



**Rashtrasant Tukadoji Maharaj Nagpur University
Nagpur**

B.A. Program
Course (Major) : Sociology

Revised Syllabus for B.A. Sociology

(First, Second, Third and Fourth Semester)

(Submitted on 21.04.25)

(as per resolution in BoS and Faculty Meetings)

BOARD OF STUDIES (SOCIOLOGY)
RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
NAGPUR

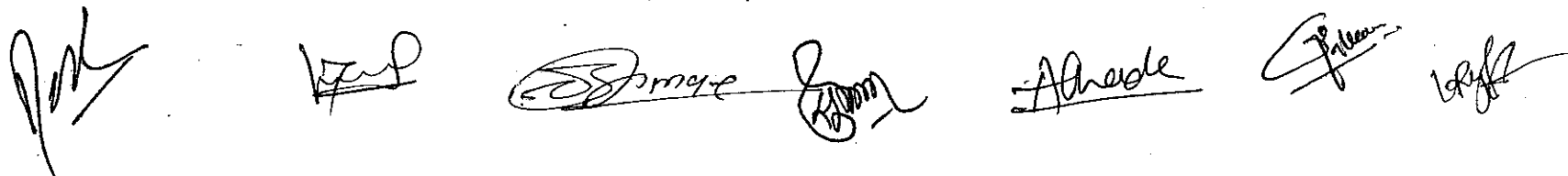
UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2025-26.
Second Year: Semester III (UG DIPLOMA)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
5.0	Major	Mandatory	BASOCO3M01	Foundations of Sociological Thought	4	20		80	40% (CIE+SEE)	100
			BASOC3M02	Social Problems in Contemporary India - I	2	10		40	40% (CIE+SEE)	50
	Minor		BASOC3M01	Foundations of Sociological Thought	4	20		80	40% (CIE+SEE)	100
	Open Elective		BASOC3OE03	Social Structure	2	10		40	40% (CIE+SEE)	50
	Field Project		BASOC3FP01	Field Project	2	50	50		50% (CIE+ACTIVITY)	100
	Vocational Skill Course		BASOC3VSC03	Digital Tools in Social Research	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		BA/MARAEC-3	मराठी भाषाज्ञान आणि आकलन : भाग १	2	50		50	40% (CIE+SEE)	100
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2					
	Cumulative Credit/ Marks					64				

Note : 1. UGSO3M01 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark '*' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

3. Course Codes of AEC and CC is common to all BA courses and will be decided by university



UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2025-26.
Second Year: Semester IV (UG DIPLOMA)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter / point (40%)	Total
						CIE	Activity	SEE		
5.0	Major	Mandatory	BASOC4M01	Indian Sociological Traditions	4	20		80	40% (CIE+SEE)	100
			BASOC4M02	Social Problems in Contemporary India - II	2	10		40	40% (CIE+SEE)	50
	Minor		BASOC4M01	Indian Sociological Traditions	4	20		80	40% (CIE+SEE)	100
	Open Elective		BASOC4OE04	Social Communities	2	10		40	40% (CIE+SEE)	50
	Skill Enhancement Course		BASOC4SEC03	Conversations Analysis	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		ENG1AEC2	Enhancing Ability Disposition and Temperament - II	2	50		50	40% (CIE+SEE)	
	Internship / Apprenticeship/ Community Engagement Program(CEP) :		BASOC4CEC01	Community Engagement Program	2	50	50		50% (CIE+ACTIVITY)	100
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	50	50		50% (CIE+ACTIVITY)	100
Cumulative Credits/ Marks					84					
2 Year - 4 Semester UG Diploma (84 credits) after two-year										

- Note : 1. UGSO4M01 can be opt to Sociology as Minor who opt other (than sociology) course as Major.
2. The mark '*' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.
3. Course Codes of AEC and CC is common to all BA courses and will be decided by university

Semester III : Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : BASOCO3M01 (Opt as Minor by other Major Courses)

Name of Course : Foundations of Sociological Thought

Syllabus of Course

Unit 1 : Emergence of Sociology as a Discipline

- A. Renaissance and Sociology : Bruno, Calvin and King's Criticism of religion and emergence of Reasoning, Rationalism, Empiricism, Humanism and Attitude of Scientific Enquiry
- B. Great Transformation in Europe : French Revolution, Emergence of Democratic and Secular Values, Industrial Revolution and Socio-Economic and Political Conditions leading to the Emergence of Sociology

Unit 2 : Founders of Sociology

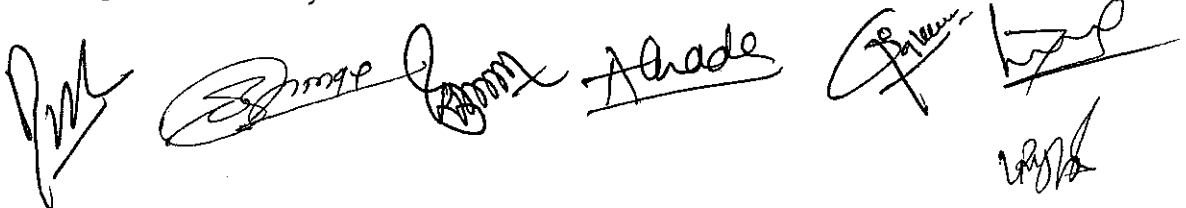
- A. August Comte : Views on positivism and It's Characteristics, Hierarchy of Sciences, Laws of three stages of society
- B. Herbert Spencer: Organic analogy, theory of social evolution and its laws, military and Industrial society

Unit 3. : Origin of Schools in sociology

- A. Karl Marx : Dialectical Materialism, Class Formation and causes of Class Struggle (Alienation, Surplus Value and Exploitation)
- B. Max Weber: Social Action and Types of Social action, Ideal Types of Authorities and Bureaucracy

Unit 4. Developing Sociology


- A. Emile Durkheim: Suicide and Types of Suicide, Meaning of religion and it's functions
- B. G H Mead : Mind, Self - 'I', 'Me' and Generalized other, Functions of Self, Emergence of Society



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Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959; Class and Class Conflict in Industrial Society.
6. Bendiz Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vichar bant.
17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur



Type and Code : Major Mandatory : UGSO3M02

Name of Course : Social Problems in Contemporary India - I

Syllabus of Course

Unit 1 : Cyber Crimes

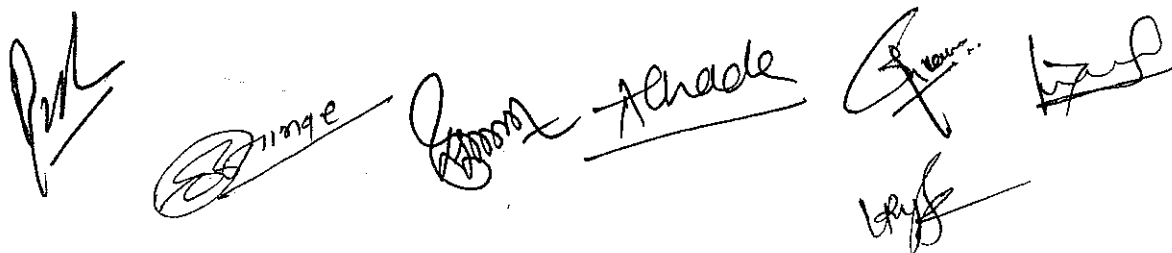
- A. Concept and Meaning of Cyber Crime, Types of Cyber Crimes.
- B. Frauds - Socio-cultural, Economic and Political, Social Media and fake News
- C. Impact of Cyber Crime and its prevention

Unit 2 : Women's Issues

- A. Crime and Violence against women, Patriarchal Attitude and Crimes
- B. Rape, Women Trafficking, Acid Attacks, Riots and Crime
- C. Impact on Society and Measures to Prevent it.

Suggested Readings:

1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems- Five Perspectives, (2nd Edition), OUP, New York, 1981.

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Type and Code : Open Elective : BASOC30E03

(Important Note : This paper can opt by only those students who does not opt sociology as major)

Name of Course : Social Structure

Syllabus of Course

UNIT 1. Rural and Agrarian Social Structure:

- A. The idea of Indian village and village studies-
- B. Agrarian social structure - evolution of land tenure system-land reforms.


UNIT 2. Caste System:

- A. Perspectives on the study of caste systems: GS Ghurye, M N Srinivas, Louis Dumont, Andre Beteille
- B. Features of caste system
- C. Untouchability - forms and perspectives

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharant.
6. Yadav, Ganesh.,Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications,Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra,., Modernisation of Indian Tradition, Ravat Publications, Jaipur,1988
10. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
11. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
12. Pepi Leistyna, Defining & Designing Multiculturalism, State University of New York Press, 2002
13. Ramon Maiz and Ferran Reqejo, Democracy, Nationalism and Multiculturalism, Frank Cass, London and NewYork
14. Giulian Prato, Beyond Multiculturalism, Ashgate, Bulington 200

15. Shastri, Srikant, *Indian Culture*, Notion Press India, Chennai, 2021
16. Sahastrabuddhe, Vinay, *Connecting Through Culture and Overview of India Soft-Power Strength*, Wisdom Tree, 2022
17. Jayshankar, S; *The Indian way*, Harper Collins, 2022
18. Malesevic, Sinisa, *The Sociology of Ethnicity*, Sage, London
19. Perse Elizabeth M., *Media Effects and Society*, Lawrence Erlbaum, London, 2008

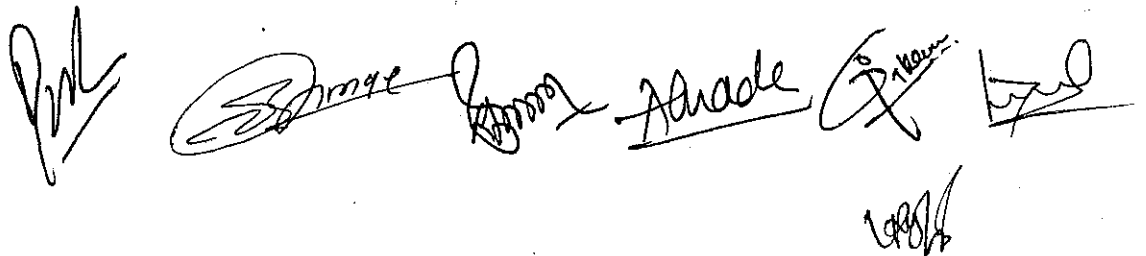


Type and Code : Field Project : BASOC3FP01

Name of Course : Field Project

Directions :

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project must be **2** credits **60** hours: 2 days orientation before field induction, 16 days field engagement (**3** hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
6. Report writing -
 - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for **48** hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.



Type and Code : Vocational Skill Course : BASOC3VSC03

Name of Course : Digital Tools in Social Research

Syllabus of Course

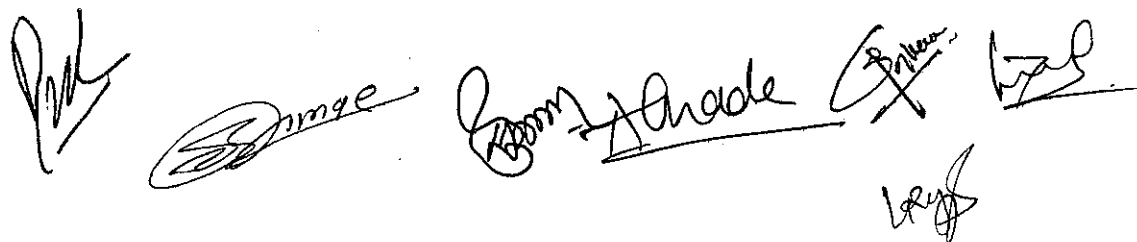
Unit 1 : Mobile based Tools - I

- A. Google form :
- B. Kobo - data collection tool : KoboToolbox
- C. Epicollect 5 - data collect tool : Epicollect5 - Free and easy-to-use mobile data-gathering platform.

Unit 2 : Mobile based tools - II

- A. Jot form : Free Online Form Builder & Form Creator | Jotform
- B. Sogolytics : Transform Your Business with Sogolytics - The Leading Experience Management Platform
- C. SurveySparrow - Omnichannel Experience Management Platform - SurveySparrow

Note : Firstly, download the tool on students' mobile. Secondly, practice them with their questionnaire as activity in class and then field. Take a seminar and viva-voce for valuation including field work practices.



Semester IV : Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : BASOC4M01

Name of Course : Indian Sociological Traditions (Opt as Minor by other Major Courses)

Syllabus of Course

Unit 1 : Theoretical Roots of Caste in India

- A. B.R. Ambedkar: Origin of caste, its mechanism and social, political and economic criticism of caste
- B. Andre Beteille : Trinitarian Model-Class, Status and Party; Cumulative and Dispersed inequality; Caste, Class and Power

Unit 2. Theoretical roots of Feminism in India:

- A. Tarabai Shinde: Characteristics and criticism of patriarchy in Indian society
- B. Jyotirao Phule and Savitribai Phule: Patriarchy and issues of women's right, Women's education: need and objectives.

Unit 3 : Social Change from Indian Perspective

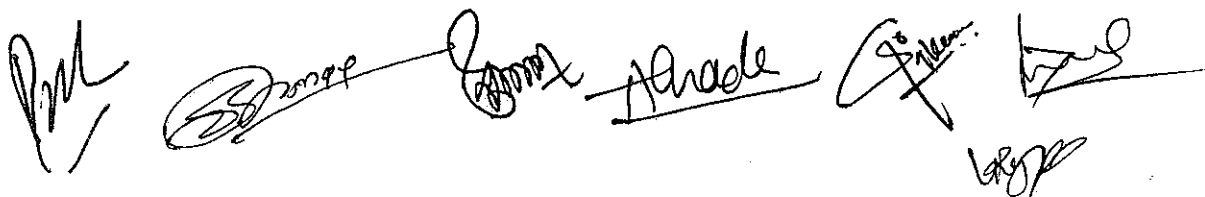
- A. M.N. Shrinivas: Dominant caste - Meaning and implication. Sanskritization-as a factor of social change, mobility and development.
- B. Sharmila Rege : Caste and Gender, Gender and Violence

Unit 4 : Indian Society and Contemporary Change

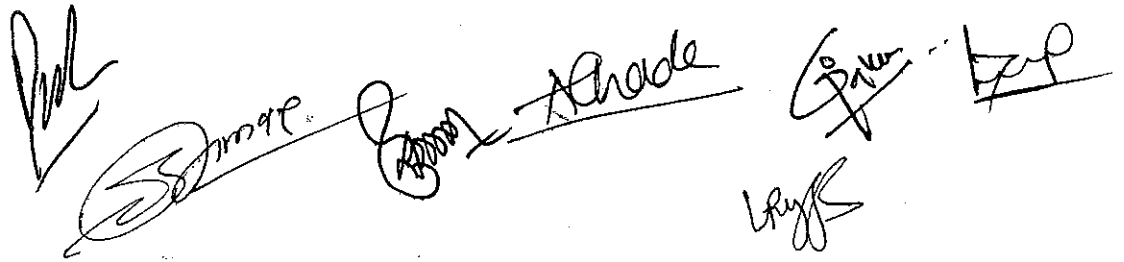
- A. S.C. Dubey: Concept of modernity and its value, Indian society and social change
- B. Yogendra Singh: Great and Little Traditions, Processes of Modernization, Institutionalization and Breakdown in Modernization

Suggested Readings:

20. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.



21. Francis Abraham and John Henry Morgan, Sociological Thought.
22. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
23. H.E. Barnes, Introduction to Sociology.
24. N.S. Vaidya, Samajik Vicharant.
25. Yadav, Ganesh., Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
26. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications, Pune, 2018
27. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
28. Singh, Yogendra., Modernisation of Indian Tradition, Ravat Publications, Jaipur, 1988
29. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
30. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.

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Type and Code : Major Mandatory : BASOC4M02

Name of Course : Social Problems in Contemporary India - II

Syllabus of Course

Unit 1 : Problem of inequality:

- A. Poverty: Corporate capitalism, distribution of resources, culture of poverty, unequal opportunity and poverty; consequences of poverty and its elimination
- B. Casteism and atrocities: Unequal distribution of power, oppression and discrimination, caste struggle and atrocities; **Inclusive policy**: Political Reservations and Reservation in education and Government Services, SC & OBC Commission, Atrocity Act
- C. Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and gender sensitization

Unit 2. Population, Space and Social problems:

- A. Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socioeconomic and political problem; rapid modernization and use of technology
- B. Environment, social problems and solutions to social problems
- C. Development induced displacement and rehabilitation

Suggested Readings:

1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems - Five Perspectives, (2nd Edition), OUP, New York, 1981.

Type and Code : Open Elective : BASOC4OE04

Name of Course : Social Communities

Syllabus of Course

UNIT 1. Tribal communities in India:

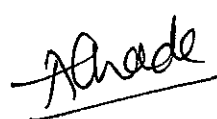
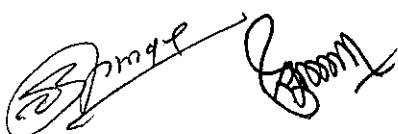
- A. Definitional problems.
- B. Geographical spread.
- C. Colonial policies and tribes.
- D. Issues of integration and autonomy.

UNIT 2. Social Classes in India:


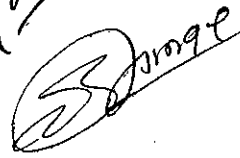




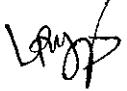
- A. Agrarian class structure.
- B. Industrial class structure.
- C. Middle classes in India.

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.



15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
16. Beteille, Andre., 2002, Sociology, Oxford university Press, New Delhi.
17. Singh, Yogendra., 2000, Culture change in India, Ravat Publications, Jaipur.
18. Rege, Sharmila., 2006, Writing caste-writing gender, Zubaan, New Delhi
19. Doshi, S.L., 2009, Bhartiya Samajik Vicharak, Ravat Publications , Jaipur
20. Nagla, B.K., 2008, Indian Sociological thought, Ravat Publication, Jaipur

Type and Code : Skill Enhancement Course : BASOC4SEC03

Name of Course : Conversation Analysis

Course Objectives:

- To introduce students to the fundamental concepts and methodologies of Conversation Analysis (CA).
- To equip students with the skills to analyze and interpret social interaction through conversational patterns.
- To develop critical thinking skills for understanding the link between language use and social context.
- To explore the role of conversation in shaping social identity, power dynamics, and institutional interactions.

Course Outcomes:

By the end of this course, students will be able to:

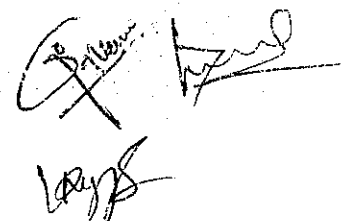
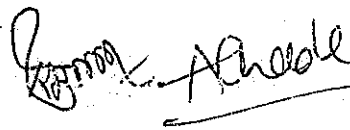
- Apply CA frameworks to analyze social interaction in various contexts.
- Critically examine power dynamics as expressed through language use in conversations.
- Apply CA skills to analyze everyday interactions and analyze and explain how institutional norms and expectations shape communication in institutional and professional settings.

UNIT 1. Understanding Conversation Analysis

- A. Introduction to Conversation Analysis (CA): Definition of CA, Basic principles and assumptions, Details captured in CA: Interruptions, Silences, Thinking Words, Intonation, word stress, Gestures, Body Language.
- B. Structure of Conversation/ Fundamental domains of Organizing Interaction: Turn-taking, Turn-construction, Action in Interaction, Action Sequencing, Preference, Repair, Overall Structural Organization.
- C. Conversation Analysis in Sociology: Sociological Foundations of CA, Social status and interaction, Social interaction and outcomes.

UNIT 2. Exploring Social Interaction through Conversation Analysis

- A. Social Identity and Interaction: how social identity influences social interaction.



1. Interaction among LGBTQA+ and gender binaries in public places in Vidarbha.
2. Social structure in Vidarbha and its influence on conversation between different castes.
3. Power dynamics in Family conversations in Vidarbha
4. Casual interactions in social spheres (railway stations, Bus Stand, Village Community Spaces, Theatres etc. in Vidarbha

B. Institutional-Contexts: How institutional norms impacts conversation.

1. Educational Institution: Conversation between Teachers and students, Teachers and Parents, Students and staff etc.
2. Religious Institutions: Bhagats, Pujari etc. and their interaction with Theists and atheists.
3. Political Institutions: Local Self-Governments, Public representatives and citizens.
4. Legal Institutions: Negotiations between advocates and client, arbitrations etc.
5. Hospitals and medical consultations: Talk between doctors and patients, counselors and their clients

Books for reference:

1. Stivers, T., & Sidnell, S. (2012). The Handbook of Conversation Analysis (Ed). Wiley.
2. Sidnell, J. (2011). Conversation Analysis: An Introduction. John Wiley & Sons.
3. Have, P. ten. (1999). Doing Conversation Analysis: A Practical Guide. SAGE Publications.
4. Heritage, J., & Stivers, T. (2012). Conversation Analysis and Sociology. The Handbook of Conversation Analysis, 657-673. Wiley.
5. Allen, D., & Guy, R. F. (2011). Conversation Analysis: The Sociology of Talk. Walter de Gruyter.
6. Drew, P., & Heritage, J. (1993). Talk at Work: Interaction in Institutional Settings. Cambridge University Press.
7. Clift, R. (2016). Conversation Analysis. Cambridge University Press.
8. Drew, P., & Heritage, J. (2024). Conversation Analysis. SAGE Publications Inc.
9. Blokdyk, G. (2021). Conversation Analysis A Complete Guide - 2020 Edition. 5STARCOoks.
10. Sybing, R. (n.d.). Conversational Analysis: Exploring Social Interactions. ATLAS.ti. <https://atlasti.com/research-hub/conversation-analysis>
11. Sidnell, J. (2016). Conversation Analysis. Oxford Research Encyclopedia of Linguistics. <https://doi.org/10.1093/acrefore/9780199384655.013.40>

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12. Rossi, G. (2020). Conversation Analysis (CA). The International Encyclopedia of Linguistic Anthropology, 1-13. <https://doi.org/10.1002/9781118786093.iela0080>
13. Hutchby, Ian. (2019). Conversation Analysis. SAGE Research Methods Foundations. Transparency in Qualitative Research. <https://doi.org/10.4135/9781526421036>

ACTIVITIES

a. MANDATORY ACTIVITY

1. For Teachers: Teacher must teach students about meaning of significance of conversation analysis. He must conduct workshop on skills and techniques of conversation analysis. Acquaint them with case studies and provide resource material for transcription. Teacher should assign a task to students to identify and analyze naturally occurring talk or engage with interaction in institutional settings. Teacher should instruct students to prepare document on CA.
2. For Students: Students must learn a skill of Conversation analysis and engage in conversation with individuals. Students are advised to act out different conversational scenarios and analyze them using CA concepts. They have to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

b. MISCELLANEOUS ACTIVITIES

1. Class Discussions:
 - o Engage students in discussions about How social identities influence conversation.
 - o Encourage critical thinking by connecting personal experiences to broader societal contexts.
2. Arrange Interview:
 - o Let students observe the interaction in interview and analyze it using the techniques of CA they have learnt.
 - o Check their analysis and suggest further improvements about how to analysis conversation.
3. Participative Learning:
 - o Act out different conversational scenarios and analyze them using CA concepts.
 - o Observation Exercises: Observe and transcribe everyday conversations to identify CA patterns.

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Type and Code : Community Engagement Program : BASOC4CEPC01

Name of Course : Community Engagement Program

Course Objectives

1. To develop an understanding of community dynamics and challenges.
2. To foster skills for planning, executing, and evaluating community engagement activities.
3. To promote empathy, teamwork, and leadership in addressing community issues.

Syllabus of Course

Important Note: This course framework outlines both practical and theoretical exercises. It is more than just a theoretical framework.

Module	Practical and Theoretical Exercises	Number of Week/s
Module 1	Introduction to Community Engagement A. Definitions and principles of community engagement. B. Importance of social responsibility and community engagement. C. Case studies of successful community engagement programs.	1 st
Module 2	Understanding Community Requirements A. Methods of community requirement assessment (e.g., surveys, focus groups). B. Identifying key stakeholders and their roles. C. Ethics and cultural sensitivity in community work.	2 nd
Module 3	Planning and Designing Community Projects A. Setting clear and measurable objectives. B. Developing action plans and resource allocation. C. Calculate risk & its management in project planning.	3 rd
Module 4	Implementation Strategies A. Mobilizing volunteers and resources. B. Communication and advocacy skills. C. Problem-solving during project execution.	4 - 5
Module 5	Monitoring and Evaluation A. Tools and techniques for measuring impact (e.g., KPIs, surveys). B. Reflecting on lessons learned and reporting results. C. Sustainability strategies for long-term impact.	6 - 7
Module 6	Leadership and Teamwork	8-9

- A. Building effective teams and resolving conflicts.
- B. Leadership styles and motivational strategies.
- C. Delegation and collaboration in diverse teams.

Module 7 Capstone Project

10-12

- A. Students design and implement a small-scale community engagement project.
- B. Presentations on project outcomes and personal reflections.
- C. Peer and instructor evaluations.

Evaluation Scheme

- Class participation and discussions: 20%
- Community needs assessment report: 20%
- Project planning and proposal: 20%
- Capstone project execution and presentation: 30%
- Reflective journal/portfolio: 10%