MOTHER TERESA WOMEN'S UNIVERSITY
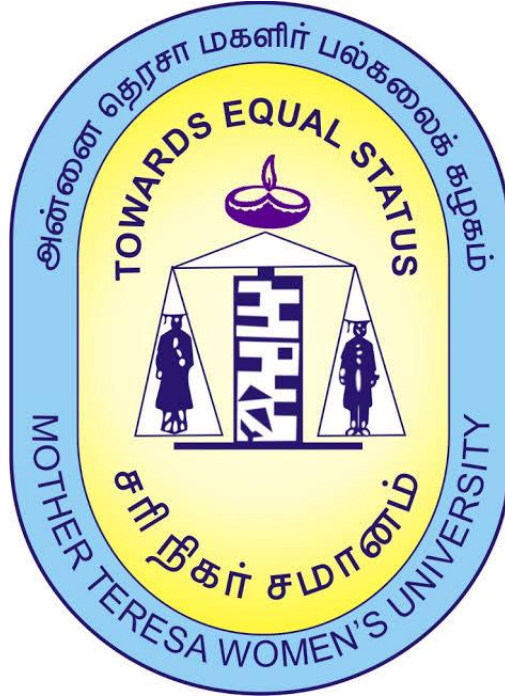
KODAIKANAL – 624 101
Tamil Nadu.

Curriculum Framework and Syllabus for

M.A.,SOCIOLOGY

Programme code:

(For the candidates to be admitted from the academic year 2021-2022 onwards)

(UNDER CHOICE BASED CREDIT SYSTEM- CBCS)

Mother Teresa Women's University, Kodaikanal
Department of Sociology
Choice Based Credit System (CBCS)
(2021-2022 onwards)
Master of Sociology

1. About the Programme

Sociology Programme of the Department of Sociology, Mother Teresa Women's University is designed to help students to develop fundamental knowledge of social problems and the appropriate research methods and theories used to resolve them. Sociology is the systematic study of society, culture, and group relationships. Sociology program will teach students the fundamental skills needed to evaluate research work constructively. Wider opportunities are available after the completion of the programme.The department encourage the students to take out reach / Field Work / Project/programme on gender studies, social problems, entrepreneurship development, Self Help Groups, Medical Sociology, counseling skills, Social Legislation and Womens Empowerment. The curriculum motivates students to undergo online courses in the digitalized era. The additional courses like Value Added Programmes (VAP), Yoga, Sports, Library utilization, and NSS create opportunities to develop new skills among students as the socially responsible persons. It also helps to change the mindset and encourages them to embrace a proactive attitude. While undergoing the programme, the students can also avail opportunities to undergo coaching on Various Competitive exams like UPSC, TNPSC, Civil Services etc.

2. Programme Educational Objectives (PEOs)

- ➢ To design and provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners.
- ➢ To provide basic and advanced theoretical as well as methodological knowledge of sociology for application.
- ➢ To make student rational, logical and critical and to develop their analytical skill of the social issues and events.
- ➢ To make the students aware of the job opportunities like Teacher, Counselor, or Consultant in research institutes, educational institutions, public health and welfare organizations, criminal justice branches, law firms, international welfare organizations, and medical centres in government / NGOs / International levels .
- ➢ To gain knowledge about contemporary social problems and its causes, consequences and remedial measures.

3. Eligibility:

A person who has passed any degree of the University accepted by the Mother Teresa Women's University as equivalent thereto shall be eligible.

4. General Guidelines for PG Programme:

I.   **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

II.   **Medium of Instruction:** English

III. **Evaluation:** Evaluation of the candidates shall be through Internal and External assessment. The ratio of formative and summative assessment should be 25:75 for both Core and Elective papers.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz (5) = 25**
- **External Theory: 75**

Question paper pattern for External examination for Core and Elective papers:

Max. Marks: 75 **Time: 3 Hrs.**

S.No	Part	Type	Marks
1	A	**10*1 Marks=10** Multiple Choice Questions (MCQs): 2 questions from each Unit	10
2	B	**5*4=20** 2 questions from each Unit with Internal Choice (Either/or)	20
3	C	**3*15=45** Open Choice: Any three questions out of 5 (one question from each Unit)	45
		Total Marks	75

- **Minimum Credits required to pass: 90**

Project Report

A student should select a topic for the Project Work at the end of third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages with font of 12 size Times New Roman and space 1.5.

Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks, External (Viva): 75 Marks

5. Conversion of Marks to Grade Points and Letter Grade (Performance in a course/paper)

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent

| 75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the prescribed Form with the prescribed fee. Students with 65% to 70%of attendance must apply for condonationin the prescribed Formwith the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the Programmewith the prior permission of the Head of the Department, Principal and the Registrar of the University.

7.Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above regulations, any other common regulations pertaining to the PG Programmes are also applicable for this programme.
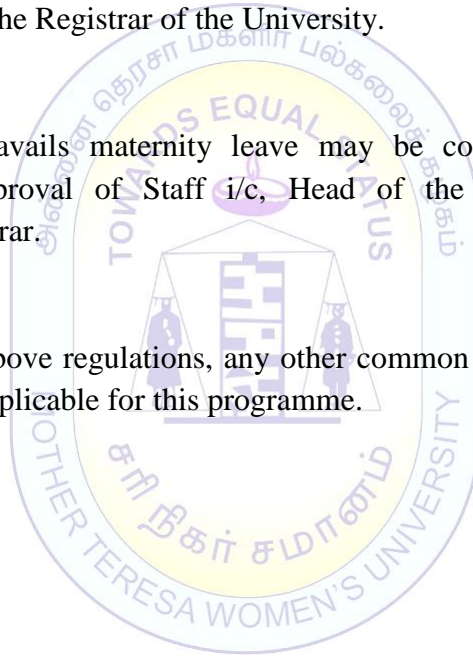
PROGRAMME OUTCOMES(POs)
On   completion of M.A., Sociology Programme, the students will be able to

PO1	Promote the profession based on sociology by educating students to become leaders for social development.
PO2	Prepare the students to be highly competent professionals who are skilled at providing effective service, integrating interdisciplinary knowledge, theory, and social values with practice to serve with social responsibility.
PO3	Generate knowledge both on theory and application in the field and inspires students to academic and practice excellence.
PO4	Prepare the students aware of the sociological theories which embraces diversity and promotes social empowerment in order to achieve a more just society.
PO5	Foster the use of sociological research aptitude, knowledge, skills, values, and ethics in all aspects of their professional activities.
PO6	Develop and evaluate innovative and creative social models and service delivery in terms of emerging needs of social systems.
PO7	Infuse and develop multidisciplinary knowledge into sociology and social welfare.
PO8	Identify and analyze existing and emerging social problems accordingly disseminate knowledge to solve social problems.

PROGRAMMESPECIFICOUTCOMES(PSOs)
On   completion of M.A., Sociology Programme, the students will be able to

PSO1	Disseminate the career opportunities among young post-graduate students
PSO2	Impart training of professional aspects of sociology in all the Social institutions.
PSO3	Maximize the development of human potential and the fulfillment of human needs, through an equal commitment to work with people to achieve the best possible levels of personal, social and community well-being.
PSO4	Use research, knowledge, and skills that advance research on thrust areas.
PSO5	Understand and interpret the values of the sociology and its contemporary issues.

M.A., SOCIOLOGY CURRICULUM

Framework of the Syllabus to be implemented from the Academic Year 2021-2022

Paper No.	Paper Code	Course Title	Hours	Credits	Continuous Internal Assessment (CIA)	End Semester Exam (ESE)	Total
Semester I							
1	P21SOT11	Core I:Principles of Sociology	4	4	25	75	100
2	P21SOT12	Core II: Sociology of Change & Development	4	4	25	75	100
3	P21SOT13	Core III: Social Demography	4	4	25	75	100
4	P21SOT14	Core IV:Indian Society	4	4	25	75	100
5	P21SOT15	CoreV: Social Psychology	4	4	25	75	100
6	P21SOS11	**Supportive Course I** (Skill): Urban Planning & Development	2	2	25	75	100
		Total	**30**	**22**	**-**	**-**	**700**
Semester II							
7	P21SOT21	Core VI: Social Movements in India	4	4	25	75	100
8	P21SOT22	Core-VII: Classical Sociological Theories	4	4	25	75	100
9	P21SOT23	Core-VIII: Environmental Sociology	4	4	25	75	100
10	P21SOT24	Core-IX: Social Research Methodology and Statistics	4	4	25	75	100
11	P21SOT25	Core-X: Urban and Rural Sociology	4	4	25	75	100
12		NME	4	4	25	75	100
13	P21CSS22	**Supportive Course II**(Skill):Computer Skills for Web Designing and Video Editing	2	2	25	75	100
		Total	**30**	**26**	**-**	**-**	**700**

		Semester III						
14	P21SOT31	Core XI: Sociology of Mass Media	4	4	25	75	100	
15	P21SOT32	Core-XII: Contemporary Sociological Theories	4	4	25	75	100	
16	P21SOT33	Core-XIII: Indian Social Problems	4	4	25	75	100	
17	P21SOT34	Core-XIV: Sociology of Tribal Society	4	4	25	75	100	
18	P21SOT35	Core-XV:Sociology of Aging	4	4	25	75	100	
19	P21SOT36	Core-XVI: Sociology of Health	4	4	25	75	100	
20	P21WSS33	**Supportive Course III:**Women Empowerment	2	2	25	75	100	
		Total	30	26	-	-	700	
		Semester IV						
21	P21SOE41	**Elective I***: Sociology of Child & Development/Any MOOC Course$	5	4	25	75	100	
22	P21SOE42	**Elective II*:**Science,Technology and Society/Any MOOC Course$		4				
23	P21SOR41	Project/ Dissertation/Viva-Voce	25	8	25	75	100	
		Total	30	16	-	-	200	
	Total		120	90	-	90	2300	

Additional Credit Courses (Mandatory)

1. **P21SOI21** - Internship/Industrial Training – Two Credits- (Second Semester)

2. **P21SOO21** - Online Courses-Two Credits- (Second Semester)

3. **P21SOV11** - Value Added Program I-Two Credits (First Semester)**: Sociology of Persons with Disabilities.**

4. **P21SOV32** - Value Added Program II-Two Credits (Third Semester) **:Industrial Counselling**

   *Those who have CGPA 9 and want to do the project in industry/institution during 4th semester, these two paper can be opted in third semester.

$ Students can take one 4 credit course in MOOC as elective or two 2 credit courses in MOOC as elective with the approval of Department committee.

NON MAJORELECTIVES
Semester II
1. Social Entrepreneurship
2. Sociology of Disaster and Disaster Management

Outside class hours

- Health, Yoga and Physical Fitness
- Library Information access and utilisation
- Employability Training

SEMESTER I

Course Code	P21SOT11	PRINCIPLES OF SOCIOLOGY	L	T	P	C
CORE - I			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				
Learning Objectives		1. To give knowledge to students about scope and development of Sociology as a scientific discipline 2. To make them understand basic key concepts and their perspectives 3. To introduce basic concepts and social processes which will enable even students without any previous exposure to sociology could acquire an interest in the subject and follow it.				

UNIT I:Introduction to Sociology

Definition and Scope of Sociology- Branches of Sociology-Importance of Sociology - Sociology as a science of society, the formation of sociology, relationship to other sciences and practices,- Uses of Sociology. Basic Concepts: Individual and Society: The Role of Heredity and Environment in the Development of Individual. Community and Association

UNIT II: Culture of Society

Culture: Characteristics and Functions, Material and Non-material Culture, Cultural Lag, Relationship between Culture and Personality. Socialization: Importance - Process - Stages - Agencies - Theories.

UNIT III: Social Action and Interaction

Social Action and Interaction: Social Relationships and Social Processes. Associative/ Conjunctive: Cooperation, Accommodation, Assimilation, Diffusion, and Acculturation. Dissociative / Disjunctive: Competition and Conflict. Social Groups: Primary and Secondary Groups - Their Characteristics - Functions - Differences - Reference Groups.

UNIT IV: Social Organizations

Social Organizations: Formal and Informal - Characteristics and Functions. Social Institutions and their Characteristics - Family and Marriage as Important Social Institutions.Political, Economic and Religious Institutions.

UNIT V: Social Stratification

Social Stratification: Characteristics and Functions. Forms of Social Stratification: Estate, Caste and Class Systems. Status, Role and Power.Social Mobility. Social Control: Types of Social Control - Formal and Informal. Agencies of Social Control. Social Disorganization: Characteristics. Social Deviation-Anomie.

TEXT BOOK :

1. Conley, Dalton. You may ask yourself: An introduction to thinking like a sociologist. WW Norton & Company, 2011.

2. Christiano, Kevin J., William H. SwatosJr, and Peter Kivisto. Sociology of religion: Contemporary developments. Rowman& Littlefield, 2015.

REFERENCE:

1. Parashar, S. S. "Principles of sociology in healthcare." Text book of public

health and community medicine. Pune: Department of community medicine AFMC (2009): 612.

2. Roy, Deepankar. Principles of sociology. National Publishing House, 2008.
3. Stolley, Kathy S. The basics of sociology. Greenwood Publishing Group, 2005.
4. Frank Van Tubergen –Introduction to Sociology Routledge, New York, 2020
5. George Ritzer - Introduction to Sociology. SAGE Publications, 2018

COURSE OUTCOMEs

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Acquire knowledge about the origin and development of sociology as a distinctive discipline.	**K1**
	CO2	Develop interest about scope and development of Sociology as a scientific discipline.	**K2**
	CO3	Understand the basic concepts such as culture, social group, social institutions, social organization and disorganization, etc	**K3**
	CO4	Realize how the social control system working as formal and informal control over the society	**K4**
	CO5	Strengthen the knowledge on Social relationships and Social Processes	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SOT12	SOCIOLOGY OF CHANGE AND DEVELOPMENT	L	T	P	C

CORE - II		4	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				
Learning Objectives	1. To provide an orientation about the social change and development 2. To understand the theories of Social Change. 3. To acquire knowledge on planning patterns.				

UNIT I:Basic Concepts

Change, Evolution, Growth, Development, Progress, Social Change versus Cultural Change, Source of Social Change - Planned Change.Concept of social development-Distinction between development and modernization, criteria for development-Scope of development-control mechanisms in the developmental process

UNIT II:Factors of Social Change

Geographic, Demographic, Political, Technological, Economic, Ideological and Ecological.Theories of Social Change - Mono-causal and Multi-causal Theories, Evolutionary, Cyclical, Linear, Equilibrium.Social Change in Indian Society: Trends of Change, Process of Change:Theories of development - Functional-Evolutionist perspective - Dialectical perspective.

UNIT III:Social Planning

Social Planning- planning approaches at macro, regional and local levels, Agrarian approach-rural industrialization - Participatory planning and Self-reliant development.

UNIT IV: Social aspects of development

Social aspects of development-characteristics of Tribal communities, and rural and urban population - their socio economic and political organization - role of in framing social policies - Defining basic needs for a programme of social development- Formulating a social welfare policy.

UNIT V:Problems of development in India

Problems of development in India -Rapid population growth-Urbanization and its problems - landless labour force –Social constraints in the way development- Growing ndian middle Class-Displacement.

TEXT BOOK:

1. Dunning, Eric, and Jason Hughes. Norbert Elias and modern sociology: Knowledge, interdependence, power, process. A&C Black, 2012.
2. Williams, Gavin. Sociology and Development. Routledge, 2018.

REFERENCE:
.
1. De Kadt, Emanuel, and Gavin Williams, eds. Sociology and development. Routledge, 2013

2. Alatas, Syed Hussein. "The autonomous, the universal and the future of sociology." Current Sociology (2006)
3. Srinivas, M.N. –Social Change in Modern India, Berkeley: University of Berkeley

COURSE OUTCOMEs

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Find out strategies for social development	K1
	CO2	Identify the Evolutionary aspects of social development	K2
	CO3	Tell the distinction between development and modernization	K3
	CO4	Explain the relevance of the programme of social development	K4
	CO5	Make out Social Planning for overall development	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SOT13	SOCIAL DEMOGRAPHY	L	T	P	C
CORE - III			4	-	-	4
Cognitive Level		K1: Remember				

	K2:Understand
	K3:Evaluate
	K4:Creative
	K5: Analyze
Learning Objectives	1. To familiarize the students about various demographic factors that contribute to population change and how they influence and are influenced by various social and economic institutions. 2. To understand the Sources and Demographic data as well as indicators to measure various demographic factors. 3. To equip the students on the conceptual clarity and theoretical framework about demography.

UNIT –I: Demographic Determinants of Population change

Demographic determinants of population change – births, deaths, migrants, marriages – concept of natural increase of population and growth of population - Measurement and indicators of demographic determinants: fertility, mortality, migration, – data sources – census – vital registration system – national sample surveys – sample registration system – standard fertility survey – National Family Health Survey

UNIT – II: Population Theories

Population Theories – History and development of population theories– Mercantilist and related theories – Theories of Malthus and his immediate predecessors –socialist and Marxist writings –Growth Theories - Social Theory of Population Change –Demographic transition theory – Trends in Population Growth – India and World

UNIT –III: Concepts of fertility and fecundity

Concepts of fertility and fecundity- theory of marriage and family - social structure and fertility – regional variations in fertility levels in India.Concepts of mortality, life expectancy – components of mortality, determinants of infant and child mortality. Causes & death, life & working years lost, Differentials in mortality & morbidity.

UNIT –IV: Concepts of migration

Concepts of migration: types of migration, forced migration, political , economic and social consequences – in-migration, out-migration, immigrants, emigrants – theories of migration - Push pull theories of migration – international migration- Refugees and Human Right issues.

UNIT V: Indian Population Policy

Indian Population Policy- kinds of population policy , Fertility Influencing policy, Population Education.

TEXT BOOK:

1. AshaBhande& Tara Kaitkar, Principles of Population Studies, Himalayan Publishing House, 2015.
2. Hill, Allan G. "Demography—The Science of Population 2nd Edition." (2016)

REFERENCES:

1. Alho, Juha, and Bruce Spencer. Statistical demography and forecasting. Springer

Science & Business Media, 2006.

2. Taeuber, Karl E., Larry L. Bumpass, and James A. Sweet, eds. Social demography. Elsevier, 2013.

3. Skiadas, Christos H., and CharilaosSkiadas, eds. Demography and health issues: Population aging, mortality and data analysis. Vol. 46. Springer, 2018.

4. Lehrer, Evelyn. Religion, economics and demography: The effects of religion on education, work, and the family. Routledge, 2008.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand the linkages between various social structure and demographic outcomes.	K1
	CO2	Analyze the various demographic determinants.	K2
	CO3	Know the types of migration and its impact.	K3
	CO4	Study the Demographic determinants of population change.	K4
	CO5	Thorough knowledge on various Population Theories.	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	**P21SOT14**	**INDIAN SOCIETY**	L	T	P	C
CORE - IV			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative				

	K5: Analyze
Learning Objectives	1. To provide the Sociological Perspective on Indian Social Structure 2. To understand the concept and the process of Social Change in India 3. To sensitize the students of Sociology with the knowledge of Indian Society

UNIT I: Basic Concepts:

Basic Concepts: Society, Community, Institution and Association – Social Structure: Meaning, Elements – Social System: Meaning, Characteristics, Elements and Mechanism of social System – social Groups: Definition, Characteristics, Classifications and importance of social groups – Reference Groups.

UNIT II: Social Institution

Social Institution: Marriage: Meaning, functions, types – Family: Meaning, Characteristics. Functions and Types of family: Joint family Definition, characteristics, merits and demerits, disintegrations of joint family in India – Recent trends in the modern nuclear family – Kinships – Religion: Definition and functions, Hindu Social Organization: Purusharthas, Ashramas, Varna, Jati, etc., Political System: Meaning, Origin, Development, Functions of State.

UNIT III: Social Processes

Social processes: Co-operation, Accommodation, Assimilation, Competition and Conflict – Rural and Urban Communities: Meaning, Characteristics, Types and difference – Social Stratification: Meaning, Characteristics, Functions – Social mobility – Caste, Class – Collective behaviour: Crowd, audience, public Opinion and propaganda

UNIT IV: Social Change

Social Change: Meaning, Nature, Theories, Causes and Process of Social change, Sanskritisation, Westernization, Modernization, Secularization and Urbanization – Culture: Meaning, Characteristics, Functions – Sub culture – Cultural diffusion – Socialization: Concept, Process, Types, theories, Important Agents of socialization.

UNIT V: Tribal Community

Tribal Community: Geographical Distribution, Classification and Distinctive features of Tribal Communities.Tribes in India. Tribal Movement and issues of displacement and rehabilitation   Rural Community: Bases, Characteristics, Urban Community: Characteristics of Urban Community, Urbanism and Urbanization, Rural Urban Differences.

TEXT BOOK:

1. Ghosh, Sunanda, and Radha Mohan. Education in emerging Indian society: The challenges and issues. PHI Learning Pvt. Ltd., 2015.
2. Cohn, Bernard S. Notes on the History of the Study of Indian Society and Culture. Routledge, 2017.

REFERENCES:
1. Shankar RaoSociology of Indian Society,S.Chand& Co., New Delhi. 2012

2. Shah, Mihir. "Structures of power in Indian society: a response." Economic and Political Weekly (2008)
3. Deshpande, Manali S. "History of the Indian caste system and its impact on India today." (2010).
4. Mishra, Poojashree. "Emergence of Single Mother Families: A Case from Urban India." (2018).
5. The Family in India: Structure and Practice edited by Tulsi Patel; Sage Publications, New Delhi, 2005.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand all the Social processes like Co-operation, Accommodation, Assimilation, Competition and Conflict	K1
	CO2	Analyse thoroughly about all Social Institutions.	K2
	CO3	Make out Classification and Distinctive features of rural, urban and tribal Communities.	K3
	CO4	Aware of the concepts on Sanskritisation, Westernization, Modernization, Secularization and Urbanization	K4
	CO5	Study the important agents of socialization.	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SOT15	SOCIAL PSYCHOLOGY	L	T	P	C
CORE - V			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate				

	K4:Creative
	K5: Analyze
Learning Objectives	1. To acquaint students with basic psychological concepts of general and social psychology, motivation, attitudes and relationships of individuals and groups.
	2. To enable the Students to identify the characteristics of interpersonal social behaviour.
	3. To train the Student to know the principles of research in social sciences.

UNIT I:Social Psychology

Social Psychology:Definition-Nature-Scope-concept –methods – domain-of Social Psychology-Theoretical Foundation.Social reality and ways of knowledge.Naturalism, psychologism and sociologism.Sociology as a science of social facts (Emile Durkheim).Sociology as a science of social behavior (Max Weber).

UNIT II:Social Psychology in the system of sciences

Social Psychology in the system of sciences, structure of psychological sciences, application of social psychology in the working environment .Social processes -social exchange, mob behaviour – altruism - social cognition.

UNIT III:Personality Development

Personality in the social context development of personality, socialization, self-perception, social perception, mistakes of social perception.Pro-Social behaviour-Aggression - Nature - Causes.

UNIT IV:Social Communication Nonverbal and Verbal Communication

Social communication nonverbal and verbal communication, theory of attribution.The individual and the group and their mutual interaction (social facilitation, social loafing, conformity, obedience, group processes, styles of leadership)

UNIT V:Prejudice and Discrimination

Prejudice and Discrimination –Tension management – stress and coping with stress, conflicts and their solving- International interface.

TEXT BOOK:

1. Verkuyten, Maykel. The social psychology of ethnic identity. Routledge, 2018.
2. Rohall, David E., Melissa A. Milkie, and Jeffrey W. Lucas. Social psychology: Sociological perspectives. Waveland Press, 2021.

REFERENCE:

1. McDougall, William. An introduction to social psychology. Psychology Press, 2015.
2. Finkel, Eli J., and Roy F. Baumeister, eds. "Advanced social psychology: The state of the science." (2019).
3. Wood, Wendy. "Habit in personality and social psychology." Personality and social psychology review 21.4 (2017)
4. Krahé, Barbara. The social psychology of aggression. Routledge, 2020.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand theoretical foundation of social psychology	**K1**
	CO2	Analyze Personality in the social context.	**K2**
	CO3	Equip the students with the abilities to apply knowledge, solve problems andthe capacity to adopt to a new situations.	**K3**
	CO4	Educate about Social communication nonverbal and verbal communication.	**K4**
	CO5	Develop the skills on Tension management.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	**P21SOS11**	**URBAN PLANNING AND DEVELOPMENT**	**L**	**T**	**P**	**C**
Supportive Course I			**2**	**-**	**-**	**2**
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To understand the urban planning is most important for developing the urban sectors. 2. To enable the students have to develop the skills in sustainable development. 3. To find that the reason why those people are moving towards the urban sectors

UNIT – I: Urban Planning:

Nature and Scope of Urban Sociology – Importance of the Study of Urban Sociology – Modernism and Urbanism – Urbanism as a way of life – Factors of Urbanization – Importance of urban planning.

UNIT – II: Urban Planning and Sustainable Development:

Urban Planning – Definition of urban locality, urban place – Urban agglomeration and other related terms – Urban Renewal – Planning for New Settlements – Measuring Urbanization – Trends of Urbanization in the world – Growth of urban population – Location of cities – nature, culture, function, migration – Urban Social Problems – Crime – Juvenile Delinquency – Slums – Housing Problems – Environmental Problems – Poverty – Unemployment.

UNIT – III: Origin & Growth of Cities:

Industrialization, Urbanization & Modernization – Garden City – Cities of tomorrow – Environmental issues – Health and Hygiene, Characteristics of urban communities – Growth of slums – cultural, political & social aspects of slum life – Schemes for Slum Rehabilitation and affordable housing – urban transport.

UNIT – IV: Urban Community Development:

Concepts & Strategies – Urban development programmes – Initiatives under Five year plans – 74th Constitutional Amendment.

UNIT – V: Ministry of Housing and Urban Affairs

Ministry of Housing and Urban Affairs – Habitat – Smart Cities – AMRUT, SWACCHH Bharat Mission, HRIDAY – Housing for all by 2022-JNNRUM, National Urban Livelihood Mission.

TEXT BOOK:

1. Brunn, Stanley D., Maureen Hays-Mitchell, and Donald J. Zeigler, eds. Cities of the world: world regional urban development. Rowman& Littlefield Publishers, 2011.
2. Bathrellos, George D., Hariklia D. Skilodimou, KonstantinosChousianitis, Ahmed M. Youssef, and BiswajeetPradhan. "Suitability estimation for urban development using multi-hazard assessment map." Science of the total environment 2017.

REFERENCE:

1. Siciliano, Giuseppina, Frauke Urban, Sour Kim, and PichDaraLonn. "Hydropower, social priorities and the rural–urban development divide: The case of large dams in Cambodia." Energy Policy 86 2015.
2. Beall, Jo, BasudebGuha-Khasnobis, and Ravi Kanbur. Urbanization and development: multidisciplinary perspectives. Oxford University Press, 2010.

3. Rajendra Kumar sharma, Urban Sociology, Atlantic publishers, & Distributors, 2007.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Know Urbanism as a way of life.	**K1**
	CO2	Study the Importance of urban planning.	**K2**
	CO3	Trace the trends of Urbanization.	**K3**
	CO4	Analyze the Origin & Growth of Cities	**K4**
	CO5	Visualize the impact of Govt schemes on Urban development.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

SEMESTER II

Course Code	P21SOT21	SOCIAL MOVEMENTS IN INDIA	L	T	P	C
CORE- VI			4	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					

Learning Objectives	1. To introduce the students; how the social movements have shaped the world we live and continue to do so.
	2. To disseminate the impact of social movements on society and social structure.
	3. To seek and establish order and provides justice as well as security.

UNIT I:Social Movements

Definition –Historical review, Nature and Scope - Role of Social Movement.**Social Movements in India –** SocialReform Movements in Pre Independent India.

UNIT II:Prominent Theories of Social Movements

Deprivation Theory- Resource Mobilization Theory.Main Principles of New Social Movement Theories.

UNIT III:Religious and Protest Movements

Buddhism, Jainism, Sikhism, VeeraSaivism-Reform movements - AryaSamaj - Brahma Samaj.

UNIT IV:Depressed Class Movements

Dalit Movements and Tribal Movements - Peasant Movements in Kerala, Tamil Nadu, Karnataka, and Andhra Pradesh. Impact of Globalization on social movements

UNIT V:Women's Movements in India

Feminist movement- Environment movement Women's role in Indian Freedom Struggle.Reproductive Juctice Movement and Reproductive Rights-women, cyber crime and legal provisions.

TEXT BOOK:

1. Nilsen, Alf Gunvald, and Kenneth Bo Nielsen. "Social movements, state formation and democracy in India: An introduction." Social movements and the state in India. Palgrave Macmillan, London, 2016. 1-23.
2. Jasper, James M. Protest: A cultural introduction to social movements. John Wiley & Sons, 2014.

REFERENCE:

1. Shah, Ghanshyam. "Social movements in India." (2011): 33-35.
2. Lindberg, Staffan, and ÁrniSverrisson, eds. Social movements in development: the challenge of globalization and democratization. Springer, 2016.
3. Tilly, Charles, and Lesley J. Wood. Social Movements 1768-2012. Routledge, 2015.
4. Berger, Stefan, and HolgerNehring, eds. The History of Social Movements in Global Perspective: A Survey. Springer, 2017.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to	
	CO	**Course Outcomes**	**Knowledge Level**

	CO1	Understand prominent Theories of Social Movements	**K1**
	CO2	Analyze various types of Women's Movements in India	**K2**
	CO3	Understand the transformations occurred in the society due to social movements. It anticipates social needs and provides for changes in social order.	**K3**
	CO4	Acquaint with Main Principles of New Social Movement Theories.	**K4**
	CO5	Learn Religious and Protest Movements.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SOT22	**CLASSICAL SOCIOLOGICAL THEORIES**	L	T	P	C
CORE- VII			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate				

	K4:Creative K5: Analyze
Learning ObjectiveS	➢ To familiarize the students with the social, political and economical contexts in which sociology emerged as a distinctive discipline. ➢ To focus on the theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists . ➢ To establish Sociology as a multi-paradigmatic academic discipline.

UNIT I: Nature, Meaning and Scope of Social Thought

Nature, Meaning and Scope of Social Thought. August Comte: Methods of Inquiry - Law of Human Progress - Hierarchy of the Sciences - Social Statics and Dynamics - Positivism.

UNIT II: Herbert   Spencer

Herbert   Spencer: Evolution of Society - Organic Analogy of Society. Karl Marx: Historical Materialism - Law of Dialectics - Class Struggle - Dynamics of Social Change - Alienation. Toennies - Gemeinschaft and Gesellschaft, Social Entities, Social Norms and Public Opinion

UNIT III: Emile Durkheim

Emile Durkheim: Social Facts - Functionalism - Mechanical and Organic Solidarity - Theory of Suicide - Sociology of Religion. Max Weber: Social Action - Authority - Ideal Type - Bureaucracy - Protestant Ethic and the Spirit of Capitalism.

UNIT IV: Pareto

Logico-experimental Method - Logical and Non-logical Action - Residues and Derivatives - Circulation of Elites. George Simmel: Formal Sociology - Social Types - Philosophy of Money - Dialectic Method - Significance of Number in Social Life.

UNIT V: Sociological Theories

Radha Kamal Mukerjee: A General Theory of Society - Regional Bases of Values and Symbols. M.N. Srinivas, G.S. Gurye.

TEXT BOOK:

1. Guillen, Mauro F. "Classical sociological approaches to the study of leadership." Handbook of leadership theory and practice (2010)
2. Curato, Nicole. "A sociological reading of classical sociological theory." Philippine Sociological Review (2013)

REFERENCES:

1. Adams, B.N. &Sydie, R.A. -Sociological Theory. London: Pine Forge Press, 2001.
2. Zinn, Jens O., ed. Social theories of risk and uncertainty: An introduction. John Wiley & Sons, 2009.
3. Itzigsohn, José, and Karida Brown. "Sociology and the theory of double consciousness: WEB Du Bois's phenomenology of racialized subjectivity." Du Bois Review: Social Science Research on Race 12.2 (2015)

4. Lemert, C. –Sociological Theory: The Multicultural & Classical Readings.NewDelhi:Rawat Publications, 2004.
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COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Enrich theoretical knowledge, methodological techniques and systematic procedures.	**K1**
	CO2	Grasp the theoretical and methodological issues which would shape them to continue practitioner's of sociology and to continue to do further research.	**K2**
	CO3	Understand the various concepts of Classical Sociological theories and acquire knowledge about the contributions of sociologists.	**K3**
	CO4	Realize theories as Regional Bases of Values and Symbols.	**K4**
	CO5	Learnmain Currents in Sociological Thought.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SOT23	ENVIRONMENTAL SOCIOLOGY	L	T	P	C
CORE- VIII			**4**	**-**	**-**	**4**
Cognitive Level		K1: Remember				
		K2:Understand				
		K3:Evaluate				
		K4:Creative				
		K5: Analyze				

Learning Objectives	1.To understand the environment and the perspectives given by environment by the authors and thinkers 2. To students must know that how environment is linked with society. 3. To nowadays students must have to know the importance of environment and their participation in developing it.

UNIT – I: Introduction

Environmental Sociology – Definition, Nature and Scope – Rise, Decline and Resurgence of Environmental Sociology – 21st Century Paradigm – Environmental theories – classical thinkers: Marx, Durkheim and Weber. Contemporary thinkers:Dunlap, Catton andR.Guha.

UNIT – II: Environment and Society

Deep Ecology – Social Construction of Environment – Eco Feminism – Gandhian Approach and contribution of Gandhiji towards Environment protection..

UNIT – III: Environmental Problems

Environment degradation and pollution of Natural Resources- Air, Soil and Water; Environment Degradation and Population, Sanitation, Housing, Encroachments over CommonProperty Resources and their loss, Energy crisis. b) Industrialization, Technology, Urbanization, and Globalization and Environmental Problems.

UNIT – IV: Environmental Consciousness and Major Movements in India:

Environmental Consciousness and Movements – causes and consequences.CHIPKO Movement, Narmada and Tehri, Anti-Nuclear Movement.

UNIT – V: Environmental Conservation & Management

Constitutional Provisions and Major Environmental Laws in India – Environment and Sustainable Development – Government Policies and programmes for environmental conservation – Environmental management – need, role of family, community, NGOs and State in the management of natural resources – Waste management – Issues and solutions.

TEXT BOOK:

1. Rao P.K. Sustainable Development - Economics and Policy, Blackwell, 2001
2. Spaargaren, Gert, et al., eds. Governing environmental flows: global challenges to social theory. Mit Press, 2006.

REFERENCE BOOKS:

1. Bell, Michael Mayerfeld, and Loka L. Ashwood. An invitation to environmental sociology. Sage Publications, 2015.
2. Hannigan, John. Environmental sociology. Routledge, 2014.
3. Gould, Kenneth Alan, and Tammy L. Lewis. Twenty lessons in environmental sociology. York: Oxford University Press, 2009.
4. Woodgate, Graham, and Edward Elgar. "Environmental Sociology." London, Wye College, London University (2000).
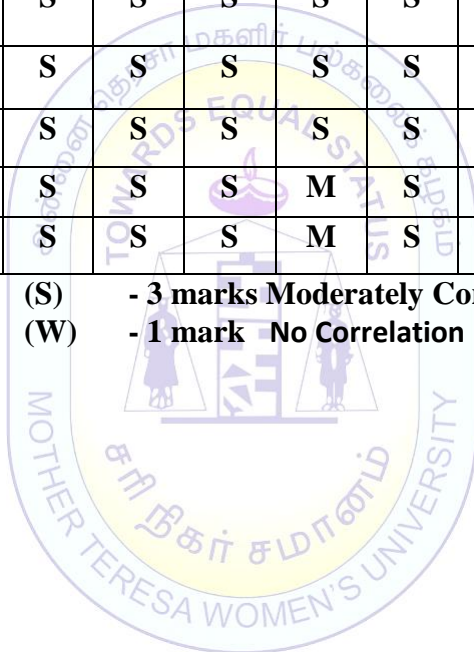
COURSE OUTCOMES

Course	On the successful completion of the course, students will be able to

Outcomes			
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Define environmental Sociology and explain its importance.	**K1**
	CO2	Examine the environmental theories.	**K2**
	CO3	Understand what is eco-feminism and Gandhian views on environment.	**K3**
	CO4	Explain the major environmental movements	**K4**
	CO5	Discuss the effective ways of Environmental management	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	**P21SOT24**	**SOCIAL RESEARCH METHODOLOGY AND STATISTICS**	**L**	**T**	**P**	**C**
CORE-IX			**4**	**-**	**-**	**4**
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative				

	K5: Analyze
Learning Objectives	1. To give knowledge about research aptitude on investigation on basic social problems.
	2. To help the students understand about Research Methodology
	3. To analyze the attitudes, preferences, past behaviors and cognitive structures of potential areas in research

UNIT - I: Introduction to Social Research

Introduction to Research: Definition Scientific Method-Characteristics. Features, Purpose and Assumptions of Scientific Method.Steps in Scientific Method.Applicability of Scientific Method to the Study of Social Phenomena.Social Research- Types of Research Theory and Research.Induction and Deduction.

UNIT - II: Research Process

Identification of Research Problem: Formulation of Objectives, Statement of Problem Operational Definition. Variables: Meaning and Types Review of literature: Scope and Purpose of literature review, Processes and sources of reviewing the literature, Hypothesis: Functions, Conditions for a Valid Hypothesis, Formulation of Hypothesis, Types and Forms of Hypothesis, Hypothesis Testing. Research Design: Need for Research Design, Features. Types: Exploratory, Descriptive, Explanatory, Diagnostic Experimental and Evaluative.

UNIT - III: Sampling Techniques

Sampling Techniques – Probability Sampling – Non- Probability Sampling
Sources of Data Collection**:** Primary and Secondary**.**
Tools and Techniques of Data Collection: Interview Guide, Interview Schedule, Questionnaire, Observation, Content Analysis, Case study, Oral History. Measurement and Scaling Techniques: Meaning, Need for Scales, Problems of Scaling, Methods of Scale Construction - Likert, Thurstone and Guttman Scales. Bogardus Scale. Reliability and Validity. Preparation of a Research Report:

UNIT - IV: Descriptive Statistics

Measures of Central Tendency- Measures of Dispersion- Statistics- Definition-Functions. Correlation-Karl Pearson's Coefficient of Correlation and Spearmen's Rank Correlation, Chi-Square test, t-test.

UNIT - V: Inferential Statistics

Data Analysis and Methods of Interpretation.Uses of SPSS. Preparation of a Research Report: Format, Footnotes, Tables and Figures, Bibliography, Index, Editing and Evaluating the Final Report.

TEXT BOOK:

1. Levin, Jack. Elementary statistics in social research. Pearson Education India, 2006.
2. Gomm, Roger. Key concepts in social research methods. Macmillan International Higher Education, 2009.
3. Gupta, S.P.,Statistical Methods, New Delhi, Sulthan Chand. (2005).

REFERENCE:

1. Jha, Avdhesh S. Social research methods. Tata McGraw-Hill Education, 2014.
2. Mishra, Shanti Bhushan, and ShashiAlok. "Handbook of research methodology." Educreation, (2017).
3. Mohajan, Haradhan Kumar. "Qualitative research methodology in social sciences and related subjects." Journal of Economic Development, Environment and People 7.1 (2018): 23-48.
4. https://www.epw.in/journal/2021/15/special-articles/farmer-suicides-india-1997%E2%80%932013.html https://www.brookings.edu/wp-content/uploads/2015/06/shamika-paper-suicides-edited.pdf

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Give the results of research allow the researchers to make fact-based decisions and solution**.**	K1
	CO2	Know the procedure of analyze the data with research process.	K2
	CO3	Get knowledge on Sampling Techniques.	K3
	CO4	Know the format to write Research Proposals.	K4
	CO5	Write the Research Reports.	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SOT25	URBAN AND RURAL SOCIOLOGY	L	T	P	C
CORE- X			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To explain the role of rural sociology in development.
	2. To equip students with skills and knowledge in basic sociological theories to enable them to effectively work with communities in solving identified problems for livelihood improvement.
	3. To examine the development and functions of cities and the process of urbanization.

UNIT- I: Rural Sociology-Nature and Scope of Rural Sociology

History of Rural Sociology; Importance of the study of Rural Sociology. Patterns of village settlements – Rural Urban contrast-Rurbanism- Rural Development in India – Origin and growth – Srinekethan, sevagram, Marthandam, Guregon, Firka Development and Etowah Pilot Project. Approaches to rural development – Gandhian constructive programme .

UNIT- II: Agrarian Social Structure and Change

Village Social Structure: Land ownership pattern in Rural Society; Jajmani System; Tenancy Systems; Caste and social structure; Changing trends in inter caste relations, Factors accounting for the changes, dominant caste, ancestral worship. Factors of Change; Agrarian Legislation; Land Reform programmes; Green Revolution; Rural Development Programmes

UNIT- III: Rural Social Problems

Agrarian Unrest and Peasant Movements- Untouchability; Rural Violence; Landlessness; Rural Indebtedness; Unemployment- Seasonal unemployment - Rural poverty – causes, consequences,Illiteracy-Superstitions- Drinking water-housing- health and sanitation- Bonded and Migrant labourers.Concept of PURA (Provision of Urban Amenities in Rural Areas). Major rural development programs in five year plans – objectives. Efforts in rural community development with reference to Tamil Nadu- Rural Indebtedness – Farmer Suicide.

Unit- IV: Urban Sociology

Nature and Scope of Urban Sociology; Importance of the Study of Urban Sociology; Definition and characteristics of urban areas – town, city, metropolis suburbs, satellite towns.Urbanism as a way of life; Factors of Urbanization. Problems and prospects of Urban life – Crowding, Density, Noise, Air, Solid and Liquid waste disposal, Pollution, Urban housing, Water supply, Transport, Urban Public health.

Unit- V: Urban Planning

Definition of urban locality, urban place- Urban agglomeration and other related terms. Urban Renewal; Planning for New Settlements- Measuring Urbanization- Trends of world Urbanization-Growth of urban population in India- Location of cities-nature, culture, function, migration. Urban Social Problems- Crime; Juvenile Delinquency; Slums; Poverty; Unemployment.Slum Clearance and Improvement.IDSMD (Integrated Development of Small and Medium Towns etc) and JNNURM.Urban Development with reference to Municipalities, Corporations, Metropolitan Development Authorities. Constitution -74th amendment and its relevance to urban development.

TEXT BOOK:

1. Jakubek, Joseph, and Spencer D. Wood. "Emancipatory empiricism: the rural sociology of WEB Du Bois." Sociology of Race and Ethnicity
2. Brown, David L., and Kai A. Schafft. Rural people and communities in the 21st century: Resilience and transformation. Polity, 2011.

REFERENCES

1. Shmika Ravi- A Reality Check on Suicides in india, Brookings Institution India Center, New Delhi. 2015

2. Bhatia, B.S&G.S.Batra, Rural Development Management, Deep & Deep Publications, New Delhi, 2000.
3. Dipanjana Roy- Former Suicides in India Economically & Political Weekly. 2021

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explain the role of rural sociology in development.	**K1**
	CO2	Equip students with skills and knowledge in basic sociological theories to enable them to effectively work with communities in solving identifiedproblems for livelihood improvement.	**K2**
	CO3	Examine the development and functions of cities and the process of urbanization.	**K3**
	CO4	Provide an opportunity for debate, sharing and collaboration for scholars interested in issues related to cities including urban culture and community, governance, housing, transport and inequality.	**K4**
	CO5	Aware of Gandhian Constructive Programmes.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SON211	SOCIAL ENTREPRENEURSHIP	L	T	P	C
NME			**4**	**-**	**-**	**4**
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To know about the basic introduction about the entrepreneurship.
	2. To develop the knowledge about the entrepreneurship among the students.
	3. To encourage the students that they have to be well versed being an entrepreneur.

UNIT I:Entrepreneur and Entrepreneurship

Meaning, definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs –Social entrepreneur, Serial entrepreneur, Life style entrepreneur. Types of Entrepreneurship –creative entrepreneurship, inclusive entrepreneurship, knowledge entrepreneurship. Entrepreneurial characteristics: Inspiration, creativity, direct action, courage and fortitude. Characteristics of entrepreneur: innovate, introduces new technologies, catalyst, creative, generating opportunity for profit or reward. Entrepreneurship development in India.Scope of entrepreneur development.

UNIT II:Social Entrepreneur and Social Entrepreneurship

Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises. Characteristics of Social Entrepreneurship - Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business and Social entrepreneur, Entrepreneurship and Social Entrepreneur ship.Social Entrepreneurship in India.

UNIT-III:Process of Social Entrepreneurship

The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and Opportunity). Sources of Social Entrepreneurship -Public Sector, Private Sector and Voluntary Sector.

UNIT IV:Social Entrepreneurship in Practice

The Grameen Bank (GB), The Self Employment Women's Association (SEWA), Aravind Eye Hospital, Technology Informatics Design Endeavour (TIDE).Boundaries of Social Entrepreneurship – Social service provision.SHG-Schemes on Entrepreneurship. Role of banks in entrepreneurship development.

UNIT V:Challenges in Social Entrepreneurship

Ethical entrepreneurship: Meaning. Empirical ethics, eternal ethics.Entrepreneur and customer,Entrepreneur and employee, Entrepreneur and Government. Challenges in Social Entrepreneurship

TEXT BOOK:

1. Robert A. Philips Margret BonefielRitesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
2. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009

References:

1. Jill Kickul and Thomas S.Lyons, Routledge, Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world, New York, 2012
2. Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources
3. Malecki, Edward J. "Entrepreneurship and entrepreneurial ecosystems." Geography compass (2018)

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Learn that the Social entrepreneurship involves the creativity, imagination and innovation often associated with entrepreneurship.	K1
	CO2	Know the outcomes of social entrepreneurship which are focused on addressing persistent social problems particularly to those who are marginalized or poor	K2
	CO3	Identify and solve social problems which require social entrepreneurs because only entrepreneurs have the committed vision and determinationto transform the entire system.	K3
	CO4	Demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, global warming, etc).	K4
	CO5	Explain Social Entrepreneurship is more than a set of tools and techniques starting and growing a business.	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SON212	SOCIOLOGY OF DISASTER AND DISASTER MANAGEMENT	**L**	**T**	**P**	**C**
NME			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To provide an understanding of the social nature of natural hazards and disasters. 2. To give students knowledge of the social factors affecting disaster mitigation, preparedness, response, and recovery. 3. To make the efforts for conservation of environment. 4. To give warning before disaster thus people can be prepared and safe from that.

UNIT – I:Concept and perspective:

Concept, definitions and nature of disasters – Sociological perspective to disaster management.

UNIT – II: Disasters and Their Impact on Society:

Causes and types – Man-made disasters (Wars, riots, industrial disaster, nuclear disasters) – Natural disasters (Floods, Earthquakes, famines, epidemics.)–Social Truma within the context of disaster.

UNIT – III: India's Disaster Management Policy:

From post disaster relief and rehabilitation to pre-disaster management and need of disaster management.

UNIT – IV: Disaster Management and Administration:

Role of the state, civil society and NGOs – National Disaster Management Authority (NDMA) and State Disaster Management Authority.

UNIT – V: Legal Status for Disaster Management

Legal Status for Disaster Management – Disaster Management Act, 2005.

TEXT BOOK:
1. Jeffrey C. Alexander, Trauma: A Social Theory (2012)
2. Sekar, K., Dave, A,S., Bhadra, S., Jayakumar, C. Psychosocial care in disaster management – My Workbook. NIMHANS Bangalore, CARE India New Delhi, 2004.

REFERENCE:
1. Sekar, K., Sayani, P., Jayakumar, C., Girimaji, S., Kishore, KVK. Tsunami – Psycho social care for individuals and families. NIMHANS, Bangalore, 2005
2. Srikala,B. Chandrasekar,C.R. Kishore Kumar,K.V. Chowdhury,P. Parthasarathy,R. Girimaji,S. Sekar,K.&SrinivasaMurthy,R.(2000)Psychosocial care for Individuals after the Orissa Supercyclone, Bangalore, Books for Change.
3. GoleS :L Disaster 'Adminstration and management Text and case studies'. Deep – Deep publication 2007.
4. Gandhi P.T. 'Disaster mitigation and management post Tsunami perspectives'. Deep-Deep publication 2007.
5. Ghosh G.K 'Disaster management' APH publishing corporation six volumes.2006

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Increase the knowledge and understanding of the disaster phenomenon, its different contextual	**K1**

		aspects, impacts and public health consequences.	
	CO2	Ensure skills and abilities to analyse potential effects of disasters and of the strategies	**K2**
	CO3	Methods to deliver public health response to avert these effects.	**K3**
	CO4	Have capacity to work theoretically and practically in the processes of disaster management.	**K4**
	CO5	To analyze and evaluate research work on the field of emergencies and disaster and its role in society and people's responsibility for how it is used.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21CSS22	COMPUTER SKILLS FOR WEB DESIGNING AND VIDEO EDITING	L	T	P	C
SUPPORTIVE COURSE II			2	-	-	2
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative				

	K5: Analyze
Learning Objectives	1. Prepare students develop an effective web page using HTML tags. 2. Create a table within a web page. 3. Insert heading levels within a web page. 4. Insert ordered and unordered lists within a web page. 5. Publish a web page. 6. Learn how to combine basic design principles in video editing. 7. Generate a video by applying her knowledge. 8. Present the edited video. 9. Record short clips by using camera.

UNIT – I:Internet

Basics of Hardware and Software – Basics of Windows Operating System – Windows Utilities. Internet: Concept of Internet, Applications of Internet, Connecting to the Internet, Troubleshooting – World Wide Web – Web Browsers – Search Engines: Accessing Web Browser, Downloading Web Pages, Printing Web Pages – Understanding URL – Surfing the Web: Using e-Governance Websites.

UNIT – II:Hyper Text Markup Language

Hyper Text Markup Language (HTML): Structure of HTML Script – Components: Text, Table, Image, Hyperlinks, Types of Lists – Headers and Footers. Forms in HTML: Label – Text Field – Radio Group – Text Area – Buttons.

UNIT – III: Open Element

Open Element: Introduction – Creating and Saving a Project - Basic User Interface Elements – Media Elements – Images – Carousels - Image Gallery – Videos – Project Preview in Browser.
Containers and Groups: Accordion Group – Collapsible Panel – Group of Elements – Back-End and Full Stack Development.

UNIT – IV:Video Editor

Video Editor: New Video Project – Sort Video Projects – Store Board – Project Library – Video Editing Tools: Filters, Trim, Split, Text, Motion, 3D Effects, Speed - Screen Direction - Sound Design – Continuity – Titling - Picture Management - Color Correction - Special Effects

UNIT – V: OpenShot Video Editor

OpenShot Video Editor: Drag-and-drop functionality - Video effects like brightness, gamma, greyscale, hue, and greenscreen – Various layers for audio tracks, background videos, and watermarks - Customizable title cards – Keyframe animation capabilities.

TEXT BOOKS:
1. Anne Boehm &ZacRuvalcaba, HTML5 and CSS3, 4th Edition, 2018.
2. Heller, Steven, and David Womack. Becoming a digital designer: a guide to careers in Web, video, broadcast, game and animation design. John Wiley & Sons, 2011.

REFERENCE:
1. Costello, Vic. Multimedia foundations. Routledge, 2012.

2. Johnson, Richard D., and George M. Marakas. "The role of behavioralmodeling in computer skills acquisition: Toward refinement of the model." Information Systems Research 11.4 (2000)
3. Fullerton, Tracy. Game design workshop: a playcentric approach to creating innovative games. AK Peters/CRC Press, 2019.
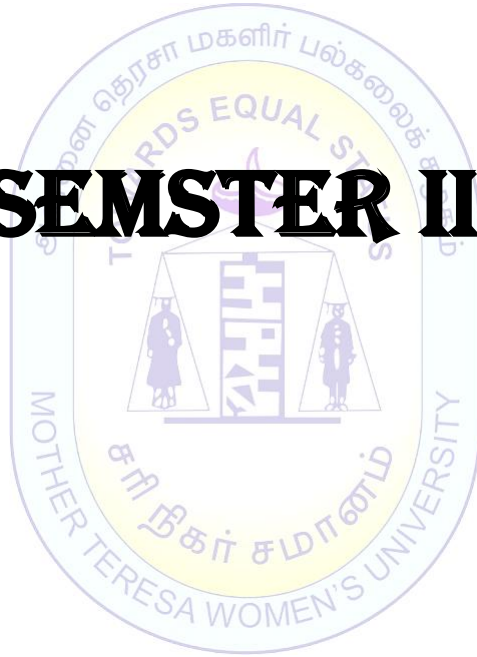
COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	It is the study of computer language about the basics of hardware and software and windows operating system.	**K1**
	CO2	This is the study about the HTML structure and its components.	**K2**
	CO3	Brief study of open element, containers and groups.	**K3**
	CO4	Provides the guideline and steps for editing the video in the simple ways.	**K4**
	CO5	Open shot video editor in the easiest way of understanding for the students.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

SEMSTER III

Course Code	P21SOT31	SOCIOLOGY OF MASS MEDIA	L	T	P	C
CORE – XI			4	-	-	4
Cognitive Level		K1: Remember				
		K2:Understand				
		K3:Evaluate				
		K4:Creative				
		K5: Analyze				

Learning Objectives	1.To view the mass media through the lens of sociology and to study significant changes
	2. To understand the changes and how they affect various groups at global level.
	3.To identify the basic functions of the media in modern society, and describe the role of the media in democratic societies.

UNIT – I: Introduction

Sociology of Mass Communication - Sociology of Mass Media, Relationship between Media and Society, Mass Media and identity, community consciousness; relationship between Mass media, social and political movements; types of Mass Media.

UNIT – II: Theoretical Perspectives of Mass Media

Semiotics School, Process School, Selective Influence, Magic Bullet Theory and Dependency Theory.

UNIT – III: Media Issues:

Media and Terrorism, Media and War, Media and Women / Children, Media and Environment.

UNIT – IV: Media and Globalization

Globalization and Mass Media, Popular Culture, Americanization, Cultural diversity, Neo-liberalism and its implications, Transnational and diasporic visual culture – Social Media and its impacts on Society- Media and Consumerism and media and censorship.

UNIT – V: Mass Media and Social Development

Mass Media and its impact on society – emergence of ICTs – commercialization of leisure – Human Rights and Social Development.

TEXT BOOK:

1. Rajiva, Lila. 2005. *The Language of Empire: Abu Gharib and the American Media.* Monthly Review Press.
2. Rohlinger, Deana A. *New Media and Society*. New York University Press, 2019.
3. Kohli, V. *The Indian Media Business.* London: Sage, 2003.

REFERENCE:

1. Kumar, KJ. 2010. *Mass Communication in India*, Jaico Publishing House.
2. Grossman, L. 2009. Iran Protests: Twitter, the Medium of the Movement. Time.com.
3. Uberoi, Patricia. 2006. *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Oxford University Press.
4. Khan, R. and D. Keller. 2004. "New Media and Internet Activism: From the "Battle of Seattle to Blogging". *New Media and Society*.
5. https://link.springer.com/chapter/10.1057/9781137272133_1https://core.ac.uk/download/pdf/148691593.pdf   https://academicjournals.org/journal/JLCR/article-full-te   xt-pdf/DCFC77E54997

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Encourage you to develop and use higher-order thinking skills, including analytical and applied thinking.	**K1**
	CO2	Develop critical thinking skills	**K2**
	CO3	Know what effect the media have on the political, economic and socialclimate in the world.	**K3**
	CO4	Analyze the role advertisement play in the media.	**K4**
	CO5	Select a newspaper article or audio or video news clip and critically review its content, applying the concepts used in the course.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SOT32	CONTEMPORARY SOCIOLOGICAL THEORIES	L	T	P	C
CORE – XII			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To understand the social reality in different perspectives by different schools of thought.
	2. To equip the students about origin and development of various theories.
	3. To motivate the students to critically analyse with research aptitude.

UNIT I: **Social Thought and Sociological Theory**
Social Thought and Sociological Theory - Central Problems of Sociological Theory - Levels of Theorization in Sociology - Empirical Generalization - Middle Range Theories - Grand Theories - Theoretical Perspectives.

UNIT II: Development of Functionalism
Origin and Development Functionalism. Analytical Functionalism: Talcott Parsons: Structure of Social Action - Social System - Functional Pre-requisites - Pattern Variables. Empirical Functionalism: Robert K. Merton: Theory of Social Structure - Manifest and Latent Functions. Reference Group - Relative Deprivation - Paradigm for Functional Analysis.

UNIT III: Conflict Theory
Conflict Theory: Marxism and Conflict Tradition - Simmel's Conflict Theory - Dialectical Conflict Theory of Dahrendorf- Conflict Functionalism: Social Functions of Conflict - Louis A. Coser. Habermas -Theory of Communicative Action-Public sphere -Life world L.Althusser -Structural Marxism -Epistemological break-Structural Causality-Structure of dominance

UNIT IV: Symbolic Interactionism, Phenomenology and Ethnomethodology**
Symbolic Interactionism: Historical Background - C.H. Cooley - George H. Mead - Herbert Blumer. Phenomenology and Ethnomethodology - A. Schutz, Peter Berger, Gluckmann and H. Garfinkel. Exchange Theory-Peter.M.Blau -   Process of Exchange- Values, Norms-Social exchange-Power- George.C.Homans-Exchange-Justice and power proposition

UNIT V:Small Groups
Study of Small Groups. George Homans: Elements of Behavior - The External System - Internal System -. Theory of Structuration..Postmodernism.Poststructurlism – Devide and Facoult-Postmarxist Theories.

TEXT BOOK:
1. Sica, Alan. "Classical sociological theory." The Wiley Blackwell Companion to Sociology (2019): 1-20.
2. Adams, B.N. &Sydie, R.A. -Contemporary Sociological Theory, New Delhi: PineForge Press, 2002.

REFERENCES:
1. Craib, Ian. Modern social theory. Routledge, 2015.
2. Clegg, Stewart. Power, Rule and Domination (RLE: Organizations): A Critical and Empirical Understanding of Power in Sociological Theory and Organizational Life. Routledge, 2013.
3. Segre, Sandro. Contemporary sociological thinkers and theories. Routledge, 2016.
4. Best, S. –A beginner's guide to Social Theory. London: Sage Publications, 2003.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand theoretical Perspectives of all important contributions of theorists.	**K1**
	CO2	Analyze Postmodernism. Post structuralism and Post -Marxist Theories.	**K2**
	CO3	Evaluate the relevance and significance of the perspectives listed for understanding society in general and society in India in particular.	**K3**
	CO4	Study critically about Marxism , Conflict Tradition and dominance.	**K4**
	CO5	Narrate Historical Background of Phenomenology and Ethno methodology	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SOT33	INDIAN SOCIAL PROBLEMS	L	T	P	C
CORE – XIII			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To sensitize the students the emerging social issues and problems of contemporary society.
	2. To make them understand perspectives of social problems and identifying causes, so that they will be in a position to prevent the problems.
	3. To identify and analyze some of emerging issues and problems from sociological perspectives.

UNIT I: Introduction to Social Problems

Introduction toSocial Problems - Meaning, Types, Definition, Nature, Characteristics of Social Problems.Approaches: Pathology, Disorganization, Deviance, Labeling theory.

UNIT II:Social Problems

Juvenile Delinquency, Crime, Alcoholism and Drug Addiction, Prostitution, White-collar Crime, Organized Crime.Economic Problems :Poverty, Unemployment, Beggary, Child Labour.

UNIT III: Persons with Disability

Physical and Mental Handicapped, Family Problems: Child Abuse and Neglect, Woman Related Abuse, Violence, Problems of Working Women, Elderly Abuse and Intergenerational Conflict, Marital Conflict , Divorce, Dowry and Family Dissolution.

UNIT IV: Other Problems

Other problems-Corruption, Terrorism,Cybercrimes, Health Problems:AIDS, Ragging, Eve teasing, Honour Killing. Global Problems: Degradation of the Environment, Environmental pollution Displacement.

UNIT V: Preventive Measures

The Role of Law and Order, NGOs and Civil SocietyHuman Agency: State, Parties, Movements, Activists, social and Moralentrepreneurs,Academics & social researchers, Media, Helping Professions Methods of Intervention: Structure Oriented, Program Oriented, Individual / Group Oriented.

TEXT BOOK:

1. Ahuja, R -Social Problems in India. New Delhi: Rawat Publications, 2005
2. Gonsalves, Roanna. "The Survival of the Friendliest: Contemporary Indian Publishing in English at the Frankfurt Book Fair." Cultural Sociology 9.3 (2015): 425-446.

REFERENCES:

1. Gundimeda, Sambaiah. Dalit politics in contemporary India. Routledge India, 2015.
2. Lahiri-Dutt, Kuntala. The coal nation: histories, ecologies and politics of coal in India. Routledge, 2016.
3. Jacobsen, Knut A. Routledge handbook of contemporary India. 2016.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**

	CO1	Sensitize the students the emerging social issues and problems of contemporary society.	**K1**
	CO2	Make them understand perspectives of social problems and identifying causes, so that they will be in a position to prevent the problems.	**K2**
	CO3	Identify and analyze some of emerging issues and problems from sociological perspectives.	**K3**
	CO4	Create awareness on Social problems and organizing capacity building programmes.	**K4**
	CO5	Orient the community on prevention of the Violence Against Women.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SOT34	SOCIOLOGY OF TRIBAL SOCIETY	L	T	P	C
CORE – XIV			4	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					

Learning Objectives	1. To understand Tribal Economy, Religion and culture
	2. To gain a heightened understanding of and appreciation for Indian.
	3. To enhance the logical and analytical skill to understand the tribal studies.
	4. To contribute subject knowledge to nurture creativity, research and development.

UNIT – I: The Concept of Tribe:
Definition, Characteristics of Tribal society – Distinction in Tribe and Caste, Tribes in India – Geographical Distribution.

UNIT – II: Classification of Tribes:
Food gatherers and hunter, shifting cultivates, nomads, peasants, settled agriculturists, artisans – Racial, Cultural and Economic Classification of Tribes in India.

UNIT – III: Tribal Culture:
Forms of Tribal Social Institutions: Marriage, Kinship, family, Clan, Youth Dormitory, Status and Role of Women – Religions, beliefs, cultural traditions

UNIT – IV: Problems of Tribal people:
Poverty, Illiteracy, Indebtedness, Land Alienation, Deforestation, Displacement, Exploitation, Animal-human conflict.

UNIT – V: Tribal Development:
Socio-economic Profile and Development of Tribes, Five Year Plans and Tribal Development Programmes in National Perspective – Schemes for Tribal Development – Social mobility and Change.

TEXT BOOKS:
1. Sneath, David. "Tribe." Cambridge Encyclopedia of Anthropology (2016).
2. Rupavath, Ramdas. "Tribal education: A perspective from below." South Asia Research 36.2 (2016): 206-228.

REFERENCE:
1. Pfeffer, Georg, and Deepak Kumar Behera, eds. Contemporary society: Tribal studies. Concept Publishing Company, 2015.
2. Gluckman, Max, and Sally Falk Moore. Politics, law and ritual in tribal society. Rou
3. Wach, Joachim. Sociology of religion. Routledge, 2019.
4. Xaxa, Virginius. State, society, and tribes: Issues in post-colonial India. Pearson Education India, 2008.

COURSE OUTCOMES

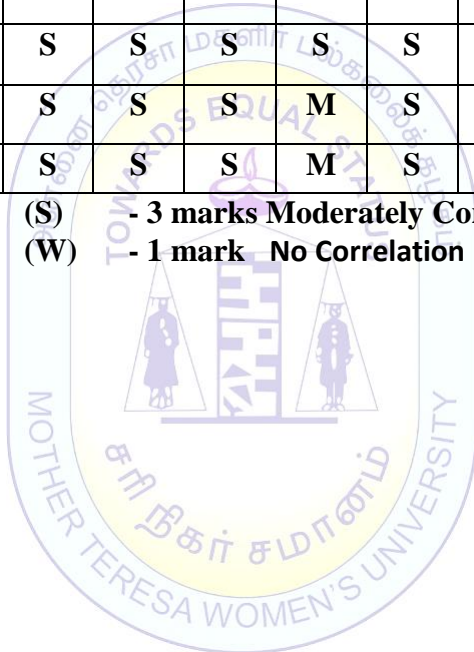| Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand Tribal Economy, Religion and Magic.	**K1**
	CO2	Analyze Tribal Problems, Law and Justice – Exploitation of Tribes, Land Alienation and	**K2**

		Displacement; Problems of Health and Nutrition.	
	CO3	Identify the Constitutional Provisions and measures for Tribal Development in India.	K3
	CO4	Explain the meaning, characteristics and geographical distribution of Tribes.	K4
	CO5	Analyze the social institutions in terms of types and functions	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark   No Correlation   (N)   - 0 mark

Course Code	P21SOT35	SOCIOLOGY OF AGING	L	T	P	C
CORE – XV			4	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative				

	K5: Analyze
Learning Objectives	1. To know the worldwide trends in the proportion of elderly and to study the problems created by increasing aging population and the problems of aged people in the society. 2. To understand the concept of Aged and problems of Aging in the socio-economic context. 3. To study the traditional ways of accommodating the aged population in the main streams of family and community life and to see the ability to manage day today affairs.

UNIT – I:Aging

Aging:Definition-Meaning of concepts and importance- Process: Biological aspects-Physiological aspects –Psychological aspect –Social aspects – Spiritual aspects, Trends in Elderly population of India.

UNIT – II: Theories

Theories – Disengagement Theory- Activity Theory -Continuity Theory-Age satisfaction Theory. Social Support,Loneliness,Life Satisfaction.

UNIT – III: Problems and Elderly Abuse

Social, Health,Economical and Financial issues. Informal Networks: Family Kinship Ties and Friendship.Changing Family and Household Pattern - LivingArrangements and Emerging Needs. Rising Aspirations of the Traditionally Deprived.Intergenerational relationships -Relationships betweenGrandparents and Grandchildren. Competing Demands and Prioritizing Needs of Three Generations.

UNIT IV: Aging in modern Gerontology

Quality of life among aged in rural and urban Tamil Nadu –role of family and care giver in elderly care –Role of NGOs/old age homes in elderly care.

UNIT V: Safety and Security of Elderly

Welfare Programmes of Elderly in Tamil Nadu and India – Legal provisions for elderly –Maintenance and Welfare of Parents and Senior Citizens Act,2007.

TEXT BOOK:
1. Fernández-Ballesteros, Rocío. Active aging: The contribution of psychology. Hogrefe Publishing, 2008.
2. Nussbaum, Jon F., et al. Communication and aging. Routledge, 2013.

REFERENCES:
1. Gubrium, Jaber F., and James A. Holstein, eds. Ways of aging. John Wiley & Sons, 2008.
2. Arxer, Steven L., and John W. Murphy, eds. The symbolism of globalization, development, and aging. Vol. 7. Springer Science & Business Media, 2012.
3. Katz, Stephen. "Generation X: A critical sociological perspective." Generations 41.3 (2017): 12-19.
4. Buch, Elana D. *Inequalities of aging*. New York University Press, 2018.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand changing Family and household pattern- livingArrangements and emerging needs of elderly	**K1**
	CO2	Analyze aging in modern Gerontology and quality life of elderly.	**K2**
	CO3	Know about successful aging with respect to physical, economic, social and cultural aspects .	**K3**
	CO4	Develop the skills for counseling for aged.	**K4**
	CO5	Execute the programme on retirement counseling.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating   (S)   - 3 marks Moderately Correlating (M)   - 2 marks
Weakly Correlating   (W)   - 1 mark No Correlation   (N)   - 0 mark

Course Code	**P21SOT36**	**SOCIOLOGY OF HEALTH**	**L**	**T**	**P**	**C**
CORE – XVI			**4**	**-**	**-**	**4**
Cognitive Level		K1: Remember				
		K2:Understand				
		K3:Evaluate				
		K4:Creative				
		K5: Analyze				

Learning Objectives	1. To introduce the importance of Medical Sociology.
	2. To familiarize the concept of Health and Illness and social medicine.
	3. To make aware of Social Epidemiology and Ecology of Disease.

UNIT – I: Introduction to Medical Sociology

Introduction to Medical Sociology-Definition, Objectives, Principles, Scope and its relevance to patient care-difference between sociology of medicine and sociology in medicine-historical development of medical sociology. Sociological Perspectives on Health and Illness-The Sick role-Illness

UNIT – II: Health and Illness

Concept of Health and Illness: Aspects of Health - Physical, Social, Emotional, and Spiritual. Formation of Health Behavior: Beliefs, Values, Attitudes and Practices. Social Groups and Access to Healthcare. Social Medicine, Community Health, Health Care and Agencies.-Theoretical perspectives of Health-Functional Approach, Conflict Approach, Interactionist Approach, Labeling Approach.

UNIT – III: Social Epidemiology

Social Epidemiology-Meaning and Definition of social Epidemiology-Vital Statistics: Uses and sources of vital and health statistics, Components of Epidemiology, Natural history of diseases, Social Etiology - Social Epidemiology and Ecology of Disease - Microbial Theory - Process of Transmission. Socio-Cultural factors bearing on health in India.Gender and Health: Reproductive Rights - Gender and Parenting Roles- Single Parenthood.

UNIT – IV: Hospital and Health Profession in Society

Hospital and Health Profession in Society-Hospital as a Social Institution.Structure and function of a hospital. Cost of hospitalization. Medical social service in a hospital. - Professionalization of Health personnel . The process of seeking Medical Care and the sick role – Illness as a Deviance – The functionalist approach- The Sick Role – Labelling Theory – Illness as a Social Deviance - Health Stratification- caste and class based inequalities.

UNIT – V:Management of Health care Services

Management of Health care Services-Public and Private Health Care Services in India: Evolution of public health systems in India- Health Planning in India (Committees, Planning commission, Five year plans - National Health Policies)- Public health systems in India (Center, State, District & Village level)- Current trends in private health care in India.

Contemporary Issues in Health Services Management: Medical technology - Health care work force - Learning management - Intersectoral collaboration - Risk Management.

TEXT BOOK:
1. Park, K., (2015), Park's Text Book of Preventive and Social Medicine, M/s. BanarsidasBhanot Publishers, Jabalpur, India.
2. McGann, P. J., David Hutson, and Barbara Katz Rothman, eds. Sociology of diagnosis. Emerald Group Publishing, 2011.

REFERENCE
1. Nettleton, Sarah. The sociology of health and illness. John Wiley & Sons, 2020.

2. Germov, John, and Jennie Hornosty. Second opinion: An introduction to health sociology. Oxford University Press, USA, 2016.
3. Knudsen, Morten, and Werner Vogd, eds. Systems theory and the sociology of health and illness: Observing healthcare. Routledge, 2014.
4. Anne, Marie Barry and Chris Yuill, Understanding Health-A Sociological Introduction: Sage Publication, New Delhi, 2002.
5. Kevin White, An Introduction to the Sociology of Health and Illness: Sage Publication,New Delhi, 2002.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand sociology of medicine and sociology in medicine	**K1**
	CO2	Analyze factors influencing Social Epidemiology	**K2**
	CO3	Serve as Medical social worker in a hospital and community.	**K3**
	CO4	Know the sociological perspectives of Health and Illness.	**K4**
	CO5	Know the role of care givers towards the persons with Illness.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating(S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21WSS33	WOMEN EMPOWERMENT	L	T	P	C
SUPPORTIVE III			2	-	-	2
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					

Learning Objectives	1. To know the objectives types, determinants of women Empowerment.
	2. To learn the various national and international agencies for women empowerment.
	3. To uplift women in socially, economically and politically as empowered.
	4. To make aware of women rights and enhance their life
	5. To know the women entrepreneurship development in India

UNIT - I: Fundamentals of Women's Studies

Meaning and Definition of the concept of Women's studies - Need and Scope - Women's studies as an academic discipline - Women's Studies – theories and Achievements- International Women's Year 1975 - International Women's Decade 1975 - 1985; Towards Equal Status 1976 – Current trends-Importance of women's education – Efforts of various Committees –Life Skill Education to build capacity - Education as a tool of Women Empowerment - Obstacles to Women Education – Social, Economic, Cultural and other factors, limitations of Formal system of education-Role of educational institutions, Parents and Community.

UNIT - II: Issues of Women

Girl Children and Women in Society: Social Networking- Influencing factors of Social Networking-Types of Social Networking- impact and consequences of networking-Remedial measures and strategies for solution- NCW: Initiatives to overcome Women's issues - Ministry of Home Affairs and Networking with State Women Commissions: Cyber Crime Prevention against Women and Children (CCPWC)-challenges - efforts & effective measures to prevent crime against women and children - create awareness for social issues. Motherhood - Single Parent - Widows – Multiple Roles of Women - Role conflict, Role change - Social Responsibility and Gender Empowerment.

UNIT - III: Achievement and Rights of Women

Gender Equality: Achievement of Women - Educational, Political, Economic, Social - Panchayat Raj - Political role and participation - National and International Levels; Women's Rights - Property Rights - Redressal mechanism at different levels - Rights of Women with Disability: Case Studies on Women Achievers in the field of politics, education, arts science, law etc.

UNIT - IV: Empowerment of Women

Empowerment of Women: Alternative approaches - Women in Development (WID) - Women and Development (WAD) - Women's Development- Definition, Meaning and Scope, Gender and Development (GAD), Human Development Index (HDI) vs Gender Development Index (GDI). Types of Empowerment: Social, Educational, Political, Economical, Legal to Holistic levels-Role of Govt. and NGOs - Help line numbers in promoting women's empowerment - National and International Funding Agencies in promoting research on women.

UNIT - V: Women Entrepreneurship

Women Entrepreneurship:– Types of Entrepreneurs Opportunities and Risk – Push and Pull Factors –financial Assistance and credit facilities-Micro finance- Entrepreneurship Skill and Competencies - Women Entrepreneurship Development in India: TRYSEM – NABARD – NMEW - Support to STEP – TREAD – Rural Entrepreneurship Development Programme –Gramia Bank –Mahila bank and supportive measures- Industrial Development

Bank of India (IDBI) – Small Industries Development Bank of India-SHG and
Entrepreneurship opportunities.

Text Book:
1. Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.
2. Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.

REFERENCES
1. NandalSantosh , "Women and Development", A Mittal Publications, New Delhi, 2012
2. RaoPulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012.
3. Jenny Edwards, Andrea Cornwall, et al., "Feminisms, Empowerment and Development: Changing Women's Lives", Kindle Edition, 2014.
4. Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019
5. Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India" Educreation Publishing House, New Delhi, 2016.

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Gain knowledge about the concept, need and scope of women's studies.	**K1**
	CO2	Acquaint and analyze issues of women in various contexts.	**K2**
	CO3	Understand changing role of women in society and issues related to it.	**K3**
	CO4	Understand the importance of women's education.	**K4**
	CO5	Comprehend empowerment of women and their achievement.	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

SEMSTER IV

Course Code	P21SOE41	SOCIOLOGY OF CHILD DEVELOPMENT	L	T	P	C
ELECTIVE I			5	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate				

	K4:Creative K5: Analyze
Learning Objectives	1. To know the Development of Childhood 2. To about the Achieve the Well-Being of Children. 3. To develop sensitivity in students regarding children with diverse needs.

Unit I: Growth and Development

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.

Unit II: Health Status of Infants and Children

Nutritional requirements –Mother feeding, weaning, nutrition in children - - Problems in feeding - Baby Friendly Hospital Initiative – Government Programmes for Children(ICDS) - Malnutrition – Anemic – Obesity. Special programmes on nutritional needs and care of adolescent girls

Unit III: Need based education to Children and Adolescents

Problems and programmes for children - Need based education to children, teachers and parents – Dropouts and Stagnation - Physical growth during adolescence – Emotional, physiological and behavioural changes in adolescent girls and boys –- Teenage pregnancy and abortion in adolescent girls – Need and importance of Premarital counseling and Family Life Education.

Unit IV: Vulnerabilities and Violence Against Children

Children in difficult circumstances: Child Marriage - Child Labour – Child Abuse – Street Children – Child Trafficking – Child Prostitution –HIV affected Children, Child with single parent-Transgender Children, Violence against Girl Children, Children with disabilities. Special care of girl child - prevention of Female infanticide and foeticide.

Unit V: Rights of Children and Protection

Legal Measures:Right to Education (RTE) - Right of Children to Free and Compulsory Education Act 2009 - CHILDLINE 1098, Police- Child Welfare Desk of Railway Police .

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;Prohibition of Child Marriage Act, 2006; and Child Labour (Prohibition and Regulation) Amendment Act, 2016.
Welfare Measures: UNICEF and United Nations Convention on the Rights of the Child (UNCRC)- Child Welfare Committee.

Text Books:
1. Park's "Texbook of Preventive and Social Medicine" K Park 24th Edition 2017.
2. Elizabeth "Nutrition and Child Development" Paras Medical publisher 5th Edition 2015.
References:
1. ParulDatta "Pediatric Nursing" 4th Edition 2018.

2. A M Chalkley "A Textbook for the Health Worker" New Age International Publishers Volume I , Volume II,2014.
3. V K Muthu A short Book of Public Health Jaypee Brothers Medical Publishers (P) Ltd Second Edition , 2014.
4. Sethuraman "Palinakkalvi" New Century Book House Private Ltd 2013 First Edition

COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Promote Child Development and Learning	**K1**
	CO2	Build Family and Community Relationships	**K2**
	CO3	Observe, document, and assessing to support Young Children and Families	**K3**
	CO4	Use Developmentally Effective Approaches on child development.	**K4**
	CO5	Gain knowledge and other resources to design, implement, and evaluate meaningful, challenging researches	**K5**

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S)   - 3 marks Moderately Correlating   (M)   - 2 marks
Weakly Correlating (W)   - 1 mark No Correlation   (N)   - 0 mark

Course Code	P21SOE42	SCIENCE, TECHNOLOGY AND SOCIETY	L	T	P	C
ELECTIVE II			-	-	-	4
Cognitive Level		K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze				

Learning Objectives	1. To examine science and technology as historical practices and as social institutions, being able to explain the theories, concepts etc..
	2. To explain in depth the way the social and cultural conditions of science and technology interact with science and technology in a particular field.
	3. To pursue careers in medicine, law, business and education.

UNIT – I: Sociology and Science

Scientific Methods and Sociological Critique – Origin of Modern Western Science – History of Modern Science in India – Importance of Science – Relationship between Science and Society.

UNIT – II: Sociological Theories of Science

Positivism (Auguste Comte) and its critique – Functionalist Theory of Science: Norms, Productivity and Rewards (R.K. Merton) – Marxist Theory of Science and Society – Science as a Social System (Talcott Parsons) – Structuralist Theory of Science (Thomas Kuhn) – Gestalt Theory (Edmund Husserl) – Ethos of Science (Merton).

UNIT – III: Science and Society

Social Organization of Science – Science as Social Institution – Inequalities in Science – Scientific Knowledge Production – Scientific Temper.

UNIT – IV: Science and Technology

Science & Technology Relationship – Technology as Knowledge – Emerging Technologies – Science & Technology as Agents of Social Change.

UNIT – V: Science, Technology, Education and Policy

Science & Technology, Education and Employment – Interrelationship between Industry and Institution – Globalization, Liberalization and Science and Technology– WTO and Intellectual Property Rights – Science and Technology based Entrepreneurship – Science & Technology Policy in India – Brain Drain.

TEXT BOOKS
1. Daniel Lee Kleinman, Kelly Moore (eds.), Handbook of Science, Technology, and Society, Routledge, 2014.
2. Menon, R. V. G., Technology and Society, Pearson Education, 2011.

REFERENCE BOOKS:
1. Yearley, Steven. Science, technology, and social change. Routledge, 2014.
2. Crowley, David, and Paul Heyer. Communication in history: Technology, culture, society. Routledge, 2015.
3. Bauchspies, Wenda K. "Science, technology, and society: A sociological approach." (2006).
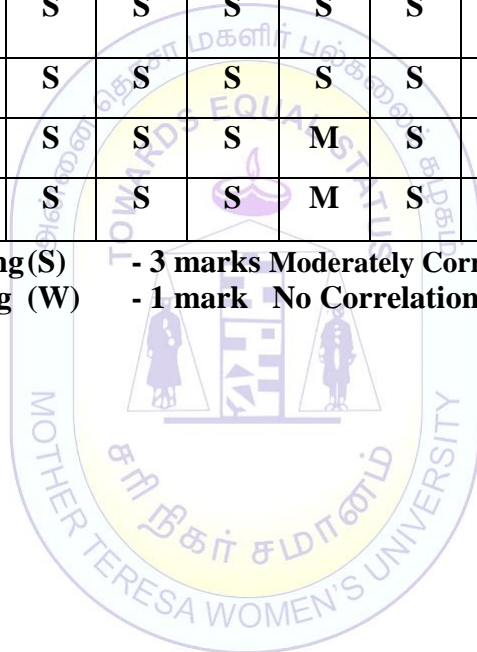
COURSE OUTCOMES

Course Outcomes	On the successful completion of the course, students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explain Sociology of Science and Historical and social context of scientific knowledge.	**K1**

	CO2	Identify Social Consequences of Technology	K2
	CO3	Analyze the information Technology and Network Societies	K3
	CO4	Describe Technology, Society and Historical Change	K4
	CO5	Understand impact of Information Technology on Society.	K5

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating(S)   - 3 marks Moderately Correlating   (M)   - 2 marks
Weakly Correlating (W)   - 1 mark No Correlation   (N)   - 0 mark

PROJECT/ DISSERTATION/VIVA-VOCE

Course Code	P21SOV11	SOCIOLOGY OF PERSONS WITH DISABILITIES	L	T	P	C
Value Added Programme I			25	-	-	8

UNIT-I:Persons with Disabilities

Meaning and Definition - Persons with Disabilities(PwDs) – Use of appropriate words for addressing persons having disabilities as "Persons with Disabilities" in English and

"Divyangjan" in Hindi according to Act/UNCRPD –Distribution of PwDs population-List of specified disabilities in the schedule of Rights of Persons with Disability Act 2016.

UNIT-II: Psycho-Social

Psycho-social effects of the disabilities, myths and misconceptions.- impact of Persons with Disabilities on their families.Societal attitude towards Persons with Disabilities. Employable age group of Persons with Disabilities -Financial assistance for the skill training ofPwDs.

UNIT- III: Women with Disabilities

WwDs (Women with Disabilities)-status and trends- triple jeopardy- Problems Encountered: Accessibility,Employment**,**Education- Gender gap in literacy among PwDs (Persons with Disabilities) and Discrimination**.**

UNIT- I:Social Reformers

Contribution of Social Reformers -NGOs - Role of caregiver in the Family-Specia**l** schools, Residential Schools for PwDs (Hearing impairment, visually impairment, speech, Locomotor Disability,MR,Mental illness and so on). Central Scheme of Scholarships for Students with Disabilities.

UNIT- V:Human Rights for the Differently Abled

Human Rights for the differently abled- Safety and Security for Women with Disabilities (WwDs)-Role of Department of Persons with Disability,Ministry of Social Justice and Empowerment. Various rehabilitation programs: National and International Organizations. Legal provisions: Rehabilitation Council of India Act, National Trust Act.

TEXT BOOKS:
1. O'Reilly, Arthur. "The right to decent work of persons with disabilities." (2007).
2. .Bauman, Sheri, and Linda R. Shaw. *Group work with persons with disabilities*. John Wiley & Sons, 2016.

REFERENCES:
1. Canadian Human Rights Commission. "Left out: Challenges faced by persons with disabilities in Canada's schools." (2017).
2. Broderick, Andrea. "Equality of what? The capability approach and the right to education for persons with disabilities." *Social Inclusion* (2018)
3. Waldschmidt, Anne, and Marie Sépulchre. "Citizenship: reflections on a relevant but ambivalent concept for persons with disabilities." Disability & Society (2019)

Course Code	P21SOV32	INDUSTRIAL COUNSELLING	L	T	P	C
Value Added ProgrammeII			25	-	-	8

UNIT I:Definition of Industrial Relation

Steps for Improvements Industrial Relation; Theories of Motivation-determinants to promote good industrial relation- Role of Trade unions.

UNIT II:Communication

Types-Model-Channels-Barriers;Leadership-Styles-Types-characteristics.
Foundations of group behavior:Groups -formal-informal-functions and dysfunctions.
Conflict and Change - causes of conflict - planning for change – effective implementation of change

UNIT III:**Industrial Counselling**
Definition of Employee Counseling –Aims of Employee Counseling –Need for employee counseling-Performance counseling- Personal and Family Wellbeing;Techniques for Employers: Directive Counseling-Non- Directive counseling –Participative-Tips of effective counseling-Hurdles of Employee Counseling.

UNIT IV:Counselling Skills
The Client-Counsellor Relationship -The Counsellor as a Role Model theCounsellor's Needs -Basic Counselling Skills: Observation Skills
Questioning: Communication Skills (Listening, Feedback, Non-Verbal)
Recording and Reflections- The Counselling Phases

UNIT V: Ethics inCounselling
Need for Ethical Standards -Ethical Codes and Guidelines -Rights of Clients -
Dimensions of Confidentiality -The Counsellor's Ethical and Legal Responsibilities
Ethical Issues in the Assessment Process

TEXT BOOKS:
1. JitS.Chandan, Organizational Behaviour, Vikas publishing house pvtltd, New Delhi.
2. D.John Antony,Principles and Practice of Counselling, Anugraha Publications,Anugraha,Dindigul (2009).

REFERENCES:
1. Savickas, Mark L. "Reshaping the story of career counselling." Shaping the story.Brill Sense, 2011.
2. C.B.Mamoria,(2011)Personnel Management,Himalaya Publishing House,Mumbai.
3. Reid, Hazel. Introduction to career counselling& coaching.Sage, 2015.