



**Vivekanand Education Society's
College of Arts, Science and Commerce
(Autonomous)**

Sindhi Society, Chembur, Mumbai, Maharashtra – 400 071.

*Accredited by NAAC "A Grade" in 3rd Cycle - 2017
Best College Award – Urban Area, University of Mumbai (2012-13)
Recipient of FIST Grant (DST) and STAR College Grant (DBT)*

Affiliated to the
University of Mumbai

Syllabus for
Programme: B.A. (Sociology)
(Program code: UMJBAS)

**As per Choice Based Semester and Grading System (CBSGS)
with effect from Academic Year 2023 - 2024**

Since 1962



**VIVEKANAND EDUCATION SOCIETY'S
College of Arts, Science and Commerce**

(AUTONOMOUS)

NAAC Re-accredited 'A' Grade (2017)

Best College Award (Urban Area: Year 2012-13) University of Mumbai

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**VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF
ARTS, SCIENCE AND COMMERCE (AUTONOMOUS)**

**NEP HOLISTIC DEVELOPMENT BASED CURRICULUM
FRAMEWORK**

For

F. Y. B. A. SOCIOLOGY

Undergraduate Programme

From

Academic year

2023-24

V.E.S.

Since 1962

F. Y. B. A. (Sociology) SEMESTER I

Major - I

COURSE TITLE: Foundations of Sociology

COURSE CODE: UMJBASS1-101 [CREDITS - 04]

Course Learning Objective		
The objective of this course is to:		
1. Understand the emergence of Sociology and its relationship with other sciences.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the history and development of the discipline		
2. Introduced to the broad three perspectives in Sociology		
3. Understand functional aspect of Social Institutions		
4. Trace the evolution of culture to present days societies		
5. Introduced to new concepts of culture and induce tolerance towards others		
6. Made aware about the concept of socialization and its consequences		
Module 1	Foundations of Sociology	[60 L]
1	<u>Perspectives in Sociology</u> a. Origin and development of the discipline of Sociology, Enlightenment Period b. Pioneers of Sociology: Comte (Law of 3 stages), Spencer (Organic analogy), Durkheim (Division of Labour) and Marx (Conflict) c. Careers in Sociology	(15 L)
2	<u>Social Institutions</u> a. Marriage – Patterns in Marriage: Endogamy, Exogamy, Monogamy, Polygamy, Contemporary forms of Cohabitation b. Family- Patterns of Descent (Patrilineal, Matrilineal, Bilateral), Functions of the family, Variations in family structure (Traditional and Contemporary) c. Religion- Meaning, and Functions of religion • Types: Magic, Totemism, Naturism, Animism, Monotheism, Polytheism, New Age Religions	(15 L)
3	<u>Society and Culture</u> a. Evolution of society- Hunting and gathering, Agrarian, Industrial, Post- industrial, Network society, Risk society. b. Culture- Meaning, Characteristics, Components and types of culture c. Cultural Diversity- Cultural Universals/Cultural Differences, Ethnocentrism/Cultural Relativity, Sub Culture/Counterculture	(15 L)
4	<u>Socialization</u> a. Understanding Socialization- The Self and Socialization, George Herbert Mead: Theory of the Social Self, Charles Horton Cooley: Looking Glass Self	(15 L)

	b. The Role and agencies of Socialization- Family, School, Peer group and Mass media c. Gender Socialization, Re-Socialization, Political Socialization, Occupational- Professional Socialization	
Ref:	<ul style="list-style-type: none"> • Dasgupta and Saha (2012) An introduction to Sociology, Pearson • Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers • Haralambos M and Heald (2009) Sociology Themes and Perspectives. New Delhi Oxford University Press • Julia Jary and David Jary (2005) Dictionary of Sociology Collins • Macionis, John (2005) Sociology (10th edition) Prentice Hall 	

Major - II

COURSE TITLE: Gender and Society-I

COURSE CODE: UMJBASS1-102 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
1. To understand the way gender is understood and practiced in society.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the history and development of the discipline 2. Understand the way gender & sex are different 3. Understand the way gender is beyond a binary 4. Analyse the way gender is performed in society		
Module 1	Gender and Society-I	[30 L]
1	<u>Basic Concepts</u> a. Introduction to Sex and Gender b. Gender binary and heteronormativity c. Gender Galaxy	(10 L)
2	<u>Learning Gender</u> a. Social construction of gender & Gender socialisation b. Masculinity studies c. Gender stereotypes: Labels, images etc.	(10 L)
3	<u>Gender Inequality</u> a. Violence based on gender (domestic, workplace, feticide etc) b. Sexual division of labour c. Discrimination against the LGBTQIA+	(10 L)
Ref:	<ul style="list-style-type: none"> • Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press • Schaefer Richard Sociology A Brief Introduction (2006) sixth edition Tata McGraw Hill New Delhi • Schaeffer and Lamm (1998) Sociology (6th edition) McGraw Hill • Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press 	

Open Elective (offered to Arts & Science students)

COURSE TITLE: Sociology of Cinema

COURSE CODE: UOEBASS1 -114 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
1. To understand the way acts as a mirror of the social culture		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the history and development of media		
2. Understand the way media reflects dominant culture		
3. Critically analyse the way cinema is hegemonic in nature		
Module 1	Sociology of Cinema	[30 L]
1	INTRODUCING SOCIOLOGY OF CINEMA a. Evolution of Media- aide of Hitler, use in WW-I&II as propaganda b. The need for cinema studies (ISA) and its relevance in nation-building-Image & imagination-reconstructing the nation, continuous trends shown in cinema c. Globalization of Indian cinema- diaspora studies by Patricia Uberoi, impact of LPG (DDLJ, Namaste London, mpk etc.) d. Social Memory through cinema- How societies remember? by Paul Connerton (movies like laagan, kalapaani, Pearl Harbour, Schindler's list, padmavat)	(15 L)
2	REPRESENTATION OF GROUPS IN CINEMA a. Representing marginalised groups in India- tribals, LGBTQIA+, Lower caste & it's under representation (Bhavya- Guest lecture by a casting director to talk about stereotyping while casting) b. Representing women in cinema- Kabir Singh, Thappad, Mary Kom, Pink, Mother India c. Representing marginalised groups in world cinema- civil conflict, wars, child soldiers, racism (Hotel Rwanda, Blood diamond, 12 years a slave, The help, The blind side, Hidden Figures d. Representation of crime in cinema and its impact- OTT PLATFORMS	(15 L)
Ref:	<ul style="list-style-type: none">• Max Horkheimer and Theodor W. Adorno 1944. Culture Industry enlightenment as Mass deception in Dialectic of Enlightenment.• Robert Redfield .1947. The Folk Society. Source: American Journal of Sociology, Vol. 52, No. 4 pp. 293-308.• Strinati, D. (2004). An introduction to theories of popular culture. Routledge• Uma Joshi (2002): The text book of Mass Communication and media, Amol Publications.• Webster, Frank (2006) Theories of the Information Society. London: Routledge.	

Vocational Skill Course

COURSE TITLE: Religion and Society-I

COURSE CODE: UVS BASS1-103 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
1. To understand the genesis and functions of religion in society.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the history and genesis of religion		
2. Understand the way religion exerts control as a strong agent of socialization		
3. Think critically about the practice and power of religion		
Module 1	Religion and Society-I	[30 L]
1	Theorising Religion and Society a. Religion as a subject of Sociological analysis- Approach and method of studying religion within the discipline of Sociology, Association of religion with class, gender, politics etc. b. Formulating a theory of religion- Pioneer theories in Sociology of Religion: Durkheim (forms of religious life), Weber (Protestant Ethic and Capitalism), Malinowski (Magic, Science and religion)	(10 L)
2	Rationality a. Scope of rationality within- religion, science, and magic b. Religion and its relation with modernity, as understood by history of ethical rationalism within religions like Christianity, Buddhism and Islam	(10 L)
3	Elements of Religion a. Ritual- situating centrality of rituals within organized religions, case study of religion and society among Coorgs of South India b. Myth - Myth as a sacred story and its prevalence in magic, science and religion, meaning and interpretation c. Body- dependence of religion on material existence of human body, Pre-eminence of certain body parts within religious rituals	(10 L)
Ref:	<ul style="list-style-type: none"> • Beteille, Andre'.2002. "Religion as a Subject for Sociology", in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-200. • Malinowski, Bronislaw. 1948. Magic, Science and Religion and Other Essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50. • Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In Right and Left: Essays on Dual Symbolic Classification, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21. • Malinowski, Bronislaw. 1948. Magic, Science and Religion and Other Essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124. • Emile Durkheim. 1995. The Elementary Forms of Religious Life. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412. 	

Skill Enhancement Course

COURSE TITLE: Basic Skills for Social Research-I

COURSE CODE: UVSBASS1-104 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to: 1. To understand the concept of quantitative social research 2. To provide students with an orientation to social research		
Course Learning Outcomes		
After completion of this course learner will be able to: 1. To appreciate the nature & significance of social research 2. To understand basic methods & techniques in social research 3. To equip themselves to conduct & analyse simple research projects		
Module 1	Basic Skills for Social Research-I	[30 L]
1	Theoretical influence a. Quantitative research- nature, characteristics & significance b. Main steps in quantitative research c. Theoretical considerations (positivism)	(15 L)
2	Basic quantitative research methods a. Types of data- primary & secondary, small & big data b. Survey method c. Techniques of questionnaire	(15 L)
Ref:	<ul style="list-style-type: none">• Worsley, Peter. <i>Introducing Sociology</i>. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209.)• Mandelbaum, D.G. <i>Society in India</i>. Chapter 2. Family and Kinship. Pp 31-58)• <i>The Czech Lesbian Family Study: Investigating Family Practices</i> E V A P OLÁŠKOVÁ)• Shah, A. M. (1999). Changes in the Family and the Elderly. <i>Economic and Political Weekly</i>, 34(20), 1179–1182.• Mothering and Motherhood: Experience, Ideology, and Agency. <i>Comparative Literature Studies</i>, 56(3), 541–556. https://doi.org/10.5325/complitstudies.56.3.0541)• A. M. Shah: <i>The Household and Family in India</i>. Hyderabad: Orient Blackswan. 2014. “Changes in the Indian Family: An Examination of some Assumptions”. Pp. 329 – 341	

Ability Enhancement Course

COURSE TITLE: Communication Skills in English-I

COURSE CODE: UAEBASS1-105 [CREDITS - 02]

Course Learning Objective

The objective of this course is to:

1. To develop an awareness of the complexity of the communication process.
2. To equip the learner with the range of lexical resource through a variety of exercises

Course Learning Outcomes

After completion of this course learner will be able to:

1. The Learners will learn to understand and interpret any text they are reading from different perspectives.
2. Use the concepts of reading and understanding various forms of communication and be able to become excellent communicators.
3. Understand the concepts of effective oral, listening and writing skills.
4. Analyzing and learning language will help build good relations and camaraderie with all.
5. Understand the importance of communication in management and be able to increase managerial efficiency.

Module 1	Communication Skills in English-I	[30 L]
1	<p>Basic Language Skills & Reading Skills: Comprehension (unseen passage)</p> <p>Grammar:</p> <ol style="list-style-type: none"> a. Articles, prepositions, conjunctions b. Transformation of Sentences (Simple, Compound, Complex) c. Tenses d. Subject-Verb agreement e. Question Tags f. Direct and Indirect Speech g. Voice <p>The following Reading skills to be acquired:</p> <ol style="list-style-type: none"> a. Reading with fluency and speed b. Skimming and scanning c. Identifying relevant information d. Isolating fact from opinion e. Understanding concepts and arguments f. Identifying distinctive features of language 	(15 L)
2	<p>Writing Skills (Formal Correspondence) and Essay:</p> <ol style="list-style-type: none"> a. Application Letters b. Statement of Purpose c. Request for Recommendation Letter d. Request for information under Right to Information Act (RTI) e. Letter of Resignation <p>Essays:</p> <ol style="list-style-type: none"> f. Expository b. Persuasive c. Analytical d. Reflective/Descriptive 	(15 L)
Ref:	<ul style="list-style-type: none"> • <i>A Comprehensive Book of Synonyms and Antonyms</i> By B.N.Aggarwal, Sunrise Publishers, Delhi • <i>A course in English Grammar</i> by R N Bakshi, Orient Blackswan Pvt Ltd, Kolkata 	•

	<ul style="list-style-type: none"> • <i>Successful Writing Skills by Lawrence Shaffer</i>, IVY Publishing house, Delhi • <i>Academic Writing : A practical Guide for Students</i> by Stephen Bailey Foundation Books • Bellare, Nirmala. <i>Reading Strategies</i>. Vols.1 2 New Delhi. Oxford University Press, 1998. • Bhasker, W. W. S & Prabhu, N. S.: <i>English through Reading</i>, Vols.1&2. Macmillan, 1975. 	
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Value Education Course

COURSE TITLE: Environmental Science

COURSE CODE: UVEBASS1- 107 [CREDITS - 02]

Course Learning Objective

The objective of this course is to:

1. create a pro-environment attitude and a behavioural pattern in the student community and society that attaches importance and priority to the environment.
2. create sustainable lifestyle and awareness changes on various environmental issues.

Course Learning Outcomes

After completion of this course learner will be able to:

1. inculcate awareness on various dimensions of the environment through knowledge, skill, critical thinking and problem-solving.
2. develop a critical understanding of the environmental issues of concern

Module 1	Environmental Science	[30 L]
1	<u>Understanding the Environment</u> <ol style="list-style-type: none"> a. Environment: concept, importance and components b. Ecosystem: Concept, structure and function (food chain, food web, ecological pyramids and energy flow) c. Ecology - species interactions, mutualism, symbiotic relationships, commensalism, amensalism, proto cooperation, predation, competition, parasitism, mimicry d. Biodiversity: levels, values and threats and conservation e. Natural resources: Renewable and non-renewable (Global status, distribution and production) f. Concept and objectives of environmental education, environmental ethics 	(15 L)
2	<u>Natural resources and Environmental pollution</u> <ol style="list-style-type: none"> a. Air, water and soil pollution: Causes, consequences and control, Soil Erosion and Conservation, Environmental Laws b. Management of natural resources: Individual, community and government managed c. Solid waste management: Types, Collection, segregation, transportation and disposal; 3R's d. Climate change: Global Warming, Causes and consequences, International Agreements & Policies, Carbon Credits & Trading 	(15 L)

Ref:	<ul style="list-style-type: none"> • Text Book Of Environmental Studies, Dr. Asthana, Chand Publication • Tb Of Environmental Studies For Ug 3rd Edn Paperback – 8 March 2021, Erach Bharucha • Basu, M., Xavier, S. Fundamentals of Environmental Studies, Cambridge University Press, India 	
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Indian Knowledge System
COURSE TITLE: Indian Social Thinkers
COURSE CODE: UIKBASS1- 106 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
1. Familiarise students to the contribution of prolific Indian Social Thinkers in bringing about change to society.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand and analyse the works and writing of Indian Thinkers		
2. Value the rich heritage of Indian culture and it's people		
3. Understand the changes brought about in the fields of gender, nationalism and caste in India		
Module 1	Indian Social Thinkers	[30 L]
1	Gender: Raja Rammohun Roy, Ramabai Ranade, Savitribai Phule	(10 L)
2	Caste : B.R.Ambedkar, M.K.Gandhi, Periyar	(10 L)
3	Nationalism: Tagore, Nehru, Birsa Munda	(10 L)
Ref:	<ul style="list-style-type: none"> • Srinivas, M. N. 1952. Religion and Society among the Coorgs of South India. Clarendon: Oxford, pp100-122. • Nehru, Jawaharlal, 1889-1964. The Discovery of India. Garden City, N.Y. :Anchor Books, 1959/1960. • "International Girl Child Day: All about Ramabai Ranade, Indian social reformer who paved way for women's education". DNA India. • Jhadav, N. (2014). Ambedkar: Awakening India's social conscience. Konark Publishers. 	

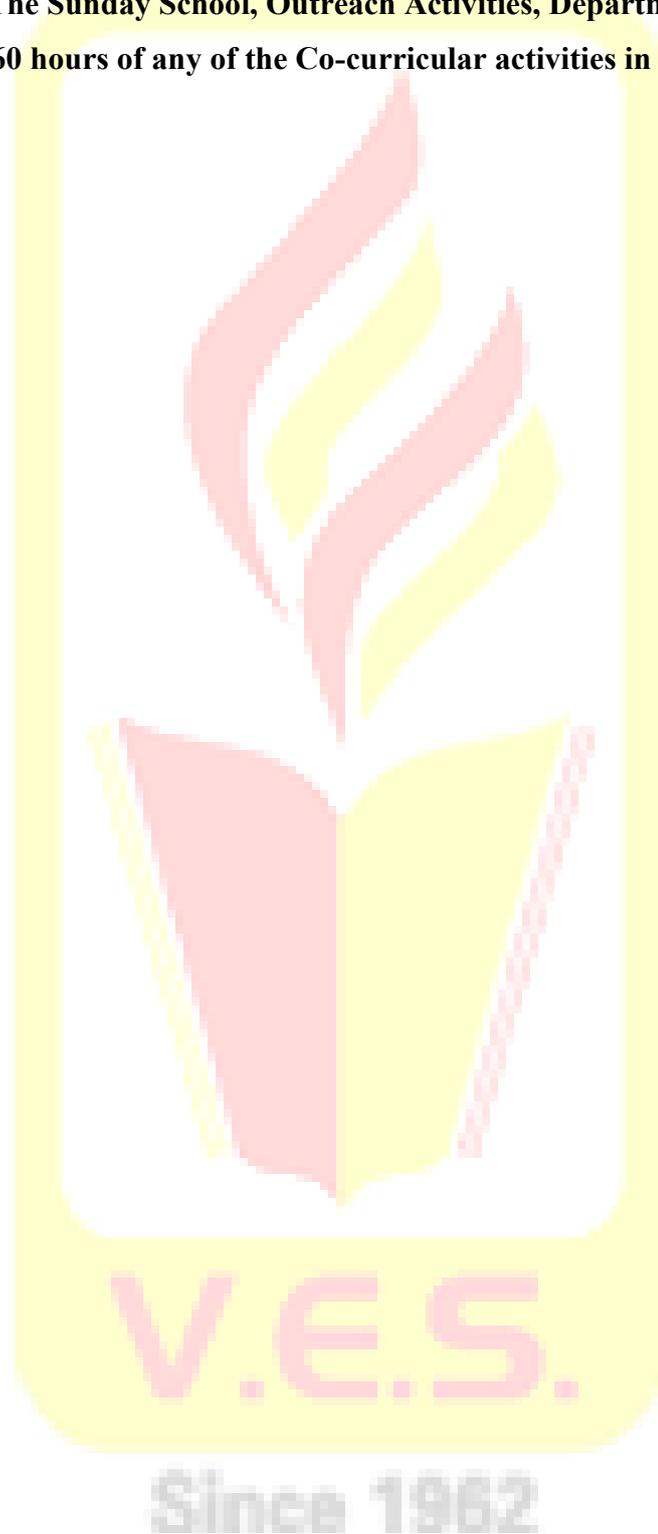
Co-curricular Course [CREDITS - 02]

Course Code: UCCBASS1- 108

Options offered under Co-curricular activities are :

Health and wellness, The Sunday School, Outreach Activities, Department Activities etc.

Students to complete 60 hours of any of the Co-curricular activities in semester-I, in order to earn 2 credits.



F. Y. B. A. (Sociology) SEMESTER II

Major - I

COURSE TITLE: Fundamentals of Sociology

COURSE CODE: UMJBASS2-101 [CREDITS - 04]

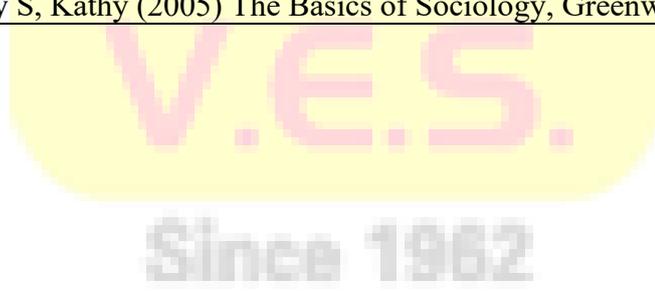
Course Learning Objective		
The objective of this course is to:		
1. To familiarize students with the structural and functional aspects of Society.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the context and theoretical approaches that influences Social Interaction		
2. Understand the evolutionary processes and the organizing principles of Social Stratification		
3. Understand the nature and forms of deviant behaviour and the methods of Social Control		
4. Identify different forms of collective behaviour.		
5. Critically analyze the impact of collective behaviour on the functions of society.		
Module 1	Fundamentals of Sociology	[60 L]
1	<u>Social Interaction</u> a. Daily life encounter - relationship between culture and communication, verbal and non-verbal communication (face, body, gestures). b. Theories -- Dramaturgy (Erving Goffman), Ethnomethodology (Garfinkel) c. Virtual Interaction -- Building Trust, Body Shaming/Positivity, Impact of Social Influencers	(15 L)
2	<u>Social Stratifications</u> a. Concept of Social stratification b. Types of Social Stratification and Discrimination - Age, Caste, Class, Gender, Religion, Race and Differently Abled c. Social Mobility	(15 L)
3	<u>Social Control and Deviance</u> a. Social Control, Conformity and deviance: Meaning and forms b. Perspectives on Crime: Functionalist (Merton), Symbolic Interactionist (Becker), Marxist perspective (Chambliss) c. Types of Crime – Inequality and Crime, White-collar crime, Corporate crimes, Cyber crimes, Cyberbullying	(15 L)
4	<u>Collective Behaviour</u> a. Forms of Collective Behaviour – Folk and Mass, Crowds, Mobs, Riots, Mob hysteria b. Theories of Collective Behaviour – Contagion, Emergent Norm, Value-added c. Social Movements – Formation, Types	(15 L)
Ref:	<ul style="list-style-type: none">• Dasgupta and Saha (2012) An introduction to Sociology, Pearson• Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers• Haralambos M and Heald (2009) Sociology Themes and Perspectives. New Delhi Oxford University Press• Julia Jary and David Jary (2005) Dictionary of Sociology Collins• Macionis, John (2005) Sociology (10th edition) Prentice Hall	

Major - II

COURSE TITLE: Gender and Society-II

COURSE CODE: UMJBASS2-102 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
1. Understand gender as a major technique of social stratification, identification and inequality.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Critically analyze the emergence of new social institutions like the virtual societies and same sex unions		
2. Trace the evolution of culture to present days societies		
3. Introduced to new concepts of culture and induce tolerance towards others		
4. Made aware about the concept of socialization and its consequences		
Module 1	Gender and Society-II	[30 L]
1	<u>Women's Movements</u> a. Pinjra Tod b. #MeToo c. Right to Bleed	(10 L)
2	<u>Gender and Intersectionality</u> a. Differential experiences of women across nationalities, ethnicities, races, religion etc b. Dalit and Tribal feminist standpoint c. LGBTQIA+ members of the marginalized communities	(10 L)
3	<u>Gender and Institutions</u> a. Status of women within families b. Changing nature of marriage and gender roles c. Gender and institutions (education, religion, sports, politics, media)	(10 L)
Ref:	<ul style="list-style-type: none">• Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press• Schaefer Richard Sociology A Brief Introduction (2006) sixth edition Tata McGraw Hill New Delhi• Schaeffer and Lamm (1998) Sociology (6th edition) McGraw Hill• Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press	



Minor - I**COURSE TITLE: An Invitation to Sociology****COURSE CODE: UMBASS2-103 [CREDITS - 02]**

Course Learning Objective		
The objective of this course is to:		
1. To understand basic theoretical perspectives in sociology.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the basic ways society functions		
2. Understand the themes of deviant behaviour		
Module 1	An Invitation to Sociology	[30 L]
1	INTRODUCING SOCIOLOGY a. Sociological imagination - The promise by C.W.Mills b. Sociology and common sense by Andre Beteille c. Sociological perspectives for a general audience- ref. Anthony Giddens d. Sociology in everyday life- (ethnomethodology, phenomenology, symbolic interactionism, dramaturgy) & case study	(15 L)
2	EMERGING THEMES IN SOCIOLOGY a. Evolution of society- ancient (totemism, animism, sacred & profane by Durkheim), pre-industrial (feudals, landlord-Indian zamindari system etc), industrial revolution/modern society (mechanisation, Fordism, creating of schools aka hidden curriculum), post- modern society (Ulrick beck-risk society, Medonalization, Castelle- Information society) b. Deviant Behaviour- Nature v/s nurture debate-concept of deviant behaviour, theories of deviance (becker-labelling theory, marxist th-chambliss, Durkheim- anomie& suicide, Merton- 5 reactions to strain), Juvenile Delinquency- case study	(15 L)
Ref:	<ul style="list-style-type: none"> Mills, C. W. 'The Promise' in The Sociological Imagination. Oxford: Oxford University Press , 6th edition (2000) . Pp 3-24 Giddens Anthony and Philip W Sutton. 2021. <i>Sociology</i> Ninth ed. Cambridge: Polity Press. Beteille, Andre. (2009). <i>Sociology: Essays in Approach and Method</i>, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense' , Pp 13-27. Kumar, Bhavya. 2022. "Monday Morning at School: A Sociological Discourse from Self to Habitus", Explorations, ISS e-journal, Vol. 6 (2), pp. 228-250 	

Since 1982

Open Elective (offered to Arts & Science students)

COURSE TITLE: Sociology of Cinema

COURSE CODE: UOEBASS2 -114 [CREDITS - 02]

Same syllabus as semester-I. Will be offered to new set of students from aided science and arts.

Course Learning Objective		
The objective of this course is to:		
1.To understand the way acts as a mirror of the social culture		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the history and development of media		
2. Understand the way media reflects dominant culture		
3. Critically analyse the way cinema is hegemonic in nature		
Module 1	Sociology of Cinema	[30 L]
1	INTRODUCING SOCIOLOGY OF CINEMA a.Evolution of Media- aide of Hitler, use in WW-I&II as propaganda b.The need for cinema studies (ISA) and its relevance in nation-building-Image & imagination-reconstructing the nation, continous trends shown in cinema c.Globalization of Indian cinema- diaspora studies by Patricia Uberoi, impact of LPG (DDLJ, Namaste London, mpk etc.) d.Social Memory through cinema- How societies remember? by Paul Connerton (movies like laagan, kalapaani, Pearl Harbour, Schindler’s list, padmavat)	(15 L)
2	REPRESENTATION OF GROUPS IN CINEMA e. Representing marginalised groups in India- tribals, LGBTQIA+, Lower caste & it’s under representation (Bhavya- Guest lecture by a casting director to talk about stereotyping while casting) f. Representing women in cinema- Kabir Singh, Thappad, Mary Kom, Pink, Mother India g. Representing marginalised groups in world cinema- civil conflict, wars, child soldiers, racism (Hotel Rwanda, Blood diamond, 12 years a slave, The help, The blind side, Hidden Figures h. Representation of crime in cinema and its impact- OTT PLATFORMS	(15 L)
Ref:	<ul style="list-style-type: none"> • MaxHorkheimer and Theodor W. Adorno1944.Culture Industry enlightenment as Mass deception in Dialectic of Enlightenment. • Robert Redfield .1947.The Folk Society. Source: American Journal of Sociology, Vol. 52, No. 4 pp. 293-308. • Strinati, D. (2004). An introduction to theories of popular culture. Routledge • Uma Joshi (2002):The text book of Mass Communication and media, Amol Publications. • Webster, Frank (2006) Theories of the Information Society. London: Routledge. 	

Vocational Skill Course

COURSE TITLE: Religion and Society-II

COURSE CODE: UVSBASS2-104 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
1. To familiarize students with the structural and functional aspects of religion.		
Course Learning Outcomes		
After completion of this course learner will be able to:		
1. Understand the history and genesis of religion		
2. Understand the way religion exerts control as a strong agent of socialization		
3. Think critically about the practice and power of religion		
Module 1	Religion and Society-II	[30 L]
1	<u>Religion and State</u> a. Historical association of religion and state (Plato, Aristotle, Marx) b. Case study of India as a secular state c. Religion as a means of social control (Althusser)	(10 L)
2	<u>Contemporary Debates on Religion and Polity in India</u> a. Secularism and Fundamentalism in India b. History of communalism in India c. The state, nationalism and religion- An interplay	(10 L)
3	<u>Some Case Studies on Sociology of Religion in India</u> a. Different religions in India-Hinduism, Islam, Sikhism, Jainism and Christianity b. Understanding religion via case studies of religious violence and assimilation pattern of various tribal religions in India	(10 L)
Ref:	<ul style="list-style-type: none"> • Marx Karl and Helen Lederer. 1958. <i>On the Jewish Question</i>. Cincinnati Ohio: Hebrew Union College-Jewish Institute of Religion • Smith. Donal, E. 1963. <i>India as a Secular State</i>. Princeton University Press. Princeton, 1-40. • Madan TN, 1997. <i>Modern Myths and Locked Minds: Secularism and Fundamentalism in India</i>, New Delhi, Oxford University Press • Panikkar K.N 1991. ed. <i>Communalism in India: History, Politics and Culture</i>, New Delhi, Manohar Publications • Robinson, Rowena & Sathianathan Clarke. 2007. <i>Religious Conversion in India Modes, Motivations, and Meanings</i>, New Delhi: Oxford University Press • Madan TN, 1991. <i>Religion in India</i>, New Delhi: Oxford University Press • Ahmed Imtiaz ed. 1981. <i>Ritual and Religion among Muslims in India</i>, New Delhi: Manohar • Virginius Xaxa. (2005). <i>Politics of Language, Religion and Identity: Tribes in India. Economic and Political Weekly</i>, 40(13), 1363–1370. http://www.jstor.org/stable/4416402 	

Skill Enhancement Course

COURSE TITLE: Basic skills for Social Research-II

COURSE CODE: UVSBASS2-105 [CREDITS - 02]

Course Learning Objective

The objective of this course is to:

1. to provide students with an orientation to qualitative social research.
2. to acquaint students with important concepts techniques & process in qualitative research

Course Learning Outcomes

After completion of this course learner will be able to:

4. To appreciate the nature & significance of social research
5. To understand basic methods & techniques in social research
6. To equip themselves to conduct & analyse simple research projects

Module 1	Basic skills for Social Research -II	[30 L]
1	Theoretical influence d. Qualitative research- nature, characteristics & significance e. Main steps in qualitative research a. Theoretical considerations (Interpretivism)	(10 L)
2	Basic qualitative research methods a. Case study b. Interview c. Ethnography	(10 L)
Ref:	<ul style="list-style-type: none">• Mackie, Gerry. "Functionalist Socialization, Family and Character" <i>Analyse & Kritik</i>, vol. 24, no. 1, 2002, pp. 40-59. https://doi.org/10.1515/auk-2002-0102• Feminist Perspectives on Family and Marriage: A Historical View. <i>Economic and Political Weekly</i>, 40(8), 712–715.• Fathers and Daughters: The Promise of Intimacy. <i>Group</i>, 42(2), 137–157. https://doi.org/10.13186/group.42.2.0137• Surnaming Children Born to Lesbian and Heterosexual Couples: Displaying Family Legitimacy to Diverse Audiences. <i>Sociology</i>, 52(5), 1017–1034. https://www.jstor.org/stable/26558746• Chandra, V. <i>Child Abuse and Neglect in India- Locating Child Abuse in Fractured Indian Families through Children's Lenses</i> by Vinod Chandra in <i>Global Childhoods in International Perspective: Universality, Diversity and Inequality</i> Publisher: Sage Publication Limited London	

Ability Enhancement Course

COURSE TITLE: Communication Skills in English-II

COURSE CODE: UAEBASS2-106 [CREDITS - 02]

Course Learning Objective

The objective of this course is to:

1. To develop the effective use of the digital medium of communication.

Course Learning Outcomes

After completion of this course learner will be able to:

1. Interpret texts with an awareness of and curiosity for other viewpoints.
2. Develop confidence in public speaking.
3. Practice writing as a process of motivated inquiry, and write using quotations, paraphrase, allusions and summary.
4. Understand the concepts of effective oral, listening and writing skills.
5. Read complex texts actively, recognize key passages, raise questions; appreciate complexity and ambiguity and comprehend the literal and figurative uses of language.
6. Understand the importance of communication in management and be able to increase managerial efficiency.

Module 1	Communication Skills in English-II	[30 L]
1	<p>Basic Language, Editing and Presentation Skills:</p> <p>Grammar (Basic)</p> <ol style="list-style-type: none"> a. Antonyms, Synonyms b. Suffixes, Prefixes, Root words c. Homophones, homonyms d. Collocation e. Changing the Class of Words <p>Presentation Skills</p> <ol style="list-style-type: none"> a. Principles of Effective presentation: b. Use of Graphics and Animation c. Non- Verbal Communication d. Use of Smart Boards e. Virtual Presentation Skills <p>Editing:</p> <ol style="list-style-type: none"> a. Heading/ Headlines/ Title/Use of Capital Letters b. Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, c. Exclamation and question marks d. Spelling e. Substitution of words f. Use of link words and other cohesive devices g. Removing repetitive or redundant elements 	(15 L)
2	<p>Report Writing & Creative Writing:</p> <p>Reports:</p> <ol style="list-style-type: none"> a. Eye-witness Report/ Activity Report/Newspaper Report/ Project & b. Event Introduction Report. c. Story writing d. Memoir e. Blogging: fashion, travel, food, culture, personal blogs 	(15 L)
Ref:	<ul style="list-style-type: none"> • <i>A Comprehensive Book of Synonyms and Antonyms</i> By B.N.Aggarwal, Sunrise Publishers, Delhi • <i>A course in English Grammar</i> by R N Bakshi, Orient Blackswan Pvt Ltd, Kolkata • <i>Successful Writing Skills</i> by Lawrence Shaffer, IVY Publishing house, Delhi 	

	<ul style="list-style-type: none"> • <i>Academic Writing : A practical Guide for Students</i> by Stephen Bailey Foundation Books • Bellare, Nirmala. <i>Reading Strategies</i>. Vols.1 2 New Delhi. Oxford University Press, 1998. • Bhasker, W. W. S & Prabhu, N. S.: <i>English through Reading</i>, Vols.1&2. Macmillan, 1975. 	
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Value Education Course

COURSE TITLE: Indian Constitution

COURSE CODE: UVEBASS2- 107 [CREDITS - 02]

Course Learning Objective		
The objective of this course is to:		
<ol style="list-style-type: none"> 1. To understand the concepts and philosophy of the Constitution. 2. To understand the role and significance of Indian Political System. 3. To acquaint students to the concept of Human Rights. 		
Course Learning Outcomes		
After completion of this course learner will be able to:		
<ol style="list-style-type: none"> 1. To analyze and understand the Philosophy of the Constitution as set out in the Preamble 2. To ensure critical and active participation in the Indian democratic system. 3. To get an idea about the basis of Human Rights and how it should be used. 		
Module 1	Indian Constitution	[30 L]
1	The Indian Constitution & Fundamental duties: Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Basic features of the Constitution, tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society.	(10 L)
2	Significant Aspects of Political Processes: Party system in Indian politics, local self-government (urban & rural), 73 rd & 74 th Amendments and their implications for inclusive politics, role and significance of women in Indian politics, Role and significance of media in politics.	(10 L)
3	Human Rights Concept of Human Rights: origin and evolution of the concept; The Universal Declaration of Human Rights; Human Rights constituents with special reference to Fundamental Rights stated in the Constitution.	(10 L)
Ref:	<ul style="list-style-type: none"> • “The Constitution of India(Brief)” by Pranay Pillewan • “Indian Administration” by Hoshiar Singh • “Indian Polity” ; by M Laxmikanth • “Concise Encyclopedia of Indian Constitution” by Subhash Kashyap • “Politics of Inclusion: Castes, Minorities and Affirmative Action” by Zoya Hasan 	

	● “Local Governance in India: Decentralization and Beyond” by Pradeep Sharma and Jayal	
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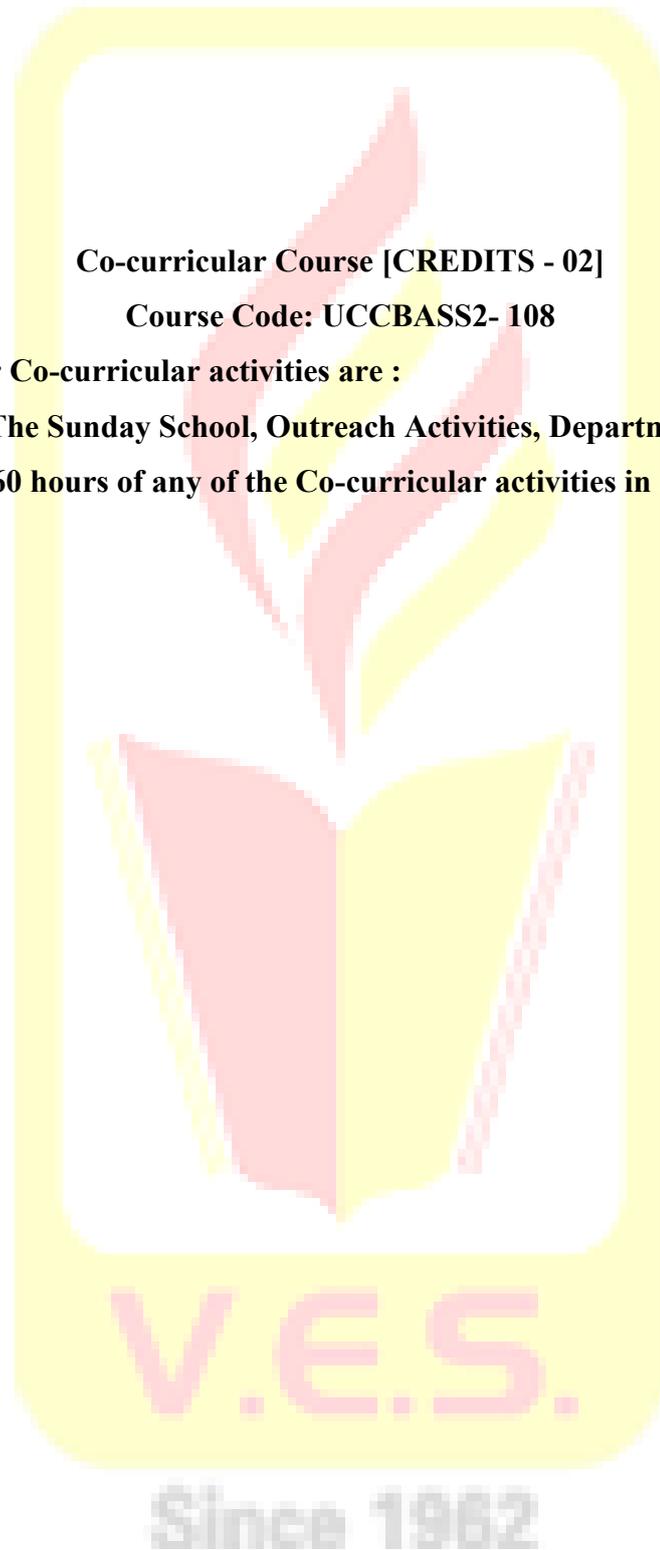
Co-curricular Course [CREDITS - 02]

Course Code: UCCBASS2- 108

Options offered under Co-curricular activities are :

Health and wellness, The Sunday School, Outreach Activities, Department Activities etc.

Students to complete 60 hours of any of the Co-curricular activities in semester-II, in order to earn 2 credits.



QUESTION PAPER PATTERN

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B (based on Module 1)	10 Marks
Q.2 Essay Type: A or B (based on Module 2)	10 Marks
Q.3 Essay Type: A or B (based on Module 3)	10 Marks
Q.4 Essay Type: A or B (based on Module 4)	10 Marks
Q.5 Short Notes any 4 out of 8 (two from each module)	20 Marks

External Evaluation Paper pattern (Total 30 Marks, Duration 90 Minutes)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B (based on Module 1)	10 Marks
Q.2 Essay Type: A or B (based on Module 2)	10 Marks
Q.3 Short Notes any 2 out of 4 (two from each module)	10 Marks

Theory - Mode of assessment-Continuous Internal Assessment [40%]

Evaluation type
<ol style="list-style-type: none">1. Assignments.2. Project based learning activities (Group Discussion Research/ Case studies/ Reports / Assignments / Presentations / Skit / Poster / etc.).3. Class Test (Objective - Multiple Choice Questions/ Subjective).4. Active participation in class activities.5. Overall conduct as a responsible student with respect to good behaviour, leadership qualities, interpersonal skills etc.

V.E.S.

Since 1982



Vivekanand Education Society's College of Arts, Science and Commerce (Autonomous)
Sindhi Society, Chembur, Mumbai, Maharashtra - 400 071.
Accredited by NAAC "A Grade" in 3rd Cycle-2017.
Best College Award- Urban Area, University of Mumbai (2012-13)
Recipient of FIST Grant (DST) and STAR College Grant (DBT)

Affiliated to the University of Mumbai

Evaluation Scheme

As per NEP 2020 with effect from Academic Year

2023-2024

Modality of Assessment

The performance of the learners for those exams having Semester End Examinations and Internal Assessment shall be evaluated in two parts as per the following ratio:

Semester End Examination: Internal Assessment [60:40]

The learner's performance shall be assessed by conducting the **Semester-end Examination with 60% marks** and **Continuous Internal Assessment (CIA) with 40% marks**. Practical Examination will consist of Semester-end examination.

Students will have to score 40% of marks INDIVIDUALLY in Internal assessment as well as Semester-end Examination to pass the course.

Internal Assessment: It is defined as the assessment of the learners on the basis of internal evaluation by way of participation of learners in various academic and correlated activities in the given semester of the programme.

Semester End Assessment: It is defined as the assessment of the learners on the basis of Performance in the Semester-end Theory/ Practical examination.

Since 1962

Table-1- Mode of Assessment under NEP 2020

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/ Minor Subject Course (Theory)	1. Internal (40%) (Table 2)	4-Credit	-	40
	2. Semester-end Examination (60%)		2 hrs	60
Major/ Minor Subject Course (Theory)	1. Internal (40%) (Table 2)	2-Credit		20
	2. Semester-end Examination (60%)		90 min	30
Minor Course	1. Internal (40%) (Table 2)	2 -Credit		20
	2. Semester-end Examination (60%)		90 min	30
Open Electives(OE)	Continuous Internal Evaluation Assignments/ Presentations/ Group Discussion/ Case Studies etc. Any two modes of assessment with evaluation at Department level (25 M Each)	2-Credit	-	50
Vocation Skill Course (VSC)	a. Theory-Semester end examination	2-Credit	90 min	50
	b. Internals (Table-2)			
Skill Enhancement Course (SEC)	a. Theory-Semester end examination	2-Credit	90 min	50
	b. Internals (Table-2)			
Ability Enhancement Course (AEC)	1. Internal (40%) (Table 2)	2-Credit	90 min	50
	2. Semester-end Examination (60%)			
Value Education Course (VEC)	1. Internal (40%) (Table 2)	2-Credit	90 min	50
	2. Semester-end Examination (60%)			

Indian Knowledge system (IKS)	CIE-Assignments/ Presentations/ Group Discussion/ Case Studies/ Home Assignments etc. Any two modes of assessment with evaluation at Department level (25 M Each)	2-Credit	-	50
On Job training (OJT) /NSS/ NCC/ Co-curricular Course (CC)/ Field project (FP)/ Internship	CIE-Tests, Essays, Articles, Group assignments/ Reports/ Journals/ Diaries/ Reviews/ Dissertations/ Observations of Students (As per the nature of the course)	2-Credit		

Note: CC-Co-curricular Courses include involvement/ participation in various areas such as Cultural Activities, Departmental activities, Fine/ Applied/ Visual/ Performing Arts, Sports and fitness, NSS/ NCC, DLLE, The Sunday School (TSS), Health & Wellness, Yoga education etc. Record of involvement /participation by students has to be documented with signatures of staff concerned in students' CC Cards.

Table - 2

Theory - Mode of assessment-Continuous Internal Assessment [40%]

Evaluation type
<ol style="list-style-type: none"> 1. Assignments. 2. Project based learning activities (Group Discussion Research/ Case studies/ Reports / Assignments / Presentations / Skit / Poster / etc.). 3. Class Test (Objective - Multiple Choice Questions/ Subjective). 4. Active participation in class activities. 5. Overall conduct as a responsible student with respect to good behaviour, leadership qualities, interpersonal skills etc.

V.E.S.

Since 1962