



**M. C. E. Society's**

## **ABEDA INAMDAR SENIOR COLLEGE**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

### **TYBA SOCIOLOGY SYLLABUS**

**(Choice Based Credit System)**

**Sem. V and Sem. VI**

**(To be implemented from the Academic Year 2023-24)**

## Sociology

### Syllabus for T.Y.B.A. Sociology

(CBCS – Autonomy Pattern to be implemented from 2023-2024)

Semester	Course Code	Course Name	Title of The Paper	Credits	No of Lectures
V	21ABSO3511	CC /SEC 1 C	Work, Economy and Society	03	54
VI	21ABSO3611	CC/SEC 1 D	Sociology of Information Society	03	54
V	21ABSO35S3	DSE-1C	Fundamental Principles of Social Research	03+01	54+18
VI	21ABSO36S3	DSE-1D	Techniques of Social Research	03+01	54+18
V	21ABSO35S4	DSE-2C	Understanding Indian Society	03+01	54+18
VI	21ABSO36S4	DSE-2D	Contemporary Indian Society	03+01	54+18
V	21ABSO35EC	SEC-2C	Academic Research Writing : An Overview and Process	02	36
VI	21ABSO36EC	SEC-2D	Research Project	02	36

CC: Core Course

DSE: Discipline Specific Elective Course

SEC1: Specific Elective Course

SEC2: Skill Enhancement Course

## Sociology TYBA

### Semester V

Semester	Course Code	Course Name	Title of The Paper	Credits	No of Lectures
V	21ABSO3511	CC /SEC 1 C	Work, Economy and Society	03	54
V	21ABSO35S3	DSC-1C	Fundamental Principles of Social Research	03+01	54+18
V	21ABSO35S4	DSC-2C	Understanding Indian Society	03+01	54+18
V	21ABSO35EC	SEC-2C	Academic Research Writing : An Overview and Process	02	36



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Work, Economy and Society</b>
<b>Course Code</b>	<b>21ABSO3511</b>
<b>Semester</b>	<b>V</b>
<b>No. of Credits</b>	<b>03</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To develop insights about sociological understanding of the concept of work, its changing nature and its impact on society among students.
<b>2.</b>	To enhance critical and better understanding regarding theories related to work.
<b>3.</b>	To develop knowledge among students about the types of organizations present in postindustrial capitalist society.
<b>4.</b>	To encourage students to think critically about issues and problems related to livelihood of workers in our society and to develop better sense of responsibilities towards them.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will develop insights about sociological understanding of the concept of work, its changing nature and its impact on society.
<b>2.</b>	Students will be able to correlate the critical knowledge developed through studying social theories with contemporary scenario of work.
<b>3.</b>	Students will be able to understand the types of organizations which are working in their surroundings and will be able to associate it with their experiences and observations.
<b>4.</b>	Students will be able to analyse and will develop critical knowledge about the issues and problems of survival of various types of workers and will be more responsible towards them.

### TYBA G-3: Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Historical Overview and Changing Nature of Work</b>	<b>14</b>
	1. Meaning and Importance of Work	3
	2. Types of Work (Labour): Formal and Informal	3
	3. Historical overview of Work: Gathering- Hunting, Manorial, Guild, Factory and Post-industrial society	4
	4. Changing nature of work: Decline of agricultural work, from factory to service work (BPOs, Self-employment), informalization of work and feminization of work	4
<b>Unit II</b>	<b>Theorization of Work</b>	<b>14</b>
	1. George Ritzer - McDonaldization	3
	2. Harry Braverman - Deskilling	4
	3. Ulrich Beck Brave - New world of work	4
	4. A Feminist HRD Perspective	3
<b>Unit III</b>	<b>Types of Organization - Post Industrial Capitalism</b>	<b>13</b>
	1. Taylorism and Fordism	3
	2. Post Fordist Trends	3
	3. Criticism of Post Fordism	4
	4. Transnational Corporations: Meaning and Types	3
<b>Unit IV</b>	<b>Issues and Problems relating to livelihood of workers</b>	<b>13</b>
	1. Problems of workers in the informal sector	3
	2. Issues of migrant worker	3
	3. Problems of service sector employees	4
	4. Problems of women worker	3

### Essential Readings:

1. Bhowmik, S. (2012). *Industry, labour and society*. New Delhi: Orient Black Swan.
2. Giddens, A. (2006). *Sociology*. London: Polity Press.
3. Jha, P. (2016). *Labour in Contemporary India*. New Delhi: Oxford University Press.
4. Smith, V. (Ed.). (2013). *Sociology of Work: An Encyclopedia*. Vol. I & II. New Delhi: Sage reference (Use these volumes for all concepts included in this syllabus)
5. Watson, T. J. (1996). *Sociology of Work and Industry*. New York: Routledge.

### References:

1. Aggarwal, A. (2012). India's Service Sector: Gateway to Development? *Economic and Political Weekly*. XLVII (26 & 27).
2. Dutt, R. (Ed.). (1997). *Organizing the unorganized workers*. New Delhi: Vikas Publications.
3. H.L. Kumar. (2016). *Labour Problems & Remedies: A Ready Referencer to Handle Day-to-day Labour Problems Based on Decided Cases*. Universal Law Publishing - An Imprint of LexisNexis; Thirteenth edition.
4. K. Mariappan. *Employment Policy & Labour Welfare in India*. New Century Publications. New Delhi.
5. Rakesh P. Chaudary. *Problem of Industrial Labour in India*. Current Publication. ISBN: 9789384803841.
6. Ramesh, Babu. (2004). "Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non Standard work", *Economic and Political weekly*, 31 January, pp. 492-497.
7. Sinha, B. 1990. *Work Culture in the Indian Context*. Delhi: Sage Publications.
8. V.V. Giri. (1973). *Labour Problems in Indian Industry*. Asia Publishing House; 3rd Revised edition.
9. Wharton, A.S. (2013). *Emotional Labour*. In Smith, V. (ed.) *Sociology of Work: An Encyclopedia* (Vol. I). New Delhi: Sage reference.
10. Yates, M. (2009). *Why Unions Matter*. New York: Monthly Review Press.

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



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Fundamental Principles of Social Research</b>
<b>Course Code</b>	<b>21ABSO35S3</b>
<b>Semester</b>	<b>V</b>
<b>No. of Credits</b>	<b>03+01</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To acquaint students with the concept of social research and to make them to understand about the importance of ethics in research.
<b>2.</b>	To familiarize the students with different sociological approaches related to social research.
<b>3.</b>	To develop knowledge and critical understanding about the types of research and the qualitative and quantitative methods in social research.
<b>4.</b>	To make students to understand how to continue with research by making them to know about concepts of research design, hypothesis, sampling and the issue of validity and reliability in research.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will be acquainted with the concept of social research and will understand the importance of ethics in research.
<b>2.</b>	Students will know about the different sociological approaches related to social research and will be able to apply in their research projects.
<b>3.</b>	Students will develop knowledge and critical understanding about the types of research and will be able to differentiate the qualitative and quantitative methods in social research.
<b>4.</b>	Students will be able to design their research, will be able to formulate the hypothesis for their research, and will be able to draw the sample for their study.

## TYBA S-3: Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Social Research: An Introduction</b>	<b>14</b>
	1. Meaning and significance of social research	3
	2. Criteria of good research	4
	3. Objectivity in social research (factors affecting objectivity)	4
	4. The relationship between theory and research	3
<b>Unit II</b>	<b>Approaches in Social Research</b>	<b>14</b>
	1. Positivist	3
	2. Critical	4
	3. Interpretative	4
	4. Feminist	3
<b>Unit III</b>	<b>Types and Methods in Social Research</b>	<b>13</b>
	1. Types of research	3
	2. Concept and characteristics of qualitative and quantitative research	3
	3. Similarities and differences between qualitative and quantitative research	4
	4. Advantages and Disadvantages of qualitative and quantitative research	3
<b>Unit IV</b>	<b>Doing Research</b>	<b>13</b>
	1. Research Design: Meaning and types	3
	2. Hypothesis: Meaning, characteristics and types	3
	3. Sampling: Meaning, key concepts and types	4
	4. Issue of validity and reliability in research	3



Learning through doing	Credit	No. of Lectures
<ul style="list-style-type: none"> <li>● Visit to the college library and to make a chapter wise reference list. (Group Activity)</li> <li>● Finding and using sources of information for writing an assignment and tutorials.</li> <li>● To make a comparative chart on methods in research and to present in class. (Group Activity)</li> <li>● To make a flow chart on types of research and to present in class. (Group Activity)</li> <li>● To analyse and to present the approaches related to social research in tabular form in a class.</li> <li>● Group discussion on ethics in social research.</li> <li>● To make a list on types of sampling and to present in a class with the help of diagram. (Group Activity)</li> <li>● To discuss in group on types of research design with the help of examples and with proper references. (Group Activity)</li> </ul>	<b>01</b>	<b>18</b>

**Essential Readings:**

1. Babbie, Earl. (2004). *The Practice of Social Research*. (10th ed.), Wadsworth-Thomson, C.A.USA.
2. Bryman, Alan. (2008). *Social Research Methods*. Oxford University Press.
3. Ghosh, B.N., (1982). *Scientific Methods and Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
4. Goode and Hatt. (2006). *Methods in Social Research*. Surjeet Publication, New Delhi.
5. John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th Edition. Sage Publications Ltd.

**References:**

1. Ahuja, Ram. (2007). *Research Methods*. Rawat Publication, Jaipur.
2. Bhandarkar, P. L. and Wilkinson. (2007). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
3. Haralambos, and Holborn. (2007). *Sociology: Themes and Perspectives*. Collins, London.
4. Hennink, Monique. Hutter, Inge & Bailey, Ajay. (2020). *Qualitative Research Methods*. Sage Publications Ltd.
5. Michael, J Crotty. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. First Edition. Sage Publications Ltd.
6. Sarantakos, S. (1998). *Social Research*. McMillan Press. UK.
7. Seale, Clive. (ed.). (2004). *Social Research Methods*. Routledge- India Publication.
8. Sharan B. Merriam. (2015). *Qualitative Research: A Guide to Design and Implementation* 4th Edition. John Wiley & Sons.
9. Umar Lawal Aliyu. (April 8, 2022). *Qualitative & Quantitative Research Methods* Independently published.
10. Young, Pauline. (1988). *Scientific Social Surveys and Research Practice*. Hall of India. New Delhi.

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



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Understanding Indian Society</b>
<b>Course Code</b>	<b>21ABSO35S4</b>
<b>Semester</b>	<b>V</b>
<b>No. of Credits</b>	<b>03+01</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To develop knowledge among students about the changes in Indian society and the factors that contributed in continuity and change of Indian society.
<b>2.</b>	To familiarize students with the transformation of caste system and changing aspects of caste and caste among non-Hindus in India.
<b>3.</b>	To make students to learn and to develop critical understanding about the institutions of family, marriage and rural and urban life in India.
<b>4.</b>	To give better understanding among students about the status of women in India and factors that is contributing for empowerment of women.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will learn and develop critical understanding about the changes in Indian society and the factors that contributed in continuity and change of Indian society in detail.
<b>2.</b>	Students will develop critical understanding about the present changes in caste system and they will develop an impartial lens to look after the caste system.
<b>3.</b>	Students will learn and will develop critical knowledge about the institutions of family, marriage, rural and urban life in India.
<b>4.</b>	Students will develop better understanding about the status of women and various laws for upliftment and empowerment of women.

## TYBA S-4: Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Historical Moorings of the Indian Society</b>	<b>14</b>
	1. Introduction to the Indian society and culture	3
	2. The ancient religion of India	4
	3. Indian society through the ages	4
	4. Continuity and change in Indian society: Factors	3
<b>Unit II</b>	<b>Indian Caste System</b>	<b>14</b>
	1. Transformation of caste system from early to medieval and British period	3
	2. Caste system in present India	4
	3. Is caste system changing, weakening or disintegrating/ changing aspects of caste	4
	4. Caste among non-Hindus in India	3
<b>Unit III</b>	<b>Basic Institutions of Indian Society</b>	<b>13</b>
	1. Family: Traditional (Joint) family in India, changing family pattern, recent changes in Indian family	3
	2. Marriage: Hindu views of marriage, contemporary trends in Hindu marriage, marriage among Muslims and Christians	3
	3. Rural social system: Main features of rural society, traditional power structure in Indian villages, changes in village community through community development	4
	4. Urban life in India: Characteristics of urban community, urbanizations in India, problems of urbanizations	3
<b>Unit IV</b>	<b>Status of Women in India</b>	<b>13</b>
	1. Status of women in ancient, medieval and modern society	3
	2. Role of social reformers for upliftment of women	3
	3. Women and Law	4
	4. Empowerment of Women	3

<b>Learning through doing</b>	<b>Credit</b>	<b>No. of Lectures</b>
<ul style="list-style-type: none"> <li>● To read books on history, culture, art, music, religion etc. of India and to have an open discussion in the class with the help of teacher on readings.</li> <li>● To collect the newspaper reports on where dominant sections of society seek to impose control and punish those whom they consider to have transgressed or violated socially prescribed roles and present it in group in presence of teacher.</li> <li>● To collect the matrimonial advertisements through different newspapers, magazines and the internet and to discuss in class and to try to find out whether endogamy is still the prevalent norm for marriage and to discuss how to bring change in marriage institution.</li> <li>● To visit a village and to understand the power relation and power structure existing and working by interacting people in Gram panchayat and villagers both male and female.</li> <li>● To visit a market or shopping area nearby residence to find out the important traders and the community to which they belong and to study the nature of family business to find out are they hereditary.</li> <li>● Student Exhibition on ‘Status of women in India’. Chart and poster display on different sub themes related to the said topic as discussed by teacher in charge in class.</li> </ul>	<b>01</b>	<b>18</b>

**Essential Readings:**

1. Baxi & Parekh. (1995). *Crisis and Change in Contemporary India*. Sage, New Delhi.
2. Chandhoke, Neera & Praveen Priyadarshi. (2000). *Contemporary India: Economy, Society and Polity*. Pearsons India
3. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee. (2008). *India since Independence*. Penguin Books India.

4. Desai, A.R. (1982). *Social Background of Indian Nationalism*, Popular Publication, Mumbai.
5. Deshpande, Satish. (2003). *Contemporary India: A Sociological View*. Penguin Books India.

**References:**

1. Ahuja, Ram. (1993). *Indian Social System*. Rawat Publication. Jaipur.
2. Ahuja, Ram. (2008). *Society in India*. Rawat Publication. Jaipur.
3. Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*, 11(1), pp.86-103.
4. Dr. Singh, Ajoy Kumar. (2012). *Society in India*. Globus Press Publication. Delhi.
5. Dr. U. Srivastava. (2011). *Introduction to India Society*. Mahaveer And Sons New Delhi.
6. Patel, Sujata. (2016). *Doing Sociology in India*. Oxford University Press.
7. Ramachandran, R. (1997). *Urbanization and urban systems in India*. OUP, New Delhi.
8. Rao, Shankar. (2016). *Sociology of Indian Society*. New Delhi: S. Chand Publishing.
9. Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage.
10. Selwyn, Stanley. (2004). *Social Problems in India*. New Delhi: Allied Publishers.
11. Swaminathan, P. (Ed.) (2012). *Women and Work*. New Delhi: Orient Black Swan & EPW
12. Uberoi, P. (1994). *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
13. Vivek, P. S. (2002). *Sociological Perspectives and Indian Sociology*. Mumbai: Himalaya Publishing House.

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



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Academic Research Writing : An Overview and Process</b>
<b>Course Code</b>	<b>21ABSO35EC</b>
<b>Semester</b>	<b>V</b>
<b>No. of Credits</b>	<b>02</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To make the students to understand the basic rules (ethics) and importance of academic writing.
<b>2.</b>	To make students aware about the types and structure of research paper. Further giving them knowledge about abstract writing and importance of keywords.
<b>3.</b>	To acquaint students with the technique of writing an article for journal and conference proceedings.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will be able to understand the basic rules (ethics) and importance of academic writing, which they can use in their higher studies especially during research.
<b>2.</b>	Students will be aware of various types and structure of research paper. Further they will be able to write an abstract for research paper.
<b>3.</b>	Students will be acquainted with the technique of writing an article for journal and conference proceedings.

## TYBA SEC: Syllabus

Teaching (18 Hours)

Project Activity (18 Hours)

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Academic Writing</b>	<b>06</b>
	1. Importance of Academic Writing	2
	2. Basic rules (ethics) of Academic Writing	2
	3. Research Proposal Writing- identifying the audience	2
<b>Unit II</b>	<b>Research Paper Writing</b>	<b>06</b>
	1. Types of research paper	2
	2. Structure of research paper	2
	3. Abstract writing and importance of keywords	2
<b>Unit III</b>	<b>Research Presentation</b>	<b>06</b>
	1. Journal article	2
	2. Conference article	2
	3. The poster-a special form of presentation	2

<b>Project Activity</b>	<b>(18 Hours)</b>
<b>Learning through Doing</b>	<b>(18 Hours)</b>
<ul style="list-style-type: none"><li>• Participation and Paper presentation in seminar or conferences</li><li>• Poster/ chart making on research paper</li><li>• Writing an academic paper and publishing in college journals</li></ul>	



### Essential Readings:

1. Babbie, Earl. (2004). *The Practice of Social Research*. (10th ed.), Wadsworth-Thomson, C.A.USA.
2. Bryman, Alan. (2008). *Social Research Methods*. Oxford University Press.
3. Ghosh, B.N., (1982). *Scientific Methods and Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
4. Goode and Hatt. (2006). *Methods in Social Research*. Surjeet Publication, New Delhi.
5. John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th Edition. Sage Publications Ltd.

### References:

1. Ahuja, Ram. (2007). *Research Methods*. Rawat Publication, Jaipur.
2. Bhandarkar, P. L. and Wilkinson. (2007). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
3. Haralambos, and Holborn. (2007). *Sociology: Themes and Perspectives*. Collins, London.
4. Hennink, Monique. Hutter, Inge & Bailey, Ajay. (2020). *Qualitative Research Methods*. Sage Publications Ltd.
5. Michael, J Crotty. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. First Edition. Sage Publications Ltd.
6. Sarantakos, S. (1998). *Social Research*. McMillan Press. UK.
7. Seale, Clive. (ed.). (2004). *Social Research Methods*. Routledge- India Publication.
8. Sharan B. Merriam. (2015). *Qualitative Research: A Guide to Design and Implementation* 4th Edition. John Wiley & Sons.
9. Umar Lawal Aliyu. (April 8, 2022). *Qualitative & Quantitative Research Methods* Independently published.
10. Young, Pauline. (1988). *Scientific Social Surveys and Research Practice*. Hall of India. New Delhi.

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

## Sociology TYBA

### Semester VI

Semester	Course Code	Course Name	Title of The Paper	Credits	No of Lectures
VI	21ABSO3611	CC/SEC 1 D	Sociology of Information Society	03	54
VI	21ABSO36S3	DSC-1D	Techniques of Social Research	03+01	54+18
VI	21ABSO36S4	DSC-2D	Contemporary Indian Society	03+01	54+18
VI	21ABSO36EC	SEC-2D	Research Project	02	36



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Sociology of Information Society</b>
<b>Course Code</b>	<b>21ABSO3611</b>
<b>Semester</b>	<b>VI</b>
<b>No. of Credits</b>	<b>03</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To acquaint students with sociology of information society by discussing its characteristics, history and early debates concerning information society.
2.	To make students aware about the emerging information industries and evolving demand for information services.
3.	To develop knowledge and critical understanding on different aspects of information society through the various approaches as developed by thinkers to study information society.
4.	To make students aware of the concept of postmodernism and the transformation of work in postmodern society.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will develop knowledge about the one of the branch of sociology that is sociology of information society.
<b>2.</b>	Students will be aware of the emerging information industries and evolving demand for information services.
<b>3.</b>	Students will develop better knowledge and will develop critical understanding on different aspects and theories of information society.
<b>4.</b>	Students will be aware and will develop better understanding of the concept of postmodernism and the transformation of work in postmodern society.

## TYBA G-III: Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>The Information Society: An Introduction</b>	<b>14</b>
	1. Defining information society	3
	2. Characteristics of an information society- technological, economic, sociological, spatial, cultural	4
	3. History	4
	4. Early Debates	3
<b>Unit II</b>	<b>Changing nature of information society</b>	<b>14</b>
	1. The emerging information industries- the information-content industry, the information- delivery industry and the information-processing industry	3
	2. Information as an organisational resource: the private sector and public sector	4
	3. The evolving demand for information services	3
	4. Information and citizenship: consumer formation, citizen access to information and the problem of access	4
<b>Unit III</b>	<b>Approaches to study information society</b>	<b>13</b>
	1. Regulation School theory: Boyer and Saillard	3
	2. Information and market: Herbert Schiller	3
	3. Information and democracy : Jürgen Habermas	4
	4. Network Society: Manuel Castells	3
<b>Unit IV</b>	<b>Postmodernism and Information</b>	<b>13</b>
	1. Postmodernism: Meaning and characteristics	3
	2. Postmodernism and Information	3
	3. The transformation of work?	4
	4. Daniel Bell's Post-industrial society	3

### Essential Readings:

1. Albrow, Martin. (1996). *The Global Age: State and Society beyond Modernity*. Cambridge: Polity.
2. Bauman, Zygmunt (1997), *Postmodernity and Its Discontents*. Cambridge: Polity.
3. Becker, Jörg, Hedebro, Göran, and Paldán, Leena (eds) (1988), *Communication and Domination: Essays to Honor Herbert I. Schiller*. Norwood, NJ: Ablex.
4. Bell, Daniel (1999), *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books.
5. Castells, Manuel. (1996). *The Rise of the Network Society*. Vol. 1 of *The Information Age: Economy, Society and Culture*. Oxford: Blackwell.

### References:

1. Bell, Daniel. (1999). *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books.
2. Bhagwati, Jagdish (2004), *In Defence of Globalisation*. Oxford: Oxford University Press.
3. Calhoun, Craig (2004), 'Information Technology and the International Public Sphere', in Schuler, Douglas and Day, Peter (eds), pp. 229–51.
4. Duff, Alistair S. (2000), *Information Society Studies*. Routledge.
5. Florida, Richard. (2002). *The Rise of the Creative Class*. Cambridge, Mass.: Basic Books.
6. Frank, Webster. (2006). *Theories of the Information Society*. Routledge. New York.
7. Kumar, Krishan. (1999). *From Post-industrial to Post-modern society*. Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163.
8. Kumar, Krishan. (2005). *From Post-Industrial to Post-Modern Society: New Theories of the Contemporary World*, second edition. Oxford: Blackwell.
9. Slevin, James. (2000). *The Internet and Society*. Cambridge: Polity.
10. Wolf, Martin. (2005). *Why Globalisation Works*. New Haven, Conn.: Yale University Press.

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



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Techniques of Social Research</b>
<b>Course Code</b>	<b>21ABSO36S3</b>
<b>Semester</b>	<b>VI</b>
<b>No. of Credits</b>	<b>03+01</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To make student aware about the steps, sources and methods of data collection in social research.
<b>2.</b>	To comprehend students with quantitative and qualitative data analysis.
<b>3.</b>	To give knowledge of report writing both in quantitative and qualitative research.
<b>4.</b>	To make students aware about the different ethics in social research and issue of plagiarism.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Student will develop the knowledge about the steps, sources and methods of data collection in social research.
<b>2.</b>	Students will able to differentiate quantitative and qualitative data analysis process.
<b>3.</b>	Students will be able to learn to differentiate the methods of report writing both in quantitative and qualitative research.
<b>4.</b>	Students will be aware of ethical issues in social research and issues of plagiarism.

### TYBA S 3: Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Research Process and Techniques of Data Collection</b>	<b>13</b>
	1. Steps in social research	3
	2. Primary and secondary source of data collection	2
	3. Data collection methods:	8
	i. Case study	
	ii. Questionnaire	
	iii. Interview	
	iv. Observation	
<b>Unit II</b>	<b>Data Analysis in Social Research</b>	<b>14</b>
	1. Quantitative data analysis: Measures of central tendency, data processing, editing, displaying data-tables and graphs	7
	2. Qualitative data analysis: Basic steps, content analysis, grounded theory, presentation-matrix and charts	7
<b>Unit III</b>	<b>Report Writing and Use of Computer in Social Research</b>	<b>14</b>
	1. Report writing in qualitative research	4
	2. Report writing in quantitative research	4
	3. Precautions for writing research report	3
	4. Use of computer in social research	3
<b>Unit IV</b>	<b>Ethics in Social Research</b>	<b>13</b>
	1. Ethics in Research: Informed consent, confidentiality, ethical codes	4
	2. Plagiarism: Issues and challenges	3
	3. Citation, Foot notes and end notes	3
	4. References and Bibliography	3

Learning through doing	Credit	No. of Lectures
<ul style="list-style-type: none"> <li>● To make a flow chart on the steps in social research and to present in class.</li> <li>● To make a comparative table on sources of data collection with examples and to present in class.</li> <li>● To construct a sample of questionnaire and to conduct a small survey of 5 respondents on any of the topic of interest and to write a report and to submit in a class. (Group Activity)</li> <li>● To prepare an interview schedule and to learn the technique of data collection through interviewing five respondents on any of the topic of interest and to write a report and to present in a class. (Group Activity)</li> <li>● To present a report on a case study of maid servant.</li> <li>● To find out different available software for the analysis of data in social research and to make a list and to share in class. (Group Activity)</li> <li>● To write citation and bibliography on any one of the topic from the syllabus and to submit to the in charge teacher in the class.</li> </ul>	<b>01</b>	<b>18</b>

**Essential Readings:**

1. Babbie, Earl. (2004). *The Practice of Social Research*. (10th ed.), Wadsworth-Thomson, C.A.USA.
2. Bryman, Alan. (2008). *Social Research Methods*. Oxford University Press.
3. Ghosh, B.N., (1982). *Scientific Methods and Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
4. Goode and Hatt. (2006). *Methods in Social Research*. Surjeet Publication, New Delhi.
5. John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th Edition. Sage Publications Ltd.



**References:**

1. Ahuja, Ram. (2007). *Research Methods*. Rawat Publication, Jaipur.
2. Bhandarkar, P. L. and Wilkinson. (2007). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
3. Haralambos, and Holborn. (2007). *Sociology: Themes and Perspectives*. Collins, London.
4. Hennink, Monique. Hutter, Inge & Bailey, Ajay. (2020). *Qualitative Research Methods*. Sage Publications Ltd.
5. Michael, J Crotty. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. First Edition. Sage Publications Ltd.
6. Sarantakos, S. (1998). *Social Research*. McMillan Press. UK.
7. Seale, Clive. (ed.). (2004). *Social Research Methods*. Routledge- India Publication.
8. Sharan B. Merriam. (2015). *Qualitative Research: A Guide to Design and Implementation* 4th Edition. John Wiley & Sons.
9. Umar Lawal Aliyu. (April 8, 2022). *Qualitative & Quantitative Research Methods* Independently published.
10. Young, Pauline. (1988). *Scientific Social Surveys and Research Practice*. Hall of India. New Delhi.

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



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<b>Course/ Paper Title</b>	<b>Contemporary Indian Society</b>
<b>Course Code</b>	<b>21ABSO36S4</b>
<b>Semester</b>	<b>VI</b>
<b>No. of Credits</b>	<b>03+01</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To make students understand about the making of contemporary India by focusing different phases of Indian society.
<b>2.</b>	To acquaint students with the changing trends and distinctiveness of India's secularism and democracy.
<b>3.</b>	To enhance sociological knowledge about the nature of diversities, factors, challenges concerning Indian unity and pluralities.
<b>4.</b>	To create awareness and critical understanding among students related to different issues and debates of contemporary India.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will learn and understand about the making of contemporary India as they will be studying different phases of Indian society.
<b>2.</b>	Students will be acquainted with the changing trends and distinctiveness of India's secularism and democracy.
<b>3.</b>	Students will develop sociological knowledge and understanding about the nature of diversities, factors, challenges concerning Indian unity and pluralities.
<b>4.</b>	Students will create awareness and will develop critical understanding about the different issues and debates related to contemporary India.

## TYBA S 4: Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Making of Contemporary India</b>	<b>14</b>
	1. Colonialism	3
	2. Modernization	3
	3. Globalization	3
	4. Nation building: Views of Gandhi, Nehru and Dr. Ambedkar	5
<b>Unit II</b>	<b>Contours of Contemporary India</b>	<b>13</b>
	1. Distinctiveness of India's Secularism, Constitution as an instrument of Social Change	4
	2. Indian Democracy – its nature, strengths and weaknesses, (Family, Caste, Gender, Religion, Ethnicity and Village Life)	5
	3. The political economy of LPG	4
<b>Unit III</b>	<b>Unity and Diversity: Challenges</b>	<b>14</b>
	1. Nature of diversity in India	3
	2. Unity and national integration	3
	3. Factors and challenges concerning Indian unity	4
	4. Challenges to pluralities in India	4
<b>Unit IV</b>	<b>Contemporary Debates</b>	<b>13</b>
	1. Agrarian crisis: Land acquisition, Farmers' Suicides, Farmers' Agitations	3
	2. Urban society: Uneven Development and Inequalities	3
	3. New Education Policy 2020: Background, features, issues and debate	3
	4. Separatism: Formation of linguistic state, regionalism and regional separatism	4

Learning through doing	Credit	No. of Lectures
<ul style="list-style-type: none"> <li>• To organize ‘Unity in Diversity’ exhibition for students where students can share various information of different states of India through exhibiting the culture, food, clothes, jewelry, music, art, craft etc.</li> <li>• To organize ‘Students Seminar’ on Nature of Indian Democracy.</li> <li>• To organize ‘Students Presentation’ on issues related to contemporary India.</li> <li>• To organize open discussion on various topics related to the syllabus.</li> <li>• Screening of documentaries and films on various topics related to the syllabus.</li> <li>• To organize street paly on various events happening in our society.</li> </ul>	<b>01</b>	<b>18</b>

**Essential Readings:**

1. Baxi & Parekh. (1995). *Crisis and Change in Contemporary India*. Sage, New Delhi.
2. Chandhoke, Neera& Praveen Priyadarshi. (2000). *Contemporary India: Economy, Society and Polity*. Pearsons India
3. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee. (2008). *India since Independence*. Penguin Books India.
4. Desai, A.R. 1982. *Social Background of Indian Nationalism*, Popular Publication, Mumbai.
5. Deshpande, Satish. (2003). *Contemporary India: A Sociological View*. Penguin Books India.

**References:**

1. Ahuja, Ram. (1993). *Indian Social System*. Rawat Publication. Jaipur.
2. Ahuja, Ram. (2008). *Society in India*. Rawat Publication. Jaipur.
3. Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*, 11(1), pp.86-103.
4. Dr. Singh, Ajoy Kumar. (2012). *Society in India*. Globus Press Publication. Delhi.

5. Dr. U. Srivastava. (2011). *Introduction to India Society*. Mahaveer And Sons New Delhi.
6. Patel, Sujata. (2016). *Doing Sociology in India*. Oxford University Press.
7. Ramachandran, R. (1997). *Urbanization and urban systems in India*. OUP, New Delhi.
8. Rao, Shankar. (2016). *Sociology of Indian Society*. New Delhi: S. Chand Publishing.
9. Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage.
10. Selwyn, Stanley. (2004). *Social Problems in India*. New Delhi: Allied Publishers.
11. Swaminathan, P. (Ed.) (2012). *Women and Work*. New Delhi: Orient Black Swan & EPW.
12. Uberoi, P. (1994). *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
13. Vivek, P. S. (2002). *Sociological Perspectives and Indian Sociology*. Mumbai: Himalaya Publishing House.
14. Atal, Yogesh. (2006). *Changing Indian Society*. Rawat Publication. New Delhi.
15. Bruno Dorin Frederic Landy. (2002). *Agriculture And Food In India*. Manohar Publication. New Delhi.
16. Gore, M.S. (2002). *Unity In Diversity*. Rawat Publication. New Delhi.
17. Mandelbaum, David G. (1972). *Society In India*. Sage Publication. New Delhi.
18. Prakash, Dew. (2010). *Themes And Perspectives*. Global Publication. New Delhi.
19. Singh, Yogendra. (1977). *Social Stratification And Change In India*. Manohar Publication. New Delhi.

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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>Research Project</b>
<b>Course Code</b>	<b>21ABSO36EC</b>
<b>Semester</b>	<b>VI</b>
<b>No. of Credits</b>	<b>02</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
<b>1.</b>	To develop practical knowledge among students about the basic steps involved in research design, tools and techniques of data collection.
<b>2.</b>	To make students get an insight into the analysis, findings, interpretation, writing and presentation skills.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
<b>1.</b>	Students will be able to explore the area of their interests for research.
<b>2.</b>	Students will be able to develop better understanding and will learn to analyse their findings of study and will be able to present the report in research format.

### **Guidelines:**

1. Choose a topic of interest. Be creative.
2. Identify the major issues, problems, or questions surrounding the topic.
3. Review the related literature.

4. Develop the research methods: Qualitative methods (content analysis of visual and textual material, oral history, focus groups, open ended surveys etc.) and Quantitative methods (surveys, questionnaire etc.)
5. Collect the data and analyse the data.
6. Explain/interpret your results. What do they all mean?
7. Report writing should include introduction, methods, results, discussion, conclusion and references.
8. Presentation and viva

## **Examination**

### A) Internal: 25 Marks

- Review of literature related to topic selected.
- 15 marks for writing skill and 10 marks for presentation

### B) External: 25 Marks

- Project report writing
- 15 marks for report writing skill and 10 marks for presentation.

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