

**PERIYAR UNIVERSITY**  
**PERIYAR PALKALAI NAGAR**  
**SALEM – 636011**



**DEGREE OF MASTER OF ARTS**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**

**SYLLABUS FOR**  
**M.A. SOCIOLOGY**  
**(SEMESTER PATTERN)**  
**(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC**  
**YEAR 2024-2025 ONWARDS)**



## **M.A. Sociology (CBCS Pattern) Regulations**

### **1. Candidate for Admission**

A candidate who passed any **UG degree** of this University or an examination of some other University accepted by the syndicate as equivalent shall be permitted to appear and qualify for the M.A. Sociology.

### **2. Eligibility for the award of degree**

A candidate shall be eligible for the award of the degree only if he/she undergo the prescribed course of study in the college affiliated to the university for a period of not less than two academic years, passed the examination of all the four semester prescribed, earning minimum 50 % of marks and fulfilled such conditions as have been prescribed thereafter.

### **3. Duration of the Programme**

The two year Master's Programme in Sociology comprises four semesters under Choice Based Credit System (CBCS).

### **4. Examination**

There shall be four examinations. First examination will be held at the middle of the First Academic year and the second semester examination at the end of the first academic year. Similarly, the third semester and fourth semester will be held during the second academic year.

### **5. Courses**

A master degree program consists of a number of courses. The term course is used to indicate a logical part of subject matter of the program. The details of credit are as follows:-

Core courses	: 48 Credits
Elective courses	: 18 Credits
Non Major Elective courses	: 02 Credits
Core Industry Module Course	: 04 Credits
Skill Enhancement Course	: 02 Credits
Human Rights	: 01 Credit
Internship	: 02 Credits
Project Work & Viva-Voce	: 08 Credits
Extension Activity	: 01 Credit
Village Adoption Scheme	: 06 Credits
SWAYAM	: 02 Credits

Total 94 Credits

## **6. Requirement for proceeding to subsequent semester**

1. Candidate shall register their names for the first semester examination after the admission in the PG course.
2. Candidates shall be permitted to proceed from the first semester up to final semester irrespective of their failure in any of the semester examinations subject to the condition that the candidates should register for all arrear subjects of earlier semesters along with current (subsequent) semester subjects.
3. Candidates shall be eligible to go to subsequent semester, only if they earn sufficient attendance as prescribed by the syndicate of the Periyar University from time to time.

## **7. Passing Minimum**

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtain not less than 50% of marks prescribed for the examination. He / She shall be declared to have passed the whole examination, if he/she do pass in all papers wherever prescribed / as per scheme of examination earning 92 credits.

## **8. Classification of successful candidate**

A candidate who secured not less than 60 per cent of the aggregate in the whole examination shall be declared to have passed the examination with first class. All other successful candidates shall be declared to have passed with second class. Candidates who obtained 75 per cent of the marks in aggregate shall be deemed to have passed the examination prescribed for the course in the first appearance.

## **9. No. of students to be admitted**

24 students will be admitted to study MA Sociology from the academic year 2024–25 onwards until further information.

## **CONTENTS**

- i. PO and PSO Description
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<b>TANSCHÉ REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POST-GRADUATE EDUCATION</b>	
<b>Programme:</b>	<b>M.A. Sociology</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>PG - Two Years</b>
<b>Programme Outcomes:</b> (These are mere guidelines. Faculty can create POs based on their curriculum or adopt from UGC or University for their Programme)	<p><b>PO1: Problem Solving Skill:</b> Apply knowledge of Sociological theories and Human Resource practices to solve various kinds of social problems through social research in Global context</p> <p><b>PO2: Decision Making Skill:</b> Foster analytical and critical thinking abilities for making appropriate decision-making in identification and addressing Social Processes.</p> <p><b>PO3: Ethical Value:</b> Ability to incorporate quality, ethical and legal value-based perspectives to all social activities.</p> <p><b>PO4: Communication Skill:</b> Ability to develop communication, managerial and interpersonal skills.</p> <p><b>PO5: Individual and Team Leadership Skill:</b> Capability to lead themselves and the team to achieve Social and Institutional goals.</p> <p><b>PO6: Employability Skill:</b> Inculcate contemporary social practices and proceedings to enhance employability skills in the competitive environment.</p> <p><b>PO7: Entrepreneurial Skill:</b> Equip with skills and competencies to become a social entrepreneur.</p>

	<p><b>PO8: Contribution to Society:</b> Succeed in career endeavors and contribute significantly to society as a Sociologist.</p> <p><b>PO 9 Multicultural competence:</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> <p><b>PO 10: Moral and ethical awareness/reasoning:</b> Ability to embrace moral/ethical values in conducting one’s Social life.</p>
<p><b>Programme Specific Outcomes:</b>  (These are mere guidelines. Faculty can create POs based on their curriculum or adopt from UGC or University for their Programme)</p>	<p><b>PSO1 – Placement:</b> To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO 2 - Entrepreneur:</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p><b>PSO3 – Research and Development:</b> Design and implement practices grounded in research that comply with Societal laws, norms and values leading the Society towards growth and development.</p> <p><b>PSO4 – Contribution to Business World:</b> To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5 – Contribution to the Society:</b> To contribute to the development of the society by collaborating with stakeholders for Social benefits.</p>

### Template for P.G. Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	4	6	2.1. Core-IV	4	5	3.1. Core-VII	4	5	4.1. Core-XI	4	5
1.2 Core-II	4	6	2.2 Core-V	4	5	3.2 Core – VII	4	5	4.2 Core-XII	4	5
1.3 Core – III	4	5	2.3 Core – VI	4	5	3.3 Core – 1X	4	5	4.3 Core-XIII	4	5
1.4 Discipline Centric Elective –I	3	5	2.4 Discipline Centric Elective – III	3	5	3.4 Discipline Centric Elective – V	3	4	4.4 Project with viva voce	8	6
1.5 Generic Elective-II:	3	5	2.5 Generic Elective –IV:	3	5	3.5 Core industrial model –X	4	5	4.5 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
			2.6 NME I/ SWAYAM MOOC Online Course	2	-	3.6 NME II	2	3	4.6 Skill Enhancement course / Professional Competency Skill	2	4
			2.7 Compulsory	1	2	3.7 Internship/ Industrial Activity	2	-	4.7 Extension Activity	1	1
1.6 Field work at village settings - I	2	3	2.8 Field work at village settings - II	2	3	3.8 Field work at village settings - I	2	3			
	<b>20</b>	<b>30</b>		<b>23</b>	<b>30</b>		<b>25</b>	<b>30</b>		<b>26</b>	<b>30</b>
<b>Total Credit Points: 94; Part – A (Sociology) Credit Points: 92 + Part – B (SWAYAM) Credit Points: 2</b>											

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – I	4	6
	Core – II	4	6
	Core – III	4	5
	Elective – I (a/b/c)	3	5
	Elective – II (a/b/c)	3	5
	Field work at Village settings -I	2	3
		<b>20</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – IV	4	5
	Core – V	4	5
	Core – VI	4	5
	Elective – III (a/b/c)	3	5
	Elective – IV (a/b/c)	3	5
	SWAYA MOOC Online Course	2	-
	Compulsory Course	1	2
	Field work at Village settings -II	2	3
		<b>23</b>	<b>30</b>



### Second Year – Semester – III

Part	List of Courses	Credits	No. of Hours
	Core – VII	4	5
	Core – VIII	4	5
	Core- IX	4	5
	Core (Industry Module) – X	4	5
	Elective – III (a/b/c/d)	3	4
	Non Major Elective – II	2	3
	Internship / Industrial Activity [Credits]	2	-
	Field work at Village settings –III	2	3
		<b>25</b>	<b>30</b>

### Semester-IV

Part	List of Courses	Credits	No. of Hours
	Core – XI	4	5
	Core – XII	4	5
	Core-XIII	4	5
	Project with VIVA VOCE	8	6
	Elective – IV (a/b/c/d)	3	4
	Skill Enhancement Course – I / Professional Competency Skill	2	3
	Extension Activity	1	2
		<b>26</b>	<b>30</b>

**Total Credit Points: 94**

**Part – A (Sociology) Credit Points: 92 + Part – B (SWAYAM) Credit Points: 2**

<b>METHODS OF EVALUATION</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	<b>25 Marks</b>
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	<b>75 Marks</b>
<b>Total</b>		<b>100 Marks</b>

<b>METHODS OF ASSESSMENT</b>	
<b>Remembering (K1)</b>	<ul style="list-style-type: none"> <li>• The lowest level of questions require students to recall information from the course content</li> <li>• Knowledge questions usually require students to identify information In the text book.</li> </ul>
<b>Understanding (K2)</b>	<ul style="list-style-type: none"> <li>• Understanding of facts and ideas by comprehending, organizing, comparing, translating, interpolating and interpreting in their own words.</li> <li>• The questions go beyond simple recall and require students to combine data together</li> </ul>
<b>Application (K3)</b>	<ul style="list-style-type: none"> <li>• Students have to solve problems by using/applying a concept learned in the classroom.</li> <li>• Students must use their knowledge to determine a exact response.</li> </ul>
<b>Analyze (K4)</b>	<ul style="list-style-type: none"> <li>• Analyzing the question is one that asks the students to breakdown something into its component parts.</li> <li>• Analyzing requires students to identify reasons causes or motives and</li> <li>• Reach conclusions or generalizations.</li> </ul>
<b>Evaluate (K5)</b>	<ul style="list-style-type: none"> <li>• Evaluation requires an individual to make judgment on something.</li> <li>• Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</li> <li>• Students are engaged in decision-making and problem-solving.</li> <li>• Evaluation questions do not have single right answers.</li> </ul>
<b>Create (K6)</b>	<ul style="list-style-type: none"> <li>• The questions of this category challenge students to get engaged in creative and original thinking.</li> <li>• Developing original ideas and problem solving skills.</li> </ul>

**M.A. DEGREE COURSE IN SOCIOLOGY**  
**CHOICE-BASED CREDIT SYSTEM**

**FIRST SEMESTER**

SL.NO	COURSE COMPONENTS	Course Code	NAME OF COURSE	INST. HOURS	CREDITS	EXAM DURATION	MAX MARKS		Total Marks
							CIA	EXTERNAL	
1.	CORE	24UPSOC1C01	PAPER 1 – Principles of Sociology	6	4	3	25	75	100
2.	CORE	24UPSOC1C02	PAPER 2 – Classical Sociological Theory	6	4	3	25	75	100
3.	CORE	24UPSOC1C03	PAPER 3 – Research Methodology	5	4	3	25	75	100
4.	ELECTIVE	24UPSOC1E01 24UPSOC1E02 24UPSOC1E03	<b>Elective – I</b> (a) Environmental Sociology (b) Organizational Behavior (c) Media and Society	5	3	3	25	75	100
5.	ELECTIVE	24UPSOC1E04 24UPSOC1E05 24UPSOC1E06	<b>Elective – II</b> (a) Cultural Sociology (b) Social Demography (c) Sociology of Education	5	3	3	25	75	100
8	Village Adoption Scheme [VAS] – Working with Individuals	24UPSOC1P01	Field work at Village settings -I	3	2		75	25	100

**SECOND SEMESTER**

SL.NO	COURSE COMPONENTS	Course Code	NAME OF COURSE	INST. HOURS	CREDITS	EXAM DURATION	MAX MARKS		Total Marks
							CIA	EXTERNAL	
9.	CORE	24UPSOC1C04	PAPER – 4 Indian Society: Structure and Process	5	4	3	25	75	100
10.	CORE	24UPSOC1C05	PAPER – 5 Contemporary Sociological Theory	5	4	3	25	75	100
11.	CORE	24UPSOC1C06	PAPER – 6 Social Movements in India	5	4	3	25	75	100
12.	ELECTIVE	24UPSOC1E07 24UPSOC1E08 24UPSOC1E09	<b>Elective – III</b> (a) Sociology of Disaster Management (b) Human Resource Management (c) Social Statistics	5	3	3	25	75	100
13.	ELECTIVE	24UPSOC1E10 24UPSOC1E11 24UPSOC1E12	<b>Elective – IV</b> (a) Sociology of Tourism (b) Globalization and Society (c) Gender and Society	5	3	3	25	75	100
16.	SWAYAM		SWAYAM ONLINE COURSE – NME –I	<b>Online</b>	2	3	25	75	100
17.	COMPULSORY COURSE	23UPPGC1H01	Fundamentals of Human Rights	2	1	3	25	75	100
18	Village Adoption Scheme [VAS] – Working with Groups	24UPSOC1P02	Field work at Village settings -II	3	2		75	25	100

**THIRD SEMESTER**

SL.NO	COURSE COMPONENTS	Course Code	NAME OF COURSE	INST. HOURS	CREDITS	EXAM DURATION	MAX MARKS		Total Marks
							CIA	EXTERNAL	
19	CORE	24UPSOC1C07	PAPER - 7 Indian Sociological Thought	5	4	3	25	75	100
21.	CORE	24UPSOC1C08	PAPER – 8 Rural Sociology	5	4	3	25	75	100
22.	CORE	24UPSOC1C09	PAPER – 9 Indian Social Problems	5	4	3	25	75	100
23.	ELECTIVE	24UPSOC1E13 24UPSOC1E14 24UPSOC1E15 24UPSOC1E16	<b>Elective – V</b> (a) NGO and Development Practice (b) Sociology of Development (c) Sociology of Aging (d) Sociology of Food	4	3	3	25	75	100
26.	CORE INDUSTRY MODULE	24UPSOC1C10	CIM – PAPER - 10 - Industrial Sociology	5	4	3	25	75	100
27.	NON MAJOR ELECTIVE	24UPSOC1N02	NME – II – Personal and Interpersonal Skills	3	2	3	25	75	100
28.	INTERNSHIP*	24UPSOC1I01	Industrial Activity		2	-	25	75	100
29.	Village Adoption Scheme [VAS] – Working with Community	24UPSOC1P03	Field work at Village settings -III	3	2		75	25	100

**\*\* Internship will be carried out during the summer vacation of the first year and marks should be sent to the University and the same will be included in the Third Semester Marks Statement.**

**FOURTH SEMESTER**

SL.NO	COURSE COMPONENTS	Course Code	NAME OF COURSE	INST. HOURS	CREDITS	EXAM DURATION	MAX MARKS		Total Marks
							CIA	EXTERNAL	
30	CORE	24UPSOC1C11	PAPER 11- Current Debates in Social Theory	5	4	3	25	75	100
31	CORE	24UPSOC1C12	PAPER 12 – Sociology of Health	5	4	3	25	75	100
32.	CORE	24UPSOC1C13	PAPER – 13 - Sociology of Organization	5	4	3	25	75	100
33.	ELECTIVE	24UPSOC1E17 24UPSOC1E18 24UPSOC1E19 24UPSOC1E20	<b>Elective – VI</b> (a) Political Sociology (b) Corporate Social Responsibility (c) Crime and Society (d) Social Policy and Planning	4	3	3	25	75	100
34	PROJECT WITH VIVA VOCE	24UPSOC1P01	PVV	6	6	-	75	2-5	100
35.	SKILL ENHANCEM ENT COURSE	24UPSOC1S01	SEC – III - Urban Policy Analysis	4	2	3	25	75	100
36.	Extension Activity	24UPSOC1X01	EA	1	1	-	25	75	100

**Total Credits - 92**

# **SEMESTER- I**





Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C01	<b>Principles of Sociology</b>	Core - I	Y	-	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
LO1	The course aims to enumerate the origin and development of sociology as a discipline										
LO2	The course outlines the basic ideas about social process and socialization its various factors that affect the socialization process.										
LO3	The course will interpret the basic concepts and different Social institution and their relationship with each other.										
LO4	The course will compare and contrast the different social groups and social stratification functioning in the society.										
LO5	The courses critically assess the process of social control, social change and factors associated with social change.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Origin and Development of Sociology</b> Meaning and Definitions - Nature and Scope of Sociology- Sociology as a Science- Importance and Relevance of Sociology -Relationship of Sociology with Economics, History, Anthropology, Political Science and Philosophy.							12	LO1		
II	<b>Basic Concepts</b> Society–Community–Institution -Social Institutions and their Characteristics: Family (Definition, Types, and Functions); Marriage (Meaning, Types, and Functions). Education, Political, Economic, and Religious Institutions –Association–Organization-Norms and Values–Role and Status– Culture-Material and Non-Material culture and Cultural Lag.							12	LO2		
III	<b>Social Processes and Socialization</b> Meaning and Features of Social Processes-Associative Processes: Cooperation, Accommodation, Assimilation and Acculturation-Dissociative Processes: Competition and Conflict. Meaning, Characteristics, Stages, Types and Agencies of Socialization.							12	LO3		
IV	<b>Social Groups and Social Stratification</b> Meanings, Definitions, Characteristics and Importance of Social Groups–Classifications: Primary Group, Secondary Group, Reference Group, In-Group and out-							12	LO4		

	Group, Pressure Group, Organized and Unorganized Group. Definition, Forms (Race, Class, Caste, Gender), Functions and Theories of Social Stratification.		
V	<b>Social Control and Social Change</b> Meaning, Nature, Purpose, Types and Agencies of Social Control. Meaning, Processes, Factors and Theories of Social Change, Social Evolution and Social Progress.	12	LO5
<b>Total</b>		<b>60</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Be able to understand the emergence of sociology and the relationship between individual and society.	PO1, PO2	
<b>CO2</b>	Enable to enumerate the process of socializations and the importance of social groups.	PO1, P8	
<b>CO3</b>	Be able to identify the different social institutions and their impact on society.	PO4, PO6	
<b>CO4</b>	Summarize the diverse social stratifications that function in the society.	PO4, PO5, PO6	
<b>CO5</b>	Recognize the process and causes for social change and able to obtain the various basic concepts related to Sociology	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1	Gelles J. Richard, Ann Levine, Sociology- An Introduction, Mc Graw Hill Company, Singapore, 1995.		
2	Leonard Broom, Principles of Sociology, Media Promoters and Publication Pvt. Ltd., Bombay, 1993.		
3	Ogburn and Nimkaff, A Handbook of Sociology, Eurasia Publication House, New Delhi, 1966.		
4	Gisbert, Pavscal, Fundamentals of Sociology, Orient Longman, Bombay, 1933.		
5	Antony Giddens, Essential Concepts in Sociology, Wiley India, 2017		
<b>Text Books</b>			
1	The Principles of Sociology, vol. 1 (1898), Herbert Spencer		
2	Sociology: Principles of Sociology with An Introduction to Social Thoughts (2019), C. N. Shankar Rao		
3	Introduction to Sociology – 2nd Canadian Edition (2016), William Little		
4	Principles of Sociology (College Outline) 1961, Alfred McClung Lee		
5	Principles of Sociology (2020), Dr. Kumar		
<b>Web Resources</b>			
1	<a href="https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_sociology_final.pdf">https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_sociology_final.pdf</a>		

2	<a href="https://indianculture.gov.in/principles-sociology">https://indianculture.gov.in/principles-sociology</a>	
3	<a href="https://opentextbc.ca/introductiontosociology2ndedition/open/download?">https://opentextbc.ca/introductiontosociology2ndedition/open/download?</a>	
4	<a href="https://oll-resources.s3.us-east-2.amazonaws.com/oll3/store/titles/2642/Spencer_1650-01_Bk.pdf">https://oll-resources.s3.us-east-2.amazonaws.com/oll3/store/titles/2642/Spencer_1650-01_Bk.pdf</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	2	3	2	3	2	3	1	3	3	3
<b>CO 2</b>	3	3	2	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	1	3	3	3
<b>CO 4</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	3	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2	1	3	3	2	3
<b>CO 2</b>	3	3	2	3	3	2	2	3	2	3
<b>CO 3</b>	3	3	3	3	2	2	2	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	2	3	3	3
<b>CO 5</b>	2	3	3	3	3	3	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C02	<b>Classical Sociological Theory</b>	Core - II	Y	-	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
LO1	To create the students to the broad spectrum of the early theoretical discourses of August Comte in sociology.										
LO2	To create to the students to select aspects of theoretical contributions of pioneer of the discipline with regards to Herbert Spencer and Ferdinand Tonnies theory										
LO3	To acquaintance with the ideas of Emile Durkheim and Max Weber prepare the students to grapple with various situations.										
LO4	To remember the ideas of leading social thinkers which have critical sociological significance of Karl Marx and George Simmel's theory.										
LO5	To acquaint the students with the ideas of Vilfredo Pareto and Pitrim A.Sorokin who works have profoundly influenced sociological discourses.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Origin of Social Thought and Auguste Comte</b> Meaning, Nature and Importance of Sociological Thought – Auguste Comte: The Law of Human Progress, Hierarchy of Sciences, Social Statics and Social Dynamics, Positivistic Scheme of Social Reconstruction.							12	LO1		
II	<b>Herbert Spencer and Ferdinand Tonnies</b> Herbert Spencer: Theory of Evolution, Types of Society, Organic Analogy. Ferdinand Tonnies: Gemeinschaft and Gesellschaft, Social Norms and Public Opinion							12	LO2		
III	<b>Emile Durkheim and Max Weber</b> Emile Durkheim: Social Facts, Rules of Sociological Methods, Division of Labour, Theory of Suicide, Religion and Society. Max Weber: Social Action, Ideal Type, Authority, Bureaucracy, Protestant Ethic and the Spirit of Capitalism.							12	LO3		
IV	<b>Karl Marx and George Simmel</b> Karl Marx: Historical Materialism, Alienation, Mode of Production, Surplus Value, Class Struggle, Theory of Social Change. George Simmel: Formal Sociology. Social Types. Philosophy of Money.							12	LO4		

V	<b>Vilfredo Pareto and Pitrim A.Sorokin</b> Vilfredo Pareto: Logical and non-logical Action, Circulation of Elites. Pitrim A. Sorokin: Social Mobility, Theory of Cultural Change.	12	LO5
<b>Total</b>		<b>60</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can be;		
<b>CO1</b>	The students should be able to explain the sociological perspective, broadly defined; use sociological theory to explain social problems and issues.	PO1, PO2	
<b>CO2</b>	Able to make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives.	PO1, PO5	
<b>CO3</b>	Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions.	PO4, PO6	
<b>CO4</b>	Able to integrate sociological theory, research, and data in order to assess various explanations of social phenomena and to assess social policy.	PO4, PO5	
<b>CO5</b>	Summarize the contribution of classical thinkers; this will help the student to ascertain the significant and relevant of the discipline in studying of social reality.	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1.	Coser L.A., Masters of Sociological Thought, Harcourt Brace, LavarnoVich, USA, 2004.		
2.	Turner, Jonathan H., 4thEdn, The Structure of Sociological Theory, Rawat Publication, New Delhi, 1987.		
3	Turner, Bryan. S (ed)., The Black Well Companion to Social Theory, Oxford & Cambridge, USA.		
4	Coser, Lewis A and B. Rosenberg, Sociological Theory, Macmillan Publication, New York, 1997.		
5	Fletcher, Ronald, The Making of Sociology, Vol.I, Rawat Publication, New Delhi, 1971.		
<b>Text Books</b>			
1	Haralambas, M. and R.M. Heald, Sociology: Themes and Perspectives, Oxford University Press, New Delhi,1980.		
2	Social Theory, A Textbook (2017), Carsten Bagge Laustsen, Lars Larsen, et al.		
3	Social Theory, Eight Edition (2010), George Ritzer.		
4	A Beginner's Guide to Social Theory, First Edition (2002), Shaun Best		
5	A Beginner's Guide to Social Theory (2002), Shaun Best		

Web Resources	
1	<a href="https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Theory">https://en.wikibooks.org/wiki/Introduction to Sociology/Sociological Theory</a>
2	<a href="https://www.thoughtco.com/sociology-research-and-statistics-s2-3026650">https://www.thoughtco.com/sociology-research-and-statistics-s2-3026650</a>
3	<a href="https://revisesociology.com/sociology-theories-a-level/">https://revisesociology.com/sociology-theories-a-level/</a>
4	<a href="https://openstax.org/books/introduction-sociology-3e/pages/1-3-theoretical-perspectives-in-sociology">https://openstax.org/books/introduction-sociology-3e/pages/1-3-theoretical-perspectives-in-sociology</a>
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos</a>

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	2	3	2	3	3	3	3
<b>CO 2</b>	3	2	3	3	3	2	3	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	3	2	2	2	2	3	3	3
<b>CO 5</b>	3	3	3	2	3	2	3	3	3	3

### O-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3	3	2	3	2	3
<b>CO 2</b>	3	2	3	3	2	3	2	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C03	<b>Research Methodology</b>	Core - III	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To design to acquaint understanding to the students about aim of social research with scientific approach.										
LO2	It gives knowledge about research problems and hypothesis in-depth.										
LO3	To impart strong research methods and its types also ideas of research design.										
LO4	To familiarize the students about different social statistics methods to bring scientific result.										
LO5	The last chapter gives students to understand the tools of scaling and data collection to organize collected data.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction to Research:</b> Definition Scientific Research: Science and Its Characteristics. Features, Purpose, and Assumptions of Scientific Method. Steps in Scientific Method. Types of Social Research- Pure/Basic/Fundamental, Applied, Action and Policy Research. Theory and Research. Induction and Deduction.							12	LO1		
II	<b>Review of literature:</b> Scope and Purpose of literature review, Processes and sources of reviewing the literature. Hypothesis: Functions, Conditions for a Valid Hypothesis, Formulation of Hypothesis, Forms of Hypothesis, Hypothesis Testing.							12	LO2		
III	<b>Research Process and Sampling:</b> Research Process: Research Design: Need for Research Design, Features. Types: Exploratory, Descriptive, Explanatory, Experimental and Evaluative. Quantitative Methods and Survey Research - Nature, scope & limitations of quantitative research methods- Sampling: Probability and nonprobability methods. Understanding Qualitative Research -Field and researcher in qualitative research- Doing qualitative Research-Conducting Interview and Doing Ethnography, Mixed Method Research Design – Triangulation Method.							12	LO3		



IV	<b>Collection of Data</b> Sources of Secondary Data: Primary and Secondary Data, Pilot study and pre-test. Methods of Data Collection: Interview, Focused Group Discussion, Observation, Sociometry, Case Study, Content Analysis. Tools of data collection. Construction of Questionnaire and Schedule, Measurement and Scaling Techniques. Meaning, Need for Scales, Problems of Scaling, Methods of Scale Construction	12	LO4
V	<b>Processing of data and report writing</b> Editing, Coding, Classification, Tabulation and interpretation of data, Diagrammatic and Graphic Representation, Interpretation, Footnotes, Bibliography and Report Writing.	12	LO5
<b>Total</b>		<b>60</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	At the completion of this course, the student will be able to understand the nature, scope and aim of social research and its types along with relevant Scientific methods necessary for research.	PO1, PO8	
<b>CO2</b>	Understand the core themes such as research problem, review of literature and hypothesis.	PO1, PO2, PO6	
<b>CO3</b>	The course will evaluate the student's knowledge and give directions to undergo quantitative and qualitative method and research design in context of research methods.	PO4, PO8	
<b>CO4</b>	Teaching, statistical techniques and Correlation Analysis would help them organize and analyze the information gathered by them.	PO4, PO6	
<b>CO5</b>	Student will understand skills about scaling, Collecting Data, editing, coding and analysing data.	PO3,PO5	
<b>References Books (Latest Editions)</b>			
1.	Kothari, C.R., Quantitative Techniques, Vikas Publishing House (Pvt) Ltd. New Delhi – 1978.		
2.	Kothari C.R., Research Methodology – Methods and Techniques, wiley eastern limited, Madras, 1985.		
3.	Hunt, Morton: Profiles of Social Research, Russell Sage Foundation, New York, 1920.		
4.	Michael S. Lewis – Beck, (Ed) Experimental Design & Methods, Sage Publications, Toppam, Publishing United Kingdom, 1990.		
5	Hunt, Morton: Profiles of Social Research, Russell Sage Foundation, New York, 1920		

<b>Test Books</b>		
1	Kothari C.R., Research Methodology – Methods and Techniques, Wiley Eastern Limited, Madras, 1985.	
2	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell, 2014	
3	Qualitative Research: A Guide to Design and Implementation 4th Edition, by Sharan B. Merriam (Author), Elizabeth J. Tisdell, 2015	
4	HANDBOOK OF RESEARCH METHODOLOGY, Dr. Shanti Bhushan Mishra, Dr. Shashi Alok and Dr. Shashi Alok, 2017	
5	The Craft of Research, Third Edition, by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, 2008	
<b>Web Resources</b>		
1	<a href="https://gradcoach.com/what-is-research-methodology/">https://gradcoach.com/what-is-research-methodology/</a>	
2	<a href="https://www.sociologylens.in/2019/03/social-research-and-stages-in-social.html">https://www.sociologylens.in/2019/03/social-research-and-stages-in-social.html</a>	
3	<a href="https://www.youtube.com/watch?v=C9XiYweRGvk">https://www.youtube.com/watch?v=C9XiYweRGvk</a>	
4	<a href="https://research.com/research/how-to-write-research-methodology">https://research.com/research/how-to-write-research-methodology</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	2	3	3	3	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	2	3
<b>CO 3</b>	3	3	3	3	2	2	1	3	3	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E01	<b>Environmental Sociology</b>	Elective – I (a)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To provide knowledge about environmental degradation especially Global warming, Acid Rain and their impact along with their causes on Sociological perspectives.										
LO2	To Enumerate the types of pollution and assess their causes and impacts and provide awareness about planning for sustainable environment and promoting environmental awareness.										
LO3	To enrich knowledge of environmental Action groups, environmental movements and legal aspects of environment.										
LO4	Assess the modern technological interventions on environment.										
LO5	Analyse optimistic and pessimistic assessment of environmental sustainability										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Concepts in Environmental Sociology</b> Definition and Emergence - Scope and Nature of Environmental Studies. Basic concepts - Environment, Ecosystem, Ecology, Biodiversity and Ecological footprint - Need for the study of Environment – Relationship between Environment and Society.							8	LO1		
II	<b>Basic Concepts and Theoretical Parameters:</b> Dunlap and Catton, John Bellamy Foster and Ulrich Beck, Ramachandra Guha, Patrick Giddens and RadhaKamal Mukherjee.							8	LO2		
III	<b>Environmental Concerns:</b> Population Explosion and Ecological Imbalances – Climate change – Global Warming - Disaster Management – Natural Calamities –Environmental degradation Challenges, River linking projects – Sustainable energy – New and Renewable energy - Biomass –Pollution – Air, water, land, soil, radiation, ozone depletion, Acid Rain.							8	LO3		
IV	<b>Environmental Movements in India</b> Environmental Movements- Chipko Movement –Appikko Movement – Narmada Bachao Andolan- Anti –Tehri Dam Movement and Environmental Action Group- – Eco-feminism.							8	LO4		

V	<b>Environmental Managements and Policies</b> Land and Water management systems - Waste Land Development - Drought and Desert area development. Forest Policies- Adivasis and Exclusion - Development, Displacement and Rehabilitation. Environmental Justice, Policy and Action (Regulation of natural resources: Forest Conservation Act 1980 - The Wildlife Protection Act, 1972 - The Water (Prevention and Control of Pollution) Cess Act, 1977- The Air (Prevention and Control of Pollution) Act, 1981).	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Students can gain knowledge of need to study environmental and to study the relation among human, environment and society.	PO2, PO8	
<b>CO2</b>	Providing knowledge of various basic environmental concepts and theoretical parameters.	PO2, PO4	
<b>CO3</b>	Acquire awareness about degradation of environmental conditions due to various environmental pollutions by social and environmental practices.	PO1, PO6	
<b>CO4</b>	Grasp the causes and effects of various environment acts in India and its effects.	PO4,PO6	
<b>CO5</b>	It gives in-depth awareness and knowledge of environmental protection acts.	PO3, PO5, PO8	
<b>References Books</b>			
1	Michael Red Clift. Development and the Environmental Crisis. New York: Meturn Co., Ltd, 2002.		
2	Sharma, Lt.Col, Goutam (ed). Environment, Man and Nature. New Delhi: Reliance Publishing House, 1989.		
3	Karpagam, M., Environmental Economics, Sterling Publishing Pvt. Ltd., New Delhi 1990		
4	Readings in Indian Sociology: Volume VII: Sociology of Environment: 7 (Reading in Indian Sociology) by Sukant K, Chaudhury, 2013		
5	Why People Protest: An Analysis of Ecological Movements by Subhash Sharma, 2016		
<b>Text Books</b>			
1	Environmental Sociology by John Hannigan, 2014		
2	Environmental Sociology: From Analysis to Action 4th Edition, by Leslie King, Deborah McCarthy Auriffeille, 2019		
3	Sustainability through the Lens of Environmental Sociology by Saidul Islam MD, 2018		

4	An Invitation to Environmental Sociology, Sixth Edition by Michael Mayerfeld Bell, et al., 2020	
5	The Cambridge Handbook of Environmental Sociology, Volume 2, by Katharine Legun, 2020.	
<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=R1Mcrqa1ZM">https://www.youtube.com/watch?v=R1Mcrqa1ZM</a>	
2	<a href="https://www.youtube.com/watch?v=dOZf-0FJUFM">https://www.youtube.com/watch?v=dOZf-0FJUFM</a>	
3	<a href="https://www.tandfonline.com/action/journalInformation?show=aimsScope&amp;journalCode=rens20">https://www.tandfonline.com/action/journalInformation?show=aimsScope&amp;journalCode=rens20</a>	
4	<a href="https://www.sociologygroup.com/environmental-sociology-2/">https://www.sociologygroup.com/environmental-sociology-2/</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	2	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	2	3
<b>CO 3</b>	3	2	3	3	1	2	1	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E02	<b>Organizational Behaviour</b>	Elective – I (b)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To orient the students regarding the basics of Organizational Behavior										
LO2	To acquaint with the different types of personality, attitudes.										
LO3	To familiarize the process of motivation and organization structure										
LO4	To introduce leadership theories and style.										
LO5	To focus the organizational dynamics										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Definition, need and importance of organizational behaviour – Nature and scope – Framework – models: Autocratic Model, Custodial Model, Supportive Model, Collegial Model, System Model, and theories of organizational behaviour: Bureaucracy, Scientific management and process management.							8	LO1		
II	<b>Individual Behaviour: Personality</b> – types – Factors influencing personality – Theories – <b>Learning</b> –Types of learners – The learning process – Learning theories – Organizational behaviour modification. <b>Misbehaviour</b> – Types – Management Intervention. <b>Attitudes</b> – Characteristics – Components – Formation – Measurement- Values. <b>Perceptions</b> – Importance – Factors influencing perception – Interpersonal perception - Impression Management. <b>Motivation</b> – importance – Types – Effects on work behaviour.							8	LO2		
III	<b>Individual GROUP Setting: Motivation:</b> Process of motivation; Theories of motivation - need hierarchy theory, theory X and theory Y, two factor theory, Alderfer's ERG theory, McClelland's learned need theory, Victor Vroom's expectancy theory, Stacy Adams equity theory. Organization structure – Formation – Groups in organizations – Influence – Group dynamics – Emergence of informal leaders and working norms – Group decision making techniques – Team building-Interpersonal relations – Communication – Control.							8	LO3		



IV	<b>Leadership and Power: Leadership:</b> Meaning – Importance; <b>Theories</b> -Trait theory, Behavioral theory, Fielder's Contingency theory; Harsey and Blanchard's situational theory; Managerial grid; Likert's four systems of leadership, contemporary issues in leadership. <b>Leadership style:</b> autocratic, democratic and laissez-faire – <b>Theories:</b> Traits, Behavioural and Situational/Contingency Groups of Theories;– Leaders Vs Managers – Sources of power – Power canters – Power and Politics.	8	LO4
V	<b>Dynamics Of Organizational Behaviour: Organizational culture and climate</b> – Factors affecting organizational climate – Importance. <b>Organizational change</b> – Importance – Stability Vs Change – Proactive Vs Reaction change – the change process – Resistance to change – Managing change. <b>Stress</b> – Work Stressors – Prevention and Management of stress – Balancing work and Life. <b>Organizational development</b> – Characteristics – objectives – Organizational effectiveness.	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	To remember the basics and Models of Organizational Behaviour	PO1, PO2	
<b>CO2</b>	To compare and contrast the various personality types	PO1, PO4	
<b>CO3</b>	To distinguish motivational theories and the need of rise of industry	PO6	
<b>CO4</b>	To demonstrate the various types of leadership style.	PO4, PO6	
<b>CO5</b>	Appraise the organizational dynamics in terms of organizational change and development	PO3, PO5, PO8	
<b>References Books (Latest Editions)</b>			
1	Stephen P. Robins, Organisational Behavior, PHI Learning / Pearson Education, 11th edition, 2008.		
2	Fred Luthans, Organisational Behavior, McGraw Hill, 11th Edition, 2001.		
3	Gregory Moorehead and R.S. Griffin, Organisational Behaviour - Managing People and Organisations, Jaico, 1994.		
4	Nirmal Singh, “Organisational Behaviour: Concepts, Theory and Practices”		
5	Stephen P. Robbins, Organisational Behaviour, Prentice Hall, 1997.		

<b>Text Books</b>		
1	Schermerhorn, Hunt and Osborn, Organisational behavior, John Wiley, 9 <sup>th</sup> Edition, 2008.	
2	UdaiPareek, Understanding Organisational Behaviour, 2 <sup>nd</sup> Edition, Oxford Higher Education, 2004.	
3	Mc Shane & Von Glinov, Organisational Behaviour, 4 <sup>th</sup> Edition, Tata McGraw Hill, 2007.	
4	Hellrigrigal, Slocum and Woodman, Organisational Behavior, Cengage Learning, 11 <sup>th</sup> Edition 2007.	
5	Ivancevich, Konopaske&Maheson, Oranisational Behaviour & Management, 7 <sup>th</sup> edition, Tata McGraw Hill, 2008.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	2	3	3	3	2	3	3	3	2
<b>CO 2</b>	2	3	3	3	3	3	3	3	2	3
<b>CO 3</b>	2	2	3	2	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	3	2

**CO-PO-PSO Mapping**

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	2	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	2	3	3	3	2	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
24UPSOC1E03	Media and Society	Elective – I (c)	Y	-	-	-	3	5	25	75	100	
<b>Learning Objectives</b>												
LO1	1. To understand the characteristics and types of media.											
LO2	2. To learn about theoretical perspectives of mass media.											
LO3	3. To address the media issues in the contemporary society.											
LO4	4. To provide the linkages of media and globalization concepts.											
LO5	5. To bring out the impact of mass media in social development.											
UNIT	Details							No. of Hours	Learning Objectives			
I	<b>Introduction:</b> Media – Meaning - definition – Nature – Characteristics. Types of Media – Folk, Print and Electronic Media: Puppet Show, Koothu, Printing and Publications, Radio, Television, Cinema, Cyber Space, Virtual communication, Internet, Blog - Relationship between Media and Society.							8	LO1			
II	<b>Theoretical Perspectives of Mass Media:</b> Semiotics School - Process School - Selective Influence Theory – Desensitization Theory – Modelling Theory.							8	LO2			
III	<b>Media Effects on Socio-cultural Life:</b> Media effects: Integration, Violence - Diffusion of innovation and development - Social distribution of Knowledge, social learning. Effects on Public Opinion and Attitude - Effects of Political Communication in democracies.							8	LO3			
IV	<b>Media And Globalization:</b> Globalization and Mass Media, Popular Culture, Americanization, Cultural Diversity, Neo-liberalism and its Implications, Transnational and Diasporic Visual Culture – Social Media and its Impacts on Society.							8	LO4			
V	<b>Social Development:</b> Mass Media and its impact on Society – Emergence of ICTs – Commercialization of Leisure – Human Rights and Social Development.							8	LO5			
<b>Total</b>							<b>40</b>					
<b>Course Outcomes</b>												
<b>Course Outcomes</b>	On completion of this course, students will / can;											
<b>CO1</b>	Students will be able to understand the characteristics and types of media.							PO1, PO6				

<b>CO2</b>	Students able to analyze the theoretical perspectives of mass media on society.	PO3, PO6
<b>CO3</b>	Students able to reveal the various issues in the contemporary society.	PO4, PO6
<b>CO4</b>	Students able to examine the role of media in globalization.	PO4, PO5,
<b>CO5</b>	Students will be able to identify the impact of media in the social development	PO5
<b>References Books (Latest Editions)</b>		
	1. Media and culture an introduction to mass communication - Richard Campbell	
	2. Mass media issues analysis and debate – George Oddman	
	3. Media and Democracy in Asia - An AMIC compilation, 2000.	
	4. Dynamics of mass communication: Media in Transition - Joseph Dominick.	
	5. Conflict sensitive journalism - Ross Howard.	
<b>Text Books</b>		
	6. Media power in politics - Graber, Doris. 1980.	
	7. Media and Society - Arthur Asa Berger.	
	8. Media and Society: challenges and opportunities - Edited by Vir Bala Aggarwal.	
	9. New Media and Society - Ed: Nicholas Jankowski - Pub: Sage Publications	
	10. Communication and Persuasion by CI, Hovland/I.L Janies/H H Kelly, Yale University , Newyork, 1953.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	2	3	3	3	2	3	2	3	3	2
<b>CO 2</b>	2	2	2	3	3	2	1	3	3	3
<b>CO 3</b>	3	2	3	1	2	3	2	3	2	3
<b>CO 4</b>	3	3	3	3	2	3	2	2	2	3
<b>CO 5</b>	3	3	2	3	2	3	2	3	3	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3	2	2	3	3	3
<b>CO 2</b>	3	3	2	3	3	3	1	3	2	3
<b>CO 3</b>	2	2	3	2	1	2	1	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	2
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E04	<b>Cultural Sociology</b>	Elective – II (a)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	Explore the theoretical debates in the sociology of culture, focusing on the concepts of values, identities, and actions.										
LO2	Consider how these concepts help us to understand the role and influence of culture in contemporary societies.										
LO3	Analytically apply these ideas to an original research topic employing qualitative methods.										
LO4	To understand and reflect on theoretical choices and their conceptual and methodological consequences at the field of the sociology of culture										
LO5	Helps students to design and execute an original research project using a sociologically-informed approach to some aspect of a culture or subculture.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Concepts, Definition and Scope, Components of culture-Elements of culture-Religion-Language art and literature-cultural lag -Ethnocentrism and cultural diffusion.							8	LO1		
II	<b>Value and Norms:</b> custom and tradition- Folkways and Mores: Symbol and Norms - Social organization and sanction.							8	LO2		
III	<b>Theories of Culture:</b> Karl Marx's the ruling class culture – Emile Durkheim's Culture and its origins in society- Max Weber's notion of sub culture-Jeffrey Charles Alexander's Sociology of culture and Cultural trauma.							8	LO3		
IV	<b>Culture as Marker of Group Status:</b> Socialization-Education- Knowledge creation-Production-Distribution –Propagation- Governance.							8	LO4		
V	<b>Contemporary Issues in Culture:</b> Impact of technology on communication- Identity and cultural practices. The role of consumption in shaping cultural meaning. Social movements challenge and reshape cultural norms.							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	With this course students will become familiar with the major approaches to the sociological study of culture.	PO1, PO6
<b>CO2</b>	They will understand how culture can influence our actions and our identities.	PO1, PO2
<b>CO3</b>	The students will gain a detailed knowledge of main theories and empirical themes belonging to the sociology of culture.	PO4, PO6
<b>CO4</b>	The students will gain a sociologically informed understanding of important modern cultural institutions, phenomena or themes such as media, current trends in popular culture and leisure, youth culture and art.	PO4, PO5,
<b>CO5</b>	The student will learn to creatively theorize and analyze cultural phenomena	PO3
<b>References Books (Latest Editions)</b>		
1	Aschaffenburg, Karen and Ineke Maas. 1997. "Cultural and Educational Careers: The Dynamics of Social Reproduction." American Sociological Review 62: 573-87.	
2	Bernstein, Basil. 1975. Social class, language and socialization. In Class, Codes and Control: Theoretical Studies Towards a Sociology of Language, 2nd ed., pp. 170-189. New York: Schocken Books.	
3	Douglas M. 1966. Purity and Danger. London: Routledge and Kegan Paul. Hagan, John. 1991. "Density and Drift: The Risks and Rewards of Youth." Amer. Sociol. Rev. 56: 567-82.	
4	Harzing, Anne and Geert Hofstede. 1996. "Planned Change in Organizations: The Influence of National Culture." Research in the Sociology of Organizations 14: 297-340.	
5	Kunda, Gideon. 1992. Engineering Culture: Control and Commitment in a High-Tech Corporation. Philadelphia: Temple Univ. Press. Morrill, Calvin. 1991. "Conflict Management, Honor and Organizational Change." American Journal of Sociology 97: 585-621.	
<b>Text Books</b>		
1	An Introduction to Cultural Studies, 2/e Unknown Binding by Pramod K. Nayar, 2016	
2	Handbook Of Cultural Sociology by Hall and John R and Grindstaff and Laura et al. 2010	
3	Cultural Sociology - An Introduction by Les Back, Andy Bennett et al. 2012	
4	Handbook of Cultural Sociology by John R. Hall, Laura Grindstaff, Ming-Cheng M. Lo, 2010	
5	The Oxford Handbook of Cultural Sociology by Jeffrey C. Alexander, Philip Smith, Ronald Jacobs, 2012	

<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=1I0TH2ZeRis">https://www.youtube.com/watch?v=1I0TH2ZeRis</a>	
2	<a href="https://www.youtube.com/watch?v=vW2nFd3i2bo">https://www.youtube.com/watch?v=vW2nFd3i2bo</a>	
3	<a href="https://www.youtube.com/watch?v=RV50AV7-Iwc">https://www.youtube.com/watch?v=RV50AV7-Iwc</a>	
4	<a href="https://www.youtube.com/watch?v=ZMAqu4lcagM">https://www.youtube.com/watch?v=ZMAqu4lcagM</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	
	Assignments	
	Seminars	
	Attendance and Class Participation	
		25 Marks
<b>External Evaluation</b>	End Semester Examination	
		75 Marks
		Total
		100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application K3)</b>	Suggest idea/concept with examples, suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate(K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	3	2	3	3	2	3	2	2	2	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	3	2	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	2	3
<b>CO 3</b>	2	2	3	3	1	2	1	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E05	<b>Social Demography</b>	Elective – II (b)	Y	-	-	-	3	5	25	75	100
Course Objectives	To make the students to comprehend the various concepts and theories in population studies.										
	To throw a light on nexus between population and development.										
	To apply the knowledge for developmental actions										
	To inculcate the basic concepts of population studies and understand its share in developmental issues.										
	To introduce the various wherewithal of population control and initiatives of Goal										
<b>Unit: 1</b>	<b>Introduction:</b> Definition, Origin and Development, Nature, Scope and Importance of Social Demography - Concept of Demography and Population Study – Relationship between Demography and Sociology - Sources of Demographic Data: Population Census, Civil Registration System, National Sample Survey Organization, National Family and Health Survey.									<b>Hours: 8</b>	
<b>Unit: 2</b>	<b>Theories of Population:</b> Mercantilist and related Theories - The Malthusian Perspective – Optimum Population Theory – Demographic Transition Theory – Spencer’s Perspective – Biological Theory: Ester Boserup – Economic Theory: Julian Simon.									<b>Hours: 8</b>	
<b>Unit: 3</b>	<b>Population Dynamics:</b> Fertility: Concept, measurement, Factors affecting Fertility and Fertility in India. Mortality: Concept, Measurement, Infant, Child and Maternal Mortality and Mortality in India. Migration: Measuring migration -Types of Migration – Push and Pull Factors of Migration - Theories of Migration: Evertlee’s, Ravenstein’s theory of Migration and Gunnar Myrdal’s Backwash current - Consequences of Migration.									<b>Hours: 8</b>	
<b>Unit: 4</b>	<b>Population Size, Composition and Distributions:</b> Population Size, Population Growth and Process of Population Change. Age, Sex, Literacy, Occupation, Religion, Rural and Urban Composition. Distribution and Density of Population in India. Determinants of Population Growth in India.									<b>Hours: 8</b>	
<b>Unit: 5</b>	<b>Population Policy and Education:</b> Meaning, Features and Types of Population Policy – Population Policies in India. Population Education: Meaning, Objectives and Problems. Family Planning in India. NITI Aayog on Health and Sustainability.									<b>Hours: 8</b>	
<b>Total Hours</b>									<b>40</b>		

Course Outcome		
CO1	Define the basic knowledge in the field of social demography.	PO1, PO6
CO2	Compare and contrast the various perspectives of population studies.	PO1, PO2
CO3	Illustrate the knowledge of fertility and mortality in the development discourse.	PO4, PO6
CO4	Appraise the share of Socio-cultural factors affecting population growth.	PO4, PO5,
CO5	Categorize the various birth control means.	PO3
Text Book(s)		
1.	Asha Bhende & Tara Kanitkar, <b>Principles of Population Studies</b> , Himalaya Publishing House, Bombay 2003.	
2.	Weeks, John R, ' <b>Population: An Introduction to Concepts and Issues</b> ', Belmont, California: Wadsworth,1977.	
3.	Nam, Charles B, ' <b>Population and Society</b> ', Boston: Houghton Mifflin, 1968.	
4.	Haq, Ehsanul. <b>Sociology of Population</b> .New Delhi: MacMillan, 2007.	
5.	Premi M.K. et al. <b>Social Demography</b> .New Delhi: Jawahar Publications, 2003.	
6.	Asha Bhende& Tara Kanitkar. 2003. <b>Principles of Population Studies</b> . Himalaya Publishing House, Bombay.	
7.	Big Theories: <b>Demographic Transition (I and II) Readings</b> : Caldwell (2004) Lesthaeghe&Neels (2002)	
8.	Demography: <b>Mortality Methods &amp; Literature Readings</b> : Bongaarts (2006)	
9.	Agarwal S.S.(1985) <b>India's Population Problem</b> - Tata McGraw Hill Publication, Bombay	
10.	K.P.C. Swain (2008)- <b>Population Studies</b> - Kalyani Publications, Ludhiyana	
Reference Books		
1.	Hawthorn, Geoffrey, ' <b>The Sociology of Fertility</b> ', London, Collier – Macmillan, 1970.	
2.	Heer, David M., ' <b>Society and Population</b> ' Englewood Cliffs, Prentice Hall, 1975.	
3.	Lassande, Louise, <b>Coping with Population Challenges</b> , London,Earthscan,1997.	
4.	Choubey P.K. (2000) - ' <b>Population Policy of India</b> ', -Kanishka Publication, New Delhi	
5.	Dr. D.D. Kachole (2001)- ' <b>Demography</b> '- <b>Kailasha Publication</b> , Aurangabad	
Methods of Evaluation		
Continuous Internal Assessment Test		25 Marks
Assignments		
Seminars		
Attendance and Class Participation		
End Semester Examination		75 Marks
Total		100 Marks

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

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	1	2	2	2	3	3	2	3	3	3
<b>CO 4</b>	3	2	3	3	2	3	2	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	3	2	2	3	3	3
<b>CO 2</b>	3	2	3	3	3	3	1	2	2	3
<b>CO 3</b>	2	2	2	3	1	2	1	3	2	2
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>24UPSOC1E06</b>	<b>Sociology of Education</b>	Elective – II (c)	Y	-	-	-	3	5	25	75	100
Course Objectives	<p>Explore the concept of basic education and its implications for societal development.</p> <p>Examine theories of cultural and social reproduction through educational systems.</p> <p>Study school culture, curriculum development, and classroom practices as mechanisms of socialization and societal change.</p> <p>Discuss policies and practices aimed at enhancing equality of educational opportunities, including affirmative action measures.</p> <p>Explore issues related to higher education and their implications for social equity.</p>										
<b>Unit: 1</b>	<b>Introduction:</b> Meaning & Concept of Sociology of Education - Nature and Scope of Sociology of Education - Origin of Sociology of Education – Development of Sociology of Education in India - Difference between Educational Sociology and Sociology of Education - Education, Knowledge and Power.									<b>Hours: 8</b>	
<b>Unit: 2</b>	<b>Theories and Perspectives in the Sociology of education:</b> a. Functionalism – Emile Durkheim, Kingsley Davis & Wilbert E. Moore b. Conflict/Radical Perspectives – Samuel Bowles, Herbert Gintis c. Cultural Reproduction – Pierre Bourdieu d. Critical Pedagogy – Paulo Freire e. Micro-Interpretative approaches – Krishna Kumar f. Educational alternatives – Ivan Illich, M.K. Gandhi.									<b>Hours: 8</b>	
<b>Unit: 3</b>	<b>Education and Society:</b> Education as a social system - Education and social institutions - Social functions of education - Education and socialization - Education and social control - Determinants of educability - Education and social stratification - Role of Education in Modernization - Educations and culture - Social Mobility with special reference to Indian Society.									<b>Hours: 8</b>	
<b>Unit: 4</b>	Indian Education System: Structure of Education in India – Current Scenario of School and Higher Education System in India - Social issues of Education – Inequalities, Inclusive Education, Gender Dimension - Governance in Higher Education in India: The Department of Higher Education, MHRD -The University Grants Commission - The Association of Indian universities (AIU) – Councils - Rashtriya Uchcharat Shiksha Abhiyan (RUSA).									<b>Hours: 8</b>	
<b>Unit: 5</b>	Educational Reforms: Kothari Commission, J.B. Patnaik Committee; Education, globalization and economic development - State, ideology and educational policy - Education Policy, 1986 - Right to Free & Compulsory Education Act 2009 - Sarva Shiksha Abhiyan - New Education Policy (NEP) 2020.									<b>Hours: 8</b>	
<b>Total Hours</b>									<b>40</b>		

<b>Course Outcome</b>		
<b>CO1</b>	Understand the societal implications of basic education, democracy, liberation, and citizenship.	PO1, PO6
<b>CO2</b>	Analyze how education functions as a mechanism for social reproduction and resistance.	PO1, PO2
<b>CO3</b>	Evaluate the role of schooling practices, curriculum development, and school culture in shaping societal norms and values.	PO4, PO6
<b>CO4</b>	Critically assess the impact of educational policies on social stratification, mobility, and equality of opportunity.	PO4, PO5
<b>CO5</b>	Analyze the challenges and opportunities associated with skill development initiatives in the context of changing economic and social landscapes.	PO3
<b>Text Book(s)</b>		
<b>1.</b>	Paulo Friere.1970. Pedagogy of the Oppressed. New York: Continuum.	
<b>2.</b>	Gandhi, M.K. 1997. Hind Swaraj and other writings. (ed. Anthony Parel) Columbia University Press. Foundation Books.	
<b>3.</b>	M.K. Gandhi. 1977. Basic Education, in The Collected Works. Ahmedabad: Navajivan.	
<b>4.</b>	John Dewey (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press	
<b>5.</b>	Emile Durkheim, 1956. Education and Society. New York: Teachers College Press.	
<b>6.</b>	Emile Durkheim 1961. Moral Education. New York: The Free Press. 7. 8. 9.	
<b>7.</b>	Louis Althusser. 1971. Ideology and Ideological State Apparatuses, in L. Althusser (ed.) Lenin and Philosophy and Other Essays, London: New Left Books.	
<b>8.</b>	Pierre Bourdieu and J.C. Passeron 1978. Reproduction in Education, Society and Culture. London: Sage. (Book 1).	
<b>9.</b>	Pierre Bourdieu. 1986. The Forms of Capital. In J.G Richardson (ed.) Handbook of Research in the Sociology of Education. New York, Greenwood Publishers.	
<b>10.</b>	Pierre Bourdieu. 2008. A Sketch for Self-Analysis. Polity Press.	
<b>Reference Books</b>		
<b>1.</b>	Basil Bernstein. 1996. Pedagogy. Symbolic Control and Identity. London: Taylor and Francis. (Chapter 1).	
<b>2.</b>	P. E. Willis. 1977. Learning to Labour: How Working Class Kids Get Working Class Jobs. Surrey, England: Saxon House.	
<b>3.</b>	Bradley A.U. Levinson and Mica Pollack (eds.) 2011. A Companion to the Anthropology of Education. Blackwell Publishing.	
<b>4.</b>	Meenakshi Thapan, 2006 (1991). Life at School. An Ethnographic Study. New Delhi: Oxford University Press.	
<b>5.</b>	Deborah. Reed-Danahay. 1996. Education and Identity in Rural France. The Politics of Schooling. Cambridge, Cambridge University Press.	

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

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	1	2	2	2	3	3	2	3	3	3
<b>CO 4</b>	3	2	3	3	2	3	2	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	3	2	2	3	3	3
<b>CO 2</b>	3	2	3	3	3	3	1	2	2	3
<b>CO 3</b>	2	2	2	3	1	2	1	3	2	2
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

**Paper VI – Field work at Village Settings -I**

**Code No: 24UPSOC1P01**





# **SEMESTER– II**



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C04	<b>Indian Society: Structure and Process</b>	Core - IV	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	The course is designed to enumerate the basic understanding of Indian Society.										
LO2	The course will make the students outline the diverse types of marriage and family in Indian society.										
LO3	The course will interpret the social structures in the village and their impacts on rural society.										
LO4	The course will compare and contrast different social issues of contemporary Indian society and their potential solutions.										
LO5	The course will critically assess the social changes in Indian society during the post-independence period.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Hindu Social Organization: Purusharthas: Karma, Artha, Kama and Moksha. Varnashrams: Pramacharuya, Grahasta, Vanaprastha and Saniyasa. Historical perspective on Indian Society-Composition of Indian Society - Racial, ethnic, religious - linguist and cultural groups.							12	LO1		
II	<b>Marriage and Kinship:</b> Marriage: Meaning, Types and Norms. Marriage as Contract and as a Sacrament. Marriages of Hindus, Christians and Muslims. Kinship: Meaning, Terms and Usages. Rules of Residence, descent and inheritance							12	LO2		
III	<b>Family:</b> Meaning, Forms of family, Functions of family. Changes in the Indian Family Structure. Family Disharmony: Domestic Violence, Dowry, Divorce and Inter-generational Conflict.							12	LO3		
IV	<b>Religion:</b> Meaning, Characteristics and Functions. Origin of Caste. Recent Changes in Caste System. Jajmani System. Dominant Caste. Caste and Class; Caste and politics.							12	LO4		
V	<b>Unity and Diversity:</b> Concepts of Unity and Diversity-Forms of Diversity in India-Reasons for so much Diversity-Bonds of Unity in India-Geo-political Unity- National Integration-Communalism - Regionalism and Secularism.							12	LO5		
<b>Total</b>							<b>60</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Enable to understand the components of social structure of Indian society.	PO1, PO4
<b>CO2</b>	Identify with the nature and functions of marriage and family types and factions in India	PO2
<b>CO3</b>	Critically assess the different village organizations and functions of religion, caste and polices in India	PO4, PO3
<b>CO4</b>	Recognize diverse social issues and their impact on Indian society.	PO5, PO6
<b>CO5</b>	Compare and contrast the various social changes in culture and legislations.	PO8
<b>References Books (Latest Editions)</b>		
1	Mandelbum, D.G. 1990. <i>Society in India</i> , Berkeley, University of California Press, Vol.1.	
2	Singh, Yogendra. 1983. <i>Modernization of Indian Tradition: A Systematic Study of Social Change</i> , New Delhi, Thompson Press.	
3	Srinivas, M.N. 1962. <i>Caste in Modern India and Other Essays</i> . Bombay, Asia Publishing House.	
4	Srinivas, M.N. 1966. <i>Social Change in India</i> . Orient Longman, Delhi.	
5	Dhanagare, D.N. 1999. <i>Themes and Perspectives in Indian Sociology</i> . Jaipur, Rawat Publications.	
<b>Text Books</b>		
1	Beteille, Andre. 2002. <i>Sociology: Essays on Approach and Method</i> , New Delhi, OUP.	
2	Deshpande, Satish. 2004. <i>Contemporary India: Sociological Perspectives</i> . New Delhi, Sage Publications.	
3	Ahuja, Ram. <i>Society in India: Concepts, Theories and Changing Trends</i> . 1999. Rawat Publications, Jaipur	
4	Kuppusamy, B. 1993. <i>Social Change in India</i> . Konark Publishers Pvt. Ltd. Delhi.	
5	Singh, Yogendra. 2004. <i>Ideology &amp; Theory in Indian Sociology</i> : Rawat Publications, Jaipur.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	3	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	2	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	2	2	2	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	2	3
<b>CO 3</b>	2	2	2	3	1	2	1	2	3	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	2	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C05	<b>Contemporary Sociological Theory</b>	Core - V	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To make the students acquainted with the various theoretical perspectives that have shaped the discipline of sociology.										
LO2	The students will examine primary texts, historically situate the scholars of those texts, and explore the ways these theories have been used to explain a wide range of social phenomena in our contemporary world.										
LO3	To gain a structural understanding of sociological theory and its trajectory within our discipline.										
LO4	Makes the students to treat contemporary sociological theory as a set of conceptual tools for theorizing understudied or taken-for-granted phenomena and for reexamining existing areas of inquiry from new analytical angles.										
LO5	To make students to actively theorize the social world by appropriately and creatively applying sociological concepts to the issues, debates, and phenomenon.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Functionalism:</b> Talcott Parsons: Social Action–Social System–AGIL Model–Pattern Variables. Robert K.Merton’s Codification and Functional Analysis. Functionalism as Theory.							12	LO1		
II	<b>Conflict Theory:</b> C.Wright Mills–Power Elite Theory, Ralf Dahrendorf–Dialectical Conflict, Lewis A. Coser–Conflict Functionalism and R.Collins –Conflict and Social Change.							12	LO2		
III	<b>Interaction Theory:</b> Herbert Blumer-Symbolic Interactionism, Charles Horton y–Looking Glass Self, George Hebert Mead-Mind, Self and Society, Ralph H.Turner –Role Theory.							12	LO3		
IV	<b>Exchange Theory:</b> George C.Homans –Social Behaviour as Exchange, Peter M.Blau–Exchange and Power in Social Life, Levi-Strauss–Power of Gift, Richard Emerson –Power Dependence Relations.							12	LO4		
V	<b>Phenomenology and Ethnomethodology:</b> Alfred Shultz: Phenomenology of the Social World - Peter Berger & Thomas Luckmann: Social Construction of Reality – Edmund Husserl: Natural Attitude – Erving Goffman: Impression Management - Harold Garfinkel: Studies in Ethnomethodology.							12	LO5		
<b>Total</b>							<b>60</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	The course is aimed at providing a graduate level introduction to the contemporary sociological theories which helps them to link each contemporary theory to its classical roots in order to understand or appreciate it through critical thinking.	PO1, PO2
<b>CO2</b>	Explore and fully understand various theoretical developments in contemporary sociology.	PO2, PO4
<b>CO3</b>	Critically examine each contemporary sociological theory in terms of its roots, meaning, viability, and application prospects for dealing with social issues at the global levels.	PO3, PO6
<b>CO4</b>	introduce the work of contemporary sociological thinkers.	PO4, PO5
<b>CO5</b>	be able comprehend the contribution of classical and contemporary thinkers.	PO8
<b>References Books (Latest Editions)</b>		
1	Seidman, Steven and Alexander, Jeffrey C (etd), The New Social Theory- Reader, Routledge Publication, London, 2001.	
2	Smart, Barry., Michel Foucault, Routledge Critical Thinkers, Routledge Publication, UK, 2007.	
3	Turner H. Jonathan, The Structure of Sociological Theory, Fourth Edition, Rawat Publication, Jaipur, 2001.	
4	Calhoun, Craig, et. Al, (etd) Contemporary Sociological Theory, Blackwell Publishers, Oxford, UK, 2002.	
5	Elliot, Anthony and Larry Ray (etd), Key Contemporary Social Theories, Blackwell Publishing, UK, 2003.	
<b>Text Books</b>		
1	Contemporary Sociological Theory - An Integrated Multi-Level Approach by Doyle Paul Johnson, 2008	
2	Contemporary Sociological Theory by Jonathan H. Turner, 2012	
3	Contemporary Sociological Theory by Steven Loyal, Sinisa Malesevic, 2020	
4	Contemporary Social Theory - An Introduction by Anthony Elliott, 2009	
5	Social Theory - A Textbook by Carsten Bagge Laustsen, Lars Thorup Larsen, Mathias Wullum Nielsen, Tine Ravn, Mads P. Sørensen, 2017	
<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=U4nPvK7E">https://www.youtube.com/watch?v=U4nPvK7E</a>	
2	<a href="https://www.youtube.com/watch?v=zcrHbBJHe0Q">https://www.youtube.com/watch?v=zcrHbBJHe0Q</a>	
3	<a href="https://www.youtube.com/watch?v=bAfaH4sYjKs">https://www.youtube.com/watch?v=bAfaH4sYjKs</a>	
4	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	

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

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	2	2	2	1	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	2	2	3	2	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	2	3
<b>CO 3</b>	2	2	3	1	1	2	1	3	2	3
<b>CO 4</b>	2	3	3	2	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C06	<b>Social Movements in India</b>	Core - VI	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
CO1	The course is designed to enumerate the importance of social movement and social change among students.										
CO2	The course will explain the diverse movements that occur in Indian society.										
CO3	The course employs the process of religious reform social movement on Indian society.										
CO4	The course will compare and contrast the different backward class movement that occurred in Indian society										
CO5	The course will critically assess the functions of women's movements on women empowerment										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction;</b> Meaning- Nature and Characteristics of Social Movements- Life cycle of social movement - Types of social movement – Meaning of Pressure Group – New Social Movement: Meaning and Characteristics.							12	CO1		
II	<b>Types and Theories of Social Movements:</b> Revolutionary - Regressive- Reform and Expressive movements. Theories: Relative Deprivation- Structural Strain- Marxist- Post Marxist – Resource Mobilization and Contemporary debate.							12	CO2		
III	<b>Reform Movements in India:</b> Brahma Samaj - Arya Samaj – DK Movement – SNDP Movement – Naxalbarri Movement - Satyashodhak.							12	CO3		
IV	<b>Empowerment Movement:</b> Tribal Movements: The Santhal Insurrection and The Bodo Movement- Dalit Movements: Dalit Sangarsh Samiti and Mahar Dalit MovementPeasant Movement: The Bardoli Movement and Tebaga Movement.-Non - Brahmin Movement -Self-Respect Movement.							12	CO4		
V	<b>New Social Movements:</b> Women's Movements- Environmental movements- Anti-corruption movements- New Farmer's Movement.							12	CO5		
<b>Total</b>							<b>60</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Enable to basic understand the nature, functions, cause and types of social movements for social transformations.	PO1, PO4
<b>CO2</b>	Identify the different to learn about the types and theories of social movements in India.	PO1, PO6
<b>CO3</b>	Evaluate the impacts of various reform movements in the Indian society.	PO5, PO8
<b>CO4</b>	Be able to recognize the various empowerment movements to uplift Indian society.	PO4, PO6
<b>CO5</b>	Evaluate the diverse women movements in India and the function of women's organization on the progress of women.	PO3, PO5
<b>References Books (Latest Editions)</b>		
1	Singh K.S (Ed) Tribal Movements in India Vol. I Manohar, New Delhi 1982.	
2	Rao M.S.A., Social Movements and Social Transformation, Manohar, New Delhi 1979.	
3	Bateile, Andre. The Backward Classes: The New Social Order, OUP, New Delhi 1983.	
4	Oommen T.K.: Nation, Civil Society and Social Movements, Sage, Delhi, 2004	
5	Social Movements in India - A Review of Literature by Ghanshyam Shah, 2004	
<b>Text Books</b>		
1	Social Movements - Concepts, Experiences and Concerns by Biswajit Ghosh, 2020	
2	Social Movements - The Structure of Collective Mobilization by Paul Almeida, 2019	
3	Understanding Social Movements by Greg Martin, 2015	
4	Social Movements and Protest by Gemma Edwards, 2014	
5	The Social Movements Reader - Cases and Concepts by James M. Jasper, Jeff Goodwin, 2014	
<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=ZvajDwWZo34">https://www.youtube.com/watch?v=ZvajDwWZo34</a>	
2	<a href="https://www.youtube.com/watch?v=6UVZHDK5t5g">https://www.youtube.com/watch?v=6UVZHDK5t5g</a>	
3	<a href="https://www.youtube.com/watch?v=Ub8y5N1gHM4">https://www.youtube.com/watch?v=Ub8y5N1gHM4</a>	
4	<a href="https://blog.ipleaders.in/social-movements-modern-india/">https://blog.ipleaders.in/social-movements-modern-india/</a>	
5	<a href="https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos</a>	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	2	3	3	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	2	3	3
<b>CO 3</b>	3	2	3	1	3	3	2	3	2	3
<b>CO 4</b>	2	3	3	3	3	3	2	3	3	3
<b>CO 5</b>	3	3	2	3	3	3	2	2	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	3	2	2	3	2	3
<b>CO 2</b>	3	3	3	2	3	3	1	3	3	3
<b>CO 3</b>	3	2	3	3	3	2	2	2	2	3
<b>CO 4</b>	3	3	3	3	2	2	3	3	1	3
<b>CO 5</b>	2	2	3	3	3	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E07	<b>Sociology of Disaster Management</b>	Elective – III (a)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To familiarize the students about disasters (Natural and Manmade) and possible strategies to address the related issues.										
LO2	To develop awareness and knowledge about the environmental process.										
LO3	To impart knowledge on various natural disasters relating to the environment and their aftermath in the society.										
LO4	To understand the different types of disasters and the role of civil society in controlling and managing disasters.										
LO5	To understand the principles of Disaster Management										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction;</b> Concepts- Nature- Meaning -Definitions of disaster; Emergence of disaster management- Understanding the Sociology of Disaster- Scope - objectives of Sociology of disaster management- Sociological Perspective on disaster management.							8	LO1		
II	<b>Causes and Impacts of Disaster on Society;</b> Principles and elements of disaster management- Hazards- Risks- Vulnerability -Causes- Impacts and Types of Disaster Management- Man-Made: Wars-riots- Industrial disaster- Nuclear disaster- Natural Disaster: Floods- Earthquakes-Famines- Epidemics.							8	LO2		
III	<b>Social Crisis and Disaster Management Policies</b> Nature and types of Social Crisis and Management- Economic Crisis and its impact on managing disasters-Pre-disaster Management and Post-disaster relief – Rescue, Relief, Reconstruction, Rehabilitation, Reconciliation.							8	LO3		
IV	<b>Disasters and Civil Society;</b> Role of Voluntary organizations, political organizations, Citizens associations and International bodies during Disaster Management.							8	LO4		
V	<b>The Welfare state and Disasters</b> Role of the state in preventing, Mitigating, apprehending and managing disasters - Sustainable Reduction of Disasters - Disaster Management Act 2005.							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Understand sociological perspectives on environmental issues especially disaster.	PO1, PO2
<b>CO2</b>	Have knowledge on eco system and eco management.	PO1
<b>CO3</b>	Understand the role of voluntary organizations in rehabilitation	PO4, PO5, PO6
<b>CO4</b>	Comprehend the social, economic and cultural environment	PO3, PO8
<b>CO5</b>	Infer methods of disaster management, disaster prevention and strategies of ecological restoration/ mitigation.	PO4, PO6
<b>References Books (Latest Editions)</b>		
1	Anthony Giddens, Sociology (Second Edition), U.K: Polity press, Cambridge, 1993.	
2	Pravin Sheth, Environmentalism –Politics, Ecology and development, New Delhi: Rawat Publications,1997.	
3	Mohan I, Environmental Pollution and Management, New Delhi: Asia Publishing house, 1989.	
4	Mohan I, Environmental Pollution and management, New Delhi: Asia publishing house, 1990.	
5	UNDP. Sustainable Development. New York: Oxford University Press, 1999	
<b>Text Books</b>		
1	Handbook of Disaster Research by Enrico L. Quarantelli, Havidan Rodriguez, Russell Dynes, 2006	
2	Handbook of Disaster Research by Havidán Rodríguez, Joseph E. Trainor, William Donner, 2017	
3	Hazards, Risks, and Disasters in Society by Andrew E. Collins, Bernard Manyena, Janaka Jayawickrama, Jones Samantha, 2014	
4	Disaster Management in India by Rajendra Kumar Pandey, 2020	
5	World Commission on Environment and Development our Common Future, Brundtland Report, New Delhi, Oxford University Press, 1987.57	
<b>Web Resources</b>		
1	<a href="https://online.sju.edu/graduate/masters-criminal-justice/resources/articles/homeland-security-sociology-of-disasters">https://online.sju.edu/graduate/masters-criminal-justice/resources/articles/homeland-security-sociology-of-disasters</a>	
2	<a href="https://www.youtube.com/watch?v=jlXWot27Omk">https://www.youtube.com/watch?v=jlXWot27Omk</a>	
3	<a href="https://www.youtube.com/watch?v=35qDxDJjBss">https://www.youtube.com/watch?v=35qDxDJjBss</a>	
4	<a href="https://en.wikipedia.org/wiki/Sociology_of_disaster">https://en.wikipedia.org/wiki/Sociology_of_disaster</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	2	3	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	2	3
<b>CO 3</b>	3	2	3	3	2	3	2	3	3	3
<b>CO 4</b>	3	3	1	3	3	3	2	1	3	2
<b>CO 5</b>	2	3	3	3	2	3	2	3	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	2	3	3	3	2	3	2	3
<b>CO 3</b>	3	2	3	3	1	2	2	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	2	3	3	3	2	3	2	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E08	<b>Human Resource Management</b>	Elective – III (b)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To learn the significance of human factors in work organizations										
LO2	To study the different schools of management.										
LO3	To understand the significance of Human Resources Management in work environment.										
LO4	To develop a sense of knowledge on various HRM practices in industrial organizations										
LO5	To comprehend the various facets of HRM like HR Planning, recruitment, selection, and job analysis.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meanings, definitions, nature, scope and importance of human sources. Characteristics of Hawthorne studies. Definitions, objectives, goals, scope, principles, importance of Human Resource Management. Functions of Human Resource Management in industrial organizations.							8	LO1		
II	<b>Human Resource Policies, Planning and Job Analysis:</b> Meaning, objectives, content of human resource policies: Principles and necessities of human resource policies. Human Resource Planning: Definition, Significance, Human Resource Planning Process, Contributory factors to influence the human resource planning. Job-Analysis: meanings, Goals of Job analysis, Process of Job Analysis.							8	LO2		
III	<b>Job Design, Talent Management and Employee Engagement:</b> Job Design: Definitions. Methods: Job rotation, job enrichment, job enlargement. Talent Management: Concept and Evolution of Talent Management, Role and Competencies of Talent HR Manager, Concept and Need of Talent Acquisition. Employee Engagement: Concept and Evolution, Developing Employee Engagement-Strategy, Measuring, Managing, Maintaining Employee Engagement							8	LO3		

IV	<b>Recruitment, selection, and Performance appraisal:</b> Meanings, objectives, types, internal, external sources of recruitment. Process of recruitment- selection processes, criteria, steps and methods, importance of systematic and scientific selection procedures. Performance Appraisal: Definitions, objectives, Methods of Appraisal: Traditional and Modern.	8	LO4
V	<b>Trade Union and Labour Legislation:</b> Trade Unions: Concepts, Evolution, The Trade Unions Act, 1926. Labour Legislation: Objectives, Principles, Classification and Evolution. The Factories Act, 1948; The Minimum Wages Act, 1948; The Contract Labour (Regulation and Abolition) Act, 1970; The Child Labour (Prohibition and Regulation) Act, 1986.	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Explain the role of human factors in organizations	PO1, PO8	
<b>CO2</b>	Identify the basic facts about Human Resource Management	PO4, PO5, PO6	
<b>CO3</b>	Express the knowledge of Human Resource policies and planning.	PO4, PO6	
<b>CO4</b>	Demonstrate Skills on process of recruitment and selection	PO1, PO2	
<b>CO5</b>	Interpret tools and techniques of job analysis	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1	Rao, P. Subba (1999) <i>Essentials of Human Resource Management &amp; I. R</i> ; Mumbai : Himalaya Publications		
2	Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) <i>Human Resource Management</i> 2000, New Delhi: Wiley EasternLtd.		
3	Aswathappa, K (2001) <i>Human Resource Management, Text &amp; Cases</i> , New Delhi: Tata McGraw- HillEdition.		
4	<a href="https://www.classcentral.com/course/swayam-human-resource-development-14113">https://www.classcentral.com/course/swayam-human-resource-development-14113</a>		
5	Human Resource Management - e-PG Pathshala – Inflibnet		
6	Batia, S. K. (2006) <i>Human Resource Management</i> , New Delhi: Deep & DeepPublication		
7	Human Resource Development by KBL Srivastava <a href="https://swayam.gov.in/explorer?searchText=Human%20resource%20development">https://swayam.gov.in/explorer?searchText=Human%20resource%20development</a>		



Text Books		
1	Armstrong, Mechael Baron, Angela (2006) <i>Handbook of Strategic HRM</i> , Mumbai: Jaico PublishingHouse.	
2	Armstrong, Michael. (2017). Armstrong’s Handbook of Human Resource Management Practice. London : Kogan Page.	
3	Aswathappa, K. (2008). Human Resource Management (5th edition).Tata McGraw Hill	
4	Rao P.S. (2008). Essentials of Human Resource Management and Industrial Relations, Text Cases and Games. Himalaya Publication.	
5	Dessler, Gary and Varkkey, Biju. (2015). Human Resource Management (14th edition). New Delhi: Pearson education.	
6	Gupta, C.B. (2015), Human Resource Management , New Delhi: S. Chand	
7	Bhagoliwel, T. N. (1990) <i>Personnel Management and IR</i> , Agra: Sahitya BhavanHospital	
8	T.V.Rao., (2002). Human resource development, Sage publications, New Delhi	
9	Venkataretinam, C.S. (1990). Personal Management and Human Resources, Tata McGraw Hill,New Delhi.	
10	Jon M. Wener, Randy L. DeSimone. (July, 2016). Human Resource Development	
11	Flippo, Edwin B. (1971) <i>Principles of Personnel Management</i> Ed. 4, Tokyo : McGraw HillPublication.	
Methods of Evaluation		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	2	3	3
<b>CO 2</b>	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	2	3	3	3	3	2
<b>CO 4</b>	3	3	2	3	2	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	2	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	2	3	2	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	1	3	3	3	1	3	3	3	2
<b>CO 5</b>	3	3		3	3	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E09	<b>Social Statistics</b>	Elective – III (c)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To provide the basic knowledge on statistics in social research.										
LO2	To learn about the usage of measures of central tendency in different situations.										
LO3	To bring out the importance of dispersion measures in social research analysis.										
LO4	To understand the basic need and function of correlation and test of significance.										
LO5	To address the statistical software and big data analysis used in social research.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning, Nature, Characteristics, Functions, Relevance and Scope of Social Statistics - Limitations of Statistics - Sociology and Social Statistics.							8	LO1		
II	<b>Measures of Central Tendency</b> :Meaning, Nature, Purpose -Kinds of Central Tendency: Mean (Arithmetic & Geometric) – Median – Mode -Merits and Limitations -Significance of Measures of Central Tendency in Social Research							8	LO2		
III	<b>Measures of Dispersion</b> : Meaning, Nature, Purpose - Kinds of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard –Deviation -Merits and Limitations - Significance Measures of Dispersion in Social Research							8	LO3		
IV	<b>Correlation:</b> Types – Means of Computing Correlation and Interpretation-Karl Pearson’s Coefficient of Correlation and Tests of Significance :Correlation- Spearman’s Rank Correlation-Tests of Significance a) Chi-Square, b) “t” Test, Importance of Correlation and Tests of Significance in Social Research.							8	LO4		
V	<b>Social Research and SPSS:</b> Meaning – Scope for the Application of SPSS - Role of SPSS in Social Research -Application of SPSS in Social Research – SPSS and Big Data Analysis - Practical Application Classes.							8	LO5		
<b>Total</b>							<b>40</b>				

Course Outcomes		
Course Outcomes	On completion of this course, students will / can;	
CO1	<u>Acquire knowledge on basic concepts in statistics in social research.</u>	PO1, PO2
CO2	<u>Identify the usage and application of central tendency in social research.</u>	PO1, PO4
CO3	Reveal the importance of dispersion measures in social research.	PO6
CO4	Analyse the data with help of correlation and test of significance.	PO4, PO6
CO5	Utilize the statistical software to analyse the data.	PO3, PO5, PO8
References Books (Latest Editions)		
1	Irvine, J.,I. Miles And J.Evans. (ed.) (1979). <i>Demystifying Statistics</i> , London: Pluto Press.	
2	Shipman, Martin (1988). <i>The Limitations of Statistics</i> , Longman	
3	Babbie, E. (2000). <i>Adventures in Social Research</i> . London: Sage,	
4	Bryman, A., & Duncan, C. (1999). <i>Quantitative Data Analysis with SPSS Release 8 for Windows</i> .	
5	Wilcox, R. R. (2011). <i>Modern Statistics for the Social and Behavioral Sciences</i> . London: Tylor & Francis.	
Text Books		
1	Altman, Micah, Jeff Gill and Michael McDonald (2003). <i>Numerical Issues in statistical Computing for The Social Scientist New York</i> : John Wiley and Sons.	
2	Brayman, Alan (1988). <i>Quantity in Social research</i> , London: London: Unwin Hyman.	
3	P.R. Jacobson,(1976) <i>Introduction to Statistical Measures for the social and Behavioral Sciences</i> , Hinsdale The dryden Press.	
4	Gupta, S. C. (1996). <i>Fundamentals of Statistics</i> . Delhi: Himalaya Publishing House.	
5	Kothari, C.R. (1989). <i>Research Methodology Methods and Techniques</i> . New Delhi: Wiley Esterm Ltd.	
6	Krishnaswami&Ranganatham. (2010). <i>Methodology of Research in Social Sciences</i> , Himalaya Publishing House.	
7	Majumdar P. K. (2002). <i>Statistics: A tool for Social Sciences</i> , Jaipur: Rawat Publishers.	
8	Mukherji, P.N. (2000). <i>Methodology in Social Research</i> . New Delhi: Sage Publications.	

9	Addison Wesley. Walker, J. et.al. (2013). <i>Understanding Statistics for the Social Sciences</i> , Criminal Justice and Criminology. Burlington:	
10	Argyrous, G. (2011). <i>Statistics for Research with a Guide to SPSS</i> . London: Sage.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	2	3	3	3	2	3	3	3	2
<b>CO 2</b>	2	3	3	3	3	3	3	3	2	3
<b>CO 3</b>	2	2	3	2	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	3	2

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	2	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	2	3	3	3	2	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E10	<b>Sociology of Tourism</b>	Elective – IV (a)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	The course is designed to enumerate the various aspects historical development of tourism										
LO2	The course is designed to briefly summaries the sociological viewpoint of tourism.										
LO3	The course helps the students to interpret the tourism and its impacts on individual behavior and culture										
LO4	The course is designed to evaluate tourism ethics, tourists’ rights and social development of tourism										
LO5	The course will critically assess tourism as a cause of social revolution										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Concept of Tour, Tourist and Tourism. - Tourism through the ages - Sociology of Tourism-Meaning. Subject matter and need of study of Sociology of Tourism.- History and Origin of Tourism in India.							8	LO1		
II	<b>Sociological Approach to Tourism:</b> Influence of tourism on social institutions – Sociological factor in Tourist motivation – Relationship between Hosts, Residents and Tourists – Socio-cultural impacts of tourism – Cultural exchange among nations and international understanding.							8	LO2		
III	<b>Type of tourism and Social Benifits :</b> Eco-tourism, Health Tourism -Pilgrimage -Religious Tourism; Educational Tourism - Seasonal tourism- Tourist vs. local people.Rights and the obligations of Tourists - Social benefits to the Local Communities- Tourism and Quality of Life.							8	LO3		
IV	<b>Changing trends of Tourism</b> - Aims, Nature and Incentives of Tourism. - Advantages and Disadvantages of Tourism. Changing recent trends of Tourism.							8	LO4		
V	<b>Tourism Management and Industry:</b> Different forms of management of Tourism. - Key aspects of Tourism Management - Serving mechanisms and organisation Management - Managerial issues in Tourism Industry. Components of Tourism Industry.- Economic and Professional aspects of Tourism - Tourism policy and planning in India - Tourism policy in Tamil Nadu, Tamil Nadu Tourism							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Enabled to understand the emergence and importance of tourism.	PO1, PO2
<b>CO2</b>	Identify the social institution associated with the tourism to bring social progress and different factors that contribute to modern tourism.	PO1, PO4
<b>CO3</b>	Describe the types and social benefits of tourism.	PO6
<b>CO4</b>	Compare and contrast positive and negative impacts of tourism and different social institutions.	PO4, PO6
<b>CO5</b>	Recognize the significance of tourism in developing local communities and creating social change.	PO3, PO5, PO8
<b>References Books (Latest Editions)</b>		
1	Butler, R.W. (2006) The Tourism Area Life Cycle, Vol.1, Applications and Modifications. Channel View Publications, England.	
2	Cohen, E. (1974) Who is a tourist? A conceptual clarification, Sociological Review, Vol.22, pp.527-555	
3	Smith, V. (1978) Hosts and Guests. The Anthropology of Tourism, Second Edition, University of Pennsylvania Press, Philadelphia.	
4	Tsartas, P., (1996) Tourists, Travels, Places: Sociological Approaches in Tourism. Exandas, Athens.	
5	Holden, A., (2008) Tourism Studies and the Social Sciences, Papazisi, Athens.	
<b>Text Books</b>		
1	The Sociology of Tourism: Theoretical and Empirical Investigations	
2	Tourism - Concepts, Issues and Impacts by Dillip Kumar Das, Soumendra Nath Biswas, 2019	
3	Key Concepts in Tourist Studies by Melanie Smith, Nicola MacLeod, Margaret Hart Robertson, 2010	
4	Introduction to Tourism by Shailja Sharma, 2021	
5	Augerinou- Kolonia, S., et al (2000) Tourism Development. Multi- Science Approaches. Exandas, Athens.	
<b>Web Resources</b>		
1	<a href="http://medcraveonline.com/SIJ/SIJ-02-00053.pdf">http://medcraveonline.com/SIJ/SIJ-02-00053.pdf</a>	
2	<a href="https://www.semesteratsea.org/courses/sociology-of-tourism-2/">https://www.semesteratsea.org/courses/sociology-of-tourism-2/</a>	
3	<a href="https://www.researchgate.net/publication/327599352_Emerging_trends_in_sociology_of_tourism">https://www.researchgate.net/publication/327599352_Emerging_trends_in_sociology_of_tourism</a>	
4	<a href="https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Sociology/1.%20Sociology%20modules/Year%20two/Semester%201/Sociology%20of%20tourism%201st.pdf">https://uogqueensmcf.com/wp-content/uploads/2020/BA%20Modules/Sociology/1.%20Sociology%20modules/Year%20two/Semester%201/Sociology%20of%20tourism%201st.pdf</a>	
5	<a href="https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos</a>	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	2	3	3	3	2	3	3	3	2
<b>CO 2</b>	2	3	3	3	3	3	3	3	2	3
<b>CO 3</b>	2	2	3	2	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	3	2

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	2	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	2	3	3	3	2	2	3	3	3	3

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



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E11	<b>Globalization and Society</b>	Elective – IV (b)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To understand the merits and demerits of globalization and justify it as a social process.										
LO2	To identify the different agencies connected behind the world of globalization.										
LO3	To explore the global effects of cultural transformation and its effects.										
LO4	To comprehend the inequality within and among nation states and consequences of globalization										
LO5	To sensitize the pupil on various issues of globalization in India.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning of globalization - Distinctive Characteristics of Globalization - Globalization and world Capitalism - Benefits and Disadvantages of Globalization.							8	LO1		
II	<b>Agencies and Globalization:</b> Multinational Corporations (MNCs) - International Finance Agencies (WB, IMF etc.) - Nation- States and Media, Market, - NGOs (Non - Governmental Organizations) – Information Technology.							8	LO2		
III	<b>Globalization and culture:</b> The ethos globalization (uncontrolled freedom, individualism, consumerism) - Diffusion and Projection of American value system - Globalization and Cultural homogenization, hegemony and dominance							8	LO3		
IV	<b>Social Consequences of Globalization:</b> Inequality within and among Nation States - Socioeconomic Impact of Globalization – Market, Agriculture and Employment - Impact on Individual and Group Identities – Inequality with Regard to Gender and Education, Subordination, Apparition of Resources and Dominance.							8	LO4		
V	<b>Globalization and Indian Experiences:</b> Globalization impact on Public Policy - Impact on Family and Social Institutions Trends and future prospects of Globalization - Privatization, Rich-poor Decide, New Middles and Lifestyle.							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Explain and clarify various aspects of globalization.	PO1, PO2
<b>CO2</b>	Create basic knowledge and interest in the agencies of globalization.	PO1, PO4
<b>CO3</b>	Develop advanced skills to exchange cultural transformation and its effects.	PO6
<b>CO4</b>	Demonstrate awareness about the inequality among the different nations.	PO4, PO6
<b>CO5</b>	Apply the skills to diminish the distances among the social institutions.	PO3, PO5, PO8
<b>References Books (Latest Editions)</b>		
1	Appadurai, Arjun. Modernity at large: Cultural dimensions of globalization.	
2	Baldev Raj Nayar (Ed). Globalization and Politics in India.	
3	Dreze Jean and Amartya Sen. Indian economic development and social opportunity.	
4	Dasgupta S. et.al. (eds). 2006. Globalization and After. New Delhi: Sage	
5	Modi, I. (ed). 2012. Modernisation, Globalisation and Social Transformation. Jaipur: Rawat	
6	Ellwood, W. 2004. The No- Non sense Guide to Globalisation, London: New Internationalist Publications Ltd.	
7	Lechner, Frank.J. & Boli, John. 2014. The Globalisation Reader, Wiley & Sons	
8	Somayaji, S (eds.) 2006. Sociology of Globalisation: Perspectives from India. Jaipur: Rawat.	
9	Ritzer, G. 2015 : The McDonaldization of Society, New Delhi : Sage	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	2	3	3	3	2	3	3	3	2
<b>CO 2</b>	2	3	3	3	3	3	3	3	2	3
<b>CO 3</b>	2	2	3	2	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	3	2

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	2	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	2	3	3	3	2	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E12	<b>Gender and Society</b>	Elective – IV (c)	Y	-	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To address the nature of gender and gender equity by looking at the intersectionality of class, race, gender, and understanding there are different outcomes for women and men as expressed through various masculinities or and feminist views.										
LO2	Students will learn to identify major feminist approaches (liberal, radical, and socialist feminisms) used to analyze gender diversity and equity and the social barriers to these goals through the reading, analysis, and critique of original research in the area of gender.										
LO3	Explain the role of education in women development and how it is related to bring the changing value of their own self as well as new social gender identity of them.										
LO4	Understand the intersections of gender, employment and constitutional provisions to women so forth as they intersect with the family, education systems, workplaces and political field.										
LO5	To understand the role of women in globalization era and its impact on social development as well as the self- development of women										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Gender Concepts.</b> Difference between Gender and Sex. Gender Equality and Equity. Gender, body and culture. Gender stratification: Gender, sexuality and disability. Segregation and Ranking. Private - Public Dichotomy and Sexual Division of Labour. Ideology and Gender. Declining Sex Ratio and Socio-cultural Implications.							8	LO1		
II	<b>Feminist thought:</b> Feminism meaning. Mapping Various Women's Movements. Feminist Theories: Liberal Feminism. Radical feminism Marxist Feminism. Multicultural feminism. Emerging concept of Eco-Feminism. Psychological Feminism. Queer Theory: Judith Butler and Eve Kosofsky Sedgwick-Feminist perspective of differently abled.							8	LO2		
III	<b>Status of Women:</b> Status of Women in Social, Economic, Political and Religious context-Gender and Development Gender and labour Process-Gender Auditing-Gender rights-Gender law and Gender budgeting-Power and empowerment of women -Status of Transgender in India.							8	LO3		

IV	<b>Women in Marriage and Family:</b> Gender relations and Power dynamics. Gender, Sexuality and Reproduction. Domestic Violence and Crime against Women. Honour Killing. Role Conflict and Coping Mechanisms. Patriarchy as Ideology and Practice. Single Parenthood. Women Access to resources and power. Decision making and freedom of choice. Issues affecting Quality of Life of Women: Health and Education. Infertility is a social issue or Women issue.	8	LO4
V	<b>Women and work:</b> Invisibility of Women's Role - Determinants of women's work-Women in unorganized sector and their problems-Women's Work Participation and Technology-Women managers and their problems-Wage disparity-Liberalization, Privatization and Globalization and their impact on women-Developmental Policies for Women in India-Reservation for Women-Variou Legislations related to Women.	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Students will be able to define and describe how sex and gender are socially constructed.	PO1, PO2	
<b>CO2</b>	Students will be able to apply theoretical approaches of feminism and connect with the relationship of the complexities of race, class and gender.	PO1, PO4	
<b>CO3</b>	Students will be able to explain how one's educational achievements within intersecting social forces impacts one's worldview.	PO6	
<b>CO4</b>	Students will be able to analyze and appraise how the modern economy and political field are offering a new face value and social identity to women.	PO4, PO6	
<b>CO5</b>	Able to reveal the importance of liberalization and globalization era for women and also prove the influence of women in economic development.	PO3, PO5, PO8	
<b>References Books (Latest Editions)</b>			
1	Maccoby, E and Jacklin, C.1975. <i>The psychology of Sex differences</i> , Stanford: Stanford University Press		
2	Sharmila Rege (ed), 2003 <i>Sociology of Gender</i> , Sage publications, London		
3	Mocormark,C and M.Strathern.1980. <i>Nature, Culture and Gender</i> , Cambridge: Cambridge University Press.		
4	Oakley, A. 1972. <i>Sex, Gender and Society</i> , New York, Harper and Row.		
5	Connel, R.W.1995. <i>Masculinities</i> . Berkeley: University of California press		

6	Folbre, N.1994. <i>Who pays for the kids? Gender and the structures of constraint</i> . New York Routledge.	
7	Thorne, B.1994 <i>Gender Play: Girls and Boys in School</i> . Brunswick, WJ:Rutgers University Press	
	Marget Pernau, Imtiaz Ahmad and Helmut Reifeld, 2003 <i>Family and Gender-Changing values in Germany and India</i> . Sage publications, London, United Kingdom.	
	Sumi Krishna, 2004. <i>Livelihood and Gender Equity in community resource Management</i> , Sage Publications, India Pvt. Ltd. New Delhi.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	2	2	3	3	3	3	3	3	2
<b>CO 2</b>	2	3	3	3	3	3	3	3	2	3
<b>CO 3</b>	1	2	3	2	2	3	3	3	1	3
<b>CO 4</b>	2	3	2	3	3	2	3	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	3	2

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	2	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	2	3	3	2	2	3	3
<b>CO 3</b>	2	2	3	3	3	3	3	3	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	2	3	3	3	2	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23UPPGC1H01	<b>Fundamentals of Human Rights</b>	CC – I	Y	-	Y	-	1	2	25	75	100
<b>Learning Objectives</b>											
LO1	To learn about Basic Facets of Human Rights.										
LO2	To understand the development of human rights in India.										
LO3	To know the various rights pertaining to marginalized and other disadvantaged people.										
LO4	To help the students to know various human rights movements.										
LO5	To make the students to be aware of human rights redressal mechanisms.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning and Definitions of Human Rights – Characteristics and Importance of Human Rights – Evolution of Human Rights – Formation, Structure and Functions of the UNO - Universal Declaration of Human Rights – International Covenants – Violations of Human Rights in the Contemporary Era.							4	LO1		
II	<b>Human Rights in India:</b> Development of Human Rights in India – Constituent Assembly and Indian Constitution – Fundamental Rights and its Classification – Directive Principles of State Policy – Fundamental Duties.							4	LO2		
III	<b>Rights of Marginalized and other Disadvantaged People:</b> Rights of Women – Rights of Children – Rights of Differently Abled – Rights of Elderly - Rights of Scheduled Castes – Rights of Scheduled Tribes – Rights of Minorities – – Rights of Prisoners – Rights of Persons Living with HIVAIDS – Rights of LGBT.							4	LO3		
IV	<b>Human Rights Movements:</b> Peasant Movements (Tebhaga and Telangana) – Scheduled Caste Movements (Mahar and Ad-Dharmi) – Scheduled Tribes Movements (Santhal and Munda) – Environmental Movements (Chipko and Narmada Bachao Andolan) – Social Reform Movements (Vaikom and Self Respect).							4	LO4		

V	<b>Redressal Mechanisms:</b> Protection of Human Rights Act, 1993 (Amendment 2019) – Structure and Functions of National and State Human Rights Commissions – National Commission for SCs – National Commission for STs – National Commission for Women – National Commission for Minorities – Characteristics and Objectives of Human Rights Education.	4	LO5
<b>Total</b>		<b>20</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Understand the basic facets of human rights	PO4, PO6, PO1	
<b>CO2</b>	Comprehend the Constitutional provisions of human rights in India	PO1, PO2	
<b>CO3</b>	Grasp the rights of the marginalized and other disadvantaged people in India	PO4, PO5	
<b>CO4</b>	Know the historical background of the various human rights movement in India.	PO6	
<b>CO5</b>	Understand the redressal mechanism of the human rights violations	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1	Sudarshanam Gankidi, Human Rights in India: Prospective and Retrospective, Rawat Publications, Jaipur, 2019.		
2	Satvinder Juss, Human Rights in India, Routledge, New Delhi, 2020.		
3	Namita Gupta, Social Justice and Human Rights in India, Rawat Publications, Jaipur, 2021.		
4	Mark Frezo, The Sociology of Human Rights, John Willy & Sons, U.K. 2014.		
5	Chiranjivi J. Nirmal, Human Rights in India: Historical, Social and Political Perspectives, Oxford University Press, New York, 2000.		
<b>Text Books</b>			
1	Dr. S. Mehartaj Begum, Human Rights in India: Issues and perspectives, APH Publishing Corporation, New Delhi, 2010.		
2	Asha Kiran, The History of Human Rights, Mangalam Publications, Delhi, 2011.		
3	Bani Borgohain, Human Rights, Kanishka Publishers & Distributors, New Delhi-2, 2007.		
4	Jayant Chudhary, A Textbook of Human Rights, Wisdom Press, New Delhi, 2011.		
5	Anju Soni, Human Rights in India, Venus Publication, New Delhi, 2019.		
<b>Web Resources</b>			
1	<a href="http://www.un.org/rights/HRToday">www.un.org/rights/HRToday</a>		
2	<a href="http://www.amnesty.org">www.amnesty.org</a>		
3	<a href="http://www.hrweb.org">www.hrweb.org</a>		
4	<a href="https://www.youtube.com/watch?v=vDizUvyQTuo">https://www.youtube.com/watch?v=vDizUvyQTuo</a>		
5	<a href="https://www.youtube.com/watch?v=WJsUfck01Js">https://www.youtube.com/watch?v=WJsUfck01Js</a>		



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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	3	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	2	3	3	3	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	3	3	3	3

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



**Paper XIII – Field work at Village settings-II - Code No: 24UPSOC1P02**



# **SEMESTER– III**



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C07	<b>Indian Sociological Theory</b>	Core – VII	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To discuss the history and development of sociology in India.										
LO2	To acquire knowledge on indological perspective in sociological study.										
LO3	To learn the structural – functional perspectives in Indian context.										
LO4	To study the contributions of different Indian thinkers to Marxist and civilizational perspective.										
LO5	To understand the Dr.B.R.Ambedkar’s concept of subaltern perspective.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Development of Sociology in India:</b> Development of Sociology during Pre-independence and Post-independence era. Indianization of Sociology – Meaning and characteristics of different perspectives – Emergence of different branches in Sociology							12	LO1		
II	<b>Indological perspective:</b> G.S. Ghurye: Caste and Race, City and Civilization, Rural Urban Community. Louis Dumont: Homo Hierarchicus, Concept of Pure and Impure. R.K.Mukerji: Indian Culture and Civilization – Personality, Society and Values							12	LO2		
III	<b>Structural-Functional Perspective:</b> M.N.Srinivas: Caste system and the Village, Social Change, Sankirtization – S.C.Dube: Indian Village, Society: Continue and Change – MaKim Marriott: Village India, Parochialization and Universalization.							12	LO3		
IV	<b>Marxist and Civilization perspective:</b> A.R.Desai: Pre-Colonial stage, Colonial Stage and Post-Colonial Stage – D.P.Mukherjee : Tradition and Modernity, Middle class. Andre Beteille: Caste, Class and Power.							12	LO4		
V	<b>Subaltern Perspectives and Non-violence Satyagrah:</b> Dr.B.R.Ambedkar: Subaltern Approach, Annihilation of Caste, Untouchability, identity - David Hardiman: Sociological Perspective of Subaltern - Devi movement in south Gujarat - Ranajit Guha: Subaltern Perspective Through Subaltern Studies, Peasant Insurgency.							12	LO5		
<b>Total</b>							<b>60</b>				

Course Outcomes		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Students will be able to explore on the development of sociology in India.	PO1, PO4, PO6
<b>CO2</b>	Students able to explain the indological perspective.	PO1, PO2
<b>CO3</b>	Students able to apply the structural-functional perspective in Indian context.	PO6, PO8
<b>CO4</b>	Students able to analyze the contributions Indian thinkers to Marxist perspective.	PO4, PO5,
<b>CO5</b>	Students able to critically examine the concept of subaltern perspective.	PO3, PO8
References Books (Latest Editions)		
1.	Oommen T.K. and P.N. Mukerji, (Eds.) 1986. <b>Indian Sociology</b> . Popular Prakashan: Bombay	
2.	Ghurye G.S.1950. <b>Caste, Class and Occupation</b> , Bombay: Popular Prakashan.	
3.	Ghurye G.S. 1945. <b>Culture and Society</b> . Bombay: Popular Prakashan.	
4.	Nagla, B.K. (2008). Indian Sociological Thought. Rawat Publication, Delhi.	
5.	Dhanagare, D. N. (1993) Themes and Perspectives in Indian Sociology. Rawat Publication, Delhi.	
6	Dube, S.C. (1990). Indian Society. National Book Trust, New Delhi.	
7	Beteille (1996) "Epilogue: Village Studies in Retrospect", in Beteille, A. Caste, Class and Power. 2nd Edition. Oxford, New Delhi	
8	Ghurye, G.S. (1991). Features of the Caste System in Dipankar Gupta (ed) Social Stratification. Oxford University Press, Delhi.	
9	Mukherjee, R. (1979). Sociology of Indian Sociology. Allied Publisher.	
10	M.N.Srinivas (2002), Collected Essays, OUP, New Delhi,	
Text Books		
1	Dumont, Louis 1970, <b>Homo Hierarchicus: The Caste System and its implications</b> , New Delhi, Vikas	
2	Mukerjee, D.P.1958, <b>Diversities</b> : Delhi People's Publishing House	
3	Naik, C. C. (2003). <b>Thoughts and Philosophy of Doctor B. R. Ambedkar</b> . New Delhi: Sarup & Sons.	
4	Srinivas, M.N. 1971, <b>Social Change in Modern India</b> , University of California Press Berkeley Chp 4-5	
5	Desai, A.R. 1971, <b>Social Background of Indian Nationalism</b> : Bombay Popular Prakashan.	
6	Dumont, L and Pocock, D. (1988).Confluence of Sociology and Classical Indology. Sociology in India Perspectives and Trends,1, G.C Hallen. New Delhi	
7	Srinivas M.N. and Panini, M.N. (1973). The Development of Sociology and Social Anthropology in India, Sociological Bulletin	



8	Kapadia, K. M. (ed.) (1954). Professor Ghurye Felicitation Volume. Popular Book Depot, Bombay.
9	Atal, Y. (2003), Indian Sociology from where to where: Footnotes to the History of the Discipline. Rawat Publications, Jaipur and New Delhi.
10	Jodhka, Surinder S. (1998). From “book view” to “field view”: Social anthropological constructions of the Indian village. In Oxford Development Studies.

**Methods of Evaluation**

<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

**Methods of Assessment**

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

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	1	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

**CO-PO-PSO Mapping**

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	3	3	3	3	3	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C08	<b>Rural Sociology</b>	Core - VIII	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	The course is intended to enumerate the diverse characteristics of agrarian Society										
LO2	The course will describe the agrarian social structure and various policy changes on it.										
LO3	The course will employ planned changes in rural society during the post-independence era.										
LO4	The course will evaluate the different agrarian associations and their impact on agricultural development.										
LO5	The course will critically assess the various problems of rural society.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning and Definitions of Rural society- Meaning and Definitions of Rural society- Characteristics- Nature and Scope of Rural Reconstruction –Nature of villages, Rural Urban contrast, Rurbanism – Experiments of Rural Reconstruction.							12	LO1		
II	<b>Problems of Rural Society:</b> Illiteracy-Unemployment- Poverty- Untouchability- Indebtedness among small and medium farmers- Decline of Agrarian Economy- De- Peasantization, Agrarian Unrest- Farmer’s Suicide.							12	LO2		
III	<b>Planned Change for Rural Society</b> Emergence of Panchayat Raj System in India, 73rd Constitution Amendment and Rural Governance- Structure and Functions of Rural Local Governance in India,- Community based organization (CBOs), and Self Help Groups (SHGs). Impact of Digitalization on Rural India, Concept of Smart Village.							12	LO3		
IV	<b>Peasant Movements:</b> Telangana Movements, Munda ungulan, Santhal Rebellion, Tebhaga Movement, Bardoli Sathyagaragha, Agricultural Labourers Associations in India.							12	LO4		
V	<b>Welfare Programmes and Rural Transition:</b> Land Reform, Integrated Rural Development Programme- National Rural Employment programmes – National pulses Development Project- An overview of Contemporary Rural development (with special reference to SGSY and MGNREG schemes) in India - Impact of Urbanization, Industrialization, Modernization and Globalization on Rural India.							12	LO5		
<b>Total</b>							<b>60</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Students will be able to recall the meaning and basic concepts of rural reconstruction and having the ability to explain its nature and differences too.	PO1, PO2
<b>CO2</b>	Students will be able to know how the rural social institutions are functioning in rural areas and they also understand its purpose which helps to construct the better rural society.	PO2
<b>CO3</b>	Able to prioritize the role of empowerment programs and may have the quality to point out the importance of 73rd amendment in Panchayat Raj, role of CBOs and SHGs regarding rural development.	PO3, PO4, PO6
<b>CO4</b>	Students can understand that various presents movements across India, also have knowledge on former's association.	PO1, PO4, PO5
<b>CO5</b>	Able to categorize different welfare programs with its effects and will have the knowledge to explain the magnitude of various social welfare schemes.	PO8
<b>References Books (Latest Editions)</b>		
1.	Desai A.R., (1997), Rural Sociology in India, Popular Prakashan, Bombay	
2.	Doshi S.L, P.C Jain and P.L Joshi Rural Sociology, Rawat, 1999	
3.	Dhanagare D.N., (1988), Peasant Movement in India, OUP, New Delhi	
4.	Berch, Berberoguse, (1992) Class, State and Development in India, Sage, New Delhi.	
5.	Mencher J.P., (1983), Social Anthropology of Peasantry Part III, OUP	
<b>Text Books</b>		
1	P.Radhakrishnan, (1989), Peasant Struggles : Land Reforms and Social Change in Malabar 1836-1982, Sage Publications, New Delhi	
2	Rural Sociology by N. Jayapalan, 2002	
3	Rural Sociology by Rajendra Kumar Sharma, 1997	
4	Textbook on Rural Sociology and Educational Psychology by R. Velusamy · 2018	
5	Rural Sociology in India by A.R. Desai, 1994	
<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=srhCzxLPCxk">https://www.youtube.com/watch?v=srhCzxLPCxk</a>	
2	<a href="https://www.youtube.com/watch?v=69dqelFmpvQ">https://www.youtube.com/watch?v=69dqelFmpvQ</a>	
3	<a href="https://www.sociologydiscussion.com/rural-sociology/rural-sociology-meaning-scope-importance-and-origin/2599">https://www.sociologydiscussion.com/rural-sociology/rural-sociology-meaning-scope-importance-and-origin/2599</a>	
4	<a href="https://www.sciencedirect.com/topics/social-sciences/rural-sociology">https://www.sciencedirect.com/topics/social-sciences/rural-sociology</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	2	3
<b>CO 2</b>	2	1	3	3	3	3	1	3	3	3
<b>CO 3</b>	3	3	2	1	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	1	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	2	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	2	3
<b>CO 3</b>	2	2	3	3	1	2	1	3	3	3
<b>CO 4</b>	3	2	3	2	2	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	3	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C09	<b>Indian Social Problems</b>	Core - IX	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	Describe and understand the basic theoretical approaches applied to social problems.										
LO2	Identify social problems and offer analysis on the core reasons the issue has developed.										
LO3	Evaluate social problems from differing viewpoints and perspectives and identify the strengths and flaws of each stance.										
LO4	Understand how social problems and their processes interact with, and can maintain, social inequalities in society.										
LO5	Apply sociological analysis of social problems to policy making and its outcomes in society.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> The Concept of Social Problem Characteristics of Social Problems- Causes of Social Problems - Methods of Studying Social Problems- Types of Social Problems.							12	LO1		
II	<b>Structural Issues-Population Explosion:</b> Poverty and Unemployment: Conceptual debate; Causes; Rural Poverty; Effective Measures in Poverty Alleviation; Unemployment in India, Types, Causes, Consequences, Remedies -Alcoholism and Drug Addiction: The concept, Extent, Causes, Treatment.							12	LO2		
III	<b>Child Abuse and Child Labour</b> Concept of Juvenile delinquency; children in conflict with law and children in need of care and protection; Causes and Types of deviance among Juveniles; Preventive measures; Juvenile justice system- Child Abuse and Child Labour: Child Population and working children; Types, Causes and Effects of abuse on Children; The problem of child labour.							12	LO3		
IV	<b>Violence against Women:</b> Nature, Types, Theoretical Explanation of Violent Behavior, Controlling Violence against Women - Female infanticide and Foeticide– Concept, causes, consequences, types, preventive measures-possible solutions.							12	LO4		

V	<b>Problems of Weaker Sections:</b> Scheduled Caste, Scheduled Tribe, and Backward Castes, Artisans, LGBTQ (Jefferey Weeks - Steven Seidman)	12	LO5
<b>Total</b>		<b>60</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Understand the sociological perspective and use it to analyze contemporary social problems	PO1, PO5	
<b>CO2</b>	Analyze contemporary social problems related to poverty and unemployment.	PO1, PO2	
<b>CO3</b>	Understanding the cause and consequences of child abuse and its protection measures.	PO4, PO6	
<b>CO4</b>	Provide various harassment and valance against women in societyand knowing the motivational factors.	PO3, , PO6	
<b>CO5</b>	Students can understand of terrorism and its origin development and how it impact on society.	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1	Ahuja Ram, Crime against Women, Rawat Publications, Jaipur, 1987.		
2	Attachand, Poverty and Underdevelopment, Gian Publishing House, Delhi, 1987.		
3	Prasad, Population Growth and Child Labour, Kanishka Publishers distributors, New Delhi, 2001.		
4	Bhattacharya, S.K., Social Problems in India, Regency Publications, New Delhi, 1994.		
5	Kattakayam and Vadackumchery, Crime and Society, A.P.H, Publishing Corporation, New Delhi, 1999.		
<b>Text Books</b>			
1	Social Problems in India by Ram Ahuja, 1997		
2	Social Problems - Community, Policy, and Social Action by Anna Leon-Guerrero, 2015		
3	Indian Social Problems by G.R. Madan, 1967		
4	Deviance and Liberty - Social Problems and Public Policy by Lee Rainwater, 2011		
5	Social Problems in India by Sukanta Sarkar, 2015		
<b>Web Resources</b>			
1	<a href="https://www.youtube.com/watch?v=aP0ScSKTSp0">https://www.youtube.com/watch?v=aP0ScSKTSp0</a>		
2	<a href="https://www.youtube.com/watch?v=tkwB61MMUwM">https://www.youtube.com/watch?v=tkwB61MMUwM</a>		
3	<a href="https://www.youtube.com/watch?v=ECXiIbIcfSY">https://www.youtube.com/watch?v=ECXiIbIcfSY</a>		
4	<a href="https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf">https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf</a>		
5	<a href="https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos</a>		

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

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	2	3	3	3	3	1	3	3	3
<b>CO 3</b>	3	2	2	1	2	3	2	3	3	2
<b>CO 4</b>	2	3	3	3	2	3	2	2	3	3
<b>CO 5</b>	2	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	2	3	3	3	1	3	2	2
<b>CO 3</b>	3	2	3	1	1	3	1	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	1	3
<b>CO 5</b>	3	2	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C10	<b>Industrial Sociology</b>	Core - X	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To inculcate the student's awareness on the usage of Industrial Sociology.										
LO2	To describe major theoretical contributions on industrial view point										
LO3	To enumerate the development of industries types of productive system industry										
LO4	To Enable them to understand formal and informal industrial organisation management for labor welfare.										
LO5	To equip the students with the knowledge of the industrial relations and industrial democracy.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning, Definitions, Scope of Sociology of Industry and Organization. Task of Industrial Sociology. Industrial Revolution. Factory as a Social System. Types of Industry and Organization. Industrialization and Social Change. Introduction to Industry 4.0.							7	LO1		
II	<b>Sociological Theories of Industry &amp; Organization:</b> Scientific Management Theory (F.W. Taylor). Human Relations Theory (Elton Mayo). Iron Law of Oligarchy (Robert Michels). Organizational Communication-Organizational Goal - Organizational Culture.							8	LO2		
III	<b>Work and Organization:</b> Concept of Work-Changing Profile of Labour/Worker -Changing Worker and Management Relation-. Interrelationship between different sets of Workers-Industrial Class Structure and Working Class. Issues of Labour Welfare. Factories Act, 1948 (including Qualities of a Labour Welfare Officer).							7	LO3		
IV	<b>Labour Problems in Industry:</b> Labour Problems in Industry. Labour and Grievances, Interpersonal relationship, Productivity, Labor turnover, Absenteeism, Lay off, Strike, Go slow, Ghearo and Lock out. Trade Union: Meaning and Definitions, Functions, Objectives, and Types. Approaches to Trade Unionism: Sellig Pearlman, Sydney Webb and Beatrice Webb, Mahatma Gandhi and V.V.Giri. Problems and Failures of Trade Union. Trade Unions Act, 1926.							7	LO4		



V	<b>Industrial Relations and Conflict:</b> Collective Bargaining. Bargaining Strategies. Industrial Disputes Resolution: Arbitration, Adjudication, Conciliation, and Negotiation. Industrial Policy. Industrial Dispute Act, 1947. Changing profile of Labour. Industrialisation and Social change in India.	8	LO5
Field Visit	Industrial / Organisational Visit	3	LO1, LO2, LO3, LO4, LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	To understand the genesis of industrial sociology	PO1, PO6	
<b>CO2</b>	To comprehend the various thoughts on industrial sociology	PO2, PO5, PO8	
<b>CO3</b>	To remember the need of rise of industry	PO4, PO6	
<b>CO4</b>	To analyze the issues which surmount industrial sector.	PO3, PO8	
<b>CO5</b>	To Understand the significance of labour welfare	PO3, PO4	
<b>References Books (Latest Editions)</b>			
1	Davis, Keith Human Behaviour at work. New Delhi. Mcgraw Hill 1984.		
2	Ramaswamy, E.A. Industrial Relations in India. Delhi. MacMillan, 1978.		
3	Schneider, Eugene, Industrial Sociology, Mcgraw Hill – London, 1971.		
4	Miller and Form, Industrial Sociology, Harper and Row, 1964.		
5	Mamoria C.M., Industrial Labour and Industrial relations, Vol. II		
<b>Text Books</b>			
1	Sociology, Work and Industry - Fifth Edition by Tony Watson, 2002		
2	Industrial Sociology: A Comprehensive Approach by Osama Lari, 2010		
3	Industrial sociology by Eugene V. Schneider, 1957		
4	Industrial Sociology and Industrial Relations - An Assessment of the Contribution which Industrial Sociology Can Make Towards Understanding and Resolving Some of the Problems Now Being Considered by the Royal Commission by Alan Fox, 1966		
5	The Sociology of Work – Introduction by Keith Grint, 2005		
<b>Web Resources</b>			
1	<a href="https://www.sociologygroup.com/industrial-sociology/">https://www.sociologygroup.com/industrial-sociology/</a>		
2	<a href="https://en.wikipedia.org/wiki/Industrial_sociology">https://en.wikipedia.org/wiki/Industrial_sociology</a>		
3	<a href="http://eprints.covenantuniversity.edu.ng/10625/1/Industrial%20Sociology%20%28Theories%20and%20Practices%29.pdf">http://eprints.covenantuniversity.edu.ng/10625/1/Industrial%20Sociology%20%28Theories%20and%20Practices%29.pdf</a>		
4	<a href="https://www.sociologygroup.com/industrial-sociology/">https://www.sociologygroup.com/industrial-sociology/</a>		
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>		

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	2	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	2	3	2	2	2	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	3	2	3	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	2	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E13	<b>NGO and Development Practice</b>	Elective – V (a)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	Equip students with a critical understanding of the role of NGOs in development.										
LO2	Explore the theoretical frameworks underpinning development practice.										
LO3	Examine the practicalities of NGO management and operations.										
LO4	Develop critical thinking and analytical skills to assess development interventions of project management.										
LO5	Foster an awareness of contemporary development challenges and opportunities.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning- Types, structures of NGO- Governance- The Rise of the Non-Profit Sector- Historical Perspectives on Development- The Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).							8	LO1		
II	<b>Voluntary Organization and Development Initiatives:</b> Diversity of NGOs (International, National, Local)-- Funding Mechanisms and Donor Relations (Government Aid, charity)- Accountability and Transparency in NGOs- Social action for social advocacy- policy formulation-Enforcement of social legislations-Social empowerment and Alleviation of Social problems.							8	LO2		
III	<b>NGO Management:</b> Vision- Mission- and Goal setting for NGOs-Stakeholder identification and Management-StrategicPlanning and Decision-making Processes-ResourceMobilization- Marketing and Communication for NGOs.							8	LO3		
IV	<b>Project Management:</b> Types of Development Projects -Project Identification and project selection-Fund Raising -Project planning and project formulation -Institution building and project implementation -Project documentation.							8	LO4		
V	<b>Development Practices- Case Studies:</b> Case Studies of Effective NGO Interventions (e.g., Health, Education, Microfinance)- Community Development and Empowerment Approaches- Disaster Relief and Humanitarian Aid- Technology and Innovation in Development Practice- Monitoring and Evaluation of Development Projects.							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Define and categorize different types of NGOs and explain the historical evolution of NGOs and their role in development	PO1, PO8
<b>CO2</b>	Enables the students to identify and describe the various voluntary organizations and international Non-Governmental organizations.	PO4, PO5, PO6
<b>CO3</b>	Interpret the different evaluative tools that are employed to effective management of NGO's	PO4, PO6
<b>CO4</b>	Critically assess the planning and implementation strategies of project management in NGOs	PO1, PO2
<b>CO5</b>	Able to recall the different development programmes of NGOs in India	PO3, PO8
<b>References Books (Latest Editions)</b>		
1	Pawar S.N et.al, NGOs and Development, The Indian Scenario, Rawat Pub, Jaipur, 2004	
2	Bhose S.G.R Joel., NGOs and Rural Development, Theory and Practice, Concept Publishing Company, New Delhi, 2003	
3	Lewis David and Tina Wallace (etd), Development and NGO's and the Challenges of Change- New Roles and Relevance, Rawat Pub, Jaipur, 2003	
4	Lawani B.T., NGOs in Development, Rawat Pub, Jaipur, 1999	
5	Edward Micheal and Alan Flower, NGO Management, Earth Pub, New Delhi, 2003	
<b>Text Books</b>		
1	Non-Governmental Organizations and Development by David Lewis, Nazneen Kanji, 2009	
2	Non-Governmental Organizations, Management and Development by David Lewis, 2014	
3	The Management of Non-Governmental Development Organizations by David Lewis, 2006	
4	NGO Law and Governance - A Resource Book by Grant B. Stillman, 2006	
5	Non-Governmental Organizations, Management and Development by David Lewis, 2014	
<b>Web Resources</b>		
1	<a href="http://cleenet.org/index.php/en/online-courses/modul-1/89-project-management-for-ngos">http://cleenet.org/index.php/en/online-courses/modul-1/89-project-management-for-ngos</a>	
2	<a href="https://conservancy.umn.edu/bitstream/handle/11299/93475/Nongovernmental%20Organizations%20in%20Community%20Development.pdf">https://conservancy.umn.edu/bitstream/handle/11299/93475/Nongovernmental%20Organizations%20in%20Community%20Development.pdf</a>	
3	<a href="https://www.tandfonline.com/doi/full/10.1080/09614524.2018.1433816">https://www.tandfonline.com/doi/full/10.1080/09614524.2018.1433816</a>	
4	<a href="https://www.globalissues.org/article/25/non-governmental-organizations-on-development-issues">https://www.globalissues.org/article/25/non-governmental-organizations-on-development-issues</a>	
5	<a href="https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos</a>	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	2	3	3
<b>CO 2</b>	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	2	3	3	3	3	2
<b>CO 4</b>	3	3	2	3	2	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	2	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	2	3	2	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	1	3	3	3	1	3	3	3	2
<b>CO 5</b>	3	3		3	3	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E14	<b>Sociology of Development</b>	Elective – V (b)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To teach students the concepts, theories, and methods of the development and social services.										
LO2	To make the students outline the diverse approaches of Sociology of development										
LO3	The course will interpret the development in the village and their impacts on rural society										
LO4	The course will compare and contrast different social issues of contemporary Indian society and their potential solutions.										
LO5	The course will critically assess the social changes in post-independence period										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Sociology of Development: An introduction; Paradigm shift in development strategies: economic growth, human development, social development, sustainable development, Socio-cultural sustainability; Perspectives in development: Liberal and neo-liberalism, Marxist, ecological.							12	LO1		
II	<b>Theoretical Perspectives on Development</b> Modernization theory- Daniel Lerner, Talcott Parsons, W W Rostow – Dependency theory: A.G. Frank, Samir Amin, Immanuel Wallerstein – Alternative views: M.K. Gandhi, E.F. Schumacher, Sudipta Kaviraj – Welfare model: Amartya Sen – Eco-feminism and Cultural Feminism.							12	LO2		
III	<b>Globalization and Development:</b> Concept and Features of globalization – Globalization and world capitalism – Cultural homogenization through globalization – Social impact and increasing inequalities							12	LO3		
IV	<b>Development related issues in India:</b> Social disparity (Education and Health) – Gender Disparity – Economic Disparity – Regional disparity – Agrarian crises and corporatization – Economic and dept crisis of farmers.							12	LO4		

V	<b>Indian Experience of Development</b> Planned Development through NITI Aayog-Impact of Globalization on development - Impact of Information Technology- Regional Development: Selected case Studies of U.P., West Bengal and Kerala.	12	LO5
<b>Total</b>		<b>60</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Students will be able to define the concept of development.	PO1	
<b>CO2</b>	Students will be able to examine the theories of development.	PO4, PO6	
<b>CO3</b>	Students will be able to analyze the relationship of globalization and development.	PO3, PO6	
<b>CO4</b>	Students able to reveal various issues of development	PO5, PO6	
<b>CO5</b>	Understand socio-economic development, cultural changes their impact on models and agencies of development	PO8	
<b>References Books (Latest Editions)</b>			
1	Amin Samir, Unequal Development, OUP, New Delhi, 1979.		
2	Appadurai, Arjun, Modernity At Large: Cultural Dimensions of Globalization, OUP, New Delhi, 1997.		
3	Dereze, Jean and Amartya Sen, India: Economic Development and Social Opportunity, OUP., New Delhi, 1996		
4	Dereze, Jean and Amartya Sen, Indian Development – Selected Regional Perspectives, OUP. New Delhi, 1996.		
5	Gore, M.S., Social Development, Rawat Publications, Jaipur, 2003.		
<b>Text Books</b>			
1	Sociology of Development by Sheobahal Singh, 2010		
2	The Sociology of Development Handbook by Gregory Hooks, 2016		
3	Harrison, D., The Sociology of Modernization and Development, Sage, New Delhi, 1989.		
4	Introduction to the Sociology of Development by Andrew Webster, 1990		
5	Sociology and Development by Emanuel de Kadt, Gavin Williams, 2018		
<b>Web Resources</b>			
1	<a href="https://www.youtube.com/watch?v=T2HXaz64IDs&amp;list=PLKyB9RYzaFRg7voeXIGaz_VpWx20HkaJi">https://www.youtube.com/watch?v=T2HXaz64IDs&amp;list=PLKyB9RYzaFRg7voeXIGaz_VpWx20HkaJi</a>		
2	<a href="https://www.youtube.com/watch?v=1roAAAnIfBy4">https://www.youtube.com/watch?v=1roAAAnIfBy4</a>		
3	<a href="https://sociologyofdevelopment.com/about-the-section/significance-of-development-sociology-as-a-field/">https://sociologyofdevelopment.com/about-the-section/significance-of-development-sociology-as-a-field/</a>		
4	<a href="https://www.sociologygroup.com/sociology-of-development/">https://www.sociologygroup.com/sociology-of-development/</a>		
5	<a href="https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos</a>		

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	1	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	2	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	3	3	2	3

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



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E15	<b>Sociology of Ageing</b>	Elective – V (C)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To address the meaning and concept of ageing and also elucidate the knowledge in the field of gerontology with recent demographical changes.										
LO2	Students will learn the major theoretical approaches (Biological, social and psychological) in the field of gerontology.										
LO3	Explain the changing role of aged people from the traditional societies and up to the modern societies with their positional change and to study the relation between the plight of aged and demographic transformation.										
LO4	To achieve the knowledge about the different types of problems of the aged and disseminate the social and political institution's coping mechanisms.										
LO5	To bring out the knowledge about role of family, community and government policies for the welfare of the aged and provide the knowledge about the geriatric care towards the students community.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction: Concepts-</b> ageing – Old age- senior citizenship - The field of the gerontology - Demographic trends of ageing - Concept of life course and transitions.							8	LO1		
II	<b>Theoretical Perspectives of Ageing:</b> Biological Theories: Gene Theory, Cell Theory - Social Theories: Disengagement theory-Activity theory, continuity theory, Modernization theory –Dependency theory - Psychological theories – Theories of loneliness-Theories of alienation.							8	LO2		
III	<b>Social Support:</b> Emotional, Instrumental, Financial, Service, Informational, Companionship. Positive and Negative Support- Family Structure, Ethnicity, Financial Resources as Factors. Economics & Aging - Income, Poverty, Housing.							8	LO3		

IV	<b>Problems and the Needs of the Aged:</b> Physical, Economic, Social and Cultural Capital for Successful Aging-Quality of Life/Adaptation Care to the Elderly: Personal Care, Healthcare, Household Care-Elderly as Support Providers: Nature and Extent of Support Extended by Elderly to the Family, Friends, Neighbours, Community and Society- Schemes available for aged. Issues of ageing in India and selected countries.	8	LO4
V	<b>Policies and Schemes for the Aged:</b> National Policy on Older Persons (NPOP), National Council of Older Persons (NCOP), Integrated Programme for Older Persons (IPOP) and National Old age Pension Scheme (NOAP). The Maintenance and Welfare of Parents and Senior Citizens Act, 2007. Constitutional provisions and legal provisions for Old age people in India. Role of NGO's and Institutional care.	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	To address the meaning and concept of ageing and also elucidate the knowledge in the field of gerontology with recent demographical changes.	PO1, PO8	
<b>CO2</b>	Students will learn the major theoretical approaches (Biological, social and psychological) in the field of gerontology.	PO4, PO5, PO6	
<b>CO3</b>	Explain the changing role of aged people from the traditional societies and up to the modern societies with their positional change and to study the relation between the plight of aged and demographic transformation.	PO4, PO6	
<b>CO4</b>	To achieve the knowledge about the different types of problems of the aged and disseminate the social and political institution's coping mechanisms.	PO2, PO3	
<b>CO5</b>	To bring out the knowledge about role of family, community and government policies for the welfare of the aged and provide the knowledge about the geriatric care towards the students community.	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1	Chadha, N.K. - Aging and the Aged, Delhi: Friends Publications (India), 1997.		
2	Pati, R.N. & Jena, B. (Eds) - Aged in India: Socio-demographic Dimensions, NewDelhi: Ashish Publishing House, 1989.		

3	Armass, P. &Harell, S. (Eds)-Other Ways of Growing Old,Stanford CA: StanfordUniversity Press, 1981.	
4	Ann Bowling, Paul D. 2005. What is successful aging and who should define it? – bmj.com	
5	Free online courses to care for elderly people – Class Central : <a href="http://www.classcentral.com">http://www.classcentral.com</a>	
6	Sociology of Aging – <a href="http://link.springer.com">http://link.springer.com</a>	
<b>Text Books</b>		
1	Mark Novak, Herbert Northcott, and Lori Campbell. Aging and Society: CanadianPerspectives. Eighth Edition. Toronto: Nelson Education, 2018.	
2	The Sociology of Agingby Diana k. Harris, Publisher: Rowman & Littlefield ISBN: 9780742545588, 9780742545588	
3	Sociology of aging by D.P Saxena	
4	Handbook of Sociology of Aging by Richard A.settersten, Publisher: Springer-Verlag New York Inc. ISBN: 9781461440956, 1461440955	
5	The Sociology of Aging: An Annotated Bibliography and Sourcebook (Garland Reference Library of Social Science),Taylor & Francis (1 April 1985), ISBN-13 : 978-0824090463	
6	Aging and Everyday Life (Wiley Blackwell Readers in Sociology), by jabber f gubrium,Wiley-Blackwell; 1st edition (12 July 2000); 01149344934, ISBN-13 : 978-0631217084	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	2	3	3
<b>CO 2</b>	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	2	3	3	3	3	2
<b>CO 4</b>	3	3	2	3	2	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	2	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	2	3	2	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	1	3	3	3	1	3	3	3	2
<b>CO 5</b>	3	3		3	3	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E16	<b>Sociology of Food</b>	Elective – V (D)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
<b>LO1</b>	This course explores the significant relationships between people, culture, and food across societies.										
LO2	The course offer knowledge on food production in modern and organic farming to students.										
LO3	Learn about import and export of food practices and class inequalities.										
LO4	This chapter deals with healthy, safety food and class inequality on food distributions.										
LO5	Students can understand of health cultural significance with social institutions.										
<b>UNIT</b>	<b>Details</b>							<b>No. of Hours</b>	<b>Learning Objectives</b>		
I	<b>Introduction:</b> Meaning and importance of Sociology of Food - Concepts – Food, Food Science, Food processing Technology, Food Engineering, Nutrition, Food Preservation - Food and Technology and its impact on Society. Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change.							8	LO1		
II	<b>Revolutions in Food:</b> Green Revolution - White Revolution - Protein Revolution - Blue Revolution - Golden Revolution - Red Revolution - Silver Revolution. <b>Theoretical Approaches to Food:</b> a. Symbolic Interaction b. Purity and Pollution c. Globalization and Food trends.							8	LO2		
III	<b>Food, Nutrition and Society:</b> Caste and Food – Katcha and Pakka Food - Social Class and Food consumption - Religion associated with food consumption - Poverty and Malnutrition - Women. Children and nutrition - Other Social Influences on food consumption - Food insecurity.							8	LO3		
IV	<b>Food Consumption:</b> Health: Nutrition and Dietetics-Obesity Epidemic. Social Movements: Fair Trade Movement- Veganism- Slow Food Movement- Farm-to-Table Movement. <b>Adulteration of Food:</b> Meaning of Food Adulteration - Impact of food Adulteration on society - Food safety and Standards Authority of India Act, 2006 - Food fortification and its impact							8	LO4		

V	<b>Globalization of Food:</b> Globalization of Food, Mcdonalization - Emergence of Genetically Modified Food and Organic food - Junk Food and Obesity - Eating Disorder - Modern Food Practices as Risk Factor.	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Examine the historical significance of subsistence in shaping the human species, cultures, and societies.	PO1, PO8	
<b>CO2</b>	Identify core components of food production as a social institution.	PO4, PO5, PO6	
<b>CO3</b>	Explore the cultural significance of food in relation to social identifiers such as nationality, ethnicity, class, and gender.	PO4, PO6	
<b>CO4</b>	Compare and contrast social constructions of food from scientific, health, nutrition, and safety perspectives.	PO2, PO3	
<b>CO5</b>	Assess the role of food in media as a form of cultural expression. Discuss social movements focused on the production, distribution, and consumption of food	PO3, PO8	
<b>References Books</b>			
1	Adams, C. J. (2015). The sexual politics of meat: A feminist-vegetarian critical theory. Bloomsbury Publishing USA.		
2	Beardsworth, A., & Keil, T. (2002). Sociology on the menu: An invitation to the study of food and society. Routledge.		
3	Germov, J., & Williams, L. (Eds.). (2004). A sociology of food and nutrition: The social appetite. Oxford: Oxford University Press.		
4	Harbers, H., Mol, A., & Stollmeyer, A. (2002). Food matters. Theory, Culture & Society, 19(5- 6), 207-226		
5	Maurer, Donna, and Jeffery Sobal, eds. 1995. Eating agendas: Food and nutrition as social problems. Social Problems and Social Issues. New York: Aldine de Gruyter.		
6	Counihan, C. M., & Kaplan, S. L. (2013). Food and gender: Identity and power. Routledge.		
7	Counihan, C., & Van Esterik, P. (Eds.). (2012). Food and culture: A reader. Routledge.		
8	Pollan, M. (2006). The omnivore's dilemma: A natural history of four meals. Penguin.		
9	Pollan, M. (2008). In defense of food: An eater's manifesto. Penguin.		

10	Rosin, C., Stock, P., & Campbell, H. (Eds.). (2013). Food systems failure: The global food crisis and the future of agriculture. Routledge.	
11	Slocum, R. (2011). Race in the study of food. Progress in Human Geography, 35(3), 303-327.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	2	3	3
<b>CO 2</b>	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	2	3	3	3	3	2
<b>CO 4</b>	3	3	2	3	2	3	2	2	3	3
<b>CO 5</b>	3	2	3	3	2	3	3	3	2	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	2	3	2	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	1	3	3	3	1	3	3	3	2
<b>CO 5</b>	3	3		3	3	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1N02	<b>Personal and Interpersonal Skills</b>	NME - II	Y	-	Y	-	2	3	25	75	100
<b>Learning Objectives</b>											
LO1	To enhance the healthy personal and interpersonal skills among students.										
LO2	This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.										
LO3	To identify the self and interpersonal behavior										
LO4	To differentiate healthy and unhealthy relationships										
LO5	To promote self-confidence and assesses self-identity										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Behavioural Development:</b> Self-Assessment - Friendliness - Enthusiasm – Empathy-Work-Life Balance.							4	LO1		
II	<b>Self and Relationship Development:</b> Relationships (healthy & unhealthy), Universal values, Character development -Family Crisis, Sexual Behaviour and Domestic Violence-Self Confidence - Adaptability – Resilience-Assertiveness - Competitiveness - Self-Leadership.							4	LO2		
III	<b>Emotional Development:</b> Development of Emotional Intelligence - Self-Awareness - Emotion Management - Stress Management - Tolerance of Change and Uncertainty - Taking Criticism-Decision making, Problem solving.							4	LO3		
IV	<b>Communication Development:</b> Communication skills and Levels of communication -Communication barriers -Effect of attitude on communication.							4	LO4		
V	<b>Interpersonal Development:</b> Concepts: Networking and Connection to Careers in society – Interpersonal Relationships-Dealing with Difficult People - Conflict Resolution-Personal Branding – Dealing with Office Politics, Jealousy and Infidelity.							4	LO5		
<b>Total</b>							<b>20</b>				



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Be able to interpret behaviour and personality developments.	PO1, PO5
<b>CO2</b>	Analyse self and relational developments in various institutions.	PO1, PO3
<b>CO3</b>	Understand and describe the stress management, uncertainty, problem solving and decision making.	PO6
<b>CO4</b>	Display different types of communication and process of communication development such as attitude and barriers to communication.	PO4, PO5
<b>CO5</b>	Able to explain interpersonal relationships in multiple social backgrounds	PO3, PO6, PO8
<b>References Books (Latest Editions)</b>		
1	Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i> . New York: Bantam Books.	
2	Hoffman, Edward. (2002), <i>Psychological Testing at Work</i> . New York: McGraw-Hill.	
3	Jones, Dixie A. (1997), "Plays Well with Others, or the Importance of Collegiality Within a Reference Unit," <i>The Reference Librarian</i> no. 59, 163-175.	
4	Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). "Assessing and Attacking Workplace Incivility," <i>Organizational Dynamics</i> 29 no. 2 (November).	
5	People Skills - How to Assert Yourself, Listen to Others, and Resolve Conflict by Robert Bolton, 2011	
<b>Text Books</b>		
1	Interpersonal Skills at Work by John Hayes, 2002	
2	The Interpersonal Communication Book by Joseph A. DeVito, 2014	
3	Interpersonal Communication Skills in the Workplace by Perry MCINTOSH, Richard A. LUECKE, 2008	
4	Communication Skills and Personality Development by J.R. Kadam, V.G. Patil, S.A. Dhenge, A.M. Murai, 2018	
5	Skilled Interpersonal Communication - Research, Theory and Practice by Owen Hargie, 2003	
<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=j6LufgcHq9g">https://www.youtube.com/watch?v=j6LufgcHq9g</a>	
2	<a href="https://www.youtube.com/watch?v=pFZWmi_JEEY">https://www.youtube.com/watch?v=pFZWmi_JEEY</a>	
3	<a href="https://corporatefinanceinstitute.com/resources/management/interpersonal-skills/">https://corporatefinanceinstitute.com/resources/management/interpersonal-skills/</a>	
4	<a href="https://www.skillsyouneed.com/interpersonal-skills.html">https://www.skillsyouneed.com/interpersonal-skills.html</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	2	2	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	2	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
24UPSOC1I01	<b>Internship / Industrial Activity</b>	IA	-	-	Y	-	2	-	75	25	100	
<b>Learning Objectives</b>												
CO1	To enhance student to work as team work.											
CO2	To equipped the student with the skill and desire to solve societal problems											
CO3	To developed work ethic.											
CO4	To improve communication skill and responsibilities among students											
CO5	To explore, experience and apply the academic knowledge in ground											
<b>Course Outcomes</b>												
<b>Course Outcomes</b>	On completion of this course, students will / can;											
<b>CO1</b>	Enhance the professional competency to conduct field work.							PO1				
<b>CO2</b>	Gain practical knowledge related to their studies.							PO4, PO6				
<b>CO3</b>	Help student to understand the subject theories and methodology better.							PO1, PO2				
<b>CO4</b>	Gain particle skill and knowledge.							PO4, PO5, PO6				
<b>CO5</b>	Increase the employment prospect of the student							PO3, PO8				
<b>Methods of Evaluation</b>												
<b>Internal Evaluation</b>	Certificate from the Organisation							25 Marks				
	Viva Voce Examination											
<b>External Evaluation</b>	Internship report							75 Marks				
	Total							100 Marks				
<b>Methods of Assessment</b>												
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions											
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview											
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain											
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge											
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons											
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations											

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	3	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

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

**Paper XXI – Field work at Village settings-III - Code No: 24UPSOC1P03**



# **SEMESTER– IV**





Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C11	<b>Current Debates in Social Theory</b>	Core – XI	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To discuss the important contributions of re-emergence of Frankfurt school.										
LO2	To understand the concept of reflexive sociology.										
LO3	To learn integrated sociological paradigm and multidimensional sociology										
LO4	To provide knowledge on the origin and development of post structural thoughts.										
LO5	To discuss the contributions of thinkers towards postmodern developments.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Critical Theory:</b> Re-emergence of Frankfurt School – M Hokheimer, T. Adorno – Habermas: Theory of Communicative Action – Public Sphere.							12	LO1		
II	<b>Reflective Sociology:</b> Pierre Bourdieu: Theory of Capital – Habitus and Field and Power – Ulrich Beck: Reflexive Modernization – Risk Society.							12	LO2		
III	<b>Integrative Development:</b> George Ritzer: Integrated Sociological Paradigm, The Mcdonalization of a Society – Anthony Giddens: Structure-Agency, Structuration theory, Juggernaut of Modernity- Fredric Jameson: Cultural Logic of Late Capitalism							12	LO3		
IV	<b>Post Structural Developments:</b> Post Structural Developments - Post Structuralism – Origin and Development, Rolland Barthes: Death of the Author, Myth and Society - J. Derrida - Deconstruction.							12	LO4		
V	<b>Post Modern Development:</b> Post Modernism: Origin and Development – Jean Baudrillard: Hyper Reality, Simulacra – Michel Foucault: Archeology of Knowledge, Discourse Analysis, Jean Francois Lyotard - The Postmodern Condition, The Collapse of the ‘Grand Narrative’.							12	LO5		
<b>Total</b>							<b>60</b>				

Course Outcomes		
Course Outcomes	On completion of this course, students will / can;	
CO1	It can understand of origin and developments of Frankfurt school and contribution scholars to public sphere.	PO1
CO2	Explain the concept of the McDonaldization of society and its impact on social life and social institutions maintain social order and stability.	PO1, PO3
CO3	Explain the concept of reflexive modernization and Bourdieu's concepts of habitus, capital and how it characterizes contemporary society.	PO4, PO6
CO4	Students can learn structural changes of society in various scholars view.	PO5, PO8
CO5	Students can understand post modern life style of hyper reality and other major change.	PO3, PO8
Text Books (Latest Editions)		
1.	Althusser, L. For Marx. London: Verso. 1986	
2.	Berger, P. L. and T. Luckmann. 1967. <b>The Social Construction of Reality.</b> London: Allan Lane and Penguin Press	
3.	Bourdieu, Pierre.1997. <b>Outline of a theory of Practice,</b> London.	
4.	Hookerd, E. J. (2018). <i>The Little Book of Contemporary Sociological Theories.</i> India: Notion Press.	
5.	Turner, J.H. (2007). <i>The Structure of Sociological Theory.</i> Jaipur, India: Rawat Publication.	
6	Doshi, S. L. (2005). <i>Modernity, Post Modernity and Neo-Sociological Theories.</i> India: Rawat Publication.	
7	Ritzer, G. (2012). <i>Sociological Theory</i> (8thed.). New York: McGraw-Hill.	
8	Royle, N. (2007). <i>Jacques Derrida, Routledge Critical Thinkers,</i> United Kingdom: Routledge Publication.	
9	Smart, B. (2007). <i>Michel Foucault. Routledge Critical Thinkers,</i> United Kingdom: Routledge Publication.	
10	Ritzer, G., &Stepnisky, J. N. (2018). <i>Contemporary Sociological Theory and Its Classical Roots</i> (5thed). SAGE Publications.	
Reference Book		
1.	Derrida, Jacques. 1976. <b>Of Grammatology,</b> trans. GayatriChakravortySpivak	
2.	Giddens, Anthony. 1983. <b>Central Problems in Social Theory: Action, structure and contradiction in social analysis.</b> London: Macmillan. London: Harvester Press.	
3.	Giddens, A and Turner J.H. (ed). 1987. <b>Social Theory Today.</b> Stanford University Press.	
4.	Gramsci, Antonio. 1992. <b>Prison Notebooks.</b> Tr. Joseph A. Buttigieg and Antonio Callari. New York: Columbia UP	
5.	Michel Foucault. <b>The History of Sexuality.</b> 1980New York: Vintage Books.	

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

#### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

#### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	3	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	3	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C12	<b>Sociology of Health</b>	Core – XII	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To provide clarification for basic concepts of sociology of health to the students.										
LO2	To provide information on the health care system as an important component of health sociology										
LO3	Collect and analyse data to address a health (care) question from social network analysis perspective.										
LO4	To inform the students about the role of government towards development of health system in India.										
LO5	Introduce the relationship between social cultural factors and diseases.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> 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 –Talcott Parson’s Sick Role Theory; Illness as a Deviance.							12	LO1		
II	<b>Concept of Health and Illness:</b> 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.							12	LO2		
III	<b>Social Epidemiology:</b> Meaning and Definition of Social Epidemiology-Components of Epidemiology, Natural history of diseases, Social Etiology - Social Epidemiology and Ecology of Disease - Microbial Theory - Process of Transmission. Vital Statistics: Uses and sources of vital and health statistics, Socio-Cultural factors bearing on health in India.							12	LO3		
IV	<b>Hospital &amp; Professionalization of Health Personnel:</b> 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—Health Stratification- caste and class based inequalities.							12	LO4		

	Alternative Medical Systems: Ayurveda- Homeopathy- Siddha- and Folk Medicine.		
V	<b>Health Planning in India:</b> Public and Private Health Care Services in India: Evolution of public health systems in India Health Planning in India (Committees, Planning commission, Five year plans - National Health Policies). Public health systems in India (Center, State, District & Village level) - Current trends in private health care in India. Contemporary Issues in Health Services Management: Medical technology - Health care work force - Learning management – Inter-sectoral collaboration - Risk Management	12	LO5
<b>Total</b>		<b>60</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Apply key sociological concepts to explain the social distribution of health, healthcare, and disease.	PO1	
<b>CO2</b>	The students will be able to explain the concept of social epidemiology with its different sub-classes and will have the expertise to bring out its relation with environment.	PO1, PO3	
<b>CO3</b>	Evaluate the impact of medicine on experiences of different life stages and illness.	PO4, PO6	
<b>CO4</b>	The students will be able to explain the health and cultural practices and also will have the ability to indicate the influencing factor which is responsible for nutrition, taboos as well as malnutrition	PO5, PO8	
<b>CO5</b>	Reflect on and discuss their learning in relation to the content of the course.	PO3, PO8	
<b>References Books (Latest Editions)</b>			
1.	Anne, Marie Barry and Chris Yuill, Understanding Health- A Sociological Introduction, Sage Publications, New Delhi, 2002.		
2.	Blaxter Mildred., Health, Polity Press, Cambridge, UK, 2004.		
3.	Bury, Michael and Jonathan Gabe, et. al., The Sociology of Health and Illness- A Reader, Routledge Publication, U.K, 2003.		
4.	Cockerham, William, C. Medical Sociology (Ninth Edition), Pearson Prentice Hall, New Jersey, 2003.		
5.	Cockerham, William, C. Readings in Medical Sociology, Prentice Hall, New Jersey, 1997.		
<b>Text Books</b>			
1	A Sociology of Health by David Wainwright, 2008		

2	Sociology and Health - An Introduction by Peter Morrall, 2009	
3	Sociology of Health and Medicine by Madhu Nagla, 2018	
4	Understanding the Sociology of Health - An Introduction by Anne-Marie Barry, Chris Yuill, 2016	
5	Conrad, Peter et.at., Handbook of Medical Sociology, Prentice Hall, New Jersey,2000.	
<b>Web Resources</b>		
1.	<a href="https://www.youtube.com/watch?v=GL6sgw1Q19M">https://www.youtube.com/watch?v=GL6sgw1Q19M</a>	
2.	<a href="https://www.youtube.com/watch?v=5vw0nzovQ8M">https://www.youtube.com/watch?v=5vw0nzovQ8M</a>	
3.	<a href="https://www.youtube.com/watch?v=8NGIENS1qgo">https://www.youtube.com/watch?v=8NGIENS1qgo</a>	
4.	<a href="https://www.youtube.com/watch?v=6mCEpnHW8lc">https://www.youtube.com/watch?v=6mCEpnHW8lc</a>	
5.	<a href="https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UChB7YP7bku94AYkzR51U_rQ/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	1	2	2	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	3	3	1	3
<b>CO 5</b>	3	3	3	3	2	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1C13	<b>Sociology of Organization</b>	Core – XIII	Y	-	-	-	4	5	25	75	100
<b>Learning Objectives</b>											
LO1	To acquire the knowledge of theoretical perspectives on Organisations and models of Organisations.										
LO2	To elaborate Organizational, managerial and Sociological theories										
LO3	To explain Dimensions of new Organization										
LO4	To identify the organisational dynamics, skills needed for communication and organizational leaderships.										
LO5	To illustrate Organisational transformations and Analysis.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning and Definition of organizations, Sociological perspective on organizations. Evolution of organization-Types of organizational structures (hierarchical, flat, matrix) Formal and Informal Organization: Role of formal rules and informal networks.							12	LO1		
II	<b>Theories and Models of Organization:</b> Weber's Bureaucracy. Frederick Taylor's The Principles of Scientific Management. Ludwig von Bertalanffy's System Theory. Herbert Blumer's Symbolic Interactionism.							12	LO2		
III	<b>Culture, Socialization and Political Organizations:</b> Culture: Definition, elements, and functions. Socialization: Processes of organizational socialization, role of rituals and ceremonies. Power and Politics in Organizations Power Dynamics: Sources of power (legitimate, coercive and expert) - Political Behavior: Strategies, coalitions, and influence tactics.-Types of conflicts, resolution strategies.							12	LO3		
IV	<b>Globalization and Diversity in Organizations:</b> Global Organizations: Impact of globalization on organizational behavior. Diversity Management: Challenges, benefits, and strategies for managing diversity. Cross-cultural Issues: Cultural dimensions affecting organizational behavior.							12	LO4		
V	<b>Contemporary Issues and Trends:</b> Technology and Virtual Organizations: Impact of technology on organizational structure and communication. Ethical Issues: Ethical dilemmas in organizations, corporate social responsibility. Future Trends: Emerging trends in organizational design and management.							12	LO5		
<b>Total</b>							<b>60</b>				



<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Interpret theories and models of Organisations.	PO1, PO4, PO6
<b>CO2</b>	Be able to assess the dimensions of new organisation and new economy	PO1, PO2
<b>CO3</b>	Evaluate Organisational transformation	PO6, PO8
<b>CO4</b>	Enumerate type of Organisational stress	PO4, PO5,
<b>CO5</b>	Describe the methods and levels of Organisational analysis	PO3, PO8
<b>References Books (Latest Editions)</b>		
1.	Michael Armstrong, 2005 -Human resource management Practice-Kogan Page, London	
2.	Organization: Structure. Process and outcome- Richard .H.Hall	
3.	Organisation Theory: Modern, Symbolic and Postmodern Perspectives- Mary Jo Hatch, Oxford University Press	
4.	Michael J.Handel. 2003.-The Sociology of organisations -Sage Publications, NewDelhi	
5.	Paul Thompson and David Mchugh, 2002, –Work organizations -Palgrave, Newyork	
<b>Text Books</b>		
1	Sociology of Organizations - Structures and Relationships by Jody Hoffer Gittel, Mary Godwyn, 2011	
2	Sociology, Work and Organisation by Tony Watson, Marek Korczynski, 2011	
3	The Sociology of Organizations - Classic, Contemporary, and Critical Readings by Michael J Handel, 2003	
4	David Dunkerley, 1972-The study of organisation-Routledge &Kegan Paul Ltd, London	
5	Amitai Etzioni-Modern organisation, 1964 -Foundations of modern Sociology series, Prentice Hall, New jersey	
<b>Web Resources</b>		
1	<a href="http://sociology.iresearchnet.com/sociology-of-organizations/">http://sociology.iresearchnet.com/sociology-of-organizations/</a>	
2	<a href="https://www.sociologyguide.com/organization-and-individual/definition.php">https://www.sociologyguide.com/organization-and-individual/definition.php</a>	
3	<a href="https://www.youtube.com/watch?v=YS2IvKSWas4">https://www.youtube.com/watch?v=YS2IvKSWas4</a>	
4	<a href="https://en.wikipedia.org/wiki/Social_organization">https://en.wikipedia.org/wiki/Social_organization</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	1	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	3	3	3	3	3	2	3	3	3	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E17	<b>Political Sociology</b>	Elective – VI (a)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To study the emergence and importance of political sociology.										
LO2	To explain the theoretical approaches of political sociology.										
LO3	To acquire knowledge on the basic concepts power, authority, legitimacy and democracy.										
LO4	To learn the role of caste in politics in India.										
LO5	To understand the relationship between state and civil society										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Meaning- Definition -Subject matter of Political Sociology- Nature- Emergence of Political Sociology- -Interrelationship between political system and society- Difference between Sociology and Political Science.							8	LO1		
II	<b>Basic Concepts:</b> Power: Characteristics and Sources of power, Forms and Bases of Power, Perspectives on Power. Authority: Nature and Aspects of Authority-Types of Authority. Legitimacy: Types of Legitimacy-Sources of Legitimacy. Meaning of Democratic System- Features of Democratic System- Forms of Democratic System and Advantages and Disadvantages of Democracy.							8	LO2		
III	<b>Theoretical Approaches of Political Sociology:</b> Elite and Pluralist Theory: Pareto’s theory of Elite- Ganteo Mosca’s theory of Elite- Robert Michel’s Iron Law of Oligarchy- Functionalist Analysis: Almond’s Functionalist analysis- David Easton’s System’s Approach- David Apter’s Politics of Modernization – Neo-Marxist Theory: Antonio Gramsci’s Hegemony and Foucault’s Analysis of Power.							8	LO3		
IV	<b>Caste and Ethnicity in Politics:</b> Role of Caste in Politics, Emergence of Elite on Caste Basis, Effect of Caste on Voting Behaviour, Mobilization of Castes by Political Parties and Politicization of Castes. Nation-States as Original Combinations- Linguistic- Nativist and Regional Politics- Independence and the Hindu-Muslim Divide and Factors Responsible for Inflamed Ethnicity in India.							8	LO4		

V	<b>Civil Society and Political Party:</b> Concept of civil society- Relationship between State and Civil Society- Civil Society and Democracy. -Meaning of Political Party - Importance/Functions of Political parties - Structure of Political party- Classification of Political parties and Role of Political Parties in Civil Society.	8	LO5
<b>Total</b>		<b>40</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Students will be able to demonstrate the importance of political sociology.	PO, PO8	
<b>CO2</b>	Students able to analyze the theoretical approaches of political sociology.	PO1, PO2, PO3	
<b>CO3</b>	Students will be able to define the basic concept of political sociology.	PO4, PO5, PO6	
<b>CO4</b>	Students able to examine the role of caste in politics in India.	PO4, PO6	
<b>CO5</b>	Students will be able to identify the relationship between state and civil society	PO8	
<b>Reference Books (Latest Editions)</b>			
1.	Baviskar, B. S. 1980. The Politics of Development: The Sugar Cooperatives in Maharashtra. Delhi: Oxford University Press.		
2.	Choudhary, Kameshwar (2007), Globalization, Governance Reforms and Development in India, New Delhi		
3.	Collins, R. 1988. 'A Comparative Approach to Political Sociology' in R. Bendix (ed.): State and Society (42-67). Berkeley: University of California Press.		
4.	Dahrendrof, R. 1968. Essays in the Theory of Society. London: Routledge & Kegan Paul, Delhi, Sage Publications.		
5.	Easton, D. 1957. 'An Approach to the Analysis of Political Systems', World Politics, 9(3): 383-400.		
<b>Text Book</b>			
1	Political Sociology - Oppression, Resistance, and the State by Davita Silfen Glasberg, Deric Shannon, 2010		
2	The Handbook of Political Sociology - States, Civil Societies, and Globalization by Alexander M. Hicks, Mildred A. Schwartz, Robert R. Alford, Thomas Janoski, 2005		
3	Foundations of Political Sociology by Irving Louis Horowitz, 2018		
4	Eisenstadt, S.N. (ed.). 1971. Political Sociology: A Reader. New York: Basic Books. (pp. 3-24).		

Web Resources		
1	<a href="https://www.youtube.com/watch?v=YY3r1Z-Zvm8&amp;t=270s">https://www.youtube.com/watch?v=YY3r1Z-Zvm8&amp;t=270s</a>	
2	<a href="https://en.wikipedia.org/wiki/Political_sociology">https://en.wikipedia.org/wiki/Political_sociology</a>	
3	<a href="https://www.youtube.com/watch?v=cUhKbOx2hXc">https://www.youtube.com/watch?v=cUhKbOx2hXc</a>	
4	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	
Methods of Evaluation		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	1	2	3	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E18	Corporate Social Responsibility	Elective – VI (b)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To Define and understand the concept of CSR and Analyze the current state of CSR globally and in India.										
LO2	To Analyze the roles and interests of different stakeholders (organizations, government, society, regulatory bodies).										
LO3	To Develop an understanding of the process for planning and implementing CSR activities.										
LO4	To learn the concept of corporate governance and its impact on CSR.										
LO5	To know role of civil society in promoting CSR and Sustainable Development Goals (SDGs) and their connection to CSR.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Definition and evolution of CSR- Importance and benefits of CSR- Emergence of CSR: History and current scenario- Stakeholders in CSR (including shareholders, employees, customers, communities, etc.)							8	LO1		
II	<b>Theories of CSR:</b> R. Edward Freeman Stakeholder theory- Archie B. Carroll Corporate citizenship theory- John Elkington Traditional Bottom Line (TPL) - Milton Friedman Instrumental theory.							8	LO2		
III	<b>CSR Strategy and Management:</b> Formulating CSR policies and strategies-Integrating CSR into business strategy- CSR governance and organizational structures - Evaluating and developing CSR activities, Corporate Governance Social Impact Assessment and CSR Audit.							8	LO3		
IV	<b>CSR in Practice:</b> CSR across different industries (e.g., manufacturing, finance, technology) - Challenges and ethical dilemmas in CSR implementation. Planning and Implementing CSR activities, Issues in Indian Economy and Social Development.							8	LO4		
V	<b>Emerging Trends and Global Perspective of CSR:</b> Sustainable development goals (SDGs) and CSR-Social entrepreneurship and CSR innovation-Cross-cultural aspects of CSR - Comparative analysis of CSR in different regions- Future directions and challenges in CSR.							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>		PO, PO8
<b>CO2</b>	Students can understand the importance of stakeholder engagement in CSR initiatives.	PO1, PO2, PO3
<b>CO3</b>	Students can be able to identify potential CSR projects that address these challenges.	PO4, PO5, PO6
<b>CO4</b>	Students can understand the connection between good corporate governance and effective CSR.	PO4, PO6
<b>CO5</b>	Students can be able to explain the importance of SDGs and their alignment with CSR efforts.	PO8
<b>References Books (Latest Editions)</b>		
1.	Werther. William B and David Chandler Strategic Corporate Social Responsibility: Stakeholders in a Global Environment	
2.	The business of social responsibility — Harsh Sluivastava , books for change, Bangalore, Yr 2000 Corporate social responsibility — concepts and cases, CV. Baxi, yr 2005.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	1	2	3	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E19	<b>Crime and Society</b>	Elective – VI (c)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To Grasp the concept of crime and its distinction from deviance.										
LO2	To Understand the legal, behavioral, and sociological perspectives on crime.										
LO3	To Learn about different types of crimes based on severity and impact.										
LO4	To Develop knowledge on the classification systems for offenders.										
LO5	To understand the Process of Criminal Justice System in India.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>The Concept of Crime:</b> Definition of Crime - Conceptual Approaches to Crime: Legal, Behavioural and Sociological - Types of crime - Classification of Criminals.							8	LO1		
II	<b>Theoretical Perspectives &amp; Sociological Explanations on Crime Causation:</b> Perspectives on Crime Causation: Classical, Positivist & psychological. - Sociological Explanations: Social Disorganization theory, Anomie theory, Multiple-Factor theory, Control theory, Labeling theory, Association theory, Differential Opportunity theory.							8	LO2		
III	<b>Changing Profile of Crime and Criminals:</b> Juvenile Delinquency - Organized Crimes -White- Collar Crime - Female Criminality.							8	LO3		
IV	<b>Correctional Administration:</b> Prison Administration: Role of prisons in modern Penology Problem of overcrowding in prisons Problems of Under-trial prisoners. Prison Reforms in India - Alternatives to Imprisonment: Probation, Parole, Open prisons. New Delhi Model of Correction.							8	LO4		
V	<b>Criminal Justice System:</b> Process of Criminal Justice System. Crime Prevention: Distinction between Crime prevention & Treatment. Perspective of Crime Prevention.							8	LO5		
<b>Total</b>							<b>40</b>				
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will / can;										

<b>CO1</b>	Students will be able to articulate a clear definition of crime.	PO, PO8
<b>CO2</b>	They will be able to compare and contrast different approaches to understanding crime.	PO1, PO2, PO3
<b>CO3</b>	Students will be able to identify and categorize various types of criminal activity.	PO4, PO5, PO6
<b>CO4</b>	They will gain an understanding of the different classifications used to categorize criminals.	PO4, PO6
<b>CO5</b>	They learn criminal justice system in India	PO8
<b>References Books</b>		
1.	Beckett, Kathryn and Sasson, Theodore. 2000. "Crime in the News" from The Politics of Injustice.	
2.	Hirschfield, Paul, & Simon, Daniella (2010). Legitimizing police violence: Newspaper narratives of deadly force. Theoretical Criminology, 14(2), 155-182.	
3	Cavender, Gray, Kishonna Gray and Kenneth W. Miller. 2010 "Enron's perp walk: Status degradation ceremonies as narrative" Crime Media Culture, 6(3): 251-266.	
4	Gau, Jacinta M. and Brunson, Rod K.(2009) 'Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy', Justice Quarterly.	
5	Tyler, Tom, "Procedural Justice and the Courts. " Court Review, Volume 44.	
6	Dylan B. Jackson Carter Hay 2013 The Conditional Impact of Official Labeling on Subsequent Delinquency: Considering the Attenuating Role of Family Attachment .Journal of Research in Crime and Delinquency, 50, 300-322.	
7	Clear, Todd. Imprisoning Communities. How Incarceration makes Disadvantaged Neighborhoods Worse. Oxford University Press	
8	Miller, Jody. Getting Played: African American Girls, Urban Inequality, and Gendered Violence. 2008. New York University Press.	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	1	2	3	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1E20	<b>Social Policy and Planning</b>	Elective – VI (d)	Y	-	-	-	3	4	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce students to the concepts of social policy and planning.										
LO2	To familiarize with the major National Social policies in India										
LO3	To understand global social policies and the role of International organizations in global/ Regional social Policies.										
LO4	To enable them to understand the dynamics of public policy formulation and project development in modern/democratic/globalized societies										
LO5	Students can learn important development policies in India										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Social Policy: Definitions and Scope, Historical Development of Social Policy Welfare and Ideology.							8	LO1		
II	<b>Scope and Approaches to Social Policy:</b> Social policy as a field of study, Social policy as an intervention process- the practice component, Right based approach and Capabilities Approach.							8	LO2		
III	<b>Global Social Policy:</b> Global Social Policy, The Threat of Globalization, Welfare regimes, Ecological concerns- Global and Regional social Governance, International Organizations and National Social-Policies, Global Social Governance Reform, Global transfer of Social Policy. Future of Social Policy							8	LO3		
IV	<b>Planning Social Policy:</b> Definition of Planning, Concept of Project Planning, Identification, Design, Appraisal, Implementation, Monitoring, Evaluation, Proposal writing format.							8	LO4		
V	<b>Social Policies in India:</b> Objectives, Features and Outcome of National Policy on Education- National Health Policy 2015- National Policy for Children- National Policy for Older People - National Policy for the Differently Aabled.							8	LO5		
<b>Total</b>							<b>40</b>				

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will / can;	
<b>CO1</b>	Students can understand the Historical Development of Social Policy Welfare and Ideology.	PO, PO8
<b>CO2</b>	Students learnt about the scope and importance of policies for the development of society.	PO1, PO2, PO3
<b>CO3</b>	Students can also know about different types of polices in national and international.	PO4, PO5, PO6
<b>CO4</b>	Students can implicit the design and implement project proposal based on needs.	PO4, PO6
<b>CO5</b>	Students can understood various important policies to the social developments.	PO8
<b>References Books (Latest Editions)</b>		
1.	Burch Hobart A., (1996). Basic Social Policy and planning; Strategies andPractice methods. New York: The Haworth Press.	
2.	Catherine Jones Finer, and Paul Smyth eds, (2004). Social Policy and the Commonwealth: Prospects for social inclusion. New York: Palgrave, Macmillan.	
3.	Iatridis, Demrtrius S. (1994). Social Policy: Institutional context of social development and human services. California:Wadsworth Inc.	
4.	Martin, Jr George T. (1990). Social Policy in the Welfare State. New Jersey:Prentice Hall.	
5.	ThandikaMkandawire (2004). Social Policy in a Development Context.New York:Palgrave, Macmillan, New York.	
6.	Roy Sam.M (2002). Project Planning and Development. Secunderabad: Jeevan Institute of Printing,	
7.	Desai Vasant, (2009). Project Management. Delhi :Himalaya Publishing House,	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	2	3	3	3
<b>CO 3</b>	2	2	3	1	2	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	1	2	3	3	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
24UPSOC1P04	Project with Viva Voce	PVV	-	-	Y	-	8	6	75	25	100	
<b>Learning Objectives</b>												
CO1	To assess the student dissertation for the award of degree, jointly by supervisor and one external examiner affiliated to the University of Madras.											
CO2	To develop confident and empowers student for future career.											
CO3	To better prepare students for solving real-world problems and issues while teaching them, encouraging giving additional information related to their topic.											
CO4	To developed student interpersonal skills.											
CO5	To encourages students to develop a balanced, diverse approach to solving real-societal problems, both on their own and in a team											
<b>Course Outcomes</b>												
<b>Course Outcomes</b>	On completion of this course, students will / can;											
CO1	Gives the student a skill such as problem solving, andhelpsto develop additional skills integral to their future, such as critical thinking and time management.								PO1			
CO2	Enhance their knowledge through particles experience.								PO1, PO2			
CO3	Be developed interpersonal skills and decision-making skills.								PO4, PO6			
CO4	Give a platform to demonstrate his/her abilities.								PO4, PO5, PO6			
CO5	Be able to identify the strength and weakness, which will help them to enhance and improve their ability.								PO3, PO8			
<b>Methods of Evaluation</b>												
<b>Internal Evaluation</b>	Dissertation Submission								50 Marks			
<b>External Evaluation</b>	Viva Voce Examination								50 Marks			
	Total								100 Marks			
<b>Methods of Assessment</b>												
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions											
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, short summary or overview											
<b>Application (K3)</b>	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain											
<b>Analyze (K4)</b>	Problem-solving questions, finish a procedure in many steps, Differentiate between various ideas, Map knowledge											
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons											
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations											

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	1	2	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	3	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	3	3	3	3

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



Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
24UPSOC1S01	<b>Urban Policy Analysis</b>	SEC - I	Y	-	-	-	2	4	25	75	100
<b>Learning Objectives</b>											
CO1	To prepare the students to develop a holistic view of the city as a basis for designing the city/city components in the third dimension.										
CO2	To contribute to the world-wide knowledge bank on urban design through primary/ secondary research, theoretical pursuits and publications.										
CO3	To contribute to a clearer understanding of cities, particularly of Indian cities, through research, documentation and urban design interventions.										
CO4	To evolve new methods of pedagogy in the subject by collaborative research and studio exercises with other institutions teaching urban design in India and outside.										
CO5	Through elective subjects, seminars, workshops and short-term courses and through collaborations with related disciplines, to develop research material and training modules for professionals and teachers.										
UNIT	Details							No. of Hours	Learning Objectives		
I	<b>Introduction:</b> Introduction to Urban Policy Analysis; Importance; Nature; Scope; Classical foundation.							4	CO1		
II	<b>Urban Political Economy:</b> Cities; Industrialization; Socio-spatial change; Capitalism and Urban dynamics; Elites; Political power.							4	CO2		
III	<b>Urban Policy And Management Framework:</b> Environment and Sustainable Development (Climate change and city form, International agreements, agendas and protocols, Strategies and Concepts of sustainable development, Environmental Planning Techniques, Statutory Acts, Regulations and Notifications, Environmental impact assessment); Urban Heritage, Renewal and Conservation (Understanding the notion of Heritage – tangible and intangible, Overview of urban renewal and conservation, Conservation and Development - Urban conservation in India, Conservation principles, charters and legislations, Conservation led regeneration and regeneration strategies of inner city areas)							4	CO3		

IV	<b>Participatory Planning and Co-Design Tools:</b> Deliberative practice and its origins; from Greek City-state to French movements and the emergence of the contemporary approach from '67 Paris to American planning practice; Critical urban theory and Communicative theory its role in shaping participatory planning theory; including thinkers such as Lefebvre, Harvey, Habermas to Arnstein; Understanding the role of different policy and legislative contexts	4	CO4
V	<b>Departmental Elective:</b> Urban Infrastructure (Transport, environment and development, Technological innovations and emerging smart infrastructure networks, Infrastructure and poverty, National Missions and policies on infrastructural provision, Management of infrastructural networks) Housing (Overview of housing scenario in India, types of housing, demand and shortage; Traditional housing stock, its contemporary condition and transformations; Rent control laws, subdivision of property and its effect on traditional housing; Social housing scenario and the role of the State Governments & NGO's; Slums and squatter settlements, schemes for rehabilitation and improvement, Social impact of planned housing; Housing as an investment, private public partnership, foreign direct investment and their impact on the housing market; Critical overview of the contribution of Central and State Governments, HUDCO, State Housing Boards, DDA, etc. in the production, control and management of housing; Housing policy and future housing scenario in India).	4	CO5
<b>Total</b>		<b>20</b>	
<b>Course Outcomes</b>			
<b>Course Outcomes</b>	On completion of this course, students will / can;		
<b>CO1</b>	Teaches how to support and guide the governance factor of cities and other regions.	PO1, PO5	
<b>CO2</b>	Develop the candidate capable of handling complex issues relating to planning, design, impact assessment, mitigation, prevention methodologies as per the environment.	PO1, PO2, PO4,	

<b>CO3</b>	Teaches how to support and guide the governance factor of cities and other regions.	PO6, PO8
<b>CO4</b>	Help them to identify and analyse critical Urban issues.	PO6, PO8
<b>CO5</b>	Equip them with skills in formulating critical urban policies.	PO3
<b>References Books (Latest Editions)</b>		
1.	Fainstein, Susan, and Scott Campbell. <i>Readings in Urban Theory</i> . Malden, MA: Blackwell Publishing Limited, 2002. ISBN: 9780631223450.	
2.	Legates, Richard, and Frederick Stout. <i>The City Reader</i> . New York, NY: Routledge, 2007. ISBN: 9780415770842.	
3.	Merrifield, Andy. <i>Metromarxism: A Marxist Tale of the City</i> . New York, NY: Routledge, 2002. ISBN: 9780415933490.	
4.	DeFilippis, James. <i>Unmaking Goliath: Community Control in the Face of Global Capital</i> . New York, NY: Routledge, 2003, pp. 17-60. ISBN: 9780415945257.	
5.	King, Anthony D. <i>Global Cities: Post-imperialism and the Internationalization of London</i> . New York, NY: Routledge, 1991. ISBN: 9780415062411.	
<b>Text Books</b>		
1	A Textbook of Urban Planning and Geography by Sharma, Sameer, 2020	
2	Urban Environmental Policy Analysis by Heather E. Campbell, Elizabeth A Corley, 2015	
3	Introduction to Space Syntax in Urban Studies by Akkelies van Nes, Claudia Yamu, 2021	
4	Gans, Herbert J. <i>Urban Villagers: Group and Class in the Life of Italian-Americans</i> . New York, NY: The Free Press, 1982. ISBN: 9780029112403.	
5	Gans, Herbert. <i>The Levittowners</i> . New York, NY: Columbia University Press, 1982. ISBN: 9780231055710.	
<b>Web Resources</b>		
1	<a href="https://www.youtube.com/watch?v=V64NM72QzW0">https://www.youtube.com/watch?v=V64NM72QzW0</a>	
2	<a href="https://www.youtube.com/watch?v=IQN6L2nGSYY&amp;list=PLHKjHyeKc3FUxgez5L2pbE5849oTvJ2k3">https://www.youtube.com/watch?v=IQN6L2nGSYY&amp;list=PLHKjHyeKc3FUxgez5L2pbE5849oTvJ2k3</a>	
3	<a href="https://www.youtube.com/watch?v=IQN6L2nGSYY">https://www.youtube.com/watch?v=IQN6L2nGSYY</a>	
4	<a href="https://www.ippapublicpolicy.org/file/paper/5b28ef1181b98.pdf">https://www.ippapublicpolicy.org/file/paper/5b28ef1181b98.pdf</a>	
5	<a href="https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos">https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ/videos</a>	
<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	2	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	2	2	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	2	3	3	3

### CO-PO-PSO Mapping

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	2	3
<b>CO 3</b>	3	2	3	3	3	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	2	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	2	3	2	3

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

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
24UPSOC1X0 1	Extension Activity	EA	Y	-	-	-	1	1	75	25	100	
<b>Learning Objectives</b>												
LO1	Extension activities concentrates on putting across in an understandable manner new ideas and improved technologies of practical utility to the rural, tribal and urban privileged and underprivileged people.											
LO2	Enables students to use the newly acquired knowledge and skills to improve their general standard of living.											
LO3	It is a social science that attempts to adopt various strategies of change in the behaviour patterns of people through technological and scientific innovations for the improvement of their standard of living.											
LO4	The idea behind the extension work is the coming together for the task of social upliftment.											
LO5	Students typically develop leadership and teamwork skills and become more attuned to working amongst populations of varying ethnicity or socioeconomic status.											
<b>Course Outcomes</b>												
<b>Course Outcomes</b>	On completion of this course, students will / can;											
<b>CO1</b>	Is a learning-teaching methods connect meaningful community service to academic curricula								PO1, PO8			
<b>CO2</b>	Service-learning blends community service goals and formal and informal (standard/academic and experiential/non-standard) educational goals in a manner that benefits participants and recipients.								PO1, PO2			
<b>CO3</b>	Extension activities and learning is a set of techniques and tools that can strengthen community relationships and connections.								PO5, PO3			
<b>CO4</b>	Extension contributes to national development programmers.								PO4, PO6			
<b>CO5</b>	It enhances leadership and team work qualities among the students								PO6, PO4			
<b>Methods of Evaluation</b>												
<b>Internal Evaluation</b>	Continuous Performance Assessment and Viva Voce							25 Marks				
<b>External Evaluation</b>	Extension – Fieldwork Report							75 Marks				
	Total							100 Marks				

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

**\Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	1	2	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	2	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3	3	3

**CO-PO-PSO Mapping**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	2	2	2	3	2	3
<b>CO 2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3	3	3
<b>CO 5</b>	3	3	3	3	3	2	2	3	2	3

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