



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

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

DEPARTMENT OF SOCIOLOGY

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

(Implemented from the Academic Year 2023-2024 onwards)

COURSE STRUCTURE

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

V	UG-SOC-301: Introduction to Social Work	UG-SOC-VOC2: Intr oduction to NGO managem ent				
	UG-SOC-302: Contempor ary Issues of Indian Society	UG-SOC-INT Internship				
	UG-SOC-303: Women and Society					
VI	UG-SOC-304: Rural Sociology	UG-__ - VOC3:				
	UG-SOC-305: Issues of women in Contemporary India					
	UG-SOC-306: Contempor ary Issues of Goan Society					
	UG-SOC-PRJ: Mini-Project					
VII	UG-SOC-401: Classical Sociology					
	UG-SOC-402: Sociology of Education					
	UG-SOC-403: Sociology of Health					
	UG-SOC-404: Quantitativ e Research Methods					

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

*** Implementation of fourth year (Semester VII & VIII) i subject to approval from DHE**

SEMESTER I

SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY (HONOURS)

Major Discipline Core (4 Credit Course)

F.Y.B.A

SEMESTER I

Course Title: INTRODUCING SOCIOLOGY

Course Code: UG-SOC-101

Marks: 100

Credits: 4

Hours: 60

Course Objective:

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

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

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

CLO 2: Compare and contrast sociology with other social sciences

CLO 3: Create a brochure by illustrating the varied scope of sociology.

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

Course Content

UNIT I: Introduction

20 hours

- 1.1 Idea of science
- 1.2 Division of social sciences
- 1.3 Emergence of Sociology
- 1.4 Understanding Sociology and its perspectives

UNIT II: Uses/relevance of sociology

10 hours

- 2.1 Applied sociology
- 2.2 Roles/careers in sociology

UNIT III: Organizing social life**10 hours**

3.1 Society

3.2 Culture

UNIT IV: Creation of Social beings**20 hours**

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

References**Mandatory Reading.**

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

Supplementary Reading:

1. Inkeless, Alex. (1987). *What is sociology?* New Delhi: Prentice Hall of India
2. Beteille, A. 2009. *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.
3. Bauman, Z, and May, T. 2001. *Thinking Sociologically*. Malden, USA: Wiley-Blackwell.
4. Johnson, Harry M. (1995). *Sociology: A systematic introduction*. New Delhi: Allied Publishers
5. Rao, C.N. Shankara. (2018). *Sociology*. New Delhi: S.Chand

Web Based:

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

Multiple Disciplinary Course (MDC) 3 Credit Course

Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I

Course Code: UG-SOC-MDC1

Marks: 75

Credits: 3

Hours: 45

Course Objectives:

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

Course Learning Outcomes:

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

CLO 2: Analyze the varied problems in contemporary India

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

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

CLO 5: Design Programme for the welfare people.

Course Content

UNIT I: Introduction and Population as a Concern

15 hours

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

UNIT II: Poverty and Unemployment

15 hours

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

2.2 The problem of unemployment: Extent, causes and remedies

UNIT III: Delinquency and Child Abuse

15 hours

3.1 Juvenile delinquency: Meaning, types, and causes

3.2 Child labour

3.3 Child Sexual Abuse with special reference to Goa

3.4 Legislation

References

Mandatory Readings:

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

Supplementary Readings:

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

Web Based:

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

Value Added Course (2 Credit Course)

Course Title: Substance Abuse and AIDS Awareness

Course Code: UG-SOC-VAC1

Marks: 50

Credits: 2

Hours: 30

Course Objectives:

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

Course Learning Outcomes:

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

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

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

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

CLO 5: Design Programme for the welfare people.

Course Content

UNIT I: Substance abuse

20hours

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

1.2 Alcoholism in Goa

1.3 Drug Abuse: Concept, Characteristics, Causes and Extent

1.4 Drug Abuse in Goa

1.5 Role of varied stake holders in dealing with substance abuse

UNIT II: Problem of AIDS

10hours

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

2.2 AIDS in Goa

2.3 Role of varied stake holders in dealing with AIDS

References

Mandatory Readings:

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

Web Based:

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

Skilled Enhancement Course (3 Credit Course)

Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)

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

Credits: 3

Marks :75

Hours: 45

Course Objectives:

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

Course Learning outcomes: Students will be able to

CLO 1: Create structure story.

CLO 2: Apply Voice recording and editing.

CLO 3: Demonstrate basic editing by using Picture.

CLO 4: Employ Video filming and basic editing.

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

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

Course Contents

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

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

2.1 : Structuring a story

2.2: Editing pictures

2.3: Voice recording

2.4: Making of DST

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

3.1 Structuring a story

3.2 Video Recording

3.3 Editing

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

References

Mandatory Reading:

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

Web Based:

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

SEMESTER II

SEMESTER II

Major Discipline Core (4 Credit Course)

Course Title: SOCIAL INSTITUTION IN INDIA

Course Code: UG-SOC-102

Marks: 100

Credits: 4

Hours: 60

Course Objective

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

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

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

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

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

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

Course Content:

UNIT I: Making of Indian Society	10 hours
UNIT II: Village and Caste	20 hours
2.1: Concept	
2.2: Characteristics	
2.3: Types of Village community	
2.4: Caste Vs Jati	
2.5: Changes in Caste, Village and emergence of urban communities	
UNIT III: Marriage, Family and Kinship	15 hours
3.1: Concept	

- 3.2: Characteristics/features
- 3.3: Functions
- 3.4: Types of Marriage, Family and Kinship

UNIT IV: Religion

15

hours: 4.1: Concept

4.2: Characteristics

4.3: Types

4.4: Functions

References

Mandatory Reading.

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

Supplementary Reading:

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

Web Based:

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

Multidisciplinary Course (3 Credit Course)

Course Title: UNDERSTANDING GOA'S CULTURE

Course Code: UG-SOC-MDC2

Marks: 75

Credits: 3

Hours: 45

Course Objective:

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

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

CLO 1: Explain the various aspects of Goan culture.

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

CLO 3: Analyze each 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 15 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: Language movement.

2.3: Politicization of language.

2.4: Language and Education.

UNIT III: Understanding the Cuisines of Goa 10 hours

3.1: Portuguese influences in food.

3.2: Religious differences in cuisines.

3.3: Goan food its preparation (Sociological perspective)

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

4.1: Types of Dances in Goa and its performance.

4.2: Types of festivals and its social significance.

References

Mandatory Reading.

1. Dantes,N.(1999). The Transforming of Goa. Mapusa:Other India Press

2. Rodricks,Wendell.(2012).ModaGoa.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. Botelho,Afonso.(2011). Language and Early Schooling in Goa. Panjim: Directorate of Official Languages, Government of Goa

6. Da Costa Rodrigues, Maria.(2004). Feasts, Festivals and Observances of Goa. Mapusa: L & L Publications.
7. Da Silva Gracias, Fátima: Cozinha de Goa.(2010): History and Tradition of Goan Food. Mapusa: Goa 1556.

Supplementary Reading:

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

Web Based

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

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

Course Code:UG-SOC-VAC2

Marks: 50

Credits: 2

The Philosophy:

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

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

Course Objective:

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

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

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

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

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

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

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

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

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

Student-Teacher Engagement with the course

15 Hours

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

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

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

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

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

Assessment:

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

Essential Reading.

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

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

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

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

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

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

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

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

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

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

Additional Reading:

PRIA. 2000. “Doing Research With People: Approaches to Participatory Research.” Accessed January 3, 2022.

https://www.pria.org/knowledge_resource/Doing_Research_With_People_Approaches_to_Participatory_Research_An_Introduction.pdf

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

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

SEMESTER III

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

SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY (HONOURS)

Major Discipline Specific Core (4 Credit Course)

S.Y.B.A

SEMESTER III

Course Title: SOCIAL CHANGE AND PROCESSES

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

Marks: 100

Credits: 4

Hours: 60

Course Objective:

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

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

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

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

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

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

Course Content

UNIT I: Social Change: Basic Concepts

20 hours

1.1 Evolution

1.2 Progress

1.3 Revolution

1.4 Social change.

UNIT II: Revolutions as Social movements

10 hours

2.1. The French Revolution

2.2. The Russian Revolution

UNIT III: Factors/Processes of Change in India

20 hours

3.1 Sanskritization

3.2 Westernization and modernization

3.3 Industrialization and urbanization

UNIT IV: Social Change in Goa since liberation

10 hours

4.1 Gaonkari System

4.2. Transportation

4.3. Education

4.4 Tourism

4.5 The Big Families and Mining

4.6. Cultural Change

References

Mandatory Readings:

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

Supplementary Readings

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

Web Based:

1. <https://egyankosh.ac.in/handle/123456789/18832>

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

Course Title: SOCIAL MOVEMENTS IN INDIA

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

Marks: 100

Credits: 4

Course Objectives: This course aims at,

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

Course Learning Outcomes: Students will be able to,

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

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

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

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

Course Content

UNIT I: Perspectives on social movements

10 hours

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

UNIT II: Collective action and state response

30 hours

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

UNIT III: New Social Movement

10 hours

3.1 General characteristics

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

UNIT IV: Social Movements in Goa

10 hours

4.1 Progressive student's movements

4.2 Anti-Meta Strips Movement

4.3 Goa Bachao Andolan

4.4 Anti-SEZ movement

4.5 Ramponkar Movement

References

Mandatory Readings:

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

Supplementary readings:

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

Web Based :

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

[aNd-approaches/39345](#)

2. <https://www.yourarticlelibrary.com/india-2/social-movements-in-india-meaning-features-and-othEr-details/32941>
3. <https://royalcentral.co.uk/europe/what-happened-to-russias-monarchy-87618/>
4. [https://www.nationalgeographic.org/article/protestant-reformation/#:~:text=The%20Protestant%](https://www.nationalgeographic.org/article/protestant-reformation/#:~:text=The%20Protestant%20)
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
8. <https://www.google.com/amp/s/www.mynation.com/>
9. <https://www.yourarticlelibrary.com/sociology/mahar-movement-in-maharashtra-india/32964>
10. <https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/mahar-movement-in-maharashtra/21283134>
11. <https://www.thenewsminute.com/article/dalits-not-allowed-tirupur-temple-tn-govt-claim-s-loss-sanctity-2010-40437>
12. <https://youtu.be/4lp8Q4Uz9Nsthenewsminute.com/article/caste-oppression-leading-dalit-families-converting-islam-tn-village-160840>
13. <https://www.womensweb.in/2018/11/mass-movements-led-by-women-in-india-womens-movements-nov18wk1sr/>
14. <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/women-strike-back-protest>

Multiple Disciplinary Course (MDC) 3 Credit Course

Course Title: CRIME AND SOCIETY

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

Marks: 75

Credits: 3

Hours: 45

Course Objectives:

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

Course Learning Outcomes:

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

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

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

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

Course Content

UNIT I : Introduction:-

15 hours

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

UNIT II : Changing Profile of Crime :

15 hours

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

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

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

References**Mandatory Readings:**

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

Supplementary Readings:

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

Web Based:

1. <http://econdse.org/wp-content/uploads/2012/09/JD-Crime-Gender-and-Society-in-India.pdf>
2. https://www.svpnpa.gov.in/images/npa/pdfs/CompletedResearchProject/22_organizedcrimeindia.pdf
3. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
4. <https://www.bbau.ac.in/dept/Law/TM/1.pdf>
5. [https://www.drishtiiias.com/pdf/1649674551_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtiiias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

SKILL ENHANCEMENT COURSE (SEC) 3 Credit Course

Course Title: HEALTH AND SOCIETY

Course Code: UG-SOC-SEC2

Marks: 75

Credits: 3

Hours: 45

Course Objectives:

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

Course Learning Outcomes: Students will be able to;

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

Course Content:

UNIT I. Introduction to Health and Society 15 hours

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

UNIT II. Gender, Health and Nutrition 15 hours

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

III. Stigmatization of Disease and Disability 15 hours

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

3.4 Mental Disabilities

3.5 Field Based Experiential Learning on Health and Stigma

References

Mandatory Readings:

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

Supplementary Readings:

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

Web Based:

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

SEMESTER IV

SEMESTER IV
MAJOR DISCIPLINE SPECIFIC CORE (DSC)

Course Title: SOCIOLOGY OF RELIGION

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

Marks: 100

Credits: 4

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

The objectives of this course are

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

Course Learning Outcomes.

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

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

CLO 3: Analyse the relationship between religion and society.

CLO 4: Justify religion as cultural phenomena.

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

1.1 Religion in Contemporary sociology and their cultural analysis

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

2.1 Classical sociologist and their theories of religion

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

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

UNIT IV: Religion and Culture

20 hours

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

References

Mandatory Reading

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

Supplementary Reading

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

Web Based:

1. <https://cdn.website-editor.net/ff826d98c3824defa40776de2b015c4d/files/uploaded/EndersReligion.pdf>
2. <https://is.cuni.cz/studium/predmety/index.php?do=download&did=222672&kod=JTB303>

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

Course Title: INTRODUCTION TO SOCIOLOGY IN INDIA

Course Code: UG-SOC-204

Marks: 100

Credits: 4

Course Objectives:

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

Course Learning outcomes:

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

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

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

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

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

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

Course Content:

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

1.1. Anthropology and Sociology

1.2. Colonization and Sociology

1.3. Schools of Sociology in India

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

2.1. Biography

2.2. Caste and Race

2.3. The Aborigines

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

3.1. Radha Kamal Mukherjee: General Theory of Society

3.2. Dhurjati Prasad Mukherji: Modernity and Tradition

3.3. Dharendra Nath Majumdar: Tribal Studies

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

UNIT IV: Contemporary Sociology in India

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

References

Mandatory Readings

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

Supplementary Reading

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

Web Based:

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

Course Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS

Course Code: UG-SOC-205

Credits: 04

Marks: 100

Course Objectives:

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

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

CLO 1: Explain the fundamentals of qualitative research.

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

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

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

Course Content

UNIT I : Introduction

10 hours

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

UNIT II : Qualitative Interviews

10 hours

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

UNIT III : Case Study **10 hours**

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

4: Ethnography and Participant Observation. **20 hours**

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

5: Designing a Research Proposal **10 hours**

References

Mandatory Reading.

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

Web Based

1. <https://www.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://elearning.shisu.edu.cn/pluginfile.php/35310/mod_resource/content/2/Research-IntroFlick.pdf3

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

Course Code: UG-SOC-206

Marks: 100

Credits: 4

Course Objective:

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

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

CLO 1: Explain the various aspects of Goan culture.

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

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

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

Course Content:

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

20 hours

- 1.1 : Origin of Goan village myth Vs fact.
- 1.2 The Gany, the Gaonkari and Comunidade.
- 1.3 Religions in Goa: A historical perspective.
- 1.4 Religious practices and Religious syncretism.
- 1.5 Caste in Goa: Origins, continuity and change.
- 1.6 Caste and Occupations in Goa
- 1.7 The changing village.

UNIT II: Understanding the language of Goa

10 hours

- 2.1: History of language.
- 2.2: Usage and changes.
- 2.3: Language movement.
- 2.4: Politicization of language.
- 2.5: Language and Education.

UNIT III: Understanding the Cuisines of Goa

15 hours

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

UNIT IV: Dances, festivals and attire of Goa

15 hours

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

References

Mandatory Reading.

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

Supplementary Reading:

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

Web Based

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

VOCATIONAL COURSE (VOC)

Course Title: TEACHING LEARNING: THEORY AND PRACTICE

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

Marks: 100

Credits: 4

Course Objectives:

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

Course Learning outcomes:

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

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

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

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

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

Course Content:

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

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

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

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

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

UNIT III: Planning **15 hours**

3.1: Course Plan: Meaning, Components and objective

3.2: Unit Plan : Meaning, Components and objective

3.3: Lesson Plan: Meaning, Components and objective

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

4.1: Execution of the Lesson plan

4.2: Execution using multiple teaching-learning methods

4.3: Formative assessment: Types and objectives

4.4: Summative assessment: Types and objectives

UNIT V: Evaluation **10 hours**

5.1: Evaluating the process of teaching and learning

5.2: Reflection

5.3: Student feedback

References

Mandatory

Readings

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

Supplementary Readings

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

Web Based:

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

Annexure-2

LIST OF EXAMINERS FOR TYBA SOCIOLOGY PROJECT 2023-24

Sr.No	Name and Address of the Examiner
1.	Dr. Arvind Haldankar Associate Professor, Programme Director D.D.Kosambi School of Social and Behavioural Sciences Goa University Faculty Email: arvindhaldankar@unigoa.ac.in
2.	Prof. Afonso Botelho Professor, Department of Sociology St. Xavier's College-Mapusa Principal Email: xavierscollege1963@gmail.com Faculty Email: abotelho30@rediffmail.com
3.	Ms. Venisha Fernandes Department of Sociology Rosary College of Arts and Science Principal Email: principal@rosarycollege.org Faculty Email: venishaf12@gmail.com
4.	Ms. Sayali Gaonkar Assistant Professor Department of Sociology Government College-Quepem Principal Email: govtcollegequepem@gmail.com Faculty Email: sayali.dessai@rediffmail.com
5.	Ms. Evelyn Fernandes Assistant Professor Department of Sociology Government College-Quepem Principal Email: govtcollegequepem@gmail.com Faculty Email: evelynfernandes30@gmail.com
6.	Ms. Freeda Tavares Assistant Professor St. Xavier's College-Mapusa Principal Email: xavierscollege1963@gmail.com Faculty Email: fredatavares@gmail.com

