



**Vivekanand Education Society's  
College of Arts, Science and Commerce  
(Autonomous)**

Sindhi Society, Chembur, Mumbai, Maharashtra – 400 071.

*Accredited by NAAC "A Grade" in 3<sup>rd</sup> Cycle - 2017  
Best College Award – Urban Area, University of Mumbai (2012-13)  
Recipient of FIST Grant (DST) and STAR College Grant (DBT)*

Affiliated to the  
**University of Mumbai**

**Syllabus for**

**Program: B.A. (Sociology)**

**(Program code: VESUASO101/201)**

**As per Choice Based Semester and Grading System (CBSGS)  
with effect from Academic Year 2022 - 2023**

## **Program Outcomes (PO):**

A learner completing B.A. will be able to:

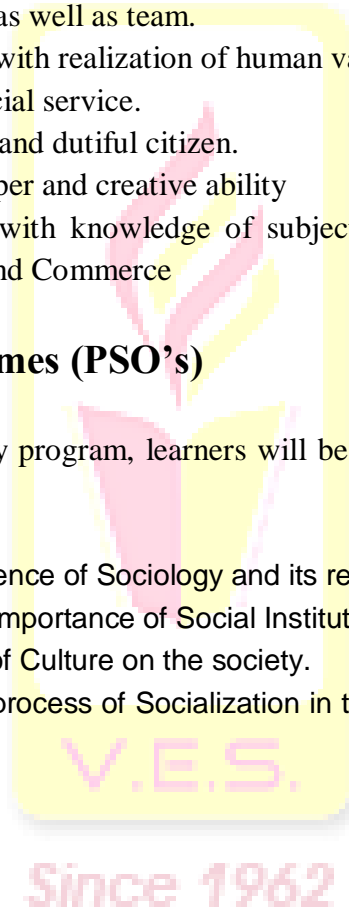
- PO1 Demonstrate analytical skills in applying appropriate arts principles and methodologies to solve a wide range of problems.
- PO2 Design, carry out research and analyze results by accounting for uncertainties in different quantities measured using various social/ scientific instruments.
- PO3 Demonstrate professional behavior of being unbiased, and truthful in all aspects of work as an individual as well as team.
- PO4 Be generally imbued with realization of human values.
- PO5 Develop a sense of social service.
- PO6 Become a responsible and dutiful citizen.
- PO7 Develop a critical temper and creative ability
- PO8 Acquaint the learner with knowledge of subjects like Economics, Psychology, Sociology, Business and Commerce

.....

## **Program Specific Outcomes (PSO's)**

On completion of BA Sociology program, learners will be enriched with knowledge and be able to

- PSO1 Understand the emergence of Sociology and its relationship with other sciences
- PSO2 Define the nature and importance of Social Institutions.
- PSO3 Analyze the influence of Culture on the society.
- PSO4 Critically examine the process of Socialization in the development of individuals in the society.



**SOCIOLOGY-II**  
**(SEMESTER III)**

<b>Course Code</b>	<b>Title</b>	<b>Credits &amp; Lectures per Semester</b>	<b>Lectures per Week</b>
<b>VESUASO301</b>	<b>INDIAN SOCIETY: STRUCTURE AND CHANGE</b>	<b>2.5</b>	<b>02hrs 30mins</b>
	<b>Unit I : Indian Sociological Perspectives</b>	<b>10 Lectures</b>	
	<b>Unit II: Contemporary Sociologists</b>	<b>10 Lectures</b>	
	<b>Unit III : Contemporary Challenges in Indian Society</b>	<b>10 Lectures</b>	
	<b>Unit IV: Socio– Cultural Landscape of Maharashtra</b>	<b>10 Lectures</b>	



## Detailed Syllabus: Unit wise / Module wise with number of lectures

**Course title: INDIAN SOCIETY: STRUCTURE AND CHANGE**

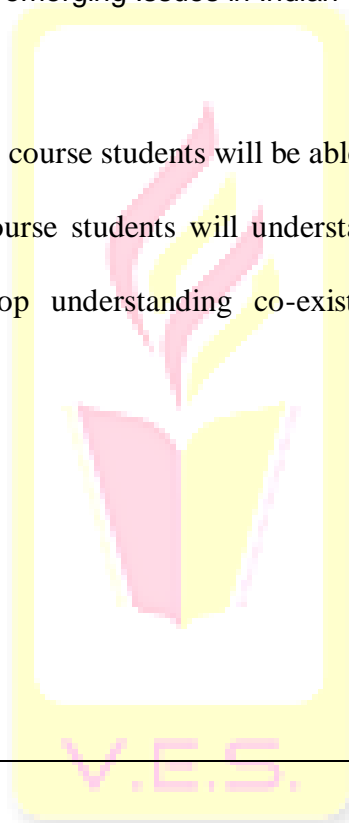
**Course code: VESUASO301**

- Objective:**
1. To introduce students to the Indian Sociological Traditions.
  2. To familiarise students with the Research traditions in Indian Sociology.
  3. To acquaint students with the emerging Issues in Indian society

### Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 After learning this course students will understand complex social structure of Indian Society
- LO2 Students shall develop understanding co-existence of different groups and communities.



Unit no.	Details of topics	No of lectures
1	<b><u>Indian Sociological Perspectives</u></b> a Orientalist Approach/Indology and Structure--functionalism (G. S. Ghurye & M.N.Srinivas) b. Dialectical approach to Sociology (A. R. Desai) c. Non- Brahmanical Approach (Dr.B.R.Ambedkar)	10 Lectures
2	<b><u>Contemporary Sociologists</u></b> a. Sharmila Rege (Caste and Gender) b. Leela Dube (Kinship) c. T. K. Oommen (Religion)	10 Lectures
3	<b><u>Contemporary Challenges in Indian Society</u></b> a.Current Trends in Dalit Movement b.Resurgence of Ethnic identities	10 Lectures

	c. Gender and Marginalization	
4	<b><u>Socio- Cultural Landscape of Maharashtra</u></b> a. Regional diversity and communities in Maharashtra b. Tourism in Maharashtra – Economy and Society c. Food Culture intertwined with different cultural identities	10 Lectures

### References:

1. Ambedkar, B. R. (2007). "Annihilation of Caste" Critical Quest, New Delhi
2. Arya Priya, (2016). "Ethnicity in Post- Independence India: A Sociological Perspective on Its Causes and Manifestations", IOSR Journal of Humanities and Social Sciences, Vol. 21, Issue 1, Ver. 5: 55-61.
3. Dhanagare, D. N. (1999). "Themes and perspectives in Indian Sociology" Rawat Publications
4. Deshpande, S. (2001). "Contemporary India: Sociological View" Penguin Books India Limited
5. Dsouza, Leela (.2006). "Globalisation, Nationalism and Ethnic Identities: The Future of Nation State" in Sankarama Somayaji and Ganesha Somayaji. (Eds): Sociology of Globalisation: Perspectives from India 69-97 Jaipur: Rawat Publications.
6. Dube, Leela. (2001). "Anthropological Explorations in Gender" Sage publications, New Delhi
7. Guru, Gopal. (1993). "Dalit Movement in Mainstream Sociology" EPW, 28 (14)
8. Guru, Gopal. (2016). "Shifting Categories in the Discourse of Caste and Class" EPW, Vol. 44(14): 10-12
9. Mridul Kumar. (2019). "Reservations of Marathas in Maharashtra" Economic and Political Weekly, Vol. 44 (14): 10-12.
10. Oommen, T. K. (2001) "Religion as a Source of Violence. A Sociological Perspective" The Ecumenial Review. Vol. 53, issue 2, April 2001. PP 168 –179
11. Oommen T. K. (2005) "Crisis and Contention in Indian Society" Sage publications.
12. Omvedt, Gail. (1994). "Dalits and Democratic Revolution" Sage, New Delhi
13. Patel, Sujata. (2011). (Ed) Doing Sociology in India: Genealogies, locations and Practices. New Delhi: Oxford University Press
14. Phadnis, Urmila. (2001). "Ethnicity and Nation Building in South Asia" Sage Publications
15. Rege, Sharmila. (2006). "Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies" Zubaan Publications. New Delhi
16. Teltumbade, Anand. (2016). 'Behind the Ire of Marathas', Economic and Political Weekly, Vol. 51 (40): 10-11.
17. Uberoi, Sundar, Deshpande. (2007) (Ed) Anthropology in the East. Founders of Indian Sociology and Anthropology. New Delhi, Permanent Black

## SOCIOLOGY-II (SEMESTER IV)

Course Code	Title	Credits & Lectures per Semester	Lectures per Week
VESUASO401	SOCIOLOGY OF DEVELOPMENT	2.5	02hrs 30mins
	Unit I : Understanding Development	10 Lectures	
	Unit II: Measuring Development	10 Lectures	
	Unit III : Globalization and Development	10 Lectures	
	Unit IV: Alternative approaches to Development	10 Lectures	

### Detailed Syllabus: Unit wise / Module wise with number of lectures

**Course title: SOCIOLOGY OF DEVELOPMENT**

**Course code: VESUASO401**

**Objective:** 1. To introduce students to the concept of development in general and in the context of India in particular.  
2. To help students to gain an insight into emerging issues and contemporary debates within the development discourse

### Learning Outcomes (LO):

On successful completion of this course students will be able to:

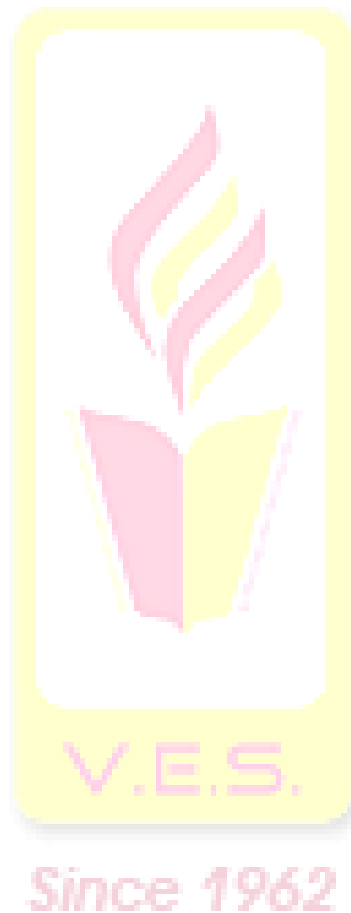
- LO1 Students shall be able to understand what is economic development and social development.
- LO2 Students will understand development in Indian Context.

<b>Unit no.</b>	<b>Details of topics</b>	<b>No of lectures</b>
1	<b><u>Understanding Development</u></b> a. Meaning of Development and theories of Modernization b. Dependency Theory- (Samir Amin), World System Theory-Wallerstein c. Neo-Liberal approach-David Harvey	10 Lectures
2	<b><u>Measuring Development</u></b> a. Indicators of Development – Human Development Index (HDI) b. Social Inequality and development (caste, class and gender) c. Regional disparity and development	10 Lectures
3	<b><u>Globalization and Development</u></b> a. Globalization and Industry (Delhi Mumbai Industrial Corridor (DMIC)) b. Globalization and Environment (Jaitapur (Nuclear power)) c. Globalization and Agriculture (Farmers Mobilization)	10 Lectures
4	<b><u>Alternative approaches to Development</u></b> a. Millennium Development Goals and Sustainable Development Goals b. Forest Rights Act (2006) and its impact on the Tribal Community c. People - Centric Development –Menda Lekha (Gadchiroli), Adarsh Gaon (Hiware Bazaar)	10 Lectures

### References:

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

12. India HDR: (2011) Towards social exclusion, Oxford Publication
13. Jogdand P G & Michael S M (2003), Globalization and social movements, Rawat Publication
14. Munshi Indra, (2012) The Adivasi Question – Issues of land, Forests & livelihood, Orient Black swan
15. Neeraj, (2013) Globalization or Re-colonization, Lokayat Publication
16. Padel, Felix and Das Samarendra (2010), Out of This Earth. East India: Adivasis and the Aluminium Cartel, New Delhi: Orient Black swan
17. [www.payog.org](http://www.payog.org). Arun Deshpande, Development of Ankoli village, Solapur





## SOCIOLOGY-III

### (SEMESTER III)

Course Code	Title	Credits & Lectures per Semester	Lectures per Week
VESUASO302	<b>EMERGING ISSUES AND CONCERNS IN INDIAN CONTEMPORARY SOCIETY</b>	2.5	02hrs 30mins
	<b>Unit I : Changing population pattern: Impact and concern</b>	10 Lectures	
	<b>Unit II: Environment and sustainability</b>	10 Lectures	
	<b>Unit III : Health and Disease</b>	10 Lectures	
	<b>Unit IV: Crime and Justice</b>	10 Lectures	

#### **Detailed Syllabus: Unit wise / Module wise with number of lectures**

**Course title: EMERGING ISSUES AND CONCERNS IN INDIAN CONTEMPORARY SOCIETY**

**Course code: VESUASO302**

**Objective:** 1.To familiarize the emerging socio- economic issues in contemporary society.  
2. To critically evaluate and bring awareness among the students .

#### **Learning Outcomes (LO):**

On successful completion of this course students will be able to:

- LO1 The demographic variable that influence structure of the Society.
- LO2 The environmental concerns of the society today.
- LO3 Sensitization and create awareness with regards to health care system
- LO4 Critically evaluate the meaning of justice and the role of the criminal justice system of the country.

<b>Unit no.</b>	<b>Details of topics</b>	<b>No of lectures</b>
1	<b><u>Changing population pattern: Impact and concern</u></b> a. The Right to the city- Henry Lefebvre b. Pattern of Migration: Case study on Mumbai c. Migrant and labour concerns	10 Lectures
2	<b><u>Environment and sustainability</u></b> a. Carbon footprints and Sustainable development b. Eco- feminism and Feminist Environmentalism c. Digital activism	10 Lectures
3	<b><u>Health and Disease</u></b> a. Right to Public health b. Disability Act 2016 (Differently abled) c. Social epidemiology	10 Lectures
4	<b><u>Crime and Justice</u></b> a. Rights and duties of the people b. An overview of the criminal Justice system in India: Police, Court and Law c. Need for reforms in the criminal justice system	10 Lectures

#### **References:**

1. Dalai Ajit K. & Subha Ray (ed) 2005: Social dimensions of health, Rawat Publishers N.Delhi.
2. Dak, T. M. (ed) 1997 Sociology of Health in India, Rawat Publishers, Jaipur.
3. Dash, Dhanalaxmi, 2005 Women, Environment and Health, Mangaldeep Publishers, Jaipur
4. Indu Mathur & Sanjay Sharma 2002 Health Hazards, Gender & Society Rawat Pub. WHO 1988 Education for Health, WHO report, Geneva.
5. Ram B.Bhagat, Gavin W.Jones 2013 'Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance-Asia Research Institute, National University of Singapore.
6. South Asia Human Rights Documentation Centre.(2006). Handbook of Human Rights and Criminal Justice in India: The System and Procedure. New Delhi: OUP.
7. Vibhute, K. I. (2004) Criminal Justice: A human rights perspective of the criminal justice process in India. Eastern Book Co
8. World Bank 2005 The Millennium Development Goals for Health Rising to the challenges

**SOCIOLOGY-III**  
**(SEMESTER IV)**

<b>Course Code</b>	<b>Title</b>	<b>Credits &amp; Lectures per Semester</b>	<b>Lectures per Week</b>
<b>VESUASO402</b>	<b>EMERGING FIELDS IN SOCIOLOGICAL STUDIES</b>	<b>2.5</b>	<b>02hrs 30mins</b>
	<b>Unit I : Communication, Media and Society</b>	<b>10 Lectures</b>	
	<b>Unit II: Contemporary Issues in Education</b>	<b>10 Lectures</b>	
	<b>Unit III : Urban Governance</b>	<b>10 Lectures</b>	
	<b>Unit IV: Geriatric Care</b>	<b>10 Lectures</b>	



## Detailed Syllabus: Unit wise / Module wise with number of lectures

**Course title: EMERGING FIELDS IN SOCIOLOGICAL STUDIES**

**Course code: VESUASO402**

**Objective:** 1. To introduce students to the emerging and relevant fields in Sociology.  
2. To sensitize students with in-depth understanding of struggle and survival in today's competitive scenario.

### Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To create awareness among the students about various media challenges
- LO2 To critically analyze the new trends in Education.
- LO3 To provide information to the students about the laws and policies of urban governance.
- LO4 To understand the growing numbers and concerns of the ageing community.

Unit no.	Details of topics	No of lectures
1	<b><u>Communication, Media and Society</u></b> a. Media Theories: Functionalist, Conflict, Interactionist & Feminist b. Advertising and New Social Media- objectification of women c. Gatekeepers of media/journalism	10 Lectures
2	<b><u>Contemporary Issues in Education</u></b> a. Right To Education b. New trends in education system: Concept based learning, Personalized learning (MOOCs) c. Critique- NEP: Privatization of Higher education	10 Lectures
3	<b><u>Urban Governance</u></b> a. Disaster Management: Mithi mitigation in Mumbai, Drought in Vidharba b. Lack of availability of Open Space- Consumerist spaces and Green spaces	10 Lectures

	c. Street Vendors and Hawkers- The Street Vendors Act 2014	
4	<b><u>Geriatric Care</u></b> a. Phenomenon of Population Ageing b. Old Age Home, Senior Citizens Association, Day care center c. Geriatric care: Government and non-governmental initiatives in India	10 Lectures

### References:

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

Since 1962

## Modality of assessment

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 25% marks in the first part & by conducting the Semester End Examinations with 75% marks in the second part. Practical Examination will consist of End Sem examination.

**Student will have to score 40% of marks in Internal assessment as well as End Sem examination to pass the course.**

The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

**Internal Assessment:** It is defined as the assessment of the learners on the basis of internal evaluation as envisaged in the Credit & Choice based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.

**Semester End Assessment :** It is defined as the assessment of the learners on the basis of Performance in the semester end Theory/ written/ Practical examination.

### **A. Theory - Internal assessment 25% 25 marks**

Sr No	Evaluation type	Marks
1.	<ul style="list-style-type: none"><li>- Class Test (multiple choice questions / objective)</li><li>- Engaging in a minimum of 15hrs social work for NGO's like old age homes, orphanages etc.</li></ul>	20
2.	<ul style="list-style-type: none"><li>- Active participation in routine class activity</li><li>- Overall conduct as a responsible student, with respect to good behaviour, leadership qualities, interpersonal skills etc.</li></ul>	05

Since 1962

### **B. Theory - External examination - 75% 75 marks**

#### **Semester End Theory Assessment**

Duration - Each paper shall be of 2.5 hours duration.

1. Theory question paper pattern :-

- a. There shall be five compulsory questions, one based on each unit and 5<sup>th</sup> question from all four units
- b. Each question shall carry 15 marks
- c. Each question shall be subdivided into three sub questions a, b and c with choice between question a or b and c compulsory

- i. Sub-question 'a' of 10 marks  
Or
- ii. Sub-question 'b' of 10 marks
- iii. Sub-question 'c' shall consist of 1 question of 5 marks

Question no.	Details	Marks
<b>Q1.</b>	<b>Based on Unit 1</b>	<b>15</b>
	a. Answer the following Or	10
	b. Answer the following c. Explain the term	5
<b>Q2.</b>	<b>Based on Unit 2</b>	<b>15</b>
	a. Answer the following Or	10
	b. Answer the following c. Explain the term	5
<b>Q3.</b>	<b>Based on Unit 3</b>	<b>15</b>
	a. Answer the following Or	10
	b. Answer the following c. Explain the term	5
<b>Q4.</b>	<b>Based on Unit 4</b>	<b>15</b>
	a. Answer the following Or	10
	b. Answer the following c. Explain the term	5
<b>Q5.</b>	<b>Based on Unit 1-4 (any 3 out of 4)</b>	<b>15</b>
	a. Short notes	5
	b. Short notes	5
	c. Short notes	5
	d. Short notes	5

## Overall Examination and Marks Distribution Pattern

### SEMESTER III

Course	VESUASO101	Grand Total
Theory	75	100
Internal Assessment	25	

### SEMESTER IV

Course	VESUASO201	Grand Total
Theory	75	100
Internal Assessment	25	

