

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

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

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

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

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

CLO 3: Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion. CLO 4: Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

Course Content:

UNIT I: Making of Indian Society 10 hours

UNIT II: Village and Caste 20 hours

2.1: Concept

2.2: Characteristics

2.3: Types of Village community 2.4: Caste Vs Jati

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

UNIT III: Marriage, Family and Kinship 15 hours

3.1 : Concept

3.2: Characteristics/features

3.3: Functions

3.4: Types of Marriage, Family and Kinship

UNIT IV: Religion 15 hours

4.1: Concept

4.2: Characteristics

4.3: 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 1.4: Religious practices and Religious syncretism.
- 1.5 1.5: Caste in Goa: Origins, continuity and change.
- 1.6 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,Teotonio.(1994). Goa To Me. New Delhi: Concept Publishing Company.
2. Gomes, Olivinho.(2010) A Concise History of Goa. Panaji : Directorate of Art and Culture.
3. Alvares,C.(1999) Fish, Curry and Rice. Goa: Goa Foundation.
4. Mennel, Stephen; et al.(1992). The Sociology of Food. New Delhi: Sage.

Web Based

1. https://www.academia.edu/21194493/The_Becoming_of_Goa_Space_and_Culture_in_the_Emergence_of_a_Multicultural_World

2. <https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/11/goan-cuisine-final.pdf>

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
3. 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, 7th 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
2. NGO Handbook: 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:

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

2.1 : Nature and scope of sociology of education

2.2 : Sociology of education and educational sociology

2.3 : 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
2. <https://files.eric.ed.gov/fulltext/EJ1274704.pdf>
3. 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.maclester.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
3. 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 21st 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). Anthropology: 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_ENGLISHH.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.

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1. 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
3. 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

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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
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

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
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

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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.

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1. 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

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.

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2. 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

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.

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

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

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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.

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