परिप्रेक्ष

या परिप्रेक्षकेमारे सर्व संबंधितांना कोठविशिष्ट येते की, दिनांक 8 जून 2019 रोजी संपन्न झालेल्या 44व्या मा. विद्या परिषद बैलूवीतील ऐनेवचा विषय क.१८/४४-२०१९ व्या उरावनुसार प्रस्तुत विद्यापीठाच्या उप-केन्द्र, लातूर येथील सामाजिक शास्त्र संकल्पीत नाणविज्ञान विद्याशाखेथे पद्धत कर्तव्य यहांतूरी प्रथम वर्षाचा खातील विषयाचा C.B.C.S. (Choice Based Credit System) Pattern नुसारच्या अभ्यासक्रम शैक्षणिक वर्ष २०१९-२० पासून लागू करण्यावर येंत माहिती.

1)एम.ए.—प्रथम वर्ष—समाजशास्त्र

सदरील परिप्रेक्षक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या वेबसाइट www.srtmun.ac.in या संकेत—स्थानाने उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निर्धारणामुळे आपल्यांच्या वातावरणात.

जानकारी परिषद,
विद्युत, नांदेड — ४३१ ६०६.

आ.क्र.: शैक्षणिक—०१/परिप्रेक्षक/पद्धत (उपकेन्द्र, लातूर)—
सीमाप्रस्ताव अभ्यासक्रम/२०१९-२०/६७७

दिनांक: २४.०७.२०१९.

प्रत्येक माहिती व पुढील कार्यालयस्थः

1) मा. कुल्मचित्व यांचे कार्यालय, प्रस्तुत विद्यापीठ.
2) मा. सांगलोक, परिषद व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
3) मा. संचालक, व्या.सती.म. विद्यापीठ, नांदेड, उप-केन्द्र, ओळ्ळा गेड, पंड, लातूर — ४३१ ६३९.
4) साहाय्यक कुल्मचित्व, पद्धत विभाग, प्रस्तुत विद्यापीठ.
5) उपकुल्मचित्व, पात्रता विभाग, प्रस्तुत विद्यापीठ.
6) सिस्टम अक्सर, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.
Swami Ramanand Teerth Marathwada University
Nanded

(NAAC Re-accredited with ‘A’ Grade)

Revised Syllabus
For

M.A. Sociology (Semester I, II, III & IV)

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

(Programme Code: SSSL-H-SOC-PG)

(Numeric Code: 71-1-3-01)

School of Social Sciences,
S.R.T.M.U.N., Sub-Centre, Latur

Academic Year 2019-2020
Swami Ramanand Teerth Marathwada University, Nanded  
Sub-Centre, Latur  
School of Social Sciences

Revised Syllabus for M. A. Sociology  
[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:  
Revised Syllabus will be implemented from academic year 2019-20.

School of Social Sciences:

The School of Social Sciences of Latur sub-centre of S.R.T.M.U. was established in the academic year 2009-10 with one teaching curriculum of M. A. Sociology from academic year 2012-13. The primary objective of this school is to uncover various aspects of human life (i.e. social, political, economical, and ethical development etc.) through the teaching-learning process programmed with a University degree. At the present junction of the world, it is necessary to create learned social scientists to assist the planners, administrators and strategists of the world in reducing the social imbalance and maintaining a harmonious environmental order. The School will gradually expand its teaching-learning and research activities in this direction.

Programme Objectives:

- It seeks to provide the participants the knowledge, skills and information in the field of social, gender, power, sexuality, caste, class, culture and development through critical and reflexive participatory and an interdisciplinary approach.

- Sociology enables us to understand the society through the margin.

- Sociology Understand power, politics, culture and human structures.

- Critical and reflexive knowledge production and understanding about human history.

- Understanding how and why our society functions, impact of social institutions on individual lives, and the challenges of social interaction between individuals and society.

- Through teaching, research, and service learning, the Sociology program provides critical understanding of ways people relate to one another through the organization of society and how its structures and cultures influence our lives.
Programme outcomes:

1. Through teaching, research, and service learning, the Sociology program provides critical understanding of the ways people relate to one another through the organization of society and how its structures and cultures influence our lives.

2. The Programme make the learner to understand power, politics, culture and human structures. Which will enable him to be a responsible citizen.

3. There will be critical understanding by the learner about how and why our society functions, impact of social institutions on individual lives, and the challenges of social interaction between individuals and society.

4. It seeks to provide the participants the knowledge, skills and information in the field of social, gender, power, sexuality, caste, class, culture and development through critical and reflexive participatory and an interdisciplinary approach.

5. The course of the program leads the participants/learner to relate his/her understanding of sociological themes to different societies and universal phenomena’s.

M. A. Sociology:

The course will be a mixture of theory and assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of sociology and acquire analytical skills to address various prevalent problems of the society. The course curriculum is autonomous. The syllabus is structured in Choice Based Credit System (CBCS) to make student learn from other interested areas to his/her credit. The result of the degree will be based on CGPA system of the University.

Course Description:

This Degree Course (80 credits) is spread over four semesters in two years including five papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks and one paper of 100 marks for field work in each semester. Special workshops, films and visits will be organized as part of the course. Each student is required to complete supervised dissertation (with viva voce) as part of this course.

Features of the course:

- Well designed and comprehensive coursework (Including life Skill based)
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.
- Obligatory project work enhance research attitude in students.
- proactively engages students to put new knowledge into practice and to assess their own progress.
- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

**Eligibility and Fees**

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

**Medium of Instructions:**

The medium of instruction at the M. A. sociology degree course shall be entirely in English. However the student is permitted to write the examination in Marathi.

**Scheme of Examination:**

There will be University Examination of fifty (50) Marks for each Theory Paper and Internal of 50 Marks for each Paper.

**Details of Internal Work of Theory Papers (per semester):**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>No. of Test/Assignment/Seminar</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Test/ Term Papers/Quizzes or ect.</td>
<td>Two (Per paper)</td>
<td>20 (10+10)</td>
</tr>
<tr>
<td>2</td>
<td>Home Assignment/ Group Magazine/Book Publication</td>
<td>One (Per paper)</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Seminar/Group Assignment/Poster Exhibition</td>
<td>One (Per paper)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Presentations/Write ups/Book Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Marks</strong></td>
<td><strong>Total Marks</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

**Note:** Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.
**Term End Examination:**

The term end examination for 50 marks (2 credits) per course would be held about two weeks after the completion of teaching for the semester. Each theory paper of 50 marks shall be of three hours duration. Paper setting and assessment for a particular course would be done as per the University guidelines.

**The distribution of credit and marks for each course evaluation shall be as follows**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Evaluation</th>
<th>Marks (Each course)</th>
<th>Credits (Each course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Internal Assessment</td>
<td>50</td>
<td>02</td>
</tr>
<tr>
<td>2</td>
<td>External (Semester End) Examination</td>
<td>50</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>04</strong></td>
</tr>
</tbody>
</table>

**Final Evaluation System:**

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table 1.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.
Table 1: Conversion of marks to Grade and Grades into CPI

<table>
<thead>
<tr>
<th>Marks Obtained</th>
<th>Grade</th>
<th>Grade point</th>
<th>CPI</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>10</td>
<td>9.00 – 10.00</td>
<td>A+</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
<td>9</td>
<td>8.00 – 8.99</td>
<td>A</td>
</tr>
<tr>
<td>70-79</td>
<td>B+</td>
<td>8</td>
<td>7.00 – 7.99</td>
<td>B+</td>
</tr>
<tr>
<td>60-69</td>
<td>B</td>
<td>7</td>
<td>6.00 – 6.99</td>
<td>B</td>
</tr>
<tr>
<td>55-59</td>
<td>C+</td>
<td>6</td>
<td>5.50 – 5.99</td>
<td>C+</td>
</tr>
<tr>
<td>45-54</td>
<td>C</td>
<td>5</td>
<td>4.50 – 5.49</td>
<td>C</td>
</tr>
<tr>
<td>40-44</td>
<td>D</td>
<td>4</td>
<td>4.00 – 4.49</td>
<td>D</td>
</tr>
<tr>
<td>39 &amp; Less</td>
<td>FC</td>
<td>0-Fail</td>
<td>0 - 3.99</td>
<td>F</td>
</tr>
</tbody>
</table>

- A student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.
- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in Table 1.

Credit Requirements for Fulfillment of the M. A. Sociology Course

<table>
<thead>
<tr>
<th>Credit Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core papers (Theoretical &amp; Papers)</td>
<td>48</td>
</tr>
<tr>
<td>Discipline Specific Elective (Choose any One) offered by the M. A. Sociology course</td>
<td>16</td>
</tr>
<tr>
<td>Generic Elective Course (Choose any one)</td>
<td>08</td>
</tr>
<tr>
<td>Ability/Skill Enhancement Course</td>
<td>08</td>
</tr>
<tr>
<td>Total credits</td>
<td>80</td>
</tr>
<tr>
<td>Semester First</td>
<td>Paper Code</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Core Course</td>
<td>CC-S-101</td>
</tr>
<tr>
<td></td>
<td>CC-S-102</td>
</tr>
<tr>
<td></td>
<td>CC-S-103</td>
</tr>
<tr>
<td>Discipline Specific</td>
<td>DS-S 104(A)</td>
</tr>
<tr>
<td>Elective (Choose any One)</td>
<td>DS-S-104(B)</td>
</tr>
<tr>
<td>Generic Elective</td>
<td>GE-S-105(A)</td>
</tr>
<tr>
<td>Course (Choose any one)</td>
<td>GE-S-105(B)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Second</th>
<th>Paper Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
<td>CC-S-201</td>
<td>Introduction to Social Theories</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>CC-S-202</td>
<td>Computer Application In Social Science</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>CC-S-203</td>
<td>Political Sociology</td>
<td>04</td>
</tr>
<tr>
<td>Discipline Specific</td>
<td>DS-S-204(A)</td>
<td>Society and Human Rights</td>
<td>04</td>
</tr>
<tr>
<td>Elective (Choose any One)</td>
<td>DS-S-204(B)</td>
<td>Sociology of Maharashtra</td>
<td>04</td>
</tr>
<tr>
<td>Generic Elective</td>
<td>GE-S-205(A)</td>
<td>Sociology of Health</td>
<td>04</td>
</tr>
<tr>
<td>Course (Choose any one)</td>
<td>GE-S-205(B)</td>
<td>NPTEL/SWAYAM Course/ Any Intra School/ Any Inter School Course</td>
<td>04</td>
</tr>
</tbody>
</table>
### Semester Third

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Paper Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC-S-301</td>
<td>Sociology of Media</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>CC-S-302</td>
<td>Sociology of Development</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>CC-S-303</td>
<td>Environment And Society</td>
<td>04</td>
</tr>
<tr>
<td>Discipline Specific Elective (Choose any One)</td>
<td>DS-S-304(A)</td>
<td>Social Movements in India</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>DS-S-304(B)</td>
<td>Sociology of Public Health</td>
<td>04</td>
</tr>
<tr>
<td>Ability/Skill Enhancement Course</td>
<td>SEC-S-305</td>
<td>Application of Research Skills</td>
<td>04</td>
</tr>
</tbody>
</table>

### Semester Fourth

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Paper Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC-S-401</td>
<td>Contemporary Social Theories</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>CC-S-402</td>
<td>Urban Sociology</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>CC-S-403</td>
<td>Dissertation</td>
<td>04</td>
</tr>
<tr>
<td>Discipline Specific Elective (Choose any One)</td>
<td>DS-S-404(A)</td>
<td>Sociology of Tribe</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>DS-S-404(B)</td>
<td>Society and Crime</td>
<td>04</td>
</tr>
<tr>
<td>Ability/Skill Enhancement Course</td>
<td>SEC-S-405</td>
<td>Qualitative Social Research Methods</td>
<td>04</td>
</tr>
</tbody>
</table>
CC-S-101: CLASSICAL SOCIOLOGICAL TRADITIONS

Learning Objectives (4 credits)

1. To introduce students to the trends in classical sociology
2. To trace the historical roots of these thoughts in the transformation of European society
3. To understand limitations of classical theories in the present era

Learning Outcomes

1. After this paper students understand basic roots of sociology
2. Students understand that changing nature of sociological theories
3. Students understand that what are the importance of sociological theories

Module I: Transition from Social Philosophy to Sociology Sessions 15

a) Socio-economic background of emergence of Sociology
b) Enlightenment and its impacts on thinking and reasoning
c) Industrial revolution
d) Introduction of Classical Theories

Module II: Karl Marx Sessions 15

a) Dialectical Materialism
b) Materialistic interpretation of history
c) Classes and class struggles
d) Alienation in capitalist society

Module III: Emile Durkheim Sessions 15

a) Rules of Sociological Method
b) Division of Labour
c) Theory of Suicide
d) Theory of Religion

Module IV: Max Weber Sessions 15

a) Theory of action
b) Theory of authority
c) Theory of Bureaucracy
d) Methodology of social science

Reading:

CC-S-102: SOCIOLOGY OF INDIA

Learning Objectives:
1. To know the development of sociology and social anthropology of India
2. To understand the relationship between class, caste, gender, religion and ethnicity in India
3. To analyse aspects of politics and society in contemporary India

Learning Outcomes:
1. The students will be able to understand the development of sociology.
2. Students will understand the relationship between caste, class, gender, religion and ethnicity in India with the help of theoretically aspects of sociologists.

Module I: Development of Sociology in India       Sessions 15
   a) Philosophical background of sociology in India
   b) Development of Sociology in India
   c) Approaches to the Study of Indian Society
   d) Significance of study of sociology in India

Module II: Indological and Structural-functionalism theories     Sessions 15
   a) G.S.Ghurye
   b) Louis Dumont
   c) M.N. Srinivas
   d) S.C. Dube

Module III: Marxism and neo Marxism theories       Sessions 15
   a) D.P.Mukherjee
   b) A. R. Desai
   c) R.K.Mukherjee
   d) M.N.Roy

Module IV: Civilizational and Subaltern Perspective  Sessions 15
   a) N.K.Bose
   b) Surajit Sinha
   c) Dr. Babasaheb Ambedkar
   d) David Hardiman

Reading:
6. Das Veena, Critical Events, An Anthropological Perspective on Contemporary India,
CC-S-103: METHODS IN SOCIAL RESEARCH

Learning Objectives:
1. To orient the students in philosophy of science
2. To familiarise the students with sociological methodology

Learning Outcomes:
1. Student will attempt to sensitize a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research.
2. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them.

Module I: Contributions to Methodology and methods
   a) Background of methodology of social research
   b) Contribution of Max Weber in social methodology
   c) Contribution of Emile Durkheim in social methodology
   d) Contribution of Karl Marx in social methodology

Module II: Critiques of Positivism
   a) Phenomenology and Ethnomethodology
   b) Hermeneutics: Gadamer, Apel
   c) Frankfurt School –Habermas
   d) Feminist Critiques

Module III: Research Methods I
   a) Ethnography
   b) Archival Methods
   c) Oral History
   d) Interviews

Module IV: Research Methods II
   a) Case Studies
   b) Content Analysis
   c) Survey Research
   d) Observation

Readings:
6. Denzin Norman, Lincoln Yvonna (ed), Handbook of Qualitative Research, Sage,


**Marathi Readings:**

DS-S 104 (A): EDUCATION AND SOCIETY

Learning Objectives:
1. To get acquainted with the approaches and contributions in sociology of education
2. To become aware of new alternative educational practices emerging in India
3. To understand the colonial and post-colonial policies on education in the context of contemporary issues

Learning Outcomes:
1. The students will get acquainted with the approaches and contributions in sociology of education and become aware of new alternative educational practices emerging in India.
2. They also understand the colonial and post-colonial policies on education in the context of contemporary issues.

Module I: Sociology of Education-theoretical Perspectives
   a) J Dewey,
   b) Freire,
   c) Ivan Illich,
   d) John Holt

Module I: The Indian Tradition of Education
   a) Vedic Education
   b) Buddhist Education
   c) Islamic Education
   d) Colonial Education

Module III: Educational Commissions and Committees
   a) The Secondary Education Commission-1952
   b) The National Committee on Women's Education-1958
   c) D.S. Kothari Commission- 1964
   d) Yashpal Committee Report on Higher Education-2009

Module IV: Alternative Education Programmes and Challenges
   a) Non-formal Education: Adult Education, Continuing Education and Mass Literacy Campaign
   b) Role of State and Voluntary Organisations in Alternative Education Programmes
   c) Understanding Curriculum through Lens of Caste, Tribe, Gender and Region
   d) Politics of Education

Readings:
Learning Objectives
1. To introduce the basic concepts of gender and gender inequality
2. To analyze the gendered nature of major social institutions

Learning Outcomes:
1. Understand the concept of gender and the social construction of Gender, femininity and masculinity
2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Develop ability to identify social, economic and political systems that adversely affect the well being and functioning of women.
4. Suggest affirmative action in planning to promote gender equity, equality and safety for Women

Module I: Introduction to Sociology of Gender
  a) Basic concepts on Sex, Gender, Patriarchy, Sexual Division of Labour
  b) Understanding Gender Inequalities- Class, Caste and Gender
  c) Various Bases of Feminism-Liberal, Marxist, Socialist, Radical, Post Modernist

Module II: Statistical Profile and Analysis of Gender in India
  a) Health: Health Services, Nutrition, Critical Issues in Mental Health, Disability
  b) Violence against Women
  c) Education: Equal Access and Gender Sensitive Curricula
  d) Politics: Understanding Reservation for Women
  e) Law: Constitutional Guarantees
  f) Environment: Issues of Livelihood, Shelter, Water and Sanitation

Module III: Women, Labour and the Economy
  a) Concept of Work and Domestic Work
  b) Women in Agriculture and Industry
  c) Understanding Women in the Informal Sector
  d) New Economic Policy, SEZ and Work
  e) Gender and Development: Alternative Visions

Module IV: Challenges to Gender Inequality
  a) Women’s Movement
  b) Rise of NGO Sector: Self-Help Groups, Gender Planning and Strategies
  c) Reports, State Policies, Programmes and Commissions for Women
Readings:
13. IGNOU, *Kits on Women in Indian Contexts*, Delhi
15. Khullar Mala (edt.), *Writing the Women’s Movement- A Reader*, Zubaan, New Delhi, 2005.

Marathi Readings:
GE-S-105(A): AGRARIAN SOCIETY IN INDIA

Learning Objectives
1. To introduce students to different approaches to the study of Agrarian Social structure.
2. To understand the contemporary agrarian society and issues in relevant context.

Learning Outcomes:
1. Student will understand the concept of Agrarian society in India
2. Student will understand Programmes in Post-Independence India and they will suggest solution to the problems.

I. Concept of agrarian social structure.
   a) Structure of peasantry as an analytical category.
   b) Basic feature of agrarian society.
   c) Tribal and Peasant society.

II. Evolution of Agrarian Structure in India
   a) Feudalism
   b) Asiatic Mode of Production
   c) Colonial Land Settlement

III. Programmes in Post Independence India
   a) Panchayati Raj
   b) Community Development Programmes
   c) HYV programmes: The Green Revolution and its outcome.
   d) Poverty Alleviation programme integrated EGS, SGRY, NREGP

IV. Agrarian Movements and Post Liberation Policies
   a) Telangana
   b) Tebhaga
   c) Naxalbari
   d) Peasant Movement in the 1980s and Politics of Farm Lobby
   e) Globalisation and Its Impact on Indian agriculture

Reading:
1) Beteille Andre : Six Essays in Comparative Sociology; OUP, New Delhi 1974, PP 1-50
4) Dhanagare D. N.; Peasant Movement in India; Oxford University Press New Delhi, 1988 PP 1-25 88-155.
5) Omvedi Gail - Land, Caste and Politics; Department of Political Science, Delhi
University Delhi 1987, Introduction only.
8) Beteille Andre; Caste, Class, and Power; California University Press, 1971, PP 185-226
CC-S-201: INTRODUCTION TO SOCIAL THEORIES

Learning Objectives:
1. To develop the understanding of major sociological perspectives
2. To develop the analytical abilities of the students

Learning Outcomes:
1. Student will understand history of social theory
2. Student will learn how to use theory to understanding social field and issues in society.

Course Outline

Module I: History of Social Theory
(a) Social and Intellectual Forces.
(b) Two Philosophies of Knowledge: Idealism and Empiricism.
(c) Founders of Sociology: French, German, British and Italian.

Module II: Social Theory and its Context
a) Prominence of Socialism
b) Individual vs Collectivity
c) Role of Comte, Marx, Weber and Durkheim

Module III: Structure and Function
a) From Positivism to Functionalism
b) The Premises of Functionalism
c) Functionalism in Social Anthropology: R. Brown and Malinowski
d) Functionalism of Talcott Parsons and R. Merton

Module IV: Structure, Function and Neo-Functionalism
a) Criticism of Functionalism
b) The Thesis of Neo-Functionalism
c) Merits and Demerits of Neo-Functionalism: Conclusion

Readings:
6. Blumer Herbert, “What is Wrong with Social Theory?” in H. Blumer, Symbolic
CC-S-202: COMPUTER APPLICATION IN SOCIAL SCIENCE

Learning Objectives
1. To introduce the methods in quantitative and qualitative research
2. To enhance the ability of the students to apply the research methods to practical issues
3. To enhance their ability of analysis and presentation of data

Learning Outcomes:
1. Student will learn how to use computer for social science research
2. Student will learn skills about analysing data in different software and representation data.

Course Outline

Module I: An Introduction to Computers
a) Introduction: Computer Literacy and the Social Sciences
b) Computer Hardware and Peripherals
c) Computing Environments: (Operating Systems)
d) Different Programming Languages used in Social Sciences

Module II: Computer Applications in the Social Science
a) Theorizing about and Representing Social Data (ppt,doc,xls)
b) Bibliographic Retrieval and Literature Reviews
c) Simulating, Modelling, and Planning
d) Analyzing Quantitative Data

Module III: Use of Application in Research
a) Analyzing Quantitative Data
b) Analyzing Text, Graphing
c) Communicating and Collaborating, Learning and Teaching
d) Expert Systems and Artificial Intelligence Applications in the Social Sciences
e) Internet Surfing, Internet as Information Resource
f) Use of Web-Browser, e-mail and Search Engine

Module IV: Report Writing:
a) Scientific Report, Short Report for Planners, Articles from the study
b) Graphic Representation and other Techniques
c) Reference Citation, Footnotes, Bibliography

Readings:

**Marathi Readings:**
Learning Objectives:
1. To study the relationship between society and polity
2. To study the various approaches to study the State
3. To understand the contemporary challenges in India

Learning Outcomes:
1. After this paper students will understand that political process of India
2. Students will understand what the relationship between society and polity
3. Students will understand contemporary challenges in Indian political system

Course Outline:

Module I: Nature and scope of political sociology
a) Relationship between Society and Polity
b) Sociological Definitions of Politics, authority and the state

Module II: Theoretical Approaches to the State
a) Liberal, Pluralist, Power-elite, Postmodernist

Module III: Tradition in Political sociology
a) Marxist tradition b) Weberian Tradition c) the New Political sociology

Module IV: Society and the state in India and Contemporary Challenges
a) Religious nationalism b) Hindutva and politics of the upper castes, the caste system and patriarchy c) Language, Ethnicity and Region

Readings:
   Gershon Shafir (ed) 1998The Citizenship Debates, University of Minnesota Press
   Charles Tilly, Coercion, Capital and European States, Blackwell (1990)
9. Vora Rajendra and Palshikar Suhas, (Ed) Indian Democracy, Sage New Delhi, 2004
DS-S-204 (A): SOCIETY AND HUMAN RIGHTS

Learning Objectives

1. To introduce the students to the concept of human rights
2. To introduce the students to the theories and issues related to human rights

Learning outcomes

1. After this paper students will understand the concept of human rights
2. Students will understand that how human rights are important for Development
3. Students understand that what is the present situation of human rights in India

Module I: Concepts and Historical Background of Rights

- Types of rights
- Importance of human rights
- Rights and duties
- Needs of human rights

Sessions 15

Module II: Western and Indian Perspectives on Rights

- Liberal Perspective: Locke, Rousseau, Thomas Paine, J.S. Mill,
- Marxian Perspective: Marx, Gramsci,
- Feminist Perspective: Gender Specificity
- Dalit Perspective: M. Phule, Narayana Guru, Dr. B. R. Ambedkar

Sessions 15

Module III: Violation Of Human Rights

- Human rights and Dalit
- Human rights and women
- Human rights and Childs
- Human rights and tribes

Sessions 15

Module IV: Government and Human Rights

- Role of Government to protect the human rights
- Role of National human right Commission to protect the human rights
- Various acts for protect the human rights
- Indian Constitution and Human Rights (Fundamental Rights, Directive Principles of State Policy)

Sessions 15

Readings:
4. Desai, A.R., Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits, Bombay Popular Prakashan,
1990.
**DS-S-204(B): SOCIOLOGY OF MAHARASHTRA**

**Learning Objectives:**

1. To enhance sociological knowledge about the local and regional context of Maharashtra
2. To acquaint students with the changing trends in Maharashtra with special reference to globalization, Development processes and caste, gender politics

**Learning Outcome:**

1. Student will learn and understand about culture of Maharashtra
2. Student will learn the Formation of Maharashtra: Economic, Political and Cultural Issues

**Course Outline**

**Module I: Maharashtra: Mapping Socio-Culture History and development**

**Module II: Cultural Revolt in Colonial Maharashtra**
- a) Impact of Satyashodhak Movement
- b) Non Brahmin Movement
- c) Right Discourse in Kolhapur State
- d) Ambedkarite Movement

**Module III: Debate on Social Reform and Women’s Questions in 19th Cent. Maharashtra**
- a) Age of consent
- b) Widow Remarriage
- c) Education
- d) Nation and Mother

**Module IV: Formation of Maharashtra: Economic, Political and Cultural Issues**
- a) Samyukta Maharashtra Movement
- b) Girangaon and Working Class Movement
- c) Ethnic Nationalism: Shiv Sena
- d) Development of Bahujan, Dalit and OBC politics in Maharashtra

**Reading:**
2. Khekale, N ‘Pressure Politics in Maharashtra’, Himalaya Publishing House,
3. Lele, J ‘Caste, Class and Mobilisation in Maharashtra’ in Frankel Pub.
15. Omvedt, Gail, Cultural Revolt in Colonial India,
17. Robb, Peter, eds. 1993, Dalit Movements and meeting of labour in India, Sage Pub, Delhi.
GE-S-205(A): SOCIOLOGY OF HEALTH

Learning Objectives:
1. To sensitize students to health related issues and problems
2. To relate medical issues to the social structure of a society
3. To understand the net-work of health administration and their roles at various levels

Learning Outcome:
1. Student will learn the concept of health and its discourse
2. Student will understand Disease, Illness and Sickness and family role in sickness.

Course Outline:

Module I: Basic Concepts
Health, Medicine, Illness, Sickness, Disease, Disorder and Society

Module II: Theoretical Perspectives on Health and Medicine:
a) Functional Approach
b) Conflict Approach
c) Interactionist Approach
d) Labelling Approach

Module III: Disease, Illness and Sickness
a) Medical and Social Definition of Sickness and Illness
b) Natural History of Disease
c) Human Environment
d) Social Etiology
e) Social Epidemiology
f) Ecology of Disease

Module IV: Family and its Relationship
a) Health Care in Family
b) Approach to Health Care in Nuclear and Extended Family
c) Pattern of Child-Rearing
d) Significance of Family in Context of Illness
e) Family Relationship - Emotions and Anxiety
f) The Sick Role and Patient Role

Readings: