



**Rayat Shikshan Sanstha's**  
**Chhatrapati Shivaji College, Satara**  
**(Autonomous)**  
**Constituent College of Karmaveer Bhaurao Patil University, Satara**

**Accredited By NAAC with 'A+' Grade**

## **M.A.-Part-I SOCIOLOGY**

**M. A. Program in Sociology at Major and Minor Level**  
**(Syllabus to be implemented from June 2023 -24 onwards)**

**NEP 2020**



**Rayat Shikshan Sanstha's**  
**Chhatrapati Shivaji College, Satara (Autonomous)**  
**Department of Sociology**  
**National Education Policy (NEP) 2020**  
**M. A. Part -I, Semester-I (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**

**SOCIOLOGY COURSE: I Classical Sociological Traditions: Comte, Durkheim and Weber**

**Subject Code- MMSOC12101**

**Credit-04**

**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

The course on Classical Sociological Traditions will explore the foundational works of three influential thinkers: Auguste Comte, Émile Durkheim, and Max Weber. This course will take on a journey through the origins of modern sociology and provide a comprehensive understanding of their theories, ideas, and contributions to the fields. Auguste Comte, often regarded as the founder of sociology, introduced the concept of positivism, which emphasizes the use of scientific methods to understand and explain social phenomena. Comte's vision for sociology was to establish it as a distinct scientific discipline that could contribute to the betterment of society. We will delve into Comte's ideas of social order, the three stages of societal development, and the importance of social integration.

**Objectives:**

1. To Identify and explain the key concepts, theories, and contributions of Auguste Comte, Émile Durkheim, and Max Weber to the field of sociology.
2. To understand the historical context in which Comte, Durkheim, and Weber developed their theories and how their ideas were influenced by the social, political, and intellectual climate of their time.
3. To analyze and compare the sociological perspectives of Comte, Durkheim, and Weber, including their views on social order, social cohesion, social facts, social integration, division of labor, and the role of religion in society.
4. To evaluate the strengths and limitations of the theories proposed by Comte, Durkheim, and Weber in explaining social phenomena and their ongoing relevance in contemporary sociological thought.
5. To apply sociological concepts and theories to critically analyze and interpret various social issues and phenomena, drawing connections between classical sociological traditions and contemporary societal challenges.
6. To develop critical thinking skills to assess and articulate the implications of classical sociological theories on social change, social inequalities, and social structures.
7. To engage in informed discussions and debates on the foundational ideas and debates within classical sociological traditions, demonstrating a nuanced understanding of the theoretical frameworks proposed by Comte, Durkheim, and Weber.
8. To apply the sociological imagination to understand the relationship between individual experiences and broader social structures, drawing upon the concepts and theories explored in this course.

9. To conduct independent research and synthesize scholarly literature on classical sociological traditions, demonstrating the ability to analyze primary and secondary sources and construct well-supported arguments.
10. To develop effective written and oral communication skills in presenting sociological concepts and theories, demonstrating clarity, coherence, and logical reasoning.

**Course Outcomes:** after studying the course the students will be able to

CO1: Demonstrate a comprehensive understanding of the foundational theories and concepts of classical sociological traditions as proposed by Comte, Durkheim, and Weber

CO2: Apply the sociological perspectives of Comte, Durkheim, and Weber to analyze and interpret social phenomena, social structures, and social change

CO3: Critically evaluate the strengths and limitations of classical sociological theories in explaining complex social issues and phenomena

CO4: Identify and analyze the historical and socio-political contexts in which the theories of Comte, Durkheim, and Weber were developed, and understand how these contexts influenced their ideas

CO5: Synthesize and integrate knowledge from various sources, including primary and secondary texts, scholarly articles, and empirical research, to construct well-supported arguments and interpretations related to classical sociological traditions

CO6: Engage in informed discussions and debates on the theoretical frameworks proposed by Comte, Durkheim, and Weber, and contribute to the advancement of sociological knowledge

**Expected Skills impartation (Through theory and practical's )**

1. Critical skills
2. Analytical Skill
3. Sociological Awareness
4. Interdisciplinary Perspective

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<p><b>Origins of Sociological Theory:</b></p> <p>1.1: Meaning of Social theory and Social Thought prior to the emergence of Sociology</p> <p>1.2: Socio-political and Economic Forces in the Development of Sociological Theory</p> <p>1.3: Intellectual and Philosophical forces in the rise of Sociological Theory</p> <p><b>1.4: The enlightenment and its impact on thinking and reasoning</b></p>	1	15	CO 1
<b>Unit 2:</b>	<p><b>August Comte (1798-1857):</b></p> <p>2.1: Law of Three Stages</p> <p>2.2: Positivism</p> <p>2.3: Social Statics and Social Dynamics</p> <p>2.4: Sociology of Religion</p>	1	15	CO 2

<b>Unit 3:</b>	<b>Emile Durkheim (1858-1917):</b> 1.1: Durkheim's Conception of Sociology as a Science; Concept of Social Fact; Methodological Rules. 3.2: Theory of Division of Labour 3.3: Durkheim's theory of Suicide and Suicide Rate. 3.4: Theory of Religion and Religious rituals, their types and social functions.	1	15	CO3
<b>Unit 4:</b>	<b>Max Weber (1864-1920):</b> 4.1: Intellectual background and Weber's Methodology – 'Verstehen' and 'Ideal Types'. 4.2: Social Action: Concept and Types <b>4.3: Theory of Authority</b> <b>4.4: Views on Bureaucracy</b>	1	15	CO4
<b>Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&amp;4</b> 1. Group Discussion on any topic/field visit to institute. 2. Home Assignment 3. Subject Related Activity 4. Online Class Test				
<b>Reference Books:</b> 1) Abraham Francis and John Harry Morgan: Modern Sociological Thought: From Comte to Sorokin, McMillan India Limited, Delhi, 1985. 2) Aron, Raymond: Main Currents in Sociological Thought, Vol. I and Vol. 3) Coser, Lewis A.: Masters of Sociological Thought, Harcourt Base, New 4) Fletcher Ronald: The Making of Sociology, Vol. I & II, Michael Joseph Ltd./Thomas Nelson and Sons, London, 1971 5) Giddens, Anthony: Capitalism and Modern Social Theory – An analysis of 6) Hughes John A., Martin, P. J. and Sharrock W. W: Understanding Classical Sociology – Marx, Weber Durkheim, London, Sage Publications 1995.II, Penguin, 1965-67 7) Marx, Karl: A Contribution to the Critique of Political Economy, Progress Publishers, Moscow, 970/77.Materialism, Progress Publishers, Moscow 1971. 8) Morrison, Ken : Marx, Durkheim and Weber-Formation of Modern Social 9) Ritzer, George: Sociological Theory, International Edition (5th Edition), Mc-Graw Hill Book Co., 1983 Prentice Hall, New Delhi, 1969.Thought, Sage, New Delhi, 1995. 10) Tucker, K.N.: Classical Social Theory, Blackwell Publication, Oxford, 2002. 11) Writings of Marx, Durkheim and Weber, Cambridge University Press, 1997. 12)Yakhot, O. Spirin A.The Basic Principles of Dialectical and Historical York, 1977. 13) Craib, I: Classical Social Theory. New York: Oxford University Press, 1997. 14) Tucker, K. Classical Social Theory. U.S.A.: Blackwell, 2002. 15) Giddens, A.: Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought. New Jersey: John Wiley & Sons, 2013 16) Aron, R. (1965). <i>Main Currents in Sociological Thought</i> , Vol. I and II. London: Penguin.(Chapters on Marx, Durkheim and Weber). 17) Zeitlin, I. (2001). <i>Ideology and the Development of Sociological Theory</i> . London: Pearson College Division. 18) Dillon, M. (2009). <i>Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century</i> . New Jersey: John Wiley & Sons. 19) Hadden, R. (1997). <i>Sociological Theory: An Introduction to Classical Tradition</i> . Canada:Broadview Press. 20) George, R., and Smart,B. (2009). <i>Handbook of Social Theory</i> . London. Sage				

**Publications**

21) Allan, K., and Daynes, S. (2016). Explorations in Classical Sociological Theory: Seeing the Social World. London : Sage Publication

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**Research journals:**

Indian Sociological Bulletin

**Additional readings:** □□□□□□□□□□□□ □□□□□□□□□□

**Medium of Instruction** – Marathi/English



**Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)  
Department of Sociology  
National Education Policy (NEP) 2020  
M. A. Part -I, Semester-I (Sociology)  
SOCIOLOGY- (MAJOR SUBJECT)**

**SOCIOLOGY COURSE: I UNDERSTANDING INDIAN SOCIETY**  
**Subject Code- MMSOC12102** **Credit-04**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

In this comprehensive journey, we will delve into the diverse and dynamic landscape of one of the world's most culturally rich and populous nations, India. This course is designed to provide you with a deeper understanding of the social fabric, traditions, customs, and complexities that shape Indian society. India, known for its ancient civilization, has a history spanning thousands of years, resulting in a tapestry of traditions, religions, languages, and social structures. To truly comprehend the nuances of this vast and vibrant society, it is crucial to explore its myriad dimensions. From its ancient roots to its contemporary dynamics, we will navigate through the layers of India's social structure, examining the interplay of caste, class, religion, gender, and regional identities.

**Objectives:**

1. To outline the ethnic, philosophical and historical formation of Indian society.
2. To introduce the approaches and perspectives on sociological studies in Indian society.
3. To introduce the methodological background of sociological studies in Indian society.
4. To analyze the role of democracy and secularism for nation building.

**Course Outcomes:** after studying the course the students will be able to  
CO1 Understanding of the Religion of Hindu, Islam, Buddhist, Jain and Sikh.  
CO 2 Awareness about the Secularism and National Integration.  
CO 3 Understanding of the Tribal, Rural and Urban Society.  
CO 4 Awareness about the Concept of Modernization and Globalization.

**Expected Skills impartation (Through theory and practical's )**

1. Cross-cultural Communication
2. Analytical Skill
3. Logical thinking
4. Sociological Analysis

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1</b>	<b>Historical Moorings of Indian Society</b> 1.1 Understanding Religious Diversity in India: Indological Perspective 1.2 Impact of Islam and Colonial rule 1.3 Origin of Caste System in India: <b>Dr. Babasaheb Ambedkar Approach</b> 1.4 Origin and Features of Caste System in India	1	<b>15</b>	<b>CO 1</b>

<b>Unit 2</b>	<b>Secularism and National Integration</b> 2.1 Secularism: Meaning and Nature 2.2 Meaning of National Integration 2.3 Obstacles of National Integration 2.4 Remedies of National Integration	1	15	CO 2
<b>Unit 3</b>	<b>Segments of Indian Society: Structure and Change</b> 3.1 Concept of Society 3.2 Tribal Society: Structure and Change 3.3 Rural Society: Structure and Change 3.4 Urban Society: Structure and Change	1	15	CO3
<b>Unit 4</b>	<b>Indian Society: Major Process of Change</b> <b>4.1 Major process of change – Sanskritisation, Westernization, Modernization</b> <b>4.2 Factors of Social change</b> <b>4.3 Social movement and change</b> 4.4 Globalization and Challenges.	1	15	CO4

**Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&4**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Ahuja, Ram : Indian Social System, Rawat, Jaipur, 2002.
2. Ahuja, Ram : Society in India: Concepts, Theories and Social Change, Rawat,
3. Atal, Yogesh (Ed) : Understanding Indian Society, Her Anand Publication, Delhi, 1992.
4. Atal, Yogesh : Changing Indian Society, Rawat, Jaipur, 2006. Bombay, 1967.
5. Bose N. K : Culture and Society in India, Asia Publishing House
6. Bose N. K.: Structure of Indian Society, New Delhi, 1975
7. David, Mandelbaum: Society in India, Popular, Bombay, 1972
8. Dube, S.C. : Indian Society, Popular, Bombay, 2000
9. ICSSR: A Survey in Sociology and Social Anthropology, 1999 Jaipur, 2005.
10. Karve Iravati : Hindu Society: An Interpretation (Poona Deccan College,) 1961
11. Sharma, K.L.: Essays on Social Stratification, Rawat, New Delhi
12. Sharma, K.L. : Caste, Class and Tribe, Rawat, New Delhi
13. Singh, K. S. : The People of India, Seagull, Calcutta, 1992
14. Singh, Yogendra : Modernization of Indian Tradition, Thomson, 1973
15. Srinivas M.N. : Social Change in Modern India, California University press, 1963
16. Achin, V. (1997). Communalism Contested: Religion, Modernity and Secularization. Delhi : Vistaar Publications.
17. Beteille, A. (2002). Sociology: Essays on Approach and Method. New Delhi: OUP.
18. Breman, J. C., Kloos, P., & Saith, A. (1997). The Village in Asia Revisited. New Delhi : OUP
19. Chaudhuri, M. (Ed.). (2010). Sociology in India, Intellectual and Institutional Practices. New Delhi: Rawat Publications.
20. Das, V. (2003). The Oxford Companion to Sociology and Social Anthropology. Vol. I & II. New Delhi: OUP.
21. Das, V. (1995). Critical Events: An Anthropological Perspective on Contemporary India. New Delhi: Oxford University Press.
22. Das, V. (Ed.). (2004). Handbook of Indian Sociology. New Delhi Oxford University Press

23. Dhanagare, D. (1999). Themes and Perspectives in Indian Sociology. Jaipur : Rawat Publications.
24. Dahiwale,S. (Ed.). (2004). Indian Society: Non-Brahmanic Perspectives. Jaipur :Rawat Publications.
25. Deshpande, S. (2003). Contemporary India: Sociological Views. New Delhi: Penguin Book.
26. Guha R. (1998). A Subaltern Studies Reader. New Delhi: Oxford University Press.
27. Khilnani, S.(1999). The Idea of India. New Delhi: Penguin.
28. Gupta, D. (1984). Continuous Hierarchies and Discrete Castes.I and II. Economic and Political Weekly, 19 (46 -47).
29. Patel, S., & Thorner, A. (Eds.). Bombay Metaphor for Modern India. N. Delhi: Oxford University Press.
30. Singh, K. (Ed.). (1983). Tribal Movements in India. New Delhi: Manohar.
31. Thapar, R. (1987). Cultural Transaction and Early India: Tradition and Patronage. New Delhi: Oxford University Press.
32. Vivek, P. (2002). Sociological perspectives and Indian Sociology. Mumbai: Himalaya Publishing House.
33. Murugkar, L. (1991). Dalit Panther Movement in Maharashtra: A Sociological Appraisal. Hyderabad: Sangam Books

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(Note: Any other text/ article/reference book suggested by the teacher.)

**Research journals:**

Indian Sociological Bulletin

**Additional readings:** □□□□□□□□□□□□ □□□□□□□□□□

**Medium of Instruction – Marathi/English**





**Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)  
Department of Sociology**

**National Education Policy (NEP) 2020**

**M. A. Part -I, Semester-I (Sociology)**

**SOCIOLOGY- (MAJOR SUBJECT)**

**SOCIOLOGY COURSE: I RURAL SOCIETY IN INDIA**

**Subject Code- MMSOC12103**

**Credit-04**

**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

In this course, we will embark on a fascinating journey to explore the dynamics, challenges, and unique features of rural life in one of the world's most populous countries, India. This course is designed to provide you with a comprehensive understanding of the complexities and nuances of rural society, shedding light on the social, economic, and cultural aspects that shape rural communities. India's rural landscape is not only vast but also diverse, comprising a significant proportion of the country's population. Understanding the intricacies of rural society is crucial for grasping the socio-economic realities, cultural traditions, and developmental challenges that rural communities face. Throughout this course, we will delve into various aspects of rural life, including agriculture, land distribution, rural livelihoods, social hierarchies, gender dynamics, governance, and the impact of globalization.

**Objectives:**

1. To understand the Complexity of Rural Society.
2. To analyze Rural Livelihoods and Agricultural Systems.
3. To explore Social Hierarchies and Gender Dynamics.
4. To explore the governance structures and policies that affect rural areas in India.
5. To understand the complexities of poverty and inequality in rural India.
6. To examine the causes and consequences of rural-urban migration in India.
7. To understand the social, economic, and cultural implications of migration on both sending and receiving communities.
8. To analyze the challenges and opportunities associated with rural-urban migration.

**Course Outcomes:** after studying the course the students will be able to

**CO1** To possess a comprehensive understanding of the complexities, challenges, and unique features of rural society in India

**CO2** Demonstrate the ability to critically analyze and evaluate the livelihoods, agricultural systems, social hierarchies, gender dynamics, governance, poverty, inequality, rural-urban migration, and sustainable development in the context of rural India

**CO3** To apply acquired knowledge and insights to assess and address real-world issues and challenges faced by rural communities in India, particularly in areas related to agriculture, poverty alleviation,

education, healthcare, infrastructure, and social justice

**CO4** Adopt an interdisciplinary approach by integrating sociological, anthropological, economic, and governance perspectives to understand the multifaceted nature of rural society in India and the interplay of various factors influencing rural development

**Expected Skills impartation (Through theory and practical's )**

1. Gain proficiency in conducting research, collecting data, and analyzing information related to rural society in India
2. Develop the ability to think critically and analytically about complex rural issues, identifying problems, evaluating alternative solutions,
3. Logical thinking
4. Leadership

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<b>Approaches to the Study of Rural Society:</b> 1.1 Ideal-Index-Typical Approach 1.2 Rostov's Five Stages Approach 1.3 Diffusionist Approach 1.4 Marxist Approach	1	15	<b>CO 1</b>
<b>Unit 2:</b>	<b>Changing Nature of Rural Social Institutions</b> 2.1 Family 2.2 Caste 2.3 Religion 2.4 Changing Nature of Rural Society	1	15	<b>CO 2</b>
<b>Unit 3:</b>	<b>Agrarian Social Structure and Change</b> 3.1: Agrarian Social Structure: Evolution of Land tenure system <b>3.2 Rural Problem: Landless Labours, Bonded Labour, Rural Poverty</b> 3.3 Agrarian Crisis: GM seeds and farmers suicide 3.4 Farmers Movements in India: Critical Analysis	1	15	<b>CO3</b>
<b>Unit 4:</b>	<b>Rural Society and Planned Change:</b> 4.1 Poverty Alleviation Programmes: An Outline 4.2 Impact of Green Revolution 4.3 Panchayat Raj 4.4 Impact of Globalization	1	15	<b>CO4</b>

**Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&4**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Ahuja, Ram: Society in India: Concepts, Theories and Social Change, Rawat, New Delhi, 2005.
2. Ahuja, Ram: Indian Social System, Rawat, Jaipur, 1993/2002.
3. Beteille, Andre: Six Essays in Comparative Sociology, OUP, New Delhi, Bristol, 1975.
4. Davey, Brian: The Economic Development of India, Spokesman Books, Delhi, 1997.
5. Desai A.R (Ed): Peasant Struggles in India, Oxford University, Press, Bombay, 1979.
6. Desai A.R : Rural sociology in India, Popular Prakashan, Bombay, 1977.
7. Dhanagare, D. N: Peasant Movement in India, OUP, New Delhi, 1988.
8. Doshi, S.L. and Jain P.C. : Rural Sociology, Rawat Publications, Jaipur and House, New Delhi, 1979. House, New Delhi, 1994 New Delhi, 1999
9. Oommen, T.K: Social Transformation in Rural India, Vikas Publishing House, New Delhi, 1984.
10. Patil R.B: Rural Development in India, NavVishnu Publication Ajmer, 2015
11. Sen, Bhowani: Evolution of Agrarian Relations in India, People's Publishing House, New Delhi 1962.
12. Sen, Sunil: Agrarian Relations in India 1793 to 1947, People's Publications
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14. Sharma K. L: Rural Society in India, Rawat Publications, Jaipur and New-
15. Singh, Raghavendra Pratap : Sociology of Rural Development in India, Discovery Publishing House Delhi, 1987.
16. Thorner, Daniel, & Thorner Alice : Land and Labour in India, Asia Publications, Bombay, 1962
17. Tiwari, Jai Kant : Rural Transformation in India, Reliance Publishing

**Note :** Any other text / article / reference book suggested by the teacher.

**Research journals:**

Indian Sociological Bulletin

**Additional readings:** □□□□□□□□□□ □□□□□□□□

**Medium of Instruction** – Marathi/English



Rayat Shikshan Sanstha's  
Chhatrapati Shivaji College, Satara (Autonomous)

Department of Sociology

National Education Policy (NEP) 2020

M. A. Part -I, Semester-I (Sociology)

**SOCIOLOGY- (MAJOR SUBJECT)**

**SOCIOLOGY COURSE: I SOCIOLOGY OF SANITATION PART A**

Subject Code- MMSOC12104

Credit-02

(Syllabus to be implemented from June, 2023-24 onwards)

**Preamble:**

In this thought-provoking journey, we will explore the intricate relationship between society and sanitation, examining how sociological perspectives can deepen our understanding of this vital aspect of human life. This course aims to provide you with comprehensive insights into the social, cultural, and behavioral dimensions of sanitation, and how they intersect with broader social structures and processes. Sanitation, the provision of clean and hygienic conditions for human waste management and access to safe water, is a fundamental aspect of human well-being and public health. However, its significance extends far beyond its technical aspects. The sociology of sanitation recognizes that sanitation practices and systems are deeply embedded in social norms, cultural beliefs, power dynamics, and socioeconomic inequalities.

**Objectives:**

CO1. To sensitize students to sanitation related health issues

CO2. To understand the role of the State in healthcare in India

CO3. To develop insights for sociological analysis of Sanitation issues in India.

**Course Outcomes:** after studying the course the students will be able to

CO1. Role of the Governments in the healthcare in India

CO2. Make aware the health and sanitation conditions in India

CO3. Social aspects of sanitation and social ordering

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills

2. Analytical Skill

3. Logical thinking

4. Responsibility

	Contents	Distribution of Credit	Periods	COS
<b>Unit 1:</b>	<b>Introduction</b> 1.1 Meaning, origin and scope of sociology of sanitation 1.2 Significance of the study of sociology of sanitation 1.3 Problem of environmental sanitation in India	1	15	CO 1
<b>Unit 2:</b>	<b>Roots of Sanitation Studies</b> 2.1 History of sanitation in India 2.2 Phenomenology of Untouchability 2.3 Sulabh sanitation movement	1	15	CO 2&3





**Rayat Shikshan Sanstha's**  
**Chhatrapati Shivaji College, Satara (Autonomous)**  
**Department of Sociology**  
**National Education Policy (NEP) 2020**  
**M. A. Part -I, Semester-I (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: I EDUCATION AND SOCIETY**  
**Subject Code- MESOC12101** **Credit-04**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**  
Education and Society is the study of relationship. It refers to the study of how the individual experience and public institutions can affect education and its outcome. This paper is recognized as a place where there is an opportunity for the students to learn and develop unique skills that they need and have the potential for it. It is a means of education and in turn, helping the young generation achieves a greater quality of life.

**Objectives:**  
1. To contextualize the institution of education within the discipline of Sociology.  
2. To get acquainted with the theoretical perspectives and contributions in sociology of education.  
3. To understand the recent developments and issues in the contemporary education System

**Course Outcomes:** after studying the course the students will be able to  
CO1 Understanding of the Nature, Scope, Development and Significance of Sociology of Education.  
CO2 Awareness about the Theoretical Perspective of Education.  
CO3 Understanding of the Education, Socialization, Stratification, Modernization and Social Mobility.  
CO4 Awareness about the Recent Development and Challenges of Education.

**Expected Skills impartation (Through theory and practical's )**  
1. Reading skills  
2. Analytical Skill  
3. Logical thinking

	Contents	Distribution of Credit	Periods	COS
<b>Unit 1:</b>	<b>Sociology of Education</b> 1.1 Education Meaning and Nature 1.2 Scope of Sociology of Education; 1.3 Development of Sociology of Education; 1.4 Significance of Sociology of Education	1	15	CO 1
<b>Unit 2:</b>	<b>Theoretical Perspectives to Understand Education:</b> 2.1 Functionalist Perspective; 2.2 Radical Perspective; 2.3 Cultural Reproduction; 2.4 Feminist Perspective	1	15	CO 2
<b>Unit 3:</b>	<b>Philosophy of Education: Indian Thinkers</b> <b>3.1 Mahatma Phule</b> <b>3.2 Mahatma Gandhi</b> <b>3.3 Ravindranath Tagore</b>	1	15	CO3

	<b>3.4 Maulana Azad</b>			
<b>Unit 4:</b>	<b>Recent Development and Challenges of Education</b> 4.1: Basic Education and Social Development 4.2: Higher Education: System, Governance 4.3: Higher Education Problems and Challenges 4.4: Education and Privatization	1	15	CO4

**Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&4**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Acker, S.: Gendered Education: Sociological Reflections on Women, Open 1974. Identity, Orient Longman, New Delhi, 1988.
2. Bhatia and Bhatia. : The Philosophical and Sociological Foundations of Education,
3. Blackledge, D. And Hunt, B.: Sociological Interpretations of Education, Crom Helm,
4. B.V. Shah and V.B. Shah: Sociology of Education, Rawat Publication.
5. Chanana, Karuna: Socialization, Education and Women: Exploration in Gender
6. Chitins, Suma and P.G. Altbach: Higher Education Reform in India, Experience
7. Durkheim, Emile.: Education and Sociology, Free Press, New York, 1956.
8. Jayaram, N. : Sociology of Education in India, Rawat Publication, Jaipur,
9. Mathur, S.S. : A Sociological Approach to Indian Education, Vinod Publication,
10. Michael, Haralambos, (with Robin Heald): Sociology: Themes and Perspectives, Agra, 1966. And Perspectives, Sage, New Delhi, 1993.Doaba House, Delhi, London, 1985 Press, Delhi, 1994, pp. 521-58.1990.pp. 144-67 University Press, Birmingham, 1994. 13th Edn. Oxford University
11. Halsey, A. Lauder, H., Brown, P., & Wells, A. (1997). Education: culture, economy and society. Oxford: Oxford University Press
12. Althusser, L. (1971). Ideology and Ideological State Apparatuses. In L. Althusser (Ed.). Lenin and Philosophy and Other Essays. London: New Left Books
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14. Sharma, A. (2008). Logics of Empowerment: Development, Gender, and Governance in Neoliberal India. London: University of Minnesota
15. Beni, V. (2009). Schooling India: Hindus, Muslims, and the forging of citizens. New Delhi: Orient Blackswan
16. Bernstein, B. (1996). Pedagogy, Symbolic Control and Identity. London: Taylor and Francis
17. Beteille, A. (1985). Equality of Opportunity and the Equal Distribution of Benefits. Pune: Orient Longman (Gokhale Institute of Politics and Economics)
18. Beteille, A. (2009). Institutions and Networks. Current Science. 97,2:148-156.
19. Boren, M. (2019). Student resistance: A history of the unruly subject. New York: Routledge
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21. Coleman. J. (1968). The Concept of Equality of Educational Opportunity. Harvard
22. Dewey, J. (1916). Democracy and Education: An Introduction to the Philosophy of Education. New York: Free Press
23. Durkheim, E. (1956). Education and Society. New York: Teachers College Press
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25. Friere, P. (1970). Pedagogy of the Oppressed. New York: Continuum
26. Friere, P. (2007). Disciplining the saffron way: moral education and the Hindurashtra. Modern

Asian Studies. 41(5): 1033-1071

27. Gandhi, M. (1962). Problems of Education. Ahmedabad:NavjeevanPrakashan
28. Gandhi, M. (1977). Basic Education in the Collected Works. Ahmedabad:Navjeevan
29. Jeffrey, C., Jeffery, R., & Jeffery, P. (2008). School and madrasah education: Gender and the strategies of Muslim young men in rural north India. Compare. 38(5):581-593
30. Kumar, K. (2019). Dilution of the Right to Education Act. EPW. 54 (14):14-15
31. Kumar. K. (2002). Prejudice and Pride. New Delhi:Viking
32. McLaren, P. (1986). Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gestures. New York:Routledge
33. Nambissan, G. & Rao, S. (Ed.). (2013). Sociology of education in India: Changing contours and emerging concerns. New Delhi: Oxford UniversityPress
34. Rousseau, J. (1974). Emile, translated by Barbara Foxley. London: Everyman Library. London: J.M. Dent andSons
35. Saigol, R. (2000). Symbolic Violence, Curriculum, Pedagogy and Society. Lahore: Society for the Advancement of Education (Chapters 5, 6, and7)
36. Thapan, M. (2006). Life at School. An Ethnographic Study. New Delhi: Oxford UniversityPress
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39. Willis, P. (1977). Learning to Labour: How Working-Class Kids Gets Working Class Jobs.Surrey, England: SaxonHouse

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(Note: Any other text/Article suggested by the subject teach)

**Research journals:**

Indian Sociological Bulletin

**Additional readings:** □□□□□□□□□□□□ □□□□□□□□□□

**Medium of Instruction** – Marathi/English





**Rayat Shikshan Sanstha's**  
**Chhatrapati Shivaji College, Satara (Autonomous)**  
**Department of Sociology**  
**National Education Policy (NEP) 2020**  
**M. A. Part -I, Semester-I (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: I RESEARCH METHODOLOGY IN SOCIOLOGY**  
**Subject Code- RMSOC12101** **Credit-04**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalizing it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives:**

1. To get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
2. To have a grip over the basic steps involved in social research and the types of social research with their applicability.
3. To develop an insight into the need and types of research design and the use of sampling method for attending objectivity and scientific study.

**Course Outcomes:** after studying the course the students will be able to

CO1 This paper is designed and incorporated to acquaint the students with the scientific ways of studying social phenomena.

CO2 This provides them with a research insight that will enable them to capture the most relevant data in an objective manner.

CO3 The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non-Government agencies.

CO4 How to collect analyzes data and how to write a field report.

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills
2. Analytical Skill
3. Logical thinking

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<b>Meaning &amp; Significance of Social Research</b> 1.1 Meaning, Definitions & Utility of Social Research 1.2 Major Steps in Social Research 1.3 Scientific Method-Characteristics 1.4 Applicability of Scientific Method	1	<b>15</b>	<b>CO 1</b>
<b>Unit 2:</b>	<b>Hypothesis &amp; Sampling</b> 2.1 Meaning, definitions and Characteristics of Hypothesis 2.2 Types of and sources of Hypothesis 2.3 Sampling-Meaning & Characteristics 2.4 Types of sampling-probability & non-probability	1	<b>15</b>	<b>CO 2</b>

<b>Unit 3:</b>	<b>Tools and Techniques of Data Collection</b> 3.1 Qualitative methods and Quantitative methods 3.2 Observation 3.3 Interview Schedule, Questionnaire 3.4 Case study	1	15	CO3
<b>Unit 4:</b>	<b>Data Analysis &amp; Report Writing</b> 4.1 Significance of Measures of Central Tendency 4.2 Mean, Median, Mode 4.3 Tabulation and Data Analysis 4.4 Report Writing	1	15	CO4
<b>Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&amp;4</b> 1. Group Discussion on any topic/field visit to institute. 2. Home Assignment 3. Subject Related Activity 4. Online Class Test				
<b>Suggested Text Books:</b> 1. Goode William J and Paul K. Hatt. Methods in Social Research. New York: McGraw-Hill Book Co, 1952 2. Wilkinson T.S& P.L. Bhandarkar, Methodology & Techniques of Social Research, Himalaya Publishing House, 2010				
<b>Reference Books:</b> 1. Vajpayee, .S.R. Methods of Social Survey and Research, Kitab Ghar, 1960. 2. Seale, C. (ed), Researching Society and Culture, London: Sage, 2014. 3. Young, P.V.Scientific Social Survey and Research, Prentice Hall, New Delhi, (Ref.Book) 1939 4. Kothari, C.R Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern, 1985 5. Bryman, Alan Quality and Quantity in Social Research, Unwin Hyman, London, 1988. 6. Jayram, N. Sociology: Methods and Theory, Madras, Macmillan M				
<b>Research journals:</b> Indian Sociological Bulletin				
<b>Additional readings:</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Medium of Instruction</b> – Marathi/English				



**Rayat Shikshan Sanstha's**  
**Chhatrapati Shivaji College, Satara (Autonomous)**  
**Department of Sociology**  
**National Education Policy (NEP) 2020**

**M. A. Part -I, Semester-II (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: II CLASSICAL SOCIOLOGICAL TRADITIONS: MARX,**  
**PARETO, PARSON AND COOLEY**

**Subject Code- MMSOC12205**

**Credit-04**

**(Syllabus to be implemented from June, 2023-24 onwards)**

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

**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.

**Course Outcomes:** after studying the course the students will be able to  
 CO1 Understanding of the Various Theories of Karl Marx.  
 CO2 Awareness about the Major Ideas of Vilfredo Pareto.  
 CO3 Understanding of the Talcott Parsons- Relation between Individual and Society' Self and Society: Theory of Looking-Glass Self, The Primary Groups.  
 CO4 Awareness about the Charles Cooley- Various Concepts.

**Expected Skills impartation (Through theory and practical's )**  
 1. Reading skills  
 2. Analytical Skill  
 3. Logical thinking

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<b>Karl Marks (1818-1883):</b> 1.1 Theory of Historical Materialism 1.2 Marx's Analysis of Capitalism: Classes a Class Struggle 1.3 Marx's concept of Surplus Value 1.4 Alienation	1	15	<b>CO 1</b>
<b>Unit 2:</b>	<b>Vilfredo Pareto (1848-1920):</b> 2.1 Intellectual Background and Conception of Society and Sociology 2.2 Logical and Non-Logical Action 2.3 <b>Classification of Residues and Derivations</b> 2.4 Theory of <b>Social change: Types of elites, Circulation of Elites, circulation process</b>	1	15	<b>CO 2</b>
<b>Unit 3:</b>	<b>Talcott Parsons</b> <b>3.1 Intellectual Background</b> <b>3.2 Social Action</b> <b>3.3 Pattern Variables</b>	1	15	<b>CO3</b>

	<b>3.4 Social Stratification: Class, Gender, Race and Social System</b>			
<b>Unit 4:</b>	<b>Charles Horton Cooley (1864-1929):</b> 4.1 Intellectual Background 4.2 Views on ‘Relation between Individual and Society’ 4.3 Self and Society: Theory of Looking-Glass Self 4.4 The Primary Groups	1	15	CO4

**Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&4**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Aron, Raymond: Main Current in Sociological ,Vol.I & II, Michale Joseph
2. Coser, Lewis A.: Masters of Sociological Thought, Harcourt Base, New York,
3. David Ashley and David M. Orenstein : Sociological Theory- Classical Statements (Third Edition), Allyn and Bacon, Paramount Publishing, Massachusetts, 1995
4. Fletcher Ronald: The Making of Sociology, Vol. I & II, Michael Joseph
5. Giddens, Anthony: Capitalism and Modern Social Theory – An analysis Writings Graw Hill Book Co., 1983.
6. Haralambos and Halborn: Sociology :Themes and Perspectives, Collins
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8. Marx, Weber and Durkheim, London: Sage Publications 1995. of Marx, Durkheim and Weber, Cambridge University Press, 1997.Penguin, 1965-67Publication,Holborn, 2008
9. Ritzer, George: Sociological Theory, International Edition (5th Edition), Mc-
10. Tucker, K.N.: Classical Social Theory. Blackwell Publication, Oxford, 2002
11. Zeitlin, Irving M: Ideology and the Development of Sociological Theory, Prentice Hall, New Delhi, 1969.
12. Craib, I: Classical Social Theory. New York: Oxford University Press, 1997.
13. Tucker, K.
14. : Classical Social Theory. U.S.A.: Blackwell, 2002.
15. . Giddens, A.: Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought. New Jersey: John Wiley & Sons, 2013
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21. Allan, K., and Daynes, S. (2016). *Explorations in Classical Sociological Theory: Seeing the Social World*. London : Sage Publication

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

**Research journals:**

Indian Sociological Bulletin

**Additional readings:** □□□□□□□□□□□□ □□□□□□□□□□

**Medium of Instruction** – Marathi/English



**Rayat Shikshan Sanstha's**

**Chhatrapati Shivaji College, Satara (Autonomous)**  
**Department of Sociology**  
**National Education Policy (NEP) 2020**  
**M. A. Part -I, Semester-II (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: II PERSPECTIVES ON INDIAN SOCIETY**  
**Subject Code- MMSOC12206** **Credit-04**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**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 UGC Model Curriculum and the recommendations of the NAAC Committee. The present exercise of revision of sociology syllabus is guided by three broad teaching orientations.

**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 making of sociology in India.
3. To acquaint the students to various perspectives of understanding Indian society
4. To introduce recent issues in Indian society and the debates around those issues.

**Course Outcomes:** after studying the course the students will be able to

CO1 Understanding of the Development of Sociology and Social Anthropology in India.

CO2 Awareness about the Perspectives on Indian Society.

CO3 Understanding about the Marxist Perspective.

CO4 Awareness about the Civilization and Subaltern Perspective.

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills
2. Analytical Skill
3. Logical thinking

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<b>Development of Sociology and Social Anthropology in India</b> 1.1 Phases of Development of Sociology: Exploratory, Development and Analytical 1.2 Phases of Development of Social Anthropology: Exploratory, Development and Analytical 1.3 Contribution of Patrick Geddes 1.4 Contribution of Dr. Iravati Karve	1	15	<b>CO 1</b>
<b>Unit 2:</b>	<b>Perspectives on Indian Society</b> 2.1 Indological / Textual Perspective: G. S. Ghurye 2.2 Louis Dumont 2.3 Structural Perspective: M. N. Srinivas 2.4 S.C. Dube	1	15	<b>CO 2</b>
<b>Unit 3:</b>	<b>Marxist Perspective</b> 3.1 Marxist Perspective 3.2 Recognition of Marxist Perspective 3.3 D. P. Mukherjee	1	15	<b>CO3</b>

	3.4 A. R. Desai			
<b>Unit 4:</b>	<b>Civilization and Subaltern Perspective</b> 4.1: N. K. Bose 4.2: Surajit Sinha <b>4.3: David Hardiman</b> 4.4: Dr. B. R. Ambedkar	1	15	CO4

**Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&4**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Dhanagare, D.N.: Themes and Perspectives in Indian Sociology, Rawat, Jaipur, 1993.
2. Oommen, T.K. and Partha Mukherjee :Indian sociology: Reflections and introspections, Popular, Bombay, 1986.
3. Guha, Ranjit (ed): Subaltern Studies: Writings on South Asian History and Society, Oxford,1982
4. Ambedkar, B.R.: Speeches and Letters, Bombay.
5. Singh, Yogendra: Modernization of Indian Tradition, Thomson, 1973
6. Singhi, N. K.: Theory and Ideology in Indian Sociology, Rawat, Jaipur, 1996
7. Relevant articles from Man in India, Social Change and Eastern Anthropologist
8. Nagla B.K : Indian Sociological Thought, Rawat Publication, Jaipur
9. Doshi S.L.: Bhartiya Samajik Vichar (Indian Social Thinkers), Rawat Publication, Jaipur, 2010
11. Achin, V. (1997). *Communalism Contested: Religion, Modernity and Secularization*. Delhi : Vistaar Publications.
12. Beteille, A. (2002). *Sociology: Essays on Approach and Method*. New Delhi: OUP.
13. Breman, J. C., Kloos, P., & Saith, A. (1997). *The Village in Asia Revisited*. New Delhi : OUP
14. Chaudhuri, M. (Ed.). (2010). *Sociology in India, Intellectual and Institutional Practices*. New Delhi: Rawat Publications.
15. Das, V. (2003). *The Oxford Companion to Sociology and Social Anthropology*. Vol. I & II. New Delhi: OUP.
16. Das, V. (1995). *Critical Events: An Anthropological Perspective on Contemporary India*. New Delhi: Oxford University Press.
17. Das, V. (Ed.). (2004). *Handbook of Indian Sociology*. New Delhi Oxford University Press
18. Dhanagare, D. (1999). Themes and Perspectives in Indian Sociology. Jaipur : Rawat Publications.
19. Dahiwale,S. (Ed.). (2004). *Indian Society: Non-Brahmanic Perspectives*. Jaipur :Rawat Publications.
20. Deshpande, S. (2003). *Contemporary India: Sociological Views*. New Delhi: Penguin Book.
21. Guha R. (1998). *A Subaltern Studies Reader*. New Delhi: Oxford University Press.
22. Khilnani, S.(1999). *The Idea of India*. New Delhi: Penguin.
23. Gupta, D. (1984). *Continuous Hierarchies and Discrete Castes*.I and II. Economic and Political Weekly, 19 (46 -47).
24. Patel, S., & Thorner, A. (Eds.). *Bombay Metaphor for Modern India*. N. Delhi: Oxford University Press.
25. Singh, K. (Ed.). (1983). *Tribal Movements in India*. New Delhi: Manohar.
26. Thapar, R. (1987). *Cultural Transaction and Early India: Tradition and Patronage*. New







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**M. A. Part -I, Semester-II (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: II URBAN SOCIETY IN INDIA**  
**Subject Code- MMSOC12207** **Credit-04**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

Urban Society in India is the sociological study of life and human interactions in metropolitan areas. It is a normative discipline of Sociology seeking to study the structures, environmental processes, changes and problems of an urban area in India and by doing so provide inputs for urban planning and policy making. This paper enhances the student's capabilities of scientific macro study.

**Objectives:**

1. To acquaint the students with basic concepts in urban sociology and review urban ecological theories.
2. To understand the process of urbanization and its conscience.
3. To analyses different urban problems in India.

**Course Outcomes:** after studding the course the students will be enable to

CO1 Understanding of the Basic Concept of Urban Sociology.

CO2 Awareness about the Theories of Urban Development.

CO3 Understanding of the Classification of Cities and Towns and Urban Processes

CO4 Awareness about the Problems, Planning and Development.

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills
2. Analytical Skill
3. Logical thinking

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<b>Basic Concept in Urban Sociology</b> 1.1 Ecology and Community 1.2 Characteristics of Urban Society 1.3 Preindustrial Cities 1.4 Post Industrial Cities	1	15	CO 1
<b>Unit 2:</b>	<b>Theories of Urban Development</b> 2.1 Concept of Urban Development 2.2 Concentric Zone Theory 2.3 Sector Theory 2.4 Multiple Nuclear Theory	1	15	CO 2
<b>Unit 3:</b>	<b>Classification of Cities and Towns and Urban Processes</b> 3.1: Classification of Cities and Town: Physical, Historical, Demographic; 3.2: Process of Industrialization and Urbanization; 3.3: Migration and Urbanization;	1	15	CO3

	3.4: Social Consequence of Urbanization: Family Class, Caste and Status of Women			
<b>Unit 4:</b>	<b>Urban Problems, Planning and Development</b> <b>4.1 Urban Problem:- Causes and Solution</b> 4.2Urban Problem: housing, alcoholism, drug addiction, <b>prostitution, aids</b> , slum <b>4.3 Environmental pollution and urban poverty</b> 4.3 Urban Planning and Smart Cities.	1	15	CO4
<b>Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2,3&amp;4</b>				
1. Group Discussion on any topic/field visit to institute. 2. Home Assignment 3. Subject Related Activity 4. Online Class Test				
<b>Reference Books:</b>				
1. Nayar, P.K.B.: ‘Sociology In India: Retrospect and Prospect’, B. R. Publishing Corporation, Delhi, 1982. 2. Kopardekar, H.D.: ‘Social Aspects of Urban Development’, Popular Prakashan, Mumbai, 1986. 3. Gill, Rajesh :‘Slum as urban villages’, Rawat Publications, Jaipur,1994 4. Ahuja, Ram: ‘Social Problems in India, ‘Rawat Publications, Jaipur, 1997. 5. Quinn, J.A. : ‘Urban Sociology’, S.Chand& Co., New Delhi. 6. Bose, Ashis: ‘Studies in India’s Urbanization’, Tata McGraw-Hill Publishing Co. Ltd., New Delhi., 1973.Collngworkth, J.B ‘Problems of Urban Society,’ Vol II, George Allen &Unwin Ltd, 1972. 7. Bhattacharya, B.: ‘Urban Development in India’, Shree Publishing House, Delhi,1979. 8. Elsentadt, S.N. andShachar, A:“Society, Culture and Urbanization”, Sage Publication New Delhi, 1987. 9. Desai, A.R. and Pillai,S.D (Eds.) : ‘Slums and Urbanization’, Popular Prakashan, Mumbai. 1970. 10. Ramchandran, R. Edward, W. Soja : Urbanization and Urban system in India,O.U.P. Delhi 1991. 11. Edward, W. Soja: Post Metropolis, critical studies of cities and regions, Oxford Blackwell, 2000. 12. De’ Souza, Alfred ( Ed) :Urban growth & Urban planning – Indian social institute, New Delhi 1983 13. .M.S.A. Rao and Bhat, A Reader in Urban sociology, Orient Longman, 1991. 14. Nagla B. K: Sociology of Sanitation, Kalpaz Publications, New Delhi,2015 15. P.S. Vivek : World of Garbage and Waste: Undercurrents of Swatchh 16. Bharat and SabkaVikas in India, Himalaya Publishing House, Mumbai, 2015.				
<b>Research journals:</b>				
Indian Sociological Bulletin				
<b>Additional readings:</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Medium of Instruction</b> – Marathi/English				



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**M. A. Part -I, Semester-II (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: II SOCIOLOGY OF SANITATION PART B**  
**Subject Code- MMSOC12208** **Credit-02**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

This paper introduce sensitize the social responsibility of environmental sanitation. Sensitize to health related social issues. Understand public health and social medicine. Aware of health and sanitation conditions in India Role of the Governments in the healthcare in India make aware the health and sanitation conditions in India to develop insights for sociological analysis of Sanitation issues in India.

**Objectives:**

1. To make aware the environmental sanitation conditions in India
2. To sensitize the social responsibility of environmental sanitation.
3. To develop insights for sociological analysis of Sanitation issues in India.

**Course Outcomes:** after studying the course the students will be enable to

CO1 Sensitize to health related social issues.

CO2 Understand public health and social medicine.

CO3 Aware of health and sanitation conditions in India

**Expected Skills impartation (Through theory and practical`s )**

1. Reading skills
2. Analytical Skill
3. Logical thinking

	Contents	Distribution of Credit	Periods	COS
Unit 1:	Health and Sanitation 1.1 Sanitation, hygiene and health 1.2 Sanitation policies and programmes in India; role of NGOs. 1.3 Wastage: Public and Private space	1	15	CO 1&3
Unit 2:	Sanitation and Society 2.1 Social construction of hygiene and sanitation 2.2 Scavenging castes and gender issues in sanitation 2.3 Environment and Papulation	1	15	CO 2&3

**Practical work: Case Study / Field Survey / Field Visits / Project ---CO 1,2&3**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

- 1) Bindeshwar Pathak: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015
- 2) B. K. Nagla: Sociology of Sanitation, Kalpaz Publications, New Delhi, 2015 Richard Pais: Sociology of sanitation, Kalpaz Publications, New Delhi, 2015
- 3) Ashis Saxena: Sociology of





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**M. A. Part -I, Semester-II (Sociology)**  
**SOCIOLOGY- (MAJOR SUBJECT)**  
**SOCIOLOGY COURSE: II POLITICAL SOCIOLOGY**  
**Subject Code- MESOC12202** **Credit-04**  
**(Syllabus to be implemented from June, 2023-24 onwards)**

**Preamble:**

Political Sociology is an interdisciplinary field of study Concerned with exploring how governance and society interact and influence one another at the micro to l macro levels of analysis of deep layers of political life. In addition, they gain capacities of explanation of dynamics of social and political processes.

**Objectives:**

1. To study various approaches for understanding the state and Society.
2. To understand the contemporary socio-political challenges in India.
3. To study the fundamental aspects of politics that interprets and affects society.

**Course Outcomes:** after studding the course the students will be enable to

CO1 Understanding of the Concept of Political Sociology and Concept of Nation, State and Nationalism.

CO2 Awareness about the Theoretical Approaches in Political Sociology.

CO3 Understanding of the Political Participation and Political Socialization.

CO4 Awareness about the Contemporary Issues and Challenges related to Political Sociology.

**Expected Skills impartation (Through theory and practical's )**

1. Reading skills
2. Analytical Skill
3. Logical thinking

	<b>Contents</b>	<b>Distribution of Credit</b>	<b>Periods</b>	<b>COS</b>
<b>Unit 1:</b>	<b>Political Sociology</b> 1.1 Meaning, Nature and Scope of Political Sociology 1.2 Development of Political Sociology <b>1.3 Basic Concepts: Power, Authority, Nation-State, Governance, Bureaucracy,</b> <b>1.4 Political parties, political culture</b>	1	<b>15</b>	<b>CO 1</b>
<b>Unit 2:</b>	<b>Theoretical Approaches</b> 2.1 Ideology and Politics in India 2.2 System Analysis Approach 2.3 Elite Theories of Power (Vilfredo Pareto, C. W. Mills, and Mosca); <b>2.4 Post Structuralism</b>	1	<b>15</b>	<b>CO 2</b>
<b>Unit 3:</b>	<b>Political Participation and Political Socialization</b> 3.1 Political Socialization:-Meaning, Significance and Agencies; 3.2 Pressure Group and Interest Groups; 3.3 Political Bureaucracy: Characteristics	1	<b>15</b>	<b>CO3</b>



**Research journals:**

Indian Sociological Bulletin

**Additional readings:** □□□□□□□□□□ □□□□□□□□**Medium of Instruction** – Marathi/English**1. Examination Pattern: 60:40**

(60 Weightage for End Semester Examination & 40 Weightage for Continuous and comprehensive Evaluation)

**2. Nature of Question Paper:****End Semester Examination Question Paper Pattern for 60 Marks**

- Instruction:** 1) All Questions are Compulsory.  
2) All Questions carry equal marks.  
3) Figures to the right indicate full marks.

Day and Date: Total Marks:60

**Time: Two Hours**

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<b>Q. 1. Choose the correct alternatives from the following</b>	<b>15</b>
<b>Q.2. Write short Notes (<i>Three out of Four</i>)</b>	<b>15</b>
<b>Q.3. Write short answer (<i>Three out of Four</i>)</b>	<b>15</b>
<b>Q.4. Answer the following question in broad. (One out of Two)</b>	<b>15</b>

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**End Semester Examination Question Paper Pattern for 30 Marks**

- Instruction:** 1) All Questions are Compulsory.  
2) All Questions carry equal marks.  
3) Figures to the right indicate full marks.

Day and Date: Total Marks: 30

**Time: One Hours**

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<b>Q. 1. Choose the correct alternatives from the following</b>	<b>08</b>
<b>Q.2. Write short Notes (<i>Two out of Three</i>)</b>	<b>10</b>
<b>Q.3. Answer the following question in broad. (<i>One out of Two</i>)</b>	<b>12</b>

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**3. CCE (Continuous and comprehensive Evaluation):****4.1. Activities 40 Marks: 4 credit**

1. Seminar Presentation with Written Draft - 20 Marks
2. Subject Specific Activity- 20 Marks

**4.2. Activities 20 Marks: 2 Credits**

1. Subject Specific Activity - 20 Marks

  
Head  
Dept. of Sociology  
Chh. Shivaji College, Satara