

R.E. Society's

R. P. Gogate College of Arts & Science and
R.V. Jogalekar College of Commerce, (Autonomous) Ratnagiri

Syllabus for First Year Bachelor of Arts
(Sociology)

As per Choice Based Credit System

Effect from Academic Year 2023-24

Name of Programme	B.A. (Sociology)
Level	UG
No of Semesters	06
Year of Implementation	2023-24
Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 1. Learner shall understand fundamental concepts in sociology. 2. Learners shall demonstrate an understanding of the interlink ages between varied social phenomena. 3. Learner shall interpret the varied concepts and theoretical tools. 4. Learners shall apply research methodology skills for designing and understudying social research projects. 5. Learners shall integrate theoretical understanding and research skills for analysis of social chalets, social practices. 6. Learners shall apply their skills in specific areas related to sociology, public policy. 7. Learner shall aware of ethical issues.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	<p>Social knowledge process is needful and important for all society. The study of charging life structure of human being, globalization, privatization and liberalization and its overall transformation of society is necessary today.</p> <p>The sociological study helps us to understand all there aspects and things.</p> <p>Sociological knowledge is remain the base for the future study of all mainstream institution of the society. Culture and values, aspects from this, study will helpful to learner for employability, skill development and personality development.</p> <p>.</p>

Syllabus for (F.Y.B.A. Sociology) Autonomous from the year 2023-24

Name of the Course	Sociology-I Foundations of sociology
Course Code (refer to student handbook)	UASOC101 Sociology-I Foundations of sociology
Class	FYBA
Semester	I
No of Credits	2
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Nomenclature: Foundations of sociology

Course Outcomes (COs)

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

1. Learners shall introduce the basic concepts in Sociology.
2. Learners shall familiarize with theoretical aspect of different concepts.
3. Learners shall understand social institutions.
4. Learners shall aware career in sociology.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1	INTRODUCTION TO SOCIOLOGY	<p>a. Emergence of Sociology as a discipline and its relevance today</p> <ul style="list-style-type: none"><input type="checkbox"/> Origin and development of the discipline of Sociology<input type="checkbox"/> Relationship between sociology and other social sciences <p>b. Development of Sociology</p> <ul style="list-style-type: none"><input type="checkbox"/> Pioneers of Sociology: Comte (Law of 3 stages), Spencer (Organic analogy), Durkheim (Division of Labor) and Marx (Conflict) <p>c. Careers in Sociology</p>	10
2	SOCIALISATION	<p>a. Understanding Socialization: The Self and Socialization</p> <ul style="list-style-type: none"><input type="checkbox"/> George Herbert Mead: Theory of the Social Self<input type="checkbox"/> Charles Horton Cooley: Looking Glass Self <p>b. The Role and agencies of Socialization</p> <ul style="list-style-type: none"><input type="checkbox"/> Family, School, Peer group and Mass media <p>c. Gender Socialization, Re-Socialization, Political Socialization, Occupational- Professional Socialization</p>	10
3	SOCIAL INSTITUTIONS	<p>a. Marriage</p> <ul style="list-style-type: none">• Patterns in Marriage: Endogamy, Exogamy, Monogamy, Polygamy• Patterns of Descent: Patrilineal, Matrilineal, Bilateral <p>b. Family</p> <ul style="list-style-type: none">• Functions of the family• Variations in family structure: Traditional and Contemporary <p>c. Religion</p> <ul style="list-style-type: none">• Meaning, and Functions of religion• Types: Magic, Sect and Cult, Totemism, Naturism, Animism, Monotheism, Polytheism	10

Learning Resources recommended:

READING LIST

- 1) Haralambos M and Heald (2009) – “Sociology: Themes and Perspectives”; New Delhi Oxford University Press
- 2) Julia Jary and David Jary (2005) – “Dictionary of Sociology”; Collins
- 3) Marshall Gordon – “Dictionary of Sociology”; New Delhi Oxford University Press
- 4) Macdonis John (2005) – “Sociology” (10th Edition); Prentice Hall
- 5) Schaefer Richard T (2006) – “Sociology: A Brief Introduction” (6th Edition); Tata McGraw Hill, New Delhi
- 6) Schaeffer and Lamm (1998) – “Sociology” (6th Edition); McGraw Hill
- 7) Augustine. J.S. ed. (1982) – “The Indian Family in Transition”; Vikas Publishing House, New Delhi
- 8) Kapadia, K.M. (1972) – “Marriage and Family in India”; Oxford University Press, Bombay
- 9) Patricia Uberoi. ed. (1994) – “Family, Kinship and Marriage in India”; Oxford University Press, New Delhi

मराठी संदर्भ

१. खैरनार दिलीप, समाजशास्त्र परिचय
२. आगलावे प्रदीप, समाजशास्त्र विषय आणि दृष्टीकोन
३. चव्हाण र.प. भारतीय समाजशास्त्रीय विचारवंत
४. मायी सुनील, समाजशास्त्राची मुलतत्वे

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना, नवभारत, समाज प्रबोधन पत्रिका, आंदोलन, परिवर्तनाचा वाटसरू, अंध श्रद्धा निर्मूलन वार्तापत्र, योजना, कुरुक्षेत्र, लोकराज्य

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	INTRODUCTION TO SOCIOLOGY	25 Aug 2023	Chalk and Talk, AV resources
2	SOCIALISATION	30 Sept 2023	Chalk and Talk, AV resources
3	SOCIAL INSTITUTIONS	20 Oct 2023	Chalk and Talk, Field visit,

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

DEPARTMENT OF SOCIOLOGY

FYBA SYLLABUS

SEMESTER II; PAPER I; CREDITS - 04

UASOC201 Sociology-I Fundamentals of sociology

Course Outcomes (COs)

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

Course Outcomes:

1. Learners shall introduce the basic concepts in Sociology.
2. Learners shall familiarize with theoretical aspect of different concepts.
3. Learners shall understand social institutions.
4. Learners shall aware career in sociology.

Unit	Title	Learning Points	No of Lectures
1	CULTURE	A. Culture and its Characteristics, Cultural Universals and Cultural Differences B. Ethnocentrism, Cultural Relativism C. Material and Non-material Culture, Sub-Culture and Counter-Culture	20
2	SOCIAL CONTROL AND DEVIANCE	a. Social Control, Conformity and deviance: Meaning and forms b. Perspectives on Crime: Functionalist (Merton), Symbolic Interactionist (Becker), Marxist perspective (Chambliss) c. Types of Crime – Inequality and Crime, White-collar crime, Corporate crimes, Cyber crimes	20
3	SOCIAL STRATIFICATION	a. Concept of Social stratification b. Types of Social Stratification and Discrimination - Age, Caste, Class, Gender, Religion, Race and Differently Abled c. Social Mobility	20

READING LIST

- 1) Haralambos M and Heald (2009) – “Sociology: Themes and Perspectives”; New Delhi Oxford University Press
- 2) Julia Jary and David Jary (2005) – “Dictionary of Sociology”; Collins
- 3) Marshall Gordon – “Dictionary of Sociology”; New Delhi Oxford University Press
- 4) Macionis John (2005) – “Sociology” (10th Edition); Prentice Hall
- 5) Schaefer Richard T (2006) – “Sociology: A Brief Introduction” (6th Edition); Tata McGraw Hill New Delhi
- 6) Schaeffer and Lamm (1998) – “Sociology” (6th Edition); McGraw Hill
- 7) Anand M.M. (1976) – “Tourism and Hotel Industry in India”; Prentice Hall of India Pvt. Ltd., New Delhi
- 8) Chopra Sunita (1991) – “Tourism Development of India”; Ashish Publishing House, New Delhi
- 9) Bhatia A. K. (1986) – “Tourism Development- Principles and Practices”; Sterling Publishers Pvt. Ltd., New Delhi
- 10) Batra K. L. (1990) – “Problems and prospects of Tourism”; Printwell Publisher, Jaipur

मराठी संदर्भ

१. खैरनार दिलीप, समाजशास्त्र परिचय
२. आगलावे प्रदीप, समाजशास्त्र विषय आणि दृष्टीकोन
३. चव्हाण र.प. भारतीय समाजशास्त्रीय विचारवंत
४. मायी सुनील, समाजशास्त्राची मुलतत्वे

(# विद्यार्थ्यांना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	CULTURE	30 Dec 2023	Chalk and Talk, AV resources
2	SOCIAL CONTROL AND DEVIANCE	30 Jan 2024	Chalk and Talk, AV resources
3	SOCIAL STRATIFICATION	31 March 2024	Chalk and Talk, Field visit

Evaluation Pattern (60:40)

C. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

D. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

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Syllabus for Second Year Bachelor of Arts

(Sociology)

As per Choice Based Credit System

Effect from Academic Year 2023-24

Name of Programme	B.A.Sociology
Level	U.G
No.Semesters	06
Year of Implimentation	2023-24
Progrmme Specific Outcomes (PSO) for B.A.Sociology	
Relevance of PSO to local,regional,National and Global development Needs(200 words)	

Syllabus for B.A. Sociology from the year 2023-24

Name of Programme	B.A.Sociology
Course Code	UA SOC 201
Class	S.Y.B.A
Semester	III
No of Credits	03
Nature	Theory
	Core
Highlights revision Specific to employability/Entrepreneurship/skill development (if any)100 words	

Nomenclature: Indian Society: Structure and Change

Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Understand complex social structure of Indian Society
CO2	Develop understanding co-existence of different groups and communities
CO3	Understand the emerging issues in Indian society

Unit. No.	Title of Unit and Contents	No of Lectures
1	Indian Sociological Perspectives a. Orientalist / Indology: G. S. Ghurye b. Structural-Functionalist: M.N. Shrinivas c. Dialectical: A. R. Desai d. Non Brahmanical: Dr. B.R. Ambedkar	12
2	Contemporary Sociologist a. Sharmila Rege (Caste and Gender) b. Leela Dube (Kinship) c. T. K. Oommen (Religion)	12
3	Contemporary Challenges in Indian Society a. Current Trends in Dalit Movements b. Resurgence of Ethnic Identities c. Gender and Marginalization	12
4	Socio-cultural Landscape of Maharashtra a. Regional Diversity and Communities in Maharashtra b. Tourism in Maharashtra-Economy and society c. Food Culture intertwined with different cultural identities	09

Learning Resources:

1. Arya Priya (2016) Ethnicity in post-Independence India: A Sociological Perspective on its causes and Manifestations, IOSR Journal of Humanities and social sciences, Vol.21, Issues 1 Page No 55-61.

2. Dhanagare.D.N.(1999) Themes and Perspectives in Indian Sociology, New Delhi: Rawat Publication.
3. Dsouza Leela (2006) Globalization, Nationalism and Ethnic Identities: The Future of Nation State in Sankarama Somayaji and Ganesh Somayaji (Eds); Sociology of Globalization: Perspectives from India, Jaipur: Rawat Publication, Page 69-97.
4. Dube Leela (2001) Anthropological Explorations in Gender, New Delhi: Sage Publication
5. Guru Gopal (1993) Dalit Movement in Mainstream Sociology, EPW, Vol.28(14)
6. Guru Gopal (2016) Shifting Categories in the Discourse of Caste and Class, EPW, Vol.44(14):10-12.
7. Kumar Mridul. (2019), Reservation of Marathas in Maharashtra”, EPW, Vol.44(14):10-12.
8. Oommen T. K. (2001), Religion as a Source of Violence: A Sociological Perspective, The Ecumenial Review, Vol.53 Issue 02:168-179.
9. Oommen T. K. (2005), Crises and Contention in Indian Society, New Delhi: Sage Publication.
10. Omvedt Gail (1994) Dalit and Democratic Revolution, New Delhi: Sage Publication.
11. Patel Sujata (2011) (Edi) Doing Sociology in India: Genealogies, locations and Practices, New Delhi: Oxford University Press.
12. Rege Sharmila (2006) Writing Caste Writing Gender: Narrating Dalit Women’s Testimonies New Delhi: Zuban Publication.
13. Teltumbade Anand (2016) Behind the Ire of Maratha’s, EPW, Vol.51(40):10-11.
14. <https://kartavyasadhana.in/view-article/maratha-reservation-decisions-that-underlines-social-undercurrent-writes-vivek-ghotale>

मराठी संदर्भ :

१. आगलावे प्रदीप,(२०१५) मूलभूत समाजशास्त्रीय विचार, नागपुर: साईनाथ प्रकाशन .
२. उपाध्याय कॅरल,(जुलै -सप्टे.२००७ (गोविंद सदाशिव घुर्ये यांचे ऐतिहासिक समाजशास्त्र, सांस्कृतिक एकात्मता आणि राष्ट्र बांधणीचा पौर्वात्यवादी वारसा, समाज प्रबोधन पत्रिका .
३. कसबे रावसाहेब,डॉ भीमराव रावजी आंबेडकर यशवंत सुमंत,(संपा)”महाराष्ट्रातील जातीसंस्थाविषयक विचार ” पुणे:प्रतिमा प्रकाशन .
४. कांबळे उत्तम,(२००२)जगतिकीकरण आणि दलितांचे प्रश्न,पुणे सुगावा प्रकाशन.
५. कुलकर्णी प्राजक्ता,(२०२२)भारतीय समाज, पुणे :युनिक अकॅडेमी.
६. गुरु गोपाल)२०१५(वर्चस्व आणि सामाजिक चिकित्सा,पुणे:हरिती पब्लिकेशन.
७. घोटाळे विवेक,(२०२२)मराठा वर्चस्वाचे बदलते आकृतीबंध,पुणे :द युनिक फाउंडेशन.
८. जाधव अमित,(२०२१)भारतीय समाज :संरचना आणि परिवर्तन,दूर व मुक्त अध्ययन संस्था,मुंबई: मुंबई विद्यापीठ .
९. जाधव तुकाराम, (२०१५) मानवी हक्क, पुणे:युनिक अकॅडेमी.
१०. तांबे श्रुती,) २००७)(विस्तारीत रूपांतर (पटेल सुजाता, समाजशास्त्रातील विचारविश्वे: जागतिक आणि भारतीय, समाजशास्त्र विभाग, पुणे : पुणे विद्यापीठ .
११. तेलतुंबडे आनंद)२०१०(दलित चळवळींचे“ एनजीओ”करण,पुणे :सुगावा प्रकाशन.
- १२.भागवत विद्युत) २००९ (मानवशास्त्रातील लिंगभावाची शोधमोहीम,पुणे:डायमंड पब्लिकेशन.
१३. भोईटे उत्तम, गोविंद सदाशिव घुर्ये, यशवंत सुमंत,(संपा)”महाराष्ट्रातील जातीसंस्थाविषयक विचार ” पुणे: प्रतिमा प्रकाशन .
१४. भोळे भा.ल,) २००२(धर्मनिरपेक्ष लोकशाहीपुढील जमातवादाचे आव्हान, डॉ .बाबासाहेब आंबेडकर अकादमी, सातारा .

१५. रेगे शर्मिला,) एप्रिल-जून २००७ (दलित अध्ययनाचे अध्यापनशास्त्र, दलित बौद्धिकता आणि दास्यविमोचनात्मक ज्ञानशास्त्राचे पुनर्लेखन, समाज प्रबोधन पत्रिका.
१६. रेगे शर्मिला, दलित स्त्रीवादी भूमीदृष्टीच्या दिशेने विभिन्नत्वाच्या संकल्पनेची चिकित्सा, भावे पुष्पा)संपा (शोध बाई माणसाच्या जिण्याचा, मुंबई अक्षर प्रकाशन.

(# विद्यार्थीना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Indian Sociological Perspectives	05/06/2023	Chalk & talk AV resource
2	Contemporary Sociologist	31/07/2023	Chalk & talk AV resource
3	Contemporary Challenges in Indian Society	31/08/2023	Chalk & talk AV resource
4	Socio-cultural Landscape of Maharashtra	30/09/2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

E. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

F. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Syllabus for B.A. Sociology from the year 2023-24

Name of Programme	B. A. Sociology
Course Code	UA SOC 202
Class	S.Y.B. A
Semester	III
No of Credits	03
Nature	Theory
Types	Core
Highlights revision Specific to employability/Entrepreneurship/skill development (if any)100 words	

Nomenclature: **Emerging Issues and Concerns in Indian Contemporary Society**

Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Understand demographic variable that influence structure of the society
CO2	Understand the environmental concerns of the society today
CO3	Sensitize and create awareness with regards to health care system
CO4	Critically evaluate the meaning of justice and the role of the criminal justice system of the country

Unit. No.	Title of Unit and Contents	No of Lectures
1	Changing population pattern: Impact and concerns a. The Right to the city-Henry Lefebvre b. Pattern of Migration: Case study of Mumbai c. Migrant and Labour concerns	12
2	Environment and Sustainability a. Carbon footprint and sustainable development b. Eco-feminism and Feminist Environmentalism c. Digital activism	12
3	Health and Disease a. Right to Public health b. Disability Act 2016(Differently abled) c. Social epidemiology	12
4	Crime and Justice a. Rights and duties of the people b. An overview of the criminal justice system in India: policy, Court and Law c. Need for reform in the criminal Justice system	09

Learning Resources:

1. Dalal Ajit K & Subha Ray (Ed) (2005) social dimension of health, New Delhi: Rawat Publication.
2. Dak, T.M.(Ed)1997 Sociology of Health in India, Jaipur: Rawat Publication.
3. Dash, Dhanlaxmi (2005) Women, Environment and Health, Jaipur : Mangaldeep Publishers.
4. Mathur Indu & Sharma Sanjay (2002) Health, Hazards, Gender and society, New Delhi: Rawat Publication.
5. Bhagat Ram .B & Jones Gavin W(2013)Population change and Migration in Mumbai Metropolitan Region: Implication for planning and Governance -Asia Research Institute, National University of Singapore.
6. South Asia Human Rights Documentation Centre (2006), Handbook of Human Rights and Criminal Justice in India: New Delhi: OUP.
7. Vibhute. K.I.(2004)Criminal Justice :A human rights perspective of the criminal justice process in India, Eastern Book Co.
8. World Bank (2005) The Millennium Development Goals for Health Rising to the challenges.
9. <https://www.majhagaav.com//02/2021the-rights-of-persons-with-disabilities-act-in-marathi.html>
10. <https://byjus.com/free-ias-prep/criminal-justice-system-in-india/#:~:text=The%20Criminal%20Justice%20System%20in,first%20Law%20Commission%20of%20India>

मराठी संदर्भ :

१. आगरवाल बीना, जमीन उपजीविका याविषयीचा लिंगभाव दृष्टीकोन, भावे पुष्पा, शोध बाई माणसाच्या जिण्याचा, मुंबई: अक्षर प्रकाशन.
२. आपटे मोहन (२०११) मला उत्तर हवय : पर्यावरण, पुणे राजहंस प्रकाशन.
३. कुलकर्णी दिलीप (२००९) निसर्गायण, पुणे राजहंस प्रकाशन.
४. गोटे शुभांगी, गुन्हेगारीचे समाजशास्त्र, औरंगाबाद : श्रीविद्या प्रकाशन
५. घोरपडे तुषार, पर्यावरण परिस्थितीकी, पुणे: युनिक अकॅडेमी.
६. घोळवे सोमनाथ (२०२१) लॉकडाउन काळातील ग्रामीण महाराष्ट्र: ग्रामीण अर्थव्यवस्थेसमोरील पेच, पुणे: युनिक अकॅडेमी फाउंडेशन.
७. चांदोरकर संजीव (२०२१) कोरोना काळातील जागतिक अर्थव्यवस्था, पुणे: युनिक अकॅडेमी फाउंडेशन.
८. चौधरी जवाहर (२०२३) ग्लोबल वॉर्मिंग, औरंगाबाद : कैलाश पब्लिकेशन.
९. जाधव तुकाराम, (२०१५) मानवी हक्क, पुणे: युनिक अकॅडेमी.
१०. देऊळगावकर अतुल (२०२२) पृथ्वीचे आख्यान, पुणे : राजहंस प्रकाशन.
११. देऊळगावकर अतुल (२०२३) निसर्ग कल्लोळ, पुणे : राजहंस प्रकाशन.
१२. देशमुख शेखर) २०२० (उपरे विश्व, पुणे : मनोविकास प्रकाशन.
१३. तांबे श्रुती (२०१६) वेध शहरांचा, पुणे: डायमंड पब्लिकेशन.
१४. निरभवणे विनोद (२०२३) झोपडपट्टी : सामाजिक समस्या, पुणे: वैशाली प्रकाशन
१५. भगत. आर. बी. (सप्टेंबर २०१४) भारतीय नागरी धोरणे आणि कार्यक्रमांचे सिंहावलोकन, योजना मासिक,
१६. भागवत विद्युत, स्त्री प्रश्नांची वाटचाल, पुणे: प्रतिमा प्रकाशन .
१७. रॉय चौधरी अनुमिता (डिसेंबर २०१५) हवा प्रदूषण, हवामान बदल आणि जनतेचे आरोग्य, योजना मासिक.
१८. लिमये संध्या, (जुलै २०१७) दिव्यांग व्यक्तींसाठी सामाजिक सुरक्षा, योजना मासिक.
१९. स्वामिनाथन एस. एस. (डिसेंबर २०१५) हवामान बदलाचा परिणाम आणि शाश्वत शेती , योजना मासिक.

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साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Please Note: Syllabus should be supplemented by field visit/ educational trips for better understanding of the paper

Teaching Plan

Unit No	Title of Unit	Expected date of completion	Teaching Methods
1	Changing population pattern: Impact and concerns	05/06/2023	Chalk & talk AV resource
2	Environment and Sustainability	31/07/2023	Chalk & talk AV resource
3	Health and Disease	31/08/2023	Chalk & talk AV resource
4	Crime and Justice	30/09/2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
Total		40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Syllabus for B.A. Sociology from the year 2023-24

Name of Programme	B.A.Sociology
Course Code	UA SOC 301
Class	S.Y.B.A
Semester	IV
No of Credits	03
Nature	Theory
Types	Core /Elective
Highlights revision Specific to employability/Entrepreneurship/skill development (if any)100 words	

Nomenclature: SOCIOLOGY OF DEVELOPMENT

Course Outcomes (COs)	
On completion of the course, the students will be able to:	
CO1	Understand what is economic and social development
CO2	Understand development in Indian context
CO3	Critically evaluate the impact Globalization

Unit No.	Title of Units and Contents	No of Lectures
1	Understanding Development a. Meaning of development and theories of Modernization b. Dependency Theory (Samir Amin) World System Theory-Wallerstein c. Neo-Liberal approach-David Harvey	12
2	Measuring Development a. Indicators of development Human Development Index b. social inequality and development [caste, class and gender] c. Regional disparity and development	12
3	Globalization and Development a. Globalization and Industry (Delhi Mumbai Industrial corridor) b. Globalization and Environment (Jaitapur Nuclear Power Project) c. Globalization and Agriculture (Farmer Mobilization)	12
4	Alternative approaches to Development a. Millennium Development Goals and Sustainable Development Goals b. Forest Right Act 2006 and its impact on Tribal Community c. People Centric Development Mendha Lekha (Gadchiroli) Adarsh Goan (Hiware Bazar)	09

Learning Resources:

1. Kundu Ahmed et al(ed)(2010)India's New Economic Policy: A Critical Analysis, New York: Routledge.
2. Choudhuri Arundhati Roy(2000) Amusement Parks versus People's livelihood,EPW, Vol.35,sept.9-35.
3. Banerjee Swapna,(2011) Contradictions of development in contemporary India, Open Democracy.
4. Bryan Alan,(2012)Social research methods, oxford publication.

5. Bidwai Praful,(19 Feb 2011)People v/s Nuclear power in Jaitapur,Maharashtra,EPW,Vol.46
6. Deshpande M.G.(2007)The nature of ecological problem, Environmental changes and natural disaster, New India Publication.
7. Devale Kaustubh and Paranjape Suhas,Pani Sangharsh Chalval, www.waterconflictforum.org
8. Dias Anthony,(2012)Development and its human cost,Jaipur:Rawat Publication.
9. Giddens Anthony (2000) Runaway world: How globalization is reshaping our lives, New York Routledge.
10. Hiware Bazar (Dec 22,2010), Model village for the nation, The Better India.
11. India HRD:(2011) Towards social exclusion, New Delhi: Oxford Publication.
12. Jogdand P.G & Michael.S.M (2003) Globalization and Social Movements Jaipur: Rawat Publication.
13. Munshi Indra (2012) The Adivasi Question-Issues of land, forest and livelihood. Oriental Black swan.

मराठी संदर्भ :

1. कर्णिक मधु मंगेश),२०११(जैतापूरची बत्ती,मुंबई:मौज प्रकाशन.
2. खांदेवाले श्रीनिवास)जुलै-सप्टेंबर २००७ (प्रचलित आर्थिक विकासाचे पर्यावरणीय धोके,समाज प्रबोधन पत्रिका
3. देशपांडे अ पां).२०२०(,ऊर्जा,नवी दिल्ली:नॅशनल बुक ट्रस्ट इंडिया.
4. देसरडा एच.एम)२०१९(समतामुलक शाश्वत विकासाची दिशादृष्टी, पुणे :युनिक फाउंडेशन.
5. देऊळगावकर अतुल) २०१२(विश्वाचे आर्त,पुणे :मनोविकास प्रकाशन.
6. धनागरे.द.ना.संकल्पनांचे विश्व आणि सामाजिक वास्तव,पुणे :प्रतिमा प्रकाशन
7. पाध्ये रमेश)२०१५(,शेती,शेतकरी आणि अर्थकारण, पुणे :युनिक अकॅडेमी..
8. पुंडलिक विद्याधर,आर्थिक विकासाच्या सामाजिक बाजू
9. बापट राम) २०१३ (राज्यसंस्था,भांडवलशाही आणि पर्यावरणवाद,मुंबई:लोकवाङ्मयगृह.
10. बोड्डेवार चंपत,)२०१७(उदरीकरणानंतरचा, महाराष्ट्र, पुणे :युनिक अकॅडेमी.

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Indian Sociological Perspectives	Dec 2023	Chalk & talk AV resource
2	Contemporary Sociologist	Jan 2024	Chalk & talk AV resource
3	Contemporary Challenges in Indian Society	Feb 2024	Chalk & talk AV resource
4	Socio-cultural Landscape of Maharashtra	March 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr.No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Syllabus for B.A. Sociology from the year 2023-24

Name of Programme	B.A.Sociology
Course Code	UA SOC 302
Class	S.Y.B.A
Semester	IV
No of Credits	03
Nature	Theory
Types	Core /Elective
Highlights revision Specific to employability/Entrepreneurship/skill development (if any)100 words	

Nomenclature: Emerging Fields in Sociological Studies

Course Outcomes (COs)	
On completion of the course, the students will be able to:	
CO1	Create awareness among students about various media challenges
CO2	Critically analyse the new trends in Education
CO3	Provide information about the laws and policies of urban government
CO3	Understand the growing numbers and concerns of the aging community

Unit. No.	Title of Unit and Contents	No of Lectures
1	Communication Media and Society a. Media Theories-Functionalist, Interactionist, Feminist b. Advertising and New social media-Objectification of women c. Gatekeepers of media/journalism	12
2	Contemporary Issues in Education a. Right to Education b. New trends in Education System: Concept based learning, Personised Learning (MOOCs) c. Critique of NEP: Privatization of Education	12
3	Urban Governance a. Disaster Management: Mithi Mitigation in Mumbai Drought in Vidarbha b. Lack of availability of Open Space- Consumerist spaces and green spaces c. Street Vendors and Hawkers-Street vendors Act 2014	12
4	Geriatric Care a. Phenomenon of population Aging b. Old Age Homes, Senior Citizens Association Day Care Centre c. Geriatric Care: Government and Non -government initiatives in India	09

Learning Resources:

1. Dhar Chakraborti Rajgopal(2004) The Greying India :Population Aging in the Context of Asia New Delhi: Sage Publication.
2. EPW (30Oct.-Nov 5,1999) Women and Aging Review of Women Studies, Vol.XXXIV, No.44
3. Rajan Irudaya. s, Mishra. U.S and Sharma P Shankar (1999) India's Elderly: Burden or Challenges, New Delhi: Sage.
4. Jayram, N. (2015) Sociology of Education, New Delhi: Rawat Publication.
5. Karinwahl Jorgensen and Thomas Hanitzsh (2009) Handbook of Journalism,New York:Routledge.
6. Muttagi.P.K(1997) Aging Issues and Old Age Care:A Global Perspective,New Delhi:Classical Publishing Company.
7. Sing.Y.M(1992) Sociological Foundation Of Education,Bombay:Sheth Publication.
8. Denis Mcquail(2005)Mass Communication Theory,New Delhi;Vitara Publication.
9. Joshi Uma (2005) Mass Communication and Media,New Delhi: Anmol Publication.
10. Sen,A.Nagendra ,H(2019)Mumbai's Blinkered Vision of Development,EPW,Vol.9.

मराठी संदर्भ :

१. जाधव तुकाराम, (२०१५) मानवी हक्क, पुणे:युनिक अकॅडेमी.
२. तांबे श्रुती,) २ एप्रिल २०२० (असहाय्य सुत्रधार आणि आशेचा सोपान, लोकसत्ता,
३. थोरात सुखदेव,२०२२,नवीन शैक्षणिक धोरण२०२०,पुणे :हरिती पब्लिकेशन.
४. पोहेकर प्रीती,राष्ट्रीय शैक्षणिक धोरण २०२० चे अंतरंग,औरंगाबाद:विद्या बुक्स पब्लिशर्स.
५. साईनाथ.पी.२०१७ पैसा,माध्यमे आणि राजकारण, पुणे :हरिती पब्लिकेशन.

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Communication Media and Society	Dec 2023	Chalk & talk AV resource
2	Contemporary Issues in Education	Jan 2024	Chalk & talk AV resource
3	Urban Governance	Feb 2024	Chalk & talk AV resource
4	Geriatric Care	March 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr.No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B.Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

R.E. Society's

R. P. Gogate College of Arts & Science and
R.V. Jogalekar College of Commerce, (Autonomous) Ratnagiri

Syllabus for Third Year Bachelor of Arts

(Sociology)

As per Choice Based Credit System

Effect from Academic Year 2023-24

TYBA Sociology
TYBA Semester V & VI
Choice Based Credit system Syllabus
Year 2023-24

Name of Programme	B.A. (Sociology)
Level	UG
No of Semesters	06
Year of Implementation	2023-24
Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 8. Learner shall understand fundamental concepts in sociology. 9. Learners shall demonstrate an understanding of the interlink ages between varied social phenomena. 10. Learner shall interpret the varied concepts and theoretical tools. 11. Learners shall apply research methodology skills for designing and understudying social research projects. 12. Learners shall integrate theoretical understanding and research skills for analysis of social chalets, social practices. 13. Learners shall apply their skills in specific areas related to sociology, public policy. 14. Learner shall aware of ethical issues.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	<p>Social knowledge process becomes necessary and important for all levels of society. The changing life of the members of the society, globalization, privatization, liberalization of the transitions in the society are becoming inevitable. It will be easier to fill it with sociological knowledge. As the growing population of the society can be beneficial for the development, the study of the golden middle of the society will be helpful in this situation.</p> <p>If the basic framework of institutions, systems, processes, methods, values, culture, which are the soul of the society, will be necessary for the future society, then its basis can be social scientific knowledge. With the knowledge of all these aspects, it will be possible to gain awareness about personality development, employment opportunities, and awareness about it.</p>

Syllabus for (TYBA Sociology) Autonomous from the year 2023-24

Name of the Course	<i>THEORETICAL SOCIOLOGY</i>
Course Code (refer to student handbook)	UASOC501
Class	TYBA
Semester	V
No of Credits	04
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Nomenclature: THEORETICAL SOCIOLOGY

Course outcomes (COS) on completion of the course the student will be able to

CO1	Explain social problems and issues in lieu of their understanding of sociological theory
CO2	Critically evaluate by theoretical sociological knowledge
CO3	Address social problems by theoretically – informed recommendation

Curriculum:

Unit	Title	Learning Points	No of Lectures
1	Unit I. Foundations of classical sociological theory	a. Historical background and emergence of sociology: <ul style="list-style-type: none"> • Social context and intellectual thought. • Emergence of Positivism and Social Evolution Theory b. Emile Durkheim: <ul style="list-style-type: none"> • Social Facts; • The Division of Labour, • Elementary Forms of religion, • Theory of Suicide c. Max Weber:	15

		<ul style="list-style-type: none"> • Methodology, • Theory of Social Action • Authority and rationality • Theory of Protestant Ethic and Spirit of Capitalism 	
2	Unit II. Functionalism	a. Talcott Parsons- <ul style="list-style-type: none"> • Voluntaristic Theory of Social Action, • Theory on social system (AGIL analysis) b. Merton's functionalism- <ul style="list-style-type: none"> • Definition of function, • Functional alternatives 	15
3	Unit III. Emerging Conflict Perspectives	a. Karl Marx <ul style="list-style-type: none"> • Dialectical materialism, • Theory of Class Conflict b. Ralph Dahrendorf <ul style="list-style-type: none"> • Conflict Theory – • Power and Authority c. Antonio Gramsci: <ul style="list-style-type: none"> • Neo Marxism • Hegemony and the Ruling Ideas 	15
4	Unit IV. Contemporary Theories	a. Harold Garfinkel :Ethnomethodology b. Erving Goffman: Dramaturgy c. Ritzer George : Post Modern Theory	15

Learning Resources recommended:

Reading List

1. Adams, B. NandSydie, R.A,2001 Sociological Theory I&II,GreatBritian, Weidenfeld& Nicolson.
2. Coser Lewis, 1971, Masters of Sociological Thought (2nded), Harcourt Brace Jovanovich ,Inc.
3. Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.
4. Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.
5. Joseph Jonathan (ed) 2005. Social Theory, Edinburg, Edinburg University Press.
6. Ritzer George, 1988, Sociological Theory (2nd ed.), New York, Mc –Graw-Hill Publication. Ritzer George, 1996, Sociological Theory (4th ed.), New York, Mc-Graw-Hill Publication.-
7. Srivastsan R, History of Development Thought, a Critical Anthology,(ed) 2012,New Delhi, Routledge Taylor and Francis Group .
8. Turner Jonathan, 2001, The Structure of Sociological Theory (4th ed.), Jaipur, Rawat Publication.

9. Wallace Ruth .A, 2006, Contemporary Sociological Theory U.S.A., Prentice Hall.

मराठी संदर्भग्रंथ

१. आगलावे प्रदीप , पाश्च्यात्य आणि भारतीय समाजशास्त्रज्ञ
२. डोईफोडे ज्योती , साम्शास्त्रीय विचार प्रवाह
३. कुलकर्णी पी. के . सामाजिक विचार प्रवाह
४. साळुंखे सर्जेराव , समाजशास्त्रीय मुलभूत संकल्पना
५. वैद्य नी. स. , समाजशास्त्रीय विचार परंपरा
६. मोटे दादा साहेब , समाजशास्त्रीय विचारांचे आधार

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साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Foundations of classical sociological theory	July 2023	Chalk and Talk, AV resources
2	Unit II. Functionalism	Aug 2023	Chalk and Talk, AV resources
3	Unit III. Emerging Conflict Perspectives	Sept 2023	Chalk and Talk, Field visit,
4	Unit IV. Contemporary Theories	Sept end 2023	Chalk and Talk, Field visit,

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	SOCIOLOGY OF AGRARIAN SOCIETY
Course Code (refer to student handbook)	UASOC502
Class	TYBA
Semester	V
No of Credits	04
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Nomenclature: SOCIOLOGY OF AGRARIAN SOCIETY

Course out comes (COS) on completion of the course the student will be able to

CO1	Gives knowledge about the dynamics of agrarian society
CO2	Demonstrate the basic knowledge and understanding of the concepts and content in field of agrarian sociology
CO3	Describes social structure of rural society

Unit	Title	Learning Points	No of Lectures
1	Unit I. Introduction to agrarian studies	a. Definition, origin, scope & importance b. Village Studies in India c. Rural-Urban Continuum	15
2	Unit II. Occupational changes in agrarian society	a. Rural Non Farm Employment (RNFE) b. Contract farming c. Agricultural labour – issues & problems	15

3	Unit III. – Agrarian social structure	a. Agrarian Caste b. Agrarian Class c. Inter relationship & debate – Caste & class	15
4	Unit IV–Agrarian development & its transformation	a. Land reforms b. Panchayat raj & 73rd amendment. c. Green revolution and CDP's.	15

Resources recommended:

Readings List:

1. Newby, Howard. (1980): Trend report: Rural sociology, Current Sociology, Sage Pub.
2. Breman, J. (1997): The Village in Focus, in The Village in India Revisited. Edited by J. Breman, P. Kloos, and A. Saith. Delhi, Oxford University Press.
3. Gupta, Dipankar. (2011): How rural is rural India – RNFE, Oxford Handbook of Agriculture.
4. Rao, Shankar C N (2004): Sociology of Indian Society, S Chand Pub., Delhi
5. Thorner, Daniel & Dhanagare, D. N. (1991): Social Stratification: readings in sociology and social anthropology, Oxford University Press.
6. Doshi, S.L. & Jain, P.C. (2010): Rural sociology, Rawat Pub.
7. Desai, A. R. (2005): Rural Sociology in India, Popular Prakashan.
8. Sagar S (2017): Present position of agricultural labour in India, Contemporary **Learning**
9. e search in India, 3 Sept.
10. Jodhka, S. (2016): Revisiting the rural in 21st C India, EPW, June 25.
11. Jodhka, S. (2012): Caste, Oxford University Press.
12. Beteille, Andre. (1969): Caste Class & Power: changing patterns of stratification in a Tanjore village, University of California Press.
13. Omvedt Gail. (1982): land, caste & politics in Indian states, Guild Publishers, Delhi.
14. Joshi PC (1975): Land Reforms in India, Allied Publishers, Delhi.
15. Dhanagare D. N. (198): Green Revolution and Social Inequalities in Rural India, Economic and Political Weekly Vol XXII Nos. 19, 20 and 21.
16. Dhanagare D.N., (1983): Peasant Movements in India 1920-1950, Oxford University Press, Delhi.
17. Singh, Y. (1973): Modernization of Indian tradition, Thomas Press (India) Limited.
18. Daniel and Alice Thorner. (2005): Land and Labour in India. New Delhi, Chronical Books.

मराठी संदर्भग्रंथ

१. अहिरे / सावरगावकर , ग्रामीण व नागरी समाजशास्त्र
२. घाटोळे रा. ना . , ग्रामीण परिवर्तने आणि विकास
३. पाध्ये रमेश / नारकर अमित , महाराष्ट्रातील पाण्याचा प्रश्न एक शोधयात्रा

४. भिडे वी. वा. , ग्रामीण समाजशास्त्र
५. सांगावे विलास , ग्रामीण समाजशास्त्र
६. दांडेकर जगताप , महाराष्ट्राची ग्रामीण समाजरचना
७. दास्ताने संतोष , भारत एक पाहणी

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Introduction to agrarian studies	July First week 2023	Chalk and Talk, AV resources
2	Unit II. Occupational changes in agrarian society	Aug 2023	Chalk and Talk, AV resources
3	Unit III. – Agrarian social structure	Sept 2023	Chalk and Talk, Field visit,
4	Unit IV– Agrarian development & its transformation	Oct 2023	Chalk and Talk, Field visit,

Evaluation Pattern (60:40)**A. Internal Evaluation (40 Marks)**

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	SOCIOLOGY OF GENDER
Course Code (refer to student handbook)	UASOC503
Class	TYBA
Semester	V
No of Credits	04
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Gender and Society

Course outcomes (COS) on completion of the course the student will be able to

CO1	An understanding the debate that have shaped discourse on gender
CO2	An enhance understanding on perspectives both global and local

Nomenclature: SOCIOLOGY OF GENDER

Unit	Title	Learning Points	No of Lectures
1	Unit I. Basic Concepts	a. Sex, gender and the heteronormative regime b. Gender beyond the binary c. Many women, many feminisms and intersectionality	15
2	Unit II.Feminist perspectives: Selected Readings	a. Liberal- Mary Wollstonecraft b. Radical- Kate Millet c. Socialist- Juliet Mitchell	15
3	Unit III.New Challenges	a. Dalit feminism: Urmila Pawar b. Disability Studies c, Masculinity Studies	15
4	Unit IV. Contribution of Thinkers from Maharashtra	a.Pre-independence: Tarabai Shinde and R D Karve b.Post-independence: Vidyut Bhagwat and Raziya Patel	15

Readings List:

- MahurkarVaishnavi, (2018), Locating UrmilaPawar's Work in the Dalit Feminist Canon, Literature and Languages in Overview, 26th April 2018
 - MuniraSalim, (2016), UrmilaPawar on empowerment of Dalit Women and the Aesthetics of Dalit Feminist Identity: A Personal Interview, BharatiyaPragna: An Interdisciplinary Journal of Indian Studies (E-ISSN 2456-1347) Vol. 1, No. 3, 2016
 - O'Hanlon Rosalin, (1994), A Comparison between Women and Men: TarabaiShinde and the Critique of Gender Relations in Colonial India, Madras/ New York: OUP
 - Pilcher, Jane and Whelahan, Imelda. 2005. Fifty key concepts in gender studies. Sage publications: New Delhi
 - PawarUrmila, (2009), The Weave of My Life: A Dalit Woman's Memoirs, Columbia Press University
 - Saxena Mini, Chronicles of Dalit Women's Lives - Indian Women in History, Feminism in India, 15th March 2018
 - Shah, Chayanika, R. Merchant, S. Mahajan and S. Nevatia. 2015. No outlaws in the Gender galaxy. New Delhi: Zubaan.
 - Tong, R. (1998). Feminist Thought. A Comprehensive Introduction. Routledge.
 - <https://www.talukadapoli.com/> History, Places, People. RaghunathDhondoKeshavKarve, May 17, 2018
 - Patel Raziya (2009), Indian Muslim Women, Politics of Muslim Personal Law and Struggle for Life with Dignity and Justice, Economic and Political Weekly, Vol XLIV No 44, pp 44-49
 - VidyutBhagwat, (1995), Marathi Literature as a source for contemporary Feminism, Economic and Political Weekly, Vol. 30, Issue 17, April 29, 1995
 - VidyutBhagwat, (2012), Women's Studies: Interdisciplinary Themes and Perspectives, Pune: Diamond Publications
 - Pawar Urmila, 2003, Aydaan, (Autobiography), Mumbai: Granthali Prakashan. Translated in English- The Weave of My Life- A Dalit Woman's Memoirs, 2008, by Maya Pandit, Katha Publishers.Phadke, Y. D., 1981, Ra. Dho. Karve
 - Deshmukh, Anant, Samajswasthyakar- A Biography of R. D. Karve
 - Marathi Film on the life of R. D. Karve, 2001, Dhyasaparwa Directed by AmolPalekar
 - *Films*
1. Marathi Film on R. D. Karve- 'Dhyasaparva' Directed by AmolPalekar

मराठी संदर्भग्रंथ

१. तांबे श्रुती , लिंगभाव समजून घेताना
२. भागवत विद्युत , स्त्री प्रश्नाची वाटचाल
३. भागवत विद्युत , स्त्रीत्व वादी सामाजिक विचार
४. पटेल रजिया , झपाटलेपण ते जाणतेपण
५. शिंदे ताराबाई , स्त्री पुरुष तुलना
६. तोरणे अश्विनी , स्त्रीवाद बहुआयामी चर्चा

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साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Basic Concepts	June 2023	Chalk and Talk, AV resources
2	Unit II.Feminist perspectives: Selected Readings	July 2023	Chalk and Talk, AV resources
3	Unit III.New Challenges	Aug 2023	Chalk and Talk, Field visit,
4	Unit IV. Contribution of Thinkers from Maharashtra	Sept 2023	Chalk and Talk, Field visit,

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

SOCIOLOGY OF SOCIAL MOVEMENTS

Name of the Course	SOCIOLOGY OF SOCIAL MOVEMENTS
Course Code (refer to student handbook)	UASOC504
Class	TYBA
Semester	V
No of Credits	04
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course outcomes (COS) on completion of the course the student will be able to :

CO1	Learn about historical and contemporary social movements
CO2	Understand the divers motivation and goals that activist bring to movements
CO3	Examine social movements and how they impact change in society's both locally and globally

Nomenclature: SOCIOLOGY OF SOCIAL MOVEMENTS

Unit	Title	Learning Points	No of Lectures
1	Unit I. Introduction to social movement	<ul style="list-style-type: none"> a. Concept, Definition and Characteristics of Social Movement b. Types of Social Movements c. Forms of collective action 	15
2	Unit II. Approaches to study of Social Movement	<ul style="list-style-type: none"> a. Structural functional and Conflict b. Relative Deprivation and Resource Mobilization c. Subaltern studies And New Social Movement 	15
3	Unit III. Social Movement in the post-independence era	<ul style="list-style-type: none"> a. Peasant and agrarian Struggle b. Dalit Panther Movement c. Naxalite Movement 	15
4	Unit IV. New Social Movement in India	<ul style="list-style-type: none"> a. Environment Movement b. Student Movement c. Consumer right movement 	15

Reading List:

1. Oomen, T.K. 2004. Nation, Civil society and Social Movements: Essays in Political Sociology. Sage Publications. New Delhi
2. Rajender Singh. 2001. Social Movements Old and New: A Post Modernist Critique. Sage publications. New Delhi.
3. Ray, Raka; Katzenstein, Mary, FainsodKatzenstein. 2005 (Eds). Social Movements in India. Poverty, Power and Politics. OUP: New Delhi.
4. Shah, Ghanshyam. 2004. Social Movements in India: A review of the literature. Sage Publications: New Delhi
5. Dalit panthers an authoritative history by J.V. Pawar (Author, Introduction), Rakshit Snawane Forward Press e-book www.forwardpress.in
6. Sundar, Nandini. 2016. The Burning Forests: India's war in Bastar. Juggernaut Publishers.

मराठी संदर्भग्रंथ

१. गोपाल गुरु , वर्चस्व आणि सामाजिक चिकित्सा
२. महाजन उल्का , ओशाळता गावगाडा
३. देवगावकर / डोंगरे , सामाजिक चळवळी परंपरागत आधुनिक
४. कुंभार नागोराव , सामाजिक चालवळी काल आज उद्या
५. भोसले नारायण , देशोधडी
६. वाघमारे सुरेश , ओबीसी काल आज आणि उद्या
७. चव्हाण नारायण , जाती आणि जमाती
८. हेन्दागे / गजेंद्र गडकर , अल्प संख्यान्कांचे समाजशास्त्र
९. तूते निकुंभ , महाराष्ट्रातील सामाजिक चळवळ

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साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Introduction to social movement	June 2023	Chalk and Talk, AV resources
2	Unit II. Approaches to study of Social Movement	July 2023	Chalk and Talk, AV resources
3	Unit III. Social Movement in the post-independence era	Aug 2023	Chalk and Talk, Field visit,
4	Unit IV. New Social Movement in India	Sept 2023	Chalk and Talk, AV resources

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

ENVIRONMENT AND SOCIETY: THEORY AND AWARENESS

Name of the Course	ENVIRONMENT AND SOCIETY: THEORY AND AWARENESS
Course Code (refer to student handbook)	UASOC505
Class	TYBA
Semester	V
No of Credits	04
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course out comes (COS) on completion of the course the student will be able to :

CO1	Reference environmental concepts in understanding environmental issues
CO2	Increase awareness of the inter relationship and inter dependence and natural world
CO3	Enhance analytical skill by using multiple view points and perspectives
CO4	Evaluate environmental issues through to brought local and global lens

Nomenclature: **ENVIRONMENT AND SOCIETY: THEORY AND AWARENESS**

Unit	Title	Learning Points	No of Lectures
1	Unit I : Environmental Sociology- Introduction	a. Environmental Sociology – Origin and Development b. Environment; Ecology, Social Ecology c. Natural Capitalism, Eco-Socialism, Eco Spiritualism	15
2	Unit II : Environmental Theories	a. Environmental Theories- Classical and Contemporary b. Human Exemptionalism Paradigm (HEP) c .New Ecological Paradigm (NEP)	15
3	Unit III: Environment and Development	a. Analysis of Risk – Beck and Giddens b. Environment Conferences- Stockholm to (Rio+20) c. (SDGs – Zero Hunger, Affordable and Clean Energy)	15
4	Unit IV: Environmental Politics	a.North-South Debate b .International environmental politics- Green parties, environmental groups c. Privatization of Water: Issues and Challenges	15

Reading List:

1. India - Sustainable Development - the United Nations -Voluntary National Review Report on Implementation of Sustainable Development Goals - <https://sustainabledevelopment.un.org/content/documents/15836India.pdf>
2. Kruger, L.: 'North-North, North South, and South-South Relations' in Global Transformations and World Futures – Vol 1 available on:
3. Ollie Tait (2016): The North-South Divide, available at:
4. Rangrajan, Mahesh (ed) (2007) 'Environmental issues in India: A reader'. Pearson.
5. Reusswig, F. 2010. The new climate change discourse: a challenge for environmental sociology- <http://link.springer.com>
6. Social ecology- <https://www.communalsim.org/Arcchive/wiseprint.html>.
7. Sociology of Environment:<https://www.jstor.org/stable/2945955>
Zero Hunger - <https://www.un.org/sustainabledevelopment/hunger/>

मराठी संदर्भ :

१७. आगलावे प्रदीप,(२०१५) मूलभूत समाजशास्त्रीय विचार, नागपुर: साईनाथ प्रकाशन .
१८. उपाध्या कॅरल,(जुलै -सप्टे.२००७ (गोविंद सदाशिव घुर्ये यांचे ऐतिहासिक समाजशास्त्र, सांस्कृतिक एकात्मता आणि राष्ट्र बांधणीचा पौर्वात्यवादी वारसा, समाज प्रबोधन पत्रिका .
१९. कसबे रावसाहेब,डॉ भीमराव रावजी आंबेडकर यशवंत सुमंत,(संपा) ”महाराष्ट्रातील जातीसंस्थाविषयक विचार ” पुणे:प्रतिमा प्रकाशन .
२०. कांबळे उत्तम,(२००२)जगतिकीकरण आणि दलितांचे प्रश्न,पुणे सुगावा प्रकाशन.
२१. कुलकर्णी प्राजक्ता,(२०२२)भारतीय समाज, पुणे :युनिक अकॅडेमी.
२२. गुरु गोपाल)२०१५(वर्चस्व आणि सामाजिक चिकित्सा,पुणे:हरिती पब्लिकेशन.
२३. घोटाळे विवेक,(२०२२)मराठा वर्चस्वाचे बदलते आकृतीबंध,पुणे :द युनिक फाउंडेशन.
२४. जाधव अमित,(२०२१)भारतीय समाज :संरचना आणि परिवर्तन,दूर व मुक्त अध्ययन संस्था,मुंबई: मुंबई विद्यापीठ .
२५. जाधव तुकाराम, (२०१५) मानवी हक्क, पुणे:युनिक अकॅडेमी.
२६. तांबे श्रुती,(२००७)(विस्तारीत रूपांतर (पटेल सुजाता, समाजशास्त्रातील विचारविश्वे: जागतिक आणि भारतीय, समाजशास्त्र विभाग, पुणे : पुणे विद्यापीठ .

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I : Environmental Sociology- Introduction	June 2023	Chalk and Talk, AV resources
2	Unit II : Environmental Theories	July 2023	Chalk and Talk, AV resources
3	Unit III: Environment and Development	Aug end 2023	Chalk and Talk, Field visit,
4	Unit IV: Environmental Politics	Sept 2023	Chalk and Talk, AV resources

Evaluation Pattern (60:40)**A. Internal Evaluation (40 Marks)**

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Quantitative social research

Name of the Course	<i>QUANTITATIVE SOCIAL RESEARCH</i>
Course Code (refer to student handbook)	UASOC506
Class	TYBA
Semester	V
No of Credits	04
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course out comes (COS) on completion of the course the student will be able to :

CO1	Appreciate the nature and significance of social research
CO2	learn about basic tools and techniques in social research
CO3	Equip them self to conduct and analyse simple research projects

Nomenclature: QUANTITATIVE SOCIAL RESEARCH

Unit	Title	Learning Points	No of Lectures
1	Unit I. Quantitative Research	a. Quantitative Research – Nature, characteristics, significance, critique b. Types of data – Primary and Secondary, Small and Big c. Theoretical considerations - Positivism	15
2	Unit II. Process of Quantitative Research	a. Writing research proposal b. Main steps in quantitative research c. Writing research report	15
3	Unit III. Aspects of Quantitative Research	a. Survey Method, b. Technique of Questionnaire c. Sampling	15
4	Unit IV. Quantitative Data Analysis	a. Measures of Central Tendency b. Measures of Dispersion c. Measures of Correlation: Meaning, Types, significance and limitations	15

Reading List:

1. Bryman, A. (2008). Social Research Methods. Oxford University Press
2. Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: KitabMahal
3. Elhance, D. N. (2002). Practical Problems in Statistics. Delhi: KitabMahal
4. Matt, H., Weinstein, M., Foard N.(2006) A Short Introduction to Social Research. New Delhi: Vistaar Publications
5. Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services

मराठी संदर्भग्रंथ

१. संत दु. का . , संशोधन पद्धती प्रक्रिया अंतरंग
२. आगलावे प्रदीप , सामाजिक संशोधन पद्धती शास्त्र व तंत्रे
३. इंद्रायणी मनीषा , संशोधन पद्धती संख्यात्मक आणि गुणात्मक
४. सिल्वामार्नि डेव्हिड गुणात्मक संशोधन
५. रानडे पुष्पा , प्राथमिक सांख्यिकी आणि संशोधन पद्धती
६. गीरोसे के. बी. संशोधन पद्धती

(# विद्यार्थीना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Quantitative Research	June 2023	Chalk and Talk, AV resources
2	Unit II. Process of Quantitative Research	July 2023	Chalk and Talk, AV resources
3	Unit III. Aspects of Quantitative Research	Aug 2023	Chalk and Talk, Field visit,
4	Unit IV. Quantitative Data Analysis	Sept end 2023	Chalk and Talk, Field visit,

Evaluation Pattern (60:40)**A. Internal Evaluation (40 Marks)**

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

TYBA Sociology
TYBA Semester VI
Choice Based Credit system Syllabus
Year 2023-24

Syllabus for (TYBA) Autonomous from the year 2023-24

Name of Programme	B.A. (Sociology)
Level	UG
No of Semesters	06
Year of Implementation	2023-24
Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 15. Learner shall understand fundamental concepts in sociology. 16. Learners shall demonstrate an understanding of the interlink ages between varied social phenomena. 17. Learner shall interpret the varied concepts and theoretical tools. 18. Learners shall apply research methodology skills for designing and understudying social research projects. 19. Learners shall integrate theoretical understanding and research skills for analysis of social chalets, social practices. 20. Learners shall apply their skills in specific areas related to sociology, public policy. 21. Learner shall aware of ethical issues.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	<p>Social knowledge process becomes necessary and important for all levels of society. The changing life of the members of the society, globalization, privatization, liberalization of the transitions in the society are becoming inevitable. It will be easier to fill it with sociological knowledge. As the growing population of the society can be beneficial for the development, the study of the golden middle of the society will be helpful in this situation.</p> <p>If the basic framework of institutions, systems, processes, methods, values, culture, which are the soul of the society, will be necessary for the future society, then its basis can be social scientific knowledge. With the knowledge of all these aspects, it will be possible to gain awareness about personality development, employment opportunities, and awareness about it.</p>

Name of the Course	ANTHROPOLOGICAL THOUGHT
Course Code (refer to student handbook)	UASOC601
Class	TYBA
Semester	VI
No of Credits	4
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Anthropological thoughts

Course outcomes (COS) on completion of the course the student will be able to :

CO1	Understand the basics of anthropology , its different branches and scopes
CO2	Develop ability to use knowledge of Anthropology in tackling anthropology related problems like ethnocentrism
CO3	Use generic skills of qualitative research used in Anthropology

Curriculum:

Unit	Title	Learning Points	No of Lectures
1	Unit I: Introduction to Anthropology	a. Nature and scope of Anthropology b. Sub-disciplines within anthropology: Physical, Cultural, Archaeology, Linguistic, c. Relation with sociology as a discipline d. Field methods in Anthropology	15
2	Unit II: Early Thoughts	a. Evolution – Edward Tylor, L.H. Morgan b. Historical Particularism - Franz Boas c. Functionalism- Malinowski’s Theory of Need d. Colonial anthropology-Verrier Elvin’s Methods of a Freelance Anthropologist	15
3	Unit III: Later Development	1. Culture and Personality- Margaret Mead’s Coming of Age in Samoa 2. Patterns of Culture – Ruth Benedict	15

		3. Marxian Feminism- Eleanor Burke Leacocke 4. Interpretative Anthropology – Clifford Geertz’ Thick Description “Deep Play: Notes on the Balinese Cockfight”	
4	Unit IV: Contemporary Indian Thinkers-	a. Alpa Shah- “Tribe, Egalitarian Values, Autonomy and the State” b. Nandini Sunder- “Divining Evil: The State and Witchcraft in Bastar” c. Patricia Uberio- “Scripting Romance? Tribulation of Courtship in Popular Fiction”	15

Learning Resources recommended:

Reading List :

1. Barnard, Alan. 2000. History and Theory in Anthropology. United Kingdom. The Press Syndicate of the University of Cambridge.
 2. Guha Ramachandra. 2007. ‘Between Anthropology and Literature: The Ethnographies of Verrier Elwin’ in Uberoi Patricia; Sundar Nandini and Satish Deshpande (ed.): *Anthropology in the East*. 330- 359, Ranikhet: Permanent Black.
 3. Harris, Marvin, 2001. The Rise of Anthropological Theory : A History of Theories of Culture, Jaipur, Rawat Publication.
 4. Kottak Conrad Phillip, 1997. Anthropology, The Exploration of Human Diversity. New York The McGraw-Hill Companies Inc.
 5. MacGee R Jonand Warm Richard L Anthropological Theory and Introductory History (4THed) 2008, McGrawHill New York.
 6. Mair Lucy, 1965. An Introduction to Social Anthropology (2nded), 1965, New Delhi, India.
 7. Moore Jerry, 2009. Visions of Culture an introduction to Anthropological Theories and Theorists (3rded) United Kingdom . Rowen and Little Publishers.
 8. Shah Alpa .2019. ‘Tribe, Egalitarian Values, Autonomy and State’ in Srivastava, Arif and Abraham (ed): *Critical Themes in Indian Sociology*, 225-239, Sage Publication.
 9. Sundar Nandini. 2010. “Divining Evil: The State and Witchcraft in Bastar” in Gender, Technology and Development. 425-448. Sage Publication. <http://gtd.sagepub.com>
 10. Thomas Hylland Eriksen, 1988. What is Anthropology, Jaipur, Rawat Publications.
 11. Thomas Hylland Eriksen and Finn Sivert Nielsen, A History of Anthropology, 2008, Jaipur, Rawat Publications.
- Uberoi Patricia. 2006. Freedom and Destiny: Gender Family and Popular Culture in India, New Delhi. Oxford University Press

मराठी संदर्भ ग्रंथ

- १ . वैद्य नी. स. , मानवशास्त्र शास्त्रीरिक सामाजिक सांस्कृतिक

२. सांगावे विलास सामाजिक मानवशास्त्र एक सैद्धांतिक आभ्यास

३. मेहेंदळे सामाजिक मानवशास्त्र

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

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Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I: Introduction to Anthropology	Dec end 2023	Chalk and Talk, AV resources
2	Unit II: Early Thoughts	Jan 2024	Chalk and Talk, AV resources
3	Unit III: Later Development	Feb 2024	Chalk and Talk, Field visit,
4	Unit IV: Contemporary Indian Thinkers-	March 2024	Chalk and Talk, AV resources

Evaluation Pattern (60:40)**A. Internal Evaluation (40 Marks)**

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	DEVELOPMENT AND CHANGES IN AGRARIAN SOCIETY
Course Code (refer to student handbook)	UASOC602
Class	TYBA
Semester	VI
No of Credits	4
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

DEVELOPMENT AND CHANGES IN AGRARIAN SOCIETY

Course out comes (COS) on completion of the course the student will be able to:

CO1	Think critically about issues and topics affecting agrarian society
CO2	In light different problems and possible agrarian issues
CO3	Analysis the transformation in agrarian society

Curriculum:

Unit	Title	Learning Points	No of Lectures
1	Unit I. Contemporary Development Programmes	a) Poverty alleviation programmes b) Rural Credit c) MNREGA	15
2	Unit II. Role of Agrarian Institutions	a) Co-operatives b) Non Government Organizations (NGOs) c) Non Party Political Formations (NPPFs)	15
3	Unit III. Agrarian Crisis	a) Problems of the agrarian sector due to globalization b) Land and livelihood issues c) GM crops	15
4	Unit IV. Impact and Consequences of Crisis	a) Mega projects b) Agrarian unrest c) Farmer suicides	15

Reading List :

Readings List:

1. Dev, S. Mahendra (2006): Financial Inclusion: Issues and Challenges, Economic & Political Weekly, Oct. 14.
2. Baviskar, B. S. (2007): Cooperatives in Maharashtra: Challenges Ahead, Economic & Political Weekly, Oct. 20.
3. Baviskar, B. S. (1980): The Politics of Development: Sugar Co-operatives in Rural Maharashtra, Oxford University Press.
4. Biswas, N (2006): On Funding and the NGO Sector, Economic & Political Weekly, October 21.
5. Sheth, D L. (1984): Grass-roots Initiatives in India, Economic and Political Weekly, Feb.11.
6. Shiva, V (2003): The Role of Patents in the Rise of Globalization, Motion magazine.
7. Agarwal, A (2006): Special Economic Zones, Economic & Political Weekly, November 4.
8. Banerjee, S (2008): Space Relations of Capital and Significance of New Economic Enclaves, Economic & Political Weekly, November 22.
9. Mitra, S & Shroff, S. (2007): Farmer Suicides in Maharashtra, Economic & Political Weekly, Dec. 8.
10. Suri, K.C. (2006): Political Economy of Agrarian Distress, Economic & Political Weekly, April 22.
11. Ratna Reddy, V. (2006): Looking beyond the Debt Trap, Economic & Political Weekly, May 13.
12. Munshi, I. (ed) (2012): The Adivasi question: issues of land, forest & livelihood, Orient Blackswan.
13. Dias, A. (2012): Development & its human cost, Rawat Pub.
14. Nathan, D. (2009): Social security, Compensation and livelihood issues, Economic & Political Weekly, July 25.
15. Mohanty B B (2013) : Farmer Suicides in India: Durkheim's Types, EPW, May 25
16. Niti.gov.in/planning commission.gov.in: poverty alleviation programmes
17. Ministry of Rural Development, G.O.I. (2012): MNREGA Sameeksha: An anthology of Research studies on MNREGA, Orient Blackswan
- 18.

मराठी संदर्भग्रंथ

८. अहिरे / सावरगावकर , ग्रामीण व नागरी समाजशास्त्र
९. घाटोळे रा. ना . , ग्रामीण परिवर्तने आणि विकास
१०. पाध्ये रमेश / नारकर अमित , महाराष्ट्रातील पाण्याचा प्रश्न एक शोधयात्रा
११. भिडे वी. वा. , ग्रामीण समाजशास्त्र
१२. सांगावे विलास , ग्रामीण समाजशास्त्र

१३. दांडेकर जगताप , महाराष्ट्राची ग्रामीण समाजरचना

१४. दास्ताने संतोष , भारत एक पाहणी

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

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Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Contemporary Development Programmes	Dec end 2023	Chalk and Talk, AV resources
2	Unit II. Role of Agrarian Institutions	Jan 2024	Chalk and Talk, AV resources
3	Unit III. Agrarian Crisis	Feb 2024	Chalk and Talk, Field visit,
4	Unit IV. Impact and Consequences of Crisis	March 2024	Chalk and Talk, AV resources

Evaluation Pattern (60:40)**A. Internal Evaluation (40 Marks)**

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	GENDER AND SOCIETY IN INDIA: CONTEMPORARY DEBATES AND EMERGING ISSUES
Course Code (refer to student handbook)	UASOC603
Class	TYBA
Semester	VI
No of Credits	4
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course out comes (COS) on completion of the course the student will be able to

CO1	Understand of violence as structural issues deeply located class, caste and ethnic hierarchies
CO2	Understand of laws for those in gender marginal location and their implementations

Curriculum: GENDER AND SOCIETY IN INDIA: CONTEMPORARY DEBATES ANDEMERGING ISSUES

Unit	Title	Learning Points	No of Lectures
1	Unit I. Gender Based Violence	a. Domestic Violence: Violence against women and transpersons b. Violence in situations of conflict: caste and communal c. Violence in virtual spaces: Twitter and facebook misogyny and trolling	15
2	Unit II. Gender and Law	a. Protection of Women from Domestic Violence Act (PWDVA 2005) b. The Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act (POSH	15

		ACT, 2013) c. Transgender Persons Act, 2019	
3	Unit III. Protests and Resistance	a. Reproductive Health: Debates on surrogacy b. Livelihood struggles: Water, land and forests c. Anti-arrack struggles	15
4	Unit IV. Digital Campaigns	a. Why loiter b. Pinjra Tod c. #Me too	15

Readings List:

1. Agarwal, Anuja. (1997). Gendered Bodies: The case of the 'third gender' in India. Contributions to Indian Sociology, Vol 31- (2), 273-297
2. Gupta. Alok (2006). Section 377 and the dignity of Indian homosexuals. EPW Vol- XLI (40).
3. Kothari, J. 2005. Criminal law on domestic violence: Promises and limits, EPW VolXL No 46, Pp 4843-4849
4. Kanchalliah, (1992) Andhra Pradesh's Anti Liquor Movement, Vol. 27, Issue 45, Nov. 1992
5. Kannabiran, K. (ed). The violence of normal times: Essays on women's lived realities. Kali for women: New Delhi.
6. Menon, Nivedita. 2013. Seeing Like a Feminist. Zubaan: New Delhi
7. Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi.
8. Patnaik & D. Narsimha Reddy, (1993), Anti arrack agitation of women in Andhra Pradesh, Economic and Political Weekly, Vol. 28, Issue 20-21, May 22, 1993
9. Patel, V. Gender in Workplace policies: A focus on Sexual Harassment, EPW, Vol XXXIX No 41
10. Revathi, A. 2013. The Truth About Me: A Hijra Life Story. Penguin Books India.
11. Shah, Chayanika; Merchant, R. Mahajan, S. & Nevatia, S. (2015). No outlaws in the Gender galaxy. New Delhi: Zubaan
12. Sharma, Kalpana. (2002) Surviving Violence, Making Peace: Women in communal conflict in Mumbai in Kapadia, K. (ed) The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Kali for Women
13. <https://ruralindiaonline.org/en/library/resource/the-transgender-persons-protection-of-rights-act-2019>
14. <https://prsindia.org/billtrack/the-transgender-persons-protection-of-rights-bill-2019>

मराठी संदर्भग्रंथ

७. तांबे श्रुती , लिंगभाव समजून घेताना
८. भागवत विद्युत , स्त्री प्रश्नाची वाटचाल
९. भागवत विद्युत , स्त्रीत्व वादी सामाजिक विचार
१०. पटेल रजिया , झपाटलेपण ते जाणतेपण
११. शिंदे ताराबाई , स्त्री पुरुष तुलना
१२. तोरणे अश्विनी , स्त्रीवाद बहुआयामी चर्चा

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Gender Based Violence	Dec end 2023	Chalk and Talk, AV resources
2	Unit II. Gender and Law	Jan 2024	Chalk and Talk, AV resources
3	Unit III. Protests and Resistance	Feb 2024	Chalk and Talk, Field visit,
	Unit IV. Digital Campaigns	March 2024	Chalk and Talk, AV resources

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	SOCIOLOGY OF MARGINALIZED GROUPS
Course Code (refer to student handbook)	UASOC604
Class	TYBA
Semester	VI
No of Credits	4
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course out comes (COS) on completion of the course the student will be able to:

CO1	Understand the dynamics and motivations of individuals participating in social movements
CO2	Identify reasons for success or failure of social movement

Curriculum: SOCIOLOGY OF MARGINALIZED GROUPS

Unit	Title	Learning Points	No of Lectures
1	Unit I. Understanding Marginalized Groups	a. Basic Concepts: Margin, Marginality and marginalization b. Social exclusion, concept features and dimensions	15
2	Unit II. Marginalized Groups	A.Scheduled Caste (S/C) b.Scheduled Tribes (S/T) c. De-notified and notified tribes (DT and NT) D.Other Backward class (OBC)	15
3	Unit.III. New Marginalized groups	a.LGBTQ B.Differently-able groups (Divyang) c. Displaced (Narmada Bachao Andolan)	15
4	Unit IV. Marginalized Groups: Role of State and civil Society	a. Constitutional Provisions and State policies b.Role of NGO'S and Social Movement (SEARCH- Abhay Bang, Muktangam- Anil Avachat) c.Maharashtra Andhshradha Nirmulan Samiti (ANIS)	15

Reading List:

1. BooksChatterjee, C and Sheoran, G. (2007). Vulnerable groups in India. The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai.
2. Dhanagare D N(1993) "Themes and Perspectives in Indian Sociology",Rawat Publication, Delhi.
3. Fraser,N. Social Justice in the age of Identity Politics. New Delhi: Critical Quest
- 4.Jogdand P.C 2000. New Economic Policy and Dalits Jaipur: Rawat
5. Jogdand P.C (1991) Dalit Movement in Maharashtra New Delhi: Kanak Publication
6. Kasi Eswarappa;Ziyauddin K.M (Ed), 2009. Dimensions of Social Exclusion: Ethnographic Explorations. Cambridge Scholars Publishing
7. Mander, Harsh. 2012. A fractured freedom: Chronicles of India's margins. New Delhi: Three Essays Collective
8. Omvedt, Gali (1999): Dalits and the Democratic Revolution.New Delhi: Sage
9. Shaha Ghanshyam,(2004)"Social Movements in India: A review of the literature, Sage Publication, New Delhi

Thorat, S. 2013. Caste, Social

मराठी संदर्भग्रंथ

१०. गोपाल गुरु , वर्चस्व आणि सामाजिक चिकित्सा
११. महाजन उल्का , ओशाळता गावगाडा
१२. देवगावकर / डोंगरे , सामाजिक चळवळी परंपरागत आधुनिक
१३. कुंभार नागोराव , सामाजिक चालवळी काल आज उद्या
१४. भोसले नारायण , देशोधडी
१५. वाघमारे सुरेश , ओबीसी काल आज आणि उद्या
१६. चव्हाण नारायण , जाती आणि जमाती
१७. हेन्दागे / गजेंद्र गडकर , अल्प संख्यान्कांचे समाजशास्त्र
१८. तूते निकुंभ , महाराष्ट्रातील सामाजिक चळवळ

(# विद्यार्थीना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Understanding Marginalized Groups	Dec end 2023	Chalk and Talk, AV resources
2	Unit II. Marginalized Groups	Jan 2024	Chalk and Talk, AV resources
3	Unit.III. New Marginalized groups	Feb 2024	Chalk and Talk, Field visit,
4	Unit IV. Marginalized Groups: Role of State and civil Society	March 2024	Chalk and Talk, AV resources

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	ENVIRONMENTAL CONCERNS IN INDIA
Course Code (refer to student handbook)	UASOC605
Class	TYBA
Semester	VI
No of Credits	4
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course out comes (COS) on completion of the course the student will be able to

CO1	Apply theoretical models to comprehend workable solutions to Indian environmental situations
CO2	Use sociological imagination to understand to use natural resource issues
CO3	Seek and synthesize information and work on its adoptions to Indian context
CO4	Appreciate the contribution of woman and grassroots workers to environment

ENVIRONMENTAL CONCERNS IN INDIA

Curriculum:

Unit	Title	Learning Points	No of Lectures
1	Unit I. Environmental Thought in Indian context	a. Various development models and environmental problems b. Critique of development: Gandhi (Hind Swaraj) c. Selective readings in environmental sociology in India: R.K. Mukherji, Indra Munshi, Rita Brara	15
2	Unit II. Contemporary Environmental Practices In India	a. Towards Environmental Protection – Vanarai NGO, Western Ghats Ecology Expert Panel Report (Eco-Sensitive Zones) b. Local Strategies and Innovation in Environmental Protection: Johads, Indigenous	15

		Technologies c. Eco-Friendly Technologies	
3	Unit III .Gender and Environment	a .Eco-feminism and Feminist environmentalism- BinaAgarwal b.New Environmental Movements: Narmada BachaoAndolan, Chipko Movement c. Case Study: Seed Mother (RahibaiPopre) - Ahmednagar	15
4	Unit IV .Protests against Infrastructural Development	a. Jaitapur Nuclear Energy Project b Coastal Road Project c. New Airport at Navi Mumbai	15

Readings

1. Munshi, I. (2000): 'Environment' in *Sociological Theory* in Sociological Bulletin, Vol.49, No. 2 (September 2000), pp. 253-266, Sage Publication
2. 'Seed Mother' Rahibai Soma Popere awarded Padma Shri": available at:
3. <https://www.opindia.com/2021/11/rahibai-soma-pompere-seed-mother-padma-shri-brief-profile/>
4. <https://dst.gov.in/sites/default/files/SEED%20Mother%20Rahibai%20gets%20Padmshree.pdf>
5. <https://www.unnatisilks.com/blog/rahibai-soma-popere-the-seed-mother-for-her-farming-community/>
6. Case study on Johads of Rajasthan- <http://www.downtoearth.org.in/node/13315>
7. www.environment-ecology.com/environment-writings/114-environmentalsociology.html
8. Local strategies and innovations in environmental protection -<https://egyankosh.ac.in/handle/>
9. <https://egyankosh.ac.in/bitstream/123456789/60169/1/Local%20Strategies%20and%20Innovations%20in%20Environmental%20Protection%2C%20Part%201%20%26%202.pdf>
10. *Dr. G. Indira priyadarsini IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 21, Issue 1, Ver. I (Jan. 2016) PP 56-60 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org DOI: 10.9790/0837-21115660 www.iosrjournals.org 56 | Page Environmental Policies in India towards Achieving Sustainable Development
11. <http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2021%20Issue1/Version-1/J021115660.pdf>
12. Environment Friendly Technologies: Concept and Need- <https://egyankosh.ac.in/bitstream/123456789/60153/1/Environment%20Friendly%20OT%20echnologies-%20Concept%20and%20Need.pdf>
13. What IsEco-FriendlyTechnology?-<https://www.treehugger.com/what-is-eco-friendly-technology-4864056>

14. REVISED DRAFT DEVELOPMENT PLAN 2034 FOR MUMBAI:
[www.peataindia.org/Unlock Seminar ppts/GD CHIPLUNKAR.pdf](http://www.peataindia.org/Unlock_Seminar_ppts/GD_CHIPLUNKAR.pdf)
15. Forest Rights Act: rightsandresources.org/wp-content/uploads/CommunityForest_July-20.pdf
16. Ahluwalia, S.K. (2005) Environment Problems in India, ABD Publishers Jaipur.
17. Baviskar, Anita (1995) "In the belly of the river: tribal conflicts over development in the Narmada Valley" Oxford University press, Delhi.
18. Dreze, JMS and Singh, S. (ed), (1997) "The dam and the Nation: Displacement and resettlement in the Narmada Valley, Oxford University press, Delhi.
19. Merchant, C (2003) "Ecology: Key concepts in critical theory" Rawat Publication, Jaipur
20. Pawar, S.N. (2006), 'Environmental Movements in India', Rawat Publication, Jaipur
21. Pawar, S.N. and Patil (ed) (1998) "Sociology of Environment", Rawat publication. Jaipur
22. Rangrajan, Mahesh (ed) (2007) 'Environmental issues in India: A reader'. Pearson.
23. Western Ghats Ecology Expert Panel Report (Eco-Sensitive Zones) (pp. 16-41)
<http://www.moef.nic.in/downloads/public-information/wg-23052012.pdf>
24. Dixit Nikhil S; Navi Mumbai airport: 'How can development risk such damage to people, economy and ecology?' <https://scroll.in/article/941075/navi-mumbai-airport-how-can-development-risk-widespread-damage-to-people-economy-and-ecology>
25. Coastal Road Projects Don't Just Damage the Environment – They Are Also Outdated-
<https://thewire.in/environment/coastal-road-project-damage-environment-outdated>
26. UNIT 16 GANDHI'S VIEWS ON NATURE AND ENVIRONMENT
27. <http://dcac.du.ac.in> › E-Resource
Mahatma Gandhi - An Environmentalist With A Difference
28. <https://www.mkgandhi.org/environment/jha.htm>

मराठी संदर्भ

२०. कुलकर्णी दिलीप(२००९)निसर्गायण,पुणे राजहंस प्रकाशन.
२१. गोटे शुभांगी,गुन्हेगारीचे समाजशास्त्र,औरंगाबाद :श्रीविद्या प्रकाशन
२२. घोरपडे तुषार,पर्यावरण परिस्थितीकी,पुणे:युनिक अकॅडेमी.
२३. घोळवे सोमनाथ(२०२१)लॉकडाउन काळातील ग्रामीण महाराष्ट्र:ग्रामीण अर्थव्यवस्थेसमोरील पेच, पुणे:युनिक अकॅडेमी फाउंडेशन.
२४. चांदोरकर संजीव(२०२१)कोरोना काळातील जागतिक अर्थव्यवस्था, पुणे:युनिक अकॅडेमी फाउंडेशन.
२५. चौधरी जवाहर(२०२३)ग्लोबल वॉर्मिंग,औरंगाबाद :कैलाश पब्लिकेशन.
२६. जाधव तुकाराम, (२०१५) मानवी हक्क, पुणे:युनिक अकॅडेमी.

२७. देऊळगावकर अतुल(२०२२) पृथ्वीचे आख्यान,पुणे :राजहंस प्रकाशन.
२८. देऊळगावकर अतुल(२०२३)निसर्ग कल्लोळ,पुणे :राजहंस प्रकाशन.
२९. देशमुख शेखर) २०२० (उपरे विश्व,पुणे :मनोविकास प्रकाशन.
३०. तांबे श्रुती(२०१६) वेध शहरांचा,पुणे:डायमंड पब्लिकेशन.
३१. निरभवणे विनोद(२०२३)झोपडपट्टी :सामाजिक समस्या,पुणे:वैशाली प्रकाशन
३२. भगत.आर.बी.(सप्टेंबर२०१४)भारतीय नागरी धोरणे आणि कार्यक्रमांचे सिंहावलोकन,योजना मासिक,
३३. भागवत विद्युत, स्त्री प्रश्नांची वाटचाल, पुणे:प्रतिमा प्रकाशन .
३४. रॉय चौधरी अनुमिता(डिसेंबर२०१५)हवा प्रदूषण,हवामान बदल आणि जनतेचे आरोग्य,योजना मासिक.
३५. लिमये संध्या, (जुलै २०१७) दिव्यांग व्यक्तींसाठी सामाजिक सुरक्षा, योजना मासिक.
३६. स्वामिनाथन एस.एस(डिसेंबर२०१५) हवामान बदलाचा परिणाम आणि शाश्वत शेती ,योजना मासिक.

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I.Environmental Thought in Indian context	Dec end 2023	Chalk and Talk, AV resources
2	Unit II .Contemporary Environmental Practices In India	Jan 2024	Chalk and Talk, AV resources
3	Unit III .Gender and Environment	Feb 2024	Chalk and Talk, Field visit,
4	Unit IV .Protests against Infrastructural Development	March 2024	Chalk and Talk, AV resources

Evaluation Pattern (60:40)**A. Internal Evaluation (40 Marks)**

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

Name of the Course	QUALITATIVE SOCIAL RESEARCH
Course Code (refer to student handbook)	UASOC606
Class	TYBA
Semester	VI
No of Credits	4
Nature	Theory/
Type (applicable to NEP only)	Core/
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Courses that help in understanding varied Sociological processes operating at Global, Regional and Local level are included in the curriculum. Also the application part is taken care of so that the learner shall be able to connect the phenomena around him with the curriculum.

Course outcomes (COS) on completion of the course the student will be able to :

CO1	Appreciate nature and operations of qualitative research
CO2	Learn Basic tools and equines in qualitative research
CO3	Equip them self to conduct and analyse simple research projects

Curriculum:

Unit	Title	Learning Points	No of Lectures
1	Unit I. Qualitative Research	<ul style="list-style-type: none"> a. Qualitative Research – Nature, characteristics, significance, critique b. Preoccupations of qualitative researchers c. Theoretical considerations - Interpretivism 	15
2	Unit II. Process of Qualitative Research	<ul style="list-style-type: none"> a. Distinction between qualitative and quantitative research b. Main steps in qualitative research c. Reliability and Validity in Qualitative research 	15
3	Unit III. Qualitative approaches to enquiry	<ul style="list-style-type: none"> a. Ethnography b. Case study 	15

		c. Feminist approach	
4	Unit IV. Methods and Techniques of data collection	a. Interview: Unstructured, Semi structured, In-depth b. Focus Group discussion c. Conversation and Discourse analysis	15

Reading List:

1. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
2. Cresswell, J.W, (2007) 'Qualitative Inquiry and Research Design- Choosing among five approaches' Sage Publication: New Delhi
3. Cresswell, J.W, (2002), Research Design -Qualitative Quantitative and Mixed Methods Approaches, Sage Publication: New Delhi
4. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
5. Somekh Bridget & Lewin Cathy (ed), (2005) 'Research Methods in Social Science'
6. Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services

Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications

मराठी संदर्भ

१. इंद्रायणी मनीषा , संशोधन पद्धती संख्यात्मक आणि गुणात्मक
२. सिल्वामार्न डेव्हिड गुणात्मक संशोधन
३. रानडे पुष्पा , प्राथमिक सांख्यिकी आणि संशोधन पद्धती
४. गीरोसे के. बी. संशोधन पद्धती

(# विद्यार्थीना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1	Unit I. Qualitative Research	Dec end 2023	Chalk and Talk, AV resources
2	Unit II. Process of Qualitative Research	Jan 2024	Chalk and Talk, AV resources

3	Unit III. Qualitative approaches to enquiry	Feb 2024	Chalk and Talk, Field visit,
4	Unit IV. Methods and Techniques of data collection	March 2024	Chalk and Talk, AV resources

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

R.E. Society's

R. P. Gogate College of Arts & Science and
R.V. Jogalekar College of Commerce, (Autonomous) Ratnagiri

Syllabus for MA Sociology

Sem I and II

(Sociology)

As per Choice Based Credit System

Effect from Academic Year 2023-24

MA Sociology
Semester I and II
(NEP)
Syllabus
2023-24

Name of Programme	M.A. (Sociology)
Level	PG
No of Semesters	04
Year of Implementation	2023-24
Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 1. Students of the sociology during the learning process in M.A., they get scientific knowledge about society, its institutions and functions, theoretical and practical knowledge of sociology to work in society. 2. Since society is the wider laboratory in which sociological knowledge is produced and refined. Knowledge orientation and skill development are developed through field in terms of term paper. 3. Indian society is a heterogeneous which needs understanding for betterment. The courses develop critical understanding and interpretation of the social realities. It also helps students to acquire skills that will be useful to them in their personal and professional life. 4. Program helps students to get admission in bachelor's degree program of education and after completing they get job in Primary, Secondary and Higher Secondary schooling system.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	<p>Social knowledge process is needful and important for all society. The study of changing life structure of human being, globalization, privatization and liberalization and its overall transformation of society is necessary today.</p> <p>The sociological study helps us to understand all there aspects and things.</p> <p>Sociological knowledge is remain the base for the future study of all mainstream institution of the society. Culture and values, aspects from this, study will helpful to learner for employability, skill development and personality development.</p> <p>.</p>

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	CLASSICAL SOCIOLOGICAL THEORY
Course Code	PASOC101
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

CLASSICAL SOCIOLOGICAL THEORY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Emile Durkheim	15
2	Unit II: Max Weber	15
3	Unit III: Karl Marx	15
4	Unit IV: George Simmel	15
Total		60

Course Outcome

1. Apply the above knowledge and its relevance in the contemporary world at local, national and global scales

2. Create linkages between the classical and contemporary theories of sociology
3. Critique, debate, assess, apply works of Weber, Durkheim, Marx and Simmel in today's context through internal assessment and existing institutional mandate

Curriculum:

Sr. No.	Modules	No. of Lectures
1	<p>Unit I: Emile Durkheim</p> <ol style="list-style-type: none"> 1. Methodological Contributions: The legacy of Comtean Positivism, Society as sui generis, Characteristics of a Social fact, Observation of social facts, Rules of Sociological Method 2. The Division of Labour: Definition of Division of labour, social solidarity and cohesion, Mechanical and Organic Solidarity, Systems of law 3. Study of anomie and suicide, shift from psychological to sociological explanations, social integration and suicide, forms of Suicide 4. Theory of Religion, Sacred and profane, Elementary Forms of religious life, the totem, Civil Religion. Legacy of Emile Durkheim and Emile Durkheim today 	15
2	<p>Unit II: Max Weber</p> <ol style="list-style-type: none"> 1. Methodological Contributions: Theory of knowledge in the social sciences, Natural Science vs. social science debate, Verstehen, the Ideal Type 2. Theory of Social Action: rationalisation, bureaucratisation, the iron cage, disenchantment, action and rationality, interpretive theory of social action, four types of social action 3. Dialogue with Marx: Religion and the economy, Protestant Ethic and the Spirit of capitalism, the case of Calvinism, Capitalism in China and India. 4. Legacy of Weber/Weber Today 	15
3	<p>Unit III: Karl Marx</p> <ol style="list-style-type: none"> 1. Philosophical Ideas: Human Nature, Human Potential and the Place of 'Work', Alienation, Historical Method 2. Economic Concepts: Critique of Capitalism, Labour Theory of Value, Fetishism of Commodities, Class and Division of Labour 3. Political Ideas: Materialist Origins of state, Historical stages of the state, The state and civil society 4. Legacy of Marx and Marx Today 	15

4	<p>Unit IV: George Simmel</p> <ol style="list-style-type: none"> 1. Three levels of Social Reality: psychological components, Social components and cultural/historical components, Fashion 2. Individual consciousness, Forms and types of social interaction, Study of Social Structure and objective culture- Case study of secrecy. 3. The Philosophy of Money: Money and value, Reification and rationalisation, Tragedy of Culture 4. Legacy of Simmel and Simmel Today 	15
Total		60

Learning Resources recommended:

References

- Adams, Bert and Sydie, R.A. (2001). Sociological Theory. New Delhi: Sage Publications.
- Morrison, Ken (2006). Formations of Modern Social Thought (2nd. Edition), New Delhi: Sage Publications.
- Ritzer, George (2007). Sociological Theory (5th Edition). New Delhi: Tata McGraw Hill.
- Scott, J. (2006). Social Theory: Central Issues in Sociology. New Delhi: Sage Publications.
- Turner, J.H. (2013). Contemporary Sociological Theory. New Delhi: Sage Publications.
- Applerouth, Scott and Edles, Laura (2008). Classical and Contemporary Sociological Theory: Text and Readings Cuff, E.C., Sharrock, W.W. & Francis, D.W. (2006). Perspectives in Sociology. Oxon: Routledge.
- Giddens, A. (1971). Capitalism and Modern Social theory. Cambridge: Cambridge University Press
- Judge, Paramjit (2012) Foundations of Classical Sociological Theory. Pearson
- Skinner, Q. (1990). The Return of Grand Theory in the Human Sciences. Cambridge: Cambridge University Press.

Any other relevant text or reading suggested by the teacher

Texts in the original

- Marx, K. and Engels, F. The German Ideology.
<http://www.marxists.org/archive/marx/works/1845/German-ideology/>
- Marx, K. and Engels. The Communist Manifesto.
<http://www.Marxists.org/archive/marx/works/1848/communist-manifesto/>
- Durkheim, E. (1982). Rules of sociological Method. London: Free Press.
- Durkheim, E. (2001). Elementary Forms of Religious Life. New York: Oxford University Press.
- Durkheim, E. (2006). On Suicide. London: Penguin.
- Durkheim, E. (1996). Division of Labour. London: Free Press.
- Weber, M. (2003). Protestant Ethic and the Spirit of Capitalism. New York: Dover.
- Simmel, G. (1903). Fashion. New York: Fox, Duffield & Co.

Simmel, G. (1978). The Philosophy of Money. Oxon: Routledge.

Simmel, G. (1906). The Sociology of Secrecy and of Secret Societies. Chicago: University of Chicago Press.

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Emile Durkheim	July 2023	Chalk & talk AV resource
2	Unit II: Max Weber	Aug 2023	Chalk & talk AV resource
3	Unit III: Karl Marx	Sept 2023	Chalk & talk AV resource
4	Unit IV: George Simmel	Oct First week 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

C. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

D. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	PERSPECTIVES ON INDIAN SOCIETY
Course Code	PASOC102
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

PERSPECTIVES ON INDIAN SOCIETY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction	15
2	Unit II: Caste, Tribe and Gender	15
3	Unit III: Contemporary Debates	15
4	Unit. IV. Contemporary issues	15
Total		60

Course outcome

1. Learner will understand historical moorings and diversity in Indian Society
2. Learner will also study social institutions and its changing nature in wider context
3. Learner will become aware to the Contemporary situations in Indian society

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction 1. Unity in Diversity: The Indian Experience in Nation Building 2. Indological Perspective 3. Field View Perspective 4. Perspective from Below	15
2	Unit II: Caste, Tribe and Gender 1. Caste: B.R. Ambedkar, G.S. Ghurye and Louis Dumont 2. Tribe: Virginius Xaxa 3. Gender: Gail Omvedt and Sharmila Rege 4. Class: Marxist Perspective	15
3	Unit III: Contemporary Debates 1. Nationalism, Citizenship and Social Movements 2. Castes, Tribes and Protective Discrimination 3. Denotified and Nomadic Tribes 4. Social Change in Modern India: M.N.Srinivas	15
4	Unit. IV. Contemporary issues 1. ICT, Globalisation and Indian Society 2. Development, Communalism, Regionalism 3. Ethnicity and Identity Politics	15
Total		60

Please Note: Syllabus should be supplemented by field visit/ educational trips for better understanding of the paper

Learning Resources recommended:

References

- Ahuja, R. (2002). Indian Social System. Jaipur: Rawat Publications
- Ambedkar B. R. (1979). Babasaheb Ambedkar: Writings and Speeches. Vol. I. Mumbai: Government of Maharashtra.
- Bose, N.K. (1992). The Structure of Hindu Society. Orient Longman
- Chatterjee, P. (1986). Nationalist Thought and the Colonial World. London: Zed Books. Dahiwale, S. M. (2005). Understanding Indian Society: The Non-Brahmin Perspectives, Jaipur & New Delhi: Rawat.
- Das, V. (Ed.). (2004). Handbook of Indian Sociology. New Delhi: Oxford University Press. Dhanagare, D. N. (1993). Themes and Perspectives in Indian Sociology. Jaipur & New Delhi: Rawat Publications.
- Ghurye, G.S. (1932) Caste and Race in India. Bombay: Popular Publication.
- Gore, M.S. (2015). Unity in Diversity: The Indian Experience in nation-Building. Jaipur & New Delhi: Rawat Publications.
- Nagla, B.K. (2008). Indian Sociological Thought. Jaipur & New Delhi: Rawat.
- Omvedt, G. (1976). Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930. Bombay: Scientific Education Trust.
- Omvedt, G. (1979) We Shall Smash This Prison: Indian Women in Struggle. Zed Books. Oommen T.K. (2005) Understanding Indian Society: Perspective from Below. Occasional Series paper published by Department of Sociology, University of Pune
- Oommen, T. K. (2004). Nation, Civil Society and Social Movements. New Delhi: Sage.
- Rege, S. (2014). Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies. Zubaan Publications.
- Sengupta, C. (2001). Conceptualizing Globalization: Issues and Implications. Economic and Political Weekly. 36, No. 33 (Aug. 18-24, 2001), pp. 3137-3143 (7 pages).
- Shah, A.M. (2010). The Structure of Indian Society. London: Routledge Tylor and Francis Group.
- Singer, M. & Cohn, B.S. (2001). Structure and Change in Indian Society. Jaipur & New Delhi: Rawat Publications.
- Somayaji, G. (Ed.). (2010). Tribal Communities and The Exclusion –Inclusion Debate. Delhi: Academic Excellence
- Srinivas, M.N. (2008). Social Change in Modern India. Orient Black Swan. Hyderabad Srinivas, M.N., Shah, A.M. & Ramaswamy, E.A. (Eds.). (2008). The Fieldworker and the Field (second Edition). Oxford University Press.
- Xaxa, V. (1999). Tribes as Indigenous people of India. Economic and Political Weekly. Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595 (7 pages).
- Any other relevant text or reading suggested by the teacher

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction	July 2023	Chalk & talk AV resource
2	Unit II: Caste, Tribe and Gender	Aug 2023	Chalk & talk AV resource
3	Unit III: Contemporary Debates	Sept 2023	Chalk & talk AV resource
4	Unit. IV. Contemporary issues	Oct First week 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	SOCIOLOGY OF GLOBALIZATION
Course Code	PASOC103
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

SOCIOLOGY OF GLOBALIZATION

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction	15
2	Unit 2: II Dimensions of Globalization	15
3	Unit III: Globalization & Its Agents	15
4	Unit IV: Globalization: The Indian Context	15
Total		60

Course Outcome

1. Learner will be able to understand the nature of Globalization
2. Learner will be able to discern the networks & scales of globalization
3. Learner will be able to critically analyse the impact of globalization

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction <ol style="list-style-type: none">1. Genealogy of the concept; Growth of Capitalism to advent of Globalization2. The Globalisation Debate: Hyperglobalists, Skeptics, Transformationalists3. Globalization and its discontents4. Perspectives on Globalization: Marxist, Neo Liberal & Others	15
2	Unit 2: II Dimensions of Globalization <ol style="list-style-type: none">1. Economic dimension: Transition from Fordism to Post-Fordism, growth of financial economy2. Technological dimension: Network Society -Space of flows & Timeless time, DigitalTechnologies, Borderless World3. Cultural dimensions: Global flows, Multiculturalism, Hybridization, Religious Fundamentalism4. Political dimensions: Nation-State & Sovereignty	15
3	Unit III: Globalization & Its Agents <ol style="list-style-type: none">1. Multinational Corporations and the Market2. Nation-state & International Agencies3. New Technologies and the Media4. N.G.Os- National & International	15
4	Unit IV: Globalization: The Indian Context <ol style="list-style-type: none">1. Liberalization, Privatization, Globalization-Background & debate2. Globalization & Impact on Social Equity Programmes3. Changing role of the state4. Glocalisation, People's movements against Globalization	15
Total		60

Learning Resources recommended:

References

- Appadurai, Arjun. (1997). *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.
- Ashley, D. (1997). *History without a Subject- The Postmodern Condition*. Westview Press.
- Axford, Barrie. (2013) *Theories of Globalization*. Polity Press.
- Bhagwati, J. (2004). *In Defence of Globalization*. U.S.A.: O.U.P.
- Castells, M. (1996). *The Rise of Network Society*. Blackwell.
- Gupta, A. *Postcolonial Developments- Agrarian Making of Modern India*.
- Held, D., & McGrew, A. (Eds.). (2000). *The Global Transformations Reader-An Introduction to the Globalization Debate*. U.K.: Polity Press.
- Hoogvelt, Ankie. (1997). *Globalization and the post-colonial world - The new political economy of development*. London: Macmillan.
- Jha, A. (2000). *Background to Globalisation*. Mumbai: CED.
- Jogdand, P.G., & Michael, S.M. (Eds.). (2003). *Globalization & Social Movements*. Jaipur: Rawat Publications.
- Lechner, F.J., & Boli, J. (Eds.). (2000). *The Globalization Reader*. USA: Blackwell.
- Mazumdar, I. (2007). *Women workers & Globalization*. Kolkata: Stree.
- Schirato, T., & Webb, J. (2003). *Understanding Globalization*. London: Sage.
- Seminar Special Issue on Globalization. No. 503. July 2001.
- Stiglitz, J. (2002). *Globalization and Its Discontents*. U.S.A.: W.W. Norton & Co.
- Waters, Malcolm. (1996). *Globalization*. London: Routledge.
- Any other relevant text or reading suggested by the teacher

(# विद्यार्थीना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मूलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction	July first week	Chalk & talk AV resource
2	Unit 2: II Dimensions of Globalization	Aug 2023	Chalk & talk AV resource
3	Unit III: Globalization & Its Agents	Sept 2023	Chalk & talk AV resource
4	Unit IV: Globalization: The Indian Context	Oct 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	INDIAN SOCIETY: ISSUES AND CHALLENGES
Course Code	PASOC104
Class	M.A. Sociology
Semester	I
No of Credits	2
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

INDIAN SOCIETY: ISSUES AND CHALLENGES

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction	15
2	Indian Sociology	15
Total		30

Course Outcome:

1. After learning this course students will be able to understand historical background of Indian Sociology
2. Learners will develop critical understanding of development of Indian Sociology

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction 1. Sociology in Pre-Independent India 2. Sociology of Development and Planning in India 3. Indian Sociology: Historical Development and Present problems	15
2	Unit II: Indian Sociology 1. Indian Sociology: Search for Authentic Identity 2. The role of Social Sciences in India: A Sociology of Knowledge 3. Sociology in India: A Plea for Contextualization	15
Total		30

Learning Resources recommended:

References

Kundu, A. & Yadav, N. (2021). *Sociology of India*. New Delhi: Sage Publications (Texts), New Delhi.

Dhanagare, D. N.1993. *Themes and Perspectives in Indian Sociology*. Jaipur & New Delhi: Rawat

Ferrol, G. & Norek, J-P. (2009). *An Introduction to Sociology*. New Delhi: PHI Learning Private limited.

Murji, K. Neal, S. & Solomos, J. (2021). *An Introduction to Sociology*. New Delhi: SagePublications.

Thara Bhai, L. (Ed.). (2012). *Indian Sociology: Issues and Challenges* (Studies in Indian Sociology Volume1) Sage Publications.

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction	Aug 2023	Chalk & talk AV resource
2	Indian Sociology	Sept 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	ENVIRONMENT & SOCIETY
Course Code	PASOC105
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

ENVIRONMENT & SOCIETY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Socializing Nature: Concepts & Issues	15
2	Unit II: Explaining Nature: Theories & Approaches	15
3	Unit III: Engaging Nature: Movements & Mobilisations	15
4	Unit IV: Governing Nature: Law & Global Politics	15
Total		60

Course Outcomes

1. The students will be familiarised with environmental issues in the field of environmental sociology.
2. The students will develop a critical perspective in analysing environmental issues
3. The students will develop a familiarity with critical readings in the field of environmental sociology.
4. The students will be equipped to carry out research using the critical theoretical perspectives

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Socializing Nature: Concepts & Issues <ol style="list-style-type: none">1. Social Nature2. Environment as Wilderness, as Garden3. Situating Urban Natures4. Global Environments	15
2	Unit II: Explaining Nature: Theories & Approaches <ol style="list-style-type: none">1. Marxian- Political Ecology2. Environmental Feminism3. Risk-Science, Knowledge, Power4. Environmental History	15
3	Unit III: Engaging Nature: Movements & Mobilisations <ol style="list-style-type: none">1. Understanding Environmental movements2. Local Narratives, Global Politics: Forest Futures3. Value as Justification: Privatising Water, Modernising Fisheries4. Agrarian Environments	15
4	Unit IV: Governing Nature: Law & Global Politics <ol style="list-style-type: none">1. Climate Change & Anthropocene Debates2. Neoliberal Environments & Biodiversity Conservation3. Law & Governance- FRA, CRZ, SEZ*4. Politics of Governance- IPR, SD, NGT**	15

Total	60
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Learning Resources recommended:

References

Agarwal, A. & K. Sivaramakrishnan. ed. 2000. *Agrarian Environments: Resources, Representation & Rule in India*. Duke University Press. USA.

Agarwal, B. (1992). Gender & Environment Debate: Lessons from India. In *Feminist Studies*, 18, No.1 (Spring).

Anand, N, A. Gupta, & H. Appel. 2018. *The Promise of Infrastructure*. Duke University Press. USA.

Barry, J. 2007. *Environment & Social Theory*. 2nd ed. Routledge. U.K.

Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. New Delhi: O.U.P.

Baviskar, Amita (2008) *Contested Grounds. Essays on Nature, Culture and Power*. Oxford University Press, Delhi.

Buscher, B. W. Dressler and R. Fletcher (2014). *Nature TM Inc.: Environmental Conservation in the Neoliberal Age*. University of Arizona Press, Tucson.

Castree, N. and B. Braun (eds.) (2001) *Social Nature: Theory, Practice, and Politics*. Blackwell, Malden (Selected chapters).

Cederlof, G., & Sivaramakrishnan, K. (Eds.). (2005). *Ecological Nationalisms: Nature, Livelihoods, & Identities in South Asia*. Delhi: Permanent Black

Chhatre, A., & Saberwal, V. (2006). *Democratizing Nature: Politics, Conservation & Development in India*. New Delhi: O.U.P.

Dwivedi, R. 2001. Environmental Movements in the Global South: Issues of Livelihood & Beyond. *International Sociology*, March Vol.16 (11-31) SAGE.

Ernstson, H & S. Sorlin. 2010. *Grounding Urban Natures: Histories & Futures of Urban Ecologies*. The MIT Press, Massachusetts, USA.

Escobar, Arturo. (1998) "Whose Knowledge, Whose Nature? Biodiversity, Conservation, and the Political Ecology of Social Movements," *Journal of Political Ecology* 5:53-82.

Fortun, Kim (2001) *Advocacy After Bhopal: Environmentalism, disasters, new global orders*. University of Chicago Press, Chicago

Gidwani, V. & Baviskar, A. (2011). 'Urban Commons,' Review of Urban Affairs in *E.P.W.* Vol. 50, Dec 10.

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Socializing Nature: Concepts & Issues	July Second week	Chalk & talk AV resource
2	Unit II: Explaining Nature: Theories & Approaches	Aug 2023	Chalk & talk AV resource
3	Unit III: Engaging Nature: Movements & Mobilisations	Sept 2023	Chalk & talk AV resource
4	Unit IV: Governing Nature: Law & Global Politics	Oct 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	SOCIOLOGY OF TRIBES
Course Code	PASOC106
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

SOCIOLOGY OF TRIBES

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction	15
2	Unit II: Economy and Tribes	15
3	Unit III: Unrest and socio-political cultural movements	15
4	Unit IV: Evaluation of Tribal Development policy and Impact	15
Total		60

Course Outcome:

1. Students will familiarize themselves with the situation of tribals in India.
2. Students will understand the issues and problems of tribal communities.
3. Students will be sensitized towards the issues of human rights of tribal communities
4. Students will assess the programmes and policies made by the government and the role of the state towards the welfare of tribal communities.

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction 1. Definitions and Distinctive features of Tribe 2. Tribal communities in India: Demographic strength 3. Construction of tribal identity	15
2	Unit II: Economy and Tribes 1. Nature and Type of Tribal Economy 2. Transformation of Tribal economy in colonial contexts 3. Globalization and its Impact on Tribal Economy	15
3	Unit III: Unrest and socio-political cultural movements 1. Self-determination and Statehood 2. Agrarian and forest-based Movements 3. Context of Cultural Identity based on script and language	15
4	Unit IV: Evaluation of Tribal Development policy and Impact 1. Development Policies: (Isolation, Assimilation and Integration) and their impact on tribal Communities 2. Tribal welfare Policies of the State: Social Welfare approach, constitution provision, Five-year plan and Panchashila 3. Reservation for scheduled Tribes (PESA Act 1996)	15
Total		60

Learning Resources recommended:

References:

- Bose, A, Nangbri, T. & Kumar, N. (eds.), (1990). Tribal Demography and Development in North East India, Delhi.
- Chaudhary. S. N. (Ed.) (2010). Tribal Economy at Crossroads, New Delhi, Rawat publication.
- Dasgupta, A., (Ed.) (2012). On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology, Volume IV, New Delhi, Sage Publication.
- Furer- Haimendorf, C.V, (1991). Tribes of India: The Struggle for Survival, OUP, Delhi.

- Gupta R., (2007). Tribal Contemporary Issues Appraisal and Intervention, New Delhi, Concept Publishing Company.
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- Nathan, D. & Xaxa, V. (2012). Social Exclusion and Adverse Inclusion, New Delhi, Oxford University Press.
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- Singh, B. N, Chatterjee, M., (Ed.), ((2005). Tribes in India, Vol. II, Jaipur, Rbsa Publishers.
- Singh, K. S. (Ed.) (2006). Tribal Movements in India, Volumes I-II New Delhi, Manohar Publication.
- Vidyarathi. L. P. and Rai. B. K. (1976). The Tribal Culture of India, New Delhi, Concept Publishing Company.
- Xaxa, V, (2008). State, Society and Tribes: Issues in post- colonial India, New Delhi. Pearson Education.

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction	June 2023	Chalk & talk AV resource
2	Unit II: Economy and Tribes	July 2023	Chalk & talk AV resource
3	Unit III: Unrest and socio-political cultural movements	Aug 2023	Chalk & talk AV resource
4	Unit IV: Evaluation of Tribal Development policy and Impact	Sept 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	SOCIOLOGY OF RELIGION
Course Code	PASOC107
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

SOCIOLOGY OF RELIGION

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Origins	15
2	Unit II: Debates	15
3	Unit III: Religion in South Asia	15
4	Unit IV: Intersections and Innovations	15
Total		60

Course Outcome:

1. Grasp of the distinct sociological approach to the study of religion
2. Assessment of the major debates about religions in the contemporary world
3. Critical approach to faith and its myriad expressions in the world today
4. Deeper awareness of the issues and debates that surround religion and politics in South Asia

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Origins 1. Religion and the sociological imagination 2. Marx, Durkheim, Weber 3. Simmel, Freud, William James 4. Tylor, Malinowski & Evans-Pritchard	15
2	Unit II: Debates 1. Geertz - Asad debate 2. Secularization, de-secularization, secularism 3. Science and religion 4. Hegemony and emancipation	15
3	Unit III: Religion in South Asia 1. Sect and cults: <i>dera, panth, sampraday, guru-parampara</i> 2. Rituals, ceremonies and pilgrimages 3. Syncretism, Hybridization & Religious conversions 4. Fundamentalism and communalism	15
4	Unit IV: Intersections and Innovations 1. Caste, tribe, gender and sexuality 2. Religion in late modernity, New religious movements 3. Neoliberalism, state, and religion 4. Religion and the virtual	15
Total		60

Learning Resources recommended:

References

Asad, T. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. The Johns Hopkins University Press

Asad, T. (2003). *Formations of the Secular: Christianity, Islam, Modernity*. Stanford University Press.

Barbalet, J., Possamai, A., & Turner, B.S. (Eds.). (2011). *Religion and the State: A Comparative Sociology*. Anthem Press

Cipriani, R. (2000). *Sociology of Religion: A Historical Introduction*. Transaction Publishers

Copeman, J. & Ikegame, A. (Eds.). (2014). *The Guru in South Asia: New Interdisciplinary Perspectives*. Routledge

Copland, I. et. al. (2012). *A History of State and Religion in India*. Routled

Any other relevant text or reading suggested by the teacher

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Origins	July 2023	Chalk & talk AV resource
2	Unit II: Debates	Aug 2023	Chalk & talk AV resource
3	Unit III: Religion in South Asia	Sept 2023	Chalk & talk AV resource
4	Unit IV: Intersections and Innovations	Oct 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester I with Effect from the Academic Year 2023-2024***

Name of the Course	RESEARCH METHODOLOGY
Course Code	PASOC108
Class	M.A. Sociology
Semester	I
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

RESEARCH METHODOLOGY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	INTRODUCTION TO SOCIAL SCIENCE RESEARCH:	15
2	II: RESEARCH DESIGN / FORMULATION OF PROBLEM IN SOCIAL SCIENCE RESEARCH:-	15
3	III: DATA COLLECTION AND RESEARCH METHODS	15
4	WRITING IN RESEARCH:	15
Total		60

Course Outcome

1. To make learner understand and practice various aspects of the research process and analyse the nature of science and social science as methods of inquiries
2. Understand the role of methodological perspectives in research methodology.
3. Apply and assess the importance of qualitative, quantitative, interpretive methods of research

4. Demonstrate the ability to create research designs and communicate research findings in comprehensive manner

Curriculum:

Sr. No.	Modules	No. of Lectures
1	MODULE -I: INTRODUCTION TO SOCIAL SCIENCE RESEARCH: <ol style="list-style-type: none"> 1. Meaning and scope of social science research 2. Basic assumptions of research 3. Features and importance of social science research 4. Objectives and types of research 5. Challenges of social science research 	15
2	MODULE -II: RESEARCH DESIGN / FORMULATION OF PROBLEM IN SOCIAL SCIENCE RESEARCH:- <ol style="list-style-type: none"> 1. Research Designs 2. Research process: Identification, selection and formulation of research problem 3. Sources of research problem 4. Review of literature 5. Formulation of hypothesis 6. Hypothesis Testing 	15
3	MODULE – III: DATA COLLECTION AND RESEARCH METHODS <ol style="list-style-type: none"> 1. Sampling Methods 2. Collection of data 3. Techniques and methods of collection of data 4. Design of schedule and questionnaire 5. Sampling Techniques 6. Research Method 	15
4	UNIT IV: WRITING IN RESEARCH: <ol style="list-style-type: none"> 1. Contents of Research report 2. Chapterization of Research report 3. Style and layout of report 4. Challenges of report writing 5. Referencing documentation-Use and format of appendices- Indexing - Reference, citation, footnotes, Bibliography, Appendices. 6. Plagiarism 7. Ethics of Research 8. Proofreading 	15
Total		60

Learning Resources recommended:

References

- Bleicher, J. (1982). *Hermeneutic Imagination*. London: Routledge.
- Christine Hine, (ed) *The Internet: Understanding Qualitative Research*. Oxford University Press.2011.
- Dexter Bryan: *SOCIOLOGY OF KNOWLEDGE AND QUALITATIVE METHODOLOGY*. Source: *Kansas Journal of Sociology*, Vol. 8, No. 2, *Sociology of Knowledge* (Fall 1972), pp. 215-222
Published by: Allen Press Stable URL: <http://www.jstor.org/stable/23255110>.
- Giddens, A. (Ed.). (1970). *Positivism and Sociology*. Heinemann.
- Joel Smith (1991) *A Methodology for Twenty-First Century Sociology*. *Oxford Journals In Social Forces*, vol.70, no 1. Pp 1-17. *Oxford University Journals*. <http://www.jstor.org/stable/2580058>
- Rekha Mirchandani: *Postmodernism and Sociology: From the Epistemological to the Empirical*
Author(s): Source: *Sociological Theory*, Vol. 23, No. 1 (Mar., 2005), pp. 86-115
Published by: American Sociological Association Stable URL: <http://www.jstor.org/stable/4148895>.
- Ram Ahuja 2008 *Research Methodology*. Rawat Publications. New Delhi.
- Reinhartz, S. (1992). *Feminist Methods in Social Research*. OUP.
- Richard E. Palmer: *Postmodernity and Hermeneutics*. Source: *Boundary 2*, Vol. 5, No. 2 (Winter, 1977), pp. 363-394
Published by: Duke University Press Stable URL: <http://www.jstor.org/stable/302200>.
- Worsley, P. (1970). *Introducing Sociology*. Open University Press.

Any other relevant text or reading suggested by the teacher

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	INTRODUCTION TO SOCIAL SCIENCE RESEARCH:	June 2023	Chalk & talk AV resource
2	II: RESEARCH DESIGN / FORMULATION OF PROBLEM IN SOCIAL SCIENCE RESEARCH:-	July 2023	Chalk & talk AV resource
3	III: DATA COLLECTION AND RESEARCH METHODS	Aug second week	Chalk & talk AV resource
4	WRITING IN RESEARCH:	Sept 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

MA Sociology

Semester II

(NEP)

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	CLASSICAL PERSPECTIVES IN CULTURAL ANTHROPOLOGY
Course Code	PASOC201
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

CLASSICAL PERSPECTIVES IN CULTURAL ANTHROPOLOGY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Anthropology and Sociology	15
2	Unit II. Perspectives and Methods	15
3	Unit III. Anthropologists and Contributions	15
4	Unit IV. Debates on issues	15
Total		60

Course Outcome

1. Appreciate the critical efforts of anthropologists to make sense of and value cultural diversity and otherness
2. Develop a humanistic approach to plurality of cultures and lifestyles
3. Understand the dynamics of cultural change

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Anthropology and Sociology <ol style="list-style-type: none">1. Sociology and anthropology: interconnections2. The colonial episteme, orientalism and anthropology3. Ethnocentrism & cultural relativism4. Sub-disciplines: Biological Anthropology, Linguistics, Prehistoric Archaeology	15
2	Unit II. Perspectives and Methods <ol style="list-style-type: none">1. Holistic perspective, comparative method & ethnographic fieldwork2. Evolutionism3. Diffusionism4. Historical particularism	15
3	Unit III. Anthropologists and Contributions <ol style="list-style-type: none">1. Elemental categories2. Kinship studies3. Structural Functionalism4. Culture and personality	15
4	Unit IV. Debates on issues <ol style="list-style-type: none">1. Cultural determinism: Margaret Mead2. Structuralism3. Village studies4. Marxism and anthropology	15
Total		60

Learning Resources recommended:

References:

Applebaum, H.A. (1987). *Perspectives in Cultural Anthropology*. New York: State University of New York Press.

Candea, M. (Ed.), (2018). *Schools and Styles of Anthropological Theory*. London & New York: Routledge.

Clark-Deces, I. (2011). *Blackwell Companions to Anthropology: A Companion to the Anthropology of India*. Oxford: Wiley-Blackwell.

Das, V. (Ed.). (2003). *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.

Erickson, P.A. & Murphy, L.D., (2017). *A History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.

Erickson, P.A. & Murphy, L.D., (2017). *Readings for a History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.

Godelier, M. (1977). *Perspectives in Marxist Anthropology*. London: Cambridge University Press.

Lobo, L & Shah, A.M. (Eds.) (2022). *Indian Anthropology: Anthropological Discourse in Bombay, 1886 – 1936*. Routledge.

McGee, R.J. & Warms, R.L., (2019). *Anthropological Theory: An Introductory History* (7th Edition). Rowman & Littlefield.

Moberg, M., (2018). *Engaging Anthropological Theory: A Social and Political History*. London & New York: Routledge.

Moore, H.L. & Sanders, T. (Eds.). (2014). *Anthropology in Theory: Issues in Epistemology*. Malden, M.A.: Blackwell Publishing.

Moore, J.D. (Ed.). (2009). *Visions of Culture: Annotated Reader*. Lanham, MD.: Altamira Press.

Ortner, S.B. (1984). Theory in Anthropology Since the Sixties. *Comparative Studies in Society and History*. 26 (1): 126 - 166.

Uberoi, P. et al. (Eds.). (2007). *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Ranikhet: Permanent Black.

Any other relevant text or reading suggested by the teacher

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Anthropology and Sociology	Nov 2013	Chalk & talk AV resource
2	Unit II. Perspectives and Methods	Dec 2023	Chalk & talk AV resource
3	Unit III. Anthropologists and Contributions	January 2024	Chalk & talk AV resource
4	Unit IV. Debates on issues	March 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	SOCIOLOGY OF MARGINALIZED COMMUNITIES
Course Code	PASOC202
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

SOCIOLOGY OF MARGINALIZED COMMUNITIES

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Historical Context of Marginalization	15
2	Perspectives on Marginalization	15
3	Social Welfare and Issues of Rights	15
4	Contemporary Debates	15
Total		60

Course Outcome

1. Learners have appropriate understanding of the process of marginalization in India.
2. It shall help to develop social justice policy in India through appropriate suggestions etc.

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Historical Context of Marginalization <ol style="list-style-type: none">1. Concepts of Margin, Marginality, and Marginalization2. Marginalization of Caste, Class, Tribe Gender and Minorities3. Multiple marginal Groups and their discrimination, deprivation and social exclusion	15
2	Unit II: Perspectives on Marginalization <ol style="list-style-type: none">1. Mahatma Phule and Babasaheb Ambedkar2. Periyar Ramaswami and Verrier Elwin3. Tarabai Shinde and Pandita Ramabai	15
3	Unit III: Social Welfare and Issues of Rights <ol style="list-style-type: none">1. Constitutional Provisions and Safeguards2. Issues of Reservations and Representation3. Debate on Citizenship	15
4	Unit IV: Contemporary Debates <ol style="list-style-type: none">1. Critique of Cultural Nationalism and Hindutva2. Dalit feminist standpoint3. Sexuality and Marginalization	15
Total		60

References:

- Ambedkar B. R. (1979). Babasaheb Ambedkar: Writings and Speeches. Vol. I. Mumbai: Government of Maharashtra.
- Byrne, D. (2005). Social Exclusion. New Delhi: Rawat.
- Chalam K. S. (2007). Caste-based Reservations and Human Development in India. New Delhi: Sage.
- Chatterjee, M. S. & Sharma, U. (2003). Contextualizing Caste: Post- Dumontian Approaches. New

Delhi: Rawat.

Deshpande, S. (2013). Caste and Castelessness: Towards a Biography of the 'General Category', Economic and Political Weekly; xlvi (15); 32-39.

Gaikwad, S.L. (1999). Protective Discrimination Policy and Social Change. New Delhi: Rawat.

Geetha V. & Rajadurai, S. V. (1999). Towards Non- Brahmin Millennium. Calcutta: Samya.

Gupta, D. (2000), Interrogating Caste: Understanding hierarchy and difference in Indian society. New Delhi, Penguin.

Jaffrelot, C. (2005). Dr. Ambedkar and Untouchability: Analysing and Fighting Caste. London, C. Hurst and Co. Publishers.

Jodhka, S. (2012), (ed.). Changing Caste: Mobility, Ideology, Identity. New Delhi, Sage Publications.

Kotani H. (1991). Caste System, Untouchability and the Depressed. New Delhi: Manohar.

Mahar, J.M. (1998). The Untouchables in Contemporary India. New Delhi: Rawat.

Nathan, D. & Xaxa, V. (2012). Social Exclusion and Adverse Inclusion. New Delhi: Oxford University Press.

Omvedt, G. (2004). Caste System and Hinduism, Economic and Political Weekly, 39 (11); 1179-1180.

Rege Sharmila (Oct. 31 - Nov. 6, 1998). Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, Economic and Political Weekly Vol. 33, No. 44, pp. WS39-WS46

Shah, G. (2004), Caste and Democratic Practice in India. London, Anthem Press.

Shah, G. (Ed.). (2001). Dalit Identity and Politics. New Delhi: Sage.

Sharma, G. (2009). Social and Political Empowerment of Indian Dalits. New Delhi: JnanadaPrakashan.

Thorat, S. & Umakant (Eds.), (2004). Caste, race and Discrimination. Jaipur & New Delhi: Rawat.

Ursula, S (1999), Caste (Concepts in the Social Sciences). New York, Open University Press.

Varshney, A. (2001). Ethnic Conflict and Civil Society: India and Beyond. World Politics; 53, (3): 362-398.

Xaxa, V. (2008). State Society and Tribes. New Delhi: Pearson Longman.

Any other relevant text or reading suggested by the teacher

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Historical Context of Marginalization	Nov 2023	Chalk & talk AV resource
2	Perspectives on Marginalization	Dec 2023	Chalk & talk AV resource
3	Social Welfare and Issues of Rights	Jan 2023	Chalk & talk AV resource
4	Contemporary Debates	Feb 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	GENDER & SOCIETY
Course Code	PASOC203
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

GENDER & SOCIETY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction: Concepts, Histories & Locations	15
2	Explaining Gender: Mapping theories & methods	15
3	Organizing Gender: Shifts in Strategies & forms	15
4	Negotiating Gender in Everyday Life	15
Total		60

Course Outcome

1. The students will be able to problematize the ways in which gender is naturalized within the social sciences.
2. The students will be equipped to examine substantive issues through a gender lens
3. The students will be able to deconstruct social reality through feminist theoretical perspectives
4. The students will be able to examine issues using feminist research methods.

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction: Concepts, Histories & Locations <ol style="list-style-type: none">1. Defining Concepts & Histories2. Inequalities: Material & Symbolic3. Intersectional Locations: Caste/ Class/Ethnicity4. Doing Gender: Symbolic interactionism to Gender performativity	15
2	Explaining Gender: Mapping theories & methods <ol style="list-style-type: none">1. Early theories2. Equality/ Difference debates3. Cultural turn- Queer theory4. Doing Feminist research	15
3	Organizing Gender: Shifts in Strategies & forms <ol style="list-style-type: none">1. Women in Nationalist movement2. 'New' Women's movement- Post 1970s3. Contemporary Women's movements- Post 1990s to present4. Global Feminist movements	15
4	Negotiating Gender in Everyday Life <ol style="list-style-type: none">1. Work & Labour2. Politics & Representation3. Environment & Livelihoods4. Education & Health	15
Total		60

Learning Resources recommended:

References:

Abbott, P., C. Wallace & M. Tyler. 2008 (1st Indian reprint). An Introduction to Sociology- Feminist Perspectives. Routledge. London.

Agarwal. B. 1992. The Gender and Environment Debate: Lessons from India. Feminist studies. 8 (1), 119-158.

Basu, A. (Ed.).(1995).The challenge of Local Feminism: Women's Movement in Global

Chadha, G. & M.T. Joseph. ed. 2018. Re-Imagining Sociology in India: Feminist Perspectives. Routledge. UK

Chakravarty, Uma. (2018). (edition). Gendering caste through a feminist Lens. Calcutta:Stree.

Choudhari, Maitreyee. (2004).Feminism in India. New Delhi:Women Unlimited.

Custers, Peter (2012) Capital Accumulation and Women's Labour in Asian Economies, Monthly Review Press, New York.

Forbes. G. 1996. Women in Modern India. Cambridge University Press. U.K.

Geetha, V. (2002).Gender. Calcutta: Stree.

Geetha, V. (2007).Patriarchy. Calcutta: Stree.

Ghosh, Jayati (2009) Never Done and Poorly Paid: Women's Work in Globalising India, New Delhi: Women Unlimited.

Harding, S. (Ed.).(1987).Feminism and Methodology. Bloomington: Indiana University Press.

Holmes, M. 2007. What is Gender? Sociological Approaches. Sage Publications. London.

John, Mary. (2008). Women's Studies in India: A Reader. Penguin.

Khullar, Mala. (Ed.). (2005).Writing the Women's Movement- A Reader. New Delhi: Zubaan.

Krishna, Sumi . (ed.). 2004. Livelihood and Gender: Equity in Community Resource Management. New Delhi: Sage Publications .

Menon, N. 2012. Seeing Like a Feminist. Zubaan. New Delhi.

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Rege, S. (1998). "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position". Economic and Political Weekly, Vol. 33, No. 44 (Oct.31-Nov. 6, pp. 39-48).

Rege, Sharmila. (2003). Sociology of Gender. New Delhi: Sage.

Tong R. & T. Botts. 2018 (5th edition). Feminist Thought. Routledge. London.

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction: Concepts, Histories & Locations	Nov 2023	Chalk & talk AV resource
2	Explaining Gender: Mapping theories & methods	Dec 2023	Chalk & talk AV resource
3	Organizing Gender: Shifts in Strategies & forms	Jan 2023	Chalk & talk AV resource
4	Negotiating Gender in Everyday Life	Feb 2023	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	FEMINIST EPISTEMOLOGY
Course Code	PASOC204
Class	M.A. Sociology
Semester	II
No of Credits	2
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

FEMINIST EPISTEMOLOGY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Introduction	15
2	Avenues for Feminist Research	15
Total		30

Course Outcome

3. After learning this course students will be able to understand historical background of Indian Sociology
4. Learners will develop critical understanding of development of Indian Sociology

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction <ol style="list-style-type: none">1. What is Feminist Research2. Values, Knowledge & Methods3. Critique of Social Sciences & emergence of Feminist Research Methodology4. Feminist Empiricism: Uncovering Male Bias	15
2	Unit II: Avenues for Feminist Research <ol style="list-style-type: none">1. Women's Issues & Lived Experiences: Situated Knowledges [D. Harraway]2. Feminist Standpoint [D. Smith]3. Difference Matters [P H Collins]4. Global Feminist Research [C T Mohanty]	15
Total		30

Learning Resources recommended:

References:

Acker, Sandra (2000) In/out/side: positioning the researcher in feminist qualitative research. Resources for Feminist Research 28 (1/2): 189-208.

Cook, Judith & Mary Margaret Fonow (1986) Knowledge and women's interests: issues of epistemology and methodology in feminist sociological research. Sociological Inquiry 56 (1): 2-29.

Collins, Patricia Hill "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" in Harding 2004

Collins, Patricia Hill (1991) Learning from the outsider within: the sociological significance of Black feminist thought. In Margaret J. Fonow & Judith A. Cook (eds) Beyond Methodology: Feminist Scholarship as Lived Research. Indianapolis: Indiana University Press, 35-59.

Fonow, Margaret J. & Judith A. Cook (eds) Beyond Methodology: Feminist Scholarship as Lived Research. Indianapolis: Indiana University Press.

Harding, Sandra ed., *The Feminist Standpoint Theory Reader* New York and London: Routledge, 2004

Harraway. D. 1988. Situated Knowledges: The Science Question in Feminism and the Privilege of

Partial Perspective, in *Feminist Studies* , Autumn, 1988, Vol. 14, No. 3 (Autumn, 1988), pp. 575-599
Hesse-Biber, Sharlene Nagy. Ed.2014. *Feminist Research Practice: A Primer*. Sage
Hesse-Biber, Sharlene, Christina Gilmartin & Robin Lydenberg (eds) (1999) *Feminist approaches to theory and methodology : an interdisciplinary reader*. New York: Oxford University Press.
Maynard, Mary (1994) *Methods, practice and epistemology: the debate about feminism and research*. In Mary Maynard & June Purvis (eds) *Researching Women's Lives from a Feminist Perspective*. London: Taylor & Francis, 10-26.
Mies, M. 1979. *Towards a Methodology of Women's Studies*. Institute of Social Studies. No. 77, November.

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Introduction	Dec 2023	Chalk & talk AV resource
2	Avenues for Feminist Research	Jan 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	MEDIA & SOCIETY
Course Code	PASOC205
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

MEDIA & SOCIETY

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Basic Conceptual Understanding	15
2	Media Society and Culture: Connections and Conflicts	15
3	Media Society Theory	15
4	Contemporary issues	15
Total		60

Course Outcome

Course outcome can be measured with the performance of students during learning process such as

1. After completing this course Students shall be able to understand the importance of media in society in general and in social change in particular. It will help them to study media with different perspectives and its impact on culture too.
2. Students with knowledge of this field may join the field of media and contribute to the development of Society.
3. As the Fourth pillar of democracy, the media will help Indian society to become just society.

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Basic Conceptual Understanding <ol style="list-style-type: none">1. Folk Society and Folk Media, Development Communication2. Types and Institutions of Media, Internet and New Media3. The Culture Industry4. Dimension of Freedom versus control	15
2	Unit II: Media Society and Culture: Connections and Conflicts <ol style="list-style-type: none">1. Social Constructivism2. Power and Inequality3. Social Integration and Identity4. Marxism and Political Economy	15
3	Unit III: Media Society Theory <ol style="list-style-type: none">1. The Information Society2. Mass media and postmodern culture3. Gender and Media4. Social Responsibility Theory	15
4	Unit IV: Contemporary issues <ol style="list-style-type: none">1. Media Imperialism2. Media and Democracy3. Practical Component-Issue based Field/ institution visit	15
Total		60

Learning Resources recommended:

References:

- Adorno, T and Horkheimer, M.1972. “The Culture Industry: Enlightenment as mass deception”, in The Dialectic of Enlightenment. New York: Herder and Herder.
- Anderson, B.1983. Imagined Communities. London.
- Castells, M.1996. The Information Age. Vol: 1 Rise of Network Society. Oxford. Blackwell. Castells, M.2001. The Internet Galaxy. Oxford University Press.
- Daniel Lerner.1958. The Passing of Traditional Society: Modernizing the Middle East. Macmillan Pub Co.
- Denis Mc Quail. 2010. Mc Quails Mass Communication Theory (6th edition) Theory. Sage Publications. South Asia.
- Denis McQuail and Mark Deuze: 2020. McQuails Media and Mass Communication Theory.Sage Publications New Delhi
- Edward S Herman and Noam Chomsky, 1995. Manufacturing Consent: The Political Economy of the Mass Media. Vintage book London.
- Habermas, J 2006. Political Communication in Media Society: Does democracy still enjoy an epistemic dimension? The impact of normative theory on empirical research, Communication theory, 16(4):411-26.
- Harvey, D 1989. The Condition of Postmodernity. Oxford. Blackwell Hassan, R.2008. The Information Society. Cambridge: Polity Press
- Jurgen Habermas, 1989. The Structural Transformation of the Public Sphere: An Inquiry into a category of Bourgeois Society. Polity Press/MIT
- Marcuse, H. 1964. One Dimensional man. London Routledge and Kegan Paul. Mark Poster. 2013. The Second Media Age. Polity Publications.
- Marshall McLuhan 1964. Understanding Media: The Extensions of Man. Mc Graw hill Publications.
- Mattelart, A2003. The Information Society. London sage
- Peter R. Mitchell and John Schoeffel. 2003. Understanding Power: The Indispensable Chomsky. Vintage Publications.
- Robert Hassan and Julian Thomas (2017). The New Media Theory Reader. Rawat Publications.
- Schultz, J.1998. Reviewing the Fourth Estate. Cambridge: Cambridge University Press.
- Uma Joshi (2005) Text Book of Mass Communication and Media. Anmol Publications Pvt.Ltd. New Delhi (India).
- Van Zoonen, L.1994. Feminist Media Studies. London. Sage
- Verso Bagdikian, B.1988. The Media Monopoly. Boston

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Basic Conceptual Understanding	Nov 2023	Chalk & talk AV resource
2	Media Society and Culture: Connections and Conflicts	Dec 2023	Chalk & talk AV resource
3	Media Society Theory	Jan last week 2024	Chalk & talk AV resource
4	Contemporary issues	Feb 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	SOCIOLOGY OF FOOD SYSTEMS
Course Code	PASOC206
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

SOCIOLOGY OF FOOD SYSTEMS

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Introduction	15
2	Theoretical approaches	15
3	Communities, Culture, Knowledge	15
4	Alternatives	15
Total		60

Course Outcome

1. The student will be able to understand & articulate the sociological insights into the food & agricultural systems
2. The student will be able to apply a sociological perspective to analyse how food & eating practices are culturally produced
3. The student will be equipped to analyse the reproduction of social inequalities through food as a lens.
4. The students will learn to examine how expert & scientific knowledge is used to define the production & consumption of food.

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction <ol style="list-style-type: none">1. Why study Food?2. Food Regimes3. Global Food in a Risk Society4. Food Security & Food Justice	15
2	Unit II: Theoretical approaches <ol style="list-style-type: none">1. Historical2. Developmentalist3. Functionalist4. Post Modern & Post-Structuralist	15
3	Unit III: Communities, Culture, Knowledge <ol style="list-style-type: none">1. Food / Foodie Cultures2. Cultural Shifts in Eating practices3. Food and Gender4. Consuming Food- Caste, Class, Ethnicity, Region	15
4	Unit IV: Alternatives <ol style="list-style-type: none">1. Food Sovereignty movements2. Alternative Choices, Alternative Food Systems3. Alternative Markets & Food Fads4. Beyond Food- Challenging Human/ Nature relations	15
Total		60

Learning Resources recommended:

References:

- Agarwal, B. 2014. 'Food sovereignty, food security and democratic choice: critical contradictions, difficult conciliations.' *The Journal of Peasant Studies*. 41(6): 1247-1268.
- Alkon, A. H., & Agyeman, J. (Eds.). (2011). *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge: MIT Press.
- Banerjee-Dube, Ishita. 2016. 'Modern Menu: Food, Family, Health and Gender in Colonial Bengal'. In *Cooking Cultures: Convergent Histories of Food and Feeling*, edited by Ishita Banerjee-Dube, 100–21. Delhi: Cambridge University Press.
- Baviskar, A. 2019. *New Cultures in Food Studies*, in *Critical Themes in Indian Sociology*, Ed. Sanjay Srivastava Yasmeen Arif, Janaki Abraham. Sage, New Delhi.
- Baviskar, A. 2012. *Food & Agriculture*, in *Cambridge Companion to Contemporary Indian Culture*, Vasudha Dalmia and Rashmi Sadana (eds). CUP. USA.
- Bushi, K. Ed. 2018. *Farm to Fingers: The Culture & Politics of Food in Contemporary India*. Cambridge University Press. USA
- DeLind, L. (2011). Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture and Human Values*.
- Dreze, Jean. 2004. 'Democracy and Right to Food'. *Economic & Political Weekly* 39 (17): 1723–31.
- Edelman, M. 2014. 'Food sovereignty: forgotten genealogies and future regulatory challenges.' *The Journal of Peasant Studies*. (41) 6: 959-78.
- Henrike Donner, 'New Vegetarianism: Food, Gender and Neo-Liberal Regimes in Bengali Middle-Class Families', *South Asia: Journal of South Asian Studies* n.s. 31:1 (2008), pp. 143–69.
- Friedmann, H. 1993. *The Political Economy of Food: A Global Crisis*. *New Left Review* Jan./Feb: 197.
- Friedmann, H. 2005. From colonialism to green capitalism: Social movements and emergence of food regimes. In *New directions in the sociology of global development*, ed. F. Buttel and P. McMichael, 227–264. Oxford: Elsevier.
- Horrigan L, Lawrence RS, Walker P. 2002. How sustainable agriculture can address the environmental and human health harms of industrial agriculture. *Environmental Health Perspectives*
- Khare, R.S. 2012. 'Globalizing South Asian Food Cultures: Earlier Stops to New Horizons'. In *Curried Cultures: Globalization, Food, and South Asia*, edited by Krishnendu Ray and Tulasi Srinivas, 237–54. Berkeley, CA: University of California Press.
- Madsen, Stig Toft and Geoffrey Gardella. 2012. 'Udupi Hotels: Entrepreneurship, Reform, and Revival'. In *Curried Cultures: Globalization, Food, and South Asia*, edited by Krishnendu Ray and Tulasi Srinivas, 91–109. Berkeley, CA: University of California Press.
- Magdoff, F., J Bellamy-Foster, & F. Buttel. Eds. 2000. *Hungry for Profit: The Agribusiness Threat to Farmers, Food & the Environment*. Monthly Review Press. Cornerstone Publications. India.
- Mol, A. P. J., & Bulkeley, H. (2002). Food risks and the environment: changing perspectives in a changing social order. *Journal of Environmental Policy & Planning*, 4(3), 185-195.
- McMichael, Philip. 2000. "The Power of Food", *Agriculture and Human Values* 17:21–33.
- Narayan, Uma. 'Eating Cultures: Incorporation, Identity, and Indian Food', *Social Identities* 1:1 (1995), pp. 63–86; Jennifer B. Saunders, "'I Don't Eat Meat": Discourse on Food among Transnational Hindus', *Contributions to Indian Sociology* 41:2 (2007), pp. 203–33.
- Rege, Sharmila, Deepa Tak, Sangita Thosar and Tina Aranha, eds. 2009. *Isn't This Plate Indian? Dalit Histories and Memories of Food*. Pune: Krantijyoti Savitribai Phule Women's Studies Centre, University of Pune.

Staples, James. 2014. 'Civilising Tastes: From Caste to Class in South Indian Foodways'. In Food Consumption in Global Perspective: Essays in the Anthropology of Food in Honour of Jack Goody, edited by Jakob A. Klein and Anne Murcott, 65–86. New York, NY: Palgrave Macmillan.

Beck, U. (1999). World risk society. Malden, Mass: Polity Press.

Bourdieu, P. 1984. Distinction: A Social Critique of the Judgment of Taste. Harvard University Press, Cambridge.

Sidney W. Mintz. 1986. Sweetness and Power: The Place of Sugar in Modern History (New York: Penguin Books,

Mander, Harsh. 2012. Ash in the Belly: India's Unfinished Battle Against Hunger. New Delhi: Penguin Books.

Nestle, M. 2007. Food Politics: How the Food Industry Influences Nutrition and Health. University of California Press.

Patel, R. 2008. Stuffed and Starved: The hidden battle for the world food system. Brooklyn, N.Y.: Melville House Pub.

Any other relevant text or reading suggested by the teacher

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Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Introduction	Nov 2023	Chalk & talk AV resource
2	Theoretical approaches	Dec 2023	Chalk & talk AV resource
3	Communities, Culture, Knowledge	Jan 2024	Chalk & talk AV resource
4	Alternatives	Feb 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology) Programme at
Semester II with Effect from the Academic Year 2023-2024***

Name of the Course	RURAL SOCIETY IN INDIA
Course Code	PASOC207
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

RURAL SOCIETY IN INDIA

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Introduction	15
2	Rural Society: Change and Development	15
3	Contemporary issues and Challenges	15
4	Globalization and its impact on Agriculture	15
Total		60

Course Outcome

1. The course will help learners to understand the agrarian social structure and it will give insights to understand the overall changing nature of agrarian society.
2. The learner will develop critical ideas to address the issues relating to agriculture in the context of globalization

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction <ol style="list-style-type: none">1. Agrarian structure and social stratification2. Significance of village studies3. Rural Sociology in India4. Perspectives on Village studies – Ambedkarian, Nehru and Gandhian	15
2	Unit II: Rural Society: Change and Development <ol style="list-style-type: none">1. Land Reforms in India2. Village co-operatives3. Panchayati Raj Institutions4. Self Help Groups and Women Empowerment	15
3	Unit III: Contemporary issues and Challenges <ol style="list-style-type: none">1. Health and Education2. Caste, Violence and Dalit Atrocities3. Issues of Agricultural Labourers and Migration4. Peasant movements and New farmer's Movements	15
4	Unit IV: Globalization and its impact on Agriculture <ol style="list-style-type: none">1. Farmer's Suicide and agrarian crisis2. Food security3. Issue of Land acquisition and Land Rights4. Irrigation and Water Management – Issue of disparities	15
Total		60

Learning Resources recommended:

References:

- Arunachalam, J. & Kalpagam, U. (Eds.). (2006). Development and Empowerment – Rural women in India. Jaipur: Rawat.
- Brass, T. (1995). New Farmers' Movements in India. Great Britain. Frank Cass
- Dhanagare, D.N. (2014). The Writings of D.N. Dhanagare: The Missing Tradition: Debates and Discourses in Indian Sociology. Hyderabad: Orient Blackswan.
- Desai, A.R. (2008). Rural Sociology in India (New Edition). Bombay: Popular Prakashan.
- Desai, V. (2005). Rural Development in India. Mumbai: Himalaya Publishing House.
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- Jayapalan, (2002). Rural Sociology. New Delhi: Atlantic Publishers.
- Madeley, J. (2002). Food for All. The need for a new Agriculture. Bangladesh: The University Press
- Mohanty, B.B. (Ed.). (2012). Agrarian Change and Mobilisation, Studies in Indian Sociology, Vol.2. New Delhi: Sage.
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- Raju, M. & Lakshmi pathi. (Eds.). (2007). Women Empowerment – Challenges and Strategies. New Delhi: Regal Publications.
- Rastogi, A.R. (2002). Rural Development Strategy. Jaipur: Wide Vision
- Rao, Vasudev B.S. (2007). Rural Resources and Development. New Delhi: Associated Publication.
- Reddy, R. & Subrahmanyam. (Eds.). (2003). Dynamics of Sustainable Rural Development. New Delhi: Serials Publications.
- Sahu, D.R. (Ed.). (2012). Sociology of Social Movements: Studies in Indian Sociology Vol.6. New Delhi: Sage.
- Sainath, P. (2000). Everybody Loves a Good Drought: Stories from India's Poorest Districts. New Delhi: Penguin.
- Sharma, K. L. (Ed.). (2014). Sociological Probing of Rural Society. New Delhi: Sage India.
- Sharma, R.K. (1997). Rural Sociology. New Delhi: Atlantic Publishers
- Shiva, V. & Bedi, G. (2002). Sustainable Agriculture and Food Security: The Impact of Globalisation. New Delhi: Sage.

Any other relevant text or reading suggested by the teacher

(# विद्यार्थाना अधिक वाचनासाठी पाक्षिक / मासिक / नियतकालिक / साप्ताहिक खालील प्रमाणे

साप्ताहिक साधना , नवभारत , समाज प्रबोधन पत्रिका , आंदोलन , परिवर्तनाचा वाटसरू , अंध श्रद्धा निर्मुलन वार्तापत्र , योजना, कुरुक्षेत्र , लोकराज्य)

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Introduction	Nov 2023	Chalk & talk AV resource
2	Rural Society: Change and Development	Dec 2023	Chalk & talk AV resource
3	Contemporary issues and Challenges	Jan 2024	Chalk & talk AV resource
4	Globalization and its impact on Agriculture	Feb 2024	Chalk & talk AV resource

Evaluation Pattern (60:40)

A. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

B. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

***Syllabus of Courses of Master of Arts (M.A. Sociology)
Programme at Semester II with Effect from the Academic Year
2023-2024***

Name of the Course	On Job Training / FIELD PROJECTS
Course Code	PASOC208
Class	M.A. Sociology
Semester	II
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

FIELD PROJECTS
Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Field practice/projects: This course requires students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving them exposure to development-related issues in rural and urban settings. It will provide opportunities for them to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject	15
2		15
3		15
4		15

	of study. (UGC Curriculum Framework 2022). Broad areas suggested: Informal sector, infrastructures of development, environment and regional cultures, visual cultures, mapping popular religion	
Total		60

Curriculum:

Sr. No.	Modules	No. of Lectures
1	Field practice/projects: This course requires students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving them exposure to development-related issues in rural and urban settings. It will provide opportunities for them to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development.	15
2		15
3		15
4		15
Total		60

Learning Resources recommended:

Any other relevant text or reading suggested by the teacher

Please Note: Syllabus should be supplemented by field visit/ educational trips for better understanding of the paper

Evaluation Pattern

Any field work or on job training or Research project work will evaluated under the guideline of college examination committee

Evaluation Pattern (60:40)

As per guidelines of examination committee

R.E. Society's

R. P. Gogate College of Arts & Science and
R.V. Jogalekar College of Commerce, (Autonomous) Ratnagiri

Syllabus for MA Sociology

Sem III and IV

(Sociology)

As per Choice Based Credit System

Effect from Academic Year 2023-24

MA Sociology Syllabus

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	ENVIRONMENT & SOCIETY: CRITICAL PERSPECTIVES
Course Code	PASOC301
Class	M.A. Sociology
Semester	III
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Socializing Nature: Concepts & Issues	15
2	Unit II: Explaining Nature: Theories & Approaches	15
3	Unit III: Engaging Nature: Movements & Mobilisations	15
4	Unit IV: Governing Nature: Law & Global Politics	15
Total		60

Course Outcomes

1. The students will be familiarised with environmental issues in the field of environmental sociology.
2. The students will develop a critical perspective in analysing environmental issues.
3. The students will develop a familiarity with critical readings in the field of environmental sociology.
4. The students will be equipped to carry out research using the critical theoretical perspectives

Curriculum:

Sr. No.	Module	No. of Lectures
1	Unit I: Socializing Nature: Concepts & Issues a. Social Nature b. Environment as Wilderness, as Garden c. Urban Environments d. Global Environments	15
2	Unit II: Explaining Nature: Theories & Approaches a. Marxian- Political Ecology b. Environmental Feminism c. Risk-Science, Knowledge, Power d. Environmental History	15
3	Unit III: Engaging Nature: Movements & Mobilisations a. Forest Futures: Local Narratives, Global Politics b. Blue Ecology: Privatising Water, Wetlands, Fisheries c. Nature in the city: Urban Forests, City Lakes, d. Commons: Waste, Infrastructures	15
4	Unit IV: Governing Nature: Law & Global Politics a. Climate Change & Anthropocene Debates b. Neoliberal Conservation & Biodiversity c. Law & Governance- FRA, CRZ, SEZ* d. Politics of Governance- IPR, SD, NGT** (* FRA-Forest Rights Act, CRZ-Coastal Regulation Zone, SEZ- Special Economic Zone ** IPR- Intellectual Property Rights, SD-Sustainable Development, NGT- National Green Tribunal)	15
Total		60

Learning Resources recommended:

References

Agarwal, B. (1992). Gender & Environment Debate: Lessons from India. In *Feminist Studies*, 18, No.1 (Spring).

Anand, N, A. Gupta, & H. Appel. 2018. *The Promise of Infrastructure*. Duke University Press. USA.

Barry, J. 2007. *Environment & Social Theory*. 2nd ed. Routledge. U.K.

Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. New Delhi: O.U.P.

Buscher, B. W. Dressler and R. Fletcher (2014) *Nature TM Inc.: Environmental Conservation in the Neoliberal Age*. University of Arizona Press, Tuscon.

Castree, N. and B. Braun (eds.) (2001) *Social Nature: Theory, Practice, and Politics*. Blackwell, Malden (Selected chapters).

Chhatre, A., & Saberwal, V. (2006). *Democratizing Nature: Politics, Conservation & Development in India*. New Delhi: O.U.P.

Escobar, Arturo. (1998) "Whose Knowledge, Whose Nature? Biodiversity, Conservation, and the Political Ecology of Social Movements", *Journal of Political Ecology* 5:53-82.

Fortun, Kim (2001) *Advocacy After Bhopal: Environmentalism, disasters, new global orders*. University of Chicago Press, Chicago

Gidwani, V. & Baviskar, A. (2011). 'Urban Commons', *Review of Urban Affairs in E.P.W.* Vol. 50, Dec 10.

Heatherington, K. Ed. 2019. *Infrastructure, Environment and Life in the Anthropocene*. Duke University Press. USA.

Jalais, Annu (2014) *Forest of Tigers: People, Politics and Environment in the Sundarbans*. Routledge.

Kohli, K and M Menon, 2019. *Is Conservation Impossible? The Case of Coastal Regulation in India*, in Shahbuddin, G & K Sivaramakrishnan. d. *Nature Conservation in the New Economy- People, Wildlife and the Law in India*. Orient BlackSwan. Hyderabad.

Lele, Sharad and Ajit Menon (2014) *Democratizing Forest Governance in India*. Oxford University Press, Delhi.

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Socializing Nature: Concepts & Issues	June	Chalk & talk AV resource
2	Unit II: Explaining Nature: Theories & Approaches	July last week	Chalk & talk AV resource
3	Unit III: Engaging Nature: Movements & Mobilisations	August	Chalk & talk AV resource
4	Unit IV: Governing Nature: Law & Global Politics	September	Chalk & talk AV resource

Evaluation Pattern (60:40)

Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	FAMILY, MARRIAGE AND KINSHIP
Course Code	PASOC302
Class	M.A. Sociology
Semester	III
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction and Theoretical perspectives on kinship	15
2	Unit II: Marriage in Indian context	15
3	Unit III: Family in the Indian context	15
4	Unit IV: Contemporary Issues	15
Total		60

Course Outcomes

1. Students will learn theory of Matrilineal and Patrilineal systems
2. Students will understand the Laws of Dowry and Divorce
3. Students will sensitize themselves to the issues of domestic violence and sexual abuse
4. Students will be familiarised with the contemporary issues of migration, diaspora, kinship and sexuality.

Curriculum:

Sr. No.	Module s	No. of Lectures
1	Unit I: Introduction and Theoretical perspectives on kinship a. Matrilineal, Patrilineal, and Bilateral Kinship Systems b. Classical theories – Descent theory, Alliance theory c. Recent theorizations and their implications d. Gendered Perspective on family and kinship	15
2	Unit II: Marriage in Indian context a. Diversities in marriage patterns and ideologies b. Dowry and Bride wealth c. Contemporary trends in Divorce d. The debate on Personal laws	15
3	Unit III: Family in the Indian context a. Social Construction of the family b. Changes in household and family patterns c. Domestic violence and Sexual Abuse d. Challenges to the normative model of family	15
4	Unit IV: Contemporary Issues a. Migration, Diaspora and Impact on family b. New Reproductive Technologies (declining sex ratio) c. Caste and Kinship d. Sexuality	15
Total		60

Learning Resources recommended:

References

Fox, Robin. (2005). Kinship and Marriage: An Anthropological Perspective. Cambridge University Press. Revised ed. ISBN 9780521278232.

Goldberg Michelle, (2010), The means of reproduction: Sex, power and the future of the world, Paperback, Kindle edition.

Mathew, J. (2010). Marriage and Modern Family. New Delhi: Authors Press.

Parkin, R. (1997). Kinship: An Introduction to Basic Concepts. Oxford: Blackwell.

Parkin, R. & Stone, L. (Eds.). Kinship and Family: An Anthropological Reader. Oxford: Blackwell

Uberoi, P. (Ed.). (1993). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction and Theoretical perspectives on kinship	June	Chalk & talk AV resource
2	Unit II: Marriage in Indian context	July	Chalk & talk AV resource
3	Unit III: Family in the Indian context	August	Chalk & talk AV resource
4	Unit IV: Contemporary Issues	September end	Chalk & talk AV resource

Evaluation Pattern (60:40)

E. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

F. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	RURAL SOCIETY IN INDIA
Course Code	PASOC303
Class	M.A. Sociology
Semester	III
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction	15
2	Unit II: Rural Society: Change and Development	15
3	Unit III: Contemporary issues and Challenges	15
4	Unit IV: Globalization and its impact on Agriculture	15
Total		60

Course outcomes

1. The course will help learners to understand the agrarian social structure and it will give insights to understand overall changing nature of agrarian society.
2. The learner will develop critical ideas to address the issues relating to agriculture in the context of globalization

Curriculum:

Sr. No.	Module	No. of Lectures
1	Unit I: Introduction a. Significance of village studies b. Agrarian structure and Social Stratification c. Rural Sociology in India d. Perspectives on Village studies – Ambedkarian, Gandhian	15
2	Unit II: Rural Society: Change and Development a. Land Reforms in India b. Co-operatives c. Panchayati Raj Institutions d. Self Help Groups and Women Empowerment	15
3	Unit III: Contemporary issues and Challenges a. Health and Education b. Caste, Violence and Dalit Atrocities c. Issues of Agricultural Labours and Migration d. Peasant movements and New farmer's Movements	15
4	Unit IV: Globalization and its impact on Agriculture a. Farmer's Suicide and agrarian crisis b. Food security c. Issue of Land acquisition and Land Rights d. Irrigation and Water Management – Issue of disparities	15
Total		60

Learning Resources recommended:

References

Brass, T. (1995). New Farmers' Movements in India. Great Britain. Frank Cass

Desai, A.R. (2008). Rural Sociology in India (New Edition). Bombay: Popular Prakashan.

Doshi, S.L. & Jain, P.C. (2002). Rural Sociology. Jaipur: Rawat.

Sharma, K. L. (Ed.). (2014). Sociological Probing of Rural Society. New Delhi: Sage India.

Shiva, V. & Bedi, G. (2002). Sustainable Agriculture and Food Security: The Impact of Globalisation. New Delhi: Sage.

Further Readings

Arunachalam, J. & Kalpagam, U. (Eds.). (2006). Development and Empowerment – Rural women in India. Jaipur: Rawat.

Dhanagare, D.N. (2014). The Writings of D.N. Dhanagare: The Missing Tradition: Debates and DisCourse in Indian Sociology. Hyderabad: Orient Blackswan.

Desai, V. (2005). Rural Development in India. Mumbai: Himalaya Publishing House.

Deshpande, R.S. & Arora, S. (Eds.). (2010). Agrarian Crisis and Farmer Suicides. New Delhi: Sage.

Jayapalan, (2002). Rural Sociology. New Delhi: Atlantic Publishers.

Madeley, J. (2002). Food for All. The need for a new Agriculture. Bangladesh: The University Press

Mohanty, B.B. (Ed.). (2012). Agrarian Change and Mobilisation, Studies in Indian Sociology, Vol.2. New Delhi: Sage.

Prakash, S. Rural Development in India. New Delhi: Himalaya publishing House.

Raju, M. & Lakshmipathi. (Eds.). (2007). Women Empowerment – Challenges and Strategies. New Delhi: Regal Publications.

Rastogi, A.R. (2002). Rural Development Strategy. Jaipur: Wide Vision

Rao, Vasudev B.S.(2007). Rural Resources and Development. New Delhi: Associated Publication.

Reddy, R. & Subrahmanyam. (Eds.). (2003). Dynamics of Sustainable Rural Development. New Delhi: Serials Publications.

Sainath, P. (2000). Everybody Loves a Good Drought: Stories from India's Poorest Districts. New Delhi: Penguin.

Sharma, R.K. (1997). Rural Sociology. New Delhi: Atlantic Publishers

Sahu, D.R. (Ed.). (2012). Sociology of Social Movements: Studies in Indian Sociology Vol.6. New Delhi: Sage

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction	June	Chalk & talk AV resource
2	Unit II: Rural Society: Change and Development	July	Chalk & talk AV resource
3	Unit III: Contemporary issues and Challenges	August	Chalk & talk AV resource
4	Unit IV: Globalization and its impact on Agriculture	September	Chalk & talk AV resource

Evaluation Pattern (60:40)

G. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

H. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	SOCIOLOGY OF TRIBES
Course Code	PASOC304
Class	M.A. Sociology
Semester	III
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction	15
2	Unit II: Economy and Tribes	15
3	Unit III: Unrest and socio-political cultural movements	15
4	Unit IV: Evaluation of Tribal Development policy and Impact	15
Total		60

Course Outcomes

1. Students will familiarize themselves with the situation of tribals in India.
2. Students will understand the issues and problems of tribal communities.
3. Students will be sensitized towards the issues of human rights of tribal communities
4. Students will assess the programmes and policies made by government and role of the state towards the welfare of tribal communities.

Curriculum:

Sr. No.	Module s	No. of Lectures
1	Unit I: Introduction a. Definitions and Distinctive features of Tribe b. Cultural diversity and Tribal Community c. Tribal communities in India: Demographic strength d. Construction of tribal identity	15
2	Unit II: Economy and Tribes a. Nature and Type of Tribal Economy b. Transformation of Tribal economy in Colonial contexts c. Globalization and its Impact on Tribal Economy d. Issues of Health and Education	15
3	Unit III: Unrest and socio-political cultural movements a. Self-determination and Statehood b. Agrarian and forest-based Movements c. Transformation of Tribe- Caste d. Context of Cultural Identity based on script and language	15
4	Unit IV: Evaluation of Tribal Development policy and Impact a. Development Polices: (Isolation, Assimilation and Integration) and their impact on tribal Communities b. Tribal welfare Policies of the State: Social Welfare approach, constitution provision, Programmes Initiated by the State, Five-year plan and Panchashila c. Reservation for scheduled Tribes (PEASA Act 1966) d. Role of NGO	15
Total		60

Learning Resources recommended:

References

Bose, A, Nangbri, T. & Kumar, N. (eds.), (1990). Tribal Demography and Development in North-East India, Delhi.

Chaudhary. S. N. (Ed.) (2010) "Tribal Economy at Crossroads", New Delhi, Rawat publication.

Furer- Haimendorf, C.V, (1991). Tribes of India: The Struggle for Survival, OUP, Delhi.

Mehta, P.L, (1991). Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect, H.K, Delhi.

Nandini Sundar, (edit), (2009). Legal Grounds: Natural Resources, Identity and the Law in Jharkhand, Oxford University Press, New Delhi.

Readings: Antiquity to modernity in Tribal India (1998), Edited Volumes I-IV, Tribal Studies of India Series, New Delhi, Inter India Publications.

Roger Jeffery and Nandini Sundar, (1999). New Moral Economy for India's Forests? -- DisCourse of Community and Participation, Sage Publications, New Delhi.

Singh, K. S. (Ed.) (2006) "Tribal Movements in India", Volumes I-II New Delhi, Manohar Publication.

Vidyarthi. L. P. and Rai. B. K. (1976) "The Tribal Culture of India", New Delhi, Concept Publishing Company.

Xaxa, V, (2008) "State, Society and Tribes: Issues in post- colonial India", New Delhi. Pearson Education.

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction	June	Chalk & talk AV resource
2	Unit II: Economy and Tribes	July	Chalk & talk AV resource
3	Unit III: Unrest and socio-political cultural movements	August	Chalk & talk AV resource
4	Unit IV: Evaluation of Tribal Development policy and Impact	September last week	Chalk & talk AV resource

Evaluation Pattern (60:40)

I. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

J. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1,2,3,4	Write short note [any three]	15

Semester IV

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	GENDER & SOCIETY: CRITICAL PERSPECTIVES
Course Code	PASOC401
Class	M.A. Sociology
Semester	IV
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction: Concepts, Histories & Locations	15
2	Unit II: Explaining Gender: Mapping theories & methods	15
3	Unit III: Organizing Gender: Shifts in Strategies & forms Women in Nationalist movement	15
4	Unit IV: Negotiating Gender in Everyday Life	15
Total		60

Course Outcomes

1. The students will be able to problematize the ways in which gender is naturalized within the social sciences.
2. The students will be equipped to examine substantive issues through a gender lens
3. The students will be able to deconstruct social reality through feminist theoretical perspectives
4. The students will be able to examine issues using feminist research methods.

Curriculum:

Sr. No.	Module	No. of Lectures
1	Unit I: Introduction: Concepts, Histories & Locations Defining Concepts & Histories a. Inequalities: Material & Symbolic b. Intersectional Locations: Caste/ Class/Ethnicity c. Doing Gender: Symbolic interactionism to Gender performativity	15
2	Unit II: Explaining Gender: Mapping theories & methods a. Early theories b. Equality/ Difference debates c. Cultural turn- Queer theory d. Doing Feminist research	15
3	Unit III: Organizing Gender: Shifts in Strategies & forms Women in Nationalist movement a. 'New' Women's movement- Post 1970s b. Contemporary Women's movements- Post 1990s to present c. Global Feminist movements	15
4	Unit IV: Negotiating Gender in Everyday Life a. Work & Labour b. Politics & Representation c. Environment & Livelihoods d. Education & Health	15
Total		60

Learning Resources recommended:

References

Abbott, P., C. Wallace & M. Tyler. 2008 (1st Indian reprint). *An Introduction to Sociology- Feminist Perspectives*. Routledge. London.

Agarwal, B. 1992. *The Gender and Environment Debate: Lessons from India*
Feminist studies. 8 (1), 119-158.

Chakravarty, Uma. (2018). (Revised edition). *Gendering caste through a feminist Lens*. Calcutta: Stree.

Geetha, V. (2002). *Gender*. Calcutta: Stree.

Geetha, V. (2007). *Patriarchy*. Calcutta: Stree.

Holmes, M. 2007. *What is Gender? Sociological Approaches*. Sage Publications. London.

Menon, N. 2012. *Seeing Like a Feminist*. Zubaan. New Delhi.

Rege, Sharmila. (2003). *Sociology of Gender*. New Delhi: Sage.

Tong R. & T. Botts. 2018 (5th edition). *Feminist Thought*. Routledge. London.

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction: Concepts, Histories & Locations	June	Chalk & talk AV resource
2	Unit II: Explaining Gender: Mapping theories & methods	July	Chalk & talk AV resource
3	Unit III: Organizing Gender: Shifts in Strategies & forms Women in Nationalist movement	August	Chalk & talk AV resource
4	Unit IV: Negotiating Gender in Everyday Life	September	Chalk & talk AV resource

Evaluation Pattern (60:40)

K. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	SOCIOLOGY OF SOCIAL MOVEMENTS
Course Code	PASOC402
Class	M.A. Sociology
Semester	IV
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit I: Introduction: Concepts & Theories	15
2	Unit II: Analysing Movements: Issues of Leadership, Ideology, Identity	15
3	Unit III: Mapping Movements	15
4	Unit IV: Civil Society, Globalization & New Practices	15
Total		60

1. .

Course Outcome

1. The students will be sensitized to the variety and dynamics of Social Movements
2. The students will be able to appreciate the role of social movements in social change and transformation in India.
3. The students will be able to understand the various approaches to the study of social movements.

Curriculum:

Sr. No.	Module	No. of Lectures
1	Unit I: Introduction: Concepts & Theories a. Definitions & Characteristics b. Forces and Process of Social Movements c. Nature of Social Movements -Reform/ Rebellion/ Revival/ Revolutionary d. Theorising Movements- Resource Mobilization & New Social Movements	15
2	Unit II: Analysing Movements: Issues of Leadership, Ideology, Identity a. Social structure, Ideological Differences b. Issues of Leadership c. Multiple Identities d. Knowledge, Culture, and Conflicts	15
3	Unit III: Mapping Movements 5. Peasant/ Farmers 6. Ethnicity, Caste, Tribe 7. Sexuality, Gender, Human Rights 8. Environment, Global Issues	15
4	Unit IV: Civil Society, Globalization & New Practices a. Individual Participation & Movement Subcultures b. Policing of Protest & Political Opportunities c. Civil Society & Globalisation d. Virtual Movements & Social Networking Sites	15
Total		60

Learning Resources recommended:

References

- Almeida, P. (2019). *Social Movements: The Structure of Collective Mobilization*. University of California Press.
- Bagguley, P., (1992). Social change, the middle class and the emergence of “new social movements”: A critical analysis. *The Sociological Review* 40.1: 26-48
- Brian D. Loader, Nixen Paul G. Rucht, (2004). *Cyber protest: New Media, Citizens, and Social Movements*, Routledge.
- Buechler, S. (1993). Beyond Resource Mobilization: Emerging Trends in Social Movement Theory. *The Sociological Quarterly* 34: 217-235.
- Della Porta, D., Diani, M. Almeida, P. (2006). *Social Movements: The Structure of Collective Mobilization*. University of California Press.
- Dhanagare D.N., (2016). *Populism and Power: Farmers' Movement in Western India: 1980- 2014* , Routledge (Manohar), Delhi.
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- Omvedt, Gail (1995). *Dalit visions: The Anti-caste Movement and the Construction of an Indian Identity*, (New Delhi, Orient Longman)
- Oomen, T.K., (1990). *Protest and Change: Studies in Social Movements*, Sage Publication, Delhi.
- Oommen T.K., (2004). *Nation, Civil Society and Social Movements*, Sage Publication, Delhi, Meyer David S., Whittilev Nancy, Robnett Belinda, (2002). *Social Movements*, Oxford, New York
- Petras James, Henry Vettmeyer, (2005). *Social Movements and State Power*, Pluto Press, London.
- Ray R. and Katzenstein, F.(Eds), *Social Movements in India Poverty, Power and Politics*. London, Rowman and Littlefield.
- Shah Ghanshyam, (2002). *Social Movements and the State*, Sage, New Delhi.
- Snow, D.A. et al (Eds.). (2019). *Wiley Blackwell Companion to Social Movements* (2nd edition). Wiley Blackwell.

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit I: Introduction: Concepts & Theories	November	Chalk & talk AV resource
2	Unit II: Analysing Movements: Issues of Leadership, Ideology, Identity	December second week	Chalk & talk AV resource
3	Unit III: Mapping Movements	January	Chalk & talk AV resource
4	Unit IV: Civil Society, Globalization & New Practices	February	Chalk & talk AV resource

Evaluation Pattern (60:40)

L. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

M. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	WRITING ACADEMICALLY
Course Code	PASOC403
Class	M.A. Sociology
Semester	IV
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Modules at a Glance

Sr. No.	Modules	No. of Lectures
1	Unit 1: Academic Writing	15
2	Unit 2: Reading in the Social Sciences	15
3	Unit 3: Exploring Genres	15
4	Unit 4: Exercises in practice	15
Total		60

Course Outcomes

1. The students will be able to recognize and appreciate the need for academic language and will be able to see the role of theory and research in academic reading and writing
2. The students will be able to see the relationship between academics and other genres of reading and writing like journalism, diaries, fiction, and blogs to name a few.
3. Students who aim to make careers in academics or elsewhere will benefit in the goal of taking an academic understanding of the world in whatever they do.

Curriculum:

Sr. No.	Module s	No. of Lectures
1	Unit 1: Academic Writing a. What is academic writing b. Politics of academic writing c. The problem of jargon d. Pleasures of academic writing	15
2	Unit 2: Reading in the Social Sciences a. How to read academically b. Where is the theory c. Finding the substantiation d. Locating the reader/ writer	15
3	Unit 3: Exploring Genres a. Journalism b. Diary/ Journal writing c. Fiction d. Academic Blogging	15
4	Unit 4: Exercises in practice a. Writing an academic article b. Exploring the sociological short story c. Writing academic poetry d. The research journal	15
Total		60

Learning Resources recommended:

References

Baumann, J.F. and Graves, M.F. (2010). What Is Academic Vocabulary?, *Journal of Adolescent & Adult Literacy*, Vol. 54, No. 1, pp. 4-12.

Coakley, E.G. (1989). Writing Feature Stories, *The Reading Teacher*, Vol. 43, No. 3, pp. 270-271.

Eubanks, P. and Schaeffer, J.D. (2008). A Kind Word for Bullshit: The Problem of Academic Writing, *College Composition and Communication*, Vol. 59, No. 3, pp. 372-388.

Goodman, K. (1989). Journalism and Philosophy, *Proceedings and Addresses of the American Philosophical Association*, Vol. 63, No.1, pp. 35-40.

Greysen, N., Mukhopadhyay, S. and Beetham, G. (2012). Gender Nerds at Heart: An Interview on Bridging the Blogging/Academic Divide with *Feministing.com*, *American Quarterly*, Vol. 64, No. 4, pp. 837-839.

Jay, T. and Brooks, P. (2004). Self-Censorship in Course Diaries, *College Teaching*, Vol. 52, No. 3, pp. 82-86.

Lackey, C. (1994). Social Science Fiction: Writing Sociological Short Stories to Learn about Social Issues, *Teaching Sociology*, Vol. 22, No. 2, pp. 166-173.

Lambert, M. (1965). Making Journalism Respectable, *College Composition and Communication*, Vol. 16, No. 1, pp. 37-40.

Murray, R. (2013). Writing for an academic journal: 10 tips, *The Guardian (Higher Education Supplement)*, 6th September.

Murray, R. (2013). 'It's not a hobby': reconceptualizing the place of writing in academic work, *Higher Education*, Vol. 66, No. 1, pp. 79-91.

Pinker, S. (2014). Why Academics Stink at Writing, *The Chronicle of Higher Education*.

Van Dijck, J. (2006). Writing the Self: Of Diaries and Weblogs, in *Sign Here! Handwriting in the Age of New Media*, Neef, S. , van Dijck, J. and Ketelaar, E. (eds.), Amsterdam University Press, Amsterdam.

Any other relevant text or reading suggested by the teacher

Teaching Plan

Unit	Title of Unit	Expected date of completion	Teaching Methods
1	Unit 1: Academic Writing	November	Chalk & talk AV resource
2	Unit 2: Reading in the Social Sciences	December	Chalk & talk AV resource
3	Unit 3: Exploring Genres	January	Chalk & talk AV resource
4	Unit 4: Exercises in practice	February	Chalk & talk AV resource, Activity

Evaluation Pattern (60:40)

N. Internal Evaluation (40 Marks)

Sr. No	Assessment Tools/Methods	Marks
1	One Class Test/Online Examination to be conducted	20
2	One Assignment to be conducted in the semester	10
3	Active Participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism, and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

O. Semester End Examination (Paper Pattern)

Duration: 02 Hour

Max. Marks 60

Note: There will be choice to attempt any four questions

Question No	Unit	Types of Question	Marks
1	1	Broad Question	15
2	2	Broad Question	15
3	3	Broad Question	15
4	4	Broad Question	15
5	1	Broad Question	15
6	2	Broad Question	15
7	3	Broad Question	15
8	1.2.3,4	Write short note [any three]	15

**Syllabus of Course of Master of Arts (M.A. Sociology)
Programme at Semester III and IV with Effect from the
Academic Year 2023-2024**

Name of the Course	Project Based Course
Course Code	PASOC404
Class	M.A. Sociology
Semester	IV
No of Credits	4
Nature	Theory
Type	Major: Mandatory 1
Employability/ Entrepreneurship/ Skill Development	

Project Based Course

Course outcome

1. The students will be equipped with knowledge of the various methods in research
2. The students will be trained to undertake research.
3. The students will be equipped to critical analyses different research methods through reviews of published works.

Please Note: Syllabus should be supplemented by field visit/ educational trips for better understanding of the paper

Learning Resources recommended:

References

Atkinson, P. & Delmont, S. (Eds.). (2011). Sage Qualitative Research Methods Vol. 1 – 4.
New Delhi: Sage Publications.

Bernard, H.R. & Gravlee, C.C. (Eds.). (2015). Handbook of Methods in Cultural Anthropology. London: Rowman & Littlefield.

Marvasti, A.B. (2004). Qualitative Research in Sociology: An Introduction. New Delhi: Sage Publications.

Robben, C.G.M & Sluka, J.A. (Eds.).(2007). Ethnographic Fieldwork: An Anthropological Reader. Malden, MA: Blackwell Publishing.

Seale, C. et al. (Eds.). (2004). Qualitative Research Practice. New Delhi: Sage Publications.

Silverman, D. (Ed.). (2012). Qualitative Research: Theory, Method, Practice. New Delhi: Sage Publications.

Any other relevant text or reading suggested by the teacher

Evaluation Pattern

Sr.No.	Particulars	Marks
01	Preparing for Research project	40
02	Project presentation and Viva	60
	Total	100

Internal and External referee for project assessment and Viva

HoD and Subject Teacher

Vice principal

Interdisciplinary subject HoD

Dr. B. V. Bhosale

Dr. Kendre Balaji

Dr. Joseph M. T.

Dr. Sakshi Khedekar

Dr. Nargude Prashant

Dr. Gokhale Sujata

Dr. Sartape Rama

Dr. Arolkar A. V.

Any other person with special reference by Chairman / Chairperson