

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

APPROVED SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY

SEMESTER I

Course Title: INTRODUCING SOCIOLOGY

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objective:

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

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

1. Analyse the growth of sociology as a science.
2. Compare and contrast sociology with other social sciences
3. Create a brochure by illustrating the varied scope of sociology.
4. Apply and analyse the various concepts in sociology to one's day to day life.

Course Content

1. 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

2. Uses/relevance of sociology **10 hours**

2.1 Applied sociology

2.2 Roles/careers in sociology

3. Organizing social life

10 hours

3.1 Society

3.2 Culture

4. 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

Essential Reading.

Haralambos, M. 1998.Sociology: Themes and perspectives. New Delhi: Oxford University Press,
Rao, C.N.Shankara.2011. Sociology.New Delhi:S.Chand

Additional Reading:

Inkeless, Alex.1987.What is sociology? New Delhi: Prentice Hall of India,

Jayaram, N. 1988.Introductory sociology. Madras: Macmillan India

Johnson, Harry M. 1995.Sociology: A systematic introduction. New Delhi: Allied Publishers

Schaefer, Richard T. and Robert P. Lamm .1999.Sociology. New Delhi: Tata-McGraw Hill

Course Title: SOCIAL CHANGE AND PROCESSES

Course Code: **SOC –II.C-2**

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objective: This Course is intended

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

Learning Outcome: Students will be able

1. To Apply the sociological perspective in the analyses of the factors and processes of change in Indian Society .
2. To analyse the role of revolutions in social change
3. To exhibit the various processes of social change in India.
4. Create Models of Social change in Goa since liberation.

Course Content

1. Social Change: Basic Concepts

20 hours

- 1.1 Evolution
- 1.2 Progress
- 1.3 Revolution
- 1.4 Social change.

2. Revolutions as social movements

10 hours

- 2.1 The French Revolution
- 2.2 The Russian Revolution

3. Factors/Processes of Change in India

20 hours

- 3.1 Sanskritisation
- 3.2 Westernisation and modernization
- 3.3 Industrialisation and urbanization

4. 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

Essential readings:

- Ahuja, Ram.1993. Indian social system, Jaipur, Rawat Publications
- Bottomore, T.1975. Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,
- Dube, S.C. 1990.Indian Society: New Delhi: National Book Trust
- Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press:Mapusa
- De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.
- Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press:Mapusa

Additional Readings

- Lannoy, Richard.1997. The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press
- Singh, Yogendra.1994.Modernization of Indian tradition. Jaipur: Rawat Publications
- Srinivas, M.N.1992.Social change in modern India, Delhi: Orient Longman
- Srinivas M.N.1996.Caste: Its twentieth century avatar. New Delhi: Viking Penguin

SEMESTER II

Course Title: SOCIAL MOVEMENTS IN INDIA

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

Learning Outcomes: Students will be able to

1. Analyse the role of social movements from a sociological perspective
2. Understand the structure of social movement and apply it in the analyses of various social movements.
3. Appraise the evolution and impact of new social movements in India .
4. Construct the evolution and impact of a given social movement in Goa.

Course Content

1. Perspectives on social movements **10 hours**

1.1 Social movement: Definition, characteristics and types

1.2 Structure of a social movement

2. 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

3. New social movement

10 hours

3.1 General characteristics

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

4. 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

Basic readings:

Alvares, Claude.1999. Fish,Curry and Rice.Goa Foundation:Goa

Dantes, Norman.1999.The transforming of Goa.ed.Dantes.Other India Press: Mapusa

De Souza,Teotonio.1994.Goa To Me.Concept Publishing Co:New Delhi.

Newman, R.S.2001.Of umbrellas, goddesses and dreams.Other India Press: Mapusa

Rao, M.S.A.: *Social movements and social transformation*. New Delhi: Manohar, 1978. Shah, Ghanshyam: *Social movements in India*. New Delhi: Sage, 1990.

Additional readings:

Jones, Keneth.1989. *Socio-religious reform movements in British India*. Hyderabad: Orient Longman

Omvedt, Gail.1994.*Dalits and the democratic revolution*. New Delhi: Sage

Oommen, T.K.1990. *Protest and change*. New Delhi: Sage

Touraine, Alain.2004'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

Course Title: SOCIOLOGY OF RELIGION

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

Marks: 100

Credits: 4

Course Objective: Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. 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.

While the canvas of the Course is Global, it draws illustrations from Goa.

Learning Outcomes.

1. Understand 'religion' and its functioning from a sociological perspective.
 2. Assess the role of classical sociologist in the evolution of sociology of religion.
 3. Analyze the relationship between religion and society.
 4. Justify religion as cultural phenomena.
- | | |
|--|-----------------|
| 1. The scope of sociology of religion | 10 hours |
| 1.1 Religion in Contemporary sociology and their cultural analysis | |
| 2. Religion as a phenomena, definition and dimensions | 15 hours |
| 2.1 Classical sociologist and their theories of religion | |
| 3. Society and Religion | 15 hours |
| 3.1 Religion is socially learned | |
| 3.2 Social life affecting religion | |
| 3.3 Religion affecting social life | |

4. Religion and Culture

20 hours

4.1 Popular Religiosity

4.2 New Religious Movements

4.3 Religion and Globalization

4.4 Secularization

Essential Reading

Repstad, Pal.2006. *An Introduction to the Sociology of Religion*. England:Ashgate publishing Ltd.

Zuckerman, Phil. 2003. *Invitation to Sociology of Religion*.Newyork: Routledge

Additional Reading

D'Souza, Leela:2005. *The sociology of religion: A historical review*. Jaipur: Rawat Publishers

Madan, T.N. 1992.(ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press,

Roberts, Keith A.1984: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

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

SEMESTER III

CORE COURSE

Course Title: SOCIAL INSTITUTION IN INDIA

Course Code:

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

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

1. Analyze the process in the making of Indian society.
2. Define: Village, Caste, Marriage, Family, Kinship and Religion.
3. Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion.
4. Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

Course Content:

- | | |
|---|-----------------|
| 1. Making of Indian Society | 10 hours |
| 2. 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 | |
| 3. Marriage, Family and Kinship | 15 hours |
| 3.1: Concept | |
| 3.2: Characteristics/features | |
| 3.3: Functions | |
| 3.4: Types of Marriage, Family and Kinship | |

4. Religion

15 hours

4.1: Concept

4.2: Characteristics

4.3: Types

4.4: Functions

Essential Reading.

1. Ahuja, Ram: Indian social system, Jaipur, Rawat Publications, 1993.
2. Bottomore, T.: Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons, 1975.
3. Anthropology of Man: Indrani Basu.
4. Dube, S.C.: Indian Society: New Delhi: National Book Trust, 1990

Additional Reading:

1. Lannoy, Richard: The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press, 1997 (Reprint edition).
2. Singh, Yogendra: Modernization of Indian tradition. Jaipur: Rawat Publications, 1984.
3. Srinivas, M.N.: Social Change in Modern India, Delhi: Orient Longman, 1992.
4. Srinivas M.N.: Caste: Its Twentieth Century Avatar. New Delhi: Viking Penguin, 1996.

ELECTIVE COURSES

1. Elective Course Title: UNDERSTANDING GOA'S CULTURE

Course Code:

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objective:

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

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

1. Explain the various aspects of Goan culture.
2. Evaluate the social conditions and dimensions in the making of Goan's culture.
3. Analyze each facets of Goa's culture and judge its impact.
4. Recreate varied aspects of Goan culture by demonstration.

Course Content:

- | | |
|--|-----------------|
| 1: Understanding Goa's Village-Caste and Religion | 20 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. | |
| 2: 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.

3: Understanding the Cuisines of Goa

15 hours

3.1: The Sociology of food.

3.2: Portuguese influences in food.

3.3: Religious differences in cuisines.

3.4: Goan food its preparation (Sociological perspective)

4: Dances, festivals and attire of Goa

15 hours

4.1: Types of Dances in Goa and its performance.

4.2: Types of festivals and its social significance.

4.3: Types of clothing in Goa and its social significance (Durkheimian Perspective)

Essential Reading.

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

Additional Reading:

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

2. Elective Course Title: INTRODUCTION TO QUALITATIVE RESEARCH METHODS

Credits: 04

Marks: 100

Hours: 60

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

Learning Outcomes: On the completion of this course students will be:

1. Explain the fundamentals of qualitative research.
2. Illustrate the use of Qualitative methods in order to undertake a research.
3. Justify the need of ethics in Qualitative research.
4. To design a research proposal based on Qualitative methods.

Course Content

1: Introduction	10 hours
1.1 Introduction to qualitative research.	
1.2 Understanding qualitative methods.	
1.3 Qualitative research ethics.	
2: 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.	
3: 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

Essential Reading.

1. Curtis, B. and Cate Curtis, Social Research: A practical Introduction, Sage Publication, New Delhi. 2011.
2. Sharma, B.A. V. Et al., Research Methods in Social Sciences, Sterling Publishers Private Limited, New Delhi. 1983.
3. Neuman, W.L., Social Reseach Methods: Qualitative and Quantitaive Approaches, Sixth Edition,Dorling Kindersley (India) Pvt. Ltd. New Delhi, 2007.
4. Goode W.J. and Hatt P. K., Methods in Social Research, McGraw-Hill International book Company, New Delhi, 1983.

3. Elective Course Title: INTRODUCTION TO NGO MANAGEMENT

Credits: 04

Marks: 100

Hours: 60

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

Learning Outcomes:

1. Understand the meaning and functioning of NGO.
2. Plan and manage simple projects at the individual and organizational level.
3. Demonstrate the steps in starting an NGO.
4. Appraise the various processes in the smooth functioning of an NGO.

Course Content

1 – Introduction

16 hours

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

2 - 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.

3. - NGO Types

12 hours

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

4. - 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.

Essential Reading

1. Sarkar, Ashok.: NGOs and Globalization, Jaipur: Rawat Publication, 2008.
2. Dharmarajan, Shivani.: NGO as Prime movers, Kaniska Publication, New Delhi
3. Subedar, I.S.,2007, Field work Practice in Social Work
4. Bills and Margaret Harris: Voluntary Agencies: Challenges of Organization and Management (ed) .Macmillan, London, 2000.

Additional Reading

1. Todaro, Michael.: Economic Development, 7th Edition, Pearson Education Ltd. 2000.
2. Desai, Vandana and Robert B. Potter (Ed).: The Companion of Development Studies
3. Kapila, Uma.: Understanding the Problems of India Economy, Academic Foundation, 2004.
4. Drez, Jean and Amartya Sen, India Development, Second edition, Oxford University Press, 1997.

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

Credits: 4

Marks 100

Duration 60 hour

Course Objectives:

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

Learning outcomes: Students will learn;

1. Create structure story.
2. Apply Voice recording and editing.
3. Demonstrate basic editing by using Picture.
4. Employ Video filming and basic editing.
5. Apply free ready to use software for merging sound and images.
6. Design and create stories in digital form from Sociological perspective.

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Contents

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|---|-----------------|
| 1. Globalisation and the role of media | 10 hours |
| 2. Digital Story Telling (using images only) | 20 hours |
| 2.1: Structuring a story | |
| 2.2: Editing pictures | |
| 2.3: Voice recording | |
| 2.4: Making of DST | |
| 3. Video Filming and Editing. | 15 hours |
| 3.1 Structuring a story | |
| 3.2 Video Recording | |
| 3.3 Editing | |

4. Creating a documentary (final product)

15 hours

Essential Reading:

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

SYLLABUS FOR SECOND YEAR BACHELOR OF ARTS IN SOCIOLOGY

CORE COURSE

SEMESTER IV

Course Title: **SOCIOLOGY OF EDUCATION**

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objectives:

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

Learning outcomes:

1. Understand the nature and scope of sociology of education.
2. Understand the objective of education.
3. Assess the evolution of formal education and issues.
4. Compare and Contrast the traditional and modern educational practices.
5. Evaluate the impact of positive discrimination on education and society.
6. Critically evaluate the issues arising in the contemporary system of education in India.

Course Content:

1: Introduction to sociology of education

15 hours

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

1.6: Agencies of education

2: Social history of education in India

10 hours

2.1: Pre-colonial: Vedic, Buddhist and Muslim

2.1: Colonial: British

2.2: Post-independence developments

2.3: The new educational policy initiative

3: Social issues of education in India

20 hours

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

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

3.3: Problem of medium of instruction

4: Education in India: Current Issues

15 hours

4.1: Education: Positive discrimination and reservation

4.2: Information technology and education

4.3: Globalization and education

Essential Reading:

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

Additional Reading

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

Course Title: TEACHING SOCIOLOGY: THEORY AND PRACTICE

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

Learning outcomes:

1. Demonstrate knowledge of teaching philosophies and its impact on methods.
2. Create a Lesson Plan and a Unit Plan.
3. Demonstrate the use of multiple methods to address diversity in the classroom using a lesson plan.
4. Locate and use a variety of resources for teaching-Learning.
5. Evaluate the teaching-learning process through reflection.

Course Content:

1: Understanding Learners, Learning and Learning Styles 10 hours

2: Approaches / Methods & Techniques of Teaching 10 hours

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

Learner – Centered Methods- Project, Heuristic, Experimental, Activity, Problem Solving Methods, Group.

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

3: Planning**15 hours**

Course Plan: Meaning, Components, objective and Construction

Unit Plan : Meaning, Components, objective and Construction

Lesson Plan: Meaning, Components, objective and Construction

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

Execution of the Lesson plan

Execution using multiple teaching-learning methods

Formative assessment: Types, objectives and construction

Summative assessment: Types, objectives and construction

5: Evaluation**10 hours**

Evaluating the process of teaching and learning

Reflection

Student feedback

Essential 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.

Additional Readings

1. Wirth, K. Perkins, D. 2008. Learning to Learn
2. <http://www.macalester.edu/geology/wirth/CourseMaterials.html>
3. Kaur, B. 2012. Understanding Teaching and Learning: Classroom Research Revisited. Rotterdam: Sense Publishers.

Course Title: CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

Learning Outcomes:

1. Debate the developments in Goa post liberation.
2. Assess the various historical process in the birth of contemporary Goa.
3. Demonstrate the traditional occupations.
4. Critically evaluate the issues and challenges arising from the practitioners of traditional occupations.
5. Critically evaluate the various issues and concerns of contemporary Goa
6. Propose plans in dealing with the issues.

Course Content:

1: Reviewing Goa past and present	10 hours
1.1. Transformation of Goa.	
1.2. Goa: 50 years after Liberation.	
2: Challenges to traditional occupations in Goa	10 hours
3: Issues of Konkani Mai	15 hours
3.1. Konkani Mai ascends the throne: The basis of Goan statehood.	
3.2. Konkani a language at crossroads.	
3.3. The issue of medium of instruction.	
4: Civil society and Movements in contemporary times	25 hours
4.1. Mining	
4.2. Tourism	

4.3. The dialectics of SEZ

4.4. The Regional plan: Reviewing RP 2011 and 2021

4.5. Migration

Essential Reading.

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

Additional 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

Course Title: AN INTRODUCTION TO SOCIOLOGY IN INDIA

Course Code:

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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.

Learning outcomes:

1. Analyse the nature and scope of sociology in India
2. Explain the forces leading the development of Sociology in India
3. Present a case study of the institutionalisation of Sociology in India.
4. Present and demonstrate the works of the Indian pioneers of sociology.
5. Create awareness about sociology in the schools and society by large.
6. Critically evaluate the present and the future of Indian Sociology.

Course Content:

1: 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

2: Govind Sadashiv Ghurye 15 hours

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

3: 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

4: Contemporary Sociology in India

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

Essential 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.
5. Mukherjee, Ramkrishna. 1979. Sociology of Indian sociology. New Delhi: Allied.

Additional 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>

Course Title: FAMILY, KINSHIP AND MARRIAGE IN INDIA

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objective:

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

Course Outcome:

1. Evaluate the structure and function of the family, marriage and kinship system in India
2. Present case studies on various types of marriages by analysing them.
3. Analyse issues arising in family, marriage and kinship in contemporary India
4. Explain the new trends in family, marriage and kinship system in India.
5. Assess the growth and decline of family.

Course Content

1: Meaning and concepts 5 hours

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

2: The Kinship System 15 hours

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

3: Family 15 hours

- 3.1 Forms/ Types of family

3.2.Changing family patterns

3.3. Factors affecting family

4: Marriage

25 hours

4.1.Marriage and its dissolution

4.2. Marriage and the changing attitudes in the 21st century

Essential Reading.

1. Ahuja, Ram. 1999. Society in India Concepts Theories and Recent Changes. New Delhi: Rawat Publication.
2. Macionis, John. 2005. Sociology. New Jersey: Pearson Prentice Hall.
3. Ahuja, Ram. 1993. Indian Social System. New Delhi: Rawat Publication.
4. Macionis, John. and Ken Plummer. 2008. Sociology: A Global Introduction. New Jersey: Prentice Hall.
5. Basu, Indrani. 2013. Antropology: An Introduction to Man. New Delhi: S. Chand Limited
6. Karve, Irawati. 1990. Kinship Organization in India. South Asia Books

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

SEMESTER V

Course Title: CLASSICAL SOCIOLOGY

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcome: At the end of this course students will be able to

1. Justify the role of pioneers in the development of sociology
2. Compare and contrast the contributions of different pioneers.
3. Apply and relate the theories of the pioneers to the understanding of varied social phenomena.
4. Demonstrate the application of a theory to social phenomena.
5. Evaluate the nature and scope of sociology in the western context.

Course Content

1. 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

2. 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

3. Karl Marx

15 hours

3.1 The Concept of Dialectics and Historical materialism

3.2 Class conflict

3.3 Alienation

4. 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

Basic References:

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology (2 vols). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
7. Zeitlin, I.M.: Ideology and the development of Sociological Theory, (3rd edition), New Delhi: Prentice-Hall of India, 1986.

Course Title: RURAL SOCIOLOGY

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcomes:

1. Explain the different land tenure systems in the village.
2. Analyse the rural life and the problem rural societies face.
3. Present and evaluate the various programmes/Schemes in the Rural Society.
4. Propose changes in the programmes to further develop rural society.
5. Plan and design programme for the upliftment of the Rural Communities
6. Evaluate the changes in rural India

Course Content

1. Rural Sociology

10 hours

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

2. 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

3. 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

4. Rural Goa **10 hours**

4.1 Politics at grass root level

4.2 Contemporary village communities

Basic References:

1. Desai, A. R. Rural Sociology in India. Mumbai: Popular Prakashan, 1977.
2. Dhanagare, D.N. Peasant movements in India. New Delhi: OUP, 1988.
3. Doshi, S. L. Rural sociology. Jaipur: Rawat Publishers, 1999.
4. Mehta Sushila. A study of rural sociology in India, 1980.
5. Sharma, Rajendra Kumar. Rural Sociology. New Delhi: Atlantic Publisher, 2011
6. Singh, Katar. Rural Development Principles, Policies and Management. New Delhi: SAGE publication. 2009.
7. Sarathi De, Partha. Rural Sociology. New Delhi: Pearson. 2012.

Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcomes:

1. Explain the concept of a social problem and its varied characteristics and approaches.
2. Analyze the varied problems in contemporary India
3. Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.
4. Present the role of various agencies in the alleviation of a given social problem
5. Design Programme for the welfare people.

Course Content

1. Introduction

15 hours

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

2. Population dynamics

15 hours

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

3. Poverty and unemployment

15 hours

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

3.2 The problem of unemployment: Extent, causes and remedies

4. Delinquency and child abuse

15 hours

4.1 Juvenile delinquency: Meaning, types, and causes

4.2 Child labour

4.3 Pedophilia with special reference to Goa

4.4 Legislation

Basic References:

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 2013.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
5. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
7. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
8. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.

Course Title: WOMEN AND SOCIETY IN INDIA

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcomes:

1. Explain the development of feminism and the varied feminist perspectives.
2. Demonstrate the role of a feminist in the establishment of a feminist perspective.
3. Define gender and empowerment and critically evaluate its construction and application.
4. Trace the status of women through the ages in India.
5. Debate about the varied issues of women in India.
6. Present a case study of Women that defy gender stereotype.

Course Content

1. Introduction

20 hours

1.1 Sex and gender

1.2 Social construction of gender

1.3 Women in the family: Socialisation and gender roles, Private/public dichotomy, Sexual division of labour

2. Feminist theories

10 hours

2.1 Liberal feminism

2.2 Radical feminism

2.3 Marxist feminism

2.4 Socialist feminism

3. Women in Indian society: The changing profile

15 hours

3.1 Vedic

3.2 Medieval

3.3 Colonial

3.4 Independent India

4. Women's empowerment

15 hours

4.1 Seventy fourth constitutional amendment and women's political empowerment

4.2 SHGs and empowerment

4.3 Legislation and empowerment of women

Basic References:

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Women's University, 1995.
2. Desai, Neera and Maitreyi Krishna Raj: Women and society in India. Bombay: Ajanta Publications, 1987.
3. Devendra, Kiran: Changing status of women in India. New Delhi: Vikas, 1994.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991
7. Pillai, JK: Women and Empowerment. New Delhi: Gyan Publishing House, 1995
8. Tapan, Neeta: Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publications; first edition, 2010
9. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
10. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications.2002

Course Title: INTRODUCTION TO SOCIAL WORK

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcomes:

1. Explain the evolution of social work in India and the World.
2. Illustrate the ethics and process of social work.
3. Demonstrate the structure of agencies in social work.
4. Present their experiences of working with a agency.
5. Present the role of Voluntary action in Social Work.
6. Apply a Social Work approach for the welfare of people.

Course Content

1. 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	
2. 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	
3: 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

4: Methods of Conducting Social Work Programmes **10 hours**

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

5: Social Work in Goa: A case study **10 hours**

Basic References:

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

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

SEMESTER VI

Course Title: INTRODUCTION TO SCHOOLS OF SOCIOLOGICAL THEORY

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

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester

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 Outcomes:

1. Evaluate the nature and scope of a school of thought.
2. Apply the theories to social reality in the society.
3. Compare and Contrast Functionalism, Conflict, Symbolic interactionism and Exchange theory.
4. Evaluate the Contribution of varied sociologist in the given school of thought.

Course Content

- | | |
|---|-----------------|
| 1. Introduction to Sociological theory and functionalism | 20 hours |
| 1.1. Understanding sociological theory | |
| 1.2. Functionalism: Brief history, meaning and features | |
| 1.3. Early functionalist and their contributions | |
| 1.4. Robert King Merton | |
| 1.5. Talcott Parsons | |

2. Conflict Theory **15 hours**

- 2.1. Conflict Theory: Brief history, meaning and features
- 2.2. Ralph Dahrendorf
- 2.3. Lewis Coser

3. Symbolic Interactionism **15 hours**

- 3.1: Brief history, meaning and features
- 3.3: George Herbert Mead
- 3.4: Charles Horton Cooley

4. Exchange Theory **10 hours**

- 4.1: Brief history, meaning and features
- 4.2: George Homas
- 4.3: Peter Blau

Basic References:

1. Barnes, H.E.: Introduction to the history of sociology. Chicago: The University of Chicago Press, 1959.
2. Coser, Lewis: Masters of sociological thought. New York: Harcourt Brace Jovanovich, 1979.
3. Fletcher, Ronald: The making of sociology (2 vols). Jaipur: Rawat, 1994.
4. Francis, Abraham M: Modern sociological theory. Delhi: Oxford University Press, 1955
5. Francis, Abraham and Morgan J H: Sociological thought, New Delhi: Macmillan India Ltd. (2002).
6. Haralambos, M.: Sociology: Themes and Perspectives,
7. Ritzer, George: Sociological theory. New Delhi: Tata Mc-Graw Hill, 1996.
8. Wallace, Ruth A; Wolf, Alison: Contemporary Sociological Theory. United states, Prentice Hall. 1980.

Course Title: URBAN SOCIOLOGY

Course Code: **SOC-VLE-13**

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester

Course Objectives

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

Course Outcomes:

1. Evaluate the nature and scope of Urban Sociology
2. Compare the different historical periods in the urbanization process in India.
3. Appraise the varied problems of urbanity
4. Plan awareness programmes for a given problem of Urbanity.
5. Create a model of Urban Political growth.

Course Content

1. Urban Sociology

15 hours

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

2. City: A historical perspective

15 hours

- 2.1 pre-historical, early historical and medieval cities

2.2 Urbanization in British & post-independence period in India

3. Theories of urban growth

10 hours

3.1 Concentric zone theory

3.2 Sector theory

3.3 Multiple nuclei Theory.

4. Urban problems and Urban Planning in India

10 hours

4.1 Crime

4.2 Urban environmental problems: Pollution, waste disposal, Housing, and slums

4.3 Urban planning in India

5. Urbanism in Goa

10 hours

Basic References:

1. Bose, Ashish. India's urbanization. New Delhi: Tata Mc Graw Hill, 1978.
2. Ramchandran, R. Urbanization and urban systems in India. New Delhi: OUP, 1989.
3. Rao, M.S.A. Urban sociology in India. New Delhi: Orient Longman, 1974.
4. Rao, M. Prathap, Urban planning Theory and Practice. New Delhi, CBS Publishers & Distributors. 2001.
5. Aggarwal, S.K.; Nath, V. Urbanisation Urban Development and Metropolitan Cities in India. New Delhi. 2007.

Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA – II

Course Code: SOC-VLE-14

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcomes:

1. Analyze the varied problems in contemporary India
2. Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.
3. Present the role of various agencies in the alleviation of a given social problem
4. Design Programme for the welfare people.

Course Content

- | | |
|--|-----------------|
| 1. Substance abuse | 15 hours |
| 1.1 Alcoholism | |
| 1.2 Alcoholism in Goa | |
| 1.3 Drug Abuse | |
| 1.4 Drug Abuse in Goa | |
| 2. Problem of AIDS | 10 hours |
| 2.1 AIDS in Goa | |
| 3. Problems of specific social categories | 20 hours |
| 3.1 SCs, STs and OBCs | |
| 3.2 Gender discrimination | |

3.3 Transgender

3.4 People with special needs

4. Current challenges

15 hours

4.1 Corruption

4.2 Communalism

4.3 Terrorism

4.4 Human Rights

Basic References:

1. Ahuja, Ram: Social problems in India. Jaipur: Rawat, 1997.
2. Madan, G.R.: Indian social problems (Vols. I and II). New Delhi: Allied Publishers, 1995.
3. Mamoria, C.B.: Social problems and social disorganisation. New Delhi: Kitab Mahal, 1999.
4. Merton, R.K. and R. Nisbet (ed): Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich, 1971.
5. Thomas, G.: AIDS in India: Myth and reality. Jaipur: Rawat, 1994.
7. Gokhale, S. D. et al: Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 1999.
8. Pai Panandikar and P. N. Chaudhari: Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 1983.
9. Fernandes, Auriliano. Assessing Urban Governance, Goa Citizen Report Card on Public Service. Panjim, CIVITAS & Broadway Book Centre. 2010.

Course Title: CONTEMPORARY ISSUES OF WOMEN IN INDIA

Course Code: SOC-VI.E-15

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

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 Outcomes:

1. Evaluate the challenges in the emergence women's movement.
2. Demonstrate the varied problems faced by the women in India.
3. Assess the Issues affecting women's image and quality of life.
4. Evaluate the role of various agencies helping and supporting women in distress.
5. Explain the laws and schemes introduced by the government for the welfare of women in India.

Course Content

1 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

2. Violence against women

15 hours

- 2.1 Dowry system and bride burning
- 2.2 Rape and its consequences

2.3 Sex determination and sex pre-selection tests

2.4 Women in prostitution

2.5 Domestic violence

3. Issues affecting women's image and quality of life

15 hours

3.1 Portrayal of women in mass media

3.2 Education

3.3 Health

3.4 Tourism and women in Goa

4. Action for Change

15 hours

4.1 Government schemes

4.2 Women's movement in India

4.3 Emergence of new women's groups

4.4 Challenges before women today

Basic Readings:

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Womens University, 1995.
2. Desai, Neera and Thakkar, Usha: Women in Indian Society. New Delhi: National Book Trust, India, 2001.
3. Da Silva Gracias, Fatima. Kaleidoscope of Women in Goa. New Delhi, Consept Publishers. 1996.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991 Sociology
7. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
8. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications. 2002

9. Omvedt, Gail: Violence against women: New Movements and New theories in India. New Delhi: Kali for women.1995

Course Title: MIGRATION AND SOCIETY IN GOA

Course Code: SOC-VI.E-16

Marks: 100

Credits: 4

Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objectives:

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

Course Outcomes:

1. Analyze the emergence of the sociological phenomena of migration and diaspora.
2. Discuss and debate the causes of migration.
3. Evaluate the changes resulting from international migration in the Goan society.
4. Discuss the concept of diaspora in the context of the emergence of Goan Diaspora

Course Content

- | | |
|---|-----------------|
| 1. Migration and Diaspora | 15 hours |
| 1.1: Migration: Concept and varied dimensions | |
| 1.2: Diaspora: Meaning and evolution of the concept | |
| 1.3: The Indian Diaspora | |
| 1.4: The Goan Diaspora | |
| 2. Migration and its causes | 15 hours |

2.1: Stages of migration in Goa

2.2: Social causes of migration

2.3: Economic causes of migration

2.4: Political causes of migration

3. Goa as a sending society: Socio-economic dynamics

15 hours

3.1: International migration and cultural impact

3.2: International migration and social impact

3.3: International migration and economic impact

4. The Goan Diaspora

15 hours

Basic Readings:

1. Carvalho, Selma.: Into the Diaspora Wilderness- Goa's untold migration stories from the British Empire to the New World. Panjim, Goa: Broadway Publishing, 2010.
2. Clarke, Colin; Ceri Peach and Steven Vertovec (eds.): South Asians overseas. Cambridge: Cambridge University Press, 1990.
3. Jain, Ravindra K: Indian communities abroad: Themes and literature. New Delhi: Manohar, 1993.
4. Kurian, George and Ram P. Srivastava (eds.): Overseas Indians: A study in adaptation. New Delhi: Vikas Publishing House, 1983.
5. Rao, M.S.A. (ed.): Studies in migration: Internal and international migration in India. Delhi: Manohar Publications, 1986.
6. Sociological bulletin, 38 (1), Special issue on Indians abroad, edited by S.L. Sharma. 1989.
7. Vaz, Yvonne Ezdani: Songs of the Survivors. Saligao, Goa: Goa 1556, 2007.
8. Mascarenhas-Keyes, Stella. Colonialism, International Migration and the Catholic Goan Community. Saligao, Goa: Goa 1556, 2011.
9. Kurzon, Dennis. Where East Looks West. New York, Multilingual Matters, Ltd. 2003.