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**MOTHER TERESA WOMEN'S
UNIVERSITY KODAIKANAL - 624101**

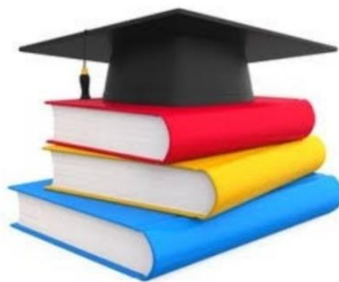


DEPARTMENT OF SOCIOLOGY

M.A. Sociology

Curriculum Framework, Syllabus, and Regulations

(Based on TANSICHE Syllabus under Choice Based Credit System - CBCS)



(For the candidates to be admitted from the Academic Year 2023-24)

Mother Teresa Women’s University, Kodaikanal

Department of Sociology

Choice Based Credit System (CBCS)

(2023-2024 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 Women’s Empowerment. The curriculum motivates students to undergo online courses in the digitalized era. The additional courses like 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)

| | |
|-------------|---|
| PEO1 | To design and provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners. |
| PEO2 | To provide basic and advanced theoretical as well as methodological knowledge of sociology for application. |
| PEO3 | To make student rational, logical and critical and to develop their analytical skill of the social issues and events. |
| PEO4 | To make the students aware of the job opportunities like Teacher, Counselor, or |
| PEO5 | Consultant in research institutes, educational institutions, public health and welfare organizations, criminal justice branches, law firms, international welfare |

| | |
|-------------|--|
| PEO6 | Organizations and medical centers in government / NGOs / International levels. |
| PEO7 | 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 there to 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 Assessment and External Examination.

- **Evaluation Pattern**

| 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:**
- **Question paper pattern for External examination for Core and Elective papers:**

WRITTEN EXAMINATION QUESTION PAPER PATTERN

Theory Paper (Bloom's Taxonomy based)

(Common for UG, PG, Certificate, Diploma and P.G. Diploma Programmes)

| | |
|---|--|
| Intended Learning Skills | Maximum 75 Marks Passing Minimum: 50% Duration: Three Hours |
| Memory Recall/Example/ Counter Example / Knowledge about the Concepts/Understanding | Part–A (10x2=20Marks) Answer ALL questions Each Question carries 2 marks |
| | Two questions from each Unit |
| | Question 1 to Question 10 |
| Descriptions/Application (problems) | Part–B (5x5=25Marks) Answer ALL questions Each question carries 5 Marks |
| | Either - or Type Both parts of each question from the same Unit |
| | Question 11 (a) or 11(b) to Question 15(a) or 15(b) |
| Analysis/Synthesis / Evaluation | Part-C (3x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks |
| | There shall be FIVE questions covering all the five units |
| | Question 16 to Question 20 |

***Minimum credits required to pass: 91**

- **Project Report**

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

- **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 prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with 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 mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

PROGRAMME OUTCOMES (POs)

| | |
|------------|---|
| 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. |

PROGRAMME SPECIFIC OUTCOMES (PSOs)

| | |
|-------------|---|
| 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. |

Template for P.G., Programmes

| Semester-I | Credit | Hours | Semester-II | Credit | Hours | Semester-III | Credit | Hours | Semester-IV | Credit | Hours |
|--|-----------|-----------|---|-----------|-----------|---|-----------|-----------|--|-----------|-----------|
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VIII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric Elective -I | 3 | 5 | 2.4 Discipline Centric Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
| | | | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 | |
| | | | | | | 3.7 Internship/ Industrial Activity | 2 | - | | | |
| | 20 | 30 | | 22 | 30 | | 26 | 30 | | 23 | 30 |
| Total Credit Points -91 | | | | | | | | | | | |

Mother Teresa Women's University, Kodaikanal.

M.A., Sociology

Framework of the Syllabus to be implemented from the Academic Year 2023-2024

| Paper No. | PaperCode | CourseTitle | Hours | Credits | Continuous InternalAssessment (CIA) | EndSemesterExam (ESE) | Total |
|-------------------|---------------------|---|-----------|-----------|-------------------------------------|-----------------------|------------|
| SemesterI | | | | | | | |
| 1 | P23SOT11 | Core – 1: Principles of Sociology | 7 | 5 | 25 | 75 | 100 |
| 2 | P23SOT12 | Core – 2: Sociological Theory | 7 | 5 | 25 | 75 | 100 |
| 3 | P23SOT13 | Core – 3: Research Methodology | 6 | 4 | 25 | 75 | 100 |
| 4 | P23SOE1A / P23SOE1B | Elective – 1: A - Environmental Sociology / B - Cultural Sociology | 5 | 3 | 25 | 75 | 100 |
| 5 | P23WSG11 | Generic Course - 1: Women Empowerment | 5 | 3 | 25 | 75 | 100 |
| | | Total | 30 | 20 | - | - | 500 |
| SemesterII | | | | | | | |
| 7 | P23SOT24 | Core – 4: Indian Society: Structure and Process | 6 | 5 | 25 | 75 | 100 |
| 8 | P23SOT25 | Core – 5: Contemporary Sociological Theory | 6 | 5 | 25 | 75 | 100 |
| 9 | P23SOT26 | Core – 6: Social Movements in India | 6 | 4 | 25 | 75 | 100 |
| 10 | P23SOE2A/ P23SOE2B | Elective – 2: A - Sociology of Disaster Management / B - Sociology of Tourism | 4 | 3 | 25 | 75 | 100 |
| 11 | P23CSG22 | Generic Course - 2: Cyber Security | 4 | 3 | 25 | 75 | 100 |
| 12 | P23SOS21 | Skill Enhancement Course [SEC] – I (NME): Presentation Skills | 4 | 2 | 25 | 75 | 100 |
| | | Total | 30 | 22 | - | - | 600 |

SEMESTER – I

COURSE – 1

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|--|----------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOT11 | Principles of Sociology | Core - I | Y | - | - | - | 5 | 7 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | The course aims to enumerate the origin and development of sociology as a discipline | | | | | | | | | | |
| LO2 | The course outlines the basic ideas about socialization and various factors that affect the socialization process. | | | | | | | | | | |
| LO3 | The course will interpret the different social institution and their relationship with each other. | | | | | | | | | | |
| LO4 | The course will compare and contrast the different social stratification functioning in the society. | | | | | | | | | | |
| LO5 | The courses critically assess the process of social change and factors associated with social change. | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Origin and Development of Sociology <ul style="list-style-type: none"> • Meaning, Nature and Scope of Sociology, Sociology as a Science- Relationship with other Social Sciences. • Individual and Society, Heredity and environment. Co-operation | | | | | | | 12 | LO1 | | |
| II | Socialization <ul style="list-style-type: none"> • Stages and Agencies of Socialization. • Social and cultural Processes: Co-operation, Accommodation, Assimilation, Competition and conflict. • Social Groups: Meaning, Types of Groups- Primary, Secondary, In- Group, Out-Group and Reference Group. • Social Control: Factors and Agencies of Social Control. | | | | | | | 12 | LO2 | | |
| III | Social Institutions <ul style="list-style-type: none"> • Marriage- Monogamy, Polygamy, Polygyny, Polyandry, Hypergamy, Hypogamy, Endogamy, Exogamy, Levirate, Sororate. • Rules and Residence: Patrilocal, Matrilocal, Avunculocal, Neo-local, Divorce • Family: Joint Family, Nuclear Family, Extended Family | | | | | | | 12 | LO3 | | |

| | | | |
|---|--|----------------------|------------|
| | <ul style="list-style-type: none"> Economy: Production Relation- Division of Labour- Concept of Class Distribution Polity: Government – State and Nation- Power, Electoral System, Voting. Religion: Monothiesim, Polythesim, Animism, Major Gods and Goddesses, Village Level Deities –Ancestral worship (Family level), Individual Level Deities. | | |
| IV | <p>Social Stratification</p> <ul style="list-style-type: none"> Race - Classification- Negroid, Australoid, Mangoloid, Xanthoclaroid, Melanochroid, Races in India- Aryan and Dravidian Caste: Varnasrama System- Brahmin, Kshatriya, Vaishya, Shutra. Class- Owners, Workers, Upper, Middle, Lower Classes- Co-existence of Caste and Class, Class Consciousness. Gender- Concept of Patriarchy- Feminism- Radical Feminism- Liberal Feminism- Multicultural Feminism, Powerlessness of women, Empowerment of Women- Social, Economic and Political. | 12 | LO4 |
| V | <p>Social Change</p> <ul style="list-style-type: none"> Evolution, Progression and Deterioration Factors of Social Change- Biological, Physical and Cultural. | 12 | LO5 |
| Total | | 60 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | Be able to understand the emergence of sociology and the relationship between individual and society. | PO1, PO2 | |
| CO2 | Enable to enumerate the process of socializations and the importance of social groups. | PO1, P8 | |
| CO3 | Be able to identify the different social institutions and their impact on society. | PO4, PO6 | |
| CO4 | Summarize the diverse social stratifications that function in the society. | PO4, PO5, PO6 | |
| CO5 | Recognize the process and causes for social change and able to obtain the various basic concepts related to sociology | PO3, PO8 | |
| References Books (Latest Editions) | | | |
| 1 | Gelles J. Richard, Ann Levine, Sociology- An Introduction, McGraw Hill Company, Singapore, 1995. | | |

| | | |
|------------------------------------|---|------------------|
| 2 | Leonard Broom, Principles of Sociology, Media Promoters and Publication Pvt. Ltd., Bombay, 1993. | |
| 3 | Ogburn and Nimkaff, A Handbook of Sociology, Eurasia Publication House, New Delhi, 1966. | |
| 4 | Gisbert, Pavsca, Fundamentals of Sociology, Orient Longman, Bombay, 1933. | |
| 5 | Antony Giddens, Essential Concepts in Sociology, Wiley India, 2017 | |
| Text Books | | |
| 1 | The Principles of Sociology, vol. 1 (1898), Herbert Spencer | |
| 2 | Sociology: Principles of Sociology with An Introduction to Social Thoughts (2019), C. N. Shankar Rao | |
| 3 | Introduction to Sociology – 2nd Canadian Edition (2016), William Little | |
| 4 | Principles of Sociology (College Outline) 1961, Alfred McClung Lee | |
| 5 | Principles of Sociology (2020), Dr. Kumar | |
| Web Resources | | |
| 1 | https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_sociology_final.pdf | |
| 2 | https://indianculture.gov.in/principles-sociology | |
| 3 | https://opentextbc.ca/introductiontosociology2ndedition/open/download? | |
| 4 | https://oll-resources.s3.us-east-2.amazonaws.com/oll3/store/titles/2642/Spencer_1650-01_Bk.pdf | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| | | 25 Marks |
| External Evaluation | End Semester Examination | |
| | | |
| | | 75 Marks |
| | | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview | |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain | |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |

Mapping with Programme Outcomes

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | | |
|----------------------------|--|-----------|---|---|---|---|---------|--------------|---------------------|----------|-------|--|
| | | | | | | | | | CIA | External | Total | |
| P23SOT12 | Sociological Theory | Core - II | Y | - | - | - | 5 | 7 | 25 | 75 | 100 | |
| Learning Objectives | | | | | | | | | | | | |
| LO1 | Identify major foundational orientations used in sociology | | | | | | | | | | | |
| LO2 | To compare and contrast the underlying assumptions of those Sociological orientations. | | | | | | | | | | | |
| LO3 | Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed. | | | | | | | | | | | |
| LO4 | Aim to impart theoretical orientations to the social world. | | | | | | | | | | | |
| LO5 | To let students, understand how theories inform substantive areas of current sociological research introduce the student contribution of classical thinker for the development and growth of Sociology | | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | | |
| I | August Comte: The Law of Human Progress- Hierarchy of Sciences- Social Statics and Dynamics Herbert Spencer: Evolutionary Theory- Organismic Analogy | | | | | | | 12 | LO1 | | | |
| II | Emile Durkheim: Methodology of Social Sciences- Sociology of Religion- Theories of Suicide- Division of Labour- Anomie Karl Marx: Historical Materialism- Class Struggle- Alienation- Social Change | | | | | | | 12 | LO2 | | | |
| III | Max Weber: Ideal Type- Types of Authority- Class, Status and Power- Bureaucracy. | | | | | | | 12 | LO3 | | | |
| IV | Talcott Parsons: Social Action- Social System- Pattern Variables. | | | | | | | 12 | LO4 | | | |
| V | Robert K. Merton: Theory and Research- Manifest and Latent Functions, Anomie and Reference Group Theory | | | | | | | 12 | LO5 | | | |
| | Total | | | | | | | 60 | | | | |
| Course Outcomes | | | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will / can be; | | | | | | | | | | | |
| CO1 | The students should be able to explain the sociological perspective, broadly defined; use sociological theory to explain social problems and issues. | | | | | | | PO1, PO2 | | | | |

| | | |
|---|---|-----------------|
| CO2 | Able to make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives. | PO1, PO5 |
| CO3 | Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions. | PO4, PO6 |
| CO4 | Able to integrate sociological theory, research, and data in order to assess various explanations of social phenomena and to assess social policy. | PO4, PO5 |
| CO5 | Summarize the contribution of classical thinkers, this will help the student to ascertain the significant and relevant of the discipline in studying of social reality. | PO3, PO8 |
| References Books (Latest Editions) | | |
| 1. | Coser L.A., Masters of Sociological Thought, Harcourt Brace, LavarnoVich, USA, 2004. | |
| 2. | Turner, Jonathan H., 4thEdn, The Structure of Sociological Theory, Rawat Publication, New Delhi, 1987. | |
| 3 | Turner, Bryan. S (ed)., The Black Well Companion to Social Theory, Oxford & Cambridge, USA. | |
| 4 | Coser, Lewis A and B. Rosenberg, Sociological Theory, Macmillan Publication, New York, 1997. | |
| 5 | Fletcher, Ronald, The Making of Sociology, Vol.I, Rawat Publication, New Delhi, 1971. | |
| Text Books | | |
| 1 | Haralambas, M. and R.M. Heald, Sociology: Themes and Perspectives, Oxford University Press, New Delhi, 1980. | |
| 2 | Social Theory, A Textbook (2017), CarstenBaggeLaustsen, Lars Larsen, et al. | |
| 3 | Social Theory, Eight Edition (2010), George Ritzer. | |
| 4 | A Beginner's Guide to Social Theory, First Edition (2002), Shaun Best | |
| 5 | A Beginner's Guide to Social Theory (2002), Shaun Best | |
| Web Resources | | |
| 1 | https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Theory | |
| 2 | https://www.thoughtco.com/sociology-research-and-statistics-s2-3026650 | |
| 3 | https://revisesociology.com/sociology-theories-a-level/ | |
| 4 | https://openstax.org/books/introduction-sociology-3e/pages/1-3-theoretical-perspectives-in-sociology | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos | |

Methods of Evaluation

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

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|---|------------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOT13 | Research Methodology | Core - III | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To design to acquaint students with the theoretical understanding during pre and post field work scenario. | | | | | | | | | | |
| LO2 | To promotes ethical debates in sociology. | | | | | | | | | | |
| LO3 | To impart strong theoretical knowledge in social research. | | | | | | | | | | |
| LO4 | To familiarize the students with research types and techniques. | | | | | | | | | | |
| LO5 | To introduce the methods in quantitative and qualitative research and enhance the ability of the students to apply the research methods to practical issues | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | <p>Aims of Social research: Understanding the Function of Society, Studying Individual behaviour and Socialization, Evaluation Social Problem, Exploring Social Realities. Characteristics of Scientific Research Verifiability, Accuracy, Objectivity, Systematization. Types of Research: Quantitative, Qualitative, Comparative and Longitudinal.</p> | | | | | | | 12 | LO1 | | |
| II | <p>Theory, Fact and Hypothesis: Characteristics of Theory- Set of Interdependent-Proposition, Relationship Between Proposition, Certain Level of Generality, empirically testable, Logical Consistency. Role of Theory: Narrowing the range of Facts, Making the reliance of Facts, Conceptualization in the Process, Classifying the Facts, Summarizing, Generalizing and Systematizing the Relationship between the Facts, Prediction of Facts – Points out Gape in Knowledge. Fact: Physical, Mental and Emotional Occurrences - Lead to Theories Hypothesis: Empirically testable Abstract Proposition. Types of Hypothesis, Working Hypothesis, Abstract Hypothesis. Research hypothesis and Null Hypothesis – Characteristics of Hypothesis – Clear Conception, Specificity, Relationship with Available Techniques, relationship with Theory.</p> | | | | | | | 12 | LO2 | | |

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|---|--|----------------------|------------|
| III | <p>Research Process and Sampling: Research Process: Research Design - Types of Research – Descriptive, Diagnostic and experimental</p> <p>Sampling: Types of Sampling, Probability sampling – Simple random, Stratified Random, Systematic Cluster, Multi Stage and Multi-Faceted</p> <p>Non- Probability Sampling – Convenient, Purposive, Quota Snow Ball, Judgment Methods of Data Collection: Case Study. Tools of Data Collection: Questionnaire, mailed Questionnaire, Interview Schedule.</p> | 12 | LO3 |
| IV | <p>Data Analysis: Classification, Coding, Editing, Tabulation, Diagrammatic and Graphic Representation, Interpretation and Report Writing.</p> | 12 | LO4 |
| V | <p>Statistics: Introduction, Importance, Scope, Function and Limitations</p> <p>Measures of Central tendency: - Mean, Median, Mode</p> <p>Measures of Dispersion: - Range, Quartile Deviation, Mean Deviation and Standard Deviation.</p> <p>Correlation Analysis: Karl Persons Coefficient of Correlation, Rank Correlation and Association of Attributes.</p> | 12 | LO5 |
| Total | | 60 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | At the completion of this course, the student will be able to understand the nature, scope and aim of social research along with relevant Scientific methods necessary for research. | PO1, PO8 | |
| CO2 | Understand the core themes such as description, presentation and argumentation in statistical / quantitative contexts. | PO1, PO2, PO6 | |
| CO3 | The course will evaluate the student's knowledge and give directions to undergo debates and live discussions will be conducted on Social Problems in the context of research methods. | PO4, PO8 | |
| CO4 | Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. | PO4, PO6 | |
| CO5 | Student will understand skills about Collecting Data, Writing Bibliography and Analysing data. | PO3, PO5 | |
| References Books (Latest Editions) | | | |

| | | |
|------------------------------|---|------------------|
| 1. | Kothari, C.R., Quantitative Techniques, Vikas Publishing House (Pvt) Ltd. New Delhi – 1978. | |
| 2. | Kothari C.R., Research Methodology – Methods and Techniques, wiley eastern limited, Madras, 1985. | |
| 3. | Hunt, Morton: Profiles of Social Research, Russell Sage Foundation, New York, 1920. | |
| 4. | Michael S. Lewis – Beck, (Ed) Experimental Design & Methods, Sage Publications, Toppan, Publishing United Kingdom, 1990. | |
| 5 | Hunt, Morton: Profiles of Social Research, Russell Sage Foundation, New York, 1920 | |
| Test Books | | |
| 1 | Kothari C.R., Research Methodology – Methods and Techniques, Wiley Eastern Limited, Madras, 1985. | |
| 2 | Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell, 2014. | |
| 3 | Qualitative Research: A Guide to Design and Implementation 4th Edition, by Sharan B. Merriam (Author), Elizabeth J. Tisdell, 2015. | |
| 4 | HANDBOOK OF RESEARCH METHODOLOGY, Dr. Shanti Bhushan Mishra, Dr. ShashiAlok and Dr. ShashiAlok, 2017. | |
| 5 | The Craft of Research, Third Edition, by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, 2008. | |
| Web Resources | | |
| 1 | https://gradcoach.com/what-is-research-methodology/ | |
| 2 | https://www.sociologylens.in/2019/03/social-research-and-stages-in-social.html | |
| 3 | https://www.youtube.com/watch?v=C9XiYweRGvk | |
| 4 | https://research.com/research/how-to-write-research-methodology | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |

| | |
|--|---|
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|---|--------------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOE1A | Environmental Sociology | Elective - I | Y | - | - | - | 3 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To provide knowledge about environmental degradation especially Global warming, Acid Rain and their impact along with their causes on Sociological perspectives. | | | | | | | | | | |
| LO2 | To Enumerate the types of pollution and assess their causes and impacts and provide awareness about planning for sustainable environment and promoting environmental awareness. | | | | | | | | | | |
| LO3 | To enrich knowledge of environmental Action groups, environmental movements and legal aspects of environment. | | | | | | | | | | |
| LO4 | Assess the modern technological interventions on environment. | | | | | | | | | | |
| LO5 | Analyse optimistic and pessimistic assessment of environmental sustainability | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Concepts in Environmental Sociology Interrelationship between people and environment- global issues- greenhouse effect, global warming, role of developed countries and developing countries, population and health, Acid rain and desertification. | | | | | | | 8 | LO1 | | |
| II | Environmental Pollution and Effects Solid Waste Pollution, Pesticide Pollution, Nuclear Pollution, Water Pollution, Air Pollution, Marine Pollution, Noise Pollution, Deforestation – River Pollution | | | | | | | 8 | LO2 | | |
| III | Environmental Movements in India Environmental Movements- Chipko Movement –Appikko Movement – Narmada BachaoAndolan- Anti –Tehri Dam Movement and Environmental Action Group. | | | | | | | 8 | LO3 | | |
| IV | Environmental Policies | | | | | | | 8 | LO4 | | |

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|---|---|-----------|-----|
| | Regulation of natural resources-Forest Conservation Act 1980- Wild Life Act 1980- Water Act-1974. Regulation of Environmental Pollution: Tiwari Committee of 1980, Food Adulteration Act 1954- Damodar Valley Corporation Regulation Act 1948. Environmental Protection Act 1986. | | |
| V | Technology Development and Environment Criticism of Modern Technology- Environmentally sound and appropriate technology- Criteria for selection of technology, Satisfaction of basic needs, Sustainable development, Social and cultural development. | 8 | LO5 |
| | Total | 40 | |

| Course Outcomes | | |
|---|--|---------------|
| Course Outcomes | On completion of this course, students will / can; | |
| CO1 | Gain knowledge about the causes and impact of environmental problems and their influences on Society. | PO2, PO8 |
| CO2 | Understand relation between environment and society and learn the importance of natural resources and their utilization. | PO2, PO4 |
| CO3 | Acquire awareness about degradation of environmental conditions due to socio cultural practices. | PO1, PO6 |
| CO4 | Grasp the causes and effects of environmental degradation and equip themselves with the knowledge of alternative source of energy for pollution control. | PO4, PO6 |
| CO5 | Know about environmental movements and related unrests | PO3, PO5, PO8 |
| References Books (Latest Editions) | | |
| 1 | Michael Red Clift. Development and the Environmental Crisis. New York: Return Co., Ltd, 2002. | |
| 2 | Sharma, Lt. Col, Goutam (ed). Environment, Man and Nature. New Delhi: Reliance Publishing House, 1989. | |
| 3 | Karpagam, M., Environmental Economics, Sterling Publishing Pvt. Ltd., New Delhi 1990 | |
| 4 | Readings in Indian Sociology: Volume VII: Sociology of Environment: 7 (Reading in Indian Sociology) by Sukant K, Chaudhury, 2013 | |

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|-------------------|--|
| 5 | Why People Protest: An Analysis of Ecological Movements by Subhash Sharma, 2016 |
| Text Books | |
| 1 | Environmental Sociology by John Hannigan, 2014 |
| 2 | Environmental Sociology: From Analysis to Action 4th Edition, by Leslie King, Deborah McCarthy Auriffeille, 2019 |
| 3 | Sustainability through the Lens of Environmental Sociology by Saidul Islam MD, 2018 |
| 4 | An Invitation to Environmental Sociology, Sixth Edition by Michael Mayerfeld Bell, et al., 2020 |
| 5 | The Cambridge Handbook of Environmental Sociology, Volume 2, by Katharine Legun, 2020. |

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| Web Resources | |
| 1 | https://www.youtube.com/watch?v=_R1Mcrga1ZM |
| 2 | https://www.youtube.com/watch?v=dOZf-0FJUFM |
| 3 | https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=reus20 |
| 4 | https://www.sociologygroup.com/environmental-sociology-2/ |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos |

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|------------------------------|-------------------------------------|------------------|
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |

| | |
|------------------------------------|---|
| Methods of Assessment | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations |

Mapping with Programme Outcomes

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong(3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---------------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOE1B | Cultural Sociology | Elective - II | Y | - | - | - | 3 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | Explore the theoretical debates in the sociology of culture, focusing on the concepts of values, identities, and actions. | | | | | | | | | | |
| LO2 | Consider how these concepts help us to understand the role and influence of culture in contemporary societies. | | | | | | | | | | |
| LO3 | Analytically apply these ideas to an original research topic employing qualitative methods. | | | | | | | | | | |
| LO4 | To understand and reflect on theoretical choices and their conceptual and methodological consequences at the field of the sociology of culture | | | | | | | | | | |
| LO5 | Helps students to design and execute an original research project using a sociologically-informed approach to some aspect of a culture or subculture. | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Culture; Concepts, definition and scope, Components of culture, elements of culture, religion, language art and literature, cultural lag, ethnocentrism and cultural diffusion. | | | | | | | 8 | LO1 | | |
| II | Value and Norms: custom and tradition; folkways and Mores: Symbol and norms; Social organization and sanction. | | | | | | | 8 | LO2 | | |
| III | Theories of Culture; Karl Marx; the ruling class culture, Emile Durkheim; Culture and its origins in society, Max Weber; notion of sub culture, Jeffrey Charles Alexander: Sociology of culture and Cultural trauma. | | | | | | | 8 | LO3 | | |
| IV | Culture as Marker of Group Status: Governance; production; socialization; education; Distribution, | | | | | | | 8 | LO4 | | |

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| | propagation, interpretation, reception and knowledge creation | | |
| V | Culture and Nationalism; Identity; Material and Non-material culture; Cultural Change and its factors: Liberalization, Privatization and Globalization (LPG). | 8 | LO5 |
| | Total | 40 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | With this course students will become familiar with the major approaches to the sociological study of culture. | PO1, PO6 | |
| CO2 | They will understand how culture can influence our actions and our identities. | PO1, PO2 | |
| CO3 | The students will gain a detailed knowledge of main theories and empirical themes belonging to the sociology of culture. | PO4, PO6 | |
| CO4 | The students will gain a sociologically informed understanding of important modern cultural institutions, phenomena or themes such as media, current trends in popular culture and leisure, youth culture and art. | PO4, PO5, | |
| CO5 | The student will learn to creatively theorize and analyze cultural phenomena | PO3 | |
| References Books (Latest Editions) | | | |
| 1 | Aschaffenburg, Karen and Ineke Maas. 1997. "Cultural and Educational Careers: The Dynamics of Social Reproduction." American Sociological Review 62: 573-87. | | |
| 2 | Bernstein, Basil. 1975. Social class, language and socialization. In Class, Codes and Control: Theoretical Studies Towards a Sociology of Language, 2nd ed., pp. 170-189. New York: Schocken Books. | | |
| 3 | Douglas M. 1966. Purity and Danger. London: Routledge and Kegan Paul. Hagan, John. 1991. "Density and Drift: The Risks and Rewards of Youth." Amer. Sociol. Rev. 56: 567-82. | | |
| 4 | Harzing, Anne and Geert Hofstede. 1996. "Planned Change in Organizations: The Influence of National Culture." Research in the Sociology of Organizations 14: 297-340. | | |
| 5 | Kunda, Gideon. 1992. Engineering Culture: Control and Commitment in a High-Tech Corporation. Philadelphia: Temple Univ. Press. Morrill, Calvin. 1991. "Conflict Management, Honor and Organizational Change." American Journal of Sociology 97: 585-621. | | |
| Text Books | | | |
| 1 | An Introduction to Cultural Studies, 2/e Unknown Binding by Pramod K. Nayar, 2016 | | |

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|------------------------------------|---|------------------|
| 2 | Handbook Of Cultural Sociology by Hall and John R and Grindstaff and Laura et al. 2010 | |
| 3 | Cultural Sociology - An Introduction by Les Back, Andy Bennett et al. 2012 | |
| 4 | Handbook of Cultural Sociology by John R. Hall, Laura Grindstaff, Ming-Cheng M. Lo, 2010 | |
| 5 | The Oxford Handbook of Cultural Sociology by Jeffrey C. Alexander, Philip Smith, Ronald Jacobs, 2012 | |
| Web Resources | | |
| 1 | https://www.youtube.com/watch?v=1I0TH2ZeRis | |
| 2 | https://www.youtube.com/watch?v=vW2nFd3i2bo | |
| 3 | https://www.youtube.com/watch?v=RV50AV7-Iwc | |
| 4 | https://www.youtube.com/watch?v=ZMAqu4lcagM | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview | |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain | |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)

SEMESTER – II

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|---|-----------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOT24 | Indian Society: Structure and Process | Core - IV | Y | - | - | - | 5 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | The course is designed to enumerate the many aspects of contemporary Indian society. | | | | | | | | | | |
| LO2 | The course will make the students outline the diverse characteristics of Indian society | | | | | | | | | | |
| LO3 | The course will interpret the social structures in the village and their impacts on rural society | | | | | | | | | | |
| LO4 | The course will compare and contrast different social issues of contemporary Indian society and their potential solutions. | | | | | | | | | | |
| LO5 | The course will critically assess the social changes in Indian society during the post-independence period | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Approaches to the study of Indian Society <ul style="list-style-type: none"> • Indological Approach • Structural Functional Approach • Dialectical Approach • Subaltern Approach | | | | | | | 12 | LO1 | | |
| II | Characteristics of Indian Society <ul style="list-style-type: none"> • Social Stratification System: Structure- Changing trends in Stratifications • Rules of Marriage • Dowry System in Indian Marriage • Types of Family – Characteristics – Changing Scenario | | | | | | | 12 | LO2 | | |
| III | Village Organizations in India | | | | | | | 12 | LO3 | | |

| | | | |
|---|---|-----------------|------------|
| | <ul style="list-style-type: none"> • Physical Organization • Social Organization • Economic Organization • Political Organization | | |
| IV | Social Issues in Indian Society <ul style="list-style-type: none"> • Social and Economic Inequalities • Social Stratification Conflict • Communal Tension • Regionalism and Nationalism | 12 | LO4 |
| V | Towards Social Transformation of Indian Society <ul style="list-style-type: none"> • Modernization of Indian Tradition • Ideology and Change • Social Legislation and Social Change • Industrialization and Urbanization | 12 | LO5 |
| Total | | 60 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | Enable to understand the different perspectives to inspect Indian society. | PO1, PO4 | |
| CO2 | Identify with the nature and functions of various social structures in India. | PO2 | |
| CO3 | Critically assess the different social institutions in rural society. | PO4, PO3 | |
| CO4 | Recognize diverse social issues and their impact on Indian society. | PO5, PO6 | |
| CO5 | Compare and contrast the various social changes in culture and legislations. | PO8 | |
| References Books (Latest Editions) | | | |
| 1 | AtalYogesh, Indian Sociology- from where to where, Rawat Publication, New Delhi, 2003. | | |
| 2 | Beteille Andre, Caste, Class and Power: Changing Patterns of stratification in a Tanjore Village, University of California Press, USA, 1965. | | |
| 3 | Dube S.C, The Indian Village, Routledge Publication, London, 1967. | | |
| 4 | Dumont Louis., Homo Hierarchicus: The Caste System and its Implications, Vikas Publication, New Delhi, 1970. | | |
| 5 | Mukherjee D.P., Diversities, People's Publishing house, Delhi, 1958. | | |
| Text Books | | | |

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|---|---|
| 1 | Indian Society, Institutions and Change by Rajendra K. Sharma, 2004 |
| 2 | Indian Society by Shyama C. Dube, 1992 |
| 3 | Sociology of Indian Society by C. N. Shankar Rao, 2004 |
| 4 | Indian Social Structure and Change by Kanhaiya Lal Sharma, 2007 |
| 5 | India Since Independence, by Bipan Chandra, 2008 |

Web Resources

| | |
|---|---|
| 1 | https://onlinecourses.nptel.ac.in/noc21_hs47/preview |
| 2 | https://egyankosh.ac.in/bitstream/123456789/5437/1/MWG-009B1E-U1.pdf |
| 3 | https://accountlearning.com/social-structure-indian-society-features/ |
| 4 | https://www.studocu.com/in/document/chandigarh-university/master-of-law-llm/structure-and-composition-of-indian-society/25376829 |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos |

Methods of Evaluation

| | | |
|----------------------------|-------------------------------------|------------------|
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |

Methods of Assessment

| | |
|------------------------------------|--|
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions. |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview. |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain. |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge. |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons. |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations. |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 3 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--|------|------|------|------|------|-------|-------|-------|-------|-------|
|--|------|------|------|------|------|-------|-------|-------|-------|-------|

| | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 |
| CO 3 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 2 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|--|-----------------|----------|----------|----------|----------|----------|---------------------|----------------------------|-----------|------------|
| | | | | | | | | | CIA | External | Total |
| P23SOT25 | Contemporary Sociological Theory | Core - V | Y | - | - | - | 5 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To make the students acquainted with the various theoretical perspectives that have shaped the discipline of sociology. | | | | | | | | | | |
| LO2 | The students will examine primary texts, historically situate the scholars of those texts, and explore the ways these theories have been used to explain a wide range of social phenomena in our contemporary world. | | | | | | | | | | |
| LO3 | To gain a structural understanding of sociological theory and its trajectory within our discipline. | | | | | | | | | | |
| LO4 | Makes the students to treat contemporary sociological theory as a set of conceptual tools for theorizing understudied or taken-for-granted phenomena and for reexamining existing areas of inquiry from new analytical angles. | | | | | | | | | | |
| LO5 | To make students to actively theorize the social world by appropriately and creatively applying sociological concepts to the issues, debates, and phenomenon. | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Structuralism and Functionalism: Randall Collins- Microstructuralism Anthony Giddens- The Theory of Structuration Talcott Parsons- Analytical Functionalism Robert K. Merton- Empirical Functionalism | | | | | | | 12 | LO1 | | |
| II | Dialectical and Critical theory: Ralf Dahrendorf- Dialectical Conflict Lewis. A. Coser – Conflict Functionalim JurgenHabermass- Critical Theory | | | | | | | 12 | LO2 | | |
| III | Interactionism: Edmund Husserl and Alfred Schutz – Phenomenology | | | | | | | 12 | LO3 | | |

| | | | |
|---|--|-----------|-----|
| | Herbert Blumer and G.H. Mead- Symbolic Interactionism Garfinkle- Ethnomethodology | | |
| IV | Exchange Theory George C. Homans- Exchange Behaviorism Peter M. Blau- Structural Exchange | 12 | LO4 |
| V | Neo-Marxism and Post Modernism: Louis Althusser- Structural Marxism Antonio Gramsci- Hegemony Michel Foucault- Post-structural / Post Modernism Jacques Derrida- Deconstruction | 12 | LO5 |
| Total | | 60 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | The course is aimed at providing a graduate level introduction to the contemporary sociological theories which helps them to link each contemporary theory to its classical roots in order to understand or appreciate it through critical thinking. | PO1, PO2 | |
| CO2 | Explore and fully understand various theoretical developments in contemporary sociology. | PO2, PO4 | |
| CO3 | Critically examine each contemporary sociological theory in terms of its roots, meaning, viability, and application prospects for dealing with social issues at the global levels. | PO3, PO6 | |
| CO4 | Introduce the work of contemporary sociological thinkers. | PO4, PO5 | |
| CO5 | Be able comprehend the contribution of classical and contemporary thinkers. | PO8 | |
| References Books (Latest Editions) | | | |
| 1 | Seidman, Steven and Alexander, Jeffrey C (etd), The New Social Theory- Reader, Routledge Publication, London, 2001. | | |
| 2 | Smart, Barry., Michel Foucault, Routledge Critical Thinkers, Routledge Publication, UK, 2007. | | |
| 3 | Turner H. Jonathan, The Structure of Sociological Theory, Fourth Edition, Rawat Publication, Jaipur, 2001. | | |
| 4 | Calhoun, Craig, et. Al, (etd) Contemporary Sociological Theory, Blackwell Publishers, Oxford, UK, 2002. | | |
| 5 | Elliot, Anthony and Larry Ray (etd), Key Contemporary Social Theories, Blackwell Publishing, UK, 2003. | | |
| Text Books | | | |
| 1 | Contemporary Sociological Theory - An Integrated Multi-Level Approach by Doyle Paul Johnson, 2008 | | |

| | |
|---|---|
| 2 | Contemporary Sociological Theory by Jonathan H. Turner, 2012 |
| 3 | Contemporary Sociological Theory by Steven Loyal, SinisaMalesevic, 2020 |
| 4 | Contemporary Social Theory - An Introduction by Anthony Elliott, 2009 |
| 5 | Social Theory - A Textbook by CarstenBaggeLaustsen, Lars Thorup Larsen, Mathias Wullum Nielsen, Tine Ravn, Mads P. Sørensen, 2017 |

Web Resources

| | |
|---|---|
| 1 | https://www.youtube.com/watch?v=U4nPpVaK7E |
| 2 | https://www.youtube.com/watch?v=zcrHbBJHe0Q |
| 3 | https://www.youtube.com/watch?v=bAfaH4sYjKs |
| 4 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos |

Methods of Evaluation

| | | |
|----------------------------|-------------------------------------|-----------|
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |

Methods of Assessment

| | |
|------------------------------------|---|
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

| | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|
| CO 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| | | | | | | | | | | |

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|--|------------------|----------|----------|----------|----------|----------|---------------------|----------------------------|-----------|------------|
| | | | | | | | | | CIA | External | Total |
| P23SOT26 | Social Movements in India | Core - VI | Y | - | - | - | 4 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| CO1 | The course is designed to enumerate the importance of social movement and social change among students. | | | | | | | | | | |
| CO2 | The course will explain the diverse movements that occur in Indian society. | | | | | | | | | | |
| CO3 | The course employs the process of religious reform social movement on Indian society. | | | | | | | | | | |
| CO4 | The course will compare and contrast the different backward class movement that occurred in Indian society | | | | | | | | | | |
| CO5 | The course will critically assess the functions of women's movements on women empowerment | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Introduction <ul style="list-style-type: none"> • Meaning- Nature and Characteristics of Social Movements • Conceptual problems • Types of enquiries on social movement. | | | | | | | 12 | CO1 | | |
| II | Types of Social Movements Revolutionary - Regressive- Reform and Expressive movements. | | | | | | | 12 | CO2 | | |
| III | Theological Movements <ul style="list-style-type: none"> • SNDP Movement in Kerala • Brahma Samaj and AryaSamaj | | | | | | | 12 | CO3 | | |
| IV | Backward Class Movements <ul style="list-style-type: none"> • Mahar Movement in Maharashtra, • Non -Brahmin Movement in T.N • Self-Respect Movement in T.N | | | | | | | 12 | CO4 | | |
| V | Women's Movement in India | | | | | | | 12 | CO5 | | |

| | | | |
|---|--|-----------------|--|
| | <ul style="list-style-type: none"> • Women's Movement in India before and after Independence. • Role of women's organizations in women empowerment | | |
| Total | | 60 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | Enable to understand the different types of social movements and social transformations. | PO1, PO4 | |
| CO2 | Identify the different theoretical orientations to learn about the social movements in India. | PO1, PO2 | |
| CO3 | Evaluate the impacts of the religious reform movement in the Indian society. | PO6, PO8 | |
| CO4 | Be able to recognize the various backward class movements and their effects on a deprived section of society. | PO4, PO6 | |
| CO5 | Evaluate the diverse women movements in India and the function of women's organization on the progress of women. | PO3, PO5 | |
| References Books (Latest Editions) | | | |
| 1 | Singh K.S (Ed) Tribal Movements in India Vol. I Manohar, New Delhi 1982. | | |
| 2 | Rao M.S.A., Social Movements and Social Transformation, Manohar, New Delhi 1979. | | |
| 3 | Bateile, Andre. The Backward Classes: The New Social Order, OUP, New Delhi 1983. | | |
| 4 | Oommen T.K.: Nation, Civil Society and Social Movements, Sage, Delhi, 2004 | | |
| 5 | Social Movements in India - A Review of Literature by Ghanshyam Shah, 2004 | | |
| Text Books | | | |
| 1 | Social Movements - Concepts, Experiences and Concerns by Biswajit Ghosh, 2020 | | |
| 2 | Social Movements - The Structure of Collective Mobilization by Paul Almeida, 2019 | | |
| 3 | Understanding Social Movements by Greg Martin, 2015 | | |
| 4 | Social Movements and Protest by Gemma Edwards, 2014 | | |
| 5 | The Social Movements Reader - Cases and Concepts by James M. Jasper, Jeff Goodwin, 2014 | | |
| Web Resources | | | |
| 1 | https://www.youtube.com/watch?v=ZvajDwWZo34 | | |

| 2 | https://www.youtube.com/watch?v=6UVZHDk5t5g | |
|------------------------------------|---|------------------|
| 3 | https://www.youtube.com/watch?v=Ub8y5N1gHM4 | |
| 4 | https://blog.iplayers.in/social-movements-modern-india/ | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview | |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain | |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 3 | 2 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|---|----------------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOE2A | Sociology of Disaster Management | Elective - III | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | To familiarize the students about disasters (Natural and Manmade) and possible strategies to address the related issues. | | | | | | | | | | |
| LO2 | To develop awareness and knowledge about the environmental process. | | | | | | | | | | |
| LO3 | To impart knowledge on various natural disasters relating to the environment and their aftermath in the society. | | | | | | | | | | |
| LO4 | To understand the different types of disasters and the role of civil society in controlling and managing disasters. | | | | | | | | | | |
| LO5 | To understand the principles of Disaster Management | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Introduction Concepts, Nature, Meaning and definitions of disaster; Emergence of disaster management; Understanding the Sociology of Disaster; Scope and objectives of Sociology of disaster management; Sociological Perspective on disaster management. | | | | | | | 8 | LO1 | | |
| II | Causes and Impacts of Disaster on Society Causes, Impacts and Types of Disaster Management; Man-Made: Wars-riots- Industrial disaster- Nuclear disaster; Natural Disaster: Floods-Earthquakes-Famines-epidemics; Principles and elements of disaster management; Hazards; Risks; Vulnerability. | | | | | | | 8 | LO2 | | |
| III | Social Crisis and Disaster Management Policies Pre-disaster Management and Post-disaster relief and Rehabilitation; Nature and types of Social Crisis and Management; Economic Crisis and its impact on managing disasters. | | | | | | | 8 | LO3 | | |
| IV | Disaster Management and Administration | | | | | | | 8 | LO4 | | |

| | | | |
|---|--|---------------|-----|
| | Role of Management during disaster, Disaster Manager's Role in Disaster Management; Role of Civil Society and NGOs in Disaster Management. | | |
| V | Sociological Studies on Disaster; Disaster Prevention Case Studies from India and beyond disaster Prevention and Mitigation; Sustainable Reduction of Disasters. | 8 | LO5 |
| | Total | 40 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | Understand sociological perspectives on environmental issues especially disaster. | PO1, PO2 | |
| CO2 | Have knowledge on eco system and eco management. | PO1 | |
| CO3 | Understand the role of voluntary organizations in rehabilitation | PO4, PO5, PO6 | |
| CO4 | Comprehend the social, economic and cultural environment | PO3, PO8 | |
| CO5 | Infer methods of disaster management, disaster prevention and strategies of ecological restoration/ mitigation. | PO4, PO6 | |
| References Books (Latest Editions) | | | |
| 1 | Anthony Giddens, Sociology (Second Edition), U.K: Polity press, Cambridge, 1993. | | |
| 2 | PravinSheth, Environmentalism –Politics, Ecology and development, New Delhi: Rawat Publications, 1997. | | |
| 3 | Mohan I, Environmental Pollution and Management, New Delhi: Asia Publishing house, 1989. | | |
| 4 | Mohan I, Environmental Pollution and management, New Delhi: Asia publishing house, 1990. | | |
| 5 | UNDP. Sustainable Development. New York: Oxford University Press, 1999 | | |
| Text Books | | | |
| 1 | Handbook of Disaster Research by Enrico L. Quarantelli, Havidan Rodriguez, Russell Dynes, 2006 | | |
| 2 | Handbook of Disaster Research by Havidán Rodríguez, Joseph E. Trainor, William Donner, 2017 | | |
| 3 | Hazards, Risks, and Disasters in Society by Andrew E. Collins, Bernard Manyena, JanakaJayawickrama, Jones Samantha, 2014 | | |
| 4 | Disaster Management in India by Rajendra Kumar Pandey, 2020 | | |
| 5 | World Commission on Environment and Development our Common Future, Brundtland Report, New Delhi, Oxford University Press, 1987.57 | | |
| Web Resources | | | |

| | | |
|-----------------------------------|---|------------------|
| 1 | https://online.sju.edu/graduate/masters-criminal-justice/resources/articles/homeland-security-sociology-of-disasters | |
| 2 | https://www.youtube.com/watch?v=jlXWot27OmK | |
| 3 | https://www.youtube.com/watch?v=35qDxDjBss | |
| 4 | https://en.wikipedia.org/wiki/Sociology_of_disaster | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |
| Understand/Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview | |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain | |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|--|-----------------------|----------|----------|----------|----------|----------|---------------------|----------------------------|-----------|------------|
| | | | | | | | | | CIA | External | Total |
| P23SOE2B | Sociology of Tourism | Elective - III | Y | - | - | - | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | The course is designed to enumerate the various aspects historical development of tourism | | | | | | | | | | |
| LO2 | The course is designed to briefly summaries the sociological viewpoint of tourism. | | | | | | | | | | |
| LO3 | The course helps the students to interpret the tourism and its impacts on individual behavior and culture | | | | | | | | | | |
| LO4 | The course is designed to evaluate tourism ethics, tourists' rights and social development of tourism | | | | | | | | | | |
| LO5 | The course will critically assess tourism as a cause of social revolution | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Introduction <ul style="list-style-type: none"> • Sociology of tourism; • Understanding Tourism: Concept, Development of Tourism through the ages; • Understanding social and economic factors that shape the development of modern tourism. | | | | | | | 8 | LO1 | | |
| II | Sociological Approach to Tourism <ul style="list-style-type: none"> • Socio-economic and socio-cultural impacts of tourism • Tourism in modernity and post modernity • Sociological factor in Tourist motivation • Attitude and Perception • Social dimension of host tourist relationship | | | | | | | 8 | LO2 | | |
| III | Tourism and Social Interaction <ul style="list-style-type: none"> • Tourism and travel • Individual behaviour-identity, social class, age, youth culture, sexuality | | | | | | | 8 | LO3 | | |

| | | | |
|---|---|----------------------|------------|
| | <ul style="list-style-type: none"> globalisation and environment. | | |
| IV | Tourism and Social divisions <ul style="list-style-type: none"> Interdependence of tourism and social institutions Rights and the obligations of tourists and the ethics in tourism Tourist's rights and obligations, business ethics Social benefits to the Local Communities | 8 | LO4 |
| V | Tourism and Social Change <ul style="list-style-type: none"> Impact of tourism on local community Growth of tourism and the tourist experience Tourism as an agent of social change | 8 | LO5 |
| | Total | 40 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | Enabled to understand the emergence and importance of tourism | PO1, PO2 | |
| CO2 | Identify the sociological concepts associated with tourism and factors that contribute to modern tourism | PO1, PO4 | |
| CO3 | Describe the interdependence between social interactions and tourism | PO6 | |
| CO4 | Compare and contrast tourism and different social institutions | PO4, PO6 | |
| CO5 | Recognize the significance of tourism in developing local communities and creating social change | PO3, PO5, PO8 | |
| References Books (Latest Editions) | | | |
| 1 | Butler, R.W. (2006) The Tourism Area Life Cycle, Vol.1, Applications and Modifications. Channel View Publications, England. | | |
| 2 | Cohen, E. (1974) Who is a tourist? A conceptual clarification, Sociological Review, Vol.22, pp.527-555 | | |
| 3 | Smith, V. (1978) Hosts and Guests. The Anthropology of Tourism, Second Edition, University of Pennsylvania Press, Philadelphia. | | |
| 4 | Tsartas, P., (1996) Tourists, Travels, Places: Sociological Approaches in Tourism. Exandas, Athens. | | |
| 5 | Holden, A., (2008) Tourism Studies and the Social Sciences, Papazisi, Athens. | | |
| Text Books | | | |
| 1 | The Sociology of Tourism: Theoretical and Empirical Investigations | | |
| 2 | Tourism - Concepts, Issues and Impacts by Dillip Kumar Das, Soumendranath Biswas, 2019 | | |

| | | |
|------------------------------------|---|------------------|
| 3 | Key Concepts in Tourist Studies by Melanie Smith, Nicola MacLeod, Margaret Hart Robertson, 2010 | |
| 4 | Introduction to Tourism by Shailja Sharma, 2021 | |
| 5 | Augerinou- Kolonia, S., et al (2000) Tourism Development. Multi- Science Approaches. Exandas, Athens. | |
| Web Resources | | |
| 1 | http://medcraveonline.com/SIJ/SIJ-02-00053.pdf | |
| 2 | https://www.semesteratsea.org/courses/sociology-of-tourism-2/ | |
| 3 | https://www.researchgate.net/publication/327599352_Emerging_trends_in_sociology_of_tourism | |
| 4 | https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Sociology/1.%20Sociology%20modules/Year%20two/Semester%201/Sociology%20of%20tourism%201st.pdf | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview | |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain | |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)

| Subject Code | Subject Name | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------------|--|----------|---|---|---|---|---------|--------------|---------------------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| P23SOS21 | Presentation Skills | SEC - I | Y | - | Y | - | 2 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | | |
| LO1 | The course aims to define types of presentation skills. | | | | | | | | | | |
| LO2 | It outlines verbal and non-verbal presentation skills. | | | | | | | | | | |
| LO3 | It focuses to interpret the ice-breaking presentation skills. | | | | | | | | | | |
| LO4 | Aim to review the feedback and critique of presentation meaningfully | | | | | | | | | | |
| LO5 | It evaluates the paradigm of human cooperation. | | | | | | | | | | |
| UNIT | Details | | | | | | | No. of Hours | Learning Objectives | | |
| I | Preparation of presentation – 1st part – what, how, for whom, structure, principles and presentation technique, business presentation specifications, Report Writing, Developing Effective Presentation Skills. Oral Presentation: Principles of oral presentation, factors affecting presentation, sales presentation, training presentation, conducting surveys, speeches to motivate, effective presentation skills. Slide Presentation: Craft your message, make a visual, and Include proper Content of your presentation. | | | | | | | 4 | LO1 | | |
| II | Verbal communication – jawbreakers, argumentation, usable and unsuitable phrases. Communication skills – listening, empathic reaction, how to question, stealing the show, opening door question Conflict situation solving, attack from the audience. | | | | | | | 4 | LO2 | | |
| III | Non-verbal communication - Definition, types, significant of non-verbal communication. Non-verbal | | | | | | | 4 | LO3 | | |

| | | | |
|---|---|----------------------|-----|
| | communication skills as a work experience, vicious circle of attack and defense. Non-verbal communication during presentation – how to manage stress, what to do with hands, legs, activating the audience with nonverbal communication, body language. | | |
| IV | Work with audience – ice-breaking, get them in the mood, work with emotions, visualization tools, nonstandard situations Improvisation and unprepared presentations Personal typology, professional typology, social aspect, man-woman view. | 4 | LO4 |
| V | Feedback – appreciation and critique, Paradigm of human cooperation – why there could be problems to start the communication and what to do with it – Defense against manipulation, how to say NO, stress management, Image and etiquette | 4 | LO5 |
| Total | | 20 | |
| Course Outcomes | | | |
| Course Outcomes | On completion of this course, students will / can; | | |
| CO1 | Be able to outlines the development of effective presentation skill this will equip the students for effective presentation skills. | PO4, PO6, PO1 | |
| CO2 | Differentiates between verbal and non-verbal communication during Presentation which will help students for effective communication. | PO1, PO2 | |
| CO3 | Identifies ice-breaking presentation that work with audience. | PO4, PO5 | |
| CO4 | Help the students to understand the professional typology of presentation | PO6 | |
| CO5 | Help the students to critically assess the feedback of Presentation | PO3, PO8 | |
| References Books (Latest Editions) | | | |
| 1 | Patsy McCarthy, Patsy McCarthy Caroline Hatcher, Dr Caroline Hatcher Sage Publications (CA), 27-Jun-2002 - 228 pages. | | |
| 2 | Barbara Chivers, Michael Shoolbred, A Student's Guide to Presentations: Making your Presentation Count, <i>SAGE Essential Study Skills Series</i> , SAGE, 27-Sep-2007 - Education - 176 pages. | | |
| 3 | Robert Dilts, Effective Presentation Skills, Meta Publication, USA, 1994. | | |

| | | |
|-----------------------------------|---|------------------|
| 4 | Bovee and Thill, Business Communication Today, Tata McGraw Hill, India, 2003. | |
| 5 | Nancy, Duarte (2010) Resonate: present visual stories that transform audiences, published by Amazon Asia-Pacific Holding Private Limited. | |
| Text Books | | |
| 1 | Presentation Essentials - Skills for Academic and Professional Success by Mark T. Yoshida, 2019 | |
| 2 | The Presentation Book - How to Create It, Shape it and Deliver It! by Emma Ledden, 2013 | |
| 3 | Presentation Skills for Teachers by Harris, Jean, 2013 | |
| 4 | Successful Presentation Skills (3rd edition) by Andrew J. Bradbury, 2006 | |
| 5 | Technical Writing, Presentation Skills, and Online Communication - Professional Tools and Insights by Raymond Greenlaw, 2012 | |
| Web Resources | | |
| 1 | https://www.youtube.com/watch?v=ADJAcYtq1us | |
| 2 | https://www.youtube.com/watch?v=V8eLdbKXGzk | |
| 3 | https://wiki.ubc.ca/Presentation_Skills | |
| 4 | https://www.youtube.com/watch?v=bt8YFCveNpY | |
| 5 | https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos | |
| Methods of Evaluation | | |
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |
| Methods of Assessment | | |
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions | |
| Understand/Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, short summary or overview | |
| Application (K3) | Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain | |
| Analyze (K4) | Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|-------------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |

CO-PO-PSO Mapping

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

S-Strong (3) M-Medium (2) L-Low (1)