



# Syllabus

## Second Semester Courses in Sociology

### 2023-2024

#### Contents:

- Syllabus for Core Course: UASOC4502CR1:  
Sociology: Structures, Frameworks, and Institutions
- Evaluation and Assessment guidelines

*Shinde*

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Title: Sociology: Structures, Frameworks, and Institutions

Credits: 4

Prerequisite: UASOC4501CR1 (Introduction to Sociology: Theories and Themes)

**Course Objectives:**

1. To introduce students to the central governing institutions of society.
2. To reflect upon the critical elements of the functioning of these institutions and grapple with the complexities of their work in society.

**Course Outcomes (COs):**

1. Identify the magnitude of power of the institutions.
2. Examine the advantages and disadvantages of institutions.
3. Apply the different theoretical perspectives for deeper understanding of the institutions.
4. Analyse how different institutions function in collaboration with each other.

**UNIT I: The Politics of Power and Identity**

(15 lectures)

- Old and New forms of Power & division: Caste-Class/Beauty/ Gender-Sexuality
- Biopower: Power over people's bodies and minds
- Inclusion and Exclusion: Ideologies and Processes
- Identity, power and violence

**UNIT II: Media and Society**

(15 lectures)

- Media in contemporary times: Social networking sites/ film/ television/ music/newspapers
- Culture Industry (Adorno & Horkheimer) and its critique.
- What are we watching: TRPs/ colonising the consumer's mind/Corporatization and the new media.
- The Culture of Dissent: Alternative mediums of expression

**UNIT III: Poverty, welfare and Aid/Help/Charity**

(15 lectures)

- Defining and measuring poverty: Who are the 'poor'?
- Poverty alleviation programmes in India: pros and cons
- Thinking it through: aid/help/charity
- Understanding inclusion and exclusion in welfare programmes
- Transformation of the gaze: Globalization, neo-liberalism.

**UNIT IV: Crime and Deviance**

(15 lectures)

- Theoretical explanations to crime and deviance: Functionalist/Conflict theories
- Victims and perpetrators of crime: at home & work settings.
- Engaging with the legalities of defining a criminal: juvenile/adult/cyber-criminals

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**List Of Recommended Reference Books and Journal Articles:**

Abbott, P. & Wallace, C. (2005). [1997]. An Introduction to Sociology: Feminist Perspectives. London & New York: Routledge.

Abraham, M. Francis. 2008 Contemporary Sociology: An Introduction to Concepts and Theories. Second edition, New Delhi. Oxford University Press.

Das, V. (Ed.). (2006). Handbook of Indian Sociology. New Delhi. Oxford University Press.

(2003). The Oxford India Companion to Sociology and Social Anthropology. New Delhi. Oxford University Press.

Giddens, Anthony & Philip W. Sutton. 2013 Sociology, Seventh edition, John Wiley & Sons Inc. United States.

Haralambos & Holborn. (2014). Sociology: Themes and Perspectives (8<sup>th</sup> Edition). London: Collins Education. Fifth edition, Harper Collins, London.

Macionis, John J. 2005 Sociology, Tenth edition, Pearson.

Madan, T.N. (2011). Sociological Traditions: Methods and Perspectives in the Sociology of India. New Delhi: Sage Publications.

Menon, Nivedita. 2012 Seeing Like a Feminist, Zuban in collaboration with Penguin Books, New Delhi.

Ritzer, G. (2013). Introduction to Sociology. London: Sage.

**Additional References:**

[https://www.ted.com/talks/andrew\\_mwenda\\_takes\\_a\\_new\\_look\\_at\\_africa#t-377740](https://www.ted.com/talks/andrew_mwenda_takes_a_new_look_at_africa#t-377740) Aid for Africa? No. Thanks

Ansari, Hamid. (2015, September 24). Why India must take seriously the Right to Dissent. Retrieved from <http://thewire.in/2015/09/24/why-india-must-take-seriously-the-right-to-dissent-11476/>

Mukunth, Vasudevan. (2015, November 10). Is Religion making our kids less altruistic? Retrieved from <http://thewire.in/2015/11/10/is-religion-making-our-kids-less-altruistic-15300/>

Libert, Tim & Victor Pickard. (2015, November 9). Think You're Reading the News for Free? New Research Shows You're Liking Paying with Your Privacy. Retrieved from

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<http://thewire.in/2015/11/09/think-youre-reading-the-news-for-free-new-research-shows-youre-likely-paying-with-your-privacy-15316/>

Breman, Jan. (1974). Patronage and Exploitation: Changing Agrarian Relations in South Gujarat. Univ. of California Press.

Evaluation (Core Theory): Total marks per course - 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
CIA- 40 marks  
CIA 1: Written test -20 marks  
CIA 2: Assignment -20 marks (Assessment grid appended below)
- II. 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 -20 to 22.

Eg: Template for the Core course End Semester examination in Semester 2

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33%	33.33%	33.33%	100%

Grid template for Evaluation of course for CIA 2



ASSESSMENT GRIDS AS QUALITY MECHANISMS 2015

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ASSESSMENT OF WRITTEN ASSIGNMENT - Type I

Dept. of \_\_\_\_\_ Course Code \_\_\_\_\_ DATE: \_\_\_\_\_

UID No. \_\_\_\_\_ Roll No. \_\_\_\_\_ Marks: \_\_\_\_\_ /20

NAME OF STUDENT: \_\_\_\_\_

TITLE OF WRITTEN PRESENTATION: \_\_\_\_\_

Assessment Grid: Place one tick in the appropriate box of a row. Each row should have at least one box ticked. In Boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks. Overall marks should reflect the total of marks in all ticked boxes. Figures in parentheses in each box indicate marks.

100	ASSIGNMENT	80-100% (17-20Marks)	60-80% (13-16 Marks)	40-60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
30 %	ORGANISATION	Effective Presentation, Logical Format, Clear Statement of Ideas, Relevant Details, sequence of information and ideas could be easily followed	Few Problems	Many problems	Inadequate presentation, Ineffective format, Ineffective Communication of Ideas, Lack Relevant Details - But an attempt	No Attempt to organize
(6)		(6)	(5)	(4)	(3)	(2)
60%	CONTENT	Excellent - Impression of wide reading ( research), good knowledge and comprehensive understanding, Evidence of thoughtful input, Ability to critique, Bibliography mentioned.	Good	Satisfactory	Poor	Very Poor
(12)		(12) / (11) / (10)	(9) / (8)	(7) / (6)	(5) / (4)	(3) / (2) / (1)
5 %	VOCABULARY	Richness of Vocabulary	Very good range of vocabulary with some errors	Good range of vocabulary with some errors	Small range of vocabulary with errors	Little or no effort has been made to demonstrate vocabulary knowledge
(1)		(1)	(1)	(0.5)	(0.5)	(0.5)
5%	GRAMMAR, SPELLINGS, MECHANICS	Grammar, Spellings, Punctuations Correct.	Very Few Errors	Some Errors	Many Errors	No effort
(1)		(1)	(1)	(0.5)	(0.5)	(0.5)

TOTAL MARKS FOR WRITTEN ASSIGNMENT: \_\_\_\_\_ OUT OF 20  
COMMENTS: \_\_\_\_\_

NAME OF FACULTY MEMBER: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

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# Syllabus

## First Semester Courses in Sociology

### 2023-2024

#### Contents:

- Syllabus for Core Course: UASOC4501CR1:  
Introduction to Sociology: Theories and Themes
- Syllabus for Vocational Skill Course (VSC): UASOC4501VS1:  
Applying Sociology
- Evaluation and Assessment guidelines

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**APPROVED SYLLABUS**



SXCM/Department of Sociology and Anthropology/NEP/2023-2024

F.Y.B.A. Sociology

Course: UASOC4501CR1

Title: Introduction to Sociology: Theories and Themes

Credits: 4

Prerequisite: None

**Course Objectives:**

1. To create an awareness and understanding of the critical issues and perspectives in society.
2. To introduce students to the basic institutions of society.

**Course Outcomes:**

1. Identify the history of the emergence of the discipline of Sociology.
2. Identify the various sociological theoretical perspectives.
3. Recognise the role of Institutions in the life of people.
4. Examine the socio-economic problems in India.
5. Critically analyse the working of the institutions.

**UNIT I: Emergence of Sociology as a discipline**

(15 lectures)

- Debate about church v/s Science.
- Sociology as a scientific exercise to know society.
- Methods and methodology developed
- Critique of Modernization and Industrialization

**UNIT II: Culture, Society and Social Change**

(15 lectures)

- Understanding Culture: Definitions and Concepts
- Types of Culture: High/Folk/Mass/Popular
- Understanding societies: Structure/Custom/membership
- Grasping the: 'what', 'why' & 'how' about (social) change.

**UNIT III: Family & Intimate Relations**

(15 lectures)

- Family as integral to societal living:
- Agent of Socialization
- Family vis-a-vis the institution of Marriage
- Intimate relationship in contemporary times & the changing structure
- Issues of violence and inequality: 'labour of love', duty & changing gendered roles

**UNIT IV: Religion**

(15 lectures)

- Definitions of religion
- Interconnections between religion, culture and society
- Key elements/teachings
- Theoretical engagements with religion: Marx/Durkheim/Weber

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- Briefly introducing the Clash of Civilizations debate of Samuel Huntington
- Feminist perspectives on religion
- Can religion be 'secular'?

**List Of Recommended Reference Books and Journal Articles:**

Haralambos & Holborn. 2014. Sociology: Themes and Perspectives (8th Edition). London: Collins Education. Fifth edition, Harper Collins, London.

Giddens, Anthony & Philip W. Sutton. 2013 Sociology, Seventh edition, John Wiley & Sons Inc. United States.

Menon, Nivedita. 2012. Seeing Like a Feminist, Zuban in collaboration with Penguin Books, New Delhi.

Sujata Patel (ed.), 2011. Doing Sociology in India: Genealogies, Locations, and Practices, Oxford University Press. New Delhi.  
(2010). The ISA Handbook of diverse sociological traditions, Sage Publications, London.

Abraham, M. Francis. 2008 Contemporary Sociology: An Introduction to Concepts and Theories. Second edition, Oxford University Press, New Delhi.

Das, V. (Ed.). (2006). Handbook of Indian Sociology. New Delhi: Oxford University Press.

Abbott, P. & Wallace, C. 2005. [1997]. An Introduction to Sociology: Feminist Perspectives. London & New York: Routledge.

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Evaluation (Core Theory): Total marks per course - 100.

- I. 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
- II. 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.

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	7	7	6	20
2	7	7	6	20
3	7	7	6	20
-TOTAL - Per objective	21	21	18	60
% WEIGHTAGE	35	35	30	100%

Grid template for Evaluation of course for CIA 2



ASSESSMENT GRIDS AS QUALITY MECHANISMS 2015

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ASSESSMENT OF WRITTEN ASSIGNMENT – Type I

Dept. of \_\_\_\_\_ Course Code \_\_\_\_\_ DATE: \_\_\_\_\_

UID No. \_\_\_\_\_ Roll No. \_\_\_\_\_ Marks: \_\_\_\_\_ /20

NAME OF STUDENT: \_\_\_\_\_

TITLE OF WRITTEN PRESENTATION: \_\_\_\_\_

Assessment Grid: Place one tick in the appropriate box of a row. Each row should have at least one box ticked. In Boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks. Overall marks should reflect the total of marks in all ticked boxes. Figures in parentheses in each box indicate marks.

Handwritten: 26.08.2022

100	ASSIGNMENT	80-100% (17 -20Marks)	60-80% (13- 16 Marks)	40- 60% (9-12 Marks)	20-40% ( 5-8 Marks)	0-20% ( 0-4 Marks)
30 %	ORGANISATION	Effective Presentation. Logical Format. Clear Statement of Ideas, Relevant Details. sequence of information and ideas could be easily followed	Few Problems	Many problems	Inadequate presentation. Ineffective format. Ineffective Communication of Ideas. Lack Relevant Details – But an attempt	No Attempt to organize
(6)		(6)	(5)	(4)	(3)	(2)
60%	CONTENT	Excellent - Impression of wide reading ( research). good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique. Bibliography mentioned.	Good	Satisfactory	Poor	Very Poor
(12)		(12) / (11) / (10)	(9) / (8)	(7) / (6)	(5) / (4)	(3) / (2) / (1)
5 %	VOCABULARY	Richness of Vocabulary	Very good range of vocabulary with some errors	Good range of vocabulary with some errors	Small range of vocabulary with errors	Little or no effort has been made to demonstrate vocabulary knowledge
(1)		(1)	(1)	(0.5)	(0.5)	(0.5)
5%	GRAMMAR, SPELLINGS, MECHANICS	Grammar, Spellings. Punctuations Correct.	Very Few Errors	Some Errors	Many Errors	No effort
(1)		(1)	(1)	(0.5)	(0.5)	(0.5)

TOTAL MARKS FOR WRITTEN ASSIGNMENT: \_\_\_\_\_ OUT OF 20  
COMMENTS:

NAME OF FACULTY MEMBER: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

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FYBA Sociology

Course code: UASOC4501VS1

Title: Applying Sociology

Credits: 2

Prerequisite: None

**Course Objectives:**

1. Introduction to a sociological way of seeing.
2. Developing skills to identify and analyse social systems.
3. Understanding the relevance of utilizing a sociological lens.

**Course Outcomes:**

1. Identify and analyse elementary social structures
2. Examine the influence of social structures on our lives and its choices
3. Explore linkages between social structures, public policy and our lives

**UNIT 1: The Sociological Imagination**

(10 lectures)

- i) Origins of Sociology and its contemporary relevance
- ii) Social institutions and us (Family and Gender)

**UNIT 2: Critical Thinking and Sociology**

(10 lectures)

- i) Understanding stratification and hierarchies
- ii) Power and Equity (Religion and State)

**UNIT 3: Applying Sociology**

(10 lectures)

- i) Everyday Sociology (Education and Employment)
- ii) Organisation and Public Policy

**List of Recommended References (list based on the most recent date of publication to oldest)**

Burawoy, M. (2016). Sociology as a Vocation. *Contemporary Sociology*, 45 (4), 379-393.  
DOI: 10.1177/0094306116653958

Bhushan, V. & Sachdeva D. R. (2016). *Fundamentals of Sociology*. Pearson Education India.

Abraham, M. F. (2006). *Contemporary Sociology: An Introduction to Concepts and Theory*. Oxford University Press.

Rao, C. N. S. (2006). *Sociology of Indian Society*. S Chand & Co.

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**APPROVED SYLLABUS**

Das, V., Beteille A. & Madan, T. N. (eds). (2003). *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press.

Mills, C. W. (1959). *The Sociological Imagination*. Oxford University Press.

**Podcast:** Anurag Minus Verma (2020-2022) - interviews with marginalised people from different professions decoding the nature of (covert and overt) discrimination faced by them.

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Evaluation (VSC): Total marks per course - 50.

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

CIA- 20 marks

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

End Semester Examination – 30 marks

Eg: Template for the VSC End Semester examination in Semester 1

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	3	3	4	10
2	3	3	4	10
3	3	3	4	10
-TOTAL - Per objective	9	9	12	30
% WEIGHTAGE	33.33%	33.33%	33.33%	100%

Grid template for Evaluation of course for CIA 2



ASSESSMENT GRIDS AS QUALITY MECHANISMS 2015

St. Xavier's College, Mumbai

ASSESSMENT OF WRITTEN ASSIGNMENT - Type I

Dept. of \_\_\_\_\_ Course Code \_\_\_\_\_ DATE: \_\_\_\_\_

UID No. \_\_\_\_\_ Roll No. \_\_\_\_\_ Marks: \_\_\_\_\_ /20

NAME OF STUDENT: \_\_\_\_\_

TITLE OF WRITTEN PRESENTATION: \_\_\_\_\_

Assessment Grid: Place one tick in the appropriate box of a row. Each row should have at least one box ticked. In Boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks. Overall marks should reflect the total of marks in all ticked boxes. Figures in parentheses in each box indicate marks.

All India 26.08.2022

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60%	CONTENT	Excellent - Impression of wide reading ( research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique. Bibliography mentioned.	Good	Satisfactory	Poor	Very Poor
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(1)		(1)	(1)	(0.5)	(0.5)	(0.5)

TOTAL MARKS FOR WRITTEN ASSIGNMENT: \_\_\_\_\_ OUT OF 20

COMMENTS: \_\_\_\_\_

NAME OF FACULTY MEMBER: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

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