

DEPARTMENT OF SOCIOLOGY
South East Manipur College, Komlathabi

FOUR YEAR B.A. (PROGRAM) FOR SOCIOLOGY
Course Objectives & Learning Outcomes

Semester	Name of the Paper	Course Objectives	Learning Outcomes
1st Semester	Introduction to Sociology	The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.	<ol style="list-style-type: none"> 1. This paper will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology. 2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society. 3. The students learn to apply the sociological perspective in understanding how society shapes our individual lives. It also provides a foundation for the other more detailed and specialized courses in sociology. 4. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and

			Sociological knowledge.
	Sociology of India	<p>This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.</p>	<ol style="list-style-type: none"> 1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context. 2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking. 3. The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society. 4. Given the high standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

	<p>Techniques of Social Research</p>	<p>This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.</p>	<ol style="list-style-type: none"> 1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data. 2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data. 3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature. 4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment
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			in any social research organisation.
2nd Semester	Sociological Thinkers - I	The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.	<ol style="list-style-type: none"> 1. Understanding the grand foundational themes of sociology. 2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity. 3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.
	Indian Sociological Tradition	Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a Sociology in India and Sociology of India have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologist in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.	<ol style="list-style-type: none"> 1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. 2. Acquaint the students to the continuities and contradictions in Indian society 3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced. 4. To help students understand the history of ideas related to the analysis of Indian society.

	Gender Sensitization	<p>This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.</p>	<ol style="list-style-type: none"> 1. Understand the basic concepts related with gender and sex. 2. Acquire the skills to problematize the taken for granted gender bias and prejudices 3. Understand the gender studies and the law to safeguard it. 4. Contemplate gender in Indian Social context and appraise the emerging issues and concerns in gender.
3rd Semester	Introduction to Sociological Research	<p>The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.</p>	<ol style="list-style-type: none"> 1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data. 2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and

			<p>subsequent analysis of data.</p> <p>3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.</p> <p>4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.</p>
	<p>Political Sociology</p>	<p>This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.</p>	<p>1. An ability to comprehend the embeddedness of political and the social in each other.</p> <p>2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective</p> <p>3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.</p> <p>4. Be able to understand the</p>

			<p>relationship between state and society in shaping politics in India both historically and analytically.</p> <p>5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.</p>
	<p>Social Demography</p>	<p>This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.</p>	<p>On successful completion of this course, students will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate a knowledge of key concepts in and different approaches to population studies. 2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality. 3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups. 4. Undertake a sociological analysis of international and national population dynamics and population policies.

	<p>Indian Society: Images and Realities</p>	<p>1. Indian Society: Images and Realities is an interdisciplinary introductory course on Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object. It proceeds to familiarize the students with constituent institutions and processes of Indian society such as village, town, region, caste, class, religion family, gender and political economy. It concludes with a section that marks the ongoing conversations about Indian society.</p> <p>2. This generic elective course may serve as a foundational course for any graduate of the University as the disciplinary knowledge it transmits brings reflexivity, criticality, multicultural competence and ethical awareness essential for citizenship education of all graduates.</p> <p>3. It enables the capacity to invoke scientific and analytical attitude towards one's own society and its ongoing workings and evolution. It provides the cultural</p>	<p>1. A familiarity with ideas of India in their social and historical context.</p> <p>2. An acquaintance with key institutions and processes of Indian society.</p> <p>3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.</p> <p>4. A preliminary understanding of sociological discourse on Indian society.</p> <p>5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.</p>
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		<p>knowledge and research skills that would be necessary for problem solving in Indian context.</p> <p>4. The course works with fine and extremely well crafted sociological writing. In doing so it contributes to augmentation of their communication skills. Finally, the course provides the ethos and categories for lifelong learning about Indian society and history and a means to appreciate aspects of its culture in its proper context.</p>	
4th Semester	Sociological Theory	<p>The course aims to provide a general introduction to sociological theories. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for theories propounded by different thinkers.</p>	<ol style="list-style-type: none"> 1. The students are introduced to the relationship between theory and perspectives. 2. The students are introduced to sociological theories which they learn in greater detail during the later semesters. 3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters. 4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

	<p>Sociology of Marginal Groups</p>	<p>This course introduces students to Sociological Study of Socially excluded and marginalized group of the society. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.</p>	<ol style="list-style-type: none"> 1. Analyse the varied problems of the marginal groups. 2. Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem. 3. Present the role of various agencies in the alleviation of a given social problem. 4. Design Programme for the welfare of people. 5. Access the issues affecting women's image and quality of life.
	<p>Social Change and Development</p>	<p>This course introduces the concept, nature, factors and forms of changes that takes place in the society.</p>	<ol style="list-style-type: none"> 1. To learn about the concepts of social change and development. 2. To understand the process of social change which leads to the emergence and development of a society. 3. Learners get familiarised with the theories of social change. 4. To appreciate the need for sustainable and inclusive human development.

	Economic Sociology	The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.	<ol style="list-style-type: none"> 1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge. 2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture. 3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective. 4. Develops abilities to generate research questions and arguments about the intersections of economy and society.
5th Semester	Sociology of Gender	The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.	<ol style="list-style-type: none"> 1. An understanding of concepts such as sex and gender by problematizing common-sensical notions of gender. 2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.

			<p>3. Understanding issues relating to gender both at a national and global level.</p> <p>4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.</p>
	<p>Social Stratification</p>	<p>This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.</p>	<p>1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.</p> <p>2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.</p> <p>3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.</p> <p>4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in</p>

			contemporary world.
	Urban Society in India	<ol style="list-style-type: none"> 1. To Provide Sociological understanding of Urban Society in India. 2. To understand about the Evolution of Cities and Urban Communities. 3. To make the students aware of Urban Problems in India. 4. To understand Urban Planning and Urban Development 	<ol style="list-style-type: none"> 1. The students will build and understanding about urban society and problems associated with rapid urbanisation. 2. Learners become aware of the sociological perspectives on urban social life. 3. Learners develop analytical capacity about urbanisation, urban communities and urban problems. 4. Learners will understand the relevance of urban planning and development.
	Rethinking Development	<p>This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.</p>	<ol style="list-style-type: none"> 1. Understand different ideas of, and approaches to, development. 2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development. 3. Critically analyse the key features of

			<p>developmental processes in postcolonial India.</p> <p>4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development</p>
6th Semester	Social Problems in India	<p>This course attempts to study the concepts social problems exist in the society and measures to combat with it</p>	<ol style="list-style-type: none"> 1. Given a social problem in India students will use secondary source research to objectively describe the social problem as it exists in contemporary society and delineate and assess strategies for addressing social problems in an oral or written assignment. 2. Analyze the role of social problem in India from a sociological perspective. 3. Construct the evolution and impact of a given social problem in India. 4. Discuss and ask questions about social problem in India.

	<p>Family, Marriage and Kinship</p>	<p>This course aims to introduce general principles of Family, Marriage and Kinship by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.</p>	<ol style="list-style-type: none"> 1. Evaluate the structure and function of the family, marriage and kinship system in India. 2. Present case studies on various types of marriages by analysing them. 3. Analyse issues arising in family, marriages and kinship in contemporary India. 4. Explain the new trends in family, marriages and kinship system in India.
	<p>Agrarian Sociology</p>	<p>The objective of an agricultural society are to encourage an awareness of agriculture and promote improvements in the quality of life of persons living in agricultural community by researching the needs of agricultural community and developing programs to meet those needs.</p>	<ol style="list-style-type: none"> 1. An empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition. 2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications. 3. An understanding of emerging as well as enduring issues of concern in Indian agrarian scene. 4. To be ready for a range of academic and professional roles that may

			require a knowledge of agrarian societies.
		<p>Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically</p>	<ol style="list-style-type: none"> 1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence. 2. Engage with different theoretical perspectives and their critiques in the comprehending-individual, social, culture, political, or economic experiences of violence. 3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non- western contexts. 4. Re- think and re-formulate ideas on various structures of struggle and strategies to counter gendered violence.

<p>7th Semester</p>	<p>Contemporary Sociological Theories</p>	<p>To introduce students to contemporary sociological theories through some original texts.</p>	<ol style="list-style-type: none"> 1. Be able to understand the role and function of theory in the discipline. 2. Know the work and contribution of key thinkers in contemporary Sociology. 3. Describe the classical contribution in sociological theories. 4. Summarize the philosophical roots of sociological theories.
	<p>Sociological Research Methods</p>	<p>The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.</p>	<ol style="list-style-type: none"> 1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science. 2. Students develop the ability to evaluate the methodological validity of the claims made by theory. 3. The course enables students to evaluate a piece of research and move towards designing a simple research project. 4. Students learn that research methods are

			universal and not bound by cultural location.
	Environmental Sociology	This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.	<ol style="list-style-type: none"> 1. An understanding of dynamic between natural and social worlds from a sociological perspective. 2. A grasp of fundamental principles and core theoretical debates of the discipline. 3. An ability to contribute from a sociological stand point to any research endeavours or public policy conversations that asses cause, effects and possible solutions of environmental issues and problems. 4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.
	Sociology of Education	Education is one of the prime pillars in the society. It holds the power to bring about changes not only in the society but also within one's own selves. The educational institution provides a structure for behaviour in a	<ol style="list-style-type: none"> 1. An exposure to the historical transactions of educational practices and cultures at various levels in India. 2. The ability to make connections between the political economy of global educational

		<p>particular part of social life. The aim of this paper is to provide a conceptual clarity in the meaning of education under sociological parlance to provide a theoretical understanding on sociology of education; to bring about the relationship between how inequality and social justices are a part and parcel of education within a social structure. The paper will also throw light on the variant emerging trends in the Indian educational field; it will provide a broad understanding of the various national educational policies and programs on education and lastly, it will promote the concept of how and development are co-related to each other.</p>	<p>regimes and the consequent transformation of institutional structures and practices.</p> <p>3. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspective in apprehending any aspect of education.</p> <p>4. The course enables students to reflect on their own educational trajectories and analyses its intersections with larger socio-cultural developments.</p>
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<p>8th Semester</p>	<p>Sociological Thinkers - II</p>	<p>The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.</p>	<ol style="list-style-type: none"> 1. Understanding the grand foundational themes of sociology. 2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity. 3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge. 4. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.
	<p>Sociology of Religion</p>	<p>The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be traced between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.</p>	<ol style="list-style-type: none"> 1. Students will be acquainted with representative texts, that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use term specific to the field in specific context. 2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentation.

			<p>3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.</p> <p>4. Understanding the ideas of religions in India.</p>
	<p>Sociology of Work</p>	<p>The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialization made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise the paper goes on to provide an outline as to how values and ideals of pluralized industrialism (s) have caused an absorbed multiple transformative shifts to the local and global social networks of the contemporary world.</p>	<p>1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better-known economic dimension.</p> <p>2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in develop ones, thus bringing out the importance of the comparative perspective in the study of work.</p> <p>3. Learning about the complexities, disparities and inequalities in the area of work.</p> <p>4. Learning about the socio- historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.</p>

	<p>Sociology of Social Movements</p>	<ol style="list-style-type: none"> 1. To introduce to the students with the concept of social movements and their dynamics. 2. To introduce to the students to the role of social movements in social transformation. 3. To help them understand the various approaches to the study of social movements 	<ol style="list-style-type: none"> 1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts. 2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from another cognate political phenomenon. 3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements. 4. Discuss and ask questions about social movement theories and methodologies with insight and precision.
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