

## **Sociology**

### **UG Semester- I Co Curricular Course**

#### **Report Writing & Presentation Skills-I**

##### **Course objectives**

Structure reports in a logical and professional manner; gain comprehensive skills and in-depth knowledge to plan and create reports; improve presentation skills; reduce fear and/or anxiety; train participants in developing successful strategies for presenting at internal and external board meetings, and at councils/ committees, train participants in building self confidence when using technology to deliver presentation, help participants learn how to communicate through report writing on what, how and when.

##### **Unit-1**

Importance and Scope of Report writing as an art, Writing is about imagination and creativity. Writing is about expression of thoughts and ideas. Create content and context

##### **Unit-2**

Types of Report, Informational Report (Periodic Report, Situational Report, Progress Report and Compliance Report) and Analytical Report (Justification Report, Feasibility Report and Research Report)

##### **Unit-3**

Functions, Uses and Advantages of Report, Challenges of report writing, Stages of Report: Gathering, Analyzing, Outlining, Writing and Revision

##### **Unit-4**

Qualities of good reports: Introduction, Body of Report, Organization of Report, important ideas, Appropriate headings, Use of headings, Visual Aids & Drafts, Right Sentence & Paragraph.

## **Sociology**

### **UG Semester- III Co Curricular Course**

### **Report Writing & Presentation Skills-II**

#### **Course objectives**

Structure reports in a logical and professional manner; gain comprehensive skills and in-depth knowledge to plan and create reports; improve presentation skills; reduce fear and/or anxiety; train participants in developing successful strategies for presenting at internal and external board meetings, and at councils/ committees, train participants in building self-confidence when using technology to deliver presentation, help participants learn how to communicate through report writing on what, how and when.

#### **Unit-1**

Preparation of PPT: technical learning

#### **Unit-2**

Practice session-1 for report presentations

#### **Unit-3**

Practice session-11 for report presentations

#### **Unit-4**

Assessment, Feedbacks and comments

## **Sociology**

### **Vocational Course**

#### **UG Semester- II**

#### **Rural / Tribal Community Studies**

##### **Unit-1**

Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

##### **Unit-2**

Community Studies build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from university to participation in, and contribution to, community, industry, work and not-for-profit organisations (NFPOs). '

##### **Unit-3**

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

##### **Unit-4**

Students can visit and interact with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces.

**Sociology**  
**Vocational Course**  
**UG Semester- IV**  
**Urban / Industrial Community Studies**

**Unit-1**

Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

**Unit-2**

Community Studies build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from university to participation in, and contribution to, community, industry, work and not-for-profit organisations (NFPOs). '

**Unit-3**

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

**Unit-4**

Students can visit and interact with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces.