards in India – History, Structure, Function, goals and achievements.						
<b>Unit:5</b>	<b>HEALTH AND FAMILY WELFARE</b>				<b>12 -- hours</b>	
Human Resource Development, Labour, Non-conventional Energy Sources, Rural Development, Science & Technology, Social Justice and Empowerment – NABARD, Human Rights Commission, National and Regional Organization. NIRD, CAPART, SIRD, MSME, TN Women Development Corporation, Public Welfare Program Process of Community Participation in social welfare programs.						
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>				<b>2 hours</b>	
Expert lectures, online seminars – webinars						



	<b>Total Lecture hours</b>	<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Freeman, Michael, Human Rights : An Inter-disciplinary Approach (2002)	
2	Jhunjhunwala, Bharat (ed.) Governance and Human Rights (2002)	
3	Nirmal, Chiranjivi J. (ed.), Human Rights in India: Historical, Social and Political Perspective (2002)	
<b>Reference Books</b>		
1	Gupta D.N. and Singh, Chandrachur, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001)	
2	Gogia, S.P., Law relating to Human Rights (2000)	
3	Paul, R.C. Situation of Human Rights in India (2000)	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://www.researchgate.net/publication/302391474_Nongovernmental_Organizations_Definition_and_History">https://www.researchgate.net/publication/302391474_Nongovernmental_Organizations_Definition_and_History</a>	
2	<a href="https://vikaspedia.in/social-welfare">https://vikaspedia.in/social-welfare</a>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	L	L	S	S	M	M	L
<b>CO2</b>	S	S	M	L	L	S	S	M	M	L

\*S-Strong; M-Medium; L-Low

<b>Course code</b>		<b>HUMAN RESOURCE MANAGEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>		<b>Skill Based Subject 2</b>	<b>3</b>			<b>3</b>
<b>Pre-requisite</b>		<b>Basic idea about man power management</b>	<b>Syllabus Version</b>		<b>2020-21</b>	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To understand the process of Human Resource Development (HRD).						
2. To learn various components of HRD.						
3. To learn training and development methods practiced in industries						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Develop the understanding of the concept of human resource management and to understand its relevance in organizations.					K1
2	To develop necessary skill set for application of various HR issues.					K6
3	To analyze the strategic issues and strategies required to select and develop manpower resources.					K4
4	To integrate the knowledge of HR concepts to take correct business decisions					K3
5	Ability to Design Job Description and Job Specifications					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>INTRODUCTION</b>					<b>10 -- hours</b>
Definition of Human resource management – nature and scope– evolution, role and status of HRM in India. Structure and function – systems view of HRM – importance of human resources in organizations.						
<b>Unit:2</b>	<b>MANPOWER PLANNING</b>					<b>09 -- hours</b>
Definition – organization and practice – manpower planning techniques – short term and long-term planning.						
<b>Unit:3</b>	<b>RECRUITMENT, SELECTION AND PLACEMENT</b>					<b>10 -- hours</b>
Definitions – job analysis description – job specification – selection process – tests and interviews, placement and induction.						
<b>Unit:4</b>	<b>PERFORMANCE APPRAISAL</b>					<b>11 -- hours</b>
Definition – purpose – factors affecting performance appraisal –methods and systems of performance appraisal counseling.						
<b>Unit:5</b>	<b>TRAINING &amp; DEVELOPMENT</b>					<b>10 -- hours</b>
Definition – need and importance – assessment of training needs – training and development of various categories of personnel.						

<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Monappa, Arun (1997) Personnel Management, Tata McGraw Hill, New Delhi	
2	Venkataretinam, C.S (1990) Personnel Management and Human Resources. Tata McGraw Hill, New Delhi.	
<b>Reference Books</b>		
1	Davis, Keith (1983) Human Behaviour at Work. Tata McGraw Hill, New Delhi	
2	Agarwal, R.D (1973) Dynamics Of Personal Management In India. Tata McGraw Hill, Bombay	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Human Resource Development by Prof. KBL. Srivastava, IIT Kharagpur, NPTEL	
2	Leading: Human Resource Management and Leadership Specialization by <u>Professor Jaco Lok +5 more instructors, Macquarie University, <a href="http://www.coursera.org">www.coursera.org</a></u>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	L	S	S	L	S	M	M	S
<b>CO2</b>	M	S	L	S	S	L	S	M	M	S
<b>CO3</b>	M	S	L	S	S	L	S	M	M	S
<b>CO4</b>	M	S	L	S	S	L	S	M	M	S
<b>CO5</b>	M	S	L	S	S	L	S	M	M	S

\*S-Strong; M-Medium; L-Low



# Fifth Semester

Course code	SOCIAL CHANGE AND DEVELOPMENT			L	T	P	C
Core/Elective/Supportive	Core Paper IX			4			4
Pre-requisite	Knowledge on social change and its impact			Syllabus Version		2020-21	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand importance of social change and its impacts on society</li> <li>2. To familiarize various theories of social change</li> <li>3. To know about various government programs and initiatives</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Impacts of social change process and its importance						K4
2	Evaluating various contemporary changes in society						K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>SOCIAL CHANGE</b>			<b>10 -- hours</b>			
Definition, Concept, Evolution, Growth, Development, Progress, Factors of Social Change, Rate of Change, Direction, Forms – Source of Social Change – Theories of Social Change – Planned Change.							
<b>Unit:2</b>	<b>SOCIAL CHANGE IN INDIAN SOCIETY</b>			<b>12 -- hours</b>			
Trends and Process of Change: Sanskritization, Westernization, Modernization, Secularization, Liberalization, Privatization, Globalization and Their Impact – Information Technology and the Network Society							
<b>Unit:3</b>	<b>THEORIES OF SOCIAL CHANGE</b>			<b>08 -- hours</b>			
Linear (Spencer), Cyclical (Pareto), Fluctuation (Sorokin), Conflict theory (Marx)							
<b>Unit:4</b>	<b>CHANGING CONCEPTIONS OF DEVELOPMENT</b>			<b>10 -- hours</b>			
Economic Growth, Social Development – Quality of Life and Indices, Sustainable Development – Human Development (AmartyaSen, MahboobUIHaq, Martha Nussbaum) – Human Development Index (HDI) – Millennium Development Goals.							
<b>Unit:5</b>	<b>DEVELOPMENT PROGRAMMES IN INDIA</b>			<b>10 -- hours</b>			
Planning Commission, NITI Aayog, Community Development Programmes, Five Year Plans, Panchayat Raj: Impact of new Panchayat Raj on Women Empowerment – Development and socio-economic disparities – Gender and development – Development and Implications of Globalization.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>			<b>2 hours</b>			
Expert lectures, online seminars – webinars							

		<b>Total Lecture hours</b>	<b>52 -- hours</b>
<b>Text Book(s)</b>			
1	Srinivas, M.N. – Social Change in Modern India, Berkeley: University of Berkeley		
2	Giddens, A. – Introduction to Sociology (2nd Edition., New York: W.W. Norton & Co.,1996.		
<b>Reference Books</b>			
1	Singer, M. and Cohen, B. – Structure and Change in Indian Society. Jaipur: Rawat Publication, 2001.		
2	UNDP, Human Development Report, New York: Oxford University Press UNDP, Sustainable Development, New York: OUP		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>			
1	<a href="https://courses.lumenlearning.com/sociology/chapter/social-change/">https://courses.lumenlearning.com/sociology/chapter/social-change/</a>		
2	<a href="https://www.india.gov.in/topics/social-development">https://www.india.gov.in/topics/social-development</a>		
3	<a href="https://www.worldbank.org/en/topic/socialdevelopment/overview">https://www.worldbank.org/en/topic/socialdevelopment/overview</a>		
Course Designed By:			

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	L	M	L	S	S	M	L	M	S
<b>CO2</b>	S	L	M	L	S	S	M	L	M	S

\*S-Strong; M-Medium; L-Low



Course code	URBAN SOCIOLOGY			L	T	P	C
Core/Elective/Supportive	Core Paper X			4			4
Pre-requisite	Basic process of urbanization			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To identify the concepts urban sociology in India</li> <li>2. To Explain the various classification of urban Centre</li> <li>3. To demonstrate the intricacies of Urban life and develop skills in planning for urban management</li> <li>4. To equip the learners with Sociological Skills to analyze the urban problems in India</li> <li>5. To critique and formulate solutions for various urban problem and societal development.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.						K1
2	Formulate analysis based classifications of urban centres and urban life in India.						K3
3	Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India.						K4
4	Demonstrate knowledge about urban life in India.						K5
5	Gain the skills for analyzing and formulating long-lasting solution to urban problems.						K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>INTRODUCTION</b>					<b>12 -- hours</b>	
Definition – origin and scope of urban sociology – rural-urban differences – rural-urban typology study of urban sociology in India – concept of urban, urban locality – urban agglomeration, urbanism – urbanism as a way of life. Urbanization: Definition – Process – Impacts of urbanization.							
<b>Unit:2</b>	<b>URBAN ECOLOGY</b>					<b>10 -- hours</b>	
Definition – Elements of ecology – Ecological theories – Factorial ecology – Social area analysis – Social indicators of movement.							
<b>Unit:3</b>	<b>GROWTH OF CITIES</b>					<b>10 -- hours</b>	
Pre – industrial and industrial cities – City: Definition – causes for the growth of cities. Types of cities – metropolis – megalopolis – rural urbanization – conurbation.							
<b>Unit:4</b>	<b>URBAN PROBLEMS</b>					<b>10 -- hours</b>	
Crime – juvenile delinquency – beggary –poverty and unemployment – housing and slums – pollution – water supply.							

<b>Unit:5</b>	<b>TOWN PLANNING</b>	<b>10 -- hours</b>
Objectives – Principles – Necessity of Town Planning of Growth of towns, satellite growth, forms of town planning – planning of the modern town – urban development policies.		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	C.N. Shankar Rao, 2000. Sociology. New Delhi: S.Chand& Co.	
2	Ram Ahuja – Social problems in India, Rawat publications – N.Delhi	
<b>Reference Books</b>		
1	William. G. Flanagan – Urban sociology images and structure. Allyn and bacon – Baston,	
2	N.JayaBalan – Urban Sociology, Atlantic publishers and distributors – Delhi	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Cities are back in town: urban sociology for a globalizing urban world by <u>Patrick Le Galès, Sciences Po, <a href="http://www.coursera.org">www.coursera.org</a></u>	
2		
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	L	M	M	L	S	S	L	M
<b>CO2</b>	S	S	L	M	M	L	S	S	L	M
<b>CO3</b>	S	S	L	M	M	L	S	S	L	M
<b>CO4</b>	S	S	L	M	M	L	S	S	L	M
<b>CO5</b>	S	S	L	M	M	L	S	S	L	M

\*S-Strong; M-Medium; L-Low

Course code	SOCIAL MOVEMENTS			L	T	P	C
Core/Elective/Supportive	Core Paper XI			4			4
Pre-requisite	Knowledge on causes of movements in India			Syllabus Version		2020-21	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. Introduce nature and characteristics of social movements</li> <li>2. Types of social movements in India</li> <li>3. Importance of women's movements</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Importance of social movements in India						K1
2	Impact of backward class movements in our society						K3
3	Understand contemporary social movements						K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>INTRODUCTION</b>			<b>12 -- hours</b>			
Meaning – Nature and Characteristics of Social Movements – Conceptual problems – Types of enquiries on social movement.							
<b>Unit:2</b>	<b>TYPES OF SOCIAL MOVEMENTS</b>			<b>08 -- hours</b>			
Revolutionary – Regressive – Reform and Expressive movements.							
<b>Unit:3</b>	<b>RELIGIOUS MOVEMENTS</b>			<b>10 -- hours</b>			
Brahma Samaj and AryaSamaj – SNDP Movement in Kerala							
<b>Unit:4</b>	<b>BACKWARD CLASS MOVEMENTS</b>			<b>10 -- hours</b>			
Mahar Movement in Maharashtra, Dalit Movement in T.N. – Non-Brahmin Movement in T.N. – Yadava Movement.							
<b>Unit:5</b>	<b>WOMEN'S MOVEMENT IN INDIA</b>			<b>10 -- hours</b>			
Women's Movement in India before and after Independence – Role of women's organizations in women empowerment.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>			<b>2 hours</b>			
Expert lectures, online seminars – webinars							
				<b>Total Lecture hours</b>		<b>52 -- hours</b>	

<b>Text Book(s)</b>	
1	Rao M.S.A (Ed) Social Movements in India Vols. I & II Manohar, New Delhi 1979.
2	Singh K.S (Ed) Tribal Movements in India Vol. I Manohar, New Delhi 1982.
<b>Reference Books</b>	
1	Dhanagare. D.N. Peasant Movements in India, 1920-1950. OUP, Delhi 1983.
2	Kishore Nand, International Terrorism, New Delhi, S. Chand & Company, 1989.
3	Bateile, Andre. The Backward Classes: The New Social Order, OUP, New Delhi 1983
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://courses.lumenlearning.com/boundless-sociology/chapter/social-movements/">https://courses.lumenlearning.com/boundless-sociology/chapter/social-movements/</a>
2	<a href="https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/social-movements">https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/social-movements</a>
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Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	L	S	S	M	L	S	M	S
<b>CO2</b>	M	S	L	S	S	M	L	S	M	S
<b>CO3</b>	M	S	L	S	S	M	L	S	M	S

\*S-Strong; M-Medium; L-Low

Course code	INDIAN SOCIAL PROBLEMS			L	T	P	C
Core/Elective/Supportive	Core Paper XII			4			4
Pre-requisite	Basic understanding of social issues			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To demonstrate basic knowledge about the nature and types of social problem.</li> <li>2. To analyze the nature and effects of different problems affecting contemporary society.</li> <li>3. Gain the skills formulating ideas about solving social problems.</li> <li>4. To explain the processes of social change and development and its attendant social problems.</li> <li>5. To identify innovative solutions for resolving the social problems.</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge.						K1
2	Describe the causes for social problems.						K3
3	Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies.						K4
4	Solve the social problems.						KX
5	Explain theoretical and practical aspects to the study of social problems						KX
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>SOCIAL PROBLEM</b>					<b>08 -- hours</b>	
Definition and meaning of social organization and disorganization – Causes of social disorganization, Individual disorganization – Causes and Stages.							
<b>Unit:2</b>	<b>CRIME AND DELINQUENCY</b>					<b>10 -- hours</b>	
Crime – Causes, types, biological and environmental factors –Causes and Prevention of Adult offenders – Alcoholism and Drug Addiction – Causes, consequences and prevention strategies.							
<b>Unit:3</b>	<b>VIOLENCE IN SOCIETY</b>					<b>10 -- hours</b>	
Gender based violence, Child Abuse, Human Trafficking, Sexual Harassment, Casteism, Communalism, Regionalism and Terrorism.							
<b>Unit:4</b>	<b>COMMERCIAL SEXWORK</b>					<b>10 -- hours</b>	
Causes, types, Commercial Sex work and personal disorganization – Commercial Sex work and Family Disorganization – Suppression of Immoral Traffic Act of 1956. AIDS – Causes, extent, consequences and prevention – Awareness perspectives and problems.							
<b>Unit:5</b>	<b>POVERTY, UNEMPLOYMENT AND BEGGARY</b>					<b>12 -- hours</b>	
Poverty Absolute and Relative causes – Unemployment – Types and Causes – Effects of unemployment. Extent of unemployment in India – Beggary, Causes – Types, techniques, extent of beggary in India, methods of rehabilitation – Relevance of U.N.							



<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	C.N. Shankar Rao, 2000. Sociology. New Delhi: S.Chand& Co.	
2	Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers,	
<b>Reference Books</b>		
1	Kart, Cary, S. Exploring Social Problems: Reading and Research, California: Alfred Publishing Co., INC., 1978.	
2	Teeters, Negley and Harry ElnarBarens. New Horizons in Criminology, New Delhi: Prentice Hall of India, 1959.	
3	Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanorich, 1979.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://nptel.ac.in/content/syllabus_pdf/109103022.pdf">https://nptel.ac.in/content/syllabus_pdf/109103022.pdf</a>	
2	<a href="http://egyankosh.ac.in/bitstream/123456789/18988/1/Unit-3.pdf">http://egyankosh.ac.in/bitstream/123456789/18988/1/Unit-3.pdf</a>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	M	M	L	M	S	L	S	M
<b>CO2</b>	S	S	M	M	L	M	S	L	S	M
<b>CO3</b>	S	S	M	M	L	M	S	L	S	M
<b>CO4</b>	S	S	M	M	L	M	S	L	S	M
<b>CO5</b>	S	S	M	M	L	M	S	L	S	M

\*S-Strong; M-Medium; L-Low



Course code	LIFE SKILL DEVELOPMENT		L	T	P	C
Core/Elective/Supportive	Skill Based Subject 3		3			3
Pre-requisite	Basic idea about the skills to enhance life		Syllabus Version		2020-21	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To introduce to various life skills needed</li> <li>2. To develop critical life skills for self-development</li> <li>3. To develop leadership skills needed for career advancement</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Write official letters, organize events, etc.					K3
2	Improved decision making skills					K6
3	Building good relationship with others					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>INTRODUCTION TO LIFE SKILLS</b>				<b>10 -- hours</b>	
Definition – communication and action skills: verbal and vocal communication skills- body language Mind skills, rules skill, self-talk skills, explanation skills, expectation skills, time management skills, self-awareness						
<b>Unit:2</b>	<b>PRESENTATION SKILLS</b>				<b>10 -- hours</b>	
Planning, structuring and delivering a presentation-Effective use of language and audio visual aid—Managing Performance Anxiety, Relaxation techniques, Interviews and Group Discussions						
<b>Unit:3</b>	<b>RELATIONSHIP SKILLS</b>				<b>08 -- hours</b>	
Introduction- Skills for Listening and Understanding, Skills for choosing and starting relationship, Skills for anger management, Coping with emotions and stress.						
<b>Unit:4</b>	<b>CRITICAL THINKING SKILLS</b>				<b>12 -- hours</b>	
Critical Thinking, Creative Thinking-Stages, Looking at things differently, Analyzing information. Strategies to improve creativity, Decision Making, Problem Solving- Steps of problem solving - Factors affecting problem solving. Activities: Make a Plan for Critical Thinking.						
<b>Unit:5</b>	<b>LEADERSHIP SKILLS</b>				<b>10 -- hours</b>	
Introduction - Types of leadership, Tips for becoming a leader, Decision Making, Conflict Management, Crisis Management, Delegation of Work, Communication System in an Organization, Leadership Training						

<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Sherfield, R.M., Montgomery, R.J. &Moody, P.G.(2009). Developing Soft Skills. 4 <sup>th</sup> ed. NewDelhi: Pearson Education	
2	Mishra, B.K.(2008). Psychology- The Study Of Human Behaviour. New Delhi: Prentice Hall India Ltd.	
<b>Reference Books</b>		
1	Jones,R.N.(2007) Life coaching skills-how to develop skilled clients. New Delhi: Sage Publications.	
2	Lata, P & Kumar, S (2007) Communicate or collapse. New Delhi, Prentice Hall India Pvt. Limited	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Developing soft skills and Personality by Prof. K. Ravichandran, IIT Kanpur, NPTEL	
2	Soft Skills by Prof. BinodMisra, IIT Roorkee, NPTEL	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	L	M	M	S	L	S	M
<b>CO2</b>	S	S	S	L	M	M	S	L	S	M
<b>CO3</b>	S	S	S	L	M	M	S	L	S	M

\*S-Strong; M-Medium; L-Low



# Sixth Semester

Course code	INDUSTRIAL SOCIOLOGY			L	T	P	C
Core/Elective/Supportive	Core Paper XIII			4			4
Pre-requisite	Understanding of industry as a social system			Syllabus Version		2020-21	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To provide an understanding of sociology of industry, labour, human relations and management</li> <li>2. To explain growth of Industrialization, Industrial Revolution and its Impact on Society, Changing Structure of Modern Industrial Enterprises, Principles of Organization - Formal and Informal</li> <li>3. To introduce social-Industrial thought</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Describe the Nature and Scope of Industrial Sociology; Growth of Industrialization, Industrial Revolution and its impact on Society						K1
2	Elaborating on Changing Structure of modern Industrial enterprises and principles of Organization – Formal and Informal						K3
3	Understand Scientific Management of F.W.Taylor, Human Relations Approach of Elton Mayo						K4
4	Understand Impact of Globalization on Industry and Labour						KX
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>INTRODUCTION</b>					<b>09 -- hours</b>	
Meaning and definition of Industrial Sociology – Subject matter, nature and scope – Value of Industrial Sociology in India – Industrial Revolution							
<b>Unit:2</b>	<b>SOCIAL-INDUSTRIAL THOUGHT</b>					<b>10 -- hours</b>	
Classical theories: Adam Smith, Karl Marx, Max Weber, Durkheim, W.F Taylor and Mayo. Sociological theories: Likert, Herzberg, Maslow, Mclelland							
<b>Unit:3</b>	<b>INDUSTRIAL SOCIETY</b>					<b>11 -- hours</b>	
The Manorial system, the Guild system, Domestic system, the Factory system – Industrial Revolution – Origin and functions of trade unions in India- Collective bargaining – Corporate Social Responsibility							
<b>Unit:4</b>	<b>INDUSTRIAL ORGANIZATION</b>					<b>10 -- hours</b>	
Formal organization: nature, features and problems – Informal organization: origin and function, Informal organization of management – Industrial disputes: prevention and settlement.							

<b>Unit:5</b>	<b>INDUSTRIAL AND LABOUR RELATIONS</b>	<b>10 -- hours</b>
Industrial relations – ILO – Labour problems – Labour legislation- Industrial disputes / conflicts – Workers’ participation in management (WPM): Levels of participation in WPM – Objectives – WPM models in India.		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Schneider EV 1957 Industrial sociology, McGraw Hill, New York	
2	Gisbert Pascal 1972 Fundamentals of Industrial Sociology, Tata McGraw Hill, Bombay.	
<b>Reference Books</b>		
1	Ramaswamy E R 1978 Industrial relations in India, MacMillan, New Delhi.	
2	Punekar S D etall 1978 Labour welfare, Trade union and Industrial relations,Hiamalaya Publishing House, Bombay.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	The Subject Matter of Industrial Sociology by Rev. P. Gisbert, <a href="https://journals.sagepub.com/doi/abs/10.1177/0038022919550102?journalCode=soba">https://journals.sagepub.com/doi/abs/10.1177/0038022919550102?journalCode=soba</a>	
2		
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Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	S	L	M	S	S	L	M	S
<b>CO2</b>	S	M	S	L	M	S	S	L	M	S
<b>CO3</b>	S	M	S	L	M	S	S	L	M	S
<b>CO4</b>	S	M	S	L	M	S	S	L	M	S

\*S-Strong; M-Medium; L-Low

Course code	SOCIOLOGY OF HEALTH			L	T	P	C
Core/Elective/Supportive	Core Paper XIV			4			4
Pre-requisite	Basic understanding of social context of health and illness			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand the relationship between health and society</li> <li>2. To understand the importance of health education</li> <li>3. To analyze how social factors impact health</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Understanding how social factors impact health						K2
2	Plan and develop the community development and Social welfare projects.						K3
3	Understand the relationship between medicine and sociology						K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>HEALTH AND SOCIETY</b>					<b>10 -- hours</b>	
The emerging relationship between medicine and sociology, social perspectives of Health and health care.							
<b>Unit:2</b>	<b>COMMUNICABLE AND NON-COMMUNICABLE DISEASES</b>					<b>10 -- hours</b>	
<ol style="list-style-type: none"> <li>a. Tuberculosis, Malaria.</li> <li>b. Heart diseases, diabetes and cancer.</li> </ol>							
<b>Unit:3</b>	<b>SOCIAL EPIDEMIOLOGY</b>					<b>10 -- hours</b>	
<ol style="list-style-type: none"> <li>a. Socio-cultural factors bearing on health in India.</li> <li>b. Common occupational diseases and prevention of occupational diseases.</li> </ol>							
<b>Unit:4</b>	<b>HEALTH EDUCATION</b>					<b>10 -- hours</b>	
Preventive and protective hygienic habits. Sociology of Health Policy in India. Population and health in India.							
<b>Unit:5</b>	<b>HEALTH AND SOCIAL PROBLEMS</b>					<b>10 -- hours</b>	
Relevance of sex education.Revelation of AIDS and HIV.Aging- Social Gerontology.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>					<b>2 hours</b>	
Expert lectures, online seminars – webinars							
<b>Total Lecture hours</b>						<b>52 -- hours</b>	



<b>Text Book(s)</b>	
1	DakT.M (1991). Sociology of Health in India, Kaveri Printer Private Ltd., New Delhi.
2	
<b>Reference Books</b>	
1	Cockerham, William, C. (1978) Medical Sociology Englewood Cliffs, Prentice Hall.
2	Graham Scomber (1987) Sociological Theory and Medical Sociology, Tavistock Publications: London and New York.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7121984/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7121984/</a>
2	
3	
Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	L	M	S	L	S	S	L	M
<b>CO2</b>	S	S	L	M	S	L	S	S	L	M
<b>CO3</b>	S	S	L	M	S	L	S	S	L	M

\*S-Strong; M-Medium; L-Low

Course code	SOCIOLOGY OF YOUTH AND DEVELOPMENT			L	T	P	C
Core/Elective/Supportive	Core Paper XV			4			4
Pre-requisite	Understanding of role of youth in social development			Syllabus Version		2020-21	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
1. To make understand definition of youth and their importance							
2. To understand cause and effects of youth development							
3. To familiarize various youth development policies							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Evaluate youth development programs and their significance						K5
2	Analyze about youth in contemporary society and their interests						K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>							
<b>Unit:1</b>	<b>CONCEPT OF YOUTH</b>					<b>10 -- hours</b>	
sociological definition of youth – Characteristics of Youth – The Social Construction of Youth – Sociological Theories of Youth – Relative deprivation theory, and Resource mobilization theory – Effects of Globalization on Indian Youth, Concept of Youth Welfare – Youth in contemporary Indian Society – Challenges of the Youth in Today’s Society							
<b>Unit:2</b>	<b>CAUSES AND EFFECTS OF YOUTH DEVELOPMENT</b>					<b>13 -- hours</b>	
Gender Socialization: Differences and disparities between Male and Female Youth in India – Role of sociologists to motivate the youth – Different groups of youth. Problems of Youth: Psychological, Cultural, Social, Educational, Health, Occupational and Recreational -problems and issues of youth on a local, regional, and international level – Youth power: youth as social capital – youth as change agents – socio-political movements							
<b>Unit:3</b>	<b>NATIONAL YOUTH POLICIES</b>					<b>12 -- hours</b>	
Youth and Sports Policy – Existing services for youth – Youth clubs, Youth forums, Youth hostels, National Service Scheme, National Cadet Corps, Scouts and Guides, Youth exchange program, Leadership Program – National Organizations, Structure and functions – Nehru Yuvak Kendra, YMCA, YWCA, VishwaYuvak Kendra – UN and Youth – International Year of the Youth.							
<b>Unit:4</b>	<b>APPROACHES TO UNDERSTANDING YOUTH</b>					<b>08 -- hours</b>	
Youth in Society and Culture - Youth as Action - Transition and Identity formation - Citizenship and Civic engagement - Youth: Inequality and dependence – Social inclusion – Equity and Access - Health-Physical, Mental and spiritual well-being.							

<b>Unit:5</b>	<b>YOUTH IN NEW MILLENNIUM</b>	<b>07 -- hours</b>
Challenges and Opportunities – Youth in the context of globalization – Education and Skill Development, Employability and Employment – Youth and Migration – Youth and Social Media		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London	
2	Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.	
<b>Reference Books</b>		
1	Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi	
2	Jones Gill, (2009), Youth, Polity Press, UK	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000002407">https://unesdoc.unesco.org/ark:/48223/pf0000002407</a>	
2	<a href="https://yas.nic.in/">https://yas.nic.in/</a>	
3	<a href="http://www.rc34youth.org/">http://www.rc34youth.org/</a>	
4	<a href="https://www.india.gov.in/people-groups/life-cycle/youth#:~:text=National%20Programme%20for%20Youth%20Adolescent,and%20benefits%20of%20the%20Scheme.">https://www.india.gov.in/people-groups/life-cycle/youth#:~:text=National%20Programme%20for%20Youth%20Adolescent,and%20benefits%20of%20the%20Scheme.</a>	
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	M	S	L	S	M	L	S	L	M	S
<b>CO2</b>	M	S	L	S	M	L	S	L	M	S

\*S-Strong; M-Medium; L-Low

Course code	DISASTER MANAGEMENT			L	T	P	C
Core/Elective/Supportive	Elective – II			4			4
Pre-requisite	Knowing the causes and consequences of disaster			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
1. Demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response							
2. Understanding about man-made disasters and their impacts on society							
3. Importance of NGOs in Disaster Management							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Knowledge about Disaster Management and handling techniques						K1
2	Analyze the impacts of Disasters on human lives and livelihoods						K4
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create							
<b>Unit:1</b>	<b>INTRODUCTION</b>					<b>08 -- hours</b>	
Disaster-meaning, concept-Natural Disaster- floods, earthquake, Draught, volcanoes, forest fires, coastal hazards and landslides.							
<b>Unit:2</b>	<b>MANMADE DISASTER</b>					<b>10 -- hours</b>	
Chemical and Industrial Accidents, Accidental explosions, Bomb blast, nuclear disasters, Pollutions.							
<b>Unit:3</b>	<b>FACTORS INFLUENCING NATURAL AND MANMADE DISASTER</b>					<b>11 -- hours</b>	
Factors- political, economic, social, cultural, Ideological, Ecological, institutional, scientific and technological. Disasters and Development causes and consequences.							
<b>Unit:4</b>	<b>DISASTER MANAGEMENT</b>					<b>12 -- hours</b>	
Control plan, emergency preparedness. Disaster management cycle-Post disaster review, results of exercises, prevention, mitigation, preparedness. Intervention of State in Disaster.							
<b>Unit:5</b>	<b>ROLE OF NGO IN DISASTER MANAGEMENT</b>					<b>09 -- hours</b>	
Role of Voluntary organization in Disaster Management, Social Work intervention in Disaster resource mobilization, working with other professionals.							

<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Gaziabad. Narayan B. (2000) Disaster Management A.P.H. Publishing Corporation, New Delhi	
<b>Reference Books</b>		
1	InduPrakash (1994) Disaster Management RashtraPrahariPrakashan. Sahibad.	
2		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	<a href="http://www.onlinenidm.gov.in/">http://www.onlinenidm.gov.in/</a>	
2	Disaster Preparedness by Michael Beach, University of Pittsburgh, <a href="http://www.coursera.org">www.coursera.org</a>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	L	S	M	L	S	M	S	M	L
<b>CO2</b>	S	L	S	M	L	S	M	S	M	L

\*S-Strong; M-Medium; L-Low



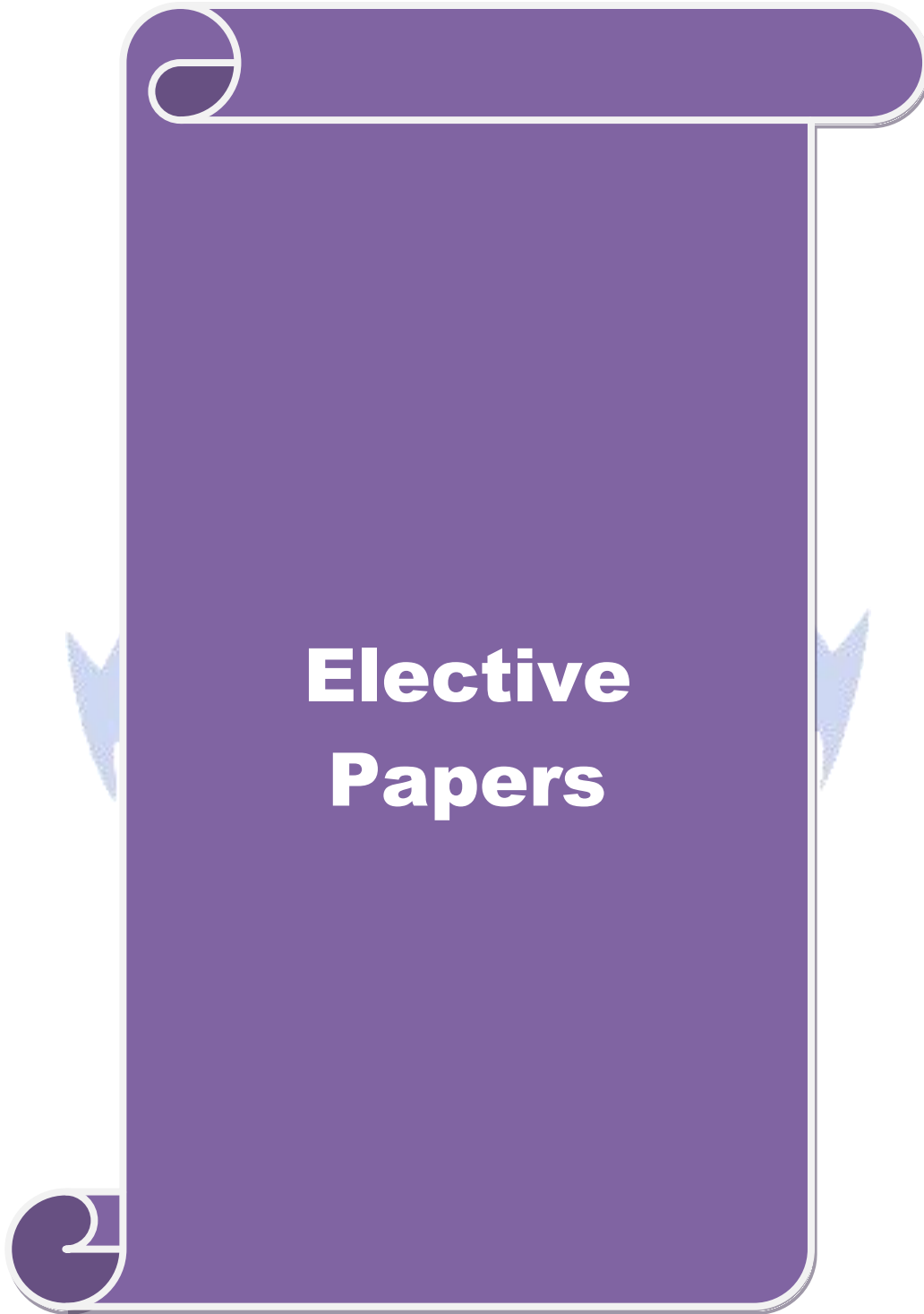
<b>Course code</b>		<b>PERSONALITY ASSESSMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core/Elective/Supportive</b>	<b>Skill Based Subject 4</b>		<b>3</b>			<b>3</b>
<b>Pre-requisite</b>	<b>Knowing the kinds of personality factors</b>		<b>Syllabus Version</b>	<b>2020-21</b>		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To understand basic considerations in personality assessment						
2. To familiarize with personality assessment inventories						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Ability to self-assess their personality					K4
2	Development of basic reporting skills					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>BASIC CONSIDERATIONS</b>				<b>13 -- hours</b>	
The Personality Assessment- History of Personality Assessment-Purpose of personality Assessment-Preparing of Personality Assessment-Conducting Personality Assessments-Interpreting Personality Assessment Data-Reporting Personality Assessment Findings Psychometric Foundations of Assessment- Reliability-Validity-Clinical Decision Making-Impediments to Accurate Decisions- Ethical Considerations in Personality Assessment- Bases for assessments- Use of assessments-Release of Test data-Training students in Personality Assessment						
<b>Unit:2</b>	<b>SELF - REPORT INVENTORIES</b>				<b>10 -- hours</b>	
Nature of self-report inventories-Item Characteristics-Administration and Scoring-standardization (Normative) Group-Method of scale Development-Validity Assessment Minnesota Multiphase Personality Inventory-2- history- administration- Scoring- Assessing Validity-Psychometric Foundations						
<b>Unit:3</b>	<b>SELF - REPORT INVENTORIES</b>				<b>10 -- hours</b>	
Minnesota Multiphase Personality Inventory-Adolescent- history-administration-Scoring-Assessing Validity-Psychometric Foundations- Million Clinical Multi-axial Inventory III- History-administration-Scoring-Assessing Validity- Psychometric Foundations						
<b>Unit:4</b>	<b>PERSONALITY ASSESSMENT INVENTORY</b>				<b>07 -- hours</b>	
History-administration-Scoring-Assessing Validity-Psychometric Foundations- Revised NEO Personality Inventory- history-administration-Scoring- Assessing Validity-Psychometric Foundations.						



<b>Unit:5</b>	<b>PERFORMANCE BASED MEASURES</b>	<b>10 -- hours</b>
Nature of the Rorschach Inkblot Method- history- administration-coding and Scoring- Interpretation Structural, Behavioural and Thematic Variables-Psychometric foundations- Thematic Apperception Test- history- administration-coding- Interpretation:card pull,story meaning- Psychometric foundations Figure Drawing Methods- Nature and its history- administration- Scoring- Interpretation-Applications- Psychometric foundations- Sentence Completion methods- Nature and its history- administration- Scoring- Interpretation-Applications- Psychometric foundations		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Weiner, Irving B. (2008). Handbook of Personality Assessment New Jersey: John Wiley and Sons.	
2		
<b>Reference Books</b>		
1		
2		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Re-imagining leadership by Jocelyn S. Davis, University System of Maryland, <a href="http://www.edx.org">www.edx.org</a>	
2		
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	L	M	S	S	L	M	L	S	M
<b>CO2</b>	S	L	M	S	S	L	M	L	S	M

\*S-Strong; M-Medium; L-Low

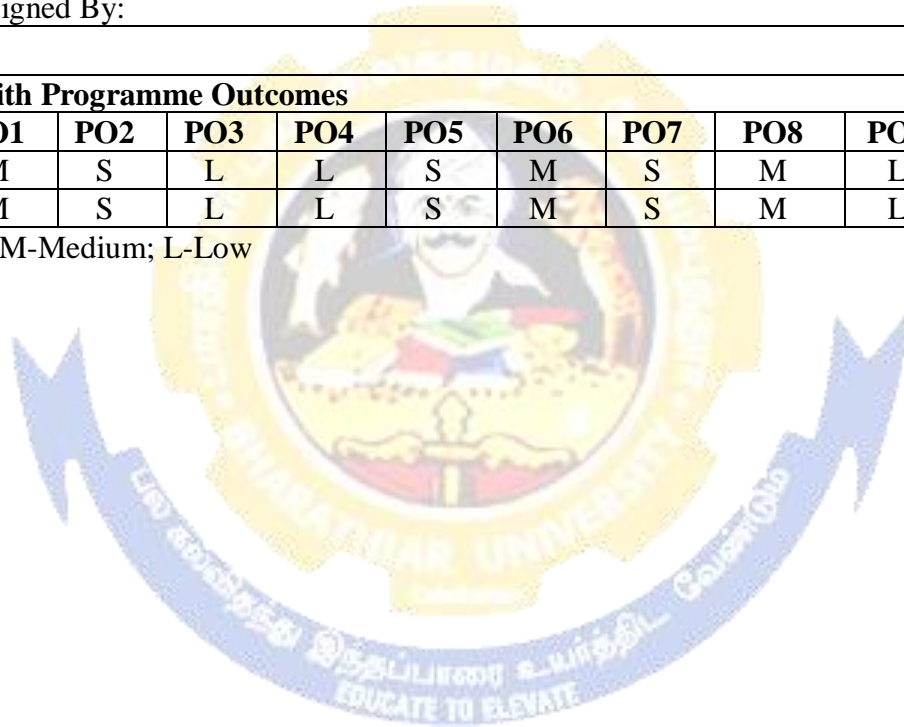


Course code	SOCIOLOGY OF EDUCATION			L	T	P	C
Core/Elective/Supportive	Elective – I			4			4
Pre-requisite	Understanding of role of education on society			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
1. Understand various theoretical approaches to Sociology of education							
2. To teach you how education as an institutions interacts with other social institutions like family, government and religion							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Various theoretical approaches to Sociology of education						K2
2	Knowledge on the Indian tradition of education						K1
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create							
<b>Unit:1</b>	<b>INTRODUCTION TO SOCIOLOGY OF EDUCATION</b>			<b>08 -- hours</b>			
Meaning and social functions of education; Education and development							
<b>Unit:2</b>	<b>THEORETICAL APPROACHES TO SOCIOLOGY OF EDUCATION</b>			<b>11 -- hours</b>			
Functionalist, Conflict, Symbolic integrationist, and Feminist.							
<b>Unit:3</b>	<b>THE INDIAN TRADITION OF EDUCATION</b>			<b>11 -- hours</b>			
Colonialism and Education, Contribution of Nationalists.							
<b>Unit:4</b>	<b>POLICIES AND PROGRAMMES</b>			<b>10 -- hours</b>			
Objectives, Strategies, Achievements and Shortfalls.							
<b>Unit:5</b>	<b>EDUCATION AND GLOBALIZATION</b>			<b>10 -- hours</b>			
Education and Social Inequality in the Global Culture.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>			<b>2 hours</b>			
Expert lectures, online seminars – webinars							
				<b>Total Lecture hours</b>		<b>52 -- hours</b>	
<b>Text Book(s)</b>							
1	Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London: Batsford.						
2	Blackledge, D and Hunt, B. 1985. Sociological Interpretations of Education. London: Crom Helm.						

<b>Reference Books</b>	
1	Morris, Iror: The Sociology of Education, Allan and Unwin, 1978. Publications, 2001.
2	Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://vikaspedia.in/e-governance/online-citizen-services/government-to-citizen-services-g2c/education-related-services/online-educational-services">https://vikaspedia.in/e-governance/online-citizen-services/government-to-citizen-services-g2c/education-related-services/online-educational-services</a>
2	<a href="https://www.india.gov.in/topics/education">https://www.india.gov.in/topics/education</a>
3	<a href="https://www.asanet.org/research-and-publications/journals/sociology-education">https://www.asanet.org/research-and-publications/journals/sociology-education</a>
4	<a href="https://ecampusontario.pressbooks.pub/robsonsoced/chapter/unknown-2/">https://ecampusontario.pressbooks.pub/robsonsoced/chapter/ unknown -2/</a>
Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	L	L	S	M	S	M	L	S
CO2	M	S	L	L	S	M	S	M	L	S

\*S-Strong; M-Medium; L-Low



Course code	A. SOCIAL GERONTOLOGY		L	T	P	C
Core/Elective/Supportive	Elective – II		4			4
Pre-requisite	Basic idea about the issues faced by the elderly		Syllabus Version	2020-21		
<b>Course Objectives:</b>						
The main objectives of this course are to:						
<ol style="list-style-type: none"> <li>1. To explain and clarify the concepts and ideas of biological and sociological ageing.</li> <li>2. To evaluate the problems and prospects of the elders living in families and old age homes.</li> <li>3. To apply the knowledge towards support systems for the aged.</li> <li>4. To articulate the knowledge about the scope and significance of sociology.</li> <li>5. To Practice rehabilitative models and strategies.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Explain the emerging social contexts created by increasing aged population as well as the problems of aged people in the society.					K2
2	Evaluate various programs undertaken in modern Indian society for the aged.					K5
3	Describe National policies and programmes and schemes related to the welfare and development of the old persons.					K2
4	Demonstrate knowledge about the basic principles and significance of sociology.					K1
5	Formulate innovative approaches and strategies for care and support of the aged.					K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create</b>						
<b>Unit:1</b>	<b>GERONTOLOGY</b>			<b>08 -- hours</b>		
Definition, Concept, History, importance and scope, Old Age – Definition, meaning and concept, Demographics of aging, Characteristics of old age – Myths and Stereotypes about aging.						
<b>Unit:2</b>	<b>THEORIES OF AGEING</b>			<b>10 -- hours</b>		
Activity and social disengagement theory – Role Theory, Social stratification theory, and Indian Theory of AshramaDharmas – Psychosocial theories.						
<b>Unit:3</b>	<b>FAMILY RELATIONSHIPS</b>			<b>10 -- hours</b>		
Family relationships in later life – sibling, grandparent – grandchild, intergenerational relationships, religiosity in old age, the emptiness syndrome – Issues in family support and care giving – Perspectives on death and dying.						
<b>Unit:4</b>	<b>UNDERSTANDING OLD AGE CONDITIONS</b>			<b>12 -- hours</b>		
Understanding the physiological condition of old age in context with, life style, socio-economic condition, gender – Old age from an old age perspective – Sensory problems –vision and eye diseases – cataracts, glaucoma, Hearing loss , problem in movement and balance, Parkinson’s disease – alcohol abuse, Dental Problems, Sexual activity, voice. Problems of Aged – violence, neglect, abuse, crimes, empty nest syndrome.						

<b>Unit:5</b>	<b>CARE AND WELFARE NEEDS OF THE OLD AGE</b>	<b>10 -- hours</b>
physical needs, healthcare needs, psychological, social and economic needs, retirement, singleness, adjustment – Elderly care and management – knowledge and skills essential for old age care planning- referrals, advocacy, counseling and support – Institutionalized Aged – National Policies for the Aged.		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Malcom L. Johnson; The Cambridge Handbook of Age and Ageing, New York, Cambridge University Press; 2005.	
2	Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). Cognitive behaviour therapy with older people. Chichester: Wiley.	
<b>Reference Books</b>		
1	John W Santrock; Life Span Development. New York. The McGraw- Hill Companies; 1999.	
2	Behura N.K. and R.P Mohanthy, Ageing in Changing Social System- Their Problems – New Delhi Discovery Publishers House; 2005.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Gerontological Social Work by Prof. K. VishweshwarRao, Andhra University, Visakhapatnam, SWAYAM	
2	<a href="https://careersinpsychology.org/become-a-social-gerontologist/">https://careersinpsychology.org/become-a-social-gerontologist/</a>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	S	L	M	L	S	S	M	L
<b>CO2</b>	S	M	S	L	M	L	S	S	M	L
<b>CO3</b>	S	M	S	L	M	L	S	S	M	L
<b>CO4</b>	S	M	S	L	M	L	S	S	M	L
<b>CO5</b>	S	M	S	L	M	L	S	S	M	L

\*S-Strong; M-Medium; L-Low



Course code	B. SOCIOLOGY OF CHILD AND DEVELOPMENT		L	T	P	C
Core/Elective/Supportive	Elective – II		4			4
Pre-requisite	Knowing the significance of process of socialization		Syllabus Version		2020-21	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. To understand children and related development initiatives						
2. To understand health status and children vulnerabilities						
3. To understand children related violence						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand children and their current status in India					K2
2	Various types of violence and their effects on children					K1
3	Understanding on important child rights and related laws enacted					K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>						
<b>Unit:1</b>	<b>GROWTH AND DEVELOPMENT</b>				<b>09 -- hours</b>	
Child-Definition – Introduction to Growth and Development – Factors affecting growth and development – Growth and Development in Infants and Children, their assessment and use of growth chart – Physical, psychological and social development in children – Needs of children, Role of home, school and religion in imparting life education.						
<b>Unit:2</b>	<b>HEALTH STATUS OF INFANTS AND CHILDREN</b>				<b>08 -- hours</b>	
Breast feeding, weaning, nutrition in children – Nutritional requirements – Problems in feeding – Baby Friendly Hospital Initiative – Government Programmes for Children – Malnutrition – Anemic – Obesity.						
<b>Unit:3</b>	<b>CARE OF CHILDREN AND ADOLESCENCES</b>				<b>13 -- hours</b>	
Problems and programmes for children – Need based education to children, teachers and parents – Dropouts and Stagnation – Physical growth during adolescence – Emotional and behavioural changes in adolescent girls and boys – Sex education for adolescents – Menstruation and menstrual hygiene – Early marriage and Teenage pregnancy and abortion in adolescent girls – Premarital counseling – Special nutritional needs of adolescent girls and programmes for their care.						
<b>Unit:4</b>	<b>VULNERABILITIES AND VIOLENCE AGAINST CHILDREN</b>				<b>10 -- hours</b>	
Child Marriage – Child Labour – Child Abuse – Street Children – Child Trafficking – Child Prostitution – Children at difficult circumstances: HIV affected Children, Transgender Children, Violence against Girl Child, Children with disability.						

<b>Unit:5</b>	<b>CHILD RIGHTS AND PROTECTION</b>	<b>10 -- hours</b>
Right to Education (RTE) – Right of Children to Free and Compulsory Education Act 2009 – Prevention of child labour – Child abuse and legal protection – CHILDLINE 1098, Police or Child Welfare Committee – Special care of girl child and prevention of Female infanticide. Legal Measures: UNICEF and United Nations Convention on the Rights of the Child (UNCRC) Juvenile Justice (Care and Protection of Children) Act 2015; Protection of Children from Sexual Offences Act (POCSO) 2012; Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act 1994; The Commission for Protection of Child Rights Act 2005;		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
	<b>Total Lecture hours</b>	<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	K E Elizabeth “Nutrition and Child Development” Paras Medical publisher 5 <sup>th</sup> Edition 2015.	
2	Parthasarathy A &Alok Gupta “Handbook on Adolescent & Adult Immunization” Jaypee Brothers medical Publishers (P) Ltd	
<b>Reference Books</b>		
1	Park’s “Textbook of Preventive and Social Medicine” K Park 24 <sup>th</sup> Edition 2017.	
2	V K Muthu A short Book of Public Health Jaypee Brothers Medical Publishers (P) Ltd Second Edition, 2014.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Understanding child development: from synapse to society by <u>Dr. Jorg Huijding, Utrecht University, www.coursera.org</u>	
2	<a href="https://wcd.nic.in/">https://wcd.nic.in/</a>	
3	<a href="https://vikaspedia.in/social-welfare/women-and-child-development/child-development-1/child-development">https://vikaspedia.in/social-welfare/women-and-child-development/child-development-1/child-development</a>	
4	<a href="https://vikaspedia.in/education/child-rights">https://vikaspedia.in/education/child-rights</a>	
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	L	M	S	L	S	M	S	L
<b>CO2</b>	S	S	L	M	S	L	S	M	S	L
<b>CO3</b>	S	S	L	M	S	L	S	M	S	L

\*S-Strong; M-Medium; L-Low

Course code	ENTREPRENEURSHIP DEVELOPMENT			L	T	P	C
Core/Elective/Supportive	Elective – III			4			4
Pre-requisite	Basic understanding about enterprise			Syllabus Version		2020-21	
<b>Course Objectives:</b>							
The main objectives of this course are to:							
<ol style="list-style-type: none"> <li>1. To understand concepts in entrepreneurship</li> <li>2. To understand process involved in business processes</li> <li>3. To know about various government schemes for entrepreneurship development</li> </ol>							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Knowledge about business processes						K2
2	Development of Leadership roles						K6
<b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze; <b>K5</b> - Evaluate; <b>K6</b> – Create							
<b>Unit:1</b>	<b>CONCEPT OF ENTREPRENEURSHIP</b>			<b>10 -- hours</b>			
Concept of Entrepreneurship and Intra entrepreneurship – Nature and Development of Entrepreneurship, Entrepreneurial decision processes – Entrepreneurial traits, Types, Culture and Structure – Competing Theories of Entrepreneurship, Development of entrepreneurs – problems faced by entrepreneur and the future of entrepreneurship.							
<b>Unit:2</b>	<b>BUSINESS INITIATIVES</b>			<b>09 -- hours</b>			
How to start business? – product selection – form of ownership – plant location – Land, building, water and power, raw material, machinery, man power and other infrastructural facilities – licensing, registration and by laws.							
<b>Unit:3</b>	<b>GOVERNMENT SCHEMES FOR ENTREPRENEURSHIP DEVELOPMENT</b>			<b>10 -- hours</b>			
Institutional arrangements for Entrepreneurship Development – DIC-SIPCOT-SIDCO, NSIC, SISI – Institutional finance to entrepreneurs – TIIC, SIDBI, Commercial Banks – Incentives to Small Scale Industries – Schemes MSME.							
<b>Unit:4</b>	<b>PLANNING A PROJECT</b>			<b>11 -- hours</b>			
Meaning of a Project – Importance of a Project – Project Formulation – Format of a Report (as per the requirements of the financial Institution) – Project appraisal – Market feasibility – Technical feasibility and Economic feasibility – Break-even analysis. Product Planning and Development Process: Concept, Steps, Stages and marketing.							
<b>Unit:5</b>	<b>GROUP INNOVATION</b>			<b>10 -- hours</b>			
Establishing a leadership Role in Creative groups, Networking – Group Problem Solving, Business Innovations with a purpose, vision and strategy – job creations for Women and economic growth of the Nation.							

<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Entrepreneurship Development – Jose Paul N.Ajith Kumar	
2	Entrepreneurship Development – P.Saravanel	
<b>Reference Books</b>		
1	Entrepreneurship Development Programs in India – M.A.Khan	
2	Dynamics of entrepreneur Development and Management – Vasanth Desai.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	How to Start Your Own Business Specialization by <u>Forrest S. Carter, Michigan State University, www.coursera.org</u>	
2	<a href="https://www.ediindia.org/">https://www.ediindia.org/</a>	
3		
Course Designed By:		

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	S	L	M	S	L	M	L	S
<b>CO2</b>	S	M	S	L	M	S	L	M	L	S

\*S-Strong; M-Medium; L-Low



Course code	A. COUNSELING SKILLS			L	T	P	C
Core/Elective/Supportive	Elective – III			4			4
Pre-requisite	Knowing the role of counseling in problem solving			Syllabus Version	2020-21		
<b>Course Objectives:</b>							
The main objectives of this course are to:							
1. Demonstrate understanding of the principles and elements of the counseling interview.							
2. Demonstrate purposeful and effective counseling skills in a counseling interview.							
3. Demonstrate the ability to establish an effective helping relationship, including attending to cognition, affect and meaning.							
<b>Expected Course Outcomes:</b>							
On the successful completion of the course, student will be able to:							
1	Demonstrate active listening skills						K2
2	Demonstrate the skill of summarizing						K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>							
<b>Unit:1</b>	<b>COUNSELING</b>					<b>09 -- hours</b>	
Definition, meaning, counseling Stages: Pre – helping phase – Acquainting, Observing, Founding and Diagnosing – Helping phase – Pacing, Personalizing, Reframing and Initiating .Post helping Phase – Evaluating							
<b>Unit:2</b>	<b>PSYCHOTHERAPY</b>					<b>11 -- hours</b>	
Definition, Scope and objectives, Freudian Stages of Personality Development– Psychodynamic Therapy. Cognitive Behavioural Therapy (CBT), Gestalt therapy, Family Therapy, Group Therapy, Occupational Therapy							
<b>Unit:3</b>	<b>SITUATIONAL ISSUES AND COUNSELING</b>					<b>10 -- hours</b>	
Counseling the substance users – Counseling the HIV/AIDS, Mental Disorder and Counseling – Students guidance and counseling, Career guidance and counseling							
<b>Unit:4</b>	<b>COUNSELING IN DIFFERENT SETTINGS</b>					<b>10 -- hours</b>	
Marital, family, Marriage & Parenthood: Importance of marriage, Common concerns: arranged marriage & love marriage. Living together, individual differences. Problems and adjustments, accepting and respecting each other.							
<b>Unit:5</b>	<b>PROFESSIONAL VALUES</b>					<b>10 -- hours</b>	
Professional values of the counseling profession, Fundamental principles of professional ethical behavior, Code of Ethics in counseling relationship, Code of Ethics in Confidentiality and Privacy.							
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>					<b>2 hours</b>	

Expert lectures, online seminars – webinars	
<b>Total Lecture hours</b>	
<b>52 -- hours</b>	
<b>Text Book(s)</b>	
1	K. Park, (2015) Park's Textbook of Preventive and Social Medicine, BanarsidasBhanot, Jabalpur
2	Antony John (2001) Principles and Techniques of Counseling, Dindigul, Anugraha Publications.
<b>Reference Books</b>	
1	Prasantham B J (1987) Therapeutic Counselling, Vellore, CCC
2	Rao, Narayana (1981) Counselling Psychology, Bombay, TataMcGraw Hill.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	Guidance and Counselling by Dr. R. Rajendran, National Institute of Technical Teachers Training and Research, SWAYAM
2	
3	
Course Designed By:	

<b>Mapping with Programme Outcomes</b>										
<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	M	S	L	M	S	M	S	S	L
<b>CO2</b>	S	M	S	L	M	S	M	S	S	L

\*S-Strong; M-Medium; L-Low



Course code	B. SOCIOLOGY OF TOURISM		L	T	P	C
Core/Elective/Supportive	Elective – III		4			4
Pre-requisite	Understand the principles of tourism		Syllabus Version		2020-21	
<b>Course Objectives:</b>						
The main objectives of this course are to:						
1. Understand the principles of tourism: its spatial, social, cultural, legal, political, labour and economic dimension.						
2. Analyze the impacts generated by tourism.						
3. Understand the dynamic and evolutionary nature of tourism in the new leisure society.						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand tourism sector and its impacts on society					K2
2	Influence of tourism on society					K4
3	Knowledge about tourism related institutions in India					K1
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>						
<b>Unit:1</b>	<b>TOURISM – AN INTRODUCTION</b>				<b>10 -- hours</b>	
Understanding Tourism:						
a) Definition of tour, tourism and traveler, Development of tourism through the ages – Recent trends of tourism						
b) Facets of Tourism – Cultural tourism – Eco-tourism – Medical tourism – Pilgrimage – Adventure tourism and Heritage tourism						
c) Travel facilities in India – Rail, Road, Airways, Seaways						
d) India - land of cultural diversity.						
<b>Unit:2</b>	<b>SOCIOLOGICAL APPROACH TO TOURISM</b>				<b>10 -- hours</b>	
Social institutions and their roles, Influence of tourism on social institutions –family, religion, economy, state and kinship – Sociological factor in Tourist motivation – Host – tourist relationship – Tourists - Residents – Socio-cultural impacts of tourism – cultural exchange among nations and international understanding .						
<b>Unit:3</b>	<b>TOURISM AS A PRIVATE AND PUBLIC SECTOR</b>				<b>10 -- hours</b>	
a) Formation of Ministry of Tourism						
b) Tourism and Organization – Organization at the Central level: India Tourism Development Corporation – Organization at the State level – Tourist office – Overseas, criteria for opening overseas offices.						
c) Tourism as an Industry – Travel Agencies – Tourist guide – Hotel Industry –Classification – Youth Hostel and Motels.						

<b>Unit:4</b>	<b>INCREDIBLE INDIA</b>	<b>12 -- hours</b>
<p>Important Tourist Centres of India</p> <p>a) Cultural Tourism - Salarjung Museum, Synagogue, Dutch Palace, Mysore Palace and Jaipur Palace</p> <p>b) Historical monuments - Red fort, QutubMinar, Amritsar, Khajuraho, Puri, Konark, Bombay, Ajanta and Ellora Caves, TajMahal, Mahabalipuram, Poombukar, Tanjore Palace and SaraswathiMahal Library.</p> <p>c) Sightseeing - Kashmir and Shimla, Kodaikkanal, Ooty, Curttalam, Kanyakumari, Yercaud and Thekkadi</p> <p>d) Pilgrimage Tourism – Thiruppathi, Varanasi, Bodh Gaya, Mansarover, Arabindo Ashram, Chithambaram, Kancheepuram, Madurai, Nagore, Velankanni, Tanjore, Trichy, Rameswaram</p>		
<b>Unit:5</b>	<b>IMPACT OF TOURISM ON SOCIETY</b>	<b>08 -- hours</b>
<p>Tourism and Social Change: Impact of tourism on the society, Tourism and National Development – Economic impacts of tourism, - Tourism and Economic Development – Impacts of tourism on environment – Tourism and Regional Development – Rural Development, Rural Tourism – Tourism as an agent of social change.</p>		
<b>Unit:6</b>	<b>CONTEMPORARY ISSUES</b>	<b>2 hours</b>
Expert lectures, online seminars – webinars		
<b>Total Lecture hours</b>		<b>52 -- hours</b>
<b>Text Book(s)</b>		
1	Praveen Sethi, Nature and Scope of Tourism	
2	A.K.Bhatia, Tourism Development Principles and Practices, Sterling Publishers PVT LTD, New Delhi, 1982.	
3	Ratandeeep Singh, Tourism in India, Kanishka Publishers, New Delhi, 1996.	
<b>Reference Books</b>		
1	H. LajipathiRai, Development of Tourism in India ,Printwell, Jaipur, 1993	
3	JavidAkhtar , Tourism Management in India, Ashish Publishing House, New Delhi, 1990.	
3	R.N.Kaul, Dynamics of Tourism a trilogy, Sterling Publishers private limited, New Delhi, 1985.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>		
1	Foundation Course In Tourism by Dr. Sonia Sharma & Dr. TangjakhombiAkoijam, Indira Gandhi National Open University, SWAYAM	
2	<a href="https://ecotourism.org/">https://ecotourism.org/</a>	
3	<a href="https://www.incredibleindia.org/content/incredible-india-v2/en.html">https://www.incredibleindia.org/content/incredible-india-v2/en.html</a>	
Course Designed By:		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	L	S	S	L	M	S	M
CO2	S	M	L	L	S	S	L	M	S	M
CO3	S	M	L	L	S	S	L	M	S	M

\*S-Strong; M-Medium; L-Low





# Annexure

**BHARATHIAR UNIVERSITY: COIMBATORE 641046**  
**DEPARTMENT OF SOCIOLOGY**

**MISSION**

The department of sociology endeavors to develop sociological knowledge and critical thinking among students that helps them to understand social life and the thrust of society from different perspectives and the development of sociological imaginations and its applications to solve vital social issues.

**General Instructions:**

1. **Elective Courses:** Minimum Two for Each Semester.
2. **Supportive Courses:** Minimum One for first three Semesters.
3. **Value Added Courses:** Minimum 2 and maximum 5 for Each Department for Entire Program
4. **Job Oriented Certificate Courses:** Two Courses (Each one on First and Second Year)
5. All the Board of Studies are requested to follow the same template and use the TIMES NEW ROMAN FONT with the Size of 12.
6. The Course Designer should be mentioned in each of the courses.

List of Elective Papers (Colleges can choose any one paper as elective)		
Elective-I	A	Indian Sociological Thought
	B	Sociology of Education
Elective-II	A	Social Gerontology
	B	Disaster Management
Elective-III	A	Entrepreneurship Development
	B	Counseling Skills

