CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE

Sociology

(As per NEP-2020, NCrF, NHEQF)

(Academic Session 2025 - 26)

DEPARTMENT OF SOCIOLOGY

SCHOOL OF TLS&TR

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
Deemed to be University

Higher Education Campus
KISS Campus – 3, Bhubaneswar, Odisha, 751024
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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 2008**. 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:

Bachelor of Arts (Honours) in Sociology (BA Sociology)

Programme Type:

Undergraduate Programme (as per NEP 2020 Framework)

Programme Description:

The **Bachelor of Arts (Honours) in Sociology** is an undergraduate programme that provides students with a comprehensive understanding of society, culture, social institutions, and contemporary social issues through interdisciplinary learning and research. The curriculum emphasizes tribal societies, social justice, gender equality, sustainable development, and community engagement, while integrating fieldwork and experiential learning. Aligned with **NEP 2020** and the **National Credit Framework (NCrF)**, the programme promotes critical thinking, research skills, ethical values, and lifelong learning, contributing to the achievement of relevant **Sustainable Development Goals (SDGs)** and preparing graduates for careers in

academia, research, civil services, development organizations, and public policy.

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.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based : The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

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)

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 UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship/ Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	4	8	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

Eligibility for Admissions with No. of Seats

Eligibility for Admission

The candidates seeking admission into Four Year Under Graduate Course in Sociology under the School of Tribal Legal Studies and Tribal Rights must have passed Higher Secondary (+2) or equivalent examination from a recognized Board or University. The number of seats for admission into four year under graduate course in Sociology is **48**.

Examination Pattern for BA 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
Only Practical	100	------	-------	-------	60	40

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	40	20	Above 95%-5 Marks 85%-94%-4 Marks 75%-84%-3 Marks	10	05
With Practical	40	Theory 10 + Practical 10)=20		05	Nil
Only Practical	40	Practical 30		5	

Examination Question Pattern of End Term Examination:

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 any 5 out of 7 question (without practical)	2x3=6	2x5=10
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:

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**	**2 0**
For Practical Paper		**One Major Experiment -5 Record-02 Viva voce-03**	---------

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)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII)	UG Honours / Honours with Research	Level 6.0	~160

<u>Programme Educational Objectives</u>

PEO-1: To prepare students with a foundational understanding of social structures and legal provisions, enabling them to recognize and analyze how these elements shape daily life and community practices.

PEO-2: The programme ensures that students acquire a broad-based introduction to the social sciences, focusing on the core concepts of Sociology, Anthropology, and Social Work. Students will learn basic theoretical frameworks and the essential research methods required to collect, organize, and present social data.

PEO-3: Students will demonstrate the ability to identify social problems, retrieve relevant information, and apply critical thinking to suggest solutions. They will learn to adapt to new social contexts while practicing fundamental sociological research techniques.

PEO-4: Students will demonstrate an understanding of the basic ethical standards governing social research and show proficiency in communicating sociological findings clearly and effectively within a general academic or professional context.

PEO-5: Students will demonstrate the initiative to apply their sociological perspective and analytical skills toward entry-level career opportunities or further academic study, showing an ability to map their knowledge to a professional path.

Programme Outcomes (POs):

Code	Attribute	Description
PO1	**Moral & Ethical Values**	Demonstrate an understanding of basic social ethics and the importance of social justice. Graduates will act as responsible citizens with sensitivity toward human rights.
PO2	**Disciplinary Knowledge**	Foundational understanding of core sociological concepts, basic classical theories, and primary social institutions (family, religion, stratification).
PO3	**Communication Skills**	Ability to express sociological ideas clearly in written and oral forms to peers and the local community.
PO4	**Critical Thinking, Problem solving & analytical reasoning**	Ability to identify and question everyday "common sense" assumptions about social life using sociological evidence.
PO5	**Indian Knowledge Systems (IKS)**	Demonstrate an understanding of the Indian Knowledge System by applying sociological perspectives to analyze India's social institutions, cultural diversity, indigenous traditions, ethical values, and contemporary social issues.
PO6	**Research-Related Skills**	Ability to understand qualitative and quantitative approaches and proficiency in basic data collection (interviews, observation).
PO7	**Cooperation/Team work**	Ability to participate effectively in group projects, respecting diverse viewpoints to achieve shared goals.
PO8	**Digital Literacy**	Proficiency in using basic ICT tools for academic research, searching online journals, and basic report writing.
PO9	**Experiential & Life – long learning**	Developing a persistent curiosity about social events and a willingness to learn about global social changes beyond the classroom.

PO10	**Leadership Qualities**	Preparedness to participate in community service and volunteer for social causes, supporting collective awareness efforts.
PO11	**Professional & Decision-making Skills**	Adherence to academic integrity and honesty. Ability to make informed choices that reflect social responsibility.
PO12	**Environment Awareness and Sustainability**	Basic awareness of the relationship between society and the environment and the importance of sustainable development.

Programme Specific Outcomes (PSOs):

PSO1: Foundational Theory and Social Diversity Develop a basic understanding of core sociological concepts and classical theories. Students will learn to identify the role of social institutions and the impact of diversity—such as gender, caste, and class—in shaping individual experiences within society.

PSO2: Research Ethics and Objectivity Understand the fundamental ethical guidelines for conducting social research. Students will learn the importance of maintaining academic honesty, respecting respondent privacy, and avoiding personal bias when observing social interactions.

PSO3: Basic Research and Data Literacy Acquire introductory skills in gathering and organizing social data. This includes learning how to conduct simple interviews, participate in field observations, and interpret basic social charts, tables, and secondary data.

PSO4: Integrated Social Awareness Learn to apply sociological perspectives to various areas of daily life, such as family, education, and the environment. Students will explore how these different areas interact to influence contemporary social issues at a local and national level.

PSO5: Career Readiness and Practical Skills Equip graduates with the versatile analytical and communication skills needed for entry-level roles in social services, community work, local administration, or NGOs. This provides a stepping stone for professional growth or further academic study in the social sciences.

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I. About the School and Programme II. Introduction to FYUG III. Bachelor of Arts in Sociology with Specialization in Tribal Legal Studies and Tribal Rights Programme Educational Objectives Programme Outcomes Programme Specific Outcomes Programme Credit Schemes Eligibility for Admission IV. Course Structure V Course Wise Content Bachelor of Arts in Sociology with Specialization in Tribal Legal Studies and Tribal Rights **Semester-I** SO10001(C1) SO12001(M1) SO13001(MD-1) AE1 CS1 VA1 **Semester-II** **SO10002(C2)** SO12002(M2) SO13002(MD-2) AEII SEII VAII VAIII **Semester-III** SO20001(C3) SO20003(C4) SO22001 (M3)	

SO23001 (MD3) AE -3 SE-3 **Semester-IV** SO20002(C5) SO20004(C6) SO20006(C7) SO20008(C8) SO22002(M4) AE-4 **Semester-V (Single Major)** SO 30001(C9) SO 30003(C10) SO 30005(C11) SO 30007(C12) SO 32001(M5) IP 37081 **Semester-V (Double Major)** SO 30001(C9) SO 30003(C10) SO 30005(C11) SO 30007(C12) SO 32001(M5) SO 32003(DM1) SO 32005(DM2) SO 32007(DM3) IP 37081 **Semester-VI (Single Major)** SO 30002(C13) SO 30004(C14) SO 30006(C15) SO 30008(C16) SO 32002(M6) **Semester- VI (Double Major)**	

SO 30002(C13) SO 30004(C14) SO 30006(C15) SO 30008(C16) SO 32002(M6) SO 32004 (DM-4) SO 32006 (DM-5) SO 32008(DM-6) **Semester- VII (Single Major)** SO 40001(C17) SO 40003(C18) SO 40005(C19) SO40007(C20) SO 42001(M7) **Semester- VII (Double Major)** SO 40001(C17) SO 40003(C18) SO 40005(C19) SO40007(C20) SO 42001(M7) SO 42003(DM-7) **Semester- VIII (Single Major With Research)** SO 40002 (C21) SO 42002(M8) RD 40082 (Dissertation) **Semester- VIII (Double Major With Research)** SO 40002 (C21) SO 42002(M8) SO 42004(DM-8) SO 40082(Dissertation) **Semester- VIII (Single Major) (Without Research)** SO 40002 (C21)	

SO 40004(C22) SO 40006(C23) SO 40008(C24) SO 42002(M8) **Semester- VIII (Double Major) (Without Research)** SO 40002 (C21) SO 40004(C22) SO 40006(C23) SO 40008(C24) SO 42002(M8) SO 42004(DM-8)	

Programme Credit Scheme (as per NEP 2020 – FYUG Model)

The Four Year Undergraduate Programme in Sociology is structured in accordance NEP 2020. The programme follows a semester system and adopts a flexible credit-based structure with multiple entry and exit options.

- One-Year (Certificate Programme): Minimum 40 credits
- Two-Year (Diploma Programme): Minimum 80 credits
- Three-Year (Bachelor's Degree): Minimum 120 credits
- Four-Year (Bachelor's Degree with Single Major with/ Without Research): Minimum 162 credits
- Four-Year (Bachelor's Degree with Double Major with/ Without Research): Minimum 194 credits

Students are required to earn credits through a balanced combination of Major course, Minor Course, skill-based courses, internships, fieldwork, and research projects. Credit transfer across institutions is enabled through the Academic Bank of Credits (ABC), ensuring mobility and flexibility in higher education.

The award of degree will be as per the University and UGC norms, with students encouraged to pursue the Honours with Research track in the fourth year to strengthen research orientation and career readiness.

Structure of UG in Sociology

SINGLE MAJOR WITH RESEARCH

SL.No	Courses	Number of Courses	Credits per Course		Total credits
			Theory	Practical	
1	Single Major With Research	21	4/2		82
2	Minor Course	8	4		32
3	Multi-Disciplinary Course	03	03		09
4	Ability Enhancement Course	04	02		08
5	Skill Enhancement Course	03	03		09
6	Value Added Course	01 02	4 2x2		04 04
7	Research Project and Internship	01(Dissertation) 01(Internship)	12 02		12 02
Total					162

SINGLE MAJOR WITHOUT RESEARCH

SL.No	Courses	Number of Courses	Credits per Course		Total credits
			Theory	Practical	
1	Single Major Without Research	24	4/2		94
2	Minor Course	08	04		32
3	Multi-Disciplinary	03	03		09

	Course				
4	Ability Enhancement Course	04	02		08
5	Skill Enhancement Course	03	03		09
6	Value Added Course	01 02	04 2x2		04 04
7	Internship	01(Internship)	02		02
Total					162

DOUBLE MAJOR WITH RESEARCH

SL.No	Courses	Number of Courses	Credits per Course		Total credits
			Theory	Practical	
1	Single Major With Research	21	4/2		82
2	Double Major with Research	08	04		32
3	Minor Course	8	4		32
4	Multi-Disciplinary Course	03	03		09
5	Ability Enhancement Course	04	02		08
6	Skill Enhancement Course	03	03		09
7	Value Added Course	01 02	4 2x2		04 04
8	Research Project and Internship	01(Dissertation) 01(Internship)	12 02		12 02
Total					194

DOUBLE MAJOR WITHOUT RESEARCH

SL.No	Courses	Number of Courses	Credits per Course		Total credits
			Theory	Practical	
1	Single Major With Research	21	4/2		82
2	Double Major without Research	08	04		32
3	Minor Course	8	4		32
4	Multi-Disciplinary Course	03	03		09
5	Ability Enhancement Course	04	02		08
6	Skill Enhancement Course	03	03		09
7	Value Added Course	01 02	4 2x2		04 04
8	Research Project and Internship	01(Dissertation) 01(Internship)	12 02		12 02
Total					194

School of Tribal Legal Studies and Tribal Rights (STLS&TR)
Kalinga Institute of Social Sciences (KISS) Deemed to be University

SEMESTER – I

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - I (C-I)	SO10001	Introduction to Sociology	3	1	0	4
Minor Course - I (M-1)	SO12001	Principles of Sociology	3	1	0	4
Multi-Disciplinary Course (MD-1)	SO13001	Basic Sociological Concepts	2	1	0	3
Ability Enhancement Course-1(Choose any one)	AE14001	**Modern Indian Language (Odia)**	2	0	0	2
	AE14003	**Modern Indian Language (Hindi)**	2	0	0	2
	AE14005	**Modern Indian Language (Sanskrit)**	2	0	0	2
	AE14007	**Modern Indian Language (Santali)**	2	0	0	2
	AE14009	**Alternative English**	2	0	0	2
Skill Enhancement Course -I	CS15001	Information Technology and Communication	2	0	1	3
Value Added Course - 1	VA16201	Environment Education and Disaster Management	3	0	1	4
	Total					**20 Credit**

NB: Students have to choose Minor Course and MDC from other department subject.

Minor courses and MDC mentioned in this course structure are to be opted by other department students.

SEMESTER – II

Course Category	Course Code	Course Title	Credit Hour (Weekly)			Credit
			L	T	P	
Major Course -II (C-2)	SO10002	Sociology of Family, Marriage, and Kinship	3	1	0	4
Minor Course - II (M-2)	SO12002	Social Change in India	3	1	0	4
Multi-disciplinary course (MD- 2)	SO13002	Indian Social System-I	2	1	0	3
Ability Enhancement Course **(Choose any one)**	AE14002	**Translation Studies (Odia)**	2	0	0	2
	AE14004	**Translation Studies (Hindi)**	2	0	0	2
	AE14006	**Translation Studies (Sanskrit)**	2	0	0	2
	AE14008	**Translation Studies (Santali)**	2	0	0	2
	AE14010	**Translation Studies (English)**	2	0	0	2
Skill Enhancement Course-II	TS15002	Skills for Social Intervention	2	1	0	3
Value Added Course-II	VA16430	Life Skills Education	2	0	0	2
	VA16122	Dr. B.R Ambedkar's Social Philosophy	2	0	0	2
Value Added Course-III(Choose any one)	VA16140	Feminist Studies	2	0	0	2
	VA16484	Community Engagement and Social Responsibility	2	0	0	2
	Total					**20 Credit**
Exit Point: After completion of 1 year (2 semesters) of study, a student can receive a Certificate						

SEMESTER – III

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - III (C-3)	SO20001	Indian Sociological Thinkers	3	1	0	4
Major Course -IV (C-4)	SO20003	Rural Sociology	3	1	0	4
Minor Course -III (M-3)	SO22001	Social Stratification and Mobility	3	1	0	4
Multi-Disciplinary Course (MD-3)	SO23001	Indian Social System-II	2	1	0	3
Ability Enhancement Course-III	AE24001	Communicative English	2	0	0	2
Skill Enhancement Course-II	TS25001	Effective Communication for Social Impact	2	1	0	3
	Total					**20 Credit**

SEMESTER – IV

Course Category	Course Code	Paper Name	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course -V (C-5)	SO20002	Indian Society: Structure and Changes	3	1	0	4
Major Course -VI (C-6)	SO20004	Founding Thinkers of Sociology	3	1	0	4
Major Course -VII (C-7)	SO20006	Urban Sociology	3	1	0	4
Major Course -VIII (C-8)	SO20008	Sociology of Gender	2	0	0	2
Minor Course -IV (M-4)	SO22002	Educational Sociology	3	1	0	4
Ability Enhancement Course-IV	AE24002	Professional Communication	2	0	0	2
	Total		**20 Credit**			
Exit Point: After completion of 2 years (4 semesters) of study, student can receive a Diploma						

SEMESTER – V (Single Major)

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - IX (C-9)	SO30001	Sociology of Globalization	3	1	0	4
Major Course -X (C-10)	SO30003	Indian Social Movements	3	1	0	4
Major Course -XI (C-11)	SO30005	Sociology of Marginalised Communities	3	1	0	4
Major Course - XII (C-12)	SO30007	Social Dimensions of Aging	3	1	0	4
Minor Course -V (M-5)	SO32001	Social Problems in India	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
	Total		**22 Credits**			

For Double Major, Students along with the Single Majors, study the following three (3) more courses*

SEMESTER – V (Double Major)

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - IX (C-9)	SO30001	Sociology of Globalization	3	1	0	4
Major Course -X (C-10)	SO30003	Indian Social Movements	3	1	0	4
Major Course -XI (C-11)	SO30005	Sociology of Marginalised Communities	3	1	0	4
Major Course -XII (C-12)	SO30007	Social Dimensions of Aging	3	1	0	4
Minor Course-V (MC-5)	SO32001	Social Problems in India	3	1	0	4
Double Major -I (DM-1)	SO32003	NGOs and Civil Society	3	1	0	4
Double Major-II (DM-2)	SO32005	Sociology of Religion	3	1	0	4
Double Major-III (DM-3)	SO32007	Gender Sensitization	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
	Total		**34 Credit**			

For Double Major, Students along with the Single Majors, study the following three (3) more courses*

SEMESTER – VI (Single Major)

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - XIII (C-13)	SO30002	Modern Sociological Thinkers	3	1	0	4
Major Course - XIV (C-14)	SO30004	Methods of Social Research	3	1	0	4
Major Course - XV (C-15)	SO30006	Sociology of Demography	3	1	0	4
Major Course -XVI (C-16)	SO30008	Social Disorganisation	3	1	0	4
Minor Course -VI (M-6)	SO32002	Sociology of Tribes	3	1	0	4
	Total					**20 Credit**

For Double Major, Students along with the Single Majors, study the following three (3) more courses*

SEMESTER – VI (Double Major)

Course Category	Course Code	Course Title	Credit Hours (weekly)			Credit
			L	T	P	
Major Course - XIII (C-13)	SO30002	Modern Sociological Thinkers	3	1	0	4
Major Course - XIV (C-14)	SO30004	Methods of Social Research	3	1	0	4
Major Course -XV (C-15)	SO30006	Sociology of Demography	3	1	0	4
Major Course -XVI (C-16)	SO30008	Social Disorganisation	3	1	0	4
Minor Course -VI (M-6)	SO32002	Sociology of Tribes	4	1	0	4
Double Major-IV (DM-4)	SO32004	Gender and Violence	4	1	0	4
Double Major-V (DM-5)	SO32006	Social Welfare and Administration	3	1	0	4
Double Major-VI (DM-6)	SO32008	Sociology of Crime	3	1	0	4
Total						**32Credit**
Exit Point: After completion of 3 years (6 semesters) of study, student can receive a Degree						

For Double Major, Students along with the Single Majors, study the following one (1) more course*

SEMESTER – VII (Single Major)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Course - XVII (C-17)	SO40001	Women and Tribal Society	3	1	0	4
Major Course - XVIII (C-18)	SO40003	Political Sociology	3	1	0	4
Major Course -XIX (C-19)	SO40005	Social Structures and Institutions in India	3	1	0	4
Major Course -XX (C-20)	SO40007	Classical Sociological Thinkers	3	1	0	4
Minor Course -VII (M-7)	SO42001	Rights of Indigenous People	3	1	0	4
Total						20 Credits

SEMESTER – VII (Double Major)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Course - XVII (C-17)	SO40001	Women and Tribal Society	3	1	0	4
Major Course -XVIII (C-18)	SO40003	Political Sociology	3	1	0	4
Major Course - XIX (C-19)	SO40005	Social Structures and Institutions in India	3	1	0	4
Major Course -XX (C-20)	SO40007	Classical Sociological Thinkers	3	1	0	4
Minor Course -VII (M-7)	SO42001	Rights of Indigenous People	3	1	0	4
Double Major-VII (DM-7)	SO42003	Sociology of Entrepreneurship	3	1	0	4
Total						24 Credits

For Double Major, Students along with the Single Majors, study the following one (1) more course*

SEMESTER – VIII (Single Major) (Without Research)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Course -XXI (C-21)	SO40002	Sociological Theory	3	1	0	4
Major Course -XXII (C-22)	SO40004	Economic Sociology	3	1	0	4
Major Course -XXIII (C-23)	SO40006	Digital Sociology	3	1	0	4
Major Course -XXIV (C-24)	SO40008	Sociology of Health	3	1	0	4
Minor Course - VIII (M-8)	SO42002	Sociology of Youth	4	0	0	4
	Total					**20 Credit**
Exit Point: After completion of 4 years (8semesters) of study, student can receive Degree with Honours						

SEMESTER – VIII (Single Major) (With Research)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Course – XXI (C-21)	SO40002	Sociological Theory	3	1	0	4
Minor – VIII (M-8)	SO42002	Sociology of Youth	3	1	0	4
Dissertation	RD40082	Research and Dissertation	0	0	12	12

Grand Total (Single Major) =162 Credits

SEMESTER – VIII

(Double Major) (Without Research)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Course -XXI (C-21)	SO40002	Sociological Theory	3	1	0	4
Major Course -XXII (C-22)	SO40004	Economic Sociology	3	1	0	4
Major Course -XXIII (C-23)	SO40006	Digital Sociology	3	1	0	4
Major Course -XXIV (C-24)	SO40008	Sociology of Health	3	1	0	4
Minor Course - VIII (M-8)	SO42002	Sociology of Youth	3	1	0	4
Double Major-VIII DM-8	SO42004	Social Psychology and Pathology	3	1	0	4
	Total					**24 Credit**
Exit Point: After completion of 4 years (8semesters) of study, a student can receive a Degree with Honours						

SEMESTER – VIII (Double Major) (With Research)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Course – XXI (C-21)	SO40002	Sociological Theory	3	1	0	4
Minor Course – VIII (M-8)	SO42002	Sociology of Youth	3	1	0	4
Double Major – VIII (DM-8)	SO42004	Social Psychology and Pathology	3	1	0	4
Dissertation	RD40082	Research and Dissertation	0	0	12	12
Total						24 Credits

Grand Total (Double Major) =194Credits

General Objectives of the Program:

I. Introduce the students to the basic concepts and processes in sociology to understand the social life
II. Provide different perspectives of understanding the social life of people
III. Update the students with different fields of Sociology and the latest developments in the field
IV. Develop the skills to analyse, interpret and present today's social situation - developments and problems
V. Critically appreciate the social construction of reality
VI. Ability to examine, relate and connect theory with research
VII. Equip the students to develop communication skills
VIII. Prepare the students to enter the professional field with ethical responsibility and knowledge as teachers, researchers, administrators, facilitators etc. by exercising intellectual autonomy
IX. Prepare students for their dissertation research

Program Outcomes:

i. Think critically by exercising sociological imagination
ii. Question common wisdom, raise important questions and examine arguments
iii. Collect and analyze data, make conclusions and present arguments
iv. Think theoretically and examine the empirical data
v. Skilfully Participate in Research Groups and market Research Firms
vi. Serve in Development Agencies, Government Departments and Projects
vii. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician
viii. Transfer Skills as a Teacher, Facilitator of Community Development
ix. Competent to make a difference in the community.

SEMESTER – I

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course -I (C-I)	SO10001	Introduction to Sociology	4	3	1	0
Minor Course -I (M-1)	SO12001	Principles of Sociology	4	3	1	0
Multi-Disciplinary Course (MD-1)	SO13001	Basic Sociological Concepts	3	2	1	0
Ability Enhancement Course-1(Choose any one)	AE14001	**Modern Indian Language (Odia)**	2	2	0	0
	AE14003	**Modern Indian Language (Hindi)**	2	2	0	0
	AE14005	**Modern Indian Language (Sanskrit)**	2	2	0	0
	AE14007	**Modern Indian Language (Santali)**	2	2	0	0
	AE14009	**Alternative English**	2	2	0	0
Skill Enhancement Course -I	CS15001	Information Technology and Communication	3	2	0	1
Value Added Course - 1	VA16201	Environment Education and Disaster Management	4	3	0	1
	Total		**20**			

Semester-I
Introduction to Sociology

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -I (C-I)	SO10001	Introduction to Sociology	4	3	1	0

Course Objectives:

- To introduces students to the discipline of Sociology.
- To familiarize students with the sociological way of thinking.
- To explore key concepts, perspectives, and methods of Sociology.
- To provide an understanding of society, culture, and social relationships from a scientific perspective.
- To serve as a foundation for advanced and specialized courses in Sociology.

Course Contents:

Unit I: Key Concept (15 classroom contact hours)

- Emergence of Sociology, its meaning,
- Nature and Scope,
- Importance of Sociology,
- Relationships of Sociology with other Social Sciences: Anthropology, History, Political Science, Economics.

Unit II: Basic Concepts (15 classroom contact hours)

- Society, Community, Association and Institution
- Social Group and Culture,
- Status and Role

Unit III: Socialization (15 classroom contact hours)

- Meaning, types and agencies of Socialization,
- Theories of Socialization - G.H. Mead, C.H. Cooley

Unit IV: Social Control (15 classroom contact hours)

- Meaning, Nature,
- Types and Agencies

Unit V: Social Process (15 classroom contact hours)

- Associative Social Process- Cooperation, Accommodation, Assimilation,
- Dissociative Social Process- Competition & Conflict

Course Outcomes (COs):

CO1: This Paper will introduce students to new concepts of Sociological discipline.

CO2: The students will be able to understand the basic concepts of Sociology.

CO3: The students will understand the process of socialization.

CO4: This will enhance an idea on how society controls our behaviour.

CO5: Student will understand the various social processes present in our society.

Course Outcomes - Programme Outcomes Mapping of Paper SO10001

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	3	1	2	2	1	1	1	2	1	1	1	3	1	1	2	1
CO 2	2	3	2	2	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 3	2	2	2	2	3	1	2	1	2	1	1	1	3	1	1	3	1
CO 4	3	2	2	3	3	1	1	1	2	2	2	1	2	2	1	3	1
CO 5	2	3	2	3	3	1	2	1	2	2	1	1	3	1	1	3	2
Average	2.2	2.6	1.8	2.4	2.8	1.0	1.4	1.0	2.0	1.4	1.2	1.0	2.8	1.2	1.0	2.8	1.2

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	The course builds foundational sociological knowledge, critical thinking, and understanding of society and social processes.

SDG 5	Gender Equality	Understanding socialization, roles, and institutions helps analyze how gender roles and inequalities are socially constructed.
SDG 10	Reduced Inequalities	The study of social structure, status, roles, and social processes helps understand and critically examine social inequalities.
SDG 16	Peace, Justice and Strong Institutions	Concepts of social control, cooperation, and conflict contribute to understanding social order, harmony, and institutional functioning.
SDG 17	Partnerships for the Goals	Sociology as a discipline promotes interdisciplinary understanding across social sciences, supporting broader collaborative knowledge systems.

Suggested Readings:

1. Bilton, T., Bonnett, K., Jones, P., Lawson, T., Skinner, D., & Stanworth, M. (2025). Introductory Sociology.

2. Giddens, A. (2025). Sociology: A Brief but Critical Introduction. Bloomsbury Academic India.

3. Murji, K., Neal, S., & Solomos, J. (2022). An Introduction to Sociology.

4. Nagla, B. K., & Choudhary, K. (Eds.). (2023). Indian Sociology: Theories, Domains and Emerging Concerns.

5. Shankar Rao, C. N. (2025). Sociology: Principles of Sociology with an Introduction to Sociological Thought (8th ed.).

6. Sharma, R. K. (2022). Social Change and Social Control.

7. Bottomore, T. B., & Nisbet, R. A. (Eds.). (2004). A history of sociological analysis.

8. Johnson, H. M. (1995). Sociology: A systematic introduction (2nd ed.). Allied Publishers.

9. Inkeles, A. (1991). What is sociology? Prentice Hall.

10. Kundu, A., & Yadav, N. (2022). Sociology of India.

Text Book:

1. Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
2. Shankar Rao, C. N. (2019). *Principles of sociology with an introduction to social thought* (7th ed.). S. Chand Publishing.

Principles of Sociology

Course Category	Course Code	Course Title	Credits	L	T	P
Minor Course-I (M-1)	SO12001	Principles of Sociology	4	3	1	0

Course Objectives:

- To examine the historical emergence of sociology as a distinct field of study and understand its unique nature and scope within the academic landscape.
- To understand the relationship between sociology and other social sciences
- To distinguish between fundamental social structures, specifically the differences between society and community, and the functional roles of associations and institutions.
- To categorize the various types of social groups and explain how these affiliations influence individual and collective behaviour.
- To analyze the mechanisms of socialization, exploring the agencies that shape human identity.

Course Contents:

Unit-I Introduction to Sociology (15 classroom contact hours)

- Emergence of sociology
- Nature of Sociology
- Scope of Sociology

Unit-II Sociology and it's relationship with Other Social Sciences:(15 classroom contact hours)

- Sociology and Social Anthropology
- Sociology & Psychology
- Sociology & History

Unit-III Sociological Concept (15 classroom contact hours)

- Society, Community
- Association and Institutions

Unit-IV Social Groups (15 classroom contact hours)

- Meaning and Importance
- Primary and secondary group
- In-group and Out Group

Unit-V Socialization (15 classroom contact hours)

- Meaning, types and agencies of Socialization
- Culture and Civilization
- Status and role

Course Outcomes:

CO1: To explain the historical origins, fundamental nature, and professional scope of Sociology as a scientific discipline.

CO2: To understand the relationship of Sociology with other social sciences like Anthropology, Psychology, and History

CO3: To define and distinguish between key sociological concepts, including society, community, associations, and institutions.

CO4: To analyze the characteristics and influences of various social groups, such as primary, secondary, in-groups, and out-groups.

CO5: To describe the processes and agencies of socialization and their role in shaping culture, civilization, and individual social roles.

Course Outcomes - Programme Outcomes Mapping of Paper SO12001

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	1
CO 2	2	3	2	2	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 3	2	3	2	3	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 4	2	2	2	3	3	1	2	1	2	1	1	1	3	1	1	3	2
CO 5	3	2	2	3	3	1	2	1	2	2	2	1	3	2	1	3	2
Average	2.2	2.6	2.0	2.6	2.8	1.0	1.4	1.0	2.0	1.2	1.2	1.0	3.0	1.2	1.0	2.8	1.4

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	The course provides foundational sociological knowledge, critical thinking, and understanding of society, culture, and social behavior.
SDG 5	Gender Equality	The study of socialization, status, and roles helps understand how gender roles and identities are socially constructed.
SDG 10	Reduced Inequalities	Analysis of social groups, institutions, and associations helps in understanding and addressing social inequalities.
SDG 16	Peace, Justice and Strong Institutions	Concepts of social order, socialization, and institutions contribute to understanding social cohesion and stable societies.
SDG 17	Partnerships for the Goals	The interdisciplinary relationship of sociology with other social sciences promotes integrated understanding and collaborative knowledge building.

Suggested Readings:

1. Rawat, H. K. (2010). Sociology: Basic concepts (1st Indian ed.). Jaipur: Rawat Publications.

2. Mohan, B. (2022). Introduction to sociology: Concepts and theories (1st ed.).

3. Nagla, B. K., & Choudhary, K. (Eds.). (2023). Indian sociology: Theories, domains and emerging

concerns.

4. Rao, C. N. Shankar. (n.d.). Sociology (Book notes edition)

5. Modi, I., & Visvanathan, S. (Eds.). (2014). Culture & Society: Volume 9

6. Oswell, D. (2024). Culture and society: An introduction to cultural studies (2nd ed.)

7. Horowitz, I. (Ed.). (2009). Culture and civilization: Volume 1.

8. Turner, J. H., Beeghley, L., & Powers, C. H. (2015). The emergence of sociological theory.

9. Mills, C. W. (1959). The sociological imagination.

10. Elias, N. (1994 [1939]). The civilizing process (E. Jephcott, Trans.

Text Book:

1. Haralambos, M., Holborn, M., & Heald, R. (2013). *Sociology: Themes and perspectives* (8th ed.). HarperCollins.

2. Shankar Rao, C. N. (2019). *Principles of sociology with an introduction to social thought* (7th ed.). S. Chand Publishing.

Basic Sociological Concepts

Course Category	Course Code	Course Title	Credit	L	T	P
Multi-Disciplinary Course (MD-1)	SO13001	Basic Sociological Concepts	3	2	1	0

Course Objectives:

- To introduce the meaning, emergence, nature, and scope of Sociology.
- To understand the relationship between Sociology and other social sciences.
- To explain the basic sociological concepts of society, community, association, and institution.
- To understand the meaning, characteristics, and types of social groups.
- To explain the meaning, characteristics, and types of culture.

Course Contents:

Unit I: Introducing the discipline (12 classroom contact hours)

- Meaning, definition and subject matter
- Emergence of sociology
- Nature and Scope of Sociology

Unit-II: Sociology and its relationship with other social sciences (12 classroom contact hours)

- Sociology and Anthropology
- Sociology and History
- Sociology and Political Science
- Sociology and Economics

Unit-III: Basic Concepts (12 classroom contact hours)

- Society: Meaning and Characteristics
- Community: Meaning and Characteristics
- Association: Meaning and Characteristics
- Institution: Meaning and Characteristics

Unit-IV: Social Group (12 classroom contact hours)

- Meaning and definition

- Characteristics
- Types: Primary group, Secondary group, Reference Group, In-Group and Out-group

Unit-V: Culture (12 classroom contact hours)

- Meaning and definition
- Characteristics
- Types

Course Outcomes:

CO1: Students will be able to understand the meaning, emergence, nature, and scope of Sociology.

CO2: Students will be able to understand the relationship between Sociology and other social sciences.

CO3: Students will be able to understand the basic concepts of society, community, association, and institution.

CO4: Students will be able to understand the meaning, characteristics, and types of social groups.

CO5: Students will be able to understand the meaning, characteristics, and types of culture.

Course Outcomes - Programme Outcomes Mapping of Paper SO13001

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	1
CO 2	2	3	2	2	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 3	2	3	2	3	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 4	2	2	2	3	3	1	2	1	2	1	1	1	3	1	1	3	2
CO 5	3	2	2	3	3	1	2	1	2	2	2	1	3	2	1	3	2
Average	2.2	2.6	2.0	2.6	2.8	1.0	1.4	1.0	2.0	1.2	1.2	1.0	3.0	1.2	1.0	2.8	1.4

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	The course provides foundational knowledge of sociology, concepts, and analytical thinking about society and culture
SDG 5	Gender Equality	Understanding social groups, culture, and socialization helps analyze how gender roles and identities are socially constructed
SDG 10	Reduced Inequalities	The study of social groups, institutions, and associations helps understand social stratification and inequality
SDG 16	Peace, Justice and Strong Institutions	Knowledge of social institutions and social order contributes to understanding social stability and cohesive societies.
SDG 17	Partnerships for the Goals	The interdisciplinary approach of sociology with other social sciences promotes integrated knowledge and collaboration.

Suggested Readings:

1. Bilton, T., Bonnett, K., Jones, P., Lawson, T., Skinner, D., & Stanworth, M. (2025). *Introductory sociology* (6th ed.). London, UK: Bloomsbury Academic.
2. Giddens, A. (2025). *Sociology: A brief but critical introduction* (3rd ed.). New Delhi, India: Bloomsbury Academic India.
3. Rao, C. N. S. (2025). *Sociology: Principles of sociology with an introduction to social thought* (8th ed.). New Delhi, India: S. Chand Publishing.
4. Haralambos, M., & Holborn, M. (2018). *Sociology: Themes and perspectives* (9th ed.). London, UK: Collins.
5. LibreTexts Sociology. (2024). *Introduction to sociology: Understanding and changing the social world*. Open Educational Resource. https://open.umn.edu/opentextbooks
6. MacIver, R. M., & Page, C. H. (1950). *Society: An introductory analysis*. London, UK: Macmillan.
7. Durkheim, É. (1982). *The rules of sociological method* (S. Lukes, Ed.; W. D. Halls, Trans.). New York, NY: Free Press. (Original work published 1895)
8. Mead, G. H. (1934). *Mind, self and society*. Chicago, IL: University of Chicago Press.
9. Merton, R. K. (1968). *Social theory and social structure*. New York, NY: Free Press.
10. Bottomore, T. B. (1972). *Sociology: A guide to problems and literature* (2nd ed.). London, UK: George Allen & Unwin.

Semester – I
Modern Indian Language (Odia)

Course Category	Course Code	Course Title	Credit	L	T	P
Ability Enhancement Course-1(Choose any one)	AE14001	Modern Indian Language (Odia)	2	2	0	0

Course Objective

- ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ ବିକାଶ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।
- ଓଡ଼ିଆ ବ୍ୟାକରଣ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।

ୟୁନିଟ୍-୧ : ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ କ୍ରମବିକାଶ
(ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମବିକାଶ)

ୟୁନିଟ୍-୨ : ଓଡ଼ିଆ ବ୍ୟାକରଣ
(ଶବ୍ଦ, ବାକ୍ୟ, ସମୋଚ୍ଚାରିତ ଶବ୍ଦ, ଅନେକାର୍ଥ ଶବ୍ଦ, ବିପରୀତ ଶବ୍ଦ, ରୂଢ଼ି, ପ୍ରବାଦ ଓ ପ୍ରବଚନ)

Course Outcome

CO-I : ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ସମ୍ପର୍କରେ ଜ୍ଞାନ ।ହରଣ କରିପାରିବେ ।

CO-II : ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ଭାଷାର କ୍ରମବିକାଶ ସଂପର୍କରେ ଜାଣିପାରିବେ ।

CO-III : ଓଡିଆ ବ୍ୟାକରଣ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO-IV : ଶବ୍ଦ, ବାକ୍ୟ, ସମୋଚାରିତ ଶବ୍ଦ ଇତ୍ୟାଦି ସର୍ମ୍ପରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO-V : ବିପରୀତ ଶବ୍ଦ ରୂଢ଼ି, ପ୍ରବାଦ ଓ ପ୍ରବଚନ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେ ଷ୍ଟୋର, କଟକ

୨. ଆଧୁନିକ ଓଡିଆ ବ୍ୟାକରଣ - ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ

୩. ବ୍ୟାବହାରିକ ଓଡିଆ ବ୍ୟାକରଣ – ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ଓଡିଆ ଭାଷାର ଉନ୍ମେଷ ଓ ବିକାଶ – ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ସାରସତ ବ୍ୟାବହାରିକ ଓଡିଆ ବ୍ୟାକରଣ – ଡକ୍ଟର କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଶ୍ରୀ ବ୍ରଜକିଶୋର ହୋତା, ଶ୍ରୀ ଭାସ୍କର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ବିନୋଦବିହାରୀ, କଟକ

Semester – I

Modern Indian Language (Hindi)

Course Category	Course Code	Course Title	Credit	L	T	P
Ability Enhancement Course-1(Choose any one)	AE14003	Modern Indian Language (Hindi)	2	2	0	0

Course objective:-

- हिन्दी के प्रयोग और व्यवहारिक जान प्रदान करना।
- हिन्दी शब्द, वाक्य तथा व्याकरण सबंधी जानकारी देना।

Course out come:

Co-1 व्याकरणगत त्रुटियों में सुधार कर पायेंगे।

Co-2. विभिन्न प्रकार के लेखन कला से परिचित हो सकेंगे।

UNIT-I

i. शब्द, वाक्य

. प्रयायवाची, अनेकार्थी, विलोम

UNIT-II

i. मुहावरे और लोकोक्तियाँ

iii. अनुच्छेद लेखन :

iv. फीचर लेखन

v. संवाद लेखन

vi. संम्पादकीय लेखन

vii. निबंध लेखन

पाठ्य पुस्तक :-

1. सामान्य हिन्दी- डॉ.हरदेव विहारी
2. संपूर्ण हिंदी व्याकरण एवं रचना- डॉ.अरविंद कुमार, ल्यूसेन्ट पब्लिकेशन
3. सामान्य हिन्दी- ओंकारनाथ वर्मा, अरिहंत पब्लिकेशन
4. हिन्दी व्याकरण- कामता प्रसाद गुरू

Semester – I

Modern Indian Language (Sanskrit)

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course-1(Choose any one)	AE14005	Modern Indian Language (Sanskrit)	2	2	0	0

Course Objectives:

- To enhance the greater interest towards Sanskrit.
- To decrease the phobia of other students towards Sanskrit
- To enhance basic knowledge on Sanskrit Grammar

Course outcome

CO1- The Students other than Sanskrit will be attracted towards Sanskrit learning.

CO2- Other students can also be understand Sanskrit text easily

CO3-Student will get enough knowledge on basics Sanskrit grammar.

CO4- Students will learn recitation or Sloka Chanting

CO5-Will enhance the ability of spoken Sanskrit

UNIT – I

(i) Varna Prakaranam
(ii) Sandhi
(iii) Samasa
(iv) Anuvada

UNIT – II

(i) Recitation
(ii) Sabdarupa
(iii) Dhaturupa
(iv)Spoken – Sanskrit

Books for Reference:

Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha

Semester – I

Modern Indian Language (Santali)

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course-1(Choose any one)	AE14007	Modern Indian Language (Santali)	2	2	0	0

Course Objectives:

ಕನ್ನಡ ಭಾಷೆಯ ಜನ ಭಾಷಿಕರಿಗೆ ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ ಸಂವಹನ ಕೌಶಲ್ಯ, ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ ಕನ್ನಡ ಭಾಷೆಯ ಸಂರಚನೆ, ಕನ್ನಡ ಭಾಷೆಯ ಬಳಕೆಯ ಸಂದರ್ಭಗಳು, ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ ಸಂವಹನ ಕೌಶಲ್ಯಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.

Course Outcomes:

CO1. ಕನ್ನಡ ಭಾಷೆಯ ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ ಸಂಪರ್ಕ ಮಾಧ್ಯಮಗಳ ಕನ್ನಡ ಭಾಷೆಯ ಸಂವಹನ ಶಾಖೆಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.

CO2. ಕನ್ನಡ ಭಾಷೆಯ ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ ಸಂಪರ್ಕ ಮಾಧ್ಯಮಗಳ ಕಾರ್ಯ ಕೌಶಲ್ಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.

CO3. ಕನ್ನಡ ಭಾಷೆಯ ಮಾತುಗಾರಿಕೆ ಸಂಪರ್ಕ ಮಾಧ್ಯಮಗಳ ಕಾರ್ಯ, ಸಾಧ್ಯತೆ, ಕಾರ್ಯ ಕನ್ನಡಿಗರ ಪಾತ್ರ ಪರಿಸರ ಮತ್ತು ಬಹುಭಾಷಾ ಸಂಪರ್ಕ ಮಾಧ್ಯಮಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.

CO4. ಕನ್ನಡಿಗರ ಮೌಖಿಕ ಕಾರ್ಯಗಳ ಪ್ರಾಯೋಗಿಕ ಅರಿವು ನಿರ್ವಹಿಸುವುದು.

CO5. ದಿನನಿತ್ಯ ಜರುಗುವ ಮಾಧ್ಯಮಕಾರ್ಯಗಳ ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ ಕಾರ್ಯಗಳ ಸಾಧ್ಯತೆಗಳ ಅರಿವು ಮೂಡಿಸುವುದು.

Course Inputs:

Contents:

Unit-1 ಕನ್ನಡಿಗರ ಮೌಖಿಕ ಕಾರ್ಯಗಳ ಜನ ಭಾಷಿಕರು

Unit-2 ಸಾಧ್ಯತೆ

ಸಾಧ್ಯತೆ, ಸಾಧ್ಯತೆ, ಕಾರ್ಯ, ಮಾಧ್ಯಮ,ಮಾತುಗಾರಿಕೆ,ಕಾರ್ಯ,ಕಾರ್ಯ

ಕಾರ್ಯಕ್ಷಮತೆಗಳು ಮೌಖಿಕ-

ಆಲಿಕೆ, ನೋಟ, ಜಾಗೃತಿ, ಪ್ರತಿಕ್ರಿಯೆ, ಅಭಿಪ್ರಾಯ, ಅಭಿಮತ, ಅಭಿಪ್ರಾಯ, ಸಂಭಾಷಣೆ

ಮಾತುಗಾರಿಕೆ,ಪಠಣ, ಪ್ರಶ್ನೆ, ಸಾಹಿತ್ಯ

Reference Books:

1. ಸಾಧ್ಯತೆ - ಡಿ.ಎಸ್.ಚಂದ್ರಶೇಖರಯ್ಯ ಮತ್ತು
2. ಕನ್ನಡಿಗರ ಸಾಧ್ಯತೆ- CIIL Mysore
3. ಕನ್ನಡಿಗರ ಸಾಧ್ಯತೆ - ಡಾ. ಸಾಯಿಸುತೆ ಸಂಪಾದಕರು
4. ದಿನನಿತ್ಯ ಕನ್ನಡಿಗರ ಸಾಧ್ಯತೆ - ಕಾಳೇಗೌಡ ಬಿಳಿಗಿರಿ ಮತ್ತು ಇತರರ
5. ದಿನನಿತ್ಯ ಕನ್ನಡಿಗರ ಸಾಧ್ಯತೆ - ಡಾ. ಸಾಯಿಗೀತಾ ದಿಗಂತ ಮೂಲೆಗದ್ದೆ
6. ಮೌಖಿಕ ಮೌಲ್ಯ- ಪ್ರಭಾಕರ ಮತ್ತು
7. ಕನ್ನಡಿಗರ ಮಾಧ್ಯಮಗಳ ಬಗ್ಗೆ ಒಳನೋಟಗಳು ಮತ್ತು ಮೂಲಭೂತ - ಡಾ. ಬಿ. ಕೆ. ಗಂಗಾ

AEC I
Alternative English
Course Code: AE14009
Refer to the Department of English (SCTLL)

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.
- Understand myriad literary forms, themes, and stylistic features of English literature of different

cultural and historical contexts.

- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and
  aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar,
  vocabulary, comprehension, and writing skills.
- Refine communication skills, enabling students to express ideas effectively in both written and
  spoken English.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques,
and cultural significance.

- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement,
  and sentence transformations, in effective communication.
- Develop proficiency in reading comprehension, précis writing, and coherent written expression
  for academic and professional contexts.

Course Contents:

Unit I: Prose

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*
- *Mahasweta Devi* – ***Draupadi*** (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

- Tenses, Articles, Prepositions, Subject–Verb Agreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

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

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO5	3	3	3	3	3

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

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, academic integrity, and values reflected in texts such as A. P. J. Abdul Kalam's writings
Gender	Medium–High	Representation of gender, marginalization, and identity in Draupadi
Human Values	High	Compassion, sacrifice, morality, patriotism, and empathy reflected in works by O. Henry and Jayanta Mahapatra
Environment & Sustainability	Medium	Social awareness, human survival, poverty, and ecological sensitivity reflected in literary texts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences
SDG 8	Decent Work & Economic Growth	Strengthens language proficiency and professional communication skills
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical values, cultural awareness, and responsible communication

Recommended Learning Resources

- Bacon, Francis. *Essays of Francis Bacon* (Oxford World's Classics or Penguin Classics), 1625.
- Kalam, A. P. J. Abdul. *Wings of Fire* and *My Vision for India: Ideas for the New Millennium.* (Universities Press / Penguin India),1999.
- O. Henry. *The Gift of the Magi and Other Stories.* (Signet Classics / Dover Publications), 1906.
- Devi, Mahasweta. *Breast Stories.* Translated by Gayatri Chakravorty Spivak. (Seagull Books, Kolkata), 2002.
- Mahapatra, Jayanta. *A Rain of Rites: Poems.* (Oxford University Press / Harper Collins India), 1976**.**
- Shakespeare, William. *Sonnets.* (Edited by Katherine Duncan-Jones, Arden Shakespeare Series / Oxford University Press), 1997.

- Ram, M. & Singh, K. *English Language and Communication Skills: A Practical Approach.* (PHI Learning / Cambridge India), 2012.
- Iyengar, K. R. Srinivasa. *Indian Writing in English.* (Sterling Publishers / Asia Publishing House),1962.
- Parija, Ratnaprava. Communicative English (REST Publisher, Tamil Nadu), 2018.
- Murphy, Raymond. *English Grammar in Use.* (Cambridge University Press),1985.

Information Technology and Communication

Code	Course Title	Credit	L-T-P
CS15001	Information Technology and Communication	3	2-0-1

Course Objectives:

- To make them aware about the basics of computers and its evolution.
- Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
- Learn about number systems and softwares.
- Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- **CO2 (Understanding):** Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.
- **CO3 (Application):** Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- **CO4 (Analysis):** Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.
- **CO5 (Synthesis/Evaluation):** Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

CO-PO-PSO Mapping

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

CO	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
CO1	3	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	3	-	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	2

Course Duration: 34 hours

Course Syllabus:

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture:

Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Contact Hours]

- Perform basic computer operations, file and folder management, and operating system configuration.
- Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
- Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
- Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
- Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
- Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
- Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
- Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
- Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
- Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

- **Textbooks:**
- Sinha, P. K. , Computer Fundamentals, BPB Publications
- Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation
SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

Environment Education and Disaster Management

Course Category	Course Code	Course Title	Credit	L	T	P
Value Added Course - 1	VA16201	Environment Education and Disaster Management	4	3	0	1

Lectures: 45
Practical: 30

Learning Objectives: The objective is to make students aware about the environmental functions and issues.

Pedagogy: Lectures, Power Point Presentation, Industrial Visit/Practical, Assignments, Case discussion, Projects and Seminars

Course Contents:

Unit I: Humans and the Environment (4 Lectures)

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development (8 Lectures)

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources: Energy resources: Renewable and non-renewable sources of energy; Non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems (6 Lectures)

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and it's impact.

Unit IV: Environmental Pollution (8 Lectures)

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V : Climate Change: Impacts, Adaptation and Mitigation (5 Lectures)

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent.

Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI :Environmental Management (6 Lectures)

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII :Environmental Treaties and Legislation (8 Lectures)

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata

Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme(UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere(MAB) programme.

Unit VIII: Disaster Management (30 Practical)

Concept of Hazards, Disasters, Natural and man made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.

Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

Learning Outcomes:

CO1. Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.

CO2. Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.

CO3. Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.

CO4. Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.

CO5. Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

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SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 6	**Clean Water & Sanitation**	Covers water pollution, quality parameters, and standards for fresh and marine water.
SDG 7	**Affordable & Clean Energy**	Explores non-conventional energy (Solar, Wind, Hydrogen fuel cells) and its environmental implications.
SDG 11	**Sustainable Cities & Communities**	(Disaster Management) focuses on making communities resilient to floods, cyclones, and earthquakes.
SDG 13	**Climate Action**	Entirely dedicated to Greenhouse Gas reduction, carbon neutrality, and climate adaptation strategies.
SDG 14 & 15	**Life Below Water / On Land**	Focuses on biodiversity hotspots, endangered species, and the protection of marine/terrestrial ecosystems.

Books Recommended:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.

2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi

3. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/

4. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.

5. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.

6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)

8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.

9. Krishnamurthy, K.V.(2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK

10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes.
https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

11. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.

12. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi

Note: Latest edition of the text books should be used.

SEMESTER – II

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course -II (C-2)	SO10002	Sociology of Family, Marriage, and Kinship	4	3	1	0
Minor Course -II (M-2)	SO12002	Social Change in India	4	3	1	0
Multi-disciplinary course (MD- 2)	SO13002	Indian Social System-I	3	2	1	0
Ability Enhancement Course **(Choose any one)**	AE14002	**Translation Studies (Odia)**	2	2	0	0
	AE14004	**Translation Studies (Hindi)**	2	2	0	0
	AE14006	**Translation Studies (Sanskrit)**	2	2	0	0
	AE14008	**Translation Studies (Santali)**	2	2	0	0
	AE14010	**Translation Studies (English)**	2	2	0	0
Skill Enhancement Course-II	TS15002	Skills for Social Intervention	3	2	1	0
Value Added Course-II	VA16430	Life Skills Education	2	2	0	0
	VA16122	Dr. B.R Ambedkar's Social Philosophy	2	2	0	0
Value Added Course-III(Choose any one)	VA16140	Feminist Studies	2	2	0	0
	VA16484	Community Engagement and Social Responsibility	2	2	0	0
	Total		**20**			
Exit Point: After completion of 1 year (2 semesters) of study, a student can receive a Certificate						

SEMESTER – II

Sociology of Family, Marriage, and Kinship

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course-II (C-2)	SO10002	Sociology of Family, Marriage, and Kinship	4	3	1	0

Course Objectives:

- To introduce the concept of family—its meaning, characteristics, types, rules of authority, descent, residence, and functions.
- To explain marriage as a social institution**,** its functions, and various rules and forms of marriage.
- To help students understand kinship and clan systems, including lineage, totemism, taboos, and kinship terminology.
- To provide knowledge on tribal marriage, its aims and different types practiced among tribal groups.
- To familiarize students with preferences and prohibitions in tribal marriages, and how these norms influence tribal society.

Course Contents:

Unit-I: Family (15 classroom contact hours)

- Meaning and Definition
- Characteristics of family
- Types of Family
- Functions of Family

Unit-II: Marriage (15 classroom contact hours)

- Marriage as a social institution
- Functions of Marriage
- Forms of Marriage: Endogamy and Exogamy, Monogamy and Polygamy, Levirate and Sororate, Hypergamy and Hypogamy
- Traditional Forms of Hindu Marriage
- Changes in Hindu Marriage System

Unit-III: Hindu Joint Family (15 classroom contact hours)

- Meaning
- Features and Functions
- Recent Changes in Hindu joint family

Unit-IV: Kinship and Clan System(15 classroom contact hours)

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

Unit-V: Tribal Marriage (15 classroom contact hours)

- Aims of Marriage
- Types of Marriage
- Preferences and Prohibition in Tribal marriage

Course Outcomes:

CO1: Students will be able to understand the meaning, types, and functions of family, and the rules of authority, descent, and residence.

CO2: Students will be able to understand marriage as a social institution, its functions, and different rules of marriage.

CO3: Students will be able to understand kinship, clan, lineage, totemism, taboos, and kinship terminology.

CO4: Students will be able to understand tribal marriage, its aims, types, and related customs.

CO5: Students will be able to understand different issues and debates related to marriage and family in society.

Course Outcomes - Programme Outcomes Mapping of Paper SO10002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	2	3	2	2	2	2	1	1	2	1	2	1	3	2	2	3	1
CO2:	3	3	2	3	2	2	1	1	2	2	2	1	3	2	2	3	1

CO3:	2	3	2	3	2	3	1	1	2	1	2	2	3	3	3	3	1
CO4:	3	3	2	3	3	2	2	1	2	2	2	2	3	3	3	3	2
CO5:	3	3	3	3	3	2	2	1	2	2	3	2	3	2	3	3	2
Average	**2.6**	**3.0**	**2.2**	**2.8**	**2.4**	**2.2**	**1.4**	**1.0**	**2.0**	**1.6**	**2.2**	**1.6**	**3.0**	**2.4**	**2.6**	**3.0**	**1.4**

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 family, kinship, marriage, and tribal social systems through sociological learning
SDG 5	Gender Equality	Develops awareness regarding gender roles, marriage practices, and women's status in family and society
SDG 10	Reduced Inequalities	Encourages understanding of social inclusion, kinship relations, and tribal social organization
SDG 11	Sustainable Cities and Communities	Highlights the role of family and kinship in maintaining social cohesion and cultural continuity
SDG 16	Peace, Justice and Strong Institutions	Promotes awareness of social norms, institutions, family values, and peaceful coexistence within society

Suggested Readings:

1. Ahuja, R. (2000). *Social problems in India*. New Delhi, India: Rawat Publications.
2. Chakravorty, S., Goli, S., & James, K. S. (2021). Family demography in India: Emerging patterns and challenges. *SAGE Open*, 11(2), 1–12.
3. Dube, L. (1974). *Sociology of kinship: An analytical survey of literature*. Bombay, India: Popular Prakashan.
4. Fortes, M. (1969). *Kinship and the social order*. Chicago, IL: Aldine Publishing.
5. Fox, R. (1967). *Kinship and marriage: An anthropological perspective*. Harmondsworth, UK: Penguin Books.
6. Gupta, S. (2024). Ambivalent purview of kinship care: Insights from contemporary India. *Journal of Family Studies*, 30(1), 45–60.
7. Kapadia, K. M. (1966). *Marriage and family in India*. Bombay, India: Oxford University Press.

8. Karve, I. (1953). *Kinship organization in India*. Poona (Pune), India: Deccan College.
9. Prasad, B., Juvva, S., & Nayar, M. (Eds.). (2019). *The contemporary Indian family: Transitions and diversity*. New Delhi, India: Routledge India.
10. Radcliffe-Brown, A. R. (1952). *Structure and function in primitive society*. London, UK: Cohen & West.
11. Shah, A. M. (1973). *The household dimension of the family in India*. New Delhi, India: Orient Longman.
12. Shah, A. M. (1998). *The family in India: Critical essays*. New Delhi, India: Orient Longman.

Text Book :

1. Majumdar, D. N., & Madan, T. N. (2016). *An introduction to social anthropology*. Asia Publishing House.
2. Kapadia, K. M. (1966). *Marriage and family in India* (3rd ed.). Oxford University Press.

Social Change in India

Course Category	Course Code	Course Title	Credits	L	T	P
Minor Course - II (M-2)	SO12002	Social Change in India	4	3	1	0

Course Objectives:

- To understand the meaning and nature of social change, social evolution, social progress, and social development, along with the factors and sources of social change.
- To understand the major theories of social change, including evolutionary, functionalist, conflict, and cyclical theories.
- To understand different models of development such as capitalist, socialist, Gandhian, and alternative models including microfinance and ecological development.
- To understand the main processes of social change in the Indian context such as sanskritisation, westernisation, modernisation, and secularisation.
- To understand social change in India through various social movements like peasant, Dalit, women's, and environmental movements.

Course Contents:

Unit-I: Social Change (15 classroom contact hours)

- Meaning and Nature
- Social Evolution & Social Progress: Meaning and features
- Social Development: Meaning and features
- Factors of Change (Cultural, Technological, Demographic) and

Unit-II: Theories of Social Change (15 classroom contact hours)

- Evolutionary theory
- Functionalist theory
- Conflict Theory
- Cyclical Theory

Unit-III: Models of development (15 classroom contact hours)

- Capitalist
- Socialist
- Gandhian

Unit-IV: Processes of Social Change in Indian Context (15 classroom contact hours)

- Sanskritisation
- Westernisation
- Modernisation
- Secularisation

Unit-V: Social Change in India through Social Movements (15 classroom contact hours)

- Peasant movement,
- Dalit movement,
- Women's movement and
- Environmental movement.

Course Outcomes:

CO1: Students will be able to understand the meaning and nature of social change and its main factors and sources.

CO2: Students will be able to understand the main theories of social change.

CO3: Students will be able to understand different models of development.

CO4: Students will be able to understand the processes of social change in Indian society.

CO5: Students will be able to understand social change in India through different social movements.

Course Outcomes - Programme Outcomes Mapping of Paper SO12002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	2	3	2	2	2	2	1	1	2	1	2	1	3	2	2	3	1
CO2:	3	3	2	3	2	2	1	1	2	1	3	2	3	2	2	3	1
CO3:	2	3	2	3	3	2	2	1	2	2	2	1	3	2	3	3	1
CO4:	2	3	2	3	3	2	1	1	2	2	2	2	3	2	3	3	2
CO5:	3	3	3	3	3	3	2	1	2	2	3	2	3	3	3	3	2
Average	**2.4**	**3.0**	**2.2**	**2.8**	**2.6**	**2.2**	**1.4**	**1.0**	**2.0**	**1.6**	**2.4**	**1.6**	**3.0**	**2.2**	**2.6**	**3.0**	**1.4**

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 socialization, culture, norms, and social institutions through sociological learning
SDG 5	Gender Equality	Promotes awareness of gender roles, identity, and social norms influencing equality
SDG 10	Reduced Inequalities	Encourages understanding of social integration, cooperation, and inclusive social processes
SDG 11	Sustainable Cities and Communities	Strengthens awareness regarding social cohesion, cultural norms, and community relationships
SDG 16	Peace, Justice and Strong Institutions	Develops understanding of social control, norms, values, and peaceful social order

Suggested Readings:

1. Appadurai, A. (2013). *The future as cultural fact: Essays on the global condition*. London, UK: Verso.
2. Desai, A. R. (2015). *Social background of Indian nationalism* (6th ed.). New Delhi, India: Sage Publications.
3. Singh, Y. (2010). *Modernization of Indian tradition*. Jaipur, India: Rawat Publications.
4. Smelser, N. J. (2010). *Sociology* (13th ed.). New Delhi, India: Pearson Education.
5. Dube, S. C. (2001). *Indian society*. New Delhi, India: National Book Trust.
6. Ahuja, R. (2000). *Social problems in India*. New Delhi, India: Rawat Publications.
7. Giddens, A. (1997). *Sociology* (3rd ed.). Cambridge, UK: Polity Press.
8. Srinivas, M. N. (1966). *Social change in modern India*. Berkeley, CA: University of California Press.
9. Smelser, N. J. (1963). *Theory of collective behavior*. New York, NY: Free Press.
10. Moore, W. E. (1963). *Social change*. Englewood Cliffs, NJ: Prentice Hall.
11. Marx, K. (1977). *Selected writings*. Oxford, UK: Oxford University Press.
12. Durkheim, É. (1964). *The division of labour in society*. New York, NY: Free Press. (Original work published 1893).

13. Ahuja, R. (2014). *Society in India*. New Delhi, India: Rawat Publications.
14. Boudon, R. (1986). *Theories of social change: A critical appraisal*. Cambridge, UK: Polity Press.
15. Haralambos, M., & Holborn, M. (2008). *Sociology: Themes and perspectives* (7th ed.). London, UK: HarperCollins Publishers.
16. Ogburn, W. F. (1964). *Social change: With respect to culture and original nature*. New York, NY: Dell Publishing.

Text Book:

1. Srinivas, M. N. (1966). *Social change in modern India*. University of California Press.
2. Yogendra Singh. (2019). *Modernization of Indian tradition* (Reprint ed.). Rawat Publications.

Indian Social System-I

Course Category	Course Code	Course Title	Credits	L	T	P
Multi-disciplinary course (MD- 2)	SO13002	Indian Social System-I	3	2	1	0

Course Objectives:

- To introduce students to the structural features of the Indian social system.
- To understand the historical roots and evolution of Indian society.
- To study the concepts of caste, class, tribe, and religion as integral parts of the social structure.
- To examine the role of family, kinship, and marriage in the Indian context.
- To familiarize students with traditional social institutions and their contemporary transformations.
- To provide a foundation for analyzing continuity and change in Indian social life.

Course Contents:

Unit-I: Understanding Indian society: Unity in Diversity ,National integration (12 classroom contact hours)

Unit-II: Indian Society: Structure and Concepts Caste: Meaning and characteristics, Village: Structure and Change (12 classroom contact hours)

Unit-III: Tribe: Profile and Location (12 classroom contact hours)

Unit-IV: Social Institutions in India: Marriage, Family and kinship, Tribal Religion in India (12 classroom contact hours)

Unit-V: Social Problems in India:Communalism, Casteism, Regionalism and Terrorism (12 classroom contact hours)

Course Outcomes:

CO1: To develop a cluster of sociologists who have the right knowledge to deal with and to understand various social issues and problems.

CO2: To enable students to have in depth knowledge of Indian traditions, society, culture, customs, rituals and Indian villages.

CO3: To sensitize students regarding those categories of the society who are at the peripheries and margins including: Women, Scheduled Castes, Scheduled Tribes, OBCs and others.

CO4: To train students for objective and scientific researches using appropriate methodologies and approaches.

CO5: To develop in students social and human skills to make them apt for various life situations

Course Outcomes - Programme Outcomes Mapping of Paper SO13002

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	3	2	2	2	2	1	1	1	2	1	1	1	3	2	1	2	1
CO 2	3	3	2	2	3	1	1	1	2	2	2	1	3	2	1	3	2
CO 3	2	3	2	3	3	1	2	1	2	2	2	1	3	3	2	3	2
CO 4	2	2	3	3	3	2	2	2	3	2	2	2	2	3	2	3	2
CO 5	3	3	2	3	3	2	2	2	3	2	2	2	3	3	2	3	2
Average	**2.6**	**2.6**	**2.2**	**2.6**	**2.8**	**1.4**	**1.6**	**1.4**	**2.4**	**1.8**	**1.8**	**1.4**	**2.8**	**2.6**	**1.6**	**2.8**	**1.8**

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**	Develops an understanding of the structure, institutions, and diversity of Indian society through sociological

		perspectives.
SDG 5	**Gender Equality**	Examines gender roles and status within family, marriage, kinship, and tribal society, promoting gender sensitivity.
SDG 10	**Reduced Inequalities**	Analyses caste, tribe, regionalism, and other forms of social inequality to promote social inclusion and equity.
SDG 11	**Sustainable Cities and Communities**	Enhances understanding of social cohesion, cultural diversity, village communities, and sustainable community life.
SDG 16	**Peace, Justice and Strong Institutions**	Studies communalism, casteism, regionalism, terrorism, national integration, and constitutional values to foster peace and inclusive institutions.

Suggested Readings:

1. Ahuja, R. (2014). *Indian society*. New Delhi, India: Rawat Publications.
2. Cooley, C. H. (1902). *Human nature and the social order*. New York, NY: Scribner's.
3. Giddens, A. (2009). *Sociology* (6th ed.). Cambridge, UK: Polity Press.
4. Haralambos, M., & Holborn, M. (2008). *Sociology: Themes and perspectives* (7th ed.). London, UK: HarperCollins.
5. Linton, R. (1936). *The study of man*. New York, NY: Appleton-Century.
6. MacIver, R. M., & Page, C. H. (1950). *Society: An introductory analysis*. London, UK: Macmillan.
7. Mead, G. H. (1934). *Mind, self and society*. Chicago, IL: University of Chicago Press.
8. Ogburn, W. F. (1964). *Social change: With respect to culture and original nature*. New York, NY: Dell Publishing.
9. Singh, Y. (1977). *Social change in India: Crisis and resilience*. New Delhi, India: Oxford University Press.
10. Srinivas, M. N. (1966). *Social change in modern India*. Berkeley, CA: University of California Press.

Text Book:

1. Srinivas, M. N. (2002). *Social change in modern India*. Orient Blackswan.
2. Ahuja, R. (2020). *Indian social system* (4th ed.). Rawat Publications.

Translation Studies (Odia)

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course (Choose any one)	AE14002	Translation Studies (Odia)	2	2	0	0

Course Objective

ଅନୁବାଦ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ କରାଯାଇଛି ।

ଅନୁବାଦର ବିବିଧ ପ୍ରୟୋଗ କିପରି କରାଯିବ । ତାହା ସୂଚନା ପାଇବାର ପ୍ରୟାସ କରାଯାଇଛି ।

ୟୁନିଟ୍-୧ : ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ୟୁନିଟ୍-୨ : ଅନୁବାଦର ବିବିଧ ପ୍ରୟୋଗ
(ସାହିତ୍ୟର ବିଭିନ୍ନ ବିଭାଗର ଭାଷାନୁବାଦ ଏବଂ ଏହାର ବିଭିନ୍ନ ଦିଗ)

Course Outcome

CO-I : ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଇତ୍ୟାଦି ସମ୍ପର୍କରେ ଅବଗତ ହୋଇପାରିବେ ।

CO-II : ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନୁବାଦର ପ୍ରକାର ଭେଦ ସମ୍ପର୍କରେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO-III : ଅନୁବାଦର ବିବିଧ ପ୍ରୟୋଗ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO-IV : ସାହିତ୍ୟର ବିଭିନ୍ନ ବିଭାଗର କିପରି ଭାଷାନୁବାଦ କରାଯିବ ତାହା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO-V : ଅନୁବାଦ ପ୍ରୟୋଗର ବିଭିନ୍ନ ଦିଗ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଅନାଦି ଚରଣ ଗାଁଣ, ବିଦ୍ୟାପୁରୀ, ବାଲୁବଜାର କଟକ, ଚତୁର୍ଥ ମୁଦ୍ରଣ, ୨୦୧୮

୨. ଓଡିଆ ସାହିତ୍ୟର ଇତିହାସ-ଡକ୍ଟର ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏ. କେ. ମିଶ୍ର, ପବ୍ଲିଶର୍ସ-କଟକ, ସପ୍ତମ ସଂସ୍କରଣ, ୨୦୨୧

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ଚତୁର୍ଥ ସଂସ୍କରଣ, ୨୦୧୯

୪. ଗବେଷଣା,ଅନୁବାଦ, ସମ୍ପାଦନା କଳା – ସଂ ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

Translation Studies (Hindi)

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course (Choose any one)	AE14004	Translation Studies (Hindi)	2	2	0	0

पात्रता मानदंड : वे छात्र जिन्होंने दसवीं कक्षा और उससे ऊपर तक हिन्दी का अध्ययन किया है।

Learning Objectives-

- **सीखने के उद्देश्य:** पाठ्यक्रम का उद्देश्य द्विभाषी और बहुभाषी छात्रों को कुशल तैयार करना है
- स्रोत और लक्ष्य भाषा का पर्याप्त ज्ञान होना और उन्हें सभी व्यावहारिक उद्देश्यों के लिए पर्याप्त रूप से लागू करना है।
- इसका उद्देश्य अंतर-सांस्कृतिक संचार का निर्माण करना और छात्रों को अनुवाद में नौकरियां लेने के लिए खुद को तैयार करने के लिए विभिन्न कौशल का प्रभावी ढंग से उपयोग करने में सक्षम बनाना है।

Learning Outcomes:

- छात्र विभिन्न व्यावसायिक, तकनीकी, निर्माण करने में सक्षम होंगे और अनुवाद का कार्य लेने के लिए भाषाई कौशल में मदद करेगा i
- स्रोत और लक्ष्य भाषाओं दोनों में विभिन्न क्षेत्रों में उनका ज्ञान उन्हें कई क्षेत्रों में अनुवाद करने में मदद करेगा; अनुवादक लिखित सामग्री/पाठ के साथ काम करता है; दुभाषिया मौखिक रूप से भाषाओं के बीच मध्यस्थता करेगा।

यूनिट - I

I. अर्थ और परिभाषा
II. अनुवाद की शैली, प्रक्रिया
II. अनुवाद का महत्व
IV. अनुवाद के गुण

यूनिट - II अभ्यास

i. अंग्रेजी से हिंदी में अनुवाद
ii. दूसरी भाषाओं से हिंदी में अनुवाद

पाठ्य पुस्तक :-

1. प्रायोगिकहिन्दी- डॉ.गुलाममोइनुद्दीनखान, शुभमपुस्तकमहल
2. प्रयोजनमूलकहिन्दी – विनोदगोदर

Translation Studies (Sanskrit)

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course (Choose any one)	AE14006	Translation Studies (Sanskrit)	2	2	0	0

Course Objectives:

- The course aims to prepare bilingual and multilingual students proficiency in translation.
- Have sufficient knowledge of at least two-three languages, the source and the target language.
- It also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and editing.

Course Outcomes:

CO1-Students will be able to build various professional, technical, and linguistic skills.

CO2-Willprovide the job of translation and editing.

CO3-Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas.

CO4-The translator works with the written material/texts.

CO5- The interpreter will mediate between languages orally.

Unit – I Translation: Introduction

(i) Meaning of Translation
(ii) Causes, Rules and Importance of Translation
(iii) Methods of Translation
(iv) Practical Translation: Sanskrit to other languages and vice versa

Unit – II Transliteration and Editing

(i) Diacritical Marks
(ii) The Use of Diacritical Marks
(iii) Transliteration of Sanskrit verses are to be written in Roman/Italic script with diacritical marks
(iv) Editing and Computer, Editing of an unseen passage in Sanskrit, Appendix : Script Chart of different Languages.

Translation Studies (Santali)

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course (Choose any one)	AE14008	Translation Studies (Santali)	2	2	0	0

Course Objectives:

ᱱᱚ.ᱢᱟᱹᱵᱟᱜ.ᱵᱚ ᱫᱚᱣᱟ ᱠᱷᱚᱨᱚᱦᱩ ᱱᱚᱱᱚᱛᱟᱣᱟᱫᱚ ᱚᱞᱮᱠᱟ ᱐᱒ ᱠᱷᱮᱛᱚᱢᱟᱛᱟ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱠᱷᱮᱞᱮᱣᱮᱞ ᱵᱟᱨᱮᱱᱟᱜ ᱛᱚᱫᱮᱨᱮᱢ.ᱞᱟ ᱛᱟᱢᱚᱱᱚᱨᱮ ᱯᱩᱞᱩᱵᱩᱞᱟᱣ᱾ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱠᱷᱮᱞᱮᱣᱮᱞ ᱵᱟ.ᱩᱨᱩᱣᱟᱞᱟᱣ ᱛᱟᱢᱚᱱᱚᱨᱮ ᱯᱩᱞᱩ ᱵᱟᱫᱟᱣ ᱱᱟᱢᱚᱛ ᱮᱢᱩᱣᱟᱜ ᱪᱤᱢᱟᱜ ᱱᱚ.ᱵᱮᱞᱟ ᱱᱟᱨᱩᱵᱮ ᱡᱤᱛᱤᱞᱟᱨᱮᱜ, ᱩᱡᱤᱞᱮᱞᱟ, ᱛᱟᱢᱤᱞᱟᱨᱮᱢ, ᱦᱚᱨᱟᱨᱮᱢ. ᱵᱟᱮᱢᱟᱜ ᱠᱷᱮᱛᱚᱢᱟᱛᱟ ᱩᱪᱮᱪᱚ ᱵᱚ ᱛᱚᱦᱩᱯᱟᱱ.ᱭ ᱯᱟᱢᱟᱨᱮᱢᱟᱜ-ᱢᱤ᱾ ᱢ.ᱛᱟᱨᱟᱜᱟᱮ ᱱᱚ.ᱵᱮᱞᱟ ᱐᱒ ᱵᱟᱱᱤᱵᱟᱨᱚᱦᱩ ᱠᱷᱚᱨᱚᱦᱩᱯᱚᱜ-ᱢᱤ᱾ ᱠᱷᱚᱨᱚᱦᱩᱵᱚᱱᱚᱵᱟᱞᱟᱣ ᱯᱤᱨ ᱛᱮᱨᱮᱱᱟᱵᱚᱱᱚᱵᱟᱞᱟᱣ ᱯᱤᱛᱤᱞᱟᱨᱮᱜ ᱵᱟᱫᱟᱣ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱵᱚ.ᱩᱨ ᱵᱚ ᱠᱷᱚᱨᱚᱦᱩᱛᱚᱜ-ᱢᱤ᱾

Course Outcomes:

CO1. ᱱᱚ.ᱢᱟᱹᱵᱟᱜ.ᱵᱚ ᱫᱚᱣᱟ ᱠᱷᱚᱨᱚᱦᱩ ᱱᱚᱱᱚᱛᱟᱣᱟᱫᱚ ᱚᱛᱟᱢᱚᱱᱚᱨᱮ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱵᱟᱮᱢᱟᱜ ᱩᱦᱩᱪᱩᱜ ᱵᱟᱱᱚᱜᱟᱢ ᱢᱟᱱ ᱜᱚᱵᱟᱢᱵᱚ ᱛᱟᱢᱚᱱᱚᱨᱮ ᱳᱟᱢᱩᱢ᱾

CO2. ᱱᱚ.ᱢᱟᱹᱵᱟᱜ.ᱵᱚ ᱫᱚᱣᱟ ᱠᱷᱚᱨᱚᱦᱩ ᱱᱚᱱᱚᱛᱟᱣᱟᱫᱚ ᱠᱷᱚ.ᱚ ᱵᱟᱱᱚᱜ ᱪᱤᱢᱟᱜ ᱱᱚ.ᱵᱮᱞᱟ ᱠᱷᱚᱨᱚᱦᱩ ᱵᱚᱞᱤᱫᱟᱨᱤᱭᱟ ᱯᱟᱢᱟᱨᱮᱢᱟᱜ-ᱢᱤ ᱵᱚ᱾

CO3. ᱱᱚ.ᱢᱟᱹᱵᱟᱜ.ᱵᱚ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱵᱟᱮᱢᱟᱜ ᱮᱢᱜᱮᱢᱩᱵᱚ ᱛᱟᱢᱚᱱᱚᱨᱮ ᱳᱟᱢᱩᱢ᱾

CO4. ᱱᱚ.ᱢᱟᱹᱵᱟᱜ.ᱵᱚ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱵᱟᱮᱢᱟᱜ ᱩᱵᱢᱟᱜ.ᱮ, ᱳᱟ.ᱢᱟᱞᱳ ᱢᱟᱱ ᱩᱛᱟᱜᱚᱵᱚ ᱛᱟᱢᱚᱱᱚᱨᱮ ᱳᱟᱢᱩᱢ᱾

CO5. ᱚᱱᱟᱞᱟᱨᱮ ᱵᱚᱫᱟᱣ ᱠᱷᱮᱛᱚᱢᱟᱛᱟ ᱱᱚ.ᱵᱮᱞᱟ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱵᱚ.ᱩᱨ ᱵᱚᱫᱟᱣ ᱢᱟᱜᱟᱭ ᱵᱚ ᱳᱟᱢᱩ ᱯᱟᱢᱟᱨᱮᱢᱟᱜ-ᱢᱤ᱾

Course Inputs:

Contents: -

Unit- 1.ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢᱯ ᱵᱟᱮᱢᱟᱜ ᱩᱪᱮᱪᱚ ᱢᱟᱱ ᱱᱚ.ᱮᱢ.ᱵᱮᱞᱟ; ᱩᱡᱩᱢᱡᱚ ᱵᱟᱱᱚᱜᱟᱢ ᱢᱟᱱ ᱳᱟᱢᱩᱢ᱾

Unit- 2.ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱠᱷᱮᱛᱚᱢᱟᱛᱟ:

ᱠᱷᱮᱛᱚᱢᱟᱛᱟ ᱵᱟᱜᱮᱫ ᱳᱟᱨᱮᱜᱟ, ᱛᱟᱢᱤᱞᱟᱨᱮᱢ., ᱛᱟᱢᱤᱞᱟᱨᱮᱢ, ᱦᱚᱨᱟᱨᱮᱢ᱾

Unit- 3.ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱠᱷᱮᱛᱚᱢᱟᱛᱟ:

ᱳᱟᱨᱮᱜᱟ, ᱛᱟᱢᱤᱞᱟᱨᱮᱢ., ᱛᱟᱢᱤᱞᱟᱨᱮᱢ, ᱦᱚᱨᱟᱨᱮᱢ ᱵᱟᱜᱮᱫ ᱠᱷᱮᱛᱚᱢᱟᱛᱟ᱾

Unit- 4.ᱠᱷᱮᱛᱚᱢᱟᱛᱟ ᱚᱛ ᱵᱚᱫᱟᱣᱟᱫᱚᱣ ᱢᱟᱱ ᱜᱮᱢᱯᱚᱞ᱾

Reference Books:

ᱯ. ᱱᱚᱛᱟᱢ.ᱠᱟ ᱚᱛᱟᱞᱟᱹᱣᱟᱹᱢ ᱵᱚ.ᱳᱮᱞᱚᱵᱚ– ᱛᱟᱹ. ᱠᱚᱠᱟᱹᱨ ᱳᱟᱢ᱾ᱯᱟᱢᱟᱜ ᱢᱟᱱ ᱠᱷᱚᱨᱚᱦᱩ ᱯᱚᱞᱚᱵᱚ ᱳᱟᱨᱩᱛᱚᱞᱚᱫᱩ

ᱎ. ᱛᱟᱨᱯᱟᱨᱯ-ᱛᱟᱢᱯᱟᱢᱜ– ᱠᱚᱯᱚᱞᱟᱨᱟ ᱩᱨᱚᱞᱚᱵ

ᱏ. ᱯᱮᱠᱚᱣᱟᱢᱯᱚ ᱛᱟᱜᱚᱨᱮᱢᱮᱞ- ᱛᱚᱯᱟᱨᱟᱢ ᱮᱢᱚᱞ ᱚᱨᱚᱣᱟᱣᱟ

᱑. ᱯᱮᱠᱚᱣᱟᱢᱯᱚ ᱵᱟᱢᱟᱨᱟ- ᱞᱟᱦᱩ ᱯᱚᱮᱢᱚᱯᱚᱞᱟᱵ ᱛᱚᱞᱟᱦᱟᱢ-ᱠᱷᱮᱛᱚᱢᱟᱛᱟ

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course (Choose any one)	AE14010	Translation studies (English)	2	2	0	0

Skills for Social Intervention

Course Category	Course Code	Course Title	Credits	L	T	P
Skill Enhancement Course-II	TS15002	Skills for Social Intervention	3	2	1	0

Course Objectives:

I. Develop effective communication and leadership skills essential for establishing rapport, fostering trust, and facilitating successful social interventions in diverse communities.

II. Enhance active listening, empathy, and cultural competence in communication, enabling students to address language barriers, local terminologies, and ethical considerations in social interventions.

III. Provide strategies for establishing and maintaining trust with community members through adaptive and responsive communication, focusing on non-verbal cues and the perception of social workers.

IV. Strengthen cross-cultural communication and collaboration skills, allowing students to analyze real-life social intervention cases and apply techniques for creating safe spaces that promote openness and community engagement for social change

Course Contents:

Unit-I (20 classroom contact hours)

- Skills of communication and leadership, Establishing Rapport, active listening and empathy, Language barrier and Interpretation, local terminology (worldview) and concepts. Ethical Considerations in Communication.

Unit-II (20 classroom contact hours)

- Understanding how communication influences the success of interventions and community engagement; dynamic nature of communication in field settings: Adaptation, responsiveness, and flexibility; techniques for establishing trust with community members through active listening, empathy, and non-verbal cues; he perception of the social worker and the relationship with community members.

Unit-III (20 classroom contact hours)

- Cross-cultural Communication; strategic planning skills; empathetic communication and collaboration in social interventions; creating a safe environment for individuals to open up.

- Analyse a real-life social intervention case; identify and develop the techniques for community's trust and willingness to engage for social change

Course Outcomes:

CO1: Student will demonstrate proficiency in establishing rapport and building trust with individuals and communities through effective communication techniques, including active listening, empathy, and appropriate non-verbal cues.
CO2: Student will identify and address barriers to communication, such as language, local terminologies, and cultural differences, to ensure clarity and understanding in social interventions.
CO3: Student will apply cross-cultural communication strategies and adaptive techniques to engage diverse populations and promote effective community participation in social interventions.
CO4: Student will critically analyze real-world social intervention case**s,** evaluating the role of communication in fostering trust and collaboration for sustainable social change, and develop tailored strategies for enhancing community engagement.

CO5: Students will be able to apply professional ethical principles to maintain confidentiality, neutrality, and cultural sensitivity while navigating complex power dynamics and social relationships in community settings.

Course Outcomes - Programme Outcomes Mapping of Paper TS15002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	3	2	3	2	2	2	3	2	2	3	3	1	2	3	2	2	3
CO2:	3	2	3	3	2	2	2	2	2	2	3	1	3	3	2	3	2
CO3:	3	2	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3
CO4:	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3
Average	**3.0**	**2.2**	**3.0**	**2.8**	**2.5**	**2.2**	**2.8**	**2.0**	**2.0**	**2.8**	**3.0**	**1.5**	**2.8**	**3.0**	**2.5**	**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	Quality Education	Enhances communication, leadership, critical

4		thinking, and interpersonal skills essential for professional and social development
SDG 5	Gender Equality	Encourages inclusive, gender-sensitive, and culturally responsive communication practices
SDG 10	Reduced Inequalities	Promotes cross-cultural understanding and addresses barriers related to language, culture, and social exclusion
SDG 11	Sustainable Cities and Communities	Supports community participation, collaboration, and trust-building for inclusive social development
SDG 16	Peace, Justice and Strong Institutions	Strengthens ethical communication, social trust, participatory engagement, and peaceful community interaction

Suggested Readings:

1. Bennet, M. J. (2022). *Developing Intercultural Competence: A Framework for Cross-Cultural Communication in Social Work Practice*. Journal of Social Work Education, 58(1), 24-37.
   DOI: 10.1080/10437797.2021.1891958

2. Brown, B. (2023). *The Power of Empathy: Understanding and Applying Empathetic Communication in Social Work*. Journal of Social Intervention, 35(3), 145-159.
   DOI: 10.1002/jsi.1895

3. Heath, R. L., & Johansen, W. (2022). *Leadership in Social Work: Navigating Ethical Communication and Practice*. Routledge.
   ISBN: 9780367355821

4. Hughes, L., & Proctor, G. (2023). *Active Listening for Social Workers: Building Trust through Effective Communication*. Social Work Education, 42(1), 76-89.
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5. Johnson, K. (2021). *Cultural Competence and Communication in Social Work: The Role of Language and Interpretation*. Social Work Perspectives, 34(2), 98-112. **DOI**: 10.1080/01585514.2021.1867692

6. Lewis, S., & Martin, J. (2022). *Social Work in Global Contexts: Cross-Cultural Communication and Interventions*. Palgrave Macmillan.**ISBN**: 9783030889703

7. McGregor, L., & Green, R. (2023). *Community Engagement in Social Change: A Communication Approach*. Springer.
ISBN: 9783030655589

8. Perez, L., & Thompson, N. (2021). *Empathy in Action: Communication Skills for Social Change*. The Journal of Human Behavior in the Social Environment, 31(4), 509-523.
DOI: 10.1080/10911359.2020.1763412

9. Robinson, R. M., & Webb, T. (2023). *Non-verbal Communication in Social Work Practice: Creating Safe Spaces for Clients*. Social Work & Society, 21(2), 55-70.
DOI: 10.1695/SWS2021.5Vega, D., & Barba, J. (2022). *Leadership and Communication: Guiding Social Workers in Complex Interventions*. Journal of Social Services Research, 48(5), 670-684.**DOI**: 10.1080/01488376.2021.1895134

LIFE SKILLS EDUCATION

Course Category	Course Code	Course Title	Credits	L	T	P
Value Added Course-II	VA16430	Life Skills Education	2	2	0	0

Course Objectives:

1. To enable the students to cope with the challenges of life
2. To know the various dimensions of self-awareness.
3. To enable the students to become healthy, independent and responsible citizen.
4. To enable the students to apply life skills in different spheres

Course content

UNIT-1 INTRODUCTION TO LIFE SKILLS [XX Classroom Contact Hours-12]

- Concept of Skill and Life Skills
- Meaning,definition and importance of life skills
- Ten core Life skills (WHO model)

UNIT-11 : SOCIAL SKILLS

- Self Awareness (Self concept,Techniques used for knowing self : Open your heart,SWOT analysis,Johari window
- Empathy (Meaning of empathy,differences between sympathy and empathy)
- Effective Communication(components of effective communication,Styles of communication,Barriers in communication,How to say NO)
- Interpersonal Relationship(meaning of IPR, types ,qualities for effective interpersonal relationship, end the relationship constructively)

UNIT-111: THINKING SKILLS AND COPING SKILLS

- Critical thinking and Creative thinking (Definition and stages)
- Problem solving and Decision making (Definition,Steps in problem solving and decision making
- Coping Skills (coping with emotion and coping with stress)

- ❖ Meaning and types of emotions,coping strategies
- ❖ Meaning and sources of stress,coping strategies

UNIT-IV LIFE SKILLS BASED ADOLESCENT REPRODUCTIVE SEXUAL HEALTH EDUCATION

- ❖ Health and Reproductive health
- ❖ Responsible sexual behavior
- ❖ Life Skills for responsible sexual behavior

Course Outcomes:

After learning the course the students should be able to:

1) Help students to build self-confidence.

2) Helps to explore alternatives and make rational decisions in solving each problem or issue.

3)Help to learn to take responsibility for what they do rather than blame others. 4) Encourage creative and critical thinking.

5) Develop good relationships with other members.

6) The students will be able to know decision making procedures and steps for problem solving

Pedagogy: Lecture, brainstorming, storytelling, case studies, assignment, visual presentation, seminar, role play, game

CO-PO-PSO Mapping

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO-I	3	2	3	3	2	1	2	2	3	2	3	2	3	3	2	3	2
CO-II	2	2	2	3	3	2	2	2	3	2	3	1	3	3	2	3	3
CO-III	3	2	2	3	2	1	2	1	3	2	3	1	3	3	2	3	2
CO-IV	2	2	2	3	3	2	2	1	3	2	3	1	3	3	2	3	3
CO-V	3	2	3	2	2	1	3	2	3	3	3	1	3	3	2	3	3
CO-VI	2	2	2	3	3	2	2	1	3	2	3	1	3	3	2	3	3

Average	2.5	2.0	2.3	2.8	2.5	1.5	2.2	1.5	3.0	2.2	3.0	1.2	3.0	3.0	2.0	3.0	2.7

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

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

SDG Mapping of the Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Focus on mental health, stress management, and reproductive health
SDG 4	Quality Education	Promotes life skills-based education and holistic learning
SDG 5	Gender Equality	Encourages responsible sexual behavior and gender sensitivity
SDG 10	Reduced Inequalities	Enhances inclusiveness through interpersonal and social skills
SDG 16	Peace, Justice and Strong Institutions	Builds responsible, ethical, and socially aware citizens

Recommended Learning Resources

1) Nair.V.Rajasenan,(2010),Life Skills,Personality and Leadership,Rajiv Gandhi National Institute of Youth Development,Tamilnadu

2) RGNIYD (2008) Facilitators Manual on Enhancing Life Skills,Tamilnadu

3) Family Health International,NACO,USAID(2007),Life Skills Education tool kit for Orphans and vulnerable children in India

4) Morgan and King,(1993) Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd,New Delhi.

5) Wallace R. M.asters,(2001) Personal Development for Life and Work: UK,South Western

6) Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre,Tata Mc Graw.Hill

Websites:

1) UNFPA-http://www.unfpa.org/
2) UNICEF-http://www.unicef.org/
3) WHO –http://www.who.int./en/

Dr. B.R. Ambedkar Social Philosophy

Course Category	Course Code	Course Title	Credits	L	T	P
Value Added Course-II	VA16122	Dr. B.R Ambedkar's Social Philosophy	2	2	0	0

Course Objectives:

The course has been designed to provide a conceptual clarity and understanding of the nature of our constitution and the ideologies behind framing of it. The course tries to highlight and sensitize the students about the issues, concerns and struggles of the tribal community and the evil of untouchability in the backdrop of constitutional remedies and affirmative actions. The students will be conversant with issues like social justice, reservation of ST/SC and Other Backward Classes under Indian constitution and a perspective on the great leaders endeavour and the initiation of social movements that brought about a social change of magnums proportions that carved the dimensions of the constitution of India. It assess and disseminate ideas and thoughts Dr. Babasaheb Ambedkar, particularly Philosophy and social thought, Constitutional framework, Human rights, and the National Goal of Social Justice.

Pedagogy: Reflective and inquiry based learning, Interactive and participatory Lectures, Visual Presentation, Assignments, Presentations, Projects, Group discussions, students seminar, Inspirational lectures.

COURSE CONTENT:

UNIT I: Dr. Ambedkar on the Safeguard for Minorities and Weaker Sections in India. (15 classroom contact hours)

- Theory of Preferential Treatment(Affirmative action)
- Reservation to SCs/STs and Other Backward Classes under Indian constitution.
- Eradication of Caste System

UNIT II: Ambedkar and Social Movement: (15 classroom contact hours)

- Perspective of Ambedkar Movement
- Concept of Social Justice.
- Social Revolution

Course Outcomes:

After learning the course the students should be able to:

CO1: Dr. Babasaheb Ambedkar Thoughts are based on principles of equality, liberty and fraternity.

CO2: Aware about Ambedkar's social and cultural movements as a great reformer.

CO3: To know the Life and Mission of Dr Ambedkar

CO4: To take the youth fearless and confident in the development of a new India

CO5: Dr.Ambedkar's Constitutional Framework of Democracy and Theories of Caste system in India

Course Outcomes - Programme Outcomes Mapping of Paper VA16122

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	3	2	2	2	1	2	2	3	2	3	2	2	3	2
CO2:	3	3	2	3	3	2	2	1	2	2	3	2	3	2	3	3	2
CO3:	3	3	2	2	2	2	1	1	2	2	2	1	3	2	2	2	2
CO4:	3	2	3	3	2	2	3	1	2	3	3	2	2	2	2	2	3
CO5:	3	3	2	3	3	3	2	1	2	2	3	3	3	3	3	3	2
Average	**3.0**	**2.8**	**2.2**	**2.8**	**2.4**	**2.2**	**2.0**	**1.0**	**2.0**	**2.2**	**2.8**	**2.0**	**2.8**	**2.2**	**2.4**	**2.6**	**2.2**

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	Develops constitutional awareness, critical thinking, and understanding of social justice and democracy
SDG 5	Gender Equality	Promotes awareness regarding equality, women's rights, and inclusive reform movements
SDG 10	Reduced Inequalities	Encourages understanding of caste discrimination, reservation policies, and affirmative action for marginalized communities
SDG 16	Peace, Justice and Strong Institutions	Strengthens awareness of constitutional values, democracy, social justice, and protection of minority rights
SDG 17	Partnerships for the Goals	Encourages collective social action, participatory movements, and cooperation for inclusive national development

Suggested Readings:

1) Dr. Babasaheb Ambedkar Writing and Speeches Vol. 1,2,3,4,5,7,9,17-1&2,18-1,2,3 Education Dept. Govt. of Maharashtra.
2) Dr. Jatav, D.R.–Social Philosophy of Ambedkar
3) Michael Mahar (Ed.)-Untouchables in Contemporary India
4) Bharill, Chandra–Social and Political Ideas of B.R. Ambedkar
5) Krishna, K.B.–The Problem of Minorities of Communal Representation in India.
6) Saksena, H.C.–Safeguards for Scheduled Castes and Tribes

Feminist Studies

Course Category	Course Code	Course Title	Credits	L	T	P
Value Added Course-III(Choose any one)	VA16140	Feminist Studies	2	2	0	0

Course Objectives: The course has been designed to provide a conceptual clarity and understanding the key concepts and principles of feminist studies. It also enables the student to analyze the social, cultural and political Construction of gender and power dynamics. The course tries to highlight and sensitize the students about feminist theories, feminist moment and legal measures for women.

Course Contents:

Unit-1 Introduction to feminist Studies: (15 classroom contact hours)

- Definition and scope of feminist studies
- Historical Development of feminist thought
- Key concepts in Feminist Studies: Patriarchy, sex and gender, power dynamics, gender and intersectionality.

Unit -2 Feminist Theories and Feminist Movements: (15 classroom contact hours)

- Radical Feminism, Liberal Feminism, Socialist Feminism, Post modern Feminism
- Feminist Movement in India
- Women and law

Course outcomes:

CO1: Students will be able to define and explain key feminist concepts such as patriarchy, sex and gender, power dynamics and intersectionality.
CO2: Student will understand the historical development of feminist thoughts.
CO3: Students will be familiar with major feminist theories.
CO4: Students will understand the history of feminist movement in India.
CO5: Students will be able to know the constitutional and legal provisions for women.

Course Outcomes – Programme Outcomes Mapping of Paper VA16140

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	2	1	2	2	3	2	3	2	2	3	2
CO2	3	3	2	3	2	2	2	1	2	2	3	2	3	2	2	3	2
CO3	3	3	3	2	2	2	2	1	2	2	2	2	3	2	3	2	2
CO4	3	2	3	3	2	2	3	1	2	3	3	2	2	2	2	2	3

CO5	3	3	2	3	3	3	2	1	2	2	3	3	3	3	3	3	2
Average	3.0	2.8	2.4	2.8	2.2	2.2	2.2	1.0	2.0	2.2	2.8	2.2	2.8	2.2	2.4	2.6	2.2

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	Develops critical thinking, gender awareness, and understanding of feminist perspectives and social justice.
SDG 5	Gender Equality	Promotes gender equality through the study of feminist theories, women's movements, and legal provisions for women.
SDG 10	Reduced Inequalities	Enhances understanding of intersectionality, discrimination, inclusion, and equal opportunities for marginalized groups.
SDG 16	Peace, Justice and Strong Institutions	Creates awareness of constitutional rights, legal protection for women, equality before law, and democratic values.
SDG 17	Partnerships for the Goals	Encourages collective action, social participation, and collaboration to promote gender justice and inclusive development.

References:

1. Agnes, F. (1999). *Law and gender inequality: The politics of women's rights in India*. Oxford University Press.
2. Agnes, F. (2011). *Family law: Volume I: Family laws and constitutional claims*. Oxford University Press.
3. Bhasin, K. (2004). *Understanding gender*. Women Unlimited.
4. Bhasin, K. (2006). *What is patriarchy?* Women Unlimited.
5. Beauvoir, S. de. (2011). *The second sex* (C. Borde & S. Malovany-Chevallier, Trans.). Vintage Books. (Original work published 1949)

6. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
7. Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Stree.
8. Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum, 1989*(1), 139–167.
9. Firestone, S. (1970). *The dialectic of sex: The case for feminist revolution*. William Morrow.
10. Forbes, G. (1996). *Women in modern India*. Cambridge University Press.
11. Friedan, B. (1963). *The feminine mystique*. W. W. Norton & Company.
12. hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
13. Jaggar, A. M. (1983). *Feminist politics and human nature*. Rowman & Allanheld.
14. Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800–1990*. Kali for Women.
15. Lerner, G. (1986). *The creation of patriarchy*. Oxford University Press.
16. Menon, N. (2012). *Seeing like a feminist*. Zubaan.
17. Millett, K. (1970). *Sexual politics*. Doubleday.
18. Oakley, A. (1972). *Sex, gender and society*. Temple Smith.
19. Tong, R., & Botts, T. F. (2018). *Feminist thought: A more comprehensive introduction* (5th ed.). Routledge.
20. Walby, S. (1990). *Theorizing patriarchy*. Basil Blackwell.

Community Engagement and Social Responsibility

Course Category	Course Code	Course Title	Credit	L	T	P
Value Added Course-III(Choose any one)	VA16484	Community Engagement and Social Responsibility	2	2	0	0

Course Objectives

I. Introduce students to the concepts, ethics, and practices of community engagement.

II.Develop an understanding of rural society, community development, and local governance.

III.Familiarize students with rural development programmes, self-help groups, and government initiatives.

IV.Promote social responsibility through community participation and field-based learning.

V. Enhance students' ability to apply community engagement principles in addressing local developmental issues.

Unit I: Foundations of Community Engagement and Community Development (8 classroom contact Hours)

Concept, Ethics and Spectrum of Community Engagement; Local Community, Rural Culture and Practice of Community Engagement; Stages, Components and Principles of Community Development; Utility of Public Resources; Contributions of Self-Help Groups (SHGs); Rural Development Programmes and Rural Institutions.

Unit II: Community Participation, Governance and Social Responsibility (7 classroom contact Hours)

Local Administration and Community Involvement; Social Contribution through Community Networking; Major Government Schemes for Community Development; Programmes of Community Engagement and Their Evaluation; Community Engaged Research and Research Ethics; Rural Distress, Rural Poverty, Impact of COVID-19 on Migrant Labourers, and Disaster Mitigation.

Practical – Community Engagement and Field-Based Learning (15 Practical Hours)

1. Field Visit to a village, urban local community, Panchayati Raj Institution (PRI), or Self-Help Group (SHG).
2. Community Resource Mapping and identification of local development resources.

3. Survey on community development issues and awareness of government welfare schemes.
4. Observation of community participation and local governance practices.
5. Participation in community awareness programmes on health, sanitation, education, environment, or disaster preparedness.
6. Preparation and Presentation of a field report based on observations and community engagement activities.

Course Outcomes (COs)

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

- **CO1:** Explain the concepts, principles, ethics, and significance of community engagement and social responsibility.
- **CO2:** Describe the structure and functioning of rural communities, local governance institutions, and community development processes.
- **CO3:** Examine the role of Self-Help Groups (SHGs), rural institutions, community networks, and government schemes in promoting inclusive and sustainable development.
- **CO4:** Demonstrate the ability to engage with communities through field-based activities, surveys, and participatory learning approaches.
- **CO5:** Evaluate community issues and development programmes, and prepare evidence-based field reports with appropriate ethical considerations.

Course Outcomes - Programme Outcomes Mapping of Paper VA16484

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12
CO 1	3	1	2	1	1	–	2	–	2	2	1	2
CO 2	2	1	3	3	3	1	3	2	3	3	3	2
CO 3	2	–	2	2	2	–	3	–	2	2	1	3
CO 4	3	1	2	2	2	2	2	1	3	2	2	2
CO 5	2	1	2	3	3	–	3	2	2	3	3	3

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

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

Course Outcomes - Programme Specific Outcomes Mapping of Paper VA16484

Course Outcomes	PSO1	PSO2 (Fieldwork)	PSO3	PSO4 (Diversity)	PSO5 (Career)
CO 1	2	1	1	2	1
CO 2	1	3	3	2	3
CO 3	1	2	2	2	2
CO 4	2	2	2	3	3
CO 5	–	2	2	2	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes community health support through volunteerism, disaster response, and emergency relief activities
SDG 4	Quality Education	Develops critical thinking, decision-making skills, leadership qualities, and values-based learning through experiential education
SDG 5	Gender Equality	Encourages inclusive participation of all genders in volunteer work and leadership roles in community service
SDG 10	Reduced Inequalities	Promotes equitable participation in social service activities and reduces social and cultural barriers in community engagement
SDG 11	Sustainable Cities and Communities	Encourages community-based volunteerism, disaster preparedness, and building resilient and sustainable communities
SDG 16	Peace, Justice and Strong Institutions	Builds ethical values, responsible citizenship, leadership, and peaceful community engagement through volunteer activities

Books and References: -

•Principles of Community Engagement, 2nd Edition, NIH Publication No. 11-7782, Printed June 2011.

•https://youtu.be/-SQK9RGBt7o

•https://www.uvm.edu/sites/default/files/community_engagement_handout.pdf (Community Engagement)

•https://www.atsdr.cdc.gov/communityengagement/pce_concepts.html (Perspectives of Community)

•https://egyankosh.ac.in/bitstream/123456789/59002/1/Unit1.pdf (community concepts)

•https://sustainingcommunity.wordpress.com/2013/07/09/ethics-and-community-engagement/ (Ethics of community engagement

SEMESTER – III

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -III (C-3)	SO20001	Indian Sociological Thinkers	4	3	1	0
Major Course -IV (C-4)	SO20003	Rural Sociology	4	3	1	0
Minor Course -III (M-3)	SO22001	Social Stratification and Mobility	4	3	1	0
Multi-Disciplinary Course (MD-3)	SO23001	Indian Social System-II	3	2	1	0
Ability Enhancement Course-III	AE24001	Communicative English	2	2	0	0
Skill Enhancement Course-II	TS25001	Effective Communication for Social Impact	3	2	1	0
	Total 20 Credit					

Semester-III

Indian Sociological Thinkers

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course - III (C-3)	SO20001	Indian Sociological Thinkers	4	3	1	0

Course Objectives:

- To understand the Indological approach to Indian society through the ideas and contributions of G. S. Ghurye and Louis Dumont.
- To understand the civilizational perspective of Indian society with reference to the works of N. K. Bose and Surjit Sinha.
- To understand the structural and functional analysis of Indian society as explained by M. N. Srinivas and S. C. Dube.
- To understand the Marxian interpretation of Indian society and social change through the writings of D. P. Mukherji and A. R. Desai.
- To understand the subaltern approach to Indian history and society through the contributions of Ranajit Guha and David Hardiman.

Course Contents:

Unit-I: Indological thinker (15 classroom contact hours)

- G.S.Ghurye
- Louis.Domont

Unit-II: Civilization Thinker (15 classroom contact hours)

- N.K. Bose
- Surjeet Sinha

Unit-III: Structural and Functionalist Thinkers (15 classroom contact hours)

- M.N. Srinivas
- S.C.Dube

Unit-IV: Marxian Perspectives (15 classroom contact hours)

- D.P. Mukherji
- A.R. Desai

Unit-V: Subaltern Perspectives (15 classroom contact hours)

- Ranjit Guhaan
- David Hardiman

Course Outcomes:

CO1: Students will be able to understand the Indological approach to Indian society through the ideas of G. S. Ghurye and Louis Dumont.

CO2: Students will be able to understand the civilizational view of Indian society based on the works of N. K. Bose and Surjit Sinha.

CO3: Students will be able to understand the structural and functional analysis of Indian society as explained by M. N. Srinivas and S. C. Dube.

CO4: Students will be able to understand the Marxian interpretation of Indian society and social change through the ideas of D. P. Mukherji and A. R. Desai.

CO5: Students will be able to understand the subaltern perspective on Indian society and history through the contributions of Ranajit Guha and David Hardiman.

Course Outcomes - Programme Outcomes Mapping of Paper SO20001

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	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 2	2	3	2	2	3	1	1	1	2	1	1	1	3	1	1	3	1
CO 3	2	3	2	3	3	2	1	1	2	1	1	1	3	2	2	3	2
CO 4	3	3	2	3	3	2	1	1	2	2	2	1	3	2	1	3	2
CO 5	3	2	2	3	3	1	2	1	2	2	2	1	3	2	1	3	2
Average	2.4	2.8	2	2.6	3	1.4	1.2	1	2	1.4	1.4	1	3	1,6	1.2	3	1.6

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	The course develops theoretical and analytical understanding of Indian society through major sociological thinkers and perspectives.

SDG 5	Gender Equality	Structural, Marxian, and subaltern perspectives help analyze gender relations, inequality, and social positioning of women in Indian society
SDG 10	Reduced Inequalities	The study of caste, class, and subaltern approaches highlights structural inequalities and marginalization in Indian society.
SDG 16	Peace, Justice and Strong Institutions	The course examines social structure, power relations, and historical injustices, contributing to understanding justice and inclusive institutions.
SDG 17	Partnerships for the Goals	The integration of multiple sociological schools of thought promotes interdisciplinary understanding and collaborative knowledge building.

Suggested Readings:

1. Desai, A. R. (1976). *Social background of Indian nationalism*. Bombay, India: Popular Prakashan.
2. Dube, S. C. (1958). *India's changing villages*. London, UK: Routledge & Kegan Paul.
3. Dumont, L. (1970). *Homo hierarchicus: The caste system and its implications*. Chicago, IL: University of Chicago Press.
4. Ghurye, G. S. (1961). *Caste, class and occupation*. Bombay, India: Popular Book Depot.
5. Guha, R. (1982). *Subaltern studies I: Writings on South Asian history and society*. New Delhi, India: Oxford University Press.
6. Hardiman, D. (1987). *The coming of the Devi: Adivasi assertion in western India*. Delhi, India: Oxford University Press.
7. Mukherjee, D. P. (1958). *Diversities*. New Delhi, India: People's Publishing House.
8. Sinha, S. (1967). *Tribe, caste and class in India*. New Delhi, India: Manohar Publications.
9. Srinivas, M. N. (1966). *Social change in modern India*. Berkeley, CA: University of California Press.
10. Bose, N. K. (1967). *Culture and society in India*. Bombay, India: Asia Publishing House.

Text Book:

1. Nagla, B. K. (2013). *Indian sociological thought*. Rawat Publications.
2. Ritzer, G. (Ed.). (2011). *The Wiley-Blackwell companion to major social theorists* (Vols. 1–2). Wiley-Blackwell.

Rural Sociology

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course -IV (C-4)	SO20003	Rural Sociology	4	3	1	0

Course Objectives:

- To understand the meaning, nature, scope, and significance of rural sociology.
- To understand traditional rural systems such as the Jajmani system, caste and village panchayats, and the Panchayati Raj system.
- To understand the structure and features of village communities and the concept of dominant caste.
- To understand major problems of rural society such as poverty, unemployment, farmer suicides, and issues related to health care services.
- To understand rural development programmes such as MGNREGS, rural water supply and sanitation, IWMP, PURA, and the role of NABARD.

Course Content:

Unit-1: Introduction To Rural Sociology (15 classroom contact hours)

- Meaning & Significance of Rural Sociology
- Nature & Scope of Rural Sociology

Unit-2: Systems & Traditions (15 classroom contact hours)

- Jajmani System
- Traditional Caste and Village Panchayats
- Panchayati Raj Systems

Unit-3: Rural Societies (15 classroom contact hours)

- Village Community-Meaning & Features
- Dominant Caste

Unit-4: Problems Of Rural Society (15 classroom contact hours)

- Poverty, Unemployment
- Casteism, Health Care Issues

Unit-5: Rural Development Programme (15 classroom contact hours)

- Welfare and Development schemes

Course Outcomes:

CO1: Students will be able to understand the meaning, nature, scope, and importance of rural sociology.

CO2: Students will be able to understand rural systems and traditions such as the Jajmani system, caste and village panchayats, and the Panchayati Raj system.

CO3: Students will be able to understand the structure and features of village communities and the concept of dominant caste.

CO4: Students will be able to understand major problems of rural society like poverty, unemployment, Casteism, and health care issues.

CO5: Students will be able to understand rural development and welfare schemes.

Course Outcomes - Programme Outcomes Mapping of Paper SO20003

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	3	1	1	1	2	1	1	2	3	1	1	3	1
CO 2	2	3	2	3	3	1	1	1	2	2	2	2	3	1	1	3	2
CO 3	2	3	2	3	3	1	2	1	2	1	1	2	3	1	1	3	2
CO 4	3	2	2	3	3	1	1	1	2	2	2	2	3	1	1	3	2
CO 5	2	2	2	3	3	2	1	2	2	2	2	2	3	1	1	3	3
Average	2.2	2.6	2.0	2.8	3.0	1.2	1.2	1.2	2.0	1.6	1.6	2.0	3.0	1.0	1.0	3.0	2.

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	The course addresses rural poverty, unemployment, and livelihood challenges in village communities.
SDG 2	Zero Hunger	Understanding rural society and development programmes contributes to awareness of agricultural livelihoods and food security issues.
SDG 3	Good Health and Well-Being	It examines rural healthcare issues and access to basic health services in rural areas.
SDG 6	Clean Water and Sanitation	Rural development programmes like water supply and sanitation improve access to safe water and hygiene.
SDG 8	Decent Work and Economic Growth	Schemes like MGNREGS and NABARD initiatives promote rural employment and sustainable economic development.
SDG 10	Reduced Inequalities	The course highlights casteism, dominant caste systems, and rural inequalities affecting marginalized groups.
SDG 11	Sustainable Cities and Communities	Study of village communities, Panchayati Raj, and rural systems supports sustainable and inclusive rural development.
SDG 16	Peace, Justice and Strong Institutions	Focus on traditional governance systems and Panchayati Raj strengthens understanding of local institutions and participatory governance.

Suggested Readings:

1. Ahuja, R. (2015). *Rural sociology*. New Delhi, India: Rawat Publications.
2. Desai, A. R. (1986). *Agrarian struggles in India after independence*. New Delhi, India: Oxford University Press.
3. Dube, S. C. (1955). *Indian village*. London, UK: Routledge & Kegan Paul.
4. Ghurye, G. S. (1963). *Caste and race in India* (5th ed.). Bombay, India: Popular Prakashan.
5. Mishra, R. P., & Sundaram, K. V. (1978). *Rural development and planning in India*. New Delhi, India: Ashish Publishing House.
6. Mukherjee, R. (1957). *The dynamics of a rural society*. Berlin, Germany: Akademie Verlag.
7. Srinivas, M. N. (1962). *Caste in modern India and other essays*. Bombay, India: Asia Publishing House.
8. Srinivas, M. N. (1966). *Social change in modern India*. Berkeley, CA: University of California Press.
9. Rao, M. S. A. (Ed.). (1974). *Social movements in India* (Vols. 1–2). New Delhi, India: Manohar Publications.
10. Government of India. (2005). *The Mahatma Gandhi National Rural Employment Guarantee Act*. New Delhi, India: Ministry of Rural Development

Text Book:

Desai, A. R. (2016). *Rural sociology in India* (5th ed.). Popular Prakashan.
Jayapalan, N. (2002). *Rural sociology*. Atlantic Publishers & Distributors.

Social Stratification and Mobility

Course Category	Course Code	Course Title	Credits	L	T	P
Minor Course - III (M-3)	SO22001	Social Stratification and Mobility	4	3	1	0

Course Objectives:

- To understand the meaning, definition, characteristics, and differences between natural and social inequalities.
- To understand the different forms of social stratification including caste, class, race, and gender.
- To understand the main theoretical perspectives on stratification, including Marxist and functionalist theories.
- To understand how gender serves as a basis of stratification and the concepts of patriarchy and subordination of women.
- To understand the nature, types, and patterns of social mobility in open and closed stratification systems.

Course Contents:

Unit-I: Social Stratification (15 classroom contact hours)

- Meaning and Definition
- Characteristics
- Natural inequalities and social inequalities

Unit-II: Forms of Social Stratification (15 classroom contact hours)

- Caste
- Class
- Race

- Gender

Unit-III: Theoretical Perspectives (15 classroom contact hours)

- Marxist Theory of Stratification
- Functionalist Theory of Stratification

Unit-IV: Gender and Stratification (15 classroom contact hours)

- Gender as basis of stratification
- Patriarchy and the Subordination of Women

Unit-V: Social mobility (15 classroom contact hours)

- Nature and Types
- Mobility in open and closed systems of stratification

Course Outcomes:

CO1: Students will be able to understand the meaning, definition, characteristics, and differences between natural and social inequalities.

CO2: Students will be able to understand the different forms of social stratification, including caste, class, race, and gender.

CO3: Students will be able to understand the main theoretical perspectives on social stratification, including Marxist and functionalist theories.

CO4: Students will be able to understand how gender acts as a basis of stratification and the concepts of patriarchy and subordination of women.

CO5: Students will be able to understand the nature, types, and patterns of social mobility in open and closed stratification systems.

Course Outcomes - Programme Outcomes Mapping of Paper SO22001

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
CO1	2	3	1	2	3	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	1	2	3	1	1	1	2	2	2	1	3	3	1	3	1
CO3	1	3	1	3	3	2	1	1	2	1	2	1	3	2	2	2	1
CO4	3	3	2	3	3	1	1	1	2	3	2	1	3	3	1	3	2
CO5	1	3	1	2	3	2	1	1	2	1	2	1	2	2	2	3	2

Average	**1.8**	**3.0**	**1.2**	**2.4**	**3.0**	**1.4**	**1.0**	**1.0**	**2.0**	**1.6**	**2.0**	**1.0**	**2.8**	**2.2**	**1.4**	**2.6**	**1.4**

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	The course develops conceptual and theoretical understanding of social stratification, inequality, and mobility.
SDG 5	Gender Equality	It examines gender as a basis of stratification, focusing on patriarchy and the subordination of women.
SDG 10	Reduced Inequalities	The course directly addresses caste, class, race, gender inequalities, and patterns of social mobility.
SDG 16	Peace, Justice and Strong Institutions	Understanding structural inequalities supports awareness of social justice and more equitable institutional systems.

Suggested Readings:

1. Ahuja, R. (2014). *Social problems in India* (7th ed.). New Delhi, India: Rawat Publications.
2. Beteille, A. (1983). *Inequality among men*. Oxford, UK: Oxford University Press.
3. Bottomore, T. B. (1972). *Classes in modern society*. London, UK: Routledge & Kegan Paul.
4. Davis, K., & Moore, W. E. (1945). Some principles of stratification. *American Sociological Review, 10*(2), 242–249. https://doi.org/10.2307/2084524
5. Giddens, A. (2009). *Sociology* (6th ed.). Cambridge, UK: Polity Press.
6. Haralambos, M., & Holborn, M. (2008). *Sociology: Themes and perspectives* (7th ed.). London, UK: HarperCollins.
7. Marx, K., & Engels, F. (1970). *The German ideology* (C. J. Arthur, Ed.). London, UK: Lawrence & Wishart.
8. Singh, Y. (2010). *Social stratification and mobility in India* (2nd ed.). New Delhi, India: Pearson.
9. Thorat, S., & Newman, K. S. (2010). *Blocked by caste: Economic discrimination in modern India*. New Delhi, India: Oxford University Press.

10. Weber, M. (1978). *Economy and society: An outline of interpretive sociology* (G. Roth & C. Wittich, Eds.). Berkeley, CA: University of California Press.

Text Book:

1. Beteille, A. (2017). *The ideas of natural inequality and other essays*. Oxford University Press.
2. Haralambos, M., Holborn, M., & Heald, R. (2013). *Sociology: Themes and perspectives* (8th ed.). HarperCollins.

Indian Social System-II

Course Category	Course Code	Course Title	Credits	L	T	P
Multi-Disciplinary Course (MD-3)	SO23001	Indian Social System-II	3	2	1	0

Course Objectives:

- To understand the meaning, definition, characteristics, types, and functions of family.
- To understand marriage as a social institution, its functions, and the rules of marriage including endogamy, exogamy, monogamy, polygamy, levirate, sororate, hypergamy, and hypogamy.
- To understand the meaning, features, and recent changes in the institution of the Hindu joint family.
- To understand the meaning and definition of kinship, types of clans, and concepts such as lineage, totemism, and taboos.
- To understand the meaning, features, functions, and dysfunctions of the caste system, theories of its origin, and recent changes in caste in India.

Course Contents:

Unit-I: Family (12 classroom contact hours)

- Meaning and Definition
- Characteristics of family

- Types of Family
- Functions of Family

Unit-II: Marriage (12 classroom contact hours)

- Marriage as a social institution
- Functions of Marriage
- Forms of Marriage: Endogamy and Exogamy, Monogamy and Polygamy, Levirate and Sororate, Hypergamy and Hypogamy

Unit-III: Hindu Joint Family (12 classroom contact hours)

- Meaning
- Features
- Recent Changes in the Institution of Joint Family

Unit-IV: Kinship and Clan System (12 classroom contact hours)

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

Unit- V: The Caste System in India (12 classroom contact hours)

- Meaning &features of caste
- Functions & dysfunctions of caste
- Theories of the origin of caste system: Occupational, Religious and Racial

Course Outcomes

CO1: Students will be able to understand the meaning, definition, characteristics, types, and functions of family.

CO2: Students will be able to understand marriage as a social institution, its functions, and the rules of marriage such as endogamy, exogamy, monogamy, polygamy, levirate, sororate, hypergamy, and hypogamy.

CO3: Students will be able to understand the meaning, features, and recent changes in the institution of the Hindu joint family.

CO4: Students will be able to understand the meaning and definition of kinship, types of clans, and concepts such as lineage, totemism, and taboos.

CO5: Students will be able to understand the meaning, features, functions, dysfunctions, theories of origin, and recent changes in the caste system in India.

Course Outcomes - Programme Outcomes Mapping of Paper SO23001

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
CO1	2	3	1	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	2	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	1	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO4	1	3	1	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO5	3	3	2	3	3	2	1	1	2	2	3	1	3	3	2	3	2
Average	**2.0**	**3.0**	**1.4**	**2.2**	**2.4**	**1.2**	**1.0**	**1.0**	**2.0**	**1.4**	**2.2**	**1.0**	**3.0**	**1.6**	**1.2**	**2.4**	**1.4**

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	The course provides foundational understanding of key Indian social institutions like family, marriage, kinship, and caste.
SDG 5	Gender Equality	Study of marriage systems, family structures, and kinship helps analyze gender roles, norms, and inequalities in Indian society.
SDG 10	Reduced Inequalities	The course examines caste system, social stratification, and recent social changes addressing structural inequalities.
SDG 11	Sustainable Cities and Communities	Understanding family, kinship, and caste systems contributes to knowledge of social cohesion and community structure.
SDG 16	Peace, Justice and Strong Institutions	Analysis of caste system, its functions and dysfunctions, and institutional changes supports awareness of justice and social order.

Suggested Readings:

1. Ambedkar, B. R. (1917/2014). *Castes in India: Their mechanism, genesis and development*. New Delhi, India: Critical Quest.
2. Dube, L. (1974). *Sociology of kinship: An analytical survey of literature*. New Delhi, India: Indian Council of Social Science Research.

3. Fox, R. (1967). *Kinship and marriage: An anthropological perspective*. Harmondsworth, UK: Penguin Books.
4. Geetha, V. (2007). *Patriarchy*. Kolkata, India: Stree.
5. Kapadia, K. M. (1958). *Marriage and family in India*. Bombay, India: Oxford University Press.
6. Karve, I. (1961). *Kinship organization in India*. New Delhi, India: Asia Publishing House.
7. Shah, A. M. (1973). *The household dimension of family in India*. New Delhi, India: Orient Longman.
8. Singh, Y. (1977). *Social change in India: Crisis and resilience*. New Delhi, India: Oxford University Press.
9. Srinivas, M. N. (1962). *Caste in modern India and other essays*. Bombay, India: Asia Publishing House.
10. Uberoi, P. (Ed.). (1993). *Family, kinship and marriage in India*. New Delhi, India: Oxford University Press.

Communicative English

Course Category	Course Code	Course Title	Credits	L	T	P
Ability Enhancement Course-III	AE24001	Communicative English	2	2	0	0

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions,

and other functional documents.

- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.

  Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.

  Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.

  Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and statements of purpose using appropriate formats and language.

  Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Extensive Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email Writing (iv) Creative and Academic Writing: Summarising, Note-making Paragraph Writing
Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

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

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

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

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Effective Communication for Social Impact

Course Category	Course Code	Course Title	Credits	L	T	P
Skill Enhancement Course-II	TS25001	Effective Communication for Social Impact	3	2	1	0

Course Objectives:

I. This unit prepares students to engage effectively with communities during fieldwork by developing culturally sensitive communication skills.
II. It emphasizes building rapport and trust, navigating cross-cultural communication challenges, and understanding local languages, terminologies, and non-verbal cues.
III. The unit integrates anthropological, sociological and social work principles to help students interpret cultural context during interactions. Ethical considerations, including informed consent and respect for local communication norms, are central to the training.
IV. Through practical exercises like role-plays, mock interviews, and language practice, students learn to apply these skills in real-world fieldwork settings, ensuring accurate data collection and respectful community engagement.

Course Contents:

Unit-I (20 classroom contact hours)

- Culture, Language and Communication: Nature, origin, and characteristics of language; verbal and non-verbal communication; social context of language use.
- Research communication Tool and Techniques: Interview, Questionnaire, Recording and Transcribing Communication, Reflection and Evaluation.

Unit-II (20 classroom contact hours)

- Role of Communication in Society: role plays, and debates on social issues—influence on attitudes, behaviour, and social policy.
- Active Listening and Empathy in Communication; Engaging with Marginalised Communities and Understanding Cultural Dimensions

Unit-III (20 classroom contact hours)

- Addressing language differences through interpreters or bilingual community members; the risks of misinterpretation and how to mitigate these challenges; the role of confidentiality in building trust and effective communication; Creating feedback loops to improve communication strategies for future interactions and intervention

Course Learning Outcomes:

CO-1: Demonstrate a fundamental understanding of the nature of language and the interplay between verbal and non-verbal communication within diverse social and cultural contexts.

CO-2: Apply essential research communication tools, including interviewing and transcribing techniques, while maintaining a rigorous process of reflection and evaluation.

CO-3: Execute effective communication strategies, such as role-plays and debates, to influence social attitudes, public behavior, and the formulation of social policy.

CO-4: Exhibit proficiency in active listening and empathetic engagement when working with marginalized communities, ensuring a deep understanding of their unique cultural dimensions.

CO-5: Manage linguistic diversity and ethical challenges by effectively utilizing interpreters, maintaining strict confidentiality, and establishing feedback loops for sustainable social intervention.

Course Outcomes - Programme Outcomes Mapping of Paper TS25001

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
CO1	3	3	2	3	2	2	3	2	2	3	3	2	3	2	2	3	2
CO2	3	3	3	3	3	2	2	2	2	3	3	2	3	3	3	3	2
CO3	3	2	3	3	2	3	3	2	3	3	3	2	3	2	3	3	3
CO4	3	3	2	3	3	3	2	2	2	3	3	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Average	3.0	2.8	2.6	3.0	2.6	2.6	2.6	2.0	2.4	3.0	3.0	2.4	3.0	2.6	2.8	3.0	2.4

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	Develops effective communication, intercultural competence, and lifelong learning skills essential for professional and community-based learning.
SDG 5	Gender Equality	Promotes gender-sensitive communication practices and inclusive participation during community engagement and fieldwork.
SDG 10	Reduced Inequalities	Strengthens communication with marginalized and vulnerable communities by promoting empathy, inclusiveness, and cultural understanding.
SDG 16	Peace, Justice and Strong Institutions	Reinforces ethical communication, confidentiality, transparency, trust-building, and respect for community rights in social interventions.

SDG 17	Partnerships for the Goals	Encourages collaboration among communities, institutions, and stakeholders through effective communication, participatory approaches, and feedback mechanisms.

Suggested Readings:

1. Hymes, Dell (1964). The Ethnography of Communication.
2. Agar, Michael (1996). The Professional Stranger: An Informal Introduction to Ethnography.
3. Bernard, H. Russell (2017). Research Methods in Anthropology: Qualitative and Quantitative Approaches.
4. Spradley, James P. (1979). The Ethnographic Interview.
5. Heath, S., & McKinnon, D. (2022). The ethnography of communication: A practical guide for social workers. Sage Publications.
6. This text introduces social workers to the ethnographic study of communication, providing a framework for interpreting verbal and non-verbal communication in diverse communities.
7. Ting-Toomey, S., & Dorjee, T. (2019). Communicating across cultures. Guilford Press.
8. Focuses on the challenges and techniques for navigating intercultural communication, with a particular emphasis on cultural dimensions that affect everyday communication.
9. Hess, D. (2020). The ethics of community-based social work practice. Routledge.
10. This book provides a thorough overview of the ethical principles that guide social work in community-based settings, including informed consent and respect for cultural norms.
11. Sue, S., Cheng, J. K. Y., & Saathoff, S. (2021). Cultural competence in social work practice: Bridging the gap in diverse communities. Pearson.
12. A practical guide to developing cultural competence in social work, with a focus on communication strategies for engaging with diverse populations.
13. Schroeder, R. (2023). Language and identity in social work practice. Oxford University Press.

SEMESTER – IV

Course Category	Course Code	Paper Name	Credits	L	T	P
Major Course-V (C-5)	SO20002	Indian Society: Structure and Changes	4	3	1	0
Major Course-VI (C-6)	SO20004	Founding Thinkers of Sociology	4	3	1	0
Major Course-VII (C-7)	SO20006	Urban Sociology	4	3	1	0
Major Course-VIII (C-8)	SO20008	Sociology of Gender	2	2	0	0
Minor Course -IV (M-4)	SO22002	Educational Sociology	4	3	1	0
Ability Enhancement Course-IV	AE24002	Professional Communication	2	2	0	0
	Total			**20 Credit**		
Exit Point: After completion of 2 years (4 semesters) of study, student can receive a Diploma						

Semester-IV

Indian Society: Structure and Changes

Course Category	Course Code	Paper Name	Credits	L	T	P
Major Course-V (C-5)	SO20002	Indian Society: Structure and Changes	4	3	1	0

Course Objectives:

- To introduce students to the structural features of Indian society.
- To understand the dynamics of caste, class, tribe, family, kinship, and religion in India.
- To examine the processes of social change such as Modernization, Westernization, Sanskritization, and Globalization.
- To analyze the impact of social reform movements, state policies, and development programs on Indian society.
- To critically study contemporary issues such as gender inequality, regionalism, communalism, and social mobility.

Course Contents:

Unit 1: Composition of Indian Society (15 classroom contact hours)

- Religious Composition
- Racial Composition
- Linguistic Composition
- Tribal Composition
- Unity in Diversity

Unit 2: Approaches to the study of Indian Society (15 classroom contact hours)

- Indological Perspective
- Civilization Perspective
- Subaltern Perspective

Unit 3: Historical Evolution of Indian Society (15 classroom contact hours)

- Vedic Period
- Varna Vyavastha

- Ashrama Vyavastha
- Doctrine of Karma

Unit 4: Indian Social Structure (15 classroom contact hours)

- Family: Meaning, Joint Family, its Characteristics, Merits, Demerits, Recent Changes in Joint Family System.
- Marriage: Meaning, Definition, Forms of Marriage, Aims of Marriage, Recent Changes in Marriage.
- Caste: Meaning, Definition, Characteristics, Function, Dysfunction, Recent Changes Unit 5:

Unit -5: Challenges towards National Integration (15 classroom contact hours)

- Communalism
- Regionalism
- Casteism
- Terrorism

Course Outcomes:

CO1: To understand the composition of Indian Society.

CO2: To aware about the perspectives of Indian Society.

CO3: To aware about the historical evolution of India Society.

CO4: To aware about the family, marriage, caste and class system and provision for ST & SC.

CO5: To aware about the challenges towards national integration.

Course Outcomes - Programme Outcomes Mapping of Paper SO20002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	2	3	2	2	2	2	1	1	2	1	2	2	3	2	2	3	1
CO2:	2	3	2	3	2	3	1	1	2	1	2	1	3	3	3	3	1
CO3:	2	3	2	3	2	2	1	1	2	1	2	1	3	2	2	3	1
CO4:	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	2
CO5:	3	3	3	3	3	3	2	1	2	3	3	3	3	2	3	3	2
Averag	**2**	**3**	**2**	**2**	**2**	**2**	**1**	**1**	**2**	**1.**	**2.**	**1.**	**3.**	**2.**	**2.**	**3.**	**1.**

e	**.4**	**.0**	**.2**	**.8**	**.4**	**.4**	**.4**	**.0**	**.0**	**6**	**4**	**8**	**0**	**4**	**6**	**0**	**4**

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	The course builds understanding of Indian society, its structure, and processes of social change through sociological analysis.
SDG 5	Gender Equality	Study of family, marriage systems, and social structures helps analyze gender roles, inequalities, and changing gender relations in India.
SDG 10	Reduced Inequalities	The course examines caste, tribe, class, and social mobility, highlighting structural inequalities and marginalization in Indian society.
SDG 11	Sustainable Cities and Communities	Understanding cultural diversity, regionalism, and unity in diversity contributes to building inclusive and cohesive communities.
SDG 16	Peace, Justice and Strong Institutions	The study of communalism, casteism, regionalism, and terrorism relates to social harmony, integration, and institutional stability.
SDG 17	Partnerships for the Goals	Analysis of social reform movements, state policies, and development programs reflects collaborative efforts in nation-building and social change.

Suggested Readings:

1. Dube, S C 1991, Indian Society, National Book Trust, New Delhi
2. Rao, C.N. Shankar, Sociology of Indian Society, S. Chand& Co. Pvt. Ltd. (Revised edt.),2004
3. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
4. Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi.
5. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi.
6. Ritzer, George. 1996. Classical Sociological Theory, McGraw-Hill.

7. Turner, Bryan S.1999. Classical Sociology, Sage Publications, New Delhi.
8. Anthony Giddens. 2013. Sociology (Seventh Edition).
9. Jayaram, N. 1987. Introductory Sociology. Macmillan Press Limited.

Founding Thinkers of Sociology

Course Category	Course Code	Paper Name	Credits	L	T	P
Major Course - VI (C-6)	SO20004	Founding Thinkers of Sociology	4	3	1	0

Course Objectives:

- To introduce students to the foundational thinkers of Sociology and to understand the major contributions of Karl Marx, Max Weber, and Émile Durkheim.
- To analyze the key concepts, methods, and perspectives developed by classical sociologists.
- To explore the relevance and limitations of classical theories in understanding contemporary social issues.
- To develop critical thinking by comparing different theoretical perspectives.
- To provide a foundation for the study of modern and contemporary sociological theories.

Course Contents:

Unit- I: Auguste Comte (15 classroom contact hours)

- Law of Three Stages
- Hierarchy of Sciences
- Positivism

Unit-II: Emile Durkheim (15 classroom contact hours)

- Division of Labour

- Theory of Suicide
- Sociology of Religion

Unit-III: Herbert Spencer (15 classroom contact hours)

- Theory of Social Evolution
- Organic Analogy

Unit-IV: Karl Marx (15 classroom contact hours)

- Class and Class Struggle
- Sociology of Capitalism
- Alienation

Unit-V: Vilfredo Pareto (15 classroom contact hours)

- Circulation of Elites
- Logical and Non-Logical Actions

Course Outcomes:

CO1: To know the contribution of Auguste Comte to the field of Sociology like Law of Three Stages, Hierarchy of Sciences, Positivism.

CO2: To understand the contribution of Emil Durkheim to the field of Sociology.

CO3: To Understand the contribution of Herbert Spencer in the field of Sociology.

CO4: Explain the contributions of Karl Marx to the field of Sociology.

CO5: Apply critical theoretical knowledge of Vilfredo Pareto to the field of Sociology.

Course Outcomes - Programme Outcomes Mapping of Paper SO20004

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	3	2	2	1	1	2	1	2	1	3	2	2	2	1
CO2:	2	3	2	3	3	3	1	1	2	1	2	1	3	3	3	3	1
CO3:	2	3	2	3	2	2	1	1	2	1	2	1	3	2	2	3	1

CO4:	3	3	2	3	3	3	2	1	2	2	3	2	3	3	3	3	2
CO5:	2	3	3	3	3	2	2	1	2	2	3	1	3	2	3	3	1
Average	**2.2**	**3.0**	**2.2**	**3.0**	**2.6**	**2.4**	**1.4**	**1.0**	**2.0**	**1.4**	**2.4**	**1.2**	**3.0**	**2.4**	**2.6**	**2.8**	**1.2**

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	Introduces students to the Hierarchy of Sciences (Unit I) and rigorous social inquiry (Positivism), fostering critical analytical thinking.
SDG 5	Gender Equality	Durkheim's Division of Labour and Marx's theories on Power/Class allow students to critique the social construction of gendered inequality.
SDG 8	Decent Work & Economic Growth	Marx's theory of Alienation and the Sociology of Capitalism (Unit IV) are essential for understanding labor rights and the human impact of industrial work.
SDG 10	Reduced Inequalities	Marx's Class Struggle and Pareto's Circulation of Elites (Unit V) explain how power is concentrated and how social stratification can be dismantled.
SDG 16	Peace, Justice & Strong Institutions	Durkheim's Theory of Suicide and Social Solidarity (Unit II) help explain how social cohesion is maintained or lost within justice systems and institutions.

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 Ritzer, George. 2011. (5th Edition). Sociological Theory. New Delhi

Urban Sociology

Course Category	Course Code	Paper Name	Credits	L	T	P
Major Course - VII(C-7)	SO20006	Urban Sociology	4	3	1	0

Course Objectives:

- To introduce students to the scope, nature, and significance of Urban Sociology.
- To understand the historical growth and development of cities and urban life.
- To study the structure and functioning of urban society and institutions.
- To examine key sociological theories and perspectives on urbanization.
- To analyze urban issues such as migration, slums, poverty, housing, and environmental challenges.

Course Contents:

Unit-I: Introduction to urban Sociology (15 classroom contact hours)

- Origin and development of urban societies.

Unit-II: Basic Concepts: (15 classroom contact hours)

- Urban, Urbanism, Urbanization, Rural-urban continuum,
- City, Town, Metropolis, Megalopolis, and Urban ecology.

Unit-III: 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-IV: 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, and Louis Wirth.
- The New Urban Sociology: David Harvey, Manuel Castells.

Unit-V: 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 Outcomes:

After completing this course, you should be able to:

CO1: Understand the role of cities in contemporary societies.

CO2: Understand the specific traits of urban areas, its historical patterns of growth.

CO3: Develop knowledge about urban social institutions and problems

CO4: Gain insight into urban development plans, programmes and efforts.

CO5: Better understand the impacts of development in the developing world.

Course Outcomes - Programme Outcomes Mapping of Paper SO20006

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	2	2	2	1	1	2	1	2	2	3	2	2	3	1
CO2:	2	3	2	3	2	2	1	1	2	1	2	2	3	2	2	3	1
CO3:	2	3	2	3	3	3	2	1	2	2	3	3	3	3	3	3	2
CO4:	2	3	2	3	3	2	2	2	2	2	3	3	3	2	3	3	2
CO5:	3	3	2	3	3	3	2	1	2	2	3	3	3	3	3	3	2
Average	**2.2**	**3.0**	**2.0**	**2.8**	**2.6**	**2.4**	**1.6**	**1.2**	**2.0**	**1.6**	**2.6**	**2.6**	**3.0**	**2.4**	**2.6**	**3.0**	**1.6**

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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	The course develops conceptual and theoretical understanding of urban sociology, urbanization, and city life.
SDG 8	Decent Work and Economic Growth	Study of urban economy, migration, and employment patterns helps understand economic

		opportunities and challenges in cities.
SDG 10	Reduced Inequalities	The course examines urban poverty, slums, migration, and social inequality in urban settings.
SDG 11	Sustainable Cities and Communities	Focus on urban planning, housing, governance, pollution, and infrastructure directly supports sustainable urban development.
SDG 16	Peace, Justice and Strong Institutions	Urban governance, planning agencies, and issues like crime and ethnic conflict relate to institutional stability and urban order.

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.

Sociology of Gender

Course Category	Course Code	Paper Name	Credits	L	T	P
Major Course - VIII (C-8)	SO20008	Sociology of Gender	2	2	0	0

Course Objectives:

- To introduce students to the sociological study of gender as a social construct.
- To understand key concepts, theories, and perspectives in the sociology of gender.
- To analyze the intersections of gender with caste, class, ethnicity, and sexuality.
- To examine the role of social institutions such as family, education, media, economy, and state in shaping gender relations.
- To study the impact of patriarchy and power structures on gender inequality.

Course Contents:

Unit- I: Social Construction of Gender (6 classroom contact hours)

- Gender as a Social Construct.
- Gender, Sex& Gender Inequality in India.
- Gender Stereotyping and Gender Role.

Unit-II: Feminism (6 classroom contact hours)

- Meaning, Definition, Origin and Growth of Feminism.
- Patriarchy & Gender Inequality in India.
- Theories of Feminism-Liberal, Radical, Socialist, Marxist.

Unit-III: Gender and Development (6 classroom contact hours)

- Approaches-WAD, WID, GID and GAD
- Gender Mainstreaming: Meaning, Policies and Programmes
- Women Empowerment.

Unit-IV: Gender, Power and Resistance (6 classroom contact hours)

- Power and Subordination
- Resistance and Movements

Unit-V: Women in India through ages (6 classroom contact hours)

- Status of women
- Women Empowerment

Course Outcomes:

CO1: It interprets various concepts of gender as an essential factor in development. It includes its origin, comparison with sex, socio-cultural construction of gender etc.

CO2: It highlights the developmental approach related to feminism and theories of feminism.

CO3: It analyzes gender development issues related to GID, GAD, WID and WAD.

CO4: It highlights powers, subordination and different feminist movements.

CO5: Assess the initiatives undertaken for gender development with the paradigm shift from time to time

Course Outcomes - Programme Outcomes Mapping of Paper SO20008

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	3	2	2	1	1	2	1	3	2	3	2	2	3	1
CO2:	3	3	2	3	3	2	1	1	2	1	3	2	3	2	3	3	1
CO3:	3	3	2	3	3	3	2	1	2	2	3	2	3	3	3	3	2
CO4:	3	3	3	3	3	3	2	1	2	2	3	2	3	3	3	3	2
CO5:	3	3	2	3	3	2	2	1	2	2	3	2	3	2	3	3	2
Average	**3.0**	**3.0**	**2.2**	**3.0**	**2.8**	**2.4**	**1.6**	**1.0**	**2.0**	**1.6**	**3.0**	**2.0**	**3.0**	**2.4**	**2.8**	**3.0**	**1.6**

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	The course builds critical understanding of gender as a social construct, feminist theories, and gender relations in society.

SDG 5	Gender Equality	It directly focuses on patriarchy, gender inequality, women's empowerment, and feminist movements for gender justice.
SDG 8	Decent Work and Economic Growth	Gender and development approaches highlight women's participation in the economy and equitable access to opportunities.
SDG 10	Reduced Inequalities	The course analyzes intersections of gender with caste, class, ethnicity, and sexuality to address multiple forms of inequality.
SDG 16	Peace, Justice and Strong Institutions	Study of gender-based power structures and resistance movements supports awareness of justice and institutional equality.

Suggested Readings:

1. Choudhury, Maitry Feminism *in India: Issues in Contemporary Indian Feminism*, Kali for Women, New Delhi,2004.

2. Forbes, G. *Women in Modern India*, Cambridge: CambridgeUniversityPress,1996.

3. John, M. E. (ed.), *Women's Studies: A Reader*, New Delhi: Penguin India,2008.

4. Pilcher, J and Whelehan, I., *Fifty Key Concepts in Gender Studies. London*: Sage,2004.

5. Prabhakar, Vani Gender and Society, Wisdom Press (ISBN)(CBCS),2012

6. Walby, S., Theorizing *Patriarchy,* ,JohnWiley andSons,1990.

Sociology in Education

Course Category	Course Code	Paper Name	Credits	L	T	P
Minor Course -IV (M-4)	SO22002	Educational Sociology	4	3	1	0

Course Objectives:

- To introduce students to the sociological perspectives on education as a social institution.
- To understand the relationship between education and society.
- To examine the role of education in socialization, social control, and social change.
- To study major theories and approaches to the sociology of education.
- To explore issues of inequality, exclusion, and access in the educational system.

Course Contents:

Unit I: Introduction to Sociology of Education (15 classroom contact hours)

- Nature and Scope of Sociology of Education
- Need to study Sociology of Education
- Sociology of Education and Social Functions of education

Unit II: Education and Socialization (15 classroom contact hours)

- Relationship between Socialization and Education
- Agencies of socialization and education family, peer groups, school, media, workplace, State
- Views of Durkheim and Dewey on socialization

Unit III: Social Change and Education (15 classroom contact hours)

- Meaning and nature of Social Change and its impact on Education
- Relationship between Education and Social Change

Unit IV: Sociological Perspectives on Education (15 classroom contact hours)

- Functional and Liberal Perspectives
- Interactionist Perspectives

- Conflict Perspective

Unit V: Contemporary Issues and Challenges and Policies in India (15 classroom contact hours)

- Inequality in Education
- Privatization of Education
- Digital and Online Education
- Policies and Program

Course outcomes:

CO1: The course will give new insight into understanding the changing nature of education system and social functions of education in society.

CO2: Elaborate on the various agencies of education and socialization.

CO3: The learner will be able to learn the relationship between education and social change.

CO4: The learner will be able to understand the sociological perspectives on education.

CO5: The learner will develop critical ideas to address the issues relating to education in the context of globalization.

Course Outcomes – Programme Outcomes Mapping of Paper SO22002

CO/PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	2	3	2	2	2	2	1	2	2	1	2	1	3	2	2	3	1
CO2:	2	3	2	2	2	2	2	1	2	1	2	1	3	2	2	3	1
CO3:	2	3	2	3	3	2	1	1	2	1	2	2	3	2	3	3	1
CO4:	2	3	2	3	3	3	1	1	2	1	2	1	3	3	3	3	1
CO5: globalization	3	3	3	3	3	3	2	2	2	2	3	2	3	3	3	3	2
Average	**2.2**	**3.0**	**2.2**	**2.6**	**2.6**	**2.4**	**1.4**	**1.4**	**2.0**	**1.2**	**2.2**	**1.4**	**3.0**	**2.4**	**2.6**	**3.0**	**1.2**

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SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	The course directly studies education as a social institution, focusing on access, equity, policies, and educational development.
SDG 5	Gender Equality	It examines gender-based disparities in education and issues of access, inclusion, and equal opportunities.
SDG 8	Decent Work and Economic Growth	Education is linked to skill development, employability, and preparation for productive participation in the workforce.
SDG 10	Reduced Inequalities	The course focuses on educational inequality, exclusion, and social stratification affecting access to learning.
SDG 16	Peace, Justice and Strong Institutions	It highlights the role of education in socialization, social control, and building inclusive and informed citizens.

Suggested Readings:

1. Bulle, N. (2008). Sociology and Education: Issues in Sociology of Education. New York: Peter.
2. Channa, K. (2001). Interrogating Women's Education. Jaipur & New Delhi: Rawat.
3. Dreze, J. & Sen, A. (2013). An Uncertain Glory: India and its Contradictions. Princeton University Press.
4. Indira, R. (Ed.). (2013). Themes in Sociology of Education. New Delhi: Sage India.
5. Kabeer, N. &Subramaniam, R. &Nambissan, G, B, (Eds.). (2003). Child Labor and Right
6. Nambissan, G.B. (Ed.). (2013). Sociology of Education in India
7. Ramachandran, V. (2004). Gender and Social Equity in Primary Education. New Delhi: Sage.
8. Rustag, P. (Ed.). (2008). Universalization of Elementary education in India. New Delhi: Oxford University Press.

Professional Communication

Course Category	Course Code	Paper Name	Credits	L	T	P
Ability Enhancement Course-IV	AE24002	Professional Communication	2	2	0	0

Course Objective:

This course aims to advance students' English language skills by concentrating on various aspects of reading, writing, speaking, and listening. The goal is to ensure effective communication in academic, professional, and social settings.

Course Outcomes:

CO1: Develop the ability to speak with clarity, fluency, and confidence across various social, academic and professional fields.

CO2: Enhance listening skills to comprehend spoken English across different accents and contexts and respond appropriately.

CO3: Acquire the skills to write clear, coherent and well-organized texts including emails, reports, essays, and other types of written communication.

CO4: Improve interpersonal communication skills, including active listening, empathy, and collaboration.

CO5: Understand and navigate cultural differences in communication styles and practices.

Course Contents:

Unit I: **Basics of English Grammar:** Tense, Voice Change, Reported Speech, Modals, Sentence Making and Phrasal Verb.

Unit II: **Writing in one's own words:** Paragraph Writing, Paresis Writing, Report Writing, Extended Writing.

References:

1. English for Everyone: English Grammar Guide" by DK
2. "Practical English Usage" by Michael Swan (Updated Edition: 2016)
3. "English Grammar in Use" by Raymond Murphy (4th Edition: 2019)
4. "Understanding and Using English Grammar" by Betty Schrampfer Azar and Stacy A. Hagen (5th Edition: 2016)
5. "Advanced Grammar in Use" by Martin Hewings (3rd Edition: 2013)
6. "The Elements of Style" by William Strunk Jr. and E.B. White (4th Edition: 2000)

SEMESTER – V (Single Major)

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course -IX (C-9)	SO30001	Sociology of Globalization	4	3	1	0
Major Course -X (C-10)	SO30003	Indian Social Movements	4	3	1	0
Major Course -XI (C-11)	SO30005	Sociology of Marginalised Communities	4	3	1	0
Major Course -XII (C-12)	SO30007	Social Dimensions of Aging	4	3	1	0
Minor Course -V (M-5)	SO32001	Social Problems in India	4	3	1	0
Internship	IP37081	Internship	2	0	0	2
	Total		**22 Credits**			

Semester-V (Single Major)

Sociology Of Globalisation

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course -IX (C-9)	SO30001	Sociology of Globalization	4	3	1	0

Course Objectives:

- To introduce students to the concept, processes, and dimensions of globalization.
- To describe history of Globalization and its characteristics, explain advantages and disadvantages of Globalization.
- To understand the dimensions and consequences of globalization. Describe Agencies of Globalization like International Monetary fund & World Bank.

Course Contents:

UNIT-I: Natures and dynamic of Globalisation (15 classroom contact hours)

- Historical and social context of Globalization
- Distinctive characteristics of Globalization
- Advantages and Disadvantages of Globalization

UNIT-II: **Dimensions of Globalization**: (15 classroom contact hours)

- Economic Dimensions
- Technological Dimensions
- Cultural Dimensions

UNIT-III: **Globalization and Indian Society:** (15 classroom contact hours)

- Understanding the concepts of liberalization and Privatization
- Globalization in the Indian context.

UNIT-IV: Impact of Globalization in Indian Context: (15 classroom contact hours)

- Cultural Impact of Globalization
- Impact on Education,
- Impact on Women

UNIT-V: Agencies of Globalization: (15 classroom contact hours)

- Multinational Corporations (MNC's),
- International Agencies (International Monetary Fund, and World Bank)

Course Outcomes:

CO1: The purpose of the course is to provide knowledge about the history and process of globalization.

CO2: To understand different dimensions of globalization.

CO3: To understand the concepts of privatization, liberalization & globalization in Indian context.

CO4: To create awareness about the cultural and educational impact of globalization.

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

Course Outcomes - Programme Outcomes Mapping of Paper SO30001

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	1	3	2	2	2	1	1	1	2	–	1	1	2	1	1	2	1
CO2:	1	3	2	3	2	2	1	2	2	–	1	1	3	2	2	3	1
CO3:	2	3	2	3	3	2	1	2	2	1	2	1	3	2	2	3	1
CO4:	3	2	3	3	2	2	2	1	2	1	2	2	3	2	2	3	1
CO5:	2	3	2	2	2	2	2	2	2	1	2	1	2	2	2	2	2
Average	**1.8**	**2.8**	**2.2**	**2.6**	**2.2**	**1.8**	**1.4**	**1.6**	**2.0**	**0.6**	**1.6**	**1.2**	**2.6**	**1.8**	**1.8**	**2.6**	**1.2**

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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	The course builds understanding of globalization's impact on education systems, knowledge access, and learning inequalities.

SDG 5	Gender Equality	It examines the impact of globalization on women, including opportunities, challenges, and changing gender roles.
SDG 8	Decent Work and Economic Growth	The study of liberalization, privatization, MNCs, and global markets relates directly to employment, economic growth, and labor dynamics.
SDG 10	Reduced Inequalities	The course analyzes global inequalities, economic disparities, and uneven impacts of globalization on societies.
SDG 12	Responsible Consumption and Production	It encourages critical understanding of global production systems, consumption patterns, and corporate influence.
SDG 16	Peace, Justice and Strong Institutions	The role of international institutions like the IMF and World Bank highlights global governance and institutional frameworks.
SDG 17	Partnerships for the Goals	The course emphasizes international cooperation and the role of global agencies in shaping development processes.

Suggested Readings:

1. Bhagyawati, Jagdis, (2004) In Defense of Globalization, Oxford Univ. Press, Delhi
2. Jha, Avinash, (2000) Background to Globalization, Centre for education and documentation. Mumbai
3. Joseph E. Stiglitz, (2002) Globalization & its Discontents. Norton & Company0
4. Pathak, A., Modernity, (2006) Globalization and Identity: A Reflexive Quest, Delhi: Aakar Books
5. Sengupta, A., (2001) Reforms, Equity and the IMF: An Economist's World, Delhi: Har-Anand Publications PVT limited
6. Singh, Y. (2006) Culture Change in India: Identity and Globalization. Jaipur: Rawat

Indian Social Movements

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course -X (C-10)	SO30003	Indian Social Movements	4	3	1	0

Course Objectives:

- To introduce students to the concept, nature, and significance of social movements.
- To examine historical and contemporary social movements in India.
- To understand the causes, dynamics, and outcomes of social movements.
- To analyze the strategies, methods, and leadership of various social movements.
- To explore the impact of social movements on social change, policy, and development.

Course Contents:

Unit I: Introduction of Social Movement (15 classroom contact hours)

- Meaning, and Nature of social movement
- Forms of Social Movement: Revolutionary, Reforms, and Revival
- Approaches to study social movement: Marxian approach, Liberal approach and Gandhian approach.

Unit II: Theories of Social Movement (15 classroom contact hours)

- Marxist and Post Marxist Social Movement
- Structural- Functional Social Movement

Unit III: Types of Social Movements (15 classroom contact hours)

- Peasant Movement
- Naxalbari Movement
- Environmental Movement

Unit IV: Dalit and Tribal Movement (15 classroom contact hours)

- Dalit Movement: Mahad Satyagraha Dalit Panther Movement
- Tribal Movement in India: Bhil Movement, Birsa Movement, and Santhal Movement

Unit V: Women Movements (15 classroom contact hours)

- Women in Chipko Movement.

- Women in the Indian National Movement.
- Contemporary Women's Movement.

Course Outcomes:

CO1: Students will be able to learn the meaning, nature and approaches of social movements.

CO2: Students will be able to understand the process of movement through the lens of theories.

CO3: Students will be able to understand various types of the social movements.

CO4: Students will be able to describe Dalit and Tribal movements in India.

CO5: Student will be able to understand the Women movement in India.

Course Outcomes - Programme Outcomes Mapping of Paper SO30003

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	2	2	1	1	–	2	–	1	1	3	1	1	2	1
CO2:	2	3	2	3	3	2	1	–	2	1	1	1	3	2	2	3	1
CO3:	2	3	2	3	3	2	2	–	2	1	2	2	3	2	2	3	1
CO4:	3	2	2	3	2	2	2	–	2	1	2	2	3	3	2	3	2
CO5:	3	2	3	3	2	2	2	–	2	1	2	2	2	2	2	3	1
Average	2.4	2.6	2.2	2.8	2.4	1.8	1.6	0	2.0	0.6	1.6	1.6	2.8	2.0	1.8	2.8	1.2

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	The course develops critical understanding of social movements, their theories, and their role in social transformation in India.
SDG 5	Gender Equality	Women's movements and gender-based struggles highlight issues of empowerment, rights, and gender justice.

SDG 10	Reduced Inequalities	Dalit, tribal, and peasant movements address caste, class, and ethnic inequalities and promote social justice.
SDG 11	Sustainable Cities and Communities	Environmental movements like Chipko contribute to sustainable resource use and community-based environmental protection.
SDG 16	Peace, Justice and Strong Institutions	The study of social movements helps understand democratic participation, rights-based struggles, and institutional change.

Suggested Readings:

1. Kumar, R., (1997) History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India, New Delhi

2. Agnihotri, I. and Mazumdar, V., (2010) Changing Terms of Political Discourse: Women 's Movement in India, in T. K. Oomen (ed.), Social Movements II: Concerns of Equity and Security, New Delhi

3. Geetha, V and Rajadurai, S. V., (1998) Towards a Non-Brahmin Millennium: From IyotheeThass to Periyar. Delhi: Popular Prakashan

4. Dhanagare D. N. (1983) Peasants Movements in India, Oxford University Press

5. Omvelt, G., (1993) Social Movements in India, Rowman& Littlefield, INC, Oxford

6. Singh, K.S. (1982) Tribal Movements in India, Foundation Pub. New Delhi

7. Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi.

Sociology of Marginalized Communities

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course - XI (C-11)	SO30005	Sociology of Marginalised Communities	4	3	1	0

Course Objectives:

- To introduce students to the sociological study of marginalized and disadvantaged communities.
- To understand the historical, social, and economic factors contributing to marginalization.
- To examine issues of caste, tribe, gender, disability, and other forms of social exclusion.
- To analyze the impact of social policies, development programs, and affirmative action on marginalized groups.
- To study the role of social movements and advocacy in empowering marginalized communities.

Course Contents:

Unit-I: Marginalization and its socio-economic indices: (15 classroom contact hours)

- poverty,
- relative isolation,
- deprivation,
- exploitation,
- discrimination,
- a critical view of the caste system

Unit-II: The social structure and culture of marginalized communities: (15 classroom contact hours)

- Problems of Scheduled Caste and Scheduled Tribe
- Social mobility

Unit-III: Perspectives on marginalization: (15 classroom contact hours)

- Views of Jotirao Phule

- Periyar, Babasaheb Ambedkar,

Unit-IV: Social movements among marginalized communities: (15 classroom contact hours)

- In social reform movements, 0
- The role of NGOs.

Unit-V: Marginalization and Affirmative Action: (15 classroom contact hours)

- Constitutional provisions
- implementation;
- impact on marginalized communities

Courses Outcomes:

CO1: It will introduce students to different concepts related to marginalized sections of the Indian society.

CO2: It will equip the students regarding the problem of oppressed and marginalised group.

CO3: It will foster in students different perspective and empathetic approach towards the weaker sections.

CO4: It will help the students to learn social movements among marginalised communities.

CO5: It will help the students to understand the social welfare programs for marginalised section of India including constitutional provision.

Course Outcomes - Programme Outcomes Mapping of Paper SO30005

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	2	1	1	–	2	–	1	1	3	2	2	3	1
CO2:	3	3	2	3	3	2	1	–	2	1	2	1	3	3	2	3	2
CO3:	3	2	3	3	2	2	2	–	2	1	2	2	3	3	2	3	2
CO4:	3	3	2	3	3	2	2	–	2	1	2	2	3	3	2	3	2
CO5:	3	3	2	3	3	2	1	2	2	1	3	2	3	2	2	3	2
Average	**3.**	**2.**	**2.**	**2.**	**2.**	**1.**	**1.**	**0.**	**2.**	**0.8**	**2.0**	**1.6**	**3.0**	**2.4**	**2.0**	**3.0**	**1.8**

	0	**8**	**2**	**8**	**6**	**8**	**4**	**4**	**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	The course studies poverty, deprivation, and socio-economic exclusion among marginalized communities.
SDG 4	Quality Education	It develops critical understanding of marginalization, inequality, and sociological perspectives of social exclusion.
SDG 5	Gender Equality	The course includes gender-based exclusion and empowerment issues within marginalized communities.
SDG 8	Decent Work and Economic Growth	It addresses economic deprivation and barriers to livelihood opportunities for marginalized groups.
SDG 10	Reduced Inequalities	The core focus on caste, tribe, disability, and discrimination directly contributes to understanding and reducing inequalities.
SDG 16	Peace, Justice and Strong Institutions	The study of constitutional provisions, affirmative action, and social movements promotes justice and inclusive institutions.
SDG 17	Partnerships for the Goals	The role of NGOs, social movements, and collective action highlights collaborative efforts in empowerment and development.

Suggested Readings:

1. Beteille, Andre (1981) *Backward classes and the new social order,* Delhi: Oxford University
    i. Press

2. Beteille, Andre, (1992) *The Backward Classes in Contemporary India* (Delhi: Oxford University Press)

3. Charsley, S.R. and G.K. Karanth, (1998) *–eds.: challenging Untouchability* (Delhi: Sage)

4. Chaudhuri, S.N.1988: *Changing Status of depressed castes in contemporary India* (Delhi: Daya Publishing House)

5. Gore, M.S. (1993): *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar* (New Delhi: Sage)

Social Dimensions of Aging

Course Category	Course Code	Course Title	Credits	L	T	P
Major Course - XII (C-12)	SO30007	Social Dimensions of Aging	4	3	1	0

Course Objectives:

- To introduce students to the sociological study of ageing and the life course.
- To understand the demographic trends and social patterns of ageing in India and globally.
- To examine the social, economic, and health-related issues faced by older adults.
- To study family, community, and institutional support systems for the elderly.
- To analyze policies, programs, and interventions aimed at improving the well-being of ageing populations.

Course Contents:

Unit-I: Old Age (15 classroom contact hours)

- Meaning ,Definition and Characteristics
- Scope & Significance of Sociology of Ageing

Unit-II: Myth and Misconception: (15 classroom contact hours)

- Myths and stereotypes about ageing

Unit-III: Aged people in urban and rural settings: (15 classroom contact hours)

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

Unit-IV: Care and welfare needs of old age- (15 classroom contact hours)

- Physical needs,
- Healthcare needs,
- Psychological needs,
- Social and Economic needs

Unit-V: Policies and Programs (15 classroom contact hours)

- The State and the Elderly
- Role of State- Policies and Programmers for the Aged in India

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 people.

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

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

Course Outcomes - Programme Outcomes Mapping of Paper SO30007

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	2	3	2	2	2	1	1	–	2	–	1	1	2	1	1	2	2
CO2:	2	3	2	2	2	1	1	–	2	–	1	1	2	2	1	2	1
CO3:	3	3	2	3	3	2	1	–	2	1	2	1	3	2	2	3	2
CO4:	3	2	2	3	2	2	1	–	2	1	2	2	3	2	2	3	2
CO5:	3	3	2	3	3	2	1	2	2	1	3	2	3	2	2	3	2
Average	**2.6**	**2.8**	**2.0**	**2.6**	**2.4**	**1.6**	**1.0**	**0.4**	**2.0**	**0.6**	**1.8**	**1.4**	**2.6**	**1.8**	**1.6**	**2.6**	**1.8**

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 3	Good Health and Well-Being	The course addresses physical, mental, and healthcare needs of elderly populations and ageing-related well-being issues.
SDG 4	Quality Education	It develops sociological understanding of ageing, life course, and social issues affecting older adults.
SDG 5	Gender Equality	The study of ageing includes attention to gendered experiences of old age and vulnerabilities faced by elderly women.
SDG 8	Decent Work and Economic Growth	It considers economic security, pensions, and livelihood challenges of ageing populations.
SDG 10	Reduced Inequalities	The course examines social exclusion, neglect, and inequality faced by elderly people in rural and urban settings.
SDG 11	Sustainable Cities and Communities	It highlights family, community, and institutional support systems for ensuring inclusive and age-friendly societies.
SDG 16	Peace, Justice and Strong Institutions	The course discusses policies, legal protections, and state interventions for safeguarding elderly rights and welfare.

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 Gero psychology: 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 behavior therapy with older people. Chichester: Wiley.

4. John W Santrock; Life Span Development. New York. 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. Wilson, Gail (2000) Understanding Old Age: Critical and Global Perspectives, New Delhi, Sage Pub

Social Problems in India

Course Category	Course Code	Course Title	Credits	L	T	P
Minor Course - V (M-5)	SO32001	Social Problems in India	4	3	1	0

Course Objectives:

- Understand the major social problems prevalent in contemporary India and their historical roots.
- Analyze the social, economic, and cultural factors contributing to issues like poverty, inequality, caste discrimination, gender-based violence, and unemployment.
- Examine the impact of social problems on different communities and marginalized groups in India.
- Explore government policies, legal frameworks, and social interventions aimed at addressing these issues.
- Encourage research, discussion, and awareness of social issues to foster social responsibility among students.

Course Contents:

Unit- I: Social Problems: (15 classroom contact hours)

- Concept,
- Characteristics
- Types, and Causes.

Unit- II: Poverty and Unemployment: (15 classroom contact hours)

- Causes of Rural Poverty; Poverty Alleviation Programs,
- Unemployment in India, Types, Causes, Consequences and Remedies.

Unit- III: Family Problems: (15 classroom contact hours)

- Domestic Violence, Dowry, Divorce, Problems of Elderly People.
- Female infanticide and Foeticide: Female infanticide – concept, causes, types, preventive measures;
- Female Foeticide, Causes, Consequences and Possible solution.

Unit- IV: Population Explosion: (15 classroom contact hours)

- Increase in Population,
- Causes,
- Effects,
- Population Policy.

Unit- V: Problems of Weaker Sections: (15 classroom contact hours)

- Scheduled Caste,
- Scheduled Tribe,
- Backward Castes

Course Outcomes:

CO1: Students will get knowledge about social problems and its causes & types.

CO2: To provide knowledge of poverty and unemployment.

CO3: To understand the problem related to family, elderly people and female infanticide.

CO4: To analyze population explosion in India.

CO5: To creates awareness about the problems of weaker sections in India.

Course Outcomes - Programme Outcomes Mapping of Paper SO32001

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	3	3	2	2	2	1	1	–	2	–	1	1	3	2	2	3	1
CO2:	3	3	2	3	3	2	1	–	2	1	2	1	3	2	2	3	1
CO3:	3	2	2	3	2	2	2	–	2	1	3	2	3	3	2	3	2
CO4:	2	3	2	3	3	2	1	1	2	1	2	2	2	2	2	3	1
CO5:	3	3	2	3	3	2	2	–	2	1	3	2	3	3	2	3	2
Average	**2.8**	**2.8**	**2.0**	**2.8**	**2.6**	**1.8**	**1.4**	**0.2**	**2.0**	**0.8**	**2.2**	**1.6**	**2.8**	**2.4**	**2.0**	**3.0**	**1.4**

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	The course examines poverty, its causes, and government programmes aimed at poverty alleviation in India.
SDG 3	Good Health and Well-Being	It addresses social issues affecting well-being such as domestic violence, female infanticide, and problems of the elderly.
SDG 4	Quality Education	The course builds awareness and analytical understanding of major social problems in Indian society.
SDG 5	Gender Equality	It focuses on gender-based issues such as dowry, female infanticide, foeticide, and domestic violence.
SDG 8	Decent Work and Economic Growth	The study of unemployment and economic inequality contributes to understanding labour market challenges and livelihood issues.
SDG 10	Reduced Inequalities	The course highlights caste-based discrimination and problems faced by SC, ST, and backward classes.
SDG 11	Sustainable Cities and Communities	Understanding social problems supports building inclusive and socially stable communities.
SDG 16	Peace, Justice and Strong Institutions	It examines legal frameworks and policies addressing social problems, promoting justice and social order.

Suggested Readings:

1. Ahuja, Ram 2000, Social Problems in India, New Delhi: Rawat Publications.
2. Beteille, Andre (1992) Backward Classes in Contemporary India, New Delhi: OUP
3. Bereman, G.D. (1979) Caste and Other Inequalities: Essay in Inequality, Meerut: Folklore Institute.
4. Dube, Leela, (1997) Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia, New Delhi: Sage Publication.

5. Desai, Neera & Usha Thakkar (2007) Women in Indian Society, Delhi: National Book Trust.

6. Gupta K. and Tomar N, "Indian Woman: Problems and Prospects", Kala Publication, India, 2013

Course Title: Internship

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.

- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

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

CO	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
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

13. **Internship Orientation and Workplace Induction**
    13. Introduction to the organization
    14. Workplace policies, ethics, and safety guidelines
    15. Understanding organizational structure and work culture
14. **Technical Skill Development**
    - Training on organization-specific software, tools, or technologies
    - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
15. **Assignment and Task Execution**
    - Participation in project-related activities
    - Requirement analysis and task planning
    - Problem identification and solution implementation
    - Testing and validation of assigned work
16. **Documentation and Reporting**
    - Maintenance of daily work diary/logbook

- Weekly progress reports
- Preparation of technical documentation

17. **Professional Skills Development**
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
18. **Project Demonstration**
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	Weightage (%)
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER – V (Double Major)

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - IX(C-9)	SO30001	Sociology of Globalization	3	1	0	4
Major Course -X (C-10)	SO30003	Indian Social Movements	3	1	0	4
Major Course -XI (C-11)	SO30005	Sociology of Marginalised Communities	3	1	0	4
Major Course -XII (C-12)	SO30007	Social Dimensions of Aging	3	1	0	4
Minor Course-V (MC-5)	SO32001	Social Problems in India	3	1	0	4
Double Major -I (DM-1)	SO32003	NGOs and Civil Society	3	1	0	4
Double Major-II (DM-2)	SO32005	Sociology of Religion	3	1	0	4
Double Major-III (DM-3)	SO32007	Gender Sensitization	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
	Total		**34 Credit**			

Semester-V (Double Major)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - IX(C-9)	SO30001	Sociology of Globalization	4	3	1	0

Course Objectives:

- To introduce students to the concept, processes, and dimensions of globalization.
- To describe history of Globalization and its characteristics, explain advantages and disadvantages of Globalization.
- To understand the dimensions and consequences of globalization. Describe Agencies of Globalization like International Monetary fund & World Bank.

Course Contents:

UNIT-I: Natures and dynamic of Globalisation (15 classroom contact hours)

- Historical and social context of Globalization
- Distinctive characteristics of Globalization
- Advantages and Disadvantages of Globalization

UNIT-II: **Dimensions of Globalization**: **(15 classroom contact hours)**

- Economic Dimensions
- Technological Dimensions
- Cultural Dimensions

UNIT-III: **Globalization and Indian Society: (15 classroom contact hours)**

- Understanding the concepts of liberalization and Privatization
- Globalization in the Indian context.

UNIT-IV: Impact of Globalization in Indian Context: (15 classroom contact hours)

- Cultural Impact of Globalization
- Impact on Education,
- Impact on Women

UNIT-V: Agencies of Globalization: (15 classroom contact hours)

- Multinational Corporations (MNC's),
- International Agencies (International Monetary Fund, and World Bank)

Course Outcomes:

CO1: The purpose of the course is to provide knowledge about the history and process of globalization.

CO2: To understand different dimensions of globalization.

CO3: To understand the concepts of privatization, liberalization & globalization in Indian context.

CO4: To create awareness about the cultural and educational impact of globalization.

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

Course Outcomes - Programme Outcomes Mapping of Paper SO30001

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	1	3	2	2	2	1	1	1	2	–	1	1	2	1	1	2	1
CO2:	2	3	2	3	2	2	1	2	2	1	1	1	3	2	2	3	1
CO3:	2	3	2	3	3	2	1	2	2	1	2	1	3	2	2	3	1
CO4:	3	2	3	3	2	2	2	1	2	1	2	2	3	2	2	3	1
CO5:	2	3	2	2	2	2	2	2	2	1	2	1	2	2	2	2	2
Average	**2.0**	**2.8**	**2.2**	**2.4**	**2.2**	**1.8**	**1.4**	**1.6**	**2.0**	**0.8**	**1.6**	**1.2**	**2.6**	**1.8**	**1.8**	**2.6**	**1.2**

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	The course builds understanding of globalization's impact on education systems, access to knowledge, and educational inequality.
SDG 5	Gender Equality	It analyzes the impact of globalization on women, including opportunities, challenges, and changing gender roles.
SDG 8	Decent Work and Economic Growth	The study of liberalization, privatization, MNCs, and global markets relates to employment, economic growth, and labor transformation.
SDG 10	Reduced Inequalities	The course examines global inequalities and uneven impacts of globalization on different social groups.
SDG 12	Responsible Consumption and Production	It highlights global production systems and consumption patterns shaped by multinational corporations and globalization.
SDG 16	Peace, Justice and Strong Institutions	The role of international institutions like the IMF and World Bank supports understanding of global governance systems.
SDG 17	Partnerships for the Goals	The course emphasizes international cooperation and global partnerships in shaping economic and social development.

Suggested Readings:

7. Bhagyawati, Jagdis, (2004) In Defense of Globalization, Oxford Univ. Press, Delhi
8. Jha, Avinash, (2000) Background to Globalization, Centre for education and documentation. Mumbai
9. Joseph E. Stiglitz, (2002) Globalization & its Discontents. Norton & Company
10. Pathak, A., Modernity, (2006) Globalization and Identity: A Reflexive Quest, Delhi: Aakar Books
11. Sengupta, A., (2001) Reforms, Equity and the IMF: An Economist's World, Delhi: Har-Anand Publications PVT limited
12. Singh, Y. (2006) Culture Change in India: Identity and Globalization. Jaipur: Rawat

Indian Social Movements

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - X (C-10)	SO30003	Indian Social Movements	4	3	1	0

Course Objectives:

- To introduce students to the concept, nature, and significance of social movements.
- To examine historical and contemporary social movements in India.
- To understand the causes, dynamics, and outcomes of social movements.
- To analyze the strategies, methods, and leadership of various social movements.
- To explore the impact of social movements on social change, policy, and development.

Course Contents:

Unit I: Introduction of Social Movement (15 classroom contact hours)

- Meaning, and Nature of social movement
- Forms of Social Movement: Revolutionary, Reforms, and Revival
- Approaches to study social movement: Marxian approach, Liberal approach and Gandhian approach.

Unit II: Theories of Social Movement (15 classroom contact hours)

- Marxist and Post Marxist Social Movement
- Structural- Functional Social Movement

Unit III: Types of Social Movements (15 classroom contact hours)

- Peasant Movement
- Naxalbari Movement
- Environmental Movement

Unit IV: Dalit and Tribal Movement (15 classroom contact hours)

- Dalit Movement: Mahad Satyagraha Dalit Panther Movement
- Tribal Movement in India: Bhil Movement, Birsa Movement, and Santhal Movement

Unit V: Women Movements (15 classroom contact hours)

- Women in Chipko Movement.
- Women in the Indian National Movement.

- Contemporary Women's Movement.

Course Outcomes:

CO1: Students will be able to learn the meaning, nature and approaches of social movements.

CO2: Students will be able to understand the process of movement through the lens of theories.

CO3: Students will be able to understand various types of the social movements.

CO4: Students will be able to describe Dalit and Tribal movements in India.

CO5: Student will be able to understand the Women movement in India.

Course Outcomes - Programme Outcomes Mapping of Paper SO30003

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	2	2	1	1	–	2	–	1	1	3	1	1	2	1
CO2:	2	3	2	3	3	2	1	–	2	1	1	1	3	2	2	3	1
CO3:	2	3	2	3	3	2	2	–	2	1	2	2	3	2	2	3	1
CO4:	3	2	2	3	2	2	2	–	2	1	2	2	3	3	2	3	2
CO5:	3	2	3	3	2	2	2	–	2	1	2	2	2	2	2	3	1
Average	2.4	2.6	2.2	2.8	2.4	1.8	1.6	–	2.0	0.6	1.6	1.6	2.8	2.0	1.8	2.8	1.2

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	The course develops understanding of social movements, their theories, and their role in social transformation.
SDG 5	Gender Equality	Women's movements and gender-based struggles highlight empowerment, rights, and resistance to patriarchy.

SDG 10	Reduced Inequalities	Dalit, tribal, and peasant movements address caste, class, and ethnic inequalities in Indian society.
SDG 11	Sustainable Cities and Communities	Environmental movements like Chipko contribute to sustainable resource use and ecological awareness.
SDG 16	Peace, Justice and Strong Institutions	The study of social movements emphasizes democratic participation, rights-based struggles, and institutional change.

Suggested Readings:

8. Kumar, R., (1997) History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India, New Delhi

9. Agnihotri, I. and Mazumdar, V., (2010) Changing Terms of Political Discourse: Women 's Movement in India, in T. K. Oomen (ed.), Social Movements II: Concerns of Equity and Security, New Delhi

10. Geetha, V and Rajadurai, S. V., (1998) Towards a Non-Brahmin Millennium: From IyotheeThass to Periyar. Delhi: Popular Prakashan

11. Dhanagare D. N. (1983) Peasants Movements in India, Oxford University Press

12. Omvelt, G., (1993) Social Movements in India, Rowman& Littlefield, INC, Oxford

13. Singh, K.S. (1982) Tribal Movements in India, Foundation Pub. New Delhi

14. Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi.

Sociology of Marginalised Communities

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XI (C-11)	SO30005	Sociology of Marginalised Communities	4	3	1	0

Course Objectives:

- To introduce students to the sociological study of marginalized and disadvantaged communities.
- To understand the historical, social, and economic factors contributing to marginalization.
- To examine issues of caste, tribe, gender, disability, and other forms of social exclusion.
- To analyze the impact of social policies, development programs, and affirmative action on marginalized groups.
- To study the role of social movements and advocacy in empowering marginalized communities.

Course Contents:

Unit-I: Marginalization and its socio-economic indices: (15 classroom contact hours)

- poverty,
- relative isolation,
- deprivation,
- exploitation,
- discrimination,
- a critical view of the caste system

Unit-II: The social structure and culture of marginalized communities: (15 classroom contact hours)

- Problems of Scheduled Caste and Scheduled Tribe
- Social mobility

Unit-III: Perspectives on marginalization:(15 classroom contact hours)

- Views of Jotirao Phule

- Periyar, Babasaheb Ambedkar,

Unit-IV: Social movements among marginalized communities:(15 classroom contact hours)

- In social reform movements,
- The role of NGOs.

Unit-V: Marginalization and Affirmative Action:(15 classroom contact hours)

- Constitutional provisions
- implementation;
- impact on marginalized communities

Courses Outcomes:

CO1: It will introduce students to different concepts related to marginalized sections of the Indian society.

CO2: It will equip the students regarding the problem of oppressed and marginalised group.

CO3: It will foster in students different perspective and empathetic approach towards the weaker sections.

CO4: It will help the students to learn social movements among marginalised communities.

CO5: It will help the students to understand the social welfare programs for marginalised section of India including constitutional provision.

Course Outcomes - Programme Outcomes Mapping of Paper SO30005

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	3	3	2	2	2	1	1	–	2	–	1	1	3	2	2	3	1
CO2:	3	3	2	3	3	2	1	–	2	1	2	1	3	3	2	3	2
CO3:	3	2	3	3	2	2	2	–	2	1	2	2	3	3	2	3	2
CO4:	3	3	2	3	3	2	2	–	2	1	2	2	3	3	2	3	2
CO5:	3	3	2	3	3	2	1	2	2	1	3	2	3	2	2	3	2
Average	**3.0**	**2.8**	**2.2**	**2.8**	**2.6**	**1.8**	**1.4**	**0.4**	**2.0**	**0.8**	**2.0**	**1.6**	**3.0**	**2.4**	**2.0**	**3.0**	**1.8**

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 1	No Poverty	The course addresses poverty, deprivation, and socio-economic exclusion as key dimensions of marginalization.
SDG 4	Quality Education	It develops critical sociological understanding of marginalization, inequality, and social exclusion.
SDG 5	Gender Equality	The course includes gender-based exclusion and empowerment within marginalized communities.
SDG 8	Decent Work and Economic Growth	It examines economic deprivation and barriers to employment and livelihood among marginalized groups.
SDG 10	Reduced Inequalities	The core focus on caste, tribe, disability, and discrimination directly contributes to reducing inequalities.
SDG 16	Peace, Justice and Strong Institutions	The study of constitutional provisions, affirmative action, and social movements supports justice and inclusive institutions.
SDG 17	Partnerships for the Goals	The role of NGOs, advocacy groups, and collective action highlights collaborative efforts for empowerment and development.

Suggested Readings:

1. Beteille, Andre (1981) *Backward classes and the new social order,* Delhi: Oxford University
   i. Press
2. Beteille, Andre, (1992) *The Backward Classes in Contemporary India* (Delhi: Oxford University Press)
3. Charsley, S.R. and G.K. Karanth, (1998) *–eds.: challenging Untouchability* (Delhi: Sage)
4. Chaudhuri, S.N.1988: *Changing Status of depressed castes in contemporary India* (Delhi: Daya Publishing House)
5. Gore, M.S. (1993): *The Social Context of an Ideology: The Social and*

Political Thoughts of Babasaheb Ambedkar (New Delhi: Sage)

Social Dimensions of Aging

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XII (C-12)	SO30007	Social Dimensions of Aging	4	3	1	0

Course Objectives:

- To introduce students to the sociological study of ageing and the life course.
- To understand the demographic trends and social patterns of ageing in India and globally.
- To examine the social, economic, and health-related issues faced by older adults.
- To study family, community, and institutional support systems for the elderly.
- To analyze policies, programs, and interventions aimed at improving the well-being of ageing populations.

Course Contents:

Unit-I: Old Age (15 classroom contact hours)

- Meaning ,Definition and Characteristics
- Scope & Significance of Sociology of Ageing

Unit-II: Myth and Misconception: (15 classroom contact hours)

- Myths and stereotypes about ageing

Unit-III: Aged people in urban and rural settings: (15 classroom contact hours)

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

Unit-IV: Care and welfare needs of old age- (15 classroom contact hours)

- Physical needs,
- Healthcare needs,
- Psychological needs,
- Social and Economic needs

Unit-V: Policies and Programs (15 classroom contact hours)

- The State and the Elderly
- Role of State- Policies and Programmers for the Aged in India

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 people.

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

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

Course Outcomes - Programme Outcomes Mapping of Paper SO30007

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	2	2	1	1	–	2	–	1	1	3	2	2	3	2
CO2:	2	3	2	2	2	1	1	–	2	–	1	1	3	2	2	3	2
CO3:	3	3	2	3	3	2	1	–	2	1	2	1	3	3	2	3	2
CO4:	3	3	2	3	3	2	1	1	2	1	2	2	3	3	2	3	2
CO5:	3	3	2	3	3	2	1	2	2	1	3	2	3	2	2	3	2
Average	**2.6**	**3.0**	**2.0**	**2.6**	**2.6**	**1.6**	**1.0**	**0.6**	**2.0**	**0.6**	**1.8**	**1.4**	**3.0**	**2.4**	**2.0**	**3.0**	**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 3	Good Health and Well-Being	The course focuses on physical, psychological, and healthcare needs of older adults and ageing-related well-being.

SDG 4	Quality Education	It builds sociological understanding of ageing, life course, and social dimensions of old age.
SDG 5	Gender Equality	It addresses gendered experiences of ageing and vulnerabilities, especially among elderly women.
SDG 8	Decent Work and Economic Growth	The course includes issues of economic security, pensions, and livelihood concerns of elderly populations.
SDG 10	Reduced Inequalities	It examines social exclusion, neglect, and inequalities faced by aged people in rural and urban contexts.
SDG 11	Sustainable Cities and Communities	The course highlights family, community, and institutional support systems for inclusive and age-friendly societies.
SDG 16	Peace, Justice and Strong Institutions	It discusses policies, welfare programs, and state interventions for protecting the rights and dignity of the elderly.

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 Gero psychology: 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 behavior therapy with older people. Chichester: Wiley.

4. John W Santrock; Life Span Development. New York. 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. Wilson, Gail (2000) Understanding Old Age: Critical and Global Perspectives, New Delhi, Sage Pub

Social Problems in India

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course-V (MC-5)	SO32001	Social Problems in India	4	3	1	0

Course Objectives:

- Understand the major social problems prevalent in contemporary India and their historical roots.
- Analyze the social, economic, and cultural factors contributing to issues like poverty, inequality, caste discrimination, gender-based violence, and unemployment.
- Examine the impact of social problems on different communities and marginalized groups in India.
- Explore government policies, legal frameworks, and social interventions aimed at addressing these issues.
- Encourage research, discussion, and awareness of social issues to foster social responsibility among students.

Course Contents:

Unit- I: Social Problems: (15 classroom contact hours)

- Concept,
- Characteristics
- Types, and Causes.

Unit- II: Poverty and Unemployment: (15 classroom contact hours)

- Causes of Rural Poverty; Poverty Alleviation Programs,
- Unemployment in India, Types, Causes, Consequences and Remedies.

Unit- III: Family Problems: (15 classroom contact hours)

- Domestic Violence, Dowry, Divorce, Problems of Elderly People.
- Female infanticide and Foeticide: Female infanticide – concept, causes, types, preventive measures;
- Female Foeticide, Causes, Consequences and Possible solution.

Unit- IV: Population Explosion: (15 classroom contact hours)

- Increase in Population,
- Causes,
- Effects,
- Population Policy.

Unit- V: Problems of Weaker Sections: (15 classroom contact hours)

- Scheduled Caste,
- Scheduled Tribe,
- Backward Castes

Course Outcomes:

CO1: Students will get knowledge about social problems and its causes & types.

CO2: To provide knowledge of poverty and unemployment.

CO3: To understand the problem related to family, elderly people and female infanticide.

CO4: To analyze population explosion in India.

CO5: To creates awareness about the problems of weaker sections in India.

Course Outcomes - Programme Outcomes Mapping of Paper SO32001

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	3	3	2	2	2	1	1	–	2	–	1	1	3	2	2	3	1
CO2:	3	3	2	3	3	2	1	–	2	1	2	1	3	2	2	3	1
CO3:	3	3	2	3	2	2	2	–	2	1	3	2	3	3	2	3	2
CO4:	2	3	2	3	3	2	1	1	2	1	2	2	2	2	2	3	1
CO5:	3	3	2	3	3	2	2	–	2	1	3	2	3	3	2	3	2
Average	**2.8**	**3.0**	**2.0**	**2.8**	**2.6**	**1.8**	**1.4**	**0.2**	**2.0**	**0.8**	**2.2**	**1.6**	**2.8**	**2.4**	**2.0**	**3.0**	**1.4**

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	The course addresses poverty, its causes, and poverty alleviation programmes in India.
SDG 3	Good Health and Well-Being	It covers social issues affecting well-being such as domestic violence, female foeticide, and elderly care.

SDG 4	Quality Education	The course develops awareness and analytical understanding of major social problems in Indian society.
SDG 5	Gender Equality	It examines gender-based violence, dowry, female infanticide, and related social inequalities.
SDG 8	Decent Work and Economic Growth	The study of unemployment and livelihood issues relates to economic instability and joblessness.
SDG 10	Reduced Inequalities	It highlights caste-based inequalities and problems faced by SC, ST, and backward classes.
SDG 11	Sustainable Cities and Communities	Understanding social problems contributes to building more inclusive and stable communities.
SDG 16	Peace, Justice and Strong Institutions	It examines legal frameworks and policy responses to social problems, promoting justice and social regulation.

Suggested Readings:

1. Ahuja, Ram 2000, Social Problems in India, New Delhi: Rawat Publications.
2. Beteille, Andre (1992) Backward Classes in Contemporary India, New Delhi: OUP
3. Bereman, G.D. (1979) Caste and Other Inequalities: Essay in Inequality, Meerut: Folklore Institute.
4. Dube, Leela, (1997) Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia, New Delhi: Sage Publication.
5. Desai, Neera & Usha Thakkar (2007) Women in Indian Society, Delhi: National Book Trust.
6. Gupta K. and Tomar N, "Indian Woman: Problems and Prospects", Kala Publication, India, 2013

NGOs and Civil Society

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major -I (DM-1)	SO32003	NGOs and Civil Society	4	3	1	0

Course Objectives:

- Through this paper students can learn the programme of poverty alleviation, education, healthcare, gender equality, environmental conservation, community development, human rights advocacy, and disaster relief.
- NGOs make a significant impact on society.
- This paper aims to develop students' creativity, critical thinking, and problem-solving skills by providing a well-rounded education.

Course Contents:

Unit-I: Basic concept of NGOs(15 classroom contact hours)

- Meanings and definition
- Characteristics of NGOs
- Types of NGOs

Unit-II: Challenges of NGOs(15 classroom contact hours)

- Poverty reduction
- Child welfare
- Women empowerment.

Unit-III: Facets of NGOs(15 classroom contact hours)

- Tribal welfare
- Providing card to the needy
- Upliftment of illiterates

Unit-IV: Registration of NGO(15 classroom contact hours)

- Kinds of NGOs
- Nature of registration
- Non Governmental Organizations

Unit-V: Volunteerism and NGOs(15 classroom contact hours)

- Nature, origin and scope
- Types of volunteerism

- Human resource development

Course Outcomes:

CO1: It will help the students to understand the meaning , nature and types of NGOs.

CO2: It will help the students to understand the challenges of NGOs.

CO3: It will help the students to understand the different welfare programmes.

CO4: It will help the students to understand different types of NGOs and the nature of Registration.

CO5: It will help the students to understand about the idea of volunteerism.

Course Outcomes - Programme Outcomes Mapping of Paper SO32003

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	2	1	2	1	2	1	2	1	2	2	2	2	3
CO2:	3	3	2	3	3	2	2	1	2	1	2	1	3	2	2	3	3
CO3:	3	3	2	3	3	2	2	1	2	1	3	2	3	3	2	3	3
CO4:	2	3	2	2	2	2	1	2	2	1	2	1	2	2	2	2	3
CO5:	3	2	2	2	2	1	2	1	2	2	2	1	2	2	2	2	3
Average	**2.8**	**2.8**	**2.0**	**2.4**	**2.2**	**1.6**	**1.8**	**1.2**	**2.0**	**1.2**	**2.2**	**1.2**	**2.4**	**2.2**	**2.0**	**2.4**	**3.0**

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	The course includes NGO-led poverty alleviation and livelihood support programmes.
SDG 3	Good Health and Well-Being	It covers NGO contributions to healthcare access, child welfare, and disaster relief services.
SDG 4	Quality Education	NGOs' role in promoting literacy and educational upliftment of marginalized groups is emphasized.

SDG 5	Gender Equality	The course highlights women empowerment initiatives and gender-focused development work by NGOs.
SDG 10	Reduced Inequalities	It focuses on tribal welfare, poverty reduction, and support for disadvantaged communities.
SDG 11	Sustainable Cities and Communities	NGO activities in community development and disaster relief contribute to inclusive and resilient communities.
SDG 16	Peace, Justice and Strong Institutions	The course includes human rights advocacy and NGO roles in promoting justice and social accountability.
SDG 17	Partnerships for the Goals	It emphasizes collaboration between NGOs, communities, and institutions in development and welfare work.

Suggested Readings:

1. Ian Smillie, John Hailey (2000). Managing For Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
2. Deb Prasanna Choudhury (2011). Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books
3. United Nations (2005). UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York.
4. Ian Smillie, John Hailey (2000). Managing For Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
5. Deb Prasanna Choudhury (2011). Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books
6. United Nations (2005). UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York.
7. Brinkerhoff Smith (2007). NGOs and the Millennium Development Goals. Palgrave Scholarly US
8. Rugendyke Barb Rugendyke (2007). NGOs as Advocates for Development in a Globalising World. Taylor and Francis Ltd

Sociology of Religion

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major-II (DM-2)	SO32005	Sociology of Religion	4	3	1	0

Course Objectives:

- Understand the concept, nature, and functions of religion from a sociological perspective.
- Examine major sociological theories of religion and their application in analyzing religious phenomena.
- Analyze the role of religion in shaping culture, social norms, values, and institutions.
- Explore the relationship between religion and social issues such as caste, gender, politics, and modernization.
- Study the diversity of religious practices, beliefs, and movements in India and globally.

Course Contents:

Unit I: Religion:(15 classroom contact hours)

- Meaning, Definition and Characteristics
- Origin and Evolution of Religion
- Magic, Religion and Sciences

Unit II: Forms of Primitive Religion(15 classroom contact hours)

- Animism
- Naturism
- Totemism

Unit-III: Approaches to the study of Religion:(15 classroom contact hours)

- Functional Perspective: Emile Durkheim
- Conflict Perspective: Karl Marx
- Action Perspective: Max Weber

Unit-IV: Role of Religion(15 classroom contact hours)

- Religion and Socialization
- Religion and Social Control
- Religion and Social Conflict

Unit-V: Religion and Indian society:(15 classroom contact hours)

- Religious communities in India
- Secularism: Meaning, Characteristics and Factors
- Communalism: Meaning, Characteristics and Factors

Course Outcomes:

CO1: It will help the students to understand the meaning , nature and the relationship between religion and science.

CO2: It will help the students to understand various forms of primitive religion.

CO3: It will help the students to understand the aspects of religion from sociological perspectives.

CO4: It will help the students to understand the relation od religion with socialization, social control and social conflict.

CO5: It will help the students to understand different types of religious communities in India and about secularism and communalism.

Course Outcomes - Programme Outcomes Mapping of Paper SO32005

Course Outcomes ↓ / Programme Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	2	2	1	1	–	2	–	1	1	3	2	2	2	2
CO2:	2	3	2	2	2	1	1	–	2	–	1	1	3	2	2	2	2
CO3:	3	3	2	3	3	2	1	–	2	1	2	1	3	2	2	3	2
CO4:	3	3	2	3	3	2	2	–	2	1	2	2	3	3	2	3	2
CO5:	3	3	2	3	3	2	2	–	2	1	2	2	3	3	2	3	2
Average	**2.6**	**3.0**	**2.0**	**2.6**	**2.6**	**1.6**	**1.4**	**–**	**2.0**	**0.6**	**1.6**	**1.4**	**3.0**	**2.4**	**2.0**	**2.6**	**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 4	Quality Education	The course develops sociological understanding of religion, its theories, and its role in shaping society and culture.
SDG 5	Gender Equality	It examines how religion influences gender roles, norms, and inequalities within social institutions.
SDG 10	Reduced Inequalities	The study of caste, religious diversity, and communalism relates to social inequality and inclusion.
SDG 11	Sustainable Cities and Communities	It explores how religion contributes to cultural identity, social cohesion, and community life.
SDG 16	Peace, Justice and Strong Institutions	The course addresses secularism, communalism, and religion's role in social conflict and harmony.
SDG 17	Partnerships for the Goals	It reflects inter-religious understanding and cooperation as part of building inclusive and peaceful societies.

Suggested Readings:

1. D' Souza, L., 2005. The Sociology of Religion: A Historical Review, New Delhi, Rawat Publications.
2. Haralambos, M. 1992, Sociology: Themes and Perspectives, New Delhi, Oxford University Press.
3. Roberts, Keith A. 1984, Religion in Sociological Perspectives, New York: Dorsey Press
4. Turner, Bryan S. 1991, Religion and Social Theory(2nd Edition), London .Sage Publication.

Gender Sensitization

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major-III (DM-3)	SO32007	Gender Sensitization	4	3	1	0

Course Objectives:

- Understand the concepts of gender, sex, sexuality, and gender identity from a sociological perspective.
- Examine social constructions of gender and their impact on individual and societal roles.
- Analyze issues related to gender inequality, discrimination, and violence in various social contexts.
- Explore the role of media, education, law, and policy in promoting gender equality and awareness.
- Develop skills to recognize and challenge gender biases, stereotypes, and discriminatory practices.

Course Contents:

Unit-1: Sex, Gender and Sexuality(15 classroom contact hours)

- Introduction to debates on the social construction of sex and gender
- Cultural construction of masculinity and femininity
- Understanding sexual preference as a right

Unit-2: Roles of Gender in society(15 classroom contact hours)

- Gender and Family,
- Gender and Community
- Gender and the State

Unit-3: Gender Rights and the Law(15 classroom contact hours)

- Right to property
- Personal law

Unit-4: Challenges Faced by Women(15 classroom contact hours)

- Sexual Harrasment
- Rape
- Domestic Violoence

Unit-5: Towards Equality: **Constitutional Provision(15 classroom contact hours)**

- Gender Equality: Constitutional Provision\Protection Of Women from Domestic Violence Act 2005.
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act,2013.

Course Outcomes:

CO1: The students will be to explain the concepts of gender, sex, sexuality, patriarchy and transgender

CO2: The students will be to learn about the roles of gender.

CO3: The students will be able to understand gender rights and laws related gender rights.

CO4: The students will be able to understand and analyse the various challenges faced by women.

CO5: The students will be able to understand various welfare measures including constitutional provision.

Course Outcomes - Programme Outcomes Mapping of Paper SO32007

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	3	3	3	3	2	2	1	–	2	1	2	1	3	3	2	3	2
CO2:	3	3	2	3	3	2	2	–	2	1	2	1	3	3	2	3	2
CO3:	3	3	2	3	3	2	1	1	2	1	3	2	3	3	2	3	3
CO4:	3	3	2	3	2	2	1	–	2	1	3	2	3	3	2	3	2
CO5:	3	3	2	3	3	2	1	2	2	1	3	2	3	2	2	3	2
Average	**3.0**	**3.0**	**2.2**	**3.0**	**2.6**	**2.0**	**1.2**	**0.6**	**2.0**	**0.8**	**2.6**	**1.6**	**3.0**	**2.8**	**2.0**	**3.0**	**2.2**

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	The course builds critical understanding of gender, sex, sexuality, patriarchy, and gender sensitization in society.
SDG 5	Gender Equality	It directly addresses gender inequality, discrimination, violence, and legal protections for women.

SDG 10	Reduced Inequalities	The course challenges structural inequalities based on gender and promotes inclusive and equitable social relations.
SDG 16	Peace, Justice and Strong Institutions	It examines laws, constitutional provisions, and justice mechanisms related to gender rights and protection.
SDG 3	Good Health and Well-Being	The course addresses gender-based violence, harassment, and safety issues impacting physical and mental well-being.
SDG 8	Decent Work and Economic Growth	It includes workplace harassment laws and gender equality in work environments.
SDG 11	Sustainable Cities and Communities	Gender sensitization contributes to safer, inclusive, and equitable communities.

Suggested Readings:

1. Jane Pilcher & Imelda Whelehan :50 Key Concepts in Gender Studies, SAGE Publications, New Delhi

2. Bhasin, kamla :What is Patriarchy?, Kali for Women, New Delhi

3. V. Geetha :Gender, STREE-SAMYA, Kolkata

4. V. Geetha :Patriarchy, STREE-SAMYA, Kolkata

5. Convention on the Elimination of All Forms of Discrimination against Women Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979 entry into force 3 September 1981, in accordance with article 27(1)

6. Declaration on the Elimination of Violence against Women Proclaimed by General Assembly resolution 48/104 of 20 December 1993

Course Title: Internship

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

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

CO	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
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

19. **Internship Orientation and Workplace Induction**
    16. Introduction to the organization
    17. Workplace policies, ethics, and safety guidelines
    18. Understanding organizational structure and work culture
20. **Technical Skill Development**
    - Training on organization-specific software, tools, or technologies
    - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
21. **Assignment and Task Execution**
    - Participation in project-related activities
    - Requirement analysis and task planning
    - Problem identification and solution implementation
    - Testing and validation of assigned work
22. **Documentation and Reporting**
    - Maintenance of daily work diary/logbook
    - Weekly progress reports
    - Preparation of technical documentation
23. **Professional Skills Development**
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
24. **Project Demonstration**
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor
7. **Internship Report and Viva Voce**
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	Weightage (%)

Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER – VI (Single Major)

Course Category	Course Code	Course Title	Credit Hours (Weekly)			Credit
			L	T	P	
Major Course - XIII(C-13)	SO30002	Modern Sociological Thinkers	3	1	0	4
Major Course - XIV(C-14)	SO30004	Methods of Social Research	3	1	0	4
Major Course - XV(C-15)	SO30006	Sociology of Demography	3	1	0	4
Major Course -XVI(C-16)	SO30008	Social Disorganisation	3	1	0	4
Minor Course - VI(M-6)	SO32002	Sociology of Tribes	3	1	0	4
	Total					**20 Credit**

Semester-VI (Single Major)

Modern Sociological Thinkers

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XIII(C-13)	SO30002	Modern Sociological Thinkers	4	3	1	0

Course Objectives:

- To understand the concept of the social system and social action through Parson's theoretical framework.
- To analyze social functions and anomie using Merton's middle range theory
- To understand the role of communication and the public sphere in shaping modern society
- To understand the interaction between structure and agency through the theory of structuration
- To explain the formation of self and identity through social interaction and the looking-glass self

Course Contents:

Unit- I: Talcott Parsons(15 classroom contact hours)

- Social System
- Pattern Variables
- Action frame of reference

Unit-II: R.K Merton(15 classroom contact hours)

- Theories of Anomie
- Manifest and latent functions
- Theories of Middle Range

Unit-III: Jurgen Habermass(15 classroom contact hours)

- Public Sphere
- Theory of Communicative Action

Unit-IV: Anthony Giddens(15 classroom contact hours)

- Theory of Structuration
- Structural Principles

Unit-V: Charles Horton Cooley(15 classroom contact hours)

- Organic Evolution
- The Looking-Glass Self

Course Outcomes:

CO1: Students will be able to understand and explain Talcott Parsons'concept of the social system by

analyzing pattern variables and the action frame of reference in maintaining social order and stability.

CO2: Students will be able to explain Robert Merton's theory of Anomie, Manifest and Latent Functions and theory of Middle range.

CO3: Students will be able to present an overview of Habermass's theory of public sphere, Theory of Communicative Action.

CO4: Students will be able to understand and explain the dynamic relationship between social structure and human agency through Anthony Giddens' theory of structuration and structural principles.

CO5: Students will be able to explain how the self develops through social interaction by applying Cooley's concepts of organic evolution and the looking glass self to understand the relationship between individual personality and society.

Course Outcomes - Programme Outcomes Mapping of Paper SO30002

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO2	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO3	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO4	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO5	2	3	3	3	3	1	1	1	2	1	2	1	3	2	1	3	2
Average	**1.4**	**3.0**	**2.4**	**3.0**	**3.0**	**1.6**	**1.2**	**1.0**	**2.0**	**1.2**	**2.0**	**1.0**	**3.0**	**2.0**	**1.6**	**3.0**	**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 4	Quality Education	The course strengthens foundational sociological thinking through classical and modern theorists, enhancing conceptual and analytical learning.
SDG 9	Industry Innovation and Infrastructure	Theories of social systems, structuration, and action help understand institutional development, communication systems, and social organization.
SDG 10	Reduced Inequalities	Concepts like social structure, anomie, and social systems provide insight into inequality, social order, and inclusion/exclusion.
SDG 16	Peace, Justice and Strong Institutions	Habermas' public sphere and communicative action relate to democratic participation, dialogue, and institutional legitimacy.

SDG 17	Partnerships for the Goals	Interactionist and communicative theories emphasize cooperation, shared meaning, and collaborative social action in society.

Suggested Readings:

1. Berger, P.L. & T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books.
2. Bourdieu, P. 1977. *Outline of a Theory of practice*. Cambridge: Cambridge University Press.
3. Goffman, E.1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No.2).
4. Horkheimar.M& Adorno. T.W. *The Dialectic of Enlightment*. 2002. Stanford University Press. Stanford: California.
5. Marcuse, H. 1964.*One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*, Boston: Boston Press.
6. Parsons, T. 1951. (New edition First Published 1991) *The Social System*. London: Routledge.
7. Ritzar, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Methods of Social Research

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XIV (C-14)	SO30004	Methods of Social Research	4	3	1	0

Course Objectives:

- To introduce the students with the meaning and importance of social research and various types of research.
- To learn the basic steps of the scientific method and the concept of research design.
- To understand the meaning and nature of hypotheses and learn different methods of data collection.
- To gain knowledge knowledge about sampling and various types of sampling techniques used in research
- To understand graphic presentation of data and measures of central tendency for data analysis.

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Course Contents:

Unit-I: Introduction to Social Research(15 classroom contact hours)

- Social Research: Meaning, Nature and Importance,
- Types of Social Research, Basic and Applied research,Historical and Empirical

Unit-II: Scientific methods and types of research design (15 classroom contact hours)

- Basic Steps of Scientific method,
- Research Design: Exploratory,Descriptive and Experimental.

Unit-III: Hypothesis and Methods of data collection(15 classroom contact hours)

- Hypothesis: Meaning and Characterisics of good hypothesis
- Sources of Data: Primary and Secondary;
- Methods of Data Collection: Observation, Interview, Questionnaire, Schedule , Casestudy,Focus Group Discussion

Unit-IV: Sampling(15 classroom contact hours)

- Sampling : Meaning and types of sampling

Unit-V: Statistics and graphical presentation(15 classroom contact hours)

- Diagrammatic and Graphic Presentation of Data

- Measures of Central Tendency-Mean, Media, Mode, Standard Deviation

Course outcomes

CO1: The students will be able to understand the various types of research and aspects of research process .
CO2: The students will be able to analyse the nature of science and social science as methods of inquiries.
CO3: The students will gain an insight into the qualitative, quantitative and interpretive methods of research.
CO4: The students will be able to understand the various types of sampling in social science research.
CO5: The students will be able to understand and analyse statistical procedure for analyzing data.

Course Outcomes - Programme Outcomes Mapping of Paper SO 30004

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2	3	1	2	2	1	2	1	2	2	3	2	2
CO2	1	3	2	3	2	3	1	2	2	1	2	1	2	2	3	2	2
CO3	1	3	2	3	2	3	2	2	2	1	2	1	2	3	3	2	2
CO4	1	2	1	2	2	3	1	2	2	1	2	1	2	2	3	2	2
CO5	1	3	2	3	2	3	1	2	2	1	2	1	2	2	3	2	2
Average	**1.0**	**2.8**	**1.8**	**2.6**	**2.0**	**3.0**	**1.2**	**2.0**	**2.0**	**1.0**	**2.0**	**1.0**	**2.0**	**2.2**	**3.0**	**2.0**	**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 4	Quality Education	The course builds research competence, scientific thinking, and methodological understanding in sociology students.
SDG 9	Industry Innovation and Infrastructure	It develops skills in research design, data analysis, and evidence-based inquiry supporting knowledge systems and innovation.
SDG 16	Peace, Justice and Strong Institutions	Social research methods support evidence-based policymaking, transparency, and effective social governance.
SDG 10	Reduced Inequalities	Research tools help study inequality, social problems, and marginalized groups for informed interventions.

SDG 17	Partnerships for the Goals	The course promotes data-driven collaboration between institutions, researchers, and communities for development outcomes.

Suggested Readings:

1. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
2. Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, SecondEdition.
3. Blalock, Hubert M. (1970), Social Statistics. New York: Tata Mc-Graw-Hill.
4.Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: MacmillanPublishing New York.
4.Goode, W.J. and Hatt. P.K. (1952), Methods in Social Research, New York: McGrawInternational Students Edition.
5.Kothari, C.R. (1988), Research Methodology, Willey Publishers, New Delhi.
6.Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:Heinmann.
7.Srinivas, M.N. and A.M. Shah (1979), Fieldworker and The Field, New Delhi: OxfordUniversity Press.
8.Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep andDeep Publications Pvt. Ltd.
9.Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Sociology of Demography

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XV (C-15)	SO30006	Sociology of Demography	4	3	1	0

Course Objectives:

- To understand the meaning ,scope and importance of population studies.
- To explain major population theories and assess their relevance in the present scenario.
- To analyze the key determinants of population growth.
- To study population composition and its implications for social and economic development.
- To understand population policy and its role in population management

Course Contents:

Unit: 1 Population Studies (15 classroom contact hours)

- Meaning & Scope of Population Studies
- Relationship between population and society
- Importance of Population Studies
- Causes and effects of Population Growth

Unit: 2 Population Theories (15 classroom contact hours)

- Malthusian Theory
- The Theory of Demographic Transition
- Applicability of Population Theories in Contemporary Scenario

Unit:3 Determinants of Population Growth (15 classroom contact hours)

- Fertility
- Migration
- Mortality
- Measures to control population growth

Unit:4 Population Compositions in India (15 classroom contact hours)

- Sex Composition
- Age Composition
- Literacy Composition
- Rural & Urban Composition

Unit:5 Population Dynamics and Development (15 classroom contact hours)

- Population as Constraints and Resources for Development
- Population Programmes and Policies.

Course Outcomes:

CO1: Students will be able to explain the meaning,scope and the significance of population studies.

CO2: Students will be able to describe major theories related to population studies.

CO3: Students will be able to analyze the determinants of population growth.

CO4:Students will be able to understand different compositions related to population studies.

CO5: Students will be able to assess population policies and their role in population management..

Course Outcomes - Programme Outcomes Mapping of Paper SO30006

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2	1	1	1	2	1	2	2	3	1	1	2	1
CO2	1	3	2	3	2	1	1	1	2	1	2	1	3	1	1	2	1
CO3	2	3	2	3	3	2	1	1	2	2	2	2	3	2	2	3	2
CO4	1	3	1	2	2	1	1	1	2	1	2	1	2	1	1	2	1
CO5	2	3	2	3	3	2	1	1	2	2	3	2	3	2	2	3	2
Average	**1.4**	**3.0**	**1.8**	**2.6**	**2.4**	**1.4**	**1.0**	**1.0**	**2.0**	**1.4**	**2.2**	**1.6**	**2.8**	**1.4**	**1.4**	**2.4**	**1.4**

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	The course examines how population growth and demographic pressures relate to poverty and development challenges.
SDG 3	Good Health and Well-Being	It covers fertility, mortality, and population policies linked to public health and demographic well-being.
SDG 4	Quality Education	The study of literacy composition and population education contributes to understanding educational development.
SDG 8	Decent Work and Economic Growth	It analyzes population as a resource and constraint for employment, labour force, and economic development.
SDG 10	Reduced Inequalities	The course addresses demographic inequalities across rural–urban, age, and sex compositions.
SDG 11	Sustainable Cities and Communities	It studies migration and urbanization patterns affecting sustainable community development.
SDG 16	Peace, Justice and Strong Institutions	Population policies and governance frameworks highlight the role of institutions in managing demographic change.

Suggested Readings:

1. Bose, Ashish Demographic Diversity in India, Delhi: B.R. Publishing Corporation,1991
2. Chandrasekhar S. (ed) Infant Mortality, Population growth and Family Planning in India, London,George Alenand Unwin Ltd., 1974
3. Dubey, Surendra Nath Population of India, Delhi: Authors Press,2001
4. Jain,R.K A Text book of Population Studies,Neha Publishers & Distributors, 2013
5. S.N. Agarwal, Population studies with Special Reference to India, New Delhi: Lok Surjeet Publiction,1989
6. Srivastava, O.S. Demography and Population Studies,Vikas Pub. House, New Delhi, 1998

Social Disorganisation

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XVI (C-16)	SO30008	Social Disorganisation	4	3	1	0

Course Objectives:

- To understand the concept, characteristics, causes and consequences of social disorganization.
- To explain major theories of deviant behavior and social disorganization.
- To analyze family and personality disorganization along with causes and consequences.
- To examine major social problems in India like untouchability, poverty, unemployment and beggary and their remedial measures.
- To study contemporary social problems in India including corruption, suicide, drug addiction, dowry and juvenile delinquency.

Course Contents:

Unit-I: Introduction on Social Disorganition (15 classroom contact hours)

- Concept, meaning and characteristics of social disorganization,
- Causes and consequences of Social Disorganizations

Unit-II: Theoretical Perspectives (15 classroom contact hours)

- Shaw's and Mckay
- Emile Durkheim
- C.H.Cooley

Unit-III: Major types of social disorganisation (15 classroom contact hours)

- Family Disorganization and personality disorganization.
- Causes and consequences.

Unit-IV: Social problems in India-I (15 classroom contact hours)

- Untouchability and Poverty Meaning, causes and Remedial measures.
- Unemployment, and Beggary: Meaning, causes and Remedial measures.

Unit-V: Social problems in India-II (15 classroom contact hours)

- Corruption, causes and consequences, Remedial measures

- Suicide causes types and consequences, Remedial measures
- Drug addiction causes, types and consequences, Remedial measures
- Dowry: Causes and Consequences, Remedial measures
- Juvenile Delinquency: Causes and Consequences, Remedial measures

Course Outcomes:

CO1: Students will be able to explain the characteristics,causes and consequences of social disorganization.

CO2: Students will be able to understand and apply theories of deviant behavior to explain social disorganization.

CO3: Students will be able to analyze family and personality disorganization and assess their impact.

CO4: Students will be able to examine major social problems in India and suggest remedial measures.

CO5: Students will be able to analyze contemporary social problems in India and suggest remedial measures.

Course Outcomes - Programme Outcomes Mapping of Paper SO30008

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	1	1	2	2	2	1	3	1	1	3	2
CO2	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO3	2	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO4	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
CO5	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
Average	**2.2**	**3.0**	**2.0**	**3.0**	**3.0**	**1.8**	**1.0**	**1.0**	**2.0**	**2.2**	**2.4**	**1.0**	**3.0**	**2.2**	**1.8**	**3.0**	**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	The course addresses poverty, beggary, and social disorganization linked to economic deprivation.
SDG 3	Good Health and Well-Being	It covers issues like suicide, drug addiction, and family disorganization affecting mental and social well-being.

SDG 4	Quality Education	The course develops understanding of social problems and sociological theories explaining social disorganization.
SDG 5	Gender Equality	It includes gender-based issues such as dowry and social inequalities affecting women.
SDG 8	Decent Work and Economic Growth	The study of unemployment and corruption relates to economic instability and weak social systems.
SDG 10	Reduced Inequalities	The course examines caste discrimination (untouchability) and broader social inequalities in India.
SDG 16	Peace, Justice and Strong Institutions	It focuses on corruption, crime, juvenile delinquency, and institutional responses to social problems.
SDG 11	Sustainable Cities and Communities	Social disorganization and urban social problems affect community stability and social cohesion.

Suggested Readings:

1. Prabhakar , Vani Social Disorganization & Deviance, Wisdom Press (ISBN) (CBCS), 2012
2 Ahuja, Ram Social Problems in India, Rawat, 2014
3. Sharma, R.N.Criminology & Penology, Surjit Publication, New Delhi,2008
4. Ahuja, Ram Criminology, Rawat, 2001
5. Shankar Rao , C.N.Indian Social Problems, S.Chand& Co. Pvt. Ltd.(Revised edt.), 2015
6. Sharma, P.D.Criminal Justice Administration, Rawat, 1998

Sociology of Tribes

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course -VI (M-6)	SO32002	Sociology of Tribes	4	3	1	0

Course Objectives:

- To understand the distribution of tribal people and the concept of tribal zones in India.
- .To study the socio-cultural profile of tribes and the key features of tribal society.
- .To understand the tribal social institutions,cultural traditions,religious beliefs and languages.
- .To analyze the major problems faced by tribal people such as poverty,illiteracy and land alienation
- .To understand tribal movements and tribal developments in India.

Course Contents:

Unit-I: Introduction to tribe (15 classroom contact hours)

- The concept of tribe ;
- Tribe and caste,
- Demographic profile: distribution and concentration of tribal people;
- Tribal zones

Unit-II: Socio-cultural profile (15 classroom contact hours)

- Socio-cultural profile: ethnic and cultural diversity;
- Characteristic features of tribal society;

Unit-III: Social Institution (15 classroom contact hours)

- Kinship, marriage and family;
- Tribal languages; religious beliefs and practices;
- Cultural traditions, sex ratio; status of women,

Unit-IV: Problems of tribal people (15 classroom contact hours)

- Poverty, illiteracy, indebtedness,
- Land alienation, agrarian issues, exploitation

Unit-V: Tribal movements: (15 classroom contact hours)

- Tribal movements during colonial and post Independence periods
- Tribal Development, integration and identity

Course Outcomes:

CO1: The students will be able to understand the nature and features of tribes in India.
CO2: The students will be understand the tribal community from sociological perspectives.
CO3: The Students will be able to explain the tribal institutions and status of tribal women.
CO4: The students will be able to analyze the various tribal problems.
CO5: The students will be able to know the various tribal movements, welfare programmes in India and design for tribal empowerments.

Course Outcomes - Programme Outcomes Mapping of Paper SO32002

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	1	2	1	3	2	1	3	1
CO3	3	3	2	3	3	1	1	1	2	2	2	1	3	3	1	3	2
CO4	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
CO5	3	3	2	3	3	2	2	1	2	3	3	1	3	3	2	3	3
Average	**2.6**	**3.0**	**2.0**	**2.8**	**3.0**	**1.4**	**1.2**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**2.4**	**1.4**	**2.8**	**1.8**

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 1	No Poverty	The course addresses poverty, indebtedness, and economic deprivation among tribal communities.
SDG 2	Zero Hunger	It relates to agrarian issues and livelihood insecurity affecting tribal populations.
SDG 4	Quality Education	The study includes illiteracy and educational challenges faced by tribal societies.
SDG 5	Gender Equality	It examines status of women, sex ratio, and gender relations within tribal societies.

SDG 10	Reduced Inequalities	The course focuses on tribal marginalization, land alienation, exploitation, and identity issues.
SDG 11	Sustainable Cities and Communities	It studies tribal culture, kinship systems, and cultural preservation for inclusive communities.
SDG 16	Peace, Justice and Strong Institutions	The course includes tribal movements, rights, and integration processes linked to justice and governance.
SDG 17	Partnerships for the Goals	Tribal development and integration involve cooperation between communities, state, and civil society.

Suggested Readings:

1. Bose,N.K.:(1967)Culture and Society in India(Asia Publishing House)
2. Hasnain,N.:(1983)Tribes in India(HarnamPublications, NewDelhi)Rao,
3. M.S.A.:(1979)Social Movements in India(Manohar: Delhi)
4. Singh,K.S.:(1985)Tribal Society(Manohar: Delhi)
5. Singh,K.S.:(1984)Economies of theTribes andTheir Transformation
6. Singh,K.S:(1982)Tribal Movements in India,Vol.IandII(Manohar:NewDelhi)
7. Singh,K.S:(1995)The Scheduled Tribes(Oxford UniversityPress:NewDelhi

SEMESTER – VI (Double Major)

Course Category	Course Code	Course Title	Credit Hours (weekly)			Credit
			L	T	P	
Major Course - XIII(C-13)	SO30002	Modern Sociological Thinkers	3	1	0	4
Major Course - XIV(C-14)	SO30004	Methods of Social Research	3	1	0	4
Major Course -XV(C-15)	SO30006	Sociology of Demography	3	1	0	4
Major Course -XVI(C-16)	SO30008	Social Disorganisation	3	1	0	4
Minor Course - VI(M-6)	SO32002	Sociology of Tribes	3	1	0	4
Double Major-IV (DM-4)	SO32004	Gender and Violence	3	1	0	4
Double Major-V (DM-5)	SO32006	Social Welfare and Administration	3	1	0	4
Double Major-VI (DM-6)	SO32008	Sociology of Crime	3	1	0	4
Total						**32Credit**
Exit Point: After completion of 3 years (6 semesters) of study, student can receive a Degree						

Semester-VI (Double Major)

Modern Sociological Thinkers

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XIII(C-13)	SO30002	Modern Sociological Thinkers	4	3	1	0

Course Objectives:

- To understand the concept of the social system and social action through Parson's theoretical framework.
- To analyze social functions and anomie using Merton's middle range theory
- To understand the role of communication and the public sphere in shaping modern society
- To understand the interaction between structure and agency through the theory of structuration
- To explain the formation of self and identity through social interaction and the looking-glass self

Course Contents:

Unit- I: Talcott Parsons (15 classroom contact hours)

- Social System
- Pattern Variables
- Action frame of reference

Unit-II: R.K Merton (15 classroom contact hours)

- Theories of Anomie
- Manifest and latent functions
- Theories of Middle Range

Unit-III: Jurgen Habermass (15 classroom contact hours)

- Public Sphere
- Theory of Communicative Action

Unit-IV: Anthony Giddens (15 classroom contact hours)

- Theory of Structuration
- Structural Principles

Unit-V: Charles Horton Cooley (15 classroom contact hours)

- Organic Evolution
- The Looking-Glass Self

Course Outcomes:

CO1: Students will be able to understand and explain Talcott Parsons'concept of the social system by

analyzing pattern variables and the action frame of reference in maintaining social order and stability.

CO2: Students will be able to explain Robert Merton's theory of Anomie, Manifest and Latent Functions and theory of Middle range.

CO3: Students will be able to present an overview of Habermass's theory of public sphere, Theory of Communicative Action.

CO4: Students will be able to understand and explain the dynamic relationship between social structure and human agency through Anthony Giddens' theory of structuration and structural principles.

CO5: Students will be able to explain how the self develops through social interaction by applying Cooley's concepts of organic evolution and the looking glass self to understand the relationship between individual personality and society.

Course Outcomes - Programme Outcomes Mapping of Paper SO30002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO2	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO3	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO4	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO5	2	3	3	3	3	1	1	1	2	1	2	1	3	2	1	3	2
Average	**1.4**	**3.0**	**2.4**	**3.0**	**3.0**	**1.6**	**1.2**	**1.0**	**2.0**	**1.2**	**2.0**	**1.0**	**3.0**	**2.0**	**1.6**	**3.0**	**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 4	Quality Education	The course strengthens foundational sociological thinking through classical and modern theorists, enhancing conceptual and analytical learning.
SDG 9	Industry Innovation and Infrastructure	Theories of social systems, structuration, and action help understand institutional development, communication systems, and social organization.
SDG 10	Reduced Inequalities	Concepts like social structure, anomie, and social systems provide insight into inequality, social order, and inclusion/exclusion.
SDG 16	Peace, Justice and Strong Institutions	Habermas' public sphere and communicative action relate to democratic participation, dialogue, and institutional legitimacy.

SDG 17	Partnerships for the Goals	Interactionist and communicative theories emphasize cooperation, shared meaning, and collaborative social action in society.

Suggested Readings:

1. Berger, P.L. & T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books.
2. Bourdieu, P. 1977. *Outline of a Theory of practice*. Cambridge: Cambridge University Press.
3. Goffman, E.1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No.2).
4. Horkheimar.M& Adorno. T.W. *The Dialectic of Enlightment*. 2002. Stanford University Press. Stanford: California.
5. Marcuse, H. 1964.*One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*, Boston: Boston Press.
6. Parsons, T. 1951. (New edition First Published 1991) *The Social System*. London: Routledge.
7. Ritzar, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Methods of Social Research

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XIV(C-14)	SO30004	Methods of Social Research	4	3	1	0

Course Objectives:

- To introduce the students with the meaning and importance of social research and various types of research.
- To learn the basic steps of the scientific method and the concept of research design.
- To understand the meaning and nature of hypotheses and learn different methods of data collection.
- To gain knowledge knowledge about sampling and various types of sampling techniques used in research
- To understand graphic presentation of data and measures of central tendency for data analysis.

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Course Contents:

Unit-I: Introduction to Social Research(15 classroom contact hours)

- Social Research: Meaning, Nature and Importance,
- Types of Social Research, Basic and Applied research,Historical and Empirical

Unit-II: Scientific methods and types of research design (15 classroom contact hours)

- Basic Steps of Scientific method,
- Research Design: Exploratory,Descriptive and Experimental.

Unit-III: Hypothesis and Methods of data collection(15 classroom contact hours)

- Hypothesis: Meaning and Characterisics of good hypothesis
- Sources of Data: Primary and Secondary;
- Methods of Data Collection: Observation, Interview, Questionnaire, Schedule , Casestudy,Focus Group Discussion

Unit-IV: Sampling(15 classroom contact hours)

- Sampling : Meaning and types of sampling

Unit-V: Statistics and graphical presentation(15 classroom contact hours)

- Diagrammatic and Graphic Presentation of Data
- Measures of Central Tendency-Mean, Media, Mode, Standard Deviation

Course Outcomes:

CO1: The students will be able to understand the various types of research and aspects of research process .
CO2: The students will be able to analyse the nature of science and social science as methods of inquiries.
CO3: The students will gain an insight into the qualitative, quantitative and interpretive methods of research.
CO4: The students will be able to understand the various types of sampling in social science research.
CO5: The students will be able to understand and analyse statistical procedure for analyzing data.

Course Outcomes - Programme Outcomes Mapping of Paper SO30004

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2	3	1	2	2	1	2	1	2	2	3	2	2
CO2	1	3	2	3	2	3	1	2	2	1	2	1	2	2	3	2	2
CO3	1	3	2	3	2	3	2	2	2	1	2	1	2	3	3	2	2
CO4	1	2	1	2	2	3	1	2	2	1	2	1	2	2	3	2	2
CO5	1	3	2	3	2	3	1	2	2	1	2	1	2	2	3	2	2
Average	**1.0**	**2.8**	**1.8**	**2.6**	**2.0**	**3.0**	**1.2**	**2.0**	**2.0**	**1.0**	**2.0**	**1.0**	**2.0**	**2.2**	**3.0**	**2.0**	**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 4	Quality Education	The course builds research competence, scientific thinking, and methodological understanding in sociology students.
SDG 9	Industry Innovation and Infrastructure	It develops skills in research design, data analysis, and evidence-based inquiry supporting knowledge systems and innovation.
SDG 16	Peace, Justice and Strong Institutions	Social research methods support evidence-based policymaking, transparency, and effective social governance.

SDG 10	Reduced Inequalities	Research tools help study inequality, social problems, and marginalized groups for informed interventions.
SDG 17	Partnerships for the Goals	The course promotes data-driven collaboration between institutions, researchers, and communities for development outcomes.

Suggested Readings:

1. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
2. Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, SecondEdition.
3. Blalock, Hubert M. (1970), Social Statistics. New York: Tata Mc-Graw-Hill.
4.Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: MacmillanPublishing New York.
4.Goode, W.J. and Hatt. P.K. (1952), Methods in Social Research, New York: McGrawInternational Students Edition.
5.Kothari, C.R. (1988), Research Methodology, Willey Publishers, New Delhi.
6.Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:Heinmann.
7.Srinivas, M.N. and A.M. Shah (1979), Fieldworker and The Field, New Delhi: OxfordUniversity Press.
8.Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep andDeep Publications Pvt. Ltd.
9.Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Sociology of Demography

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XV (C-15)	SO30006	Sociology of Demography	4	3	1	0

Course Objectives:

- To understand the meaning ,scope and importance of population studies.
- To explain major population theories and assess their relevance in the present scenario.
- To analyze the key determinants of population growth.
- To study population composition and its implications for social and economic development.
- To understand population policy and its role in population management

Course Contents:

Unit: 1 Population Studies(15 classroom contact hours)

- Meaning & Scope of Population Studies
- Relationship between population and society
- Importance of Population Studies
- Causes and effects of Population Growth

Unit: 2 Population Theories (15 classroom contact hours)

- Malthusian Theory
- The Theory of Demographic Transition
- Applicability of Population Theories in Contemporary Scenario

Unit:3 Determinants of Population Growth (15 classroom contact hours)

- Fertility
- Migration
- Mortality
- Measures to control population growth

Unit:4 Population Compositions in India (15 classroom contact hours)

- Sex Composition
- Age Composition
- Literacy Composition
- Rural & Urban Composition

Unit:5 Population Dynamics and Development (15 classroom contact hours)

- Population as Constraints and Resources for Development
- Population Programmes and Policies.

Course Outcomes:

CO1: Students will be able to explain the meaning,scope and the significance of population studies.

CO2: Students will be able to describe major theories related to population studies.

CO3: Students will be able to analyze the determinants of population growth.

CO4:Students will be able to understand different compositions related to population studies.

CO5: Students will be able to assess population policies and their role in population management..

Course Outcomes - Programme Outcomes Mapping of Paper SO30006

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2	1	1	1	2	1	2	2	3	1	1	2	1
CO2	1	3	2	3	2	1	1	1	2	1	2	1	3	1	1	2	1
CO3	2	3	2	3	3	2	1	1	2	2	2	2	3	2	2	3	2
CO4	1	3	1	2	2	1	1	1	2	1	2	1	2	1	1	2	1
CO5	2	3	2	3	3	2	1	1	2	2	3	2	3	2	2	3	2
Average	**1.4**	**3.0**	**1.8**	**2.6**	**2.4**	**1.4**	**1.0**	**1.0**	**2.0**	**1.4**	**2.2**	**1.6**	**2.8**	**1.4**	**1.4**	**2.4**	**1.4**

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	The course examines how population growth and demographic pressures relate to poverty and development challenges.
SDG 3	Good Health and Well-Being	It covers fertility, mortality, and population policies linked to public health and demographic well-being.
SDG 4	Quality Education	The study of literacy composition and population education contributes to understanding educational development.
SDG 8	Decent Work and Economic Growth	It analyzes population as a resource and constraint for employment, labour force, and economic development.
SDG 10	Reduced Inequalities	The course addresses demographic inequalities across rural–urban, age, and sex compositions.
SDG 11	Sustainable Cities and Communities	It studies migration and urbanization patterns affecting sustainable community development.
SDG 16	Peace, Justice and Strong Institutions	Population policies and governance frameworks highlight the role of institutions in managing demographic change.

Suggested Readings:

1. Bose, Ashish Demographic Diversity in India, Delhi: B.R. Publishing Corporation,1991
2. Chandrasekhar S. (ed) Infant Mortality, Population growth and Family Planning in India, London,George Alenand Unwin Ltd., 1974
3. Dubey, Surendra Nath Population of India, Delhi: Authors Press,2001
4. Jain,R.K A Text book of Population Studies,Neha Publishers & Distributors, 2013
5. S.N. Agarwal, Population studies with Special Reference to India, New Delhi: Lok Surjeet Publiction,1989
6. Srivastava, O.S. Demography and Population Studies,Vikas Pub. House, New Delhi, 1998

Social Disorganisation

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XVI(C-16)	SO30008	Social Disorganisation	4	3	1	0

Course Objectives:

- To understand the concept, characteristics, causes and consequences of social disorganization.
- To explain major theories of deviant behavior and social disorganization.
- To analyze family and personality disorganization along with causes and consequences.
- To examine major social problems in India like untouchability, poverty, unemployment and beggary and their remedial measures.
- To study contemporary social problems in India including corruption, suicide, drug addiction, dowry and juvenile delinquency.

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Course Contents:

Unit-I: Introduction on Social Disorganition (15 classroom contact hours)

- Concept, meaning and characteristics of social disorganization,
- Causes and consequences of Social Disorganizations

Unit-II: Theoretical Perspectives (15 classroom contact hours)

- Shaw's and Mckay
- Emile Durkheim
- C.H.Cooley

Unit-III: Major types of social disorganisation (15 classroom contact hours)

- Family Disorganization and personality disorganization.
- Causes and consequences.

Unit-IV: Social problems in India-I (15 classroom contact hours)

- Untouchability and Poverty Meaning, causes and Remedial measures.
- Unemployment, and Beggary: Meaning, causes and Remedial measures.

Unit-V: Social problems in India-II (15 classroom contact hours)

- Corruption, causes and consequences, Remedial measures
- Suicide causes types and consequences, Remedial measures
- Drug addiction causes, types and consequences, Remedial measures
- Dowry: Causes and Consequences, Remedial measures
- Juvenile Delinquency: Causes and Consequences, Remedial measures

Course Outcomes:

CO1: Students will be able to explain the characteristics,causes and consequences of social disorganization.

CO2:Students will be able to understand and apply theories of deviant behavior to explain social disorganization.

CO3:Students will be able to analyze family and personality disorganization and assess their impact.

CO4:Students will be able to examine major social problems in India and suggest remedial measures.

CO5: Students will be able to analyze contemporary social problems in India and suggest remedial measures.

Course Outcomes - Programme Outcomes Mapping of Paper SO30008

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	1	1	2	2	2	1	3	1	1	3	2
CO2	1	3	2	3	3	2	1	1	2	1	2	1	3	2	2	3	2
CO3	2	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO4	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
CO5	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
Average	**2.2**	**3.0**	**2.0**	**3.0**	**3.0**	**1.8**	**1.0**	**1.0**	**2.0**	**2.2**	**2.4**	**1.0**	**3.0**	**2.2**	**1.8**	**3.0**	**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	No Poverty	The course addresses poverty, beggary, and social disorganization linked to economic

1		deprivation.
SDG 3	Good Health and Well-Being	It covers issues like suicide, drug addiction, and family disorganization affecting mental and social well-being.
SDG 4	Quality Education	The course develops understanding of social problems and sociological theories explaining social disorganization.
SDG 5	Gender Equality	It includes gender-based issues such as dowry and social inequalities affecting women.
SDG 8	Decent Work and Economic Growth	The study of unemployment and corruption relates to economic instability and weak social systems.
SDG 10	Reduced Inequalities	The course examines caste discrimination (untouchability) and broader social inequalities in India.
SDG 16	Peace, Justice and Strong Institutions	It focuses on corruption, crime, juvenile delinquency, and institutional responses to social problems.
SDG 11	Sustainable Cities and Communities	Social disorganization and urban social problems affect community stability and social cohesion.

Suggested Readings:

1. Prabhakar , Vani Social Disorganization & Deviance, Wisdom Press (ISBN) (CBCS), 2012
2 Ahuja, Ram Social Problems in India, Rawat, 2014
3. Sharma, R.N.Criminology & Penology, Surjit Publication, New Delhi,2008
4. Ahuja, Ram Criminology, Rawat, 2001
5. Shankar Rao , C.N.Indian Social Problems, S.Chand& Co. Pvt. Ltd.(Revised edt.), 2015
6. Sharma, P.D.Criminal Justice Administration, Rawat, 1998

Sociology of Tribes

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course - VI (M-6)	SO32002	Sociology of Tribes	4	3	1	0

Course Objectives:

- To understand the distribution of tribal people and the concept of tribal zones in India.
- .To study the socio-cultural profile of tribes and the key features of tribal society.
- .To understand the tribal social institutions,cultural traditions,religious beliefs and languages.
- .To analyze the major problems faced by tribal people such as poverty,illiteracy and land alienation
- .To understand tribal movements and tribal developments in India.

Course Contents:

Unit-I: Introduction to tribe(15 classroom contact hours)

- The concept of tribe ;
- Tribe and caste,
- Demographic profile: distribution and concentration of tribal people;
- Tribal zones

Unit-II: Socio-cultural profile(15 classroom contact hours)

- Socio-cultural profile: ethnic and cultural diversity;
- Characteristic features of tribal society;

Unit-III: Social Institution(15 classroom contact hours)

- Kinship, marriage and family;
- Tribal languages; religious beliefs and practices;
- Cultural traditions, sex ratio; status of women,

Unit-IV: Problems of tribal people(15 classroom contact hours)

- Poverty, illiteracy, indebtedness,
- Land alienation, agrarian issues, exploitation

Unit-V: Tribal movements:(15 classroom contact hours)

- Tribal movements during colonial and post Independence periods
- Tribal Development, integration and identity

Course Outcomes:

CO1: The students will be able to understand the nature and features of tribes in India.
CO2: The students will be understand the tribal community from sociological perspectives.
CO3: The Students will be able to explain the tribal institutions and status of tribal women.
CO4: The students will be able to analyze the various tribal problems.
CO5: The students will be able to know the various tribal movements, welfare programmes in India and design for tribal empowerments.

Course Outcomes - Programme Outcomes Mapping of Paper SO32002

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	1	2	1	3	2	1	3	1
CO3	3	3	2	3	3	1	1	1	2	2	2	1	3	3	1	3	2
CO4	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
CO5	3	3	2	3	3	2	2	1	2	3	3	1	3	3	2	3	3
Average	**2.6**	**3.0**	**2.0**	**2.8**	**3.0**	**1.4**	**1.2**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**2.4**	**1.4**	**2.8**	**1.8**

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 1	No Poverty	The course addresses poverty, indebtedness, and economic deprivation among tribal communities.
SDG 2	Zero Hunger	It relates to agrarian issues and livelihood insecurity affecting tribal populations.
SDG 4	Quality Education	The study includes illiteracy and educational challenges faced by tribal societies.
SDG 5	Gender Equality	It examines status of women, sex ratio, and gender relations within tribal societies.
SDG 10	Reduced Inequalities	The course focuses on tribal marginalization, land alienation, exploitation, and identity issues.

SDG 11	Sustainable Cities and Communities	It studies tribal culture, kinship systems, and cultural preservation for inclusive communities.
SDG 16	Peace, Justice and Strong Institutions	The course includes tribal movements, rights, and integration processes linked to justice and governance.
SDG 17	Partnerships for the Goals	Tribal development and integration involve cooperation between communities, state, and civil society.

Suggested Readings:

1. Bose,N.K.:(1967)Culture and Society in India(Asia Publishing House)
2. Hasnain,N.:(1983)Tribes in India(HarnamPublications, NewDelhi)Rao,
3. M.S.A.:(1979)Social Movements in India(Manohar: Delhi)
4. Singh,K.S.:(1985)Tribal Society(Manohar: Delhi)
5. Singh,K.S.:(1984)Economies of theTribes andTheir Transformation
6. Singh,K.S:(1982)Tribal Movements in India,Vol.IandII(Manohar:NewDelhi)
7. Singh,K.S:(1995)The Scheduled Tribes(Oxford UniversityPress:NewDelhi

Gender and Violence

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major-IV(DM-4)	SO32004	Gender and Violence	4	3	1	0

Course Objectives:

- To introduce students to basic concepts and theoretical perspectives for understanding gender and violence.
- To understand the nature,causes, and forms of domestic and familial violence
- To familiarize students with gender-based violence and harassment in workplace settings
- To enable students to comprehend the meaning,types and consequences of sexual violence.
- To develop an understanding of laws,policies, and political interventions aimed at addressing gendered violence.

Course Contents:

Unit-I: Understanding Gender and Violence(15 classroom contact hours)

- Conceptual Frameworks for understanding Gender and Violence

Unit-II: Concept related to gender(15 classroom contact hours)

- Gender Role
- Gender Socialization
- Gender Discrimination

Unit-III: Harassment (15 classroom contact hours)

- Sexual Harassment at the Workplace

Unit-IV: **Types of Violence(15 classroom contact hours)**

- Domestic and Familial Violence
- Physical Violence
- Verbal Violence
- Financial Violence

Unit –V: **Addressing Gendered Violence(15 classroom contact hours)**

- Policies and Programs

Course Outcomes:

CO1: The students will be able to explain the meaning of gender and violence

CO2: The students will be able to explain key concepts related to gender.

CO3: The students will be able to analyze workplace violence and harassment including gender based discrimination and understand mechanisms for prevention and redress.
CO4: The students will be able understand various types of violence.
CO5: The students will be able to know the policies and programs to address gender violence.

Course Outcomes - Programme Outcomes Mapping of Paper SO32004

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	1	1	1	2	2	2	1	3	2	1	3	2
CO2	3	3	2	3	3	1	1	1	2	2	2	1	3	3	1	3	2
CO3	3	3	3	3	3	2	2	1	2	3	3	1	3	3	2	3	3
CO4	3	3	2	3	3	1	1	1	2	3	3	1	3	3	1	3	2
CO5	3	3	2	2	3	1	1	1	2	3	3	1	3	2	1	3	2
Average	**3.0**	**3.0**	**2.2**	**2.6**	**3.0**	**1.2**	**1.2**	**1.0**	**2.0**	**2.6**	**2.6**	**1.0**	**3.0**	**2.6**	**1.2**	**3.0**	**2.2**

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	The course builds critical understanding of gender, violence, discrimination, and social structures shaping gender relations.
SDG 5	Gender Equality	It directly addresses gender discrimination, gender-based violence, and harassment in multiple social contexts.
SDG 8	Decent Work and Economic Growth	The study of workplace sexual harassment relates to safe, equitable, and dignified working environments.
SDG 10	Reduced Inequalities	The course focuses on reducing structural gender inequalities and power imbalances in society.
SDG 16	Peace, Justice and Strong Institutions	It examines legal frameworks, policies, and institutional responses to gender-based violence and protection mechanisms.
SDG 3	Good Health and Well-Being	The course addresses physical, verbal, and psychological violence affecting mental and physical well-being.

Suggested Readings:

1. Alketar, A.S. 1983, The position of Women in Hindu Civilization
2. Dule, Leela et.al (eds) 1986, Visibility and power Essays on Women in society and development
3. Vaid, S & K. Sangari, 1989, Recasting Women: Essays in Colonial History
4. Gandhi, N and N.Shah 1992, The issues at stake: Theory and Practice in the contemporary Women's Movement in India.
5. Ghadially, Rehana (ed) 1988, Women in Indian Society.
6. Mies Maria. 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of students and working women

Social Welfare and Administration

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major-V (DM-5)	SO32006	Social Welfare and Administration	4	3	1	0

Course objectives:

- To understand the concept of voluntarism, voluntary organizations, and social welfare administration in India.
- To learn the basic principles of social welfare administration such as planning, organizing, staffing, directing, coordination, recording, and budgeting.
- To gain knowledge about the registration, management, decision-making, and communication processes of social welfare agencies.
- To study the functions of Central and State Social Welfare Boards and the role of public relations in social welfare organizations.
- To understand the working of social welfare agencies for children, women, elderly, and differently abled person.

Course Contents:

Unit I Social Welfare Administration (15 classroom contact hours)

- Concept of Voluntarism & Voluntary Organizations in India.
- Types of Social Welfare Organizations (GO, NGO, CSO)
- Social Welfare Administration; Meaning and Significance,

Unit II Principles of Social Welfare Administration (15 classroom contact hours)

- Planning, Organizing,
- Staffing
- Directing, Coordination,

- Recording and Budgeting

Unit III Registration and Management of Social Welfare Agencies (15 classroom contact hours)

- Registration of Social Welfare Agencies
- Decision Making, communication

Unit IV – Social Welfare Board:(15 classroom contact hours)

- Functions of Central Social Welfare Board and State Social Welfare Board,Public relations

Unit V : Understanding the Working of Social Welfare Agencies (15 classroom contact hours)

- Children
- Women
- Elderly
- Differently Abled

Course Outcomes:
CO1: Students will be able to explain the role of voluntarism and different types of social welfare organizations in India and the significance of social welfare administration.

CO2: Students will be able to apply administrative principles for effective planning and management of social welfare programs.

CO3: Students will be able to identify registration procedures and management practices of social welfare agencies.

CO4: Students will be able to describe the functions of CSWB and SSWB and understand the importance of public relations.

CO5: Students will be able to analyze welfare services and programs meant for various vulnerable groups in society.

Course Outcomes - Programme Outcomes Mapping of Paper SO32006

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	1	2	1	2	3	2	1	3	2	1	3	3
CO2	2	3	2	3	2	2	2	2	2	2	3	1	2	2	2	2	3
CO3	2	3	2	2	2	2	2	2	2	2	3	1	2	2	2	2	3
CO4	2	3	2	2	2	1	1	1	2	3	2	1	2	1	1	2	2
CO5	3	3	2	3	3	2	2	1	2	3	3	1	3	3	2	3	3
Average	**2.4**	**3.0**	**2.0**	**2.4**	**2.4**	**1.6**	**1.8**	**1.4**	**2.0**	**2.6**	**2.6**	**1.0**	**2.4**	**2.0**	**1.6**	**2.4**	**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 1	No Poverty	The course includes welfare interventions aimed at poverty reduction through social welfare agencies and programs.
SDG 3	Good Health and Well-Being	It addresses welfare services for children, women, elderly, and differently-abled persons supporting overall well-being.
SDG 4	Quality Education	The course develops understanding of social welfare systems, administration, and institutional functioning.
SDG 5	Gender Equality	It includes welfare programs and institutional support for women's empowerment and protection.
SDG 10	Reduced Inequalities	The course focuses on services for marginalized groups such as children, elderly, and differently-abled persons.
SDG 11	Sustainable Cities and Communities	Social welfare administration strengthens inclusive and supportive community-based service systems.
SDG 16	Peace, Justice and Strong Institutions	It covers governance structures like Central and State Social Welfare Boards and NGO administration systems.
SDG 17	Partnerships for the Goals	The course emphasizes collaboration between government, NGOs, and civil society organizations in welfare delivery.

Suggested Readings:

1. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
2. Goel& Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
3. Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
4. Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New
5. Delhi.
6. Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
7. Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, Kitab Mahal.
8. Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.

Sociology of Crime

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major-VI (DM-6)	SO32008	Sociology of Crime	4	3	1	0

Course Objectives:

- Introduce the nature, scope, and significance of criminology within sociology.
- Understand the sociological perspectives on crime, deviance, and mechanisms of social control.
- Examine major theories of crime causation—classical, positivist, and sociological approaches.
- Study the typologies of crime, including violent crime, white-collar crime, organized crime, and cybercrime.
- Analyze the influence of family, peer groups, community, media, and economy on criminal behavior.

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: Juvenile Delinquency and Criminal Justice System (15 classroom contact hours)

- Meaning and Causes of Juvenile Delinquency
- Forms of punishment: incarceration, probation, rehabilitation, and restorative justice.

Unit V: 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 CO3. List out the social factors contributing to crime
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 SO32008

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
CO1	2	3	2	2	3	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	3	3	2	3	3	2	1	1	2	2	3	1	3	2	2	3	2
CO4	2	3	2	3	3	2	1	1	2	2	3	1	3	2	2	3	2
CO5	2	3	2	3	3	1	1	2	2	2	2	1	3	2	1	3	2
Average	**2.2**	**3.0**	**2.0**	**2.8**	**3.0**	**1.4**	**1.0**	**1.2**	**2.0**	**1.8**	**2.4**	**1.0**	**3.0**	**1.8**	**1.4**	**2.8**	**1.8**

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 3	Good Health and Well-being	Addresses substance abuse, mental health, violence, and social impacts of crime.
SDG 4	Quality Education	Relates to prevention of juvenile delinquency and social awareness through education.
SDG 5	Gender Equality	Covers gender-based violence, exploitation, and intersection of gender with crime.
SDG 8	Decent Work and Economic Growth	Connects with unemployment, economic inequality, and crime causation.
SDG 10	Reduced Inequalities	Focuses on caste/class marginalization, social exclusion, and crime patterns.
SDG	Peace, Justice and	Most central SDG: criminal justice system,

16	Strong Institutions	policing, law, deviance, and social control.

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, NewDelhi.
11. Situ ,Yingyi. (2000). Environmental crime : The criminal justice system s role in protecting
12. the environment. Sage Publications, New Delhi.
13. Grover ,V. (2002). Encyclopedia of international terrorism.Vol.1,2,&3, Deep & Deep
14. Publication, Delhi.

SEMESTER – VII (Single Major)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XVII (C-17)	SO40001	Women and Tribal Society	4	3	1	0
Major Course -XVIII (C-18)	SO40003	Political Sociology	4	3	1	0
Major Course - XIX (C-19)	SO40005	Social Structures and Institutions in India	4	3	1	0
Major Course - XX (C-20)	SO40007	Classical Sociological Thinkers	4	3	1	0
Minor Course - VII (M-7)	SO42001	Rights of Indigenous People	4	3	1	0
Total 20						

Semester-VII (Single Major)
Women and Tribal Society

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XVII (C-17)	SO40001	Women and Tribal Society	4	3	1	0

Course Objectives:

- To understand the basic concepts of tribe, tribal society, and the position of tribal women.
- To examine the status, health conditions, and major problems of tribal women in India.
- To analyze the key issues, challenges, and empowerment initiatives related to tribal women.
- To study the role and position of tribal women within the family system, including marriage practice
- To understand the policies, constitutional safeguards, and social issues affecting 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)

- Issues of tribal women
- Tribal women empowerment

Unit-IV: Tribal women in the Family (15 classroom contact hours)

- Tribal Family
- Tribal Marriage

Unit-V: Policy associated with tribal women (15 classroom contact hours)

- Constitutional Provisions for Safeguard of tribal women
- Domestic Violence

- Trafficking of tribal girls and women

Course Outcomes:

C01: Students will be able to define and explain tribe, tribal society, and the role of tribal women**.**

CO2: Students will be able to assess the social, health, and economic status of tribal women in India**.**

CO3: Students will be able to identify major issues faced by tribal women and evaluate empowerment measures**.**

CO4: Students will be able to describe tribal family structure and marriage practices and their impact on tribal women**.**

CO5: Students will be able to explain constitutional provisions and recognize issues such as domestic violence, trafficking, and along with welfare policies for them.

Course Outcomes - Programme Outcomes Mapping of Paper SO40001

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	3	1	1	1	2	1	2	1	3	2	1	2	1
CO2	3	3	2	3	3	1	1	1	2	2	2	1	3	3	1	3	2
CO3	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
CO4	2	3	2	2	3	1	1	1	2	2	2	1	3	2	1	3	2
CO5	3	3	2	3	3	1	1	1	2	3	3	1	3	3	1	3	2
Average	**2.6**	**3.0**	**2.0**	**2.6**	**3.0**	**1.2**	**1.0**	**1.0**	**2.0**	**2.2**	**2.4**	**1.0**	**3.0**	**2.6**	**1.2**	**2.8**	**1.8**

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 1	No Poverty	The course examines socio-economic deprivation and livelihood challenges faced by tribal women.
SDG 3	Good Health and Well-Being	It addresses health conditions, nutrition, and overall well-being of tribal women.
SDG 4	Quality Education	The course promotes awareness and understanding of tribal society, gender issues, and empowerment.

SDG 5	Gender Equality	Focus on tribal women's empowerment, gender discrimination, domestic violence, and trafficking directly supports gender equality.
SDG 8	Decent Work and Economic Growth	The course highlights economic participation and livelihood opportunities for tribal women.
SDG 10	Reduced Inequalities	It addresses structural inequalities faced by tribal women and promotes inclusive social development.
SDG 16	Peace, Justice and Strong Institutions	Constitutional safeguards and legal frameworks ensure protection from violence, trafficking, and discrimination.
SDG 17	Partnerships for the Goals	The course implies the role of policies, institutions, and collective action in improving tribal women's welfare and empowerment.

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://

10. Report of the Expert Committee on Tribal Health by Ministry of Tribal Health and Family Welfare, Tribal Health in India.

11. 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	Credit	L	T	P
Major Course -XVIII (C-18)	SO40003	Political Sociology	4	3	1	0

Course Objectives:

- To understand the meaning, nature, and scope of Political Sociology and its relationship with society and politics.
- To analyze different sociological theories of power such as Class theory, Elite theory, Gender theory, and Pluralist theory.
- To explain the concepts of power and authority, including their meaning, nature, forms, sources, and differences.
- To examine the process of political socialization and political participation, along with the causes of political apathy.
- To study the role of political parties and pressure groups in the political system, including their features, functions, types, and relationship with each other.

Course Contents:

Unit- I: Introduction to Political Sociology (15 classroom contact hours)

- Meaning and Definition
- Nature and scope of Political Sociology

Unit-II: Sociological Theories of Power:(15 classroom contact hours)

- Class theory,
- Elite theory,
- Gender theory & Pluralist theory

UNIT-III: Power and Authority(15 classroom contact hours)

- Power-Meaning, nature, forms and sources

- Authority- Meaning, nature and
- Types of Power and authority

UNIT-IV: Political Socialization & Political Participation:(15 classroom contact hours)

- Political Socialization: Meaning, types and agencies
- Political Participation: Meaning & types of Political Participation
- Political apathy: Meaning, reasons for political apathy

UNIT-V: Political parties and pressure groups:(15 classroom contact hours)

- Political parties – Features and function,
- Meaning of pressure groups and their relationship with political parties,
- Types of pressure groups and their role.

Course Outcomes:

CO1:The students will be able to gain a basic knowledge regarding nature & scope of Political Sociology.
CO2: The students will be able to understand about various theories of power.
CO3: The students will be able to explain the different political ideologies like power & authority in relation to their meaning, nature, forms and sources etc.
CO4: The students will be able to explain about political socialization and types of political participation.
CO5: The students will be able to understand the concept of pressure groups and the role of political parties in these contexts.

Course Outcomes - Programme Outcomes Mapping of Paper SO40003

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	2	3	3	1	1	1	2	2	3	1	3	2	1	3	2
CO4	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO5	2	3	2	3	3	1	2	1	2	3	3	1	3	2	1	3	2
Average	**1.8**	**3.0**	**2.2**	**2.8**	**2.8**	**1.0**	**1.4**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**1.8**	**1.0**	**2.8**	**1.8**

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	Develops understanding of political systems, power structures, and civic awareness among students.
SDG 5	Gender Equality	Gender theory of power examines gender-based inequality in political and social systems.
SDG 10	Reduced Inequalities	Class theory and elite theory analyze inequality in power and political participation.
SDG 16	Peace, Justice and Strong Institutions	Core focus on power, authority, political parties, pressure groups, and democratic functioning.
SDG 17	Partnerships for the Goals	Highlights role of political parties, pressure groups, and collective action in governance.

Suggested Readings:

1. K. Mukhopadhyay1980 Political Sociology, K.P.Begchi& Company. Calcutta, 1980
2. Ali Ashaf and Sharma B.N. 2001Political Sociology, University Press, Hyderabad
3. Bhattacharya, D.C. Political Sociology
4. Baral, J.K. Political Sociology
5. T.Bottomore, Political Sociology, Blackie & Sons, Bombay, 1975
6. LipsetS.M.Modern Political Analysis, Printice Hall, New Delhi 1983
7. Dhal, Robert A, Who Governs.

Social Structures and Institutions in India

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XIX (C-19)	SO40005	Social Structures and Institutions in India	4	3	1	0

Course Objectives

After completing this course, students will be able to:

- Understand the diversity and composition of Indian society.
- Explain the major approaches to the study of Indian society.
- Describe the features of Hindu social organization.
- Analyze family, marriage, and kinship in Indian society.
- Understand the changing nature of social institutions in contemporary India.

Course Contents:

Unit-I: Composition of and Approaches on Indian Society(15 classroom contact hours)

- Diverse Composition: Religious composition, linguistic composition & racial composition

- Threat to National Integration (Communalism, Linguism, Regionalism, Casteism)
- Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Unit-II: Hindu Social Organization(15 classroom contact hours)

- Features of Hindu Social Organization
- Varna Vyavastha and relevance
- Ashrama and Purusarthas
- Doctrine of Karma

Unit-III: Family(15 classroom contact hours)

- Meaning and Definition, Characteristics,
- Functions of family Contemporary problems: Divorce and family disintegration.
- Joint Family in the context of Urbanisation and Industrialisation

Unit IV: Marriage:(15 classroom contact hours)

- Meaning and Types of Marriage among the Hindu, Muslims, Christians, and Tribes
- Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and hypergamy
- .Recent Changes in Marriage System

Unit – V: Kinship[15 Classroom Contact Hours]

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

Course Outcomes (COs)

CO1: Explain the diverse composition of Indian society, threats to national integration, and major sociological approaches to the study of Indian society.

CO2: Demonstrate an understanding of Hindu social organization, including Varna Vyavastha, Ashrama, Purusharthas, and the Doctrine of Karma.

CO3: Analyze the structure, functions, and changing nature of family in the context of urbanization, industrialization, and contemporary social issues.

CO4: Evaluate various forms and rules of marriage among different communities in India and examine recent changes in the marriage system.

CO5: Explain the concepts of kinship, clan, lineage, totemism, taboos, and kinship terminology, and apply these concepts to understand Indian social structure.

Course Outcomes - Programme Outcomes Mapping of Paper SO40005

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	2
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	2	3	3	1	1	1	2	2	3	1	3	2	2	3	2

CO4	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO5	2	3	2	3	3	1	2	1	2	3	3	1	3	2	2	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.0**	**1.4**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**2.0**	**1.4**	**2.8**	**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 4	Quality Education	Promotes understanding of Indian society, social institutions, cultural diversity, and sociological perspectives, enhancing critical thinking and social awareness.
SDG 5	Gender Equality	Examines gender roles within family, marriage, kinship, and Hindu social organization, fostering awareness of gender equality and women's rights.
SDG 10	Reduced Inequalities	Studies caste, religion, language, regionalism, and social stratification, enabling students to understand and address social inequalities.
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of national integration, communal harmony, social justice, and democratic values essential for peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	Encourages appreciation of cultural diversity, social cooperation, and community participation for inclusive and sustainable social development.

References

1. Dube, S. C. Indian Society. National Book Trust.
2. Ghurye, G. S. Caste and Race in India. Popular Prakashan.
3. Srinivas, M. N. Caste in Modern India and Other Essays. Asia Publishing House.
4. Béteille, André. Society and Politics in India. Oxford University Press.
5. Desai, A. R. Social Background of Indian Nationalism. Popular Prakashan.
6. Karve, Irawati. Kinship Organization in India. Asia Publishing House.
7. Kapadia, K. M. Marriage and Family in India. Oxford University Press.
8. Bottomore, T. B. Sociology: A Guide to Problems and Literature. Blackie & Son.

Text Book

1. Rao, C. N. Shankar. Indian Society: Structure and Change. S. Chand Publishing.
2. Vidya Bhushan & D. R. Sachdeva. An Introduction to Sociology. Kitab Mahal.
3. Srinivas, M. N. Social Change in Modern India. Orient BlackSwan.

Classical Sociological Thinkers

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XX (C-20)	SO40007	Classical Sociological Thinkers	4	3	1	0

Course Objectives

After completing this course, students will be able to:

- Understand the development of sociological theory and its historical background.
- Explain the major ideas of classical sociological thinkers.
- Analyze the contributions of Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, and Ferdinand Tönnies.
- Compare different sociological perspectives on society and social change.
- Apply classical sociological theories to understand contemporary society.

Course Contents:

Unit 1: The origins of sociological theory(15 classroom contact hours)

- Intellectual and Social forces in the development of Sociological Theory: Renaissance, Enlightenment,French Revolution, Industrial Revolution
- Early Social Philosophers: Montesquieu, Condorcet, Saint Simone
- Auguste Comte: Positivism, Herbert Spencer: Organic Analogy
- Emile Durkheim: Social Fact, Division of Labour, Suicide,
- Elementary forms of Religious life

Unit :2 Karl Marx (15 classroom contact hours)

- Karl Marx: Dialectical and Historical Materialism
- Class and Class conflict
- Theory of Alienation, Commodity Fetishism
- Theory of Social Change

Unit :3 Max Weber (15 classroom contact hours)

- Verstehen, Social Action, Ideal Type
- Theory of Power and Authority, Bureaucracy

- Rationality and Modernity- Rationalisation
- The Protestant Ethics and Spirit of Capitalism

Unit :4 George Simmel (15 classroom contact hours)

- Formal Sociology, Sociation and Group formation
- Relationships and Social types
- Philosophy of Money
- Modernity – Metropolis

Unit :5 -Ferdinand Tönnies (15 classroom contact hours)

- Gemeinschaft (Community)
- Gesellschaft (Society)
- Theory of Social Change
- Theory of Human Will

Course Outcomes (COs)

CO1: Students will be able to explain the historical background of sociological theory and the contributions of early social philosophers and classical sociologists.

CO2: Students will be able to analyze Karl Marx's theories of dialectical materialism, historical materialism, class conflict, alienation, commodity fetishism, and social change.

CO3: Students will be able to examine Max Weber's concepts of social action, ideal type, authority, bureaucracy, rationalization, and the Protestant ethic.

CO4: Students will be able to describe Georg Simmel's contributions to formal sociology, group formation, social relationships, philosophy of money, and modernity.

CO5: Students will be able to explain Ferdinand Tönnies' concepts of *Gemeinschaft*, *Gesellschaft*, theory of social change, and theory of human will.

Course Outcomes - Programme Outcomes Mapping of Paper SO40007

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	2
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	3	3	3	1	2	1	2	2	3	1	3	2	2	3	2

CO4	2	3	2	3	3	1	2	1	2	2	2	1	3	2	2	3	2
CO5	2	3	2	3	3	1	2	1	2	3	3	1	3	2	2	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.0**	**1.6**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**2.0**	**1.6**	**2.8**	**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 4	Quality Education	Develops knowledge of classical sociological theories and strengthens analytical and critical thinking skills.
SDG 5	Gender Equality	Promotes understanding of equality and social justice through the study of social institutions and social thought.
SDG 10	Reduced Inequalities	Examines class, power, authority, and social inequality through the perspectives of classical sociological thinkers.
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of authority, bureaucracy, social order, and institutions essential for a democratic society.
SDG 17	Partnerships for the Goals	Encourages cooperation, collective action, and social integration through sociological understanding of society.

Suggested Readings:

1. Aron, Raymond. *Main Currents in Sociological Thought* (Vol. I & II). Routledge.
2. Coser, Lewis A. *Masters of Sociological Thought*. Waveland Press.
3. Giddens, Anthony. *Capitalism and Modern Social Theory*. Cambridge University Press.
4. Morrison, Ken. *Marx, Durkheim, Weber: Formations of Modern Social Thought*. Sage Publications.
5. Ritzer, George & Stepnisky, Jeffrey. *Sociological Theory*. Sage Publications.
6. Swingewood, Alan. *A Short History of Sociological Thought*. Palgrave Macmillan.
7. Turner, Jonathan H. *The Structure of Sociological Theory*. Cengage Learning.
8. Zeitlin, Irving M. *Ideology and the Development of Sociological Theory*. Prentice Hall.

Text Books

1. Abraham, Francis. *Modern Sociological Theory*. Oxford University Press.
2. Ritzer, George. *Classical Sociological Theory*. McGraw-Hill Education.
3. Haralambos, M. & Holborn, M. *Sociology: Themes and Perspectives*. HarperCollins.

Rights of Indigenous People

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course - VII(M-7)	SO42001	Rights of Indigenous People	4	3	1	0

Course Objectives:

- To understand the meaning, characteristics, and identity of Indigenous Peoples in both global and Indian contexts.
- To examine the concept of rights with special emphasis on collective, political, economic, social, cultural, and resource rights of Indigenous Peoples.
- To study the constitutional and legal provisions protecting the rights of Scheduled Tribes in India, including major legislations.
- To analyze international instruments and the role of global institutions, NGOs, and civil society in safeguarding Indigenous rights.
- To critically assess contemporary challenges faced by Indigenous Peoples and explore strategies for their empowerment and sustainable development.

Course Contents:

Unit I: Introduction to Indigenous Peoples (15 classroom contact hours)

- Meaning and definition of Indigenous Peoples
- Characteristics and identity of Indigenous communities
- Indigenous people in the global and Indian context

Unit II: Concept of Rights and Indigenous Rights (15 classroom contact hours)

- Indigenous rights and collective rights
- Political, economic, social, and cultural rights of Indigenous Peoples
- Right to land, forest water, and natural resources

Unit III: Legal framework for Indigenous Rights in India (15 classroom contact hours)

- Constitutional safeguards for Scheduled Tribes in India
- Fifth and Sixth Schedule provisions
- Forest Rights Act,2006
- Panchayats(Extension to Scheduled Areas)Act(PESA),1996

Unit IV: International Framework for Indigenous Rights (15 classroom contact hours)

- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Role of the United Nations and other international organizations
- International Labour Organization (ILO) Convention No. 169
- Role of NGOs and civil society in protecting Indigenous rights

Unit V: Contemporary Issues and Challenges (15 classroom contact hours)

- Globalization and its impact on Indigenous Peoples
- Cultural erosion and identity crisis
- Education, health, and livelihood challenges
- Indigenous movements for rights and justice
- Future prospects and strategies for empowerment

Course Outcomes:

CO1: Students will be able to explain the concept, identity, and distribution of Indigenous Peoples in India and across the world.

CO2: Students will be able to identify and analyze various individual and collective rights of Indigenous Peoples, including rights over land and natural resources.

CO3: Students will be able to understand and interpret constitutional safeguards and key legislations protecting Indigenous rights in India.

CO4: Students will be able to evaluate international conventions, declarations, and the role of global organizations in promoting Indigenous rights.

CO5: Students will be able to assess current issues affecting Indigenous communities and propose strategies for their empowerment and protection

Course Outcomes - Programme Outcomes Mapping of Paper SO42001

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	3	1	1	1	2	1	2	2	3	1	1	3	1
CO2	3	3	2	3	3	2	1	1	2	3	3	2	3	2	2	3	2
CO3	3	3	2	3	3	2	1	1	2	3	3	2	3	3	2	3	2
CO4	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO5	3	3	2	3	3	2	1	1	2	3	3	2	3	3	2	3	2
Average	**2.6**	**3.0**	**2.0**	**2.8**	**3.0**	**1.6**	**1.0**	**1.0**	**2.0**	**2.4**	**2.6**	**1.8**	**3.0**	**2.2**	**1.6**	**3.0**	**1.8**

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 1	No Poverty	The course addresses poverty, marginalization, and livelihood challenges faced by Indigenous communities and strategies for their empowerment.
SDG 3	Good Health and Well-Being	It highlights health, education, and well-being issues of Indigenous Peoples and related development concerns.
SDG 4	Quality Education	The course promotes awareness and understanding of Indigenous identity, rights, and socio-legal frameworks.
SDG 5	Gender Equality	Indigenous rights frameworks include attention to vulnerable groups, including Indigenous women and gender-based inequalities.
SDG 10	Reduced Inequalities	Focus on social, economic, and cultural rights of Indigenous Peoples helps reduce structural inequalities and exclusion.
SDG 11	Sustainable Cities and Communities	Protection of Indigenous identity, culture, and land rights contributes to sustainable and inclusive communities.
SDG 15	Life on Land	Emphasis on land, forest, water, and natural resource rights supports ecological conservation and sustainable use of terrestrial ecosystems.
SDG 16	Peace, Justice and Strong Institutions	The course covers constitutional safeguards, legal frameworks, and international conventions ensuring justice and institutional protection.
SDG 17	Partnerships for the Goals	It highlights the role of UN bodies, NGOs, civil society, and international cooperation in protecting Indigenous rights.

Suggested Readings:

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. 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, Omsons Publications.
5. 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. N. Gupta: Decentralization: Need for Reforms, Concept Publishing Company.

8. D.N. Thakur and D. Thakur: Tribal Law and Administration (Volume 7 of Tribal life in India), Deep and Deep Publications.

9. Deepak Kumar Behera and Georg Pfeffer - Contemporary Society: Tribal situation in India (Volume 6 of Contemporary Society: Tribal Studies)

10. Devendra Thakur: Tribal Life in India: Tribal law and administration (Volume 7 of Tribal Life in India), Deep & Deep Publications.

11. Durga Das Basu : Shorter Constitution of India, Prentice Hall.

12. Florencia Roulet : Human Rights and Indigenous Peoples: A Handbook on the Un System, Volume 92 of IWGIA document, IWGIA.

13. George Mathew - Panchayati Raj: From Legislation to Movement, Concept Publishing Company.

14. G. S. Ghurye : The Scheduled Tribes of India, Transaction Publishers.

15. J. K. Das: Human Rights and Indigenous Peoples, APH Publishing.

16. Kunj Behari Srivastava: Panchayats in scheduled areas: An analysis of provisions of the panchayats (extension to the scheduled areas) act, National Institute of Rural Development.

17. Lalita Prasad Vidyarthi and Binay Kumar Rai: The Tribal Culture of India, Concept Publishing Company.

18. Laura Westra : Environmental Justice and the Rights of Indigenous Peoples: International and Domestic Legal Perspectives, Earthscan Publishers.

19. Lola García-Alix (International Work Group for Indigenous Affairs): The Permanent Forumon Indigenous Issues, Volume 109 of IWGIA document, IWGIA.

20. M. Hidayatullah : The fifth and sixth schedules to the Constitution of India, Ashok Publishing House.

SEMESTER – VII (Double Major)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XVII (C-17)	SO40001	Women and Tribal Society	4	3	1	0
Major Course -XVIII (C-18)	SO40003	Political Sociology	4	3	1	0
Major Course - XIX (C-19)	SO40005	Social Structures and Institutions in India	4	3	1	0
Major Course - XX (C-20)	SO40007	Classical Sociological Thinkers	4	3	1	0
Minor Course - VII (M-7)	SO42001	Rights of Indigenous People	4	3	1	0
Double Major-VII (DM-7)	SO42003	Sociology of Entrepreneurship	4	3	1	0
Total 24						

Semester-VII (Double Major)
Women and Tribal Society

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XVII (C-17)	SO40001	Women and Tribal Society	4	3	1	0

Course Objectives:

- To understand the basic concepts of tribe, tribal society, and the position of tribal women.
- To examine the status, health conditions, and major problems of tribal women in India.
- To analyze the key issues, challenges, and empowerment initiatives related to tribal women.
- To study the role and position of tribal women within the family system, including marriage practice
- To understand the policies, constitutional safeguards, and social issues affecting 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)

- Issues of tribal women
- Tribal women empowerment

Unit-IV: Tribal women in the Family (15 classroom contact hours)

- Tribal Family
- Tribal Marriage

Unit-V: Policy associated with tribal women (15 classroom contact hours)

- Constitutional Provisions for Safeguard of tribal women
- Domestic Violence

- Trafficking of tribal girls and women

Course Outcomes:

C01: Students will be able to define and explain tribe, tribal society, and the role of tribal women**.**

CO2: Students will be able to assess the social, health, and economic status of tribal women in India**.**

CO3: Students will be able to identify major issues faced by tribal women and evaluate empowerment measures**.**

CO4: Students will be able to describe tribal family structure and marriage practices and their impact on tribal women**.**

CO5: Students will be able to explain constitutional provisions and recognize issues such as domestic violence, trafficking, and along with welfare policies for them.

Course Outcomes - Programme Outcomes Mapping of Paper SO40001

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	3	1	1	1	2	1	2	1	3	2	1	2	1
CO2	3	3	2	3	3	1	1	1	2	2	2	1	3	3	1	3	2
CO3	3	3	2	3	3	2	1	1	2	3	3	1	3	3	2	3	2
CO4	2	3	2	2	3	1	1	1	2	2	2	1	3	2	1	3	2
CO5	3	3	2	3	3	1	1	1	2	3	3	1	3	3	1	3	2
Average	**2.6**	**3.0**	**2.0**	**2.6**	**3.0**	**1.2**	**1.0**	**1.0**	**2.0**	**2.2**	**2.4**	**1.0**	**3.0**	**2.6**	**1.2**	**2.8**	**1.8**

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 1	No Poverty	The course examines socio-economic deprivation and livelihood challenges faced by tribal women.
SDG 3	Good Health and Well-Being	It addresses health conditions, nutrition, and overall well-being of tribal women.
SDG 4	Quality Education	The course promotes awareness and understanding of tribal society, gender issues, and empowerment.

SDG 5	Gender Equality	Focus on tribal women's empowerment, gender discrimination, domestic violence, and trafficking directly supports gender equality.
SDG 8	Decent Work and Economic Growth	The course highlights economic participation and livelihood opportunities for tribal women.
SDG 10	Reduced Inequalities	It addresses structural inequalities faced by tribal women and promotes inclusive social development.
SDG 16	Peace, Justice and Strong Institutions	Constitutional safeguards and legal frameworks ensure protection from violence, trafficking, and discrimination.
SDG 17	Partnerships for the Goals	The course implies the role of policies, institutions, and collective action in improving tribal women's welfare and empowerment.

Suggested Readings:

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

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

14. 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

15. 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.

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

17. 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/

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

19. 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

20. Priyanka Sunil, (2021 June 5), Major tribes in India- State wise compilation. Retrieved from https://

21. Report of the Expert Committee on Tribal Health by Ministry of Tribal Health and Family Welfare, Tribal Health in India.

22. 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	Credit	L	T	P
Major Course -XVIII (C-18)	SO40003	Political Sociology	4	3	1	0

Course Objectives:

- To understand the meaning, nature, and scope of Political Sociology and its relationship with society and politics.
- To analyze different sociological theories of power such as Class theory, Elite theory, Gender theory, and Pluralist theory.
- To explain the concepts of power and authority, including their meaning, nature, forms, sources, and differences.
- To examine the process of political socialization and political participation, along with the causes of political apathy.
- To study the role of political parties and pressure groups in the political system, including their features, functions, types, and relationship with each other.

Course Contents:

Unit- I: Introduction to Political Sociology (15 classroom contact hours)

- Meaning and Definition
- Nature and scope of Political Sociology

Unit-II: Sociological Theories of Power:(15 classroom contact hours)

- Class theory,
- Elite theory,
- Gender theory & Pluralist theory

UNIT-III: Power and Authority(15 classroom contact hours)

- Power-Meaning, nature, forms and sources

- Authority- Meaning, nature and
- Types of Power and authority

UNIT-IV: Political Socialization & Political Participation:(15 classroom contact hours)

- Political Socialization: Meaning, types and agencies
- Political Participation: Meaning & types of Political Participation
- Political apathy: Meaning, reasons for political apathy

UNIT-V: Political parties and pressure groups:(15 classroom contact hours)

- Political parties – Features and function,
- Meaning of pressure groups and their relationship with political parties,
- Types of pressure groups and their role.

Course Outcomes:

CO1:The students will be able to gain a basic knowledge regarding nature & scope of Political Sociology.
CO2: The students will be able to understand about various theories of power.
CO3: The students will be able to explain the different political ideologies like power & authority in relation to their meaning, nature, forms and sources etc.
CO4: The students will be able to explain about political socialization and types of political participation.
CO5: The students will be able to understand the concept of pressure groups and the role of political parties in these contexts.

Course Outcomes - Programme Outcomes Mapping of Paper SO40003

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	2	3	3	1	1	1	2	2	3	1	3	2	1	3	2
CO4	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO5	2	3	2	3	3	1	2	1	2	3	3	1	3	2	1	3	2
Average	**1.8**	**3.0**	**2.2**	**2.8**	**2.8**	**1.0**	**1.4**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**1.8**	**1.0**	**2.8**	**1.8**

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	Develops understanding of political systems, power structures, and civic awareness among students.
SDG 5	Gender Equality	Gender theory of power examines gender-based inequality in political and social systems.
SDG 10	Reduced Inequalities	Class theory and elite theory analyze inequality in power and political participation.
SDG 16	Peace, Justice and Strong Institutions	Core focus on power, authority, political parties, pressure groups, and democratic functioning.
SDG 17	Partnerships for the Goals	Highlights role of political parties, pressure groups, and collective action in governance.

Suggested Readings:

8. K. Mukhopadhyay1980 Political Sociology, K.P.Begchi& Company. Calcutta, 1980
9. Ali Ashaf and Sharma B.N. 2001Political Sociology, University Press, Hyderabad
10. Bhattacharya, D.C. Political Sociology
11. Baral, J.K. Political Sociology
12. T.Bottomore, Political Sociology, Blackie & Sons, Bombay, 1975
13. LipsetS.M.Modern Political Analysis, Printice Hall, New Delhi 1983
14. Dhal, Robert A, Who Governs.

Social Structures and Institutions in India

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XIX (C-19)	SO40005	Social Structures and Institutions in India	4	3	1	0

Course Objectives

After completing this course, students will be able to:

- Understand the diversity and composition of Indian society.
- Explain the major approaches to the study of Indian society.
- Describe the features of Hindu social organization.
- Analyze family, marriage, and kinship in Indian society.
- Understand the changing nature of social institutions in contemporary India.

Course Contents:

Unit-I: Composition of and Approaches on Indian Society(15 classroom contact hours)

- Diverse Composition: Religious composition, linguistic composition & racial composition
- Threat to National Integration (Communalism, Linguism, Regionalism, Casteism)
- Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Unit-II: Hindu Social Organization(15 classroom contact hours)

- Features of Hindu Social Organization
- Varna Vyavastha and relevance
- Ashrama and Purusarthas
- Doctrine of Karma

Unit-III: Family(15 classroom contact hours)

- Meaning and Definition, Characteristics,
- Functions of family Contemporary problems: Divorce and family disintegration.
- Joint Family in the context of Urbanisation and Industrialisation

Unit IV: Marriage:(15 classroom contact hours)

- Meaning and Types of Marriage among the Hindu, Muslims, Christians, and Tribes
- Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and hypergamy
- .Recent Changes in Marriage System

Unit – V: Kinship[15 Classroom Contact Hours]

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

Course Outcomes (COs)

CO1: Explain the diverse composition of Indian society, threats to national integration, and major sociological approaches to the study of Indian society.

CO2: Demonstrate an understanding of Hindu social organization, including Varna Vyavastha, Ashrama, Purusharthas, and the Doctrine of Karma.

CO3: Analyze the structure, functions, and changing nature of family in the context of urbanization, industrialization, and contemporary social issues.

CO4: Evaluate various forms and rules of marriage among different communities in India and examine recent changes in the marriage system.

CO5: Explain the concepts of kinship, clan, lineage, totemism, taboos, and kinship terminology, and apply these concepts to understand Indian social structure.

Course Outcomes - Programme Outcomes Mapping of Paper SO40005

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	2
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	2	3	3	1	1	1	2	2	3	1	3	2	2	3	2
CO4	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO5	2	3	2	3	3	1	2	1	2	3	3	1	3	2	2	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.0**	**1.4**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**2.0**	**1.4**	**2.8**	**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 4	Quality Education	Promotes understanding of Indian society, social institutions, cultural diversity, and sociological perspectives, enhancing critical thinking and social awareness.
SDG 5	Gender Equality	Examines gender roles within family, marriage, kinship, and Hindu social organization, fostering awareness of gender equality and women's rights.
SDG 10	Reduced Inequalities	Studies caste, religion, language, regionalism, and social stratification, enabling students to understand and address social inequalities.

SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of national integration, communal harmony, social justice, and democratic values essential for peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	Encourages appreciation of cultural diversity, social cooperation, and community participation for inclusive and sustainable social development.

References

9. Dube, S. C. Indian Society. National Book Trust.
10. Ghurye, G. S. Caste and Race in India. Popular Prakashan.
11. Srinivas, M. N. Caste in Modern India and Other Essays. Asia Publishing House.
12. Béteille, André. Society and Politics in India. Oxford University Press.
13. Desai, A. R. Social Background of Indian Nationalism. Popular Prakashan.
14. Karve, Irawati. Kinship Organization in India. Asia Publishing House.
15. Kapadia, K. M. Marriage and Family in India. Oxford University Press.
16. Bottomore, T. B. Sociology: A Guide to Problems and Literature. Blackie & Son.

Text Book

4. Rao, C. N. Shankar. Indian Society: Structure and Change. S. Chand Publishing.
5. Vidya Bhushan & D. R. Sachdeva. An Introduction to Sociology. Kitab Mahal.
6. Srinivas, M. N. Social Change in Modern India. Orient BlackSwan.

Classical Sociological Thinkers

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XX (C-20)	SO40007	Classical Sociological Thinkers	4	3	1	0

Course Objectives

After completing this course, students will be able to:

- Understand the development of sociological theory and its historical background.
- Explain the major ideas of classical sociological thinkers.
- Analyze the contributions of Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, and Ferdinand Tönnies.
- Compare different sociological perspectives on society and social change.
- Apply classical sociological theories to understand contemporary society.

Course Contents:

Unit 1: The origins of sociological theory(15 classroom contact hours)

- Intellectual and Social forces in the development of Sociological Theory: Renaissance, Enlightenment,French Revolution, Industrial Revolution
- Early Social Philosophers: Montesquieu, Condorcet, Saint Simone
- Auguste Comte: Positivism, Herbert Spencer: Organic Analogy
- Emile Durkheim: Social Fact, Division of Labour, Suicide,
- Elementary forms of Religious life

Unit :2 Karl Marx (15 classroom contact hours)

- Karl Marx: Dialectical and Historical Materialism
- Class and Class conflict
- Theory of Alienation, Commodity Fetishism
- Theory of Social Change

Unit :3 Max Weber (15 classroom contact hours)

- Verstehen, Social Action, Ideal Type
- Theory of Power and Authority, Bureaucracy

- Rationality and Modernity- Rationalisation
- The Protestant Ethics and Spirit of Capitalism

Unit :4 George Simmel (15 classroom contact hours)

- Formal Sociology, Sociation and Group formation
- Relationships and Social types
- Philosophy of Money
- Modernity – Metropolis

Unit :5 -Ferdinand Tönnies (15 classroom contact hours)

- Gemeinschaft (Community)
- Gesellschaft (Society)
- Theory of Social Change
- Theory of Human Will

Course Outcomes (COs)

CO1: Students will be able to explain the historical background of sociological theory and the contributions of early social philosophers and classical sociologists.

CO2: Students will be able to analyze Karl Marx's theories of dialectical materialism, historical materialism, class conflict, alienation, commodity fetishism, and social change.

CO3: Students will be able to examine Max Weber's concepts of social action, ideal type, authority, bureaucracy, rationalization, and the Protestant ethic.

CO4: Students will be able to describe Georg Simmel's contributions to formal sociology, group formation, social relationships, philosophy of money, and modernity.

CO5: Students will be able to explain Ferdinand Tönnies' concepts of *Gemeinschaft*, *Gesellschaft*, theory of social change, and theory of human will.

Course Outcomes - Programme Outcomes Mapping of Paper SO40007

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	2
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	3	3	3	1	2	1	2	2	3	1	3	2	2	3	2

CO4	2	3	2	3	3	1	2	1	2	2	2	1	3	2	2	3	2
CO5	2	3	2	3	3	1	2	1	2	3	3	1	3	2	2	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.0**	**1.6**	**1.0**	**2.0**	**2.0**	**2.4**	**1.0**	**3.0**	**2.0**	**1.6**	**2.8**	**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 4	Quality Education	Develops knowledge of classical sociological theories and strengthens analytical and critical thinking skills.
SDG 5	Gender Equality	Promotes understanding of equality and social justice through the study of social institutions and social thought.
SDG 10	Reduced Inequalities	Examines class, power, authority, and social inequality through the perspectives of classical sociological thinkers.
SDG 16	Peace, Justice and Strong Institutions	Enhances understanding of authority, bureaucracy, social order, and institutions essential for a democratic society.
SDG 17	Partnerships for the Goals	Encourages cooperation, collective action, and social integration through sociological understanding of society.

Suggested Readings:

9. Aron, Raymond. *Main Currents in Sociological Thought* (Vol. I & II). Routledge.
10. Coser, Lewis A. *Masters of Sociological Thought*. Waveland Press.
11. Giddens, Anthony. *Capitalism and Modern Social Theory*. Cambridge University Press.
12. Morrison, Ken. *Marx, Durkheim, Weber: Formations of Modern Social Thought*. Sage Publications.
13. Ritzer, George & Stepnisky, Jeffrey. *Sociological Theory*. Sage Publications.
14. Swingewood, Alan. *A Short History of Sociological Thought*. Palgrave Macmillan.
15. Turner, Jonathan H. *The Structure of Sociological Theory*. Cengage Learning.
16. Zeitlin, Irving M. *Ideology and the Development of Sociological Theory*. Prentice Hall.

Text Books

4. Abraham, Francis. *Modern Sociological Theory*. Oxford University Press.
5. Ritzer, George. *Classical Sociological Theory*. McGraw-Hill Education.
6. Haralambos, M. & Holborn, M. *Sociology: Themes and Perspectives*. HarperCollins.

Rights of Indigenous People

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course - VII(M-7)	SO42001	Rights of Indigenous People	4	3	1	0

Course Objectives:

- To understand the meaning, characteristics, and identity of Indigenous Peoples in both global and Indian contexts.
- To examine the concept of rights with special emphasis on collective, political, economic, social, cultural, and resource rights of Indigenous Peoples.
- To study the constitutional and legal provisions protecting the rights of Scheduled Tribes in India, including major legislations.
- To analyze international instruments and the role of global institutions, NGOs, and civil society in safeguarding Indigenous rights.
- To critically assess contemporary challenges faced by Indigenous Peoples and explore strategies for their empowerment and sustainable development.

Course Contents:

Unit I: Introduction to Indigenous Peoples (15 classroom contact hours)

- Meaning and definition of Indigenous Peoples
- Characteristics and identity of Indigenous communities
- Indigenous people in the global and Indian context

Unit II: Concept of Rights and Indigenous Rights (15 classroom contact hours)

- Indigenous rights and collective rights
- Political, economic, social, and cultural rights of Indigenous Peoples
- Right to land, forest water, and natural resources

Unit III: Legal framework for Indigenous Rights in India (15 classroom contact hours)

- Constitutional safeguards for Scheduled Tribes in India
- Fifth and Sixth Schedule provisions
- Forest Rights Act,2006
- Panchayats(Extension to Scheduled Areas)Act(PESA),1996

Unit IV: International Framework for Indigenous Rights (15 classroom contact hours)

- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Role of the United Nations and other international organizations
- International Labour Organization (ILO) Convention No. 169
- Role of NGOs and civil society in protecting Indigenous rights

Unit V: Contemporary Issues and Challenges (15 classroom contact hours)

- Globalization and its impact on Indigenous Peoples
- Cultural erosion and identity crisis
- Education, health, and livelihood challenges
- Indigenous movements for rights and justice
- Future prospects and strategies for empowerment

Course Outcomes:

CO1: Students will be able to explain the concept, identity, and distribution of Indigenous Peoples in India and across the world.

CO2: Students will be able to identify and analyze various individual and collective rights of Indigenous Peoples, including rights over land and natural resources.

CO3: Students will be able to understand and interpret constitutional safeguards and key legislations protecting Indigenous rights in India.

CO4: Students will be able to evaluate international conventions, declarations, and the role of global organizations in promoting Indigenous rights.

CO5: Students will be able to assess current issues affecting Indigenous communities and propose strategies for their empowerment and protection

Course Outcomes - Programme Outcomes Mapping of Paper SO42001

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	3	1	1	1	2	1	2	2	3	1	1	3	1
CO2	3	3	2	3	3	2	1	1	2	3	3	2	3	2	2	3	2
CO3	3	3	2	3	3	2	1	1	2	3	3	2	3	3	2	3	2
CO4	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO5	3	3	2	3	3	2	1	1	2	3	3	2	3	3	2	3	2
Average	**2.6**	**3.0**	**2.0**	**2.8**	**3.0**	**1.6**	**1.0**	**1.0**	**2.0**	**2.4**	**2.6**	**1.8**	**3.0**	**2.2**	**1.6**	**3.0**	**1.8**

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 1	No Poverty	The course addresses poverty, marginalization, and livelihood challenges faced by Indigenous communities and strategies for their empowerment.
SDG 3	Good Health and Well-Being	It highlights health, education, and well-being issues of Indigenous Peoples and related development concerns.
SDG 4	Quality Education	The course promotes awareness and understanding of Indigenous identity, rights, and socio-legal frameworks.
SDG 5	Gender Equality	Indigenous rights frameworks include attention to vulnerable groups, including Indigenous women and gender-based inequalities.
SDG 10	Reduced Inequalities	Focus on social, economic, and cultural rights of Indigenous Peoples helps reduce structural inequalities and exclusion.
SDG 11	Sustainable Cities and Communities	Protection of Indigenous identity, culture, and land rights contributes to sustainable and inclusive communities.
SDG 15	Life on Land	Emphasis on land, forest, water, and natural resource rights supports ecological conservation and sustainable use of terrestrial ecosystems.
SDG 16	Peace, Justice and Strong Institutions	The course covers constitutional safeguards, legal frameworks, and international conventions ensuring justice and institutional protection.
SDG 17	Partnerships for the Goals	It highlights the role of UN bodies, NGOs, civil society, and international cooperation in protecting Indigenous rights.

Suggested Readings:

21. 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.

22. C. Mittal : Tribal education, administration and development, Radha Publications.

23. Amir Hasan : Tribal administration in India, B.R. Pub. Corp.

24. Atul Chandra Talukdar : Political transition in the grassroots in tribal India, Omsons Publications.

25. 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

26. Cynthia Price Cohen : The Human Rights of Indigenous Peoples, Transnational Publishers.

27. N. Gupta: Decentralization: Need for Reforms, Concept Publishing Company.

28. D.N. Thakur and D. Thakur: Tribal Law and Administration (Volume 7 of Tribal life in India), Deep and Deep Publications.

29. Deepak Kumar Behera and Georg Pfeffer - Contemporary Society: Tribal situation in India (Volume 6 of Contemporary Society: Tribal Studies)

30. Devendra Thakur: Tribal Life in India: Tribal law and administration (Volume 7 of Tribal Life in India), Deep & Deep Publications.

31. Durga Das Basu : Shorter Constitution of India, Prentice Hall.

32. Florencia Roulet : Human Rights and Indigenous Peoples: A Handbook on the Un System, Volume 92 of IWGIA document, IWGIA.

33. George Mathew - Panchayati Raj: From Legislation to Movement, Concept Publishing Company.

34. G. S. Ghurye : The Scheduled Tribes of India, Transaction Publishers.

35. J. K. Das: Human Rights and Indigenous Peoples, APH Publishing.

36. Kunj Behari Srivastava: Panchayats in scheduled areas: An analysis of provisions of the panchayats (extension to the scheduled areas) act, National Institute of Rural Development.

37. Lalita Prasad Vidyarthi and Binay Kumar Rai: The Tribal Culture of India, Concept Publishing Company.

38. Laura Westra : Environmental Justice and the Rights of Indigenous Peoples: International and Domestic Legal Perspectives, Earthscan Publishers.

39. Lola García-Alix (International Work Group for Indigenous Affairs): The Permanent Forumon Indigenous Issues, Volume 109 of IWGIA document, IWGIA.

40. M. Hidayatullah : The fifth and sixth schedules to the Constitution of India, Ashok Publishing House.

Sociology of Entrepreneurship

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major-VII (DM-7)	SO42003	Sociology of Entrepreneurship	4	3	1	0

Course Objectives:

- To understand the meaning, characteristics, and significance of Social Entrepreneurship in promoting social development.
- To analyze social problems and explore innovative entrepreneurial approaches for poverty alleviation and social change.
- To examine various models and approaches of social enterprises, including non-profit, for-profit, and hybrid models.
- To study the role of entrepreneurship as an agent of social change in the context of innovation, modernization, and globalization.
- To assess the challenges faced by social entrepreneurs and understand future trends, policy support, and technological advancements.

Course Contents:

UNIT-1: Introduction to social entrepreneurship: (15 classroom contact hours)

- Meaning and definition of Social Entrepreneurship
- Social entrepreneur: characteristics and roles
- Importance of Social Entrepreneurship in social development

Unit II: Social Problems and Entrepreneurial Opportunities (15 classroom contact hours)

- Identification of social problems
- Social innovation and creative solutions
- Role of social entrepreneurs in poverty alleviation and social change

Unit III: Models and Approaches of Social Entrepreneurship (15 classroom contact hours)

- Types and models of Social Enterprises
- Non-profit, for-profit, and hybrid models
- Social business and inclusive business models

Unit IV: Entreneurship,Society and Change (15 classroom contact hours)

- Entreneurship as an agent of social change
- Innovation and modernization
- Entreneurship and globalization

- Rural and urban entrepreneurship

Unit V: Challenges and Future of Social Entrepreneurship (15 classroom contact hours)

- Challenges faced by social entrepreneurs
- Role of technology and innovation
- Social entrepreneurship in the context of globalization
- Policy environment and institutional support
- Future prospects and emerging trends in Social Entrepreneurship

Course Outcomes

CO1: Students will be able to explain the concept of Social Entrepreneurship and identify the roles and qualities of social entrepreneurs.

CO2: Students will be able to identify social problems and apply innovative entrepreneurial ideas to address poverty and social issues.

CO3: Students will be able to differentiate between various social enterprise models and evaluate their effectiveness in achieving social goals.

CO4: Students will be able to analyze how entrepreneurship contributes to social change, innovation, and development in rural and urban contexts.

CO5: Students will be able to assess challenges in social entrepreneurship and discuss future opportunities, emerging trends, and policy frameworks.

Course Outcomes - Programme Outcomes Mapping of Paper SO42003

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	2	2	1	3	1	1	2	3
CO2	3	3	2	3	3	2	1	1	2	3	3	1	3	2	2	3	3
CO3	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	3
CO4	2	3	2	3	3	1	2	1	2	3	2	1	3	2	1	3	3
CO5	2	3	2	3	3	1	1	2	3	2	3	1	3	2	1	3	3
Average	**2.2**	**3.0**	**2.0**	**2.8**	**2.8**	**1.2**	**1.2**	**1.2**	**2.2**	**2.4**	**2.4**	**1.0**	**3.0**	**1.8**	**1.2**	**2.8**	**3.0**

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	The course explores social entrepreneurship as a tool for poverty alleviation, livelihood generation, and social welfare.
SDG 8	Decent Work and Economic Growth	Entrepreneurship, innovation, and inclusive business models promote employment generation and sustainable economic growth.
SDG 9	Industry, Innovation and Infrastructure	The course emphasizes social innovation, technology, and creative entrepreneurial solutions for social development.
SDG 10	Reduced Inequalities	Social enterprises and inclusive business models address social exclusion and promote equitable opportunities.
SDG 11	Sustainable Cities and Communities	Rural and urban entrepreneurship contribute to sustainable community development and social transformation.
SDG 17	Partnerships for the Goals	The course highlights policy support, institutional collaboration, and partnerships in promoting social entrepreneurship.

Suggested Readings:

1. Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press
2. Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California
3. Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons
4. Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins Durieux, Mark B. And R A Stebbins 2010, Social Entrepreneurhsip for Dummies, Wiley Publishing Inc., New Jersey
5. Hoggard, S 2005 The Business Idea, Springer, Berlin
6. Lynch. Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner's Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California
7. Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi
8. Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press
9. Praszkier, Ryszard adn Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi
10. Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited
11. Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer
12. Sharma, Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India, Delhi
13. Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India, Sage
14. Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London.

SEMESTER – VIII (Single Major) (Without Research)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XXI (C-21)	SO40002	Sociological Theory	4	3	1	0
Major Course - XXII (C-22)	SO40004	Economic Sociology	4	3	1	0
Major Course - XXIII (C-23)	SO40006	Digital Sociology	4	3	1	0
Major Course - XXIV (C-24)	SO40008	Sociology of Health	4	3	1	0
Minor Course -VIII (M-8)	SO42002	Sociology of Youth	4	4	0	0
	Total		**20**			

SEMESTER-VIII (SINGLE MAJOR WITHOUT RESEARCH)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XXI (C-21)	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: Structural Functionalism[15 Classroom Contact Hours]

- A. R. Radcliffe-Brown: Structural Functionalism, Social Structure, Function, Structural Continuity, Comparative Method
- Bronislaw Malinowski: Theory of Needs, Participant Observation, Kula Ring, Holistic Study of Culture

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: Symbolic Interaction Perspective

- Erving Goffman
- Herbert Blumer
- George H. Mead

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

- 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	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	2	1	1	3	1	2	1	3	2	2	2	2
CO 2	3	3	2	3	3	2	2	1	3	2	2	2	3	2	2	3	3
CO 3	2	3	3	3	3	2	1	2	3	1	2	1	3	3	3	3	2
CO 4	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
Major Course - XXII (C-22)	SO40004	Economic Sociology	4	3	1	0

Course Objectives:

- Understand the emergence and scope of economic sociology as a distinct field of study.
- Explore the relationship between economy, society, and culture from a sociological perspective.
- Examine classical and contemporary sociological theories related to economic life.
- Analyze the role of social institutions, norms, and values in shaping economic behavior.
- Study the processes of production, distribution, exchange, and consumption within different social contexts.

Course Contents:

Unit-1: **Introduction and Perspectives:**

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

Unit-II: Forms of Exchange

- Reciprocity and Gift
- Barter system
- Exchange and Money

Unit-III: Systems of Production, Circulation and Consumption

- Hunting and Gathering
- Agrarian
- Capitalism
- Socialism

Unit-IV: **Classical Theoretical Perspectives of Economic Sociology**

- Durkheim: Division of Labour
- Weber: Sociology of Capitalism
- Veblen: Conspicuous Consumption

- Parsons: Economy as a sub system

Unit-V: **Some Contemporary Issues**

- 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	3	1	1	1	2	1	2	1	3	1	1	3	2
CO2	1	3	2	3	3	1	1	1	2	1	2	1	3	1	1	3	2
CO3	1	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO4	1	3	2	2	3	1	1	1	2	1	2	1	3	1	1	2	2
CO5	2	3	2	3	3	2	1	1	2	2	3	1	3	2	2	3	2
Average	**1.2**	**3.0**	**2.0**	**2.8**	**3.0**	**1.4**	**1.0**	**1.0**	**2.0**	**1.4**	**2.2**	**1.0**	**3.0**	**1.4**	**1.4**	**2.8**	**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 8	Decent Work and Economic Growth	Core focus on production systems, labour, unemployment, capitalism, and economic structures.
SDG 10	Reduced Inequalities	Addresses economic inequality, class structures, and unequal access to resources.
SDG	Industry, Innovation	Relates to industrialization, e-commerce,

9	and Infrastructure	globalization, and modern economic systems.
SDG 12	Responsible Consumption and Production	Covers consumption patterns, exchange systems, and sustainability in economic behaviour.
SDG 1	No Poverty	Linked to development, unemployment, and socio-economic disparities.

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
Major Course - XXIII (C-23)	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

Unit-V Digital Sociology Thinkers and Theories

- Manuel Castells
- Marshall McLuhan
- Michel Foucault
- Jean Baudrillard
- Erving Goffman

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 SO40006

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	2	3	2	1	1	3	3	1	1	1	3	1	1	2	2
CO2	2	3	2	3	3	2	2	3	3	2	3	1	3	3	2	3	3
CO3	3	3	3	3	3	2	2	3	3	2	3	1	3	3	2	3	3
CO4	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**

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 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.

Major Course: XXIV

SOCIOLOGY OF HEALTH

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XXIV (C-24)	SO40008	Sociology of Health	4	3	1	0

Course Objectives:

- Understand the scope, nature, and significance of health sociology as a sub-discipline.
- Examine the relationship between health, illness, and society using sociological perspectives.
- Study social determinants of health such as class, caste, gender, ethnicity, and environment.
- Analyze cultural beliefs, practices, and values related to health, illness, and healing.
- Explore major theories and models of health and illness, including biomedical and socio-cultural approaches.

Course Contents:

Unit-I: Sociology of Health

- Meaning & Definition
- Emergence of Health Sociology
- Scope of Sociology of Health

Unit-II: Sociological Perspectives of Health

- Functionalist
- Marxist
- Post structuralist
- Feminist

Unit-III: Health Inequalities

- Race, Ethnicity inequalities
- Class and health inequalities
- Gender, Disabilities and health inequalities

Unit-IV: Health Programs in India

- Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
- Janani Suraksha Yojana(JSY)
- National Urban Health Mission

Unit-V: Indigenous Knowledge of Health care systems and the role of NGOs

- Indigenous Knowledge of Medicine and alternative practices
- Non-Governmental Organizations and Health Care Promotions

Course Outcomes:

CO1: To obtain a comprehensive understanding of Sociology of Health and illness.

CO2: To understand the development and trajectory of the Sociology of Health and the health care system.

CO3: Critically evaluate the inequalities of health in race, ethnicity, class, gender etc.

CO4: To interpret the knowledge of the state's role, policy and healthcare issues.

CO5: To understand indigenous knowledge and health care practices.

Course Outcomes - Programme Outcomes Mapping of Paper SO40008

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	1	1	1	2	1	2	2	3	1	1	3	1
CO2	2	3	2	3	3	1	1	1	2	2	2	2	3	2	1	3	2
CO3	3	3	2	3	3	2	1	1	2	2	3	2	3	2	2	3	2
CO4	2	3	2	3	3	1	1	1	2	3	3	2	3	2	1	3	2
CO5	2	3	2	2	3	1	1	1	2	2	2	2	3	2	1	3	2
Average	**2.2**	**3.0**	**2.0**	**2.6**	**3.0**	**1.2**	**1.0**	**1.0**	**2.0**	**2.0**	**2.4**	**2.0**	**3.0**	**1.8**	**1.2**	**3.0**	**1.8**

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 3	Good Health and Well-being	Core focus on health systems, inequalities, policies, and healthcare access.
SDG 5	Gender Equality	Addresses gender-based health disparities, maternal health (e.g., JSY), and feminist perspectives.
SDG 10	Reduced Inequalities	Covers caste, class, race, disability-based health inequalities.

SDG 16	Peace, Justice and Strong Institutions	Relates to health governance, state health programs, and policy implementation.

Suggested Readings:

1. Akram, Mohammad(2014), *Sociology of Health*, Rawat Publications, Jaipur
2. Akram, Mohammad (2008), *Tribal health: studying sexual behaviour*, Rawat Publications, Jaipur
3. Ali,A(1993), NGOs in health care in Orissa: a profile, Health for the millions, Jun;1(3):23-5.
4. Bunton, Robin, Sarah Nettleton and Roger Burrows (1995), *The sociology of health promotion Critical analyses of consumption, life style and risk*, Routledge, UK
5. Carrin, Guy and Marc Vereecke (1992), Strategies for Health Care Finance in Developing Countries, Macmillan Education UK
6. Cockerham, William C (2020). *Sociological Theories of Health and Illness,* Routledge Publications.
7. Cockerham, William C. (2016), *Medical Sociology*, Routledge Publications
8. Collyer, Fran (2015), *The Palgrave Handbook of Social Theory in Health, Illness and Medicine*, Palgrave Macmillan
9. Conrad, Peter and Kristin K. Barker (2010), The Social Construction of Illness: Key Insights and Policy Implications, *Journal of Health and Social Behaviour*51(S)S67–S79
10. Constantinou, Costas S (2014), Applied Sociology of Health and Illness A problem- based learning approach, Radcliffe Publishing, London
11. Dunbar, Terry, Bronwyn Carson, Richard D. Chenhalland Ross, (2021), Social Determinants of Indigenous Health, Routledge
12. Ettorre. Elizabeth (2010) *Culture, Bodies and the Sociology of Health*, University of Liverpool, UK
13. Green, Andrew and Ann Mattias(1997), *Non-Governmental Organizations and Health in Developing Countries*, Macmillan Education UK
14. Healey, Justin (2004), *Indigenous health,* Balmain, N. S. W: Spinney Press
15. Lorber, Judith and Lisa Jean Moore (2002), *Gender and the Social Construction of Illness*, ALTAMIRA PRESS, UK

Sociology of Youth

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course - VIII (M-8)	SO42002	Sociology of Youth	4	4	0	0

Course Objectives:

- To understand the meaning, definition, and significance of Youth Sociology as a distinct area of sociological study.
- To examine the importance of education in shaping youth development and addressing challenges faced by young people.
- To analyze the role of media, including social media and technology, in influencing youth attitudes, behavior, and social interactions.
- To study the causes and consequences of juvenile delinquency and the effects of social isolation on youth.
- To understand the impact of globalization on youth and the role of international organizations like the United Nations in this process.

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Course Contents:

Unit- I: Introduction to the study of the Youth Sociology

- Meaning and definition
- Importance of the study of the Youth Sociology

Unit-II: Education of Youth

- Importance of education for Youth
- Youth and challenges

Unit-III: Youth and Media

- Role of Media on Youth
- Social Media and Technology

Unit-IV: Delinquency and Isolation

- Juvenile delinquency
- Impact of Social isolation on Youth

Unit-V: Youth and Globalization

- Globalization and its impact on Youth
- Role of UN in globalization

Course Outcomes:

CO1: Students will be able to explain the concept of Youth Sociology and recognize its importance in understanding youth-related social issues.

CO2: Students will be able to identify the role of education in youth empowerment and critically assess the challenges faced by youth in the educational system.

CO3: Students will be able to evaluate the positive and negative effects of media and technology on youth development.

CO4: Students will be able to understand factors contributing to juvenile delinquency and assess the social and psychological impacts of isolation on youth.

CO5: Students will be able to analyze how globalization affects youth opportunities and challenges, and understand the role of the UN in promoting youth development globally

Course Outcomes - Programme Outcomes Mapping of Paper SO42002

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	3	3	3	1	1	2	2	2	2	1	3	2	1	3	2
CO4	2	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO5	2	3	2	3	3	1	1	1	3	2	2	1	3	1	1	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.2**	**1.0**	**1.2**	**2.2**	**1.8**	**2.0**	**1.0**	**3.0**	**1.6**	**1.2**	**2.8**	**1.8**

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 3	Good Health and Well-Being	The course addresses youth mental health, social isolation, and behavioral issues such as juvenile delinquency and well-being.
SDG 4	Quality Education	It emphasizes the role of education in youth development, empowerment, and overcoming social challenges.

SDG 5	Gender Equality	Youth studies include understanding gendered experiences, equal opportunities, and inclusive development among young people.
SDG 8	Decent Work and Economic Growth	The course links youth development with employability, skills, and opportunities in a globalized economy.
SDG 10	Reduced Inequalities	It explores social exclusion, unequal opportunities, and challenges faced by youth across different social backgrounds.
SDG 16	Peace, Justice and Strong Institutions	The study of juvenile delinquency, social behavior, and civic participation promotes peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	The role of the UN and global cooperation highlights international partnerships in youth development and welfare.

Suggested Readings:

1. Andy Furlong, Youth Studies, chapter 11: "Beyond the First World."
2. Bruce LEVINE, "Eight Reasos American Youth Don't Fight Back", *Alternet, July 31, 2011.*
3. Jason Deparle. "ForPoor, Leap to Collage Often Ends in a Hard Fall ," The New York Times, December 22,2012.
4. Robin Marantz Henig, "What Is It about 20-Somethings." New York Times Magazine, August18, 2010.
5. Sherry Turkle, the Fight from Conversation," The New York Times, April21, 2012.

SEMESTER – VIII (Single Major) (With Research)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course – XXI (C-21)	SO40002	Sociological Theory	4	3	1	0
Minor – VIII (M-8)	SO42002	Sociology of Youth	4	3	1	0
Dissertation	RD40082	Research and Dissertation	12	0	0	12

SEMESTER-VIII (Single Major with Research)

Sociological Theory

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course – XXI (C-21)	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: Structural Functionalism[15 Classroom Contact Hours]

- A. R. Radcliffe-Brown: Structural Functionalism, Social Structure, Function, Structural Continuity, Comparative Method
- Bronislaw Malinowski: Theory of Needs, Participant Observation, Kula Ring, Holistic Study of Culture

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: Symbolic Interaction Perspective

- Erving Goffman
- Herbert Blumer

- George H. Mead

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

- 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	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	2	1	1	3	1	2	1	3	2	2	2	2
CO 2	3	3	2	3	3	2	2	1	3	2	2	2	3	2	2	3	3
CO 3	2	3	3	3	3	2	1	2	3	1	2	1	3	3	3	3	2
CO 4	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

Minor Course-VIII
Sociology of Youth

Course Category	Course Code	Course Title	Credit	L	T	P
Minor – VIII (M-8)	SO42002	Sociology of Youth	4	3	1	0

Course Objectives:

- To understand the meaning, definition, and significance of Youth Sociology as a distinct area of sociological study.
- To examine the importance of education in shaping youth development and addressing challenges faced by young people.
- To analyze the role of media, including social media and technology, in influencing youth attitudes, behavior, and social interactions.
- To study the causes and consequences of juvenile delinquency and the effects of social isolation on youth.
- To understand the impact of globalization on youth and the role of international organizations like the United Nations in this process.

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Course Contents:

Unit- I: Introduction to the study of the Youth Sociology

- Meaning and definition
- Importance of the study of the Youth Sociology

Unit-II: Education of Youth

- Importance of education for Youth
- Youth and challenges

Unit-III: Youth and Media

- Role of Media on Youth
- Social Media and Technology

Unit-IV: Delinquency and Isolation

- Juvenile delinquency
- Impact of Social isolation on Youth

Unit-V: Youth and Globalization

- Globalization and its impact on Youth
- Role of UN in globalization

Course Outcomes:

CO1: Students will be able to explain the concept of Youth Sociology and recognize its importance in understanding youth-related social issues.

CO2: Students will be able to identify the role of education in youth empowerment and critically assess the challenges faced by youth in the educational system.

CO3: Students will be able to evaluate the positive and negative effects of media and technology on youth development.

CO4: Students will be able to understand factors contributing to juvenile delinquency and assess the social and psychological impacts of isolation on youth.

CO5: Students will be able to analyze how globalization affects youth opportunities and challenges, and understand the role of the UN in promoting youth development globally

Course Outcomes - Programme Outcomes Mapping of Paper SO42002

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**
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	3	3	3	1	1	2	2	2	2	1	3	2	1	3	2
CO4	2	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO5	2	3	2	3	3	1	1	1	3	2	2	1	3	1	1	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.2**	**1.0**	**1.2**	**2.2**	**1.8**	**2.0**	**1.0**	**3.0**	**1.6**	**1.2**	**2.8**	**1.8**

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 3	Good Health and Well-Being	The course addresses youth mental health, social isolation, and behavioral issues such as juvenile delinquency and well-being.
SDG 4	Quality Education	It emphasizes the role of education in youth development, empowerment, and overcoming social challenges.
SDG 5	Gender Equality	Youth studies include understanding gendered experiences, equal opportunities, and inclusive development among young people.
SDG 8	Decent Work and Economic Growth	The course links youth development with employability, skills, and opportunities in a globalized economy.
SDG 10	Reduced Inequalities	It explores social exclusion, unequal opportunities, and challenges faced by youth across different social backgrounds.
SDG 16	Peace, Justice and Strong Institutions	The study of juvenile delinquency, social behavior, and civic participation promotes peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	The role of the UN and global cooperation highlights international partnerships in youth development and welfare.

Suggested Readings:

1. Andy Furlong, Youth Studies, chapter 11: "Beyond the First World."
2. Bruce LEVINE, "Eight Reasos American Youth Don't Fight Back", *Alternet, July 31, 2011.*
3. Jason Deparle. "ForPoor, Leap to Collage Often Ends in a Hard Fall ," The New York Times, December 22,2012.
4. Robin Marantz Henig, "What Is It about 20-Somethings." New York Times Magazine, August18, 2010.
5. Sherry Turkle, the Fight from Conversation," The New York Times, April21, 2012.

Dissertation
RD40082

Course Category	Course Code	Course Title	Credit	L	T	P
Dissertation	RD40082	Research and Dissertation	12	0	0	12

Require students to undertake research projects/ write dissertations as a culmination of their B.A. programme in 8th Semester. Students will be evaluated based on their ability to formulate research questions, conduct literature reviews, collect and analyze data, and present their findings in a coherent and scholarly manner. Students will be engagedunder supervision of faculty for field work in communities / other settings to gauge students' understanding of specific topics covered in their courses and prepare reports, case studies, problem sets, and group projects.

Students are required to defend their research thesis or dissertation before a panel of faculty members. They will be evaluated based on their ability to articulate their research questions, methodologies, findings, and contributions to the field, as well as respond to questions and criticisms from the examining committee. Oral defense of the thesis or dissertation will be scheduled where students present their research to a panel of faculty members. The panel will assess students based on their ability to articulate their research process, defend their findings, respond to questions, and demonstrate a deep understanding of the subject matter.

Distribution of Marks for evaluation

Field Work Faculty Supervisor	50 Marks
Internal Viva Voce Examination	30 Marks
External Viva Voce Examination	20Marks
Total	**100 Marks**

SEMESTER – VIII
(Double Major) (Without Research)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course -XXI (C-21)	SO 40002	Sociological Theory	4	3	1	0
Major Course - XXII (C-22)	SO 40004	Economic Sociology	4	3	1	0
Major Course - XXIII (C-23)	SO 40006	Digital Sociology	4	3	1	0
Major Course - XXIV (C-24)	SO 40008	Sociology of Health	4	3	1	0
Minor Course - VIII (M-8)	SO 42002	Sociology of Youth	4	3	1	0
Double Major-VIII DM-8	SO 42004	Social Psychology and Pathology	4	3	1	0
	Total	**24**				
Exit Point: After completion of 4 years (8semesters) of study, a student can receive a Degree with Honours						

Sociological Theory

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XXI (C-21)	SO 40002	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: Structural Functionalism[15 Classroom Contact Hours]

- A. R. Radcliffe-Brown: Structural Functionalism, Social Structure, Function, Structural Continuity, Comparative Method
- Bronislaw Malinowski: Theory of Needs, Participant Observation, Kula Ring, Holistic Study of Culture

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: Symbolic Interaction Perspective

- Erving Goffman
- Herbert Blumer
- George H. Mead

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

- 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	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	2	1	1	3	1	2	1	3	2	2	2	2
CO 2	3	3	2	3	3	2	2	1	3	2	2	2	3	2	2	3	3
CO 3	2	3	3	3	3	2	1	2	3	1	2	1	3	3	3	3	2
CO 4	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
Major Course - XXII (C-22)	SO40004	Economic Sociology	4	3	1	0

Course Objectives:

- Understand the emergence and scope of economic sociology as a distinct field of study.
- Explore the relationship between economy, society, and culture from a sociological perspective.
- Examine classical and contemporary sociological theories related to economic life.
- Analyze the role of social institutions, norms, and values in shaping economic behavior.
- Study the processes of production, distribution, exchange, and consumption within different social contexts.

Course Contents:

Unit-1: **Introduction and Perspectives:**

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

Unit-II: Forms of Exchange

- Reciprocity and Gift
- Barter system
- Exchange and Money

Unit-III: Systems of Production, Circulation and Consumption

- Hunting and Gathering
- Agrarian
- Capitalism
- Socialism

Unit-IV: **Classical Theoretical Perspectives of Economic Sociology**

- Durkheim: Division of Labour
- Weber: Sociology of Capitalism
- Veblen: Conspicuous Consumption

- Parsons: Economy as a sub system

Unit-V: **Some Contemporary Issues**

- 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	3	1	1	1	2	1	2	1	3	1	1	3	2
CO2	1	3	2	3	3	1	1	1	2	1	2	1	3	1	1	3	2
CO3	1	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO4	1	3	2	2	3	1	1	1	2	1	2	1	3	1	1	2	2
CO5	2	3	2	3	3	2	1	1	2	2	3	1	3	2	2	3	2
Average	**1.2**	**3.0**	**2.0**	**2.8**	**3.0**	**1.4**	**1.0**	**1.0**	**2.0**	**1.4**	**2.2**	**1.0**	**3.0**	**1.4**	**1.4**	**2.8**	**2.0**

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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 8	Decent Work and Economic Growth	Core focus on production systems, labour, unemployment, capitalism, and economic structures.
SDG 10	Reduced Inequalities	Addresses economic inequality, class structures, and unequal access to resources.
SDG	Industry, Innovation	Relates to industrialization, e-commerce,

9	and Infrastructure	globalization, and modern economic systems.
SDG 12	Responsible Consumption and Production	Covers consumption patterns, exchange systems, and sustainability in economic behaviour.
SDG 1	No Poverty	Linked to development, unemployment, and socio-economic disparities.

Suggested Readings:

14. Baran, P. The Political Economy of Growth. NY: Monthly Review Press, 1957.
15. Durkheim, É. The division of labour in society. New York: Free Press, 1997.
16. Evans, P. B. Embedded autonomy states and industrial transformation. Princeton, NJ: Princeton University P, 1995.
17. Granovetter, M. "Economic action and social structure: The problem of embeddedness" in American Journal of Sociology. Vol. 91, pp. 481–510, 1985.
18. Harvey, D. A Brief History of Neoliberalism. Oxford: Oxford University Press. 2009.
19. Hoselitz, B.F. Sociological Aspects of Economic Growth. NY: The Free Press, 1960.
20. Marx, K. "Alienated Labour" in T.B. Bottomore (Ed.). Karl Marx: Early Writings, New York: McGraw Hill, 1963.
21. Marx, K. Capital (Vol. I). Moscow: Progress Publishers 1974.
22. Mitchell, T. 'Fixing the Economy' in Cultural Studies, 12(1), 1998.
23. Nash, M. Primitive and Peasant Economic Systems. California: Chandler, 1956.
24. Parsons, T. and N. Smelser. Economy and Society. London: Routledge, 2010.
25. Smelser, N. J. and R. Swedberg. The handbook of economic sociology. Princeton, NJ: Princeton University P, 2005.
26. 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
Major Course - XXIII (C-23)	SO 40006	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

Unit-V Digital Sociology Thinkers and Theories

- Manuel Castells
- Marshall McLuhan
- Michel Foucault

- Jean Baudrillard
- Erving Goffman

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 SO40006

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	2	1	1	3	3	1	1	1	3	1	1	2	2
CO2	2	3	2	3	3	2	2	3	3	2	3	1	3	3	2	3	3
CO3	3	3	3	3	3	2	2	3	3	2	3	1	3	3	2	3	3
CO4	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**

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 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	Explores the impact of digital technologies, AI, and data-driven systems on work patterns, digital economies, and

	Economic Growth	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.

Major Course: XXIV

SOCIOLOGY OF HEALTH

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course - XXIV (C-24)	SO40008	Sociology of Health	4	3	1	0

Course Objectives:

- Understand the scope, nature, and significance of health sociology as a sub-discipline.
- Examine the relationship between health, illness, and society using sociological perspectives.
- Study social determinants of health such as class, caste, gender, ethnicity, and environment.
- Analyze cultural beliefs, practices, and values related to health, illness, and healing.
- Explore major theories and models of health and illness, including biomedical and socio-cultural approaches.

Course Contents:

Unit-I: Sociology of Health

- Meaning & Definition
- Emergence of Health Sociology
- Scope of Sociology of Health

Unit-II: Sociological Perspectives of Health

- Functionalist
- Marxist
- Post structuralist
- Feminist

Unit-III: Health Inequalities

- Race, Ethnicity inequalities
- Class and health inequalities
- Gender, Disabilities and health inequalities

Unit-IV: Health Programs in India

- Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
- Janani Suraksha Yojana(JSY)
- National Urban Health Mission

Unit-V: Indigenous Knowledge of Health care systems and the role of NGOs

- Indigenous Knowledge of Medicine and alternative practices
- Non-Governmental Organizations and Health Care Promotions

Course Outcomes:

CO1: To obtain a comprehensive understanding of Sociology of Health and illness.

CO2: To understand the development and trajectory of the Sociology of Health and the health care system.

CO3: Critically evaluate the inequalities of health in race, ethnicity, class, gender etc.

CO4: To interpret the knowledge of the state's role, policy and healthcare issues.

CO5: To understand indigenous knowledge and health care practices.

Course Outcomes - Programme Outcomes Mapping of Paper SO40008

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	1	1	1	2	1	2	2	3	1	1	3	1
CO2	2	3	2	3	3	1	1	1	2	2	2	2	3	2	1	3	2
CO3	3	3	2	3	3	2	1	1	2	2	3	2	3	2	2	3	2
CO4	2	3	2	3	3	1	1	1	2	3	3	2	3	2	1	3	2
CO5	2	3	2	2	3	1	1	1	2	2	2	2	3	2	1	3	2
Average	**2.2**	**3.0**	**2.0**	**2.6**	**3.0**	**1.2**	**1.0**	**1.0**	**2.0**	**2.0**	**2.4**	**2.0**	**3.0**	**1.8**	**1.2**	**3.0**	**1.8**

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 3	Good Health and Well-being	Core focus on health systems, inequalities, policies, and healthcare access.
SDG 5	Gender Equality	Addresses gender-based health disparities, maternal health (e.g., JSY), and feminist perspectives.
SDG 10	Reduced Inequalities	Covers caste, class, race, disability-based health inequalities.

SDG 16	Peace, Justice and Strong Institutions	Relates to health governance, state health programs, and policy implementation.

Suggested Readings:

16. Akram, Mohammad(2014), *Sociology of Health*, Rawat Publications, Jaipur
17. Akram, Mohammad (2008), *Tribal health: studying sexual behaviour*, Rawat Publications, Jaipur
18. Ali,A(1993), NGOs in health care in Orissa: a profile, Health for the millions, Jun;1(3):23-5.
19. Bunton, Robin, Sarah Nettleton and Roger Burrows (1995), *The sociology of health promotion Critical analyses of consumption, life style and risk*, Routledge, UK
20. Carrin, Guy and Marc Vereecke (1992), Strategies for Health Care Finance in Developing Countries, Macmillan Education UK
21. Cockerham, William C (2020). *Sociological Theories of Health and Illness,* Routledge Publications.
22. Cockerham, William C. (2016), *Medical Sociology*, Routledge Publications
23. Collyer, Fran (2015), *The Palgrave Handbook of Social Theory in Health, Illness and Medicine*, Palgrave Macmillan
24. Conrad, Peter and Kristin K. Barker (2010), The Social Construction of Illness: Key Insights and Policy Implications, *Journal of Health and Social Behaviour*51(S)S67–S79
25. Constantinou, Costas S (2014), Applied Sociology of Health and Illness A problem- based learning approach, Radcliffe Publishing, London
26. Dunbar, Terry, Bronwyn Carson, Richard D. Chenhalland Ross, (2021), Social Determinants of Indigenous Health, Routledge
27. Ettorre. Elizabeth (2010) *Culture, Bodies and the Sociology of Health*, University of Liverpool, UK
28. Green, Andrew and Ann Mattias(1997), *Non-Governmental Organizations and Health in Developing Countries*, Macmillan Education UK
29. Healey, Justin (2004), *Indigenous health,* Balmain, N. S. W: Spinney Press
30. Lorber, Judith and Lisa Jean Moore (2002), *Gender and the Social Construction of Illness*, ALTAMIRA PRESS, UK

Sociology of Youth

Course Category	Course Code	Course Title	Credit	L	T	P
Minor Course - VIII (M-8)	SO42002	Sociology of Youth	4	4	0	0

Course Objectives:

- To understand the meaning, definition, and significance of Youth Sociology as a distinct area of sociological study.
- To examine the importance of education in shaping youth development and addressing challenges faced by young people.
- To analyze the role of media, including social media and technology, in influencing youth attitudes, behavior, and social interactions.
- To study the causes and consequences of juvenile delinquency and the effects of social isolation on youth.
- To understand the impact of globalization on youth and the role of international organizations like the United Nations in this process.

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Course Contents:

Unit- I: Introduction to the study of the Youth Sociology

- Meaning and definition
- Importance of the study of the Youth Sociology

Unit-II: Education of Youth

- Importance of education for Youth
- Youth and challenges

Unit-III: Youth and Media

- Role of Media on Youth
- Social Media and Technology

Unit-IV: Delinquency and Isolation

- Juvenile delinquency
- Impact of Social isolation on Youth

Unit-V: Youth and Globalization

- Globalization and its impact on Youth
- Role of UN in globalization

Course Outcomes:

CO1: Students will be able to explain the concept of Youth Sociology and recognize its importance in understanding youth-related social issues.

CO2: Students will be able to identify the role of education in youth empowerment and critically assess the challenges faced by youth in the educational system.

CO3: Students will be able to evaluate the positive and negative effects of media and technology on youth development.

CO4: Students will be able to understand factors contributing to juvenile delinquency and assess the social and psychological impacts of isolation on youth.

CO5: Students will be able to analyze how globalization affects youth opportunities and challenges, and understand the role of the UN in promoting youth development globally

Course Outcomes - Programme Outcomes Mapping of Paper SO42002

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	3	3	3	1	1	2	2	2	2	1	3	2	1	3	2
CO4	2	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO5	2	3	2	3	3	1	1	1	3	2	2	1	3	1	1	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.2**	**1.0**	**1.2**	**2.2**	**1.8**	**2.0**	**1.0**	**3.0**	**1.6**	**1.2**	**2.8**	**1.8**

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 3	Good Health and Well-Being	The course addresses youth mental health, social isolation, and behavioral issues such as juvenile delinquency and well-being.
SDG 4	Quality Education	It emphasizes the role of education in youth development, empowerment, and overcoming social challenges.

SDG 5	Gender Equality	Youth studies include understanding gendered experiences, equal opportunities, and inclusive development among young people.
SDG 8	Decent Work and Economic Growth	The course links youth development with employability, skills, and opportunities in a globalized economy.
SDG 10	Reduced Inequalities	It explores social exclusion, unequal opportunities, and challenges faced by youth across different social backgrounds.
SDG 16	Peace, Justice and Strong Institutions	The study of juvenile delinquency, social behavior, and civic participation promotes peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	The role of the UN and global cooperation highlights international partnerships in youth development and welfare.

Suggested Readings:

Andy Furlong, Youth Studies, chapter 11: "Beyond the First World."
Bruce LEVINE, "Eight Reasos American Youth Don't Fight Back", *Alternet, July 31, 2011.*
Jason Deparle. "ForPoor, Leap to Collage Often Ends in a Hard Fall ," The New York Times, December 22,2012.
Robin Marantz Henig, "What Is It about 20-Somethings." New York Times Magazine, August18, 2010.
Sherry Turkle, the Fight from Conversation," The New York Times, April21, 2012.

Social Psychology and Pathology

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major – VIII (DM-8)	SO42004	Social Psychology and Pathology	4	3	1	0

Course Objectives:

- Introduce the scope, nature, and significance of social psychology within sociology.
- Understand the processes of socialization, attitude formation, and group behaviour.
- Analyze how culture, norms, and social structures influence individual behaviour.
- Examine psychological concepts such as perception, motivation, personality, and learning in social contexts.
- Explore the causes and consequences of deviant behaviour and social pathologies.

Course Contents:

Unit-1: Introduction to Social Psychology

- Definition, Nature and Scope of Social Psychology
- Relationship with other Social Sciences
- Basic concepts of social psychology-- Social Attitude, Social Learning, Group decisions, Prejudice, Conformity, Crowd behaviour
- Methods of study used in Social Psychology

Unit II: Basic Psychological Processes

- Life Span Development: Infancy and Childhood, Adolescence, Middle Age, Old Age- Cognitive, Emotional, Social and Moral Development.
- Sensory Perceptual Processes- Sensation, Perception, Memory
- Cognitive Processes- Learning, Thinking, Motivation

Unit III: Socialization and the Development of self

- Development of Self
- Heredity and Environment

- Stages of Personality Formation
- Culture and Personality

Unit IV: Group influences and group behavior:

- Nature and development of groups – structure of groups and their operations
- Development of group norms- group processes, group cohesiveness, group mind, group think, group dynamics group polarization, group decision making, group problem solving, Leadership in groups

Unit V : Attitude, Persuasion and Pro-social behaviour

- The ABC model of attitudes- Affect, behaviour, and Cognition, Implicit Vs. Explicit attitudes
- Persuasion- Types of persuasion Techniques
- Pro-social behaviour -Altruism and pro-social Behaviour
- Positive moods and negative state- How positive moods and negative state Relief affect pro social behaviour

Course Outcomes:

CO1: Understand the scope of social psychology and its relationship with other social sciences CO2: The students can differentiate the socialization and personality development
CO3: Help to critically assess the different group process and leaderships patterns CO4: explain various social process that affects the individual attitude
CO5: Evaluate the different aspects of collective behaviour and deviance

Course Outcomes - Programme Outcomes Mapping of Paper SO42004

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**
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	1	2	1	3	2	1	3	2
CO3	2	3	2	3	3	2	2	1	2	2	2	1	3	2	2	3	2
CO4	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO5	2	3	2	3	3	2	2	1	2	2	3	1	3	2	2	3	2
Aver	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.4**	**1.6**	**1.0**	**2.0**	**1.6**	**2.2**	**1.0**	**3.0**	**1.8**	**1.4**	**2.8**	**1.8**

age																	

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SDGs Mapping of the course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 3	Good Health and Well-being	Addresses mental health, behaviour, cognition, stress, personality development, and prosocial behaviour influencing well-being.
SDG 4	Quality Education	Focuses on learning processes, socialization, cognitive development, and educational psychology of individuals.
SDG 5	Gender Equality	Covers gendered attitudes, prejudice, socialization, and behavioural patterns shaped by gender norms.
SDG 10	Reduced Inequalities	Examines prejudice, discrimination, conformity, and social attitudes affecting marginalized groups.
SDG 16	Peace, Justice and Strong Institutions	Deals with crowd behaviour, social norms, group dynamics, leadership, and social order/collective behaviour regulation.

Suggested Readings:

1. Allport.F.h., Social Psychology, Houghton, Miffin, Boston, 194.
2. Harari, Herbert and me David John, W. 1986, Social Psychology,CBS Publishers & Distributors, Delhi.
3. Kuppuswamy. B., Elements of Social Psychology, Konark Publishers Pvt Ltd, 2008
4. https://us.sagepub.com/sites/default/files/upm-assets/90582_book_item_90582.pdf
5.https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ
5. Maccoby, E.E., New Comp., T.E., and Harty E/K/(Eds.) 1958, Reading in Social Psychology, Holt, New York.
6. Merton, R.K., 1952 Bureaucratic and Personality, Reader in Bureacracy, Glenco III Free Press.
7. Sharma.J.D., Social Psychology, Lakshmi Narainagarwal, Agra

SEMESTER – VIII (Double Major) (With Research)

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course – XXI (C-21)	SO40002	Sociological Theory	4	3	1	0
Minor Course – VIII (M-8)	SO42002	Sociology of Youth	4	3	1	0
Double Major – VIII (DM-8)	SO42004	Social Psychology and Pathology	4	3	1	0
Dissertation	RD40082	Research and Dissertation	12	0	0	12
Total			24			

SEMESTER –VIII (Double Major with Research)

Sociological Theory

Course Category	Course Code	Course Title	Credit	L	T	P
Major Course – XXI (C-21)	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: Structural Functionalism[15 Classroom Contact Hours]

- A. R. Radcliffe-Brown: Structural Functionalism, Social Structure, Function, Structural Continuity, Comparative Method
- Bronislaw Malinowski: Theory of Needs, Participant Observation, Kula Ring, Holistic Study of Culture

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: Symbolic Interaction Perspective

- Erving Goffman
- Herbert Blumer
- George H. Mead

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

- 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	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	2	1	1	3	1	2	1	3	2	2	2	2
CO 2	3	3	2	3	3	2	2	1	3	2	2	2	3	2	2	3	3
CO 3	2	3	3	3	3	2	1	2	3	1	2	1	3	3	3	3	2
CO 4	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**

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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

Minor Course-VIII

Sociology of Youth

Course Category	Course Code	Course Title	Credit	L	T	P
Minor – VIII (M-8)	SO42002	Sociology of Youth	4	3	1	0

Course Objectives:

- To understand the meaning, definition, and significance of Youth Sociology as a distinct area of sociological study.
- To examine the importance of education in shaping youth development and addressing challenges faced by young people.
- To analyze the role of media, including social media and technology, in influencing youth attitudes, behavior, and social interactions.
- To study the causes and consequences of juvenile delinquency and the effects of social isolation on youth.
- To understand the impact of globalization on youth and the role of international organizations like the United Nations in this process.

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Course Contents:

Unit- I: Introduction to the study of the Youth Sociology

- Meaning and definition
- Importance of the study of the Youth Sociology

Unit-II: Education of Youth

- Importance of education for Youth
- Youth and challenges

Unit-III: Youth and Media

- Role of Media on Youth
- Social Media and Technology

Unit-IV: Delinquency and Isolation

- Juvenile delinquency
- Impact of Social isolation on Youth

Unit-V: Youth and Globalization

- Globalization and its impact on Youth

- Role of UN in globalization

Course Outcomes:

CO1: Students will be able to explain the concept of Youth Sociology and recognize its importance in understanding youth-related social issues.

CO2: Students will be able to identify the role of education in youth empowerment and critically assess the challenges faced by youth in the educational system.

CO3: Students will be able to evaluate the positive and negative effects of media and technology on youth development.

CO4: Students will be able to understand factors contributing to juvenile delinquency and assess the social and psychological impacts of isolation on youth.

CO5: Students will be able to analyze how globalization affects youth opportunities and challenges, and understand the role of the UN in promoting youth development globally

Course Outcomes - Programme Outcomes Mapping of Paper SO42002

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
CO2	2	3	2	3	3	1	1	1	2	2	2	1	3	2	1	3	2
CO3	2	3	3	3	3	1	1	2	2	2	2	1	3	2	1	3	2
CO4	2	3	2	3	3	2	1	1	2	2	2	1	3	2	2	3	2
CO5	2	3	2	3	3	1	1	1	3	2	2	1	3	1	1	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.2**	**1.0**	**1.2**	**2.2**	**1.8**	**2.0**	**1.0**	**3.0**	**1.6**	**1.2**	**2.8**	**1.8**

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SDGs Mapping of the course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-Being	The course addresses youth mental health, social isolation, and behavioral issues such as juvenile delinquency and well-being.
SDG 4	Quality Education	It emphasizes the role of education in youth development, empowerment, and overcoming social challenges.

SDG 5	Gender Equality	Youth studies include understanding gendered experiences, equal opportunities, and inclusive development among young people.
SDG 8	Decent Work and Economic Growth	The course links youth development with employability, skills, and opportunities in a globalized economy.
SDG 10	Reduced Inequalities	It explores social exclusion, unequal opportunities, and challenges faced by youth across different social backgrounds.
SDG 16	Peace, Justice and Strong Institutions	The study of juvenile delinquency, social behavior, and civic participation promotes peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	The role of the UN and global cooperation highlights international partnerships in youth development and welfare.

Suggested Readings:

1. Andy Furlong, Youth Studies, chapter 11: "Beyond the First World."
2. Bruce LEVINE, "Eight Reasos American Youth Don't Fight Back", *Alternet, July 31, 2011.*
3. Jason Deparle. "ForPoor, Leap to Collage Often Ends in a Hard Fall ," The New York Times, December 22,2012.
4. Robin Marantz Henig, "What Is It about 20-Somethings." New York Times Magazine, August18, 2010.
5. Sherry Turkle, the Fight from Conversation," The New York Times, April21, 2012.

Social Psychology and Pathology

Course Category	Course Code	Course Title	Credit	L	T	P
Double Major – VIII (DM-8)	SO42004	Social Psychology and Pathology	4	3	1	0

Course Objectives:

- Introduce the scope, nature, and significance of social psychology within sociology.
- Understand the processes of socialization, attitude formation, and group behaviour.
- Analyze how culture, norms, and social structures influence individual behaviour.
- Examine psychological concepts such as perception, motivation, personality, and learning in social contexts.
- Explore the causes and consequences of deviant behaviour and social pathologies.

Course Contents:

Unit-1: Introduction to Social Psychology

- Definition, Nature and Scope of Social Psychology
- Relationship with other Social Sciences
- Basic concepts of social psychology-- Social Attitude, Social Learning, Group decisions, Prejudice, Conformity, Crowd behaviour
- Methods of study used in Social Psychology

Unit II: Basic Psychological Processes

- Life Span Development: Infancy and Childhood, Adolescence, Middle Age, Old Age- Cognitive, Emotional, Social and Moral Development.
- Sensory Perceptual Processes- Sensation, Perception, Memory
- Cognitive Processes- Learning, Thinking, Motivation

Unit III: Socialization and the Development of self

- Development of Self
- Heredity and Environment
- Stages of Personality Formation
- Culture and Personality

Unit IV: Group influences and group behavior:

- Nature and development of groups – structure of groups and their operations
- Development of group norms- group processes, group cohesiveness,

group mind, group think, group dynamics group polarization, group decision making, group problem solving, Leadership in groups

Unit V : Attitude, Persuasion and Pro-social behaviour

- The ABC model of attitudes- Affect, behaviour, and Cognition, Implicit Vs. Explicit attitudes
- Persuasion- Types of persuasion Techniques
- Pro-social behaviour -Altruism and pro-social Behaviour
- Positive moods and negative state-How positive moods and negative state Relief affect pro social behaviour

Course Outcomes:

CO1: Understand the scope of social psychology and its relationship with other social sciences CO2: The students can differentiate the socialization and personality development CO3: Help to critically assess the different group process and leaderships patterns CO4: explain various social process that affects the individual attitude
CO5: Evaluate the different aspects of collective behaviour and deviance

Course Outcomes - Programme Outcomes Mapping of Paper SO42004

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CO1	2	3	2	2	2	1	1	1	2	1	2	1	3	1	1	2	1
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CO3	2	3	2	3	3	2	2	1	2	2	2	1	3	2	2	3	2
CO4	2	3	3	3	3	1	2	1	2	2	2	1	3	2	1	3	2
CO5	2	3	2	3	3	2	2	1	2	2	3	1	3	2	2	3	2
Average	**2.0**	**3.0**	**2.2**	**2.8**	**2.8**	**1.4**	**1.6**	**1.0**	**2.0**	**1.6**	**2.2**	**1.0**	**3.0**	**1.8**	**1.4**	**2.8**	**1.8**

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4. https://us.sagepub.com/sites/default/files/upm-assets/90582_book_item_90582.pdf
   5.https://www.youtube.com/channel/UCHB7YP7bku94AYkzR51U_rQ
5. Maccoby, E.E., New Comp., T.E., and Harty E/K/(Eds.) 1958, Reading in Social Psychology, Holt, New York.
6. Merton, R.K., 1952 Bureaucratic and Personality, Reader in Bureacracy, Glenco III Free Press.
7. Sharma.J.D., Social Psychology, Lakshmi Narainagarwal, Agra

Dissertation

Course Category	Course Code	Course Title	Credit	L	T	P
Dissertation	RD40082	Research and Dissertation	12	0	0	12

Require students to undertake research projects/ write dissertations as a culmination of their

B.A. programme in 8th Semester. Students will be evaluated based on their ability to formulate research questions, conduct literature reviews, collect and analyze data, and present their findings in a coherent and scholarly manner. Students will be engagedunder supervision of faculty for field work in communities / other settings to gauge students' understanding of specific topics covered in their courses and prepare reports, case studies, problem sets, and group projects.

Students are required to defend their research thesis or dissertation before a panel of faculty members. They will be evaluated based on their ability to articulate their research questions, methodologies, findings, and contributions to the field, as well as respond to questions and criticisms from the examining committee. Oral defense of the thesis or dissertation will be scheduled where students present their research to a panel of faculty members. The panel will assess students based on their ability to articulate their research process, defend their findings, respond to questions, and demonstrate a deep understanding of the subject matter.

Distribution of Marks for evaluation

Field Work Faculty Supervisor	50 Marks
Internal Viva Voce Examination	30 Marks
External Viva Voce Examination	20Marks
Total	**100 Marks**