



Progressive Education Society's
Modern College of Arts, Science and Commerce,
Ganeshkhind, Pune 411016.
(Autonomous College)

S.Y.B.A Sociology
Syllabus
(NEP I)

P.E. Society's
Modern College of Arts, Science and Commerce
Ganeshkhind, Pune 16.
(Autonomous)
S. Y. B. A. Sociology (NEP I)

Code No.	Title of Paper		Credits
Semester – III			
(SOC23101)	Development of Sociology in India	Major	4
(SOC23102)	Contemporary Indian Society	Major	4
(SOC23203)	Social Movement: Changes and Transformation	Minor	4
(SOC23508)	Indian Oral Tradition	IKS	2
(SOC23405)	Research Projects: Process and Protocol	VC/SEC	2
(SOC23607)	FP - Field Survey	Field Project	2
Semester – IV			
(SOC24101)	Foundations of Social Research	Major	4
(SOC24102)	Contemporary Indian Society: Shaping Dynamics	Major	4
(SOC24606)	Towards a Sustainable Future	Minor	4
(SOC24406)	Academic Writing and Research Projects	SEC	2
	Common at faculty level	CEP-1	2

(SOC23101) Development of Sociology in India

Course Objectives:

1. To acquaint the students to the processes that shaped the discipline of sociology in India.
2. To familiarise the students to major perspectives and works some of Indian sociologists.

Learning Outcomes:

1. Students will understand the emergence, relevance and perspectives in Indian Sociology.
2. It will enhance their sociological understanding about the Indian Society.

Unit I: Emergence of Sociology in India (12)

1. The Colonial Background
2. Nationalism
3. Development of Sociology in India

Unit II: Perspectives to Study Indian Society (15)

1. The Indological Perspective:
G.S. Ghurye - Indology and Theory of Caste
2. The Structural Functional Perspective:
M. N. Srinivas - Dominant Caste and Sanskritization
3. Feminist Perspective
Sharmila Rege

Unit III: Introduction to Indian Feminism (10)

1. Leela Dubey
2. Neera Desai

Unit IV The Dialectical and the Marxist Perspective And Non Brahmanical Perspective (18)

1. The Dialectical and the Marxist Perspective.
A. R. Desai – Social Background of Indian Nationalism
2. The Non Brahmanical Perspective: (Sociology from Below)
B.R. Ambedkar - Theory of Origin of Caste
3. Subaltern Perspective: Ranjit Guha

Essential Readings

- 1) Abraham, M.F. 1990. Modern Sociological Theory: An Introduction, New Delhi. Oxford University Press, Pp 72- 143.
- 2) Abraham M.F. and Morgan J.H., 1996. Sociological Thought, Madras. MacMillan India, Pp 7-

- 17, 28- 45,103-126, 156-183
- 3) Aron Raymond, 1982. Main Currents in Sociological Thought, Vol. 1 and 2, New York. Penguin Books.
- 4) Coser Lewis, 1979. Masters of Sociological thought, New York, Harcourt,Harcourt Brace Jovanovich . Pp-7-13,129-139, 43-53, 217-224.
- 5) Cuff, E., Sharrock, W. and Francis, D. 1992. Perspectives in Sociology, London, Routledge 3rd Ed.
- 6) Haralombus M and Holborn, 2000. Sociology: Themes and Perspectives, London. Collinspub, Pp 1035-1056.
- 7) Judge Paramjit, 2012. Foundations of Classical Theory, Delhi. Pearson Pub, Pp-42-46, 54-60, 92-103, 111-115, 116-119
- 8) Kundu Abhijit, 2012. Sociological Theory, Delhi. Pearson Pub, Pp-8-21, 66-74, 77-79 5
- 9) Ray Larry J., 2010. Theorizing Classical Sociology, New Delhi. Tata MaGraw-Hill, Pp 1-57
- 10) Ritzer George, 1996. Sociological Theory, New Delhi. Tata-McGrew Hill, 6th.Ed.Pp 39-58,73-91,108- 121
- 11) Dhanagare D.N., 1999. Themes and Perspectives in Indian Sociology, Jaipur. RawatPublications, Pp 31-77
- 12) Nagla B. K., 2008. Indian Sociological Thought, Jaipur. Rawat Pub, Pp 8-28, 67-70, 93-111,138-153, 212-225, 303-327
- 13) Patel Sujata, (ed) 2011. Doing Sociology in India, New Delhi. Oxford, Pp- 11-29
- 14) Pramanik S. K. 2001. Sociology of G. S. Ghurye, Jaipur., Rawat, Pp-19-3

Reference Books

- 1) Das Veena, (ed), 2003. Oxford India Companion to Sociology and Social Anthropology, New Delhi. Oxford University Press,
- 2) Morrison Ken, 1995. Marx, Durkheim, Weber: Formation of Modern Social Thought, London. Sage,
- 3) Oommen and Mukherji (ed) 1986. Indian Sociology: Reflections and Introspections, Bombay. Popular Prakashan, Pp 16 – 55
- 4) Singh Yogendra, 1986. Indian Sociology: Social Conditioning and Emerging Concerns, New Delhi. Vistaar, Pp 1 – 31.
- 5) Vivek P.S., 2002. Sociological Perspectives and Indian Sociology, Mumbai. Himalaya Publishing House. 6) Speeches and Writings of Dr. B.R. Ambedkar, 1990. Education Department, Govt. of Maharashtra volume. 7., Pp-114-131, 156-185, 178-280, 370-379.

मराठी पुस्तके

1. आगलावे प्रदीप, 2001.
2. सोमण, एम.एस ., साबळे एस. D. 2016. समाजशास्त्रीय विचार, पुणे, डायमंड पब्लिकेशन्स
3. मोटे दादासाहेब, 2005. सोशियोलॉजिकल रिसर्च फाउंडेशन, औरंगाबाद, नक्षत्र प्रकाशन

4. वैद्य, N.S., 1987. समाजवादी, नागपूर. महाराष्ट्र विद्यापीठ ग्रंथ निर्निमानंद.
5. गर्गे, एस. M. 1989. इंडियन एथनोलॉजिकल थिसॉरस, पुणे सोसायटी ऑफ सोशल सायन्सेस
6. आगलावे प्रदीप, 2001.
7. समाजशास्त्र डॉबाबासाहेब आंबेडकर ., पुणे. सुगावा पब्लिकेशन्स, 51-132
8. गर्जेद्रगड आणि मारुलकर, 2000, समकालीन भारतीय समाजशास्त्रज्ञ, कोल्हापूर, फडके प्रकाशन, ५७१२३-, १४६१६९-, २३६२५८-, ३१६.३२२-
9. गर्गे, एस. M. 1989. भारतीय सामान्य विज्ञान कोश, पुणे सामाजिक विज्ञान मंडळ
10. सहारे पद्माकर. 2015. भारतीय समाजशास्त्रीय दृष्टीकोन. औरंगाबाद, विद्या बुक्स

(SOC23102) Contemporary Indian Society

Course Objectives:

1. To acquaint the students to the forces that have shaped contemporary India.
2. To highlight the students to the various issues of contemporary India.

Learning Outcomes:

1. Students will get familiarized with the different ideas which shaped Indian identity.
2. Students will be able to analyze changing social, economic and political scenario of Indian Society.

Unit I: Forces that contributed to the making of contemporary India (15) (Definition and Impact)

1. Colonialism
2. Modernization
3. Globalization
4. Nation building: Views of Gandhi, Nehru and Dr. Ambedkar

Unit II: Contours of Contemporary India (15)

1. Issues of Diversity and Justice, Distinctiveness of India's Secularism, Constitution as an instrument of Social Change
2. Indian Democracy – its nature, strengths and weaknesses
3. Economic Development: Planned Development, Economic Policy 1991 (New Economic Policy)
4. Agrarian Society (Issues and Challenges)

Essential Readings:

1. Baxi & Parekh. 1995. *Crisis and Change in Contemporary India*. Sage, New Delhi. (For Gandhi & Nehru)
2. Binswanger-Mkhize, H. P. 2013. The stunted structural transformation of the Indian economy, agriculture, manufacturing and the rural non-farm sector. *The Economic and Political Weekly*, XLVIII (26, 27), 5-13.
3. Chandhoke, Neera & Praveen Priyadarshi. 2000. *Contemporary India: Economy, Society and Polity*. Pearson's India
4. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee .2008. *India since Independence*. Penguin Books India.
5. Desai, A.R. 1982. *Social Background of Indian Nationalism*, Popular Publication, Mumbai.

6. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin BooksIndia.
7. Deshpande, R.S. & Khalil Shah. 2007. *Agrarian Distress and Agricultural Labour*. Indian Journal of Labour Economics, Vol.50, No.2
8. Jayal, Niraja Gopal. 2001. *Democracy in India*. OUP, New Delhi, 1- 45 (Introduction only)
9. Mishra, Loknath and Abha Shree. 2020. Online teaching –learning in higher education during lockdown period of covid-19 pandemic. International Journal of Educational Research. Vol. 1.
10. Nayyar, Deepak. 1996. *Intelligent person's guide to liberalization*. Penguin Book India.
11. Ramachandran, R. 1997. *Urbanization and urban systems in India*. OUP, New Delhi.
12. Rapanta, Chrysi, Luca Botturi & Marguerite Koole. 2020. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. Post Digital Science and Education, 2, Pp 923-945
13. Seneviratne, Kalinga. (Ed.). 2019. Myth of 'Free Media' and Fake News in the Post-Truth Era. Sage Publications.
14. Social Scientist- September – December 2010. Vol 38; Number 9- 12 (Special issue on Education).
15. Thapar, Romila. 2000. *India – Another Millennium*, Penguin. (Chap on Media by N. Ram)
16. Tilak, JBG. (Ed.). 2013. *Higher education in India: In search of equality, quality and quantity*: Orient Black Swan, New Delhi.
17. *Health system in India: crisis & alternatives*. 2006. by National Coordination Committee, Jan Swasthya Abhiyan.
18. Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. Men and Masculinities, 11(1), pp.86-103.
19. Bhasin, Kamala / Trans. Shruti Tambe. Understanding Gender
20. Das, Veena. 2003. *Oxford Companion to Sociology and Social Anthropology*. Vol I & II, OUP, New Delhi.
21. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.
22. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook of Urbanization in India*, OUP, New Delhi.
23. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf

Marathi references:

- १) ब्रम्हे सुलभा, १९९४. डंकल प्रस्ताव आणि भारतीय शेतीवर हल्ला, शंकर ब्रम्हे समाजविज्ञान प्रकाशन, पुणे.
- २) गीताला वि. म . , रवींद्र रु . प . , हरीश सदनी, मुकुंद किर्दत, प्रश्न पुरुषभानाचे, डायमंड प्रकाशन पुणे.
- ३) कराडे जगन, २००८, जागतिकीकरण आणि भारतासमोरील आव्हाने, डायमंड प्रकाशन पुणे.
- ४) रणसुभे विलास, २००५, शिक्षण, लोकवाङ्मय गृह प्रकाशन, मुंबई.
- ५) शहा घनश्याम, २००४, भारतातील सामाजिक चळवळी, डायमंड प्रकाशन, पुणे.

Social Movements: Changes and Transformation (SOC23203)

Course Objectives:

- To introduce the students to the role of social movements in social transformation.
- To understand several major social movements in India and across the world related to issues of labour, ethnicity, nationalism, gender, caste, identity, environment, etc.

Learning Outcomes:

- Through this course students will understand the concept and types nature of social movements.
- Students will develop critical understanding of emerging trends in social movement.

I. Introduction to Social Movements (10)

- a. Social Movements: Concept and Nature
- b. Types : Old Movement and New Movement

II. Social Movements in India-I (14)

- a. Women's Movements, Peasant Movements, Labour Movements and Environmental Movements
- b. Recent trends LGBTQ and Me too

III. Social Movements in India-II

- a. Identity Politics and Social Movements (Religious and Caste movements)
- b. Regional and Tribal Movements

IV. Globalization and Alter-Globalization (10)

- a. Occupy, Arab Springs
- b. Lokpal, New Labour Protests, Students Protests.

Essential Readings:

1. Della Porta, D., & Diani, M. (2009). *Social Movements: An Introduction*. Hoboken: John Wiley & Sons.
2. Dhanagare, D. (1988). *Peasant Movements in India*. New Delhi: Oxford University Press.
3. Guru, G. (1997). *Dalit Cultural Movement & Dalit Politics in Maharashtra*. Mumbai: Vikas Adhyayan Kendra.
4. Jogdand, P. G., & Michael, S. M. (2003). *Globalization and Social Movements: Struggle for a Humane Society*. Jaipur: Rawat Publications.
5. Kumar, S. (2014) *Social Movements: Transformative Shifts and Turning Points*. New Delhi: Routledge.
6. Martin, G. (2015). *Understanding Social Movements*. New York: Routledge.
7. Oommen, T. (Ed.). (2010). *Social Movements in Independent India, Vol. I and II*. New Delhi: Oxford University Press.

8. Parta, D. & Diani, M. (2006). *Social Movements: An Introduction*. New York: Blackwell Publishing.
9. Petras, J. & Veltmeyer, H. (2005). *Social Movements and State Power: Argentina, Brazil, Bolivia, Ecuador*. London: Pluto Press.
10. Players, G. (2011). *Alter-Globalization. Becoming Actors in the Global Age*. Cambridge: Polity Press.
11. Robert, B. & Snow, D.(2000). Framing Process and Social Movements: An Overview and Assessment. *Annual Review of Sociology*, Vol. 26. pp. 611-639.
12. Rao, M. (Ed.). (1984). *Social Movements in India: Studies in Peasant, Backward Classes, Sectarian, Tribal and Women's Movements*. Delhi: Manohar publishers.
13. Shah, G. (2004). *Social Movements in India*. New Delhi: Sage Publications.

References:

1. Buechler, S. (1993) 'Beyond Resource Mobilization: Emerging Trends in Social Movement Theory'. *The Sociological Quarterly*.34: 217-235.
2. Buechler, S. M. (2000). *Social Movements in Advanced Capitalism: The Political Economy and Cultural Construction of Social Activism*. New York: Oxford University Press.
3. Calhoun, C. (1993) "New Social Movements" of the Early Nineteenth Century. *Social Science History*. Vol. 17, No. 3.Pp. 385-427.
4. Desai, A.R. (Ed.).(1979). *Peasant Struggles in India*. Bombay: Oxford University Press.
5. Frank, A. G. and Marta, F. (1987). *Nine Theses on Social Movements*. *Economic and Political Weekly*. Vol.52.No-4.
6. Eder, K. (1993). *The New Politics of Class: Social Movements and Cultural Dynamics in Advanced Societies*. Newbury Park CA: Sage Publications.
7. Flam, H., and King, D. (Ed.)(2005). *Emotions and Social Movements*. New York: Routledge.
8. Bagguley, P. (1992). Social change, the middle class and the emergence of "new social movements": A critical analysis. *The Sociological Review* 40.1: 26-48
9. Bagguley, P. (1997). Beyond political sociology? Developments in the sociology of social movements. *The Sociological Review* 45.1: 147-61.
10. Gore, M.S.(1993).*The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage Publication.
11. Gouldner, A.W.(Ed.) (1950). *Studies in Leadership*, New York: Harper and Brothers.
12. Wim,V.,D., Brian, D. L., Paul G. R.(2004). *Cyber protest: New Media, Citizens, and Social Movements*. London: Rutledge.
13. Zelliott, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar: Publication.
14. Zirakzadeh, C. E. (1997). *Social Movements in Politics: A Comparative Study*. New Delhi: Pearson Books.
15. Rao, M.S.A. (1979).*Social Movements and Social Transformation*. Delhi : Macmillan.
16. Smelser, N.J. (1963). *The Theory of Collective Behavior*. New York: The Free Press.

17. Tarrow, S. G.(1994). Power in movement: Social movements, collective action and politics. New York: Cambridge University Press.
18. Tarrow, S.(1998). Power in Movement: Social Movements and Contentious Politics. Cambridge: Cambridge University Press.
19. Touraine, A. (1981) The Voice and the Eye: an analysis of social movements. Cambridge: Cambridge University Press
20. Omvedt, G. (1995). Dalit Visions: The anti-caste movement and the construction of an Indian Identity .New Delhi: Orient Longman.
21. Oommen, T.K.(1972). Charisma, Stability and Change: An Analysis of Bhoodan Grandaunt Movement. New Delhi: Sage Publication.
22. Oommen, T.K.(1990). Protest and Change: Studies in Social Movements. Delhi: Sage Publication.
23. Kohli, A. (1987). State and Poverty in India. New York: Cambridge University Press.
24. Mathew, G. (1994). Panchayati Raj from Legislation to Movement. New Delhi : Concept Publication.
25. McAdam, D., McCarthy, J.D., and Zald, M.N.,(1996). Comparative Perspectives on Social Movements. Cambridge: Cambridge University Press.
26. Joshi, B. (Ed.) (1986). Untouchable! Voices of Dalit Literature Movement. London: Zed Books.
27. Petras, J. and Henry, V. (2005). Social Movements and State Power. London: Pluto Press.
28. Pichardo, N.A.(1997). New Social Movements: A Critical Review, Annual Review of Sociology. Vol. 23: 411-430.
29. Meyer, D., Whittier, N., & Robnett, B. (Eds.). (2002). Social movements: Identity, Culture, and the State. New York: Oxford University Press on Demand.
30. Shiva, V.(1991). Ecology and the Politics of Survival. New Delhi: Sage Publication.
31. Shah, G.(1977). Protest Movements in two Indian States. New Delhi: Ajanta Publication.

मराठी संदर्भ:

1. शहा, घ. (2002) सामाजिक चळवळी आणि सरकार, पुणे: डायमंड प्रकाशन.
2. नाडगोंडे, गु. (1986). सामाजिक आंदोलने. पुणे: कॉन्टिनेन्टल प्रकाशन.
3. पवार प्र. (२०११) समकालीन राजकीय चळवळी. पुणे. डायमंड पब्लिकेशन
4. जोगदंड पी. (२००६) दलित चळवळ: सिद्धांत आणि व्यवहार. मुंबई. प्रतिशब्द प्रकाशन.
5. देवगावकर एस. (२००९) सामाजिक चळवळी: परंपरागत आणि नवीन. नागपूर. साईनाथ प्रकाशन.

Note: Any other text/Article suggested by the subject teacher.

(Indian Knowledge System)

Indian Oral Tradition

(SOC23508)

Objectives:

- To make students familiar with importance of Indian oral tradition
- To understand oral tradition as valuable tool for preserving cultural and historical memory.

Outcomes:

- Students will acquaint with dynamic and diverse oral medium for to preserving and transmitting knowledge.
- To engage students with documentation of oral tradition.

I. Understanding oral tradition (15)

- a. Oral Tradition: Concept and definition
- b. Orality and memory
- c. Forms of oral tradition

II. Oral Tradition and Social change (15)

- a. Bhakti Tradition
- b. Folk Tradition
- c. Reformer's Tradition
- d. Future of Oral Tradition

1. *D. Fairchild Ruggles, Helaine Silverman Intangible Heritage Embodied, 2009 ISBN: 1441900713 Publisher: Springer*
2. Martindale, A., Shneiderman, S., & Turin, M. (2018). TIME, ORAL TRADITION, AND TECHNOLOGY. In P. TORTELL, M. TURIN, & M. YOUNG (Eds.), *Memory* (pp. 197–206). Peter Wall Institute for Advanced Studies. <https://doi.org/10.2307/j.ctvbtzpfm.26>
3. HANDOO, J. (1994). ORAL LITERATURE IN INDIAN TRADITION: FOLK CATEGORIES AND MODERN INDIAN SOCIETY. *Indian Literature*, 37(5 (163)), 89–109. <http://www.jstor.org/stable/44295583>
4. CHOWDHURY, I. (2014). Oral Traditions and Contemporary History: Event, Memory, Experience and Representation. *Economic and Political Weekly*, 49(30), 54–59. <http://www.jstor.org/stable/24479740>
5. CHOWDHURY, I. (2014). Speaking of the Past: Perspectives on Oral History. *Economic and Political Weekly*, 49(30), 39–42. <http://www.jstor.org/stable/24479737>
6. KAMBLE, V. C., & RANSURE, P. V. (2008). FOLK AND FOLK-LORE CULTURE OF MAHARASHTRA. *Bulletin of the Deccan College Research Institute*, 68/69, 191–205. <http://www.jstor.org/stable/42931206>
7. NEMADE, B. (1994). THE SEMANTICS OF ORALITY. *Indian Literature*, 37(5 (163)), 79–88. <http://www.jstor.org/stable/44295582>
8. Patil, C. (2000). Tribal Poetry From Maharashtra. *Indian Literature*, 44(3 (197)), 186–193. <http://www.jstor.org/stable/23343206>

Research: Process and Protocols (SOC23405)

Course Objectives:

- To introduce basic principles of social research.
- To acquaint with research ethics.

Learning Outcomes:

- It will equipped students with basic research skills.
- With this course students are expected to take field research projects.

Unit I Basic Concepts: Social Research, Method, Technique, Concept, and Variable. (10)

Unit II Steps in Research: Formulation of Research Problems, Secondary Source Analysis, Research Questions, Data/Narrative- Collection and Analysis, Report Writing, Bibliography, References. (10)

Unit III Thinking through Process: Socio-Historical Context, Research Ethics and protocol - Permissions of Authority, Privacy and Protection of respondents, Plagiarism . (10)

Essential Readings:

1. Young P., 1984, Scientific Surveys and Research, New Delhi Prentice Hall of India.
2. Bryman, A., 2001, Social Research methods, Oxford.
3. Babby E., 2012. The Practice of Social Research, Wadsworth.
4. मालशे, स.ग., १९७०, शोधनिबंधाची लेखनपद्धती, मराठी साहित्य परिषद, पुणे.
5. संत डु. क्र., पुनरावृत्ती पद्धत: प्रक्रिया, अंतरंग, पुणे विद्यार्थी गृह प्रकाशन, पुणे
6. सोमण M.No., (1984), सामाजिक संशोधनाची तंत्रे, पुणे विद्यार्थी गृह, पुणे
7. तांबे एस 2017 सामाजिक विज्ञानकोष मेहता प्रकाशन, पुणे

Field Survey

Guidelines:

A. Pre requisites of planning a survey

- Develop a clear and concise purpose statement- What the researcher wants to know and why they want to know it.
- Develop the tool (Questions – Make sure they are clear and unambiguous and biased free.
- Test the question on a specific groups of volunteers to determine the face validity of the question is adequate. Make any required changes in the questions.
- Develop the introduction to the survey which should be shared with the participants of the survey.
- Avoid ‘coverage error’ by gathering a sample list of potential participation that matches the population of interest as closely as possible.

B. Preparing survey questions

- Avoid double barrelled questions.
- Question should be relevant.
- Question should be clear.
- Question should not have negatives.
- Question should not have biased.
- Response category must be inclusive.
- Open ended questions and comments should also be incorporated into survey whenever appropriated.

C. Survey on the field

- The interviewer presence should not affect respondent’s perception of a question or the answer given.
- Interviewers can also serve as a guard against questionnaire (Questions) that are confusing.
- Interviewer must record exact responses.
- Interviewer should properly dressed for conducting the interview.
- Interviewer should be present and must communicate with genuine interest in getting to know the respondent without appearing as spy.
- Interviewer must be able to read the questionnaire items to respondent without error.

Semester IV

Foundations of Social Research (SOC24101)

Course Objectives

1. To familiarize the students with different sociological approaches to research.
2. To acquaint the students with different types of research and issues in research.
3. To introduce the students to different methods in conducting social research.

Learning Outcomes:

1. Students are expected to acquire knowledge of different research approaches and their application.
2. Students will be able to understand different types of data set.
3. Students will be able to construct the research proposal.
4. Understanding of basic research process will enable students to build the foundation for future research work.

Unit I: Introduction and Approaches to Social Research (18)

1. Meaning and significance of social research
2. Approaches in social research: positivist, critical, interpretative, feminist

Unit II: The Research Process I

1. The relationship between theory and research
2. Types of social research – pure and applied

Unit III: The Research Process II (15)

3. Steps in social research
4. Hypothesis: meaning, characteristics and types
5. Research design – meaning and types – (Exploratory, Descriptive, Diagnostics and Experimental)

Unit IV. Preparation of Data Collection (12)

1. Primary and secondary sources
2. Sampling – meaning, purpose and types of sampling techniques

Contemporary Indian Society: Shaping Dynamics (SOC24102)

Course Objectives:

1. To acquaint the students with the changes in contemporary Indian Society.
2. To familiarize the students to the various challenges of contemporary India.

Learning Outcomes:

1. This course will create the space for the students for informed engagement with contemporary changes and challenges
2. Students will understand the fields of interventions and alternatives.

Unit I: Changing Nature of Society (15)

1. Urbanization in India – Uneven Development and Inequalities
2. Migration: Causes and Impact

Unit II: Challenges of Urban Society

1. Civic Issues: Transport and Water, Sanitation, Pollution, and Slum management, Safety and Surveillance

Unit III: Media and Democracy in India (15)

1. Media and Indian Democracy
2. Commercialization of media, transnational investment in Media.
3. Media Literacy

Unit IV: Education & Health System: Quality, Quantity and Equity in India (15)

1. New Education Policy: Background, Features and Issues
2. Online Teaching: Necessity and Challenges
3. The Public & Private Health Sectors: Availability, Quality, Access, Affordability and ethics.

Essential Readings:

24. Baxi & Parekh. 1995. *Crisis and Change in Contemporary India*. Sage, New Delhi. (For Gandhi & Nehru)
25. Binswanger-Mkhize, H. P. 2013. The stunted structural transformation of the Indian economy, agriculture, manufacturing and the rural non-farm sector. *The Economic and Political Weekly*, XLVIII (26, 27), 5-13.
26. Chandhoke, Neera & Praveen Priyadarshi. 2000. *Contemporary India: Economy, Society and Polity*. Pearsons India
27. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee .2008. *India since Independence*. Penguin Books India.
28. Desai, A.R. 1982. *Social Background of Indian Nationalism*, Popular Publication, Mumbai

Towards a Sustainable Future (SOC24606) (Minor) (4 Credits)

Course Objectives:

- To understand the dimensions of sustainability and the principles evolved through landmark events and decisions.
- Understanding the SDGs Framework from a Policy Perspective and Reflect on the challenges with which the SDGs are confronted (Indian experience)
- To create awareness and action mind set towards sustainability.

Learning Outcomes:

- Students will develop the ability to critically assess the interrelatedness of the SDGs.
- Students will be able to develop a fair understanding of the social, economic and ecological linkage of human production and consumption and the role of stakeholders.
- Define sustainability and understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy at local, regional, and global levels.

Unit I-Introduction: - (15)

- Concept of Sustainable development
- History and Policy Framework (UNCED, MDG & SDG)

Unit II- Attaining Sustainable Development Goals (15)

- Sustainable Development Goals (17 SDG)
- Role of Stakeholders (Government, civil society) and Policy Changes

III-Problems and processes: - (15)

- Global Capitalism and Problem of Sustainability (corporate perspective, consumption patterns, GM food)
- Equity and Sustainability (Gender, Poverty)
- Demographic dimensions and sustainable development
- Urbanization
- Ecological degradation.

IV- Role and Actions toward sustainability (15)

- Sustainability in your neighbourhood - independent field trip (Take a walk around your neighbourhood and a nearby park with a critical eye. Student will conduct a Neighbourhood Sustainability Assessment to describe the sustainability of your area in terms of mixed-use development, the proximity of amenities, the relative density of jobs to housing, green spaces, bike friendliness, ease of access to public transportation, and other criteria.)

Books/Reference Material

- Pradhan, P. , Costa, L. , Rybski, D. , Lucht, W. and Kropp, J. P. (2017). A Systematic Study of Sustainable Development Goal (SDG) Interactions. *Earth's Future*, 5, 1169-1179. doi:10.1002/2017EF000632.
- United Nations General Assembly. (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. A/RES/70/1
- Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An introduction to sustainable development." (2012).
- Sachs, J. D. 2015. *The Age of Sustainable Development*. Columbia University Press, New York.
- <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1577014>
<https://sustainabledevelopment.un.org/memberstates/india>
- Franco, I.B. and Tracey, J. (2019), "Community capacity-building for sustainable development: Effectively striving towards achieving local community sustainability targets", *International Journal of Sustainability in Higher Education*, Vol. 20 No. 4, pp. 691-725
- *Our Common Journey: A Transition toward Sustainability*. National Academy Press, Washington D.C. Soubbotina, T. P. 2004.
- Elliott, Jennifer. 2012. *An Introduction to Sustainable Development*. 4th Ed. Routledge, London.
- Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An introduction to sustainable development." (2012).
- Sachs, J. D. 2015. *The Age of Sustainable Development*. Columbia University Press, New York.
- Soubbotina, Tatyana P. 2004. *Beyond Economic Growth: An Introduction to Sustainable Development*. WBI learning resources series. Washington DC; World Bank.
- Kerr, Julie. *Introduction to energy and climate: Developing a sustainable environment*. CRC Press, 2017. ○ Saito, Osamu. *Sharing Ecosystem Services*. Springer Singapore, 2020.
- Nhamo, Godwell, and Vuyo Mjimba. *Sustainable Development Goals and institutions of higher education*. Springer, 2020.
- Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin BooksIndia.
- Deshpande, R.S. & Khalil Shah. 2007. *Agrarian Distress and Agricultural Labour*. *Indian Journal of Labour Economics*, Vol.50, No.2
- 29. Jayal, Niraja Gopal. 2001. *Democracy in India*. OUP, New Delhi, 1- 45
- 30. Mishra, Loknath and Abha Shree. 2020. Online teaching –learning in higher education during lockdown period of covid-19 pandemic. *International Journal of Educational Research*. Vol. 1.

31. Nayyar, Deepak.1996. *Intelligent person's guide to liberalization*. PenguinBook India.
32. Ramachandran, R. 1997. *Urbanization and urban systems in India*. OUP,New Delhi.
33. Rapanta, Chrysi, Luca Botturi& Marguerite Koole. 2020. Online University TeachingDuring and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Post Digital Science and Education*, 2, Pp 923-945
34. Seneviratne, Kalinga. (Ed.). 2019. *Myth of 'Free Media' and Fake News in the Post-Truth Era*. Sage Publications.
35. *Social Scientist*- September – December 2010. Vol 38; Number 9- 12 (Special issue onEducation).
36. Thapar, Romila. 2000. *India – Another Millennium*, Penguin. (Chap onMedia by N. Ram)
37. Tilak, JBG. (Ed.). 2013. *Higher education in India: In search of equality, quality andquantity*: Orient Black Swan, New Delhi.
38. *Health system in India: crisis & alternatives*. 2006. by National Coordination Committee, Jan Swasthya Abhiyan.

References:

1. Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. *Men andMasculinities*, 11(1), pp.86-103.
 2. Bhasin, Kamala / Trans. Shruti Tambe. *Understanding Gender*
 3. Das, Veena. 2003. *Oxford Companion to Sociology and Social Anthropology*. Vol I & II,OUP, New Delhi.
 4. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.
 5. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook ofUrbanization in India*, OUP, New Delhi.
- http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M01309
39. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin BooksIndia.
 40. Deshpande, R.S. & Khalil Shah. 2007. *Agrarian Distress and AgriculturalLabour*. *Indian Journal of Labour Economics*, Vol.50, No.2
 41. Jayal, Niraja Gopal. 2001. *Democracy in India*. OUP, New Delhi, 1- 45 (Introductiononly)
 42. Mishra, Loknath and Abha Shree. 2020. Online teaching –learning in higher educationduring lockdown period of covid-19 pandemic. *International Journal of Educational Research*. Vol. 1.
 43. Nayyar, Deepak.1996. *Intelligent person's guide to liberalization*.

- PenguinBook India.
44. Ramachandran, R. 1997. *Urbanization and urban systems in India*. OUP, New Delhi.
 45. Rapanta, Chrysi, Luca Botturi & Marguerite Koole. 2020. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Post Digital Science and Education*, 2, Pp 923-945
 46. Seneviratne, Kalinga. (Ed.). 2019. *Myth of 'Free Media' and Fake News in the Post-Truth Era*. Sage Publications.
 47. *Social Scientist*- September – December 2010. Vol 38; Number 9- 12 (Special issue on Education).
 48. Thapar, Romila. 2000. *India – Another Millennium*, Penguin. (Chap on Media by N. Ram)
 49. Tilak, JBG. (Ed.). 2013. *Higher education in India: In search of equality, quality and quantity*: Orient Black Swan, New Delhi.
 50. *Health system in India: crisis & alternatives*. 2006. by National Coordination Committee, Jan Swasthya Abhiyan.

References:

6. Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*, 11(1), pp.86-103.
 7. Bhasin, Kamala / Trans. Shruti Tambe. *Understanding Gender*
 8. Das, Veena. 2003. *Oxford Companion to Sociology and Social Anthropology*. Vol I & II, OUP, New Delhi.
 9. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.
 10. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook of Urbanization in India*, OUP, New Delhi.
- http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M01309

