



Bhiwapur Mahavidyalaya
Programme/ Course Objectives and Outcomes
Post – Graduate Departments of Economics, Political Science & Sociology

Academic Session – 2018-2019

Post Graduate

MA	S. No	Name of the Subject	Page No
Economics	1	Core	
		a. 1T1 - Micro Economic Analysis I	
		b. 1T2 - Macro Economic Analysis I	
		Electives	
		Group A	
		a. 1T3 - Statistics for Economics - I	
		b. 1T4 - Indian Economic Policy I	
		c. 1T5 - Economics of Infrastructure	
		d. 1T6 - Trade Cycle	
		e. 1T7 - Regional Economics	
		Group B	
		a. 1T8 - Mathematical Economics-I	
		b. 1T9 - Industrial Economics – I	
		c. 1T10- Public Economics - I	
		d. 1T11-Economics of Education and Health	
e. 1T12- Human Development			
Political Science	3	M.A. I SEMESTER – I CORE POL	
		1T1 - Modern Indian Political Thought	
		1T2 - Indian Government and Politics	
		1T3 - Modern Political Ideologies	
		ELECTIVE (Choose any ONE from the following elective papers)	
		1T4.1 - Politics of Developing Countries	
		1T4.2 - Fundamentals of Foreign Policy	
		1T4.3 - International Law	
		1T4.4 - Theory and Practice of Diplomacy	
		SEMESTER – II CORE POL	
		2T1 - Comparative Politics	
		2T2 - Western Political Thought	
		2T3 - International Relations	
		ELECTIVE (Choose any ONE from the following elective papers)	
		2T4.1 - Political Sociology	
		POL 2T4.2 - Political Anthropology	
		2T4.3 - Western Political Theory	
		2T4.4 - South Asian Political System (With reference to Pakistan, Bangladesh, Sri Lanka & Nepal)	
		M.A. II SEMESTER - III CORE POL	
		3T1 - Research Methodology	
		3T2 - Public Administration	
		(7) ELECTIVES (Choose any ONE from the following elective papers)	
		3T3.1 - Politics of Maharashtra	
3T3.2 - Ancient Indian Political Thought			
3T3.3 - Electoral Politics in India			
3T3.4 - Globalization and its Impact on India			

		FOUNDATION COURSE (ONLY For the students of disciplines other than Political Science)	
		3T4.1 - Political Science: Ideas and Concepts (Students of Political Science who do not wish to offer foundation course from other disciplines can choose any ONE paper from the following as foundation course)	
		3T4.2 - India and the World	
		3T4.3 - Local Self- Government	
		3T4.4 - Major Issues in Contemporary Politics	
		SEMESTER - IV CORE POL	
		POL 4T1 - State Politics in India	
		4T2 - Indian Administration	
		ELECTIVES (Choose any ONE from the following elective papers)	
		4T3.1 - Pressure Groups and Social Movements	
		POL 4T3.2 - Reservation Policy in India	
		4T3.3 - International Human Rights- Problems and Prospects	
		4T3.4 - Public Policy in India	
		FOUNDATION COURSE (To be opted by students of disciplines other than Political Science)	
		4T4.1- Indian Constitution and Its Working (Students of political science who do not wish to offer foundation course from other disciplines can choose any ONE elective paper from the following as foundation course)	
		4T4.2 - International Organizations	
		POL 4T4.3 - Development Administration	
		4T4.4 - Human Rights and Indian Constitution	
Sociology	3	Core	
		Soc 01- Classical Sociological Thinking	
		Soc 02- Methodology of Social Research	
		Optional Papers – Any One from the Group	
		A-1 Soc 03- Rural Society in India: Problems and Development	
		A-2 Soc 04- Urban Society in India	
		OR	
		A-3 Soc 03- Sociology of Religion	
		A-4 Soc 04- Sociology of Social Movements	
		OR	
		A-5 Soc 03- Gender and Society	
		A-6 Soc 04- Criminology	
		OR	
A-7 Soc 03- Sociology of Aging			
A-8 Soc 04- Sociology of Health and Medicine			

Bhiwapur Mahavidyalaya, Bhiwapur
Department of Economics, PG Programme
Course Objectives and Outcomes
M.A. Part – I: Semester – I (Elective Course – Group A)
Academic Session 2018-19

EC – 02: Indian Economic Policy – I, Semester – I (Elective Course – Group A)

Objectives-

- Explain the Nature of Indian Economy
- Explain the Infrastructure and Human Development in Economy
- Explain the Objectives and strategy of planning and Five Year Plan
- Details Explain the Various Factor of Agricultural Sector

Course Outcomes –

- CO1.Demonstrate knowledge of Indian Economy
CO2.Students Gain the Knowledge of Infrastructure and Human Development in Economy
CO3.Students learnt about the Knowledge of Planing
CO4.Students Gain the Knowledge of Agricultural Sector

CC- 02: Macro Economic Analysis – I, Semester-I (Core Course)

Objectives -

- To develop preliminary knowledge of National Income and Social Accounts
- To provide orderly and objective Theory of Employment
- To introduce the Function of Multiplier
- Develop the ability to explain Supply of Money

Course Outcomes –

Students will be able to:

- CO1.Students learnt preliminary knowledge of National Income and Social Accounts
CO2.The Knowledge gained Multiplier and Investment Function
CO3.Students learnt about the Supply of Money

CC- 01: Micro Economic Analysis – I, Semester-I (Core Course)

Objectives-

- Explain Demand Theory
- Explain Consumer Behaviour Theory
- Discuss and explain the Theory of Production and Cost
- Explain Market Structure and Revenue Curves

Course Outcomes –

Students will be able to:

- CO1. Demonstrate knowledge of Demand Theory
CO2. Students learned about the knowledge of Consumer Behaviour Theory
CO3.Apply economic theory in the Production and Cost
CO4.Students learnt about the Structure of Market and Revenue Curves

EC – 08: Public Economics- I, Semester – I (Elective Course – Group B)

Objectives-

- Introduction Role of Government in Monetary and Fiscal Policies
- Explain Private and public mechanism for allocating resources
- Explain and discuss Rational for Public Policy
- Explain the Role of Government in Budget and Revenue

Course Outcomes –

Students will be able to:

- CO1.Demonstrate knowledge of Role of Government in Monetary and Fiscal Policies
- CO2.Write assignments that are Private and public mechanism for allocating resources
- CO3.Apply economic theory in the Rational for Public Policy
- CO4.Students learnt about the Role of Government in Budget and Revenue

EC – 12: Indian Economic Policy – II, Semester - II (Elective Course – Group C)

Objectives-

- Analysis of Industrial Sector
- Analysis of External Sector
- Explain the importance of Financial Sector
- Write a note on Economic Reforms Economic reforms in India

Course Outcomes –

Students will be able to:

- CO1. Demonstrate knowledge of Industrial Sector
- CO2.Write assignments that are External Sector
- CO3.Apply economic theory in the Financial Sector
- CO4.Students learnt about Economic Reforms Economic reforms in India

CC- 02: Macro Economic Analysis – II, Semester-II (Core Course)

Module 5 : Demand for Money

Classical approach to Demand for Money: Quantity theory of Money, Cambridge Quantity theory, derivation of LM Curve, Modern approach to Demand for Money: Keynes Quantity Theory of Money, Baumol Model of money Demand (Inventory Approach), Tobins Model of money demand (Portfolio Balance), Patinkins Monetary model (real balance Effect), Friedman’s modern Quantity Theory of Money(Wealth Theory)

Module 6 : Interest Theories Rate of Interest :

Classical, Neoclassical (Loanable Fund Theory of interest), Keynesian Theory of Interest, Liquidity Trap, Relative effectiveness of monetary & fiscal policies, Interest rates and price expectations – Nominal and real interest rates, Inflationary expectations and interest rates. Wage Flexibility: Keynes and Pigou effect

Module 7 : Theories of Inflation Theories of Inflation :

Meaning and Types, Inflationary Gap : Convergent and Divergent Inflationary Gaps, Theories of Inflation : Demand Pull, Cost Push and Mixed Inflation, Effects of Inflation, Inflation in Developing

Economies - Inflation and Economic Growth, Short run and long run Phillips Curve, Tobins modified Phillips Curve, Adaptive Expectations and rational expectations polices to control Inflation

Module 8 : Trade Cycles and Financial markets

Theories of business Cycle :Acceleration Principle and Business Cycle, Samuelson model and Super Multiplier, Monetary Theory of trade Cycle (Hawtrey) and Monetary Overinvestment Theory (Hayek), Hicks theory of Trade Cycle and Kaldor Model of trade Cycle Markets :Money Market – Characteristics and Constituents, Capital Market – Instruments and institutions of money and capital markets

CC- 03: Micro Economic Analysis – II , Semester-II (Core Course)

Objectives-

- Explain Price Determination under Monopoly and Monopolistic Competition
- Explain Price Determination under Oligopoly
- Explain Theory of Distribution
- Explain the Theory of Welfare Economics

Course Outcomes –

- CO1.Demonstrate knowledge of Price Determination under Monopoly and Monopolistic
- CO2.Write assignments that are Price Determination under Oligopoly
- CO3.Students Learned Theory of Distribution
- CO4.Students learnt about the Theory of Welfare Economics

EC – 18: Public Economics-II , Semester - II (Elective Course – Group D)

Objectives-

- Explain the theory of Taxation
- Importance of Public Expenditure in Economy
- Discuss and Explain Concept & Type of Public Debt
- Explain and Importance of Fiscal Policy

Course Outcomes –

Students will be able to:

- CO1.Demonstrate knowledge of theory of Taxation
- CO2.Students Learned about Public Expenditure in Economy
- CO3.Apply economic theory in the Concept & Type of Public Debt
- CO4.Students learnt about the Importance of Fiscal Policy

CC- 05: Economic Growth, Development and Planning – I, Semester- III (Core Course)

Objectives-

- Explain the Concepts of Economic development
- Explain Various Issues in Economic Development and Growth
- Discuss Theories of Economic Development - I.
- Explain the Theories of Economic Development– II

Course Outcomes –

Students will be able to:

CO1.Demonstrate knowledge of Concepts of Economic development

CO2.Students Gained Issues in Economic Development and Growth

CO3.Apply economic theory in the Economic Development - I.

CO4.Students learnt about the Theories of Economic Development– II

CC- 06: International Trade and Finance-I, Semester- III (Core Course)

Objectives –

- To develop preliminary knowledge of Classical Theory of economic
- To provide orderly and objective of Neo-classical Theory
- To introduce the essential Basic principles of trade and their distribution
- Explain concept of Trade and Growth

Course Outcomes –

Students will be able to:

CO1.Students learnt preliminary knowledge of Classical Theory of economic

CO2.The students have learned the knowledge of Neo-classical Theory

CO3.The Knowledge gained of trade and their distribution

CO4.Students learnt about concept of Trade and Growth

EC- 23: Labour Economics, III (Elective Course - Group E)

Objectives-

- Introduction Labour Markets
- Explain Employment and developing relationship
- Discuss theory of Wage Determination
- Explain Concept, Scope of Industrial Relations

Course Outcomes –

Students will be able to:

CO1.Demonstrate knowledge of Labour Markets

CO2.Write assignments that are Employment and developing relationship

CO3.Apply economic theory in the Wage Determination

CO4.Students learnt about the Concept, Scope of Industrial Relations

EC-22: Research Methodology- I, Semester- III (Elective Course - Group E)

Objectives-

- Explain Meaning, Characteristics of Research
- Explain Meaning of Research Methodology
- Identify and discuss the key concepts Research Design and Sample Design
- Explain the Methods and Techniques of Data Collection

Course Outcomes –

Students will be able to:

CO1.Demonstrate knowledge Research

CO2.Write assignments that are Research Methodology

CO3.Apply economic theory in the Monopoly and Imperfect Competition

CO4.Students learnt about the Methods and Techniques of Data Collection

CC- 07: Economic Growth, Development and Planning – II , Semester-IV (Core Course)

Objectives-

- Explain the Domestic Measures for Economic Development
- Explain Entrepreneurship and Economic Development
- Discuss the Problems of Development Planning
- Explain the Problem of Public Sector in India

Course Outcomes –

Students will be able to:

- CO1.Demonstrate knowledge of Domestic Measures for Economic Development **Module**
CO2.Write assignments that are Entrepreneurship and Economic Development
CO3.Apply economic theory in the Problems of Development Planning
CO4.Students learnt about the Problem of Public Sector in India

CC- 08: International Trade and Finance- II, Semester-IV (Core Course)

Objectives –

- To develop preliminary knowledge of Trade Restrictions
- To provide orderly and objective of Non-Tariff Trade Barriers
- Explain the Concept of Economic Integration
- Develop the ability to explain core economic Trade Policy and Developing Countries

Course Outcomes –

Students will be able to:

- CO1.Students learnt preliminary knowledge of Trade Restrictions
CO2.The students have learned the knowledge of Non-Tariff Trade Barriers
CO3.The Knowledge gained Economic Integration
CO4.Students learnt about the Trade Policy and Developing Countries

EC- 30: Research Methodology- II, Semester-IV (Elective Course- Group F)

Objectives-

- Explain the Data Processing and Statistical Analysis
- Explain Testing of Hypothesis
- Discuss and Explain the key concepts of Research Report
- Explain the Ethics and Modern practices in Research

Course Outcomes –

Students will be able to:

- CO1.Demonstrate knowledge of Data Processing and Statistical Analysis

CO2.Students Learned Testing of Hypothesis
CO3.Apply economic theory in the concepts of Research Report
CO4.Students learnt about the Ethics and Modern practices in Research

OP – 32: Rural Development, Semester – IV (Elective Course- Group F)

Objectives-

- Explain the Nature and Scope of Rural Development
- Explain Rural Development Programmes
- Discuss the Approach of Rural Economy
- Explain Rural Financial structure - Rural money markets

Course Outcomes –

Students will be able to:

CO1.Demonstrate knowledge of Rural Development
CO2.Write assignments that are coherent, Rural Development Programmes
CO3.Students Learned the Approach of Rural Economy
CO4.Students learnt about the Rural Financial structure - Rural money markets

Bhiwapur Mahavidyalaya, Bhiwapur
Department of Political Science, (Post Graduate)
Academic Session- 2018-2019
Programme outcome

STUDENTS WILL BE:

- Familiarized with the different dimensions and the contemporary relevance of different concepts and theories, which would be applied in studying other papers.
- Shaped as citizens who are aware of the ideals and philosophies of the Indian Constitution, Constitutional rights and duties, governmental institutions, centre - state relations and electoral politics in India.
- Made conscious of the social, cultural, economic and political environment that affect politics in India, at the National as well as regional level.
- A clear understanding of the evidence collected from Historical Sources.
- The expected outcome of the paper is to familiarize students with the workings and functioning of International Organizations, especially the United Nations and enable them to understand the different issues taken up by the UN.
- Students will be shaped as citizens who are aware of the ideals and philosophies of the Indian Constitution, Constitutional rights and duties, governmental institutions, center - state relations and electoral politics in India. Students will also be made conscious of the social, cultural, economic and political environment that affects politics in India, at the national as well as regional level.

PROGRAMME SPECIFIC OUTCOME

- Acquainted with the diverse political systems especially the developed countries including China and Switzerland.
- Sensitized with the sensitive peripheral state of India with special reference to Northeast India.
- Familiarized with the problems and prospects of rural development of India.
Understand the cultural, social, political, economic and constitutional environment as a historical perspective of Indian administration

Bhiwapur Mahavidyalaya, Bhiwapur
Department of Sociology, (Post Graduate)
Academic Session- 2018-2019
Programme outcome
M. A. I Semester I

Paper I Classical Sociological Thinking

Unit - I Rise and Development of Sociology and Sociological Theory:

Objective – A) To Make Students Aware about the Social, Economics and Political in the Development of Sociology and Social Theory

B) To Make Students Aware about Intellectual and Philosophical Forces in the Development of Sociology and Sociological Theory

Outcomes – A) Student Understood the concept of about the Social, Economics and Political in the Development of Sociology and Social Theory

B) Student Understood the concept of about Intellectual and Philosophical Forces in the Development of Sociology and Sociological Theory

Unit - II August Comte

Objective – A) To Make Students aware about A Hierarchy of Sciences, Positivism.

B) To Make Students aware about Social Statics and Dynamics, Laws of three Stages

Outcomes – A) Student Understood the concept of A Hierarchy of Sciences, Positivism.

B) Student Understood the concept of Social Statics and Dynamics, Laws of three Stages

Unit - III Herbart Spencer

Objective - To Make Students know in details about Social Evolution, Organic Analogy, Military and Industrial Society.

Outcomes – Student Understood the concept of Social Evolution, Organic Analogy, Military and Industrial Society.

Unit - IV Emile Durkheim:

Objective – A) To Make Students Aware about Social Facts: Its Characteristics and Importance

B) To Make Students Aware about Division of Labour: Its Causes and Functions, Mechanical and organic Solidarity.

C) To Make Students Aware about Religion: Sacred and Profane elements in the Context of Religion

D) To Make Students Aware about Suicide: Statistics on Suicide, Causes and types of Suicide in Society.

Outcomes – A) Student Understood the concept of Social Facts: Its Characteristics and Importance

- B) Student Understood the concept of Labour: Its Causes and Functions, Mechanical and organic Solidarity.
- C) Student Understood the concept of Religion: Sacred and Profane elements in the Context of Religion
- D) Student Understood the concept of Suicide: Statistics on Suicide, Causes and types of Suicide in Society.

Paper II Quantitative Methods in Social Research

Unit - I Understanding Social Research

- Objective –
- A) To Make Students aware about Meaning and nature of Social research ethic and plagiarism
 - B) To Make Students aware about Formulation of problem in social research, social survey and social research, research review and research gap.
 - C) To Make Students aware about References and citation in social research: APA, MLA etc.

- Outcomes –
- A) Student Understood the concept of Meaning and nature of Social research ethic and plagiarism
 - B) Student Understood the concept of Formulation of problem in social research, social survey and social research, research review and research gap.
 - C) Student Understood the concept of References and citation in social research: APA, MLA etc.

Unit - II Quantitative Social Research:

- Objective –
- A) To Make Students aware about Objectives and hypotheses.
 - B) To Make Students aware about Exploratory, descriptive, diagnostic and experimental designs.
 - C) To Make Students aware about Sampling methods: Techniques and types.

- Outcomes –
- A) Student Understood the concept of Objectives and hypotheses.
 - B) Student Understood the concept of Exploratory, descriptive, diagnostic and experimental designs.
 - C) Student Understood the concept of Sampling methods: Techniques and types.

Unit - III Methods of Data Collection in Quantitative Research:

- Objective –
- A) To Make Students aware about Questionnaire: Open and close ended questions, merits and demerits of questionnaire.
 - B) To Make Students aware about Structured interview: its merits and demerits.
 - C) To Make Students aware about Content analysis.

- Outcomes –
- A) Student Understood the concept of Questionnaire: Open and close ended questions, merits and demerits of questionnaire.
 - B) Student Understood the concept of Structured interview: its merits and demerits.
 - C) Student Understood the concept of Content analysis.

Unit - IV Analysis and Interpretation of Data in Quantitative Research:

Objective – A) To Make Students aware about Use of SPSS in Calculation of Central Tendencies, Standard deviation and Correlations.

B) To Make Students aware about Issues in the presentation and interpretation of quantitative data.

C) To Make Students aware about testing of hypothesis.

Outcomes – A) Student Understood the concept of Use of SPSS in Calculation of Central Tendencies, Standard deviation and Correlations.

B) Student Understood the concept of Issues in the presentation and interpretation of quantitative data.

C) Student Understood the concept of testing of hypothesis.

Paper III Sociology of Social Movements:

Unit - I Understanding Social Movements:

Objective – A) To Make Students aware about Defining Features and Types of Social Movements, viz. Reform, Revival, Revolutionary, Protest, Counter Movements.

B) To Make Students aware about Theories of Social movement: Relative deprivation theory, structural strain theory, resource mobilization theory and political process theory.

Outcomes – A) Student Understood the concept of Defining Features and Types of Social Movements, viz. Reform, Revival, Revolutionary, Protest, Counter Movements.

B) Student Understood the concept of Social movement: Relative deprivation theory, structural strain theory, resource mobilization theory and political process theory.

Unit - II Social Movements and Social Transformation:

Objective – A) To Make Students aware about Bases of Social Movement: Cast, Class, Gender, Religion and Ethnicity.

B) To Make Students aware about Theories of Issues in Social Movement: social structure and social movement, identity, culture and social movement, socio-economic and political interests.

Outcomes – A) Student Understood the concept of Bases of Social Movement: Cast, Class, Gender, Religion and Ethnicity.

B) Student Understood the concept of Theories of Issues in Social Movement: social structure and social movement, identity, culture and social movement, socio - economic and political interests.

Unit - III Scenario of Social Movement in India:

Objective – A) To Make Students aware about Leadership and organizations in social movements

B) To Make Students aware about Ideology in social movements: Types of ideology and social movements, ideology guiding movement and creating unrest

Outcomes – A) Student Understood the concept of Leadership and organizations in social

movements

- B) Student Understood the concept of Theories of Ideology in social movements:
Types of ideology and social movements, ideology guiding movement and creating unrest

Unit - IV Social Movements in the Contemporary Times:

Objective – A) To Make Students aware about Media and social movement, democracy and social movement.

B) To Make Students aware about Diffusion, absorption and fragmentation of social movement.

C) To Make Students aware about Counter movement and social transformation.

Outcomes – A) Student Understood the concept of Media and social movement, democracy and social movement.

B) Student Understood the concept of Diffusion, absorption and fragmentation of social movement.

C) Student Understood the concept of Counter movement and social transformation.

Paper IV (B) Social Problems In Contemporary India

Unit - I Understanding Social Problems:

Objective – A) To Make Students aware about Nature, definition and types of social problems.

B) To Make Students aware about Social structure as a basic source of social problem.

C) To Make Students aware about Approaches to social problems: Functional approach (anomie, social pathology, deviant behaviour, and social disorganization) conflict approach (deprivation, exploitation, inequality, oppression)

Outcomes – A) Student Understood the concept of Nature, definition and types of social problems.

B) Student Understood the concept of Social structure as a basic source of social problem.

C) Student Understood the concept of Approaches to social problems : Functional approach (anomie, social pathology, deviant behaviour, and social disorganization) conflict approach (deprivation, exploitation, inequality, oppression)

Unit - II Problem of inequality:

Objective – A) To Make Students aware about Poverty; Corporate capitalism, distribution of poverty and its elimination

B) To Make Students aware about Casteism and atrocities; Unequal distribution of power, oppression and discrimination, caste struggle and atrocities inclusive policy: Political Reservations and reservation in education and Government Services, SC & OBC Commission, Atrocity Act.

C) To Make Students aware about Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and

gender sensitization.

- Outcomes – A) Student Understood the concept of Poverty; Corporate capitalism, distribution of poverty and its elimination
- B) Student Understood the concept of Casteism and atrocities; Unequal distribution of power, oppression and discrimination, caste struggle and atrocities inclusive policy: Political Reservations and reservation in education and Government Services, SC & OBC Commission, Atrocity Act.
- C) Student Understood the concept of Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and gender sensitization.

Unit - III Population, Space and Social problems:

- Objective – A) To Make Students aware about Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socioeconomic and political problem, rapid modernization and use of technology.
- B) To Make Students aware about Environment, social problems and solutions to social problems
- C) To Make Students aware about Development induced displacement and rehabilitation.

- Outcomes – A) Student Understood the concept of Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socioeconomic and political problem, rapid modernization and use of technology.
- B) Student Understood the concept of Environment, social problems and solutions to social problems
- C) Student Understood the concept of Development induced displacement and rehabilitation.

Unit - IV Social Structure, Deviance and Social Problem:

- Objective – A) To Make Students aware about Crime and delinquency; Categories of Crime (traditional, victimless crime, White-collar crime, corporate, political and organized crime); social structure and crime; formal and informal means to control crime in society.
- B) To Make Students aware about Riots: regionalism, religious fundamentalism, casteism, socio-cultural conflicts, economic and political interests & riots; Values: Secular, democratic, tolerant, just eco-social, etc.

- Outcomes – A) Student Understood the concept of Crime and delinquency; Categories of Crime (traditional, victimless crime, White-collar crime, corporate, political and organized crime); social structure and crime; formal and informal means to control crime in society.
- B) Student Understood the concept of Riots: regionalism, religious fundamentalism, casteism, socio-cultural conflicts, economic and political interests & riots; Values: Secular, democratic, tolerant, just eco-social, etc.

M. A. I Semester II

Paper I Classical Theoretical Foundations

Unit - I Karl Marx:

- Objective – A) To Make Students Aware about Class Formation and Class Struggle.
B) To Make Students aware about Dialectical Materialism and the Theory of Social Change
C) To Make Students aware about Alienation, Surplus Value and Exploitation.
- Outcomes – A) Student Understood the concept of Class Formation and Class Struggle.
B) Student Understood the concept of Dialectical Materialism and the Theory of Social Change.
C) Student Understood the concept of Alienation, Surplus Value and Exploitation.

Unit - II Max Weber:

- Objective – A) To Make Students Aware about Social Action: Theory and Types of Social Action.
B) To Make Students aware about Protestant Ethic in the Emergence of Modern Capitalism.
C) To Make Students aware about Bureaucracy, Authority and Ideal Types.
- Outcomes – A) Student Understood the concept of Social Action: Theory and Types of Social Action.
B) Student Understood the concept of Protestant Ethic in the Emergence of Modern Capitalism.
C) Student Understood the concept of Bureaucracy, Authority and Ideal Types.

Unit - III Vilfredo Pareto:

- Objective – A) To Make Students Aware about Logical and Non-Logical Actions
B) To Make Students aware about Residues and Derivation.
C) To Make Students aware about Circulation of Elites.
- Outcomes – A) Student Understood the concept of Logical and Non-Logical Actions.
B) Student Understood the concept of Residues and Derivation.
C) Student Understood the concept of Circulation of Elites.

Unit - IV George Simmel:

- Objective – A) To Make Students Aware about Concept of Individual and Society.
B) To Make Students aware about Social Interaction: Forms and Types.
C) To Make Students aware about Subjective and Objective Culture.
- Outcomes – A) Student Understood the concept of Concept of Individual and Society.
B) Student Understood the concept of Social Interaction: Forms and Types.
C) Student Understood the concept of Subjective and Objective Culture.

Paper II Qualitative Methods in Social Research:

Unit - I Qualitative Research:

- Objective – A) To Make Students Aware about Difference between Quantitative and Qualitative Research

- B) To Make Students aware about Ethics in qualitative research.
- C) To Make Students aware about research questions: Types, sensitizing concept and concept map.

Outcomes – A) Student Understood the concept of Difference between Quantitative and Qualitative Research

- B) Student Understood the concept of Ethics in qualitative research.
- C) Student Understood the concept of research questions: Types, sensitizing concept and concept map.

Unit - II Research Designs in Qualitative Research:

Objective – A) To Make Students Aware about Construction of Research Design: Components, Linear and Circular Process.

- B) To Make Students aware about Case Studies, Comparative Studies, Retrospective Studies
- C) To Make Students aware about Snapshot and Longitudinal studies.

Outcomes – A) Student Understood the concept of Construction of Research Design: Components, Linear and Circular Process.

- B) Student Understood the concept of Case Studies, Comparative Studies, Retrospective Studies
- C) Student Understood the concept of Snapshot and Longitudinal studies.

Unit - III Sampling and Data Collection:

Objective – A) To Make Students Aware about Theoretical sampling, Purposive and Focus Groups

- B) To Make Students aware about Interviews: Focused, Semi-Standardized, Problem- centered, Expert and Ethnographic
- C) To Make Students aware about Narratives: Narrative Interviews, Episodic Interviews.

Outcomes – A) Student Understood the concept of Theoretical sampling, Purposive and Focus Groups

- B) Student Understood the concept of Interviews: Focused, Semi-Standardized, Problem- centered, Expert and Ethnographic
- C) Student Understood the concept of Narratives: Narrative Interviews, Episodic Interviews.

Unit - IV Analysis and Interpretation:

Objective – A) To Make Students Aware about Documentation: Transcription, coding –types and content analysis.

- B) To Make Students aware about Data analysis: techniques and tools, Atalas-ti, NVivo
- C) To Make Students aware about Issues in presenting, analysing and content analysis.

Outcomes – A) Student Understood the concept of Documentation: Transcription, coding – types and content analysis.

- B) Student Understood the concept of about Data analysis: techniques and tools, Atalas-ti, NVivo
- C) Student Understood the concept of Issues in presenting, analysing and content

analysis.

Paper III: Social Movements In India

Unit - I Understanding Social Movements In India:

Objective – A) To Make Students Aware about History and Origin of Social Movements
B) To Make Students aware about Causes and Consequences of Social Movements
C) To Make Students aware about Caste and Social Movements in India.

Outcomes – A) Student Understood the concept of History and Origin of Social Movements
B) Student Understood the concept of Causes and Consequences of Social Movements
C) Student Understood the concept of Caste and Social Movements in India.

Unit - II Traditional and Social Movements:

Objective – A) To Make Students Aware about Peasant and Tribal Movements
B) To Make Students aware about Trade Union and Nationalized Movements

Outcomes – A) Student Understood the concept Peasant and Tribal Movements
B) Student Understood the concept of Trade Union and Nationalized Movements

Unit - III New Social Movements:

Objective – A) To Make Students Aware about Dalit and Ethnic Movements
B) To Make Students aware about Women Movements
C) To Make Students aware about Ecological and Environmental Movements

Outcomes – A) Student Understood the concept of Dalit and Ethnic Movements
B) Student Understood the concept of Women Movements
C) Student Understood the concept of Ecological and Environmental Movements

Unit -IV Consequences of Social Movements:

Objective – A) To Make Students Aware about Social Movements, State and Civil Society
B) To Make Students aware about Social Movements, Social Change and Development.

Outcomes – A) Student Understood the concept of Social Movements, State and Civil Society
B) Student Understood the concept of Social Movements, Social Change and Development.

Paper IV: Industry And In India

Unit-I The Concept of Industry as an Organization:

Objective – A) To Make Students Aware about Formal and informal organization.
B) To Make Students aware about Structure and functions of formal and informal organizations.

Outcomes – A) Student Understood the concept of about Formal and informal organization.
B) Student Understood the concept of Structure and functions of formal and informal organizations.

Unit - II Industry as a Social System:

- Objective – A) To Make Students Aware about Industrial relations.
B) To Make Students aware about Industrial conflict.
C) To Make Students aware about Resolution of conflict: Conciliation, Arbitration, adjudication and collective bargaining.

- Outcomes – A) Student Understood the concept of Industrial relations.
B) Student Understood the concept of Industrial conflict.
C) Student Understood the concept of Resolution of conflict: Conciliation, Arbitration, adjudication and collective bargaining.

Unit - III Work in Industry:

- Objective – A) To Make Students Aware about Work and technology: Impact of automation on labour
B) To Make Students aware about Work culture and work ethics
C) To Make Students aware about Human relations at work.

- Outcomes – A) Student Understood the concept of Work and technology: Impact of automation on labour
B) Student Understood the concept of Work culture and work ethics
C) Student Understood the concept of Human relations at work.

Unit- I V Industry and Society :

- Objective – A) To Make Students Aware about Impact of industry on family, religion and casts
B) To Make Students aware about Impact of industry on occupational structure of society
C) To Make Students aware about Industrialization and Environmental problems

- Outcomes – A) Student Understood the concept of Impact of industry on family, religion and casts
B) Student Understood the concept of Impact of industry on occupational structure of society
C) Student Understood the concept of Industrialization and Environmental problems

**SEMESTER: III
CORE PAPERS
PAPER – 3T1
ORIENTATIONS IN SOCIOLOGICAL THEORY**

Unit 1. Structuralism:

- Objectives** - A. To Make Students Aware about A.R. Radcliffe-Brown
B. To Make Students Aware about Levi-Strauss

- Outcomes** – A. Student Understood the concept of A.R. Radcliffe-Brown
B. Student Understood the concept of Levi-Strauss

Unit 2. Functionalism:

- Objectives** - A. To Make Students Aware about Bronislaw Malinowski

- B. To Make Students Aware about Robert K. Merton
 - C. To Make Students Aware about Talcott Parsons
- Outcomes** – A. Student Understood the concept of Bronislaw Malinowski
 B. Student Understood the concept of Robert K. Merton
 C. Student Understood the concept of Talcott Parsons

Unit 3. Conflict Theory:

- Objectives** - A. To Make Students Aware about Ralf Dahrendorf
 B. To Make Students Aware about Lewis Coser

- Outcomes** – A. Student Understood the concept of Ralf Dahrendorf
 B. Student Understood the concept of Lewis Coser

Unit 4. Phenomenology and Ethnomethodology:

- Objectives** - A. To Make Students Aware about Phenomenology: Alfred Schutz and Peter Berger
 B. To Make Students Aware about Ethnomethodology: Harold Garfinkel and Erving Goffman

- Outcomes** – A. Student Understood the concept of Phenomenology: Alfred Schutz and Peter Berger
 B. Student Understood the concept of Ethnomethodology: Harold Garfinkel and Erving Goffman

PAPER – 3T2

SOCIOLOGY OF CHANGE AND DEVELOPMENT

Unit 1. Understanding Social Change:

- Objectives** - A. To Make Students Aware about Related concepts of social change: evolution, progress, growth, development and transformation
 B. To Make Students Aware about Theories of social change: socio-psychological and conflict theories
 C. To Make Students Aware about Factors of social change: demographic, economic, religious, bio-tech, info-tech and media
- Outcomes** – A. Student Understood the concept of Related concepts of social change: evolution, progress, growth, development and transformation
 B. Student Understood the concept of Theories of social change: socio-psychological and conflict theories
 C. Student Understood the concept of Factors of social change: demographic, economic, religious, bio-tech, info-tech and media

Unit 2. Processes of Social Change in Contemporary India:

- Objectives** - A. To Make Students Aware about Sanskritization and Westernization
 B. To Make Students Aware about Modernization and Secularization
 C. To Make Students Aware about Industrialization, Migration and Urbanization

- Outcomes** – A. Student Understood the concept of Sanskritization and Westernization
 B. Student Understood the concept of Modernization and Secularization
 C. Student Understood the concept of Industrialization, Migration and Urbanization

Unit 3. Approaches to Development:

- Objectives** - A. To Make Students Aware about Modernization approach
 B. To Make Students Aware about Dependency approach

C. To Make Students Aware about Neo-liberal approach (MNCs, TNCs, WTO)

Outcomes – A. Student Understood the concept of Modernization approach

B. Student Understood the concept of Dependency approach

C. Student Understood the concept of Neo-liberal approach (MNCs, TNCs, WTO)

Unit 4. Social Structure and Development:

Objectives - A. To Make Students Aware about Structure as a facilitator/inhibitor of development

B. To Make Students Aware about Culture as an aid or impediment to development

C. To Make Students Aware about Development and displacement, sustainable development

Outcomes – A. Student Understood the concept of Structure as a facilitator/inhibitor of development

B. Student Understood the concept of Culture as an aid or impediment to development

C. Student Understood the concept of Development and displacement, sustainable development

PAPER –3T3 (A) SOCIOLOGY OF EDUCATION

Unit 1. Understanding the Importance of Sociology of Education:

Objectives - A. To Make Students Aware about Definition, meaning and scope of sociology of education

B. To Make Students Aware about Education: gender, caste and class

C. To Make Students Aware about Significance of sociology of education

Outcomes – A. Student Understood the concept of Definition, meaning and scope of sociology of education

B. Student Understood the concept of Education: gender, caste and class

C. Student Understood the concept of Significance of sociology of education

Unit 2. Traditional Perspectives of Education:

Objectives - A. To Make Students Aware about Functionalist perspectives: Emile Durkheim and Talcott Parsons

B. To Make Students Aware about Conflict perspectives: Bowles & Gintis, and Paul Willis

Outcomes – A. Student Understood the concept of Functionalist perspectives: Emile Durkheim And Talcott Parsons

B. Student Understood the concept of Conflict perspectives: Bowles & Gintis, and Paul Willis

Unit 3. Sociology of Education and New Theoretical Perspectives:

Objectives - A. To Make Students Aware about Social democratic perspective

B. To Make Students Aware about Postmodern perspective: Robin Usher and Richard Edwards

C. To Make Students Aware about Feminist Perspective

Outcomes – A. Student Understood the concept of Social democratic perspective

B. Student Understood the concept of Postmodern perspective: Robin Usher and Richard Edwards

C. Student Understood the concept of Feminist Perspective

Unit 4. Education and Society:

- Objectives** - A. To Make Students Aware about Education: socialization, social identities
B. To Make Students Aware about Education, social mobility, social change and development
C. To Make Students Aware about Education: market and employment

- Outcomes** – A. Student Understood the concept of Education: socialization, social identities
B. Student Understood the concept of Education, social mobility, social change and development
C. Student Understood the concept of Education, social mobility, social change and development

PAPER – 3T4 (A) RURAL SOCIETY IN INDIA

Unit 1. Concept and Meaning

- Objectives** - A. To Make Students Aware about Meaning and Definition of Rural Society
B. To Make Students Aware about Characteristics of Rural Society
C. To Make Students Aware about Rural-Urban Contrast and Continuum

- Outcomes** – A. Student Understood the concept of Meaning and Definition of Rural Society
B. Student Understood the concept of Characteristics of Rural Society
C. Student Understood the concept of Rural-Urban Contrast and Continuum

Unit 2. Village Community

- Objectives** - A. To Make Students Aware about Agrarian Social Structure
B. To Make Students Aware about Caste and Class in Rural Society
C. To Make Students Aware about Rural Culture

- Outcomes** – A. Student Understood the concept of Agrarian Social Structure
B. Student Understood the concept of about Caste and Class in Rural Society
C. Student Understood the concept of Rural Culture

Unit 3. Village Institution

- Objectives** - A. To Make Students Aware about Family and Kinship: from joint family to nuclear family
B. To Make Students Aware about Village Religion: Beliefs, religious values and traditions
C. To Make Students Aware about Panchayati Raj: Structure, Functions and Problems

- Outcomes** – A. Student Understood the concept of Family and Kinship: from joint family to nuclear family
B. Student Understood the concept of Village Religion: Beliefs, religious values and traditions
C. Student Understood the concept of Panchayati Raj: Structure, Functions and Problems

Unit 4. Rural Development

- Objectives** - A. To Make Students Aware about Development Scheme/Programmes: MGNREGA, SHG, Indira Awas Yojana, Livelihood
B. To Make Students Aware about National Rural Health Mission
C. To Make Students Aware about Cooperative Movement

- Outcomes** – A. Student Understood the concept of Development Scheme/Programmes:
MGNREGA, SHG, Indira Awas Yojana, Livelihood
B. Student Understood the concept of National Rural Health Mission
C. Student Understood the concept of Development Scheme/Programmes:
MGNREGA, SHG, Indira Awas Yojana, Livelihood

SEMESTER: IV
CORE PAPER
PAPER – 4TI
RECENT TRENDS IN SOCIOLOGICAL THEORY

Unit 1. Critical Theory:

- Objectives** - A. To Make Students Aware about Georg Lukacs, Antonio Gramsci, Louis Althusser
B. To Make Students Aware about Max Horkheimer, Theodor Adorno, Herbert Marcuse

- Outcomes** – A. Student Understood the concept of Georg Lukacs, Antonio Gramsci, Louis Althusser
B. Student Understood the concept of Max Horkheimer, Theodor Adorno, Herbert

Unit 2. Post Structuralism:

- Objectives** - A. To Make Students Aware about Jacques Derrida
B. To Make Students Aware about Michel Foucault

- Outcomes** – A. Student Understood the concept of Jacques Derrida
B. Student Understood the concept of Michel Foucault

Unit 3. Recent Trends in Sociological Theorizing I:

- Objectives** - A. To Make Students Aware about Structuration: Anthony Giddens
B. To Make Students Aware about Culture and agency: Margaret Archer

- Outcomes** – A. Student Understood the concept of Structuration: Anthony Giddens
B. Student Understood the concept of Culture and agency: Margaret Archer

Unit 4. Recent Trends in Sociological Theorizing II:

- Objectives** - A. To Make Students Aware about Habitus and Field: Pierre Bourdieu
B. To Make Students Aware about Colonization of the Life-World: Jurgen Habermas,
C. To Make Students Aware about Post-modernism: Jean Francois Lyotard

- Outcomes** – A. Student Understood the concept of Habitus and Field: Pierre Bourdieu
B. Student Understood the concept of Colonization of the Life-World: Jurgen Habermas
C. Student Understood the concept of Post-modernism: Jean Francois Lyotard

PAPER – 4T2
PERSPECTIVES ON INDIAN SOCIETY

1. Indological and Textual Perspective:

- Objectives** - A. To Make Students Aware about G.S. Ghurye: Racial theory of origin of caste and its characteristics
B. To Make Students Aware about Louis Dumont: Hierarchy within caste and its criticism
C. To Make Students Aware about R.K Mukherjee: Sociology of values, A General Theory of Society

- Outcomes** – A. Student Understood the concept of G.S. Ghurye: Racial theory of origin of caste and its characteristics
B. Student Understood the concept of Louis Dumont: Hierarchy within caste and its criticism
C. Student Understood the concept of R.K Mukherjee: Sociology of values, A General Theory of Society

Unit 2. Urban Institution:

- Objectives** - A. To Make Students Aware about Urban Family: Its type, characteristics and role towards individual
B. To Make Students Aware about Urban Religion: Impact of urbanization on religion and rise of secularism
C. To Make Students Aware about Caste, class and marriage in urban society

- Outcomes** – A. Student Understood the concept of Urban Family: Its type,
B. Student Understood the concept of Urban Religion: Impact of urbanization on religion and rise of secularism
C. Student Understood the concept of Caste, class and marriage in urban society

Unit 3. Urban Society and Culture:

- Objectives** - A. To Make Students Aware about Culture of impersonality and anonymity
B. To Make Students Aware about Urbanism, multiculturalism and secularism
C. To Make Students Aware about Culture, identity, cooperation, assimilation accommodation and integration

- Outcomes** – A. Student Understood the concept of Culture of impersonality and anonymity
B. Student Understood the concept of Urbanism, multiculturalism and secularism
C. Student Understood the concept of Culture, identity, cooperation, assimilation, accommodation and integration

Unit 4. Urban Society and Social Life:

- Objectives** - A. To Make Students Aware about Education, health and employment
B. To Make Students Aware about Leisure, recreation and entertainment.
C. To Make Students Aware about Urban environment: Its impact on quality of life

- Outcomes** – A. Student Understood the concept of Education, health and employment
B. Student Understood the concept of Leisure, recreation and entertainment.
C. Student Understood the concept of Urban environment: Its impact on quality of life

PAPER – 4T3 (A)
EDUCATION AND SOCIETY IN INDIA

Unit 1. Socio-historical Context of Education in India:

Objectives - A. To Make Students Aware about Education in pre-colonial and colonial India
B. To Make Students Aware about Education in post-colonial and modern India
C. To Make Students Aware about Significance of education in India

Outcomes – A. Student Understood the concept of Education in pre-colonial and colonial India
B. Student Understood the concept of Education in post-colonial and modern India
C. Student Understood the concept of Significance of education in India

Unit 2. Equality of Educational Opportunity:

Objectives - A. To Make Students Aware about Educational diversities and disparities: region, tribe, caste, gender and rural urban community
B. To Make Students Aware about Equity and equality: positive discrimination and constitutional provisions
C. To Make Students Aware about Debate of equity, excellence and efficiency

Outcomes – A. Student Understood the concept of Educational diversities and disparities: region, tribe, caste, gender and rural urban community
B. Student Understood the concept of Equity and equality: positive discrimination and constitutional provisions
C. Student Understood the concept of Debate of equity, excellence and efficiency

Unit 3. Issues in education:

Objectives - A. To Make Students Aware about Privatization of education
B. To Make Students Aware about Intervention of state in education
C. To Make Students Aware about Education, scientific attitudes and modernization

Outcomes – A. Student Understood the concept of Privatization of education
B. Student Understood the concept of Intervention of state in education
C. Student Understood the concept of Education, scientific attitudes and modernization

Unit 4. State and Education in India:

Objectives - A. To Make Students Aware about Basic education and social development
B. To Make Students Aware about Education: skill development, globalized market and social mobility
C. To Make Students Aware about Crisis in higher education system, governance and finance

Outcomes – A. Student Understood the concept of Basic education and social development
B. Student Understood the concept of Education: skill development, globalized market and social mobility
C. Student Understood the concept of Crisis in higher education system, governance and finance

PAPER –4T4 (A)
RURAL SOCIETY IN INDIA: ISSUES AND PROBLEMS

1. Rural Society and Agrarian Problems:

- Objectives** -A. To Make Students Aware about Nature and Characteristics of rural society
B. To Make Students Aware about Problems of irrigation, low production, loss of crops and low prices
C. To Make Students Aware about Problems of landless labourers/bonded labourers

- Outcomes** – A. Student Understood the concept of about Nature and Characteristics of rural society
B. Student Understood the concept of Problems of irrigation, low production, loss crops and low prices
C. Student Understood the concept of Problems of landless laborers/bonded Laborers

2. Problems of Poverty and Unemployment:

- Objectives** - A. To Make Students Aware about Concepts of disguise unemployment and under unemployment
B. To Make Students Aware about Indebtedness and farmer's suicides
B. To Make Students Aware about migration of agricultural labourers

- Outcomes** – A. Student Understood the concept of Concepts of disguise unemployment and under unemployment
B. Student Understood the concept of Indebtedness and farmer's suicides
C. Student Understood the concept of migration of agricultural labourers

3. Government Policies and Rural Problems:

- Objectives** - A. To Make Students Aware about SEZ and loss of agriculture land
B. To Make Students Aware about Projects and Displacement
C. To Make Students Aware about Rehabilitation and Livelihood problems

- Outcomes** – A. Student Understood the concept of SEZ and loss of agriculture land
B. Student Understood the concept of Projects and Displacement
C. Student Understood the concept of Rehabilitation and Livelihood problems

4. Changing Market Conditions and Rural Crisis:

- Objectives** - A. To Make Students Aware about Removal of subsidies and agrarian crisis
B. To Make Students Aware about Organic farming Vs. inorganic farming
C. To Make Students Aware about Liberalization of market and global competition

- Outcomes** – A. Student Understood the concept of Removal of subsidies and agrarian crisis
B. Student Understood the concept of Organic farming Vs. inorganic farming
C. Student Understood the concept of Liberalization of market and global competition

