



Royal College of Arts Science and Commerce (Autonomous)

Affiliated to University of Mumbai

Program: Bachelor of Arts

Sociology

Syllabus for Semester III and IV

(As per National Education Policy (NEP-2020) with effect from
the academic year 2025-2026)

UG Credit Structures from 2024 - 2027 BA													
Level	SEM	Socio./Pol. Sci./Eco./ Psy	Socio./ Hindi /Eco./Pol. Sci.	Elective (DSE)	Inter.Dis (Adv.) OE	Skill (Mass Com/Comm unication skills)		FC/language/EVS			OJT, FP, RP, CEP, CC	Cum Credit	Degree/Cu m Credit
		Major Subject 1 (DSC)	Major Subject 2 (DSC)			VSC	SEC	IKS Generic	AEC	VEC			
4.5 (2024 - 2025)	I	4	4	0	2 RK + 2	2	2	2 TS	2 TS	2 RK	0	22	44 UG = Certificate
	II	4	4	0	2 RK + 2	0	2	0	2 TS	2 RK	4	22	
Sem I & II		8	8	0	8	6		10			4	44	
A major subject shall be decided by the student between subject 1 and 2 at the end of semester two													
5 (2025 2026)	III	8 (4+4)	4	0	2 SD	2	2 TS	0	2TK	0	2	22	88 UG = Diploma
	IV	8 (4+4)	4	0	2 SD	0	2 TS	0	2TK	0	4	22	
			24	16	0	12	12		14			10	
Exit option with a UG Diploma in Major and Minor with an additional 4 credits core NSQF course/internship OR continue with Major and													
5.5 (2026 - 2027)	V	12 (4 + 4 + 4)	2	4 (2+2)	0	2	0	0	0	0	2	22	132 UG = Degree
	VI	12 (4 + 4 + 4)	2	4 (2+2)	0	2	0	0	0	0	2	22	
		48	20	8	12	16		14			14	132	

List of All Courses offered from Semesters I – VI in Sociology

Level	Sem	Major subject Course titles	Minor subject Course titles	Electives Course titles	OE Course titles	VSC Course title/s	SEC Course title/s
4.5	I	RUASOMJ101 Introduction to Sociology	-	-	RUASOOE 101 Know your Society	RUASOVSC101 Introduction to Social Work	RUASOCS EC101 Academic Presentation Skills in Sociology
100-199	II	RUASOMJ201 Fundamentals in Sociology	-	-	RUASOOE 201 Welfare State and Society		RUASOCS EC201 Cultivating Sociological Sensibility
5	III	RUASOMJ301 Indian Society: Structure & Change RUASOMJ302 Emerging Issues & Concerns in India Society	RUASOMN301 Sociology of Everyday Life	-	RUASOOE 301 Life Skills in a Digital World	RUASOVSC301 Application of Statistics in Social Sciences	RUASOEC301 Academic Writing in Social Sciences
200-299	IV	RUASOMJ401 Sociology of Development RUASOMJ402 Emerging Fields in Sociological Studies	RUASOMN401 Sociology of Image building and Etiquettes	-	RUASOOE 401 Social Skills		RUASOEC401 Research Skills on the Field
5.5	V	RUASO501 Theoretical Sociology RUASO502 Sociology of Work & Management I RUASO503 Urban Sociology	RUASOMN501 Understanding Visual Sociology	RUASOEL 501 Gender Studies I RUASOEL 502 Quantitative Social Research		RUASOVSC501 Sociology of Entrepreneurship	
300-399	VI	RUASO601 Anthropological Thought RUASO602 Sociology of Work & Management II RUASO603 Urbanization in India: Issues & Concerns	RUASOMN601 Sociology of Marginalized Groups	RUASOEL 601 Gender Studies II RUASOEL 602 Qualitative Social Research		RUASOVSC601 Sociology of NGO Management	

Programme Outcomes (POs) for BA

Sr. No.	On completing B.A, the students will be able to:
PO1	Manifest comprehensive understanding of concepts of the major and elective papers
PO2	Demonstrate scientific temperament when faced with varied worldviews.
PO3	Apply theory into practice in real-life situation
PO4	Demonstrate integrity, tolerance and sensitivity in social interactions in a multicultural and digital world
PO5	Demonstrate ethical ideals and academic responsibility

Programme Specific Outcomes (PSOs) for BA in Sociology

Sr. No.	On completing B.A Sociology, the students will be able to:
PSO1	Recognize the role of an individual within community to effect change.
PSO2	Act as informed and critically discerning participants within the community, as citizens and in the work force.
PSO3	Demonstrate research and advocacy skills by applying the critical pedagogies both in the classroom and field projects
PSO4	Apply a sociological perspective to experiences, tasks and activities in real life situation.
PSO5	Work with independence, self-reflection and creativity to meet goals and challenges at workplace and in personal life;
PSO6	Pursue higher education and take up employment.

Major Course MJ: Semester III

Course/ Paper Title	Indian Society: Structure and Change
Course offered as	Major
Course Code	RUASOMJ301
Semester	III
No. of Credits	04
No. of lecture Hours/week	04

Sr. No.	Course Objectives:
CLO 1	To introduce students to the diverse sociological traditions in India.
CLO 2	To familiarize students with contribution of contemporary sociologists
CLO 3	To provide students insights into emerging social issues and transformations in Indian society pertaining to caste mobilization, ethnicity and regional identities.
CLO 4	To acquaint students with the socio-cultural landscape of Maharashtra, focusing on regional diversity, sustainable tourism, and food culture.

Course Outcomes

	On completing the course, the student will be able to:
CO1	Demonstrate comprehensive understanding of the diverse sociological traditions in India
CO2	Apply contemporary theories in the understanding of caste, gender, kinship and religion
CO3	Identify emerging social issues and transformation in Indian Society concerning, caste mobilization, ethnicity and regional identities
CO4	Discuss the socio-cultural landscape of Maharashtra by examining regional diversity, sustainable tourism, and food culture.

Detailed Syllabus Sem III

Module	Title with content	No. of lectures
I	Indian Sociological Perspectives a. G. S. Ghurye (Indology and Characteristics of caste system) b. M.N Srinivas (Sanskritization and Dominant Caste) c. Ambedkar (Subaltern Studies)	15
II	Contemporary Sociologists (Selected readings) a. Leela Dube (Family, Kinship and Marriage: South & South East Asia) b. Sharmila Rege (Caste and Gender)	15

	c. T. K. Oommen (Nationalism and Religion)	
III	Contemporary Challenges in Indian Society a. Resurgence of Caste Identity (Caste Mobilization, Maratha /OBC Reservation b. Resurgence of Ethnic identities c. Regional Identities	15
IV	Socio- Cultural Landscape of Maharashtra a. Regional diversity and communities in Maharashtra b. Food Culture intertwined with different cultural identities c. Need for Sustainable Tourism	15

(Two units for a two-credit course and four units for a four-credit course. 1 credit = 1 lecture hour/week
1 credit = 2 practical hours/week)

Reading List:

1. Ambedkar, B. R. (2007). "Annihilation of Caste" Critical Quest, New Delhi
2. Arya Priya, (2016). "Ethnicity in Post- Independence India: A Sociological Perspective on Its Causes and Manifestations", IOSR Journal of Humanities and Social Sciences, Vol. 21, Issue 1, Ver. 5: 55-61.
3. Dhanagare, D. N. (1999). "Themes and perspectives in Indian Sociology" Rawat Publications
4. Deshpande, S. (2001). "Contemporary India: Sociological View" Penguin Books India Limited
5. Dsouza, Leela (.2006). "Globalisation, Nationalism and Ethnic Identities: The Future of Nation State" in Sankarama Somayaji and Ganesha Somayaji. (Eds): Sociology of Globalisation: Perspectives from India 69-97 Jaipur: Rawat Publications.
6. Dube, Leela. (2001). "Anthropological Explorations in Gender" Sage publications, New Delhi
7. Guru, Gopal. (1993). "Dalit Movement in Mainstream Sociology" EPW, 28 (14)
8. Guru, Gopal. (2016). "Shifting Categories in the Discourse of Caste and Class" EPW, Vol. 44(14): 10-12
9. Mridul Kumar. (2019). "Reservations of Marathas in Maharashtra" Economic and Political Weekly, Vol. 44 (14): 10-12.
10. Oommen, T. K. (2001) "Religion as a Source of Violence. A Sociological Perspective" The Ecumenial Review. Vol. 53, issue 2, April 2001. PP 168 –179
11. Oommen T. K. (2005) "Crisis and Contention in Indian Society" Sage publications.
12. Omvedt, Gail. (1994). "Dalits and Democratic Revolution" Sage, New Delhi
13. Patel, Sujata. (2011). (Ed) Doing Sociology in India: Genealogies, locations and Practices. New Delhi: Oxford University Press
14. Phadnis, Urmila. (2001). "Ethnicity and Nation Building in South Asia" Sage Publications

15. Rege, Sharmila. (2006). "Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies" Zubaan Publications. New Delhi
16. Teltumbade, Anand. (2016). 'Behind the Ire of Marathas', Economic and Political Weekly, Vol. 51 (40): 10-11.
17. Uberoi, Sundar, Deshpande. (2007) (Ed) Anthropology in the East. Founders of Indian Sociology and Anthropology. New Delhi, Permanent Black
18. Vivek Kumar. (2016). "Caste Contemporaneity and Assertion", Economic and Political Weekly, Vol. 51 (50): 84-86).

Major Course MJ: Semester III

Course/ Paper Title	Emerging Issues and Concerns in Indian Society
Course offered as	Major
Course Code	RUASOMJ302
Semester	III
No. of Credits	04
No. of lecture Hours/week	04

Sr. No.	Course Objectives:
CLO 1	To familiarize students with the changing demographic patterns and the issues concerning it
CLO 2	To familiarize students with environmental concerns and sustainable development
CLO 3	To provide students insight into the dynamics of urban governance
CLO 4	To help students develop understanding of the disparity and accessibility in health care system, medical ethics, social epidemiology.

Course Outcomes

	On completing the course, the student will be able to:
CO1	Explain demographic variables that influence the structure of society.
CO2	Articulate an understanding of key environmental concerns in today's world.
CO3	Explain the role of planning agencies; discuss the issue of open space and loss of city's identity.
CO4	Demonstrate awareness about and sensitivity toward the healthcare system.

Detailed Syllabus Sem III

Module	Title with content	No. of lectures
I	Changing Demography Pattern: Impact and concern 12 Lectures a. The Right to the city-Henry Lefebvre b. Factors and types of Migration c. Patterns of Migration: Case Study of Mumbai	15
II	Environment and sustainability a. Indicators of Carbon footprints b. Waste Management for Sustainable Development c. Environmental Justice in India (case study)	15
III	Urban Governance a. Role of Planning agencies (MMRDA & SRA) b. Lack of availability of Open Space c. Mills to Malls: Loss of a city's identity	15
IV	Health and Medicine a. Disparity and accessibility in Health care system	15

	b. Medical Ethics c. Social Epidemiology	
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(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week, 1 credit = 2 practical hours/week)

Reading list:

1. Dalai Ajit K. & Subha Ray (ed) 2005: Social dimensions of health, Rawat Publishers N.Delhi.
2. Dak, T. M. (ed) 1997 Sociology of Health in India, Rawat Publishers, Jaipur.
3. Dash, Dhanalaxmi, 2005 Women, Environment and Health, Mangaldeep Publishers, Jaipur
4. Indu Mathur & Sanjay Sharma 2002 Health Hazards, Gender & Society Rawat Pub. WHO 1988 Education for Health, WHO report, Geneva.
5. Ram B.Bhagat,Gavin W.Jones 2013 ‘Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance-Asia Research Institute, National University of Singapore.
6. South Asia Human Rights Documentation Centre.(2006). Handbook of Human Rights and Criminal Justice in India: The System and Procedure. New Delhi: OUP.
7. Vibhute, K. I., 2004 Criminal Justice: A human rights perspective of the criminal justice process in India. Eastern Book Co
8. World Bank 2005 The Millennium Development Goals for Health Rising to the challenges
9. Dash, Dhanalaxmi, 2005 Women, Environment and Health, Mangaldeep Publishers, Jaipur
10. Revi, Aromar, 2005 Lessons from Deluge, EPW, VOL40, Issue No36
11. John Hannigan, 2009, Sustainability: A Sociological Approach, Polity Press
12. Dunlap and Brulle (Eds), 2015, Climate Change and Society: Sociological Perspective, Oxford University Press.

Minor Course MN: Semester III

Course/ Paper Title	Sociology of Every Day Life
Course offered as	Minor
Course Code	RUASOMN301
Semester	III
No. of Credits	04
No. of lecture Hours/week	04

Sr. No.	Course Objectives:
CLO 1	To familiarize students with the concept of everyday life and explain its central role in sociological analysis.
CLO 2	To help students to understand the contributions of key sociologists like Cooley and Giddens in study of human interaction, socialization, and behavior in everyday life.
CLO 3	To help students to comprehend the concept of culture, including its types and its role in shaping individuals' lives.
CLO 4	To help students to develop an insight into the impact of media and digital platforms on individuals' self-presentation, social interactions, and relationships.
CLO5	To help students to develop an understanding of the processes of globalization and cultural diffusion, and their influence on everyday practices and global culture.

Course Outcomes

	On completing the course, the students will be able to:
CO1	Define the role of everyday life in the social construction of society.
CO2	Apply Cooleys and Giddens theories to understanding human interaction, socialization and behavior in everyday life.
CO3	Identify and differentiate between various types of culture (e.g., high culture, popular culture, recorded culture, lived culture), and apply these concepts to everyday contexts.
CO4	Critique the influence of media on individuals, including digital identity formation and self-presentation in online spaces.
CO5	Relate sociological perspectives to real-world issues related to culture, socialization, media, and globalization in written and oral form.

Detailed Syllabus Semester III

Module	Title with content	No. of lectures
I	Understanding Everyday Life a. Meaning and significance of everyday life b. Contributions of Cooley and Anthony Giddens c. Socialization and Reproduction of Social inequalities in everyday life	15
II	Culture in everyday life a. Meaning of culture b. Types of culture c. Recorded and Lived Culture	15
III	Media and everyday life a. Media consumption and its impact on daily life b. Digital identity and self-presentation	15

	c. The influence of social media on social interactions and relationships	
IV	Globalization and Cultural Diffusion a. Meaning of globalization and cultural diffusion b. Cultural homogenization Vs Cultural hybridization c. Everyday impact of globalization and cultural diffusion	15

(Two units for a two credit course and four units for a four credit course.

1 credit = 1 lecture hour/week, 1 credit = 2 practical hours/week)

Reading List:

1. Berger, P. L. (1963). *Invitation to Sociology: A Humanistic Perspective*. Doubleday, Garden City, N.Y.
2. Berger, P. L. (1966). *Invitation to Sociology*. Great Britain: Penguin Books.
3. Bourdieu, P. (1984). *Distinction: A Social Critique of the Judgment of Taste*.
4. Boyd, d. (2014). *It's Complicated: The Social Lives of Networked Teens*.
5. Bruce, S. (2018). *Sociology: A Very Short Introduction* (2nd ed.). Oxford University Press, New York.
6. Cooley, C. H. (1902). *Human Nature and the Social Order*.
7. Corrigan-Brown, C. (2020). *Imagining Sociology: An Introduction with Readings* (2nd ed.). Oxford University Press, Canada.
8. Coser, L. (1977). *Masters of Sociological Thought*. Harcourt Brace Jovanovich, New York.
9. Davis, K. (1949). *Human Society*. Macmillan, Delhi.
10. De Certeau, M. (1984). *The Practice of Everyday Life*.
11. Ferrante, J. (2013). *Seeing Sociology: An Introduction* (3rd ed.). Cengage Learning, USA.
12. Ferris, K., & Stein, J. (2018). *The Real World: An Introduction to Sociology* (6th ed.). W. W. Norton, New York.
13. Giddens, A. (1984). *The Constitution of Society: Outline of the Theory of Structuration*.
14. Giddens, A. (1991). *Introduction to Sociology*. New York: W. W. Norton and Company.
15. Giddens, A., & Sutton, P. W. (2013). *Sociology* (7th ed.). Wiley India Pvt. Ltd., New Delhi.
16. Goffman, E. (1959). *The Presentation of Self in Everyday Life*.
17. Haralambos, M., & Heald, R. M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press, Delhi.
18. Highmore, B. (2002). *The Everyday Life Reader*. London: Routledge.
19. Inkeles, A. (1987). *What is Sociology?* Prentice-Hall of India, New Delhi.
20. Jayaram, N. (1989). *Sociology - Methods and Theories*. Macmillan India Ltd., Bangalore.
21. Johnson, H. M. (1995). *Sociology: A Systematic Introduction*. Allied Publishers, New Delhi.
22. Lemert, C. (2012). *Social Things: An Introduction to the Sociological Life*. Rowman & Littlefield Publishers, Maryland.
23. Mills, C. W. (1959). *The Sociological Imagination*. New York: Oxford University Press.
24. Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*.
25. Weigert, J. A. (1981). *Sociology of Everyday Life*. New York: Longman.

Major Course MJ: Semester IV

Course/ Paper Title	Sociology of Development
Course offered as	Major
Course Code	RUASOMJ401
Semester	IV
No. of Credits	04
No. of lecture Hours/week	04

Sr. No.	Course Objectives:
1	To introduce students to the concept of development and major theoretical perspectives.
2	To acquaint students with various methods of measuring development such as HDI, SDGs and Gender inequality index.
3	To provide students insight into the impact of globalization on industry, environment, and agriculture.
4	To familiarize students to the alternative approaches to development with focus on people centric development and community initiatives.

Course Outcomes

	On completing the course, the students will be able to:
CO1	Articulate the meaning of development and critique various development theories.
CO2	Assess different indicators of development, including HDI, SDGs and Gender inequality index
CO3	Evaluate the impact of globalization on industry, environment, and agriculture.
CO4	Examine alternative development approaches, such as people centric development and community-led initiatives.

Detailed Syllabus Semester IV

Module	Title with content	No. of lectures
I	Understanding Development a. Meaning of Development and Theories of Modernization b. Dependency Theory (A.G. Frank), World System Theory-Wallenstein c. Neo-Liberal approach-David Harvey	15
II	Globalization and Development a. Globalization and Industry (Service –Gig Economy) b. Globalization and Environment (Jaitapur Nuclear power) c. Globalization and Agriculture (Farmers Mobilization)	15
III	Measuring Development a. Human Development Index (HDI)	15

	b. Sustainable Development Goals c. Gender inequality index (Reproductive health, empowerment, and labour market)	
IV	Alternative approaches to Development a. Small is Beautiful (E.F. Schumacher) b. People Centric Development- Mendha Lekha c. Adarsh Gaon (Hiware Bazaar)	15

(Two units for a two credit course and four units for a four credit course.

1 credit = 1 lecture hour/week, 1 credit = 2 practical hours/week)

Reading list:

1. Ahmed, Kundu et al (ed), (2010) India's New Economic Policy: A Critical Analysis, New York: Routledge
2. Arundhati Roy Choudhury, (2000) Amusement Parks versus People's Livelihood, EPW, Vol. 35, Sept. 9-15
3. Banerjee Swapna, (2011) Contradictions of 'development' in contemporary India, Open Democracy
4. Bidwai Praful, 19 Feb, 2011, People v/s Nuclear Power in Jaitapur, Maharashtra, EPW, Vol. 46
5. Bryan Alan, (2012) Social research methods, Oxford Publication
6. Collective water management through water banks, July 2010, Clean India Journal
7. Deshpande M G, 2007. The nature of ecological problems, Environmental changes and natural disasters, Md. Babar, New India Publication
8. Devale Kaustubh and Paranjape Suhas, Pani Sang harsh Chalwal, www.waterconflictforum.org
9. Dias Anthony, (2012) Development and its human cost, Rawat publication
10. Giddens Anthony, 2000, Runaway world: How globalization is reshaping our lives Routledge, New York
11. Hiware Bazaar – Dec 22, 2010, Model village for the nation, The Better India
12. India HDR: (2011) Towards social exclusion, Oxford Publication
13. Jogdand P G & Michael S M (2003), Globalization and social movements, Rawat Publication
14. Munshi Indra, (2012) The Adivasi Question – Issues of land, Forests & livelihood, Orient Black swan
15. Neeraj, (2013) Globalization or Re-colonization, Lokayat Publication

16. Padel, Felix and Das Samarendra (2010), Out of This Earth. East India: Adivasis and the Aluminium Cartel, New Delhi: Orient Black swan

17. www.payog.org. Arun Deshpande, Development of Ankoli village, Solapur

Major Course MJ: Semester IV

Course/ Paper Title	Emerging Fields in Sociological Studies
Course offered as	Major
Course Code	RUASOMJ402
Semester	IV
No. of Credits	04
No. of lecture Hours/week	04

Sr. No.	Course Objectives:
CLO 1	To give students an insight into the role of communication and media in shaping societal perceptions and understanding of media theories and gender representation.
CLO 2	To introduce students to the contemporary issues in education and emerging trends and critique
CLO 3	To help students develop understanding of the role of women entrepreneurs, their contributions at the grassroots level, and the challenges they face.
CLO 4	To help students develop insights in to the phenomenon of population aging and assess geriatric care initiatives in India.

Course Outcomes

	On completing the course, the student will be able to:
CO1	Critique media theories and demonstrate the understanding of the influence of advertising and social media on societal norms.
CO2	Explain the significance of the Right to Education and assess the impact of new educational trends.
CO3	Identify the key attributes of entrepreneurs and analyze the role of women in entrepreneurship at different levels.
CO4	Discuss the challenges of an aging population and assess the effectiveness of government and non-governmental geriatric care initiatives.

Detailed Syllabus Semester III

Module	Title with content	No. of lectures
I	Media and Society a. Functionalist and Conflict Perspective b. Advertising and Consumer Behaviour c. Career opportunities in Media (Digital marketing, Blogging/Vlogging, Influencers, Ethical hacking etc)	15
II	Contemporary Issues in Education a. Changes and Challenges in Education (NEP) b. New trends in education system (Web based learning, MOOCS, NIOS)	15

	c. Concept based learning	
III	Women Entrepreneurship a. Meaning of Entrepreneurship, Role and Attributes of an Entrepreneur b. Women in different fields as entrepreneurs at the grass root level: Small Business, Food industry c. Challenges and Opportunities for women entrepreneurs	15
IV	Geriatric Care a. Phenomenon of population ageing b. Old age homes, Senior Citizens Associations, Day Care Centers c. Geriatric care: Governmental and Non-Governmental initiatives	15

(Two units for a two-credit course and four units for a four-credit course. 1 credit = 1 lecture hour/week, 1 credit = 2 practical hours/week)

Reading list:

1. Bhaskaran N.(2009)ed,*Vision Juhu-Expanding Public Space in Mumbai*. Synergy Creation
2. Denis McQuail (2005). *Mass Communication Theory*. New Delhi, Vistara Publications
3. Dhar Chakraborti, Rajagopal (20C4) *The Greying of India: Population Ageing in the Context of Asia*. New Delhi: Sage
4. EPW 1999 *Women and Ageing Review of Women's Studies*, vol. XXXIV, No. 44, Oct. 30
5. Irudaya Rajan, S., U. S. Mishra and P. Sankara Sarma 1999 *India's Elderly: Burden or Challenge*. New Delhi: Sage.
6. Jayaram, N. 2015- '*Sociology of Education in India*'- Rawat Publications. New Delhi
7. Karin Wahl-Jorgensen, Thomas Hanitzsh 2009- '*Handbook of Journalism*'-Routledge. NewYork.
8. Karinwahl-Jorgensen, Thomas Hanitzsh,(2009)ed,*Handbook of journalism*. Routledge. Newyork
9. Muttagi, P. K. 1997 *Ageing Issues and Old Age Care: A Global Perspective*. New Delhi: Classical Publishing Company.
- Nov. 5, 1999.
10. Revi,Aromar,(2005)*Lessons from Deluge*,EPW,VOL40, Issue No36
11. Sen, A. Nagendra,H (2019)*Mumbai's Blinkered Vision of Development* , EPW. VOL LIVNO9,pp20-23
12. Singh, Y. M. (1992). '*Sociological Foundations of Education*', Sheth Publishers, Bombay
13. Uma Joshi (2005). *Mass Communication and Media*. New Delhi. Anmol Publications.
14. https://www.researchgate.net/publication/311333858_Understanding_the_value_of_social_networks_in_life_satisfaction_of_elderly_people_a_comparative_study_of_16_European_countries_using_SHAR_E_data

15. https://www.shs-conferences.org/articles/shsconf/pdf/2016/06/shsconf_rptss2016_01120.pdf
 16. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6969951/>

Minor Course MN: Semester IV

Course/ Paper Title	Sociology of Image Building and Etiquette
Course offered as	Minor
Course Code	RUASOMN401
Semester	IV
No. of Credits	04
No. of lecture Hours/week	04

Sr. No.	Course Objectives:
CLO 1	Introduce students to the concepts of image building and etiquette from a sociological perspective.
CLO 2	Provide students with an insight into the etiquette and social behavior as essential components of personal and professional interactions.
CLO 3	Familiarize students with Pierre Bourdieu's concept of habitus and its role in shaping social behavior and self-presentation.
CLO 4	Help students understand Erving Goffman's dramaturgical approach and the importance of impression management in social life.
CLO5	Help students comprehend the importance of image building and etiquette in professional, social, and digital interactions.

Course Outcomes

	On completing the course, the student will be able to:
CO1	Demonstrate an understanding of image building and etiquette in different social contexts.
CO2	Critique how social structures, cultural capital, and habitus influence self-presentation.
CO3	Apply Goffman's theory of dramaturgy and impression management to real-life situations.
CO4	Assess the impact of etiquette and social behaviour on workplace interactions and networking.
CO5	Effectively engage in formal and informal communication, including professional conduct and business etiquette.

Detailed Syllabus Semester IV

Module	Title with content	No. of lectures
I	Introduction to Image Building and Etiquette a. Concepts: Image Building and Etiquette b. Factors influencing image building c. Etiquette and Social Behaviour	15
II	Sociology of Image Building and Etiquette a. Pierre Bourdieu's Concept of Habitus b. Erving Goffman: Dramaturgy and Impression Management	15

	c. Importance of Image building and Etiquette	
III	Media and Image Building a. Social media and image building (Instagram, face books etc) b. Media and beauty standards c. Advertising and image construction	15
IV	Image building and Etiquette in Professional and Social context a. Professional image building b. Social etiquette and interpersonal relationships c. Cultural variations in etiquette and image building	15

(Two units for a two credit course and four units for a four credit course. 1 credit = 1 lecture hour/week, 1 credit = 2 practical hours/week)

References:

1. Bourdieu, Pierre. (1984). *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, MA: Harvard University Press.
2. Business Etiquette: A Guide for The Indian Professional Paperback – 18 January 2012 by Shital Kakkar Mehra.
3. Cooley, Charles H. (1902). *Human Nature and the Social Order*. New York: Charles Scribner's Sons.
4. Dhanavel, S.P. English and Soft Skills. Hyderabad: Orient Black Swan, 2021.
5. Goffman, Erving. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday.
6. Koneru, Aruna. Professional Communication. Delhi: McGraw, 2008.
7. Mitchell, Nancy. (2015). *Etiquette Rules: A Field Guide to Modern Manners*. Wellfleet Press.
8. Pachter, Barbara & Marjorie Brody. (2015). *Complete Business Etiquette Handbook*. Prentice Hall.
9. Post, Peggy & Peter Post. (2005). *The Etiquette Advantage in Business: Personal Skills for Professional Success*. HarperCollins.
10. Raghu Palat, Indian Business Etiquette, Jaico Books, 2015.
11. Rizvi, M. Ashraf. Effective Technical Communication. Delhi: McGraw, 2018.
12. Sabath, Ann Marie. (2013). *Business Etiquette in Brief: The Competitive Edge for Today's Professional*.

**Royal College of Arts, Science and Commerce
(Autonomous)**

Theory Examination Pattern for **Major Course and Minor Course**

Sociology Semester III & IV

**RUASOMJ301, RUASOMJ302, RUASOMJ401, RUASOMJ402
RUASOMN301, RUASOMN401**

I	Internal Assessment	
A	One class test (Short answers/Objectives/ Multiple Choice)	20 marks
B	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay	15 marks
C	Active Participation/Overall Performance	05 marks
	Total	40 marks
II	Semester End Examination	60 Marks
	Duration	2 hours

Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40
Q.II. 01 to 08	Short Notes	Any 4/8 2 questions from each unit	Unit 1, 2, 3, 4	5 marks each	20

Open Elective OE: Semester III

Course/Paper Title	Life Skills in a Digital World
Course offered as	Open Elective
Course Code	RUASOOE301
Semester	III
No.of Credits	2
No.of lecture Hours/week	2/WEEK

Sr. No.	Course Objectives:
CLO 1	To introduce students to the digital landscape
CLO 2	To familiarize students with healthy digital habits for emotional and cognitive well-being.
CLO 3	To help students develop Netiquette and Responsible Online Behavior
CLO 4	To help students engage in civic participation through digital platforms

Course Outcomes

	On completing the course, the student will be able to:
CO1	Critically evaluate and organize digital information for academic, personal, or professional use.
CO2	Recognize the importance of digital well-being and implement strategies to maintain it.
CO3	Identify and avoid harmful online behaviors like cyber bullying, trolling, and hate speech.
CO4	Use digital tools to engage in civic and community-related discussions.

Module	Title with content	No. of lectures
I	Navigating the Digital landscape: 1. Digital citizenship 2. Effective communication and information management 3. Digital wellness and resilience	15
II	Digital Civics: 1. Netiquette 2. Digital rights and responsibilities 3. Civic engagement online	15

(Two units for a two credit course and four units for a four credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Reading List|:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*.
2. Common Sense Education. (2022). *Digital citizenship curriculum*.
<https://www.commonsense.org/education/digital-citizenship>
3. Ohler, J. (2010). *Digital community, digital citizen*. Corwin Press.
4. Ribble, M. (2011). *Digital citizenship in schools: Nine elements all students should know (2nd ed.)*. ISTE.
5. Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
6. Pew Research Center. (2022). *The state of digital civics and online activism*.
<https://www.pewresearch.org/internet>
7. UNESCO. (2021). *Digital citizenship education: Handbook for policymakers*.
<https://unesdoc.unesco.org/ark:/48223/pf0000377072>

Open Elective OE: Semester IV

Course/Paper Title	Social Skills
Course offered as	Open Elective
Course Code	RUASOOE401
Semester	IV
No.of Credits	2
No.of lecture Hours/week	2/WEEK

Sr. No.	Course Objectives:
1	To understand and analyze different leadership styles, their impact, and their role in social influence.
2	To apply persuasion, negotiation, and emotional intelligence techniques to enhance leadership effectiveness
3	To evaluate risk assessment strategies and decision-making models in ethical and social contexts
4	To analyze and apply ethical principles to resolve dilemmas in personal, professional, and community settings

On completing the course, the student will be able to:	
CO1	Identify and compare different leadership styles and their effectiveness in various organizational and social contexts.
CO2	Demonstrate negotiation and persuasion skills to influence group behavior and power dynamics effectively.
CO3	Critically assess the role of perceived fairness, equality, and ethical decision-making in society.
CO4	Apply ethical frameworks to solve real-world dilemmas in decision-making processes.

Module	Title with content	No. of lectures
I	<p>LEADERSHIP, COMMUNICATION, AND SOCIAL INFLUENCE</p> <p>a.—Leadership, Types of leadership b.—Persuasion, negotiation, and emotional intelligence in leadership. c. Group behaviour, power dynamics, and social influence</p>	15
II	<p>DECISION-MAKING, ETHICS AND SOCIAL RESPONSIBILITY</p> <p>a. Risk assessment and decision making b. Social justice, perceived fairness and equality, and ethical decision-making in communities c. Ethical dilemmas in decision making</p>	15

(Two units for a two credit course and four units for a four credit course. 1 credit = 1 lecture hour/week 1 credit = 2 practical hours/week

Reading List:

1. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
2. Chatterjee, D. (2016). *Timeless leadership: 18 leadership sutras from the Bhagavad Gita*. Wiley India.
3. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
4. Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
5. Kidder, R. M. (2005). *Moral courage*. HarperCollins.
6. Nair, K. (2013). *Beyond charisma: Transformational leadership for*
7. Pareek, U., & Rao, T. V. (2008). *Designing and managing human resource systems* (3rd ed.). Oxford & IBH Publishing.
8. Rawls, J. (1999). *A theory of justice* (Rev. ed.). Harvard University Press.
9. Rest, J. R., Narvaez, D., Thoma, S. J., & Bebeau, M. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Psychology Press.
10. Sen, A. (2009). *The idea of justice*. Harvard University Press.
11. Singh, N. (2015). *Emotional intelligence at work: A professional guide*. Sage Publications.
12. Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press.
13. Treviño, L. K., & Nelson, K. A. (2021). *Managing business ethics: Straight talk about how to do it right* (8th ed.).

OE
Life Skills in a Digital World (RUASOOE301)
&
Social Skills (RUASOOE 401)

I	Internal Assessment	
a	Project/Presentation/Assignment	20 marks
b	01 Essay/04 Short Notes/ MCQ	25 marks
c	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Vocational Skill Course VSC: Semester III

Course/ Paper Title	Application of Statistics in Social Sciences
Course offered as	VSC
Course Code	RUASOVSC301
Semester	III
No. of Credits	02
No. of lecture Hours/week	02

Sr. No.	Course Objectives:
CLO 1	To introduce students to the fundamental statistical concepts relevant to social sciences research.
CLO 2	To help students develop skills in organizing, presenting data.
CLO 3	To familiarize students with different sampling techniques used in social research.
CLO 4	To equip students with knowledge of descriptive statistical methods for data analysis.

Course Outcomes

	On completing the course, the student will be able to:
CO1	Define key statistical concepts such as population, sample, and variables in the context of social research.
CO2	Construct and interpret frequency distributions and graphical data presentations.
CO3	Identify appropriate sampling methods for different research scenarios.
CO4	Apply measures of central tendency to summarize and analyze social science data effectively.

Detailed Syllabus Semester III

Module	Title with content	No. of Lectures
I	Basic concepts a. Statistics, Population parameter, sample variables b. Definition of Social statistics and use of Statistics in Social Research c. Frequency Distribution	15
II	Data Collection, Sampling, and Descriptive Statistics in Social Sciences a. Graphical Presentation of Data b. Sampling- Types & Uses c. Central Tendency	15

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Reading List:

1. Agresti, A. (2018). *An introduction to categorical data analysis* (3rd ed.). Wiley.
2. Babbie, E. (2020). *The Basics of Social Research*. Cengage Learning.
3. Bell, J. (2014). *Doing Your Research Project: A Guide for First-Time Researchers*. McGraw-Hill

Education

4. Bryman, A. (2021). *Social Research Methods*. Oxford University Press.
5. Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
6. Gibbs, G.R. (2018). *Analyzing Qualitative Data*. Sage.
7. Kothari, C.R. & Garg, G. (2019). *Research Methodology: Methods and Techniques*. New Age International.
8. Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

VSC

Application of Statistics in Social Sciences (RUASOVSC301)

I	Internal Assessment	
a	Plotting of graph/Tabulation of frequency distribution/Calculation of Measures of Central Tendency	20 marks
b	01 Essay/04 Short Notes/ MCQ	25 marks
c	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Skill Enhancement Course SEC: Semester III

Course/ Paper Title	Academic Writing in Social Sciences
Course offered as	SEC
Course Code	RUASOSEC301
Semester	III
No. of Credits	02
No. of lecture Hours/week	02

Sr. No.	Course Objectives:
CLO 1	To help students develop ability to critically engage with texts through close reading strategies and articulate their ideas clearly and coherently
CLO 2	To help students develop understanding of plagiarism, emphasizing the role of quotations and paraphrasing in scholarly work.
CLO 3	To familiarize students with various citation formats (e.g., APA, MLA, Chicago) to ensure accurate referencing
CLO 4	To help students develop interpretation skills.

Course Outcomes

	On completing the course, the students will be able to:
CO1	Demonstrate proficiency in close reading techniques and compose well-structured research papers
CO2	Integrate sources ethically into their writing.
CO3	Apply various citation styles in their academic work, demonstrating attention to detail and respect for intellectual property.
CO4	Effectively present their reports, supported by logical reasoning and textual evidence, contributing meaningfully to academic discussions.

Detailed Syllabus Semester III

Module	Title with content	No. of lectures
I	Introduction a. Textual reading and writing b. Techniques for reading and writing c. Analyzing social science texts	15
II	Borrowing Materials a. Quotations and plagiarism b. Citation styles c. Interpretations	15

(Two units for a two-credit course and four units for a four-credit course.)

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week

Reading List:

1. Babbie, E. (2020). *The practice of social research*. Cengage Learning.
2. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
3. Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
4. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
5. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. SAGE Publications.
6. Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
7. Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
8. Sarantakos, S. (2012). *Social research*. Palgrave Macmillan.
9. Silverman, D. (2020). *Qualitative research* (5th ed.). SAGE Publications.
10. Yin, R. K. (2017). *Case study research and applications: Design and methods*. SAGE Publications.

SEC

Academic Writing in Social Sciences (RUASOSEC301)

I	Internal Assessment	
A	Peer Review/Class presentation	20 marks
B	01 Essay/04 Short Notes/ MCQ	25 marks
C	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Skill Enhancement Course SEC: Semester IV

Course/ Paper Title	Research Skills on the Field
Course offered as	SEC
Course Code	RUASOSEC302
Semester	IV
No. of Credits	02
No. of lecture Hours/week	02

Sr. No.	Course Objectives:
CLO 1	To help students develop field research skills
CLO 2	To equip students to use visual aids, record and document findings
CLO 3	To help students develop an understanding of various aspects of rural life and research methods
CLO 4	To equip students with knowledge of compiling and presenting report

Course Outcomes

	On completing the course, the students will be able to:
CO1	Apply observational skills and conduct field visit
CO2	Use visual aids for data collection and document findings
CO3	Identify appropriate research methods and tools for village profiling
CO4	Compile and present report

Detailed Syllabus Semester III

Module	Title with content	No. of Lectures
I	Introduction a. Field visit and observational skills through visuals b. Use of visual aids c. Recording and documenting of findings	15
II	Prepare Village Profile a. Socio-psychological, Economic, Political and Cultural information of the village b. Use methods: Observation, survey, interview, focus group c. Report Writing	15

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Reading List:

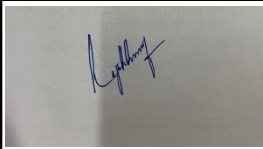

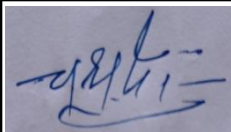
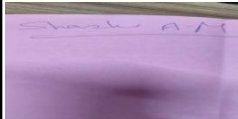
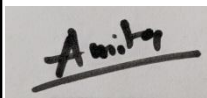
1. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research*. University of Chicago Press.
2. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
3. Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). SAGE Publications.
4. Cottrell, S. (2019). *The study skills handbook*. Macmillan International Higher Education.
5. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
6. Gibaldi, J. (2009). *MLA handbook for writers of research papers*. Modern Language Association of America.
7. Graff, G., & Birkenstein, C. (2021). *They say, I say: The moves that matter in academic writing*. W.W. Norton & Company.
8. Lipson, C. (2011). *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success*. University of Chicago Press.
9. Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
10. Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
11. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations*. University of Chicago Press.

SEC

Research Skills on the Field (RUASOSEC401)

I	Internal Assessment	
a	Field Visit/Visual Observation/Reflection Report/Class presentation	20 marks
b	01 Essay/04 Short Notes/ MCQ	25 marks
c	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Board of Studies in Sociology

	Category	Name and Designation	Affiliation	Signature
1	Chairperson (Head of Department)	Dr. Raju Kurian Associate Professor	University of Mumbai	
2	Full time teachers of the Department	Dr. Ravishri Mishra Associate Professor	University of Mumbai	
3	Two subject experts from outside the Parent University nominated by the Academic Council.	Dr. Chandrakant Kamble Professor, Head of Department	Sholapur University Vasundhara Kala Mahavidhyalaya	
4	One expert nominated by the Vice-Chancellor	Dr. Sashi Mishra Professor, Head of Department	University of Mumbai R.J College	
5	One expert nominated by the Principal	Dr. Sushila Yadav Assistant Professor	University of Mumbai Gokhale College	
5	One representative from industry/corporate sector/allied area relating to placement.	Ms. Amita Chaurasia Associate Vice President, CSR	Motilalal Oswal Financial Corporate Ltd.	
6	One postgraduate meritorious alumnus nominated by the Principal. (Please give three to four names of your alumnus)	Ms. Zarneen Mirza Assistant Professor BAMMC Department	University of Mumbai Bhavan's College	