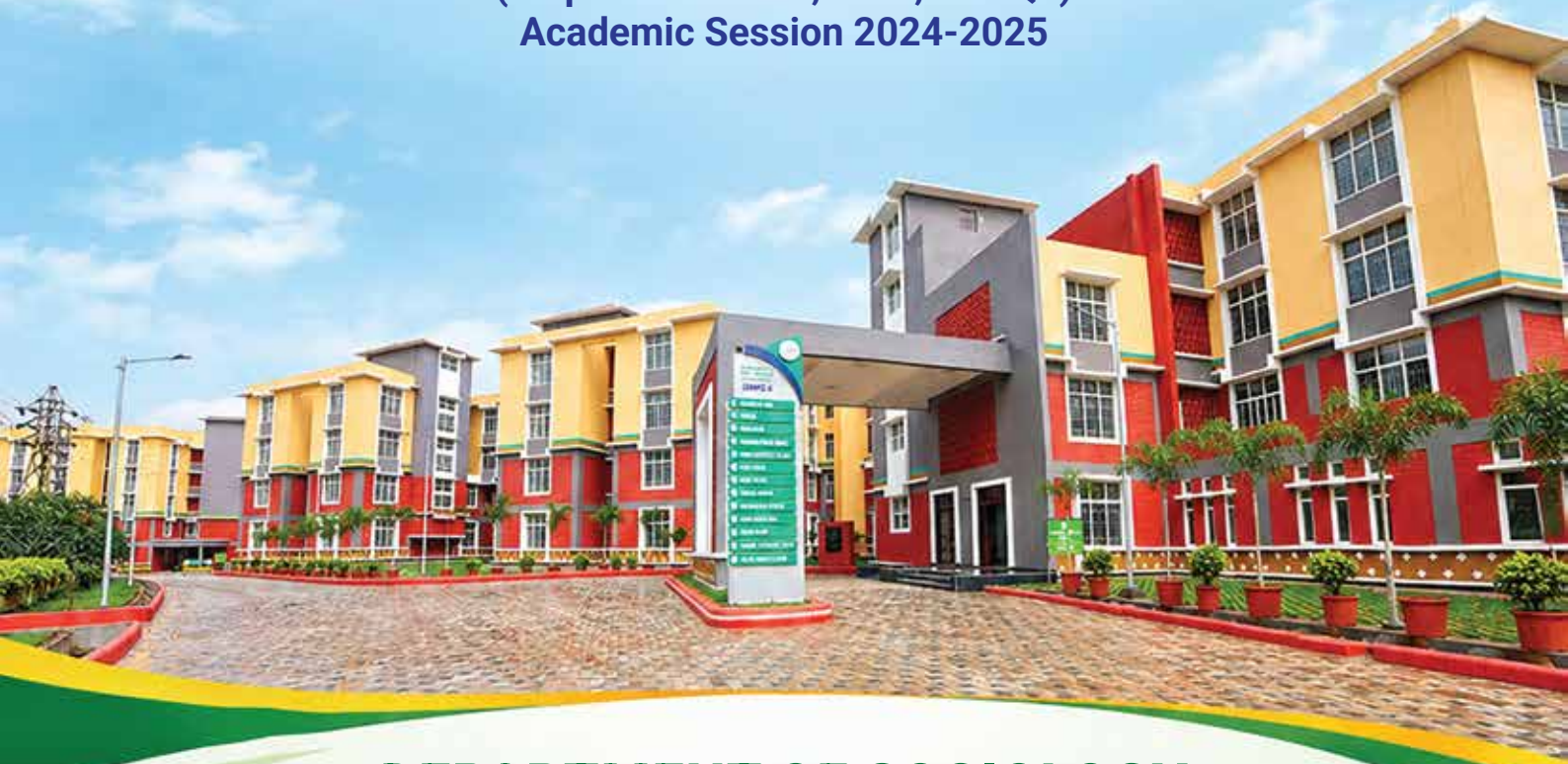
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF SOCIOLOGY

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2024-2025



DEPARTMENT OF SOCIOLOGY

SCHOOL OF TRIBAL LEGAL STUDIES AND TRIBAL RIGHTS (STLS & TR)

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

About the School of Tribal Legal Studies and Tribal Rights(TLS&TR)

The **School of Tribal Legal Studies and Tribal Rights (TLS&TR)**, KISS Deemed to be University, established in **2017–18**, is dedicated to promoting education, research, and community engagement in the areas of tribal rights, indigenous knowledge systems, customary governance, and social justice. Integrating the disciplines of **Sociology, Social Work, and Anthropology**, the School adopts an interdisciplinary approach to address the legal, social, cultural, and developmental issues affecting tribal communities.

The School emphasizes academic excellence through teaching, research, field-based learning, and extension activities that connect classroom knowledge with community practice. It promotes the study and preservation of indigenous knowledge, cultural heritage, and customary institutions while contributing to evidence-based policy, inclusive governance, and sustainable tribal development.

By fostering collaboration with communities, government agencies, and other stakeholders, the School aims to develop competent professionals, researchers, and leaders committed to protecting tribal rights and advancing inclusive and sustainable development.

About the Department: Sociology

The **Department of Sociology**, under the **School of Tribal Legal Studies and Tribal Rights**, **KISS Deemed to be University**, was **established in 2010**. The Department addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary teaching, research, and community engagement. It is committed to advancing the study of sociology with a special focus on **tribal societies, indigenous knowledge systems, tribal legal studies, social justice, human rights, and sustainable development**. The Department strives to meet local, regional, national, and global standards while preparing socially responsible researchers, academicians, policy professionals, and development practitioners through quality education, field-based learning, and innovation.

This programme emphasizes the multifaceted nature of Sociology by fostering analytical thinking, scientific research methods, and innovation. It also encourages the development of entrepreneurial mindsets and policy-oriented approaches among students, preparing them to become competent researchers, social policy makers, and development practitioners who understand ground realities.

A key component of the programme is hands-on experience through project work, fieldwork, and internships. These experiential learning opportunities are designed to strengthen student's capacities in conducting primary research and engaging directly with communities.

Vision of the School

To emerge as a nationally and internationally recognized centre of excellence in **Tribal Legal Studies, Indigenous Rights, and Social Justice** through interdisciplinary education, innovative research, advocacy, and meaningful community engagement, contributing to the empowerment and sustainable development of tribal communities.

Mission of the School

- To provide quality interdisciplinary education in Tribal Legal Studies, indigenous rights, customary governance, and social development.
- To promote research, field-based learning, and community engagement to address the legal, social, cultural, and developmental concerns of tribal communities.
- To preserve and strengthen indigenous knowledge systems, customary practices, and tribal cultural heritage through academic and research initiatives.
- To nurture socially responsible professionals, researchers, and leaders with ethical values, critical thinking, and advocacy skills.
- To foster collaboration with government agencies, academic institutions, civil society organizations, and tribal communities for capacity building and sustainable development.
- To contribute to social justice, inclusive growth, cultural preservation, and the achievement of Sustainable Development Goals (SDGs).

Programme Overview

Programme Title:

Master of Arts (M.A.) in Sociology

Programme Type:

Postgraduate Programme (as per NEP 2020 Framework)

Programme Description:

The Master of Arts (M.A.) in Sociology is a two-year postgraduate programme designed to provide students with advanced knowledge of sociological theories, research methods, and contemporary social issues. The programme adopts an interdisciplinary approach by integrating perspectives from anthropology, economics, political science, history, gender studies, environmental studies, and tribal studies.

Special emphasis is placed on the study of tribal societies, indigenous knowledge systems, social justice, sustainable development, rural transformation, and public policy. The curriculum

encourages critical thinking, field-based learning, research, and community engagement to address local, regional, national, and global challenges.

Aligned with the National Education Policy (NEP) 2020, the programme promotes multidisciplinary learning, experiential education, research orientation, skill development, and ethical values. It also supports the achievement of the United Nations Sustainable Development Goals (SDGs), particularly those related to quality education, gender equality, reduced inequalities, sustainable communities, and peace, justice, and strong institutions. Graduates are prepared for careers in teaching, research, civil services, development organisations, social work, policy analysis, and higher studies.

Process of Curriculum Development

The School follows a systematic and participatory curriculum development process to ensure academic quality, relevance, and compliance with national educational frameworks. The process includes the following stages:

1. Constitution of the Syllabus Committee comprising departmental faculty members and subject experts to design and revise the curriculum.
2. Stakeholder Consultation involving students, alumni, employers, industry experts, and community representatives to incorporate diverse perspectives and emerging needs.
3. Departmental Review of the proposed curriculum by the School faculty to ensure academic coherence and alignment with programme outcomes.
4. Board of Studies (BoS) Approval, where the curriculum is reviewed and vetted by internal and external experts for quality assurance.
5. Academic Council Approval, granting final institutional approval for implementation.
6. Alignment with National Frameworks, ensuring compliance with the National Education Policy (NEP) 2020, Choice Based Credit System (CBCS), National Credit Framework (NCrF), and National Higher Education Qualification Framework (NHEQF).

This structured process ensures that the curriculum remains dynamic, outcome-based, learner-centric, and responsive to societal, tribal, and global developmental needs.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

In accordance with the **National Credit Framework (NCrF)**, **one (1) credit is equivalent to 30 Notional Learning Hours (NLHs)**, which include classroom instruction, tutorials, practical/laboratory work, fieldwork, internships, projects, self-study, assignments, and assessments.

Accordingly, a **4-credit course** comprises **120 Notional Learning Hours (4 × 30 = 120 hours)**, distributed across various teaching-learning and assessment activities as prescribed by the curriculum.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for PG Programme)

SL.No	Courses	Number of Courses	Credits per Course		Total credits
			Theory	Practical	
1	Core Paper	T-8	4	0	32
2	Special paper	T-4	4	0	16
3	Combined paper	T-3	4	0	12
4	Course work	T-3	8	2	10
5	Field work &Dissertation		-	-	20

Total			90

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Candidates seeking admission to the **M.A. in Sociology** programme must have passed a **Bachelor's Degree** from a recognized university with a **minimum of 50% marks**. Candidates should have **Honours in Sociology** or have secured **at least 45% marks in Sociology as a pass/elective subject**, as per the admission regulations of **KISS Deemed to be University**. Candidates awaiting the final qualifying examination results may also apply, subject to fulfillment of the University's admission requirements. Admission shall be made strictly on the basis of the **KISS Deemed to be University Admission Policy** and merit.

Intake Capacity (Number of Seats):

The approved intake for the M.A. in Sociology programme is **16 (sixteen)** seats per academic session**.**

Examination Pattern for MA as per NEP 2020

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2 ½ hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty in-charge of Examination to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid

Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper or by any external faculty in the college(s). A student who fails to appear in a Mid-Semester Examination will be allowed one more chance to take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 12 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the Programme Head (for the candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester - End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester -End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Thesis/ Dissertation/ Seminar/Field Work	**100**	**------**	**-------**	**-------**	**-------**	**-------**

The modes of evaluation of Thesis/ Dissertation/ Seminar/Field Work shall be as

follows:

Literature Review

Synopsis Presentation

Field Work / Data Collection and Data Analysis

Findings and Conclusions

Presentation and Viva-Voce

Distribution of Sessional Marks:(Continuous Evaluation)

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	40	20	Above 95%- 5 Marks 95%-94%- 4 Marks 95%-84%- 3 Marks	10	05
With Practical	30	Theory 10 + Practical 10)=20		05	Nil

Examination Question Pattern of End Term Examination and Mark Distribution:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I –Objective	Answer in MCQ/ in one word/in one sentence as directed	1x5=5	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer	2x3=6	2x5=10

	any 5 out of 7 question (without practical)		
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record- 05 Viva voce-05**	---------

Examination Question Pattern of Mid Semester Examination and Mark Distribution

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**

Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One Major Experiment -5 Record-02 Viva voce-03**	---

Attendance Requirement

Attendance in Lecturer, tutorials, seminars etc. arranged by the school from time to time, is mandatory according to the Internal Assessment requirement as per University rule.

The marks for attendance shall be as follows		
(i)	For 75%	1 Marks
(ii)	More than 75% but less than 80%	2 Marks
(iii)	80% or more but less than 85%	3 Marks
(iv)	85% or more but less than 90%	4 Marks
(v)	90% and above	5 Marks

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1(Sem I-II)	Post-Graduate Diploma	Level 6.0	~48 credits

Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	90 Credits

Programme Educational Objectives (Regular Degree in M.A in Sociology)

PEO-1: To prepare a group of humanistic development professionals of Sociology to bring the learning of legal provisions and practices to the field.

PEO-2: The Programme aims to ensure that students are provided an interdisciplinary programme; a core knowledge base of the three disciplines (Sociology, Anthropology, and Social Work); an understanding of the research methods and theoretical frameworks employed in these disciplines; and the skills necessary to prepare and communicate the results of research and analyses. The student will be provided an understanding and appreciation of how these disciplines interface and interact.

PEO-3: Students will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions while practicing the core research methods of a sociological sub-discipline.

PEO-4: Students will demonstrate awareness and understanding of the ethical standards of sociology and communication of results in at least one of the specialized fields of sociology.

PEO-5: Students will demonstrate the initiative to recognize, communicate, and implement their sociological mindset, skills, and knowledge in a career path of their choosing.

Programme Outcomes (POs):

The expected attributes for a Post Graduate in Sociology shall be expert disciplinary knowledge in sociological theory, social research methodology, critical analysis of social structures, and social policy advocacy.

Code	Attribute	Description
PO1	**Moral and Ethical Values**	Understand ethical issues, social justice, human rights, and responsible citizenship.
PO2	**Disciplinary Knowledge**	Comprehensive understanding of classical and contemporary sociological theories, social stratification, and the dynamics of social change

		within diverse communities.
PO3	**Communication Skills**	Ability to articulate complex social issues clearly to both academic audiences and the general public, using various media to foster social awareness and dialogue.
PO4	**Critical Thinking, Problem Solving & Analytical Reasoning**	Ability to deconstruct "common sense" assumptions about society and critically evaluate the impact of power, ideology, and culture on human behavior.
PO5	**Indian Knowledge Systems (IKS)**	Understand Indian social thought, traditions, and indigenous knowledge systems.
PO6	**Research Related Skills**	Ability to identify research gaps in urban/rural sociology and social policy. Proficiency in Qualitative (ethnography, interviews) and Quantitative (survey design, SPSS) research methods.
PO7	**Cooperation/Team work**	Demonstrating the ability to work in diverse groups, acknowledging various social perspectives, and fostering inclusive environments to achieve collective goals.
PO8	**Digital Literacy**	Proficiency in using ICT tools for social data analysis, digital ethnography, and navigating e-resources for secondary social data.
PO9	**Experiential & Lifelong**	Cultivating a persistent curiosity about the evolving nature of global societies and maintaining an

	Learning	adaptive knowledge base for a changing social landscape.
PO10	**Leadership Qualities**	Preparedness to lead social intervention programs, formulate visions for social reform, and motivate communities toward collective action.
PO11	**Professional & Decision-Making Skills**	Adherence to the professional code of ethics in social work and research. Demonstrating efficacy in making informed decisions that consider the broader impact on marginalized communities.
PO12	**Environment Awareness and Sustainability**	Understanding the relationship between society and the environment; advocating for environmental justice and sustainable development through a sociological lens.

Programme Specific Outcomes (PSOs):

PSO1: Theoretical Proficiency and Social Diversity
Develop a critical understanding of classical and contemporary sociological theories. Students will engage with academic debates regarding social stratification, institutional power, and the social construction of identity (e.g., race, class, and gender) within a globalized context.

PSO2: Methodological Rigor and Ethical Practice
Establish a robust foundation in sociological research ethics and anti-bias frameworks. Students will learn to navigate the complexities of social inquiry while upholding the principles of scientific objectivity and social justice.

PSO3: Advanced Research and Analytical Skills
Prepare students for scholarly research by cultivating evaluative skills in both qualitative and quantitative methodologies. This includes proficiency in data interpretation, social charting, and the critical analysis of social phenomena.

PSO4: Applied Sociological Integration
Synthesize concepts from various sociological subfields—such as urban, political, and medical sociology—to address contemporary global challenges, including social inequality, public health, and environmental sustainability.

PSO5: Professional Versatility and Career Readiness
Equip graduates for professional excellence across diverse sectors, including social policy, research and development, academic teaching, public administration, and non-governmental organizations (NGOs)

Course Structure of the Post-Graduate Program Department of Sociology

SEMESTER-I

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Total Credit
			L	T	P	
Core Paper–I	SO40001	Women and Tribal Society	3	1	0	4
Core Paper–II	SO40003	Political Sociology	3	1	0	4
Core Paper–III	SO40005	Family, Marriage and Kinship	3	1	0	4
Core Paper–IV	SO40007	Classical Sociological Thinkers	3	1	0	4
Core Paper–V	SO40009	Sociology of Environment	3	1	0	4
Tribal Paper–I	TS40051	Understanding Tribal Society	3	1	0	4
Total Credit						24

SEMESTER–II

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Core Paper–VI	SO40002	Sociological Theory	3	1	0	4
Core Paper–VII	SO40004	Economic Sociology	3	1	0	4
Core Paper-VIII	SO400067	Digital Sociology	3	1	0	4
Special Paper–I (Choose Any One)	SO40032	**A. Rural Sociology and Rural Development**	3	1	0	4
	SL40032	**B. Sociology of Industrial Relations**	3	1	0	4
Special Paper–II (Choose Any One)	SO40034	**A. Social Change and Development**	3	1	0	4
	SL40034	**B. Crime and Society**	3	1	0	4
Tribal Paper–II	TS40052	Tribal Administration and Customary Law	3	1	0	4
Total Credits						24

N: B**: - STUDENTS WHO EXIT AT THE END OF 1ST YEAR SHALL BE AWARDED A POSTGRADUATE DIPLOMA**

SEMESTER–III

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Total Credits
			L	T	P	
Course work and Research	TS50001	Research Methodology For Empirical Research	3	1	0	4
	RE50003	Research and Publication Ethics	2	0	0	2
	CA50005	Computer Application and Data Analysis	3	0	1	4
Special Paper–III (Choose Any One)	SO50031	**A. Social Movements in India**	3	1	0	4
	SL50031	**B. Urban Studies and Society**	3	1	0	4
Special Paper–IV (Choose Any One)	SO50033	**A. Globalization and Society**	3	1	0	4
	SL50033	**B. Sociology of Ageing**	3	1	0	4
Tribal Paper–III	TS50051	Learning through Visual Ethnography	3	0	1	4
Total Credit						22

SEMESTER–IV

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credits
			L	T	P	
Dissertation Based on Core Course	FD50082	Fieldwork and Dissertation	0	0	20	20
Total Credit						20

Grand Total Credit 90 Credits

Master of Arts in Sociology with Specialization in Tribal Legal Studies and Tribal

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I. About the School and Programme II. Introduction to NEP 2020 III.M.A. in Sociology Programme Educational Objectives Programme Outcomes Programme Specific Outcomes Programme Credit Schemes Eligibility for Admission IV. Course Structure V Course Wise Content Masters of Arts in Sociology with specialization in Tribal Legal Studies and Tribal Rights. **Semester-I** SO40001 Women and Tribal Society SO40003 Political Sociology SO40005 Family, Marriage and Kinship SO40007 Classical Sociological Thinkers SO40009 Sociology of Environment TS40051 Understanding Tribal Society **Semester-2** SO40002 Sociological Theory SO40004 Economic Sociology SO40006 Digital Sociology SO40032 Rural Sociology and Rural Development SL40032 Sociology of Industrial Relation SO40034 Social Change and Development SL40034 Crime and Society	

TS40052 Tribal Administration and Customary Law **Semester-3** RM50001 Research Methodology for Empirical Research RE50003 Research and Publication Ethics CA50005 Computer Application and Data Analysis SO50031 Social Movement in India SL50031 Urban Studies and Society SO50033 Globalization and Society SL50033 Sociology of Ageing TS50051 Learning through Visual Ethnography **Semester-4** FD50082 Fieldwork and Dissertation	

SEMESTER–I

Course Category	Course Code	Course Title	Total Credit	L	T	P
Core Paper–I	SO40001	Women and Tribal Society	4	3	1	0
Core Paper–II	SO40003	Political Sociology	4	3	1	0
Core Paper–III	SO40005	Family, Marriage and Kinship	4	3	1	0
Core Paper–IV	SO40007	Classical Sociological Thinkers	4	3	1	0
Core Paper–V	SO40009	Sociology of Environment	4	3	1	0
Tribal Paper–I	TS40051	Understanding Tribal Society	4	3	1	0
Total Credit			24			

SEMESTER–I

Course Category	Course Code	Course Title	Total Credit	L	T	P
Core Paper–I	SO40001	Women and Tribal Society	4	3	1	0

Course Objectives:

- To introduce the basic concepts of tribe, tribal society, and tribal women.
- To understand the status of tribal women in India with special focus on their health and social conditions.
- To examine the problems and challenges faced by tribal women in different contexts.
- To study issues such as empowerment, exploitation, and trafficking of tribal women and girls.
- To analyze the role of tribal women in family and marriage structures.
- To familiarize students with constitutional provisions, safeguards, and policies related to tribal women.

Course Contents:

Unit- I: Basic Concepts[15 Classroom Contact Hours]

- Tribe
- Tribal society
- Tribal women

Unit- II: Status of tribal women[15 Classroom Contact Hours]

- Status of tribal women in India
- Health Status of Tribal women
- Problems of Tribal women

Unit-III: Issues and challenges of tribal women[15 Classroom Contact Hours]

- Tribal women Empowerment
- Issues of tribal women
- Trafficking of tribal girls and women

Unit-IV: Tribal women in the Family & Policy associated with tribal women[15 Classroom Contact Hours]

- Tribal Family
- Tribal Marriage
- Constitutional Provisions for Safeguard of tribal women
- Domestic Violence

Course Outcomes:

CO1: Develop an understanding of the basic knowledge about gender, sex, patriarchy and androcentrism.

CO2: It highlights position of tribal women.

CO3: It highlights different issues associated with tribal girls in society.

CO4: It discusses women in the family like family and marriage.

CO5: To study and review the changing scenario of tribal women through different policies.

Course Outcomes - Programme Outcomes Mapping of Paper SO40001

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	3	2	3	3	1	2	1	2	2	2	1	3	2	2	3	2
CO 2	2	3	2	2	3	1	2	1	2	2	2	1	3	2	2	3	2
CO 3	2	3	3	3	3	2	2	1	2	2	2	1	3	2	2	3	2
CO 4	2	3	2	3	3	1	2	1	3	2	2	1	3	2	2	3	2
CO 5	3	3	3	3	3	2	2	2	3	3	3	2	3	3	2	3	3
Average	**2.2**	**3.0**	**2.4**	**2.8**	**3.0**	**1.4**	**2.0**	**1.2**	**2.4**	**2.2**	**2.2**	**1.2**	**3.0**	**2.2**	**2.0**	**3.0**	**2.2**

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Enhances understanding of the health status, nutrition, and well-being of tribal women, promoting awareness of health equity and access to healthcare services.
SDG 5	Gender Equality	Promotes gender equality through the study of the status, empowerment, rights, constitutional safeguards, and challenges faced by tribal women and girls.
SDG 10	Reduced Inequalities	Examines the socio-economic and cultural inequalities experienced by tribal women and emphasizes inclusive development and social justice.
SDG 16	Peace, Justice and Strong Institutions	Develops awareness of constitutional provisions, legal safeguards, protection against domestic violence and trafficking, and access to justice for tribal women.

Suggested Readings:

1. Annual Report 2017-18 of Ministry of Tribal Affairs

2. Chunuram Soren, (2021), Constitutional Provisions for tribal safeguard, International Journal of Law, Policy and Social Review, Vol 3, Issue 2, pp 6-10.

3. COVID-19 and Tribal Communities: How State Neglect Increased Marginalisation during the Pandemic | Economic and Political Weekly. (2021, September 8). Economic and Political Weekly; www.epw.in.https://www.epw.in/engage/ article/covid-19-and-tribal-communities-how-state-neglect

4. Dipankar Oraw and Daly Toppo, (2012), Socio-cultural traditions and women education in tribal society, International Journal of Current Research, Vol 4,Issue 12, pp 307 -312.

5. Interdisciplinary Research in Arts and Humanities, Volume 3, Issue 1, Page number 109 - 114

6. M Mohan Kumar, Vineet Kumar Pathak and Manisha Ruikar; (2020 Feb 28), Tribal population in India: A public health challenge and road to future. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7113978/

7. Ministry of Tribal Affairs. Retrieved from https://tribal.nic.in/

8. Mohd Rafi Paray, (2019), Status of tribal women in India with special reference to the socio-economic and educational condition, Elementary education online, Vol18 (issue 4), Page number 2284 - 2292

9. Priyanka Sunil, (2021 June 5), Major tribes in India- State wise compilation. Retrieved from https:// Report of the Expert Committee on Tribal Health by Ministry of Tribal Health and Family Welfare, Tribal Health in India.

10. Suman Kumari, (2018), Challenging issue of Tribal Women Education in India, International Justice of www.clearias.com/major-tribes-in-india.

POLITICAL SOCIOLOGY

Course Category	Course Code	Course Title	Total Credit	L	T	P
Core Paper–II	SO40003	Political Sociology	4	3	1	0

Course Objectives:

- To introduce the meaning, nature, scope, and importance of Political Sociology as a discipline.
- To understand the interrelationship of Political Sociology with Political Science, Sociology, Economics, History, and Psychology.
- To study the process of political socialization, its agents, types, and stages.
- To examine the concept of political participation, its meaning, forms, and significance.
- To analyze the concepts of power, authority, and legitimacy along with their types, sources, and interrelationships.
- To understand the role, nature, and theories of political elites in society.

Course Contents:

Unit- I: Introducing Political Sociology[15 Classroom Contact Hours]

- Meaning, Nature, Scope and Importance
- Relationship of Political Sociology with Political Science, Sociology, Economics, History and Psychology.

Unit- II: Political Socialization and Political Participation[15 Classroom Contact Hours]

- Political Socialization: Meaning, Importance, Types, Stages and Agents of Socialization.
- Political Participation: Meaning and Types of Political Participation.

Unit -III: Power, Authority and Legitimacy[15 Classroom Contact Hours]

- Power: Meaning, Nature, Forms and Sources.
- Authority: Meaning, Nature, Types, Power and Authority.
- Legitimacy: Meaning, Sources, Type and Relationship between Legitimacy and Authority

Unit- IV: Political Elites and Pressure Group[15 Classroom Contact Hours]

- Political Elites: Meaning, Definition, Nature, Theories and Roles
- Pressure Group: Definition, Nature and Classification of Pressure Group

Course Outcomes:

CO1: The purpose of the course is to provide a basic knowledge of major issues in Political Sociology.

CO2: To make the students aware about political socialization and types of political participation

CO3: To understand the different political ideologies like power, authority and legitimacy in relation to their meaning, natures, forms and sources etc.

CO4: To understand the concept of pressure groups and also to know the role of political elites in these contexts.

CO5: To gain knowledge about political socialization, agencies of political socialization and also political participation.

Course Outcomes - Programme Outcomes Mapping of Paper SO40003

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	1	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	2	3	3	3	3	2	2	1	3	3	2	1	3	2	2	3	3
CO 3	3	3	2	3	3	1	1	1	3	2	3	1	3	2	2	3	2
CO 4	2	3	2	3	3	2	2	1	3	3	2	1	3	1	2	3	3
Avg	**2.0**	**3.0**	**2.25**	**2.75**	**2.75**	**1.5**	**1.5**	**1.0**	**2.75**	**2.25**	**2.0**	**1.0**	**3.0**	**1.5**	**1.75**	**2.75**	**2.75**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	**SDG Title**	**Nature of Contribution**

SDG 4	Quality Education	Enhances understanding of political sociology, democratic processes, political institutions, and interdisciplinary social science learning through critical analysis of political systems and participation.
SDG 5	Gender Equality	Encourages inclusive understanding of political participation, representation, leadership, and access to power across different social groups and genders.
SDG 10	Reduced Inequalities	Develops awareness of inequalities in political power, authority, representation, and participation among different social and tribal communities.
SDG 11	Sustainable Cities and Communities	Promotes understanding of participatory governance, civic engagement, and social institutions essential for inclusive and sustainable communities.
SDG 16	Peace, Justice and Strong Institutions	Strengthens knowledge of power, authority, legitimacy, political elites, pressure groups, and democratic governance necessary for peaceful, accountable, and effective institutions.
SDG 17	Partnerships for the Goals	Encourages interdisciplinary perspectives by linking Political Sociology with Sociology, Political Science, Economics, History, and Psychology for comprehensive social understanding.

Suggested Readings:

1. Amenta, E. n., K. Nash, et al., Eds. (2012). The Wiley-Blackwell Companion to Political Sociology.

2. Bendix, R.andS. M.Lipset (Eds.).Class, Status and Power. London: RKP, 1966.

3. Bottomore, T. Elites and Society. Harmonds worth: Penguin, 1966.

4. Drake, M. (2010). Political Sociology for a Globalizing World, Polity Press.

5. Eisenstadt, S.N.(Ed.).Political Sociology: AReader.NY:BasicBooks,1971.

6. Gupta, D. Political Sociology in India: Contemporary Trends. Delhi: Orient Blacks wan, 2004. Janoski, T. (2005). Handbook of Political Sociology. Cambridge, Cambridge University Press.

Family, Marriage and Kinship

Course Category	Course Code	Course Title	Total Credit	L	T	P
Core Paper–III	SO40005	Family, Marriage and Kinship	4	3	1	0

Course Objectives:

- To introduce the meaning, definition, and characteristics of family as a social institution.
- To study the types of family, rules of authority, descent, and residence.
- To understand the functions of family and analyze contemporary problems such as divorce and family disintegration.
- To examine marriage as a social institution, its functions, and rules regulating marital relations.
- To study different forms of marriage including monogamy, polygamy, levirate, sororate, hypogamy, and hypergamy.
- To understand the practices of dowry and bride price in different social contexts.

Course Contents:

Unit –I: Family[15 Classroom Contact Hours]

- Meaning and Definition, Characteristics,
- Types of family,
- Rules of Authority, Descent and Residence,
- Functions of family Contemporary problems: Divorce and family disintegration.

Unit-II: Marriage [15 Classroom Contact Hours]

- Marriage as a social institution, Functions of marriage.
- Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and hypergamy.
- Dowry and Bride Price.

Unit – III: Kinship[15 Classroom Contact Hours]

- Meaning and Definition of Kinship, Types of Clan
- Lineage, Totemism and Taboos, Kinship Terminology

Unit- IV: Tribal Marriage [15 Classroom Contact Hours]

- Aims of Tribal Marriage, Types of Tribal Marriage
- Preferences and Prohibition in Tribal marriage
- Ways of acquiring mates

Course Outcomes:

CO1: To enable students to explain the functions of the family in society and critically analyze the factors contributing to contemporary problems such as divorce and family disintegration.

CO2: Students will be able to differentiate the various Rules of Marriage, including Endogamy, Exogamy, Monogamy, and Polygamy, and discuss specific practices like Dowry and Bride Price.

CO3: The course also intends to make the students aware of the kinship system like clan, totem, taboos and kinship terminology.

CO4: Students will gain exposure to the distinct aims and types of Tribal Marriage and be able to describe the various Preferences, Prohibitions, and Ways of acquiring mates within tribal communities.

Course Outcomes - Programme Outcomes Mapping of Paper SO40005

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	2	3	2	3	3	1	2	1	2	2	2	1	3	1	2	3	2
CO 2	2	3	2	2	3	1	2	1	2	1	2	1	3	1	1	2	2
CO 3	1	3	2	3	3	1	2	1	2	1	1	1	3	2	2	2	2
CO 4	2	3	2	3	3	2	2	1	3	2	2	1	3	2	2	3	2
Avg	**1.75**	**3.0**	**2.0**	**2.75**	**3.0**	**1.25**	**2.0**	**1.0**	**2.25**	**1.5**	**1.75**	**1.0**	**3.0**	**1.5**	**1.75**	**2.5**	**2.0**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines the role of family structure, inheritance, marriage customs, and property rights in shaping economic security and social support systems within communities.
SDG 3	Good Health and Well-Being	Promotes understanding of healthy family relationships, social well-being, and the social impact of divorce, family disintegration, and marital practices on individuals and communities.
SDG 5	Gender Equality	Encourages critical analysis of gender roles, authority patterns, dowry, bride price, marriage systems, and women's position within family and tribal societies.
SDG 8	Decent Work and Economic Growth	Studies the impact of urbanisation and industrialisation on joint family systems, labour patterns, and changing socio-economic relations in society.
SDG 10	Reduced Inequalities	Develops awareness of cultural diversity, kinship structures, tribal customs, and indigenous social practices, promoting respect for marginalized communities.
SDG 16	Peace, Justice and Strong Institutions	Supports understanding of customary laws, inheritance systems, social norms, kinship regulations, and institutional aspects of family and marriage in maintaining social order and justice.

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Suggested Readings:

1. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications.

2. Dube,L.1974,Sociology of Kinship: An Analytical Survey of Literature, Bombay: P. Prakashan

3. Fortes,M.1969, Kinship and Social Order,Chicago:Aldine 4. Fox,Robin. 196. Kinship and Marriage. Hammonds Worth: Penguin Books.

5. Kapadia, K. M., Marriage & Family in India,

6. Karve,I. Kinship Organization in India.

7. Shah A.M., The Household Dimension of Family in India, New Delhi, 1973

8. Radcliff Brown, Structure and Function in Primitive Society. London: Cohen and West, Reprinted, 1952.

9. Shah, A. M,. The Family in India: Critical Essays, New Delhi: Orient Longman, 1998

Classical Sociological Thinkers

Course Category	Course Code	Course Title	Total Credit	L	T	P
Core Paper–IV	SO40007	Classical Sociological Thinkers	4	3	1	0

Course Objectives:

- To introduce students to the foundational thinkers of sociology and their major contributions.
- To study Auguste Comte's ideas including the law of three stages, hierarchy of sciences, statics and dynamics, and positivism.
- To understand Herbert Spencer's theory of social evolution, organic analogy, and classification of societies.
- To critically examine Emile Durkheim's contributions such as the rules of sociological method, social facts, division of labour, suicide, and sociology of religion.
- To analyze Karl Marx's perspectives including historical materialism, dialectical materialism, theory of surplus value, alienation, and class struggle.
- To explore Max Weber's concepts of social action, ideal type, Protestant ethic and the spirit of capitalism, power, and bureaucracy.

Course Contents:

Unit-I: Auguste Comte[15 Classroom Contact Hours]

- Law of three stages
- Hierarchy of sciences
- Statics and Dynamics
- Positivism

Unit-II: Herbert Spencer[15 Classroom Contact Hours]

- Theory of Social evolution
- Organic Analogy
- Types of Society

Unit-III: Emile Durkheim[15 Classroom Contact Hours]

- Rules of Sociological Method

- Social Facts
- Division of Labour
- Theory of suicide
- Sociology of Religion

Unit-IV: [15 Classroom Contact Hours]

Karl Marx: Historical Materialism**;** Dialectical Materialism**;** Theory of Surplus Value**;** Alienation**;** Theory of class struggle.

Max Weber: Social action**;** Ideal type**;** The Protestant Ethics and Spirit of capitalism**;** Power and Bureaucracy.

Course Outcome:

CO1: To understand the contributions of Auguste Comte to the foundation of Sociology.

CO2: To explain the contributions of Herbert Spencer to sociological thought.

CO3: To comprehend the theoretical contributions of Émile Durkheim, including his theory of suicide, sociology of religion, concept of social facts, and division of labour.

CO4: To analyse Karl Marx's theories such as historical materialism, dialectical materialism, surplus value, alienation, and class struggle.

CO5: To evaluate the relevance and applicability of classical sociological thinkers in the present social context.

Course Outcomes - Programme Outcomes Mapping of Paper SO40007

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	2	3	2	3	3	2	1	1	3	1	2	1	3	2	2	2	2
CO 2	1	3	2	3	3	1	1	1	2	1	1	2	3	1	1	2	2
CO 3	2	3	2	3	3	2	2	1	3	2	3	1	3	2	2	3	3
CO 4	3	3	2	3	3	1	1	1	3	2	2	1	3	2	2	3	2
Avg	**2.0**	**3.0**	**2.0**	**3.0**	**3.0**	**1.5**	**1.25**	**1.0**	**2.75**	**1.5**	**2.0**	**1.25**	**3.0**	**1.75**	**1.75**	**2.5**	**2.25**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances critical sociological thinking and theoretical understanding through the study of classical sociological thinkers and foundational sociological theories.
SDG 5	Gender Equality	Encourages critical reflection on power relations, authority, labour, and inequality within social institutions and social structures.
SDG 8	Decent Work and Economic Growth	Develops understanding of labour, capitalism, bureaucracy, division of labour, and economic organization through the theories of Marx, Weber, and Durkheim.
SDG 10	Reduced Inequalities	Promotes analysis of class struggle, alienation, elite circulation, authority, and social inequality through major sociological perspectives.
SDG 16	Peace, Justice and Strong Institutions	Strengthens understanding of legitimacy, authority, bureaucracy, law, religion, and social order in maintaining stable and just social institutions.
SDG 17	Partnerships for the Goals	Encourages interdisciplinary and comparative analysis of society, governance, economy, and social systems through classical sociological thought.

Suggested Readings:

1. Abraham and Morgan, 1985. Sociological Thought. Delhi: McMillan India Ltd.

2. Aron, Raymond,1965, Main Currents in Sociological Thought, Vol. I &II

3. Coser, Lewis A. 1979, Masters of Sociological Thought. New York: Harcourt Brace Jovanovich

4. Giddens, Anthony1997, Capitalism and Modern Social Theory-An Analysis of Writings of Marx, Durkheim and Weber

5. Ritzer, George. 2011. (5th Edition). Sociological Theory. New Delhi: Tata-McGraw Hill.

SOCIOLOGY OF ENVIRONMENT

Course Category	Course Code	Course Title	Total Credit	L	T	P
Core Paper–V	SO40009	Sociology of Environment	4	3	1	0

Course Objective:

- To introduce the basic concepts of ecology, ecosystem, and the interrelationship between environment and social relations.
- To understand the perspective of eco-feminism and its role in linking gender and environmental concerns.
- To examine key environmental issues such as sustainable development, environmental degradation, industrialization, and urbanization.
- To study contemporary environmental problems including water scarcity, deforestation, urban waste, global warming, and climate change.
- To familiarize students with constitutional provisions, environmental laws, and government programmes for environmental protection and enrichment.
- To analyze the role and significance of environmental movements in India such as the Chipko Movement, Appiko Movement, and Narmada Bachao Andolan.

Course Contents:

Unit-I: Environment and Related Concepts [15 Classroom Contact Hours]

- Ecology, Ecosystem
- Environment and Social Relations
- Eco-Feminism.

Unit-II: **Environmental Issues** [15 Classroom Contact Hours]

- Sustainable Development
- Environmental Degradation
- Industrialization and Development
- Urbanization and Development.

Unit-III: Contemporary Environmental Problems & Environmental Protection[15 Classroom Contact Hours]

- Problems of Water

- Deforestation
- Urban Waste
- Global Warming and Climate Change
- Constitutional provisions and Laws
- Government Programmes for the protection and enrichment of Environment

Unit-IV: Environmental Movements in India[15 Classroom Contact Hours]

- Chipko Movement
- Appiko Movement
- Narmada Bachao Andolan

Course Outcomes:

After completion of the course, the students will be able to:

CO1: Explain the various concepts related to environment

CO2: Establish the relationship between environment and society.

CO3: Identify the conceptual issues in environmental Sociology.

CO4: Describe various environmental movements and sustainable resource management practices

CO5: Evaluate policies and practices related to environment.

Course Outcomes - Programme Outcomes Mapping of Paper SO40009

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	3	3	1	2	1	2	1	2	3	3	2	1	3	2
CO2	3	3	2	3	3	2	2	1	3	2	3	3	3	2	2	3	3
CO3	3	3	3	2	2	2	1	2	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	3	1	3	1	3	3	3	3	3	2	2	3	3
Avg	**2.75**	**3.0**	**2.5**	**2.75**	**2.75**	**1.5**	**2.0**	**1.25**	**2.75**	**2.0**	**2.75**	**3.0**	**2.75**	**2.25**	**1.75**	**3.0**	**2.75**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances environmental awareness, critical thinking, and interdisciplinary understanding of ecological issues, sustainable development, and environmental movements.
SDG 5	Gender Equality	Promotes understanding of eco-feminism and highlights the relationship between gender, environment, and social justice in environmental discourse.
SDG 6	Clean Water and Sanitation	Develops awareness of water-related environmental problems, conservation practices, and the importance of sustainable management of water resources.
SDG 11	Sustainable Cities and Communities	Examines the impact of urbanization, urban waste, and development-induced displacement on communities and sustainable living.
SDG 12	Responsible Consumption and Production	Encourages understanding of sustainable development, environmental conservation, and responsible use of natural resources.
SDG 13	Climate Action	Promotes critical understanding of global warming, climate change, environmental degradation, and environmental protection measures.
SDG 15	Life on Land	Raises awareness regarding deforestation, biodiversity conservation, ecosystem protection, and the significance of environmental movements in preserving natural habitats.

Suggested readings:

1. Bily, C.A. 2006. Global Warming. San Diego: Greenhaven. QC981.8. G56 G574 2006

2. Shitole, G.Y. and Ram Sable. 2012. Environmental Degradation: Issues and Challenges. New Delhi: Global Research Publications Hussain, M.1998. Environmental Degradation: Realities and Remedies. Lahore: Ferozsons Ltd.

3. Adams.W.M.2020. Green Development: Environment and Sustainability in a Developing World. Fourth Edition. London: Routledge

4. Bhattacharya, Sukanta. 2010. Environmental Sociology: Indian Perspective. Kolkata: Levan

UNDERSTANDING TRIBAL SOCIETY

Course Category	Course Code	Course Title	Total Credit	L	T	P
Tribal Paper–I	TS40051	Understanding Tribal Society	4	3	1	0

Course Objectives:

- To introduce the meaning, origin, and characteristics of the concept of tribe.
- To understand the diversity of tribal communities including Scheduled Tribes, Nomadic Tribes, Particularly Vulnerable Tribal Groups (PVTGs), and Denotified Tribes in India.
- To study tribal institutions and organizations such as family, marriage, kinship, youth dormitory, and the role of tribal women.
- To examine patterns of tribal subsistence including food gathering, shifting cultivation, nomadic life, settled agriculture, and artisan work.
- To analyze modes of economic exchange—gift, barter, and money—and the impact of markets and industries on tribal economy.
- To explore tribal religion, culture, and the relationship between magic, science, and belief systems.

Course Contents:

Unit-I: Concepts and Typology of Tribes[15 Classroom Contact Hours]

- Tribe: Meaning and origin of the concept**,** Characteristics of Tribe, Scheduled Tribes, Nomadic Tribes, Particularly Vulnerable Tribal Groups (PVTGs), Denotified Tribes in India
- Classification and distribution of Indian tribes: Geographical, Linguistic, Racial and Economic.

Unit II: Tribal Institutions and organizations[15 Classroom Contact Hours]

- Tribal Institutions and organizations: Family, Marriage, Kinship, Youth Dormitory, Tribal Women.
- Patterns of Subsistence: Food gathering and hunting, Shifting Cultivation, Nomadic living, Peasants, settled agriculturists and Artisans.

- Mode of economic exchange: Gift, Barter and money; Impact of market and industries on tribal economy.

Unit III: Tribal Religion & Culture[15 Classroom Contact Hours]

- Tribal culture and religion, magic and Science
- Tribal beliefs about the universe, nature, ancestors, Ecological Knowledge and Traditional Systems.
- Ritual Shamanisim and Healing Practices in Tribal Societies.

Unit IV: Tribal Literature, Art and Craft[15 Classroom Contact Hours]

- Reading major tribal ethnographies on Indian tribes: Bhil, Santal, Gond, Munda, Bonda, Lodha, Juang, Khond, Naga, Mishmi, Baiga, Jarwa, Onge etc.
- Tribal art and craft: Different forms of art, painting and crafts of Indian tribes.

Course Outcomes:

CO1: Identify the tribes and tribal development issues and bring development

CO2: Study the life by identifying effective strategies for economic and social impact of the tribes

CO3: Design programmes for tribes and bring awareness about facilities and opportunities for their development.

CO4: Explain the basics of tribal society and institutions and organizations in India

CO5: Study about tribal diasporas such as tribal art, language and ethnicity.

Course Outcomes - Programme Outcomes Mapping of Paper TS40051

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	2	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	3	3	2	3	3	2	2	1	3	2	3	2	3	2	2	3	3
CO 3	2	3	3	3	3	1	2	1	2	1	2	1	3	2	2	2	2
CO 4	3	3	3	3	3	3	2	2	3	2	3	2	3	3	3	3	3
Avg	**2.5**	**3.0**	**2.5**	**2.75**	**2.75**	**1.75**	**1.75**	**1.25**	**2.5**	**1.5**	**2.25**	**1.5**	**3.0**	**2.0**	**2.0**	**2.5**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines tribal subsistence patterns, livelihoods, economic exchange systems, and the impact of markets and industries on tribal economies and well-being.
SDG 4	Quality Education	Promotes inclusive and interdisciplinary learning about tribal societies, institutions, ethnographies, culture, and indigenous knowledge systems.
SDG 5	Gender Equality	Encourages understanding of the role and status of tribal women within tribal institutions, family systems, and socio-cultural life.
SDG 8	Decent Work and Economic Growth	Develops awareness of traditional occupations, artisanship, economic exchange systems, and sustainable livelihood practices among tribal communities.
SDG 10	Reduced Inequalities	Enhances understanding of marginalized tribal communities such as Scheduled Tribes, PVTGs, Nomadic Tribes, and Denotified Tribes, promoting social inclusion and equity.
SDG 11	Sustainable Cities and Communities	Encourages preservation and appreciation of tribal cultural heritage, traditional institutions, indigenous knowledge, and community practices.
SDG 12	Responsible Consumption and Production	Highlights sustainable tribal subsistence practices, indigenous resource management, and eco-friendly craft traditions.
SDG 15	Life on Land	Promotes awareness of tribal communities' close relationship with forests, biodiversity, and natural ecosystems through traditional lifestyles and practices.

Suggested Readings:

1. Baviskar, Amita 1995. In the belly of the river: Tribal conflicts over development in the Narmada valley. New Delhi: Oxford University Press.

2. Beteille, Andre 1998. “The idea of indigenous people”, Current Anthropology, 39(2): 187-91.

3. Frazer, Sir James George 2002 [1890]. The Golden Bough. London: Dover Publications (Abridged edition).

4. Furer-Haimendorf, C. von 1982.Tribes of India: The Struggle for Survival. Delhi: Oxford University Publication.

5. Guha, Ranajit 1983. (ed) Subaltern Studies II: Writings on South Asian history and society. Delhi: Oxford University Press.

6. Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Delhi: Oxford University Press.

7. Hasnain, Nadeem, 1994. Tribal India. Delhi: Palaka Prakashan.

8. Haviland, William A. et.al. 2016. Cultural Anthropology: The Human Challenge, 15th Edition. Boston, Massachusetts : Wadsworth Publishing.

9. Kuper, Adam 1988. The Invention of Primitive Society: Transformations of an Illusion. London: Routledge.

10. Kuper, Adam, 2003. “The return of the native”, Current Anthropology, 44(3): 389-402.

11. Mohanty, Gopinath 1987.Paraja. [Originally published in Oriya. Translated to English by Bikram K. Das]. Delhi: Oxford University Press.

12. Nanda, Bikram Narayan 1994. Counters of Continuity and Change: The Story of the Bonda Highlanders. New Delhi: Sage Publications.

13. Padel, Felix 2009. Sacrificing people: Invasions of a tribal landscape. New Delhi: Orient Blackswan.

14. Pandey, Gyanendra 2006. “The subaltern as subaltern citizen”, Economic and Political Weekly, 41 (46): 4735-41.

15. Patnaik, S.M (2007). Indian Tribes and the Mainstream. (ed.) Jaipur: Rawat Publications.

16. Pfeffer, Georg and Behera, D.K. Contemporary Society: Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company

17. Pfeffer, Georg. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: NISWAS

18. 18. Radhakrishna, Meena, 2016. First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India. New Delhi: Oxford University Press.

19. Russall, R.V. and R.B. Hiralal 1916. Tribes and castes of the central provinces of India (2 vols). London: Macmillan and Co.

20. Singh, K.S. 1985. Tribal society in India: An anthropological perspective. New Delhi: Manohar Publications.Sathyapalan, Jyothis & M. Gopinath Reddy, 2010.

SEMESTER-II

Course Category	Course Code	Course Title	Credit	L	T	P
Core Paper–VI	SO40002	Sociological Theory	4	3	1	0
Core Paper–VII	SO40004	Economic Sociology	4	3	1	0
Core Paper-VIII	SO40006	Digital Sociology	4	3	1	0
Special Paper–I (Choose Any One)	SO40032	**A. Rural Sociology and Rural Development**	4	3	1	0
	SL40032	**B. Sociology of Industrial Relations**	4	3	1	0
Special Paper–II (Choose Any One)	SO40034	**A. Social Change and Development**	4	3	1	0
	SL40034	**B. Crime and Society**	4	3	1	0
Tribal Paper–II	TS40052	Tribal Administration and Customary Law	4	3	1	0
Total Credits			**24**			

SEMESTER-II

SOCIOLOGICAL THEORY

Course Category	Course Code	Course Title	Credit	L	T	P
Core Paper–VI	SO40002	Sociological Theory	4	3	1	0

Course Objectives:

- To understand the meaning, features, and types of sociological theory.
- To know the link between theory and research.
- To learn about Functionalism and the ideas of Talcott Parsons and Robert K. Merton.
- To study Conflict Theory of Karl Marx, Lewis Coser, and Ralf Dahrendorf.
- To understand Exchange Theory of George C. Homans and Peter Blau.
- To know the Interactionist Theory of Blumer, Mead, Goffman, and Garfinkel.

Course Contents:

Unit-I: Sociological theory[15 Classroom Contact Hours]

- Meaning of theory
- Characteristics of sociological theory
- Types of theory
- Theory and research: the reciprocal relationship

Unit-II: Functionalism[15 Classroom Contact Hours]

- History and Basic Postulates
- T. Parsons: Social system, pattern variables, action frame of reference
- R.K. Merton: Theories of Middle Range, Anomie Theory, Manifest and Latent Functions and Dysfunctions.

Unit- III: Conflict Theory and Exchange Theory[15 Classroom Contact Hours]

- Conflict Theory: Karl Marx, L. Coser, R. Dahrendorf.

- Exchange Theory: George C. Homans. And Peter Blau. Theory of distributive justice; Homans and Blau

Unit-IV: Social Construction Approaches[15 Classroom Contact Hours]

- Interactionist Theory: H Garfinkel, Erving Goffman, Herbert Blumer, George H. Mead
- Phenomenological: A.Schutz, Edmund Husserl
- Ethnomethodology: H Garfinkel

Course Outcomes:

CO1: Demonstrate comprehension of the significant sociological theorist's ideas and concepts.

CO2: Analyse the approaches more relevant to their everyday lives and sociological interests.

CO3: Contextualize the readings by learning about the modern theoretical knowledge.

CO4: To understand concept of the social world and the history of sociological thoughts.

CO5: To Develop the understanding of major sociological perspectives.

Course Outcomes - Programme Outcomes Mapping of Paper SO40002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	3	3	2	1	1	3	1	2	1	3	2	2	2	2
CO2	3	3	2	3	3	2	2	1	3	2	2	2	3	2	2	3	3
CO3	2	3	3	3	3	2	1	2	3	1	2	1	3	3	3	3	2
CO4	2	3	3	3	3	2	2	1	3	2	2	2	3	2	2	3	3
Avg	**2.25**	**3.0**	**2.5**	**3.0**	**3.0**	**2.0**	**1.5**	**1.25**	**3.0**	**1.5**	**2.0**	**1.5**	**3.0**	**2.25**	**2.25**	**2.75**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	**SDG Title**	**Nature of Contribution**

SDG 4	Quality Education	Strengthens theoretical and analytical understanding of sociology through classical and contemporary sociological theories, improving critical thinking and academic depth.
SDG 5	Gender Equality	Encourages critical examination of social structures, power relations, and interactionist perspectives that help analyze gender roles and inequalities in society.
SDG 8	Decent Work and Economic Growth	Provides insight into theories of labour, class, exchange, and economic behaviour through Marxian, Weberian, and exchange theoretical perspectives.
SDG 10	Reduced Inequalities	Develops understanding of inequality, social stratification, conflict, and distributive justice through conflict and exchange theories.
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of social order, norms, institutions, and social construction of reality through functionalist and interactionist perspectives.

Suggested Readings:

1. Adams, B. N.&SydieR.A.2000, Sociological Theory
2. Aron, Raymond,1965, Main Currents in Sociological Thought, Vol. I&II
3. Berger Peter Land Thom as Luckman, 1966, The Social Construction of Reality
4. Blumer, 'Society as Symbolic Interaction' in Human Behavior and Social Processes
5. Coser, L.A. 1977, Masters of Sociological Thought
6. Garfinkel, Harold,1967, Studies in Ethnomethodology
7. Giddens, Anthony,1979, Central problems in Social Theory
8. Giddens, Anthony, 1984, The Constitution of Society: Outline of the Theory of Structuration
9. Schutz, Alfred, The phenomenology of the social world
10. Turner, J.H. 1995, The Structure of Sociological Theories

ECONOMIC SOCIOLOGY

Course Category	Course Code	Course Title	Credit	L	T	P
Core Paper–VII	SO40004	Economic Sociology	4	3	1	0

Course Objectives:

- To understand the meaning, nature, and scope of economic sociology.
- To learn the history and development of economic sociology as a discipline.
- To study the formalism and substantivism approaches in economic sociology.
- To understand different forms of exchange, including reciprocity, gift, barter, and money.
- To examine various systems of production, circulation, and consumption, such as hunting-gathering, agrarian, capitalism, and socialism.

Course Contents:

Unit-I: Introduction and Perspectives[15 Classroom Contact Hours]

- Meaning and Concepts
- Nature and Scope
- History of Economic Sociology
- Formalism and Substantivism

Unit-II: Forms of Exchange[15 Classroom Contact Hours]

- Reciprocity and Gift
- Barter system
- Exchange and Money

Unit-III: Systems of Production, Circulation and Consumption [15 Classroom Contact Hours]

- Hunting and Gathering
- Agrarian
- Capitalism
- Socialism

Unit-IV: Some Contemporary Issues [15 Classroom Contact Hours]

- E-commerce
- Development
- Globalization
- Unemployment

Course Outcomes:

CO1: Students will have a conceptual understanding about the key concepts and theories regarding the interrelationship between economy and society.

CO2: Describes socio-cultural basis of economic systems, institutions and actors in a comparative perspective.

CO3: Helps to understand the current transformations of economy by identifying its key socio-cultural processes and institutions.

CO4: Helps to distinguish clearly the various forms of exchange in economic system.

CO5: Develop a critical understanding about the contemporary issues on economic system.

Course Outcomes - Programme Outcomes Mapping of Paper SO40004

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	1	3	2	2	3	1	1	1	3	1	1	1	3	1	1	2	2
CO 2	2	3	2	3	3	1	2	1	3	2	2	2	3	2	2	3	3
CO 3	2	3	2	3	3	1	2	1	2	1	2	1	3	2	1	2	2
CO 4	3	3	3	3	3	2	2	3	3	3	3	2	3	2	2	3	3
Avg	**2.0**	**3.0**	**2.25**	**2.75**	**3.0**	**1.25**	**1.75**	**1.5**	**2.75**	**1.75**	**2.0**	**1.5**	**3.0**	**1.75**	**1.5**	**2.5**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Develops understanding of economic systems, livelihoods, and development processes that shape poverty reduction and resource distribution in society.
SDG 4	Quality Education	Strengthens theoretical and analytical understanding of economic sociology, linking economy and society through comparative and critical perspectives.
SDG 8	Decent Work and Economic Growth	Examines production systems, labour relations, capitalism, socialism, unemployment, and emerging economic structures like e-commerce and globalization.
SDG 10	Reduced Inequalities	Critically explores inequalities generated by different economic systems, exchange mechanisms, and global economic structures.
SDG 12	Responsible Consumption and Production	Focuses on production, circulation, and consumption systems, encouraging awareness of sustainable and responsible economic practices.
SDG 16	Peace, Justice and Strong Institutions	Highlights the role of economic institutions, governance systems, and regulatory frameworks in shaping economic order and fairness.
SDG 17	Partnerships for the Goals	Emphasizes global interdependence, cooperation, and the impact of globalization on economic systems and development.

Suggested Readings:

1. Baran, P. The Political Economy of Growth. NY: Monthly Review Press, 1957.

2. Durkheim, É. The division of labour in society. New York: Free Press, 1997.

3. Evans, P. B. Embedded autonomy states and industrial transformation. Princeton, NJ: Princeton University P, 1995.

4. Granovetter, M. “Economic action and social structure: The problem of embeddedness” in American Journal of Sociology. Vol. 91, pp. 481–510, 1985.

5. Harvey, D. A Brief History of Neoliberalism. Oxford: Oxford University Press. 2009.

6. Hoselitz, B.F. Sociological Aspects of Economic Growth. NY: The Free Press, 1960.

7. Marx, K. “Alienated Labour” in T.B. Bottomore (Ed.). Karl Marx: Early Writings, New York: McGraw Hill, 1963.

8. Marx, K. Capital (Vol. I). Moscow: Progress Publishers 1974.

9. Mitchell, T. ‘Fixing the Economy’ in Cultural Studies, 12(1), 1998.

10. Nash, M. Primitive and Peasant Economic Systems. California: Chandler, 1956.

11. Parsons, T. and N. Smelser. Economy and Society. London: Routledge, 2010.

12. Smelser, N. J. and R. Swedberg. The handbook of economic sociology. Princeton, NJ: Princeton University P, 2005.

13. Weber, M. Economy and society: An outline of interpretive sociology. Berkeley: University of California.

Digital Sociology

Course Category	Course Code	Course Title	Credit	L	T	P
Core Paper-VIII	SO40006	Digital Sociology	4	3	1	0

Course Objectives:

- To understand the concept and scope of digital sociology.
- To learn how AI and media technologies influence society.
- To explore new methods for studying digital society.
- To practice researching digital social life using tools like sensor media and data walks.
- To develop skills in group projects and presentations related to digital sociology.
- To examine ethical and political issues in digital social research.

Course Content:

Unit I: Introduction to Digital Sociology [15 Classroom Contact Hours]

- Information related to Digital Sociology
- How AI makes media technologies social
- New methods to understand the digital society

Unit-II: Digital Sociology in Practice [15 Classroom Contact Hours]

- Researching digital social life with sensor media
- Exploring digital social life through data walks
- Presentation of group projects

Unit-III Issues in Digital Sociology [15 Classroom Contact Hours]

- Ethical issues across sociology
- Political issues across sociology

Unit-IV Data mapping[15 Classroom Contact Hours]

- Diagramming the digital city

- Group work
- Analysis of materials
- Preparation of the final presentation

Course Outcomes:

CO1: This paper will provide an overview of these recent transformations and debates

CO2: It offers an advanced introduction to the key societal, methodological and normative issues

CO3: It provides ethical, social and political implications of the embedding of computational and AI enabled analytics in society.

CO4: It also provides concepts, methods and sensibilities does Sociology offer to understand digital transformations of social life

Course Outcomes - Programme Outcomes Mapping of Paper SO40092

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	3	2	3	2	1	1	3	3	1	1	1	3	1	1	2	2
CO 2	2	3	2	3	3	2	2	3	3	2	3	1	3	3	2	3	3
CO 3	3	3	3	3	3	2	2	3	3	2	3	1	3	3	2	3	3
CO 4	2	3	3	3	3	3	3	3	3	2	2	1	3	3	3	3	3
Avg	**2.0**	**3.0**	**2.5**	**3.0**	**2.75**	**2.0**	**2.0**	**3.0**	**3.0**	**1.75**	**2.25**	**1.0**	**3.0**	**2.5**	**2.0**	**2.75**	**2.75**

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3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances advanced understanding of digital sociology, AI, and computational methods while promoting new methodological and analytical skills for studying digital society.

SDG 5	Gender Equality	Encourages critical reflection on how digital technologies and AI shape gender representation, participation, and inequalities in online and mediated spaces.
SDG 8	Decent Work and Economic Growth	Explores the impact of digital technologies, AI, and data-driven systems on work patterns, digital economies, and emerging forms of employment.
SDG 9	Industry, Innovation and Infrastructure	Focuses on digital innovation, AI-enabled infrastructures, sensor media, and technological transformation of social and urban environments.
SDG 10	Reduced Inequalities	Examines digital divides, unequal access to technology, and algorithmic biases that shape inequalities in digital society.
SDG 12	Responsible Consumption and Production	Encourages awareness of data ethics, responsible use of digital technologies, and sustainable engagement with digital platforms.

Suggested Readings:

1. Bonikowski, B., & Nelson, L. K. (2022). From ends to means: The promise of computational text analysis for theoretically driven sociological research. Sociological Methods & Research, 51(4), 1469-1483.

2. Christin, A. (2020). The ethnographer and the algorithm: beyond the black box. Theory and Society, 49(5), 897-918.

3. Gregory, K. (2021). 'My life is more valuable than this': Understanding risk among on-demand food couriers in Edinburgh. Work, Employment and Society, 35(2), 316-331.

4. Healy, K. (2017) Public Sociology in the Age of Social Media, Perspectives on Politics.

5. Lazer, D. M., Pentland, A., Watts, D. J., Aral, S., Athey, S., Contractor, N., & Wagner, C. (2020). Computational social science: Obstacles and opportunities. Science, 369 (6507), 1060-1062.

6. Lupton, Deborah (2013) Digital Sociology. London and New York: Routledge.

7. Marres, N. (2017) Digital Sociology: the reinvention of social research, Cambridge: Polity.

8. Marres, N and E. Weltevrede (2012) 'Scraping the Social? Issues in Live Research,' Journal of Cultural Economy.

9. Orton-Johnson, K. (2024). Digital Culture and Society. London and New Dehlli: Sage publications.

Rural Sociology and Rural Development

Course Category	Course Code	Course Title	Credit	L	T	P
Special Paper–I (Choose Any One)	SO40032	Rural Sociology and Rural Development	4	3	1	0

Course Objectives:

- To know what rural sociology is and why studying villages is important.
- To understand village life, social structure, caste, politics, and farmers in rural areas.
- To learn about peasant and agrarian society and dominant classes in villages.
- To study rural movements like peasant movements, cooperatives, CAPART, and SHGs.
- To understand rural welfare and Panchayati Raj system (73rd & 74th Amendment).
- To learn about rural development programmes like health, housing, sanitation, education, and poverty reduction.

Course Contents:

Unit-I: Rural Sociology [15 Classroom Contact Hours]

- Importance of Study of Rural Sociology, Meaning, Nature and scope, Village Community, Village Studies.
- Rural Social Structure and Issues: Jajmani system, Caste and Politics, Agrarian and Peasant Social Structure and Rural farmer, dominant classes.

Unit-II: Rural Social Movement[15 Classroom Contact Hours]

- Peasant Movement in India, Co-operative Movement, CAPART, SHGs
- Rural Reconstruction and Social Welfare, Panchayati Raj Institution in India and 73rd-74th Constitutional Amendment

Unit-III: Rural Social Services and Developmental Programmes[15 Classroom Contact Hours]

- NRHM
- Housing and sanitation
- Watershed management
- Universalization of Primary Education, Mid-daymeals
- Poverty Alleviation Programmes and NREGS.

Unit-IV: Land Reform Movement[15 Classroom Contact Hours]

- Land reforms and its consequences; implications of green revolution; Food Security and Sustainable agriculture; cultivators' suicide.
- Rural Development Programme: MNREGS, RWSS (Rural Water Supply and Sanitation), IWMP, PURA and NABARD.

Course Outcomes:

CO1: Explain the Nature and Scope of Rural Sociology

CO2: Describe the Social Structure of Rural Communities

CO3: Describe rural economy in India-Rural Development Initiatives by Govt.

CO4: Rural social movement, Panchayat Raj System: its impact on Rural India

CO5: Demonstrate the Land Reforms in India and agricultural pattern

Course Outcomes - Programme Outcomes Mapping of Paper SO40032

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	1	3	2	2	2	2	1	1	2	1	1	1	3	1	2	2	2
CO 2	3	3	2	3	3	2	2	1	2	2	3	1	3	2	2	3	2
CO 3	3	3	3	2	3	2	3	2	3	3	3	2	2	3	3	3	3
CO 4	3	3	3	3	3	2	3	1	3	3	3	2	3	2	2	3	3
Avg	**2.5**	**3.0**	**2.5**	**2.5**	**2.75**	**2.0**	**2.25**	**1.25**	**2.5**	**2.25**	**2.5**	**1.5**	**2.75**	**2.0**	**2.25**	**2.75**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines rural poverty reduction through land reforms, rural development programmes, cooperatives, and livelihood generation schemes like MNREGS.
SDG 2	Zero Hunger	Addresses food security, sustainable agriculture, green revolution impacts, and rural agricultural systems affecting food availability and nutrition.
SDG 4	Quality Education	Enhances understanding of rural society, education initiatives like universal primary education and mid-day meal schemes, and rural development knowledge.
SDG 5	Gender Equality	Encourages awareness of women's participation in SHGs, rural development programmes, and their role in rural social and economic transformation.
SDG 9	Industry, Innovation and Infrastructure	Covers rural infrastructure development, housing, sanitation, and development programmes like PURA aimed at rural modernization.
SDG 11	Sustainable Cities and Communities	Promotes sustainable rural community development, housing, sanitation, and participatory governance through Panchayati Raj institutions.
SDG 16	Peace, Justice and Strong Institutions	Highlights Panchayati Raj institutions, governance reforms, land reforms, and institutional mechanisms for rural justice and participation.
SDG 17	Partnerships for the Goals	Promotes collaboration between government programmes, NGOs, cooperatives, and community institutions for rural development initiatives.

Suggested Readings:

1. Desai. A.R., Rural Sociology in India
2. Dube. S.C. India's Changing Village
3. Bertr and.A.L., Rural Sociology
4. Shah G., Gandhian Approach to Rural Development
5. Dey. S.K., Panchayati Raj
6. Puri. K.E., Social System in Rural India
7. Gillette. J.M., Rural Sociology
8. Dube.S.C., Contemporary India & Its Modernization

9. Dhanagare . D. N., Peasant Movements in India
10. Desai . A. R., Peasant Struggles in India

Sociology of Industrial Relations

Course Category	Course Code	Course Title	Credit	L	T	P
Special Paper–I (Choose Any One)	SL40032	Sociology of Industrial Relations	4	3	1	0

Course Objectives:

- To understand the meaning, nature, and scope of industrial sociology.
- To learn the history and development of industrial sociology as a discipline.
- To study industrial relations, including its nature, importance, and causes of poor relations.
- To know different approaches and measures for improving industrial relations.
- To understand industrial disputes, their causes, nature, and settlement methods.
- To learn about trade unions, their meaning, growth, functions, and role in industrial organizations, and trade union movements in India.

Course Contents:

Unit- I: Introduction to Industrial Sociology[15 Classroom Contact Hours]

- Meaning, Definition, Nature and Scope
- Development of Industrial Sociology

Unit –II: Industrial relations [15 Classroom Contact Hours]

- Nature of Industrial Relations
- Importance of good industrial relation
- Causes for poor industrial relations
- Approaches to industrial relations
- Measures for developing sound industrial relations

Unit-III: Industrial Disputes [15 Classroom Contact Hours]

- Nature of Disputes

- Causes of industrial disputes,
- Settlement of industrial disputes
- Trade Union: Meaning of Trade Union, Growth, functions and role in Industrial organization, Trade union movement in India

Unit-IV: Worker's Participation in Management [15 Classroom Contact Hours]

- Meaning and importance of WPM Levels of participation

Course Outcomes:

CO1: Understand the meaning, nature and scope of Industrial sociology

CO2: Gain an insight on the importance of good industrial relations

CO3: Understand the causes of industrial disputes and the strategies to overcome industrial disputes

CO4: Develop an understanding on the levels of workers participation in an industry

CO5: Understand the role of trade unions in the industrial organization.

Course Outcomes - Programme Outcomes Mapping of Paper SL40032

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	1	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	2	3	3	2	3	1	3	1	2	2	2	1	3	2	2	3	3
CO 3	3	3	2	3	3	2	2	1	3	3	3	1	3	3	2	3	3
CO 4	2	3	3	3	3	1	3	1	2	3	2	1	3	2	2	3	3
Avg	**2.0**	**3.0**	**2.5**	**2.5**	**2.75**	**1.25**	**2.25**	**1.0**	**2.25**	**2.25**	**2.0**	**1.0**	**3.0**	**2.0**	**1.75**	**2.75**	**2.75**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution

SDG 4	Quality Education	Strengthens academic understanding of industrial sociology, labour systems, and workplace organization through theoretical and applied learning.
SDG 8	Decent Work and Economic Growth	Focuses on industrial relations, trade unions, workers' participation, and dispute resolution, promoting fair, safe, and productive work environments.
SDG 9	Industry, Innovation and Infrastructure	Examines industrial systems, organizational development, and management-worker relations supporting stable and sustainable industrial growth.
SDG 10	Reduced Inequalities	Addresses power imbalances between workers and management and explores mechanisms like trade unions to reduce workplace inequalities.
SDG 16	Peace, Justice and Strong Institutions	Promotes understanding of dispute resolution mechanisms, labour rights, and institutional frameworks ensuring fair industrial governance and justice.

Suggested Readings:

1. Charles, A. Myers and Subbiah Kannappan, Industrial Relations in India, Asia Publishing House, Bombay.

2. Giri, V. V., Labour Problems in Indian Industry, Asia Publishing House, Bombay.

3. Gisbert, P., Fundamental of Industrial Sociology, Tata McGraw-Hill Publishing Co., New Delhi.

4. Karnik, V. B., Indian Labour: Problems and Prospects, Minerva Associates Pvt. Ltd., Calcutta.

5. Kohli, A. S., S. K. Sharma, Labour Welfare and Social Security, Anmol Publications Pvt. Ltd., NewDelhi.

6. Mamoria, C. B. and S. Mamoria, Dynamics of Industrial Relations, Himalaya Publishing House, NewDelhi.

7. Mathur, A. S. and J. S. Mathur, Trade Union Movement in India, Chaitanya Publishing House,Allahabad.

SOCIAL CHANGE AND DEVELOPMENT

Course Category	Course Code	Course Title	Credit	L	T	P
Special Paper–II (Choose Any One)	SO40034	Social Change and Development	4	3	1	0

Course Objectives:

- To understand the meaning, definition, and dimensions of social change and development.
- To learn the historical evolution of development and the key principles of social development.
- To study different theories of social change and development, including evolutionary, functional, cyclical, and conflict theories.
- To understand the factors influencing social change and development, such as technology, economy, psychology, culture, and media.
- To learn about the dynamics of development, including economic growth, human development, sustainable development goals, gender, and marginalized groups

Course Contents:

Unit-I: **Social Change and Development**[15 Classroom Contact Hours]

- Meaning, definition and dimensions of social change
- Development-the historical evolution of the concept, meaning and dimensions of development.
- Change and Development, social development, key social development principles

Unit-II: Theories of Change and Development [15 Classroom Contact Hours]

- Evolutionary theory
- Functional theory
- Cyclical theory
- Conflict theory

Unit-III: Factors of Social Change and Development [15 Classroom Contact Hours]

- Techno-Economic
- Socio-Psychological

- Cultural, Media

Unit-IV: Dynamics of Development[15 Classroom Contact Hours]

- Economic Growth, Human Development, Sustainable Development Goals, Gender and Development, Development and Marginalized Group
- Role of Civil Society and NGOs in Development, Impact of Information Technology on Development.

Course Outcomes:

CO1: To understand the meaning, dimensions and significance of the social change.

CO2: Develop the ability to critically engage with contemporary changes.

CO3: Facilitate theoretical thinking about transformation.

CO4: To know conceptual and theoretical understanding of social change and development.

CO5: Familiarize the students on factors of change and development, sustainable development goals and the role of ICT in social change.

Course Outcomes - Programme Outcomes Mapping of Paper SO40034

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	2	3	2	2	2	1	1	1	3	1	1	1	3	1	1	2	2
CO 2	3	3	2	3	3	2	2	2	3	3	2	2	3	2	2	3	3
CO 3	2	3	2	3	3	2	1	1	3	2	2	1	3	2	2	3	2
CO 4	2	3	2	3	3	2	1	1	3	2	2	1	3	2	2	3	2
Avg	**2.25**	**3.0**	**2.0**	**2.75**	**2.75**	**1.75**	**1.25**	**1.25**	**3.0**	**2.0**	**1.75**	**1.25**	**3.0**	**1.75**	**1.75**	**2.75**	**2.25**

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SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines development processes, economic growth, and structural change aimed at reducing poverty and improving living standards of marginalized groups.
SDG 3	Good Health and Well-Being	Engages with human development, well-being, and social development indicators that improve quality of life and overall social welfare.
SDG 4	Quality Education	Promotes theoretical and critical understanding of social change, development theories, and contemporary transformation processes in society.
SDG 5	Gender Equality	Integrates gender perspectives in development, highlighting gender and development approaches and addressing structural inequalities affecting women.
SDG 8	Decent Work and Economic Growth	Focuses on economic development, growth models, labour transformation, and the role of technology and economy in social change.
SDG 9	Industry, Innovation and Infrastructure	Examines the impact of technology, innovation, and infrastructure on development and societal transformation.
SDG 11	Sustainable Cities and Communities	Engages with sustainable development, urban change, and community-level transformation processes.
SDG 16	Peace, Justice and Strong Institutions	Highlights the role of institutions, civil society, and NGOs in ensuring equitable, participatory, and just development processes.
SDG 17	Partnerships for the Goals	Emphasizes collaboration among governments, NGOs, civil society, and international agencies in achieving sustainable development goals.

Suggested Readings:

1. Bardan,P.1984.The Political Economy of Development, New Delhi: Oxford University Press

2. Dak, T. M. and Josef,2001.Social Development, Udaipur Institute of Development studies

3. Dube,S.C.1988.Modernisation and Development: the Search for Alternative Paradigm, New Delhi: Vistar

4. Kothari,Rajani.1988, Rethinking Development: In Search of Humane Alternatives, Delhi: Ajanta

5. Meadow, Dennis, 1977.A Search for Sustainable Future, Ballinger, Cambridge.

6. Sen, Amartya. 1999. Development As Freedom, New Delhi: Oxford University Press

7. United Nations Development Programme.1995.Sustainable Human Development: From Concept to Operation. New York: UNO

Crime and Society

Course Category	Course Code	Course Title	Credit	L	T	P
Special Paper–II (Choose Any One)	SL40034	Crime and Society	4	3	1	0

Course Objectives:

- To understand the concepts, characteristics, and types of crime and deviance.
- To learn the major theories of crime causation, including classical, biological, psychological, and sociological perspectives.
- To study theoretical perspectives such as Anomic theory, Labeling theory, and Differential Association theory.
- To analyze social factors contributing to crime, including the role of social structures, processes, and conflicts.
- To examine the impact of poverty, inequality, and marginalization on criminal behavior.
- To explore contemporary issues in criminology, including public order crimes, cybercrimes, and emerging trends.

Course Contents:

Unit 1: Introduction to Criminology [15 Classroom Contact Hours]

- Concept of crime and deviance
- Characteristics of crime
- Types of crime
- Major theories of crime causation: classical, biological, psychological, and sociological perspectives.

Unit II: Theoretical Perspectives [15 Classroom Contact Hours]

- Anomic theory (Durkheim, Merton)
- Labeling theory
- Differential Association Theory(Sutherland)

Unit III: Social Factors and Crime [15 Classroom Contact Hours]

- Social factors contributing to crime and delinquency.
- Analysis of the role of social structures, processes, and conflicts in criminal behavior.
- Discussion on the impact of poverty, inequality, and social marginalization on crime rates.

Unit IV: Contemporary Issues in Criminology [15 Classroom Contact Hours]

- Examination of public order crimes: sex offenses, substance abuse, and public disorder.
- Analysis of emerging trends in technology and cybercrimes.
- Discussion on the intersection of race, gender, and class with crime and criminal justice.

Course Outcomes:

CO1. Understand the concept of crime and criminals

CO2.Demonstrate knowledge about theoretical perspectives on crime

CO3. Understand the Crime causation and sociological explanations

CO4. Understand the concept Juvenile delinquency and the criminal justice administration system.

CO5. Describe the current issues in criminology.

Course Outcomes - Programme Outcomes Mapping of Paper SL40034

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	2	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	2	3	2	3	3	2	1	1	3	1	2	1	3	2	2	3	2
CO 3	3	3	2	3	3	2	2	1	3	2	3	1	3	2	2	3	3
CO 4	3	3	3	3	3	2	2	2	3	3	3	1	3	3	3	3	3
Avg	**2.5**	**3.0**	**2.25**	**2.75**	**2.75**	**1.75**	**1.5**	**1.25**	**2.75**	**1.75**	**2.25**	**1.0**	**3.0**	**2.0**	**2.0**	**2.75**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-Being	Addresses substance abuse, violence, and social conditions affecting mental and community well-being, linking crime prevention with social health.
SDG 4	Quality Education	Builds critical understanding of criminology, theories of crime, and sociological explanations of deviance through structured academic learning.
SDG 5	Gender Equality	Examines intersections of gender with crime, including gender-based violence, sex offenses, and gendered dimensions of criminal justice systems.
SDG 8	Decent Work and Economic Growth	Explores links between unemployment, poverty, inequality, and crime, highlighting how economic conditions influence deviant behavior.
SDG 11	Sustainable Cities and Communities	Engages with urban crime, public disorder, and cybercrime affecting safety and stability in communities and cities.
SDG 16	Peace, Justice and Strong Institutions	Central focus on crime, justice systems, law enforcement, juvenile delinquency, and strengthening fair and effective criminal justice institutions.
SDG 17	Partnerships for the Goals	Encourages interdisciplinary cooperation among sociology, law, psychology, and public policy to understand and address crime and deviance.

Suggested Readings:

1. Ahuja, Ram. (2000), Criminology.Rawat Publication

2. Brien, Martin O. (2008), Criminology :Routledge Publishers.

3. Karan, Raj. (2002). Dictionary of Terrorism and Bio terrorism.IVY Publishing House, Delhi

4. Barnes, H. E., & Teeters, N. K. (1959). New horizons in criminology (2nd ed.). New York,

5. NY: Prentice-Hall.

6. Gandhirajan, C. K. (2004), Organized crime. A P H Publication Corporation.

7. Paranjape, N.V. (2009). Criminology and Penology.Central Law Publications.

8. Tappan,Paul w. (1960). Crime, Justice ,and Correction :McGraw-Hill Book Company ,Inc.

9. New york, Toronto, London.

10. Shah, Giriraj. (2002). Encyclopedia of international terrorism. Anmol Publications, New Delhi.

11. Situ ,Yingyi. (2000). Environmental crime : The criminal justice system s role in protecting the environment. Sage Publications, New Delhi.

12. Grover ,V. (2002). Encyclopedia of international terrorism.Vol.1,2,&3, Deep & Deep Publication, Delhi.

Tribal Administration and Customary Law

Course Category	Course Code	Course Title	Credit	L	T	P
Tribal Paper–II	TS40052	Tribal Administration and Customary Law	4	3	1	0

Course Objectives:

To explain different concepts of marginalization marginalized communities and related institutions and demonstrate hands-on-experience in dealing with different areas of development and issues of the marginalized communities. To empower students with knowledge and skills for eradicating the exploitation and develop the remote areas and make the students facilitators to work with indigenous populace for improve the lives by providing adequate health and educational services related information for social and financial security against any kind of oppression and exploitation.

Unit I: History of Tribal Administration in India [15 Classroom Contact Hours]

- Tribal administration: During vedic period, colonial era and post-independent India.
- Caste Panchayat in tribal community. State institutions and their role in tribal development

Unit II: Conceptualizing Governance and Panchayat Raj Institution [15 Classroom Contact Hours]

- Concept and meaning, History and origin of the concept,
- Types of governance, governance in tribal areas.
- History and origin of PRI in India, 73 Constitutional Amendment Act.
- Role and function of Grama Sabha, Gram Panchayat, Panchayat Samiti and Zilla Parisad.

Unit III: Customary Laws: Family and Kinship [15 Classroom Contact Hours]

- ·Salient feature of tribal customary law, Sources of tribal customary law: Tradition, custom, age-old practices, beliefs, dreams, sanctions, oral tradition.

- Family: The notion of "family" in tribal society and in law. The constitutional protection of families. New family models and their legal relevance.
- Kinship and Marriage: Duties of support between relatives: scope; obligated persons and beneficiaries; amount; payment by third parties.

Unit IV: Ritual and Oral Traditions [15 Classroom Contact Hours]

- Meaning of ritual and oral tradition in tribal society, Role of ritual and oral traditions in customary law and justice,
- Meaning of mediation and sanctions, Types of mediation and sanction in tribal society, Role of mediation and sanctions in customary law and justice.

Course Learning Outcomes:

CO1: Summarize the history and development of administration and governance in tribal areas
CO2: Outline pros and cons i.e. challenges in tribal administration and governance scenarios at present.
CO3: Appraise about different aspects of tribal administration system and its implications
CO4: Influence in policy and programme designing by different state institutions for tribal development
CO5: Elaborate interdisciplinary perspective on the study of tribal people by introducing basic concepts and debates on their traditions, spiritualism and customary laws.

Course Outcomes - Programme Outcomes Mapping of Paper TS40052

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12
CO1	3	3	2	2	2	2	1	1	2	1	2	2
CO2	3	3	2	3	3	3	2	2	2	2	3	3
CO3	3	3	2	3	2	2	1	1	2	1	2	2
CO4	3	3	2	3	3	3	1	1	2	2	3	3
CO5	3	3	2	3	3	3	2	2	3	2	3	3
Average	**3.0**	**3.0**	**2.0**	**2.8**	**2.6**	**2.6**	**1.4**	**1.4**	**2.2**	**1.6**	**2.6**	**2.6**

Course Outcomes - Programme Specific Outcomes Mapping of Paper TS40052

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	3	2	3	2
CO3	3	2	2	3	1
CO4	3	3	3	3	2
CO5	3	3	3	3	3
Average	**3.0**	**2.6**	**2.4**	**2.8**	**1.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Focuses on governance and policy interventions aimed at improving socio-economic conditions of tribal communities
SDG 5	Gender Equality	Addresses gender justice in governance, role of women in tribal administration, and inclusive policy frameworks
SDG 10	Reduced Inequalities	Emphasizes inclusion, social justice, and reduction of marginalization of tribal communities
SDG 13	Climate Action	Links governance with environmental management, especially in tribal areas dependent on natural resources
SDG 15	Life on Land	Focuses on land rights, forest governance, and sustainable use of natural resources through customary laws

SDG 16	Peace, Justice and Strong Institutions	Highlights governance systems, legal frameworks, customary laws, and justice delivery mechanisms in tribal societies

Recommended Learning Resources:

1. Behura, N. K. and Panigrahi, Nilakantha. 2006. Tribals and the Indian Constitution: Functioning of Fifth Schedule in the State of Orissa. New Delhi: Rawat Publications.
2. A. C. Mittal : Tribal education, administration and development, Radha Publications.
3. Amir Hasan : Tribal administration in India, B.R. Pub. Corp.
4. Atul Chandra Talukdar : Political transition in the grassroots in tribal India, OmsonsPublications.
5. B. K. Roy Burman : Panchayati Raj and Tribals, Institute of Social Sciences.Committee for A Democratic Far Eastern Policy : A layman looks at the constitution of India
6. Cynthia Price Cohen : The Human Rights of Indigenous Peoples, Transnational Publishers.
7. D. N. Gupta :Decentralisation: Need For Reforms, Concept Publishing Company.
8. D.N. Thakur and D. Thakur : Tribal Law And Administration (Volume 7 of Tribal life inIndia), Deep and Deep Publications.
9. Ishwaran, K., 1968. "Customary Law in Village India", In family law and customary law in asia: a contemporary legal perspective 234 (David C. Buxbaum ed.).
10. Kilikdar, Bibhas Kanti, 1998. Customary Laws and Practices – The Riangs of Tripura (Agartala, Tribal Research Institute, Gov't of Tripura,).
11. Koireng, T. Neishoning, 2010. Unwritten Customary Law of North East India (Shillong,).
12. Kusum & P.M. Bakshi, 1982. Customary Law and Justice in the Tribal Areas of Meghalaya (Bombay).
13. Mahapatra, L.K., 2002. "Customary Rights in Land and Forest and the State", In Tribal and Indigenous People of India – Problems and Prospects(Rabindra Nath Pati ed.,).
14. Reddy, M. Gopinath, K. Anil Kumar & Naga Raju, 2009. Chikkala, A Study of Forest Rights Act, 2006 in Andhra Pradesh – An Assessment of Its Major Features and Issues in Implementation Process (Hyderabad, Centre for Economic and Social Studies,).
15. Sarkar, R.M. (ed). 2006. Land and Forest Rights of the Tribals Today (New Delhi, Serials Publications,).
16. Sathyapalan, Jyothis & M. Gopinath Reddy, 2010. Recognition of Forest Rights and Livelihoods of Tribal Communities – A Study of Western Ghats Region, Kerala State (Hyderabad, Centre for Economic and Social Studies,).
17. Sing, P.K., 1996. "From Simplicity to Organized Complexity: with Special Reference to Tribal Customary Laws", In Tribes of India – Ongoing Challenges (R.S. Mann. ed.,),
18. Singh, K.S. (ed.), 1993. Tribal Ethnography, Customary Law, and Change

SEMESTER-III

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Total Credits
			L	T	P	
Course work and Research	RM50001	Research Methodology For Empirical Research	3	1	0	4
	RE50003	Research and Publication Ethics	2	0	0	2
	CA50005	Computer Application and Data Analysis	3	0	1	4
Special Paper–III (Choose Any One)	SO50031	**A. Social Movements in India**	3	1	0	4
	SL50031	**B. Urban Studies and Society**	3	1	0	4
Special Paper–IV (Choose Any One)	SO50033	**A. Globalization and Society**	3	1	0	4
	SL50033	**B. Sociology of Ageing**	3	1	0	4
Tribal Paper–III	TS50051	Learning through Visual Ethnography	3	0	1	4
Total Credit						22

SEMESTER-III

Research Methodology for Empirical Research

Course Category	Course Code	Course Title	Total Credits	L	T	P
Course work and Research	RM50001	Research Methodology	4	3	1	0

Course Objectives

1. To introduce students to the philosophical foundations of social science research and empirical inquiry.

2. To equip students with knowledge of research designs, quantitative, qualitative, and mixed methods approaches.

3. To familiarize students with fieldwork practices, data collection techniques, and ethical considerations.

4. To develop skills in statistical analysis, interpretation, and presentation of data.

5. To enable students to design and conduct independent empirical research relevant to their discipline.

Unit I: Research Design and Foundations of Empirical Research [15 Classroom Contact Hours]

- Social Science Research: meaning, Objective, Importance, Types of research: Exploratory, Descriptive, Analytical, Experimental, Applied, Action, Historical and Empirical research
- Research design and Research Process: Formulation of research problems, objectives, Review of literature: sources, techniques, hypothesis, and Synopsis writing
- Empirical research: Characteristics, Steps in empirical research, Types, advantages and limitations of empirical research
- Approaches of empirical research in Social Sciences, Empirical vs. theoretical research.
- Interdisciplinary approaches in Anthropology, Sociology, and Social Work

Unit II: Methods of Data Collection · [15 Classroom Contact Hours]

- **Quantitative techniques**: survey, questionnaire, interview schedule, scaling techniques

- **Qualitative techniques**: participant observation, case study, ethnography, oral history, Focus Group Discussion (FGD), in-depth interview, Participatory Rural Appraisal (PRA)
- Types of Data: Primary and Secondary, Sources of primary and secondary data
- Use of secondary sources: Census, NSSO, NFHS, Government and NGO reports
- Ethics in fieldwork and research

Unit III: Sampling and Data Analysis [15 Classroom Contact Hours]

- Sampling: Concept of population, Universe, Sampling Frame, Sampling Uni
- Sampling: probability and non-probability method
- Basics of statistics for social sciences: Measures of Central Tendency-Mean, Median, Mode, Frequency distribution, Measures of variation, Range, Mean deviation, Standard deviation, 'Chi-square' test, Correlation and regression.
- Content analysis and Analysis of qualitative data
- Use of statistical software (SPSS, R, Excel) and qualitative software (NVivo, Atlas.ti)

Unit IV: Writing and Presentation of Research [15 Classroom Contact Hours]

- Structure of a research proposal and dissertation/thesis
- Writing styles: APA, MLA, Chicago, and discipline-specific styles
- Referencing, citation, and plagiarism issues
- Presenting findings: tables, charts, narratives, and visuals
- Research dissemination: academic journals, conferences, policy briefs

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:
CO1: Demonstrate an understanding of the epistemological and ontological foundations of social science research.
CO2: Identify appropriate research designs and methodologies for addressing empirical research questions.
CO3: Apply various tools and techniques of data collection in field-based research.
CO4: Analyze and interpret both qualitative and quantitative data using suitable methods and software.
CO5: Formulate a research proposal with clarity in objectives, hypotheses/research questions, methodology, and ethical considerations.

Course Outcomes - Programme Outcomes Mapping of Paper TS50001

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
CO1	3	3	2	3	2	3	1	2	2	1	3	1
CO2	3	3	2	3	3	3	1	2	2	1	3	1
CO3	3	3	3	3	3	3	2	3	3	1	3	1
CO4	3	3	2	3	3	3	2	2	3	2	3	2
CO5	3	3	3	3	2	3	1	2	3	1	3	1
Average	**3.0**	**3.0**	**2.4**	**3.0**	**2.6**	**3.0**	**1.4**	**2.2**	**2.6**	**1.2**	**3.0**	**1.2**

Course Outcomes - Programme Specific Outcomes Mapping of Paper TS50001

Course Outcomes ↓ / Programme Specific Outcomes →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	2
Average	**3.0**	**3.0**	**3.0**	**3.0**	**2.2**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Strengthens higher education through development of research skills, critical thinking, and methodological competence

SDG 5	Gender Equality	Encourages gender-sensitive research design, inclusive sampling, and analysis of gender-related issues
SDG 8	Decent Work and Economic Growth	Enhances employability through research, analytical, and data interpretation skills applicable in multiple sectors
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through research methodologies, use of statistical tools, and data analysis software
SDG 10	Reduced Inequalities	Supports research on marginalized communities, social disparities, and inclusive development policies

Recommended Learning Resources:

Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.

Bauer M.W. & G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.

Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.

Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.

Denzin, N.K. & Y.S. Lincoln. (eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.

Flick, U. (2009).*An Introduction to Qualitative Research* (4th Edition). London, Sage Publications.

Giddens, A. (1993). *New Rules of sociological Method* (2nd Edition).Stanford, California, Stanford University Press.

Goode,William J. &HattPaul K. .(1952).Methods in Social Research.New York: McGraw-Hill Book Co.

Grbich, C. (2004). *New Approaches in Social Research*.London, Sage Publications.

Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.

Huberman, A.M. & M.B. Miles.(2002). *The Qualitative Researcher's Companion*.New York, Sage Publications.

Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi

Seale, C. (2004). *Social Research Methods: A Reader*. London, Routledge

Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.

RESEARCH AND PUBLICATION ETHICS

Course Category	Course Code	Course Title	Total Credits	L	T	P
Course work and Research	RE50003	Research and Publication Ethics	2	2	0	0

Objectives: This course has focusing on basics of philosophy of science and ethics, research integrity, publication ethics, Hands on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citation, hi-index, impact factor etc.) and plagiarism tools will be taught in this course.

Unit: I- Philosophy and Ethics [5 Classroom Contact Hours]

- · Introduction of philosophy: Definition, nature and scope, concept, branches
- · Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct: [5 Classroom Contact Hours]

- Ethics with respect to science and research,
- Intellectual honesty and research Integrity
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant Publications: duplicate and overlapping publications, salami slicing
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics Practice [5 Classroom Contact Hours]

- Publication Ethics: Definition, introduction and importance
- Best practices/standards setting initiatives and guidelines: COPE, WAME etc. · Conflicts of interest · Publication misconduct: definition, concepts, problems that lead to unethical behaviour. · and vice versa, types · Violation of publication ethics, authorship and contributor ship · Identification of publication, misconduct, complaints and appeals · Predatory publishers and journals

Unit-IV- Open Access Publishing: [5 Classroom Contact Hours]

·Open access Publications and Initiatives. · SHERPA/RoMEO online resource to check publisher copyright and self achieving. · Policies. · Software tools to indentify predatory publications developed by SPPU. · Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer. · Journal suggested, etc.

Unit:V- Publication Misconduct: [5 Classroom Contact Hours]

A. Group Discussions · Subject specific ethical issues, FFP, authorship · Conflicts of interest · Complaints and appeals: examples and fraud from India and Abroad

B. Software tools: • Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit: VI-Data Bases and Research Metrics [5 Classroom Contact Hours]

A. Databases · Indexing Databases · Citation Databases: Web of Science, Scopus etc.

B. Research Metrics · Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score · Metrics: h-index, g index, I 10 index, altmetrics

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:

CO1: Demonstrate a clear understanding of the philosophical foundations of science and ethical principles, including moral reasoning and ethical decision-making in research.

CO2: Analyze and apply principles of research integrity and scientific conduct, identifying various forms of misconduct such as fabrication, falsification, plagiarism, and data misrepresentation.

CO3: Evaluate publication ethics and best practices, including authorship norms, conflict of interest, peer review standards, and guidelines provided by international bodies like COPE and WAME.

CO4: Assess the quality and credibility of research outputs by identifying predatory journals, open access policies, and ethical publishing platforms, using tools such as journal finders and plagiarism detection software.

CO5: Apply knowledge of research databases and metrics (e.g., Scopus, Web of Science, h-index, impact factor, Cite Score) to measure research impact and support ethical scholarly communication.

Course Outcomes - Programme Outcomes Mapping of Paper RE50003

Course Outco	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

mes (CO)																	
CO1	3	2	2	3	2	1	–	1	2	1	2	–	3	3	2	2	2
CO2	3	3	2	3	3	3	1	2	2	1	3	–	3	3	3	3	2
CO3	3	2	3	3	3	2	2	1	2	2	3	–	3	3	3	3	2
CO4	3	2	2	3	3	2	1	3	2	1	3	–	3	3	3	2	2
CO5	2	3	2	3	3	2	1	3	3	1	3	–	3	2	3	2	3
Average	2.8	2.4	2.2	3.0	2.8	2.0	1.0	2.0	2.2	1.2	2.8	–	3.0	2.8	2.8	2.4	2.2

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes ethical research practices, academic integrity, and responsible knowledge creation
SDG 5	Gender Equality	Encourages fairness in authorship, peer review, and representation in research
SDG 9	Industry, Innovation and Infrastructure	Supports use of research databases, metrics, and digital tools for scholarly communication
SDG 10	Reduced Inequalities	Addresses bias and promotes equitable access to research and publication opportunities
SDG 12	Responsible Consumption and Production	Emphasizes responsible use of data, avoidance of plagiarism, and ethical dissemination of research
SDG 16	Peace, Justice and Strong Institutions	Strengthens transparency, accountability, and integrity in research and publication systems
SDG 17	Partnerships for the Goals	Encourages collaboration among researchers, institutions, and global ethical bodies (e.g.,

		COPE, WAME)

Recommended Learning Resources:

1. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
2. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007;101:643–86.
3. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008;3:10.
4. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
5. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
6. Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1:114–6.
7. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral, and economic research: where should we go from here? Ethics & Behavior 2004; 14:351-68.
8. Dingwall R (2006) confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
9. Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279– 90.
10. Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312–8.
11. Greene SM, Geiger AM. A review finds that multicenter studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.
12. Hunter D. Bad Science Equals Poor, Not Necessarily Bad, Ethics. In: Gunning J, Holm S, eds. Ethics, Law and Society: Volume 3. Aldershot: Ashgate 2007. 61–72.
13. Israel M and Hay I (2006) Research Ethics for Social Scientists. Thousand Oaks: SAGE Publications. at UNIV OF OTTAWA LIBRARY on June 18, 2012rea.sagepub.com Downloaded from (11) (PDF) Social science and ethics review: A question of practice not principle. Available from:

14. https://www.researchgate.net/publication/227138449_Social_science_and_ethics_review_A_question_of_practice_not_principle [accessed May 22 2020].
15. Diener, E., & Crandall, R. (1978). Ethics in social and behavioural research. Chicago: University of Chicago Press.
16. Fox, R. M., & DeMarco, J. P. (1990). Moral reasoning: A philosophic approach to applied ethics. New York: Holt, Rinehart & Winston.
17. Frankena, W. (1963). Ethics. Englewood Cliffs, NJ: Prentice Hall.
18. Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press. · Hare, R. (1981). The philosophical basis of psychiatric ethics. In Edited by: S.Block & P.Chodoff (Eds.), Psychiatric ethics (pp. 31–45). Oxford, UK: Oxford University Press.
19. Hobbes, T. (1994). Leviathan (Edited by: E.Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651) · Kant, I. (1964). Groundwork of the metaphysics of morals (Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)
20. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.
21. Kershaw, D., & Fair, J. (1976). New Jersey income-maintenance experiment. NewYork: Academic Press.
22. Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park, CA: Sage. · Kimmel, A. J. (1996). Ethical issues in behavioral research. Cambridge, MA: Blackwell.
23. Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundations for ethical decisions in counseling. Counseling Psychologist, 12, 43–55.
24. http://dx.doi.org/10.1177/0011000084123005
25. Kitchener, K. S. (2000). Foundations of ethical practice, research, and teaching in psychology. · Mahwah, NJ: Lawrence Erlbaum.
26. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopaedia of the social sciences (2nd ed.). New York: MacMillan.
27. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. In Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
28. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.
29. Mill, J. S. (1979). Utilitarianism (Edited by: G.Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
30. Noddings, N. (1984). Caring. Berkeley: University of California Press. · Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
31. Resnik, D. B. (1998). The ethics of science. London: Routledge.

Course Title: Computer Application and Data Analysis

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives:

- Increase knowledge and requisite skills of participants on the use of SPSS
- enable the students make the most of this powerful software package while allowing them to work independently with SPSS on their own data
- Provide a solid foundation for advanced data analysis work.
- Increase proficiency of scholars on the use of Basic computer Applications and SPSS.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.
- **CO2 (Understanding):** Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.
- **CO3 (Application):** Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.
- **CO4 (Analysis):** Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.
- **CO5 (Synthesis/Evaluation):** Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO 1	PO2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO 1	3	-	-	-	-	-	-	-	-	-	-	-	2	3	-	-
CO 2	-	3	-	3	2	-	-	-	-	-	-	-	-	3	-	-
CO 3	-	-	3	-	-	-	-	-	-	-	-	-	2	-	2	-
CO 4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO 5	-	-	3	-	2	-	-	-	-	-	-	-	-	2	-	2

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit, The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance. Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications, Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms, working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, Working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, Analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, Working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages. M Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS, JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

- Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
- Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
- Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
- Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
- Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
- Demonstrate formulas and functions:

  SUM, AVERAGE, MAX, MIN, COUNT, IF
- Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.

- Create a PowerPoint presentation (minimum 10 slides) on "Emerging Trends in Computer Science." Include:
    - Slide designs, transitions, and animations
    - Insert images, charts, and SmartArt
    - Add audio or video clips
- Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
- Using SPSS, perform Hypothesis Testing:
    - t-test for comparing two groups
    - Chi-square test for categorical data
    - ANOVA for comparing more than two groups
    - Report R-square and regression results with interpretations

- **Text Books:**

- Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
- Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
- Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

SDG Mapping for this Course

SDG	Rationale
SDG 4	Digital literacy
SDG 9	Data-driven innovation
SDG 10	Equity through unbiased data
SDG 17	Data for partnerships and policy

Social Movements in India

Course Category	Course Code	Course Title	Total Credits	L	T	P
Special Paper–III (Choose Any One)	SO50031	Social Movements in India	4	3	1	0

Course Objectives:

- To understand the meaning, nature, characteristics, and types of social movements.
- To learn the components of social movements and their role in social change and transformation.
- To study structural–functional approaches to social movements, including collective behavior, resource mobilization, relative deprivation, Marxian and Gandhian approaches.
- To explore traditional social movements in India, such as peasant, labour, tribal, backward class, and reformist movements.
- To examine the contemporary Maoist movement in India.
- To study modern social movements, including environmental movements, women's movements, Dalit movements, anti-corruption movements, and new farmer movements.

Course Content:

Unit I: Social movements[15 Classroom Contact Hours]

- Definitions, Nature, Characteristics of social movements
- Typology: Regressive movements; Revolutionary movements; Reactionary movements; Reformatory movements; Transformative movements
- Components of Social Movement, Role of Social Movements in social transformation and Social Change in society.

Unit II: Structural–functional approaches [15 Classroom Contact Hours]

- Collective Behavior, Resource Mobilization, Relative Deprivation,
- Structural–functional Marxian & Gandhian approaches

Unit-III: Traditional Social Movement[15 Classroom Contact Hours]

- Peasant Movement, Labour Movement, Tribal Movement, Backward Class Movement, Self-respect movement, SNDP movement, Satyashodak Samaj Movement.
- The contemporary situation of the Maoist movement in India

Unit IV: Movements [15 Classroom Contact Hours]

- Environmental movement Women Movements & Dalit movements
- Anti-corruption movements
- New Farmer's Movement. Narmada Bachavo Andolan
- Environmental movements in Odisha: Kashipur, Kalinga Nagar, Vedanta and POSCO.

Course Outcomes:

CO1:Explain Social Movements and Types of Movements

CO2:Describe Reform Movements

CO2: Describe Radical/Revolutionary Movements

CO3: Elaborate Regional Movements–DMK, Shiva Sena, Jharkhand, Telangana

CO4: Understand Environmental and Women's Movements

CO5: Explain the impact of Social Movements on Social Policy

Course Outcomes - Programme Outcomes Mapping of Paper SO50031

CO /PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	2	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	2	3	2	3	3	2	1	1	3	2	2	1	3	2	2	3	2
CO 3	3	3	2	3	3	2	2	1	3	3	2	1	3	2	2	3	3
CO 4	3	3	3	3	3	2	2	1	3	3	3	3	3	3	2	3	3
Avg	**2.5**	**3.0**	**2.25**	**2.75**	**2.75**	**1.75**	**1.5**	**1.0**	**2.75**	**2.25**	**2.0**	**1.5**	**3.0**	**2.0**	**1.75**	**2.75**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances critical understanding of social movements, social transformation, and theoretical approaches to collective action and social change.
SDG 5	Gender Equality	Promotes awareness of women's movements, gender justice, and struggles against discrimination and inequality in society.
SDG 10	Reduced Inequalities	Examines Dalit, tribal, backward class, labour, and peasant movements that challenge social exclusion, caste discrimination, and economic inequality.
SDG 11	Sustainable Cities and Communities	Highlights the role of community-based mobilization and participatory social action in creating inclusive and sustainable societies.
SDG 13	Climate Action	Encourages understanding of environmental movements such as Narmada Bachao Andolan and anti-displacement struggles related to ecological protection and sustainability.
SDG 15	Life on Land	Promotes awareness regarding environmental conservation, land rights, forest protection, and ecological justice through environmental and tribal movements.
SDG 16	Peace, Justice and Strong Institutions	Strengthens democratic values, civic participation, anti-corruption initiatives, and social justice through the study of collective action and protest movements.
SDG 17	Partnerships for the Goals	Encourages collaboration among communities, civil society groups, activists, and institutions in addressing social, environmental, and developmental issues.

Suggested Readings:

1. Baviskar, Amita. 1995. "In the Belly of the River: Tribal conflicts over Development in the Narmada valley", New Delhi: Oxford University Press.

2. Desai, A.R. Ed. 1979: Peasant Struggles in India, Bombay, Oxford University Press

3. Dhanagare, D.N., 1983: Peasant Movements in Indian 1920-1950M, Delhi, OUP 3. Gadgil, Madhav and Ramachandra Guha. 1994. 'Ecological Conflicts and Environmental Movement in India'. Development and Change. 25(1): 101-136.

4. Gandhi, M.K. 1938. “Hind Swaraj”, Navjivan Trust. Ahmadabad.

5. Gore M. S., Non Brahmin Movement of Maharashtra, Segment Book Distributors, New Delhi, 1989

6. Guha, Ramachandra. 1989. “The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya”, New Delhi: Oxford University Press.

7. Guru Gopal, New Dalit Politics. In RajendraVhora and SuhasPalshikar ed India; Democracy, meaning and practices, New Delhi: Sage Publication, 2004.

8. Jogdand P.G. 1991, Dalit Movement in Maharashtra, New Delhi: Kanak Publications. 10. Kumar Anand. 2003. ‘Political Sociology of Poverty in India: Between politics of poverty and poverty of politics’ in A. K. Meheta (ed). Poverty in India. New Delhi: IIPA Publication. 144-196.

9.Mukherjee, Partha Nath.1977.‘SocialMovementsandSocialChange:TowardsaConceptualClarificationandTheoretical Fra mework’.SociologicalBulletin.26(1):38-59.

10. Naik,I.C.2016. The Environmental Movement, Stateand Civil Society. Rawat Publication. Jaipur

11. OmvedtGail, Struggle against dam or struggle for water? Environment and the State “in Rajendra Vhora and Suhas Palshikar ed India: Democracy, meaning and practices, New Delhi: SagePublication,2004.

12. Omve dt, Gail1994: Dalitand the Democratic Revolution, New DelHi: Sage.

Urban Studies and Society

Course Category	Course Code	Course Title	Total Credits	L	T	P
Special Paper–III (Choose Any One)	SL50031	Urban Studies and Society	4	3	1	0

Course Objectives:

- To know the origin and development of cities and basic urban concepts.
- To understand urban ecology and the city as an ecological community.
- To learn classical and modern urban ecological approaches (Park, Burgess, Hawley, Duncan).
- To study urban theories, including Weber, Simmel, Chicago School, and new urban sociology.
- To examine urban problems in India like poverty, slums, crime, and pollution.
- To learn about urban planning, governance, and city management in India.

Course Contents:

Unit-I: Introduction to urban Sociology [15 Classroom Contact Hours]

- Origin and development of urban societies.
- Basic Concepts: Urban, Urbanism, Urbanization, Rural-urban continuum, City, Town, Metropolis, Megalopolis, and Urban ecology.

Unit-II: Urban Ecology[15 Classroom Contact Hours]

- The urban as an ecological community
- The traditional ecological approaches of Park & Burgess and contemporary Human ecological approach of Hawley and Duncan.

Unit-III: Theories of urban Sociology[15 Classroom Contact Hours]

- Classical Theories of City: The city-Max Weber; Metropolis and mental life-George Simmel.
- The Chicago School and its Critics: Theories of Robert Park, Burguess, MC Kenzie and Louis Wirth.

- The New Urban Sociology: Henri Lefebvre, David Harvey, Manuel Castells.

Unit-IV: Cities in India[15 Classroom Contact Hours]

- Problems, planning and Governance: Demographic, Economic and Ecological characteristics of cities in India.
- Urban poverty, ethnic conflicts, immigration, housing and slums, crime, urban pollution and environmental concerns, urban planning agencies in India, urban governance.

Course Outcome:

CO1: To understand the basic concepts of urban sociology.

CO2: To know theoretical knowledge on urban sociology.

CO3: Students will be able to establish the link between the city and town and metropolis.

CO4: To demonstrate a detailed knowledge on comparative urbanism with global contexts.

CO5: Acquire knowledge on urban problems, planning and governance.

Course Outcomes - Programme Outcomes Mapping of Paper SL50031

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	2	3	2	3	3	2	1	1	2	1	2	2	3	2	2	2	2
CO 3	2	3	2	3	3	2	1	1	3	2	2	1	3	2	2	3	2
CO 4	3	3	3	3	3	2	3	1	3	3	3	3	3	3	3	3	3
Avg	**2.25**	**3.0**	**2.25**	**2.75**	**2.75**	**1.75**	**1.5**	**1.0**	**2.5**	**1.75**	**2.0**	**1.75**	**3.0**	**2.0**	**2.0**	**2.5**	**2.25**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution

SDG 1	No Poverty	Examines urban poverty, housing inequality, slums, and socio-economic disparities affecting marginalized populations in urban areas.
SDG 4	Quality Education	Enhances theoretical and conceptual understanding of urban sociology, urbanization, ecology, and governance through interdisciplinary learning.
SDG 6	Clean Water and Sanitation	Highlights urban environmental concerns, sanitation issues, and the importance of sustainable urban infrastructure and services.
SDG 8	Decent Work and Economic Growth	Studies economic characteristics of cities, migration, labour dynamics, and urban development processes linked to economic growth.
SDG 10	Reduced Inequalities	Addresses inequalities related to urban poverty, ethnic conflicts, immigration, housing, and access to urban resources and opportunities.
SDG 11	Sustainable Cities and Communities	Central focus on sustainable urbanization, urban planning, governance, ecological balance, housing, and inclusive city development.
SDG 13	Climate Action	Promotes awareness of urban pollution, ecological degradation, and environmental sustainabilitPeace, Justice and Strong Institutions

Suggested Readings:

1. Dear Mchelson and Dcott, Alan (eds.) Urbanization and Planning in Capitalist society, New York: Methuen,1976.

2. Naidu, Ratna. Old Cities and New Predicaments, New Delhi: Sage publications, 1991.

3. Park, Robert Eetal. 1925. The City, University of Chicago Press.

4. Pickvance, C.G. (ed). Urban Sociology: Critical Essays, London: Methuen,1976.

5. Rao, M.S. A., Urban Sociology in India, Delhi: Orient Longman,1974.

6. Saraireader02.The Cities of Everyday Life, New Delhi: Sarai, CSDS, 2002.

7. Simmel Georg, 1976. The Metropolis and Mental Life: The Sociology of George Simmel, New York, Free Press.

8. Smith Wallace F.1975. Urban development–The Processes and problems, University of California Press.

9. Wirth, Louis 1991. Urbanism a way of Life, Irvington publications.

10. Zukin, Sharon, 1995. The Cultures of Cities, London: Blackwell.

Globalization and Society

Course Category	Course Code	Course Title	Total Credits	L	T	P
Special Paper–IV (Choose Any One)	SO50033	Globalization and Society	4	3	1	0

Course Objectives:

- To understand the history and meaning of globalization.
- To learn the positive and negative aspects of globalization.
- To study the economic, technological, social, and cultural dimensions of globalization.
- To examine how globalization affects the state, culture, and environment.
- To understand the role of global institutions and actors, such as World Bank, IMF, WHO, MNCs, and NGOs.
- To develop the ability to analyze globalization and its impact on society in simple terms.

Course Contents:

Unit-I: Globalization[15 Classroom Contact Hours]

- The Historical and Social Context,
- Distinctive Characteristics of globalization
- Positive and negative dimensions of globalization

Unit-II: Dimensions of Globalization[15 Classroom Contact Hours]

- Dimensions: Economic, Technological, Social and cultural dimensions of globalization

Unit-III: Globalization and its Relation[15 Classroom Contact Hours]

- Globalization and State, Globalization and culture, Globalization and environment

Unit-IV: Global Institutions and Actors[15 Classroom Contact Hours]

- World Bank, International Monetary Fund (IMF)
- World Health Organization (WHO)
- MNCs, None-Government Organizations (NGO)

Course Outcomes:

CO1: Knowledge about the history and process of globalization.

CO2: understand the forces of globalization.

CO3: General awareness of the socio-cultural, economic and political implications of globalization.

CO 4: Comparative understanding the focus of sociology is shifting from national to global societies

CO5: To know the Global Institutions and their role in international spheres

Course Outcomes - Programme Outcomes Mapping of Paper SO50033

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	3	2	2	2	1	1	1	3	1	1	1	3	1	1	2	2
CO 2	2	3	2	3	3	2	1	2	3	1	2	2	3	2	2	3	2
CO 3	3	3	3	3	3	2	2	1	3	2	3	3	3	2	2	3	3
CO 4	3	3	3	3	3	2	3	2	3	3	3	2	3	3	3	3	3
Avg	**2.5**	**3.0**	**2.5**	**2.75**	**2.75**	**1.75**	**1.75**	**1.5**	**3.0**	**1.75**	**2.25**	**2.0**	**3.0**	**2.0**	**2.0**	**2.75**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution

SDG 1	No Poverty	Examines the role of globalization, international institutions, and economic policies in poverty reduction, development, and global inequalities.
SDG 3	Good Health and Well-Being	Enhances understanding of the role of global health institutions such as WHO in addressing international public health challenges and global well-being.
SDG 4	Quality Education	Promotes critical understanding of globalization, global systems, and interdisciplinary learning related to economic, social, and cultural transformations.
SDG 8	Decent Work and Economic Growth	Studies the impact of globalization on labour markets, multinational corporations, economic growth, employment, and technological development.
SDG 9	Industry, Innovation and Infrastructure	Focuses on technological globalization, industrial expansion, innovation, and global economic integration shaping contemporary societies.
SDG 10	Reduced Inequalities	Critically examines unequal impacts of globalization on nations, cultures, classes, and marginalized communities across the world.
SDG 11	Sustainable Cities and Communities	Explores the effects of globalization on urbanization, migration, culture, and sustainable community development.
SDG 12	Responsible Consumption and Production	Encourages awareness of sustainable production, consumption patterns, and environmental impacts associated with global economic systems.
SDG 13	Climate Action	Examines the relationship between globalization and environmental issues, including climate change, ecological degradation, and global environmental governance.
SDG 16	Peace, Justice and Strong Institutions	Develops understanding of global governance, international organizations, state sovereignty, and policy-making in the context of globalization.
SDG 17	Partnerships for the Goals	Highlights the role of global institutions, NGOs, multinational corporations, and international cooperation in addressing global challenges and sustainable development.

Suggested Readings:

1. Appadurai, Arjun,1997, Modernity at Large: Culture Dimension of Globalization.

2. Pramanick, SwapanKumarand Gangulyramanuj,2010, Globalization in India: New Frontiers and Challenges.

3. Sahoo, Ajay Kumar,2006, Sociological Perspectives on Globalization.

4. Schuurman, FJ (ed), 2002, Globalization and Development Studies: Challenges for the 21st century.

5. Somayaji, Sakarama&SomayajiGanesha, 2006, Sociology of Globalization.

6. Tim Allen and Alan Thomas(ed), 2000, Poverty and Development into the 21stcentury.

SOCIOLOGY OF AGEING

Course Category	Course Code	Course Title	Total Credits	L	T	P
Special Paper–IV (Choose Any One)	SL50033	Sociology of Ageing	4	3	1	0

Course Objectives:

- To understand the meaning, scope, and importance of sociology of ageing in society.
- To define old age and examine its characteristics and societal perceptions.
- To identify and critically analyze myths and stereotypes about ageing.
- To study the status of older persons in different family and community settings (urban and rural).
- To examine problems faced by the aged, including violence, neglect, abuse, and crimes.
- To understand the care and welfare needs of older persons, covering physical, healthcare, psychological, social, and economic aspects.

Course Contents:

Unit: I Sociology of Ageing[15 Classroom Contact Hours]

- Meaning, Scope & Significance of Sociology of Ageing

Unit: II [15 Classroom Contact Hours]

- Old Age- Definition, meaning and Characteristics Myths and stereotypes about aging

Unit: III [15 Classroom Contact Hours]

- Status of the Aged in the Family-Urban and Rural Settings Problems of Aged- violence, neglect, abuse, crimes

Unit: IV [15 Classroom Contact Hours]

- Care and welfare needs of the old age- physical needs, healthcare needs, psychological, social and economic needs

Course Outcomes:

CO1: It explains the nature and scope of Sociology of Ageing.

CO2: It provides knowledge about features and myths associated with ageing.

CO3: It will help the students to understand various problems faced by elderly.

CO4: It provides knowledge about the care and welfare needs of the old age.

CO5: It discusses various policies and programmes for the aged in India.

Course Outcomes - Programme Outcomes Mapping of Paper SL50033

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	3	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2
CO 2	3	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO 3	3	3	2	3	3	2	2	1	3	2	3	1	3	2	2	3	3
CO 4	3	3	3	3	3	2	3	1	3	3	3	1	3	3	3	3	3
Avg	**2.75**	**3.0**	**2.25**	**2.75**	**2.75**	**1.75**	**1.75**	**1.0**	**2.5**	**1.75**	**2.25**	**1.0**	**3.0**	**2.0**	**2.0**	**2.75**	**2.5**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Examines the economic challenges, dependency, and welfare needs of older persons, promoting awareness of social security and support systems for the elderly.
SDG 3	Good Health and Well-Being	Focuses on physical, psychological, and healthcare needs of ageing populations, promoting healthy ageing and well-being of older persons.

SDG 4	Quality Education	Enhances sociological understanding of ageing, elderly care, myths, stereotypes, and changing family structures through critical academic learning.
SDG 5	Gender Equality	Encourages understanding of gendered experiences of ageing, including vulnerabilities, caregiving roles, and inequalities faced by elderly women and men.
SDG 10	Reduced Inequalities	Addresses social exclusion, neglect, abuse, and discrimination faced by older persons in urban and rural settings.
SDG 11	Sustainable Cities and Communities	Promotes awareness of age-friendly communities, inclusive family systems, and supportive social environments for elderly populations.
SDG 16	Peace, Justice and Strong Institutions	Highlights issues of elder abuse, violence, neglect, and crimes against older persons, emphasizing protection, dignity, and social justice for the aged.
SDG 17	Partnerships for the Goals	Encourages collaboration among families, communities, healthcare systems, and welfare institutions to support ageing populations effectively.

Suggested Readings:

1. McInnis-Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allyn & Bacon

2. Pachana, N. A., Laidlaw, K., & Knight, B. (2011). Casebook of clinical geropsychology: International perspectives on practice. Oxford: Oxford University Press. Knight, B. G. (2004). Psychotherapy with older adults (3rd ed.). Thousand Oaks: Sage.

3. Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). Cognitive behaviour therapy with older people. Chichester: Wiley.

4. John W Santrock; Life Span Development. NewYork. The McGraw- Hill Companies; 1999 5. Malcom L.Johnson; The Cambridge Handbook of Age and Ageing, New York, Cambridge University Press; 2005.

5. Bhatia, H.S. (1983) Aging and Society, Udaipur: Aryan Publishers.

6. Dandekar, Kumudini (1996) The Elderly in India, New Delhi: Sage Pub. Pvt.Ltd.

7. Desai, Murli & Siva Raju (2000) Gerontological Social Work in India: Some issues & Perspectives, New Delhi: B.R. Pub Corp.

8. Donald, Cowgill (1972) Aging & Modernization, New York: Meredith Corp.

9. Sharma, M.L.; and Dak, M.K. (1987) Aging in India, Delhi: Ajanta Pub.

10. Wilson, Gail (2000) Understanding Old Age: Critical and Global Perspectives, New Delhi, Sage Pub.

Learning through Visual Ethnography

Course Category	Course Code	Course Title	Total Credits	L	T	P
Tribal Paper–III	TS50051	Learning through Visual Ethnography	4	3	0	1

Course Learning Objectives:

To establish among the students a sense of the importance of museum reflecting culture, custom, tradition and tenets of the tribal people. By visiting the museums, the students will get an idea on the research skills that focus on objects or things preserved in the museums.

Unit: I Basic Understanding of Tribes [15 Classroom Contact Hours]

Tribes of Odisha & India: A Profile PVTGs: India & Odisha, Concept of Tribal Freedom Fighter. Tangible and Intangible Tribal Culture of Odisha.

Preservation of Tribal Culture and Importance of Tribal Museums in India, Special Report on different Museums of India. Special Report - Tribal Museum, Ranchi- You Tube, Odisha Tribal Museum: Odisha State Tribal Museum – YouTube, Odisha State Museum: State Museum in Bhubaneswar – YouTube

Unit- II Tribes of India & PVTGs Documentary Movies [15 Classroom Contact Hours]

Birhor Tribe of Jharkhand/Odisha - A Documentary Movie - YouTube / Tribes of Odisha: Hill Kharia tribe -YouTube, Tribes of Odisha | Bonda Tribes – YouTube, Apatani Tribes of Arunachal Pradesh – YouTube, Munda Tribe | Tribes of India – YouTube, Oraon Tribe| Tribes of India – YouTube, Chero Tribe| Tribes of India – YouTube, Kisan Tribe| Tribes of India – YouTube, Sounti Tribe - Tribes of India – YouTube, Gadaba Tribe | Tribes of India – YouTube, Gurjar Tribe | Tribes of India - YouTube

Unit- III Tribal Freedom Fighters of Odisha[15 Classroom Contact Hours]

Documentary of Sri Chakara Bisoi, Documentary of Sri Laxman Naik:, Documentary of Sri Tamma Dora, tribal freedom fighter of Koya Community Ghumsar, Malkangiri District., Sri Dharanidhar Naik, A Literate Young Bhuiyan, Documentary on Sri Madri Kalo, a tribal freedom fighter from Bhuyan Community - Gangpur, Sundargarh, Documentary film on Dharanidhar Nayak, tribal freedom fighter from Bhuyan tribal community, Keonjhar, Tribal Freedom Fighter of Odisha: RINDO MAJHI

Unit- IV Museum Visit and Internship (Practical) [30 Lab Contact Hours]

Special Report on different Museums of India. Special Report - Tribal Museum, Ranchi-YouTube, Odisha Tribal Museum: Odisha State Tribal Museum – YouTube, Odisha State Museum: State Museum in Bhubaneswar – YouTube, Kalabhoomi: Kala Bhoomi Odisha Crafts Museum-YouTube, Museum visit gallery-wise: Textile & Jewellery, Agricultural equipment, Hunting equipment, Art & Craft

Museum visit gallery wise Textile & Jewellery, Agricultural equipment, Hunting equipment, Art & Craft

* Students will go for a summer internship program to a Museum and Research Institute for a period of one month and will prepare a report on this.

Course Learning Outcomes:

CO1: Assess that the tribal museums not only make the students aware of the pride of tribal history, but will also give a new impetus to tourism in these areas.

CO2: Contrast that these museums also preserve and promote songs, music, art-skills, handicrafts and crafts passed down from generation to generation.

CO 3: Experience the techniques of displaying the specimens and demonstrating the information about them

CO 4: Extrapolate the use of museums for gathering understanding on tribal culture.

CO 5: Associate the students with audio-visual platforms to identify the tribal problems, issues and concerns in an effective way.

Course Outcomes - Programme Outcomes Mapping of Paper TS50051

Course Outcomes ↓ / Programme Outcomes →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
CO1	3	3	2	2	2	2	1	1	2	1	2	3
CO2	3	3	2	3	2	2	1	1	2	1	2	3
CO3	2	3	2	2	2	3	1	2	2	1	2	2
CO4	3	3	2	3	2	2	1	1	2	1	2	2
CO5	3	3	2	3	2	2	2	3	3	2	3	2
Average	**2.8**	**3.0**	**2.0**	**2.6**	**2.0**	**2.2**	**1.2**	**1.6**	**2.2**	**1.2**	**2.2**	**2.4**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes learning through museums, cultural education, and awareness of tribal heritage
SDG 5	Gender Equality	Encourages inclusive representation of women in tribal culture and museum narratives
SDG 8	Decent Work and Economic Growth	Supports tourism development, museum-related professions, and promotion of traditional crafts
SDG 10	Reduced Inequalities	Highlights inclusion and representation of tribal communities and their cultural contributions
SDG 11	Sustainable Cities and Communities	Focuses on preservation of cultural heritage, tribal museums, and community identity

SDG 12	Responsible Consumption and Production	Encourages conservation and sustainable use of cultural resources and artifacts
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical practices, cultural rights, and institutional responsibility in heritage management
SDG 17	Partnerships for the Goals	Encourages collaboration between museums, communities, tourism sectors, and government bodies

Recommended Learning Resources:

1. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company

2. Furer- Haimendorf, C. von 1982. Tribes of India: The Struggle for Survival. Delhi: Oxford University Publication.

3. Ghurye, G. S. The aborigines -"so-called" - and their future

4. Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Delhi: Oxford University Press.

5. Joshi, P C and A K Kalla, ed. 2004. Tribal Health and Medicines. New Delhi: Concept Publishing.

6. Mahapatra, L.K., 1994. Tribal Development in India: Myth and Reality. Delhi: S.Chand& Company Ltd.

7. Maharana, A.K. & H. S. Mishra, K.K. Mohanty (edt.). 2004. Collection and Sale of Minor Forest Produce among the tribes of Orissa: A socio-structural and Economic Analysis. SCSTRTI, Bhubaneswar, Odisha.

8. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – I (Ethnography). SCSTRTI, Bhubaneswar, Odisha.

9. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – II (Change & Development). SCSTRTI, Bhubaneswar, Odisha.

10. Ota, A. B. & S.C. Mohanty 2015. Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – III (Anthropology of Health & Medicine). SCSTRTI, Bhubaneswar, Odisha.

SEMESTER-IV

Course Category	Course Code	Course Title	Credits	L	T	P
Dissertation Based on Core Course	FD50082	Fieldwork and Dissertation	20	0	0	20
Total Credit			20			

SEMESTER-IV

Dissertation Based on Core Course

Course Category	Course Code	Course Title	Credits	L	T	P
Dissertation Based on Core Course	FD50082	Fieldwork and Dissertation	20	0	0	20

Course Objectives

The aim of this course is to provide students with a comprehensive understanding of the nature and scope of sociological research and to familiarize them with various techniques of social research and data collection. The course enables students to develop skills in conducting fieldwork, designing research tools, analyzing social data, and preparing scientific research reports. It also encourages students to critically examine social issues, institutions, inequalities, and processes of social change through empirical investigation.

Field Work and Report Writing [600 Lab Contact Hours]

Field Work: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of a teacher, as nominated by the head of the Programme, in a tribal/rural area. The Programme shall announce the exact date of commencement of fieldwork. Student failing to complete the fieldwork in a particular year can only clear the paper by completing fieldwork next year. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Programme for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation, seminar presentation and viva voice.

SL No	Mode of Evaluation	Credits
1	Selection of Research Topic and Synopsis Presentation	4
2	Literature Review and Preparation of Research Tools (Questionnaires and schedule)	4
3	Fieldwork and Data Collection	4
4	Data Analysis and Report Writing	4
5	Seminar Presentation and Viva voce test on dissertation	4

	TOTAL	20

The Dissertation has to be submitted by the student positively before the end semester examination.

Course Learning Outcomes (COs)

CO1: The students who successfully complete this course will understand the nature of sociological research and develop skills in various methods of social data collection, interpretation, and presentation.

CO2: Students will be able to identify and analyze social problems, understand social institutions and processes, and acquire skills in fieldwork, data analysis, and sociological report writing.

CO3: Students will develop the ability to interpret social issues such as inequality, stratification, gender relations, culture, community development, and social change through sociological perspectives.

CO4: Students will acquire skills in systematic data presentation, documentation, research ethics, and effective communication of sociological findings.

CO5: Students will develop academic writing skills and competencies for research publication, policy-oriented studies, and professional applications of sociological knowledge.

Course Outcomes - Programme Outcomes Mapping of Paper FD50082

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	3	3	3	3	2	2	3	1	2	1	2	3	3	3	2
CO2	2	3	3	3	3	3	2	2	3	2	2	1	2	3	3	3	3
CO3	3	3	3	3	3	3	2	2	3	2	3	2	2	3	3	3	3
CO4	2	2	3	2	3	3	1	3	3	1	2	1	1	2	3	3	3
CO5	2	2	3	3	2	3	1	3	3	2	2	1	1	2	3	2	3
Avg	**2.2**	**2.6**	**3.0**	**2.8**	**2.8**	**3.0**	**1.6**	**2.4**	**3.0**	**1.6**	**2.2**	**1.2**	**1.6**	**2.6**	**3.0**	**2.8**	**2.8**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Strengthens experiential learning through fieldwork, research training, data collection, analysis, and academic writing based on real-world social settings.
SDG 8	Decent Work and Economic Growth	Develops employable research skills such as field investigation, documentation, report writing, and analytical competencies useful in academic and development sectors.
SDG 10	Reduced Inequalities	Encourages direct engagement with tribal and rural communities, promoting understanding of social issues, marginalization, and lived realities of inequality.
SDG 11	Sustainable Cities and Communities	Supports community-based learning by studying rural and tribal settlements, contributing to understanding of sustainable and inclusive community development.
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical fieldwork practices, accurate documentation, and socially responsible research that contributes to informed and just social understanding.
SDG 17	Partnerships for the Goals	Encourages collaboration between students, faculty, and local communities during fieldwork, fostering participatory and cooperative knowledge production.

Suggested Readings:

Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.

Bauer M.W. & G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.

Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.

Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.

Denzin, N.K. & Y.S. Lincoln. (eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.

Flick, U. (2009).*An Introduction to Qualitative Research* (4th Edition). London, Sage Publications.
Giddens, A. (1993). *New Rules of sociological Method* (2nd Edition).Stanford, California, Stanford University Press.
Grbich, C. (2004). *New Approaches in Social Research*. London, Sage Publications.
Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.
Huberman, A.M. & M.B. Miles.(2002). *The Qualitative Researcher's Companion*. New York, Sage Publications.
Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi
Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.
University of Chicago (2010). *The Chicago Manual of Style* (sixteenth ed.). Chicago: Univ. of Chicago Press.
W.J. Goode and P. K. Hatt (1952) *Methods in Social Research*. McGraw Hill Co.
Young, P.V. 1956. *Scientific Social Surveys and Research*. London: Prentice-Hall

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