ACADEMIC (1-BOARD OF STUDIES) SECTION

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CBCS Pattern

2019 & 20

P r i m a r y C a t e g o r y

या परिपकालवर्ये सर्व संबंधित अन्य कथा-विषय येते की, दिनांक 30 एप्रिल 2019 रेजी संपन्न झालेल्या ४३व्या मा. विद्या परिदर्शण बैठकीत ऐतिहासिक विषय क्र.५/४३—२०१९ ज्या ठरावासारखे प्रस्तुत विद्यापीठातील संकल्पवाहिक मानवविज्ञान विद्यापीठातील पद्धतीत स्वायत्त प्रथम वर्षातील पद्धतीत राखीला विषयाशी सर्व संबंधित अन्य C.B.C.S. (Choice Based Credit System) Pattern नुसार अभ्यासात्मक शैक्षणिक वर्ष २०१९—२० पासून लागू करणारे येंत्र आहेत.

१) एम.ए.---प्रथम वर्ष---इंग्रजी
२) एम.ए.---प्रथम वर्ष---मराठी
३) एम.ए.---प्रथम वर्ष---समाजशास्त्र
४) एम.ए.---प्रथम वर्ष---उपयोजित अर्थशास्त्र
५) एम.ए.---प्रथम वर्ष---हुज़ूम राईट्स

सदरील परिपक्व व अभ्यासात्मक प्रस्तुत विद्यापीठात्वेय www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाबी ही सर्व संबंधित एसी निदर्शनासाठी आवश्यक दाबी.

‘जानतीय’ परिदर्शण,
विष्णुपुर, नांदेड --- ४३३ ६०६.
आ.क्र.--- शैक्षिक---०१/परिपक्व/पद्धतीत(संकल्प)---सीबीसीएस
अभ्यासात्मक / २०१९—२० /६८

दिनांक : १७.०६.२०१९.

प्रेम माहिती व पुढील कार्यवाहीसाठी:

१) मा. कुलसत्ताचाव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
२) मा. संघाले, पौरा व मूलभंगम मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
३) मा. संघाले, सर्व संबंधित संस्थेस, प्रस्तुत विद्यापीठ.
४) उपकुलसत्ताचाव, पद्धतीत विभाग, प्रस्तुत विद्यापीठ.
५) साधारण कुलसत्ताचाव, साधारण विभाग, प्रस्तुत विद्यापीठ.
६) सिस्टम एस्ट्रायर्स, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.
School of Social Sciences of this University offered Choice Based Credit System in the PG Courses. The Post Graduate Course of Sociology is full time two years course is revised and offer opportunities to the learners. This revised course is divided into four semesters. Each Semester is with 20 credits at least. The entire two years post-graduate degree in Sociology is minimum of 80 credits. Each Semester consists of core courses (CC), discipline specific elective courses (DSE) and generic elective courses /open elective courses). The category of core courses offer opportunities to learn the core courses of the discipline. Here, the students have not choice to select the courses. He or she has to take the all core courses. As per guidelines of the CBCS, students have to take 75% core courses from their own disciple and she or He has choice to take 25% credits from the elective and open courses. Core courses are compulsory courses. Each semester have three core courses and three elective courses, out of three elective courses, student has choice to select any one elective as per his or her choice. This CBCS pattern offers opportunities to the students to adopt one generic / open elective course from the other discipline.
As per the guidelines of the CBCS, student has choice to earn 8 credits from open electives within the two years of the course. Out of 80 credits of the entire courses of the masters in Sociology, student can get 8 credits from the open elective or generic courses. The student has choice to select any courses as per his or her choice from the courses of NPTEL/MOOC/SAWAYAM, inter school and intra schools of the University campus. Thus, the sociology also offers open/ generic elective course to the students of the other disciplines. Thus, this pattern provides and offers opportunities and chance to enhance the soft skills, abilities and capabilities of the learners.

**Eligibility and Fees**

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

**Scheme of Examination:**

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

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

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>No. of Test/Assignment/Seminar</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Class test</td>
<td>Two (Per paper15 marks)</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Assignment</td>
<td>One (Per paper)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total Marks</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

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

**Objectives of the Course:**

The Post Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners. Choice Based Credit System is very inclusive and has offered choice to the students to select discipline specific electives as well as open and generic elective courses. The major aim of this pattern is to provide opportunities to the students going beyond the boundaries of their own discipline and think over the interdisciplinary and multidisciplinary approaches and students have choice to select different types of electives as per his or her choice. Thus, this course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for
application. This course has also aim to enhance the skills, capabilities and employment opportunities of the students. This course is designed such way which makes the students able to apply sociological knowledge in the different fields such as; teaching, research, NGOs, Public Policies, social sectors and developmental sectors. Thus, this course has not only to provide employment opportunities to the students but also to make them rational, logical and critical. The aim of this programme is not only theoretically oriented to the students alone, but also make them able to analyze the social reality by using scientific knowledge of sociology to analyze the social issues with different theoretical and methodological perspectives. Thus, this course has aim to make student rational, logical and critical about the social events and contemporary issues and to enhance the skills and capabilities of the students.

**Learning Outcomes of the Course**

This course is designed such way that offers multiple opportunities to the learners. After completion of this course, student would get job opportunities in the fields of teachings, research, NGOs, corporate sectors and Governmental sectors. This course also helps students to qualify the NET/JRF/SET and Competitive Exams such as MPSC/UPSC/Social Welfare Departments and others etc. This course has also relevance in the field of production of knowledge about the human behavior, social issues and phenomena. This production of knowledge would be helpful to the policy makers, developmental organizations, researchers, social activist and social scientists. This course makes differentiate between common sense knowledge and sociological knowledge and this course provides scientific vocabulary, terms, concepts, methods and perspectives in accessing the social issues, events and problems. The sociological knowledge would be useful in the social engineering and social reconstruction of the social structure. The sociology not only provides employment opportunities alone, but also makes the students rational, critical and logical.

**Course Pattern of the Four Semesters**

The Course Pattern has three important segments, core courses/ discipline elective courses/ generic, open/ elective courses, practical and field based assignment which offers or enhances skills, capabilities and soft skills of the students.

**Core/ Compulsory Courses**

Student has choice to take three courses as core/compulsory courses each semester. Here, student has not choice. These core courses are compulsory.
Discipline Specific Elective Courses

Here, Student has choice to select any one discipline specific elective course from the given list of elective courses from each semester. Student has choice to select one elective course from the given list as per his or her choice. The nature of elective courses is open for the students. This section comprises discipline specific elective courses.

Generic/ Open Elective Courses

Student of Sociology has choice to select one generic course from the other disciplines of the school or campus schools/ or any other streams. It is expected that student has to earn 8 credits maximum from the open elective or generic elective courses within the four semesters as per his or her choice and interest.

The Sociology has planned to introduce field based activities and practical courses in the next year in third and fourth semesters of the second year.

Project Work for Fourth Semester

Sociology offers small project work for the fourth semester only. This project work offers four credits. This is compulsory activities for all the students of Sociology for the fourth semester of this course. However, students have choice to select any social issues, problems and any methods and sociological perspectives as per their choice. Students have choice to write their dissertation in Marathi or English Language.

(M.A. Sociology) First Year (Semester-I)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title Core Courses</th>
<th>Credits</th>
<th>Contacts Hours</th>
<th>Internal Marks</th>
<th>University Exam. (External Marks)</th>
<th>Total Marks</th>
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<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>CC-SOC-102</td>
<td>Sociology in India</td>
<td>4</td>
<td>60</td>
<td>50</td>
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<td>100</td>
</tr>
<tr>
<td>CC-SOC-103</td>
<td>Introduction to Sociological Theories</td>
<td>4</td>
<td>60</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>DSE-SOC-104-A</td>
<td>Rural Society in India</td>
<td>4</td>
<td>60</td>
<td>50</td>
<td>50</td>
<td>100</td>
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<tr>
<td>DSE-SOC-104-B</td>
<td>Social Anthropology</td>
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<td>60</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>DSE-SOC-104-C</td>
<td>Sociology of Sanitation</td>
<td>4</td>
<td>60</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>GEC/ Open Elective (students have choice to select one course from any other discipline)</td>
<td>Select Any one course as per your choice</td>
<td>4</td>
<td>60</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Total credits</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>250</td>
<td>500</td>
</tr>
</tbody>
</table>
M.A Sociology First Year - (Semester-I)

Core Courses

SOC-CC-101: Classical Sociological Tradition

Objectives of the Course:
1. To introduce to the students about the major contribution of classical sociologists.
2. To make familiarize with the theoretical foundations of Sociology on which edifice of modern Sociological theories are erected and to develop critical thinking, analytical ability to interpret the social scenario around them.
3. To trace the historical roots of these thoughts in the transformation of European society.
4. To orient to the learners about foundational theories and fundamental concepts of the sociology.

Outline of the Course

Unit -I: August Comte
1.1: Hierarchy of Sciences
1.2: Law of Three Stages
1.3: Positivism
1.4: Social Statics and Social Dynamics

Unit-II: Emile Durkheim
1.1: Social Facts
1.2: Rules of Sociological Method
1.3: Division of Labour
1.4: Theory of Suicide

Unit-III: Max Weber
1.1: Theory of Social Action
1.2: Protestant Ethic and Spirit of Capitalism
1.3: Authority and rationality
1.4: Ideal Types

Unit -IV: Karl Marx
1.1: Historical Materialism
1.2: Dialectical Materialism
1.3: Basic Structure and Super Structure
1.4: Capitalism and Alienation.

**Unit-V: Vilfred Pareto**

1.1: Logical and Non-Logical Action
1.2: Circulation of Elite
1.3: Logico-Experimental Method
1.4: Residues and Derivations

**Learning Outcomes:** Students would be able to understand fundamental concepts of the sociology and the contribution of classical sociologists. This course would be helpful to provide foundational ideas of sociology. This course also helps to provide the theoretical as well as methodological inputs to the learners. This course enriches the sociological knowledge of the students.

**Important Readings:**

SOC-CC-102: Introduction to Sociological Theories

Objectives of the Course

1) To introduce the socio-cultural, political, economical and historical roots of Sociological theories.
2) To orient with the different traditions of sociological theories that makes them aware about the multiple traditions and foundational base of sociological theories.
3) To introduce the learners with the nature, basic types and fundamental theories of sociology.

Outlines of the Course

Unit-I: The Origin and Growth of Sociological Theories
   1.1: The Scientific Revolution, Industrialization and Growth of Capitalism and its impacts on sociological theories
   1.2: French Tradition of Sociological Theories
   1.3: British Tradition of Sociological Theories
   1.4: American Tradition of Sociological Theories

Unit-II: Nature of Sociological Theory
   1.1: Meaning and Nature of Sociological Theories
   1.2: Types of Sociological Theories
   1.3: Relationships between Theory and Research
   1.4: Grounded Theory

Unit-III: Concept and Theories of Social Structure:
   1.1: Social Structure is a Reality: Theory of Radcliffe-Brown,
   1.2: Organic Analogy: Social Organism of Herbert Spencer
   1.3: Contributions of Claude Lévi-Strauss in Structuralism

Unit-IV: Theory of Structural-Functionalism
   1.1: Structural-Functionalism of Malinowski
   1.2: Functionalism of Talcott Parsons
   1.3: Contribution of Robert K.Merton in Functionalism
   1.4: Limitation to Functionalism
Learning Outcomes: After studying this course, student would be able to understand the basic nature of the sociological theories. This course provides students to the basic and conceptual knowledge about the basic concepts and sociological theories. This is fundamental and very basic theoretical roots of sociological theories that enhance the knowledge of the learners. This course would provide the very fundamental insights to the learners which further support to understand the modern and post-modern sociological theories. Thus, this course has very significance and relevance.

Important Readings:

12. Ritzer, George and Barry Smart, 2001, Handbook of Social Theory, Sage Publications.
SOC-CC-103: Sociology in India

Objectives of the Course:

1) To introduce the development of sociology in India

2) To orient to the students about the different theoretical and methodological orientations of Indian Sociology.

3) To orient to the students towards the perspective of Sociology of Knowledge.

Outline of the Course

Unit –I: The Origin and Growth of Sociology and Social Anthropology in India:

1.1: The Origin and Growth of Sociology in India
1.2: The Development of Social Anthropology in India
1.3: The Relationships between Sociology and Social Anthropology in India

Unit -II: Sociology in India: Historical and Theoretic Probing

1.1: Early Theoretic and Methodological Concerns
1.2: Colonial Approach of Indian Society
1.3: Universal Vs Specific Sociology for India
1.4: Indigenization of Sociology in India

Unit-III: Sociology of Knowledge Perspective

1.1: A Sociology of Values or Value-loaded Sociology
1.2: F.G.Bailey’s Critique of the Dumont-Pocock Approach
1.3: Other Critique of Dumont’s Approach and Dumont’s Reply
1.4: The Marxist and Non-Marxist Dispositions in Indian Sociology

Unit –IV: Studies on Social Stratification and Indian Village

1.1: Structural-Functional: Positivistic Approach on Social Stratification
1.2: Colonial Approach of Indian Village
1.3: L.Dumont and D.F. Pocock’s views of Indian Village
1.4: Structural-Analysis of the Village Community in India

Learning outcomes

This course would provide methods and perspective to analyze the Indian society. This course also helps students to understand the historical roots of Indian sociology. After studying
this course, student would be able to understand the relationships between sociology and social anthropology and their growth and development in India.

**Important Readings:**

Elective Courses
Student has choice to select any one course from the list of given elective courses

SOC-DSE--104-A: Rural Society in India

Objectives of the Course:

1) To understand the structure of rural society.
2) To understand the changing nature of rural society.
3) To assess the impact of rural development programs on the rural society

Outline of the Course Content

Unit-I: Rural Society in India
1.1: Profile of Rural Society in India,
1.2: Basic Characteristics of Rural Society
1.3: Rural-Urban Continuum

Unit-II: Contemporary Issues of Rural Society
1.1: Caste and social inequality
1.2: Modernization and its impacts on village tradition and culture
1.3: Rural Poverty and Gender Inequality
1.4: Agrarian Crisis and Farmer Suicides

Unit-III: Community and Village Development Programmes
1.1: Community development Programmes and its impacts on the rural society
1.2: Panchyati Raj Institutions and democratic decentralization and its impacts on the rural
Power structure
1.3: Rural development Programmes and its impacts on the marginal social groups and women

Unit-IV: Rural Transformation
1.1: Agrarian Social Structure and Emergent class Relation
1.2: Land ownership and agrarian relation
1.3: Decline of agrarian economy, De-peasantization and Migration
1.4: Changing Inter-community relations and violence
Learning Outcomes

This course would help to reflect upon the structure, nature of the rural society which helps learners to understand the contemporary issues of rural society. This course would provide insights and perspectives to the learners to address the issues, problems and challenges of rural social structure. This course also offers opportunities of employments in the NGOs those are working in the rural set up. Otherwise, learners also go for establishing Non-Governmental Organizations for the rural development.

Important Readings

1. Beteille Andre, 1974, Six Essays in Comparative Sociology; OUP, New Delhi, PP 1-50
4. Dhanagare D. N, 1998, Peasant Movement in India; Oxford University Press New Delhi,
5. Omvedi Gail. 1987 Land, Caste and Politics; Department of Political Science, Delhi University Delhi.
10. Singh, Yogendra, 1977, Social Stratification and Change in India, New Delhi, Manohar.


SOC-DSE--104-B: Social Anthropology

Objectives of the Course

1) To introduce to basic concept of social anthropology.
2) To orient to the learners about the relationships between sociology and social anthropology.
3) To introduce the social anthropology to the students of sociology.

Outline of the Course

Unit -I: Introduction to Social Anthropology
   1.1: Development of Social Anthropology in India
   1.2: Nature, Definition and Scope of Social Anthropology
   1.3: Sociology and Social Anthropology

Unit- II: Anthropological Theories
   1.1: Functionalism (Radcliffe-Brown & B. Malinowski)
   1.2: Structuralism (Claude Levi-Strauss)
   1.3: Contribution of Frazer, Tylor, Malinowski Radcliffe Brown to the understanding of Religion

Unit- III: Anthropological Methods
   1.1: Field Work Approach in Anthropology
   1.2: Ethnography: Meaning, Natures and Types of Ethnography
   1.3: Contribution of Andre Beteille and M.N. Srinivas in Ethnography

Unit -IV: Subject Matters of Social Anthropology
   1.1: Village Studies and Caste
   1.2: Culture, Clan and Tribe
   1.3: Ethnicity and Race
   1.4: Family, kinship, Marriage and Religion

Learning Outcomes

Students would be able to understand the relationship between sociology and social anthropology. This course would be supported to understand the anthropological perspectives, methods and basic concepts. This anthropological knowledge would help and support to the students of sociology.
Important Readings

1) Battie John, 1965, Other Cultures: Aims, Methods and Achievements in Anthropology, London.
6) Jayaram N. 2013, the Bombay School of Sociology: The Stalwarts and their Legacies, Vol.62, No.2 May-June.
SOC-DSE-104 –C: Sociology of Sanitation

Objectives of the Course

1) To enhance Sociological understanding about the Sanitation, Society and Culture.
2) To develop insights for Sociological analysis of Sanitation issues in India.
3) To make aware of the learners about the issues of sanitation.

Outline of the Course

Unit 1: Sanitation: Concept and Dimensions

1.1: Sanitation: Concept and Genesis
1.2: Sanitation and its Dimensions: Environment, Public health, Women and Sustainable Development
1.3: Sanitation and its relationship with Social institutions

Unit -II: Historical development of Sanitation

1.1: Social Perspectives and Orientation
1.2: Approaches to Public health
1.3: Sanitation Challenges

Unit -III: Sanitation, Health and Society

1.1: Hygiene
1.2: Scavenging and Poverty
1.3: Environment and Population
1.4: Wastage: Public and Private Space

Unit- IV: Culture and Sanitation

1.1: India’s lack of toilet is a cultural problem
1.2: Social Construction of Hygiene and Sanitation
1.3: Sanitation of Public Health

Unit -V: Environmental Sanitation

1.1: Concept of Environmental Sanitation
1.2: Water and Sanitation
1.3: Environment and Social Sanitation
1.4: Problems of Environmental Sanitation in India
Learning Outcomes

After studying this course, student would be able to understand the issues of sanitation. The course will make them conscious about the importance of sanitations. This course also offers job opportunities and support to the social activities and motivate learners to create social awareness in the society.

Important Reading

5) LeelaVisaria, 2015, Sanitation in India with Focus on Toilets and Desposal of Human Excreta, Gyan Publishing House, New Delhi.
7) Bhartiya Samajshasta Sameeksha, 2016 Sociology of Sanitation, July-December, vol.3 No.2
### M.A. Sociology First Year (Semester-II)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course No.</th>
<th>Course Title Compulsory Courses</th>
<th>Contact Hours</th>
<th>Internal Marks</th>
<th>University Exam. (External Marks)</th>
<th>Total Marks</th>
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<tr>
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<td>Hermeneutic and Interpretative Traditions in Sociology</td>
<td>60</td>
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<td>50</td>
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<td>SOC-CC-202</td>
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<td>SOC-CC-203</td>
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<td>SOC- DSE-204-A</td>
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<td>Sociology of Tribal Society</td>
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<tr>
<td>SOC- DSE-204-B</td>
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<td>Study of Agrarian Society</td>
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<td>SOC- DSE-204-C</td>
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<td>Sociology of Marginalized and Weaker Section</td>
<td>60</td>
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<td></td>
<td>Select any one course As per your choice</td>
<td>60</td>
<td>50</td>
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<td><strong>Total</strong></td>
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<td></td>
<td><strong>250</strong></td>
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</table>
Core Courses

SOC-CC-201: Hermeneutic and Interpretative Traditions in Sociology

Objectives of the Course:

1) To provide students orientation to the hermeneutic and interpretative tradition in sociology.
2) To expose students to the contribution of important sociologists in these traditions.
3) To introduce the basic concepts and theories of these sociological traditions.

Outline of the Course

Unit-I: Hermeneutic Tradition

1.1: Hermeneutics as Critics of Positivism
1.2: Different Roots of Hermeneutic Tradition
1.3: Clifford Geertz: The Interpretation of Culture, Cultural Anthropologist and Thick Description
1.4: Karl Manheim: The Sociology of Knowledge, Sociology and its Methodology

Unit-II: Interpretative Tradition

1.1: Different Roots of Interpretative Traditions
1.2: Max Weber’s Contribution in Interpretative Tradition
1.3: Interpretative Method of Herbert Bulmer

Unit-III: Symbolic Interactionalism

1.1: Contribution of G.H. Mead in Symbolic Interactionalism
1.2: Micro-Perspective of Symbolic Interactionalism
1.3: Erving Goffman on interactionalism and Dramaturgical Approach

Unit-IV: Phenomenological Approach

1.1: Edmund Husserl’s Contribution in Phenomenology
1.2: Alfred Schutz: Life World and Stock of Knowledge

Unit-V: Ethno methodological Approach

1.1: Harold Garfinkel’s Contribution in Ethno-methodology
1.2: Documentary Method of Harold Garfinkel
Learning Outcomes
After studying this course, students would be able to qualify the NET/JRF/SET exams in Sociology. Despite this, this course will also help to provide in-depth insights and familiarize learners with the roots of these traditions. This course will help to provide basic orientation to the students about the origin of these traditions in sociology.

Important Readings

Marathi Readings:
SOC--CC-202: Perspectives on Indian Society

Objectives of the Course:

1) To orient to the contribution of Indian Sociologist and thinker’s ideas and thoughts about the Indian society.
2) To introduce to the learners about the different perspectives of the Indian Society.
3) To make aware of about the contribution of Indian sociologist and Indian thinkers.

Outline of the Course

Unit-I: Ecological Perspective of Radha Kamal Mukherjee
   1.1: Contribution of Radha Kamal Mukherjee in Regional Sociology and Social Ecology
   1.2: Mukherjee’s Views on Indian Culture, Civilization and Values

Unit -II: Indological Perspective of G.S. Ghurye
   1.1: Contribution of G.S. Ghurye in Indology
   1.2: G.S. Ghurye’s Nationalistic Perspective

Unit -III: Structural-Functional Perspective of M.N. Srinivas
   1.1: M.N.Srinivas’s Contribution in Indian Sociology
   1.2: Srinivas’s work on caste and Indian village

Unit-IV: Irawati Karve’s Perspective of Social Anthropology
   1.1: Works on Groups Relations in Village Community
   1.2: Kinship Organizations in India

Unit-V: Subaltern Perspective of Dr. B.R. Ambedkar
   1.1: Understanding the History of Weaker Sections of the Society
   1.2: Dr B.R. Ambedkar’s Contribution in Subaltern Approach

Unit-VI: Gandhian Perspective on Indian Society
   1.1: Gandhian views of Indian society
   1.2: Gandhian ways of development

Learning outcomes

This course would provide knowledge about the very fundamental thoughts and perspectives of Indian scholars as well as sociologist about the Indian society. This course has also significance in the case of qualifying the JRF/NET/SET examination for sociology. Despite
this, the course has importance to provide foundational, ideological, sociological and social anthropological base to the Indian sociology. The learners will be understood the different roots of Indian sociology. This course enriches the knowledge of learners about the Indian society also.

**Important Readings:**

10. Surendra Sharma, 2019, Sociology in India: A Perspective from Sociology of Knowledge, Rawat Publication, Jaipur
SOC-CC-203: Research Methodology and Methods

Objectives of the Course
1) To orient to the learners about the basic and fundamental of research methodology
2) To introduce the basic orientation to the research methodology and methods
3) To introduce the different types of tools, techniques and methods of social science research

Outline of the Course
Unit-I: Conceptualizing Social Reality
  1.1: Philosophy of Science
  1.2: Scientific Method and Epistemology in Social Science
  1.3: Hermeneutic Traditions
  1.4: Objectivity and Reflexivity in Social Science
  1.5: Ethics and Politics

Unit-II: Formulating Research Design
  1.1: Reading Social Science Research, Data and Documents
  1.2: Induction and Deduction
  1.3: Fact, Concept and Theory
  1.4: Hypothesis, Research Question and Objectives

Unit-III: Quantitative and Qualitative Methods
  1.1: Ethnography
  1.2: Survey Method
  1.3: Historical Method
  1.4: Comparative Method

Unit-IV: Techniques of Research
  1.1: Sampling
  1.2: Questionnaire and Schedule
  1.3: Statistical Analysis
  1.4: Observation, Interview and Case Study
  1.5: Interpretation, Data Analysis and Report Writing

Learning outcomes
This course provides orientation to the basic and fundamentals of the research methodology and methods of social sciences. This course also helps to qualify the NET/JRF/SET and other Competitive Examinations. By studying this course, learners will be adopted scientific outlook and approach of logical inquiries of social issues. This course makes learner rational and logical human being. This course also offers employment opportunities to the learners in the NGOs and Research Institutes.
**Important Readings**


**Marathi Readings:**


**Elective Courses**

Student has choice to select any one course from the given list of courses

**SOC-DSE: 204-A: Sociology of Tribal Society**

**Objectives of the Course**

1. To introduce the sociological perspectives on the tribes.
2. To familiarize students with critical understanding of the different approaches of tribal development.
3. To familiarize students with the different issues and problems of the tribal communities.

**Course Outline:**

**Unit-I: The Construction of the Concept of Tribe**

1.1: The meaning of the concept of tribe
1.2: The distinctive features of the tribal society
1.3: The caste and tribe debates in India
1.4: The issues of tribal identity

**Unit-II: Approaches of Tribal Development**

1.1: Assimilative Approach
1.2: Isolated Approach
1.3: Integrated Approach

**Unit-III: The Contemporary Issues of Tribal Societies**

1.1: The Issues of Forest Land ownerships and tribes
1.2: Natural Resources and Tribal Societies
1.3: The issues of health and education

**Unit-IV: Transformation in Tribal Societies**

1.1: Tribal development programs and its impacts on the tribal societies
1.2: Development and displacement, rehabilitation and migration of the tribe
1.3: The impacts of modernization and technologies on the tribal life, culture and tradition
1.4: Panchyati raj and tribal societies
Unit-V: Tribal Movements in India

1.1: Causes of Tribal movements
1.2: Major Types of Tribal Movements
1.3: Issues and Demands of tribal movements
1.4: Tribal movements for development, change and identity.

Learning Outcomes: Students would be able to understand the issues and problems of tribal communities in India. Students will be also benefited to get job opportunities in the field of tribal development and NGO sectors those are working in the areas of tribal societies for the cause of tribal development. This course provides knowledge about the socio-economical status of the tribal societies in India. This course also provides information about the contemporary issues of the tribal societies.

Important Readings:

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

Marathi Readings:

1. Dr. Maroti Tegmpure, Adivasi Vikas Ani Vastav, Chanmay Prakashan, Aurangbad.
2. Dr. Govind Gaare, Maharashtratil Adivasi Jamati, Continental Publication, Pune.
   3. Dr. Govind Gaare, Adivasi Vikasache Shilpakar, Shree Vidhya Prakashan, Pune.
SOC-DSE-204-B: Study of Agrarian Society

Objectives of the Course:

1) To understand the structure of agrarian society.

2) To understand the changing nature of agrarian society.

3) To assess the impact of rural development programs and agrarian polices on the rural societies.

Outline of the Course

Unit-I: Study of Agrarian Social Structure

1.1: Historical, Colonial and Ecological factors gave shape to the Heterogeneous nature of Indian Agriculture

1.2: Peasant Studies and Sociology of Agriculture

1.3: Mode of Production Debate in Agriculture

1.4: Present Debates in Indian Agriculture

Unit-II: Agrarian Movements

1.1: Agrarian Movements in India

1.2: New Farmers Movements

1.3: Tribal Movements for land rights

1.4: Gender and Land Rights

Unit-III: Contemporary Issues of Agrarian society

1.1: Migration of farmers and labourers

1.2: Marginalization and De-peasntization of Farmers

1.3: Farmers Suicides and economical crisis

1.4: Dissatisfaction and dispossession of women, tenants and labourers

Unit-IV: Agricultural Development in India

1.1: State interventions in Agrarian relations: Land Reforms, Green Revolution

1.2: Use of Technology and Modernization in Agriculture

1.3: The Green Revolution and its impacts on small and marginal farmers

1.4: Green Revolution and its impacts on women
Unit-V: Feminization of Agriculture

1.1: The Women Farmers and their problems
1.2: The Struggles of Widows aftermath the Farmer Suicides
1.3: Agricultural policies for gender justice
1.4: The issues of rural livelihoods of the labourers and women

Learning Outcomes,

After studying this course, the students would get job opportunities in the field of sociology of agriculture, agricultural universities and land and water management department of the government. Students also get opportunities in the NGOs sectors those are working in the field of agriculture. Thus, this course provides job opportunities and also makes aware of learners about the coming crisis in the field of agriculture. This course also provides insights and in-depth knowledge about the Indian agriculture and its challenges.

Important Readings

2. Singh, Yogendra, 1977, Social Stratification and Change in India, New Delhi, Manohar.
11. Deshpande, R.S. and Saroj Arora 2010, Agrairan Crisis and Farmers Suicides, New Delhi, Sage Publication India.
14. David Hardiman 1992, Peasant Resistance in India. OUP.
Brass T, Dhanagare, Lindberg Staffan and Gail Omvedt.
SOC-DSE-204-C: Sociology of Marginalized and Weaker Section

Objectives of the Course

1) To sensitize the students towards the concept, process and theories of marginalization from sociological perspective.
2) To orient to the learners about the issues and problems of the marginal communities
3) To make them aware about the role of development of these deprived sections of the Indian society.

Course outline:

Unit- I: Marginalization
1.1: Meaning and process of marginalization
1.2: Scope and importance of studying marginalization
1.3: Dimensions of marginalization: Social, Cultural, Political, Historical
1.4: Methods of Marginalization: Discrimination, Relative Deprivation, Exploitation, Inequality

Unit-II: Perspectives of Marginalization
1.1: Views of Jotirao Phule,
1.2: Dr. B R Ambedkar,
1.3: Narayan Guru,
1.4: Ram Manohar Lohiya

Unit-III: Marginalized Groups in India
1.1: Scheduled Castes
1.2: Scheduled Tribes
1.3: Neo-Converted: Buddhists, Christians and Muslims
1.4: Third Gender, Women, Physically and Mentally Challenged

Unit-IV: Affirmative Action: Role of State and NGO's
1.1: Constitutional Provisions and Implementation
1.2: Government Welfare Measure and programmes of Inclusive Policies Impact on Marginalized groups and weaker sections.
1.3: Role of NGOs for upliftment of the weaker sections in India.
Learning Outcomes:
This course introduces the different methods, perspectives on the marginalized and weaker sections of the Indian society. By studying this course, student would get knowledge and sociological insights about these sections of the society. This course also helps in many ways for offering information which make learners easy to qualify the MPSC/UPSC NET/SET examinations also. This course also provides knowledge and information about these communities that make learners for advocate and activists.

Important Readings:
3. Ghurye, G.S. 1969, Caste, Race and Occupation in India, New Delhi,
5. Gupta, Dipankar 1991, Social Stratification, New Delhi, Oxford University, Press.
8. Omvedt, Gail. 1975, ‘Caste, Class and Women’s Liberation in India, Bulletin of Concerned Asian Scholars:
10. Ranjeet Guha : Subaltern’s Studies 2 Vols, Oxford, OUP.

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