

Ref. No./SU/BOS/Humanities/224

Date :12/04/2024

To,

The Principal,  
All Concerenced Affiliated Colleges/Institutions,  
Shivaji University, Kolhapur

Subject : Regarding syllabi of B. A. Part III (sem. V & VI) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP 1.0)  
Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part III (Sem. V & VI) under the Faculty of Humanities as per National Education Policy, 2020. (NEP 1.0)

English	Marathi	Hindi	Sanskrit	Kannada
Urdu	Ardhamagadhi	Sociology	Psychology	Economics
History	Political Science	Philosophy	Geography	English Comp.
Defence Study (Entire)				

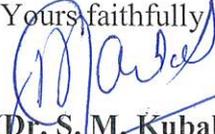
This syllabi shall be implemented from the academic year 2024-25 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2024 & March/ April, 2025. These chances are available for repeater students, if any.

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

Thanking you,

Yours faithfully

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

Encl : As above

Copy to,

For Information and necessary action.

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

# Shivaji University, Kolhapur



Accredited By NAAC with 'A ++' Grade

**Syllabus in accordance with NEP**

**CHOICE BASED CREDIT SYSTEM**

**B.A. Part – III**

**Semester – V & VI**

**Sociology**

(Syllabus to be implemented from June 2024)

## B. A. Program Structure Semester V and VI

<b>B. A. Program Structure for Level 7 of B. A.</b>											
<b>Semester V</b>											
Teaching Scheme					Examination Scheme						
Sr. No	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Pa pe r Ho urs	Max	Min	Internal	Max
1.	DSE-VII	4	3.2+0.8*	4	If applicable	2	40	14	Field Work/ Project Work	10	04
2.	DSE-VIII	4	3.2+0.8*	4		2	40	14		10	04
3.	DSE-IX	4	3.2+0.8*	4		2	40	14		10	04
4.	DSE-X	4	3.2+0.8*	4		2	40	14		10	04
5.	DSE-XI	4	3.2+0.8*	4		2	40	14		10	04
6.	AECC-V	4	3.2+0.8*	4		2	40	14		10	04
7.	SEC-V	2	2	2		1	25	9		----	----
<b>Total</b>		26	19.2+6.8 *= 26	26	---	265	---	SEE + IA = 265+60= 325			

<b>Semester VI</b>											
Teaching Scheme					Examination Scheme						
Sr. No	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Pa pe r Ho urs	Max	Min	Internal	Max
1.	DSE-XII	4	3.2+0.8*	4	If applicable	2	40	14	Field Work/ Project Work/ Seminar	10	04
2.	DSE-XIII	4	3.2+0.8*	4		2	40	14		10	04
3.	DSE-XIV	4	3.2+0.8*	4		2	40	14		10	04
4.	DSE-XV	4	3.2+0.8*	4		2	40	14		10	04
5.	DSE-XVI	4	3.2+0.8*	4		2	40	14		10	04
6.	AECC-VI	4	3.2+0.8*	4		2	40	14		10	04
7.	SEC-VI	2	2	2		1	25	9		----	----
<b>Total</b>		26	19.2+6.8 *= 26	26	---	265	---	SEE + IA = 265+60= 325			
<b>Grand Total</b>		52	52	52	---	530	----	SEE + IA = 530+120= 650			
<b>Total Credit Required for Completing Level 7: 52 Credits</b>											
<b>Total Credit for Completing Level 5, 6, &amp; 7 of Bachelor of Arts Program: 52+56+52=160</b>											

(\* Independent Students Workload)

<b>DSE:</b> Discipline Specific Elective
<b>AECC:</b> Ability Enhancement Core Course (Compulsory English)
<b>SEC:</b> Skill Enhancement Course

**CHOICE BASED CREDIT SYSTEM**  
**Syllabus in accordance with NEP**  
**B.A. Part - III**  
**SOCIOLOGY (With effect from June 2024)**

Semester	Paper No.	Title	Credits
V	7	Western Sociological Thinkers	04
	8	Methods of Social Research ( Part – I )	04
	9	Political Sociology	04
	10	Human Rights	04
	11	Sociology of Religion	04
	SEC-5	Case Study Method	02
VI	12	Indian Sociological Thinkers	04
	13	Methods of Social Research ( Part – II )	04
	14	Social Anthropology	04
	15	Rural Sociology	04
	16	Urban Sociology	04
	SEC-6	Field-Work Research Method	02

**Equivalent Papers**

Semester	Paper No.	New Paper	Old Papers
V	7	Western Sociological Thinkers	Western Sociological Thinkers
	8	Methods of Social Research (Part – I )	Methods of Social Research (Part – I )
	9	Political Sociology	Political Sociology
	10	Human Rights	Human Rights
	11	Sociology of Religion	Sociology of Religion
	SEC-5	Case Study Method	----
VI	12	Indian Sociological Thinkers	Indian Sociological Thinkers
	13	Methods of Social Research ( Part – II )	Methods of Social Research ( Part – II )
	14	Social Anthropology	Social Anthropology
	15	Rural Sociology	Rural Sociology
	16	Urban Sociology	Urban Sociology
	SEC-6	Field-Work Research Method	-----

# **SEMESTER - V**

Shivaji University, Kolhapur

**REVISED SYLLABUS OF B. A. III, Semester - V**

**SOCIOLOGY, DSE- E66**

**Course Name : WESTERN SOCIOLOGICAL THINKERS**

**Course Number : VII**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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**A) Course Objectives**

The 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.

**B) Course Learning 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.

### C) Course Content:

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module -I	<b>AUGUSTE COMTE</b> A) Law of Three Stages B) Concept of Positivism C) Social Statics and Social Dynamics.	15	1
Module -II	<b>KARL MARX</b> A) Historical Materialism B) Theory of Class Conflict C) Theory of Alienation	15	1
Module -III	<b>EMILE DURKHEIM</b>  A) The Study of Social Facts B) Theory of Division of Labour Theory of Suicide	15	1
Module -IV	<b>MAX WEBER</b> A) Theory of Social Action B) Types of Authority C) Bureaucracy	15	1

### D) Teaching Learning Process:

1. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
2. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

### E) Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in

the Internal Assessment (IA) system.

3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.

4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

#### **REFERENCES:**

5. Abraham Francis Modern sociological Theory, Delhi Oxford University press,1982
6. Abraham Francis 'Sociological Thought', Madras Macmillan,1991
7. Aron Raymond Main Currents In Sociological Thought, Vol.I & II
8. Coser A.Lewis 'Masters of Sociological Thought' Rawat publications Jaipur 1996
9. Delaney Tim 'Contemporary Social Theory, Investigation and Application'
10. Haralambos & Holborn Sociology : Themes and Perspectives Published by Harper Collins Publishers Ltd.London W6 8JB 2008
11. Ritzer George Classical Sociological Theory, 4th edition, New York, McGrawhill publication. 1996.
12. मुरलीधर पवार : मार्क्सचा मानव विचार , लोकवाङ्मयगृह मुंबई २०००.
13. मकस्वेबर (मूळ लेखक) अनुवाद नरेश परुळे : " धर्माचे समाजशास्त्र "महाराष्ट्र साहित्य व संस्कृती मंडळ १९८६
14. मोहिते साळुंखे : समाजशास्त्रीय विचारवंत, फडके प्रकाशन.
15. रेमण्ड आरोन ( मूळलेखक) अनुवादक हेमकांत बरकुंडी, : समाजशास्त्रीय विचारातील प्रमुख प्रवाह भाग १ ,महाराष्ट्र साहित्य व संस्कृती मंडळ १९८६

#### **Activities and Exercises suggested for internal assessment:**

- Seminar
- Case Study

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - V

### SOCIOLOGY, DSE – E67

**Course Name : METHODS OF SOCIAL RESEARCH (Part I)**

**Course Number : VIII**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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#### **A) Course Objective:**

1. 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.

#### **B) Course Learning 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.

#### **C) Course Content:**

<b>Module</b>	<b>Topic and Sub- Topic</b>	<b>Teaching Hours</b>	<b>Credits</b>
<b>Module-1</b>	<b>Introduction to social Research</b> A. Philosophy of social science B. Meaning and objectives of social research C. Scientific Steps in Social Research	<b>15</b>	<b>01</b>
<b>Module -2</b>	<b>Research Design</b> A. Meaning and Nature of Research Design B. Explorative C. Descriptive D. Experimental	<b>15</b>	<b>01</b>

<b>Module -3</b>	<b>Basic Elements of Social Research</b> A. Concepts-meaning and characteristics B. Variable- meaning and Types C. Hypothesis- meaning and Sources	<b>15</b>	<b>01</b>
<b>Module -4</b>	<b>Approaches of Research</b> A. Quantitative Research: meaning and characteristics B. Qualitative Research: meaning and characteristics C. Mixed Research: meaning and characteristics	<b>15</b>	<b>01</b>

**D) Teaching - learning process:**

A. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.

B. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

C. **Assessment Methods:** Assessment for this course will be based on written assignments, projects, project designs and presentations.

**D) 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

**Activities and Exercises suggested for internal assessment:**

- Seminar
- Organise One Day Workshop on Research Methodology

**REVISED SYLLABUS OF B. A. III, Semester - V**

**SOCIOLOGY, DSE – E68**

**Course Name : POLITICAL SOCIOLOGY**

**Course Number : IX**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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**A) Course Objective:**

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 relationship in contemporary times.

**B) Course Learning 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.

**C) Course Content:**

<b>Module</b>	<b>Topic and Sub- Topic</b>	<b>Teaching Hours</b>	<b>Credits</b>
<b>Module-1</b>	<b>Nature of Political Sociology</b> A) Definition and Subject Matter of Political Sociology B) Emergence of Political Sociology Teaching C) Importance of Political Sociology	<b>15</b>	<b>01</b>
<b>Module -2</b>	<b>Concepts in Political Sociology</b> A) Power: Meaning and Nature B) State: Meaning and Nature C) Civil Society: Meaning and Nature	<b>15</b>	<b>01</b>

<b>Module -3</b>	<b>Study of Perspectives to Political Sociology</b> A) Perspectives on Power: Weberian, Marxist and Ambedkarian B) Perspectives on State: Liberal, Pluralist, Power-elite, Post-modernist Political parties in India	<b>15</b>	<b>01</b>
<b>Module -4</b>	<b>Political Parties in India</b> A) Political parties: characteristics and social composition. B) Pressure groups and Interest groups: characteristics and political significance. C) Major Political Parties and Their Principles	<b>15</b>	<b>01</b>

#### **D) Teaching-Learning Process:**

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the political. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real socio-political events from the students' immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

#### **E) Assessment Methods:**

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test.

#### **F) Keywords:**

Power, Authority, Resistance, Politics, Elite, State, Democracy, Citizenship, Rights, Para-Political Systems, Post-Colonialism

#### **F) Reference Book(s)**

1. Bendix, R. and S. M. Lipset (Eds.). Class, Status and Power. London: RKP, 1966.
2. Bhargava, R. Secularism and its Critics. New Delhi: OUP, 1999.
3. Bottomore, T. Elites and Society. Harmondsworth: Penguin, 1966.
4. Chakravarty, A. Contradiction and Change. Delhi: OUP, 1975.
5. Dahl, R. Who Governs? New Haven: Yale University P, 1961.
6. Desai, A.R. State and Society in India: Essays in Dissent. Bombay: Popular Publication, 2000
7. Gerth, H.H. and C.W. Mills (Eds.). From Max Weber: Essays in Sociology. London: RKP, 1948.
8. Key, V.O. Politics, Parties and Pressure Groups. NY: Crowell, 1964.
9. Kohli, A. India's Democracy: An Analysis of Changing State-Society Relations. Princeton: Princeton University P, 1990.
10. Kohli, A. The State and Poverty in India: The Politics of Reform. Cambridge: Cambridge University P, 1999.

11. Kothari, R. Caste in Indian Politics. Delhi: Orient Blackswan, 2008.
12. Laclau, E. Politics and Ideology in Marxist Theory. London: Verso, 2012.
13. Miller, D. On Nationality. Oxford: Clarendon Press, 1995.
14. Mills, C.W. The Power Elite. NY: OUP, 2000.
15. Nash, K. Contemporary Political Sociology. Massachusetts: Blackwell Publishers, 2000.
16. Robinson, M. S. Local Politics: the Law of the Fishes. Delhi: OUP, 1988.
17. Runciman, W.G. Social Science and Political Theory. Cambridge: CUP, 1969.
18. Taylor, G. The New Political Sociology: Power, Ideology and Identity in an Age of Complexity. London: Palgrave Macmillan, 2010.
19. Vora, R. and S. Palshikar (Ed.) Indian Democracy, Delhi: Sage, 2004.
20. Weber, M. Economy and Society. Berkeley: University of California P, 1978.

**REVISED SYLLABUS OF B. A. III, Semester - V**

**SOCIOLOGY, DSE – E69**

**Course Name : HUMAN RIGHTS**

**Course Number : X**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

**A) Objectives**

1. To Provide the conceptual understanding about the human rights.
2. To understand the nature and role of Human Rights in India.
3. To understand violation of Human Rights in India.

**B) Course Learning Outcomes:**

After completion of program students will able to-

- 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) Contribute to the resolution of human rights issues and problems
- 5) Educate the society about the human rights and duties in order to create

**C) Course Content:**

<b>Module</b>	<b>Topic and Sub- Topic</b>	<b>Teaching Hours</b>	<b>Credits</b>
<b>Module-1</b>	<b>HUMAN RIGHTS</b> A) Meaning and Characteristics of Human Rights B) History of Human Rights in India (Ancient Period to After Independent Period) C) Perspectives of Human Rights. (Sociological Perspective and Modern Perspectives -Jeromi J.Shestoak)	<b>15</b>	<b>01</b>
<b>Module -2</b>	<b>UNITED NATIONS ORGANIZATIONS AND HUMAN RIGHTS</b> A) Universal Declaration of Human Rights, 1948 B) International Covenant on Economic, Social and Cultural Rights, 1966 C) International Covenant on civil and Political Rights, 1966	<b>15</b>	<b>01</b>
<b>Module -3</b>	<b>HUMAN RIGHTS IN INDIA</b> A) Indian Constitutions and Human Rights - B) National Human Rights Commission in India (Structure and Role)	<b>15</b>	<b>01</b>

	C) Function of National Scheduled Castes and Scheduled Tribe Commission in India		
<b>Module -4</b>	<b>VIOLATION OF HUMAN RIGHTS IN INDIA</b> A)Human Trafficking B)Mob Lynching C)Honor Killing	<b>15</b>	<b>01</b>

**D) Teaching-Learning Process:**

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the human rights. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real sociological Perspective events from the students' immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

**E) Assessment Methods:**

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test, Seminar.

**F) Keywords:**

Human Rights, Castes, Tribe, Political Rights, Violation, Human Trafficking Moab Lynching, Honor Killing

**F) REFERENCE:**

1. Anthony M.J Social action through courts,ISI,New Delhi,1997
2. Bhatia K.L Law and social change Towards 21st Century, Deep and Deep New Delhi, 1994
3. 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
4. Crampton Helen M. Social welfare : Institution and Process, Random and Keiser Keneth K. House Inc, New York, 1970
5. Kulkarni P.D Social Policy and Social Development in India Social Policy and social Development in India,ASSWI,Madras, 1979
6. Pathak s. Social; An Evolutionary and Development Perspective, Welfare McMillan,Delhi, 1981
7. Patil The Economics of Social Welfare in India, Somayya, Bombay, 1978
8. कोतापल्ले लक्ष्मण भारतातील सामाजिक कल्याण, प्रशासन आणि समाज कार्य, विद्या प्रकाशन, औरंगाबाद
9. जी.एल. शर्मा सामाजिक मुद्दे, रावत पब्लिकेशन्स, २०१५
10. य.च.म.मु.वि.नाशिक मानवी हक्क आणि भारतीय राज्यघटना
11. य.च.म.मु.वि.नाशिक मानवी हक्क आणि अंमलबजावणी यंत्रणा

**Activities and Exercises suggested for internal assessment:**

- Visit to Old Age Home, Orphanage, etc.

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - V

### SOCIOLOGY, DSE – E70

**Course Name : SOCIOLOGY OF RELIGION**

**Course Number : XI**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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#### A) COURSE OBJECTIVE

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be 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 phenomena.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

#### B) COURSE LEARNING 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.

#### C) Course Content:

Module	Topic and Sub- Topic	Teaching Hours	Credits
<b>Module-1</b>	Understanding Religion A) Sociology of Religion: Meaning, Scope and Subject matter B) Religion Definition and Characteristics C) Basic Concepts in Religion 1) Belief and Rituals 2) The Sacred and Profane	<b>15</b>	<b>01</b>

<b>Module -2</b>	<b>Perspectives to Study of Religion</b> A) Perspectives of Religion: Durkheim and Weber B) Perspectives of Religion in India: Mahatma Phule and Dr. B. R. Ambedkar	<b>15</b>	<b>01</b>
<b>Module -3</b>	<b>Religions in India</b> A) Hinduism, Islam B) Buddhism, Christianity C) Jainism, Sikhism	<b>15</b>	<b>01</b>
<b>Module -4</b>	<b>Religion and Social Change</b> A) Socio-Religious Movements B) Religion and Violence C) Religion and Commercialization D) Secularism and National Integration	<b>15</b>	<b>01</b>

**D)Teaching -Learning Process:**

Teaching learning process in this paper has to be interactive and reflective. Teacher should encourage students to utilize print and electronic media for acquiring knowledge regarding recent status and trends of religion.

**E) Assessment Methods:**

Assessment in this paper will be from of written assignments, seminars and class test.

**F)Key Words;**

Religious Belief, Rituals, Sacred, Profane, Magic, Violence, Secularism, National Integration.

**G) Reference Books**

1. Baird, Robert D. "Religion in Modern India". Manohar, Delhi, 1995.
2. 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.
4. 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. डॉ. विधाधार पुंडलिक .” धर्माचे समाजशास्त्र” कॉन्टीनेटल प्रकाशन २००३,
- 9 . डॉ. प्रदीप आगलावे “समाजशास्त्र संकल्पना आणि सिद्धांत” साईनाथ प्रकाशन नागपूर २००९
- 10 . डॉ. दा. धो. काचोळे. “ भारतीय समाजरचना “ कैलाश प्रकाशन औरंगाबाद १९९८

11. डॉ. बी . एम . कऱ्हाडे “ समाजशास्त्रातील ढुलढूत संकल्पना “पिंपळापुरे प्रकाशन, नागपूर २०११
12. ढंगला आठलेकर “धरुढ आणल हलंसा “राजहंस प्रकाशन पुणे २०१७
13. डॉ. ज्योती डोईफोडे “भारतीय समाज “विद्या प्रकाशन औरंगाबाद

**Activities and Exercises suggested for internal assessment:**

- Visit to Any Religious place and Understand its Structure and Functioning

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - V

### SOCIOLOGY

#### Skill Enhancement Course

**Course Title: Case Study Method**

**Marks - 50**

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The Case Study Method is a research approach frequently used in sociology and other social sciences. It involves an in-depth and detailed analysis of a single case or a small number of cases to gain a deep understanding of a particular phenomenon, context, or social issue. This method aims to provide rich and contextually nuanced insights that might not be easily captured through more quantitative or generalizable research methods. Here are the objectives and outcomes associated with the Case Study Method in sociology.

#### **A) Objectives:**

- 1. Understanding Complexity:** Case studies are particularly suited for exploring complex and multifaceted social phenomena..
- 2. Contextual Insight:** Case studies emphasize the importance of context in shaping human behavior and social interactions.
- 3. Theory Development and Testing:** Case studies can contribute to the development and refinement of sociological theories.
- 4. Holistic Examination:** Case studies allow for a holistic examination of a specific case, considering various dimensions and perspectives.

#### **B) OUTCOMES:**

- 1. In-Depth Knowledge:** The primary outcome of a case study is an in-depth understanding of the case being studied. Researchers can uncover intricate details, motivations, and dynamics that might go unnoticed in broader studies.
- 2. Contextualized Findings:** Case studies provide findings that are deeply embedded within their specific context. This contextuality helps in understanding how social factors interact to produce certain outcomes.
- 3. Theory Enrichment:** Through case studies, researchers can challenge, refine, or expand existing sociological theories. The insights gained from a case study can contribute to a more nuanced understanding of theoretical concepts.
- 4. Qualitative Insights:** Case studies often generate qualitative data, such as narratives, observations, and interviews, which can offer rich insights into the lived experiences of individuals and groups.

**5. Policy Implications:** The detailed insights from case studies can inform policy decisions by highlighting specific challenges, successes, and potential interventions within a given social context.

### **C) COURSE CONTENT**

#### **Unit - I: Introduction to Case Study**

**(15 Hours)**

- A) Case Study: Meaning and Characteristics
- B) Types of Case Study
- C) Case Study: Advantages and Limitations

#### **Unit- II: Process of Case Study**

**(15 Hours)**

- A) Principles of Case Study
- B) Planning for Case Study
- C) Sources of Data Collection for Case Studies

#### **Suggested Readings:**

1. Ahuja, Ram (2008); Research Methods, Rawat Publications, Jaipur.
2. Young, P.V.(1960); Scientific Social Surveys and Research, Prentice Hall, New York.
3. भांडारकर पु.ल. (१९८७); सामाजिक संशोधन पद्धती, महाराष्ट्र ग्रंथनिर्मिती मंडळ, नागपूर.
4. नाडगोंडे गुरुनाथ(१९९९); सामाजिक संशोधन पद्धती, फडके प्रकाशन, कोल्हापूर
5. कऱ्हाडे बी.एम.(२००७); शास्त्रीय संशोधन पद्धती, पिंपळापुणे अँड कं. पब्लिशर्स, नागपूर.

# **SEMESTER - VI**

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - VI

### SOCIOLOGY, DSE – E191

**Course Name : INDIAN SOCIOLOGICAL THINKERS**

**Course Number : XII**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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#### A) Course Objectives

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 courses demonstrate the applicability of theory to students.

#### B) Learning 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.

#### C) Course Content:

Module	Topic and Sub- Topic	Teaching Hours	Credits
<b>Module-1</b>	<b>G.S.GHURYE</b> A) Ideas on National Unity and Interaction B) Study on Caste C) Study on Indian Tribes	<b>15</b>	<b>01</b>
<b>Module -2</b>	<b>A.R.DESAI</b> A) Study of Village Structure in India B) Study of Indian Nationalism C) Analysis of Indian Society through Marxian Perspective	<b>15</b>	<b>01</b>
<b>Module -3</b>	<b>M. N. SRINIVAS</b> A) Concept of Sanskritization B) Concept of Westernization C) Concept of Dominant Caste	<b>15</b>	<b>01</b>

<b>Module -4</b>	<b>IRAWATI KARVE</b> A) Concept of Kinship Relations B) Hindu Culture: An Interpretation C) Views on Maharashtra	<b>15</b>	<b>01</b>
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#### **D)Teaching learning process:**

The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork or draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

#### **E) Assessment Methods:**

1. Class assignments/term papers, theme(s) of which are chosen following teacherstudent discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline ingeneral.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings. NOTE: Visit to University Library

#### **E)REFERENCES:**

1. Nagala B.K. 'Indian Sociological Thought'
2. V.S.Upadhyay and Gaya Pandey 'History of Anthropological Thought'
3. Narendra K. Singh 'Theory and Ideology in Indian Sociology'
4. T. K. Ommen andP.N. Mukharjee 'Indian Society: Reflections and Introspections'
5. A.R. Desai 'Social Background Of Indian Nationalism'
6. A.R. Desai 'Rural India In Transition'
7. T. N. Madan 'Western Sociologists on Indian Society'
8. Yogendra Singh 'Indian Sociology: Social Conditioning and Emerging Concerns'
9. S.K. Pramanik 'Sociology of G.S. Ghurye'
10. Devdas Pillai 'Indian Sociology Through Ghurye: A Dictionary'
11. A.R. Momin 'The Legacy Of G.S. Ghurye'
12. M.N. Srinivas 'Social Change In Modern India'

#### **Activities and Exercises suggested for internal assessment:**

- Visit to University Library

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - VI

### SOCIOLOGY, DSE – E192

**Course Name : METHODS OF SOCIAL RESEARCH (Part-II)**

**Course Number : XIII**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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#### **A) Course Objectives:**

1. The course provides an introductory, yet comprehensive engagement with social research.
2. 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.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

#### **B) Course Learning 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.

#### **C) Course Content:**

<b>Module</b>	<b>Topic and Sub- Topic</b>	<b>Teaching Hours</b>	<b>Credits</b>
<b>Module-1</b>	<b>Sampling and Data collection</b> A. Meaning and Purpose of Sampling B. Types of sampling	<b>15</b>	<b>01</b>

	C. Advantages and Limitation of Sampling D. Primary and secondary Data Collection		
<b>Module -2</b>	<b>Observation and Questionnaire</b> A. Observation: Meaning and Types- Participant and non-participant Observation B. Advantages and limitations of Observation C. Questionnaire- meaning and Types D. Advantages and limitations of Questionnaire	<b>15</b>	<b>01</b>
<b>Module -3</b>	<b>Interview and Interview Schedule</b> A. Interview-meaning and Types B. Advantages and limitations of Interview C. Interview Schedule - meaning and Types D. Advantages and limitations of Interview Schedule	<b>15</b>	<b>01</b>
<b>Module -4</b>	<b>Data Analysis and Report Writing</b> A. Use of Computer in data analysis B. Statistical Methods C. Report Writing	<b>15</b>	<b>01</b>

#### **D) Teaching-Learning Process:**

1. Classroom lectures interlink the sociological theories previously taught with the methods and techniques of data collection. Students are encouraged to construct questionnaires and conduct interviews, use technology like online surveys to develop practical research skills.
2. The use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
3. Alternative pedagogical techniques like outdoor learning through field trips and research projects, audio-visual technology in classrooms provides them with both research related knowledge and experience.

#### **E) Assessment Methods:**

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.

#### **F) 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, Wiely 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

संदर्भासाठी ग्रंथ (मराठी)

आगलावे प्रदीप : संशोधन पद्धतीशास्त्र व तंत्रे, विद्या प्रकाशन नागपूर

घाटोळे रा. ना : सामाजशास्त्रीय संशोधन पद्धती आणि तत्वे, मंगेश प्रकाशन, नागपूर

बोधनकर सुधीर : सामाजिक संशोधन पद्धती, साईनाथ प्रकाशन, नागपूर

रानडे पुष्पा : प्राथमिक सांख्यिकी आणि संशोधन पद्धती, डायमंड प्रकाशन, पुणे, २०१५

**Activities and Exercises suggested for internal assessment:**

- Organise Guest Lecture/Seminar on Social Research Methodology

Shivaji University, Kolhapur

**REVISED SYLLABUS OF B. A. III, Semester - VI**

**SOCIOLOGY, DSE – E193**

**Course Name : SOCIAL ANTHROPOLOGY**

**Course Number : XIV**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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

<b>Module</b>	<b>Topic and Sub- Topic</b>	<b>Teaching Hours</b>	<b>Credits</b>
<b>Module-1</b>	<b>Introduction to Social Anthropology</b> A) Social Anthropology: Meaning and Characteristics B) Relation Between Social Anthropology and Sociology C) Fieldwork Method and its Characteristics D) Importance of Social Anthropology	<b>15</b>	<b>01</b>
<b>Module -2</b>	<b>Tribal society in India</b> A) Tribal Society: meaning and Characteristics B) Social life Family, and Marriage - Characteristics C) Economic Life: Characteristics D) Religious Life: Beliefs and practices	<b>15</b>	<b>01</b>
<b>Module -3</b>	<b>Tribal Problems</b> A) Poverty and Indebtedness B) Land Alienation C) Illiteracy and Exploitation D) Religious Crisis	<b>15</b>	<b>01</b>
<b>Module -4</b>	<b>Tribal Community in Maharashtra: Pardhi</b> A) Socio-Cultural life: Tradition and Change B) Economic life: Tradition and Change C) Religious life: Tradition and Change D) Social Movements for Development of Pardhi Community	<b>15</b>	<b>01</b>

## 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, 4962.

Mujumdar D.N. and Madam T.N An Introduction to Social Anthropology, Asia Publishing House, Bombay, 1973.

संगवे विलास सामाजिक मानवशास्त्र, पॉप्युलर प्रकाशन, मुंबई, १९६९

नाडगोंडे गुरुनाथ भारतीय आदिवासी, कॉन्टीनेंटल प्रकाशन, पुणे, १९९८

संगवे विलास आदिवासीचे सामाजिक जीवन ए पॉप्युलर प्रकाशन, मुंबई

K. S. Tribal Situation in India, Indian Institute of Advanced Study, Simla, 1972.

S.L. Doshi & P. C.Jain Social Anthropology Rawat Publicaiton, 2001.

Mane Lximan, Vimuktayan, Yashvantrav chavan prtishthan, Satara 1994(Marathi) Prabhune Girish,Pardhi, Rajhans Prakashan,pune.2006 (Marathi)

Pawar Deepak,Pardhi Samajache Antrang,

Shree Sainath Prakashan, Nagapur.2014(Marathi)

Chavan Ramnath,Bhatakya vimukantanchi Jatpanchayat, Deshmukh ani company Pune.2006(Marathi)

## Journals:

- I) हाकरा (Hakara)
- II) Social Change (New Delhi)
- III) Man in India (Ranchi)
- IV) Tribal research bulletin (Marathi and English) Tribal Research Institute Pune.
- V) Human Ecology: Journal of manenvironmental relationship Kamlaraj, Enterprises Delhi.

Ritzer George Sociological Theory, Tata Mcgraw Hill, 1996

Morrison, Ken Marx, Durkheim,

Weber Formation of Modern Social Thoughts, Sage london 1995.

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - VI

### SOCIOLOGY, DSE – E194

**Course Name : RURAL SOCIOLOGY**

**Course Number : XV**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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#### A) Course Objectives:

1. To familiarize students with rural situation of past and present with the help of necessary theories.
2. To make sense of rural community, its structure, transformation and coming challenges against rural community in modern world.
3. To introduce students to the rich legacy of the theoretical and empirical work in rural sociology and its relevance in modern society.
4. To analyse and study various social institutions, importance and changing nature in rural setting, such as family, marriage, caste system and political system.

#### B) Course Learning Outcomes:

1. An ability to engage with the rural community as a living society and understand the condition of rural society.
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. Understanding emerging and as well as enduring issues in concern with Indian rural society.
4. To be ready for a range of academic and professional roles that may require knowledge of rural society.

#### C) Course Content:

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module – 1	Introduction to Rural Sociology	15	01
	A) Meaning, Origin and Development of Rural Sociology		
	B) Subject Matter of Rural Sociology		
	C) Importance of Rural Sociology		

<b>Module – 2</b>	<b>Indian Rural Community</b>	<b>15</b>	<b>01</b>
	A) Village Studies in India: M.N. Srinivas and Andre Beteille B) Classification of Indian Villages C) Changing Nature of Rural Community in India		
<b>Module – 3</b>	<b>Social Institutions in Rural Society</b>	<b>15</b>	<b>01</b>
	A) Marriage and Family: (Traditional Characteristics and Changing Nature) B) Caste and Balutedari: (Traditional Characteristics and Changing Nature) C) Political Institution: Structure and Changes		
<b>Module – 4</b>	<b>Changing Indian Agrarian Society</b>	<b>15</b>	<b>01</b>
	B) Rural Employment: Opportunities and Challenges B) Rural Tourism: Scope and Importance C) Farmers Suicide: Causes and Remedies		

#### **D) Teaching Learning Process:**

Teaching learning of this course involves lectures, tutorials, group discussion on contemporary issues related to agrarian society. An extensive usage of imaginative literature and films that makes the lived world of peasantry and rural communities come alive to the students.

#### **E) Assessment Methods:**

Recommended evaluation would be an Assignment, Tests, Seminars, Oral Presentation, Mid Semester Exam, and End semester exam will test students conceptual understanding and allotment of projects will engage students in research about historical or contemporary rural issues.

#### **F) References:**

1. Beteille Andre (2012) Caste, Class and Power, Oxford University Press, New Delhi.
2. Dube S. C. (2018) Indian Village, Routledge, New York.
3. Desai A. R. (2009) Rural Sociology in India, Popular Prakashan, Mumbai.
4. Srinivas M.N. (1980) India: Social Structure, Hindustan Publishing Corporation, Delhi.
5. Sharma Sukhdev (2014) Politics of Rural India, Aniket Publishing House, Delhi.
6. नाडगोंडे गुरुनाथ (२०१०) ग्रामीण समाजशास्त्र, कॉन्टिनेन्टल प्रकाशन, पुणे.
7. कन्हाडे बी.एम. (२०११) ग्रामीण व नागरी समाजशास्त्र, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
8. कुलकर्णी पी. के. (२००६) ग्रामीण व नागरी समाजशास्त्र, विद्या प्रकाशन, नागपूर.
9. देसाई ए. आर. (२००९) भारतीय ग्रामीण समाजशास्त्र, रावत पब्लिकेशन्स, जयपूर.
10. जैन प्रकाश चंद्र (२०२१) ग्रामीण समाजशास्त्र भारतीय परिपेक्ष्य, रावत पब्लिकेशन्स, जयपूर.
11. बिरादार माधव (२०१८) महाराष्ट्राची अर्थव्यवस्था, विद्या बुक्स पब्लिशर्स, औरंगपुरा, औरंगाबाद.
12. कोंडेकर ए.वाय. आणि चांदोरकर पी.व्ही. (२०१२) ग्रामीण समाजशास्त्र, फडके प्रकाशन, कोल्हापूर.
13. आगलावे प्रदीप आणि आगलावे सरोज (२०१८) भारतातील सामाजिक समस्या, श्री साईनाथ प्रकाशन, नागपूर.
14. किर्दक बी.एच., खडके सुधा आणि पांडे द्या (२०१८) भारतीय सामाजिक समस्या, प्रशांत पब्लिकेशन्स, जळगाव.

**Activities and Exercises suggested for internal assessment:**

- Visit to Village Grampanchayat and understand its structure and various schemes and programs of Rural Development.
- Visit to nearest Agro Tourism Place )E.g., Pais Agro, Katyayani Park, Kolhapur)

Shivaji University, Kolhapur

**REVISED SYLLABUS OF B. A. III, Semester - VI**

**SOCIOLOGY, DSE – E195**

**Course Name : URBAN SOCIOLOGY**

**Course Number : XVI**

**Course Credits : 04**

**Marks : Semester End : 40 Internal Assessment : 10 Total : 50**

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**A) Course Objectives:**

1. Urbanization is an important aspect of modern society. This course is will provide an Exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. 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.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

**B) Course Learning 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.

#### D) Course Content:

Module	Topic and Sub-Topic	Teaching Hours	Credits
Module – 1	<b>Introduction to Urban Sociology</b> A) Definition, Meaning & Nature of Urban Sociology. B) Subject Matter of Urban Sociology. C) Importance of the Study of Urban Sociology	15	01
Module – 2	<b>Major Concepts in Urban Sociology.</b> A) Urban Community. B) Urbanism. C) Rural- Urban differences- continuum	15	01
Module – 3	<b>Process of Urbanization</b> A) Meaning and Nature of Urbanization B) Causes of Urbanization. C) Consequences of Urbanization	15	01
Module – 4	<b>Urban Social Structure.</b> <b>B) Urban Family: Characteristics and Change</b> <b>C) Urban Social stratification: Caste &amp; Class.</b> <b>D) Urban Occupations: Characteristics and Change</b>	15	01

#### D) Teaching Learning Process:

The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stake holders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

#### E) Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects' reports and presentations.

**F) Key Words:**

Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology.

**G) References:**

1. Wilson R.A & Schlutz David: Urban Sociology, Prentice Hall, England, 1978
2. Rao M.S.A. : Urban Sociology in India, Orient Longman New Delhi, 1974.
3. D Souza Alfred The Indian city: Poverty Ecology and Urban Development, Manohar, New Delhi, 1978.
4. Dube K.K. and Singh A.K. : Urban Environment in India, Inter India, New Delhi 1980
5. Mitra, Ashok et.al. : Indian cities, abhinav, New Delhi, 1980.
6. Berge E.E. Urban Sociology, Free Press, New York, 1962
7. Bose, Ashish: Studies in India's Urbanisation, Tata McGraw Hill, New Delhi, 1973
8. Singh Pramod Ecology and Urban India, Vol. II Ashish, New Delhi, 1987.
9. Urban Sociology, Rajendra K. Sharma Atlantic Publishers & Distributers, New Delhi, 1997
10. Urbanization : Concept & Growth: A.K. Shrivastava, H.K.Publishers and Distributers, New Delhi, 1989

**Activities and Exercises suggested for internal assessment:**

- 1) Visit to any Slum Area in City and Understand their Problems
- 2) Visit to any City and Observe its Frosystem

Shivaji University, Kolhapur

## REVISED SYLLABUS OF B. A. III, Semester - VI

### SOCIOLOGY

#### Skill Enhancement Course

**Course Title: Fieldwork Research Method**

**Marks - 50**

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This course introduces students to the fundamental concepts, techniques and ethical considerations involved in conducting fieldwork and social research within the realm of sociology. Through a combination of theoretical discussions, practical exercises, and hands-on fieldwork experience, students will develop the skills necessary to design, execute and analyze sociological research in real-world settings.

#### **A) OBJECTIVES:**

1. Understand the theoretical foundations of fieldwork and social research in sociology.
2. Demonstrate competence in designing a research project, including formulating research questions and hypotheses.
3. Apply appropriate data collection methods in fieldwork settings.
4. Analyze and interpret qualitative and quantitative data collected during fieldwork.

#### **B) OUTCOMES:**

1. Research Proposal Design: Design a comprehensive research proposal that outlines the research problem, objectives, methodology, and ethical considerations for a sociological fieldwork project.
2. Data Collection: Demonstrate proficiency in employing diverse data collection techniques, including participant observation, interviews, and surveys, in various fieldwork settings.
3. Data Analysis and Interpretation: Apply suitable qualitative and quantitative data analysis methods to extract meaningful insights from collected data and present well-supported conclusions.
4. Communication: Effectively communicate research findings through written research reports, presentations, and visual aids, demonstrating an understanding of appropriate scholarly writing conventions.

#### **C) COURSE CONTENT**

##### **UNIT – I: Fieldwork Research Method**

(15 hours)

- A) Fieldwork Method: Meaning and Characteristics
- B) Steps in Fieldwork process
- C) Importance of Fieldwork Method
- D) Fieldwork Examples :1) M. N. Shrinivas 2) S. C. Dube

**UNIT – II: Data Collection Techniques and Analysis and Interpretation (15 hours)**

- A) Participant observation
- B) Interviews
- C) Qualitative data analysis
- D) Quantitative data analysis

**Suggested Readings:**

1. Ahuja, Ram (2008); Research Methods, Rawat Publications, Jaipur.
- 2) S. C. Dube (1951); The Camar, The Universal Publisher Ltd.
- 3) M. N. Shrinivas (1952); Religion and Society among the Coorgs of South India, Oxford Clarendon Press.
4. Madan, T. N. (2004). Fieldwork. Oxford University Press.
5. Desai, V., & Potter, R. B. (2006). Doing Development Research. Sage Publications India.
6. Srinivas, M. N. (2009). The Remembered Village. Oxford University Press.
7. Shah, G. H. (2017). Fieldwork in the Social Sciences: An Introduction. Oxford University Press India.
8. भांडारकर पु.ल. (१९८७); सामाजिक संशोधन पद्धती, महाराष्ट्र ग्रंथनिर्मिती मंडळ, नागपूर.
9. नाडगोंडे गुरुनाथ (१९९९); सामाजिक मानवशास्त्र, फडके प्रकाशन, कोल्हापूर
10. कऱ्हाडे बी.एम. (२००७); शास्त्रीय संशोधन पद्धती, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.

## NATURE OF QUESTION PAPER AND SCHEME OF MARKING

B. A. Part- III (Semester- V & VI) Examination \_\_\_\_\_  
Sociology Paper \_\_\_\_\_

Title - \_\_\_\_\_

Sub Code- \_\_\_\_\_

Day & Date: Time:

Total Marks: 40

Instruction: 1. All questions are compulsory

2. Figure to right indicate full marks.

.....  
Q. 1 Complete the following sentences by choosing correct alternatives. (05)

- 1.
- 2.
- 3.
- 4.
- 5.

Q. 2 Write short Answers (Any three) (15)

- A)
- B)
- C)
- D)
- E)

Q. 3 Write detail answer on any Two of the following. (20)

- A)
- B)
- C)

Internal Evaluation (10 Marks)

B.A.III Semester V : Seminar

B.A.III Semester VI : Project Work