

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

Semester- V and VI

**Choice Based Credit System (CBCS) for the Academic year
2020-21**

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the TYBA (SEM V and 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 the 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:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class 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. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (compulsory question) Short notes (Attempt any 2 out of 3)	Will be from all three Units	(15 marks in total, 7.5 mark each)	(15 marks)
Total Marks			75

Signature

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HOD

Approved by Vice –Principal

Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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Program: B.A.(2020-21)				Semester: V	
Course: Social Theory				Course Code: UAMASOC504	
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:					
<p>a) To provide the students of Sociology with the understanding of Sociological Theory.</p> <p>a) To train students in the application of these theories to social situations.</p>					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Student will be able to define theory and illustrate its role in building sociological knowledge.					
CO2: Will help the students to compare and contrast basic theoretical orientations in reference to social phenomena.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Classical Sociological Theory <ul style="list-style-type: none"> • Auguste Comte-Positivism • Classical functionalism of Durkheim -Theory of Suicide -Elementary forms of religious life • Marx's concept of conflict theory -Class conflict -Alienation • Max Weber -Verstehen -Protestant Ethic and Rise of Capitalism 				20

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

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

Adams B. Nand Sydie,R.A,2 001 Sociological Theory I & II,Great Britian, Weidenfeld & Nicolson.
- Coser Lewis, 1971, Masters of Sociological Thought (2nded), Harcourt Brace Jovanovich, Inc.
- Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.
- Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi,Rawat Publications.

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- Ritzer George, 1988, Sociological Theory (2nd ed.), New York, Mc –Graw-Hill Publication.
- J. Douglas, 2003, Sociological Theory (6th ed.), New York, Mc-Graw-Hill Publication.
- SrivastanR, History of Development Thought, A Critical Anthology, (ed) 2012, New Delhi, Routledge Taylor and Francis Group .
- 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

Program: B.A.(2020-21)				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)
3			3	25	75
Learning Objectives:					
a) To provide the student with the understanding of different branches and dominant perspectives of Anthropology.					
b) To train students in the application of these perspectives to social situations.					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO 1: Students will be aware of the historical development of anthropology and be able to characterize how each subfield contributes to the unified discipline.					
CO 2: They will be able to understand the biological and biocultural evolution, evaluate both scientific debates and cultural controversies over genetic determinism, race, and cultural evolution.					
Outline of Syllabus: (per session plan)					

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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 - Managed Heart	20
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:**

-Barnard Alan, History and Theory in Anthropology, 2000 The Press Syndicate of the University of Cambridge United Kingdom.

.-Harris Marvin, The Rise of Anthropological Theory A History of Theories of Culture, 2001, Jaipur, Rawat Publication.

-MacGee R Jonand Warm Richard L Anthropological Theory and Introductory History (4THed) 2008, McGrawHill New York.

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

-Moore Jerry, Visions of Culture an introduction to Anthropological Theories and Theorists (3rded) 2009 Rowen and Little Publishers United Kingdom .

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-Moore Jerry, 2009 *Visions of Culture an annotated Reader*, Jaipur Rawat Publications

- Thomas Hylland Eriksen, *What is Anthropology*, 1988, Jaipur, Rawat Publications

- Thomas Hylland Eriksen and Finn Sivert Nielsen, *A History of Anthropology*,
2008, Jaipur, Rawat Publications.-

- Margaret Mead's Field Notes: What Counted as "Sex" in Samoa?

Nicole J. Grant *American Anthropologist*, New Series, Vol. 97, No. 4 (Dec., 1995),
pp. 678-682

-Richard Feinberg *American Anthropologist*, New Series, Vol. 90, No. 3 (Sep., 1988),
pp. 656-663 Sam. -The Oceanic Ethnography of Margaret Mead

-Nancy McDowell *American Anthropologist*, New Series, Vol. 82, No. 2, In
Memoriam Margaret Mead (1901- 1978) (Jun., 1980), pp. 278-3025.

-Virginia Wolf Briscoe *The Journal of American Folklore*, Vol. 92, No. 366 (Oct. -
Dec., 1979), pp. 445-47

-Wallace and Wolf *Contemporary Sociological Theory: Expanding the
classical Tradition*, (2006), 6th Edition, Pearson



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Total Marks			75

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Approved by Principal

Program: B.A.(2020-21)				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)
3			3	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: CO1: Demonstrate how global processes shape local social structures and the effects on individuals. CO2: 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				20

	<p>D) Understanding work</p> <p>i) Fordism and Post Fordism</p> <p>ii) Post Industrialism</p>	
2	<p>Nature of Indian work and workers</p> <p>A) Development of sociology of work in India</p> <p>B) Agricultural Labour</p> <p>i) Nature, characteristics and problems of agricultural workers</p> <p>ii) Farmers' suicide- causes, extent and preventive measures</p> <p>iii) NREGA- objectives, implementation and evaluation.</p> <p>C) Child Labour: Retrospect and Prospect</p> <p>i) Causes, extent and consequences</p> <p>ii) Child trafficking iii) Legal interventions</p>	20
3	<p>Industrial restructuring</p> <p>A) Liberalisation, Privatisation and Globalisation i) Meaning</p> <p>ii) Features</p> <p>B) KPO and BPO</p> <p>i) Meaning</p> <p>ii) Issues (Recruitment, attrition, downsizing, retention programmes) C) Impact of technology on work</p> <p>i) Automation and work</p> <p>ii) Industrial relations and work</p>	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

Agarwal, Ankita. Kumar, Ankit.Gupta, Ashish.(2012). "Evaluation of NREGA Wells in Jharkhand", Economic and Political Weekly 1 September, Vol XLVII No 35.

Bhowmik, Sharit K. (2004). Work in globalizing economy: Reflections on outsourcing in India.Labour, Capital and Society, 37 (1&2).

Bhowmik, Sharit K. (2012). Industry, Labour and Society. New Delhi: Orient BlackSwan.

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.

Bhowmik, Sharit K. (2009). "India: Labour Sociology Searching for Direction' in Work and Occupations, Volume 36, Number 2, Sage Publications. Biggeri, Mario. Mehrotra, Santosh.

Sudarshan, Ratna. (2009). "Child Labour in Industrial Outworker Households in India", Economic and Political weekly, 21 March, Vol XLIV, No F12, pp. 47-56.

Burra, Neera. (2005). "Crusading for Children in India's Informal Economy", Economic and Political weekly, 3 December, pp. 5199-5207.

Datta, Puja. Murgai, Rinku EPW, "EvaluatingMGNREGA- Does India's Employment Guarantee Scheme guarantee employment?"Economic and Political Weekly, Vol XLVII No 16.

Desai, Ashok. (2006). 'Outsourcing Identities-Call Centres and Cultural Transformation in India', Economic and Political Weekly, January, Vol 41.

Nathan, Dev. George, Ann. (2012). "Corporate Governance and Child Labour", Economic & Political Weekly, 15 December, Vol XLVII No. 50.

Dutt and Sundaram. (2007) Indian Economy, New Delhi: Chand Publications. Dutt, R.

(Ed.). 1997, Organising the unorganized workers. New Delhi: Vikas Publications.

Edgell.S. (2006). The Sociology of Work. United Kingdom: Sage Publications.

Fisher, Cynthia. (2006). Human Resource Management.5th Edition. New Delhi:

BiztantraDaryaganj.

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.

Ignatius, Chithelen. (2004). ‘Outsourcing to India, Causes, Reaction and Prospects’, Economic and Political Weekly, 6, Vol 39. Kaustav,Banerjee.

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.

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.

Korzsynski, Lynne. MacDonald, C. (2009). The Globalisation of Nothing and the Outsourcing of Service Work.

Kundu, Amitabh.Ray, Lopamudra. (2012). “Migration and Exclusionary Urbanisation in India”, Economic and Political Weekly, June30- 7 July.

Macionis, John. Plummer, Kenneth. (2005). Sociology : A Global Introduction. Prentice Hall

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.

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)

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

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

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

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.

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

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

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

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.

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

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

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

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

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Program: B.A.(2020-21)				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)
3			3	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				20

	ii) Naka workers iii) Contract workers	
3	Safeguards for informal sector workers 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	20
	Total	60

- **Reading List:**

- Ambedkar Institute for Labour Studies. Naka Workers in Construction Industry, Mumbai.
-
- 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.
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- 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.
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- Breman, Jan. (2003). Informal Sector in The Oxford Companion to Sociology and Social Anthropology edited by Veena Das. New Delhi
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- 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.
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- Jhabvala, Renana. (1998). "Social Security for Unorganised Sector", Economic and Political weekly, 30 May. Maiti, Dibyendu.
-
- Sen, Kunal. (2010). "The Informal Sector in India: A means of Exploitation or accumulation", Journal of South Asian Development 5:1, Sage Publication.
-
- Mukherjee, Piu. Paul, Bino. Pathan, J.I. Migrant workers in Informal Sector: A probe
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- into the Working conditions. Discussion paper. Mumbai: Tata Institute of Social Sciences.
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- 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.
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- NCEUS. (2007). Report on the conditions of work and promotion of livelihoods in the unorganised sector. Government of India.

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

- **PSO1:** To trace the evolution of Gender as a category of social analysis.
- **PSO2:** To familiarize learners with concepts associated with gender studies.
- **PSO3:** Tracing the historical evolution feminist movements, its goals and ideologies.
- **PSO4:** To sensitise the learners about contemporary gender struggles.
- **PSO5:** To understand the nature, types and extent of violence against women in India.
- **PSO6:** Expand learner's understanding of alternate sexuality and the current movements pertaining to the same.
- **PSO7:** To understand newer and contemporary methods of protest and resistance in women's movement

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Course: SOCIOLOGY OF GENDER				Course Code: UAMASOC506	
Teaching Scheme				Evaluation Scheme	
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3			3	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

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.
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.

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

Program: B.A./ (2020-21)				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	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • 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:					
<ul style="list-style-type: none"> • 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

Readings

Books

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.
22. Sharma Kumud. 1998. Power versus representation: feminist dilemmas, ambivalent state and the debate on reservation for women in India. CWDS: New Delhi

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

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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Jivanlal College of Commerce & Economics (AUTONOMOUS)



Shri Vile Parle Kelavani Mandal's
**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE
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

Semester- V and VI

**Choice Based Credit System (CBCS) for the Academic year
2020-21**

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the TYBA (SEM V and 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 the 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 Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class 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. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (compulsory question) Short notes (Attempt any 2 out of 3)	Will be from all three Units	(15 marks in total, 7.5 mark each)	(15 marks)
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

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

Program: B.A./ B.Sc . / B.Com(2020-21)				Semester: V	
Course: Sociology of Human Resource Development				Course Code: UAMASOC507	
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	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 				20

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	<ul style="list-style-type: none"> • Selection: Meaning, Selection procedure, Barriers to effective selection • Performance Appraisal: Meaning, Objectives, Appraisal process 	
3	<p>Emerging Issues and challenges in HRD</p> <ul style="list-style-type: none"> • 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

Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The McGraw Hill Companies. New Delhi

Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai

Lane, H.(ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom

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.

Michael, V.P. 2002. Human Resources Management and Human Relations, Himalaya Publishing House. Mumbai.

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

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

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

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

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

Program: B.A.(2020-21)				Semester: VI	
Course: Sociology of Organizations				Course Code: UAMASOC607	
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	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 <ul style="list-style-type: none"> • 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				20

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	<p>Organizational socialization: Individual and organizational perspectives on socialization; Stages of organizational socialization, Induction/Indoctrination procedure Leadership: meaning, effectiveness, qualities, skills and functions.</p> <p>Conflict resolution: Types of conflict situations; Causes and effects; Its Effective management</p>	
Total		60

Reading List:

- Ashwatthapa K. 2007. Organizational Behaviour, Himalaya Publishing House, Mumbai. Champoux Joseph E. 2011. Organizational Behavior: Integrating individuals, groups and organizations. New York: Routledge
-
- Chaturvedi, Abha and Anil, (ed). 1995. The Sociology of Formal Organizations, Oxford University Press. New Delhi
-
- 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.
-
- Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai. Miller and Form, 1979, Industrial Sociology, Harper Publishers, New York.
-
- Miner, John B. 1992. Industrial - Organizational Psychology. New York: McGraw - Hill, Inc. Mullins,
-
- Laurie J. 2002. Management and organizational behavior. Essex CM20 2JE: Pearson Education Ltd.
-
- Robbins, S. 2001. Organizational Behaviour, Prentice Hall, New Delhi

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Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts
Course: TYBA (PAPER-VIII)

Semester- V AND VI

**Choice Based Credit System (CBCS) for the Academic year
2020-21**

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

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

- **PSO1:** To introduce the basic theoretical concepts in Environmental Sociology
- **PSO2:** To orient learners about the global debates between ecology-development and impact of haphazard models of development on ecology
- **PSO3:** To acquaint them with aspects of global and local environmental politics and grassroots.
- **PSO4:** To make learner understand the stark differences between environmental issues of rural and urban areas and its gendered implications in India.
- **PSO5:** To acquaint them with traditional and indigenous methods of environmental conservations.
- **PSO6:** To make them aware of challenges of waste management in Urban India.

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 Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class 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. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (compulsory question) Short notes (Attempt any 2 out of 3)	Will be from all three Units	(15 marks in total, 7.5 mark each)	(15 marks)
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

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

Program: B.A (2020-21)				Semester: V	
Course: Environment and Society				Course Code: UAMASOC508	
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 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 Hours
1	Unit-I Concepts and theoretical approaches <ul style="list-style-type: none"> • Environment, Ecology: components and Principals • 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 Ramchandra and Gadgil, M. (1995). Ecology and equity: the use and abuse of nature in contemporary 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/Arcchive/wiseprint.html>.
3. History of environmental movements- www.britannica.com

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

Program: B.A./ (2020-21)				Semester: VI	
Course: ENVIRONMENTAL CONCERNS IN INDIA				Course Code: UAMASOC608	
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:					
<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

Readings

1. Ahluwalia, S.K. (2005). Environment Problems in India, Jaipur: ABD Publishers.
2. Agarawal, Bina, (1994) A field of one's own, Delhi: Cambridge University Press
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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.

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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>

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

Semester- V and VI

**Choice Based Credit System (CBCS) for the Academic year
2020-21**

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

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

- **PSO1:** To provide students with an orientation to Quantitative Social Research.
- **PSO 2:** To acquaint students with the important concepts, techniques and processes in quantitative research.
- **PSO3 :**To guide students to work on meaningful, minor research projects.

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.

**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 Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class 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. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (compulsory question) Short notes (Attempt any 2 out of 3)	Will be from all three Units	(15 marks in total, 7.5 mark each)	(15 marks)
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

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

Program: B.A./ B.Sc . / B.Com(2020-21)				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	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:					
CO1: 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 Q.R. 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

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. Saravanavel P. 1996, *Research Methodology*, Allahabad, Kitab Mahal Distributors.

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

Program: B.A./ B.Sc . / B.Com(2020-21)				Semester: V	
Course: Qualitative social research				Course Code: UAMASOC609	
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	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:					
<ul style="list-style-type: none"> • 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				15
	a) Meaning, significance and critical concerns of Qualitative Research b) Theoretical foundation and paradigms: Interpretivism and critical theory c) Designing a qualitative study				
2	UNIT II QUALITATIVE APPROACHES TO ENQUIRY				15
	a) Ethnography b) Case study c) Feminist approach				
3	Unit-III METHODS AND TECHNIQUES OF DATA COLLECTION				15
	a) Interview: Unstructured, Semi structured, In-depth b) Focus group discussion c) Participant observation d) Mixed method research				
	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.