GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

M I N U T E S

of the 6th Meeting of the Standing Committee of

X ACADEMIC COUNCIL

<u>Day & Date</u>

Thursday, 11th May, 2023
Monday, 15th May, 2023
&
Monday, 22nd May, 2023

<u>Time</u>

10.00 a.m.

Conference Hall
Administrative Block
Goa University

	6. Number of hours of the practical component to be clearly specified. **(Action: Assistant Registrar Academic – PG)**
D 3.10	**Minutes of the Board of Studies in Sociology meeting held on 13.04.2023.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Sociology meeting held on 13.04.2023. The Chairperson was requested to incorporate the various suggestions/modifications made by the members together with the following: 1. 'student presentations' from Pedagogy to be removed. 2. Exit Course to be included at the end of the First Year and Second Year. 3. Course SOC-403 to be shifted to elective and to float another paper. 4. Course SOC-142 to be dropped and suitable Course may be added. **(Action: Assistant Registrar Academic – PG)**
D 3.11	**Minutes of the Board of Studies in English Meetings held on 11.04.2023, 12.04.2023 & 17.04.2023.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in English Meetings held on 11.04.2023, 12.04.2023 & 17.04.2023. The Chairperson was requested to incorporate the various suggestions/modifications made by the members together with the following: 1. Course Codes of the Programmes to be verified. 2. Number of hours of the Programmes to be properly specified. 3. Project should be of 4 Credits instead of 2 Credits. 4. Uniform format to be followed for Reference/Readings indicating the year of publication, name of the publisher etc. **(Action: Assistant Registrar Academic – PG)**

D 3.12	**Minutes of the Board of Studies in BNYS meeting held on 24.11.2022.**
	 The Standing Committee of the Academic Council approved the minutes of the Board of Studies in BNYS meeting held on 24.11.2022.
	 The Chairperson was requested to incorporate the various suggestions/modifications made by the members together with the following:
	 1. Title to be read as Ordinance relating to the Degree of Bachelor of Naturopathy & Yogic Sciences, B.N.Y.S. Programme.
	 2. **Clause OC-XX.5** Admission Qualification,
	    a. Point (a) Appeared and obtained a valid score/rank in the entrance Examination conducted by the competent agency for this purpose for the year of admission.
	    b. Point (c) Dean of the Faculty of Medicine to be added in place of 'concerned authority'.
	    c. Point (d), word 'Central Government' to be deleted.
	 3. **Clause OC-XX.7**
	    a. Under point (d) second para, "Vice-Chancellor of Goa University to be included" instead of concerned University.
	    b. Point (d) Maximum duration to complete the Programme shall be 11 years.
	 4. **Clause OC-XX.10,** The number of students to be admitted, to be decided by the Affiliation Inquiry Committee recommendations.

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

P R E L I M I N A R Y   A G E N D A

For the 6th Meeting of the Standing Committee of

X ACADEMIC COUNCIL

Day & Date

Thursday, 11th May 2023

Time

10.00 a.m.

Venue
Council Hall
Administrative Block
Goa University

	Part-F.
	Important points for consideration/approval of Academic Council
	i) The important points/recommendations of BOS that require consideration/approval of Academic Council (points to be highlighted) as mentioned below
	    a) NIL
	    b) NIL
	
	ii. The declaration by the Chairperson that the minutes were readout by the Chairperson at the meeting itself.
	
	Date:11.04.2023
	Place: Goa Sd/-
	                              Signature of the Chairperson
	Part G. The Remarks of the Dean of the Faculty
	i. The minutes are in order
	ii. The minutes may be placed before the Academic Council with remarks if any.
	iii. May be recommended for approval of Academic Council.
	iv. Special remarks if any.
	
	Date: 11.04.2023
	Place: Goa Sd/-
	                             Signature of the Dean
	                                 (Back to Index)

D 3.10	**Minutes of the Board of Studies in Sociology meeting held on 13.04.2023.**
	Part A.
	i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level:
	The Board recommends after discussion the Course Structure of Four-year BA Sociology programme along with the detailed syllabus of Semester I and II to be introduced from the academic year 2023-2024 as per NEP 2020. Please see **Annexure I. Refer page No.258.**
	ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level:
	The Board perused the suggestions made in the Fifth meeting of the Tenth Academic Council and recommends revisions incorporated. Please see **Annexure II. Refer page No.278.**
	
	Part B
	  i.Scheme of Examinations at undergraduate level: Nil
	  ii.Panel of examiners for different examinations at the undergraduate level: NIL
	 iii.Scheme of Examinations at postgraduate level: NIL
	 iv.Panel of examiners for different examinations at post-graduate level:NIL
	
	Part C.
	  i.Recommendations regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection: NIL

Part D

i. Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NIL

ii. Recommendations of the Academic Audit Committee and status thereof:

Part E.

i. Recommendations of the text books for the course of study at undergraduate level:

ii. Recommendations of the text books for the course of study at post graduate level: The draft syllabi include a list of text books.

Part F.

Important points for consideration/approval of Academic Council

i. The important points/recommendations of BoS that require consideration/approval of Academic Council (points to be highlighted) as mentioned below

    a) The course structure of four year BA Sociology Programme and the detailed syllabus of Semester I and II as per NEP 2020 (Annexure I).

    b) Action taken report on the suggestions made in the Fifth meeting of the Tenth Academic Council which includes the revisions incorporated (**Annexure III** **Refer page No.332**).

ii. The declaration by the chairman that the minutes were read out by the Chairman at the meeting itself.

Date: 13 April 2023   Sd/-
Place: Goa University   Signature of the Chairman

Part G. The Remarks of the Dean of the Faculty

i. The minutes are in order

ii. The minutes may be placed before the Academic Council with remarks if any.

iii. May be recommended for approval of Academic Council.

iv. Special remarks if any.

Date: 13 April 2023
Place: Goa University   Sd/-
                                    Signature of the Dean

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D 3.11	**Minutes of the Board of Studies in English Meetings held on 11.04.2023, 12.04.2023 & 17.04.2023.** **Part A** i) Recommendations regarding the course of study in the subject or group of subjects at the undergraduate level. The Board members discussed the new courses for Four-Year BA English (Honours) Programme, Semesters I – VIII (**Annexure I** **Refer page No.335**) as per the format of the National Education Policy (NEP) and decided on the following papers for the First Year of the along with their course codes: (details in **Annexure II** **Refer page No.338**)

D 3.10 Minutes of the Board of Studies in Sociology meeting held on 13.04.2023.

Annexure I

D. D. KOSAMBI SCHOOL OF SOCIAL SCIENCES AND BEHAVIOURAL STUDIES
Course Structure and Semester I and Semester II Syllabus of Bachelor's Degree (BA) Programme in Sociology (Recommended in the meeting of the BoS in Sociology held on 13 April 2023)

COURSE STRUCTURE
Semester I

Major Core Course

Course Code and Title	Credits	Page Number
SOC – 101: Invitation to Sociology	4	4

Minor Course

Course Code and Title	Credits	Page Number
SOC – 111: Crime and Society	4	7

Multidisciplinary Course

Course Code and Title	Credits	Page Number
SOC – 131: Gender Studies – An Introduction	3	9

Skill Enhancement Course

Course Code and Title	Credits	Page Number
SOC – 141: Introduction to Tourism	3	11

Value Added Course

Course Code and Title	Credits	Page Number
SOC (VAC) – 101: Understanding Persons with Disability	2	12
SOC (VAC) – 102: Understanding the Elderly	2	14

Semester II

Major Core Course

Course Code and Title	Credits	Page Number
SOC – 102: Social Institutions and Processes	4	16

Minor Course

Course Code and Title	Credits	Page Number
SOC – 112: Religion and Society	4	18

Multidisciplinary Course

Course Code and Title	Credits	Page Number
SOC – 132: Health and Society	3	20

Skill Enhancement Course

Course Code and Title	Credits	Page Number
SOC – 142: Teaching Skills and Methods	3	22

Value Added Course

Course Code and Title	Credits	Page Number
SOC (VAC) – 103: Media Sensitisation	2	24
SOC (VAC) – 104: Leadership Skills	2	26

Semester III

Major Courses

Course Code and Title	Credits
SOC – 200: Society in India	4
SOC – 201: Social Concerns in India	4

Minor Course

Course Code and Title	Credits
SOC – 211: Juvenile Delinquency	4

Multi-disciplinary Course

Course Code and Title	Credits
SOC – 201: Youth and Social Institutions	3

Skill Enhancement Course

Course Code and Title	Credits
SOC – 241: Academic Writing	3

Semester IV

Major Courses

Course Code and Title	Credits
SOC – 202: Understanding Goa	4
SOC – 203: Sociology of Social Conflict	4
SOC – 204: Gender and Society	4
SOC – 205: Technology and Society	2

Vocational Education and Training (VET)

Course Code and Title	Credits
SOC – 221: Social Skills and Etiquette	4

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Semester V

Major Courses

Course Code and Title	Credits
SOC – 300: Foundations of Sociological Thought	4
SOC - 301: Sociology of India	4
SOC - 302: Migration and Society	4
SOC – 303: Introduction of Social Research	2

Vocational Education and Training (VET)

Course Code and Title	Credits
SOC – 321: Social Welfare and Legislations	4

Semester VI

Major Courses

Course Code and Title	Credits
SOC – 304: Modern Sociological Theories	4
SOC – 305: Sociology of Marginalised Groups	4
SOC – 306: Sociology of Development	4
SOC – 307: Project	4

Vocational Education and Training (VET)

Course Code and Title	Credits
SOC – 322: Sanitation and Waste Management	4

Semester VII

Major Courses

Course Code and Title	Credits
SOC – 400: Recent Trends in Sociological Theorising	4
SOC – 401: Indian Sociological Perspectives	4
SOC – 402: Political Sociology	4
SOC – 403: Research Methodology	4

Minor Course

Course Code and Title	Credits
SOC – 411: Sociology of Food	4

Semester VIII

Major Courses

Course Code and Title	Credits
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

Minor Course

Course Code and Title	Credits
SOC – 412: Population and Society	4

BA SOCIOLOGY SEMESTER I AND SEMESTER II SYLLABUS

SEMESTER I

Name of the Programme : BA
Course Code : **SOC 101**
Title of the Course : **Invitation to Sociology**
Number of Credits : 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:	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** (15 Hours) 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** (15 Hours) 2.1 Sociological Perspectives 2.2 Sociological Imagination 2.3 Applied Sociology **III. Foundation of society** (15 Hours) 3.1 Society 3.2 Culture 3.3 Socialisation **IV. Organizing Social Life** (15 Hours) 4.1 Social groups 4.2 Status and role 4.3 Deviance and Theory of Deviance 4.4 Social control
Pedagogy:	Lectures, Discussions, debates and student presentations
References/ Readings:	Barnard, A, Terry Burgess and Mike Kirby. (2003). *Sociology.* London: Cambridge University Press. Haralambos, M., Holborn M., Chapman, S. and Stephen Moore. (2013). *Sociology: Themes and perspectives.* London: Harper Collins Publishers Ltd. Macionis, J. J. (2005). *Sociology.* New Delhi: Pearsons Hall of India.

	Schaefer, R. T., and Lamm, R. P. (1999). *Sociology.* New Delhi: Tata-McGraw Hill.
Course Outcomes	1. Students will be able to discern the relevance of sociology in contemporary times. 2. They are acquainted with basic concepts, different approaches to the study of society and develop an interest in the subject. 3. They develop skills to critically view and analyze the society around them. 4. They are sensitized to the foundation and organization of social life.

Name of the Programme : B. A.
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:	Those who have completed their Higher Secondary education are eligible to join the BA under-graduate programme.	
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	(15 Hours)
	II. Sociological Theories of Crime 2.1 Differential Association Theory 2.2 Delinquent Subculture 2.3 Social Structure and Anomie 2.4 Labelling Theory	(15 Hours)
	III. Theories of Punishment 3.1 Retributive 3.2 Deterrent 3.3 Reformative	(15 Hours)
	IV. Correction 4.1 Prison Based Correction	(15 Hours)

	4.3 Probation and Parole 4.4 Idea of Open Prison
Pedagogy:	Lectures, discussions, student presentations, 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; 1. to critically analyse the changing profile and perspectives on crime and criminals; 2. to understand the context/circumstances of crimes from Sociological perspectives; 3. to analyse society's means and methods of punishment for criminal behaviour; and 4. 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
Course Code : **SOC 131**
Title of the Course : **Gender Studies**
Number of Credits : 03
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:	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

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	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	(15 Hours)
	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	(15 Hours)
	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)
Pedagogy:	Lectures, discussions, debates, guest lectures, student presentations and field visits	
References/ Readings:	Channel. (2011). *A Transgender Primer: An introduction to transgender people and some issues they face.* London: Flamingo. Desai, N., and Thakkar, U. (2001). *Women in Indian Society.* New Delhi: National Book Trust. Itulua-Abumere, F. (2013). 'Understanding Men and Masculinity in Modern Society.' *Research Gate.* Jaising, I. (2013). Evolution of Women's Legal Entitlements. In *Indian Women- Revisited* (pp. 31-53). Lewit, N. (1998). *Making Men: The Socio-Legal Construct of Masculinity.* New York: NYU Press. 14 Lingam, L. (2002). 'Towards Understanding Women's Health: Critical Overview of Women's Studies.' *Samyukta,* 51-68. Macionis, J. J. (2005). *Sociology.* New Delhi: Pearsons Hall of India. Maithali, P., and Rohil, B. (2014). 'Your Legal Hand Book.' *Vogue India.* Mumbai: Majlis Legal Centre. Monica Das Gupta, L. C. (1995). *Women's Health in India: Risk & Vulnerability.* New Delhi: Oxfam. Polawary, H. (2014). 'Portrayal of Women in Indian Mass Media: An

Investigation.' *Journal of Education & Social Policy*.

Sarbjeet, S., and Pushpanjali, T. (2009). 'Gender Equality and Women Empowerment in India'. *Third Concept,* 29-36.

Schaefer, R. T., and Lamm, R. P. (1999). *Sociology.* New Delhi: Tata-McGraw Hill.

Subhrajit, C. (2014). 'Problems Faced by LGBT People in the Mainstream Society' in *International Journal of Interdisciplinary and Multidisciplinary Studies,* 317-331.

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	1. Students will be aware of gender variations, gender specific issues and learn how sex and gender are socially defined.
	2. Students can critically analyze how portrayals of gender in media normalizes gender-based violence.
	3. Students learn to explore possible remedies to achieve gender equality.

Name of the Programme : BA
Course Code : SOC 141
Title of the Course : Introduction to Tourism
Number of Credits : 03
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:	The course aim to: 1. introduce students to the elements and components of tourism; and 2. inculcate entrepreneurial skills among the students.

Content:		No. of Hours
	I. Introduction to Tourism 1.1 Meaning and definition of tourism 1.2 Types of Tourism 1.3 Impact of Tourism on society	(10 Hours)
	II. New Frontier's in Tourism 2.1 Tourism through e-marketing 2.2 social media and tourism 2.3 Use of GPS	(15 Hours)
	III. (Practical Component) Training to be a tour guide in Goa	(20 Hours)

Pedagogy:	Lectures, demonstrations, flip classroom, debates, discussions, micro-teaching, field visits and guest lectures.
References/ Readings:	Bhatia, A. K. (2010). *Tourism Development: Principles and Practice*. New Delhi: Sterling Publishers Pvt. Ltd. Chawla, R. (2006). *Monitoring Tourism*. New Delhi: Sonali Publications. Negi, J. (1990). *Tourism and Travel*. New Delhi: Gitanjali Publication House. Ramakant, G. (2010). *Tourism in World Development*. New Delhi: Cyber Tech Publication. Robinson, H. (1976). *A Geography of Tourism*. MacDonald's and Evans Washington.
Course Outcomes	1. The students will be able to identify different types of tourism and are aware of its impact on society 2. They will be familiar with emerging trends of e-marketing in tourism 3. Students will be able to use social media to explore and promote lesser-known destinations in Goa. 4. Students will be able to enhance their employability prospects in the tourism sector

Name of the Programme   **:** BA
Course Code   **: SOC (VAC) 101**
Title of the Course   **: Understanding Persons with Disability**
Number of Credits   **:** 02
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:	The course aims: 1. to familiarize students with the concept, types, causes and approaches to disabilities; 2. to highlight the importance of early identification of disabilities and various interventions; and 3. to create awareness and sensitize students on the role of various agencies in empowering persons with disabilities.	
Content:	I. **Understanding Disability** 1.1 Concept, Causes and Prevalence of Disability 1.2 Social Construction of Disability	(15 Hours)

<table>
<tr><td></td><td>

1.3   Different Approaches to Disability
1.4   Types of Disability

II.   Early Identification, Intervention, and Human Resources in Disability Sector

2.1   Nature and need for early identification and intervention
2.2   Role of Parents, Educators and the Community
2.3   Role of NGOs and Government
2.4 Legislations for Persons with Disabilities in India
</td><td>(15 Hours)</td></tr>
</table>

Pedagogy:	Lectures, discussions, guest lectures, student presentations, and experiential learning through field visits.
References/ Readings:	Arthur E. Dell Orto, Paul W. Power. (2007). *The Psychological and Social Impact of Illness and Disability*. United States: Springer Publishing Company. Desai, A. N. (1990). *Helping the Handicapped: Problems & Prospects*. New Delhi: Ashish Publishing House. Dyson. (1987). *Mental Handicap: Dilemmas of Parent- Professional Relations*. London: Croon Helm. Hegarty S. (2002). *Education and Children with Special Needs in India.* New Delhi: Sage Publications, India Pvt. Ltd. Mani M.N.G. (2000). *Status of Disability in India*, New Delhi: Rehabilitation Council of India. Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A. (1995). *Understanding Indian Families having Persons with Mental Retardation*. Secunderabad: NIMH. SSA. (2003). *Sarva Shiksha Abhiyan: Responding to Children with Special Needs-A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan*. New Delhi: Ministry of Human Resource Development, Government of India. Oliver, M. (1996). *Understanding Disability: From Theory to Practice*. St Martin's Press. Webster, E. J. (1993). *Working with Parents of Young Children with Disabilities.* California: Singular Publishing Group. **Web Resources:** Addlakha, Renu, and Saptarshi Mandal. (2009) Disability Law in India: Paradigm Shift or Evolving Discourse? *Economic and Political Weekly*, 62-68.

Ahmed, Rumi. (2014). Legal and Policy Response to Right to Education for Children with Disabilities in India. *Journal of National Law Delhi,* 2: 85.

Barnes, C. (2012). Re-thinking Disability, Work and Welfare. *Sociology Compass*, 6(6): 472-484. Retrieved from http://pf7d7vi404s1dxh27mla5569.wpengine.netdnacdn.com/files/library/DisabilityWork-and-Welfare.pdf

Bhattacharyya, Rajib. (2014). Disability Laws in India: A Study. *International Journal of Research*, 1.4: 99-115.

Paterson, J., W. Boyce, and M. Jamieson. (1999). The attitudes of community-based rehabilitation workers towards people with disabilities in south India. *International Journal of Rehabilitation Research*, 22.2: 85-92.

Course Outcomes	Students will be able: 1. to understand the concept, causes and prevalence of disability; 2. to identify types of disabilities and recognize social construction of disability; 3. to know the importance of early identification and interventions for disabilities; and 4. to sensitize students to the disabled and legal recourse available.

Name of the Programme : BA
Course Code : **SOC (VAC) - 102**
Title of the Course : **Understanding the Elderly**
Number of Credits : 02
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:	1. The students will be trained to understand the important dimensions of old age and the changing role of the aged in family and community. 2. They are sensitized to the demographic changes happening in the society. 3. They will be acquainted with the policies and programmes aimed at the elderly care.	
Content:	**I. The Social Construction of the Aged** 1.1 Meaning and Dimensions of Ageing 1.2 Ageing Population in Goa and India	**No. of Hours** (15 Hours)

	1.3 The Changing role of the Aged in Family and Community **II. The Elderly: Looking Ahead** 2.1 Problems of the Aged 2.2 Welfare Measures for the Elderly 2.3 Legislations for the Aged 2.4 Case Study	(15 Hours)
Pedagogy:	Lectures, discussions, student presentations, guest lectures, outreach activities (Time Bank), field visits and case studies.	
References/ Readings:	Government of India, Last Five Census Reports. Leibig, Phoeba S and Rajan, S Irudaya. (2005). *An Aging India: Perspectives, Prospects and Policies*. Jaipur: Rawat Publications. Rajan, Irudaya. S, U. S. Mishra and P Sankara Sharma. (1999). *India's Elderly: Burden or Challenge*. New Delhi: Sage Publications. Rao Shankar C N. (2015). *Indian Social Problems – A Sociological Perspective.* New Delhi: S. Chand & Company Pvt. Ltd.	
Course Outcomes	Students will be able to - 1. understand the biological, psychological and social dimensions of old age and the changing socio-cultural conditions of society; 2. critically think about the implications of the demographic transition on elderly in Goa and India; 3. empathise with the problems of the elderly and accordingly plan and organize home care; and 4. comprehend the existing policies, legal recourses and their implications.	

SEMESTER II

Name of the Programme   : BA
Course Code   : SOC 102
Title of the Course   : Social Institutions and Processes
Number of Credits   : 04
Effective from AY   : 2023-24

Pre-requisites for the course:	Those who have attended Semester I of any under-graduate programme are eligible.
Course Objectives:	The course aims: 1. to familiarize the students with social institutions; 2. to sensitize them to the existing inequality in society; and

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	3. to introduce the processes of social change. 4.	
Content:	**I. Social institutions** 1.1 Family 1.2 Religion 1.3 Education 1.4 Health	(15 Hours)
	II. Social Stratification 2.1 Forms of stratification 2.2 Facets of slavery 2.3 Ageing and society	(15 Hours)
	III. Social inequality 3.1 Gender inequality 3.2 Poverty 3.3 Race and Ethnicity	(15 Hours)
	IV. Social Change 4.1 Meaning and factors of social change 4.2 Social Mobility 4.3 Technology and society 4.4 Modernization	(15 Hours)
Pedagogy:	Lectures, discussions, debates, student presentations and field trip.	
References/ Readings:	Barnard, A, Terry Burgess and Mike Kirby. (2003). *Sociology.* London: Cambridge University Press. Haralambos, M., Holborn M., Chapman, S. and Stephen Moore. (2013). *Sociology: Themes and perspectives.* London: Harper Collins Publishers Ltd. Macionis, J. J. (2005). *Sociology.* New Delhi: Pearson Prentice Hall of India. Schaefer, R. T., and Lamm, R. P. (1999). *Sociology.* New Delhi: Tata-McGraw Hill.	
Course Outcomes	1. Students learn to appreciate the structure and functions of social institutions. 2. They comprehend different forms and manifestations of social stratification. 3. They expand their skills to evaluate social inequality around them. 4. They learn to identify social change and processes of change in contemporary society.	

Name of the Programme : BA
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:	Those who have attended Semester I of the BA under-graduate programme are eligible.	
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	(10 Hours)
	II. Theories of Religion. 2.1 E.B. Taylor 2.2 Emile Durkheim 2.3 Karl Marx 2.4 Max Weber	(20 Hours)
	III. Religions in India 3.1: Major Religions: Hinduism, Islam and Christianity 3.2: Other Religions: Sikhism, Buddhism, Jainism, Zoroastrianism and Judaism	(15 Hours)
	IV. Contemporary Issues in Religion 4.1: Secularism and Secularization 4.2: Fundamentalism and Communalism 4.3: New Religious Movements	(15 Hours)
Pedagogy:	Lectures, discussions, student presentations, guest lectures, participation in religious functions other than their own to encourage social integration and field visits.	
References/ Readings:	Asad, Talal. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: John Hopkins Press. Beteille, Andre. (2002). Sociology*: Essays on Approach and Method*. New Delhi: OUP. D'Souza, Leela. (2005). *The Sociology of Religion: A Historical Review*. Jaipur: Rawat Publishers.	

	Durkheim, Emile. (2001). *The Elementary Forms of Religious Life*. Oxford: Oxford University Press. Gennep, Arnold V. (1960). *Rites of Passage*. London: Routledge and Kegan and Paul. Madan, T.N. (1991) *Religion in India*. New Delhi: Oxford University Press. Robinson, Rowena. (1998). *Conversion, Continuity and Change: Live Christianity in Southern Goa.* New Delhi: Sage Publications. Weber, Max. (1905). *The Protestant Ethic and the Spirit of Capitalism*. New York: Free Press.
Course Outcomes	1. Students will gain a holistic view of religion. 2. They will be able to analyse religion from sociological perspective through theories of religion. 3. They will be acquainted with various religions of India and their belief systems thereby developing an appreciation for religious diversity. 4. They will be able to analyse contemporary religious issues in India from historical and sociological perspectives

Name of the Programme : BA
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:	Those who have attended Semester I of any under-graduate programme are eligible.	
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**	(15 Hours) (15 Hours)

	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
	    3.1 Skin diseases
	    3.2 Sexually Transmitted Diseases
	    3.3 Physical Disabilities
	    3.4 Mental Disabilities
		(15 Hours)

Pedagogy:	Lectures, discussions, debates, guest lectures, student presentations and field visits	
References/ Readings:	Ahmedani, Brian K. (2020). Mental Health Stigma: Society, Individuals, and the Profession. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3248273/ Lumen Learning. (2012). Culture, Beliefs, Attitudes and Stigmatized Illnesses. https://courses.lumenlearning.com/diseaseprevention/chapter/culture-beliefs-attitudes-and-stigmatized-illnesses Macionis, John, J. (2005). *Sociology.* New Delhi: Pearson Hall of India. Nagaraju, K. and Umamohan C. (2011). *Sociology of Health.* New Delhi: Discovery Publishing House, Pvt. Limited. Schaefer, Richard T. and Robert P. Lamm. (1999). *Sociology*. New Delhi: Tata-McGraw Hill.	
Course Outcomes	Students will be able to: 1. analyse the role of social factors in the distribution of health and access to healthcare; 2. identify the relationship between gender and health issues; and 3. assess social attitudes pertaining to stigmatised diseases and disabilities.	

(Back to Index) (Back to Agenda)

Name of the Programme   **:** BA
Course Code   **: SOC 142**
Title of the Course   **: Teaching Skills**
Number of Credits   **:** 03
Effective from AY   **:** 2023-24

Pre-requisites for the course:	Those who have attended Semester I of any under-graduate programme are eligible.

Course Objectives:	1. The course aims to make students understand the aims and objectives of teaching as a profession. 2. The students will be taught some methods of teaching and develop skills related to them. 3. They will be trained in preparing lesion plans, teaching aids and evaluation strategies.	
Content:	**I. Basics of teaching** 1.1 Types of curricula 1.2 Different types of learners 1.3 Learner – Centred Methods 1.4 Communication and problem-solving skills for classroom	(15 Hours)
	II. Theoretical Perspectives 2.1 Piaget's Theory of cognitive development 2.2 Bloom's taxonomy 2.3 Social Learning Theories: Bandura & Vygotsky 2.4 Learning Styles & Multiple Intelligences	(15 Hours)
	III. Execution and Assessment (Practical) 3.1 Designing of lesson plans 3.2 Instruction through multiple teaching-learning methods 3.3 Construction of formative and summative assessment models 3.4 Evaluation methods	(15 Hours)
Pedagogy:	Lectures, demonstrations, flip classroom, debates, discussions, micro-teaching, field visits and guest lectures.	
References/ Readings:	Aggarwal, J.C. (2006), *Essentials of Examination System: Evaluation, Tests and Measurement.* New Delhi: Vikas Publishing House Pvt. Ltd. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy of learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* (Complete Edition.) New York: Addison Wesley Longman. [Hardcover]. ISBN #0-321-08405-5. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of student learning.* New York: McGraw – Hill Book Co. Braun, Henry. Kanjee, Anil. Bettinger, Eric. And Michael Kremer. (2006). *Improving Education, Through Assessment, Innovation and Evaluation*. Cambridge: American Academy of Arts and Science.	

| Course Outcomes | Students will be able to:
1. understand the teaching-learning process;
2. demonstrate the use of multiple methods to address diversity in the classroom;
3. locate and use a variety of resources for teaching-learning;
4. create a unit plan and a lesson plan; and
5. evaluate the teaching-learning process |

Name of the Programme : BA
Course Code : **SOC (VAC) - 103**
Title of the Course : **Media Sensitization**
Number of Credits : 02
Effective from AY : 2023-24

Pre-requisites for the course:	Those who have attended Semester I of any under-graduate programme are eligible.	
Course Objectives:	The Course aims to: 1. introduce students to media, its types and functions; 2. develop an understanding of media ethics and effects; 3. sensitize them to social inequality in the media representing gender, minorities, caste, and class; and 4. assess the role of media in sensitization.	
Content:	**I. Understanding the media** 1.1: Meaning, definition and functions of media 1.2: Types of media 1.3: Media Ethics 1.4: Media Effects	(15 Hours)
	II. Social Inequality and Media Representations 2.1: Representation of gender, minorities, caste, and class in the media 2.2: Role of media in sensitization and achieving social equality 2.3: Media Reporting (Documenting the local issues of Goa)	(15 Hours)
Pedagogy:	Lectures, discussions, student presentations, field visits, guest lectures, media reporting, assignments, and documentation.	
References/ Readings:	Biagi Shirley. (1994). *Media/Impact: An Introduction to Mass Media.*California: Wadsworth Publishing Company. Chatterjee R.K. (1901). *Mass Communication*. New Delhi: National Book Trust. Gandhi Ved Prakash. (1995). *Media and Communications Today: Policy, Training and Development Volume 1 Communication and*	

	Technology in International Perspective. New Delhi: Kanishka Publishers, Distributors. Gandhi Ved Prakash. (1995). *Media and Communications Today: Policy, Training and Development Volume 2 Communication and Technology in International Perspective.* New Delhi: Kanishka Publishers, Distributors. Gandhi Ved Prakash. (1995). *Media and Communications Today: Policy, Training and Development Volume 3 Communication and Technology in International Perspective.* New Delhi: Kanishka Publishers, Distributors. Merrill John C., John Lee, and Edward Jay Friedlander. (1990). *Modern Mass Media.* United States of America: Harper Collins Publishers. Research and Reference Division Ministry of Information and Broadcasting. (1987). *Mass Media in India.* New Delhi: Publications Division Ministry of Information and Broadcasting Government of India. Vilanilam J.V. (2008). *Mass Communication in India: A Sociological Perspective.* New Delhi: Sage Publications.
Course Outcomes	Students will be able to: 1. identify types and functions of media; 2. develop an understanding of media ethics and effects; 3. recognize social inequality in society concerning gender, minorities, caste, and class in the media; and 4. understand the importance of the role of media in sensitization.

Name of the Programme : BA
Course Code : **SOC (VAC) 104**
Title of the Course : **Leadership Skills**
Number of Credits : 02
Effective from AY : 2023-24

Pre-requisites for the course:	Those who have attended Semester I of any under-graduate programme are eligible.
Course Objectives:	The course aims to train students to acquire leadership skills and empower them with leadership skills required in today's competitive world.

Content:	**I. Introducing Leadership** 1.1 Meaning and Definition 1.2 Nature and Importance	(15 Hours)

	1.3 Difference between Leadership and Management 1.4 Types of Leadership Styles 1.5 Leadership Development Programmes **II. Leadership and Empowerment** 2.1 Qualities of an Effective Leader 2.2 Developing Leadership Skills 2.3 Leadership among Students 2.4 Leadership at Workplace 2.5 Practical Component (showcase leadership skills through performance)	(15 Hours)
Pedagogy:	Lectures, discussions, guest lectures, student presentations and organizing an event	
References/ Readings:	Covey R. Stephen. (2019). *Seven Habits of Highly Effective People*. Wixon. Dale Carnegie. (1995). *The Leader in You*. Insight Press-Sheth Publishing House. Lalit Johri, Katherine Corich, Gay Haskins. (Eds.). (2023). *Mastering the Power of You.* Routledge. Northouse, P.G. *(2014). Introduction to Leadership: Concepts and Practice.* Sage Publication.	
Course Outcomes	1. Students acquire knowledge of leadership skills in different fields. 2. They are ready to take leadership roles in their chosen fields.	

D. D. KOSAMBI SCHOOL OF SOCIAL SCIENCES AND BEHAVIOIURAL STUDIES
SOCIOLOGY PROGRAMME

Course Structure of the M A Sociology Programme Offered under OA – 35

Semester I

Discipline Specific Core (DSC) Courses

Course Code and Title	Credit	Page Number
SOC – 500: Classical Sociology	4	3
SOC – 501: Sociology of Indian Society	4	6
SOC - 502: Contemporary Sociological Theories	4	9
SOC – 503: Indian Sociological Perspectives	4	11

Discipline Specific Elective (DSE) Courses
(Any one course to be opted)

Course Code and Title	Credit	Page Number
SOC – 521: Agrarian Social Structure in India	4	24
SOC–522: The Indian Diaspora	4	28

Semester II

Discipline Specific Core (DSC) Courses

Course Code and Title	Credit	Page Number
SOC – 504: Recent Trends in Sociological Theorising	4	14
SOC – 505: Political Sociology	4	16
SOC – 506: Sociology of Social Stratification	4	19
SOC – 507 Philosophy of Social Sciences	4	21

Discipline Specific Elective (DSE) Courses
(Any one course to be opted)

Course Code and Title	Credit	Page Number
SOC – 523: Education and Society	4	32
SOC – 524: Understanding Goa	4	34
SOC – 525: Social Exclusion: Theories, Concepts, and Policies	4	38

Semester III

Research Specific Elective (RSE) Courses
(Any two courses to be opted)

Course Code and Title	Credit	Page Number
SOC – 601: Invitation to Sociological Knowledge Production	4	41
SOC – 602: Quantitative Research	4	44

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SOC – 603: Qualitative Research	4	46

Generic Elective (GE) Courses
(Any three courses to be opted)

Semester IV

Research Specific Elective (RSE) Courses
(Any one course to be opted)

Discipline Specific Dissertation (DSD)

Course Code and Title	Credit
SOC – 651: Dissertation	16

SYLLABUS OF THE M. A. SOCIOLOGY PROGRAMME

DISCIPLINE SPECIFIC COMPULSORY COURSES SEMESTER I AND II

Programme: M. A. (Sociology)

Course Code: SOC - 501   **Title of the Course**: Classical Sociology

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	As the advanced studies in Sociology begin with this course there are no prerequisites.	
Course Objectives:	The main focus of this course is to introduce students to the theories and perspectives of the major founders of sociological thought: Karl Marx, Max Weber, and Emile Durkheim. The course will invite students to engage with theory through examining its application to contemporary concerns, and issues they may be familiar with. The	

	attempt is to make the discussion relevant and inviting students to re-examine their perception about sociological theory.	
Content:	1. Introduction - Background for the emergence of Sociology, Organicism of Herbert Spencer, Positivism of Saint Simon and Auguste Comte	12 hours
	2. Karl Marx - Marx's Conception of Society: Historical and Dialectical Materialism, Alienation of Labour, Class Conflict	12 hours
	3. Max Weber - Verstehen, Protestant Ethics and the Spirit of Capitalism, Authority, Bureaucracy	12 hours
	4. Emile Durkheim - The Division of Labour, Rules of Sociological Method, Theory of Suicide, Elementary Forms of Religious Life	12 hours
	5. Differing perspectives - Feminist critique of classical theory, Gandhi and Hind Swaraj	12 hours
Pedagogy:	Lectures, discussions, tutorials, student presentations	
References/Readings:	Adams, Bert N. Rosalind Ann Sydie and R. A. Sydie. 2001. *Sociological Theory.* California: Sage Publications. Allan, Kenneth and Kenneth D. Allan.2009. *Explorations in Classical Sociological Theory: Seeing the Social World.* California: Pine Forges Press. Aron, Raymond. 1967 (1982 reprint). *Main Currents in Sociological thought, (Two Vols.).* Middlesex: Penguin Books. Calhoun, Craig J.2002. Classical Sociological Theory. Hoboken, NJ: Wiley-Blackwell. Coser, Lewis, A. 1977. *Masters of Sociological Thought.* Harcourt: Brace Jovanovich. Craib, Ian. 1997. *Classical Sociological Theory.* U.K.: Oxford University Press. Giddens, Anthony. 2006. *Capitalism and Modern Social Theory.* U.K: Polity Press, (1971). Edles, Laura and Desfor Scott Appelrouth. 2010. Sociological Theory in the Classical Era:Text and Readings. California: Pine Forge Press. Isaksson, Anna.2000. Classical Sociology Through the Lens	

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of Gendered Experiences Frontiers in Sociology
https://doi.org/10.3389/fsoc.2020.532792.

John, Hughes. 1995. *Understanding Classical Sociology.* London: Sage Publications Publication.

Kimmel, Michael S. 2007. *Classical Sociological Theory.* New York: Oxford University Press.

Marx, Karl and Engels, Frederick. 1982. *Selected Works.* Moscow: Progress Publishers.
Morrison, Ken. 1995. *Marx, Durkheim, Weber: Formations of Modern Social Thought.* London: Sage Publications.

Ritzer, George. 2007.Sociological Theory. New York: McGraw-Hill.Pine Forge Press.

Turner, Jonathan H.2007. *Handbook of Sociological Theory.* New York: Springer.Films:
1. Charlie Chaplin: *Modern Times* (1936)
2. Akira Kurosawa: *Rashomon* (1950)

</td><td></td></tr>
<tr><td>Course outcomes:</td><td>

1. Students will identify sociology as the discipline that emerged in the context of modernity.

2. Will be able to recognise the primary empirical concerns of classical sociology.

3. Will have a critical and comparative understanding of the methodological preferences and empirical concerns of the founders of sociology as a distinctive discipline.

4. Will grasp the continuity of classical foundations in contemporary sociology.

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Programme: M. A. (Sociology)

Course Code: SOC - 502   **Title of the Course**: Sociology of Indian Society

Number of Credits: 4

Effective from AY: 2022-2023

<table>
<tr><td>Prerequisites for the course:</td><td>No prerequisites are identified as this is an invitation to sociologically approaching Indian society.</td><td></td></tr>
<tr><td>Objectives:</td><td>This course is an introduction to the sociology of Indian society. It traces the origin of sociological tradition in India, examines the concerns and contributions of the pioneers. It illustratively reviews the works of scholars presenting the</td><td></td></tr>
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	field-view (as contrasted from the book-view) of Indian society.	
Content:	1. Emergence and growth of Sociology in India: Approaches, Ambedkar's approach to Indian society.	8 hours
	2. Contribution of pioneers: D. P. Mukerji, D. N. Majumdar, Radhakamal Mukerjee	12 hours
	3. Field view of caste: Problematizing caste, Caste in modern India.	10 hours
	4. Field view of Indian village: Critical analyses of village, Transformations in Villages.	10 hours
	5. Field view of kinship and marriage: Kinship organization in India,Kinship and marriage in contemporary India.	10 hours
	6. Field view of Tribes: Tribes in transition, Contemporary issues.	10 hours
Pedagogy:	Lectures, discussion, field- based assignments and presentations	
References/Readings:	Ambedkar, B. R. 2002. 'Annihilation of Caste' in *The Essential Writings of B. R. Ambedkar by V. Rodrigues.* New Delhi: Oxford University Press. Ambedkar, B. R. 2002. 'Castes in India' in *The Essential Writings of B. R. Ambedkar* by V. Rodrigues. New Delhi: Oxford University Press. pp. 241-260. Bose, N. K. 1975. *The Structure of Hindu Society.* Delhi: Orient Longman. Cohn, B. S. 1987. *An Anthropologist among Historians.* Delhi: Oxford University Press. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Delhi: Penguin Books. Dhanagare, D.N. 1993. *Themes and Perspectives in Indian Sociology.* Jaipur and New Delhi: Rawat Publications. Dumont, L. 1980. *Homo Hierarchicus.* University of Chicago Press. Ghurye, G.S. 1963. *The Scheduled Tribes.* Bombay: Popular Prakashan. Karve, Irawati. 1990. *Kinship Organization in India.* Bombay: Munshiram Manoharlal Publishers. Madan, T.N. 2000. *Pathways: Approaches to the Study of*	

Society in India. New Delhi: Oxford University Press.

Madan, T. N. 2011. *Sociological Traditions: Methods and Perspectives in the Sociology of India.* New Delhi: Sage Publications.

Marriott, M. (Ed.). 2017. *Village India: Studies in the Little Community.* Delhi: Asia Publishing House.

Mayer, A. 1960. *Caste and Kinship in Central India.* London: Routledge and Kegan Paul.

Oomen, T.K. and Mukherjee, P. N. (Eds.) 1986. *Indian Sociology: Reflections and Introspections.* Bombay: Popular Prakashan.

Robinson, R. (2007). Outlining Trends of Social Change in Marriage and the Family: An Analysis of the Urban Indian Service Class. *Indian Anthropologist*, *37*(2), 1–16.

Singh, Yogendra. 1986. *Indian Sociology: Social Conditioning and Emerging Trends.* New Delhi: Vistar.

Singh, Yogendra. 1988. *Modernisation of Indian Tradition: A Systemic Study of Social Change*. Jaipur: Rawat Publications.

Singh, Yogendra. 2000. *Culture Change in India*. Jaipur: Rawat Publications.

Srinivas, M. N. and M. N. Panini. 1973. 'The Development of Sociology and Social Anthropology in India', *Sociological Bulletin,* 22 (2): 179-215.

Srinivas, M. N. 1987. *The Dominant Caste and Other Essays.* Delhi: Oxford University.

Srinivas, M. N. 2005. *Cast: Its Twentieth Century Avatar.* New Delhi: Viking Penguin.

Uberoi, Patricia, Nandini, Sundar, Satish, Deshpande (eds). 2010. *Anthropology in the East: Founders of Indian Sociology and Anthropology.* Delhi: Permanent Black.

Uberoi, Patricia. 1999. *Family, Kinship and Marriage in India.* New Delhi: Oxford University Press.

Xaxa, Virginius. 2003. 'Tribes in India', in Veena, Das. *Oxford India Companion to Sociology and Social Anthropology*

	(Volume I). New Delhi: Oxford University Press. Xaxa, Virginius. 2005. Politics of Language, Religion and Identity: Tribes in India. *Economic and Political Weekly*, *40*(13), 1363–1370. Xaxa, Virginius. 1999. Transformation of Tribes in India: Terms of Discourse. *Economic and Political Weekly*, *34*(24), 1519–1524.	
Course outcomes:	1. Students will identify the historical context of introduction of sociology in the Indian sub-continent. 2. They will grasp the field view of Indian sociology. 3. Students will get disciplinary and interdisciplinary ideas on the Sociology of Indian Society. 4. They will be ready to study the perspectives on Indian society.	

Programme: M. A. (Sociology)

Course Code: SOC - 503   **Title of the Course**:Contemporary Sociological Theories

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	An understanding of Classical Sociology is a prerequisite to study this course.	
Objectives:	This course is intended to introduce students to the schools of thought that have dominated sociology in the latter half of the 20th century. The course will examine the theoretical relevance and analytical utility of the premises, methodology, and conclusions of these diverse theoretical schools in understanding social structure and change.	
Content:	1. Nature of sociological theory	2 hours
	2. Functional theory in sociology: Parsons, Merton, Neo-Functionalism	10hours
	3. Structural theory in Anthropology	10 hours
	4. Conflict theory and Critical theory	10 hours
	5. Symbolic interactionism	8 hours
	6. Phenomenology and Ethnomethodology	10 hours
	7. Neo-Marxism	5 hours

	8. Feminist sociological theory	5 hours
Pedagogy:	Lectures, discussions and presentations	
References/Readings:	Alexander, Jeffrey C. 1987. *Twenty Lectures: Sociological Theory since World War II.* New York: Columbia University Press. Appelrouth, Scott and Edles, D. 2008. *Classical and Contemporary Sociological Theory: Text and Readings.* California: Pine Forge Press. Collins, Randall. 1997. *Sociological theory (Indian Edition).* Jaipur and New Delhi: Rawat Publications. Connerton, Paul. (Ed.). 1976. *Critical Sociology*. Harmondsworth: Penguin. Craib, Ian. 1992. *Modern Social Theory: From Parsons to Habermas (2nd edition).* London: Harvester Press. Ritzer, George. 1992. *Sociological theory (3rd edition).* New York: McGraw-Hill. Turner, Jonathan H. 1995. *The Structure of Sociological Theory (4th edition).* Jaipur and New Delhi: Rawat Publications. Zeitlin, Irving M. 1998. *Rethinking Sociology: A Critique of Contemporary Theory (Indian Edition).* Jaipur and New Delhi: Rawat Publications. Chafetz Janet Saltzman. 1997. Feminist Theory and Sociology: Underutilized Contributions for Mainstream Theory.*Annual Review of Sociology*, 1997, Vol. 23 (1997), pp. 97-120	
Course outcomes:	After studying this course, the students will 1. recognise the influence of classical traditions in advanced sociological theorising; 2. know the advanced sociological theorising in the 20thcentury; 3. be in a position to give a critique of the 20th century sociology; and 4. know the analytical utility of various schools of sociological theories.	

Programme: M. A. (Sociology)

Course Code: SOC - 504   **Title of the Course**: Indian Sociological
Perspectives

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	No prerequisites for this course.	
Objectives:	The course primarily focuses on the different theoretical perspectives on Indian Society from late 19th century to the end of 20th century and their role in shaping the field of sociology. It helps the students to acquire a fairly adequate and comprehensive understanding of Indian society in its multi-faceted dimensions.	
Content:	1. Conceptualising Indian Society	5 hours
	2. Indological/Textual Perspective: G. S. Ghurye, Louis Dumont	10 hours
	3. Structural-Functional Perspective: M. N. Srinivas, S. C. Dube	12 hours
	4. Marxist Perspective: D.P. Mukerji, A. R. Desai	10 hours
	5. Subaltern Perspectives: David Hardiman, Ranajit Guha	10 hours
	6. Feminist Perspectives	5 hours
	7. Re-imagining sociology in India, Sociology for/of/in India	8 hours
Pedagogy:	Lectures, discussions and presentations	
References/Readings:	Bose. N. K. 1988. *Cultural Anthropology and Other Essays.* Calcutta: Indian Associated Publishing Company. Das, V. 1993. Sociological Research in India: The State of Crisis. *Economic and Political Weekly*, *28*(23).http://www.jstor.org/stable/4399815 Desai, A. R. 1975. *State and Society in India.* Bombay: Popular Prakashan. Deshpande, S. 1994. Crisis in Sociology: A Tired Discipline? *Economic and Political Weekly*, *29*(10), 575–576. http://www.jstor.org/stable/4400900 Dhanagare, D. N. 1993. *Themes and Perspectives in Indian Sociology.* Jaipur and New Delhi: Rawat Publications. Dube, Leela. 1986. *Visibility and Power: Essays on women*	

	in Society and Development. Delhi: Oxford University Press. Dube, S. C. 2003. *India's Changing Villages: Human Factors in Community Development.* London: Routledge and Kegan Paul. Dube, S. C. 2005. *Indian Society.* Mumbai:National Book Trust. Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and its Implications.* Delhi: Oxford University Press. Ghurye, G. S. 2005. *Caste and Race in India.* Bombay: Popular Prakashan. Guha, Ranajit. 1982. 'Introduction' in *Subaltern Studies* Vol. I. Hardiman, D. 1996. *Feeding the Baniya: Peasants and Usurers in Western India*. Delhi: Oxford University Press. Hardiman, D. 2011. *Histories for the subordinated*. Delhi: Oxford University Press. Madan, T. N. 1978. *Dialectic of Tradition and Modernity in the Sociology of D. P. Mukherji.* Lucknow: Manohar Publications. Madan, T. N. 2011. *Sociological Traditions: Methods and Perspectives in the Sociology of India.* New Delhi: Sage Publications. Rege, Sharmila, 1998 'Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position', in *Economic and Political Weekly,* Vol. 33, No. 44. Rege, Sharmila. 2003. *Sociology of Gender: The Challenge of Feminist Sociological Thought.* New Delhi: Thousand Oaks. Singh, Yogendra. 1986. *Indian Sociology: Social Conditioning and Emerging Trends.* New Delhi: Vistar. Srinivas, M. N. 1995. *Social Change in Modern India.* New Delhi: Orient Longman.	
Course outcomes:	1. The students will know the theoretical	

| | perspectives adopted by Indian sociologists and anthropologists during the formative and institutionalising phases of Sociology in India.
2. Will be in a position to compare the relative usefulness of the theoretical orientations and empirical concernsof the path setting Indian sociologists.
3. Can identify their area of research and perspective suitable to Indian social context.
4. Can develop a critical perspective on the issues concerning sociology in India. | |

Programme: M. A. (Sociology)

Course Code: SOC - 505 **Title of the Course**: Recent Trends in Sociological Theorising

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	The students should have studied SOC 01 Classical Sociological Theories.	
Objectives:	This course traces the development of sociological theory in the later part of the 20th century until present times. Focussing mainly on the theories of late modernity, the course acquaints the students with developments in Sociological theory in recent times.	
Content:	Modernity, Conventional sociological theory, and dualisms.	8 hours
	Agency–Structure and micro-macro integration: Structuration theory of Anthony Giddens, Pierre Bourdieu's theory of Practice, Jurgen Habermas' 'Colonisation of the Life World' thesis, Norbert Elias' Process Sociology	16 hours
	Contemporary theories of modernity: Giddens and the Juggernaut of modernity, Ritzer's McDonaldisation thesis, Bauman on Holocaust, Beck's Risk Society thesis.	16 hours
	Post structuralism and post modernism	10 hours
	Theorising Contemporary India	10 hours
Pedagogy:	Lectures, discussions, and presentations	
References/Readings:	Adams, Bert, N. and Sydie R. A. 2001. *Sociological Theory*. New Delhi: Vistar Publications. Boron, Atilio. 1999. 'A Sociological Theory for the 21st Century?' in *Current Sociology.* October 47, pp. 47-64. Bourdieu, Pierre. 1977. *Outline of a Theory of Practice.*	

	London: Cambridge University Press.	
	Das, Veena. 1995. *Critical Events: An Anthropological Perspective on Contemporary India.* New Delhi: Oxford University Press.	
	Giddens, Anthony and Jonathan H. Turner (Eds.) 1987. *Social Theory Today.* Stanford: Stanford University Press. Giddens, Anthony. 1984. *The Constitution of Society: Outline of the Theory of Structure.* Berkley: University of California Press.	
	Habermas, Jurgen. 1987. *The Philosophical Discourses of Modernity: Twelve Lectures.* Mass.: MIT Press.	
	Layder, Derek. 1994. *Understanding Social Theory.* London: Sage Publications.	
	Ritzer, George. 1996. *Modern Sociological Theory.* New York: McGraw-Hill Companies.	
	Scott, Lash. 1990. *Sociology of Postmodernism.* London: Routledge.	
	Singh, Yogendra. 1988. *Modernization of Indian Tradition*. New Delhi: Rawat Publication.	
	Uberoi, Patricia, Sunder, Nandini, and Deshpande, Satish. 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology,* Delhi: Permanent Black.	

| Course outcomes: | 1. Students will first grasp the holistic orientation, both empirical and methodological, of classical sociologists to modernity.
2. They will recognise the meaning of dualism in social theory and will be in a position to identify dualisms in sociology in the 20th century.
3. They will grasp the rapprochement attempted by theorists of late modernity.
4. They will get a flare of post-modernist social theory. | |

Programme: M. A. (Sociology)

Course Code: SOC - 506   **Title of the Course**: Political Sociology

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	The students should have a basic knowledge of contemporary political scenario in India and Goa. They should also have studied SOC 02 Sociology of Indian society.	
Objectives:	After introducing the sub-discipline of political sociology, the course introduces some basic concepts. It situates itself at the interface of society and polity in post-independent India. The objective is to equip the students with a critical understanding of the contemporary processes of socio-political changes and also touches upon some of the problematic aspects of the enterprise of nation-building.	
Content:	1. Introduction and Overview of the Course-Definition and Origin of Political Sociology, and Political Sociology in aGlobalized and Complex World.	10 hours
	2. Basic Concepts: Power and authority, Elite and masses, Hegemony, Nation-state.	10 hours
	3. Tradition, Modernity and Democratic Politics: Structural Constrains and Social Churnings of Caste, Religion, Language, Ethnicity	15 hours
	4. Nationalism, Multi-culturalism and Citizenship: The Politics of Recognition/ Representation	10 hours
	5. Dialectics of State and Civil Society: State and civil society - The Indian Experience, Challenges to Nation Building, Nation as an imagined community	15 hours
Pedagogy:	Lectures, discussions, book reviews, debates and presentations	
References/Readings:	Baxi, Upendra and Bhikhu, Parekh. 1995 (Eds.). *Crisis and Change in Contemporary India.* New Delhi: Sage Publications. Bottomore T. B. 1968*. Elites and Society*. Britain: Penguin Book. Brass, Paul, R. 1992. *The Politics of India since Independence*. London: Cambridge University Press. Chandra, Bipin.1984 *Communalism in Modern India*. New Delhi: Vikas Publishing. Chatterjee, Partha. 1993. *The Nation and its Fragments.* New Delhi, Oxford University Press. Chatterjee, Partha (Ed.) 1997. *State and Politics in India*. New Delhi: Oxford University Press. Corbridge, Stuart *et. al.* 2005. *Seeing the State: Governance and Governmentality in India.* Cambridge: Cambridge Univ. Press.	

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Taylor, Graham. 2010. *The New Political Sociology: Power, Ideology and Identity in an Age of Complexity. (*U.K:

	Palgrave Macmillan.	
Course outcomes:	1. The students are introduced to the arena power. 2. They can make informed distinction among the concepts of power, authority, and hegemony. 3. The students will get analytical knowledge of power relations in relation to democratic politics in India. 4. They can take informed decisions while participating in politics as citizens.	

Programme: M. A. (Sociology)
Course Code: SOC – 507   **Title of the Course**: Sociology of Social
                                        Stratification

Number of Credits: 4
Effective from AY: 2022-2023

Prerequisites for the course:	The students should have studied SOC 02 Sociology of Indian Society.	
Objectives:	This course aims to introduce students to the major theories of inequality and social stratification. It will give a comprehensive, integrated and empirical understanding of social stratification in India while discussing various dimensions of social stratification like caste, gender, and class.	
Content:	1. Important concepts: Social differentiation, Hierarchy and inequality, social stratification, social exclusion and inclusion.	10 hours
	2. Theories of stratification: Functional theory (Kingsley Davis & W. E. Moore), Marxist theory (Karl Marx), Weberian theory (Max Weber)	20 hours
	3. Forms of stratification: Estate, Class, Varna and Caste (M. N. Srinivas), Tribal identity and class differentiations (Ghanshyam Shah)	15 hours
	4. Social mobility: P. A. Sorokin on social mobility, social mobility in contemporary times.	15 hours
Pedagogy:	Lectures, discussions, field visits, and presentations	
References/Readings:	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. 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. Beteille, A. 1977. *Inequality among Men.* Oxford: Basil	

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Davis, K. & W. E. Moore. 1945. 'Some Principles of Stratification'. *American Sociological Review*. 10(2): 242.

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Haralambos, M. and Holborn, M. 2010. *Sociology: Themes and Perspectives.* Delhi: Oxford University Press.

Marx, Karl and Frederick Engels. 1959. *Selected Work (3 vols.), vol. 1*. Moscow: Progress Publishers.

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<tr><td>Course outcomes:</td><td>

1. The students will recognise the ubiquitous presence of inequality and stratification.
2. The students will realise how inequality and stratification are socially constructed and reproduced and not divinely ordained or biologically determined.
3. They can distinguish different forms of inequality in India.
4. They will know the types of social mobility in the context of Indian social structure.

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Programme: M. A. (Sociology)

Course Code: SOC - 508   **Title of the Course**: Philosophy of Social Sciences

Number of Credits: 4

Effective from AY: 2022-2023

| Prerequisites for the | Knowledge of classical sociological theory and | |

course:	schools of sociological theories.	
Objectives:	This paper seeks to familiarise the students with philosophical questions relating to the processes and procedures of knowledge production.	
Content:	1. Introduction: Philosophy and sociology, Scope of philosophy of social sciences, *Ideographic* and *Nomothetic* disciplines, *Emic* and *Etic* knowledge, Problems of concept and theory formation in the social sciences.	15 hours
	2. Positivism, causality and its critique: Science and common sense, Patterns of scientific explanation, 'Covering law model of explanation' and its critique, Reason-action explanation and its critique.	15 hours
	3. Hermeneutics, interpretation and subjectivity: Dilthey on hermeneutically oriented social sciences, Weber on the methodology of social sciences.	15 hours
	4. Values and social science knowledge production: The concept of 'value' and role of values in social inquiry, Weber on objectivity in social science and social policy.	12 hours
	5. Sociology of knowledge	3 hours
Pedagogy:	Lectures, discussions, book review, presentation	
References/Readings:	Benton, Ted and Craib, Ian. 2001. *Philosophy of Social Science: The Philosophical Foundations of Social Thought.* New York: Palgrave. Bleicher, Josef. 1980. *Contemporary Hermeneutics: Hermeneutics as Method, Philosophy and Critique.* London: Routledge and Kegan Paul. Hollis, Martin. 1994. *The Philosophy of Social Science: An Introduction.* Cambridge: Cambridge University Press. Mahajan, Gurpreet. 1997. *Explanation and Understanding in the Human Sciences.* Delhi: Oxford University Press. Mantzavinos, C. (Ed.). 2009. *Philosophy of the Social Sciences: Philosophical Theory and Scientific Practice.* Cambridge: Cambridge University Press. Mukherji, Parth, Nath. 2000. *Methodology in Social*	

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Course outcomes:	1. The students will get an introduction to philosophical foundations of social science knowledge production. 2. They can bring out the distinction between emic and etic knowledge in social and cultural research. 3. They can make a distinction between positivism and interpretivism as methodologies. 4. They can attempt achieving intellectual sophistication in their own research activities.	

DISCIPLINE SPECIFIC ELECTIVE COURSES FOR SEMESTER I AND II

Programme: M. A. (Sociology)

Course Code: SOC - 521   **Title of the Course**: Agrarian Social Structure in India

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	This course is open to all students who are pursuing their post graduate studies at Goa University.	
Objectives:	This course aims to familiarise students with the realities of rural India. It attempts to provide a background of agrarian studies and its growth in Indian Sociology. It provides a comprehensive understanding of agrarian structure and change in India under the impact of colonialism, planning, and the recent neo-liberalism.	

Content:	1. Emergence of agrarian studies as a subject of Sociological inquiry, Origin and Scope of rural sociology in India.	8 hours
	2. Evolution of agrarian social structure in pre-colonial and colonial India, Commercialisation of Agriculture, Commodification of land and De-peasantisation.	15 hours
	3. Agrarian Changes in post-Independent India: Land reforms, Green revolution, Agricultural productivity and regional disparity, Class differentiation and mode of production debate in Indian agriculture, Farmers' suicides.	20 hours
	4. Agrarian mobilisation and movements: Peasant mobilization and movements in colonial and post-colonial period and new farmers' movements.	12 hours
	5. Goa's Agrarian structure in transition	5 hours
Pedagogy:	Lectures, discussions, presentations, documentaries, and field visits	
References/Readings:	Axelrod, Paul, and Michelle A. Fuerch. 1998. 'Portuguese Orientalism and the Making of the Village Communities of Goa', *Ethnohistory*, Vol. 45 (3). pp. 439-476. Beteille, Andre. 1974. *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press. Beteille, Andre. 1974. *Studies in Agrarian Social Structure*, New Delhi: Oxford University Press. Brass, T. 2013. *New Farmers Movements in India*, New York: Routledge. D'Souza, B. G. 1975. *Goan Society in Transition: A Study in Social Change*, Bombay: Popular Prakashan. D'Souza, T. R. 1979. *Medieval Goa: A Socio-economic history.* New Delhi: Concept Publishers. Desai, A. R. (Ed.) 1979. *Peasant Struggles in India.* Bombay: Oxford University Press. Desai, A. R. 2008. *Rural Sociology in India (New Edition).* Bombay: Popular Prakashan.	

Deshpande, V. and Arora, S (Eds.). 2010. *Agrarian Crisis and Farmer Suicides.* New Delhi: Sage Publications.

Dhanagare, D. N. 1987. 'The Green Revolution and Social Inequalities in Rural India', *Bulletin of Concerned Asian Scholars*, Vol.20 (2), pp. 2-13.
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Mohanty, B. B (Ed.) 2012. *Agrarian Change and Mobilisation*. New Delhi: Sage Publications.

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Rudra, Ashok. 1978. 'Class Relations in Indian Agriculture', *Economic and Political Weekly*, Vol. 13 (22, 23, 24), pp. 916-22, 963-68, 998-1004.

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Sharma, K. L. (Ed.). 2014. *Sociological Probing of Rural Society.* New Delhi: Sage Publications.

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Course outcomes:	1. The students will get a field view of Indian village communities. 2. They will get theoretical knowledge of the past and present rural scenarios in India. 3. They will acquaint themselves with the Challenges faced by the Indian farmers and think about solutions. 4. They will know the emerging issues relating to rural communities in Goa.	

Programme: M. A. (Sociology)

Course Code: SOC - 522   **Title of the Course**: The Indian Diaspora

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	This course is open to all students who are pursuing their post graduate studies at Goa University.	
Objectives:	This course is intended to introduce the students to the Indian diaspora as an area of sociological study. It describes the socio-historical background of Indian diaspora, analyses the processes of change and continuity among the diasporic Indians. While examining the issues confronting them, it discusses the mutual orientations of the diasporic Indians and India. The course concludes with an analysis of various dimensions of the Goan diaspora.	
Content:	1. Sociology of Diaspora: The concept diaspora, Approaches to the study of diaspora, Scope and significance of diasporic studies.	10 hours

	2. Historical background of the Indian diaspora: Pre-colonial: Trade, and spread of religion, Colonial: The indentured system, Post-colonial: Brain-drain and skill-drain.	10 hours
	3. The Indian Diaspora: Case studies - The Caribbean, Fiji, Malaysia, South Africa, Mauritius, UK and US.	15 hours
	4. Diaspora and the Homeland: Political Impact, Remittance economy, Influence of/on Indian Cinema.	15 hours
	5. Goa and its diaspora: A Socio historical account, Case Studies of the Goan Diaspora.	10 hours
Pedagogy:	Lectures, discussions, presentations, field visits and case studies	
References/Readings:	Basu, Sudeep. 2016. "Diasporas Transforming Homelands: Nuancing 'Collective Remittance' Practices in Rural Gujarat". *Economic and Political Weekly*. Vol. 51(41). pp. 54-62. Baumann, Martin. 2000. "Diaspora: Genealogies of Semantics and Transcultural Comparison". *Numen*. Vol. 47(3). pp. 313-337. Carvalho, Selma. 2010. *Into the Diaspora Wilderness-Goa's Untold Migration Stories from the British Empire to the New World.* Panjim, Goa: Broadway Publishing. Clarke, Colin, Ceri Peach and Steven Vertovec (Eds.). 1990. *South Asians Overseas.* Cambridge: Cambridge University Press. Cohen, Robin. 2008. *Global Diasporas: An Introduction*. New York: Routledge. D'Souza, Eugene J. 2000. "Indian Indentured Labour in Fiji". *Proceedings of the Indian History Congress.* Vol. 61. pp. 1071-1080. Dabydeen, David and Brinsley Samaroo (Eds.). 1996. *Across the Dark Waters: Ethnicity and Indian Identity in the Caribbean.* London and Basingstoke: Macmillan Education. Gosine, Mahin. (Ed.). 1994. *The East Indian Odyssey: Dilemmas of a Migrant People.* New York: Windsor Press. Gracias da Silva, Fatima. 2000. "Goans Away from Goa: Migration to the Middle East". *Lusotopie*. pp. 423-432. Jain, Ravindra K. 1993. *Indian Communities Abroad: Themes and Literature.* New Delhi: Manohar.	

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Sharma, S. L. 1989. "Special Issue on Indians abroad". *Sociological Bulletin*. Vol. 38 (1).

	Sheffer, Gabriel. 2003. *Diaspora Politics: At Home Abroad.* England: Cambridge University Press. Tinker, Hugh. 1993. *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920 (2nd edition).* London: Hansib Publishing Limited. Vaz, Yvonne Ezdani. 2007. *Songs of the Survivors.* Saligao, Goa: Goa 1556. Vertovec, Steven (Ed.). 1991. *Aspects of the South Asian Diaspora.* New Delhi: Oxford University Press.	
Course outcomes:	1. The students can make a distinction between migration and diaspora and recognise diaspora as an important transnational population mobility. 2. Will know the historical underpinnings of international migration for settlement. 3. Will get the knowledge of Indians across different nation-states. 4. Will know the implications of diaspora for the sending society with reference to Goa.	

Programme: M. A. (Sociology)
Course Code: SOC - 523

Title of the Course:

Education and Society

Number of Credits: 4
Effective from AY: 2022-2023

Prerequisites for the course:	Students from any branch of post graduate study are eligible for this course.	
Objectives:	This course will introduce students to the education system in India and relationship between education and society at various levels. The course focuses on the issues of quality education, access to education and social justice in Indian society.	
Content:	1. Introduction: Educational sociology or Sociology of education, Education and socialisation, History of education in India, Education policies in India.	15 hours
	2. Sociological perspectives on education: Classical perspectives, Liberal perspectives, Conflict perspectives.	15 hours
	3. Contemporary perspectives on education: De-schooling society (Ivan Illich), Cultural reproduction (Bourdieu), Knowledge and	15 hours

	power (Foucault), Cultural hegemony (Gramsci), Feminist perspectives.	
	4. Education and contemporary issues: Right to Education Act Privatisation of education, Education and medium of instruction, NEP 2020 and Higher education in India.	15 hours
Pedagogy:	Lectures, discussions, presentations and field-based assignments	
References /Readings:	Banks, O. 1971. *Sociology of Education. (2ⁿᵈ Edition).* London: Batsford. Bulle, N. 2008. *Sociology and Education: Issues in Sociology of Education.* New York: Peter Lang. Dreze, J and Sen, A. 2013. *An Uncertain Glory: India and its Contradictions.* Princeton University Press. Gore, M. S.*et al.* (Ed.). 1975. *Papers on Sociology of Education in India.* New Delhi: NCERT. Govinda, R. 2020. *NEP 2020. A Critical Examination*. 50 (4) 603-607 Social Change: Sage Publications. Haralambos, M. 1980. *Sociology: Themes and Perspectives.* Delhi: Oxford University Press. National Education Policy 2020: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf. Indira, R. (Ed.). 2013. *Themes in Sociology of Education.* New Delhi: Sage Publications. Jayaram, N. 1990. *Sociology of Education in India*, New Delhi: Rawat Publications. Krishna, Kumar. 2005. *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas.* New Delhi: Sage Publications. Patel, S. 2002. *History of Education Policy in India.*https://epgp.inflibnet.ac.in. Pathak, Avijit. 2004. *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness.* New Delhi: Rainbow Publications. 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:	1. Students will know the sociological dimensions of educational	

	practices.
	2. Will be familiarised with the issues of unequal access to education.
	3. Will recognise the gaps in policy implementation.
	4. Students will also be familiarised with the sociological dimensions of New Education Policy 2020 with reference to Higher Education in India

Programme: M. A. (Sociology)

Course Code: SOC - 524   **Title of the Course**: Understanding Goa

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the course:	There are no pre-requisites for this course.	
Objectives:	The course is an invitation and introduction to study Goa, its society and historiography. While considering some social science perspectives in understanding societal transformations in Goa, the course hints that studying Goa can pose challenging and interesting questions for the social sciences.	
Content:	1. Introduction: Studying one's own society, Narratives on Goa.	5Hours
	2. Historiography of Goa: The *Skanda Puranna* and other myths of origin, Pre-Portuguese *Konkan* and its geo-politics, Formation of old and new conquests.	15 Hours
	3. Community Life in Goa: *Gaonkari* System in Goa, The dynamics of *Bhatkar-Mundkar* relationship, Estuarine production. Uniform Civil Code.	10 Hours
	4. Cultural and demographic shifts under Colonialism: The process of religious conversion, religious syncretism in Goa, Goa *Indica* and Goa *Dourada,* Trends of Migration.	15 Hours
	5. Post Liberation Goan Society: Goa's Democratic politics and shifts in power, The Education debate in Goa, Land reforms,	15 Hours

	Emergence of tourism industry.
Pedagogy:	Discussions, Lectures, Field visits and Presentations
References/Readings:	Almeida, Jose C. 1967. *Aspects of Agricultural Activity in Goa, Daman and Diu*. Panaji: Government Printing Press. Alvares, Claude. 2001. *Fish, Curry and Rice: A Citizen's Report on The Goan Environment.* Mapusa: The Other India Book Press. Angle, P. 1994. *Goa: Concepts and Misconcepts.* Bombay: The Goa Hindu Association. Axelrod, Paul, and Michelle A. Fuerch. 1996. "Flight of the Deities: Hindu Resistance in Portuguese Goa." *Modern Asian Studies*. Vol. 30(2). pp. 387-421. Axelrod, Paul, and Michelle A. Fuerch. 1998. "Portuguese Orientalism and the Making of the Village Communities of Goa." *Ethnohistory,* Vol. 45 (3). pp. 439-476. Bragança, Pereira. 2008. *Ethnography of Goa, Daman and Diu*. Tipografia Rangel, 1940 translated by Maria Aurora Couto. New Delhi: Penguin. D'Souza, B. G. 1975. *Goan Society in Transition: A Study in Social Change*, Bombay: Popular Prakashan. D'Souza, T. R. 1990. *Goa though the Ages* (Vol. II - An economic history). New Delhi: Concept Publishers. D'Souza, T. R. 1979. *Medieval Goa: A Socio-economic history.* New Delhi: Concept Publishers. Dantas, Norman (Ed.). 1999. *The Ttransforming of Goa*. Mapusa: The Other India Press. Gune, V T. 1979. *Gazetteer of the Union Territory of Goa, Daman and Diu (Part I)*, Panaji: Gazetteer Department. Kamat, Pratima. 1999. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961.* Panaji: Institute Menezes Braganza.	

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Newman, Robert, S. 2001. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society.* Mapusa: The Other India Press.

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Rangel- Ribiero, Victor, Jose Lourenco and Salil Chaturvedi (Eds.). 2019. *Hanv Konn (Who Am I): Re-searching the Self.* Saligao: Goa 1556.

Robinson, Rowena, 1998. *Conversion, Continuity and Change: Lived Christianity in Southern Goa.* New Delhi: Sage Publications.

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Trichur, Raghuraman, S. 2013. *Refiguring Goa: From Trading Post to Tourism Destination.* Saleigao, Goa: Goa 1556.

Routledge, Paul. 2000. "Consuming Goa: Tourist Site as Dispensable Space." *Economic and Political Weekly.* Vol. 35 (30). pp. 2647-2656.

Rubinoff, Arthur G. 1992. "Goa's Attainment of Statehood". *Asian Survey*. Vol. 32 (5). pp. 471-487.

| Course outcomes: | 1. The students will get a nuanced understanding ofhistorical, sociological, and social-anthropological aspects of Goa.
2. They will grasp the unique colonial legacy of | |

	Goa.	
	3. They will be sensitive to social and cultural transformations in contemporary Goa	
	4. They can pursue their research on sociological problems of their interest having Goa as their field.	

Programme: M. A. (Sociology)

Course Code: SOC - 525   **Title of the Course**: Social Exclusion: Theories, Concept, and Policies

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites for the Course:	Students of any discipline can opt this Course.	
Objective:	This course will introduce the concepts of social exclusion, inequality, and poverty. The course deals with theoretical discussions on social exclusion and the policies of inclusion of marginalized groups.	
Content:	1.Concepts of Social Exclusion and Inclusive Policy: Histories and Meanings of the Terms-Social Exclusion and Inclusion; Political, Social, Economic, and Cultural dimensions of social exclusion and inclusion.	15 hours
	2. Poverty and Dimensions of social exclusion: Human Rights Approach; Deprivation; Globalization, Poverty and Processes of Social Exclusion; The Language of Exclusion; Unemployment and Exclusion; Policy Issues: Democracy and Political Participation; Diversity of Exclusions.	15 hours
	3. Social Exclusion and Marginalization: religion, race, caste, gender, ethnicity, class, region, culture, language, disability, migration, and forced migration.	15 hours
	4. Socially Exclusion and Inequality: Concepts and Strategies for Combating Social Exclusion; Equality, Inequality; Capability; Post-industrial Structuralism; Norm of structural exclusion; Social Exclusion and Inequality: Challenges before a Developing Society; Inequality, Poverty and Social Exclusion in India; Challenging gender inequality and social exclusion.	15hours
Pedagogy:	Lectures, discussions, presentations, and assignments.	

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References/Readings:	Atal, Yogesh, (2003), Managing Multiplicity: The Insider - Outsider Duality Ideological Dimension, Social Exclusion: Essays in HonourVolume-I), (A. Lal, Ed.) New Delhi: Concept Publishing Company.	
	Beall, J. (2002). *Globalization and Social Exclusion in Cities: Framing the Debate with Lessons from Africa and Asia.* London: Development Studies Institute.	
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	Buvinic, Mayra and Jacqueline Mazza, (2005), Gender and Social Inclusion: New Frontiers of Social Policy.	
	Evans, R. A. (2006). *Inclusion, Social Networks, and Resilience: Strategies, Practices, and Outcomes for Disabled Children and their Families.* Social Policy and Society.	
	Haan, & Arjan de. (2001) *Social Exclusion: Enriching the Understanding of Deprivation, Institute of Development Studies and Poverty Research Unit.* UK: University of Sussex.	
	Jenkins, R. (2006) *Social Exclusion of Scheduled Caste Children from Primary Education in India.* New Delhi: UNICEF India.	
	Kothari, R. (2003) *Social Exclusion: Historical, Institutional and Ideological Dimensions, Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak* (Vols. Volume-I.). (A.K. Lal, Ed.).	
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	Prasad, R.R. (2003) Social Exclusion: Concept, Meaning, and Scope. Ideological Dimensions, Social Exclusion: EssaNew Delhi: Concept Publishing Company.	
	Sen, A. (1992). *Inequality Re-examined.* New Delhi: Oxford University Press. Byrne.	

	Sen, A. (2000) *Social Exclusion: Concept, Application, and Scrutiny.* Manila, Philippine: Asian Development Bank. Silver, Hilary, & Miller, S. M. (2003) *Social Exclusion: The European Approach to Social Disadvantage, Poverty & Race.* Washington: Research Action Council. Sullivan, & Elizabeth. (2002) *Social Exclusion, Social Identity, and Social Capital: Reuniting the Global, the Local and the Personal,* UK: De Montfort Universit	
Course Outcomes:	1. Students will get comparative knowledge of nature and extent of social exclusion across the world. 2. Will be sensitive to the concerns of marginalised groups. 3. Will recognise the need for social inclusion through governmental policies. 4. Will be acquainted with the inclusive social practices.	

RESEARCH SPECIFIC ELECTIVE COURSES SEMESTER III

Programme: M. A. (Sociology)

Course Code: SOC - 601   **Title of the Course**:Invitation to Sociological Knowledge Production

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	The Course has no prerequisites.	
Objectives:	This course aims to: • introduce the philosophical foundations of social research in sociology; and • explore different methodological foundations of sociological knowledge production	
Contents:	1. Introduction to social research: Mill's Sociological imagination; Berger's humanistic orientation to sociology; Objectivity and values; Ethics in Social Research	15 hours
	2. Philosophical Foundations in Research: Ontological, Epistemological, and Axiological	15 hours
	3. Methodological Orientations: positivism and	15 hours

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	Interpretivism; Inductive and deductive reasoning	
	4. Types of social research: Basic, Applied and action research; Historical inquiry; Social survey; Case study, and Library research	15 hours
Pedagogy:	Lectures, discussions, and assignments	
References/Readings	Bailey, K. (1994). *Methods of Social Research*. New York, The Free Press, pp. 81- 104. Barnes, J. A. (1977). *The Ethics of Enquiry in Social Sciences*. Delhi: Oxford University Press. Benton, Ted. 2015. *Philosophical Foundations of the Three Sociologies*. London: Routledge. Berger, Peter L. (1963). Invitation to Sociology: A Humanistic Perspective. New York, NY: Anchor Books. Bhandarkar, P. L and Wilkinson, T. S. (2013). *Methodology and Techniques of Social Research* (13th Edition). New Delhi: Himalaya Publishing House. David, M and Sutton, C. D. (2011). Social research: An Introduction. London: Sage Publication. de Vaus, D. A. (1986). *Surveys in Social Research*. London: George Allen and Unwin. Denzin, N. K., and Lincoln, Y. S. (Eds.) 2018. *The Sage Handbook of Qualitative Research* (5th Edition). London: Sage publications. Giddens, A. (2019). New Rules of Sociological Methods: A Positive Critique of Interpretative Sociologies. New Delhi: Rawat Publication. Giddens, A. (Ed). (1974). *Positivism and Sociology.* London: Heinemann. Goode, W.J. and Hatt, P.K. (1953). *Methods in Social Research*. New York: McGraw Hill. Haralambos, M and Holborn, M, (2014). *Sociology: Themes and Perspectives.* London: Collins Publishers. Lal Das, D.K. (2015). *Designs of Social Research*. Jaipur: Rawat Publication.	

	Mills, C.W. (2000). The Sociological Imagination. New York: Oxford University Press. Mirchandani, R. (2005). Postmodernism and Sociology: From the Epistemological to the Empirical. Sociological Theory, 23(1). pp. 86–115. http://www.jstor.org/stable/4148895 Punch, K. F. (2014). *Introduction to Social research: Quantitative and qualitative approaches*. New Delhi: Sage Publication.	
CourseOutcomes:	1. Students are oriented to participate in sociological knowledge production. 2. Will be able to distinguish 'troubles' and 'issues' and 'autobiographies' and 'histories' as precursor to conceive a research problem. 3. Will gain an enhanced understanding of the philosophical and methodological foundations of research in sociology. 4. Will distinguish various types of research an decide on the type they would pursue.	

Programme: M. A. (Sociology)

Course Code: SOC - 602   **Title of the Course**: Quantitative Research

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	The course has no prerequisites.	
Objectives:	This course aims to: • familiarise the students to a variety of tools used to conduct empirical quantitative research in sociology. • to acquaint students with the different stages of research process like selection of research design, methods of data collection and analysis.	
Contents:	1. Introduction: Definition and history of quantitative research methodology; quantitative research process; Reliability and validity in quantitative research; Ethics in Social research	10 hours
	2. Quantitative Research Designs: Descriptive, Experimental, Quasi-experimental, and correlational research design, Types of Variables; Hypothesis-meaning and types of hypotheses	15 hours

	3. Process of data collection in Quantitative Research- Meaning and types of Survey Methods, Sampling meaning and types, Tools of data collection- Questionnaire and Interview method	20 hours
	4. Analysing Quantitative Data- Use of Statistics in Social Research, graphical presentation of data, measures of central tendency (mean, mode and median)	15 hours
Pedagogy:	Lectures, discussions, assignments, field visits and field-based assignments	
References/Readings	Bailey, K. (1994). *Methods of Social Research*. New York, The Free Press, pp. 81- 104. Barnes, J. A. (1977). *The Ethics of Enquiry in Social Sciences*. Delhi: Oxford University Press. Blalock, H.M. (1972). Social Statistics. New York: McGraw Hill. Bhandarkar, P. L and Wilkinson, T. S. (2013). *Methodology and Techniques of Social Research* (13th Edition). New Delhi: Himalaya Publishing House. de Vaus, D. A. (1986). *Surveys in Social Research*. London: George Allen and Unwin. Gupta, S. P. (2007). *Elementary Statistical Methods*. New Delhi: Sultan Chand & Sons. pp. 155- 168, 173-180, 187-197. Haralambos, M and Holborn, M, (2014). Sociology: Themes and Perspectives. London: Collins Publishers. Lal Das, D.K. (2015). *Designs of Social Research*. Jaipur: Rawat Publication. Punch, K. F. (2014). *Introduction to Social research: Quantitative and qualitative approaches*. New Delhi: Sage Publication. Raftery, A E. (2000). 'Statistics in Sociology, 1950-2000', *Journal of the American Statistical Association*, Vol. 95 (450). pp. 654-661. Stockemer, D. (2019). *Quantitative Methods for the Social Sciences: A practical introduction with examples in SPSS and Stata*. Switzerland: Springer Publication.	
Course Outcomes:	1. Students will be able to identify the nature of a sociological research problem which necessitates quantitative data to achieve research objectives. 2. Will be in a position to design a quantitative research design. 3. Can apply elementary statistics to classify and analyse data. 4. Will be in a position to explain the relationship between variables.	

Programme: M. A. (Sociology)

Course Code: SOC - 603   **Title of the Course**: Qualitative Research

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	The course has no prerequisites.	
Objectives:	Students will learn to: 1. investigate the social world using a variety of qualitative approaches; and 2. explore the principles underlying qualitative inquiry and acquire a general understanding of the theoretical positions that underlie qualitative methodology.	
Contents:	1. Qualitative Research: Definition, History and origin of Qualitative Research, Qualitative Methodology.	07 Hours
	2. Different Genres of Qualitative Research: Ethnography, auto ethnography, Case Study, Grounded Theory, phenomenological perspective	15 Hours
	3. Qualitative Research Design and Pre-fieldwork: selection of topic. literature review, statement of problem, research question, participants and site selection, sampling strategies in Qualitative Research and Ethics in Qualitative social research	15 Hours
	4. Types of Data collection tools: Qualitative Interviews, focus group, narratives, participant observation	15 Hours
	5. Field and the field worker: Reflexivity in qualitative research Interpretation and Analysis of Qualitative Data	8 Hours
Pedagogy:	Lectures, assignment, group discussions, presentations, field visits and field-based assignments.	
References/Readings:	Barnes, J. A. 1977. *The Ethics of Enquiry in Social Sciences*. Delhi: Oxford University Press. Bhandarkar, P. L and Wilkinson, T. S. 2013. *Methodology and Techniques of Social Research* (13th Edition). New Delhi: Himalaya Publishing House.	

Denzin, N. K., and Lincoln, Y. S. (Eds.) 2018. *The Sage Handbook of Qualitative Research* (5th Edition). London: Sage publications.

Flick, Uwe. (Ed.). 2014 *The Sage Handbook of Qualitative Data Analysis.* London: Sage Publications Ltd.

Flick, Uwe. (Ed.). 2018. *The Sage Handbook of Qualitative Data Collection*. London: Sage Publications Ltd.

Goldbart, Juliet and David Hustler. 2005. 'Ethnography,' in Bridget Somekh and Cathy Lewin. (eds.): *Research Methods in the Social Sciences*. New Delhi: Vistaar Publications. pp.16-23.

Guru, Gopal and Sunder Sarukkai. 2012. *The Cracked Mirror: An Indian Debate on Experience and Theory*. New Delhi: Oxford University Press.

Jayaram N. (Ed). 2017. *Knowing the Social World: Perspectives and Possibilities*. Hyderabad: Orient Blackswan.

Nongbri, Tiplut. 2017. 'Researching the Khasi: Encounter with the Self,' in N. Jayaram (eds.): *Knowing the Social World: Perspectives and Possibilities*. Hyderabad: Orient Blackswan. pp. 323-344.

Punch, Keith F. 2014. *Introduction to Social Research: Quantitative and Qualitative Approaches*. Third Edition. London: Sage Publications.

Silverman, David. 2000. *Doing Qualitative Research: A Practical Handbook*. London: Sage.

Saldana, Johnny. 2011. *Fundamentals of Qualitative Research: Understanding Qualitative Research*. New York. Oxford University Press

Srinivas, M. N., Shah, A. M., Ramaswamy, E. A., 2004. *The Fieldworker and the Field* (2nd Edition). New Delhi, Oxford University Press.

Taylor, Stevan. J., Bogdan, R., DeVault, M.L. 2016. *Introduction to Qualative Research Methods: A Guidebook and Resource* (4th Edition). New Jersey: John Wiley and Sons.

| Course Outcomes: | 1. Students will be able to develop theoretical knowledge about the qualitative research methods.
2. They can assess the merits and appropriateness of qualitative data analysis techniques in the study of different aspects of social reality.
3. They can understand the issue of data saturation while eliciting qualitative data.
4. They can conceive a research problem which warrants qualitative data to answer research questions. | |

GENERIC ELECTIVE COURSES SEMESTER III

Programme: M. A. (Sociology)

Course Code: SOC - 621   **Title of the Course**: State, Refugees, and Displaced People

NumberofCredits:4

Effective from AY:2023-2024

Prerequisites for the course:	Any student pursuing her/his post-Graduate studies at Goa University is eligible to opt For this course.	
Objectives:	1. Introducing and sensitizing students to issues pertaining to refugees in India. 2. It attempts to differentiate refugees from other categories such as migrants, diasporic communities and stateless people. 3. Main focus is on the Tibetan refugees in India	
Contents:	1. Introduction: Who is a refugee? Understanding Refugees: The social, political, and legal perspectives	8 hours
	2. Internally Displaced Persons and Stateless Persons Internally displaced persons of Jammu and Kashmir Development induced internally displaced persons	8 hours
	3. Forced migration and women and children Women refugees from Sri Lanka. Protection of refugee children in India.	4 hours

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	4. Understanding refugee communities in India: Chakmas, Afghan, Pakistani, Rohingyas, and Tamil	10 hours
	5. Tibetan refugees in India: The making of the Tibetan refugee Constructing and sustaining the Tibetan nation in exile Nationalism and the dialectics of identity Tibetan refugees and the Indian army	20 hours
	6. State response to the refugee crisis International treaties and refugee protection The debate on the National Refugee Law for India The Indian State and the differential treatment of refugees	10hours
Pedagogy:	Lectures, Discussions, Presentations.	
References/Readings:	Aristide R. Zolberg, *et al.* 1989. *Escape from Violence-Conflict and Refugee Crisis in the Developing World.* New York: OUP. Bose, Tapan and Manchanda, Rita.1997. *State, Citizens and Outsiders.* Nepal: South Asia Forum for Human Rights. Guy S. Godwin- Gill. 1987. *The Refugee in International Law.* Oxford: Clarendon Press. Mishra, Omprakash (Ed.). 2004. *Forced Migration.* Delhi: Manak Publication. Myron Weiner. 1991. *Rejected Peoples and Unwanted migrants.* Massachusetts: MIT Centre for International Studies Publications. Samaddar, Ranbir. 2003. *Refugees and the State: Practices of Asylum and Care in India 1947-2000.* New Delhi: Sage. Das Pradip Kumar; Roy. 2022. Women Refugees and Their Unrecognised Plights in International Refugee Law Regime: A Critical Analysis. *Indian Journal Of Law And Justice.* https://ir.nbu.ac.in. Datta, Ankur. 2016. Dealing with dislocation: Migration, place and home among displaced Kashmiri Pandits in Jammu and Kashmir. *Contributions to Indian Sociology.* Sage.	

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Hans,Asha 1997.Sri Lankan Tamil Refugee Women in India. *Refuge*. Vol 16(2).

Kiran Dolly Sapam & Parisha Jijina .2020. Facing challenges and drawing strength from adversity: Lived experiences of Tibetan refugee youth in exile in India, *IndoPacific Journal of Phenomenology*, 20:1.

Vijayakumar Veerabhadra. 2002. Protection of Refugee Children in India. *Refuge Canada s Journal on Refuge* 20(2):52-55.

Courseoutcomes:	1. Students will have a critical understanding of how the modem construct of nation as nation-state gives rise to fuzzy binaries of insiders and outsiders.	
	2. Students will get a holistic idea of the outsiders within the Indian nation-state, including the much-discussed Kashmiri Pandits.	
	3. Students will be able to discern various political sociological issues concerning the Tibetan refugee, one of India's longest staying refugee groups	
	4. Students are sensitized to the socio-cultural and economic issues facing refugees and can engage in the debate for a National Refugee Law in India.	

Programme: M. A. (Sociology)

Course Code: SOC - 622   **Title of the Course**: Tourism and Society

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	The course is open to all the students of post graduate programmes in Goa University.	
Objectives:	This course aims to: • understand how perspectives from tourism are grounded in sociological theory • provide an overall understanding of trends,	

	challenges, and socio-environmental issues and its impacts on the societal and natural systems, its use of land and resources, its relationship with sustainability, and local development.	
Contents:	1. Introduction – Basic concepts and evolution of tourism industry, Types of tourism, Tourism as a subject of sociological enquiry	10 hours
	2. Sociology of Tourism- Tourism and pilgrimage, Tourism and Broostin's pseudo-events, MacCannell's touristic authenticity, Urry's tourism gaze	15 hours
	3. Tourism, Society and Culture- Tourism and local development, tourism -spiritual and emotional response, tourist and host relationship, tourism and socio-cultural consequence**,** Tourism and sustainable development	20 hours
	4. Goa Tourism: Trends and Challenges- trajectory of Goa's tourism development and local response, its socio-cultural and environmental impact, State response and policies	15 hours
Pedagogy:	Lectures, discussions, assignments, field visits and student presentations	
	Alvares, C. (Ed). 2002. *Fish, Curry and Rice: A sourcebook on Goa, ecology and life-style.* Mapusa: A Goa Foundation Publication. Cohen, E. 1984. The Sociology of Tourism: Approaches, Issues and Findings. *Annals Review of Sociology*, 10, 373-392. Cohen, E. 1988. Traditions in the Qualitative Sociology of Tourism. *Annals of Tourism Research.* Vol. 15 (1). pp. 29-46. Cohen, E and Cohen, S. A. 2012. Current Sociological Theories and Issues in Tourism. *Annals of Tourism Research,* 39(4), 2177-2202. Dann, G and Cohen, E. 1991. Sociology and Tourism. *Annals of Tourism Research*, 18, 155-169. Government of Goa. 2020. *Goa Tourism Policy Master Plan 2020.* Goa: Government of Goa.	

Jazal, T and Robinson, M. (Eds). 2009. *The Sage Handbook of Tourism Studies.* Singapore: Sage Publication.

MacCannell, D. 1973. Staged Authenticity: Arrangements of Social Space in Tourist Settings. *American Journal of Sociology.* Vol. 79 (3). pp. 589-603.

Newman, R. S. 1984. Goa: The Transformation of an Indian Region. *Pacific Affairs.* Vol. 57(3). pp. 429-449.

Newman, R. S. 2001. 'Western Tourists and Goan Pilgrim: A Comparison of Two Ritual Dramas' in *Of Umbrellas in Goddesses & Dreams – Essays on Goan Culture and Society*. Mapusa: Other India Press.

Noronha, F. 1997. Fighting the Bane of Tourism. *Economic and Political Weekly.* Vol. 32 (51). pp. 3253-3256.

Noronha, L., Siqueira, A., Sreekesh, S., Qureshy, L., and Kazi, S. 2002. Goa: Tourism, Migration, and Ecosystem Transformations. *Population, Consumption, Environment.* Vol. 31(4), pp. 295-302.
Noronha, L., Lourenco, N., Lobo-Ferreira, J.P., Lleopart, A., Feoli, E., Sawkar, K., and Chachadi, A.G (Eds). 2003. *Coastal Tourism, Environment and Sustainable Local Development.* New Delhi: TERI.

Routledge, P. 2000. Consuming Goa: Tourist Site as Dispensable Space. *Economic and Political Weekly.* Vol. 35 (30). pp. 2647-2656.

Routledge, P. 2001. Selling the Rain, Resisting the Sale: Resistant Identities and the Conflict over Tourism in Goa, *Social and Cultural Geography.* Vol. 2 (2). pp. 222-240.

Sawkar, K., Noronha, L., Mascarenhas, A., Chauhan, O., and Saeed, S. 1998. Tourism and the Environment Case Studies on Goa, India, and the Maldives. *The Economic Development Institute of the World Bank.* pp. 1-28.

	Shalini, M. 2001. *Tourism and Society: Cross-cultural Perspective.* Jaipur: Rawat Publication. Sharpley, R. 2018. *Tourism, Tourist and Society.* London: Routledge. Swain, S. K., and Mishra, J. M. 2012. *Tourism: Principles and Practices.* New Delhi: Oxford University Press. Tao, T.C.H and Wall, G. 2009. Tourism as Sustainable Livelihood Strategy. *Tourism Management.* Vol. 30 (1). pp. 90-91. Trichur, R. S. 2013. *Refiguring Goa from Trading Post to Tourism Destination.* Saligao: Goa 1556. Urry, J. (1990). *The Tourist Gaze.* London: Sage Publication.	
Course Outcomes:	1. The students will be able to understand the complex relationship between tourism and society in general. 2. The students can analyse the social, cultural and environmental issues related to tourism development in diverse settings. 3. They can relate the theoretical knowledge of sociology of tourism to the empirical context in Goa. 4. They can identify research issues in the context of tourism expansion in Goa.	

Programme: M. A. (Sociology)

Course Code: SOC - 623   **Title of the Course**: Indian Tribes – An Academic Discourse

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	This course is open to all students pursuing post-graduate studies in the School of Social Sciences.	
Objectives:	This course aims: 1. to familiarize the students with the academic discourse on India Tribes and to explore the theoretical understanding of the concept of tribe in Indian society; and 2. to impart knowledge to students about tribal identity, issues of marginality, their culture,	

	polity, ecology, and the problems and challenges faced by them.	
Content:	1. A Discourse on conceptualising Tribes in the Indian Society: concept of tribe and caste, the transformation of tribes in India, Verrier Elwin and G.S Ghurye debate on Indian tribes, The problematization of Tribal Integration.	20 Hours
	2. Tribal Identity and Marginality: imagining tribe in colonial and Post- Independence India, Romanticised Notions of Tribes: A critique, Tribes and Indian National Identity, Tribal Women in Indian Society	20 Hours
	3. Tribal Society, Culture, Polity, and Ecology: cultural symbol (Sacred Groves) of tribal political self-assertion, Tribal mobilisation in India. Tribal Development: Problems and Challenges	15 Hours
	4. Tribes in Goan Society: Cultural assertion and political usage	5 Hours
Pedagogy:	Lectures, group discussions, presentations, field visits and field-based assignments	
References/Readings:	Bailey, F. G. 1960. *Tribe, Caste, and Nation.* Bombay: Oxford University Press. Beteille, Andre. 1986. 'The concept of tribe with special reference to India.' *European Journal of Sociology.* Vol. 27 (2). pp. 297-318. Channa, Subhadra. M. 2020. *Anthropological Perspectives on Indian Tribes*. Hyderabad: Orient BlackSwan Pvt. Ltd. Elwin, Verrier. 1943: *The Aboriginals*. Bombay: Oxford University Press. Furer- Haimendorf, Christoph Von. 1982. *Tribes of India: The Struggle for Survival*. Delhi: Oxford University Press. Gomes, Bernadette. 2008. 'Niz Goemkar versus Bingtamkar: The Tribal people's Right to Internal Self- Determination,' in Pius Malekandathil and Remy Dias (eds.): *Goa In the 20th Century History and Culture*. Panaji Goa: Institute Menezes Braganza. pp.307-317. Guha, Ramachandra. 1996. "Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India." *Economic and Political Weekly.* Vol.	

31, (35/37). Pp. 2375-2380, 2382-2383, 2385-2389.

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Iyer. K. Gopal. 2020. *Tribal, Land, Forest and Identity: Issues in Jharkhand and Odisha*. India: Concept Publishing Company Pvt. Ltd.

Madan, T.N. (Ed.). 2013*. Sociology at the University of Lucknow: The First Half Century (1921-1975).* New Delhi: Oxford University Press.

Prasad, Archana. 2011. *Against Ecological Romanticism: Verrier Elwin and the Making of an Anti-Modern Tribal* Identity. India: Three Essays Collectives.

Rao, V. Srinivasa (Ed.). 2021. *Tribal Livelihood and Governance: Regional Concerns*. Jaipur: Rawat Publications.

Rangel- Ribiero, Victor, Jose Lourenco and Salil Chaturvedi (Eds.). 2019. *Hanv Konn (Who Am I): Re-searching the Sel*f. Saligao: Goa 1556.

Ratnagar, Shereen. 2019. *Being Tribal*. Delhi: Primus Books.

Rycroft, Daniel. J. and Dasgupta, S. (Eds.). 2011. *The Politics of Belonging in India: Becoming Adivasi* (1st Edition). London: Routledge.

Singh, K.S. 1994. *The Scheduled Tribes: People of India* National Series Vol. III. Oxford: Oxford University Press.

Singh, K. S. 2006. *Tribal Movements in India* Vol. I. New Delhi: Manohar Publishers and Distributors.

Srivastava, Vinay. K (Ed.). 2020. *India's Tribes: Unfolding Realities (Social Change in Contemporary India)*. New Delhi: Sage Publications Pvt. Ltd.

Trivedi, Rajshree and Burke, Rupalee (Eds.). 2018. *Contemporary Adivasi Writings in India: Shifting Paradigms*. Chennai: Notion Press.

	Verma, Ankita. 2021. *The Legend of Birsa Munda*. Bhopal: Manjul Publications. Verma, R.C, 1990. *Indian Tribes through the Ages*. India: Publications Division Ministry of Information and Broadcasting Government of India. Vidyarthi, L.P. and Rai, B.K. 1985. *Tribal Culture in India*. New Delhi. Concept Publishing Company. Xaxa, Virginius. 1999. 'Transformation of Tribes in India: Terms of Discourse'. *Economic and Political Weekly*. 34(24): 1519-1524. Xaxa, Virginius. 1999. 'Tribes as Indigeneous People of India'. *Economic and Political Weekly*. 34(51): 3589-3595. Xaxa, Virginius. 2008. *State, Society and Tribes: Issues in Post-Colonial India*. India: Pearson Longman.	
Course Outcomes:	1. Students will be able to develop theoretical understanding of the concept of tribe. 2. Will be able to distinguish a tribe from caste. 3. Will gain knowledge about culture, identity, marginalization and challenges faced by the tribes in the Indian society. 4. Will know the tribal situation in Goa.	

Programme: M. A. (Sociology)

Course Code: SOC - 624   **Title of the Course**: Environment and Society

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	This course is open to all students who are pursuing their postgraduate studies at Goa University.	
Objectives:	This course aim to • develop a sociological understanding of environment. • sensitize students with human and nature relationship. • make students aware of environmental issues in India • introduce students to ecological issues in Goa	

Content:	1. Introducing Environmental Sociology: Emergence and scope Early interest in ecological issues in India: J. C. Kumarappa, Patrick Geddes, Radhakamal Mukerjee and Verrier Elwin, Research in Environmental sociology in India: An Overview	11 ours
	2. Ecology and Society: Growth of Environmentalism: An OverviewSociety, culture and environment, Ecological change and social conflict, Gender and Environment	15 ours
	3. Contemporary Environmental Issues and Concerns:Industrialisation, Urbanisation, and environmental issues, Consumerism and Environmentalism ICT and Environment	10 ours
	4. Towards Environmental Conservation: Environmental Movements in India, Subsistence strategies and environmental management, Environment and Sustainable development	15 ours
	5. Ecology of Goa: Traditional knowledge and management of natural resources, Current social ecological issues in Goa	09 hours
Pedagogy:	Lectures, discussions, presentations, field visits and case studies	
References/Readings:	Alvares, C. (2001). *Fish, Curry and Rice: A Citizen's Report on the Goan Environment.* Mapusa: The Other India Book Press. Baviskar, A. (1997). 'Ecology and Development in India: A Field and its Future' in *Sociological Bulletin,* September, pp.193-*206.* Bostrom, M. and Davidson. (2018). Environment and Society. London: Palgrave Macmillan Cham. Buckingham, S. and Turner, M (ed). (2008). *Understanding Environmental Issues*. London: SAGE Publications Ltd. Carolyn, M. (Ed.). (1996). *Ecology*. Jaipur: Rawat Publications. Dauvergne, P and Lister, J. (2010). 'The Prospects and Limits of Eco-Consumerism: Shopping Our Way to Less Deforestation?'*Organization & Environment*. pp. 132-154. Dunlap, R. et al. (2017). *Environmental Sociology*. Jaipur: Rawat Publications.	

Gadgil, M. and Guha, Ramachandra. 1992. *This Fissured Land.* New Delhi: Oxford University Press.

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Guha, R, 1995. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* Delhi: Oxford University Press.

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Guha, R. 1994. (Ed.). *Social Ecology.* New Delhi: Oxford University Press, 1994.

Guha, R. 1997. 'Social Ecological Research in India-A Status Report', in *Economic and Political Weekly,* Vol. 32 (7), Feb. 15, pp.345 - 352.

Guha, R. 2000. *Environmentalism: A Global History.* New York: Oxford University Press.

Kandpal, P. 2018. *Environmental Governance in India Issues and Challenges.* New Delhi: SAGE Publications.

Krishna, S. 1996. *Environmental Politics.* New Delhi: Sage Publications.

Mayerfeld, M. 2004. *An Invitation to Environmental sociology.* Thousand Oaks: Fine Forge Free.

Newton, T. 2008. *Nature and Sociology*. London: Routledge.

Rangarajan, M. 2007 (Ed.). *Environmental issues in India: A Reader.* India: Dorling Kindersley.

Sahu R. 2021. (Ed). *Studies in Indian Sociology: Sociology of Social Movement*. New Delhi: SAGE Publications.

	Saraswati, B. 1998. *Cultural Dimension of Ecology*. New Delhi: D.K. Printworld (P) Ltd. Sonak, S. 2014. *Environmental Development of Goa at Crossroads*. Panaji: Broadway Publishing House. Shiva, V. 1988. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. Shiva, V. 2010. 'Ecological Movements in India' in T. K. Oommen (Ed.) *Social Movements II: Concerns of Equity and Security.* New Delhi: Oxford University Press. pp. 275-296. Williams, J. 2000. The Technology Junction: Exploring Technology and The Environment. *International Committee for the History of Technology (ICOHTEC). p*p. 7-20	
Course outcomes:	1. Students are familiarised with the pioneers of environmental sociology in India. 2. Will be able to think critically and develop arguments about environmental sociology. 3. Can reorient themselves to the importance of environment for social groups. 4. They can assess their own social-ecological surrounding and develop strategies towards resolving environmental concerns.	

Programme: M. A. Sociology
Course Code: SOC - 625
Title of the Course: Indian Tribal Society: Emerging Issues
Number of Credits: 4
Effective from AY: 2023-2024

Prerequisites for the course:	Any post-graduate student can opt for this course.	
Objective of the course	To arrive at a conceptual understanding of the category 'Tribe' and thereby to introduce to the developmental issues and concerns pertaining to the tribes of India.	
Content:	Introduction 1. A socio-demographic and geographic profile of tribes in India 2. 'Tribe': A conceptual debate	10 hours
	Legal and administrative framework 1. De-notified, Nomadic and Semi-Nomadic Tribes 2. Particularly Vulnerable Tribal Groups (PVTGs) 3. Scheduled Areas	10 hours

	4. The Fifth Schedule **5.** The Sixth Schedule	
	Emerging issues of exclusion 1. Alienation of tribal lands 2. Displacement and forced migration 3. Concern for indigenous knowledge 4. Forest communities and livelihood	20 hours
	Tribal identity, resistance and state politics in Goa 1. Understanding Goa's tribal ethnicity 2. Crystallizing protest into movement: The case of Goa	10 hours
	Legal and constitutional issues 1. Tribal Sub Plan (TSP): A perspective from Goa 2. Forest Rights Act and its implementation (FRA) 3. Panchayats Extension to Schedule Areas Act (PESA)	10 hours
Pedagogy:	Lectures, field visits and presentations	
References/Readings:	Atal, Y. (2016). *Indian tribes in transition: The need for reorientation*. New Delhi: Routledge. Gandhi, M., & Sundar, K.H.S.S. (2020). *Denotified tribes of India: discrimination, development and change*. New Delhi: Manohar Publications. Joshi, V. & Upadhyaya, C. (Ed.) (2017): *Tribal situation in India*. Jaipur: Rawat Publication. Khedekar, V. V. (2004). *Goa Kulmi: Paryavaraniya sanskrutiche janak, rakshak*. Goa: Sampark Madhyam. Ministry of Tribal Affairs Government of India May, 2014: *Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India.* New Delhi. Munshi, I. (Ed.). (2012). *The adivasi question: Issues of land, forest and livelihood*. New Delhi: Orient Black Swan. Shah, G. (2004). *Social movements in India: A review of literature*. New Delhi: Sage Publications. Singh, K. S. (1993). *People of India: Goa* Vol. XXI. Bombay: Popular Prakashan Pvt. Ltd. Singh, K. S. (1994). *The Scheduled Tribes*, *People of India*, Vol. III. New Delhi: Oxford University Press. Srinivasa Rao, V. (Ed.). (2019). *Adivasi rights and exclusion on India*. New Delhi: Routledge.	

Course outcomes:	1. The students will know the social and demographic profile of the tribes of India.	
	2. Will recognise the administrative and legal consideration about the tribes of India.	
	3. Will know the emerging concerns and issues pertaining to tribes in India in general and tribes of Goa in particular.	
	4. The students are trained to conduct research on the tribal society	

RESEARCH SPECIFIC ELECTIVE COURSES SEMESTER IV

Programme: M. A. Sociology

Course Code: SOC - 604   **Title of the Course:** Ethnographic Research

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to opt for this course	
Objectives:	The objectives are: 1. to make students understand ethnography as a theoretical and methodological paradigm of inquiry; 2. to clarify the procedures of ethnographic research; and 3. to familiarize students to Indian ethnographic tradition.	
Content:	Introduction • What is ethnography? • Ethnography as a theory and method • A historical overview	10 hours
	Doing ethnography • Developing a research design • Approaching the field • Oral accounts and Ethnographic interviewing (Life histories and autobiographical interviews) • Recording and organizing data: Field notes	20 hours
	Approaches, writing ethnography • Feminist ethnography • Virtual ethnography • Thick description • Auto ethnography	10 hours
	Ethnography in India: Historical account • Native ethnography in India • Anthropological survey of India: a historical perspective • Colonial ethnography: Caste, tribe and race	20 hours

	• Ethnography and census	
Pedagogy:	Lectures, field visits, presentations, audio-visuals.	
References/Readings:	Angrosino, M. (2007). *Doing ethnographic and observational research*. Thousand Oaks, CA: Sage. Atkinson, P. (2017). *Thinking ethnographically*. New Delhi Sage Publications. Brewer, J. D. (2010). *Ethnography*. Jaipur: Rawat Publications. Fetterman, D. M. *Ethnography: Step by step.* New Delhi: Sage Publications. Flick, U. (2009). *An introduction to qualitative research*. New Delhi: Sage Publications. Given, L. M. (Ed.). Vol. I. (2008). *The sage encyclopedia of qualitative research methods.* New Delhi: Sage Publications. Hammerseley, M. & Atkinson, P. (2008). *Ethnography: Principles in practice*. London: Routledge. Kasi, E., & Malik, R. C. (Ed.). (2009). *Theory and practice of ethnography*. Jaipur: Rawat Publications. McNeill, P. (1985). *Researchmethods*. New York: Tavistock Publications. O'Reilly, K. (2009). Key concepts in ethnography. New Delhi: Sage publications. Singh, K. S. (2011). *Diversity, identity, and linkages: explorations in historical ethnography*. New Delhi: Oxford University Press. Srinivas, M. N., Shah, A. M., & Ramaswamy, E. A. (Ed.) (1979). *The field worker and the field*. New Delhi: Oxford India Paperbacks. Thapan, M. (Ed.). (1998). *Anthropological journeys: Reflections on fieldwork*. New Delhi: Orient Longman.	
Course Outcomes:	1. Students will identify ethnography as a tool in collecting qualitative data. 2. Are introduced to varieties areas in which ethnography is used. 3. Students will get trained in ethnographic research	

	while formulating hermeneutically informed social research. 4. Will get a hands-on knowledge of conducting ethnographic field work through assignments.	

Programme: M. A. (Sociology)

Course Code: SOC - 605   **Title of the Course**: Academic Writing and Social Research

Number of Credits: 4

Effective from AY: 2023-2024

Prerequisites for the course:	This course is open to students who are pursuing their postgraduate studies at Goa University.	
Objectives:	This course aims to: • familiarize students with different aspects of academic writing; and • enhance their skills in writing research articles and other academic texts.	
Content:	1. Research Process and Academic Writing What is Academic Writing? Turning ideas into researchable questions, Drafting a research proposal; Process of writing a research paper	10 hours
	2. Research Ethics and Plagiarism Protection of research participants; Ethics and Academic Honesty, Research Misconduct/ Fabrication/ Unethical Practices; Avoid plagiarism: Anti-Plagiarism Tool Plagiarism Policies, Penalties and Consequences	10 hours
	3. Tools of Academic Writing Literature Review: Process of literature review Online literature databases; Literature management tools Paraphrasing, Summary Writing, Use of MS Word/ MS excel, effective presentations using PowerPoint and Beamer, plagiarism detection tools.	14 hours
	4. Bibliography/Referencing Style Literature search and Reference management; Citation, Footnote/Endnote APA style; Reference Management Tools	14 hours
	5. From Research to Publication Types of journals, Selection of journal and submission process, UGC-Care List, Scopus, Web of Science, Impact factor, Identifying Predatory/cloned journals	12 hours
Pedagogy:	Lectures, discussions, tutorials, practical demonstration	
References/Readings:	Bailey, S. (2017). *Academic Writing A Handbook for International Students.* London: Routledge.	

Edwards, M. (2015). *Writing in sociology*. SAGE Publications, https://dx.doi.org/10.4135/9781483384467.

Harris, A. and Tyner-Mullings, A. (2013). *Writing for Emerging Sociologists*. SAGE Publications..

Israel M. (2014). *Research Ethics and Integrity for Social Scientists*. London: SAGE Publications.

Jayaram, N. (2019). Manual of Style (Eighth Revised Edition). Mumbai: TISS. Retrieved from: https://tiss.edu/uploads/files/Manual_of_Style.pdf.

Kail, B. and Kail, R. (2022). *Effective Writing for Sociology.* New York: Routledge.

Lahman. (2017). *Ethics in Social Science Research Becoming Culturally Responsive.* London: SAGE Publications.

Semalty A. (2021). *Academic Writing*. Hyderabad: BS Publications.

Sutherland-Smith, W. (2008). *Plagiarism, the Internet, and Student Learning Improving Academic Integrity.* London: Routledge.

Taylor, G. (2009). *A Student's Writing Guide: How to Plan and Write Successful Essays*. Cambridge: Cambridge University.

Online sources:
1. Academic English. (10 May 2022*). How to use Zotero for referencing (in 2022).* https://youtu.be/DlefObdLbLQ
2. Bharati Vidyapeeth's IMSR. (2021 21 August).*How to be safe from fake cloned & predatory journals in research publications.* https://youtu.be/6LwHAlwYT1I
3. Tip Top Bio. (31 January 2022) *How To Use Mendeley Reference Manager (Complete Beginner'sGuide).* https://youtu.be/OzFHGFnAM2Q
4. USM Library TV. (2021 18 August). *Elsevier WebinarDecoding the Predatory Journal Menace - Understanding the Nuances of Predatory Publishing.* https://youtu.be/ECZj7x-75YQ

| Course outcomes: | 1. Students will distinguish academic writing from other types of writing. 2. They will recognise the requirements of precision, logicality, and objectivity while an intellectual writes for other intellectuals. | |

| | 3. They will recognise academic writing styles such as APA and Chicago in social sciences.
 4. They are trained to present their research findings in academic language.
 5. They will be able to learn and demonstrate various skills in academic writing and effectively use the various online tools for writing dissertation. | |

Annexure III

AC Resolution relating to Sociology Ph. D. Course Work I: Research Methodology
1. Ph. D. Course Work Course title to be titled as 'Research Methodology'.
2. Ph. D. Course Work Programme, under content, point No.7 title to be named 'Issues in Social Research'.
Both these suggestions have been incorporated in the revised syllabus of Sociology Course Work I: Research Methodology

Programme: Ph. D. Course Work

Course Code: Sociology Course Work I   **Title of the Course**: Research Methodology

Number of Credits: 4

Effective from AY: 2022-2023

Objectives:	This course aims to: 1. familiarise Ph. D. students with the typology of social research; 2. train them in developing sociological sensitivity and imagination; and 3. train the students to identify a research issue of their choice and formulate a researchable proposal.	
Content:	1. Introduction to Social Research	2 hours
	2. Types of social research: Basic, applied and action research, Historical inquiry, social survey, Case study and Library research	10 hours
	3. Research procedures: Identification and formulation of research problems, Survey of literature, Pilot study and pre-test and Hypotheses building	5 hours
	4. Sampling: The sampling frame, probability and non-probability sampling techniques	10 hours
	5. Tools and techniques of data collection: Observation, Interview, Questionnaire, Content analysis, case study	10 hours
	6. Processing, analyses, and interpretation of data: Use of Statistics in Social Research, graphical presentation of data, Field and the field worker: Reflexivity in qualitative research Interpretation and Analysis of Qualitative Data	15 hours
	7. Issues in social research: Objectivity and	8 hours

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	values, Ethical issues, Ideologies and social science	
Pedagogy:	Lectures, discussions and assignments	
References/Readings	Bailey, K. (1994). *Methods of Social Research*. New York, The Free Press, pp. 81- 104. Barnes, J. A. (1977). *The Ethics of Enquiry in Social Sciences*. Delhi: Oxford University Press. Bhandarkar, P. L and Wilkinson, T. S. (2013). *Methodology and Techniques of Social Research* (13th Edition). New Delhi: Himalaya Publishing House. de Vaus, D. A. (1986). *Surveys in Social Research*. London: George Allen and Unwin. Denzin, N. K., and Lincoln, Y. S. (Eds.) (2018). *The Sage Handbook of Qualitative Research* (5th Edition). London: Sage publications. Flick, U. (Ed.). (2014). *The Sage Handbook of Qualitative Data Analysis.* London: Sage Publications Ltd. Jayaram, N. (2023). *Sociological Theory and Research Methods: A study in the Philosophy of the Social Sciences.* Shimla: Indian Institute of Advanced study. Kothari, C. R. (1985). Research Methodology. New Delhi: Wiley Eastern. Lal Das, D.K. (2015). *Designs of Social Research*. Jaipur: Rawat Publication. Punch, K. F. (2014). *Introduction to Social research: Quantitative and qualitative approaches*. New Delhi: Sage Publication. Raftery, A E. (2000). 'Statistics in Sociology, 1950- 2000', *Journal of the American Statistical Association*, Vol. 95(450). pp. 654-661. Stockemer, D. (2019). *Quantitative Methods for the Social Sciences: A practical introduction with examples in SPSS and Stata*. Switzerland: Springer	

	Publication.	
Learning Outcomes	After completion of the course, the students will be able to: 1. distinguish different types of social research; 2. distinguish a 'trouble' from 'issue' and 'biography' and 'historicality'; 3. decide the methodological issues informing their chosen research issue; and 4. launch and complete their doctoral studies.	

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