



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 YEAR UNDERGRADUATE  
DEGREE  
PROGRAMME IN SOCIOLOGY

(Implemented from the Academic Year 2023-2024 onwards)

## COURSE STRUCTURE

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

V	<b>UG-SOC-301:</b> Classical Sociology (MJ+DMJ1+ MI &DMJ2)	<b>UG-SOC- VOC2:</b> Introductio n to NGO manageme nt (MJ1)				
	<b>UG-SOC-302:</b> Contemporary Issues of Indian Society (MJ+DMJ1)	UG-SOC- INT Internship (MJ2)				
	<b>UG-SOC-303:</b> Women and Society (MJ)					
VI	<b>UG-SOC-304:</b> Introduction to schools of sociological thought (MJ+DMJ1+M I&DMJ2)	<b>UG-SOC- VOC3:</b> Introducti on to Social Work (MJ2)				
	<b>UG-SOC-305:</b> Issues of women in Contemporary India (MJ+DMJ1)					
	<b>UG-SOC-306:</b> Contemporary Issues of Goan Society (MJ)					
	<b>UG-SOC- PRJ:</b> Mini- Project OR <b>UG-SOC-307:</b> Rural Sociology					



Chowgule Education Society's

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**Programme Learning**  
**Outcomes (POs)**

<b>PO-1: ENHANCEMENT OF KNOWLEDGE AND LIFELONG LEARNING</b>	Graduates will demonstrate a commitment to knowledge through deeper learning, use of technology and lifelong learning, continuously seeking opportunities for personal growth, intellectual curiosity, and self-reflection, while fostering a balance between academic, professional and personal dimensions of life.
<b>PO-2: MULTIDISCIPLINARY APPROACH AND ADAPTABILITY</b>	Graduates will demonstrate the ability to integrate knowledge and methodologies from multiple disciplines, fostering an understanding of complex issues and solutions across diverse fields. They will exhibit flexibility and adaptability in their academic pursuits, personal life and professional endeavours, demonstrating the capacity to embrace change, learn new concepts, and apply skills effectively in evolving contexts.
<b>PO-3: VOCATIONAL SKILLS AND RESEARCH APTITUDE</b>	Graduates will demonstrate vocational competence in their chosen field(s) of study, including practical skills, technical knowledge and professional competencies. They will be equipped with research and innovation skills including the ability to identify opportunities, develop novel solutions, and apply knowledge in practical contexts, fostering a spirit of innovation and contributing to economic and societal advancement.
<b>PO-4: ETHICS AND SOCIAL RESPONSIBILITY</b>	Graduates will demonstrate ethical awareness and social responsibility from a local to global perspective, engaging in community-based initiatives while recognizing their interconnectedness with global challenges and solutions. They will demonstrate their sensitiveness to intercultural competence, environmental change and a commitment to ethical and responsible citizenship in a diverse and interconnected world, fostering a sense of empathy, respect, and engagement with communities.

<b><u>PROGRAMME SPECIFIC LEARNING OUTCOMES (PSO)</u></b>		
PSO-1	Sociological Perspective	Sociology graduates will develop a Sociological Perspective in the critical analyses of varied aspects of Society, Change, Progress and Development through the works of Western and Indian pioneers through the means of research (primary/secondary) and digital technology in narrating/analysing any sociological phenomena.
PSO-2	Cultural Understanding and appreciation	Sociology graduates will Understand, Appraise and Demonstrate the evolution of Goan and Indian Culture and appreciate the same.
PSO-3	Social Work	Sociology graduates will Develop a foundation to establish areas of Social Work i.e. NGO'S, Women Empowerment, Social issues and Social Welfare and Health and Crime (Rural and Urban)
PSO-4	Educational Practice	Sociology graduates will Critically evaluate the issues arising in the contemporary system of education in India and demonstrate varied teaching-learning pedagogies to deal with the classroom thereby creating a foundation in Teaching as a profession

# **SEMESTER I**

# **SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY -W.E.F 2023-24**

## **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](https://rgu.ac.in/wp-content/uploads/2021/02/Download_636.pdf)
2. [https://accessdl.state.al.us/AventaCourses/access\\_courses/sociology\\_ua\\_v14/introduction-to-sociology.pdf](https://accessdl.state.al.us/AventaCourses/access_courses/sociology_ua_v14/introduction-to-sociology.pdf)
3. [https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB\\_9QTqRGQ.pdf](https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB_9QTqRGQ.pdf)



**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:** 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

**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](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:** Analyze the varied problems in the context of Drugs and AIDS in contemporary India

**CLO 2:** Evaluate the effectiveness of various programmes towards the alleviation of the given social problem by the Government and NGO's

**Course Content**

**UNIT I: Substance abuse**

**20 hours**

- 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**

**10 hours**

- 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](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)

**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 through free software

**CLO 3:** Design and create stories in digital form from Sociological perspective.

**Course Contents**

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

**UNIT II: Digital Story Telling (using images only)** **15 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.** **10 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>

# **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
3. Publications.
4. Bottomore, T.(1975). Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,
5. 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>

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

**CLO 2:** Analyze each facets of Goa's culture and judge its impact.

**CLO 3:** 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 Ganv, the Gaonkari and Comunidade.

1.3: Religions in Goa: A historical perspective.

1.4: Religious practices and Religious syncretism.

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

1.6: Caste and Occupations in Goa

1.7: The changing village.

**UNIT II: Understanding the language of Goa** 10 hours

2.1: History of language.

2.2: Language movement.

2.3: Politicization of language.

2.4: Language and Education.

**UNIT III: Understanding the Cuisines of Goa** 10 hours

3.1: Portuguese influences in food.

3.2: Religious differences in cuisines.

3.3: Goan food its preparation (Sociological perspective)

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

4.1: Types of Dances in Goa and its performance.

4.2: Types of festivals and its social significance.

**References**

**Mandatory 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. 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](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

**CLO 1.** Appreciate significant contributions of local communities to Indian society and Economy

**CLO 2.** Identify opportunities for contributing to community's socio-economic improvements

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

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

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

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

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

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

### **Student-Teacher Engagement with the course**

**15 Hours**

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

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

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

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

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

### **Assessment:**

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

### **Essential Reading.**

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

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

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

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

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

University Grants Commission. 2020. “Fostering Social Responsibility and Community Engagement in Higher Educational Institutions in India.” Accessed January 3, 2022. [https://www.unescochair-cbrsr.org/wp-content/uploads/2020/08/UBA\\_Framework\\_Document.pdf](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/files/presentations/orientation_dec2018/orientation.pdf); [https://unnatbharatabhiyan.gov.in/app/webroot/files/uba\\_brochure.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](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](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](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](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](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) WEF-2024-25**

**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%20movement,was%20a%20religious%20movement>
5. <https://www.firstpost.com/india/quit-india-movement-history-significance-and-facts-about-bharat-chhodo-andolan-day-9874381.html>
6. <https://duexpress.in/11-notable-student-protests-in-post-independent-india>
7. [https://www.lexico.com/definition/student\\_movement](https://www.lexico.com/definition/student_movement)
8. <https://www.google.com/amp/s/www.mynation.com/>
9. <https://www.yourarticlelibrary.com/sociology/mahar-movement-in-maharashtra-india/32964>
10. <https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/mahar-movement-in-maharashtra/21283134>
11. <https://www.thenewsminute.com/article/dalits-not-allowed-tirupur-temple-tn-govt-claim-s-loss-sanctity-2010-40437>
12. <https://youtu.be/4lp8Q4Uz9Nsthenewsminute.com/article/caste-oppression-leading-dalit-families-converting-islam-tn-village-160840>
13. <https://www.womensweb.in/2018/11/mass-movements-led-by-women-in-india-womens-movements-nov18wk1sr/>
14. <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/women-strike-back-protest>

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

**Course Title: CRIME AND SOCIETY**

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

**Marks: 75**

**Credits: 3**

**Hours: 45**

### **Course Objectives:**

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

### **Course Learning Outcomes:**

**CLO 1:** Analyze the varied profile of crime and its causes using theories of crime in contemporary India

**CLO 2:** Evaluate the effectiveness of various correction methods towards the dealings with crime.

**CLO 3:** Present the role of various agencies to deal with crime

### **Course Content**

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

**15 hours**

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

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

**15 hours**

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

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

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

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

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

**Supplementary Readings:**

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

**Web Based:**

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



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

**Course Title: HEALTH AND SOCIETY**

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

**Marks: 75**

**Credits: 3**

**Hours: 45**

**Course Objectives:**

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

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

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

**Course Content:**

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

**15 hours**

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

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

**15 hours**

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

**III. Stigmatization of Disease and Disability**

**15 hours**

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

### 3.4 Mental Disabilities

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

## References

### Mandatory Readings:

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

### Supplementary Readings:

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

### Web Based:

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



# **SEMESTER IV**

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

**Course Title: SOCIOLOGY OF RELIGION**

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

**Marks: 100**

**Credits: 4**

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

The objectives of this course are

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

**Course Learning Outcomes.**

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

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

CLO 3: Analyse the relationship between religion and society.

CLO 4: Justify religion as cultural phenomena.

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

- 1.1 Religion in Contemporary sociology and their cultural analysis

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

- 2.1 Classical sociologist and their theories of religion

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

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

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

**20 hours**

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

#### **References**

##### **Mandatory Reading**

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

##### **Supplementary Reading**

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

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

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

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

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

Marks: 100

Credits: 4

**Course Objectives:**

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

**Course Learning outcomes:**

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

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

CLO 3: Present and demonstrate the works of the Indian pioneers of sociology.

CLO 4: Critically evaluate the present and the future of Indian Sociology.

**Course Content:**

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

- 1.1. Anthropology and Sociology
- 1.2. Colonization and Sociology
- 1.3. Schools of Sociology in India

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

- 2.1. Biography
- 2.2. Caste and Race
- 2.3. The Aborigines

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

- 3.1. Radha Kamal Mukherjee: General Theory of Society
- 3.2. Dhurjati Prasad Mukherji: Modernity and Tradition
- 3.3. Dharendra Nath Majumdar: Tribal Studies

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

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

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

#### **References**

##### **Mandatory Readings**

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

##### **Supplementary Reading**

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

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

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



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

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

Credits: 04

Marks: 100

**Course Objectives:**

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

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

CLO 1: Explain the fundamentals of qualitative research.

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

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

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

**Course Content**

**UNIT I : Introduction**

**10 hours**

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

**UNIT II : Qualitative Interviews**

**10 hours**

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

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

**10 hours**

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

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

**20 hours**

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

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

**10 hours**

#### **References**

#### **Mandatory Reading.**

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

#### **Web Based**

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

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

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

Marks: 100

Credits: 4

**Course Objective:**

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

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

CLO 1: Explain the various aspects of Goan culture.

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

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

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

**Course Content:**

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

**20 hours**

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

**UNIT II: Understanding the language of Goa**

**10 hours**

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

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

**15 hours**

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

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

**15 hours**

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

### **References**

#### **Mandatory Reading.**

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

#### **Supplementary Reading:**

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

**Web Based**

1. [https://www.academia.edu/21194493/The\\_Becoming\\_of\\_Goa\\_Space\\_and\\_Culture\\_in\\_the\\_Emergence\\_of\\_a\\_Multicultural\\_World](https://www.academia.edu/21194493/The_Becoming_of_Goa_Space_and_Culture_in_the_Emergence_of_a_Multicultural_World)
2. <https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/11/goan-cuisine-final.pdf>

## **VOCATIONAL COURSE (VOC)**

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

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

**Marks: 100**

**Credits: 4**

### **Course Objectives:**

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

### **Course Learning outcomes:**

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

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: 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>





# **SEMESTER V**

**SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY OF SEMESTER V AND VI- W.E.F  
2025-26**

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

**T.Y.B.A**

**SEMESTER V**

**Course Title: CLASSICAL SOCIOLOGY**

Course Code: UG-SOC-301

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

**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.

**Course Content**

**MODULE 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

**MODULE 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

**MODULE III: Karl Marx****15 hours**

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

**MODULE IV: Max Weber****15 hours**

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

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

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

### **Supplementary Reading**

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

### **Web Based:**

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

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

Course Code: UG-SOC-303

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

**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: Demonstrate the role of a feminist in the establishment of a feminist perspective.

CLO 2: Analyze gender and empowerment and critically evaluate its construction and application.

CLO 3: Explain the status of women through the ages in India.

CLO 4: Critically analyze cases of women empowerment in a stereotypical society.

**Course Content**

**MODULE I: Introduction**

**15 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

**MODULE II: Feminist Theories**

**15 hours**

2.1 Liberal feminism

2.2 Radical feminism

2.3 Marxist feminism

## 2.4 Socialist feminism

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

**15 hours**

3.1 Vedic

3.2 Medieval

3.3 Colonial

3.4 Independent India

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

**15 hours**

4.1 Seventy fourth constitutional amendment and women's political empowerment

4.2 Self Help Groups and empowerment

4.3 Legislation and empowerment of women

### **References      Mandatory**

#### **Readings:**

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

**Supplementary Readings:**

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

**Web Based:**

1. <https://youtu.be/sxhQWOHS-gg>
2. <https://youtu.be/-hbMee1Wb2E>
3. <https://egyankosh.ac.in/bitstream/123456789/39215/1/Module-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: CONTEMPORARY ISSUES OF INDIAN SOCIETY**

Course Code: UG-SOC-302

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites: NIL**

**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: 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**

**MODULE I: Addiction**

**10 hours**

1.1 Substance Abuse and Substance Abuse in Goa

1.2 Social Media

**MODULE II: Problems of specific social categories**

**20 hours**

2.1 Scheduled Castes, Scheduled Tribes and Other Backward Castes

2.2 Sexual Minorities

2.3 Elderly

2.4 People with special needs

**MODULE III: Poverty and unemployment**

**15 hours**

3.1 The problem of poverty: Extent, causes and remedies

3.1 The problem of unemployment: Extent, causes and remedies

**MODULE IV: Issues of Children and Legislation**

**15 hours**

4.1 Juvenile delinquency in Contemporary India

4.2 Child labour

4.3 Child Sexual Abuse

**References      Mandatory**

**Readings:**

1. Ahuja, Ram.(2013). Social problems in India. Jaipur: Rawat.
2. Madan, G.R. (1995).Indian social problems (Vols. I and II). New Delhi: Allied Publishers.
3. Mamoria, C.B.(1999). Social problems and social disorganisation. New Delhi: Kitab Mahal .

**Supplementary Readings:**

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

**Web Based:**

1. [https://ddceutkal.ac.in/Syllabus/MSW/Paper\\_07.pdf](https://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf)
2. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
3. [https://www.drishtiiias.com/pdf/1649674551\\_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtiiias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

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

Course Code: UG-SOC VOC2:

Credits: 04

Marks: 100

Duration: 60 Hours

**Course Prerequisites:** NIL

#### **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: Analyze the process of Planning and managing 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**

##### **MODULE 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'

##### **MODULE 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.

### **MODULE III: NGO Types**

**12 hours**

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

### **MODULE IV: NGO Formation**

**16 hours**

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

### **Mandatory Reading**

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

### **Supplementary Reading**

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

### **Web Based:**

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

# **SEMESTER VI**

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

## **SEMESTER VI (Major Discipline Core Courses)**

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

Course Code: UG-SOC-304:

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

### **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: Analyze the Contribution of varied sociologist in the given school of thought.

### **Course Content**

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

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

**MODULE II: Conflict Theory** **15 hours**

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

2.2. Ralph Dahrendorf

2.3. Lewis Coser

### **MODULE III: Symbolic Interactionism**

**15 hours**

3.1: Brief history, meaning and features

3.2: George Herbert Mead

3.3: Charles Horton Cooley

### **MODULE 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. Moduleed states, Prentice Hall.

#### **Web Based:**

1. [http://sdeuoc.ac.in/sites/default/files/sde\\_videos/SOC2C05.pdf%20original.pdf](http://sdeuoc.ac.in/sites/default/files/sde_videos/SOC2C05.pdf%20original.pdf)
2. [https://archive.mu.ac.in/myweb\\_test/TYBA%20study%20material/Social%20Theory%20-%20IV.pdf](https://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Social%20Theory%20-%20IV.pdf)

3. [https://www.hzu.edu.in/uploads/2020/9/Theoretical%20Sociology\\_%20A%20Concise%20Introduction%20to%20Twelve%20Sociological%20Theories.pdf](https://www.hzu.edu.in/uploads/2020/9/Theoretical%20Sociology_%20A%20Concise%20Introduction%20to%20Twelve%20Sociological%20Theories.pdf)



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

Course Code: UG-SOC-305

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

**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: Understand the varied social institution and its relationship with gender

CLO 2: Demonstrate the problems by assessing violence affecting women's image

CLO 3: Evaluate the varied issues affecting the image and quality of life of women

CLO 4: Explain the various actions for change

**Course Content**

**MODULE 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

**MODULE II: Violence against women**

**15 hours**

- 2.1 Dowry system and bride burning
- 2.2 Sexual Violence
- 2.3 Sex determination and sex pre-selection tests
- 2.4 Sex Trafficking
- 2.5 Domestic violence

**MODULE 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

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

- 4.1 Women movements in India
- 4.2 Government schemes
- 4.3 Emergence of 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 women's Marriage and Violence. New Delhi: Mohit Publications.
5. Devendra, Kiran.(1994). Changing status of women in India. New Delhi: Vikas

**Web Based:**

1. <https://youtu.be/sxhQWOHS-gg>
2. <https://youtu.be/-hbMee1Wb2E>
3. <https://egyankosh.ac.in/bitstream/123456789/39215/1/Module-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: CONTEMPORARY SOCIETY IN GOA: ISSUES AND CONCERNS**

Course Code: UG-SOC-306

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

**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: Critically evaluate and demonstrate the issues and challenges arising from the practitioners of traditional occupations.

CLO 3: Evaluate the various issues and concerns of contemporary Goa

CLO 4: Propose plans in dealing with the issues.

**Course Content:**

**MODULE I: Reviewing Goa past and present**

**10 hours**

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

**MODULE II: Traditional occupations in Goa**

**10 hours**

2.1.

Emergence of Traditional Occupation

2.2. Issues

of Continuity and Change

**MODULE III: Issues of Konkani**

**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.
- 3.4. Script and the Official Language Act of Goa

**MODULE IV: Issues and Policies in contemporary Goa**

**25 hours**

- 4.1. Mining
- 4.2. Tourism
- 4.3. Land Management

#### 4.4. 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 CommModuley. 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: RURAL SOCIOLOGY**

Course Code: UG-SOC-307

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

**Course Objectives:**

1. To provide the knowledge on the distinctiveness of sociological scholarship as a separate cognitive discipline on rural dimensions in India.
2. 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 scope and application of Rural sociology in the context of rural society.

CLO 2: Present and evaluate the varied factors in the transformation of village social structure.

CLO 3: Analyze the evolution and changes in the rural economy

CLO 4: Analyze the changes in the rural society in the context of Goa

**Course Content**

**MODULE I: Rural Sociology**

**10 hours**

- 1.1 Nature, scope, and significance
- 1.2 Indian rural society – its basic features.

**MODULE 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

**MODULE 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

**MODULE IV: Rural Goa****10 hours**

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

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

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

**Supplementary Readings:**

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

**Web Based:**

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

**Vocational Course Title: INTRODUCTION TO SOCIAL WORK**

Course Code: UG-SOC-VOC3

Marks: 100

Credits: 4

Duration: 60 Hours

**Course Prerequisites:** NIL

**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: Demonstrate the structure of agencies in social work.

CLO 3: Illustrate the ethics and process of social work.

CLO 4: Present the role of Voluntary action in Social Work and the methods of doing social work in the context of Goa

**Course Content**

**MODULE 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

**MODULE 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



**MODULE 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

**MODULE IV: Methods of Conducting Social Work Programmes****20 hours**

- 4.1 : Approaches in Doing Social Work
- 4.2 : Managing of Social Work Programmes
- 4.3 : Social Work in Goa: Informal and Institutional

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

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

**Web Based:**

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