COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - V DEPARTMENT – Sociology

CC6 MSOC-MDC– Environmental 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**
Environmental Movements in India	Students will analyse major environmental movements in India and explain their role in shaping environmental awareness and policy.	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	
Global Issues Global Environmental Politics: Major Issues	Students will evaluate global environmental issues such as climate change and global warming and understand their implications for international politics and society.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	

Climate Change and Global Warming: Major Issues					

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - V DEPARTMENT – Sociology

MN 4 MSOC– Methods of Sociological Enquiry

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**
The Logic of Social Research	Students will explain what constitutes social research.	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	
Basic Concepts	Students will learn key research concepts to design a basic research problem.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	

Design and Structure of Research	Students will learn about research designs and data collection tools.	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.	14 hours	
Ethics in Research	Students will learn about ethical responsibilities in research and demonstrates practices to avoid plagiarism.	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.	10 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - V DEPARTMENT – Sociology

MN 3 MSOC– Classical Sociological Traditions (Minor)

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 - Origin & development of sociology as a distinct discipline	Focusing on the emergence of sociology as a discipline, this unit traces the intellectual influence of the European Enlightenment and the French, American, and Industrial Revolutions. It also examines Auguste Comte's contributions through Positivism, the Law of Three Stages, and Social Statics and Dynamics, alongside Herbert Spencer's theory of Evolutionism.	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	
Unit 2 - Karl Marx	Examining the foundations of Marxist sociology, this unit introduces the Materialist Conception of History and Dialectical Materialism as key principles of social change. It further explores the concepts of		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	

	class, class struggle, and the capitalist mode of production as central elements of Karl Marx's analysis of society.				
Unit 3 - Vilfredo Pareto	Centred on the sociological ideas of Vilfredo Pareto, this unit examines his classification of social action and the distinction between logical and non-logical actions. It also explores the theory of the circulation of elites and its significance in understanding social and political change.	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.	14 hours	
Unit 4 – Max Weber and Emile Durkheim	Bringing together the perspectives of two foundational sociologists, this unit explores Emile Durkheim's concepts of social facts through his study of suicide and the relationship between the individual and society in the Division of Labour. It also examines Max Weber's theories of social action and ideal types, along with his analysis of the relationship between religion and the economy.	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.	10 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - V DEPARTMENT – Sociology

CC 6 MSOC-MDC Environmental 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 1 - Envisioning Environmental Sociology	Beginning with the emergence of environmental sociology, this unit traces its origin, development, and growing relevance in understanding society–environment interactions. It further examines the social consequences of development, with particular emphasis on displacement,	Continuous Internal Assessment, Internal Examinations	Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	7 hours	

	rehabilitation, and the associated socio-environmental issues.	, Written assignments, tutorials, group discussions			
Unit 2 – Approaches to the sociology of environment	Drawing on key theoretical perspectives, this unit introduces the principles of ecofeminism and social ecology. It examines how these approaches explain the relationship between society, nature, and environmental problems from different sociological viewpoints.		Lectures; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.	14 hours	