

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

**MINUTES OF MEETING OF THE BOARD OF STUDIES IN SOCIOLOGY  
HELD ON 18<sup>th</sup> OCTOBER, 2022**

Vide Chowgule College notice F.133(C)/1050 dated 18<sup>th</sup> October, 2022) a meeting of this BOS was convened on 18<sup>th</sup> October, 2022 at 2:30 p.m. in the conference room, 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

- |                      |                           |
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| 1. Dr. Joanna Coelho | - Vice-Chancellor Nominee |
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### 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 changes in the Course Outcomes of B.A Sociology.
2. To approve the changes in LOC document.
3. To approve the list of examiners for T.Y.B. A Research Project.
4. A.O.B

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

1. The changes in the course outcomes of B.A Sociology were presented by Dr. Sachin Moraes. B.O.S members i.e. Dr. Arvind Haldankar and Dr. Afonso Botelho acknowledged the changes in the Course Outcomes of B.A Sociology as presented in the LOCF document (See-Annexure 1) and the same was approved.
  - a. Dr. Arvind Haldankar sought to know whether Bloom's taxonomy was essential in the development of course outcomes, to which the Chairman, Dr. Sachin Moraes presented once again the rationale behind the course outcomes and also the extensive usage of Bloom's taxonomy for the creation of the outcomes.
2. The various course syllabi along with updated web- based references were presented to the members present and the same were appreciated and approved (See-Annexure 1).
3. The list of examiners for the TYBA Project was presented and the rationale behind the choice of examiners was put across to the members and the same was approved by the members. (See -Annexure 2)
4. Industry representative Ms. Juliana Lohar was requested to assist the department in development of skill-based certificate courses.



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

1. The learning Outcome Curriculum Framework (LOCF) of the undergraduate programme in Sociology such as B.A Sociology is recommended for approval of the academic council (Annexure-1). This is based on the revision of the course outcomes and the addition to the syllabi with web based resources.
2. The list of examiners for the TYBA Project.(Annexure-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.


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

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

Ms. Valeska Gracias  
Member Secretary  
Board of Studies

  
Dr. Sachin Savio Moraes  
Chairperson  
Board of Studies

Dated: 18<sup>th</sup> October, 2022



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

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale in 3rd cycle)  
Best affiliated College-Goa University Silver Jubilee Year Award

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# **LEARNING OUTCOME-BASED EDUCATION (LOBE)**

**for**

**Undergraduate Programme  
BA/SOCIOLOGY**

**LOCF**

**2022-23**

## Introduction

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and statistical rigour. It is incessantly reflexive about its methods, exacting about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and ardent about its disciplinary boundaries and identity. At the same time, Sociology is the most open and interdisciplinary of social sciences. The pursuit of Sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies the best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times. Sociology in India is more than hundred years old with rich, entrenched, ongoing and evolving scholarly legacies.

The Sociology syllabus at Parvatibai Chowgule College of Arts and Science-Autonomous (PCCAS) has always embodied the department's commitment to rigorous imparting of disciplinary fundamentals, comparative intent and a general preference to concern oneself with deeper and enduring attributes of the social than over narrow and shallow concerns of topical interest. Interdisciplinarity has always been an article of faith for Sociology.

The Department constantly endeavoured to introduce sub-disciplines and special areas of study in response to a dynamic intellectual climate, shifting social concerns and novel professional demands. This spirit continues to inform the undergraduate syllabus even today and our students find fulfilling careers in a broad range of professions that require sensitivity to social issues, independent thinking and analytical ability. You may find how this legacy is lived and the vision actualized in the following pages that elucidate the learning outcome framework for the Under-Graduate curriculum for Sociology at PCCAS.

## Objective/Aim of BA Sociology:

**Mission Statement:** Bachelor of Arts programme in Sociology at Parvatibai Chowgule College is to create high quality sociologist. This focuses on three thrust areas of sociology namely social work, teaching and research. These are based on the works of Anderson (1943) for social work, Bloom and Gardener for teaching, Weber and Durkheim for research.

Through courses using varied pedagogical approaches i.e. lectures, internship, field work, projects, self-learning, presentation, assignments and experiential learning. The students will acquire high level analytical and presentation skills. The department has access to varied resources such as books, journals; web based learning resources, guest lectures and collaborations.

The department welcomes students that are open to learning. Academic rigor, communication skills and a willingness to work hard will be expected.

The department would be able to create excellent sociologist that can provide valuable skills in Social work, teaching and research

## **Overview of Department**

Society as a whole is very adaptive to change and to learn this drastically changing social environment Parvatibai Chowgule College of Arts initiated the Department of Sociology in the year 1972. The College is affiliated to Goa University, however from 2014 after having been conferred with Autonomy. The department of Sociology runs an Autonomous Programme under choice based credit system at the Bachelors Level. The department has four teaching faculty members with interest in diaspora studies, Sociology of religion, gender studies and sociology of education. Being a vibrant and important subject the Department of Sociology attracts a large number of students at the graduation level. The department has grown from 70 students in 2010 to 140 students in 2020.

We pride ourselves in being one of the more diverse and active graduate programs at Chowgule College. We welcome students of all ages, religions/faith traditions, races/ethnicities, sexual orientations, educational and employment backgrounds.

At the undergraduate level the department offers Sociology courses under Single Major and Double Major and Major-Minor Choices. It offers core compulsory and large number of elective choices based on the three thrust areas i.e. Teaching, Research and Social Work. The course Courses are designed and executed using a constructivist pedagogical approach to cater to these three thrust areas, thereby providing student learners an introduction and an experience to these areas through appropriate exposure of the field and field brought to class. The book view is linked with the field-view. The internship program of 120 hours ensures the application of the skills learned during the teaching-learning process and guest lectures from the field help the students gain insights in to ground realities.

Vibrancy runs through the faculty vis-à-vis the students. The faculty consist of Dr. Sachin Savio Moares (Assistant Professor) and Ms.Sayali Gaunkar (Assistant Professor). Sociology being a living subject cannot be trapped in the book. Connecting the book-view to the field view is given utmost importance in several teaching-learning assignments and endeavors. This connection is further boosted with the organization of two state level events i.e. Sociofiesta (An inter-collegiate event that connects sociology to the daily mundane activities of life) and Goenkarponn (An inter-higher secondary event that helps in reliving and recreating and take pride in the Goan Culture. The book and the field are also interlinked through the field trips organized every year.



The value of humanism is at the very core at the department. Students and teachers of the department run a club called 'HUMAN' (Human U and Me in Aid of Needy). The focus of this club is to reach out to the underprivileged sections of society. The club is managed by the students, who through several yearly activities make the club functional to achieve its objectives. The club indirectly provides a platform for experiencing the three thrust areas of the department.

The department has an excellent teacher-student relationship that motivates teachers and students to give their best. Teacher's train, encourage and guide students to excel in curricular and extra-curricular activities both within the college and outside the college. The students have excelled in curricular and extra-curricular activities outside the college.

The department believes in crediting the students for their efforts round the year, hence the department has instituted the 'sociofare' awards to acknowledge and motivate the efforts of students.

Departmental Photo –



**Vision: ““To Create humanistic and independent citizens who can contribute in the social welfare of the society”**

### **Graduate Attributes**

The B.A program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of

all stake holders. Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected. However, we have depicted each of it separately as per the administrative and systemic requirement.

A Sociology graduate from Parvatibai Chowgule College would be a person with a thorough grounding in the fundamentals of Sociology and infused with the '*Sociological Imagination*'. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.

Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post colonial sensibility that critically engages constitutions of self and engagement with the other.

Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective.

A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular. She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives. Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context.

Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semester long training in sociological research methods.

A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hard nosed empiricism and scholarly detachment. They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.



Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool- kit of the discipline. The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.

Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions. They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.

### **Qualification descriptors**

A Sociology graduate from PCCAS is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Rural Sociology; Family, Marriage and Kinship, Classical Sociology; Social Work and NGO; Indian Sociological Traditions etc.

Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices. Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual. A PCCAS graduate in Sociology is trained to be conversant with all these modes via dedicated Skill Enhancement Courses on 'Reading, Writing and Reasoning for Sociology' and 'Techniques of Digital Ethnographic Film Making'.

Given the range of these core graduate attributes, Sociology graduates are well equipped to mobilize their sociological knowledge and generic skills for a variety of purposes apart from academic pursuit of the discipline. Sociology graduates are equipped to grasp vast quantities of diversely textured complex material and synthesise it into coherent and cogent arguments backed by evidence. Its class room practices inculcates an ability to engage in collaborative work and constructive, purposive and democratic conversations. They are well trained for critical thinking that matches their research skills which enables them to evaluate strengths and weaknesses of arguments in a scientific fashion.

Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action. A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions,

women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts. Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence. It is a cosmopolitan science that is positive and normative at once.

A Sociology graduate would make an enlightened leader and an informed follower. The chief attribute of a Sociology graduate from PCCAS is that she is well prepared in discharging her responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

### **Programme Learning Outcome (PLOs):**

## **PROGRAMME LEARNING OUTCOMES**

<b>Programme Outcomes (PO)</b>	<b>Short Title of the POs</b>	<b>Description of the Programme Outcomes</b>
		<b>Graduates will be able to :</b>
PO-1	Problem Analysis and Solutions	Think critically, identify, analyze problems/ situations and further attempt to design/ develop solutions that meet the specified goals.
PO-2	Use of Technology	Apply appropriate IT tools efficiently in their daily activities of communication and academics.
PO-3	Environment and Sustainability	Analyze and attempt solutions to environmental issues and commit themselves to sustainable development in the local/ national and global context.
PO-4	Ethics	Recognize and understand professional ethics /human values and be responsible for the same.
PO-5	Individual and Team work	Function effectively at various levels, capacities and situations.
PO-6	Communication	Communicate proficiently (oral and written) as a responsible member of society.
PO-7	Research Aptitude	Understand general research methods and be able to analyse, interpret and derive rational conclusions.
PO-8	Life Skills	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of domain specific change.

### **PROGRAMME LEARNING SPECIFIC OUTCOMES (PLSO)**

PSO-1	Sociological Perspective	Develop a Sociological Perspective in the critical Analyses of Varied aspects of Society, Change, Progress and Development through the works of Western and Indian pioneers.
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PSO-2	Cultural Understanding and appreciation	Understand, Appraise and Demonstrate the evolution of Goan and Indian Culture and appreciate the same.
PSO-3	Use of Digital Technology	Demonstrate the use of digital technology in narrating any sociological phenomena using sociological perspective
PSO-4	Research Aptitude	Apply the methods of Qualitative Research in planning, designing and execution of a Research Project
PSO-5	Social Work	Design and establish areas of Social Work i.e. NGO'S, Women Empowerment, Social issues and Social Welfare (Rural and Urban)
PSO-6	Educational Practice	Critically evaluate the issues arising in the contemporary system of education in India and demonstrate varied teaching-learning pedagogies to deal with the classroom thereby creating a foundation in Teaching as a profession

### Course Structure:

To graduate in Sociology from PCCAS a student has to successfully complete 8 Core Courses (CC), Twelve Discipline Specific Electives (E) , two Skill Enhancement Courses (SEC), Internship (I) and Research Based Project (P) spread across six semesters. CCs, Es and SECs, I, and P are the primary responsibility of the department and we offer SECs in Sociology to students from other departments. At the moment there are Twelve Es and One SECs listed respectively. The Eight CCs are divided into four introductory courses (Semesters one and two), Two courses (Semesters three and four), Two courses on theories (Semesters five and six). The two SECs (semesters three and four) train students in Teaching/Learning: Theory and Practice and Digital film making. Students have to select three Es per semester during third, fourth, fifth and sixth semesters. The list of Es and SECs is an open list to which the Department may add new courses as per the changing disciplinary trends and dynamic graduate outcomes demanded by various stake holders.

All the courses are designed to impart disciplinary fundamentals of sociology through a curated reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. These courses also feature vibrant illustrative material in the form of case studies meant to make the concepts and theories vivid, learning process engaging and illustrate the discipline in action in terms of empirical investigations. The courses are designed to draw micro-itineraries across the syllabus to form complex interconnections.

The Department of Sociology under the autonomous structure offers three options of doing a B.A Sociology course i.e. Single- Major (S.M -80 Credits), Double-Major (D.M-40 credits) and Major-Minor (M.N-24 credits). The list of courses with the option is given below.

Sr. No	Course Title	Option	Course Type	Credit
1	Introducing Sociology	S.M + D.M + M	Core	4
2	Social Change and Processes	S.M + D.M	Core	4



3	Sociology of Religion	S.M + D.M + M	Core	4
4	Social Movements in India	S.M + D.M	Core	4
5	Social Institution in India	S.M + D.M + M	Core	4
6	Understanding Goa's Culture	S.M have to complete a total of 12 credits (3 Courses) and D.M any 4 credit (1 Course)	Elective	4
7	Introduction to Qualitative Research Methods		Elective	4
8	Introduction to NGO management		Elective	4
9	Globalization and New Media (Digital Story Telling)		Elective	4
10	Sociology Of Education	S.M + D.M + M	Core	4
11	Teaching Sociology: Theory and Practice	S.M have to complete a total of 12 credits ( 3 Courses)	Elective	4
12	Contemporary Goan Society: Issues and Concerns		Elective	4
13	An Introduction to Sociology in India		Elective	4
14	Family Marriage and Kinship in India		Elective	4
15	Classical Sociology	S.M + D.M + M	Core	4
16	Rural Sociology	S.M have to complete a total of 12 credits ( 3 Courses)	Elective	4
17	Social Concerns in Contemporary India-1		Elective	4
18	Women and Society in India		Elective	4
19	Introduction to Social Work		Elective	4
	Project	Compulsory for S.M Optional for D.M	Elective	4
20	Introduction to Schools of Sociological Theory	S.M + D.M + M	Core	4
21	Urban Sociology		Elective	4

22	Social Concerns in Contemporary India-2	S.M have to complete a total of 12 credits ( 3 Courses) and D.M any 4 credit (1 Course)	Elective	4
23	Contemporary Issues of Women in Goa		Elective	4
24	International Migration and Society in Goa		Elective	4
25	Project	Compulsory for S.M  Optional for D.M		4

### Course Description:

Sr. No	Course Code	Course Title	Course Learning Objectives
1	SOC-I.C-1	INTRODUCING SOCIOLOGY	<ol style="list-style-type: none"> <li>1. To acquaint the students to the sociological perspective</li> <li>2. To strengthen the fundamentals of sociology</li> </ol>
2	SOC-I.C-2	SOCIAL CHANGE AND PROCESSES	<ol style="list-style-type: none"> <li>1. To train the students to look at Indian society from the sociological perspective,</li> <li>2. To familiarize students with factors/processes of change in Indian society, and</li> <li>3. To make students understand the changing aspects of Indian society.</li> </ol>
3	SOC-II.C-3	SOCIAL MOVEMENTS IN INDIA	<ol style="list-style-type: none"> <li>1. Familiarizing students with the phenomenon of social movements.</li> <li>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.</li> </ol>

4	SOC-II.C-4	SOCIOLOGY OF RELIGION	<ol style="list-style-type: none"> <li>1. To introduce the students to the subfield of sociology of religion.</li> <li>2. To analyze the basic concepts and key interpretations of religion,</li> <li>3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.</li> <li>4. To analyze social change in relation to religion.</li> </ol> <p>While the canvas of the Course is Global, it draws illustrations from Goa.</p>
5	SOC-III.C-5	SOCIAL INSTITUTION IN INDIA	<ol style="list-style-type: none"> <li>1. To train the students to look at Indian society from the sociological perspective.</li> <li>2. To make students understand the important structural aspects of Indian society.</li> </ol>
6	SOC-III.E-1	UNDERSTANDING GOA'S CULTURE	<ol style="list-style-type: none"> <li>1. The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.</li> </ol>
7	SOC-III.E-2	INTRODUCTION TO QUALITATIVE RESEARCH METHODS	<ol style="list-style-type: none"> <li>1. To introduce students to research methods and differentiate between Qualitative and Quantitative methods.</li> <li>2. To familiarize students with basic Qualitative Methods.</li> <li>3. To provide students with a hands-on experience of using Qualitative methods.</li> </ol>
8	SOC-III.E-3	INTRODUCTION TO NGO MANAGEMENT	<ol style="list-style-type: none"> <li>1. To introduce students about the Non – Government Organization and its structure.</li> <li>2. To understand the Management of Projects individually and organizationally.</li> </ol>



			<ol style="list-style-type: none"> <li>Students should be informed about the working areas of Non – Government organizations.</li> <li>To acquire skills to participate in management and administrative process and programme delivery.</li> </ol>
9	SOC-III.E-4	GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)	<ol style="list-style-type: none"> <li>Make students able to express their stories from a sociological perspective using the new media.</li> <li>Make the students able to produce knowledge using technology.</li> </ol>
10	SOC-IV.C-6	SOCIOLOGY OF EDUCATION	<ol style="list-style-type: none"> <li>To introduce students to the field of sociology of education in general and the issues relating to the education in Indian society.</li> </ol>
11	SOC-E-5	TEACHING SOCIOLOGY: THEORY AND PRACTICE	<ol style="list-style-type: none"> <li>Gain insight into the general aims and specific objectives of teaching.</li> <li>Acquire knowledge of various methods of teaching sociology and develop skills related to it.</li> <li>Give practice in planning and the usage of teaching learning material.</li> <li>Identify and utilize appropriate resources in teaching sociology.</li> <li>Acquire evaluation skills.</li> </ol>
12	SOC.E-6	CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS	<ol style="list-style-type: none"> <li>Correlate the past history of Goa with the present.</li> <li>Critically review the developments in Goa post liberation.</li> <li>Evaluate the various issues and concerns of</li> </ol>

			contemporary Goa.
13	SOC. E-7	AN INTRODUCTION TO SOCIOLOGY IN INDIA	1. 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.
14	SOC. E-8	FAMILY, KINSHIP AND MARRIAGE IN INDIA	<ol style="list-style-type: none"> <li>1. To acquaint the students with the different family, marriage and kinship system across India.</li> <li>2. To have an in-depth idea of how family, marriage and kinship work.</li> </ol>
15	SOC-V.C- 7	CLASSICAL SOCIOLOGY	<ol style="list-style-type: none"> <li>1. To introduce the students to the major ideas of Comte, Spencer, Durkheim, Marx and Weber.</li> <li>2. To evaluate and analyze the contribution of each of the pioneers.</li> <li>3. To relate the contribution of the pioneers to the social reality.</li> </ol>
16	SOC. E-9	RURAL SOCIOLOGY	<ol style="list-style-type: none"> <li>1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline on rural dimensions in India.</li> <li>2. To develop an understanding of the fundamental social reality, social processes and changes in development perspectives of rural communities.</li> </ol>
17	SOC. E-10	SOCIAL CONCERNS IN CONTEMPORARY INDIA -I	<ol style="list-style-type: none"> <li>1. To make students understand the meaning and nature of social problems.</li> <li>2. To sensitize students to some of the problems faced by people in contemporary India.</li> </ol>

18	SOC. E-11	WOMEN AND SOCIETY IN INDIA	<ol style="list-style-type: none"> <li>1. To introduce the students to the field of women's studies and feminist perspectives to the status of women in contemporary Indian society.</li> <li>2. To familiarize students with position of women through the ages.</li> </ol>
19	SOC. E-12	INTRODUCTION TO SOCIAL WORK	<ol style="list-style-type: none"> <li>1. To update the students the increasing demand for social work.</li> <li>2. To equip the students with the skills required to undertake social work.</li> <li>3. To qualify the students for the careers demanding social work.</li> </ol>
20	SOC- VI.C-8	INTRODUCTION TO SCHOOLS OF SOCIOLOGICAL THEORY	<ol style="list-style-type: none"> <li>1. To introduce the students with the major schools of sociological theory.</li> <li>2. To acquaint the students with the fundamental theories of Sociology.</li> </ol>
21	SOC.E -13	URBAN SOCIOLOGY	<ol style="list-style-type: none"> <li>1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline of urban dimensions in India.</li> <li>2. To develop an understanding of the fundamental social reality, social processes and changes in the development perspectives of urban communities.</li> </ol>



22	SOC.E -14	SOCIAL CONCERNS IN CONTEMPORARY INDIA – II	<ol style="list-style-type: none"> <li>1. To make students understand the meaning and nature of social problems.</li> <li>2. To sensitize students to some of the problems faced by people in contemporary India.</li> </ol>
23	SOC.E -15	CONTEMPORARY ISSUES OF WOMEN IN INDIA	<ol style="list-style-type: none"> <li>1. To sensitize the students to the various issues and problems of women in India.</li> <li>2. To know the evolution and challenges faced by women's movement</li> <li>3. To answer some of the vital questions that arise in the wake of deliberate attempts to improve the living conditions of women both by the governmental and non-governmental agencies.</li> </ol>
24	SOC.E -16	MIGRATION AND SOCIETY IN GOA	<ol style="list-style-type: none"> <li>1. To introduce the students to the sociological phenomena of international migration in Goa.</li> <li>2. To know the evolution of international migration in Goa.</li> <li>3. To help students analyze the process of change in the varied aspects inaugurated due to international migration.</li> <li>4. To present the experience of Goan diaspora in selected host nations.</li> </ol>

## Course Learning Objectives (CLOs)-Evaluation Pedagogies and Teaching-Learning

Sr.No	Course Code	Course Title	Course Learning Outcome Students will be able to:	Learning Assessment Activities
1	SOC-I.C-1	INTRODUCING SOCIOLOGY	<p>CLO 1. Analyse the growth of sociology as a science.</p> <p>CLO 2. Compare and contrast sociology with other social sciences</p> <p>CLO 3. Create a brochure by illustrating the varied scope of sociology.</p> <p>CLO 4. Apply and analyse the various concepts in sociology to one's day to day life.</p>	<ol style="list-style-type: none"> <li>1. Sociological Imagination</li> <li>2. Presentation</li> <li>3. Create a brochure by illustrating the varied scope of sociology.</li> <li>4. Me, My Self and the place and changes in It</li> </ol>
2	SOC-I.C-2	SOCIAL CHANGE AND PROCESSES	<p>CLO 1:To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society .</p> <p>CLO 2: To analyse the role of revolutions in social change</p> <p>CLO 3: To exhibit the various processes of social change in India.</p> <p>CLO 4: Create Models of Social change in Goa since liberation.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Assignment</li> <li>3. Field Based Assignment</li> <li>4. Creation of Models</li> </ol>
3	SOC-II.C-3	SOCIAL MOVEMENTS IN INDIA	<p>CLO 1. Analyse the role of social movements from a sociological perspective</p> <p>CLO 2.Understand the structure of social movement</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Role play on a given movement</li> <li>3. Presentation</li> <li>4. Movie Reviews on Social Movement</li> </ol>

			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.	
4	SOC-II.C-4	SOCIOLOGY OF RELIGION	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: Analyze the relationship between religion and society. CLO 4: Justify religion as cultural phenomena.	1. Test  2. Presentation  3. Society affects religion/Religion affecting society (Role play) 4. Exam-Test
5	SOC-III.C-5	SOCIAL INSTITUTION IN INDIA	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.	1. Test 2. Mapping Village through Goa 3. Mapping Village through Goa 4. Assignment
6	SOC.E-1	UNDERSTANDING GOA'S CULTURE	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.	1. Experiencing The Ganv Caste and Occupation of Goa 2. Test 3. The Sociology of Goa's Cuisine 3. Sociology of Goa's Festivals 4. Sociology of Goa's attire

			CLO 4.Recreate varied aspects of Goan culture by demonstration.	
7	SOC. E-2	INTRODUCTION TO QUALITATIVE RESEARCH METHODS	<p>CLO 1. Explain the fundamentals of qualitative research.</p> <p>CLO 2. Illustrate the use of Qualitative methods in order to undertake a research.</p> <p>CLO 3. Justify the need of ethics in Qualitative research.</p> <p>CLO 4. To design a research proposal based on Qualitative methods.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Interview demonstration</li> <li>3. Participating and Observing a Sociological Phenomena/Society in the Field</li> <li>4. Creating a Research Proposal</li> </ol>
8	SOC. E-3	INTRODUCTION TO NGO MANAGEMENT	<p>CLO 1. Understand the meaning and functioning of NGO.</p> <p>CLO 2. Plan and manage simple projects at the individual and organizational level.</p> <p>CLO 3. Demonstrate the steps in starting an NGO.</p> <p>CLO 4. Appraise the various processes in the smooth functioning of an NGO.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Structure and Function of an NGO in Goa: A Case Study</li> <li>3. The Process of starting a new NGO in Goa</li> <li>4. MCQ</li> </ol>
9	SOC. E-4	GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)	<p>CLO 1. Create structure story.</p> <p>CLO 2. Apply Voice recording and editing.</p> <p>CLO 3. Demonstrate basic editing by using Picture.</p> <p>CLO 4. Employ Video filming and basic editing.</p> <p>CLO 5. Apply free ready to use software for merging sound and images.</p> <p>CLO 6. Design and create stories in digital form from Sociological perspective.</p>	<p>1, 2 and 3: Create a story using pictures</p> <p>4,5, 6: Create a story using video.</p>
10	SOC- IV.C-6	SOCIOLOGY OF EDUCATION	CLO 1. Understand the nature and scope of sociology of education.	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Assignment</li> <li>3. Literate the illiterate</li> </ol>

			<p>CLO 2. Understand the objective of education.</p> <p>CLO 3. Assess the evolution of formal education and issues.</p> <p>CLO 4. Compare and Contrast the traditional and modern educational practices.</p> <p>CLO 5. Evaluate the impact of positive discrimination on education and society.</p> <p>CLO 6. Critically evaluate the issues arising in the contemporary system of education in India.</p>	<p>4. Assignment (Action Research)</p> <p>5. Demonstration through case study</p> <p>6. Creating awareness on issues</p>
11	SOC. E-5	TEACHING SOCIOLOGY: THEORY AND PRACTICE	<p>CLO 1. Demonstrate knowledge of teaching philosophies and its impact on methods.</p> <p>CLO 2. Create a Lesson Plan and a Unit Plan.</p> <p>CLO 3. Demonstrate the use of multiple methods to address diversity in the classroom using a lesson plan.</p> <p>CLO 4. Locate and use a variety of resources for teaching-Learning.</p> <p>CLO 5. Evaluate the teaching-learning process through reflection.</p>	<p>1. Test</p> <p>2. Create a lesson plan</p> <p>3 And 4 Demonstrate a lesson using multiple resources</p> <p>5. Evaluation of Teaching learning through reflection</p>
12	SOC. E-6	CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS	<p>CLO 1. Debate the developments in Goa post liberation.</p> <p>CLO 2. Assess the various historical process in the birth of contemporary Goa.</p> <p>CLO 3. Demonstrate the traditional occupations.</p> <p>CLO 4. Critically evaluate the issues and challenges arising from the practitioners of traditional occupations.</p> <p>CLO 5. Critically evaluate the various issues and</p>	<p>1 And 2 Presentation</p> <p>2 And 4. Research based presentation on occupation</p> <p>5. Assignment (PBL method)</p> <p>6. Assignment (PBL method)</p>



			concerns of contemporary Goa CLO 6. Propose plans in dealing with the issues.	
13	SOC. E-7	AN INTRODUCTION TO SOCIOLOGY IN INDIA	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 institutionalisation 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.	1 and 2 : Test 3: Case study of a sociologist in the development of sociology in India 4: Presentation of Research work by the Indian sociologist 5. Create awareness about sociology in the schools and society by large. 6. Test
14	SOC. E-8	FAMILY, KINSHIP AND MARRIAGE IN INDIA	CLO 1: Evaluate the structure and function of the family, marriage and kinship system in India CLO 2: Present case studies on various types of marriages by analysing them. CLO 3: Analyse issues arising in family, marriage and kinship in contemporary India CLO 4: Explain the new trends in family, marriage and kinship system in India. CLO 5: Assess the growth and decline of family.	1. Test 2. Case study assignment 3. Role play on Issues 4. Presentation 5. Review of Research Course on Marriage/family.
15	SOC-V.C- 7	CLASSICAL SOCIOLOGY	CLO 1: Justify the role of pioneers in the development of sociology CLO 2: Compare and contrast the contributions of different pioneers.	1. Case study 2. Test 3 And 4: Assignment 4 Role play 5 Test

			<p>CLO 3: Apply and relate the theories of the pioneers to the understanding of varied social phenomena.</p> <p>CLO 4: Demonstrate the application of a theory to social phenomena.</p> <p>CLO 5: Evaluate the nature and scope of sociology in the western context.</p>	
16	SOC. E-9	RURAL SOCIOLOGY	<p>CLO 1: Explain the different land tenure systems in the village.</p> <p>CLO 2: Analyse the rural life and the problem rural societies face.</p> <p>CLO 3: Present and evaluate the various programmes/Schemes in the Rural Society.</p> <p>CLO 4: Propose changes in the programmes to further develop rural society.</p> <p>CLO 5: Plan and design programme for the upliftment of the Rural Communities</p> <p>CLO 6: Evaluate the changes in rural India</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Understanding Rural Social Structure: A Goan Perspective</li> <li>3. Mapping Goa's Village</li> <li>4. The Functioning of a Panchayat in Goa: A case study</li> <li>5. Project based programme for upliftment</li> <li>6. Role play</li> </ol>
17	SOC. E-10	SOCIAL CONCERNS IN CONTEMPORARY INDIA -I	<p>CLO 1. Explain the concept of a social problem and its varied characteristics and approaches.</p> <p>CLO 2. Analyze the varied problems in contemporary India</p> <p>CLO 3. Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.</p> <p>CLO 4. Present the role of various agencies in the alleviation of a given social problem</p> <p>CLO 5. Design Programme for the welfare people.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Child Labour/ Juvenile Delinquency/ Paedophilia a Ground Reality in Goa</li> <li>3. Schemes by the Panchayat for alleviating Poverty and unemployment at grassroot level</li> <li>4. Assignment/test</li> <li>5. Research based assignment</li> </ol>

18	SO.E-11	WOMEN AND SOCIETY IN INDIA	<p>CLO 1: Explain the development of feminism and the varied feminist perspectives.</p> <p>CLO 2: Demonstrate the role of a feminist in the establishment of a feminist perspective.</p> <p>CLO 3: Define gender and empowerment and critically evaluate its construction and application.</p> <p>CLO 4: Trace the status of women through the ages in India.</p> <p>CLO 5: Debate about the varied issues of women in India.</p> <p>CLO 6: Present a case study of a Women that defy gender stereotype.</p>	<p>1 Test</p> <p>2 Presentation</p> <p>3 And 4: Role Play</p> <p>5 and 6: Case study</p>
19	SOC. E-12	INTRODUCTION TO SOCIAL WORK	<p>CLO 1. Explain the evolution of social work in India and the World.</p> <p>CLO 2. Illustrate the ethics and process of social work.</p> <p>CLO 3. Demonstrate the structure of agencies in social work.</p> <p>CLO 4. Present their experiences of working with a agency.</p> <p>CLO 5. Present the role of Voluntary action in Social Work.</p> <p>CLO 6. Apply a Social Work approach for the welfare of people.</p>	<p>1. Test</p> <p>2. Role play on ethics</p> <p>3 And 4: Presentation based on case studies</p> <p>5 and 6: Social work by collaborating with an agency and presentation of the experience</p>
20	SOC-VI.C-8	INTRODUCTION TO SCHOOLS OF SOCIOLOGICAL THEORY	<p>CLO 1. Evaluate the nature and scope of a school of thought.</p>	<p>1. Test</p> <p>2. Assignment</p> <p>3. Exam</p> <p>4. Case study exhibition</p>

			<p>CLO 2. Apply the theories to social reality in the society.</p> <p>CLO 3. Compare and Contrast Functionalism, Conflict, Symbolic interactionism and Exchange theory.</p> <p>CLO 4. Evaluate the Contribution of varied sociologist in the given school of thought.</p>	
21	SOC.E -13	URBAN SOCIOLOGY	<p>CLO 1: Evaluate the nature and scope of Urban Sociology</p> <p>CLO 2: Compare the different historical periods in the urbanization process in India.</p> <p>CLO 3: Appraise the varied problems of urbanity</p> <p>CLO 4: Plan awareness programmes for a given problem of Urbanity.</p> <p>CLO 5: Create a model of Urban Political growth.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Role play</li> <li>3 And 4: Case study of an urban area collaborating with an agency</li> <li>Mapping of the urban space and creating awareness of a given issue in the urban area</li> <li>5. Presentation based on the model</li> </ol>
22	SOC.E -14	SOCIAL CONCERNS IN CONTEMPORARY INDIA – II	<p>CLO 1. Analyze the varied problems in contemporary India</p> <p>CLO 2. Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.</p> <p>CLO 3. Present the role of various agencies in the alleviation of a given social problem</p> <p>CLO 4. Design Programme for the welfare people.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2. Case study</li> <li>3. The role of detoxication Centre in Goa: A ground reality</li> <li>4. Assignment (PBL)</li> </ol>
23	SOC.E -15	CONTEMPORARY ISSUES OF WOMEN IN INDIA	<p>CLO 1. Evaluate the challenges in the emergence women's movement.</p> <p>CLO 2. Demonstrate the varied problems faced by the women in India.</p>	<ol style="list-style-type: none"> <li>1. Test</li> <li>2 And 3: Role play</li> <li>4: Filed based assignment on the role of an agency</li> </ol>

			<p>CLO 3. Assess the Issues affecting women's image and quality of life.</p> <p>CLO 4. Evaluate the role of various agencies helping and supporting women in distress.</p> <p>CLO 5. Explain the laws and schemes introduced by the government for the welfare of women in India.</p>	5: Role of Government agencies in the welfare of women
24	SOC. E-16	MIGRATION AND SOCIETY IN GOA	<p>CLO 1. Analyze the emergence of the sociological phenomena of migration and diaspora.</p> <p>CLO 2. Discuss and debate the causes of migration.</p> <p>CLO 3. Evaluate the changes resulting from international migration in the Goan society.</p> <p>CLO 4. Discuss the concept of diaspora in the context of the emergence of Goan Diaspora</p>	<p>1 And 2: Test</p> <p>3. Case study based on family/village</p> <p>4. Assignment</p>

## Teaching-Learning Pedagogies

The department believes in constructivism and the constructivist idea of learning, which therefore drives a student centric learning in the department. Discussion and debate engaged in the learning methods more than mere delivery of lecture. Also collaborative learning is accentuated through group activities like group discussion, role play, chart work etc. Problem solving activities are carried out to hone skills of creative and analytical thinking. The department has also began using experiential learning as a method of learning so that students learning is life long.

The department encourages and mentors students to prepare for various intra and inter college Course presentation competitions and seminars. Students of the Department have won many prizes at Course presentation competitions. Serious efforts are made to develop scientific temper in the academic writings of students. All forms of academic writing whether original Courses or class assignments, are required to be free of plagiarism and well cited and referenced following APA Style.

To encourage critical thinking of students, panel discussion and guest lectures are also held, so that students get an opportunity to observe academic deliberation of various ideas in an objective manner. And also they get to hear the views of eminent professionals



## **Activities of the Department:**

### **Curriculum Enrichment Activities**

1. Sociusfiesta: The Sociusfiesta refers to an activity, where all the students and teachers of sociology of Goa relate sociology to mundane daily acts and processes within the social sphere. The Sociofiesta is called so because, it is like a fair (fiesta) of young budding sociologists to come and depict their understanding of sociology through the stalls (platform) provided with the help of various competitions. The Sociusfiesta helps the students and teachers to innovate ways to make Sociology relevant to the students by sensitizing them towards various issues in the society. The event is staged on the 19th of January every year that marks the birth anniversary of Auguste Comte, the founder of sociology

Objectives:

- a) To help students to relate to the various Courses, concepts and theories of Sociology to the social realities.
- b) To develop soft skills i.e. facing the audience, speaking in the public, event management, collaboration with their fellow students and overall organization skills.

2. Sociofare Awards: These are prizes given to students who excel in the department both curricular and extra-curricular activities. The aims of these awards are to encourage students and to boost confidence in themselves vis-a-vis the department.

Objectives:

- a) To develop a sense of self worth
- b) To encourage leadership skills

3. Women's Day: The Department celebrates the International Women's day on the 8th of March. Various issues pertaining to women are deliberated on this day. A research Course presentation competition is organized.

Objectives:

- a) To create awareness about various women issues
- b) To develop research interest in the students

4. Human Club: The students of the club run and manage a club with the acronym H.U.M.A.N (Human U and Me in Aid of Needy). The Club was established in 2013. The club reaches out to the under-privileged sections of society by organizing visits and sharing time and resources with them.

Objectives:

1. To create a sense of humanity
2. To sensitize students to the under-privileged sections of society.
5. Goenkarponn: This activity is an inter-higher secondary event. The main aim of the even is to promote, propagate and take pride in the Goan Culture. Varied event competition are organized to help students relive and recreate the Goan culture.
6. Field visits: The aim of field visits is to develop a sociological imagination and connect the book-view to the field.

### **Extension Activities**

#### **HUMAN ( Human u and Me in Aid of Needy) CLUB**

The Human Club was established in the year 2013. The founder of the Club was Sem. Melroy Mascarenhas (S.V.D). It is a club fully managed by the students of the department as well as supported by students of other departments. The main objective of this club is to reach out to the underprivileged sections of society and contribute positively to their social development. The key areas focused are Childhood Development, Caring the Aged and Underprivileged groups i.e. Orphans and Differently abled and Education and Youth.

**Vision :** To facilitate the student community to become socially responsible citizens and to be sensitive to the needs of the disadvantaged sections.

**Values:** To imbibe the love and concern for others, students should dedicate themselves to community service, thereby shaping themselves as men and women for others.

**Mission:** To create a society with committed youth to promote equality, Justice, education, health and environment for the underprivileged.

**Aim:** To have a positive impact on the underprivileged sections of society

#### **Objectives:**

- To enable the students to learn social responsibility.
- To provide an exposure about underprivileged groups and create an ambience to reflect on the possible ways of intervention in their development.
- To learn from the people's experience and try to create facilities that would empower them.
- To make our institution and individuals to realize our duty towards serving the neighborhood communities.

Adopted Areas: (Based on the total number of students and accessibility)

Team Activities:

1. Hobby Classes for orphan or underprivileged children
2. Youth Welfare and education to love
3. Welfare of the Aged and Differently-abled
4. Evening Tutition
5. Health Sanitation and Clean environment

## **1. Course Syllabus**

### **APPROVED SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS IN SOCIOLOGY**

#### **SEMESTER I**

**Course Title: INTRODUCING SOCIOLOGY**

**Course Code: SOC-I.C-1**

**Marks: 100**

**Credits: 4**

#### **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

**Supplementary Reading:**

1. Inkeless, Alex.(1987).What is sociology? New Delhi: Prentice Hall of India,
2. Johnson, Harry M. (1995).Sociology: A systematic introduction. New Delhi: Allied Publishers
3. Rao, C.N.Shankara.(2018). Sociology.New Delhi:S.Chand

**Web Based:**

1. [https://rgu.ac.in/wp-content/uploads/2021/02/Download\\_636.pdf](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](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](https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB_9QTqRGQ.pdf)

**Course Title: SOCIAL CHANGE AND PROCESSES**

Course Code: **SOC –II.C-2**

Marks: 100

Credits: 4

**Course Objective:** This Course is intended

- (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 Outcome:** Students will be able

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 Sanskritisation
- 3.2 Westernisation and modernization



### 3.3 Industrialisation 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](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/>

## **SEMESTER II**

**Course Title: SOCIAL MOVEMENTS IN INDIA**

**Course Code: SOC-II.C-3**

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%20movement,which>
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>

**Course Title: SOCIOLOGY OF RELIGION**

**Course Code: SOC-1.C-4**

**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*. New York: 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>
3. <https://www.distanceeducationju.in/pdf/MA%20Sociology%20CN%20305.pdf>



## **SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS (S.Y.B.A) IN SOCIOLOGY**

### **SEMESTER III**

#### **CORE COURSE**

**Course Title: SOCIAL INSTITUTION IN INDIA**

**Course Code: SOC-III.C-4**

**Marks: 100**

**Credits: 4**

#### **Course Objective**

4. To train the students to look at Indian society from the sociological perspective.
5. 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: Types
- 4.4: Functions

#### **References**

##### **Mandatory Reading.**

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.

##### **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 Pengu

##### **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>

## **ELECTIVE COURSES**

### **1 Elective Course Title: UNDERSTANDING GOA'S CULTURE**

Course Code: SOC.E-1

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 (Sociological perspective)

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

**15 hours**

- 4.1: Types of Dances in 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,Teotónio.(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>

**2. Elective Course Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS**

Course Code: SOC.E-2

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.rbfhealth.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)
3. [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)

### **3. Elective Course Title: INTRODUCTION TO NGO MANAGEMENT**

Course Code: SOC.E-3

Credits: 04

Marks: 100

#### **Course Objectives:**

1. To introduce students about the Non – Government Organization and its structure.
2. To understand the Management of Projects individually and organizationally.
3. Students should be informed about the working areas of Non – Government organizations.
4. To acquire skills to participate in management and administrative process and programme delivery.

#### **Course Learning Outcomes:**

CLO 1: Understand the meaning and functioning of NGO.

CLO 2: Plan and manage simple projects at the individual and organizational level.

CLO 3: Demonstrate the steps in starting an NGO.

CLO 4: Appraise the various processes in the smooth functioning of an NGO.

#### **Course Content**

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

**16 hours**

Management Concepts: Definition, Principles of Management, Functions of Management, Management of interpersonal, inter-group and organizational theories, Significance of management for social work, Management for Non-Governmental Organizations, Development Concepts: Definition, Objectives, Developed, Underdeveloped and Developing, Indicators of Development, Social Development and Ngo's.

##### **UNIT II: Non- Governmental Organization**

**16 hours**

History and concepts of NGO in India, NGO Movement in India, Role and Function of NGO's, Advocacy and Lobbying, NGO and Social Problems, Challenges to NGO's, Legislation related to

NGO's in India: Indian Societies Registration Act 1860, Indian Trust Act 1950, Indian Companies Act 1948, Foreign Contribution of Regulation Act 1976.

### **UNIT III: NGO Types**

**12 hours**

Voluntary Organization, Charity, Community based Organization, Faith Based Organization, Civil Society Organization, Right Based Organization, Relief providing organization.

### **UNIT IV: NGO Formation**

**16 hours**

Process of establishment of an NGO, Preparation of Bye Laws and Memorandum of Association, Factors in NGO Management: Visioning and envisioning as a Team, Capacity Building of Staff, Conducting Performance Appraisal, NGO culture and Social Work Ethics. Preparation of Agenda of Meeting, Fund Raising, Writing meeting Minutes, Proceedings of meeting, Passing Resolutions, Preparation of MOU, Ledgers, Registers, Vouchers, Receipts and payments, Audit Report, Structure of a Project Proposal, Preparation and Submission of Monthly, Half yearly and Yearly Reports.

### **Mandatory Reading**

1. Sarkar, Ashok.(2008). NGOs and Globalization. Jaipur: Rawat Publication.
2. Dharmarajan, Shivani.(2006). NGO as Prime movers.New Delhi: Kaniska Publication.
3. Bills and Margaret Harris (2000): Voluntary Agencies: Challenges of Organization and Management (ed) .London: Macmillan.

### **Supplementary Reading**

1. Todaro, Michael.(2000) Economic Development, 7<sup>th</sup> Edition.New Delhi: Pearson Education Ltd.
2. Kapila, Uma.(2004) Understanding the Problems of India Economy.New Delhi: Academic Foundation.
3. Drez, Jean and Amartya Sen. (1997). India Development. London. Oxford University Press

### **Web Based:**

1. [https://www.google.com/url?sa=t&source=web&rct=j&url=http://pria-academy.org/pdf/ngom/NGOM\\_1.pdf&ved=2ahUKEwinhLmDpOH6AhVhU3wKHaD\\_BMAQFnoECBQQAQ&usg=AOv2.AhVhU3wKHaD\\_BMAQFnoECBQQAQhttps://static.america.gov](https://www.google.com/url?sa=t&source=web&rct=j&url=http://pria-academy.org/pdf/ngom/NGOM_1.pdf&ved=2ahUKEwinhLmDpOH6AhVhU3wKHaD_BMAQFnoECBQQAQ&usg=AOv2.AhVhU3wKHaD_BMAQFnoECBQQAQhttps://static.america.gov)
2. NGO Handbook: [https://static.america.gov/uploads/sites/8/2016/05/The-NGO-Handbook\\_Handbook-Series\\_English\\_508.pdf](https://static.america.gov/uploads/sites/8/2016/05/The-NGO-Handbook_Handbook-Series_English_508.pdf)



**4. Elective Course Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)**

Course Code: SOC.E-4

Credits: 4

Marks 100

Duration 60 hour

**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** **10 hours**

**UNIT II: Digital Story Telling (using images only)** **20 hours**

2.1 : Structuring a story

2.2: Editing pictures

2.3: Voice recording

2.4: Making of DST

**UNIT III: Video Filming and Editing.** **15 hours**

3.1 Structuring a story

3.2 Video Recording

3.3 Editing

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

## 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>

## **SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS IN SOCIOLOGY**

### **CORE COURSE**

#### **SEMESTER IV**

**Course Title: SOCIOLOGY OF EDUCATION**

**Course Code: SOC-IV.C-6**

**Marks: 100**

**Credits: 4**

#### **Course Objectives:**

3. To introduce students to the field of sociology of education in general and the issues relating to the education in Indian society.

#### **Course Learning outcomes:**

CLO 1: Understand the nature and scope of sociology of education.

CLO 2: Understand the objective of education.

CLO 3: Assess the evolution of formal education and issues.

CLO 4: Compare and Contrast the traditional and modern educational practices.

CLO 5: Evaluate the impact of positive discrimination on education and society.

CLO 6: Critically evaluate the issues arising in the contemporary system of education in India.

#### **Course Content:**

##### **UNIT I: Introduction to sociology of education**

**15 hours**

- 3.1 : Nature and scope of sociology of education
- 3.2 : Sociology of education and educational sociology
- 3.3 : Theoretical perspectives on education: Functionalist, Liberal and Marxian
- 1.4: Socialization and education
- 1.5 : Formal, informal and non-formal education

1.6: Agencies of education

**UNIT II: Social history of education in India**

**10 hours**

2.1: Pre-colonial: Vedic, Buddhist and Muslim

2.2: Colonial: British

2.3: Post-independence developments

2.4: The new educational policy initiative

**UNIT III: Social issues of education in India**

**20 hours**

3.1: Higher education: unemployment of the educated and student unrest

3.2: Special problems of the education of SCs STs and Women

3.3: Problem of medium of instruction

**UNIT IV: Education in India: Current Issues**

**15 hours**

4.1: Education: Positive discrimination and reservation

4.2: Information technology and education

4.3: Globalization and education

**References**

**Mandatory Reading:**

1. Chaube, S.P. and Akhilesh Chaube. (1981). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
2. Chitnis, Suma and Philip G. Altbach (eds.). (1993). Higher Education Reform in India: Experience and Perspectives. New Delhi: Sage Publications.
3. Gore, M.S. and Suma Chitnis. (1990). Education and Modernization in India. Jaipur: Rawat Publications.
4. Jayaram, N. (1982). Sociology of Education in India. Jaipur: Rawat Publications.
5. Mathur, S.S. (1981). A Sociological Approach to Indian Education. Agra: Vinod Pustak

Mandir.

6. Shukla, Sureshchandra and Krishna Kumar (eds.) (1990). Sociological Perspective in Education. Delhi: Chanakya Publications.

### **Supplementary Reading**

1. Chaube, S.P. and Akhilesh Chaube. (1999). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House.
2. Shah, B.V. and K.B. Shah. (1998). Sociology of Education. New Delhi: Rawat Publications.
3. Haralambos, M. (1997). Sociology: Themes and Perspectives. Delhi: Oxford University Press.

### **Web Based:**

1. [https://archive.mu.ac.in/myweb\\_test/ma%20edu/M.A.%20Sociology%20of%20Edu..pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Sociology%20of%20Edu..pdf)
2. <https://files.eric.ed.gov/fulltext/EJ1274704.pdf>
3. [https://uk.sagepub.com/sites/default/files/upm-assets/88326\\_book\\_item\\_88326.pdf](https://uk.sagepub.com/sites/default/files/upm-assets/88326_book_item_88326.pdf)

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

Course Code: **SOC-.E-5**

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, Heuristic, Experimental, Activity, Problem Solving Methods.

2.3 :Techniques of Teaching, Supervisory Study, Source Method, Jurisprudential Enquiry, Dramatization, Role Play, Brain-Storming, Assignment and Quiz

**3: Planning** **15 hours**

3.1: Course Plan: Meaning, Components, objective and Construction

3.2: Unit Plan : Meaning, Components, objective and Construction

3.3: Lesson Plan: Meaning, Components, objective and Construction

**4: Execution and Assessment (Practical)** **15 hours**

4.1 : Execution of the Lesson plan

4.2 : Execution using multiple teaching-learning methods

4.3 : Formative assessment: Types, objectives and construction

4.4: Summative assessment: Types, objectives and construction

**5: 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>



**Course Title: CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS**

Course Code: **SOC-.E-6**

Marks: 100

Credits: 4

**Course Objectives:**

1. Correlate the past history of Goa with the present.
2. Critically review the developments in Goa post liberation.
3. Evaluate the various issues and concerns of contemporary Goa.

**Course Learning Outcomes:**

CLO 1: Debate the developments in Goa post liberation.

CLO 2: Assess the various historical process in the birth of contemporary Goa.

CLO 3: Demonstrate the traditional occupations.

CLO 4: Critically evaluate the issues and challenges arising from the practitioners of traditional occupations.

CLO 5: Critically evaluate the various issues and concerns of contemporary Goa

CLO 6: Propose plans in dealing with the issues.

**Course Content:**

**UNIT I: Reviewing Goa past and present 10 hours**

- 1.1. Transformation of Goa.
- 1.2. Goa: 50 years after Liberation.

**UNIT II: Challenges to traditional occupations in Goa 10 hours**

**UNIT III: Issues of Konkani Mai 15 hours**

- 3.1. Konkani Mai ascends the throne: The basis of Goan statehood.
- 3.2. Konkani a language at crossroads.
- 3.3. The issue of medium of instruction.

**UNIT IV: Civil society and Movements in contemporary times 25 hours**

- 4.1. Mining
- 4.2. Tourism

4.3.The dialectics of SEZ

4.4. The Regional plan: Reviewing RP 2011 and 2021

4.5. Migration

## **References**

### **Mandatory Reading.**

1. Newman, Robert. (2001). of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press.
2. Abreu, Savio. and Rudolf Heredia.( 2011). Goa 2011: Reviewing and Recovering Fifty Years. New Delhi: Concept Publishers.
3. Alvares, C. (1999). Fish, Curry and Rice. Goa: Goa Foundation.
4. Botelho, Afonso. (2011). Language and Early Schooling in Goa. Panaji: Government of Goa, Directorate of Official Language.
5. Mascrenhas-Keyes, Stella. (2011). Colonialism, Migration and International Goan Community. Mapusa: Goa 1556.
6. Trichur, Raghuram. (2013). Refiguring Goa: From Trading Post to Tourism Destination. Saligao: Goa 1556.

### **Supplementary Reading:**

1. De Souza, Teotonio. (1994). Goa To Me. New Delhi: Concept Publishing Co
2. Gomes, Olivinho. (2010). A Concise History of Goa. Panaji: Directorate of Art and Culture.
3. Dantes, Norman. (1999). The Transforming of Goa. Mapusa: Other India Press

### **Web Based:**

1. <https://core.ac.uk/download/pdf/48609751.pdf>
2. <https://www.bits-pilani.ac.in/uploads/Da%20Silva%20Goa%20SEZ%20Chp.pdf>
3. <https://core.ac.uk/download/pdf/15566344.pdf>

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

Course Code: SOC-E.7

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: FAMILY, KINSHIP AND MARRIAGE IN INDIA**

Course Code: **SOC-E.8**

Marks: 100

Credits: 4

**Course Objective:**

4. To acquaint the students with the different family, marriage and kinship system across India.
5. To have an in-depth idea of how family, marriage and kinship work.

**Course Learning Outcome:**

CLO 1: Evaluate the structure and function of the family, marriage and kinship system in India

CLO 2: Present case studies on various types of marriages by analysing them.

CLO 3: Analyse issues arising in family, marriage and kinship in contemporary India

CLO 4: Explain the new trends in family, marriage and kinship system in India.

CLO 5: Assess the growth and decline of family.

**Course Content**

**UNIT I: Meaning and concepts** **15 hours**

- 1.1. Family: A global perspective
- 1.2. Marriage around the world
- 1.3. Understanding Kinship

**UNIT II: The Kinship System** **15 hours**

- 2.1. Features and categories of kinship
- 2.2. Linguistic structure and terminology of Kinship
- 2.3. Rules of Decent and Lineage

**UNIT III: Family** **15 hours**

- 3.1 Forms/ Types of family
- 3.2. Changing family patterns

### 3.3. Factors affecting family

## **UNIT IV: Marriage**

**15 hours**

### 4.1. Marriage and its dissolution

### 4.2. Marriage and the changing attitudes in the 21<sup>st</sup> century

#### **Mandatory Reading.**

1. Ahuja, Ram. (1999). Society in India Concepts Theories and Recent Changes. New Delhi: Rawat Publication.
2. Macionis, John. (2005). Sociology. New Jersey: Pearson Prentice Hall.
3. Ahuja, Ram. (1993). Indian Social System. New Delhi: Rawat Publication.
4. Macionis, John. and Ken Plummer. (2008). Sociology: A Global Introduction. New Jersey: Prentice Hall.

#### **Supplementary Reading**

1. Basu, Indrani. (2013). Antropology: An Introduction to Man. New Delhi: S. Chand Limited
2. Karve, Irawati. (1990). Kinship Organization in India. New Delhi: South Asia Books

#### **Web Based:**

1. <http://mentors4ias.com/wp-content/uploads/2019/05/Kinship-Family-And-Marriage-In-India-Mentors4IAS.pdf>
2. <http://web.mnstate.edu/robertsb/380/Kinship%20&%20family.pdf>
3. [https://ebooks.lpude.in/arts/ma\\_sociology/year\\_1/DSOC402\\_SOCIOLOGY\\_OF\\_KINSHIP\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_sociology/year_1/DSOC402_SOCIOLOGY_OF_KINSHIP_ENGLISH.pdf)

# **SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**

## **SEMESTER V**

**Course Title: CLASSICAL SOCIOLOGY**

**Course Code: SOC-5.C-7**

**Marks: 100**

**Credits: 4**

### **Course Objectives**

1. To introduce the students to the major ideas of Comte, Spencer, Durkheim, Marx and Weber.
2. To evaluate and analyze the contribution of each of the pioneers.
3. To relate the contribution of the pioneers to the social reality.

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

CLO 1: Justify the role of pioneers in the development of sociology

CLO 2: Compare and contrast the contributions of different pioneers.

CLO 3: Apply and relate the theories of the pioneers to the understanding of varied social phenomena.

CLO 4: Demonstrate the application of a theory to social phenomena.

CLO 5: Evaluate the nature and scope of sociology in the western context.

### **Course Content**

**UNIT I: Auguste Comte and Herbert Spencer (The Founding fathers)                      20 hours**

- 1.1 Static and dynamic sociology
- 1.2 The law of three stages
- 1.3 Positivism
- 1.4 Hierarchy of social sciences
- 1.5 The evolutionary doctrine
- 1.6 The organic analogy
- 1.7 The types of society

**UNIT II: Emile Durkheim and French sociology****10 hours**

- 2.1 Social facts: Concept and characteristics
- 2.2 The Division of Labour in Society: Mechanical and organic solidarity
- 2.3 Suicide
- 2.4 Religion

**UNIT III: Karl Marx****15 hours**

- 3.1 The Concept of Dialectics and Historical materialism
- 3.2 Class conflict
- 3.3 Alienation

**UNIT IV: Max Weber****15 hours**

- 4.1 Social action: Concept and types
- 4.2 Verstehen and Ideal Types
- 4.3 Religion and Social Change
- 4.4 Types of Authority

**References****Mandatory Reading:**

1. Barnes, H.E.(1959). Introduction to the history of sociology. Chicago: The University of Chicago Press.
2. Francis, Abraham and Morgan J H. (2002). Sociological thought, New Delhi: Macmillan India Ltd.
3. Ritzer, George.(1996). Sociological theory. New Delhi: Tata Mc-Graw Hill.
4. Zeitlin, I.M.(1986). Ideology and the development of Sociological Theory, (3rd edition), New Delhi: Prentice-Hall of India.



### **Supplementary Reading**

1. Coser, Lewis.(1979). Masters of sociological thought. New York: Harcourt Brace Jovanovich.
2. Fletcher, Ronald.(1994). The making of sociology ( 2 vols ). Jaipur: Rawat.
3. Francis, Abraham M.(1995). Modern sociological theory. Delhi: Oxford University Press.

### **Web Based:**

1. [https://ddceutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/MA\\_PAPER3\\_CLASSICAL\\_SOCIOLOGICAL\\_THEORY.pdf](https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_PAPER3_CLASSICAL_SOCIOLOGICAL_THEORY.pdf)
2. [https://rgu.ac.in/wp-content/uploads/2021/02/Download\\_619.pdf](https://rgu.ac.in/wp-content/uploads/2021/02/Download_619.pdf)
3. [https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

**Course Title: RURAL SOCIOLOGY**

Course Code: **SOC.E-9**

Marks: 100

Credits: 4

**Course Objectives:**

4. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline on rural dimensions in India.
5. To develop an understanding of the fundamental social reality, social processes and changes in development perspectives of rural communities.

**Course Learning Outcomes:**

CLO 1: Explain the different land tenure systems in the village.

CLO 2: Analyse the rural life and the problem rural societies face.

CLO 3: Present and evaluate the various programmes/Schemes in the Rural Society.

CLO 4: Propose changes in the programmes to further develop rural society.

CLO 5: Plan and design programme for the upliftment of the Rural Communities

CLO 6: Evaluate the changes in rural India

**Course Content**

**UNIT I: Rural Sociology**

**10 hours**

1.1 Nature, scope, and significance

1.2 Indian rural society – its basic features.

**UNIT II: Village Social Structure**

**20 hours**

2.1 Family in rural India

2.2 Caste system and Jajmani relations

2.3 Rural elite and village panchayats

2.4 Relevance of Sanskritisation and Westernisation

2.5 Dominant castes

**UNIT III: Rural Economy****20 hours**

- 3.1 Land tenure systems and land reforms: Critical evaluation
- 3.2 Rural Indebtedness
- 3.3 Village co-operatives
- 3.4 Green revolution

**UNIT IV: Rural Goa****10 hours**

- 4.1 Politics at grass root level
- 4.2 Contemporary village communities

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

- 1. Desai, A. R.(1977). Rural Sociology in India. Mumbai: Popular Prakashan.
- 2. Sharma, Rajendra Kumar.(2011) Rural Sociology. New Delhi: Atlantic Publisher.
- 3. Singh, Katar.(2009). Rural Development Principles, Policies and Management. New Delhi: SAGE publication.
- 4. Sarathi De, Partha.(2012). Rural Sociology. New Delhi: Pearson.

**Supplementary Readings**

- 1. Dhanagare, D.N.(1988). Peasant movements in India. New Delhi: OUP.
- 2. Doshi, S. L.(1999). Rural sociology. Jaipur: Rawat Publishers

**Web Based:**

- 1. Power elite in rural India: some questions and clarifications Author(s): K. L. Sharma  
<https://www.jstor.org/stable/23618888>
- 2. [https://ddceutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/Paper-9.pdf](https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-9.pdf)
- 3. <https://ia800301.us.archive.org/25/items/introductiontoru00vogtuoft/introductiontoru00vogtuoft.pdf>
- 4. [https://backup.pondiuni.edu.in/storage/dde/dde\\_ug\\_pg\\_books/Rural%20Sociology.pdf](https://backup.pondiuni.edu.in/storage/dde/dde_ug_pg_books/Rural%20Sociology.pdf)

**Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I**

**Course Code: SOC.E-10**

**Marks: 100**

**Credits: 4**

**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 and approaches.

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 15 hours**

- 1.1 Meaning of a social problem
- 1.2 Approaches to the study of social problems
- 1.3 Theories of deviance

**UNIT II: Population dynamics 15 hours**

- 2.1 India's population profile: Emerging trends
- 2.2 Demographic trends in Goa
- 2.3 Comparison between India and Goa

**UNIT III: Poverty and unemployment 15 hours**

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

3.2 The problem of unemployment: Extent, causes and remedies

**UNIT IV: Delinquency and Child abuse**

**15 hours**

4.1 Juvenile delinquency: Meaning, types, and causes

4.2 Child labour

4.3 Pedophilia with special reference to Goa

4.4 Legislation

**References**

**Mandatory Readings:**

1. Ahuja, Ram.(2013). 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](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)

**Course Title: WOMEN AND SOCIETY IN INDIA**

Course Code: **SOC.E-11**

Marks: 100

Credits: 4

**Course Objectives:**

1. To introduce the students to the field of women's studies and feminist perspectives to the status of women in contemporary Indian society.
2. To familiarize students with position of women through the ages.

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

CLO 1: Explain the development of feminism and the varied feminist perspectives.

CLO 2: Demonstrate the role of a feminist in the establishment of a feminist perspective.

CLO 3: Define gender and empowerment and critically evaluate its construction and application.

CLO 4: Explain the status of women through the ages in India.

CLO 5: Debate about the varied issues of women in India.

CLO 6: Present a case study of Women that defy gender stereotype.

**Course Content**

**UNIT I: Introduction**

**20 hours**

- 1.1 Sex and gender
- 1.2 Social construction of gender
- 1.3 Women in the family: Socialisation and gender roles, Private/public dichotomy, Sexual division of labour

**UNIT II: Feminist Theories**

**10 hours**

- 2.1 Liberal feminism
- 2.2 Radical feminism
- 2.3 Marxist feminism

## 2.4 Socialist feminism

### **UNIT III: Women in Indian society: The changing profile**

**15 hours**

3.1 Vedic

3.2 Medieval

3.3 Colonial

3.4 Independent India

### **UNIT IV: Women's Empowerment**

**15 hours**

4.1 Seventy fourth constitutional amendment and women's political empowerment

4.2 SHGs and empowerment

4.3 Legislation and empowerment of women

### **References**

#### **Mandatory Readings:**

1. Agnes, Flavia.(1995), State, gender and the rhetoric of law reform. Bombay: SNDT Women's University.
2. Desai, Neera and Maitreyi Krishna Raj,(1987). Women and society in India. Bombay: Ajanta Publications.
3. Tapan, Neeta.(2010). Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publication.
4. Ghadially, Rehana.(1988). Women in Indian society. New Delhi: Sage.
5. Kosambi, Meera.(1994) Women's oppression in the public gaze. Bombay: SNDT Women's University.

**Supplementary Readings:**

1. Upadhyay, H.C.(1991) Status of women in India. Delhi: Anmol Publications.
2. Pillai, J.K.(1995). Women and Empowerment. New Delhi: Gyan Publishing House.
3. Jethani, Urmila.(1994). Single Women: New Delhi. Rawat Publications, 1994
4. Pandey, Veena Pani.(2002). Problems of womens Marriage and Violence. New Delhi: Mohit Publications.
5. Devendra, Kiran.(1994). Changing status of women in India. New Delhi: Vikas

**Web Based:**

1. <https://youtu.be/sxhQWOHS-gg>
2. <https://youtu.be/-hbMee1Wb2E>
3. <https://egyankosh.ac.in/bitstream/123456789/39215/1/Unit-4.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/3492/1/MWG-002-B1-U4.pdf>
5. <https://core.ac.uk/download/pdf/144520591.pdf>



**Course Title: INTRODUCTION TO SOCIAL WORK**

**Course Code: SOC.E-12**

**Marks: 100**

**Credits: 4**

**Course Objectives:**

1. To update the students the increasing demand for social work.
2. To equip the students with the skills required to undertake social work.
3. To qualify the students for the careers demanding social work.

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

CLO 1: Explain the evolution of social work in India and the World.

CLO 2: Illustrate the ethics and process of social work.

CLO 3: Demonstrate the structure of agencies in social work.

CLO 4: Present their experiences of working with a agency.

CLO 5: Present the role of Voluntary action in Social Work.

CLO 6: Apply a Social Work approach for the welfare of people.

**Course Content**

**UNIT I: Introduction to Social Work**

**10 hours**

- 1.1 Evolution of Social Work in America
- 1.2 Evolution of Social Work in Europe
- 1.3 Evolution of Social Work in India

**UNIT II: Social Work and Social Welfare services in India**

**15 hours**

- 2.1 : Definition and Nature of Voluntary Action
- 2.2 : Area of Intervention and Implication of Voluntary Action
- 2.3: Voluntary Service in India
- 2.4: Government and Voluntary Action
- 2.5 : Trends in Social Welfare, Inequality and Participation

**UNIT III: Social Work Ethics** **15 hours**

- 3.1 : Ethics – An Introduction,
- 3.2 : Need for Ethical Behaviour in Social Work
- 3.3: Purpose of a Code of Ethics

**UNIT IV: Methods of Conducting Social Work Programmes** **10 hours**

- 4.1 : Approaches in Doing Social Work
- 4.2 : Managing of Social Work Programmes

**UNIT V: Social Work in Goa: A case study** **10 hours**

**References**

**Mandatory Readings:**

1. Charles H. Zastrow.(2010) Introduction to Social Work and Social Welfare: Empowering People.USA: Cengage Learning.
2. David Howe.(2009). A Brief Introduction to Social Work Theory.Norwich: Palgrave Macmillan.
3. O. William Farley, Scott W. Boyle, Larry Lorenzo Smith.(2011). Introduction to Social Work. New York: Allyn & Bacon.

**Web Based:**

1. [https://niilmuniversity.in/coursepack/humanities/Social\\_Work.pdf](https://niilmuniversity.in/coursepack/humanities/Social_Work.pdf)
2. <https://core.ac.uk/download/pdf/37422328.pdf>
3. [https://www.hzu.edu.in/uploads/2020/9/Introduction%20to%20Social%20Work%20and%20Social%20Welfare %20Empowering%20People.pdf](https://www.hzu.edu.in/uploads/2020/9/Introduction%20to%20Social%20Work%20and%20Social%20Welfare%20Empowering%20People.pdf)

## **SYLLABUS FOR THIRD YEAR BACHELOR OF ARTS (T.Y.B.A) IN SOCIOLOGY**

### **SEMESTER VI**

**Course Title: INTRODUCTION TO SCHOOLS OF SOCIOLOGICAL THEORY**

**Course Code: SOC-5.C-8**

**Marks: 100**

**Credits: 4**

#### **Course Objectives**

1. To introduce the students with the major schools of sociological theory.
2. To acquaint the students with the fundamental theories of Sociology.

#### **Course Learning Outcomes:**

CLO 1: Evaluate the nature and scope of a school of thought.

CLO 2: Apply the theories to social reality in the society.

CLO 3: Compare and Contrast Functionalism, Conflict, Symbolic interactionism and Exchange theory.

CLO 4: Evaluate the Contribution of varied sociologist in the given school of thought.

#### **Course Content**

**UNIT I: Introduction to Sociological theory and functionalism** **20 hours**

- 1.1. Understanding sociological theory
- 1.2. Functionalism: Brief history, meaning and features
- 1.3. Early functionalist and their contributions
- 1.4. Robert King Merton
- 1.5. Talcott Parsons

**UNIT II: Conflict Theory** **15 hours**

- 2.1. Conflict Theory: Brief history, meaning and features

2.2. Ralph Dahrendorf

2.3. Lewis Coser

### **UNIT III: Symbolic Interactionism**

**15 hours**

3.1 : Brief history, meaning and features

3.2: George Herbert Mead

3.3: Charles Horton Cooley

### **UNIT IV: Exchange Theory**

**10 hours**

4.1: Brief history, meaning and features

4.2: George Homas

4.3: Peter Blau

### **References**

#### **Mandatory Readings:**

1. Ritzer, George.(2013). Sociological theory. New Delhi: Tata Mc-Graw Hill.
2. Fletcher, Ronald.(1994). The making of sociology. Jaipur: Rawat.
3. Francis, Abraham M .(1995). Modern sociological theory. Delhi: Oxford University Press.
4. Francis, Abraham and Morgan J H .(2002).: Sociological thought. New Delhi: Macmillan India Ltd.

### **Supplementary Readings:**

1. Barnes, H.E.(1959) Introduction to the history of sociology. Chicago: The University of Chicago Press.
2. Coser, Lewis.(1979). Masters of sociological thought. New York: Harcourt Brace Jovanovich.
3. Wallace, Ruth A; Wolf, Alison.(1980). Contemporary Sociological Theory. United states, Prentice Hall.

### **Web Based:**

1. [http://sdeuoc.ac.in/sites/default/files/sde\\_videos/SOC2C05.pdf%20original.pdf](http://sdeuoc.ac.in/sites/default/files/sde_videos/SOC2C05.pdf%20original.pdf)
2. [https://archive.mu.ac.in/myweb\\_test/TYBA%20study%20material/Social%20Theory%20-%20IV.pdf](https://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Social%20Theory%20-%20IV.pdf)
3. <https://www.hzu.edu.in/uploads/2020/9/Theoretical%20Sociology%20A%20Concise%20Introduction%20to%20Twelve%20Sociological%20Theories.pdf>

**Course Title: URBAN SOCIOLOGY**

Course Code: **SOC.E-13**

Marks: 100

Credits: 4

**Course Objectives:**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline of urban dimensions in India.
2. To develop an understanding of the fundamental social reality, social processes and changes in the development perspectives of urban communities.

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

CLO 1: Evaluate the nature and scope of Urban Sociology

CLO 2: Compare the different historical periods in the urbanization process in India.

CLO 3: Appraise the varied problems of urbanity

CLO 4: Plan awareness programmes for a given problem of Urbanity.

CLO 5: Create a model of Urban Political growth.

**Course Content**

**UNIT I: Urban Sociology**

**15 hours**

- 1.1 Nature, scope and significance
- 1.2 Urbanization
- 1.3 Urbanism as a way of life
- 1.4 Rural-urban continuum

**UNIT II: City: A historical perspective**

**15 hours**

- 2.1 pre-historical, early historical and medieval cities
- 2.2 Urbanization in British & post-independence period in India

**UNIT III: Theories of urban growth****10 hours**

- 3.1 Concentric zone theory
- 3.2 Sector theory
- 3.3 Multiple nuclei Theory.

**UNIT IV: Urban problems and Urban Planning in India****10 hours**

- 4.1 Crime
- 4.2 Urban environmental problems: Pollution, waste disposal, Housing, and slums
- 4.3 Urban planning in India

**UNIT V: Urbanism in Goa****10 hours****References****Mandatory Readings:**

1. Rao, M.S.A.(1974). Urban sociology in India. New Delhi: Orient Longman, 1974.
2. Rao, M. Prathap.(2001). Urban planning Theory and Practice. New Delhi, CBS Publishers & Distributors.
3. Aggarwal, S.K.; Nath, V.(2007). Urbanisation Urban Development and Metropolitan Cities in India. New Delhi.

**Supplementary Readings:**

1. Bose, Ashish.(1978). India's urbanization. New Delhi: Tata Mc Graw Hill
2. Ramchandran, R. (1989). Urbanization and urban systems in India. New Delhi: OUP

**Web Based:**

1. <https://old.mu.ac.in/wp-content/uploads/2014/04/TYBA-urban-SOciology.pdf>
2. [https://ddceutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/Paper-20.pdf](https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-20.pdf)

**Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA – II**

Course Code: SOC.E-14

Marks: 100

Credits: 4

**Course Objectives**

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

**Course Learning Outcomes:**

CLO 1: Analyze the varied problems in contemporary India

CLO 2: Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.

CLO 3: Present the role of various agencies in the alleviation of a given social problem

CLO 4: Design Programme for the welfare people.

**Course Content**

**UNIT I: Substance abuse**

**15 hours**

- 1.1 Alcoholism
- 1.2 Alcoholism in Goa
- 1.3 Drug Abuse
- 1.4 Drug Abuse in Goa

**UNIT II: Problem of AIDS**

**10 hours**

- 4.1. AIDS in Goa

**UNIT III: Problems of specific social categories**

**20 hours**

- 3.1 SCs, STs and OBCs
- 3.2 Gender discrimination
- 3.3 Transgender
- 3.4 People with special needs



## **UNIT IV: Current challenges**

**15 hours**

- 4.1 Corruption
- 4.2 Communalism
- 4.3 Terrorism
- 4.4 Human Rights

### **References**

#### **Mandatory Readings:**

1. Ahuja, Ram.(2013). 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 .
4. Fernandes, Auriliano.(2010). Assessing Urban Governance, Goa Citizen Report Card on Public Service. Panjim, CIVITAS & Broadway Book Centre.

#### **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](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.drishtias.com/pdf/1649674551\\_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

**Course Title: CONTEMPORARY ISSUES OF WOMEN IN INDIA**

Course Code: **SOC.E-15**

Marks: 100

Credits: 4

**Course Objectives:**

1. To sensitize the students to the various issues and problems of women in India.
2. To know the evolution and challenges faced by women's movement
3. To answer some of the vital questions that arise in the wake of deliberate attempts to improve the living conditions of women both by the governmental and non-governmental agencies.

**Course Learning Outcomes:**

CLO 1: Evaluate the challenges in the emergence women's movement.

CLO 2: Demonstrate the varied problems faced by the women in India.

CLO 3: Assess the Issues affecting women's image and quality of life.

CLO 4: Evaluate the role of various agencies helping and supporting women in distress.

CLO 5: Explain the laws and schemes introduced by the government for the welfare of women in India.

**Course Content**

**UNIT I: Social institutions and gender**

**15 hours**

- 1.1 Economy and women: Marginalization of women and multiple role management of working women.
- 1.2 Marriage and single women
- 1.3 Law and women: Personal laws, Civil Code in Goa

**UNIT II: Violence against women**

**15 hours**

- 2.1 Dowry system and bride burning
- 2.2 Rape and its consequences
- 2.3 Sex determination and sex pre-selection tests
- 2.4 Women in prostitution
- 2.5 Domestic violence

**UNIT III: Issues affecting women's image and quality of life****15 hours**

- 3.1 Portrayal of women in mass media
- 3.2 Education
- 3.3 Health
- 3.4 Tourism and women in Goa

**UNIT IV: Action for Change****15 hours**

- 4.1 Government schemes
- 4.2 Women's movement in India
- 4.3 Emergence of new women's groups
- 4.4 Challenges before women today

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

1. Agnes, Flavia.(1995), State, gender and the rhetoric of law reform. Bombay: SNDT Women's University.
2. Desai, Neera and Maitreyi Krishna Raj,(1987). Women and society in India. Bombay: Ajanta Publications.
3. Tapan, Neeta.(2010). Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publication.
4. Da Silva Gracias, Fatima.(1996). Kaleidoscope of Women in Goa. New Delhi: Concept Publishers.
5. Ghadially, Rehana.(1988). Women in Indian society. New Delhi: Sage.
6. Kosambi, Meera.(1994) Women's oppression in the public gaze. Bombay: SNDT Women's University.

**Supplementary Readings:**

1. Upadhyay, H.C.(1991) Status of women in India. Delhi: Anmol Publications.
2. Pillai, J.K.(1995). Women and Empowerment. New Delhi: Gyan Publishing House.
3. Jethani, Urmila.(1994). Single Women: New Delhi. Rawat Publications, 1994
4. Pandey, Veena Pani.(2002). Problems of womens Marriage and Violence. New Delhi: Mohit Publications.
5. Devendra, Kiran.(1994). Changing status of women in India. New Delhi: Vikas

**Web Based:**

1. <https://youtu.be/sxhQWOHS-gg>
2. <https://youtu.be/-hbMee1Wb2E>
3. <https://egyankosh.ac.in/bitstream/123456789/39215/1/Unit-4.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/3492/1/MWG-002-B1-U4.pdf>
5. <https://core.ac.uk/download/pdf/144520591.pdf>

**Course Title: MIGRATION AND SOCIETY IN GOA**

Course Code: **SOC.E-16**

Marks: 100

Credits: 4

**Course Objectives:**

1. To introduce the students to the sociological phenomena of international migration in Goa.
2. To know the evolution of international migration in Goa.
3. To help students analyze the process of change in the varied aspects inaugurated due to international migration.
4. To present the experience of Goan diaspora in selected host nations.

**Course Learning Outcomes:**

CLO 1: Analyze the emergence of the sociological phenomena of migration and diaspora.

CLO 2: Discuss and debate the causes of migration.

CLO 3: Evaluate the changes resulting from international migration in the Goan society.

CLO 4: Discuss the concept of diaspora in the context of the emergence of Goan Diaspora

**Course Content**

**UNIT 1: Migration and Diaspora**

**15 hours**

1.1 : Migration: Concept and varied dimensions

1.2 : Diaspora: Meaning and evolution of the concept

1.3: The Indian Diaspora

1.4: The Goan Diaspora

**UNIT II: Migration and its causes**

**15 hours**

2.1: Stages of migration in Goa

2.2: Social causes of migration

2.3: Economic Causes

#### 2.4: Political Causes

### **UNIT III: Goa as a sending society: Socio-economic dynamics**

**15 hours**

3.1: International migration and cultural impact

3.2: International migration and social impact

3.3: International migration and economic impact

### **UNIT IV: The Goan Diaspora**

**15 hours**

#### **References**

#### **Mandatory Readings:**

1. Rao, M.S.A. (ed.).(1986). Studies in migration: Internal and international migration in India. Delhi: Manohar Publications.
2. Vaz, Yvonne Ezdani.(2007). Songs of the Survivors. Saligao, Goa: Goa 1556, 2007.
3. Mascarenhas-Keyes, Stella.(2011).Colonialism, International Migration and the Catholic Goan Community. Saligao, Goa: Goa 1556.
4. Kurzon, Dennis.(2003). Where East Looks West. New York, Multilingual Matters, Ltd

#### **Supplementary Readings:**

1. Carvalho, Selma.(2010). Into the Diaspora Wilderness- Goa's untold migration stories from the British Empire to the New World. Panjim, Goa: Broadway Publishing.
2. Clarke, Colin; Ceri Peach and Steven Vertovec (eds.).(1990).South Asians overseas. Cambridge: Cambridge University Press.
3. Jain, Ravindra K.(1993). Indian communities abroad: Themes and literature. New Delhi: Manohar.
4. Kurian, George and Ram P. Srivastava (eds.).(1983). Overseas Indians: A study in adaptation. New Delhi: Vikas Publishing House.

#### **Web Based:**

1. [http://irgu.unigoa.ac.in/drs/bitstream/handle/unigoa/5263/gama\\_1\\_m\\_2017.pdf?sequence=1](http://irgu.unigoa.ac.in/drs/bitstream/handle/unigoa/5263/gama_1_m_2017.pdf?sequence=1)
2. <https://journals.openedition.org/lusotopie/pdf/833>

## 2. Learning Outcome Matrix

**MATRIX -1** *(Entire Programme)*  
**MAPPING COURSES/ACTIVITIES AND PROGRAMME LEARNING OUTCOME PROGRAMME: B.A**  
**SOCIOLOGY**  
*(use ☑ if linked, ☒ if not linked)*

PLOS	PLO-1: Problem	PLO-2 :	PLO -3: Environ	PLO-4:	PLO-5: Indivi	PLO-6	PLO-7:	PLO-8:	PLO-9:	PLO-10:	PLO-11:	PLO-12:	PLO-13:	PLO-14:E
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Course /Activity		Analysis and Solution s	Use of Techno logy	ment & Sustaina bility	Ethi cs	dual and Team work	Com mun ica ti on	Rese arch Apti tude	Life Skill s	Soc io lo gic al Per spe ctiv e	Cult ural Und erst and ing and appr eci ation	Use of Digi tal Tec hnol ogy	Rese arch Apti tude	Soci al Wor k	duca tion al Prac tices
Courses Compone nt A	SOC-I-C-01		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
	SOC-I-C-02					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	SOC-II-C-03	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	SOC-II-C-04	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	SOC-III-C-05				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				
	SOC-IV-C-06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	SOC-V-C-07	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	SOC-VI-C-08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	SOC -III-E-01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	SOC -III-E-02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	SOC -III-E-03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	SOC -III-E-04		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	SOC -IV-E-05		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	SOC -IV-E-06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	SOC -IV-E-07	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	SOC -IV-E-08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	SOC -V-E-09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
	SOC -V-E-10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
	SOC -V-E-11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	SOC -V-E-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
SOC -VI-E-13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
SOC -VI-E-14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
SOC -VI-E-15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
	SOC-VI-E-16	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Courses Compone nt B	Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Academic Writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	Statistical methods	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	EVS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



	SEC-1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	SEC-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Component C	Sports/NSS/NCC/SE/OP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Component D	Internship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activities of the department	Goenkarponn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	Sociofiesta	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	Guest Lectures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
	Field Trips		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Human Club		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						

**MATRIX -2 (Course-wise)**  
**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNING OUTCOMES**

**Programme: B.A SOCIOLOGY Type**

**of Course: (Core) Course Code: soc-I-**

**C-01**

**Course Title: Introducing Sociology**

(use ☒ if linked, ☒ if not linked)

PL Os	PLO-1: Problem Analysis and Solutions	PLO-2: Use of Technology	PLO-3: Environment & Sustainability	PL O-4: Ethics	PLO-5: Individual and Team work	PLO-6 Communication	PLO-7: Research Aptitude	PL O-8: Life Skills	PLO-9: Sociological Perspective	PLO-10: Cultural Understanding and appreciation	PLO-11: Use of Digital Technology	PLO12: Research Aptitude
CL Os												
1						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
2						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
3		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
4						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**MATRIX -2 (Course-wise)**  
**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNING OUTCOMES**

**Programme: B.A SOCIOLOGY Type**

**of Course: (Core) Course Code: soc-I-**

**C-02**

**Course Title: Social Change and Processes**

(use ☒ if linked, ☐ if not linked)

PL Os	PLO-1: Probl em Analy sis and Solut ions	PLO-2 : Use of Techn ology	PLO -3: Environ ment & Sustain ability	PL O- 4: Eth ics	PLO- 5: Indivi dual and Team work	PLO-6 Commun ication	PLO- 7: Rese arch Aptit ude	PL O- 8: Lif e Ski lls	PLO-9: Sociol ogical Perspe ctive	PLO-10: Cultural Underst anding and apprecia tion	PLO- 11: Use of Digital Techn ology	PLO1 2: Rese arch Aptit ude
CL Os												
1						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
2	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
3						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**MATRIX -2 (Course-wise)**  
**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNING OUTCOMES**

**Programme: B.A SOCIOLOGY Type**

**of Course: (Core) Course Code: soc-II-**

**C-03**

**Course Title: Social Movements in India**

(use ☒ if linked, ☐ if not linked)

PL Os	PLO-1: Probl em Analy sis and Solut ions	PLO-2 : Use of Techn ology	PLO -3: Environ ment & Sustain ability	PL O- 4: Eth ics	PLO- 5: Indivi dual and Team work	PLO-6 Commun ication	PLO- 7: Rese arch Aptit ude	PL O- 8: Lif e Ski lls	PLO-9: Sociol ogical Perspe ctive	PLO-10: Cultural Underst anding and apprecia tion	PLO- 11: Use of Digital Techn ology	PLO1 2: Rese arch Aptit ude
CL Os												
1	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
2						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
3			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
4			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**MATRIX -2 (Course-wise)**  
**MAPPING OF PROGRAMME LEARNING OUTCOME TO COURSE LEARNING OUTCOMES**

**Programme: B.A SOCIOLOGY Type**

**of Course: (Core) Course Code: soc-II-**

**C-04**

**Course Title: Sociology of Religion**

(use ☒ if linked, ☐ if not linked)

PL Os	PLO-1: Probl em Analy sis and Solut ions	PLO-2 : Use of Techn ology	PLO -3: Environ ment & Sustain ability	PL O- 4: Eth ics	PLO- 5: Indivi dual and Team work	PLO-6 Commun ication	PLO- 7: Rese arch Aptit ude	PL O- 8: Lif e Ski lls	PLO-9: Sociol ogical Perspe ctive	PLO-10: Cultural Underst anding and apprecia tion	PLO- 11: Use of Digital Techn ology	PLO1 2: Rese arch Aptit ude
CL Os												
1		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
2		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**TEACHING –LEARNING-ASSESSMENT MODES TO CLOs AND PLOs PROGRAMME:** \_

**Course:** \_\_\_\_\_

(use ☒ if linked, ☐ if not linked and ☐ if mode not used)

[illegible]

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating																	

## LIST OF EXAMINERS FOR TYBA SOCIOLOGY PROJECT 2022-23

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