



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

Academic Session –2019-2020

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Post Graduate

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		FOUNDATION COURSE (ONLY For the students of disciplines other than Political Science)	
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		3T4.4 - Major Issues in Contemporary Politics	
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		FOUNDATION COURSE (To be opted by students of disciplines other than Political Science)	
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Bhiwapur Mahavidyalaya, Bhiwapur
Department of Economics
Course Objectives and Outcomes, Post- graduate Programme
M.A. Part II: Semester- III (Core Course)
Academic Session -2019-2020

CC- 05: Economic Growth, Development and Planning – I

Module 1: Concepts of Economic development

Objective- Explain the Concepts of Economic development

Outcomes – Demonstrate knowledge of Concepts of Economic development

Module 2: Issues in Economic Development and Growth

Objective- Explain Various Issues in Economic Development and Growth

Outcomes – Students Gained Issues in Economic Development and Growth

Module 3: Theories of Economic Development - I

Objective- Discuss Theories of Economic Development - I.

Outcomes – Apply economic theory in the Economic Development - I.

Module 4: Theories of Economic Development– II

Objective- Explain the Theories of Economic Development– II

Outcomes – Students learnt about the Theories of Economic Development– II

M.A. Part II: Semester- III (Core Course)
CC- 06: International Trade and Finance-I

Module 1: Classical Theory:

Objective - To develop preliminary knowledge of Classical Theory of economic

Outcomes – Students learnt preliminary knowledge of Classical Theory of economic

Module 2: Neo-classical Theory:

Objective - To provide orderly and objective of Neo-classical Theory

Outcomes- The students have learned the knowledge of Neo-classical Theory

Module 3: Gains from trade:

Objective - To introduce the essential Basic principles of trade and their distribution

Outcomes- The Knowledge gained of trade and their distribution

Module 4: Trade and Growth:

Objective – Explain concept of Trade and Growth

Outcomes - Students learnt about concept of Trade and Growth

M.A. Part II Semester- III (Elective Course - Group E)

EC-22: Research Methodology- I

Module I -Introduction to Research

Objective- Explain Meaning, Characteristics of Research

Outcomes – Demonstrate knowledge Research

Module II- Research Methodology

Objective- Explain Meaning of Research Methodology

Outcomes – Write assignments that are Research Methodology

Module III- Research Design and Sample Design

Objective- Identify and discuss the key concepts Research Design and Sample Design

Outcomes – Apply economic theory in the Monopoly and Imperfect Competition

Module IV- Methods and Techniques of Data Collection

Objective- Explain the Methods and Techniques of Data Collection

Outcomes – Students learnt about the Methods and Techniques of Data Collection

M.A. Part -II : Semester-IV (Core Course)

Compulsory Paper

CC- 07: Economic Growth, Development and Planning – II

Module 5: Domestic Measures for Economic Development - I

Objective- Explain the Domestic Measures for Economic Development

Outcomes – Demonstrate knowledge of Domestic Measures for Economic Development **Module 6 :**

Domestic and International Measures for Economic Development - II

Objective- Explain Entrepreneurship and Economic Development

Outcomes – Write assignments that are Entrepreneurship and Economic Development

Module 7 : Problems of Development Planning - I

Objective- Discuss the Problems of Development Planning

Outcomes – Apply economic theory in the Problems of Development Planning

Module 8 : Problems of Development Planning - II

Objective- Explain the Problem of Public Sector in India

Outcomes – Students learnt about the Problem of Public Sector in India

M.A. Part -II: Semester-IV (Core Course)
CC- 08: International Trade and Finance- II

Module 1: Trade Restrictions:

Objective - To develop preliminary knowledge of Trade Restrictions

Outcomes – Students learnt preliminary knowledge of Trade Restrictions

Module -2: Non-Tariff Trade Barriers:

Objective - To provide orderly and objective of Non-Tariff Trade Barriers

Outcomes- The students have learned the knowledge of Non-Tariff Trade Barriers

Module 3: Economic Integration:

Objective – Explain the Concept of Economic Integration

Outcomes- The Knowledge gained Economic Integration

Module 4: Trade Policy and Developing Countries:

Objective - Develop the ability to explain core economic Trade Policy and Developing Countries

Outcomes - Students learnt about the Trade Policy and Developing Countries

M.A. Part -II: Semester-IV (Elective Course- Group F)

EC- 30: Research Methodology- II

Module 1 - Data Processing and Statistical Analysis

Objective- Explain the Data Processing and Statistical Analysis

Outcomes – Demonstrate knowledge of Data Processing and Statistical Analysis

Module 2- Hypothesis Testing & Interpretation of Data

Objective- Explain Testing of Hypothesis

Outcomes – Students Learned Testing of Hypothesis

Module 3 - Research Report Research Report:

Objective- Discuss and Explain the key concepts of Research Report

Outcomes – Apply economic theory in the concepts of Research Report

Module IV - Ethics and Modern practices in Research

Objective- Explain the Ethics and Modern practices in Research

Outcomes – Students learnt about the Ethics and Modern practices in Research

M.A. Part – II: Semester – IV (Elective Course- Group F)

OP – 32: Rural Development

Module 1: Nature and Scope of Rural Development

Objective- Explain the Nature and Scope of Rural Development

Outcomes – Demonstrate knowledge of Rural Development

Module 2: Rural Development Programmes

Objective- Explain Rural Development Programmes

Outcomes – Write assignments that are coherent, Rural Development Programmes

Module 3: Approach of Rural Economy

Objective- Discuss the Approach of Rural Economy

Outcomes – Students Learned the Approach of Rural Economy

Module 4: Financing Rural Development:

Objective- Explain Rural Financial structure - Rural money markets

Outcomes – Students learnt about the Rural Financial structure - Rural money markets

BHIWAPUR MAHA VIDYALAYA, BHIWAPUR
DEPARTMENT OF POLITICAL SCIENCE, (POST GRADUATE)
PROGRAMME OUTCOME
Academic Session 2019-2020

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
Department of Sociology (Post- graduate Programme)
Academic Session 2019 – 2020, SEMESTER-I
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, analyzing 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

Unit 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

Unit 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 Nature and Characteristics of rural society
B. Student Understood the concept of Problems of irrigation, low production, loss of crops and low prices
C. Student Understood the concept of Problems of landless labourers/bonded labourers

Unit 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

Unit 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

Unit 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

