Construct the Curriculum of Multidisciplinary Course (MDC)
(based on the following Parameters & Conditions)

Paper: -I
Semester -I
Credit: 3

Paper Name: ...Popular Culture, Mass media and Society

Parameters and Conditions to Construct MDC Curriculum:

5.1.3 Courses from Other Disciplines (Multidisciplinary) (9 credits):
All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. *Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. *2. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. *Commerce and Management:* Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. *Humanities and Social Sciences:* The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines.

Communication Skills: Complex problem-solving: The graduates should be able to demonstrate the capability to:

• solve different kinds of problems in familiar and non-familiar contexts and

apply the learning to real-life situations.

Critical Thinking: Critical thinking: The graduates should be able to demonstrate the capability to:

• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,

• identify relevant assumptions or implications; and formulate coherent arguments,

• identify logical flaws and holes in the arguments of others,

• analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

Analytical reasoning / thinking: Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:

• evaluate the reliability and relevance of evidence;

• identify logical flaws in the arguments of others;

• analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Responsible Major Disciplines for Curriculum Development of the MDC Paper -I :……………………

Curriculum of Multidisciplinary Course (MDC) -101 for UG Program

Title of the Course:	**Popular culture, Mass Media and Society**
MDC Paper Code:	MDC 101

Semester = I

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Credit = 2

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Objectives of the Course:	i) Provide an understanding of different types of media and forms of communication ii) Provide a basic understating of relationship between media and society iii) Analyse the changes in media, society and culture
Learning Outcomes of the Course	i) Students will be able to understand different types of media and forms of communication ii) Students will be able to comprehend the basic conceptions related to Media, Culture and Society iii) Students will be able to understand interface between media, popular culture and humanities and social sciences

Course Content

Module: -1	i) **Social Interaction and Everyday Life** (15L) The study of everyday life: Features, Sociology of everyday life ii) Types of communication Verbal and Non-verbal communication; iii) Popular culture, High culture, Low culture. iv) Cultural studies as an interface between humanities and social sciences; v) Mass communication: Definition, Emergence; Modern technology and Mass Communication
Module: -2	i) **Mass Media** (15L) Emergence of Mass Media in the West; ii) Nature, characteristics and functions of mass media. iii) Mass Media and Mass Society, Impact of Mass media on society iv) Media: printing and publications, electronic media, radio, Television, cyberspace, virtual communication, internet, blogging. v) Media House: Emergence and Evolution in India; Globalizationa nd its effect on Media and communication
Module: -3	i) **Advertising** (15L) Definition; Emergence; Functions, Types ii) Ethics in Advertising iii) Role of Advertisement in Marketing, iv) Current Issues in Advertising,

	v) Women in Advertisement; Children in Advertisement
Suggestive Readings:	i) Aggarwal, Bir Bala. 2002. Media and Society First Edition, Concept Publishing Company Pvt. Ltd. 2) Curran James, Gurevitch Michael, 1991, Mass Media and Society. London. 3) Dey, Sayan and Ratnamala, V Media Culture Society. 4) Giddens, Anthony. 1997. Sociology. Third Edition, New York: Polity Press. 5) Hodkinson, Paul. 2016. Media, Culture and Society: An Introduction. SAGE 6) Keval.J Kumar, 1994, Mass Communication in India,4th Edition, JAICO 7) Mohapatra, Subas. 2017. Society and Culture in India: A Reader. The Orient Blackswan 8) Nick, Stevenson, 1995.Understanding media cultures: social theory and mass communication, London: Sage. 9) Terhi Rantanen 2005. The media and globalization, New Delhi: Sage. 10) Williams, Raymond, 1983. Keywords: a vocabulary of culture and society, New York: OUP
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	Apart from the conventional blackboard teaching, other modes of teaching that will be adopted are power points, group discussions, quizzes, class tests, problem-solving, and assignments

Construct the Curriculum of ==Multidisciplinary Course (MDC)==
(based on the following Parameters & Conditions)

Paper Name: **Gender Equity and Gender Equality**

Parameters and Conditions to Construct MDC Curriculum:

5.1.3 Courses from Other Disciplines (Multidisciplinary) (9 credits):
All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. *Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. *2. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. *Commerce and Management:* Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. *Humanities and Social Sciences:* The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. ==The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.==

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical

Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines.

Communication Skills: Complex problem-solving: The graduates should be able to demonstrate the capability to:

• solve different kinds of problems in familiar and non-familiar contexts and

apply the learning to real-life situations.

Critical Thinking: Critical thinking: The graduates should be able to demonstrate the capability to:

• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,

• identify relevant assumptions or implications; and formulate coherent arguments,

• identify logical flaws and holes in the arguments of others,

• analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

Analytical reasoning / thinking: Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:

• evaluate the reliability and relevance of evidence;

• identify logical flaws in the arguments of others;

• analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Responsible Major Disciplines for Curriculum Development of the MDC Paper -II :……………………

Title of the Course:	**Gender Equity and Gender Equality**
MDC Paper Code:	MDC 201

Semester = II

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Credit = 2

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Objectives of the Course:	i) An understanding of the basic concepts related to Gender, the norms and the processes that shape Gender perceptions and the importance of Gender equity and equality ii) A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it. iii) An awareness of the various Conventions, constitutional and legal provisions for Gender equity
Learning Outcomes of the Course	i) Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality, and the importance of gender equity and equality. ii) Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for bringing about greater Gender equity and equality iii) Be aware of the concept, measurement and indicators of gender equity and gender equality and appreciate the value and importance of gender data and gender audit

Course Content

Module: -1	i) **Understanding Gender Equity (15L)**: Sex, Gender, Sexuality, Patriarchy, Gender Stereotypes ii) Gender Equity –Meaning and Definition; Gender Equality –Meaning and Definition; Gender Equity and Gender Equality - Relationship; The importance of Gender Equity and Gender Equality in society ii) Socialisation, Internalisation of Gender values iii) Gender Bias: Definition, Meaning, Impact iv) Devaluation and Marginalisation of women in society
Module: -2	i) **Gender Equity and Legal provisions (15L):** International Conventions - CEDAW, Millennium Development Goals (MDG's), Sustainable Development Goals (SDG's)

	ii) Constitutional Rights of Women in India (Relevant articles of Fundamental Rights and Directive Principles), Protective Legislation for Women in India – The Dowry Prohibition Act, 1961; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Protection of Women from Domestic Violence Prevention Act, 2005 iii) Emergence of National Commission for Women - –Composition, Powers and Functions; West Bengal State Commission for Women – Composition, powers and functions iv) All Women's Police stations, Vigilance Cell, Legal Aid, Family courts, ChildLine, Service Providers and HelpLines for Women and Children
Module: -3	i) **Towards Measuring Gender Equity and Equality (15L)**: Gender Empowerment measure (GEM) – Meaning and Indicators ii) Global Gender Gap Index – Meaning and Indicators iii) , Gender Disaggregated Data - Meaning and importance, iv) Gender Audit -Meaning and importance
Suggestive Readings:	i) Human Development Reports, 2018, UNDP 3. Kamal Shankar Srivastava, Women in Indian Constitution and Human Rights, Ranchi, A.P.H. Pub., 2007 4. Mohini Chatterjee, Feminism and Gender Equality, Jaipur, Aavishkar Pub., 2005 5. Flavia Agnes, Sudhir Chandra and Monmayee Basu, Women and Law in India, New Delhi: OUP, 2016. 6. Shailly Sahai. Social Legislation and Status of Hindu Women, Jaipur: Rawat, 1986. 7. Alka Singh, Women in Muslim Personal Law, Jaipur: Rawat 1991. 8. Devaki Jain and Pam Rajput, Narratives from Women's Studies Family – Recreating Knowledge, New Delhi: Sage, 2003 9. H.M. Hemalatha, Mahila Adhyayana 1 mattu 2, Mysore: DVK Murthy, 2004 10. R. Indira, Mahila Mattu Kautimbika Himse, Mysore: Srimati Yashoda Rana Trust, 2000 11. Kishori Nayak K., ed., Gender Equity, Mangalagangothri, Centre for Women's Studies, Mangalore University, 2007 12. Neera Desai and Maithreyi Krishna Raj, Women and Society in India, Delhi: Ajantha, 1987. 13. Alfred D'Souza, ed., Women in Contemporary India, Delhi: Ajantha, 1997.

	14. Maria Mies, Indian Women and Patriarchy, Delhi: Concept, 1980
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	Apart from the conventional blackboard teaching, other modes of teaching that will be adopted are power points, group discussions, quizzes, class tests, problem-solving, and assignments

Construct the Curriculum of ==Multidisciplinary Course (MDC)==
(based on the following Parameters & Conditions)

Paper: -III
Semester -III
Credit: 3

Paper Name: ....

Parameters and Conditions to Construct MDC Curriculum:

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iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. *Commerce and Management:* Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

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Responsible Major Disciplines for Curriculum Development of the MDC Paper -III :…………………

Curriculum of Multidisciplinary Course (MDC) -301 for UG Program

Title of the Course:	**Environment and Society**
MDC Paper Code:	MDC 301
Semester = III	
	Credit = 2
Objectives of the Course:	i) This course is designed to allow students to reflect on the 'environment' as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India. ii) The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms iii) The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.
Learning Outcomes of the Course	i) . An understanding of dynamic between natural and social worlds from a sociological perspective. ii) A grasp of fundamental principles and core theoretical debates of the discipline iii) An ability to contribute from a sociological stand point to any research endeavors or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.
Course Content	
Module: -1	i)**Environmental Sociology (15 L):** Emergence of Environmental Sociology, Nature and Scope; ii) Definition and Characteristics/Features: Nature, Ecology, Biodiversity, Environmentalism, Environmental Justice iii) Global warming, climate change – MNCs & international policies to curb environmental pollutions iii) Environmental movements in India, environmental policies in India after Independence v) Definition and features of Environmental conservation - Necessity and Challenges

Module: -2	i) **Theoretical beginnings (15 L)**: Urich Beck, Anthony Giddens ii) Anthropocentrism, Deep Ecology, iii) P. Geddes: The Concept of city, The OutLook Tower and other Experiments , Gandhi: Approach to conservation of resources, Sarvadoya, Radhakamal Mukherjee: Ideas on Ecology and Environment iv) Eco-feminism : origin, Evolution, critique v) Eco-Marxism: Marxism and Environment
Module: -3	i) **Environment and Development (15L):** Issues: Deforestation, extinction of species, impact of developmental projects - dams, roads, rails, SEZs ii) Concerns: Exploitation of natural resources, impact of environmental degradation, need for sustainable development iii) Environmental protection – Chipko Movement, Protests in Kerala: Silent Valley, Plachimada, Kathikoodam, Narmada Bachao
Suggestive Readings:	i) Arnold, David and Guha, Ramchandra, (eds.), Nature, Culture and Imperialism, Oxford University Press, New Delhi, 1955. ii) Bostrom, M and Davidson, D J, Environment and Society- concept and challenge, Palgrave, Switzerland, 2018, doi.org/10.1007/978-3-319-76415-3 iii) Chawla, S. A Textbook of Environmental Studies, Tata McGrawHill Education Private Limited, New Delhi, 2012 iv) Cudworth, Erika, Environment and Society, Routledge, New York, 2003 v) Dunlap, R E and Catton, W R, Handbook of Environmental sociology, Greewood Press, London, 2002 vi) Gadgil Madhav and Guha, Ramchandra, The Fissured Land: An Ecological History of India, Oxford University Press, New Delhi, pp. 69-110, 1992 vii) Gadgil, Madhav and Guha, Ramchandra, Ecology and Equity: The use and Abuse of Nature in Contemporary India, Oxford University Press, New Delhi, pp.9-191, 1996 viii) Gadgil, Madhav and Ramachandra Guha, 'Ecological Conflicts and Environmental Movements in India', Development and Change, Vol. 25, No.1, 1999 ix) Giddens Anthony, "Global Problems and Ecological Crists", in Introduction to Sociology, 2nd Edition, W. W. Norton and Company, New York, pp. 384-389, 1996 x) Guha, R, Environmentalism- A global history. Longman Pub, 2000 Guha Ramachandra, "Forestry in British and Post-British India: A Historical Analysis", Economic and Political Weekly, 29 October and 5-12 November issues (in two parts), pp.1882- 1896 and pp.1940-47, 1983 xi) Hannigan, John, Environmental sociology, Routledge, USA, 2006 Jack, Jackson T.C.B, Environment and Society. In Abasiekong, E.M, Sibiri, E.A, Ekpenyong, N.S (eds.) Major Themes in Sociology: An Introductory Text, Mase Perfect Prints. Benin City pp. 579-602, 2017

	xii) Joshi, D, Gandhiji on Environment, Mani Bhavan Gandhi Sangrahalaya, Mumbai, 2003
	xiii) Kumar De, Anil and Kumar De, Arnab, Environmental studies, New age International (P) Ltd. New Delhi, 2005
	xiv) Macionis, John C, "The Natural Environment and Society", in Sociology 5th (Ed.), New Jersey: Prentice-Hall, pp. 591-612, 1995
	xv) Omvedt, G, Reinventing Revolution-New social movements and the socialist traditions in India,
	xvi) M.E.Sharpe.in, New York, 1993 Shiva Vandana and Gitanjali Bedi, Sustainable Agriculture and Food Security: The Impact of Globalisation, Sage Publications. New Delhi, 2002
	xvii) Shiva, Vandana, Staying Alive Women, Ecology and Survival in India, New Delhi: Kali for Women Press, pp. 1-37, 218-228, 1988
	xviii) Tellegen, E and Wolsink, Society and its environment-An Introduction, Routledge, New York, 2006 UNDP, 1987,
	xix) Sustainable Development: World commission On Environment and Abuse of Nature in contemporary India: NewDelhi: OUP.
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	Apart from the conventional blackboard teaching, other modes of teaching that will be adopted are power points, group discussions, quizzes, class tests, problem-solving, and assignments