

# SHIVAJI UNIVERSITY, KOLHAPUR.



Accredited By NAAC with 'A' Grade

Revised Syllabus For

B.A. Part-III

Sociology

Syllabus to be implemented from

June, 2020 onwards.

Shivaji University, Kolhapur.  
REVISED SYLLABUS OF B. A. III SOCIOLOGY

Choice Based Credit System (CBCS)

Semester – V, DSE – E66 SOCIOLOGY – VII

WESTERN SOCIOLOGICAL THINKERS

(June, 2020 onwards)

## A) Course Objectives

Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

## B) Course Learning Outcomes:

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

## C) Course Content:

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module -I	AUGUSTE COMTE A) Law of Three Stages B) Concept of Positivism. C) Social Statics and Social Dynamics.	15	1
Module -II	KARL MARX A) Dialectical Materialism B) Theory of Class Conflict C) Theory of Alienation	15	1

HEAD

Department of Sociology  
P. V. P. Mahavidalaya,  
Kavathe Mahankal.

<b>Module -III</b>	<b>EMILE DURKHEIM</b> A) The Study of Social Facts B) Theory of Division of Labour C) Theory of Suicide	<b>15</b>	<b>1</b>
<b>Module -IV</b>	<b>MAX WEBER</b> A) The Ideal Type B) Theory of Social Action C) Types of Authority.	<b>15</b>	<b>1</b>

#### D) Teaching Learning Process:

1. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
2. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

#### E) Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

NOTE: Visit to University Library

#### F) REFERENCES:

1. Abraham Francis Modern sociological Theory, Delhi Oxford University press,1982
2. Abraham Francis 'Sociological Thought', Madras Macmillan,1991
3. Aron Raymond Main Currents In Sociological Thought,Vol.I & II
4. Coser A.Lewis 'Masters of Sociological Thought' Rawat publications Jaipur 1996
5. Delaney Tim 'Contemporary Social Theory,Investigation and Application'
6. Haralambos & Holborn Sociology : Themes and Perspectives Published by Harper Collins Publishers Ltd.London W6 8JB 2008
7. Ritzer George Classical Sociological Theory, 4th edition,Nework, Mc-grawhill publication. 1996.

## REVISED SYLLABUS OF B. A. III SOCIOLOGY

**Choice Based Credit System (CBCS)**  
Semester – V, DSE – E67 SOCIOLOGY– VIII  
**METHODS OF SOCIAL RESEARCH (Part-I)**  
(June, 2020 onwards)

### A) Course Objective:

1. The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

### B) Course Learning Outcomes:

- Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
- The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
- Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
- By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organization.

### C) Course Content:

Module	Topic and Sub- Topic	Teaching Hours	Credits
Module-1	<b>Introduction to social Research</b> a. Philosophy of social science b. Meaning and objectives of social research c. Scientific Steps in Social Research d. Relation between theory and fact	15	01
Module -2	<b>Research Design</b> a. Meaning and Nature of Research Design b. Explorative c. Descriptive d. Experimental	15	01
Module -3	<b>Basic Elements of Social Research</b> a. Concepts-meaning and characteristics		

	b. Variable- meaning and Types c. Hypothesis- meaning and Sources	15	01
<b>Module -4</b>	<b>Modes of Enquiry</b> a. Quantitative Research : meaning and characteristics b. Qualitative Research: meaning and characteristics c. Importance of Quantitative and Qualitative Research	15	01

### D) Teaching - learning process:

- A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.
- Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

**E) Assessment Methods:** Assessment for this course will be based on written assignments, projects, project designs and presentations.

**NOTE: Organise One Day Workshop on Research Methodology**

### F) Reference Book :

- Durkheim, E.** 1958, The Rules of Sociological Method, New York: The Free Press
- Weber, Max.** 1949, The Methodology of the Social Sciences, New York: The Free Press
- Radcliffe; Brown, A.R.** 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation
- Beitelle, A.** 2002, Sociology: Essays on Approach and Method, New Delhi
- Goode, W. E. and P. K. Hatt.** 1952. Methods in Social Research. New York: McGraw Hill.
- Srinivas, M.N.** et al 2002(reprint), The Fieldworker and the Field:Problems and Challenges in Sociological Investigation, New Delhi
- Bryman, Alan.** 2004. Quantity and Quality in Social Research,New York: Routledge
- Merton, R.K.** 1972, Social Theory & Social Structure, Delhi: Arvind Publishing House

## REVISED SYLLABUS OF B. A. III SOCIOLOGY

### Choice Based Credit System (CBCS)

Semester – V, DSE – E68 SOCIOLOGY – IX

### POLITICAL SOCIOLOGY

(June, 2020 onwards)

#### A) Course Objective:

This course aims to acquaint the students with the major concepts, theoretical approaches and perspectives of political sociology. It seeks to prepare the students to apply these concepts and approaches to the understanding of the nature of the political processes and institutions in India. The course also exposes the students to the emerging perspective on the polity-society relationship in contemporary times.

#### B) Course Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

#### C) Course Content:

	Topic and Sub- Topic	Teaching Hours	Credits
Module - I	<b>Nature of Political Sociology</b> A) Definition and Subject Matter of Political Sociology B) Emergence of Political Sociology C) Importance of Political Sociology	15	1

Module - II	<b>Basic Concepts in Political Sociology</b> A) Power: Meaning and Nature B) State: Meaning and Nature C) Civil Society: Meaning and Nature	15	1
Module - III	<b>Study of Perspectives to Political Sociology</b> A) Perspectives on Power: Weberian, Marxist and Ambedkarian B) Perspectives on State: Liberal, Pluralist, Power-elite, Post-modernist	15	1
Module - IV	<b>Political parties in India</b> A) Political parties: characteristics and social composition. B) Pressure groups and Interest groups: characteristics and political significance. C) Major Political Parties and Their Principles	15	1

#### D) Teaching-Learning Process:

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the political. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real socio-political events from the students' immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

#### E) Assessment Methods:

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test.

#### F) Keywords:

Power, Authority, Resistance, Politics, Elite, State, Democracy, Citizenship, Rights, Para-Political Systems, Post-Colonialism

NOTE: 1) Visit to Vidhan Sabha / Vidhan Parishad  
 2) Visit to any Gram Sachivalaya / Corporation

**G) Reference Book(s)**

1. Bendix, R. and S. M. Lipset (Eds.). *Class, Status and Power*. London: RKP, 1966.
2. Bhargava, R. *Secularism and its Critics*. New Delhi: OUP, 1999.
3. Bottomore, T. *Elites and Society*. Harmondsworth: Penguin, 1966.
4. Chakravarty, A. *Contradiction and Change*. Delhi: OUP, 1975.
5. Dahl, R. *Who Governs?* New Haven: Yale University P, 1961.
6. Desai, A.R. *State and Society in India: Essays in Dissent*. Bombay: Popular Publication, 2000
7. Gerth, H.H. and C.W. Mills (Eds.). *From Max Weber: Essays in Sociology*. London: RKP, 1948.
8. Key, V.O. *Politics, Parties and Pressure Groups*. NY: Crowell, 1964.
9. Kohli, A. *India's Democracy: An Analysis of Changing State-Society Relations*. Princeton: Princeton University P, 1990.
10. Kohli, A. *The State and Poverty in India: The Politics of Reform*. Cambridge: Cambridge University P, 1999.
11. Kothari, R. *Caste in Indian Politics*. Delhi: Orient Blackswan, 2008.
12. Laclau, E. *Politics and Ideology in Marxist Theory*. London: Verso, 2012.
13. Miller, D. *On Nationality*. Oxford: Clarendon Press, 1995.
14. Mills, C.W. *The Power Elite*. NY: OUP, 2000.
15. Nash, K. *Contemporary Political Sociology*. Massachusetts: Blackwell Publishers, 2000.
16. Robinson, M. S. *Local Politics: the Law of the Fishes*. Delhi: OUP, 1988.
17. Runciman, W.G. *Social Science and Political Theory*. Cambridge: CUP, 1969.
18. Taylor, G. *The New Political Sociology: Power, Ideology and Identity in an Age of Complexity*. London: Palgrave Macmillan, 2010.
19. Vora, R. and S. Palshikar (Ed.) *Indian Democracy*, Delhi: Sage, 2004.
20. Weber, M. *Economy and Society*. Berkeley: University of California P, 1978.

REVISED SYLLABUS OF B. A. III SOCIOLOGY

Choice Based Credit System (CBCS)  
Semester – V, DSE – E69 - SOCIOLOGY – X  
**HUMAN RIGHTS**  
(June 2020 onwards)

**A) OBJECTIVES:-**

1. To Provide the conceptual understanding about the human rights.
2. To understand the nature and role of Human Rights in India.
3. To understand violation of Human Rights in India.

**B) Course Learning Outcomes:**

After completion of program students will able to-

- 1) Conceptual understanding about the Human Rights
- 2) Identify issues and problems relating to the realization of human rights
- 3) Understand the nature & role of human rights in India
- 4) Contribute to the resolution of human rights issues and problems
- 5) Educate the society about the human rights and duties in order to create responsible citizenry

**C) Course Content:**

	Topic and Sub-Topic	Teaching Hours	Credits
Model - I	<b>HUMAN RIGHTS</b> A) Meaning and Characteristics of Human Rights B) History of Human Rights in India ( Ancient Period to After Independent Period ) C) Perspectives of Human Rights. (Sociological Perspective and Modern Perspectives -Jeromi J.Shestoak)	15	1
Model - II	<b>UNITED NATIONS ORGANIZATIONS AND HUMAN RIGHTS</b> A) Universal Declaration of Human Rights, 1948 B) International Covenant on Economic, Social and Cultural Rights, 1966 C) International Covenant on Civil and Political Rights, 1966	15	1
Model - III	<b>HUMAN RIGHTS IN INDIA</b> A) Indian Constitutions and Human Rights B) National Human Rights Commission in India (Structure and Role) C) Function of National Scheduled Castes and Scheduled Tribe commission in India	15	1
Model - IV	<b>VIOLATION OF HUMAN RIGHTS IN INDIA</b> A) Human Trafficking B) Mob Lynching C) Honor Killing	15	1

**REVISED SYLLABUS OF B. A. III SOCIOLOGY**  
**Choice Based Credit System (CBCS)**  
 Semester – V, DSE – E70 SOCIOLOGY – XI  
**SOCIOLOGY OF RELIGION**  
 (June, 2020 onwards)

**D) Teaching-Learning Process:**

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the human rights. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real sociological Perspective events from the students' immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

**E) Assessment Methods:**

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test, Seminar .

**F) Keywords:**

Human Rights, Castes ,Tribe ,Political Rights, Violation ,Human Trafficking  
 Moab, Lynching, Honor Killing  
 S

NOTE: 1) Visit to Old Age Home, Orphanage, etc

**G) REFERENCE :**

Anthony M.J	Social action through courts ,ISI ,New Delhi ,1997.
Bhatia K.L	Law and social change Towards 21 <sup>st</sup> Century, Deep and Deep ,New Delhi ,1994
Bose A.B	Social Security for the old myth and reality ,Center for Public& Governance Institute of applied Manpower Research by Concept Pub. Company ,New Delhi,2006
Crampton Helen M.	Social welfare :Institution and Process,Random and Keiser Keneth K. House Inc ,New York,1970
Kulkarni P.D	Social Policy and Social Development in India
Pathak s.	Social:An Evolutionary and Development Perspective,Welfare McMillan ,Delhi,1981.
Patil	The Economics of Social Welfare in India, Somayya, Bombay,1978
कोतापल्ले लक्ष्मण	भारतातील सामाजिक कल्याण, प्रशासन आणि समाज कार्य, विद्या प्रकाशन, औरंगाबाद
जी.एल.शर्मा	सामाजिक मुद्दे, रावत पब्लिकेशन्स, २०१५
य.च.म.मु.वि.नाशिक	मानवी हक्क आणि भारतीय राज्यघटना
य.च.म.मु.वि.नाशिक	मानवी हक्क आणि अंमलबजावणी यंत्रणा

**A) COURSE OBJECTIVE**

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

**B) COURSE LEARNING OUTCOMES:**

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

**C) Course Content:**

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module -I	<b>Understanding Religion</b> A) Sociology of Religion: Meaning , Scope and Subject matter B) Religion : Definition and Characteristics C) Basic Concepts in Religion 1) Belief and Rituals 2) The Sacred and Profane	15	1
Module -II	<b>Perspectives to Study of Religion</b> A) Perspectives of Religion: Durkheim and Weber B) Perspectives of Religion in India: Mahatma Phule and Dr. B. R. Ambedkar	15	1

Module -III	<b>Religions in India</b> A) Hinduism, Islam B) Buddhism, Christianity C) Jainism, Sikhism D) Satya Dharma and Shiv Dharm	15	1
Module -IV	<b>Religion and Social Change</b> A) Socio- Religious Movements B) Religion and Violence C) Religion and Commercialization D) Secularism and National Integration	15	1

#### D) Teaching - Learning Process:

Teaching learning process in this paper has to be interactive and reflective. Teacher should encourage students to utilize print and electronic media for acquiring knowledge regarding recent status and trends of religion.

#### E) Assessment Methods:

Assessment in this paper will be from of written assignments, seminars and class test.

#### F) Key Words:

Religious Belief, Rituals, Sacred, Profane, Magic, Violence, Secularism, National Integration.

**NOTE: Visit to Any Religious place and Understand its Structure and Functioning**

#### G) Reference Books

1. Baird, Robert D. "Religion in Modern India". Manohar, Delhi, 1995.
2. Madan, T.N.(Ed), Religion in India", Oxford University Press, New Delhi, 1992.
3. Muzumdar, H.T. "India's Religious Heritage", Allied New Delhi, 1996.
4. Roberts, Keith A. "Religion in Sociological Perspective", Donsey Press, New Delhi, 1984.
5. Prabhu, Pandharinath H. "Hindu Social organization: A Study in Socio-Psychological and ideological Foundations", Popular Prakashan, Bombay, 1963.
6. Souza, Leela. "Sociology of Religion".
7. Pias, Richard. "Sociology of Religion".
8. Salve, R.N. "Buddhism and Education", Shruti, Jaipur, 2008.
9. डॉ. विधाधार पुडलिक : "धर्मचे समाजशास्त्र" कॉन्टीनेटल प्रकाशन २००३,
10. डॉ. प्रदीप आगलावे : "समाजशास्त्र संकल्पना आणि सिद्धांत" साईनाथ प्रकाशन नागपूर २००९
11. डॉ. दा. धी. काचोळे : "भारतीय समाजरचना" कैलाश प्रकाशन औरंगाबाद १९९८
12. डॉ. बी. एम. कऱ्हाडे : "समाजशास्त्र मुलभूत संकल्पना" पिंपळापुरे प्रकाशन, नागपूर २०११
13. मंगला आठलेकर "धर्म आणि हिंसा" राजहंस प्रकाशन पुणे २०१६
14. डॉ. ज्योती डोईफोडे "भारतीय समाज" विद्या प्रकाशन औरंगाबाद

## REVISED SYLLABUS OF B. A. III SOCIOLOGY

### Choice Based Credit System (CBCS)

Semester – VI, DSE – E191 SOCIOLOGY – XII

### INDIAN SOCIOLOGICAL THINKERS

(June 2020 onwards)

#### A) Course Objectives

Objective of teaching Indian Sociological Thinkers to undergraduate students is to enable them to apply theory to their own Indian Social life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the

applicability of theory to students.

#### B) Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how postclassical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

#### C) Course Content:

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module -I	<b>G.S.GHURYE</b> A) Ideas on National Unity and Interaction B) Study on Caste C) Study on Indian Tribes	15	1
Module -II	<b>A.R.DESAI</b> A) Study of Village Structure in India B) Study of Indian Nationalism C) Analysis of Indian Society through Marxian Perspective	15	1

<b>Module -III</b>	<b>M. N. SRINIVAS</b> A) Concept of Sanskritization B) Concept of Westernization C) Concept of Dominant Caste	<b>15</b>	<b>1</b>
<b>Module -IV</b>	<b>IRAWATT KARVE</b> A) Concept of Kinship Relations B) Hindu Culture: An Interpretation C) Views on Maharashtra	<b>15</b>	<b>1</b>

#### D)Teaching learning process:

The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.

It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork or draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

#### E)Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacherstudent discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline ingeneral.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

**NOTE: Visit to University Library**

#### F) REFERENCES:

1. Nagala B.K. 'Indian Sociological Thought'
2. V.S.Upadhyay and Gaya Pandey 'History of Anthropological Thought'
3. Narendra K. Singh 'Theory and Ideology in Indian Sociology'
4. T. K. Ommen and P.N. Mukharjee 'Indian Society: Reflections and Introspections'
5. A.R. Desai 'Social Background Of Indian Nationalism'
6. A.R. Desai 'Rural India In Transition'
7. T. N. Madan 'Western Sociologists on Indian Society'
8. Yogendra Singh 'Indian Sociology : Social Conditioning and Emerging Concerns'
9. S.K. Pramanik 'Sociology of G.S. Ghurye'
10. Devdas Pillai 'Indian Sociology Through Ghurye : A Dictionary'
11. A.R. Momin 'The Legacy Of G.S. Ghurye'
12. M.N. Srinivas 'Social Change In Modern India'

REVISED SYLLABUS OF B. A. III SOCIOLOGY  
**Choice Based Credit System (CBCS)**  
 Semester – VI, DSE – E192 SOCIOLOGY – XIII  
**METHODS OF SOCIAL RESEARCH (Part-II)**  
 (June, 2020 onwards)

**A) Course Objectives**

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

**B) Course Learning Outcomes:**

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organization.
3. Periodic tests/mid-semester examination of the covered syllabus is also undertaken by the students during the academic session. End-semester examination is conducted by the University of Shivaji.

**C) Course Content:**

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module -1	<b>Sampling and Data collection</b>	15	01
	a. Meaning and Purpose of Sampling		
	b. Types of sampling		
	c. Advantages and Limitation of Sampling		
d. Primary and secondary Data collection			
Module -2	<b>Observation</b>	15	01
	a. Observation: Meaning and characteristics		
	b. Types of Observation		
c. Advantages and limitations of observation			

Module -3	<b>Interview and Questionnaire</b> a. Interview-meaning and Types b. Advantages and limitations of interview c. Questionnaire- meaning and Types d. Advantages and limitations of Questionnaire	15	01
Module -4	<b>Data Analysis and Report Writing</b> a. Use of computer in data analysis b. Statistical methods c. Report Writing	15	01

**D) Teaching-Learning Process:**

1. Classroom lectures interlink the sociological theories previously taught with the methods and techniques of data collection. Students are encouraged to construct questionnaires and conduct interviews, use technology like online surveys to develop practical research skills.
2. The use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
3. Alternative pedagogical techniques like outdoor learning through field trips and research projects, audio-visual technology in classrooms provides them with both research related knowledge and experience.

**E) Assessment Methods:**

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.

**NOTE: Organise Guest Lecture/Seminar on Social Research Methodology**

**F)Books for References:**

- Ahuja Ram:** Research Methods, Rawat Publication, Jaipur 2015  
**Ghosh B.N.:** Scientific Methods and Social Research, Sterling Publishers, New Delhi,1982  
**Kothari C.R.:** Research methodology: Methods and Techniques, Wiely Eastern, New Delhi, 1992  
**Lal Das D.K.:** Designs of social Research, Rawat Publication, Jaipur,2008  
**Young P.V.:** Scientific Social Surveys and Research, Prentice -Hall of India, New Delhi, Fourth edition fifteen Reprint,2003

संदर्भा साठी ग्रंथ (मराठी)

आगलावे प्रदीप : संशोधन पद्धती: शास्त्र व तंत्रे, विद्या प्रकाशन, नागपूर

घाटोळेरा.ना.: सामाजशास्त्रीयसंशोधन -पद्धती आणि तत्त्वे, मंगेश प्रकाशन

नागपूर,

बोधनकर सुधीर : सामाजिक संशोधन पद्धती,साईनाथ प्रकाशन,नागपूर

रानडे पुष्पा : प्राथमिक सांख्यिकी आणि संशोधन पद्धती,डायमंड प्रकाशन, पुणे,

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REVISED SYLLABUS OF B. A. III SOCIOLOGY

Choice Based Credit System (CBCS)

Semester – VI, DSE – E193 SOCIOLOGY – XIV

SOCIAL ANTHROPOLOGY

(June, 2020 onwards)

1. To provide the conceptual understanding about anthropology
2. To understand the social aspects of tribal's in India.

	Topic	Teaching Hours	Credits
Model - I	<b>INTRODUCTION TO SOCIAL ANTHROPOLOGY</b> A) Social Anthropology: Meaning and Characteristics B) Relation Between Social Anthropology and Sociology C) Field work Method and its Characteristics D) Importance of Social Anthropology	15	1
Model – II	<b>TRIBAL SOCIETY IN INDIA</b> A) Tribal Society : meaning and Characteristics B) Social life : Family ,and Marriage - Characteristics C) Economic Life : Characteristics D) Religious Life : Beliefs and practices	15	1
Model – III	<b>TRIBAL PROBLEMS</b> A) Poverty and Indebtedness B) Land Alienation C) Illiteracy and Exploitation D) Religious Crisis	15	1
Model - IV	<b>Tribal Community in Maharashtra: Pardhi</b> A) Socio-Cultural life : Tradition and Change B) Economic life : Tradition and Change C) Religious life : Tradition and Change D) Social Movements for Development of Pardhi Community	15	1

NOTE: Visit to Any Tribal and Nomadic Tribe Community

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## Journals:

i) हाकारा (Hakara)

ii) Social Change (New Delhi)

iii) Man in India (Ranchi)

iv) Tribal research bulletin (Marathi and English)

Tribal Research Institute Pune

v) Human Ecology : Journal of manenvironmental relationship Kamlaraj,

Enterprises Delhi.

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## REVISED SYLLABUS OF B. A. III SOCIOLOGY

Choice Based Credit System (CBCS)

Semester – VI, DSE – E194 SOCIOLOGY – XV

**RURAL SOCIOLOGY**

(June, 2020 onwards)

### A) Course Objectives:

1. To communicate Agriculture as the foundational material practices at the heart of the formation of social collectivities and make sense of South Asian societies agrarian formations.
2. To familiarize students with rural situation past and present with the help of necessary theories and categories.
3. To make sense of rural communities, their structure, transformation and trials and tribulations in modern world.
4. To introduce students to the rich legacy of theoretical and empirical work in rural sociology and its continued relevance.

### A) Course Learning Outcomes:

1. An empathy for and ability to engage rural communities as living societies and understand grasp they condition as human condition.
2. An appreciation of rural world and familiarity with the trajectory of theoretical conversation on rural issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian rural society
4. To be ready for a range of academic and professional roles that may require a knowledge of rural societies.

### C) Course Content:

Module	Topic and Sub- Topic	Teaching Hours	Credits
Module -1	<b>Introduction to Rural Sociology</b> A) Meaning of Rural Sociology B) Origin, Scope and Subject Matter of Rural Sociology C) Importance of Rural Sociology with the reference of India	15	01
Module-2	<b>Indian Rural Community</b> A) Village studies in India B) Classification of Indian Villages C) Changing Nature of Rural Community in India	15	01

<b>Module -3</b>	<b>Social Institutions in Rural Society</b> A) Marriage, Family and kinship Institution B) Caste and Balutedari C) Political life : structure and change	<b>15</b>	<b>01</b>
<b>Module-4</b>	<b>Changing Indian Agrarian Society</b> A) Rural Cooperative and Rural Industry B) Markets, Land Reforms and Green Revolution C) The Agrarian Issues	<b>15</b>	<b>01</b>

**D) Teaching Learning Process:**

The teaching learning for this course involves lectures, tutorial conversations around contemporary issues of concern for agrarian societies and extensive usage of imaginative literature and films that makes the lived world of peasantry and rural communities come alive to the students.

**E) Assessment Methods:**

Recommended evaluation would be an assignment that tests the conceptual grasp of the students and a project that prompts students to engage in research about a historical or contemporarily rural issue.

**NOTE: Visit to village and Grampanchayat and Understand its Structure and Rural Development Programs**

**F) References:(English)**

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**Desai A.R.:** Rural Sociology in India Popular Prakashan, Bombai, (1969 reprint 2009) .

**Dhanagare, D. N.:** 'Green Revolution and Social Inequalities in Rural India' from, Economic and Political Weekly, Vol. 22, No. 19/21, Annual Number (May, 1987),

**Dube SC:** Indian Village, Routledge, New York, (Second edition 2018)

**Mukherjee Ramkrishna:** The Dynamics of a Rural Society, Akademie -Verlag, Berlin, (1957)

**Oommen T.K.:** Green Revolution and Agrarian Conflicts, Economics and Political weekly, Vol.-6, Issue-26 (1971)

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## REVISED SYLLABUS OF B. A. III SOCIOLOGY

Choice Based Credit System (CBCS)

Semester – VI, DSE – E195 SOCIOLOGY – XVI

URBAN SOCIOLOGY

(June,2020 onwards)

### A) Course Objectives:

1. Urbanization is an important aspect of modern society. This course is will provide an Exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

### B) Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanization and its Consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of Urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can Also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as

Well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such Themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.

4. To develop critical thinking and a reflective perspective through exposure to multicultural Thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

### C) Course Content:

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module I	Introduction to Urban Sociology A) Definition, Meaning & Nature of Urban Sociology. B) Subject Matter of Urban Sociology. C) Importance of the Study of Urban Sociology	15	01
Module II	Major Concepts in Urban Sociology. A) Urban Community. B) Urbanism. C) Rural- Urban differences- continuum	15	01
Module III	Process of Urbanization A) Meaning and Nature of Urbanization	15	01

	B) Causes of Urbanization.		
	C) Consequences of Urbanization		
Module IV	Urban Social Structure. A) Urban Family : Characteristics and Change B) Urban Social stratification: Caste & Class. C) Urban Occupations: Characteristics and Change	15	01

**D) Teaching Learning Process:**

The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching/learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stake holders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

**E) Assessment Methods:**

Assessment for this paper would be in the form of tests, written assignments, projects' reports and presentations.

**F) Key Words:**

Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology.

NOTE: 1) Visit to any Slum Area in City and Understand their Problems

2) Visit to any City and Observe its Ecosystem

**G) References:-**

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## B.A. Sociology Outcome

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and statistical rigour. It is incessantly reflexive about its methods, demanding about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity. At the same time, sociology is the most open and interdisciplinary of social sciences. The Pursuit of sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times.

### Teaching Learning Process

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

- Lectures
- Tutorials
- Power-point presentations
- Project work
- Documentary Films on relevant topics
- Debates, Discussions, Quiz
- Talks /workshops

- Interaction with experts
- Academic festivals
- Classics and other sociologically meaningful films
- Excursions and walks within the city
- Visit to the museums
- Outstation study tours ..... Survey designs
- Internships

### A note on Assessment Methods

Besides the formal system of University exams held at the end of each semester as well as mid-semester and class tests that are held regularly, the students are also assessed on the basis of the following:

- Written assignments
- Projects Reports
- Presentations
- Participation in class discussions
- Ability to think critically and creatively to solve the problems
- Application of classroom concepts during fieldwork
- Reflexive Thinking
- Engagement with peers
- Participation in extra and co-curricular activities
- Critical assessment of Films /Books etc.

**A note on career trajectories for Sociology Graduates and (for)  
Prospective employers:**

Students with a grounding in Sociology have contributed immensely to the following fields :

- Academics
- Bureaucracy
- Social Work
- Law
- Journalism both print and visual
- Management
- Policy Making
- Developmental Issues
- Designing and Conducting surveys
- Human Resource Development
- Competitive Examinations
- Advocacy
- Performing Arts
- Research in contemporary issues of Gender, Development, Health, Urban Studies, Criminology etc.

  
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