ResearchGOA UNIVERSITY
D. D. KOSAMBI SCHOOL OF SOCIAL SCIENCES AND BEHAVIOURAL STUDIES

B A SOCIOLOGY SYLLABUS FROM SEMESTER I TO SEMESTER VIII

Goa University
Programme Structure for Semester I to VIII Bachelor of Arts in Sociology

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	SOC – 100: Invitation to Sociology (4)	SOC – 111: Crime and Society (4)	SOC – 131: Gender Studies – An Introduction (3)		SOC – 141: Tourists Tourism and Tourist Guides (1T+2P)					
II		SOC – 112: Religion and Society (4)	SOC – 132: Health and Society (3)		SOC – 142: Ethnographic Skills (1T+2P)					EXT-1 SOC-161: Youth Empowerment and Employment (1T+3P) (4)
III	SOC – 200: Society in India (4) SOC – 201: Social Concerns in India (4)	SOC – 211: Juvenile Delinquency (4)	SOC – 231: Youth and Social Institutions (3)		SOC – 241: Academic Writing (1T+2P)					

IV	SOC – 202: Understanding Goa (4) SOC – 203: Sociology of Social Conflict (4)	SOC – 221: Social Skills and Etiquette (3T+1P=4)								EXT-2 SOC-261: Adulthood and Health (1 T + 3 P = 4)
	SOC – 204: Gender and Society (4) SOC – 205: Technology and Society (2)									
V	SOC – 300: Foundations of Sociological Thought (4) SOC - 301: Indian Sociology (4) SOC - 302: Sociology of Migration (4) SOC – 303: Introduction to Social Research (2)	SOC – 321: Empowerment of Marginalised Groups (3 P+ 1P = 4)				Int (2)				

VI	SOC – 304: Modern Sociological Theories (4) SOC – 305: Sociology of Tribes (4)	SOC – 322: Sanitation and Waste Management (3 P + 1 P = 4)								
	SOC – 306: Sociology of Environment (4) SOC – 307: Project (4)									
VII	SOC – 400: Recent Trends in Sociological Theorising (4) SOC – 401: Perspectives on Indian Society (4) SOC – 402: Politics and Society in India (4) SOC – 403: Urban Sociology (4)	SOC – 411: Sociology of Social Stratification (4)								

VIII	SOC – 404: Philosophy of Social Sciences (4) SOC – 405: Sociology of Social Movements (4) SOC – 406: Sociology of Education (4) SOC – 407: Agrarian Social Structure in India (4)	SOC – 412: Population and Society (4)								

BA SOCIOLOGY SYLLABUS FROM SEMESTER I TO SEMESTER VIII IN DETAIL

Name of the Programme: BA Sociology
Course Code: SOC - 100
Title of the Course: Invitation to Sociology
Number of Credits: **04**
Effective from AY: 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	The objectives of the course are: 1. to introduce the students to sociology as a social science; 2. to acquaint them with sociological perspectives; and 3. to highlight the importance of sociology today.	
Content:	**I. Introduction** 1.1 Idea of science 1.2 Sociology as a social science 1.3 Division of social sciences 1.4 Relevance/Uses of sociology **II. Approaches to Sociology** 2.1 Sociological Perspectives 2.2 Sociological Imagination 2.3 Applied Sociology **III. Foundation of society** 3.1 Society 3.2 Culture 3.3 Socialisation **IV. Organizing Social Life** 4.1 Social groups 4.2 Status and role 4.3 Deviance and Theory of Deviance 4.4 Social control	(15 Hours) (15 Hours) (15 Hours) (15 Hours)
Pedagogy:	Lectures, Discussions and debates	
References/ Readings:	1. Barnard, A, Terry Burgess and Mike Kirby. (2003). *Sociology.* London: Cambridge University Press. 2. Haralambos, M., Holborn M., Chapman, S. and Stephen Moore. (2013). 3. *Sociology: Themes and perspectives.* London: Harper Collins Publishers Ltd. Macionis, J. J. (2005). *Sociology.* New Delhi: Pearsons Hall of India. 4. Schaefer, R. T., and Lamm, R. P. (1999). *Sociology.* New Delhi: Tata-McGraw Hill.	
Course Outcomes	CO 1: Students will be able to discern the relevance of sociology in contemporary times. CO 02: They are acquainted with basic concepts, different approaches to the study of society and develop an interest in the subject. CO 03: They develop skills to critically view and analyze the society around them. CO 04: They are sensitized to the foundation and organization of social life.	

Name of the Programme: B. A. Sociology
Course Code: SOC - 111
Title of the Course: Crime and Society
Number of Credits: **04**
Effective from AY: 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	The objectives are: 1. To introduce students to the social context of crime and deviance along with sociological perspectives of crime and punishment and 2. To acquaint students with the emerging idea of correction.	
Content:	**I. Introduction to Crime** 1.1 Conceptions of Crime 1.2 Types of Crime and criminals 1.3 Factors influencing crime **II. Sociological Theories of Crime** 2.1 Differential Association Theory 2.2 Delinquent Subculture 2.3 Social Structure and Anomie 2.4 Labelling Theory **III. Theories of Punishment** 3.1 Retributive 3.2 Deterrent 3.3 Reformative **IV. Correction** 4.1 Prison Based Correction 4.3 Probation and Parole 4.4 Idea of Open Prison	(15 Hours) (15 Hours) (15 Hours) (15 Hours)
Pedagogy:	Lectures, discussions, visit to local police station, prison, or courts.	
References/ Readings:	Merton, Robert K. (1972). *Social Theory and Social Structure*. New Delhi: Emerind Publishing Company. Ministry of Home Affairs. (1980-83). *Report of the All-India Committee on Jail Reforms*. New Delhi: Government of India. Parsonage, William H. (1979). *Perspectives in Criminology*. London: Sage Publications. Teeters, Negly and Harry Elmer Barnes (1959). *New Horizons in Criminology*. New Delhi: Prentice Hall of India. Williamson, Herald E. (1990). *The Correction Profession*. New Delhi: Sage Publications.	
Course Outcomes	Students will be able: CO 01: to critically analyse the changing profile and perspectives on crime and criminals; CO 02: to understand the context/circumstances of crimes from Sociological perspectives; CO 03: to analyse society's means and methods of punishment for criminal behaviour; and CO 04: to comprehend the role of the police, courts, and prison as a means to enforce law, sanctions and punish criminal acts.	

Name of the Programme : BA
Sociology Course Code : SOC - 131
Title of the Course : Gender Studies
Number of Credits 03
Effective from AY : 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	The course aims to: 1. to make students understand basic concepts pertaining to gender; 2. to create awareness and sensitize students to gender diversity; 3. to study how socio-cultural interpretations of gender encourage gender violence; and 4. to acquaint students with the social forces achieving gender equality in society.	
Content:	**I. Gender and Society** 1.1 Basic Concepts 1.2 Social Construction of Gender 1.3 Theorising Gender **II. Gender Related Issues** 2.1 Gender Stereotypes 2.2 Gender Discrimination 2.3 Issues Concerning LGBTQ 2.4 Portrayal of gender in the media **III. Achieving Gender Equality** 3.1 Social Activism 3.2 Gender Sensitization 3.3 Decriminalization of Section 377 3.4 Legal Recourse to victims of gender violence	(15 Hours) (15 Hours) (15 Hours)
Pedagogy:	Lectures, discussions, debates, guest lectures, field visits	
References/ Readings:	1. Channel. (2011). *A Transgender Primer: An introduction to transgender people and some issues they face.* London: Flamingo. 2. Desai, N., and Thakkar, U. (2001). *Women in Indian Society.* New Delhi: National Book Trust. *3.* Itulua-Abumere, F. (2013). 'Understanding Men and Masculinity in Modern Society.' *Research Gate.* 4. Jaising, I. (2013). Evolution of Women's Legal Entitlements. In *Indian Women- Revisited* (pp. 31-53). *5.* Lewit, N. (1998). *Making Men: The Socio-Legal Construct of Masculinity.* 6. New York: NYU Press. 14 7. Lingam, L. (2002). 'Towards Understanding Women's Health: Critical Overview of Women's Studies.' *Samyukta,* 51-68. 8. Macionis, J. J. (2005). *Sociology.* New Delhi: Pearsons Hall of India. *9.* Maithali, P., and Rohil, B. (2014). 'Your Legal Hand Book.' *Vogue India.* 10. Mumbai: Majlis Legal Centre. 11. Monica Das Gupta, L. C. (1995). *Women's Health in India: Risk & Vulnerability.* New Delhi: Oxfam. 12. Polawary, H. (2014). 'Portrayal of Women in Indian Mass Media: An Investigation.' *Journal of Education & Social Policy*.	

	13. Sarbjeet, S., and Pushpanjali, T. (2009). 'Gender Equality and Women Empowerment in India'. *Third Concept,* 29-36. 14. Schaefer, R. T., and Lamm, R. P. (1999). *Sociology.* New Delhi: Tata-McGraw Hill. 15. Subhrajit, C. (2014). 'Problems Faced by LGBT People in the Mainstream Society' in *International Journal of Interdisciplinary and Multidisciplinary Studies,* 317-331. 16. Veyzel, B., Safak, T., and Dawes, G. (2015). Masculinity and Violence: Sex roles and Violence Endorsement among University Students. *Procedia- Social and Behavioural Sciences,* 254-260.
Course Outcomes	CO 01: Students will be aware of gender variations, gender specific issues and learn how sex and gender are socially defined. CO 02: Students can critically analyze how portrayals of gender in media normalizes gender-based violence. CO 03: Students learn to explore possible remedies to achieve gender equality.

Name of the Programme : BA
Sociology Course Code : SOC - 141
Title of the Course : Tourists, Tourism and Tourist Guides
Number of Credits : 1T+2P
Effective from AY : 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	The course aim to: 1. introduce students to the elements and components of tourism; and 2. inculcate entrepreneurial skills among the students.	
Content:	**I. Introduction to Tourism** 1.1 Meaning and definition of tourism 1.2 Types of Tourism 1.3 Impact of Tourism on society **II. New Frontier's in Tourism** 2.1 Tourism through e-marketing 2.2 social media and tourism 2.3 Use of GPS **III. Practical Component** Training to be a tour guide in Goa	(5 Hours) (10 Hours) (Practical 60 Hours)
Pedagogy:	Lectures, demonstrations, flip classroom, debates, discussions, micro-teaching, field visits and guest lectures.	
References/ Readings:	1. Bhatia, A. K. (2010). *Tourism Development: Principles and Practice*. New Delhi: Sterling Publishers Pvt. Ltd. 2. Chawla, R. (2006). *Monitoring Tourism*. New Delhi: Sonali Publications. Negi, J. (1990). *Tourism and Travel*. New Delhi: Gitanjali Publication House. 3. Ramakant, G. (2010). *Tourism in World Development*. New Delhi**:** Cyber Tech Publication. 4. Robinson, H. (1976). *A Geography of Tourism*. MacDonald's and Evans Washington.	
Course Outcomes	CO 01: The students will be able to identify different types of tourism and are aware of its impact on society CO 02: They will be familiar with emerging trends of e-marketing in tourism CO 03: Students will be able to use social media to explore and promote lesser-known destinations in Goa. CO 04: Students will be able to enhance their employability prospects in the tourism sector	

Name of the Programme: BA Sociology
Course Code: SOC - 112
Title of the Course: Religion and Society
Number of Credits: **04**
Effective from AY: 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	The course aims: 1. to introduce students to a sociological perspective to the study of religion; 2. to the diversity of religious beliefs and practices; and 3. to acquaint the students with contemporary religious issues in India.	
Content:	**I. Understanding Religion** 1.1 Religion as a system of beliefs and practices 1.2 Religion and Rationalization 1.3 Rites of Passage II. **Theories of Religion** 2.1 E.B. Taylor 2.2 Emile Durkheim 2.3 Karl Marx 2.4 Max Weber **III. Religions in India** 3.1 : Major Religions: Hinduism, Islam and Christianity 3.2 : Other Religions: Sikhism, Buddhism, Jainism, Zoroastrianism and Judaism **IV. Contemporary Issues in Religion** 4.1 : Secularism and Secularization 4.2 : Fundamentalism and Communalism 4.3 : New Religious Movements	(10 Hours) (20 Hours) (15 Hours) (15 Hours)
Pedagogy:	Lectures, discussions, guest lectures, participation in religious functions other than their own to encourage social integration and field visits.	
References/ Readings:	1. Asad, Talal. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: John Hopkins Press. 2. Beteille, Andre. (2002). Sociology*: Essays on Approach and Method*. New Delhi: OUP. 3. D'Souza, Leela. (2005). *The Sociology of Religion: A Historical Review*. Jaipur: Rawat Publishers. 4. Durkheim, Emile. (2001). *The Elementary Forms of Religious Life*. Oxford: Oxford University Press. 5. Gennep, Arnold V. (1960). *Rites of Passage*. London: Routledge and Kegan and Paul. 6. Madan, T.N. (1991) *Religion in India*. New Delhi: Oxford University Press. 7. Robinson, Rowena. (1998). *Conversion, Continuity and change: Live Christianity in Southern Goa.* New Delhi: Sage Publications.	

	8. Weber, Max. (1905). *The Protestant Ethic and the Spirit of Capitalism*. New York: Free Press.
Course Outcomes	CO 01: Students will gain a holistic view of religion. CO 02: They will be able to analyse religion from sociological perspective through theories of religion. CO 03: They will be acquainted with various religions of India and their belief systems thereby developing an appreciation for religious diversity. CO 04: They will be able to analyse contemporary religious issues in India from historical and sociological perspectives

Name of the Programme: BA Sociology
Course Code: SOC - 132
Title of the Course: Health and Society
Number of Credits: **03**
Effective from AY: 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	The course aims to: 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.	
Content:	**I. Introduction to Health and Society** 1.1 Meaning and definition of health 1.2 Social Epidemiology 1.3 Traditional systems of healthcare around the world 1.4 Dehumanization in healthcare **II. Gender, Health and Nutrition** 2.1 Masculinity and Health 2.2 Feminity and Health 2.3 Nutrition and Diet 2.5 Family Planning and Reproductive Health **III. Stigmatization of Disease and Disability** 1.1 Skin diseases 1.2 Sexually Transmitted Diseases 1.3 Physical Disabilities 1.4 Mental Disabilities	(15 Hours) (15 Hours) (15 Hours)
Pedagogy:	Lectures, discussions, debates, guest lectures, and field visits	
References/ Readings:	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-a ttitudes-and-stigmatized-illnesses 3. Macionis, John, J. (2005). *Sociology.* New Delhi: Pearson Hall of India. 4. Nagaraju, K. and Umamohan C. (2011). *Sociology of Health.* New Delhi: Discovery Publishing House, Pvt. Limited. 5. Schaefer, Richard T. and Robert P. Lamm. (1999). *Sociology*. New Delhi: Tata-McGraw Hill.	
Course Outcomes	Students will be able to: CO 01: analyse the role of social factors in the distribution of health and access to healthcare; CO 02: identify the relationship between gender and health issues; and CO 03: assess social attitudes pertaining to stigmatised diseases and disabilities.	

Name of the Programme: BA Sociology
Course Code: SOC - 142
Title of the Course: Ethnographic Skills
Number of Credits: **(1T +2P=04)**
Effective from AY: 2023-24

Prerequisites for the course:	Nil	
Objectives:	This course aims to: ● develop the skills of conducting ethnographic field study; and ● familiarize students with different aspects of ethnographic report writing.	
Content:	Introducing and doing ethnography, developing an ethnographic research design, Approaching the field, Oral accounts and Ethnographic interviewing (Life histories and autobiographical interviews and using autoethnography as a tool), Recording and organizing data: Field notes	(15 Hours)
	Doing Ethnography	(Practical 60 Hours)
Pedagogy:	Lectures, ethnographic field work, and demonstration	
References/Readings:	1. Angrosino, M. (2007). *Doing ethnographic and observational research*. Thousand Oaks, CA: Sage. 2. Atkinson, P. (2017). *Thinking ethnographically*. New Delhi Sage Publications. 3. Brewer, J. D. (2010). *Ethnography*. Jaipur: Rawat Publications. 4. Fetterman, D. M. *Ethnography: Step by step.* New Delhi: Sage Publications. 5. Flick, U. (2009). *An introduction to qualitative research*. New Delhi: Sage Publications. 6. Given, L. M. (Ed.). Vol. I. (2008). *The sage encyclopedia of qualitative research methods.* New Delhi: Sage Publications. 7. Hammerseley, M. & Atkinson, P. (2008). *Ethnography: Principles in practice*. London: Routledge. 8. Kasi, E., & Malik, R. C. (Ed.). (2009). *Theory and practice of ethnography*. Jaipur: Rawat Publications. 9. McNeill, P. (1985). *Research methods*. New York: Tavistock Publications. 10. O'Reilly, K. (2009). Key concepts in ethnography. New Delhi: Sage publications.	

	11. Singh, K. S. (2011). *Diversity, identity, and linkages: explorations in historical ethnography*. New Delhi: Oxford University Press. 12. Srinivas, M. N., Shah, A. M., & Ramaswamy, E. A. (Ed.) (1979). *The field worker and the field*. New Delhi: Oxford India Paperbacks. 13. Thapan, M. (Ed.). (1998). *Anthropological journeys: Reflections on fieldwork*. New Delhi: Orient Longman.	
Course outcomes:	CO 01: While developing skills in conducting ethnography, students will identify ethnography as a tool in collecting qualitative data. CO 02: Are introduced to areas in which ethnography is used. CO 03: Students will get trained in ethnographic research while formulating hermeneutically informed study. CO 04: They can independently launch ethnographic study.	

Name of the Programme **:** BA
Course Code **:** SOC 161
Title of the Course **: Youth Empowerment and Employment**
Number of Credits **: 04 (1T+3P)**
Effective from AY **:** 2023-24

Pre-requisites for the course:	Those who successfully complete BA semester I and II.	
Course Objectives:	1. To understand the social, cultural, and economic factors shaping the lives of Indian youth. 2. To know theories related to youth and identity, aspirations, and challenges. 3. To equip with practical skills essential for employability. 4. To facilitate active participation in community initiatives, emphasizing social responsibility and civic awareness.	
Content:	**I Youth, Empowerment, and Employability** 1.1 Defining youth: - Socially constructed perspectives, the role of youth in societal change. 1.2 Youth and Identity: - Identity formation, Youth subcultures and peer influence. 1.3 Social Issues Affecting Indian Youth: education and Employment challenges, social mobility. 1.4 Youth empowerment in the 21st Century India.	(15 Hours T)
	II Soft Skills and Employability Skills 2.1Resume writing, interview preparation, and communication skills 2.2 Time management, teamwork, and adaptability 2.3 Networking and professional etiquette	(40 Hours P)
	III Field Visits, Survey, and Data Analysis 3.1 Visit local youth centres, NGOs, and community spaces 3.2 Observe youth interactions, challenges, and aspirations 3.3 Document findings through field notes Design and administer surveys on youth issues 3.4 Collect and analyse data using basic statistical tools and write a report.	(50 Hours P)
Pedagogy:	Lectures, field visits, interactive sessions with industry personnel	
References/ Readings:	1. Bhadra, B. (2013*). Readings in Indian Sociology: Volume III Sociology of Childhood and Youth.* Sage India.	

	2. Furlong, A. (2016). *Routledge Handbook of Youth and Young Adulthood,* Routledge Publications. *3.* Kumar, S. (2019). *Youth in India: Aspirations, Attitudes, Anxieties.* Routledge Publications. 4. Muncie, J. (2014). *Youth and Crime,* 4th edition, Sage Publications. *5.* Tyagi, N. (2019). *Social Institutions: A Symbol of Youth Unrest (With Reference to Advance Contemporary Society)*. Journal of Youth Studies. *6.* White, R. & Wny, J. (2017) *Youth and Society* 4th edition Oxford University Press.
Course Outcomes:	After the successful completion of this course, students will be able to achieve the following. CO 01: Prepare effective resumes and cover letters for job applications. CO 02: Demonstrate interview skills, professional etiquette and better time management skills. CO 03: Reflect on personal career goals and align them with societal needs. CO 04: Assist young people to navigate career transitions and shape their professional prospects.

BA SOCIOLOGY SEMESTER III TO SEMESTER VIII SYLLABUS IN DETAIL

Name of the Programme : BA Sociology
Course Code : SOC 200
Title of the Course : **Society in India**
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the course:	Students who have attended Semester I & II of any under-graduate programme are eligible.	
Course Objectives:	1. To introduce the students to the emergence nature, and complexity of Indian society. 2. To acquaint them with the knowledge of Indian social institutions.	
Content:	**I. Introduction** 1.1 Making of Indian Society 1.2 Indus Valley Civilization 1.3 Process of Aryanisation 1.4 The North-East Region	(20 Hours)
	II. Social Institutions in India 2.1 Joint Family and kinship 2.2 Caste system 2.3 Marriage 2.4 Religion	(10 Hours)
	III. Processes of change in India 3.1 Sanskritisation 3.2 Westernisation 3.3 Industrialisation 3.4 Information and Communication Technology (ICT) and Social Change	(10 Hours)
	IV. Social Movements in India 4.1 Peasant movements 4.2 Dalit movements 4.3 Women's movements 4.4 Environmental movements	(20 Hours)
Pedagogy:	Lectures, Discussions, debates, Videos	

References/ Readings:	1. Barnard, A., Terry Burgess and Mike Kirby. (2003). *Sociology.* London: Cambridge University Press. 2. Dube, S.C. 1990. *Indian Society.* New Delhi: National Book Trust. 3. Gadgil, Madhav; Guha, Ramchandra. 2000. *This Fissured Land: The Use and Abuse of Nature*. New Delhi: Oxford University Press. 4. Haralambos, M., Holborn M., Chapman, S. and Stephen Moore. (2013). *Sociology: Themes and perspectives.* London: Harper Collins Publishers Ltd. 5. Karve, Iravati. 1965. *Kinship Organization in India.* Bombay. Asia Publishing house. 6. Macionis, J. J. (2005). *Sociology.* New Delhi: Pearsons Hall of India. 7. Schaefer, R. T., and Lamm, R. P. (1999). *Sociology.* New Delhi: Tata-McGraw Hill. 8. Shah, Ghanshyam. 2009. *Social Movements in India.* New Delhi: Sage Publications India Pvt Limited. 9. Srinivas M.N. 1996. *Caste: Its Twentieth Century Avatar.* New Delhi: Viking Penguin. 10. Srinivas, M. N. 1992. Social Change in Modern India. Delhi: Orient Longman.
Course Outcomes:	CO 01: Will grasp the antiquity of Indian civilization. CO 02: Will discern the complexity and diversity of Indian society and culture. CO 03: Will know the features of processing marking transitions in India. CO 04: Will understand the nature and extent of collective mobilisations in India.

Name of the Programme : BA Sociology
Course Code : **SOC 201**
Title of the Course : **Social Concerns in India**
Number of Credits : 04
Effective from AY : 2023-2024

Pre-requisites for the course:	Knowledge of introductory sociology.	
Course Objectives:	1. To develop critical thinking skills in analyzing and understanding social issues. 2. To create awareness of the complexity and interconnectedness of social problems. 3. To enhance the ability to evaluate and apply various theoretical approaches to social issues. 4. To equip students with knowledge to contribute meaningfully to addressing social challenges.	
Content:	**I. Introduction to Social Problems** 1.1 Meaning and Definition of Social Problem 1.2 Causes and Types of Social Problems 1.3 Characteristics of Social Problems 1.4 Approaches to the Study of Social Problems	(15 Hours)
	II. Population Dynamics 2.1 India's Population Profile: Emerging Trends 2.2 Demographic Trends in Goa 2.3 Demographic Contrasts between India and Goa	(15 Hours)
	III. Delinquency and Child Abuse 3.1 Juvenile Delinquency 3.2 Child Labour 3.3 Paedophilia with special reference to Goa	(15 Hours)
	IV. Social Concerns in Contemporary India 4.1 Alcoholism and Drug Abuse 4.2 Problem of HIV/AIDS in Goa 4.3 Unemployment 4.4 Communalism and Terrorism	(15 Hours)
Pedagogy:	Lectures, Discussions, Debates, Field Visits.	
References/ Readings:	1. Gokhale, S. D. et al 1999. Aging in India. Mumbai. Somaiya Publications Pvt. Ltd. 2. Madan, G. R. 1995. Indian social problems (Vols. I and II). New Delhi: Allied Publishers. 3. Mamoria, C. B. 1999. Social problems and social disorganisation. New Delhi: Kitab Mahal.	

	4. Merton, R.K. and R. Nisbet (ed). 1971. Contemporary social problems (3rd edition). New York: Harcourt Brace Jovanovich. 5. Pai, Panandikar and Chaudhari, P. N. 1983. Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House. 6. Thomas, G. 1994. AIDS in India: Myth and reality. Jaipur: Rawat.
Course Outcomes	CO 01: Students will demonstrate a comprehensive understanding of the meaning, causes, types, and characteristics of social problems, showcasing the ability to critically analyze and identify social issues. CO 02: Students will be proficient in analyzing and comparing population trends in India and Goa, exhibiting the ability to interpret demographic data and draw informed conclusions. CO 03: Students will exhibit informed awareness of the complexities and implications of alcoholism, drug abuse, AIDS, and unemployment, demonstrating a capacity to assess and comprehend contemporary social challenges. CO 04: Students will develop critical thinking skills in understanding and evaluating communalism and terrorism, showcasing the ability to analyze case studies.

Name of the Programme : BA Sociology
Course Code : SOC - 211
Title of the Course : **Juvenile Delinquency**
Number of Credits : 04
Effective from AY : 2023-2024

Pre-requisites for the course:	Students who have attended Semester I & II of any under-graduate programme are eligible.	
Course Objectives:	1. To introduce the students to Juvenile Delinquency as a social problem; 2. To acquaint them with the theories explaining the problem; 3. To study the relationship between social groups, social institutions and juvenile delinquency; and 4. To sensitize students to the issue and apprise them about related laws and social policies	
Content:	**I Introduction to Juvenile Delinquency** 1.1 Meaning, definition, types 1.2 Causes of Juvenile Delinquency 1.3 Biological and Psychological explanations of Delinquency	(10 Hours)
	II Sociological explanations of Delinquency 2.1 Social Strain Theory 2.2 Social Learning and Control Theories 2.3 Cultural Transmission Theories 2.4 Radical Theories 2.5 Labelling Theory	(20 Hours)
	III Delinquency, Social Groups and Institutions 3.1 Peers, Gangs and Delinquency 3.2 Youth Sub-Culture 3.3 Family and Delinquency 3.4 School and Delinquency	(20 Hours)
	IV Juvenile Delinquency, Law and Public Policies 4.1 Legislation dealing with Juvenile Delinquency 4.2 Prevention 4.3 Rehabilitation	(10 Hours)
Pedagogy:	Lectures, Discussions, debates	
References/ Readings:	1. Albert R. Robert (Ed.). 2004. *Juvenile Justice Sourcebook: Past, Present, and Future*. New York: Oxford University Press.	

	2. B&t Database Management/Cip. 3. Bynum, Jack E. & William E. Thomson. 2007. *Juvenile Delinquency: A Sociological Approach (7th Ed.).* USA: Pearson Education Inc. 4. Chesney-Lind and Nikki Jones. 2010. *Fighting for Girls: New Perspectives on Gender and Violence*. New York: State University of New York. 5. Clayton A. Hartjen. 2008. *Youth, Crime and Justice:A Global Inquiry*. New Jersey: Rutgers University Press. 6. Gerhard Falk and Ursula Falk 2000. *Youth Culture and Generation Gap*. ebook: 7. James C. Howell. 2003. *Preventing & Reducing Juvenile Delinquency: A Comprehensive Framework.* New York: Sage Publication. 8. Jane, Pickford. 2000. *Youth, Justice and Practice*. London: Routledge-Cavendish. 9. Josine Junger-Tas., et.al. 2012. *New York: The Many Faces of Youth Crime*. New York: Springer-Verlag New York Inc. 10. Laurie, Schaffner. 2006. *Girls in Trouble with Law*. New Jersey: Rutgers University Press. 11. Margaret A. Zahn (ed). 2009. *The Delinquent Girl*. Philadelphia: Temple University Press. 12. Muncie, John. *2004*. *Youth and Crime*. London, UK: Sage Publications Ltd. 13. Paul Knepper. 2007. *Criminological Theory and Social Policy.* Sage Publications. 14. Peggy C. Giordano. 2010. *Legacies of Crime: Follow-Up of the Children of Highly Delinquent Girls and Boys*. England: Cambridge University Press. 15. Sheila Brown & Maquire Mike (ed). 2005. *Understanding Youth and Crime: Listening to Youth?* Budapest: Open University Press. 16. Shoemaker, Donald J. 2010. *Theories of Delinquency: An Examination of Explanations of Delinquent Behavior (6th Ed.).* England: Oxford University Press. 17. Srivastava I. & Srivastava S. 2015. *Sociology: A Comprehensive Analysis Related with Social Problems & Crime.* Allahabad: Central Law Agency.
Course Outcomes	CO 01: Will be able to understand juvenile delinquency and its basic concepts. CO 02: Will be able to know different theories and explanations of juvenile delinquency. CO 03: Will be able to critically analyse the relationship between of juvenile delinquency and social groups and institutions and understand the social context/circumstances that lead to of juvenile delinquency.

			CO 04: Will be able to comprehend the role of law, law enforcing agencies and social policies as a means to combat of juvenile delinquency.

Name of the Programme : BA Sociology
Course Code : SOC 231
Title of the Course : **Youth and Social Institutions**
Number of Credits : 03
Effective from AY : 2023-2024

Pre-requisites for the course:	Students who have attended Semester I & II of any under-graduate programme are eligible.	
Course Objectives:	1. To familiarise the students with the concepts of youth and social institutions. 2. To introduce students to the relationship between youth and the different social institutions.	
Content:	**I: Youth and Society** 1.1.Youth as a concept and category 1.2.The concept of social institution 1.3.Youth and society in Goa: continuity and change **II: Youth, Family, Education and Religion** 2.1. Youth and family 2.2. Youth and education 2.3. Youth and religion **III: Youth, Politics, Economy and Health** 3.1. Youth and politics 3.2. Youth and economy 3.3. Youth and health	(15 Hours) (15 Hours) (15 Hours)
Pedagogy:	Lectures, discussions, debates	
References/ Readings:	1. Andrew, Gracy and Patel, Vikram. 2003. *Health Needs of Adolescents: A study of Health Needs of Adolescents in Higher Secondary Schools in Goa.* Sangath, Alto Porvorim: Resource Centre for Adolescent and Child Health. 2. Jayaram, N.1998. "Sociology of Youth in India" in Gore, M.S. (ed) *Third Survey Research in Sociology and Social Anthropology* —Volume I: Sage Publication. Pp221 — 295 3. Pandey, Rajendra.1984. *Sociology of Youth.* New Delhi: Sterling Publishers Pvt. Ltd. 4. Patel, Vikram et al (ed). 2001. *The State of Goa's Health.* Goa. Sangath Society for Child Development and Family Guidance.	

	5. Ruiz, Gregoria A. 2010. The youth in contemporary Goan society: a study in sociology of youth. https://shodhganga.inflibnet.ac.in/handle/10603/12563
Course Outcomes:	Students will be able to: CO 01: understand the experience of growing up as young individuals; CO 02: offer an analysis of the position of youth in society; CO 03: understand the influence of institutions on the youth; and CO 04: develop critical orientation to the role of youth in transforming institutions.

Name of the Programme : BA Sociology
Course Code : SOC 241
Title of the Course : **Academic Writing**
Number of Credits : 03 (1T+2P)
Effective from AY : 2023-2024

Pre-requisites for the course:	Students who have attended Semester I & II of any under-graduate programme are eligible.	
Course Objectives:	1. Introduce students to academic writing. 2. Enhance student's competence in using academic writing styles for written assignments, reports, and research papers across disciplines.	
Content:	**I. Introduction to Academic Writing** 1.1 Understanding academic writing conventions 1.2 Differentiating between academic and non-academic writing. 1.3 Forms of academic writing	(5 Hours T)
	II. Sources of Data and Critical Thinking 2.1 Using library resources and online databases 2.2 Constructing well-reasoned arguments	(5 Hours T)
	III. Citation and Referencing 3.1 Citing sources 3.2 Referencing Styles 3.2 Research Ethics and Plagiarism	(5 Hours T)
	IV. (Practical Component) Developing skills in reading and comprehension Preparing to write: choosing a title, making an outline, paragraph development Creating coherent and cohesive academic narratives Citation and referencing Proofreading, editing and revision	(60 Hours P)
Pedagogy:	Lectures, demonstrations, discussions, field visits	
References/ Readings:	1. American Psychological Association. (2024). Retrieved March 15, 2024, from American Psychological Association: https://www.apa.org/	

	2. Dutta, S. K. (2018). *Academic and Research Writing: Essential Skills and Styles.* New Delhi: New Century Publications. 3. Goode, W. J.,& Hatt. (1981). *Methods in social research.* New York: McGraw Hill. 4. ISU Writing Center. (2020). *APA Style: Seventh Edition.* Retrieved March 15, 2024, from Student Success Centre: https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf 5. Kothari, C. R. (1987). *Research methodology: Methods and techniques*. Delhi: Wiley Eastern Ltd. 6. Kumar, R. (2011). *Research methodology.* New Delhi: Sage Publications. 7. Martin, H., & Craig, T. (2012). *Cambridge Academic English.* Delhi: Cambridge University Press. 8. Olin Library. (2021). *Academic Writing Conventions: a guide to crafting academic writing.* Retrieved March 10, 2024, from Rollins Tutoring & Writing Centre. 9. Paperpile. (2024). Retrieved March 14, 2024, from Paperpile: https://paperpile.com/g/search-online-research-database/ 10. University of Windsor. (2023). *Search Engines vs. Google Scholar vs. Library Databases*. Retrieved March 12, 2024, from University of Windsor: https://leddy.uwindsor.ca/get-help/guides/search-engines-vs-google-scholar-vs-library-databases 11. USC Libraries. (2024). *USC Libraries Research Guides*. Retrieved March 15, 2024, from University of Southern California: https://libguides.usc.edu/writingguide
Course Outcomes	CO 01: Students will be able to identify various types of writing styles and apply conventions of academic writing. CO 02: Know about research using library resources and online databases. CO 03: Develop skills in effective organization of ideas and improve clarity, coherence, and structure. CO 04: Will be able to apply citation and referencing techniques in academic writing.

BA SOCIOLOGY SEMESTER IV SYLLABUS

Name of the Programme : BA Sociology
Course Code : SOC 202
Title of the Course : **Understanding Goa**
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the course:	Students who have attended BA Sociology Semester III.	
Course Objectives:	1. To explore the socio-cultural history of Goa. 2. To acquaint students with syncretic beliefs and cultural aspects of Goa. 3. To understand the contemporary issues and concerns in Goa.	
Content:	**I. Goa: Land and its People** 1.1 The geographic and demographic profile 1.2 Socio-economic profile 1.3 *Gaunkari* and Communidade	(15 Hours)
	II. Colonial Rule and Liberation 2.1 Pre- Portuguese Society and Culture in Goa 2.2 Portuguese Era 2.3 Liberation Movement 2.4 Post – Liberation Era	(15 Hours)
	III. Understanding Goan Culture 3.1 Syncretic festivals in Goa 3.2 Cuisines of Goa 3.3 Customs related to Birth, Marriage and Death 3.4 Goan folk culture performing art and Theatre	(15 Hours)
	IV. Contemporary Issues and Concerns 4.1 Agriculture 4.2 Fishing 4.3 Tourism 4.4 Mining	(15 Hours)
Pedagogy:	Lectures, Discussions, debates	
References/ Readings:	1. Alvares, Claude. 2002. *Fish Curry and Rice.* A Goa foundation publication 2. Bragança. Pereira. De, A.B. 2008. *Ethnography of Goa, Daman and Diu*. Published by Viking. Portugal. 3. De Souza. R. Teotonio, 1990. *Goa Through The Ages: An Economic History* Concept Publishing Co.	

	4. Gomes. Olivinho. 2004.*Goa*. published by National Book Trust. India. 5. Mascarenhas. Odette. 2014. *The Culinary Heritage of Goa*. Broadway Book Centre. 6. Mazarello, Wilmix Wilson 2000. *100 Years of Konkani Tiatro*. Panaji, Goa, India: Directorate of Art & Culture, Government of Goa. 7. Rodrigues. Da costa. Lourdes Bravo.De.Maria. 2004. *Feasts, festivals, and observances* of *Goa*. Publisher, L & L Publications. 8. Sinha. Arun. 2002. Goa Indica: *A Critical Portrait of Postcolonial Goa*. Published by Bibliophile South Asia.
Course Outcomes	CO 01: Students will be able to understand the historical, cultural and socio-economic aspects of Goa. CO 02: They are acquainted with knowledge of Goa's diverse religious and culinary traditions and their significance in shaping local culture. CO 03: They develop skills to critically evaluate the challenges and opportunities faced in contemporary Goan society. CO 04: They can take informed positions on current socio-cultural events in Goa

Name of the Programme : BA Sociology
Course Code : SOC 203
Title of the Course : **Sociology of Social Conflict**
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the course:	BA Sociology semester III.	
Course Objectives:	1. To understand the theoretical frameworks underlying social conflict; 2. To analyze the diverse manifestations of social conflict in various contexts; 3. To evaluate the implications of social conflict for social change; 4. To develop skills in conflict resolution and peacebuilding.	
Content:	**I: Introduction to Social Conflict** 1.1 The concept of social conflict 1.2 Types of social conflict 1.3 Causes of social conflict 1.4 Consequences of social conflict	(15 Hours)
	II. Theoretical Approaches to Social Conflict 2.1 Structural-functionalism and social conflict 2.2 Marxist perspectives on social conflict 2.3 Symbolic interactionism and social conflict 2.4 Conflict theory and social change	(15 Hours)
	III: Social Conflict in Different Contexts 2.1Caste and conflict 2.2 Religion and conflict 2.3 Gender and conflict 2.4 Ethnicity and conflict	(15 Hours)
	IV. Conflict Resolution and Social Change 4.1 Approaches to conflict resolution 4.2 Nonviolent resistance and civil disobedience 4.3 Mediation and negotiations	(15 Hours)
Pedagogy:	Lectures, Group Discussions, and debates	
References/ Readings:	1. Collins, R. (1975). Conflict Sociology: Toward an Explanatory Science. Academic Press. 2. Dahrendorf, R. (1959). Class and Class Conflict in Industrial Society. Stanford University Press. 3. Galtung, J. (1969). Violence, Peace, and Peace Research. Journal of Peace Research, 6(3), 167-191.	

	4. Marx, K., & Engels, F. (1848). *The Communist Manifesto*. Penguin Classics. 5. Sharp, G. (1973). The Politics of Nonviolent Action. Porter Sargent Publishers. 6. Tilly, C. (2006). *Why? What Happens When People Give Reasons... And Why*. Princeton University Press.
Course Outcomes	CO 01: Will be able to comprehend the concepts related to social conflict. CO 02: Will be able to understand key theoretical perspectives on social conflict. CO 03: Identify instances of social conflict in different contexts. CO 04: Will be able to apply conflict resolution strategies to promote constructive social engagement.

Name of the Programme : BA
Course Code : SOC 204
Title of the Course : **Gender and Society**
Number of Credits : 04
Effective from AY : 2023-2024

Pre-requisites for the course:	BA Sociology semester III.	
Course Objectives:	1. To develop a comprehensive understanding of key concepts and theories related to gender and society. 2. To critically analyze the social construction of gender roles and identities across different cultures and historical periods. 3. To explore the role of power, privilege, and resistance in shaping gender relations and social change. 4. To apply sociological frameworks to analyze contemporary issues and debates related to gender equality, discrimination, and social justice.	
Content:	**I. Introduction to Gender and Society** 1.1 Defining gender and sex 1.2 Historical perspectives on gender roles 1.3Theoretical frameworks: Feminism, Queer theory, Masculinity studies	(15 Hours)
	II. Gender Socialization and Identity Formation 2.1 Socialization processes and gendered expectations 2.2 Gendered division of labour 2.3 Work-family balance and challenges 2.4 Intersections of gender with race, class, and sexuality	(15 Hours)
	III. Gender Inequalities and Structures of Power 3.1 Patriarchy and its manifestations 3.2 Economic, political, and cultural dimensions of gender inequality 3.3 Intersection of power and privileges in different social groups	(15 Hours)

	IV. Global Perspectives on Gender 4.1 Comparative analysis of gender norms and practices 4.2 Transnational feminist movements 4.3 Globalization and its impact on gender relations	(15 Hours)
Pedagogy	Lectures, group discussions, tutorials.	
References/ Readings:	1. Das, S. K., & Mukherjee, S. (Eds.). (2018). *Gender and Social Change in India: Perspectives and Practices.* Kolkata, India: University of Calcutta Press. 2. Desai, A., & Patel, M. (2019). *Gender, Power, and Resistance: A Sociological Analysis.* Mumbai, India: Oxford University Press. 3. Rao, S., & Sharma, R. (2021). *Gender Identities in South Asia: Intersectional Perspectives.* Bangalore, India: Springer. 4. Sen, A. (2020). *Gender Inequality: Exploring Sociological Perspectives.* New Delhi, India: Sage Publications. 5. Singh, P., & Jain, R. (2020). *Feminist Theories: Debates and Challenges in Indian Context.* Delhi, India: Routledge.	
Course Outcomes	CO 01: Students will be able to understand key concepts, theories, and debates related to gender and society. CO 02: They will be able to critically analyze how gender relations are shaped by social structures, cultural norms, power dynamics, and historical contexts, with a focus on patriarchy, privilege, and resistance. CO 03: To analyze and interpret gender-related issues, trends, and phenomena in diverse social settings. CO 04: To apply sociological insights to promote gender equality and social transformation.	

Name of the Programme **:** BA Sociology
Course Code : SOC 205
Title of the Course **: Technology and Society**
Number of Credits **:** 02
Effective from AY **:** 2023-24

Pre-requisites for the course:	NIL	
Course Objectives:	1. To understand the relationship between technology and society 2. to evaluate the social, cultural and economic implications of technological advancements; and 3. to explore the potential of technology in addressing societal issues.	
Content:	**Chapter I- Introduction** 1.1 Definition and concepts 1.2 History of Technology 1.3 Theories of Technology and society	(10 Hours)
	Chapter II- Impact of Technology 2.1 Technology and health 2.2 Technology and education 2.3 Digital divide and social inequality 2.4 Digital access: Risks and threats	(10 Hours)
	Chapter III- Technology, Economy & Environment 3.1 Technology and economic development 3.2 Digital economy and Artificial Intelligence (AI) 3.4 Environmental impacts of Technology	(10 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Gemelli, M. & Jackson D. (2013) *Technology and Society: Making connections between social systems and interpersonal relationships*, Boston McGraw-Hill Education 2. Gupta, A. & Sharma, A. (2018) *Technology and society in India*. Oxford University Press. 3. Nye, D. (2007) *Technology matters: Questions to live with*. MIT Press 4. Postman, N. (1993) *Technology: The surrender of culture to technology* Vintage Publications	

	5. Winner, L. (1986) *The Whale and the reactor: A search for limits in an age of high technology.* University of Chicago Press
Course Outcomes	CO 01: Will be able to understand the concept and theories of technology and society. CO 02: Will learn how technology influences various dimensions of human life. CO 03: Will be sensitised to risks and threats of digital access. CO 04: Will be exposed to the recent developments in technology.

Name of the Programme **:** BA Sociology
Course Code : SOC 221
Title of the Course **: SOCIAL SKILLS AND ETIQUETTE**
Number of Credits **: 3T+ 1P =04**
Effective from AY **:** 2023-24

Pre-requisites for the course:	Those who have completed their Higher Secondary education are eligible to join the BA under-graduate programme.	
Course Objectives:	Main aim of this course is to facilitate students to develop skills and etiquette required for social interaction in modern society.	
Content:	**I Introduction** 1.1. Social Skills and Etiquette 1.2. Classification of Social Skills: Interpersonal, Professional and Virtual 1.3. The need for Social Skills and Etiquette 1.4. Etiquette and Manners	**15 T Hours**
	II Social Skills (Communication) 2.1. Greetings and Introductions 2.2. Social Address: Usage of names and titles (Practical Component) 2.3. Small Courtesies (gratitude, condolence and personal spaces) 2.4. Role-plays in Communication Skill (Practical Component)	**10 T+ 15 P Hours**
	III Types of Social Etiquette 3.1. Business Etiquette 3.2. Etiquette in Public Spaces 3.3. Telephone Etiquette (Practical Component) 3.4. Dining Etiquette (Practical Component) 3.5 Classroom Etiquette (Practical Component) 3.6. Etiquette in Technology- Netiquette and Online Etiquette	**10 T+15 P Hours**
	IV Etiquette: A Global Perspective 4.1. Cultural Sensitivity: A need in a globalised world 4.2. Changing Trends in Social Etiquette	**10 T Hours**
Pedagogy:	Lectures, Discussions, debates and role plays.	
References/ Readings:	1. Gopalaswamy, Ramesh and Mahadevan, Ramesh. 2010. *The ace of soft skills – Attitude, communication and etiquette for success.* Delhi: Pearson Publisher.	

	2. Lewis, Richard. D. 1996. *When cultures collide: Managing successfully across cultures.* United States: Nicholas Brealey Publishers. 3. Mitra, Barun. K. 2016. *Personality development and soft skills.* New Delhi: Oxford Publications. 4. Moore, June, Hines. 2003. *Social skills survival guide: A handbook for interpersonal and business etiquette.* United States: Broadman and Holman Publishers. 5. Smith, Jodi. R. 2011. *The etiquette book: A complete guide to modern manners.* New York: Sterling Publication.
Course Outcomes	Students will be able to: 1. discern the need to acquire social etiquettes in everyday life; 2. acquire an understanding of social skills in communication; 3. know the types of social etiquette; and 4. locate etiquette in global perspective.

Name of the Programme : BA
Course Code : SOC 261

Title of the Course : **Early Adulthood and Health**
Number of Credits : 04 (1T+3P)
Effective from AY : 2023-2024

Pre-requisites for the course:	NIL	
Course Objectives:	1. Identify and analyze the key social factors influencing the health outcomes of young adults. 2. Critically evaluate the impact of social norms, and peer influence on health behaviors and lifestyle choices among young adults 3. Analyze trends in health-related behaviors such as substance use, physical activity, diet, and sexual health	
Content:	**I Introduction** 1.1 The Bio-Psycho-Social Health Model 1.2 Nature of adolescent /youth health 1.3 Health behaviour theories 1.4 Social Cognitive Theory (SCT) 1.5 Health Belief Model (HBM)	(15 Hours T)
	Health and social context - Influence of families, peers and schools - Peer pressure and health-compromising behaviours-e.g., body-shaming, cigarette smoking, substance abuse, early sexual activity, and violence. **Practical** Case studies and real-world examples Group projects on assessing lifestyle factors	(30 Hours P)
	III. Increasing health enhancing behaviours - Nutrition and eating behaviour - Personal lifestyle and health, Physical activity, Adequate sleep - Negative impact of abusing one's body **Practical** • Conduct a "Healthy Eating Challenge" where students track their daily food intake and analyze nutritional content • Organize a "Wellness Workshop" where students engage in mindfulness activities, stress-relief techniques, time	(30 Hours P)

	management strategies, and self-care practices • Arrange a "Fitness Challenge" involving different physical activities such as yoga, aerobics, strength training, and outdoor sports	
	IV. Health care systems and providers - Health literacy and awareness - Role of health care providers in sensitive health issues such as sexually transmitted infections, contraception, drug use, depression, nutrition and stress. - Insurance coverage **Practical** • Designing a health promotion campaign • Participation in community engagement activities e.g immunization drive, Anti malaria drive	(30 Hours P)
Pedagogy:	Lectures, Field visits, home visitor services, visit to poor housing areas/ slums, presentations and feedback sessions, Field trip to healthcare facilities primary health centres, district hospitals etc.	
References/ Readings:	1. Macionis, J. J., & Plummer, K. (2014). Sociology: A Global Introduction (5th ed.). Dorling Kindersley (India) Pvt Ltd. 2. Santrock, J. W. (2008). A Topical Approach to Life-Span Development (3rd ed.). Tata McGraw Hill. https://www.who.int/health-topics/adolescent-health#tab=tab_1 https://www.cdc.gov/healthyyouth/about/adolescenthealth.htm	
Course Outcomes	CO 01: Students learn about balanced nutrition, portion control, meal planning Co 02: Learn the impact of diet on overall health and well-being. CO 03: Students will collaborate with peers, healthcare professionals, and community organizations to address health issues among young adults.	

BA SOCIOLOGY SEMESTER V SYLLABUS

Name of the Programme: BA Sociology
Course Code: SOC 300

Title of the Course: **Foundations of Sociological Thought**
Number of Credits: 04

Effective from AY: 2023-2024

Prerequisites for the course:	Should have completed BA Sociology Semester I to IV.	
Objectives:	This course is designed to introduce the students to the main ideas of the founding fathers of sociology and their contributions to emergence and institutionalisation of sociology as a distinctive academic discipline.	
Content:	**1. The emergence of sociology** 1.1.The Social Forces 1.2.The intellectual Forces 1.3.Comte: Positivism and the Law of Three Stages 1.4.Spencer: The Evolution of Society	(20 Hours)
	2. Emile Durkheim 2.1. Social Facts 2.2.The Division of Labour in Society 2.3.Suicide 2.4.Elementary Forms of Religious Life	(15 Hours)
	3. Karl Marx 3.1.The Dialectical Method and Historical Materialism 3.2.Theory of Class Conflict 3.3.Alienation 3.4. Marx on religion	(10 Hours)
	4. Max Weber 4.1.Types of Social Action 4.2.Classification of Authority 4.3.Verstehen 4.4.Religion and Rise of Capitalism	(15 Hours)
Pedagogy:	Lectures, discussions, tutorials Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	

Basic Readings:	1. Abraham, Francis and John Henry Morgan. (1987) *Sociological Thought.* Delhi: McMillan India Limited. 2. Beteille, A. (2005). *Sociology: Essays on Approach and Method.* New Delhi: Oxford University Press 3. Calhoun, C. et.al. (eds). (2002). *Classical Sociological Theory.* Blackwell 4. Coser, Lewis A. (1996). *Masters of Sociological Thought (2nd edition);* Jaipur: Rawat Publications. 5. Giddens, A. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber.* Cambridge: Cambridge University Press. 6. Ritzer, George. 2016. Classical Sociological theory. New Delhi: McGraw Hill Education (India) Private Limited. 7. Turner, J.H .2004, The Structure of Sociological Theory, Jaipur: Rawat Publications.	
Course outcomes:	CO 01: Will be able to grasp the context of emergence of sociology as a distinctive intellectual tradition. CO 02: Will understand the positivistic compulsions of early sociology. CO 03: Will know verstehen as alternative methodology for sociology. CO 04: Will be able to appreciate the sociological contributions of Karl Marx.	

Name of the Programme : BA
Course Code : SOC 301
Title of the Course : **Indian Sociology**
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the course:	Students should have attended BA Sociology Semester IV.	
Course Objectives:	1. To make students familiar with the origin and development of Indian Sociology. 2. To acquaint them with the works of Indian sociologists. 3. To sensitize them to the current debates around the status of sociology in India	
Content:	**I. Emergence of Sociology in India** 1.1 Origin and development 1.2 Indigenous social thought and renaissance 1.3 The culture and civilization of ancient India 1.4 Phases of the growth of sociology	(10 Hours)
	II. Early Founders 2.1 Patrick Geddes: Pioneer of Bombay School of Sociology 2.2 Govind Sadashiv Ghurye: Indology for Sociology 2.3 Radhakamal Mukherjee: Social Values 2.4 Dhurjati Prasad Mukherji: Marxology for Sociology 2.5 Akshay Ramanlal Desai: Marxist Sociology	(15 Hours) (15 Hours)
	III. Macro Sociologists 3.1 M. N. Srinivas: Dominant Caste 3.2 Irawati Karve: Kinship Organisation in India 3.3 Louis Dumont: Structuralism to study Indian Society 3.4 Andre Bettelie: Caste and Class 3.5 Shyama Charan Dube: Indian Village	 (15 Hours)
	IV. Prominent sociologists/Thinkers 4.1 Yogendra Singh 4.2 T' K. Oomen 4.3 Dipankar Gupta 4.4 B. R. Ambedkar 4.5 Ranajit Guha 4.6 David Hardiman	(05 Hours)
	V. Sociology for India	

	5.1 Ideology, theory and method in Indian sociology 5.3 Debate on sociology for India	
Pedagogy:	Lectures, discussions, debates.	
References/ Readings:	1. Bettelie, Andre. (1974). *Social Inequality.* New Delhi: Oxford University Press. 2. Damle, Y. B. (1965). "For a Theory of Indian Sociology", in T. K. N. Unnithan et al. (eds.), *Sociology in India,* New Delhi: Prentice Hall of India Pvt. Ltd. 3. Deva, Indra. (1965). "Possibility of an Indian Sociology", in T. K. Unnithan N. et al. (eds.), *Sociology in India,* New Delhi: Prentice Hall of India Pvt. Ltd. 4. Dhanagare D. N.. (1993). *Themes and Perspectives in Indian Sociology.* Jaipur: Rawat Publishers. 5. Dube, S. C. (1990). *Indian Society.* New Delhi: National Book Trust. 6. Karve, Irawati. (1965). *Kinship Organization in India.* Bombay: Asia Publishing House. 7. Momin, A.R. (ed.). (1996). *The Legacy of G. S. Ghurye: A Centennial Festschrift.* Bombay: Popular Prakashan.	

	8. Nagla. B. K. (2013). *Indian Sociological Thought.* Jaipur: Rawat Publications. 9. Oomen, T.K. and Partha N. Mukherji. (1986). *Indian Sociology: Reflections and Introspections.* Bombay: Popular Prakashan. 10. Singh, Yogendra. (1967). "Sociology For India: The Emerging Perspective", in T. K. N. Unnithan et al. (eds.), *Sociology in India,* New Delhi: Prentice Hall of India Pvt. Ltd. 11. Srinivas, M. N. (1992). *Social Change in Modern India.* Delhi: Orient Longman. 12. Srinivas, M. N. (1996). *Caste It's Twentieth Century Avatar.* New Delhi: Viking Penguin. 13. Uberoi, Patricia. (1993). *Family, Kinship and Marriage in India.* New Delhi: Oxford University Press.
Course Outcomes	CO 01: Students will be aware of the civilization of India. CO 02: Students will be able to discern the relevance of Indological research by scholars. CO 03: Will get familiarized with the works of Indian sociologists. CO 04: They will apply knowledge of Indian sociology to critically view and analyze the society around them.

Name of the Programme : BA
Course Code : SOC 302
Title of the Course : **Sociology of Migration**
Number of Credits : 04
Effective from AY : 2023-24

Prerequisites for the Course	Knowledge of Introductory Sociology	
Objectives:	1. To introduce the students to migration as an academic area of study and acquaint them with the different theoretical perspectives on migration. 2. To develop an understanding of the historical background and mechanisms behind the migration process. 3. To understand the causes, patterns of migration; and migration as an ongoing process in the world, India and Goa.	
Content:	**I: Migration as an area of Study** 1.1 Meaning of migration and related concepts 1.2 Origin, Scope, and Significance of migration study 1.3 Approaches to understanding migration 1.4 Migration in India: A brief Overview	(15 Hours)
	II: Theories of Migration. 2.1 Push – Pull theory - Everette Lee 2.2 Concentric zone – Ernest Burgess 2.3 Study of International migration- Douglass Massey 2.4 Segmented assimilation theories- Alejandro Portes	(10 Hours)
	III: Migration: Exploring causes and patterns 3.1 Socio-cultural causes 3.2 Economic causes 3.3 Political causes 3.4Types of migration: Voluntary and Involuntary	(05 Hours)
	IV: Understanding Migration dynamics in Goa 4.1 Colonial era 4.2 Post Liberation period 4.3 Emigration of Goa 4.4 Villagers perspective on emigration	(15 Hours)

	V: Investigating Impact of migration 5.1 Impact of migration on Family 5.2 Impact of migration on Society 5.3 Migration and Multiculturalism 5.4 Migration and Discrimination	(15 Hours)
Pedagogy:	Lectures, Discussions, field visits.	
Basic Readings:	1. Amrith, S. S. (2011). *Migration and diaspora in modern Asia.* New Delhi: Cambridge University Press. 2. Carvalho, S. (2010). *Into the Diaspora wilderness.* Goa: Goa 1556 & Broadway Publishing House. 3. Cohen, J. H., & Srkeci, I. (2011). *Cultures of migration: the Global nature of contemporary mobility.* United States of America: University of Texas Press. 4. Government of Goa. (2008). *Goa migration study report.* Department of NRI Affairs. 5. Gulati, L. (1983). 'Male migration to the Middle East and the impact on the family: Some evidences from Kerala.' *Economic and Political Weekly,* 18 (52-53). 6. Gulati, L. (1993). *In the absence of their Men: The impact of Male Migration on women.* New Delhi: Sage Publications. 7. Kelegama, S. (ED). (2011). *Migration remittances and development in South Asia.* New Delhi: Sage Publications India Pvt. Ltd. 8. World Migration Report. (2008). *Managing Labour Mobility in the Evolving Global Economy.* New Delhi: Academic Foundation. 9. Zachariah, K.C; Mathew, E.T.& Rajan, S.I. (2003). *Dynamics of migration in Kerala: Dimensions, differentials and consequences.* New Delhi: Orient Longman	
Course Outcomes:	Students will be able to: CO 01: understand social, economic factors dynamics of migration patterns; CO 02: examine theories of migration and their application to real-world scenarios; CO 03: aware of migration dynamics in Goa; and CO 04: analyse the impact of migration.	

Name of the Programme : BA
Course Code : SOC 303
Title of the Course : **Introduction to Social Research**
Number of Credits : 02
Effective from AY : 2023-2024

Pre-requisites for the course:	Knowledge of introductory sociology	
Course Objectives:	The objectives of the course are: 1. to make students familiar with the process of research in social sciences and provide them with an orientation to the research procedure. 2. to acquaint them with research methods as a means of understanding social reality and identify relevant tools and techniques used in studying social phenomena. 3. to guide students to work on research projects.	
Content:	**I. Introduction** 1.1 Nature, meaning and significance. 1.2 Basic steps to research 1.3 Values and social research	(5 Hours)
	II. Types of social research 1.1 Pure and applied 1.2 Historical and empirical 1.3 Descriptive, Exploratory and Experimental 1.4 Qualitative and Quantitative.	(5 Hours)
	III. Sources of data, Methods and Techniques of data collection 3.1 Primary and Secondary data 3.2 Interview method 3.3 Observation method 3.4 Ethnographic method	(12 Hours)
	IV. Processing, Analysing and Interpretation of Data 1.1 Editing, Coding, classification and tabulation 1.2 Content analysis 1.3 Report writing	(08 Hours)
Pedagogy:	Lectures, Discussions, debates. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	
References/ Readings:	1. Goode, W. J. &Hatt. (1981). *Methods in social research.* New York: McGraw Hill.	

	2. Gilham, B. (2005). *Case study research methods.* London: Continuum Publishers. 3. Gilham, B. (2005). *The research interviews.* London: Continuum Publishers. 4. Kothari, C. R. (1987). *Research methodology: Methods and techniques*. Delhi: Wiley Eastern Ltd. 5. Kothari, C. R. (2004). *Research methodology.* New Delhi: New Age International Ltd. Publishers. 6. Kumar, R. (2011). *Research methodology.* New Delhi: Sage Publications. 7. O' Leary, Z. (2011). *The essential guide to doing your research project.* New Delhi: Sage Publication. 8. Riesmann, C. K. (1993). *Narrative analysis.* New Delhi: Sage Publications.
Course Outcomes	CO 01: Students will be sensitized to the social issues as sociological problems. CO 02: Students will be able to discern the relevance of social research. CO 03: They develop skills to critically view and analyze society around them. CO 04: They will be able to independently carry out minor research projects or become a research assistant.

Name of the Programme : BA
Course Code : SOC 321
Title of the Course : **Empowerment of Marginalised Groups**
Number of Credits : **3T + 1P = 04**
Effective from AY : 2023-24

Prerequisites for the Course	Knowledge of Introductory Sociology	
Objectives:	1. To introduce students to the hierarchical structure of Indian society. 2. To Provide knowledge on the distinctiveness of sociological thoughts on the marginalized groups in India. 3. Sensitize students to issues pertaining to the marginalized groups and their sociological significance.	
Content:	**1. Introduction** 1.1 Meaning and forms of Marginalization 1.2 Current Status and Representation 1.3 Social Exclusion 1.4 Constitutional Provisions and Affirmative actions	**15 T Hours**
	2. Perspective on Marginalization 2.1 Jyotirao Govindrao Phule Profile, major works/area of activism 2.2 Dr. B R Ambedkar Profile, major work/ area of activism 2.3 Periyar E V Ramasamy Profile, major works/area of activism	**15 T Hours**
	3. Marginalized groups in India: Issues and Concerns 3.1 Scheduled Caste 3.2 Scheduled Tribe and Nomadic Tribes 3.3 LGBTQ 3.4 Differently abled groups	**15 T Hours**
	4. Welfare of Marginalized group 4.1 Awareness and advocacy of Social Legislations 4.2 Socio-demographic profile of marginalized groups in the locality 4.3 Documenting Hygiene and Health Care Disparities among the Marginalized	**30 P Hours**
Pedagogy:	Lectures, Discussions, field visits.	

Basic Readings:	1. Bhatia, K. L. 1994. *Law and Social Change Towards 21st Century*. New Delhi: Deep and Deep. 2. Chatterjee, C. and Sheoran, G. 2007. *Vulnerable Groups in India.* The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai. 3. Gupta, Dipankar. 1991. *Social Stratification.* New Delhi: Oxford University Press. 4. Jogdand, P. G. 2000. *New Economic Policy and Dalits.* Jaipur: Rawat. 5. Joseph, Sherry. 1996Gay and Lesbian Movement in India. *Economic and Political Weekly,*31(33). 6. Kasi, Eswar Appa and K M Ziauddin (ED). 2009. *Dimension of Social Exclusion: Ethnographic Explorations.* Cambridge: Cambridge Scholars Publishing, 7. Kosambi, Meera. 1994. Women's Oppression in the Public Gaze. Bombay: SNDT Women University,	
Learning Outcomes:	The students will be able to: CO 01: gain knowledge on the distinctiveness of sociological thoughts on the marginalised groups in India; CO 02: be familiarised with the socio-cultural interpretations of marginalized groups in society; CO 03: be aware of issues pertaining to the marginalised groups and their sociological significance. CO 04: be sensitized to the ongoing discrimination and the various legal interventions for social change.	

BA SOCIOLOGY SEMESTER VI SYLLABUS

Programme: BA
Course code – SOC 304
Title of the Course: Contemporary Sociological Theories
Number of Credits: 04
Effective from AY: 2023-24

Pre-requisites for the course:	Should have knowledge of classical Sociological Theories	
Course Objectives:	The Course aims to: 1. Understand the emergence and development of modern sociological theories. 2. Explore the application of sociological theories in understanding social phenomena and processes. 3. Critically evaluate the strengths and limitations of different sociological perspectives.	
	I Macro-Sociological Thought 1.1. Background Emergence and development of modern sociological theories 1.2. Structural Functionalism - Talcott Parsons and R.K. Merton 1.3. Conflict theory - Ralf Dahrendorf and Lewis Coser 1.4. Critical Theory- Jurgen Habermas 1.5. Criticism of functionalism, conflict theory and critical theory	(15 Hours)
	II Micro- Sociological Thought I 2.1. Origin- Chicago School 2.2. George Herbert Mead: symbolic interactionism and the self 2.3. Cooley: Looking Glass Self 2.4. Erving Goffman: Dramaturgical analysis and presentation of self 2.5. Ethnomethodology and conversation analysis	(10 Hours)
	III Micro- Sociological Thought II 3.1. Exchange Theory: George Homans and Peter Blau 3.3. Network Theory 3.4. Rational Choice Theory	(20 Hours)
	IV Modern and Post-modern Sociological Thought 4.1. Introduction to Modernism and Post-Modernism 4.2. Feminist perspective: (power, patriarchy and social conflict) 4.3. Intersectionality and the study of multiple social identities 4.4. Micheal Foucault: Power, knowledge and sexuality	(15 Hours)

Pedagogy:	Lectures, discussions, audio-visual aids.
References/ Readings:	1. Bourdieu, P. (1986). Distinction: A Social Critique of the Judgement of Taste. Harvard University Press. 2. Goffman, E. (1959). The Presentation of Self in Everyday Life. Anchor Books. 3. Merton, R. K. (1938). Social Structure and Anomie. American Sociological Review, 3(5), 672–682. 4. Mead, G. H. (1934). Mind, Self, and Society. University of Chicago Press. 5. Ritzer, George. (1996). Modern Sociological Theory. McGrew-Hill International Editions.
Course Outcomes	CO 01: To evaluate the nature and scope of a school of thought. CO 02: To apply the theories to social reality in society. CO 03: To compare and Contrast Functionalism, Conflict, Symbolic interactionism, and Exchange theory. CO 04: To evaluate the Contribution of varied sociologists in the given school of thought.

Name of the Programme : BA
Course Code : SOC 305
Title of the Course : **Sociology of Tribes**
Number of Credits : 04
Effective from AY : 2023-24

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	The objective of this course is to provide a comprehensive profile of tribal groups in terms of their distribution and concentration, demographic features, social structure and cultural patterns.	
Content:	**1. Understanding Tribes** 1.1 The concept of tribe, features and classification 1.2 Tribe-Caste Continuum 1.3 The Ghurye-Elwin debate 1.4 Demographic profile: habitat, distribution and concentration of tribal people; tribal zones; sex ratio; status of women 1.5 Tribal society in Goa	(15 Hours)
	2. Tribal movements 2.1 Colonial 2.2 Post-Independence Periods 2.3 Tribal unrest in Goa	(10 Hours)
	3. Tribal Development in Post Independent India 3.1 Nehruvian and Elwinian approach to Tribal Development 3.2 Five Year Plans and Tribal Development 3.3 Emerging Developmental Initiatives 3.4 Tribal development in Goa	(15 Hours)
	4. Problems of tribal people 4.1 Land alienation & Agrarian issues 4.2 Illiteracy, Poverty &Indebtedness 4.3 Unemployment	(15 Hours)
	5. Some Recent Debates 5.1 Forests and Tribal Economy 5.2 Forest Right Act, 2006	(05 Hours)
Pedagogy:	Lectures, discussions, tutorials, and field visits.	
Basic Readings:	1. Dube, S.C. 1977. *Tribal heritage of India* New Delhi: Vikas.	

	2. Haimendorf, Christoph von. 1982. *Tribes of India: The struggle for survival* Oxford: Oxford University Press. 3. Hasnain, N. 1983. *Tribes in India* New Delhi: Harnam Publications. 4. Rao, M. S. A. 1979. *Social movements in India.* Delhi: Manohar. 5. Raza, Moonis and A. Ahmad. 1990. *An atlas of tribal India.* Delhi: Concept Publishing Company. 6. Sharma, Suresh. 1994. *Tribal identity and modern world* New Delhi: Sage. 7. Singh, K. S. 1982. *Tribal movements in India, Vol. I and II* New Delhi: Manohar. 8. --------. 1984. *Economies of the tribes and their transformation.* New Delhi: Concept Publishing. 9. --------. 1985. *Tribal society*. Delhi: Manohar. 10. -------. 1995. *The Scheduled Tribes.* New Delhi: Oxford University Press.	
Learning outcomes:	Students will be able to: CO 01: understand the conceptual nuances of the word tribe; CO 02: know the collective mobilisations of tribal groups; CO 03: grasp the current concerns of the tribal groups; and CO 04: participate in recent debates over tribal issues.	

Name of the Programme : BA Sociology
Course Code : SOC 306
Title of the Course : **Sociology of Environment**
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the course:	Nil	
Course Objectives:	1. To sensitize students to the impact of environmental changes on human lives and societies. 2. To create consciousness regarding environmental protection and conservation.	
Content:	**I Introduction** 1.1 Concept and meaning of environment 1.2 Nature and the Environment 1.3 Sociology and the Environment	(15 Hours)
	II Environment and Resources 2.1 Environment and Resources Relationship 2.2 Ecology, Ecosystem and Society (Interrelationship) 2.3 Resource Depletion and Resource Waste	(15 Hours)
	III Development and Environment 3.1 Industrialization, Urbanization and Environmental Degradation 3.2 Depletion of Natural Resources 3.3 Sources of pollution 3.4 Development, Displacement and Rehabilitation	(15 Hours)
	IV Contemporary Environmental Concerns 4.1 Deforestation and Ecological Crises 4.2 Global Warming and Water Crises 4.3 Mining and environmental concerns 4.4 Marine Ecosystem and Fishing Community 4.5 E-Waste management	(15 Hours)
Pedagogy:	Lectures, discussions, and tutorials	
References/ Readings:	1. Alvares, Claude. 2002. *Fish, curry and rice: A sourcebook on Goa, its ecology and lifestyle.* Mapusa: The Goa Foundation. 2. Arnold, D. and Ramchandra Guha (eds.) 1995. *Nature, culture, imperialism; Essays on the environmental history of South Asia*. Oxford University Press, New Delhi. 3. Chaudhury, Sukant, K. 2014. *Sociology of environment*. New Delhi: Sage Publications. 4. Ghosh, G. K. 1995. *Environment and women development*. New Delhi: Ashish Publishing House.	

	5. Johri, Rakesh. 2008. *E-Waste: Implications, regulations and management in India and current global best practices.* New Delhi: TERI. 6. Gidddens, Anthony and Sutton, Phillip W. 2013. *Sociology (7th Edition)*. New Delhi: Wiley. 7. Khedekar, Vinayak, Vishnu. 2013. *Eco-Culture: Goa paradigm.* Panjim: Broadway Publishing House. 8. Khoshoo, T. N. 1984. *Environmental concerns and strategies*. New Delhi: Indian Environmental Society. 9. Mahesh, Rangarajan. (ed.) 2007. *Environmental issues in India: A reader.* New Delhi: Pearson. 10. Prasad, Archana (ed.) 2008. *Environment, development and society in contemporary India: An introduction.* Macmillan India, Delhi
Course Outcomes	CO 01: Will be able to understand the interrelationship between environment and society. CO 02: Will be sensitized to the environmental concerns. CO 03: Will be able to discern the dialectics of development and environment. CO 04: Will be able to apply techniques of E-waste disposal and management.

Name of the Programme : BA
Course Code : SOC - 322
Title of the Course : **Sanitation and Waste Management**
Number of Credits : **3T + 1P = 04**
Semester : 06
Effective from AY : 2023-2024

Pre-requisites for the course:	NIL	
Course Objectives:	1. Understand the sociological significance of sanitation and waste management. 2. Evaluate the impact of sanitation disparities. 3. Study the role of policies, regulations, and governance structures in shaping sanitation and waste management.	
	I Introduction 1.1. Definition of sanitation and waste management 1.2. Historical overview and evolution of sanitation practices 1.3. Theoretical frameworks for understanding sanitation and waste from a sociological perspective	**15 T Hours**
	II Social Inequities and Sanitation Disparities 2.1 Intersectionality and disparities in sanitation provision 2.2. Sanitation in urban and rural contexts 2.3 Consumerism	**15 T Hours**
	III Public Health and Environmental Impacts 3.1 The link between sanitation, public health, and disease prevention 3.2 Environmental consequences of improper waste management 3.3 Case study: Impact of sanitation-related diseases on communities 3.4 Government policies and regulations in sanitation and waste management	**15 T Hours**
	IV Innovative Approaches and Solutions 4.1 Emerging technologies in waste management 4.2 Community-driven approaches to waste reduction and recycling 4.3 Sustainable waste management practices- minimalism, eco-houses, solar power, composting 4.4 Corporate Social Responsibility in Waste Management	**30 P Hours**
Pedagogy:	Lectures, discussions, Field visits and audio-visual aids.	

References/ Readings:	1. Freudenburg, W. R., & Wilson, K. B. 2002. 'Mining the Past: Strategies for Understanding the Sociology of Environmental and Technological Risks'. *Sociological Forum,* 17(3), 465-487. 2. Gandy, M. 2008. 'Waste Matters: New Perspectives on Food and Society.' *Sociological Review,* 56(4), 753-776. 3. Hawkins, G. 2006. *The Ethics of Waste: How We Relate to Rubbish.* Maryland: Rowman & Littlefield Publishers. 4. Heynen, N., Kaika, M., and Swyngedouw, E. 2006. *In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism*. London: Routledge. 5. Pellow, D. N. 2002. *Garbage Wars*: *The Struggle for Environmental Justice in Chicago.* Chicago: MIT Press. 6. Scheinberg, A., and Wilson, D. C. 2003. 'Community-Based Waste Management for Environmental Management and Income Generation in Low-Income Areas: A Case Study of Nairobi, Kenya'. *Environment and Urbanization,* 15(2), 101-112. 7. Strasser, S. 1999. *Waste and Want*: *A Social History of Trash.* Thiruvananthapuram: Owl Books. 8. Tarr, J. A., & Dupuy, G. (Eds.). 2004. *Technology and the Rise of the Networked City in Europe and America*. Philadelphia: Temple University Press. 9. Van de Klundert, A., and Anschütz, J. 2001. 'Integrated Sustainable Waste Management: The Concept'. *Waste Management & Research,* 19(4), 187-196.	
Course Outcomes	Students will be able to: CO 01: critically assess the sociological significance of sanitation and waste management in contemporary society; CO 02: apply theoretical frameworks from sociology to understand the complexities of sanitation and waste management; CO 03: evaluate social determinants influencing access to sanitation services and disparities in provision; and CO 04: analyze the role of government policies, regulations, and CSR in shaping sanitation and waste management practices.	

SOCIOLOGY SEMESTER VII SYLLABUS

Name of the Programme : BA
Course Code : SOC 400
Title of the Course : **Current Debates in Sociology**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	NIL	
Course Objectives:	This course focuses on the growth of sociology in the twentieth century and the dualisms that characterizes.	
Content:	I Modernity, Conventional sociological theory, and dualisms.	(05 Hours)
	II Piere Bourdieu 2.1 Intellectual influences on Bourdieu's works 2.2 Habitus and Field	(10 Hours)
	III Anthony Giddens 3.1 Introduction to Giddens' social theory 3.2 Elements of structuration theory	(10 Hours)
	IV Norbert Elias and Jurgen Habermas 1.1 Norbert Elias's ideas on the Civilising Process 1.2 Habermas' colonisation of the life World thesis	(15 Hours)
	V Contemporary theories of modernity 5.1 Giddens and the Juggernaut of modernity 5.2 Ritzer's McDonaldization thesis 5.3 Becks Risk society thesis	(20 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Adams, Bert, N. and Sydie R. A. 2001. *Sociological Theory*. New Delhi: Vistar Publications. 2. Boron, Atilio1999. 'A Sociological Theory for the 21st Century?' in *Current Sociology.* October 47: 47-64. 3. Bourdieu, Pierre. 1977. *Outline of a Theory of Practice.* London: Cambridge University Press. 4. Das, Veena. 1995. *Critical Events: An Anthropological Perspective on Contemporary India.* New Delhi: Oxford University Press. 5. Giddens, Anthony and Jonathan H. Turner (Eds.) 1987. *Social Theory Today.* Stanford: Stanford University Press.	

	6. Giddens, Anthony. 1984. *The Constitution of Society: Outline of the Theory of Structure.* Berkley: University of California Press. 7. Habermas, Jurgen. 1987. *The Philosophical Discourses of Modernity: Twelve Lectures.* Mass.: MIT Press. 8. Layder, Derek. 1994. *Understanding Social Theory.* London: Sage Publications. 9. Ritzer, George. 1996. *Modern Sociological Theory.* New York: McGraw-Hill Companies. 10. Uberoi, Patricia, Sunder, Nandini, and Deshpande, Satish. 2007. Anthropology *in the East: Founders of Indian Sociology and Anthropology,* Delhi: Permanent Black.
Course Outcomes	The students will be able to: CO 01: identity the inclusive orientation of classical sociologists; CO 02: recognize the dualisms developed in the post-war sociological theorizing; CO 03: know the contributions of recent sociological theory in bridging theoretical dualisms; and CO 04: know the nature of contemporary modernity.

Name of the Programme : BA
Course Code : SOC 401
Title of the Course : **Perspectives on Indian society**
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course:	NIL	
Course Objectives:	The objectives of the course are: 1. The course focuses on the varying theoretical perspectives of Indian Society. 2. It helps the students to acquire a fairly adequate and comprehensive understanding of Indian society in its multi-faceted dimensions.	
Content:	**I. Sociology of Indian Society** 1.1The making of Indian society 1.2Unity in Diversity	(10 Hours)
	II. Indological/Textual Perspective 2.1Introduction 2.2 G. S Ghurye	(10 Hours)
	III. Structural-Functional Perspective 3.1 Introduction 3.2 M.N. Srinivas	(10 Hours)
	IV. Marxist Perspective 4.1Introduction 4.2 D.P. Mukerji	(10 Hours)
	V. Subaltern Perspectives 5.1 Introduction 5.2 David Hardiman	(10 Hours)
	VI. Feminist Perspective 6.1 Introduction 6.2 Sharmila Rege	(10 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Desai, A. R. 1975. *State and Society in India*. Bombay: Popular Prakashan.	

	2. Dhanagare, D. N. 1993. *Themes and Perspectives in Indian Sociology*. Jaipur and New Delhi: Rawat Publications. 3. Dube, S. C. 2003. *India's Changing Villages: Human Factors in Community Development*. London: Routledge and Kegan Paul. 4. Dube, S. C. 2005. *Indian Society*. Mumbai: National Book Trust. 5. Ghurye, G. S. 2005. *Caste and Race in India*. Bombay: Popular Prakashan. 6. Hardiman, D. 2011. *Histories for the Subordinated*. Delhi: Oxford University Press. 7. Madan, T. N. 2011. *Sociological Traditions: Methods and Perspectives in the Sociology of India*. New Delhi: Sage Publications. 8. Rege, Sharmila. 2003. *Sociology of Gender: The Challenge of Feminist Sociological Thought.* New Delhi: Thousand Oaks. 9. Srinivas, M. N. 1995. *Social Change in Modern India*. New Delhi: Orient Longman.
Course Outcomes	CO 01: Students will be able to critically appraise the different perspectives on Indian society and culture. CO 02: They can use these various perspectives in their analysis of Indian society. CO 03: They can utilize the knowledge gained in this course in pursuing their own explanations and/or interpretations. CO 04: It will theoretically orient them in their present and future research.

Name of the Programme : BA
Course Code : SOC 402
Title of the Course : **Politics and Society in India**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	NIL	
Course Objectives:	The objectives of the course are: 1. To introduce the students to the sub discipline of Political Sociology. 2. It aims to give students a sociological understanding of politics in India. 3. The objective is to nurture in students a critical understanding of the contemporary processes of socio-political changes	
Content:	**I Introducing Political Sociology** 1.1 What is Political Sociology? 1.2 History of Political Sociology 1.3 Difference between Political Sociology and Political Science 1.4 Scope of Political Sociology	(15 Hours)
	II. Basic Concepts 2.1Elites 2.2 Consensus and Conflict 2.3 Power 2.4 Authority 2.5 State 2.6 Citizenship 2.7 Stateless Society	(15 Hours)
	III. Political Sociology of Indian Society 3.1 Caste and Politics 3.2 Religion and Politics 3.3 Language and Politics 3.4 Gender and Politics 3.5 Ethnicity and Politics	(15 Hours)
	IV. Nation and Nationalism in Post Colonial India **4.**1 Nation as an imagined community 4.2 Whose imagined community? 4.3 Is India a Nation? 4.4 Nation Building in India	(15 Hours)

Pedagogy:	Lectures, Discussions, and debates
References/ Readings:	1. Baxi, Upendra and Bhikhu, Parekh. 1995 (Eds.). *Crisis and Change in Contemporary India*. New Delhi: Sage Publications. 2. Bottomore T. B. 1968. *Elites and Society.* Britain: Penguin Book. 3. Brass, Paul, R. 1992. *The Politics of India since Independence.* London: Cambridge University Press. 4. Chatterjee, Partha (Ed.) 1997. *State and Politics in India*. New Delhi: Oxford University Press. 5. Chatterjee, Partha. 1993. *The Nation and its Fragments.* New Delhi, Oxford University Press. 6. Chatterjee. P. 2004. *The Politics of the Governed*. Ranikhet: Permanent Black. (Chapters 1, 3 and 6) 7. Corbridge, Stuart et. al. 2005. *Seeing the State: Governance and Governmentality in India.* Cambridge: Cambridge Univ. Press. 8. Drake, Michael. 2010. *Political Sociology for a Globalized World* (Ch1 pp. 3-24: "Political Sociology and Social Transformation.) U.S.A: Polity Press. 9. Hicks, A.M, T. Janoski and M.A. Schwartz. 2005. *The Handbook of Political Sociology: States, Civil Societies and Globalization.* Cambridge: Cambridge University Press. (Introductory chapter). (1-32). 10. Fazal, Tanweer.2015. *Nation-state and Minority Rights in India.* London: Routledge. 11. Foucault, M. 2010. 'The Subject and Power,' in Nash, K. (ed.). *Contemporary Political Sociology: Globalization, Politics and Power.* UK: Wiley-Blackwell. 12. Gupta, Dipankar.1995. *Political Sociology*. New Delhi: Orient Longman House. 13. Jayaram, N. 2005. *On Civil Society: Issues and Perspectives.* New Delhi: Sage Publications. 14. Marshall, T.H,. 2009. Citizenship and Social Class in J. Manza and M. Sauder ed. *Inequality and Society.* New York: W.W Norton.
Course Outcomes	CO 01: The students will get analytical knowledge of power relations in relation to democratic politics in India. CO 02: The students will be able to identify the underlying interconnections between social institutions and politics in India. CO 03: They will be sensitized to the challenges of nation building in a plural country like India. CO 04: It facilitates them to take informed decisions while participating as citizens of the country.

Name of the Programme : BA
Course Code : SOC 403
Title of the Course : **Urban Sociology**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	NIL	
Course Objectives:	1. This course introduces students to the sub discipline of Urban sociology. 2. It also draws the students‟ attention to the urban reality in India.	
Content:	**I. Development of Urban Sociology** 1.1 Basic concepts in Urban Sociology 1.2 Development of Urban Sociology in India	(15 Hours)
	II. Theories in urban sociology 2.1Traditional theories 2.2 Contemporary theories	(15 Hours)
	III. Urban Society in India 3.1 Distinctive features of urban society 3.2 Factors of urbanisation 3.3Social consequences of urbanisation 3.4 Emerging trends	(15 Hours)
	IV. Issues of urbanisation in India 4.1Inequalities 4.2Urban environment 4.3Urban culture	(15 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Allen, Adriana. 2010. ‘Neither rural nor urban: Service delivery options that work for the peri urban poo’r. In M. Khurian & P. McCarney (eds.), *Peri-urban water and sanitation services: Policy, planning and method*. New York: Springer. 2. Appadurai, Arjun. 2001. ‘Deep democracy: urban governmentality and the horizon of politics’. *Environment and Urbanization*,13 (2), 23–43. 3. Baviskar, Amita. 2011. ‘Cows, cars and cycle rickshaws: bourgeoisie environmentalism and the battle for Delhi’s streets.’ In A. Baviskar and R. Ray (eds.), *Elite and the*	

	everyman: the cultural politics of the Indian middle class (pp. 391-418). London: Routledge. 4. Castells, Manuel. 1972. *City, class and power*. New York: St Martin's Press. 5. Das, Veena. (Ed). 2003. *Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press. 6. Fernandes, Leela. 2007. *The New Urban Middle Class*. New Delhi: Oxford University Press. 7. Gilbert Alan and Gugler Josef, (Ed). 2000. *Cities, Poverty and Development, Urbanisation in the Third World*. Oxford: Oxford University Press. 8. Hall, Peter. 2014. *Cities of tomorrow: an intellectual history of urban planning and design since 1880.* West Sussex: Wiley. 9. Simmel, Georg. 2011. *Georg Simmel on individuality and social forms.* In D. N. Levine (eds.), Chicago, IL: University of Chicago Press. 10. Harding, David J. 2010. *Living the drama: Community, conflict, and culture among inner-city boys*. Chicago and London: University of Chicago Press. 11. Kirk, David S. 2009. *A natural experiment on residential change and recidivism: Lessons from Hurricane Katrina*. 12. American Sociological Review 74 (3), 484-505. 13. Schindler, S. 2017. *Towards a Paradigm of Southern Urbanism*. City, 21(1), 47-64.
Course Outcomes	CO 01: The students will get theoretical and empirical knowledge of the transforming urban scenario in general and in India. CO 02: The students will understand issues pertaining to urbanisation in India. CO 03: The students will be able to better comprehend the issues facing the society that they live in. CO 04: It will suggest to students the themes that they can work on for their research.

Name of the Programme **:** BA Sociology
Course Code : SOC 411
Title of the Course **: Sociology of Social Stratification**
Number of Credits **:** 04
Effective from AY **:** 2024-2025

Pre-requisites for the course:	NIL	
Course Objectives:	1. This course introduces students to the major theories of inequality and social stratification. 2. It will give a comprehensive, integrated and empirical understanding of social stratification in India	
Content:	**I. Conceptual Clarification** 1.1Social differentiation 1.2Hierarchy and inequality 1.3Social stratification 1.4 Social exclusion and inclusion	(15 Hours)
	II. Theories of Stratification 1.1Functional theory 1.2Marxist theory 1.3 Weber's theory	(15 Hours)
	III. 3. Forms of stratification 3.1 Varna and Caste 3.2 Tribal identity 3.3 Class differentiations 3.4 Estate as a form of stratification 3.5 Ethnicity	(20 Hours)
	IV. Social Stratification and Social mobility 4.1P. A. Sorokin 4.2 Social mobility in post-colonial India.	(10 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Acker, J. 1998. 'Women and Social Stratification: A Case of Intellectual Sexism', in Kristen et. al. (Eds.) *Feminist Foundations: Towards Transforming Sociology*, Delhi: Sage Publications. 2. Ambedkar, B. R. 1916. ′Castes in India: Their Mechanism, Genesis and Development', Anthropology Seminar of Dr. A. A. Goldenweizer at The Columbia University, New York, U.S.A. on 9th May 1916, Source: Indian Antiquary, May 1917, Vol. XLI, 1916. 3. Beteille, A. 1977. *Inequality among Men*. Oxford: Basil Blackwell.	

	4. Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258 5. Das, Veena. 2003. *The Oxford Companion to Sociology and Social Anthropology.* New Delhi: Oxford University Press. 6. Davis, K. & W. E. Moore. 1945. 'Some Principles of Stratification'. *American Sociological Review*. 10(2): 242. 7. Haralambos, M. and Holborn, M. 2010. Sociology: 8. *Themes and Perspectives*. Delhi: Oxford University Press. 9. Jodhka, S. S. 2012. *Caste. Oxford India Short Introductions.* Delhi: Oxford University Press. 10. Kumar, V. 2014. 'Dalit Studies – Continuities and Change' in *Indian Sociology* ICSSR Volume 3rd ,Ed. Yogendra Singh, pp. 19-52. Delhi: Oxford University Press. 11. Marx, Karl and Frederick Engels. 1959. *Selected Work* (3 vols.), vol. 1. Moscow: Progress Publishers. 12. Singer & Cohen. (ed). 2001. *Structure and Change in Indian Society*. Jaipur: Rawat Publications.
Course Outcomes	CO 01: The students will be sensitized to the social construction of inequality and stratification. CO 02: The students can apply the stratification theories to understand empirical instances of inequality and discrimination CO 03: It will facilitate students to undertake issues concerning social stratification as part of the present and future research. CO 04: Students will be sensitized to questions of social exclusion and inclusion in their own social and interpersonal interactions.

BA SOCIOLOGY SEMESTER VIII SYLLABUS

Name of the Programme : BA Sociology
Course Code : SOC 404
Title of the Course : **Philosophy of Social Sciences**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	NIL	
Course Objectives:	This paper seeks to familiarise the students with philosophical questions relating to the processes and procedures of knowledge production.	
Content:	**I. Introduction** 1.1 Philosophy and Sociology 1.2 Scope of Philosophy of Social Sciences 1.3 Problems of concept and theory formation in the social sciences	(10 Hours)
	II. Positivism, causality and its critique 2.1 Science and common sense 2.2Patterns of scientific explanation 2.3'Covering law model of explanation' and its critique	(15 Hours)
	III. Hermeneutics, interpretation and subjectivity 3.1 Dilthy on hermeneutics for socio-cultural sciences, 3.2 Weber on the methodology of social sciences.	(15 Hours)
	IV. Values and social science knowledge production 4.1 The concept of 'value' and role of values in social inquiry 4.2 Weber on objectivity in social science and social policy	(20 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Benton, Ted and Craib, Ian. 2001. *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave. 2. Bleicher, Josef. 1980. *Contemporary Hermeneutics: Hermeneutics as Method, Philosophy and Critique*. London: Routledge and Kegan Paul.	

	3. Hollis, Martin. 1994. *The Philosophy of Social Science: An Introduction.* Cambridge: Cambridge University Press. 4. Mahajan, Gurpreet. 1997. *Explanation and Understanding in the Human Sciences*. Delhi: Oxford University Press. 5. Mantzavinos, C. (Ed.). 2009. *Philosophy of the Social Sciences: Philosophical Theory and Scientific Practice*. Cambridge: Cambridge University Press. 6. Mukherji, Parth, Nath. 2000. *Methodology in Social Research: Dilemmas and Perspectives Essays in Honour of Ramkrishna Mukherjee*. New Delhi: Sage Publications.
Course Outcomes	CO 01: After being introduced to the philosophical underpinnings of social science knowledge production. CO 02: Students can attempt achieving intellectual sophistication in their own research activities. CO 03: Will be in a position to distinguish the differences between the methodologies of natural and physical sciences on the one hand and socio-cultural sciences on the other. CO 04: Will know the difference between value as a fact and value as valuation.

Name of the Programme : BA Sociology
Course Code : **SOC 405**
Title of the Course : **Sociology of Social Movements**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	Those who have completed their VII semesters are eligible to take the course.	
Course Objectives:	1. This course aims at familiarizing students with the phenomena of social movements. 2. It discusses the meaning, its characteristics, types, structure and processes of collective actions aimed to bring social transformation in the society	
Content:	**I. Introduction** 1.1. Conceptualising the term social movements 1.2. Characteristics 1.3. Types 1.4 Social Movements and Social Transformation	(10 Hours)
	II. Perspectives and Theories of Social Movements 2.1 Structure versus process of social movements 2.2 Relative Deprivation Theory 2.3 Resource Mobilisation Theory	(10 Hours)
	III. Collective Action and State Response 3.1. Peasant Movements 3.2. Tribal Movements 3.3. Dalit Movements 3.4. Backward Classes Movement 3.5. Student and Youth Movements	(20 Hours)
	IV. New Social Movements 4.1 Meaning and Characteristics 4.2 New Social Movements in India 4.3. Peace Movement 4.4 Environment Movements 4.5 Women's Movement	(20 Hours)
Pedagogy:	Lectures, discussions, case studies and presentations	
References/ Readings:	1. Bhattacharya, J. 2010. 'Gender, Peacemaking and the Case of Northeast India'. *The Indian Journal of Political Science,* 71(1), 233–239. http://www.jstor.org/stable/42748384. 2. Chesters, G and Welsh, I. 2011. *Social Movements: The Key concepts*. Routledge 3. Gurney, N. J & Tierney, K. J. 1982.' Relative Deprivation and Social Movements: A Critical Look at Twenty Years	

	of Theory and Research.' *The Sociological Quarterly*, 23(1), 33–47. http://www.jstor.org/stable/4106351 4. Jenkins, J. C. 1983. Resource Mobilization Theory and the Study of Social Movements. *Annual Review of Sociology*, 9, 527–553. http://www.jstor.org/stable/2946077 5. Oommen, T.K. 1990. *Protest and Change: Studies in Social Movements.* Sage Publication 6. Oommen, T.K. 1977. Sociological Issues in the analysis of Social Movements in Independent India. *Sociological Bulletin,* Vol. 26 (1).https://www.jstor.org/stable/23618291, p. 14-37. 7. Oommen, T.K. 2010. *Social Movements: Vol I and II*. Oxford University Press 8. Rao, M.S.A. 1987. *Social Movements and Social Transformation.* Macmillan. 9. Rao, M.S.A. 2023) *Social Movements in India: Studies in Peasant, Backward Class, Sectarian, Tribal and Women's Movements.* Manohar Publication. 10. Shah, G. 2002. *Social Movements and the State*. Sage Publication. 11. Shah, G. 2023. *Social Movements in India: A Review of Literature*. Rawat Publication. 12. Touraine, A. 1985. 'An Introduction to the Study of Social Movements.' *Social Research*, 52(4),749–787. http://www.jstor.org/stable/40970397
Course Outcomes:	CO 01: The students will get theoretical and empirical knowledge of the past and present social movements in India. CO 02: The students will be able to distinguish between the old and new social movements in India. CO 03: The students will be able to recognize when social mobilizations can lead to social movements. CO 04: The students will be able to discern the State response to different social movements.

Name of the Programme : BA Sociology
Course Code : **SOC 406**
Title of the Course : **Sociology of Education**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	Those who have completed their VII semesters are eligible to take the course.	
Course Objectives:	1. This course will introduce students to the education system in India and relationship between education and society at various levels. 2. The course focuses on the issues of quality education, access to education and social justice in Indian society.	
Content:	I**. Introduction** 1.1 History of Sociology of Education 1.2 Basic concepts 1.3 Education and Socialisation	(10 Hours)
	II. Sociological Perspectives on Education 2.1 Classical Perspectives 2.2 Liberal Perspectives 2.3 Conflict Perspectives	(15 Hours)
	III. Sociological Theories on Education 3.1 De-schooling society (Ivan Illich) 3.2 Cultural reproduction (Bourdieu) 3.3 Knowledge and Power (Foucault) 3.4 Feminist Perspectives	(20 Hours)
	IV. Education in India: Contemporary Issues 4.1 Right to Education Act 4.2 Privatisation of education 4.3 Education and Medium of Instruction 4.4 NEP 2020	(15 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Banks, O. 1971. *Sociology of Education*. (2nd Edition). London: Batsford. 2. Bulle, N. 2008. *Sociology and Education: Issues in Sociology of Education.* New York: Peter Lang. 3. Bhattacharya, S. 2006. *Sociological Foundations of Education*. Atlantic Publishers & Dist. 4. Dreze, J and Sen, A. *2013. An Uncertain Glory: India and its Contradictions.* Princeton University Press.	

	5. Govinda, R. 2020. *NEP 2020. A Critical Examination*. 50 (4) 603-607 Social Change: Sage Publications. 6. Haralambos, M. 1980. *Sociology: Themes and Perspectives*. Delhi: Oxford University Press. 7. National Education Policy 2020: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf. 8. Indira, R. (Ed.). 2013. *Themes in Sociology of Education*. New Delhi: Sage Publications. 9. Jayaram, N. 1990. *Sociology of Education in India.* New Delhi: Rawat Publications. 10. Krishna, Kumar. 2005. *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Publications. 11. Patel, S. 2002. *History of Education Policy in India*.https://epgp.inflibnet.ac.in. 12. Pathak, Avijit. 2004. *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. New Delhi: Rainbow Publications. 13. Velaskar, P. 2013. 'Reproduction, Contestation and the Struggle for a Just Education in India', in S. Patel and T. Uys (Eds.), *Contemporary India and South Africa: Legacies, Identities, and Dilemmas*. New Delhi: Routledge.
Course Outcomes:	CO 01: Students will know the sociological dimensions of education. CO 02: Will be familiarised with the issues of unequal access to education. CO 03: Will recognize the gaps in policy implementation. CO 04: Students will also be familiarised with the sociological dimensions of New Education Policy 2020.

Name of the Programme : BA Sociology
Course Code : **SOC 407**
Title of the Course : **Agrarian Sociology in India**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	Nil	
Course Objectives:	1. Students are introduced to agrarian structure and change in India. 2. It introduces students to of agrarian pollical and social mobilizations in India	
Content:	**I Introduction** 1.1. Agrarian Studies and Rural Sociology 1.2 Origin and Scope of Agrarian sociology in India.	(10 Hours)
	II. Agrarian Social Structure in India 2.1 Evolution of agrarian social structure in India 2.2 Commercialisation of Agriculture 2.3 Commodification of land	(15 Hours)
	III. Agrarian Changes in post-Independent India 3.1Land reforms 3.2 Green revolution 3.3 Agricultural productivity and regional disparity 3.4 Farmers' suicides	(20 Hours)
	IV. Agrarian mobilisation and movements 4.1 Peasant mobilization 4.2 New Farmer's Movement	(15 Hours)
Pedagogy:	Lectures, Discussions, and debates	
References/ Readings:	1. Brass, T. 2013. *New Farmers Movements in India.* New York: Routledge. 2. D'Souza, B. G. 1975. *Goan Society in Transition: A Study in Social Change.* Bombay: Popular Prakashan. 3. D'Souza, T. R. 1979. Medieval Goa: A Socio-economic history. New Delhi: Concept Publishers. 4. Desai, A. R. (Ed.) 1979. *Peasant Struggles in India.* Bombay: Oxford University Press.	

	5. Desai, A. R. 2008. *Rural Sociology in India (New Edition).* Bombay: Popular Prakashan. 6. Deshpande, V. and Arora, S (Eds.). 2010. *Agrarian Crisis and Farmer Suicides.* New Delhi: Sage Publications. 7. Dhanagare, D. N 1988. Peasant Movements in India. New Delhi: Oxford University Press. 8. Frankel, F. R. 1971. *India's Green Revolution: Economic Gains and Political Costs.* Bombay: Oxford University Press. 9. Government of Goa. 2022. *Economic Survey 2020-2021*. Porvorim: Directorate of Planning, Statistics and Evaluation
Course Outcomes	CO 01: The students will be made aware of the agrarian social structure in India. CO 02: The students will get theoretical and empirical knowledge of the agrarian transitions in India. CO 03: They will be sensitized to need for agricultural preservation in India. CO 04: They will be able to discern the issues pertaining to the farmer's movements.

Name of the Programme : BA Sociology
Course Code : SOC 412
Title of the Course : **Population and Society**
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the course:	Those who have attended Semester VI of the BA undergraduate programme are eligible.	
Course Objectives:	1.to introduce students to a sociological perspective and fundamental demographic concepts in population studies, 2.to acquaint the students with contemporary population issues in India, 3.to engage students in critical discussion on population policies and programs implemented by the government; and 4.to enhance students' research skills in population studies.	
Content:	**I Understanding Population Studies** 1.1. Sociology and Demography 1.2. Concepts of population 1.3. Nature and scope of population studies	(10 Hours)
	II. Theories of Population 2.1. Malthusian Theory 2.2. Optimum Theory of Population 2.3. The Theory of Demographic Transition	(15 Hours)
	III. Population Trends in India **3**.1. Population size and growth 3.2. Demographic profile of India 3.3. Population composition in Goa 3.4. India's population policy and family planning programme	(20 Hours)
	IV. Changing Population Pattern: Impact and Concern 4.1.Population and Gender 4.2. Pattern of Migration, migrant and labour concerns 4.3. Urbanisation and Right to the City	(15 Hours)
Pedagogy:	Lectures, discussions, and field visits.	
References/ Readings:	1. Ambannavar, J. (1975). *Population*. New Delhi: Macmillan Company of India. 2. Bhan, G. 2009. 'This is No Longer the City I Once Knew, Evictions, the Urban Poor and the Right to the City in Millennial Delhi'. *Environment and Urbanization*. 21(1) 3. Bhende A, et al. 1997. *Principles of Population Studies*. Delhi: Himalaya Publishing House.	

	4. Census of India . 2011. *Size, Growth Rate and Distribution of Population.* Retrieved from: https://censusindia.gov.in/2011-prov-results/data_files/india/final_ppt_2011_chapter3. 5. Dudley, K. 1996. *Demographic Transition Theory*. Population Studies, 50(3), 361–387. http://www.jstor.org/stable/2174639 6. Dunsdorfs, E. 1953. *The Optimum Theory of Population*. Weltwirtschaftliches Archiv, 71, 221–233. http://www.jstor.org/stable/40435087 7. Karkal, M. 1989. *Studies in Women and Population: A Critique*. Bombay: Himalayan Publishing House 8. Malthus, T. 1986. *An Essay on the Principle of Population.* London: William Pickering. 9. Matras, J. 1977. *Introduction to Population: A Sociological Approach.* Prentice Hall. 10. Oberoi, A. S. 1993. *Population Growth, Employment and Poverty in Third-World Mega-Cities Analytical and Policy Issues.* London: Palgrave Macmillan . 11. Patel, T. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In Patel T. (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications. 12. Premi, M. 2012. *Population of India 2011.* New Delhi: B.R. Publishing Corporation. 13. Sharma, R.2013. *Demography and Population Problems*. New Delhi: Atlantic Publishers. 14. Sinha, V. C. 2009. *Elements of Demography*. New Delhi: Allied Publishers. 15. Smith, L. et al. (1976). *Demography: Principles and Methods*. Alfred Publishing Company. 16. Weeks, J. (2018). *Population An Introduction to Concepts and Issues.* New Delhi: Rawat Publications.
Course Outcomes	CO 01: Students will gain a holistic understanding of the population studies. CO 02: They will be able to analyse demography and its related concepts through theories of population studies. CO 03: They will be acquainted with population growth and population structure. CO 04: They will be able to think critically about contemporary issues of population change in India.