

## **DEPARTMENT OF SOCIOLOGY**

### **PROGRAM OUTCOMES AND COURSE OUTCOMES**

#### **PROGRAM OUTCOMES**

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and statistical rigour. It is incessantly reflexive about its methods, exacting about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and ardent about its disciplinary boundaries and identity. At the same time, Sociology is the most open and interdisciplinary of social sciences. The pursuit of Sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies the best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times. Sociology in India is more than hundred years old with rich, entrenched, ongoing and evolving scholarly legacies. University of Delhi has been a premier centre of sociological learning and research in India for the last 60 years. The scholarly and institutional foundations of the discipline were laid by eminent sociologist late Prof M. N. Srinivas in 1959. It was a response to a widely recognized need for a discipline that addressed the broad concerns of a heterogeneous society where aspects of social life were rapidly changing yet traditional institutions still held sway. The Sociology Department at the Delhi School of Economics recognized the importance of disseminating the findings of sociological research and train the next generation of sociologists and decided to introduce undergraduate courses in sociology quite early on. Over the decades, the Post Graduate department thrived and Under Graduate departments grew in number under the mentorship of illustrious sociologists such as, M.S.A. Rao, Andre Beteille, A.M. Shah, B. S. Baviskar, J.P.S Uberoi and Veena Das, all of whom took keen interest in curriculum design. At the moment, Sociology is offered in ten colleges across Delhi University as an Honours programme. ii The Sociology syllabus at University of Delhi has always embodied the department's commitment to rigorous imparting of disciplinary fundamentals, comparative intent and a general preference to concern oneself with deeper and enduring attributes of the social than over narrow and shallow concerns of topical interest. Interdisciplinarity has always been an article of faith for Sociology under the auspices of Delhi School of Economics. The Department constantly endeavoured to introduce sub-disciplines and special areas of study in response to a dynamic intellectual climate, shifting social concerns and novel professional demands. This spirit continues to inform the undergraduate syllabus even today and our students find fulfilling

careers in a broad range of professions that require sensitivity to social issues, independent thinking and analytical ability. You may find how this legacy is lived and the vision actualized in the following pages that elucidate the learning outcome framework for the Under-Graduate curriculum for Sociology at University of Delhi.

### **Graduate Attributes, Qualification Descriptors and Program Learning Outcomes**

The Honours program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of all stake holders. Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected. A Sociology graduate from University of Delhi would be a person with a thorough grounding in the fundamentals of Sociology and infused with the ‘Sociological Imagination’. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis. Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other. Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective. A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular. She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives. iv Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context. Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semester long training in sociological research methods. A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology

graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hard nosed empiricism and scholarly detachment. They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself. Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool- kit of the discipline. The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas. Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue v causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions. They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic. A Sociology graduate from Delhi University is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs. Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices. Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual. A DU graduate in Sociology is trained to be conversant with all these modes via dedicated Skill Enhancement Courses on 'Reading, Writing and Reasoning for Sociology' and 'Techniques of Ethnographic Film Making'. Given the range of these core graduate attributes, Sociology graduates are well equipped to mobilize their sociological knowledge and generic skills for a variety of purposes apart from academic pursuit of the discipline. Sociology graduates are equipped to grasp vast quantities of diversely textured complex material and synthesise it into coherent and cogent arguments backed by evidence. Its class room practices inculcates an ability to engage in collaborative work and constructive, purposive and democratic conversations. They are well trained for critical thinking that matches their research skills which enables them to evaluate strengths and weaknesses of arguments in a scientific fashion. Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to

interventionist action. A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, vi industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts. Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence. It is a cosmopolitan science that is positive and normative at once. A Sociology graduate would make an enlightened leader and an informed follower. The chief attribute of a Sociology graduate from Delhi University is that she is well prepared in discharging her responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

### **Teaching Learning Process**

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques: • Lectures • Tutorials • Power-point presentations • Project work • Documentary Films on relevant topics • Debates, Discussions, Quiz • Talks /workshops • Interaction with experts • Academic festivals • Classics and other sociologically meaningful films • Excursions and walks within the city • Visit to the museums • Outstation field trips • Surveys designs • Internships

## **COURSE OUTCOMES**

### **BA(Honours) 1<sup>st</sup> Year**

#### **Semester 1**

#### **Paper Name: Introduction to Sociology -I**

Paper Code: 12301101

#### **Course outcome:**

1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.

3. The students also learn about the basics of doing field work and use it for doing field work based projects. They also learn to write project reports.
4. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

**Paper Name: Sociology of India -I**

Paper Code: 12301102

**Course outcome:**

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 inter-disciplinary 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

**Generic Elective**

**Paper Name: Indian Society: Images and Realities**

Paper Code: 12305901

**Course outcome:**

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.
4. A preliminary understanding of sociological discourse on Indian society.
5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

**Semester 2**

**Paper Name: Introduction to Sociology -II**

Paper Code: 12301201

### Course outcome:

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.

### **Paper Name: Sociology of India -II**

Paper Code: 12301202

### Course outcome:

1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
4. The course, in terms of both high quality syllabus-content and innovative teaching-learning techniques, matches global standards. Consequently, it adequately trains students to compete in global academia.

### **Generic Elective**

### **Paper Name: Family and Intimacy**

Paper Code: 12305902

### Course outcome:

1. An ability to examine the institution of family and reality of intimate experiences from a sociological perspective.

2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. Ability and disposition to constitute quotidian space of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Awareness of symbiotic relationship between conceptual, ethnographic and critical literatures in social sciences and demonstrate how they work in close tandem.
5. To alert next generation policy makers to take the questions of the intimate sphere of the family with appropriate seriousness and make them integral to public reason and conversation.

## **BA(Honours) 2<sup>nd</sup> Year**

### **Semester 3**

#### **Paper Name: Political Sociology**

Paper Code: 12301301

#### **Course outcome:**

1. An ability to comprehend the embeddedness of political and the social in each other.
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
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.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

#### **Paper Name: Sociology of Religion**

Paper Code: 12301302

#### **Course outcome:**

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 terms 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 presentations.

3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

### **Paper Name: Sociology of Gender**

Paper Code: 12301303

#### **Course outcome:**

#### Course Learning Outcomes

1. An understanding of concepts such as sex and gender by problematising 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.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

### **Generic Elective**

#### **Paper Name: Rethinking Development**

Paper Code: 12305903

#### **Course outcome:**

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 developmental processes in postcolonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

### **Skill Enhancement Courses**



## **Paper Name: Reading, Writing and Reasoning for Sociology**

Paper Code12303401

### **Course outcome:**

#### **1. Reading:**

- (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
- (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
- (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
- (d) Identify general conclusions from specific details in texts

#### **2. Writing:**

- (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
- (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
  - i. Multi-draft approach: pre-writing, outlining, drafting, revising, and editing
  - ii. Formal academic style
  - iii. Information from several sources and synthesizing into their own writing
  - iv. Internationally accepted methods of citation and referencing
- (c) Be able to treat reading and writing as complementary and synergistic
- (d) Be able to conceptualize and plan a research paper.

#### **3. Reasoning:**

- (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective
- (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
- (c) Be able to develop scientific reasoning by reading texts for consistency and logic
- (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

## **Semester 4**

### **Paper Name: Economic Sociology**

Paper Code: 12301401

#### **Course outcome:**

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.

### **Paper Name: Sociology of Kinship**

Paper Code: 12301402

#### **Course outcome:**

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspective on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship Course Outline:

### **Paper Name: Social Stratification**

Paper Code: 12301403

#### **Course outcome:**

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.

3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

## **Generic Elective**

### **Paper Name: Gender and Violence**

Paper Code: 12305904

#### **Course outcome:**

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, cultural, 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 struggles and strategies to counter gendered violence

## **Skill Enhancement Courses**

### **Paper Name: Techniques in Ethnographic Filmmaking**

Paper Code: 12303402

#### **Course outcome:**

1. The SEC on techniques of ethnographic filmmaking starts by laying groundwork for orienting students to the techniques and methods of using the method of visuals in sociology. As students engage with the course along with other important programmes as part of their B.A (H) in sociology, they also begin to understand the intersection of classroom-based knowledge and practical realm. At this point, the course aims to prepare them for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.
2. Film screenings, assignments and projects in this course are aimed at broadening the spectrum of engagement through sociology. Through ethnographic filmmaking,

students move beyond the textual reading and writing mode. Centered on the means of visual, oral and aural, the programme helps them build on the use of diverse media (and tools) to represent cultures and narratives.

3. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning making of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.
4. Teamwork: An important aspect of the programme is working in teams/groups for the final filmmaking projects. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning. These are core competencies that the SEC orients them about.
5. The experience of producing visual anthropological content as part of the SEC helps students gear up for the specific electives and courses they take up in the later semesters, particular the research methods course. The brush with social research skills, techniques of sociological fieldwork and thematic issues of representation helps in enriching their engagement with the theoretical framework in final year of BA (H) Sociology.

## **B.A.(Honours) 3<sup>rd</sup> Year**

### **Semester 5**

#### **Paper Name: Sociological Thinkers-I**

Paper Code:12301501

#### **Course outcome:**

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.

#### **Paper Name: Sociological Research Methods-I**

Paper Code: 12301502

#### **Course outcome:**

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. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location.

### **Discipline Specific Elective**

#### **Paper Name: Urban Sociology (DSE-1)**

Paper Code: 12307901

#### **Course outcome:**

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

#### **Paper Name: Environmental Sociology (DSE-3)**

Paper Code: 12307903

#### **Course outcome:**

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 endeavors or public policy conversations that assess causes, 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.

**Paper Name: Sociology of Work (DSE-4)**

Paper Code: 12307904

**Course outcome:**

1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better known economic dimension.
2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
3. Learning about the complexities, disparities and inequalities in the area of work.
4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry

**Semester 6**

**Paper Name: Sociological Thinkers-II**

Paper Code: 12301601

**Course outcome:**

1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

## **Paper Name: Sociological Research Methods-II**

Paper Code: 12301602

### **Course outcome:**

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 in any social research organisation.

## **Discipline Specific Elective**

### **Paper Name: Sociology of Health and Medicine (DSE-5)**

Paper Code: 12307903

### **Course outcome:**

1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness
2. To critique biomedicine and have an understanding of medicine as a plurality
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
4. To gain insights on issues of public health in India and arrive at independent analysis

### **Paper Name: Indian Sociological Tradition (DSE-6)**

Paper Code: 12307906

### **Course outcome:**

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

**Paper Name: Reading Ethnographies (DSE-8)**

Paper Code:12307908

**Course outcome:**

1. At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.
2. The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology.
3. The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.
4. Doing this Course will help the student discover the strength of small details and to identify what matters to people. They would also be able to engage with the community and understand the significant role of subjective and objective knowledge systems through the exercises in participant observation