SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,
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शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र
दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग – ०२३१–२६०९०९४
Estd. 1962
"A++" Accredited by
NAAC (2021)
With CGPA 3.52

जा.क्र./शिवाजी वि./अ.मं./समाजशास्त्र/६२ दि.०५/११/२०२२

प्रति,

१. मा. प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर

२. मा. अधिविभाग प्रमुख,
समाजशास्त्र अधिविभाग,
शिवाजी विद्यापीठ, कोल्हापूर

विषय : एम. ए. भाग १ समाजशास्त्र कोर्सच्या अभ्यासक्रमाबाबत...
संदर्भ : या कार्यालयाचे पत्र क्र.३३३ दि.१९/०९/२०२२.

महोदय,

उपरोक्त संदर्भिय विषयास अनुसरुन आपणास आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष २०२२–२३ पासून लागू करण्यात आलेल्या **एम. ए. भाग १ समाजशास्त्र कोर्सच्या** अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेली आहे. सोबत सदर अभ्यासक्रमाची प्रत जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in (Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावी ही विनंती.

कळावे,

आपला विश्वासू,

उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

प्रत : १. अधिष्ठाता, मानवविज्ञान विद्याशाखा.
२. समन्वयक, समाजशास्त्र अभ्यास मंडळ.
३. संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास.
४. परिक्षक नियुक्ती ए व बी विभागास.
५. इतर परीक्षा २ परीक्षा विभागास.
६. संगणक केंद्र/आय. टी. सेल विभागास.
७. दूरस्थ व ऑनलाईन शिक्षण विभाग.
माहितीसाठी व पुढील कार्यवाहीसाठी.

SHIVAJI UNIVERSITY, KOLHAPUR.

Estd. 1962
"A++" Accredited by NAAC(2021)
With CGPA 3.52

New Syllabus for

Master of Arts [M. A. Sociology]

Faculty of Humanities

(M. A. Part - I, Semester I and II)

(Subject to the modifications to be made from time to time)Syllabus to be implemented from August 2022 Onwards

Shivaji University, Kolhapur
New Syllabus For
Master of Arts in Sociology
Semester with Credits and CIE System of Examination
[Faculty of Humanities]

1. TITLE: SOCIOLOGY
Under the Faculty of Humanities

2. YEAR OF IMPLEMENTATION: Under Academic Flexibility and New Education Policy 2020, the New Syllabus will be implemented from August 2022 onwards in the Shivaji University Department of Sociology.

3. PREAMBLE: The present restructuring and preparation of new M. A. Sociology syllabus, and introduction of Semester with Credits and Continuous Internal Evaluation [CIE] System of Examination, has been done keeping in view the continuous developments in sociology; in its growing knowledge resources and improvements in pedagogic methodologies, the NEP.

The present exercise of revision of sociology syllabus is guided by three broad teaching orientations: [1] job orientation (to prepare students to make use of employment opportunities), [2] knowledge orientation (development of personality and sharpening of intellectual skills among the students), and [3] social orientation (inculcation of social commitment among the students and making them responsible citizens).

Keeping these teaching orientations in mind, syllabus revision has been done with the following objectives: (i) to bring adequate correspondence between the changing social reality and the content of courses in sociology (ii) to equip the students to critically understand and interpret social reality, (iii) to develop among the students a distinctly sociological perspective on socio-economic and cultural reality,
(iv) to enhance the social sensitivity and sensibility of the students, and (v) to help students acquire skills that will be useful to them in their personal, social and professional life.

While revising the sociology curriculum, we have kept in mind the relevance of sociology for policy formulation and evaluation of policies at the regional and national level, updating the reading lists and introduction of practical/fieldwork component and innovations in the instructional methodologies [supplementing the lecture method with group discussions and seminar presentations, fieldwork, skills related with concerned subject, use of audio-visual aids, use of computers /internet in research].

The course structure consists of three broad components into which various courses have been classified. For every semester, there are *two* Discipline Specific core courses which are *compulsory* [four semesters will have 8 DSC/compulsory courses]. For every semester there are 6 Discipline Specific Elective Course. A student has to select one DSE course for each semester. For every semester student has to select one Inter Disciplinary Course. For every semester there are 5 Inter disciplinary courses. A student has to select one Inter Disciplinary Course. It is compulsory for student to complete one Skill Enhancement Course for each semester. Every student has to complete internship/Apprenticeship in first semester and one research project in second semester. Some of the papers (such as Environmental Sociology and Research Methodology] have practical/applied component. Some of the papers have applied value [e.g., Methodology of Social Research and Social Marketing, NGOs and Development, Rural Development in India].

4. GENERAL OBJECTIVES OF THE PROGRAMME:

1) To equip the students with latest sociological knowledge pertaining to various sub-fields within the discipline of sociology.
2) To orient the students for comprehending, analyzing and critically assessing the social reality from sociological perspective.
3) To inculcate the analytical ability, research aptitude and relevant skills in the students useful for their social and professional life.
4) To prepare the students for undertaking research, jobs in Colleges/Universities /Research Institutions, various Government Departments and Non-governmental organizations as well as for various competitive examinations.

5. GENERAL M.A. PROGRAMME OUTCOME

PO-1: Knowledge of Subject: Apply the Sociological knowledge to solution of complex social reality.

PO-2: Problem Analysis: Identify, formulate an analyse complex social problems by using available sociological literature.

PO-3: Knowledge about human values: Develop the ability among students about various societal and human values to build the better society.

PO-4: Skill Development and Employability: Improve and build the required skills which would enhance the students' employability.

PO-5: Team and Team Spirit: To develop the spirit of team work and team sprit to function effectively as an individual and as a member in different social settings.

6. GENERAL PROGRAMME SPECIFIC OUTCOMES

PSO:1: To understand the nature and basic concepts of sociology and its various branches

PSO:2: To analyse the interrelationships between sociology and other social science.

PSO:3: To evaluate changing social relationships and social institutions in the context of Indian society.

PSO:4: To understand the of individuals social behaviour, various organisational social behaviour in different social settings.

7. DURATION:

- The course shall be a full-time course.
- The duration of course shall be of Two years/Four Semesters.

8. EXAMINATION PATTERN: -

The pattern of examination will be Semester with Credit and Continuous Internal Evaluation [CIE].

9. IMPLEMENTATION OF FEE STRUCTURE:

In case of revision of fee structure, this revision will be implemented in phase wise manner as per the University decision in this regard.

10. ELIGIBILITY FOR ADMISSION:

As per the eligibility criteria prescribed by the University for each Course and the merit list will be prepared on the basis of graduate level performance along with reservation norms.

11. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English. The students will have option to write answer-scripts in Marathi.

12. STRUCTURE OF PROGRAMME-.

Semester System with Credits and Continuous Internal Evaluation [CIE]
[To be introduced w.e.f. 2022-2023 for M. A. Part –I in the Department of Sociology, Shivaji University, Kolhapur-4, Under NEP]

PROGRAMME STRUCTURE WITH CREDIT POINTS AND MARKS

M. A. Sociology, Part – I: Semester – I [To be introduced from 2022-2023]			
SEMESTER - I: COMPULSORY/CORE COURSE			
Course Number	Course Title	Credits	Marks
	CORE COURSE		
DSC-01	Classical Sociological Traditions: Marx, Durkheim and Weber	04	100
DSC-02	Understanding Indian Society	04	100
	DISCIPLINE SPECIFIC ELECTIVE		
DSE 1	Social Movements in India	04	100
DSE 2	Social Ecology	04	100
DSE 3	Rural Society in India	04	100
DSE 4	Industry and Society in India	04	100
DSE 5	Social Problems in Contemporary India	04	100
DSE 6	Sociology of Marginalized Communities	04	100
	INTERDISCIPLINARY STUDIES		
IDS 7	Education and Society	04	100
IDS 8	Gender and Society	04	100
IDS 9	Society and Culture in Maharashtra	04	100
IDS 10	Comparative Sociology	04	100
IDS 11	Sociology of Sanitation Part-A	04	100
AECC	**Internship/ Apprenticeship**	04	100
	SKILL ENHANCEMENT COURSES (SEC)		
SEC-1	Gender Audit	02	50

Abbreviations:
DSC: Discipline Specific Core Course
DSE: Discipline Specific Elective
IDS: Interdisciplinary Studies
SEC: Skill Enhancement Course
AECC: Ability Enhancement Compulsory Course

Rules regarding selection of Core Course, Discipline Specific Elective and Interdisciplinary Course for Semester - I:

1) During the first Semester, every student must study four Courses [carrying 100 marks each].

2) The Discipline Specific Core Course Nos. D S C 01 and DSC 02 will be compulsory for all students.

3) A student should first select any one of the Discipline Specific elective Courses [DSE.01 to DSE.06]. During all the remaining Semesters, a student will have to select one course from the Discipline Specific elective Courses of that particular Semester.

4) A student can select any one out of five Interdisciplinary Courses [i.e., any one from IDS-07 to IDS- 11]

5) It is also compulsory for each student to complete Internship/Apprenticeship for 100 marks in first semester.

6) It is also compulsory for each student to study one skill enhancement course of 50 marks [i.e., SEC] in each semester. Skill enhancement compulsory courses SEC courses are value based/ skill based and are aimed at providing hands on training, competancies, skills etc. These courses may be chosen from a pool of courses designed to provide value based or skill based knowledge.

7) For introducing a Discipline Specific elective/ Interdisciplinary Course for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective/ Interdisciplinary Course.

8) The Departmental Committee reserves right to introduce the number of Discipline Specific elective/ Interdisciplinary Course to be taught during every Semester and the number of students to be restricted for any Discipline Specific elective/ Interdisciplinary Course. The decision will be declared at the beginning of first Semester.

M. A. Sociology, New Syllabus
Semester System with Credits and Continuous Internal Evaluation [CIE]
[To be introduced w.e.f. 2022-2023 for M. A. Part –I in the Department of Sociology, Shivaji University, Kolhapur-4, Under NEP]

M. A. Sociology, Part – I: Semester – II [To be introduced from 2022-2023]			
SEMESTER - II: COMPULSORY/CORE COURSE			
Course Number	Course Title	Credits	Marks
	CORE COURSE		
DSC- 03	Classical Sociological Traditions: Pareto, Cooley and Mead	04	100
DSC- 04	Perspectives on Indian Society	04	100
	DISCIPLINE SPECIFIC ELECTIVE		
DSE 11	Sociology of Change and Development	04	100
DSE 12	Resources, Development and Environment in India	04	100
DSE 13	Urban Society in India	04	100
DSE 14	Sociology of Tribal Society	04	100
DSE 15	Social Exclusion and Social Inclusion	04	100
DSE 16	Sociology of Religion	04	100
	INTER-DISCIPLINARY STUDIES		
IDS 17	Political Sociology	04	100
IDS 18	Sociology of Mass Communication	04	100
IDS 19	Criminology	04	100
IDS 20	Sociology of South Asia	04	100
IDS 21	Sociology of Sanitation Part- B	04	100
	SKILL ENHANCEMENT COURSES (SEC)		
SEC-1	Environment Impact Assessment	02	50
RP	RESEARCH PROJECT	04	100

Abbreviations:
DSC: Discipline Specific Core Course
DSE: Discipline Specific Elective
IDS: Interdisciplinary Studies
SEC: Skill Enhancement Course
RP: Research Project

Rules regarding selection of Core Course, Discipline Specific Elective, Interdisciplinary Course, Skill Enhancement Course and Research Project for Semester - II:

1) During the second Semester, every student must study four Courses [carrying 100 marks each].
2) The Discipline Specific Core Course Nos. DSC 03 and DSC 04 will be compulsory for all students.
3) A student should first select any one of the Discipline Specific elective Courses [DSE.11 to DSE.16]. During all the remaining Semesters, a student will have to select one course from the Discipline Specific elective Courses of that particular Semester.
4) A student can select any one out of five Interdisciplinary Courses [i.e., any one from IDS-17 to IDS- 21]

5) It is also compulsory for each student to study one skill enhancement course of 50 marks [i.e., SEC]in each semester.

6)

7) It is compulsory for each student to complete one research project carrying 100 marks in the second semester.

8) For introducing a Discipline Specific elective/ Interdisciplinary Course for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective/ Interdisciplinary Course.

9) The Departmental Committee reserves right to introduce the number of Discipline Specific elective/ Interdisciplinary Course to be taught during every Semester and the number of students to be restricted for any Discipline Specific elective/ Interdisciplinary Course. The decision will be declared at the beginning of first Semester.

SCHEME OF TEACHING AND EXAMINATION:

M. A. Part -I SEMESTER – I

Sr. No.	Subject /Course	Teaching Scheme (Hrs. /Week)				Examination Scheme (Marks)		
		L	T	P	Total	[Sem. Exam]	CIE	Total
DSC - 01	Classical Sociological Traditions: Marx, Durkheim and Weber	04	---	---	04	80	20	100
DSC- 02	Understanding Indian Society	04	---	---	04	80	20	100
DSE - 01	Social Movements in India	04	---	---	04	80	20	100
DSE – 02	Social Ecology	04	---	---	04	80	20	100
DSE – 03	Rural Society in India	04	---	---	04	80	20	100
DSE – 04	Industry and Society in India	04	---	---	04	80	20	100
DSE – 05	Social Problems in Contemporary India	04	---	---	04	80	20	100
DSE - 06	Sociology of Marginalized Communities	04	---	---	04	80	20	100
IDS- 07	Education and Society	04	---	---	04	80	20	100
IDS - 08	Gender and Society	04	---	---	04	80	20	100
IDS - 09	Society and Culture in Maharashtra	04	---	---	04	80	20	100
IDS - 10	Comparative Sociology	04	---	---	04	80	20	100
IDS- 11	Sociology of Sanitation Part- A	04	---	---	04	80	20	100
AECC	Internship/Apprenticeship	---	---	04	04	80	20	100
SEC-01	Gender Audit	02	---	---	02	40	10	50

M. A. Part -I SEMESTER – II

Sr. No.	Subject /Course	Teaching Scheme (Hrs./Week)				Examination Scheme(Marks)		
		L	T	P	Total	Sem. Exam	CIE	Total
DSC 03	Classical Sociological Traditions: Pareto, Cooley and Mead	04	---	---	04	80	20	100
DSC 04	Perspectives on Indian Society	04	---	---	04	80	20	100
DSE 12	Sociology of Change and Development	04	---	---	04	80	20	100
DSE 13	Resources, Development and Environment in India	04	---	---	04	80	20	100
DSE 14	Urban Society in India	04	---	---	04	80	20	100
DSE 15	Sociology of Tribal Society	04	---	---	04	80	20	100
DSE 16	Social Exclusion and Social Inclusion	04	---	---	04	80	20	100
DSE 17	Sociology of Religion	04	---	---	04	80	20	100
IDS 18	Political Sociology	04	---	---	04	80	20	100
IDS 19	Sociology of Mass Communication	04	---	---	04	80	20	100
IDS 20	Criminology	04	---	---	04	80	20	100
IDS 21	Sociology of South Asia	04	---	---	04	80	20	100
IDS 22	Sociology of Sanitation Part- B	04	---	---	04	80	20	100
SEC 02	Environment Impact Assessment	02	---	---	02	40	10	50
RP 01	RESEARCH PROJECT	04	---	---	04	80 Project	20 Viva-Voce	100

13. SCHEME OF EXAMINATION:

1. The Entire M. A. [Sociology] Course shall have 16 Courses each carrying 100 marks [Every semester shall have four papers], 1 Skill Enhancement Course for 50 marks for each semester and 1 Research Project for Second and Fourth Semester carrying 100 marks. Thus, entire M. A. examination shall be of 2000 total marks.

2. The system of examination would be Semester with credit system and Continuous Internal Evaluation (CIE). The examination shall be conducted at the end of each semester.

3. There shall be Continuous Internal Evaluation (CIE) System within the Semester System. In this System, for every paper, 20 marks are allotted for Internal Assessment and 80 Marks for the Semester Examination of three hours duration, which will be held by the end of each term.

4. Allocation and Division of CIE Marks: For every paper, CIE component shall carry 20 marks.

   (i) During every Semester, every student shall have to submit home assignments or present seminar papers or book review for each paper, on the topics given by the respective course teachers. This home assignment/ seminar presentation will carry 10 marks.
   (ii) For every paper during each semester there shall be a Written Internal Test for 10 marks.
   (iii) For papers having Practical component, students shall have to submit report carrying 20 marks. For these papers, students shall be exempted from home assignments/seminars and written internal test.
   (iv) For papers having project reports carrying 20 marks, students shall be exempted from home assignments/seminars and written test.
   (v) CIE will be conducted only once before the commencement of semester examination.

5) CIE - Re-examination: The CIE re-examination shall be conducted by the Head of the Department

6) Semester-Re-Examination: In case candidates who fail in any of the papers in any semester examination, they can appear for the re-examination as per the University rules.

7) For Internship/Apprenticeship 80 marks are allotted for attendance and report and 20 marks for viva-voce.

8) For Skill Enhancement Course 10 marks are allotted for Internal Assessment and 40 Marks for the Semester Examination of two hours duration,which will be held by the end of each term.

9) For Research Project which will be carried out in the second and fourth semester, 20 marks are allotted for viva-voce and 80 marks are allotted for Dissertation.

14. Standard of Passing:

1) To pass each paper, 40 marks out of 100 are required.

2) Semester Examination: In every paper a candidate should obtain a minimum of 40 % of total marks i.e., 32 marks out of 80 marks. For Skill Enhancement Course every student should obtain minimum of 40% of total marks i.e., 16 marks. For Research Project 40 marks are required for passing.

3) CIE – For every CIE component, a candidate should obtain a minimum of 40 % of the total marks, i.e., 4 out of 10 and/or 08 out of total 20 marks.

4) A candidate must obtain minimum marks as mentioned above in both the Heads of Passing. In other words, he/she must pass in both the Semester examination as well as CIE examination

5) Further details regarding Standard of Passing are given under credit system.

15. Credit System:

Introduction:

Students can earn credit towards their post-graduation by way of credit allotted to the papers or to the course. Credit system permits to follow horizontal mobility towards the post-graduation courses irrespective of the boundaries of the faculties or within the boundaries of the faculties. Besides, it provides a cafeteria approach towards the higher education. A scheme has been worked out to put the credit system within the framework of the present education system in the University.

What is Credit?

Credits are a value allocated to course units to describe the student's workload (i.e., Lectures, Practical work, Seminars, private work in the library or at home and examinations or other assessment activities) required to complete them. They reflect the quantity of work each course requires, in relation to the total quantity of work required to complete during a full year of academic study in the Department. Credit thus expresses a relative value.

Students will receive credit through a variety of testing programmes if they have studied a subject independently or have successfully completed department level regular course work. The objective of credit system is to guarantee the academic recognition of

studies throughout the world, enabling the students to have access to regular vertical and or horizontal course in any Institutions or the Universities in the world.

Types of Credits:

There shall be two types of credits viz. a) Credit by Examination and b) Credit by Non-Examination.

a) Credit by Examination: - Students can earn credit towards his/her Graduation and Post-graduation upon the successful completion of the tests in the credit by examination programme.

b) Credit by Non-examination: - Students can also earn credit by non-examination by proving his/her proficiency in State, National and International sports' achievements, Social Service (NSS), Military Services (NCC), Colloquium & debate, Cultural programme as shown below during the study period.

Sports Achievements /Participation (Any one event during the academic session)	Credits	NSS Recognition /Achievement (Any one event during the academic session)	Credits	NCC Achievements (Any one event during the academic session)	Credits
Olympics	15	International	10	R. D. Pared	6
International	10	National	8	Summer Camp (Mor e than 10	6
National	8	Regional/Zonal	6	National level training (More than 10 days)	5
Regional/Zonal	6	State	4	State level training (More than 10 days)	4
State	4	University	3	University level training (More than 10 days)	3
Inter-University	4	Best University Volunteer	3	C certificate	2
University	3	2 Years NSS + 2 NSS Camps	2	Any special Camps of more than 2 weeks	2
Inter-collegiate/PE Exam.	2	2 Years NSS + 1 NSS Camp	2	Any special Camps of more than one week	2

Mechanism of Credit System: -

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. It is 30 contact hours in European system. The instructional days as worked out by the UGC are 180 days (30 Weeks). The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

Conversion of Marks into Grades:

The marks obtained by a candidate in each paper or practical/CIE (out of 100 or any fractions like 80: 20 shall be converted into grades on the basis of the following table.

Grades points	Range of marks obtained out of 100 or in any fractions	
0	from 00	to 39
1	40	44
2	45	49
3	50	54
4	55	59
5	60	64
6	65	69
7	70	74
8	75	79
9	80	84
10	85	89
11	90	94
12	95	100

The maximum credit point shall be 48 credits (i.e., 12 grade points * 4 minimum credits) for each paper.

Grade & Grade Points:

The student's performance of course will be evaluated by assigning a letter grade on a few point scales as given below. The grade points are the numerical equivalent of letter grade assigned to a student in the 12 point's scale. The grade and grade points and credits shall be calculated as under: -

GRADES	FGPA CREDIT POINTS
O	10 to 12
A+	8 to 9.99
A	6 to 7.99
B+	4 to 5.99
B	2 to 3.99
C+	1 to 1.99
C	0 to 0.99

The grade and grade points and credits shall be calculated as under: -

1. Semester Grade Point Average (SGPA)- means a semester index grade of a student calculated in the

$$SGPA = \frac{(g1*c1) + (g2*c2) + \ldots..}{\text{Total number of credits offered by the student during the semester}}$$

2. Final Grade Point Average (FGPA) is the final index of a student in the courses. The final grade point average of student in the courses will be worked out on the basis of the formula indicated below:

$$\frac{N}{Ci} \div \frac{n}{c1 * g1}$$

Where,

c1= Credit of the Ci the course (Paper)

g1= Grade point secured in each paper

n = No. of Courses (No. of papers offered – 16 + 4 + 2)

ci = Total number of the credits for whole examination (80)

Standard of Passing/ Minimum Credits:

The minimum credits for M.A. Semester course (of four semesters) will be 22+22+18+18=80 credits. For continuation to the corresponding Semesters SGPA= 1-00 credit has to be obtained by a student. And to pass each paper 4

minimum credits are required, it means 40 marks or 1 grade point is required to pass the paper. The FGPA of the whole course shall be Minimum 3 Credits. The required Credits for passing FGPA can be compensated from the Credit by Non-examination. A student securing less than 3 FGPA Credits and passing in an individual paper with minimum 4 Credits can appear any paper of his/her choice from the course curriculum so far offered by him/her.

Evaluation: -

1. The BOS in Sociology shall lay down the evaluation system for each course.
2. There shall not be rounding off of SGPA/FGPA.
3. A student who fails in a course shall be required either to repeat that course or to clear another course in lieu thereof irrespective of his/her past performance in the semester if he/she has been awarded a final grade weighted grade of F in that course.
4. A student who secures a grade higher than C in a course may be permitted to improve grade by repeating the course provided that a student willing shall be allowed to do so only if he/she surrenders his/her earlier grade in the course. It will be his/her repeated performance in the course, which will be taken into account to compute the SGPA.

5. Non-examination credit shall be counted in the overall performance or for required minimum credits.
6. The students shall be further graded on a scale ranging from 0 to 12. The grades and grade points as shown below will express the level of good students.

Overall Final Credits	Degree of Good Students	
10 to 12	Higher Distinction Level	Extraordinary
8 to 9.99	Distinction Level	Excellent
6 to 7.99	First Class	Very Good
4 to 5.99	Higher Second Class	Good
2 to 3.99	Second Class	Satisfactory
1 to 1.99	Pass	Fair
0 to 0.99	Fail	Unsatisfactory

M.A. I (Semester I)		5 Courses with 4 minimum credit each and 1 course with 2 minimum credits i.e., a total of minimum 22 credits for First Semester.				
Course	Course DSC-01	Course DSC-02	Course DSE-01 To DSE-06 (any one)	Course IDS-07 To IDS-11 (any one)	Internship/ Apprenticeship	Course SEC-01
Minimum Credits	4	4	4	4	4	2
Grade Points Obtained	3	5	6	4	3	1
cl*gl	3 * 4	5 * 4	6 * 4	4 * 4	3*4	1 * 2
	= 12	= 20	= 24	= 16	= 12	= 2
		12 + 20 + 24 + 16 +12+ 2 = 86				
$\frac{cl*gl}{ci}$	$\frac{86}{22}$					
SGPA=	3.9					

M.A. I (Semester II)	4 Courses with 4 minimum credit each, 1 course with 2 minimum credit and 1 Research Project with 4 minimum credits i.e., a total of minimum 22 credits for Second Semester.					
Course	Course DSC-03	Course DSC-04	Course DSE-12 To DSE-17 (any one)	Course IDS-18 To IDS-22 (any one)	Course SEC-02	Course RP-01
Minimum Credits	4	4	4	4	2	4
Grade Points Obtained	3	5	6	4	1	3
cl*gl	3 * 4	5 * 4	6 * 4	4 * 4	1 * 2	3 * 4
	= 12	= 20	= 24	= 16	= 2	= 12
	12 + 20 + 24 + 16 + 2 + 12 = 86					
$\frac{cl*gl}{ci}$	$\frac{86}{22}$					
SGPA=	3.9					

Note: An aggregate of 3 credit points are required to pass the course curriculum.

16. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

A) There will be four questions in the question paper carrying 80 marks. All questions shall be compulsory,

NATURE OF QUESTION PAPER AND SCHEME OF MARKING
[UNDER ACADEMIC FLEXIBILITY]

SHIVAJI UNIVERSITY, KOLHAPUR
M.A. (SOCIOLOGY) SEMESTER-I/II/III/IV EXAMINATION, -----
Course No..... Course Title .....

Day and Date: Total Marks: 80
Duration : 03 Hours

Instructions: 1) All questions are compulsory.
2) Right side figure indicates marks.

Q. No. 1. Multiple Choice Questions	10
Q. No. 2. Descriptive Type Questions with internal choice	20
Q. No. 3: Descriptive Type Question with internal choice.	20
Q. No. 4. Short Notes (Any Three out of Five)	30

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B) There will be four questions in the question paper carrying 40 marks. All questions shall be compulsory,

SHIVAJI UNIVERSITY, KOLHAPUR
M.A. (SOCIOLOGY) SEMESTER-I/II/III/IV EXAMINATION, -----
Course No..... Course Title .....

Day and Date: Total Marks: 40
Duration : 02 Hours

Instructions: 1) All questions are compulsory.
2) Right side figure indicates marks.

Q. No. 1. Multiple Choice Questions	05
Q. No. 2. Descriptive Type Questions with internal choice	10
Q. No. 3: Descriptive Type Question with internal choice.	10
Q. No. 4. Short Notes (Any Three out of Five)	15

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C) There will be Dissertation for 80 marks and Viva-Voce for 20 marks.
(Rights of the evaluation of the Dissertation and Viva will be in the hands of department)

17. EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS):

Not Applicable for Semester and Credit with CIE System

18. SPECIAL INSTRUCTIONS, IF ANY : NIL

19. OTHER FEATURES:

1) INTAKE CAPACITY / NUMBER OF STUDENTS: 60

(i) M. A. Part-I : 60
(ii) M. A. Part-II: 60

2) TEACHERS' QUALIFICATIONS: -

(i) As prescribed by norms.
(ii) Work load of teachers in the department as per Apexbody/UGC/State Govt. /University norms.
(iii) List of books/journals are given for each paper
(iv) Teaching Aids like LCD, Smartboard, Projector Screen, Departmental Library, Computer Software,SPSS Version 27.O, Internet facilities etc. are available in the Department.

(A) LIBRARY:

A list of Text Books, Reference Books, Journals and Periodicals, required for the new course is being given to the University Librarian for procurement.

(B) SPECIFIC EQUIPMENTS: Necessary to run the Course.

The faculty teaching various courses will make use of L.C.D., and Computers/Internet wherever necessary. The equipment's are available in the Department.

Computer Lab with Internet connection to the one PC and SPSS software is already made available under SAP programme in the Department. For courses on Research Methodology and courses having Project Work /Practical component, the laboratory will be fully utilized.

14. A copy of New Syllabus for M. A. Sociology (Semester-I and II) is enclosed herewith.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -I

Course No. DSC- 01: CLASSICAL SOCIOLOGICAL TRADITIONS:MARX, DURKHEIM AND WEBER
Compulsory Paper

Specific Objectives:

1] To equip the students with an understanding of historical, socio-economic and intellectual forces in the rise of sociological theory.

2] To make the students understand the sociological theories of Karl Marx, Emile Durkheimand Max Weber.

Course Outcomes:

1) To apply the sociological theories to the existing sociological phenomena.
2) To understand the sociological theories of Karl Marx, Emile Durkheim and Weber.
3) To identify the relationships between socio-economic and intellectual factors and sociological theories.
4) To solve the social problems by using sociological theories.

		Lecture Hours Per Unit
Unit - I	Origins of Sociological Theory: A] Meaning of Social theory and Social Thought prior to the emergence of Sociology B] Socio-political and Economic Forces in the Development of Sociological Theory. C] Intellectual and Philosophical forces in the rise of Sociological Theory	15
Unit – II	Karl Marx (1818-1883): A] Intellectual background and Marx's Methodology B] Theory of Historical Materialism: Material conditions of life as the primary objective reality; Mode of Production - Basic Structure and Superstructure; Stages of Development of Human Society. C] Marx's Analysis of Capitalism: Classes and Class Struggle D] Marx's concept of Surplus Value and Alienation	15
Unit – III	Emile Durkheim (1858-1917): A] Durkheim's Conception of Sociology as a Science; Concept of Social Fact; Methodological Rules. B] Theory of Division of Labour C] Durkheim's theory of Suicide and Suicide Rate D] Theory of Religion and Religious rituals, their types and social functions.	15

Unit – IV Max Weber (1864-1920) 15

A. Intellectual background and Weber's Methodology – 'Verstehen' and 'Ideal Types'
B. Social Action: Concept and Types
C. Theory of the Protestant Ethic and the Spirit of Capitalism
D. Power and Authority- Types of Authority, Concepts of 'Status' and 'Class'

Readings:

Abraham Francis and John Harry Morgan	Modern Sociological Thought: From Comte to Sorokin, McMillan India Limited, Delhi, 1985.
Aron, Raymond:	Main Currents in Sociological Thought, Vol. I and Vol. II, Penguin, 1965-67
Fletcher Ronald:	The Making of Sociology, Vol. I & II, Michael Joseph Ltd./Thomas Nelson and Sons, London, 1971
Ritzer, George:	Sociological Theory, International Edition (5th Edition), Mc-Graw Hill Book Co., 1983.
David Ashley and David M. Orenstein:	Sociological Theory- Classical Statements (Third Edition), Allyn and Bacon, Paramount Publishing, Massachusetts, 1995.
Zeitlin Irving M:	Ideology and the Development of Sociological Theory, Prentice Hall, New Delhi, 1969.
Coser, Lewis A.:	Masters of Sociological Thought, Harcourt Base, New York, 1977.
Giddens, Anthony:	Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, 1997.
Hughes John A., Martin, P. J. and Sharrock W. W:	Understanding Classical Sociology – Marx, Weber and Durkheim, London, Sage Publications 1995.
Tucker, K.N.	Classical Social Theory, Blackwell Publication, Oxford, 2002.
Yakhot, O. Spirin A.	The Basic Principles of Dialectical and Historical Materialism, Progress Publishers, Moscow 1971.
Morrison, Ken	Marx, Durkheim and Weber-Formation of Modern Social Thought, Sage, New Delhi, 1995.
Marx, Karl	A Contribution to the Critique of Political Economy, Progress Publishers, Moscow, 1970/77.

Note: Any other text/Article suggested by the subject teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester –I

Course No. DSC 02 UNDERSTANDING INDIAN SOCIETY
Compulsory Paper

Specific Objectives:
1] To make the students understand the diversity and unity in Indian Society.
2] To familiarize the students about the major segments in society, the traditions, continuities and changes taking place in Indian society.

Course Outcomes
1) To understand the historical background of Indian Society.
2) To identify factors affecting the change taking place in Indian Society.
3) To understand the diversity and unity in Indian Society.
4) To familiarize the students about the major segments in Society.
5) To understand the major processes of change in Indian society.

		Lecture Hours Per Unit
Unit - I	Historical Moorings of Indian Society A] Traditional Social Organisation: Hindu, Buddhist, Jain and Sikh B] Impact of Islam and Colonial rule C] Origin and Features of Caste System in India	15
Unit - II	Diversity and Unity in India A] Diversity: Languages, Religions, Castes, Tribes and Races B] Unity in Diversity in India	15
Unit - III	Segments of Indian Society: Structure and Change A] Tribal Society: Structure and Change B] Rural Society: Structure and Change C] Urban Society: Structure and Change	15
Unit - IV	Indian Society: Major process of Change A] Modernization and its Impact B] Tradition and Modernity in India C] Globalization: Impact and Challenges	15

Readings:

Ahuja, Ram: Society in India: Concepts, Theories and Social Change, Rawat, Jaipur, 2005.

Ahuja, Ram: Indian Social System, Rawat, Jaipur, 2002.

Atal, Yogesh: Changing Indian Society, Rawat, Jaipur, 2006.

Atal, Yogesh (Ed): Understanding Indian Society, Her Anand Publication, Delhi, 1992.

Bose N. K. Culture and Society in India, Asia Publishing House Bombay, 1967.

Bose N. K. Structure of Indian Society, New Delhi, 1975

Singh, K. S. The People of India, Seagull, Calcutta, 1992

David, Mandelbaum: Society in India, Popular, Bombay,1972

Dube, S.C. Indian Society, Popular, Bombay, 2000

Karve Iravati Hindu Society: An Interpretation (Poona Deccon College,)1961

Sharma, K.L. Caste, Class and Tribe, Rawat, New Delhi

Sharma, K.L. Essays on Social Stratification, Rawat, New Delhi

Srinivas M.N. Social Change in Modern India, California University press, 1963

ICSSR A Survey in Sociology and Social Anthropology, 1999

Singh, Yogendra: Modernization of Indian Tradition, Thomson, 1973

Summant Yahswant and Punde Dattatray Maharashtratil Jati Santhavishayak Vichar, Pratima Prakashan, Pune, 2006

Note: Any other text/ article/reference book suggested by the teacher.

Course No. DSE 01 SOCIAL MOVEMENTS IN INDIA

Specific Objectives:

1] To sensitize the students to the variety and dynamics of Social Movements and their role in the social change and transformation in India.
2] To enable the students to look at the social movements from sociological perspective.

Course Outcomes:

1) To identify Social Movements and their role in the social change and transformation.
2) To summarise all the social movements and their role in the context of Indian society.
3) To evaluate the social movements from sociological perspectives.

		Lecture Hours Per Unit
Unit – I	Social Movements: A] Meaning and General Features of Social Movements B] Nature and Types of Social Movements: Reform, Revival, Revolutionary, Regional C] Bases of Social Movements: Class, Caste, Ethnicity and Gender D] Theories of emergence of social movement: Structural-Functional, Marxist and Weberian	15
Unit – II	Leadership, Social Movement and Social Change: A] The Role and Types of Leadership B] Relationship between Leaders and the Masses C] Forces and Process of social movement D] Social movement and social change	15
Unit – III	Traditional Social Movements in India: A] Social reform movement B] Labour and trade union movement C] Tribal movement	15
Unit – IV	New Social Movements in India A] Dalit movement B] Women'smovement C] Environmental movement D] Farmers movement	15

Readings:

Banks, J.A. The Sociology of Social Movements, London, Macmillan 1972
Desai, A.R. Ed. Peasant Struggles in India, Bombay, OUP, 1979.
Dhanagare, D.N Peasant Movements in Indian 1920-1950, Delhi, Oxford University Press, 1983.
Dhanagare D.N Populism and Power: Farmers' Movement in Western India: 1980-2014 , Routlege (Manohar), Delhi. 2016

Gore, M.S. The Social Context of an Ideology : Ambedkar's Political and Social Thoughts, New Delhi, Sage, 1993.

Omvedt, Gail Dalit visions: The Anti-caste Movement and the Construction of an Indian Identity, (New Delhi, Orient Longman) 1995

Oomen, T.K. Protest and Change : Studies in Social Movements, Delhi , Sage, 1990.

P. Radhakrishnan, Peasant Struggles : Land reforms and Social Change in Malabar 1836 – 1982. Sage Publications : New Delhi. 1989 :

Rao, M.S.A., Social Movements in India, New Delhi, Manohar, 1979.

Rao, M.S.A., Social Movements and Social Transformation, Delhi, Macmillan, 1979.

Singh, K.S Tribal Movements in India, New Delhi, Manohar, 1982.

Zelliot, Eleanor, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar, 1995.

Gouldner, A.W.(Ed.) Studies in Leadership (New York : Harper and Brothers) 1950

Oommen, T.K., (Charisma, Stability and Change : An Analysis of Bhoodan Grandan Movement. (New Delhi : Thomas Press) 1972

Shah, Ghanshyam Protest Movements in two Indian States. New Delhi : Ajanta,1977

Shah, Ghanshyam Social Movements in India; a review of the literature (Delhi: Sage) 1990.

Shah, Nandita: The Issues at Stake : Theory and Practice in the Contemporary Women's movements in India (New Delhi: Kali for Women), 1992.

Jogdand, P. G. New Economic Policy and Dalits, (Jaipur, Rawat) 1991

Jogdand, P. G. Dalit Movement in Maharashtra, (New Delhi, Kanak) 1991

Shiva, Vandana Ecology and the Politics of Survival (New Delhi: Sage) 1991.

Note: Any other text/ article/reference book suggested by the teacher.

Course No. DSE- 02 SOCIAL ECOLOGY

Specific Objectives:

1] To make the students understand some fundamental concepts and principles of social ecology.

2] To sensitize the students regarding the dynamic relationship between human society and ecosystems.

Course Outcomes:

1) To know about relationship between human society and ecosystems.

2) To understand fundamental concepts and principles of social ecology.

3) To distinguish the ecosystem and environment

4) To explain the impact of growing population on ecosystem

		Lecture Hours Per Unit
Unit – I	Basic Concepts: A] Ecology and its Branches B] Ecosystem: Its components and Functioning C] Ecological Principles D) Social Ecology	15
Unit – II	Human Population and Ecosystem A] Growth and Distribution of World Population B] Ecological Degradation and Population C] Impact of Population Growth on Ecosystem in the context of India	15
Unit – III	Human Habitat and Settlement Patterns A] Distribution of Population- Tribal, Rural and Urban Communities B] Habitat and Settlement: Meaning and types C] Effects of Socio-economic Factors on Changing Habitats and Settlements D] Tempo of Work and Mobility among Tribal, Rural and Urban Communities	15
Unit – IV	Ecological Problems and Legislations A] Pollution-Water, Air and Noise B] Land Salinity: Causes, Impact and Measures C] Deforestation: Causes, Impact and Measures	15

Readings:

Miller, T. G.:	Replenish the Earth: A Premier in Human Ecology, Belsmount, Wordswoth Publishing Co., 1972.
Odum, E. P.:	Ecology: The Link between the Natural and Social Sciences, OUP, New Delhi, 1975.
Harvey, Brian and John D. Hailett	Environment and Society: An Introductory Analysis, McMillan, London, 1977.
Mukherji, Radhakamal:	Man and His Habitat, A Study in Social Ecology, Popular, New Delhi, 1968.
Botkin, D. B. and Keller E. A.	Environmental Studies: The Earth as a Living Planet, Charles E. Merrill Publishing Co. Columbus, 1982.
Merchants, Carolyn (Ed)	Key Concepts in Critical Theory: Ecology, Rawat, New Delhi, 1996.

Goudie, Andrew	The Human Impact: Man's Role in Environmental Changes, Basil Blackwell, Oxford, 1981.
Guha, Ramachandra (Ed):	Social Ecology, OUP, New Delhi, 1994.
Santra, S. C.	Environmental Science, New Central Book Agency, Kolkata, 2000.

Note: Any other text/ article/reference book suggested by the teacher.

Course No. DSE 03 RURAL SOCIETY IN INDIA

Specific Objectives:

1] To provide sociological understanding of rural social structure, change and development in India.

2] To develop skills among the students for contributing to the reconstruction of rural institutions / rural development programmes in terms of planning and critically evaluating the same.

Course Outcomes:

1) To know the approaches to the study of rural society.
2) To provide sociological understanding of rural social structure, change and development in India.
3) To understand the changing nature of rural social institutions
4) To understand agrarian social structure and social change.

		Lecture Hours Per Unit
Unit – I	Approaches to the Study of Rural Society: A] Ideal- Index-Typical Approach B] Rostov's five stages Approach C] Diffusionist Approach D] Marxist Approach	15
Unit – II	Changing Nature of Rural Social Institutions: A] Family B] Caste C] Religion	15
Unit – III	Agrarian Social Structure and Change: A] Agrarian Social structure: Evolution of land tenure system and land reforms. B] Agrarian Crisis: GM seeds and farmers suicide C] Farmers Movements in India: Critical Analysis	15
Unit – IV	Rural Society and Planned Change: A] Poverty Alleviation Programmes: An Outline B] Impact of green revolution C] Panchayati Raj D] Impact of Globalization	15

Readings:

Ahuja, Ram — Indian Social System, Rawat, Jaipur, 1993/2002.

Ahuja, Ram — Society in India: Concepts, Theories and Social Change, Rawat, New Delhi, 2005.

Beteille, Andre :	Six Essays in Comparative Sociology, OUP, New Delhi, 1974.
Davey, Brian:	The Economic Development of India, Spokesman Books, Bristol, 1975.
Desai A.R :	Rural sociology in India, Popular Prakashan, Bombay, 1977.
Desai A.R (Ed):	Peasant Struggles in India, Oxford University, Press, Bombay, 1979.
Dhanagare, D. N :	Peasant Movement in India, OUP, New Delhi, 1988.
Doshi, S.L. and Jain P.C :	Rural Sociology, Rawat Publications, Jaipur and New Delhi, 1999
Oommen, T.K :	Social Transformation in Rural India, Vikas Publishing House, New Delhi, 1984.
Sen, Sunil :	Agrarian Relations in India 1793 to 1947, People's Publications House, New Delhi, 1979.
Sen, Bhowani:	Evolution of Agrarian Relations in India, People's Publishing house, New Delhi 1962.
Shanin, Teodor:	Peasants and Peasants Societies, Modern sociology Readings, Penguin, 1971.
Sharma K. L :	Rural Society in India, Rawat Publications, Jaipur and New-Delhi, 1997.
Singh, Raghavendra Pratap:	Sociology of Rural Development in India, Discovery Publishing House Delhi, 1987.
Thorner, Daniel and Thorner Alice :	Land and Labour in India, Asia Publications, Bombay, 1962
Tiwari, Jai Kant :	Rural Transformation in India, Reliance Publishing House, New Delhi, 1994
Patil R.B.	Rural Development in India, NavVishnu Publication, Ajmer,2015

Note: Any other text/ article/reference book suggested by the teacher.

Course No. DSE 04 INDUSTRY AND SOCIETY IN INDIA

Specific Objectives:
1] To provide the students sociological understanding of work and industry.
2] To acquaint the students with dynamics of industrial relations and consequences.

Course Outcomes:

1) To know sociological understanding of work, industry and social relationships.
2) To understand social problems in industrial society.
3) To acquaint the students with dynamics of industrial relationships and consequences.
4) To understand the Industrial Disputes and Role of Trade Unions to resolve the disputes.

		Lecture Hours Per Unit
Unit - I	Industrial Society in the classical Sociological Tradition: A] Emile Durkheim: Division of Labour, Anomie. B] Karl Marx: Surplus value, Alienation. C] Max Weber: Bureaucracy, Rationality.	15
Unit – II	Works and Economic Life: A] Social organization of work in different types of society- slave society, feudal society, industrial /capitalist society. B] Formal and informal organization of work C] Labour and society.	15
Unit - III	Industrial Relations: A] Industrial Disputes and Conflict Resolution: Negotiations, Conciliation, Arbitration and Adjudication B] Workers Participation in Management. C] Trade Unions: Growth, Functions and Problems	15
Unit - IV	Industrialization and Industrial Planning A] Industrial Policy B] Labour Legislation C]Human Relations in Industry.	15

Readings:

Watson Tony J:	Sociology, Work and Industry, Routledge & Kegan Paul, London, 1995.
Ramswamy, E.A.:	Industry and Labour, Oxford University Press, New Delhi, 1998.
Mamoria, C.B. and Mamoria C.:	Dynamics of Industrial Relations in India, Himalaya Publishing House, Mumbai,1992

Gisbert, Pascual:	Fundamentals of Industrial Sociology, Tata McGraw Hill Publishing Co.Ltd. New Delhi, 1985.
Schneider E.V	Industrial Sociology, Tata McGraw Hill Publishing Co.Ltd. New Delhi, 1979.
Sheth, N.R	The Social Framework of an Indian Factory, Hindustan Publishers, Delhi, 1984.
Sheth, N.R. and Patel P.J	Industrial Sociology In India: A Book of Readings, Allied Publishers Pvt.Ltd. New Delhi, 1982.
Sharma, Krishna Lal:	Research in Industrial Sociology: Trends and Issues, in Nayar, P.K.B. (Ed.), Sociology in India: Retrospect and Prospect, B.R. Publishing Corporation, Delhi, 1982.
Breaman, Jan:	The Making and Unmaking of an Industrial Working Class, Oxford University Press, Oxford 2004.
Haralambos and Holborn,	Sociology:Themes and Perspectives, Collins Publication, 2008.
Bhowmik S.K.	Industry, Labour and Society, Orient Blackswan, New Delhi, 2012

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -I

Course No. DSE - 05 SOCIAL PROBLEMS IN CONTEMPORARY INDIA

Specific Objectives:

1] To familiarize the students with the concept of social problems and theoretical approaches to understand them.

2] To acquaint the students with various structural, familial, developmental and dis-organizational social problems in contemporary India.

Course Outcomes:

1) To familiarize the students with concept of social problems and theoretical approaches.
2) To understand the various structural and familial problems.
3) To understand the developmental problems.
4) To understand the disorganizational problems.

		Lecture Hours Per Unit
Unit - I	Social Problems: Meaning, Nature and Theoretical approaches A] Social Problems: definition and nature B] Theoretical approaches to study the social problems: Social disorganizational, value Conflict, Deviant Behaviour and Labeling	15
Unit - II	Structural and Familial Problems: A] Structural: Poverty, inequality of caste and gender B] Familial: Domestic violence, intra and intergenerational conflict and the problem of the aged	15
Unit - III	Developmental Problems: A] Development induced Displacement B] Ecological Degradation and Environmental Pollution	15
Unit – IV	Disorganizational Problems: A] White-Collar crime and Corruption B] Drug addiction and Suicide	15

Readings:

Jogan Sankar (ed)	Social Problems and Welfare in India, Ashish, New Delhi, 1992
Madan, G.R.:	Indian Social Problems : volume I and II, Allied, Bombay,1973
Ahuja, Ram:	Social Problems in India, Rawat, Jaipur, 2002
Jain, Prabha Shasi and Singh Mamta :	Violence against Women, Radha, New Delhi, 2001
Mishra, Girish and Pandey Brajkumar :	White –collar crimes, Gyan, New Delhi, 1998
Ahmad, Siddique :	Criminology (5th ed.), Eastern Book Company, New Delhi, 2005
Paranjape, N.P. :	Criminology (12th ed.), Central, Allahabad, 2005
Attar, chand :	Poverty and Underdevelopment : New Challenges, Gain, New Delhi

Horton, Paul B and Leslie Gerald R:	The Sociology of Social Problems (fifth edition), Prentice-Hall, New Jersey, 1974
Weinberg, M.S. Rubington Earl and Sue Kiefer Hammersmith :	The Solution of Social Problems-Five Perspectives, (Second Edition) Oxford University Press, New York, 1981.

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -I

Course No. DSE - 06 SOCIOLOGY OF MARGINALISED COMMUNITIES

Specific Objectives:

1] To sensitize the students about the importance and significance of sociological study of marginalized communities in India

2] To understand the problems of marginalized communities in India.

Course Outcomes:

1) To understand the problems of marginalised communities in India.
2) To familiarize the students about the importance and significance of sociological study of marginalised communities in India.
3) To understand the relationship between caste and untouchability.
4) To understand the perspectives and issues of marginalised communities in India

Lecture Hours Per Unit

Unit – I Concept of Marginalized Communities and Indices of Measuring the Marginalization: 15

A] The concept of marginalized communities
B] Marginalization, Socio-economic and political indices: discrimination, deprivation, exploitation, segregation, poverty
C] Educational Backwardness and inequality; a critical view of the caste system;

Unit - II Caste and Untouchability: 15

A] Caste system and untouchability and marginalization mechanism
B] Theoretical explanation of marginalization: Racial, Occupational, Brahminical and Dr. B. R. Ambedkar's Broken-men Theory
C] Current practices of casteism and untouchability

Unit - III Marginalized Communities in India: 15

A] Meaning of the SCs, STs, NTs, DNTs, OBCs and Minorities
B] Status and problems of marginalized communities
C] Social mobility among the marginalized communities

Unit - IV Abolition of Marginality: Perspectives and Issues 15

A] Views of Mahatma Jyotiba Phule, Rajarshi Shahu Maharaj, Dr. B. R. Ambedkar, Vitthal Ramji Shinde, Periyar E. V. Ramaswami, Basvanna, M.K. Gandhi and Birasa Munda
B] Marginalization and affirmative action: Constitutional provisions and implementation
C] New Economic Policy and marginalized communities- Issues of access to education, employment means of livelihood and health

Readings:

Ahuja, Ram — Indian Social System, Rawat, Jaipur, 1993/2002.

Beteille, Andre — Backward classes and the new social order, Oxford, Delhi, 1981.

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

Charsley, S.R. and G.K. Karanth (Eds.) — Challenging Untouchability, Sage, Delhi, 1998 Chaudhuri,

S.N. — Changing Status of depressed castes in contemporary India Daya Publishing House, Delhi, 1988.

Gore, M.S. — The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, Sage, New Delhi, 1993.

Gupta, Dipankar, — Social Stratification, Oxford University Press, New Delhi, 1991.

Jogdand, P.G., — New Economic Policy and Dalits (Jaipur: Rawat) 2000

Jogdand P.G., — Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.

Karade Jagan (Ed) — Caste Discrimination, Rawat Publication, Jaipur 2015

Karade Jagan (Ed) — Caste based Exclusion, Rawat Publication, Jaipur 2015

Karade Jagan — Occupational Mobility among Scheduled Castes, Cambridge U.K. , 2010.

Karade Jagan — 'Caste & Marginal Community' Rawat Publication, Jaipur 2022

Karade Jagan — 'Marginal Community: Issues & Challenges, Rawat Publication, Jaipur 2022

Mane Suresh — Glimpses of Socio-Cultural Revolts in India, Samrudh Bharat Mumbai, 2006.

Mahajan, Gurpreet, — Democracy, Difference and Social Justice, Oxford University Press, New Delhi, 1998.

Omvedt, Gail, — Dalit Visions: The anti-caste movement and the construction of An Indian Identity, Orient Longman New Delhi, 1995.

Omvedt, Gail, — Dalits and the Democratic Revolution, Sage, New Delhi, 1999.

Oommen, T.K., — Protest and Change: Studies in Social Movements, Sage, Delhi, 1990.

Robb, Peter (Ed), — Dalit Movements and the Meeting of Labour in India, Sage, Delhi, 1993.

Shah, Ghansham: — Social Movements in India: A Review of Literature, Sage, Delhi 1990.

Singh, K.S., — The Scheduled Castes, Anthropological survey of India, Delhi, 1998.

Singh, K.S., — The Scheduled Tribes, Oxford University Press, Delhi, 1995.

Thorat, Sukhadeo — New Economic Policy and its Impact on Employment and Poverty of the Scheduled Castes, 1997, (Pune University)

Zelliot, Eleanor, — From Untouchable to Dalit: Essays on the Ambedkar Movement, Manohar, New Delhi, 1995.

Venugopal, C. N. Ideology and Society in India: Sociological Essays, CriterionPublications, New Delhi, 1988.

Salve R. N. Impact of Government Welfare Measures on Scheduled Castes of India, Shruti, Jaipur, 1998

Note: Any other text/ article/reference book suggested by the teacher.

Corse No. IDS - 07 EDUCATION AND SOCIETY

Specific Objectives:
1] To orient the students to the sociological perspective to education.
2] To introduce students to inter-relationships between educational system and other aspects of society.

Course Outcomes:

1) To understand the interrelationship between educational system and other aspects of society.
2) To know the various theoretical perspectives to understand education.
3) To know the recent development and challenges of education

		Lecture Hours Per Unit
Unit - I	Sociology of Education: A] Nature and Scope of Sociology of Education; B] Development of Sociology of Education; C] Significance of Sociology of Education.	15
Unit - II	Theoretical Perspectives to understand Education: A] Functionalist Perspective; B] Radical Perspective; C] Cultural Reproduction; D] Feminist Perspective.	15
Unit - III	Education and Society: A] Education and Socialization; B] Education and Social Stratification; C] Education and Modernization; D] Education, Social mobility and Social Change.	15
Unit - IV	Recent Development and Challenges of Education A] Basic education and social development B] Higher Education: system, governance C] Higher Education Problems and challenges D] Education and Privatisation	15

Readings:

Acker, S.: Gendered Education: Sociological Reflections on Women, Open University Press, Birmingham, 1994.

Banks, James A. and Lynch, James (eds.), Multicultural Education in Western Societies, Holt Saunder, London, 1986.

Bhatia and Bhatia. : The Philosophical and Sociological Foundations of Education, Doaba House, Delhi, 1974.

Blackledge, D. and Hunt, B.: Sociological Interpretations of Education, Crom Helm, London, 1985.

Chanana, Karuna: :	Socialization, Education and Women: Exploration in Gender Identity, Orient Longman, New Delhi, 1988.
Chitins, Suma and P.G. Altbach:	Higher Education Reform in India, Experience and Perspectives, Sage, New Delhi, 1993.
Durkheim, Emile. :	Education and Sociology, Free Press, New York, 1956.
Jayaram, N. :	Sociology of Education in India, Rawat Publication, Jaipur, 1990.pp. 144-67.
Mathur, S.S. :	A Sociological Approach to Indian Education, Vinod Publication, Agra, 1966.
Michael, Haralambos, (with Robin Heald) :	Sociology: Themes and Perspectives, 13th Edn., Oxford University Press, Delhi, 1994, pp. 521-58.
Ottaway, A.K.C.:	Education and Society, Routledge Kegan Paul, London, 1962.
Robinson, P.:	Perspectives in the Sociology of Education: An Introduction, Rutledge and Kegan Paul, London, 1987. 1992.
Shatrugan, M.:	Privatizing Higher Education, Economic and Political Weekly, 1988.
Saha, V. B. and Saha B.V:	Sociology of Education, 2000.
Note:	Any other text/Article/reference book suggested by the subject teacher

Course No. IDS-08 GENDER AND SOCIETY

Specific Objectives:

1] To introduce the students to the debate regarding role of biology and culture in the determination of gender roles.

2] To orient the students regarding theories of gender relations, position of women in Indian Society and women's movement in India.

Course Outcomes:

1) To understand the theories of gender relations.
2) To know the debate regarding role of biology and culture in the determination of gender roles.
3) To understand the gender issues in Indian society.
4) To evaluate the historical development of women's organisation and women movements.

		Lecture Hours Per Unit
Unit - I	Social Construction of Gender A] Conceptual issues: Patriarchy, Gender, Gender Roles and Sex-gender distinction B] Biology, Culture and Division of labour C] Women in Family D] Understanding gender inequalities: Caste and Class	15
Unit - II	Theories of Gender Relations A] Liberal B] Radical C] Socialist D] Post- modernist	15
Unit - III	Gender and Society in India A] Women and work B] Political participation and political empowerment C] Religion and Culture: Marriage, dowry and property D] Violence against women and Laws.	15
Unit - IV	Women's Organizations and Movements in India: A] Women's Organizations in Pre-Independent India B] Development of Women's organizations after Independence and their types. C] Women's Movement in India: A Historical Sketch. D] Women's Movement in contemporary India: Issues Problems and Prospects	15

Readings:

Altekar, A.S.	The Position of Women in Hindu Civilization, Motilal, Delhi, 1983.
Bhasin Kamal:	Understanding Gender, New Dehli:Kalifor Women,2002
Desai, Neera and M. Krishnaraj:	
Geeta V:	Gender ,Calcutta:Stree, 2002
Geeta V:	Patriarchy,Calcutta:Stree,2007
Forbes, G.,	Women in Modern India, Cambridge University Press, New Delhi, 1998.
Ookley, Ann:	Sex, Gender and Society, Harper and Row, New York, 1972.
Dube, Leela :	Women and Kinship: Comparative Perspective on Gender in South and South-East Asia, Tokyo United Nations University Press, 1997.
Ghadially, Rehana	Women in Indian Society, Sage, New Delhi.
Mies, Maria:	Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi.
Vaid, S. and K. Sangani:	Recasting Women: Essays in Colonial History, Kali for Women, New Delhi.
Gandhi, N. and N. Shah	The Issue at State: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, New Delhi.
Omvedt, Gail	Caste, Class and Women's Liberation in India, Bulletin of concerned Asian Scholars.
Shah, Nandita:	The Issues at Stake : Theory and Practice in the Contemporary Women's movements in India (New Delhi: Kali for Women), 1992.
Neera Desai and Usha Thakkar	Women and Society in India, NBT, 2004.

Note: Any other text/Article suggested by the subject teacher.

Course No. IDS- 09 SOCIETY AND CULTURE IN MAHARASHTRA

Specific Objectives:

1] To enhance sociological understanding about the society and culture in Maharashtra.
2] To develop insights for sociological analysis of contemporary issues in Maharashtra.

Course Outcomes:

1) To understand socio-political history and economic profile of Maharashtra.
2) To know Polity, Education and Cultural life in Maharashtra
3) To understand the features, changing nature and problems of rural, urban and tribes of Maharashtra
4) To understand the major social movements in Maharashtra.

		Lecture Hours Per Unit
Unit - I	Maharashtra: Socio-political history and Economic profile: A] A Brief Socio-political History of the Region [1818-1960] B] Maharashtra after 1960s: Population Growth and Demographic Features C] Maharashtra State: Socio-economic Profile after 1960s	15
Unit - II	Society in Maharashtra: Rural, Urban and Tribal A] Rural Social Life: Features and Changes B] Urban Areas in Maharashtra: Urbanization, Features and Problems C] Tribes in Maharashtra: Classification, Features, Changing nature and Problems	15
Unit - III	Polity, Education and Aspects of Cultural Life in Maharashtra A] Bases of Political Power in Maharashtra and Coalition politics in Maharashtra B] Progress and Problems of Education in Maharashtra, C] Salient Features of Culture in Maharashtra	15
Unit - IV	Major Social Movements in Maharashtra: A] Farmers Movement in Maharashtra B] Women's Movement in Maharashtra C] Co-operative Movement in Maharashtra D] Dalit Movement in Maharashtra	15

Readings:

Karve, I. : 'Maharashtra, Land and Its People', Directorate of Publications, Government of Maharashtra, Bombay, 1968.

Karve, I. Marathi Lokanchi Sanskriti, Deshmukh Pub, Mumbai.

Khekale, N	'Pressure Politics in Maharashtra', Himalaya Publishing House, Bombay. 1999.
Lele, J:	'Caste, Class and Mobilization in Maharashtra' in Frankel Pub. 1990.
Lele, Jayant:	Elite Pluralism and Class Rule- Political Development in Maharashtra, Popular Prakashan, Bombay, 1982.
Gare, Govind:	Maharashtratil Adivasi,
Government of Maharashtra	Human Development Report, Maharashtra, Government of Maharashtra Pub. Mumbai, 2002.
Jogdand, P. G:	Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.
Jain, Ashok:	"Government and Politics of Maharashtra", Sheth Publishers, Bombay, 1995.
Sirsikar, V. M.:	"Government and Politics of Maharashtra", Continental, Pune, 1985.
Phadke Y. D.:	"Visavya Shatakatil Maharashtra, Vol. 1 to-8 , Srividya Prakashan , Pune.
Munagekar, S. G. (Ed):	Parivartanache Pravah: Maharashtra 1932 to 1981, For Sakal Papers Continental Prakashan, Pune, 1982.
Bhole, B. L. and Kishor Bedkihal (Eds)	Badalata Maharashtra (Change After 1060s) , Dr. Babasaheb Ambedkar Academy, Satara
Kosambi, Meera (Ed):	Intersections: Socio-cultural Trends in Maharashtra, Orient Longman, New Delhi, 2000.
Omvedt, Gail:	Dalit and the Democratic Revolution, New Delhi, Sage. 1999
Palshikar, Suhas and Nintin Birmal (Eds):	"Maharashtrache Rajkaran," Pratima Prakashan, Pune, 2007.
Palshikar, Suhas and Kulkarni Suhas (Eds):	"Maharashtrache Rajkaran,", Unique Features, Pune, 2007.
Naniwadekar Medha (Ed)	Maharashtratil Stree Chalavalicha Magova (in Marathi), Pratima Prakashan and Stree Abhyas Kendra, S.U. K, 2006.
Phadake, Y. D.	Language and Politics in Maharashtra, Himalaya, Mumbai
Pansare Govind	Maharashtrachi Arthik Pahani… Paryaye drushtikon, Shramik Pratishtan,Kolhapur, 2012
Note:	Any other text/ article/reference book suggested by the teacher.

Course No. IDS-10 COMPARATIVE SOCIOLOGY

Specific Objectives:

1] To sensitize the students to the salience of the comparative perspective in sociology by highlighting the historical and social context of its development, key issues, and themes as well as theoretical concerns.

2] To contextualize the above issues to the Indian situation.

Course Outcomes:

1) To understand the comparative study of development of sociology in the world.

2) To know the emergence and growth of sociology in Asia and Africa.

3) To understand the central themes in comparative sociology.

4) To know the issues of Indian Sociology

		Lecture Hours Per Unit
Unit - I	Emergence of Sociology and Comparative Perspective: A] Historical and social context of the emergence and growth of sociology in the West; B] Eurocentric moorings of Western sociological tradition - Americanization of sociology; C] Comparative Perspective in sociology	15
Unit - II	Sociology in Asia and Africa: A] The emergence and growth of sociology in Asia and Africa; B] The impact of Western sociology on the development of sociology in the Third World; C] Sociology in a post-colonial mould; the issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities.	15
Unit - III	Central themes in Comparative Sociology: A] Modernity and Development B] Diversity, Pluralism C] Multiculturalism and Nation-state;	15
Unit - IV	The Indian Context: A] The bearing of the colonial context on the development of sociology in India; B] Sociology for India: An Issue for Indian sociology; C] The debate on contextualization and indigenization; the focus on national and regional concerns.	15

Readings:

Andreski, S.:	Elements of Comparative Sociology, Widenfeld and Nicolson, London, 1964.
Beteille, Andre:	Essays in Comparative Sociology, Oxford University Press, New Delhi, 1987.
Dube, S.C.:	Modernization and Development: The Search for alternative Paradigm Vistar, New Delhi, 1988.
Dube, S.C.:	Social Sciences in a Changing Society, Lucknow, 1973.
Kiely, R. and Phil Marfleet (Eds.):	: Globalization and the Third World, Routledge, London,1998.
Kothari, Rajni:	Rethinking Development: In Search of Humane Alternatives, : Ajanta, Delhi, 1988.
Oommen, T. K. and P. N. Mukherjee, (Eds.):	Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay, 1986.
Parekh, Bhikhu:	Rethinking Multiculturalism: Cultural Diversity and Political Theory, Macmillan London, 2000.
Saraswati, B.N.:	Interface of Cultural Identity and Development, Indira Gandhi National Centre of the Arts, New Delhi, 1994.
Yogesh Atal	Indian Sociology from where to where, Rawat Publications, Jaipur, 2003
Nagla B.K.	Indian Sociological Tradition, Rawat Publications, Jaipur, 2013
Note:	Any other text/ article/reference book suggested by the teacher.

Course No. IDS - 11 SOCIOLOGY OF SANITATION – PART-A

Specific Objectives:

1] To enhance sociological understanding about the Sanitation, society and culture.

2] To develop insights for sociological analysis of Sanitation issues in India.

Course Outcomes

1) : To understand sanitation, society and culture in sociological perspective.
2) To understand historical development of sanitation.
3) To know relationship between sanitation health and society
4) To understand sanitation in various cultural settings.

Lecture Hours Per Unit

Unit - I Sanitation: Concept and Dimensions 15

A] Concept and Genesis
B] Sanitation and its dimensions: environment, public health, women and sustainable development,
C] Sanitation and its relationship with social institutions

Unit - II Historical development of Sanitation 15

A] Social Perspectives and Orientation
B] Approaches to Public health
C] Sanitation challenges

Unit - III Sanitation, Health and Society 15

A] Hygiene
B] Scavenging and Poverty
D] Environment and Population
E] Wastage: Public and Private space.

Unit - IV Culture and Sanitation 15

A] India's lack of toilet is a cultural problem
B] Social construction of Hygiene and sanitation,
C] Sanitation of Public health,
D] New Culture of Sanitation: Cultural belief and practices, Forces and responses of change, Empowering people.

Readings:

Bindeshwar Pathak: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015

Nagla B. K: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015

Richard Pais: Sociology of sanitation, Kalpaz Publications, New Delhi, 2015

Ashis Saxena: Sociology of Sanitation: Themes and Perspectives, Kalpaz Publications, New Delhi, 2015

Mohmmad Akram: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015

A. S. Bagela: Swachhata Ka Samajshasta, Kalpaz Publications, New Delhi, 2015

P.S. Vivek: World of Garbage and Waste: Undercurrents of Swatchh Bharat and Sabka Vikas in India, Himalaya Publishing House, Mumbai, 2015.

Leela Visaria: Sanitation in India with focus on Toilets and Disposal of Human Excreta, Gyan Publishing House, New Delhi, 2015.

Hetukar Jha: Sanitation in India: A Historico-Sociological Survey, Kalpaz Publications, New Delhi, 2016

Bhartiya Samajshasta Sameeksha, Sociology of Sanitation, July- December 2016, vol.3, No.2

AECC-01 **INTERNSHIP/APPRENTICESHIP**

60 Hours

Specific Objectives:

1) To enhance the ability of the students through practical training.
2) To understand the working of government and non government agencies.

1) Visit to Local Self Government
   (Gram Panchayat, Panchayat Samiti, Zhilla Parishad)
2) Visit to Urban Self Government
   (Nagarpalika, Mahanagarpalika)
3) Visit to NGOs
4) Health Care Centres
   (Primary Health Centre, Community Health Centre, District Health Centre, Urban Health Centre, Private Multispecialty Hospitals)
5) Government and Co-operative offices.

(Kamgar Kalyan, Samaj Kalyan, Mahila and Bal Vikas, MAVIM, Milk Cooperative offices, Sugar Cooperative offices, Cooperative Credit Society)

Sr. No.	**RULES REGARDING SUBMISSION OF INTERNSHIP/APPRENTICESHIP**
1	Internship is compulsory for each student of M.A. First Semester
2	Admitted students of the department equally divided among the existing faculty members to complete their Internship.
3	In the Internship programme each student has to select one of the government or non-government agencies to complete his/her Internship.
4	As per the rules defined by the department of Sociology each student has to submit the required attendance and report to respective faculty.
5	In Internship 80 marks will be given to practical work and 20 marks will be given for internal viva-voce.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -I

Course No. SEC - 01 GENDER AUDIT

Specific Objectives:

1] To familiarise the students with concepts and theories of sex and gender as used in feminist perspective.

2] To familiarise the students how to conduct gender audit and to enhance the skill among the students.

Course Outcomes:

1) To bring the gender sensitization among the students.
2) To enhance the skill among the students to conduct the gender audit of various sectors.

Lecture Hours Per Unit

Unit-I Basic Concepts and theories of Gender Relations 15

A] Basic Concepts: Sex, Gender, Patriarchy, Gender Role and Gender Audit

B] Theories of Gender Relations: Liberal, Radical and Socialist.

C] Pattern of Gender inequality in terms of Caste, Class and Religion.

Unit-II How to conduct the Gender Audit 15

A] History, Objective and need of Gender Audit

B] Steps for preparing Gender Audit: Planning, Carrying Out, Draft Report and Final Report.

C] Role and Checklist of Gender Auditors

D] Gender Audit: Private and Public Sectors in India.

Reading :

Bhasin Kamal: Understanding Gender, New Dehli: Kali for Women, 2002

Geeta V: Gender ,Calcutta: Stree, 2002

Geeta V: Patriarchy, Calcutta: Stree,2007

Ghadially, Rehana	Women in Indian Society, Sage, New Delhi.
Omvedt, Gail :	Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
Neera Desai and	Women and Society in India, NBT, 2004.
Usha Thakkar: Rege, Sharmila:	Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies, New Delhi: Zubaan, an imprint of Kali for Women. (2006)
B. Ratna Kumari and K. Mary Sujatha:	Gender Awareness and Gender Audit, Uday Publishing House, 2014
Rajesh Gill:	Gender, Culture and Honour: Gender Audit of Punjab and Haryana, Rawat Publication- 2019
Inter Action	"The Gender Audit Handbook: A tool for organisational self-assessment and transformation" , 2010.
International Labour Organisation	A Manual for Gender Audit Facilitators. The ILO Participatory Gender Audit Methodology, 2012.
UNICEF	Gender Audit Manual, A social audit tool to monitor the progress of Viet Nam‟s Socio-Economic Development Plan, 2012
	The Gender Audit Handbook (2003,2010)

Note: Any other text/Article suggested by the subject teacher.

M. A. Part -I SEMESTER – II

Sr. No.	Subject /Course	Teaching Scheme (Hrs./Week)				Examination Scheme(Marks)		
		L	T	P	Total	Sem. Exam	CIE	Total
CC 03	Classical Sociological Traditions: Pareto, Cooley and Mead	04	---	---	04	80	20	100
CC 04	Perspectives on Indian Society	04	---	---	04	80	20	100
DSE 12	Sociology of Change and Development	04	---	---	04	80	20	100
DSE 13	Resources, Development and Environment in India	04	---	---	04	80	20	100
DSE 14	Urban Society in India	04	---	---	04	80	20	100
DSE 15	Sociology of Tribal Society	04	---	---	04	80	20	100
DSE 16	Social Exclusion and Social Inclusion	04	---	---	04	80	20	100
DSE 17	Sociology of Religion	04	---	---	04	80	20	100
IDS 18	Political Sociology	04	---	---	04	80	20	100
IDS 19	Sociology of Mass Communication	04	---	---	04	80	20	100
IDS 20	Criminology	04	---	---	04	80	20	100
IDS 21	Sociology of South Asia	04	---	---	04	80	20	100
IDS 22	Sociology of Sanitation Part- B	04	---	---	04	80	20	100
SEC 02	Environment Impact Assessment	02	---	---	02	40	10	50
RP 01	RESEARCH PROJECT	---	---	04	04	80 Project	20 Viva-Voce	100

Course No. DSC-03Compulsory Paper — CLASSICAL SOCIOLOGICAL TRADITIONS: PARETO, COOLEY AND MEAD

Specific Objectives:

1] To introduce the students to major ideas of Vilfredo Pareto, C. H. Cooley, and G. H. Mead.

2] To develop insights for understanding the later developments in sociological Theory.

Course Outcomes:

1) To understand Classical Sociological theories of Pareto, Cooley and Mead
2) To understand the later developments in sociological theory.
3) To understand the Sociological perspectives in sociology.

		Lecture Hours Per Unit
Unit –I	Vilfredo Pareto (1848-1920): A] Intellectual Background and conception of Society and Sociology B] Logical and Non-Logical Action C) Residues and Derivations D] Theory of Circulation of Elites	15
Unit - II	Charles Horton Cooley (1864-1929): A] Intellectual Background B) Views on 'Relation between Individual and Society' C] Self and Society: Theory of Looking –Glass-Self D] The Primary Groups	15
Unit - III	George Herbert Mead (1863-1931): A] Intellectual Background B) Social Behaviourism C] The Act, Gestures and Significant Symbols D] Analysis of Mind, Self and Society	15
Unit - IV	Classical Traditions: A summary A] Objective Study of Social Facts B] Dialectical and Materialistic Interpretation of Society C] Interpretative Understanding of Social Action D] Social Psychological Aspects of Society	15

Readings:

Aron, Reymond: Main Currents in Sociological Thought, Vol. I and Vol. II, Penguin, 1965-67

Fletcher Ronald: The Making of Sociology, Vol. I & II, Michael Joseph Ltd./Thomas Nelson and Sons, London, 1971

Ritzer, George:	Sociological Theory, International Edition (5th Edition), Mc-Graw Hill Book Co., 1983.
David Ashley and David M. Orenstein:	Sociological Theory- Classical Statements (Third Edition), Allyn and Bacon, Paramount Publishing, Massachusetts, 1995.
Zeitlin, Irving M:	Ideology and the Development of Sociological Theory, Prentice Hall, New Delhi, 1969.
Coser, Lewis A.:	Masters of Sociological Thought, Harcourt Base, New York, 1977.
Giddens, Anthony:	Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, 1997.
John A., Martin, Peter, J. and Sharrock, W. W:	Understanding Classical Sociology – Marx, Weber and Durkheim, London: Sage Publications 1995.
Tucker, K.N.	Classical Social Theory. Blackwell Publication, Oxford, 2002.
Haralambos and Holborn,	Sociology: Themes and Perspectives, Collins Publication, 2008.
Note:	Any other text/Article suggested by the subject teacher

Course No. DSC-04 PERSPECTIVES ON INDIAN SOCIETY
Compulsory Paper

Specific Objectives:
1] To sensitize the students to diverse as well as the interconnections of theoretical perspectives on Indian Society
2] To introduce the contributions of select Indian Sociologists to the students.

Course Outcomes:

1) To understand interconnections of theoretical perspectives on Indian Society.
2) To study the development of Sociology and Social anthropology in India.
3) To understand the theoretical approaches to the study of Indian society.

		Lecture Hours Per Unit
Unit - I	Development of Sociology and Social Anthropology in India A] Phases of Development of Sociology: Exploratory, Development and Analytical B] Phases of Development of Social Anthropology: Exploratory, Development and Analytical	15
Unit - II	Perspectives on Indian Society A] Indological / Textual Perspective: G. S. Ghurye and Louis Dumount B] Structural Perspective: M. N. Srinivas and S. C. Dube.	15
Unit - III	Marxist Perspective A] D. P. Mukherjee B] A.R. Desai	15
Unit - IV	Civilizational and Sub-altern Perspective A] N.K.Bose and Surajit Sinha B] David Hardiman and Dr. B.R.Ambedkar	15

Readings:

Dhanagare, D.N.: Themes and Perspectives in Indian Sociology, Rawat, Jaipur, 1993.

Oommen, T.K. and Partha Mukherjee : Indian sociology: Reflections and introspections, Popular, Bombay, 1986

Guha, Ranjit (ed) : Subaltern Studies: Writings on South Asian Histroy and Society, Oxford ,1982

Desai, A.R : Social Background of Indian Nationalism, Popular, Bombay,1948

Ambedkar, B.R.: Speeches and Letters, Bombay.

Sinha, Surajit : Tribes and Indian Civilization in Man in India, 1980
Bose Normal Kumar : Problems of Indian Nationalism, Calcutta

Singh, Yogendra : Modernization of Indian Tradition, Thomson, 1973

Singhi, N. K.:	Theory and Ideology in Indian Sociology, Rawat, Jaipur, 1996
Relevant articles from	Man in India, Social Change and Eastern Anthropologist
Nagla B.K.	Indian Sociological Thought, Rawat Publication, Jaipur
Doshi S.L.	Bhartiy Samajik Vichar(Indian Social Thinkers), Rawat Publication, Jaipur, 2010
Note:	Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -II

Course No. DSE - 12-SOCIOLOGY OF CHANGE AND DEVELOPMENT

Specific Objectives:

1] To provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature;

2] To prepare the students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development.

Course Outcomes:

1) To know the various theories of social change.
2) To understand the concept of social change and various processes of social change in Indian society.
3) To understand the theories of development and underdevelopment.
4) To understand the various paths of development.

		Lecture Hours Per Unit
Unit - I	Meaning, theories and factors of social Change: A] Evolution, progress and development B] Theories: Linear and Cyclical; C] Factors: Demographic, Economic, Religious, Bio-tech, Info-tech and Media.	15
Unit - II	Social Change in Contemporary India: A] Processes of change: Westernization and Modernization; B] Processes of change: Sanskritization and Secularization; C] Religious conversions	15
Unit - III	Concepts and Theories of Development and Underdevelopment A] Concepts: Human Development, Social development and Sustainable development; B] Centre-periphery Theory; C] World systems Theory.	15
Unit - IV	Paths of Development: A] Capitalist Path of Development; B] Socialist Path of Development; C] Mixed economy as a path of Development; D] Gandhian Path of Development	15

Readings:

Abraham, M.F. : Modern Sociological Theory: An Introduction. New Delhi: Oxford University Press, 1990.

Appadural, Arjun: Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP. 1997.

Dereze, Jean and Amartya Sen :	India: Economic Development and Social Opportunity. New Delhi: OUP. 1996.
Desai, A.R.:	India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan, (Chapter 2). 1985.
Giddens, Anthony :	Global Problems and Ecological Crisis, in Introduction to Sociology. IInd Edition: New York: W. W. Norton & Co. 1996.
Harrison, D. :	The Sociology of Modernization and Development. New Delhi: Sage. 1989.
Haq, Mahbub UI:	Reflections on Human Development. OUP New Delhi, 1967.
Sharma, S.L.:	Criteria of Social Development, Journal of Social Action. Jan-Mar, 1980.
Hoselitz, B. F.:	Sociological Aspects of Economic Growth Amend Publishing Co. Pvt. Ltd., New Delhi, 1960.
Moore, Wilbert and Robert Cook.:	Social Change. New Delhi: Pretice-Hall, (India) 1991.
Sharma, S.L.:	Development: Socio-Cultural Dimension. Jaipur: Rawat, 1986.
Sharma, S.L.:	Salience of Ethnicity in Modernization: Evidence from India, Sociological Bulletin. Vol.39, Nos. 1&2. Pp.33-51, 1994.
Srinivas, M.N.:	Social Change in Modern India. Berkley: University of Berkley. Symposium on Implications of Globalization. 1995. Sociological Bulletin. Vol.44. (Articles by Mathew, Panini & Pathy). 1966.
Amin, Samir.:	Unequal Development. New Delhi: OUP, 1979.
Giddens, Anthony.:	The Consequences of Modernity. Cambridge: Polity Press, 1990.
Sharma, S.L.:	Social Action Groups as Harbingers of Silent Revolution, Economic and Political Weekly. Vol.27, No.47. 1992.
Sharma, S.L.:	Perspectives on Sustainable Development in South Asia. The Case of India, In Samad (Ed.) Perspectives on Sustainable Development in Asia. Kuala Lumpur: ADIPA, 1994.
Wallerstein, Imnanual.:	The Modern World System. New York: OUP, 1974.
Waters, Malcoln.:	Globalization. New York: 1995.
Rutledge and Kegan Paul.:	World Commission on Environment and Development. Our Common Future. (Brundtland Report). New Delhi. OUP, 1987.
Haralambos and Holborn,	Sociology:Themes and Perspectives, Collins Publication, 2008.
Report	World Development Report, 1995. New York, UNDP, Sustainable development, New York

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -II

Course No. DSE – 13 RESOURCES, DEVELOPMENT AND ENVIRONMENTIN INDIA

Specific Objectives:

1] To sensitize the students about the availability and depletion of natural resources as well as the processes of development and environmental degradation.

2] To create awareness among the students regarding the importance of judicious use and conservation of natural resources.

Course Outcomes:

1) To understand the current status of various natural resources and its distribution in India.

2) To know the concepts of development and environment.

3) To understand the developmental processes and its impact on environment in India.

Lecture Hours Per Unit

Unit - I Natural Resources and Distribution in India 15

A] Natural Resources: Concept and Types

B] Current Natural Resources: (i) Water, (ii) Land (iii) Forest (iv) Minerals (v) Energy (vi) Wild-life (vii) Ocean

C] Distribution of current natural resources in India

Unit - II Development and Environment 15

A] Concepts: Development, Environment; Development and Environment Debate

B] Paths of Development: Capitalist, Socialist, Mixed economy

C] Impact of Paths of Development on the Environment

D] Concept of Sustainable Development

Unit - III Specific Developmental Processes and Environment in India 15

A] Industrialization and its impact on Environment

B] Urbanization and its impact on Environment

C] Social Forestry and Environment

D] Organic Farming and Environment

Unit - IV Disasters in India: 15

A] Disasters: Meaning and nature

B] Natural Disasters and their Impact

C] Man-made Disasters and their Impact

Readings:

Santra, S. C.: Environmental Science, New Central Book Agency, Kolkata, 2000

Sexena, H. M.: Environmental Studies, Rawat, Jaipur-2006.

Sexena, H. M.: Environmental Geography, Rawat, Jaipur, 2004.

Sundar, I and Muthukumar, P. K.: Environmental Sociology, Sarup and Sons, New Delhi, 2006.

Martel, Luke	Ecology and Society: An Introduction, Polity Press, UK, 1995.
Satapathy, N.	Sustainable Development, An Alternative Paradigm, Karnavati Publications, Ahmedabad, 1998.
Salunkhe, Sarjerao	The Concept of Sustainable Development: Roots, Connotations and Critical Evaluation, in Social Change, Vol. 33, No.1, pp.67-80, 2003.
Haralambos and Holborn,	Sociology:Themes and Perspectives, Collins Publication, 2008.
Report	UNDP, Sustainable development, New York

Note: Any other text/ article/reference book suggested by the teacher.

Course No. DSE - 14 URBAN SOCIETY IN INDIA

Specific Objectives:

1] To acquaint the students with basic concepts in urban sociology and urban ecological theories.

2] To make students understand the process of urbanization, its social consequences and different urban problems in India.

Course Outcomes:

1) To understand the basic concepts in Urban Sociology.
2) To know the theories of urban development.
3) To understand the different urban processes and social consequences of urbanization.
4) To know the various urban problems occurred due to urbanization.

		Lecture Hours Per Unit
Unit - I	Basic Concepts in Urban Sociology: A] Ecology and Community B] Characteristics of Urban Society C] Pre-industrial city and Industrial city	15
Unit - II	Theories of Urban Development: A] Concentric zone theory B] Sector theory C] Multiple Nuclei Theory	15
Unit - III	Classification of Cities & Towns and Urban Processes: A] Classification of Cities and Towns: Physical, Historical, Demographic; B] Process of Industrialization and Urbanization; C] Migration and Urbanization; D] Social consequence of urbanization: Family, Class, Caste and Status of women.	15
Unit - IV	Urban Problems, Planning and Development: A] Housing, Sanitation and Drug addiction B] Slums and environmental pollution. C] Urban planning: Early planning ideas, Garden city Model, Metropolitan planning and Smart Cities	15

Readings:

Bergel, E. E.: 'Urban Sociology', Mc-Graw Hill Book Company, New York, 1955.

Nayar, P.K.B.: 'Sociology in India: Retrospect and Prospect', B. R. Publishing Corporation, Delhi, 1982.

Kopardekar, H.D.: 'Social Aspects of Urban Development', Popular Prakashan, Mumbai, 1986.

Abrahmson, Mare	'Urban Sociology', Englewood Cliff, Prentice Hall, 1976.
Gill, Rajesh	'Slum as urban villages', Rawat Publications, Jaipur,1994
Ahuja, Ram:	'Social Problems in India, 'Rawat Publications, Jaipur, 1997.
Quinn, J.A.	'Urban Sociology', S.Chand & Co., New Delhi.
Bose, Ashis:	'Studies in India's Urbanization', Tata McGraw-Hill Publishing Co. Ltd., New Delhi., 1973.
Colllngworkth, J. B.	'Problems of and Urban Society,' Vol II, George Allen & Unwin Ltd, 1972.
Bhattacharya, B.:	'Urban Development in India', Shree Publishing House, Delhi, 1979.
Elsentadt, S.N. and Shachar, A	"Society, Culture and Urbanization", Sage Publications, New Delhi, 1987.
Desai, A.R. and Pillai, S.D (Eds.)	'Slums and Urbanization', Popular Prakashan, Mumbai. 1970.
Ramchandran, R.	Urbanization and Urban system in India,O.U.P. Delhi 1991.
Edward, W. Soja:	Post Metropolis, critical studies of cities and regions, Oxford Blackwell, 2000.
Fawa, F.Sylvia:	New urbanism in world perspectives – A Reader, T.Y.Cowell, New York, 1968.
Nels, Anderson:	Urban sociology, Asia publishing house New Delhi, 1965.
De' Souza, Alfred (Ed):	Urban growth & Urban planning – Indian social institute, New Delhi 1983.
M.S.A. Rao and Bhat,	A reader in Urban sociology, Orient Longman, 1991.
Nagla B. K:	Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015
P.S. Vivek	World of Garbage and Waste: Undercurrents of Swatchh Bharat and Sabka Vikas in India, Himalaya Publishing House, Mumbai, 2015.

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -II

Course No. DSE - 15 SOCIOLGY OF TRIBAL SOCIETY

Specific Objectives:

1] To make students understand the concepts and approaches to the study of tribes.
2] To acquaint the students with the problems of tribes and the factors responsible for change in tribal socio-cultural life.

Course Outcomes:

1) To understand the concept and approaches to the study of tribes.
2) To understand the problems of tribes such as land alienation, poverty, indebtedness and factors responsible for change in tribal socio-cultural life.
3) To identify Changes in Social, Economic and Political life of tribals.
4) To understand the Constitutional Safeguards, Policies and Programmes for the welfare of scheduled Tribes.

		Lecture Hours Per Unit
Unit - I	Tribal Society: A] The concept of tribe: Tribe and Caste B] Characteristics of Tribes C] Demographic profile of IndianTribes D] Tribal studies in India	15
Unit - II	Problems of Tribes: A] Land alienation, poverty and indebtedness B] Health and Mal-nutrition C] Displacement and rehabilitation	15
Unit – III	Tribes in Transition: A] Impact of industrialization and urbanization B] Impact of Globalisation and Privatisation C] Changes in tribal society. D] Tribal Identity and Tribal Movements	15
Unit – IV	Tribal Development: A] Approaches to tribal development: Assimilationist and Isolationist B] Constitutional safeguards for the Scheduled Tribes C] Policies and Programmes for the welfare of Tribal people D] NGOs and Tribal Development	15

Readings:

Ember.C.K. and Melvin Ember :	Introduction to Cultural Anthropology, Prentice Hall, New Jersey, 1977
Vidyarthi, L.P. and Roy B.K :	Tribal Culture in India. Concept, New Delhi
Ghurye, G.S :	Scheduled Tribes, Popular, Bombay.
Sharma Suresh	Tribal Identity and modern world, Sage Publication, New Delhi, 1994
Singh, K.S :	Tribal Situation in India, Indian Institute of Advanced, Simla, 1972.
Singh K.S.	Tribal movements in India, Vol-I and II,
Doshi, S.L. and Jain, P. C.	Introduction to Anthropology, Rawat, New Delhi, 1997.

Raha, Manish Kumar:	Tribal India: Problem of Development, New Delhi, 1997
Harasukar, Laxmi	The tribes and their development, Current, Agra, 2005
Devi, Upadhyay, V.S. and Pandey Gaya,:	History of Anthropological Thought, Concept, New Delhi, 2002
Relevant Articles in Journals:	(1) Hakara, (2) Social Change, (3) Man in India and (4) Tribal Research Bulletin

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -II
Course No. DSE –16 SOCIAL EXCLUSION AND SOCIAL INCLUSION

1] To introduce to the students the concepts of social exclusion and social inclusion.
2] To understand the Indian society from the vantage point of social exclusion and social inclusion.

Course Outcomes:

1) To understand the significance of Social Exclusion and Social Inclusion. Classify theories of Social Exclusion of Dr. B. R. Ambedkar and David Hardiman.
2) To understand the history of Social Exclusion and Inclusion in India.
3) To understand the Caste, Gender and Minorities as a mechanism of Social Exclusion.
4) To study the Social Exclusion and Inclusion Policies in India.

		Lecture Hours Per Unit
Unit - I	Social Exclusion and Social Inclusion: A] Meaning and Nature B] Scope and Significance C] Theories of Social Exclusion (Dr. B. R. Ambedkar and David Hardiman)	15
Unit - II	History of Social Exclusion and Inclusion in India: A] Social Reform Movements: Periyar Ramaswami, V. R. Shinde B] Social Revolutionary Movements: Mahatma Phule, Chh. Sahau Maharaj, Dr. B. R. Ambedkar.	15
Unit - III	Caste, Gender, Minorities and Social Exclusion A] Caste as a mechanism of Social Exclusion B] Gender and Social Exclusion. C] Positions of SCs/STs/ OBCs/ DTs/NTs/ Women and Minorities.	15
Unit - IV	Social Exclusion and Inclusive Policies in India A] Natural /Ecological Resources and Weaker Sections B] Politics of Inclusive Policies C] Globalization and Social Exclusion and Social Inclusion.	15

Readings:

Ram, Ahuja: Society in India, Rawat, 2004.

Rao, Shankar: Sociology of Indian Society, S. Chand & Company, New Delhi, 2004.

Ghurye, G.S: Caste and Race in India, Popular, Bombay, 1969.

Guha, Ranjit (ed.) Subaltern Studies: Writings on South Asian History and Society, Oxford, Delhi, 1982.

Michael, Haralambos (with Robin Heald): Sociology: Themes and Perspectives, 13th Ed., Oxford University Press, Delhi, 1994

Forbes, G. Women in Modern India. New Delhi, Cambridge University Press, 1998.

Oakley, Ann.: Sex, Gender and Society. New York: Harper and Row Waters, 1972.

Malcolm: Globalization. London: Rutledge, 1996.

Beteille, Andre:	The Backward Classes in contemporary India, Delhi. Oxford University Press, 1992.
Jogdand, P.G.,	New Economic Policy and Dalits (Jaipur: Rawat) 2000
Jogdand P.G.,	Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.
Karade Jagan(Ed)	Caste Discrimination, Rawat Publication, Jaipur 2015
Karade Jagan(Ed)	Caste based Exclusion, Rawat Publication, Jaipur 2015
Zelliot, Eleanor	From Untouchable to Dalit: Essays on the Ambedkar, Movement, New Delhi, Manohar, 1995.
Ambedkar, B. R	The untouchables: Who were they and why they become untouchables, New Delhi, 1948
Amrit	Collected Works of PERIYAR E.V.R. Vol. I. Madras, The Periyar Institution, 1991.

Note: Any other text/Article suggested by the subject teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -II

Course No. DSE-17 SOCIOLOGY OF RELIGION

Specific Objectives:

1] To introduce the students to the subfield of Sociology of Religion.

2] To acquaint with the interface between religion and society, contestation over religion and social change in relation to religion in India.

Course Outcomes:

1) To understand the Sociological Theories and Religious Practices of Religion.
2) To understand the Socio-Historical Perspective of different Religions in India.
3) To understand Communal Harmony and Problems of Religious Minorities in India.
4) To study the Social Change taken place due to Socio-Religious Movements.

		Lecture Hours Per Unit
Unit - I	Religion and Society A] Sociological theories of religion. B] Types of religious practices: animism, monism, pluralism, sects, cults. C] Religion in modern society: religion and science, secularization, religious revivalism, fundamentalism	15
Unit - II	Religions in India: Socio-historical Perspective, Demographic profile and Contemporary Trends: A] Hinduism; B] Jainism, Buddhism and Sikhism; C] Christianity and Islam.	15
Unit - III	Communal Harmony and Religious minorities A] Role of Religion in communal harmony B] Problems of Religious minorities	15
Unit - IV	Religion and Social Change: A] Socio-religious movements. B] Impact of popular religiosity and emerging cults.	15

Readings:

Baird Robert D. (Ed.)	Religion in Modern India" Manohar, Delhi, 1995.
Madan, T.N.(Ed.)	"Religion in India", Oxford University Press, New Delhi, 1992.
Muzumdar, H.T.	"India's Religious Heritage" Allied New Delhi, 1986.
Roberts Keith A	"Religion in Sociological Perspective", Dorsey Press, New York, 1984.
Schermerhorn, R.A.	"Ethnic Plurality in India" University of Arizona Press, Arizona, 1978.
Prabhu, Pandharinath H.	"Hindu Social Organization: A Study in Socio-Psychological and Ideological Foundations", Popular Prakashan, Bombay, 1963.
Sangave, Vilas A.	"Jain Community: A Social Survey" Popular Prakashan, Bombay, 1980.
Desouza, Leela:	Sociology of Religion",
"Pias, Richard	"Sociology of Religion"
Salve R.N.	"Buddhism and Education" Shruti, Jaipur, 2008
Haralambos and Holborn,	Sociology:Themes and Perspectives, Collins Publication, 2008.

Nadeem Husnain Indian Society & Culture: Continuity and Change, Palaka Prakashan, Delhi.

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester -II

Course No. IDS-18 POLITICAL SOCIOLOGY

Specific Objectives:

1] To introduce the students to the basic concepts in and field of political sociology.
2] To orient the students to the various theoretical approaches in Political Sociology and political processes in India.

Course Outcomes:

1) To understand various theoretical approaches in political sociology.
2) To understand political participation and political bureaucracy in India.
3) To know the contemporary political issues and challenges of different political parties in India.

		Lecture Hours Per Unit
Unit - I	Political Sociology: A] Meaning, Nature and Scope of Political Sociology B] Development of political sociology C] Political Sociology and Social Sciences D] Concept of Nation –State and Nationalism	15
Unit - II	Theoretical Approaches A] Ideology and Politics in India B] System Analysis Approach C] Elite theories of power (Vilfredo Pareto, C. W. Mills, and Mosca); D] Input-output Approach.	15
Unit - III	Political Participation and Political Socialization A] Political socialization: - Meaning, Significance and Agencies; B] Pressure group and Interest groups; C] Political Bureaucracy: Characteristics D] Political Recruitment and Political Culture.	15
Unit - IV	Contemporary Issues and Challenges A] Politics in Plural Societies B] Political Parties- composition & functions C] Political Participation in India D] Welfare state and Democracy in India	15

Readings:

Harold D. Lasswell: On Political Sociology, The University of Chicago Press, Chicago, 1997

Bottomore: Elites and Society, Harmondsworth, Penguin, 1966/ Thomas Nelson and Sons Ltd. London, 1971

Bhambri C.P.:	Bureaucracy and Politics in India, Vikas Publications, Bombay, 1971.
Jangam, R.T.:	Text Book of Political Sociology, Oxford and IBH Publishing co. 1980.
S.N.Elsentadt (Ed.)	Political Sociology Vol I & II, Rawat Publications, 1989.
Kothari, Rajni:	Politics in India, Orient Longman, New Delhi, 1970.
Nehru Jawaharial:	The Discovery of India, Meridian Books, London, 1951.
Dowse R.E. and Huges:	Political Sociology, New York, Basic Books, 1971.
Horowitz, Irving L.:	Foundation of political sociology, New York, Harper & Row 1972.
Runciman, W.G.:	Social sciences & political theory, Cambridge University Press, London, 1965.
Samuel P. Huntington:	Political order in changing societies, Yale university press, New haven, 1969.
Almond A. Gabriel et. Al:	Crises choice & change, Historical studies Of Political development, Boston, 1973.
Rajani Kothari (ed):	Caste in Indian Politics, Orient Longmans Ltd, 1973.
Barrington Moore Jr.P:	Political power and social theory, Cambridge, Harward University Press, 1958.
R. Bhaskaran:	Sociology of politics tradition & politics in India, Asia publishing house Bombay, 1967.
V.B. Damle:	Caste, Religion & Politics in India, Oxford & IBM publishing company New Delhi, 1982.

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester –II

Course No. IDS-19 SOCIOLOGY OF MASS COMMUNICATION

Specific Objectives:

1] To sensitize the students about the importance of social dimensions of communication and interrelationships between society and communication process.

2] To bring awareness among the students about the rapid and profound social, economic, cultural and political changes due to Information and Communication Technologies (ICT's).

Course Outcomes:

1) To understand the various concepts of Communication.
2) To understand the Theoretical approaches of Mass Communication.
3) To understand the Rise and Growth of Mass Media in India.
4) To understand the different emerging issues related with Mass Media.

		Lecture Hours Per Unit
Unit - I	Concepts of Communication	15
	A] Communication, Elements of Communication	
	B] Folk Media and Mass Media: Nature and Characteristics	
	C] Transition from pre industrial to Information Society	
	D] Folk Culture and Popular Culture	
Unit - II	Theoretical approaches	15
	A] Functionalist perspective	
	B] Marxist Critical Perspective	
	C] Liberal perspective	
	D] Second Age Media Thesis	
Unit - III	Rise and Growth of Mass Media	15
	A] Print Media – Past and present	
	B] Changing Nature of Electronic Media	
	C] Internet and Concept of New Social Media	
	D] Impact of media on Society	
Unit - IV	Emerging Issues	15
	A] Digitization and Digital divide	
	B] Social Responsibility and Cyber Security	
	C] Media and Social Change	
	D] Media and Socialization	

Readings:

McQuail, Denis:	Mass Communication theory: Sage, New York, 2000.
Arvind Singhal and Rogers Everett:	India's Communication Revolution from Bullock Carts to Cyber Mart, Sage Publications, New Delhi, 2000.
Ambekar J. B:	Communication and Rural Development, Mittal Publication, New Delhi, 1992.
Melkote Shrinivas:	The Information Society, Sage, New Delhi.
Ault Emery, Agee, Dodd:	Introduction to Mass Communications, Mead and Company, 1963.
Curran, J. and M. Gurevith (eds.):	. Mass Media and Society, Edward Arnold, Sage, London
French, D. and Michal Richard (eds.):	Television in Contemporary Asia, Sage, London, 2000.
Preston, P:	Reshaping Communications. Sage London, 2000.
Zachariah Aruna:	Communication Media and Electronic Revolution, Kanishka, New Delhi, 1986
Relevant Articles from the Journals	Media Asia, Communicator, Social Change, University News,

Note: Any other text/ article/reference book suggested by the teacher.

Course No. IDS -20 CRIMINOLOGY

Specific Objectives:

1] To equip the students with recent conceptual and theoretical perceptions
2] To impart the students with correctional measures and programmes/agents in sphere of criminal justice administration, particularly in the prisons and correctional institutions.

Course Outcomes:

1) To understand the concept and theoretical approaches to crime.
2) To know the various perspectives on crime causation.
3) To understand the theories of punishment such as Retributive, deterrent and reformative.
4) To know the various Correctional Programmes / Correctional Institutions in India.

		Lecture Hours Per unit
Unit - I	Conceptual Approaches to Crime A] Legal, Behavioural and Sociological B] Crime and Delinquency C] Types of crime- Economic, Violent, White-collar crime	15
Unit - II	Perspectives on Crime Causation A] Classical, Positivist and Psychological B] Sociological, Marxian and Geographical C] Criminal Personality and Labeling	15
Unit - III	Theories of Punishment A] Retributive and deterrent B] Reformative C] Kinds of Punishment	15
Unit - IV	Correctional Programmes A] Meaning and significance and forms of correction programmes/correctional institutions B] Prison Structure and Prison Management C] Role of Victim in Crime, Types of Victims	15

Readings:

Bedi, Kiran. It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd. 1998.

Gill, S.S. The Pathology of Corruption. New Delhi: Harper Collins Publishers, India, 1998.

Goel, Rakesh M. and Manohar S. Powar. Computer Crime: Concept, Control and Prevention. Bombay: Sysman Computers Pvt. Ltd., 1994.

Lilly, J. Robert, Francis T. Wallen and Richard Ball A. Criminological Theory, Context and Consequences. New Delhi: Sage Publications, 1995.

Makkar, S.P. Singh and Paul C. Friday. Global perspectives in Criminology. Jalandhar: ABC Publications. 1993

Ministry of HomeAffairs.	Crime in India. New Delhi: Government of India, 1998.
Reid, Suetitus.	Crime and Criminology. Illinayse: Deydan Press, 1976.
Shankardas, Rani Dhavan,	Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications, 2000.
Sutherland, Edwin H. and Donald R. Cressey.	Principles of Criminology. Bombay: The Times of India Press, 1968.
Walklete, Sandra.	Understanding Criminology. Philadelphia: Open University Press, 1998.
Williams, Frank P. and Marilym D. Meshare.	Criminological Theory. New Jersey: Prentice-Hall, 1998.
Williamsan, Harald E.	The Correction Profession. New Delhi: Sage Publications, 1990.
Bequai, August.	Computer Crime. Toronto: Lesington Books, 1978.
Buckland, John.	Combating Computer Crime: Prevention, Detection and Investigation. New Delhi: McGraw Hill, 1992.
Drapkin, Ismail and Viano, Emilio.	Victimology: A New Focus. London, Lesington Press, 1975.
Hallman, Taryl A.	The Economics of Crime. New York: St. Martin's Press, 1950
Inciarti James A. and Pottieger Anne E.	Violent Crime: Historical and Contemporary Issues. London: Sage Publications, 1978.
Ministry of Home Affairs.	Report of the All India Committee on Jail Reforms. 1980-83. New Delhi: Government of India.
Pace, Denay F.	Concept of Vice, Narcotics and Organized Crime. London, Prentice – Hall, 1991.
Revid, Jorathan.	Economic Crime. London, Kejan Paul, 1995.
Ryan, Patrick J. and George Rush.	Understanding Organized Crime in Global Perspective. London: Sage Publications, 1997.
Weisburd, Dand and Kip Schlegal	White Collar Crime Reconsidered. Boston: Northeastern University Press, 1990.
Ahuja Ram	Criminology, Rawat Publication, Jaipur, 2000.

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester –II

Course No. IDS - 21 SOCIOLOGY OF SOUTH ASIA

Specific Objectives:

1) To expose the student to the strategic importance of South Asia as a civilizational centre as well as a player in international affairs and to acquaint her/him with the social cultural, economic, religious and political similarities and differences between the countries of the region.
2) The student should be acquainted with the processes which have shaped the emergence of nation states in the region, the play of ethnic, regional and religious identities and conflicts in this process.

Course Outcomes:

1) To understand the Culture and Society of South Asia.
2) To understand the socio-economic features and importance of social and economic institutions in the region.
3) To know the political systems, democracy and ethnic conflicts in the region.
4) To understand Demographic Change and Socio-economic Development in the South Asian Countries.

	Lecture Hours Per unit
Unit – I South Asia region A] South Asia culture B] South Asia society	15
Unit – II Socio-economic features and importance A] Social and economic institutions B] Demographic features C] Geographical D] Political importance.	15
Unit – III Political Systems and Democracy A] Political regimes, religion, B] Politics and the state ethnicity, C] Ethnic conflicts D] Sub-national movements	15
Unit – IV Change and Development A] Migration and Population movements. B] Socio-economic development and demographic change. C] Conflict and cooperation between South Asian states. D] Gender and society.	15

Readings:

Bjorkman, J.W. 1987. The Changing Division of Labour in South Asia. New Delhi: Manohar.

Frnacis Robinson, 1989 : Cambridge Encyclopedia of India, Pakistan, Sri Lanka,

Bepal, Bhutan and Maldives : Cambridge : Cambridge University Press.

Chaudhary, Jamil 2000 Cultural Cooperation in South Asia : The Search for Community. NewDelhi : Manohar.

Dube, Leela, 1997. Women And Kinship : Comparative Perspectives on Gender in South and South East Asia. New Delhi : Sage Publications.

Farmer, B.H., 1983 : An Introduction to South Asia : London : Methuen

Gamage, Siri and I.B. Watson (Eds.) 1999. Conflict and Community in Contemporary Sri Lanka. New Delhi : Sage Publications.

Ganguli, R. 1998. Kin State Intervention in Ethnic Conflicts : Lessons from South Asia. New Delhi : Sage Publications.

Gough, K. and Hari P. Sharma (eds.) 1973. Imperialis and Revolution in South Asia, New York : Monthly Renew Press, (article by Hamza Alvi)

Kudasiya, G. 1995. The Demographic Upheaval of Partition Refugees and AgriculturalResettlement in India 1947-87, South Asia, Special Member, pp. 73-95.

Kumar, Dharma (ed.) 1982. The Cambridge Economic History of India. Vol. II, Cambridge : Cambridge University Press.

Mallick, Ross. 1998. Development, Ethnicity and Human Rights in South Asia. New Delhi : Sage Publications.

Pfaff – Czarnecka, Joanna, Darini Rajasingham – Senanayaka, et.al. 1999. Ethnic Futures : TheState and Identity Politics in Asia. New Delhi : Sage Publications.

Phadnis Urmila. 1990. Ethnicity and Nation Building in South Asia. New Delhi : Sage Publications.

Samaddar, R. 1999. The Marginal Nation : Transborder Migration from Bangladesh to WestBengal, New Delhi : Sage Publications.

Shand, Ric. (ed.) 1999. Economic Liberalization in South Asia. New Delhi Macmillan India Ltd.

Smith Donald E. (ed.) 1966. South Asian Politics and Religion. Princeton, New Jerssey : Princeton University Press.

Stein, Burton and Sanjay Subramanian (eds.) 1997. Institutions and Economic Change in SouthAsia. New Delhi : Oxford University Press 1997.

References

Diamond, L., J.Linz and S.M.Lipset (eds.) 1989. Democracy in Aisa. New Delhi : Sage Publications.

Maloney, C. (ed.) 1974. South Asia : Seven Community Profiled. New York : Holt, Rinehartand Winston.

Robb, Peter. 1995. Concept of Race in South Asia : Understanding and Perspectives. London :Oxford University Press.

Rothermund, Dietmar. 2000. The Role of the State in South Asia and Other Eassays. New Delhi, Manohar.

Sengupta, Bhabani, 1988. South Asian Perspectives : Seven Nations in Conflict and Co-operation. Delhi : B.R. Publishing Corporation.

Tambiah, S. 1997. Levelling Crowds : Ethnonationalist Conflicts and Collective Violence in

South Asia. New Delhi : Sage Publications.

Wilson, A.J. and Dennis Dalton (eds.) 1982. The State of South Asia : Problems of National Integration. London.

Note: Any other text/ article/reference book suggested by the teach

M. A. [Sociology] New Syllabus M. A. Part – I; Semester –II

Course No. IDS – 22 SOCIOLOGY OF SANITATION PART – B

Specific Objectives

1] To enhance sociological understanding about the Sanitation, society and culture.
2] To develop insights for sociological analysis of Sanitation issues in India.

Course Outcomes:

1) To understand the Social Structure and Sanitation issues in India.
2) To know the importance of toilet as tool of social change.
3) To understand various sanitation programmes in India.
4) To understand the problems of environmental sanitation in India.

Lecture Hours Per unit

Unit – I Social Structure and sanitation: 15
A] Practice of Scavenging
B] Caste and class of scavenging
C] Gender and sanitation
D] Children and sanitation

Unit – II Toilet as a tool of social change: 15
A] Origin of Toilets and its benefits
B] Toilet and social change
C] Sanitation programmes in India
D] Sulabh sanitation Movement in India

Unit- III Environmental Sanitation: 15
A] Concept of Environmental sanitation
B] Water and Sanitation
C] Environment and social sanitation
D] Problems of Environmental sanitation in India

Unit -IV State and sanitation in India: 15
A] Policies and programmes of sanitation
B] Liberation and Rehabilitation of scavengersC] Globalization and sanitation

Readings:

Bindeshwar Pathak: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015

B. K. Nagla: Sociology of Sanitation, Kalpaz Publications, New Delhi,

2015Richard Pais: Sociology of sanitation, Kalpaz Publications, New

Delhi, 2015

Ashis Saxena: Sociology of Sanitation: Themes and Perspectives, Kalpaz Publications, NewDelhi, 2015

Mohmmad Akram: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015

A. S. Bagela: Swachhata Ka Samajshasta, Kalpaz Publications, New Delhi, 2015

P.S. Vivek: World of Garbage and Waste: Undercurrents of Swatchh Bharat and Sabka Vikas in India, Himalaya Publishing House, Mumbai, 2015.

Leela Visaria: Sanitation in India with focus on Toilets and Disposal of Human Excreta, GyanPublishing House, New Delhi, 2015.

Hetukar Jha: Sanitation in India: A Historico-Sociological Survey, Kalpaz Publications, New Delhi, 2016

Bhartiya Samajshasta Sameeksha, Sociology of Sanitation, July- December 2016, vol.3, No.2

Note: Any other text/ article/reference book suggested by the teacher.

M. A. [Sociology] New Syllabus M. A. Part – I; Semester –II

Course No. SEC – 02 ENVIRONMENTAL IMPACT ASSESSMENT

Specific Objectives:

1) This course aims to introduce the concepts, procedures and methods of Environmental Impact Assessment (EIA).

2) The purpose of EIA is to promote environmental considerations in planning and decision-making processes in order to arrive at measures that avoid or minimize adverse environmental impacts.

Course Outcomes:

1) To understand the concept of environmental impact assessment and sustainable development.
2) To understand the methodology and processes of environmental impact assessment.

Lecture Hours Per unit

Unit-I Introduction to Environmental Impact Assessment 15

A] Concept and aspects of Environment- Definition, Background, Sustainable Development

B] Environmental Sustainability

C] Environmental Impact Assessment- History, Definition, Benefits

D] Legal, Policy and Regulatory Framework in Indian Context

Unit-II Introduction to Environmental Impact Assessment 15

A] Environmental Impact Assessment Methodologies

B] Environmental Impact Assessment Process- Alternative, Screening, Scoping, Impact Analysis and Mitigation

C] Public involvement in Environmental Impact Assessment

D] Environmental Impact Assessment case examples

Books and references

1) Wathern P., *"Environmental Impact Assessment: Theory and Practice"*,Routledge Publishers,1990

2) Marriott B., *"Environmental Impact Assessment: A Practical Guide"*,McGraw-Hill Publication,1997

3) Shrivastava A.K., Baxter Nicola, Grimm Jacob, *"Environmental Impact Assessment"*, APH Publishers, 2003

4) Anjaneyulu Y., Manickam Valli, *"Environmental Impact Assessment Methodologies",* CRC Press 2011

5) Glasson J., Therivel Riki, Chadwick Andrew, *"Introduction to Environmental Impact Assessment"*, Oxford Brookes University 2012/ 4th edition

Note: Any other text/Article suggested by the subject teacher.

M. A. [Sociology] Syllabus: M. A. Part – I; Semester – II [To be introduced w.e.f. August 2022 Under Academic Flexibility]

Course No. RP - 01	**RESEARCH PROJECT**

Specific Objectives:

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

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

			Hours
	Students will be individually guided and trained for the following major phases in survey research:		
	1.	Selection of Topic, Formulation of Research Topic and Review of relevant Literature	05
	2.	Defining the Scope of the proposed study.	02
	3.	Formulation of Research Design for the proposed study	02
	4.	Preparation for Sampling Design for the proposed study	02
	5.	Designing Instrument of Data Collection	05
	6.	Fieldwork/ Collection of Data by using designed tools.	20
	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	02
	10.	Interpreting Data and Writing a Project Report.	12
			60 hrs.

Sr. No.	**RULES REGARDING SUBMISSION OF M. A. RESEARCH PROJECT:**
1	Admitted students of the department equally divided among the existing faculty members to complete their Research Project.
2	The language for Research Project will be English/Marathi.
3	A candidate should submit two copies of the Research Project before appearing at the Semester II Theory Examination [CD containing soft copy in PDF format should be submitted along with Dissertation.]
4	Size of the Paper: A4 size paper should be used for the Research Project. A margin of 1 ½" to be on the lefthand side and bound in standardized form.
5	Degree, Year and Name of the student and Guide and Title should be printed neatly and legibly on the front cover. Rule for Font Size, Headings, Cover Page will be applicable as per suggestions of the department.
6	Research Project should be typed with one and half line space between two lines on both sides of the paper. The length of Research Project has to be above 100 pages. Good quality paper should be used for the Research Project.
7	Outline of Chapterization will be as under: First chapter: Introduction Second chapter: Review of literature.
	Third chapter: Methodology of the Study. Fourth chapter: Data analysis and Interpretation. Fifth chapter: Summary, Conclusion and Suggestions. Bibliography
8	Research Project will be evaluated by one external referee for 80 marks and viva-voce examination will carry 20 marks. The viva will be conducted by the research guide as an internal examiner and the external referee.
9	For evaluation of Research Project submitted by the candidates an external examiner will be invited at the end of M.A. II Semester.