

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)**

**Courses to inculcate constitutional obligations among the students**

**SYLLABUS FOR PROGRAMME BACHELOR OF ARTS IN PHILOSOPHY**

**F.Y.B.A. (SEMESTER-I)**

Course Title: **MORAL PHILOSOPHY**

Course code: **PHI-I.C-1**

Credits: 04

Marks: 100

Duration: 60 hours

**Course Objective:** The objective of the paper is to –

1. Enable the students realize the importance of ethics and morality in life
2. Introduce the basic concepts and theories of ethics to students
3. Enable the students to analyze and evaluate a situation from moral perspective

**Course Outcome:** At the end of the course students should be able to –

**CO1:** Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.

**CO 2:** Describe various theories of ethics,

**CO 3:** Illustrate the nature of moral evil and various forms of punishments

**CO 4:** Analyze any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.

**CO 5:** Critically analyze ethical theories and issues; reduce personal bias.

**CO 6:** Write research articles providing creative suggestions to problems of ethics and taking an ethical position on any situation.

**Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Syllabus**

**Unit I: About Ethics**

**(15 hours)**

- 1.1. Man, Society and Ethics
- 1.2. Meaning, nature and importance of ethics.
- 1.3. Sub-divisions of ethics.
- 1.4. Meaning of moral concepts.
- 1.5. Ethical relativism v/s absolutism.
- 1.6. Concept of Dharma

**Unit II: Freedom and moral responsibility**

**(15 hours)**

- 2.1. Problem of free-will
- 2.2. Freedom and determinism
- 2.3. Freedom as indeterminism
- 2.4 Freedom as self-determinism
- 2.5. Customary morality and reflective morality.

**Unit III: Ethical theories.**

**(15 hours)**

- 3.1. Consequentialist theories
- 3.2. Deontological theories.
- 3.3. Virtue theories.
- 3.4. Indian Theories

**Unit IV: Crime and punishment.**

**(15 hours)**

- 4.1. Nature and types of moral evil.
- 4.2. Justification for punishment.
- 4.3. Evaluation of capital punishment

***References***

**Mandatory reading:**

1. Grcic, Joseph (1989). *Moral Choices–Ethical Theories and Problems*. New Delhi: West publishing Co.
2. Lillie, William (1984). *An Introduction to Ethics*. New Delhi: Allied publishers, Pvt. Ltd.
3. Sinha, J. N. (1978). *A Manual of Ethic*. New Delhi: New central Book Agency Pvt. Ltd.
4. Edwards, Paul (1968). *The Encyclopedia of Philosophy*, [University of Pennsylvania Press](https://www.jstor.org/stable/2708299).  
<https://www.jstor.org/stable/2708299>

**Supplementary Reading:**

1. Dowd, Joseph S.K. (2011). *Maximizing Dharma: Krsna's Consequentialism in the Mahabharata*. Praxis Journal of Philosophy (vol-3:1), Department of Philosophy, University of Manchester, U.K.

2. Maitra, S.K. (1978) – *The Ethics of Hindus*. Delhi: Asia Publication Services.
3. Teichman, Jenny & Evans, Katherine C. (1999). *Philosophy-A Beginner's Guide*. U.K.: Wiley-Blackwell Publishers.

#### **Web Links:**

1. Crimes of Misery and Theories of Punishment. John B. Mitchell*New Criminal Law Review: An International and Interdisciplinary Journal*, Vol. 15, No. 4 (Fall 2012), pp. 465-510 <https://www.jstor.org/stable/10.1525/nclr.2012.15.4.465>
2. Ethical Types (pp. 133 – 164) From: Ethical Life: Its Natural and Social Histories Webb Keane Princeton University Press (2016) <https://www.jstor.org/stable/j.ctt1h4mhxw>

Course Title: **PRACTICAL ETHICS**

Course code: **PHI-II.C-4**

Credits: 04

Marks: 100

Duration: 60 hours

**Course Objective:** The objective of the paper is

1. Expose students to multiple view points on situations of daily life.
2. To give guidance in analyzing the conflicting positions.
3. To develop decision making skill among the students.

**Course Outcome:** After completing the course students should

**CO 1:** Enumerate and elaborate various ethical situations through which one can have a stronger moral code – as an individual and as a member of society.

**CO 2:** Interpret different ethical situations so as to understand the uniqueness of morality based on context.

**CO 3:** Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.

**CO 4:** Critically analyze and assess unethical situations and challenge their validity in the context of today's world.

**Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

## **Syllabus**

### **Unit I: Bio-ethics (15 hours)**

Euthanasia  
Abortion  
Animal experimentation  
Cloning  
Surrogacy

### **Unit II: Professional Ethics (15 hours)**

Medical ethics  
Legal ethics  
Media ethics  
Business ethics

### **Unit III: Social Ethics (15 hours)**

Homosexuality, gay and lesbian marriages  
Racism  
Gender discrimination  
Corruption

### **Unit IV: Environmental Ethics (15 hours)**

Eco-crisis  
Dominion Perspective  
Participation Perspective  
Stewardship Perspective.

## ***References***

### **Mandatory reading:**

2. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
3. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
4. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
5. Titus, H.H. (1994). *Living Issues in Philosophy*. New Delhi: CenagageCourse India Pvt. Ltd.

### **Supplementary Reading:**

1. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Course.
2. Des Jardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata Mc Grow Hill Education Pvt. Ltd.
3. Reich, Warren T.(1995). *Encyclopedia of Bio-Ethics* (relevant articles). New York: Macmillan Publishing Company.
4. Kush, Helga & Singer, Peter. (2006). *Bioethics – An Anthology*. Blackwell Publishing; 2nd edition (March 20, 2006)
5. Theory and Bioethics. Stanford Encyclopedia. Published Tuesday May 18, 2010.  
<https://plato.stanford.edu/entries/theory-bioethics/>

**Web Links:**

1. Applied Ethics (pp. 517-538) From: *Biblical Studies, Theology, Religion and Philosophy: An Introduction for African Universities*. Joseph B. R. GaieZapf Chancery Publishers Africa Ltd. (2010)<https://www.jstor.org/stable/j.ctv9c6054>

**Course Title: Value Education**

**Course Code: PHI-III.E-4**

**Credits:04**

**Marks:100**

Duration: 60 hours

**The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The paper is designed with following objectives–

- 1) Inculcating education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
- 2) Values are related to the norms of a culture hence values tend to influence attitudes and behavior and help to solve common human problems.
- 3) Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens and he or she must be capable of persuading others that at least on ground level values such as peace, love, respect and justice theoretically can be understood.

**Course Outcome:** At the end of the course the students should be able to–

**CO 1:** Enumerate various processes of value formation.

**CO 2:** Understand the impact of individual values on social phenomena.

**CO 3:** Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.

**CO 4:** Appraise various value systems with minimal personal bias.

**CO 5:** Judge the traditional styles of impartation of values and their practical applicability in the modern scenario.

**CO 6:** Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.

## **Syllabus**

### **Unit – I Value Education**

**(15 hours)**

1.1 Value education- its purpose and significance

1.2 Value Education: Then and Now

1.3 Value enculturation: Family, School, Society

1.4 Role of Culture and Civilization.

1.5 Present deterioration in Value System

### **UNIT- II Psychological, Ethical and Aesthetic Values**

**(15 hours)**

2.1 Emotional Maturity

2.2 Virtues for Self

2.3 Creativity

2.4 Imagination

### **UNIT–III Personality Development**

**(15 hours)**

3.1. Leadership

3.2. Communication

3.3. **Attitude** and Aptitude

3.4. Self-esteem

### **UNIT-IV towards an Ethics of Sustainability**

**(15hours)**

4.1 Social Equality and Peace

4.2 Conservation and Development

4.3 Women Empowerment.

4.4 Environmental Awareness

## References

### Mandatory reading:

1. Chakravarthy, S.K. (1999). *Values and ethics for Organizations: Theory and Practice*. New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. & Gupta, V. K. (1995). *Social Values among Young adults: A changing Scenario*. New Delhi: M.D. Publications.

### Supplementary reading:

1. Gardner, R., Cairns, J. and Lawton, D. (2003). *Education for values: morals, ethics and citizenship in contemporary teaching*, UK: Routledge.
2. Halstead, J.M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK: Routledge.
3. Meyer John, Brian Burnham, John Cholvat (Eds). (1975). *Values Education: Theory, Practice, Problems, Prospects*. Canada: Wilfrid Laurier Univ. Press.
4. Newman, Julie. (2011). *Green Ethics and Philosophy: An A-to-Z Guide*. California: Sage Publications Inc.
5. Satchidananda, M.K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.
6. Wringe, C. (2006). *Moral education: beyond the teaching of right and wrong*. UK: Springer.

### Web Links:

1. Value Education in the Social Studies Jack R. Fraenkel *The Phi Delta Kappan*, Vol. 50, No. 8 (Apr., 1969), pp. 457-461 <https://www.jstor.org/stable/20372415>
2. Sustainability (pp. 91-132) From: *Environment, Economy, and Christian Ethics: Alternative Views on Christians and Markets* Alistair Young Augsburg Fortress, Publishers (2015) <https://www.jstor.org/stable/j.ctt9m0tgc>
3. Shiva, Vandana. (1988). *Staying Alive – Woem, Ecology and Survival in India*. KALI FOR WOMEN. New Delhi 110 017. [https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive\\_djvu.txt](https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive_djvu.txt)

**Course Title: Current Ethical Issues(Inter-disciplinary Course)**

**Credits: 04**

**Marks:100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The paper is designed with following objectives–

- 1) To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principle and examples to a variety of contemporary ethical dilemmas.
- 2) To challenge the learners to address these issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through, class discussions, papers, and presentations.
- 3) To equip and motivate students toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enables to generate awareness of the ambiguities that go along with ethical situation and evaluation among the learners.

**Course Outcome:** At the end of the course the students should be able to–

**CO 1:** Enumerate and elaborate various ethical issues that influence individuals and society today.

**CO 2:** Interpret how different moral theories have evolved and developed over centuries.

**CO 3:** Apply the concepts of ethical thinking to emphasize empathy to the general human condition in daily life situations.

**CO 4:** Critically analyze and assess moral dogma that impedes basic human rights.

## **Syllabus**

**UNIT - I Ethics and Applied Ethics (15 hours)**

1.1. Traditional and Modern theories

1.2. Applied Ethics Areas

**UNIT – II Current Ethical Issues: Individual and Social (15 hours)**



- 2.1. Homosexuality
- 2.2. Prostitution and Pornography
- 2.3. Abortion, Euthanasia and Suicide (Self-Killing)
- 2.4. Capital Punishment
- 2.5. Human trafficking/ child abuse

**UNIT – III Science, Technology and Environmental Ethics (15 hours)**

- 3.1. Sex Selection, Cloning, and Surrogate Motherhood
- 3.2. Bio Diversity and Chemical Waste
- 3.3. Cyber Security
- 3.4. Animal Health and Welfare
- 3.5 Ecology and Associate Movements

**UNIT – IV Ethics in Business, Research, Politics and Media (15 hours)**

- 4.1 Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment
- 4.2 Plagiarism
- 4.3 Political Violence – Torture, War, Naxalism and Terrorism,
- 4.4 Ethics in Media

***References***

**Mandatory reading:**

1. Frey, R. G. And Christopher Heath Wellman (eds). (2003). A Companion to Applied Ethics. USA: Blackwell Publishing Ltd.
2. Hugh La Follette (ed.) (2003). The Oxford Handbook of Practical Ethics. Oxford: Oxford University Press.
3. Helga Kuhse and Peter Singer (eds.) (1999). Bioethics: An Anthology. USA: Blackwell publisher.

**Supplementary reading:**

1. Bowie, Norman. (1989). Business Ethics. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Küng, Hans. (2009). A Declaration towards Global Ethics. Geneva: Globethics.
3. Paul, Oliver. (2010). The Student's Guide to Research Ethics. USA: Open University press.
4. Rawls, John. (2001). Justice as Fairness: A Restatement, Cambridge MA: Belknap Press.
5. Weston. Anthony. (2001). A Practical Companion to Ethics. Oxford: Oxford University Press.
6. Cudd, Ann E; Andreasen, Robin O. (2005). Feminist theory: A Philosophical Anthology.

Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.

**Web Links:**

1. Business Ethics (pp. 143-155) From: Ethics for A-Level Mark Dimmock, Andrew Fisher  
Edition: 1 Open Book Publishers (2017) <https://www.jstor.org/stable/j.ctt1wc7r6j.12>
2. Psychology of Political Violence Gopal Singh *Social Scientist*, Vol. 4, No. 6 (Jan., 1976), pp. 3-13 <https://www.jstor.org/stable/3516257>

**Course Title: PHILOSOPHY OF HUMAN RIGHTS****Course code: PHI-IV.E -7****Credits: 04****Marks: 100**

Duration: 60 hours

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.****Course Objective:** The objective of the paper is to –

1. Enable the students to study the historical evolution and to understand the types and basic concepts involved in human rights.
2. Introduce the students to the nature and practical importance of human rights.
3. To make them aware of national and international human rights policies.

**Course Outcome:** At the end of the course students should be able to –**CO 1:** Examine basic concepts of human rights such as Freedom, Equality and Justice, Individual Rights and Universal Rights**CO 2:** Demonstrate the changing nature of human rights and the necessity of human rights at the individual and social level.**CO 3:** Compare various types of human rights and apply them in a given situation.**CO 4:** Analyze the historical evolution of human rights and its changing nature.**CO 5:** Evaluate the process of governance of human rights in an international context.**CO 6:** Formulate suggestions to facilitate the protection and promotion of human rights at the national and international level.

## Syllabus

### Unit I – Introduction

(15 hours)

- 1.1. Meaning, nature and ethical foundation of Human Rights
- 1.2. Philosophical Evolution of Human Rights
- 1.3. Rights, Responsibilities and Freedom

### Unit II – Basic Concepts

(15 hours)

- 1.1. Freedom, Equality and Justice
- 1.2. Individual Rights v/s Group Rights
- 1.3. Universal Rights v/s Relativism

### Unit III – Types of Human Rights

(15 hours)

- 3.1. Social and Economic Rights.
- 3.2. Rights of Women and Children
- 3.3. Civil and Political Rights
- 3.4. Minority Rights

### Unit IV – Governance of Human Rights

(15 hours)

- 4.1. Universal declaration of human rights
- 4.2. Indian Constitution and Human Rights
- 4.3. Human Rights in International Context

## References

### Mandatory reading:

1. Benn, S.I. and Peters, R.S. (1959). *Social Principles and the Democratic State*. London: Allen and Unwin.
2. [Donnelly](#), Jack. (2013). [Universal Human Rights in Theory and Practice](#). New York: Cornell University Press.
3. Morsink, Johannes. (1999). *The Universal Declaration of Human Rights: Origins, Drafting and Intent*. Philadelphia: University of Pennsylvania Press.

### Supplementary reading:

1. Cook, Rebecca J. (1994). *Human Rights of Women: National and International Perspectives*. Philadelphia: University of Pennsylvania Press.
2. Douzinas, Costas. (2007). *Human Rights and Empire*. U.K: Routledge.
3. Philip, Alston. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford: Clarendon Press.
4. Philip, Alston. (1991). *The International Covenant on Economic, Social and Cultural Rights. Manual of Human Rights*. New York: United Nations Centre for Human Rights.
5. Philip, Alston and Goodman, Ryan. (2013). *International Human Rights*. U.K : Oxford University Press.
6. Raphael, D. D. (1970). *Problems of Political Philosophy*. London: Pall Mall Press
7. Rosenbaum, S. (1980). *The Philosophy of Human Rights: International Perspectives*. Westport: Greenwood Press.

### Web Links:

1. Cultural Relativism and Universal Human Rights Author(s): Jack Donnelly Source: *Human Rights Quarterly*, Vol. 6, No. 4 (Nov., 1984), pp. 400-419 Published by: The Johns Hopkins University Press Stable URL: <https://www.jstor.org/stable/762182>
2. Individual Rights Revisited Author(s): WulfGaertner, Prasanta K. Pattanaik and Kotaro Suzumura Source: *Economica*, New Series, Vol. 59, No. 234 (May, 1992), pp. 161-177 Published by: Wiley on behalf of The London School of Economics and Political Science and The Suntory and Toyota International Centres for Economics and Related Disciplines Stable URL: <https://www.jstor.org/stable/2554744>
3. Individual, collective and group rights: History, theory, practice and contemporary evolution Author(s): B. G. RAMCHARAN Source: *International Journal on Group Rights*, Vol. 1, No. 1 (1993), pp. 27-43 Published by: Brill Stable URL: <https://www.jstor.org/stable/24674494>

## APPROVED SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY

### Course Title: SOCIOLOGY OF RELIGION

Course Code: SOC-1.C-4

Marks: 100

Credits: 4

**Course Objective:** Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. The objectives of this course are

1. To introduce the students to the subfield of sociology of religion.
2. To analyze the basic concepts and key interpretations of religion,
3. To understand the interface between religion and society in India and the contestation over religion in contemporary times.
4. To analyze social change in relation to religion.

While the canvas of the Course is Global, it draws illustrations from Goa.

### Learning Outcomes

- Understand 'religion' and its functioning from a sociological perspective.
- Assess the role of classical sociologist in the evolution of sociology of religion.
- Analyze the relationship between religion and society.
- Justify religion as cultural phenomena.

<b>1. The scope of sociology of religion</b>	<b>10 hours</b>
1.1 Religion in Contemporary sociology and their cultural analysis	
<b>2. Religion as a phenomena, definition and dimensions</b>	<b>15 hours</b>
2.1 Classical sociologist and their theories of religion	
<b>3. Society and Religion</b>	<b>15 hours</b>
3.1 Religion is socially learned	
3.2 Social life affecting religion	
3.3 Religion affecting social life	

#### **4. Religion and Culture**

**20 hours**

- 4.1 Popular Religiosity
- 4.2 New Religious Movements
- 4.3 Religion and Globalization
- 4.4 Secularization

#### **Essential Reading**

Repstad, Pal.2006. *An Introduction to the Sociology of Religion*. England:Ashgate publishing Ltd.  
Zuckerman, Phil. 2003. *Invitation to Sociology of Religion*.Newyork: Routledge

#### **Additional Reading**

D'Souza, Leela:2005. *The sociology of religion: A historical review*. Jaipur: Rawat Publishers  
Madan, T.N. 1992.(ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press,  
Roberts, Keith A.1984: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey

### **ELECTIVE COURSES**

#### **1. Elective Course Title: UNDERSTANDING GOA'S CULTURE**

Course Code:

Marks: 100

Credits: 4

**Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

#### **Course Objective:**

The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.

**Learning Outcomes:** At the end of the course students will be able to

1. Explain the various aspects of Goan culture.
2. Evaluate the social conditions and dimensions in the making of Goan's culture.

3. Analyze each facets of Goa's culture and judge its impact.
- 4.Recreate varied aspects of Goan culture by demonstration.

**Course Content:**

**1: Understanding Goa's Village-Caste and Religion** **20 hours**

- 1.1: Origin of Goan village myth Vs fact.
- 1.2: The Ganv, the Gaonkari and Comunidade.
- 1.3: Religions in Goa: A historical perspective.
- 1.4: Religious practices and Religious syncretism.
- 1.5: Caste in Goa: Origins, continuity and change.
- 1.6: Caste and Occupations in Goa
- 1.7: The changing village.

**2: Understanding the language of Goa** **10 hours**

- 2.1: History of language.
- 2.2: Usage and changes.
- 2.3: Language movement.
- 2.4: Politicization of language.
- 2.5: Language and Education.

**3: Understanding the Cuisines of Goa** **15 hours**

- 3.1: The Sociology of food.
- 3.2: Portuguese influences in food.
- 3.3: Religious differences in cuisines.
- 3.4: Goan food its preparation (Sociological perspective)

**4: Dances, festivals and attire of Goa** **15 hours**

- 4.1: Types of Dances in Goa and its performance.
- 4.2: Types of festivals and its social significance.
- 4.3: Types of clothing in Goa and its social significance (Durkheimian Perspective)



**Essential Reading.**

1. Dantes,N.: The Transforming of Goa. Mapusa:Other India Press, 1999.
2. Rodricks,Wendell.Moda Goa.Harper Colins:India, 2012.
3. Da Cunha, Gerson.: The Konkani Language and Literature. New Delhi: Asian Educational Service, 1991.
4. Newman, R.S.:Of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press, 2001.
5. Da Costa Rodrigues, Maria. Feasts, Festivals and Observances of Goa.L & L Publications, 2004.
6. Da Silva Gracias, Fátima: Cozinha de Goa: History and Tradition of Goan Food. Goa:Mapusa, 1556.

**Additional Reading:**

1. De Souza,Teotonio.: Goa To Me. New Delhi: Concept Publishing Co: 1994.
2. Gomes, Olivinho.: A Concise History of Goa. Panaji : Directorate of Art and Culture, 2010.
3. Alvares,C.: Fish,Curry and Rice. Goa: Goa Foundation, 1999.
4. Mennel, Stephen; et al. The Sociology of Food. New Delhi: Sage, 1992.

**Course Title: CONTEMPORARY GOAN SOCIETY: ISSUES AND CONCERNS**

Course Code: **SOC-IV.E-6**

Marks: 100

Credits: 4

**Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. Correlate the past history of Goa with the present.
2. Critically review the developments in Goa post liberation.
3. Evaluate the various issues and concerns of contemporary Goa.

## **Learning Outcomes:**

1. Debate the developments in Goa post liberation.
2. Assess the various historical process in the birth of contemporary Goa.
3. Demonstrate the traditional occupations.
4. Critically evaluate the issues and challenges arising from the practitioners of traditional occupations.
5. Critically evaluate the various issues and concerns of contemporary Goa
6. Propose plans in dealing with the issues.

## **Course Content:**

- |   |                 |
|---|-----------------|
| <b>1: Reviewing Goa past and present</b>                          | <b>10 hours</b> |
| 1.1. Transformation of Goa.                                       |                 |
| 1.2. Goa: 50 years after Liberation.                              |                 |
| <b>2: Challenges to traditional occupations in Goa</b>            | <b>10 hours</b> |
| <b>3: Issues of Konkani Mai</b>                                   | <b>15 hours</b> |
| 3.1. Konkani Mai ascends the throne: The basis of Goan statehood. |                 |
| 3.2. Konkani a language at crossroads.                            |                 |
| 3.3. The issue of medium of instruction.                          |                 |
| <b>4: Civil society and Movements in contemporary times</b>       | <b>25 hours</b> |
| 4.1. Mining   |                 |
| 4.2. Tourism  |                 |
| 4.3. The dialectics of SEZ  |                 |
| 4.4. The Regional plan: Reviewing RP 2011 and 2021                |                 |
| 4.5. Migration  |                 |

## **Essential Reading**

1. Newman, Robert. 2001. of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press.
2. Abreu, Savio. and Rudolf Heredia. 2011. Goa 2011: Reviewing and Recovering Fifty Years. New Delhi: Concept Publishers.
3. Alvares, C. 1999. Fish, Curry and Rice. Goa: Goa Foundation.
4. Botelho, Afonso. 2011. Language and Early Schooling in Goa. Panaji: Government of Goa, Directorate of Official Language.

5. Mascrenhas-Keyes, Stella. 2011. Colonialism, Migration and International Goan Community. Mapusa: Goa 1556.
6. Trichur, Raghuram. 2013. Refiguring Goa: From Trading Post to Tourism Destination. Saligao: Goa 1556.

### **Additional Reading**

1. De Souza, Teotonio. 1994. Goa To Me. New Delhi: Concept Publishing Co
2. Gomes, Olivinho. 2010. A Concise History of Goa. Panaji: Directorate of Art and Culture.
3. Dantes, Norman. 1999. The Transforming of Goa. Mapusa: Other India Press

### **Course Title: FAMILY, KINSHIP AND MARRIAGE IN INDIA**

Course Code: **SOC-IV.E-8**

Marks: 100

Credits: 4

**Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

### **Course Objective:**

1. To acquaint the students with the different family, marriage and kinship system across India.
2. To have an in-depth idea of how family, marriage and kinship work.

### **Course Outcome:**

1. Evaluate the structure and function of the family, marriage and kinship system in India
2. Present case studies on various types of marriages by analysing them.
3. Analyse issues arising in family, marriage and kinship in contemporary India
4. Explain the new trends in family, marriage and kinship system in India.
5. Assess the growth and decline of family.

## **Course Content**

- 1: Meaning and concepts** **5 hours**
- 1.1. Family: A global perspective
  - 1.2. Marriage around the world
  - 1.3. Understanding Kinship
- 2: The Kinship System** **15 hours**
- 2.1. Features and categories of kinship
  - 2.2. Linguistic structure and terminology of Kinship
  - 2.3. Rules of Decent and Lineage
- 3: Family** **15 hours**
- 3.1 Forms/ Types of family
  - 3.2. Changing family patterns
  - 3.3. Factors affecting family
- 4: Marriage** **25 hours**
- 4.1. Marriage and its dissolution
  - 4.2. Marriage and the changing attitudes in the 21<sup>st</sup> century

## **Essential Reading**

1. Ahuja, Ram. 1999. Society in India Concepts Theories and Recent Changes. New Delhi: Rawat Publication.
2. Macionis, John. 2005. Sociology. New Jersey: Pearson Prentice Hall.
3. Ahuja, Ram. 1993. Indian Social System. New Delhi: Rawat Publication.
4. Macionis, John. and Ken Plummer. 2008. Sociology: A Global Introduction. New Jersey: Prentice Hall.
5. Basu, Indrani. 2013. Antropology: An Introduction to Man. New Delhi: S. Chand Limited
6. Karve, Irawati. 1990. Kinship Organization in India. South Asia Books

**Course Title: WOMEN AND SOCIETY IN INDIA**

Course Code: **SOC-V.E-11**

Marks: 100

Credits: 4

**Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To introduce the students to the field of women's studies and feminist perspectives to the status of women in contemporary Indian society.
2. To familiarize students with position of women through the ages.

**Course Outcomes:**

1. Explain the development of feminism and the varied feminist perspectives.
2. Demonstrate the role of a feminist in the establishment of a feminist perspective.
3. Define gender and empowerment and critically evaluate its construction and application.
4. Trace the status of women through the ages in India.
5. Debate about the varied issues of women in India.
6. Present a case study of Women that defy gender stereotype.

**Course Content**

**1. Introduction**

**20 hours**

1.1 Sex and gender

1.2 Social construction of gender

1.3 Women in the family: Socialisation and gender roles, Private/public dichotomy, Sexual division of labour

**2. Feminist theories**

**10 hours**

2.1 Liberal feminism

2.2 Radical feminism

2.3 Marxist feminism

2.4 Socialist feminism

**3. Women in Indian society: The changing profile** **15 hours**

3.1 Vedic

3.2 Medieval

3.3 Colonial

3.4 Independent India

**4. Women's empowerment** **15 hours**

4.1 Seventy fourth constitutional amendment and women's political empowerment

4.2 SHGs and empowerment

4.3 Legislation and empowerment of women

**Basic References:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Women's University, 1995.
2. Desai, Neera and Maitreyi Krishna Raj: Women and society in India. Bombay: Ajanta Publications, 1987.
3. Devendra, Kiran: Changing status of women in India. New Delhi: Vikas, 1994.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNDT Womens University, 1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991
7. Pillai, JK: Women and Empowerment. New Delhi: Gyan Publishing House, 1995
8. Tapan, Neeta: Micro credit, Self-Help Groups (SHGs) & Women Empowerment. New Delhi: New Century Publications; first edition, 2010
9. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
10. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: Mohit Publications.2002

**Course Title: INTRODUCTION TO SOCIAL WORK**

Course Code: **SOC-V.E-12**

Marks: 100

Credits: 4

**Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives:**

1. To update the students the increasing demand for social work.
2. To equip the students with the skills required to undertake social work.
3. To qualify the students for the careers demanding social work.

**Course Outcomes:**

1. Explain the evolution of social work in India and the World.
2. Illustrate the ethics and process of social work.
3. Demonstrate the structure of agencies in social work.
4. Present their experiences of working with a agency.
5. Present the role of Voluntary action in Social Work.
6. Apply a Social Work approach for the welfare of people.

**Course Content**

**1. Introduction to Social Work 10 hours**

- 1.1 Evolution of Social Work in America
- 1.2 Evolution of Social Work in Europe
- 1.3 Evolution of Social Work in India

**2. Social Work and Social Welfare services in India 15 hours**

- 2.1: Definition and Nature of Voluntary Action
- 2.2: Area of Intervention and Implication of Voluntary Action
- 2.3: Voluntary Service in India
- 2.4: Government and Voluntary Action
- 2.5: Trends in Social Welfare, Inequality and Participation

**3: Social Work Ethics 15 hours**

- 3.1: Ethics – An Introduction,

3.2: Need for Ethical Behaviour in  
Social Work  
3.3: Purpose of a Code of  
Ethics

**4: Methods of Conducting Social Work Programmes** **10 hours**

4.1: Approaches in Doing Social Work  
4.2: Managing of Social Work Programmes

**5: Social Work in Goa: A case study** **10 hours**

**Basic References:**

1. Charles H. Zastrow, Introduction to Social Work and Social Welfare: Empowering People, Cengage Learning, USA, 2010
2. David Howe, A Brief Introduction to Social Work Theory, Palgrave Macmillan, Norwich, 2009
3. O. William Farley, Scott W. Boyle, Larry Lorenzo Smith, Introduction to Social Work, Allyn & Bacon, 2011

**Course Title: CONTEMPORARY ISSUES OF WOMEN IN INDIA**

Course Code: **SOC-VI.E-15**

Marks: 100

Credits: 4

**Each Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.**

**Course Objectives**

1. To sensitize the students to the various issues and problems of women in India.
2. To know the evolution and challenges faced by women's movement
3. To answer some of the vital questions that arise in the wake of deliberate attempts to improve the living conditions of women both by the governmental and non-governmental agencies.

**Course Outcomes:**

1. Evaluate the challenges in the emergence women's movement.
2. Demonstrate the varied problems faced by the women in India.
3. Assess the Issues affecting women's image and quality of life.
4. Evaluate the role of various agencies helping and supporting women in distress.



5. Explain the laws and schemes introduced by the government for the welfare of women in India.

### **Course Content**

#### **1 Social institutions and gender 15**

##### **hours**

1.1 Economy and women: Marginalization of women and multiple role management of working women.

1.2 Marriage and single women

1.3 Law and women: Personal laws, Civil Code in Goa

#### **2. Violence against women 15**

##### **hours**

2.1 Dowry system and bride burning

2.2 Rape and its consequences

2.3 Sex determination and sex pre-selection tests

2.4 Women in prostitution

2.5 Domestic violence

#### **3. Issues affecting women's image and quality of life 15**

##### **hours**

3.1 Portrayal of women in mass media

3.2 Education

3.3 Health

3.4 Tourism and women in Goa

#### **4. Action for Change 15**

##### **hours**

4.1 Government schemes

4.2 Women's movement in India

4.3 Emergence of new women's groups

4.4 Challenges before women today

### **Basic Readings:**

1. Agnes, Flavia: State, gender and the rhetoric of law reform. Bombay: SNDT Womens University, 1995.

2. Desai, Neera and Thakkar, Usha: Women in Indian Society. New Delhi: National BookTrust, India, 2001.
3. Da Silva Gracias, Fatima. Kaleidoscope of Women in Goa. New Delhi, Concept Publishers.1996.
4. Ghadially, Rehana: Women in Indian society. New Delhi: Sage, 1998.
5. Kosambi, Meera: Womens oppression in the public gaze. Bombay: SNTD WomensUniversity,1994.
6. Upadhyay, H.C.: Status of women in India. Delhi: Anmol Publications, 1991Sociology
7. Jethani, Urmila: Single Women: New Delhi. Rawat Publications, 1994
8. Pandey, Veena Pani: Problems of womens Marriage and Violence. New Delhi: MohitPublications.2002
9. Omvedt, Gail: Violence against women: New Movements and New theories in India. NewDelhi: Kali for women.1995

F.Y.B.A - (Semester – I)

Optional Paper

**Paper Title:** व्यावहारिक हिन्दी

**Paper Code:**

**Marks: 100**

**Credits: 04 (60 Lectures)**

**Course Objective:**

आज साहित्यिक हिन्दी के साथ – साथ उसका व्यावहारिक रूप उभरकर सामने आ रहा है। उदाहरण के रूप में बैंक के क्षेत्र में, रेल विभाग में, रेडियो, दूरदर्शन तथा विभिन्न जनसंचार माध्यमों में हिन्दी के व्यावहारिक रूप से विद्यार्थियों को परिचित कराना।

**Course Outcome:**

- 1) विद्यार्थी व्यावहारिक हिन्दी का परिचय प्राप्त करेंगे।
- 2) विविध क्षेत्रों में व्यावहारिक हिन्दी के प्रयोग से परिचित होंगे।
- 3) कार्यालयीन पत्राचार से परिचित होंगे।
- 4) अनुवादका और उसके महत्व को समझेंगे। प्रक्रि-
- 5) विद्यार्थियों में मानक वर्तनी लेखन की क्षमता विकसित होगी।

**पाठ्यक्रम एवं इकाई विभाजन**

**इकाई एक : व्यावहारिक हिन्दी का सामान्य परिचय, स्वरूप एवं व्याप्ति** (15 Lectures)

1. व्यावहारिक एवं साहित्यिक हिंदी: सामान्य परिचय एवं विशेषताएँ।
2. हिंदी भाषा का उद्भव और विकास।
3. राष्ट्रभाषा, राजभाषा एवं संपर्क भाषा (सामान्य परिचय)।

**इकाई दो : व्यावहारिक हिन्दी के विविध क्षेत्र : सामान्य परिचय** (15 Lectures)

- कार्यालयीन पत्राचार-**
1. आवेदन पत्र।
  2. अनुस्मारक।
  3. शिकायती पत्र।
  4. बधाई पत्र।

**इकाई तीन : अनुवाद** (15 Lectures)

1. अनुवाद: अवधारणा एवं स्वरूप।
2. अनुवाद की प्रक्रिया।
3. अनुवाद के प्रकार।

4. अनुवाद की उपयोगिता।

**इकाई चार : हिन्दी व्याकरण**

(15 Lectures)

1. मानक वर्तनी लेखन।
2. वाक्य विन्यास।
3. लिंग।
4. वचन।
5. कश्क।
6. उपसर्ग।
7. प्रत्यय।

(सामान्य परिचय एवं प्रयोग)

**संदर्भ ग्रंथ**

1. डॉ. अंबादास देशमुख , 'प्रयोजनमूलक हिन्दी अधुनातन आयाम', रौलजा प्रकाशन, कानपुर, 2006
2. विनोद गोदरे , 'प्रयोजनमूलक हिन्दी', वाणी प्रकाशन, नई दिल्ली, 2007
3. डॉ. माधव सोनटक्के, 'प्रयोजनमूलक हिन्दी', लोकभारती प्रकाशन, इलाहाबाद, 2008
4. कैलाशचंद्र पाण्डेय, 'प्रयोजनमूलक हिन्दी की नयी भूमिका', लोकभारती प्रकाशन, इलाहाबाद, 2007
5. कश्मताप्रसाद गुरु- 'हिन्दी व्याकरण', लोकभारती प्रकाशन, इलाहाबाद, 2015
6. डॉ. ब्रजकिशोर प्रसाद सिंह - 'हिन्दी व्याकरण', नमन प्रकाशन, नई दिल्ली, 2009

S.Y.B.A - (Semester – III)

**Core Course**

**Course Title:** हिन्दी साहित्य का इतिहास (आदिकाल, भक्तिकाल एवं रीतिकाल)

**Course Code:** HIN-III C.5

**Marks:** 100

**Credits:** 04 (60 Lectures)

**Course Objective:**

प्रारंभ से लेकर रीतिकाल तक हिन्दी साहित्य के इतिहास की विद्यार्थियों को जानकारी देना। इससे विद्यार्थियों को ज्ञात होगा कि आज हिन्दी का जो स्वरूप है, उसका प्रारंभिक रूप किस प्रकार का था। वे प्राचीन हिन्दी भाषा और विशेष रूप से प्राचीन एवं मध्यकालीन साहित्य से परिचित होंगे।

**Course Outcome:**

- 1) हिन्दी साहित्य की आदिकालीन परिस्थितियों एवं विभिन्न काव्य प्रवृत्तियों से-परिचित होंगे।
- 2) हिन्दी साहित्य के कालविभाजन से अवगत होंगे।
- 3) भक्ति आंदोलन के पृष्ठभूमि एवं परिवेश से परिचित होंगे।
- 4) रीतिकालीन परिवेश एवं प्रवृत्तियों का ज्ञान होगा।
- 5) प्राचीन भाषाओं के साथ विभिन्न काव्य धाराओं परिचय प्राप्त होगा।

**Syllabus:**

**इकाई एक -आदिकाल**

**(15 Lectures)**

आदिकालीन साहित्य की पृष्ठभूमि, रासो काव्य परंपरा, सिद्ध, जैन एवं नाथ काव्य परंपरा का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई दो- निर्गुण भक्तिधारा**

**(15 Lectures)**

भक्तिकालीन साहित्य की पृष्ठभूमि और संत एवं सूफी धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई तीन- सगुण भक्तिधारा**

**(15 Lectures)**

राम एवं कृष्ण भक्ति काव्य धारा का सामान्य परिचय एवं प्रवृत्तियाँ।

**इकाई चार - रीति काल**

**(15 Lectures)**

रीतिकालीन साहित्य की पृष्ठभूमि और रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य धाराओं का सामान्य परिचय एवं प्रवृत्तियाँ।

संदर्भ ग्रंथ:

- 1) डॉ. बच्चन सिंह, हिन्दी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2015
- 2) डॉ. विजयपाल सिंह, हिन्दी साहित्य का समीक्षात्मक इतिहास, राधाकृष्ण प्रकाशन, नयी दिल्ली, 2011
- 3) डॉ. रामकुमार वर्मा, हिन्दी साहित्य का आलोचनात्मक इतिहास, लोकभारती प्रकाशन, इलाहाबाद, 2010
- 4) डॉ. नगेन्द्र, हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाऊस, दिल्ली, 2014
- 5) आचार्य रामचंद्र शुक्ल, हिन्दी साहित्य का इतिहास, प्रभात प्रकाशन, दिल्ली, 2006
- 6) डॉ. शिवकुमार शर्मा, हिन्दी साहित्य: युग और प्रवृत्तियाँ, अशोक प्रकाशन, नई सड़क, दिल्ली, 1986