

॥ सा विद्या या विमुक्तये ॥



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

“ज्ञानतीर्थ” परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED

“Dnyanteerth”, Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)

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प्रस्तुत विद्यापीठीय संकुलातील
मानवविज्ञान विद्याशाखेतील पदव्युत्तर
स्तरावरील प्रथम वर्षाचे CBCS Pattern
नुसारचे अभ्यासक्रम शैक्षणिक वर्ष
२०१९-२० पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ३० एप्रिल २०१९ रोजी संपन्न झालेल्या ४३व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र.५/४३-२०१९ च्या ठरावानुसार प्रस्तुत विद्यापीठीय संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१९-२० पासून लागू करण्यात येत आहेत.

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

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,
विष्णुपुरी, नांदेड — ४३१ ६०६.
जा.क्र.: शैक्षणिक—०१/परिपत्रक/पदव्युत्तर(संकुल)—सीबीसीएस
अभ्यासक्रम/२०१९-२०/६८

दिनांक : १७.०६.२०१९.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. संचालक, सर्व संबंधित संकुले, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.



स्वाक्षरित/—
उपकुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

S.R.T.M. UNIVERSITY, NANDED.



M.A. (Sociology) (First Year)
New Syllabus for- I & II Semesters
Since Academic Year June-2019-20
(University Campus)
Under CBCS Pattern
School of Social Sciences
S.R.T.M. University, Vishnupuri, Nanded, Maharashtra

School of Social Sciences of this University offered Choice Based Credit System in the PG Courses. The Post Graduate Course of Sociology is full time two years course is revised and offer opportunities to the learners. This revised course is divided into four semesters. Each Semester is with 20 credits at least. The entire two years post-graduate degree in Sociology is minimum of 80 credits. Each Semester consists of core courses (CC), discipline specific elective courses (DSE) and generic elective courses /open elective courses). The category of core courses offer opportunities to learn the core courses of the discipline. Here, the students have not choice to select the courses. He or she has to take the all core courses. As per guidelines of the CBCS, students have to take 75% core courses from their own discipline and she or He has choice to take 25% credits from the elective and open courses. Core courses are compulsory courses. Each semester have three core courses and three elective courses, out of three elective courses, student has choice to select any one elective as per his or her choice. This CBCS pattern offers opportunities to the students to adopt one generic / open elective course from the other discipline.

As per the guidelines of the CBCS, student has choice to earn 8 credits from open electives within the two years of the course. Out of 80 credits of the entire courses of the masters in Sociology, student can get 8 credits from the open elective or generic courses. The student has choice to select any courses as per his or her choice from the courses of NPTEL/MOOC/SAWAYAM, inter school and intra schools of the University campus. Thus, the sociology also offers open/ generic elective course to the students of the other disciplines. Thus, this pattern provides and offers opportunities and chance to enhance the soft skills, abilities and capabilities of the learners.

Eligibility and Fees

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

Scheme of Examination:

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

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

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
1	Class test	Two (Per paper 15 marks)	30
2	Assignment	One (Per paper)	20
		Total Marks	50

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

Objectives of the Course:

The Post Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners. Choice Based Credit System is very inclusive and has offered choice to the students to select discipline specific electives as well as open and generic elective courses. The major aim of this pattern is to provide opportunities to the students going beyond the boundaries of their own discipline and think over the interdisciplinary and multidisciplinary approaches and students have choice to select different types of electives as per his or her choice. Thus, this course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for

application. This course has also aim to enhance the skills, capabilities and employment opportunities of the students. This course is designed such way which makes the students able to apply sociological knowledge in the different fields such as; teaching, research, NGOs, Public Policies, social sectors and developmental sectors. Thus, this course has not only to provide employment opportunities to the students but also to make them rational, logical and critical. The aim of this programme is not only theoretically oriented to the students alone, but also make them able to analyze the social reality by using scientific knowledge of sociology to analyze the social issues with different theoretical and methodological perspectives. Thus, this course has aim to make student rational, logical and critical about the social events and contemporary issues and to enhance the skills and capabilities of the students.

Learning Outcomes of the Course

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

Course Pattern of the Four Semesters

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

Core/ Compulsory Courses

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

Discipline Specific Elective Courses

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

Generic/ Open Elective Courses

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

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

Project Work for Fourth Semester

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

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

Course Code Course No.	Credits	Course Title Core Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
CC-SOC-101	4	Classical Sociological Tradition	60	50	50	100
CC-SOC-102	4	Sociology in India	60	50	50	100
CC-SOC-103	4	Introduction to Sociological Theories	60	50	50	100
		Elective Courses (Select Any one course as per your choice)				
DSE-SOC--104-A	4	Rural Society in India	60	50	50	100
DSE-SOC-104-B	4	Social Anthropology	60	50	50	100
DSE-SOC-104-C	4	Sociology of Sanitation	60	50	50	100
				50	50	100
GEC/ Open Elective (students have choice to select one course from any other discipline)	4	Select Any one course as per your choice	60	50	50	100
Total credits	20			250	250	500

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

Core Courses

SOC-CC-101: Classical Sociological Tradition

Objectives of the Course:

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

Outline of the Course

Unit -I: August Comte

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

Unit-II: Emile Durkheim

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

Unit-III: Max Weber

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

Unit -IV: Karl Marx

- 1.1: Historical Materialism
- 1.2: Dialectical Materialism
- 1.3: Basic Structure and Super Structure

1.4: Capitalism and Alienation.

Unit-V: Vilfred Pareto

1.1: Logical and Non-Logical Action

1.2: Circulation of Elite

1.3: Logico-Experimental Method

1.4: Residues and Derivations

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

Important Readings:

1. Appelrouth & Edles. 2008. Classical & Contemporary Sociological Theory. Thousand Oaks: Pine Forge Press.)
2. Girth & Mills. 1958. Essays in Sociology: from Max Weber. NY: Galaxy Books.
3. Ritzer, George. 2008: Sociological Theory, N.Y.: McGraw –Hill, Chapter 1-4.
4. Coser, L. A. 1977: Masters of Sociological Thought, New York: Harcourt Brace, pp. 43-87, 129-174, 217-260.
5. Giddens, Anthony, 1989, *Sociology*, Polity Press, Cambridge.
6. Kalberg, Stephen, 2002, *The Protestant Ethic and Spirit of Capitalism*, III rd edition, Roxbury Publication co
7. Kamernka Eugene, 1983, *The Portable Marx*, Penguin.
8. Kalberg, Stephen, 1994, *Connecting Issues in Comparative Historical Studies Today*, University of Chicago Press.
9. Lukes, Steven, 1973, *Durkheim: Life and Works: A Critical Study*.
10. Morrison, Ken, 1995, *Marx, Durkheim, Weber – formation of Modern Social Thought*, Sage Publication, New Delhi.
10. Ritzer George, 2000, *Sociological Theory*, McGraw Hill, New York.
11. Tucker K.N, 2002, *Classical Social Theory*, Blackwell Publication, Oxford.
12. Wilhelm Outwait and Mulkay M, 1987, *Social Theory & Social Criticism*, Blackwell, New York.

SOC-CC-102: Introduction to Sociological Theories

Objectives of the Course

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

Outlines of the Course

Unit-I: The Origin and Growth of Sociological Theories

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

Unit-II: Nature of Sociological Theory

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

Unit-III: Concept and Theories of Social Structure:

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

Unit-IV: Theory of Structural-Functionalism

- 1.1: Structural-Functionalism of Malinowski
- 1.2: Functionalism of Talcott Parsons
- 1.3: Contribution of Robert K.Merton in Functionalism
- 1.4: Limitation to Functionalism

Learning Outcomes: After studying this course, student would be able to understand the basic nature of the sociological theories. This course provides students to the basic and conceptual knowledge about the basic concepts and sociological theories. This is fundamental and very basic theoretical roots of sociological theories that enhance the knowledge of the learners. This course would provide the very fundamental insights to the learners which further support to understand the modern and post-modern sociological theories. Thus, this course has very significance and relevance.

Important Readings:

1. Abraham, M.F. 1990, *Modern Sociological Theory*, New Delhi: OUP.
2. Adams Bert N., Sydie R. A. 2011, *Sociological Theory*, New Delhi, Vistaar Pub.
3. Berger Peter and Thomas Luckmann, 1967, *The Social Construction of Reality*, Doublesay, New York.
4. Blumer Herbert, 1959, "What is Wrong with Social Theory?" in H.Blumer, *Symbolic Interaction*, Englewood Cliffs, N.J, Prentice Hall.
5. Bryant Christopher G A, 1985, *Positivism in Social Theory and Research*, St Martins NewYork.
6. Calhoun Craig, Rojek, Chris & Bryan Turner, 2005, *The Sage Handbook of Sociology*, Sage Publications.
7. Haralambos and Holborn, 2000, *Sociology Themes and Perspectives*. Fifth Edition, Collins.
8. Garfinkel, Harold, 1967, *Studies in Ethno methodology*, Prentice Hall Englewood Cliffs.
9. Giddens and Turner (eds), 1987, *Social Theory Today*, Cambridge: Polity Press.
10. Lachman, L.M, 1971, *The Legacy of Max Weber*, Glendessary Press Berkeley.
11. Nadel S.F, 1957, *The Theory of Social Structure*, Cohen & West Ltd, London.
12. Ritzer, George and Barry Smart, 2001, *Handbook of Social Theory*, Sage Publications.
13. Ritzer George, 2000, *Modern Sociological Theory*, McGraw Hill Higher Education.
14. Ritzer George, *Encyclopedia of Social Theory*, Vol.I & II, Sage Pub, 2005.
15. Ritzer, George, 2000, *Sociological Theory*. MacGraw-Hill.
16. Turner J. H, 1999, *the Structure of Sociological Theory*, Jaipur, Rawat Pub.

SOC-CC-103: Sociology in India

Objectives of the Course:

- 1) To introduce the development of sociology in India
- 2) To orient to the students about the different theoretical and methodological orientations of Indian Sociology.
- 3) To orient to the students towards the perspective of Sociology of Knowledge.

Outline of the Course

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

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

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

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

Unit-III: Sociology of Knowledge Perspective

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

Unit -IV: Studies on Social Stratification and Indian Village

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

Learning outcomes

This course would provide methods and perspective to analyze the Indian society. This course also helps students to understand the historical roots of Indian sociology. After studying

this course, student would be able to understand the relationships between sociology and social anthropology and their growth and development in India.

Important Readings:

1. Andre Beteille, 2002, *Sociology: Essays on Approach and Method*, OUP, New Delhi.
2. D.N. Dhanagare 1999, *Themes and Perspectives in Indian Sociology*, Rawat Publications.
3. Das Veena, 1995, *Critical Events, An Anthropological Perspective on Contemporary India*, Oxford University Press, New Delhi.
4. David Ludden, 2000, *Critique of Subaltern Studies*, Oxford University Press, New Delhi.
5. Dube, S. C, 1990, *Indian Society*, National Book Trust, New Delhi.
6. Gail Omvedt, 1994, *Dalits and Democratic Revolution*, Sage Publications, New Delhi.
7. Guha R, A, 1998, *Subaltern Studies Reader*, Oxford University Press, New Delhi.
8. M.N.Srinivas, 2002, *Collected Essays*, OUP, New Delhi.
9. S.M.Dahiwale (ed), 2004, *Indian Society: Non-Brahmanic Perspectives*, Rawat Publications.
10. Surendra Sharma, 2019, *Sociology in India: A Perspective from Sociology of Knowledge*, Rawat Publication, Jaipur
11. Satish Deshpande, 2003, *Contemporary India: Sociological Perspectives*, Viking.
12. Sujata Patel and Alice Thorner (eds), 2000, *Bombay Metaphor for Modern India*, Oxford University Press.
13. Sunil Khilnani, 1999, *The Idea of India*, Penguin, New Delhi.
14. Veena Das, 2003, *The Oxford Companion to Sociology and Social Anthropology*, Vol. I and II, OUP, New Delhi.
15. Vivek P. S, 2002, *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai.
16. Maitrayee Chaudhuri (ed) 2010, *Sociology in India, Intellectual and Institutional Practices*, Rawat Publications.
17. Sujata Patel (ed) (2011) *Doing Sociology In India: Genealogies, Locations and Practices*. OUP New Delhi.
18. Patricia Uberoi, Nandini Sundar and Satish Deshpande (ed) (2010): *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Permanent Black, Ranikhet.

Elective Courses

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

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

Objectives of the Course:

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

Outline of the Course Content

Unit-I: Rural Society in India

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

Unit-II: Contemporary Issues of Rural Society

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

Unit-III: Community and Village Development Programmes

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

Unit-IV: Rural Transformation

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

Learning Outcomes

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

Important Readings

1. Beteille Andre , 1974, Six Essays in Comparative Sociology; OUP, New Delhi, PP 1-50
2. Thorner Daniel and Thorner Alice, 1962, Land and Labour in India - Asia Publications, Bombay. Whole book.
3. Desai A. R. 1977, Rural Sociology in India, Popular Prakashan, Bombay, 1977 PP- 269-336, 425, 527.
4. Dhanagare D. N, 1998, Peasant Movement in India; Oxford University Press New Delhi,
5. Omvedi Gail. 1987 Land, Caste and Politics; Department of Political Science, Delhi University Delhi.
6. Shanin, T., Peasantry, 1991, - Delineation of Sociological concept - Journal of Peasant Studies, , PP 180-200
7. Beteille Andre; 1971, Caste, Class, and Power; California University Press, PP 185-226
9. Desai A. R, 1986, : Agrarian Struggles in India after Independence, Oxford University Press, New Delhi 1986, PP. 129-189
10. Mencher J. 1974, Problems of Analyzing Rural Class Structure; Economic and Political Weekly, Vol. IX.
11. Singh, Yogendra, 1977, Social Stratification and Change in India, New Delhi, Manohar.
12. Beteille, Andre, 1966, Caste, Class and Power, Changing Pattern of Stratification in a Tanjore Village, Bombay, Oxford University Press.
13. Thorner, Daniel, 1956, Feudalism in India, in Rushton Ciulborn (ed) Feudalism in History, Princeton: University Press.
14. Thorner, Daniel, 1976, Agrarian Structure Prospect in India, Delhi: Allied Publishers.
15. Beteille, Andre, 1974, Studies in Agrarian Social Structure, New Oxford University Press.

16. Assadi, Muzaffar, 2008, Farmers Suicides in India: Agrarian Crisis, Path of Development and Politics in Karnataka”, Manasgangotri, university of Mysore, Mysore.
17. B.B. Mohanty & Sangeeta Shroff, 2004, “Farmers Suicides in Maharashtra” EPW, Dec 25, 2004.
18. B.B. Mohanty, 2009, “Regional Disparity in Agricultural Development of Maharashtra” Feb 7, 2009.
19. Basu, Deepankar, Debarshi, Das and Kartik Misra, (2006), “Farmers Suicides in India”, Economic & Political Weekly, Vol.51, No.21, pp 61-65.
20. Jodhka, Surinder, (2018), “Rural Change in Times of Distress.” Vol LIII, NO.26 &27, EPW, pp-5-7.
21. Kalamkar, Shrikant S and Sangeeta Shroff (2011), Impact of Rehabilitation Package in Suicide-Prone District of Vidharbha: Economic & Political Weekly, Vol.46, No.5, pp-10-13.
22. Kota, Neelima, (2018), Widow of Farmer Suicides Victims in Vidarbha, Differential/ Dependence in Early and later cases,” Vol LIII, No.26 &27, EPW, pp-24-31.
23. Kumari, B Ratna (2009), Farmers Suicides in India: Impacts on Women, New Delhi: Serials Publications.
24. NCRB, (2012), “Accidental Deaths and Suicides in India (ADSI), National Crime Records Bureau. gov.in.
25. Pathi, Ranjana (2009), “On women surviving Farmers Suicides in Punjab,” Economic & Political Weekly, Vol,44, No.19, pp53-59.

SOC-DSE--104-B: Social Anthropology

Objectives of the Course

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

Outline of the Course

Unit -I: Introduction to Social Anthropology

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

Unit- II: Anthropological Theories

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

Unit- III: Anthropological Methods

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

Unit -IV: Subject Matters of Social Anthropology

- 1.1: Village Studies and Caste
- 1.2: Culture, Clan and Tribe
- 1.3: Ethnicity and Race
- 1.4: Family, kinship, Marriage and Religion

Learning Outcomes

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

Important Readings

- 1) Battie John, 1965, Other Cultures: Aims, Methods and Achievements in Anthropology, London.
- 2) Beteille Andre, 1974, Six Essays in Comparative Sociology, New Delhi.
- 3) Fox Robin, 1973, Encounter with Anthropology, England penguin Books Ltd.
- 4) Godelier Maurice, 1973, Perspectives in Marxist Anthropology, London: Cambridge University Press.
- 5) Harris Marvin, 1972, the Rise of Anthropology, London: Rutledge and Kegan Paul.
- 6) Jayaram N. 2013, the Bombay School of Sociology: The Stalwarts and their Legacies, Vol.62, No.2 May-June.
- 7) Keesing Roger M. 1976, Cultural Anthropology: A Contemporary Perspective, America: Holt Remmhart and Winston.
- 8) Kuper Adam, 1977, Social Anthropology of Radcliff Brown, London: Rutledge and Kegan Paul.
- 9) Madan T.N. and D.N. Majumadar, 1980, An Introduction to Social Anthropology, Delhi: Asia Publishing House.
- 10) Mandelbaum D.G. 1974, Society in India, Bombay: Popular Prakashan.
- 11) Manners and Kaplan, 1968 Theories in Anthropology, Chicago : Aldine Publishing Co
- 12) Pritchard Evans, 1972, Social Anthropology, London: Routledge and kegan Paul.
- 13) Singh K.S., 1983, Tribal Movements in India, Vol. 1 &2, Delhi: Manohar Publication.

SOC-DSE-104 –C: Sociology of Sanitation

Objectives of the Course

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

Outline of the Course

Unit 1: Sanitation: Concept and Dimensions

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

Unit -II: Historical development of Sanitation

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

Unit -III: Sanitation, Health and Society

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

Unit- IV: Culture and Sanitation

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

Unit -V: Environmental Sanitation

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

Learning Outcomes

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

Important Reading

- 1) Bindeshwar pathak, 2015, *Sociology of Sanitation*, kalpaz Publications, New Delhi.
- 2) Nagla B.K., 2015, *Sociology of Sanitation*, kalpz Publication, New Delhi.
- 3) Mohmma Akram, 2015, *Sociology of Sanitation*, kalpazPublications, New Delhi.
- 4) Vivek P.S., 2015, *World of Garbage and Waste: Undercurrents of Swatchh Bharat and SabkaVikas in India*, Himalaya Publishing House, Mumbai.
- 5) LeelaVisaria, 2015, *Sanitation in India with Focus on Toilets and Desposal of Human Excreta*, Gyan Publishing House, New Delhi.
- 6) Hetukar Jha, *Sanitation in India, 2016, A Historic-Sociological Survey*, Kalpz Publication, New Delhi.
- 7) Bhartiya Samajshasta Sameeksha, 2016 *Sociology of Sanitation*, July-December, vol.3 No.2
- 8) Ashis Saxena, 2015, *Sociology of Sanitation; Themes and Perspectives*, Kalpz Publication, New Delhi.

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

Course Code Course No.	Credits	Course Title Compulsory Courses	Contact Hours	Internal Marks	University Exam. (External Marks)	Total Marks
SOC-CC-201	4	Hermeneutic and Interpretative Traditions in Sociology	60	50	50	100
SOC-CC-202	4	Perspectives on Indian Society	60	50	50	100
SOC-CC-203	4	Research Methodology and Methods	60	50	50	100
		Elective Courses (Select Any One)				
SOC- DSE-204-A	4	Sociology of Tribal Society	60	50	50	100
SOC- DSE-204-B	4	Study of Agrarian Society	60	50	50	100
SOC- DSE-204-C	4	Sociology of Marginalized and Weaker Section	60	50	50	100
GEC/ Open Elective (Students have choice to select any one course from other discipline)	4	Select any one course As per your choice	60	50	50	100
	20			250	250	500

Core Courses

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

Objectives of the Course:

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

Outline of the Course

Unit-I: Hermeneutic Tradition

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

Unit-II: Interpretative Tradition

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

Unit-III: Symbolic Interactionalism

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

Unit-IV: Phenomenological Approach

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

Unit-V: Ethno methodological Approach

- 1.1: Harold Garfinkel's Contribution in Ethno-methodology
- 1.2: Documentary Method of Harold Garfinkel

Learning Outcomes

After studying this course, students would be able to qualify the NET/JRF/SET exams in Sociology. Despite this, this course will also help to provide in-depth insights and familiarize learners with the roots of these traditions. This course will help to provide basic orientation to the students about the origin of these traditions in sociology.

Important Readings

1. Babbie Earl, 2004, *The Practice of Social Research*, (10th edn), Wadsworth-Thomson, CA, USA.
2. Burawoy M and Joseph Blum (ed), 2000, *Global Ethnography: Forces, Connections and Imaginations*, University of California Press, Berkeley and Los Angeles.
3. Bryman Alan, 2001, *Social Research Methods*, Oxford University Press.
4. Carol Grbich, 2000, *New Approaches in Social Research*, Sage Publication.
5. Devine and Heath, 1999, *Sociological Research Methods in Context*, Palgrave.
6. Denzin Norman, Lincoln Yvonna (ed), 2000, *Handbook of Qualitative Research*, Sage, Thousand Oaks.
7. Feyerabend Paul, 1987, *Farewell to Reason*, Verso, London.
8. Feyerabend Paul, 1975, *Against Method*, Humanities Press.
9. Goode and Hatt, 2006, *Methods in Social Research*, Surjeet Pub., New Delhi.
10. Giddens Anthony, 1976, *New Rules of Sociological Research*, Hutchinson.
11. Mulkay Michael, 1979, *Science and the Sociology of Knowledge*, George Allen and Unwin Ltd London.
12. Silverman David, 1985, *Qualitative Methodology and sociology*, Gower, Vermont.
13. Sachdev Meetali, 1987, *Qualitative Research in Social Sciences*, Raj Publishing, Jaipur..
14. Williams Malcolm, 2004, *Science and Social Science*, Rutledge, New York, 2004.
15. Young Pauline, 1988, *Scientific Social Surveys and Research Practice*, Hall of India, New Delhi.

Marathi Readings:

1. Aglawe Pradip, 2007, *Samajik Sanshodhan Paddhati*, Sainath Prakashan, Nagpur.
2. Bhandarkar P.L, 1980, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1980.
3. Khairnar Dilip, 2009, *Pragat Samajik Sanshodhan Paddhati ani Sankhyiki*, Diamond Pub., Pune,
4. Karhade, B. M, 2007, *Shastriya Sanshodhan Paddhati*, Pimpalapur Pub., Nagpur.
5. Mayi Sunil, 2008, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune.
6. Suman Beheray, 2000, *Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur.
7. *Samajik Sansodhan Vishesank*, 2007, Samaj Sanshodhan Patrika, Belagav, April-June.

SOC--CC-202: Perspectives on Indian Society

Objectives of the Course:

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

Outline of the Course

Unit-I: Ecological Perspective of Radha Kamal Mukherjee

- 1.1: Contribution of Radha Kamal Mukherjee in Regional Sociology and Social Ecology
- 1.2: Mukherjee's Views on Indian Culture, Civilization and Values

Unit -II: Indological Perspective of G.S. Ghurye

- 1.1: Contribution of G.S. Ghurye in Indology
- 1.2: G.S. Ghurye's Nationalistic Perspective

Unit -III: Structural-Functional Perspective of M.N. Srinivas

- 1.1: M.N.Srinivas's Contribution in Indian Sociology
- 1.2: Srinivas's work on caste and Indian village

Unit-IV: Irawati Karve's Perspective of Social Anthropology

- 1.1: Works on Groups Relations in Village Community
- 1.2: Kinship Organizations in India

Unit-V: Subaltern Perspective of Dr. B.R. Ambedkar

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

Unit-VI: Gandhian Perspective on Indian Society

- 1.1: Gandhian views of Indian society
- 1.2: Gandhian ways of development

Learning outcomes

This course would provide knowledge about the very fundamental thoughts and perspectives of Indian scholars as well as sociologist about the Indian society. This course has also significance in the case of qualifying the JRF/NET/SET examination for sociology. Despite

this, the course has importance to provide foundational, ideological, sociological and social anthropological base to the Indian sociology. The learners will be understood the different roots of Indian sociology. This course enriches the knowledge of learners about the Indian society also.

Important Readings:

1. B.K, Nagala, 2013, *Indian Sociological Thought*, Rawat Publication, Jaipur.
2. D.N. Dhanagare, 1999, *Themes and Perspectives in Indian Sociology*, Rawat Publications.
3. Das Veena, 1995, *Critical Events, An Anthropological Perspective on Contemporary India*, Oxford University Press, New Delhi.
4. David Ludden, 2000, *Critique of Subaltern Studies*, Oxford University Press, New Delhi.
5. Dube, S. C, 1990, *Indian Society*, National Book Trust, New Delhi.
6. Gail Omvedt, 1994, *Dalits and Democratic Revolution*, Sage Publications, New Delhi.
7. Guha R, A, 1998, *Subaltern Studies Reader*, Oxford University Press, New Delhi.
8. M.N.Srinivas, 2002, *Collected Essays*, OUP, New Delhi.
9. S.M.Dahiwalé (ed), 2004, *Indian Society: Non-Brahmanic Perspectives*, Rawat Publications.
10. Surendra Sharma, 2019, *Sociology in India: A Perspective from Sociology of Knowledge*, Rawat Publication, Jaipur
11. Satish Deshpande, 2003, *Contemporary India: Sociological Perspectives*, Viking.
12. Sujata Patel and Alice Thorner (eds), 2000, *Bombay Metaphor for Modern India*, Oxford University Press.
13. Sunil Khilnani, 1999, *The Idea of India*, Penguin, New Delhi.
14. Veena Das, 2003, *The Oxford Companion to Sociology and Social Anthropology*, Vol. I and II, OUP, New Delhi.
15. Vivek P. S, 2002, *Sociological Perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai.
16. Ishwar Modi (ed) *Pioneers of Sociology in India*, Sage Publication, 2014.

SOC-CC-203: Research Methodology and Methods

Objectives of the Course

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

Outline of the Course

Unit-I: Conceptualizing Social Reality

- 1.1: Philosophy of Science
- 1.2: Scientific Method and Epistemology in Social Science
- 1.3: Hermeneutic Traditions
- 1.4: Objectivity and Reflexivity in Social Science
- 1.5: Ethics and Politics

Unit-II: Formulating Research Design

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

Unit-III: Quantitative and Qualitative Methods

- 1.1: Ethnography
- 1.2: Survey Method
- 1.3: Historical Method
- 1.4: Comparative Method

Unit-IV: Techniques of Research

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

Learning outcomes

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

Important Readings

1. Bryman Alan, 2001 Social Research Methods, Oxford: Oxford University Press. Pg.No. 4-25, 189-193, 263-287, 289-310, 311-323.
2. Seale, Clive (Ed.), 2004, Social Research Methods- A Reader. London: Routledge Publication.
3. Corbetta, Piergiorgio 2003 Social Research- Theory, Methods and Techniques, London: Sage Publication. Pg. No. 11-25, 36-54, 117-163, 264-286. Henn, Matt, Weinstein, Mark and Foard, Nick 2006, A Short Introduction to Social Research, New Delhi: Vistar Publication. Pg. No. 66-95, 137-140, 149-183.
4. Haralambos and Holborn, 2008, Sociology: Themes and Perspectives, HarperCollins Publishers Limited.
5. Somekh and Lewin (ed) 2005, Research Practices in Social Sciences, New Delhi: Vistar Publication. Pg. No. 16-25, 33-40, 41-48, 56-64, 89- 96, 121-130, 302-309,310- 317.
6. Goode and Hatt, 2006, *Methods in Social Research*, Surjeet Pub., New Delhi.
7. Giddens Anthony, 1976, *New Rules of Sociological Research*, Hutchinson.
8. Mulkay Michael, 1979, *Science and the Sociology of Knowledge*, George Allen and Unwin Ltd London.
9. Silverman David, 1985, *Qualitative Methodology and sociology*, Gower, Vermont.
10. Sachdev Meetal, 1987, *Qualitative Research in Social Sciences*, Raj Publishing, Jaipur..
11. Williams Malcolm, 2004, *Science and Social Science*, Rutledge, New York, 2004.
12. Young Pauline, 1988, *Scientific Social Surveys and Research Practice*, Hall of India, New Delhi.

Marathi Readings:

1. Aglawe Pradip, 2007, *Samajik Sanshodhan Paddhati*, Sainath Prakashan, Nagpur.
2. Bhandarkar P.L, 1980, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1980.
3. Khairnar Dilip, 2009, *Pragat Samajik Sanshodhan Paddhati ani Sankhyiki*, Diamond Pub., Pune,
4. Karhade, B. M, 2007, *Shastriya Sanshodhan Paddhati*, Pimpalpure Pub., Nagpur.
5. Mayi Sunil, 2008, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune.
6. Suman Beheray, 2000, *Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur.
7. *Samajik Sansodhan Vishesank*, 2007, Samaj Sanshodhan Patrika, Belagav, April-June.

Elective Courses

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

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

Objectives of the Course

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

Course Outline:

Unit-I: The Construction of the Concept of Tribe

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

Unit-II: Approaches of Tribal Development

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

Unit-III: The Contemporary Issues of Tribal Societies

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

Unit-IV: Transformation in Tribal Societies

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

Unit-V: Tribal Movements in India

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

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

Important Readings:

1. Bailey, F.G, 1960, *Tribe, Caste and Nation*, OUP, Bombay.
2. Bose, A, Nangbri, T. & Kumar, N. (eds.) 1990, *Tribal Demography and Development in North-East India*, Delhi.
3. Furer- Haimendorf, C.V, 1991, *Tribes of India: The Struggle for Survival*, OUP, Delhi.
4. Mehta, P.L, *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*, H.K, Delhi.
5. M. Gopinath Reddy, K. Anil Kumar, *Political Economy of Tribal Development: A Case Study of Andhra Pradesh*, http://www.cess.ac.in/cesshome/wp/WP_85.pdf
6. Nandini Sundar, 1997, *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-2006*, Oxford University Press, New Delhi, 2 nd edition with afterword 2007.
7. Nandini Sundar (edit), 2009, *Legal Grounds: Natural Resources, Identity and the Law in Jharkhand*, Oxford University Press, New Delhi.
8. Nandini Sundar, "Teaching to Hate: The RSS's Pedagogical Program." In Economic and Political Weekly 39(16), 2004, 1605-1612 (Also in Tom Ewing ed. Revolution and Pedagogy, Palgrave-Macmillan, 2005, 195-218.
9. Roger Jeffery and Nandini Sundar, 1999, *New Moral Economy for India's Forests? -- Discourses of Community and Participation*, Sage Publications India Pvt. Ltd., New Delhi.
10. Singh K.S (ed) 1997, *Tribal Situation in India*, Indian Institute of Advanced Study of Simla.
11. Singh K.S, 1982, *Tribal Movements in India Vol. I & II*, Manohar Prakashan, New, Delhi.
12. Singh, K.S. 1997, *Tribal Society in India*. Manohar: Delhi.
13. Singh, K.S. 1995, *Inequality in Tribal Society: The Emerging Trends in Manorma Savur and Indra Munshi. Contradictions in Indian Society*. Rawat: Jaipur.
14. Doshi S.L.& Jain P.C. 1997, *Introduction to Anthropology*, Rawat , New Delhi.

Marathi Readings:

1. Dr. Maroti Tegmpure, *Adivasi Vikas Ani Vastav*, Chanmay Prakashan, Aurangbad.
2. Dr. Govind Gaare, *Maharashtratil Adivasi Jamati*, Continental Publication, Pune.
3. Dr. Govind Gaare, *Adivasi Vikasache Shilpakar*, Shree Vidhya Prakashan, Pune.

SOC-DSE-204-B: Study of Agrarian Society

Objectives of the Course:

- 1) To understand the structure of agrarian society.
- 2) To understand the changing nature of agrarian society.
- 3) To assess the impact of rural development programs and agrarian policies on the rural societies.

Outline of the Course

Unit-I: Study of Agrarian Social Structure

- 1.1: Historical, Colonial and Ecological factors gave shape to the Heterogeneous nature of Indian Agriculture
- 1.2: Peasant Studies and `Sociology of Agriculture
- 1.3: Mode of Production Debate in Agriculture.
- 1.4: Present Debates in Indian Agriculture

Unit-II: Agrarian Movements

- 1.1: Agrarian Movements in India
- 1.2: New Farmers Movements
- 1.3: Tribal Movements for land rights
- 1.4: Gender and Land Rights

Unit-III: Contemporary Issues of Agrarian society

- 1.1: Migration of farmers and labourers
- 1.2: Marginalization and De-peasntization of Farmers
- 1.3: Farmers Suicides and economical crisis
- 1.4: Dissatisfaction and dispossession of women, tenants and labourers

Unit-IV: Agricultural Development in India

- 1.1: State interventions in Agrarian relations: Land Reforms, Green Revolution
- 1.2: Use of Technology and Modernization in Agriculture
- 1.3: The Green Revolution and its impacts on small and marginal farmers
- 1.4: Green Revolution and its impacts on women

Unit-V: Feminization of Agriculture

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

Learning Outcomes,

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

Important Readings

1. A.R. Desai, 1969, Rural Sociology in India, Bombay, Popular Prakashan.
2. Singh, Yogendra, 1977, Social Stratification and Change in India, New Delhi, Manohar.
3. Beteille, Andre, 1966, Caste, Class and Power, Changing Pattern of Stratification in a Tanjore Village, Bombay, Oxford University Press.
4. Thorner, Daniel, 1956, Feudalism in India, in Rushton Ciulborn (ed) Feudalism in History, Princeton: University Press.
5. Thorner, Daniel, 1976, Agrarian Structure Prospect in India, Delhi: Allied Publishers.
6. Beteille, Andre, 1974, Studies in Agrarian Social Structure, New Oxford University Press.
7. Assadi, Muzzaffar, 2008, Farmers Suicides in India: Agrarian Crisis, Path of Development and Politics in Karnataka”, Manasgangotri, university of Mysoure, Mysoure.
8. B.B.Mohanty & Sangeeta Shroff, 2004, “Farmers Suicides in Maharashtra” EPW, Dec 25
9. B.B. Mohanty, 2009, “Regional Disparity in Agricultural Development of Maharashtra” Feb 7, 2009.
10. Basu, Deepankar, Debarshi, Das and Kartik Misra, 2006, “Farmers Suicides in India”, Economic & Political Weekly, Vol.51, No.21, pp 61-65.
11. Deshpande, R.S. and Saroj Arora 2010, Agrairan Crisis and Farmers Suicides, New Delhi, Sage Publication India.
12. Dhanagare D.N, 1983, Peasant Movements in India, 1925-1950. OUP, I & II chap.
13. Guha R (1982). Subaltern Studies I. pp. 1-8.
14. David Hardiman 1992, Peasant Resistance in India. OUP.

15. Brass T, 1994, Introduction: New Farmers. Movements in India. Journal of Peasant Studies, 21 (3,4). Special issue. pp. 3-25. Also refer other articles in **special issue** Brass T, Dhanagare, Lindberg Staffan and Gail Omvedt.
16. Bina Agarwal 1994. Field of one's own: Gender and Land Rights in South Asia. Cambridge: Cambridge University Press
17. Dharma Kumar 1992, Land and Caste in South India. Delhi: Manohar.
18. K.S.Singh ,1982, Tribal Movements in India. Vol.1 & 2., New Delhi: Manohar. Also K
- 19 S Singh. 1994,. The Scheduled Tribes, People of India, National series, Vol.III, OUP.
20. Sengupta Nirmal 1990, The Social and Economic Basis of Current Tribal Movements. Social action, vol.40, No.4, p.336.
21. Singh Rajendra 2001. Social Movements: Old and New. A Post-modern Critique. New Delhi: Sage.
22. Praveena Kodoth 2004, Gender, Property Rights and Responsibility for Farming in Kerala. EPW, May 8, pp. 1911-1920.
23. Ghunnar, P & Hakhu, Antra, 2018, The Aftermath of Farmer Suicides in Survivor Families of Maharashtra, EPW, Vol.LIII, No.5, PP-47-53.
24. Jodhka, Surinder, 2018, "Rural Change in Times of Distress." Vol LIII, NO.26 &27, EPW, pp-5-7.
25. Kalamkar, Shrikant S and Sangeeta Shroff, 2011, Impact of Rehabilitation Package in Suicide-Prone District of Vidharbha: Economic & Political Weekly, Vol.46, No.5,pp-10-13.
26. Kota, Neelima, 2018, Widow of Farmer Suicides Victims in Vidarbha, Differential/ Dependence in Early and later cases," Vol LIII, No.26 &27, EPW, pp-24-31.
27. Kumari, B Ratna 2009, Farmers Suicides in India: Impacts on Women, New Delhi: Serials Publications.
28. NCRB, 2012, "Accidental Deaths and Suicides in India (ADSI), National Crime Records Bureau. gov.in.
29. Pathi, Ranjana 2009, "On women surviving Farmers Suicides in Punjab," Economic & Political Weekly, Vol,44, No.19,pp53-59.

SOC-DSE-204-C: Sociology of Marginalized and Weaker Section

Objectives of the Course

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

Course outline:

Unit- 1: Marginalization

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

Unit-II: Perspectives of Marginalization

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

Unit-III: Marginalized Groups in India

- 1.1: Scheduled Castes
- 1.2: Scheduled Tribes
- 1.3: Neo-Converted: Buddhists, Christians and Muslims
- 1.4: Third Gender, Women, Physically and Mentally Challenged

Unit-IV: Affirmative Action: Role of State and NGO's

- 1.1: Constitutional Provisions and Implementation
- 1.2: Government Welfare Measure and programmes of Inclusive Policies Impact on Marginalized groups and weaker sections.
- 1.3: Role of NGOs for upliftment of the weaker sections in India.

Learning Outcomes:

This course introduces the different methods, perspectives on the marginalized and weaker sections of the Indian society. By studying this course, student would get knowledge and sociological insights about these sections of the society. This course also helps in many ways for offering information which make learners easy to qualify the MPSC/UPSC NET/SET examinations also. This course also provides knowledge and information about these communities that make learners for advocate and activists.

Important Readings:

1. Ambedkar, B.R. 1946, Who Were the Shudras, Thacker and Co. Ltd., Bombay.
2. Ambedkar, B.R. 1948, The Untouchables: Who are they and Why They Became Untouchables? Kaushalya Prakashan, - 152 pages
3. Ghurye, G.S. 1969, Caste, Race and Occupation in India, New Delhi,
4. Gore, M.S. 1993, The Social Context of an Ideology; The Social and Political Thought of Babasahab Ambedkar, Delhi: Sage Publication.
5. Gupta, Dipankar 1991, Social Stratification, New Delhi, Oxford University, Press.
6. Jogdand, P.G. 2000, New Economic Policy and Dalits, Jaipur, Rawat Publication.
7. Omvedt Gail 1999, Dalits and the Democratic Revolution, Delhi, Sage Publications.
8. Omvedt, Gail. 1975, 'Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars:
9. Oomen, T.K.1990, Protest and Change: Studies in Social Movement, Delhi: Sage Publication.
10. Ranjeet Guha : Subaltern's Studies 2 Vols, Oxford, OUP.
11. Schchidananda 1977, Harijan Elites, Faridabad: Thomson Press.
12. Shah, Ghanshyarn 1990, Social Movement in India: A Review of Literature in India, Delhi: Sage Publication.

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