

**John Wilson Education Society's  
Wilson College (Autonomous)**

Chowpatty, Mumbai-400007

RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*

**UNIVERSITY OF MUMBAI**



**Syllabus for S.Y.**

**Program: B.A.**

**Program Code: WASOC (Sociology)**

**National Education Policy 2020**

**Academic year 2024–2025**

## PROGRAM OUTLINE 2024-2025

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
S.Y.B.A.	III	WASOCMJ231 (Major 1)	Anthropological Thought	03
	III	WASOCMJ232 (Major 2)	Sociology of Development	03
	IV	WASOCMJ241 (Major 1)	Indian Society: Structure and Perspectives	03
	IV	WASOCMJ242 (Major 2)	Tribal Studies	03

## PROGRAMME SPECIFIC OUTCOME (PSOs)

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

**PSO1 - Comprehend** the core concepts and theories in Sociology.

**PSO2 - Apply** these concepts and theories to contemporary institutions, events and phenomena.

**PSO3 - Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

**PSO4 - Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

**PSO5 -** Attempt to find **solutions** to social problems in a constantly changing complex society.

**PSO6 - Demonstrate** social sensitivity and sensibility.

**PSO7 - Formulate** a research design, both qualitative and quantitative.

**PSO8 - Analyse** advantages and limitations in using various research tools/techniques.

**PSO9 - Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

**PSO10 - Function** individually and in group through various co-curricular and extracurricular activities.

## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: III</b>			
<b>Course:</b> <b>Anthropological Thought</b> <b>(Major 1)</b>		<b>Course Code: WASOCMJ231</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
03	Not Applicable	Not Applicable	03	40	60
<p><b>Learning Objectives:</b></p> <p>This introductory course is intended -</p> <p><b>LO1:</b> To strengthen basic understanding of Anthropology and its core subject matter.</p> <p><b>LO2:</b> To acquaint the learner with Anthropology as a social science having a distinct approach and methodology vis-a-vis other scientific disciplines, particularly Sociology.</p> <p><b>LO3:</b> To provide a basic understanding of the subject to the learner having no previous exposure to Anthropology such that they develop an interest in the subject and grasp its core subject matter.</p> <p><b>LO4:</b> To enthuse the learner to the relevance and varied possibilities for higher studies in Anthropology.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner will be able to –</p> <p><b>CO1 - Explain</b> the fundamentals of Anthropology and Applied Anthropology such as definition, history, classification, methods and ethics. (2)</p> <p><b>CO 2 - Summarize</b> the main ideas of Anthropological theories. (2)</p> <p><b>CO 3 - Illustrate</b> Anthropological theories with respect to their historical background and theme. (2)</p> <p><b>CO 4 - Employ</b> the understanding of Applied Anthropology to specific social phenomena/events. (3)</p> <p><b>CO5 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 03/45
WASOCMJ231	<b>I</b>	<b>Introduction to Anthropology and Anthropology in India</b>	<b>12</b>
	<b>a</b>	i. Definition & understanding ‘Anthropology’ ii. Relation with Sociology as a discipline iii. History of Anthropology with special reference to the four phases of development of Indian Anthropology (given by L. P. Vidyarthi)	04
	<b>b</b>	Four branches of Anthropology: Physical, Cultural, Archaeological & Linguistic (and Applied Anthropology)	08
	<b>II</b>	<b>Methods, Ethics and Early Development in Anthropology</b>	<b>12</b>
	<b>a</b>	Field Methods in Anthropology	04
	<b>b</b>	Ethics in Anthropological Research	02
	<b>c</b>	Early Development i. Evolutionism & Cultural Relativism: Debates ii. Structural-Functionalism: Overview	06
	<b>III</b>	<b>Later Development</b>	<b>21</b>
	<b>a</b>	Culture and Personality School: Margaret Mead, Ruth Benedict	06
	<b>b</b>	Symbolic/Interpretive Anthropology: Victor Turner, Clifford Geertz	06
	<b>c</b>	Feminist Anthropology: Eleanor Leacock, Pratiksha Bakshi	06

	<b>d</b>	Ecological Anthropology: Julian Steward	03
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Harris, Marvin, 2001. The Rise of Anthropological Theory: A History of Theories of Culture, Jaipur, Rawat Publication.

Kottak Conrad Phillip, 1997. Anthropology, The Exploration of Human Diversity. New York The McGraw-Hill Companies Inc.

McGee R Jonand Warm Richard L. Anthropological Theory and Introductory History (4thed) 2008, McGraw Hill New York.

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



Wilson College



<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: III</b>			
<b>Course: Sociology of Development (Major 2)</b>		<b>Course Code: WASOCMJ232</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>03</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>3</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To introduce learners to the concept of ‘Development’ and the various theoretical perspectives that have shaped the development discourse.</p> <p><b>LO2:</b> To help learners gain an insight into emerging issues and contemporary debates within the development discourse.</p> <p><b>LO3:</b> To enable learners to interrogate dominant development paradigms and explore alternative discourses centred around social justice and equity.</p> <p><b>LO4:</b> To gain an agency and develop sensitivity and sensibility among learners to bring about social change.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO 1 – Describe</b> the concept of ‘Development’ and its various theoretical perspectives. (1)</p> <p><b>CO2 - Discuss</b> the nature, causes and consequences of crisis of development. (2)</p> <p><b>CO3 - Relate</b> concerns of tribals and other marginalized communities with contemporary development model. (3)</p> <p><b>CO4 - Appraise</b> alternative approaches to development. (4)</p> <p><b>CO5 - Develop</b> their soft skills by participating in various class activities and through assignment and projects. (6)</p>					



**DETAILED SYLLABUS**

Course code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 3/45
<b>WASOCMJ232</b>	<b>I</b>	<b>Understanding Development</b>	<b>18</b>
	<b>a</b>	Meaning of Development and Theories of Modernization	05
	<b>b</b>	Dependency Theory	05
	<b>c</b>	Neo-liberal Economic Approach	04
	<b>d</b>	Feminist theories: WID, WAD and GAD	04
	<b>II</b>	<b>Crisis of Development</b>	<b>15</b>
	<b>a</b>	Land Displacement	04
	<b>b</b>	Forest Rights Act 2006 and its impact on the tribal community	04
	<b>c</b>	Resistance movements at grassroots (Jaitapur, DMIC, Coastal Road Development/Gorai, Navi Mumbai Airport)	07
	<b>III</b>	<b>Alternative approaches to Development</b>	<b>12</b>
	<b>a</b>	Eco-Feminist: Navdanya Movement	04
	<b>b</b>	Organic Farming: Ankoli in Solapur	04
	<b>c</b>	People-centric Development – Adarsh Gaon (Hiware Bazaar)	04

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- Ahmed, Kundu et al. (Ed) (2010). India's New Economic Policy: A Critical Analysis, New York: Routledge.
- Banerjee, Swapna. (2011). Contradictions of 'Development' in Contemporary India, Open Democracy.
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- Giddens Anthony. (2000). Runaway World: How Globalization is Reshaping Our Lives. Routledge, New York.
- Hiware Bazaar – Dec 22, 2010, Model Village for the Nation, The Better India
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- Padel, Felix and Das Samarendra. (2010). Out of This Earth. East India: Adivasis and the Aluminium Cartel, New Delhi: Orient Black Swan.
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- Shiva, Vandana, Pande, Poonam and Singh Jitendra. (2004). Principles of Organic Farming Renewing the Earth's Harvest NAVDANYA A-60, Hauz Khas, New Delhi - 110 016. India.
- [www.payog.org](http://www.payog.org) – Arun Deshpande, Development of Ankoli village, Solapur.

## Modality of Assessment

### Theory Examination Pattern:

#### A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ case study/ field visit report/ presentations/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination Semester End Theory Examination - 60%- 60 Marks per paper

1. **Duration** - These examinations shall be of **two hours** duration.

2. **Theory question paper pattern**

a. There shall be **four** questions each of **fifteen** marks.

b. All questions shall be compulsory with internal choice within the questions.

#### Paper Pattern:

Question	Options	Marks	Questions Based on
Qs 1	A or B	15	Unit I
Qs 2	A or B	15	Unit II
Qs 3	A or B	15	Unit III
Qs 4	Short Notes (Any 2)	15	All Units
	<b>TOTAL</b>	<b>60</b>	

<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: IV</b>			
<b>Course:</b> <b>Indian Society:</b> <b>Structure and Perspectives</b> <b>(Major 1)</b>		<b>Course Code: WASOCMJ241</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>03</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>3</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p>This course is intended -</p> <p><b>LO1:</b> To introduce learners to the understanding of Indian society from Classical and contemporary sociological perspectives.</p> <p><b>LO2:</b> To familiarise learners with the works of selected Indian sociologists and anthropologists on caste, tribe, gender and kinship.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Describe</b> distinct perspectives/theories in Indian Sociology to the study of caste, tribe, gender and kinship. (1)</p> <p><b>CO2 - Summarize</b> the distinct perspectives/theories in Indian Sociology such as Indological, structural-functional and non-Brahmanical. (2)</p> <p><b>CO3 - Compare</b> the studies of caste, tribe, gender and kinship of selected Indian sociologists and anthropologists. (2)</p> <p><b>CO 4 -Apply</b> these theories to analyse current changes, transitions and concerns in Indian society. (3)</p> <p><b>CO5 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 3/45</b>
<b>WASOCMJ241</b>	<b>I</b>	<b>Caste &amp; Tribe</b>	<b>16</b>
	<b>a</b>	G. S. Ghurye: Indological Perspective	04
	<b>b</b>	M. N. Srinivas: Structural-functional Perspective	04
	<b>c</b>	B. R. Ambedkar: Non-brahmanical perspective	04
	<b>d</b>	Virginius Xaxa: Tribe and Nationalism	04
	<b>II</b>	<b>Gender</b>	<b>16</b>
	<b>a</b>	Kamala Bhasin: Patriarchy	04
	<b>b</b>	Sharmila Rege: Caste and Gender	04
	<b>c</b>	Leela Dube: Gendered division of labour	04
	<b>d</b>	Pushpesh Kumar: Queering Indian Sociology	04
	<b>III</b>	<b>Kinship</b>	<b>13</b>
	<b>a</b>	Irawati Karve: Kinship organization in India	05
	<b>b</b>	Leela Dube: Kinship in South-east Asia	04
	<b>c</b>	Kamala Ganesh: Gender and Kinship	04

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- Ambedkar, B. R. (2007). “Annihilation of Caste” Critical Quest, New Delhi.
- Dhanagare, D. N. (1999). “Themes and perspectives in Indian Sociology” Rawat Publications.
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<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: IV</b>			
<b>Course:</b> Tribal Studies (Major 2)		<b>Course Code: WASOCMJ242</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>03</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>03</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b> This course is intended -</p> <p><b>LO1:</b> To provide the learner with an understanding of the 'Tribe' and issues with its nomenclature, tribal religion, tribal political and economic system.</p> <p><b>LO2:</b> To develop sensitivity and sensibility towards tribal studies and its significance.</p> <p><b>LO3:</b> To sensitize the learner towards the problems and challenges faced by the tribal community in the wake of globalization and capitalism.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner will be able to –</p> <p><b>CO1 – State</b> the definition of the term 'Tribe' and issues in its nomenclature. (1)</p> <p><b>CO2 - Discuss</b> the multiple ways in which power (political system) and economic system shape culture. (2)</p> <p><b>CO3 - Summarize</b> the history and nature of Tribal Studies with special reference to India. (2)</p> <p><b>CO4 - Establish</b> similarities and differences between tribal religion and their own religious practice. (3)</p> <p><b>CO5 - Critique</b> the impact of globalization and capitalism on the tribals. (5)</p> <p><b>CO6 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					



**DETAILED SYLLABUS**

Course code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 03/45
<b>WASOCMJ242</b>	<b>I</b>	<b>Concept of Tribe &amp; Tribal Studies</b>	<b>15</b>
	<b>a</b>	i. Etymology & definition of the term 'Tribe' ii. Nomenclature – Scheduled Tribes, Denotified, Nomadic and Semi-nomadic Tribes	03
	<b>b</b>	Demography, Distribution and Diversity of Tribes in India	04
	<b>c</b>	i. Tribal Studies: An Introduction ii. Growth of Tribal Studies in India iii. Nature & Characteristics of Tribal Studies in India iv. Significance of Tribal Studies in India v. Theoretical Perspective: Verrier Elwin	08
	<b>II</b>	<b>Tribal Religion</b>	<b>15</b>
	<b>a</b>	i. Definition of the term 'Religion' ii. Functions of Religion iii. Forms of Primitive Tribal Religion	06
	<b>b</b>	i. Religious Systems (Belief/dogma, Rituals/Rites, Religious objects etc.) ii. Religious Practitioners (Shaman & Priest)	06
	<b>c</b>	Magic and Religion	03
	<b>III</b>	<b>Tribal Political and Economic System</b>	<b>15</b>
	<b>a</b>	Political System i. Meaning ii. Classification & Levels of Political Integration (Band, Tribe, Chiefdom & State)	05
	<b>b</b>	Economic System i. Systems of Production & the Notion of Property in Primitive Societies ii. Distribution & Exchange [e.g., Potlatch, Kula & Malinowski's Study on Trobriand Islanders]	05
	<b>c</b>	Contemporary Issues and Concerns (Jal, Jungle and Jameen)	05



		<p>i. Adivasi and Migration</p> <p>ii. Neo-liberalism, Globalization and the Tribal World</p>	
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[http://www.isidelhi.org.in/ckfinder/userfiles/files/Martin\\_Labour%20Migration\\_38-44.pdf](http://www.isidelhi.org.in/ckfinder/userfiles/files/Martin_Labour%20Migration_38-44.pdf) accessed on 15<sup>th</sup> April 2022.

<https://www.labourfile.com/section-detail.php?aid=361> accessed on 15<sup>th</sup> April 2022.

## Modality of Assessment

### Theory Examination Pattern:

#### A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination Semester End Theory Examination - 60%- 60 Marks per paper

1. **Duration** - These examinations shall be of **two hours** duration.

#### 2. Theory question paper pattern

a. There shall be **four** questions each of **fifteen** marks.

b. All questions shall be compulsory with internal choice within the questions.

#### Paper Pattern

Question	Options	Marks	Questions Based on
Qs 1	A or B	15	Unit I
Qs 2	A or B	15	Unit II
Qs 3	A or B	15	Unit III
Qs 4	Short Notes (Any 2)	15	All Units
	<b>TOTAL</b>	<b>60</b>	

**Overall Examination & Marks Distribution Pattern**

**Semester III & IV**

Course	WASOCMJ2 31			WASOCMJ2 32			WASOCMJ2 41			WASOCMJ2 42			Grand Total
	Int	Ext	Tot	Int	Ext	Tot	Int	Ext	Tot	Int	Ext	Tot	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>400</b>



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**Syllabus for S.Y.**

**Program: B.A.**

**Program Code: WASOC (Sociology)**

**National Education Policy 2020**

**Academic year 2024–2025**

**PROGRAM OUTLINE 2024-2025**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
S.Y.B.A. (Minor)	III	WASOCMN231	Emerging Issues and Concerns in Contemporary Indian Society	4
	IV	WASOCMN241	Emerging Fields in Sociological Studies	4

**PROGRAMME SPECIFIC OUTCOME (PSOs)**

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

PSO1 - **Comprehend** the core concepts and theories in Sociology.

PSO2 - **Apply** these concepts and theories to contemporary institutions, events and phenomena.

PSO3 - **Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

PSO4 - **Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

PSO5 – Attempt to find **solutions** to social problems in a constantly changing complex society.

PSO6 - **Demonstrate** social sensitivity and sensibility.

PSO7 - **Formulate** a research design, both qualitative and quantitative.

PSO8 - **Analyse** advantages and limitations in using various research tools/techniques.

PSO9 - **Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

PSO10 - **Function** individually and in group through various co-curricular and extracurricular activities.



## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: III</b>			
<b>Course: Emerging Issues and Concerns in Contemporary Indian Society</b>		<b>Course Code: WASOCMN231</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>04</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>04</b>	<b>40</b>	<b>60</b>
<b>Learning Objectives:</b>					
This course is intended -					
<b>LO1:</b> To familiarize learners with the emerging socio-economic issues in contemporary society.					
<b>LO2:</b> To bring awareness and sensitivity among the learners towards contemporary social issues.					
<b>Course Outcomes:</b>					
After completion of this course, the learner shall be able to –					
<b>CO1 - Describe</b> the fundamentals of Demographic studies, basic concepts in Migration Studies and structure and functions of criminal justice system, with special reference to India. (1)					
<b>CO2 - Examine</b> the contemporary demographic variables and its impact on the population. (3)					
<b>CO3 - Analyse</b> the issues involved in Assisted Reproductive Technologies. (4)					
<b>CO4 - Evaluate</b> the need for reforms in criminal justice system in India and the labour issues connected with migration. (4)					
<b>CO5 - Appraise</b> the Right to Health Care particularly of Persons with Disabilities (PwDs). (5)					
<b>CO6 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 04/60
WASOCMN231	I	<b>Demography</b>	15
	a	Nature, Scope, Significance, Transition and Theories (Malthusian and Neo-Malthusian)	05
	b	Fertility, Mortality, Nuptiality	05
	a	Sex Ratio (Significance, Causes, Implications and Measures)	05
	II	<b>Crime and Justice</b>	15
	a	Overview of the Criminal Justice System in India: Police, Courts and Law	05
	b	Rights and Duties of the People with reference to crime and justice	05
	c	Need for reforms in the Criminal Justice System	05
	III	<b>Health</b>	15
	a	Right to Health Care	05
	b	Disability Act 2016 (Differently abled)	05
	c	Assisted Reproductive Technologies: Issues and Concerns	05
	IV	<b>Migration</b>	15
	a	Definition, Meaning and Characteristics	05



	<b>b</b>	Types of Migration	05
	<b>c</b>	Migration & labour concerns: Case studies	05

**References**

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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.

Dak, T. M. (ed) (1997). Sociology of Health in India, Rawat Publishers, Jaipur.

Dalai Ajit K. & Subha Ray. (ed) (2005). Social dimensions of health, Rawat Publishers New Delhi.

Desai, M Mahabal, K. (2007). Health Care Case Law in India CEHAT. ICHRL.

Dash, Dhanalaxmi. (2005). Women, Environment and Health, Mangaldeep Publishers, Jaipur.

Indu Mathur & Sanjay Sharma. (2002). Health Hazards, Gender & Society Rawat Pub. WHO 1988 Education for Health, WHO report, Geneva.

Raj, H. (1998). Population Studies. Surjeet Publication. Delhi.

Ram B. Bhagat and Gavin W. Jones. (2013) ‘Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance-Asia Research Institute, National University of Singapore.

**Journal**

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

Economic and Political Weekly: Gender & Migration, Vol.48, Issue No.10, 09 Mar,2013



## Modality of Assessment

### Theory Examination Pattern:

#### A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ case study/ field visit report/ presentations/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination Semester End Theory Examination - 60%- 60 Marks per paper

1. **Duration** - These examinations shall be of **2.5 hours** duration.

2. **Theory question paper pattern:** There shall be **five** questions **twelve** marks each. Qs 1 to 4 will be from each unit with internal choice. Qs 5 will be short notes from all 4 Units.

#### Paper Pattern:

Question	Options	Marks	Questions Based on
Qs 1		12	Unit I
Qs 2		12	Unit II
Qs 3		12	Unit III
Qs 4		12	Unit IV
Qs 5	Write notes on (any 2 out of 4)	12	From all 4 Units

	<b>TOTAL</b>	<b>60</b>	
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<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: IV</b>			
<b>Course: Emerging Fields in Sociological Studies</b>		<b>Course Code: WASOCMN241</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>04</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>04</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To introduce learners to the emerging and relevant fields in Sociology.</p> <p><b>LO2:</b> To provide learners understanding on the relevance and varied possibilities for future studies in Sociology.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO 1 - Describe</b> the fundamentals of media studies and Gerontology/Geriatrics. (1)</p> <p><b>CO2 - Explain</b> the laws and policies of urban governance and their impact on the stakeholders. (2)</p> <p><b>CO3 - Examine</b> the context and theoretical approaches that influences social interaction. (2)</p> <p><b>CO4 - Determine</b> the issues connected with slums and their positive contribution to urban economy. (3)</p> <p><b>CO5 - Analyze</b> the issue of sexual objectification in advertising, Gatekeeping and Ethics in Journalism. (4)</p> <p><b>CO6 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 4/60</b>
<b>WASOCMN241</b>	<b>I</b>	<b>Media Studies</b>	<b>15</b>
	<b>a</b>	Media Theories: Functionalist, Conflict, Interactionist & Feminist	05
	<b>b</b>	Objectification of Women in Media	05
	<b>c</b>	Gatekeeping & Ethics in Journalism	05
	<b>II</b>	<b>Urban Governance</b>	<b>15</b>
	<b>a</b>	Issues of Slums and its Significance for Urban Economy	05
	<b>b</b>	Lack of Availability of Open Space	05
	<b>c</b>	Street Vendors and Hawkers	05
	<b>III</b>	<b>Interaction in Everyday Life</b>	<b>15</b>
	<b>a</b>	Daily Life Encounter - Relationship between Culture and Communication, Verbal and Nonverbal Communication (face, body, gestures)	05
	<b>b</b>	Theories: Dramaturgy (Erving Goffman), Ethnomethodology (Garfinkel)	05
	<b>c</b>	Emotions: The Biological and Social Construction of Feeling	05
	<b>IV</b>	<b>Gerontology &amp; Geriatrics</b>	<b>15</b>
	<b>a</b>	Introduction to Gerontology, Geriatrics and Phenomenon of Population Ageing	05

	<b>b</b>	Old Age Home, Senior Citizens Association, Day Care Centre	05
	<b>c</b>	Geriatric Care: Government and Non-governmental Initiatives in India	05

**References**

Bhaskaran N. (2009) (Ed). Vision Juhu-Expanding Public Space in Mumbai. Synergy Creation.

Dandekar, K. (1996). The Elderly in India. Sage Publications

Denis Mc Quail. (2005). Mass Communication Theory. New Delhi, Vistara Publications.

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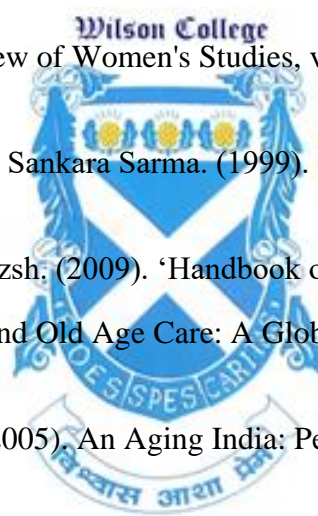
Karin Wahl-Jorgensen, Thomas Hanitzsh. (2009). 'Handbook of Journalism'-Routledge. New York.

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Phoebe S. Leibig, S. Irudaya Rajan. (2005). An Aging India: Perspectives, Prospects and Policies. Rawat Publications.

Uma Joshi (2005). Mass Communication and Media. New Delhi. Anmol Publications.

Victor, Christina. (2005). The Social Context of Ageing. Routledge.



## Modality of Assessment

### Theory Examination Pattern:

#### A. Continuous Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination Semester End Theory Examination - 60%- 60 Marks per paper

1. **Duration** - These examinations shall be of **2.5 hours** duration.

2. **Theory question paper pattern:** There shall be **five** questions **twelve** marks each. Qs 1 to 4 will be from each unit with internal choice. Qs 5 will be short notes from all 4 Units.

#### Paper Pattern:

Question	Options	Marks	Questions Based on
Qs 1		12	Unit I
Qs 2		12	Unit II
Qs 3		12	Unit III
Qs 4		12	Unit IV
Qs 5	Write notes on (any 2 out of 4)	12	From all 4 Units
	<b>TOTAL</b>	<b>60</b>	

**Overall Examination & Marks Distribution Pattern**

**Semester III & IV**

Course	WASOCMN231			WASOCMN241			Grand Total
	Int	Ext	Tot	Int	Ext	Tot	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>



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**Syllabus for S.Y.**

**Program: B.A.**

**Program Code: WASOC (Sociology)**

**New Education Policy 2020**

**Academic year 2024–2025**



**PROGRAM OUTLINE 2024-2025**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
S.Y.B.A.	III	WASOCSE231	Basics of Qualitative Research	2

**PROGRAMME SPECIFIC OUTCOME (PSOs)**

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

**PSO1 - Comprehend** the core concepts and theories in Sociology.

**PSO2 - Apply** these concepts and theories to contemporary institutions, events and phenomena.

**PSO3 - Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

**PSO4 - Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

**PSO5 –** Attempt to find **solutions** to social problems in a constantly changing complex society.

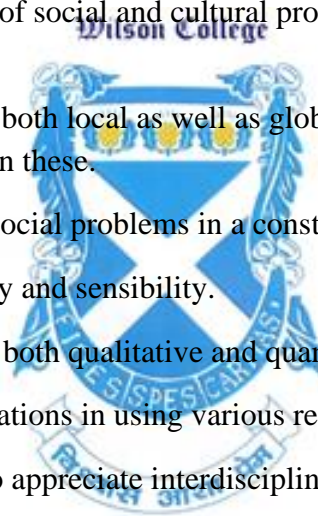
**PSO6 - Demonstrate** social sensitivity and sensibility.

**PSO7 - Formulate** a research design, both qualitative and quantitative.

**PSO8 - Analyse** advantages and limitations in using various research tools/techniques.

**PSO9 - Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

**PSO10 - Function** individually and in group through various co-curricular and extracurricular activities.



## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: III</b>			
<b>Course: Basics in Qualitative Social Research</b>		<b>Course Code: WASOCSE231</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>02</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>02</b>	<b>Not Applicable</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p>This course is intended –</p> <p><b>LO1:</b> To provide a preliminary understanding of Qualitative Social Research.</p> <p><b>LO2:</b> To acquaint the learner with the methods and methodology in Qualitative Research.</p> <p><b>LO3:</b> To provide knowledge on constructing an Interview schedule as a data collection tool.</p> <p><b>LO4:</b> To enthuse the learner to develop an Interview schedule on a contemporary social phenomenon.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 - Describe</b> the fundamentals of Qualitative research and Mixed Method approach. (1)</p> <p><b>CO2 - Enumerate</b> the main steps in conducting Qualitative Social Research. (1)</p> <p><b>CO3 - Distinguish</b> between Quantitative and Qualitative social research. (2)</p> <p><b>CO4 - Explain</b> the approaches, tools and techniques in Qualitative social research and their strengths and limitations. (2)</p> <p><b>CO5 - Apply</b> ethical principles such as informed consent and confidentiality in their research. (3)</p> <p><b>CO6 - Plan</b> brief Qualitative research using interview schedule. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 2/30
<b>WASOCSE231</b>	<b>I</b>	<b>What is Qualitative Research?</b>	<b>14</b>
	<b>a</b>	Nature and characteristics of Qualitative Research	04
	<b>b</b>	Theoretical considerations – Interpretivism	04
	<b>c</b>	Distinction between Qualitative and Quantitative research	02
	<b>d</b>	Main Steps in Qualitative Research	02
	<b>e</b>	Critique of Qualitative Research	02
	<b>II</b>	<b>Methods and Methodology in Qualitative Research</b>	<b>16</b>
	<b>a</b>	Ethnography and Fieldwork	04
	<b>b</b>	Interview: Unstructured, Semi-structured, In-depth	08
	<b>c</b>	Conducting a Semi-structured Interview	03
	<b>d</b>	Mixed Methods approach: An introduction	01

**References**

Bryman Alan (2001) ‘Social Research Methods’, Oxford University Press.

Cresswell, J.W, (2007) ‘Qualitative Inquiry and Research Design- Choosing among five approaches’ Sage Publication: New Delhi.

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Somekh Bridget & Lewin Cathy (ed), (2005) 'Research Methods in Social Science'.

Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services.

Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.

### Modality of Assessment

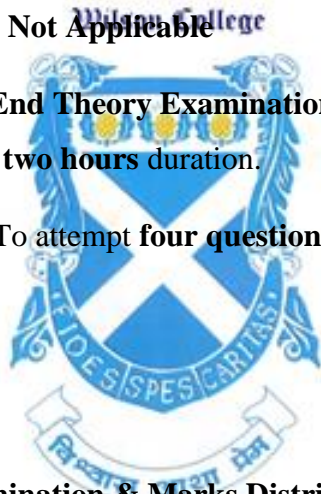
#### Theory Examination Pattern:

A. Continuous Internal Assessment- Not Applicable

B. External Examination Semester End Theory Examination - 60 Marks per paper

1. Duration - Examination shall be of two hours duration.

2. Theory question paper pattern – To attempt four questions out of six; fifteen marks each.



#### Overall Examination & Marks Distribution Pattern

##### Semester III

Course	WASOCSE231			Grand Total
	Int	Ext	Tot	
Theory	NA	60	60	60

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**Syllabus for S.Y.**

**Program: B.A.**

**Program Code: WASOC (Sociology)**

**New Education Policy 2020**

**Academic year 2024–2025**

## PROGRAM OUTLINE 2024-2025

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
S.Y.B.A.	IV	WASOCVS241	Introduction to Social Work	2

## PROGRAMME SPECIFIC OUTCOME (PSOs)

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

**PSO1 - Comprehend** the core concepts and theories in Sociology.

**PSO2 - Apply** these concepts and theories to contemporary institutions, events and phenomena.

**PSO3 - Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

**PSO4 - Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

**PSO5 –** Attempt to find **solutions** to social problems in a constantly changing complex society.

**PSO6 - Demonstrate** social sensitivity and sensibility.

**PSO7 - Formulate** a research design, both qualitative and quantitative.

**PSO8 - Analyse** advantages and limitations in using various research tools/techniques.

**PSO9 - Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

**PSO10 - Function** individually and in group through various co-curricular and extracurricular activities.

## PREAMBLE

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<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: IV</b>			
<b>Course: Introduction to Social Work</b>		<b>Course Code: WASOCVS241</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>02</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>02</b>	<b>Not Applicable</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p>This course is intended –</p> <p><b>LO1:</b> To provide a preliminary understanding of Social Work and its practice, including its historical context and significance.</p> <p><b>LO2:</b> To acquaint the learner with the values, principles and ethics in Social Work.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 - Identify</b> on the history and context of social work in the West and in India. (1)</p> <p><b>CO2 - List</b> the sectors of social work practice. (1)</p> <p><b>CO3 - Employ</b> the values, principles and ethics of social work while engaging. (3)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 2/30
<b>WASOCVS241</b>	<b>I</b>	<b>History and Context of Social Work</b>	<b>15</b>
	<b>a</b>	Definition, meaning and significance of Social Work	05
	<b>b</b>	Historical Context: Emergence of Social Work profession in India and in the West	05
	<b>c</b>	Scope: Sectors of practice in Social Work	05
	<b>d</b>	Social Work as a Profession: Distinction between Social Work, Charity and Philanthropy	
	<b>e</b>	Relevance of Sociology in Social Work	
	<b>II</b>	<b>Values, Principles and Ethics in Social Work</b>	<b>15</b>
	<b>a</b>	Core Values in Social Work	05
	<b>b</b>	Principles of Social Work	05
	<b>c</b>	Ethical Guidelines in Social Work	05

**References**

Ronald, Y., Malar, S., & P.V. Laavanya. 2013. *Social Work: An Introductory Text Book*. Regal Publications, New Delhi

Sheldon, B., & Macdonald, G., (2010) *A Textbook of Social Work*, London: Routledge.

### Modality of Assessment

**Theory Examination Pattern:**

A. Continuous Internal Assessment- Not Applicable

B. External Examination Semester End Theory Examination - 60 Marks per paper

1. **Duration** - Examination shall be of **two hours** duration.

2. **Theory question paper pattern** – To attempt **four questions out of six**; fifteen marks each.

### Overall Examination & Marks Distribution Pattern

Semester IV

<b>Course</b>	<b>WASOCVS241</b>			<b>Grand Total</b>
	<b>Int</b>	<b>Ext</b>	<b>Tot</b>	
<b>Theory</b>	NA	60	60	60

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**Syllabus for S.Y.**

**Program: B.A.**

**Program Code: WASOC (Sociology)**

**New Education Policy 2020**

**Academic year 2024–2025**

**PROGRAM OUTLINE 2024-2025**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
S.Y.B.A.	III	WASOCVE231	Environmental Studies: Basic and Contemporary Approach and Analysis	2

**PROGRAMME SPECIFIC OUTCOME (PSOs)**

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

**PSO1 - Comprehend** the core concepts and theories in Sociology.

**PSO2 - Apply** these concepts and theories to contemporary institutions, events and phenomena.

**PSO3 - Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

**PSO4 - Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

**PSO5 –** Attempt to find **solutions** to social problems in a constantly changing complex society.

**PSO6 - Demonstrate** social sensitivity and sensibility.

**PSO7 - Formulate** a research design, both qualitative and quantitative.

**PSO8 - Analyse** advantages and limitations in using various research tools/techniques.

**PSO9 - Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

**PSO10 - Function** individually and in group through various co-curricular and extracurricular activities.



## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): S.Y.B.A.</b>		<b>SEMESTER: III</b>			
<b>Course:</b> <b>Environmental Studies: Basic and Contemporary Approach and Analysis</b>		<b>Course Code: WASOCVE231</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>02</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>02</b>	<b>60</b>	
<b>Learning Objectives:</b>					
Learning Objectives: This course is intended –					
LO1: To provide a basic understanding of Environmental Studies.					
LO2: To acquaint the learner with the key concepts and theoretical perspectives; both traditional and contemporary.					
LO3: To sensitize learners to environmental issues and concerns and their impact.					
LO4: To enthuse the learner to develop a Questionnaire on a contemporary social phenomenon.					
<b>Course Outcomes:</b>					
After completion of this course, the learner shall be able to –					
<b>CO1 - Identify</b> key concepts, ethics and perspectives in Environment Studies. (1)					
<b>CO2 - Explain</b> the inter-connectedness of ecosystems. (2)					
<b>CO3 - Discuss</b> the evolution of environment and development discourse and its implications for environmental justice, sustainability and resilience. (2)					
<b>CO4 - Apply</b> case studies of how different worldviews influence approaches to environmental governance, resource management and conservation and solutions for environmental problems. (3)					

**CO5 - Interpret** key aspects of traditional ecological knowledge and indigenous practices related to climate adaptation and mitigation. (4)

**CO6 - Assess** the consequences of environmental degradation on global populations. (5)

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures</b>  2/30
<b>WUASE131</b>	<b>I</b>	<b>Introduction to Environmental Studies</b>	<b>16</b>
	<b>a</b>	Nature: Definition, Scope, Importance and Historical perspective	02
	<b>b</b>	Concept: Ecology (Social, Cultural and Deep), Ecosystem, Biodiversity	04
	<b>c</b>	Environment and Development Discourse: Shifts in Perspectives	04
	<b>d</b>	Worldviews on Global Environment Change: Market Liberals, Institutionalists, Bioenvironmentalists and Social Greens	04
	<b>e</b>	Environment Ethics	02
<b>II</b>		<b>Climate Change</b>	<b>04</b>
	<b>a</b>	Rising Sea-levels	02
	<b>b</b>	Extreme Climate Events: Water crisis/shortage, droughts, forest fires, floods/cyclones	02
<b>III</b>		<b>Ecological Movements and Wisdom</b>	<b>10</b>



	<b>a</b>	Ecology of Affluence (Save the Tiger Project, Save the Western Ghats etc.)  Environmentalism of the Poor (Chipko Movement, Chico Movement)	05
	<b>b</b>	Traditional Wisdom: Water Harvesting Systems, Sacred Groves, Swidden cultivation, eco-friendly fest, festivals and rituals (Sarna, Sarhul)	05

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Western Ghats Ecology Expert Panel Report (Eco-Sensitive Zones) (pp. 16-41)

<http://www.moef.nic.in/downloads/public-information/wg-23052012.pdf>

Environment – They Are Also Outdated - <https://thewire.in/environment/coastal-road-project-damage-environment-outdated>

UNIT 16 GANDHI'S VIEWS ON NATURE AND ENVIRONMENT

<http://dcac.du.ac.in> › E-Resource Mahatma Gandhi - An Environmentalist With A Difference

<https://www.mkgandhi.org/environment/jha.htm>

### Modality of Assessment

**Examination Pattern:**

**A. Continuous Internal Assessment- 100%- 60 Marks per paper**

Sr. No.	Evaluation Type	Marks
1	Assignment/ case study/ field visit report/ presentations/ project	30
2	Assignment/ case study/ field visit report/ presentations/ project	30
	<b>Total</b>	<b>60</b>



**Overall Examination & Marks Distribution Pattern**

**Semester III**

Course	WASOCVE231			Grand Total
	Int	Ext	Tot	
Theory	60	NA	60	60

# **John Wilson Education Society's Wilson College (Autonomous)**

Chowpatty, Mumbai-400007

RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*

**UNIVERSITY OF MUMBAI**



**Syllabus for S.Y.**

**Program: B.Sc.**

**Program Code: WSSOC (Sociology)**

**New Education Policy 2020**

**Academic year 2024–2025**

**PROGRAM OUTLINE 2024-2025**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
S.Y.B.SC	III	WSSOCOE231	Gender Basics and the Movement for Equality	2
	IV	WSSOCOE241	Gender Dynamics: Exploring Roles and Identities	2
	IV	WSSOCOE242	Cultural Exploration: Understanding Society's Diversity	2

Wilson College



**PROGRAMME SPECIFIC OUTCOME (PSOs)**

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

**PSO1 - Comprehend** the core concepts and theories in Sociology.

**PSO2 - Apply** these concepts and theories to contemporary institutions, events and phenomena.

**PSO3 - Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

**PSO4 - Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

**PSO5 –** Attempt to find **solutions** to social problems in a constantly changing complex society.

**PSO6 - Demonstrate** social sensitivity and sensibility.

**PSO7 - Formulate** a research design, both qualitative and quantitative.

**PSO8 - Analyse** advantages and limitations in using various research tools/techniques.

**PSO9 - Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

**PSO10 - Function** individually and in group through various co-curricular and extracurricular activities.

## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): S.Y.B.Sc.</b>		<b>SEMESTER: III</b>			
<b>Course: Gender Basics and the Movement for Equality</b>		<b>Course Code: WSSOCOE231</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (30+30)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>02</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>02</b>	<b>60</b>	<b>Not Applicable</b>
<p><b>Learning Objectives:</b></p> <p>Learning Objectives: This course is intended –</p> <p>LO1: To explain the concept of gender as a social construct and differentiate it from biological sex.</p> <p>LO2: To analyse the intersectionality of gender with other social categories.</p> <p>LO3: To evaluate the classical western and Indian theoretical perspectives.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 - Describe</b> key concepts in Gender Studies. (1)</p> <p><b>CO2 - Discuss</b> the social construction of gender norms in society. (2)</p> <p><b>CO3 - Observe</b> the waves of feminism to understand gender inequalities. (2)</p> <p><b>CO5 - Examine</b> key debates on the issues and concerns faced by women in different historical periods. (3)</p> <p><b>CO6 - Develop</b> their soft skills through projects and assignments. (6)</p>					

**DETAILED SYLLABUS**

**WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR SOCIOLOGY**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 2/30</b>
<b>WSSOCOE231</b>	<b>I</b>	<b>Basic Concepts</b>	<b>12</b>
	<b>A</b>	Sex and Gender	03
	<b>B</b>	Patriarchy and Matriarchy	03
	<b>C</b>	Sexual Division of Labour	03
	<b>D</b>	Intersectionality	03
	<b>II</b>	<b>Feminism in the West and in India</b>	<b>18</b>
	<b>A</b>	i. Definition and meaning of the term 'Feminism' ii. Waves of Feminism	04
	<b>B</b>	Colonial India i. Child marriage ii. Widowhood iii. Sati iv. Education v. Political Rights	06
	<b>C</b>	Post-colonial India i. Dowry ii. Rape	03
	<b>D</b>	Contemporary Digital Campaigns: i. #MeToo ii. Right to Bleed iii. Why Loiter iv. Pinjra Tod	05



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<b>PROGRAM(s): S.Y.B.Sc.</b>		<b>SEMESTER: IV</b>			
<b>Course: Gender Dynamics: Exploring Roles and Identities</b>		<b>Course Code: WSSOCOE241</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 30+30)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>02</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>2</b>	<b>60</b>	<b>Not Applicable</b>
<p><b>Learning Objectives:</b></p> <p>This course is intended -</p> <p><b>LO1:</b> To understand new and emerging issues in the Indian context.</p> <p><b>LO2:</b> To demonstrate an understanding of the diversity of gender identities and expressions across cultures.</p> <p><b>LO3:</b> To discuss and advocate for gender-related issues in academic and personal settings.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 - Recall</b> the terms and concepts related to Gender. (1)</p> <p><b>CO2 - Explain</b> the social construction of gender and its implication. (2)</p> <p><b>CO3 - Examine</b> the case studies illustrating gender dynamics in different cultures and the role of media in shaping perceptions of gender roles. (3)</p> <p><b>CO4 - Evaluate</b> the effectiveness of policies aimed at addressing gender inequality. (4)</p> <p><b>CO5 - Develop</b> their soft skills through projects and assignments. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 2/30
WSSOCOE241	<b>I</b>	<b>Gender Performativity</b>	<b>15</b>
	<b>A</b>	Becoming Women i. Understanding Femininity ii. Pregnancy and anticipation of Motherhood iii. Housework as invisible labour	07
	<b>B</b>	Becoming Man i. Understanding Masculinity ii. Making Masculine Bodies iii. Representations of Masculinity in Hindi Cinema	08
	<b>II</b>	<b>Understanding Queer</b>	<b>15</b>
	<b>A</b>	Concepts: Gender Galaxy, Heterogeneity and Homogeneity	05
	<b>B</b>	Section 377 and Queer Movement	05
	<b>C</b>	i. Transgender Identity ii. Transgender Persons Act, 2019	05

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<b>PROGRAM(s): S.Y.B.Sc.</b>		<b>SEMESTER: IV</b>			
<b>Course: Cultural Exploration: Understanding Society's Diversity</b>		<b>Course Code: WSSOCOE242</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks-30+30)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>02</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>2</b>	<b>60</b>	<b>Not Applicable</b>
<p><b>Learning Objectives:</b></p> <p>This course is intended -</p> <p><b>LO1:</b> To identify and describe various cultural norms, practices and beliefs from diverse societies.</p> <p><b>LO2:</b> To synthesize knowledge gained from cultural exploration to develop cross-cultural communication and empathy.</p> <p><b>LO3:</b> To foster inclusivity and respect cultural difference in personal and professional conduct.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 - Recall</b> basic concepts, characteristics, types of culture. (1)</p> <p><b>CO2 - Explain</b> the ways in which culture influences individual and collective behaviour. (2)</p> <p><b>CO3 - Examine</b> cross-cultural communication skills to navigate diverse social environment. (3)</p> <p><b>CO4 - Analyze</b> the impact of globalization on cultural homogenization and hybridization. (4)</p> <p><b>CO5 - Appraise</b> the significance of cultural diversity and the biases inherent in their own institutions. (5)</p> <p><b>CO6 - Develop</b> their soft skills by participating in various class activities. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 2/30
WSSOCOE242	<b>I</b>	<b>Basic Concepts</b>	<b>16</b>
	<b>A</b>	Understanding Culture <ul style="list-style-type: none"> <li>. Definition and meaning</li> <li>. Characteristics</li> <li>. Types &amp; Components</li> <li>. Culture Lag and Culture Shock</li> </ul>	08
	<b>B</b>	Cultural Diversity <ul style="list-style-type: none"> <li>. Ethnocentrism</li> <li>. Xenocentrism and Xenophobia</li> <li>. Cultural Relativism</li> <li>. Cultural Universals/Cultural Differences                             <ul style="list-style-type: none"> <li>i. Sub Culture and Counterculture</li> </ul> </li> </ul>	08
	<b>II</b>	<b>Cultural Transmission and Popular Culture</b>	<b>14</b>
	<b>A</b>	Globalisation and Cultural Hybridity <ul style="list-style-type: none"> <li>i. Cultural flow and hybridization (Appadurai)</li> <li>ii. Transnational media and cultural exchange</li> <li>iii. Fast food and Fusion cuisine</li> </ul>	06
	<b>B</b>	Fandom and Subcultures <ul style="list-style-type: none"> <li>i. Korean Popular culture in Global context</li> <li>ii. Fan culture and Consumerism</li> </ul>	04
	<b>C</b>	Fashion and Identity Formation <ul style="list-style-type: none"> <li>i. Streetstyle fashion</li> <li>ii. Gender identity and Fashion</li> </ul>	04

## References

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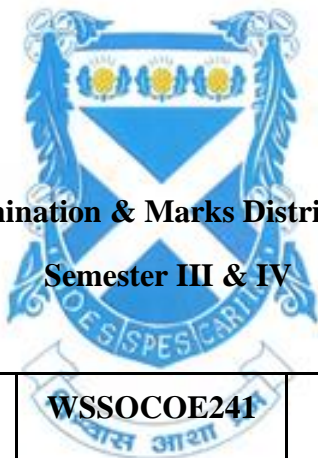
## Modality of Assessment

### Examination Pattern:

#### A. Continuous Internal Assessment- 100%- 60 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Assignment/ case study/ field visit report/ presentations/ project	30
2	Assignment/ case study/ field visit report/ presentations/ project	30
	<b>Total</b>	<b>60</b>

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### Overall Examination & Marks Distribution Pattern

#### Semester III & IV

Course	WSSOCOE231			WSSOCOE241			WSSOCOE242			Grand Total
	Int	Ext	Tot	Int	Ext	Tot	Int	Ext	Tot	
Theory	60	NA	60	60	NA	60	60	NA	60	180