

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
AURANGABAD.**



Circular /Acad Sec./ HF/ Curriculum-12(7)/ NEP-PG/ 2023.

It is hereby inform to all concerned that, on the recommendation of Dean, Faculty of Humanities; **the Hon'ble Vice-Chancellor has accepted the following subject wise Curriculum of National Education Policy-2020** under the faculty of Humanities in his emergency powers under Section 12 [7] of the Maharashtra Public University Act, 2016 on behalf of the Academic Council.

Sr. No.	PG Subject wise Curriculum	Semesters
01.	M.A. First & Second Year Progressively [English] for affiliated Colleges, Uni. Campus & Sub-Campus.	Ist & IInd and IIIrd & IVth
02.	M.A. First & Second Year Progressively [Geography] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth
03.	M.A. First & Second Year Progressively [Sociology] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth
04.	M.A. First & Second Year Progressively [Economics] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth

This is effective from the Academic Year 2023-24 and Onwards progressively as appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Aurangabad-431 004.
Ref. No. SU/Col. & UC/NEP-20/
PG/ 2023/3692-702

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**Deputy Registrar,
Academic.**

Date: 03.07.2023.

Copy forwarded with compliments to:-

- 1] **The Head, all concerned departments ,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and Sub-Center, Osmanabad.
- 2] **The Principal, all affiliated colleges,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 3] **The Director, University Network & Information Centre, UNIC,**
with **a request to upload this Circular on University Website.**

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Copy to :-

- 1] **The Director, Board of Examinations & Evaluation,**
 - 2] **The Sec. Officer, [M.A. Unit] Exam. Branch,**
 - 3] The Section Officer, [Eligibility Unit],
 - 4] The Programmer [Computer Unit-1] Examinations,
 - 5] The Programmer [Computer Unit-2] Examinations,
 - 6] The In-charge, [E-Suvidha Kendra],
 - 7] The Public Relation Officer,
 - 8] The Record Keeper,
- Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

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DrK*030723/-

**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad**

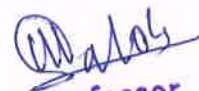


Post Graduate Syllabus as per NEP-2020

**Subject: M. A. Sociology I & II Semester
(For University Department Only)**

With effect from 2023-2024 onwards


Dean
Faculty of Humanities,
Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad.


Professor
Department of Sociology
Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad.

Preface

This syllabus for the PG Course in sociology is the creation of five meetings of the Board of Studies. The course is designed for the postgraduate course in sociology as per NEP-2020. The Board of Studies has prepared mandatory and elective courses. Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, will introduce the course in sociology in University Department and affiliated colleges. The valuable opinions of experts, scholars, and teachers have been incorporated into the new syllabus.

The objectives of the syllabus reconstruction and the study materials prescribed here is to introduce the basic concepts and theoretical foundation of sociology. In addition is aim to impart basic skills and values in the application of sociology. It is also permitted to open the door for students by giving an analytical understanding of human society with human concern and a sociological perspective.

As per the guidelines of the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and NEP-2020 the course structure and syllabi are divided as: mandatory and elective course with four credits each. The key objective of the syllabi is to provide the students with a rational, theoretical, inclusive, skill based and democratic point of view to build on the foundation of universal brotherhood and human values.



Professor L. H. Salok

Chairman,

Board of Studies in Sociology

Dr. Babasaheb Ambedkar Marathwada

University, Aurangabad.

Department of Sociology
Dr. Babasaheb Ambedkar Marathwada
University Aurangabad.

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD

Illustrative Credit Distribution Structure for One Year PG/Two Year as per NEP 2020

(For University Department Only)

M.A. Sociology

M.A. Sociology, Semester I

Level 6.0

Paper Code	Paper Name	No. of Credits	Page No.
Mandatory-1	Classical Sociological Tradition	4	4
Mandatory-2	Indian Social Thinkers	4	6
Mandatory-3	Social Work and Welfare	4	8
Mandatory-4 (Theory/Activity-1)	Activity-Student Seminar with PPT Presentation on Social Issues	2	
Elective-1 (Elective select any one from basket)	Elective select any one from basket	4	
	1. Political Sociology		10
	2. Indian Sociology		12
	3. Women Empowerment		14
	4. Sociology of Education		16
	5. Industry and Society in India		18
	6. Sociology of Migration		20
Research Methodology (RM)	Research Methodology in Sociology	4	22
	Total Credit for First Semester	22	

M.A. Sociology, Semester II

Level 6.0

Paper Code	Paper Name	No. of Credits	Page No.
Mandatory-5	Western Sociological Thinkers	4	25
Mandatory-6	Social Problems in India	4	27
Mandatory-7	Perspectives on Indian Society	4	29
Mandatory-8 (Theory/Activity-2)	Activity-Study Tour-at socially relevance place (Report Submission)	2	
Elective-2 (Elective select any one from basket)	Elective select any one from basket		
	1. Urban Sociology	4	31
	2. Criminology		33
	3. Ageing: Issues and Policies		36
	4. Theoretical Perspectives on Education		38
	5. Social Development in India		40
	6. Science, Technology and Society		42
On Job Training/Field Project	On Job Training/Field Project: in consultation with guiding teacher.	4	44
	Total Credit For Second Semester	22	

Cumulative Credits For PG Diploma

Credit Summary: First Year (Semester I and II)

1. Mandatory (1 to 8) : 28 Credits
2. Elective (1 and 2) : 08 Credits
3. RM (1) : 04 Credits
4. On Job Training/Field Project : 04 Credits

PG Diploma (44 Credits) after Three Year UG Degree or First Year PG

Paper Code: Mandatory-1
Title of the Paper: Classical Sociological Tradition
Credits: 4 **Maximum Marks: 100**

Course Objectives:

Western thinkers are indispensable for understanding the sociological enterprise. Thinkers mentioned in the course are among the chief founders of the discipline and their study will stimulate the students to reflect on their identities and worldviews. It also explains students the continued relevance of these thinkers in the present days.

Course Outcomes: Students will develop an understanding of:

1. Some of the most important theoretical frameworks of classical sociology
2. The basic intellectual endeavors of the founding fathers of the discipline
3. Various social science methods of inquiry and use these to test specific research questions.
4. How the thinkers are in dialogue with one another offering student the opportunity to wrestle with conflicting ideas on issues that are still significant today.

Course Outline:

Unit I Emergence and Development of Sociology

- a. Contribution of Ibn-e-Khaldun in the emergence of sociology
- b. Sociological background of the emergence of sociology in Europe
- c. French revolution, industrial revolution
- d. Emergence of capitalism and their impact on economy and society

Unit II Auguste Comte

- a. Pioneer of sociology
- b. The law of human progress
- c. Hierarchy of sciences
- d. Social statics and dynamics

Unit III Emile Durkheim: Sociological Methods and Division of Labour

- a. Intellectual background and major works
- b. Concept of social fact
- c. The rules of sociological method
- d. Division of labour: mechanical and organic solidarity

Unit IV Emile Durkheim: Suicide and Religion

- a. Theory of suicide, types of suicide
- b. Theory of religion
- c. Analysis of Totemism
- d. Religious rituals, their types and social functions

Suggested Readings:

- Abraham, F. & Henry J. 2005. *Sociological Thought*. New Delhi: Macmillan, India
- Aron, Raymond. 1965. *Main Currents in Sociological Thought*. Vol. I and II. New York: Penguin Books.
- Coser, Lewis A. 1977. *Masters of Sociological Thought: Ideas in Historical & Social Context*. New York, Chicago: Harcourt Brace Jovanovich Inc.
- Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. England: Cambridge University Press.
- Giddens, A. 1978. *Durkheim: His Life, Work, Writings and Ideas*. Great Britain: Harvester Press.
- Hughes, John, A. Wes Sharrock, Peter J Martin. 1995. *Understanding Classical Sociology: Marx, Weber, Durkheim*. London: Sage.
- Morrison, Ken. 1995. *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage.
- Nisbet, R. A. 1993. *The Sociological Tradition*. London: Transaction Publishers.
- Parsons, Talcott. 1968. *The Structure of Social Action: A Study in Social Theory with Special Reference to a Group of Recent European Writers*. Vol. I and II. New York: Free Press.
- Popper, Karl. 1945. *Open Society and its Enemies*. London: Routledge.
- Rex, John. 1961. *Key problems in Sociological theory*. London: Routledge and Kegan Paul.
- Ritzer, G. & Stepnisky J. 2014. *Sociological Theory*, McGraw Hill Education (Asia)
- Zeithin, Irving M. 1969. *Ideology and the Development of Sociological Theory*. New Delhi: Prentice Hall.
- Doifode, Jyoti. 2012. *Samajshastriya Vicharpravah*. Aurangabad: Vidya Prakashan.
- Doshi, S.L. & Jain P. C. 2001. *Pramukh Samajshastriy Vicharak*. Jaipur: Rawat.
- Vaidya, N.S. 1981. *Samajshastriy Vichar Parampara*. Nagpur: Maharashtra Granth Nirmiti Mandal.

Paper Code: Mandatory-2
Title of the Paper: Indian Social Thinkers
Credits: 4 **Maximum Marks: 100**

Course Objectives:

To familiarize students with the concept of social thought and briefly provide an overview of various traditions of modern social thought. To enable them to have a broad understanding of the major modern traditions of thought with a focus on select Indian social thinkers. To acquaint them with the contemporary socio-historical background of the various thought traditions with a focus on the social background of the contemporary social thinkers. To facilitate developing a comparative and critical understanding of different traditions of modern Indian social thought with a focus on the major societal problems and challenges faced by Indian society today.

Course Outcomes:

1. Sociology of Indian social thought focuses on understanding the major traditions of modern Indian social thought.
2. It covers the analysis and views on Indian social institutions, culture and broad visions of societal changes reflected in the varied thoughts of major thinkers.
3. It also analyzes the socio-historical contexts and the social background of these thinkers.
4. The importance of the course lies in the fact that it would help develop a comprehensive and critical understanding of the modern Indian society, culture, religion, polity and societal changes.

Course Outline:

Unit I Raja Ram Mohan Roy

- a. Views on social Issues: polygamy and child marriage
- b. Tradition of Sati
- c. Views on modern education
- d. Views on religion

Unit II Mahatma Phule

- a. Views on education, caste and patriarchy
- b. Religion and slavery
- c. Life and problems of farmers in 'Shetkaryancha Assud'
- d. Sarvajanik Satya Dharma as alternative religion

Unit III Mahatma Gandhi

- a. Truth and non-violence, theory of Satyagrah
- b. Social Reform: Varna, untouchability
- c. Education and Trustship
- d. Rural reconstruction, views on women

Unit IV Dr. Babasaheb Ambedkar

- a. Eradication of caste and untouchability
- b. Views of religion: Hinduism and Buddhism
- c. Education
- d. Social reconstruction

Unit V Maharshi Vitthal Ramji Shinde

- a. Caste System

- b. Idol worship, inequalities among men and women (Devadasi and Murali)
- c. Educational facilities to the untouchables
- d. The Depressed Class Mission

Suggested Readings:

- Ambedkar, B. R. 1979. Dr. Ambedkar's writing and Speeches. Vol.1. Government of Maharashtra.
- Ambedkar, B. R. 1990. Annihilation of Caste. New Delhi: Arnold Publishers.
- Chakraborty, Bidyut (ed.). 200., Social and Political Thought in Modern India, New Delhi: Indira Gandhi National Open University.
- Chakraborty, Bidyut and Rajendra Kumar Pandey. 2009. Modern Indian Political Thought: Text and Context. Sage Publications.
- Devy, G. N and Fred R. Dallmayr, 1998. Between Tradition and Modernity: India's Search for Identity (A Twentieth Century Anthology). Altamira Press.
- Gore, M. S. 1993. The Social Context of an Ideology: Ambedkar's Political and Social Thought. New Delhi: Sage Publications.
- Gore, M.S.1989. *Vitthal Ramji Shinde, An Assessment of his Contribution*. Bombay: TISS.
- Ghugare Shivprabha. 1983. Renaissance in Western India: Karmveer V. R. Shinde. Bombay: Himalaya Publishing House.
- Hardiman, David. 2003. Gandhi in His Time and Ours. Permanent Black.
- Joshi, V.C.1975. Ram Mohan Roy and the Process of Modernization in India. New Delhi: Vikas Publishing House.
- Keer, Dhananjay. 1970. Mahatma Jotiba Phule. Mumbai: Popular Prakashan Pvt. Ltd.
- Keer, Dhananjay. 1971. Dr Babasaheb Ambedkar Life and Mission. Bombay: Popular Prakashan.
- Kuber, W. N. 1987. Ambedkar: A Critical Study. New Delhi: People's Publishing House.
- Lohia, Ram Manohar, 1963, Marx, Gandhi and Socialism, Hyderabad: Navhind.
- Mazumdar, Vina (ed.), 2012, Education, Equality and Development: Persistent Paradoxes in Indian Women's History. New Delhi: Pearson.
- Naravane, S and Vishvanath. 1978. Modern Indian Thought. Orient Longman.
- Natarajan, S. 1959. India: A Century of Social Reform in India. Bombay: Asia Publishing House.
- Pantham, Thomas and Kenneth L. Deutsch (eds.). 1986. Political Thought of Modern India. Sage Publications.
- Pearl, Anthony (ed.). 2000. Gandhi, Freedom and Self-Rule. Vistaar Publications.
- Raju, P. T. 2006. Idealistic Thought of India. Hasperides Press.
- Ratan Ram, Ruchi Tayagi. 2005. Indian Political Thought. Mayoer Paperbacks.
- Zachariah, Benjamin. 2005. Developing India: An Intellectual and Social History. New Delhi: Oxford University Press.
- Zelliot, Eleanor, 1992. From Untouchability to Dalit: Essays on Ambedkar Movement. New Delhi: Manohar.
- Hiwale, S.D. 2019. Mahatma Phule Yancha Sanskruti Sangharsh Vad ani Samaj Punarrachana Vichar. Aurangabad: Chinmay Publication.
- Keer, Dhananjay and Other. 1991. Mahatma Phule Samagra Vangmay. Mumbai: Maharashtra Rajya Sahitya ani Sanskruti Mandal.
- Narke, Hari (ed). 1998. Mahatma Phule: Shodhachya Navya Vata. Mumbai: Maharashtra Rajya Sahitya ani Sanskruti Mandal.
- Pawar, G.M. 2004. Maharshi Vitthal Ramji Shinde: Jivan wa Karya. Mumbai.

Paper Code: Mandatory-3

Title of the Paper: Social Work and Welfare

Credits: 4

Maximum Marks: 100

Course Objectives:

After learning this paper, the learners will be able to:

This course aims to familiarize the students with an understanding of the concept, definition, objectives and functions and methods of social work, to understand the current trends of social work practice in India and to develop understanding about the different fields of social work.

Expected Course Outcomes:

1. Understand the history and development of social work
2. Explain the social welfare administration
3. Develop and ability to interpret the various theories related to social work
4. Examine various methods of work

Course Outline:

Unit I Concept of Social work

- a. Social work: objectives and functions
- b. Social change and development
- c. Social exclusion
- d. Empowerment of women

Unit II History of Social Work

- a. Remedial social work-charity, philanthropy, social situations
- b. Social reform movement
- c. Development oriented social work
- d. Current trends in social work welfare approach

Unit III Perspectives on Social work

- a. Marxist perspective
- b. Feminist perspective
- c. Subaltern perspective
- d. Post-modern perspective

Unit IV Methods of Social Work

- a. Social casework: basic assumption, needs elements
- b. Skills of social case worker: problem solving process
- c. Group work: types of group, programme, planning and development
- d. Report writing: roles and skills of group worker, fields of group work

Unit V Social Welfare Administration

- a. Social planning, social policy, social justice
- b. Role and function of central and state social welfare boards and organization
- c. Problems of social welfare administration, contribution of non-government organization in social welfare administration
- d. Social welfare organization and their functions-backward class welfare

Reference books:

- Batra, Nithin. 2004. *Dynamics of Social Work in India*. Jaipur: Raj publishing house.
- Battacharya, Sanjay. 2007. *An Integrated Approach to Social Work*. Jaipur: Raj publishing house.
- Battacharya, Sanjay. 2009. *Social Work: An Integrated Approach*. New Delhi: Deep and Deep.

- Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. 1997. Fourth Edition. Techniques and Guidelines for Social Work, London: Allyn and Bacon, A Viacom Company
- Dasgupta, Sugata. 1964. Towards a Philosophy of Social Work in India. New Delhi: Popular Book Services.
- Desai, Murali. 2002. Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publications.
- Diwakar, V. D. 1991. Social Reform Movement in India. Mumbai: Popular Prakashan.
- Dubois, Brenda, Krogsrud, Karla, Micky. 1991. Third Edition. Social Work: An Empowering Profession. London: Allyn and Bacon.
- Feibleman, J.K. 1986. Understanding Philosophy: A Popular History of Ideas, New York: Souvenir Press.

Additional Readings:

- Dasgupta, Sugata. 1964. *Towards a philosophy of social work in India*. New Delhi: Popular Book Service.
- Desai, Murali. 2002. *Ideology and social work: Historical and Contemporary Analysis*. Jaipur: Rawat.

Paper Code: Elective-1
Title of the Paper: 1. Political Sociology
Credits: 4 **Maximum Marks: 100**

Objectives:

Accordingly, the major objectives of teaching this course are:

In modernized societies, the political system has become one of the most dominant components of the total social structure. To acquaint the students with the nature and functioning of political system and the political process. To make the students aware of the prerequisites of sound democratic political system and its vulnerability.

Course Outcomes:

At the end of this course students will be able to:

1. Students will understand that relationship political process of India
2. Students will understand what the relationship between society and policy
3. It builds up strong capacity to evaluate and examine contemporary politics in new light and exposes one to new issues of politics
4. Students are become able to understand the impact of politics on society.

Course Outline:

Unit I Basic Concepts

- a. Political sociology
- b. Power, authority, De-centralization of power
- c. Bureaucracy, political parties, political culture
- d. Political socialization, voting behavior and political apathy

Unit II Elite Theories of Distribution of Power in Society

- a. G. Mosca,
- b. V. Pareto
- c. C. W. Mills
- d. Robert Michels

Unit III Pressure and Interests Groups

- a. Definition of pressure and interests group
- b. Nature of pressure and interests group
- c. Basis of groups
- d. Political significance

Unit IV Public Opinion

- a. Definition of public opinion
- b. Agencies of mass media
- c. Role of mass media
- d. Problems of mass communication

Unit V Political Process in India

- a. Role of caste and religion
- b. Regionalism
- c. Lingualism
- d. Role of election commission

Suggested Readings:

- Ali, Ashraf and Sharma, L. N. 2001. Political Sociology: A New Grammar of Politics. Hyderabad: Universities Press
- Beteille, Andre. 1997. Society and Politics in India. New Delhi: Oxford University Press

- Bottomore, T. B. 1968. *Elites and Society*. London: Penguin Books Ltd.
- Desai, A. R. 1966. *Social Background of Indian Nationalism*. Bombay: Asia Publ.
- Duverger, Maurice. 1969. *Political Parties: Their Organization and Activity in the Modern State*. London: Methue and Co
- Eisenstadt, S. N. 1971. *Political Sociology*. New York: Oxford University Press
- Gupta, Dipankar. 1995. *Political Sociology in India: Contemporary Trends*. Bombay: Orient Longman
- Horowitz, Irving L. 1972. *Foundation of Political Sociology*. New York: Harper and Row.
- Jangam, R. T. 1980. *Text Book of Political Sociology*. New Delhi: Oxford and IBH Pub.Co.
- Key, V. O. 1964. *Politics, Parties and Pressure Groups*. New York: Crowell
- Kornhauser, W. 1971. *The Politics of Mass Society*. Penguin.
- Kothari, R. (ed). 1973. *Caste in Indian Politics*. New Delhi: Orient Longman
- Kothari, R. 1979. *Politics in India*. Delhi: Orient Longman
- Lipset, S. M. 1963. *Political Man: The Social Basis of Politics*. New York: Anchor Books
- Michels, Robert. 1949. *Political Parties*, Glencko. Free Press
- Mills, Wright C. 1963. *Power Elite*. New York: Oxford University Press
- Mitra, Subrata K. 1992. *Power, Protest and Participation: Local Elites and Politics of Developmet*. UK: Routledge
- Nettle, J. P. 1967. *Political Mobilization*. London: Faber and Faber Ltd.
- Singh, Yogendra, Singh Ajit. 2019. *Sociology of Political Theory*. Jaipur: RBSA Pub.
- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: Macmillan

- Chadha, Gita and M.T. Joseph (Ed). 2018. *Re-imagining sociology in India: Feminist perspectives*. New Delhi: Routledge
- Dhanagare, D. N. 1999. *Themes and Perspectives in Indian Sociology*. Jaipur: Rawat.
- Kuppuswamy B. 1996. *Social Change in India*. New Delhi: Konark Publishers Pvt. Ltd.
- Mandelbaum, David. 1972. *Society in India*. Bombay: Popular Prakashan.
- Mohanty S.P. and Momin A. R. (ed). 1996. *Census as social document*. New Delhi: Rawat pub.
- Momin, A.R. 1978. 'Indian Sociology: search for authentic identity' in *Sociological Bulletin*. Vol 27 (2) pp. 157-172.
- Mukherjee, Ramkrishna. 1979. *Sociology of Indian Sociology*. Bombay: Allied Pub..
- Nagla, B.K. 2008. *Indian Sociological Thought*. Jaipur: Rawat Publications
- Panikkar, K. M. 1967. *Essential features of Indian Culture*. Bombay: Bhartiya Vidya Bhawan.
- Prabhu, P.N. 1954. *Hindu Social Organization*. Popular book depot.
- Sharma, K. L. 2007. *Indian social structure and change*. New Delhi: Rawat publications.
- Singer, Milton and Cohn, B.S (eds).1975. *Structure and Change in Indian society*. New York: Harper and Row.
- Singh, K.S. 1992. *The people of India: An Introduction*, ASI. Calcutta.
- Singh, Yogendra. 2004. *Indian Sociology*. Jaipur: Rawat publications.
- 1973. *Modernization of Indian Tradition*. New Delhi: The Thomson Press Ltd.
- Srinivas, M.N. 1966. *Social change in modern India*. Burkale: University of California press.
- The Gazetteer of India. 1973. Vol. II, New Delhi: The Government of India Publication.
- The imperial Gazetteer of India: The Indian Empire vol. I. London: Oxford
- Doshi, S.L. Avam Jain, P. C. 2005. *Bhartiy Samaj: Sanrachana Aur Parivartan*. Jaipur: National Publishing House.

Additional Reference Books:

- Beteille, Andre 1972. *Inequality and Social Change*. Delhi: Oxford University Press.
- 2002. *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press.
- Bose N.K. 1967. *Culture and Society*. Bombay: Asia publishing House.
- D'Souza, P. R. (ed.). 2000. *Contemporary India: Transitions*. New Delhi: Sage.
- Das, Veena. 2003. *The Oxford Companion to Sociology and Social Anthropology*. Vol. I and II,
- Desai, A. R. 1976. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Deshpande, Sathish. 2003. *Contemporary India: A Sociological view*. New Delhi: Penguin.
- Sharma, K. L. 2000. *Caste, Class and Tribe*. New Delhi: Rawat publications.

Paper Code: Elective-1
Title of the Paper: 3. Women Empowerment
Credits: 4 **Maximum Marks: 100**

Objectives:

The objective of this course is to trace the evolution of gender as a category of social analysis. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Women Empowerment is a major part of this course will also be devoted to the understanding the development of the concept of empowerment in India in relation to women.

Course Outcomes:

1. A fundamental understanding of an academic field of study in different disciplinary areas
2. Use Knowledge understanding an skill the required for Identifying problem an issues and solution with logical arguments
3. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.
4. Understand the relationship between women and empowerment
5. Understand various women problems
6. Capable to understand relationship between political participation women empowerment
7. Capable to understand the role of women in decision making process

Course Outline:

Unit I Women and Empowerment

- a. Empowerment: meaning, definition and characteristics
- b. Status of women in India: historical and contemporary
- c. Perspective Gandhi and empowerment of women

Unit II Globalization and Women's Question in India

- a. Women, education and social development
- b. Women and health: An Indian scenario
- c. Poverty, women and their empowerment

Unit III Women's Problems, Legislations and Empowerment

- a. Female feticides, dowry, domestic violence, crime against women,
- b. Trafficking, child prostitution
- c. Legislations for women

Unit IV Political Participation and Empowerment

- a. Family for empowerment
- b. Women's political participation in India: An agenda for empowerment
- c. Role of government in the empowerment of women in India

Unit V Women in Decision Making Process

- a. Role of women in decision making process
- b. Women in legislation
- c. Women in media

Suggested Readings

Bhagwat, Vidyut. 2004. *Feminist Social Thought*. Jaipur: Rawat.
Dube, Leela (ed). 2001. *Anthropological Explorations in Gender*. Delhi: Sage.
Everelt, Jana M. 1981. *Women and Social Change in India*. New Delhi: Heritage Publishers.
Firestone, Sulahmith. 1975. *The Dialectic of Sex*. New York: Morrow.

- John, Mary E. 1996. Gender and Development in India 1970-1990s: Some Reflection on the
Constitute Role of Contexts", *Economic and Political Weekly*. vol 31, No. 47.
- Krishnaraj, M. et-al. (eds.). 1989. *Gender and the Household Domain*. New Delhi: Sage.
- Mies, M. 1980. *Indian Women and Patriarchy*. New Delhi: Concept Publishing.
- Oakley, A. 1972. *Sex, Gender, and Society*. New York: Harper and Rao.
- Rege, S. 2003 *Sociology of Gender: The Challenge of Feminists Sociological Knowledge*. New
Delhi: Sage.
- Seth, M. 2001. *Women and Development: The Indian Experience*. New Delhi: Sage.

Paper Code: Elective-1
Title of the Paper: 4. Sociology of Education
Credits: 4 **Maximum Marks: 100**

Objectives:

To expose the students with the knowledge on education. To contextualize the study of education within the discipline of sociology. Orient the student's sociological perspectives in education.

Course Outcomes:

1. To develop an overall and well-rounded understanding of education
2. To develop the students reading and writing skills through individual and group
3. Introduce students about the interrelationship between education and society
4.

Course Outline:

Unit I Introduction of Sociology of Education

- a. Definition and scope
- b. Growth of sociology of education
- c. Aims of education
- d. Difference between sociology of education and educational sociology

Unit II Society and Education

- a. Social functions of education: transmission of culture, innovative function of education, conservative function, political function and economic function
- b. Education as a social system
- c. Socialization process
- d. Education in tribal society

Unit III Sub-Systems of society and education

- a. Education system and political system
- b. Education and economic development
- c. Family institution and education

Unit IV Structure of education in Independent India

- a. Structure of primary, secondary and higher education
- b. Skill development,
- c. Globalization and social mobility
- d. Teaching profession in modern India

Unit V General Problems of Education

- a. Medium of instruction: language
- b. Educational problems of SCs and STs in higher education
- c. Issue of women education-dropout, employment
- d. Privatization of education

Essential Readings:

- Agarwal, J.C. 1985. 'Theory and Principles of education, Philosophical and Sociological bases of Education', Delhi: Vikas Publishing House Pvt. Ltd.
- Gore, M.S. 1994. 'Indian education, structure and processes, New Delhi: Rawat Publications.
- Gore, M.S. at. Al. (eds). 1975. 'Papers of Sociology of Education in India, NCERT, New Delhi.
- Jayaram, N. 1990. 'Sociology of Education in India', Rawat Publication, Jaipur.
- Mathew, S.S. 1966. 'A Sociological approach to Indian Education', Vinod Publications, Agra.

- Morris, Iror. 1978. 'The Sociology of Education', Allan and Unwin.
- Musgrave, P.W. 1972. 'The Sociology of Education', London, Methuen & Co. Ltd.
- Ottaway, A.K.C. 1980. 'Education and Society – n introduction to the Sociology of Education', London: Routledge and Kegan Paul.
- Shah, B.V. 1998. 'Sociology of Education', Jaipur and New Delhi: Rawat Publications.
- Akolkar, G.B. 1975. Shaikshanik Samajashastrachi Rupresha. Pune: Shrividya prakashan.
- Kundale, M. B. 1975. Shaikshanik Tatvdyan v Shaikshanik Samajshastra. Pune: Shrividya prakashan.
- Dande, Chandrakumar. 1970. Shikshan ani Samajshastra. Mumbai: Megestate Prakashan.
- Bhide, V.V. 1991. Shaikshanik Samajshastra. Mumbai: Prachi Prakashan.

Paper Code: Elective-1
Title of the Paper: 5. Industry and Society in India
Credits: 4 **Maximum Marks: 100**

Course Objectives:

After learning this paper, the learners will be able to:

This course aims to introduce students to sociological explorations related to industry and to develop in them familiarity with regard to the emerging issues and its interface with social issues. To give a theoretical understanding on the historical changes in industrial work and labour since the industrial revolution. To give sociological understanding into concept of work and its changing nature. To introduce types of organizations in industrial and post-industrial society. To expose students to the impact of New Economic Policies on formal and informal sector.

Course Outcomes:

At the end of this course students will be able to:

1. Understand the changes in Industry and society due to ICT
2. Understand the role new economic policy in economic growth in India
3. Analyze the sectorial growth and trade unionism in India
4. Evaluate the problems arising due to technological advancement

Course Outline:

Unit I Globalization and Industry in India

- a. New Economic Policy (1991)
- b. LPG and their effects on workers in formal and informal sectors

Unit II The growth of Informal Sector

- a. Meaning and characteristics of informal sector
- b. Contribution of informal sector to Indian economy
- c. Issues and problems of informal sector

Unit III Trade Unionism in India

- a. Emergence of trade union movement in India
- b. Functions and union tactics
- c. Trade unions and present challenges

Unit IV Industry and Society

- a. Unemployment
- b. Problems of migration
- c. Women and child labour
- d. Problem of slums

Unit V Industry and Globalization

- a. Technological advancement and industrial unrest
- b. Feminization of labour
- c. Role of ICT (information communication technology), downsizing and outsourcing
- d. Role of international organizations

References:

- Agrawal, R. D. 1972. Dynamics of Indian labour relations in India: Bombay: McGraw Hill.
- Aziz, Abdul. 1984. Labour Problems of Developing Economy. New Delhi: Ashis Publishing House.
- Gilbert, S. J. 1985. Fundamentals of Industrial Sociology. Bombay: McGraw Hill.

- Karnik, V. B. 1990. Indian Trade Union: A Survey. Bombay: Popular Prakashan.
- Laxmana, C. et al. 1990. Workers Participation and industrial democracy: Global perspectives
New Delhi: Ajanta publication.
- Memoria, C. B. and Memoria 1992. Dynamics of Indian Relations in India. Mumbai: Himalaya publishing house.
- Miller, D.C. and Farm W.M. 1964. The Sociology of Industry. London: George Allen and Farm Onwin.
- Philip, H. and Mellissa T. 2001. Work Post Modernism and Organization. New Delhi: Sage.
- Ramaswamy, E.A. 1977. The Worker and his Union. New Delhi: allied.
- _____. 1978. Industrial Relations in India. New Delhi: OUP.
- Watson, K. Tony. 1995. Sociology, Work and Industry. London: Routledge and Kagan Paul.
- Marathi**
- Disha. 1997. Badaltia Bhartiya Arthakaranachya. Nashik: Pragati Abhiyaan.
- Ghadiyali, Rekha. 2007. Samakalin Bhartatil Striya. Pune: Sage/Diamond, (for Impact of ITC)
- Godbole, Achyut. 2009, Arthat. Pune: Rajhans Prakashan (pg. 411 onwards).
- Karade, Jagan. 2008. Jagতিকিকaran: Bharatasamoril Avhane. Pune: Diamond.
- Pandit, Nalini. 2001, Jagতিকিকaran ani Bharat. Pune: Lokwangmay Gruh.
- Sathe, M. D. 2008. ArthikVikasani Niyojan, Part-4. Pune: Diamond.
- Teltumbade, Anand. 2002. Jagতিকিকaran Ani Kashtakari Dalit Dahujan. Pune: Dignag Prakashan.

Paper Code: Elective-1
Title of the Paper: 6. Sociology of Migration
Credits: 4 **Maximum Marks: 100**

Course Objectives:

After learning this paper, the learners will be able to:

This course introduces students to the world of migration. Migration continues to be an immensely important social, political, economic and cultural issue and one that is prone to social mobility.

Course Outcomes: At the end of this course students will be able to:

- | |
|--|
| 1. Understand the nature, concept, causes and consequences of migration |
| 2. Analyze the process of Social change and development in context in migration |
| 3. Apply the knowledge of migration for solving the various issues at state, national and international levels |

Course Outline:

Unit I Introduction

- a. Migration: meaning and definition, types, importance
- b. Factors affecting migration
- c. Characteristics of migration, sources of migration data
- d. Methods of measurements of migration, differential migration

Unit II Theories of Migration

- a. Push-Pull hypothesis
- b. Revenstein's laws of migration
- c. Everett S. Lee theory of migration
- d. Todaro's model of rural-urban migration
- e. Wolpert's decision making aspect of migration

Unit III Social Dimensions of Migration

- a. Gender and migration
- b. Caste and class
- c. Processes of migration in the north and south
- d. Refugees and migration

Unit IV Voluntary Migration

- a. Emigration from India
- b. Factors encouraging International migration
- c. Consequences of migration, brain drain-causes
- d. Effects and remedial measures for brain drain

Unit V Migration in India

- a. Development and displacement
- b. Seasonal migration
- c. Migration in capitalist system
- d. Migration and the world economic system

Suggested Readings:

- Agarwal, Anuja (ed). 2006. *Migrant Women and Work*. New Delhi: Sage Publications India Pvt. Ltd. Pp: 21-45, 46-72.
- Behera, Navnita Chadha (ed.). 2006. *Gender, Conflict and Migration*. New Delhi: Sage Publications India Pvt. Ltd. Pp: 205-226.

- Brazil, Jana Evans. 2008. *Diaspora an Introduction*. Victoria: Blackwell Publishing. Pp: 11-36.
- Dayton-Johnson, Jeff, et al. 2007. *Gaining from Migration: Towards a New Mobility System*. France: OECD Publishing.
- Hoodfar, Homa. 2003. 'The Impact of Egyptian Male Migration on Urban Families: 'Feminisation of the Egyptian Family' or Reaffirmation of Traditional Gender Roles' in Rege, Sharmila. (ed.). *Sociology of Gender The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage Publications, pp: 195-224.
- Jayaram, N (ed.). 2011. *Diversities in the Indian Diaspora Nature, Implications and Responses*. New Delhi: Oxford University Press. Pp: 1-22.
- Knott , Kim and Sean McLaughlin. 2010. *Diasporas Concepts, Intersections and Identities*. London: Zed Books. Pp. 24-28.
- Kritz, Mary. M. 2007. 'Migration: International', in George Ritzer (ed.): *The Blackwell Encyclopedia of Sociology*, Vol-VI, UK: Blackwell Publishing, pp: 3019-3024.
- Kurien, Prema. A. 2002. *Kaleidoscopic Ethnicity: International Migration and Reconstruction of Community Identities in India*. New Delhi: Oxford University Press.
- Oishi, Nanna. 2005. *Women in Motion Globalisation, State Policies and Labour Migration in Asia*. California: Stanford University Press. Pp:1-19.
- Osella, Filippo and Caroline Osella. 2000. *Social mobility in Kerala: modernity and identity in conflict*. USA: Pluto Press. 32
- Osella, Filippo and Katy Gardner. 2004. *Migration, Modernity and Social Transformation in South Asia*. New Delhi: Sage Publications.
- Palriwala, Rajni and Patricia Oberoi.(eds.).2008. *Marriage, Migration and Gender*. New Delhi: Sage Publications India Pvt. Ltd. Pp: 23-62,78-97, 98-122.
- Patterson, Rubin. 2006. "Transnationalism: Diaspora-Homeland Development", *Social Forces*, 84 (4), pp 1891-1907.
- Rajan, S. Irudaya . 2010. *Governance and Labour Migration-India Migration Report 2010*. New Delhi: Routledge Publishers, pp: 1-29, 243-250.
- Rajan, S. Irudaya , V. J. Varghese and M. S. Jayakumar. 2011. *Dreaming Mobility and Buying Vulnerability: Overseas Recruitment Practices in India*. New Delhi: Taylor & Francis.
- Thampan, Meenakshi. (ed). 2005. *Transnational Migration and Politics of Identity*, New Delhi: Sage Publications. Pp: 23-62.
- Vetrovec, Steven. 2009 . *Transnationalism*. London: Routledge. pp: 1-40.
- World Migration Report. 2018. Geneva: International Organization for Migration.

Paper Code: RM
Title of the Paper: Research Methodology in Sociology
Credits: 4 **Maximum Marks: 100**

Course Objectives:

This course aims to familiarize students with the basic knowledge on the research methods in sociology. There are various techniques of data collection and its appropriateness and inappropriateness depends on many philosophical, theoretical and methodological factors. Students will learn different techniques of data collection which they may use in their own research or project for data collection, interpretation and report writing.

Course Outcome: After completion of the course, the students will be able to:

1. Understand the application of research tools and techniques in social research
2. Understand the different kinds of sampling design and their criteria; became aware of applying appropriate sampling to a study
3. Develop understanding on various kinds of research and its design and process
4. Create knowledge on quantitative and qualitative research techniques
5. Ability to formulate scientific data analysis and preparing report

Course Outline:

Unit I Sociology as Science

- a. Science, scientific method
- b. Positivism, fact, objectivity and its critique
- c. Non-positivist methodologies
- d. Induction and deduction

Unit II The Research Process

- a. Steps of research, research problem formulation
- b. Review of existing literature: need and significance
- c. Hypothesis: need, types and hypothesis testing
- d. Reliability and validity

Unit III Research Design and Sampling

- a. Research design: difference in designing quantitative and qualitative research
- b. Types of research design
- c. Sampling: principles of sampling, population and sample
- d. Probability and non probability sampling

Unit IV Quantitative Research Methods

- a. Levels of measurement: nominal, ordinal, interval and ratio scales
- b. Variables and indicators, operationalization of concept
- c. Social surveys-types of survey, observation, structured interview, questionnaire, interview schedule and pilot study
- d. Computer and internet in research, use of SPSS in data analysis

Unit V Qualitative Research Methods

- a. Participant observation and ethnography
- b. Qualitative interview, case study, content analysis, grounded theory, focus group and discourse analysis
- c. Participatory research
- d. Sources and types of data: primary, secondary and tertiary data

Reference books:

- Ahuja, Ram. 2018. *Research Methods*. New Delhi: Rawat Publications.
- Andres, L. 2012. *Designing and Doing Survey Research*. London: Sage.
- Babbie, E. 2002. *The Basics of Social Research*. London: Wadsworth Publications.
- Bailey, Kenneth D. 1982. *Methods in Social Research*. New York: MacMillan Pub. Co.
- Bose, Pradip Kumar. 1995. *Research Methodology*. New Delhi: ICSSR.
- Bryman, A. 2012. *Social Research Methods* (4th ed.). New York: OUP.
- Creswell, J. W. 2007. *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (2nd ed.). Thousand Oaks CA: Sage.
- Denzin, Norman, Yvonna Lincoln (ed). 2000. *Handbook of Qualitative Research*. New Delhi: Sage.
- Goode, J. and Hatt P. J. 1969. *Methods in Social Research*. New York: McGraw Hill.
- Grbich, Carol. 2000. *New Approaches in Social Research*. London: Sage.
- Jason, Leonard A. and David S. Glenwick. 2016. *Handbook of Methodological Approaches to Community: Based Research: Qualitative, Quantitative and Mixed Methods*. New York: Oxford University Press.
- Kothari, C. R. 1985. *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan.
- Kumar, Arvind. 2003. *Research Methodology in Social Research*. New Delhi: Sarup Sons.
- Leavy, Patricia. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-based, and Community-based Participatory Research Approaches*. NY: The Guilford Press. (Anticipatory research pp 10, 20, 224)
- Leedy, P. D. and Ormrod, J. E. 2020. *Practical Research: Planning and Design* (12th ed.). Boston: Pearson Education, Inc. (review of existing literature pp 82-96)
- Neuman, W. L. 2014. *Social Science Research Methods: Qualitative and Quantitative Approaches* (7th ed.). London: Pearson Education Ltd.
- Packer, M. 2011. *The Science of Qualitative Research*. New York: CUP.
- Sarantakos, S. 1999. *Social Research*. UK: Macmillan Press.
- Silverman, David. 1985. *Qualitative Methodology and Sociology*. Gower: Vermont.
- Vaus, D. 1986. *Surveys in Social Research*. London: George Relem and Umwin.
- Wilkinson, T. S. and Bhandarkar P. L. 2010. *Methodology and Techniques of Social Research*. Mumbai: Himalaya Publishing House.
- Williams, Malcolm. 2004. *Science and Social Science*. New York: Routledge.

Marathi and Hindi

- Ahuja, Ram. 2001. *Samajik Anusandhan*. New Delhi, Jaipur: Rawat Publications.
- Ahuja, Ram. 2003. *Samajik Sarvekshan evam Anusandhan*. New Delhi, Jaipur: Rawat Publications.
- Bhandarkar, P. L. 1987. *Samajik Sanshodhan Padhati*. Nagpur: Maharashtra Rajya Vidyapith Granth Nirmitti Mandal.
- Crasswell, John. 2017. *Sanshodhan Sanrachana: Gunatmak, Sankhyatmak ani Mishra Padhatinche Drushtikon*. New Delhi: Sage-Bhasha Publications India Pvt. Ltd.
- Kumar, Ranjit. 2017. *Sanshodhan Padhati: Navoditankarita Kramvar Margdarshak* (fourth edition). New Delhi: Sage-Bhasha Publications India Pvt Ltd.

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD
 Illustrative Credit Distribution Structure for One Year PG/Two Year as per NEP 2020

M.A. Sociology

M.A. Sociology, Semester II		Level 6.0
Paper Code	Paper Name	No. of Credits
Mandatory-5	Western Sociological Thinkers	4
Mandatory-6	Social Problems in India	4
Mandatory-7	Perspectives on Indian Society	4
Mandatory-8 (Theory/Activity-2)	Activity-Study Tour-at socially relevance place (Report Submission)	2
Elective-2 (Elective select any one from basket)	Elective select any one from basket	
	1. Urban Sociology	4
	2. Criminology	
	3. Ageing: Issues and Policies	
	4. Theoretical Perspectives on Education	
	5. Social Development in India	
	6. Science, Technology and Society	
On Job Training/Field Project	On Job Training/Field Project: in consultation with guiding teacher	4
	Total Credit For Second Semester	22
Cumulative Credits For PG Diploma		
Credit Summary: First Year (Semester I and II)		
1. Mandatory (1 to 8) : 28 Credits		
2. Elective (1 and 2) : 08 Credits		
3. RM (1) : 04 Credits		
4. On Job Training/Field Project : 04 Credits		
PG Diploma (44 Credits) after Three Year UG Degree or First Year PG		

Paper Code: Mandatory-5
Title of the Paper: Western Sociological Thinkers
Credits: 4 **Maximum Marks: 100**

Objectives:

This course is offered to provide the students with the necessary foundations in the major thinkers and pioneers of sociological thinking “such as Weber, Pareto, Cooley and Mead. A sound understanding of these thinkers would go a long way in helping a student to understand the contemporary and "current social issues and problems. To study the historical evolution of sociological thoughts. Apply the formulation of these thinkers to contemporary issues in the developments of sociological theory.

Programme Outcomes:

1. Understand the contributions of early sociologists
2. Understand the forces in the rise of sociological theory
3. To develop the understanding of sociology through theoretical Paradigms
4. To develop the critical thought on social structure
5. To develop research and advocacy skill through critical pedagogies in the classroom
6. Inculcate analytical ability to interpret the social scenario.
7. To create progressive citizens of country and world who apply sociology to their personal lives

Course Outline:

Unit I Karl Marx: Dialectical and Historical Materialism

- a. Intellectual background
- b. Marxian dialectical materialism
- c. Historical materialism
- d. Analysis of capitalism and surplus value

Unit II Karl Marx: Class Struggle and State

- a. Class, class struggle and class conflict
- b. Views on the state
- c. Theory of ideology
- d. Theory of alienation

Unit III Max Weber

- a. ‘Verstehen’ and ideal type
- b. Theory of social action
- c. Bureaucracy, power and authority
- d. Protestant ethic and spirit of capitalism

Unit IV Vilfredo Pareto

- a. Logico-experimental method
- b. Logical and non-logical action
- c. Residues and derivations
- d. Theory of elites: role and circulation of elites

Essential Readings:

Abraham, F. & Henry J., 2005. *Sociological Thought*. New Delhi: Macmillan, India
Adam, Bert and Sydie, R.A. 2001. *Sociological Theory*. New Delhi; Sage publications.
Applerouth, Scott and Edles, Laura. 2008. *Classical and Contemporary Sociological Theory: Text and Reading*

- Aron, Raymond .1965. *Main Currents in Sociological Thought*, Vol. I and II. New York: Penguin Books.
- Bendix, R. 1960. *Max Weber: An intellectual portrait*. Doubleday & Company.
- Coser, Lewis A. 1977. *Masters of Sociological Thought: Ideas in Historical & Social Context*. New York, Chicago: Harcourt Brace Jovonorich Inc.
- Gerth, M. and Millis, C.W. from *Max Weber and Essays in Sociology*.
- Gerth, H. H.and C. Wright Mills (Eds. and Trans.). 1946. *From Max Weber: Essays in Sociology*. New York: Oxford University Press.
- Giddens, Anthony. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge University Press.
- Hughes, John A., Martin, Peter J. and Sherlock, W.W.1995. *Understanding Classical Sociology: Marx, Durkheim and Weber*. London: Sage.
- Morrison, Ken.1995. *Marx, Durkheim and Weber: Formations of Modern Sociology Thought*. New Delhi: Sage.
- Nisbet, Robert. A. 1966. *The Sociological Tradition*. London: Heinemann Educational Books Ltd.
- Popper, Karl. 1945. *Open Society and its Enemies*. London: Routledge.
- Rex, John. 1961. *Key problems in Sociological theory*. London: Routledge and Kegan Paul.
- Scoot, J. 2006. *Social Theory: Central issues in sociology*. New Delhi: Sage publications.
- Turner, J. H. 2013. *Contemporary Sociological Theory*. USA: University of California, Riverside.
- Zeithin, Irving M. 1969. *Ideology and the Development of Sociological Theory*. New Delhi: Prentice Hall.
- Doifode, Jyoti. 2012. *Samajshastriya Vicharpravah*. Aurangabad: Vidya Prakashan.
- Doshi, S.L. & Jain P. C. 2001. *Pramukh Samajshastriya Vicharak*. Jaipur: Rawat.
- Vaidya, N.S. 1981. *Samajshastriya Vichar Parampara*. Nagpur: Maharashtra Rajya Granth Nirmiti Mandal.

Paper Code: Mandatory-6
Title of the Paper: Social Problems in India
Credits: 4 **Maximum Marks: 100**

Objectives:

To acquaint the students with various problems in contemporary Indian society. To study the programmes and measures adopted in the modern society to solve these problems.

Expected Course Outcomes:

1. Students will get a substantial understanding with a detailed knowledge of social problems as a concept and its different approaches.
2. Students will learn about different forms of deviant behaviour.
3. Students will get a sense of gender discrimination and women's protections.
4. Students will be able to analyse the social problems into group context.

Course Outline:

Unit I Social Problems

- a. Meaning and nature
- b. Types of social problem: poverty, regionalism, gender
- c. Elements of social problem
- d. Theoretical approaches: social pathology, social disorganization, deviant behavior and labeling

Unit II Disorganizational Problems

- a. White-Collar crime, changing profile of crime and criminals
- b. Corruption
- c. Suicide
- d. Alcoholism

Unit III Familial Problems

- a. Domestic violence
- b. Dowry
- c. Divorce
- d. Old Age problems

Unit IV Developmental Problems

- a. Slums
- b. Environmental problems
- c. Ecological degradation and environmental pollution
- d. Population problems and poverty

Unit V Urban Issues

- a. Housing problems
- b. Black money
- c. Smuggling
- d. HIV/AIDS

Essential Readings:

- Ahuja, Ram. 2002. Social problems in India. Jaipur: Rawat Publications.
- Deb, Sibnath. 2007. Contemporary Social Problems in India. New Delhi: Anmol Publications Pvt. Ltd.
- Madan, G. R. 1990. Indian Social Problems, Vol I & II. New Delhi: Allied Publishers Limited.
- Sarkar, Profulla C 2008. Understanding social Problems and Policies. New Delhi: Serial Publications.
- Siddique, Ahmed. 2005. Criminology. 5th edition. New Delhi: Eastern Book Company.

Singh, Ramesh. 2013. Indian Economy. 5th edition. New Delhi: McGraw Hill Education.
Ahuja, Ram. 2002. Samajik Samasyae. Jaipur: Rawat.

Paper Code: Mandatory-7

Title of the Paper: Perspectives on Indian Society

Credits: 4

Maximum Marks: 100

Course Objectives:

This paper looks at different theoretical approaches that have been employed to the study of Indian society. In relation to each of the perspectives, an attempt has been made to find an appropriate selection/writing so as to inform the students about the very essence of that specific theoretical frame. To acquaint the students the contributions of selected sociologists on Indian society

Expected Course Outcomes: After the completion of the course, students will be able to-

1. Understand interconnections of theoretical perspectives on Indian society
2. Understand the contributions of Indian pioneers
3. Evaluate the present and the future of Indian sociology
4. Develop an authentic understanding of different perspectives in relation to the workings of Indian society
5. Appreciate Synthesis and subaltern perspective of the society
6. Apply and relate the contributions to the understanding of varied social reality

Course Outline:

Unit I Indological/Textual Perspective

- a. G. S. Ghurye: Study of caste, Indian tribes and their assimilation
- b. Radha Kamal Mukherjee: social ecology, theory of values, culture and civilization
- c. Louis Dumont: theory of Indian caste, the thesis of purity and impurity

Unit II Synthesis of Textual and Field Perspective

- a. Irawati Karve: concept of 'caste-cluster', kinship organization in India and Hindu society: an interpretation

Unit III Structural-Functionalism Perspective

- a. M. N. Srinivas: village studies, dominant caste, Sanskritization and westernization
- b. S.C. Dube: Shamirpet village, evaluation of traditions, modernization and development

Unit IV Marxism Perspective

- a. D. P. Mukerji: Indianisation of the Marxist approach and Indian tradition
- b. A. R. Desai: Study of Marxist approach and agrarian struggles in India

Unit V Subaltern Perspective

- a. B. R. Ambedkar: Hindu social order and untouchability, views on social reconstruction
- b. David Hardiman: views on hegemony, peasants and *Baniya* and new forms of resistance: *Devi* movement

Prescribed Readings:

- Ahuja, Ram. 2006. *Changing Indian society*. New Delhi: Rawat Publications.
- Atal, Yogesh. 2004. *Indian Sociology: From Where to Where*. Jaipur: Rawat Publications.
- Desai, A. R. 1948. *Social Background of Indian Nationalism*. Oxford, Bombay.
- 1980. 'Relevance of the Marxist Approach to the study of Indian Society' in *Sociological Bulletin*.
- Dhanagare, D. N. 1999. *Themes and Perspectives in Indian Sociology*. Jaipur: Rawat Publications
- Dube, S. C. 1955. *The Indian village*, Routledge, London.
- Dumont, Louis, 1970. *Homo Hierarchicus*. New Delhi: Vikas.
- Ghurye, G. S. 1969. *Caste and Race in India*, Bombay. Popular Prakashan.

- Guha, Ranjit (eds). 1982. *Subaltern studies: Writings on south Asian History and society*. Delhi:Oxford,
- Hardiman, David. 1987. *The Coming of the Devi*. Bombay: Oxford.
- , 1996. *Feeding the Bania: Peasants and Usurers in Western India*. London: Oxford.
- Karve, Irawati 1961 : *Hindu Society: An Interpretation*. Poona: Deccan College
- , 1965. *Kinship Organisation in India*. New Delhi: Asia Publishing House
- Momin, A. R. 1996. *The Legacy of G.S. Ghurye*. Bombay: Popular Prakasan.
- Moon, Vasant. (eds) *Dr. Babasaheb Ambedkar Writings and Speeches*, Department of Education, Government of Maharashtra Vol. No. 1,5,7,9,11,12 and14.
- Mukherjee, Ramkrishna. 1979. *Sociology of Indian Sociology*. New Delhi: Elide publishers.
- Mukerji, D. P. 1958. *Diversities*. New Delhi: Peoples publishing.
- 2004. *Basic concepts in sociology*. New Delhi: Rupa Co.
- Nagla, B.K. 2008. *Indian Sociological Thought*. Jaipur: Rawat Publications
- Oommen, T.K. 2007. *Knowledge and Society: situating sociology and Social Anthropology* (Introduction, Chapter.1 and 5). New Delhi: Oxford University Press.
- Oommen, T.K. and Mukherjee, P.N. (eds). 1986. *Indian Sociology: reflections and Introductions*. Bombay: Popular Prakasan
- Sharma, Surendra. 1985. *Sociology in India: A perspectives from sociology of Knowledge*. Jaipur: Rawat
- Singh, Yogendra.1986. *Indian Sociology: Conditioning and Emerging Concerns*. New Delhi: Vistar.
- Singhi, N. K. 1996. *Theory and Ideology in Indian Sociology*. Jaipur: Rawat publication.
- Sinha, Surajit. 1974. *Caste in India: A survey of research in sociology and social anthropology* vol.1 Bombay: Popular Prakasan
- Srinivas, M. N.1960. *India's villages*. Bombay: Asia Publishing house.
- *Caste in modern India*. New Delhi : Asia Publishing house.
- Unnithan, T.K.N., Deva, I. and Singh Y. (eds.) 1965. *Towards a sociology of culture in India*. New Delhi: Prentice Hall.
- Marathi and Hindi**
- Gajendragad, V. N. and Marulkar, V. S. 2000. *Samakalin Bhartiya Samajshastra*. Kolhapur: Fadke Prakashan.
- Nagla, B. K. 2015. *Bhartiya Samajshastriy Chintan*. Jaipur: Rawat Publication.
- Rawat, Harikrushna. 2001. *Samajshastriy Chintak Evam Sidhantkar*. Jaipur: Rawat,
- Sahare, Padmakar. 2015. *Bhartiya Samajvishayak Drushtikon*. Aurangabad: Vidya Books.
- Additional Reference Books:**
- Beteille Andre 2002, *Sociology: Essays o approaches and Method*, New Delhi. OUP.
- Desai, A. R (eds) 1969. *Introduction to Rural Sociology in India*, Oxford, Bombay.
- ,1978. *Peasant Struggles in India*, Oxford. Bombay.
- Mishtra P. K., Basa K.K. and Bhat H.K. (eds) 2007. *M.N. Srinivas: The Man and His work*. Rawat Publications New Delhi.
- Mukherjee, Ramkrishna. 1979. *Sociology of Indian Sociology*. Bombay: Allied Publishers.
- Pramanik, S. K. 2001. *Sociology of G. S. Ghurye*. New Delhi: Rawat pub.

Paper Code: Elective-2
Title of the Paper: 1. Urban Sociology
Credits: 4 **Maximum Marks: 100**

Objectives:

To acquaint students with basic concepts in urban sociology and to review urban ecological theories. To make the students acquainted with the impact of urbanization on society, economy and culture. To acquaint them with the problems that arises due to urbanization. To understand the process of urbanization and its social consequence. To analyse different urban problems in India. The course is aimed to sensitize the student to the urban reality of India.

Course Outcomes:

1. Students will be familiar with the concepts associated with urban sociology
2. The students would be acquainted with pioneers of urban sociology
3. The students will get familiar with the social processes that bring change in the society
4. The students would get the knowledge about different urban social problems
5. To know the various urban problems occurred due to urbanization

Course Outline:

Unit I Urban Sociology

- a. Definition of urban sociology
- b. Nature and scope
- c. Approaches to study urban society
- d. Significance of urban sociology

Unit II Basic Concept

- a. Urban community
- b. Rurbanism
- c. Rural-urban continuum
- d. Gentrification

Unit III Theories of urban development

- a. Urbanism as a way of life: Louis Wirth
- b. The metropolis and mental life: George Simmel
- c. concentric zone theory: E. W. Burgess
- d. Wedge or radial sector theory: Homer Hoyt

Unit IV Process of Urbanization

- a. Factors responsible for urbanization
- b. Social consequences of urban growth in India
- c. Migration and social mobility
- d. Urban renewal policy and planning

Unit V Indian Cities

- a. Caste and class in Indian cities
- b. Changing aspects urban family in India
- c. Urban poverty
- d. Social structure of urban slums and problems of housing

Essential Readings:

Advani, Mohan, 2009. *Urbanization, Displacement and Rehabilitation: A Study of People Affected by Land Acquisition*. Jaipur: Rawat.

Ahuja, Ram. 1997. *Social Problem in India*. Jaipur: Rawat Publications.

- Bose, Ashis. 1973. *Studies in India's Urbanization 1901-1971*. New Delhi: Tata McGraw Hill Publishing.
- Burgess, E. W. 1926. *The Urban Community*, Chicago: Chicago University Press.
- Dahiwal, S.M. 1997. *Rural Poverty and Slums*. Jaipur: Rawat Publication.
- Desai, A.R. and Pillai S.D. 1970. *Slums and Urbanization*. Bombay: Popular Prakashan.
- Gugler, J. 2004. *World Cities beyond the West: Globalization, Development and Inequality*, Cambridge: Cambridge University Press.
- Hansen, T. B. 2001. *Urban Violence in India: Identity, Politics*, Delhi: Permanent Black.
- Hutchinson, Ray (ed.), 2010. *Encyclopedia of Urban Studies*. California: Sage, Thousand Oaks.
- Mumford, L. 1938. *The Culture of Cities*, New York: Free Press.
- Park, R. E. Burgess, E. W. McKenzie, 1925. *The City*. Chicago: Chicago University Press.
- Patel, S. and Deb, K. 2006. *Urban Studies*, New Delhi: Oxford University Press.
- Quinn, J. A. 1955. *Urban Sociology*, New Delhi: S. Chand & Co.
- Ramchandran, R. 1988. *Urbanization and Urban Systems in India*, New Delhi: Oxford University Press.
- Rao, M.S.A. 1974. *Urban Sociology: A Reader*, New Delhi: Tata McGraw-Hill.
- Sassen, Saskia (ed.), 2007. *Urban Sociology in the 21st Century*. Columbia: Sage Publications.
- Sivramakrishnan, K. C., Kundu, A. and Singh B. N. 2005. *Handbook of Urbanization in India*, New Delhi: Oxford University Press.
- Taylor, Peter J. (ed.), 2007. *Cities in Globalization: Practices, Policies and Theories*, London: Routledge.
- Thomlinson. Ralph. 1969. *Urban Structure: The Social and Spatial Character of Cities*, New York: Random House.
- Weber, M. 1966. *The City*, London: Free Press. Zukin, S. 1995. *Cultures of Cities*. Oxford: Blackwell.
- Hiwale, S. D. 2011. *Nagari Samajshastra*. Aurangabad: Chinmay Prakashan.
- Sharma, RajendraKumar. 2003. *Nagariya Samajshastra*. New Delhi: Atlantic Publishers
- Savadi, A.B. 1995. *Nagari Bhugol*. Kolhapur: Nirali Prakashan.

Paper Code: Elective-2
Title of the Paper: 2. Criminology
Credits: 4 **Maximum Marks: 100**

Objectives:

The course introduces students to the discipline of criminology and explores how crime impacts society at large. To impart knowledge to students about classification and analysis of different crime trends and patterns. To develop the understanding of criminological theories and perspectives. To enhance the capacity of students to analyse criminality.

Course Outcomes:

1. Students will be familiarized with criminology, as a discipline and get a skill to handle crime statistics.
2. Acquire knowledge of theoretical perspectives applied in criminology
3. Understand various forms of crimes
4. Students will become proficient in correctional approaches and control mechanisms to handle crime

Course Outline:

Unit I Criminology

- a. Definition of criminology
- b. Nature and scope of criminology
- b. Concepts: crime, jurisprudence, Modus operandi
- c. Approaches to crime: legal, behavioral and sociological

Unit II Theories of Crime

- a. Classical
- b. Psychological
- c. Marxian
- d. Geographical and sociological theories

Unit III Types of Crime

- a. Economic crime, professional crime, organized crime
- b. White-collar crime, crime against moral turpitude
- c. crime against women, female feticide
- d. Honor killing, human trafficking, cyber crime

Unit IV Child in Conflict with Law

- a. Child in conflict with law in India
- b. Child in conflict with law: causes and consequences
- c. Preventive measures and correctional institutions
- d. POSCO Act 2012

Unit V Female Criminality

- a. female criminality in India
- b. Theoretical perspective
- c. Causes and consequences of female criminality
- d. Correctional institutions for female offenders

Essential Readings

Akers, R. L. and Sellers, C. S. 2004. *Criminological Theories*. New Delhi :Rawat Publication.
Ansari, M. A. 1981. *Female Criminality and Rehabilitation*. Jaipur :Panchashil Publication.

- Barken , E. Steven. 2011. *Criminology : A Sociological Understanding*. London: Prentice Hall Publication.
- Bown, S. 2015. *Criminology*. Rotledge Publications
- Barness , H. E. and Teeters. 1966. *New Horizons in Criminology*. Englewood cliff, N. J. New Delhi : Prentice Hall in India.
- Brien, Martin. 2008., *Criminology*. London: Routledge Publishers.
- Burke, Roger. 2013. *An Introduction to Criminological Theory*. Willan.
- Crime in India Report. Ministry of Home Affairs, Government of India. New Delhi.
- Cullen, Francis. 2012. *Oxford Handbook of Criminology Theory*. Oxford University Press.
- Cullen, Francis. Robbert,L. and Ball, Richard. 2011. *Criminological Theory : Context and Consequences*. New York : Sage Publication.
- Drapkin, Ismail and Viano, Emilio. 1975. *Victimology : A New Focus*. London :Lesington Press.
- Gavhane-Gote, Shubhangi. 1997. *Female Criminality and Sociological Theories*. Aurangabad: South Asian Social Research Foundations.
- Hagan, E. 2008. *Introduction to Criminology*. Sage Publications
- Kacker, Lovoleen. and Vardhan, Srinivas. 2007. *Study on Child Abuse in India*. New Delhi: Ministry of Women and Child Development, Government of India.
- Makwana, R. H. 2015. *Contemporary Crime in Indian Society*. New Delhi :Gyan Publication.
- Ministry of Home Affairs, Report of All India Committee on Jail Reforms. New Delhi: Government of India.
- Pande, Rama. Achyut,2016.*Sexual Abuse of Girl Children, Some Hidden Facts*. New Delhi: Rawat Publication
- Ritzer, George, (ed) 2004. *Handbook of Social Problems: A Comparative International Perspective*. University of Maryland.
- Reid, S. 2006. *Crime and Criminology*. Mc Graw Hill Publishers.
- Singh, S. S. 2006. *Crime in India*. New Delhi: Vista International Publishing House.
- Sutherland, H. and Cressey, R. 1968. *Principles of Criminology*. Bombay: The Times of India Press.
- Wash, Anthony and Hemmens, Crais. 2010. *Introduction to Criminology*. New York: Sage Publication.
- Ahuja, Ram. 1998. *Vivechanatmak Apradhashastra*. New Delhi: Rawat.
- Kaldate, Sudha. Gavhane-Gote Subhangi. 2003. *Gunhyache Samajshastra*. South Asian publications
- Rajput, D. 2004. *Jel Sudhar avam Bandi Sagar*. Prajval Prakashan
- Suggested Readings**
- Dragiewicz, M. 2014. *Global Human Trafficking*, London: Routledge Publication.
- Maguire, Mike. Morgan, R. 2007. *The Oxford Handbook of Criminology*. Oxford University Press.
- McLaughlin, Eugene and Muncil, J. 2012. *The Sage Dictionary of Criminology*. London: Sage Publication.
- Siegal, Larry. 2007. *Criminology*. New Delhi: Wordsworth Thomson Learning.
- Wall, David. 2013. *Cyber Crime*. Sage Publication.
- Whitehead, John. 2015. *Juvenile Justice*. Routledge Publication.
- Williams, Katherine. 2004. *Criminology*. Oxford University Press.
- Journals:**
- Indian Journal of Criminology

Crime and Delinquency
Theoretical Criminology
Journal of Criminal Law and Criminology
Journal of Contemporary Criminal Justice

Paper Code: Elective-2
Title of the Paper: 3. Ageing: Issues and Policies
Credits: 4 **Maximum Marks: 100**

Objectives:

The worldwide trends indicate that the proportion of aged people in the population of different societies is ever increasing. This has far reaching socio-economic and even political implications for the societies across the world. Social scientists are looking at this issue as a matter of serious concern. It has therefore become essential to study the problems created by increasing aging population, as well as, the problems of aged people in the society. To study various strategies, programmes and measures adopted in the modern society to bring about psychological, sociological and economic rehabilitation of elderly people. To make the members of incoming generations aware of stresses and strains created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

Course Outcomes: On successful completion of the course students will be able to:

1. Understand demographic, epidemiological and disciplinary perspectives of population ageing.
2. Analyze the implications for health care, welfare, and the workforce of population ageing.
3. Evaluate population health programs for older people.
4. Make aware of stresses and strains of elderly.

Course Outline:

Unit I Family and Aged

- a. Family and aged in urban and rural settings
- b. Supports of family for aged; physical, financial, social, psychological and emotional

Unit II Government Policies and Aged

- a. Policies of the government with regard to aged salaried people from Government and non-government
- b. farming sectors and unorganized daily-wage earners sectors
- c. Support systems needed for elderly at family community and state levels

Unit III Social Security Measures

- a. Superannuation benefits/pensions/medical reimbursement etc
- b. Other financial assistances and concessions
- c. Other social security measures

Unit IV Health Care Services of Elderly

- a. Provisions for leisure time activities i.e. Day-Care Centres
- b. Medical facilities-hospitalization etc
- c. Opportunities for participation in working other services

Unit V Policies and Schemes for the Aged

- a. Constitutional provisions and legal provisions for old age people in India
- b. National policy on older persons (NPOP).
- c. The Maintenance and welfare of parents and senior citizens act, 2007
- d. Matoshri old age home scheme of Maharashtra Government

Essential Readings:

Bhatla, P. C. (ed.). 2000. Lecture-Series in Geriatrics. New Delhi: National Institute of Primary Health.

- Bhende, A. and T. Kanitkar. 2004. Principles of Population Studies. Mumbai: Himalaya Publishing House.
- Biswas, S. K. (ed.). 1987. Ageing in Contemporary India. Calcutta: Indian Anthropological Society (Occasional Papers).
- Choudhary, S. K (ed.). 1992. Problems of the Aged and of Old Age Homes. Bombay: Akshar Prathiroop Limited.
- Indira, Jai Prakash (ed.). 1991. Quality Ageing: Collected papers. Varanasi Association of Gerontology.
- Joshi, Pratap. 2000. Old Age Care and Welfare Administration. New Delhi: Kanishka Publishers.
- Kumar, Vinod (ed.). 1996. Ageing Indian Perspective and Global Scenario. New Delhi: All India Institute of Medical Sciences.
- Muthayya, B.C. and Aneesuddin, M. 1992. Rural Aged: Existing conditions, problems and possible interventions: A Study in Andhra Pradesh. Hyderabad: National Institute of Rural Development.
- Rao, K. S. 1994. Ageing. New Delhi: National Book Trust of India.
- Sati, P. N. 1987. Needs and the Problems of the Aged. Udaipur: Himanshu Publishers.
- Sen, K. 1994. Ageing: Debates on Demographic Transition and Social Policy. London: Zed Books.
- Soodae, K. S. 1975. Ageing in India: Calcutta: T. K. Mukherjee Minerva Association (Pvt.) Ltd.
- Soza, Alfred de, Walter Fernandes (eds) .1982. Ageing in South Asia: Theoretical Issues and Policy Implications: New Delhi: Indian Social institute.
- United Nations. 1994. Proceedings of the United Nations Round Table on the Ageing of Asian Populations. Bangkok.

Paper Code: Elective-2
Title of the Paper: 4. Theoretical Perspectives on Education
Credits: 4 **Maximum Marks: 100**

Objectives:

To expose the students with the knowledge on education

To contextualize the study of education within the discipline of sociology

Course Outcomes:

1. To orient the students to the sociological perspectives in education
2. To develop the critical thought on the perspectives of education
3. To develop the connection between education and society
4. Learn about alternative educational programmes in India

Course Outline:

Unit I Theoretical Perspective in Sociology of Education

- a. Marxian perspective
- b. Liberal perspective
- c. Interactionist perspective
- d. Emile Durkheim's perspective
- e. Talcott Parsons perspective

Unit II Philosophy of Education

- a. John Dewey
- b. Freire
- c. Ivan illich
- d. John Holt

Unit III The Indian Tradition of Education

- a. Colonial education
- b. Contribution of nationalist/Gandhi

Unit IV Social Stratification and Education

- a. Bases of social stratification
- b. Caste and class system of stratification in Indian society
- c. Impact of educational system on stratification in independent India
- d. Education and LPG

Unit V Policies and Programmes

- a. Education policies
- b. Issues of inequality
- c. Child labour and education
- d. Alternative education programmes

Essential Readings:

- Chitnis, Suma and P.G. Altbach. 1993. 'Higher education reform in India: Experience and Perspectives, Sage Publications, New Delhi.
- Durkheim, Emile: Education and Sociology.
- Gore, M.S. 1994. 'Indian Education, Structure and Processes, New Delhi: Rawat Publications.
- Gore, M.S. at. Al. (eds). 1975. 'Papers of Sociology of Education in India, NCERT, New Delhi.
- Jayaram, N. 1990. 'Sociology of Education in India', Rawat Publication, Jaipur.
- Mathew, S.S. 1966. 'A Sociological approach to Indian Education', Vinod Publications, Agra.
- Morris, Ivor. 1978. 'The Sociology of Education', Allan and Unwin.

- Musgrave, P.W. 1972. 'The Sociology of Education', London, Methuen & Co. Ltd.
- Ottaway, A.K.C. 1980. 'Education and Society-introduction to the Sociology of Education', London: Routledge and Kegan Paul.
- Roger, Ginod. 1990. 'Problems of Sociology in Education', New Delhi: Sterling Publishers Pvt. Ltd.
- Ruhela, S.P. 1971. 'Sociological dimension of Indian Education', Raj Prakashan, New Delhi.
- Saxena, sakuntala. 1975. 'Sociological Perspectives in Indian Education, Ashafa Publications, New Delhi.
- Singh, Amrik and Philip G. Altabacali (eds): The Higher learning in India
- Sukla, Suresh Chandra and Krishna Kumar (eds). 1985. 'Sociological Perspective in Education', Delhi: Chanakya Publications.
- Kundale, M. B. 1975. Shaikshanik Tatvdnyan v Shaikshanik Samajshastra. Pune: Shrividya prakashan.
- Dande, Chandrakumar. 1970. Shikshan ani Samajshastra. Mumbai: Megestate Prakashan.

Paper Code: Elective-2
Title of the Paper: 5. Social Development in India
Credits: 4 **Maximum Marks: 100**

Objectives:

- After learning this paper, the learners will be able to:
- To provide an overview of the historical development process
 - To introduce various theoretical perspectives that has shaped the concept of development
 - To provide an understanding of the alternate trends and paths of development
 - To understand the contemporary socio-economic framework of development in India

Course Outcomes:

1. Knowledge of different perspectives in developmental studies
2. Ability to participate in and understand programmes of development
3. Competency in understanding the possible impact of programmes of development
4. It will enlighten students about the relevant socio-economic issues confronting Indian society

Course Outline:

Unit I Development and Underdevelopment

- a. Concept of development and underdevelopment
- b. Economic development
- c. Social development
- d. Sustainable development

Unit II Planned Development

- a. Meaning of planned development, overview of objectives
- b. Evaluation of five year plans
- c. Green revolution
- d. Mixed economy as a path of development

Unit III Intervention Programmes

- a. Poverty eradication programmes
- b. Education, health and skill promotion
- c. social exclusion and inclusive policies in India

Unit IV Social Issues and Challenges

- a. Population explosion: migration and urbanization
- b. Gender Issues: domestic violence, trafficking
- c. Empowerment: development induced displacement
- d. Social Justice-women, Dalit's, tribes, minorities, aged and children

Unit V Growth Centre Strategy

- a. Advantages of the strategy
- b. Operational difficulties: rural industries and industrial estates
- c. Globalization and industrial promotion: strategies, policies implications

References:

- Alavi and T. Shamin (Ed), 1982. 'Introduction to the Sociology of Development Societies', London: Macmillan.
- Apter, Davied E.1985. 'Politics of Modernization;'. Chicago: Uni. Press.
- Desai, A.R. 1971. 'Essay on Modernization of Under Development Society'. Bombay: Thacker & Com.

- Dsouza, Victor S. 1991. Development Planning and Structural Inequalities. New Delhi: Sage Publishing House.
- Gore, M.S.. 1982. 'Education and modernization in India', Jaipur: Rawat Publishers.
- Gunnar, Myrdal. 1969. 'The Asian Drama', London: Penguin.
- Henry Berustein (Ed). 1973. 'Underdevelopment and Development'. London: Penguin.
- Mishra, S K and V K Puri. 2017. Economic of Development and Planning. Delhi: Himalaya Publishing House.
- Rostow, W.W. 1960. 'The Stages of Economic Growth'. Cambridge Uni. Press.
- Rudolph, Lloyd I Rudolph. 1967. The modernity of tradition. New Delhi: Orient Longman,
- Sarkar, Sumit. 1989. Modern India 1885-1947, McMillan India Limited.
- Singh, Yogendra. 1986. Modernization of Indian Tradition. New Delhi: Rawat Publication.
- Singh, Yogindra. 1978. Essays on Modernisation in India. New Delhi: Manohar Publications.

Paper Code: Elective-2
Title of the Paper: 6. Science, Technology and Society
Credits: 4 **Maximum Marks: 100**

Objectives:

To enable the students to understand the relationship between information technology and society

To acquaint the students with various aspects of information technology

Course Outcomes:

1. Understand the information technology paradigm
2. Analyze the labour market and new social division due to information technology
3. Evaluate the role of information technology in cyber crime

Course Outline:

Unit I Sociology of Science

- a. Historical and social context of scientific knowledge-technology
- b. Society and historical change
- c. social consequences of technology
- d. Social context and the dynamics of technological change

Unit II Methods in Science

- a. Inductivism
- b. Falsification
- c. Sociological perspectives on scientific practice: Marx, Durkheim, Mannheim and Merton

Unit III Scientific Knowledge

- a. Thomas Kuhn's, paradigm of science
- b. Scientific community and growth of scientific knowledge-Ben David institutional perspective
- c. Post Kuhnian sociology of science
- d. Diane Krane's communication and international model-notion of techno-science

Unit IV The information Technology paradigm

- a. Network societies-online communities
- b. Impact of information technology on society
- c. Information and communication technology (ICT) and development
- d. Bio technology, society and sustainable development-Nano technology

Unit V Approaches to the environment and sustainable development

- a. Human ecological approach
- b. POET model
- c. Political economy approach
- d. A consideration of dominant development perspectives and their critiques

Essential Readings:

- Barrie, Axford and Richard, Huggin (ed). 2001. New Media and Politics, New Delhi: Sage Pub.
- Bhatnagar, Subhash. 2000. Information and Communication: Technology in Development. New Delhi: Sage Publications.
- December, and Randall. 1994. The World Wide Web. Unleashed. MacMillan Computer Publishing.
- David, Holmes. 2005. Communication theory: Media, Technology and society. London: Sage Pub.

- Goel, S.K.1999.Communication Media and Informational Technology. New Delhi: Commonwealth Publishers.
- Joann Yates and John Van, Mannen. 2001. Information technology and Organizational Transformation. New Delhi: Sage. India.
- Joshi, Uma. 2005. Text Books of mass communication and media. New Delhi: Anmol Pub. Pvt. Ltd.
- Manuel, Castells. 1996. The Rise of Network Society. Blakwell Publishers.
- Melkote, Srinivas. 2001. The Information Society. London: Sage.
- Shrivastava, K.M. 2009.Media towards the 21st Century. New Delhi: Sterling Publishers.
- Singhal, Arvind and Rogers Everett. India's Communication Revolution from Bullock Carts to Cyber Mart. New Delhi: Sage Publications.
- Zachariah, Aruna. 1996. Communication Media and Electronic Revolution. New Delhi: Kanishka Publication.

Field Project

Objectives:

Research skills/ Practical skills are very important for sociological analysis. Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research based field project as a part of the academic activity.

This course will help to:-

1. Develop the ability to conceptualize, formulate and conduct simple field projects.
2. Learn to assess the research studies and findings.
3. Develop the skills for library work and documentation for research.
4. Develop favorable attitudes for the integration of research and theory.
5. Develop logical thinking and critical analysis.

Empirical field Project/report work

1. The project work shall be based on field study. The students who have opted for the Field project work will select and formulate the research problem with the consent and counseling of their supervisor.
2. The supervisor shall be allotted by the head of the department with the consultation of the teaching faculty of the department.
3. The area of the project work (study) shall be confined to the Maharashtra region. The field work shall be carried out under the general supervision of supervisor and head of the department.
4. The Project work will be of 100 marks (4 Credits).



Professor
Department of Sociology
Dr. Babasaheb Ambedkar
University

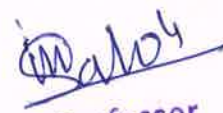
**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad**



Post Graduate Syllabus as per NEP-2020

**Subject: M. A. Sociology III & IV Semester
(For University Department Only)**

With effect from 2024 -2025 onwards


Professor
Department of Sociology
Dr. Babasaheb Ambedkar Marathwada
University Aurangabad.

Preface

This syllabus for the PG Course in sociology is the creation of five meetings of the Board of Studies. The course is designed for the postgraduate course in sociology as per NEP-2020. The Board of Studies has prepared mandatory and elective courses. Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, will introduce the course in sociology in University Department and affiliated colleges. The valuable opinions of experts, scholars, and teachers have been incorporated into the new syllabus.

The objectives of the syllabus reconstruction and the study materials prescribed here is to introduce the basic concepts and theoretical foundation of sociology. In addition is aim to impart basic skills and values in the application of sociology. It is also permitted to open the door for students by giving an analytical understanding of human society with human concern and a sociological perspective.

As per the guidelines of the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and NEP-2020 the course structure and syllabi are divided as: mandatory and elective course with four credits each. The key objective of the syllabi is to provide the students with a rational, theoretical, inclusive, skill based and democratic point of view to build on the foundation of universal brotherhood and human values.

Professor L. H. Salok
Chairman,
Board of Studies in Sociology
Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad
Department of Sociology
Dr. Babasaheb Ambedkar Marathwada
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DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD

Illustrative Credit Distribution Structure for Two Year PG as per NEP 2020

(For University Department Only)

M.A. Sociology

M.A. Sociology, Semester III

Level 6.0

Paper Code	Paper Name	No. of Credits	Page No.
Mandatory-9	Modern Sociological Theories	4	2
Mandatory-10	Tribal Sociology	4	4
Mandatory-11	Rural Sociology In India	4	6
Mandatory-12 (Theory/Activity-3)	Activity-Social Survey (Schedule based)-Report Submission	2	
Elective-3 (Elective select any one from basket)	Elective select any one from basket	4	
	1. Social Demography		8
	2. Sociology of Environment		10
	3. Social Change and Development		12
	4. Health and Society		14
	5. Sociology of Exclusion and Inclusive Policies in India		16
	6. Social Statistics		18
RP	Research Project	4	20
	Total Credit For Third Semester	22	

M.A. Sociology, Semester IV

Level 6.0

Paper Code	Paper Name	No. of Credits	Page No.
Mandatory-13	Advanced Sociological Theories	4	23
Mandatory-14	Religion and Society in India	4	25
Mandatory-15	Rural Problems and Development in India	4	28
Elective-4 (Elective select any one from basket)	Elective select any one from basket	4	
	1. Population Theories and Policy		30
	2. Sociology of Social Movements		32
	3. Globalization and Society		34
	4. Community Health in India		36
	5. Social Anthropology		38
	6. Sociology of Indian Diaspora		40
RP	Research Project	6	42
	Total Credit For Fourth Semester	22	

Cumulative Credits for 2 year PG Degree

First Year PG Diploma 44 Credits + Second Year 44 Credits=88 Credits

Credit Summary: Two Years (I to IV Sem.)

1. Mandatory (1 to 15) : 54 Credits

2. Elective (1 to 4) : 16 Credits

3. RM (1) : 04 Credits

4. On Job Training/Field Project : 04 Credits

5. Research Project (1 and 2) :10 Credits

2 Years: 4 Sem. PG Degree(88 Credits) after Three Year UG Degree

88

Paper Code: Mandatory-9

Title of the Paper: Modern Sociological Theories

Credits: 4

Maximum Marks: 100

Course Objectives:

After learning this paper, the learners will be able to:

This course covers an important phase in the development of sociological theories when the three fundamental traditions i.e. structural functionalism, conflict theory and exchange theory took shape. To orient the students to the broad spectrum of the theoretical discourses in sociology. To provide foundational understanding of the sociological paradigms.

Course Outcomes:

At the end of this course students will be able to:

1. Students will understand functionalist and structural-functional perspectives of sociological thought
2. Develop the capacity for critical reflection on micro and macro levels of sociological analysis
3. Development of the competence to apply and assess these different theoretical viewpoints on research endeavors

Course Outline:

Unit I Nature of Sociological Theory

- a. The elements of sociological theory
- b. Types and functions of sociological theory
- c. Theory and sociological inquiry
- d. Theory and research

Unit II Structural Functional Approach

- a. Early contribution: A.R. Radcliffe- Brown, Bronislaw Malinowski
- b. Action theory, Social System, Pattern variables: AGIL, equilibrium and change: Talcott Parsons
- c. Theories of middle range, social structure and anomie, reference group, codification of functional analysis: Robert K. Merton

Unit III Symbolic Interactionism

- a. Analysis of mind, self and society: G. H. Mead
- b. Sociology of knowledge: Karl Mannheim

Unit III Conflict Theory

- a. Functions of conflict and violence of conflict: Lewis Coser
- b. Power and authority and ICA, dialectics of conflict: Ralph Dahrendorf

Unit V Phenomenology and Ethnomethodology

- a. Phenomenology of the social world: Alfred Schutz
- b. Reflexivity, common sense reasoning: Harold Garfinkel
- c. Dramaturgical analysis: Erving Goffman

Suggested Readings:

Aran, Raymond. 1966. Main Currents in Sociological Thought. London: The Penguin Books.
Garfinkel, H. 1967. Studies in Ethnomethodology. Prentice Hall. Englewood Cliffs.
Merton, R. K., 1968. Social Theory and Social Structure. New Delhi: Amerind
Blumer, H. 1969. Symbolic Interactionism. New Delhi: Prentice Hall.
George, Psathas. 1971. Phenomenological Sociology. New York: John Wiley and Sons.
Abraham, M. Francis. 1982. Modern Sociological Theory. Delhi: Oxford University Press.

- Giddens, Anthony. 1983. *Central Problems in Social Theory: Action Structure and Contradiction*. London: Macmillan.
- Hariambose, M. 1984. 'Ethnomethodology, Phenomenology, Symbolic Interactionism', in *Sociology: Themes and Perspectives*. Delhi: Oxford University Press.
- Mannheim, K. 1952. *Essays in the Sociology of Knowledge*, London: Routledge and Kegan Paul.
- Martindale, Don. 1990. *The Nature and Type of Sociological Theory*. Jaipur: Rawat
- Ritzer, George. 1996. (2nd edition). *Classical Sociological Theory*. New Delhi: McGraw-Hill
- Ritzer, George. 2010. *Sociological Theory* (eight editions). New York: McGraw Hill.
- Craib, Ian. 1992. *Modern social theory: From Parsons to Habermas* (2nd edition). London: Harvester Press.
- Turner, Jonathan H. 1995 (4th edition). *The structure of sociological theory*. New Delhi: Rawat
- Turner, Bryan S. (ed) 1996. *The Blackwell Companion to Social Theory*. USA: Oxford
- Collins, Randall. 1997 (Indian edition). *Sociological theory*. Jaipur and New Delhi: Rawat
- Zeitlin, Irving M. 1998 (Indian edition): *Rethinking sociology: A critique of contemporary Theory*. New Delhi: Rawat Publication.
- Shinghi, Narendra Kumar. 1998. *Samajshastriy Sidhant: Vivechan Avam Vyakhya*. Jaipur: Rawat.
- Husain, Mujtaba. 2010. *Samajshastriya Vicharak*. New Delhi: Orient Blackswan Pvt. Ltd.

Paper Code: Mandatory-10
Title of the Paper: Tribal Sociology
Credits: 4 **Maximum Marks: 100**

Objectives:

The course provides a comprehensive history on the categorization of the 'tribal' society. It introduces the student to understand the demographic features, social structure and cultural patterns. It also seeks to enable the students to understand the problems of tribal people and the welfare policies available.

Course Outcomes:

1. Students will be able to describe the concepts of tribe and indigenous as well as relate it with particular historical context
2. Student will learn about tribal society and their issues
3. Student will understand policies and problems of tribal development
4. It shall help to develop social justice policy in India through appropriate suggestions etc.

Course Outline:

Unit I Introduction

- a. Definition and characteristics of tribes
- b. Concepts of Jati, Aborigines, Adivasi, Indigenous
- c. Scheduled tribes: The fourth world
- d. Particularly vulnerable tribal groups (PVTG)

Unit II Tribal Communities in India

- a. Geographic distribution of tribals,
- b. Tribals of central zone and tribals of northern
- c. North-Eastern zone and tribals of southern zone
- d. Tribals of Maharashtra state

Unit III Perspectives, Programmes, Policies in India

- a. Isolation and assimilation
- b. Integration and acculturation
- c. Constitutional safeguards, 5th schedule-PESA
- d. National policy for scheduled tribes

Unit IV Tribes in Transition

- a. Impact of industrialization and urbanization
- b. Media and tribal society
- c. Changes in social, economic and political life
- d. Issues of tribal identity and tribal movement

Unit V Problems and Conflicts

- a. Poverty: health and malnutrition
- b. Forest regulation and policy
- c. Development induced displacement
- d. Pseudo tribalism in India

Selected Reference:

- Bailey, F.G. 1960. *Tribe, Caste and Nation*. Bombay: OUP.
- Beteille, Andre. 1986. 'The concept of tribe with special reference to India' *European Journal of Sociology*. 27, pp. 297-318.
- Bose, A, Nangbri, T. & Kumar, N. (eds.) 1990. *Tribal Demography and Development in North-East India*. Delhi.

- Furer-Haimendorf, C.V. 1991. *Tribes of India: The Struggle for Survival*. Delhi: OUP.
- Hasnain, Nadeem. 2005. *Tribal India*. Delhi: Palka Prakashan.
- Louis, Prakash. 2008. *Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations*. New Delhi: Manohar Publications.
- Mahapatra, L.K. 1994. *Tribal Development in India, Myth and Reality*. Delhi: Vikas Publishing House.
- Mehta, P.L. 1991. *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*. Delhi: H.K.
- Nandini Sundar. 1997. *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-2006*. New Delhi: Oxford University Press.
- Nandini Sundar, 2004. "Teaching to Hate: The RSS's Pedagogical Program." In *Economic and Political Weekly* 39(16), 1605-1612.
- Nandini Sundar (edit). 2009. *Legal Grounds: Natural Resources, Identity and the Law in Jharkhand*. New Delhi, Oxford University Press.
- Nandini Sundar (ed.). 2016. *The Scheduled Tribes and Their India: politics, identities, policies and work*. New Delhi: Oxford University Press.
- Roger Jeffery and Nandini Sundar. 1999. *New Moral Economy for India's Forests? Discourses of Community and Participation*. New Delhi: Sage Publications India Pvt. Ltd.
- Singh K.S (ed.). 1972. *Tribal Situation in India*, Indian Institute of Advanced Study. Simla.
- Singh K.S. 1982. *Tribal Movements in India Vol. I & II*. New Delhi: Manohar Prakashan.
- Xaxa, Virginius. 1999. 'The Transformation of Tribes in India: Terms of Discourse' in *Economic and Political Weekly* .1999. 34(24), pp. 1519-1524.
- Xaxa, Virginius. 1999. "Tribes as Indigenous People of India". *Economic and Political Weekly*, December 18.
- Xaxa, Virginius. 2008. *State Society and Tribes*. New Delhi: Pearson Longman.
- Gare, Govind. 2019. *Maharashtratil Adivasi Jamati*. Pune: Continental Publication.
- Varma, Rupchand. 2003. *Bhartiya Janjatiya*. New Delhi: Prakshan Vibhag.

Paper Code: Mandatory 11

Title of the Paper: Rural Sociology in India

Credits: 4

Maximum Marks: 100

Course Objectives:

The learners will be able to:

This course attempts to provide students with sociological perception of rural social structure, change and development in India and to develop an understanding among them about the fundamental social reality, social process and changes in the rural society. Identify the types of village India and significance of village studies in present context of social development. Define various aspects of agrarian structure, peasant and subculture of peasantry; agrarian structure and peasant mobilization in India; peasant organization. Issues related to Indian agriculture from pre-colonial to present.

Course outcomes:

At the end of this course students will be able to:

- | |
|---|
| 1. Understand the nature rural social structure, change and development in India |
| 2. Analyze issues and problems of rural societies using sociological approaches and methods |
| 3. Apply skills for contributing to the reconstruction of rural institutions |

Course outline:

Unit I Introduction to rural Sociology

- Origin and scope of rural sociology
- Concept of village characteristics of rural society
- Concept of Peasant society: Robert Redfield, T. Shenin, Andre Beteille
- Need and importance of rural sociology in India

Unit II Rural Social Structure

- Traditional Rural family, characteristics and function of joint family, changing pattern
- Caste and class structure in rural India
- Dominant caste and Balutedari system
- Traditional rural marriage system and changing pattern

Unit III Rural Religion, Folk culture and Recreation

- Importance and role of religion in rural society
- Folk culture
- Rural recreation and its forms
- Impact of modernization on rural recreation

Unit IV Land Reforms

- Land tenure system in India
- Land reforms in India
- Bhoodan movement
- Major causes of farmer unrest and movement in India

Unit V Rural Society and Change

- Changing rural society nature and factors
- Various challenges to changing rural society
- Positive impacts of globalization on Indian agriculture
- Negative impact of globalization on Indian agriculture

Essential Readings

- Basu, K. (ed). 2000. Agrarian Questions. New Delhi: Oxford.
Beteille, Andre. 1974. Studies in Agrarian Social Structure. Delhi: OUP.
Desai, A. R. 1990. Rural Sociology in India. Bombay: Popular Prakashan.
Dhanagare, D.N. 1983. Peasant Movements in India: 1920-1950. Delhi: Oxford University Press.
Madan, Vandana (ed). 2002. The Village in India. Delhi: Oxford University Press.
Oommen, T. K.. 1989. Social Transformation in Rural India. New Delhi: Vikash Publishing House.
Redfield, R. 1976. The Little Community and Peasant Society and Culture. Chicago: The University of Chicago Press.
Srinivas, M.N. 1997. The Remembered Village. Delhi: Oxford University Press.

Suggested Readings:

- Berbergue, Berch (ed.). 1992. Class, State and Development in India (Chapters, 1,2,3 & 4) New Delhi: Sage Publications.
Beteille, Andre. 1976. Six Essays in Comparative Sociology. Delhi: Oxford University Press.
Beteille, Andre. 1997. Society and Politics in India. Delhi: Oxford University Press.
Bloch, Marc. 1965. Feudal Society. Vol. 1. London: Routledge & Kegan Paul.
Desai, A.R. 1977. Rural Sociology in India. Bombay: Popular Prakashan.
Doshi, S.L. and Jain P.C. 1999. Rural Sociology Jaipur and New Delhi: Rawat Publication.
Dube, S.C. 1967. India's Changing Villages. Bombay: Allied Publishers.
Gough, Kathleen, 1981. Rural Society of South India. Cambridge: Cambridge University Press.
Jain, L.C. 1985. Grass without Roots: Rural Development Under Government Auspices. New Delhi: Sage Publications.
Mencher, J.P. 1983. Social Anthropology of Peasantry. Part III. Oxford University Press.
Osear, Lewis 1958. Village Life in Northern India. New York: Random House.
Patnaik, U. 1987. Peasant Class Differentiation. New Delhi: OUP.
Singh, D. N. 1969. Indian Village in Transition. New Delhi: Associated Publishing House.
Srinivas, M.N. 1997. Villages, Caste, Gender and Method. Delhi: Oxford University Press.
Teodor, Shanin (ed.). 1987. Peasants and Peasant Societies. Basil Blackwell. Oxford.
Thakur, Manish, 2014. Indian Village: A Conceptual History. New Delhi: Rawat Publication.
Nadgonde, Gurunath. 1976. Gramin Samajshastra. Pune: Continental Publication.
Kavimandan, Vijay. 2002. Krushi va Gramin Arthshastra. Nagpur: Shree Mangesh Publications.
Kayande Patil, Gangadhar. 2003. Krushi Arthshastra. Nashik: Chaitany Publication
Sharma, Virendra Prakash. 1999. Gramin Samajshastra. Jaipur: Panchashil Prakashan

Paper Code: Elective-3
Title of the Paper: 1. Social Demography
Credits: 4 **Maximum Marks: 100**

The main objectives of this course are:

To provide the student with an in-depth introduction to the field of social demography. Specifically, the course emphasizes the impact of population process and events on human societies and how social and demographic factors interact to create societal problems in our country. To describe various aspects of the demographic situation in India, like the size and growth of the population, the fertility, mortality, migration age and sex structure of the population. To examine the concept of population control policies family planning, reproductive health and the barriers to the acceptance of family planning.

Course Outcomes:

1. Evaluate the use of demographic concepts and population theories to understand Contemporary socio-economic issues and current affairs
2. Develop skill in understanding the policy implications and the importance of controlling population growth in our Indian context
3. Analyze the major changes and impact of fertility, mortality and migration in Indian society
4. Conceptualize migration in relation to political and economic regimes process of globalization and development

Course Outline:

Unit I Introduction to social demography

- a. Definition and scope
- b. Development
- c. Significance
- d. Sources of data: census, registration of vital events, population registers, NSSO

Unit II Composition of population

- a. Nature
- b. population age structure, age pyramid, dependency ratio
- c. Factors affecting on age structure
- d. sex composition and factors affecting on sex structure

Unit III Fertility

- a. Nature of fertility, type of measurement of fertility, fertility and fecundity
- b. Causes and factors affecting on fertility
- c. Size and growth of population in India
- d. Population explosion in India

Unit IV Mortality

- a. Meaning and measures of mortality
- b. Infant and maternal mortality
- c. Factors affecting on mortality in India
- d. Decline in death rate in India

Unit V Migration

- a. Meaning of migration
- b. Types and cause of migration, consequences of migration
- c. Legal restrictions on international migration
- d. Future of International migration

Prescribed Readings:

- Agarwal S.S. 1985. India's Population Problem. Bombay: Tata McGraw Hill Publication.
- Asha Bhende and Tara Kanitkar. 2003. Principles of Population Studies. Bombay: Himalaya Publishing House,
- Bogue, Donald J, John.1969. Principles of Demography. New York: Wiley and Sons.
- Choubey P. K..2000. Population Policy of India. New Delhi: Kanishka Publication.
- Hans, Raj. 1984. Fundamentals of Demography. Delhi: Surjeet Publication.
- Haq, Ehsanul. 2007. Sociology of Population. New Delhi: MacMillan.
- Jayapalan, N. 2004. Social Demography. Jaipur: Book Enclave.
- Pande, G.C. 1990. Principles of Demography. New Delhi: Anmol publication.
- Pathak, L.P. 1998. Population studies. Jaipur: Rawat Publication.
- Premi M.K. et al. 2003. Social Demography. New Delhi: Jawahar Publications.
- Sharma, Rajendra K. 2020. Demography and Population Problems. New Delhi: Atlantic Publishers.
- Singh, J. P. 1998. Studies in Social Demography. New Delhi : M D Publications.
- Swain, K.P.C. 2008. Population Studies. Ludhiyana: Kalyani Publications.
- Ahirrav Ani Etar 1995. Loksankhya. Pune. Nirali Prakashan
- Gharapure, Vitthal. 1999. Loksankhya Bhugol. Nagpur: Pimpalpure and Company Publishers
- Jain, Shashi K. 1998. Jansankhya Adhyayan. Jaipur: Research Publication
- Kanetkar,Tara ani Kulkarni Sumati. 19979. Loksankhyashastra. Nagapur: Maharashtra Vidyapith Granth Nirmiti Mandal.
- Khairnar, Deelip. 2004. Loksankhya ani Samaj. Aurangabad: Chinmay Prakashan
- Mishra, J.P. 2006. Janankiki. Agra: Sahitya Bhavan Publication
- Shrivastav, S. C. 1999. Janankikiy Adhyayan Ke Prarup. Mumbai: Himalaya publishing House
- Wagh, Ram.1993. Loksankhyashastra. Latur: Prabodhan Prakashan

Paper Code: Elective-3
Title of the Paper: 2. Sociology of Environment
Credits: 4 **Maximum Marks: 100**

Course Objectives:

After learning this paper, the learners will be able to:

The primary objective of this course is to introduce the student to a sociological perspective on environmental issues. It examines social processes that refine, create and indeed threaten our natural environment. This course investigates the relationships between various environmental and social problems as well as the ideologies and movements that have continually redefined how we think of nature, human impacts on the environment, and sustainability.

Course Outcome:

Upon successful completion of this course, students will have the knowledge, skills and competence to:

1. Analyse the implications of environmental change for people and communities
2. Evaluate policy, community and other responses to environmental change
3. Reflect on and discuss their learning in relation to the content of the course
4. Apply theories and concepts to explain environmental issues

Course Outline:

Unit I Environmental Sociology

- a. Concept of environment
- b. Definition and characteristics of environmental sociology
- c. Importance of environmental sociology in present scenario

Unit II Nature and Nurture

- a. Synthesis of societal and environmental dialect
- b. Environmental issues: population, energy, water, sanitation

Unit III Environmental studies

- a. Environmental studies: Radha Kamal Mukherjee, Ulrich Beck
- b. Social and cultural ecology, diverse forms, technological change
- c. Agriculture and bio-diversity,
- d. Indigenous knowledge systems

Unit IV Forest Policies

- a. Adivasis and exclusion
- b. Ecological degradation and migration
- c. Development due to displacement
- d. Rehabilitation

Unit V Disaster and Community Responses

- a. Environmental pollution
- b. Climate change and international policies
- c. Environmental movements
- d. Culture and environment

Recommended Readings:

Albrow, Martin and Elizabeth King (Ed.). 1990. Globalisation, Knowledge and Society. London: Sage.

Chauhan, I. S 1998. Environmental Degradation. Delhi: Rawat Publications.

- Cinkel, Hans Van, Barendan Barret Julins Comt & Jerry Velasques (eds.). 2002. Human Development and the Environment. New Delhi: Rawat Publications.
- Cohen, Robin & Shirin M. (eds.). 2000. Global Social Movements. London: The Athlone Press.
- Desai, Vandana & Robert Potter (eds.). 2002. The Companion to Development Studies. New York: Oxford University Press.
- Desh, Bandhu and Garg, R.K.(eds). 1986. Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
- Divan, Shyam& Armin Rosencrans (ed.). 2000. Environmental Laws and Policies in India. New York: Oxford University Press.
- Gadgil, Madhav & Ram Chandra Guha. 1996. Ecology and Equity: The use and Abuse of Nature in contemporary India. New Delhi: OUP.
- Ghai, Dharam (ed). 1994. Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.
- Giddens, Anthony. 1996. Global Problems and Ecological Crisis. 2nd edition. New York: W.W.Norton and Co.
- Guha, Ramchandra (ed.). 1994. Social Ecology. New Delhi: Oxford University Press.
- Guha, Ramechandra. 1995. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: OUP.
- Jogdand, P.G. & S.M. Michael (eds.), 2003. Globalisation and Social Movements Struggle for a Humane Society. Jaipur and New Delhi: Rawat Publications.
- Mahadevan, K., Chi Hsien Tuan & V. Balakrishnan (eds.). 1992. Ecology Development and Population. B.R. Publishing Corporation.
- Mehta S.R. (ed). 1997. Poverty, Population and Sustainable Development.. New Delhi: Rawat Publications.
- Plumwood, Val. 1992. Gender and Ecology: Feminism and Making of Nature. London: Routledge.
- Srivastava, S. P. (ed.). 1998. The Development Debate: Critical Perspectives. Jaipur: Rawat Publications.
- Srivastava, S.K.L. & A.L. Srivastava (eds.). 1988. Social Movements for Development. Allahabad: Chugh publications.

Paper Code: Elective-3
Title of the Paper: 3. Social Change and Development
Credits: 4 **Maximum Marks: 100**

Objectives of the Course:

After learning this paper, the learners will be able to:

To acquaint the students with different dimension of development. To help them in understanding the relationship between development and underdevelopment. To provide an overview of the historical development process. To introduce various theoretical perspectives that has shaped the concept of development. To provide an understanding of the alternate trends and paths of development. To understand the contemporary socio-economic framework of development in India.

Course Outcome:

At the end of this course students will be able to:

1. The students would develop a more understanding of development by means of different models of development, their utility and relevance.
2. Understand the basic concept of Change, Evolution, Growth, Development and Social Change.
3. Understand various sociological conceptions of development in contemporary world.
4. Analyze the various sociological development theories in present day research and in emerging issues.
5. Evaluate the dynamics of contemporary development problems, theories and alternatives, particularly in light of an increasingly globalizing era.
6. Current debates will develop criticality among students required to deal with issues.

Course Outline:

Unit I Concepts of Development

- a. Meaning and forms of social change
- b. Evolution, progress, development, growth
- c. Happiness index
- d. Development indices: HDI, GDI, GEM

Unit II Changing Conceptions of Development

- a. Economic growth, human development, social development
- b. Sustainable development
- c. Socio-cultural sustainability and multiple sustainability
- d. Governance and development

Unit III Theories of Development and Underdevelopment

- a. Modernization theory: W. W. Rostow
- b. Centre periphery theory: Andre Gunder Frank and Samir Amin
- c. World system theory: Immanuel Wallerstein
- d. Welfare model: Amartya Sen

Unit IV Concept of Planning

- a. Democratic, totalitarian and regional
- b. India through five-year plans and role of Niti Ayog
- c. Concept of welfare state and India as a welfare state
- d. Role of civil society and NGOs in development

Unit-V Models of Development

- a. Westernization
- b. Modernization
- c. Mixed economy
- d. New economic policy 1991 (LPG)

Prescribed Readings:

- Appadurai, Arjun. 1997. *Modernity At Large: Cultural Dimensions of Globalization*. New Delhi: OUP.
- Dereze, Jean and Amartya Sen. 1996. *India: Economic Development and Social Opportunity*. New Delhi: OUP.
- Dereze, Jean and Amartya Sen. 1996. *Indian Development-Selected Regional Perspectives*. New Delhi: OUP.
- Desai, A. R. 1985. *India's Path of Development: A Marxist Approach*. Bombay: Popular Prakashan (Chapter 2).
- Dube, S.C. 1992. *Understanding Change: Anthropological and Sociological Perspectives*. Delhi. Vikas Publishing House Pvt. Ltd.
- Giddens, Anthony. 1996. 'Global Problems and Ecological Crisis' in *Introduction to Sociology*. 2 nd. Edition. New York: W.W. Norton and Co.
- Gore, M. S. 2003. *Social Development*. Jaipur: Rawat Publications.
- Haq, MahbubUl. 1991. *Reflections on Human Development*. New Delhi: Sage.
- Haan, Arjan de. 2010. *Towards a New Poverty Agenda in Asia*. New Delhi: Sage.
- Harrison, D. 1989. *The Sociology of Modernization and Development*. New Delhi: Sage.
- Henry, Berustein (ed). 1973. *Underdevelopment and Development*. London: Penguin.
- Judge, Paramit S. (etd). 1997. *Dimensions of Social Change*. Jaipur:Rawat Publications.
- Kiely, Ray and Phil Marfleet (eds). 1998. *Globalization and the Third World*. London:Routledge.
- Kothari, Uma and Minogue, Martin (eds) 2002. *Development Theory and Practice: Critical Perspective*, China: Palgrave.
- Pietersen, J. N. 2011. *Development Theory: Deconstructions Reconstructions*. New Delhi: Vistaar Publications.
- Pandey, Rajendra. 1985. *Sociology of Development: Concepts, Theories and Issues*. Delhi: Mittal Publications.
- Pandey, Rajendra. 1986. *Sociology of Under-Development*. Delhi: Mittal Publications.
- Peet, Richard with Hartwick, Elaine. 1999. *Theories of Development*, London: The Guildford Press (see post-structuralism, post-colonial and post-development).
- Sachs, W. (Ed.). 1997. *The Development Dictionary*. Hyderabad: Orient Longman.
- Samir, Amin. 1979. *Unequal Development*. New Delhi: OUP.
- Sen, A. 2000. *Development as Freedom*. New Delhi: Oxford University.
- Sharma, S.L. 1980. *Criteria of Social Development*, *Journal of Social Action*, Jan- March.
- UNDP. *Sustainable Development*. New York: OUP
- Wallerstein, Immanual, 1974. *The Modern World System*. New York: OUP.
- World Bank. 2005. *World Development Report*. New York.
- Yadav, R.2008. *Social Planning and Development in India*. New Delhi: Alfa Publications.
- Dube, Shyamacharan. 1996. *Vikas Ka Samajshastra*. New Delhi: Vani Prakashan.

Paper Code: Elective-3
Title of the Paper: 4. Health and Society
Credits: 4 **Maximum Marks: 100**

Course Objectives:

This course aims to introduce students to the social issues concerning health and health care:

To introduce the students about the concept of health and to impress upon him that health is primarily a social science subject than a medical science. To understand the interrelationship between health and society.

Course Outcomes:

1. Understand that relationship between social factors and stress.
2. Student will learn how to deal with this new emerging disease in a society
3. Understanding of the concepts related to sociology of health
4. Student will learn how to handle health issues in family and outside

Course Outline:

Unit I Health: Basic Concepts

- a. Aims, Scope and dimension of health
- b. Basic concepts: Health, Medicine, illness, sickness, disease, death and society
- c. Preventive and social medicine

Unit II Family and its relation with Health Care

- a. Health and its relation with health care
- b. Marriage, Family, education, religion, state
- c. Sick role and patient's role

Unit III Diseases, Illness and Sickness

- a. Natural History of diseases
- b. Human Environment
- c. Social Etiology
- d. Social epidemiology
- e. Ecology of disease

Unit IV Causes of Illness, Modes of Therapy and System of Medicine

- a. Social causes of illness
- b. Attitudes, beliefs and values associated with diseases and illness
- c. Modes of therapy, curative, preventive and rehabilitative
- d. Systems of medicine in India: Ayurveda, Unani, Siddha, Allopathy, Homeopathy, Naturopathy

Unit V Measurement of Health and Illness

- a. Sources of data on illness and measurement of health and illness
- b. Diet and nutrition
- c. Causes of death

Essential Readings:

Cockerham, William. 1997. 'Reading in Medical Sociology', New Jersey: Printice Hall.

- Banerjee, D.. 1985. 'Heath and Family Planning Services in India: An epidemiological, socio-cultural and political analysis and a perspective, New Delhi: Lok Paksha.
- Dasgupta, R. 1993. 'Nutritional Planning in India', NIN: Hyderabad.
- Elman, C.1984. 'Culture, health, illness, Wright', Bristol.
- Guilmoto, C. and I. Rajan (ed). 2005. 'Fertility Transition in south India, sage Publications, New Delhi.
- Gwakin, D. L. and M. Gulliot. 2000. 'The burden of disease among the global poor: Current situation, future trends and implications for strategy, Human development network, health, nutrition and Population', The IBRD, World Bank, Washington D.C.
- Hyder, A. A. Rotllant, G. and Morrow R. H. 1998. 'Measuring the burden of disease: Healthy life years, American Journal of pulicHwealth, Vol.88 (2), pp. 196-202.
- Imrana, Quadeer. 2000. 'Health care system in transition III, Journal of Public Health Medicine, Vol. 22, No. 1, pp. 25-32.
- Jejeebhoy, Shirin. 2003. 'Action that protect: Promoting sexual and reproductive health and choice among young people in India', New Delhi: Population Council.
- Macionis, John, J. 2005. Sociology. New Delhi: Pearson Hall of India.
- Ministry of Health and family Welafre. 1997. 'Reproductive and Child Health Programme', Mannual for India and Karnataka, Government of India.
- Murray, C. J. and A. D. Lopez. 1994. 'Quantifying disabilities: Data Methods and results', Bulletin of the WHO, Vol .72 (3), pp. 481-494.
- Murray, C. J. 1994. 'Quantifying the burden of disease: The technical basis for Disability Adjusted Life Years', Bulletin of the WHO, Vol .72 (3), pp. 429-445.
- Nagaraju, K. and Umamohan C. 2011. Sociology of health. New Delhi: Discovery Publishing House, Pvt. Limited.
- Nayar, K. R. 1998. 'Ecology and Health System approach, New Delhi: APH Publishing Corporation.
- Park, J. E. and Park, K. 1989. 'Text Book of Preventive and Social Medicine (12th Edition), M/S Banarasidas Bhanot Publisher, Jabalpur.
- World Bank. 1993. 'World Development Report 1993: Investigating in Health', New York: Oxford University Press.

Paper Code: Elective-3

Title of the Paper: 5. Sociology of Exclusion and Inclusive Policies in India

Credits: 4

Maximum Marks: 100

Objectives of the course:

The course aims at sensitizing the students to the significance of the sociological study of Dalits, tribals and other excluded groups. The focus would be on communities/groups suffering poverty, deprivation and discrimination. To sensitize the students to the significance of sociological study of the excluded communities. To provide the different perspectives on exclusion. To familiarize the students with the problems, movements, programmes and policies of excluded communities.

Expected Course Outcomes:

At the end of this course students will be able to:

1. Know about conditions and characteristics of exclusion
2. Understanding of reforms and protest movements for the excluded sections
3. To create awareness of groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period
4. Insight of affirmative actions taken by the government for the welfare of excluded sections

Course Outline:

Unit I Understanding Exclusion and Marginalization

- a. Inequality, exclusion
- b. Humiliation, deprivation
- c. Exploitation, marginalization
- d. Capability and justice

Unit II Theories of Social Exclusion

- a. The solidarity paradigm: Durkheimian functionalist perspective
- b. The monopoly paradigm: conflict theories of Marx and Weber
- c. The specialization paradigm: pluralist theory

Unit III Dimensions of Social Exclusion and its Consequences

- a. Social Exclusion: concept and forms: social, cultural, economic and political
- b. Education and exclusion
- c. Health and exclusion
- d. Structural or economic dimension

Unit IV Significant Thinkers on Social Exclusion

- a. Mahatma Jyotirao Phule
- b. Periyar Ramasamy
- c. Rajarshi Shahu Maharaj
- d. Dr. Babasaheb Ambedkar

Unit V Contemporary Policies for the Inclusion

- a. Affirmative action
- b. Mandated by the constitution, supported by anti-discrimination law
- c. Inclusive policies for excluded categories (SCs, STs, OBCs, religious minorities)
- d. Gender and Inclusion, disabled and their consequences

Prescribed Readings:

Atkinson, Tony; Bea Cantillon; Eric Marlier; and Brian Nolan. 2002. Social Indicators: The EU and Social Inclusion. London: Oxford University Press.

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

- Byrne, D. 2005. *Social Exclusion*, 2nd Edition. New York: Open University Press.
- Haan, Arjan De A. 1998. 'Social Exclusion: an Alternative Concept for the Study of Deprivation' *IDS Bulletin*, Vol. 29, No. 1, p.10.
- Hasan, Zoya. 2009. *Politics of Inclusion: Castes, Minorities and Affirmative Action*. New Delhi: Oxford University Press.
- Klasing, Insa. 2007. *Disability and social exclusion in rural India*. Jaipur: Rawat Publications.
- Lal, A.K. (eds.). 2003. *Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak*. New Delhi: Concept Publishing Company.
- Sen, Amartya. 2004. *Social Exclusion: Concept, Application and Scrutiny*. New Delhi: Critical Quest.
- Shah, Ganshyam et al. 2006. *Untouchability in Rural India*. New Delhi: Oxford University Press.
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- Thorat, S K, Aryama and Prasant, Negi. 2005. *Reservation and the Private Sector: Quest for Equal Opportunity and Growth*. New Delhi: Rawat Publications.
- Thorat, Sukhadeo and Narender Kumar. 2008. *B. R. Ambedkar: Perspectives on Social exclusion and Inclusive Policies*. New Delhi: Oxford University Press.
- Thorat, Sukhadeo and Umakant. 2004. *Caste, Race, and Discrimination: Discourses in International Context*. New Delhi: Rawat Publications.
- Xaxa, Virginious. 2000. *The Politics of Language, Religion and Identity: Tribes in India*, Vol.32.No.3 PP.290-302.
- Zelliot, Eleanor. 1995. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.
- Further Readings:**
- Christophe, Jafferlot. 2000. *The Rise of the Other Backward Classes in the Hindi Belt*.
- Gore, M.S. 1993. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*. New Delhi: Sage.
- Haan, Arjan de 2001. *Social Exclusion: Enriching the Understanding of Deprivation*. Institute of Development Studies and Poverty Research Unit. UK: University of Sussex.
- Mahajan, Gurpreet. 1998. *Democracy, Difference and Social Justice*. New Delhi: OUP.
- Omvedt, Gail, 1995. *Dalit Visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi: Orient Longman.
- Saith, Ruhi 2001. *Social Exclusion: The Concept and Application to Developing Countries*. QEH Working Paper Series-72.

Paper Code: Elective-3
Title of the Paper: 6. Social Statistics
Credits: 4 **Maximum Marks: 100**

Course Objectives:

After learning this paper, the learners will be able to:

This course seeks to develop the necessary statistical competence. Apart from basic statistical tools and measures, students will also be trained in the use of SPSS software for data analysis. To introduce students to quantitative sociology with special emphasis on methods and social statistics. To learn technical skills to manage quantitative data.

Course Outcome:

At the end of this course students will be able to:

1. Acquire basic knowledge about social statistics and the role it plays in quantitative sociology
2. Understand the appropriate statistical tests to be applied for a given set of data and interpret the same
3. Develop the ability to understand the nuances of the statistical description of data in research and government reports
4. It will enable the students to generate primary data or interpret/reinterpret secondary data collected from various sources

Course Outline:

Unit I Introduction to Social Statistics

- a. Social statistics: meaning, characteristics
- b. Relevance and scope of social statistics
- c. Classification, codification, cross tabulation, graphic presentation of data
- d. Limitations of statistics

Unit II Measures of Central Tendency

- a. Central tendency: meaning, nature, purpose
- b. Kinds of central tendency: mean, median, mode
- c. Limitations of central tendency
- d. Significance of central tendency in social research

Unit III Measures of Dispersion

- a. Meaning, nature, purpose
- b. Kinds of dispersion: range, mean deviation, quartile deviation, standard deviation,
- c. Merits and demerits of each measurement
- d. Significance of dispersion in social research

Unit IV Correlation and Tests of Significance

- a. Analytical description, types of correlation
- b. Karl Pearson's coefficient of correlation, Spearman's rank correlation
- c. Tests of significance-chi-square, 'T' Test, 'F' Test
- d. Importance of correlation and tests of significance in social research

Unit V Analysis of Data and Report Writing

- a. Analysis and interpretation of data
- b. Report writing and types of reports
- c. Preparing research proposal

Reference Books:

- Argyrous, G. 2011. Statistics for Research with a Guide to SPSS. London: Sage.
- Babbie, E. 2000. Adventures in Social Research. London: Sage.
- Blalock, H. M. 1985. Social Statistics, London: McGraw-Hill.
- Gupta, S. C. 1996. Fundamentals of Statistics. Delhi: Himalaya Publishing House.
- Khalid M M. 2012. Advanced Statistical Methods in Economics. New Delhi: Advanced Research Publications.
- Majumdar, P. K. 2002. Statistics: A tool for Social Sciences, Jaipur: Rawat Publishers.
- Singh, A. K. 2019. Tests, Measurements and Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
- Singh, Yogesh Kumar. 2006. Fundamentals of research methodology and statistics. New Delhi: New age international pub.
- Yadav, S. S., others. 1995. *Statistical Analysis for Social Sciences*. Manak Publications.
- Wilcox, R. R. 2011. Modern Statistics for the Social and Behavioral Sciences. London: Tylor & Francis.

Marathi

- Barve, B.N. 2010. *Manasshastratil Sanshodhan Padhati*. Nagpur: Vidya Prakashan.
- Bodhankar S. N. 1985. *Sankhyiki*. Aurangabad: Vidya Books. Maharashtra Vidyapith Granth Nirmiti Mandal.
- Deshmukh, Ram. 2005. *Mulbhut Sankhyiki*. Nagpur: Vidya Prakashan.

Research Project (RP)

The course is designed in order to motivate students to participate in field-based learning/projects under the supervision of faculty.

A minimum of 60 hours of learning activities per credit in a semester is required. All students would be required to submit a field project report of 100 pages on any one research problem under the supervision of faculty members.

Research Project

Course Objectives:

This course intends to enhance the abilities of the students in terms of capacity building and human capital formation.

The course will develop capabilities in students in conducting empirical and evidence based studies.

This course intends to impart such practical skills to every student which could help them in every walk of their lives.

Research skills/ Practical skills are very important for sociological analysis.

To provide practical training to the students in order to develop research skills required for various phases in the process of research.

To develop the students' report writing skill and to encourage them to pursue career in the field of social research (particularly survey research)

Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity.

Course Outcome:

After completion of the course, the students will be able to:

Develop the ability to undertake a problem as a topic for systematic enquiry and research

Use the secondary and primary data and available literature for academic research

Able to understand the concept and importance of fieldwork in sociological research

Able to understand and develop self-awareness and orientation to field work

Able to explore role of sociology in different settings

Able to develop skills in field work like report writing, observation and analysis

Develop the ability to conceptualize, formulate and conduct simple research projects.

Learn to assess the research studies and findings.

Develop the skills for library work and documentation for research.

Develop favorable attitudes for the integration of research and theory.

Learn to prepare the research report and develop hardware and software based capabilities

Practical skill and ability for handling any issue/topic based survey or research

Course details:

Every student will get a supervisor/mentor appointed by the department. The student, in consultation with the appointed supervisor/mentor develops a topic for the project work. The student will follow the scientific approach for conducting a research based on primary or secondary data. The report will be submitted by the end of the semester third/fourth.

Students will be individually guided and trained for the following major phases in survey research:

Sr. No.	Phases of research	III Sem
1	selection of topic, formulation of research, topic and review of relevant literature	05
2	defining the scope of the proposed study	05
3	formulation of research design for the proposed study	05
4	preparation for sampling design for the proposed study	05
5	designing instrument of data collection	05
6	fieldwork/ collection of data by using designed tools	40
7	editing and coding of the data	05
8	using SPSS for computer feeding of data	05
9	using SPSS for generating statistical output; tables and graphs	05
10	interpreting data and writing a project report	20
11	Viva Voce	00
	Total	100

The research project may be related to the core sociology or it may be inter-disciplinary. Field work may be a part of the Research Project. It shall be done under the supervision of a faculty member.

At the end of Semester III, the student shall submit the report/ research project to the concern supervisor. The evaluation shall be done at the end of Semester III.

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD
Illustrative Credit Distribution Structure for Two Year PG as per NEP 2020

M.A. Sociology

M.A. Sociology, Semester IV

Level 6.0

Paper Code	Paper Name	No. of Credits
Mandatory-13	Advanced Sociological Theories	4
Mandatory-14	Religion and Society in India	4
Mandatory-15	Rural Problems and Development in India	4
Elective-4 (Elective select any one from basket)	Elective select any one from basket	4
	1. Population Theories and Policy	
	2. Sociology of Social Movements	
	3. Globalization and Society	
	4. Community Health in India	
	5. Social Anthropology	
	6. Sociology of Indian Diaspora	
RP	Research Project	6
	Total Credit For Fourth Semester	22
Cumulative Credits for 2 year PG Degree First Year PG Diploma 44 Credits + Second Year 44 Credits=88 Credits Credit Summary: Two Years (I to IV Sem.) 1. Mandatory (1 to 15) : 54 Credits 2. Elective (1 to 4) : 16 Credits 3. RM (1) : 04 Credits 4. On Job Training/Field Project : 04 Credits 5. Research Project (1 and 2) :10 Credits 2 Years: 4 Sem. PG Degree(88 Credits) after Three Year UG Degree		88

Paper Code: Mandatory-13
Title of the Paper: Advanced Sociological Theories
Credits: 4 **Maximum Marks: 100**

Course Objectives:

After learning this paper, the learners will be able to:

This course seeks to provide students with an understanding of the contemporary debates in sociological theory. To develop insight and analytical ability about advanced sociological theories. It will lead to an enhanced ability to apply sociological concepts, themes and perspectives in the explorations of empirical reality.

Course Outcomes:

Major outcomes of this course, at the end of the semester are expected to be as follows:

1. Identify schools of theoretical underpinnings of micro sociological theories.
2. Understand recent theoretical perspectives in sociology.
3. Developed fair understanding about micro and macro theories in sociology.
4. Analyze the contemporary societal issues from different theoretical perspectives.
5. Apply the theories of modernity, post-modern critique as well as multiple standpoint epistemologies, into everyday phenomenon.

Course Outline:

Unit I Neo-Functionalism

- a. J. Alexander

Unit II Structuralism

- a. Ferdinand Saussure
- b. Levi Strauss

Unit III Neo-Marxian

- a. Marxist structuralism: Louis Althusser
- b. The Frankfurt school, public sphere and theory of communication: J. Habermas
- c. Hegemony and Power: A. Gramsci

Unit VI Post Structuralism

- a. Theory of structuration: Anthony Giddens
- b. Postcolonialism: Edward Said

Unit V Post Modernism

- a. Idea of Power and knowledge, discourse analysis: Foucault
- b. Deconstruction and difference: J. Derrida
- c. Field and Habitus: Pierre Bourdieu

Suggested Readings:

Abraham, M. Francis. 1982. Modern Sociological Theory. Delhi: Oxford University Press.
Alexander, Jeffrey C. 1998. Neo-functionalism and After. UK: Blackwell University
Bourdieu, Pierre. 1992. An Invitation to Reflexive Sociology. Chicago: University of Chicago
-----, 1997. Outline of a Theory of Practice. London: Cambridge University.
-----, 1998. Practical Reason: On the Theory of Action. USA: Stanford Uni. Press
Calhoun, Craig (ed). 2002. Contemporary Sociological Theory. UK: Blackwell
Collins, Randall. 1997 (Indian Edition). Sociological Theory. Jaipur: Rawat Publication.
Cosser, Lewis A. 1965. The Functions of Social Conflict. London: Routledge and Kegan Paul.
-----, 1977. Masters of Sociological Thought. New York: Harcourt Brace.

- Craib, Ian, 1992 (2nd edition). *Modern Social Theory from Parsons to Habermas*. London: Harvester Press
- Dahrendorf, Ralph. 1959. *Class and Class Conflict in Industrial Society*. London: Routledge and Kegan Paul.
- Derrida, Jacques. 1978. *Writing and Difference*. Chicago: University of Chicago.
- , 2003. *The Problem of Genesis in Husserl's Philosophy*. Chicago: University of Chicago Press.
- Foucault, Michel. 1965. *Madness and Civilization: A History of Insanity in the Age of Reason*. New York: Vintage
- , 1969. *The Archaeology of Knowledge and the Discourse on Language*. New York: Harper Colophon.
- Giddens, Anthony. 1983. *Central Problems in Social Theory: Action Structure and Contradiction*. London. Macmillan
- Lyotard, Jean-Francois. 1984. *The Post modern Condition*. Manchester: University Press.
- Ritzi, George and Godman Douglas J. 2004. *Sociological Theory*. New York: McGraw-Hill.
- Said, Edward W. 2012. *Culture and Imperialism*. Knopf Doubleday Publishing Group.
- Doshi, S. L. 2010. *Adhunikata, Uttar Adhunikata Avam Nav-Samajshastriya Sidhant*. Jaipur: Rawat.
- , 2010. *Adhunikata Samajshastriya Vicharak*. Jaipur: Rawat.

Paper Code: Mandatory-14
Title of the Paper: Religion and Society in India
Credits: 4 **Maximum Marks: 100**

Course Objectives:

This paper introduces the students to the sub-field of sociology of religion. It focuses on the inter face between religion and society in India and the contestation over religion in contemporary times. To familiarize the students with religious practices and beliefs in the various human cultures, to consider the main sociological theories of religion and analyze the various types of religious organizations in different societies. The course also intends to introduce students with religions of India and their main components.

Course Outcomes:

1. Students will get an understanding of the concepts of religion and its functions and dysfunctions
2. Students will get exposure of various perspectives on religion
3. Students will know different conceptual categories pertaining to religion
4. Students will get acquainted with religion in India

Course Outline:

Unit I Introduction

- a. Religion definition
- b. Functions and dysfunctions
- c. Sect and cults, religion and science
- d. Spiritualism, divinity, secularization

Unit II Sociological Interpretations of Religion

- a. Emile Durkheim: The Elementary Forms of the Religious Life
- b. Max Weber: The Protestant Ethic and the *Spirit* of Capitalism
- c. Levi Strauss: The Structural Study of Myth
- d. Karl Marx: religion is a tool of the ruling class to maintain power and reproduce inequality

Unit III Major Principles of Religion

- a. Hindu
- b. Buddhist and Jain
- c. Sikh
- d. Christianity
- e. Islam

Unit IV Social Change and Religion

- a. Fundamentalism
- b. Communalism
- c. Secularism
- d. Proselytism

Unit V Women and Religion

- a. Hinduism and women
- b. Islam and women
- c. Christianity and women
- d. Sikhism and women

Selected References:

- Baird, R. D. (ed.). 2001 *Religion in Modern India*, New Delhi: Manohar Publishers.
- Bayly, Susan. 1989. *Saints, Goddesses and Kings: Muslims and Christians in South India*, Cambridge: Cambridge University Press.
- D'Souza, L. 2005. *The Sociology of Religion: A Historical Review*, Jaipur: Rawat Publications.
- Debiprasad, Bhattacharya. 1969. *Indian Atheism: A Marxist Approach*, New Delhi: People's Publishing House.
- Dube, S.C. and V.N. Basilov (eds.). 1983. *Secularization in Multi-Religious Societies*, New Delhi: Concept.
- Dundas, Paul. 1992. *The Jains*, London: Routledge.
- Durkheim, Emile. 1965. *The Elementary Forms of Religious Life*. New York: Free Press.
- Eliade, Mircea. 1961. *The Sacred and the Profane*, New York: Harper and Row.
- Folld, Gavin. 1996. *An Introduction to Hinduism*, Cambridge: Cambridge University Press.
- Gerth, H.H. and C.W. Mills (eds.). 1948. *From Max Weber: Essays in Sociology*, London: Routledge and Kegan Paul.
- Ghurye, G.S. 1964 (2nd edn.). *Indian Sadhus*, Bombay: Popular Prakashan.
- Gold, Daniel. 1987. *The Lord as Guru: Hindi Sants in North Indian Tradition*, Oxford: Oxford University Press.
- Gore, M.S. 1991. *Secularism in India*, Allahabad: Indian Academy of Social Science.
- Grewal, J.S. 1990. *The Sikhs of the Punjab*, Cambridge University Press.
- Harvey, Peter. 1990. *An Introduction to Buddhism: Teaching, History and Practices*, Cambridge: Cambridge University Press.
- Jain, M.S. 2000. *Muslim Ethos*, Jaipur: Rawat Publication.
- Judge, P.S. 2005. *Religion, Identity and Nationhood*, Jaipur: Rawat Publications.
- Jurgensmeyer Mark, (1993) *Religion Nationalisms confronts a Secular State*, OUP, Delhi.
- Kapur, Rajiv. 1986. *Sikh Separatism: The Politics of Faith*, London: Allen and Unwin.
- Madan, T.N. (ed.). 1991. *Religion in India*, New Delhi: Oxford University Press.
- Madan, T.N. 1997. *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*, Delhi: Oxford University Press.
- Madan, T.N. 2003. 'Religion of India: Plurality and Pluralism' in Veen Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi : Oxford University Press: 775-801.
- Madan, T.N. 2006. *Images of the World: Essays on Religion, Secularism and Culture*. New Delhi. Oxford University Press.
- Max Weber. 1964. *The Sociology of Religion*, Boston: Beacon Press.
- McLeod, W.H. (ed.). 1968. *Guru Nanak and the Sikh Religion*, Delhi: Oxford University Press.
- Mujeeb, Muhammad. 1967. *The Indian Muslims*, London: Allen and Unwin.
- Mushir-ul-Haq. 1972. *Islam in Secular India*. Simla: Institute of Advanced Studies.
- Pandey, Gyanendra. (ed.). 1993. *Hindus and Others: The Question of Identity in India Today*, New Delhi : Viking.
- Pickering, W.S.F. 1975. *Durkheim on Religion*, London: Routledge & Kegan Paul.
- Radhakrishnan, S. 1927. *The Hindu View of Life*, London: Allen and Unwin.
- Ralhan, S.S. & Lambat.S. R. 2006. *Sociology of Religion*, New Delhi: Common Wealth Publishers.
- Roberts, K. A., & Yamane, D. 2016. *Religion in sociological perspective* (6th ed.) Thousand Oaks, CA: Sage Publications.

- Robinson, Rowena. (ed.). 2004. *Sociology of Religion in India*, New Delhi, New Delhi: Sage Publications.
- Tripathi, B.D. 1978. *Sadhus of India: The Sociological View*, Bombay: Popular Prakashan.
- Troll, Christian W., (ed). 1989. *Muslim Shrines in India*, Oxford University Press.
- Turner, B. 1991. (2 edi.). *Religion and social theory*. London: Sage.
- Uberoi, J.P.S. 1996. *Religion, Civil Society and the State: A Study of Sikhism*, Delhi: Oxford University Press.
- Veer, peter van der. 1994. *Religious Nationalism: Hindus and Muslims in India*, Berkeley: University of California Press.

Paper Code: Mandatory-15

Title of the Paper: Rural Problems and Development in India

Credits: 4

Maximum Marks: 100

Course Objectives:

After learning this paper, the learners will be able to:

To develop greater understanding of the rural society and the interaction of rural people

Attempt will be made to understand the rural development issues and the various developmental programmes prevalent in Indian society

Course Outcomes:

Upon successful completion of this course, students will have the knowledge, skills and competence to:

- | |
|---|
| 1. Analyse social problems in rural India due to the process of depeasantization and emerging rural factionalism |
| 2. Compare and contrast various strategies for rural development |
| 3. Acquire an ability of negotiation and solution of social aspects of rural development in specific situations |
| 4. Explain various rural development programmes and sociological understanding of the dynamics of change in rural India |

Course Outline:

Unit I Rural Social Problems

- a. Rural poverty and population problem
- b. Landless labour and bonded labour
- c. Castism and factionalism
- d. Farmers suicide and alcoholism

Unit II Planned Social Change for Rural Society

- a. Community development programmes
- b. Rural reconstruction: objective and programmes
- c. Green revolution: merits and demerits
- d. White revolution

Unit III Panchayat Raj

- a. Panchayat Raj: democratic decentralization
- b. Structure and function: Three-tier system
- c. 73rd amendment
- d. Rural leadership

Unit IV Rural Entrepreneurship

- a. Rural employment schemes (MGNREGA-2005)
- b. Assistance to individual families and self help groups (SHG)
- c. Co-operative industries: Sugar and Milk industry
- d. Co-operative Credit society and Bank

Unit V Water and Agriculture

- a. Importance of irrigation
- b. Sources of irrigation
- c. Rivers link-projects in India
- d. Merits and demerits of irrigation system

Prescribed Readings:

- Alahawat, S. R. 2008. *Economic Reforms and Social Transformation*. Rawat Publications.
- Barik B.C. 2000. *Resource management & Contours of Development*. Rawat Publications.
- Bouton.M.M. 1985. *Agrarian Radicalism in South India*. Princeton University Press.
- Brass, T. (ed.) 1995. *New Farmers Movement in India*. U.S: Francass Publication.
- Bremann, Jan, Peter Kloos & others. 1997. *The Village in Asia Revisited*. Delhi: OUP.
- Chauhan, B.R. 2003. 'Village Community' (409-457) in Veena Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Chitambar, J.D. 1993. *Introductory Rural Sociology*. New Age International.
- Desai, A.R. 1969. *Rural Sociology in India*. Popular Prakashan. Bombay.
- Desai, A.R. 1986. *Agrarian Struggle in India after Independence*. Bombay: OUP.
- Dhanagare, D.N. 1983. *Peasant Movement in India*. New Delhi: OUP.
- Diwakar.D.M. 2000. *Emerging Agrarian Relations in India*. Manak Publication Pvt. Ltd.
- Doshi. S.L. & P.C. Jain. 1999. *Rural Sociology*. New Delhi: Rawat Publications.
- Habib, Irfan, 1999. *The Agrarian system of Mughal India*. Oxford University Press.
- Jayal, N.G. (eds) 2006. *Local Governance in India*. Oxford Publications.
- Joshi, P.C. 1976. *Land Reforms in India: Trends and Perspectives*. Bombay: Allied Publisher.
- Krishan, Murthy J. 2000. *Rural development- Challenges and Opportunities*. Rawat Publication.
- Lea. A.M. & D.P Chaudhari (ed). 1983. *Rural Development and the state*. London: Methusen.
- Madan, Vandana. 2002. *The Village In India*. New Delhi: Oxford University Press.
- Marriott, Mckim. 2017. *Village India Studies in the Little Community*. Jaipur: Rawat.
- Mathur, P.C. 2007. *Rurality and Modernity in Democratic India*, Jaipur: Aalekh Publications.
- Prem, Chander, S.K. (eds). 2009. *Finding Pathways: Social Inclusion in Rural Development*. N.R. International, UK.
- Rao, B. S. Vasudeva, Kanth G. Rajani. 2007. *Rural Development and Empowerment of weaker section. Practices, Promotion & programmes*. The Associated Publishers.
- Roy, Debhal K. 2004. *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*. New Delhi: Sage Publication.
- Satyanarayana.G. 2007. *Voluntary Effort and Rural Development*. Jaipur: Rawat.
- Saxena, Ashish and Shivrama Rao. 2005. 'Efficacy of Multimedia Technology in Indigenous Knowledge Management', *Convention Journal of Lucknow Management Association (IIM Lucknow)*, Vol. 1 No. 1, pp- 248-258.
- Saxena, Ashish. 2007. 'Rethinking Indian Villages: A Sociological appraisal' in *E-Bulletin*.
- Shah, A.M. 2007. *The Grassroots of Democracy*, U.K: Permanent Black Publications.
- Shanin, T. (ed.). 1971. *Peasant and Peasant Societies*, Harmondsworth: Penguin Publication.
- Sharma.K.L. 1997. *Rural Society in India*. Jaipur: Rawat Publication.
- Singh, Katar. 1986. *Rural Development: Principles, Policies and management*. New Delhi: Sage
- Sunderam S.I. 1997. *Rural Development*. Delhi: Himalayan Publishing House.
- Surjeet. H.S. 1992. *Land Reforms in India: Promises and Performance*. Delhi: National Book Center.
- Nadgonde, Gurunath. 1976. *Gramin Samajshastra*. Pune: Continental Publication.
- Kavimandan, Vijay. 2002. *Krusha va Gramin Arthshastra*. Nagpur: Shree Mangesh Publications..
- Kayande Patil, Gangadhar. 2003. *Krusha Arthshastra*. Nashik: Chaitany Publication.
- Sharma, Virendra Prakash. 1999. *Gramin Samajshastra*. Jaipur: Panchashil Prakashan.

Paper Code: Elective-4
Title of the Paper: 1. Population Theories and Policy
Credits: 4 **Maximum Marks: 100**

Objectives:

To understand the influence of population on social phenomena

Make the students to acquaint with the demographic features and trends of Indian society Vis-à-vis world population

To make the students aware of population control measures and their implementation

Course Outcomes:

After going through this paper, the student can:

1. This paper provide the students a systematic interface of population and society
2. Understand the various facets of population studies and the theories that depict pollution change.
3. Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population
4. Assess the role of various agencies in population control

Course Outline:

Unit I Theories of Population Growth

- a. Thomas Malthus theory of population
- b. Natural law theories of population: Doubleday and M. T. Sadler
- c. Social theory of population: Arsene Dumont
- d. Optimum theory of population: Car Saunders

Unit II Social Variable of Population Growth

- a. Marriage patterns, re-marriage, divorce and widowhood, new trends in marriage
- b. Family patterns and their impact on population growth
- c. Education and its role in population growth
- d. Socio-cultural factors affecting population growth and religious faiths

Unit III Population Projection

- a. Meaning and importance
- b. Methods
- c. Accuracy of projection
- d. Limitations of projection

Unit IV Population and Environmental Pollution

- a. Environmental pollution: type and causes
- b. Environment pollution and human health
- c. Effect of population growth on socio-economic development
- d. Remedies of environmental pollution

Unit V Population Policy

- a. Need of population policy
- b. India's population policy
- c. Population policy in China
- d. Measures taken for population control in India

Essential Readings:

Agarwala, S. N. 1984. *Population*. Delhi: National Book Trust.

- Agarwala, S.N. 1977. *India's Population Problems*. New Delhi: Tata McGraw Hill.
- Bhende, A. and Tara, K. 1999. *Principles of Population Studies*. Mumbai: Himalayan Publications.
- Bose, A. 1991. *Demographic Diversity in India*. Delhi: B.R. Publishing.
- Chambliss, R. 1954. *Social Thought: From Hammurabi to Comte*. New York: Dryden Press.
- Haberl, N. and Diana, M. 2002. *Responding to Cairo: Case Studies of Changing Practice in Reproductive Health and Family Planning*. New Delhi.
- Kleinmann, S. 1980. *Human Adaptation and Population Growth: A Non Malthusian Perspective*. New York: Monclairef.
- Pachauri, S. 1999. *Implementing Reproductive Health Agenda in India: the Beginning*. New Delhi: Population Council.
- Premi, M. K. 1991. *India's Population: Heading Towards a Billion*. New Delhi: B.R. Publishing.
- Sen, Amartya and Jean Dreze. 1996. *Indian Development*. Oxford University Press.
- Simon, Julian L. 1981. *The Ultimate Resource*. Princeton: Princeton University press,
- Marathi and Hindi**
- Ahirrav, Ani Etar 1995. *Loksankhya*. Pune. Nirali Prakashan.
- Gharapure, Vitthal. 1999. *Loksankhya Bhugol*. Nagpur: Pimpalapure and Company Publishers
- Jain, Shashi K. 1998. *Jansankhya Adhyayan*. Jaipur: Research Publication.
- Kanetkar, Tara ani Kulkarni Sumati. 19979. *Loksankhyashastra*. Nagapur: Maharashtra Vidyapith Granth Nirmiti Mandal.
- Khairnar, Deelip. 2004. *Loksankhya ani Samaj*. Aurangabad: Chinmay Prakashan.
- Mishra, J.P. 2006. *Janankiki*. Agra: Sahitya Bhavan Publication
- Shrivastav, S. C. 1999. *Janankikiy Adhyayan Ke Prarup*. Mumbai: Himalaya publishing House.
- Wagh, Ram. 1993. *Loksankhyashastra*. Latur: Prabodhan Prakashan.

Paper Code: Elective-4
Title of the Paper: 2. Sociology of Social Movements
Credits: 4 **Maximum Marks: 100**

Course Objectives:

The paper then examines prominent movements in India i.e. the peasant, tribal, gender movement and the Dalit movement by examining the socio-political and historical context of their emergence and the transformation that resulted. To introduce the students to the role of social movements in social transformation, to help them understand the various approaches to the study of social movements. To familiarize students with social science perspectives in the study of social movements. To provide a basic understanding of and critical insights into factors and issues associated with social movements in India.

Course Outcomes:

After Studying the course students will be able to:

1. Describe reasons and outcomes of important social movements which shaped our present day society.
2. Describe issues associated with new social movements
3. Understand the processes and mechanisms of social movements
4. Comprehend the various dimensions of and mechanism through which movements operate
5. Understand perspectives to the study of social movements

Course Outline:

Unit I Social Movements

- a. Meaning and characteristics
- b. Types of social movement
- c. Social movements and social change

Unit II Theoretical Approaches

- a. Relative deprivation
- b. Collective behaviour
- c. Marxian
- d. Resource mobilization

Unit III Traditional Social Movements in India

- a. Peasant movement
- b. Labour and trade union movement
- c. Tribal movement
- d. Women movement

Unit IV Backward Classes and Dalit Movement

- a. Self-respect movement in Tamil Nadu
- b. Non-Brahmin movement in Maharashtra
- c. Dalit Panther movement
- d. Marathwada university Namantar movement

Unit V New Social Movements in India

- a. New farmer's movement (Kisan Andolan): Mahendra Singh Tikait, Sharad Joshi
- b. Ecological and environmental movement: Chipko, Narmada water & land based
- c. Identity movement: lesbian, gay, bisexual and transgender (LGBTQ)

Prescribed Readings:

- Brass, T. 1995. *New Farmers Movements in India*. London and Portland or Frank Cass
- Buchler, S. M. 2000. *Social Movements in Advanced Capitalism*. New Delhi: Oxford University Press.
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- Rao, M. S. A. 1979. *Social Movements in India*. New Delhi: Manohar.
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- Shiva, V. 1991. *Ecology and the Politics of Survival*. New Delhi: Sage.
- Singh, K.S. 1985. *Tribal Movements in India Vols.I and II*. New Delhi: Manohar.
- Singh, Rajendra. 2001. *Social Movements, Old and New: A post-modernist critique*. New Delhi: Sage.
- Wilson, J. 1973. *Introduction to Social Movements*. New York: basic books Inc. publishers.
- Zelliot Eleanor. 1995. *from Untouchable to Dalit: Essays on the Ambedkar movement*. New Delhi: Manohar.

Marathi Books

- Fadake, Y. D. 1990. *Ambedkari Chalaval*. Pune: Shrividya Prakashan
- Gavhane, Sudhir. 1996. *Namantar ek Shodh Yatra*. Mumbai: Parivartan Publication
- Jogdanda, P.G. 2006. *Dalit Chalval: Sidhant ani Vyavhar*. Mumbai: Pratishabd Prakashan
- Joshi, Sharad. 1982. *Shetkari Sanghatana: Vichar ani Karyapadhati*. Alibag: Shetkari Prakashan.
- Padhya, Ramesh. 1985. *Shetkari Andolan*. Mumbai: Algar Prakashan.
- Shah, Ghanshyam. 2017. *Bharatatil Samajik Chalvali*. New Delhi: Sage Bhasha

Essential Readings:

- Agarwal, R. D. 1972. Dynamics of Labour Relations in India. A Book Readings. Tata McGraw Hill.
- Appadurai, Arjun. 1997. Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP.
- Bell, Daniel. 1976. The Coming of Post-Industrial Society. New York: Basic Books.
- Das, Veena, 2003. Oxford India Companion to Sociology and Social Anthropology, Vol. 1 & 2. New Delhi: OUP.
- Schuurman, Frans. J (Ed.). 2002. Globalization and Development studies. New Delhi: Sage publications.
- Bremen, Jan. 1996. Footloose Labour: Working in India's informal economy. Cambridge. Cambridge Uni. Press.
- Jayaram, N. and D. Rajashekar, ed. 2012. *Vulnerability and Globalization perspective and analyses from India*. Jaipur: Rawat book sellers.
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- Roy, Sumit, 2005. Globalization, ICT and Developing Nations – Challenges in the Transformation Age. New Delhi: Sage Publications.
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- Schuurman, F.J. 2003. Globalization and Development. New Delhi: Vistaar.
- Swain, B.K. Child labour in India. Nagpur: Dattson.
- Thorat, Sukhdeo, 1990. Social Security in Unorganised Sector, How Secure are the scheduled Caste? Special Issue, Indian Journal of Labour Economics, Sept.
- Tonkis, Frank, 2006. Contemporary Economic Sociology: Globalization, Production and Inequality. Routledge.

Marathi

- Godbole, Achyut, 2009. Arthat. Pune: Rajhans Prakashan.
- Karade, Jagan, 2008. Jagatikikaran: Bharata Samoril Avhane. Pune: Diamond.
- Nalini, Pandit, 2001. Jagatikikaran ani Bharat. Pune: Lokwangmay Gruh.
- Teltumbade, Anand. 2002, Jagatikikaran ani Kashtakari Dalit Bahujan. Pune: Dignag Prakashan.

Paper Code: Elective-4
Title of the Paper: 4. Community Health in India
Credits: 4 **Maximum Marks: 100**

Objectives:

The content of the course will enable the students:

- To gain sociological understanding of the field of medicine and medical behavior To throw some light on the social and organizational aspects of medical care in a modern society
- To familiarize the students with the problems of the patient care and health care system
- To understand the issues related to public health and social medicine
- To understand the role of the state in the healthcare in India

Course Outcomes:

1. It enables the learners to understand the concepts of Health, Wellness.
2. It helps to the learners to know the issues relating to physicians and nurse in changing society.
3. Understand the societal health situations at theoretical level
4. It helps to know recent trends and patterns of diseases Get familiarity with the health policy of government of India
5. They can also learn about the contemporary trend of Sociology of Health in India. By knowing various health policies and programs in India student can expand the information base and disseminate the same to others.

Course Outline:

Unit I Rehabilitation and Treatment

- a. Rehabilitation: concept, principles, and agencies
- b. Treatment and problems of rehabilitation
- c. Rights of physically disabled persons
- d. Care of physically disabled persons
- e. Role of family in rehabilitation

Unit II Hospital: a Social Organization

- i. Types of hospitals
 - a. General hospital
 - b. Specialty hospitals
 - c. Sanatoria-dispensaries
 - d. Teaching and corporate hospitals
- ii. Functions of Hospital
 - a. Co-ordination and supervision
 - b. Relation of medical staff with patient
 - c. Medical and Social service

Unit III Community Health

- a. Community health problems in India
- b. Concept of health service
- c. Primary health centre: organization and functioning
- d. Implementation of community health programmes in India

Unit IV Reproductive Health

- a. Reproductive tract infection/sexually tract infection (RTI/STI)
- b. HIV/AIDS
- c. Maternal health
- d. Abortions: spontaneous and Induced

Unit V Policies and Programmatic Action

- a. National health policy
- b. Role of WHO
- c. Food and drug adulteration
- d. MCI and IMA: Issues of consumer protection

Essential Readings:

- Berer, M. 2000. Making Abortions Safe: A matter of good public health policy and Practice. World Health Organization 2000, Bulletin of the World Health Organization, 2000
- David, Tuckett (Ed). 1976. An Introduction to Medical Sociology. London: Routledge.
- Helman, C. 2007. 'Culture, Health and Illness, New York: Oxford University
- Guilmoto C. and I. Rajan (ed) 2005. Fertility Transition in South India. New Delhi: Sage Publications.
- Quadeer, Imrana. 2000. Health Care System in Transition III. India, Part I. The Indian Experience. Vol. 22, No 1. (March 2000), pp.25-32. Journal of Public Health.
- Jejeebhoy, Shireen. 2003. 'Action that protect: Promoting sexual and reproductive health and choice among young people in India'. New Delhi: Population Council.India
- Ministry of Health and Family Welfare. 1997. Reproductive and Child Health Programme", manual for India and Karnataka, Government of India.
- Nagal, Medhu. 2005. Sociology of Medical Profession. Jaipur: Rawat Publications,.
- Nayar, K.R. 1998. Ecology and Health: A System Approach'. New Delhi: APH publishing Corporation.
- Oommen, T. K. 1978. Doctors and Nurses: A study in Occupational Role Structure. Delhi: Macmillan, India.
- Ramasubban, Radhika and Jejeebhoy, Shirin (ed). 2000. Women's Reproductive Health in India. Jaipur: Rawat Publications.
- World Development Report 1993. New York: Oxford University press.
- Health Organization. 1999. World Health report 1999: Making Geneva, Switzerland, WHO.
- World Organization. 2003. Towards Adulthood: Exploring the Reproductive Health Adolescents South Asia', WHO.

Paper Code: Elective-4
Title of the Paper: 5. Social Anthropology
Credits: 4 **Maximum Marks: 100**

Objectives:

An in-depth understanding about anthropology, the concept of culture, related theories, terms, configuration of culture, organization of culture and society constitute the frame of the course. This course aims at understanding the linkages of the subject with other subject areas within and outside anthropology.

Course Outcomes:

At the end of this course students will be able to:

1. Understand about the basic concepts and theories in social and cultural anthropology
2. Examine about the basic concepts and theories in social anthropology
3. Analyze the relationship between culture, society and civilization
4. Evaluate the changing patterns in family, marriage and kinship system in India

Course Outline:

Unit I Introduction to Social Anthropology

- a. Nature and scope
- b. Basic concepts: Culture, society and identity
- c. Evaluating human developments and differences
- d. Methods and data collection

Unit II Theories in Social and Cultural Anthropology

- a. Cultural evolutionism
- b. Neo-evolutionism: Leslie White
- c. Functionalism: Durkheim
- d. Post-modernism and post-colonialism

Unit III Family, Marriage and Kinship

- a. Family: typology of family
- b. Marriage: mate selection
- c. Kinship: principle and terminology
- d. Changing patterns of family and marriage

Unit IV Social Organizations

- a. Economic organization: division of labour and reciprocity
- b. Political organization: primitive law and justice
- c. Primitive religion: Animism, Animatism, Bongaism, Totemism
- d. Magico religious functionaries

Unit V Contribution of Indian Anthropologists

- a. S. C. Roy
- b. D.N. Majumdar
- c. Irawati Karve
- d. N. K. Bose

Reference books:

- Duranti, Allesandra. 1997. Linguistic Anthropology. New York: Cambridge University Press.
- Ember, Carol. R and Melvin Ember. 2002. (10th Eds.). Anthropology. New Delhi: Pearson Education (Singapore) Pvt. Ltd.
- Evans-Prichard, E.E. 1990. Social Anthropology. New Delhi: Universal Book Stall.
- Forde, D. 1954. Habitat, Economy and Society: A Geographical Introduction to Ethnology. London: Methuen MacIver and Page, Society.
- Fox, Robin. 1967. Kinship and Marriage. Penguin Books.
- Harris, Marvin. 1983. Cultural Anthropology. New York: Harper and Row Publication.
- Haviland, W A. 1993. Cultural Anthropology. London: Harcourt Brace College Publication.
- Herskovits, M.J. 1969. Cultural Anthropology. New Delhi: IBH Publishing Company.
- Honigman, J. 1997. Handbook of Social and Cultural Anthropology. New Delhi: Rawat Publication.
- Kapadia, K.M. 1966. Family, Marriage and Kinship. New Delhi: Oxford in India.
- Majumdar D.N. and Madan T.N. 1967. An Introduction to Social Anthropology. Bombay: Asia Pub. House.
- Doshi, S.L. 2009. *Samakalin Manvshastra*. Jaipur: Rawat Publications.
- Sangave, Vilas. 1993. *Adivasinche Samajik Jivan*. Mumbai: Popular Prakashan.

Recommended Books:

- Hicks, and Gwynne. 1994. Cultural Anthropology. Harper Collins College Publishers.
- Holy, Ladislov. 1996. Anthropological Perspectives on Kinship. London: Pluto Press.
- Mair, Lucy. 1998. An Introduction to Social Anthropology. Oxford University Press.
- Vidarthi, L. P. and Rai B. K. 1985. Tribal Cultures in India. New Delhi: Concept Publishing House.

Paper Code: Elective-4
Title of the Paper: 6. Sociology of Indian Diaspora
Credits: 4 **Maximum Marks: 100**

Objectives:

At the end of this course students will be able to:

- Describe the concept and historical background of Indian Diaspora
- Explain the perspectives on Indians abroad
- Describe various case studies of Indian Diaspora

Course Outcomes:

Upon completion of this course, the students will be able to:

1. Understand the area of Diaspora
2. Evaluate the historical background of Indian Diaspora
3. Critically analyse present Diaspora trends
4. Examine the theoretical perspectives
5. Evaluate significance of the Indian Diaspora in the economy, polity, and other social institutions in India and the country of destination as well as the challenges faced by them

Course Outline:

Unit I Diaspora as an Area of Study

- a. Diaspora: origin, definition, scope and significance
- b. Demographic details of Indian Diaspora: migration
- c. Ethnicity and ethnic identity
- d. Cultural pluralism

Unit II Historical background of Indian Diaspora

- a. The ancient and medieval phase: trade and religion
- b. The colonial phase: the indenture labour
- c. Post-colonial phase: brain drain and skill drain

Unit III Contemporary Trends in Migration

- a. Contemporary trends of migration in India
- b. Socio-cultural impact of Indian Diaspora
- c. Cultural preservation and assimilation
- d. Ethnic polarization

Unit IV Theoretical perspectives in Diaspora studies

- a. Neo-classical-economic theory
- b. Dual labour market theory
- c. The new economics of labour migration
- d. World system theory

Unit V Emerging Issues

- a. Meaning of NRI, PIO, ECR, FEMA, MOIA
- b. Views on dual citizenship, Indian Diaspora and international politics
- c. Participation of Indian Diaspora: economy other sector and cultural aspects
- d. Latest initiatives of the government of India towards Indian Diaspora

References:

- Clarke, Colin. 1990. *South Asians Overseas*. Cambridge: Cambridge University Press.
- Gosine, Mahin, 1994. *The Eastern Odyssey: Dilemmas of a migrant people*. New York: Windsor press.

- Jain, Ravindra K. 2010. *Nation, Diaspora, Trans-Nation: Reflections from India*. New Delhi: Routledge.
- Jain, Ravindra K. 1993. *Indian communities abroad: Themes and literature*. New Delhi: Manohar.
- Jayaram, N (ed.). 2011. *Diversities in the Indian Diaspora*. New Delhi: Oxford University Press.
- Jayaram, N. (ed.). 2004. *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage Publications.
- Rao, M.S.A. (ed.). 1986. *Studies in Migration- Internal and International Migration in India*. New Delhi: Manohar.
- Sociological Bulletin Special No. on *Indians Abroad* (Guest ed.: S. L. Sharma), 38. (1) 1989.
- Sahoo, and BrijMaharaj. 2007. *Sociology of Diaspora: A Reader*. India: Rawat Publications.
- Uberoi, P. 2006. *Freedom and Destiny: Gender, Family and Popular: Culture in India* (Chapter 6). New Delhi: OUP.

Research Project (RP)

The course is designed in order to motivate students to participate in field-based learning/projects under the supervision of faculty.

A minimum of 60 hours of learning activities per credit in a semester is required.

All students would be required to submit a field project report of 150 pages on any one research problem under the supervision of faculty members. The assessment will be made on the basis of viva-voce.

Research Project

Course Objectives:

This course intends to enhance the abilities of the students in terms of capacity building and human capital formation.

The course will develop capabilities in students in conducting empirical and evidence based studies.

This course intends to impart such practical skills to every student which could help them in every walk of their lives.

Research skills/ Practical skills are very important for sociological analysis.

To provide practical training to the students in order to develop research skills required for various phases in the process of research.

To develop the students' report writing skill and to encourage them to pursue career in the field of social research (particularly survey research)

Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity.

Course Outcome:

After completion of the course, the students will be able to:

Develop the ability to undertake a problem as a topic for systematic enquiry and research

Use the secondary and primary data and available literature for academic research

Able to understand the concept and importance of fieldwork in sociological research

Able to understand and develop self-awareness and orientation to field work

Able to explore role of sociology in different settings

Able to develop skills in field work like report writing, observation and analysis

Develop the ability to conceptualize, formulate and conduct simple research projects.

Learn to assess the research studies and findings.

Develop the skills for library work and documentation for research.

Develop favorable attitudes for the integration of research and theory.

Learn to prepare the research report and develop hardware and software based capabilities

Practical skill and ability for handling any issue/topic based survey or research

Course details:

Every student will get a supervisor/mentor appointed by the department. The student, in consultation with the appointed supervisor/mentor develops a topic for the project work. The student will follow the scientific approach for conducting a research based on primary or secondary data. The report will be submitted by the end of the semester third/fourth.

Students will be individually guided and trained for the following major phases in survey research:

Sr. No.	Phases of research	IV Sem
1.	selection of topic, formulation of research, topic and review of relevant literature	05
2	defining the scope of the proposed study	05
3	formulation of research design for the proposed study	05
4	preparation for sampling design for the proposed study	05
5	designing instrument of data collection	05
6	fieldwork/ collection of data by using designed tools	40
7	editing and coding of the data	05
8	using SPSS for computer feeding of data	05
9	using SPSS for generating statistical output; tables and graphs	05
10	interpreting data and writing a project report	20
11	Viva Voce	50
	Total	150

The research project may be related to the core sociology or it may be inter-disciplinary. Field work may be a part of the Research Project. It shall be done under the supervision of a faculty member.

At the end of Semester IV, the student shall submit the report/ research project to the concern supervisor. The evaluation shall be done at the end of Semester IV.

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Babasaheb Ambedkar Marathwada
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