



RayatShikshanSanstha's,
Sadguru Gadage Maharaj College, Karad
(An Autonomous College Affiliated to Shivaji University, Kolhapur)

School of Social Science
Department of Sociology
(B.A. Part-III, Semester V and VI)

Syllabus to be implemented from June 2025 Onwards

Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad. (Autonomous)
B.A.Part – III, Semester – V
Sociology Course – III
June 2021 Onwards
Paper: -WESTERN SOCIOLOGICAL THINKERS
(NMJSOCO7)
Teaching Hours – 60

Credit 04

Preamble:–

Objective of teaching sociological thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Outcomes:

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop Intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

UNIT NO. 1 - AUGUSTE COMTE(Period 15)

- 1.1 Law of Three Stages
- 1.2 Concept of Positivism.
- 1.3 Social Statics
- 1.4 Social Dynamics

UNIT NO. 2 - EMILE DURKHEIM(Period 15)

- 2.1 The Study of Social Facts
- 2.2 Theory of Suicide
- 2.3 Theory of Religion
- 2.4 Division of labour

UNIT 3 KARL MARX (Period 15)

- 3.1 Dialectical Materialism
- 3.2 Historical Materialism
- 3.3 Theory of class conflict
- 3.4 Theory of Alienation

UNIT NO4: WILFREDO PARETO (Period 15)

- 4.1 The Concept of Society
- 4.2 Logical And Non Logical Action
- 4.3 Residues and Derivation

4.4 The Theory of Circulation of Elites

Practical Work –

- 1) Collect information**
- 2) Class Test**
- 3) Debate**

References:

1. Abraham Francis Modern sociological Theory, Delhi Oxford University press, 1982
2. Abraham Francis 'Sociological Thought', Madras Macmillan, 1991
3. Aron Raymond Main Currents In Sociological Thought, Vol. I & II
4. Coseriu A. Lewis 'Masters of Sociological Thought' Rawat publications Jaipur 1996
5. Delaney Tim 'Contemporary Social Theory, Investigation and Application'
6. Haralambos & Holborn Sociology : Themes and Perspectives Published by Harper Collins Publishers Ltd. London W6 8JB 2008
7. Ritzer George Classical Sociological Theory, 4th edition, New York, Mc-Graw-Hill publication. 1996

Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad. (Autonomous)
B.A.Part – III, Semester – V
Sociology Course – III
June 2021 Onwards
Paper: -METHODS OF SOCIAL RESEARCH (Part-I)
((NMJSOCO8)
Teaching Hours – 60

Credit 04

Preamble:–

The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

Outcomes:

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organization.

Unit No 1: Introduction to Social Research (Period 15)

- 1.1 Philosophy of social science
- 1.2 Meaning and objectives of social research
- 1.3 Scientific Steps in Social Research
- 1.4 Relation between theory and fact

Unit No 2: - Research Design (Period 15)

- 2.1 Meaning and Nature of Research Design
- 2.2 Explorative
- 2.3 Descriptive
- 2.4 Experimental

Unit No 3: Basic Elements of Social Research (Period 15)

- 3.1 Concepts and meaning of social research

3.2 The Qualities of an Ideal researcher

3.3 Importance of Social Research

3.4 Obstacles of social research

Unit –:4 Hypotheses (Period 15)

4.1 Meaning of Hypothesis

4.2 Sources of hypothesis

4.3 Characteristics of Hypothesis

4.4 Types of hypothesis

Practical Work –

- 1) Seminar**
- 2) Class test**
- 3) Survey**

Reference Book:

Durkheim, E. 1958, the Rules of Sociological Method, New York: The Free Press

Weber, Max. 1949, the Methodology of the Social Sciences, New York: The Free Press

Radcliffe;Brown, A.R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation

Beiteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi

Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill.

Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi

Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge

Merton, R.K. 1972, Social Theory & Social Structure, Delhi: Arvind Publishing House

Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad. (Autonomous)
B.A.Part – III, Semester – V
Sociology Course – III
June 2025 Onwards
Paper: -POLITICAL SOCIOLOGY
(NMJSOC09)
Teaching Hours – 60

Credit 04

This course aims to acquaint the students with the major concepts, theoretical approaches and perspectives of political sociology.

It seeks to prepare the students to apply these concepts and approaches to the understanding of the nature of the political processes and institutions in India.

The course also exposes the students to the emerging perspective on the polity-society.

Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

UNIT – 1 NATURE OF POLITICAL SOCIOLOGY (Period 15)

1.1 Meaning and Definition of Political Sociology

1.2 Emergence of Political Sociology

1.3 Subject matter of Political Sociology

1.4 Importance of Political Sociology

Unit-2 - Basic Concepts in Political Sociology (Period 15)

2.1 Power: Meaning and Nature

2.2 State: Meaning and Nature

2.3 Civil Society: Meaning and Nature

2.4 Political culture: Meaning and Nature

Unit – 3 Political Socialization (Period 15)

3.1 Political Socialization -Meaning, Significance and Agencies;

3.2 PoliticalBureaucracy:Meaning and Characteristics

3.3 Political Bureaucracy: Types

3.4 Political Recruitment

UNIT -4 -POLITICAL PARTIES IN INDIA (Period 15)

4.1 Political parties: characteristics and social composition.

4.2 Pressure groups: characteristics and political significance.

4.3 Interest groups: characteristics and political significance.

4.4 Major Political Parties and their Principles

Practical Work –

1) Debate

2) Seminar

3) Class Test

Reference Book

- Bendix, R. and S. M. Lipset (Eds.). *Class, Status and Power*. London: RKP, 1966.
- Bhargava, R. *Secularism and its Critics*. New Delhi: OUP, 1999.
- Bottomore, T. *Elites and Society*. Harmondsworth: Penguin, 1966.
- Chakravarty, A. *Contradiction and Change*. Delhi: OUP, 1975.
- Dahl, R. *Who Governs?* New Haven: Yale University P, 1961.
- Desai, A.R. *State and Society in India: Essays in Dissent*. Bombay: Popular Publication, 2000
- Gerth, H.H. and C.W. Mills (Eds.). *From Max Weber: Essays in Sociology*. London: RKP, 1948.
- Key, V.O. *Politics, Parties and Pressure Groups*. NY: Crowell, 1964.
- Kohli, A. *India's Democracy: An Analysis of Changing State-Society Relations*. Princeton: Princeton University P, 1990.
- Kohli, A. *The State and Poverty in India: The Politics of Reform*. Cambridge: Cambridge University P, 1999.
- Kothari, R. *Caste in Indian Politics*. Delhi: Orient Blackswan, 2008.
- Laclau, E. *Politics and Ideology in Marxist Theory*. London: Verso, 2012.
- Miller, D. *On Nationality*. Oxford: Clarendon Press, 1995.
- Mills, C.W. *The Power Elite*. NY: OUP, 2000.
- Nash, K. *Contemporary Political Sociology*. Massachusetts: Blackwell Publishers, 2000.
- Robinson, M. S. *Local Politics: the Law of the Fishes*. Delhi: OUP, 1988.
- Runciman, W.G. *Social Science and Political Theory*. Cambridge: CUP, 1969.

Rayat Shikshan Sanstha's
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B.A.Part – III, Semester – V
Sociology Course – III
June 2025 Onwards
Paper: -HUMAN RIGHTS
(NMJSOC10)
Teaching Hours – 60

Credit 04

Preamble:–

To provide the conceptual understanding about the human rights.

To understand the nature and role of Human Rights in India.

To understand violation of Human Rights in India.

Outcomes:

- 1) Conceptual understanding about the Human Rights
- 2) Identify issues and problems relating to the realization of human rights
- 3) Understand the nature & role of human rights in India
- 4) Educate the society about the human rights and duties in order to create responsible citizenry

Unit No. 1- HUMAN RIGHTS(Period 15)

1.1 Concept and Meaning of Human Rights

1.2 Characteristics of Human Rights

1.3 History of Human Rights in India

1.4 Perspectives of Human Rights.

Unit – 2 UNITED NATIONS ORGANIZATIONS AND HUMANRIGHTS (Period 15)

2.1 Universal Declaration of Human Rights(1948)

2.2 International Covenant on Economic, Social Rights. (1966)

2.3 International Covenant on cultural Rights. (1966)

2.4 International Convent on Political Rights(1966)

Unit -3 - HUMAN RIGHTS IN INDIA(Period 15)

3.1 Indian Constitution and Human Rights

3.2 National Human Rights Commission in India (Structureand Role)

3.3 Function of National Scheduled Castes Commission in India.

3.4 Function of National Scheduled Tribes commission in India

Unit -4 –SOCIAL WELFARE SCHEMES IN INDIA (Period 15)

4.1 Labour Welfare Schemes

4.2 Child Welfare Schemes

4.3 Women Welfare Schemes

4.4 Principles of Social Welfare in India

Practical Work –

- 1) Seminar**
- 2) Field Visit**
- 3) Class Test**

REFERENCE:

- Anthony M.J Social action through courts, ISI, New Delhi, 1997.
- Bhatia K.L Law and social change Towards 21st Century, Deep and Deep, New Delhi, 1994
- Bose A.B Social Security for the old myth and reality, Center for Public & Governance Institute of applied Manpower Research by Concept Pub. Company .New Delhi, 2006
- Crampton Helen M. Social welfare : Institution and Process, Random and Keiser
- Keneth K. House Inc ,New York, 1970
- Social Policy and Social Development in India
- Kulkarni P.D Social Policy and social Development in India, ASSWI, Madras, 1979
- Pathak s. Social; An Evolutionary and Development Perspective, Welfare McMillan , Delhi, 1981.
- Patil : The Economics of Social Welfare in India, Somayya, Bombay, 1978
- कोतापलेलक्ष्मन : भारतातील सामाजिक कल्याण , प्रशासन आणि समाजकार्य,

विद्याप्रकाशन, औरंगाबाद

- जी. एल. शर्मा : सामाजिक मुद्दे , रावत पब्लिकेशन्स , २०१५
- य. च. म. मु. वि. नाशिक : मानवी हक्क आणि अंमलबजावणीयंत्रणा

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B.A.Part – III, Semester – V
Sociology Course – III
June 2025 Onwards
Paper: -SOCIOLOGY OF RELIGION
(NMNSOCO5)
Teaching Hours – 60

Credit 04

Preamble:–

This course exposes students to the distinctiveness of the sociological approach to the study of religion.

The individual and group encounter religion and or religious phenomenon in myriad ways are it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.

The last section of the course touches upon some aspects of religion in contemporary time such as secularization and multiculturalism. `

OUTCOMES:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

UNIT – 1 –INTRODUCTION TO RELIGION (Period 15)

- 1.1 Religion: Concept and Meaning
- 1.2 Function of Religion
- 1.3 Sociology of Religion: Meaning and Scope
- 1.4 Subject matter of sociology of Religion

UNIT -2 PERSPECTIVES TO STUDY OF RELIGION (Period 15)

- 2.1 Perspectives of Religion: Emil Durkheim
- 2.2 Perspectives of Religion: Max Weber
- 2.3 Perspectives of Religion in India: Mahatma Phule
- 2.4 Perspectives of Religion in India: Dr. B. R. Ambedkar

UNIT -3- RELIGIONS IN INDIA(Period 15)

3.1 Hinduism

3.2 Islam

3.3 Buddhism

3.4 Jainism

UNIT –4- RELIGION REFORM IN INDIA(Period 15)

4.1 Contribution of Raja Ram Mohan Ray

4.2 Contribution of Dayanand Swarsvati

4.3 Contribution of Vivekananda

4.4 New Trends in Religious Reform in India

Practical Work –

1) Debate

2) Seminar

3) Class Test

4) REFERENCE:

- Baird, Robert D. “Religion in Modern India”. Manohar, Delhi, 1995.
- Madan, T.N.(Ed), Religion in India”, Oxford University Press, New Delhi, 1992.
- 3. Muzumdar, H.T. “India’s Religious Heritage”, Allied New Delhi, 1996.
- Roberts, Keith A. “Religion in Sociological Perspective”, Donsey Press, New Delhi, 1984.
- 5. Prabhu, Pandharinath H. “Hindu Social organization: A Study in Socio-Psychological and ideological Foundations”, Popular Prakashan, Bombay, 1963.
- 6. Dsouza, Leela. “Sociology of Religion”.
- 7. Pias, Richard. “Sociology of Religion”.
- 8. Salve, R.N. “Buddhism and Education”, Shruti, Jaipur, 2008.
- डॉ. विद्याधरपुंडलिक : धर्माचे समाजशास्त्रकोन्तीनेटलप्रकाशन २००३
- डॉ. प्रदीप आगलावे : समाजशास्त्रसंकल्पना आणि सिद्धांत साईनाथ प्रकाशन नागपूर २००९
- डॉ. द. धा. काचोळे : भारतीय समाज रचना कैलाश प्रकाशन औरंगाबाद १९९८
- डॉ. बी. एम. कन्हाडे : समाजशास्त्रमूलभूतसंकल्पना पिंपळापुरे प्रकाशन औरंगाबाद नागपूर २०११
- मंगला आठलेकर : धर्म आणि हिंसा राजहंस प्रकाशन पुणे २०१७
- डॉ. ज्योती डोईफोडे : भारतीय समाज विद्या प्रकाशन औरंगाबाद

Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad. (Autonomous)
B.A.Part – III, Semester – VI
Sociology Course – III
June 2025 Onwards
Paper: — INDIAN SOCIOLOGICAL THINKERS
(NMJSOC11)
Teaching Hours – 60

Credit 04

Preamble:–

Objective of teaching Indian Sociological Thinkers to undergraduate students is to enable them to apply theory to their own Indian Social life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory course demonstrate the applicability of theory to students.

OUTCOMES:

1. Understanding the characteristics and dynamics of the social world, and how postclassical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge

UNIT – 1 - G.S.GHURYE (Period 15)

- 1.1 Studies on Caste
- 1.2 Characteristic of Caste
- 1.3 Studies on Indian Tribes
- 1.4 Views on National Unity & Integration

UNIT-2- M.N.SHRINIVAS (Period 15)

- 2.1 Concept of Sanskritization
- 2.2 Concept of Westernization
- 2.3 Concept of Dominant Caste
- 2.4 Concept of Secularization

UNIT –3 DR. BABASAHEB AMBEDKAR (Period 15)

- 3.1 Thoughts on Caste

3.2 Mahad satyagrah

3.3 Thoughts on Rural Development

3.4 Thoughts on Untouchability

UNIT – 4- IRAVATI KARVE (Period 15)

4.1 Concept of Kinship Relationship

4.2 Hindu Culture an Interpretation

4.3 Views on Maharashtra

4.4 Contribution to Anthropology

Practical Work –

1) Class test

2) Seminar

3) Flip

REFERENCES:

- Nagala B.K. 'Indian Sociological Thought' ‘
- V.S.Upadhyay and Gaya Pandey 'History of Anthropological Thought'
- Narendra K. Singh 'Theory and Ideology in Indian Sociology'
- T. K. Oommen and P.N. Mukharjee 'Indian Society: Reflections and Introspections'
- A.R. Desai 'Social Background Of Indian Nationalism'
- A.R. Desai 'Rural India In Transition'
- T. N. Madan 'Western Sociologists on Indian Society'
- Yogendra Singh 'Indian Sociology : Social Conditioning and Emerging Concerns'
- S.K. Pramanik 'Sociology of G.S. Ghurye'
- Devdas Pillai 'Indian Sociology Through Ghurye : A Dictionary'
- A.R. Momin 'The Legacy Of G.S. Ghurye'
- M.N. Srinivas 'Social Change In Modern India'

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B.A.Part – III, Semester – VI
Sociology Course – III
June 2025 Onwards
Paper: -- METHODS OF SOCIAL RESEARCH (Part-II)
(NMJSOC12)
Teaching Hours – 60

Credit 04

Preamble:–

The course provides an introductory, yet comprehensive engagement with social research. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

OUTCOMES:

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organization.
5. Periodic tests/mid-semester examination of the covered syllabus is also undertaken by the students during the academic session. End-semester examination is conducted by the University of Shivaji.

UNIT – 1 - DATA COLLECTION AND OBSERVATION (Period 15)

- 1.1 Primary data Collection
- 1.2 Secondary data Collection
- 1.3 Observation: Meaning and characteristics
- 1.4 Types of Observation

UNIT – 2 –INTERVIEW AND QUESTIONNAIRE(Period 15)

- 2.1 Interview-meaning and Types

2.2 Advantages and limitations of interview

2.3 Questionnaire- meaning and Types

2.4 Advantages and limitations of Questionnaire

UNIT -3- SAMPLING (Period 15)

3.1 Meaning and Purpose of Sampling

3.2 Types of Sampling

3.3 Advantages of Sampling

3.4 Disadvantages of Sampling

UNIT –4- DATA ANALYSIS AND RESEARCH REPORT (Period 15)

4.1 Uses of computer in data Analysis

4.2 Mean Median and Mode

4.3 Objectives of Report

4.4 Factors of Research Report

Practical Work –

1) Field Survey

2) Report Writing

3) Article Writing

4) Books for References:

- **Ahuja Ram:** Research Methods, Rawat Publication, Jaipur 2015
- **Ghosh B.N.:** Scientific Methods and Social Research, Sterling Publishers, New Delhi, 1982
- **Kothari C.R.:** Research methodology: Methods and Techniques, Wilely Eastern, New Delhi, 1992
- **Lal Das D.K:** Designs of social Research, Rawat Publication, Jaipur, 2008
- **Young P.V.:** Scientific Social Surveys and Research, Prentice -Hall of India, New Delhi, Fourth edition fifteen Reprint, 2003
- संदर्भसाठी ग्रंथ (मराठी)
- आगलावे प्रदीप : संशोधन पद्धती : शास्त्रवत् तंत्रे विद्या प्रकाशन नागपूर
- घाटोळे रा. ना. : समाजशास्त्रीय संशोधन पद्धती आणि तत्त्वमंगेश प्रकाशन नागपूर
- बोधनकर सुधीर : सामाजिक संशोधन पद्धती, साईनाथ प्रकाशन, नागपूर रानडे पुष्पा : प्राथमिक सांख्यिकी आणि संशोधन पद्धती, डायमंड प्रकाशन पुणे २०१५

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B.A.Part – III, Semester – VI
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June 2025 Onwards
Paper: -- SOCIAL ANTHROPOLOGY
(NMJSOC13)
Teaching Hours – 60

Credit 04

Preamble:–

Social anthropology student's very interesting subject. Areas of social psychology and tribal community in India social life of tribal religion and magic.

OUTCOMES:

1. To provide the conceptual understanding about anthropology
2. To understand the social aspects of tribal's in India.

UNIT – 1 INTRODUCTION TO SOCIAL ANTHROPOLOGY(Period 15)

- 1.1 Social Anthropology: Meaning and Characteristics
- 1.2 Relation between Social Anthropology and Sociology
- 1.3 Field work Method and its Characteristics
- 1.4 Importance of Social Anthropology.

UNIT -2- TRIBAL SOCIETY IN INDIA (Period 15)

- 2.1 Tribal Society: meaning and Characteristics
- 2.2 Social life: Family and Marriage -Characteristics
- 2.3 Economic Life: Characteristics
- 2.4 Religious Life: Beliefs and practices

UNIT – 3 - TRIBAL PROBLEMS (Period 15)

- 3.1 Poverty and Indebtedness
- 3.2 Land Alienation
- 3.3 Illiteracy and Exploitation
- 3.4 Religious Crisis

UNIT -4- TRIBAL COMMUNITY IN MAHARASHTRA: BHILL(Period 15)

4.1 Socio-Cultural life: Tradition and Change

4.2 Economic life: Tradition and Change

4.3 Religious life: Tradition and Change

4.4 Social Movements for Development of Bhil Community.

Practical Work –

1) Filed Survey

2) Participation in seminar/conference

3) Wall Paper

REFERENCE:-

- Vidyarthi L.P. Tribal Culture of India, Concept Publishers, New Delhi, 1976.
- E.E. Evans Pritchard Social Anthropology and Other Essays, The free Press, New York, 1962.
- Mujumdar D.N. and Madam T.N An Introduction to Social Anthropology, Asia Publishing House, Bombay, 1973.
- *LkaxosfoyklLkkekfidekuo'kkL=] ikWI;qyjizdk'ku] eqacbZ] 1969-*
- *UkkMxksaMsxq:ukFkHkkjrh; vkfnoklh] dkWUVhusaVyizdk'ku] iq.ks] 1998-*
- *Lkaxosfoyklvkfnoklhpslkekftd thou , ikWI;qyjizdk'ku] eqacbZ*
- K. S. Tribal Situation in India, Indian Institute of Advanced Study, Simla, 1972.
- S.L. Doshi & P. C. Jain
- Social Anthropology Rawat Publication, 2001.
- Mane Lximan, Vimuktayan, Yashvantravchavanprishthan, Satara 1994 (Marathi)
- Prabhune Girish, Pardhi, Rajhans Prakashan, Pune. 2006 (Marathi)
- Pawar Deepak, Pardhi Samajache Antrang,
- Shree Sainath Prakashan, Nagapur. 2014 (Marathi)
- Chavan Ramnath, Bhatakyavimukantanchi Jatpanchayat, Deshmukhani company
- Pune. 2006 (Marathi)

Rayat Shikshan Sanstha's
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B.A.Part – III, Semester – V
Sociology Course – III
June 2025 Onwards
Paper: -RURAL SOCIOLOGY
(NMJSOC14)
Teaching Hours – 60

Credit 04

Preamble:–

To communicate agriculture as the foundational material practices at the heart of the formation of social collectivities and make sense of South Asian societies agrarian formations.

To familiarize students with rural situation past and present with the help of necessary theories and categories.

To make sense of rural communities, their structure, transformation and trials and tribulations in modern world.

To introduce students to the rich legacy of theoretical and empirical work in rural sociology and its continued relevance.

OUTCOMES:

1. An empathy for and ability to engage rural communities as living societies and understand grasp they condition as human condition.
2. An appreciation of rural world and familiarity with the trajectory of theoretical conversation on rural issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian rural society.
4. To be ready for a range of academic and professional roles that may require knowledge of rural societies.

UNIT - 1 - INTRODUCTION TO RURAL SOCIOLOGY(Period 15)

1.1 Meaning of Rural Sociology

1.2 Origin and Development of Rural Sociology

1.3 Subject Matter of Rural Sociology

1.4 Importance of Rural Sociology with reference to India

UNIT -2 - INDIAN RURAL COMMUNITY(Period 15)

2.1 Village studies in India

2.2 characteristics of Rural Community

2.3 Classification of Indian Villages

2.4 Changing Nature of Rural Community in India

UNIT – 3 - SOCIAL INSTITUTIONS IN RURAL SOCIETY(Period 15)

3.1 Marriage

1.2 Family

3.3 Kinship Institution

3.4 Caste and Balutedari

Unit –4 - CHANGING NATURE OF RURAL SOCIETY IN INDIA (Period 15)

4.1 Changing Nature of Marriage

4.2 Changing Nature of Family

4.3 Changing Nature of Caste

4.4 Changing Nature of Kinship

Practical Work –

- 1) Debate
- 2) Filed Survey
- 3) Seminar

References:

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- **आत्रे . ना (संपादन : निसर्गधप्रभाकर) गावगाडानागनालंदाप्रकाशन, इस्लामपूर, सांगली (२०११)**

- खंडागळेचंद्रकांत : ग्रामीणसमाजशास्त्र , मायादेवीखंडागळेसांगली
- घाटूळेरा.ना. : ग्रामीणसमाजशास्त्रवसामुदायिकविकासश्रीमंगेशप्रकाशननागपूर
- देसाईएआर : भारतीयग्रामीणसमाजशास्त्र (हिंदी) रावतप्रकाशनजयपूर (२००९)
- नाडगोंडेगुरुनाथ : ग्रामीणसमाजशास्त्रकोन्तिनेतलप्रकाशनपुणे
- फुलेज्योतिबा : शेतकऱ्याचाआसूड (पुनर्मुद्रण) आनंदप्रकाशन, औरंगाबाद
- मोटेदादासाहेबपाटीलअरुणा : ग्रामीणसमाजशास्त्र, चिन्मयप्रकाशन, औरंगाबाद.

Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad. (Autonomous)
B.A.Part – III, Semester – V
Sociology Course – III
June 2025 Onwards
Paper: - URBAN SOCIOLOGY
(NMNSOC06)
Teaching Hours – 60

Credit 04

Preamble:–

Urbanization is an important aspect of modern society. This course will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students understand and relate to the complexities of urban living. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

OUTCOMES:

1. To appreciate the significance of the city and the process of urbanization and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of Urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

UNIT- 1 -INTRODUCTION TO URBAN SOCIOLOGY(Period 15)

- 1.1 Definition and Meaning of Urban Sociology
- 1.2 Nature of Urban Sociology.
- 1.3 Subject Matter of Urban Sociology.
- 1.4 Importance of the Study of Urban Sociology

UNIT 2 -MAJOR CONCEPTS IN URBAN SOCIOLOGY (Period 15)

- 2.1 Urban Community.
- 2.2 Characteristics of Urban Community
- 2.3 Urbanism.

2.4 Rural- Urban differences

UNIT -3 - PROCESS OF URBANIZATION(Period 15)

3.1 Meaning and Nature of Urbanization

3.2 Characteristics of Urbanization

3.3 Consequences of Urbanization

3.4 Causes of Urbanization.

UNIT –4 - URBAN SOCIAL PROBLEMS (Period 15)

4.1 The Problem of Housing and Slum

4.2 Problem of Drug Addiction

4.3 Problem of Prostitution

4.4 Problem of Environmental Degradation

Practical Work –

- 1) Visit to NGO's**
- 2) Filed Survey**
- 3) Seminar/Test**

References:-

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- New Delhi, 1974.
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Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD.
(Autonomous)

Revised Question Paper Pattern
Under Graduate

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

Day and Date:

Total Marks: 10

Time:

Q. 1. Objective Questions	20
A) Choose the correct alternatives from the following. 10	
B) Answer in one sentence 10	
Q. 2. Write short Notes (Three out of five)	20
A)	
B)	
C)	
D)	
E)	
F)	
Q. 3. Write short answer (Three out of five)	15
A)	
B)	
C)	
D)	
E)	
Q. 4. Answer following Questions	15
A) Answer following Questions in broad. 10	
B) Answer following Questions short. 05	