COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - I DEPARTMENT – Sociology

SOCM DSCC l– Introductory Sociology

Kaushiki Banerjee (KB)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Sociology: Discipline and Perspective	Students will develop sociological thinking and apply basic concepts to analyze social relationships and group behavior.	Continuous Internal Assessment, Internal Examinations, Written assignments, tutorials, group discussions	Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	7 hours	
Sociology and Other Social Sciences	Students will distinguish sociology from other social sciences and explain its interdisciplinary connections.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	
Individual and Society	Students will explain how socialization, culture, and norms shape individual personality and social behaviour.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	
Human Society	Students will understand the role of social institutions, social control, and social change in maintaining and transforming society.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	10 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - I DEPARTMENT – Sociology

MSOC MN 1: Introductory Sociology

Kaushiki Banerjee (KB)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Sociology: Discipline and Perspective	Students will differentiate sociological reasoning from everyday assumptions and explain how sociology developed as a discipline. Students will identify and use core sociological terms like Association, Community, Status, Role, Norms and Values to interpret social interactions.	Continuous Internal Assessment, Internal Examinations, Written assignments, tutorials, group discussions	Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	7 hours	
Sociology and Other Social Sciences	Students will compare the focus and methods of sociology with Anthropology, psychology, history, and Political Science. Students will explain the interdisciplinary nature of sociology and how it complements other social sciences.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - I DEPARTMENT – Sociology

SOC-H - SEC-1

Gender Sensitization

Meghjit Sengupta (MS)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit 1. The concept of Gender	Students will develop sociological thinking surrounding gender as a category and how it impacts social life in general. The concepts of masculinity and femininity shall be introduced in preliminary ways while reflecting upon the dichotomy between the private and the public space.	Continuous Internal Assessment, Internal Examinations, Written assignments, tutorials, group discussions	Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	7 hours	
Unit 2. Gender Construction	Students will understand the ways in which gender is not a 'natural' entity but essentially socially constructed, beyond limited and binary ideas. The idea of discrimination against LGBTQIA+ individuals in the society due to heteronormative values shall be introduced in-depth. The situation of transgender individuals in India and their history will be reflected upon.		Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	14 hours	

Unit 3. Practices and Policies for Children	An in-depth understanding of gender inequality intersecting with the notion of age. Understanding female foeticide and neglect of girl children as a social problem in the context of India. Child marriage as a social problem that persists and intersects with other problems like income inequality. Understanding POCSO as a movement and an Act for safeguarding child rights in India.		Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	14 hours	
Unit 4. Practices and Policies for Women	Covers gender stereotypes and inequalities in family and society, along with major forms of gender-based violence such as eve teasing, rape, domestic violence, and workplace sexual harassment. It also introduces key legal protections, including the Vishakha Guidelines and the POSH Act (2013), and discusses the principles of gender-sensitive counselling and the characteristics and types of counselling.	Continuous Internal Assessment, Internal Examinations , Written assignments, tutorials, group discussions	Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	10 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - I DEPARTMENT – Sociology

SOC-H-IDC-1

Knowing Indian Society

Meghjit Sengupta (MS)

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit 1. India as a Plural Society	This unit introduces India's cultural, religious, linguistic, and ethnic diversity, emphasizing the principles of unity in diversity and the challenges to national integration. It also examines the concepts, nature, and contemporary issues of communalism and secularism in the Indian context.	Continuous Internal Assessment, Internal Examinations, Written assignments, tutorials,	Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	7 hours	
Unit 2. Family and Kinship	This unit introduces the major types of family structures in India, including their characteristics and changing patterns. It also examines the concept of kinship, its forms, functions, and significance in shaping social relationships and cultural practices in Indian society.		Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom	14 hours	

		group discussions	discussions, and tutorials for conceptual clarity.		
Unit 3. Social Institutions and Practices	This unit examines the concepts of caste, tribe, class and gender as major forms of social stratification in India. It explores Sanskritization and changing caste dynamics, the features and contemporary status of tribes, the characteristics of rural and urban class structures and gender based discrimination in the context of India.		Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	14 hours	
Unit 4. India in the Globalization Era	This unit examines the impact of globalization on Indian society and the ways local cultures adapt to global influences. It also explores changing patterns of consumption and their effects on lifestyles, food habits, language, and the use of social media.	Continuous Internal Assessment, Internal Examinations, Written assignments, tutorials, group discussions	Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	10 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - I

DEPARTMENT – Sociology

Minor 1

Introductory Sociology

Meghjit Sengupta (MS)

Topic/Unit	**Competency-Based Expected Learning Outcome** **(Knowledge, Skill Value, Attitude)**	**Assessment**	**Brief** **Description of** **Strategies,** **Aids (if any), Evaluation process**	**Hours** **Allotted**	**Evaluated** **Outcome/** **Post-Teaching Reflections**
Unit 3. Individual and Society	This unit introduces the concepts of socialization and its major agencies, along with the meaning, characteristics, and types of culture. It also examines the relationship between culture and personality and explores the concepts of conformity and deviance in society.	Continuous Internal Assessment, Internal Examinations, Written assignments,	Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected original texts; interactive classroom discussions, and tutorials for conceptual clarity.	7 hours	
Unit 4. Human Society	Students will be introduced to the concepts of social institutions and social processes, emphasizing the role and importance of social control and its agencies. It also examines the		Class lectures; Power point presentations, class presentations watching and reviewing videos and films, insights from the field, close reading and discussion of selected	14 hours	

	meaning and factors of social change, along with the concept and types of social mobility.	tutorials, group discussions	original texts; interactive classroom discussions, and tutorials for conceptual clarity.		