



**SNDT Women's University, Mumbai**  
**Sociology B.A. structure and Syllabus**  
**of Semester I and II for**  
**implementation from the academic**  
**year 2024-2025**

**As per the Credit structure for Undergraduate**  
**Programmes in Faculties of**  
**Humanities, Science and Technology and**  
**Interdisciplinary Studies**  
*As per the Government of Maharashtra Circular*  
*dated 13<sup>th</sup> March, 2024*

**NEP - 2020**

**(w.e.f. 2024-25)**

**Final B.A. Sociology syllabus Structure and syllabus of**  
**Semester I and II passed in Sociology BOS meeting held**  
**on 14.05.2024**

**Programme Template:**

Programme Degree		<b>B. A.</b>
Parenthesis if any		<b>Sociology</b>
Preamble (Brief Introduction to the programme)		<p>Sociology is a science based on the study of human life. Human social life is complex and many facts of the human experience. The discipline of sociology has been sub-division of social sciences.</p> <p>Sociology relates to new discipline which social statics and social dynamics. Now a days importance of sociology has increased. New branches in sociology gave scope in the social science and each and every social event related with interdisciplinary studies.</p> <p>The course aims at imparting fine understanding of sociological concepts with all its complexities.</p> <p>The course aims at the re-thinking the concepts, processes and learning in sociology and about society.</p>
Programme Specific Outcomes (PSOs)		<p>After completing this programme, Learner will</p> <p>acquire the basic Concepts in Sociology.</p> <p>Recognize the relationship of sociology with other subjects.</p> <p>get knowledge about traditional and modern history of sociology.</p> <p>observe and analyze the dynamics in sociology</p> <p>Develop the vocational skill.</p> <p>analyze the concept of social construction and behavior in day-to-day life.</p> <p>acquire skills to detect social problems and resolve them.</p> <p>comprehend the reality with social sensitivity, gender equality and sustainability.</p>
Eligibility Criteria for Programme		HSC passed or equivalent from any discipline (Those who have not taken Sociology in HSC should make a bridge course in the first Semester.)
Intake (For Affiliated and Conducted Colleges)		As per the university norms

### Structure with Course Titles (Revised May 2024)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester I</b>					
10011101	<b>Introduction to Sociology-I</b>	Subject 1	2	50	50	0
		Subject 2	2	50	0	50
	----	Subject 3	2	50	50	0
10411111	<b>Current Social Issues in India</b>	OEC	4	100	50	50
10611101	<b>Sociology of Entrepreneurship</b>	VSC	2	50	50	0
10711101	<b>Life Skill of Education</b>	SEC	2	50	50	0
	----	AEC (English)	2	50	0	50
	----	IKS (Generic)	2	50	0	50
	----	VEC	2	50	0	50
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
	<b>Semester I</b>					
20011111	<b>Foundation to Sociology-II</b>	Subject 1	2	50	0	50
		Subject 2	2	50	50	0
		Subject 3	2	50	0	50
		VSC of Subject 2	2	50	0	50
		VSC of Subject 3	2	50	0	50
20411111	<b>Understanding Gender</b>	OEC	4	100	50	50
20711101	<b>Sociology of Social Work</b>	SEC	2	50	50	0
	----	AEC (English)	2	50	50	0
	-----	VEC	2	50	0	50
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

**Exit with UG Certificate with 4 extra credits (44 + 4 credits)**

**Assignments, Case study, Project: Current Social issues in society:-**

**Poverty, Women Issue Environment, Youth issues any other topic related to syllabus. (25) OR Report Writing: Related to field visit (25)**

**OR**

**Group Discussions Seminar based on (25)**

**Course Syllabus  
Semester I**

**Subject No.1.1**

<b>Course Title</b>	<b>Introduction to Sociology-I</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"><li>• know the convergence and divergence of Sociology with other social sciences.</li></ul>
	<ul style="list-style-type: none"><li>• get acquainted with the discipline of Sociology.</li></ul>
	<ul style="list-style-type: none"><li>• incorporate some key concept in sociology which would enable the learner to Sociological knowledge.</li></ul>
<b>Module 1 (Credit 1) Nature of Sociology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• identify the origin, scope and development of Sociology.</li></ul>
	<ul style="list-style-type: none"><li>• recognize the relationship of Sociology with other Social Sciences.</li></ul>
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Meaning, Nature and Scope of Sociology,</li><li>• Origin and Development of Sociology,</li><li>• Relationship of Sociology with Other Social Sciences: Anthropology ,History, Political Science &amp; Economics</li></ul>
<b>Module 2 (Credit 1) Social Structure</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Define the meaning and elements of Social Structure.</li></ul>
	<ul style="list-style-type: none"><li>• Describe the concepts of status, role, norms and values.</li></ul>
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Social Structure: Meaning and Elements</li><li>• Social Structure: Status and Role</li><li>• Social Structure: Norms and Values</li></ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issue Environment, Youth issues any other topic related to syllabus. (25)

OR

Report Writing: Related to field visit (25)

OR

Group Discussions Seminar based on (25)

**Internal Assessment:** There will be **No External** evaluation for this course

## **Reference :**

Bottomore T.B. (1972), 'Sociology : A guide to problems and literature' Bombay : George Allen & Unwin.

Dasgupta Sameer & Saha Paulami, (2012) The Introduction to Sociology- Pearson Publication

Harlambos M. (1998), 'Sociology : Themes & Perspectives, Oxford University Press. New Delhi

Inkles Alex, (1987) 'What is Sociology? Pentice- Hall of India, New Delhi.

Jayram N. (1988), 'Introductory Sociology' Macmillan India, Madras.

Johnson, Harry M. (1995), 'Sociology :A Systematic Introduction', Allied Publishers, New Delhi.

Schater Richard T. & Robert P. Lamm. (1999), 'Sociology', Tata Mc Graw Hill, New Delhi.  
H.K. Rawat(2013), Sociology Basic Concepts, Rawat Publications , Jaipur

Vidya Bhushan & Sachdeva(2003), Introduction to Sociology-Kitab Mahal

## **मराठी संदर्भग्रंथ:**

आगलावे प्रदीप,(२०११),समाजशास्त्रातील संकल्पना आणि सिद्धांत, श्री. साईनाथ प्रकाशन, नागपूर.

कऱ्हाडे बी. (२००८), समाजशास्त्रातील मूलभूत संकल्पना, पिंपळपुरे अँड पब्लिशर्स, नागपूर.

खडसे भा. कि., (२००९), समाजशास्त्र मूलभूत संकल्पना, श्री. मंगेश प्रकाशन, नागपूर.

खैरनार दिलीप,(२००८), समाजशास्त्र परिचय, डायमंड पब्लिकेशन, पुणे.

मारुलकर विजय, (२००७), समाजशास्त्रचा परिचय, फडके प्रकाशन, कोल्हापूर.

सांळुखे सर्जेराव,(२००६), समाजशास्त्रातील मूलभूत संकल्पना, नरेंद्र पब्लिकेशन, पुणे.

नाडगोंडा गुरुनाथ,(२००१), समाजशास्त्राची मूलतत्वे, कॉन्टीनॅटल प्रकाशन. पुणे.

## **हिंदी संदर्भग्रंथ:**

प्रो. गुप्ता एम.एल.,डॉ. शर्मा डी. डी. (२०१९), समाजशास्त्र परिचय,साहित्य भवन पब्लिकेशन, आग्रा

प्रो. नागला बी. के.,सिंह शिव बहाल (२०२३), समाजशास्त्र परिचय, रावत पब्लिकेशन, जयपूर

रावत हरिकृष्ण, (२००५), समाजशास्त्र विश्वकोश, रावत पब्लिकेशन जयपूर.

डॉ. सिंह जे. पी. (२०२०), समाजशास्त्र एक परिचय, रावत पब्लिकेशन जयपूर

**Note: Any other text/Article suggested by the subject teacher.**

### 1.4 Open Elective Course (OEC)

<b>Course Title</b>	<b>Current Social Issues in India</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• Discuss the current social issues in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• empowered to face social problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• aware about the current issues in Society</li> <li>• define and discuss the problems and related to human in Indian society</li> </ul>
<b>Module 1 (Credit 1)</b>	<b>Inter-group Conflict</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• analyze the stratifications of Indian society in terms of communalism and its problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review causes and impact of inter-group conflicts in Indian Society.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Communalism.</li> <li>• Casteism.</li> <li>• Regionalism.</li> </ul>
<b>Module 2 (Credit 1)</b>	<b>Population Issues</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• identify the causes and impact of over population in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clarify how over population perpetuates different social problems in India.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Overview of World Population</li> <li>• Causes and Impact of Population Explosion in India</li> <li>• Measures to control population problem</li> </ul>
<b>Module 3 (Credit 1)</b>	<b>Problems Related to Disorganization</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• explain the causes and impact of problems related to disorganization in Indian Society.</li> </ul>
	<ul style="list-style-type: none"> <li>• explore the prevalence of human trafficking in Indian society.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Farmer suicide- causes, impact &amp; preventive measures.</li> <li>• Girl and Women Trafficking.</li> <li>• Terrorism</li> </ul>
<b>Module 4 (Credit1)</b>	<b>Issues related to Child, Women and Elderly</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Get familiar with the issues related to child and elderly persons in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• Get Knowledge of women, child labour and elderly legislative.</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Child Labour: Meaning, Causes &amp; Preventive and Legislative measures.</li> <li>• Violence Against Women: Causes &amp; Preventive and Legislative measures.</li> <li>• Problems of Elderly: causes &amp; Preventive and Legislative measures</li> </ul>
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issue Environment, Youth issues any other topic related to syllabus. (25)

OR

Report Writing: Related to field visit (25)

OR

Group Discussions Seminar based on (25)

### **Reference :**

Ahuja Ram, (2007). Social Problems in India, , Rawat Publications, Jaipur

Deb Sibnath, (2005), Contemporary Social Problems in India-Anmol Prakashan , New Delhi.

Jogan Shankar, (1992), Social Problems and Welfare in India, New Delhi, Ashish Publishing House.New Delhi

Madan G.R., Indian Social Problems, Vol. I & II, New Delhi, Allied Publishers.

Memoria C.B., Social Disorganization and Social Problems in India, New Delhi, Kitab Mahal

PaulHouton B.&GeraldLeslie R.,(1974),The Sociology of Social Problems, Pearson Education India,

Sharma Ram Nath, Indian Social Problems, Mumbai, Media Promoters and Publishers.

Tripathi R.N.,(2011), Indian Social Problems,- Pinnacle Technology, New Delhi

Weinberg M. S., Rubington Earl and Sue Kiefer Hammersmith, (1981). The Solution of Social Problems, Five Perspectives, Oxford University Press.

### **मराठी संदर्भग्रंथ:**

लोटे आर. जे. (२००३), भारतीय समाज आणि सामाजिक समस्या, पिंपळपुरे प्रकाशन, नागपूर.

डॉ. भा.की. खडसे,(२००९),भारतातील सामाजिक समस्या, श्री. मंगेश प्रकाशन, नागपूर.

साळुंखे सर्जेराव, जत्राटकर एन. डी. आणि मारुलकर विजय, मारुलकर अश्विनी,(२०००),समकालीन भारतातील सामाजिक समस्या,नरेंद्र प्रकाशन, पुणे.

डॉ.बी.एच. किर्दक, डॉ.दया पांडे,डॉ. सुधा खडके, (२०१८), भारतातील सामाजिक समस्या, प्रशांत पब्लिकेशन जळगांव

### **हिंदी संदर्भग्रंथ:**

आहूजा राम,(२००७ ), सामाजिक समस्याएं, रावत पब्लिकेशन,जयपूर

शर्मा जी. एल., (२०२२), सामाजिक मुद्दे, रावत पब्लिकेशन, जयपूर

**Note: Any other text/Article suggested by the subject teach**

### 1.5 Vocational Skill Courses: (VSC)

<b>Course Title</b>	<b>Sociology of Entrepreneurship</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>Familiarize With the key concepts of entrepreneurship and its different dimensions.</li> </ul>
	<ul style="list-style-type: none"> <li>develop analytical capacity to grasp the importance of self-employment and achieve mastery over techniques of professional management.</li> </ul>
	<ul style="list-style-type: none"> <li>improve the employability of students who are willing to make career as small-scale business person or industrialist..</li> </ul>
<b>Module 1(Credit 1) Introduction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>describe meaning, importance and good qualities social Entrepreneurship.</li> </ul>
	<ul style="list-style-type: none"> <li>Acquire knowledge different types, stages of establishment and social enterprises.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Meaning and Importance of Social Entrepreneurship. Qualities of Social Entrepreneurship.</li> <li>Types of Social Enterprises-Voluntary, NGO, NPO and Cooperatives societies</li> <li>Stages in the establishment and social enterprises (Startup phase the growth phase, the maturity phase and the renewal or declined phase.</li> </ul>
<b>Module 2 (Credit 1) Mobilizing and Managing Capital for Social Enterprises</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>gain the knowledge about different funding agencies and initiatives taken by Government for social enterprise.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain human resources development, capacity building for social enterprise as well as they evaluated accountability of social enterprises.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Funding Agencies for Social Enterprises and Initiatives by State and Central Govt.</li> <li>Human Resources Development and Capacity Building for Social Enterprises</li> <li>Accountability among Social Enterprises- An evaluation of social enterprises</li> </ul>



## **Activities towards Comprehensive Continuous Evaluation (CCE)**

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issue Environment, Youth issues any other topic related to syllabus.  
(25)

OR

Report Writing: Related to field visit (25)

OR

Group Discussions Seminar based on (25)

**Internal Assessment:** There will be **No External** evaluation for this course

### **References:**

- Bornstein, David, (2007), How to Change the World: Social Entrepreneurs and the Power of New ideas, Oxford University Press.
- Lee, Nancy R and Philip Kotler, (2012), Social Marketing: Influencing Behaviours for Good, Sage South Asia
- Nicholls, Alex., (2006), Social Entrepreneurship: New Models of Sustainable social Change, Oxford University Press.
- Setterberg, Fred and Kary Schulman, (1985), Beyond Profit: Complete Guide to Managing the Non-Profit Organizations, Harper and Row.
- Steven Ott., (2001), Understanding Non-Profit Organizations: Governance, Leadership and Management, Westview Press. Management, Westview Press
- Bornstein, David, (2007), How to Change the world: Social Entrepreneurs and the Power of New Ideas, Oxford University Press.
- Dees, Gregory., Jed Emerson, and Peter Economy, (2002), Enterprising Non-Profits A Toolkit for Social Entrepreneurs, John Wiley and Sons.
- Drucker, Peter, (1990), Managing the Non-Profits Organizations: Practices and Principles, HarperCollins.
- Lee, Nancy R and Philip Kotler, (2012), Social Marketing: Influencing Behaviors for Good, Sage South Asia
- Nicholls, Alex, (2006) Social Entrepreneurship: New Models of Sustainable Social Change, Oxford University Press.
- Setterberg, Fred and Kary Schulman, (1985), Beyond Profit: Complete Guide to Managing the Non-Profit Organizations, Harper & Row.
- Steven Ott. J., (2001), Understanding Non-Profit Organizations: Governance, Leadership and Management, Westview Press.
- Sunder, Pushpa,(2013),Business and Community: The Story of Corporate Social Responsibility in India,

**Note: Any other text/Article suggested by the subject teacher**

### 1.6 Skill Enhancement Courses: (SEC)

<b>Course Title</b>	<b>Life Skill Education</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After studying this course, Student will be able to
	<ul style="list-style-type: none"> <li>• discuss development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop the strength-based life skill development, team work, innovate leadership, and career building skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• Inornate universal human values while utilizing life skills in field work.</li> </ul>
<b>Module 1(Credit 1) Life Skills Introduction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Explain the basic concepts of life skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• recognize the set of essential life skills that can lead to high employability and good work culture.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Basic Life Skills: Concept, Components and Significance.</li> <li>• Team Work Skills: Social Etiquettes, Democratic Decision, and Collaboration. <ul style="list-style-type: none"> <li>• Career Building Skills: Exploring Career Opportunities, Mentoring, Resume Preparation, facing Interview &amp; Group Discussion, Presentation Skills, Creating social media profile</li> </ul> </li> </ul>
<b>Module 2 (Credit 1) Significance and Application of Life Skills</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• To understand potential changes that can be brought about by employing essential life skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• To learn the application of essential life skills in diverse settings.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Developing Strategies for enhancing Life Skills.</li> <li>• Critical thinking, Solution focused thinking, Ethics, Integrity, Problem Solving, Decision making.</li> <li>• Stress Management, coping strategies, Brainstorming and Role plays for Team building.</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issue Environment, Youth issues any other topic related to syllabus. (25)

OR

Report Writing: Related to field visit (25)

OR

Group Discussions Seminar based on (25)

**Internal Assessment:** There will be **No External** evaluation for this course

**References:**

- Care, E., Kim, H., Anderson, K., & Gustafsson-Wright, E. (2017), Skills for a Changing World: National Census of India. (2011), Registrar General of India.
- Clarke, D., Bundy, D., Lee, S., Maier, C., Mckee, N., Becker, A., Paris, F. (n.d.). Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health
- Dewan S, Sarkar U (2017), From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA
- International Youth Foundation. (2014), Strengthening life skills for youth : A practical guide to quality programming.
- Kwauk C & Braga. (2017), Life skills education is more than teaching skills, Brookings's institution Washington DC
- LIFE SKILLS EDUCATION (n.d.). Retrieved from, [http://www.cbse.nic.in/cce/life\\_skills\\_cce.pdf](http://www.cbse.nic.in/cce/life_skills_cce.pdf)

**Suggested readings**

- Martin, R. (2007). How Successful Leaders Think. Harvard Business Review, 85(6): 60.
- Murphy-Graham (2012), Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras
- Sen Madhu Chanda (2010), An Introduction to Critical Thinking, Pearson, Delhi
- South, T., Life, A., & Forum, E. (2005). Life Skills-Based Education in South Asia.
- Street, C. (2012). Global Life Skills Education Evaluation, (February).
- WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.

**Note: Any other text/Article suggested by the subject teacher**

## Semester II

### Subject No. 2.1

<b>Course Title</b>	<b>Foundation to Sociology-II</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"><li>• know the convergence and divergence of Sociology with other social sciences.</li></ul>
	<ul style="list-style-type: none"><li>• get acquainted with the discipline of Sociology.</li></ul>
	<ul style="list-style-type: none"><li>• incorporate some key concept in sociology which would enable the learner to Sociological knowledge.</li></ul>
<b>Module 1(Credit 1) Social Stratification</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• define the meaning, types and characteristics of Social Stratification.</li></ul>
	<ul style="list-style-type: none"><li>• Describe the bases of Stratification.</li></ul>
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Social Stratification: Meaning, types and characteristics</li><li>• Bases of Stratification: Age, Gender, Wealth and Power</li><li>• Religion, Caste and Social Stratification</li></ul>
<b>Module 2 (Credit 1) Social Mobility</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Describe the meaning and types of Social mobility.</li></ul>
	<ul style="list-style-type: none"><li>• Define and analyze the factors and impact of Social Mobility.</li></ul>
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Meaning and Types</li><li>• Factors of Social Mobility</li><li>• Impact of Social mobility</li></ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issues, Environment, Youth issues any other topic related to syllabus.  
(25)

OR  
Report Writing: Related to field visit (25)  
OR  
Group Discussions Seminar based on (25)

**External Assessment:** There will be **No Internal** evaluation for this course

**Reference :**

- Bottomore T.B. (1972), 'Sociology : A guide to problems and literature' Bombay : George Allen & Unwin.
- Dasgupta Sameer & Saha Paulami, (2012) The Introduction to Sociology- Pearson Publication
- Harlambos M. (1998), 'Sociology : Themes & Perspectives, Oxford University Press. New Delhi
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- Jayram N. (1988), 'Introductory Sociology' Macmillan India, Madras.
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**Note: Any other text/Article suggested by the subject teacher**

## 2.6 Open Elective Courses (OEC)

<b>Course Title</b>	<b>Understanding Gender</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to <ul style="list-style-type: none"> <li>generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life.</li> <li>recognize primary identity of person in a human society is that of gender identities.</li> <li>Identify root of gender inequality in Indian society lies in its patriarchy system.</li> </ul>
<b>Module 1(Credit 1) 1) Introduction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>Define the concept of gender and the social construction of gender</li> <li>Analyze the culturally and socially constructed of gender roles</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Concept of Gender</li> <li>Social Construction of Gender</li> <li>Gender Sensitization</li> </ul>
<b>Module 2 (Credit 1) Gender and Inequality</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>Analyze the dimensions of economic gender inequality in the work sector.</li> <li>describe the political inequality must be more sensitive to the participation in many political area and decision-making biased gender norms.</li> <li>Get knowledge about inequality in health discrimination the health care.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Gender inequality in Economic sector</li> <li>Gender inequality in Political field</li> <li>Gender inequality in Health sector</li> </ul>
<b>Module 3 (credit 1) Gender Discrimination</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>highlight the social inequality towards gender discrimination.</li> <li>observe and identify gender discrimination.</li> <li>Explain gender oppression where one gender dominates the other unjustly or even cruelly</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Societal Perpetration</li> <li>Domestic Violence</li> <li>Sexual Harassment at Workplace</li> </ul>
<b>Module 4 (credit 1) Gender and Policy Interventions</b>	
	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>Analyze the need for women rights and policies</li> <li>Examine the women's empowerment policy</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Women's Reservation Policy</li> <li>• Women's Land Rights.</li> <li>• Women's Empowerment Policy</li> </ul>
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issue Environment, Youth issues any other topic related to syllabus. (25)

OR

Report Writing: Related to field visit (25)

OR

Group Discussions Seminar based on (25)

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**हिंदी संदर्भग्रंथ:**

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**Note: Any other text/Article suggested by the subject teacher.**



## 2.6 Skill Enhancement Course (SEC)

<b>Course Title</b>	<b>Sociology of Social Work</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• get knowledge about the clear the relevance of Sociology to Social Work practice</li> </ul>
	<ul style="list-style-type: none"> <li>• the more generic skill of social work .</li> </ul>
	<ul style="list-style-type: none"> <li>• Study from Sociological and social work.</li> </ul>
	<ul style="list-style-type: none"> <li>• orient the student to the field of social work in various communities.</li> </ul>
<b>Module 1 (Credit 1) Introduction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• provide knowledge to the social work and how sociology can inform professional social work practice in Indian society .</li> </ul>
	<ul style="list-style-type: none"> <li>• recognize the relationship of sociology with other social science.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Social Work: Meaning, Definition, nature and scope of social work.</li> <li>• Development of Social Work in India</li> <li>• Relationship between sociology with social work, Economics, Political Science and Psychology.</li> </ul>
<b>Module 2 (Credit 1) Basic Concept of Social Work</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• get acquainted with basic concepts of social work.</li> </ul>
	<ul style="list-style-type: none"> <li>• Aware about principles, values and process of social work.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use Knowledge of case work, group skill and relationship of community work.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Concept of Social work: Social welfare, Social Service, Social Reform and Social Policy.</li> <li>• Social Work: Principles, values and Ethics.</li> <li>• Process of Social Work: a) Case work b) Group work c) Community Work.</li> </ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Assignments, Case study, Project: Current Social issues in society:- Poverty, Women Issue Environment, Youth issues any other topic related to syllabus. (25) OR

Report Writing: Related to field visit (25) OR

Group Discussions Seminar based on (25)

**Internal Assessment:** There will be **No External** evaluation for this course

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