



GOA UNIVERSITY

Sociology syllabus for First Year, Second Year, and Third Year BA Sociology General and Honours Programme Syllabus passed in the meetings of the Board of Studies in Sociology held on 27/02/2017, 27/04/2017, 05/02/2018, 27/03/2018, 25/02/2019, and 30/04/2019 and approved by the meetings of the Academic Council held on 06/03/2017, 16/02/2018, 08/03/2018, 21/03/2018, 08/03/2019, 10/05/2019, and 24/05/2019.

<i>Semester</i>	<i>Course Code and Nomenclature</i>	<i>Page Number</i>
Semester I	SOC 101: Introduction to Sociology - I	3
	SOGE 101: Crime and Society	4
Semester II	SOC 102: Introduction to Sociology - II	6
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Semester III	SOC 103: Society in India	8
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	SOS 103: Social Skills and Etiquettes	10
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Courses for Semester V (BA General)

Core Course for Semester V

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>	<i>Page Number</i>
SOC 105	Foundations of Sociological Thought	04	17

Elective Courses for Semester V (BA General)

Students can opt for any one Elective Course from the list given below

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>	<i>Page Number</i>
SOD 101	Indian Society: Issues and Concerns	04	24
SOD 102	Rural Society in India	04	26
SOD 103	Sociology of Migration	04	28

Core and Elective Courses for Semester V (BA Honours Sociology)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>	<i>Page Number</i>
SOC 105	Foundations of Sociological Thought	04	17
SOC 106	Sociology of Gender	04	19
SOC 107	Social Research Methods	04	21
SOD 101	Indian Society: Issues and Concerns	04	24
SOD 102	Rural Society in India	04	26
SOD 103	Sociology of Migration	04	28

Courses for Semester VI (BA General)

Core Course for Semester VI

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>	<i>Page Number</i>
SOC 108	Contemporary Sociological Theories	04	31

Elective Courses for Semester VI (BA General)*

Students can opt for any one Elective Course from the list given below

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>	<i>Page Number</i>
SOD 104	Sociology of Tribes	04	37
SOD 105	Sociology of Marginalised Groups	04	40
SOD 106	Gender and Society: Emerging Issues	04	43

Core and Elective Courses for Semester VI (BA Honours Sociology)*

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>	<i>Page Number</i>
SOC 108	Contemporary Sociological Theories	04	31
SOC 109	Urban Society in India	04	33
SOC 110	Environmental Issues in India	04	35
SOD 104	Sociology of Tribes	04	37
SOD 105	Sociology of Marginalised Groups	04	40
SOD 106	Gender and Society: Some Emerging Issues	04	43

*Sociology Project is in lieu of one Elective in Semester VI Code: SOP. Project allotment will take place in Semester V and examination will be held in Semester VI.

SEMESTER I

SOC 101: Introduction to Sociology – I

This introductory paper is an attempt at 1) acquainting the students with the sociological perspective, and 2) sensitizing the students to the foundations and organisation of social life. The paper is planned in such a way that even students without any prior exposure to sociology develop an interest in the subject.

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 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 Anomie
- 4.4 Social control

Basic Readings

- Barnard, A, Terry Burgess and Mike Kirby. *Sociology*. 2003. London: Cambridge University Press.
- Haralambos, M., Holborn M., Chapman, S. and Stephen Moore. 2013. *Sociology: Themes and perspectives*. London: Harper Collins Publishers Ltd.
- Macionis, John J. 2005. *Sociology*. New Delhi: Pearsons Hall of India.
- Schaefer, Richard T. and Robert P. Lamm. 1999. *Sociology*. New Delhi: Tata-McGraw Hill.

SOGE 101: Crime and Society

This paper is intended (1) to acquaint the students with the changing profile of crime and criminals, (2) to equip them with the emerging perspectives of crime causation with particular emphasis on sociological explanations, and (3) to sensitise them to the emerging idea of correction.

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|---|------------|
| 1. Introduction to Crime | (10 Hours) |
| 1.1: Conceptions of crimes: classical, legal, geographical, psychological, and sociological | |
| 1.2: Types of Crime and criminals | |
|
 | |
| 2. Sociological theories of crime | (10 Hours) |
| 2.1: Differential association theory | |
| 2.2: Delinquent subculture | |
| 2.3: Social structure and Anomie | |
| 2.4: Labelling theory | |
|
 | |
| 3. Theories of punishment | (15 Hours) |
| 3.1 Retributive | |
| 3.2 Deterrent | |
| 3.3 Reformative | |
|
 | |
| 4. Correction | (15 Hours) |
| 4.1 Prison based correction | |
| 4.2 Custodial violence | |
| 4.3 Probation and parole | |
| 4.4 Idea of open prison | |
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| 5. Visits to local police station, prison, and courts | (10 Hours) |

Note: The Socio-Generic is a novel concept. In order to enrich the course and increase its relevance and practicality each teacher is encouraged to modify and elaborate the broad contents of the course above to suit local conditions. Field visits are encouraged and may be treated as instruments for Intra Semester Assessment.

Basic readings

- Ahuja, Ram. 2008. *Criminology in India*. Jaipur: Rawat Publications.
- Merton, R. K. 1972. *Social Theory and Social Structure*. New Delhi: Emerind Publishing Company.
- Ministry of Home Affairs. *Report of the All India Committee on Jail Reforms: 1980-83*. 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.

SEMESTER II

SOC 102: Introduction to Sociology - II

The objectives of the paper are to 1) to familiarize the students with the social institutions organised to meet basic human needs, 2) to make the students aware of social stratification systems which rank groups of people in a hierarchy, 3) to sensitize the students to the existence of inequality among different groups in a society, and 4) to introduce students to processes of social change that modify social structures.

I. Social institutions	(15Hours)
4.1 Family	
4.2 Religion	
4.3 Education	
4.4 Health and medicine	
II. Social Stratification	(15 Hours)
2.1 Meaning and definition	
2.2 Forms of stratification	
2.3 Facets of slavery	
2.4 Ageing and society	
III. Social inequality	(15 Hours)
3.1 Gender inequality	
3.2 Poverty	
3.3 Race and Ethnicity	
IV. Social Change	(15 Hours)
4.1 Meaning and factors of social change	
4.2 Social Mobility	
4.3 Technology and society	
4.4 Modernisation	

Basic 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, John J. *Sociology* New Delhi: Pearsons Hall of India, 2005.
- Schaefer, Richard T. and Robert P. Lamm. *Sociology*. New Delhi: Tata-McGraw Hill, 1999.

SOGE 102: Religion and Society

This course acquaints students with a sociological understanding of religion. It examines some forms of religion in India and their role in modern society.

Introduction

1. Understanding Religion (15 Hours)

1.1. Religion as a system of beliefs and practices

1.2. Religion and Rationalization

1.3 Rites of Passage

2. Theories of Religion (15 Hours)

2.1: E. B. Taylor

2.2: Emile Durkheim

2.3: Karl Marx

2.4: Max Weber

3. Religions in India (15 Hours)

3.1: Major religions: Hinduism, Islam and Christianity

3.2: Other religions: Sikhism, Buddhism, Jainism, Zoroastrianism and Judaism

4. Contemporary issues in Religion (15 Hours)

4.1: Secularism and Secularization

4.2: Fundamentalism and Communalism

4.3: New Religious Movements

Basic Readings

Asad, T. 1993. *Genealogies of religion: Discipline and reasons of power in Christianity and Islam*. Baltimore: John Hopkins Press.

Béteille, A. 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, E. 2001. *The elementary forms of the religious life*. Oxford: Oxford University Press.

Gennep A. V. 1960. *Rites of passage*. London: Routledge and Kegan and Paul.

Madan, T.N. 1991. *Religion in India*. New Delhi: OUP.

Robinson, R. 1998. *Conversion, continuity and change: Lived christianity in southern Goa*. New Delhi: Sage Publications,

Weber, Max. 1905. *The protestant ethic and the spirit of capitalism*. New York: Free Press.

SEMESTER III

SOC 103: Society in India

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|---|----------|
| 1. Making of Indian society | 20 Hours |
| 1.1 Indus Valley Civilization
1.2 Process of Aryanisation
1.3 The North-East Region
1.4 Society in South India
1.5 Impact of Islam and Christianity | |
| 2. Social Institutions in India | 10 Hours |
| 2.1 Caste system
2.2 Joint Family and kinship
2.3 Marriage
2.4 Religion | |
| 3. Processes of Change in India | 10 Hours |
| 3.1 Sanskritisation
3.2 Westernisation
3.3 Industrialisation
3.4 Impact of Information and Communication Technology (ICT) | |
| 4. Social Movements in India | 20 Hours |
| 4.1 Peasant movements
4.2 Dalit movements
4.3 Women's movements
4.4 Environmental movements | |

Basic Readings

- Ahuja, Ram. 1993. *Indian social system*. Jaipur: Rawat Publications.
- Dube, S. C. 1990. *Indian society*. New Delhi: National Book Trust.
- Shah, Ghanshyam. 2009. *Social movements in India*. New Delhi: Sage Publications.
- Srinivas, M. N. 1992. *Social change in modern India*. Delhi: Orient Longman.
- Srinivas M. N. 1996. *Caste: Its twentieth century avatar*. New Delhi: Viking Penguin.

SOGE 103: Sociology of Health

This course aims to introduce students to the social issues concerning health and health care.

Unit 1: Health and Society 15 Hours

- 1.1. Meaning and definition of health
- 1.2. Social Epidemiology
- 1.3. Traditional systems of health care around the world

2.1. Structuring of health 15 Hours

- 2.2. Social construction of illness and treatment
- 2.3. Dehumanization of relation in health care
- 2.4. Inequality in healthcare

Unit 3: Gender and Health 15 Hours

- 3.1. Masculinity and health
- 3.2. Feminine health: Body image, eating disorders, reproductive health and women as healthcare givers
- 3.3. Gender and Family Planning

Unit 4: Stigmatization of Disease and Disability 15 Hours

- 4.1. Skin disease and societal attitudes
- 4.2. Sexually Transmitted Diseases
- 4.3. Physical Disabilities
- 4.4. Mental Disabilities

Basic Readings

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 Delh: Tata-McGraw Hill.

Web Resources

<https://courses.lumenlearning.com/diseaseprevention/chapter/culture-beliefs-attitudes-and-stigmatized-illnesses/>

http://isahlakidergisi.com/wp-content/uploads/2015/03/TJBE_November_2014_29_51.pdf

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3248273/>

SOS 103: Social Skills and Etiquettes

Course Objective: Main aim of this course is to facilitate students to develop skills and etiquette required for social interaction in modern society.

Unit I- Introduction 15 Hours

- 1.1. Social Skills and Etiquette
- 1.2. Classification of Social Skills: Interpersonal, Professional and Virtual
- 1.3. The need for Social Skills and Etiquette
- 1.4. Etiquette and Manners

Unit II- Social Skills (Communication) 15 Hours

- 2.1. Greetings and Introductions
- 2.2. Social Address: Usage of names and titles
- 2.3. Small Courtesies (gratitude, condolence and personal spaces)
- 2.4. Role play in Communication Skills (Practical component)

Unit III- Types of Social Etiquette 15 Hours

- 3.1. Business Etiquette
- 3.2. Etiquette in Public Spaces
- 3.3. Telephone Etiquette
- 3.4. Dining Etiquette
- 3.5. Classroom Etiquette
- 3.6. Etiquette in Technology- Netiquette and Online Etiquette
- 3.7. Exercises in Etiquette (Practical component)

Unit IV- Etiquette: A Global Perspective 15 Hours

- 4.1. Cultural Sensitivity: A need in a globalised world
- 4.2. Changing Trends in Social Etiquette

SUGGESTED READINGS

- Gopalaswamy, Ramesh and Mahadevan, Ramesh. 2010. *The ace of soft skills – Attitude, communication and etiquette for success*. Delhi: Pearson Publisher.
- Lewis, Richard. D. 1996. *When cultures collide: Managing successfully across cultures*. United States: Nicholas Brealey Publishers.
- Mitra, Barun. K. 2016. *Personality development and soft skills*. New Delhi: Oxford Publications.

- Moore, June, Hines. 2003. *Social skills survival guide: A handbook for interpersonal and business etiquette*. United States: Broadman and Holman Publishers.
- Smith, Jodi. R. 2011. *The etiquette book: A complete guide to modern manners*. New York: Sterling Publication.

Web Resources

- <https://www.thespruce.com/social-etiquette-tips-1216646>
- <https://www.thespruce.com/quick-business-etiquette-tips-1216789>
- <https://www.thespruce.com/etiquette-tips-for-your-personal-and-professional-life-1216851>
- <http://smallbusiness.chron.com/10-basics-business-etiquette-2925.html>
- <http://businessculture.org/business-culture/business-etiquette/>
- https://books.google.co.in/books?id=nwhOAQAIAAJ&printsec=frontcover&source=gb_s_ge_summary_r&cad=0#v=onepage&q&f=false
- http://mccrindle.com.au/resources/whitepapers/McCrindle-Research_Word-Up-08_Manners-in-the-21st-Century_Mark-McCrindle.pdf
- http://ebook79.com/public/front/images/file/8228240pic05_09_2014.pdf
- <http://www.managementstudyguide.com/what-is-etiquette.htm>

SEMESTER IV

SOC 104: Society and Culture in Goa

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|----|--|----------|
| 1. | Goa: Land and its people
1.1 Introduction to the study of society in Goa
1.2 Comunidade/ Gaonkari system
1.3 Bhatkar-Mundkar relations
1.4 Land Conversion | 20 Hours |
| 2. | Socio-cultural Institutions
2.1 Religion
2.2 Caste system
2.3 Panchayati Raj
2.4 Family and law | 20 Hours |
| 3. | Processes of Change
3.1 Demographic trends
3.2 Migration
3.3 Education
3.4 Socio-Cultural dynamics | 10 Hours |
| 4. | Issues and Concerns
4.1 Environmental Problems
4.2 Tourism
4.3 Medium of Instruction
4.4 Social mobilisations | 10 Hours |

Suggested Readings

- Alvares, Claude. 2002. *Fish, curry and rice: A sourcebook on Goa, its ecology and lifestyle*. Mapusa: The Goa Foundation.
- Carvalho Selma. 2010. *Into the diaspora wilderness*. Goa: Goa 1556.
- Couto, Aurora, Maria. 2004. *Goa- A daughter's story*. New Delhi: Penguin.
- Dantes, N. 1999. *Transforming Goa*. Goa: Other India Press.
- Keyes, Mascarenhas, Stella. 2011. *Colonialism, migration and the international Catholic Goan community*. Goa: Goa 1556.
- Newman, Robert. 2001. *Of umbrellas, goddesses and dreams*. Goa: Other India Press

SOGE 104: Gender and Violence

Course Objective: Having gender sensitisation as its main goal, the course introduces students to the gender based violence.

Unit 1: Cultural Interpretations of Gender 15 Hours

- 1.1. Sex and Gender
- 1.2. Identification of gender

Unit 2: Gender and Violence 15 Hours

- 2.1 Masculinity and violence
- 2.2 Violence against women
- 2.3 Transgender experience of violence

Unit 3: Portrayal of gender in Media 15 Hours

- 3.1 Gender Stereotypes
- 3.2 Reinforcement of traditional gender roles
- 3.3 Normalization of violence

Unit 4: Achieving Gender Equality 15 Hours

- 4.1 Legal recourse for victims of violence
- 4.2 Social activism
- 4.3 Gender sensitisation

Suggested 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 Delh: National Book Trust.\
- Monica Das Gupta, L. C. 1995. *Women's Health in India: Risk & Vulnerability*. New Delhi: Oxfam.
- Itulua-Abumere, F. 2013. 'Understanding Men and Masculinity in Modern Society.' *ResearchGate* .
- 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.

- 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.
- Polawary, H. 2014. 'Portrayal of Women in Indian Mass Media: An Investigation.' *Journal of Education & Social Policy*.
- Sarbjee, 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.

SOS 104: Corporate Interpersonal Skills

Course Objective: This course aims to develop skills required to compete and participate in the corporate and professional life among students.

Unit I- Exploring Career Prospects 20 Hours

- 1.1. Seeking employment
- 1.2. Preparing a Curriculum Vitae and Resume
- 1.3. Employment Sources

Unit II- Interview Skills 20 Hours

- 2.1. Grooming and Conduct: Body language and communication skills
- 2.2. Etiquette at interviews
- 2.3. Mock Interviews (practical component)

Unit III- Professional Presence at Work Place 20 Hours

- 3.1. Interpersonal skills
- 3.2. Work Ethics
- 3.3. Workplace relationships
- 3.4. Dealing with harassment, discrimination and bullying
- 3.5. Informal Business Gatherings
- 3.6. Formal Business Gatherings
- 3.7. Business Exchanges (practical component)

SUGGESTED READINGS

- Enelow, Wendy and Kursmark, Louis. 2016. *Modernise your resume*. United States: Emerald Career Publishing.
- Lewis, Richard. D. 1996. *When cultures collide: Managing successfully across cultures*. United States: Nicholas Brealey Publishers.
- Moore, June Hines. 2003. *Social skills survival guide: A handbook for interpersonal and business etiquette*. United States: Broadman and Holman Publishers.
- Rao, M. S. 2011. *Soft skills – Enhancing employability, connecting campus with corporate*. Delhi: I. K. International publishing house, Pvt. Ltd.
- Smith, Jodi. R. 2011. *The etiquette book: A complete guide to modern manners*. New York: Sterling Publication.

Web Resources

- http://ebook79.com/public/front/images/file/8228240pic05_09_2014.pdf
- <http://www.managementstudyguide.com/what-is-etiquette.htm>
- <http://smallbusiness.chron.com/10-basics-business-etiquette-2925.html>
- <https://www.thespruce.com/quick-business-etiquette-tips-1216789>
- <http://businessculture.org/business-culture/business-etiquette/>

http://mccrindle.com.au/resources/whitepapers/McCrindle-Research_Word-Up-08_Manners-in-the-21st-Century_Mark-McCrindle.pdf

SEMESTER V**Programme: B.A. (Sociology)**

SEMESTER V

Course Code: SOC 105

Title of the Course: Foundations of Sociological Thought

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	This course is designed to introduce to the students the main ideas of the founding fathers of sociology and their contributions.	
Content:	1. The Emergence of sociology 1.1. The Social Forces 1.2. The intellectual Forces 1.3. Comte: Positivism and the Law of Three Stages 1.4. Spencer: The Evolution of Society	20 Hours
	2. Durkheim 2.1. Social Facts 2.2. The Division of Labour in Society 2.3. Suicide 2.4. Elementary Forms of Religious Life	15 Hours
	3. Marx 3.1. The Dialectical Method and Historical Materialism 3.2. Theory of Class Conflict 3.3. Alienation	10 Hours
	4. Weber 4.1. Types of Social Action 4.2. Types of Authority 4.3. Verstehen 4.4. Religion and Rise of Capitalism	15 Hours
Pedagogy:	Lectures, discussions, tutorials, student presentations and field visits. Field visits are encouraged and can be treated as	

	items for ISA (Intra Semester Assessment)	
Basic Readings:	<ol style="list-style-type: none"> 1. Abraham, Francis and John Henry Morgan. 1987. <i>Sociological thought</i>. Delhi: McMillan India Limited. 2. Beteille, A. 2005. <i>Sociology: essays on approach and method</i>. New Delhi: Oxford University Press 3. Calhoun, C. et.al. (eds.) 2002. <i>Classical sociological theory</i>. Blackwell. 4. Coser, Lewis, A. 1996. <i>Masters of sociological thought</i> (2nd edition). Jaipur: Rawat Publications. 5. Giddens, A. 1971. <i>Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Weber</i>. Cambridge: Cambridge University Press. 6. Ritzer, George. 2016. <i>Classical sociological theory</i>. New Delhi: McGraw Hill Education (India) Private Limited. 7. Turner, J. H. 2004. <i>The structure of sociological theory</i>. Jaipur: Rawat Publications. 	
Learning outcomes:	Understanding of Thinkers and their theories and the macro perspectives in Sociology	

Programme: B. A. (Sociology)

Semester V

Course Code: SOC 106

Title of the Course: Sociology of Gender

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	To sensitize the students to gender as a category of social analysis and changing profile of Indian women	
Content:	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> 1.1. Difference between Sex and Gender 1.2. Social Construction of Gender 1.3. Gender in global perspective 1.4. Biological and cultural theories on sex roles 	15 Hours
	<ol style="list-style-type: none"> 2. Women in Indian Society: Changing profile <ol style="list-style-type: none"> 2.1. Ancient 2.2. Medieval 2.3. Colonial 2.4. Independent India 	15 Hours
	<ol style="list-style-type: none"> 3. Demographic Profile - The Gender Gap <ol style="list-style-type: none"> 3.1. Growth of population (1901 – 2011) 3.2. Sex composition 3.3. Infant mortality rates 3.4. Sex ratio 3.5. Fertility rate 3.6. Literacy rate 3.7. Life expectancy 	15 Hours
	<ol style="list-style-type: none"> 4. Gender Inequality <ol style="list-style-type: none"> 4.1. Economy 4.2. Polity 	15 Hours

	4.3. Religion 4.4. Personal Laws	
Pedagogy:	Lectures, discussions, student's presentation, PPT and field visits. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	
Basic Readings:	<ol style="list-style-type: none"> 1. Bhende A. and Kanitkar T. 2003. <i>Principles of population studies</i>. Himalaya Publishing House. 2. Bose Ashish.1991. <i>Demographic diversity in India</i>. B. R. Publishing Company, New Delhi. 3. Desai Neera and Usha Thakkar. 2001. <i>Women in Indian society</i>. National Book Trust India, New Delhi. 4. Haralambos. M. 1998. <i>Sociology: themes and perspectives</i>. Oxford University Press, New Delhi. 5. Schaefer Richard T. and Robert P. Lamm. 1999. <i>Sociology</i>. Penguin Books, Harmondsworth, Middlesex. 	
Learning outcomes:	Understanding the basic concepts and the changing profile of Indian women.	

Programme: B. A. (Sociology)

Semester V

Course Code: SOC 107

Title of the Course: Social Research
Methods

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	<ul style="list-style-type: none"> • To make students familiar with the process of research in social sciences and provide them with an orientation to the research procedure. • Study of research methods as a means of understanding social reality and identify relevant tools and techniques used in studying social phenomena. • To guide students to work on research projects. 	
Content:	1. Introduction to Social Research 1.1. Nature, meaning and significance. 1.2. Basic steps to research, selection and formulation of a research problem and writing a research proposal, types of research design, hypothesis for the study. 1.3. Objectivity and subjectivity	10 Hours
	2. Types of social research 2.1. Pure and applied 2.2. Historical and empirical 2.3. Descriptive, Exploratory and Experimental 2.4. Qualitative and Quantitative.	10 Hours
	3. Sources of data, Methods and Techniques of data collection 3.1. Primary and Secondary data 3.2. Different Methods 3.2.1. Interview method	25 Hours

	<p>3.2.2. Interview schedule 3.2.3. Questionnaire 3.2.4. Observation method 3.2.5. Ethnographic method 3.2.6. Oral history/narratives 3.2.7. Field work 3.2.8. Sampling</p>	
	<p>4. Processing, Analysing and Interpretation of Data 4.1. Editing, Coding, classification and tabulation 4.2. Content analysis 4.3. Report writing</p>	15 Hours
Pedagogy:	<p>Lectures, discussions, tutorials, student presentations Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)</p>	
Basic Readings:	<ol style="list-style-type: none"> 1. Goode, W. J. and Hatt. 1981. <i>Methods in social research</i>. New York: McGraw Hill. 2. Gilham, B. 2005. <i>Case study research methods</i>. London: Continuum Publishers. 3. -----, 2005. <i>The research interview</i>. London: Continuum Publishers. 4. Kothari, C. R. 1987. <i>Research methodology: Methods and techniques</i>. Delhi: Wiley Eastern Ltd. 5. -----, 2004. <i>Research methodology</i>. New Delhi: New Age International Ltd. Publishers. 6. Kumar, R. 2011. <i>Research methodology</i>. New Delhi: Sage Publications. 7. O' Leary, Z. 2011. <i>The essential guide to doing your research project</i>. New Delhi: Sage Publication. 8. Riesmann, C. K. 1993. <i>Narrative analysis</i>. New Delhi: Sage Publications. 	
Learning outcomes:	Students will be able to independently carry out	

	minor research projects or become a research assistant.	
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Programme: B. A. (Sociology)	
Semester V	
Course Code: SOD 101	Title of the Course: Indian Society: Issues and Concerns
Number of Credits: 04	
Effective from AY: 2019-2020	

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	Identify and analyze some emerging social issues and problems and to acquire sociological understanding focusing on their structural linkages and interrelationships	
Content:	1. Introduction 1.1. Meaning of Social Problem 1.2. Approaches to the Study of Social Problems 1.3. Theories of Deviance	10 Hours
	2. Population Dynamics 2.1. India's Population Profile: Emerging Trends 2.2. Demographic Trends in Goa 2.3. Comparison between India and Goa	10 Hours
	3. Delinquency and Child Abuse 3.1. Juvenile Delinquency: Meaning, Nature, Characteristics, Causes, Types and Effects 3.2. Child Labour: Nature, Causes, Effects, Measures and CRG 3.3. Paedophilia with special reference to Goa	15 Hours
	4. Current Challenges 4.1. Alcoholism and Drug Abuse 4.2. Problem of AIDS in Goa 4.3. Communalism and Terrorism	25Hours
Pedagogy:	Lectures, discussions, tutorials, student presentations and field visits Students must be encouraged to make on the spot observations or field visits of the problems	

	whenever and wherever they find the recurrence of these problems. In order to give the students for sympathetic understanding of the problem, it would be rewarding to use the methodology of role playing.	
Basic Readings:	<ol style="list-style-type: none"> 1. Ahuja, Ram. 1997. <i>Social problems in India</i>. Jaipur: Rawat. 2. Madan, G. R. 1995. <i>Indian social problems</i> (Vols. I and II). New Delhi: Allied Publishers. 3. Mamoria, C. B. 1999. <i>Social problems and social disorganisation</i>. New Delhi: Kitab Mahal. 4. Merton, R.K. and R. Nisbet (ed). 1971. <i>Contemporary social problems</i> (3rd edition). New York: Harcourt Brace Jovanovich. 5. Thomas, G. 1994. <i>AIDS in India: Myth and reality</i>. Jaipur: Rawat. 6. Gokhale, S. D. <i>et al</i> 1999. <i>Aging in India</i>. Mumbai. Somaiya Publications Pvt. Ltd. 7. Pai, Panandikar and P. N. Chaudhari 1983. <i>Demographic transition in Goa and policy implications</i>. New Delhi: Uppal Publishing House. 	
Learning outcomes:	The course content will empower the students to deal with the current challenges and to serve as change agents in governmental and non-governmental organizations.	

Programme: B. A. (Sociology)

Semester V

Course Code: SOD 102

**Title of the Course: Rural Society in
India**

Number of Credits: 04

Effective from AY: 2019-2010

Prerequisites for the course:	Knowledge of society and culture in India and Goa	
Objectives:	The course aims to familiarise students with the nature of rural societies in India.	
Content:	1. Rural Society in India: An Introduction 1.1. Nature of Rural Society in India 1.2. Types of Rural society in India	10 Hours
	2. Village Social Structure 2.1. Family in Rural India 2.2. Caste system and Jajmani relations 2.3. Rural elite and village panchayats	15 Hours
	3. Rural Economy 3.1. Land tenure system and land reforms 3.2. Peasant Movements 3.3. Green Revolution 3.4. Current Rural Development Programmes: Self Help Groups, MGNREGA	15 Hours
	4. Challenges to Rural Development 4.1. Casteism 4.2. Factional Politics 4.3. Political Interference 4.4. Natural Calamities	20 Hours

	4.5. Poverty, Indebtedness and Unemployment	
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Pedagogy:	Lectures, discussions, student's presentation, PPT and field visits. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	
Basic Readings:	<ol style="list-style-type: none"> 1. Desai, A. R. 1977. <i>Rural sociology in India</i>. Mumbai: Popular Prakashan, 2. Bose, Ashish. 1978. <i>India's Urbanization</i>. New India: Tata Mc Graw Hill. 3. Dhanagare, D.N. 1988. <i>Peasant Movements in India</i>. New Delhi: OUP. 4. Doshi, S.L. 1999. <i>Rural Sociology</i>. Jaipur: Rawat Publishers. 5. Lakshminarayana, H. D. 1980. <i>Democracy in Rural India</i>. New Delhi: Nationals, 6. Oommen, T.K. 1984. <i>Social Transformation in Rural India</i>. New Delhi: Vikas Publication. 	
Learning outcomes:	To understand the basic nature of rural society and the challenges facing the Indian villages.	

Programme: B. A. (Sociology)

Semester V

Course Code: SOD 103

Title of the Course: Sociology of Migration

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	<ul style="list-style-type: none"> • To introduce the students to migration as an academic area of study and acquaint them with the different theoretical perspectives on migration. • To develop an understanding of the historical background and mechanisms behind the migration process. • To understand the causes, patterns of migration; and migration as an ongoing process in the world, India and Goa. 	
Content:	1. Migration as an area of study <ul style="list-style-type: none"> 1.1. Meaning of migration and related concepts 1.2. Origin, Scope and Significance of Migration Studies 1.3. Migration in India: A brief overview. 	20 Hours
	2. Causes and Types of Migration <ul style="list-style-type: none"> 2.1. Economic, social, political causes 2.2. Types of Migration: Voluntary and Involuntary Migration 	10 Hours
	3. Migration process in Goa <ul style="list-style-type: none"> 3.1. Colonial era: Conversion and Inquisition; Heavy taxes, Lack of educational opportunities, Agrarian economy and Unemployment 	20 Hours

	3.2. Post-Liberation period	
	4. Impact of Migration 4.1. Impact of migration on society 4.2. Impact of migration on family	10 Hours
Pedagogy:	Lectures, discussions, tutorials, student presentations. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	
Basic Readings:	<ol style="list-style-type: none"> 1. Amrith, S. S. 2011. <i>Migration and diaspora in modern Asia</i>. New Delhi: Cambridge University Press. 2. Carvalho, S. 2010. <i>Into the diaspora wilderness</i>. Goa: Goa 1556 & Broadway Publishing House. 3. Cohen, J. H., and Sirkeci, I. 2011. <i>Cultures of migration: the global nature of contemporary mobility</i>. United States of America: University of Texas Press. 4. Government of Goa. 2008. <i>Goa migration study report</i>. Department of NRI Affairs. 5. Gulati, L. 1983. Male migration to the Middle East and the impact on the family: Some evidences from Kerala. <i>Economic and Political Weekly</i>, 18 (52–53). 6. -----, 1993. <i>In the absence of their Men: The impact of male migration on women</i>. New Delhi: Sage Publications. 7. Kelegama, S. (Ed.). 2011. <i>Migration, remittances and development in South Asia</i>. New Delhi: Sage Publications India Pvt. Ltd. 8. World Migration Report. 2008. <i>Managing labour mobility in the evolving global economy</i>. New Delhi: Academic Foundation. 9. Zachariah, K. C.; Mathew, E. T. and Rajan, S. I. 2003. <i>Dynamics of migration in Kerala: Dimensions, differentials and</i> 	

	<i>consequences.</i> New Delhi: Orient Longman.	
Learning outcomes:	Students will be able to critically analyse contemporary issues and debates around migration.	

SEMESTER VI**Programme: B.A. (Sociology)**

SEMESTER VI

Course Code: SOC 108

Title of the Course: Contemporary
Sociological Theories

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of foundations of sociological thought	
Objectives:	This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives	
Content:	1. Introduction to early American Sociological theory and micro-macro divide	05 Hours
	2. Functionalism 2.1 General arguments/intellectual roots 2.2 Contributions of Parsons and Merton 2.3 Critical overview	10 Hours
	3. Conflict theory 3.1 General arguments/intellectual roots 3.2 Contributions of Dahrendorf and Coser 3.3 Critical overview	15Hours
	4. Exchange theory 4.1 General arguments/intellectual roots 4.2 Contributions of Homans and Blau 4.3 Critical overview	15 ours

	5. Symbolic Interactionism 5.1 General arguments/intellectual roots 5.2 Contributions of Mead and Blumer 5.3 Critical overview	15 Hours
Pedagogy:	Lectures, discussions, tutorials, student presentations and field visits. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	

Basic Readings:	<ol style="list-style-type: none"> 1. Barnes, H. E. 1959. <i>Introduction to the history of sociology</i>. Chicago: The University of Chicago Press. 2. Coser, L. 2000. <i>Masters of sociological thought</i>. New York: Harcourt Brace Jovanovich. 3. Fletcher, R. 1999. <i>The making of sociology (2 Vols)</i>. Jaipur: Rawat Publications, 4. Francis, Abraham, M. 1998. <i>Modern sociological theory</i>. Delhi: Oxford University Press. 5. Haralambos, M. 2010. <i>Sociology: themes and perspectives</i>. Delhi: Oxford University Press. 6. Ritzer, G. 2016. <i>Classical sociological theory</i>. New Delhi: Tata McGraw Hill, 7. Turner, J. H., Beegley, L and Powers C. 2015. <i>The emergence of sociological theory</i>. New Delhi: Cengage Learning, 	
Learning outcomes:	Understanding of theoretical developments in the 20 th Century	

Programme: B. A. (Sociology)

Semester VI

Course Code: SOC 109

Title of the Course: Urban Society in
India

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of introductory sociology.	
Objectives:	To introduce students to the basic concepts, theories, nature & dynamics of urbanization in India and Goa. To develop an understanding of the contemporary social processes and changes in Urban setting.	
Content:	1. Urban Society in India 1.1 Nature, scope and significance 1.2 Urbanization 1.3 Urbanism as a way of life 1.4 Rural-urban Continuum	15 Hours
	2. Development of City: A historical perspective 2.1 pre-historical, early historical and medieval cities 2.2 Urbanization in British & post-independence period in India	15 Hours
	3. Theories of urban growth 3.1 Traditional theories – Louis Wirth, Ernest Burgess & Robert Park 3.2 Contemporary theories – Manuel Castells & David Harvey	15 Hours
	4. Urban problems and Urban Planning in India 4.1 Migration related issues: Urban Crimes and slums 4.2 Urban environmental problems: Pollution, waste disposal and Housing.	15 Hours

	4.3 Urban planning in India: An overview 4.4 Urban planning in Goa	
Pedagogy:	Lectures, discussions, student's presentation, PPT and field visits. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	
Basic Readings:	<ol style="list-style-type: none"> 1. Alvares, Claude. 2002. <i>Fish, curry and rice: A sourcebook on Goa, its ecology and lifestyle</i>. Mapusa: The Goa Foundation. 2. Bergill, E. 1995. <i>Urban sociology</i>. New Delhi: Mc Graw Hill Book Co. 3. Bose, Ashish. 1978. <i>India's urbanization</i>. New Delhi: Tata Mc Graw Hill. 4. Desai A R. and Devidas Pillai. <i>Slum and urbanization</i>. Mumbai: Popular Prakashan. 5. Gupta, Samir, Das. 2012. <i>Urban sociology</i>. Delhi: Peorson Education Id and ICFAI University Press, 6. Patel, Sujata and Das Kushal. 2006. <i>Urban studies</i> New Delhi : Oxford University Press. 7. Ramchandran, R. 1989. <i>Urbanization and urban systems in India</i>. New Delhi: OUP. 8. Rao, M.S.A. 1974. <i>Urban sociology in India</i>. New Delhi: Orient Longman. 9. Shiva, Vandana. 1992. <i>The violence of the green revolution: Third world agriculture, ecology and politics</i>. Goa: The Other India press, 	
Learning outcomes:	Students will be able to understand basic concepts and developmental changes taking place in urban setting in India and Goa.	

Programme: B. A. (Sociology)

Semester VI

Course Code: SOC 110

Title of the Course: Environmental
Issues in India

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of Introductory Sociology	
Objectives:	<ol style="list-style-type: none"> 1. To sensitize students to the impact of environmental changes on human lives and societies. 2. To create consciousness regarding environmental protection and conservation. 	
Content:	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> 1.1 Concept and meaning of environment 1.2 Nature and the Environment 1.3 Sociology and the Environment 	15 Hours
	<ol style="list-style-type: none"> 2. Environment and Resources <ol style="list-style-type: none"> 2.1 Environment and Resources Relationship 2.2 Ecology, Ecosystem and Society (Interrelationship) 2.3 Resource Depletion and Resource Waste 	15 Hours
	<ol style="list-style-type: none"> 3. Development and Environment <ol style="list-style-type: none"> 3.1 Industrialization, Urbanization and Environmental Degradation 3.2 Depletion of Natural Resources 3.3 Pollution -Air, Water and Soil 3.4 Development, Displacement and Rehabilitation 	15 Hours
	<ol style="list-style-type: none"> 4. Contemporary Environmental Concerns <ol style="list-style-type: none"> 4.1 Deforestation and Ecological Crises 4.2 Global Warming and Water Crises 4.3 Mining 4.4 Marine Ecosystem and Fishing Community 	15 Hours
Pedagogy:	Lectures, discussions, tutorials, student	

	presentations and field visits	
Basic Readings:	<ol style="list-style-type: none"> 1. Alvares, Claude. 2002. <i>Fish, curry and rice: A sourcebook on Goa, its ecology and lifestyle</i>. Mapusa: The Goa Foundation. 2. Arnold, D. and Ramchandra Guha (eds.) 1995. <i>Nature, culture, imperialism; Essays on the environmental history of South Asia</i>. Oxford University Press, New Delhi. 3. Chaudhury, Sukant, K. 2014. <i>Sociology of environment</i>. New Delhi: Sage Publications. 4. Ghosh, G. K. 1995. <i>Environment and women development</i>. New Delhi: Ashish Publishing House. 5. Johri, Rakesh. 2008. <i>E-Waste: Implications, regulations and management in India and current global best practices</i>. New Delhi: TERI. 6. Giddens, Anthony and Sutton, Phillip W. 2013. <i>Sociology (7th Edition)</i>. New Delhi: Wiley. 7. Khedekar, Vinayak, Vishnu. 2013. <i>Eco-Culture: Goa paradigm</i>. Panjim: Broadway Publishing House. 8. Khoshoo, T. N. 1984. <i>Environmental concerns and strategies</i>. New Delhi: Indian Environmental Society. 9. Mahesh, Rangarajan. (ed.) 2007. <i>Environmental issues in India: A reader</i>. New Delhi: Pearson. 10. Prasad, Archana (ed.) 2008. <i>Environment, development and society in contemporary India: An introduction</i>. Macmillan India, Delhi 	
Learning outcomes:	Students can discern the nature of environmental issues in India	

Programme: B. A. (Sociology)	
Semester VI	
Course Code: SOD 104	Title of the Course: Sociology of Tribes
Number of Credits: 04	
Effective from AY: 2019-2020	

Prerequisites for the course:	Knowledge of introductory sociology	
Objectives:	The tribal people constitute a significant segment of Indian society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.	
Content:	<p>1. Understanding Tribes</p> <p>1.1 The concept of tribe, features and classification</p> <p>1.2 Tribe-Caste Continuum</p> <p>1.3 The Ghurye-Elwin debate</p> <p>1.4 Demographic profile: habitat, distribution and concentration of tribal people; tribal zones; sex ratio; status of women</p> <p>1.5 Tribal society in Goa</p>	15 Hours
	<p>2. Tribal movements</p> <p>2.1 Colonial</p> <p>2.2 Post-Independence Periods</p> <p>2.3 Tribal unrest in Goa</p>	10 Hours
	3. Tribal Development in Post	15 Hours

	<p>Independent India</p> <p>3.1 Nehruvian and Elwinian approach to Tribal Development</p> <p>3.2 Five Year Plans and Tribal Development</p> <p>3.3 Emerging Developmental Initiatives</p> <p>3.4 Tribal development in Goa</p>	
	<p>4. Problems of tribal people</p> <p>4.1 Land alienation & Agrarian issues</p> <p>4.2 Illiteracy, Poverty & Indebtedness</p> <p>4.3 Unemployment</p>	15 Hours
	<p>5. Some Recent Debates</p> <p>5.1 Forests and Tribal Economy</p> <p>5.2 Forest Right Act, 2006</p>	05 Hours
Pedagogy:	<p>Lectures, discussions, tutorials, student presentations and field visits.</p> <p>In order to enrich the course and increase its relevance and practicality, field visits are encouraged and should be treated as instruments for intra semester assessment. Audio visual methods should be used. Wherever possible, illustrations should be drawn from the local communities.</p>	
Basic Readings:	<ol style="list-style-type: none"> 1. Dube, S.C. 1977. <i>Tribal heritage of India</i> New Delhi: Vikas. 2. Haimendorf, Christoph von. 1982. <i>Tribes of India: The struggle for survival</i> Oxford: Oxford University Press. 3. Hasnain, N. 1983. <i>Tribes in India</i> New Delhi: Harnam Publications. 4. Rao, M. S. A. 1979. <i>Social movements in India</i>. Delhi: Manohar. 5. Raza, Moonis and A. Ahmad. 1990. <i>An</i> 	

	<p><i>atlas of tribal India</i>. Delhi: Concept Publishing Company.</p> <p>6. Sharma, Suresh. 1994. <i>Tribal identity and modern world</i> New Delhi: Sage.</p> <p>7. Singh, K. S. 1982. <i>Tribal movements in India, Vol. I and II</i> New Delhi: Manohar.</p> <p>8. ----- . 1984. <i>Economies of the tribes and their transformation</i>. New Delhi: Concept Publishing.</p> <p>9. ----- . 1985. <i>Tribal society</i>. Delhi: Manohar.</p> <p>10. ----- . 1995. <i>The Scheduled Tribes</i>. New Delhi: Oxford University Press.</p>	
Learning outcomes:	The course will enable students to grasp the prevalence of diversity as a sociological fact.	

Programme: B. A. (Sociology)

Semester VI

Course Code: SOD 105

Title of the Course: Sociology of
Marginalised Groups

Number of Credits: 04

Effective from AY: 2019-2010

Prerequisites for the course:	Knowledge of Introductory Sociology	
Objectives:	<ul style="list-style-type: none"> • To provide knowledge on the distinctiveness of sociological thoughts on the marginalised groups in India. • Sensitize students to issues pertaining to the marginalised groups and their sociological significance. 	
Content:	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> 1.1. Meaning and Forms of Marginalisation 1.2. Social Exclusion <ul style="list-style-type: none"> • Meaning and dimensions 1.3. Affirmative action <ul style="list-style-type: none"> • Positive Discrimination • Human Rights 	15 Hours
	<ol style="list-style-type: none"> 2. Perspectives on Marginalisation <ol style="list-style-type: none"> 2.1 Jyotirao Govindrao Phule <ul style="list-style-type: none"> • Profile, major work/ area of activism 2.2 Dr. B. R. Ambedkar <ul style="list-style-type: none"> • Profile, major work/ area of activism 2.3 Periyar E. V. Ramasamy <ul style="list-style-type: none"> • Profile, major work/ area of activism 	15 Hours
	3. Marginalised groups in India:	15 Hours

	<p>Issues and Concerns</p> <p>3.1 Scheduled castes</p> <p>3.2 Scheduled Tribes and Nomadic tribes</p> <p>3.3 LGBT</p> <p>3.4 Differently-abled groups</p>	
	<p>4. Welfare of Marginalised groups</p> <p>4.1 Social legislations and marginalised groups</p> <p>4.2 Constitutional provisions for the welfare of marginalised groups</p>	15 Hours
Pedagogy:	<p>Lectures, discussions, student's presentation, PPT and field visits. Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)</p>	
Basic Readings:	<ol style="list-style-type: none"> 1. Ahuja, Ram. 1997. <i>Social problems in India</i>. Jaipur: Rawat. 2. Bhatia, K. L. 1994. <i>Law and social Change Towards 21st Century</i>. New Delhi: Deep and Deep. 3. Chatterjee, C. and Sheoran, G. 2007. <i>Vulnerable groups in India</i>. Mumbai: The Centre for Enquiry into Health and Allied Themes (CEHAT). 4. Gupta, Dipankar. 1991. <i>Social stratification</i>. New Delhi: Oxford University Press. 5. Jogdand, P. 2000. <i>New economic policy and dalits</i>. Jaipur: Rawat. 6. Joseph, Sherry. 1996. <i>Gay and lesbian movement in India</i>. EPW. Vol- XXXI (33) 7. Kasi, Eswarappa, Ziyauddin, K. M (Ed). 2009. <i>Dimensions of social exclusion: Ethnographic explorations</i>. Cambridge: Cambridge Scholars Publishing. 8. Kosambi, Meera. 1994. <i>Women's oppression in the public gaze</i>. Bombay: SNDT Women's University. 	
Learning outcomes:	Students will be familiarised with the	

	socio-cultural interpretations of marginalized groups in society and are sensitized to the ongoing discrimination and the various legal interventions for social change.	
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Programme: B. A. (Sociology)

Semester VI

Course Code: SOD 106

Title of the Course: Gender and Society:
Some Emerging Issues

Number of Credits: 04

Effective from AY: 2019-2020

Prerequisites for the course:	Knowledge of the course	
Objective:	To familiarise students with the emerging gender related issues in India.	
Contents	1. Introduction: Gender and Society in India	05 Hours
	2. Violence against women 2.1 Violence within home: Girl child abuse, wife – beating and marital rape. 2.2 Sexual Harassment at work place	15 Hours
	3. Issues affecting women's quality of life 3.1 Portrayal of gender in mass media 3.2 Education 3.3 Health	15 Hours
	4. Gender related issues 4.1 Sex-selective abortions 4.2 Female trafficking and vulnerability 4.3 Female Child Labour 4.4 Section 377	15 Hours
	5. Law and Empowerment 5.1 Constitutional Provisions 5.2 National Commission for Women 5.3 Convention on the Elimination of all Forms of Discrimination Against Women 5.4 Ministry of Women and Child development	10 Hours
Pedagogy:	Lectures, discussions, tutorials, student presentations.	

	Field visits are encouraged and can be treated as items for ISA (Intra Semester Assessment)	
Basic Readings:	<ol style="list-style-type: none"> 1. Agnes, Flavia. 1995. <i>State, gender, and the rhetoric of law reform</i>. Bombay: SNDT Women's University. 2. Desai, Neera and Krishna Raj, Maitreyi. 1987. <i>Women and society in India</i>. Bombay: Ajanta Publications. 3. Gupta, Alok. 2006. <i>Section 377 and the dignity of Indian homosexuals</i>, in <i>EPW</i> Vol XL1 No. (40). 4. Kosambi, Meera. 1994. <i>Women's oppression in the public gaze</i>. Bombay: SNDT Women's University. 5. Kothari, J. 2005. <i>Criminal law on domestic violence: Promises and limits</i>, in <i>EPW</i> Vol XL No. 46, Pp 4843-4849 6. Patel, V. <i>Gender in workplace policies: A focus on sexual Harassment</i>, <i>EPW</i>, Vol. XXXIX No. 41. 7. Patel, V. 2011. <i>A long battle for the girl child</i>, <i>EPW</i> Vol-XLVI No. 21. 	
Learning outcomes:	After completing this course the students develop sensitivity to gender related issues in India and are made aware of legislative measures aimed at empowering women.	