



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India
Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts

Course: Sociology (FYBA)

Semester I

**Choice Based Credit System (CBCS) with effect from the
Academic year 2022-2023**


Head of the Department







PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of Foundation Course-I, the learners should be enriched with knowledge and be able to-

- PSO1:** This course is designed to create social awareness at a preliminary level for students across the board.
- PSO2:** To help the students to upgrade their knowledge on current challenges and issues of Indian society.
- PSO3:** The learners will display sensitivity and understanding of various levels of social stratification in India.
- PSO4:** The learners will display sensitivity towards the ecological crisis, better understanding of human nature and social behaviour and be able to function in a humane way in the society.
- PSO5:** The learners will be able to engage in fruitful and enriching dialogue with other peers, critics and intellectuals in the domain of social issues.

Preamble

With the introduction of Credit Based Semester & Grading System (CBSGS) and continuous evaluation consisting of components of External Assessment & Internal Assessment by the esteemed University from the academic year 2011-12 the earlier existing syllabus of Foundational course for B.A,B.Com and B.Sc courses was restructured according to the CBSGS pattern for implementation from 2011-12.

Foundation Course was introduced with an objective to develop a preliminary understanding of significant changes and factors that have influenced the cultural, economic, environmental and political fabric of Indian society. Keeping in tune with the revised syllabi, the committee has introduced themes in lieu with issues of a rapidly changing Indian society. The revised syllabus is an attempt to make students conscious of their role as change makers along with responsibilities towards the ethical well-being of the society. The present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of assignments/presentations for 25 marks.

This introductory course on contemporary issues will help the students to develop a well-balanced standpoint for many of the pressing social problems seen in Indian society.

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a. **Details of Internal Continuous Assessment (ICA)**

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (ICA-1)	Written Assignment cum Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks

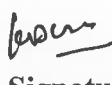
b. **Details of Semester End Examination**

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1	Compulsory question(from any unit)	15	15
Q.2 to Q.6	Q.2 to Q.6 Any 4 out of 5.	15*4	60
Total Marks			75


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Approved by Vice-Principal


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Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal
College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: I	
Course: Bachelor of Arts				Course Code: UAMASOC101	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
04	--	--	4	25	75

Learning Objectives:

- To provide the students of Sociology with the basic understanding of concepts, processes and changes in structures and institutions in society
- To sensitize the students towards the problems and challenges faced by different sections of the society.
- To familiarize them with the contemporary trends in the study of Sociology.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Gain a deeper and coherent understanding of Sociology with an updated knowledge of career opportunities in the subject

CO2: Analyze factors that contribute towards bringing about changes in various social Structures and institutions.

CO3: Comprehend the challenges and issues faced by different sections in the society.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Introduction To Sociology Emergence of Sociology, Introduction to concepts, Sociological Imagination Founders and Perspectives in Sociology Scope of Sociology	15
2	CULTURE Culture and its components Cultural Universals and Cultural Differences, Ethnocentrism and Cultural Relativity Cultural Plurality, Cultural Nationalism, Sub-Cultures and Counter-Cultures Globalisation and Multiculturalism, Deglobalisation	15

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3	SOCIALISATION Concept of Socialisation Agencies of Socialisation & social construction Types: Anticipatory Socialisation, Gender Socialisation, Resocialisation, Political Socialisation	15
4	MEDIA AND SOCIETY Theoretical perspectives of Media and Technology: Functionalism and Conflict Corporate, Elections and Political control of Media New Social Media-Social Networking and Digital Communities Marketing and Advertising Network	15
Total		60

*To develop scientific temper and interest by exposure through industrial visits and study/educational
tours is recommended in each semester*

Suggested Readings

1. Ahuja, Ram. (2002), Society in India: Concepts, theories and recent trends, New Delhi, Rawat Publications.
2. Chomsky, Naom. (2011), Media Control: The spectacular achievements of propaganda, New York, Seven Stories Press.
3. Das, Veena. (2006), Handbook of Sociology, OUP India.
4. Haralambos M & Heald. (2009), Sociology Themes and Perspectives, New Delhi, Oxford University Press.
5. Marshall Gordon Dictionary of Sociology, New Delhi, Oxford University Press.
6. Macionis, John. (2005). Sociology, 10th edition, Prentice Hall.
7. Rao, Shankar. (1990), Sociology, New Delhi, S. Chand & Company limited.
8. Schaefer, Richard. (2006), Sociology: A Brief Introduction, 6th edition, Tata McGraw Hill, New Delhi.



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Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts

Course: Sociology (FYBA)

Semester II

**Choice Based Credit System (CBCS) with effect from the
Academic year 2022-2023**

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Head of the Department

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Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

- b. **Details of Internal Continuous Assessment (ICA)**
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (ICA-1)	Written Assignment cum Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks

- c. **Details of Semester End Examination**
75% of the total marks per course. Duration of examination will be two and half hours.

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Total Marks			75



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PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the F.Y.B.A- Sociology, the learners should be enriched with knowledge and be able to-

PSO1: To provide the students of Sociology with the basic understanding of concepts, processes and changes in structures and institutions in society

PSO2: To sensitize the students towards the problems and challenges faced by different sections of the society.

PSO3: To familiarize them with the contemporary trends in the study of Sociology.

Preamble

Sociology is one of the most sought out and most fundamental social science under the faculty of Arts and Humanities across the globe. Perceiving the ever growing demand for this subject not just by Arts courses but also for liberal arts, nursing and pharmacy, law and media, human resources management and entrepreneurial courses, it is imperative to update the syllabus from time to time to meet the challenging arising from changing nature of the job market.

After the introduction of credit based grading system and change in the marking scheme there was a need to change the content of each units and re-distribution of lecture allotted to the current syllabus. With reference to the marking scheme and exam pattern, Present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of project based learning for 25 marks.

The present syllabus is designed keeping in view the diverse nature of students entering the BA course. The syllabus is an attempt to introduce the fundamental or basics of the subject with conceptual clarity for students coming from non-Sociology background. It also attempts to address the contemporary issues studied and debated by sociologists around the world. The dual purpose served by this syllabus is to strengthen the foundation in the subject as well as generate interest and rigor for the subject amongst the students.

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal
College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: II	
Course: Bachelor of Arts				Course Code: UAMASOC201	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75

Learning Objectives:

- To sensitize the students towards the problems and challenges faced by different sections of the society.
- To familiarize them with the contemporary trends in the study of Sociology.

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Analyze factors that contribute towards bringing about changes in various social Structures and institutions.
- CO2:** Comprehend the challenges and issues faced by different sections in the society.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	SOCIAL INSTITUTIONS Family: Types, Functions and alternative forms Marriage: Types, Functions, New forms of marriage Divorce and separation	15
2	SOCIAL STRATIFICATION Caste, Class and Gender Religion: Functions, Fundamentalism and Secularism Sect and Cult	15
3	URBAN SOCIOLOGY Urbanization and urban demographic changes Changing Urban Landscapes Emerging problems in Urban Areas	15
4	SOCIOLOGY OF JUSTICE AND ORDER Crime and Deviance: Types, causes & Typography of crime Cyber –Crime Crime against Minorities; Crime against Women, Children and Senior Citizens	15
	Total	60

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Suggested Readings

9. Ahuja, Ram. (2002), Society in India: Concepts, theories and recent trends, New Delhi, Rawat Publications.
10. Chomsky, Naom. (2011), Media Control: The spectacular achievements of propaganda, New York, Seven Stories Press.
11. Das, Veena. (2006), Handbook of Sociology, OUP India.
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Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts

Course: SYBA (Sociology)

Semester- III Applied Component

Introduction to Social Work and Social Welfare

Choice Based Credit System (CBCS) for the Academic year 2022-23

Head of the Department

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the SYBA (SEM III and IV) , the learners should be enriched with knowledge and be able to-

- **PSO1:** To introduce students to the basic concepts of social work and in the Indian context.
- **PSO 2:** To acquaint students to the concept of development and apply critical thinking to them about the existing dilemmas, issues and problems in development of India.
- **PSO 3:** To make learner aware of the context of sociology and social welfare.
- **PSO 4 :** To acquaint students to the changes in the field of social welfare.
- **PSO 5:** To familiarize & sensitize students with the varied problems faced by marginalised groups.

Preamble

Sociology is one of the most sought out and most fundamental social science under the faculty of Arts and Humanities across the globe. Perceiving the ever growing demand for this subject not just by Arts courses but also for liberal arts, nursing and pharmacy, law and media, human resources management and entrepreneurial courses, it is imperative to update the syllabus from time to time to meet the challenging arising from changing nature of the job market.

After the introduction of credit based grading system and change in the marking scheme there was a need to change the content of each units and re-distribution of lecture allotted to the current syllabus. With reference to the marking scheme and exam pattern, Present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of project based learning for 25 marks.

The present syllabus is designed keeping in view the diverse nature of students entering the BA course. The syllabus is an attempt to introduce the fundamental or basics of the subject with conceptual clarity for students coming from non-Sociology background. It also attempts to address the contemporary issues studied and debated by sociologists around the world. The dual purpose served by this syllabus is the strengthen the foundation in the subject as well as generate interest and rigor for the subject amongst the students.

Evaluation Pattern

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a. Details of Internal Continuous Assessment (ICA)

25% of the total marks per course:

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b. Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

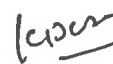
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Total Marks			75



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**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A (2022-23)				Semester: III	
Course: Introduction to Social Work and Social Welfare				Course Code: UAMASWAC3	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hour s per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To introduce students to the basic concepts of social work and in the Indian context. • To acquaint students to the concept of development and apply critical thinking to them about the existing dilemmas, issues and problems in development of India. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: To comprehend the concepts, history and practices of social work in India.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	MEANING AND UNDERSTANDING OF SOCIAL WORK IN INDIA				12
	a) Understanding the concept of social work and social welfare				
	b) Role of Indian social reformers				
	c) Need of social work as a profession and social work in global context				
2	ASPECTS OF SOCIAL WELFARE				11
	a) Concept of welfare state				
	b) Role of religion and philanthropy				
	c) NGO's : Meaning, functions and scope				
3	CONTEMPORARY ISSUES OF DEVELOPMENT				11
	a) Contemporary development problems: poverty, migration, displacement and rehabilitation				
	b) Universal access to healthcare services: vulnerable groups				
	c) Welfare policies in India after 1990's				
4	COMMUNITY DEVELOPMENT PROGRAMME				11
	a) Community development : meaning, history and features				
	b) Corporate Social Responsibility, rural and urban community development				
	c) Self-help groups				
	Total				45

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Reading List:

1. Agarwal, Sanjay. 2008. Corporate Social Responsibility in India, California, Sage publications.
2. Chowdhary, Paul, 1992. Introduction to social work, New Delhi, Atma Ram and Sons.
3. Das, Kumar. 2009, Gender Dynamics in Economic Development of India, New Delhi, Reference Press.
4. Datar, Sudha; Bawikar, Ruma et. al. (ed). 2010. Skill Training for Social Workers, New Delhi, Sage Publications.
5. Desai, Murali, 2002. Ideologies and social work (Historical and Contemporary Analysis), Jaipur, Rawat Publications.
6. Gandhi, M.K. 1962, Village Swaraj, Ahmedabad, Navajivan Publishing House.
7. Gandhi M.K, 1976 "Social Service, Work and Reform" (Vol-1), Navjivan Publishing House, Ahmedabad, India.
8. Jones, Kathleen; Brown, John & Bradshaw, Jonathan. 1978. Issues in Social Policy, London, Routledge.
9. Marshall, Gordon. Dictionary of Sociology. New Delhi : Oxford University Press.
10. Marx, J.D., Broussard, C.A. Hopper, F.A., & Worster, D. (2010). Social Work and Social Welfare: An Introduction. Boston, MA: Allyn & Bacon.
11. Mitra, Nayan & Schmidpeter, Rene. 2017. Corporate Social Responsibility in India, Switzerland, Springer Publications.
12. Mukherji, Brahmadeva. 1967. Community Development in India, Mumbai, Orient Longmans.
13. Mukhopadhyay, Swapna (ed). 1998, Women's Health, Public Policy and Community Action, New Delhi, Manohar Publishers and Distributors.
14. Nagpaul, Hans. 1996. Social Work in India, Jaipur, Rawat Publications.
15. Nazneen Sada Mayadas, Thomas D. Watts, Doreen Elliott, 1997. International Handbook on Social Work Theory and Practice, Greenwood Publishing Group, USA.
16. Schaeffer and Lamm. (1998). Sociology. (6th Edition). McGraw Hill.
17. S. Natarajan, 1920. The Indian Social Reformer, Volume 3, Kannada Press, India.
18. Prasad Purendra and Jesani Amar, 2018, Equity and access: Healthcare studies in India, New Delhi, Oxford University Press.

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19. Wadia, A.R. 1968. History and Philosophy of Social Work in India, Bombay, Allied Publishers.

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**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
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UNIVERSITY OF MUMBAI

Program: Bachelor of Arts

Course: SYBA (Sociology)

Semester- IV Applied Component

Introduction to Social Work and Social Welfare

Choice Based Credit System (CBCS) for the Academic year 2022-23

Depai

Head of the Department

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the SYBA (SEM III and IV) , the learners should be enriched with knowledge and be able to-

- **PSO1:** To introduce students to the basic concepts of social work and in the Indian context.
- **PSO 2:** To acquaint students to the concept of development and apply critical thinking to them about the existing dilemmas, issues and problems in development of India.
- **PSO 3:** To make learner aware of the context of sociology and social welfare.
- **PSO 4 :**To acquaint students to the changes in the field of social welfare.
- **PSO 5:** To familiarize & sensitize students with the varied problems faced by marginalised groups.

Preamble

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**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A (2022-23)				Semester: IV	
Course: Introduction to Social Work and Social Welfare				Course Code: UAMASWAC4	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hour s per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To make learner aware of the context of sociology and social welfare. • To acquaint students to the changes in the field of social welfare. • To familiarize & sensitize students with the varied problems faced by marginalised groups. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ol style="list-style-type: none"> 1. CO 1: To analyze the contemporary social problems in India. 2. CO 2 : To apply techniques of social work in the community. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	MARGINALIZED GROUPS AND SOCIAL WELFARE				12
	<ol style="list-style-type: none"> a) Intersectionality : Meaning and issues b) Problems and welfare of Schedule Castes and Schedule Tribes c) Challenges faced by children and the elderly 				
2	STATUS OF WOMEN AND SOCIAL WELFARE				11
	<ol style="list-style-type: none"> a) Emergence of women's movement in India b) Women and empowerment: access to education and employment c) Domestic Violence Act and Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 				
3	CONTEMPORARY ISSUES OF SOCIAL WELFARE				11
	<ol style="list-style-type: none"> a) Social welfare and right based approach b) Unorganized sector and social security bill c) Rights of Persons with Disabilities Act, 2016 				
4	Research and Communication in social work				11
	<ol style="list-style-type: none"> a) Development communication b) Research methods used in social work c) Fact finding skills: interview and survey method 				
	Total				45

Reading List:

1. Das, P.K. 2007. Protection of women from domestic violence, New Delhi, Universal Law publishing company.
2. Datar, Sudha; Bawikar, Ruma et. al. (ed). 2010. Skill Training for Social Workers, New Delhi, Sage Publications.
3. Faizi, Amir A. 2009. Self-help groups and marginalised communities, New Delhi, Concept Publishing House.
4. Marx, J.D., Broussard, C.A. Hopper, F.A., & Worster, D. (2010). Social Work and Social Welfare: An Introduction. Boston, MA: Allyn & Bacon.
5. Nagpaul, Hans. 1996. Social Work in India, Jaipur, Rawat Publications.
6. Nazneen Sada Mayadas, Thomas D. Watts, Doreen Elliott, 1997. International Handbook on Social Work Theory and Practice, Greenwood Publishing Group, USA.
7. Schaeffer and Lamm. (1998). Sociology. (6th Edition). McGraw Hill.
8. Saini, Debi. 2011. Social Security Law in India, Great Britain, Wolters Kluver.
9. Saravanavel P. 1996, Research Methodology, Allahabad, Kitab Mahal Distributors.
10. Wadia, A.R. 1968. History and Philosophy of Social Work in India, Bombay, Allied Publishers.



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Affiliated to the
UNIVERSITY OF MUMBAI

**Program: Bachelor of Arts Course:
SYBA**

**Semester- III
Sociology- II and III**

Choice Based Credit System (CBCS) for the Academic year 2022-23

Desai

Head of the Department

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Joseph

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the SYBA (SEM III and IV) , the learners should be enriched with knowledge and be able to-

- **PSO1:** To Introduce Students to the Indian Sociological Traditions.
- **PSO 2:** To Familiarise Students with the selected readings in Indian Sociology
- **PSO 3:** To Acquaint Students with the Emerging Issues in Indian society
- **PSO 4:** To introduce various theoretical perspectives in Indian society that has shaped the concept of development.
- **PSO 5:** To help students to gain an insight into emerging issues and contemporary debates within the development discourse.
- **PSO 6:** To familiarise students with basics of social research methods

Preamble

Sociology is one of the most sought out and most fundamental social science under the faculty of Arts and Humanities across the globe. Perceiving the ever growing demand for this subject not just by Arts courses but also for liberal arts, nursing and pharmacy, law and media, human resourcesmanagement and entrepreneurial courses, it is imperative to update the syllabus from time to time to meet the challenging arising from changing natureof the job market.

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Component 1 (ICA-1)	Written Assignment cum Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks

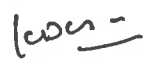
b. Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1	Compulsory question(from any unit)	15	15
Q.2 to Q.6	Q.2 to Q.6 Any 4 out of 5.	15*4	60
Total Marks			75


Signature
HOD


Signature
Approved by Vice-Principal


Signature
Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A				Semester: III	
Course: Indian Society: structure and change (Paper-II)				Course Code: UAMASOC302	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To Introduce Students to the Indian Sociological Traditions. • To Familiarise Students with the selected readings in Indian Sociology • To Acquaint Students with the Emerging Issues in Indian society 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: To explain and comprehend basic and theoretical framework of Indian Sociology					
CO2: To analyze the contemporary social challenges and debates in Indian Social Milieu					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Introduction to Indian Sociological traditions a) Indological approach: G.S. Ghurye, Louis Dumont, K. M. Kapadia b) Structural Functional approach: M.N. Srinivas, I.P.Desai				12
2	Introduction to Indian Sociological traditions- II a) Marxist Approach: A.R. Desai, D.P. Mukherjee b) Subaltern Approach: B.R. Ambedkar, Jyotiba Phule				11
3	Contemporary readings in Indian Sociology a) Caste and Gender: Sharmila Rege . b) Religion and Nationalism: T.K.Oomen c) Kinship, Marriage and Sexuality: Leela Dube				11
4.	Current debates and Issues in India society a) Caste atrocities and Caste mobilizations: Dalit and Maratha movements b) Linguistic, Ethnic conflicts and Identity issues in India c) Gender discrimination and violence				11
	Total				45

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Reading list

1. Ambedkar, B. R. 2007. "Annihilation of Caste" Critical Quest, New Delhi.
2. Dhanagare, D. N. 1999. "Themes and perspectives in Indian Sociology" Rawat Publications,
N. Delhi.
3. Deshpande, S. 2001. "Contemporary India: Sociological View" Penguin Books India Limited
4. Dsouza, L. 2006. "Globalisation, Nationalism and Ethnic Identities: The Future of Nation State" in Somayaji, S. and Ganesha S. (Eds): Sociology of Globalization: Perspectives from India 69-97 Jaipur: Rawat Publications.
5. Dube, L. 2001. "Anthropological Explorations in Gender" Sage publications, New Delhi
6. Guru, G. 1993. "Dalit Movement in Mainstream Sociology" EPW, 28 (14), 570-573
7. Guru, G. 2016. "Shifting Categories in the Discourse of Caste and Class" EPW, Vol.44(14): 10-12
8. Jogdand, P.G. 2020. Dalit Movement In India: Case Of Maharashtra, Rawat Publications;N.Delhi
9. Oommen, T. K. 2001 "Religion as a Source of Violence. A Sociological Perspective" The Ecumenial Review. Vol. 53, issue 2, April 2001. 168 -179.
10. Oommen T. K. 2005 "Crisis and Contention in Indian Society" Sage publications.
11. Omvedt, G. 1994. "Dalits and Democratic Revolution" Sage, New Delhi
12. Patel, S. 2011. (Ed) Doing Sociology in India: Genealogies, locations and Practices. New Delhi: Oxford University Press.
13. Phadnis, U. 2001. "Ethnicity and Nation Building in South Asia" Sage Publications, N.Delhi
14. Rege, S. 2006. "Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies". Zubaan Publications. New Delhi
15. Rao, M.S.A. 1968. 'Obituary: K. M. Kapadia (1908-1967), Sociological Bulletin, March 1968, Vol. 17, No. 1 (March 1968), pp. 1-4 Published by: Sage Publications, Inc.

16. Teltumbade, A. 2016. 'Behind the Ire of Marathas', Economic and Political Weekly, Vol.51 (40): 10-11.
17. Uberoi, Sundar, Deshpande. 2007. (Ed) Anthropology in the East. Founders of Indian Sociology and Anthropology. New Delhi, Permanent Black
18. Kumar. V. 2016. "Caste Contemporaneity and Assertion", Economic and Political Weekly, Vol. 51 (50): 84-86). Cartel, New Delhi: Orient Black swan.
19. Srivastava, S. Yasmeen A. and Abraham, J. (eds) 2018. Critical Themes in Indian Sociology, Sage Pub, N. Delhi
20. Ursula M. S. and Chatterje, M. 2019. Contextualizing Caste: Post- Dumontian approaches, Rawat Pub, N. Delhi

Web sources:

1. www.epw.in
2. www.scroll.in
3. www.thewire.in

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A				Semester: III	
Course: Contemporary issues in Indian Society (Paper-III)				Course Code: UAMASOC303	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To bring awareness and sensitivity among the students towards contemporary issues. • To inculcate responsibilities and promote equality. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: To analyze the significant debates in the field of Sociology					
Outline of Syllabus: (per session plan)					
Module	Description				No of Lectures
1	DEMOGRAPHY a. Nature, Scope and Significance b. Fertility, Mortality, Nuptiality (Concept and factors) c. Declining Sex Ratio (Causes and Measures) d. Demographic Transition theory				12
2	MIGRATION a. Definition Meaning and Characteristics b. Types of Migration: Case studies-Life of Migrants in Mumbai c. Gender and Migration				11
3	HEALTH a. Right to Health Care (Women and Children) b. Disability Rights Act 2016 (Differently abled) c. Surrogacy and Politics of Reproduction d. Disability: Mental Health Act 2017				11

4	UNIT IV CRIME AND JUSTICE a.Present Criminal Justice System in India: Police, Courts and Law b.Types of Crime c.Crime against women in public spaces d.Media Ethics: Post truth-fake news	11
	Total	45

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Reading List:

1. Asha A Bhende, Tara Kanitkar (2014). Principles of Population. Himalaya Publishing House.Mumbai
2. Bhagat, R. Jones, G. (2013). Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance. Asia Research Institute. National University of Singapore.
3. Dabir Bharti, The Constitution and criminal justice Administration. APH Publishing Corporation. New Delhi.
4. Desai, M Mahabal, K. (2007). Health Care Case Law in India CEHAT. ICHRL
5. Government of India Ministry of Human Affairs Report Vol I. (2003) Committee on Reforms Criminal justice System. India
6. Raj, H. (1998). Population Studies. Surjeet Publication, Delhi.
7. South Asia Human Rights Documentation Centre. (2006). Handbook of Human rights and criminal justice in India. The system and procedure. New Delhi: OUP.
8. Vibhute K.I. (2004). Criminal Justice: A human rights perspective of the criminal justice process in India. ISBN
9. NFHS:1,2,3,4: <http://rchiips.org/nfhs/>
10. Economic and Political weekly: Gender & Migration, Vol.48, Issue No.10, 09 Mar, 2013

Journals:

1. Ethical Issues in Assisted Reproductive Technologies -Social Medicine-Volume6, Number3, March 2012.
2. Journal of Medical Ethics, 1983, 9, 192-195



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of
India, Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts

Course: SYBA

Semester- IV Sociology -II and III

Choice Based Credit System (CBCS) for the Academic year

2022-2023

Desai

Head of the Department

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the SYBA (SEM III and IV) , the learners should be enriched with knowledge and be able to-

- **PSO1:** To Introduce Students to the Indian Sociological Traditions.
- **PSO 2:** To Familiarise Students with the selected readings in Indian Sociology
- **PSO 3:** To Acquaint Students with the Emerging Issues in Indian society
- **PSO 4:** To introduce various theoretical perspectives in Indian society that has shaped the concept of development.
- **PSO 5:** To help students to gain an insight into emerging issues and contemporary debates within the development discourse.
- **PSO 6:** To familiarise students with basics of social research methods

Preamble

Sociology is one of the most sought out and most fundamental social science under the faculty of Arts and Humanities across the globe. Perceiving the ever growing demand for this subject not just by Arts courses but also for liberal arts, nursing and pharmacy, law and media, human resources management and entrepreneurial courses, it is imperative to update the syllabus from time to time to meet the challenging arising from changing nature of the job market.

After the introduction of credit based grading system and change in the marking scheme there was a need to change the content of each units and re-distribution of lecture allotted to the current syllabus. With reference to the marking scheme and exam pattern, Present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of project based learning for 25 marks.

The present syllabus is designed keeping in view the diverse nature of students entering the BA course. The syllabus is an attempt to introduce the fundamental or basics of the subject with conceptual clarity for students coming from non-Sociology background. It also attempts to address the contemporary issues studied and debated by sociologists around the world. The dual purpose served by this syllabus is the strengthen the foundation in the subject as well as generate interest and rigor for the subject amongst the students.

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a. Details of Internal Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (ICA-1)	Written Assignment cum Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks

b. Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1	Compulsory question(from any unit)	15	15
Q.2 to Q.6	Q.2 to Q.6 Any 4 out of 5.	15*4	60
Total Marks			75

Signature
HOD

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Approved by Vice-Principal

Signature
Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A				Semester: IV	
Course: SOCIOLOGY OF DEVELOPMENT AND RESEARCH (Paper -II)				Course Code: UAMASOC402	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hour s per wee k)	Credit	Continuous Assessment (CA)(Marks - 25)	Semester End Examinations (SEE)(Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To introduce various theoretical perspectives in Indian society that has shaped the concept of development. • To help students to gain an insight into emerging issues and contemporary debates within the development discourse. • To familiarise students with basics of social research methods 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO 1: To explain the theoretical approaches and arguments against the current development model. • CO 2: To analyze the different research traditions will enable the student to make rational choices of methods to be used while doing field based research. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Concept and theories of Development a. Meaning of Development, theory of Modernization b. Dependency theory c. Neo-Liberal Economic approach				12
2	Problems and Crisis of Development-I a. Land Displacement b. Forest Rights Act 2006 and its impact on the tribal community c. Development v/s ecology and livelihood- Mumbai-Ahmedabad Bullet train				11
3	Problems and Crisis of Development - II a. Delhi Mumbai Industrial Corridor (DMIC) b. Jaitapur Nuclear power c. Gorai Special Economic Zones d. Water Rights- Sangli				11

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

4	Alternative Approaches to Development a. Feminist theories of Development: Women in development (WID), Women and development (WAD) and Gender and development (GAD) b. Postmodernism and Development c. Development as Freedom and Capabilities approach	11
	Total	45

Reading List:

1. Ahmed, Kundu et al (ed), 2010. India's New Economic Policy: A Critical Analysis, New York:Routledge
2. Anthony D. (2012) Development and its human cost, Rawat publication
3. Choudhury, A.R. 2000. Amusement Parks versus People's Livelihood, EPW, Vol. 35, Sept. 9-15
4. Banerjee S. 2011. Contradictions of 'development' in contemporary India, Open Democracy.
5. Bidwai P. 2011., People v/s Nuclear Power in Jaitapur, Maharashtra, EPW, Vol.46, 10-14
6. Collective water management through water banks, 2010. Clean India Journal. <https://www.cleanindiajournal.com/collective-water-management-through-water-banks>.
7. Deshpande M. G, 2007. The nature of ecological problems, Environmental changes and natural disasters, Md. Babar, New India Publication
8. Devale, K. and Paranjape, S. 2000. Pani Sangharsh Chalwal: A case study from South Maharashtra, India www.waterconflictforum.org
9. Giddens A., 2000. Runaway world: How globalization is reshaping our lives Routledge, New York
10. Jogdand P G & Michael S M 2003. Globalization and social movements, Rawat Publication
11. Munshi I., 2012. The Adivasi Question – Issues of land, Forests & livelihood, Orient Black swan
12. Neeraj, 2013. Globalization or Re-colonization, Lokayat Publication, India,
13. Padel, F. and Das S. 2010. Out of This Earth. East India: Adivasis and the Alum
14. Pieterse, J. N. 1998. My paradigm or yours? Alternative development, post-development, reflexive development. Development and change, 29(2), 343-373.

15. Peet, Richard & Elaine H. 1999. Theories of Development. New York/London: The Guilford.

16. Rathgeber, E. 1990. WID, WAD, GAD: Trends in Research and Practice. The Journal of Developing Areas Vol. 24, No. 4 (Jul., 1990), pp. 489-502

17. UNDP 2020. Human Development reports. <https://hdr.undp.org/en/2020-report>

Web sources

1. www.epw.in

2. www.scroll.in

3. www.thewire.in

4. YouTube videos by Dhruv Rathee

5. Amartya Sen's capability theory approach <https://www.cmiuniversal.com/en/amartya-sens-capability-theory-approach>

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: IV	
Course: Emerging Fields in Sociology (Paper -III)				Course Code: UAMASOC403	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hour s per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To introduce students to the relevance and varied possibilities for future studies in sociology. • It makes students aware about the new vibrant fields in sociology. • To provide students with an in-depth understanding of struggle and survival in today's competitive scenario 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO-1: To explain the scope of Sociology • CO 2: To analyze the challenges and opportunities that the emerging fields of Sociology have to offer. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Education a. Meaning and Functions b. NIOS- Open Schooling, Right to Education Act, 2009 c. Globalisation, Privatisation and Commercialisation of Education d. Ethics in Education System				12
2	Women Entrepreneurship a. Meaning of Entrepreneurship, Role and Attributes of an Entrepreneur b. Challenges and Opportunities of women in different fields as entrepreneurs (with case studies) c. Role of women entrepreneurs in economic development: National and international				11
3	Urban governance: An overview a. Plan and Growth of Smart Cities-Critique with Case Studies on: Jaipur, Rajasthan b. Lack of availability of Open Spaces c. Street Vendors and Hawkers- The Street Vendors Act 2014				11

4.	<p>Geriatric Care</p> <p>a. Phenomenon of Population Ageing</p> <p>b. Old Age Home, Senior Citizens Association, Day Care Center</p> <p>c. Geriatric Care: Government and non-governmental initiatives in India</p>	11
	Total	45

Reading List:

1. Bhaskaran, N. (Ed). (2009). Vision Juhu-Expanding Public Spaces in Mumbai. Synergy Creations.Mumbai
2. Chakraborti, Rajgopal D. (2004). The Greying of India Population Ageing in the context of Asia.Sage publications. New Delhi
3. Dandekar, K. (1996). The Elderly in India. Sage Publications
4. Government of India Ministry of Urban Development. (2015) Smart Cities-Mission Statement and Guidelines
5. Karin Wahl-Jorgensen, Thomas Hanitzsh. (2009) Handbook of Journalism. Routledge. New York
6. Liebig, Phoebe and Rajan, Irudaya, (Ed) (2005). An Ageing India: Perspectives, Prospects andPolicies. Rawat Publications
7. Phoebe S. Leibig, S. Irudaya Rajan. (2005). An Aging India: Perspectives, Prospects and Policies.Rawat Publications.
8. Ramamurti, Jamuna D. (Ed) (2004). Handbook of Indian Gerontology. Serial Publications
9. Tendulkar, A. (Ed) (2016). Handbook for Senior Citizens. YCPA. Mumbai. Anokhi.
10. Victor, Christina. (2005). The Social Context of Ageing. Routledge.

Journals:

1. Challenges and Opportunities for Women Entrepreneurship in India under Globalization. OSRJournal of Business and Management Vol 5, Issue 2 Sept-Oct 2012, PP29-35.
2. Role of Women Entrepreneurship in Indian Economy, International Journal of Science
3. Technology and Management Vol.No.03, March 2016.
4. Social Scientist Volume 44 May –June 2016

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)



Shri Vile Parle Kelavani Mandal's
**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts

Course: TYBA (Sociology)

Semester- V

**Choice Based Credit System (CBCS) for the Academic year
2022-23**

Desai
Desai

Head of the Department

M. J. Patil

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PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the TYBA (SEM V) , the learners should be enriched with knowledge and be able to-

- **PSO1:** To Introduce Students to the Western Sociological Traditions.
- **PSO 2:** To familiarize students with the selected readings in Sociological and anthropological theories
- **PSO 3:** To acquaint students to gain an insight into emerging issues and contemporary debates within the area of Gender and Environment, Informal sector and Sociology of Work.
- **PSO 4:** To familiarize students with basics of social research methods

Preamble

Sociology is one of the most sought out and most fundamental social science under the faculty of Arts and Humanities across the globe. Perceiving the ever growing demand for this subject not just by Arts courses but also for liberal arts, nursing and pharmacy, law and media, human resources management and entrepreneurial courses, it is imperative to update the syllabus from time to time to meet the challenging arising from changing nature of the job market.

After the introduction of credit based grading system and change in the marking scheme there was a need to change the content of each units and re-distribution of lecture allotted to the current syllabus. With reference to the marking scheme and exam pattern, Present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of project based learning for 25 marks.

The present syllabus is designed keeping in view the diverse nature of students entering the BA course. The syllabus is an attempt to introduce the fundamental or basics of the subject with conceptual clarity for students coming from non-Sociology background. It also attempts to address the contemporary issues studied and debated by sociologists around the world. The dual purpose served by this syllabus is to strengthen the foundation in the subject as well as generate interest and rigor for the subject amongst the students.

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a. Details of Internal Continuous Assessment (ICA)


25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (ICA-1)	Written Assignment cum Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks

b. Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1	Compulsory question(from any unit)	15	15
Q.2 to Q.6	Q.2 to Q.6 Any 4 out of 5.	15*4	60
Total Marks			75


Signature
HOD


Signature
Approved by Vice-Principal


Signature
Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A(2022-23)	Semester: V
Course: Social Theory	Course Code: UAMASOC504

Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75

Learning Objectives:

- a) To provide the students of Sociology with the understanding of Sociological Theory.
- a) To train students in the application of these theories to social situations.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Develop theoretical orientation and illustrate its role in building sociological knowledge.

CO2: Compare and contrast existing theoretical orientations in reference to social phenomena.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	<p>Classical Sociological Theory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Auguste Comte-Positivism <input type="checkbox"/> Classical functionalism of Durkheim -Theory of Suicide -Elementary forms of religious life <input type="checkbox"/> Marx's concept of conflict theory -Class conflict -Alienation <input type="checkbox"/> Max Weber -Verstehen -Protestant Ethic and Rise of Capitalism 	20

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

2	<p>Modern Sociological Theory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical functionalism of Parsons -Voluntaristic theory of action (Actor/situation/orientation) <input type="checkbox"/> Critical Theory Critique of Science and Rationality- Habermas <input type="checkbox"/> Interactionist perspective -Ethnomethodology- Garfinkel - Dramaturgical self- Goffman 	20
3	<p>Modernity Theories and beyond</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mcdonalisation and the new means of Consumption-George Ritzer <input type="checkbox"/> Modernity and Holocaust- Zygmunt Bauman <input type="checkbox"/> Post-Structuralism <ul style="list-style-type: none"> ○ -Deconstruction- Jacques Derrida 	20
Total		60

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Suggested Readings

1. Abraham Francis, 1982, Modern Sociological Theory, Delhi Oxford University Press.
2. Abraham Francis, 1991, Sociological Thought, Madras Macmillan.

Adams B. Nand Sydie, R.A, 2 001 Sociological Theory I & II, Great Britain, Weidenfeld & Nicolson.
3. Coser Lewis, 1971, Masters of Sociological Thought (2nd ed), Harcourt Brace Jovanovich, Inc.
3. Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.
4. Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.
5. Ritzer George, 1988, Sociological Theory (2nd ed.), New York, Mc –Graw-Hill Publication.

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

6. J. Douglas, 2003, Sociological Theory (6th ed.), New York, Mc-Graw-Hill Publication.
 7. SrivastanR, History of Development Thought, A Critical Anthology, (ed) 2012, New Delhi, Routledge Taylor and Francis Group .
 8. Turner Jonathan, 2001, The Structure of Sociological Theory (4th ed.), Jaipur, Rawat Publication.
- Wallace Ruth .A, 2006, Contemporary Sociological Theory U.S.A., Prentice Hall

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.(2022-23)				Semester: V	
Course: SOCIOLOGY OF WORK				Course Code: UAMASOC505	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
a) To introduce students to the area of industrial sociology					
b) To familiarise students to the nature of Indian work and worker					
c) To develop sociological understanding of the changes taking place in the area of work					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO3: Demonstrate how global processes shape local social structures and the effects on individuals.					
CO4: Show how institutions interconnect in their effects on each other and on individuals.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Basic concepts A) Work i) Work behaviour and work environment ii) Work ethics and work culture B) Industry i) Pre-conditions and consequences ii) Understanding Industry in Global scenario- Internal and External environment C) Entrepreneurship i) Meaning and importance ii) Characteristics and attributes of entrepreneurs D) Understanding work				20

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

	<ul style="list-style-type: none"> i) Fordism and Post Fordism ii) Post Industrialism 	
2	<p>Nature of Indian work and workers</p> <ul style="list-style-type: none"> A) Development of sociology of work in India B) Agricultural Labour <ul style="list-style-type: none"> i) Nature, characteristics and problems of agricultural workers ii) Farmers' suicide- causes, extent and preventive measures iii) NREGA- objectives, implementation and evaluation. C) Child Labour: Retrospect and Prospect <ul style="list-style-type: none"> i) Causes, extent and consequences ii) Child trafficking iii) Legal interventions 	20
3	<p>Industrial restructuring</p> <ul style="list-style-type: none"> A) Liberalisation, Privatisation and Globalisation <ul style="list-style-type: none"> i) Meaning ii) Features B) KPO and BPO <ul style="list-style-type: none"> i) Meaning ii) Issues (Recruitment, attrition, downsizing, retention programmes) C) Impact of technology on work <ul style="list-style-type: none"> i) Automation and work ii) Industrial relations and work 	20
	Total	60

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Suggested Readings

1. Agarwal, Ankita. Kumar, Ankit. Gupta, Ashish. (2012). "Evaluation of NREGA Wells in Jharkhand", Economic and Political Weekly 1 September, Vol XLVII No 35.
2. Bhowmik, Sharit K. (2004). Work in globalizing economy: Reflections on outsourcing in India. Labour, Capital and Society, 37 (1&2).
3. Bhowmik, Sharit K. (2012). Industry, Labour and Society. New Delhi: Orient BlackSwan.
4. Bhowmik, Sharit K. (2002). "India" in Worlds of Work: Building an International Sociology of Work, in Cornfield, D. and Hodson, R. (Eds). New York: Kluwer Academic/Plenum Publishers.
5. Bhowmik, Sharit K. (2009). "India: Labour Sociology Searching for Direction' in Work and Occupations, Volume 36, Number 2, Sage Publications. Biggeri, Mario. Mehrotra, Santosh.
6. Sudarshan, Ratna. (2009). "Child Labour in Industrial Outworker Households in India", Economic and Political weekly, 21 March, Vol XLIV, No F12, pp. 47-56.
7. Burra, Neera. (2005). "Crusading for Children in India's Informal Economy", Economic and Political weekly, 3 December, pp. 5199-5207.
8. Datta, Puja. Murgai, Rinku EPW, "Evaluating MGNREGA- Does India's Employment Guarantee Scheme guarantee employment?" Economic and Political Weekly, Vol XLVII No 16.
9. Desai, Ashok. (2006). 'Outsourcing Identities-Call Centres and Cultural Transformation in India', Economic and Political Weekly, January, Vol 41.
10. Nathan, Dev. George, Ann. (2012). "Corporate Governance and Child Labour", Economic & Political Weekly, 15 December, Vol XLVII No. 50.

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

11. Dutt and Sundaram. (2007) Indian Economy, New Delhi: Chand Publications. Dutt, R.
12. (Ed.). 1997, Organising the unorganized workers. New Delhi: Vikas Publications.
13. Edgell.S. (2006). The Sociology of Work. United Kingdom: Sage Publications.
14. Fisher, Cynthia. (2006). Human Resource Management.5th Edition. New Delhi:
15. Gill A and Singh L, (2006), "Farmers Suicide and response to public policy, Evidence, Diagnosis and Alternatives from Punjab, Economic and Political Weekly, 30 June.
16. Ignatius, Chithelen. (2004). 'Outsourcing to India, Causes, Reaction and Prospects', Economic and Political Weekly, 6, Vol 39. Kaustav, Banerjee.
17. Saha, Partha. (2010). "The NREGA, the Maoists and the Developmental Woes of the Indian State", Economic and Political Weekly, 10 July, Vol XLV No 28.
18. Khera, R., Nayak, N. (2009). "Women Workers and Perceptions of the National Rural Employment Guarantee Act", Economic and Political Weekly, October 24, Vol XLIV No 43, pp. 49-57.
19. Korzysynski, Lynne. MacDonald, C. (2009). The Globalisation of Nothing and the Outsourcing of Service Work.
20. Kundu, Amitabh. Ray, Lopamudra. (2012). "Migration and Exclusionary Urbanisation in India", Economic and Political Weekly, June 30- 7 July.
21. Macionis, John. Plummer, Kenneth. (2005). Sociology : A Global Introduction. Prentice Hall

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

22. Misra, S.K. Puri, V.K. (2010). Indian Economy (Its Development Experience). Himalaya Publishing House. Misra S. (2006). "Farmers Suicide in Maharashtra", Economic and Political Weekly, 22 April. Vol XLVII No 26 & 27.

23. National Commission for Women. (2001). Trafficking: A socio legal study. Planning Commission. Government of India. Working Group for Social inclusion of Vulnerable Group like Child Labour and Bonded and Migrant Labour in the 12th Five Year Plan (2012-17)

24. Puthenkalam, John J. George, M.K. (2012). Human Development Strategy and MGNREGA. Jaipur: Rawat Publications.

25. Ramaswamy, E.A. and Ramaswamy, U. (1981). Industry and Labour. Delhi: Oxford University Press.

26. Ramesh, Babu. (2004). "Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non Standard work", Economic and Political weekly, 31 January, pp. 492-497.

27. Rao, Subba. (2011). Essentials of Human Resource Management and Industrial Relations. Himalaya Publications. Reddy, Chenna D. (2007). Child labour-A study. New Delhi: Serial Publications.

28. Sankaran, Kamala. (2011). "NREGA wages: Ensuring Decent Work", Economic and Political Weekly, 12 February, Vol XLVI No 07.

29. Schneider .V, (1983). Industrial Sociology. New Delhi: McGraw Hill.

30. Shah, Deepak. Implementation of NREGA in Maharashtra: Experiences, Challenges and ways forward. Gokhale Institute of Politics and Economics.

31. Singh, Awadesh K. Singh, Atul. Wal, S. (1999). Child labour in Various Industries. Delhi: Swaroop and Sons Wilbert. M, (1969). Impact of Industry. New Delhi: Prentice Hall of India Pvt Ltd.

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

32. Sinha, B. (1990). Work Culture in the Indian Context. Delhi: Sage Publications.

33. Tonkies, F. (2005). Contemporary Economic Sociology: Globalisation, Production, Inequality. Routledge.

34. UNICEF (Ministry of Women and Child Development).(2004). Judicial handbook On Combating Trafficking of Women and Children for Commercial and Sexual Exploitation.

35. Wal, S.(1999). Child labour in Various Industries. Delhi: Swaroop and Sons.

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Program: B.A (2022-23)				Semester: V	
Course: SOCIOLOGY OF GENDER				Course Code: UAMASOC506	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE)(Marks-75 in Question Paper)
3			3.5	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To trace the evolution of Gender as a category of social analysis. • To familiarize learners with concepts associated with gender studies. • Tracing the historical evolution feminist movements, its goals and ideologies. • To sensitise the learners about contemporary gender struggles. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Conceptual clarity of categories to be studied under gender studies.					
CO2: Understanding different perspectives of feminism in Indian and Western waves of feminism.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit-I Introduction: Basic concepts <ul style="list-style-type: none"> • Sex and Gender • Gender identity • Identity politics: Caste, religion and queer • Sexual division of labour, Feminization of labour • Patriarchy 				15
2	Unit- II Perspectives and Waves of feminism <ul style="list-style-type: none"> • Liberal - Mary Wollstonecraft • Radical - Shulamith Firestone, Tarabai Shinde • Marxist - Clara Zetkin • Socialist - Juliet Mitchel • Post- modern feminism 				15
3	Unit- III History of Women's Struggles: Key Debates <ul style="list-style-type: none"> • Pre independence – Reform movements, access to education, • Post Independence - Rape, Dowry and reproductive health • Personal and family laws: marriage, divorce, inheritance 				15
	Total				45

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Readings

1. Bhasin, Kamala. 2000. Understanding gender. Kali for women: New Delhi
2. Bhasin, Kamala. 1993. What is patriarchy? Kali for women: New Delhi
3. Basu Aparna. 1990. Women's Struggle- A history of All India Women's conference 1927- 1990. New Delhi: Manohar Publications
4. Bandyopadhyaya, Shekhar. 2004. Caste, culture and hegemony: Social dominance in colonial Bengal. Sage publications: New Delhi
5. Basu, Srimati. 2001. She comes to take her rights. Indian women, property and propriety. Kali for Women: New Delhi.
6. Chaudhari, M. (Ed). 2004. Feminism in India, Kali for Women, New Delhi.
7. Foner, Philip. (Ed). (1984). Zetkin Clara: selected writings. International Publisher.
8. Gandhi, N and Shah, N. 1991. The issues at stake: Theory and practice in the contemporary women's movement in India. New Delhi: Kali for women.
9. Guha, Ramchandran . (Ed). (2010) .Makers of Modern India.Penguin.
10. Guru, Gopal. (2003). Dalit women talk differently in Rao, Anupama (Ed), Gender and caste. New Delhi: Kali for Women
11. Kumar Radha. The History of doing : An illustrated account of movements for women's rights and feminism in India. 1800-1990. New Delhi: Kali for women
12. Kannabiran, K. (ed). The violence of normal times: Essays on women's lived realities. Kali for women: New Delhi.
13. Laura, Kramer. (2004). Sociology of gender: A Brief Introduction, Rawat Publications.
14. Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi.
15. O' Hanlon, Rosalind.(2004). StriPurushTulana by TarabaiShinde. Extract from A Comparison between Men and Women: TarabaiShinde and Critique of Gender in Chaudhari, Maitreyee. (ed). Feminism in India, New Delhi: Kali for Women.
16. Pilcher, Jane and Whelahan, Imelda. 2005. Fifty key concepts in gender studies. Sage publications: New Delhi
17. Rege, Sharmila. (2003). A Dalit Feminist Standpoint in Rao, Anupama (Ed), Gender and caste. New Delhi: Kali for Women.
18. Rao, A. 2003.Gender and caste, Kali for women, New Delhi.
19. Rege, Sharmila. (2004). Dalit Women Talk differently: A critique of Difference and towards a Dalit feminist standpoint position in Chaudhari, Maitreyee. (Ed). Feminism in India, New Delhi: Kali for Women.

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20. Siddiqi, Majid. (2003). The Subaltern Speaks in Rao, Anupama (Ed), Gender and caste. New Delhi: Kali for Women.
21. Tong, R. (1998). Feminist Thought. A Comprehensive Introduction. Routledge.

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Program: B.A(2022-23)				Semester: V	
Course: Human Resource Development				Course Code: UAMASOC507	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE)(Marks-75 in Question Paper)
4			4	25	75
Learning Objectives:					
<p>a) To familiarize the students with role and functions of human resource development at the micro and macro level.</p> <p>b) To create an awareness of the various issues involved in the development of human resources with particular emphasis on social and cultural factors.</p>					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Will help students to understand and apply significant concepts and theories underpinning HRD.					
CO2: Students will be able to explain the strategic importance of HRD in the success of organisations					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Overview of HRD <ul style="list-style-type: none"> • Meaning • Need, Scope, Functions • Evolution of HR function and role of HR manager 				20
2	Recruitment, Selection and Performance Appraisal <ul style="list-style-type: none"> • Recruitment: Meaning, Relevance, factors, recruitment process, evaluation/assessment of recruitment programs • Selection: Meaning, Selection procedure, Barriers to effective selection • Performance Appraisal: Meaning, Objectives, Appraisal process 				20

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3	Emerging Issues and challenges in HRD • Health • Total Quality Management • Corporate Social Responsibility	20
	Total	60

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Suggested Readings

1. Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The Mcgraw Hill Companies. New Delhi
2. Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House.Mumbai
3. Lane, H.(ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
4. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai. Nair N,Latha Nair. 2004. Personal Management and Industrial Relations, S Chand 2 Company Ltd. New Delhi.
5. Michael, V.P. 2002. Human Resources Management and Human Relations, Himalaya Publishing House. Mumbai.
6. P.Subba Rao.2005.Human Resource Management and Industrial Relations, Himalaya Publishing House. Mumbai Rao T.V. 1999. Reading in Human Resource Development, Oxford and IBH publishing Co. Pvt. Ltd, New Delhi.

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7. Rao V.S.P.2007. Personnel and Human Resource Management- Text and Cases, Himalaya Publishing House, Mumbai.

8. Rao T.V. 1996. Human Resource Development: Experiences, Interventions, Strategies, Sage Publications, New Delhi.

9. Sharma A.M.2005. Personnel and Human Resource Management, Himalaya Publishing House, Mumbai.

10. Silvera D.M. 1990, Human Resource Development, New India Publications.New Delhi.

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Program: B.A (2022-23)				Semester: V	
Course: Environment and Society				Course Code: UAMASOC508	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinatio ns (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To introduce the basic theoretical concepts in Environmental Sociology • To orient learners about the global debates between ecology-development and impact of haphazard models of development on ecology • To acquaint them with aspects of global and local environmental politics and grassroots 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: A deeper and better sociological understanding of environmental issues. • CO2: The learner would be accustomed to environmental politics at the intersections of north-south debate across the globe in general and India in particular. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hou rs
1	Unit-I Concepts and theoretical approaches <ul style="list-style-type: none"> • Environment, Ecology: components and Principles • Perspectives: Social ecology and Eco spiritualism • Natural capitalism, Eco-socialism 				20
2	Unit-II Environment and Development <ul style="list-style-type: none"> • Ulrich Beck's critique of development- A case study of Coco-cola v/s Centre for Science and Environment • Sustainable development • Global warming, Loss of Bio-diversity • Deforestation and Carbon foot prints of Nations 				20
3	Unit-III Environmental politics <ul style="list-style-type: none"> • International environmental politics: Green parties, environmental movements • Grass root Environmentalism: Role of environmental NGOs • The Stockholm conference and The Earth summit 				20
	Total				60

Reading list

Books

1. Agarwal, Anil and Narain, S. (1992). Towards a Green World, New Delhi: Centre for Science & Environment.
2. Guha Ramchadra and Gadgil, M. (1995). Ecology and equity: the use and abuse of nature in contemporaray India, New Delhi: Penguin.
3. Guha, Ramchandra, and Martinez. (1998). Varieties Of Environmentalism: Essays North And South, New Delhi: Oxford University Press.
4. Merchant, C. (2003). Ecology: Key concepts in critical theory, Jaipur: Rawat Publication.
5. Pawar, S.N. and Patil R.B. (ed) (1998). Sociology of Environment, Jaipur: Rawat Publication.

Journals

1. Guha Ramchandra. 1998. Ideological trends in Indian environmentalism, Economic and Political Weekly, 23(49).

Web Sources

1. For case study on CSE v/s COCO-COLA
<http://www.cseindia.org>
<http://www.indiaenvironmentportal.org.in/>
2. Social ecology- <https://www.communalsim.org/Archive/wiseprint.html>.
3. History of environmental movements- www.britannica.com

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Program: B.A. (2022-23)				Semester: V	
Course: Quantitative social research				Course Code: UAMASOC509	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3.5	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To provide students with an orientation to Quantitative Social Research. • To acquaint students with the important concepts, techniques and processes in quantitative research. • To guide students to work on meaningful, minor research projects. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO3: Students prepare minor research projects & get acquainted with the application of research.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit-I QUANTITATIVE RESEARCH a) Nature, characteristics, significance of quantitative research b) Relation between theory and research, Positivist paradigm c) Critique of quantitative research				15
2	Unit-II SIGNIFICANT ASPECTS OF QUANTITATIVE RESEARCH a) Writing research proposal : Problem formulation, variables, hypothesis b) Processes in survey research : sampling, questionnaire construction c) Ethical considerations in research				15
3	UNIT-II QUANTITATIVE DATA ANALYSIS (UNIVARIATE ANALYSIS) a) Measures of Central Tendency b) Measures of Dispersion : Range, Quartile Deviation, Mean Deviation, Standard Deviation c) Use of Computers : Microsoft office Excel, SPSS				15
	Total				45

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

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Suggested Readings

1. Bryman, A. (2008). Social Research Methods. Oxford University Press.
2. Chanda, S.C. and Nag, N.K. 1989, Elements Of Statistics, New Delhi, Kalyani Publishers.
3. Kothari, C.R. 1989, Research Methodology: Methods and Techniques, New Delhi, Wiley Eastern Limited.
4. Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: Kitab Mahal.
5. Elhance, D. N. (2002). Practical Problems in Statistics. Delhi: Kitab Mahal.
6. Matt, H., Weinstein, M., Foard N.(2006) A Short Introduction to Social Research. New Delhi: Vistaar Publications.
7. Bryman, A. (1988). Quantity and Quality in Social Research. London : Routledge.
8. Goode, W., Hatt, P. (1981). Methods in Social Research. McGraw-Hill Book
9. Company.
10. Somekh, B., Lewin, C. (ed) (2005). Research Methods in the Social Sciences. New Delhi: Vistaar Publications.
11. Reinharz, Shulamit. 1992, Feminist Methods in Social Research, New York, Oxford University Press.
12. Saravanel P. 1996, Research Methodology, Allahabad, Kitab Mahal Distributors.

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**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS)**

**NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai**

**Affiliated to the
UNIVERSITY OF MUMBAI**

Program: Bachelor of Arts

Course: TYBA (Sociology)

Semester- VI

**Choice Based Credit System (CBCS) for the Academic year
2022-23**

Desai

YGL

M

Head of the Department

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the TYBA (SEM VI), the learners should be enriched with knowledge and be able to-

- **PSO1:** To Introduce Students to the Western Sociological Traditions.
- **PSO 2:** To familiarize students with the selected readings in Sociological and anthropological theories
- **PSO 3:** To help students to gain an insight into emerging issues and contemporary debates within the area of Gender and Environment, Informal sector and Sociology of Work.
- **PSO 4:** To familiarize students with basics of social research methods

Preamble

Sociology is one of the most sought out and most fundamental social science under the faculty of Arts and Humanities across the globe. Perceiving the ever growing demand for this subject not just by Arts courses but also for liberal arts, nursing and pharmacy, law and media, human resources management and entrepreneurial courses, it is imperative to update the syllabus from time to time to meet the challenging arising from changing nature of the job market.

After the introduction of credit based grading system and change in the marking scheme there was a need to change the content of each units and re-distribution of lecture allotted to the current syllabus. With reference to the marking scheme and exam pattern, Present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of project based learning for 25 marks.

The present syllabus is designed keeping in view the diverse nature of students entering the BA course. The syllabus is an attempt to introduce the fundamental or basics of the subject with conceptual clarity for students coming from non-Sociology background. It also attempts to address the contemporary issues studied and debated by sociologists around the world. The dual purpose served by this syllabus is to strengthen the foundation in the subject as well as generate interest and rigor for the subject amongst the students.

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Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

b. Details of Internal Continuous Assessment (ICA)

25% of the total marks per course:


Continuous Assessment	Details	Marks
Component 1 (ICA-1)	Written Assignment cum Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks


c. Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1	Compulsory question(from any unit)	15	15
Q.2 to Q.6	Q.2 to Q.6 Any 4 out of 5.	15*4	60
Total Marks			75


Signature
HOD


Signature
Approved by Vice-Principal


Signature
Approved by Principal

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Program: B.A(2022-23)				Semester: VI	
Course: ANTHROPOLOGY: EMERGENCE AND PERSPECTIVES				Course Code: UAMASOC604	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<p>a) To provide the student with the understanding of different branches and dominant perspectives of Anthropology.</p> <p>b) To train students in the application of these perspectives to social situations.</p>					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO 1: Aware of the historical development of anthropology and be able to characterize how each subfield contributes to the unified discipline.					
CO 2: Understand the biological and socio-cultural evolution, evaluate both scientific debates and cultural controversies over genetic determinism, race, and cultural evolution.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Emergence of Anthropology a. Growth and Development of Anthropological Tradition b. Anthropological Methodology and Branches b. Evolution, Diffusion: Early Theories c. Historical Particularism: Franz Boas				20
2	Major Perspectives –I a. Structural Functionalism: B.Malinowski - Theory of Magic b. The individual and culture- Margaret Mead c. Symbolic Interactionism – Arlie Hochschild				20

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	- Managed Heart	
3	Major Perspectives –II a. Marxian Feminism- Eleanor Burke Leacocke b. Interpretative Approach- Clifford Geertz c. Post Modern Approach- James Fernandez	20
	Total	60

Reading List:

1. -Barnard Alan, History and Theory in Anthropology, 2000 The Press Syndicate of the University of Cambridge United Kingdom.
2. .-Harris Marvin, The Rise of Anthropological Theory A History of Theories of Culture, 2001, Jaipur, Rawat Publication.
3. -MacGee R Jonand Warm Richard L Anthropological Theory and Introductory History (4THed) 2008, McGrawHill New York.
4. Mair Lucy, An Introduction to Social Anthropology (2nded), 1965, New Delhi, India. Method in Social Anthropology –selected essay of R. Broan, edited by M.N Srinivas, As a publishing House, 1958
5. -Moore Jerry, Visions of Culture an introduction to Anthropological Theories and Theorists (3rded) 2009 Rowen and Little Publishers United Kingdom .
6. -Moore Jerry, 2009 Visions of Culture an annotated Reader, Jaipur Rawat Publications
7. Thomas Hylland Eriksen, What is Anthropology, 1988, Jaipur, Rawat Publications
8. Thomas Hylland Eriksen and Finn Sivert Nielsen, A History of Anthropology, 2008, Jaipur, Rawat Publications.-
9. Margaret Mead's Field Notes: What Counted as "Sex" in Samoa?

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10. Nicole J. Grant *American Anthropologist*, New Series, Vol. 97, No. 4 (Dec., 1995), pp. 678-682
11. -Richard Feinberg *American Anthropologist*, New Series, Vol. 90, No. 3 (Sep., 1988), pp. 656-663 Sam. -The Oceanic Ethnography of Margaret Mead
12. -Nancy McDowell *American Anthropologist*, New Series, Vol. 82, No. 2, In Memoriam Margaret Mead (1901- 1978) (Jun., 1980), pp. 278-3025.
13. -Virginia Wolf Briscoe *The Journal of American Folklore*, Vol. 92, No. 366 (Oct. - Dec., 1979), pp. 445-47
14. -Wallace and Wolf *Contemporary Sociological Theory: Expanding the classical Tradition*, (2006), 6th Edition, Pearson

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Program: B.A(2022-23)				Semester: VI	
Course: Sociology of Informal sector				Course Code: UAMASOC605	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To develop a sociological understanding of the issues related to the informal sector. • To introduce students to the growing sector of informal workers in the Indian economy 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO 1: Students will be able to understand and analyse significant concepts pertaining to informal sector.					
CO2 : Students will be aware of the growing challenges faced by the workers of informal sector					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Organisation of work A) Formal sector: Meaning, characteristics and problems of workers B) Informal sector: Meaning, characteristics, problems of workers and theories of informal sector C) Informalisation of work within the formal sector				20
2	Workers in Informal sector A) Women and work i) Feminisation of work force and problems of women workers ii) Migration as a livelihood strategy B) Migrant and contract workers: Issues i) Plantation workers ii) Naka workers iii) Contract workers				20

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3	Safeguards for informal sector workers	20
	i) Towards Decent work agenda ii) Social security for workers in the informal sector iii) Labour activism in Informal sector iv) Organising the unorganised: cooperatives, self-help groups and microfinance	
	Total	60

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Reading List:

1. Ambedkar Institute for Labour Studies. Naka Workers in Construction Industry, Mumbai.
2. Banerjee, Arpita. Raju, Saraswati. (2009). "Gendered Mobility: Women Migrants and Work in Urban India", Economic and Political weekly, 11 July, Vol XLIV, No 28, pp 115-123.
3. Bhowmik, Sharit K. (2012). Industry, Labour and Society. New Delhi: Orient BlackSwan. Breman, Jan. (1993). Footloose labour Working in India's Informal Economy. Cambridge University Press.
4. Breman, Jan. (2003). Informal Sector in The Oxford Companion to Sociology and Social Anthropology edited by Veena Das. New Delhi
5. Devasthali, Veena. (1998). Need to understand Naka Workers Problems. Southern Economist Vol 37, No. 9 Ghai, Dharam. (Ed). (2007). Decent work: Objectives and strategies, New Delhi: Bookwell.
6. Jhabvala, Renana. (1998). "Social Security for Unorganised Sector", Economic and Political weekly, 30 May. Maiti, Dibyendu.
7. Sen, Kunal. (2010). "The Informal Sector in India: A means of Exploitation or accumulation", Journal of South Asian Development 5:1, Sage Publication.
8. Mukherjee, Piu. Paul, Bino. Pathan, J.I. Migrant workers in Informal Sector: A probe into the Working conditions. Discussion paper. Mumbai: Tata Institute of Social Sciences.

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10. N, Neetha. (2004). "Making of Female Breadwinners: Migration and social networking of women domestics in Delhi", Economic and Political weekly, 24 April, pp. 1681-1688.
11. NCEUS. (2007). Report on the conditions of work and promotion of livelihoods in the unorganised sector. Government of India.

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Program: B.A./ (2022-23)				Semester: VI	
Course: Gender and Society in India: Emerging Issues				Course Code: UAMASOC606	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3.5	25	75

Learning Objectives:

- To understand the nature, types and extent of violence against women in India.
- Expand learner's understanding of alternate sexuality and the current movements pertaining to the same.
- To understand newer and contemporary methods of protest and resistance in women's movement

Course Outcomes:

After completion of the course, learners would be able to:

- **CO 1:** Sensitization and awareness of the grass root problems of Indian women.
- **CO 2:** Broaden horizon and sensitive attitudes toward alternative sexualities and their realities.
- **CO 3:** Understanding women struggles by the current scenario of protests and struggles.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Unit I Violence against Women <ul style="list-style-type: none"> • Violence within the home: girl child abuse, wife beating and marital rape • Within and between communities: communal conflict, caste violence, witch hunting, • Sexual harassment: Street and work place; Cyber stalking and gender based trolling 	15
2	Unit II Alternative Sexuality <ul style="list-style-type: none"> • Multiple Gender(s) • Queer movements: India and world • Section 377 	15
3	Unit III Protests and Resistance 15 lectures <ul style="list-style-type: none"> • New reproductive technologies, ARTs and Surrogacy • Political Participation: 33 percent reservation for women in Parliament and Panchayats • Legal empowerment: Criminal law (amendment) Act, 2013, Prevention of Domestic violence Act, 2005 	15
	Total	45

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Readings

1. Agarwal, Anuja. (1997). Gendered Bodies: The case of the 'third gender' in India. Contributions to Indian Sociology, Vol 31- (2), 273-297
2. CREA.2006. Sexual Rights and Social Movements. CREA: New Delhi
3. Finklenor David, 'Licence to Rape' The Free Press, NY, 1987
4. Geetha, V. Gender, (2002) in Krishnaraj, M. (Ed), Theorizing Feminism Series Publications.
5. Gandhi, Nandita and Shah, Nandita: 1992. The Quota question. Akshara: Mumbai
6. Ingraham, Chrys. (1994). The heterosexual Imaginaries: Feminist Sociology and Theories of Gender. *American Sociological Association*, 12(2), 203-219
7. Joseph, Sherry. (1996). Gay and Lesbian Movement in India. *EPW*. Vol- XXXI (33)
8. Kannabiran, K. (ed). The violence of normal times: Essays on women's lived realities. Kali for women: New Delhi.
9. Krishnaraj, M (Ed), Theorizing Feminism Series publications, Vol on Patriarchy by Gail N Omvedt & vol on Gender by V. Geetha Lal, Vinay. (1999). Not This, Not That: The Hijras of India and the Cultural Politics of Sexuality. Social Text, Vol- 61, 119-140
10. Menon, Nivedita: 2004. Recovering subversion: feminist politics beyond the law. New Delhi: Permanent Black
11. Mukhopadhyaya, M and S Meer. 2004. Creating voice and carving space: Redefining governance from a gender perspective. Royal Tropical Institute, Amsterdam
12. Nanda, Serena. (1998). Neither Man nor Woman: The Hijras of India. Wadsworth Publishing: USA
13. Nathan & Kelkar, Women as Witches & Keepers of Demons: Changing Gender Relations in
14. Adivasi communities in Kannabiran, K. (ed) (2005) The violence of normal times: Essays on women's lived realities. New Delhi: Kali for women: New Delhi.
15. Omvedt, G. Patriarchy, (2002) in Krishnaraj, M (Ed), Theorizing Feminism Series publications.
16. Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi.
17. Patel, V. 2002, Women's challenges of the new millenium. Gyan Publishing House, New Delhi
18. Pant, Mandakini. 2002. Enhancing women's political participation: Documenting women's struggle for electoral representation. Mumbai: RCWS
19. Patel, Vibhuti: 1990. Getting a foothold in politics. Mumbai: RCWS, SNDT Women's University.
20. Poonacha, Veena. 1997. Women, empowerment and political participation. Mumbai: RCWS
21. Roy, Anupama. 2005. Gendered citizenship: historical and conceptual explorations. Orient Longman: New Delhi.

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22. Sharma Kumud. 1998. Power versus representation: feminist dilemmas, ambivalent state and the debate on reservation for women in India. CWDS: New Delhi
23. Sharma, Kalpana. (2002) Surviving Violence, Making Peace: Women in communal conflict in Mumbai in Kapadia, K. (ed) The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Kali for Women
24. Valocchi, Stephen. (2005). Not yet Queer Enough: The lessons of queer theory for the sociology of Gender and Sexuality. *Gender and Society*, 19, 750-770

Journals:

- Anderson S & Ray D. 2012. The age distribution of missing women in India, EPW Vol XLVII No 47.
- Gupta. Alok (2006). Section 377 and the dignity of Indian homosexuals. *EPW Vol- XLI (40)*.
- Kothari, J. 2005. Criminal law on domestic violence: Promises and limits, EPW Vol XL No 46, Pp 4843-4849
- Patel, V. 2011. A long battle for the girl child, EPW Vol XLVI No 21.
- Patel, V. Gender in Workplace policies: A focus on Sexual Harassment, EPW, Vol XXXIX No 41
- Phadke, S. 2007. Dangerous Liaisons: Women & men: Risk and reputation in Mumbai, EPW
- The politics of Rape. 2012. EPW, XLVII, 12.
- Denial of Rights to Sexual Minorities (2008). *EPW. Vol- XLIII (43)*
- The Ruling against Discrimination (2009), *EPW Vol- XLIV (28)*

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Program: B.A(2022-23)				Semester: VI	
Course: Sociology of Organizations				Course Code: UAMASOC607	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To familiarize students with dynamics of organizations and diverse strategies useful in developing human resources. • To create an understanding of human resource planning to social development and comprehend the challenges faced by organizations in a global context. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Students would be able to understand the significance of organizational development.					
CO2: Students would be aware of the different stages of organizational management.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Organisational Structure Organization : Meaning and principles of organization Formal organizations: meaning and relevance, types of structures, line and staff organization and functional organization Informal organisation-meaning, significance and impact on formal organisations				20
2	Organizational Planning and Development Organizational Planning” Meaning and Importance, Demand and Supply Forecasting Organizational Development: Meaning and Intervention Techniques Training and Development in organizations: Need assessment, Training methods and Evaluation				20
3	Organizational socialization, leadership and Conflict resolution Organizational socialization: Individual and organizational perspectives on socialization; Stages of organizational socialization, Induction/Indoctrination procedure Leadership: meaning, effectiveness,				20

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	<p>qualities, skills and functions.</p> <p>Conflict resolution: Types of conflict situations; Causes and effects; Its Effective management</p>	
Total		60

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester

Reading List:

1. Ashwatthapa K. 2007. Organizational Behaviour, Himalaya Publishing House, Mumbai. Champoux Joseph E. 2011. Organizational Behavior: Integrating individuals, groups and organizations. New York: Routledge
2. Chaturvedi, Abha and Anil, (ed). 1995. The Sociology of Formal Organizations, Oxford University Press. New Delhi
3. Chandan, J.S. 1987. Management: Theory and Practice. New Delhi: Vikas Publishing House. Luthans Fred 2005(10th ed) Organisational Behaviour Publication. Mcgraw Hill Company. Boston.
4. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai. Miller and Form, 1979, Industrial Sociology, Harper Publishers, New York.
5. Miner, John B. 1992. Industrial - Organizational Psychology. New York: McGraw – Hill, Inc. Mullins,
6. Laurie J. 2002. Management and organizational behavior. Essex CM20 2JE: Pearson Education Ltd.
7. Robbins, S. 2001. Organizational Behaviour, Prentice Hall, New Delhi

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Program: B.A./ (2022-23)				Semester: VI	
Course: ENVIRONMENTAL CONCERNS IN INDIA				Course Code: UAMASOC608	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To make learner understand the stark differences between environmental issues of rural and urban areas and its gendered implications in India. • To acquaint them with traditional and indigenous methods of environmental conservations. • To make them aware of challenges of waste management in Urban India. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Learner will be better accustomed to gauge the environmental concerns at the intersections of gender, urban, rural divide in India. • CO2: An updated knowledge about contemporary environmental questions and their solutions. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit-I Environmental problems: Rural India <ul style="list-style-type: none"> • The environmental impact of the green revolution • Depletion of soil as a resource; organic farming • Water scarcity and water management; rainwater harvesting <ul style="list-style-type: none"> ○ case study of Johads in Rajasthan 				20
2	Unit-2 Environmental problems: Urban India <ul style="list-style-type: none"> • Waste management; solid waste management, • Bio-medical waste; industrial waste, • Nuclear waste and E-waste • Effects of development activities with reference to loss of mangroves, building of metro- case study of Save Aarey Campaign 				20
3	Unit-3 Women and environment <ul style="list-style-type: none"> •Eco-feminism: Vandana Shiva •Feminist environmentalism- Bina Agarwal •Women and environmental movements: Chipko movement, Narmada BachaoAndolan, Tribal movements in Orissa 				20
	Total				60

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Readings

1. Ahluwalia, S.K. (2005). Environment Problems in India, Jaipur: ABD Publishers.
2. Agarwal, Bina, (1994) A field of one's own, Delhi: Cambridge University Press
3. Baviskar, Amita .(1995). In the belly of the river: tribal conflicts over development in the Narmada Valley. Delhi: Oxford University Press.
4. Dreze, JMS and Singh, S. (ed) (1997). The dam and the Nation: Displacement and resettlement in the Narmada Valley. Delhi: Oxford University Press.
5. Pawar, S.N. (2006). Environmental Movements in India. Jaipur: Rawat Publication.
6. Rangrajan, Mahesh. (ed) (2007). Environmental issues in India: A reader. New Delhi: Pearson.
7. Shiva, Vandana. (1992). The violence of the green revolution: Third world agriculture, ecology and politics. Goa: The other India press.
8. Shiva, Vandana. (1993). Ecofeminism, Maria Mies and Vandana Shiva, Canada: Fernwood Publications, Halifax, Nova Scotia.
9. Shiva, Vandana (1994). Close to Home: Women Reconnect Ecology, Health and Development Worldwide, London: Earthscan.
10. Singh, Jagbir (ed). (2007). Disaster management: future challenges and opportunities. New Delhi: I.K. International Publishing House Pvt Ltd.

Journal

- Bhagyalakshmi, J. 2001. Water Harvesting for drought prone Areas. Yojana. New Delhi: Ministry of I&B. vol.45
- Agarwal, Bina. 1992. The Gender and Environment Debate: Lessons from India, Feminist Studies.18(1)

Web source

Case study on Johads of Rajasthan- <http://www.downtoearth.org.in/node/13315>

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Program: B.A. (2022-23)				Semester: VI	
Course: Qualitative social research				Course Code: UAMASOC609	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3.5	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To provide students with an orientation to Qualitative Social Research • To acquaint students with the important concepts, techniques and processes in quantitative research • To guide students to work on meaningful, minor research projects. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO 1: Students prepare minor research projects & get acquainted with the application of research.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	UNIT-I QUALITATIVE RESEARCH a) Meaning, significance and critical concerns of Qualitative Research b) Theoretical foundation and paradigms: Interpretivism and critical theory c) Designing a qualitative study				15
2	UNIT II QUALITATIVE APPROACHES TO ENQUIRY a) Ethnography b) Case study c) Feminist approach				15
3	Unit-III METHODS AND TECHNIQUES OF DATA COLLECTION a) Interview: Unstructured, Semi structured, In-depth b) Focus group discussion c) Participant observation d) Mixed method research				15
	Total				45

Suggested Readings

1. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
2. Cresswell, J.W, 2007, Qualitative Inquiry and Research Design- Choosing among five approaches, Sage Publication: New Delhi.
3. Cresswell, J.W, 2002, Research Design -Qualitative Quantitative and mixed methods approaches, Sage Publication: New Delhi.
4. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
5. Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
6. Uwe Flick (2007), 'Managing Quality in Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
7. Reinharz, Shulamit. 1992, Feminist Methods in Social Research, New York, Oxford University Press.
8. Saravanel P. 1996, Research Methodology, Allahabad, Kitab Mahal Distributors.
9. Chanda, S.C. and Nag, N.K. 1989, Elements Of Statistics, New Delhi, Kalyani Publishers.
10. Kothari, C.R. 1989, Research Methodology: Methods and Techniques, New Delhi, Wiley Eastern Limited.