



Chowgule Education Society's  
**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**

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



**MINUTES OF MEETING OF THE BOARD OF STUDIES IN SOCIOLOGY**  
**HELD ON 11<sup>th</sup> OCTOBER, 2023**

Vide Chowgule College notice F.133(C)/1927 dated 27<sup>th</sup> September, 2023) a meeting of this BOS was convened on 11<sup>th</sup> October, 2023 at 2:30 pm at 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. Prof. Afonso Botelho    | - Academic Council Nominee |
| 3. Ms. Juliana Lohar       | - Industry Representative  |
| 4. Mr.Keval Naik           | - Alumni                   |
| 5. Ms. Valeska Gracias     | -Member Secretary          |
| 6. Ms. SianaD'Mello        | -Member                    |

Member Absent with Intimation

- |                         |                            |
|-------------------------|----------------------------|
| 1. Dr. Joanna Coelho    | - Vice-Chancellor Nominee  |
| 2. Dr. Arvind Haldankar | - Academic Council 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 approve the UG syllabus for Semester III & IV under NEP 2020.
2. To approve the Multidisciplinary, Skill Enhancement, Vocational Education & Trainingsyllabus under NEP 2020.
3. To Approve the list of the External Examiners for Project viva
4. A.O.B.

**PART A: The BOS passed the resolutions as follows:**

1. The Courses for S.Y.B.A U.G. programme were showcased during the meeting and in course of the same Ms. Juliana Lohar (Industry Representative) made a suggestion in the M.D.C course **UG-SOC-MDC3: Crime and Society**, that it could be also offered as a SEC course based on the experience with the students and the ability to collaborate with stake holders relating to crime in the course of two to three years. The Collaboration with stakeholders of crime i.e. Law enforcers, Judiciary and Rehabilitators i.e. NGO'S and Government agencies will contribute in providing a field based perspective and developing skills in the students for jobs in this field. The chairperson apricated the suggestion with an interest to work on the same. After due deliberation and appreciation on the drafted syllabi the BOS then passed the resolution to approve the syllabus of the following SYBA undergraduate SEM-3 and SEM 4 courses as per the New approved course structure. (see Annexure-1)

SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENC LATURE/ TYPE OF COURSE	CREDITS
3	UG-SOC-201	Social Change and Processes	DSC	4
	UG-SOC-202	Social Movements in India	DSC	4
	UG-SOC-MDC3	Crime and Society	MDC	3
	UG-SOC-SEC2	Health and Society	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

2. The B.O.S in Sociology had several deliberations on;
- A. MDC course: Crime and Society, Members; Ms. Juliana Lohar asked about the implementation of the course and the same was discussed by the Chairperson.
  - B. SEC course: Health and Society, Members; Ms. Juliana Lohar and Mr. Keval Naik sought details of the pedagogy of teaching-learning and evaluation of the course. The same was clarified by the Chairperson.
  - C. VOC course: Teaching-Learning: Theory and Practice, Members; all the members deliberated on the pedagogy of teaching-learning and evaluation of the course. After due discussion on the above courses the members resolved the approve the courses listed below;



SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENC LATURE/ TYPE OF COURSE	CREDITS
3	UG-SOC-MDC3	Crime and Society	MDC	3
	UG-SOC-SEC2	Health and Society	SEC	3
4	UG-SOC-VOC1	Teaching-Learning: Theory and Practice	VOC	4

3. The BOS in Sociology unanimously resolved to approve the list of external examiners for the viva-voce examination of T.Y.B.A project. (See Annexure-2)
4. As part of the A.O.B, the Chairperson, shared the students research journal of 'SOCIOUS' 2<sup>nd</sup> Edition that consisted the noteworthy works of students learning in the form of research papers. All the BOS members appreciated the hard work by students and teachers and also felt it was a noble idea of providing a platform to the students to showcase their work at the Under-graduate level.

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

1. To approve the syllabus of the following SYBA undergraduate courses of Semester-3 and Semester 4 having varied nomenclatures i.e. Discipline Specific Core (DSC), Skilled Enhancement Course (SEC), Multidisciplinary Course (MDC) as per the New approved course structure. (see Annexure-1)

SEMESTER	COURSE CODE	TITLE OF THE COURSE	NOMENC LATURE/ TYPE OF COURSE	CREDITS
3	UG-SOC-201	Social Change and Processes	DSC	4
	UG-SOC-202	Social Movements in India	DSC	4
	UG-SOC-MDC3	Crime and Society	MDC	3
	UG-SOC-SEC2	Health and Society	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

2. To approve the list of external examiners for the viva-voce examination of T.Y.B.A project. (See Annexure-2)

The Chairman thanked the members of the Board of Studies in Sociology for their valuable contribution and active participation in the meeting.

The meeting ended with a vote of thanks.


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.

The following members of the Board of Studies in Sociology were present for the meeting.

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

Member Absent with Intimation

1. Dr. Joanna Coelho - Vice-Chancellor Nominee
2. Dr. Arvind Haldankar - Academic Council Nominee

  
Ms. Valeska Gracias  
Member Secretary  
Board of Studies

  
Dr. Sachin Savio Moraes  
Chairperson  
Board of Studies


Dated: 12<sup>th</sup> October, 2023

PART C: The remarks of the Dean of the Faculty:-

- a. ✓ The minutes are in order.
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic Council to be recorded.

Date: 17<sup>th</sup> April, 2023

Signature of the Dean:  
(Academics)

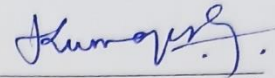
  
Dr. Meghna Devli

PART D: The remarks of the Member Secretary of the Academic Council:-

- a. The minutes are in order.
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic Council to be recorded.

Date: 17<sup>th</sup> October 2023

Signature of the Member Secretary  
Academic Council

  
Mr. V.C. Kumaresh

**Annexure 1**



**Parvatibai Chowgule College of Arts and Science  
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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	<b>UG-SOC-101:</b> Introducing Sociology	<b>UG-___ - 102:</b>	<b>UG-SOC-MDC1:</b> Social Concerns in India-1	<b>UG-SOC-VAC1:</b> Substance Abuse and Aids Awareness		<b>UG-SOC-SEC1:</b> Globalization and New Media (Digital Story Telling)
II	<b>UG-SOC-102:</b> Social Institutions in India	<b>UG-___ - 104:</b>	<b>UG-SOC-MDC2:</b> Understanding Goa's Culture	<b>UG-SOC-VAC2:</b> Community Engagement and social responsibility		
III	<b>UG-SOC-201:</b> Social Change and Processes		<b>UG-SOC-MDC3:</b> Crime and Society			<b>UG-SOC-SEC2:</b> Health and Society
	<b>UG-SOC-202:</b> Social Movements in India					
IV	<b>UG-SOC-203:</b> Sociology of Religion	<b>UG-SOC-VOC1:</b> Teaching-Learning: Theory and Practice				
	<b>UG-SOC-204:</b> Introduction to Sociology in India					
	<b>UG-SOC-205:</b> Introduction to Qualitative Research Methods					
	<b>UG-SOC-206:</b> Evolution of Goan Culture: Themes and Perspectives					

V	<b>UG-SOC-301:</b> Introduction to Social Work	<b>UG-SOC-VOC2:</b> Introductio n to NGO manageme nt				
	<b>UG-SOC-302:</b> Contemporary Issues of Indian Society	UG-SOC- INT Internship				
	<b>UG-SOC-303:</b> Women and Society					
VI	<b>UG-SOC-304:</b> Rural Sociology	<b>UG-__ - VOC3:</b>				
	<b>UG-SOC-305:</b> Issues of women in Contemporary India					
	<b>UG-SOC-306:</b> Contemporary Issues of Goan Society					
	<b>UG-SOC- PRJ:</b> Mini- Project					
VII	<b>UG-SOC-401:</b> Classical Sociology					
	<b>UG-SOC-402:</b> Sociology of Education					
	<b>UG-SOC-403:</b> Sociology of Health					
	<b>UG-SOC-404:</b> Quantitative Research Methods					



<b>VIII</b>	<b>UG-SOC-405:</b> Introduction to schools of sociological theory					
	<b>UG-SOC-406:</b> Crime and Society					
	<b>UG-SOC-407:</b> Urban Sociology					
	<b>UG-SOC-408:</b> Science, Technology and Society					

# **SEMESTER III**

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY (HONOURS)**

**Major Discipline Specific Core (4 Credit Course)**

**S.Y.B.A**

**SEMESTER III**

**Course Title: SOCIAL CHANGE AND PROCESSES**

Course Code: **UG-S0C-201**

Marks: 100

Credits: 4

Hours: 60

**Course Objective:**

- (1) To train the students to look at Indian society from the sociological perspective,
- (2) To familiarize students with factors/processes of change in Indian society,
- (3) To make students understand the changing aspects of Indian society.

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

CLO 1: To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society .

CLO 2: To analyse the role of revolutions in social change

CLO 3: To exhibit the various processes of social change in India.

CLO 4: Create Models of Social change in Goa since liberation.

**Course Content**

**UNIT I: Social Change: Basic Concepts**

**20 hours**

1.1 Evolution

1.2 Progress

1.3 Revolution

1.4 Social change.

**UNIT II: Revolutions as Social movements**

**10 hours**

2.1. The French Revolution

## 2.2. The Russian Revolution

### **UNIT III: Factors/Processes of Change in India**

**20 hours**

- 3.1 Sanskritization
- 3.2 Westernization and modernization
- 3.3 Industrialization and urbanization

### **UNIT IV: Social Change in Goa since liberation**

**10 hours**

- 4.1 Gaonkari System
- 4.2. Transportation
- 4.3. Education
- 4.4 Tourism
- 4.5 The Big Families and Mining
- 4.6. Cultural Change

### **References**

#### **Mandatory Readings:**

1. Ahuja, Ram.(1993). Indian Social System.Jaipur:Rawat Publications.
2. Bottomore, T.(1975). Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons.
3. Dube, S.C. (1990).Indian Society: New Delhi: National Book Trust
4. Dantes, Norman.(1999).The Transforming of Goa.(ed).Mapusa:Other India Press.
5. De Souza,Teotonio.(1994).Goa To Me.New Delhi:Concept Publishing Company.
6. Newman, R.S.(2001).Of umbrellas, Goddesses and Dreams. Mapusa:Other India Press.

#### **Supplementary Readings**

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://egyankosh.ac.in/handle/123456789/18832>

2. <https://www.researchgate.net/publication/357351684> THE FRENCH REVOLUTION
3. <https://youtu.be/cV9G1QUIm7wpap>
4. <https://tlp.iasbaba.com/2019/07/day-21-q-5-differentiate-between-the-terms-modernisation-and-westernisation-with-the-help-of-suitable-examples/>



**Course Title: SOCIAL MOVEMENTS IN INDIA**

Course Code: **UG-SOC-202**

Marks: 100

Credits: 4

**Course Objectives:** This course aims at,

1. Familiarizing students with the phenomenon of social movements.
2. It attempts to present a balanced perspective on social change by taking into consideration the processual dimensions of social reality with special reference to India.

**Course Learning Outcomes:** Students will be able to,

CLO 1: Analyse the role of social movements from a sociological perspective

CLO 2: Understand the structure of social movement and apply it in the analyses of various social movements.

CLO 3: Appraise the evolution and impact of new social movements in India .

CLO 4: Construct the evolution and impact of a given social movement in Goa.

**Course Content**

**UNIT I: Perspectives on social movements**

**10 hours**

- 1.1. Social movement: Definition, characteristics and types
- 1.2. Structure of a social movement

**UNIT II: Collective action and state response**

**30 hours**

- 2.1. Peasant movements
- 2.2. Student and youth movements
- 2.3. Tribal movements
- 2.4. Dalit movement
- 2.5. Women Movement

### **UNIT III: New Social Movement**

**10 hours**

3.1 General characteristics

3.2 Environmental Movements (Narmada Bachao Andolan, Chipko Movement and Salient Valley movement)

### **UNIT IV: Social Movements in Goa**

**10 hours**

4.1 Progressive student's movements

4.2 Anti-Meta Strips Movement

4.3 Goa Bachao Andolan

4.4 Anti-SEZ movement

4.5 Ramponkar Movement

### **References**

#### **Mandatory Readings:**

1. Alvares, Claude.(1999). Fish, Curry and Rice. Goa: Goa Foundation.
2. Dantes, Norman.(1999).The transforming of Goa.(ed).Mapusa:Other India Press.
3. De Souza, Teotonio.(1994).Goa To Me.New Delhi:Concept Publishing Company.
4. Newman, R.S.(2001).Of Umbrellas, Goddesses and Dreams.Mapusa: Other India Press.
5. Rao, M.S.A.(1978). *Social movements and social transformation*. New Delhi: Manohar.
6. Shah, Ghanshyam.(1990).*Social movements in India*. New Delhi: Sage.

#### **Supplementary readings:**

1. Jones, Keneth.(1989). *Socio-religious reform movements in British India*. Hyderabad: Orient Longman
2. Omvedt, Gail.(1994).*Dalits and the democratic revolution*. New Delhi: Sage
3. Oommen, T.K.(1990). *Protest and change*. New Delhi: Sage
4. Touraine, Alain.(2004)'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

#### **Web Based :**

1. <https://www.yourarticlelibrary.com/society/indian-society/social-movements-in-india-elements->

[aNd-approaches/39345](#)

2. <https://www.yourarticlelibrary.com/india-2/social-movements-in-india-meaning-features-and-othEr-details/32941>
3. <https://royalcentral.co.uk/europe/what-happened-to-russias-monarchy-87618/>
4. [https://www.nationalgeographic.org/article/protestant-reformation/#:~:text=The% 20Protestant%](https://www.nationalgeographic.org/article/protestant-reformation/#:~:text=The%20Protestant%20movement%20in%20the%2016th%20century,The%20Protestant%20movement%20in%20the%2016th%20century)
5. <https://www.firstpost.com/india/quit-india-movement-history-significance-and-facts-about-bharat-chhodo-andolan-day-9874381.html>
6. <https://duexpress.in/11-notable-student-protests-in-post-independent-india>
7. [https://www.lexico.com/definition/student\\_movement](https://www.lexico.com/definition/student_movement)
8. <https://www.google.com/amp/s/www.mynation.com/>
9. <https://www.yourarticlelibrary.com/sociology/mahar-movement-in-maharashtra-india/32964>
10. <https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/mahar-movement-in-maharashtra/21283134>
11. <https://www.thenewsminute.com/article/dalits-not-allowed-tirupur-temple-tn-govt-claim s-loss-sanctity-2010-40437>
12. <https://youtu.be/4lp8Q4Uz9Nsthenewsminute.com/article/caste-oppression-leading-dalit-families-converting-islam-tn-village-160840>
13. <https://www.womensweb.in/2018/11/mass-movements-led-by-women-in-india-womens-movements-nov18wk1sr/>
14. <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/women-strike-back-protest>

## **Multiple Disciplinary Course (MDC) 3 Credit Course**

**Course Title: CRIME AND SOCIETY**

**Course Code: UG-SOC-MDC3**

**Marks: 75**

**Credits: 3**

**Hours: 45**

### **Course Objectives:**

1. To make students understand the meaning and nature of Crime in the Society.
2. To sensitize students to some of the causes and problems faced by people involved with crime and also the impact of it on contemporary India.

### **Course Learning Outcomes:**

CLO 1: Explain the concept of Crime and its varied characteristics

CLO 2: Analyze the varied profile of crime and its causes using theories of crime in contemporary India

CLO 3: Evaluate the effectiveness of various correction methods towards the dealings with crime.

CLO 4: Present the role of various agencies to deal with crime

### **Course Content**

#### **UNIT I : Introduction:-**

**15 hours**

- 1.1 Concept of crime and deviance; old and modern
- 1.2 Characteristics of crime.
- 1.3 Causes for criminal behavior.
- 1.4 Anomic theory (Durkheim, Merton)
- 1.5 Differential Association Theory (Sutherland)
- 1.6 Labelling Theory

#### **UNIT II : Changing Profile of Crime :**

**15 hours**

- 2.1 Juvenile Delinquency: Meaning and Causes
- 2.2 Organized crimes, terrorism
- 2.3 White collar crimes
- 2.4 Crimes against Women
- 2.5 Cyber Crime: Meaning, Nature and Causes

**UNIT III : Correction Methods:****15 hours**

- 3.1 Rehabilitation – remand home, certified schools, group therapy, vocational training
- 3.2 Meaning and significance of correction – deterrent, preventive and reformative
- 3.3 Judicial custody, prisons and prison system
- 3.4 Alternative imprisonment-probation, parole and open prisons

**References****Mandatory Readings:**

- 1. Ahuja, Ram.(2016). Social problems in India. Jaipur: Rawat.
- 2. Nagla, B.K. (1991). Women, Crime and Law, Jaipur: Rawat Publications.
- 3. Mamoria, C.B.(1999). Social problems and social disorganisation. New Delhi: Kitab Mahal .
- 4. Shankardas, Rani Dhavan.(2000). Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications.

**Supplementary Readings:**

- 1. Thio, Alex. (1978). Deviant Behaviour, Boston: Houghton Mifflin Co.
- 2. Williams, Frank P. and Marilyn D. Meshere. (1998). Criminological Theory. New Jersey: Prentice Hall.
- 3. Williamson, Herald E. (1990). The Correction Profession. New Delhi: Sage Publications.

**Web Based:**

- 1. <http://econdse.org/wp-content/uploads/2012/09/JD-Crime-Gender-and-Society-in-India.pdf>
- 2. [https://www.svpnpa.gov.in/images/npa/pdfs/CompletedResearchProject/22\\_organizedcrimeindia.pdf](https://www.svpnpa.gov.in/images/npa/pdfs/CompletedResearchProject/22_organizedcrimeindia.pdf)
- 3. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
- 4. <https://www.bbau.ac.in/dept/Law/TM/1.pdf>
- 5. [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)



**SKILL ENHANCEMENT COURSE (SEC) 3 Credit Course**

**Course Title: HEALTH AND SOCIETY**

**Course Code: UG-SOC-SEC2**

Marks: 75

Credits: 3

Hours: 45

**Course Objectives:**

1. To analyse the relationship between health and society;
2. To familiarise the students with the distribution of health and access to healthcare in a society; and
3. To introduce them to the processes of stigmatization of disease and disability.

**Course Learning Outcomes:** Students will be able to;

1. Analyse the role of social factors in the distribution of health and access to healthcare;
2. Identify the relationship between gender and health issues; and
3. Assess social attitudes pertaining to stigmatised diseases and disabilities.

**Course Content:**

**UNIT I. Introduction to Health and Society 15 hours**

- 1.1 Meaning and definition of health
- 1.2 Social Epidemiology: Conceptualizing disease, sickness and illness
- 1.3 Traditional systems of healthcare around the world
- 1.4 Dehumanization in healthcare
- 1.5 Field based experiential learning on health care system.

**UNIT II. Gender, Health and Nutrition 15 hours**

- 2.1 Masculinity and Health
- 2.2 Femininity and Health
- 2.3 Nutrition and Diet
- 2.4 Family Planning and Reproductive Health
- 2.5 Field Based experiential learning on Gender, Health and Nutrition

**III. Stigmatization of Disease and Disability 15 hours**

- 3.1 Skin diseases
- 3.2 Sexually Transmitted Diseases
- 3.3 Physical Disabilities

### 3.4 Mental Disabilities

### 3.5 Field Based Experiential Learning on Health and Stigma

## References

### Mandatory Readings:

1. Macionis, John, J. (2005). Sociology. New Delhi: Pearson Hall of India.
2. Nagaraju, K. and Umamohan C. (2011). Sociology of Health. New Delhi: Discovery Publishing House, Pvt. Limited.
3. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).
4. Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

### Supplementary Readings:

1. Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)
2. Kleinman, Arthur (1988) The Illness Narratives: Suffering, Healing and the Human Condition. New York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).
3. Schaefer, Richard T. and Robert P. Lamm. (1999). Sociology. New Delhi: Tata-McGraw Hill.

### Web Based:

1. Ahmedani, Brian K. (2020). Mental Health Stigma: Society, Individuals, and the Profession. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3248273/>
2. Lumen Learning. (2012). Culture, Beliefs, Attitudes and Stigmatized Illnesses. <https://courses.lumenlearning.com/diseaseprevention/chapter/culture-beliefs-attitudes-and-stigmatized-illnesses>



# **SEMESTER IV**

**SEMESTER IV**  
**MAJOR DISCIPLINE SPECIFIC CORE (DSC)**

**Course Title: SOCIOLOGY OF RELIGION**

Course Code: **UG-SOC-203**

Marks: 100

Credits: 4

**Course Objective:** Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. While the canvas of the Course is Global, it draws illustrations from Goa.

The objectives of this course are

1. To introduce the students to the subfield of sociology of religion.
2. To analyze the basic concepts and key interpretations of religion,
3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.
4. To analyze social change in relation to religion.

**Course Learning Outcomes.**

CLO 1: Understand 'religion' and its functioning from a sociological perspective.

CLO 2: Assess the role of classical sociologist in the evolution of sociology of religion.

CLO 3: Analyse the relationship between religion and society.

CLO 4: Justify religion as cultural phenomena.

**UNIT I: The Scope of Sociology of Religion** **10 hours**

- 1.1 Religion in Contemporary sociology and their cultural analysis

**UNIT II: Religion as a phenomena, definition and dimensions** **15 hours**

- 2.1 Classical sociologist and their theories of religion

**UNIT III: Society and Religion** **15 hours**



- 3.1 Religion is socially learned
- 3.2 Social life affecting religion
- 3.3 Religion affecting social life

#### **UNIT IV: Religion and Culture**

**20 hours**

- 4.1 Popular Religiosity
- 4.2 New Religious Movements
- 4.3 Religion and Globalization
- 4.4 Secularization

#### **References**

##### **Mandatory Reading**

1. Repstad, Pal.(2006). An Introduction to the Sociology of Religion. England:Ashgate Publishing. Ltd.
2. Zuckerman, Phil. (2003). Invitation to Sociology of Religion.NewYork: Routledge.

##### **Supplementary Reading**

1. D'Souza, Leela.(2005). *The sociology of religion: A Historical Review*. Jaipur: Rawat Publishers
2. Madan, T.N. (1992).(ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press.
3. Roberts, Keith A.(1984): *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

##### **Web Based:**

1. <https://cdn.website-editor.net/ff826d98c3824defa40776de2b015c4d/files/uploaded/EndersReligion.pdf>
2. <https://is.cuni.cz/studium/predmety/index.php?do=download&did=222672&kod=JTB303>  
<https://www.distanceeducationju.in/pdf/MA%20Sociology%20CN%20305.pdf>

**Course Title: INTRODUCTION TO SOCIOLOGY IN INDIA**

**Course Code: UG-SOC-204**

Marks: 100

Credits: 4

**Course Objectives:**

To familiarize students with the development and growth of sociology in India, as well as introduce them to some of the Pioneers of Indian Sociology.

**Course Learning outcomes:**

CLO 1: Analyse the nature and scope of sociology in India

CLO 2: Explain the forces leading the development of Sociology in India

CLO 3: Present a case study of the institutionalization of Sociology in India.

CLO 4: Present and demonstrate the works of the Indian pioneers of sociology.

CLO 5: Create awareness about sociology in the schools and society by large.

CLO 6: Critically evaluate the present and the future of Indian Sociology.

**Course Content:**

**UNIT I: Forces driving the growth of Sociology in India** **15 hours**

1.1. Anthropology and Sociology

1.2. Colonization and Sociology

1.3. Schools of Sociology in India

**UNIT II: Govind Sadashiv Ghurye** **15 hours**

2.1. Biography

2.2. Caste and Race

2.3. The Aborigines

**UNIT III: Contributions of Pioneers of Indian Sociology** **15 hours**

3.1. Radha Kamal Mukherjee: General Theory of Society

3.2. Dhurjati Prasad Mukherji: Modernity and Tradition

3.3. Dharendra Nath Majumdar: Tribal Studies

- 3.4. Kanaiyalal Motilal Kapadia: Marriage and Kinship
- 3.5. Mysore Narasimhachar Srinivas: Social Mobility in India

#### **UNIT IV: Contemporary Sociology in India**

- 4.1. Recent Sociologists: Irawati Karve, Shyama Charan Dube, Akshay Ramanlal Dessai
- 4.2. Current Perspectives

#### **References**

##### **Mandatory Readings**

1. Dhanagare, D.N. (1993). Themes and perspectives in Indian Sociology. New Delhi: Rawat Publications.
2. Madan, T.N. (1995). Pathways: Approaches to the study of society in India. New Delhi: Oxford University Press.
3. Singh, Yogendra. (1986). Indian Sociology: Social conditioning and emerging trends. New Delhi: Vistaar.
4. Madan, T. N. (2011). Sociological Traditions: Methods and perspectives in the Sociology of India. New Delhi: Sage.

##### **Supplementary Reading**

1. Sociology in India: <http://mrunal.org/2013/06/download-sociology-ignou-ba-ma-no-registration-ncert-nios-topper-notes-last-34-years-question-Courses-1979-2012.html#603>
2. Mukherjee, Ramkrishna. (1979). Sociology of Indian sociology. New Delhi: Allied.

##### **Web Based:**

1. Sociology in India: <http://mrunal.org/2013/06/download-sociology-ignou-ba-ma-no-registration-ncert-nios-topper-notes-last-34-years-question-Courses-1979-2012.html#603>
2. [http://www.tezu.ernet.in/tu\\_codl/slm/Sociology/MSO103%20BLOCK%201.pdf](http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO103%20BLOCK%201.pdf)
3. [http://sdeuoc.ac.in/sites/default/files/sde\\_videos/190353.pdf](http://sdeuoc.ac.in/sites/default/files/sde_videos/190353.pdf)

**Course Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS**

**Course Code: UG-SOC-205**

Credits: 04

Marks: 100

**Course Objectives:**

1. To introduce students to research methods and differentiate between Qualitative and Quantitative methods.
2. To familiarize students with basic Qualitative Methods.
3. To provide students with a hands-on experience of using Qualitative methods.

**Course Learning Outcomes:** On the completion of this course students will be able to,

CLO 1: Explain the fundamentals of qualitative research.

CLO 2: Illustrate the use of Qualitative methods in order to undertake a research.

CLO 3: Justify the need of ethics in Qualitative research.

CLO 4: To design a research proposal based on Qualitative methods.

**Course Content**

**UNIT I : Introduction**

**10 hours**

- 1.1 Introduction to qualitative research.
- 1.2 Understanding qualitative methods.
- 1.3 Qualitative research ethics.

**UNIT II : Qualitative Interviews**

**10 hours**

- 2.1 Understanding interview guides, schedules, and interview questions.
- 2.2 Issues of language and power.
- 2.3 Design an interview schedule.
- 2.4 Interviewing Skills.

### **UNIT III : Case Study**

**10 hours**

- 3.1 What is a case?
- 3.2 Value of Case study research.
- 3.3 Problems of Case study?
- 3.4 How to do case study?

### **4: Ethnography and Participant Observation.**

**20 hours**

- 4.1 Entering the field and doing Observation.
- 4.2 Negotiating Insider/Outsider concerns.
- 4.3 Technicalities of Field based observation.

### **5: Designing a Research Proposal**

**10 hours**

#### **References**

#### **Mandatory Reading.**

1. Curtis, B. and Cate Curtis,.(2011). Social Research: A practical Introduction. New Delhi:Sage Publication.
2. Sharma, B.A. V. Et al.(1983). Research Methods in Social Sciences. New Delhi:Sterling Publishers Private Limited.
3. Neuman, W.L.(2013).Social Reseach Methods: Qualitative and Quantitaive Approaches, Sixth Edition, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
4. Goode W.J. and Hatt P. K. (1983) Methods in Social Research. New Delhi: McGraw-Hill International book Company.

#### **Web Based**

1. <https://www.rbhealth.org/sites/rbf/files/Introduction%20to%20Qualitative%20Research%20Methodology%20-%20A%20Training%20Manual.pdf>
2. [https://pdf.usaid.gov/pdf\\_docs/PNADK310.pdf](https://pdf.usaid.gov/pdf_docs/PNADK310.pdf)  
[https://elearning.shisu.edu.cn/pluginfile.php/35310/mod\\_resource/content/2/Research-IntrFlick.pdf3](https://elearning.shisu.edu.cn/pluginfile.php/35310/mod_resource/content/2/Research-IntrFlick.pdf3)



**Course Title: EVOLUTION AND DYNAMICS OF GOAN CULTURE: THEMES AND PERSPECTIVES**

**Course Code: UG-SOC-206**

Marks: 100

Credits: 4

**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 facets 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**

**20 hours**

- 1.1 : Origin of Goan village myth Vs fact.
- 1.2 The Gany, 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: Usage and changes.
- 2.3: Language movement.
- 2.4: Politicization of language.
- 2.5: Language and Education.

### **UNIT III: Understanding the Cuisines of Goa**

**15 hours**

- 3.1 : The Sociology of food.
- 3.2 : Portuguese influences in food.
- 3.3 : Religious differences in cuisines.
- 3.4: Goan food its preparation and changes (Sociological perspective)

### **UNIT IV: Dances, festivals and attire of Goa**

**15 hours**

- 4.1: Folk Dances of Goa and its performance.
- 4.2: Types of festivals and its social significance.
- 4.3: Types of clothing in Goa and its social significance (Durkheimian Perspective)

### **References**

#### **Mandatory Reading.**

1. Dantes,N.(1999). The Transforming of Goa. Mapusa:Other India Press
2. Rodricks,Wendell.(2012).Moda Goa.India: Harper Colins.
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. Da Costa Rodrigues, Maria.(2004). Feasts, Festivals and Observances of Goa.Mapusa: L & L Publications.
6. 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](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>

## **VOCATIONAL COURSE (VOC)**

**Course Title: TEACHING LEARNING: THEORY AND PRACTICE**

**Course Code: UG-SOC-VOC1**

**Marks: 100**

**Credits: 4**

### **Course Objectives:**

1. Gain insight into the general aims and specific objectives of teaching.
2. Acquire knowledge of various methods of teaching sociology and develop skills related to it.
3. Give practice in planning and the usage of teaching learning material.
4. Identify and utilize appropriate resources in teaching sociology.
5. Acquire evaluation skills.

### **Course Learning outcomes:**

CLO 1: Demonstrate knowledge of teaching philosophies and its impact on methods.

CLO 2: Create a Lesson Plan and a Unit Plan.

CLO 3: Demonstrate the use of multiple methods to address diversity in the classroom using a lesson plan.

CLO 4: Locate and use a variety of resources for teaching-Learning.

CLO 5: Evaluate the teaching-learning process through reflection.

### **Course Content:**

**UNIT I: Understanding Learners, Learning and Learning Styles** **10 hours**

**UNIT II: Approaches / Methods & Techniques of Teaching** **10 hours**

2.1: Teacher – Centered Methods -Lecture, Lecture Cum Demonstration, Historical

2.2: Learner – Centered Methods- Project, Experimental, Activity, Problem Solving, Dramatization, Role Play, Brain-Storming, Assignment and Quiz

2.3 :Techniques of Teaching, Supervisory Study, Source Method,

**UNIT III: Planning****15 hours**

3.1: Course Plan: Meaning, Components and objective

3.2: Unit Plan : Meaning, Components and objective

3.3: Lesson Plan: Meaning, Components and objective

**UNIT IV: Execution and Assessment****15 hours**

4.1: Execution of the Lesson plan

4.2: Execution using multiple teaching-learning methods

4.3: Formative assessment: Types and objectives

4.4: Summative assessment: Types and objectives

**UNIT V: Evaluation****10 hours**

5.1: Evaluating the process of teaching and learning

5.2: Reflection

5.3: Student feedback

**References****Mandatory Readings**

1. Heather, Fry. Ketteridge, Steve and Stephanie Marshal. (2009). A Handbook of Teaching and Learning in Higher Education. Routledge: New York.
2. Braun, Henry. Kanjee, Anil. Bettinger, Eric. and Michael Kremer. (2006). Improving Education, Through Assessment, Innovation and Evaluation. Cambridge: American Academy of Arts and Science.
3. Dummont, H. Instance, D. and Benavedes, F.(2010).The Nature of Learning: Using Research to Inspire Practice.OECD.

**Supplementary Readings**

1. Kaur, B. (2012). Understanding Teaching and Learning: Classroom Research Revisited. Rotterdam: Sense Publishers.

**Web Based:**

1. <http://155.0.32.9:8080/jspui/bitstream/123456789/41/1/A%20Guide%20to%20Teaching%20Practice.pdf>
2. <http://www.macalester.edu/geology/wirth/CourseMaterials.html>
3. <https://files.eric.ed.gov/fulltext/EJ899313.pdf>

**LIST OF EXAMINERS FOR TYBA SOCIOLOGY PROJECT 2023-24**

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