Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -I
Semester -I
Credit: 4

Paper Name: Introduction to Sociology

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.

- capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -I :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -101 for UG Program

Title of the Course:	**Introduction to Sociology**
IDC Minor Paper Code:	**IDC Minor 101**
Semester = I	
	Total lectures (45 L+15 T)/ Credit = 4
Objectives of the Course:	i) The mandate of the course is to introduce the discipline to students from diverse training and capabilities. ii) The course is intended to introduce the students a sociological way of thinking. iii) It also provides a foundation for the students to peruse other more detailed and specialized courses in sociology
Learning Outcomes of the Course	i) Identify the sociological way of thinking ii) Understanding how sociology is related to other dimensions of social sciences. iii) Understand how social life is influenced by group membership. iv) Understand the different dimensions and directions of social change and how it affects different institutions of society
Course Content	
Module: -1 (12L)	i) **Sociology as a discipline**: Nature and Scope; Sociology and Other Social Sciences: Philosophy, History, Political Science, Social Anthropology and Economics ii) **Concepts: Definitions, Features, Types, Functions** Society, Community, Institutions, Associations, Social Groups and Social Structure iii) **Social Process**: Cooperation; Completion; Conflict; Accommodation; Assimilation
Module: -2 (13L)	i) **Culture and Society:** Culture: definition, characteristics, elements/components, functions; Norms and values; Relationship between Individual and culture; Socialization: Meaning, Characteristics, Agencies**;** Culture and Civilization ii) **Social Control and Social Change:** Meaning, Nature and Purpose of Social Control; Agencies of Social Control: Formal and Informal; Social Change: Concept, Definition, Characteristics and Factors
Module: -3 (10 L)	i) **Understanding India**: India as a Plural Society- meaning of plural society, Emerging trends of pluralism- political, economic and culture

	ii) **Social Institutions and Practices**- Meaning and Definition, characteristics and changing trends –Caste, Tribe, Class
Module: -4 (10L)	i) **Identities and Change after Independence**: Ethnic Movements; Dalits' Movement ; Women's Movement ii) **Challenges to State and Society:** Communalism, Secularism, Regionalism
Suggestive Readings:	Mason, Philip 1967. "Unity and Diversity : An Introductory Review Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, Volume 15, No. 4, pp 481-496. Alavi, Hamaza and John Harriss (eds.) 1989. Sociology of 'Developing Societies': South Asia. London: Macmillan. John Harriss, „The Formation of Indian society: Ideology and Power". pp. 126 – 133. Shah, Ghanshyam. 2001, Dalit identity and politics. Delhi: Sage Publications, Chapter 1 and 7. Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women"s movement", in Nivedita Menon (ed.) Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369. Madan, T.N., 1997, Modern Myths and Locked Minds. Delhi: Oxford University Press, Chapter 8. Dumont, L. 1997, Religion, Politics and History in India. Paris: Mouton, Chapter 5. Pakem B. 1990, "Nationality, Ethnicity and Cultural Identity"OMSONS Piblications, New Delhi. Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1,_The Forest, the Trees and One Thing', Pp. 1-36 Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, _Sociology and Common Sense', Pp. 13-27 Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, _Little Red Riding Hood' & _Rumpelstiltskin' General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, _A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46 MacIver, Robert M, and Charles Hunt Page. 1949. Society, New York: Rinehart. Chapter 10, _Types of Social Groups', Pp. 213-237 Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209 Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229 Firth, Raymond, 1956, Human Types, Thomas Nelson & Sons, Chapter 3,_Work and Wealth of Primitive Communities', Pp. 71-97 Bierstedt, Robert 1974, The Social Order, McGraw Hill, Chapter 20, _The Problem of Social Change' Pp. 527-567 Ritzer, George, 2004, The McDonaldisation of Society, Pine Forge Press, Chapter

	1, ‗An Introduction to McDonaldisation‘, Pp. 1-20, Chapter 2, McDonaldisation and Its Precursors‘ Pp. 21-39, Chapter 9, ‗McDonaldisation In a Changing World‘, Pp. 167-199
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -II
Semester -II
Credit: 4

Paper Name: Understanding Rural and Urban Society in India

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
- capacity to extrapolate from what has been learned, translate concepts to real-life situations and

apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -II :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -201 for UG Program

Title of the Course:	**Understanding Rural and Urban Society in India**
IDC Minor Paper Code:	**IDC Minor201**
Semester = II	
	Total lectures (45 L+15 T)/ Credit = 4
Objectives of the Course:	i) The objective of this course is to orient students with sociological approach to the study of rural society ii) This course will pay special attention to the emergence and growth of Urban Sociology, the consequences of urbanization, social structure in Urban Society and challenges in urban governance.
Learning Outcomes of the Course	i) It attempts to provide a comprehensive understanding of the socio-economic and political structure of rural and urban society in India. ii) This course also offers a synoptic overview of rural and urban governance and development in India
Course Content	
Module: -1 (10L)	1. i) **Rural Society:** Features of Rural Society; Villages, Caste, Varna, Jati, jajmani system , class in Rural society ii) Rural Social Institutions: Features of Rural Family; Joint Family Institution; Role of Dominant Caste in Rural India, iii) Rural Economy: Concept and Features of a Rural Economy; Pre Colonial and Post Colonial Rural Economy in India; Changes in Jajmani system; Green Revolution; The Impact of the New Economic Policy on the Rural Economy in India.
Module: -2 (10 L)	i) **Urban Society:** Feature of Urban Society; Process of Urbanization; Patterns of Urbanization ii) Process of Urbanization in India: Growth of Urban Population in India, Emergence of Cities, Causes and Consequences of Urbanization iii) Urban Social Structure: Urban family, urban social stratification – Caste and Class, Occupational Divisions

Module: -3 (10 L)	**Rural Urban Sociology:** **1.** Rural Sociology: Introduction: Concept of Rural Sociology; Origin, Development and Scope of Rural Sociology; Significance of Rural Sociology in India **2.** Introduction to Urban Sociology: Origin, Nature and scope, Importance of the study of Urban Sociology in India.
Module: -4 (15 L)	**Rural and Urban Governance**: 1) Rural Governance: Emergence of Panchayat Raj System in India; 73rd Constitution Amendment and Rural Governance; Structure and Functions of Rural Local Governance in India. ii) Rural Development: Concept, Objectives and Importance of rural development; an overview of Contemporary Rural development (with special reference to SGSY and MGNREG schemes) in India. iii) Urban Slums: Problems and challenges, urban development programmes. iv) Urban Governance: Meaning and Principle of Urban Governance, Urban Governance in India, urban violence: Challenges to Urban Governance.
Suggestive Readings:	i) Desai, A.R. 2005, Rural Sociology in India, Bombay: Popular Prakashan Pvt.Ltd. 2. Doshi, S.L. & Jain, P.C. 2002, Rural Sociology, New Delhi: RawatPublications. 3. Dube, S.C. 2003, India's Changing Villages, London:Routledge. 4. Srinivas, M.N. 1966, India's Villages, Bombay: Asia PublishingHouse. 5. Kartar Singh 1999, Rural Development: Principles, Policies and Management, Delhi:Sage. 6. Andre Beteille, 1974, Six Essays in Comparative Sociology, Oxford: Oxford University Press. 7. Berge E.E. 1962. Urban Sociology, New York: Free Press. 2. Bose, Ashish 1973. Studies in India's Urbanization, New Delhi: Tata McGraw Hill. 3. D Souza Alfred, 1978. The Indian city: Poverty Ecology and Urban Development, New Delhi: Manohar. 4. David A.Karp, Gregory P.Stone, William C. Yoels, 1991. Being Urban: A Sociology of Urban Life, London: Praeger. 5. Mahala, O. M. 2011. Urban governance in India: emerging challenges in liberalized era, New Delhi: Authors press. 6. Rajendra K. Sharma, 1997. Urban Sociology, New Delhi: Atlantic Publishers. 7. Rao M.S.A. 1974. Urban Sociology in India, New Delhi: Orient Longman. 8. Shrivastava, A.K. 1989. Urbanization: Concept & Growth, New Delhi: H.K. Publishers. 9. Simon Parker, 2004. Urban Theory and the Urban Experience: Encountering the City, London: Routledge. 10. Wilson R.A, and Schlutz David, 1978. Urban Sociology, London: Prentice Hall.
Method of	

Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -III
Semester -III
Credit: 4

Paper Name: Science, Technology and Society

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
- capacity to extrapolate from what has been learned, translate concepts to real-life situations and

apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -III :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -301 for UG Program

Title of the Course:	**Science, Technology and Society**
IDC Minor Paper Code:	**IDC Minor301**
Semester = III	
	Total lectures (45 L+15 T)/ Credit = 4
Objectives of the Course:	i) The course introduces the interdisciplinary field of research, Science, Technology and Society (STS) Studies to the students. The interface between science, technology and society will be looked into from a range of theoretical perspectives and relevant issues in India
Learning Outcomes of the Course	i) Familiar with the conceptual and sociological framework of relationship between science, technology and society ii) Able to explain the interface between science, technology and society and its impact on different socio-cultural institutions and processes iii) Able to link and reflect on current and ongoing sociological debates on development and role of technology
Course Content	
Module: -1 (11L)	i) **Conceptual Understanding of Science and Technology**: Meaning of Science and Technology, difference between science and technology, relation between Science and technology and its impact on society Philosophy of Science and Methods of Science ii) Science and Technology: Classical and contemporary sociological thought : Contributions of Comte, Durkheim, Vienna School iii) Karl Popper's notion of Falsification-Thomas Kuhn's notion of Paradigm and Scientific Revolution
Module: -2 (11L)	i) **Technological change and Impact on Society:** Technological change and impact on Social structures and Processes ii) Technology and change in sphere of Economy and Work iii) Interplay of Technology, Polity and Power structures iv) Social movements and Role of social media
Module: -3 (11L)	**Opportunities, Challenges, and Path Ahead:** i) Technology, Media, Identity and global society ii) Conformity and Deviance and Role of Science and Technology iii)Social inequalities, Social exclusion and Digital divide; Technology and developmental issue
Module: -4 (12L)	**Issues in Science, Technology and Society:** i) Science and Technology

	policy of Government of India: Intellectual property rights: The Patent Act of India 1911 and the Indian Patent Act of 1970; IP rights in India and progressive harmonization with international standards; Patent Amendment Act (2005); Science, technology and ethical issues ii) Women in Science-Gender and Science-Has feminism changed science?-feminist epistemology-Eurocentrism-the Enlightenment-racism and science-colonial science-human body and science-Craniology and comparative anatomy in the 19th century-eugenics-caste and gender in Indian science iii) How gender influences technologies and the social organization of scientific and technical workspaces---technologies constructed as masculine and feminine—technologies as both 'liberating' and 'limiting' women---contributions of Cynthia Cockburn & Donna Haraway
Suggestive Readings:	Bernal, J. D. (1939). The social function of science. New York, Macmillan. Chant, Colin and Besse, Richard. (1989). Science, Technology and everyday life, 1870-1950. London: Routledge. Kuhn, Thomas. (1962). The structure of scientific revolution. University of Chicago Press. Mackenzie, D. and Wajcman, J. (1985) The social shaping of technology. Milton Keynes: Open University Press. Merton, R. K. (1973). Sociology of science, theoretical and empirical investigation. Chicago: University of Chicago Press. Prasad, Rajeshwar (ed.). (1995). Science, Technology and quality of life. Agra: Y. K. Publishers. Wenda K. Bauchspies, Jennifer Croissant, Sal Restivo. (2005). Science, technology and society: A sociological approach. Wiley-Blackwell Wiebe E. Bijker, Thomas P. Hughes, Trevor Pinch (editors) (1989) The social construction of technological systems: New directions in the sociology and history of technology. The MIT Press. Nandy, Ashis 1988. Science, Hegemony and Violence: A Requiem for Modernity. New Delhi: Oxford University Press. Nanda, Meera 2002. Breaking the Spell of Dharma and Other Essays. New Delhi: Three Essays Collective. Nanda, Meera 2004. Prophets Facing Backward: Postmodern Critiques of Science and the Hindu Nationalism in India. New Brunswick: Rutgers University Press. Pickering, Andrew (eds.). 1992. Science as Practice and Culture. Chicago: Chicago University Press. Schiebinger, Londa. 1999. Has Feminism Changed Science? Cambridge and London: Harvard University Press. Shinn, Terry, and Richard Whitley, ed. 1985. Expository Science: Forms and Functions of Popularisation. Vol. Edited. Dordrecht, Boston and Lancaster: D. Reidel Publishing Company. Shiva, Vandana 1989. Staying Alive: Women, Ecology and Development.

	London: Zed Publishers. Irwin, Alan 1995. Citizen Science: A Study of People, Expertise and Sustainable Development. London and New York: Routledge. Irwin, Alan and Wynne, Brian (eds.) 1996. Misunderstanding Science? The Public Reconstruction of Science and Technology. Cambridge: Cambridge University Press. Raina, Rajeswari S. (eds.). 2015. Science, Technology and Development in India: Encountering Values. Hyderabad: Orient Blackswan. Rodder, Simone, Franzen, Martina and Weingart, Peter (eds.) 2012. The Science's Media Connection—Public Communication and its Repercussions. Sociology of the Sciences Year Book 28. Dordrecht, Heidelberg, London and New York: Springer.
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -IV
Semester -IV
Credit: 4

Paper Name: Social Problems in India

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of

learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.

- capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -III :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -401 for UG Program

Title of the Course:	**Social Problems in India**
IDC Minor Paper Code:	**IDC Minor401**
Semester = IV	
	Total lectures (45 L+15 T)/ Credit = 4
Objectives of the Course:	i) To gain an understanding of the concept of social problem and various social problems affecting the community at large.
Learning Outcomes of the Course	i) Students will be able to understand the social problems and Social Disorganization. ii) Students will be able to analyze nature, causes and different types of social disorganization. iii) Course will help students to develop awareness towards different social problems with the capacity to finding solutions for it. iv) Students will become sensitize towards social problems with respect to women, children and elderly
Course Content	
Module: -1 (11L)	i) Social Problems, Theoretical approaches to Social Problems; ii) Social Problems and Disorganization. Causes & Types of Social Disorganization. Types of Social Problems; Consequences of Social problems iii) Approaches to Social problems: Functionalism; Examples of Functionalism; Functionalist Perspective; Conflict theory ; Conflict Perspective; Limitations; Interactionism; Definition of Interactionism; Symbolic Interactionist Perspective; Limitations
Module: -2 (11L)	**Social Problems in India I:** i) Population Explosion: Increase in Population, Causes, Effects, Population Policy ii) Poverty and Unemployment: Conceptual debate; Causes; Rural Poverty; Effective Measures in Poverty Alleviation; iii) Alcoholism and Drug Addiction: The concept, Extent of Alcoholism, Causes, Treatment of Alcoholics; Drug addiction, Causes, Role of family and peer groups, Preventing drug abuse and combating drug addicts.
Module: -3 (11L)	**Social problems concerning Women and Children:** i) Violence against Women: Nature, Types: Dowry; Domestic violence; Rape; Acid Attacks, Harassment at Workplace; Theoretical Explanation of Violent Behaviour, Controlling Violence against Women; ii) Child Abuse and Child Labour: Child Population and working children;

	Types of child abuse; Causes of child abuse; Effects of abuse on Children; The problem of child labour. iii) Deviance among Children: Concept of Juvenile delinquency; children in conflict with law and children in need of care and protection; Causes and Types of deviance among Juveniles ; Preventive measures; Juvenile justice system. iv)Female infanticide and Foeticide: Female infanticide – concept, causes, types, preventive measures; Female foeticide, Causes, Consequences, Possible solution.
Module: -4 (12 L)	**Social problems in India II:** i) Suicide: Meaning, Types, Causes; Durkheim's views on Suicide. Problems faced by the Elderly in India iv) Corruption: Meaning, Forms and causes, Anti-corruption movements in India ii) Communalism and Secularism: Concept of communalism, Communal violence in India; Understanding Secularism in India. iii) Unemployment: Definition and Concept; Types of unemployment: Frictional, Cyclical, Seasonal, Structural, Technological & Disguised. Causes of unemployment in India; Unemployment in India: Remedies Effects of unemployment in India
Suggestive Readings:	Ahuja Ram. 1999. Social problems in India, Rawat Publication: New Delhi. Durkheim, Emile. 1951. Suicide, New York: Free Press Elliot, Mabel A and E. F. Merrill. 1961.Social Disorganization, Harper and Brothers, Gurr, Ted Robert 1970. Why Men Rebel, Princeton: Princeton University Press. Madan G.R. 1976. Indian Social problems, Allied Publisher, New Delhi. Mohanty,BB.2005.WeareLiketheLivingDead:FarmerSuicidesinWesternIndia, The Journal of Peasant Studies, Vol. 32, No. 2. Robert K. Merton and Robert Nisbet, (ed.). 1971. Contemporary social problems, Harcourt Brace, New York. Beteille, Andre 1992. Backward Classes in Contemporary India, New Delhi: OUP Beteille, Andre 1974. Social Inequality, New Delhi: OUP Bereman, G.D. 1979. Caste and Other Inequalities: Essay in Inequality, Meerut: Folklore Institute. Dube, Leela, 1997.Women and Kinship, Comparative Perspectives on Genderin South and Southeast Asia, New Delhi: Sage Publication. Desai, Neera&UshaThakkar2007.Women in Indian Society, Delhi: National Book Trust.

	Gadgil, Madhav and Ramchandra Guha 1996. Ecology and Equality: The use and Abuse of Nature in Contemporary India, New Delhi:OUP. Gill, S.S. 1998, The Pathology of Corruption, New Delhi: Harper Collin Publishers. Lewis, Oscar 1966. Culture of Poverty “Scientific American” Vol-II and V No.IV Madan, G. R 1976. Indian Social Problems, New Delhi: Allied Publishers. Satya Murty, T.V. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India, New Delhi: Turner, Jonathan (1995). "Macrodynamics: Toward a Theory on the Organization of Human Populations." New Brunswick: Rutgers University Press
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -V
Semester -V
Credit: 4

Paper Name: ----------

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving

variable routine and non-routine contexts relating to the chosen field(s) of learning.

- capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -III :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -501 for UG Program

Title of the Course:	**----------**
IDC Minor Paper Code:	**IDC Minor501**
Semester = V	
	Credit = 4
Objectives of the Course:	i) ii) iii) iv) v) vi)
Learning Outcomes of the Course	i) ii) iii) iv) v) vi)
Course Content	
Module: -1	i) ii) iii) iv) v) vi)

Module: -2	i) ii) iii) iv) v) vi)
Module: -3	i) ii) iii) iv) v) vi)
Module: -4	i) ii) iii) iv) v) vi)
Suggestive Readings:	i) ii) iii) iv) v)

	vi) vii) viii) ix) x)
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -VI
Semester -VI
Credit: 4

Paper Name: ----------

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.

- capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -III :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -601 for UG Program

Title of the Course:	**----------**
IDC Minor Paper Code:	**IDC Minor601**
Semester = VI	
	Credit = 4
Objectives of the Course:	i) ii) iii) iv) v) vi)
Learning Outcomes of the Course	i) ii) iii) iv) v) vi)
Course Content	
Module: -1	i) ii) iii) iv) v) vi)

Module: -2	i) ii) iii) iv) v) vi)
Module: -3	i) ii) iii) iv) v) vi)
Module: -4	i) ii) iii) iv) v) vi)
Suggestive Readings:	i) ii) iii) iv) v)

	vi) vii) viii) ix) x)
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -VII
Semester -VII
Credit: 4

Paper Name: **----------**

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.

- capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -III :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -701 for UG Program

Title of the Course:	**----------**
IDC Minor Paper Code:	**IDC Minor701**
Semester = VII	
	Credit = 4
Objectives of the Course:	i) ii) iii) iv) v) vi)
Learning Outcomes of the Course	i) ii) iii) iv) v) vi)
Course Content	
Module: -1	i) ii) iii) iv) v) vi)

Module: -2	i) ii) iii) iv) v) vi)
Module: -3	i) ii) iii) iv) v) vi)
Module: -4	i) ii) iii) iv) v) vi)
Suggestive Readings:	i) ii) iii) iv) v)

	vi) vii) viii) ix) x)
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	

Construct the Curriculum of Interdisciplinary Minor Course (IDC Minor)
(based on the following Parameters & Conditions)

Paper: -VIII
Semester -VIII
Credit: 4

Paper Name: **----------**

Parameters and Conditions to Construct IDC Minor Curriculum:

5.1.2 Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning: Graduates should be able to demonstrate the acquisition of:

- Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
- Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
- skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.

- capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems

5.2. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

100-199: ***Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

200-299: ***Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: ***Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

Responsible Major Disciplines for Curriculum Development of the IDC Minor Paper -III :……..

Curriculum of Interdisciplinary Minor Course (IDC Minor) -801 for UG Program

Title of the Course:	**----------**
IDC Minor Paper Code:	**IDC Minor801**
Semester = VIII	
	Credit = 4
Objectives of the Course:	i) ii) iii) iv) v) vi)
Learning Outcomes of the Course	i) ii) iii) iv) v) vi)
Course Content	
Module: -1	i) ii) iii) iv) v) vi)

Module: -2	i) ii) iii) iv) v) vi)
Module: -3	i) ii) iii) iv) v) vi)
Module: -4	i) ii) iii) iv) v) vi)
Suggestive Readings:	i) ii) iii) iv) v)

	vi) vii) viii) ix) x)
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	