

S.R.T.M. UNIVERSITY, NANDED.



M.A. (Sociology)
New Syllabus for Semester- Ist Sem to IVth
Sem
Academic Year-2015-2016
(University Campus)
Under CBCS Pattern

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

School of Social Sciences of this University offered Choice Based credit System in the PG Courses from June 2015. Post Graduate Course of Sociology is full time two years course, divided into four semesters. Each Semester is with 20 credits. Each Semester has five courses/ papers. Out of these five, three papers are core/ compulsory courses, out of three electives, students have to select one course/ paper. The nature of the elective paper is inter- and intra- disciplinary of the concerned subject.

Eligibility and Fees

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

Scheme of Examination:

There will be University Examination of fifty (50) Marks for 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	Two (Per paper 15 marks)	30
2	Assignment	One (Per paper)	20
		Total Marks	50

All the Rules of Passing, Grace Marks, A.T.K.T and of CGPA System of the University are applicable to this Course.

Objectives of the Course:

The Post Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners. Choice Based Credit System is very inclusive and has offered choice to the students to select electives. The nature of this course is choice based as well as theoretically and practically relevant which offered job opportunities in the teaching, research and NGOs sectors to the learners. In terms of content of the course, it focuses on classical and advanced concepts and theories, research methods and perspectives, social issues of development, issues of castism, environment, minorities, women, backward classes in India, etc are covered. 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, logical methods and theoretical perspectives over the

contemporary issues. Student has also choice to select any topics for the field work report writing.

Learning Outcomes of the Course

After completion of this course, student would get job opportunities in the fields of teachings, research, NGOs and Governmental sectors. This course also helps students to qualify the NET/JRF/SET and Competitive Exams MPSC/UPSC/Social Welfare Departments etc.

Course Pattern of the Four Semesters

The Course Pattern has three important segments, core papers/elective papers/ practical based papers. Each Semester offered three core/compulsory courses, three elective courses and one paper is based on the both component theory and practice.

Core/ Compulsory Courses

Student has choice to take three courses as core/compulsory.

Elective Courses

Student has choice to select elective courses as per their choice. .

Semester-I

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
I	4	Classical Sociological Tradition	60	50	50	100
II	4	Approaches to the Study of Indian Society	60	50	50	100
III	4	Rural Society in India	60	50	50	100
		Elective Courses				
IV	4	Sociology: An Introduction	60	50	50	100
V	4	Village Studies: Methods and Perspectives	30	---	50	50
	20			250	250	500

Semester-II

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
VI	4	Introduction to Social	60	50	50	100

		Theories				
VII	4	Sociology of Backward Classes in India	60	50	50	100
VIII	4	Methods and Methodology of Sociology	60	50	50	100
		Elective Courses				
IX	4	Social Movements	60	50	50	100
X	4	Minority Studies: Methods and Perspectives	60	50	50	100
	20			250	250	500

Semester-III

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
XI	4	Contemporary Social Theories	60	50	50	100
XII	4	Sociology of Gender	60	50	50	100
XIII	4	Sociology of Development	60	50	50	100
		Elective Courses				
XIV	4	Sociology of Tribe	60	50	50	100
X	4	Women Studies: Methods and Perspectives	60	50	50	100
	20			250	250	500

Semester-IV

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
XVI	4	Sociology of Environment	60	50	50	100
XVII	4	Sociology of Globalization	60	50	50	100
XVIII	4	Society and Human Right	60	50	50	100

XIX	4	Research Methodology and Computer Application	60	50	50	100
XX	4	Project Report work	60	50	50	100
	20			250	250	500

Semester-I

I: Classical Sociological Traditions

Objectives of the Course:

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.

Outline of the Course Content

Unit -I: August Comte - Hierarchy of Sciences, Law of Three Stages and Positivism.

Unit- II: Hebert Spencer- Evolution and Organism Theory of Society.

Unit-III: George Semmel: Contribution in the concept of Social Interaction and Formal Sociology

Unit -IV: Karl Marx – Materialist Conception of History and Society, Social Relations and Economic Structure, Marx’s Concept of Alienation. Capitalism,

Unit-V: Emile Durkheim- Rules of Sociological Method: Social Fact, Division of Labor; Suicide Theory

Unit-VI: Max Weber – Social Action, Verstehen, Ideal Types, Weber’s Protestant Ethic and Capitalism

Unit-VII: Vilfred Pareto – Contribution to the Methodology, his Logico-experimental method, classification of logical and non-logical action, theory of social change- Elite and Masses.

Unit-VIII: Limitation of the classical Sociology, criticisms on the Positivism and Functionalism

Learning Outcomes: Students would understand foundation of sociological theories and contribution of classical sociologists.

References:-

1. Giddens Anthony, *Sociology*, Polity Press, Cambridge, 1989
2. Kalberg Stephen, *The Protestant Ethic and Spirit of Capitalism*, III rd edition, Roxbury Publication co., 2002.
3. Kamernka Eugene, *The Portable Marx*, Penguin, 1983.
4. Kalberg Stephen, *Connecting Issues in Comparative Historical Studies Today*, University of Chicago Press, 1994.
5. Lukes Steven, *Durkheim: Life and Works: A Critical Study*, 1973.
6. Morrison Ken, *Marx, Durkheim, Weber – formation of Modern Social Thought*, Sage Publication, New Delhi, 1995.
7. Ritzer George, *Sociological Theory*, McGraw Hill, New York, 2000.
8. Ritzer. *The McDonaldization of Society*, Pine Forge Press, 1993.
9. Tucker K.N, *Classical Social Theory*, Blackwell Publication, Oxford, 2002.
10. Wilhelm Outhwaite and Mulkay M, *Social Theory & Social Criticism*, Blackwell, New York, 1987.

II: Approaches to the Study of Indian Society

Objectives of the Course:

- 1) To know the development of sociology and social anthropology of India
- 2) To understand the structure of Indian Society
- 3) To understand the emerging different perspectives on the Indian society.

Outline of the Course Content

Unit – I: Development of Sociology and Social Anthropology of India:

Development of Sociology in India

Development of Social Anthropology in India

Unit – II: Structure of Indian Society

Institutions, cultural pattern, linguistic diversity, linkages and binding regions, Groups and communities, the village as nucleus of Indian society. Social hierarchy (Caste, Class, Religion and Gender)

Unit—III: Indological Perspective

Contribution of G.S. Ghurye and Louis Dumont in understanding Indian society through Indological Perspective on Caste, Ideology Purity and Impurity.

Unit ---IV: Structural- Functional Perspective

M.N Srinivas Contribution in Structural-Functional Perspective, Caste and Social Mobility
S.C.Dube's Views Indian village, Community Development.

Unit –V: Marxian Perspective

A.R Desai's Views on Indian State and Development
D.P Mukherji's Marxian Perspective on Tradition and Modernity

Unit-VI: Subaltern Perspective

Contribution of Ranjit Guha and David Hardiman in Subaltern Perspective
Understanding the history of Bellows,

Unit- VII: Non- Brahmanical Perspective

M.Phule's Perspectives on Education and Farmers
Dr B.R. Ambedkar's Perspectives on Dalits and Women

Unit--VIII: Challenges of Indian sociology

Globalization of Knowledge, globalized world,
The challenge of Eurocentric Perspectives.

Learning outcomes

This course would provide methods and perspective to analyze the Indian society and course also helps students to qualify the JRF/NET.SET exams.

References:-

1. D.N. Dhanagare, *Themes and Perspectives in Indian Sociology*, Rawat Publications, 1999.
2. Das Veena, *Critical Events, An Anthropological Perspective on Contemporary India*, Oxford University Press, New Delhi, 1995.
3. David Ludden, *Critique of Subaltern Studies*, Oxford University Press, New Delhi, 2000.

4. Dube, S. C, *Indian Society*, National Book Trust, New Delhi, 1990.
5. Gail Omvedt, *Dalits and Democratic Revolution*, Sage Publications, New Delhi, 1994.
6. Guha R, *A Subaltern Studies Reader*, Oxford University Press, New Delhi, 1998.
7. M.N.Srinivas *Collected Essays*, OUP, New Delhi, 2002.
8. S.M.Dahiwale (ed), *Indian Society: Non-Brahmanic Perspectives*, Rawat Publications, 2004.
9. Satish Deshpande, *Contemporary India: Sociological Perspectives*, Viking, 2003.
10. Sujata Patel and Alice Thorner (eds), *Bombay Metaphor for Modern India*, Oxford University Press, Delhi, 2000.
11. Sunil Khilnani, *The Idea of India*, Penguin, New Delhi, 1999
12. Veena Das, *The Oxford Companion to Sociology and Social Anthropology*, Vol. I and II, OUP, New Delhi, 2003.
13. Vivek P. S, *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai, 2002.
14. T.S.Pawale & S.D.Patil, *Basic Sociological Concepts*, Creative Publication, Nanded, 2014.

III: Rural Society in India

Objectives of the Course:

- 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.

Outline of the Course Content

Unit-I: Rural Society in India

Profile of Rural Society in India, Basic Characteristics of the Rural Society

Changing Nature of Rural Society in India

Unit-II: Agricultural Development

Agricultural growth, Green revolution

Use of technology and Modernization in Agriculture

Unit-III: Marginalization and Migration

Agricultural development and Marginalization of Small, Marginal farmers and
Agricultural labourers

Rural Migration

Unit-IV: Feminization of Agriculture

Role of Women in Agriculture

Changing nature of agriculture and women

Unit-V: Theoretical Perspectives on Indian Agriculture

Debates of mode of production and agrarian relation

Stratification perspective on agriculture

Feminist perspective on agriculture

Unit –VI: Coming Crisis in Indian Agriculture

Farmers Suicide in India

Irrigation facilities and regional disparity

Commercialization of agriculture, cash cropping

Unit-VII: Environmental crisis in Indian Agriculture

Land degradation, depletion, climate change, water crisis droughts and famines

Sustainable agriculture.

Unit-VIII: Globalization and Indian Agriculture

Impacts of neo-liberal policies on agriculture, subsidies for the farmers, markets,
contract farming, green houses, privatization in agriculture and mono cropping.

Learning Outcomes

This course would help to reflect upon the structure, nature of the rural society which helps student to carry out field work practices under the village studies of the same semester.

References:-

A.R. Desai (Ed). Introduction of Rural Sociology in India

D.N. Majumdar (Ed). Rural Profiles

S.C. Dube. Indian Village, 1955.

Ishwaran. Tradition and Economy in Village India

Beidelman. A Comparative Analysis of the Jajmani System

Makim Marriot (Ed). Village India

A.C. Mayer. Land and Society in Malabar

R.K. Mukherjee. Dynamics of Rural Society

M.N.Srinivas. India's Villages

Andre Beteille. Studies in Agrarian Social Structure
Gopal Laljain. Rural Development
Daniel and Alice Thorner. Land and Labour in India
C.B. Mammoria. Indian Social Problems
Ghurye. Caste and Race in India
K.M. Kapadia. Marriage and Family in India
B. Mukherjee. Community Development in India
M.N. Srinivas. Caste in India and Other Essays
M.N. Srinivas. Social Change in Modern India
David G. Mandelbaum. Society in India
Ram Ahuja. Social Problems in India, Rawat Publication, Jaipur
Ram Ahuja. Indian Social System, Rawat Publication, Jaipur
S.L. Doshi. Rural Sociology, Rawat Publication, Jaipur

Elective Courses

IV: Sociology: An Introduction

Objectives of the Course

- 1) To introduce sociology as science
- 2) To orient basic concepts and sociological theories
- 3) To orient the significance of the sociology

Outlines of the Course Content

Unit-I: Introduction to Sociology

-Meaning and Nature of Sociology

Scope and significance of Sociology

Unit-II: Relationship to Other Disciplines:

Relationship with other social sciences such as History, Economics, Politics,

Psychology, Anthropology and Social Work.

Unit-III: Subject Matter

Human Behavior, Social Interaction, Social Phenomena, Social facts,
Social Institutions, Social Groups, Social Structure and Social Process

Unit-IV Social Structure

Meaning and elements of Social Structure

Social Institutions, Social Groups, Social Values and Cultural Norms

Unit-V: Social Stratification in India:

Meaning and Nature of Social Stratification, caste and class divisions,

Demerits of Caste System.

Unit-VI: Social Control

Meaning of Social Control

Need of Social Control

Means of Social Control

Unit-VII: Social Change:

Meaning and Nature of Social Change,

Factors of Social Change

Theories of Social Change

Learning outcomes

This course would help to understand sociology as science and its nature, scope and significance and relevance in the contemporary era.

References

B.K, Nagala, 2013, Indian Sociological Thought, Rawat Publication, Jaipur.

D.N. Dhanagare, *Themes and Perspectives in Indian Sociology*, Rawat Publications, 1999.

Guha R, *A Subaltern Studies Reader*, Oxford University Press, New Delhi, 1998.

Jodhaka, Surrenderar (ed) 2012, Village Society, Black Orient, Publication

Bushan and Suchdev, *An Introduction to Sociology*,

Harikrshna, Rawat, *Sociology: Basic Concepts*, Rawat Publication, Jaipur.

M.N. Srinivas. *Caste in India and Other Essays*

M.N. Srinivas. *Social Change in Modern India*

David G. Mandelbaum. *Society in India*

Ram Ahuja. *Social Problems in India*, Rawat Publication, Jaipur

Ram Ahuja. *Indian Social System*, Rawat Publication, Jaipur

S.L. Doshi. *Rural Sociology*, Rawat Publication, Jaipur

M.N.Srinivas *Collected Essays*, OUP, New Delhi, 2002.

Vivek P. S, *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai, 2002.

Ishwar Modi (ed) *Pioneers of Sociology in India*, Sage Publication, 2014.

K.L.Sharma (ed), *Sociological Problems in Rural Society*, Sage publication, 2014.

Elective Course

V: Village Studies: Methods and Perspectives

Objectives of the Course:

- 1) To introduce the significance of Village studies.
- 2) To orient students to the fundamental methods of village Studies
- 3) To introduce the important perspective to analyze the village Issues.

Outline of the Course Content

Unit-I: Indian Village

Meaning and Nature of Indian Village

Types of villages in India

Rural – urban Differences

Rural-urban Continuum.

Unit-II: Approaches of Indian Village

Colonial Approach of Village

Indological Approach of Village

Structural-Functional Approach of Village

Unit-III: Contemporary Issues in Indian Villages

Caste and untouchability

Dalit Atrocities in the villages

Farmer Suicides and Agrarian Crisis

Social Change and Continuity of the Village tradition

Unit-IV: Changing Nature of Indian Village

The Role of Community Development Programs and its impacts on village structure

The Role of NGOs in village development

Unit-V: Methods of Village Studies

Field Work Method

Participatory Rural Appraisal

Unit-VI: Perspectives on Indian Village

Gandhian Perspective

Ambedkar's Perspective

Unit –VII: Significance of the Village Studies in India

Theoretically and practically significance of village studies

Learning Outcomes

Student would understand the contemporary issues and problems of Indian villages.

This course also helps them to identify the appropriate methods and perspectives to analyze the village issues and problems.

References

B.K, Nagala, 2013, Indian Sociological Thought, Rawat Publication, Jaipur.

D.N. Dhanagare, *Themes and Perspectives in Indian Sociology*, Rawat Publications, 1999.

Guha R, *A Subaltern Studies Reader*, Oxford University Press, New Delhi, 1998.

Jodhaka, Surrendar (ed) 2012, Village Society, Black Orient, Publication

M.N.Srinivas *Collected Essays*, OUP, New Delhi, 2002.

Vivek P. S, *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai, 2002.

Ishwar Modi (ed) *Pioneers of Sociology in India*, Sage Publication, 2014.

K.L.Sharma (ed), *Sociological Problems in Rural Society*, Sage publication, 2014.

Learning outcomes

This course develop research writing skills, understanding of the research problems, selection of the research topics and offered job opportunities in the NGOs and research institutes.

Semester-II

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
VI	4	Introduction to Social Theories	60	50	50	100
VII	4	Sociology of Backward Classes in India	60	50	50	100
VIII	4	Methods and Methodology of Sociology	60	50	50	100
		Elective Courses				
IX	4	Social Movements	60	50	50	100
X	4	Minority Studies: Methods and Perspectives	60	50	50	100
	20			250	250	500

M.A. Sociology (II nd –Sem, First Year

VI: INTRODUCTION TO SOCIAL THEORIES

Objectives of the Course

- 1) To introduce the roots of Social theories
- 2) To orient with the theory building process
- 3) To introduce the basic Social theories

Outlines of the Course Content

Unit-I: Social Theory and its Context:

Roots of Social theory: Socio-Economical, Political, Geographical and Historical
Context of the Social Theory.

Unit- II: Concept and Theory:

The Nature of Concepts, Concepts in Sociology: Some Illustrations Concepts to
Theorems: Inductive and Deductive Process and theory building.

Unit-III: Nature of Theory

Meaning and Nature of theory, types of theory, Theory and Research,
Significance of Theory.

Unit-IV: Concept and Theories of Structure:

Social Structure is a Reality: A.R. Radcliffe- Brown,
Contributions of Claude Lévi-Strauss on Structure.

Unit-V: Structure and Function:

From Positivism to Functionalism, the Premises of Functionalism.
Contribution of Malinowski in Structural –Functionalism.

Unit-VI: Functionalism and Neo-Functionalism:

T. Parson and Merton's Contribution in Functionalism.
Jeffery Alexander's Views on Neo-Functionalism

Unit-VII: Structuralism and Post Structuralism

Post-Structuralism of Michel Foucault.
Deconstruction of Derrida

Unit-VIII: Modernism and Post-Modernism

Criticism on Modernism, meaning and Nature of Post-Modernism

References

1. Abraham M. F, *Modern Sociological Theory*, OUP, New Delhi, 1990.
2. Alexander Jeffrey C. (ed), *Neofunctionalism*, Beverley Hills, CA: Sage, 1985.
3. Berger Peter and Thomas Luckmann, *The Social Construction of Reality*, Doublesay New York, 1967.
4. Blumer Herbert, "What is Wrong with Social Theory?" in H.Blumer, *Symbolic Interaction*, Englewood Cliffs, N.J, Prentice Hall, 1959.
5. Bryant Christopher G A, *Positivism in Social Theory and Research*, St Martin's NewYork, 1985.
6. Calhoun Craig, Rojek, Chris & Bryan Turner, *The Sage Handbook of Sociology*, Sage Publications, 2005.
7. Garfinkel, Harold, *Studies in Ethnomethodology*, Prentice Hall Englewood Cliffs, 1967.
8. 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.

9. Haralambos and Holborn, *Sociology Themes and Perspectives*, Fifth Edition, Collins, 2000.
10. Kuhn Thomas, *The Structure of Scientific Revolutions*, Chicago University of Chicago Press, 1962.
11. Lachman, L.M, *The Legacy of Max Weber*, Glendessary Press Barkeley, 1971.
12. Nadel S.F, *The Theory of Social Structure*, Cohen & West Ltd, London, 1957.
13. Ritzer George, *Modern Sociological Theory*, McGraw Hill Higher Education, 2000
14. Ritzer George and Barry Smart, *Handbook of Social Theory*, Sage Publications,2001.
15. Ritzer George, *Encyclopedia of Social Theory*, Vol.I & II, Sage Pub, 2005.
16. Schutz Alfred, *The Phenomenology of Social World*, Evanston, HI: Northwestern University Press, 1932/67.

VII: Sociology of Backward Classes in India

Objectives of the Course

- 1) To orient the students about the issues and problems of the Backward Classes in India.
- 2) To introduce the methods and perspective to understand the problems of the Backward Classes of the Country.
- 3) To orient to the students to carry out field work practices on the same.

Outline of the Course Content

Unit-1: The Concept of Marginalized Community:

Concept of Marginalized Communities and Indices of Measuring the Marginalization:
Socio-economic and Political Indices.

Unit II: Caste System and Marginalization

Caste is Mechanism of Marginalization.
Current Practices of Casteism and Untouchability in India

Unit- III: Marginalized Communities in India

Meaning of SCs, STs, NTs, DNTs, OBCs and Minorities
Status and Problems of Marginalized Communities.

Unit-IV: Development and Marginalization

Development Policies of the State and Backward Classes
Welfare Schemes and Backward Classes

Unit-V: Perspectives on Marginalization

Sahu, Phule and Ambedkar Perspectives on Marginalization,
Feminist Perspectives on Marginalization

Unit –VI: Economic Growth, Development and Exclusion

Economic growth models of development, Development and Exclusion of
Marginalized Communities (SC, ST, OBC, NT, Minorities).

Unit-VII: Abolition of Marginality

Abolition of Marginality: Reservation Policy
Indian Constitution and Securities.
Law and Social Justice.

Unit-VIII: Globalization and Marginalization

Globalization and New Economic Policy
and its impacts on Backward Classes in India.

References:-

- Ram Ahuja. Indian Social System. Rawat: Jaipur.
- Andre Beteille. The Backward Classes in Contemporary India. Oxford, Delhi, 1992.
- Charsley, S.R. and G.K. Karanth. Challenging Untouchability. Sage. India.
- Chaudhuri, S.N. Changing Status of depressed Castes in Contemporary India. Daya Publishing House. Delhi
- Gore, M.S. The Social Context of an Ideology: The Social and Political thoughts of Babasaheb Ambedkar. Sage: New Delhi.
- Gupta, Dipankar (ed). Social Stratification. OUP. Delhi
- Jogdand, P.G. New Economic Policy and Dalit. Jaipur: Rawat.
- Jogdand, P.G. Dalit Movement in Maharashtra. Kanak Publications. New Delhi.
- Mane, Suresh. Glimpses of Socio-cultural Revolts in India. Samrudh Bharat, Mumbai.
- Mahajan, Gurpreet. Democracy, Difference and Social Justice. OUP, New Delhi.
- Omvedt, Gail. Dalit Visions. The Anti-caste Movement and the construction of an Indian Identity. Orient Longman, New Delhi.
- Oommen, T.K. Protest and Change; studies in Social Movements.
- Robb, Peter. Dalit Movements and Meeting of Labour in India. Sage, Delhi, 1993.
- Shah, Ghanshyam. Social Movements in India.
- Thorat, Sukhdeo. New Economic Policy and its Impact on employment and poverty of Scheduled Castes, 1997 (Pune University)

Kamble, C.T & Pawale, T.S An Outline of Social Movements in India, Creative Publication, Nanded, 2010.

VIII: Methods and Methodology of Sociology

Objectives of the Course:

- 1) To provide students conceptual understanding of the methods and techniques of research along with the perspective or orientation.
- 2) To expose students to the fundamentals of Research methodologies, methods and techniques so that they understand the nature of social reality and concerns in social research.
- 3) To train students as good researchers and Investigators.

Outline of the Course Content

Unit-I: Contributions to Positivism

Comte's Ideas on the Nature of Sociology

Comte and Emile Durkheim's contribution in Positivism

Unit-II: Critiques of Positivism:

Positivism and its critics: Hermeneutics

Post-Positivism

Unit-III: Interpretative Methods

Methods of Max Weber

Herbert Bulmer views on Method

Unit-IV: Critical Method

Frankfurt Schools and Critical theory

Habermass views on Science

Unit-V: Phenomenology and Ethnomethodology

Phenomenological Method and Approach

Ethnomethodology

Unit-VI: Feminist Methods

Feminist Methods as Critiques

Feminism as Methods and Perspectives

Unit-VII: Crisis in Science

Scientific Revolution and

Paradigm Shift

References:

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 Meetali, *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.

Elective Courses

IX: Social Movements

Objectives of the Course

- 1) To orient to the contemporary social movements.
- 2) To introduce the theoretical perspectives to analyze the social movements
- 3) To introduce the new social movements

Outlines of the Course Content

Unit-I: Nature, Characteristics of Social Movement:

Definition of Social Movements,

Types of movement: liberal, Reformist, Radical, Revolutionary.

Unit-II: Theories of Social Movements:

Marxist, Relative Deprivation, Strain theory

Unit-III: Issues of New Social Movements

Nature of New Movement

Issues of New Social Movements

Unit-IV: Social Movements in India:

Peasant Movements, Labour and Trade Union, Tribal Movements

Unit-V: New Social Movements:

Dalit Movements, Women's Movements, Ecological Movements, Ethnic Movements

Unit-VI: Regional Movements

Sayukant Maharashtra Movement, Vidharbha Movement, Marathwada Vikas Movement

References:

1. Desai A. R., (ed), *Peasant Struggles in India*; Oxford University Press, New Delhi, 1979.
2. Dhanagare D. N., *Peasant Movements in India- 1920-1950*; Oxford University Press, New Delhi, 1983.
3. David S. Meyer, Nancy Whittlev, Belinda Robnett, *Social Movements*, Oxford University Press, New York, 2002.
4. Gore M. S., *Non Brahmin Movement of Maharashtra*, Segment Book Distributors, New Delhi, 1989.

5. Guha Ranajeet, *Elementary aspects of Peasant Insurgency in India*; Oxford University Press, New Delhi, 1983.
6. James Petras, Henry Vettmeyer, *Social Movements and State Power*, Pluto Press, London, 2005.
7. Jogdand P.G, *Dalit Movement in Maharashtra*, Kanak Publications, New Delhi, 1991.
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9. Oomen T. K, *Protest and Change*, Sage Publications, New Delhi, 1999.
10. Omvedt Gail, *Dalits and the Democratic Revolution: Dr. Ambedkar the Dalit Movement in Colonial India*, Sage Publications, New Delhi, 1994.
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13. Shah Ghanshyam, *Social Movements and the State*, Sage Publications, New Delhi, 2002.
14. Singh Rajendra, *Social Movements, Old and New-A Post Modernist Critique*, Sage Publications, New Delhi, 2000.
15. Sommer John, *Empowering the Oppressed*, Sage Publications, New Delhi, 2001.
16. T.K.Oommen, *Nation, Civil Society and Social Movements*, Sage, Delhi, 2004

X: Minority Studies: Methods and Perspectives

Objectives of the Course

- 1) To orient the students about the issues of minorities
- 2) To introduce the methods and perspective to understand the problems of the minorities
- 3) To orient to select the topics for field work research on the issues of minorities.

Outline of the Course Content

Unit-I Profiles of Minorities in India

The Significance and Relevance of Minority Studies in India

Present Status and Situations of minorities in India

Unit-II: Perspectives on Minorities

Legal Perspective on Minorities

Ambedkar's Perspectives on Minorities

Feminist Perspective on Minorities

Unit-III: Contemporary Issues of Minorities

Minorities and their socio-economical and cultural problems

Unit-IV: Minorities and their Education and Employment

Educational status and problems of Minorities

Employment problems of minorities

Unit-V: Minorities and their Survivals

Minorities and their problems of livelihoods and survival

Unit-VI: The Protection of Human Rights of Minorities

The role of minority commission

The role of state and its agencies

The role of NGOs

References

Andre Beteille. The Backward Classes in Contemporary India. Oxford, Delhi, 1992.

Charsley, S.R. and G.K. Karanth. Challenging Untouchability. Sage. India.

Chaudhuri, S.N. Changing Status of depressed Castes in Contemporary India. Daya Publishing House. Delhi

Omvedt, Gail. Dalit Visions. The Anti-caste Movement and the construction of an Indian Identity. Orient Longman, New Delhi.

Oommen, T.K. Protest and Change; studies in Social Movements.

Paramjit S.Judge, (ed) Towards Sociology of Dalits, Sage Publication, 2014.

Robb, Peter. Dalit Movements and Meeting of Labour in India. Sage, Delhi, 1993.

Shah, Ghanshyam. Social Movements in India.

Suryakant Waghmore, Civility Against Caste, Sage Publication, 2013.

Thorat, Sukhdeo. New Economic Policy and its Impact on employment and poverty of Scheduled Castes, 1997 (Pune University)

Semester-III

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
XI	4	Contemporary Social Theories	60	50	50	100
XII	4	Sociology of Gender	60	50	50	100
XIII	4	Sociology of Development	60	50	50	100
		Elective Courses (Select Any One)				
XIV	4	Sociology of Tribe	60	50	50	100
X	4	Women Studies: Methods and Perspectives	60	50	50	100
	20			250	250	500

Semester-III

Core Papers, Elective and Theory Based Practical Courses)

XI: Contemporary Social Theories

XII: Sociology of Gender

XIII: Sociology of Development

XIV: Sociology of Tribe

XV: Women Studies: Methods and Perspectives

XI: CONTEMPORARY SOCIAL THEORIES

Objectives of the Course

- 1) Student oriented to the contemporary sociological theories.
- 2) Student would be able to identify the gap between modern and post-modern theories
- 3) Student oriented to the recent trends in the Sociological theories

Outline of the Course Content

Unit-I: Conflict Theory

Marx Critique and Dialectics of Conflict: R. Dahrendorf, Functional Analysis of Conflict: L. Coser, Conflict and Social Change: R. Collins

Unit-II: The Crisis of Sociology and the Critique of Positivism

Alvin Gouldner (Coming Crisis of Western Sociology)

Wright Mill (The Sociological Imagination)

Unit-III: Internationalist Perspective

Symbolic Internationalism, Meaning, Nature and method

Contributions of G.H.Mead and Blumer.

Unit-IV: Phenomenology and Ethno methodology

Contribution of Alfred Shutz in Phenomenology

Harold Garfunkel's Ethno methodology

Unit-V: Marxism and Post-Marxism:

Frankfurt School, Critical Theory

L. Althusser (Theory of Ideology, Ideological State Apparatus)

Unit-VII: Theories of Communicative Action

J. Habermas (The Theory of Communicative Action and the Public Sphere)

U. Beck: Risk Society

Unit-VIII: Recent Trends in Sociological Theory

A. Giddens (theory of Structuration)

P. Bourdieu (Habitus and Doxa, Field, Symbolic Capita)

Learning outcomes

This course would help students to provide sociological contemporary perspectives to analyze the social issues. This course would also help to qualify the JRF/NET/SET exams.

References:

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.
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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.

XII: SOCIOLOGY OF GENDER

Objectives of the Course:

- 1) To orient the significance and relevance of Gender Studies.
- 2) To introduce the basic methods and perspective to analyze the gender issues.
- 3) To motivate the student to select any issues for the field work practice.

Outline of the Course Content:

Unit-I: Introduction to Sociology of Gender:

Basic concepts on Sex, Gender, Patriarchy, Sexual Division of Labor
Understanding Gender Inequalities- Caste and Class

Unit-II: The Challenge of Gender Studies to Sociological Theory:

Gender - Sensitive Critics of Sociological Thought and Theory
The Challenge of Gender to Sociological Research Methodology and Epistemology

Unit-III: Feminist theory

Various Bases of Feminism-Liberal, Marxist, Socialist, Radical, Post Modernist,
Dalit, Eco-feminists.

Unit-IV: Statistical Profile and Analysis of Gender in India:

Health: Health Services, Nutrition, Critical Issues in Mental
Health, Disability
Education: Equal Access and Gender Sensitive Curricula

Politics: Understanding Reservation for Women

Unit-V: Gender, Law and Human Rights

Law: Constitutional Guarantees, Constitutional Amendment for the women, Personal laws, law as tool of emancipation of women. Women Rights as Human Rights, Gender and Human Rights.

Unit-VI: Women, Labour and the Economy

Concept of Work and Domestic Work
Women in Agriculture and Industry
Understanding Women in the Formal and Informal Sector

Unit-VII: Challenges to Gender Inequality

Women's Movement: Past and Present
Role of NGOs in Gender Planning and Strategies
Role of State, Reports, Policies, Programmes and Commissions for Women

Learning Outcomes

Student would get opportunities in the field of NGOs, teaching and research centre (women study centers). This course also helps the students to associate with the women movements and activities for gender justice and equality in their respective societies.

References:

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.
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12. Kimmel Michael, *The Gendered Society*, Oxford, NY, 2008.
13. Radha Kumar, *History of Doing*, Kali for Women, New Delhi, 1992.
14. Rege Sharmila, *Sociology of Gender*, Sage Publications, New Delhi, 2003.

15. Uberoi Patricia, *Family, Kinship and Marriage in India*, Oxford, New Delhi, 1994.

16. 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.

4. Kamble,C.T & Pawale,T.S (An Outline of Social Movements in India, Creative Publication,Nanded,2010.

XIII: SOCIOLOGY OF DEVELOPMENT

Objectives of the Course

- 1) To orient conceptual clarification on the concept of Development.
- 2) To introduce the emerging debates on the economic growth and development.
- 3) To introduce the recent issues and challenges of Human Development.

Outlines of the Course Content

Unit-I: Concept and Trends of Development:

Concept of Economic Growth, Paradigm shift from economic growth to Social Development, Human Development, Social Development and Sustainable Development

Unit-II: Classical Theories on Development

Theories of Modernization, Marxist Approach to Development

Max Weber Approach to Development

Unit-III: The Dependency Theory

Gunder Frank Perspectives on Development and underdevelopment

Samir Amin views on unequal exchange

Theory of World Capitalist System - Immanuel Wallenstein

Unit-IV: Theories of Liberalism and Neo-Liberalism

Third World: Neo-Imperialism, Role of Multinationals and Indigenous Classes

Neo-Colonialism and Globalization

Unit-V: Failure of Modernization Model: Crisis and Responses:

Food Crisis, Environmental Crisis, Economic and Debt Crisis

Neoliberalism: Empowerment, NGOs and Development Aid

Unit-VI: Alternate Developmental Thought:

Environmentalism

Gandhian Thought

Gender and Development

Unit-VII: Post-Development:

Development as Discourse

Another World Is Possible: Different Struggles

Learning outcomes

This course would help to provide present developmental process of the nation and issues before the development. Thus, the student would be conscious about the Indian development discourse. By learning these debates, students would get opportunities in the field of development sectors.

References:

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.
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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. Wallenstein 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.

XIV: Sociology of Tribes

Objectives of the Course

- 1) To introduce the conceptual understanding of the concept of Tribe.
- 2) To orient to the Sociological and Anthropological Perspectives on the tribes.
- 3) To orient and assess the impact of developmental programs on tribes.

Outlines of the course content

Unit-I: Colonial and National Construction of Knowledge

Tribe, Jati, Varna, Adivasi and Indigenous Aborigines.

Scheduled Tribes

Unit- II: Tribal Society

Sociological and Anthropological Approaches on Tribes

Definition and Characteristics of Tribes

Folk-Urban continuum

Tribal and Rural Society

Unit-III: Approaches of Tribal Development

Isolation,

Assimilation,

Integration

Unit-IV: Tribal Communities in Maharashtra:

Demographic Strength

Distribution of Major Tribes in Maharashtra

Unit -V: Problems of Tribes

Land alienation, Poverty and indebtedness

Health and Nutrition Displacement and Rehabilitation

Forest and Tribal Rights

Unit –VI: Tribes in Transition:

Impact of Industrialization and Urbanization

Changes in social, Economic and political life

Tribal Movement

Unit-VII: Changes in Neoliberal Economy:

Tribal Economy, Society, Culture, Polity,

Religion and Language

Unit-VIII: Political Economy of Tribal Development:

Politics of Development and issues of Displacement and Rehabilitation

Issues of Tribal Identity

Learning outcomes

Student would get opportunity in the field of tribal study centre, in NGOs those are working in the same fields. This course also help to qualify the exams related to the social welfare sections/ tribal welfare boards.

References:

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.
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Marathi Readings:

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2. Dr. Govind Gaare, *Maharashtratil Adivasi Jamati*, Continental Publication, Pune.
3. Dr. Govind Gaare, *Adivasi Vikasache Shilpakar*, Shree Vidhya Prakashan, Pune.
4. Kamble,C.T & Pawale,T.S (An Outline of Social Movements in India, Creative Publication,Nanded,2010.

Elective Course**XV: Women Studies: Methods and Perspectives**

Objectives of the Course:

- 4) To orient to the significance and relevance of Gender Studies.
- 5) To introduce the basic methods and perspective to analyze the gender issues.
- 6) To introduce the contemporary issues of gender.

Outline of the Course Content**Unit-I: Origin and Growth of Women Studies in India**

Origin of women studies in India

Growth of women Studies in India

Unit-II: Women Studies and Movements

Interlinkages between Women Movements and Women Studies

Issues of Women Movements: Equality and Rights

Unit-III: Contemporary issues of women

Caste, Class and Women's issues

Sexual Division of Labour and Gender Inequality

Domestic Violence and Sexual Harassment

Unit-IV: Approaches of Women Development

Women in Development (WID)

Women and Development (WAD)

Women, Environment and Development (WED)

Gender and Development (GAD)

Unit-V: Methods of Women Studies

Intersectionality approach: caste, class, gender, culture and patriarchy

Mixed Methods Approach: Quantitative, Qualitative and Triangulation

Unit-VI: Feminist Perspectives on Women Studies

Liberal Feminist Perspective

Radical Feminist Perspective

Dalit Feminist Perspective

Eco-feminist Perspective

Unit-VII: Significance and Relevance of Women Studies in India

Theoretically and practically significance of Women Studies

Learning Outcomes

This course would provide the methods and perspective to analyze the gender issues in their respective societies. This course also helps to select topic for the field work and writing report on the same.

References

1. Bhasin Kamala, *Understanding Gender*, Kali for Women, New Delhi, 2000.
2. Basu Aparna, *Women's Education in India* in Ray and Basu (ed): *From Independence Towards Freedom*, OUP, 1999.
3. Chodhuri Maitreyee, *Feminism in India*, Women Unlimited, New Delhi, 2004.
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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. Padmini Swaminnathan (ed) *Women and Work*, Orient Black Swan, 2012.

Learning outcomes

Student would be able to identify the gender issues and make able to write report on the same which offered them opportunities in the field of teaching as well as research centre like women study centre and NGOs those are working on the gender issues.

Semester-IV

Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External)	Total Marks

					Marks)	
XVI	4	Sociology of Environment	60	50	50	100
XVII	4	Sociology of Globalization	60	50	50	100
XVIII	4	Society and Human Right	60	50	50	100
XIX	4	Research Methodology and Computer Application	60	50	50	100
XX	4	Project Report work	60	50	50	100
	20			250	250	500

Semester- IV (Compulsory Courses)

XVI: Sociology of Environment

XVII: Sociology of Globalization

Elective Courses

XVIII: Society and Human Rights

IXX: Research Methodology and Computer Application

Practical Course

XX: Dissertation

M.A. IVst Sem- Second Year

XVI: Sociology of Environment

Objectives of the Course

- 1) To introduce the ecological issues and emerging challenges in India.
- 2) To orient the approaches of environmental studies.
- 3) To motivate the student to select environmental topics for the field work research.

Outlines of the Course Content

Unit – I: Environmental Sociology in India

- 1.1: The Origin, Decline and Growth of Environmental Sociology in India
- 1.2: Contribution of Patrick Geddes and Radhakamal Mukerjee
- 1.3: Contribution of Kumar Appa and Verrier Elwin

Unit-II: The Major Views of Environment

- 1.1: Environmentalism of the Rich
- 1.2: Environmentalism of the Poor
- 1.3: Environmentalism of the Women

Unit –III: Approaches to the Study of Environment:

- 1.1: Anthropocentrism,
- 1.2: Eco-centrism,
- 1.3: Conservatism

Unit- IV: Environmental Issues

- 1.1: Industrialization and Industrial Pollution
- 1.2: Deforestation and environmental crisis
- 1.3: Mega-Irrigation Projects and water crisis, land degradation

Unit- V: Environment, Development and Marginalization

- 1.1: Development and Displacement
- 1.2: Environment Vs Development
- 1.3: Development and marginalization of tribes, dalits, women and farmers.

Unit-VI: Environmental Movements

- 1.1: Causes of environmental movements,
- 1.2: Chipko Movement and Appiko Movement
- 1.3: Narmada Andholan and Salient Valley Movement

Learning outcomes

This course offered the job opportunities in the field of NGOs and Research Institutes. The Course also helps students to qualify the competitive exams like JRF/NET/SET/MPSC/UPSC.

References:

1. Arnold, David and Guha, Ramchandra, (eds.), *Nature, Culture and Imperialism*, Oxford University Press, New Delhi, 1955.
2. Baviskar, Amita , *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, Delhi, 1997.

3. Gadgil, Madhav and Ramachandra Guha, *'Ecological Conflicts and Environmental Movements in India'*, Development and Change, Vol. 25, No.1. 1999.
4. 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.
5. Gadgil Madhav and Guha, Ramchandra, *The Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992, pp. 69-110.
6. Giddens Anthony, "Global Problems and Ecological Crises", in Introduction to Sociology, 2nd Edition, W. W. Norton and Company, New York, 1996, pp. 384-389.
7. 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.
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12. 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-
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14. Sukant K. Chaudhury (ed) *Sociology of Environment*, Sage Publication, 2014.
15. Rohan D'Souza (ed) *Environment, Technology and Development*, Orient Black Swan, 2013.
16. Indra Munshi (ed) *The Adivasi Question: Issues of land, Forest and Livelihood*, Orient Black Swan, 2013.

XVII: Sociology of Globalization

Objectives of the Course:

- 1) To orient to the nature and dynamics of Globalization.
- 2) To introduce the different perspectives on globalization.
- 3) To orient the socio-cultural and economical consequences of globalization

Outline of the Course content

Unit – I: The Nature and Dynamics of Globalization

The Historical and Social Context of Globalization

Meaning of Globalization

Distinctive Characteristics of Globalization,

Unit-II: Advantages and Disadvantage of Globalization

Advantages of Globalization

Disadvantages of Globalization

Unit-III: Theories on Globalization

Hyper Globalists Perspective, Skeptical Perspective, Transformative Perspective on understanding the process and impacts of globalization in the society.

Unit – IV: Agencies of Globalization

Agencies of Globalization: Multinational Corporations (MNC's) , Media , Market Non Governmental Organizations (NGO's),

International Agencies (International Monetary Fund, World Bank etc.)

Unit – V: Globalization and Culture

Cultural Aspects of Globalization, Globalization and the Resurgence of Ethnic Consciousness: Global Tourism, Diaspora Communities, Transnational Ethnic and Religious Movements, Religious fundamentalism.

Unit –VI: Social Consequences of Globalization

Inequality within and among Nation-states, Differential Perception of Globalization Mass Media & Consumer Culture. Global Culture and Local Cultures.

Unit-VII: Economical Consequences of Globalization

Globalization and economic development, equality and inequality in the world World system: core countries, periphery countries and semi-periphery countries.

Learning outcomes

This course would also help to offer jobs in corporate sectors. Student would be able to understand the process of globalization.

References:-

- 1) Frans J. Schuurman (ed) Globalization and Development Studies, New Delhi: Vistaar Publications. 2001
- 2) Joseph Slights Globalization and its Discontents New Delhi, Penguin Books (p) Ltd. 2003
- 3) Martin Albrow Globalization, Knowledge and Society. Delhi, Sage Publications, 1990
- 4) Appadurai, Arjun Modernity at Large :Cultural Dimensions of Globalization. New Delhi : Oxford Univ. press, 1997
- 5) Dreze Jean and Indian Economic Development and Social Opportunity Delhi: Oxford Univ. press, 1996
- 6) Escobar, Arturo Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton Univ. Press, 1995
- 7) Walters, Malcolm Globalization, London. Routledge, 1996
- 8) Pulapare Balakrishnan (ed) Economic Reforms and Growth in India, Orient Black Swan, 2013.

XVIII: SOCIETY AND HUMAN RIGHTS

Unit-I: Concepts and Historical Background of Rights:

Social, cultural, political, economical, historical, geographical context of the emergence of these concepts: Civil Rights, Democratic Rights and Human Rights,

Unit-II: Western Perspectives on Rights:

Liberal Perspective

Marxian Perspective

Feminist Perspective

Unit-III: Indian Perspective on Rights

Gnadhian Perspective: (Swaraj, Rights and Duties)

Dalit Perspective: M.Phule Narayana Guru, Dr. B.R.Ambedkar

Amrat Sen: Development as Freedom

Unit-IV: Socially Disadvantaged and Human Rights:

Human rights of weaker sections, Dalits, tribes and minorities.

Unit-V: Economically Disadvantaged and Human Rights:

Development and disparity and economical inequality

Unit-VI: Indian Constitution and Human Rights:

Fundamental Rights (Liberty, Freedom, Equality, Minority Rights)

Directive Principles of State Policy (as Instructions for Governance)

Unit-VII: Rights Movement in India and International Concern:

Human Rights and Different Movements in India

Rights and Globalization

Role of United Nations and Anti-Globalization Movements

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.

Electives Courses

IXX: Research Methodology and Computer Application

Objectives of the Course

- 1) To introduce to the basic techniques and tools of the social science research
- 2) To orient to the students about the use of techniques and tools of the research.
- 3) To orient to the use of computer application in the data analysis.

Outlines of the Course Content

Unit-I: Social Research

Meaning and Nature of Social Research

Major Goals of Social of Research.

Unit-II: Problem formulation

Problem formulation, Research Questions

Review of Literatures.

Unit-III: Hypotheses

Meaning, definitions, attributes of a sound hypothesis, role of hypothesis in Research.

Unit-IV: Research Designs

Basic Elements of Research Design

Types of Research Design: Exploratory, Descriptive and Explanatory

Unit-V: Sampling Methods

Meaning and nature of sampling

Determination of size of sample

Types Probability and Non Probability Sampling Methods

Unit-VI: Tools of Data Collection

Sources of data: Primary and Secondary, methods and Instruments of Data Collection

Observation methods, interview schedule and questionnaires,

Life histories and case studies.

Unit-VII: Data Analysis

Data processing refers to Editing, Coding, Computing of the scores, and Preparation of master charts, tabulation and interpretation of data.

Unit-VIII: Computers Applications for Social Research

Introduction to MS Office, Power Point, Digital Library, WINDOWS

EXCEL Operating commands,

Use and Function of Statistical Package for social sciences (SPSS)

Learning outcomes

Course would provide opportunities of the placement in the NGOs and research institutes.

This course also supports to qualify the JRF/NET/SET exams.

References:

1. Goode and Hatt, *Methods in Social Research*, Surjeet Pub., New Delhi, 2006.
2. Giddens Anthony, *New Rules of Sociological Research*, Hutchinson, 1976.
3. Mulkay Michael, *Science and the Sociology of Knowledge*, George Allen and Unwin Ltd London, 1979.
4. Silverman David, *Qualitative Methodology and sociology*, Gower, Vermont, 1985.
5. Sachdev Meetal, *Qualitative Research in Social Sciences*, Raj Publishing, Jaipur, 1987.
6. Williams Malcolm, *Science and Social Science*, Routledge, New York, 2004.
7. Young Pauline, *Scientific Social Surveys and Research Practice*, Hall of India, New Delhi, 1988.
8. Coolidge, Frederick L. 2000 Statistics: A Gentle Introduction, New Delhi: Sang Publications.
9. Foster, J.J. 1998 Data Analysis Using SPSS for Windows: A Beginner's Guide, New Delhi: Sage Publications.
10. Gahan, Celis and Hannibal, *Doing Qualitative Research Using QSR, NUD, IST*, New Delhi: Sage Publications.
11. Jefferies, J. and Diamons, *Beginning Statistics: An introduction for Social Scientists*, New Delhi: Sage Publications.
12. Padgett, Deborah, K. 1988 *Qualitative Methods in Social Work research*, New Delhi: Sage Publications.
13. Shaw, Ian and Lishman, *Evaluation and Social Work Practice*, New Delh

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.

Paper- XX: Dissertation