



**Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

**Syllabus for SYBA**

**(June 2020  
Onwards)**

**Program:**

**BA**

**Semester 3**

**Course: Indian Society: Structure and Change  
– II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>ASOC301</b>	<b>Indian Society: Structure and Change – II</b>	<b>4</b>

**1. Syllabus as per Choice Based Credit System**

i) Name of the Programme : S.Y.B.A. Sociology

ii) Course Code : ASOC301

iii) Course Title	:	Indian Society: Structure and Change – II
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	4
No. of Credits per Semester	:	
vii) No. of lectures per Unit	:	11
viii) No. of lectures per week	:	
ix) No. of Tutorial per week	:	—
<b>2 Scheme of Examination</b>	:	Semester End Exam:60 marks (4 Questions of 15 marks) Internal Assessment 40 marks: Test 15 marks, Project/ Assignment 15 marks Class Participation: 10 marks
<b>3 Special notes, if any</b>	:	No

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

<b>4 Eligibility, if any</b>	:	As laid down in the College Admission brochure / website
<b>5 Fee Structure</b>	:	As per College Fee Structure specifications
<b>6 Special Ordinances / Resolutions, if Any</b>	:	No

<b>Programme: SYBA</b>	<b>Semester: III</b>
<b>Course : Indian Society: Structure and Change – II</b>	<b>Course Code : ASOC301</b>

Teaching Scheme (Hrs. /Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

### Course Objectives

1.	To help students understand the relationship between food culture and cultural identities.
2.	To familiarize them with regional diversity and communities in Maharashtra.
3.	To help them compare between various classical Indian Sociological perspectives.
4.	To enable them to interpret caste and class mobilization.
5.	To help them evaluate the ideas of contemporary Indian sociologists.
6.	To cultivate skills for critically examining gender marginalization.

### Course Content

Unit No.	Module No.	Content	Lectures

The Kelkar Education Trust's  
**V G Vaze College of Arts, Science and  
 Commerce**

1: Indian Sociological Perspectives	I II III	Indological approach: G. S. Ghurye Structural-Functional approach: M. N. Srinivas Marxist and Subaltern approach: A. R. Desai, Dr. B. R. Ambedkar	12
2: Contemporary Sociologists (selected readings)	I II III	Sharmila Rege (Gender) Leela Dubey (Kinship) T. K. Oomen (Religion)	11
3: Contemporary Challenges in Indian Society	I II III	Caste and Class Mobilization Dalit and Maratha Movements Farmers and Peasant Movements  Ethnic Identities and Conflicts  Student movement: Contemporary struggles for social justice	11
4: Socio-cultural Landscape of Maharashtra	I II III	Regional Diversity and communities in Maharashtra Tourism in Maharashtra: economy and society Food Culture intertwined with different cultural identities.	11
Total No. of Lectures			45

### Semester I: Paper Pattern

Duration: 2 hours	Marks: 60
Q.1 Descriptive/ illustrative answer (1 out of 2) (Unit 1)	15 marks
Q.2 Descriptive/ illustrative answer (1 out of 2) (Unit 2)	15 marks
Q.3 Descriptive/ illustrative answer (1 out of 2) (Unit 3)	15 Marks
Q.4. Descriptive/ illustrative answer (1 out of 2) (Unit 4)	15 Marks

### Course Outcomes

Students should be able to...	
C01	State the relationship between food culture and cultural identities
C02	Identify regional diversity and communities in Maharashtra.
C03	Compare various classical Indian Sociological perspectives.

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

C04	Interpret caste and class mobilization.
C05	Evaluate the ideas of contemporary Indian sociologists
C06	Critically examine gender marginalization.

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

Recommended Resources	
Reference Books	<p>Ambedkar, B. R. (2007). "Annihilation of Caste" Critical Quest, New Delhi</p> <p>AryaPriya, (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.</p> <p>Dhanagare, D. N. (1999). "Themes and perspectives in Indian Sociology" Rawat Publications</p> <p>Deshpande, S. (2001). "Contemporary India: Sociological View" Penguin Books India Limited</p> <p>Dsouza, Leela (2006) "Globalisation, Nationalism and Ethnic Identities: The Future of Nation State" in Sociology of Globalization: Perspectives from India, Sankarama Somayaji and Ganesha Somayaji (Eds); Jaipur, Rawat Publications,pp. 69-97.</p> <p>Dube Leela (2001) Anthropological Explorations in Gender; Sage Publications, New Delhi.</p> <p>Guru Gopal (1993) "Dalit movements in mainstream Sociology", EPW, 28(14)</p> <p>Guru Gopal (2016) Shifting categories in the discourse of caste and class EPW, 44(14) pp.10-12</p> <p>Mridul Kumar (2019) " Reservations of Marathas in Maharashtra", EPW, 44(14)</p> <p>Oomen T.K. (2001) " Religion as a source of violence: A Sociological Perspective" The Ecumenial Review, 53(2) pp.168-179</p> <p>Oomen T.K. (2005) Crisis and Contentions in Indian society, Sage Publications, New Delhi.</p> <p>Omvedt , Gail (1994) Dalits and Democratic Revolution, Sage, New Delhi. Patel Sujata (2011) (Ed) Doing Sociology in India: Genealogies, Locations and Practices, Oxford University Press, New Delhi</p> <p>Phadnis Urmila (2001) Ethnicity and Nation building in South Asia, Sage</p>

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

	<p>Publications</p> <p>Rege Sharmila (2006) Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies, Zubaan Publications, New Delhi.</p> <p>Teltumbade Anand (2016) Behind the Ire of Marathas, EPW 51(40), 10-11</p> <p>Uberoi, Sundar, Deshpande (2007) (Eds) Anthropology in the East: Founders of Indian Sociology and Anthropology, Permanent Blank</p> <p>Vivek Kumar (2016) Caste Contemporaneity and Assertion, EPW, 51(50), 84-86</p>
--	---

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**

**Syllabus for SYBA**

(June 2020

Onwards)

**Program: BA**

**Semester 3**

**Course: Contemporary Issues in Indian  
Society – III**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>ASOC302</b>	<b>Contemporary Issues in Indian Society – III</b>	<b>4</b>

**1. Syllabus as per Choice Based Credit System**

- i) Name of the Programme : S.Y.B.A. Sociology
- ii) Course Code : ASOC302
- iii) Course Title : Contemporary Issues in Indian  
Society – III
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 4
- vii) No. of lectures per Unit : 11

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**

- viii) No. of lectures per week :  
ix) No. of Tutorial per week : —
- 2 Scheme of Examination** : Semester End Exam:60 marks (4 Questions of 15 marks)  
Internal Assessment 40 marks:  
Test 15 marks,  
Project/ Assignment 15 marks  
Class Participation: 10 marks
- 3 Special notes, if any** : No

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

<b>4</b>	<b>Eligibility, if any</b>	:	As laid down in the College Admission brochure / website
<b>5</b>	<b>Fee Structure</b>	:	As per College Fee Structure specifications
<b>6</b>	<b>Special Ordinances / Resolutions, if Any</b>	:	No

<b>Programme: SYBA</b>	<b>Semester: III</b>
<b>Course : Contemporary Issues in Indian Society – III</b>	<b>Course Code : ASOC302</b>

Teaching Scheme (Hrs. /Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

### Course Objectives

1.	To help students list and define various demographic factors.
2.	To enable them to describe the causes of declining sex ratio.
3.	To familiarize them with the right to health with reference to women and children.
4.	To make them interpret the politics of reproduction.
5.	To enhance skills in them to critically analyze criminal justice system in India.
6.	To help them judge the need for reforms in the criminal justice system in India.

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

Course Content			
Unit No.	Module No.	Content	Lectures
1: Demography	I II III	Nature, Significance and Theories Fertility, Mortality, Morbidity, Nuptiality (concept and factors) Declining Sex Ratio (Causes and Measures)	12
2: Migration	I II III	Definition, meaning and characteristics Interstate Migrant Workmen Act, 1979 Patterns of Migration and reverse migration	11
3: Health	I II III	Right to Health Care (Women and Children) Disability Rights Act 2016 (Differently Abled) Right to Healthcare (Other Genders)	11
4: Crime and Justice	I II III	Overview of the criminal justice system in India: police, courts and laws Digital Policing in the context of injustice and inequality; and its implications.  Need for reforms in the criminal justice system	11
Total No. of Lectures			45

### Semester I: Paper Pattern

Duration: 2 hours	Marks: 60
Q.1 Descriptive/ illustrative answer (1 out of 2) (Unit 1)	15 marks
Q.2 Descriptive/ illustrative answer (1 out of 2) (Unit 2)	15 marks
Q.3 Descriptive/ illustrative answer (1 out of 2) (Unit 3)	15 Marks
Q.4. Descriptive/ illustrative answer (1 out of 2) (Unit 4)	15 Marks

### Course Outcomes

Students should be able to...	
C01	List and define different demographic factors.
C02	Describe the causes of declining sex ratio.
C03	Examine the right to health with reference to women and children.

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

C04	Interpret politics of reproduction.
C05	Critically analyze criminal justice system in India.
C06	Judge the need for reforms in the criminal justice system in India.

**Recommended Resources**

Reference Books	<p>Asha A Bhende, Tara Kanitkar (2014) Principles of Population, Himalaya Publishing House, Mumbai.</p> <p>Bhagat R. Jones, G. (2013) Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance, Asia Research Institute, National University of Singapore</p> <p>Dabbir Bharti, The Constitution and Criminal Justice Administration, APH Publishing Corporation, New Delhi</p> <p>Dandekar A., Ghai R. (2020) Migration and Reverse Migration in the Age of COVID-19 - Vol. 55, Issue No.19, 09</p>
-----------------	---

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

May. Article available at the below link

[http://libraryopac.iimk.ac.in/EPW/7\\_EPW\\_Vol\\_LV\\_No\\_19.pdf#page=28](http://libraryopac.iimk.ac.in/EPW/7_EPW_Vol_LV_No_19.pdf#page=28)

Desai M., Mahabal K. (2007) Health Care Case Law in India, CEHAT, ICHRL

Government of India Ministry of Human Affairs Report, Vol I (2003)  
Committee on Reforms Criminal Justice System India

Jolly, C. (1994). Four Theories of Population Change and the Environment,  
Population and Environment, 16(1), 61-90.

<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-demographic-theories/>

Raj H (1998) Population Studies, Surjeet Publications, Delhi

Stallings, R. (2002). Weberian Political Sociology and Sociological Disaster  
Studies. *Sociological Forum*, 17(2), 281-305.

South Asia Human Rights Documentation Centre(2006) Handbook of  
Human Rights and Criminal Justice in India, The System and Procedure,  
New Delhi, OUP

Handbook of Human Rights and Criminal Justice in India, The System and Procedure,  
New Delhi, OUP

Vibhute K.I. (2004) Criminal Justice: A human rights perspective of the  
criminal justice process in India, ISBN

WHO, The Right to Health

Ethical Issues in Assisted Reproductive Technologies-Social Medicine,  
Volume 6(3), March 2012

Journal of Medical Ethics, 1983, 192-195 The Surrogacy

Regulation Bill 2014/ 2020

Interstate Migrant Workmen Act, 1979 (Regulation of Employment and  
Conditions of Service)

<https://clc.gov.in/clc/acts-rules/interstate-migrant-workmen-act>

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**

**Syllabus for SYBA**

(June 2020

Onwards)

Program:

**BA**

**Semester 3**

**Course: Sociology of Development - II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>ASOC401</b>	<b>Sociology of Development - II</b>	<b>4</b>

**1. Syllabus as per Choice Based Credit System**

- i) Name of the Programme : S.Y.B.A. Sociology
- ii) Course Code : ASOC401
- iii) Course Title : Sociology of Development - II
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 4

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

- vii) No. of lectures per Unit : 11
- viii) No. of lectures per week :
- ix) No. of Tutorial per week : —
- 2 Scheme of Examination** : Semester End Exam:60 marks (4 Questions of 15 marks)  
Internal Assessment 40 marks:  
Test 15 marks,  
Project/ Assignment 15 marks  
Class Participation: 10 marks
- 3 Special notes, if any** : No
- 4 Eligibility, if any** : As laid down in the College Ad mission brochure / website
- 5 Fee Structure** : As per College Fee Structure specifications
- 6 Special Ordinances / Resolutions, if Any** : No

<b>Programme: SYBA</b>	<b>Semester: III</b>
<b>Course : Sociology of Development – II</b>	<b>Course Code : ASOC401</b>

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
 Commerce**

Teaching Scheme (Hrs. /Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

### Course Objectives

1.	To help students define development and modernization.
2.	To enable them to identify the indicators of development.
3.	To help them apply theories of modernization to understand development.
4.	To make them examine the case studies on development as a crisis.
5.	To familiarize them with alternative approaches to development.
6.	To enable them to investigate development issues with the help of research.

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

Course Content			
Unit No.	Module No.	Content	Lectures
1:Understanding Development	I II III	Meaning of Development and theories of Modernization Dependency Theory Neo-Liberal Economic approach	12
2:Measuring Development	I II III	Indicators of Development: Human Development Index (HDI) Survey and Case Study as methods of data collection Questionnaire and Interview as tools of data collection	11
3:Globalization and the Crisis of Development	I II III	Land displacement Forest Rights Act 2006 and its impact on tribal community Resistance Movements:- 1. Delhi-Mumbai Industrial Corridor (DMIC) 2. Raigad and Dahanu (SEZs) 3. Maan taluka in Satara - Women led water conservation 4. Aarey Colony, Mumbai ( Metro Car shed)	11
4: Alternative approaches to development	I II III	Sustainable development- Eco friendly practices, organic farming, Ankoli in Solapur  People-centric development- Paanchgaon in Maharashtra.  'Adarsh Gaon' - Hiware Bazaar ( Ahmednagar)	11
		Total No. of Lectures	45

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
 Commerce**

<b>Semester I: Paper Pattern</b>			
Duration: 2 hours			Marks: 60
Q.1	Descriptive/ illustrative answer	(1 out of 2)	(Unit 1) 15 marks
Q.2	Descriptive/ illustrative answer	(1 out of 2)	(Unit 2) 15 marks
Q.3	Descriptive/ illustrative answer	(1 out of 2)	(Unit 3) 15 Marks
Q.4.	Descriptive/ illustrative answer	(1 out of 2)	( Unit 4 ) 15 Marks

<b>Course Outcomes</b>	
Students should be able to...	
C01	Define development and modernization.
C02	Identify the indicators of development.
C03	Apply theories of modernization to understand development.
C04	Examine the case studies on development as a crisis.
C05	Defend alternative approaches to development.
C06	Investigate development issues with the help of research.

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

**Recommended Resources**

Reference  
Books

- Ahmed Kundu (2010)(Ed) India's New Economic Policy: A Critical. Analysis, New York, Routledge
- Arundhati Roy Choudhary (2000) Amusement Parks versus People's Livelihood, EPW Vol.35, September, 9-15
- Bannerjee Swapna (2011) Contradictions of Development in Contemporary India, Open Democracy
- Bryan Alan (2012) Social Research Methods, Oxford Publications Bokil Milind, Goshta Mendha Gavachi, Mauj Prakashan
- C R Bijoy (2006): Kerala's Plachimada Struggle: A Narrative on water and governance rights; EPW,4332-4339
- Collective water management through water banks,(2010) Clean India Journal
- Dias Anthony (2012) Development and it's Human Cost, Rawat Publications
- Deshpande M.G. (2007) The Nature of Ecological Problems,

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

Environmental Changes and Natural Disasters, New India Publication

Devale Kaustubh and Paranjape Suhas, Pani Sangharsh Chalwal  
[www.waterconflictforum.org](http://www.waterconflictforum.org)

Giddens Anthony (2000) Runaway World: How globalization is reshaping our lives, Routledge, New York

Hiware Bazaar, Dec 22, 2010, Model for the nation, The Better India

HDR:(2011) Towards social exclusion, Oxford Publication

Jogdand P G & Michael S.M. (2003) Globalization and Social Movements, Rawat Publications

Munshi Indra (2012) The Adivasi Question- Issues of Land, Forests and Livelihood, Orient Black Swan

Neeraj (2013) Globalization or Re-colonization, Lokayat Publication

Omvedt G (1982): Land, Caste and Politics in Indian States, Guild Publishers, Delhi

Padel, Felix and Das Samarendra(2010) Out of This Earth, East India: Adivasis and the Aluminum Cartel, New Delhi, Orient Black Swan

Sanghvi.S.(2007): The New People's Movements in India. EPW 42(50)

[www.prayogorg](http://www.prayogorg), Arun Deshpande, Development of Ankoli Village, Solapur

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**

**Syllabus for SYBA**

(June 2020

Onwards)

Program:

**BA**

**Semester 4**

**Course: Emerging Fields in Sociology – III**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>ASOC402</b>	<b>Emerging Fields in Sociology – III</b>	<b>4</b>

**1. Syllabus as per Choice Based Credit System**

- i) Name of the Programme : S.Y.B.A. Sociology
- ii) Course Code : ASOC402
- iii) Course Title : Emerging Fields in Sociology – III
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 4

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**

vii) No. of lectures per Unit	:	11
viii) No. of lectures per week	:	
ix) No. of Tutorial per week	:	—
<b>2 Scheme of Examination</b>	:	Semester End Exam:60 marks (4 Questions of 15 marks) Internal Assessment 40 marks: Test 15 marks, Project/ Assignment 15 marks Class Participation: 10 marks
<b>3 Special notes, if any</b>	:	No
<b>4 Eligibility, if any</b>	:	As laid down in the College Ad mission brochure / website
<b>5 Fee Structure</b>	:	As per College Fee Structure specifications
<b>6 Special Ordinances / Resolutions, if Any</b>	:	No

<b>Programme: SYBA</b>	<b>Semester: IV</b>
<b>Course: Emerging Fields in Sociology – III</b>	<b>Course Code : ASOC402</b>

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

Teaching Scheme (Hrs. /Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

### Course Objectives

1.	To help students list subfields in Sociology.
2.	To enable them to sketch the interrelationship between politics and media
3.	To help them critically examine the role of urban governance.
4.	To make them judge the status of elderly care in India.
5.	To help them understand the importance of Geriatric care.
6.	To enable them to analyze the challenges in Geriatric care.

### Course Content

Unit No.	Module No.	Content	Lect ures
1:Subfields in Sociology	I	Sociology of Sport	12
	II	Sociology of Disaster	
	III	Medical Sociology	

The Kelkar Education Trust's  
V G Vaze College of Arts, Science and  
Commerce

2: Media, Politics and Society	I	Theoretical perspective: Political Economy of Communication	11
	II	Media and Politics	
	III	Media, Social Change and Social Exclusion	
3: Urban Governance	I	Plan and growth of smart cities- critique, case studies of Kochi ( Kerala), Jaipur (Rajasthan)	11
	II	Lack of availability of open spaces	
	III	Urban Disaster Management	
4: Geriatric care	I	Phenomenon of Population Ageing & role of family in elderly care	11
	II	Need for companionship and stigma; euthanasia debate.	
	III	Lack of elderly-friendly infrastructure	
Total No. of Lectures			45

### Semester I: Paper Pattern

Duration: 2 hours	Marks: 60
Q.1 Descriptive/ illustrative answer (1 out of 2) (Unit 1)	15 marks
Q.2 Descriptive/ illustrative answer (1 out of 2) (Unit 2)	15 marks
Q.3 Descriptive/ illustrative answer (1 out of 2) (Unit 3)	15 Marks
Q.4. Descriptive/ illustrative answer (1 out of 2) ( Unit 4 )	15 Marks

### Course Outcomes

Students should be able to...	
C01	List subfields in Sociology.
C02	Sketch the interrelationship between politics and media
C03	Critically examine the role of urban governance.
C04	Judge the status of elderly care in India.
C05	Understand the importance of Geriatric care.
C06	Analyze the challenges in Geriatric care.

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**

The Kelkar Education Trust's  
**V G Vaze College of Arts, Science and  
 Commerce**

<b>Recommended Resources</b>	
<b>Reference Books</b>	<p>Bhaskaran N. (Ed) (2009) Vision Juhu- Expanding Public Spaces in Mumbai, Synergy Creations, Mumbai</p> <p>Chakraborti Rajgopal D. (2004) The Greying of India's Population: Ageing in the context of Asia, Sage Publications, New Delhi</p> <p>Chomsky Noam (1994) Manufacturing Consent: The political Economy of the Mass Media. Vintage Publisher .London</p> <p>Christiano, K. J., Swatos Jr, W. H., &amp; Kivisto, P. (2015). <i>Sociology of religion: Contemporary developments</i>. Rowman &amp; Littlefield.</p> <p>Dandekar, K. (1996) The Elderly in India, Sage Publications</p> <p>Daniel Lerner (1958) The Passing of Traditional Society: Modernizing the Middle East. New York: Free Press</p> <p>Hauser, A. (2011). <i>The sociology of art</i>. Routledge. (Available on Google books).</p> <p>Fischer, H. W. (1998). <i>Response to disaster: Fact versus fiction &amp; its perpetuation: The sociology of disaster</i>. University press of America.</p> <p>Government of India Ministry of Urban Development (2015) Smart. Cities- Mission Statement and Guidelines</p> <p>Gurevitch, M., Coleman, S., &amp; Blumler, J. G. (2009). Political communication—Old and new media relationships. <i>The ANNALS of the American Academy of Political and Social Science</i>, 625(1), 164-18</p> <p>Huysen, A. (2000). Present pasts: Media, politics, amnesia. <i>Public culture</i>, 12(1), 21-38</p> <p>Jenkins, H. (2006). <i>Convergence culture: Where old and new media collide</i>. NYU press, pp. 1-24</p> <p>Karin Wahj-Jorgensen, Thomas Hanitzsh (2009) <i>Handbook of Journalism</i>, Routledge, New York</p> <p>Kamen, R. (2020). Humanizing Science: Awakening Scientific Discovery through the Arts and Humanities. In Henseler C. (Ed.), <i>Extraordinary Partnerships: How the Arts and Humanities are Transforming America</i> (pp. 299-320). Lever Press.        doi:10.3998/mpub.11649046.21 (Article available at this link <a href="https://www.jstor.org/stable/10.3998/mpub.11649046.21?seq=3#metadata_info_tab_contents">https://www.jstor.org/stable/10.3998/mpub.11649046.21?seq=3#metadata_info_tab_contents</a> )</p>

The Kelkar Education Trust' s  
V G Vaze College of Arts, Science and  
Commerce

	<p>Liebig, Phoebe and Rajan Irudaya (Ed)(2005) An Ageing India: Perspectives, Prospects and Policies, Rawat Publications</p> <p>Ramamurti, Jamuna D. (Ed)(2004) Handbook of Indian Gerontology, Serial Publications</p> <p>Tanner, J. (Ed.). (2004). <i>Sociology of art: A reader</i>. Routledge. (Available at Google books read Introduction).</p> <p>Tendulkar A (Ed)(2016) Handbook for Senior Citizens, YCPA, Mumbai, Anokhi Publications</p>
--	---

	<p>Victor, Christina (2005) The Social Context of Ageing, Routledge</p> <p>Challenges and Opportunities for Women Entrepreneurship in India Under Globalization, OSR Journal of Business and Management, Vol5(2) Sept-Oct 2012, 29-35</p> <p>Role of Women Entrepreneurship in Indian Economy, International Journal of Science, Technology and Management, Vol.3, March 2016</p> <p>Social Scientist, Vol.44, May-June 2016</p> <p>Weber, M. (1993). <i>The sociology of religion</i>. Beacon Press.</p> <p>Wach, J. (2019). <i>Sociology of religion</i> (Vol. 16). Routledge.</p>
--	--

The Kelkar Education Trust' s  
**V G Vaze College of Arts, Science and  
Commerce**