

**DEPARTMENT OF SOCIOLOGY**  
**COURSE OUTCOMES (CO) OF SOCIOLOGY.**

**1.1 Introduction**

1. “The objects of sociological analysis include not only universal characteristics of human societies but also historical and changing phenomena, a history of the various approaches and theories reveals the extent to which many of them, at least in some aspects, have a restricted and specific scope in as much as they deal with the facts and problems of particular historical periods.” (Robert Nisbet and T.B. Bottomore: ‘A History of Sociological Analysis’ 1978: xiv). The roots of sociology can be traced back to the Enlightenment period of 17<sup>th</sup> century in Europe, characterized by the dwindling ecclesiastical authority which marred the middle Ages.

The French Revolution and the Industrial Revolution, together with the Scientific Revolution of the Enlightenment period, gave further impetus to the development of sociological thought. Importantly, some of the ideas which were to form the base of the classical sociological tradition of Karl Marx, Emile Durkheim and Max Weber were laid down. Taking cue from these Enlightenment ideas and the existing socio-political and economic situations of the time, these three key figures went on to establish various sociological traditions.

Enlightenment formed the background of some of the key ideas which were to become the foundation of sociological thought. This era also witnessed intense debates on the contesting models of the normative framework of society, state and economy.

**1.2 Learning Outcomes-based on the Curriculum Planning and Development**

The basic objective of the learning outcome based on the curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes (LO) are used to set the benchmark to formulate the course outcomes, programme specific outcomes (PSO), programme outcomes (PO) and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

**1.3 Key outcomes underpinning curriculum planning and development:**

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum

planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

### 1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to generalise from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
8. **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
9. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
10. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
11. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
12. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
13. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

14. **Lifelong learning:** Ability to acquire knowledge and skills, including ‘learning how to learn’, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

## Course outcomes of Sociology Department:

### COURSE OBJECTIVES OF SOCIOLOGY DEPARTMENT

1 <sup>ST</sup> SEM	Introduction to Sociology-I (Core-01)	The mandate of the course is to introduce the discipline to students from diverse training 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.
	Sociology of India – I (Core-02)	<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> <p>The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/ representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations.</p>
2 <sup>ND</sup> SEM	Introduction to Sociology-II (Core-03)	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.
	Sociology of India – II (Core-04)	<p>This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.</p> <p>The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/ representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations .</p>
3 <sup>RD</sup> SEM	Political Sociology (Core-05)	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.

	Sociology of Religion (Core-06)	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 attempted 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.
	Sociology of Gender (Core-07)	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
4 <sup>TH</sup> SEM	Economic Sociology (Core-08)	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.
	Sociology of Kinship (Core-09)	This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies
	Social Stratification (Core-10)	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.
5 <sup>TH</sup> SEM	Sociological Thinkers –I (Core-11)	The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.
	Sociological Research Methods – I (core-12)	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.
	Urban Sociology (DSE-01)	This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.
	Environmental Sociology (DSE-02)	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.
6 <sup>th</sup> SEM	Sociological Thinkers –II (Core-13)	To introduce students to post-classical sociological thinking through some original texts.
	Sociological Research Methods – II (core -14)	The course is an introductory course on how research is actually done. 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.
	Societies of North	The course aims at providing a sociological understanding of

	East India (DSE-03)	Societies in North East India. It seeks to provide a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.
	Indian Sociological Traditions (DSE-04)	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.