



SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)

T.Y.B.A. Sociology Syllabus
(Semester & Choice Based Credit System)

(To be implemented from the Academic Year 2021-22)

TYBA Revised Syllabus (2021-2022)
SOCIOLOGY
CBCS Semester Pattern

Sr. No.	Titles	Semester	Paper	Subject Codes	Credit
1	Fundamental Principles of Social Research	V	S 3	DSE III	3
2	Techniques of Social Research	VI	S 3	DSE IV	3
3	Contemporary Indian Society	V	S 4	DSE V	3
4	Indian Society: Changes and Challenges	VI	S 4	DSE VI	3
5	Crime and Society OR Work and Society	V	G 3	CCIII	3
6	Introduction to Human Rights and Social Justice OR Work and Society in India	VI	G 3	CCIV	3
9	Academic Writing and Research Project	V	Credit Course	SEC III	2
10	Understanding and Mitigating Violence	VI	Credit Course	SEC IV	2

Special 3 Fundamental Principles of Social Research

Semester -V

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 procedures in conducting social research.

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
3. Ethics of social research

Unit II: The Research Process (15)

1. Steps in social research
2. Hypothesis: meaning, characteristics and types
3. Research design – meaning and types
4. Types of social research – pure and applied
5. The relationship between theory and research

Unit III. Preparation of Data Collection (12)

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

Special 3 Techniques of Social Research

Semester – VI

Objectives

1. To impart to students basic research skills
2. To familiarize them about both the quantitative and qualitative research

Unit I: Quantitative and Qualitative Methods (15)

1. Difference between quantitative and qualitative research
2. Survey- Meaning, nature, advantages and disadvantages
3. Case study – meaning, nature, advantages and disadvantages

Unit II: Techniques of Data Collection (14)

1. Observation – The Techniques, types, advantages and disadvantages
2. Interview – The Techniques, types, advantages and disadvantages
3. Questionnaire –The Techniques, types, advantages and disadvantages

Unit III: Data Analysis and Report Writing (16)

1. Use of Narratives, Photographs, tables, graphs, histograms
2. Measures of central tendency (mean, median and mode) and dispersion
3. Analysis- Qualitative Quantitative
4. interpretation and Report writing

References

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2. Babbie, Earl. 2004. *The Practice of Social Research*. (10th ed.), Wadsworth-Thomson, C.A.USA.
3. Bhandarkar, P. L. and Wilkinson. 2007. *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
4. Bryman, Alan. 2008. *Social Research Methods*. Oxford University Press.
5. Goode and Hatt. 2006. *Methods in Social Research*. Surjeet Publication, New Delhi.
6. Haralambos, and Holborn. 2007. *Sociology: Themes and Perspectives*. Collins, London.
7. Young, Pauline. 1988. *Scientific Social Surveys and Research Practice*. Hall of India, New Delhi.
8. Seale, Clive. (ed.). 2004. *Social Research Methods*. Routledge- India Publication.
9. Sarantakos, S. 1998. *Social Research*. McMillan Press. UK.

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२. खैरनार,दिलीप. २००९.प्रगत सामाजिक संशोधन पद्धती व सांख्यिकी, डायमंड प्रकाशन पुणे
३. सोमण, मा .श .२००८. सामाजिक संशोधनाची तंत्रे, पुणे विद्यार्थी गृह प्रकाशन ,पुणे
४. भांडारकर , पी.एल. १९७६ .सामाजिक संशोधन पद्धती, दत्तासन प्रकाशन. नागपूर
५. बोरुडे ,आर.आर.२००८.संशोधन पद्धतीशास्त्र, पुणे विद्यार्थी प्रकाशन. पुणे.
६. माई, सुनील. २००८. सामाजिक संशोधन पद्धती, डायमंड प्रकाशन पुणे
७. कराडे,बी. एम. २००७. शास्त्रीय संशोधन पद्धती, पिंपळापुरे प्रकाशन नागपूर.
८. घाटोळे, रा .न. २००१ . सामाजिक संशोधन तत्वे आणि पद्धती, मंगेश प्रकाशन, नागपूर .
९. तांबे, श्रुती . २०१७. सामाजिक संशोधन पद्धती (स .मा .गर्गे) संपादित (डॉ.तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ६). ५८९-५९५ मेहता पब्लिशिंग हाउस.
१०. तांबे, श्रुती .२०१७. गुणात्मक असंरचित मुलाखत (स .मा .गर्गे) संपादित (डॉ. तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ६). ६००- ६०२ मेहता पब्लिशिंग हाउस.
११. नगी, शार्लीन हेस- बिबर. २०१७. गुणात्मक संशोधनाची कार्यपद्धती . नवी दिल्ली : सेजभाषा प्रकाशन
१२. व्हर्जिनिया, ब्राउन, व्हिक्टोरिया, क्लार्क. २०१७. यशस्वी गुणात्मक संशोधन, नवी दिल्ली : सेजभाषा प्रकाशन

Special -4 Contemporary Indian Society Semester V

Objectives:

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

Unit I: Forces that contributed to the making of contemporary India (12) (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 (18)

1. Issues of Diversity and Justice, Distinctiveness of India's Secularism, Constitution as an instrument of Social Change- Individual as a social, political unit, Freedom
2. Indian Democracy – its nature, strengths and weaknesses, (Family, Caste, Gender, Religion, Ethnicity and Village Life)
3. Economic Development: Planned Development, Economic Policy 1991

Unit III: Agrarian Society in post-Independence India (15)

1. Land Reforms, Green Revolution
2. MGNREGA and Rural Employment, Distress Migration
3. Land acquisition, Farmers' Suicides, Farmers' Agitations

Special -4 Indian Society: Changes and Challenges

Semester VI

Objectives:

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

Unit I: Changing Nature and Challenges of Urban Society (15)

1. Urbanization in India – Uneven Development and Inequalities
2. Civic Issues: Transport and Water
3. Civic Issues: Garbage, Pollution, and Slums

Unit II: Media and Democracy in India (15)

1. Media and Indian Democracy
2. Commercialization of media, Transnational investment
3. Media in post-truth era (Consumption, Spectacles and Mediatization)
4. Alternate media (Media of NGOs, Social Movements and Unions)

Unit III: 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 with special reference to Covid-19 pandemic

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*. Pearsons 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 Books India.
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.

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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 of Urbanization in India*, OUP, New Delhi.
6. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf

(History of Education Policy in India)

7. <http://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf>
(Education Commissions and Policies Since Independence)
8. <https://www.economicdiscussion.net/articles/development-of-education-in-india-after-independence/2293> (Development of Education in India after Independence)
9. https://ruralindiaonline.org/en/library/resource/national-education-policy-2020/?gclid=Cj0KCQjwahr2FBhDbARIsACjwLo26JS6Xh7ze0y3YTQm3wo2C4en9_LkgucbGynVrOCeImLgbNwljAR4aAovQEALw_wcB (New Education Policy 2020)
10. Generation M: Misogyny in Media and Culture- A documentary by SAGE

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1. ब्रह्मे, सुलभा. १९९४. डंकल प्रस्ताव आणि भारतीय शेतीवर हल्ला शंकर ब्रह्मे समाजविज्ञान प्रकाशन पुणे
2. गीताली, वि. मरवींद्र, रुक्मिणी पंढरीनाथ, २०१०. प्रश्न पुरुषभानाचे. डायमंड. पुणे.
3. कराडे, जगन. २००८. जागतिकीकरण आणि भारतासमोरील आव्हाने, डायमंड प्रकाशन. पुणे.
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5. शहा, घनशाम. २००४. भारतातील सामाजिक चळवळी. डायमंड प्रकाशन. पुणे

General -3 Crime and Society

Semester V

Objectives:

1. To acquaint the students with recent trends in criminology, changing profile of crime and criminals.
2. To acquaint the students with different sociological approaches to crime.
3. To prepare the students for professional roles as correctional agents in agencies of criminal justice administration.

Unit –I: Concept and approaches to Crime (15)

1. Crime: Definition, Characteristics and Causes of Crime (social, economic, political and cultural.)
2. Approaches to Crime: Functionalist perspective: Emile Durkheim (Crime as inevitable), Interactionist perspective: Howard Becker (Labelling theory), Marxist perspective: William Chambliss (Capitalism and crime) and Neo-Marxist perspective: Ian Taylor, Paul Walten and Jock Young (The new criminology)

Unit –II: Major Forms and Changing Profile of Crime in India(15)

1. Crimes against SCs, STs and DTNTs, Crimes against Women, Juvenile delinquency and crimes against children: Meaning, features and causes
2. White collar crime, Cybercrime: Meaning features and causes.

Unit –III: Recent Trends and Prevention of Crime (15)

1. Criminalization of politics, Environmental crimes, Terrorism: Meaning, features and causes
2. Prevention of Crime: Punishment, Prison and alternative imprisonment (Open prison, Probation, Parole), Rehabilitation of prisoners, Crime and the role of media

Essential Readings:

1. Ahuja, Ram.2001.*Criminology*. Jaipur: Rawat Publications.
2. Ahuja, Ram. 2014.*Social Problems in India*. Jaipur: Rawat Publications.
3. Ahuja , Ram.1987. *Crime Against Women* .Jaipur :Rawat Publication.
4. Bhosale, Smriti. 2009. *Female Crime in India*. New Delhi: Kalpaz Publications.
5. Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi: Harper Collins Publishers.

6. Haralambos and Holborn. 2007. *Sociology: Themes and Perspectives*. London: Collins.
7. Radhakrishna, M. 2007. Urban Denotified tribes: Competing Identities, Contested Citizenship. *EPW*. Vo. 42. No 51. (Dec 22-26, 2007) pp. 59-64.
8. Sutherland, Edwin and Donald R. Creassy. 1968. *Principals of Criminology*. Bombay: Times of India Press.

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1. Das, Shankar and Rani Dhavan. 2000. *Punishment and the Prison- India and International Perspective*. New Delhi: Sage Publication.
2. Goel, Rakesh and ManoharPowat. 1994. *Computer Crime: Concept, Control and Prevention*. Bombay: Saymson Computers Pvt.Ltd.
3. Kolekar, S. Violence Against Nomadic Tribes. Vol 43. Issue No. 26-27.28 June 2008.
4. Patric, Ryan and George Rush. 1997. *Understanding Organized Crime in Global Perspective*. London: Sage Publication.

मराठी वाचन साहित्य:

१. आगलावे, प्रदीप. २०११. भारतीय समाज: संरचना आणि समस्या. नागपुर: श्री साईनाथ प्रकाशन.
२. ताटके, नीलम. २०१५. गुन्हा आणि समाज. पुणे: डायमंड प्रकाशन.
३. कुलकर्णी, पी. के. २०१३. गुन्हेगाराचे समाजशास्त्र. नागपुर: विद्या प्रकाशन.
४. कुलकर्णी, शिल्पा. २००७. गुन्हा आणि समाज. पुणे: डायमंड प्रकाशन.

General 3 (optional) –Work and Society

Semester – V

Objectives

1. To develop in students a sociological understanding of the concept of work, it's changing nature and impact on society
2. To introduce students to types of organizations in industrial and post-industrial society
3. To expose students to the impact of New Economic Policies on formal and informal sector

Unit I: Meaning and Significance of the Concept of Work (15)

1. Meaning, importance and characteristics of the concepts of formal and informal work
2. Historical overview of work - Gathering-hunting, manorial, guild system, domestic/putting out system, factory system and post-industrial production
3. Types of organizations – Bureaucracy: characteristics and problems, Taylorism: Scientific Management, Fordism, Japanese model and human resource management

Unit II: Contemporary Theorization of Work: Major Concepts (16)

1. Informalization – Keith Hart, ILO, Jan Breman
2. Feminization – Guy Standing, Linda McDowell
3. MacDonalidization – George Ritzer
4. Deskilling – Harry Braverman
5. Brave New World of Work – Ulrich Beck
6. Surveillance – Michel Foucault
7. Emotional Labour – Arlie Hochschild

Unit III: The Information Revolution, Growth of Service Sector and the New International Division of Labour (14)

1. The role of Multi National Companies (MNCs) and their impact on nature of work and International Division of Labour
2. Nature of work in post-industrial society – flexibilization, casualization, footloose labour, outsourcing/sub-contracting

General -3: Introduction to Human Rights and Social Justice SEM- VI

Objectives

1. To enhance the knowledge, understanding and awareness of students about human rights and social justice
2. To develop skills related to protection of human rights and ensuring of social justice
3. To promote respect for all through knowledge of human rights

Unit I: Basic Concepts in Human Rights and Social Justice (18)

1. Human Rights – Definition, Meaning and Characteristics
2. Social Justice - Meaning, Types and Principles (Equity, Participation, Diversity and Human rights)
3. Significance of Human Rights and Social Justice
4. Universal Declaration of Human Rights-Significance and Preamble

Unit II: Constitution, Human Rights and Social Justice in Indian Context (15)

1. Preamble to the Constitution of India
2. Human rights in Indian Constitution
3. Social Justice in the Context of Caste, Gender, Age, and Sexual Group)
(Justice to the aged and children) in India
4. Human Rights and Minorities in India

Unit III: Emerging Issues of Human Rights and Social Justice (12)

1. Right to Information
2. Right to Privacy: Social Media and UID (Aadhar Card)
3. Right to Healthcare and Public Health
4. Rights of Differently Able

Essential Readings

1. Bardhan, Pranab. 2001. 'Social Justice in the Global Economy', *EPW*. XXXVI, Feb 3-10, pp- 467-480

2. Basu, D. D. 2002. *Introduction to the Constitution of India*. Wadhawa Law Pub, Nagpur.
3. Burawoy, Michael. 2006. A PUBLIC SOCIOLOGY FOR HUMAN RIGHTS, Introduction to Judith Blau and Keri Iyall-Smith, *Public Sociologies Reader*, Rowman and Littlefield Pub.
4. Desai, A.R. 1986. *Violation of Democratic Rights in India*. Vol. I. Bombay Popular Prakashan.
5. Desai, A.R. 1990. *Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits*. Bombay Popular Prakashan.
6. Diwan, Paras and Peeyushi Diwan. 1994. *Children and Leagal Protection*. New Delhi: Deep and Deep
7. Falk, Richard. 2000. *Human Rights Horizons: The Pursuit of Justice in a Globalizing World*. Routledge, New York.
8. Haragopal, G. 1997. *Political Economy of Human Rights*. Himalaya Publishing House, Mumbai.
9. Henkin, Louis. 1978. *The Rights of Man Today*. Stevens and Sons, London.
10. Jogdand, P.G. etal. (Eds.). 2008. *Globalisation and Social Justice*. Rawat Pub, Jaipur.
11. Khanna, S.K. 1998. *Children and Human Rights*. New Delhi: Commonwealth
12. Miller, D. 1999. 'Justice and Global Inequality', in A. Hurrell and N.Woods (Eds.) *Inequality, Globalization and World Politics*. Oxford University Press, Oxford.
13. Nagel, T. 2005. 'The Problem of Global Justice', *Philosophy & Public Affairs* 33:11
14. Sengupta, Arjun. 2001. 'Right to Development as a Human Right', *EPW*. XXXVI, pp-467-480
15. Sengupta, Indrani. (Ed.). 2005. *Human Rights of Minority and women's*. Isha Book, Delhi.
16. Stephen, Marks. 2003. Introduction to "The Right to Development: A Primer", Sage, New Delhi, pp25
17. Tyler, T. R. and others. 1997. *Social Justice in a Diverse Society*. Boulder.

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1. Dermot, Groome. 2001. *The Handbook of Human Rights Investigations*. Human Rights Press, Northborough, MA.
2. Hayner, Priscilla. 2001. *Unspeakable Truths: Confronting State Terror and Atrocity*. Routledge, New York.

3. Nilsen, Alf Gunvald. 2005. Social Movements from above and below at the Dawn of the New Millennium: Whose Rights? Whose Justice? Paper for the “Navigating Globalization” conference, NTNU, Trondheim, Norway.
4. Robertson, A. H. 1972. *Human Rights in the World*. Manchester University Press.
5. UN Center for Human Rights. 1997. *The Rights of the Child*. Geneva: World Campaign for Human Rights
6. UNDP. Human Development Reports(all)

मराठी संदर्भ :

1. आंबेडकर. बी. आर, २००६. भारताचे संविधान, भारत सरकार विधी न्याय मंत्रालय. मुंबई
2. थोरात, सुखदेव आणि नेगी, प्रशांत, २००७. महाराष्ट्रातील सामाजिक भेदभाव, नागरी हक्कभंग आणि अत्याचार, सुगावा प्रकाशन
3. कुलकर्णी. पी. के, २००७. मानवी हक्क आणि सामाजिक न्याय, डायमंड पब्लिकेशन, पुणे
4. तेलतुंबडे, आनंद, २०१०, सामाजिक न्याय आणि जागतिकीकरण, लोकवाङ्मय गृह, मुंबई,
5. व्होरा, राजेंद्र; पळशीकर, सुहास, १९८७, राज्यशास्त्र कोश, दास्ताने प्रकाशन, पुणे.
6. कांबळे, उत्तम (२००५) संपा. झोत सामाजिक न्यायावर, पुणे,
7. गुरु, गोपाळ, (२०१५) वर्चस्व आणि सामाजिक चिकित्सा, पुणे,

General 3 Work and Society in India

Semester – VI

Objectives

1. To expose students to the impact of New Economic Policies on nature of work in India
2. To make students aware of the problem in the informal sector In India

Unit I: New Economic Policies and their impact on primary and secondary sectors in India

(15)

1. New Economic Policy and its impact on primary sector: agriculture and allied, mining, fishing, forestry and on people working in them
2. New Economic Policy and its impact on secondary sector: manufacturing sector and labour working in it

Unit II: Service Sector (Tertiary Sector): Its Growth in India and Service Work(15)

1. Growth of Service Sector in India in neo-liberal economy (IT, BPO, Retail, Hospitality and so on)
2. Nature of work and labour practices in service industry
3. Social composition of service labour in India (caste, class, gender, ethnicity, region, religion)

Unit III: Rising Informalization of Indian Labour (15)

1. Nature of Informal work – working conditions: social security, nature of contract, working hours, payments, leaves, and so on
2. Informalization and migrant labour in India
3. Informalization of labour and collective action (impact on trade unions)

Essential Readings

1. Aggarwal, A. 2012. India's Service Sector: Gateway to Development? *Economic and Political Weekly*. XLVII (26 & 27)
2. Bhowmik, S. 2012. *Industry, labour and society*. New Delhi: Orient Black Swan
3. Breman, J. 2008. *Omnibus*. New Delhi: Oxford University Press
4. Breman, J. 1996. *Footloose labour: Working in India's informal economy*. Cambridge: Cambridge University Press
5. Giddens, A. 2006. *Sociology*. London: Polity Press
6. Jha, P. 2016. *Labour in Contemporary India*. New Delhi: Oxford University Press

7. Kanji N. & Menon-Sen, K. 2001. What does the feminization of labour mean for sustainable livelihoods? *International Institute for Environment and Development*, World Summit for Sustainable Development, August.
8. Macionis, J. 2006. *Sociology*. New Delhi: Pearson
9. Madheswaran, S. & Attewell, P. 2007. Caste discrimination in the Indian urban labour market: Evidence from the National Sample Survey. *Economic and Political Weekly*. 42(41). 4146-4153
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१५. कुलकर्णी,पी.के.२०१५, औद्योगिक समाजशास्त्र, डायमंड प्रकाशन, पुणे

Academic Writing and Research Project Credit Course

Objectives:

- To acquaint students with writing skills.
- To make students understand various research methods.
- To develop practical knowledge about the basic steps involved in research design, tools and techniques.
- To make students get an insight into the analysis and findings of research study and to develop the presentation skills.

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. Presentation should include introduction, methods, results, discussion, conclusion and references, report writing

Examination:

Internal: Review of literature related to topic selected. (15 marks for writing skill and 10 marks for presentation) =25 Marks

External: Project report writing (15 marks for report writing skill and 10 marks for presentation) = 25 Marks

Understanding and Mitigating Violence

Credit Course

Objectives

1. To introduce students to the concepts, sociological understanding and conditions associated with the issue of violence in society today
2. To enhance the ability of the students to critically engage with the practical issues linked with violence
3. To enhance their ability to collect, analyze and present and interpret data, narratives on violence with the help of GOs and NGOs.

Format for Teaching this Course

1. 20 Lectures for teaching
2. -10 lectures for exercises, library work, case studies, etc.

Course Outline:

Unit I- Violence - a social issue (5)

1. Concepts of violence, social conflict, abuse, humiliation, teasing, bullying, and lynching
2. Violence as a social issue (Sociological Perspective on Violence)

Unit II: Construction and Context of Violence (10)

1. Why violence in society? (Social Construction of Violence-traditions, inequality, constructed news, religious fundamentalism, political parties, patriarchy, neoliberal globalization and markets), Shadow Pandemic and violence with special reference to COVID-19
2. Violence as a complex issue- Forms of Violence (Gender, LGBTQ and family violence, culture, children, caste-religion-region-nationality and violence)

Unit III: Dealing with Violence on Ground Level (5+10)

1. Violence and Laws dealing with Violence (major laws like Vishakha Act, Domestic Violence Act-2005, Criminal Law Amendment Act 2013, etc)

2. Government, Civil society and action around violence- GO (Crime Against Women Cells-CAW, Anti-Superstition and Black Magic Act, Mahatma Gandhi Tanta Mukti Yojana), NGOs dissemination and action, SDG and Movements
3. Exercises- Observing violence from interpersonal level to ways of mitigating violence
4. Ending violence- Answers at the Societal, political and community level

The Exercises may include-

- Collection of newspaper cuttings on a particular form of violence and class discussion
- Data collection from police on cases of violence
- Visiting Women’s Cell nearby and writing a report on gender, patriarchy and violence against women and the third gender
- Report writing on visits
- Watching movies like ‘RubaruRoshani’, ‘Ankush’, ‘Mr. and Mrs. Iyer’, ‘Billion Colour Story’, ‘The World Before Her’, ‘Thappad, Zapak’, etc. and debate
- Collection of narratives from the victims, action workers from GOs and NGOs
- Report writing and FIR after an incidence of violence
- List the agencies that may help in the incidences of violence
- Counseling toolkit
- Advocacy workshop
- Writing reports on issues like One Billion Rising, Dakeen tradition, etc.

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