



Syllabus
Fifth Semester Courses in
BA
Department of Sociology and
Anthropology
(June 2025 onwards)

Contents:

Courses:

- | | |
|----------------|----------------------------|
| ○ UASOC5501CR1 | Modern Sociological Theory |
| ○ UASOC5502CR1 | Urban Sociology |
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| ○ UASOC5501EL1 | Media Studies |
| ○ UASOC5502EL1 | Sociology of Education |
| ○ UASOC5501OJ1 | On-Job Training 1 |

- Evaluation and Assessment guidelines



APPROVED SYLLABUS

Shinde

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

BA in Sociology		
Course Title: Modern Sociological Theory		Course Code: UASOC5501CR1
Credits: 4 Theory (4) = 60 hours		
No.	Course Objectives	
1.	Introduce students to the different modes of sociological theorizing.	
2.	Locate the inter-connectedness between individual theories and the larger theoretical standpoints.	
3.	Explore the inter-relationship between theory and practice in social life.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Be familiar with the advancement in theoretical perspectives from classical to modern.	Understanding
2.	Understand the need for the new age needs for revision in classical theories	Understanding
3.	Compare and see the overlaps between different disciplines' theories	Applying
4.	Analyse the link between individual views and larger societal discourses	Analyzing
5.	Examine interconnections between theory and contemporary problems.	Evaluating

UNIT I: Structural Functionalism (15)

- A. Talcott Parsons
 - 1. Structural Components of the Social System an Outline of the Social System
- B. Robert Merton Middle Range Theories
 - 1. Manifest and Latent Functions Social Structure and Anomie
 - 2. An Assessment
 - 3. Neo-functionalism

UNIT II: Symbolic Interactionism (15)

- A. George Herbert Mead: Mind, Self and Society.
- B. Herbert Blumer

UNIT III: Neo Marxism and critical theories (15)

- A. Louis Althusser: Ideology and Dominance



- B. The Frankfurt School: Capitalism and Enlightenment Reason
- C. Antonio Gramsci: Hegemony
- D. Jurgen Habermas
- E. Max Horkheimer

UNIT IV: Network, Exchange and Rational choice theory (15)

- A. George Homans: Social Behaviour as Exchange
- B. Peter Blau: Exchange and power in social life
- C. Network Theory
- D. Rational Choice Theory

References:

1. Calhoun, C., et al. (ed.). (2002). *Contemporary Sociological Theory*. Blackwell Publishing.
2. Calhoun, C., et al. (ed.). (2007). *Classical Sociological Theory (2nd ed.)*. Blackwell Publishing.
3. Cuff, E.C., et al. (2006). *Perspectives in Sociology (5th ed.)*. Routledge.
4. Patel, S., (Ed.) (2011). *Doing Sociology in India: Genealogies, Locations and Practices*. Oxford University Press.
5. Ritzer, G. (1996). *Modern Sociological Theory (4th ed.)*. Mc Graw & Hill Publication.
6. Ritzer, G. (2011). *Sociological Theory (8th ed.)*. McGraw & Hill.
7. Turner, J. (2001). *The Structure of Sociological Theory (4th ed.)*. Rawat Publication.

Evaluation (Theory) UASOC5501CR1: Total marks per course –100

Formative Assessment ‘for’ Learning
(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

- CIA 1: Written test -20 marks
- CIA 2: Individual/Group Project -20 marks

Summative Assessment ‘of’ Learning
(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice.
Total marks per question with choice 30 marks.

Distribution of Bloom’s Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-40%	20-40%	20-40%	-	-

BA in Sociology		
Course Title: Urban Sociology		Course Code: UASOC5502CR1
Credits: 4 Theory (4) = 60 hours		
No.	Course Objectives	
1.	To introduce some sociological approaches to urban studies.	
2.	To understand the politics of urban planning and design in	
3.	To explore the contemporary trends in urban transformation.	
4.	To examine the politics of urban cultures.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Understand and apply the various sociological approaches to urban studies.	Understanding
2.	Analyse the contemporary trends in urban transformation and its impact on various groups.	Analyzing
3.	Evaluate the ideologies underlining various urban policies.	Evaluating
4.	Assess some of the influences impacting urbanism across Indian cities.	Evaluating

UNIT I: Concepts and Approaches (15)

- A. Urban, Urbanisation and Rural-Urban continuum
- B. Classical perspectives on the City: Weber and Wirth
- C. Urban Sociology in India

UNIT II: Urbanism in India (15)

- A. Urban Planning in Colonial India
- B. Socio-spatial dimensions of neighbourhoods: Segregation and Gentrification
- C. "Outsiders" and the City

UNIT III: Urban Transformations (15)

- A. Neoliberalism and the City
- B. Fragmented Citizenship
- C. Smart City Paradigm

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UNIT IV: Our Cities Today

(15)

- A. Engendering Access
- B. *Sarvajanik* festivals
- C. Slum tourism

References:

1. Anand, N. (2017). *Hydraulic city: water and the infrastructures of citizenship in Mumbai*. Duke University Press.
2. Appadurai, A. (2001). Deep democracy: urban governmentality and the horizon of politics. *Environment and Urbanization*, 13 (2), 23–43.
3. Ashcroft, B. (2011). Urbanism, mobility and Bombay: Reading the postcolonial City. *Journal of Postcolonial Writing*, 47:5, pp. 497-509
4. Baviskar, A. (2011). *Cows, cars and cycle rickshaws: bourgeoisie environmentalism and the battle for Delhi's streets*. In A. Baviskar and R. Ray (eds.), *Elite and the everyman: the cultural politics of the Indian middle class* (pp. 391-418). Routledge.
5. Bornberg, R. (2023). *Urban India: Cultural Heritage, Past and Present*. Springer.
6. Chakravarty S. and R. Negi (eds.). (2016). *Space, Planning and Everyday Contestations in Delhi*. Springer.
7. Chatterjee, A. (2017). *Margins of Citizenship: Muslim Experiences in Urban India*. Routledge.
8. Jayaram, N. (2010). Revisiting the City: The Relevance of Urban Sociology Today. *Economic and Political Weekly*. XLV:35 pp 50-57
9. Jayaram, N. eds (2017). *Social Dynamics of the Urban: Studies from India*. Springer.
10. Jha, S. & Pathak, D.N. (eds). (2022). *Neighbourhoods in Urban India: In between Home and the City*. Bloomsbury Publishing.
11. Khosla, R. (2017) India's Urban Landscape: Black towns of the 21st Century. *Economic and Political Weekly*. LII: 1. pp 92-101
12. Mahadevia, D. (2011) Branded and Renewed? Policies, Politics and Processes of Urban Development in the Reform Era. *Economic and Political Weekly*. XLVI:31 pp 56-64
13. Meschkank, J. (2011) Investigations into slum tourism in Mumbai: poverty tourism and the tensions between different constructions of reality. *GeoJournal* 76: pp 47–62
14. Munshi, I. (2022). *Patrick Geddes Contribution to Sociology and Urban Planning: Vision of a City*. Routledge.
15. Patel, S. & Das, K. (2006). *Urban Studies*. Oxford University Press.
16. Patel, S., Parthasarathy, D. & Jose, G. (2022). *Mumbai/ Bombay: Majoritarian Neoliberalism, Informality, Resistance, and Wellbeing*. Routledge.
17. Phadke, S., Khan, S. & Ranade, S. (2011). *Why Loiter?: Women and Risk on Mumbai Streets*. Penguin.
18. Samaddar, R. (2016) Migrant and the Neo-liberal City. *Economic and Political Weekly*.



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19. Simmel, G. (1976). *The Metropolis and Mental Life: The Sociology of Georg Simmel*. Free Press.
20. Singh, B. & Parmar, M. (2020). *Smart City in India: Urban Laboratory, Paradigm or Trajectory*. Routledge.
21. Spodek, H. (2013) City Planning in India Under British Rule. *Economic and Political Weekly*. XLVIII:4. pp. 53-61
22. Steinbrink, M. (2012) 'We did the Slum!' – Urban Poverty Tourism in Historical Perspective. *Tourism Geographies*, 14:2, pp 213-234
23. Weber, M. (1966). *The City*. Free Press (Translation and edited by Don Martindale and Gertrud Neuwirth)
24. Wirth, L. (1991). *Urbanism a Way of Life*. Irvington Publications.

Evaluation (Theory) UASOC5502CR1: Total marks per course –100

Formative Assessment 'for' Learning
(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Individual/Group Project -20 marks

Summative Assessment 'of' Learning
(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 marks.

Distribution of Bloom's Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-40%	20-40%	20-40%	-	-

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BA in Sociology		
Course Title: Gender Studies		Course Code: UASOC5503CR1
Credits: 4 Theory (4) = 60 hours		
No.	Course Objectives	
1.	Introduce students to social realities with gender as an underlying category of distinction and analysis.	
2.	Understand the classical and contemporary theories of gender relations.	
3.	Explore contemporary challenges to gender identities and their rights.	
4.	Critically examine structural practices that perpetrate gender-based discrimination and violence.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Critically understand the construction and negotiation of gendered identity in everyday life.	Understanding
2.	Analyse gender relations through various theoretical frameworks.	Analyzing
3.	Analyse some of the ways in which gender is embodied and hierarchised.	Analyzing
4.	Evaluate certain structural practices that perpetrate gender-based discrimination and violence.	Evaluating

UNIT I: Core Concepts (15)

- A. Sex, Sexuality and the Gender spectrum
- B. Patriarchy, Feminism and gender relations
- C. Intersectionality and gender rights in post-Independence India

UNIT II: Theoretical Perspectives on Gender Relations (15)

- A. Early thought: Liberal and Socialist Feminism
- B. Contemporary thought: Radical Feminism and Queer Theory
- C. Dalit Feminism

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UNIT III: Masculinity Studies (15)

- A. Masculinity, Identity and Embodiment
- B. Hegemonic, Complicit and Subordinate Masculinities
- C. Negotiating Masculinity in India

UNIT IV: Gendered experiences in Contemporary India (15)

- A. Gender-based violence
- B. Patriarchy and Capitalism
- C. Dynamics of work

References:

1. Bhaskaran, S. (2004). *Made in India: Decolonizations, Queer Sexualities, Trans/national Projects*. Palgrave Macmillan.
2. Chatterjee, S. (2018). *Queer Politics in India - Towards Sexual Subaltern Subjects*. Routledge.
3. Connell, R. (2005). *Masculinities* (2nd ed.). University of California Press.
4. Gandhi, N & Shah, N. (1991). *The issues at stake: Theory and practice in the contemporary women's movement in India*. Kali for women.
5. Ghosh, P.S. (2018). *The politics of personal law in South Asia: identity, nationalism and the uniform civil code*. Routledge
6. Hartmann, H. (1976). Capitalism, Patriarchy, and Job Segregation by Sex. *Signs*, 1 (3): 137-170.
7. Husain, Z. & Datta, M. (2014). *Women in Kolkata's IT Sector: Satisficing Between Work and Household*. Springer India.
8. John, M.E. (2008). *Women's Studies India: A Reader*. Penguin Books.
9. Menon, N. (2012). *Seeing like a Feminist*. Zubaan.
10. Omvedt, G. (1990). *Violence against Women: New Movements and New Theories in India*. Kali for Women.
11. Pilcher, J. & Whelahan, I. (2005). *Fifty Key Concepts in Gender Studies*. Sage Publications.
12. Reeser, T.W. (2010). *Masculinities in Theory: An Introduction*. Wiley Blackwell.
13. Rege, S. (1998). Dalit Women Talk Differently: A Critique of Difference and Towards a Dalit Feminist Standpoint Position. *Economic and Political Weekly*. 33 (44).
14. Roy, R. (2007). *A Little Book on Men*. Yoda Press.
15. Tong, R. (1998). *Feminist thought: A Comprehensive Introduction*. Routledge.

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Evaluation (Theory) UASOC5503CR1: Total marks per course –100

Formative Assessment ‘for’ Learning

(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

Individual assignment: Term Paper

Summative Assessment ‘of’ Learning

(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 marks.

Distribution of Bloom’s Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-40%	20-40%	20-40%	-	-

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BA in Sociology		
Course Title: Media Studies		Course Code: UASOC5501EL1
Credits: 4 Theory (4) = 60 hours		
No.	Course Objectives	
1.	To create awareness about the linkages between media and culture	
2.	To instill critical reasoning towards the facts, opinions, statements, flows of information and ideas that are presented and generated for consumption	
3.	To instill a theoretically and practically sound awareness about the intersections with reference to cultural forms and media	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Know the structure of ownership of media - concerning the press and cultural content they consume	Understanding
2.	Understand the power structures behind the ideas prevalent in the media and how they interact with what becomes culture	Understanding
3.	Compare historically, politically, economically, sociologically, the relationship between the media and culture	Applying
4.	Analyze the repercussions and consequences of the relationship between media and culture within different social institutions	Analyzing
5.	Creating awareness of ones consumption and replication patterns within the realm of media and culture and understanding reflexivity, choice, and behavioral prescriptions	Evaluating

UNIT I: Ownership, Constitution, and Power Flows

(15)

- A. Media ownership and its constitution - money and information as resources - Types of Media
- B. Types of culture - high, low, mass, pop, folk and its interconnectedness to media and representation.

UNIT II: Theories, Approaches and Perspectives (15)

- A. Marxism and Post-Marxism - The Culture Industry, Taste. (Adorno, Horkheimer, Bourdieu)
Chomsky - the five filters of manufacturing consent
- B. Guy de Bord - Society of Spectacle (e.g. Influencer economy)
Simulacra - Simulation - Baudrillard and the Attention Economy
- C. Mrinal Pande: Literary Cultures
- D. Rebecca Sonnett: Popular Power and Social Change

UNIT III: Interplays and Intersections of Media and Culture (15)

- A. The construction of the nation and nationalism - War Films and Sports
Films/Oscars and Indian representation
- B. Public culture - semiotics and symbolic interaction (Amul Girl/Amar Chitra Katha/
Popular and global - Anime/Manga/Hallyu/Korean)
- C. Diasporic cinema - Indianness, modernity and aspirations, regional to global

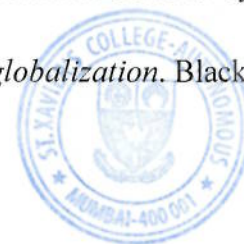
UNIT IV: Target groups - Representations of Vulnerabilities and Strengths (15)

- A. Children and the media industry - representation, laws and the market (books, cartoons, exploitation, manipulation)
- B. Queer representation
- C. Rurality and digital divide (linguistic accessibility and availability, cringe culture and class and status)

References:

1. Aggarwal, V. (2002). *Media and Society Challenges and Opportunities*. Concept Publishing Company.
2. Aggarwal, V. and Gupta, V.S (2001). *Handbook of Journalism and Mass Communication*. Concept publishing Company.
3. Allen, M., et al. (eds.) (2006). *Popular culture, globalization and Japan*. Routledge.
4. Appadurai, A. (1997). *Modernity at Large: Cultural Dimensions of Globalization*. Oxford University Press.
5. Artz L. & Kamalipour Y.R. (2003). *The Globalization of Corporate Media Hegemony*. State University of New York Press.
6. Chiranjeev, A. (2000). *Electronic Media Management*. Authors Press.
7. Chomsky, N. (1994). *Manufacturing Consent: The Political economy of the mass media*. Vintage Publishers.
8. Defleur, B.R. (1989). *Theories of Mass Communication*, (5th Ed.) Longman Publications.
9. Derne, S.D. (2008). *Globalization on the Ground: New Media and the Transformation of Culture, Class and Gender in India*. Sage Publications.

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11. Folkerts, J. (2004). *The Media in Your Life: An Introduction to Mass Communication*, 3rd Edition. Pearson Education.
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13. Goel, S.K. (1999). *Communication Media and Information Technology*. Commonwealth Publisher.
14. Gray, A. & Mcguigan, J. (Ed.) (1997- 2nd Ed)). *Studying Culture: An Introductory Reader*. Arnold Publishers.
15. Grindstaff, L. (2008). "Culture and Popular Culture: A Case for Sociology." In *Annals of the American Academy of Political and Social Science*, 619: 206-222.
16. Jeffery, R. (2010). *Media and Modernity: Communications, Women, And The State In India*. Orient Blackswan Publications.
17. Jeffery, R. (2009). *India's Newspaper Revolution*. Oxford University Press.
18. Johnson, K. (2000). *Television and Social Change in Rural India*. Sage Publication.
19. McQuail, D. (2010). *McQuail's Mass Communication Theory*. Sage Publication.
20. Mehta, N. (2008). *Television in India: Satellites, Politics and Cultural Change (Media, Culture and Social Change in Asia Series)*. Routledge
21. Page, D. & Crawley, W. (2000). *Satellites over South Asia*. Sage Publications.
22. Panday, G.P. (1999). *Press and Social Change*. Rawat Publications.
23. Parker, H.N. (2011). "Toward a Definition of Popular Culture." In *History and Theory* 50: 147-170.
24. Rajagopal, A. (2001). *Politics after Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge University Press.
25. Ranjan, N. (2007). *Digital culture Unplugged*. Taylor and Francis Ltd.
26. Rege, S. (2002). "Conceptualising Popular Culture: The Lavni and Pawdain Maharashtra," *Economic and Political Weekly*. 37 (11): 1038 – 1047.
27. Rubin, G. (1993). "Misguided, Dangerous and Wrong, an Analysis of Anti-pornography Politics", in A. Assiter & A. Carol (eds.) *Bad Girls and Dirty Pictures: The Challenge to Reclaim Feminism*. Pluto Press.
28. Ryan, M. (2010). "Trivial or Commendable? : Women's Writing, Popular Culture, and Chick Lit" in 452°F, *Electronic journal of theory of literature and comparative literature*, 3: 70-84, <<http://www.452f.com/index.php/en/mary-ryan.html> > [Accessed on: 1st Oct. 2011].
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30. Storey, J. (2003). *Inventing popular culture: from folklore to globalization*. Blackwell Pub.



31. Unnikrishnan, N. & Bajpai, S. (1996). *The Impact of Television Advertising on Children*. Sage Publications
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Articles

1. Bayer, J. (2005) Indian Television Globalizes Multilingualism but is counter productive. Language in India. <http://www.langageinindia.com> Volume 5
2. Geser, H. (2004) *Towards a Sociological Theory of the Mobile Phone*. University of Zurich- Release 3.0
3. Robert, J. (2007). The Power of TV: Cable Television and Women’s Status in India Robert Jensen Watson Institute for International Studies, Brown University and NBER Emily Oster University of Chicago and NBER

Evaluation (Theory) UASOC5501EL1: Total marks per course –100

Formative Assessment ‘for’ Learning
(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

- CIA 1: Written test -20 marks
CIA 2: Individual/Group Project -20 marks

Summative Assessment ‘of’ Learning
(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice.
Total marks per question with choice 30 marks.

Distribution of Bloom’s Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-40%	20-40%	20-40%	-	-

BA in Sociology		
Course Title: Sociology of Education		Course Code: UASOC5002EL1
Credits: 4 Theory (4) = 60 hours		
No.	Course Objectives	
1.	Introducing the students to the institution of education and its relationship to individuals, other institutions and society as a whole.	
2.	Sensitizing the students to the different aspects of theorizing around educational experiences.	
3.	Exploration of contribution of Education in constructing politics of Knowledge.	
4.	Examination of emerging trends in India through case studies	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Exploration of the relationship between education as an institution with other institutions in society.	Understanding
2.	Understand the application of theories in exploring educational experiences	Understanding
3.	Examining the processes of knowledge creation within different focus groups to understand their application	Applying
4.	Exploring current educational experiences to analyze the knowledge creation is for whom	Analyzing
5.	Evaluation of major policies in education in contemporary India	Evaluating
6.	Create models of learning which provide a combination of inclusivity, diversity and innovation in learning spaces	Creating

UNIT I Agencies of Socialization: Concepts and Practices

(15)

- A. Structure: Agency - Family – Parent Child Relationships Habitus
- B. School – Student experiences and building of consciousness
- C. Peer Group – Classification and Class Codes Bernstein
- D. Media - Kinaesthetic Learning



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8. Clark, R. E. (1983). 'Reconsidering research on learning with media'. *Review of Educational Research*, 53(4), 445-459
9. Chanana, K. (2001). *Interrogating Women's Education: Bounded Visions, Expanding Horizons*. Rawat Publication.
10. Demaine, J. (1981). *Contemporary Theories in Sociology of Education*. Macmillan.
11. Durkheim, E. (1956). 'Education and Sociology' translated with an introduction, by Sherwood D. Fox, The free press: New York. Halsey et al (1996) Education Culture Economy Society. Oxford University Press
12. Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
13. Handel, G.C. & Elin, F. (2007). *Children and society: The sociology of children and childhood socialization*. Oxford University Press.
14. Haralambos, M. & Heald, R.M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press
15. Illich, I. (1973). *De-schooling Society*. Penguin books
16. Jayaram, N. (1990). *Sociology of Education in India*. Rawat Publications.
17. Jonassen, D. H., Carr, C. & Yueh, H. P. (1998). 'Computers as mind tools for engaging learners in critical thinking'. *Tech Trends*, 43(2), 24-32.
18. Kohn, M. (1965). Social class and parent-child relationships: An interpretation. *American Journal of Sociology*, 68, 471-480.
19. Kumar, K. (2004). *What is Worth Teaching*. Orient Longman
20. Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. Sage Publication.
21. Panikkar, K.N. (2011). 'India's Education Policy: From National to Commercial'. *Economic and Political Weekly*. Vol. 46, Issue No. 17, 23
22. Pathak, A. (2004). *Social Implications of Schooling Knowledge, Pedagogy and Consciousness*. Rainbow Publications
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24. Bhattacharya, S. (ed) (2002). *Education and the Disprivileged: Nineteenth and Twentieth Century India*. Orient Longman.
25. Satheeshkumar, Dr.R., Sachana, C., Krishnan, Dr.S.G. & Gururaj, F.D. (2023). 'Role of Gamification In The Indian Education System With Reference To Higher Educational Institutions In Bangalore City'. *Journal of Research Administration*, Available at SSRN: <https://ssrn.com/abstract=4656818>

26. Sengupta, R. (2008). *India bans telecasting of Shin Chan*. Merinews. Retrieved from http://myshinchan.hpage.co.in/shin-chan-was-banned-inindia_41280135.html.
27. Shukla, S. & Kumar, K. (1985) (ed) *Sociological Perspective in Education*. Chanakya Publications.
28. Steinberg, L. (2001). 'We know some things parent adolescent relationships in retrospect and prospect'. *Journal of reflection on Adolescence*, 11 (1).

Evaluation (Theory) UASOC5002EL1: Total marks per course –100

Formative Assessment 'for' Learning
(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Individual/Group Project -20 marks

Summative Assessment 'of' Learning
(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 marks.

Distribution of Bloom's Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-30%	20-30%	20-30%	10-20%	5-10%



BA in Sociology		
Course Title: On-Job Training.		Course Code: UASOC5501OJ1
Credits: 4 Theory (--)= 120 hours		
No.	Course Objectives	
1.	The period of internship will help the learner gain insights into the domain specific job settings and develop core competencies for effective performance in the world of work.	
2.	The internship will enable students to apply sociological concepts, theories, and methods in real-world settings to analyze social issues, work dynamics, and organizational structures.	
3.	It will provide students with practical exposure to different sociological contexts and career paths within non-profits, government agencies, and private organizations.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Students will improve key professional skills like communication, collaboration, conflict resolution, and ethical decision-making, tailored to their chosen job sector.	Remembering
2.	Students will possess a well-rounded understanding of the various career opportunities available for sociology graduates and how to adapt their skills to meet the demands of the job market.	Understanding
3.	Students will be proficient in conducting social research, collecting data, and analyzing results using both qualitative and quantitative methods.	Applying
4.	Students will be able to demonstrate the ability to apply sociological theories and methodologies to address real-world challenges in their workplace.	Analyzing

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Evaluation (UASOC5501OJ1): Total marks per course – 100

Overall Evaluation of the Course: Total 100 Marks.

1. Internal Evaluation 50M: Appropriate Documentation, Report and Viva/Presentation
2. External Evaluation 50M: External Supervisor's Evaluation

In the fourth year the students having had some knowledge of OJT in their SY and TY should be in a position to address a couple of things. They should be clear about their core areas of competencies. On the basis of the same they should also be clear about developing their resume and aiming for a job market with clarity of their expectations in terms of job returns. The job roles could as clearly defined as social researcher/analyst, human resource practitioner, social worker, community outreach worker, public relations officer, consultant just to name a few. Alternatively, the job might involve a combination of the above mentioned roles. On the basis of this they should be equipped to address the following skills in the job areas.

- a) Group Coordinating and Problem Solving skills- Sociology focuses on the relationship between the individual and the group as a way of understanding human behaviour. Having this knowledge and skill are especially helpful in participating in and facilitating systematic small group, team-building activities designed to solve problems and create change.
- b) Diversity Skills- Applying knowledge and awareness concerning the diverse backgrounds of co-workers/ any workspace based on, gender, caste, class, religious or regional differences provide and test skills in preventing and managing conflicts, and providing opportunities to empower and for equal opportunity in workplace activities.
- c) Change Making Skills- Sociology nurtures potential change makers as social entrepreneurs. Facilitating others in understanding and analyzing cultural and organizational change as a multi-level complex process, identifying barriers, redefining traditional roles, developing and implementing creative alternatives cooperatively, have emerged as niche areas of specialization where young Sociology graduates have the potential of contributing in.

The student at this stage is equipped to acquire marketable skills in an organization of their choice or can be a stepping stone on the verge of finding their “true calling,”





Syllabus
Fifth Semester Courses in
BA
Department of Sociology and
Anthropology
(June 2025 onwards)

Contents:

Courses:

- UASOC5501MN1 Diaspora Studies: Trends and Practices

- Evaluation and Assessment Guidelines



APPROVED SYLLABUS


PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

1. Political Struggle in the Caribbean - Fiji and Malaysia
2. Apartheid – South Africa
3. Enclavization and Racism – North America and U.K

References:

1. Appadurai, A. 1990. "Disjuncture and Difference in the Global Cultural Economy". *Theory Culture Society*, Vol. 7, 295-310.
2. Bhat, C.S. 2006. "Continuity and Change in the Perception of 'Indianness': Issues of Identity among the Indians and the Indian Diaspora". In: Martina-Ghosh Schellhorn (ed.), *Peripheral Centres, Central Peripheries: Anglophone India and its Diaspora*, pp.243-250. LIT Verlag.
3. Butler, Kim (2001), Defining Diaspora, Refining a Discourse, *Diaspora: A Journal of Transnational Studies*, 10 (2), 189-219 2.
4. Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press.
5. Kafle, Hem Raj (2010), Diaspora Studies: Roots and Critical Dimensions, *Bodhi*, 4 (1), 136-49 4.
6. Kapur, Devesh (2010), *Diaspora, Democracy and Development: The Domestic Impact of International Migration from India*, Princeton University Press.
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8. Palmer, Colin A. 2000. "Defining and Studying the Modern African Diaspora". *The Journal of Negro History*, Vol. 85, No. 1/2: 27-32.
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<https://egyankosh.ac.in/bitstream/123456789/27441/1/Unit2.pdf>
10. Reis, Michele. 2004. "Theorizing Diaspora: Perspectives on 'Classical' and 'Contemporary' Diaspora". *International Migration*, Vol. 42 (2): 41-56.
11. Richards, Eric. 2007. "The British Diaspora in Wide-angle". In: Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, pp. 363-377. Rawat Publications
12. Prakash, Chandra Pradhan (2021), Rethinking Indian Diaspora: Conceptualising Diasporic Consciousness, *Litinfinite*, 3(2) 5.
13. Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. Sage Publications.

Evaluation: Total marks per course – 50

Formative Assessment 'for' Learning

(continuous internal assessment - CIA to improve learning).

CIA - 20 marks

Test / Assignment / Presentations / Infographics / Quiz / as prescribed - 20 marks.



Summative Assessment 'of' Learning
(focus on outcomes, quantitative data for outcomes of instruction)

End Semester Examination - 30 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 marks.

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
Percentage	0-5%	15-20%	20-30%	20-30%	10-20%	5-10%

APPROVED SYLLABUS

