B.A., SOCIOLOGY

MODEL SYLLABUS

AUGUST : 2022

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005**

B.A., Sociology:

Programme Outcomes and Programme Specific Outcomes

Introduction

Sociology is the scientific study of society, sociology involves in the study of the social lives of people, groups, and societies. It is the study of human behaviour as social beings as it is the scientific study of social aggregations, the entities through which humans move throughout their lives. Sociology is an overarching unification of all studies of humankind, including history, psychology and economics.

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to any aspect of social life. Sociologists understand social inequality, patterns of behaviour, forces for social change and resistance, and how social systems work. Sociology is an exciting discipline with expanding opportunities for a wide range of career paths.

A degree in sociology is an excellent springboard for entering into government and private sectors as well as industry and organizations. Hence, career opportunities available to those with a sociology degree are numerous and diverse. A sociology degree opens various avenues for further progression by pursuing higher degrees too. Obtaining a bachelor's degree in sociology enables the student to become educator and researcher. Practicing sociologists who have advanced degrees can also become research analysts, survey researchers, urban planners, community developers, social policy analysts, social project managers, HR professionals, media researchers etc,.

Nature and Extent of the programme

A three-year bachelor degree in sociology helps to acquire the knowledge on structure and functions of society, the basic social institutions, Indian social system by understanding social mind of society. To focus on the functioning of the primitive and modern, rural and urban society and its problems that affects community health. Being Aware on the contributions of social thinkers towards the development of social thought know the social aspects of political system, impact of population on society and research methodologies. Develop a clear cut idea on the developmental strategies of industries and its global impact.

Aim of the programme

To provide basic sociological knowledge in a student centric, teaching learning environment. The qualified and experienced staff helps students to get a clear knowledge of sociology and its various branches. We strive to equip our students with skills to enter the labour markets or move on to higher level training in various fields.

Sociology is a valuable major for students planning careers in social research, counseling and social work, criminal justice, population studies, business and market research. In addition, the program provides them with a strong preparation for post-graduation in law, community planning, public administration, and criminology and labour studies.

Programme Outcomes

➢ Develop awareness towards the primary concepts of Sociology, related to its origin, basic social institutions; social groups its evolution, progression and deterioration.

➢ Create awareness on the unique features of Indian social system, its caste system, forms of marriage and family, social problems and changes.

➢ Identify the characteristics of social problems, types, causes and the extent of crime in India.

➢ Develop attitude over the dynamics of personality types and traits through socio psychological and anthropological knowledge.

➢ Obtain knowledge towards the contribution of the pioneers of classical sociology and modern social thinkers to sociological thought

➢ Establish the awareness on population explosion and its impacts over global developmental strategies.

➢ Analyse the impact of urban and rural societies in the social processes.

➢ Aware on the conflicts prevailing in the Bureaucratic and Industrial world.

➢ Obtain knowledge on the necessities and importance of political institutions and social movements.

➢ Familiar with social dimensions of health, hygiene, epidemiology of communicable and non-communicable diseases.

➢ Aware on the three main motives of mass communication i.e. read, understand and react.

> ➤ Observe and apply the quantitative and quantitative methods in research aimed at finding out solutions for various social issues.

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

PO1: Knowledge

PO2: Problem Analysis

PO3: Investigate the problems and develop Solutions

PO4: Modern tool usage

PO5: Applying to society

Programme Specific Outcomes of B.A Degree Programme in Sociology

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

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

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

PSO4 – The students can also take up community-related work for their uplift

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

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

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

1. **Highlights of the Revamped Curriculum**:

➢ The programme explains preliminary concepts, theories and methodologies specific to the discipline of Sociology.

➢ Analyze the social structures, processes, institutions and relationships from a sociological perspective.

➢ The programme will enhance the students' development and build the capacity to communicate effectively and use sociological knowledge to better understand society.

➢ The learners will be equipped with the ability to undertake research on various socio-related issues which will be helpful for them in research career for the increasing demand in business, government, industry, social welfare, advertising, administration and many other areas of community life.

➢ The course will serve to develop desirable social engagements and interventions addressing social issues in international, national and regional contexts.

➢ The course will assist the students to understand the processes of growth, change, and development of Indian society.

➢ The course will develop students' logical and reasoning ability, and Scientific temperament.

➢ It will enhance students' ability to be active and informed citizen and influence societal choices and policies.

➢ Studying this course will change students' outlook regarding the problems of crime, which will be greatly important for understanding and solving social problems.

➢ The course will help the students to study and understand the weaker section (minority, tribal and marginalized communities) problems scientifically, this will help government welfare undertaking and policies.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	**Foundation Course** To ease the transition of learning from higher secondary to college level education, providing an overview of Sociology subject relate to the general education by expanding the scope of their academic pursue.	• Instil confidence among students • Create interest for the subject • Broaden the scope of academic studies.
I, II, III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	• Students will be equipped with research skills. • Skilled human resource • Students are equipped with essential skills to make them employable
		• They will be trained on Computing skills and exposure on latest computational aspects
		• Data analytical skills will enable students gain internships, apprenticeships, field work involving data collection, compilation, analysis etc.
		• Learning speaking skills, presentation skills and other such soft skills will help students to equip with basic employable skills. • Entrepreneurial skill training will provide an opportunity for independent livelihood • Generates self – employment • Create small scale entrepreneurs
		• Discipline centric skill will improve the Technical process of of solving real life problems using ICT tools
I, II, III, IV, V & VI	Elective papers- An open choice of topics categorized under Generic and Discipline Centric	• Broaden the scope of knowledge • Strengthening the domain knowledge • Introducing multi-disciplinary, cross disciplinary and inter disciplinary nature will help students gain a comprehensive perspective on understanding reality

		• Students are exposed to Latest topics on Computer Science / IT, which will help them get into cooperate world.
II year Vacation activity	Internship / Industrial Training	• Practical training at the NGOs,/ Industry/ Banking Sector / Private/ Public sector organizations / Educational institutions, enable the students gain professional experience and also become responsible citizens.
V Semester	Project with Viva – voce	• Self-learning is enhanced • Application of the concept to real situation is conceived resulting in tangible outcome
VI semester	Professional Competency Skill Enhancement Course	• Learning professional skills and implying it in problem solving will enhance student with professional employable.

Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

4. Credit Distribution for UG Programme in Sociology

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language	3	2.1. Language	3	3.1. Language	3	4.1. Language	3	5.1 Core Course – \CC IX	4	6.1 Core Course – CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X	4	6.2 Core Course – CC XIV	4
1.3 Core Course – CC I	4	2.3 Core Course – CC III	4	3.3 Core Course – CC V	4	4.3 Core Course – CC VII : Core Industry Module	4	5. 3.Core Course CC -XI	4	6.3 Core Course – CC XV	4
1.4 Core Course – CC II	4	2.4 Core Course – CC IV	4	3.4 Core Course – CC VI	4	4.4 Core Course – CC VIII	4	5. 3.Core Course –/ Project with viva- voce CC -XII	4	6.4 Elective - VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
		2.7 Skill Enhancement Course – SEC-3	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.7Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 7Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
1.8 Skill Enhancement - (Foundation Course)	2			3.8 E.V.S	-	4.8 E.V.S	2				
	23		23		22		25		26		21
Total Credit Points											140

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	11	11	11	11	22	18	84
Part IV	6	6	6	7	4	2	31
Part V	-	-	-	-	-	1	1
Total	23	23	23	24	26	23	**140**

*Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree

First Year

Semester-I

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

Semester-II

Part	List of Courses	Credit	Hours per week(L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-III	Principles of Sociology	4	4
	Contemporary Sociological Thoughts	4	5
	Social Anthropology	3	5
Part-IV	(Skill Enhancement Course 2) Work place Behavior and Employability Skills	2	2
	(Foundation Course 2) Leadership Skill	2	2
	(Ability Enhancement Compulsory Course 2) Soft Skill-2 - Principles of Marketing	2	2
		23	**30**

Second Year
Semester-III

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

Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	4
Part-III	Social Movements in India	4	4
	Research Methodology	4	4
	Social Gerontology	3	4
Part-IV	Skill Enhancement Course - Life Skills Education	2	2
	Skill Enhancement Course - Emotional Intelligence	2	2
	Ability Enhancement Compulsory Course (AECC 4) Soft Skill-4-Basic Computer Application	2	2
	Environmental Studies	2	2
		25	**30**

Third Year
Semester-V

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Rural Sociology	4	5
	Sociology of Media	4	5
	Industrial Sociology	4	5
	Project with Viva- voice	3	5
	Optimization Techniques	3	4
	Sociology of Gender	4	4
Part-IV	Value Education	2	2
	Internship / Industrial Training (Summer vacation at the end of IV semester activity)	2	
		26	**30**

Semester-VI

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Urban Sociology	4	5
	Medical Sociology	4	5
	Sociology of Development	4	5
	Sociology of Entrepreneurship	3	6
	Value Education	3	5
Part-IV	Professional Competency Skill	2	4
Part -V	Extension Activity	1	
		21	**30**

Total Credits: 140

6. Suggestive Topics in Core Component

- Origin, Nature and Scope of Sociology
- Primary sociological concepts
- Social Institution
- Social Groups
- Socialization
- Indian Social Structure
- Marriage
- Family
- Kinship
- Social Changes
- Collective Behaviour
- Aggression and prejudice
- Social Stratification
- Social process
- Social Control
- Peasant and Tribal Movement
- Social Reform movement
- Sociological Thinkers
- Social demography
- Research methodology
- Rural and Urban Society
- Media and mobilization

7. Suggestive Topics in Elective Courses (Generic / Discipline-centric)

Group I:

- Social Cognition
- Interpersonal Relations
- Group Behaviour
- Kinship
- Culture
- Ethnicity
- Migration

- Fertility
- Mortality
- Population
- Demographic Transition
- Ageism
- Entrepreneurship
- Skill Development
- Value Education
- Moral Development
- Value Clarification

8. Suggestive Topics in Skill Enhancement Courses (SEC)

Group III - Skill Enhancement Courses (SEC)

- Active Listening
- Written Communication
- Oral Communication
- Contextual Learning
- Inclusive Language
- Know the Audience
- Job Performance
- Organizational Behaviour
- Turnover
- Autocratic Leadership
- Transformational Leadership
- Positive Outlook
- Good Listener
- Gestures
- Postures
- Life Skill Education
- Emotional Intelligence

9. **Suggestive Topics in Ability Enhancement Courses (AECC)**

    Group IV –Ability Enhancement Courses (AECC)

    - Data Management
    - Desktop Publishing
    - Organization
    - Promotion
    - Production
    - Distribution
    - Problem solving
    - Specialization
    - Narration
    - Imagination
    - Character Development
    - Design
    - Creativity

Prerequisites and Graduate Attributes

Students completing the UG programme in Sociology would acquire the following skills, qualities, knowledge and attitude.

Sl. No.	Acquire attributes	Students capabilities after completing the programme
1	Knowledge Domain	To apply the knowledge of the sociological theories in the Papers will help students to have the understanding the history and emergence of the subject and the papers on development, social psychology and others are opening wider career opportunities for the students.
2	Self and Professional development domain	The papers will help the student to develop his/her ability to have a more critical understanding, problem solving and it will help them to perform well in the professional domain.
3	Societal contribution	Society and human are always connected and the study of the subjects will help the students to have the understanding of the social conditions and its problems. It will help them to contribute to the development of society and its smooth functioning.
4	Research domain	The development of subject and the society needs better involvement in the research areas. The papers will help the students to develop the research mind set and it will prepare the students with the critical thinking, objectivity, unbiased and creativity.
5	Higher Studies	To enable the students to pursue the higher study options in the subject, it is important to give deep understanding of the subject with the required skills like communication, presentation etc.
6	Critical thinking and problem solving skills	The students will acquire skills that will help them to understand the social reality with critical analyses and with the knowledge of theoretical perspectives and methodological, they will be able to find constructive solution to the social problems.
7	Communication and presentation skills	Communication is the key to success and the students will exhibit exceptional communication skills and will be learn the appropriate presentation skills.
8	Ethical awareness and responsibilities	Enable the students with ethical awareness, socially concerned and be a responsible individual in the society.

Course	Core I
Title of the Course:	**INTRODUCTION TO SOCIOLOGY**
Credits:	**4**
Learning Objectives	1. The course will give an overall understanding of sociology. 2. The aim of the course is to explain the concepts of sociology. 3. The course will make the students know society's structure and functions. 4. The aim of the course is to explain the different social stratifications and their functions in society. 5. The course will also explain the process of social change and factors related to social change.
Course Outcomes	1. The students can understand the origin and development of sociology. 2. The students can also understand the discipline of sociology and the sociological perspective. 3. The students can recognize how sociology differs from and is similar to other social sciences. 4. The students can explain the different social institutions and their impact on sociology. 5. The students can apply the knowledge of sociology and participate actively in civic affairs.
Pre-requisites, if any:	
Units	
I	**Introduction** • Definition, Origin, Nature and Scope of Sociology • Relationship between Sociology and other Social Sciences (Anthropology, political science and criminology)

	• Importance of sociology.
II	**Primary concepts** • Gesellschaft • Gemeinschaft • Institution • Association • Status and Role • Values and Norms
III	**Social Institutions** • Marriage: Characteristics, Functions and types of marriage: polygamy, polyandry, monogamy. • Family: Characteristics, Functions and types of family - patriarchal and matriarchal. • Education: women Education, Education in the role social upliftment
IV	**Groups** • Classification of groups. • Definition, characteristics and functions of primary, secondary and reference groups.
V	**Socialization** • Definition and theories of Socialization. • Types of socialization. • Agencies of Socialization.
Recommended books	1. Haralambos and Holborn, Sociology Themes and perspectives, 8th Edition. 2. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India. 3. Robertson Ian, (1977). Sociology, New York: Worth. 4. Apple Baum, Richard. and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York. 5. Openstax College (2013) Introduction to Sociology, Houston, Texas.

	6. Herbert Spencer (1895) The Principle of Sociology. Vol.2. 3rd Edition.
Text books	1. Inkless, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, New Jersey 2. Jayaram. N. (1998), Introductory Sociology, Macmillan, India. 3. Giddens, Anthony (2001), Sociology, Fourth edition, Polity press, U.K. 4. Franklin Henry Giddings (1896) Principles of Sociology, New York. 5. Hiller, E.T (1933). Principles of Sociology, Hyderabad, India

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of Assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussions, Debating or Presentations

Mapping with Programme Outcomes and Programme Specific Outcomes

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	2	3	3	3	3	3
CO 2	3	3	3	2	3	3	2	3	3	3
CO 3	3	3	3	3	2	3	2	2	3	3
CO 4	3	3	3	2	2	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	2	2	3	3	3	3	3

3-Strong   2-Medium   1-Low

Year – I Semester – I

Core – II INDIAN SOCIETY

Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
Core-II	5				**4**	**5**	**25**	**75**	**100**
Year		**1**			**Semester**			**1**	

Learning Objectives	1. The course will enable the students to understand the unique features of the Indian Social system. 2. The course is designed to explain the diverse characteristics of Indian society. 3. The aim of the course is to explain the various social processes and social changes in Indian social system. 4. The course will interpret the social structures in the Indian social system.

	5. The course also explains the Social Stratification in Indian society.
Course Outcomes	1. The student will identify the functions of various social structures in India. 2. The students can elaborate on the perspectives of Indian society. 3. The student can compare the various social changes in Indian society. 4. The students will also describe the Stratification System in society. 5. They can also elaborate on the social institutions like Marriage, Family and Kinship system
Pre-requisites, if any:	
Units	
I	**Cultural and Ethnic composition of Indian Society** • Linguistic and racial composition • Religious and ethnic groups
II	**Marriage, Family and Kinship** • Marriage: Hindu, Islam and Christianity • Joint Family: characteristics- functions-dysfunctions-changing trends in Joint family system. • Kinship: Categories of kinship terminologies: Descent-usage of kinship.
III	**Contemporary Gender issues** • Women and Economy: Productive and non – productive work, Women in organized and unorganised sector • Women and Politics: Political Role and Participation of Women • Women and Education: Gender bias, Recent Trends in Women's Education - Health status of women in India – Mortality and Morbidity, Factors influencing health

	• Gender violence in the media

IV	**Social Stratification** • Meaning, Definition of Social stratification • Characteristics of Social stratification • Types of Social stratification • Theories of Social Stratification • Functions, Dysfunctions and Changes of Social stratification
V	**Social Development in India and Tamil Nadu** • Concept of social Development • Functions of social development • Important indicators of social development • Barriers faced by Social Development in India • Social Development Programmes of Union and State Government
Text Books	1. Ahuja Ram (1999) Society in India: Concepts, theories and Changing trends, Rabat Publications, Jaipur. 2. S.C Dube (1990) Indian Society. First Edition, New Delhi. India. 3. C.N. Shankar Rao (2020) Sociology of Indian Society. S. Chand and Company. LTD 4. David G. Mandelbaum (1972) Society in India. Published by Popular Prakashan, India. 5. Nadeem Hasnain (2021) Indian Society: Themes and Social Issues. 2nd edition. McGraw Hill.
Recommended Books	1. Oberoi, Patricia, (1993) Family, Kinship and Marriage in India, OUP, New Delhi. 2. Sharmila Rege (2003). Sociology of Gender. New Delhi: Sage. 3. Jayaram. N. (1998), Introductory sociology, Macmillan, India 4. Acker, S. (1994). Gendered Education: Sociological Reflections on Women,Buckingham: Open University Press. 5. Chanana, Karuna. (1988). Socialization, Education and

	Women: Explorations in Gender Identity. New Delhi: Orient Longman.
Web resources	• Indian Society and Ways of Living | Asia Society • INDIAN SOCIETY | Facts and Details • Indian-Society. PDF • Study of Indian Society and Culture: Method and Perspective. • Sociology of Indian Society

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, short summary or overview

Application (K3) - Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussions, Debating or Presentations

Mapping with Programme Outcomes and Programme Specific Outcomes

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

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	3	1	3	3	3	2	3	2	3
CO 2	3	2	3	3	1	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3	3	3
CO 4	1	3	1	1	3	3	3	3	3	3
CO 5	3	3	3	2	1	3	3	2	2	3
Average	3	3	3	3	3	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Elective -I
Title of the Course:	**SOCIAL PSYCHOLOGY**
Credits:	3
Learning Objectives	1. The aim of the course is to enable the students to understand the various socio psychological concepts. 2. The course will help the students to briefly summarize the importance of self and stages in developing self. 3. The course will help the students to compare and contrast the collective behavior and their impacts on formation of deviance 4. The course is designed so that students can enumerate the significance of social psychology and various methods used in social psychology 5. The aim of the course is to enable the students to aware of social mind of society

Course Outcomes	1. The students can explain the scope of social psychology and its relationship with other social sciences. 2. The students can get acquisition of knowledge that goes beyond mere memorization of facts. 3. The students can assess the different group process and leaderships patterns 4. The students can explain various social processes that affect the individual attitude 5. The students create awareness on the major problems and issues in the discipline of social psychology
Pre-requisites, if any:	

Units	
I	**Introduction** • Nature and Scope of social psychology • Methods of social psychology • Importance of social psychology
II	**Personality and Culture** • Personality types and traits • Influence of culture on personality
III	**Collective Behavior** • Crowd • Mobs • Riots
IV	**Motivation** • Meaning, definition and characteristics • Approaches to motivation – Behaviorist, Humanistic and Cognitive. • Types – Intrinsic and Extrinsic.
V	**Aggression and prejudice** • Types and causes of aggression • Types and causes of prejudice

VI	**Attitude, Public Opinion and Propaganda** • Attitudes and formation of attitudes • Dynamics of public opinion • Mass media and public opinion • Principles and techniques of propaganda • Social effects of propaganda
Recommended Books	1. Adinarayanan, S.P. (1964) Social Psychology, Longman, India 2. Aronson. Elliot, Wilson D. Tmothhy and Akery M. Robert (1977) Social Psychology, Longman Publishers 3. Baron, A. Robert Boon Byrne (1998) Social Psychology, Prentice Hall of India, India. 4. Morris Rosenberg, Ralf H. Turner (1990). Social Psychology: Sociological perspective. First Edition. Taylor and Francis. 5. Arun Kumar Singh (2019) Social Psychology. Second Edition. Delhi.
Text Books	1. Bhatia, Hansraj. (1974) Elements of Social Psychology, Somaiya publications, Bombay. 2. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London. 3. Lindgren, Henry Clay (1998) Social Psychology, Wiley Eastern publications, New Delhi-1998. 4. Pearson (2017) Social Psychology. 14 Edition. 5. David G. Myers (2020) Exploring Social Psychology. 8th edition.
Web resources	• https://www.simplypsychology.org/social-psychology.html • https://2012books.lardbucket.org/books/sociology-comprehensive-edition/s24-01-types-of-collective-behavior.html • http://www.psychologydiscussion.net/social-psychology-2/aggression/aggression-basis-forms-and-control-social-psychology/1328 • https://brocku.ca/MeadProject/Young/1930/1930_27.html • https://us.sagepub.com/sites/default/files/upm-assets/90582_book_item_90582.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes and Programme Specific Outcomes

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	1	2	1	1	3	3	2	3	3
CO 2	1	3	3	3	3	3	2	2	3	3
CO 3	1	3	3	3	3	3	3	3	3	3
CO 4	3	1	1	3	3	3	3	2	3	3
CO 5	3	3	2	1	1	3	3	2	2	3
Average	3	3	2	3	3	3	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Core III
Title of the Course:	**PRINCIPLES OF SOCIOLOGY**
Credits:	4
Learning Objectives	1. The course outlines the basic ideas about socialization and various factors that affect the socialization process. 2. The course will interpret the different social institution and their relationship with each other. 3. The course enables students to understand the associative and dissociative process and social change. 4. The aim of the course is to know the socio-cultural aspects of society. 5. The courses critically assess the process of social change and factors associated with social change
Course Outcomes	1. The students can understand the basic concepts in sociology 2. The students can summarize the fundamental theoretical interrelations and interactions in the society 3. The students will be able to define, interrelationships between Culture, Social change, Socialization, Stratification, Social processes, Institutions and Social control. 4. The students can summarize the diverse social stratifications that function in the society. 5. The students can recognize the process and causes for social change.
Pre-requisites, if any:	
Units	
I	**Social stratification** • Forms of stratification: Slavery, Estate, Caste, Class and Gender • Theories of Stratification. • Social Mobility: Vertical, Horizontal

II	**Social Processes** • Associative social process: Co-Operation, Accommodation, Acculturation, Assimilation • Dissociative Social Process: Competition and Conflict.
III	**Social Control** • Definition of Social Control and Normative order. • Informal means of Social Control: Values, Norms, Customs, Folkways, mores, public opinion and Beliefs. • Formal means of Social Control: Laws, Community Policing, Zero Tolerance and Citizen of Patrol (COP)
IV	**Culture** • Definition and Elements of Culture. • Types of Culture: Material and Non-Material • Cultural Process: Cultural Lag, Sub-Culture, Contra-Culture, Counter-Culture and Cultural Relativism
V	**Social Change** • Definition and theories of Social Change. • Factors of Social Change – Geographical, biological and technological • Globalization and Changing world
Recommended Books	1. Gilbert, Pascal. (1973), Fundamental of Sociology, Orient Longman, New Delhi. 2. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India. 3. Apple Baum, Richard and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York 4. Inkless, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, New Jersey 5. Jayaram. N. (1998), Introductory Sociology, Macmillan, India.

Text Books	1. Giddens, Anthony (2001), Sociology, Fourth edition, Polity press, U.K.
	2. Michael Haralambos (1980) Sociology Themes and Perspectives, Oxford university.
	3. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India.
	4. Robertson Ian, (1977). Sociology, New York: Worth.
	5. Apple Baum, Richard and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York.
Web resources	• http://www.yourarticlelibrary.com/sociology/social-processes-the-meaning-types-characteristics-of-social-processes/8545
	• http://www.yourarticlelibrary.com/sociology/social-control-the-meaning-need-types-and-other-details/8533
	• https://cops.usdoj.gov/RIC/Publications/cops-p157-pub.pdf
	• https://iedunote.com/culture
	• The Principles of Sociology| Google Books

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes and Programme Specific Outcomes

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	3	1	2	1	1	3	2	3	3	3
CO 3	3	3	3	3	1	3	2	2	3	3
CO 4	2	3	3	3	3	2	2	3	3	2
CO 5	3	3	2	1	3	3	3	3	2	2
Average	3	3	3	1	3	3	2	3	3	3

3-Strong   2-Medium   1-Low

Course	Core IV
Title of the Course:	**SOCIAL MOVEMENTS IN INDIA**
Credits:	4
Learning Objectives	1. The aim of the course is to explain the diverse movements that occur in Indian society. 2. The course highlights the process of religious reform social movement on Indian society. 3. The course enables students to understand the causes and consequences of movements in society. 4. The course will compare and contrast the different backward class movement that occurred in Indian society

	5. The aim of the course is to explain how the social change brought by various social movements.
Course Outcomes	1. The students can evaluate the impacts of the religious reform movement in the Indian society 2. The students will be able to recognize the various backward class movements and their effects on a deprived section of society. 3. The students can aware of social issues, as the root cause of various social movements. 4. The students will identify the different theoretical orientations to learn about the social movements in India. 5. The students can explain women's movements in India and the function of women's organizations.
Pre-requisites, if any:	
Units	
I	**Introduction** • Definition and Characteristics of Social Movements • Types of Social Movements • Social movements and social change
II	**Theories of Social Movement** • Relative deprivation theory • Resource mobilization theory • Structural-Strain theory • Marxist and Post Marxist theory
III	**Socio-Reform Movements** • Brahmo Samaj and Arya Samaj • Self-respect movement in Tamil Nadu • Satya Shodak Samaj Movement • Bhakti Movement • Justice Party in Tami Nadu
IV	**Peasant and Tribal movements**

	• Telangana movement • The sandal movement • Champaran movement • Bodo movement • Birsa Munda movement • Jharkhand movement
V	**New Social Movements** • Dalit movements • Environmental movements • Women's movements • Anti-corruption movements • Farmers movement
Recommended Books	1. Desai A. R. (1979) Peasant Struggle in India, OUP, India. 2. Desai A.P (1987) Social Background of Indian Nationalism, Popular Prakasam, Bombay. 3. Dhanagare D.N (1983) Peasant Movements in India: 1920-50, OUP, Delhi. 4. Ghanshyam Shah (2016) Social movements in contemporary India. First edition. India
Text Books	1. Rao M.S.A (1979) Social movement in India, Manohar, New Delhi. 2. Rao M.S.A (1979) Social movements and social transformation, Mac Millan, New Delhi. 3. Banks J.A (1992) The Sociology of Social movements, Mac Millan, London. 4. Biswajit Ghosh (2020) Social movements: Concepts, experiences and Concerns. First edition. 5. Donatella Della Porta and Mario Diani (2006) Social Movements: An introduction. Second edition.

Web Resources	• http://www.sociologydiscussion.com/social-movements/social-movements-meaning-causes-types-revolution-and-role/2248
	• https://opentextbc.ca/introductiontosociology/chapter/chapter 21-social-movements-and-social-change/
	• https://www.analogeducation.in/almajor/uploads/494637688Social%20Movements%20and%20Politics%20in%20India.pdf
	• https://egyankosh.ac.in/bitstream/123456789/18910/1/Unit-35.pdf
	• https://old.amu.ac.in/emp/studym/100008689.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	2	3	3	3	3	3
CO 2	2	3	1	2	3	3	3	2	2	3
CO 3	2	1	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	1	3	2	2	3	2
CO 5	2	2	3	3	3	3	2	2	3	3
Average	2	3	3	3	2	3	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Elective- II
Title of the Course:	**SOCIAL ANTHROPOLOGY**
Credits:	3
Course Objectives	1. The aim of the course is to understand the functions of primitive society 2. The course will explain the tribal culture and tribal economy of the tribal society. 3. The course will elaborate the socio-economic institutions, structure of family and kinship. 4. The aim of the course is to understand the types of culture and

	its classifications. 5. The course also explains the branches of Anthropology and its relationship with other Social sciences.
Learning Outcomes	1. The students can identify the cultural attributes and types of cultures. 2. They can differentiate primary and secondary institutions in the society. 3. The students can describe how evolutionary and historical processes have shaped primates and human ancestors. 4. The students can discuss human diversity and how knowledge about human diversity leads to a better understanding. 5. The students can explain the evolutionary changes of Economic and Political Organizations among tribe population.
Pre-requisites, if any:	

Units	
I	**Introduction** • Meaning and Scope of Anthropology • Branches of Anthropology • Relationship between Sociology and Anthropology
II	**Culture** • Attributes of Culture • Culture Traits • Culture Complex • Culture Area • Culture Integration • Enculturation, ethnocentrism, cultural relativism and Transculturation
III	**Marriage and Kinship** • Marriage: Typology by mate selection- Levirate and Sororate- Hypergamy and Hypogamy.

	• Types of Decent • Kinship: Consanguinal and Affinal. • Kinship: Tribe, Class, Moiety and phratry. • Kinship Behaviour: Joking and Avoidance relationship.
IV	**Economic Organization** • Meaning, Scope and Relevance of economic anthropology • Property: Primitive Communism- Individual- Collective. • Stages of Economy: Food gathering- Hunting- Fishing- Pastoralism- Cultivation. • Systems of trade exchange: Reciprocity- Redistribution- barter and market
V	**Political Organization** • Band, Tribe and State. • Kinship and chiefdom. • Primitive law and Justice. • Types of Punishment
VI	**Religious Organization** • Anthropological approaches to the study of religion- • (Evolutionary, Psychological and Functional) • Monotheism and Polytheism • Sacred and profane; myths and rituals • Form of religion in tribal societies (animism, animatism, fetishism, naturism and totemism)
Recommended Books	1. Majumdar D.N and T.N.Madan (1994) Introduction to Social Anthropology, Mayoor Paper Backs, Noida. 2. Beals R and Haiger.H (1960) Introduction to Social Anthropology, ac Millan, New Delhi. 3. Makhan Jha (2003) An introduction to Social Anthropology. Second edition. 4. S.F. Nadel (1969). The foundations of Social Anthropology 5. Eliot Dismore Chapple, Carleton Stevens Coon (1978)

	Principles of Anthropology. R.E Krieger Publication.
Text Books	1. Jha, Makhan (1994) An Introduction to Social Anthropology, Sage Publications, New Delhi. 2. Manna Samita (2013). An Introduction to Social Anthropology, Dorling Kindersley (India) Pvt.Ltd. 3. Majumdar D. N and T.N. Madan (1994) Introduction to Social Anthropology, Mayoor Paper Backs, Noida. 4. Beals R and Haiger. H (1960) Introduction to Social Anthropology, ac Millan, New Delhi. 5. S.F. Nadel (1969). The foundations of Social Anthropology.
Web resources	• http://www.yourarticlelibrary.com/sociology/kinship-and-family/kinship-meaning-types-and-other-details/34960 • https://opentextbc.ca/introductiontosociology/chapter/chapter3-culture/ • https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_socio_anthro_final.pdf • https://egyankosh.ac.in/bitstream/123456789/41233/1/Unit-1.pdf • https://mahabubjnu.files.wordpress.com/2013/09/59811078-lewellen-political-anthropology.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	1	3	3	3	2	2	3	3	2	3
CO 3	3	1	3	3	2	3	3	2	3	3
CO 4	1	3	3	2	2	3	3	3	3	3
CO 5	3	1	1	1	3	3	3	2	3	3
Average	3	3	3	3	2	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course I	Core V
Title of the Course:	**INTRODUCTION TO SOCIOLOGICAL THOUGHT**
Credits:	4
Learning Objectives	1. The course will enable students to know about the pioneers of sociology. 2. The course identifies the major foundational orientations used in sociology. 3. The aim of the study is to compare and contrast the underlying assumptions of Sociological orientations. 4. The course also explains the sociological theories in sociology. 5. Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed.
Course Outcomes	1. The students can explain the origin and development of western sociology, contribution of classical social thinkers. 2. Students become aware of sociological perspectives to explain social problems and issues. 3. Able to make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives. 4. Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions 5. The students can explain the origin and development of western sociology, contribution of classical social thinkers.
Pre-requisites, if any:	
Units	
I	**August Comte** • Positivism

	• Law of three stages in Human Progress • Hierarchy of Sciences • Social Statics and Dynamics
II	**Herbert Spencer** 1. Theory of Social Evolution **2.** Organismic Analogy
III	**Emile Durkheim** • Social Facts • Sociology of Religion • Division of Labour • Organic Solidarity and Mechanical Solidarity • Types of Suicide
IV	**Karl Marx** • Dialectical Materialism • Theory of class struggle • Alienation
V	**Max Weber** • Ideal Type • Verstehen • Bureaucracy • Types of Authority • Protestant Ethic and Spirit of Capitalism • Class, Status and Power
Recommended Books	1. Aron. Raymond (1967) Main Currents in Sociological Thought (2 Volume), Penguin books, London. 2. Barnes.H.E (1959) Introduction to History of Sociology, University of Chicago press, Chicago. 3. CraibLan (1979) Classical Social Theory, OUP, UK. 4. Ritzer, George (1996) Sociological Theory, Tata Mc Graw Hill, New Delhi. 5. Timaseff, N.S (1976) Sociological Theory: Its Nature and Growth, Random House, New York.

Text Books	1. Coser Lewis.A (1979) Masters of Sociological Thoughts: Ideas in Historical and Social context, Harcourt Brance Jovanovidi, New York. 2. Ronald (1994) The Making of Sociology (2 Volumes), Rawat, India. 3. Ritzer G Modern Sociological Theory 7th Ed. (2016) ` 4. Ritzer G Classical Sociological Theory 6th Ed. (2016) 5. Coser LA Sociological Theory 5th Ed (2018) ` 6. Ritzer G Frontiers of Social Theory (2018)
Web Resources	• http://www.yourarticlelibrary.com/biographies/biography-of-auguste-comte-and-his-works/43722 • https://www.sociologygroup.com/herbert-spencer-biography-contribution-philosopher/ • https://www.bartleby.com/essay/founding-fathers-of-sociology-F3G7WTAJPRS5 • https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf • https://www.britannica.com/topic/social-change

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	1	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3	3	3
CO 3	3	3	3	1	2	2	3	2	2	2
CO 4	3	2	3	2	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3	3	3
Average	3	3	3	3	2	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Core VI
Title of the Course:	**INDIAN SOCIOLOGICAL PERSPECTIVE**
Credits:	4
Learning Objectives	1. The aim of the course is to understand how the functions of society get affected by social issues. 2. The course will explain the causes and consequences of crime and deviations. 3. The course also explains the causes and types of poverty and unemployment. 4. The aim of the course is to analyse the problems of women and children in society. 5. The course will interpret the characteristics and support base of terrorism
Course Outcomes	1. The students can explain and understand sociology as a subject in Indian perspective. 2. By learning the Indian Sociological perspective, the Students will become aware of social issues and can explain social problems systematically. 3. The students will be able to make theoretical understanding on the society and demonstrate the utility of the sociological perspective in their lives. 4. Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions.
Units	
I	Mahatma Gandhi • Social and political ideology • Satyagraha • Sarvodaya

	• Trusteeship
	• Swadeshi
II	• Raj Ram Mohan Roy
	• Social, Economic and Political contribution
	• Religious ideology
	• Social Reform
III	Mahatma Jyotiba Govinrao Phule
	• Satyashodak Samaj
	• Contribution on social justice and human rights
	• Women's Education
IV	Dr. B.R. Ambedkar
	• Dalit Liberation: Subaltern approach
	• Emancipation of the Untouchables
	• Annihilation of caste
V	Thanthai Periyar
	• Self- respect movement
	• Women's rights
	• Social reform and eradication of caste
Recommended Books	1. Gandhi, Mahatma. (2009). The Story of My Experiments with Truth. Fingerprint Publishing. ISBN -10: 8172343116
	2. Crawford, S. Cromwell. (1987). Ram Mohan Roy: Social, Political and Religious Reform in 19 th Century India. Paragon House. ISBN-10 : 0913729 159
	3. Ambedkar. B.R. (2014). Annihilation of Caste. Navayana. ISBN: 9788189059637
	4. Chaudhary, Bhupen. (2020). Mahatma Jotirao Phule; Life, Philosophy and Action. Global Vision Publiching House. ISBN-10: 8194730015
	5. Ramasamy, Thanthai Periya E.V. (2020). Why were Women Enslaved?

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

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	1	2	3	3	3	2
CO 3	1	1	2	3	3	3	3	3	3	3
CO 4	1	1	1	2	1	2	3	3	3	3
CO 5	3	3	3	2	1	3	3	3	3	3
Average	3	3	3	3	1	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course I	Internship
Title of the Course:	Summer Internship
Credits:	2
Learning Objectives	1. To enhance student to work as team work. 2. To equipped the student with the skill and desire to solve societal problems 3. To developed work ethic. 4. To improve communication skill and responsibilities among students 5. To explore, experience and apply the academic knowledge in ground reality.
Course Outcomes	1. Student will enhance the professional competency to conduct field work. 2. Students will gain practical knowledge related to their studies. 3. This will help student to understand the subject theories and methodology better. 4. Will gain particle skill and knowledge. 5. Will increase the employment prospect of the student
Pre-requisites, if any:	

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	1	3	2	2	3	3
CO 2	1	2	3	3	2	3	2	3	3	3
CO 3	2	3	3	3	1	3	3	2	2	3
CO 4	3	2	2	3	3	3	2	3	2	2
CO 5	3	3	3	3	3	3	2	3	2	3
Average	3	3	3	3	3	3	2	3	2	3

3-Strong   2-Medium   1-Low

Course	Elective III
Title of the Course:	**SOCIAL DEMOGRAPHY**
Credits:	3
Learning Objectives	1. To familiarize the students about various demographic factors that contribute to population change and how they influence and are influenced by various social and economic institutions. 2. To provide knowledge on Sources and Demographic data as well as indicators to measure various demographic factors will be discussed. 3. Understand the concept of demographic indicators and interpret theories of population growth. 4. Analyze population control in terms of social needs and appreciate population control measures and their implementation 5. Develop skills to understand the demographic aspects of planning
Course Outcomes	1. Understand the conceptual clarity and theoretical framework and perspectives with regard to demography. 2. Know the linkages between various social institutions and social process on the one side and demographic outcomes and processes on the other. 3. Recognize the factors and control of population growth. 4. Understand demographic measurements like fertility and mortality rates 5. Describe a variety of demographic theories such as Malthusian, cornucopian, zero population growth, and demographic transition theories
Pre-requisites, if any:	

Units		
	Concepts, Scope and Determinants of Demography	
I	• Concept of Demography and Population Studies • Demographic Determinants • Data Sources • Population Size and Growth • Composition and Distribution • Population Control Policies and Education	
II	**Population Theories** • Mercantilist and related Theories • Malthusian Theories • Demographic Transition Theory • Optimum Theory of Population • Marxist and Socialist Theories • Corrido Ginnis -Biological Theory • Ester Boseup and Julian Simon -Economic Theories	
III	**Fertility** • Concepts and Measurement of Fertility • Total Fertility Rate, Fecundity • Social Structure and Fertility • Role of Intermediate Variables (Davis and Blake) • Economic Theory of Fertility (Becker) • Socio-Economic Theories of Fertility (Leibenstein and Easterlin) • Reproductive Health and Family Planning.	
IV	**Mortality** • Concepts and Measurement of Mortality, Morbidity • Life Expectancy and Gender • Factors of Mortality • Determinants of Infant, Child and Maternal Mortality • Population -Ratio and Regional Variations. • Causes and death, life and working years lost	

	• Differentials in mortality and morbidity
V	**Migration** • Concepts, Factors and Consequences of Migration • Types of Migration and Social Process of migration • Theories of Migration – Ravenstein's Law – Everette Lee's perspective • Push and Pull Theories • Refugee Crisis
Recommended books	1. Weeks, John R. (1977). Population: An Introduction to Concepts and Issues, Belmont,California: Wadsworth, pp.1-324. 2. Samir Dasgupta, (2011). Social Demography, Pearson India. 3. D. S. Rawat, (2012). Fundamentals of Demography: Concepts and Theories, Neha. Publishers & Distributors. 4. Weeks, John R. (1977). Population: An Introduction to Concepts and Issues, Belmont,California: Wadsworth, pp.1-324. 5. Samir Dasgupta, (2011). Social Demography, Pearson India
Recommended Texts	1. Caldwell JC, Reddy PH, Caldwell P. (1983). The social component of mortality decline: an investigation in South India employing alternative methodologies. Population Studies, 37(2):185-205. 2. Caldwell, John C. (1997). The Global Fertility Transition: the Need for a Unifying Theory, Population and Development Review, 23(4):803-812. 3. Asha Bhande & Tara Kaitkar (2015). Principles of Population Studies, Himalayan Publishing House. 4. Lassaonde, Louise. (1997). Coping with Population Challenges. London: Earthscan 5. Massey, Douglas et al. (1993). Theories of International Migration, Population and Development Review 19:3.
Web resources	• Social demography - Oxford Reference • Social Demography | SpringerLink • https://scorecard.prb.org/wp-content/uploads/2021/01/members-

	only-population-bulletin-an-introduction-to-demography.pdf
	• https://ncert.nic.in/textbook/pdf/lesy102.pdf
	• https://www.researchgate.net/publication/318437400_Population_ and_Society_An_Introduction_to_Demography

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	1	3	2	2	3	3
CO 2	1	2	3	3	2	3	2	3	3	3
CO 3	2	3	3	3	1	3	3	2	2	3
CO 4	3	2	2	3	3	3	2	3	2	2
CO 5	3	3	3	3	3	3	2	3	2	3
Average	3	3	3	3	3	3	2	3	2	3

3-Strong   2-Medium   1-Low

Course	Core VII
Title of the Course:	**Contemporary Sociological Theory**
Credits:	4
Learning Objectives	1. The aim of the course is to impart theoretical orientations to the social world. 2. The course enables students to understand the theories of various social thinkers. 3. To let students, understand how theories inform substantive areas of current sociological research. 4. To introduce the student contribution of classical thinker for the development and growth of Sociology 5. The aim of the course is to enhance the ability of the students to apply the sociological theory to practical issues.

Learning Outcomes	1. Understand the core themes such as description, presentation and argumentation in statistical/quantitative contexts. 2. Able to execute theoretical and empirical methodology. 3. A series of lectures will let the students to acquire proper research methods, sampling techniques, designs etc. 4. Able to explain the contribution of classical social thinkers. Students become aware of the objective of the paper as to give an analytical and cognitive approach.
Pre-requisites, if any:	

Units	
I	**Talcott Parson** • Voluntaristic Action • Pattern Variable • Functional Requisites
II	**Robert K. Merton** • Functional Analysis • Latent and Manifest function • Role Theory • Anomie
III	**Vilfredo Pareto** • Circulation of Elites • Residues and Derivatives • Logical and Non- Logical action
IV	**Alexis de Tocqueville** • Civil and political society and the Individual • Majority rule and mediocrity • Slavery, blacks and Indians
V	**Dorothy Edith Smith** • Standpoint theory • Ruling relations • Bifurcation and consciousness

Recommended Books	1. Aron. Raymond (1967) Main Currents in Sociological Thoughts (2 Volume), Penguin books, London. 2. Barnes.H.E (1959) Introduction to History of Sociology, University of Chicago press, Chicago. 3. CraibLan (1979) Classical Social Theory, OUP, UK. 4. Ritzer, George (1996) Sociological Theory, Tata Mc Graw Hill, New Delhi. 5. Timaseff, N.S (1976) Sociological Theory: Its Nature and Growth, Random House, New York.
Text Books	1. Coser Lewis.A(1979) Masters of Sociological Thoughts: Ideas in Historical and Social context, Harcourt Brance Jovanovidi, New York. 2. Ronald (1994) The Making of Sociology (2 Volumes), Rawat, India. 3. Josefina Figueroa McDonough. (1998). The Role of gender in practice knowledge Routledge is an imprint of Taylor& Francis, an Informa company. 4. Ritzer George (2011) Sociological Theory – 5th Edition 5. Coser LA (2018) Sociological Theory 5th Ed
Web resources	• https://www.newworldencyclopedia.org/entry/Vilfredo_Pareto • http://www.yourarticlelibrary.com/biographies/biography-of-auguste-comte-and-his-works/43722 • https://www.sociologygroup.com/herbert-spencer-biography-contribution-philosopher/ • https://www.bartleby.com/essay/founding-fathers-of-sociology-F3G7WTAJPRS5 https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentation

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	1	3	3	2	3	3
CO 2	3	3	3	1	2	3	2	2	3	3
CO 3	2	1	2	2	1	3	3	3	3	3
CO 4	1	1	1	3	2	3	3	2	3	3
CO 5	3	3	3	1	1	3	3	2	3	3
Average	3	3	3	2	1	3	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Core VIII
Title of the Course:	**RESEARCH METHODOLOGY**
Credits:	4
Learning Objectives	1. The aim of the study is to understand the core themes such as description, presentation and argumentation in statistical/quantitative contexts. 2. The course will able to execute theoretical and empirical methodology. 3. The aim of the study is to let the students to acquire proper research methods, sampling techniques, designs etc. 4. To understand the importance of social research in analyzing social problems. 5. To know the statistical methods in conducting research.
Course Outcomes	1. Student will attempt to sensitize a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. 2. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. 3. Student will learn to write a research proposal and reports. 4. Student will understand skills about Collecting Data, Writing Bibliography and Analyzing data. 5. Course will enhance the ability of the students to apply the research methods to practical issues.
Pre-requisites, if any:	

Units		
I		**Science and Scientific Methods** • Scientific research • Types, importance and uses • Steps in social research • Theory – fact and hypothesis
II		**Research Design** • Types- Descriptive, explorative, experimental- Diagnostic and comparative • Functions of research design
III		**Quantitative Research** • Survey • questionnaire • Experimental Research • Content analysis
IV		**Qualitative Research** • Case study • Interview • Projective technique. • Ethnography • Discourse Analysis • Focus Group
V		**Sampling methods and Report Writing** • Types- probability and non-Probability sampling. • Report Writing- steps in report writing
		1. Young Pauline V, (2009) Scientific Social surveys and research, PHI 2. Mitchall, Mark and Jamina Jolley, (1988) Research design explainer, Holt, Rine Hart and Winston Inc, New York. 3. Gane, Mike. (1988) Durkheim's Rules of Sociological Method,

Recommended Books	Routledge, London. 4. Bialock, J.R, Hubert.K. (1981) Social Statistics, Mc Graw Hill, International Editions, Washington. 5. Hunt, Morton. (1920) Profiles of Social Research, Russell Sage Foundation, New York.
Text books	1. Kothari C.R, (1985). Research Methodology; Methods and Techniques, Wiley Eastern Limited, Madras. 2. Goode Williams and Hatt Paul. (1981). Methods in Social Research, Mc Graw Hill Book company, London. 3. Kothari, C.R. (1978) Quantitative Techniques, Vikas Publishing House, New Delhi. 4. Michael S. Lewis, Beck, (Ed) (1990) Experimental design & Methods, Sage publications, Toppan, Publishing United Kingdom 5. Nardi P M Doing Survey Research: A Guide to Quantitative Methods
Web resources	• https://www.intechopen.com/online-first/research-design-and-methodology • https://www.scribbr.com/methodology/qualitative-quantitative-research/ • https://www.scribbr.com/methodology/sampling-methods/ • https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf • https://www.researchgate.net/publication/319207471_HANDBOOK_OF_RESEARCH_METHODOLOGY

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	1	3	3	3	3	3
CO 2	2	3	1	3	3	3	3	3	3	3
CO 3	2	3	1	3	3	3	3	3	3	3
CO 4	2	2	2	3	3	3	3	3	3	2
CO 5	1	1	2	3	1	2	3	3	3	3
Average	2	3	2	3	3	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Elective – IV
Title of the Course:	**SOCIAL GERONTOLOGY**
Credits:	3
Learning Objectives	1. The course introduces the concept of Social Gerontology to the students. 2. It helps the students to understand the Sociological aspects of aging. 3. The aim of the course is to identify the needs, strengths and resources of elderly people in the society. 4. The course also analyzes the various dimensions of ageing. 5. The course also explores the support system of the elderly people.
Course Outcomes	1. The students will be able to distinguish the terms Gerontology and Geriatrics 2. The students will be trained to apply the theories of ageing as a problem-solving technique. 3. The students can interpret the psychological, economic, physical and social problems of elderly people. 4. The students can critically assess the problems of the aged women in our society. 5. They can also understand the impact of globalization in the life of elderly people.
Pre-requisites, if any:	

Units	
I	**Introduction to Social Gerontology** • Definition and Meaning • Evolution of Social Gerontology • Scope and Importance • Gerontology & Geriatrics
II	**Theories of Aging** • Sociological Theories • Disengagement Theory • Activity Theory • Conflict Theory • Age Stratification Theory
III	**Understanding the Aged** • Dimensions of Aging • Support Systems for the Aged
IV	**Problems of the Aged** • Health • Housing • Employment • Retirement • Exploitation • Problems of the Aged Women • Institutionalization of the Care of the Aged
V	**Re-examining the concept of the aged** • Impact of Industrialization, Urbanization and Globalization • Policies and Social Legislations for aged in India and Tamil Nadu. • Re-evaluation and Utilization of the Senior Citizens Skills and Time
Recommended Book	1. Arthur. N. Schwartz and Anne Fonner. (1979) Introduction to Gerontology, New York Holt: Rinchart and Winston.

	2. Kunkel, Suzanne and Leslie Morgan. (1998) Ageing: The Social Context. California: Sage. 3. Berkman B & Sharma KL(2015) Social Work in Health and Ageing`   4. Sahoo AK (2015) Sociology of Ageing: A Reader ` 5. Sebastian D (2014) Ageing and Elder Abuse
Text Books	1. Bali, P. Arun, (1999) Understanding Greying People of India, New Delhi: Inter India. 2. Bai, Thara. L. (2002) Ageing Indian Perspectives, New Delhi: Decent Books. 3. Natarajan V.S. (1995) Ageing Beautifully. Madras: Sakthi Pathipagam. 4. McDonald & Sharma KL (2011) Ageism and Elder Abuse 5. Shanthi CS & Rajan SI (2010) Ageing and Health in India
Web resources	• https://opentextbc.ca/introductiontosociology/chapter/chapter13-aging-and-the-elderly/ • https://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-335 • https://academic.oup.com/gerontologist/article-abstract/4/1/46/630978?redirectedFrom=fulltext • https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_18.pdf https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_18.pdf

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	POS 5
CO 1	3	3	3	3	1	3	3	3	3	3
CO 2	3	3	3	3	3	3	2	3	2	3
CO 3	2	3	2	3	3	3	2	2	3	3
CO 4	2	1	3	3	1	2	2	3	3	3
CO 5	2	1	1	2	3	3	3	3	3	3
Average	2	3	3	3	3	3	2	3	3	3

3-Strong   2-Medium   1-Low

Course	Core IX
Title of the Course:	**RURAL SOCIOLOGY**
Credits:	4
Laerning Objectives	1. The course will enable students to understand the nature of Indian rural social system 2. The course describes the agrarian social structure and various policy changes on it. 3. The course will employ planned changes in rural society during the post-independence era. 4. The course will evaluate the different agrarian associations and their impact on agricultural development. 5. The aim of the course is to know the basic social institutions and social relations in rural set up
Course Outcomes	Upon successful completion of this course, students will have the knowledge and skills to: 1. The course enables the students to understand the rural context in various aspects. 2. The students can understand the agrarian structure and changes that took place in the form of land reforms. 3. The students can review the causes for peasant movements and their impacts on agrarian society in India 4. The students can evaluate the organized effect of peasants in India on agrarian development and progress 5. The students can compare and contrast the rural problems and enumerate the several rural development programmes
Pre-requisites, if any:	

	Units
I	**Introduction** • Meaning of Rural Sociology • Nature and Scope • Importance of the study of Rural Sociology in India.
II	**Rural Society** • Characteristics of rural society • Rural- Urban society: Differentials and continuum • Village patterns and characteristics- Emergences of villages- Types of villages- Village settlement patterns – Types and patterns of dwellings.
III	**Rural Social Structure and Dynamics** • Indian social structure • Characteristics of rural Indian society • Social stratification in rural Indian society • Changing features of village social structure • Role and functions of Panchayat raj.
IV	**Rural Social Institutions** • Characteristics and functions of Social Institutions • Rural Economy, • Family and Marriage. • The Polity, • Rural Education
V	**Rural development Schemes in India and Tamil Nadu** • Naan Muthalvan Scheme • New Health Insurance scheme • Scheme for Integrated Textile Parks (SITP) • Vaazhndhu Kaattuvom Project • Free Education Scheme

Recommended Books	1. Vidyut Joshi (1987) Submerging villages: Problems and prospects, Ajanta publications, Delhi. 2. Desai I.P and Banwarilal Choudhary (ed) (1977) History of Rural Development in Modern India, Voll.II, Impex India, New Delhi. 3. Mishra P.S. (1994) Changing Patterns of village family in India: A sociological study, Ajanta publications, Delhi. 4. Kumar Aravind (ed) (1998) Encyclopedia of Rural Sociology. 5. Desai A.R (1969) Rural Sociology in India, Popular Prakashan, Bombay.
Text Book	1. Desai A.R (1969) Rural Sociology in India, Popular Prakashan, Bombay. 2. Sharma, KL. (2019). Rural Society in India: Second Edition. 3. Desai, A.R. (2019). Rural Sociology in India. Sage Publication. ISBN. 935328000 4. Satyanarayana, G. (2019). Women in Grassroots Governance in India. 5. Harris, J. (2017). Rural Development: theories of Peasants Economy.
Web sources	• https://www.bankexamstoday.com/2018/10/schemes-of-rural-indiahighlights.html • http://www.sociologydiscussion.com/rural-sociology/rural-sociology-meaning-scope-importance-and-origin/2599 • https://shodhganga.inflibnet.ac.in/bitstream/10603/140660/14/14_chapter%205.pdf • Rural Sociology - N. Jayapalan - Google Books • Rural Sociology: Meaning, Scope, Importance and Origin (sociologydiscussion.com)

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	3	1	1	3	2	3	3	3
CO 3	3	3	3	3	1	3	2	3	3	2
CO 4	2	1	2	3	1	3	2	3	3	3
CO 5	1	1	2	3	2	3	3	3	3	3
Average	3	3	3	3	1	3	2	3	3	3

3-Strong   2-Medium   1-Low

Course	Core X
Title of the Course:	**SOCIOLOGY OF MEDIA**
Credits:	4
Learning Objectives	1. The course will train the students to critically analyse media content. 2. The course will elaborate the role of media during different social crises situations 3. The course differentiates the notions of globalization and the effects of mass media on global culture. 4. The course also evaluates the social development and significance of mass media 5. The course highlights the importance of media activities.
Course Outcomes	By going through this paper, 1. The students can demonstrate a basic understanding of media technologies, media forms and media institutions, **2.** They can get a basic knowledge of key theoretical approaches to media and culture. 3. The students are enabled to understand the problems linked with media and society 4. The students can evaluate the effects of mass media on modernism and globalization **5.** They can also interpret the influence of technological development on mass media.
Pre-requisites, if any:	

	Units
I	**Introduction** • Media- Concept and Types • Functions of Mass Media • Effects of Mass Media on Individual, Society and Culture • Active vs Passive Audience • The Uses- effects Theory, Citizen Journalism
II	**Media and Consumption** • The Power of Advertising – Taste Cultures and Niche Markets • Advertising and Popular Culture – Fashions, Fads • Subcultures and the Media • The Uses – Gratification Approach • Celebrity Industry – Personality as Brand, Hero Worship
III	**Media and Mobilization** • Role of Media during the Freedom Struggle • Media during the French Revolution • Social Media and Mobilization – Online Forms of Protest • Media Activities
IV	**Alternative Media** • Marxist Approaches to Media • Various Forms of Alternative Media – Village Puppetry • Street Theatre • Little Magazines • Radio
V	**Issues of Representation** • Changing Representation of Women in the Media • Concerns of Under-representation of the North East in the Media
	1. Berger, Arthur Asa. (2000) Ads, fads and consumer culture – Advertising's Impact on American Character and Society.

Recommended Books	Lanham: Rowman and Littlefield.
	2. Dines, Gail and Jean M Humez (ed)(2003) Gender, Race and Class in Media: A text- Reader. California: Sage.
	3. Potter, James W. (1998) Media Literacy. New Delhi: Sage.
	4. Turner, Graeme. (2013) Understanding Celebrity. UK: Sage.
	5. Biocca, Frank. (1998) Opposing conceptions of the audience: The Active and Passive Hemispheres of Mass Communication Theory.
Recommended Texts	1. Grossberg, Lawrence et al. (1998) Media Making: Mass Media in popular culture, New Delhi: Sage.
	2. Mc Quail, Dennis and Windhal. (1993) Communication Models for the study of Mass communication. Longman
	3. Ross, Karen,(ed)(2012) The Handbook of Gender, Sex and Media. Sussex:Wiley Blackwell
	4. Curran, J. (2002). Media and the Making of British Society, c. 1700-2000. Media History, 8(2), 135-154.
	5. Bagdikian, B. H. (2004). The new media monopoly: A completely revised and updated edition with seven new chapters. Beacon Press
Web sources	• https://opentextbc.ca/introductiontosociology/chapter/chapter8-media- and-technology/
	• Media Sociology (studysmarter.us)
	• Sociology of Media, Social Issues Of Media, Social Issues Related To Media
	• https://www.researchgate.net/publication/320285914_The_Sociology_of_Mass_Media
	• https://www.oxfordreference.com/view/10.1093/oi/authority.20111128201009669

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	1	3	3	2	2	1
CO 2	3	2	3	2	1	2	3	3	2	2
CO 3	3	2	3	2	1	2	1	3	3	3
CO 4	3	3	3	2	1	2	3	2	3	3
CO 5	3	3	3	2	3	2	3	3	3	3
Average	3	3	3	2	1	2	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Core XI
Title of the Course:	**INDUSTRIAL SOCIOLOGY**
Credits:	4
Learning Objectives	1. The aim of the course is to increase the awareness on the usage of industrial sociology 2. To enable students to sketch the process involved in the development of industrial system. 3. To describe major theoretical contributions on industrial view point 4. The aim of the course is to enumerate the types of industry 5. The course categorizes the types of organizations and roles of the personnel
Course Outcomes	1. The students can describe the nature and scope of Industrial Sociology; 2. They can also explain the growth of Industrialization, Industrial Revolution and its impact on Society, 3. The students can understand the changing structure of modern Industrial enterprises and principles of Organization. 4. Describe Trade Union, Workers Participation in Management and Collective Bargaining, 5. Explain Industrial Conflicts and means of Settlement of industrial Disputes.
Pre-requisites, if any:	

	Units
I	**Introduction** • Scope and Importance of Industrial Sociology • Approaches to the study of Industrial Sociology • Socio- industrial thought- Taylor, Mayo, Maslow, McClelland
II	**Evolution of Industry** • Manorial system • Guild system • Domestic system • Factory system • Modern corporate system. • Internationalization of NGOs

III	**Industrial Organization**
	• Structure of Industrial Organization
	  - Formal and informal organizations
	  - Line and staff Organizations
	• Roles and relationship: Manager, Supervisors and workers.

IV	**Organization of Labour and Labour Welfare** • Origin and growth of trade union in India • Functions of trade union in India: Problems and Issues • Trade unions • Social security and labour welfare measures
V	**Industrial Conflict** • Types of Industrial conflict • Causes and consequences • Methods of settling Industrial disputes
Recommended Books	1. Bose S.N. (1950) Indian Labour Code, Eastern Law House Pvt. Ltd., Calcutta 2. Malik P.C, (2017) The Industrial Law, Eastern Book Co., Lucknow 3. Moorthy M.N, (1968) Principles of labour welfare,

	Visakhapatnam: Gupta Bros 4. Brown, Richard K. (1992). Understanding Industrial Organizations: Theoretical Perspectives in Industrial Sociology. Routledge 5. Agarwal R.D. (1972). Dynamics of Labour Relations in India. Tata Mc Graw Hill. Bhowmik K. Sharit. (2012). Industry, Labour and Society, Orient Blackswan Pvt. Ltd. New Delhi.
Text Books	1. Monappa Arun, (2003) Industrial Relations in India, Tata McGraw Hill, New Delhi. 2. Mongia J.N, (1980) Readings in Indian labour and Social Welfare 3. Pascal Gisbert (1972), Fundamentals of Industrial Sociology, Tata McGraw Hill, New Delhi 4. Philip Hancock, Melissa Taylor. (2001). Work, Post Modernism and Organisation. Sage. India,Publishing House. Mumbai. 5. Ramaswamy E R. (1977). The Worker and His Union. Allied. New Delhi
Web sources	• http://oer.funai.edu.ng/wp-ontent/uploads/2016/11/INDUSTRIAL-SOCIOLOGY-SOC-4.pdf • https://www.simio.com/blog/2018/09/05/evolution-industrial-ages-industry-1-0-4-0/ • http://www.yourarticlelibrary.com/essay/industrial-dispute-in-india-definition-causes-and-measures-to-improve-industrial-relations/27991 • https://www.economicsdiscussion.net/industrial-disputes-2/industrial-dispute/32493 • https://www.slideshare.net/sultanpur/industrial-disputes-11600495

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	3	2	3	3	3	2
CO 2	3	3	2	2	3	3	2	3	3	3
CO 3	3	2	2	1	2	3	3	2	3	2
CO 4	3	3	3	1	2	3	2	2	3	3
CO 5	3	2	2	2	1	1	1	3	3	3
Average	3	3	2	2	3	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Elective – V
Title of the Course:	**SOCIOLOGY OF GENDER**
Credits:	3
Learning Objectives	1. To help the students to understand the basics of gender relations and how gender operates in society. 2. The aim of the course is to interpret the meaning of gender. 3. The course will critically assess the theories of gender socialization. 4. The course also highlights the gender related social movements. 5. The course will conceptualize the overall understanding of gender in society.
Course Outcomes	1. The students will enable to understand the different perspectives to gender in society 2. The students will be able to understand the social construction of Gender. 3. The students will identify the role of gender in society. 4. The students critically assess the role of Women in the Freedom Struggle 5. They can identify the problems faced by transgender in India
Pre-requisites, if any:	
Units	
I	**Introduction** • Meaning of Gender • Social construction of Gender • Masculinity and Femininity • Agencies of Socialization

II	**Theories of Gender Socialization** • Cognitive Development Theory • Gender Schema Theory • Social Learning theory
III	**Gender-related Social Movements** • Role of Women in the Freedom Struggle • Contemporary Issues in the Women's Movement • The Movement for Transgender Rights
IV	**Issues Concerning Women** • Various Forms of Discrimination Against Women • Domestic Violence and Dowry Deaths • Problems faced by Women in Workplace • Acts and Policies for the protection of Women in Society
V	**Issues Relating to Transgender** • Transgender- Concept • Problems Faced by Transgender in India • Legal Provisions and Welfare schemes for Transgender in India and Tamil Nadu • Representation of Transgender in the Media
Recommended Books	1. Ahuja Ram. (2011) Social Problems in India. Jaipur: Rawat. 2. Chafetz Jane. (1999) Handbook of the Sociology of Gender, New York: Springer. 3. Crompton R and M. Mann. (ed) (1986) Gender And Stratification. Cambridge: Polity Press. 4. Forbes Geraldine. (1999) Women in Modern India (The New Cambridge History of India) Cambridge University Press. 5. Jackson S and S.Scott (ed) (2002). Gender: A Sociological Reader. London: Routledge.

Text books	1. John Mary L. (2008) Women's studies in India: A Reader, New Delhi: Penguin.
	2. Lindsey Linda, (1994) Gender Roles: A Sociological Perspective, New Jersey: Prentice Hall.
	3. Jackson, S. and Scott, S. (2002) Gender: A Sociological Reader. New York: Routledge.
	4. Delamont Sara. (2003). Feminist Sociology, Sage Publications, London
	5. Essed Philomena, Goldberg Theo David, Kobayashi Audrey (eds). (2005). A Companion to Gender Studies, Oxford: Blackwell Publishing.
Web resources	• https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/
	• https://courses.lumenlearning.com/boundless-sociology/chapter/gender-and-socialization/
	• http://www.ludenet.org/projects-files/6/resources/gender-and-social-movements-overview-report-2013-206.pdf
	• https://www.studysmarter.us/explanations/psychology/social-psychology/gender-roles-in-society/
	• https://opinionfront.com/gender-roles-in-society

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	3	3	3	3	3
CO 2	3	3	2	3	3	2	3	3	3	3
CO 3	3	3	1	3	3	2	2	3	2	3
CO 4	2	3	1	3	3	3	2	3	2	3
CO 5	3	1	1	3	3	3	2	3	2	3
Average	3	3	1	3	3	3	2	3	2	3

3-Strong   2-Medium   1-Low

Course	Core XII
Title of the Course:	Project cum Viva
Credits:	4
Learning Objectives	1. To assess the student dissertation for the award of degree, jointly by supervisor and one external examiner affiliated to the University of Madras. 2. To develop confident and empowers student for future career. 3. To better prepare students for solving real-world problems and issues while teaching them, encouraging giving additional information related to their topic. 4. To developed student interpersonal skills. 5. To encourages students to develop a balanced, diverse approach to solving real-societal problems, both on their own and in a team
Course Outcomes	1. It gives the student a skill such as problem solving, and helps to develop additional skills integral to their future, such as critical thinking and time management. 2. It will enhance their knowledge through particles experience. 3. It will be developed interpersonal skills and decision-making skills. 4. The project will give a platform to demonstrate his/her abilities. 5. Teacher will learn more about the student's strength and weakness, which will help the teacher to better enhance and improve the student's ability.

Method of Evaluation:

Sessional I	Sessional II	End Semester Examination	Total	Grade
20	20	60	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3	3	2	1	3	3
CO 2	2	3	1	3	2	3	2	2	3	3
CO 3	1	3	2	3	2	3	3	2	3	3
CO 4	3	3	3	2	2	2	3	2	2	3
CO 5	3	3	2	1	1	2	3	2	2	3
Average	3	3	2	3	2	3	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Core XIII
Title of the Course:	**URBAN SOCIOLOGY**
Credits:	4
Learning Objectives	1. The aim of the course is to understand the importance of urban sociology and urbanization in India and its implications. 2. The course introduces the principles, role and agencies of urban planning. 3. It also introduces students to the multidisciplinary nature of contemporary urban studies by taking them through relevant Sociological and Geographical approaches. 4. The Course introduces Urban issues such as Socio-economic and Environmental problems to be analysed. 5. Course explores town, regional, city planning and exemplifies with the contemporary events in urban.
Course Outcomes	1. The students can aware of the recent development in urban studies. 2. They can learn various governmental urban programmes for the development of the urban society. 3. Students will be able to distinguish Micro and Macro theoretical contributions in Sociology. 4. Geographical knowledge and demographical terms will be inevitable gain and the same will be used for application methods during practical analysis. 5. Learning of urban sociology is needed for the understanding of cities and their issues.
Pre-requisites, if any:	

	Units
I	**Introduction** • Nature, Scope and importance of Urban Sociology - Urbanization and sub-urbanization • Urbanism as a way of life - Rapid urbanization in India and its implications.
II	**Urban Structure** • Typology and morphology in urban areas • Origin and growth of towns and cities • Types and forms of cities in pre-industrial, industrial and post-industrial periods.
III	**Urban Ecology** • Ecological system and ecological elements • Ecological theories: concentric zone theory-sector theory-multiple nuclei theory
IV	**Urban Planning** • Role of Sociology in urban planning • Principles of urban planning • Agencies involved in urban planning. • Case study- I • Case study- II
V	**Urban Problems** • Urban problems: urban emigration and population density • Housing problems- slums-environmental problems- urban crimes.
Recommended Books	1. Lebas, Elizabeth, (1982) Urban and Regional Sociology in Advanced Industrial Societies 2. Kosambi, Meera. (1994), Urbanization and Urban Development in India, ICSSR, New Delhi. 3. Ramachandran R., (1991), Urbanization and Urban Systems in India, Oxford University Press,New Delhi. 4. Rao M.S.A (1974) Urban Sociology in India, Orient Longman,

	New Delhi. 5. Marris Phillip (1968) Urban Sociology, George Allen and Unwin publications, London.
Text Books	1. Grint N.P. and S.Fava, Urban Society 2. Sharma Ramnath (1998) A text book of Urban Sociology, Rajhans Press Publications, India. 3. William G. Flanagan. (2010), Urban Sociology, Rowman & Littlefield Publishers, UK 4. Hall, Tim. (1998), Urban Geography, Routledge, London. 9.
Web sources	• http://www.yourarticlelibrary.com/sociology/the-nature-and-scope-of-urban-sociology-with-all-the-aspects-of-city-life-essay/4669 • https://www.researchgate.net/publication/232906753_Urban_Ecology_-_Definitions_and_Concepts • https://www.britannica.com/topic/urban-planning • https://opentextbc.ca/introductiontosociology/chapter/chapter20-population-urbanization-and-the-environment/ • https://www.sociologygroup.com/urban-sociology-definition/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	2	3	2	1	2	3	1
CO 2	1	1	3	3	3	2	2	2	3	2
CO 3	2	1	3	3	3	3	3	3	3	3
CO 4	1	1	3	3	2	3	3	3	2	3
CO 5	1	1	3	2	2	3	3	3	2	3
Averge	2	1	3	3	3	3	3	3	3	3

3-Strong   2-Medium   1-Low

Course	Core - XIV
Title of the Course:	**MEDICAL SOCIOLOGY**
Credits:	4
Learning Objectives	1. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science. 2. To make student understand that health is one of the basic rights of every citizen in the country. 3. To understand the problems of health in India with respect to social epidemiology social cultural context of health behaviour and health care delivery system in India. 4. Apply sociological theories, concepts, and research to your own experience of health, illness, and health care 5. Summarize, critique, discuss, and provide examples of a variety of theories, research, and issues related to medical sociology
Course Outcomes	1. Know the development and scope of medical sociology and its relevance to patient care difference between sociology of medicine and sociology in medicine. 2. Understand the concept of health and illness and the theoretical perspectives of health such as functional, conflict, interactionists approaches 3. Have knowledge on social epidemiology and the uses of health statistics know about environmental movements and related unrests 4. Demonstrate knowledge of the basic concepts, theories, current debates and methods covered in the sociology of health and medicine 5. Illustrate the dynamic roles of healthcare professionals and their contributions to healthcare delivery
Pre-requisites, if any:	

	Units
I	**Introduction to Medical Sociology** • Definition, Objectives, Principles, Scope and its relevance to Patient Care • Difference between Sociology of Medicine and Sociology in Medicine • Historical Development of Medical Sociology. • Theoretical perspectives of Health-Functional Approach, Conflict Approach, Interactionist Approach, Labeling Approach • The Sick role- Illness as a Deviance.
II	**Concept of Health and Illness** • Dimensions of Health - Physical, Social, Emotional, and Spiritual. • Formation of Health Behavior: Beliefs, Values, Attitudes and Practices. • Social Groups and Access to Healthcare. • Social Medicine, Community Health, Health Care and Health Agencies.
III	**Social Epidemiology** • Meaning and Definition of social Epidemiology • Vital Statistics: Uses and sources of vital and health statistics, • Components of Epidemiology, Natural history of diseases, • Social Etiology, Social Epidemiology and Ecology of Disease • Microbial Theory - Process of Transmission. • Socio-Cultural factors bearing on health in India
IV	**Hospital and Health Profession in Society** • Hospital as a Social Institution. Structure and function of a hospital. • Cost of hospitalization. Medical Social Service in a Hospital. • Professionalization of Health personnel.

	• The process of seeking Medical Care and the sick role • Health inequalities
V	**Management of Health care Services** • Public and Private Health Care Services in India: Evolution of public health systems in India • Health Planning in India (Committees, Planning commission, Five-year plans - National Health Policies) • Public health systems in India (Center, State, District & Village level) • Role of Health insurances and medical policies in the Health care system in India. • Health Programmes and schemes in Tamil Nadu – Makkalai Thedi Maruthuvam
Recommended Books	1. Albrecht, Gary L and Fitzpatrick, R. (1994). Quality of Life in Healthcare: Advances in Medical Sociology. Mumbai: Jai Press. 2. Albrecht, Gary L. (1994). Advances in Medical Sociology Mumbai: Jai Press. 3. Anne, Marie Barry and Chris Yuill. (2002) Understanding Health-A Sociological Introduction: Sage Publication, New Delhi. 4. Cockerham, William, C. (1978). Medical Sociology, Englewood Cliffs: Prentice Hall. 5. Conrad, Peter et al. (2000). Handbook of Medical Sociology, New Jersey: Prentice Hall.
Text Books	1. Dasgupta, R. (1993). Nutritional Planning in India. Hyderabad: NIN. 2. Fox, Renee C. (1988). Essays in Medical Sociology: Journeys into the field. NewYork: Transaction Publishers. 3. Freeman, Howard E and Sol Levine. (1989) Handbook of Medical Sociology, Englewood Cliffs: Prentice Hall. 4. Kevin White. (2002) An Introduction to the Sociology of

	Health and Illness: Sage Publication,New Delhi. 5. Albrecht, Gary L. and Fitzpatrick, R. (1994). Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.
Web sources	• Medical Sociology: Definition, History, Scope, Perspectives.https://www.researchgate.net/publication/330 825516_MEDICAL_SOCIOLOGY (sociologygroup.com) • https://www.encyclopedia.com/medicine/divisions-diagnostics-and-procedures/medicine/medical-sociology • MEDICAL SOCIOLOGY	Madhav Singh - Academia.edu • https://www.academia.edu/42153252/An_Introduction_to_medical_sociology • https://www.sociologygroup.com/medical-sociology/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	3	3	2	1	3	3
CO 2	3	3	2	2	3	3	2	2	3	2
CO 3	3	3	2	2	3	3	2	1	2	3
CO 4	3	3	1	2	3	3	2	1	2	3
CO 5	3	3	3	2	3	3	2	1	2	3
Average	3	3	2	2	3	3	2	1	2	3

3-Strong   2-Medium   1-Low

Course	Core - XV
Title of the Course:	**SOCIOLOGY OF DEVELOPMENT**
Credits:	4
Learning Objectives	1. The aim of the course is to make the students to understand the social development and social services. 2. The course will compare and contrast different social issues of contemporary Indian society and their potential solutions. 3. The course critically assesses the social changes in post-independence period 4. The course will conceptualize the overall view of Indian's path to development. 5. The course correlates the economic, social and sustainable development of the society.
Course Outcomes	1. This course explains the conceptual perspectives on social development. 2. It also describes the Theories of Development and identifies the paths of Development, 3. The course describes the interrelationship between social Structures, and Development. 4. Understand the comparative analysis of sociological thinkers related to Development. 5. Analyse the Development of Gender, marginalized group and peasants
Pre-requisites, if any:	
Units	
I	**Introduction** • Definition and Meaning of development • Economic growth and development

	• Social development and social indicators • Ecology and sustainable development.
II	**Culture and Development** • Development and displacement of tradition • Culture as a facilitator of development • Cultural impediments of development.
III	**Sustainable development** • Definition, nature and scope of Sustainable Development • Pillars of Sustainable Development • Globalization and development • Agreements and Conventions on Sustainable Development
IV	**Development Disparities in India** • Social disparity: Education and Health • Gender Disparity • Economic Disparity • Rural-Urban Disparity
V	**Economic Reforms and Development** • Structural adjustment in India • Economic development and social opportunities • Global divisions
Recommended Books	1. Derez, Jean and Amartya Sen (1996) India: Economic development and Social opportunities, OUP, New Delhi 2. Giddens, Anthony (2001) Sociology, 4th edition, Blackwell Pub. Ltd., Oxford 3. Harrison (1989) The Sociology of Modernization and Development, OUP, New Delhi 4. Sharma S.l (1986) Development: Socio- Cultural Dimensions, Rawat pub., Jaipur 5. UNDP (2000) Human Development Report, OUP, New Delhi

Text Book	1.Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing. 2. Rubin, H.J, & Rubin, I.S (2008). Community Organizing and Development. New York: Pearson Publishers 3.Rothman, J. (2001). Strategies of Community Interventions and Macro Practices (6th Ed.). Illinois: Peacock Publications. 4.Gamble D.N, & Weil M (2010). Community Practice Skills: Local to Global Perspectives. New York: Columbia University Press. 5.Hepworth, D., Ronald, H., Rooney, G. & Gottfried, K. (2017). Direct Social Work Practice: Theory and Skills. Boston, MA: Cengage Learning
Web Sources	• https://www.sociologygroup.com/sociology-of-development/ • https://www.sociologyguide.com/sociology-of-development/ • https://appliedworldwide.com/sociology-of-development/ • https://www.yourarticlelibrary.com/sociology/sociology-of-development-a-branch-of-sociology/30678 • https://sociologyofdevelopment.com/about-the-section/significance-of-development-sociology-as-a-field/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	2	3	3	3	1	3	2
CO 2	3	3	3	2	3	3	3	2	2	3
CO 3	3	2	3	2	3	3	3	1	3	3
CO 4	3	1	3	3	3	3	2	1	3	3
CO 5	1	1	3	3	3	1	2	1	2	3
Average	3	2	3	3	3	3	3	1	3	2

3-Strong   2-Medium   1-Low

Course	Elective - VII
Title of the Course:	**SOCIOLOGY OF ENTREPRENEURSHIP**
Credits:	3
Learning Objectives	1. The aim of the course is to understand the sociological perspective of Entrepreneurship. 2. The course will help the students to understand the various aspects of Entrepreneurship. 3. It also highlights the elements and importance of Social Entrepreneurship in the society. 4. The course explores the different types of Entrepreneurships and

	its role in the society.
	5. The course will introduce major sociological approaches to the study the Entrepreneurial Motivations.
Course Outcomes	1. The students can understand the concept of Entrepreneurship in social context.
	2. The course also addresses the relationships Entrepreneur and Entrepreneurship.
	3. The students can understand the evolution and importance of Entrepreneurship in Society.
	4. They can understand the major dimensions of Entrepreneurship.
	5. In this paper sociological analysis and interpretation of Entrepreneurship and its status and development in India are given and it will help the students to understand the Indian context more clearly. .

Pre-requisites, if any:	
Units	
I	**Introduction** • Meaning, Definition and Importance of Entrepreneurship • Evolution of term 'Entrepreneurship • Factors influencing entrepreneurship • Typology of entrepreneurship
II	**Theories of Entrepreneurship** • Major Theories of Entrepreneurship • Models of Entrepreneurship • Emerging trends in Entrepreneurship Development

III	**Dimensions of Entrepreneurship** • Entrepreneurial Culture • Entrepreneurial Society • Women Entrepreneurship • Rural Entrepreneurship
IV	**Entrepreneur and Entrepreneurship** • Characteristics of an entrepreneur • Types of entrepreneurs • Skills for Entrepreneurship. • Relation between Entrepreneur and Society
V	**Entrepreneurship in India and Tamil Nadu** • Evolution and Growth of Entrepreneurship in India • Role of Entrepreneurship in Economic Development • Careers in Entrepreneurship • Major organizational Assistance provided to entrepreneurs
Recommended Books	1. Aldrich, Howard E. 2011. An evolutionary approach to entrepreneurship: Selected essays by Howard E. Aldrich. Cheltenham, UK: Elgar. 2. David, Robert J., Wesley D. Sine, and Caroline K. Serra. 2017. Institutional theory and entrepreneurship: Taking stock and moving forward. In *The SAGE handbook of organizational institutionalism*. Edited by Royston Greenwood, Christine Oliver, Thomas B. Lawrence, and R (Shukla) (Shukla) (Shukla) (Shukla)enate E. Meyer, 671–688. Los Angeles: SAGE. 3. Swedberg, Richard. 2000. Entrepreneurship: The social science view. Oxford Management Readers. Oxford: Oxford Univ. Press. 4. Alvord, S. H., Brown, L. D., & Alvord, S. H. (2003). Social entrepreneurship:Leadership that facilitates societal transformation — An exploratory study. Center for Public Leadership, Retrieved November 11, 2010, from http://dspace .mit.edufbitstreamihandle/1721.i/55803/CPL_WP_03_5_Alvord BrownLetts.pdf? sequence=1.

	5. Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. The Journal of Applied Behavioral Science, 40(3): 260-2.82.
Text Books	1. Ruef, Martin, and Michael Lounsbury, eds. 2007. The sociology of entrepreneurship. Research in the Sociology of Organizations, Amsterdam: Elsevier JAI. 2. Madhukar Shukla, 2019, Social Entrepreneurship in India-Quarter Idealism and a Pound of Pragmatism, SAGE. 3. Aldrich, **H., &** Zimmer, *C.* (1986). Entrepreneurship through social networks. In Sexton, D., & Smilor, R. (Eds.), *The Art and Science ofEntrepreneurship (pp.* 3-23). Cambridge, Massachusetts: Ballinger Publishing Company. 4. Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks. In Sexton, D., & Smilor, R. (Eds.), The Art and Science of Entrepreneurship (pp. 3-23). Cambridge, Massachusetts: Ballinger Publishing Company. 5. Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.
Web sources	• Thornton, P. H. (1999). The Sociology of Entrepreneurship. Annual Review of Sociology, 25, 19–46. http://www.jstor.org/stable/223496\ • Introduction: The Sociology of Entrepreneurship | Michael Lounsbury - Academia.edu • Social Entrepreneurship Definition - What is Social Entrepreneurship (shopify.com) • https://www.toppr.com/guides/business-studies/entrepreneurship-development • https://byjus.com/commerce/entrepreneurship-development-process/

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	2	1	3	3	2	1	3	3
CO 2	2	1	1	3	3	2	3	2	3	3
CO 3	1	2	1	3	3	2	3	2	3	3
CO 4	3	2	1	3	3	2	3	2	3	2
CO 5	3	2	3	3	1	2	1	2	1	2
Average	3	2	1	3	3	2	3	2	3	3

3-Strong   2-Medium   1-Low

Course	Elective - V
Title of the Course:	**VALUE EDUCATION**
Credits:	3
Learning Objectives	1. It contributes in forming true human being, who are able to face life and make it meaningful 2. Creating and improving awareness of values and their importance and role 3. To create attitudes and improvement towards sustainable lifestyle 4. To increase awareness about our national history, integration, community development and environment. 5. To know about many living and non-living organisms and their interactions with the setting
Course Outcomes	1. Students will understand the importance of value-based living 2. They will gain deeper understanding about the purpose of life 3. The students will start applying the essential steps to become good leaders 4. The students will emerge as responsible citizens with clear conviction to practice values and ethics in life 5. They will contribute in building a healthy nation and become value-based professionals.
Pre-requisites, if any:	
Units	
I	Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.
II	Salient values for life – Truth, commitment, honesty and integrity,

	forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.
III	Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building
IV	Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment
V	Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them
Recommended Books	1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003. 2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999. 3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991. 4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995. 5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
Text Books	1. Roberts, Keith (1984) Religion in Sociological Perspective. The Dorsy Press, Illinois. 2. For Life, For the future : Reserves and Remains – UNESCO Publication. 3. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996. 4. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.

	5. Swami Vivekananda, Call to the Youth for Nation Building, AdvaitaAshrama, Calcutta.
Web sources	• PDF) Values Education Program and its Outcomes | Nuray Senemoglu - Academia.eduImportance of Value Education: Essay & Speech | Leverage Edu • (PDF) Values Education Program and its Outcomes. (researchgate .net) • https://selffa.com/the-importance-of-self-esteem/ • Value education — Meaning, Objectives and Needs (gupshups.org)

Method of Evaluation:

Internal Evaluation	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

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CO 3	2	3	1	1	2	3	2	3	3	3
CO 4	3	3	3	1	3	3	1	3	2	3
CO 5	3	3	3	1	1	3	3	3	2	1
Average	3	3	3	1	2	3	2	3	3	3

3-Strong   2-Medium   1-Low