

॥ 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 विद्यापीठीय संकुलातील
मानवविज्ञान विद्याशाखेतील पदव्युत्तर
स्तरावरील द्वितीय वर्षाचे CBCS Pattern
नुसारचे अभ्यासक्रम शैक्षणिक वर्ष
२०२०-२१ पासून लागू करण्याबाबत.

परिपत्रक

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 विद्यापीठीय संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील द्वितीय वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०-२१ पासून लागू करण्यात येत आहेत.

- १) एम.ए.—द्वितीय वर्ष—मराठी
- २) एम.ए.—द्वितीय वर्ष—इंग्रजी
- ३) एम.ए.—द्वितीय वर्ष—समाजशास्त्र

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

‘ज्ञानतीर्थ’ परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.: शैक्षणिक-१ / परिपत्रक / पदव्युत्तर(संकुल)-सीबीसीएस
अभ्यासक्रम / २०२०-२१ / ५०७
दिनांक : ०७.०८.२०२०.



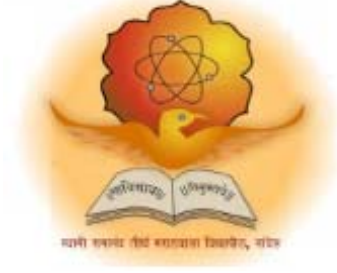
स्वाक्षरित / -
उपकुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

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, सर्व संबंधित संकुले, प्रस्तुत विद्यापीठ.
- ४) साहाय्यक कुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) उपकुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

Swami Ramanand Teerth Marathwada University Nanded

(NAAC Re-accredited with 'A' Grade)



Revised Syllabus

For

M.A. Sociology (Semesters III and IV)

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

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

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.

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.

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.

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)	30 (15+15)
2	Home Assignment/ Group Magazine/Book Publication	One (Per paper)	20
		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-III

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 -IV

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

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

Module II: Theoretical approaches

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

Module III: Failure of Modernization Model: Crisis and Response

- Food Crisis, Environmental Crisis, Economic and Debt Crisis
- Environmentalism
- Neoliberalism: Empowerment, NGOs and Development Aid
- Gender and Development: Alternative Visions

Module IV: Post-Development

- Development as Discourse
- Feminist Post- Development Approaches
- Another World Is Possible: Different Struggles
- 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

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

Module II: Natural Resources and their Utilization

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

Module III: Environment Issues and Social Costs of Development

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

Module IV: Environmental Movements and the Politics of Development

- Chipko Movement and Silent Valley Movement
- Appiko Movement, Narmada Movement and Anti Dow Movement
- State Power and Developmentalist Ideology
- 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 Translines III 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 (eds.), *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 Vivekananda

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 Jersey, 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. Veeranarayana 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.

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