

॥ 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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प्रस्तुत विद्यापीठातील व उप-केंद्र, लातूर येथील सामाजिक शास्त्रे संकुलांतील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम व द्वितीय वर्षाचा CBCS Pattern नुसारचा अभ्यासक्रम अनुक्रमे शैक्षणिक वर्ष २०२०-२१ व २०२१-२२ 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.१३/४७-२०२० च्या ठरावानुसार प्रस्तुत विद्यापीठातील व उप-केंद्र, लातूर येथील सामाजिक शास्त्रे संकुलांतील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम व द्वितीय वर्षाचा खालील विषयाचा C.B.C.S. (Choice Based Credit System) Pattern नुसारचा अभ्यासक्रम अनुक्रमे शैक्षणिक वर्ष २०२०-२१ व २०२१-२२ पासून लागू करण्यात येत आहे.

१) एम.ए.—प्रथम व द्वितीय वर्ष—समाजशास्त्र

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

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड — ४३१ ६०६.

जा.क्र.: शैक्षणिक-१/परिपत्रक/पदव्युत्तर (विद्यापीठ परिसर व उप-परिसर)—सीबीसीएस अभ्यासक्रम/२०२०-२१/५०८

दिनांक : ०७.०८.२०२०.



स्वाक्षरित /—

उपकुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. संचालक, भाषा, वाङ्मय व संस्कृती अभ्यास संकुल, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, स्वा.रा.ती.म. विद्यापीठ, नांदेड, उप-केंद्र, औसा रोड, पेठ, लातूर — ४१३ ५३१.
- ५) साहाय्यक कुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ६) उपकुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ७) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

Swami Ramanand Teerth Marathwada University Nanded

(NAAC Re-accredited with 'A' Grade)



Revised Syllabus

For

M.A. Sociology (Semester I, II & III, IV)

[Choice Based Credit System (CBCS) Under Cumulative Grade Point Average (CGPA) Pattern]

(Programme Code: SSSL-H-SOC-PG)

(Numeric Code: 71-1-3-01)

**School of Social Sciences,
S. R. T. M. University Campus, Nanded
&**

**School of Social Sciences,
S. R. T. M. U. N., Sub-Centre, Latur**

Academic Year 2020-2021

Swami Ramanand Teerth Marathwada University, Nanded

Revised Syllabus for M. A. Sociology

[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:

Revised Syllabus will be implemented from academic year 2020-21.

About of the Course

School of Social Sciences of this University offered Choice Based Credit System in the PG Courses. The Post Graduate Course of Sociology is full time two years course is revised and offer opportunities to the learners. This revised course is divided into four semesters. Each Semester is with 20 credits at least. The entire two years post-graduate degree in Sociology is minimum of 80 credits. Each Semester consists of core courses (CC), discipline specific elective courses (DSE) and generic elective courses /open elective courses). The category of core courses offer opportunities to learn the core courses of the discipline. Here, the students have not choice to select the courses. He or she has to take the all core courses. As per guidelines of the CBCS, students have to take 75% core courses from their own discipline and she or He has choice to take 25% credits from the elective and open courses. Core courses are compulsory courses. Each semester have three core courses and three elective courses, out of three elective courses, student has choice to select any one elective as per his or her choice. This CBCS pattern offers opportunities to the students to adopt one generic / open elective course from the other discipline. As per the guidelines of the CBCS, student has choice to earn 8 credits from open electives within the two years of the course. Out of 80 credits of the entire courses of the masters in Sociology, student can get 8 credits from the open elective or generic courses. The student has choice to select any courses as per his or her choice from the courses of NPTEL/MOOC/ SAWAYAM, inter school and intra schools of the University campus. Thus, the sociology also offers open/ generic elective course to the students of the other disciplines. Thus, this pattern provides and offers opportunities and chance to enhance the soft skills, abilities and capabilities of the learners.

School of Social Sciences, Sub-Centre, Latur

The School of Social Sciences of Latur sub-centre of S.R.T.M.U. was established in the academic year 2009-10 with one teaching curriculum of M. A. Sociology from academic year 2012-13. The primary objective of this school is to uncover various aspects of human life (i.e. social, political, economic, and ethical development etc.) through the teaching-learning process programmed with a University degree. At the present junction of the world, it is necessary to create learned social scientists to assist the planners, administrators and strategists of the world in reducing the social imbalance and maintaining a harmonious environmental order. The School will gradually expand its teaching-learning and research activities in this direction.

Mission and Vision of the Programme:

1. To enhance the logical and analytical skill to understand the social issues and problems.
2. To inculcate research culture among the students
3. To contribute subject knowledge to nurture creativity, research and development.
4. To provide basic and advanced theoretical as well as methodological knowledge of sociology for application.
5. This course has also aim to enhance the skills, capabilities and employment opportunities of the students.

Program Objectives (PO):

1. The Post Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners.
2. This course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for application.
3. To enhance the scientific knowledge and attitude about the society. also to enhance the skills, capabilities and employment opportunities of the students in educational, research institutions and NGOs.
4. To develop and in-built the capacity of the students to communicate effectively and use of sociological knowledge for better society.

5. It seeks to provide the participants the knowledge, skills and information in the field of social, gender, power, sexuality, caste, class, culture and development through critical and reflexive participatory and an interdisciplinary approach.
6. Sociology Understand power, politics, culture and human structures and Critical and reflexive knowledge production and understanding about human history.

Program Outcomes (PO):

On successful completion of this program, students would be able to:

1. The sociological knowledge provides students scientific outlooks and attitudes to understand the human behavior, social issues and phenomena.
2. The Programme makes the learner to understand power, politics, culture and human structures. This will enable him to be a responsible citizen.
3. There will be critical understanding by the learner about how and why our society functions, impact of social institutions on individual lives, and the challenges of social interaction between individuals and society.
4. It seeks to provide the participants the knowledge, skills and information in the field of social, gender, power, sexuality, caste, class, culture and development through critical and reflexive participatory and an interdisciplinary approach.
5. The course of the program leads the participants/learner to relate his/her understanding of sociological themes to different societies and universal phenomenon's.
6. Students would be able to get employment opportunities in the Teaching, Research and NGOs and Private sectors.

Course Objectives (CO)

1. The Post Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners.
2. The major aim of this pattern is to provide opportunities to the students going beyond the boundaries of their own discipline and think over the interdisciplinary and multidisciplinary approaches and students have choice to select different types of electives as per his or her choice.
3. Thus, this course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for application.
4. This course has also aim to enhance the skills, capabilities and employment opportunities of the students. This course is designed such way which makes the

students able to apply sociological knowledge in the different fields such as; teaching, research, NGOs, Public Policies, social sectors and developmental sectors.

5. Thus, this course has not only to provide employment opportunities to the students but also to make them rational, logical and critical. The aim of this programme is not only theoretically oriented to the students alone, but also make them able to analyze the social reality by using scientific knowledge of sociology to analyze the social issues with different theoretical and methodological perspectives.
6. Thus, this course has aim to make student rational, logical and critical about the social events and contemporary issues and to enhance the skills and capabilities of the students.
- 7.

Course Outcomes:

1. This course is designed such way that offers multiple opportunities to the learners. After completion of this course, student would get job opportunities in the fields of teachings, research, NGOs, corporate sectors and Governmental sectors.
2. This course also helps students to qualify the NET/JRF/SET and Competitive Exams such as MPSC/UPSC/Social Welfare Departments and others etc.
3. This course has also relevance in the field of production of knowledge about the human behavior, social issues and phenomena.
4. This production of knowledge would be helpful to the policy makers, developmental organizations, researchers, social activist and social scientists.
5. This course makes differentiate between common sense knowledge and sociological knowledge and this course provides scientific vocabulary, terms, concepts, methods and perspectives in accessing the social issues, events and problems.
6. The sociological knowledge would be useful in the social engineering and social reconstruction of the social structure. The sociology not only provides employment opportunities alone, but also makes the students rational, critical and logical.
- 7.

M. A. Sociology:

The course will be a mixture of theory and assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of sociology and acquire analytical skills to address various prevalent problems of the society. The course curriculum is autonomous. The syllabus is structured in Choice Based Credit System (CBCS) to make student learn from other

interested areas to his/her credit. The result of the degree will be based on CGPA system of the University.

Course Description:

This Degree Course (80 credits) is spread over four semesters in two years including five papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks and one paper of 100 marks for field work in each semester. Special workshops, films and visits will be organized as part of the course. Each student is required to complete supervised dissertation (with viva voce) as part of this course.

Features of the course:

- Well designed and comprehensive coursework (Including life Skill based)
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.
- Obligatory project work enhance research attitude in students.
- proactively engages students to put new knowledge into practice and to assess their own progress.
- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

Course Pattern of the Four Semesters

The Course Pattern has three important segments, core courses/ discipline elective courses/ generic, open/ elective courses, practical and field based assignment which offers or enhances skills, capabilities and soft skills of the students.

Core/ Compulsory Courses

Student has choice to take three courses as core/compulsory courses each semester. Here, student has not choice. These core courses are compulsory.

Discipline Specific Elective Courses

Here, Student has choice to select any one discipline specific elective course from the given list of elective courses from each semester. Student has choice to select one elective course from the given list as per his or her choice. The nature of elective courses is open for the students. This section comprises discipline specific elective courses.

Generic/ Open Elective Courses

Student of Sociology has choice to select one generic course from the other disciplines of the school or campus schools/ or any other streams. It is expected that student has to earn 8

credits maximum from the open elective or generic elective courses within the four semesters as per his or her choice and interest. It is expected that student has to earn 20 credits each semester. Thus, four semesters added up to 80 credits of four semesters of two years of PG Program. Student has choice to select open elective as per his or her choice.

Dissertation / Project Work for Fourth Semester

Sociology offers small Dissertation/ research project work for the fourth semester only. This project work offers four credits. This is compulsory activities for all the students of Sociology for the fourth semester of this course. However, students have choice to select any social issues, problems and any methods and sociological perspectives as per their choice. Students have choice to write their dissertation in Marathi or English Language.

Eligibility and Fees

Any graduate is eligible for seeking admission to the course of Sociology. More details of admission procedure and fees structure can be seen from the prospectus of the University.

Medium of Instructions:

The medium of instruction at the M. A. sociology degree course shall be entirely in English. However the student is permitted to write the examination in Marathi.

Scheme of Examination:

There will be University Examination of fifty (50) Marks for each Theory Paper and Internal of 50 Marks for each Paper.

Details of Internal Work of Theory Papers (per semester):

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
1	Class Test/ Term Papers/Quizzes or ect.	Two (Per paper)	20 (10+10)
2	Home Assignment/ Group Magazine/Book Publication	One (Per paper)	20
3	Seminar/Group Assignment/Poster Exhibition Presentations/Write ups/Book Review	One (Per paper)	10
		Total Marks	50

Note: Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.

Term End Examination:

The term end examination for 50 marks (2 credits) per course would be held about two weeks after the completion of teaching for the semester. Each theory paper of 50 marks shall be of three hours duration. Paper setting and assessment for a particular course would be done as per the University guidelines.

The distribution of credit and marks for each course evaluation shall be as follows

S.N.	Evaluation	Marks (Each course)	Credits (Each course)
1	Internal Assessment	50	02
2	External (Semester End) Examination	50	02
Total		100	04

Final Evaluation System:

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table 1.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.

Table 1: Conversion of marks to Grade and Grades into CPI

Conversion of Marks to Grades in Credit System			Conversion of Grade Point into CPI	
Marks Obtained	Grade	Grade point	CPI	Final Grade
90-100	A+	10	9.00 – 10.00	A+
80-89	A	9	8.00 – 8.99	A
70-79	B+	8	7.00 – 7.99	B+
60-69	B	7	6.00 – 6.99	B
55-59	C+	6	5.50 – 5.99	C+
45-54	C	5	4.50 – 5.49	C
40-44	D	4	4.00 – 4.49	D
39 & Less	FC	0-Fail	0 - 3.99	F

- A student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.
- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table 1.

Credit Requirements for Fulfilment of the M. A. Sociology Course

Credit Requirements	
Core papers (Theoretical & Papers)	48
Discipline Specific Elective (Choose any One) offered by the M. A. Sociology course)	16
Generic Elective Course (Choose any one)	08
Ability/Skill Enhancement Course	08
Total credits	80

Semester First			
	Paper Code	Course Title	Credit
Core Course	CC-S-101	Classical Sociological Tradition	04
	CC-S-102	Sociology of India	04
	CC-S-103	Methods In Social Research	04
Discipline Specific Elective (Choose any One)	DS-S 104(A)	Education and Society	04
	DS-S-104(B)	Sociology of Tribe	04
	DS-S-104(C)	Sociology of Sanitation	04
Generic Elective Course (Choose any one)	GE-S-105(A)	Rural Society in India	04
	GE-S-105(B)	NPTEL/SWAYAM Course/ Any Intra School/ Any Inter School Course	04
		Total Credit	20

Semester Second			
	Paper Code	Course Title	Credit
Core Course	CC-S-201	Introduction to Social Theories	04
	CC-S-202	Computer Application In Social Science	04
	CC-S-203	Political Sociology	04
Discipline Specific Elective (Choose any One)	DS-S-204(A)	Society and Human Rights	04
	DS-S-204(B)	Sociology of Maharashtra	04
	DS-S-204(C)	Sociology of Marginalized and Weaker Section	04
Generic Elective Course (Choose any one)	GE-S-205(A)	Sociology of Health	04
	GE-S-205(B)	NPTEL/SWAYAM Course/ Any Intra School/ Any Inter School Course	04
		Total Credit	20

Semester Third			
	Paper Code	Course Title	Credit
Core Course	CC-S-301	Gender and Society	04
	CC-S-302	Sociology of Development	04
	CC-S-303	Environment and Society	04
Discipline Specific Elective (Choose any One)	DS-S-304(A)	Social Movements in India	04
	DS-S-304(B)	Sociology of Public Health	04
	DS-S-304(C)	Sociology of Labour	04
Ability/Skill Enhancement Course	SEC-S-305	Application of Research Skills	04
		Total Credit	20

Semester Fourth			
	Paper Code	Course Title	Credit
Core Course	CC-S-401	Contemporary Social Theories	04
	CC-S-402	Urban Sociology	04
	CC-S-403	Dissertation	04
Discipline Specific Elective (Choose any One)	DS-S-404(A)	Sociology of Religion	04
	DS-S-404(B)	Society and Crime	04
	DS-S-404(C)	Sociology of Health, Medicine And Society	04
Ability/Skill Enhancement Course	SEC-S-405	Qualitative Social Research Methods	04
		Total Credit	20

CC-S-101: CLASSICAL SOCIOLOGICAL TRADITIONS

Learning Objectives

(4 credits)

1. To introduce students to the trends in classical sociology
2. To trace the historical roots of these thoughts in the transformation of European society
3. To understand limitations of classical theories in the present era

Learning Outcomes

1. After this paper students understand basic roots of sociology
2. Students understand that changing nature of sociological theories
3. Students understand that what are the importance of sociological theories

Course Outline

Module I: Transition from Social Philosophy to Sociology

Sessions 15

- a) Socio-economic background of emergence of Sociology
- b) Enlightenment and its impacts on thinking and reasoning
- c) Industrial revolution
- d) Introduction of Classical Theories

Module II: Karl Marx

Sessions 15

- a) Dialectical Materialism
- b) Materialistic interpretation of history
- c) Classes and class struggles
- d) Alienation in capitalist society

Module III: Emile Durkheim

Sessions 15

- a) Rules of Sociological Method
- b) Division of Labour
- c) Theory of Suicide
- d) Theory of Religion

Module IV: Max Weber

Sessions 15

- a) Theory of action
- b) Theory of authority
- c) Theory of Bureaucracy
- d) Methodology of social science

Reading:

1. Dorothy Smith, *The Conceptual Practices of Power*, University of Toronto Press, 1996.
2. Dorothy Smith, *The Everyday World is Problematic*, Open University Press, 1987.
3. Emirbrayer M, *Emile Durkheim: Sociology of Modernity*, Blackwell Publishers, 2003.
4. Giddens Anthony, *Sociology*, Polity Press, Cambridge, 1989.
5. Kalberg Stephen, *The Protestant Ethic and Spirit of Capitalism*, III rd edition, Roxbury Publication co., 2002.

6. Kamernka Eugene, *The Portable Marx*, Penguin, 1983.
7. Kalberg Stephen, *Connecting Issues in Comparative Historical Studies Today*, University of Chicago Press, 1994.
8. Lukes Steven, *Durkheim: Life and Works: A Critical Study*, 1973.
9. Morrison Ken, *Marx, Durkheim, Weber – formation of Modern Social Thought*, Sage Publication, New Delhi, 1995.
10. Ritzer George, *Sociological Theory*, McGraw Hill, New York, 2000.
11. Ritzer. *The McDonaldization of Society*, Pine Forge Press, 1993.
12. Tucker K.N, *Classical Social Theory*, Blackwell Publication, Oxford, 2002.
13. Wilhelm Outhwaite and Mulkay M, *Social Theory & Social Criticism*, Blackwell, New York, 1987.

CC-S-102: SOCIOLOGY OF INDIA

Learning Objectives:

1. To know the development of sociology and social anthropology of India
2. To understand the relationship between class, caste, gender, religion and ethnicity in India
3. To analyse aspects of politics and society in contemporary India

Learning Outcomes:

1. The students will be able to understand the development of sociology.
2. student will understand the relationship between caste, class, gender, religion and ethnicity in India with the help of theoretically aspects of sociologists.

Course Outline

Module I: Development of Sociology in India	Sessions 15
a) Philosophical background of sociology in India	
b) Development of Sociology in India	
c) Approaches to the Study of Indian Society	
d) Significance of study of sociology in India	
Module II: Indological and Structural-functionalism theories	Sessions 15
a) G.S.Ghurye	
b) Louis Dumont	
c) M.N. Srinivas	
d) S.C. Dube	
Module III: Marxism and neo Marxism theories	Sessions 15
a) D.P.Mukherjee	
b) A. R. Desai	
c) R.K.Mukherjee	
d) M.N.Roy	
Module IV: Civilizational and Subaltern Perspective	Sessions 15
a) N.K.Bose	
b) Surajit Sinha	
c) Dr. Babasaheb Ambedkar	
d) David Hardiman	

Reading:

1. Andre Beteille, *Sociology: Essays on Approach and Method*, OUP, New Delhi, 2002.
2. Arvind Rajgopal, *Politics after Television*, Cambridge University Press, 2001.
3. Breman Jan, Kloos Peter and Ashwini Saith, *The Village in Asia Revisited*, OUP, USA, 1997.
4. Chaterjee Searale Mary and Sharma Ursula, (edt), *Contextualising Caste*, Blackwell Publishers, Oxford, 1994.
5. D.N. Dhanagare, *Themes and Perspectives in Indian Sociology*, Rawat Publications, 1999.
6. Das Veena, *Critical Events, An Anthropological Perspective on Contemporary India*, Oxford University Press, New Delhi, 1995.
7. David Ludden, *Critique of Subaltern Studies*, Oxford University Press, New Delhi,

- 2000.
8. Dube, S. C, *Indian Society*, National Book Trust, New Delhi, 1990.
 9. Gail Omvedt, *Dalits and Democratic Revolution*, Sage Publications, New Delhi, 1994.
 10. Guha R, *A Subaltern Studies Reader*, Oxford University Press, New Delhi, 1998.
 11. M.N.Srinivas, *Collected Essays*, OUP, New Delhi, 2002.
 12. Mankekar P., *Screening Culture, Viewing Politics: Television, Womanhood and Nation in Modern India*, Duke University Press, New Delhi, 1999.
 13. Niranjana T, V. Dhareshwar (eds), *Interrogating Modernity: Culture and Colonialism in India*, Seagull, Calcutta, 1993.
 14. Rachel Dwyer, [*Filming the Gods: Religion and Indian Cinema*](#), Routledg, London, New York and New Delhi, 2006.
 15. S.M.Dahiwale (ed), *Indian Society: Non-Brahmanic Perspectives*, Rawat Publications, 2004.
 16. Said E. W, *Orientalism*, Penguin, Harmondsworth, 1985.
 17. Singh K. S. (ed), *Tribal Movements in India*, Vol. 1 and 2; Manohar, New Delhi, 1983.
 18. Satish Deshpande, *Contemporary India: Sociological Perspectives*, Viking, 2003.
 19. Sujata Patel and Alice Thorner (eds), *Bombay Metaphor for Modern India*, Oxford niversity Press, Delhi, 2000.
 20. Sunil Khilnani, *The Idea of India*, Penguin, New Delhi, 1999
 21. Thapar Romila, *Cultural Transaction and Early India: Tradition and Patronage*, Oxford University Press, New Delhi, 1987.
 22. Veena Das, *The Oxford Companion to Sociology and Social Anthropology*, Vol. I and II, OUP, New Delhi, 2003.
 23. Vivek P. S, *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai, 2002.
 24. Vanaik Achin, *Communalism Contested- Religion, Modernity and Secularization*, Vistaar Publications, Delhi, 1997.

CC-S-103: METHODS IN SOCIAL RESEARCH

Learning Objectives:

1. To orient the students in philosophy of science
2. To familiarise the students with sociological methodology

Learning Outcomes:

1. Student will attempt to sensitize a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research.
2. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them.

Course Outline

Module I: Contributions to Methodology and methods Sessions 15

- a) Background of methodology of social research
- b) Contribution of Max Weber in social methodology
- c) Contribution of Emile Durkheim in social methodology
- d) Contribution of Karl Marx in social methodology

Module II: Critiques of Positivism Sessions 15

- a) Phenomenology and Ethnomethodology
- b) Hermeneutics: Gadamer, Apel
- c) Frankfurt School –Habermas
- d) Feminist Critiques

Module III: Research Methods I Sessions 15

- a) Ethnography
- b) Archival Methods
- c) Oral History
- d) Interviews

Module IV: Research Methods II Sessions 15

- a) Case Studies
- b) Content Analysis
- c) Survey Research
- d) Observation

Readings:

1. Babbie Earl, *The Practice of Social Research*, (10th edn), Wadsworth-Thomson, CA, USA, 2004.
2. Burawoy M and Joseph Blum (ed), *Global Ethnography: Forces, Connections and Imaginations*, University of California Press, Berkeley and Los Angeles, 2000.
3. Bryman Alan, *Social Research Methods*, Oxford University Press, 2001.

4. Carol Grbich, *New Approaches in Social Research*, Sage Publication, 2000.
5. Devine and Heath, *Sociological Research Methods in Context*, Palgrave, 1999.
6. Denzin Norman, Lincoln Yvonna (ed), *Handbook of Qualitative Research*, Sage, Thousand Oaks, 2000.
7. Feyerabend Paul, *Farewell to Reason*, Verso, London, 1987.
8. Feyerabend Paul, *Against Method*, Humanities Press, 1975.
9. Goode and Hatt, *Methods in Social Research*, Surjeet Pub., New Delhi, 2006.
10. Giddens Anthony, *New Rules of Sociological Research*, Hutchinson, 1976.
11. Mulkay Michael, *Science and the Sociology of Knowledge*, George Allen and Unwin Ltd., London, 1979.
12. Silverman David, *Qualitative Methodology and sociology*, Gower, Vermont, 1985.
13. Sachdev Meetal, *Qualitative Research in Social Sciences*, Raj Publishing, Jaipur, 1987.
14. Williams Malcolm, *Science and Social Science*, Routledge, New York, 2004.
15. Young Pauline, *Scientific Social Surveys and Research Practice*, Hall of India, New Delhi, 1988.

Marathi Readings:

1. Aglawe Pradip, *Samajik Sanshodhan Paddhati*, Sainath Prakashan, Nagpur, 2007.
2. Bhandarkar P.L, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1980.
3. Khairnar Dilip, *Pragat Samajik Sanshodhan Paddhati ani Sankhyiki*, Diamond Pub., Pune, 2009.
4. Karhade, B. M, *Shastriya Sanshodhan Paddhati*, Pimpalpure Pub., Nagpur, 2007.
5. Mayi Sunil, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune, 2008.
6. Suman Beheray, *Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur, 2000.
7. *Samajik Sansodhan Vishesank*, Samaj Sanshodhan Patrika, Belagav, Aprial-June, 2007.

DS-S 104 (A): EDUCATION AND SOCIETY

Learning Objectives:

1. To get acquainted with the approaches and contributions in sociology of education
2. To become aware of new alternative educational practices emerging in India
3. To understand the colonial and post-colonial policies on education in the context of contemporary issues

Learning Outcomes:

1. The students will get acquainted with the approaches and contributions in sociology of education and become aware of new alternative educational practices emerging in India.
2. They also understand the colonial and post-colonial policies on education in the context of contemporary issues.

Course Outline

Module I: Sociology of Education-theoretical Perspectives

- a) J Dewey,
- b) Freire,
- c) Ivan Illich,
- d) John Holt

Module I: The Indian Tradition of Education

- a) Vedic Education
- b) Buddhist Education
- c) Islamic Education
- d) Colonial Education

Module III: Educational Commissions and Committees

- a) The Secondary Education Commission-1952
- b) The National Committee on Women's Education-1958
- c) D.S. Kothari Commission- 1964
- d) Yashpal Committee Report on Higher Education-2009

Module IV: Alternative Education Programmes and Challenges

- a) Non-formal Education: Adult Education, Continuing Education and Mass Literacy Campaign
- b) Role of State and Voluntary Organisations in Alternative Education Programmes
- c) Understanding Curriculum through Lens of Caste, Tribe, Gender and Region
- d) Politics of Education

Readings:

1. Banks Olive, *Sociology of Education*, (2nd Ed.), Batsford London, 1971.
2. Bourdieu P, *Education, Society and Culture*, Sage London, 1990.
3. Blackledge, D and Hunt B, *Sociological Interpretations of Education*, Crom Helm, London, 1985.
4. Channa, Karuna, *Interrogating Women's Education*, Jaipur and New Delhi, Rawat Publications, 2001.
5. Chanana, Karuna , 'Accessing Higher Education : The Dilemma of Schooling Women, Minorities, Scheduled Caste and Scheduled Tribes', in *Contemporary India*, Vol. 26,

- No. 1, Perspectives on Higher Education in India, Published by [Springer](#), Page 69-92,1993.
6. Chitnis S, and Altbach P. G (eds.), *Higher Education Reform in India: Experience and Perspectives*, Sage New Delhi, 1993, pp. 115-154.
 7. Friere, Paulo, *Pedagogy of the Oppressed*, Penguin Books, Harmondsworth, 1972.
 8. Gore, M.S. et.all (ed.), *Papers on Sociology of Education in India*, New Delhi, NCERT, 1975.
 9. Gandhi M. K, *Problems of Education*, Navjeevan Prakashan Ahmedabad, 1962.
 10. Halsay, A. H. et al, *Education, Economy and Society: A Reader in the Sociology of Education*, New York: Free Press.
 11. Illich Ivan, *Deschooling Society*, Penguin, London, 1973.
 12. Jerome Karabel and H.Halsey, *Power and Ideology in Education*, Oxford University Press, 1977.
 13. Jandhyala B. G. Tilak, *The Kothari Commission and Financing of Education*, Economic and Political Weekly, Mumbai, March 10, 2007.
 14. Krishna Kunmar, *Sociological Perspectives of Education: A Reader*, Chanakya Publications, New Delhi.
 15. Kabeer Nambissan and Subrahmaniam (eds.), *Child Labour and Right to Education in South Asia*, Sage Publication, New Delhi, 2003.
 16. Morris Iror, *The Sociology of Education*, Allan and Unwin, 1978.
 17. Prabhu, Joseph ("*Educational Institutions and Philosophies, Traditional and Modern*", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, pp. 23–28, Thomson Gale, 2006.
 18. Naik, J. P, *Quality, Quantity and Equality in Education*, Allied Publishers, New Delhi, 1975.
 19. *National Knowledge Commission-2005*, http://www.knowledgecommission.gov.in/downloads/documents/towards_knowledgesociety.pdf
 20. Ramachandran V, *Gender and Social Equity in Primary Education*, Sage Publication. 2004.
 21. Scharfe, Hartmut, *Education in Ancient India*, Brill Academic Publishers, 2002.
 22. Sen and Dreze, *India: Economic Development and Social OpporModuley*, OUP, New Delhi,1996.
 23. Sen S. N, "*Education in Ancient and Medieval India*", Indian Journal of History of Science, 23 (1): 1-32, Indian National Science Academy, 1988.
 24. Sen and Dreze, *India: Development Selected Regional Perspectives*, OUP, New Delhi, 1997.
 25. *The Secondary Education Commission-1952*, http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf
 26. *The National Committee on Women's Education-1958*, <http://www.cscsarchive.org>
 27. *Towards Equality – The Unfinished Agenda – Status of Women in India – 2001*, National Commission for Women, Government of India, 2002.
 28. *National Knowledge Commission-2005*, http://www.knowledgecommission.gov.in/downloads/documents/towards_knowledgesociety.pdf
 29. Yashpal Committee Report-1993 (*Teacher Education for Curriculum Renewal*), [http://www.teindia.nic.in/Files/Reports/CCR/Yash%](http://www.teindia.nic.in/Files/Reports/CCR/Yash%20)

DS-S-104(B) SOCIOLOGY OF TRIBE

Learning Objectives:

1. To introduce recent developments in the areas of sociology of tribes
2. To familiarize students with critical understanding of the ethnographic work on tribe

Learning Outcomes:

1. Student will learn about tribal society and their issues.
2. Student will understand political economy of tribal development

Course Outline

Module I: Colonial and National Construction of Knowledge

- a) Tribe, Jati, Varna, Adivasi, Indigenous Aborigines
- b) Scheduled Tribes: The Fourth World

Module II: Changes in Neoliberal Economy

- a) Tribal Economy, Society, Culture, Polity, Religion and Language

Module III: Political Economy of Tribal Development

- a) Urbanization and Industrialization, Displacement and Rehabilitation
- b) Issues of Identity- Jharkhand, Chhattisgarh and Uttaranchal
- c) Right of Land, Forest and Water
- d) State Violence

Module IV: Perspectives, Programmes, Policies and Movements in India

- a) Isolation, Assimilation, Adaptation, and Acculturation
- b) Protective Discrimination and Tribal Welfare
- c) Tribal Movements: Zarkhand, Bodo, Naxalite, Santhal, Narmada

Readings:

1. Bailey, F.G, *Tribe, Caste and Nation*, OUP, Bombay, 1960.
2. Bose, A, Nangbri, T. & Kumar, N. (eds.) *Tribal Demography and Development in North-East India*, Delhi, 1990.
3. Furer- Haimendorf, C.V, *Tribes of India: The Struggle for Survival*, OUP, Delhi, 1991.
4. Mehta, P.L, *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*, H.K, Delhi, 1991.
5. M. Gopinath Reddy, K. Anil Kumar, *Political Economy of Tribal Development: A Case Study of Andhra Pradesh*, http://www.cess.ac.in/cesshome/wp/WP_85.pdf
6. Nandini Sundar, *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-2006*, Oxford University Press, New Delhi, 1997, 2 Nd editions with afterword 2007.
7. Nandini Sundar (edit), *Legal Grounds: Natural Resources, Identity and the Law in Jharkhand*, OxfordUniversity Press, New Delhi, 2009.
8. Nandini Sundar, "Teaching to Hate: The RSS's Pedagogical Program." In Economic and Political Weekly 39(16), 2004, 1605-1612 (Also in Tom Ewing ed. Revolution

and Pedagogy, Palgrave-Macmillan, 2005, 195-218.

9. Roger Jeffery and Nandini Sundar, *New Moral Economy for India's Forests? – Discourses of Community and Participation*, Sage Publications India Pvt. Ltd., New Delhi, 1999.
10. Singh K.S (ed.), *Tribal Situation in India*, Indian Institute of Advanced Study, Simla, 1972.
11. Singh K.S, *Tribal Movements in India Vol. I & II*, Manohar Prakashan, New Delhi, 1982.

Marathi Readings:

1. Dr. Maroti Tegmpure, *Adivasi Vikas Ani Vastav*, Chanmay Prakashan, Aurangbad.
2. Dr. Govind Gaare, *Maharashtratil Adivasi Jamati*, Continental Publication, Pune.
3. Dr. Govind Gaare, *Adivasi Vikasache Shilpakar*, Shree Vidhya Prakashan, Pune.

DS-S-104(C) Sociology of Sanitation

Learning Objectives:

- 1. To enhance Sociological understanding about the Sanitation, Society and Culture.*
- 2. To develop insights for Sociological analysis of Sanitation issues in India.*
- 3. To make aware of the learners about the issues of sanitation.*

Learning Outcomes

- 1. After studying this course, student would be able to understand the issues of sanitation.*
- 2. The course will make them conscious about the importance of sanitations.*
- 3. This course also offers job opportunities and support to the social activities and motivate learners to create social awareness in the society.*

Course Outline

Module I: Sanitation: Concept and Dimensions

- Sanitation: Concept and Genesis
- Sanitation and its Dimensions: Environment, Public health, Women and Sustainable Development
- Sanitation and its relationship with Social institutions

Module II: Historical development of Sanitation

- Social Perspectives and Orientation
- Approaches to Public health
- Sanitation Challenges

Module III: Sanitation, Health and Society

- Hygiene
- Scavenging and Poverty
- Environment and Population
- Wastage: Public and Private Space

Module IV: Culture and Sanitation

- India's lack of toilet is a cultural problem
- Social Construction of Hygiene and Sanitation
- Sanitation of Public Health

Module V: Environmental Sanitation

- Concept of Environmental Sanitation
- Water and Sanitation
- Environment and Social Sanitation
- Problems of Environmental Sanitation in India

Reading:

- 1) Bindeshwar pathak, 2015, *Sociology of Sanitation*, kalpaz Publications, New Delhi.
- 2) Nagla B.K., 2015, *Sociology of Sanitation*, kalpz Publication, New Delhi.
- 3) Mohmma Akram, 2015, *Sociology of Sanitation*, kalpazPublications, New Delhi.
- 4) Vivek P.S., 2015, *World of Garbage and Waste: Undercurrents of Swatchh Bharat and SabkaVikas in India*, Himalaya Publishing House, Mumbai.
- 5) LeelaVisaria, 2015, *Sanitation in India with Focus on Toilets and Desposal of Human Excreta*, Gyan Publishing House, New Delhi.
- 6) Hetukar Jha, *Sanitation in India, 2016, A Historic-Sociological Survey*, Kalpz Publication, New Delhi.
- 7) Bhartiya Samajshasta Sameeksha, 2016 *Sociology of Sanitation*, July-December, vol.3 No.2
- 8) Ashis Saxena, 2015, *Sociology of Sanitation; Themes and Perspectives*, Kalpz Publication, New Delhi.

GE-S-105(A): RURAL SOCIETY IN INDIA

Learning Objectives:

- 1. To understand the structure of rural society.*
- 2. To understand the changing nature of rural society.*
- 3. To assess the impact of rural development programs on the rural society*

Learning Outcomes

- 1. 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.*
- 2. This course would provide insights and perspectives to the learners to address the issues, problems and challenges of rural social structure.*
- 3. 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.*

Course Outline

Module I: Rural Society in India

- a** Profile of Rural Society in India,
- b** Basic Characteristics of Rural Society
- c** Rural-Urban Continuum

Module 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

Module 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

Module IV: Rural Transformation

- a.** Agrarian Social Structure and Emergent class Relation
- b.** Land ownership and agrarian relation
- c.** Decline of agrarian economy, De-peasantization and Migration
- d.** Changing Inter-community relations and violence

Readings

1. Beteille Andre , 1974, Six Essays in Comparative Sociology; OUP, New Delhi, PP 1-50
2. Thorner Daniel and Thorner Alice, 1962, Land and Labour in India - Asia Publications, Bombay. Whole book.

3. Desai A. R. 1977, Rural Sociology in India, Popular Prakashan, Bombay, 1977 PP- 269-336, 425, 527.
4. Dhanagare D. N, 1998, Peasant Movement in India; Oxford University Press New Delhi, 5. Omvedi Gail. 1987 Land, Caste and Politics; Department of Political Science, Delhi University Delhi.
6. Shanin, T., Peasantry, 1991, - Delineation of Sociological concept - Journal of Peasant Studies, PP 180-200.
7. Beteille Andre; 1971, Caste, Class, and Power; California University Press, PP 185-226
9. Desai A. R.,1986, : Agrarian Struggles in India after Independence, Oxford University Press, New Delhi 1986, PP. 129-189
10. Mencher J. 1974, Problems of Analyzing Rural Class Structure; Economic and Political Weekly, Vol. IX.
11. Singh, Yogendra, 1977, Social Stratification and Change in India, New Delhi, Manohar.
12. Beteille, Andre, 1966, Caste, Class and Power, Changing Pattern of Stratification in a Tanjore Village, Bombay, Oxford University Press.
13. Thorner, Daniel, 1956, Feudalism in India, in Rushton Ciulborn (ed) Feudalism in History, Princeton: University Press.
14. Thorner, Daniel, 1976, Agrarian Structure Prospect in India, Delhi: Allied Publishers.
15. Beteille, Andre, 1974, Studies in Agrarian Social Structure, New Oxford University Press.
16. Assadi, Muzzaffar, 2008, Farmers Suicides in India: Agrarian Crisis, Path of Development and Politics in Karnataka”,Manasgangotri, university of Mysoure, Mysoure.
17. B.B.Mohanty & Sangeeta Shroff, 2004, “Farmers Suicides in Maharashtra” EPW, Dec 25, 2004.
18. B.B. Mohanty, 2009, “Regional Disparity in Agricultural Development of Maharashtra” Feb 7, 2009.
19. Basu, Deepankar, Debarshi, Das and Kartik Misra, (2006), “Farmers Suicides in India”, Economic & Political Weekly, Vol.51, No.21,pp 61-65.
20. Jodhka, Surinder, (2018), “Rural Change in Times of Distress.” Vol LIII, NO.26 &27, EPW, pp-5-7.
21. Kalamkar, Shrikant S and Sangeeta Shroff (2011), Impact of Rehabilitation Package in Suicide-Prone District of Vidharbha: Economic & Political Weekly, Vol.46, No.5,pp-10-13.
22. Kota, Neelima, (2018) ,Widow of Farmer Suicides Victims in Vidarbha, Differential/ Dependence in Early and later cases,” Vol LIII, No.26 &27, EPW, pp-24-31.
23. Kumari, B Ratna (2009), Farmers Suicides in India: Impacts on Women, New Delhi: Serials Publications.
24. NCRB, (2012), “Accidental Deaths and Suicides in India (ADSI), National Crime Records Bureau. gov.in.
25. Pathi, Ranjana (2009), “On women surviving Farmers Suicides in Punjab,” Economic & Political Weekly, Vol,44, No.19,pp53-59.

Semester Second			
	Paper Code	Course Title	Credit
Core Course	CC-S-201	Introduction to Social Theories	04
	CC-S-202	Computer Application In Social Science	04
	CC-S-203	Political Sociology	04
Discipline Specific Elective (Choose any One)	DS-S-204(A)	Society and Human Rights	04
	DS-S-204(B)	Sociology of Maharashtra	04
	DS-S-204(C)	Sociology of Marginalized and Weaker Section	04
Generic Elective Course (Choose any one)	GE-S-205(A)	Sociology of Health	04
	GE-S-205(B)	NPTEL/SWAYAM Course/ Any Intra School/ Any Inter School Course	04

CC-S-201: INTRODUCTION TO SOCIAL THEORIES

Learning Objectives:

1. To develop the understanding of major sociological perspectives
2. To develop the analytical abilities of the students

Learning Outcomes:

1. Student will understand history of social theory
2. Student will be learn how to use theory to understanding social field and issues in society.

Course Outline

Module I: History of Social Theory

- (a) Social and Intellectual Forces.
- (b) Two Philosophies of Knowledge: Idealism and Empiricism.
- (c) Founders of Sociology: French, German, British and Italian.

Module II: Hermeneutic Tradition

- (a) Hermeneutics as Critics of Positivism
- (b) Different Roots of Hermeneutic Tradition
- (c) Clifford Geertz: The Interpretation of Culture, Cultural Anthropologist and Thick Description
- (d) Karl Manheim: The Sociology of Knowledge, Sociology and its Methodology

Module III: Interpretative Tradition

- (a) Different Roots of Interpretative Traditions
- (b) Max Weber's Contribution in Interpretative Tradition
- (C) Interpretative Method of Herbert Bulmer

Module IV: Ethno methodological and Phenomenological

- a) Harold Garfinkel's Contribution in Ethno-methodology
- b) Documentary Method of Harold Garfinkel
- c) Edmund Husserl's Contribution in Phenomenology
- d) Alfred Schutz: Life World and Stock of Knowledge

Readings:

1. Abraham M. F, *Modern Sociological Theory*, OUP, New Delhi, 1990.
2. Alexander Jeffrey C. (ed), *Neofunctionalism*, Beverley Hills, CA: Sage, 1985.
3. Alford Robert R. and Friedland, Roger, *Powers of Theory: Capitalism, the State, and Democracy*, Cambridge University Press, 1985.
4. Agger Ben (ed.), *Western Marxism: An Introduction: Classical and Contemporary Sources* Santa Monica, Calif, 1978.
5. Berger Peter and Thomas Luckmann, *The Social Construction of Reality*, Doublesay New York, 1967.
6. Blumer Herbert, "What is Wrong with Social Theory?" in H.Blumer, *Symbolic Interaction*, Englewood Cliffs, N.J, Prentice Hall, 1959.

7. Bryant Christopher G A, *Positivism in Social Theory and Research*, St Martins New York, 1985.
8. Calhoun Craig, Rojek, Chris & Bryan Turner, *The Sage Handbook of Sociology*, Sage Publications, 2005.
9. Garfinkel, Harold, *Studies in Ethnomethodology*, Prentice Hall Englewood Cliffs, 1967.
10. Giddens and Turner (eds), *Social Theory Today*, Polity Press, Cambridge, 1987.
11. Goffman, Erving, *The Presentation of Self in Everyday Life*. Doubleday New York, 1959.
12. Haralambos and Holborn, *Sociology Themes and Perspectives*, Fifth Edition, Collins, 2000.
13. Kuhn Thomas, *The Structure of Scientific Revolutions*, Chicago University of Chicago Press, 1962.
14. Lachman, L.M, *The Legacy of Max Weber*, Glendessary Press Barkeley, 1971.
15. Nadel S.F, *The Theory of Social Structure*, Cohen & West Ltd, London, 1957.
16. Ritzer George, *Modern Sociological Theory*, McGraw Hill Higher Education, 2000
17. Ritzer George and Barry Smart, *Handbook of Social Theory*, Sage Publications, 2001.
18. Ritzer George, *Encyclopedia of Social Theory*, Vol.I & II, Sage Pub, 2005.
19. Schutz Alfred, *The Phenomenology of Social World*, Evanston, HI: Northwestern University Press, 1932/67.
20. Seidman Steven, *Liberalism and The Origins of Eureka Social Theory*, University of California Press, Berkeley, 1983.

Marathi Reading:

1. Aglawe Pradip, 2007, *Samajik Sanshodhan Paddhati*, Sainath Prakashan, Nagpur.
2. Bhandarkar P.L, 1980, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1980.
3. Khairnar Dilip, 2009, *Pragat Samajik Sanshodhan Paddhati ani Sankhyiki*, Diamond Pub., Pune,
4. Karhade, B. M, 2007, *Shastriya Sanshodhan Paddhati*, Pimpalpure Pub., Nagpur.
5. Mayi Sunil, 2008, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune.
6. Suman Beheray, 2000, *Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur.
7. *Samajik Sansodhan Vishesank*, 2007, Samaj Sanshodhan Patrika, Belagav, April-Jun

CC-S-202: COMPUTER APPLICATION IN SOCIAL SCIENCE

Learning Objectives

1. To introduce the methods in quantitative and qualitative research
2. To enhance the ability of the students to apply the research methods to practical issues
3. To enhance their ability of analysis and presentation of data

Learning Outcomes:

1. Student will learn how to use computer for social science research
2. Student will learn skills about analysing data in different software and representation data.

Course Outline

Module I: An Introduction to Computers

- a) Introduction: Computer Literacy and the Social Sciences
- b) Computer Hardware and Peripherals
- c) Computing Environments: (Operating Systems)
- d) Different Programming Languages used in Social Sciences

Module II: Computer Applications in the Social Science

- a) Theorizing about and Representing Social Data (ppt,doc,xls)
- b) Bibliographic Retrieval and Literature Reviews
- c) Simulating, Modelling, and Planning
- d) Analyzing Quantitative Data

Module III: Use of Application in Research

- a) Analyzing Quantitative Data
- b) Analyzing Text, Graphing
- c) Communicating and Collaborating, Learning and Teaching
- d) Expert Systems and Artificial Intelligence Applications in the Social Sciences
- e) Internet Surfing, Internet as Information Resource
- f) Use of Web-Browser, e-mail and Search Engine

Module IV: Report Writing:

- a) Scientific Report, Short Report for Planners, Articles from the study
- b) Graphic Representation and other Techniques
- c) Reference Citation, Footnotes, Bibliography

Readings:

1. V. Rajaraman, *Fundamentals of Computers*, Prentice Hall of India, 2002.
2. R. Hunt, J. Shelley, *Computers and Commonsense*, Prentice Hall of India, 2002.
3. A. Leon, M. Leon, *Fundamentals of Information Technology*, Leon Vikas, 2002.
4. H.M. Deital, *Visual Basic How to Program*, Pearson Education, 2001.

Marathi Readings:

1. Aglawe Pradip, *Samajik Sanshodhan Paddhati*, Sainath Prakashan, Nagpur, 2007.
2. Aglawe Pradip, *Sanshodhan Padhdhati Shastra ani Tantr*, Vidya Prakashan, Nagpur, 2000.
3. Bhandarkar P.L, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1990.
4. Karhade, B. M, *Shastriya Sanshodhan Paddhati*, Pimpalapur Pub., Nagpur, 2007.
5. Mayi Sunil, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune, 2008.
6. Suman Beheray, *Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur.
7. *Samajik Sansodhan Vishesak*, Samaj Sanshodhan Patrika, Belagav, April-June, 2007.

CC-S-203: POLITICAL SOCIOLOGY

Learning Objectives:

1. To study the relationship between society and polity
2. To study the various approaches to study the State
3. To understand the contemporary challenges in India

Learning Outcomes:

1. After this paper students will understand that political process of India
2. Students will understand what the relationship between society and polity
3. Students will understand contemporary challenges in Indian political system

Course Outline:

Module I: Nature and scope of political sociology

- a) Relationship between Society and Polity
- b) Sociological Definitions of Politics, authority and the state

Module II: Theoretical Approaches to the State

- a) Liberal, Pluralist, Power-elite, Postmodernist

Module III: Tradition in Political sociology

- a) Marxist tradition b) Weberian Tradition c) the New Political sociology

Module IV: Society and the state in India and Contemporary Challenges

- a) Religious nationalism b) Hindutva and politics of the upper castes, the caste system and patriarchy c) Language, Ethnicity and Region

Readings:

1. Laclau Ernesto, Politics and Ideology in Marxist Theory, Verso, London, 1977
2. Kothari Rajni, Caste in Indian Politics, Delhi, 1973.
3. Miller David, On Nationality, Clarendon Press, Oxford, 1995.
4. Bhargava Rajeev, Secularism and its Critics, OUP, New Delhi, 1999.
5. Chandhoke Neera (edt) Understanding the Post Colonial World, Sage, New Delhi, 1994.
6. Nash Kate, 2000, Contemporary Political Sociology, Blackwell Publishers, Massachussets.
7. Ernst Gellner, 1983, Nations and Nationalism, Cornell University Press
Gershon Shafir (ed) 1998 The Citizenship Debates, University of Minnesota Press
Charles Tilly, Coercion, Capital and European States, Blackwell (1990)
8. Benedict Anderson, 1991, Imagined Communities, Verso
9. Vora Rajendra and Palshikar Suhas, (Ed) Indian Democracy, Sage New Delhi, 2004
10. Tornquist Olle, "Politics and Development" - A Critical Introduction, Sage publication, London, 1999.
11. Sharma Rajendra, "Power Elite In Indian Society", Rawat Publications, Jaipur and New Delhi, 1999. Kohli Atul, "The State and Poverty in India –The Politics of Reform", Cambridge University Press, Cambridge, 1987.
12. Desai A.R., State and Society – India – Essays in Dissent, popular Pub, Bombay. 2000.

DS-S-204 (A): SOCIETY AND HUMAN RIGHTS

Learning Objectives

1. To introduce the students to the concept of human rights
2. To introduce the students to the theories and issues related to human rights

Learning outcomes

1. After this paper students will understand the concept of human rights
2. Students will understand that how human rights are important for Development
3. Students understand that what is the present situation of human rights in India

Course Outline

Module I: Concepts and Historical Background of Rights

Sessions 15

- a) Types of rights
- b) importance of human rights
- c) rights and duties
- d) needs of human rights

Module II: Western and Indian Perspectives on Rights

Sessions 15

- a) Liberal Perspective: Locke, Rousseau, Thomas Paine, J.S.Mill,
- b) Marxian Perspective: Marx, Gramsci,
- c) Feminist Perspective: Gender Specificity
- d) Dalit Perspective: M.Phule Narayana Guru, Dr. B.R.Ambedkar

Module III: Vialation Of Human Rights

Sessions 15

- a) Human rights and Dalit
- b) Human rights and womens
- c) Human rights and Childs
- d) Human rights and tribes

Module IV: Government and Human Rights

Sessions 15

- a) Role of Government to protect the human rights
- b) Role of 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)

Readings:

1. Amartya Sen, *The Idea Justice*, Penguin Books, New Delhi, 2009.
2. Bhargava G.S, *Human Rights of Dalits: Social Violation*, Gyan New Delhi, 2001.
3. David Beetham, *Politics and Human Rights*, Blackwell OUP, 1995.
4. Desai, A.R, *Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits*, Bombay Popular Prakashan, 1990.
5. Desai, A.R, *Violation of Democratic Rights in India*, Vol. I, Popular Prakashan, Bombay 1986.

6. Devasia V.V, *Women, Social Justice and Human Rights*, APH, New Delhi, 2009.
7. G. Haragopal, ''*Political Economy of Human Rights*'' , Gurpreet Mahajan Ed., Democracy, Difference and Social Justice, Oxford University Press New Delhi, 1998.
8. *Human Development Report*, 1997
9. John Rawls, *Law of the People*, Harvard University Press Cambridge, 2001.
10. Jhon K. Thomas, *Human Rights of Tribals*, Isha Books Delhi, 2005.
11. Kirti S. Parikh, *India Development Report*, 1997.
12. Kevin Boyle (ed.), *New Institutions for Human Rights Protection*, OUP, Clarendon, 2009.
13. Shinde, Prem K, *Dalits and Human Rights*, Isha Books Delhi, 2005.
14. Sri Krishna, S, *Dalit and Human Rights*, New Serial Pub. Delhi, 2007.
15. Thiagaraj, *Human Rights from the Dalit Perspective*, Gyan Publishing, New Delhi, 2007.
16. Oliver Menderlsohn and Upendra Baxi, *The Rights of the Subordinated People*, Oxford University Press, USA, 1997.
17. *World Development Report*, 1997.

DS-S-204(B): SOCIOLOGY OF MAHARASHTRA

Learning Objectives:

1. To enhance sociological knowledge about the local and regional context of Maharashtra
2. To acquaint students with the changing trends in Maharashtra with special reference to globalization, Development processes and caste, gender politics

Learning Outcome:

1. Student will learn and understand about culture of Maharashtra
2. Student will learn the Formation of Maharashtra: Economic, Political and Cultural Issues

Course Outline

Module I: Maharashtra: Mapping Socio-Culture History and development

Module II: Cultural Revolt in Colonial Maharashtra

- a) Impact of Satyashodhak Movement
- b) Non Brahmin Movement
- c) Right Discourse in Kolhapur State
- d) Ambedkarite Movement

Module III: Debate on Social Reform and Women's Questions in 19th Cent. Maharashtra

- a) Age of consent
- b) Widow Remarriage
- c) Education
- d) Nation and Mother

Module IV: Formation of Maharashtra: Economic, Political and Cultural Issues

- a) Samyukta Maharashtra Movement
- b) Girangaon and Working Class Movement
- c) Ethnic Nationalism: Shiv Sena
- d) Development of Bahujan, Dalit and OBC politics in Maharashtra

Reading:

1. Karve, I (1968): 'Maharashtra, Land and Its People', Directorate of Publications, Government of Maharashtra, Bombay.
2. Khekale, N 'Pressure Politics in Maharashtra', Himalaya Publishing House, Bombay, 1999.
3. Lele, J 'Caste, Class and Mobilisation in Maharashtra' in Frankel Pub.
4. Gare Govind, Maharashtraatil Adivasi, Sugava Prakashan, 1990.
5. Human Development Report, Maharashtra, Government of Maharashtra Pub. Mumbai, 2002.
6. Jain Ashok, "Government and Politics of Maharashtra", Sheth Publishers, Bombay, 1995.
7. Lele, J (1990): 'Caste, Class and Mobilisation in Maharashtra' in Frankel Pub.

8. Lele Jayant, *Elite Pluralism and Class Rule- Political Development in Maharashtra*, Popular Prakashan, Bombay, 1982.
9. Lele Jayant, "Caste, Class and Dominance: Politics Mobilization in Maharashtra", "Dominance and State Power in Modern India- Decline of Social Order", Francine Frankel, MSA Rao (Ed.), Oxford University Press, Delhi, 1990.
10. Jogdand P.G. 1991, *Dalit Movement in Maharashtra*, New Delhi: Kanak Publications.
11. Khekale, N (1999): 'Pressure Politics in Maharashtra', Himalaya Publishing House, Bombay
12. Mohanty M., Mukherji Partha and Tornquist Olle, (Ed) *Peoples Rights: Social Movement and the State in the Thirld World*, Sage 1998
13. Omvedt, Gail, *Dalit visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi Orient Longman, 1995.
14. Omvedt, Gail, *Dalit and the Democratic Revolution*, Sage, New Delhi, 1999.
15. Omvedt, Gail, *Cultural Revolt in Colonial India*,
16. Oommen, T.K. 1990. *Protest and change: Studies in social Movements*, Sage Pub., Delhi.
17. Robb, Peter, eds. 1993, *Dalit Movements and meeting of labour in India*, Sage Pub, Delhi.
18. Shah, Ghansham, 1990 *Social Movements in India: A Review of Literature*.Delhi Sage Pub.
19. Singh K.S. 1982 *Tribal movements in India*, (ed.) Vol. I & II Manohar Publications, New Delhi.
20. Karve, I., *Marathi Lokanchi Sanskriti*, Deshmukh Pub, Mumbai
21. Phadke Y. D., *Visavya Shatakatil Maharashtra*, Vol. 1 to-8, Srividya Prakashan, Pune.
22. Sahastrabuddhe P. G., *Maharashtra Sanskruti*.
23. Vora Rajendra, *Agenda for the Study of Political Economy of Maharashtra*, Occasional Paper No.1, Politics and Public Administration, University of Pune, Feb.1994

DS-S-204(C): SOCIOLOGY OF MARGINALIZED AND WEAKER SECTION

Learning Objectives:

- 1.To sensitize the students towards the concept, process and theories of marginalization from sociological perspective.*
- 2.To orient to the learners about the issues and problems of the marginal communities*
- 3.To make them aware about the role of development of these deprived sections of the Indian society.*

Learning Outcomes:

- 1. This course introduces the different methods, perspectives on the marginalized and weaker sections of the Indian society.*
- 2. By studying this course, student would get knowledge and sociological insights about these sections of the society.*
- 3. This course also helps in many ways for offering information which make learners easy to qualify the MPSC/UPSC NET/SET examinations also.*

Course outline:

Module 1: Marginalization Process

- Meaning and process of marginalization
- Scope and importance of studying marginalization
- Dimensions of marginalization: Social, Cultural, Political, Historical
- Methods of Marginalization: Discrimination, Relative Deprivation, Exploitation, Inequality

Module II: Perspectives of Marginalization

- Views of Jotirao Phule,
- Dr. B R Ambedkar,
- Narayan Guru,
- Ram Manohar Lohiya

Module III: Marginalized Groups in India

- Scheduled Castes
- Scheduled Tribes
- Neo-Converted: Buddhists, Christians and Muslims
- Third Gender, Women, Physically and Mentally Challenged

Module IV: Affirmative Action: Role of State and NGO's

- Constitutional Provisions and Implementation
- Government Welfare Measure and programmes of Inclusive Policies Impact on Marginalized groups and weaker sections.
- Role of NGOs for upliftment of the weaker sections in India.

Readings:

1. Ambedkar, B.R. 1946, Who Were the Shudras, Thacker and Co. Ltd., Bombay.
2. Ambedkar, B.R. 1948, The Untouchables: Who are they and Why They Became Untouchables? Kaushalya Prakashan, - 152 pages
3. Ghurye, G.S. 1969, Caste, Race and Occupation in India, New Delhi,
4. Gore, M.S. 1993, The Social Context of an Ideology; The Social and Political Thought of Babasahab Ambedkar, Delhi: Sage Publication.
5. Gupta, Dipankar 1991, Social Stratification, New Delhi, Oxford University, Press.
6. Jogdand, P.G. 2000, New Economic Policy and Dalits, Jaipur, Rawat Publication.
7. Omvedt Gail 1999, Dalits and the Democratic Revolution, Delhi, Sage Publications.
8. Omvedt, Gail. 1975, 'Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars:
9. Oomen, T.K.1990, Protest and Change: Studies in Social Movement, Delhi: Sage Publication.
10. Ranjeet Guha : Subaltern's Studies 2 Vols, Oxford, OUP.
11. Schchidananda 1977, Harijan Elites, Faridabad: Thomson Press.
12. Shah, Ghanshyarn 1990, Social Movement in India: A Review of Literature in India, Delhi: Sage Publication.

GE-S-205(A): SOCIOLOGY OF HEALTH

Learning Objectives:

1. To sensitize students to health related issues and problems
2. To relate medical issues to the social structure of a society
3. To understand the net-work of health administration and their roles at various levels

Learning Outcome:

1. Student will learn the concept of health and its discourse
2. Student will understand Disease, Illness and Sickness and family role in sickness.

Course Outline:

Module I: Basic Concepts

Health, Medicine, Illness, Sickness, Disease, Disorder and Society

Module II: Theoretical Perspectives on Health and Medicine:

- a) Functional Approach
- b) Conflict Approach
- c) Interactionist Approach
- d) Labelling Approach

Module III: Disease, Illness and Sickness

- a) Medical and Social Definition of Sickness and Illness
- b) Natural History of Disease
- c) Human Environment
- d) Social Etiology
- e) Social Epidemiology
- f) Ecology of Disease

Module IV: Family and its Relationship

- a) Health Care in Family
- b) Approach to Health Care in Nuclear and Extended Family
- c) Pattern of Child-Rearing
- d) Significance of Family in Context of Illness
- e) Family Relationship - Emotions and Anxiety
- f) The Sick Role and Patient Role

Readings:

1. Albrecht Gary L. and Fitzpatrick R, *Quality of life in Health Care: Advances in Medical Sociology*, Jai Press Mumbai, 1994.
2. Basu S.C, *Handbook of Preventive and Social Medicine*, 2nd edition, Current Books International, Calcutta, 1991.
3. Charles Leslie (ed), *Asian Medical Systems*, Baijnrdra Prakashan, New Delhi, 1998.
4. Coe. Rodney M, *Sociology of Medicine*, McGraw Hill, New York, 1970.
5. Cockerham, William C, *Medical Sociology*, Prentice Hall New Jersey, 1997.
6. Conrad, Peter et al., *Handbook of medical Sociology*, Prentice Hall New Jersey, 2000.
7. D. Banerji, *Health and Family Planning Services in India: An Epidemiological Socio*

- Cultural and Political Analysis and a Perspective*, Lok Paksh New Delhi, 1985.
8. Imrana Qadeer , *Health Services System: An Expression of Socio Economic Inequalities*, Social Action, Vol.35, 197\85.
 9. Imrana Qadeer, *Health Care Systems in Transition III*, Journal of Public Health Medicine, Vol. 22, No.1, pp.25-32, 2000.
 10. Linda Jones, *The Social Context of Health and Health Work*, Palgrave Press New York, 1994.
 11. Sheila Zurbrigg *Rakku's Story, Structures of Ill Health and the Source of Charge*, Centre for Social Action Bangalore, 1984.
 12. Sarah Nettleton, *The Sociology of Health and Illness*, Polity Press Cambridge, 1995.
 13. Veerananarayana Kethineni , *Political Economy of State Intervention in Health Care*, EPW, October 19, 1991.

Semester Third			
	Paper Code	Course Title	Credit
Core Course	CC-S-301	Gender and Society	04
	CC-S-302	Sociology of Development	04
	CC-S-303	Environment and Society	04
Discipline Specific Elective (Choose any One)	DS-S-304(A)	Social Movements in India	04
	DS-S-304(B)	Sociology of Public Health	04
	DS-S-304(C)	Sociology of Labour	04
Ability/Skill Enhancement Course	SEC-S-305	Application of Research Skills	04
		Total Credit	20

Semester Fourth			
	Paper Code	Course Title	Credit
Core Course	CC-S-401	Contemporary Social Theories	04
	CC-S-402	Urban Sociology	04
	CC-S-403	Dissertation	04
Discipline Specific Elective (Choose any One)	DS-S-404(A)	Sociology of Religion	04
	DS-S-404(B)	Society and Crime	04
	DS-S-404(C)	Sociology of Health, Medicine And Society	04
Ability/Skill Enhancement Course	SEC-S-405	Qualitative Social Research Methods	04
		Total Credit	20

CC-S-301: GENDER AND SOCIETY

Learning Objectives

1. To introduce the basic concepts of gender and gender inequality
2. To analyze the gendered nature of major social institutions

Learning Outcomes:

1. Understand the concept of gender and the social construction of Gender, femininity and masculinity
2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.

Course Outline

Module I: Introduction to Sociology of Gender

- a) Basic concepts on Sex, Gender, Patriarchy, Sexual Division of Labour
- b) Understanding Gender Inequalities- Class, Caste and Gender
- c) Various Bases of Feminism-Liberal, Marxist, Socialist, Radical, Post-Modernist

Module II: Statistical Profile and Analysis of Gender in India

- a) Health: Health Services, Nutrition, Critical Issues in Mental Health, Disability
- b) Violence against Women
- c) Education: Equal Access and Gender Sensitive Curricula
- d) Politics: Understanding Reservation for Women
- e) Law: Constitutional Guarantees
- f) Environment: Issues of Livelihood, Shelter, Water and Sanitation

Module III: Women, Labour and the Economy

- a) Concept of Work and Domestic Work
- b) Women in Agriculture and Industry
- c) Understanding Women in the Informal Sector
- d) New Economic Policy, SEZ and Work
- e) Gender and Development: Alternative Visions

Module IV: Challenges to Gender Inequality

- a) Women's Movement
- b) Rise of NGO Sector: Self-Help Groups, Gender Planning and Strategies
- c) Reports, State Policies, Programmes and Commissions for Women

Readings:

1. Bhasin Kamala, *Understanding Gender*, Kali for Women, New Delhi, 2000.
2. Basu Aparna, *Women's Education in India* in Ray and Basu (edt): *From Independence Towards Freedom*, OUP, 1999.
3. Chodhuri Maitreyee, *Feminism in India*, Women Unlimited, New Delhi, 2004.
4. Chakravarty Uma, *Gendering caste through a feminist Lense*, Stree, Calcutta, 2003.
5. *Courting Disaster*, PUDR Report, 2003.
6. Davis Kathy, Evans Mary, Lorber, J (edt), *Handbook of Gender and Women's Studies*, Sage Publication, UK, 2006.
7. Delamont Sara, *Feminist Sociology*, Sage Publications Ltd, 2003.
8. Feminist Concepts, *Contribution to Women's Studies Series*, Part-I, II, III, RCWS,

Mumbai.

9. Freedman Jane, *Feminism*, Viva Books, New Delhi, 2002.
10. Geetha V, *Patriarchy*, Stree, Calcutta, 2007.
11. Geetha V, *Gender*, Stree, Calcutta, 2002.
12. Ghadially Rehana (edt.), *Urban Women in Contemporary India*, Sage Publications, 2007.
13. IGNOU, *Kits on Women in Indian Contexts*, Delhi
14. Karat Brinda, *Survival and Emancipation*, Three essays Collective, 2005.
15. Khullar Mala (edt.), *Writing the Women's Movement- A Reader*, Zubaan, New Delhi, 2005.
16. Kimmel Michael, *The Gendered Society*, Oxford, NY, 2008.
17. Radha Kumar, *History of Doing*, Kali for Women, New Delhi, 1992.
18. Rege Sharmila, *Sociology of Gender*, Sage Publications, New Delhi, 2003.
19. Uberoi Patricia, *Family, Kinship and Marriage in India*, Oxford, New Delhi, 1994.
20. Wharton A. S, *Sociology of Gender*, Blackwell, 2005.

Marathi Readings:

1. Vidyut Bhagwat & Lalita Joshi, *Maharashtrachya Samajik Itihasachya Dishene*, K.S.P.W.S.C. Pune University, March, 1997.
2. Vidyut Bhagwat & Sharmila Rege, *Bharatatil Samkaleen Kaliche Prashna*, K.S.P.W.S.C. Pune University, 2000.
3. Vilas Ransubhe (edit.), *N.G.O.*, Shramik Pratishthan, Kolhapur, 2011.

CC-S-302: SOCIOLOGY OF DEVELOPMENT

Learning Objectives:

1. To introduce various theoretical perspectives that has shaped the concept of development
2. To familiarise the contemporary socio-economic framework of development in India
3. To understand critics of development and alternative development Thought

Learning Outcomes:

1. After this paper students understand that concept of development
2. Students understand that what the trends of development are in India
3. Students understand that what contemporary challenges are in the process of Development.

Module I: Concept and Trends of Development

- a) Human Development Meaning and Forms of Social Change: evolution, progress, transformation; change in structure and change of structure
- b) Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media
- c) Social Development
- d) Sustainable Development

Module II: Theoretical approaches

- a) Marxist Approach to Development
- b) The Dependency Theory: (P. Baran, A. Gunder Frank and Samir Amin)
- c) Theory of World Capitalist System - Immanuel Wallerstein
- d) The Concept of 'Soft State': Gunnar Myrdal
- e) Third World

Module III: Failure of Modernization Model: Crisis and Response

- a) Food Crisis, Environmental Crisis, Economic and Debt Crisis
- b) Environmentalism
- c) Neoliberalism: Empowerment, NGOs and Development Aid
- d) Gender and Development: Alternative Visions

Module IV: Post-Development

- a) Development as Discourse
- b) Feminist Post- Development Approaches
- c) Another World Is Possible: Different Struggles
- d) technology as a elements of post development

Readings:

1. Browning Halcli, Webster(ed), *Understanding Contemporary Society: Theories of the Present*, Sage Publications, London, 1996.
2. Desai A.R, *Essays on Modernization of Underdeveloped Societies*, Thacker and Co., Bombay, 1971.
3. Datt and Sundaram, *Indian Economy*, S. Chand & Co., New Delhi, 2008.
4. Eade D and Ligteringen E, *Debating Development – NGOs and the Future*, Rawat

- Publications, Jaipur, 2006.
5. EPW Research Foundation, *Social Indicators of Development for India*, Economic and Political Weekly, May 14-1994.
 6. Escobar Arturo, *Encountering Development, the Making and Unmaking of the Third World*, Princeton University Press, Princeton, 1995.
 7. Ghosh J, *Never Done and Poorly Paid: Women's Work in Globalizing India*, Women Unlimited, New Delhi, 2009.
 8. Gandhi, M. K, "*Hind Swaraj*", In Reghavan Iyer, (ed.), *The Moral and Political Writings of Mahatma Gandhi*, Vol. I, Clarendon Press Oxford, 1986, pp. 199-264.
 9. Harrison D. H, *The Sociology of Modernization and Development*, London Routledge, Kegan Paul, 1988.
 10. Joshi and Verma(ed), *Social Environment for Sustainable Development*, Rawat Publications, Jaipur, 1998.
 11. Kothari Uma, *A Radical History of Development Studies, Individuals, Institutions and Ideologies*, David Philip, Zed books, New York.
 12. Kher S. P, *Navpravartan: Sutra Arthik Vikasache*, Nandini Publishing House, Pune, 2008.
 13. Kabeer N, *Reversed Realities*, Verso London, 1995.
 14. Kapadia K. (ed.), *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*, Zubaan, New Delhi, 2002.
 15. Menon, N. (ed.), *Gender and Politics in India*, Oxford University Press, New Delhi, 1999.
 16. *Planning Commission*, Govt. of India, Eleventh Five Year Plan 2002-12, Vol I Inclusive Growth, Oxford University Press, New Delhi, 2008.
 17. P. R Dubhashi, *Peoples Movement against Global Capitalism*, Economic and Political Weekly, February 9, 2002, PP. 537-543.
 18. Preston P.W, *The Theories of Development*, Routledge and Kegan Paul, London, 1982.
 19. Rai S., *Gender and the Political Economy of Development*, Polity Press, UK, 2002.
 20. *Vikasachya Prakriyetil Stree Prashna*, Women's Studies Centre, Pune University, Pune, 1999.
 21. Webster Andrew, *Introduction to the sociology of Development*, McMillan London, 1984.
 22. Wood Charles, Robert Bryan(ed), *Rethinking Development in Latin America*, Penn State Press, 2005.
 23. Wallerstein E, *The Capitalist World Economy*, Cambridge University Press, Cambridge, 1979.
 24. Wolfgang Sachs(ed), *The Development Dictionary*, Orient Longman, 1992.
 25. Wood Charles, Roberts Bryan (ed), *Rethinking Development In Latin America*, Penn State Press, 2005.

CC-S-303: ENVIRONMENT AND SOCIETY

Learning Objectives:

1. To relate the environmental questions to the problems of development in India
2. To evaluate the caste, class, gender and regional dimensions of the environmental questions
3. To understand the environmental issues and their linkages to politics of development

Learning outcome:

1. Student will understand relation between environment and society
2. Student will learn the importance of natural resources and their utilization.

Course Outline

Module I: Approaches to the Study of Environment

- a) Marxian, Gandhian, Ecofeminism
- b) Different types of Environmentalisms: Deep, Social, Radical Ecology

Module II: Natural Resources and their Utilization

- a) Common Land: Land Use Patterns, Ecological Impact of New Farm Technology
- b) Biotechnology, Use of Chemical Fertilizers and their Impact on Land
- c) Water Resources: Rivers, Well, Tank, Canal-Lift Irrigation,
- d) Social Structure and Water Distribution, Problem of Drinking Water
- e) Utilization of Water for Commercial Crops and Industrial Use
- f) Privatization of Ground-Water Resources
- g) Forestry in British and Post-British India: A Historical Analysis
- h) Forest Resources: Use and over-exploitation, Timber Extraction
- i) Mining, Dams and their effects on Forests and Tribal People
- j) Cultural Politics of Natural Resources

Module III: Environment Issues and Social Costs of Development

- a) Industrial Pollution, Quality of Urban life
- b) Rural Industrialization and Ecological balance
- c) Problems of Soil Erosion, Deforestation and Salination.
- d) Mega-Irrigation Projects and their Environmental Impact
- e) Bhopal, Tehri, Baliapal, Babhali, Chilka and other Projects
- f) Development, Displacement and Rehabilitation

Module IV: Environmental Movements and the Politics of Development

- a) Chipko Movement and Silent Valley Movement
- b) Appiko Movement, Narmada Movement and Anti Dow Movement
- c) State Power and Developmentalist Ideology
- d) Politics of Environmental Movements

Readings:

1. Arnold, David and Guha, Ramchandra, (eds.), *Nature, Culture and Imperialism*, Oxford University Press, New Delhi, 1955.
2. Baviskar, Amita , 'For a Cultural Politics of Natural Resources', *Economic and Political Weekly*, 29 November, 2003.

3. Baviskar, Amita , *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, Delhi, 1997.
4. Gadgil, Madhav and Ramachandra Guha, '*Ecological Conflicts and Environmental Movements in India*', *Development and Change*, Vol. 25, No.1.,1999.
5. Gadgil, Madhav and Guha, Ramchandra, *Ecology and Equity: The use and Abuse of Nature in Contemporary India*, Oxford University Press, New Delhi, 1996, pp.9-191.
6. Gadgil Madhav and Guha, Ramchandra , *The Fissured Land : An Ecological History of India*, Oxford University Press, New Delhi, 1992, pp. 69-110.
7. Giddens Anthony, "*Global Problems and Ecological Crises*", in *Introduction to Sociology*, 2nd Edition, W. W. Norton and Company, New York, 1996, pp. 384-389.
8. Guha Ramachandra, '*Forestry in British and Post-British India: A Historical Analysis*', *Economic and Political Weekly*, 29 October and 5-12 November issues (in two parts), pp.1882- 1896 and pp.1940-47, 1983.
9. Merchant Carolyn, *Ecology: Key Concepts in Critical Theory*, Humanities Press, New Jersey.
10. Macionis, John C, "*The Natural Environment and Society*", in *Sociology* 5th (Ed.), New Jersey : Prentice-Hall, 1995, pp. 591-612.
11. Shiva, Vandana, *Staying Alive Women, Ecology and Survival in India*, New Delhi: Kali for Women Press, 1988, pp. 1-37, 218-228.
12. Omvedt, Gail, "*Nature, Ecology and Peasant Movement*", In Teodor Shanin, (ed.), *Peasants and Peasant Societies*, London: Basil Blackwell, 1987, pp. 158-160.
13. Omvedt, Gail, "*The Environmental Movement*" and "*The Search for Alternatives*" in *Reinventing Revolution: India's New Social Movements*, New York, 1993, pp. 127-149, 238-250.

DS-S-304(A): SOCIAL MOVEMENTS IN INDIA

Learning Objectives

1. To understand the various approaches to the study of social movements
2. To introduce the students to the theories of social movements
3. To help students to understand the new social movements in India

Learning Outcomes

- a) After this paper students will understand that concept of social Movement
- b) students understand that what are the theories of social movements
- c) Students will understand what are the new social movements in India

Module I: Nature, Characteristics of Social Movement

Sessions 15

- a) Relationship with State and Civil Society
- b) Elements of Social Movements
- c) Types of Social Movements
- d) Social Movements and intellectual class

Module II: Theories of Social Movements

Sessions 15

- a) Structural - Functional
- b) Marxist
- c) Resource Mobilization Theory
- d) New Social Movements

Module III: Social Movements in India

Sessions 15

- a) Peasant Movements
- b) Labour and Trade Union
- c) Tribal Movements
- d) Anti corruption movement

Module IV: New Social Movements

Sessions 15

- a) Dalit Movements
- b) Women's Movements
- c) Ecological Movements
- d) Reading Movements

Readings:

1. Brass Paul, *The Politics of India Since Independence*, Cambridge University Press, New Delhi, 1990.
2. Buechler Steven M., *Social Movements in Advanced Capitalism, The Political Economy and Cultural Construction of Social Activism*; Oxford University Press, New York, 2000.
3. Desai A. R., (ed), *Peasant Struggles in India*; Oxford University Press, New Delhi, 1979.
4. Dhanagare D. N., *Peasant Movements in India- 1920-1950*; Oxford University Press, New Delhi, 1983.

5. David S. Meyer, Nancy Whittilev, Belinda Robnett, *Social Movements*, Oxford University Press, New York, 2002.
6. Gore M. S., *Non Brahmin Movement of Maharashtra*, Segment Book Distributors, New Delhi, 1989.
7. Guha Ranajeet, *Elementary aspects of Peasant Insurgency in India*; Oxford University Press, New Delhi, 1983.
8. James Petras, Henry Vettmeyer, *Social Movements and State Power*, Pluto Press, London, 2005.
9. Jogdand P.G, *Dalit Movement in Maharashtra*, Kanak Publications, New Delhi, 1991.
10. Oomen T. K, *Social Movements; ICSSR Survey of Literature*, Satvahan Publications, New Delhi, 1985.
11. Oomen T. K, *Protest and Change*, Sage Publications, New Delhi, 1999.
12. Omvedt Gail, *Dalits and the Democratic Revolution: Dr. Ambedkar the Dalit Movement in Colonial India*, Sage Publications, New Delhi, 1994.
13. Rao M. S. A. (ed.) *Social Movements in India*, Vol. 1 and 2, Manohar Publications, New Delhi, 1974.
14. Rao M.S.A, *Social Movements in India*, Vol.I and II, Manohar Publications, Delhi, 1978.
15. Shah Ghanshyam, *Social Movements and the State*, Sage Publications, New Delhi, 2002.
16. Shah Ghanshyam; *Social Movements and the State*, Sage Publications, New Delhi, 2002.
17. Singh Rajendra, *Social Movements, Old and New-A Post Modernist Critique*, Sage Publications, New Delhi, 2000.
18. Sommer John, *Empowering the Oppressed*, Sage Publications, New Delhi, 2001.
19. T.K.Oommen, *Nation, Civil Society and Social Movements*, Sage, Delhi, 2004.

Marathi Readings:

1. Kamble Narayan(edt), *Dalit Chalwalichya Disya:ek Chintan*, Chinmay Prakashan, Aurangabad, 2011.
2. Kumbhar Nagorao (edt), *Samajik Chalvali: Kal Aaj v Udy*, Prabhodhan Prakashan, Latur, 1994.

DS-S-304(B): SOCIOLOGY OF PUBLIC HEALTH

Learning Objectives:

1. To understand traditional systems of medicine in India
2. To make the students aware about emerging issues in health sector with its social context.
3. To become familiar with various health services and their utilization.

Learning Outcomes:

1. Student will understand different concept of health and issues
2. Student will learn about primary health care and prominent issues in it.

Course Outline

Module I: Concept of Health

- a) Socio-Cultural Context and its Impact on Health
- b) WHO Definition of Health
- c) Mental Health
- d) Urban and Rural Health Issues

Module II: Primary Health Care

- a) History of Primary Health Care
- b) Health Care Delivery System – its Structure and Functions
- c) National Health Policy
- d) Community Health Problems in India
- e) Public Health Care Systems in India

Module III: Prominent Issues in Health and Development

- a) Gender and Health
- b) Adolescent Health
- c) Work - Patterns, Life-Styles and Health
- d) National Rural Health Mission
- e) National Urban Health Mission

Module IV: State, Health and Development

- a) Health as a Fundamental Right
- b) Health Policy of Government of India
- c) Financing of Health Care and Health Insurance
- d) Food and Drug Adulteration
- e) Impact of Privatization and Globalization on Health care in India
- f) Health Research in Government and NGO Sector
- g) Interventions and Experiments in Health Development

Readings:

1. Arjun Ram, *Medicinal Plants from Siddha System of Medicine useful for Treating respiratory Diseases*, International Journal of Pharmaceuticals Analysis, ISSN:

- 0975-3079, Volume 1, Issue 2, 2009, pp-20-30,
http://www.bioinfo.in/uploadfiles/13242715901_2_4_Pharma.pdf
2. Bhasin Veena, *People, Health and Disease: The Indian Scenario*, KamlaRaj Enterprises, Delhi, 1994.
 3. Bodaval R, *Evaluation of Health Management Information System in India: Need for Computerized Database in HMIS*, Takemi Fellow in International Health, Harvard School of Public Health, Boston, 2005.
 4. Conrad, Peter et al., *Handbook of Medical Sociology*, Prentice Hall, New Jersey, 2000.
 5. Jamil Ahmad, Hakim Ashhar Qadeer, *Unani: the Science of Graeco-Arabic Medicine*, Lustre Press, 1998.
 6. Hoernle, Rudolf August Friedrich, *Studies in the Medicine of Ancient India: Part I: Osteology*, The Clarendon Press, Oxford, 1907.
 7. Imran Qadeer, *Health Care System in Translating India - Part I-The Indian Experience*, Journal of Public Health Medicine, Vol. 22, No. 22 No. PP 2.5-32, 2000.
 8. Kutumbian, P, *Ancient Indian Medicine*, Andhra Pradesh, [Orient Longman](#) India, 1999.
 9. National Health Policy 2002, Source: <http://mohfw.nic.in/>
 10. Pokama K.L, *Social Beliefs, Cultural Practices in Health and Disease*, Rawat Publications, New Delhi, 1994.
 11. Sachs J D & Bajpai N, *The Decade of Development: Goal Setting and Policy Challenges in India*, CID Working Paper No 62, Centre for International Development at Harvard University, 2001.
 12. Veerananarayan Kelhineni, *Political Economy of State Intervention in Health Care*, EPW Oct. 1991.

DS-S-304(C): SOCIOLOGY OF LABOUR

Learning Objectives:

1. To understand the changing conceptions of work and labour
2. To understand the problems faced by labour in organized and unorganized sector
3. To understand the impact of new economic policies and growth of information age on labour

Learning Outcome:

1. Student will understand concept of work and issues
2. Student will learn about organized unorganized labour in India.

Module I: Work and Labour

- a) Changing conceptions of work and labour
- b) Changing organization of work (Fordist to post-Fordist, beyond bureaucracy?)
- c) Globalization and reorganization of work

Module II: Organized labour in India

- a) Composition of organized labour
- b) Neo-liberal policies and formal sector
- c) Labour movement in India and present challenges to trade unions and labour Movement

Module III: Labour in unorganized sector in India

- a) Composition of unorganized/informal labour (caste, tribe, gender, age, region, Minority groups)
- b) Theoretical perspectives on informal sector: Dualist, Structuralist and Legalist
- c) I- Informalization, II-Casualization, III-Feminization
- d) Organizing the unorganized sector (problems of unionizing, social security, examples like SEWA)

Module IV: Contemporary Issues

- a) Job insecurity, Unemployment, Risk, Corrosion of character
- b) Migration (local, regional, transnational)
- c) Human Trafficking
- d) Labour in knowledge industry

Readings:

1. BhowmikSharit 2012, Industry, Labour and Society, Orient Longman, (For labour movement, informal employment, globalization and reorganizations of work)
2. BhowmikSharit, 2009, Labour Sociology searching for a Direction, Work and Occupations, Vol 36, No.2, May, Sage, pp. 126-144 (<http://wox.sagepub.com>)
3. Breman Jan 2003, The Labouring Poor in India; Patterns of Exploitation and Exclusion Oxford Univ. Press, Delhi
4. Breman, Jan 1996, FootloseLabour, Cambridge, Cambridge University Press.

5. Breman Jan 2004, *The Making and Unmaking of an Industrial Working Class*, Oxford University Press, N.Delhi (For history of formalization of working class in India, Expulsion of labour from formal sector, conditions of new employment, deskilling, casualization, informalizedlabour system, a reserve army)
6. Deshpande R. and Palshikar S. 2008, "Occupational Mobility: How much does caste matter?" *Economic and Political Weekly*, Vol. XLIII No. 34, Aug.23.
7. Giddens Anthony 2006, *Sociology*, Polity Press, UK (Chapters 16 and 18, for definition of work, changing nature of work, Post-Fordism, beyond bureaucracy, job insecurity, unemployment, corrosion of character)
8. JhabwalaRenana and SinhaShalini 2002, 'Liberalization and the woman worker', *Economic and Political Weekly*, 37 (23): 2037-44.
9. Joshi Chitra 2003, *Lost Worlds: Indian Labour and Its Forgotten Histories*, Permanent Black, N.Delhi.
10. Macionis John 2006, *Sociology*, 10th edition, Pearson edition, (chapters 7 and 16)
11. Ritzer George 2010, *Globalization: A basic text*, Wiley-Blackwell, UK. (Chapters on Migration, global inequality, feminization of labour)
12. Sen S. and Dasgupta B. 2008 "Labour under stress, findings from a Survey" *Economic and Political Weekly*, January 19. 65-72.
13. Shramshakti Report
14. Singh (for theoretical perspectives)

SEC-S-305: APPLICATION OF RESEARCH SKILLS

Learning Objectives:

1. To introduce the methods in quantitative and qualitative research
2. To enhance the ability of the students to apply the research methods to practical issues
3. To enhance their ability of analysis and presentation of data

Learning Outcome:

1. Student will learn to write a research proposal and reports
2. Student will understand skills about Collecting Data, Writing Bibliography and Analysing Data

Course Outline:

Module I. Developing Research Skills

- a. Writing research proposal—Steps
- b. Review of Literature -- Guidelines for evaluating Review of Literature
- c. Writing Bibliography

Module II. Sampling – Types- Probability and Non probability

Module III. Skills of Collecting Data

- a. Identifying variables
- b. Preparing questionnaire—Structured and unstructured
- c. Coding, Ratios, Cross Tabulation, Graphic Presentation

Module IV. Skills of Analyzing Data

- a. Use and Application of Absolute and Standard Deviation and Variance in Sociological Research, Tests of Significance
- b. Use and Significance of Computers in Sociological Research
- c. Analysis and Interpretation of Data and Report Writing

Reading:

1. Andrews Richard: Research Questions, Continuum, UK, 2005.
2. Bell J.: Doing Your Research Project, Open University Press, Buckingham, 1999.
3. Bryman Alan: Social Research Methods, Oxford 2001
4. Babbie Earl: The Practice of Social Research, Wordsworth, 2001..
5. Levin, Jack: Elementary Statistics in Social Research, New York, Harper and Row Publishers, 1973, pp. 1-106.
6. Kothari, C.R.: Research Methodology-Methods and Techniques, New Delhi: Wishwa Prakashan, 1985, pp.1-276, 403-438.
7. Bailey, Kenneth D.: Methods in Social Research, New York: MacMillan Publishing Co., 1982, Chapters 1 to 12.
8. Nachmias David & Nachmias Chava: Research Methods in the Social Sciences, New York, St. Martin's Press, 1981.
9. Sanders, Willam, B. & Pinhey Thomas K.: The Conduct of Social Research, New York, CBS College Publishing, 1983.

CC-S-401: CONTEMPORARY SOCIAL THEORIES

Learning Objectives:

1. To Introduce Students to the Contemporary Trends in the Social Theory
2. To Compare and Contradict Various Theories and to Understand their Strengths and Weaknesses

Learning Outcomes:

1. The students will familiarise to theories of sociology and they are become able to examine the social process with theoretically.
2. Student will learn about recent trends in social theory.

Course Outline

Module I: The Crisis of Sociology and the Critique of Positivism

- a) Alvin Gouldner (Coming Crisis of Western Sociology)
- b) Wright Mill (The Sociological Imagination)

Module II: Marxism and Post-Marxism

- a) Frankfurt School (Critical Theory, Cultural Industry)
- b) A. Gramsci (Hegemony, State and Civil Society, Critique of "Economism")
- c) L. Althusser (Theory of Ideology, Ideological State Apparatus)

Module III: Post-Modernism and Post-Structuralism

- a) Michel Foucault (Madness and Civilization, Discipline and Punish, The History of Sexuality, The Archaeology of Knowledge)
- b) Jacques Derrida (Deconstruction, Speech and Phenomena, [Of Grammatology](#), Writing and Difference)

Module IV: Recent Trends in Sociological Theory I

- a) J. Habermas (The Theory of Communicative Action and the Public Sphere)
- b) U. Beck: Risk Society
- c) A. Giddens ([Theory of Structuration](#), Trust)
- d) P. Bourdieu (Habitus and Doxa, Field, Symbolic Capital)

Readings:

1. Adams and Sydie, *Sociological Theory*, Vistar Publication, New Delhi, 2001.
2. Alan How, *Critical Theory*, Palgrave Macmillan, 2003.
3. Anthony Giddens, *The Constitution of Society*, Polity Press, Cambridge, 1984.
4. Bourdieu Pierre, *The Logic of Practice*, Stanford University Press, 1992.
5. Bourdieu, P, *In Other Words – Essays Towards a Reflexive Sociology*, Stanford University Press, Stanford, 1991.
6. Bryn Turner and Others (ed), *The Sage Handbook of Sociology*, Sage Pub., 2005.
7. Cassell Philip (edt), *The Giddens Reader*, Maxmillan, UK, 1987.
8. Charles Lemert, *Sociology after the Crisis*, Westview 1995.
9. Giddens A. and Turner J, *Social Theory Today*, Polity Press, UK, 1987.
10. Jurgen Habermas, *The Theory of Communicative Action*, Vol. 1 and 2 Cambridge: Polity Press, 1987.
11. Luke Goode, Jurgen Habermas, *Democracy and the Public Sphere*, Pluto, 2005.
12. Seidman Steven, *Contested Knowledge- Social Theory in the Post modern Era*, Blackwell Pub, 1994.
13. Smart Barry, *Michel Foucault*, Routledge, London, 2002.
14. Steven Loyal, *The Sociology of Anthony Giddens*, Pluto, 2003.
15. Ritzer George (edt), *Encyclopedia of Social Theory*, Sage, 2005.
16. Ritzer G. and Barry Smart (ed), *Handbook of Social Theory*, Sage Pub., 2001.
17. *The Polity Reader in Social Theory*, Polity Press, UK, 1994.

CC-S-402: URBAN SOCIOLOGY

Learning Objectives:

1. To aware of the students with recent development in urban studies
2. To introduce different theoretical perspectives to analyze the urban phenomena
3. To scrutinize the impact of globalization on the urban processes with special reference to India

Learning Outcomes:

1. Student will learn about importance of study of cities and their issues.
2. Student will understand the urbanization process in India

Course Outline

Module I: Urban sociology

- a) Why Study Cities?
- b) Subject-Matter and Significance of Urban Sociology
- c) New Urban Sociology-Castells, Harvey

Module II: Urbanization in India

- a) Brief Sketch From 1901
- b) Impact of British Colonialism
- c) Growth after Independence
- d) Migration- Regional, Seasonal, Temporary est.
- e) Issues and Problems-Urban Planning Issues and Challenges in India

Module III: Social Implications of Indian Urbanization

- a) Class and Occupational Structure
- b) Impact on Social Stratification (Caste, Class and Gender) and family
- c) Impact on Religion, Growth of Communalism in Urban Centres
- e) Class, Caste, Ethnic and Gendered Segregation of Space

Module IV: Globalization and Cities

- a) Cities in the World System
- b) Postmodernism and the Analysis of City
- c) Works of Harvey, Jameson, Bourdieu

Readings:

1. Castells Manuel, *The City and the Grassroots*, Edward Arnold, London, 1983.
2. Castells Manuel, *The Urban Question: A Marxist Approach*, Edward Arnold, London, 1977.
3. Chandoke Neera, "Cities and the Restructuring of Capitalism" in EPW, Vol. XXIII, 1988, No. 34, pp. 1755- 1761.
4. Das Veena (ed), *Oxford India Companion to Sociology and Social Anthropology*, Oxford University Press, New Delhi, 2003.
5. David Harvey, *The Urban Experience*, Basil Blackwell, 1989.
6. Janaki Nair, *The Promise of the Metropolis. Bangalore's Twentieth Century*, Delhi, 2005.

7. K. Sivaramkrishnan, A Kundu and B.N.Singh, *Handbook of Urbanisation in India*, Delhi, 2005.
8. Kosambi Meera, *Urbanisation and Urban Development in India*, ICSSR, New Delhi, 1994.
9. Manuel Castells, *The Urban Question*, Haspero, 1972.
10. Pickvance C.G (ed.), *Urban Sociology: Critical Essays*, Methuen, 1976.
11. R. Ramchandran, *Urbanisation and Urban System in India*, Delhi, 1989.
12. Rao, M.S.A., C. Bhat and D. N. Kadekar (edts.), *A Reader in Urban Sociology*, Orient Longman, New Delhi, 1991, pp. 1-142, 211-264, 305-366.
13. Rao M. S. A. (ed.), *Urban Sociology in India*, Orient Longman, Hyderabad, 1974.
14. Sujata Patel and Kushal Deb (ed), *Urban Studies*, OUP, New Delhi, 2006.
15. V. Dupont, E. Tarlow and D. Vidal, *Urban Space and Human Destinies*, Manohar Publication, New Delhi, 2000.

CC-S-403: DISSERTATION WORK/RESEARCH PROJECT

The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem defines the problem, does review of literature, formulates objectives, prepare a proposal, formulates the research problem; constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester, the students should collect the data. In the fourth semester the students complete the data processing and complete the writing part of research study and submit the final copy for evaluation. At the end of the semester IV, Viva- Voce is conducted by two examiners, one being an external examiner and the other would be the Research Supervisor.

DS-S-404 (A): SOCIOLOGY OF RELIGION

Learning Objectives:

1. To introduce various theoretical perspectives on Religion
2. To acquaint students to alternative approaches on Religion
3. To introduce the students about Indian discourse on Religion.

Learning Outcomes:

1. Student will learn about importance of study of religion in India.
2. Student will understand the Approaches in India

course outline

Module I: Definitions and its relationship with philosophy, morality, Dharma Science and Law.

Module II: Approaches to the study of Religion

- a) Classical approach: Durkheim Marx, Weber, Mauss
- b) Contemporary approach: Phenomenological, Neo Marxist, Freudian, New Functional, Anthropological
- c) The insiders view: theologians and religious believers

Module III: Religion in India:

- a. Mahatma Phule,
- b. Mahatma Gandhi,
- c. Dr. B. R. Ambedkar and Swami Vivekanand

Module IV: Religions of the World and Movements:

- a. organised and non-organised
- b. Religious, economic, social, Cultural movements

Readings:

1. Vasudha Dalmia and H.von Steitencron, Representing Hinduism: The Construction of Religious Tradition and National Identity, Sage, New Delhi, 1995
2. Peter van der Veer, Gods on Earth: The management of Religious Experience and Identity in a North Indian Pilgrimage Centre, Oxford, Delhi, 1989.
3. Mark Jurgensmeyer, Religion Nationalism confronts a Secular State, OUP, Delhi, 1993.
4. A. Nandy, Trivedy, Mayaram and Yagnik, Creating a Nationality: The Ramjanmabhoomi Movement and the Fear of the Self, OUP, Delhi, 1987
5. N. K. Bose, The Structure of Hindu Society,
6. T. N. Madan, Religion in India, OUP, New Delhi, 1991.

DS-S-404 (B): SOCIETY AND CRIME

Learning Objectives:

1. To introduce various theoretical perspectives on crime
2. To acquaint students to alternative schemes, policies related with crime
3. To sensitize students about causes, social dimensions consequences of crime

Learning Outcomes:

1. Student will understand the situation and states of crime in India.
2. Student will learn how to deal with this new emerging crime in a society.

Course Outline:

Module I: The Concept of Crime

- a) Early Concept of Crime
- b) Eighteenth and Nineteenth Century
- c) Twentieth Century

Module II: Schools and Theories of Criminology

- a) Pre Sociological Theories- The Classical School and Free Will Theory
- b) Positive School – Organic Deficiency, Geographic
- c) Sociological Theories- Marxian Perspective, Social Structure and Anomie (Merton)
Delinquent Subculture (Cohen), Differential Association (Sutherlands)
- d) Psychological School

Module III: Changing Profile of Crime and Criminology

- a) Organized Crime
- b) Crime against Women and Children
- c) White Collar Crime, Politics and Crime
- d) Corporate Crime, Human Trafficking and Cyber Crimes
- e) Terrorism
- f. Crimes against Caste and Tribes

Module IV: Reaction to Crime and Theories

- a) Punishment and Theories of Punishment
- b) Retribution and Deterrent
- c) Prevention and Reformation

Readings:

1. Ahmed Siddique, *Criminology - Problems and Perspectives*, Eastern Book Co.
2. Ahuja Ram, *Social Problems in India*, Rawat Publication, Delhi and Jaipur, 2005.
3. Ahuja Ram, *Criminology*, Rawat Pub., Jaipur, 2009.
4. Bhosale Smriti, *Female Crime in India*, Kalpaz Pub., New Delhi, 2009.
5. Bedi Kiran, *It is Always Possible*, Sterling Publication Pvt. Ltd., New Delhi, 1998.
6. Chander D, *Open Air Prisons: A Sociological Study*, Vohra Publishers, Allahabad, 1984.
7. Crime in India - Ministry of Home Affairs, Govt. of India, 1998.
8. Goel, Rakesh M. and Manohar S. Powat, *Computer Crime Concept, Control and*

- Prevention*. Sysman Computers Pvt.Ltd., Bombay, 1994.
9. Gill, S. S, *The Pathology of Corruption*, Harper Collins Publishers, New Delhi, 1998.
 10. Lilly J. Roberts, and others, *Criminology Theory-Context and Consequences*, Sage Publications, New Delhi, 1995.
 11. Ministry of Home Affairs, *Crime in India*, Government of India, New Delhi, 1998.
 12. Merton, R. K, *Social Theory and Social Structure*, New Delhi, Emerind Publishing Co., 1972.
 13. Makkar,S.P. Singh and Paul C Friday, *Global Perspectives in Criminology*, ABC Publications, Jalandhar, 1993.
 14. Paranjpe N. V, *Criminology and Penology*, Central Law Publication, Allahabad.
 15. Parsonage Willam H, *Perspective on Criminology*, Sage Publications, London, 1979.
 17. Ryan Patrick J and George Rush, *Understanding Organized Crime in Global Perspective*,Sage Publications, London, 1997.
 20. Shankar Dass Rani Dhawan, *Punishment and the Prison - India and International Perspective*, Sage Publications, New Delhi, 2000.
 21. Sutherland Edwin and Crassey, *Principles of Criminology*, The Times of India Press, Bombay, 1968.
 22. Walklete Sandra, *Understanding Crimnology*, Philadelphia Open University Press, 1998.
 23. Williams Frank P. and Marilym D. Meshare, *Criminology Theory*, Prentice Hall, New Jersy, 1998.
 24. Williamson Herald E, *The Correction Profession*, Sage Publications, New Delhi, 1990.

Marathi Readings:

1. Ahuja, Ram, *Aparadhshastra* (Hindi), Rawat Publication, Jaipur, 2002.
2. Atre P. N, *Gunhegar Jamati*, Varad Prakashan, Pune, 1990.
3. Kaldate Sudha, *Gunhegariche Samajshastra*, Shrividya Prakashan, Pune, 2003.
4. Khadase B.K, *Aparadhshastra*, Magesh Prakasha, Nagpur (N.A).
5. Kulkarni Shilpa, *Gunha Ani Samaj*, Dimond Pub., Pune, 2007.
6. Vhatkar Jaywant, *Maharashtratil Gunhegari- Shodh ani Bodh*, Dilipraj Prakashan, Pune, 2005.

DS-S-404 (C): SOCIOLOGY OF HEALTH, MEDICINE AND SOCIETY

Learning Objectives:

1. To sensitize students to health related issues and problems
2. To relate medical issues to the social structure of a society
3. To understand the net-work of health administration and their roles at various levels

Learning Outcomes:

1. Student will understand the health related concepts and perspectives in India.
2. Student will learn how to deal with this new emerging disease in a society.
3. Student will learn how to handle health issues in family and outside.

Course Outline:

1. Basic Concepts:

Health, Medicine, Illness, Sickness, Disease, Disorder and Society

2. Theoretical Perspectives on Health and Medicine:

- a) Functional Approach
- b) Conflict Approach
- c) Interactionist Approach
- d) Labelling Approach

3. Disease, Illness and Sickness:

- a) Medical and Social Definition of Sickness and Illness
- b) Natural History of Disease
- c) Human Environment
- d) Social Etiology
- e) Social Epidemiology
- f) Ecology of Disease

4. Family and its Relationship:

- a) Health Care in Family
- b) Approach to Health Care in Nuclear and Extended Family
- c) Pattern of Child-Rearing
- d) Significance of Family in Context of Illness
- e) Family Relationship - Emotions and Anxiety
- f) The Sick Role and Patient Role

Readings:

1. Albrecht Gary L. and Fitzpatrick R, *Quality of life in Health Care: Advances in Medical Sociology*, Jai Press Mumbai, 1994.
2. Basu S.C, *Handbook of Preventive and Social Medicine*, 2nd edition, Current Books International, Calcutta, 1991.
3. Charles Leslie (ed), *Asian Medical Systems*, Baijnrdra Prakashan, New Delhi, 1998.

4. Coe. Rodney M, *Sociology of Medicine*, McGraw Hill, New York, 1970.
5. Cockerham, William C, *Medical Sociology*, Prentice Hall New Jersey, 1997.
6. Conrad, Peter et al., *Handbook of medical Sociology*, Prentice Hall New Jersey, 2000.
7. D. Banerji, *Health and Family Planning Services in India: An Epidemiological Socio Cultural and Political Analysis and a Perspective*, Lok Paksh New Delhi, 1985.
8. Imrana Qadeer , *Health Services System: An Expression of Socio Economic Inequalities*, Social Action, Vol.35, 197\85.
9. Imrana Qadeer, *Health Care Systems in Transition III*, Journal of Public Health Medicine, Vol. 22, No.1, pp.25-32, 2000.
10. Linda Jones, *The Social Context of Health and Health Work*, Palgrave Press New York, 1994.
11. Sheila Zurbrigg *Rakku's Story, Structures of Ill Health and the Source of Charge*, Centre for Social Action Bangalore, 1984.
12. Sarah Nettleton, *The Sociology of Health and Illness*, Polity Press Cambridge, 1995.
13. Veerananarayana Kethineni , *Political Economy of State Intervention in Health Care*, EPW, October 19, 1991.

SEC-S-405: QUALITATIVE SOCIAL RESEARCH METHODS

Learning Objectives:

1. To provide students with an orientation to *Qualitative Social Research*
2. To acquaint students with the important concepts, techniques and processes in qualitative research
3. To guide students to work on meaningful, minor research projects

Learning Outcomes:

1. Student will learn about qualitative research concept.
2. Student will understand method of qualitative research and skills

Module I: Qualitative Research: An introduction.

- a. Meaning, significance and critical concerns of Qualitative Research
- b. Theoretical foundation and paradigms: Interpretivism and critical theory
- c. Designing a qualitative study,

Module II: Qualitative approaches to enquiry

- a. Ethnography
- b. Case study
- c. Feminist
- d. Content Analysis

Module III: Methods and Techniques of data collection

- a. Interview: Unstructured, Semi structured, In-depth
- b. Focus Group discussion
- c. Participant observation
- d. Oral History

Module IV: Major Data Sources on Indian Society:

- a) Archives
- b) Census
- c) National Sample Survey Organisation (NSSO)
- d) National Family Health Survey (NFHS) and other large data sets
- e) Gazetteers, District handbooks, People of India Project
- f) Film and Visual artifacts

Reading:

1. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
2. Cresswell, J .W, 2007, Qualitative Inquiry and Research Design- Choosing among five approaches, Sage Publication: New Delhi
3. Cresswell , J .W,2002, Research Design -Qualitative Quantitative and mixed methods approaches, Sage Publication: New Delhi '
4. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
5. Somekh Bridget & Lewin Cathy (ed) 'Research Methods in Social Science'
6. Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.

