

॥ सा विद्या या विमुक्तये ॥



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

“ज्ञानतीर्थ” परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED

“Dnyanteerth”, Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)

Established on 17th September 1994 – Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade

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Phone: (02462) 229542

Website: www.srtmun.ac.in

E-mail: bos.srtmun@gmail.com

Fax : (02462) 229574

संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील द्वितीय वर्षाचे CBCS Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०-२१ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २० जून २०२० रोजी संपन्न झालेल्या ४७व्या मा. विद्या परिषद बैठकीतील विषय क्र.१३/४७-२०२०च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील द्वितीय वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०-२१ पासून लागू करण्यात येत आहेत.

- १) एम.ए.—द्वितीय वर्ष—इंग्रजी
- २) एम.ए.—द्वितीय वर्ष—हिंदी
- ३) एम.ए.—द्वितीय वर्ष—मराठी
- ४) एम.ए.—द्वितीय—संस्कृत
- ५) एम.ए.—द्वितीय वर्ष—उर्दू
- ६) एम.ए.—द्वितीय वर्ष—अर्थशास्त्र
- ७) एम.ए.—द्वितीय वर्ष—भूगोल
- ८) एम.ए.—द्वितीय वर्ष—इतिहास
- ९) एम.ए.—द्वितीय वर्ष—तत्त्वज्ञान
- १०) एम.ए.—द्वितीय वर्ष—राज्यशास्त्र
- ११) एम.ए.—द्वितीय वर्ष—मानसशास्त्र
- १२) एम.ए.—द्वितीय वर्ष—लोकप्रशासन
- १३) एम.ए.—द्वितीय वर्ष—समाजशास्त्र

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड — ४३१ ६०६.

जा.क्र.: शैक्षणिक-१/परिपत्रक/पदव्युत्तर-सीबीसीएस अभ्यासक्रम/
२०२०-२१/२५०

दिनांक : ०८.०७.२०२०.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) साहाय्यक कुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) उपकुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

स्वाक्षरित /—

उपकुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग



**SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED**

SYLLABUS

SOCIOLOGY

M.A. Second Year

Semester III & IV

Semester Pattern

Choice Based Credit System (CBCS)

With effect from June 2020-21

Swami Ramanand Teerth Marathwada University, Nanded

Choice Based Credit System (CBCS) Course Structure

Faculty of Humanities

M.A. Second Year Sociology

(Semester III & IV)

Semester Pattern With Effect From 2020-21

SOCIOLOGY

Semester	Paper No.	Name of Paper	Lectures/Week	Total no. of Lectures	Marks			Credits
					CA	ESE	Total Marks	
III rd Sem.	IX	Classical Sociological Traditions	4	55	25	75	100	4
	X	Sociology of Marginalized Communities	4	55	25	75	100	4
	XI	Social Welfare and Social Legislations	4	55	25	75	100	4
	XII	Gender and Society OR Law and Social Change in India	4	55	25	75	100	4
	Total			16	220	100	300	400

Semester	Paper No.	Name of Paper	Lectures/Week	Total no. of Lectures	Marks			Credits
					CA	ESE	Total Marks	
IV th Sem.	XIII	Contemporary Indian Sociological Thoughts	4	55	25	75	100	4
	XIV	Society and Human Rights	4	55	25	75	100	4
	XV	Feminism in India	4	55	25	75	100	4
	XVI	Rural Society in India OR Contemporary Issues of Indian Society	4	55	25	75	100	4
		Project Report	4	55	25	75	100	4
	Total			20	275	120	375	500

Note :

- | | |
|--|-----------------|
| 1) Continuous Assessment (C.A.) | 25 Marks |
| Marks | |
| Two Class Test each for 5 Marks | 10 Marks |
| One Home Assignment for | 10 Marks |
| One Seminar (With abstract) | 05 Marks |
| 2) End of Semester Examination (E.S.E.) | 75 Marks |
| 2) End of Semester Project Report Examination (ESE) | 75 Marks |
| (25 Marks for Internal over all evaluation and viva-voce) | |

Swami Ramanand Teerth Marathwada University, Nanded
End of Semester Examination (ESE)
Question Paper Pattern
M.A. Second Year Sociology
With Effect From 2020-21

Duration : Three Hours

Marks : 75

- | | | |
|------|------------------------------------|----------|
| Q. 1 | Descriptive question | 20 Marks |
| | Or | |
| | Descriptive question | |
| Q. 2 | Descriptive question | 20 Marks |
| | Or | |
| | Descriptive question | |
| Q. 3 | Descriptive question | 20 Marks |
| | Or | |
| | Descriptive question | |
| Q. 4 | Short Notes / answers on any three | 15 Marks |
| | i. | |
| | ii. | |
| | iii. | |
| | iv. | |
| | v. | |

Swami Ramanand Teerth Marathwada University, Nanded

CBCS – Paper Pattern in the subject of Sociology

M.A. Second Year

With Effect from June 2020-21

Semester III

Paper IX	Classical Sociological Traditions	75 Marks
Paper X	Sociology of Marginalized Communities	75 Marks
Paper XI	Social Welfare and Social Legislation	75 Marks
Paper XII	Gender and Society	75 Marks

OR

Paper XII	Law and Social Change in India	
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(25 Marks for Internal Assignment to Each Paper)

(Test I - 5, Test II -5, Home Assignment -10, Seminar 5 = 25, Theory Exam -75, Total Marks - 100)

Semester IV

Paper XIII	Contemporary Indian Sociological Thoughts	75 Marks
Paper XIV	Society and Human Rights	75 Marks
Paper XV	Feminism in India	75 Marks
Paper XVI	Rural Society in India	75 Marks

OR

Paper XVI	Contemporary Issues of Indian Society	
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(25 Marks for Internal Assignment to Each Paper)

(Two test - 10, Home Assignment -10, Seminar -5, Total Marks - 25)

Project Report

75 Marks

(25 Marks for Internal over all evaluation and viva-voce)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED
SOCIOLOGY

M.A. Second Year (Semester - IIIrd) (CBCS Pattern Syllabus)

IX - Classical Sociological Traditions

(With effect from June 2020-21)

Period : 55

Marks 100 = Theory (ESE) 75 + Internal (CA)25

Credit : 4

Course Rational :

Classical sociological tradition is very fundamental and foundational course in sociology. Classical Sociological tradition has roots and foundations of modern and post modern sociological theories. Thus, without understanding the base of classical sociological traditions, learners can't understand the advanced sociological concepts, theories and methods. Thus, this course is designed to provide the basic concepts, theories and methodological orientations of sociology by classical sociologists. Thus, this course has rational to provide very basic foundational backgrounds of sociological theories. Thus, the students have to understand this course is very essential and rational.

Utility of the course :

This course has its own significance and relevance in providing foundational theoretical inputs and orientations to the students about the first generations of sociologists. The classical sociology provides fundamental clarifications about the sociological themes, perspectives and approaches. The classical sociologists made foundation of sociological theories. Thus, after studying this course, Students would be able to understand fundamental concepts of the sociology and the contribution of classical sociologists. This course would be helpful to provide foundational ideas of learners. This course enriches the sociological knowledge of the students.

Learning Objectives :

This Course has major objectives such as; to introduce to the students about the major contribution of classical sociologists. To make familiarize with the theoretical foundations of Sociology on which edifice of modern Sociological theories are erected and to develop critical thinking, analytical ability to interpret the social scenario around them. To trace the historical roots of these thoughts in the transformation of European society. To orient to the learners about foundational theories and fundamental concept of the sociology.

Unit I : August Comte

- a) Intellectual Background
- b) Positivism
- c) Law of three stages
- d) Classification of science
- e) Social statics and Dynamics

Unit II : Karl Marx

- a) Intellectual Background

- b) Historical and Dialectical Materialism
- c) Class Conflict Theory
- d) Alienation in capitalist society

Unit III : Max Weber

- a) Intellectual Background
- b) Concepts of Verstehen and Ideal Types
- c) Theory of Social Action
- d) Bureaucracy : Concept and Characteristics
- e) Views on capitalism

Unit IV : Emile Durkheim

- a) Intellectual Background
- b) Social Facts
- c) Rules of Sociological Method
- d) Theory of Suicide
- e) Classification of Society : Organic and Inorganic

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20. तंगलवाड, डी.एम; व घोडगे, डी.डी. २००७. समाजशास्त्रीय विचारवंत. औरंगाबाद : ज्ञानोदय प्रकाशन.
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26. वैद्य, नी.स. १९७५. समाजशास्त्रीय परंपरा. नागपूर : महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, विद्या प्रकाशन.

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
NANDED
SOCIOLOGY**

M.A. Second Year (Semester - IIIrd) (CBCS Pattern Syllabus)

X - Sociology of Marginalized Communities

(With effect from June 2020-21)

Period : 55	Marks 100 = Theory (ESE) 75 + Internal (CA)25	Credit : 4
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Course Rational :

This course has rational in the contexts of marginalized social groups. This course is designed such way which introduces the social, cultural, educational, economical and political problems of these social groups. Thus, this course has logical inquiries to address the contemporary issues, challenges and problems of these sections of the society. To make aware of the learners about the present status and conditions of the marginalized communities of India.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about present status and conditions of the Scheduled Tribes and Nomadic Tribes. This course introduces the different methods, perspectives on the marginalized and weaker sections of the Indian society. By studying this course, students would get knowledge and sociological insights about these sections of the society. This course also helps in many ways for offering information which make learners easy to qualify the MPSC/UPSC NET/SET examinations also. This course also provides knowledge and information about these communities that make learners for advocate and activists. After studying this course, students would get job opportunities in the governmental as well as Non-governmental Sectors also.

Learning Objectives :

This Course has major objectives such as; to introduce to the students with the constitutional provisions, social welfare programmes and social legislations made for these marginalized social groups of the society. To sensitize the students towards the concept, process and theories of marginalization from sociological perspective. To orient to the learners about the issues and problems of the marginal communities. To make them aware about the role of development of these deprived sections of the Indian society.

Course Content :

Unit I : Marginalization

- a) Meaning and process of Marginalization
- b) Scope and importance of Studying Marginalization
- c) Dimensions of Marginalization, Social cultural, Palitical, Historical
- d) Methods of Manginalization, Discriminiation, Relative Deprivationn, Exploitation, Inequality

Unit II : Marginalized Social Groups

- a) Nomadic and De-notified Tribes and their socio-cultural economical and political issues
- b) Scheduled castes and tribes and their socio-cultural economical and political issues.
- c) Ethnic, Minorities and their problems
- d) Other Backward classes and their problems

Unit III : Perspectives on Marginalization

- a) Mahatama Jotirao Phule
- b) Rajarshi Shahu Maharaj
- c) Dr. Babasaheb Ambedkar
- d) Ramaswami Periyar

Unit IV : Contemporary Issues

- a) Reservations policy and Marginalized Communities
- b) New Economic Policy and Marginalized Communities
- c) Higher Education policies and Marginalized Communities
- d) Social mobility among the scheduled castes.

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**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
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SOCIOLOGY**

M.A. Second Year (Semester - IIIrd) (CBCS Pattern Syllabus)

XI - Social Welfare and Social Legislations

(With effect from June 2020-21)

Period : 55

Marks 100 = Theory (ESE) 75 + Internal (CA)25

Credit : 4

Course Rational :

This course has rational in the context of Indian society. As we know that Indian constitutions has made provisions of social welfare and social legislations. Thus, this course has rational to cover the important provisions, laws and social legislations for the weaker, valnerable and marginal sections of the society. Special provisions are made for Scheduled Castes, Scheduled Tribes, Nomadic Tribes, Women, Children and Handicapped people.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about the provisions of welfare for the weaker and marginal sections of the society. To understand the constitutional provisions and welfare goals of the state to appreciate to social welfare needs of India. To enable the students to equip themselves for carrier in social welfare agencies NGOs and Industries. Thus, this course would provide the details about the laws and legislations are made for weaker sections of the society. Thus, this course has utility to provide details needs of welfare programmes and social legislations for the weaker of the society.

Learning Objectives :

This Course has major objectives such as; to introduce to the students with the constitutional provisions, social welfare programmes and social legislations made for vulnerable social groups of the society. To introduce the various welfare programmes of the central and state governmental agencies. To orient to the students about the role of Non-Governmental Agencies in favor of the weaker sections. To make students aware about the welfare programmes and social legislations.

Course Content

Unit I : Social Welfare

- a) Meaning and Nautre of Social Welfare
- b) History of Social Welfare
- c) Principles of Social Welfare
- d) Importance of Social Welfare

Unit II : Social Legislation

- a) Meaning and Nature of Social Legislations.
- b) Social Legislation : As an Instrument of Social Welfare

- c) Social Legislation : As an Instrument of Social Change
- d) Limitations of Social Legislation

Unit III : Social Legislation and Weaker Section

- a) Constitutional Provision : Scheduled Caste and Scheduled Tribes and Other Backward Class
- b) Atrocity Act 1989 : Nature and Effect
- c) Constitutional Provision : Women and Children
- d) Laws Related to Compulsory Education, employment and Health for all

Unit IV : Social Welfare Programmes

- a) Central Government : Role and Functioning
- b) State Government : Role and Functioning
- c) Non-Governmental Organizations : Role and Functioning
- d) Social Legislations and Social Change

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SOCIOLOGY**

M.A. Second Year (Semester - IIIrd) (CBCS Pattern Syllabus)

XII - Gender and Society

(With effect from June 2020-21)

Period : 55	Marks 100 = Theory (ESE) 75 + Internal (CA)25	Credit : 4
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Course Rational :

This course Gender and Society gave alternative thoughts to the students of sociology. This course has relevance to provide orientation about the basic concepts of the gender. This course comprises gender related rational thoughts about the social-cultural construction of gender, gender roles and gender based identities. This course has importance to sensitize about the gender equality. Thus, this course has also gender based thoughts, perspectives and approaches which provides rational outlook.

Utility of course :

This course has its own significance and relevance in providing orientations to the students about the gender sensitizations. This course has also to provide alternative thoughts which would be helpful to understand the issues of gender. This course also provides gender based theories, perspectives and approaches. Thus, gender and society would the gender based knowledge. After studying this course, Student would get opportunities in the field of NGOs, teaching and research centre such as women study centers. This course also helps the students to associate with the women movements and activities for gender and equality in their respective societies.

Learning Objectives :

This Course has major following set of objectives such as; to orient to the learners about the significance and relevance of Gender Studies. To introduce the basic concepts, thoughts and approaches to analyze the gender issues. To introduce the students about the contribution of some ferminists scholars and their contributions in the field of feminists thoughts.

Course Content :

Unit I : Introduction to Basic Concepts

- a) Basic Concepts : Sex, Gender, Patriarchy
- b) Understanding Gender Inequalities : Caste, Class
- c) Role of the women in the Family : Socialization, Gender based roles
- d) Sexual Division of Labour

Unit II : Introduction to Sociology of Gender :

- a) Gender as a Social Construct
- b) Gender as sensitive critics of Sociological thoughts
- c) Gender as Challenge to the Sociological Epistemology

d) Gender as Challenges to the Sociological Research Methodology

Unit III : Development of Feminist Thought

- a) Liberal Feminism
- b) Radical Feminism
- c) Marxist Feminism
- d) Dalit Feminism

Unit IV : Feminist Thinkers

- a) Simone De Beauvoir
- b) Betty Friedan
- c) Kate Millet
- d) Shulamith Firestone

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**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
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M.A. Second Year (Semester - IIIrd) (CBCS Pattern Syllabus)

XII - Law and Social Change in India

(With effect from June 2020-21)

Period : 55	Marks 100 = Theory (ESE) 75 + Internal (CA)25	Credit : 4
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Course Rational :

This course has rational in the context of Indian society to access the impacts of laws on the social groups. As we know that Indian society has made various laws related to the weaker sections and social groups of the society. Laws are called instruments of social change. Are laws are playing very crucial roles in the social change. Thus, this course has rational to know the impacts of laws on the Indian society. This course has rational to provide details about the social legislations and labour laws related to the women, children and labour. This course has relevance to provide conceptual clarifications about the needs and importance of laws.

Utility of the course :

This course has significance and relevance in providing orientations to the students about the significance of various laws and social legislations in the context of Indian society. After studying this paper, students will understand the significance of laws. After studying this course, student would be able to understand the different laws for marginal sections of the society. The course will make them conscious about the Laws. This course also offers job opportunities and support to the social activities and motivate learners to create awareness about the provisions of law in the society.

Learning Objectives :

This Course is designed to orient students about the various laws. To enhance Sociological understanding about the various laws. To develop insights for Sociological analysis and impacts of laws on social change in India. To make aware of the learners about the Indian laws. This course has also aim to analyze the relationship between customs and laws. This course has objective to access the impacts of laws on the society.

Course Content:

Unit I : Introduction

- a) Definitions and Meaning of Laws
- b) Relationships between customs, traditions and laws
- c) Law as instruments of social change
- d) Social, Cultural and Political obstacles in laws

Unit II : Labour Legislation in India

- a) Legislation relating to the Factories
- b) Trade Unions, Wages and wage discriminations

- c) Labour Laws
- d) Industrial Disputes and Collective Bargaining

Unit III : Legislation Relating to Women and Children

- a) Legislation relating to Dowry, Property Rights.
- b) Domestic Act, 2005.
- c) Prevention of Child Labour
- d) The Prevention of Child Marriage

Unit IV : Social Legislation Relating to SCs and STs

- a) Untouchability Abolition Act, 1955
- b) The Protection of Civil Rights Act, 1955
- c) The Prevention of Atrocities on SCs and STs Act, 1989.
- d) The various limitations of Indian Laws

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**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
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SOCIOLOGY**

M.A. Second Year (Semester - IVth) (CBCS Pattern Syllabus)

XIII - Contemporary Indian Sociological Thoughts

(With effect from June 2020-21)

Period : 55

Marks 100 = Theory (ESE) 75 + Internal (CA)25

Credit : 4

Course Rational :

Indian Sociology has its glorious traditions. However, some Indian sociologists have borrowed concepts, theories and methods from the European theories, but some Indian sociologists also tried to contribute their own thoughts in Indian sociology. Thus, this course has attempted to introduce to contribution of some Indian sociologist to develop sociological traditions. This course has rational to orient to the students about the contemporary thoughts of Indian sociologists to understand the contemporary issues and problems of Indian society.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about the some contemporary thoughts produced by Indian sociologist in the context of Indian society. These thoughts would help the students to reveal the complexities of Indian society. These thoughts gave direction to the learners to know the different complexities and nature, structure of the Indian society. These thoughts also provide sociological insights, perspectives and approaches to know the contemporary society. Thus, these thoughts would help to produce sociological knowledge and the same knowledge would be helpful to the policy makers, planners and social scientists.

Learning Objectives :

This Course has major objectives such as; to familiarize the different contemporary thoughts of Indian sociologists in the present context. To make aware of them about the importance and study of the contemporary thoughts of sociologists. Thus, this course has aim to introduce the contribution of Indian sociologists in the production of sociological knowledge. The course has also objective to provide and orient the indigenous thoughts of Indian sociologists to know the complex Indian society.

Course Outline :

Unit I : Dr. B.R. Ambedkar

- a) Intellectual Background
- b) Origin and Annihilation of Caste System
- c) Ambedkar's perspectives on Social Justice, Democracy and Equality
- d) Buddha and his Dhamma.

Unit II : Dr. D.N. Dhanagare

- a) Intellectual Background

- b) Agrarian Structure and Agrarian unrest
- c) Peasant movements
- d) Thoughts on Development and Educational policy Research.

Unit III : Dr. Gopal Guru

- a) Intellectual Background
- b) Views on Dalit movement
- c) His Thoughts on Dalit women
- d) Thoughts on Humiliation

Unit IV : Dr. Sharmila Rege

- a) Intellectual Background
- b) Sharmila Rege's Critical approach to Sociology
- c) Views on Dalit feminism
- d) Pedagogy of Dalit Study and Thoughts of Ambedkari Movement.

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M.A. Second Year (Semester - IVth) (CBCS Pattern Syllabus)

XIV - Society and Human Rights

(With effect from June 2020-21)

Period : 55

Marks 100 = Theory (ESE) 75 + Internal (CA)25

Credit : 4

Course Rational :

This course has rational in the context of Indian society and human rights. As we know that Indian constitutions has made provisions of human rights and social security's to the all citizen of nation. Thus, this course has rational to provide details about the all types and perspectives of human rights. This course has relevance to provide conceptual clarifications about the needs and importance of human rights.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about the significance of human rights in the context of Indian society. After this paper students will understand the concept of human rights. Students will understand that how human rights are important for Development. Students would understand that what the present situation of human rights in India is. This course would also offer opportunities to provide job opportunities in the NGOs and in organizations those are working for the human right protection.

Learning Objectives :

This Course has major objectives such as; to introduce to the students with the basic human rights and perspectives of the same. To introduce the students to the concept of human rights. To introduce the students to the theories and issues related to human rights. Student will be oriented to the basic human rights.

Course Content:

Unit I : Concepts and Historical Background of Rights

- a) Types of rights
- b) Importance of human rights
- c) Rights and duties
- d) Needs of human rights

Unit II : Western and Indian Perspectives on Rights

- a) Liberal Perspective
- b) Marxian Perspective
- c) Feminist Perspective
- d) Dalit Perspective

Unit III : Violation of Human Rights

- a) Violation of Human rights of Dalit
- b) Violation of Human rights of women
- c) Violation of Human rights of Children
- d) Violation of Human rights of Tribes

Unit IV : Government and Human Rights

- a) Role of Government to protect the human rights
- b) Role of State and National human right Commission to protect the human rights
- c) Various acts for protect the human rights
- d) Indian Constitution and Human Rights (Fundamental Rights, Directive Principles of State Policy)

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M.A. Second Year (Semester - IVth) (CBCS Pattern Syllabus)

XV - Feminism in India
(With effect from June 2020-21)

Period : 55	Marks 100 = Theory (ESE) 75 + Internal (CA)25	Credit : 4
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Course Rational :

This course Feminism in India Give's alternative thoughts of feminism of India to the students of sociology. This course has relevance to provide orientation about the origin, growth and development of feminist thoughts. This course comprises the contribution of feminist scholars about the gender related issues, problems and challenges. This course has importance to introduce the approaches which provides rational outlook to access the issues.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about the feminist thoughts of India. This course has also utility to provide Indian feminist thoughts about the Indian women. This course also provides feminist ideas and views about the gender based roles, activities and action. After studying this course, Student would get alternatives thoughts of feminisms in the context of Indian society. After studying this course, students would be able to get job opportunities in NGOs and organizations those are working for women.

Learning Objectives :

This Course has major following set of objectives such as; to orient to the learners about the contribution of Indian feminists scholars in the context of Indian society. This course introduces the basic concepts of feminisms in the context of Indian women. To introduce the basic concepts, thoughts and approaches to analyze the gender issues. To introduce the students about the contribution of some feminists scholars and their contributions in the field of feminists thoughts.

Course Content:

Unit I : Introduction to Feminism

- a) Definitions of Feminism
- b) Meaning and Nature of Feminism
- c) The Scope of Feminism
- d) The Importance of Feminism

Unit II : Feminism in India

- a) The Origin of Feminism in India
- b) The Growth of Feminism in India
- c) The Scope of Feminism in India

- d) The Relevance of Indian Feminism

Unit III : Indian Feminist Thoughts

- a) Gail Omvedt
- b) Uma Chakravarty
- c) Chhaya Dattar
- d) V. Geeta

Unit IV : Indian Feminists Theories

- a) Brahamani Feminism
- b) Dalit Feminism
- c) Eco-Feminism
- d) Socialist Feminism

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**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
NANDED
SOCIOLOGY**

M.A. Second Year (Semester - IVth) (CBCS Pattern Syllabus)

XVI - Rural Society in India

(With effect from June 2020-21)

Period : 55

Marks 100 = Theory (ESE) 75 + Internal (CA)25

Credit : 4

Course Rational :

This course has rational in the context of Indian society. As we know that skill India is known as country of villages. Thus, more than sixty percent people are staying in the country side. Thus, this course has importance to introduce to the students about the origin and growth of rural sociology. The course has rationality to introduce the views and approaches of two Indian scholars in the context of the rural society and its development. The rural sociology provides scientific approaches to understand the contemporary issues of rural society; such as caste and gender inequalities. This course would also provide in details about the significance of village studies.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about the contemporary issues and problems of rural society. The rural sociology and approaches and methods of village studies provide source of understanding the rural social structure. This course has relevance in providing information about the rural developmental programmes and provisions made for the rural development. After studying this course, student would be able to know the contemporary issues and challenges of Indian rural society. This course also offers opportunities of employments in the NGOs those are working in the rural set up. Otherwise, learners also go for establishing Non-Governmental Organizations for the rural development.

Learning Objectives : This Course has major objectives such as; to introduce to the students with the branch of rural sociology and its significance. This course also introduces the relevance of village studies and approaches of two Indian scholars Dr. B.R. Ambedkar and M.K. Gandhi. This course has also aim to provide data and information about the rural development programs. To understand the structures of rural society. To understand the changing nature of rural society. To assess the impact of rural development programs on the rural society. This course would help to reflect upon the structure, nature of the rural society which helps learners to understand the contemporary issues of rural society. This course would provide insights and perspectives to the learners to address the issues, problems and challenges of rural social structure.

Course Content:

Unit I : Rural Society in India

- a) The origin and growth of rural sociology in India.
- b) Village Studies in India.
- c) Gandhian Approach of Village Development

- d) Dr.B.R. Ambedkar's Approach of Indian Village

Unit II : Contemporary Issues of Rural Society

- a) Caste and social inequality
- b) Modernization and its impacts on village tradition and culture
- c) Rural Poverty and Gender Inequality
- d) Agrarian Crisis and Farmer Suicides

Unit III : Community and Village Development Programmes

- a) Community development programmes and its impacts on the rural society
- b) Panchyati Raj Institutions and democratic decentralization and its impacts on the rural Power structure
- c) Rural development Programmes and its impacts on the marginal social groups and women
- d) Irrigations and issues of water managements and disparities

Unit IV : Globalizations and its impacts on Rural Society

- a) Globalizations and its impacts on Indian agriculture
- b) Global Markets and Indian farmers
- c) Food Securities
- d) Issues of land acquisitions and land

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**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
NANDED
SOCIOLOGY**

M.A. Second Year (Semester - IVth) (CBCS Pattern Syllabus)

XVI - Contemporary Issues of Indian Society

(With effect from June 2020-21)

Period : 55	Marks 100 = Theory (ESE) 75 + Internal (CA)25	Credit : 4
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Course Rational :

This course on contemporary issues of Indian society has importance and relevance in the present contexts of Indian society. This course introduces the complex nature of Indian society. Thus, This Course has attempted to introduce the contemporary issues such as unity and diversity, family, caste and religious disharmony. This course has rational to orient to the students about the issues related to the socio-cultural and developmental aspects of Indian social groups and communities.

Utility of the course :

This course has its own significance and relevance in providing orientations to the students about the contemporary issues of Indian society. Learners would be able to conceptualize the Indian society by taking this course. This course also helps to qualify the NET/SET/MPSC/UPSC exams. Students will be oriented to the contemporary socio-economical issues of the Indian society.

Learning Objectives :

This Course has major objectives such as; to familiarize the students with the contemporary social-cultural and developmental issues of Indian society. To orient to the structure of Indian society. To make aware of them about the importance and study of the contemporary issues. Thus, this course has aim to introduce the issues of deviance and disharmony. The course has also objective to provide and orient to the present developmental issues to the learners.

Course Outline :

Unit I : Conceptualizing Indian society

- a) Peoples of India : Groups and Communities
- b) Unity in Diversity
- c) Cultural Diversity : Regional, linguistic, religious and tribal
- d) National Integration

Unit II : Contemporary Issues : Socio-Cultural

- a) Inequality of Caste and Gender
- b) Ethnic and Religious disharmonies
- c) Family disharmony : domestic violence, dowry and divorce
- d) Intergenerational conflict

Unit III : Contemporary Issues : Developmental

- a) Poverty
- b) Regional disparity
- c) Displacement
- d) Health Problems

Unit IV : Issues Pertaining to Deviance

- a) Deviance and its forms
- b) Crime and delinquency
- c) White Collar crime and corruption
- d) Drug Addiction

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