



# **SAVITRIBAI PHULE PUNE UNIVERSITY**

(Formerly University of Pune)

## **M. A. SOCIOLOGY SYLLABUS**

**Credit & Semester System**

**(For P.G. Centers in affiliated Colleges)**

**Semester I and Semester II**

**(To be implemented from the academic year 2023-24)**

## M. A. Sociology

This revised syllabus is structured under the objectives and guidelines of the National Education Policy 2020. It aims to acquaint students with sociological perspectives and recent developments in the field. It is also expected to fulfill certain requirements for employment and develop practical skills among the students.

### Syllabus Structure (P.G. Centers)

Level	Semester	Course type	Code	Title	Credits
6.0	I	Major Mandatory	SOC 501 MJ	Classical Sociological Tradition	04
			SOC 502 MJ	Sociology of India	04
			SOC 503 MJ	Agrarian Society and Change in India	04
			SOC 504 MJ	Sustainable Development Goals	02
		Major Electives (Any One)	SOC 505 MJ	Sociology of Social Movements	04
			SOC 506 MJ	Sociology of Practice and Social Work	
			SOC 507 MJ	Urban Sociology	
		Research Methodology	SOC 508 RM	Application of Research Skills	04
		OJT/FT		-----	-----
		RP		-----	-----
<b>TOTAL</b>					<b>22</b>

Level	Semester	Course type	Code	Title	Credits
6.0	II	Major Mandatory	SOC 511 MJ	Introduction to Sociological Theories	04
			SOC 512 MJ	Methodology of Social Research	04
			SOC 513 MJ	Sociology of Environmental Sustainability	04
			SOC 514 MJ	Sociology of Disability, Health and Illness	02
		Major Electives (Any One)	SOC 515 MJ	Sociology of Education	04
			SOC 516MJ	Political Sociology	
			SOC 517MJ	Sociology of Region - State of Maharashtra	
		Research		-----	-----

		Methodology			
		OJT/FP	SOC 518 FP	Internship and Field Project	04
		RP		-----	-----
<b>TOTAL</b>					<b>22</b>

Level	Semester	Course type	Code	Title	Credits
6.5	III	Major Mandatory	SOC 521 MJ	Contemporary Social Theories	04
			SOC 522 MJ	Sociology of Development	04
			SOC 523 MJ	Sociology of Gender	04
			SOC 524 MJ	Indian Social Movements and Change	02
		Major Electives (Any One)	SOC 525 MJ to SOC 528 MJ	- -----	04
				- -----	
				-----	
		Research Methodology		-----	-----
OJT/FT		-----	-----		
RP	SOC 530 RP	Research Project	04		
<b>TOTAL</b>					<b>22</b>

Level	Semester	Course type	Code	Title	Credits
6.5	IV	Major Mandatory	SOC 531MJ	Sociology of Globalisation	04
			SOC 532MJ	Sociology of Human Rights and Social Justice	04
			SOC 533 MJ	Ethnicity and Nationalism in India	04
		Major Electives (Any One)	SOC 534MJ	- -----	04
			SOC 535MJ	- -----	
			SOC 536MJ	-----	
		Research Methodology		-----	-----
		OJT/FT		-----	-----
RP	SOC 538 MJ	Research Project	06		
<b>TOTAL</b>					<b>22</b>

**Total Credits:** Semester I + II+ III+ IV = **88 Credits**

Each course will have:

1. 50% of marks as semester end examination.
2. 50% marks for internal assessment.

**M.A. SOCIOLOGY  
SEMESTER I**

**SOC 501MJ: CLASSICAL SOCIOLOGICAL TRADITION**

**Course Objectives:**

1. To introduce students to the classical tradition of sociology.
2. To highlight the relevance of classical theory in contemporary scenarios.
3. To enhance critical understanding of classical theories.

**Learning Outcomes:**

1. Acquire knowledge regarding the disciplinary origins of Sociology, in the European context.
2. Get familiarized with the subject matter and social processes which contributed to the emergence of Sociology as a modern discipline.
3. Understand the role of Classics/classical thoughts in the development of contemporary Sociological theories.
4. Interrogate classics and canons in Sociology and highlight other thinkers' contributions and perspectives.

**Course Content:**

**I. Origins of Classical Theories**

**(15)**

- a) Relevance of Classics and Canons in Sociology as a discipline
- b) Socio-Historical factors: Feudal Europe, Impact of Enlightenment, French Revolution, Industrial Revolution and the development of Sociology
- c) The European Context: Growth of French, Italian, English, and German Sociology
- d) Critique of the Eurocentric nature of Classical Sociology: Ibn Khaldun, Gender, Race and Colonialism: Harriet Martineau, W.E.B. Du Bois, and Frantz Fanon

**II. Karl Marx**

**(15)**

- a) Dialectics and Historical Materialism
- b) Theory of Class Conflict
- c) Surplus Value and Exploitation
- d) Theory of Alienation

**III. Emile Durkheim**

**(15)**

- a) Social Facts
- b) Division of labour in society
- c) Theory of Suicide
- d) Theory of Religion

#### IV. Max Weber

(15)

- a. Weber's Methodology: Value relevance, Verstehen and Ideal types
- b. Theory of Social action
- c. Bureaucracy, Power and Authority
- d. Religion and the rise of capitalism

#### Essential Readings:

1. Appelrouth, S., and Edles, L. (2008). *Classical and Contemporary Sociological Theory*. Thousand Oaks: Pine Forge Press.
2. Coser, L. (1977). *Masters of Sociological Thought*. New York: Harcourt Brace. pp. 43- 87, 129-174, 217-260.
3. Durkheim, E. (1982). *The Rules of Sociological Method*. London: Macmillan Publications.
4. Gerth, H., and Mills, C.W. (1946). *From Max Weber: Essays in Sociology*. NY: Oxford university press.
5. Giddens, A. (1997). *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber*. Cambridge: Cambridge University Press.
6. Hughes, J., Martin, P. & Sharrock, W. (1995). *Understanding Classical Sociology Marx, Weber and Durkheim*. London: Sage Publications.
7. Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of modern social thought*. London: Sage
- a. ('Alienated Labour' from Economic and Philosophical Manuscripts of 1844.)
- b. ('Mechanical & Organic Solidarity' from the Division of Labour in Society.1893.)
- c. ('Class, Status, and Party' from the Distribution of Power within the Political Community: Class, Status, Party. 1925). (Available in: no.2, 3)
8. Ritzer, G. (2008). *Sociological Theory*. New York: McGraw –Hill, Chapter 1-4.
9. Weber, M. (1949). *The Methodology of the Social Sciences*. N.Y.: Free Press Publications.

#### References:

1. Alexander. C., Jeffrey. (1987). "The Centrality of the Classics." In *Social Theory Today*, eds.by Anthony Giddens and Jonathan H. Turner. Stanford, (11-57) , CA: Stanford University Press.
2. Allan, K., & Daynes, S. (2016). *Explorations in Classical Sociological Theory: Seeing the Social World*. London: Sage Publications.
3. Aron, R. (1965). *Main Currents in Sociological Thought, Vol. I and II*. London: Penguin.
4. Connell, R. W. (1997). "Why Is Classical Theory Classical?" *American Journal of Sociology*, 102(6), 1511–1557. <https://doi.org/10.1086/231125>
5. Craib, I. (1997). *Classical Social Theory*. New York: Oxford University Press.
6. Dillon, M. (2009). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. New Jersey: John Wiley & Sons.
7. George, R., & Smart, B. (2009). *Handbook of Social Theory*. London: Sage Publications
8. Giddens, A. (2013). *Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought*. New Jersey: John Wiley & Sons.
9. Hadden, R. (1997). *Sociological Theory: An Introduction to Classical Tradition*. Canada: Broadview Press.

10. Thomas, J. E., & Kukulian, A. (2004). "Why Don't I Know About These Women?": *The Integration of Early Women Sociologists in Classical Theory Courses*. *Teaching Sociology*, 32(3), 252–263. <https://doi.org/10.1177/0092055X0403200301>
11. Tucker, K. (2002). *Classical Social Theory*. U.S.A.: Blackwell
12. Zeitlin, I. (2001). *Ideology and the Development of Sociological Theory*. London: Pearson

## मराठी संदर्भ:

१. सोमण, मा. आणि सावळे, सं. (२०१६). समाजशात्रीय विचार. पुणे: डायमंड प्रकाशन.
२. वैद्य, नी. (१९८७). सामाजिक विचारवंत. नागपूर: साहित्य प्रसार केंद्र.
३. आठवले, स. (१९८९). मार्क्स आणि मार्क्सवाद. ल. जोशी (संपा.). समाजविज्ञान कोश खंड ३ (१९८९) (४७४-४८०). पुणे: समाजविज्ञान मंडळ.
४. पराडकर, मो.शं. (१९८९). दुरखाईम, एमिल. ल. जोशी. (संपा.) समाजविज्ञान कोश खंड ३ (१९८९) (२७-२९). पुणे: समाजविज्ञान मंडळ.
५. गुंडी, प्र. (१९९०). वेबर मॅक्स. ल. जोशी (संपा.). मराठी विश्वकोश. मुंबई : महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
६. जोशी, ल. (१९८७). मार्क्स, का. म. जोशी. (संपा.). मराठी विश्वकोश खंड १२ (३७८- ३८२). मुंबई : महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
७. कर्णिक, व. (१९८७). मार्क्सवाद. ल. जोशी. (संपा.). मराठी विश्वकोश खंड १३ (३८२-३८५) मुंबई महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
८. सुर्वे. भा. (१९७०). दुरखाईम, एमील. म. जोशी. (संपा.). मराठी विश्वकोश खंड ७ ( ९६५- ९६६). मुंबई: महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
९. दामले, य. (२००७). वेबर, मार्क्स. ल. जोशी. (संपा.). मराठी विश्वकोश खंड १७ (१७४- १७५). मुंबई: महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.

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

## **SOC 502 MJ: SOCIOLOGY OF INDIA**

### **Course Objectives:**

1. To acquaint students with the continuities and various contradictions present in Indian society.
2. To assess the impact of various socio-political processes on the making of sociology in India.
3. To familiarize the students with various perspectives of understanding Indian society.
4. To introduce recent issues in Indian society and the debates around those issues.

### **Learning Outcomes:**

1. After this course students are expected to be well versed with the emergence and domain of the sociology of India.
2. The students are also expected to develop a very good understanding of the Indian society and schools of thought in the sociology of India.
3. The Course will help the students to critically examine the various issues affecting Indian society.

### **Course Content:**

#### **I. Trajectories in the Development of Sociology in India (12)**

- a) Colonialism, Nationalism, and Emergence of Sociology in India
- b) Development of Sociology in India
- c) Growth and development of Sociology as a profession

#### **II. Perspectives of Understanding Indian Society (18)**

- a) Indological- G.S. Ghurye, Irawati Karve
- b) Structural-Functionalism- M. N. Srinivas
- c) Marxist-A. R. Desai
- d) Feminist- Leela Dube, Sharmila Rege
- e) Subaltern Studies- Ranajit Guha and Non-Brahmanical- B.R. Ambedkar, Gail Omvedt

#### **III. Recent Issues of Indian Society (15)**

- a) Issues of Minority Communities
- b) Issues of Ethnic Groups
- c) Social Classes in India
- d) Caste and Gender

#### **IV. Contemporary Debates in India (15)**

- a) Nationalism, Democracy, Cultural Nationalism
- b) Family, Household and Marriage
- c) Neoliberal Capitalism and Media
- d) Public Sphere – Mobilization and Movements

### **Essential Readings:**

1. Alam J. (2004). *Who Wants Democracy?* Hyderabad: Orient Longman.
2. Appadurai, A. (2004). '*Public Culture*'. In V. Das.(Ed.). *Oxford Handbook of Sociology*. New Delhi: Oxford University Press.

3. Das, V. (2012). *Structure and Cognition aspects of Hindu caste and ritual*. Delhi:OUP.
4. Dhanagare, D. (1990). *The relevance of Sociology: Some Determinants*. The Indian Journal of Social Work.
5. Dhanagare, D. (2014). *The Writings of D. N. Dhanagare: Missing Tradition*. New Delhi: Orient Blackswan.
6. Desai, A. (1981). Relevance of Marxist Approach for India. *Sociological Bulletin*,30(1): 1-20.
7. Deshpande, S. (1994). Crises in Sociology – A tired Discipline? *Economic and Political Weekly*,29(10).
8. Dube, S. (1990). *Indian Society*. New Delhi. National Book Trust.
9. Dumont, L. (1970). *Homo Hierarchicus: The Caste System and its Implications*. Delhi:OUP.
10. Gough, K. (1981). *Rural society in Southeast India*. London: Cambridge University Press.
11. Ghurye, G. (1932). *Caste and Race in India*. London: Kegan Paul.
12. Guha, R. & Spivak, G. (1998). *Selected Subaltern Studies*. Delhi: OUP.
13. Ilaiah, K. (1996). *Why I am not a Hindu*. Kolkata: Samya Publications.
14. Jayaram, N. (2013). The Bombay School -So-called -and Its Legacies. *Sociological Bulletin*. 62 (2).
15. Oberoi, P. (1993). *Family, Kinship and Marriage in India*. New Delhi: OUP.
16. Oberoi, P., Sundar N. & Deshpande, S. (2008). *Anthropology in the East: founders of Indian sociology and Anthropology*. Chicago: Seagull Books.
17. Omvedt, G. (2006). *Perspective of anti-caste movement: Subaltern sociological vision*.
18. Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. Delhi: Sage Publications.
19. Patel, S. (2011). *Doing Sociology in India: Genealogies, Locations, and Practices*. Delhi: OUP.
20. Rege, S. (2013). *Writing Caste, Writing Gender: Reading Dalit Women's Testimonies*. New Delhi: Zubaan.
21. Rege, S. (1998). Dalit Women Talk Differently: A Critique of Differences and Towards a Dalit Feminist Standpoint Position. *Economic Political Weekly*, 33(44).
22. Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Thought*. Delhi: Sage.
23. Spivak, G. (1988). Can the Subaltern Speak? In C. Nelson & L. Grossberg (Eds.). *Marxism and the interpretation of Culture* (271-313). Chicago: University of Illinois Press.
24. Srinivas, M. & Panini. M. (1986). Development of Sociology and social Anthropology in India in T.K. Oommen & P. Mukherji. (Eds.). *Indian Sociology reflections and introspections*. Bombay: Popular Prakashan.
25. Srinivas, M. (2004). *Collected Essays*. Delhi: Oxford University Press.
26. Upadhyay, C. (2000). The Hindu Nationalist Sociology of G.S. Ghurye, *Sociological Bulletin* 51(1):27-56 .
27. Ali, A. (2001). Evolution of Public Sphere in India. *Economic and Political Weekly*. 36(26):2419-2425.
28. Dubhashi, P. (2002). People's Movement against Global Capitalism. *Economic and Political Weekly*. 37(6): 537-543.
29. Xaxa, V. (1999). Tribes as Indigenous People of India. *Economic and Political Weekly*. 34(51): 3589-3595.
30. Xaxa, V. (2005). Politics of language, religion and identity: Tribes in India.



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1. Achin, V. (1997). *Communalism Contested: Religion, Modernity and Secularization*. Delhi : Vistaar Publications.
2. Beteille, A. (2002). *Sociology: Essays on Approach and Method*. New Delhi: OUP.
3. Breman, J. C., Kloos, P., & Saith, A. (1997). *The Village in Asia Revisited*. New Delhi : OUP.
4. Chaudhuri, M. (Ed.). (2010). *Sociology in India, Intellectual and Institutional Practices*. New Delhi: Rawat Publications.
5. Dahiwal, S. (Ed.). (2004). *Indian Society: Non-Brahmanic Perspectives*. Jaipur, Rawat Publications.
6. Das, V. (1995). *Critical Events: An Anthropological Perspective on Contemporary India*. New Delhi: Oxford University Press.
7. Das, V. (2003). *The Oxford Companion to Sociology and Social Anthropology*. Vol. I & II. New Delhi: OUP.
8. Das, V. (Ed.). (2004). *Handbook of Indian Sociology*. New Delhi Oxford University Press.
9. Deshpande, S. (2003). *Contemporary India: Sociological Views*. New Delhi: Penguin Book.
10. Dhanagare, D. (1999). *Themes and Perspectives in Indian Sociology*. Jaipur : Rawat Publications.
11. Guha R. (1998). *A Subaltern Studies Reader*. New Delhi: Oxford University Press.
12. Gupta, D. (1984). *Continuous Hierarchies and Discrete Castes*. I and II. *Economic and Political Weekly*, 19 (46 -47).
13. Khilnani, S. (1999). *The Idea of India*. New Delhi: Penguin.
14. Mohapatra, S. (Ed.) (2017). *Society and Culture in India: A Reader*. New Delhi. Social Science Press.
15. Murugkar, L. (1991). *Dalit Panther Movement in Maharashtra: A Sociological Appraisal*. Hyderabad: Sangam Books.
16. Murugkar, L. (1991). *Dalit Panther Movement in Maharashtra: A Sociological Appraisal*. Hyderabad: Sangam Books.
17. Ninan, S. (2007). *Headlines from the Heartland: Reinventing the Hindi Public Sphere*. New Delhi: Sage Publication.
18. Patel, S., & Thorner, A. (Eds.). *Bombay Metaphor for Modern India*. N. Delhi: Oxford University Press.
19. Singh, K. (Ed.). (1983). *Tribal Movements in India*. New Delhi: Manohar.
20. Thapar, R. (1987). *Cultural Transaction and Early India: Tradition and Patronage*. New Delhi: Oxford University Press.
21. Vivek, P. (2002). *Sociological perspectives and Indian Sociology*. Mumbai: Himalaya Publishing House.

**मराठी संदर्भ:**

१. भाई. सा. (२०१७). भारतीय समाजशास्त्र समस्या आणि आव्हाने. नवी दिल्ली: सेज भाषा.
२. तांबे, श्रु. (२००७). समाजशास्त्रापुढील आरिष्टे. समाज प्रबोधन पत्रिका.
३. तांबे, श्रु. (२००७) समाजशास्त्रातील विचारविश्वे. जागतिक आणि भारतीय.
४. धनागरे, द. (२००५) संकल्पनांचे विश्व आणि सामाजिक वास्तव. पुणे प्रतिमा प्रकाशन

५. ऊमन, टी. (२००५). भारतीय समाजातील समस्या व वाद पुणे : डायमंड प्रकाशन.
६. नगरकर, व. (१९८९). भारतीय मुसलमान, मुंबई: महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ.
७. भागवत, वि. (२०११). समकालीन समाजशास्त्र. पुणे : क्रांतिज्योति सावित्रीबाई फुले स्त्री अभ्यास केंद्र.
८. सिंह, हीरा. (२०१९). जातीव्यवस्थेची नवी समीक्षा. नवी दिल्ली: सेज भाषा.
९. सहारे, प. (२००७). भारतीय समाजशास्त्र. औरंगाबाद: विद्या बुक पब्लिशर्स.
१०. सोमण मा. आणि सावळे, सं. (२०१६). समाजशास्त्रीय विचार. पुणे: डायमंड प्रकाशन.
११. ओम्बेट गेल. (१९९५) वासाहतिक समाजातील संस्कृतिक बंड पुणे : सुगावा प्रकाशन.
१२. गर्गे. स. (संपा.). (२०१७). विज्ञान कोश, खंड ६. भारतीय समाजशास्त्रावरील लेख. पुणे : मेहता प्रकाशन.
१३. बगाडे, उमेश. (२००७). सबाल्टर्न स्टडीज व भारतीय इतिहास लेखनातील स्थित्यंतर समाज प्रबोधन पत्रिका.
१४. सुमंत, य. २०१८. प्रा. यशवंत सुमंत यांची तीन भाषणे(लोकशाही, नागरी समाज, वंचित समूह) .पुणे:युनिक अकादमी.

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

## **SOC 503 MJ: AGRARIAN SOCIETY AND CHANGE IN INDIA**

### **Course Objectives:**

1. To introduce students to agrarian studies and its growth in India
2. To draw attention to the social and collective character of agrarian reality in India and mark the inherent diversity of agrarian social reality across time and space.
3. To provide a perspective to understand the contemporary context and the issues of distress, crisis, movements around agrarian and alternatives in contemporary India.

### **Learning Outcomes:**

1. Develop conceptual base and understanding of various perspectives in Sociology of agrarian society
2. Familiarization with the transitions in the agrarian structure in India
3. Analyse the nature and consequences of agrarian crises and the alternative ways of addressing them
4. Training in recognizing the impact of neoliberal and market forces on rural-urban linkages

### **Course Content:**

#### **I. A Background of Agrarian Studies in India (15)**

- a) Conceptual Issues: Peasants, farmers, tribes, and caste
- b) From Village Studies to Agrarian Studies in Indian Sociology
- c) Perspectives on the study of Indian Agrarian Social Structure-Evolutionary, Structural Functionalist, and Marxist

#### **II. Agrarian Structure in Pre and Post-Independence India (15)**

- a) Characteristics of Agrarian Structure in pre-colonial and colonial India
- b) Agrarian Change in Post-Independent India: Land Reforms; Green Revolution -Policies and Programmes and its critique, Employment Guarantee Scheme (EGS) and Mahatma Gandhi National Rural Employment Scheme (MNREGS)

#### **III Agrarian Transition and Crisis in Global-Neoliberal India (15)**

- a) Issues in Agricultural productivity-challenges of markets, neoliberal politics, ecology (climate change), violent technologies and land.
- b) Changing Inequalities and Agrarian class structure: (caste, tribe, class, region, and gender) New caste-class interface amid recent politics; Issues of feminization of agriculture and defeminization of land rights, tribal agrarian distress.
- c) Agrarian Crisis and Farmer's Suicide in India (debt, seeds, decline in agricultural subsidies, Market issues, and COVID-19 pandemic) De-peasantization

#### **IV Agrarian Mobilizations and Movements (15)**

- a) Peasant mobilization and movements in colonial and post-colonial period;
- b) New farmers' movements, the 2020–2021 Indian farmers' protest against three agriculture laws, Neoliberal issues and Peasant mobilization in 21<sup>st</sup> Century India (Some Case Studies)
- c) Livelihood, Sustainability and Alternative Paths to Agrarian Distress
- d) Rural-Urban Continuities- Dispossession, Migration and Footlooseness

### **Essential Readings:**

1. Agrawal B, .1988. Who sows? Who Reaps? Institute of Economic Growth- New Delhi. Booklet.
2. Bagchi, A.1982. Political Economy of Underdevelopment. Cambridge University Press, Cambridge.
3. Baden-Powell, H. 1972. Land Systems of British India. New York: Johnson Reprint Corp.
4. Beteille, A.1974. Six Essays in Comparative Sociology, New Delhi: OUP
5. Beteille, A.1974. Studies in Agrarian Social Structure, New Delhi: OUP
6. Beteille A.1971. Caste, Class, and Power; California University Press.
7. Breman, J. 1996. Footloose Labour: Working in India's Informal Economy. Cambridge: Cambridge University Press (Ch 1-3).
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Note: Any other text/Article suggested by the subject teacher

## **SOC 504 MJ: SUSTAINABLE DEVELOPMENT GOALS**

### **Course Objectives:**

1. To provide the students with a conceptual, theoretical, and empirical background of Sustainable Development and Sustainable Development Goals
2. To understand the value of sustainable development, how it touches our lives and the efforts required to achieve them.
3. To elaborate on the evolution of scope under the dynamic concept of sustainability and societal framework to evolve a resilient community worldwide.
4. To elaborate on the seventeen SDGs, mapping their systemic perspectives and the need for tomorrow.

### **Learning Outcomes:**

1. Understand the concept of sustainable development and apply it in everyday life which can lead to environmental conservation
2. Provide a new, sustainable perspective on development

### **Course Content:**

#### **I: Sustainable Development, Policies and Programmes (15)**

- a) Sustainable Development: Meaning and Historical Perspective
- b) Components of Sustainable Development: Social, Economic & Environmental
- c) Seventeen Sustainable Development Goals (SDGs)
- d) Role of Government and Non-government Organisations (NGOs) in Sustainable Development

#### **II: Sustainable Development and Environment (15)**

- a) Environmental and Ecological Aspects of Sustainable Development - Quality of Life, Ecology Growth, Carbon Footprint, Zero Carbon, Ozone Layer-Global Warming, Carbon Audit
- b) Sustainable Development- Environmental Issues and their linkages to Politics of Development at the Local, Regional and Global Level

### **Essential Readings/References:**

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## **SOC 505 MJ: SOCIOLOGY OF SOCIAL MOVEMENTS**

### **Course Objectives:**

1. To introduce the students to the role of social movements in social transformation
2. To understand several major social movements in India and worldwide related to labour, ethnicity, nationalism, gender, caste, identity, environment, etc.
3. To help them understand the various approaches to the study of social movements.
4. To introduce challenges of globalisation and the response of social movements.

### **Learning outcomes:**

1. Through this course, students will understand the nature, concept, and theories of social movement and will be able to connect with contemporary scenarios.
2. The course will develop a critical approach toward social transformation in post-independent India and social movements.
3. Develop an understanding of issues in the global world and changes in collective actions.

### **Course Content:**

#### **I Introduction to Social Movements (14)**

- a) Defining Social Movements, Nature
- b) Social Movement: Change, Reform, and Revolution
- c) Types: Old Movement and New Movement

#### **II. Theories of Social Movements (16)**

- a) Structural-Functional
- b) Marxist
- c) Resource Mobilization Theory
- d) New Social Movement
- e) Framing Perspective

#### **III. Social Movements in India (16)**

- a) Issues of Liberation, Equity, and Security:  
Women's Movements, Peasant Movements, Labour Movements and Environmental Movements
- b) Identity Politics and Social Movements:  
Religious and Caste Movements, Regional and Tribal Movements

#### **IV. Globalization and Alter-Globalization (14)**

- a) Alter-Globalization, World Social Forum (WSF), Arab Springs
- b) Lokpal, New Labour Protests, Students' Protests

### **Essential Readings:**

1. Della Porta, D., & Diani, M. (2009). *Social Movements: An Introduction*. Hoboken: John Wiley & Sons.
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Note: Any other text/Article suggested by the subject teacher.

## **SOC 506 MJ: SOCIOLOGY OF PRACTICE AND SOCIAL WORK**

### **Course Objectives:**

1. To provide knowledge to understand current social work concepts, perspectives, realities, welfare policy, and systems.
2. To strengthen the ability of the learners to engage in problem-solving.
3. To develop the knowledge and values needed to engage in quality practice with individuals, families, groups, and communities.
4. To encourage learners to take social work as a life option and acquire skills to find organisational opportunities to do so.

### **Learning Outcomes:**

1. Enable students to understand the background of social work and its prime concepts and approaches.
2. Equip students with knowledge of core and ancillary methods of social Work and its practice base.
3. Development of Skills and abilities to understand social policy, action, and areas of interventions in India in order to serve the people.
4. Development of research, practice, and analytical abilities in social work, and utilise those by engaging with relevant organisations.

### **Course Content:**

#### **I Understanding Social Work and Practice**

**(15)**

- a) Concept of social work and social worker, areas of social work, distinction between sociology and social work, relevance of social work, Social work as a career option
- b) Historical Journey of social work profession to current reality. (Discuss the journey by defining Concepts like *Dana*, Social Welfare, Welfare state, social reforms, constitutional provisions, Development, Social Exclusion/Inclusion, Empowerment, social justice, Social Security and Safety Nets, Human Rights, and neoliberal politics)
- c) Approaches to social work—Welfare, Development, empowerment, social action, and Rights based approach, Feminist Social Work Practice

#### **II Methods of social work practices**

**(15)**

- a) Social work practice -interventions, values and ethics
- b) Methods of social work –
  - 1) Primary methods- 1) Social casework, 2) Social group work, 3) Community organization, 4) Counselling
  - 2) Auxiliary methods - 1) Social work research, 2) Social welfare administration and management, 3) Social Action

### **III Introduction and background of Social Work Practice in India** (12)

- a) Post-independence practice of welfare and social work: Indian Constitution and right based development, programmes, and policies
- b) Forms of organisations and working at the grassroots- GOs, NGOs, CBOs, and social movements, their work with targeted Grassroots groups (specific examples and issues)
- c) Challenges to NOGs/CSOs in doing Social work and action: constraints imposed by the state like laws, labeling, and government media campaigns;

### **IV Social Policy, Laws and Action/Social Work in India** (18)

- a) Policy concerns of sociology and social work, Social Policy, Social Law and interventions for Social Justice- (practice of issue identification, research, critique, organization, action / mobilization, capacity building, advocacy, dissemination, policy briefing)
- b) Practicing social work/action around policies in India- Education (Right to Education-Oxfam), Health (Janani Suraksha Yojana, and National Health Mission- SEARCH), Rural Poverty (Mahatma Gandhi National Employment Guarantee Scheme MGNREGS- Mazdoor Kisan Shakti Sangathan), National Rural Livelihoods Mission NRLM
- c) Practicing social work/action around laws in India- Social Exclusion (The Hindu Succession (Amendment) Act, 2005 and land rights to women-Landesa); Corruption (Right to Information Act-2005-CSOs); Gender (the Protection of Women from Domestic Violence Act, 2005- MASUM, Pune)

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### मराठी पुस्तके :

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३. महाजन र. (२००७) व्यावसायिक समाजकार्याची पद्धत: सामाजिक व्यक्ती सहयोग कार्य, नागपूर, मंगेश प्रकाशन
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६. शिंदे दे. (२०१२) व्यवसायिक सामाजिक कार्य शिक्षण व व्यवसाय, पुणे, डायमंड प्रकाशन

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

## **SOC 507 MJ: URBAN SOCIOLOGY**

### **Course Objectives:**

1. To introduce concepts, trends, and issues related to Urban Scenario in India
2. To familiarize students with recent developments in urban studies.
3. To introduce the students to new urban policies and discourses

### **Learning Outcomes:**

1. Acquire knowledge regarding the history and development of Urban Sociology as a sub-discipline
2. Training in the critical concepts of Urban Sociology
3. Understand the Northern and Southern perspectives on cities
4. Analyze issues pertaining to urban governance and policy making

### **Course Content:**

#### **I. Introduction to Urban Sociology (15)**

- a) What is Urban Sociology? Emergence and Evolution
- b) History of Urbanization/City
- c) Development of Urban Sociology in India
- d) Importance and Relevance of Urban Sociology

#### **II. Basic Concepts, Trends and Problems (15)**

- a) Town, city, urban agglomeration, metropol, megalopol/mega-city, global city, edge city, satellite city, Slum-Free City, Smart City
- b) Urbanism, urbanization, urbanity, conurbation, over-urbanization, urban ecology, rural-urban fringe, Suburbanization, Urban Sprawl, Urban Renewal, and Gentrification/Urban Recycling

#### **III. Theoretical Perspectives (15)**

- a) Classical Theories of City: Weber (The City); Simmel (Metropolis and Mental Life)
- b) The Chicago School: Theories of Wirth, Burgess, Park
- c) The New Urban Sociology: David Harvey, Manuel Castells, Cities in the South (M.P. Smith)

#### **IV. Neo-liberalism and Urban Policies and Governance (15)**

- a) Various policies and schemes in the last decade:  
Jawaharlal Nehru National Urban Renewal Mission (JNNURM) , Smart City Mission, Slum Rehabilitation Authority (SRA),\_ Rajiv Awas Yojana (RAY), Pradhan Mantri Awas Yojana (Urban)-PMAY (U)
- b) Social Justice and Right to the Cities - Class, Caste, Ethnic and Gendered Segregation of Space
- c) Changing patterns of migration and employment: COVID-19 pandemic and Post-COVID cities

### **Essential Readings:**

1. Anderson, Elijah. (2011). The Cosmopolitan Canopy: Race and Civility in Everyday Life. New York: Norton
2. Bose, Ashish. (1980). India's Urbanisation 1901-2001. New Delhi: Tata McGraw Hill
3. Castells, Manuel. (1977). The Urban Question. London: Edward Arnold
4. Das, A. (2002). Urban Planning in India. New Delhi: Rawat Publications

5. Das, V. (2006). *Handbook of Indian Sociology*. New Delhi: OUP (see Urbanisation)
6. Davis, Mike. (2006). *Planet of Slums*. London: Verso
7. Gilbert, A. & Gugler, J. (ed.). (1987). *Cities, Poverty and Development Urbanization in the Third World*. Oxford: OUP
8. Gottdiener, M. & Budd, L. (2005). *Key Concepts in Urban Studies*. New Delhi: Sage
9. Harpham, T. (2009). *Urban Health in Developing Countries: What Do We Know and Where Do We Go?* *Health & Place*. 15 (1): 107-116
10. Harris, J. (2007). *Antinomies of Empowerment Observations on Civil Society, Politics and Urban Governance in India*. *Economic and Political Weekly*. June, 30
11. Harvey, D. (1989). *The Urban Experience*. Oxford: Basil Blackwell
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14. Kosambi, M. (1994). *Urbanisation and Urban Development in India*. New Delhi: ICSSR
15. Lefebvre, H. (2000). *Writings on Cities*. UK: Blackwell Publishers Ltd.
16. Lefebvre, H. (2003). *The Urban Revolution*. London: University of Minnesota Press
17. Legates, R. & Stout, F. (2007). *The City Reader*. New York: Routledge
18. Logan, J. & Molotch, H. (1990). *Urban Fortunes: The Political Economy of Place*. Berkeley: UC Press
19. Low, S. (ed.). (2000). *Theorising the City*. New Brunswick: Rutgers University Press
20. Mahala, O. (2011). *Urban governance in India: emerging challenges in liberalized era*. New Delhi: Authors Press
21. McFarlane, C. (2008). *Governing the Contaminated City: Infrastructure and Sanitation in Colonial and Post-colonial Bombay*. *International Journal of Urban and Regional Research*. 32(2): 415-435
22. Nair, J. (2005). *The Promise of the Metropolis: Bangalore's Twentieth Century*. New Delhi: OUP
23. Park & Burgess. (1984). *The City*. London: The University of Chicago Press
24. Parker, Simon. (2004). *Urban Theory and the Urban Experience: Encountering the City*. London: Routledge
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26. Patel, S. & Masselos, J. (2005). *Bombay and Mumbai: The City in Transition*. New Delhi: OUP
27. Patel, S. & Thorner, A. (ed.). (1996). *Bombay Metaphor for Modern India*. Delhi: OUP
28. Pickvance, C. G. (ed.). (1976). *Urban Sociology: Critical Essays*. London: Methuen
29. Ramchandran, R. (1989). *Urbanisation and Urban System in India*. Delhi: OUP
30. Rao, M. S. A. (ed.). (1974). *Urban Sociology in India*. Hyderabad: Orient Longman
31. Robinson, J. (2006). *Ordinary Cities: Between Modernity and Development*. London: Routledge
32. Safa, H. (ed.). (1982). *Towards a political economy of urbanisation in the Third World Countries*. New Delhi: OUP
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34. Saunders, P. (1989). *Social Theory and the Urban Question*. London: Routledge
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40. Weber, M. (1966). The City. New York: Free Press (Translation and edited by Don Martindale and Gertrud Neuwirth)
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43. Wolf, K. (1950). The Sociology of Georg Simmel. New York: Free Press
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3. Brinkerhoff, David B. et al. (2011). *Essentials of Sociology*. Wadsworth: Cengage Learning
4. Ferrante, Joan. (2011). *Sociology: A Global Perspective* (7th edition). Wadsworth: Cengage Learning
5. Ferris, K. & Stein, J. (2010). *The Real World: An Introduction to Sociology* (2<sup>nd</sup> edition). New York: W.W. Norton and Company Inc
6. Giddens, Anthony. (2009). *Sociology* (6th edition). UK: Polity Press
7. Isin, Engin F. (2003). *Historical Sociology of the City in Delanty, Gerard & Isin, Engin F. (ed.) Handbook of Historical Sociology*. New Delhi: Sage Publications
8. Kendall, D. (2011). *Sociology in Our Times* (8th edition). Wadsworth: Cengage Learning
9. Macionis, J. (2012). *Sociology* (14th edition). Delhi: Pearson
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13. Stolly, K. (2005). *The Basics of Sociology*. Westport: Greenwood Press
14. Thompson, William E. & Hickey, Joseph V. (2012). *Society in Focus: An Introduction to Sociology* (7th edition). Delhi: Pearson
15. Tischler, H. (2011). *Introduction to Sociology* (10th edition). Wadsworth: Cengage Learning
16. Walton, John. (2000). *Urban Sociology in Quah, Stella R. & Sales, Arnaud (ed.) The International Handbook of Sociology*. New Delhi: Sage
17. Jawaharlal Nehru National Urban Renewal Mission (JNNURM) Guidelines, Government of India
18. Smart City Mission, Slum Rehabilitation Authority (SRA) Guidelines, Government of India
19. Rajiv Awas Yojana (RAY), Guidelines, Government of India
20. Pradhan Mantri Awas Yojana (Urban)-PMAY (U) Guidelines, Government of India



**मराठी संदर्भ :**

१. तांबे, श्रु. (संपा), (२०१६), वेध शहरांचा :सामाजिक अवकाश, कल्पिते आणि धोरणे. पुणे . डायमंड पब्लिकेशन.
२. तांबे, श्रु. (२०१५) भारतीय शहरे: विखंडीत वास्तवाची जगे. भारत वार्षिकी. पुणे. दी युनिक अकादमी.
३. कुलकर्णी, सु. (संपा.). (2015). अर्धी मुंबई: युनिक फीचर्स. पुणे : समकालीन प्रकाशन.
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५. मायी, सु. (२०१२). शहरी समाजशास्त्र. पुणे. डायमंड पब्लिकेशन.

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

## **SOC 508 RM: APPLICATION OF RESEARCH SKILLS**

### **Course Objectives:**

1. To acquaint the students with ground-level research skills.
2. To prepare students for applying sociological research methods to practice research.
3. To conduct original research using quantitative, qualitative methods.
4. This course will be a foundation for post-PG research work.

### **Learning Outcomes:**

1. Develop an ethical understanding of research.
2. Identify and formulate research problems and apply appropriate research methods.
3. Prepare a research proposal for research grant and conduct the research.
4. Write a research report

### **Course Content:**

#### **I. Proposal Making, Formulating and Designing Research (15)**

- a) Introduction - Why and How to apply knowledge of Sociological Research Methods
- b) Ethics in sociological research
- c) Writing research proposal—Steps
- d) Designing the research
- e) Review of Literature – Types and Guidelines for evaluating Review of Literature

#### **II. Research Process and Sampling (15)**

- a) Steps in Qualitative research
- b) Steps in quantitative research
- c) Triangulation and mixed methods
- d) Sampling-types

#### **III. Analysis and Interpretation (14)**

- a) Quantitative Data Analysis in Sociological Research, S. P. S. S.
- b) Qualitative Data Analysis, NVivo
- c) Interpretation

#### **IV. Report Writing: Qualitative and Quantitative (16)**

- a) Presentation of Data –Use of Narratives, Photographs, Graphical forms
- b) Report Writing - Content and Steps
- c) Citations and Bibliography, Plagiarism- Issues and Challenges
- d) Making Research Report Useful- Dissemination, Policy Inputs

### Essential Readings:

1. Adler, E. and Clark, R. (2011). *An Invitation to Social Research: How It's Done*. USA: Wordsworth Engage Learning.
2. Andrews, R. (2005). *Research Questions*. UK: Continuum.
3. Bailey, K. (1982). *Methods in Social Research*. New York: MacMillan Publishing Co. (Chapters 1 to 12).
4. Bell, J. (1999). *Doing Your Research Project*. Buckingham : Open University Press..
5. Bryman, A. (2001). *Social Research Methods*. London: Oxford.
6. Babbie, E. (2001). *The Practice of Social Research*. USA: Wordsworth.
7. Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. UK: Sage Publications.
8. Edmonds, W. and Kennedy, T. (2017). *An Applied Guide to Research Designs Quantitative, Qualitative, and Mixed Methods*. USA. SAGE Publications
9. Denzin, N. and Lincoln, Y. (Ed). (2018). *The SAGE Handbook of Qualitative Research*. UK: Sage Publications.
10. Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
11. Dochartaigh, N. (2007). *Internet Research Skills: How to Do Your Literature Search and Find Research Information Online*. New Delhi: Sage Publications.
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३. नॅगी श., हेस बि. (२०१७). गुणात्मक संशोधनाची कार्यपध्दती. नवी दिल्ली: सेज भाषा प्रकाशन
४. सिल्व्हरमन, डे. (संपा). (२०११). गुणात्मक संशोधन, नवी दिल्ली: सेज भाषा प्रकाशन
५. ब्राउन व्ह. आणि क्लार्क व्ही. (२०१७). यशस्वी गुणात्मक संशोधन, नवी दिल्ली: सेज भाषा प्रकाशन
६. डेनिकोलो, पॅ. आणि बेकर, ल्यु. (२०१७). संशोधन प्रस्ताव विकसित करणे. नवी दिल्ली: सेज भाषा प्रकाशन
७. तांबे, श्रु. (२०१७) अन्वयात्मक व गुणात्मक पद्धतीशास्त्र (पान ५९२-९५). गर्गे, स.मा. (संपादित) (२०१७). भारतीय समाजविज्ञान कोश खंड ६. पुणे: मेहता पब्लिशिंग हाऊस

८. तांबे, श्रु. (२०१७) गुणात्मक (असंरचित) मुलाखत (पान ६००-०२). गर्गे, स.मा. (संपादित) (२०१७). भारतीय समाजविज्ञान कोश खंड ६. पुणे: मेहता पब्लिशिंग हाऊस
९. मारुलकर, वि. (२०१७) प्रश्नावली (पान ६०२-०५). गर्गे, स.मा. (संपादित) (२०१७). भारतीय समाजविज्ञान कोश खंड ६. पुणे: मेहता पब्लिशिंग हाऊस
१०. केसकर, अ. (२०१७) मुलाखत (पान ६००-०२). गर्गे, स.मा. (संपादित) (२०१७). भारतीय समाजविज्ञान कोश खंड ६. पुणे: मेहता पब्लिशिंग हाऊस
११. तांबे, श्रु. (२०१७) सामाजिक संशोधन पद्धती (पान ५८९-९५). गर्गे, स.मा. (संपादित) (२०१७). भारतीय समाजविज्ञान कोश खंड ६. पुणे: मेहता पब्लिशिंग हाऊस
१२. घाटोळे, रा. (२०२५). समाजशास्त्रीय संशोधन: तत्वे व पद्धती. नागपूर: मंगेश प्रकाशन.
- खैरनार, दि. (२०१५). प्रगत सामाजिक संशोधन व सांख्यिकी. पुणे: डायमंड पब्लिकेशन

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

## SEMESTER II

### SOC 511 MJ: INTRODUCTION TO SOCIOLOGICAL THEORIES

#### Course Objectives:

1. To develop an understanding of major sociological perspectives.
2. To develop the analytical abilities of the students.
3. To enable students to use theoretical and conceptual frameworks in the analysis of social phenomena.

#### Learning outcomes:

1. Understand Macro-Micro perspectives in the discipline of Sociology.
2. Develop a critical approach toward the study of social phenomena.
3. Develop the skill of using theoretical perspectives in sociological writings.
4. Develop the skill of analytical reading of texts.

#### Course Content:

#### **I. Introduction and Functionalist theoretical perspectives (18)**

- a) Meaning, relevance, and ranges of sociological theory
- b) Functionalism: Talcott Parsons & Robert Merton; Radcliffe-Brown
- c) Neo Functionalism: J. Alexander

#### **II. Conflict theory: (15)**

- a) Ralf Dahrendorf
- b) Lewis Coser
- c) C. Wright Mills

#### **III. Structuralism: (12)**

- a) Saussure
- b) Levi-Strauss

#### **IV. Interactionism and Macro-Micro Debates: (15)**

- a) Phenomenology: Alfred Schultz and Peter Berger
- b) Ethnomethodology: Harold Garfinkel and Erving Goffman

#### Essential Readings:

1. Abraham, M. (1990). *Modern Sociological Theory*. New Delhi: Oxford University Press.
2. Adams, B. & Sydie, R. (2011). *Sociological Theory*. New Delhi: Vistaar Publications.
3. Dillon, M. (2010). *Introduction to Sociological Theory*. UK: Wiley-Blackwell Publications.
4. Haralambos, M. & Holborn, M. (2008). *Sociology: Themes and Perspectives (Seventh Edition)*. London: Harper Collins Publishers.
5. Lemert, C. (2004). *Social Theory: The Multicultural and Classical Readings*. Jaipur: Rawat Publications.

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8. Sharrock, W., Hughes, J. & Martin, P. (Ed.). (2003). *Understanding Modern Sociology*. London: Sage Publications.
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10. Turner, J. & Giddens, A. (Ed.). (1987). *Social Theory Today*. California: Stanford University Press.
11. मालशे मि. जोशी अ. (२०१३). आधुनिक समीक्षा-सिद्धांत. मुंबई: मौज प्रकाशन.

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1. Calhoun, C., Gerteis, J., Moody, J., Pfaff, S. & Virk, I. (Ed.). (2007). *Contemporary Sociological Theory*. UK: Blackwell Publishing.
2. Calhoun, C., Rojek, C. & Turner, B. (Ed.). (2005). *The Sage Handbook of Sociology*. London: Sage Publication.
3. Craig, C. (Ed.). (2010). *Robert K. Merton: Sociology of Science and Sociology as Science*. New York: Columbia University Press.
4. Greg, M. & Smith, A. (2006). *Erving Goffman (Key Sociologists)*. USA: Routledge.
5. Ritzer, G. (Ed.). (2004). *Encyclopedia of Social Theory*. London: Sage Publications.
6. Schütz, A. (1967). *Phenomenology of the Social World*. Evanston Ill: North-western.
7. Turner, B. (Ed.). (2009). *The New Blackwell Companion to Social Theory*. London: Blackwell Publishing Ltd.
8. Turner, J., & Giddens, A. (Eds.). (1987). *Social Theory Today*. California: Stanford University Press

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

## **SOC 512 MJ: METHODOLOGY OF SOCIAL RESEARCH**

### **Course Objectives:**

1. To introduce the philosophical foundation of social research and related debates to the students
2. To develop in students an understanding of different methods in sociology
3. To develop student's skills to analyze social issues
4. To train the students in basic methods which are applicable in sociological problems and data analysis

### **Learning Outcomes:**

1. Acquaint the Quantitative and Qualitative research strategies and debates
2. Enable better academic foundation to carry out good quality research
3. Understand the diversity of methods and critical thinking behind every method
4. Develop the capability to generate new knowledge

### **Course Content:**

#### **I. Introduction to Social Research**

**(15)**

- a) Ontology, Epistemology, and Methodology (Method and Methodology)
- b) Positivism and Interpretivism
- c) Reflexivity in social research
- d) Intersectionality in Social Research

#### **II. Critiques of Positivism**

**(18)**

- a) Phenomenology and Ethnomethodology
- b) Feminist Critiques
- c) Hermeneutics and Critical theory
- d) Impact of Post- modernism and Post- structuralism on Methodology

#### **III. Quantitative and Qualitative Research**

**(12)**

- a) Quantitative and Qualitative Research: Difference (Paradigm Wars)
- b) Quantitative Research Strategies
  1. Survey
  2. Content Analysis
  3. Structured Interview

#### **IV. a) Qualitative Research Strategies**

**(15)**

1. Ethnography
  2. Oral History
  3. Case Study
  4. Visual Research
- b) **Mixed Method/Triangulation-** characteristics, an example and relevance

### **Essential Readings:**

1. Alvesson, M. & Skoldberg K. (2009). *Reflexive Methodology –New Vistas for Qualitative Research* (2nd edition). London: Sage Publication.
2. Bryman, A. (2001). *Social Research Methods*. Oxford: Oxford University Press.
3. Biber-Hesse, S. N. (2017). *The Practice of Qualitative Research* (3rd Edition). London: Sage Publication.
4. Corbetta, P. (2003). *Social Research- Theory, Methods and Techniques*. London: Sage Publication.
5. Curtis, B. & Curtis, C. (2011). *Social Research: A Practical Introduction*. London: Sage Publication.
6. Denzin, N. K., & Lincoln, Y. S. (Eds.) (2008). *The Landscape of Qualitative Research*. London: Sage Publication.
7. Flyvbjerg, B. (2013). Case Study in Denzin, N. K. & Lincoln, Y.S. (Ed). *Strategies of Qualitative Inquiry* (4th edition). London: Sage Publication.
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9. Hammersley, M. & Atkinson, P. (2007). *Ethnography: Principles in Practice*. USA: Routledge Publication.
10. Hammond M. & Wellington (2013). *Research Methods: Key Concepts*. London: Routledge Publication.
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12. Heritage & John C. (1987). Ethnomethodology. in A. Giddens and Turner (Eds.). *Social Theory Today*. Stanford CA: Stanford University Press. pp347-382
13. Howell K. E. (2013). *Postmodernism and Post-Structuralism In: An Introduction to the Philosophy of Methodology*. London: Sage Publications Ltd.
14. May T. & Perry B. (2011) *Social Research and Reflexivity: Content, Consequence and Context*. London: Sage Publication.
15. Somekh and Lewin (Eds.) (2005). *Research Practices in Social Sciences*. UK: Sage Publication.

### **References:**

1. Bryman A. (1984). The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology? *The British Journal of Sociology*. 35 (1.): 75-92 UK: Wiley Blackwell. **URL: <https://www.jstor.org/stable/590553>**
2. Burawoy M. and Joseph, B. (Ed). (2000). *Global Ethnography: Forces, Connections and Imaginations*. Berkeley and Los Angeles: University of California Press.
3. Denzin, N. K. & Lincoln, Y. S. (Eds.). (2018). *The Sage Handbook of Qualitative Research*. London: Sage Publication.
4. Douglas, J. (Ed.). (1971). *Understanding Everyday Life*. London: Routledge & Kegan Paul.
5. Fulbrook M. (2010). Max Weber's Interpretive Sociology: A comparison of Conception and practice in David, M. (Ed.). *SAGE Benchmarks in Social Research*. Vol.I. London: Sage Publication.
6. Garfinkel, H. (1984). *Studies in Ethnomethodology*. Cambridge: Polity Press.



7. Giri, A. K. (2009). Sociology and Beyond: Cultivating an Ontological Epistemology of Participation. *Asian Journal of Social Science*, 37(3): 347-365 SPECIAL FOCUS: Beyond Sociology. USA: Brill Publication. <https://www.jstor.org/stable/23655203>
8. Given L. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. CA: Sage Publication.
9. Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday Publication.
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१. तांबे, श्रु. (२०१७) सामाजिक संशोधन पद्धती. स.मा.गर्गे (संपादित) डॉ. श्रुती तांबे (विषयवार संपादित) भारतीय समाजविज्ञान कोश खंड ६ (५८९-५९५). पुणे: मेहता पब्लिशिंग हाऊस.
२. तांबे, श्रु. (२०१७) गुणात्मक मुलाखत स.मा.गर्गे (संपादित) डॉ. श्रुती तांबे (विषयावर संपादित) भारतीय समाजविज्ञान कोश खंड ६ (६००-६०२). पुणे : मेहता पब्लिशिंग हाऊस
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Note: Any other text/Article suggested by the subject teacher

## **SOC 513 MJ: SOCIOLOGY OF ENVIRONMENTAL SUSTAINABILITY**

### **Course Objectives:**

1. To provide an overview of the central debates in linkage between environment and society, environmental sociology and sustainability
2. To explore current challenges to environment and sustainability from a sociological perspective with associated policies, laws, alternatives, struggles, and movements
3. To examine the practical and theoretical principles of sustainability
4. To sensitise and orient students about how to apply principles of sustainability to diverse situations and communities

### **Learning Outcomes:**

1. Establish link between the two realms of environment and society with perspectives of sociology and sustainability
2. Develop critical perspective to identify and analyse challenges to environment and sustainability
3. Apply principles of sustainability to diverse situations and communities
4. Enable to pursue higher studies, research and job opportunities in environment and sustainable development arenas

### **Course Content:**

#### **I. Introduction to Sociology of Sustainability and Sociology of Environment (15)**

- a) Sociology of Environment, Sociology of Sustainability: Nature, scope and relevance
- b) Concepts: Sustainability, Environment, Social Ecology, Development, Well being
- c) Three Pillars of Sustainability: Economic, Social and Environmental
- d) Approaches: Gandhian, Social Constructionism, Appropriate Technology, Eco-feminism, Deep Ecology, Political Ecology, Environmental Justice

#### **II. Conditions and Issues of Environment and Sustainability (15)**

- a) Conditions of Un-sustainable Environment: Capitalism to Neoliberal Globalization (Failure of Green Revolution)
- b) Sustainability and Planetary Boundaries (Issues of energy, water, air, land, climate change, and loss of biodiversity)
- c) Issues of development induced social injustice (communities, gender, livelihoods, culture, indigenous knowledge, and marginalization)

#### **III. Steps towards Sustainability: Global Level (15)**

- a) Policies and Action Plan: Brundtland Commission- 1987, Rio 1992, The Kyoto Protocol, Millennium Development Goals, The World Summit on Sustainable Development 2002, Paris Agreement, Sustainable Development Goals
- b) Major International Environmental laws: Right to Environment as a Human Right, Environment and Conflict Management
- c) Civil Society Initiatives and Movements: Green's Party, Civil Society Coalition on Sustainable Development (CSCSD), Landesa and Stand for Her Land (S4HL)

#### **IV. Steps towards Sustainability: National and Local Level (15)**

- a) Policies and Programmes: Article 48 of Directive Principles, National Environment Policy 2006, National Action Plan on Climate Change and India SDG Index
- b) Legislations and Community Participation– Wildlife Protection Act- 1972; JFM, Forest Conservation Act- 1980, Panchayats Extension to Scheduled Areas (PESA) Act -1996, Recognition of Forest Rights Act- 2006
- c) Civil Society Initiatives and Movements in India: Chipko Movement, Narmada Bachao Movement; Sustainable Energy Experiments, Participatory, Community-based Alternative Practices
- d) Lessons of Corona Pandemic and Future of Sustainability in India
- e) Sociological baggage for others working on sustainability-(issue identification, humane concern, critical research, policies and programme, and civil society action)

### **Essential Readings:**

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- (Relevant issues of the Journal – Down to Earth, CSE, Delhi.)

### **Video Resources:**

1. An inconvenient truth- full documentary
2. Climate Change & I | Dr. Priyadarshini Karve | TEDxSCAC  
[https://www.youtube.com/watch?v=IK\\_LK6Dn1NU](https://www.youtube.com/watch?v=IK_LK6Dn1NU)

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१. गोडबोले अ. (२०१९) अनर्थ –विकासनीती :सर्वनाशाच्या उंबरठ्यावर .पुणे .मनोविकास प्रकाशन
२. गर्गेस .मा .(२०१७) भारतीय सामाजिक ज्ञानकोश .खंड- ६ . पुणे .मेहता पब्लिशिंग हाउस
३. पाटील प्र. व इतर (२०१०) महात्मा गांधी आणि ग्रामीण विकास .औरंगाबाद . एज्युकेशनल पब्लिशर्स अँड डिस्ट्रिब्युटर्स
४. बूच.ए. (२००१) पर्यावरणीय जाणीव जागृती आणि नगर नियोजन .पुणे .
५. घोरपडे अ. (२०००) ग्लोबलवॉर्मिंग .पुणे .राजहंसप्रकाशन
६. देऊळगावकर अ. (२०१२) विश्वाचे आर्त .पुणे .मनोविकासप्रकाशन
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८. कर्वे प्रि. (२००७) उर्जेच्या शोधात .पुणे .राजहंसप्रकाशन
९. कर्वे प्रि. (२०२०) शाश्वत विकासाची वाट खुणावते आहे .लोकसत्ता .१०मे२०२०
१०. बसवंत विठाबाई बाबाराव .(२०२२) हरितदृष्टी .हरिती प्रकाशन
११. कुलकर्णी दि .२०२१निसर्गायण .पुणे राजहंस प्रकाशन

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

## **SOC 514 MJ: Sociology of Disability, Health and Illness**

### **Course Objectives:**

1. To understand how the definition of disability evolved from a medical to a social one.
2. To address as well as to develop knowledge about the rights of disabled people.
3. To sensitize students to health-related issues
4. To understand the role of the State and NGO in the area of health

### **Learning Outcomes:**

1. Understand disability through various sociological perspectives which would help them to understand the issue of rehabilitation of disabled people.
2. Know and apply the human rights perspective to deal with disability.
3. Develop a sociological understanding and analysis of health and illness
4. Communicate the sociological analysis of health and illness to non-sociological audiences.

### **Course Content:**

#### **I. Understanding Disability (15)**

- a) Traditional concept of disability
- b) Sociological interpretation of disability
- c) Disability and Rehabilitation
- d) Policies on disability in India
- e) Disability in society: Practice and Intersectionality

#### **II. Understanding Health and Illness (15)**

- a) Concepts -Health, Illness; Social causes of Illness
- b) Role of NGOs in the health sector
- c) Role of the State in the health sector and National health policy
- d) Issues of Gender and Reproductive Health
- e) Privatisation of health care: Access and Affordability
- f) Pandemic (Covid-19) and Social Disruption

### **Essential Readings: /References**

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मराठी संदर्भ:

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२. अवचट अ. (१९९७) 'कार्यरत' शोध आरोग्याचा – (प्रकरण), मुंबई. मॅजेस्टिक प्रकाशन
३. बंग अ. (२०१०) मोजक्यांना वैद्यकीय शिक्षण का सर्वांना आरोग्य स्वराज Archived 2010-05-25 at the Wayback Machine.
४. बंग अ. व इतर (२००१) कोवळी पानगळ' अहवाल. गडचिरोली. सर्च
५. महाजन ज. व बडगे सा. (२०१७) आदिवासी समाज : संस्कृती आणि आरोग्य . जळगाव. अथर्व प्रकाशन

## **SOC 515 MJ: SOCIOLOGY OF EDUCATION**

### **Course Objectives:**

1. To contextualize the study of education within the discipline of Sociology.
2. To get acquainted with the theoretical perspectives and contributions in sociology of education.
3. To learn problems and issues of access and equity with special reference to Caste, Class, Tribe, Gender, Region and Minorities.
4. To understand the recent developments and issues in the contemporary education system.

### **Learning Outcomes:**

1. Develop conceptual clarity and enabled to critically reflect on the inter-linkages between society and education.
2. Able to analyse theoretical concepts and develop understanding of the social dimensions of education.
3. Acquire knowledge on philosophies of education.
4. Develop a comprehensive understanding of the innovations and challenges pertaining to the new educational practices in India.

### **Course Content:**

#### **I. Introduction to Sociology of Education**

**(15)**

- a) Nature, Scope and significance Sociology of Education
- b) Sociology of Education and Educational Sociology
- c) Issues of Access and Equity-Caste, Class, Tribe, Region, Gender and Minorities
- d) Theoretical perspectives—Functionalist, Marxist, Constructivist and Interactionist, Critical Pedagogy, Feminist and Post-Modernist

#### **II. Philosophy of Education**

**(15)**

- a) John Dewey
- b) Paulo Freire
- c) Ivan Illich
- d) John Holt
- e) Michael Apple

#### **III. Indian Thinkers on Education**

**(15)**

- a) Jyotiba Phule and Savitribai Phule
- b) B. R. Ambedkar
- c) Mahatma Gandhi
- d) Rabindranath Tagore
- e) Maulana Azad

#### **IV Education and Society in India**

**(15)**

- a) Development of education in India- Ancient Indian education, Education in Medieval period, education under the colonial rule
- b) Reviewing National Educational Policies- 1968, 1986 and 2020
- c) Human Rights discourse, Right to Education and education in India

- d) Impact of Liberalization, Privatization and Globalization on Education; Dilemma of equality, quality and quantity
- e) New challenges and opportunities in the Indian Education System: Impact of the Pandemic, Digital Divide, Virtual Education and Learning Analytics

**Essential Readings:**

1. Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham: Open University Press
2. Ainsworth, J. (2013). *Sociology of Education: An A-to-Z Guide* (Volume 1 and 2). New Delhi: Sage
3. Biswas, A., & Aggarwal, J. (1968). *Seven Indian Educationists*. New Delhi: Arya Book Depot
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१०. पानसे र. (२००६ ) शिक्षण : परिवर्तनाची सामाजिक चळवळ. पुणे. डायमंड प्रकाशन

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

## SOC 516 MJ: POLITICAL SOCIOLOGY

### Course Objectives:

1. To understand the meaning of central concepts and theories in political sociology
2. To understand the contemporary socio-political challenges in India.
3. To develop critical sociological understanding of political phenomena.

### Learning Outcomes:

1. Acquire knowledge of central themes of political sociology.
2. Awareness and reflection on contemporary debates pertaining to State and Society.
3. Apply relevant concepts and theories from political sociology in order to analyze socio-political phenomena
4. Understand the contemporary global political processes through sociological lens

### Course Outline:

#### I. Nature and Scope of Political Sociology

(12)

- a) Origin and Evolution of Political Sociology
- b) Political Sociology in the world beyond borders
- c) Difference between Civil and Political Society, State and Civil Society, State and Economy
- d) Basic Concepts –Power, Authority, Nation-State, Governance, Bureaucracy, Marginalization, Citizenship, Political Parties, Pressure Groups, idea of Political Culture

#### II. Theoretical Approaches to Power and State

(18)

- a) Marxist and Neo-Marxist Tradition
- b) Weberian Tradition
- c) Post-Structuralist Theory

#### III. Society and Political agendas in Post-Independence India

(15)

- a) Making of India – Constitution, Social Justice and Welfare State
- b) Social Protest and Movements- exclusion and inequality, poverty and development
- c) Language, ethnicity and Regionalism
- d) Nationalism, Communalism and Secularism

#### IV. Contemporary Socio-political Challenges

(15)

- a) Politicization of social categories: Family and Kinship, Caste, Religion, Gender and Ethnicity
- b) Contentious Issues - Migration, Refugee Crisis, Militarism, politics of alliance, CAA
- c) Religious Fundamentalism, Jingoism, Casteism

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## **SOC- 517 MJ: SOCIOLOGY OF REGION - STATE OF MAHARASHTRA**

### **Course Objectives:**

- 1.To introduce concepts and perspectives of sociology of the region.
2. To enhance sociological knowledge about the local and regional context of Maharashtra.
3. To acquaint students with the changing trends in Maharashtra with special reference to Globalization, Development processes and caste, gender politics

### **Learning Outcomes:**

1. Understanding of emergence, relevance and perspectives in regional sociology and
2. Understanding the social construction of Maharashtra and contribution of Phule, Shahu and Ambedkar
- 3.Analyse the factors making Maharashtra in the post-1950 period
- 4.Understand and analyse contemporary issues and challenges

### **Course content:**

#### **I. Theorising Region and Understanding Maharashtra (18)**

- a) Concept of region and emergence and relevance of Regional Sociology
- b) Perspectives to the study of Region: Historical, Geographical, Economic and Sociological
- c) Understanding Region in the Indian Context: Regional and Sub regional movements (Telangana and Andhra Pradesh, Chhattisgarh and Madhya Pradesh, Jharkhand and Bihar)
- d) Social construction of Maharashtra-Geography, Caste, Religion, and language.
- e) Folk culture and popular culture of Maharashtra
- f) Contemporary development of Maharashtra (HDI, GDI)

#### **II. Making of Modern Maharashtra: (15)**

- a) Mahatma Phule (Cultural revolt, Satyashodhak movement)
- b) Rajarshi Shahu (Education, social reforms, Non-Brahmin movement)
- c) Dr. Ambedkar (Anti- caste Movement)

#### **III. Formation of Maharashtra: Economic, Political and Cultural dynamics (15)**

- a) Samyukta Maharashtra Movement, Working Class Movement
- b) Cooperative movement
- c) Right to work-EGS
- d) Hindutva politics: National and Regional. FPP, Bahujan, Dalit and OBC politics in Maharashtra

#### **IV. Contemporary issues and contradictions in Maharashtra (12)**

- a) Regional Disparity in Development
- b) Issues of Displacement
- c) Farmer's Suicide
- d) Sex Ratio
- e) Atrocities against SC, ST
- f) Riots and ghettoization of Minorities

### **Essential Readings:**

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

## **SOC 518 OJT/ FP: INTERNSHIP AND FIELD PROJECT**

### **Course Objectives:**

1. To build practical research skills
2. To give hands-on training for jobs and strengthen students' skills of employability
3. To enhance knowledge and develop critical thinking of the Subject.
4. To Create Awareness about Society & Social Issues.

### **Learning Outcomes:**

1. Recognise the thrust areas of a career in the discipline.
2. Enable to apply sociological knowledge on the field level/ in the job.
3. Strengthen Communication Skills
4. Learn expected job skills, workplace behaviour, and aptitude for teamwork.

### **Guidelines for Internship and Field Project:**

- Student must complete 4 Credits of OJT / Field Project / Internship Programme in summer break after completion of the Second Semester of the first year of M.A.
- Successful completion of the OJT/ Field Project/ Internship Programme is mandatory, in case a student could not complete the internship as per prescribed standards, the student will not be eligible to get PG Diploma/Degree.
- Students have to complete OJT/ Field Project/ Internship Programme under the supervision and guidance of an assigned responsible person-in-charge from organisations identified by the institute or the expert(s) appointed by the institute or organisations.

### **Steps in OJT/ Field Project/ Internship Programme:-**

- Field work and field report-based assignment submission.
- Identification of FP topic/ OJT/ skills under internship.
- Writing a proposal of FP or making an outline of OJT under the guidance of organisation identified.
- Actual Field visit and training/ to work on FP/ visit to the organisation for Internship.
- Writing report of FP/ OJT/internship report.
- Report submission and Viva-voce/oral examination on internship skills

### **Field Project:-**

- Choose a topic of interest related to M.A. sociology syllabus. Be focused and creative.
- Identify the major issues and formulation of field project problem.
- Develop the research methods: Qualitative / Quantitative/ Mixed method.
- Review the related academic literature or reports by government agencies or by other organisations.
- Develop the research methods: Qualitative / Quantitative/ Mixed method.
- Develop the appropriate field project design Collect data and analyse the data.
- Explain/interpret your results.
- Report Writing
- Presentation should include introduction, literature review, project design, results, discussion, conclusion and references,

**Evaluation Process:-**

Evaluation of OJT / Field Project/ Internship Programme will be at both levels:

1. Continuous Internal Evaluation
2. Viva-voce: The student is supposed to prepare a Power Point Presentation.
  - The report should be submitted by students in prescribed proforma.
  - The evaluation is to be done on the basis of the potentials, quality, utility and outcome of the proposed work.
  - The evaluation panel will consist of one internal and one external examiner.

**The parameters for evaluation are as below: -**

- Skills learnt by the student
- Soft skills/communication skills developed by the student
- The outcome of the Internship Programme in terms of methodological clarity
- Feedback received from the Internship Providing organization
- Value addition in the overall knowledge of the student
- Quality and contents of the presentation
- Contribution of the student toward the project/ OJT/Internship

**The evaluation is to be done on the basis of:-**

- Regularity and punctuality
- Actual work performed as certified by the organisation or mentor
- Feedback from the internship-providing organization
- Nature of contribution made to skills and knowledge or to the organisation
- Skills learned
- Problem-solving initiative taken
- Learning attitude