

**2.2.1. The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners.**

**Maniben Nanavati Women's College**

**Dept. of Sociology  
Workbook**

**BA II  
SEM IV  
DC VIII- 445811**

**▪ URBAN SOCIETY: PROBLEMS &  
PROSPECTS**

**Year- 2022-2023**

**Name of the Student:** Anisha. B. Guxar

**Roll No :** 87

**By. Dr. Twinkle Sanghavi**

### Practice Questions

1. Explain the concept of Urban, Urbanism, Urbanization
2. Explain the process of urbanisation in India.
3. Explain any **five** characteristics of Urban Society
4. Draw the diagram of Earnest Burgess Model of Concentric Zone
5. Explain the Concept of
  - Suburbs,
  - Mega City,
  - Rural Urban Fringes,
  - Satellite City
6. Explain Rural- Urban Migration and its causes
7. Explain Concept of
  - Pavement dwellers
  - Squatters
  - Urban renewal
8. Define the Slum and its Characteristics
9. Explain any **TWO** Problem of water, electricity, garbage disposal in urban cities
10. Write essay on Consumerism and Commercialisation
11. What is Urban Planning? Explain the Policy & Importance.
12. Explain Obstacles of Urban Policy

Q1. Explain the concept of Urban, Urbanism, Urbanization.

Ans + \* Urban: The term 'urban' has been derived from the term 'urbs' meaning a city. Therefore, 'urban' means pertaining to or city life. However, there is no unanimous opinion about the definition varies from country to country and from region to region. For e.g. In Greenland a place with 300 or more inhabitants is called a urban area while in Republic of Korea an urban areas must have at least 40,000 inhabitants.

\* Urbanism: This term is used for the way of life associated with living in urban areas. The concept of urbanism denotes the pattern of behaviour, relationships and mode of thoughts and characteristics of urban life. The characteristics of urban life, however, cannot be described exhaustively. Some of the more important characteristics are individualism, impersonal relations, multiplicity, fast transport and communication, complex life, better technological facilities etc.

Urbanism is a concept of living, having all characters within its fold, connected with urbanisation and the urban way of life.

\* Urbanisation: Urbanisation means the process of becoming urban. The process includes the movement of people to urban areas. The increase of urban areas and the growth of people within urban urban areas etc. Thus, it refers to a change in both place and people. Urbanisation means that an increasing proportion of human society have



become townfolk and as this happens towns grow in population, spread in area and make an ever increasing impact upon the life of its habitants.

W.S. Thompson calls urbanisation "the movement of people from communities concerned chiefly with agriculture to other communities, generally, larger, whose activities are primarily centered in government, trade, manufacture, or allied interests".

Urbanisation also refers to a way of life peculiar to agglomerations of heterogeneous population. It also means a well-developed agglomeration, which with other occupations besides industry and it exhibits a well-planned pattern of habitation.

Albert Reiss has identified at least two different meanings of the term 'urbanisation'.

- a) Urbanisation denotes a diffusion of the influence of urban centers to a rural hinterland, that is, diffusion of urban customs and traits. The definition of urbanisation is close.
- b) Sometimes urbanisation is defined in terms of appearance of urban traits or characteristics in a population.



Q2. Explain the process of urbanisation in India.

Ans. Urbanisation is a process of movement from town or village to cities and the people who have to adjust themselves, bring changes in their behaviour patterns etc. Thus, the social organisation also become unique or specific to urban society. Hope Tisdale & Eldridge treats urbanisation as a process of population concentration and identifies two elements in the process.

1) The multiplication of points of concentration.

2) The increase in the size of individual concentration.

Urbanisation can occur only if the rate of growth of the urban population is greater than the rate of growth of the non-urban population in a country.

In India the trend towards urbanisation has been evident for a fairly long time as would be clear from the following table which enumerates the urban and the rural population of the country since 1901.

Thus, the urban population has been increasing at an accelerated rate.

Urbanisation is an integral part of the process of development, as it is conceived today.

Industrialisation and urbanisation are inseparable.

By 1801 nearly a fourth of the people of England and Wales were living in cities 1,00,000 or larger. Britain was an urbanised society. In general, the later each country became industrialised, the faster was its urbanisation. The change from



population with 10 percent of its members in cities 1,00,000 or larger, to one in which 30 percent lived in such cities look about 79 years in England and Wales, 66 in the US, 48 in Germany, 36 in Japan and 26 in Australia.

The close association between economic development and urbanisation between economic development has persisted. Clearly, urbanisation is best understood in terms of its connection with economic growth and its implications are best perceived in its latest manifestation in advanced countries.

What becomes apparent as one examines the trend in these countries is that urbanisation is a finite process, a cities through which nations go in their transition from agrarian to industrial society. The intensive urbanisation of most of the advanced countries began within the past 100 years; in the under-developed countries its end is now in sight. The fact that it will end, however, does not mean that either economic development or the growth of cities will necessarily end.

A transformation from an agricultural society to an industrial one occurs along rural-urban dimensions.

Urbanisation, consequently stands for and strengthens a system of economy different from rural that prevalent in the villages. A shift from rural or urban society brings about changes not only in the economic structure.



Q3. Explain any five characteristics of Urban Society.

Ans. A sociological analysis of urban community contains several salient features. They are as follows:

1. Size:

As a rule, in the same country and at the same period, the size of an urban community is much larger than that of a rural community. In other words, urbanity and size of a community are positively correlated.

2. Density of population:

Density of population in urban areas is greater than in rural communities. Urbanity and density are positively correlated.

3. Family:

So far as urban community is concerned, greater importance is attached to the individual than to the family.

Nuclear families are more popular in urban areas.

4. Formal social control:

Social control in urban community is essentially formal in nature. Individual's behaviour is regulated by such agencies as police, jails, law courts etc.

5. Individualism:

The urbanites attach supreme importance to their own welfare and happiness. They hesitate to think or act for the good of others.



Q4. Draw the diagram of Earnest Burgess Model of Concentric zone.

\* Concentric zone Model or Burgess Model. \*

1) Central  
Business  
District

3) Working  
Class zone.

• Single Family  
Tenements.

5) Commuter zone

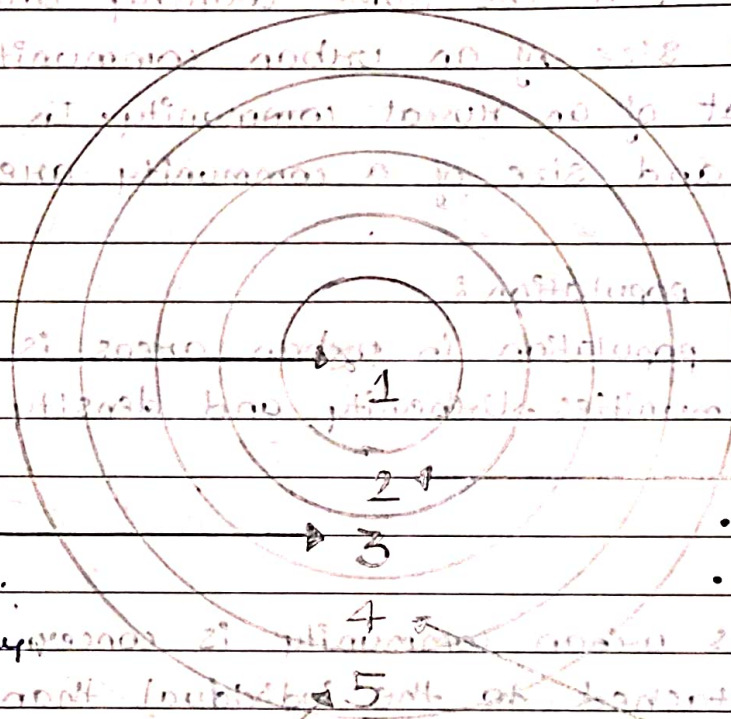
• Suburbs

2) Transition zone

- Deteriorated Houses
- Factories.
- Abandoned Buildings.

4) Residential zone

- Single Family Homes
- Yards/Garages.





Q5. Explain the Concept of Suburbs.

Ans. An area or town located at the edge of an urban city. A suburb is contained either just within or just outside of the city boundaries. It is usually primarily a residential area and is often dependent upon the nearby city for employment opportunities and other benefits.

In first century B.C. Cicero refers to the large country estates just outside Rome as 'suburbani', but truthfully suburbs, as you know them, are somewhat new. Suburbs have existed in forms such as when cities were walled and the villages outside them were inferior in size and status. It wasn't until the 20<sup>th</sup> century when the suburbs became known. Most suburban communities in the United States grew spontaneously, although some were planned by architects and real-estate developers. Some communities failed. These included Forest Hills Garden, and others thrived and are still here today. Levittown, for example, though the main reason that suburbs were becoming popular was because of the decline of the cities.

The rise of the suburban industrial parks and shopping centers led to the further decline of the city. Congestion in the central city and the resulting deterioration of living conditions gave an additional incentive for people to move to the suburbs. People were anxious for clean, less expensive, safe places for their children. Typical families moving into a suburban house were looking for the three S's: space, sanitation, and security.



~~Q.5~~ • Megacity: Large metropolitan cities like Calcutta, Bombay, Madras, Hyderabad and Bangalore make significant contributions to the national economy. Many problems in these cities are due to massive migration from rural areas and smaller towns all over the country on which the city authorities have little or no control. The state government are not in a position to make adequate investments in infrastructure in such cities on account of their limited resources and their priority to sectors like agriculture, irrigation, education, health etc. Keeping in view of the persistent demands from the state government and based on the recommendations of the national commission on urbanization a centrally sponsored scheme for infrastructure development in mega cities having population of four million and above as per 1991 census has been introduced from the year 1993-94. The scheme is called the mega city scheme.

The projects for each mega city should consist of a judicious mix of judicious mix of remunerative and non-remunerative schemes so that total basket is economically viable. The project outline envisages a mix of projects with different gestation periods; as far as possible projects with long gestation periods are to be avoided projects of regional significance are to be given priority. The priorities would be decided by the state government however, the criteria for prioritisation of project.



## • Rural Urban Fringes:

Urban fringe of the modern city is a significant area because it signifies both urban as well as rural characteristics. This should not be treated as two distinct zones as the city merges into rural countryside by way of mixed land uses. In India also, the same job has been performed by other-side population, which is by village people who travel daily to earn their living and come to neighboring towns. Thus, urban fringe is a marginal area both of town as well as countryside. It can be better identified in terms of land uses or modifications of land uses than in any other way. Rural - Urban fringe is a transitional zone and could be recognized recently on social grounds by the presence of rural and urban groups.

Herrington defines: Rural-urban fringe more or less in the same context as "an area with individual characteristics which is still partly rural and where many of the residents live in the country but are not socially and economically of it". It is a wide rural area into which residential development along with intruding and new industrial sites and other urban uses are in the process of development along its main lines of communication, often clustered around existing villages and small towns.

Rural - urban fringe generally produces three distinct aspects - physical, social and economic.



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SEM II

DC IV-Introduction to Sociology  
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Year - 2022-23

Name Of the Student:- Sabrin Akter

Roll No - 86

**By. Dr. Twinkle Sanghavi**

## Unit -1 Individual & Society

### Culture

#### Meaning of Culture

The customs, traditions, attitudes, values, norms, ideas and symbols direct human behaviour pattern.

The members of society not only approve them but also shape their behaviour accordingly. They are the members of the society because of the traditions and customs which are common and which are passed down from generation to generation through the process of socialisation. These common patterns designate culture and it is in terms of culture that we are able to understand the specific behaviour pattern of human beings in their social relations. Cultural ideas emerge from shared social life.

#### Definition of Culture

##### According to E.A. Hoebel,

“Culture is the sum total of integrated learned behaviour patterns which are characteristics of the members of a society and which are therefore not the result of biological inheritance.”

##### According to Bierstedt,

“Culture is the complex whole that consists of everything we think and do and have as members of society”.

##### According to Anderson and Parker,

“Culture is the total content of the physio-social, bio-social and psycho-social universe man has produced and the socially created mechanisms through which these social product operate”

##### According to Malinowski,

“Culture as the handiwork of man and the medium through which he achieves his ends”

**According to H.T. Mazumadar,**

“culture is the sum total of human achievements, material as well as non-material, capable of transmission, sociologically, i.e., by tradition and communication, vertically as well as horizontally”.

**Characteristics of Culture**

Learned Behaviour

Culture is Abstract

Culture is a Pattern of Learned Behaviour

Culture is the Products of Behaviour

Culture includes Attitudes, Values Knowledge

Culture also includes Material Objects

Culture is shared by the Members of Society

Culture is Super-organic

Culture is Pervasive

Culture is a way of Life

Culture is a human Product

Culture is Idealistic

Culture is transmitted among members of Society

Culture is Continually Changing

Culture is Variable

Culture is an integrated system

Language is the Chief Vehicle of Culture

**Socialization**

**Meaning of Socialisation:**

The new born is merely an organism. Socialisation makes him responsive to the society. He is socially active. He becomes a ‘Purush’ and the culture that his group inculcates in him, humanises him, and makes him ‘Manusha’. The process indeed, is endless. The cultural pattern of his group,

in the process gets incorporated in the personality of a child. It prepares him to fit in the group and to perform the social roles. It sets the infant on the line of social order and enables an adult to fit into the new group. It enables the man to adjust himself to the new social order.

Socialisation stands for the development of the human brain, body, attitude, behaviour and so forth. Socialisation is known as the process of inducting the individual into the social world. The term socialisation refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.

### **Definition of Socialization**

#### **According to Horton and Hunt,**

“Socialisation is the process whereby one internalises the norms of his groups, so that a distinct ‘self emerges, unique to this individual.’”

#### **According to Green,**

“Socialisation as the process by which the child acquires a cultural content, along with selfhood and personality”.

#### **According to Lundberg,**

socialisation consists of the “complex processes of interaction through which the individual learns the habits, skills, beliefs and standard of judgement that are necessary for his effective participation in social groups and communities”.

#### **According to Peter Worsley**

explains socialisation “as the process of “transmission of culture, the process whereby men learn the rules and practices of social groups”.

#### **According to H.M. Johnson**



“Learning that enables the learner to perform social roles”. He further says that it is a “process by which individuals acquire the already existing culture of groups they come into”.

### **Features of socialisation**

Inculcates basic discipline

Helps to control human behaviour

Socialisation is rapid if there is more humanity among the- agencies of socialisation

Socialisation takes place formally and informally

Socialisation is continuous process

### **Re-Socialization**

#### **Concept of Re- Socialization**

Re-Socialization refers to the process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life. Such re-socialization takes place mostly when a social role is radically changed. It involves abandonment of one way of life for another which is not only different from the former but incompatible with it. For example, when a criminal is rehabilitated, he has to change his role radically

## **Unit II Social Control & Conformity**

### **Conformity**

#### **Meaning of Conformity**

Conformity, the process whereby people change their beliefs, attitudes, actions, or perceptions to more closely match those held by groups to which they belong or want to belong or by groups whose approval they desire. Conformity has important social implications and continues to be actively researched.

### **Social Control**

#### **Meaning of Social Control**

Social control is the term sociologists apply to those mechanisms by which any society maintains a normative social system. It refers to all the ways and means by which society enforces conformity to its norms. The individual internalises social norms and these become part of his personality. In the process of socialisation the growing child learns the values of his own groups as well as of the larger society and the ways of doing and thinking that are deemed to be right and proper.

### Types of Social Control

1) According to Karl Mannheim- (a) Direct social control, (b) Indirect social control. 2)

According to Gurvitch social control is of the following four types

- (a) Organised social control (b) Unorganised social control (c) Spontaneous social control
- (d) More spontaneous social control

(3) Forms of social control as given by Kimball Young:

- (a) Positive social control, (b) Negative social control

(4) Hayes's classification of social control:

- (a) Control by sanction, (b) Control by socialisation and education.

(5) Forms of social control as given by Lumbey:

- (a) Physical force method, (b) Human symbol method

(6) Forms of social control according to Cooley:

- (a) Conscious. (b) Unconscious.

General views about forms of social control:

Generally social control is classified under the following two forms:

- (a) Formal social control, (b) Informal social control

(a) Formal social control:

This type of social control is exercised by known and deliberate agencies of social control, such as law, punishment, army, Constitution etc. Man is forced to accept these forms of social control. Generally these forms are exercised by secondary groups.

**(b) Informal social control:**

These agencies of Social Control have grown according to the needs of the society. Folk ways, mores, customs, social norms etc. fall under this category of social control. Generally primary institutions exercise this type of social control.

**Unit- III Process of Social Interaction**

**Social interaction**

**Meaning of Social Interaction**

Man is a social animal. It is difficult for him to live in isolation. They always live in groups. As members of these groups they act in a certain manner. Their behaviour is mutually affected. This interaction or mutual activity is the essence of social life. Social life is not possible without interactions. Social interactions are give-and-take relationships which not only influence the interacting individuals but also the quality of relationships.

**Definition of Social Interaction**

**According to Gillin and Gillin,**

“By social interaction we refer to social relations of all sorts in functions – dynamic social relations of all kinds – whether such relations exist between individual and individual, between group and group and group and individual, as the case may be”.

**Eldredge and Merrill say,** “Social interaction is thus the general process whereby two or more persons are in meaningful contact-as a result of which their behaviour is modified, however, slightly”.

**Types of Social Interaction**

- a) Co-operation
- b) Competition
- c) Conflict

- d) Assimilation
- e) Accommodation

#### **Unit IV Social Change**

##### **Cultural Lag**

##### **Meaning Of Cultural lag**

Cultural lag refers to the phenomenon that occurs when changes in material culture occur before or at a faster rate than the changes in non-material culture. In other words, cultural lag is when technological change, or something similar like tools, develops faster than society can process those changes. Let's look at an example to better understand cultural lag.

##### **Ogburn's Theory of Cultural Lag**

The concept of cultural lag was first developed in 1922 by sociologist Williams F. Ogburn. Ogburn noticed that material culture tends to develop and advance at a faster rate than non-material culture. Material culture is the physical and tangible aspects of culture including technology, buildings, and tools. Non-material culture is the aspect of culture that isn't physical, nor is it tangible. Non-material culture includes cultural values, morals, and religion.



## Exercise

### Unit - 1

1) According to Malinowski

"Culture as the handiwork of man and the medium through which he achieves his ends"

2) According to E. A. Hoebel

"Culture is the sum total of integrated learned behaviour patterns which are characteristics of the members of a society and which are therefore not the result of biological inheritance."

3) Write any one Definition by scholar on culture

According to E. A. Hoebel:- "culture is the sum total of integrated learned behaviour patterns which are characteristics of the members of a society and which are therefore not the result of biological inheritance."

4) List any 6 Characteristic of culture

- a. Learned Behaviour.
- b. Culture is Abstract.
- c. Culture is the products of Behaviour.
- d. Culture is super-organic.
- e. Culture is a human product.
- f. Culture is variable.

5) Explain any Two Characteristics of Culture which are not mentioned in exercise -4

- a. Culture is abstract :- Culture exists in the mind or habits of the members of society. Culture is the shared ways of doing and thinking. These are degrees of visibility of cultural behaviour, ranging from the regularised activities of persons to this internal reason for doing so. This behaviour occurs in regular patterned fashion and it is called culture.
- b. Culture is human product :- In a strict sense, there fore, culture does not 'do' anything on its own. It does not cause the individual to act in a particular way, nor does it 'make' the normal individual into a maladjusted one. Culture, in short, is a human product. It is not independently endowed with life.

6) Fill in the blanks

1. Socialization is the process with the help of which a living organism is changed into a social being

- a. Socialization      c. Generation  
b. Individual      d. Organism

2. Socialization stands for the development of human Brain, body, and so for. attitude behaviours.

- a. Brain, body      e. all of the above  
b. Attitude behaviours      d. none

3. According to Green Socialization is the process by which the child requires a culture contains along with selfhood and personality.

- a. Green      c. Liber  
b. Kings silky      d. Peter

## Industrialization

4. ~~-----~~ takes through direct instruction and education in school and college.

- a. Formal Socialization
- b. Socialization
- c. social Service
- d. Industrialization

7) Write definition of any two scholars on Socialization

a. According to Horton and Hunt: "Socialisation is the process whereby one internalises the norms of his groups, so that a distinct 'self' emerges unique to this individual."

b. According to H.M. Johnson: "culture as the handicrafts of man and the medium through which he achieves his ends."

8) Features of Socialization fill the blank

- Inculcates basic discipline
  - Helps to control human behaviour.
  - Socialisation is rapid if there is more humanity among the- agencies of socialisation
  - Socialisation is continuous process
  - Socialisation takes place formally and informally.
- 9) Re-Socialization refers to the process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life

10) True or false

- a. "Society" is the regularities customs and ground rules of anti-human behaviour True
- b. Society exist with individual True
- c. The relation between individual and society is very close False
- d. Man is biologically and psychologically equipped to live in group in society True
- e. Man is a social animal True

## Unit-2

11) There are Two type of social control.



- a. 1  
b. 2  
c. 3  
d. 4

12) That type of social control which directly regulation and control behaviours of the individual is called Direct control

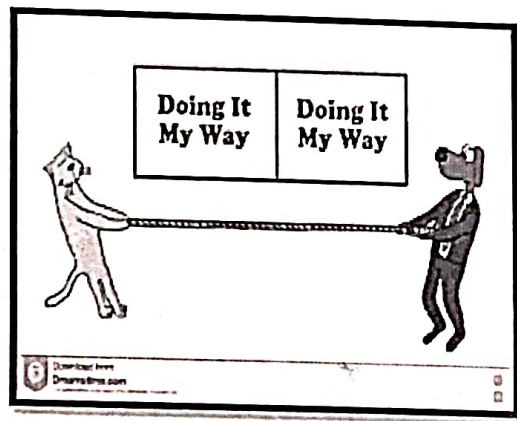
- a. Indirect control  
b. Direct control  
c. indirect social control  
d. direct social

13) True Or False

1. Social control is established by encouraging individual to conform and obey Social norms True
2. Conformity is the act of matching attitudes beliefs and behaviours an individual - False
3. In human behaviours obedience is a form of social influence True
4. Informal social control refers to the action of individual and group that bring about conformity to norms and laws. True

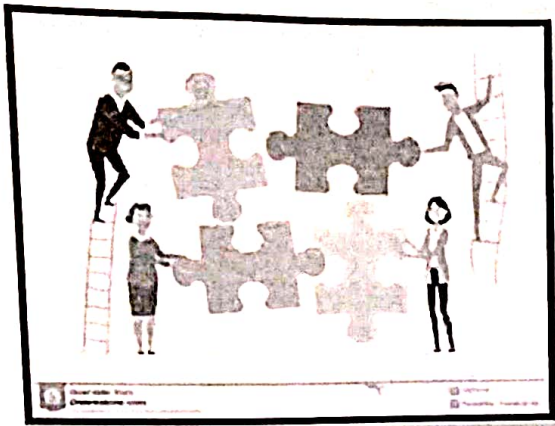
### Unit -3

14) Look at the Picture and specify which kind of Social Interaction is taking place



- 1) The both are fighting for the same goal.  
2) Everyone is in the race to achieve their goal and status in the society.





### 3) cooperation social Interaction

#### 15) True Or False

1. A social interaction is a social exchange between two more individuals. True.
2. Social structure and culture are founded upon social change. True.
3. Social group is product of social nature. False.
4. A fundamental feature of social life is social interaction. True.
5. Roles thus help make social culture possible. False.

#### Unit 4

#### 16) Fill in the blanks

1. Social change. include social institution social behaviours or social relations.

- |                     |                     |
|---------------------|---------------------|
| a. Social change    | c. social structure |
| b. Social behaviour | d. social           |

2. How many type of social change.

- |      |      |
|------|------|
| a. 1 | c. 3 |
| b. 2 | d. 4 |

3. Revolutionary change Occur in course of a long period slowly and gradually and through evolution process.

- |                         |                     |
|-------------------------|---------------------|
| a. Evolutionary change  | c. All of the above |
| b. Revolutionary change | d. None             |

4. Revolutionary change. is the opposite of evolutionary change.

- |                        |            |
|------------------------|------------|
| a. evolutionary change | c. A and B |
|------------------------|------------|

☒ b. Revolutionary change

d. None

All of the above.  
~~cultural factor.~~

5. Some of the most important factors of social changes are-----

a. physical environment

☒ c. Cultural factor

b. Demographic factor

☒ d. All of the above

17) True Or False

1. Social change is universal or it is an essential law. True.
2. Social change is change in community. False.
3. Social change involves alteration of the social order of a society. True.
4. Social relation or social interaction is any relationship between two or more individuals. True.
5. Social determent refers to how people develop social and emotional skills. True.



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Year - 2022-23

Name Of the Student:- Samreen Khan

Roll No - 92

**By. Dr. Twinkle Sanghavi**

## Exercise

### Unit - 1

1)

According to Malinowski

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2)

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According to Bierstedt, "Culture is the Complex whole that Consists of everything we think and do and have as members of a"

4) List any 6 Characteristic of culture

- a. Learned Behaviour
- b. Culture is Abstract
- c. Culture is Pervasive
- d. Culture is a way of life
- e. Culture is Variable
- f. Culture is Super-Organic



5) Explain any Two Characteristic of Culture which in **not** mentioned in exercise -4

- a. Culture is a Pattern of Learned Behaviour. The definition of Culture indicated that the learned behaviour of people is patterned. Behaviour often depends upon behaviour of someone else. The point behaviour is a general behaviour are somewhat <sup>recreated</sup> in or behaviour with related behaviour of other person
- b. Culture is Idealistic. Culture embody the ideas and norms of a group it is some total of ideal pattern & norms as a behaviour of a group culture consists of the intellectual artistic and social ideas and institutions which the member of society profess to which they strive to conform.

6) Fill in the blanks

1. Socialization is the process with the help of which a living organism is changed into a social being

- |                  |               |
|------------------|---------------|
| a. Socialization | c. Generation |
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- |                        |                     |
|------------------------|---------------------|
| a. Brain, body         | c. all of the above |
| b. Attitude behaviours | d. none             |

3. According to Green Socialization is the process by which the child requires a culture contains along with selfhood and personality.

- |                |          |
|----------------|----------|
| a. Green       | c. Liber |
| b. Kings silky | d. Peter |

## Industrialization

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- a. Formal Socialization
- b. Socialization
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a. According to Green, "Socialization as the process by which the child acquires a cultural Content along with Selfhood and personality"

b. According to Peter Worsley; explains Socialisation "as the process of "transmission of culture, the process whereby men learn the rules and practices of social groups".

8) Features of Socialization fill the blank

- Inculcates basic discipline
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  - Socialisation is rapid if there is more humanity among the- agencies of socialisation
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- 9) Re-Socialization <sup>refers</sup> to the process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life

10) True or false

- a. "Society" is the regularities customs and ground rules of anti-human behaviour True
- b. Society exist with individual True
- c. The relation between individual and society is very close False
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## Unit-2

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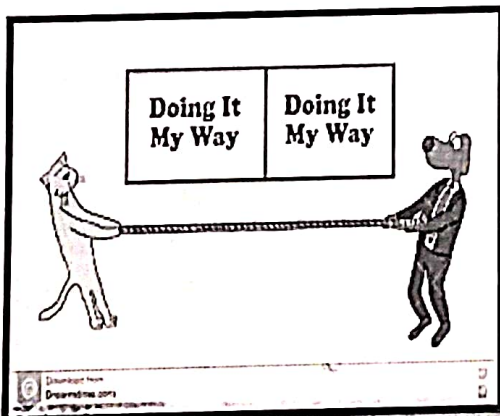
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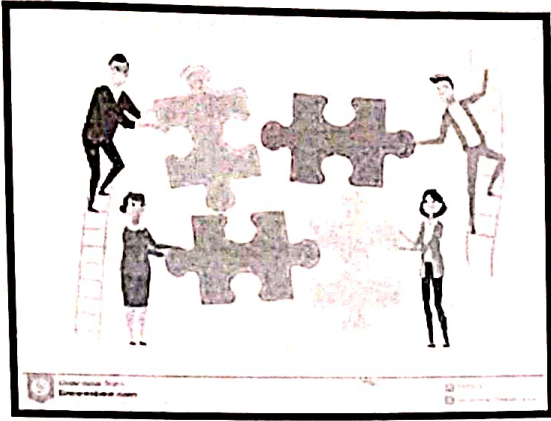
1. Social control is established by encouraging individual to conform and obey Social norms True  
2. Conformity is the act of matching attitudes beliefs and behaviours an individual - False  
3. In human behaviours obedience is a form of social influence True  
4. Informal social control refers to the action of individual and group that bring about conformity to norms and laws. True

### Unit -3

14) Look at the Picture and specify which kind of Social Interaction is taking place



- 1) The both are fighting for the same goal      2) Everyone is in the race of achieve their goal and status in the South Society.



### 3) Cooperation Social Interactions.

#### 15) True Or False

1. A social interaction is a social exchange between two more individuals. True
2. Social structure and culture are founded upon social change. True
3. Social group is product of social nature. False
4. A fundamental feature of social life is social interaction. True
5. Roles thus help make social culture possible. False

#### Unit 4

#### 16) Fill in the blanks

##### Social change

1. ----- include social institution social behaviours or social relations.

- |                     |                     |
|---------------------|---------------------|
| a. Social change    | c. social structure |
| b. Social behaviour | d. social           |

2. How many type of social change.

- |      |      |
|------|------|
| a. 1 | c. 3 |
| b. 2 | d. 4 |

3. Revolutionary change ----- Occur in course of a long period slowly and gradually and through evolution process.

- |                         |                     |
|-------------------------|---------------------|
| a. Evolutionary change  | c. All of the above |
| b. Revolutionary change | d. None             |

4. Revolutionary change ----- is the opposite of evolutionary change.

- |                        |            |
|------------------------|------------|
| a. evolutionary change | c. A and B |
|------------------------|------------|

b. Revolutionary change

d. None

5. Some of the most important factors of social changes are ~~Cultural factor~~ <sup>All of the above</sup>

a. physical environment

☒ c. Cultural factor

b. Demographic factor

d. All of the above

17) True Or False

1. Social change is universal or it is an essential law. True

2. Social change is change in community. False

3. Social change involves alteration of the social order of a society. True

4. True Social relation or social interaction is any relationship between two or more individuals. True

5. Social deterrent refers to how people develop social and emotional skills. True



Name - Soniya Yadav

Roll No - 113

Class - T.Y.B.A (Sem-VI)

Sub - A.P.C. Sociology - Sociology of Tourism

PAGE No

DATE

Q. 1 Examine the meaning and significance of tourism.

Ans Sociology of Tourism :- Meaning Significance and scope of Tourism at Tourism.

→ Meaning of Tourism :-

Tourism is the new branch of Sociology. Tourism is progressively becoming a norm in varying societies. In different communities tourism is viewed as a routine activity as many individuals as well as tradition to get away from their place of residence or dwelling one in while to a destination either for pleasure or business Purpose.

The sociology of Tourism is an emergent speciality concerned motivation roles, relationship, and institutions and their impact on tourist and on the societies who receive them. The scientific study of human societies and its origins, development, organization and institutions.

The sociology of Tourism also tends to understand how the multi-cultured has evolved out of tourism practice, and how people while travelling not only cherish new places but also learn many things from the world one can see, the change is



human behaviour aspiration, modernization development, belief norms, etc.

Sociologist are interested in tourism because of travel profoundly affects the individuals and family to travel including behavioural changes. A person who travels to a strange environment encounters problem that must be resolved. In this report, we have described social phenomenon related to mass-tourism that includes the Sociology of tourism.

The sociology of tourism studies the report that the tourism industry has with the society also how they communication with each other. Therefore, sociology in tourism is an important discipline to be considered when shedding light on a tourism sector and how it affects different societies around the globe.

Sociology of tourism studies the positive and negative aspect of tourism on society and also what can be or will be future of society.

\* Significance of Tourism :-



Sociology of tourism is to know the attitude and behaviours of tourist in order to improve their lives or to attain quality of life. When we are appreciative of the values of different cultures different people and different countries we have to treat them better and perhaps not underestimate or look down on them.

Sociology in tourism also empowers the tourism industry to research on solution that can curb societal problems and bring a lasting way of living to the society through tourism and this is done by critically analysing the impacts this the tourism industry brings to the society and using active mechanisms to solve these problems.

The ~~tour~~ tourism industry, as part of the service sector has become an important source of income for entire country it also generates opportunities for employment in the service sector of the economy associated with tourism.

\* Scope of Tourism :

The tourism phenomena has attracted almost entire world it is not only the economic compulsion to an



exhamamic compulation but a scener of social obligation that maters for a sound tourism's polices to tourism industry has take.

Q.3 Elucidate any three places of tourist attractions in India.

Ans Tourist Attractions in India:-  
India has a rich and varied history dating back to 300,000 years ago. For the same reason, there are several tourist attractions in India of historical significance. Among the plethora of tourist attractions in India, a lot of them are mosques, temple churches and gurdwaras owing to the rich culture and religious diversity in the country. Some of these extravagant tourist attractions in India were created hundreds of years ago by different rulers at respective places while some of these others came into being after independence. Some of these are also UNESCO World Heritage Site.

(1) Taj Mahal, Agra :-

The Taj Mahal is one of the Seven wonders of the world and is



considered to be the most popular tourist attraction in India. A symbol of Love the Taj was built by Mughal Emperor Shah Jahan for his queen Mumtaz. Tagore described the Taj as a teardrop on the cheek of eternity. The monument attracts a lot of tourists all around the year.

(2) Ajanta and Ellora caves, Maharashtra  
The world Heritage Caves :-

Ajanta and Ellora caves, are considered to be one of the most important tourist attractions in India owing to the magnificent paintings at Ajanta and well-carved sculptures at Ellora. The rock-cut caves containing carvings are the finest example of Indian paintings and sculpture.

(3) Most Beautiful Kerala Backwaters :-

Kerala is a unique South Indian state with a labyrinthine web of canals, lagoons, lake and estuaries. Whenever we hear Kerala, our imagination places us in a houseboat in the famous backwater. Drinking coconut water and eating in a panna boat. In the backdrop are the tall coconut trees and lush green nature. Going on a houseboat cruise in the backwaters of Kerala are simply stunning tourist in India.

27/4/2022

## contemporary Sociological Theorists.

BHORANIA FATEMA - 81

Q.1 What is Symbolic Interactionalism?

→ Symbolic Interactionalism is a micro level theory that focuses on the relationships among individuals within a society. Communication the exchange of meaning through language and symbols is believed to be the way in which people make sense of their social worlds. Theorist Herman and Reynolds (1994) note that this perspective sees people as being active in shaping social world rather than simply being acted upon.

George Herbert Mead (1863-1931) is considered a founder of Symbolic Interactionism though he never published his work on it.

(2) George Mead

Explain The "I" and the "Me".

→ 'I' and 'Me' are the two sides of same coin 'I' is the response to 'me'. 'I' is subjective whereas 'me' is objective. The 'I' is the actual process of thinking and acting the 'Me' is the reflective process. By taking the attitudes of others, one introduced the 'me' to which one reacts as an 'I'. The 'I' therefore appears only in memory and that it has become to 'me'. The 'I'



of this moment is present in the 'me' of the next moment.

The 'me' is the organized attitude of others that one assumes towards oneself. The "I" responds to the "me" and 'me' reflects the "I" in an ongoing dialectical process.

• Explain Three stages of Self Development.

→ Stages of Self Development -

1) Stage 1 - Preparatory stage.

In this stage child is under the age of 3 years. Here the child has no self sense of self. Child imitates others who is in their surrounding mostly parents. They learn behaviour and action through imitation. Child have no such responsibility in this stage.

2) Stage 2 - Play stage

In this stage child is also under 3 to 6 years. This stage is also called imaginatory stage. They enjoy pretend playing in the form of role play. Through observation & interaction they imitate others, Eg:- Sachin pretends to himself like a teacher.

3) Stage 3 - Game stage.

In this stage child is about 6/7 years

and continuous upto end of life. As in previous stage they imitate and involve in pretend play now, in this stage their play is organised game. They have rules & regulations in their games as their responsibility increases their nature of game also changes. Every act make some sense as they going towards maturity stage. As their responsibility is growing they learn to take multiple roles.

- Mead highlights the biological limitation on gesture.  
explain with examples.

→ Verbal & Non Verbal

Verbal include different signs ranging from elementary to most develop sounds.

Non verbal includes hand movement, body language. Both verbal and Non verbal helps in communication & interaction.

According to Mead gestures are symbols used in communication process. The biological capacities impose restriction on the performance of the acts. Act is either organic which involves biological aspects or The Social Act.



3 Goffman.

→ What is Dramaturgy.

Goffman's sense of the self was shaped by his dramaturgical approach. Goffman perceived the self not a possession of the actor but rather as the product of dramatic interaction between actor & audience. The self is a dramatic effect arising because the self is a Goffman's dramatic interaction, it is vulnerable to disruption during the performance. Although the bulk of his discussion focuses on these dramaturgical contingencies, Goffman pointed out that most performances are successful.

Goffman assumed that when individuals interact, they want to present a certain sense of self that will be accepted by others.

The actors hope that the sense of self that they present to the audience will be strong enough for the audience to define the actors as the actors want. Goffman characterised this central interest as "Impression Management." It involves ~~technique~~ techniques actors use in the face of problems they are likely to encounter.



→ what is front stage.

→ Goffman spoke of a FRONT STAGE :-

The front stage is the part of the performance that generally functions in rather fixed & general ways to define the situation for those who observe. He further differentiated between the setting and personal front. The setting refers to the physical scene that ordinary must be there if the actors perform.

The personal front consists of expressive equipment that audience identifies with the performers. Goffman again subdivided the personal front into appearance & manner. Appearance include those items that tell us the performer's social status. Manner tells the audience what sort of role the performer expects to play in the situation. The result, Goffman argued, is that fronts tend to be selected, not created. Despite such a structural view, Goffman's most interesting insights lie in the domain of interaction. He argued that because people generally try to present an idealized picture of themselves in their front-stage performance they feel they must hide things in their performance. Another aspect of dramaturgy in the front stage is that



actors often try to convey the impression that they are closer to the audience than they actually are.

What is Back stage.

→ Goffman also discussed a back stage where facts suppressed in the front or various kinds of informal actions may appear. A back stage is usually adjacent to the front stage, but it is also cut off from it. Furthermore, they engage in various types of impression management to make sure of this. A performance is likely to become difficult when actors are unable to prevent the audience from entering the back stage. There is also a third ~~stage~~ residual domain, the outsider which is neither front nor back. No area is always one of these 3 domains.

What is Transition.

→ In between the Front and Back Region, there is a phenomenon called the "Zone of transition". Goffman argues that this is one of the most interesting time to observe impression management. At these in between moments one can detect an

interesting putting on and taking off a character.

### — Impression Management.

→ In general, impression management is oriented to ~~guard~~ guarding against a series of unexpected actions, such as unintended gestures, inopportunity, intrusion & faux pas as well as intended actions. First there is a set of methods involving actions aimed at producing dramaturgical loyalty fostering high in group loyalty, preventing team members from identifying with the audience. Second, Goffman suggested various forms of dramaturgical discipline such as having the presence of mind to avoid slips. Third, he identified various types of dramaturgical circumstance such as determining in advance how a performance should go.

Manning puts forth a 'twoselves thesis' to describe this aspects of Goffman's thinking that is people have both a performance self & a hidden cynical self.



4. Herbert Blumer.

- Blummer came up with three core principles to his theory they are:

→ Meaning.

The first core principle of meaning states that human act towards people and thing based upon meaning that they have given to those people or things. Symbolic interactionism holds the principle of meaning as central in human behaviour. "human act towards things on the basis of meanings they ascribed to those things." includes everything that human being note in their world, including physical objects, actions & concepts. Essentially individuals behave towards object & others based on the personal meanings that the individual has already given this item.

→ Language.

The second core principle is language. Language gives human a means by which to negotiate meaning through symbol. Mead's influence on blummer becomes apparent here because Mead believe that ~~was~~ naming assigned meaning, thus naming was the basis for human society & the extent of knowledge. the meaning

of such things is derived from or arises out of the social interaction that one has with others in the society. People interact with each other by interpreting or defining each other's action instead of merely reacting to each other's actions.

→

Thoughts.  
The third core principle is that of thought. Thought modifies each individual's interpretation of symbols. Thought based on language is a mental conversation or dialogue that requires role taking, or imagining different points of view. We naturally talk to ourselves in order to sort out meaning in a difficult situation. But first we need language. Before we can think, we must be able to interact symbolically.

5

what is structuralism?

→

In sociology, structuralism is a general theory of culture & methodology that implies that elements of human culture must be understood by way of their relationship to a broader system. It looks for the structure that underlies all the things that humans do, think, perceive & feel.



7 What is structural functionalism?

→ structural functionalism or simply functionalism is a framework for building theory that sees society as complex system & whose parts work together to promote solidarity & stability in the society. This approach looks at both the concept which includes social structure & social functions. Functionalism grew out of the writing of biologist & philosopher Herbert Spencer, who saw similarities between society & the human body. Emile Durkheim also used the theory of Spencer to explain the different changes which is taking place in the society. The Robert Merton were major contribution to these perspective.

8 Radcliffe-Brown

→ Explain 'Eunomia' & 'Dysnomia'.

→ Radcliffe-Brown points out that an attempt to apply the notion of health & disease to society and the state was made by the Greeks of the fifth century B.C. They distinguished 'eunomia' (good order, social health) from 'dysnomia' (disorder, social ill-health). For Radcliffe-Brown, the eunomia of a society refers to the

11

harmonious working together of its parts or, in other words, functional unity or inner consistency of the system. Dysnomia, on the other hand is a condition of functional disunity or inconsistency. A society thrown into a state of dysnomia rarely dies, but instead struggles towards a new state of eunomia or social health. In the process, it might even change its structural type.

→ A) Whilst Durkheim spoke of 'needs', Radcliffe-Brown used the term 'necessary condition of existence.'

→ B) According to Radcliffe-Brown, the life of an organism is the functioning of its structure.

→ ii) state whether the following are (T) or (F).  
a) Marriage is a private affair, having nothing to do with social structure.  
= False.

b) It is not possible to observe the structure of a biological organism independent of function.  
= False.



c) The study of social morphology and social physiology is interconnected, according to Radcliffe-Brown.

— True.

q) Talcott Parson

— Explain social order.

→ Much like Durkheim, Parson was concerned with the problem of social order, "how it individuals were really separate entities pursuing their self interest, there could be any order at all. For Parson this cameo from the values of society & of social actors - the basis of social action can be termed voluntarism.

Ends - Parson noted that while individuals pursue their self-interest & their own satisfaction that is not the sole concern of individuals ratio. The wants & desires of people are not randomly distributed but are socially derived.

Means - The manner in which particular ends are pursued is usually not the technically most efficient manner. The means the people use are socially & morally regulated with views of right & wrong, proper & improper and appropriate & not.



\* Subject Name \* = D.C. Sociology - sociology of Marginalized - Groups \*

Q.2 Discuss the historical and social roots of Schedule caste?

Ans. Discuss the historical and social roots of Schedule caste.

History there is controversy on the source of untouchability with some accounts stating that it was a feature of ancient - Indian society it was introduced with the Aryan invaders in the 3<sup>rd</sup> century B.C. (2) the philosophy of caste is contained in Manusmriti a sacred Hindu text dating from 1st century B.C and is related to the theory of varnas. Communities were forbidden to join the odious and social life of the communities were considered to be "polluting" activities such as slaughtering animals and leatherworking. The introduction of Islam from the thirteenth century A.D. led to widespread conversion by money but caste and untouchable groups and by the mid - 19th century about one quarter of the population was muslim.

The British was era rule from the late 18th c brought little change and differences were that public facilities, such as



government schools would be open all caste had little impact. The post help of the R 12<sup>th</sup> the British Indian government began to take an interest in the condition and their special position was recognised under the term scheduled caste.

There were moves into reforms report Montagu Chelmsford reforms report and the Simon Commission were several initiatives in this context. A highly contested issue in the proposed form was the reservation of seats for representation of the depressed classes in provincial and central legislatures.

In 1935 provincial provinces reorganisation act and setup a national federal structure. The reservation of seats for depressed classes was incorporated in the act, which came into force in 1937.

Two main approaches emerged typified by how political and religious leaders who have by their made great impact on untouchables.

~~One~~ Mahatma Gandhi whose aim was to end caste discrimination within a unitary system. The term is still used today today by the now scheduled caste communities all through many scheduled with have rejected the other approach come from Dr. B.R. Ambedkar a brilliant and formidable lawyer caste system could not be



destitute Ambedkar became the chief spokesman for Scheduled caste who demanded recognition as a separate entity similar in States to muslims, sikhs and christians. Ambedkar was deep this demand after Gramshy threatened a hunger strike but as a consequence Scheduled caste were granted reserved electorates, representation and a guarantee of special protection and right for them. Ambedkar also rejected Hindu values and in 1956 converted to Buddhism later followed by about three million converts.

Scheduled caste are the most exploited and down-trodden caste of Hindus who had suffered untouchability. They continue to system yet to some extent mostly in subtle ways can hardly. Sometimes it is more blatant particularly in rural areas.

The Scheduled castes are not an homogeneous group and are divided into many castes and sub-castes as well as by language and geography. Numbers of the Scheduled castes are found all over India in some areas rising over 20% of the population with total number of over 100 million. They are the largest minority group in the world indeed one person in 40 is from lower caste cultural pollution has the largest Scheduled caste population. Then followed by caste Bengali, Bihari, Hindi, Marathi, Andhra, Pradhan.



## Problems of Scheduled caste

Traditionally scheduled castes or untouchable were suffering from several disabilities or problems. These problems are discussed below.

(1) Social Problems: These problem pertained to the concept of purity and pollution. The untouchable were given a very low position in the society. The high caste Hindu maintained a social distance from them. They were defined many basic amenities at life which were accorded to the high caste Hindu. They were dependent on the favour of Hindu who had and dominated.

(2) Religious Problems: The prohibition to the entry of the untouchable at religious temples which were exclusively reserved for the high caste Brahmins. The untouchable were neither allowed to enter the temples nor served by the Brahmins. They had no right to worship the Gods and Goddess in the temple.

3. Economic Problems: They suffered from many economic problems. They had to face many economic hardships and they were not given proper remuneration for their service. Traditionally they were deprived of landed property of their own. They were not allowed to carry on any business. They performed which are being carried out by the people of other caste. They were untouchable were free to choose any occupation according to their own ability. They had to clean the streets remove dead cattle and to dig latrine pits remove dead cattle and to dig latrine pits.



- 4 Public Assemblies : Harijans had to leave many public malighimities because they were denied the right to use the service of public cities like wells, public Goupur as well as educational institutions.
- 5 Educational Problems Traditionally the untouchables were debarred of getting secondary. They were not allowed to use public educational institutions. Even today most of the illiterate are untouchables.

6 The central government has a special commission for scheduled caste which casts an Annual report cutting processes people and violation of the law as regards the law is from general and untouchables still participation in several areas.



Q:4 (b) Physically challenged Groups.

Ans. Explain the Constitutional provision for physically challenged groups.

Introduction:

Physically challenged people are ① who have lack of adequate strength or physical or mental ability, incapacity ② A physical or mental ability which one that prevent a person from living holding a specific job. A physical disability is a limitation on a person's physical function, mobility, dexterity or delivery. It includes respiratory disorders, blindness and sleep disorders, deaf hearing etc. it is known the various constitutional provisions.

① The Constitution of India applies uniformly to every legal citizen at once whether they are healthy or disabled in any way physically or mentally.

→ Article 15 (1) enjoins on the government not to discriminate any citizen including sex or place of birth.

→ There shall be equality of opportunity to all citizens including one disabled in matters relating to employment. Article 15 (2)

→ No person including the disabled should



→ be treated as indomitable (Article 17)  
 → Every person has his or her own and liberty governed under Article 21 of the constitution.

→ Article 24 of the Indian Constitution says no person can work under the age of 14 years including the disabled in any factory or hazardous places thus it's a positive welfare here.

→ Article 25 guarantees to every citizen including the disabled the right to practice any religion.

## ② Education law for the disabled

→ Articles 45 of the Indian Constitution directs the state to provide free and compulsory education to all, including the disabled till the age of 14 years.

## ③ Labour laws for the disabled

→ The rights of the disabled person were not given so well in the labour legislations. But provision was made for the disabled in connection with the employees such as standing matters.

## ④ Laws for the disabled The Person with Disabilities

→ The rights of the disabled person have not been given so well in the labour legislations. But enactment of the PwD Act, 1996 it is a



significant step which ensure equal opportunities for the people with disabilities and their full participation in nation building.

→ Main provision of Act are.

- ① Prevention and early detection of disabilities.
- ② Education
- ③ Employment
- ④ Information
- ⑤ Research manpower development
- ⑥ Grievance Redressal.
- ⑦ Social Security

① Prevention and early detection of disabilities

→ Surveys, investigation and research shall be conducted to ascertain the cause of occurrence of disability.

→ Awareness campaign shall be launched

→ measures shall be taken to them for prenatal, perinatal and postnatal care of mother and child.

② Education

Every child with disability have the right to free education till the age of 15 years in integrated schools or special schools.

→ They should have the right to free ~~education~~ ~~metrail~~

## Employment :-

- 3% of government employment shall be reserving for people with disabilities and 1% person suffering from
- Blindness or poor vision
  - Blind reading impairment
  - cerebral palsy low motor disabilities.

## ④ Affirmative Action :

- Action appliances shall be made available for disabled people ppl
- Actionment of land should be made at consional rates to the people with disabilities
- house
- 'Business
- special schools • research schools

## ⑤ Non discrimination :

- In all places and in waiting rooms the toilet shall be with chair accessible Braille and sound symbol should be provided in all elevators (lifts)
- For the planer waiting shall be made pamer free by providing the ramps.





MANIBEN NANAVATI WOMEN'S COLLEGE  
ADVANCED LEARNERS PROFORMA  
ACADEMIC YEAR- 2022-23

DEPARTMENT: Economics

NAME OF THE TEACHER: Dr. Rekha kaklotar,

The following students were identified as the advanced learners for the Semester III & IV

1. Ms. Sana Sunesara
2. Ms Sumaiya Khan
3. Ms. Wasiya Shaikh
4. Ms. preeti Nishad

The topics identified to cater for the Semester III & Semester IV performance are as follows:

Human resources development, SEZ, Direct cash transfer, New industrial policy

In the following semester the below mentioned activities were conducted for the enhancement of the performance.

|           |   |
|-----------|---|
| July      |   |
| August    |   |
| September |   |
| December  |   |
| January   |   |
| February  | Extension Activity                      |
| March     | Research Project                        |
| April     | paper presentations, Extension Activity |

Kindly give month wise as mentioned above

Students were encouraged to participate in various activities like workshops, paper presentations, Reading & Comprehension based activities, Peer Teaching Engagement, Writing

Practice for Examination, Research Based activities, Engaged in Peer Teaching/ Extension,  
Activities/Internship.





MANIBEN NANAVATI WOMEN'S COLLEGE  
ADVANCED LEARNERS PROFORMA  
ACADEMIC YEAR- 2022-23

DEPARTMENT: Economics

NAME OF THE TEACHER: Dr. Rekha kaklotar

The following students were identified as the advanced learners for the Semester I & II

1. Ms. Preeti Popatiya
2. Ms Dhanshri Patel

The topics identified to cater for the Semester- I & Semester - II performance are as follows:

1. Demand Analysis
2. Market structure
3. Commercial bank and central bank
4. Foreign exchange rate

In the following semester the below mentioned activities were conducted for the enhancement of the performance.

|           |                    |
|-----------|--------------------|
| July      |                    |
| August    |                    |
| September |                    |
| December  |                    |
| January   |                    |
| February  |                    |
| March     | Newspaper Clipping |
| April     |                    |

Kindly give month wise as mentioned above

Students were encouraged to participate in various activities like workshops, paper presentations, Reading & Comprehension based activities, Peer Teaching Engagement, Writing Practice for Examination, Research Based activities, Engaged in Peer Teaching/ Extension, Activities/Internship.



Name : Poili Popaliya  
Dhanashree Patel

Roll No : 01, 23

Std : FYBA (Eco)

Topic : Union Budget

Newspaper Clipping

31/03/2023



## Sitharaman's budget does well to strike the Pareto efficiency mark

By Nirmala Sitharaman, Union Finance Minister, 1st April 2023



Nirmala Sitharaman

## Maximum government may well be here to stay

The Union Budget 2023-24 is a landmark document that sets out a clear vision for the future of the Indian economy. It is a blueprint for a sustained high growth trajectory, and it is a testament to the government's commitment to the welfare of the Indian people.

The Union Budget 2023-24 is a landmark document that sets out a clear vision for the future of the Indian economy. It is a blueprint for a sustained high growth trajectory, and it is a testament to the government's commitment to the welfare of the Indian people. The budget is a reflection of the government's commitment to the welfare of the Indian people, and it is a testament to the government's commitment to the welfare of the Indian people. The budget is a reflection of the government's commitment to the welfare of the Indian people, and it is a testament to the government's commitment to the welfare of the Indian people.

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→ Union budget 2023-24 builds on the vision set out in the previous budgets and provision a blueprint for steering the economy towards a sustained high growth trajectory.





Maniben Nanavati Women's College  
(Best College Award 2018-2019)  
Reaccredited with 'A' Grade  
Affiliated to SNDT Women's University

# CAMPUS BREEZE

February  
2023

*An Advance Learners' Initiative by  
The Department of English*

## Swarnakamal

Golden Jubilee Celebrations

### CONTENT

- Bridge Course
- Open Mic
- Asiatic Society
- Creative Writing Workshop
- Extension Activity

### ART WORK

- Walking the Unknown Path (poem)
- Am I A Bird ? (poem)
- Crossword
- Harry Potter Paintings



# Bridge Course

Ms Jennifer Almeida gave an introduction to the Literature world and writers from different countries. Ms Maryam Shareef took the session on the based on Forms of Genre of Literature in Fiction and Non-Fiction areas. Next session was taken by Ms Pravara Sonawane She explained about poetry and drama. Ms Aaliya Sayed talked about the History and main ages of England. On the whole the bridge course was very informative and useful. No of Beneficiaries 15



## Asiatic Visit



## Open Mic

The Department of English attended an open mic event on January 22, 2023, at the Town Hall Steps. "Streets of Mumbai" served as the events theme. The show run from 5 pm to 7 pm. No of Beneficiaries 4.



On January 27, 2023. English Department visited the Asiatic Society, 1804 for two hours. Students experienced the process of paper remaking, dungeons, old manuscripts, etc. No of Beneficiaries: 46

## Creative Writing

On 16 February, 2023 English Department organized a six hours of Creative Writing Workshop by the renowned author Rochelle Potkar. She covered Haibun, Haiku and Free Verse form. No of Beneficiaries - 55



# Extention Activity

Six FYBA DC English Literature students taught primary school children at the NGO called Spark A Change for a month.



## Art Works



By Umme Aiman Shaikh, SYBA



By Alfiya Sayed, SYBA



By Pooja Kalekar, SYBA



# Poetry.

## Walking The Unknown Path

- by Marilyn Gomes (FYBA)

It's a new day  
It's a new beginning!  
Scared, nervous and with a  
little knowledge of my  
path,  
I begin the journey.  
Carrying every lesson  
I learned and a new hope  
I begin to walk this  
unknown path.

## I Am A Bird

- Jinal Rathod (FYBA)

The slate on which I drew the trees of my  
dreams,  
someone just erased them,  
now it's empty and clean,  
they took away all that was glowing and all the  
green.

My eyes, they scream,  
when slowly the dark fills in my soul,  
now no longer comes the sun and it's beams,  
anyways I was never allowed to choose my  
favourite colour scheme.

My world seems to be blurred,  
all my words are misunderstood and misheard,  
everyone around is sounding absurd.

But then I slowly buckled up,  
as the lava in there was yet hot and urging to  
erupt,  
constantly telling me to stand and speak up,  
follow my dreams and catch up.

I do not choose what they prefer,  
being human and not following blindly like an  
animal in a herd,  
no I am not trying to say you all are fools and I  
am a nerd,  
I am a BIRD,  
who chooses to fly no matter who says what.

## CROSSWORD

search the literary terms

M R E A L I S M O Z  
E W S U C C G S S A  
N A B S U R D L W P  
E R V X B A T S C A  
R A Q W A K H C A T  
G F E M I N I S M I  
Y G A Q A O C K A E  
K B F U G E S S R N  
C A N T C Q X V D C  
P O E T R Y T U T E

- |            |             |
|------------|-------------|
| 1. absurd  | 4. feminism |
| 2. Poetry  | 5. war      |
| 3. Realism | 6. Drama    |

## Credits

Arfin khan, Zareen khan, Aastha Gupta,  
Solina Mirza, Dhaneswari Kapadia,  
Jinal Rathod, Diksha Tambe,  
Nicole Mendonca.

Teacher In Charge:  
Ms. Maryam Shareef



Maniben Nanavati Women's College

Record of Remedial Sessions

Academic Year - 2022-23

Department Of Child Development

Names of the Student : Attached on the back

Class: TY DA 10

Semester V

| No | Topic                     | Activity/test/ assignment/<br>extra reading<br>materials/ any other | Date     | Time  | Sign      |
|----|---------------------------|---|----------|-------|-----------|
| 1  | Block 1                   | 20 Pointers   | 20/10/22 | 10:30 | Back Side |
| 2  | Block 2                   | Hand Chart  | 22/10/22 | 10:30 |           |
| 3  | Block 3                   | Remedial & Writing  | 26/10/22 | 10:30 |           |
| 4  | Block 4                   | Writing practice  | 30/10/22 | 10:30 |           |
| 5  | Block 5                   | Extra reading Mela  | 4/11/22  | 10:30 |           |
|    |                           | writing practice  |          |       |           |
| 6  | Block 6                   | Short note writing  | 8/11/22  |       |           |
| 7  | Block 7                   | writing practice  | 11/11/22 |       |           |
| 8  | Question Paper<br>Solving | writing practice<br>& framing answers                               | 17/11/22 |       |           |
|    |                           | (All the questions on<br>WhatsApp/ Google<br>classroom)             |          |       |           |

Sign of Teacher Maniben Nanavati

1. Maitai Shah - Maitai
2. Meher Rehman - Rehman
3. Rinku Sant - Rinku
4. Dimple Parmar - Dimple
5. Uroosa Ansari - Uroosa
6. Bhakti Shah - Bhakti
7. Vineeta Kinny - Kinny



**MANIBEN NANAVATI WOMEN'S COLLEGE**

**DEPT OF CHILD DEVELOPMENT**

**ACTIVITY REPORT**

**YEAR: 2022-23**

**NAME OF THE ACTIVITY: Mentor- Mentee Session SYBA-CD.**

**DD/MM/YY: 15/11/2022**

**TARGET GROUP: 8 Mentors and 15 Mentee sessions for studying.**

**NAME OF FACULTY: Dr. Swati Partani**

**NO OF STUDENTS: 23 Students.**

**RESOURCE PERSON (WITH DESIGNATION): Dr. Swati Partani (HOD of Child Development)**

**VENUE: Online platform and Offline session in MNWC reading room.**

**OBJECTIVES:**

- To help in doubt solving.
- To reinforce and revise the syllabus.
- To clarify the doubts and help mentees to understand the concepts with help of easy learning methods.

**METHODOLOGY: Problem Solving and Participative.**

**OVERVIEW:**

The Mentors are Sanika Kaneri, Pallavi Joglekar, Mahek Fazal, Nurain Shaikh, Riddhi Vadia, Shaina Rizvi, Juveriah Shaikh and Aastha Tiwari. The Mentors help the mentees to clarify their doubts they have regarding the syllabus; mentees review the concepts given to them during the lectures and a number of questions are asked by the mentors to know where the mentee needs more help. Use of presentations were done to explain the concepts. Notes, definition of keywords and test are asked to the mentees for reinforce the concept and for better memorizing,

**OUTCOME:**

The mentees get benefit through these sessions and the doubts they have regarding the concepts are clear by the mentor. The mentors have a friendly nature which helps the mentee to open up and ask the doubts without any hesitation. A positive progress in mentees results has come during the examination.



**Maniben Nanavati Women's College**

**Record of Slow Learners.**

**Academic Year 2022-23**

**Name of the Students:** - Ms. Laxmi Yadav, Ma. Varsha Solanki, Ms. Preksha Shah, Ms. Sweety Kushawat, Ms. Sumaiya Shaikh

**Department:** Economics

**Class:** BA-I

**Semester:** I & II

| No | Thrust Area  | Activity/test/assignment/extra reading materials/ any other | Date   | Time          | Sign   |
|----|--|---|--|---------------|--|
| 1  | Economy of Maharashtra<br>Principles of Economics  | Remedial teaching   | 14 <sup>th</sup> November to 24 <sup>th</sup> November, 2022 | 12.0 to 1.00  | <br> |
| 2  | Economy of Maharashtra<br>Principles of Economics  | assignment  | 25 <sup>th</sup> November, 2022                              | --            | <br> |
| 3  | Micro level Problems in the Economy of Maharashtra<br>Basics of Money, Banking, International Trade and public Finance | Remedial teaching   | 15 <sup>th</sup> March to 8 <sup>th</sup> April, 2023        | 12.00 to 1.00 | <br> |
| 4  | Micro level Problems in the Economy of Maharashtra<br>Basics of Money, Banking, International Trade and public Finance | assignment  | 8 <sup>th</sup> April, 2023                                  | --            | <br> |

Sign of Teacher



Sign of HOD



Sign of Principal







## Maniben Nanavati Women's College

Record of Slow Learners




Academic Year 2022-23

Name of the Students: - Ms. Yasmin Shaikh, Ms. Meera Gupta, M s. Rohini Varma, Ms. Sakshi Pandey

Department: Economics

Class: BA-III

Semester V & VI

| No | Thrust Area   | Activity/test/<br>assignment/<br>extra reading<br>materials/ any other | Date   | Time                | Sign  |
|----|---|--|--|---------------------|---|
| 1  | Theory of Employment  | Peer Teaching  | 11 <sup>th</sup> July, 2022                                      | 8.30 AM             |   |
| 2  | <ul style="list-style-type: none"> <li>- Theory of Employment</li> <li>- International Economy</li> <li>- Research methodology in Economics</li> <li>- Banking &amp; Financial institutions</li> <li>- Agriculture Economy</li> </ul> | Remedial Teaching  | 10 <sup>th</sup> October to<br>19 <sup>th</sup> October,<br>2022 | 12.00 to 1.00<br>PM |  |
| 3  | <ul style="list-style-type: none"> <li>- Theory of Employment</li> <li>- International Economy</li> <li>- Research methodology in Economics</li> <li>- Banking &amp; Financial institutions</li> <li>- Agriculture Economy</li> </ul> | Assignment   | 19 <sup>th</sup> October,<br>2022                                | 12.00 to<br>1.00 PM |  |
| 4  | <ul style="list-style-type: none"> <li>- Business Cycle and Stabilization of Economy</li> <li>- Economic Development</li> <li>- Statistics technique</li> <li>- Public Finance</li> <li>- Industrial Economics</li> </ul>             | Remedial Teaching  | 21 <sup>st</sup> March to<br>5 <sup>th</sup> April, 2023         | 12.00 to<br>1.00 PM |  |

|   |   |            |                             |                     |                         |
|---|---|------------|-----------------------------|---------------------|-------------------------|
| 5 | Business Cycle and Stabilization<br>of Economy<br>Economy of Development<br>Statistics techniques<br>Public Finance<br>Industrial Economics | Assignment | 5 <sup>th</sup> April, 2023 | 12.00 to<br>1.00 PM | <i>KRB</i><br><i>Pr</i> |
|   |   |            |                             |                     |                         |

Sign of Teacher *KRB*

Sign of HOD *KRB*

Sign of Principal \_\_\_\_\_





## Maniben Nanavati Women's College

Record of Slow Learners







Academic Year 2022-23

Name of the Students: -Ms. Anu yadav, Ms. Poonam Ugrejiya, Ms. Aqsa Khan, Ms. Poornima  
Bhavane, Rajput Divya

Department: Economics

Class: BA- II

Semester: III & IV

| No | Thrust Area   | Activity/test/<br>assignment/<br>extra reading<br>materials/ any<br>other | Date   | Time             | Sign   |
|----|---|---|--|------------------|--|
| 1  | <ul style="list-style-type: none"> <li>Sector wise feature of Indian Economy Since 1991</li> <li>Theory of value</li> <li>Entrepreneurship Development</li> </ul>     | Remedial teaching   | 10 <sup>th</sup> October to 19 <sup>th</sup> October, 2022 | 12.00 to 1.00 PM | <br> |
| 2  | <ul style="list-style-type: none"> <li>Sector wise feature of Indian Economy Since 1991</li> <li>Theory of value</li> <li>Entrepreneurship Development</li> </ul>     | Assignment  | 19 <sup>th</sup> October, 2022                             | 12.00 to 1.00 PM | <br> |
| 3  | <ul style="list-style-type: none"> <li>Problem and Policy in Indian Economy Since 1991</li> <li>Distribution of Welfare Economy</li> <li>Economy of labour</li> </ul> | Remedial teaching   | 24 <sup>th</sup> march to 10 <sup>th</sup> April, 2023     | 12.00 to 1.00 PM | <br> |
| 4  | Problem and Policy in   | Assignment  | 10 <sup>th</sup> April, 2023                               | 12.00 to         |  |

|   |  |  |         |  |
|---|--|--|---------|--|
| <ul style="list-style-type: none"> <li>- Indian Economy Since 1991</li> <li>- Distribution of Welfare Economy</li> <li>- Economy of labour</li> </ul> |  |  | 1.00 PM | <br> |
|---|--|--|---------|--|

Sign of Teacher

Sign of HOD

Sign of Principal