



SOCIAL CHANGE AND PROCESSES

Vocational Skill Course for Second Year Graduate Students
for Arts (Sociology) w.e.f. 2024-25

Approved by the Board of Studies in Sociology
And
Finalized by the Academic Council

Devrukh Shikshan Prasarak Mandal's
Nya. Tatyasaheb Athalye Arts, Ved. S. R. Sapre Commerce, and
Vid. Dadasaheb Pitre Science College (Autonomous), Devrukh.
Tal.Sangmeshwar, Dist. Ratnagiri-415804, Maharashtra, India

Academic Council Item No: _____

Name of the Implementing Institute	:	Nya. Tatyasaheb Athalye Arts, Ved. S. R. Sapre Commerce, and Vid. Dadasaheb Pitre Science College (Autonomous), Devrukh. Tal. Sangmeshwar, Dist. Ratnagiri-415804,
Name of the Parent University	:	University of Mumbai
Name of the Programme	:	Bachelor of Arts
Name of the Class to Which the course is Open	:	Second Year, Semester Three
No. of Credits	:	02
Title of the Course	:	Sociology
Course Code	:	SEMESTER III – SOVS201
Passing Marks	:	40%
Nature of Course	:	Sociology
Level	:	Under Graduate (Level 5.0)
Pattern	:	40 Marks External Exam and 10 Marks based on Unit Test and Class Room Activities
Status	:	Vocational Skill Course of Sociology
To be implemented from Academic Year	:	2024-25

Second Year of Bachelor of Arts (Vocational Skill Course for Sociology)

Title of the Paper

Social Change and Processes

Revise Syllabus Under Autonomy for NEP

(With effect from the Academic Year 2024-2025)

Semester	Paper Code	Paper	Lectures /Practical	Evaluation Weightage			Credits
				External	Internal	Total	
Semester III	SOVS201	Social Change and Processes	02	40	10	50	02

Learning objectives of this course are to educate the students about:

- i) Introduced Concepts of Social Change and Processes to Students.
- ii) Understanding Modernization and Social Transformation.

COURSE CONTENT

Module No.	Content	No. of Allotted Lectures: 30
1	Unit I Social Change a. Evolutionism b. Diffusionism c. Modernization and Development	15
2	Unit II Social Transformation and Globalization a. Neo-liberal economic approach in India b. Globalization: Challenges and Opportunity c. Social Mobility: Meaning, Definition and Characteristics	15

Pattern of Evaluation:

The Examination/Evaluation pattern shall be framed by the Board of Examination with its final approval from the Academic Council of the College.

Methods of Assessment:

The assessment pattern would be 40:10, 40% for Semester End Examination (SEE) and 10% for Continuous Internal Evaluation (CIA). The structure of the SEE and CIA would be as recommended by the Board of Studies and approved by the Board of Examination and the Academic Council of the college.

Reading List:

- Banerjee, Nirmala. (2006). Women in contemporary India in *The violence of development: The politics of identity, gender, and social inequalities in India* (pp. 43-68) Edited by Karin Kapadia. New Delhi: Zubaan.
- Deshpande, Satish. (2003). *Contemporary India: A Sociological view* (Chapter Five: Caste inequalities in India today, pp. 98-124). New Delhi: Viking.
- Dreze, Jean and Sen, Amartya. (2013). *An uncertain glory: India and its contradictions* (Chapter 3: India in comparative perspective, pp. 45-80). Princeton: Princeton University Press.
- Esteva, Gustavo. (2010, First published in 1992). *Development*. In *The development dictionary: A guide to knowledge as power* (pp. 1-23) Edited by Wolfgang Sachs. London: Zed Books.
- Haynes, Jeffrey. (2008). *Development Studies* (Chapter 1: What is development? pp. 1-18 and Chapter 2: History of development, pp. 19-40). Cambridge, UK: Polity Press.
- Karlsson, Bengt G. (2009). Nuclear lives: Uranium mining, indigenous peoples, and development in India. *Economic and Political Weekly*, 44 (34), 43-49.
- Noble, Trevor. (2000). *Social theory and social change* (Chapter 4: Theories of revolutionary change: Marx and contradiction, pp. 71-100). London: Macmillan Press.
- Rapley, John. (2007). *Understanding development: Theory and practice in the third world* (Chapter 2: Development theory in the postwar period, pp. 13-34). Boulder, USA: Lynne Rienner Publishers.
- Ritzer, George. (2011). *Globalization: The essentials* (Chapter 1: Globalization: Conceptualization, Origins, and History, pp. 1-27 and Chapter 7: Global culture and cultural flows, pp. 153-177). Chichester, UK: John Wiley & Sons.
- Roy, Arundhati. (1999, May 22 - June 04). The greater common good. *Frontline*, 16 (11). Retrieved from <http://www.frontline.in/static/html/fl1611/16110040.htm> on 10 April 2017.

- Shrivastava, Aseem and Kothari, Ashish (2012). Churning the earth: The making of global India (Chapter 6: Town and country: An old story gets much worse, pp. 166-192). New Delhi: Viking.
- Singh, Yogendra. (1993, Reprinted in 2013). Social change in India: Crisis and resilience (Chapter 2: Contradictions and challenges of social change, pp. 24-40). New Delhi: Har-Anand Publications.
- Srinivas, M.N. (1956). A note on Sanskritization and Westernization, *The Far Eastern Quarterly*, 15(4), 481-496.
- Still, Clarinda (Ed.). (2014). Dalits in neoliberal India: Mobility or marginalisation? (Dalits in neoliberal India: An overview, pp. 1-43). New Delhi: Routledge.
- Sztompka, Piotr. (1993). *The Sociology of social change* (Chapter 7: Classical Evolutionism, pp. 99-112 and Chapter 10: Theories of historical cycles, pp. 142-154). Oxford, UK: Blackwell Publishers.
- Upadhyay, Surya Prakash. (2013). Sanskritization at large: Cultural changes in contemporary India, *Indian Anthropologist*, 43(2), 1-24.
- White, Sarah. (2002). Thinking race, thinking development. *Third World Quarterly*, 23 (3), 407-419.
