
 शिवाजी विद्यापीठ कोल्हापूर ज्ञानमेवाधुता Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52	<b>SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,          MAHARASHTRA</b> PHONE : EPABX – 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in <b>शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र</b> दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३३-२६०९०९४	
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Ref. No./SU/BOS/Humanities/542

Date :19/07/2023

To,

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|---|---|
| 1. The Principal,<br>All Concerenced Affiliated<br>Colleges/Institutions,<br>Shivaji University, Kolhapur | 2. The Head,<br>All Concerenced Department,<br>Shivaji University, Kolhapur |
|---|---|

Subject : Regarding syllabi of M. A. & M.R.S. Part II (sem. III & IV) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of M. A. & M.R.S. Part II (Sem. III & IV) under the Faculty of Humanities as per National Education Policy, 2020. (NEP)

English	Hindi	Marathi	Sanskrit	History
Sociology	Economics	Political Science	Russian	M.R.S.
Bhasha Proudyogiki	Criminal and Forensic Psychology	Clinical Psychology	Counselling Psychology	Industrial Psychology

This syllabi shall be implemented from the academic year 2023-24 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (Online Syllabus).

For students of Distance Education this syllabi be implemented from the academic yerar 2023-24.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully

  
**(Dr. S. M. Kubal)**  
 Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Computer Center/I. T. Cell.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	Distance Education Section.
M. A. Exam. Section.	Affiliation Section (T. 1 & T 2)
P. G. Admission Section.	

# SHIVAJI UNIVERSITY, KOLHAPUR.



New Syllabus for  
Master of Arts [M. A. Sociology]  
Faculty of Humanities  
(M. A. Part - II, Semester III and IV)  
(Subject to the modifications to be made from time to time)  
Syllabus to be implemented from JULY 2023 Onwards  
Under NEP 2020]

**Shivaji University, Kolhapur**  
**New Syllabus For**  
**Master of Arts in Sociology**  
**Semester with Credits and CIE System of Examination**  
**[ Faculty of Humanities]**

1. TITLE: SOCIOLOGY Under the Faculty of Humanities

2. YEAR OF IMPLEMENTATION: Under Academic Flexibility and New Education Policy 2020, the New Syllabus will be implemented from August 2022 onwards in the Shivaji University Department of Sociology.

3. PREAMBLE: The present restructuring and preparation of new M. A. Sociology syllabus, and introduction of Semester with Credits and Continuous Internal Evaluation[CIE] System of Examination, has been done keeping in view the continuous developments in sociology; in its growing knowledge resources and improvements in pedagogic methodologies, the NEP.

The present exercise of revision of sociology syllabus is guided by three broad teaching orientations: [1] job orientation (to prepare students to make use of employment opportunities), [2] knowledge orientation (development of personality and sharpening of intellectual skills among the students), and [3] social orientation (inculcation of social commitment among the students and making them responsible citizens).

Keeping these teaching orientations in mind, syllabus revision has been done with the following objectives: (i) to bring adequate correspondence between the changing social reality and the content of courses in sociology (ii) to equip the students to critically understand and interpret social reality, (iii) to develop among the students a distinctly sociological perspective on socio-economic and cultural reality, (iv) to enhance the social sensitivity and sensibility of the students, and (v) to help students acquire skills that will be useful to them in their personal, social and professional life.

While revising the sociology curriculum, we have kept in mind the relevance of sociology for policy formulation and evaluation of policies at the regional and national level, updating the reading lists and introduction of practical/fieldwork component and innovations in the instructional methodologies [supplementing the lecture method with group discussions and seminar presentations, fieldwork, skills related with concerned subject, use of audio-visual aids, use of computers /internet in research].

The course structure consists of three broad components into which various courses have been classified. For every semester, there are *two* Discipline Specific core courses which are *compulsory* [four semesters will have 8 DSC/compulsory courses]. For every semester there are 6 Discipline Specific Elective Course. A student has to select one DSE course for each semester. For every semester student has to select one Inter Disciplinary Course. For every semester there are 5 Inter disciplinary courses. A student has to select one Inter Disciplinary Course. It is compulsory for student to complete one Skill Enhancement Course for each semester. Every student has to complete internship/Apprenticeship in first semester and one research project in second semester. Some of the papers (such as Environmental Sociology and Research Methodology) have practical/applied component. Some of the papers have applied value [e.g., Methodology of Social Research and Social Marketing, NGOs and Development, Rural Development in India].

#### 4. GENERAL OBJECTIVES OF THE PROGRAMME:

- 1) To equip the students with latest sociological knowledge pertaining to various sub-fields within the discipline of sociology.
- 2) To orient the students for comprehending, analyzing and critically assessing the social reality from sociological perspective.
- 3) To inculcate the analytical ability, research aptitude and relevant skills in the students useful for their social and professional life.
- 4) To prepare the students for undertaking research, jobs in Colleges/Universities /Research Institutions, various Government Departments and Non-governmental organizations as well as for various competitive examinations.

#### 5. GENERAL M.A. PROGRAMME OUTCOME

PO-1: Knowledge of Subject: Apply the Sociological knowledge to solution of complex social reality.

PO-2: Problem Analysis: Identify, formulate and analyse complex social problems by using available sociological literature.

PO-3: Knowledge about human values: Develop the ability among students about various societal and human values to build the better society.

PO-4: Skill Development and Employability: Improve and build the required skills which would enhance the students' employability.

PO-5: Team and Team Spirit: To develop the spirit of team work and team spirit to function effectively as an individual and as a member in different social settings.

## 6. GENERAL PROGRAMME SPECIFIC OUTCOMES

PSO:1: To understand the nature and basic concepts of sociology and its various branches

PSO:2: To analyse the interrelationships between sociology and other social science.

PSO:3: To evaluate changing social relationships and social institutions in the context of Indian society.

PSO:4: To understand the of individuals social behaviour, various organisational social behaviour in different social settings.

## 7. DURATION:

- The course shall be a full-time course.
- The duration of course shall be of Two years/Four Semesters.

## 8. EXAMINATION PATTERN: -

The pattern of examination will be Semester with Credit and Continuous Internal Evaluation [CIE].

## 9. IMPLEMENTATION OF FEE STRUCTURE:

In case of revision of fee structure, this revision will be implemented in phase wise manner as per the University decision in this regard.

## 10. ELIGIBILITY FOR ADMISSION:

As per the eligibility criteria prescribed by the University for each Course and the merit list will be prepared on the basis of graduate level performance along with reservation norms.

## 11. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English. The students will have option to write answer-scripts in Marathi.

## 12. STRUCTURE OF PROGRAMME- . STRUCTURE OF PROGRAMME-

Semester System with Credits and Continuous Internal Evaluation [CIE]

[To be introduced w.e.f. 2022-2023 for M. A. Part –I in the Department of Sociology, Shivaji University, Kolhapur-4, Under NEP]

PROGRAMME STRUCTURE WITH CREDIT POINTS AND MARKS

M. A. Sociology, Part – I: Semester – I [To be introduced from 2022-2023]			
SEMESTER - I: COMPULSORY/CORE COURSE			
Course Number	Course Title	Credits	Marks
	<b>CORE COURSE</b>		
DSC-01	Classical Sociological Traditions: Marx, Durkheim and Weber	04	100
DSC-02	Understanding Indian Society	04	100
	<b>DISCIPLINE SPECIFIC ELECTIVE</b>		
DSE 1	Social Movements in India	04	100
DSE 2	Social Ecology	04	100
DSE 3	Rural Society in India	04	100
DSE 4	Industry and Society in India	04	100
DSE 5	Social Problems in Contemporary India	04	100
DSE 6	Sociology of Marginalized Communities	04	100
	<b>INTERDISCIPLINARY STUDIES</b>		
IDS 1	Education and Society	04	100
IDS 2	Gender and Society	04	100
IDS 3	Society and Culture in Maharashtra	04	100
IDS 4	Comparative Sociology	04	100
IDS 5	Sociology of Sanitation Part-A	04	100
AECC	<b>Internship/ Apprenticeship</b>	04	100
	<b>SKILL ENHANCEMENT COURSES (SEC)</b>		
SEC-1	Idea of India	02	50

**Abbreviations:**

DSC: Discipline Specific Core Course

DSE: Discipline Specific Elective

IDS: Interdisciplinary Studies

SEC: Skill Enhancement Course

AECC: Ability Enhancement Compulsory Course

Rules regarding selection of Core Course, Discipline Specific Elective and Interdisciplinary Course for Semester - I:

- 1) During the first Semester, every student must study four Courses [carrying 100 markseach].
- 2) The Discipline Specific Core Course Nos. D S C 01 and DSC 02 will be compulsory for all students.
- 3) A student should first select any one of the Discipline Specific elective Courses [ DSE.01 to DSE.06]. During all the remaining Semesters, a student will have to select one course from the Discipline Specific elective Courses of that particular Semester.
- 4) A student can select any one out of five Interdisciplinary Courses [ i.e., any one from IDS-01 to IDS- 05]
- 5) It is also compulsory for each student to complete Internship/Apprenticeship for 100 marks in first semester.
- 6) It is also compulsory for each student to study one skill enhancement course of 50 marks [i.e., SEC] in each semester. Skill enhancement compulsory courses SEC courses are value based/ skill based and are aimed at providing hands on training, competancies, skills etc. These courses may be chosen from a pool of courses designed to provide value based or skill based knowledge.
- 7) For introducing a Discipline Specific elective/ Interdisciplinary Course for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective/ Interdisciplinary Course.
- 8) The Departmental Committee reserves right to introduce the number of Discipline Specific elective/ Interdisciplinary Course to be taught during every Semester and the number of students to be restricted for any Discipline Specific elective/ Interdisciplinary Course. The decision will be declared at the beginning of first Semester.

M. A. Sociology, New Syllabus  
Semester System with Credits and Continuous Internal Evaluation [CIE]  
[To be introduced w.e.f. 2022-2023 for M. A. Part –I in the Department of  
Sociology, Shivaji University, Kolhapur-4, Under NEP]

M. A. Sociology, Part – I: Semester – II [To be introduced from 2022-2023]			
SEMESTER - II: COMPULSORY/CORE COURSE			
Course Number	Course Title	Credits	Marks
	<b>CORE COURSE</b>		
DSC- 03	Classical Sociological Traditions: Pareto, Cooley and Mead	04	100
DSC- 04	Perspectives on Indian Society	04	100
	<b>DISCIPLINE SPECIFIC ELECTIVE</b>		
DSE 07	Sociology of Change and Development	04	100
DSE 08	Resources, Development and Environment in India	04	100
DSE 09	Urban Society in India	04	100
DSE 10	Sociology of Tribal Society	04	100
DSE 11	Social Exclusion and Social Inclusion	04	100
DSE 12	Sociology of Religion	04	100
	<b>INTER-DISCIPLINARY STUDIES</b>		
IDS 6	Political Sociology	04	100
IDS 7	Sociology of Mass Communication	04	100
IDS 8	Criminology	04	100
IDS 9	Sociology of South Asia	04	100
IDS 10	Sociology of Sanitation Part- B	04	100
	<b>SKILL ENHANCEMENT COURSES (SEC)</b>		
SEC-1	Idea of Maharashtra	02	50



RP	RESEARCH PROJECT	04	100

**Abbreviations:**

DSC: Discipline Specific Core Course

DSE: Discipline Specific Elective

IDS: Interdisciplinary Studies

SEC: Skill Enhancement Course

RP: Research Project

Rules regarding selection of Core Course, Discipline Specific Elective, Interdisciplinary Course, Skill Enhancement Course and Research Project for Semester - II:

- 1) During the second Semester, every student must study four Courses [carrying 100 marks each].
- 2) The Discipline Specific Core Course Nos. DSC 03 and DSC 04 will be compulsory for all students.
- 3) A student should first select any one of the Discipline Specific elective Courses [ DSE.07 to DSE.12]. During all the remaining Semesters, a student will have to select one course from the Discipline Specific elective Courses of that particular Semester.
- 4) A student can select any one out of five Interdisciplinary Courses [ i.e., any one from IDS-06 to IDS- 10]
- 5) It is also compulsory for each student to study one skill enhancement course of 50 marks [i.e., SEC]in each semester.
- 6) It is compulsory for each student to complete one research project carrying 100 marks in the second semester.
- 7) For introducing a Discipline Specific elective/ Interdisciplinary Course for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective/ Interdisciplinary Course.
- 8) The Departmental Committee reserves right to introduce the number of Discipline Specific elective/ Interdisciplinary Course to be taught during every Semester and the number of students to be restricted for any Discipline Specific elective/ Interdisciplinary Course. The decision will be declared at the beginning of first Semester.

## M. A. Sociology, Part – II SOCIOLOGY

Semester System with Credits and Continuous Internal Evaluation [CIE]  
[To be introduced w.e.f. 2023-2024 for M. A. Part –II in the Department of  
Sociology, Shivaji University, Kolhapur-4, Under NEP]

### PROGRAMME STRUCTURE WITH CREDIT POINTS AND MARKS

#### M. A. Sociology, Part – II: Semester – III [To be introduced from 2023-2024]

Course Number	Course Title	Credits	Marks
	<b>CORE COURSE</b>		
DSC-05	Modern Sociological Theory	04	100
DSC-06	Methodology of Social Research (With Practical)	04	100
	<b>DISCIPLINE SPECIFIC ELECTIVES</b>		
DSE-13	Globalization and Society	04	100
DSE-14	Environmental Sociology (With Practical)	04	100
DSE-15	Sociology of Kinship, Marriage and Family	04	100
DSE-16	Sociology of Migration	04	100
DSE-17	SCs, STs and OBCs Studies: Issues and Perspectives	04	100
DSE-18	Law and Social Change in India	04	100
	<b>INTER-DISCIPLINARY STUDIES</b>		
IDS-11	Sociology of Information Society	04	100
IDS-12	Sociology of Health	04	100
IDS-13	Society and Human Rights	04	100
IDS-14	Science, Technology and Society	04	100
	<b>SKILL ENHANCEMENT COURSE (SEC)</b>		
SEC-03	Gender Audit	02	50

#### Abbreviations:

DSC: Discipline Specific Core Course

DSE: Discipline Specific Elective

IDS: Interdisciplinary Studies

SEC: Skill Enhancement Course

AECC: Ability Enhancement Compulsory Course

Rules regarding selection of Core Course, Discipline Specific Elective, Interdisciplinary Course and Skill Enhancement Course for Semester - III:

- 9) During the third Semester, every student must study four Courses [carrying 100 marks each].
- 10) The Discipline Specific Core Course Nos. D S C 05 and DSC 06 will be compulsory for all students.
- 11) A student should first select any one of the Discipline Specific elective Courses [ DSE.13 to DSE.18]. During all the remaining Semesters, a student will have to select one course from the Discipline Specific elective Courses of that particular Semester.
- 12) A student can select any one out of five Interdisciplinary Courses [ i.e., any one from IDS-11 to IDS- 14]
- 13) It is also compulsory for each student to study one skill enhancement course of 50 marks [i.e., SEC] in each semester. Skill enhancement compulsory courses SEC courses are value based/ skill based and are aimed at providing hands on training, competencies, skills etc. These courses may be chosen from a pool of courses designed to provide value based or skill based knowledge.
- 14) For introducing a Discipline Specific elective/ Interdisciplinary Course for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective/ Interdisciplinary Course.
- 15) The Departmental Committee reserves right to introduce the number of Discipline Specific elective/ Interdisciplinary Course to be taught during every Semester and the number of students to be restricted for any Discipline Specific elective/ Interdisciplinary Course. The decision will be declared at the beginning of first Semester.

M. A. Sociology, New Syllabus  
Semester System with Credits and Continuous Internal Evaluation [CIE]  
[To be introduced w.e.f. 2023-2024 for M. A. Part –II in the Department of  
Sociology, Shivaji University, Kolhapur-4, Under NEP]

**M. A. Sociology, Part – II: Semester – IV [To be introduced from 2023-2024]**

**SEMESTER - IV: COMPULSORY /CORE PAPERS**

Course Number	Course Title	Credits	Marks
	<b>CORE COURSE</b>		
DSC-07	Recent Trends in Sociological Theory	<b>04</b>	<b>100</b>
DSC-08	Data Collection and Analytical Procedures (With Practical)	<b>04</b>	<b>100</b>
	<b>DISCIPLINE SPECIFIC ELECTIVES</b>		
DSE-19	Non-Governmental Organizations (NGOs) and Development	<b>04</b>	<b>100</b>
DSE-20	Environment and Society in India (With Practical)	<b>04</b>	<b>100</b>
DSE-21	Rural Development in India	<b>04</b>	<b>100</b>
DSE-22	Industry and Human Resource Development	<b>04</b>	<b>100</b>
DSE-23	Social Demography	<b>04</b>	<b>100</b>
DSE-24	Sociology of Ageing	<b>04</b>	<b>100</b>
	<b>INTER-DISCIPLINARY STUDIES</b>		
IDS-15	Media and Society (CBCS)	<b>04</b>	<b>100</b>
IDS-16	Sociology and Social Work	<b>04</b>	<b>100</b>
IDS-17	Disasters and Disaster Management in India	<b>04</b>	<b>100</b>
IDS-18	Dissertation	<b>04</b>	<b>100</b>
	<b>SKILL ENHANCEMENT COURSE (SEC)</b>		
SEC-04	Environment Impact Assessment	<b>02</b>	<b>50</b>

**Abbreviations:**

DSC: Discipline Specific Core Course

DSE: Discipline Specific Elective

IDS: Interdisciplinary Studies

SEC: Skill Enhancement Course

RP: Research Project

Rules regarding selection of Core Course, Discipline Specific Elective, Interdisciplinary Course and Skill Enhancement Course for Semester - IV:

- 9) During the fourth Semester, every student must study four Courses [carrying 100 marks each].
- 10) The Discipline Specific Core Course No. DSC 07 and DSC 08 will be compulsory for all students.
- 11) A student should first select any one of the Discipline Specific Elective Courses [ DSE.19 to DSE.24]. During all the remaining Semesters, a student will have to select one course from the Discipline Specific elective Courses of that particular Semester.
- 12) A student can select any one out of five Interdisciplinary Courses [ i.e., any one from IDS-15 to IDS- 18]
- 13) It is also compulsory for each student to study one skill enhancement course of 50 marks [i.e., SEC]in each semester.
- 14) For introducing a Discipline Specific elective/ Interdisciplinary Course for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective/ Interdisciplinary Course.
- 15) The Departmental Committee reserves right to introduce the number of Discipline Specific elective/ Interdisciplinary Course to be taught during every Semester and the number of students to be restricted for any Discipline Specific elective/ Interdisciplinary Course. The decision will be declared at the beginning of first Semester.

## SCHEME OF TEACHING AND EXAMINATION:

## M. A. Part -I SEMESTER – I

Sr. No.	Subject /Course	Teaching Scheme (Hrs. /Week)				Examination Scheme (Marks)		
		L	T	P	Total	[Sem. Exam]	CIE	Total
DSC - 01	Classical Sociological Traditions: Marx, Durkheim and Weber	04	---	---	04	80	20	100
DSC- 02	Understanding Indian Society	04	---	---	04	80	20	100
DSE - 01	Social Movements in India	04	---	---	04	80	20	100
DSE – 02	Social Ecology	04	---	---	04	80	20	100
DSE – 03	Rural Society in India	04	---	---	04	80	20	100
DSE – 04	Industry and Society in India	04	---	---	04	80	20	100
DSE – 05	Social Problems in Contemporary India	04	---	---	04	80	20	100
DSE - 06	Sociology of Marginalized Communities	04	---	---	04	80	20	100
IDS- 01	Education and Society	04	---	---	04	80	20	100
IDS - 02	Gender and Society	04	---	---	04	80	20	100
IDS - 03	Society and Culture in Maharashtra	04	---	---	04	80	20	100
IDS - 04	Comparative Sociology	04	---	---	04	80	20	100
IDS- 05	Sociology of Sanitation Part- A	04	---	---	04	80	20	100
AECC	Internship/Apprenticeship	---	---	04	04	80	20	100
SEC-01	Idea of India	02	---	---	02	40	10	50

## M. A. Part -I SEMESTER – II

Sr. No.	Subject /Course	Teaching Scheme (Hrs./Week)				Examination Scheme(Marks)		
		L	T	P	Total	Sem. Exam	CIE	Total
DSC 03	Classical Sociological Traditions: Pareto, Cooley and Mead	04	---	---	04	80	20	100
DSC 04	Perspectives on Indian Society	04	---	---	04	80	20	100
DSE 07	Sociology of Change and Development	04	---	---	04	80	20	100
DSE 08	Resources, Development and Environment in India	04	---	---	04	80	20	100
DSE 09	Urban Society in India	04	---	---	04	80	20	100
DSE 10	Sociology of Tribal Society	04	---	---	04	80	20	100
DSE 11	Social Exclusion and Social Inclusion	04	---	---	04	80	20	100
DSE 12	Sociology of Religion	04	---	---	04	80	20	100
IDS 06	Political Sociology	04	---	---	04	80	20	100
IDS 07	Sociology of Mass Communication	04	---	---	04	80	20	100
IDS 08	Criminology	04	---	---	04	80	20	100
IDS 09	Sociology of South Asia	04	---	---	04	80	20	100
IDS 10	Sociology of Sanitation Part- B	04	---	---	04	80	20	100
SEC 02	Idea of Maharashtra	02	---	---	02	40	10	50
RP 01	RESEARCH PROJECT	04	---	---	04	80 Project	20 Viva- Voce	100

**M. A. Part -II SEMESTER – III**

Sr. No.	Subject /Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	[Sem. Exam]	CIE	Total
DSC 05	Modern Sociological Theories	04	---	---	04	80	20	100
DSC 06	Methodology of Social Research (With Practical)	04	---	04	28*	80	20	100
DSE 13	Globalization and Society	04	---	---	04	80	20	100
DSE 14	Environmental Sociology (With Practical) 01 Batch of 10 students	04	---	04	08	80	20	100
DSE 15	Sociology of Kinship, Marriage and Family	04	---	---	04	80	20	100
DSE 16	Sociology of Migration	04	---	---	04	80	20	100
DSE 17	SCs, STs and OBCs Studies: Issues and Perspectives	04	---	---	04	80	20	100
DSE 18	Law and Social Change in India	04	---	---	04	80	20	100
IDS 11	Sociology of Information Society	04	---	---	04	80	20	100
IDS 12	Sociology of Health	04	---	---	04	80	20	100
IDS 13	Society and Human Rights	04	---	---	04	80	20	100
IDS 14	Science, Technology and Society	04	---	---	04	80	20	100
SEC 03	Gender Audit	02	---	---	02	50	--	50

\*The paper No. DSC-06 will have practical component. For practical, one batch will consist of 10 students. Besides, 04 theory periods, each batch of 10 students will have 04 periods for practical. Total intake capacity is 60 students. There will be maximum 6 batches of practical [6X4=24] Therefore total workload for this paper will be 04 (Theory) + 24 (Practical) = 28 Hours per week.



**M. A. Part -II SEMESTER – IV**

Sr. No.	Subject /Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Sem. Exam	CIE	Total
DSC 07	Recent Trends in Sociological Theory	04	---	---	04	80	20	100
DSC 08	Data Collection and Analytical Procedures (With Practical)	04	---	04*	28	80	20	100
DSE 19	NGOs and Development	04	---	---	04	80	20	100
DSE 20	Environment and Society in India (With Practical)	04	---	04	08	80	20	100
DSE 21	Rural Development in India	04	---	---	04	80	20	100
DSE 22	Industry and Human Resource Development	04	---	---	04	80	20	100
DSE 23	Social Demography	04	---	---	04	80	20	100
DSE 24	Sociology of Aging	04	---	---	04	80	20	100
IDS 15	Media and Society	04	---	---	04	80	20	100
IDS 16	Sociology and Social Work	04	---	---	04	80	20	100
IDS 17	Disasters and Disaster Management	04	---	---	04	80	20	100
IDS 18	Dissertation	04	---	---	04	80	20	100
SEC 04	Environment Impact Assessment	02	---	---	02	50	--	50

\*The paper No. DSC-08 will have practical component. For practical, one batch will consist of 10 students. Besides, 04 theory periods, each batch of 10 students will have 04 periods for practical. Total intake capacity is 60 students. There will be maximum 6 batches of practical [6X4=24] Therefore total workload for this paper will be: 04 (Theory) + 24 (Practical) = 28 Hours per week.

### 13. SCHEME OF EXAMINATION:

1. The Entire M. A. [Sociology] Course shall have 16 Courses each carrying 100 marks [Every semester shall have four papers], 1 Skill Enhancement Course for 50 marks for each semester and 1 Research Project for Second Semester carrying 100 marks. Thus, entire M. A. examination shall be of 2000 total marks.
2. The system of examination would be Semester with credit system and Continuous Internal Evaluation (CIE). The examination shall be conducted at the end of each semester.
3. There shall be Continuous Internal Evaluation (CIE) System within the Semester System. In this System, for every paper, 20 marks are allotted for Internal Assessment and 80 Marks for the Semester Examination of three hours duration, which will be held by the end of each term.
4. Allocation and Division of CIE Marks: For every paper, CIE component shall carry 20 marks.
  - (i) During every Semester, every student shall have to submit home assignments or present seminar papers or book review for each paper, on the topics given by the respective course teachers. This home assignment/seminar presentation will carry 10 marks.
  - (ii) For every paper during each semester there shall be a Written Internal Test for 10 marks.
  - (iii) For papers having Practical component, students shall have to submit report carrying 20 marks. For these papers, students shall be exempted

from home assignments/seminars and written internal test.

- (iv) For papers having project reports carrying 20 marks, students shall be exempted from home assignments/seminars and written test.
  - (v) CIE will be conducted only once before the commencement of semester examination.
- 5) CIE - Re-examination: The CIE re-examination shall be conducted by the Head of the Department
  - 6) Semester-Re-Examination: In case candidates who fail in any of the papers in any semester examination, they can appear for the re-examination as per the University rules.
  - 7) For Internship/Apprenticeship 80 marks are allotted for attendance and report and 20 marks for viva-voce.
  - 8) For Skill Enhancement 50 Marks for the Semester Examination of two hours duration, which will be held by the end of each term.
  - 9) For Research Project which will be carried out in the second semester, 20 marks are allotted for viva-voce and 80 marks are allotted for Dissertation.

#### 14. Standard of Passing:

- 1) To pass each paper, 40 marks out of 100 are required.
- 2) Semester Examination: In every paper a candidate should obtain a minimum of 40 % of total marks i.e., 32 marks out of 80 marks. For Skill Enhancement Course every student should obtain minimum of 40% of total marks i.e., 18 marks. For Research Project 40 marks are required for passing.
- 3) CIE – For every CIE component, a candidate should obtain a minimum of 40 % of the total marks, i.e., 4 out of 10 and/or 08 out of total 20 marks.
- 4) A candidate must obtain minimum marks as mentioned above in both the Heads of Passing. In other words, he/she must pass in both the Semester examination as well as CIE examination
- 5) Further details regarding Standard of Passing are given under credit system.

## 15. Credit System:

### Introduction:

Students can earn credit towards their post-graduation by way of credit allotted to the papers or to the course. Credit system permits to follow horizontal mobility towards the post-graduation courses irrespective of the boundaries of the faculties or within the boundaries of the faculties. Besides, it provides a cafeteria approach towards the higher education. A scheme has been worked out to put the credit system within the framework of the present education system in the University.

### What is Credit?

Credits are a value allocated to course units to describe the student's workload (i.e., Lectures, Practical work, Seminars, private work in the library or at home and examinations or other assessment activities) required to complete them. They reflect the quantity of work each course requires, in relation to the total quantity of work required to complete during a full year of academic study in the Department. Credit thus expresses a relative value.

Students will receive credit through a variety of testing programmes if they have studied a subject independently or have successfully completed department level regular course work. The objective of credit system is to guarantee the academic recognition of studies throughout the world, enabling the students to have access to regular vertical and or horizontal course in any Institutions or the Universities in the world.

### Types of Credits:

There shall be two types of credits viz. a) Credit by Examination and b) Credit by Non-Examination.

- a) Credit by Examination: - Students can earn credit towards his/her Graduation and Post-graduation upon the successful completion of the tests in the credit by examination programme.
- b) Credit by Non-examination: - Students can also earn credit by non-examination by proving his/her proficiency in State, National and International sports' achievements, Social Service (NSS), Military Services (NCC), Colloquium & debate, Cultural programme as shown below during the study period.

Sports Achievements /Participation (Any one event during the academic session)	Credits	NSS Recognition /Achievement (Any one event during the academic session)	Credits	NCC Achievements (Any one event during the academic session)	Credits
Olympics	15	International	10	R. D. Pared	6
International	10	National	8	Summer Camp (More than 10)	6
National	8	Regional/Zonal	6	National level training (More than 10 days)	5
Regional/Zonal	6	State	4	State level training (More than 10 days)	4
State	4	University	3	University level training (More than 10 days)	3
Inter-University	4	Best University Volunteer	3	C certificate	2
University	3	2 Years NSS + 2 NSS Camps	2	Any special Camps of more than 2 weeks	2
Inter-collegiate/PE Exam.	2	2 Years NSS + 1 NSS Camp	2	Any special Camps of more than one week	2

### Mechanism of Credit System: -

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. It is 30 contact hours in European system. The instructional days as worked out by the UGC are 180 days (30 Weeks). The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

### Conversion of Marks into Grades:

The marks obtained by a candidate in each paper or practical/CIE (out of 100 or any fractions like 80: 20 shall be converted into grades on the basis of the following table.

Grades points	Range of marks obtained out of 100 or in any fractions	
0	from 00	to 39
1	40	44
2	45	49
3	50	54
4	55	59
5	60	64
6	65	69
7	70	74
8	75	79
9	80	84
10	85	89
11	90	94
12	95	100

The maximum credit point shall be 48 credits (i.e., 12 grade points \* 4 minimum credits) for each paper.

### Grade & Grade Points:

The student's performance of course will be evaluated by assigning a letter grade on a few point scales as given below. The grade points are the numerical equivalent of letter grade assigned to a student in the 12 point's scale. The grade and grade points and credits shall be calculated as under: -

GRADES	FGPA CREDIT POINTS
O	10 to 12
A+	8 to 9.99
A	6 to 7.99
B+	4 to 5.99
B	2 to 3.99
C+	1 to 1.99
C	0 to 0.99

The grade and grade points and credits shall be calculated as under: -

1. Semester Grade Point Average (SGPA)- means a semester index grade of a student calculated in the

$$\text{SGPA} = \frac{(g_1 * c_1) + (g_2 * c_2) + \dots}{\text{Total number of credits offered by the student during the semester}}$$

2. Final Grade Point Average (FGPA) is the final index of a student in the courses. The final grade point average of student in the courses will be worked out on the basis of the formula indicated below:

$$\frac{\sum_{i=1}^n C_i g_i}{\sum_{i=1}^n C_i}$$

Where,

$c_1$  = Credit of the  $C_i$  the course (Paper)

$g_1$  = Grade point secured in each paper

$n$  = No. of Courses (No. of papers offered – 16 + 4 + 2)

$c_i$  = Total number of the credits for whole examination (80)

Standard of Passing/ Minimum Credits:

The minimum credits for M.A. Semester course (of four semesters) will be 22+22+18+18=80 credits. For continuation to the corresponding Semesters SGPA= 1-00 credit has to be obtained by a student. And to pass each paper 4

minimum credits are required, it means 40 marks or one (1) grade point is required to pass the paper. The FGPA of the whole course shall be Minimum 3 Credits. The required Credits for passing FGPA can be compensated from the Credit by Non-examination. A student securing less than 3 FGPA Credits and passing in an individual paper with minimum 4 Credits can appear any paper of his/her choice from the course curriculum so far offered by him/her.

Evaluation: -

1. The BOS in Sociology shall lay down the evaluation system for each course.
2. There shall not be rounding off of SGPA/FGPA.
3. A student who fails in a course shall be required either to repeat that course or to clear another course in lieu thereof irrespective of his/her past performance in this semester if he/she has been awarded a final grade weighted grade of F in that course.
4. A student who secures a grade higher than C in a course may be permitted to improve grade by repeating the course provided that a student willing shall be allowed to do so only if he/she surrenders his/her earlier grade in the course. It will be his/her repeated performance in the course, which will be taken into account to compute the SGPA.
5. Non-examination credit shall be counted in the overall performance or for required minimum credits.
6. The students shall be further graded on a scale ranging from 0 to 12. The grades and grade points as shown below will express the level of good students.

Overall Final Credits	Degree of Good Students	
10 to 12	Higher Distinction Level	Extraordinary
8 to 9.99	Distinction Level	Excellent
6 to 7.99	First Class	Very Good
4 to 5.99	Higher Second Class	Good
2 to 3.99	Second Class	Satisfactory
1 to 1.99	Pass	Fair
0 to 0.99	Fail	Unsatisfactory



M.A. I (Semester I)	5 Courses with 4 minimum credit each and 1 course with 2 minimum credits i.e., a total of minimum 22 credits for First Semester.					
Course	Course DSC-01	Course DSC-02	Course DSE-01 To DSE-06 (any one)	Course IDS-07 To IDS-11 (any one)	Internship/ Apprenticeship	Course SEC-01
Minimum Credits	4	4	4	4	4	2
Grade Points Obtained	3	5	6	4	3	1
cl*gl	3 * 4	5 * 4	6 * 4	4 * 4	3*4	1 * 2
	= 12	= 20	= 24	= 16	= 12	= 2
	12 + 20 + 24 + 16 + 12 + 2 = 86					
$\frac{cl*gl}{ci}$	$\frac{86}{22}$					
SGPA=	3.9					

M.A. I (Semester II)	4 Courses with 4 minimum credit each, 1 course with 2 minimum credit and 1 Research Project with 4 minimum credits i.e., a total of minimum 22 credits for Second Semester.					
Course	Course DSC-03	Course DSC-04	Course DSE-12 To DSE-17 (any one)	Course IDS-18 To IDS-22 (any one)	Course SEC-02	Course RP-01
Minimum Credits	4	4	4	4	2	4
Grade Points Obtained	3	5	6	4	1	3
cl*gl	3 * 4	5 * 4	6 * 4	4 * 4	1 * 2	3 * 4
	= 12	= 20	= 24	= 16	= 2	= 12
	12 + 20 + 24 + 16 + 2 + 12 = 86					
$\frac{cl*gl}{ci}$	$\frac{86}{22}$					
SGPA=	3.9					

Note: An aggregate of 3 credit points are required to pass the course curriculum.

M.A. II (Semester III)		4 Courses with 4 minimum credit each and 1 course with 2 minimum credits i.e., a total of minimum 18 credits for Third Semester.			
Course	Course DSC-05	Course DSC-06	Course DSE-13 To DSE-18 (any one)	Course IDS-11 To IDS-14 (any one)	Course SEC-03
Minimum Credits	4	4	4	4	2
Grade Points Obtained	3	5	6	4	1
cl*gl	3 * 4	5 * 4	6 * 4	4 * 4	1 * 2
	= 12	= 20	= 24	= 16	= 2
	12 + 20 + 24 + 16 + 2 = 74				
$\frac{cl*gl}{ci}$	$\frac{74}{18}$				
SGPA=	4.11				

M.A. II (Semester IV)		4 Courses with 4 minimum credit each and 1 course with 2 minimum credits i.e., a total of minimum 18 credits for Third Semester.			
Course	Course DSC-07	Course DSC-08	Course DSE-19 To DSE-24 (any one)	Course IDS-15 To IDS-18 (any one)	Course SEC-04
Minimum Credits	4	4	4	4	2
Grade Points Obtained	3	5	6	4	1
cl*gl	3 * 4	5 * 4	6 * 4	4 * 4	1 * 2
	= 12	= 20	= 24	= 16	= 2
	12 + 20 + 24 + 16 + 2 = 74				
$\frac{cl*gl}{ci}$	$\frac{74}{18}$				
SGPA=	4.11				

## 16. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

- A) There will be four questions in the question paper carrying 80 marks.  
All questions shall be compulsory,

NATURE OF QUESTION PAPER AND SCHEME OF MARKING  
[UNDER ACADEMIC FLEXIBILITY]

SHIVAJI UNIVERSITY, KOLHAPUR  
M.A. (SOCIOLOGY) SEMESTER-I/II/III/IV EXAMINATION, -----  
Course No. .... Course Title .....

Day and Date: Total Marks: 80  
Duration : 03 Hours

Instructions: 1) All questions are compulsory.  
2) Right side figure indicates marks.

Q. No. 1. Multiple Choice Questions	10
Q. No. 2. Descriptive Type Questions with internal choice	20
Q. No. 3: Descriptive Type Question with internal choice.	20
Q. No. 4. Short Notes (Any Three out of Five)	30

- B) There will be four questions in the question paper carrying 40 marks.  
All questions shall be compulsory,

SHIVAJI UNIVERSITY, KOLHAPUR  
M.A. (SOCIOLOGY) SEMESTER-I/II/III/IV EXAMINATION, -----  
SEC .....

Day and Date: Total Marks: 50  
Duration : 02 Hours

Instructions: 1) All questions are compulsory.  
2) Each question carry two marks.

Q. No. 1. Multiple Choice Questions

- C) There will be Dissertation for 80 marks and Viva-Voce for 20 marks.  
(Rights of the evaluation of the Dissertation and Viva will be in the hands of department)

## 17. EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS):

Not Applicable for Semester and Credit with CIE System

## 18. SPECIAL INSTRUCTIONS, IF ANY : NIL

## 19. OTHER FEATURES:

- 1) INTAKE CAPACITY / NUMBER OF STUDENTS: 60
- (i) M. A. Part-I : 60
  - (ii) M. A. Part-II: 60

2) TEACHERS' QUALIFICATIONS: -

- (i) As prescribed by norms.
- (ii) Work load of teachers in the department as per Apex body/UGC/State Govt. /University norms.
- (iii) List of books/journals are given for each paper
- (iv) Teaching Aids like LCD, Smartboard, Projector Screen, Departmental Library, Computer Software, SPSS Version 27.0, Internet facilities etc. are available in the Department.

(A) LIBRARY:

A list of Text Books, Reference Books, Journals and Periodicals, required for the new course is being given to the University Librarian for procurement.

(B) SPECIFIC EQUIPMENTS: Necessary to run the Course.

The faculty teaching various courses will make use of L.C.D., and Computers/Internet wherever necessary. The equipment's are available in the Department.

Computer Lab with Internet connection to the one PC and SPSS software is already made available under SAP programme in the Department. For courses on Research Methodology and courses having Project Work /Practical component, the laboratory will be fully utilized.

14. A copy of New Syllabus for M. A.-II Sociology (Semester-III and IV) is enclosed herewith.

**M. A. [SOCIOLOGY] SYLLABUS: M. A. PART – II; SEMESTER – III**

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSC- 05</b>	<b>MODERN SOCIOLOGICAL THEORIES</b>	
<b>Specific Objectives:</b>		
1] To acquaint the students with the concept of theory and relationship between theory and research.		
2] To introduce the students to the schools of thought that dominated sociology in the later half of the 20th century.		
<b>Course Outcomes:</b>		
1. To understand the intellectual roots of modern sociological theories.		
2. To understand different theoretical perspectives in sociology.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>SOCIOLOGICAL THEORY</b>	<b>15</b>
	A] Sociological Theory: Meaning, Nature and Elements	
	B] Types and Functions of Sociological Theory	
	C] Relationship between Theory and Research	
<b>Unit – II</b>	<b>FUNCTIONALISM</b>	<b>15</b>
	A] Functionalism: Intellectual Roots and Premises	
	B] Talcott Parsons: Action System, Pattern Variables, AGIL, and Social Change	
	C] Robert Merton's Codification of Functional Analysis	
	D] Functionalism: Major Criticisms	
<b>Unit – III</b>	<b>CONFLICT THEORY</b>	<b>15</b>
	A] Intellectual Roots of Conflict Theory	
	B] Ralf Dahrendorf	
	C] Lewis Coser	
	D] Randall Collins	
<b>Unit – IV</b>	<b>FEMINIST THEORY</b>	<b>15</b>
	A] Early History of Feminism	
	B] Marxist Feminism	
	C] Liberal Feminism	
	D] Post-Modern Feminism	

<b>Readings:</b>	
Ritzer, George:	<i>Sociological theory</i> (International editions 2000). New York: McGraw-Hill, 2000
Turner, Jonathan H.:	<i>The Structure of Sociological Theory</i> (4th edition). Jaipur and New Delhi: Rawat, 1995.
Wallace Ruth A. and Alison Wolf:	<i>Contemporary Sociological Theory: Continuing the Classical Tradition(Second Edition)</i> Prentice Hall, Englewood Cliffs, New Jersey, 1986.
Alexander, Jeffrey C.:	<i>Twenty Lectures: Sociological theory since World War II.</i> New York: Columbia University Press, 1987.
Collins, Randall:	<i>Sociological Theory</i> (Indian edition). Jaipur and New Delhi: Rawat, 1997.
Craib, Ian:	<i>Modern Social Theory: From Parsons to Habermas</i> (2nd edition). London: Harvester Press, 1992.
Zeitlin, Irving M.:	<i>Rethinking Sociology: A critique of contemporary theory</i> (Indian edition). Jaipur and New Delhi: Rawat.
Tim Delenay	Contemporary Social Theory: Investigations and Applications,
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

**M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III**  
**[To be introduced w.e.f. June 2023 Under Academic Flexibility]**

<b>Course No. DSC- 06</b>		<b>METHODOLOGY OF SOCIAL RESEARCH</b>	
<b>(WITH PRACTICAL)</b>			
<b>Specific Objectives:</b>			
1] To impart knowledge to the students regarding the fundamentals of methodology of social research.			
2] To give practical training in use of research techniques by assigning project work.			
<b>Course Outcomes:</b>			
1. To develop the understanding of social research.			
2. To understand the basics of social research methodology.			
3. To impart knowledge to the students regarding the fundamentals of methodology of social research.			
4. To give practical training of research techniques by assigning project work.			
			<b>Lectures</b>
<b>Unit - I</b>	<b>Scientific Research</b>		<b>15</b>
	A]	Nature and Types: Pure/applied, Qualitative/Quantitative and Comparative/Longitudinal	
	B]	Difference between scientific method and methodology	
	C]	Difference between approach of natural and social scientist	
<b>Unit - II</b>	<b>Social Science Research:</b>		<b>15</b>
	A]	Social Science Paradigms: Macro theory and Micro theory, Early positivism, Social Darwinism, conflict paradigm,	
	B]	symbolic interactionism, Ethnomethodology, Structural functionalism and feminist paradigm.	
	C]	Steps of Social Research	
<b>Unit - III</b>	<b>Research Design:</b>		<b>15</b>
	A]	Meaning and functions of Social Research	
	B]	Phases in Research Designing	
	C]	Design for Descriptive, Explanatory and Exploratory Research	
	D]	Survey, Case Study, Experimental and Online Research	
<b>Unit - IV</b>	<b>Sampling:</b>		<b>15</b>
	A]	Purposes, Principles and Advantages	
	B]	Probability Sampling (Simple Random( Lottery, Tippet's Table), Stratified, Systematic, Cluster, Multistage and Multi-phase	
	C]	Non-probability Sampling: Reliance on available subjects, Purposive or judgemental sampling, Snowball sampling, and Quota sampling.	
<b>Practical Component:</b> Every student, under the supervision of the subject teacher/supervisor, will have to select a specific topic for the project, prepare the research design during the III semester and prepare and submit the relevant file before commencement of the Semester III examination.[Practical component will carry 20 Internal Marks to be given by the concerned teacher/research supervisor].			
<b>Readings:</b>			
Ahuja Ram	<i>Research Methods</i> , Rawat Publications, Jaipur, 2003.		
De Vaus ,D.A.	<i>Survey in Social Research</i> , Rawat Publications, Jaipur, 2003.		
Das D.K.	<i>Practice of Social Research</i> , Rawat Publications, Jaipur, 2004.		
Dooley, David	<i>Social Research Methods</i> , Prentice-Hall of India, New Delhi, 2003.		
Gaur, Ajai S. and Gaur Sanjaya S.	<i>Statistical Methods for Practice and Research: A Guide to data Analysis using SPSS</i> , Response Book, New Delhi, 2006		
Goode W.J. and Hatt P.K.	<i>Methods of Social Research</i> , Mc-Graw Hill, 1992.		
Babbie Earl	<i>The Practice of Social Research Rawat Publication, New Delhi.5<sup>th</sup> Indian Reprint</i>		
Lal Das D.K.	<i>Design of Social Research</i> , Rawat Publications, Jaipur, 2005.		
Marvasti Amir B.	<i>Qualitative Research in Sociology</i> , Sage Publications, London, 2004.		
Majumdar P.K.	<i>Statistics: A Tool for Social Sciences</i> , Rawat Publications, Jaipur, 2002.		
Mukherjee Neela	<i>Participatory Rural Appraisal: Methodology and Applications</i> , Concept Publishing Company, New Delhi, 1993.		

Robson Colin	<i>Real World Research</i> , Blackwell Publishing Malden, USA, 2002.
Wilkinson T.S. and Bhandakar P.L.	<i>Methodology and Techniques of Social Research</i> , Himalaya Publishing House, Mumbai, 1992.
Young P.V.	<i>Scientific Social Surveys and Research</i> , Prentice-Hall of India, New Delhi, 1988.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE- 13:</b>	<b>GLOBALIZATION AND SOCIETY</b>	
<b>Specific Objectives:</b>		
1] To enrich the student's understanding of characteristics and issues relating to globalization		
2] To study the impacts of globalizations on socio-economic and cultural aspects.		
<b>Course Outcomes:</b>		
1. To understand the concept of globalization.		
2. To know the various agencies of globalization.		
3. To understand the social consequences of globalization.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Globalization and its dynamics</b>	<b>15</b>
	A] Meaning of globalization	
	B] Distinctive Characteristics of Globalization	
	C] Globalization and world Capitalism	
	D] Benefits and Disadvantages of Globalization	
<b>Unit - II</b>	<b>Agencies of Globalization</b>	<b>15</b>
	A] Multinational Corporations ( MNCs), International Finance Agencies ( WB, IMF etc)	
	B] Nation- States and Media, Market,	
	C] NGOs ( Non - Governmental Organizations)	
<b>Unit - III</b>	<b>Globalization and Culture</b>	<b>15</b>
	A] The ethos globalization (uncontrolled freedom, individualism, consumerism)	
	B] Diffusion and Projection of American value system	
	C] Globalization and Cultural homogenization, hegemony and dominance	
	D] Globalization and religious movements	
<b>Unit - IV</b>	<b>Social Consequences of Globalization</b>	<b>15</b>
	A] Disparities among the states	
	B] Globalization and Indian Policy	
	C] Globalization's impact on Indian agriculture and rural society	
	D] Impact of Globalization on Urban Society	

<b>Recommended Readings:</b>	
Appadurai, Arjun. 1997.	<i>Modernity at large: Cultural dimensions of globalization</i> , New Delhi: Oxford University Press.
Drezem Jean and Amartya Sen. 1996.	<i>Indiane Economic Development and Social Opportunity</i> , Delhi: Oxford University Press.
Escobar, Arturo. 1995.	<i>Encountering Development: The making and unmaking of the third world</i> , Princeton: Princeton University Press.
Hoogvelt, Ankie. 1997.	<i>Globalization and the Post-colonial World - The new political economy of development</i> , London: Macmillan.
Hoogvelt, Ankie. 1998.	<i>The Sociology of Development</i> , London: Macmillan.
Kiely, Ray and Phil Marfleet (eds.). 1998	<i>Globalization and the Third World</i> , London: Routledge.
Preston, P.W. 1996.	<i>Development Theory – An Introduction</i> , Oxford Blackwell.
Reddy A. V. and Bhaskar G.,2005:	<i>Rural Transformation in India: The Impact of Globalization</i> , New Century Publications, New Delhi.
Waters, Malcolm. 1996.	<i>Globalization</i> , London: Routledge.
Yearly Steven, 1996,	<i>Sociology Environmentalism, Globalization</i> , Sage Publications, New Delhi.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.



<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE-14</b>	<b>ENVIRONMENTAL SOCIOLOGY (WITH PRACTICAL)</b>	
<b>Specific Objectives:</b>		
<p>1] To introduce the students with the new sub-field of sociology, i.e. environmental sociology</p> <p>2] To introduce the students with theoretical perspectives to understand relation between environment and society.</p> <p>3] To equip the students with the knowledge of contemporary environmental issues, problems, their causes and consequences</p>		
<b>Course Outcomes:</b>		
<p>1. To understand the basic concepts of environment and ecosystem.</p> <p>2. To understand various perspectives of sociology of environment.</p> <p>3. To know various issues of environment.</p> <p>4. To create awareness of environmental conservation.</p>		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Early Interest in Environmental Issues</b>	<b>15</b>
	A] The Chicago School: Classical Human Ecology, Neo-orthodox Ecological Perspective, Cultural Ecological Approach	
	B] Basic Concepts: Environment, Ecosystem and Risk Society.	
<b>Unit - II</b>	<b>Environmental Sociology : Field and Scope</b>	<b>15</b>
	A] The Disciplinary Traditions and the Emergence of New Ecological Paradigm: DWW, HEP and NEP	
	B] Environmental Sociology: Subject-matter and Scope	
<b>Unit - III</b>	<b>Society – Nature Relationship: Approaches/Perspectives</b>	<b>15</b>
	A] Dunlap and Catton's Ecological Complex, Social Constructionism and Realism	
	B] Duncan's Ecological Complex: POET Model	
	C] Deep Ecology , Ecofeminism and Gandhian Approach	
	D] Sustainable Development	
<b>Unit - IV</b>	<b>Some Issues in Environmental Sociology</b>	<b>15</b>
	A] Growth of Environmentalism: An Overview	
	B] Technology, Development and Environment	
	C] Environment and Developing Countries	
<p><b>Practical Component:</b> Every student, under the supervision of the subject teacher/supervisor, will have to select a specific topic for the project, prepare the research design during the III semester and prepare and submit the relevant file before commencement of the Semester III examination.[Practical component will carry 20 Internal Marks to be given by the concerned teacher/research supervisor].</p>		

<b>Recommended Readings:</b>	
Michael Redclift and Graham Woodgate (Eds.)	<i>The International Handbook of Environmental Sociology</i> , Edward Elgar, Cheltenham, Uk, 1997.
Riley E. Dunlap et. al. (ed.)	<i>Sociological Theory and the Environment: Classical Foundations, Contemporary Insights</i> , Rowman & Littlefield, 2002
Guha, Ramchandra ( ed.)	<i>Social Ecology</i> , Oxford University Press, New Delhi, 1994
Sundar I and P.K. Muthukumar	<i>Environmental Sociology</i> , I, Sarup and Sons, New Delhi, 2006.
Carolyn Merchant (Ed.)	<i>Ecology</i> , Rawat Publications, Jaipur, 1996.
Saxena H. M.	<i>Environmental Studies</i> , Rawat Publications, Jaipur, 2006.
Martel Luke	<i>Ecology and Society: An Introduction</i> , Polity Press, 1994.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 15</b>	<b>SOCIOLOGY OF KINSHIP, MARRIAGE AND FAMILY</b>	
<b>Specific Objectives:</b>		
1] To equip the students with an understanding of family, kinship and marriage system. 2] To make the students understand the kinship organization in India as well as the Indian family in transition		
<b>Course Outcomes:</b>		
1. To study the importance of Kinship System. 2. To understand kinship organization in different zones of India. 3. To know the recent trends in marriage system.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>The Kinship System</b>	<b>15</b>
	A] Meaning, categories and importance of kinship system	
	B] Kinship Studies: Henry Sumner Maine, Lewis Henry Morgan, W.H.R. Rivers and Louis Dumont.	
	C] Kinship terminology	
<b>Unit - II</b>	<b>Kinship organization in India</b>	<b>15</b>
	A] The Northern Zone	
	B] The Central Zone	
	C] The Southern Zone	
	D] The Eastern Zone	
<b>Unit - III</b>	<b>The Family and Change</b>	<b>15</b>
	A] Concept, forms and functions of family	
	B] Perspectives to the study of family	
	C] Women and family	
	D] The Indian family in transition: single parent family and surrogacy	
<b>Unit - IV</b>	<b>The Marriage System</b>	<b>15</b>
	A] Meaning and types of marriage	
	B] Marriage and legislation in India	
	C] The problem of dowry and divorce	
	D] Recent trends in Marriage system: live in relationship	

<b>Readings:</b>	
Ahuja, Ram	<i>Society in India</i> , Rawat Publications, 2002.
Desai, I.P.	<i>Some Aspects of Family in Mahuva</i> , 2002.
Dumont, Louis:	<i>Affinity as Value</i> , New Delhi: Oxford University Press, 1992.
Fox, Robin:	<i>Kinship and marriage</i> , Harmondsworth: Penguin, 1967.
Goody, Jack (ed):	<i>Studies in Kinship</i> , Cambridge: Oxford University Press, 1972.
Kapadia K.M.	<i>Marriage and Family in India</i> , Oxford University Press, 1966.
Karve, Iravati:	<i>Kinship Organization in India</i> , Bombay: Asia Publishing House, 1968.
Mandlebaum, David. G	<i>Society in India</i> (2 vol.), university of California Press, Berkley, 1970.
Needham, Rodney:	<i>Rethinking Kinship and Marriage</i> . London: Tavistock, 1971.
V.V. Prakasa Rao, V. Nandini	<i>Marriage, The Family and Women in India</i>
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

**M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III**  
**[To be introduced w.e.f. June 2023 Under Academic Flexibility]**

<b>Course No. DSE -16 SOCIOLOGY OF MIGRATION</b>		
<b>Specific Objectives:</b>		
1] To orient the students to various aspects of migration,		
2] To make the students understand the importance of migration in the process of social change and development		
<b>Course Outcomes:</b>		
1. To understand the various concepts of migration.		
2. To understand the theories of migration.		
3. To understand direct methods of estimating migration.		
4. To understand causes and effects of migration.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Migration: Some Basic Concepts</b>	<b>15</b>
	A] Concept of Migration	
	B] Internal Migration and International Migration	
	C] Streams of Migration	
	D] Migration in pre-Industrial Societies	
<b>Unit - II</b>	<b>Theories of Migration</b>	<b>15</b>
	A] Theories on General Principles of Migration: E.G. Ravenstein and Everett Lee	
	B] Classical and Neo-Classical Models: Lewis and Todaro	
<b>Unit - III</b>	<b>Direct Methods of Estimating Migration</b>	<b>15</b>
	A] Place of Birth	
	B] Duration of Residence	
	C] Place of last Residence; and	
	D] Place of Residence at a fixed Prior date	
<b>Unit – IV</b>	<b>Causes and Effects of Migration</b>	<b>15</b>
	A] Pull and Push Factors in Migration	
	B] Migration and Social Change	
	C] Migration: Trends and Projections	
	D] Migration and Urbanization	

**Recommended Readings:**

Bhide, Asha A and Kanitkar Tara. 2000:	<i>Principles of Population Studies</i> . Bombay, Himalaya Publishing House, pp 346-380.
Sekher, T.V:	<i>Migration and Social Change</i>
Kaul, Ravender Kumar. 2005:	<i>Migration and Society</i> . Jaipur .Rawat Publication. [ 325.09546 KAU-251993] pp1-26.
Sivaramkrishnan, K.C, Kundu Amitabh and Singh, B.N. 2005:	<i>Oxford Handbook of Urbanisation in India</i> . New Delhi. Oxford University Press. [301.360954 SIV 250035] Pp.28 to 32.
Rao, M.S.A. 1981:	<i>Some aspects of Sociology of Migration</i> , Sociological Bulletin, 30(1), pp, 30-35.
Lee, Everett. 1968:	<i>A Theory of Migration</i> , in Heer D.M (eds.) Readings on Population p, 184.
Ravenstein, E.G. 1969:	<i>The Law of Migration</i> , Journal of Royal Statistical Society, pp, 11-59.
Datta, Amal. 2003:	<i>Human Migration: A Social Phenomenon</i> . New Delhi. Mittal Publications [325 DAT-250233].
Mukherji, Shekhar. 1981:	<i>Mechanisms of Underdevelopment Labour Migration and Planning Strategies in India</i> . Calcutta. Prajna.[331.6254 MUK 158103]
Cherunilam, Francis. 1987:	<i>Migration: Causes, Correlates, Consequences, Trends &amp; Policies</i> . Bombay. Himalaya Publishing.[ 325 CHE 177634]
Jorden and Duvell 2003:	<i>Migration</i> , .Polity Publication, London
<b>Note:</b>	Any other text/Article suggested by the subject teacher.



<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 17</b>	<b>SCs, STs and OBCs : ISSUES AND PERSPECTIVES</b>	
<b>Specific Objectives:</b>		
1] To introduce the students to the field of SCs, STs and OBCs studies in India.		
2] To orient the students to social, economic and cultural issues of SCs, STs and OBCs in India.		
<b>Course Outcomes:</b>		
1. To sensitize students with the issues of SCs, STs and OBCs.		
2. To introduce the students to the field of SCs, STs and OBCs studies.		
3. To examine the status of SCs, STs and OBCs in contemporary society.		
4. To understand the SCs, STs and OBCs movements in India.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>The Scheduled Castes</b>	<b>15</b>
	A] The Concept of Scheduled Castes	
	B] The Problems of the Scheduled Castes	
	C] Measures undertaken by Government to the welfare of SCs: A Critical Review	
	D] Status of the Scheduled Castes in the Contemporary India	
<b>Unit - II</b>	<b>The Scheduled Tribes</b>	<b>15</b>
	A] Concept and Profile of the Scheduled Tribes	
	B] The Problems of the Scheduled Tribes	
	C] Measures undertaken by Government to the welfare of STs: A Critical Review	
	D] Status of the Scheduled Tribes in the Contemporary India	
<b>Unit - III</b>	<b>Other Backward Classes</b>	<b>15</b>
	A] The Concept of Other Backward Classes	
	B] The Problems of the Other Backward Classes	
	C] Measures undertaken by Government to the welfare of OBCs: A Critical Review	
	D] Status of the OBCs in the Contemporary India	
<b>Unit - IV</b>	<b>Some Contemporary Issues</b>	<b>15</b>
	A] Reservation Policies and SCs, STs and OBCs	
	B] Legal Provisions against atrocities on SCs and STs.	
	C] Globalization and SCs, STs and OBCs	
	D] Issues of SCs', STs' and OBCs' Women	

<b>Recommended Readings:</b>	
Sarkar, R.M.	<i>Dalit in India</i> , Serials Publications, New Delhi, 2006.
Bhumali Anil:	<i>Development of Scheduled Caste</i> , Serials Publications, New Delhi, 2007.
Government of Maharashtra	<i>Dr. Babasaheb Ambedkar Writings and Speeches</i> [Vol. I-V, VII.], Pune, 1979.
Thakur, Anilkumar & Thakur R.N.	<i>Impact of Economic Reform Policies on Dalit and Weaker Sections</i> , New Delhi, 2008.
Pathak S.N. & Pandey S.P.:	<i>Scheduled Castes Development: A Study of Special Component Plan</i> , Serials Publications, New Delhi, 2005.
Salve R.N	<i>Impact of Government Welfare Measures on Scheduled Castes of India</i> , Mulnivas Times, 1998, Aurangabad.
J. Michael Mahar :	<i>The Untouchables in Contemporary India</i> , Rawat Publications, New Delhi, 1998.
Shabbir Mohammad	<i>Ambedkar on Law, Constitution and Social Justice</i> , Rawat Publications Jaipur, 2005.
Beltz Johannes	<i>Mahar, Buddhist and Dalit: Religious conversion and Socio-Political Emancipation</i> , Manohar Publishers and Distributors, New Delhi, 2005.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.



<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE 18</b>	<b>LAW AND SOCIAL CHANGE IN INDIA</b>	
<b>Specific Objectives:</b>		
1] To understand the constitutional provisions and India and her welfare state.		
2] To understand the role of law as an instrument of social change in India in the specific context of social legislation in India.		
<b>Course Outcomes:</b>		
1. To understand the constitution of India.		
2. To understand labour legislation in India.		
3. To understand the legislation relating to women and children.		
4. To understand the social legislation of SC's and ST's.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Constitution of India:</b>	<b>15</b>
	A] Fundamental Rights and Duties-Directive Principles of State Policy	
	B] Concepts of Social Welfare and Social Justice; India as a Welfare State	
	C] Social Functions of Legislation and its Limitations	
<b>Unit - II</b>	<b>Labour Legislation In India</b>	<b>15</b>
	A] Legislation relating to the Factories, Trade Unions, Wage Determination and Collective Bargaining, Industrial Disputes.	
	B] Legislation relating to Regulation of Contract Labour, Workman's Compensation, Insurance and Retirement Benefits and Women Labour	
	C] Legislation Applicable to Sectors such as Building and Construction, Interstate Migrant Workers and Dock Workers	
<b>Unit - III</b>	<b>Legislation Relating to Women and Children</b>	<b>15</b>
	A] <b>Social Legislation relating to Women:</b> Legislation relating to Dowry, Property Rights, Political Empowerment and Domestic Violence and Immoral Traffic Prevention.	
	B] <b>Legislation relating to Children:</b> The Child Marriage Restraint Act, Legislation relating to Education and Prevention of Child Labour	
<b>Unit - IV</b>	<b>Social Legislation Relating to SCs and STs</b>	<b>15</b>
	A] Untouchability Abolition Act, 1955/ The Protection of Civil Rights Act, 1955	
	B] The Prevention of Atrocities on SCs and STs Act, 1989.	
<b>Recommended Readings:</b>		
Bhatia, K.L., 1994	<i>Law and Social Change Towards 21st Century</i> , New Delhi, Deep and Deep,	
Robert, F.M.	<i>Law and Social Change-Indo-American Reflections</i> , New Delhi, ISI.	
Shams Shamsuddin. 1991	<i>Women, Law and Social Change</i> , New Delhi, Ashish Publishing House,	
Kulkarni, P.D.	<i>Social Policy and Social Development in India</i> . Madras. ASSWI, 1979.	
Pathak, S. 1981	<i>Social Welfare: An Evolutionary and Development Perspective</i> , Delhi: McMillan,	
Indian Social Institute. 1998.	<i>Annual Survey of Indian Law</i> , New Delhi, ISI,	
Katalia & Majundar. 1981.	<i>The Constitution of India: New Delhi</i> , Orient Publishing Company,	
Antony, M.J. 1997	<i>Social Action Through Courts</i> , New Delhi, ISI,	
<b>Note:</b>	Any other text/Article suggested by the subject teacher.	





<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. IDS -11</b>	<b>SOCIOLOGY OF INFORMATION SOCIETY</b>	
<b>Specific Objectives:</b>		
1] To bring awareness among the students about the rapid and profound social, economic, cultural and political changes due to the advent of Information Technology.		
2] To understand the impact of IT in shaping individual identity, social structures, institutions, social life and relationships in Indian Society.		
<b>Course Outcomes:</b>		
1. To understand the basic concepts and theories of information society.		
2. To understand the social issues in information society.		
3. To understand the impact of IT on Indian Society.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Basic Concepts</b>	<b>15</b>
	A] Folk Society and Information Society	
	B] Development Communication, High Technology and Technopolises	
	C] The Computer and Internet Revolution	
	D] Virtual Reality	
<b>Unit - II</b>	<b>Theories of Information Society</b>	<b>15</b>
	A] Mass Media as a Cultural Industry-from Critical Theory to Cultural Studies	
	B] The Society of Spectacle- Foucault	
	C] Virtual Urbanisation Perspective	
<b>Unit - III</b>	<b>Information Technology and Development</b>	<b>15</b>
	A] Information Technology and IT Revolution Enterprises	
	B] Information Technology and Social Change	
	C] Information Technology Policy of India	
<b>Unit - IV</b>	<b>Social Issues in Information Age</b>	<b>15</b>
	A] ICTs and Gender Issues	
	B] Inequalities and Growing Information Gap	
	D] Political Economy of Communication	
<b>Recommended Readings:</b>		
Ambekar, J. B. 1992:	<i>Communication and Rural Development</i> , Mittal, New Delhi.	
Bhatnagar, Subhash.2000:	<i>Information and Communication: Technology in Development</i> , Sage Publications, New Delhi.	
Pandey, V.C. (Eds) 2004:	<i>Information and Communication Technology</i> . Delhi. ISHA Books.	
Singhal, Arvind and Rogers, Everett M. 2001	<i>India's Communication Revolution; From Bullock Carts to Cyber Marts</i> . New Delhi. Sage Publication.	
Joshi, Uma. 2005:	<i>Text Book of Mass Communication and Media</i> . New Delhi. Anmol Publications Pvt.Ltd.	
Emry, Ault, and Agee. 1969:	<i>Introduction to Mass Communication</i> . Vakils, Feffer and Simons Private Ltd. Bombay	
Chansoria, Divya and Srivastava Rajeshwar Ashok.	<i>Information Technology Act, 2000: A Conceptual Paradigm Shift in Law</i> . Delhi. Vista International Publishing House, 2006.	
Dhillon, Gurpreet. 2002:	<i>Social Responsibility in the Information Age: Issues and Controversies</i>	
Vincent Mosco 1996	<i>The Political Economy of Communication</i> . London. Sage Publication	
David Holmes 2005	<i>Communication Theory: Media, Technology and Society</i> . London. Sage Publication	
<b>Note:</b>	Any other text/Article suggested by the subject teacher.	

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. IDS -12</b>	<b>SOCIOLOGY OF HEALTH</b>	
<b>Specific Objectives:</b>		
1] To make the students understand the interrelationship between society and health.		
2] To make the students to understand basic concepts in sociology of health, sociological perspectives on health, social causes and various aspects of community health.		
<b>Course Outcomes:</b>		
1. To understand the basic concepts of sociology of health.		
2. To understand the social causes of illness and beliefs associated with diseases.		
3. To Know the role of medical social worker.		
4. To understand various health programmes in India.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Sociology of Health:</b>	<b>15</b>
	A] <b>Sociology of Health:</b> Meaning and Scope	
	B] Health and Its relationship to other social institutions (Marriage, Family, Economy, Education, Religion and Polity)	
	C] <b>Basic Concepts:</b> Health; Disease, Illness; The Sick Role Social, Epidemiology; Preventive and Social Medicine, Health Care and Health Statistics, Health for all , Telemedicine	
	D] <b>Sociological Perspectives on Health:</b> Functional Approach, Conflict Approach, Interactionist Approach and Labeling Approach	
<b>Unit – II</b>	<b>Illness: Modes of Therapy and Systems of Medicine</b>	<b>15</b>
	A] Social Causes of Illness, Beliefs Attitude, Values and Superstitions	
	B] Modes of Therapy: Curative, Preventive and Rehabilitative	
	C] Systems of Medicine In India: Ayurveda, Unani, Allopathy, Homeopathy	
	D] Role of Medical Social Worker	
<b>Unit – III</b>	<b>Community Health:</b>	<b>15</b>
	A] Health as a Fundamental Right and Basic Need	
	B] Community Health and Health Problems in India	
	C] Health Programmes in India	
<b>Unit – IV</b>	<b>State and Health</b>	<b>15</b>
	A] Health Policy of the Government of India	
	B] Health Administration in India: Centre, State and District Levels	
	C] Public Health Care Systems in India	
	D] Health and Development: Current Challenges	

<b>Recommended Readings:</b>	
Park K. (2002)	<i>Text book of Preventive and Social Medicine</i> (20 <sup>th</sup> Edition), Banarasidas Bhanot Publishers, Jabalpur. Basic Text
Park K.	<i>Text book of Preventive and Social Medicine</i> (6 <sup>th</sup> Edition), Banarasidas Bhanot Publishers, Jabalpur.
Schaefer T. Richard and Lamm P. Robert (1999)	<i>Sociology</i> (6 <sup>th</sup> Edition), Tata Mc Graw Hill Publishing Company New Delhi ( For Approaches).
Mechanic David (1978)	<i>Medical Sociology</i> (2 <sup>nd</sup> Edition), Free Press, New York ( For Basic Concepts).
Pokarna K. L. (1994)	<i>Social Beliefs, Cultural Practices in Health and diseases</i> , Rawat Publications, New Delhi
Marulkar V. S.	<i>Miraj Medical Complex: A Sociological Study</i> , Unpublished Ph.D. Thesis, Shivaji University, Kolhapur
ICSSR (1974)	<i>A Survey of Research in Sociology and Social Anthropology</i> ,

	Vol. II, Popular Prakashan, Bombay.
Basu S. C. (1991)	<i>Handbook of Preventive and Social Medicine</i> (2 <sup>nd</sup> Edition) Current Books International, Kolkata.
Bedi Yash Pal	Social and preventive Medicine, Anand Publishing co. Amritsar, 1988 15 <sup>th</sup> edition,
Francis C.M.	Hospital administration , Japee Brothers, Medical Publishers, New Delhi.
Mathur Indu	Interrelations in an organization- A study of sociology of Medicine, Aalekh Publishers, Jaipur, 1975.
Madan T.N.	Doctors and Society: Three Asian Case Studies, Vikas Publishing House, Sahibabad, 1980
Nagla Madhu	Medical Sociology: Print well Publishers, Jaipur, 1988
Ogale S.L.	Health and Population, Sneh Sadan, Mahim, Mumbai, 1976
Sigerist H.E.	A short History of Medicine, Vol. I, Princtive and Arebaic Medicine, OUP, 1979.
Venkatralnam R.	Medical Sociology in an Indian Setting; The Macmillan Co. of India Ltd. Madras, 1979
Rao Mohan	Disinvesting in Health, The World Bank's prescription for health, Sage, New Delhi, 1999.
Indu Mathur and Sharma Sanjay	Health Hazards, Gender and Society, Rawat Publication, New Delhi, 1995.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. IDS -13</b>	<b>Society and Human Rights</b>	
<b>Specific Objectives:</b>		
1] To acquaint the students with the conceptual, philosophical, theoretical and historical aspects of Human Rights and Duties; and		
2] To familiarize the students with the Human Rights and Constitution of India.		
<b>Course Outcomes:</b>		
1. To understand the students with the conceptual, philosophical, theoretical and historical aspects of human rights and duties.		
2. To understand human rights and international concerns.		
3. To understand the composite culture of India as well as contributions of diverse religions.		
4. To study the constitutional framework and create awareness of Human Rights Commission.		
<b>Lectures</b>		
<b>Unit – I</b>	<b>Human Rights and Duties : Perspectives</b>	<b>15</b>
	A] Historical and Philosophical Perspectives	
	B] Concepts of Human Rights and Duties: Meaning, Definition and Types	
	C] Theories of Human Rights: (i) Natural Theory (ii) Liberal Theory and (iii) Marxist Theory iv) Sociological Theory	
<b>Unit – II</b>	<b>Human Rights and International Concerns</b>	<b>15</b>
	A] i) United Nations Charter ii) Universal Declaration of Human Rights, 1948	
	B] i) UN General Assembly ii) Economic and Social Council, UN Human Rights Commission	
<b>Unit – III</b>	<b>Human Rights and Duties in India</b>	<b>15</b>
	A] Contribution of various religions to Human Rights	
	B] Contribution of Social Movements of 19 <sup>th</sup> and 20 <sup>th</sup> Centuries for Human Rights	
	C] Contribution of Freedom movement – Gandhi and Nehru	
	D] Contribution of Dr. B.R. Ambedkar to Human Rights	
<b>Unit – IV</b>	<b>Human Rights and Constitution of India</b>	<b>15</b>
	A] Constitutional Framework : i) Fundamental Rights and Duties ii) Directive Principles of State Policy	
	B] Statutory Protection of Human Rights: Special Laws	
	C] National Human Rights Commission; Structure and Functions	
<b>Readings:</b>		
Tuck, R, 1979.	<i>Natural Rights Theories</i> , Cambridge: Cambridge University Press.	
Vadkar, Praveen, 2000.	<i>Concepts, Theories and Practice of Human Rights</i> New Delhi: Rajat Publications	
Vijapur, A.P Kumar Suresh, (ed), 1999.	<i>Perspectives on Human Rights</i> , New Delhi: Manak Publications.	
Alston, Philip, (ed), 1992.	<i>United Nations and Human Rights: A Critical Appraisal</i> . Oxford; Clarendon Press.	
Anand, R.P., 1980.	<i>Sovereign Equality of States in International Law:</i> Dordrecht: Martinus Nijhoff.	
Brownlie, Ian, (ed), 1983.	<i>Basic Documents on Human Rights:</i> Oxford: Clarendon Press.	
UN Centre for Human Rights, 1997.	<i>Civil and Political Rights: The Human Rights Committee,</i> Geneva: World Campaign for Human Rights.	
Agarwal, H.O., 1993.	<i>Implementation of Human Rights Covenants with Special Reference to India:</i> New Delhi: D.K. Publishers.	
Alam, Aftab, (ed), 1999.	<i>Human Rights in India: Issues and Challenges:</i> New Delhi: Raj Publications.	
Baxi, Upendra, 1994.	<i>Inhuman Wrongs and Human Rights:</i> Delhi: Har Anand Publications.	

T.S.N. Satry- 2011	<i>Introduction to Human Right and Duties.</i>
<b>Note:</b> Any other text/Article suggested by the subject teacher. To be visit to incident occurred about violation of human rights in your area and understand the reality.	

**M. A. [Sociology] Syllabus: M. A. Part – II; Semester – III**  
**[To be introduced w.e.f. June 2023 Under Academic Flexibility]**

<b>Course No. IDS -14 Science, Technology and Society</b>		
<b>Specific Objectives:</b>		
1] To enable the student to understand the relationship between science and Society. 2] To acquaint the students with the impact of science and technology on society.		
<b>Course Outcomes:</b>		
1. To study the relationship between science and society.		
3. To understand the policies of science in India.		
4. To know the impact of science and technology on society.		
5. To study the approaches of environment and sustainable development.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>I: Sociology of Science</b>	<b>15</b>
	A] Historical and social context of scientific knowledge;	
	B] Technology, Society and Change;	
	C] Social Consequences of Technology.	
<b>Unit – II</b>	<b>II: Methods in Science:</b>	<b>15</b>
	A] Inductivism, Deductivism and Falsification;	
	B] Sociological Perspectives on scientific practice:: Marx, Durkheim, Mannheim & Merton;	
<b>Unit – III</b>	<b>Growth of Science</b>	<b>15</b>
	A] Thomas Kuhn's, Paradigm of Science, Scientific Community and growth of Scientific Knowledge;	
	B] Approaches to the environment and sustainable development – Human ecological approach - POET model;	
	C] Science policy in India.	
<b>Unit – IV</b>	<b>The Information Technology Paradigm</b>	<b>15</b>
	A] Network Societies – Online Communities;	
	B] Impact of Information Technology on Society;	
	C] Information and Communication Technology (ICT) and Development;	
	D] Bio -Technology, Society and Sustainable Development.	
<b>Readings:</b>		
A. R. Rahman and P. N. Chowdhary	Science and Society, Centre of R. and D Managegt, CSIR, New Delhi	
Barber, Bernard 1952.	Science and the social order New York: Free Press.	
Gaillard, J., V.V.Krishna and R.Waast, eds. 1997.	Scientific communities in the developing world New Delhi: Sage.	
Krishna, V.V. 1993	.S.S.Bhatnagar on science, technology, and development, 1938-54, New Delhi: Wiley Eastern.	
Rahman, A. 1972.	Trimurti: Science, technology and society – A collection of essays New Delhi: Peoples Publishing House.	
Storer, Norman W. 1966.	The social system of science New York: Holt Rinehart and Winston.	
Roy and Deepak Kumar. 1995.	Technology and the Raj: Western technology and technical transfers to India, 1700-1947 New Delhi: Sage.	
Merton, Robert K. 1938.	“Science, technology and society in seventeenth-century England”, Osiris (Bruges, Belgium), 14, Pp.360-632.	
Aggaasi, Joseph	Technology: Philosophical and social aspects	
Barnes, Barry	Scientific knowledge and sociological theory	
Barnes Barry, Robert Merton, Nilthil, 2002.:	Sociology of Science. <i>Social Progress &amp; Sustainable Development</i> , D.F.I.D Publishers.	
Anthony Palackal, 2007:	<i>Information Society and Development</i> , Rawat Publishers.	
Avik Ghosh:, 2006:	<i>Communication Technology &amp; Human Development</i> , Sage Publishers.	



V. Subramanyam, 2006 :	“Indigenous Science & Technology for Social Development, Rawat Publishers.
R.G. Desai, 2005 :	<i>Information Technology and Economic Growth</i> Rawat Publications, Jaipur.
Deepak Kumar, 2006	<i>Information Technology and Social Change</i> ,Rawat Publications, Jaipur.
Sumit Roy, 2005 :	<i>Globalization, ICT and Developing Nations.-Challenges in the Information Age</i> , Sage Publications New Delhi.
Manuel Castells, 2001:	<i>The rise of the Network Society</i> , Blackwell Publishers Ltd, Oxford; U.K.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.



## M. A. [Sociology] New Syllabus M. A. Part – II; Semester -III

Course No. SEC - 03

## GENDER AUDIT

## Specific Objectives:

- 1] To familiarise the students with concepts and theories of sex and gender as used in feminist perspective.
- 2] To familiarise the students how to conduct gender audit and to enhance the skill among the students.

## Course Outcomes:

- 1) To bring the gender sensitization among the students.
- 2) To enhance the skill among the students to conduct the gender audit of various sectors.

## Lecture Hours Per Unit

Unit-I Basic Concepts and theories of Gender Relations	15
<p>A] Basic Concepts: Sex, Gender, Patriarchy, Gender Role and Gender Audit</p> <p>B] Theories of Gender Relations: Liberal, Radical and Socialist.</p> <p>C] Pattern of Gender inequality in terms of Caste, Class and Religion.</p>	
Unit-II How to conduct the Gender Audit	15
<p>A] History, Objective and need of Gender Audit</p> <p>B] Steps for preparing Gender Audit: Planning, Carrying Out, Draft Report and Final Report.</p> <p>C] Role and Checklist of Gender Auditors</p> <p>D] Gender Audit: Private and Public Sectors in India.</p>	

**Reading :**

- Bhasin Kamal: Understanding Gender, New Dehli: Kali for Women, 2002
- Geeta V: Gender ,Calcutta: Stree, 2002
- Geeta V: Patriarchy, Calcutta: Stree,2007
- Ghadially, Rehana Women in Indian Society, Sage, New Delhi.
- Omvedt, Gail : Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
- Neera Desai and Women and Society in India, NBT, 2004.
- Usha Thakkar: Rege, Sharmila: Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies, New Delhi: Zubaan, an imprint of Kali for Women. (2006)
- B. Ratna Kumari and K. Mary Sujatha:
- Rajesh Gill: Gender Awareness and Gender Audit, Uday Publishing House, 2014
- Inter Action
- International Labour Organisation Gender, Culture and Honour: Gender Audit of Punjab and Haryana, Rawat Publication- 2019
- UNICEF
- "The Gender Audit Handbook: A tool for organisational self-assessment and transformation" , 2010.
- A Manual for Gender Audit Facilitators. The ILO Participatory Gender Audit Methodology, 2012.
- Gender Audit Manual, A social audit tool to monitor the progress of Viet Nam's Socio-Economic Development Plan, 2012
- The Gender Audit Handbook (2003,2010)

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



**M. A. [SOCIOLOGY] SYLLABUS: M. A. PART – II; SEMESTER – IV**

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSC- 07</b>	<b>RECENT TRENDS IN SOCIOLOGICAL THEORY</b>	
<b>Specific Objectives:</b>		
1] To acquaint the students with some of the recent theoretical perspectives in sociology.		
2] To develop analytical skills among the students through the study of theoretical perspectives.		
<b>Course Outcomes:</b>		
1. Understand recent theoretical perspectives in sociology.		
2. To enhance the knowledge of recent theories in sociology such as Phenomenology, Ethnomethodology, Structuralism, Post-Structuralism, Modernism and Post Modernism.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Neo-functionalism and Neo-Marxism</b>	<b>15</b>
	A] Neo-functionalism: Jeffrey C. Alexander	
	B] Hegelian Marxism: Georg Lukacs, Antonio Gramsci	
	C] Critical Theory	
	D] Contributions of Jurgen Habermas	
<b>Unit – II</b>	<b>Ethnomethodology and Phenomenology</b>	<b>15</b>
	A] Ethnomethodology: Garfinkel’s Contribution, Basic Conceptual Core, Criticisms on Traditional sociology	
	B] Erving Goffman : Concept of Dramatergy	
	C] Phenomenology of Edmund Husserl and Sociological Phenomenology of Alfred Schutz	
<b>Unit – III</b>	<b>Structure and Agency</b>	<b>15</b>
	A] Anthony Gidden’s Structuration Theory	
	B] Bourdieu and the Idea of Reflexive Sociology	
	C] Realist Social Theory: Roy Bhaskar and Margaret Archer.	
<b>Unit – IV</b>	<b>Structuralism and Post-structuralism</b>	<b>15</b>
	A] Structuralism: Major ideas of Saussure & Claude Levi-Strauss	
	B] Jacques Derrida: Difference and Deconstruction	
	C] Michel Foucault: Discourse, Knowledge and power	

<b>Readings:</b>	
Ritzer, George, 2000:	<i>Sociological Theory</i> (International editions 2000). New York: McGraw-Hill, 2000
Turner, Jonathan H, 2005.:	<i>The Structure of Sociological Theory</i> (4th edition). Jaipur and New Delhi: Rawat, 1995.
Wallace Ruth A. and Alison Wolf:	<i>Contemporary Sociological Theory: Continuing the Classical Tradition(Second Edition)</i> Prentice Hall, Englewood Cliffs, New Jersey, 1986.
Alexander, Jeffrey C.:	<i>Twenty Lectures: Sociological Theory since World War II.</i> New York: Columbia University Press, 1987.
Collins, Randall:	<i>Sociological Theory</i> (Indian edition). Jaipur and New Delhi: Rawat, 1997.
Craib, Ian:	<i>Modern Social Theory: From Parsons to Habermas</i> (2 <sup>nd</sup> edition). London: Harvester Press, 1992.
Zeitlin, Irving M.:	<i>Rethinking Sociology: A Critique of Contemporary Theory</i> (Indian edition). Jaipur and New Delhi: Rawat.
Austin Harrington (Ed)	<i>Modern Social Theory: An Introduction</i> , Oxford university Press, 2005
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSC- 08</b>	<b>DATA COLLECTION AND ANALYTICAL PROCEDURES ( WITH PRACTICAL)</b>	
<b>Specific Objectives:</b>		
1] To give knowledge to the students regarding techniques of data collection.		
2] To give practical training regarding use of techniques of data collection, analytical procedures, statistical measures and computers.		
<b>Course Outcomes:</b>		
1. To understand various techniques of data collection.		
2. To Know data processing methods such as editing, coding and computer feeding.		
3. To understand various methods of data analysis by using useful softwares.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Data Collection:</b>	<b>15</b>
	A] Secondary Sources	
	B] Primary Sources: Survey ( Questionnaire, Interview and Observation)	
	C] Primary Sources: Experiment, Case study, Content Analysis.	
<b>Unit – II</b>	<b>Data Processing and Tabulation:</b>	<b>15</b>
	A] Editing, Coding, Computer feeding.	
	B] Data distribution: Frequency, Percentage and Cumulative.	
	C] Tabulation: Univariate, Bivariate and Multivariate	
	D] Relation of Review of Literature and Graph	
<b>Unit – III</b>	<b>Analytical Procedures:</b>	<b>15</b>
	A] Stages: Categorisation, Frequency distribution, Measurement and Interpretation.	
	B] Measures of Central Tendency: Mean, Median and Mode. Measures of Dispersion: Standard Deviation	
	C] Measures of Association: Chi- square, 't' test. Correlation	
<b>Unit – IV</b>	<b>Computers and Social Science Data:</b>	<b>15</b>
	A] Use of computers for analysis of data [in social sciences]	
	B] Introduction to SPSS	
	C] Interpretation of Data	
	D] Preparation of Research Report.	
<b>Practical Component:</b> Every student, under the supervision of the subject teacher/supervisor, will have to complete Project Report as per the research design prepared in the III Semester and submit the Project Report (in about 30 to 40 typed pages) before the commencement of IV Semester examination [Practical component will carry 20 Internal Marks. Marks will be given by the concerned teacher/research supervisor].		

<b>Recommended Readings:</b>	
<b>Ahuja Ram</b>	<i>Research Methods</i> , Rawat Publications, Jaipur, 2003.
<b>De Vaus ,D.A.</b>	<i>Survey in Social Research</i> , Rawat Publications, Jaipur, 2003.
<b>Das D.K.</b>	<i>Practice of Social Research</i> , Rawat Publications, Jaipur, 2004.
<b>Dooley, David</b>	<i>Social Research Methods</i> , Prentice-Hall of India, New Delhi, 2003.
<b>Gaur, Ajai S. and Gaur Sanjaya S.</b>	<i>Statistical Methods for Practice and Research: A Guide to data Analysis using SPSS</i> , Response Book, New Delhi, 2006
<b>Goode W.J. and Hatt P.K.</b>	<i>Methods of Social Research</i> , Mc-Graw Hill, 1992.
<b>Lal Das D.K.</b>	<i>Design of Social Research</i> , Rawat Publications, Jaipur, 2005.
<b>Marvasti Amir B.</b>	<i>Qualitative Research in Sociology</i> , Sage Publications, London, 2004.

<b>Majumdar P.K.</b>	<i>Statistics: A Tool for Social Sciences</i> , Rawat Publications, Jaipur, 2002.
<b>Mukherjee Neela</b>	<i>Participatory Rural Appraisal: Methodology and Applications</i> , Concept Publishing Company, New Delhi, 1993.
<b>Robson Colin</b>	<i>Real World Research</i> , Blackwell Publishing Malden, USA, 2002.
<b>Wilkinson T.S. and Bhandakar P.L.</b>	<i>Methodology and Techniques of Social Research</i> , Himalaya Publishing House, Mumbai, 1992.
<b>Young P.V.</b>	<i>Scientific Social Surveys and Research</i> , Prentice-Hall of India, New Delhi, 1988.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 19</b>	<b>NON-GOVERNMENTAL ORGANISATIONS (NGOs) AND DEVELOPMENT</b>	
<b>Specific Objectives:</b>		
1] To equip the students with the basic knowledge about NGOs, their programmes/activities.		
2] To introduce the students about the role of NGOs in Development.		
<b>Course Outcomes:</b>		
1. To know the concept of NGOs and GOs in India.		
2. To understand Societies Registration Act-1860		
3. To know the preparation of project proposals.		
4. To understand financial sources and funding organizations for NGOs.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Non –Governmental Organisations (NGOs) and Voluntary Organisations (VOs) in India</b>	<b>15</b>
	A] Nature, Concept and Definitions of NGOs.	
	B] Concept of Voluntary Organisations, Community Based Organisations	
	C] Historical Growth of Voluntary organizations in India.	
	D] Societies Registration Act- 1860	
<b>Unit – II</b>	<b>Projects and Programmes Management</b>	<b>15</b>
	A] Nature and Concept of Project Management	
	B] Preparation of Project Proposals	
	C] Implementation of Programmes and Projects.	
	D] Monitoring, Supervision and evaluation of projects.	
<b>Unit – III</b>	<b>Financial Sources and Funding Organizations.</b>	<b>15</b>
	A] Financial sources from the Govt. organizations	
	B] Funding sources from the NGOs and Autonomous Bodies	
	C] International Funding organizations	
	D] Foreign Funds and FCRA provisions.	
<b>Unit – IV</b>	<b>Role of NGOs in Development</b>	<b>15</b>
	A] Role of NGOs in Rural Development.	
	B] NGOs and Welfare of the Disabled	
	C] Role of NGOs in the development of women and children	

<b>Recommended Readings:</b>	
Lawani B. T.: 1999	NGOs in Development, Rawat Publications, Jaipur.
Chandra and Snehalata: 2001	Non- Govt. Organisations, Karishka Publishers, New Delhi.
Tribhuvan R. D. and others: 2000	How to Write Project Proposals, Discovery Publishing House, New Delhi.
Shivaji Dharmarajan: 2001	NGOs as Prime Movers, Kanishka Publishers, New Delhi.
Lewis David and W. Tina: 2003	Development NGOs and the Challenge of Change, Rawat Publications, Jaipur.
Maylor Hwnvey: 1999	Project Management, Mac Millan India Ltd., New Delhi.
Gray C. F.: 2000	Project Management, MacGraw Hill Higher Education, Boston.
Chaudhary D. P.: 1979	Social Welfare Administration, Atmaram and Sons, New Delhi.
Kranti Rana: 2001	Peoples Participation and Voluntary Action, Kanishka Publishers, New Delhi
Govt. of India: 1976	Foreign Contribution Regulations Act, 1976, Govt. Publications, New Delhi.
Hazara Iyan	Climate Change law and society, Satyam law International, New Delhi, 2017
Pawar S. N., :J. B. Ambekar and D. Shrikant	NGO and Development: The Indian Scenario, Rawat Publications, New Delhi, 2004
<b>Note:</b>	Any other text/Article suggested by the subject teacher.





<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 20</b>	<b>ENVIRONMENT AND SOCIETY IN INDIA [With Practical]</b>	
<b>Specific Objectives:</b>		
1] To introduce the students to the development of ecological/environmental studies in India		
2] To acquaint the students with various aspects of environmental issues in India.		
<b>Course Outcomes:</b>		
1. To Understand various aspects of environmental issues in India.		
2. To know the impact of Deforestation, dams and pesticides on environmental degradation.		
3 To understand major environmental problems in India.		
4. To understand constitutional provisions and environmental laws in India.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>ENVIRONMENTAL SOCIOLOGY IN INDIA</b>	<b>15</b>
	A] Early thoughts about ecological issues in India: J. C. Kumarappa, Patrick Geddes, Radhakamal Mukerjee and Verrier Elwin	
	B] Research in Social Ecology/ Environmental Sociology in India: An Overview	
	C] ‘Environment’ in Sociological Theory, Need for a Paradigm shift: Environmental Perspective in Sociological Study	
<b>Unit – II</b>	<b>ENVIRONMENTAL DEGRADATION, POLLUTION AND DISASTERS</b>	<b>15</b>
	A] Factors of Environmental Degradation: Deforestation, Big Dams, Mining and Pesticides	
	B] Pollution: Air, Water, Noise, Land and Solid waste: Major Causes, Impact and Remedial Measures	
	C] Natural Disasters in India	
<b>Unit – III</b>	<b>MAJOR ENVIRONMENTAL ISSUES IN INDIA</b>	<b>15</b>
	A] Water Issues in India	
	B] Climate Change and Agriculture in India	
	C] Environment and Human Health	
<b>Unit – IV</b>	<b>ENVIRONMENTAL PROTECTION IN INDIA</b>	<b>15</b>
	A] Climate mitigation policy in India	
	B] Constitutional Provisions and Environmental Laws in India	
	C] Environmental Movements in India: GOs, NGOs and Peoples participation	
<b>Practical Component:</b> Every student, under the supervision of the subject teacher/supervisor, will have to complete Project Report as per the research design prepared in the III Semester and submit the Project Report (in about 30 to 40 typed pages) before the commencement of IV Semester examination [Practical component will carry 20 Internal Marks. Marks will be given by the concerned teacher/research supervisor].		

<b>Recommended Readings:</b>	
Michael Redclift and Graham Woodgate (Eds.)	The International Handbook of Environmental Sociology, Edward Elgar, Cheltenham, UK, 1997.
Riley E. Dunlap et. al. (ed.) 2002	Sociological Theory and the Environment: Classical Foundations, Contemporary Insights, Rowman & Littlefield,
Guha, Ramchandra ( ed.)	Social Ecology, Oxford University Press, New Delhi, 1994
Sundar I and P.K. Muthukumar, 2006	Environmental Sociology I, Sarup and Sons, New Delhi.
Carolyn Merchant (Ed.)	Ecology, Rawat Publications, Jaipur, 1996.
Saxena H. M.	Environmental Studies, Rawat Publications, Jaipur, 2006.
Saxena H. M.	Environmental Geography, Rawat Publications, Jaipur, 2004.
Martel Luke	Ecology and Society, An Introduction, Polity Press, 1994.
Guha, Ramachandra. 1992.	“Pre-history of Indian Environmentalism”, in <i>Economic and Political Weekly</i> , January 4-11, pp.57-64.
Guha, Ramachandra. 1997.	“Social-Ecological Research in India-A Status Report”, in <i>Economic and Political Weekly</i> , Vol. 32 (7), Feb. 15, pp.345-
Chaudhary Sukant K.(Ed.)	Readings in Indian Sociology- Sociology of Environment- Volume VII

Patil R.B.	Organic Farming and Sustainable Development, Shruti Publication, Jaipur
Iyan Hazara	Climate Change law and Society
Pawar S. N., Patil R. B., and Salunkhe S.A.	Environmental Movements in India, Rawat Publication
Note :	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 21</b>	<b>RURAL DEVELOPMENT IN INDIA</b>	
<b>Specific Objectives:</b>		
1] To enrich students' understanding about the changing nature of rural development in India.		
2] To study critically the impact of various developmental schemes/ programmes introduced for rural development.		
<b>Course Outcomes:</b>		
1. To Know the impact of various developmental schemes/programmes introduced for rural development.		
2. To understand the major problems in rural development.		
3. To understand rural development programmes in India.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Rural Development: An Introduction</b>	<b>15</b>
	A] Concept and Characteristics Rural Development.	
	B] Objectives of Rural Development	
	C] Approaches to Rural Development	
	D] Obstacles to Rural Development	
<b>Unit – II</b>	<b>Planning and Management</b>	<b>15</b>
	A] Planning for Rural Development	
	B] Strategies and Policies of Rural Development	
	C] Implementation of policies of Rural Development	
<b>Unit – III</b>	<b>Rural Development Programmes in India</b>	<b>15</b>
	A] Rural Development Programme in Pre-Independent India	
	B] Rural Development Programme in Post-Independent India i) Agriculture Development Programmes ii) Employment Generating Programme iii) Educational Development Programmes iv) Health Development Programme	
	C] Contribution of Mahatma Gandhi, Pandit Jawaharlal Nehru, and Dr. B. R. Ambedkar on rural development	
<b>Unit – IV</b>	<b>Major Problems in Rural Development</b>	<b>15</b>
	A] Major problems in Rural Development	
	B] Globalization and Rural Developmental Issues	

<b>Recommended Readings:</b>	
Ahuja Ram, 2002:	Indian Social System, Rawat, New Delhi.
Brara J S 1983:	The Political Economy of Rural Development: Strategies for Poverty Alleviation, Allied, New Delhi.
Kamble N D, 1979:	Poverty Within Poverty: A Study of the Weaker Sections in a Deccan Village, Sterling, New Delhi.
Maheswari Sriram, 1985:	Rural Development in India: A Public Policy Approach, Sage, New Delhi.
Mandal Gobinda C, 1992:	Rural Development: Retrospect and Prospect, Concept, New Delhi.
Misra B, 1998:	'Critique of Indian Planning', In IASSI Quarterly, Vol. 17 No. 1 July- Sept. Pp. 12-42.
Naryanaswamy S, 1998:	'Gandhian Key to End the Crisis in the Next Millennium' In IASSI Quarterly, Vol. 17 No. 1 July- Sept. Pp. 59- 72.
Reddy A V and Bhaskar G (Ed), 2005:	Rural Transformation in India: The Impact of Globalization, New Centaury, New Delhi.
Reddy K V, 1988:	Rural Development in India [Poverty and Development], Himalaya, Delhi.
Singh Hoshiar (Ed), 1985:	Rural Development in India: Evaluative Studies in Policies and Programmes, Printwell, Jaipur.
Singh Katar, 1986:	Rural Development: Principals, Policies and Management, Sage, New Delhi.
Suresh K A, Joseph M,	Co-operatives and Rural Development in India, Ashish, New

1990:	Delhi.
Note : Any other text/Article suggested by the subject teacher.	

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 22</b>	<b>Industry and Human Resource Development (HRD)</b>	
<b>Specific Objectives:</b>		
1] To introduce the students to the concept of human resource development and its evolution.		
2] To acquaint the students with the HRD process, performance appraisal and training and development in the field of industry.		
<b>Course Outcomes:</b>		
1. To understand the concept of human resource development and its evolution.		
2. To know the importance of corporate social responsibilities.		
3. To understand the Human Resource Development process in the corporate sector.		
4. To know the process and methods of performance appraisal in the Industry.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Human Resource Development: An Introduction</b>	<b>15</b>
	A] Human Resource Development:-: Concept, Objectives, Functions and Its Importance	
	B] Historical Background of Human Resource Development	
	C] HRD- Methods and Process; Role of HRD Professional	
	D] Managerial Functions and Corporate Social Responsibilities.	
<b>Unit – II</b>	<b>HRD Process:</b>	<b>15</b>
	A] HR Planning: Levels of Planning; Components of HR Planning	
	B] Recruitment and Selection Process: Sources of Recruitment and Selection Process	
	C] Placement and Induction: Concept of Placement, Induction Programme, Socialization Process of Employee	
	D] Human Relations in Industry.	
<b>Unit – III</b>	<b>Training and Development</b>	<b>15</b>
	A] Training and Development: Meaning, Definition and Need, Difference Between Training and Development	
	B] Steps in Training and Development	
	C] Methods of Training	
	D] Benefits of Training and Development	
<b>Unit – IV</b>	<b>Performance Appraisal:</b>	<b>15</b>
	A] Performance Appraisal: Definition and Meaning	
	B] Process of Performance Appraisal	
	C] Methods of Performance Appraisal	
	D] Challenges of Performance Appraisal	

<b>Readings:</b>	
Rao, V. S. P.	Human Resource Management, Excel book New Delhi, 2005
Louis A. Allen	Management and Organization,
Robert L Mathis and John H Jackson	Personnel Human Resource Management, 4 <sup>th</sup> edition.
Mamoria C.B	Personnel Management (Human Resource Management), Himalaya Publication, Mumbai, 2007
Tripathi P. C	Human Resource Development Sultan Chand and Sons, New Delhi, 2007
Harold Koontz, Heinz Weihrichth	Essentials of Management , An International Perspective, 6 <sup>th</sup> ED, Tata McGrew Hill, 2004
Margaret A. R, Harry B , Mary B	Human Resource Development, Beyond Training Interventions, 7 <sup>th</sup> Edition, Pinnacle, New Delhi, 2007
Verma M.M.	Human Resource Development, Gitanjali Publishing House, 1988.
Murthy M.V.	Human resource Management, Pshco, Sociological , Social work. Approach, Bangalore : Prajmola Mudranlaya, 1992.

Singh U.B.	Human Resource Development Rawat Publications, New Delhi. 1992.
Note :	Any other text/Article suggested by the subject teacher.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 23</b>	<b>SOCIAL DEMOGRAPHY</b>	
<b>Specific Objectives:</b>		
1. To acquaint the students with basic demographic concepts and theories of population growth and importance Social Demography		
2. To enrich the understanding of the population problem and its consequences.		
<b>Course Outcomes:</b>		
1. To understand the demographic concepts and theories of population growth.		
2. To know social and economic factors affecting fertility and mortality.		
3. To understand demographic composition of India's Population.		
4. To understand population policy and family welfare programmes in India.		
<b>Unit – I</b>	<b>Introduction to Demography</b>	<b>Lectures 15</b>
	A] Meaning, Nature and Importance of Demography	
	B] Development of Demography	
	C] Social Demography: Meaning, importance and relationship with Sociology	
	D] Sources of Population Data : Population Census , Registration of Vital Statistics and Sample Survey	
<b>Unit – II</b>	<b>Theories of Population Growth</b>	<b>15</b>
	A] Malthusian Theory	
	B] Biological, Socio-cultural and Economic Theories	
	C] Demographic Transition Theory	
	D] Optimum Population Theory	
<b>Unit – III</b>	<b>Population Growth: Demographic Variables</b>	<b>15</b>
	A] Fertility: Concept, Measures and socio-economic factors affection on fertility	
	B] Mortality: Concepts, Measures, Causes of death, Infant Mortality, Differential Mortality, Maternal Mortality.	
	C] Migration: Types, Causes and Consequences.	
<b>Unit – IV</b>	<b>Population Growth in India</b>	<b>15</b>
	A] Trends in Indian Population Growth	
	B] Population Policy and Family Welfare Programmes in India	
	C] Population and Development in Indian Context	
	D] Problems Arising out Population growth	

**Readings:**

Bhattacharjee, P.T. and Shastri, G.N,	Population in India: A study of Inter-state variations, New Delhi, 1976.
Bhende, A.A. and Tara Kanitkar	Principles of Population Studies, Himalaya Publishing House, Bombay, 1992.
Bouge Donald, J.	Principles of Demography, John Wiley and Sons New York, 1969.
Bose Ashish	Studies in Demography, Academic Books Ltd., New Delhi, 1930.
Carr Saunders, A.M.	World population: Past Growth and Present Trends, Clarendon, Oxford, 1936.
Government of India,	Census of India: 1951, 1961, 1971, 1981, 1991, 2001.
Coontz, S.E.	Population Theories and their Economic Interpretation, McMillian, London, 1957.
Davis Kinsley	Population of India and Pakistan, Princeton, 1961.
Govt. of India,	Demographic Year Book, Ministry of Health and family Welfare, New Delhi.
Joshi, B.H.	Changing Demographic Structure of India, Raj Publishing House, Jaipur, 2000.

Hauser, P. M. and Duncan, D	The Study of Population, University of Chicago, 1959.
Kohli, S	Family Planning in India, Tata McGraw, New Delhi, 1977.
Malthus, T.R.A.	Summary View of the Principle of Population, London, 1830.
Pande, G.C.	Principles of Demography, Amol publication, New Delhi, 1990.
Spiegelman, M.	Introduction to Demography, 1955.
Thompson, W.S.	Population Problem, Tata McGraw, New Delhi, 1972.
Willcox, W.F.	International Migration, Vol.I and II, National Bureau of Economic Research, New York.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.



<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. DSE - 24</b>	<b>SOCIOLOGY OF AGING</b>	
<b>Specific Objectives:</b>		
1] To sensitize the students to the problems of aging and the aged.		
2] To bring awareness among the students about the importance of the aged as an important category of human resource development.		
<b>Course Outcomes:</b>		
1. To know the problems of aging and the aged.		
2. To understand the changing role and status of elderly in India.		
3. To understand the various problems of the aged.		
4. To understand the policies, programmes of the aged.		
		<b>Lectures</b>
<b>Unit – I</b>	<b>Sociology of Aging</b>	<b>15</b>
	A] Concept of Aging and Gerontology	
	B] Changing Role and Status of the Elderly in India	
	C] Old Age as a Social Problem	
<b>Unit – II</b>	<b>Demography and Theories of Aging</b>	<b>15</b>
	A] Rural-Urban, Male-Female, Organized-Unorganized Sector, Demography of Aging and Extent of Ageing	
	B] Disengagement Theory	
	C] Activity Theory	
<b>Unit – III</b>	<b>Problems of the Aged</b>	<b>15</b>
	A] Economic, Social, Physical, Health and Nutritional and Psychological and Survival	
	B] Coping and Adjustment	
	C] Inter-generational Issues: Changing Values	
<b>Unit – IV</b>	<b>Policies, Programmes and Intervention</b>	<b>15</b>
	A] National Policy on the Aged, Social Security for Aged	
	B] Constitutional Provisions	
	C] Old Age Homes, Day Care Centers and Geriatric Counseling, Senior citizen organization	

<b>Readings:</b>	
Bhatia, M. S (1983)	<i>Aging and Society: A Sociological Study of Retired Public Servants</i> , Aryas book Center, Udaipur.
Bose, A. B. and K. D. Gangrade, (Ed) (19988)	<i>Aging in India: Problems and Potentialities</i> , Abhinav, New Delhi.
Choudhary, D. B (1992)	<i>Aging and the Aged</i> , Inter-India Publications, New Delhi.
D'Souza, Alfred (200)	<i>The Social Organization of Aging among the Urban Poor</i> , Indian Social Institute, New Delhi..
Gangrade, K.D (1975)	<i>Crises of Values: Studies in Generation Gap</i> , Chetna Publication, New Delhi.
Gangrade, K.D (1978)	<i>Social Legislation in India</i> , Concept, Delhi.
Desai, K. G (Ed) 1982	<i>Aging in India</i> , Tata Institute of Social Sciences, Bombay.
Randhva, Maninder (1991)	<i>Rural and Urban Aged: Sociological Perspective</i> , National Book Organization, New Delhi.
Sharma, M. L and T. M.Dak (Ed) (1990)	<i>Aging in India: Challenges for Society</i> , Ajanta, Delhi.
Sonar Gangadhar B. (2004)	“Old Age Pensioners- A Socio-Psychological Study”, <i>Indian Journal of Gerontology</i> , Vol. 18, No. 1 and 2.
Sonar, Gangadhar B. and Siva Prasad (2004)	“Intergenerational Issues in Old Age: A Study in Gulbarga District of Karnataka”, <i>Indian Journal of Gerontology</i> , Vol.18, No. 3 and 4.
Sonar, Gangadhar B. and Malipatil (2004)	“Problems of the Aged: A Social Study in Gulbarga District of Karnataka”, “Social Problems in India-Perspectives for Intervention”, edited by Selwyn Stanley, Allied Publishers New Delhi.

Bambavale Usha	Growing old in young India, Snehvardhan Publishing House, Pune 1993
Dandekar Kumudini	Elderly in India, Sage Publication, New Delhi, 1996
Shriwastava R.C.	The Problem of old age, Classical Publishing company, New Delhi, 1994
Gokhale S.D. and Pundit Nirmala	Ageing in search of its Identity Ameya Publishers, Pune
Bengrton V.L. and Haber D.A.	Sociological approaches to ageing , 1975.
Joshi Kalyani	Women Ageing : An Asset or Liability (In Marathi) Unpublished Ph.D. Thesis, SNTD Women's University, Mumbai, 2009.
Godbole Mangala	Vardhakya Vichar (Marathi) Umesh Prakashan, Pune, 1991
Potdar Shankarrao	Vridhatva : Samaya ani Upay, (Marathi) Popular Prakashan, Mumbai, 1997.
Swami Shankaranand	Jaravidyayan (Hindi) Chinmaya Mission Trust, Kanpur, 2001.
YCMOU- Nashik	Vayovardhan Prakriya, (Marathi) Book 1,2 and 3 soc-312. 2004.

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. IDS - 15</b>	<b>MEDIA AND SOCIETY</b>	
<b>Specific Objectives:</b>		
1] To introduce the students with the relation between media and society.		
2] To acquaint the students with various theoretical perspectives relating to the relation between media and society.		
<b>Course Outcomes:</b>		
1. To know the relation between media and society.		
2. To understand the various models of media.		
3. To know the concepts such as ‘mass’, ‘mass media’, mass communication, ‘mass culture’, and popular culture.		
4. To understand the effects of media on socio-cultural life.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Media and Society: Concepts, Types and Models</b>	<b>15</b>
	A] Basic Concepts: ‘Mass’, ‘Mass Media’ and ‘Mass Communication’.	
	B] Types of Media	
	C] Models: Transmission, Ritual or Expressive, Publicity and Reception Model.	
<b>Unit - II</b>	<b>Media and Society- Themes and Theories</b>	<b>15</b>
	A] Themes: Power and Inequality, Social Integration and Identity, Social Change and Development and Space and Time.	
	B] Theoretical Approaches: Functionalism and Marxism	
<b>Unit - III</b>	<b>Normative Theories of Media and Society</b>	<b>15</b>
	A] Sources of Normative Obligation and Issues for Social Theory of the Media.	
	B] Four Theories of the Press: Authoritarian, Libertarian, Social Responsibility and Soviet Theory.	
	C] Mass Media, Civil Society and Public Sphere.	
<b>Unit - IV</b>	<b>Media Effects on Socio-cultural Life</b>	<b>15</b>
	A] Media Effects: Violence and Crime	
	B] Media Effects: Children and Youths	
	C] Effects on Public Opinion and Attitudes, Effects of Political Communication in Democracies	
<b>Recommended Readings:</b>		
<b>Denis Mc Quail (2005)</b>	Mass Communication Theory (5 <sup>th</sup> Edition), Vistaar Publications, New Delhi	
<b>Denis Mc Quail (1994)</b>	Mass Communication Theory (3 <sup>rd</sup> Edition), Vistaar Publications, New Delhi	
<b>Keval J. Kumar (2005)</b>	Mass Communication in India, Jaico Publishing House, Mumbai	
<b>Note:</b>	Any other text/Article suggested by the subject teacher.	

**M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV**  
**[To be introduced w.e.f. June 2023 Under Academic Flexibility]**

Course No. IDS – 16

**SOCIOLOGY AND SOCIAL WORK**

**Specific Objectives:**

- 1] To orient the students to the field of social work education.
- 2] To make clear the relevance of sociology to social work practice.

**Course Outcomes:**

1. To know the history of social work in India.
2. To understand the relationship between sociology and social work.
3. To know the basic concepts and methods of social work, case work, group work, social work research etc.
4. To understand the various fields of social work such as family, children, women and aged.
5. To know the preventive and rehabilitative policies about social work.

		<b>Lectures</b>
<b>Unit - I</b>	<b>Sociology and Social Work</b>	<b>15</b>
	A] Social Work: Meaning, Definition and Philosophy of social work	
	History of Social Work in U.K., U.S.A. and India	
	Social Work: Principles Values and Ethics	
	Relationship between Sociology and Social Work	
<b>Unit - II</b>	<b>Social Work : Basic Concepts and Methods</b>	<b>15</b>
	A] <b>Basic concepts:</b>	
	Social Welfare, Social Service, Social Security and Human Rights,	
	B] i) Case Work ii) Group Work iii) Community Organization	
	iv) Social Welfare Administration v) Social work Research	
	C] vi) Social Action	
	D] Social Worker and His role	
<b>Unit - III</b>	<b>Fields of Social Work: Application in Various Settings</b>	<b>15</b>
	A] Social Work with families — Children, Youth, Women and Senior Citizens.	
	B] Social Work in Medical and Psychiatric Setting- Physical, Mental Health and Community Health	
	C] Correctional Social Work- Prevention and Rehabilitation	
	D] Social Work with Communities [Urban and Rural]	
<b>Unit - IV</b>	<b>Compulsory Practical Component: Orientation Visits to Social Work Agencies:</b>	<b>15</b>
	1] Every student must visit minimum five agencies to understand their functioning.	
	2] After visits, they will have to submit the reports.	
	[This practical component will carry 20 internal marks to be given by the concerned subject teacher.]	

**Recommended Readings:**

Arthur E. Fink (1930)	The Field of Social Work, Holt Rinehart and Winston, New York.
Barker, R.L. (1999).	Social Work Dictionary. (4th ed.). Washington, DC: NASW Press.
Dasgupta Sugata (1967):	Towards a Philosophy of Social Work in India, Popular Book Services for the Gandhian Institute of Studies
Gangarde K. G (2001)	Working with Community at the Grassroot Level, Radha Publications, New Delhi

Gangrade K. D(1976):	Dimensions of Social Work in India: Case Studies, Marwah Publications
Friedlander, Walter A. (1977)	Concepts and Methods of Social Work, New Delhi Prentice Hall of India Pvt. Ltd.
Barker, R.L. (1999).	Milestones in the development of social work and social welfare. Washington, DC: NASW Press
Desai, Murali (2002)	Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur : Rawat Publication.
Malcolm Payne, Jo Campling (1997):	Modern Social Work Theory: [a critical Introduction) Lyceum Books.
Daniel S. Sanders, Oscar Kurren, Joel Fischer(1981):	Fundamentals of Social Work Practice: A Book of Readings, Wadsworth Pub. Co. Michigan
Government of India (1968):	Encyclopaedia of Social Work in India, Publications Division, Ministry of Information and Broadcasting, GOI. New Delhi.
Roy, Bailey and Phil, Lee (1982)	Theory and Practice in Social Work, London : Oxford Pub. Ltd.
Bhattacharya:	Integrated Approach to Social Work in India, Jaipur : Raj Publishing House
Shinde Devanand	Social Work: Education and Profession (Marathi), Diamond Publication, Pune, 2012.
Wadia 1961	History and Philosophy of Social work in India Allied Publication, Mumbai
Paul Chowdary	Introduction to social work, ATMARAM and Sons, Delhi.
Gore M.S.	Social and Social Work Education, Asia Pub, House, Bombay
Tanksale Prajakta	Vyavsaik Samajkary (Marathi) Diamond Publication, Pune.
<b>Note:</b>	Any other text/Article suggested by the subject teacher.

<b>M.A'. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. IDS - 17</b>	<b>DISASTERS AND DISASTER MANAGEMENT IN INDIA</b>	
<b>Specific Objectives:</b>		
1] To acquaint the students with disasters and disaster management. 2] To provide an overview of disasters and disaster management in India.		
<b>Course Outcomes:</b>		
1. To know the various types of disasters such as natural disasters and Man-made Disasters. 2. To understand the major disasters in India. 3. To know the role of local bodies in disaster management. 4. To understand the important issues and challenges of Disaster Management.		
		<b>Lectures</b>
<b>Unit - I</b>	<b>Disasters and Disaster Management: An Introduction</b>	<b>15</b>
	A] Disasters: Definition, Meaning and Nature	
	B] Types of Disasters: Natural Disasters and Man-made Disasters	
	C] Disaster Management :Issues and Challenges	
<b>Unit - II</b>	<b>Major Disasters in India: An overview</b>	<b>15</b>
	A] Droughts	
	B] Floods	
	C] Earthquakes	
	D] Cyclones	
<b>Unit - III</b>	<b>Disaster Management in India</b>	<b>15</b>
	A] Disaster Management Act-2005	
	B] Disaster Prevention, Mitigation and Preparedness	
	C] Role of Local Bodies in Disaster management	
<b>Unit - IV</b>	<b>Case Studies</b>	<b>15</b>
	A] The Bhopal Gas Tragedy, 1984	
	B] The Killari (Latur) Earthquake, 1993	
	C] Earthquake in Gujarat, January 2001	
<b>Readings:</b>		
Goel, S. L. and Ram Kumar (Eds) 2001:	Disaster Management. Deep and Deep Publications, Private Limited, New Delhi	
Singh R. B. (Ed) 2000	Disaster Management, Rawat Publications, Jaipur, New Delhi	
Sundar I and P.K. Muthukumar, 2006	Environmental Sociology I, Sarup and Sons, New Delhi, 2006.	
Saxena H. M.	Environmental Studies, Rawat Publications, Jaipur, 2006.	
Government of India, 2004	Disaster Management in India- A Status Report, Ministry of Home Affairs, National Disaster Management Division	
Gole, S L, 2007	Disaster 'Adminstration and management Text and case studies'. Deep –Deep publication 2007.	
Ghosh G.K, 2006	'Disaster management' APH publishing corporation six volumes.2006	
Saxena H. M.	Environmental Geography, Rawat Publications, Jaipur, 2004.	
Saxena H. M.	Environmental Studies, Rawat Publications, Jaipur, 2006.	
Sunil Sahasrabudhey, 1985	Bhopal: Science Must Share the Blame, PPST Bulletin, 1985, 5, pp. 6-14,25-9	
<b>Note:</b>	Any other text/Article suggested by the subject teacher.	

<b>M. A. [Sociology] Syllabus: M. A. Part – II; Semester – IV [To be introduced w.e.f. June 2023 Under Academic Flexibility]</b>		
<b>Course No. IDS - 18</b>	<b>DISSERTATION</b>	
<b>Specific Objectives:</b>		
1] To provide practical training to the students in order to develop research skills required for various phases in the process of research.		
2] To develop the students' report writing skill and to encourage them to pursue career in the field of social research (particularly survey research).		
		<b>Hours</b>
<b>Students will be individually guided and trained for the following major phases in survey research:</b>		
<b>1.</b>	Selection of Topic, Formulation of Research Topic and Review of relevant Literature	05
<b>2.</b>	Defining the Scope of the proposed study.	02
<b>3.</b>	Formulation of Research Design for the proposed study	02
<b>4.</b>	Preparation for Sampling Design for the proposed study	01
<b>5.</b>	Designing Instrument of Data Collection	05
<b>6.</b>	Fieldwork/ Collection of Data by using designed tools.	15
<b>7.</b>	Editing and Coding of the Data	05
<b>8.</b>	Using SPSS for Computer feeding of data	03
<b>9.</b>	Using SPSS for generating statistical output; Tables and Graphs	02
<b>10.</b>	Interpreting Data and Writing a Project Report.	20
		<b>60 hrs.</b>
<b>RULES REGARDING SUBMISSION OF M. A. DISSERTATION:</b>		
<b>1.</b>	Only 05 students willing to opt for Dissertation in lieu of one optional paper will be selected on the basis of merit.	
<b>2.</b>	All the five students will be allotted to one faculty member for research guidance.	
<b>3.</b>	A candidate should submit two copies of the dissertation before appearing at the Semester III Theory Examination [CD containing soft copy in PDF format should be submitted along with Dissertation.]	
<b>4.</b>	The language for dissertation will be English. The candidate will be allowed to write his/her dissertation in Marathi provided it is certified by the guide that substantial part of the concerned literature is in Marathi.	
<b>5.</b>	Size of the Paper: Quarto approx. 10" x 8" except drawings, graphs, maps on which no restriction is placed. A margin of 1 1/2" to be on the left hand side and bound in standardized form.	
<b>6.</b>	Degree, Year and Name of the student and Guide and Title should be printed neatly and legibly on the front cover.	
<b>7.</b>	Dissertation should be typed with one and half line space between two lines on both sides of the paper. The length of dissertation should be between 50 to 75 pages. Dissertation must be bound in proper manner.	
<b>8.</b>	Outline of Chapterization will be as under: First chapter: Introduction Second chapter: Review of literature. Third chapter: Methodology of the Study. Fourth chapter: Data analysis and interpretation. Fifth chapter: Summary, Conclusion and Suggestions. Bibliography	
<b>9.</b>	Dissertation will be evaluated by one external referee for 80 marks and viva-voce examination will carry 20 marks. The viva will be conducted by the research guide as an internal examiner and the external referee.	
<b>10.</b>	For evaluation of dissertations submitted by the candidates an external examiner will be invited at the time of Central Assessment Programme of M.A. IV Semester.	

**Course No. SEC – 04 ENVIRONMENTAL IMPACT ASSESSMENT**

**Specific Objectives:**

- 1) This course aims to introduce the concepts, procedures and methods of Environmental Impact Assessment (EIA).
- 2) The purpose of EIA is to promote environmental considerations in planning and decision-making processes in order to arrive at measures that avoid or minimize adverse environmental impacts.

**Course Outcomes:**

- 1) To understand the concept of environmental impact assessment and sustainable development.
- 2) To understand the methodology and processes of environmental impact assessment.

**Lecture Hours Per unit**

Unit-I	Introduction to Environmental Impact Assessment	15
A]	Concept and aspects of Environment- Definition, Background, Sustainable Development	
B]	Environmental Sustainability	
C]	Environmental Impact Assessment- History, Definition, Benefits	
D]	Legal, Policy and Regulatory Framework in Indian Context	

Unit-II	Introduction to Environmental Impact Assessment	15
A]	Environmental Impact Assessment Methodologies	
B]	Environmental Impact Assessment Process- Alternative, Screening, Scoping, Impact Analysis and Mitigation	
C]	Public involvement in Environmental Impact Assessment	
D]	Environmental Impact Assessment case examples	

**Books and references**

- 1) Wathern P., “Environmental Impact Assessment: Theory and Practice”, Routledge Publishers, 1990
- 2) Marriott B., “Environmental Impact Assessment: A Practical Guide”, McGraw-Hill Publication, 1997
- 3) Shrivastava A.K., Baxter Nicola, Grimm Jacob, “Environmental Impact Assessment”, APH Publishers, 2003
- 4) Anjaneyulu Y., Manickam Valli, “Environmental Impact Assessment Methodologies”, CRC Press 2011
- 5) Glasson J., Therivel Riki, Chadwick Andrew, “Introduction to Environmental Impact Assessment”, Oxford Brookes University 2012/ 4th edition

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