

**Parvatibai Chowgule College of Arts & Science
(Autonomous)
Margao – Goa**

**MINUTES OF MEETING OF THE BOARD OF STUDIES IN SOCIOLOGY
HELD ON 11th APRIL, 2023**

Vide Chowgule College notice F.133(C)/1927 dated 27th March, 2023) a meeting of this BOS was convened on 11th April, 2023 at 2:30 p.m. through online Google meet, Parvatibai Chowgule College of Arts & Science, Margao – Goa. Since the number of members present represented the Quorum, the BOS began its proceedings.

Members present:

- | | |
|----------------------------|----------------------------|
| 1. Dr. Sachin Savio Moraes | - Chairperson |
| 2. Dr. Arvind Haldankar | - Academic Council Nominee |
| 3. Dr. Afonso Botelho | - Academic Council Nominee |
| 4. Ms. Juliana Lohar | - Industry Representative |
| 5. Mr. Keval Naik | - Alumni |
| 6. Ms. Valeska Gracias | - Member Secretary |
| 7. Ms. Siana D'Mello | - Member |
| 8. Mr. Prajot Asolkar | - Member |

Member Absent with Intimation

- | | |
|----------------------|---------------------------|
| 1. Dr. Joanna Coelho | - Vice-Chancellor Nominee |
|----------------------|---------------------------|

Proceedings

The Chairperson welcomed the members of the Board of Studies (BOS). The Chairperson introduced and explained the agenda for the meeting and read out the minutes of the previous B.O.S meet. The meet continued taking up the following agenda.

Agenda Items:

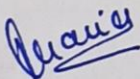
1. To apprise the New Course structure as per the new UGC guidelines based on NEP
2. To approve the list of Courses under the Nomenclatures, Discipline Core, Skilled Enhancement Course (SEC) , Value Added Course (VAC), Multidisciplinary Course (MDC).
3. To approve the syllabi of F.Y.B.A courses under the New UGC-NEP Course Structure
4. A.O.B

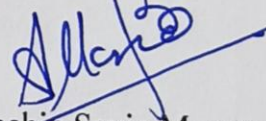
PART B: Important Points/ recommendations of BOS that require consideration / approval of Academic Council:

1. The Course Structure of the undergraduate 3 and 4 years Honors programme in Sociology such as B.A Sociology is recommended for approval of the academic council (see Annexure-1). This is based on the college approved NEP Course structure of the UGC through the Academic Council (5th April 2023) and the Governing Body (10th April 2023).
2. The list of courses under the Nomenclatures, Discipline Core, Skilled Enhancement Course (SEC) , Value Added Course (VAC), Multidisciplinary Course (MDC) from Semester 1 to 8 is recommended for Approval(see Annexure-2).
3. The BOS passed the resolution to approve the syllabus of the following FYBA undergraduate courses as per the New approved course structure (see also Annexure-3)

SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENCLATURE/ TYPE OF COURSE	CREDITS
1	UG-SOC-101	Introducing Sociology	DSC	4
	UG-SOC-MDC1	Social Concerns in India-1	MDC	3
	UG-SOC-VAC1	Drug Abuse and Aids Awareness	VAC	2
	UG-SOC-SEC1	Globalization and New Media (Digital Story Telling)	SEC	3
2	UG-SOC-102	Social Institutions in India	DSC	4
	UG-SOC-MDC2	Understanding Goa's Culture	MDC	3
	UG-SOC-VAC2	Community Engagement and social responsibility	VAC	2

The draft of the foregoing minutes of the meeting were read out by the Chairperson at the meeting itself and they were unanimously approved by all the members present.


Ms. Valeska Gracias
Member Secretary
Board of Studies


Dr. Sachin Savio Moraes
Chairperson
Board of Studies

Dated: 11th April, 2023

Annexure 1**B.A SOCIOLOGY 3 YEARS AND 4 YEARS HONOURS LIST OF COURSES 2022-23 UNDER NEW COURSE STRUCTURE**

SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENCLATURE/TYPE OF COURSE	CREDITS
1	UG-SOC-101	Introducing Sociology	DSC	4
	UG-SOC-MDC1	Social Concerns in India-1	MDC	3
	UG-SOC-VAC1	Drug Abuse and Aids Awareness	VAC	2
	UG-SOC-SEC1	Globalization and New Media (Digital Story Telling)	SEC	3
2	UG-SOC-102	Social Institutions in India	DSC	4
	UG-SOC-MDC2	Understanding Goa's Culture	MDC	3
	UG-SOC-VAC2	Community Engagement and social responsibility	VAC	2
3	UG-SOC-201	Social Change and Processes	DSC	4
	UG-SOC-202	Social Movements in India	DSC	4
	UG-SOC-MDC3	Contemporary Global Issues: Themes and Perspectives	MDC	3
	UG-SOC-SEC2	Community Project Development	SEC	3
4	UG-SOC-203	Sociology of Religion	DSC	4
	UG-SOC-204	Introduction to Sociology in India	DSC	4
	UG-SOC-205	Introduction to Qualitative Research Methods	DSC	4
	UG-SOC-206	Evolution of Goan Culture: Themes and Perspectives	DSC	4
	UG-SOC-VOC1	Teaching-Learning: Theory and Practice	VOC	4
5	UG-SOC-301	Introduction to Social Work	DSC	4
	UG-SOC-302	Contemporary Issues	DSC	4

		of Indian Society		
	UG-SOC-303	Women and Society	DSC	4
	UG-SOC-INT	INTERNSHIP	INT	4
	UG-SOC-VOC2	Introduction to NGO management	VOC	4
6	UG-SOC-304	Rural Sociology	DSC	4
	UG-SOC-305	Issues of women in Contemporary India	DSC	4
	UG-SOC-306	Contemporary Issues of Goan Society	DSC	4
	UG-SOC-PRO	Mini-Project	DSC	4
	UG-SOC-VOC1	Introduction to NGO management	VOC	4
7	UG-SOC-401	Classical Sociology	DSC	4
	UG-SOC-402	Sociology of Education	DSC	4
	UG-SOC-403	Sociology of Health	DSC	4
	UG-SOC-404	Quantitative Research Methods	DSC	4
8	UG-SOC-405	Introduction to schools of sociological theory	DSC	4
	UG-SOC-406	Crime and Society	DSC	4
	UG-SOC-407	Urban Sociology	DSC	4
	UG-SOC-408	Science, Technology and Society	DSC	4



**Parvatibai Chowgule College of Arts and Science
(Autonomous)**

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

DEPARTMENT OF SOCIOLOGY

**SYLLABUS FOR THREE/FOUR YEAR UNDERGRADUATE
DEGREE HONOURS
PROGRAMME IN SOCIOLOGY**

(Implemented from the Academic Year 2023-2024 onwards)

COURSE STRUCTURE

SEMESTER	MAJOR CORE	MINOR/ VOCATIONAL	MULTIDISCIPLINARY COURSE (MDC)	VALUE ADDED COURSES (VAC)	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENHANCEMENT COURSE (SEC)
I	UG-SOC-101: Introducing Sociology	UG-___ - 102:	UG-SOC-MDC1: Social Concerns in India-1	UG-SOC-VAC1: Substance Abuse and Aids Awareness		UG-SOC-SEC1: Globalization and New Media (Digital Story Telling)
II	UG-SOC-102: Social Institutions in India	UG-___ - 104:	UG-SOC-MDC2: Understanding Goa's Culture	UG-SOC-VAC2: Community Engagement and social responsibility		
III	UG-SOC-201: Social Change and Processes		UG-SOC-MDC3: Contemporary Global Issues: Themes and Perspectives			UG-SOC-SEC2: Community Project Development
	UG-SOC-202: Social Movements in India					
IV	UG-SOC-203: Sociology of Religion	UG-SOC-VOC1: Teaching-Learning: Theory and Practice				
	UG-SOC-204: Introduction to Sociology in India					
	UG-SOC-205: Introduction to Qualitative Research Methods					
	UG-SOC-206: Evolution of					

	Goan Culture: Themes and Perspectives					
V	UG-SOC-301: Introduction to Social Work	UG-SOC-VOC2: Introduction to NGO management				
	UG-SOC-302: Contemporary Issues of Indian Society	UG-SOC-INT Internship				
	UG-SOC-303: Women and Society					
VI	UG-SOC-304: Rural Sociology	UG-___-VOC3:				
	UG-SOC-305: Issues of women in Contemporary India					
	UG-SOC-306: Contemporary Issues of Goan Society					
	UG-SOC-PRJ: Mini-Project					
VII	UG-SOC-401: Classical Sociology					
	UG-SOC-402: Sociology of Education					
	UG-SOC-403: Sociology of Health					
	UG-SOC-404: Quantitative					

	Research Methods					
VIII	UG-SOC-405: Introduction to schools of sociological theory					
	UG-SOC-406: Crime and Society					
	UG-SOC-407: Urban Sociology					
	UG-SOC-408: Science, Technology and Society					

SEMESTER I

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY (HONOURS)

Major Discipline Core (4 Credit Course)

F.Y.B.A

SEMESTER I

Course Title: INTRODUCING SOCIOLOGY

Course Code: **UG-SOC-101**

Marks: 100

Credits: 4

Hours: 60

Course Objective:

1. To acquaint the students to the sociological perspective
2. To strengthen the fundamentals of sociology

Course Learning Outcomes: At the end of this course students will be able to

CLO 1: Analyse the growth of sociology as a science.

CLO 2: Compare and contrast sociology with other social sciences CLO 3:

Create a brochure by illustrating the varied scope of sociology.

CLO 4: Apply and analyse the various concepts in sociology to one's day to day life.

Course Content

UNIT I: Introduction

20 hours

1.1 Idea of science

1.2 Division of social sciences

1.3 Emergence of Sociology

1.4 Understanding Sociology and its perspectives

UNIT II: Uses/relevance of sociology

10 hours

2.1 Applied sociology

2.2 Roles/careers in sociology

UNIT III: Organizing social life

10 hours

3.1 Society

3.2 Culture

UNIT IV: Creation of social beings

20 hours

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

References Mandatory

Reading.

1. Haralambos, M. (1998). Sociology: Themes and perspectives. New Delhi: Oxford University Press
2. Schaefer, Richard T. and Robert P. Lamm. (1999). Sociology. New Delhi: Tata-McGraw Hill
3. Jayaram, N. (1988). Introductory sociology. Madras: Macmillan India
4. Bilton, T. et al. (2002). Introductory Sociology. New York: Palgrave.

Supplementary Reading:

1. Inkeless, Alex. (1987). What is sociology? New Delhi: Prentice Hall of India
2. Beteille, A. 2009. Sociology: Essays in Approach and Method. Delhi: Oxford University Press.
3. Bauman, Z, and May, T. 2001. Thinking Sociologically. Malden, USA: Wiley-Blackwell.

4. Johnson, Harry M. (1995).Sociology: A systematic introduction. New Delhi: Allied Publishers
5. Rao, C.N.Shankara.(2018). Sociology.NewDelhi:S.Chand

Web Based:

1. https://rgu.ac.in/wp-content/uploads/2021/02/Download_636.pdf
2. https://accessdl.state.al.us/AventaCourses/access_courses/sociology_ua_v14/introduction-to-sociology.pdf
3. https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB_9QTqRGQ.pdf

Multiple Disciplinary Course (MDC) 3 Credit Course
Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I

Course Code: UG-SOC-MDC1

Marks: 75

Credits: 3

Hours: 45

Course Objectives:

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

Course Learning Outcomes:

CLO 1: Explain the concept of a social problem and its varied characteristics

CLO 2: Analyze the varied problems in contemporary India

CLO 3: Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.

CLO 4: Present the role of various agencies in the alleviation of a given social problem

CLO 5: Design Programme for the welfare people.

Course Content

UNIT I: Introduction and Population as a Concern **15 hours**

- 1.1 Meaning and Characteristics of a social problem
- 1.2 India's population profile: Emerging trends
- 1.3 Demographic trends in Goa
- 1.4 Comparison between India and Goa

UNIT II: Poverty and Unemployment **15 hours**

- 2.1 The problem of poverty: Extent, causes and remedies

2.2 The problem of unemployment: Extent, causes and remedies

UNIT III: Delinquency and Child abuse

15 hours

3.1 Juvenile delinquency: Meaning, types, and causes

3.2 Child labour

3.3 Child Sexual Abuse with special reference to Goa

3.4 Legislation

References

Mandatory Readings:

1. Ahuja, Ram.(2016). Social problems in India. Jaipur:Rawat.
2. Madan, G.R. (1995). Indian social problems (Vols. I and II). New Delhi:Allied Publishers.
3. Mamoria, C.B.(1999). Social problems and social disorganisation. New Delhi:Kitab Mahal.

Supplementary Readings:

1. Thomas, G.(1994) AIDS in India: Myth and reality. Jaipur:Rawat.
2. Gokhale, S. D. et al.(1999) Aging in India. Mumbai. Somaiya Publications Pvt.Ltd.
3. Pai Panandikar and P. N. Chaudhari.(1983) Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House.

Web Based:

1. https://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf
2. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
3. [https://www.drishtiias.com/pdf/1649674551_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtiias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

Value Added Course (2 Credit Course)

Course Title: Substance Abuse and AIDS Awareness

Course Code: UG-SOC-VAC1

Marks: 50

Credits: 2

Hours: 30

Course Objectives:

1. To make students understand the meaning and nature of Drugs, abuse and AIDS.
2. To sensitize students the problems faced by people in contemporary India.

Course Learning Outcomes:

CLO 1: Explain the concept of a Drug and AIDS and its varied characteristics

CLO 2: Analyze the varied problems in the context of Drugs and AIDS in contemporary India

CLO 3: Evaluate the effectiveness of various programmes towards the alleviation of the given social problem by the Government and NGO's

CLO 4: Present the role of various agencies in the alleviation of a given social problem

CLO 5: Design Programme for the welfare people.

Course Content

UNIT I: Substance abuse

20hours

1.1 Alcoholism: Concept, Characteristics, Causes and Extent in the Globe and India

1.2 Alcoholism in Goa

1.3 Drug Abuse: Concept, Characteristics, Causes and Extent

1.4 Drug Abuse in Goa

1.5 Role of varied stake holders in dealing with substance abuse

UNIT II: Problem of AIDS

10hours

2.1 AIDS: Concept, Characteristics, Causes and Extent in the Globe and India

2.2 AIDS in Goa

2.3 Role of varied stake holders in dealing with AIDS

References

Mandatory Readings:

1. Ahuja, Ram.(2016). Social problems in India. Jaipur:Rawat.
2. Thomas, G.(1994) AIDS in India: Myth and reality. Jaipur: Rawat.
3. Mamoria, C.B.(1999). Social problems and Social Disorganization. New Delhi:Kitab Mahal.
4. Falleiro, Savio.(2020). Economic Impact of HIV/AIDS on Households. New Delhi: Sage

Web Based:

1. https://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf
2. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
3. [https://www.drishtiiias.com/pdf/1649674551_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtiiias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

Skilled Enhancement Course (3 Credit Course)

Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)

Course Code: **UG-SOC-SEC1**

Credits: 3

Marks :75

Hours: 45

Course Objectives:

1. Make students able to express their stories from a sociological perspective using the new media.
2. Make the students able to produce knowledge using technology.

Course Learning outcomes: Students will be able to

CLO 1: Create structure story.

CLO 2: Apply Voice recording and editing.

CLO 3: Demonstrate basic editing by using Picture.

CLO 4: Employ Video filming and basic editing.

CLO 5: Apply free ready to use software for merging sound and images.

CLO 6: Design and create stories in digital form from Sociological perspective.

Course Contents

UNIT I: Globalisation and the role of media **05hours**

UNIT II: Digital Story Telling (using images only) **15hours**

2.1 : Structuring a story

2.2: Editing pictures

2.3: Voice recording

2.4: Making of DST

UNIT III: Video Filming and Editing. **10 hours**

3.1 Structuring a story

3.2 Video Recording

3.3 Editing

UNIT IV: Creating a documentary (final product) **15hours**

References

Mandatory Reading:

1. Cohen, Dan. Roy Rosenzweig.(2005). *Digital History: A Guide to Gathering, Preserving and Presenting the past on the web*. Pennsylvania: University Of Pennsylvania Press.
2. Macionis John J. Ken Plummer.(2012). *Sociology: A Global Introduction*, England New York Pearson/Prentice Hall, Harlow.
3. Frazel, Midge.(2010). *Digital Storytelling: Guide for Educators*. London: International Society For Technology in Education.

Web Based:

1. <https://www.researchgate.net/publication/348937541>
2. <https://www.researchgate.net/publication/3489375411>

SEMESTER II

SEMESTER II

Major Discipline Core (4 Credit Course)

Course Title: SOCIAL INSTITUTION IN INDIA

Course Code: **UG-SOC-102**

Marks: 100

Credits: 4

Hours: 60

Course Objective

1. To train the students to look at Indian society from the sociological perspective.
2. To make students understand the important structural aspects of Indian society.

Course Learning Outcomes: At the end of the course students will be able to,

CLO 1: Analyze the process in the making of Indian society.

CLO 2: Define: Village, Caste, Marriage, Family, Kinship and Religion.

CLO 3: Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion.

CLO 4: Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

Course Content:

UNIT I: Making of Indian Society **10 hours**

UNIT II: Village and Caste **20 hours**

2.1: Concept

2.2: Characteristics

2.3: Types of Village community

2.4: Caste Vs Jati

2.5: Changes in Caste, Village and emergence of urban communities

UNIT III: Marriage, Family and Kinship **15 hours**

3.1: Concept

3.2: Characteristics/features

3.3: Functions

3.4: Types of Marriage, Family and Kinship

UNIT IV: Religion

15 hours

4.1: Concept

4.2: Characteristics

4.3: Type

4.4: Functions

References

Mandatory Reading.

1. Ahuja, Ram.(2006). Indian Social System, Jaipur: Rawat Publications.
2. Pais, Richard (Ed.) (2008). Social Institutions and Social Change, Mangalore: Mangala Publications.
3. Bottomore, T.(1975). Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,
4. Dube, S.C.(1990). Indian Society: New Delhi: National Book Trust.

Supplementary Reading:

1. Lannoy, Richard.(1997). The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press.
2. Singh, Yogendra.(1994). Modernization of Indian tradition. Jaipur: Rawat Publications.
3. Srinivas, M.N.(1992). Social change in modern India, Delhi: Orient Longman.
4. Srinivas M.N.(1996). Caste: Its Twentieth Century Avatar. New Delhi: Viking Penguin

Web Based:

1. <https://www.sociologylens.in/2019/11/concept-of-village-towns-and-cities.html?m=1>
2. <https://www.sociologydiscussion.com/village-community/9-main-characteristics-of-a-village-community/260>
3. <https://www.sociologydiscussion.com/village/classification/classification-of-villages-4-categories/2615>

Multidisciplinary Course (3 Credit Course)

1 Course Title: UNDERSTANDING GOA'S CULTURE

Course

Code:UG-

SOC-MDC2

Marks: 75

Credits: 3

Hours: 45

Course Objective:

The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.

Course Learning Outcomes: At the end of the course students

will be able to

CLO 1: Explain the various aspects of Goan culture.

CLO 2: Evaluate the social conditions and dimensions in the making of Goan's culture.

CLO 3: Analyze each facet of Goa's culture and judge its impact.

CLO 4: Recreate varied aspects of Goan culture by demonstration.

Course Content:

UNIT I: Understanding Goa's Village-Caste and Religion **hours**

15

1.1: Origin of Goan village myth Vs fact.

1.2: The Ganv, the Gaonkari and Comunidade.

1.3: Religions in Goa: A historical perspective.

1.4: Religious practices and Religious syncretism.

1.5: Caste in Goa: Origins, continuity and change.

1.6: Caste and Occupations in Goa

1.7: The changing village.

UNIT II: Understanding the language of Goa

10 hours

2.1: History of language.

2.2: Language movement.

2.3: Politicization of language.

2.4: Language and Education.

UNIT III: Understanding the Cuisines of Goa

10 hours

3.1: Portuguese influences in food.

3.2: Religious differences in cuisines.

3.3: Goan food its preparation (Sociological perspective)

UNIT IV: Dances and festivals of Goa (Durkheimian/Weberian perspective) 10 hours

4.1: Types of Dances in Goa and its performance.

4.2: Types of festivals and its social significance.

References

Mandatory

Readings

1. Dantes, N. (1999). The Transforming of Goa. Mapusa: Other India Press
2. Rodricks, Wendell. (2012). Moda Goa. India: HarperCollins.
3. Da Cunha, Gerson. (1991). The Konkani Language and Literature. New Delhi: Asian Educational Service.
4. Newman, R.S. (2001). Of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press.
5. Botelho, Afonso. (2011). Language and Early Schooling in Goa. Panjim: Directorate of Official Languages, Government of Goa
6. Da Costa Rodrigues, Maria. (2004). Feasts, Festivals and Observances of Goa. Mapusa: L & L Publications.
7. Da Silva Gracias, Fátima. Cozinha de Goa. (2010): History and Tradition of Goan Food. Mapusa: Goa 1556.

Supplementary Reading:

1. De Souza, Teotonio. (1994). Goa To Me. New Delhi: Concept Publishing Company.
2. Gomes, Olivinho. (2010) A Concise History of Goa. Panaji : Directorate of Art and Culture.
3. Alvares, C. (1999) Fish, Curry and Rice. Goa: Goa Foundation.
4. Mennel, Stephen; et al. (1992). The Sociology of Food. New Delhi: Sage.

Web Based

1. https://www.academia.edu/21194493/The_Becoming_of_Goa_Space_and_Culture_in_the_Emergence_of_a_Multicultural_World
2. <https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/11/goan-cuisine-final.pdf>

Value Added Course (2 Credit Course) adopted from UGC model Curriculum
Course Title: Fostering Social Responsibility and Community Engagement in Higher Education of India

Course Code:UG-SOC-VAC2

Marks: 50

Credits: 2

The Philosophy:

UGC's long-standing commitment to strengthen social responsibility and community engagement of Higher Education Institutions (HEIs) in India. An earlier policy of Ministry of Human Resource Development (MHRD), Government of India (2012) had been developed into a Scheme to promote stronger community engagement amongst HEIs in the country.

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the Ministry of Human Resource Development (MHRD), UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of UBA 2.0 in June 2018

Course Objective:

1. To develop an appreciation of rural culture, life-style and wisdom amongst students
2. To learn about the status of various agricultural and development programmes
3. To understand causes for distress and poverty faced by vulnerable households and explore solutions for the same
4. To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Course Learning Outcomes:At the end of the course students will be able to

1. Gain an understanding of rural life, Indian culture & ethos and social realities
2. Develop a sense of empathy and bonds of mutuality with local community
3. Appreciate significant contributions of local communities to Indian society and Economy
4. Learn to value the local knowledge and wisdom of the community
5. Identify opportunities for contributing to community's socio-economic improvements

Number of Hours: This Course will have 15 lectures of one hour duration i.e. 1 lectures per week over a period of fifteen weeks of a semester OR 15 hours of field immersion.

Course Content: (To be done through MOOC'S SWAYAM) 3 Hours a Week 15 Hours

1: Appreciation of Rural Society: Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages’ (Gandhi), rural infrastructure

2: Understanding rural and local economy & livelihood: Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour

3: Rural and local Institutions: Traditional rural & community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas & municipalities, local civil society, local administration

4: Rural & National Development Programmes: History of various /development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc.

Student-Teacher Engagement with the course

15 Hours

3 hours in community engagement in the field during each week or a total of 15 hours in the field at a stretch, with guidance from the teachers. It is recommended that the sequence proposed in this manual be followed in teaching. Following structure is recommended, with focus of learning described:

Unit One: Understanding Local realities, especially of the marginalised households in relation to the economy, habitation, culture, history of communities

Unit Two: Understanding Local Institutions: panchayats, municipalities, schools, health centres, Anganwadis, Water User Associations, Self-help Groups, Mahila Mandals, MGNREGS sites

Unit Three & Four: Practical understanding of a selected issue through a small group field project (3-4 students each). The teacher asks the students to identify one institution/issue/opportunity/challenge they have observed in the two previous Units to study that in-depth in small teams, and to propose possible solutions for improvements

Unit Five: Teams of students present their findings to that community, institution or agency and have a discussion with them. Facilitating discussions and reflections towards the last 30 minutes of each field visit is essential for learning to occur. Master Trainers can practice this themselves, and then teach it to other teachers whom they train.

Assessment:

1. 20% of marks for each of the first two units individually for each student, based on their seriousness in the field, interest in undertaking suggested activities, and courteous conduct with the community, especially in respecting them and their ways of being.
2. Remaining 60% of the marks given on the basis of team project, as teams work during Units 3, 4 & 5. Criteria are effort, seriousness, use of CBPR methods and presentations to the community in seriousness. Quality of solutions and recommendations is not so important since the time available for field study is very short.

Essential Reading.

Alahawat, S.R. 2008. Economic Reforms and Social Transformation, Rawat Publication.

Barik B.C .2000. Resource management & Contours of Development, Rawat Publication

Doshi. S.L.& P.C Jain.1999. Rural Sociology. Rawat Publication

Habib Irfan .1999. The Agrarian system of Mughal India , Oxford University Press

Jayal, N.G (eds) .2006. Local Governance in India, Oxford Publication

University Grants Commission. 2020. “Fostering Social Responsibility and Community Engagement in Higher Educational Institutions in India.” Accessed January 3, 2022. https://www.unescochair-cbrsr.org/wp-content/uploads/2020/08/UBA_Framework_Document.pdf

Ministry of Human Resource Development (MHRD), Govt. of India. 2018. “Unnat Bharat Abhiyan 2.0”. Accessed January 3, 2022. https://unnatbharatabhiyan.gov.in/files/presentations/orientation_dec2018/orientation.pdf; https://unnatbharatabhiyan.gov.in/app/webroot/files/uba_brochure.pdf

University Grants Commission. 2021. “Quality Mandate for Higher Education Institutions in India.” Accessed January 3, 2022. <https://www.ugc.ac.in/e-book/Quality%20Mandate%20EBOOK.pdf>

Narasimharao, B. 2010. “Tertiary Education Institutions for Corporate Education.” https://www.researchgate.net/publication/216686564_Tertiary_Education_Institutions_for_Corporate_Education_Need_and_Relevance_of_Corporate_Education_centres

Tandon, R. 2014. Fostering Social Responsibility in Higher Education in India. Accessed January 3, 2022. http://unescochair-cbrsr.org/unesco/pdf/Fostering_Social_Responsibility.pdf

Additional Reading:

PRIA. 2000. "Doing Research With People: Approaches to Participatory Research." Accessed January 3, 2022. https://www.pria.org/knowledge_resource/Doing_Research_With_People_Approaches_to_Participatory_Research_An_Introduction.pdf

Tandon R, B. Hall, W. Lepore and W. Singh. 2016. "Training the Next Generation of Community Based Researchers." PRIA and University of Victoria. Accessed January 3, 2022. https://unescochair-cbrsr.org/pdf/FINAL_Training_the_Next_Generation_2016.pdf

Singh, W. 2017. "Gauging the Impact of Community University Engagement Initiatives in India" Volume I, Number 1, ASEAN Journal of Community Engagement. Accessed January 3, 2022. https://unescochair-cbrsr.org/pdf/resource/document_wafa.pdf