

## Course Outcome

### Department of Sociology

#### B.A.(Hons.) Sociology

Sem	Type of Course	Course Name	Course Outcomes
I	Core	Introduction to Sociology -I	<p>CO1: The students learn to apply the sociological perspective in understanding how society shapes our individual lives.</p> <p>CO2: It also provides a foundation for the other more detailed and specialized courses in sociology.</p> <p>CO3: 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.</p> <p>CO4: The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.</p>
I	Core	Sociology of India -I	<p>CO1: 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.</p> <p>CO2: Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.</p> <p>CO3: The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.</p> <p>CO4: 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>
I	core	Introduction to Sociological Research	<p>CO1: The course introduces the students to sociological research from a theoretical and methodological perspective. They also get familiar with the practical aspect</p>

			<p>of social research.</p> <p>CO2: Students learn about the relevance of ethical and practical issues in research.</p> <p>CO3: The course enables the students to differentiate between quantitative and qualitative data.</p> <p>CO4: The course facilitates an understanding of the fact that research methods are universal in nature and are therefore not restricted to the study of a particular culture.</p>
II	Core	Sociological Perspectives	<p>CO1: <i>Describe</i> major theoretical perspectives in sociology and the context of their emergence.</p> <p>CO2: Critically engage with the works of sociological thinkers and interpret their central argument.</p> <p>CO3: Analyse and compare different theoretical perspectives</p> <p>CO4: <i>Describe</i> major theoretical perspectives in sociology and the context of their emergence.</p>
II	Core	Social Stratification	<p>CO1: The students will be able <i>recognize</i> social inequalities as a multifarious and culturally specific social reality. The course will give familiarity on multiple operations of social inequalities and the reproduction.</p> <p>CO2: The students will be able to <i>define</i> the concepts, <i>outline</i> the principal theories and <i>recall</i> the critical debates in the arena of social stratification. The students will be able to explain key axes of stratification such as caste, class, gender, ethnicity and race and their intersections. They will also be able to describe social mobility and social reproduction as key processes of social stratification.</p> <p>CO3: The students will get familiar with theoretical and empirical concerns and studies on social stratification.</p> <p>CO4: <i>Appreciate</i> the significance of sociological knowledge of social stratification for public discourse and <i>translate</i> the conceptual learning into well formulated sociological</p>

			research projects.
II	Core	Families and Intimacies	<p>CO1: Examine the institutions of family and marriage as pivotal social institutions of intimacy from a sociological and socio-anthropological perspective</p> <p>CO2: Discuss historical and socio-cultural perspectives on the understanding of marriage, family and intimacy.</p> <p>CO3: Problematised universality and outline and observe the structural and experiential realities of marriage and family.</p> <p>CO4: Identify the variations in family structures and experiences using ethnographic accounts from different socio-cultural contexts.</p> <p>CO5: Describe the critical implications of family change as they are related to social policy and legal issues.</p>
III	Core	Sociology of India - II	<p>CO1: Demonstrate conceptual complexity of the idea of India and debates surrounding it</p> <p>CO2: Identify the academic and public discourses in the historical and social context</p> <p>CO3: Analyse the Indian Constitution as a product of the multiple nuanced social positions and debates.</p> <p>CO4: Develop critical and analytical thinking about studying India.</p>
III	Core	Political Sociology	<p>CO1: Deliberate the History of sociological study of politics</p> <p>CO2: Identify and compare the different perspectives in the sociological study of politics</p> <p>CO3: Analyse how political phenomena are embedded in the social and historical contexts of societies.</p> <p>CO4: Apply concepts learnt to formulate problematics emerging out of their own situations and historical circumstances.</p>
III	core	Sociology of Religion	CO1: identify and distinguish the sociological approach to religion

			<p>CO2: apply knowledge of religious practices, customs, beliefs, and rituals to analyse relation between religion and society</p> <p>CO3: Analyse the significance of religious faith in the modern world</p>
III	DSE	Sociology of Health and Medicine	<p>CO1. Analyse the everyday experience of health and illness as an outcome of social, political, economic, cultural, and biological processes.</p> <p>CO2. Apply the key concepts and approaches of sociology of health and medicine to understand the social embeddedness of medical ideas and practices.</p> <p>CO3. Develop a critical understanding of modern biomedicine, medical pluralism and integration of different systems of medicine.</p> <p>CO4. Identify and discuss the contemporary concerns and debates in medical sociology.</p>
IV	core	Sociology of Gender	<p>CO1: Identify and explain key concepts in the sociology of gender</p> <p>CO2: Investigate gendered inequalities in a comparative mode across time and space</p> <p>CO3: Analyse gender in relation to other forms of social stratification and identities such as caste, class family and work</p>
IV	Core	Sociological Thinkers -I	<p>CO1: outline the key concepts and the theoretical architecture of the sociological thought of Durkheim, Weber and Parsons. And analyses of social realities.</p> <p>CO2: Apply the concepts and theories to conceptualise research questions to study</p>
IV	Core	Economic Sociology	<p>CO1: understand the key concepts and theories of economic sociology as a specialized branch of knowledge</p> <p>CO2: Identify the diverse ways in which the economy is embedded in other aspects of society and culture.</p> <p>CO3: use sociological concepts and theories to understand and analyse the transformation of the economy and its key</p>

			<p>processes and institutions from a conceptual perspective</p> <p>CO4: generate research questions and arguments about the intersections of economy and society</p>
V	Core	Sociological Thinkers-I	<p>CO1: Understanding the grand foundational themes of sociology.</p> <p>CO2: Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.</p> <p>CO3: Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.</p>
V	Core	Sociological Research Methods-I	<p>CO1: 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.</p> <p>CO2: 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.</p> <p>CO3: 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>CO4: 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>
V	DSE	Urban Sociology	CO1: To appreciate the significance of the

		(DSE-1)	<p>city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.</p> <p>CO2: 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.</p> <p>CO3: 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.</p>
V	DSE	Environmental Sociology (DSE-3)	<p>CO1: An understanding of dynamic between natural and social worlds from a sociological perspective.</p> <p>CO2: A grasp of fundamental principles and core theoretical debates of the discipline.</p> <p>CO3: 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.</p> <p>CO4: To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.</p>
V	DSE	Sociology of Work (DSE-4)	<p>CO1: Understanding work in its social aspects such as gendered work and unpaid</p>

			<p>work, as different from its better-known economic dimension.</p> <p>CO2: 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.</p> <p>CO3: Learning about the complexities, disparities and inequalities in the area of work.</p> <p>CO4: Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry</p>
VI	Core	Sociological Thinkers-II	<p>CO1: Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.</p> <p>CO2: Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.</p> <p>CO3: Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.</p>
VI	Core	Sociological Research Methods-II	<p>CO1: 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.</p> <p>CO2: 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.</p>

			<p>CO3: 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>CO4: 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>
VI	DSE	Sociology of Health and Medicine (DSE-5)	<p>CO1: To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness</p> <p>CO2: To critique biomedicine and have an understanding of medicine as a plurality</p> <p>CO3: To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces</p> <p>CO4: To gain insights on issues of public health in India and arrive at independent analysis</p>
VI	DSE	Indian Sociological Tradition (DSE-6)	<p>CO1: Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.</p> <p>CO2: Acquaint the students to the continuities and contradictions in Indian society</p> <p>CO3: To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.</p> <p>CO4: To help students understand the history of ideas related to the analysis of Indian society</p>
VI	DSE	Reading Ethnographies (DSE-8)	<p>CO1: 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</p>



			<p>patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.</p> <p>CO2: 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.</p> <p>CO3: 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.</p> <p>CO4: 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</p>
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**GENERIC ELECTIVE (GE) Courses for Honours Courses (For students other than B.A.(Hons.) Sociology**

Sem	Type of Course	Course Name	Course Outcomes
I	GE	Sociology and the everyday life	<p>CO1: Inculcating a sociological imagination</p> <p>CO2: Familiarity with basic concepts of sociology</p>

			<p>CO3: Grasp social groups, institutions and processes that engender everyday life</p> <p>CO4: Preparation for a more enduring engagement with sociology</p>
<b>II</b>	<b>GE</b>	<b>Gender, Power and Violence</b>	<p>CO1: An ability to establish the connections between the social construction of gender across cultures and the forms of experiences of Gender Violence.</p> <p>CO2: Capacity to outline, engage and debate different theoretical perspectives on genesis and manifestation of gender violence across societies and cultures and its personal, social, cultural, political and economic consequences.</p> <p>CO4: An appreciation of the significance of public discourse in general and role of the state and public policy in particular in effective engagement with gender violence.</p> <p>CO4: Capacity to formulate informed, sensitive and effective modes of intervention in the matters of Gender violence.</p>
<b>II</b>	<b>GE</b>	<b>Invitation to Sociological Theory</b>	<p>CO1. Analyze the multiple dimensions of social reality.</p> <p>CO2. Compare and contrast different sociological perspective on these processes.</p> <p>CO3. Develop a critical orientation while observing and reviewing social realities.</p> <p>CO4. Apply various sociological theories to social contexts and thereby assessing the causes and consequences of various social phenomena</p>

<b>III</b>	<b>GE</b>	<b>Sociology of Climate Change</b>	<p>CO1. Demonstrate an understanding of the various sociological dimensions of climate change and sustainability.</p> <p>CO2. Generate sociological research on causes, course and consequences of climate change.</p> <p>CO3. Obtain skills to advance and assess solutions for social issues arising out of climate change.</p>
<b>IV</b>	<b>GE</b>	<b>Sociology of Fashion</b>	<p>CO1. Acquire a basic knowledge of the theories and substantive issues in the sociology of fashion.</p> <p>CO2. Identify and assess the meanings of fashion in its various dimensions such as material culture, as identity, as an economic power, and aesthetic style.</p> <p>CO3. Develop an informed approach to read fashion in order to analyse and appraise relations between the economic, symbolic and socio-political aspects of contemporary society.</p>

**VAC and SEC Courses for Honours Courses (For students other than B.A.(Hons.) Sociology**

<b>Sem</b>	<b>Type of Course</b>	<b>Course Name</b>	<b>Course Outcomes</b>
<b>I</b>	<b>VAC</b>	<b>Culture and Communication</b>	<p>CO1: Students will be taught to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life. Students will also learn to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.</p> <p>CO2: Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.</p>

			<p>CO3: Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities. Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.</p> <p>CO4: Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.</p>
<b>I</b>	<b>VAC</b>	<b>Ethics and Culture</b>	<p>CO1: Explore perspectives on ethics in thoughts, words and actions</p> <p>CO2: Evolve ethical decision-making practises</p> <p>CO3: Understand the need for an ethical society and culture</p> <p>CO4: Introspect, become conscious of and assess one's stance in life</p> <p>CO5: Cultivate empathy, tolerance and compassion</p> <p>CO6: Apply the values learnt in the course to everyday life</p>
<b>II</b>	<b>VAC</b>	<b>Social and Emotional Learning</b>	<p>CO1: Students will be able to become aware of oneself and the society.</p> <p>CO2: Make informed lifestyle choices and extend the self in the joy of giving.</p> <p>CO3: Develop empathy, compassion, connect with nature and evolve emotionally to create a more harmonious society.</p> <p>CO4: Cultivate sensitivity towards discriminatory practices and explore possible solutions.</p>
<b>III</b>	<b>VAC</b>	<b>Culture and Communication</b>	<p>CO1: Students will be taught to appreciate the relevance of ancient</p>

			<p>Indian wisdom and core ethical values in our contemporary life. Students will also learn to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.</p> <p>CO2: Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.</p> <p>CO3: Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities. Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.</p> <p>CO4: Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.</p>
<b>IV</b>	<b>VAC</b>	<b>Social and Emotional Learning</b>	<p>CO1: Students will be able to become aware of oneself and the society.</p> <p>CO2: Make informed lifestyle choices and extend the self in the joy of giving.</p> <p>CO3: Develop empathy, compassion, connect with nature and evolve emotionally to create a more harmonious society.</p> <p>CO4: Cultivate sensitivity towards discriminatory practices and explore possible solutions.</p>
<b>I</b>	<b>SEC</b>	<b>Life Skill education</b>	<p>CO1: Focus on development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice-learning</p> <p>CO2: Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills</p>

			CO3: Develop universal human values while utilizing life skills in field work
<b>II</b>	<b>SEC</b>	<b>Life Skill education</b>	<p>CO1: Focus on development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice-learning</p> <p>CO2: Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills</p> <p>CO3: Develop universal human values while utilizing life skills in field work</p>
<b>III</b>	<b>SEC</b>	<b>Communication in Everyday Life</b>	<p>CO1: after studying the course Students will be able to improve mediation skills</p> <p>CO2: after studying the course Students Will be able to build Human relationships</p> <p>CO3: after studying the course Students will be able to foster Social understanding and develop an independent perspective</p> <p>CO4: after studying the course Students will be able to enhance Social communication skills</p>
<b>IV</b>	<b>SEC</b>	<b>Museum and Museology</b>	<p>CO1: Understand museum as a resource center.</p> <p>CO2: Understand the historical process of institutionalization of archaeology and culture through museums</p> <p>CO3: Develop an insight into the various roles of museum as an organizer, preserver and manager of artifacts.</p> <p>CO4: And how museum is an effective center for dissemination of knowledge and information, and space for dialogue and interaction.</p>

			<p>CO5: Also develop some understanding about new museums.</p> <p>CO6: A student having studied this course will be skilled in culture and tourism-based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in artgalleries, museums, auction houses, researchers in NGOs and other institutions, culture and art-based writing and journalism and on social media</p>
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