

M. C. E. Society's
ABEDA INAMDAR SENIOR COLLEGE
Of Arts, Science and Commerce, Camp, Pune-1
(Autonomous) Affiliated to Savitribai Phule Pune University
NAAC accredited 'A' Grade

M. A. SOCIOLOGY SYLLABUS

[Choice Based Credit System- (NEP 2020)]

Semester I and Semester II

(To be implemented from the Academic Year 2023-24)

Sociology

Syllabus for M.A. Part I Sociology

(CBCS (NEP-2020) – Autonomy Pattern to be implemented from 2023-2024)

Semester	Nature	Code	Paper Title	Credits
I	Major Mandatory 1	23AMSO11MM	Classical Sociological Theory	04
	Major Mandatory 2	23AMSO12MM	Sociology of India	04
	Major Mandatory 3	23AMSO13MM	Agrarian Society and Change in India	04
	Major Mandatory 4	23AMSO14MM	Changing Contours of Work	02
	Major Elective 1	23AMSO15MEA	Sociology of Social Movements	04
	Major Elective 2	23AMSO15MEB	Sociology of Social Work	04
	Research Methodology	23AMSO16RM	Methodology of Social Research	04
II	Major Mandatory 1	23AMSO21MM	Introduction to Sociological Theories	04
	Major Mandatory 2	23AMSO22MM	Sociology of Education	04
	Major Mandatory 3	23AMSO23MM	Sociology of Environmental Sustainability	04
	Major Mandatory 4	23AMSO24MM	Health, Illness and Disability	02
	Major Elective 1	23AMSO25MEA	Political Sociology	04
	Major Elective 2	23AMSO25MEB	Sociology of Maharashtra: Culture and Society	04
	Field Project	23AMSO26FP	Field Project	04

Sociology

Syllabus for M.A. Part I Sociology

(CBCS (NEP-2020) – Autonomy Pattern to be implemented from 2023-2024)

Semester	Nature	Code	Paper Title	Credits
I	Major Mandatory 1	23AMSO11MM	Classical Sociological Theory	04
	Major Mandatory 2	23AMSO12MM	Sociology of India	04
	Major Mandatory 3	23AMSO13MM	Agrarian Society and Change in India	04
	Major Mandatory 4	23AMSO14MM	Changing Contours of Work	02
	Major Elective 1	23AMSO15MEA	Sociology of Social Movements	04
	Major Elective 2	23AMSO15MEB	Sociology of Social Work	04
	Research Methodology	23AMSO16RM	Methodology of Social Research	04



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(CBCS (NEP-2020) – Autonomy 23 Pattern)

Course/ Paper Title	Classical Sociological Theory
Nature of Course	Major Mandatory 1
Course Code	23AMSO11MM
Semester	I
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the classical tradition of sociology.
2.	To highlight the relevance of classical theory in contemporary scenario.
3.	To enhance critical understanding of classical theories.
4.	To make students to know about the forces that contributed in the development of Sociology.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will learn the inter relationship between social and intellectual forces for the development of Sociology.
2.	Students will be able to identify the major changes in the society which made social thinkers to develop social theories.
3.	Students will be able to apply key classical social theories to current social problems and issues.
4.	Students will learn to construct outline of the history of the emergence of the discipline of sociology and the social sciences.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Rise of Sociology	15
	1. Historical background and emergence of sociology	4
	2. Social context and intellectual thought	3
	3. Contribution of western and non-western thinkers	4
	4. The influence of class, race and gender on classical sociological thought	4
Unit II	Karl Marx	15
	1. Theory of Ideology	4
	2. Concept of Alienation	4
	3. Capitalism and class struggle theory	4
	4. Materialist conception of history	3
Unit III	Emile Durkheim	15
	1. Division of labour	4
	2. The rules of sociological methods	4
	3. Social Facts: Suicide	3
	4. Elementary forms of religious life	4
Unit IV	Max Weber	15
	1. Methodology and theory of knowledge	4
	2. Theory of social action	4
	3. Religion and economy	3
	4. Bureaucracy, power and authority	4

Essential Readings:

1. Aron, R. (1965). *Main Currents in Sociological Thought, Vol.I and II (Chapters on Marx, Durkheim and Weber)*. London:Penguin.
2. Coser, L. (1997). *Masters of Sociological Thought* . New York: Harcourt Brace.
3. Morrison, K. (2006). *Marx, Durkheim, Weber:Formation of modern social Thought*. New York: London Sage.

4. Ritzer, G. (2008). *Sociological Theory*. New York:Mc Graw-Hill.

References:

1. Dillon, M. (2009). *Introduction to Sociological Theory: Theorist, Concept and their applicability to the Twenty-First Century*. New Jersey: John Wiley and Sons.
2. Durkheim, E. (1982). *The Rules of Sociological Method*. London: Macmillan Publication.
3. Giddens, A. (1997). *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber* . Cambridge: Cambridge University Press.
4. Giddens, A. (2013). *Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought*. New Jersey: John Wiley and Sons.
5. Weber, M. (1949). *The Methodology of the Social Sciences*. Free Press Publications.
6. Zeitlin, I. (2001). *Ideology and the Development of Sociological Theory*. London: Pearson College Division.

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



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(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Mandatory 2
Course/ Paper Title	Sociology of India
Course Code	23AMSO12MM
Semester	I
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint the students to the continuities and contradictions in Indian society.
2.	To assess the impact of various socio-political processes on the rise of Sociology in India.
3.	To acquaint the students to various perspectives of understanding India society.
4.	To introduce recent issues in Indian society and the debates around those issues.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	It helps students to understand theoretical foundations of sociology as a discipline.
2.	It helps to understand various kinds of theoretical perspectives in understanding the Indian society.
3.	It helps the students to examine the issues and debates on Indian society.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Development of sociology in India	15
	1. Colonialism, Anthropology and Sociology	4
	2. Nationalism and emergence of Sociology	4
	3. Growth and development of Sociology as a profession	4
	4. Indian Sociology in crisis	3
Unit II	Perspectives of Understanding Indian Society	15
	1. Indological/ Textual perspective- G. S. Ghurye	4
	2. Structural-Functional perspective- M. N. Srinivas	4
	3. Marxist perspective- A. R. Desai	4
	4. Subaltern studies- Ranjit Guha	3
Unit III	Changing Nature of Social Institutions	15
	1. Family and Household	4
	2. Kinship in India	4
	3. Marriage: changing nature and emerging trends	3
	4. Conceptualising ethnicity in India	4
Unit IV	Debates on India Society	15
	1. Debate on Caste and Class	4
	2. Gender Debate in India	4
	3. Debate on urban setting	3
	4. Language debate	4

Essential Readings:

1. Beteille, A. (2002). *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press.
2. Chaudhuri, M. (2010). *Sociology in India, Intellectual and Institutional Practices*. New Delhi : Rawat Publication.
3. Dhanagare, D. (1999). *Themes and Perspectives in India Sociology*. Jaipur: Rawat Publication.

4. Vivek, P. (2002). *Sociological perspectives and Indian Sociology* . Mumbai: Himalaya Publishing House.

References

1. Dahiwale, S. (2004). *Indian Society: Non Brahmanic Perspectives*. Jaipur: Rawat Publications.
2. Das, V. (2004). *Handbook of Indian Sociology*. New Delhi : Oxford University Press.
3. Das, V. (2003). *The Oxford Companion to Sociology and Social Anthropology. Vol. I & II*. New Delhi: Oxford University Press.
4. Murugkar, L. (1991). *Dalit Panther Movement in Maharashtra: A Sociological Appraisal*. Hyderabad: Sangam Books.
5. Ranjit, G. (1998). *A Subaltern Studies Reader*. New Delhi: Oxford University Press.
6. Ritzer, G. (2008). *Sociological Theory*. New York:Mc Graw-Hill.
7. Singh, K. (1983). *Tribal Movements in India*. New Delhi: Manohar Publications.
8. Thapar, R. (1987). *Cultural Transaction and Early India:Tradition and Patronage*. New Delhi: Oxford University Press.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Mandatory 3
Course/ Paper Title	Agrarian Society and Change in India
Course Code	23AMSO13MM
Semester	I
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to agrarian studies and its growth in Indian sociology.
2.	To make students to learn about the approaches to study agrarian society.
3.	To make students aware of changes in agrarian society in contemporary India.
4.	To provide a perspective to understand distress, crisis, movements around agrarian issues and alternatives in contemporary India.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will learn the concepts and approaches related to agrarian society.
2.	Students will be aware of changes in agrarian structure in India.
3.	Students will be able to learn the different problems and crisis in agriculture.
4.	Students will be able to learn the mobilization in agricultural process and agricultural movements.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Introduction and Approaches to study Agrarian society in India	15
	1. Rural and Peasant society: concept and characteristics	4
	2. Nature of peasant society	3
	3. Approaches to study peasant society: Evolutionary, Structural Functionalist and Marxist	4
	4. Agrarian studies in India: Pre-independence and Post-independence India	4
Unit II	Rural and Agrarian Transformation in India	15
	1. Agrarian structure in pre-colonial and colonial India	4
	2. Agrarian changes in post-independent India	4
	3. New trends in agrarian society: caste, class, gender and power relation	4
	4. Depeasantization and migration	3
Unit III	Crisis in Indian Agriculture	15
	1. Agrarian crisis and farmer's suicide in India: debt, seeds, decline in agricultural subsidies, market issues	4
	2. Environmental crisis: land degradation, depletion, climate change, water crisis	4
	3. Modern technology and sustainability of Indian agriculture	3
	4. Globalization and Indian agriculture: Commercialization, Privatization and Neo-liberalism	4
Unit IV	Agrarian Unrest and Peasant Movements in India	15

	1. Major peasant movements in India	4
	2. New farmers' movements in India	4
	3. Agrarian movements and media	3
	4. Policies and programmes related to Indian agriculture	4

Essential Readings:

1. Beteille, A. (1974). *Six Essays in Comparative Sociology*. New Delhi: Oxford Press.
2. Beteille, A. (1974). *Studies in Agrarian Social Structure* . New Delhi: Oxford University Press.
3. Chattopadhyaya, B. D. (2003). *Land System & Rural Society in Early India* . New Delhi: Manohar Publishers.
4. Mohanty, B. B. (2012). *Agrarian Change and Mobilisation*. New Delhi: Sage Publication.
5. Mohanty, B. B. (2018). *Agrarian Transformation in Western India: Economic Gains and Social Costs*. Taylor and Fransis Publication.

References:

1. Baden-Powell, H. (1972). *Land Systems of British India* . New York: Johnson Reprint Corp.
2. Dhanagare, D. N. 'The Green Revolution and Social Inequalities in rural India. Bulletin of Concerned Asian Scholars. 20(2): 2-13.
3. Dhanagare, D. N. (1988). *Peasant Movements in India* . New Delhi: Oxford University Press.
4. Mohanty, B. B. *Agricultural Modernisation and Social Inequality: Case Study of Satara District*. Economic and Political Weekly. Vol 34, Jun.26-July.2,1999, pp.A50-A61.
5. Mohanty, B. B. (2005). *We are Like the Living Dead: Farmer Suicides in Western India*. The Journal of Peasant Studies, Vol. 32, No.2.

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



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(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Mandatory 4
Course/ Paper Title	Changing Contours of Work
Course Code	23AMSO14MM
Semester	I
No. of Credits	02
No. of teaching hours	30

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To make students aware about the changing nature of economy by focusing on work and labour.
2.	To make students understand the problems, risks and challenges regarding work in postindustrial society.
3.	To make students acquainted with the struggle of women workers and the question of their survival as dignified labour.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be aware of the changing nature of economy as they will develop better sociological understanding about work.
2.	Students will understand the problems, risks and challenges which they will be facing in the changing scenario of work in postindustrial society.
3.	Students will be acquainted with the struggle of women worker and will develop a humanitarian and egalitarian approach towards women worker.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Mapping the Contours of Work	15
	1. Scenes from the new economy: Structure and work	4
	2. A post-industrial society, the end of mass production, new skills, new cultures of work	4
	3. Risk and work: The cost of job lost and insecurity	4
	4. Reshaping the contours of new economy: Opportunity chasms, agents of change	3
Unit II	Women and Work	15
	1. High participation and low evaluation	3
	2. Structural dimensions of gender discrimination	4
	3. Homework v/s Nonwork	4
	4. Socialization, career selection and career paths	4

Essential Readings:

1. BhowmikSharit 2012, Industry, Labour and Society, Orient Longman, (For labour movement, informal employment, globalization and reorganizations of work)
2. BhowmikSharit, 2009, Labour Sociology searching for a Direction, Work and Occupations, Vol 36, No.2, May, Sage, pp. 126-144 (<http://wox.sagepub.com>)
3. Breman Jan 2003, The Labouring Poor in India; Patterns of Exploitation and Exclusion Oxford Univ. Press, Delhi
4. Breman, Jan 1996, FootloseLabour, Cambridge, Cambridge University Press.
5. Breman Jan 2004, The Making and Unmaking of an Industrial Working Class, Oxford University Press, N.Delhi (For history of formalization of working class in India, Expulsion of labour from formal sector, conditions of new employment, deskilling, casualization, informalizedlabour system, a reserve army)
6. Deshpande R. and Palshikar S. 2008, "Occupational Mobility: How much does caste matter?" Economic and Political Weekly, Vol. XLIII No. 34, Aug.23.
7. Giddens Anthony 2006, Sociology, Polity Press, UK (Chapters 16 and 18, for definition of work, changing nature of work, Post-Fordism, beyond bureaucracy, job insecurity, unemployment, corrosion of character)
8. JhabwalaRenana and SinhaShalini 2002, 'Liberalization and the woman worker', Economic and Political Weekly, 37 (23): 2037-44.
9. Joshi Chitra 2003, Lost Worlds: Indian Labour and Its Forgotten Histories, Permanent Black, N.Delhi.

10. Macionis John 2006, Sociology, 10th edition, Pearson edition, (chapters 7 and 16)
11. Ritzer George 2010, Globalization: A basic text, Wiley-Blackwell, UK. (Chapters on Migration, global inequality, feminization of labour)
12. Sen S. and Dasgupta B. 2008 “Labour under stress, findings from a Survey” Economic and Political Weekly, January 19. 65-72.

References:

- 1 Allen V. L.1959, The Need for a Sociology of Labour, The British Journal of Sociology, Vol. 10, No. 3, Industrial Sociology Sep., pp. 181-192
- 2 Banerjee Nirmala 1985, Women in Unorganised Sector, Hyderabad, Orient Longmans.
- 3 Breman Jan, 1974 Of Patronage and Exploitation, University of California Press.
- 4 Breman Jan, 2000 Das and R. Agarwal - Down and Out: Labouring under Global Capitalism ,Oxford University Press and Amsterdam University Press
- 5 Breman Jan, 1985 Of Peasants, Migrants and Workers, Rural labour; Circulation and Capitalist Production in Western India, Clarendon Press.
- 6 Breman Jan, Parry Jonathan, Kapadia Karin (Ed.) ,1999, The Worlds of Indian Industrial Labour, Vedams eBooks , New Delhi,
- 7 Blyton Paul, Jenkins Jean, 2008, Key Concepts in Work, Sage, UK.
- 8 Caplow, T. 1970, The Sociology of Work, University of Minnesota Press.
- 9 Chandra Ashoka et.al. 1998, Labour, Employment and Human Development in South Asia, B.R. publishing House, N.Delhi
- 10 Elliott Anthony, 2010, Contemporary Social Theory, Routledge, NY (chap 9 and 10 for Risk, corrosion of character, globalization)
- 11 Engineer Irfan 1997, “Underdevelopment Poverty, Political Economy of Migration”, VikasAdhyayan Kendra, Mumbai.
- 12 Friedman, T. World is flat: A Brief History of Globalised World in 21st Century. Penguin.London.
- 13 Jogdand P. 2001, New Economic Policy and Dalits, Rawat publication, Jaipur.
- 14 Kalleberg A L, Sorensen A B. 1979, “The Sociology of Labor Markets”, Annual Review of Sociology Vol. 5: 351-379, August.
- 15 Kofman and Youngs 2003. Globalisation, Theory and Practice. Continuum. London.
- 16 Perrons Dianne 2004, Globalization and social change: people and places in a divided world, Routledge, NY
- 17 Schneider, Eugnene 1969, Industrial Sociology, New York: McGraw Hill Book Company, Part 1, 2 and 3.
- 18 ThoratSukhdeo, 2002, Oppression and Denial – Dalit discrimination in 1990s, Economic and Political Weekly, Feb.

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



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(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Elective 1
Course/ Paper Title	Sociology of Social Movements
Course Code	23AMSO15MEA
Semester	I
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce the students to the role of social movements in social transformation.
2.	To help students to understand the various approaches to the study of social movements.
3.	To understand several major social movements in India and across the world.
4.	To acquaint the students with the issues of labour, ethnicity, nationalism, gender, caste, identity, environment, etc.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to conceptualize social movements.
2.	Students will learn the theories of social movements from different perspectives.
3.	Students will be able to learn the types of social movements.
4.	Students can easily articulate the history of social movements both at national and internationally.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Introduction to Social Movements	15
	1. Social Movements: Meaning and characteristics	4
	2. Nature, Causes and Consequences of Social Movements	4
	3. Types of Social Movements	3
	4. Old Movement and New Movement	4
Unit II	Theories of Social Movements	15
	1. Structural –Functional Theory	4
	2. Marxist Theory	4
	3. Resource Mobilization Theory	3
	4. New Social Movement Theory	4
Unit III	Social Movements in India	15
	1. Women’s Movements and Educational Movements	4
	2. Peasant Movements and Labour Movements	4
	3. Religious Movements and Caste Movements	3
	4. Tribal Movements and Environmental Movements	4
Unit IV	Social Movements and Social Change	15
	1. Issues of liberation, equity and security	4
	2. Social movements and counter movement	4
	3. Politics and Social movements	4
	4. Sustainability and role of Media in Social Movement	3

Essential Readings:

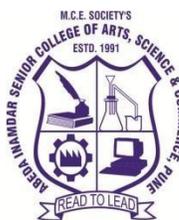
1. Della Porta, D. & Diani, M. (2009). *Social Movements: An Introduction* . Hoboken: John Wiley and Sons.

2. Kumar, S. (2014). *Social Movements: Transformative Shifts and Turning Points* . New Delhi: Routledge.
3. Martin, G. (2015). *Understanding Social Movements* . New York: Routledge.
4. Oommen, T. (2010). *Social Movements in Independent India, Vol. I and II* . New Delhi: Oxford University Press.

References:

1. Oommen, T. (1990). *Protest and Change: Studies in Social Movements* . Delhi: Sage Publication.
2. Players, G. (2011). *Alter-Globalization. Becoming Actors in the Global Age*. Cambridge: Polity Press.
3. Rao, M. (1984). *Social Movements in India: Studies in Peasant, Backward Classes, Sectarian, Tribal and Women's Movements* . Delhi: Manohar publishers.
4. Shah, G. (2004). *Social Movements in India* . New Delhi: Sage Publications.
5. Shiva, V. (1991). *Ecology and the Politics of Survival* . New Delhi: Sage Publication.
6. Tarrow, S. (1988). *Power in Movement: Social Movements and Contentious Politics*. Cambridge: Cambridge University Press.

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



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Nature of Course	Major Elective 2
Course/ Paper Title	Sociology of Social Work
Course Code	23AMSO15MEB
Semester	I
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To develop knowledge about the history, philosophy and relevance of social work in India.
2.	To understand the perspectives and to develop professional knowledge about social work.
3.	To make students aware about the various concepts related to social work.
4.	To make students acquainted with the methods and practices of social work.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able develop their knowledge about the history, philosophy and relevance of social work in India.
2.	Students will understand the perspectives and will develop professional knowledge about social work.
3.	Students will be aware of the various concepts related to social work.
4.	Students will be acquainted with the methods and practices of social work and can decide to specialize further in the subject.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Introduction to Social Work	15
	1. Social work: Meaning, objectives and scopes of social work	4
	2. History and relevance of social work in India (Legacies)	4
	3. Philosophy of social work as a profession in India	3
	4. Roles and functions of social work	4
Unit II	Approaches to Social Work	15
	1. Welfare approach,	4
	2. Development approach,	4
	3. empowerment approach,	3
	4. Social action and Rights based approach	4
Unit III	Basic Concepts related to Social Work	15
	1. Social Welfare, Social Development, Advocacy and Participation	4
	2. Social Security, safety Nets, Human Rights, Social Exclusion (marginalization, exploitation, oppression) and Empowerment.	4
	3. Social case work and social group work	3
	4. Community organization, social research and social welfare administration.	4
Unit IV	Overview of Practice Methods in Social Work	15
	1. Social work and families: women, children, youth and senior citizens	4
	2. Social work in health: physical, mental health and	3

	community health	
	3. Social work with communities (rural and urban): environment, livelihoods and infrastructure	4
	4. People with Special Needs: differently able, stigmatized groups	4

Essential Readings:

1. Bhattacharya: Integrated Approach to Social Work in India, Jaipur : Raj Publishing House
2. Batra, Nitin. (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.
3. Barker, R.L. (1999). Milestones in the development of social work and social welfare. Washington, DC: NASW Press.
4. Barker, R.L. (1999). Social work dictionary. (4th ed.). Washington, DC: NASW Press.
5. Daniel S. Sanders, Oscar Kurren, Joel Fischer(1981): Fundamentals of Social Work Practice: A Book of Readings, Wadsworth Pub. Co. Michigan
6. Dasgupta, Sugata. (1967): Towards a Philosophy of Social Work in India, Popular Book Services for the Gandhian Institute of Studies

References:

1. Desai, Murali. (2002) Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur :Rawat Publication.
2. Encyclopaedia of Social Work in India (1968): By India Planning Commission, India Committee on Encyclopaedia of Social Work in India, Published by Publications Division, Ministry of Information and Broadcasting,
3. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi Prentice Hall of India Pvt. Ltd.
4. Loewenberg Frank M, Dolgoff Ralph (1972): The Practice of Social Intervention: Goals, Roles & Strategies: A Book of Readings in Social Work Practice, Peacock Publishers.
5. Roy, Bailey and Phil, Lee (1982). Theory and Practice in Social Work, London : Oxford Pub. Ltd.
6. Wadia A R (1968): History and Philosophy of Social Work in India (Edited), Published by Allied Publishers.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Research Methodology
Course/ Paper Title	Methodology of Social Research
Course Code	23AMSO16RM
Semester	I
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce the philosophical foundation of social research and related debates to the students.
2.	To acquaint students with the critiques of positivism and impact of post- modernism and post- structuralism on methodology.
3.	To introduce the qualitative strategies of social research with the help of different research methods.
4.	To introduce the quantitative strategies of social research with the help of different research methods.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will get acquainted to the quantitative and qualitative research strategies and debates.
2.	Students will understand the diversity of methods and critical thinking behind every method.
3.	Students will develop better understanding about scientific social research and philosophies concerning research methodology.

4.	Students will be able to learn about the ethical issues in social research which will help them to conduct ethical research in future.
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Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Introduction to Social Research	15
	1. Ontology, Epistemology and Methodology	4
	2. Comte's notion on Positivism, Vienna circle's Positivism	4
	3. Debates on objectivity v/s subjectivity and quantitative v/s qualitative methodology, concept of Triangulation	4
	4. Value neutrality and ethical issues in social research	3
Unit II	Critiques of Positivism	15
	1. Phenomenology and Ethnomethodology	4
	2. Feminist Critiques	3
	3. Hermeneutics and Critical theory	4
	4. Impact of Post- modernism and Post- structuralism on Methodology	4
Unit III	Quantitative Research Strategies	15
	1. Survey	3
	2. Content Analysis	4
	3. Structured Interview	4
	4. Experimental Research	4
Unit IV	Qualitative Research Strategies	15
	1. Ethnography	3
	2. Oral History and Narrative Analysis	4
	3. Case Study	4
	4. Participatory Action Research and Focused Group Discussion	4

Essential Readings:

1. Babbie, Earl. (2004). *The Practice of Social Research*. (10th ed.), Wadsworth-Thomson, C.A.USA.
2. Bryman, Alan. (2008). *Social Research Methods*. Oxford University Press.
3. Ghosh, B.N., (1982). *Scientific Methods and Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
4. Goode and Hatt. (2006). *Methods in Social Research*. Surjeet Publication, New Delhi.
5. John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th Edition. Sage Publications Ltd.

References:

1. Burawoy M. and Joseph, B. (2000). *Global Ethnography: Forces, Connections and Imaginations*. . Berkeley and Los Angeles: University of California Press.
2. Garfinkel, H. (1984). *Studies in Ethnomethodology*. Cambridge: Cambridge Polity Press.
3. Giri, A. K. (2009). *Sociology and Beyond: Cultivating an Ontological Epistemology of Participation*. . USA: Asian Journal of Social Science, 37 (3): 347-365 Special Focus: Beyond Sociology. <https://www.jstor.org/stable/23655203>
4. Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday Publication.
5. Lemert, C. (1992). *Subjectivity's Limit: The Unsolved Riddle of the Standpoint*. *Sociological Theory*. 10(1.) USA: American Sociological Association. <https://www.jstor.org/stable/202017>
6. Millen, D. (1997). *Some Methodological and Epistemological Issues Raised by Doing Feminist Research on Non-Feminist Women*. *Sociological Research Online*, 2 (3).
7. Natanson, M. (1970). *Phenomenology and Typification: A study in the philosophy of A. Schutz*. *Social Research*, 37 (1), 1-22.
8. Parameswaran Radhika (2006) 'Feminist Media Ethnography in India: Exploring power, gender and culture in the field' in Biber Hess Nagy Shalene, Leavy Patricia (eds) 'Emergent methods in social research', CA, Sage Pub.

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

Sociology

Syllabus for M.A. Part I Sociology

(CBCS (NEP-2020) – Autonomy Pattern to be implemented from 2023-2024)

Semester	Nature	Code	Paper Title	Credits
II	Major Mandatory 1	23AMSO21MM	Introduction to Sociological Theories	04
	Major Mandatory 2	23AMSO22MM	Sociology of Education	04
	Major Mandatory 3	23AMSO23MM	Sociology of Environmental Sustainability	04
	Major Mandatory 4	23AMSO24MM	Health, Illness and Disability	02
	Major Elective 1	23AMSO25MEA	Political Sociology	04
	Major Elective 2	23AMSO25MEB	Sociology of Maharashtra: Culture and Society	04
	Field Project	23AMSO26FP	Field Project	04



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**Syllabus for MA Sociology
(CBCS (NEP-2020) – Autonomy 23 Pattern)**

Nature of Course	Major Mandatory 1
Course/ Paper Title	Introduction to Sociological Theories
Course Code	23AMSO21MM
Semester	II
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the concept, types and functions of sociological theories.
2.	To understand sociology from different perspectives mainly of structural functional, conflict and interpretative.
3.	To enable students to use theoretical and conceptual frameworks in the analysis of social phenomena.
4.	To enable students to develop relationship between theory and research.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to identify and apply sociological concepts and theories to understand social phenomena.
2.	Students will learn to critically evaluate explanations of human behaviour, social phenomena and social processes- locally and globally.
3.	Students will be able to identify how social structures create and reproduce different forms of social inequality.

4.	Students will learn the relationship between theory and research.
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Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Sociological theory: An Introduction	15
	1. What is sociological theory?	3
	2. Types of sociological theory	4
	3. Functions of sociological theories	4
	4. Relationship between theory and research	4
Unit II	Structuralism and Functionalism	15
	1. An introduction to Structuralism and Functionalism	3
	2. Structuralism: Redcliff Brown and Levi- Strauss	4
	3. Functionalism: Malinowski, Talcott Parsons & Robert Merton	4
	4. Neo Functionalism: J. Alexander	4
Unit III	Conflict Theory	15
	1. An introduction to Conflict theory	3
	2. Ralf Dahrendorf	4
	3. Lewis Coser	4
	4. C. Wright Mills	4
Unit IV	Symbolic Interactionism, Phenomenology and Ethnomethodology	15
	1. An introduction to Symbolic Interactionism, Phenomenology and Ethnomethodology	3
	2. Symbolic Interactionism: George Herbert Mead and Herbert Blumer	4
	3. Phenomenology: Alfred Schultz and Peter Berger	4
	4. Ethnomethodology: Harold Garfinkel and Erving Goffman	4

Essential Readings:

1. Abraham, M. (1990). *Modern Sociological Theory* . New Delhi: Oxford University Press.
2. Dillon, M. (2010). *Introduction to Sociological Theory*. UK: Wiley-Blackwell Publications.
3. Ritzer, G. & Smart, B. (2001). *Handbook of social theory*. Sage Publication.

References:

1. Haralambos, M. & Holborn. (2008). *Sociology: Themes and perspectives (Seventh Edition)*. London: Harper Collins Publishers.
2. J, Turner. (1999). *The Structure of Sociological Theory*. Jaipur: Rawat Publication.
3. Lemert, C. (2004). *Social Theory: The Multicultural and Classical Readings* . Jaipur: Rawat Publications.
4. Ritzer, G. (2004). *Sociological Theory*. New York: MacGrow Hill.
5. Ritzer, G. (2004). *Encyclopedia of Social Theory*. Sage Publication.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Mandatory 2
Course/ Paper Title	Sociology of Education
Course Code	23AMSO22MM
Semester	II
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To contextualize the study of education within the discipline of Sociology.
2.	To get acquainted with the theoretical perspectives and contributions in sociology of education.
3.	To learn problems and issues of access and equity with special reference to caste, tribe, gender and minorities.
4.	To understand the recent developments and issues in the contemporary education system in India.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will develop conceptual clarity and understand the nature and importance of Sociology of education.
2.	Students will be able to use theoretical concepts and forms of education used by thinkers.
3.	Students will develop a philosophical insight of foundation of

	education with the help of Indian and western educationists.
4.	Students will be able to learn critically the development of education in India and educational policies and programmes.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Introduction to Sociology of Education	15
	1. Sociology of Education: Concept and significance	3
	2. Sociology of Education and Educational Sociology	4
	3. Issues of Access and Equity -Caste, Tribe, Gender and Minorities	4
	4. Theoretical perspectives - Emile Durkheim, Karl Marx and Max Weber	4
Unit II	Philosophy of Education	15
	1. Ivan Illich	4
	2. John Dewey	4
	3. Paulo Freire	4
	4. John Holt	3
Unit III	Indian Thinkers on Education	15
	1. Jyotiba Phule and Savitribai Phule	4
	2. Dr. B. R. Ambedkar	4
	3. Mahatma Gandhi	4
	4. Maulana Azad	3
Unit IV	Education and Society in India	15

	1. The Indian tradition of education	4
	2. Development of education in India	3
	3. Educational policies and programmes in Pre-Independence and Post-Independence India	4
	4. Impact of Liberalization, Privatization and Globalization on Education	4

Essential Readings:

1. Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham : Open University Press.
2. Ainsworth, J. (2013). *Sociology of Education: An A to Z Guide (Volume 1 and 2)*. New Delhi: Sage Publication.
3. Blackledge, D. & Hunt, B. (1985). *Sociological Interpretations of Education* . London: C.Helm.

References:

1. Bourdieu, P. & Passeron, J.C. (1978). *Reproduction in Education, Society and Culture*. London: Sage. (Book1).
2. Dewey, J. (1916). *Democracy and Education: An Introduction to the philosophy of education*. New York: Free Press.
3. Durkheim, E. (1956). *Education and Society*. New York: Teachers College Press.
4. Friere, P. (2007). *Disciplining the saffron way: moral education and the Hindurashtra*. *Modern Asian Studies*. 41(5): 1033-1071.
5. Haralambos, M. H. (2007). *Sociology: Themes and Perspectives*. London: Harper Collins Publication.
6. Indira, R. (Ed.). (2012). Themes in Sociology of Education (Vol.5). In J. J. Kattakayam. (S.Ed.). *Studies in Indian Sociology*. New Delhi: Sage Publications.
7. Morris, I. (1978). *The Sociology of Education*. UK: Allan and Unwin.
8. Tilak, J. (2018). *The Writings of Jandhyala B. G. Tilak Dilemmas in reforming Higher Education in India*. Hyderabad: Orient BlackSwan Private Ltd

All the education policies since independence, educational reports including articles in the newspapers.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Mandatory 3
Course/ Paper Title	Sociology of Environmental Sustainability
Course Code	23AMSO23MM
Semester	II
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To provide an overview of the central debates in linkage between environment and society, environmental sociology and sustainability.
2.	To explore current challenges to environment and sustainability from a sociological perspective.
3.	To examine the practical and theoretical principles of sustainability, environment related policies, laws, alternatives, struggles and movements.
4.	To sensitise and orient students about the applicability of principles of sustainability to diverse situations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to learn the scope and relevance of sociology of environment and sociology of sustainability.
2.	Students will be able to get an idea of different approaches concerning environment and sustainability.

3.	Students will be motivated to practice of sustainability by understanding the importance of available resources.
4.	Students will learn current challenges to sustainability, including modern world social, environmental and economic structures.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	The Sociology of Sustainability and Sociology of Environment: An Introduction	15
	1. Sociology of Environment : Concept, nature, scope and relevance	4
	2. Sociology of Sustainability: Concept, nature, scope and relevance	4
	3. Sustainability as social challenge: Environment and sustainable development	4
	4. Social ecology and nature-nurture debate	3
Unit II	Theoretical Perspectives in Environmental Sociology	15
	1. The realism v/s constructionism debate	4
	2. Ecological modernization	3
	3. Eco-feminism	4
	4. Appropriate Technology	4
Unit III	Conditions and Issues of Environment and Sustainability	15
	1. Conditions of Un-sustainable Environment: Capitalism to Neoliberal Globalization (Failure of Green Revolution)	4
	2. Sustainability and Planetary Boundaries: (Issues of energy, water, air, land, climate change and loss of biodiversity) Anthropocene	5
	3. Issues of development induced social injustice: (communities, gender, livelihoods, culture, indigenous knowledge and marginalization)	6

Unit IV	Steps towards Sustainability: Global, National and Local level	15
	1. Major Environmental Movements	4
	2. Major Environmental laws and policies	4
	3. Community participation and Civil Society Initiatives	4
	4. Lessons of Corona Pandemic and future of sustainability	3

Essential Readings:

1. Agarwal, S. (1997). *Environmental Issues and Themes* . APH Publishing corporation.
2. Chakrabarti, T. (2014). *Environment and Sustainable Development* . India: Springer Publication.
3. Ganguly, S. (2016). *Deliberating Environment Policy in India*. London: Routledge Publication.
4. The International Handbook of Environmental Sociology, Second Edition. 2010. UK. Edward Elgar Publishing Limited

References:

1. B, Smart. (2010). *Consumer Society Critical Issues and Environmental Consequences*. London: Sage Publication.
2. Gole, P. (2001). *Nature Conservation and Sustainable Development in India* . Jaipur and New Delhi : Rawat Publication.
3. Gupta. A, & Dalei N. (2020). *Energy, Environment and Globalization: Recent Trends, Opportunities and Challenges in India* . Singapore: Springer Publication.
4. J, Barry. (1999). *Environment and Social Theory* . New York: Routledge.
5. J, Hannigan. (1995). *Environmental Sociology: A Social Constructionist Perspective*. London and New York: Routledge Publication.
6. Patil. R. B. (2009). *Natural Resources and Sustainability of Indian Society*. Jaipur: Shruti Publication.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Mandatory 4
Course/ Paper Title	Health, Illness and Disability
Course Code	23AMSO24MM
Semester	II
No. of Credits	02
No. of teaching hours	30

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To sensitize students about various concepts such as medicine, illness, sickness, disease and disability.
2.	To develop critical understanding about the sociological perspectives on health and illness.
3.	To comprehend the social basis of health and public health.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to learn the various concepts related to health.
2.	Students will develop critical understanding about the sociological perspectives on health and illness
3.	Students will learn the social basis of health and issues pertaining to public health.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	The Sociology of Health, Illness and Disability	15
	1. Defining health, medicine, illness, sickness, disease and disability	4
	2. Sociological perspective on health and illness	4
	3. Disability: Individual and social model	4
	4. Disability, law and public policy	3
Unit II	The social basis of health and public health	15
	1. Social class and health	4
	2. Gender, Ethnicity and health	4
	3. Health and social cohesion	3
	4. Public health, pandemics and globalization	4

Essential Readings:

1. Stephens, Jr., W. Richard. 2001. Careers in Sociology, Second Edition, Boston: Allyn and Bacon.
2. Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in health care: Advances in medical sociology. Mumbai: Jai press.
3. Basu S.C. 1991. Hand book of preventive and social medicine 2nd edition, Current Books International, Calcutta.
4. Coe. Rodney M .1970. Sociology of Medicine, New York: McGraw Hill.
5. Cockerham , William C, 1997, Medical Sociology New Jersey : Prentice Hall
6. Conrad, Peter et al. 2000. Handbook of medical sociology, New Jersey: Prentice Hall.
7. David Armstrong 1983. An outline of sociology as applied to medicine 2nd edition. Wright PSG Bristol London Boston.

References:

1. Planning Commission, Government of India: Five Year Plans. Planningcommission.nic.in. Retrieved on 2012-03-17.
2. L. N. Dash (2000). World bank and economic development of India. APH Publishing.
3. Agrawal, A N (1995). Indian Economy: Problems of development and planning. pune: Wishwa Prakashan.

4. Gupta Giri Raj. (ed): 1981. Main currents in Indian Sociology (iv, The social and cultural context of Medicine in India), Vikas Publishing House Pvt. Ltd.
5. ICSSR, A survey of research in sociology and social Anthropology – volume II 1974. Popular Prakashan, Bombay. pp 401 - 430
6. Janes Linda J. 1994. The social context of Health and Health work, London The Macmillan press Ltd.
7. Nagla Madhu. 1998. Medical sociology. (A Study of Professional and their clients) Printwell publishers, Jaipur.
8. Oommen, T.K. 1978, Doctors and nurses: A study in occupational role structure, New Delhi. Mcmillan.
9. Pokama K.L. 1994. Social Beliefs, cultural practices in Health and Disease, Rawat Publications, New Delhi.
10. Schaefer T. Richard and Lamm P. Robert 1999. Sociology 6th edition, Tata McGraw Hill publishing company, New Delhi, pp 482 –489
11. DuBois, William and R. Dean Wright. 2000. Applying Sociology: Making a Better World. Boston: Allyn and Bacon.
12. Rebach, Howard M. and John G. Bruhn, eds. 2001. Handbook of Clinical Sociology, Second Edition. New York: Kluwer Plenum Press.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of Course	Major Elective 1
Course/ Paper Title	Political Sociology
Course Code	23AMSO25MEA
Semester	II
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To provide an overview of the relationship between society and polity.
2.	To explain the various approaches to study the state and society.
3.	To explore the issues of nation building and citizenship.
4.	To understand the contemporary socio-political challenges in India.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will get an overview of the relationship between society and polity.
2.	Students will learn the various approaches to study the state and society.
3.	Students will develop an insight about the issues of nation building and citizenship.
4.	Students will be acquainted and will be aware of various contemporary socio-political challenges in India.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Introducing Political Sociology	15
	1. Origin and Development of Political Sociology	4
	2. Approaches to the Study of Politics: Liberal, Pluralist, Power-elite, Post-modernist	3
	3. Relationship between Society and Polity	4
	4. Basic Concepts: Power and Authority, Consensus and Conflict, Elites and Masses, State and Stateless Societies	4
Unit II	State and Society	15
	1. State and Society under Capitalism: Class Structure, Citizenship and the Welfare State	4
	2. State and Society under Socialism: State Control and Institutional Autonomy, Ideology and Consensus Behavioural Approach to Political Sociology	4
	3. State and Society under Socialism: State Control and Institutional Autonomy, Ideology and Consensus Post Structuralism	4
	4. Dynamics of Indian Politics: The Party System and the formation of regional parties	3
Unit III	Issues of nation-building and citizenship	15
	1. Conceptualising Ethnicity, Nationality, Citizenship and religious nationalism	4
	2. The Hindutva and rise of Hindu Nationalism	4
	3. Caste Politics in India	3
	4. Polity and Civil Society in India	4
Unit IV	Contemporary Challenges	15
	1. Major political issues in contemporary India: Regionalism, Corruption, Communal Violence and Terrorism	3
	2. Democracy in Crisis: Political Parties and Elections, Democracy and Cultural Politics	4

	3. Citizenship, Social Class and the Nation-State	4
	4. Civil society-State relationship	4

Essential Readings:

1. Contemporary Political Sociology Globalization, Politics, and Power Second Edition Kate Nash A John Wiley & Sons, Ltd., Publication ©WILEY-BLACKWELL This edition first published 2010 Pune
2. Kothari, Rajni. 1970. Politics in India. New Delhi. Orient Longman Limited.
3. Oommen, T.K. 1997. Citizenship, Nationality and Ethnicity. Cambridge. Blackwell Publishers.
4. Jayapalan, N, 2000. Political Sociology. Delhi: Atlantic Publishers and Distributors.

References:

1. V.O. Key, 1969. Politics, Parties and Pressure Groups. New York: Thomas & Crowell Company.
2. Hernian Finer, 1977. Theory and practice of Modern Government. New Delhi: Surjeet.
3. Verinder Grover (Ed.), 1990. Politics of influence, violence and pressure groups. New Delhi: Deep and Deep Publication.
4. Kothari R, 1973. Caste in Indian politics. Orient Longmans Ltd.
5. Kothari R, 1979. Politics in India. Orient Longmans Ltd.
6. Brass Paul, 1974. Language, Religion and Politics in North India. Delhi: Vikas publishing House.
7. Bhattacharya, 2005. Federalism and Regionalism in India: Institutional strategies and political accommodation of identities. working paper No.27, South Asia institute. University of Heidelberg.
8. Chandra Bipin, 1987. Communalism in Modern India. Delhi: Vikas publishing House.
9. Kumar, 2001. Political Sociology, Third edition. Laxmi Narain Agarwal Education publishers: Agra.
10. Bedi, Kiran. (2005). *It is Always Possible*. New Delhi: Sterling Publications.

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



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(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of the Course	Major Elective 2
Course/ Paper Title	Sociology of Maharashtra: Culture and Society
Course Code	23AMSO25MEB
Semester	II
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To make students understand about the history of Maharashtra.
2.	To acquaint students with the formation of Maharashtra by focusing on economic, political and cultural aspects of society.
3.	To enhance sociological knowledge about the local and regional context of Maharashtra.
4.	To create awareness among students related to different issues pertaining to Maharashtra.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to understand and will develop knowledge about the history of Maharashtra.
2.	Students will be acquainted with the formation of Maharashtra as they will develop knowledge on economic, political and cultural aspects of the state.
3.	Students will get the sociological knowledge about the local and regional context of Maharashtra.
4.	Students will be aware of different issues pertaining to Maharashtra.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Maharashtra: Mapping History, Culture and social reforms in 19th Century Maharashtra	15
	1. Geography and culture of the region	3
	2. The early history of Maharashtra	4
	3. Social construction of Maharashtra: Caste, Religion, Community and Language	4
	4. Debate on social reform and Women's Questions in 19th Cent. Maharashtra: Age at Consent, Widow Remarriage and Education	3
Unit II	Cultural Revolt in Colonial Maharashtra	15
	1. Satyashodhak Movement	3
	2. Rajarshi Shahu-Struggle and reconstruction of new Maharashtra	4
	3. Non Brahmin Movement	3
	4. Ambedkarite and Anti- caste Movement	3
Unit III	Formation of Maharashtra: Economic, Political and Cultural Issues	15
	1. Samyukta Maharashtra Movement	3
	2. Girangaon and Working Class Movement	3
	3. Regional Nationalism	4
	4. Bahujan, Dalit and OBC politics in Maharashtra	4
Unit IV	Contemporary issues in Maharashtra	15
	1. Regional Disparity and Issues of Displacement	3
	2. Agrarian Crises	3
	3. Sex Ratio	3
	4. Communalism and rise of majoritarianism	4

Essential Readings:

1. Omvedt, Gail. (1995). *Dalit visions: The anti-caste movement and the construction of an*

Indian Identity. New Delhi Orient Longman.

2. Oommen, T.K. (1990). *Protest and change: Studies in social Movements*. Delhi – Sage Publication.
3. Jain, Ashok. (1995). *Government and Politics of Maharashtra*. Sheth Publishers. Bombay.
4. Lele, Jayant. (1982). *Elite Pluralism and Class Rule- Political Development in Maharashtra*, Popular Prakashan, Bombay.

References:

1. Karve, I. (1968). *Maharashtra, Land and Its People*, Directorate of Publications, Government of Maharashtra. Bombay.
2. Khekale, N. (1999). *Pressure Politics in Maharashtra*. Himalaya Publishing House, Bombay.
3. Lele, J. (1990). *Caste, Class and Mobilisation in Maharashtra*. Frankel Publication.
4. Mohanty, M. Mukherji Partha and Tornquist Olle, (Ed). (1998). *Peoples Rights: Social Movement and the State in the Third World*, Sage Publication.
5. Omvedt, Gail. (1999). *Dalit and the Democratic Revolution*. New Delhi: Sage Publication.
6. Omvedt, Gail. (1976). *Cultural Revolt in a Colonial Society: Non Brahmin Movement in Western India. 1973-1930.*, Bombay, Scientific Education Trust.

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



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Syllabus for MA Sociology

(CBCS (NEP-2020) – Autonomy 23 Pattern)

Nature of the Course	Field Project
Course/ Paper Title	Field Project
Course Code	23AMSO26FP
Semester	II
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To enhance students with practical knowledge to conduct research.
2.	It will help students to learn, to think critically and to analyse the data scientifically.
3.	It will give an opportunity to develop deeper insights in to an area of interests of the students.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will learn the process and steps in scientific social research.
2.	Students will be able to think critically and will be able to analyse scientifically the collected data.
3.	Students will be able to explore the area of their interests.
4.	Students will be able to develop their academic writing skills and will learn report writing.

***Note:** Specification regarding Field Project and Evaluation method will be discussed by the concerned teacher.
