HSNC University Mumbai

(Established by Government of Maharashtra vide notification dated 30th October, 2019 under section 3(6) of Maharashtra Public Universities Act)

Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the Programmes

Under

The Faculty of Humanities/Commerce & Management

With effect from the

Academic year 2020-21

HSNC UNIVERSITY, MUMBAI

Board of Studies in Faculties of Humanities

Board of Studies in Sociology

1.) Name of Chairperson/Co-Chairperson/Coordinator: -

a. **Dr. Leena Pujari** (Associate Professor and Head, Department of Microbiology,
K.C   college leena.pujari@kccollege.edu.in 9820474197

2.) Two to five teachers each having minimum five years teaching experience amongst the full-time teachers of the Departments, in the relevant subject.

3.) One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body; nominated by Parent Body; -

a.) **Dr Shirly George** (Associate Professor and Head, Department of Sociology, St Andrews College, Bandra shirlyabe@hotmail.com 9930783767

4.) Four external experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body;

a.) **Dr Gita Chadha**, Department of Sociology, University of Mumbai gita_chadha@hotmail.com 9820553691

b. Dr. Joseph M T Department of Sociology, University of Mumbai
dr.josephmt@sociology.mu.ac.in

c. **Advocate Nausheen** Yousuf Majlis resource Centre Mumbai, majlis@gmail.com 9892062702

5.) **Alumni**

a.) **Suraj Kamdar**, Post Graduate from TISS Guwahati, kamdarsuraj@gmail.com, 8080782682

b.**Avantee Bansal** Independent Researcher and Human Rights Practitioner,
avanteebansal_31@hotmail.com, 964389978

Part I

R. **** : The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:

Outline of the Choice Based Credit System as outlined by the University Grants Commission:
1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

> 2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of **interdisciplinary** nature (to be offered by main discipline/subject of study).

> 2.2 **Dissertation/Project**: An elective course designed to acquire Special/advanced knowledge, such as supplement study/support study to project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project. A Project / Dissertation work would be of 6 credits. A Project / Dissertation work may be given in place of a discipline-specific elective paper.

> 2.3 Generic **Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement;
SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

4. Choice Based Credit System (CBCS)

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

5. Honours Program

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter-Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for the Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of honours Degree.

6. Program:

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of the study.

7. Course:

A 'course' is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a 'program'.

8. Bridge Course:

Bridge course is visualized as Pre semester preparation by the learner before the commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. Online content can be created for the Bridge Course Topics.

9. Module and Unit:

A course which is generally an independent entity having its own separate identity is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit.

10. Self-Learning:

20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

11. Credit Point:
Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully.

12. Credit Completion and Credit Accumulation:
Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus the learner 'accumulates' course wise credits.

13. Credit Bank:

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. Also, all the information regarding the number of Credits transferred to different programs or credit exemptions given may be stored with the individual's history.

14. Credit Transfer:

(Performance transfer) When a learner completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

15. Course Exemption:

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is 'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

Part II

Note: The Ordinances and Regulations given below apply to Under Graduate Programmes of the University.

O*****
The minimum duration of the Under Graduate Programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who completes 120 credits of the programme in a period of 3 to 6 years from the year of enrolment to semester VI.

 If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing an equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

O***** The fees for the transfer of credits or performance will be based on the number of credits that a learner has to complete for the award of the degree.

R **** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

R**** The Scheme of Teaching and Examination:
The Scheme of Teaching and Examination shall be divided into **TWO** components, **internal assessment and External assessment** (semester-end examination) for each course of the program.

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

Internal Assessment: - It is defined as the assessment of the learners based on continuous evaluation as envisaged in the credit-based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.

   A).   **Internal Assessment – 40%**   **40 marks**

    1.   **For Theory Courses**

Sr. No.	Particulars	Marks
1	**ONE** class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the teacher Concerned	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	05 Marks

2. For Practical Courses

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		15 Marks
	Journal	05 Marks	
	Viva	05 Marks	
	Laboratory Work	05 Marks	
2.	One assignment/project with the class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Self-Learning Evaluation		10 Marks
4	Active participation in routine class / Laboratory instructional deliveries		05 Marks

➢ **Project and Assignment:**

- Project or Assignment, which can in the following forms
  - Case Studies
  - Videos
  - Blogs
  - Research paper (Presented in Seminar/Conference)
  - Field Visit Report
  - Presentations related to the subject (Moot Court, Youth Parliament, etc.)
  - Internships (Exposition of theory into practice)
  - Open Book Test
  - Any other innovative methods

> **Self-Learning Evaluation**

- 20% of the topics of the curriculum are learned by the student through self-learning using online/offline academic resource specified in the curriculum. Hence 20% of the lectures shall be allocated for evaluation of students on self-learning topics.

- The identified topics in the syllabus shall be learnt independently by the students in a time-bound manner preferably from online resources. Evaluative sessions shall be conducted by the teachers and will carry 10 Marks.

- club the self-learning topics into 3-4 groups of topics only for evaluation.

- Prescribe time duration (in days) for completion of each group of the topic and earmark self-learning evaluation lectures in the timetable. Hence each group of the topic can be assigned 3 regular lectures for this evaluation for the entire class.

  3 Sub Topics
  Each evaluative session shall carry 3 Marks (3 x 3 Units = 9 Marks). Students who participate in all evaluative sessions shall be awarded 1 additional Mark.

  4 Sub Topics
  Each evaluative session shall carry 2.5 Marks (2.5 x 4 Units = 10 Marks).

- Evaluation of self-learning topics can commence in regular lectures assigned for self-learning evaluation in the timetable

- All students will actively participate in the presentation of each of the sub-topics.

- SUGGESTIVE Methods for Evaluation of Self-learning topics IN LECTURES:
  - Seminars/presentation (PPT or poster), followed by Q&A
  - Objective questions /Quiz / Framing of MCQ questions.
  - Debates
  - Group discussion

- You-Tube videos (Marks shall be based on the quality and viewership)
- Improvisation of videos
- Role Play followed by question-answers
- Viva Voce
- Any other innovative method

  Student can be evaluated based on the quality of presentation, quality of q & a, the framing of the quiz, conduct of quiz, performance in debate etc

- Teachers can frame other methods of evaluation also provided that the method, duly approved by the college examination committee, is notified to the students at least 7 days before the commencement of the evaluation session and is forwarded for information and necessary action at least 3 days before the commencement of the evaluation session.

SEMESTER END EXAMINATION: - It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

B. Semester End Examination- 60 %   *60 Marks*

1)   Duration – These examinations shall be of 2 hours duration.
2)   Question Paper Pattern: -
   i.   There shall be four questions each of 15 marks.
   ii.   All questions shall be compulsory with internal choice within the questions.
   iii. The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the University.

Bachelor of Arts

Curriculum – First Year Undergraduate Programmes

For the Course

Sociology

Semester-I

Preamble

Sociology as a discipline has had a critical engagement with society and its institutions and social practices. This course aims at imparting a fine understanding of sociological concepts with all its nuances and complexities. The courses at the first year level aim at re-visiting and re-thinking the concepts, processes and learnings in Sociology and about society in general. This in effect would set the stage for a deeper interrogation of critical social processes at higher levels.

A democratic and transparent process of curriculum design was initiated by eliciting meaningful inputs from different constituencies that included current and former students, academics and civil society actors. The final syllabi for both the semesters was put together by a group comprising academics and alumni representatives in the Board of Studies in Sociology.

The syllabi while giving a sense of the history of the discipline of Sociology and its methods of inquiry also reflects critically on the current debates and contestations especially around social institutions and social processes. An intersectional lens along with critical classroom pedagogies will produce an enriching learning environment.

The course is divided into two semesters: Semester I has an introductory course on Sociology and Anthropology and Semester II introduces students to critical issues in Sociology.

The course is also designed to encourage and facilitate the students to use online components launched by the University Grants Commission (UGC) along with MHRD. Students can learn some topics using e-content as resource material in a Flipped Classroom model by watching video lectures/documentaries.

The course will enable students to reflect on their classroom learnings and provide a space for a critical interrogation of the discipline and their everyday life in general. Since the course content has a deep connect to their everyday experiences it will allow for a more immersive learning context and a closer interface with the discipline.

INTRODUCTION TO SOCIOLOGY AND SOCIAL ANTHROPOLOGY

Course Objectives:

1. To build a robust sociological imagination

2. To establish links between Sociology and Anthropology so as to foster an interdisciplinary perspective.

3. To impart a critical understanding of sociological and anthropological concepts

4. To equip students to be able to apply classroom learning in their lives and in their chosen field of inquiry

Learning Outcomes

● To critically reflect on the history of the disciplines of Sociology and Anthropology
● To develop an understanding of the relationship between sociology and anthropology especially in relation to methods of inquiry.
● To build a disciplinary foundation for further understanding and application at the micro and macro levels.
● To develop the ability to apply the learnings to everyday worlds

Sr. No	Course Code	Title	Credits	Lectures
1	UH-FSOC-101	Introduction to Sociology and Social Anthropology Paper I	3	48

I. Introduction to Sociology

1.1 Genealogies and histories of Sociology

1.2 Developing a sociological imagination, outlook and consciousness

1.3 Thinking theoretically

1.4 Method and practice in Sociology

2. Society

2.1 Sociality: What makes us social

2.2 Becoming social: Rethinking socialisation practices

2.3   Institutional systems

2.4   Structures of power regimes

3. Introduction to Anthropology

3.1   Colonialism and anthropology
3.2   Comparative method
3.3   Ethnographic fieldwork
3.4   Changing sites: tribe, village, caste, multiple sites

4. Culture

4.1 Understanding Culture: Contested discourses
4.2 Ideology as Culture/ Culture as Ideology
4.3 Cultures and Countercultures / Hegemony and Resistance
4.4 Popular Culture

READINGS

Brown, N., McIlwraith, T., & Tubelle de Gonzalez, L. (Eds.). (2020). *Perspectives: An Open Introduction to Cultural Anthropology (2nd Ed.)*.   Arlington, VA: American Anthropological Association.

Eller, J.D. (2016). *Cultural Anthropology: Global Forces, Local Lives (3rd Ed.)*. London & New York: Routledge.

Giddens, A and Sutton, P. (2013). Sociology. New Delhi: John Wiley and Sons.

Judge,Paramjit. 2015. Dalit Culture and Identity Valorisation and Reconstruction of Tradition among the Chamars in Punjab. *Economic and Political Weekly* L(34)

Macionis , John and Plummer John, (2008) Sociology : A Global Introduction (4th edit ion)Prentice Hall

Sukumar,N. (2015). Why Beef was Banished from My Kitchen. *Economic and Political Weekly* 50(17).

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links available on epgpathshala http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33. Self learning will be followed by class discussion

1.1 .Genealogies and Histories of Sociology

P01 Classical Sociological Theory

M05 Debate: Classics, Canons and Founders: A View from the North and the South

3.1 Ethnographic Fieldwork

P03 Methodology of Research in Sociology

M25 Immersion in the Field and Thick Description

Critical Issues in Sociology

Objectives:

- To impart an understanding of social institutions and social processes
- To bring perspectives of those on the social and cultural margins
- To understand the multi-layered nature of social exclusions.
- To develop sharper application of knowledge to understanding inequalities and addressing them

Learning Outcome

- A deeper understanding of discriminatory social processes and social practices
- An understanding of the range and depth of identity based exclusions and marginalisation
- To grasp the importance and contribution of social movements to knowledge making
- To apply the learnings in a transformative manner to their own lives

Sr. No	Course Code	Title	Credits	Lectures
1	UH-FSOC-201	Critical Issues In Sociology – Paper II	3	48

1. Caste

1.1 Understanding caste

1.2 Caste, Gender and Patriarchy

1.3 Anti caste Movements

1.4 Caste Today: From Hierarchy to Identity

2. Genders

2.1 Biology, Body and Gender

2.2 Patriarchal Structures and Gender regimes

2.3 Theorising from movements

2.4 Intersectional feminism

3. Race and Ethnicity

3.1 Evolution and Eugenics
3.2 Colonialism and Imperialism
3.3 Geography and Race
3.4 Land and Ethnicity

4. Religion

4.1   Structure of religion
4.2 Religion in India: Perspective of Ambedkar and Gandhi
4.3 Secularism
4.4 Communalism

READINGS

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Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review, 43*(6), 1241-1299. doi:10.2307/1229039

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Hannah Arendt. "We Refugees." Altogether Elsewhere: Writers on Exile. Ed. Marc Robinson. Boston/London: Faber and Faber, 1994. 110-19. Print.

 John, Mary (Ed) 2008. Women's Studies in India: A Reader. Penguin Books

Kumar, A. (2019). Radical Equality: Ambedkar, Gandhi and the Risk of Democracy. Navayana.

Pilcher, Jane and Whelahan, Imelda. 2005. Fifty key concepts in gender studies. Sage publications: New Delhi

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Shah, Chayanika, R. Merchant, S. Mahajan and S. Nevatia. 2015. *No outlaws in the Gender galaxy*. New Delhi: Zubaan.

Stryker and Whittle (Ed.) 2006. The Transgender Studies Reader. Routledge

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Self Learning Component

The following topics will be covered by the students through lectures, readings and video links available on epgpathshala http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33.

Self learning will be followed by class discussion.

1.3 **Caste, Gender and Patriarchy**

Paper P10 Sociology of Genders

M 18 Gender and Caste

Gender and Caste, panel discussion on gender and caste by Uma Chakravarti https://www.youtube.com/watch?v=rOKDTXgr1BM

2.4 Intersectional Feminism

P10 Sociology of Genders

M11 Theory of Intersectionality

3.1 Structure of Religion

P12 Religion and Society

M03 Anthropological Approaches to the Study of Ritual and Belief in Non-Western Societies

3.4 Land and ethnicity

P04 Sociology of India

M 37 Conceptualising Ethnicity in India