



SAVITRIBAI PHULE PUNE UNIVERSITY

(formerly University of Pune)

M. A. SOCIOLOGY SYLLABUS (Semester & Choice Credit System) For University Department

NEP SYLLABUS SEMESTER I & II

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

NEP SYLLABUS STRUCTURE

Department of Sociology
Savitribai Phule Pune University, Pune

M.A Semester I

Implemented from the academic year 2023-24

Level	Semester	Major Mandatory	Major Elective	Research Methodology (RM)	OJT/FP	RP	Total credits
6.0	I	<ol style="list-style-type: none">1. Classical Sociological Tradition (CODE – SOC 501 MJ) (04)2. Sociology of India (CODE – SOC 502 MJ) (04)3. Foundational Concepts in Sociology (CODE – SOC 503 MJ) (04)4. Writing and Translation (CODE – SOC 504 MJP) (02)	<ol style="list-style-type: none">1. Urban Society in India (CODE – SOC 510 MJ) (04)2. Sociology of Environment (CODE – SOC 511 MJ) (04)3. Sociology of Social Movements(CODE – SOC 512 MJ) (04)4. Agrarian Society and Change in India (CODE – SOC 513 MJ) (4)5. Political Sociology (CODE – SOC 514 MJ) (04)	(04)			22

CLASSICAL SOCIOLOGICAL TRADITION

(CODE – SOC 501 MJ) 04

Course Objectives:

1. To introduce students to the classical tradition of sociology
2. To highlight the relevance of classical theory in the contemporary scenario
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 familiarised with the subject matter and social processes which contributed to the emergence of Sociology as a modern discipline
3. Understand the role of Classics in the development of contemporary Sociological theories
4. Interrogate classics and canons in Sociology and highlighting the contributions of other neglected thinkers and their perspectives

Course Content:

I. Origins of Classical Theories

15

- A. Relevance of Classics and Cannons for Sociology as a discipline
- B. Socio-Historical factors: Feudal Europe, Impact of Enlightenment Thinking, French Revolution, and Industrial Revolution on 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., and 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., and 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:

1. सोमण, मा. आणि सावळे, सं. (२०१६). *समाजशास्त्रीय विचार*. पुणे: डायमंड प्रकाशन.
2. वैद्य, नी.स. (१९८७). *सामाजिक विचारवंत*. नागपूर: साहित्य प्रसार केंद्र.
3. आठवले, स. (१९८९). *मार्क्स आणि मार्क्सवाद*. ल.जोशी. (संपा.). *समाजविज्ञान कोश खंड ३ (१९८९) (४७४-४८०)*. पुणे: समाजविज्ञान मंडळ,
4. पराडकर, मो. शं. (१९८९). *डुखार्ईम, एमिल*. ल. जोशी.(संपा.) *समाजविज्ञान कोश खंड ३ (१९८९) (२७- २९)*. पुणे: समाजविज्ञान मंडळ.

5. गुंडी, प्र. (१९९०). वेवर मॅक्स. ल. जोशी. (संपा.). मराठी विश्वकोश. मुंबई : महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
6. जोशी, ल. (१९८७). मार्क्स, कार्ल. ल. जोशी. (संपा.). मराठी विश्वकोश खंड १३(३७८-३८२). मुंबई : महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
7. कर्णिक, व. भ. (१९८७). मार्क्सवाद. ल. जोशी. (संपा.). मराठी विश्वकोश खंड १३(३८२-३८५) मुंबई: महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
8. सुर्वे, भा. ग. (१९७७). डुरखाईम, एमील. ल. जोशी. (संपा.). मराठी विश्वकोश खंड ७ (९६५-९६६).मुंबई: महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ.
9. दामले, य. भा. (२००७). वेवर, 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

SOCIOLOGY OF INDIA
(CODE – SOC 502 MJ) 04

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 familiarise 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 in the emergence and domain of the sociology of India.
2. The students are also expected to develop a very good understanding of 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:

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|--|-----------|
| 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 | |

- A. Nationalism, Democracy, Cultural Nationalism
- B. Family, Household and Marriage
- C. Growing 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–Atired Discipline? *Economic and Political Weekly*, 29 (10).
8. Dube, S. (1990). *Indian Society*. New Delhi. National Book Trust.
9. Dumont, L. (1970). *Homo Hierachicus: 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. *Economic and political weekly*. 1363-1370.

References:

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. Dahiwale, 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. Mohpatra, 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*. New 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: सेजभाषा.
२. तांबे, श्रु. (२००७). समाजशास्त्रा पुढील 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: सेजभाषा.
९. सहारे, प. (२००७) .भारतीय समाजशास्त्र. औरंगाबाद:विद्या बुक पब्लिशर्स.
१०. सोमण मा. आणि सावळे, सं. (२०१६). समाजशास्त्रीय विचार.पुणे: डायमंड प्रकाशन.
११. ओम्बेट गे. (१९९५) वासाहतिक समाजातील संस्कृतिक बंड पुणे : सुगावा प्रकाशन.
१२. गर्गे. स. (संपा.). (२०१७). विज्ञानकोश, खंड ६. भारतीय समाजशास्त्रावरील लेख. पुणे : मेहता प्रकाशन.
१३. बगाडे, उ. (२००७). सबाल्टर्न स्टडीज व भारतीय इतिहास लेखनातील स्थित्यंतर समाज प्रबोधन पत्रिका.

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

E-Pathshaala resources on the Sociology of India

FOUNDATIONAL CONCEPTS IN SOCIOLOGY

(CODE – SOC 503 MJ) 04

Course Objectives:

1. To acquire knowledge of the key concepts of Sociology
2. To understand the interrelationship between the individual and the social
3. To gain an in-depth understanding of the social reality from a Sociological perspective

Learning Outcomes:

1. Help learners from diverse disciplinary backgrounds in thinking sociologically
2. Familiarizing the learners with the interconnections between the individual and the society
3. Aid learners in developing a conceptual base in the fundamental ideas of Sociology

Course Content:

I. Understanding Sociological Thinking	15
A. Sociology and Common Sense	
B. Sociological Imagination	
C. Sociology as a Social Science	
II. Concepts and Categories: Individual and the Social	15
A. Social Groups	
B. Community and Society	
C. Socialization	
D. Social Institutions	
E. Status and Roles	
III. Concepts and Categories: Individual and the Social II	15
A. Social Processes	
B. Social Stratification	
C. Social Control	
D. Social Structure	
E. Social Change	
IV. Culture and Society	15
A. Cultural Relativism	
B. Folkways and Mores	
C. Norms and Values	
D. Ethnocentrism	

Essential Readings

1. Bauman Zygmunt and Tim May. (2001). Thinking Sociologically (Second Edition). New York: Wiley-Blackwell.
2. Berger, Peter. (1963). Invitation to Sociology: A Humanistic Perspective. Pelican Press.

3. Berger, Peter L. and Thomas Luckmann. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. NY: Anchor Books.
4. Bottomore, T. B. (2010). *Sociology: A Guide to Problems and Literature*. New York: Routledge.
5. Giddens, Anthony, and Philip Sutton (2017). *Sociology (6th Edition)*.UK: Polity.
6. Johnston, Josee, Cairns, Kate and Baumann, Shyon. (2017). *Introducing Sociology: Using the Stuff of Everyday Life*. New York: Routledge.
7. Gottfried, Rosalind. (2018). *My Sociology: An Introduction for Today's Students*. Routledge.
8. Haralambos, M and R.M. Heald. (2011). *Sociology: Themes and Perspectives*. New Delhi: OUP. 2011.
9. Mills, C. Wright. (1969). *The Sociological Imagination (Reprint 2000)*. New York: Oxford University Press.
10. Rawat. H.K. (2010). *Sociology: Basic Concepts*. New Delhi: Rawat Publications.

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

WRITING AND TRANSLATION

(CODE – SOC 504 MJ) 02

Course Objectives:

1. Introduce students to skills of critical reading and writing basic concepts in Social Sciences
2. Train students in translation of social science terminology
3. Train in Academic Skills to enhance employment prospects

Learning Outcomes:

1. Students will be able to know the range of forms of academic writing
2. Students will be able to write proposals, reports, case studies
3. Students will be able to translate from Indian languages to English and from English to Indian languages

Course Content:

I: Critical Academic Reading practice of writing in social sciences (Thematic reading based on selected texts: Two texts per theme) 08

I: Forms of writing and skills 12

- A. Article/Book notes making and summary
- B. Writing News articles
- C. Report Writing (including on case studies, discussions, small research project to familiarise students with basic structure of report writing etc.)
- D. Research Article Writing

II: Review Writing and Research proposal writing 08

- A. Writing Reviews- Book review, article reviews/film reviews: Using resources for writing and translations (Activity based)
- B. Writing Research Proposal

III: Translation: Preparation, Learning skills and Practice 10

- A. Using Library-Dictionary, Encyclopedia, handbooks
- B. Referencing, Annotated Bibliography
- C. Language: structure, meaning, connectedness.
 - i. Translation as a process of transference of meaning and values from one culture to another: with examples, concepts from feminism, family, religious structures etc. (Hands On: Practice of Translation-The Major difficulties of translating from and into English:
Phrases, (terminology) complex/compound sentences and styles of writing expository prose in English and Marathi (sentence structure is an important part. English has “Subject

–Verb–Object” structure; Marathi has “Subject–Object–Verb”. This makes it difficult to write very long sentences in Marathi.) How to break long sentences into smaller sections. Active – Passive/comparative structures etc. Connecting devices, Definitions, examples, avoiding repetitions, cultural terminology begin with a paragraph and then proceed to larger texts)

- ii. Diverse types of texts to be translated with examples.
- iii. Protocols and ethics of translation (hands-on activity)

Note: Concerned Teachers will prescribe books, articles, and sources for the skill training and hands-on activities

Essential Readings:

1. Oxford Advanced Learner's Oxford Dictionary, Delhi
2. Baker Mona, 2011, In Other Words: A Coursebook on Translation. Routledge
3. Munday J., 2012, Introducing Translation Studies: Theories and Applications, 3rd edition, Routledge.
4. Munday J., Pinto S. R., Blakesley J., 2022, Introducing Translation Studies: Theories and Applications, Routledge.
5. Venuti Lawrence, 2021, The Translation Studies Reader, Routledge, London and New York

कोश:

1. Marathi-English Dictionary- Molesworth, वरदा प्रकाशन, पुणे.
2. इंग्रजी-इंग्रजी-मराठी शब्दकोश, रमेश धोंगडे, ऑक्सफर्ड प्रकाशन, २०१७
3. स्टुडंट्स मॉडर्न डिक्शनरी, इंग्लिश-इंग्लिश-मराठी, केशव भिकाजी ढवळे, १९५४
4. मराठी लेखन-कोश, अरुण फडके, अंकुर प्रकाशन ठाणे, २०१५
5. मराठी व्युत्पत्तिकोश कु.पा. कुलकर्णी, शुभदा सारस्वत प्रकाशन २०१३
6. मराठी व्युत्पत्तिकोश, प्राचार्य रामदास महाजन, डॉ. सुप्रिया महाजन, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई,
7. अभिनव मराठी-मराठी शब्दकोश द. ह. अग्निहोत्री, व्हीनस प्रकाशन, पुणे ३० प्रथमावृत्ती एप्रिल १९८८.
8. अभिनव शब्दकोश श्रीपाद जोशी, शुभदा सारस्वत, पुणे आवृत्ती चौथी, १९९०,
9. महाराष्ट्र शब्दकोश: (१-८+ पुरवणी खंड) य. कृ. दाते, चिं. ग. कर्वे, वरदा प्रकाशन, पुणे
10. व्युत्पत्तिप्रदीप: गोविंद शंकरशास्त्री बापट, निर्णयसागर प्रेस, मुंबई, १८९४
11. मराठी विश्वकोश (क्र. १८), परिभाषासंग्रह, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई,
12. पर्याय शब्दकोश, वि. शं. ठकार, नितीन प्रकाशन, पुणे
13. मराठी शब्दरत्नाकर, वा. गो. आपटे, केशव भिकाजी ढवळे, मुंबई
14. वाङ्मयीन संज्ञा-संकल्पना कोश, गणोरकर-डहाके व इतर, ग. रा. भटकळ फाउन्डेशन, २००१
15. समाजविज्ञानकोश,
16. समाजशास्त्र संकल्पना कोश
17. साहित्य-समीक्षा परिभाषा कोश, भाषा संचालनालय, महाराष्ट्र शासन
18. अंग्रेजी-हिन्दी शब्दकोश, फादर कामिल बुल्के, काथलिक प्रेस, रांची
19. डायमंड सामाजिक शास्त्र परिभाषा कोश, डायमंड पब्लिकेशन, पुणे
20. मराठी विश्वकोश, १-२०, विश्वकोश निर्मिती मंडळ, वाई
21. ई-रिसोर्स: विद्यापीठे, व महाराष्ट्र राज्यभाषा विकास मंडळ

SOCIOLOGY OF ENVIRONMENT

(CODE – SOC 511 MJ) 04

Course Objectives:

1. To study environmental Issues in India and Global Perspectives
2. To understand various Sociological approaches, interaction with the Environment
3. To analyse environmental Policy

Learning Outcomes:

1. Study different approaches and Basic Concepts related to the Sociology of the Environment.
2. Understand Environmental issues in India and the Current Crisis
3. Analyse Environmental Movements.

Course Content:

- I. Introduction of Environmental Sociology**
Sociological Approaches to Environment: Durkheim, Marx, Weber
- II. Issues and Perspectives on the Environment**
- III. Environmental Movements in India**
 - a) Gender and Environment,
 - b) Environment, Development, Displacement
- IV. Social Consequences of Environmental Disruption**

Essential Readings:

1. Agarwal, Bina. The Gender and Environment Debate: Lessons from India, *Feminist Studies*, Vol. 18, No. 1 (Spring, 1992), pp. 119-158.
2. Dunlap and Catton 1979, societal–environmental interactions, *Annual Review of Sociology* 5:243-273.
3. Järviöski, Timo. The Relation of Nature and Society in Marx and Durkheim *Acta Sociologica*, Vol. 39, No. 1, *Sociology and the Environment* (1996), pp. 73-86
4. K. William Kapp. 1970, Environmental disruption: General issues and methodological problems, Volume 9, Issue 4.
5. Lotus Arise October 6, 2022, Crisis of Development: Displacement, Environmental Problems, and Sustainability.

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

URBAN SOCIETY IN INDIA
(CODE – SOC 510 MJ) 04

Course Objectives:

1. To make students acquainted with the evolution of urban society in India
2. To make students understand the urban problems and the changes in urban society
3. To introduce students to the history of Urban Sociology

Learning Outcomes:

1. Students will be able to analyse the trends in urbanisation in India
2. Students will analyse the urban problems and the changes in urban society and suggest policy solutions
3. Students will be able to trace the history of Urban Sociology

Course Content:

I. Understanding Urban Society:

- A. Definition and characteristics of urban society
- B. Classifications of urban centers, cities and towns
- C. Industrial Urban Centers Their growth and special features

15

II. Key Concepts in Urban Society:

- A. George Simmel's Metropolis
- B. Louis Wirth's Urbanism
- C. Robert Redfield's Rural-Urban Continuum as a Cultural Form

15

III. Urbanization and the Concomitant Changes:

- A. Causes and consequences of urbanisation
- B. Social, economic and cultural aspects of change due to urbanization
- C. Migration Its causes and consequences
- D. Changes in occupational structure.

15

IV. Urban Problems and Planning for Urban Development in India:

- A. Problems of housing, Alcoholism. Drug addiction
- B. Problems of slums and environmental pollution
- C. Urban planning Planning and Development Boards.
- D. Concept of Green city Model. Metropolitan design. Health and sanitation

15

Essential Readings:

1. Abrahamson Mark, 2014, Urban Sociology: A Global Introduction. New York.
2. Abrahamson M. 1976 Urban Sociology. Englewood, Prentice Hall 6
3. Alfred de Souza, 1979. The Indian City Poverty, Ecology and Urban Development. Manohar Delhi.
4. Bergel. EL 1955. Urban Sociology. McGraw-Hill Book Company New York
5. Bharadwaj, R.K 1974. Urban Development in India, National Pubs House.
6. Bose Ashish, 1978 Studies in Indian Urbanization 1901 1971 Tata Mc Graw
7. Castells M 1977 The Urban Question. Edward Arnold. London.
8. Colling Worth. J.B. 1972. Problems of Urban Society Vol 2 George Allen & Unwin Ltd.
9. Desai A.R., and Pillai S.D. (ed) 1970, Slums and Urbanization Popular Prakashan, Bombay.
10. Gold Harry. 1982. Sociology of Urban Life Prentice Hall. Englewood Cliffe.
11. Pandey Vinita, 2021. Urban Sociology. New Delhi.
12. Pickwance CG (ed) 1976. Urban Sociology Critical Essays, Methuen
13. Quinn JA. 1955, Urban Sociology S. Chand & Co. New Delhi
14. Ronnan Paddison, 2001. Handbook of Urban Studies. Sage India.
15. Saunders Peter 1981 Social Theory and Urban Question. Hutchiomun

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

SOCIOLOGY OF SOCIAL MOVEMENTS

(CODE – SOC 512 MJ) 04

Course Objectives:

1. To introduce the students to the role of social movements in social transformation.
2. To help students understand the various approaches to studying social movements.
3. To introduce challenges of globalisation and the response of social movements.

Learning outcomes:

1. Understand the nature, concept and theories of social movement.
2. 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. Concept and Theories of Social Movements	15
A. Nature and types of social movement	
B. Theories of Social Movements	
II. Social Movements- Old and New	15
A. Nature and difference between Old and New social movements	
B. Issues of Class, Identity, Culture and Power	
III. Social Movements in India	18
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	15
A. WSF, Occupy, Arab Springs	
B. Lokpal, New Labour Protests, Students Protests	

Essential Readings:

1. Della Porta, D., & Diani, M. (2009). *Social Movements: An Introduction*. Hoboken: JohnWiley & Sons.
2. Dhanagare, D. (1988). *Peasant Movements in India*. New Delhi: Oxford University Press.
3. Guru, G. (1997). *Dalit Cultural Movement & Dalit Politics in Maharashtra*. Mumbai:Vikas Adhyayan Kendra.
4. Jogdand, P. G., & Michael, S. M. (2003). *Globalization and Social Movements: Struggle for a Humane Society*. Jaipur: Rawat Publications.

5. Kumar, S. (2014). Social Movements: Transformative Shifts and Turning Points. New Delhi: Routledge.
6. Martin, G. (2015). Understanding Social Movements. New York: Routledge.
7. Meyer, D., Whittier, N., & Robnett, B. (Eds.). (2002). Social movements: Identity, Culture, and the State. New York: Oxford University Press on Demand.
8. Oommen, T. (Ed.). (2010). Social Movements in Independent India, Vol. I and II. New Delhi: Oxford University Press.
9. Parta, D. & Diani, M. (2006). Social Movements: An Introduction. New York: Blackwell Publishing.
10. Petras, J. & Veltmeyer, H. (2005). Social Movements and State Power: Argentina, Brazil, Bolivia, Ecuador. London: Pluto Press.
11. Players, G. (2011). Alter-Globalization. Becoming Actors in the Global Age. Cambridge: Polity Press.
12. Rao, M. (Ed.). (1984). Social Movements in India: Studies in Peasant, Backward Classes, Sectarian, Tribal and Women's Movements. Delhi: Manohar publishers.
13. Shah, G. (2004). Social Movements in India. New Delhi: Sage Publications.
14. Singh, R. (2001). Social Movements, Old and New: A Post-Modernist Critique. New Delhi: Sage Publications Pvt. Limited.

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1. Buechler, S. (2016). Understanding social movements: Theories from the Classical Era to the Present. Boulder: Routledge.
2. Goodwin, J., & Jasper, J. M. (2003). The Social Movement Reader: Cases and Concepts. Malden, MA: Blackwell Publishing.
3. Oommen, T. (2004). Nation, Civil Society and Social Movements: Essays in Political Sociology. New Delhi: Sage Publications
4. Sahu, D. (Ed.). (2012). Sociology of Social Movement. New Delhi: Sage Publications.
5. Shah, G. (Ed.). (2002). Social Movements and the State. New Delhi: SAGE Publications.

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1. शहा, घ. (२००२) सामाजिक चळवळी आणि सरकार. पुणे: डायमंड प्रकाशन.
2. जोगदंड पी. (२००६) दलित चळवळ: सिद्धांत आणि व्यवहार. मुंबई. प्रतिशब्द प्रकाशन.
3. देवगावकर एस. (२००९) सामाजिक चळवळी: परंपरागत आणि नवीन. नागपूर. साईनाथ प्रकाशन.
4. तांबे, श्रु. (२०११). नागरी समाजाच्या पुनर्व्याख्येची गरज. परिवर्तनाचा वाटसरू, ११(८), १३-१६.
5. तांबे, श्रु. (२०१२). नागरी समाजाचे गौडबंगाल ! आंदोलन- शाश्वत विकासासाठी, (९४-९७).
6. तांबे श्रु. (२०१४) सामाजिक आंदोलनांचे समाजशास्त्र : आव्हाने व व्यवहार. ना. कुंभार व वि. घोटाळे. (संपा.). समकालीन सामाजिक चळवळी : संकल्पना, स्वरूप, व्याप्ती (३-११). पुणे : डायमंड पब्लिकेशन्स.

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

AGRARIAN SOCIETY AND CHANGE IN INDIA

(CODE- SOC 513 MJ) 04

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 marking 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 issues 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 to 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
- C. Programmes and its critique, EGS and MNREGA

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 defeminisation 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 21st 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 Bina, 1988. *Who sows? Who Reaps? Institute of Economic Growth- New Delhi.*
2. Booklet.
3. Bagchi, A.K. 1982. *Political Economy of Underdevelopment.* Cambridge. Cambridge University Press
4. Baden-Powell, Henry. 1972. *Land Systems of British India.* New York: Johnson Reprint Corp.
5. Beteille Andre.1971. *Caste, Class, and Power;* California University Press.
6. Beteille, Andre.1974. *Six Essays in Comparative Sociology,* New Delhi: OUP
7. Beteille, Andre. 1974. *Studies in Agrarian Social Structure,* New Delhi: OUP
8. Breman, J. 1996. *Footloose Labour: Working in India's Informal Economy.* Cambridge:
9. Cambridge University Press (Ch 1-3).
10. Chattopadhyay, B. D.2003. *Land System & Rural Society in Early India.* Manohar Publishers
11. Dhanagare, D N 1988. *Peasant Movements in India,* New Delhi: OUP.
12. Desai, A. R. (ed.). 1979. *Peasant Struggles in India.* Bombay: OUP
13. Desai A. R.1977. *Rural Sociology in India,* Popular Prakashan, Bombay.
14. Edelman, Marc. 2013. What is a peasant? What are peasantries? A briefing paper on issues of definition (Prepared for the first session of the Intergovernmental Working Group on a United Nations Declaration on the Rights of Peasants and Other People Working in Rural Areas, Geneva, 15-19 July 2013.)
15. Jakimow, T. 2015. *Decentering Development: Understanding Change in Agrarian Societies.* Palgrave Macmillan
16. Jodhka, Surinder and D'Souza, Paul. 2009. Rural and Agrarian Studies. In Yogesh Atal ed. *Sociology and Social Anthropology in India.* New Delhi: Indian Council of Social Science Research, pp. 50-117.
17. Jodhka, Surinder S. 2018. *A Handbook of Rural India.* New Delhi Orient Black Swan.
18. Joshi, P. C. 1975. *Land Reforms in India: Trends and Prospect.* Bombay: Allied Pub.
19. Levien, M. (2013). Regimes of Dispossession: From Steel Towns to Special Economic Zones. *Development and Change*, 44(2), 381–407.
20. Mohanty, B. B. 2018. *Social Roots of Farmers Suicide in Maharashtra,* Gokhale Institute of Politics and Economics, Pune (a booklet).
21. Omvedt, Gail. 1987. *Land, Caste, and Politics;* Department of Political Science, Delhi.
22. Patnaik, Utsa. 1987. *Peasant Class Differentiation: A Study in Method with Reference to Haryana,* London: OUP
23. Rao, Nitya. 2008. *"Good Women Do Not Inherit Land": Politics of Land and Gender in India.* New Delhi: Orient Blackswan
24. Robb, Peter. Kaogu Sugihara and Haruka, Yanagisawa,1996. *Local Agrarian Societies in Colonial India: Japanese Perspectives,* Surrey: Curzon
25. Special issue on New Farmers' Movements in India' *The Journal of Peasant Studies*, Vol. 21 (3&4), April & July 1994. (T. J. Byres, Tom Brass, D. N. Dhanagare, Staffan Lindberg, Gail Omvedt, Joya Hasan, Sucha Singh Gill, Muzaffar Assadi, Jairus Banaji have contributed papers to this issue.)
26. Thorner, Daniel. and Thorner, Alice. 1962. *Land and Labour in India –Bombay:* Asia Publications.
27. Thorner, Daniel. 1976. *Agrarian Prospect in India,* New Delhi Allied Publishers.

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1. Agarwal, Bina, Anthwal, Parvesh & Mahesh, Malvika. (2021). How Many and Which Women Own Land in India? Inter-gender and Intra-gender Gaps, *The Journal of Development Studies*, 57:11, 1807-1829.
2. Babitha Sudev (2015). [Journal of Advances and Scholarly Researches in Allied Education](#)

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3. Bhende, M. J., Walker, T. S., Lieberman, S. S., & Venkataram, J. V. (1992). EGS and the poor: Evidence from longitudinal village studies. Economic and Political Weekly, A19-A22.
4. Dhanagare, D. N. (1987). 'The Green Revolution and Social Inequalities in Rural India'. Bulletin of Concerned Asian Scholars. 20(2): 2-13.
5. Joshi, P.C. 1974. Land reform and agrarian change in India and Pakistan since 1947: II, The Journal of Peasant Studies, 1:3, 326-362
6. Kumar, Satendra. (2021). Class, caste and agrarian change: the making of farmers' protests, The Journal of Peasant Studies, 48:7, 1371-1379.
7. Mohanty B. B. (1999). Agricultural Modernisation and Social Inequality: Case Study of Satara District. Economic and Political Weekly. Vol. 34, No. 26.
8. Mohanty, B B. (2005). We are Like the Living Dead: Farmer Suicides in Western India, The Journal of Peasant Studies, Vol. 32, No.2.
9. Naidu, S. C., & Osse, L. (2016). Social Reproduction and the Agrarian Question of Women's Labour in India. Agrarian South: Journal of Political Economy, 5(1), 50-76.
10. Pankaj, A., & Bhattacharya, M. (2022). Income and livelihood promotion through individual assets under MGNREGS. Economic and Political Weekly, 57(4).
11. Rudra, Ashok. (1978). 'Class Relations in Indian Agriculture', Economic and Political Weekly, Vol. 13 (22, 23, 24), pp. 916-22, 963-68, 998-1004.
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13. <https://www.landesia.org/>

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2. पेंडसे अ. (२००७), 'भारतीय अर्थव्यवस्थेतील संरचनात्मक बदल आणि शेतकरी संघटना'. समाज प्रबोधन पत्रिका. आक्टोबर-डिसेंबर
3. कराडे ज. (१९९१). 'जागतिकीकरण: भारतासमोरील आव्हाने,' डायमंड पब्लिकेशन, पुणे.
4. सिंह क. आणि शिसोदिया अ. (2017). ग्रामीण विकास तत्वे धोरणे आणि व्यवस्थापन, सेज पब्लिकेशन.
5. वाणी नी. कृषी अर्थशास्त्र, प्रशांत पब्लिकेशन
6. बिरादार मा. महाराष्ट्राची अर्थव्यवस्था, विद्या बुक्स पब्लिशर्स.
7. देसाई, सं. (2015). ग्रामीण समाज व विकास, प्रशांत पब्लिकेशन.
8. सावळे, सं. (२००२). भारतीय खेडी: अर्थ व राजकारण. यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.

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

POLITICAL SOCIOLOGY

(SOC 514 MJ) 04

Course Objectives:

1. To study various approaches for understanding the State and Society.
2. To understand the contemporary socio-political challenges in India.
3. To study the fundamental aspects of politics that interprets and affects society.
4. To understand the meaning of central concepts and theories in political sociology
5. Learn to think sociologically about political phenomenon.

Learning Outcomes:

1. Students will acquire proficient knowledge of central themes of political sociology.
2. They also become aware of contemporary debates.
3. Be able to apply relevant concepts and theories from political sociology in order to analyze socio-political phenomena

Course Content:

- I. Nature and Scope of Political Sociology** **12**
- A. Origin and Evolution of Political Sociology
 - B. Political sociology and the Changing global Social, Economic and Political order
 - C. Relationship between 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 Tradition (Social Class), neo-Marxist
 - B. Weberian Tradition - Elite, Pluralism
 - C. Post- Structuralism
- 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-Inequality, poverty, and development
 - C. Issues of Language, Ethnicity, and Regionalism
 - D. Nationalism, Jingoism, Casteism, 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, Brexit, politics of alliance, CAA
 - C. Social Exclusion and Inequalities

Essential Readings:

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2. Botelho, A. (2011). Political Sociology. Sociopedia.isa <http://www.sagepub.net/isa/resources/pdf/Political%20Sociology.pdf>
3. Bottomore, T. (1993). Political Sociology. London: Pluto Press
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5. Das, V. (2004). Handbook of Sociology. India: Oxford University Press
6. Dreze, J. (2007). Militarism, Development and Democracy. Economic and Political Weekly. 35(14), 1171-1183. URL: <https://www.jstor.org/stable/4409112>

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8. Formisano, R. P. (2001). The Concept of Political Culture. *The Journal of Interdisciplinary History*, 31(3), 393–426. <http://www.jstor.org/stable/207089>
9. Hany Babu, M. T. (2017). Breaking the Chaturvarna System of Languages - The Need to Overhaul the Language Policy. *Economic and Political Weekly*. 52, (23).
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3. तांबे, श्रु. (२०१४). भारतीय समाजात सीमान्तीकरणाच्या चर्चेची गरज संपली आहे काय ?. समाज प्रबोधन पत्रिका, ३३-४०.
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11. देवगावकर, श. (२००१). राजकीय समाजशास्त्र. नागपूर: मंगेश प्रकाशन.
12. इनामदार ना. आणि पुराणिक र.(१९८४), राजकीय समाजशास्त्र. कॉन्टिनेन्टल प्रकाशन, पुणे .

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

APPLICATION OF SOCIOLOGICAL RESEARCH METHODS

(CODE – RM 541) 04

Course Objectives:

1. To acquaint the students with theoretical perspectives and ground-level research skills
2. To prepare students for applying sociological research methodology or to practice Sociological research
3. To enhance the ability of the students to apply the research methods to practical issues
4. This course will be a foundation for post-PG research works

Learning Outcomes:

1. Develop an ethical understanding of research
2. Identify and formulate research problem
3. Prepare a research proposal for research grant
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

- B. Quantitative Data Analysis in Sociological Research, S. P. S. S.
- C. Qualitative Data Analysis, NVIVO
- D. 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.
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2. क्रेसवेल, जॉन डब्लू. (२०१७). संशोधन संरचना. नवी दिल्ली: सेज भाषा प्रकाशन
3. नॅगी शर्लिन, हेस बिबर. (२०१७). गुणात्मक संशोधनाची कार्यपद्धती. नवी दिल्ली: सेज भाषा प्रकाशन
4. सिल्व्हरमन, डेव्हिड (संपा). (२०११). गुणात्मक संशोधन, नवी दिल्ली: सेज भाषा प्रकाशन
5. ब्राउन व्हरजीनीया आणि क्लार्क व्हीक्टोरिया (२०१७). यशस्वी गुणात्मक संशोधन, नवी दिल्ली: सेज भाषा प्रकाशन
6. डेनिकोलो, पॅम आणि बेकर, ल्युसिंडा (२०१७). संशोधन प्रस्ताव विकसित करणे. नवी दिल्ली: सेज भाषा प्रकाशन
7. तांबे, श्रुती (२०१७) सामाजिक संशोधन पद्धती. स.मा.गर्गे (संपादित) डॉ. श्रुती तांबे (विषयवार संपादित) भारतीय समाजविज्ञान कोश खंड ६ (५८९-५९५). पुणे: मेहता पब्लिशिंग हाऊस.
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9. सोमण, मा. शं. (२००८). सामाजिक संशोधनाची तंत्रे. पुणे: पुणे विद्यार्थी गृह प्रकाशन
10. खैरनार, दिलीप (२०१६). प्रगत सामाजिक संशोधन पद्धती व सांख्यिकी. पुणे: डायमंड पब्लिकेशन
11. भांडारकर, पी.एल. (१९९४). सामाजिक संशोधन पद्धती. नवी दिल्ली: हिमालय पब्लिशिंग हाऊस.

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

NEP SYLLABUS STRUCTURE

Department of Sociology
Savitribai Phule Pune University, Pune

M.A Semester II

Implemented from the academic year 2023-24

Level	Semester	Major Mandatory	Major Elective	Research Methodology (RM)	OJT/FP	RP	Total credits
6.0	II	1. Introduction to Sociological Theory (04) (CODE – SOC 551 MJ) (04) 2. Methodology of Social Research (CODE – SOC 552 MJ) (04) 3. Sociology of Region: A Case of Maharashtra (CODE – SOC 553 MJ) (04) 4. Human Rights in Present Context (CODE – SOC 554 MJP) (02)	1. Ecology, Environment and Sustainability (CODE – SOC 560 MJ) (4) 2. Urban Studies (CODE – SOC 561 MJ) (04) 3. Sociology of Media and Everyday Life (CODE – SOC 562 MJ) (04) 4. Globalization and labour (CODE – SOC 563 MJ) (04) 5. Sociology of Disaster and Disaster Management (CODE – SOC 564 MJ) (04) 6. Sociology of Gender (CODE – SOC 565 MJ) (04) 7. Sociology of Education (CODE – SOC 566 MJ) (04)	(04)	Survey Interview Social media Posts Writing Essays and Reports		22

INTRODUCTION TO SOCIOLOGICAL THEORIES

(CODE - SOC 551 MJ) 04

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.

- | | | |
|-------------|--|-------------|
| I. | Macro- Micro theoretical perspectives | (16) |
| | A) Functionalism: Malinowski & Talcott Parsons, Robert Merton
Neo Functionalism: J. Alexander | |
| | B) Structuralism: Radcliff-Brown, Levi-Strauss. | |
| II. | Conflict theory: Ralf Dahrendorf, Lewis Coser and C. Wright Mills | (12) |
| III. | Phenomenology: Alfred Schultz and Peter Berger | (08) |
| | Ethnomethodology: Harold Garfinkel and Erving Goffman | |
| IV. | Feminist Sociological Theory: Liberal, Marxist, Radical, Recent Debates | (12) |

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.
6. Ritzer, G. (2000). Sociological Theory. New York: MacGraw-Hill.
7. Ritzer, G. & Smart, B. (Ed.). (2001). Handbook of Social Theory. London: Sage.
8. Sharrock, W., Hughes, J. & Martin, P. (Ed.). (2003). Understanding Modern Sociology. London: Sage Publications.
9. Turner, J. (1999). The Structure of Sociological Theory. Jaipur: Rawat Publications.
10. Turner, J. & Giddens, A. (Ed.). (1987). Social Theory Today. California: Stanford University Press.

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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.

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१. मालशे, एम. आणि जोशी, ए. २०१३. आधुनिक समीक्षा सिद्धांत. मुंबई: मौज प्रकाशन

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

METHODOLOGY OF SOCIAL RESEARCH

(CODE – SOC 552 MJ) 04

Course Objectives:

- To introduce the philosophical foundation of social research and related debates to the students.
- To develop in students an understanding of different methods in sociology.
- To develop in students skill to analyze social issues.
- To train the students in basic methods which are applicable in sociological problems and data analysis.

Learning Outcomes:

- Students will get acquainted with the Quantitative and Qualitative research strategies and debates.
- Students will have a strong academic foundation to carry out good quality research
- Students will understand the diversity of methods and techniques.
- Students will develop capacity for Critical thinking and ability to generate new knowledge.

Course Content:

I. Introduction to Social Research	15
<ul style="list-style-type: none">• Ontology, Epistemology and Methodology (Method vs Methodology)• Positivism and Interpretivism• Reflexivity in social research• Intersectionality in Social Research	
II. Critiques of Positivism	20
<ul style="list-style-type: none">• Phenomenology and Ethnomethodology• Feminist Critiques• Hermeneutics and Critical theory• Impact of Postmodernism and Poststructuralism on Methodology	
III. Quantitative and Qualitative Research: Difference (Paradigm Wars) Quantitative Research Strategies	10
<ul style="list-style-type: none">• Survey• Content Analysis	
IV. Qualitative Research Strategies	15
<ul style="list-style-type: none">• Ethnography• Oral History• Case Study• Visual Research	

Essential Readings:

1. Alvesson, M. & Skoldberg K. (2009). *Reflexive Methodology –New Vistas for Qualitative Research* (2nd edition). London: Sage Publication.
1. Bryman, A. (2001). *Social Research Methods*. Oxford: Oxford University Press.
2. Biber-Hesse, S. N.(2017). *The Practice of Qualitative Research* (3rd Edition). London: Sage Publication.
3. Corbetta, P. (2003). *Social Research- Theory, Methods and Techniques*. London: Sage Publication.
4. Curtis, B. & Curtis, C. (2011). *Social Research: A Practical Introduction*. London: Sage Pub.
5. Denzin, N. K. & Lincoln, Y. S. (Eds.). (2018). *The Sage Handbook of Qualitative Research*. London: Sage Pub.

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7. Flyvbjerg, B. (2013). Case Study in Denzin, N. K. & Lincoln, Y.S. (Ed). *Strategies of Qualitative Inquiry* (4th edition). London: Sage Publication.
8. Giddens A. (1993). *New Rules of sociological Research* (2nd Edition). Stanford: Stanford Uni. Press.
9. Given L. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. CA: Sage Pub.
10. Haralambos, M., Holborn, M., Chapman, S., & Moore, S. (2017). *Sociology: Themes and perspective* (8th Edition). UK : Harper Collins Publishers.
11. Hammersley, M. & Atkinson, P. (2007). *Ethnography: Principles in Practice*. USA: Routledge Pub.
12. Hammond M. & Wellington (2013). *Research Methods: Key Concepts*. London: Routledge Pub.
13. Henn, M., Weinstein M. and Ford N. (2006). *A Short Introduction to Social Research*. New Delhi: Vistar Publication.
14. Heritage & John C. (1987). Ethnomethodology. in A. Giddens and Turner (Eds.). *Social Theory Today*. Stanford CA: Stanford University Press. pp347-382
15. Howell K. E. (2013). *Postmodernism and Post-Structuralism In: An Introduction to the Philosophy of Methodology*. London: Sage Publications Ltd.
16. May T. & Perry B. (2011) *Social Research and Reflexivity: Content, Consequence and Context*. London: Sage Pub.
17. Perks R. & Thomson A. (Eds.) (1998). *The Oral History Reader*. UK: Routledge Pub.
18. Patel S. (2006). Beyond Binaries: A case for self-reflexive sociologies, *Current sociology*, 54(3): 381-395. London: Sage Pub.
19. Seale C. (Ed.) (2004). *Social Research Methods- A Reader*. London: Routledge Publication.
20. Somekh and Lewin (Eds.) (2005). *Research Practices in Social Sciences*. UK: Sage Pub.
21. Sachdev M. (1987). *Qualitative Research in Social Sciences*. Jaipur: Raj Publishing.

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](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. Douglas, J. (Ed.). (1971). *Understanding Everyday Life*. London: Routledge & Kegan Paul.
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६. नॅगी शार्लीन हेस-बिवर (२०१७). गुणात्मक संशोधनाची कार्यपद्धती. नवी दिल्ली: सेज भाषा प्रकाशन.

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

SOCIOLOGY OF REGION: A CASE OF MAHARASHTRA

(CODE – SOC 553 MJ) 04

Course Objectives:

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

Learning Outcomes: after studying this course, the students will able to:

1. Understand the emergence, relevance and perspectives in regional sociology
2. Understand 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. Theorisation and the Indian context of Sociology of region

A. Theorising Region (8)

- 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
- d. People and the Politics of Region: Regional and Sub regional movements (Telangana and Andhra Pradesh, Chhatisgarh and Madhya Pradesh, Jharkhand and Bihar)

B. Mapping history and contemporary development of Maharashtra (08)

- a. Social construction of Maharashtra: Caste, Religion, community and language.
- b. Folk culture and popular culture of Maharashtra
- c. Contemporary development of Maharashtra (HDI, GDI) BPL

II. Making of Maharashtra: (12)

- a. Ancient and medieval times Bhakti tradition and Folk Tradition.
- b. Mahatma Phule, Rajarshi Shahu
- c. Satyashodhak Movement, Non Brahmin Movement
- d. Dr. Ambedkar and Anti- caste Movement
- e. Debate on social reform and Women's Questions in 19th Cent. Maharashtra (Age of Consent, Widow Remarriage, Education, Nation and Mother)

III. Formation of Maharashtra: Economic, Political and Cultural Issues (14)

- a. Samyukta Maharashtra Movement
- b. Girangaon and Working Class Movement
- c. Regional Nationalism: Shiv Sena
- d. FPP, Bahujan, Dalit and OBC politics in Maharashtra
- e. Cooperative Movement, Right to work-EGS,

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 ghettoisation of Minorities

Essential Radings:

1. Lele, J. (1982). Elite pluralism and class rule: political development in Maharashtra, India. 23 Bombay: Popular Prakashan.
2. Lele, J. (1990). Caste, class and dominance: political mobilization in Maharashtra. F.Frankel & M S A Rao (Ed.). Dominance and state power in modern India: Decline of a social order (pp. 115-211). Delhi: Oxford university Press
3. Khekale, N. (1999). The Pressure Politics in Maharashtra, India. Bombay : Himalaya Publishing House.
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3. Bertrand, Alvin L. (1952). Regional Sociology as a Special Discipline, Social Forces, Vol. 31, No. 2, 132-136
4. Das, Keshab. (2004), Uneven Development and Regionalism: A Critique of Received Theories, Economic and Political Weekly, pp. 4917-4925.
5. Jogdand, P. G. (1991). Dalit Movement in Maharashtra . New Delhi : Kanak Publications.
6. Omvedt, G. (1976). Cultural Revolt in Colonial India. Bombay : Scientific Socialist Education Trust.
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8. Saberwal, Satish. (1971). Regions and Their Social Structures, Contributions to Indian Sociology, January, vol. 5 no. 1, 82-98
9. Shiva, V., & Jalees, K. (2005). Farmers suicides in India. New Delhi : Research Foundation for Science, Technology and Ecology
10. Vora, R. (1994). An Agenda for the Study of Political Economy of Maharashtra'. Occasional paper, (1).
11. Vora, R. and Anne Feldhaus (eds.) 2006. Region, Culture and Politics in India. Manohar.
12. Wallace, Paul (ed.), 1985, Region and Nation in India, Oxford-IBH.
13. Latest Census and NSS reports, ILO documents

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1. फडके , य. दि) .१९८९ .(विसाव्या शतकातील महाराष्ट्र (खंड एक ते आठ .(पुणे : श्री विद्या प्रकाशन
2. आडारकर, नी., मेनन, मी.)२००७). कथा मुंबईच्या गिरणगावची : गिरणी कामगारांचा मौखिक इतिहास. मुंबई : मौज प्रकाशन.
3. कुलकर्णी, अ.रा) .२००८ .(महाराष्ट्र समाज आणि संस्कृती .पुणे : डायमंड प्रकाशन
4. पुंडे, द. दि., सुमंत, य) .२००६) महाराष्ट्रातील जातीविषयक विचार .पुणे : प्रतिमा प्रकाशन.
5. बगाडे, उ) .२००६ .(महाराष्ट्रातील प्रबोधन आणि वर्गजातीप्रभुत्व .पुणे : सुगावा प्रकाशन
6. पंडित, न.)१९७२ (महाराष्ट्रातील राष्ट्रवादाचा विकास .पुणे : मोडर्न डेपो प्रकाशन.
7. दीक्षित रा) .२००९ (एकोणिसाव्या शतकातील महाराष्ट्र: मध्यम वर्गाचा उदय .पुणे: डायमंड प्रकाशन
8. भोळे, भा.ल., बेडकिहाळ, कि).२००३ (बदलता महाराष्ट्र. सातारा : आंबेडकर अकादमी.

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

HUMAN RIGHTS IN THE PRESENT CONTEXT

(CODE – SOC 554 MJP) 02

Course Objectives:

1. To introduce the students to the U.N. Declaration of Human Rights and its implications
2. To enable students to analyze the relationship between State, Society and Human Rights
3. To acquaint students with the concepts, perspectives, and laws related to human rights
4. To prepare students to identify the breach of human rights and the ways to protect the human rights of marginalized communities

Learning Outcomes:

1. Develop conceptual clarity and enable the students to critically reflect on the relationship between the concept of Human Rights and the students Constitution of India.
2. Able to analyze theoretical concepts and develop an understanding of the various dimensions of human rights
3. Develop a comprehensive understanding of the innovations and challenges of the concept of Human Rights in India and globally.

Course Content:

I. Concepts and Approaches:

(20)

- A) Concepts: Civil Rights, Democratic Rights, and Human Rights.
- B) Liberal, Marxist, and Neo-Marxist Approach to Human Rights

II. State, Constitution, and Human Rights: Right Movements in Post Independence India Contemporary Scenario

(10)

- A) Constitution, Policies, schemes
- B) Rights Based Movements- Historical Review
- C) Globalization and Civil Society in India: Changing Scenario

Essential Readings:

1. Desai, A.R.: Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits, Bombay Popular Prakashan, 1990.
2. Desai, A.R.: Violation of Democratic Rights in India, Vol. I, Bombay Popular Prakashan, 1986.
3. Nash, K.2015. Political Sociology of Human Rights. Cambridge: Cambridge University Press
4. Schwelb, E. 1968. Human Rights, pp. 540-45, in Sills, D. (Edited). 1968. International Encyclopedia of Social Sciences. USA: The Macmillan Company and the Free Press
5. Oliver Mendelsohn: The Rights of the Subordinated People and Upendra Baxi
6. G. Haragopal. 1997. Political Economy of Human Rights: Emerging Dimensions. Delhi: Himalaya Publishing House.
7. The World Bank. 2020. India Development Update July 2020.
8. World Bank Group. 2023. World Development Report 2023- Migrants, Refugees, and Societies. Washington, DC: The World Bank .
9. UNDP. 2022. Human Development Report- Uncertain Times, Unsettled Lives: Shaping Our Future in a Transforming World- 2021/22. New York: UNDP
10. We Can't Just Go Back to 'Normal'- <https://group.sagepub.com/blog/we-cant-just-go-back-tonormal-research-based-resources-to-help-you-teach-talk-and-learn-about-structuralracism?priorityCode=0R0063>

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

ECOLOGY, ENVIRONMENT AND SUSTAINABILITY

(CODE – SOC 560 MJ) 04

Course Objectives:

1. To introduce students to environmental concerns.
2. To enable students to learn about environmental ethics and its protection.
3. To introduce and sensitize students to the issues of ecology, environment, and sustainability
4. To underline the approaches to investigate the use of applicable ecological approaches and methods to restore a sustainably managed ecosystem.

Learning Outcomes:

1. Understanding of emergence, relevance and perspectives in Ecology, Environment and Sustainability
2. Students will become aware of contemporary debates and issues around Ecology, Environment and Sustainability
3. Students will learn to use and reflect on themselves with relevant concepts and theories from this course.

Course Content:

- I. Approaches to the study of the environment: Marxian, Gandhian, Ecofeminism, Different types of environmentalism, Social Ecology, Deep Ecology (20)
- II. Stockholm Conference, Environment and Sustainable Development, Rio Summit, Limits to Growth, SDGs (8)
- III. Natural Resources and their Governance: Commons - Land, Water and Forest; equity and access; gender and natural resources; community-based natural resources management (12)
- IV. Environmental impacts of natural calamities and disaster, Problems of the Urban Environment: Pollution, Population and Informal Settlements (20)
 - a. Political Ecology, Environmental Justice,
 - b. Environmental Movements and Politics of Development: Chipko, Narmada, Extinction Rebellion
 - c. Climate change and Sustainability, Kyoto Protocol, Paris Agreement

Essential Readings:

1. Shiva, Vandana: Staying Alive Women. Ecology and Survival in India, New Delhi: Kali for Women Press, 1988, pp.1-37, 218-228.
2. Arnold, David and Guha, Ramchandra, (eds.): Nature, Culture and Imperialism, New Delhi: Oxford University Press, 1955.
3. Baviskar, Amita : In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, OUP, Delhi, 1997.
4. Gadgil, Madhav and Guha, Ramchandra: Ecology and Equity: The use and Abuse of Nature in Contemporary India, New Delhi: Oxford University Press, 1996, pp.9-191.
5. Merchant Carolyn: Ecology: Key Concepts in Critical Theory, Humanities Press, New Jersey.

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1. Sánchez García, J.L. and Díez Sanz, J.M. Climate change, ethics and sustainability: An innovative approach, *Journal of Innovation and Knowledge* • May - August 2018.
2. Natalija Cudecka-Purina, Dzintra Atstaja. Climate Change and Sustainable Development As Experience in The Study Courses. *EUROPEAN INTEGRATION STUDIES*. No 6. 2012.
3. Banuri Tariq and Opschoor Hans. Climate Change and Sustainable Development. DESA Working Paper No. 56. October 2007.
4. Yohe, G.W., R.D. Lasco, Q.K. Ahmad, N.W. Arnell, S.J. Cohen, C. Hope, A.C. Janetos and R.T. Perez: Perspectives on climate change and sustainability. *Climate Change 2007: Impacts, Adaptation and Vulnerability*. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK. 2007. 811-841.
5. Global Climate Regime: The Challenges from Kyoto Protocol to Paris Agreement. Available at: <https://www.energytoday.net/economics-policy/global-climate-regime-the-challenges-from-kyotoprotocol-to-paris-agreement/> (Accessed on 6th July 2020).
6. Warne Ibrahim. Effectiveness of the Paris Agreement. August 2019. See discussions, stats, and author profiles for this publication at <https://www.researchgate.net/publication/335383949>.
7. Emily Westwell & Josh Bunting. The regenerative culture of Extinction Rebellion: self-care, people care, planet care, *Environmental Politics*, 29:3, (2020) 546-551.
8. What is Extinction Rebellion and what does it want? Available at: <https://www.bbc.com/news/uk-48607989>(Accessed on 6th July, 2020).
9. Intelligence in the Capital: An Extinction Rebellion Case Study. https://www.mitie.com/wpcontent/uploads/2020/01/Mitie_Security_XR_case_study.pdf(Accessed on 6th July, 2020).
10. Benjamin sen Tor A. Political Ecology. Available at: <https://www.researchgate.net/publication/324576077>. (Accessed on 6th July 2020).
11. Robbins Paul. *Political Ecology: A Critical Introduction*. John Wiley & Sons Ltd. 2012.

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

URBAN STUDIES

(CODE – SOC 561 MJ) 04

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 at the global level
3. To introduce the students to new urban policies and discourses

Learning Outcomes:

1. Develop a knowledge base in key theories and concepts within the discipline of urban studies
2. Understand the interconnections between global trends of urban development and patterns of urbanization in India
3. Acquire competencies in analyzing policies pertaining to city making

Course Content:

- I. Urbanization in India: concepts, scales and issues **15**
- II. (a) New Urban Sociology-Castells, Harvey and debates within early urban sociology
(b) Global Cities (Sassen) Spaces of Flows (Castells), Cities in the South(M.P.Smith), Third World Urbanisation (Helen Safa), Planetary Urbanisation (Neil Brenner)
- III. Urban as Cultural Imaginaries: Issues of Space, Consumption and Hybridity
- IV. Neo-liberalism and Urban Policies
 - a) Various policies and schemes in the last decades: JNNURM, Smart City Mission, PMAY
 - b) Social Justice and Right to the Cities- Class, Caste, Ethnic and Gendered Segregation of Space
 - c) Urban Informality and Migrant Labour: Effects of COVID-19 pandemic and Post-COVID cities

Essential Readings:

1. C. G. Pickvance, (ed.): Urban Sociology: Critical Essays, Methuen, 1976
2. Countries, OUP, 1982
3. David Harvey, The Urban Experience, Basil Blackwell, 1989.
4. David Harvey. Social Justice and the City. Oxford: Blackwell Publishers. 1988.
5. Helen Safa, (ed.), Towards a political economy of urbanisation in the Third World Implications in the Developing World, Academic Press, 2003
6. K. Sivaramkrishnan, A Kundu and B. N. Singh, Handbook of Urbanisation in India, Delhi, 2005
7. Manuel Castells, The Rise of Network Society, Wiley-Blackwell, 1996.
8. National Academic Council, Cities Transformed. Demographic Change and Its
9. Neil Brenner, Implosions/Explosions: Towards a Study of Planetary Urbanization, Jovis, 2014
10. Peter Saunders, Social Theory and the Urban Question, Hutchionnson, 1981
11. R. Ramchandran, Urbanisation and Urban System in India, Delhi, 1989
12. Sarai Readers, Nos 1 to 5, Delhi, 2001 onwards
13. Saskia Sassen, The Global City, Princeton, 1991
14. Sharon Zukin, The Cultures of Cities, Blackwell, 1995

References:

1. Ananya Roy and Nezar AlSayyad (ed.) Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia. Lexington Books. 2003.
2. Ananya Roy. What is urban about critical urban theory? Urban Geography. 2015. Pp.1-14.
3. Annapurna Shaw (Eds.), Indian Cities in Transition, Orient Blackswan, Hyderabad, 2007.

4. Anthony King, Urbanism, Colonialism and the World Economy. Cultural and Spatial Foundations of the World Urban System, Routledge, 1990.
5. Barbara Harris White. India's Informal Economy. Routledge. 2018.
6. Charles Brosius. India's Middle Class: New Forms of Urban Leisure, Consumption and Prosperity. Routledge, New Delhi, 2010.
7. David Harvey. Right to the City. New Left Review, 53, 23-40, 2008.
8. Gautam Bhan. In the Public's Interest: Evictions, Citizenship and Inequality in Contemporary Delhi. Orient Blackswan, Hyderabad, 2016.
9. Janaki Nair, The Promise of the Metropolis. Bangalore's Twentieth Century, Delhi, 2005.
10. Kiran Mirchandani, Sanjukta Mukherjee, Shruti Tambe (Eds.). Low Wage in High Tech: An Ethnography of Service Workers in Global India. Oxford University Press. New Delhi. 2019.
11. Manuel Castells, The Informational City, Blackwell, 1989
12. Michael Peter Smith, Transnational Urbanism. Locating Globalisation, Blackwell, 2001
13. Sadan Jha and Gauri Bharat (Eds.). Social Life of Streets in India, Bloomsbury, New Delhi, 2023.
14. Sanjay Srivastava. Entangled Urbanism: Slum, Gated Community and Shopping Mall in Delhi and Gurgaon, Oxford University Press, New Delhi, 2015.
15. Setha Low, Theorising the City, Rutgers University Press, 2000.
16. Shilpa Phadke, Sameera Khan and Shilpa Ranade, 2011, 'Why Loiter': Women and Risk on Mumbai Streets, Penguin.
17. Sujata Patel and Kushal Deb (ed). 2006, Urban Studies, OUP
18. Sujata Patel and Omita Goyal (Eds.) India's Contemporary Urban Conundrum, Routledge, New Delhi, 2018.
19. Sujata Patel. Neoliberal Urbanization and Aspirations in Contemporary India. Oxford University Press. New Delhi. 2021.
20. Susan Parnell and Sophie Oldfield (Eds.), The Routledge Handbook on Cities of the Global South, Routledge, New York, 2014.
21. T.G. McGee. The Urbanisation Process in the Third World, G. Bell & Sons, 1971.
22. V. Dupont, E. Tarlow and D. Vidal, Urban Space and Human Destinies, Delhi, 2000.
23. Vinita Pandey, Urban Sociology, Rawat, Delhi, 2021.
24. Writings on Cities, Oxford: Blackwell Publishers, 1995.

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१. तांबे, एस.२०१५ .भारतीय शहरे :विखंडीत वास्तवाची जगे. पुणे :युनिक अकादमी
२. पलसाने, व्ही.२०१६ .शहरी सेवा क्षेत्रातील अनौपचारिक श्रमव्यवहार .तांबे,एस)).सं (वेध शहरांचा:सामाजिक अवकाश, कल्पिते आणि धोरणे .पुणे :डायमंड पब्लिकेशन
३. तांबे ,एस .२०१६ .वेध शहरांचा :सामाजिक अवकाश ,कल्पिते आणि धोरणे .पुणे :डायमंड पब्लिकेशन
४. बाविस्कर . दिल्लीच्या सुशोभीकरणाचा बुद्धीवादी ढाचा .२०१६ .ए ,तांबे,एस).सं (वेध शहरांचा:सामाजिक अवकाश, कल्पिते आणि धोरणे .पुणे :डायमंड पब्लिकेशन
५. सावंत .वारशाचे जतन .२०१६ .एम ,तांबे,एस).सं (वेध शहरांचा:सामाजिक अवकाश, कल्पिते आणि धोरणे .पुणे :डायमंड पब्लिकेशन

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

SOCIOLOGY OF MEDIA AND EVERYDAY LIFE

(CODE – SOC 563 MJ) 04

Course Objectives:

1. To acquaint the students with a critical Sociological understanding of culture, ideology and hegemony.
2. To introduce theoretical perspectives on media & Popular Culture.
3. To sensitize students towards cultural hierarchy, politics of representation & new forms of media.

Learning Outcomes:

1. Students will acquire the basic knowledge of Media and Media Literacy
2. Students will have a better academic foundation of Sociological Perspectives in on media and its various forms
3. Students will understand the various forms of media and critical thinking of the power and politics behind it.
4. Students will learn new skills and methods of media studies

Course Content:

- I. Cultural Sociology, Sociology of Culture and Cultural Studies; Classifying culture. Culture, Society & Economy-Relevance; Media and Modernity, Social History of Media. (12)
- II. Theories of Media and popular culture:(Culture, ideology and hegemony, propaganda model, critical media research, aristocracy of cultures) (12)
- III. The problem of everyday life: fashion, music, tourism, counterculture; Politics of Representation, engaging with the 'other'. Postmodern turn and new media. (12)
- IV. Combining Methodologies: decoding culture, new ethnography, reading discourses, genealogical analysis, analysing global contexts (12)

Essential Readings:

1. _____. 2006. Counter Culture. in Outhweight, W. (edited) 2006. The Blackwell
2. Dictionary of Modern Social Thought. Second edition. London: Blackwell Publications.
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*Note: Any other text/Article suggested by the subject teacher.

GLOBALIZATION AND LABOUR

(CODE – SOC 563 MJ) 04

Course Objectives:

1. To understand the changing nature of work, labour, and work organizations
2. To understand the impact of globalization on India's primary, secondary and tertiary sector
3. To understand essential concepts and processes with labour studies

Learning Outcomes:

1. Understanding of emergence, relevance and perspectives related to Globalization and Recent trends in Labour Processes in India
2. Students will become aware of contemporary debates and issues around Globalization and labours in India
3. Students will learn to use and reflect on themselves with relevant concepts and theories from this course

Course Content:

- I. Introduction to work and labour in contemporary India (20)**
- a) Changing patterns of work and labour in India (pre-colonial, colonial, post-colonial)
 - b) Primary, secondary, and tertiary sectors, Organized and Unorganized sectors (Changing demographic scenario, composition of labour –caste, gender, ethnicity)
 - c) Changing organizational nature – beyond bureaucracy, Fordist to post-Fordist, virtual workplaces, transnational workplaces
 - d) Proletariat to precariat, footloose labour
- II. Globalization's impact on work and labour in India (12)**
- a) New Economic Policies, crisis in agriculture, loss of rural employment
 - b) Decline in the manufacturing sector, small-scale industries
 - c) Rise of the service industry as a result of global economic changes
- III. Replacing good jobs with bad jobs (14)**
- a) Informalization
 - b) Precarity
 - c) Feminization
 - d) Embodiment
- IV. Changing employment trends in rural and urban India (14)**
- b) Migration, Human trafficking
 - c) Alienation, deskilling, risk, corrosion of character
 - d) Concerns and issues for Labour movements in the organized sector
 - e) Organizing the unorganized sector

Essential Readings:

1. Aggarwala, A. (2012). India's Service Sector: Gateway to Development? Economic and Political Weekly. June 30. Vol. XLVII.(26/27)
2. Agarwala, R. (2008). Reshaping the Social Contract: Emerging Relations between the State and Informal Labor in India. Theory and Society, 37(4),375-408.

3. Agarwala, R. (2014). Informal Workers Struggles in Eight Countries. *The Brown Journal of World Affairs*. Vol.XX, Issue II Spring/Summer.
4. Bhowmik, S. (2012). *Industry, Labour and Society*. N. Delhi: Orient Longman (For labour movement, informal employment, globalization and reorganizations of work)
5. Breman, J. (2004). *The Making and Unmaking of an Industrial Working Class*. New Delhi: Oxford University Press (For history of formalization of working class in India, Expulsion of labour from formal sector, conditions of new employment, deskilling, casualization, informalized labour system, a reserve army)
6. Chanda, R. (2013). Looking into the Black Box of India's Services. (Book Review of Nayyar G. *The Service Sector in India's Development*. Cambridge Univ. Press. N. Delhi. 2012) *Economic and Political Weekly*. Feb 16. Vol. XLVIII.(7)
7. Deshpande R. & Palshikar S. (2008). Occupational Mobility: How much does caste matter? *Economic and Political Weekly*. Vol. XLIII (34). Aug.23.
8. Giddens. A. (2006). *Sociology*. UK: Polity Press (Chapters 16 and 18, for definition of work, changing nature of work, Post-Fordism, beyond bureaucracy, job insecurity, unemployment, corrosion of character)
9. Harriss-white, B. (2003). *India working: Essays on society and economy*. Cambridge: Cambridge University Press
10. Hochschild, A. (1983). *The Managed Heart: Commercialization of Human Feelings*. Berkley: University of California
11. Jhabwala, R.& Sinha, S (2002). Liberalization and the woman worker. *Economic and Political Weekly*. 37 (23):2037-44.
12. Jogdand, P. (2001). *New Economic Policy and Dalits*. Jaipur: Rawat publication
13. Macionis, J. (2006). *Sociology*. 10th edition. New Delhi: Pearson (chapters 7 and16)
14. McDowell, L. (2009). *Working Bodies: Interactive Service Employment and Workplace Identities*. UK: Wiley-Blackwell
15. Nayak, N. (2005). Social Security for the Unorganized Sector. *Economic and Political Weekly*. May 28-June 4.2231-2233
16. Ritzer, G. (2010). *Globalization: A basic text*. UK: Wiley-Blackwell (Chapters on Migration, global inequality, feminization of labour)
17. Sen S. & Dasgupta B. (2008). Labour under stress, findings from a Survey. *Economic and Political Weekly*. January 19.65-72
18. Sennett, R. (1998). *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. London: W.W. Norton and Company
19. Standing, G.(1999).GlobalFeminizationThroughFlexibleLabour: A Theme Revisited. *World Development*, 27(3), 583-602.
20. Standing, G. (2011). *The Precariat: The New Dangerous Class*. UK: Bloomsbury Academic
21. Swaminathan, P. (Ed.) (2012). *Women and Work*. New Delhi: Orient Black Swan& EPW
22. Thorat, S. (1990). Social Security in Un-organised Sector: How Secure Are The Scheduled Castes? Special Issue, *Indian Journal of Labour Economics*. Sept.16
23. Watson, T. (1996). *Sociology, Work and Industry*. New York: Routledge

References:

1. Agarwala, R. (2008). Reshaping the Social Contract – Emerging relations between State and Informal Labour in India. *Theory and Society*, 37,375-408
2. Breman, J. (1996). *Foot lose Labour*. Cambridge: Cambridge University Press
3. Chandrashekhara, C.P.& Ghosh, J. (2011). *The Market that Failed*. New Delhi: Leftword
4. Chen, M. A.& Raveendran, G. (2012). Urban Employment in India: Recent trends and Patterns. *Margin-The Journal of Applied Economic Research*. 6(2) (2012):159-179
5. Elliott, A. (2010). *Contemporary Social Theory*. NY: Routledge (chap 9 and 10 for Risk, corrosion of character, globalization)

6. Graz, C. (2010). Informal Institutions and Global Inequalities in the Service Industry. Peace Review. 22 (40): 390-398
7. NCEUS. (2007). Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector. NCEUS. New Delhi: Government of India
8. Perrons, D. (2004). Globalization and social change: people and places in a divided world. NY: Routledge
9. Majumder, S. (2008). Effects of liberalization on the Informal Economy. Economic and Political Weekly. 43(14) (Apr. 5 - 11): 27-29 (Review of Barbara Harris-White and Anushree Sinha (ed.) Trade Liberalisation and India's Informal Economy. Delhi: Oxford University Press
10. Sassen, S. (1994). The Informal Economy: Between New Developments and Old Regulations. The Yale Law Journal.103(8)
11. Shramashkati Report. (1987). Self Employed Women and Women in the Informal Sector in India. New Delhi: GOI
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मराठी संदर्भ

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२. घडियाली, रे. २००७. समकालीन भारतातील स्त्रिया.पुणे :डायमंड
३. तांबे, एस .२०१५ .भारतीय शहर :विखंडीत वास्तवाची जगे. पुणे :युनिक अकादमी
४. तांबे, एस. २०१८ .युगांतर .दिवाळी अंक.
५. दातार, सी . तांबे, एस .(सं). २०००. अस्तित्व संघर्ष आणि सार्वभौमत्व : स्त्री अभ्यासासमोरील आव्हाने. मुंबई :महाराष्ट्र स्त्री अभ्यास व्यासपीठ
६. देहाडराय, एस. आणि तांबे, ए (अनु) (.संपा). २००९. स्त्रिया,लिंगभाव आणि विकास. क्रांती ज्योती सावित्रीबाई फुले पुणे विद्यापीठ पुणे ,स्त्री अभ्यास केंद्र ,पुणे विद्यापीठ
७. नाडगोंडे ,जी .२००१. औद्योगिक समाजशास्त्र .पुणे :कॉन्टिनेन्टल प्रकाशन
८. पंडित,न. २००१ .जागतिकीकरण आणि भारत .मुंबई :लोक
९. पलसाने, व्ही.२०००. स्त्रिया आणि काम .भागवत,व्ही .व रेगे, एस. (सं). भारतातील समकालीन कळीचे प्रश्न: स्त्रीवादी चर्चा विश्वाचा आढावा.पुणे :स्त्री अभ्यास केंद्र.
१०. पलसाने, व्ही.२०१६. शहरी सेवा क्षेत्रातील अनौपचारिक श्रम व्यवहार .तांबे, एस.(सं) वेध शहरांचा:सामाजिक अवकाश, कल्पिते आणि धोरणे .पुणे: डायमंड पब्लिकेशन
११. मुजुमदार,ए. २०१४. अनौपचारिक क्षेत्राची संकल्पना आणि स्वरूपाचे जागतिक सिंहावलोकन . योजना, ४२, ३.
१२. श्रमशक्ती अहवाल. १९८८. नवी दिल्ली,राष्ट्रीय श्रम आयोग
१३. योजना. २०१४. ऑक्टो असंघटीत क्षेत्र विशेषांक
१४. आंदोलन. २००५. ऑक्टो -नोव्हे .रोजगार विशेषांक
१५. परिवर्तनाचा वाटसरू. २०१२. १ ते १५ मे.

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

SOCIOLOGY OF DISASTERS AND DISASTER MANAGEMENT

(CODE – SOC 564 MJ) 04

Course Objectives:

1. To introduce the students with the concept of disaster and disaster management
2. To help them critically analyse the impact of climate change on our lives and the disasters that we have to face
3. To help them critically analyse the impact of climate change and disasters
4. To introduce the students to the various best practices of disaster management to avoid exclusions in disaster management.

Learning Outcomes:

1. Develop conceptual clarity on disasters, risks, and hazards from a sociological perspective
2. Understand the various types and characteristics of disasters
3. Comprehend the impact of disasters on diverse socio-economic groups
4. Acquire knowledge regarding disaster management strategies, plans and policies

Course Content:

I. Concepts and Perspectives (15)

1. Definitions: Risks, Hazards, Disasters
2. Approaches to the Disaster Studies: Classical Tradition, Hazards Tradition and Socially Focused Tradition

II. Causes and Types of Disasters (15)

1. Natural Disasters: Floods, Famines, Hurricanes, Cyclones, Earthquakes, Tsunamis, Heat Waves, Wildfires, and Blizzards
2. Nuclear and Industrial Disasters
3. War and Terrorism
4. Epidemics and Pandemics
5. Climate Change

III. Disaster Vulnerabilities (15)

1. Disaster Vulnerabilities: class, caste, gender, race, and religion
2. Impact of Disasters: geographical, economic, social, political, and cultural
3. Case Studies: Three Mile Island, Hurricane Katrina, 9/11, Indian Ocean Earthquake and Tsunami, Cyclone Amphan and COVID19

IV. Strategies of Disaster Management (15)

1. Disaster Preparedness, Resilience, Mitigation, Management and Rehabilitation

2. Early Warning Systems, Building designs in disaster prone zones, Computational Intelligence, training, and awareness
3. Global initiatives: OXFAM Report 2019, IPCC Report on Climate Change 2022: Impacts, Adaptation and Vulnerability
4. Initiatives in India: National Policy on Disaster Management 2009, National Disaster Management Plan 2019

Essential Readings:

1. Burgess, Adam., Alberto Alemanno and Jens O. Zinn. (2018). *Routledge Handbook of Risk Studies*. Routledge
2. Damon, P. Copola, (2006). *Introduction to International Disaster Management*, Butterworth Heineman.
3. *Disaster Management Guidelines*, (2009-2012). GOI-UND Disaster Risk Program.
4. Drabek, Thomas. E. (2017). 'Sociology of Disasters'. In Kathleen Ogell Korgen eds. *The Cambridge Handbook of Sociology Specialty and Interdisciplinary Studies*, pp. 139 – 147, UK: Cambridge University Press.
5. Dunlap, Riley E and Robert J Brulle. (2015). *Climate Change and Society: Sociological Perspectives*. New York, NY: Oxford University Press.
6. Haksar, P.N. et. al.,(1981) : *A Statement of Scientific Temper*, Bombay: Nehru Centre.
7. Perrow, C., (1984). *Normal accidents: living with high-risk technologies*. New York: Basic Books.
8. Sharma, Dharendra, (1983): *India's Nuclear Estate*. New Delhi: Lancers.
9. Sharma, Dharendra (1986) (ed.): *The Indian Atom: Power and Proliferation* (New Delhi: Philosophy and Social Action).
10. Rodríguez, Havidán, Quarantelli, Enrico L. and Dynes, Russell R. (2007). *Handbook of Disaster Research*. New York: Springer.
11. Sen, Amartya (1981) *Poverty and Famines* New Delhi: OUP
12. Smith K and Petley DN. (2009): *Environmental Hazards: Assessing risk and reducing disaster*. 5th edition, Routledge: New York.
13. Tierney, Kathleen. (2014). *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, Calif.: Stanford Business Books.
14. Tierney, Kathleen. (2019). *Disasters. A Sociological Approach*, Polity Press.

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1. Bolin, Bob. (2006). Race, Class, Ethnicity, and Disaster Vulnerability. In *Handbook of Disaster Research*, edited by H. Rodríguez, E. L. Quarantelli, and R. R. Dynes, (pp.113-129). New York: Springer
2. Broughton, E. (2005). The Bhopal disaster and its aftermath: a review. *Environmental Health* 4, 6.
3. Das, V., & Nandy, A. (1985). Violence, Victimhood, and the Language of Silence. *Contributions to Indian Sociology*, 19(1), 177–195.
4. Elliott, James R. and Jeremy Pais. (2006). Race, Class, and Hurricane Katrina: Social Differences in Human Responses to Disaster. *Social Science Research* 35(2):295-321
5. Ogra, Anshu. 2022. The National Disaster Management Plan, 2019. *Economic and Political Weekly*, 57(3).
6. Perrow, C. (1981). Normal accident at three Mile Island. *Society* 18, 17–26.
7. Quarantelli, E. L. (1987). Disaster Studies: An Analysis of the Social Historical Factors Affecting the Development of Research in the Area. *International Journal of Mass Emergencies and Disasters* 5(3): 285-310.
8. Sahasrabudhey, Sunil. (1985). Bhopal: Science Must Share the Blame, *PPST Bulletin*.

9. Sauerborn R, Ebi K. (2012). Climate change and natural disasters: integrating science and practice to protect health. *Glob Health Action*. 17(5):1-7.
10. Tierney, Kathleen.J. (1999). Toward a Critical Sociology of Risk. *Sociological Forum*, 14: 215–242.
11. Visvanathan, Shiv. (1986). Bhopal: The Imagination of a Disaster, *Alternatives*, II: 147-65.
12. Zinn, J. O. (2021). Introduction: Towards a sociology of pandemics. *Current Sociology* 69(4): 435–452.

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

SOCIOLOGY OF GENDER

(CODE – SOC 565 MJ) 04

Course Objectives:

1. To introduce basic concepts related to gender and sexuality and sensitize students to issues related to gender inequality
2. To analyse the gendered nature of major social institutions
3. To acquaint students with the social and political movements and state policies that challenged gender inequality

Learning Outcomes:

1. Students will acquire proficient knowledge of central themes of the Sociology of Gender
2. They will become aware of contemporary debates and issues around gender
3. Students will learn to use and reflect on themselves with relevant concepts and theories from the Sociology of Gender to analyse the socio-economic, political, and cultural phenomena critically

I. Introduction to Sociology of Gender (20)

- A. Basic Concepts: Sex, Gender, Patriarchy, Sexuality, Masculinity, Gender Inequality,
- B. Feminist Thoughts: Liberal Feminism, Marxist, and Socialist Feminism, Radical, Feminism, Postmodern Feminism, Black Feminism, Dalit Feminism ,Queer Theory (Major Concepts and Arguments)

II. Gender Debates and Contemporary Issues: (20)

- A. Caste, Religion, Class and Nationalism
- B. Gender and Violence: Family, Workplace and Public Space
- C. Women and Work, Gender Stereotypes of Jobs, and Glass Ceiling
- D. New Forms of Exploitation in the Globalized World, Women in Unorganized Sector
- E. Sexual Minorities and Constitutional Rights

III. Gendering Education and Health: (10)

- A. Gender and Development
- B. Gender in School, Higher Education: Government Initiatives, Policies, Programmes and Issues
- C. Gendering Health: Perspectives, Policies and Programmes

IV. Women's Movement and Resistance (10)

- A. Rewriting History: Folk Tradition and Oral History
- B. Women's Movement- Campaign, Organizations, and Issues
- C. Women's Movement and Emergence of Women Studies

Essential Readings:

1. Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women.
2. Basu, A. (1999). *Women's Education in India* in Ray, R. and Basu, A.(edited): *From Independence Towards Freedom*. New Delhi: OUP.
3. Choudhry, M. (2004): *Feminism in India*, Women Unlimited, New Delhi.
4. Chakravarty, U. (2003). *Gendering caste through a feminist Lense*, Stree, Calcutta,
5. Delamont, S.: *Feminist Sociology*
6. Viva Books, (2002). New Delhi,
7. Geetha, V. (2007). *Patriarchy*, Stree, Calcutta,
8. Geetha, V. (2002). *Gender*, Stree, Calcutta,
9. Ghadially, R. (Edt) (2007). *Urban Women in Contemporary India*, Sage Publications,
10. IGNOU : *Kits on Women in Indian Contexts*, Delhi
11. John, M. (edited). (2008). *Women's Studies in India; A Reader*. New Delhi: Penguin Publications.
12. Karat, B. (2005). *Survival and Emancipation*, Three essays Collective,
13. Khullar, M. (edt.) (2005). *Writing the Women's Movement- A Reader*, Zubaan, New Delhi,
14. Kimmel, M. (2008). *The Gendered Society*, Oxford, NY,
15. Rao, N. (2012). *Good Women do not Inherit Land: Politics of Land and Gender In India* Social Science Press.
16. Kuma,r R. (1992). *History of Doing*, Kali for Women, New Delhi,
17. Rege, S. (2003). *Sociology of gender*, Sage, New Delhi,
18. *Readings in Gender Studies 1, II, III*. School of Women's Studies, Jadavpur University Stree, Kolkata.
19. Uberoi, P. (1994). *Family, Kinship and Marriage in India*, Oxford, New Delhi,
20. Bhagwat, V. *Striyanchya Kartepanacha Itihas*, WSC, Pune.
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*Note: Any other text/Article suggested by the subject teacher.

SOCIOLOGY OF EDUCATION

(CODE – SOC 566 MJ) 04

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 the sociology of education.
3. To learn problems and issues of access and equity with particular 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 enable us to reflect critically on the interlinkages between society and education.
2. Able to analyze theoretical concepts and develop an understanding of the social dimensions of education.
3. Acquire knowledge on philosophies of education.
4. Develop a comprehensive understanding of the innovations and challenges on the new educational practices in India.

Course Content:

I. Introduction to Sociology of Education (15)

1. Nature, Scope, and Significance Sociology of Education
2. Sociology of Education and Educational Sociology
3. Issues of Access and Equity-Caste, Class; Tribe, Region, Gender and Minorities
4. Theoretical perspectives–Functionalist, Marxist, Constructivist and Interactionist, Critical Pedagogy, Feminist and Post-Modernist

II. Philosophy of Education (15)

1. John Dewey
2. Paulo Freire
3. Ivan Illich
4. John Holt
5. Michael Apple

III. Indian Thinkers on Education (15)

1. Jyotiba Phule and Savitribai Phule
2. B. R. Ambedkar
3. Mahatma Gandhi

4. Rabindranath Tagore
5. Maulana Azad

IV Education and Society in India

(15)

1. Development of education in India- Ancient Indian education, Education in Medieval period, education under the colonial rule
2. Reviewing National Educational Policies- 1968, 1986 and 2020
3. Human Rights discourse and education in India
4. Impact of Liberalization, Privatization and Globalization on Education; Dilemma of equality, quality and quantity
5. New challenges and opportunities in the Indian Education System: Impact of the Pandemic, Digital Divide, Virtual Education and Learning Analytics

Essential Readings:

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28. Tilak, J. (2018). *The Writings of Jandhyala B. G. Tilak Dilemmas in reforming Higher Education in India*. Hyderabad: Orient Black Swan
29. All the education policies since independence, educational reports including articles in the newspapers.

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