ACADEMIC (1-BOARD OF STUDIES) SECTION

प्रस्तुत विद्यापीठाच्या उप–केंद्र, लातूर येथील सामाजिक शास्त्रे संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम वर्षाचे CBCS Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१९–२० पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, **दिनांक ८ जून २०१९ रोजी** संपन्न झालेल्या ४४व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र.१८/४४–२०१९ च्या ठरावानुसार **प्रस्तुत विद्यापीठाच्या उप–केंद्र, लातूर येथील सामाजिक शास्त्रे संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम वर्षाचा** खालील विषयाचा **C.B.C.S. (Choice Based Credit System) Pattern** नुसारचा अभ्यासक्रम शैक्षणिक वर्ष २०१९–२० पासून लागू करण्यात येत आहे.

१) एम.ए.–प्रथम वर्ष–समाजशास्त्र

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या **www.srtmun.ac.in** या संकेत–स्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड – ४३१ ६०६.
जा.क्र.: शैक्षणिक–०१/परिपत्रक/पदव्युत्तर (उपकेंद्र, लातूर)–
सीबीसीएस अभ्यासक्रम/२०१९–२०/**६७७**

दिनांक : २४.०७.२०१९.

स्वाक्षरित/–

उपकुलसचिव
शैक्षणिक (१–अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

१) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
३) मा. संचालक, स्वा.रा.ती.म. विद्यापीठ, नांदेड, उप–केंद्र, औसा रोड, पेठ, लातूर – ४१३ ५३१.
४) साहाय्यक कुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
५) उपकुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

Swami Ramanand Teerth Marathwada University Nanded

(NAAC Re-accredited with 'A' Grade)

Revised Syllabus

For

M.A. Sociology (Semester I, II, III & IV)

[Choice Based Credit System (CBCS) Under Cumulative Grade Point Average (CGPA) Pattern]

(Programme Code: SSSL-H-SOC-PG)

(Numeric Code: 71-1-3-01)

School of Social Sciences,
S.R.T.M.U.N., Sub-Centre, Latur

Academic Year 2019-2020

Swami Ramanand Teerth Marathwada University, Nanded
Sub-Centre, Latur
School of Social Sciences

Revised Syllabus for M. A. Sociology
[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:

Revised Syllabus will be implemented from *academic year 2019-20*.

School of Social Sciences:

The School of Social Sciences of Latur sub-centre of S.R.T.M.U. was established in the academic year 2009-10 with one teaching curriculum of M. A. Sociology from academic year 2012-13. The primary objective of this school is to uncover various aspects of human life (i.e. social, political, economical, and ethical development etc.) through the teaching-learning process programmed with a University degree. At the present junction of the world, it is necessary to create learned social scientists to assist the planners, administrators and strategists of the world in reducing the social imbalance and maintaining a harmonious environmental order. The School will gradually expand its teaching-learning and research activities in this direction.

Programme Objectives:

➢ It seeks to provide the participants the knowledge, skills and information in the field of social, gender, power, sexuality, caste, class, culture and development through critical and reflexive participatory and an interdisciplinary approach.

➢ Sociology enables us to understand the society through the margin.

➢ Sociology Understand power, politics, culture and human structures.

➢ Critical and reflexive knowledge production and understanding about human history.

➢ Understanding how and why our society functions, impact of social institutions on individual lives, and the challenges of social interaction between individuals and society.

➢ Through teaching, research, and service learning, the Sociology program provides critical understanding of ways people relate to one another through the organization of society and how its structures and cultures influence our lives.

Programme outcomes:

1. Through teaching, research, and service learning, the Sociology program provides critical understanding of the ways people relate to one another through the organization of society and how its structures and cultures influence our lives.

2. The Programme make the learner to understand power, politics, culture and human structures. Which will enable him to be a responsible citizen.

3. There will be critical understanding by the learner about how and why our society functions, impact of social institutions on individual lives, and the challenges of social interaction between individuals and society.

4. It seeks to provide the participants the knowledge, skills and information in the field of social, gender, power, sexuality, caste, class, culture and development through critical and reflexive participatory and an interdisciplinary approach.

5. The course of the program leads the participants/learner to relate his/her understanding of sociological themes to different societies and universal phenomenon's.

M. A. Sociology:

The course will be a mixture of theory and assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of sociology and acquire analytical skills to address various prevalent problems of the society. The course curriculum is autonomous. The syllabus is structured in Choice Based Credit System (CBCS) to make student learn from other interested areas to his/her credit. The result of the degree will be based on CGPA system of the University.

Course Description:

This Degree Course (80 credits) is spread over four semesters in two years including five papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks and one paper of 100 marks for field work in each semester. Special workshops, films and visits will be organized as part of the course. Each student is required to complete supervised dissertation (with viva voce) as part of this course.

Features of the course:

- Well designed and comprehensive coursework (Including life Skill based)
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.

- Obligatory project work enhance research attitude in students.

- proactively engages students to put new knowledge into practice and to assess their own progress.

- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

Eligibility and Fees

B.A. sociology graduate is eligible for seeking admission to the course, More details of admission procedure and fees structure can be seen from the prospectus of the University.

Medium of Instructions:

The medium of instruction at the M. A. sociology degree course shall be entirely in English.

However the student is permitted to write the examination in Marathi.

Scheme of Examination:

There will be University Examination of fifty (50) Marks for each Theory Paper and Internal of 50 Marks for each Paper.

Details of Internal Work of Theory Papers (per semester):

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
1	Class Test/ Term Papers/Quizzes or ect.	Two (Per paper)	20 (10+10)
2	Home Assignment/ Group Magazine/Book Publication	One (Per paper)	20
3	Seminar/Group Assignment/Poster Exhibition Presentations/Write ups/Book Review	One (Per paper)	10
		Total Marks	**50**

Note: Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.

Term End Examination:

The term end examination for 50 marks (2 credits) per course would be held about two weeks after the completion of teaching for the semester. Each theory paper of 50 marks shall be of three hours duration. Paper setting and assessment for a particular course would be done as per the University guidelines.

The distribution of credit and marks for each course evaluation shall be as follows

S.N.	Evaluation	Marks (Each course)	Credits (Each course)
1	Internal Assessment	50	02
2	External (Semester End) Examination	50	02
	Total	**100**	**04**

Final Evaluation System:

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table 1.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.

Table 1: Conversion of marks to Grade and Grades into CPI

Conversion of Marks to Grades in Credit System				Conversion of Grade Point into CPI	
Marks Obtained	Grade	Grade point		CPI	Final Grade
90-100	A+	10		9.00 – 10.00	A+
80-89	A	9		8.00 – 8.99	A
70-79	B+	8		7.00 – 7.99	B+
60-69	B	7		6.00 – 6.99	B
55-59	C+	6		5.50 – 5.99	C+
45-54	C	5		4.50 – 5.49	C
40-44	D	4		4.00 – 4.49	D
39 & Less	FC	0-Fail		0 - 3.99	F

- A student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.

- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table 1.

Credit Requirements for Fulfillment of the M. A. Sociology Course

Credit Requirements	
Core papers (Theoretical & Papers)	48
Discipline Specific Elective (Choose any One) offered by the M. A. Sociology course)	16
Generic Elective Course (Choose any one)	08
Ability/Skill Enhancement Course	08
Total credits	**80**

Semester First			
	Paper Code	**Course Title**	**Credit**
Core Course	CC-S-101	Classical Sociological Tradition	04
	CC-S-102	Sociology of India	04
	CC-S-103	Methods In Social Research	04
Discipline Specific Elective (Choose any One	DS-S 104(A)	Education and Society	04
	DS-S-104(B)	Gender and Society	04
Generic Elective Course (Choose any one)	GE-S-105(A)	Agrarian Society In India	04
	GE-S-105(B)	NPTEL/SWAYAM Course/ Any Intra School/ Any Inter School Course	04

Semester Second			
	Paper Code	**Course Title**	**Credit**
Core Course	CC-S-201	Introduction to Social Theories	04
	CC-S-202	Computer Application In Social Science	04
	CC-S-203	Political Sociology	04
Discipline Specific Elective (Choose any One)	DS-S-204(A)	Society and Human Rights	04
	DS-S-204(B)	Sociology of Maharashtra	04
Generic Elective Course (Choose any one)	GE-S-205(A)	Sociology of Health	04
	GE-S-205(B)	NPTEL/SWAYAM Course/ Any Intra School/ Any Inter School Course	04

Semester Third			
	Paper Code	**Course Title**	**Credit**
Core Course	CC-S-301	Sociology of Media	04
	CC-S-302	Sociology of Development	04
	CC-S-303	Environment And Society	04
Discipline Specific Elective (Choose any One)	DS-S-304(A)	Social Movements in India	04
	DS-S-304(B)	Sociology of Public Health	04
Ability/Skill Enhancement Course	SEC-S-305	Application of Research Skills	04

Semester Fourth			
	Paper Code	**Course Title**	**Credit**
Core Course	CC-S-401	Contemporary Social Theories	04
	CC-S-402	Urban Sociology	04
	CC-S-403	Dissertation	04
Discipline Specific Elective (Choose any One)	DS-S-404(A)	Sociology of Tribe	04
	DS-S-404(B)	Society and Crime	04
Ability/Skill Enhancement Course	SEC-S-405	Qualitative Social Research Methods	04

CC-S-101: CLASSICAL SOCIOLOGICAL TRADITIONS

Learning Objectives **(4 credits)**

> *1. To introduce students to the trends in classical sociology*
> *2. To trace the historical roots of these thoughts in the transformation of European society*
> *3. To understand limitations of classical theories in the present era*

Learning Outcomes
1. *After this paper students understand basic roots of sociology*
2. *Students understand that changing nature of sociological theories*
3. *Students understand that what are the importance of sociological theories*

Module I: Transition from Social Philosophy to Sociology   **Sessions 15**
   a) Socio-economic background of emergence of Sociology
   b) Enlightenment and its impacts on thinking and reasoning
   c) Industrial revolution
   d) Introduction of Classical Theories

Module II: Karl Marx   **Sessions 15**
   a) Dialectical Materialism
   b) Materialistic interpretation of history
   c) Classes and class struggles
   d) Alienation in capitalist society

Module III: Emile Durkheim   **Sessions 15**
   a) Rules of Sociological Method
   b) Division of Labour
   c) Theory of Suicide
   d) Theory of Religion

Module IV: Max Weber   **Sessions 15**
   a) Theory of action
   b) Theory of authority
   c) Theory of Bureaucracy
   d) Methodology of social science

Reading:

1. Dorothy Smith, *The Conceptual Practices of Power,* University of Toronto Press, 1996.
2. Dorothy Smith, *The Everyday World is Problematic,* Open University Press, 1987.
3. Emirbrayer M, *Emile Durkheim: Sociology of Modernity*, Blackwell Publishers, 2003.
4. Giddens Anthony, *Sociology,* Polity Press, Cambridge, 1989.

5. Kalberg Stephen, *The Protestant Ethic and Spirit of Capitalism*, III rd edition, Roxbury Publication co., 2002.

6. Kamernka Eugene, *The Portable Marx*, Penguin, 1983.

7. Kalberg Stephen, *Connecting Issues in Comparative Historical Studies Today,* University of Chicago Press, 1994.

8. Lukes Steven, *Durkheim: Life and Works: A Critical Study,* 1973.

9. Morrison Ken, *Marx, Durkheim, Weber – formation of Modern Social Thought*, Sage Publication, New Delhi, 1995.

10. Ritzer George, *Sociological Theory,* McGraw Hill, New York, 2000.

11. Ritzer. *The McDonaldization of Society*, Pine Forge Press, 1993.

12. Tucker K.N, *Classical Social Theory*, Blackwell Publication, Oxford, 2002.

13. Wilhelm Outhwaite and Mulkay M, *Social Theory & Social Criticism,* Blackwell, New York, 1987.

CC-S-102: SOCIOLOGY OF INDIA

Learning Objectives:
1. To know the development of sociology and social anthropology of India
2. To understand the relationship between class, caste, gender, religion and ethnicity in India
3. To analyse aspects of politics and society in contemporary India

Learning Outcomes:
1. The students will be able to understand the development of sociology.
2. student will understand the relationship between caste, class, gender, religion and
   ethnicity in India with the help of theoretically aspects of sociologists.

Module I: Development of Sociology in India   **Sessions 15**
    a) Philosophical background of sociology in India
    b) Development of Sociology in India
    c) Approaches to the Study of Indian Society
    d) Significance of study of sociology in India

Module II: Indological and Structural-functionalism theories   **Sessions 15**
    a) G.S.Ghurye
    b) Louis Dumont
    c) M.N. Srinivas
    d) S.C. Dube

Module III: Marxism and neo Marxism theories   **Sessions 15**
    a) D.P.Mukherjee
    b) A. R. Desai
    c) R.K.Mukherjee
    d) M.N.Roy

Module IV: Civilizational and Subaltern Perspective   **Sessions 15**
    a) N.K.Bose
    b) Surajit Sinha
    c) Dr. Babasaheb Ambedkar
    d) David Hardiman

Reading:

1. Andre Beteille, *Sociology: Essays on Approach and Method*, OUP, New Delhi, 2002.
2. Arvind Rajgopal, *Politics after Television,* Cambridge University Press, 2001.
3. Breman Jan, Kloos Peter and Ashwini Saith*, The Village in Asia Revisited,* OUP, USA, 1997.
4. Chaterjee Searale Mary and Sharma Ursula, (edt), *Contextualising Caste*, Blackwell Publishers, Oxford, 1994.
5. D.N. Dhanagare, *Themes and Perspectives in Indian Sociology,* Rawat Publications, 1999.
6. Das Veena, *Critical Events, An Anthropological Perspective on Contemporary India,*

Oxford University Press, New Delhi, 1995.
7. David Ludden, *Critique of Subaltern Studies*, Oxford University Press, New Delhi, 2000.
8. Dube, S. C, *Indian Society,* National Book Trust, New Delhi, 1990.
9. Gail Omvedt, *Dalits and Democratic Revolution,* Sage Publications, New Delhi, 1994.
10. Guha R, *A Subaltern Studies Reader,* Oxford University Press, New Delhi, 1998.
11. M.N.Srinivas, *Collected Essays,* OUP, New Delhi, 2002.
12. Mankekar P., *Screening Culture, Viewing Politics: Television, Womanhood and Nation in Modern India*, Duke University Press, New Delhi, 1999.
13. Niranjana T, V. Dhareshwar (eds), *Interrogating Modernity: Culture and Colonialism in India*, Seagull, Calcutta, 1993.
14. Rachel Dwyer, *Filming the Gods: Religion and Indian Cinema*, Routledg, London, New York and New Delhi, 2006.
15. S.M.Dahiwale (ed), *Indian Society: Non-Brahmanic Perspectives,* Rawat Publications, 2004.
16. Said E. W, *Orientalism,*Penguin*,* Harmondsworth, 1985.
17. Singh K. S. (ed), *Tribal Movements in India,* Vol. 1 and 2; Manohar, New Delhi, 1983.
18. Satish Deshpande, *Contemporary India: Sociological Perspectives*, Viking, 2003.
19. Sujata Patel and Alice Thorner (eds), *Bombay Metaphor for Modern India,* Oxford niversity Press, Delhi, 2000.
20. Sunil Khilnani, *The Idea of India,* Penguin, New Delhi, 1999
21. Thapar Romila, *Cultural Transaction and Early India: Tradition and Patronage*, Oxford University Press, New Delhi, 1987.
22. Veena Das, *The Oxford Companion to Sociology and Social Anthropology,* Vol. I and II, OUP, New Delhi, 2003.
23. Vivek P. S, *Sociological Perspectives and Indian Sociology,* Himalaya Publishing House, Mumbai, 2002.
24. Vanaik Achin, *Communalism Contested- Religion, Modernity and Secularization*,Vistaar Publications, Delhi, 1997.

CC-S-103: METHODS IN SOCIAL RESEARCH

Learning Objectives:
1. To orient the students in philosophy of science
2. To familiarise the students with sociological methodology
Learning Outcomes:
1. Student will attempt to sensitize a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research.
2. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them.

Module I: Contributions to Methodology and methods   **Sessions 15**
    a) Background of methodology of social research
    b) Contribution of Max Weber in social methodology
    c) Contribution of Emile Durkheim in social methodology
    d) Contribution of Karl Marx in social methodology

Module II: Critiques of Positivism   **Sessions 15**
    a) Phenomenology and Ethnomethodology
    b) Hermeneutics: Gadamer, Apel
    c) Frankfurt School –Habermas
    d) Feminist Critiques

Module III: Research Methods I   **Sessions 15**
    a) Ethnography
    b) Archival Methods
    c) Oral History
    d) Interviews

Module IV: Research Methods II   **Sessions 15**
    a) Case Studies
    b) Content Analysis
    c) Survey Research
    d) Observation

Readings:
1. Babbie Earl, *The Practice of Social Research*, (10th edn), Wadsworth-Thomson, CA, USA, 2004.
2. Burawoy M and Joseph Blum (ed), *Global Ethnography: Forces, Connections and Imaginations*, University of California Press, Berkeley and Los Angeles, 2000.
3. Bryman Alan, *Social Research Methods*, Oxford University Press, 2001.
4. Carol Grbich, *New Approaches in Social Research*, Sage Publication, 2000.
5. Devine and Heath*, Sociological Research Methods in Context*, Palgrave, 1999.
6. Denzin Norman, Lincoln Yvonna (ed), *Handbook of Qualitative Research*, Sage,

Thousand Oaks, 2000.

7. Feyerabend Paul, *Farewell to Reason*, Verso, London, 1987.
8. Feyerabend Paul, *Against Method,* Humanities Press, 1975.
9. Goode and Hatt, *Methods in Social Research*, Surjeet Pub., New Delhi, 2006.
10. Giddens Anthony, *New Rules of Sociological Research*, Hutchinson, 1976.
11. Mulkay Michael, *Science and the Sociology of Knowledge*, George Allen and Unwin Ltd., London, 1979.
12. Silverman David, *Qualitative Methodology and sociology*, Gower, Vermont, 1985.
13. Sachdev Meetali, *Qualitative Research in Social Sciences*, Raj Publishing, Jaipur, 1987.
14. Williams Malcolm, *Science and Social Science*, Routledge, New York, 2004.
15. Young Pauline, *Scientific Social Surveys and Research Practice*, Hall of India, New Delhi, 1988.

Marathi Readings:
1. Aglawe Pradip*, Samajik Sanshodhan Paddhati*, Sainath Prakashan, Nagpur, 2007.
2. Bhandarkar P.L, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1980.
3. Khairnar Dilip, *Pragat Samajik Sanshodhan Paddhati ani Sankhyiki*, Diamond Pub., Pune, 2009.
4. Karhade, B. M, *Shastriya Sanshodhan Paddhati,* Pimpalapure Pub., Nagpur, 2007.
5. Mayi Sunil, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune, 2008.
6. Suman Beheray*, Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur, 2000.
7. *Samajik Sansodhan Vishesank*, Samaj Sanshodhan Patrika, Belagav, Aprial-June, 2007.

DS-S 104 (A): EDUCATION AND SOCIETY

Learning Objectives:
1. To get acquainted with the approaches and contributions in sociology of education
2. To become aware of new alternative educational practices emerging in India
3. To understand the colonial and post-colonial policies on education in the context of contemporary issues

Learning Outcomes:
1. The students will get acquainted with the approaches and contributions in sociology of education and become aware of new alternative educational practices emerging in India.
2. They also understand the colonial and post-colonial policies on education in the context of contemporary issues.

Module I: Sociology of Education-theoretical Perspectives
   a) J Dewey,
   b) Freire,
   c) Ivan Illich,
   d) John Holt

Module I: The Indian Tradition of Education
   a) Vedic Education
   b) Buddhist Education
   c) Islamic Education
   d) Colonial Education

Module III: Educational Commissions and Committees
   a) The Secondary Education Commission-1952
   b) The National Committee on Women's Education-1958
   c) D.S. Kothari Commission- 1964
   d) Yashpal Committee Report on Higher Education-2009

Module IV: Alternative Education Programmes and Challenges
   a) Non-formal Education: Adult Education, Continuing Education and Mass Literacy Campaign
   b) Role of State and Voluntary Organisations in Alternative Education Programmes
   c) Understanding Curriculum through Lens of Caste, Tribe, Gender and Region
   d) Politics of Education

Readings:
   1. Banks Olive, *Sociology of Education*, (2nd Ed.), Batsford London, 1971.
   2. Bourdieu P, *Education, Society and Culture*, Sage London, 1990.
   3. Blackledge, D and Hunt B, *Sociological Interpretations of Education*, Crom Helm, London, 1985.
   4. Channa, Karuna, *Interrogating Women's Education*, Jaipur and New Delhi, Rawat Publications, 2001.

5. Chanana, Karuna , '*Accessing Higher Education : The Dilemma of SchoolingWomen, Minorities, Scheduled Caste and Scheduled Tribes*', in Contemporary India', Vol. 26, No. 1, Perspectives on Higher Education in India, Published by Springer, Page 69-92,1993.

6. Chitnis S, and Altbach P. G (eds.), *Higher Education Reform in India: Experience and Perspectives,* Sage New Delhi, 1993, pp. 115-154.

7. Friere, Paulo, *Pedagogy of the Oppressed*, Penguin Books, Harmondsworth, 1972.

8. Gore, M.S. et.all (ed.), *Papers on Sociology of Education in India*, New Delhi, NCERT, 1975.

9. Gandhi M. K, *Problems of Education*, Navjeevan Prakashan Ahmedabad, 1962.

10. Halsay, A. H. et al, *Education, Economy and Society: A Reader in the Sociology of Education*, New York: Free Press.

11. Illich Ivan, *Deschooling Society*, Penguin, London, 1973.

12. Jerome Karabel and H.Halsey, *Power and Ideology in Education*, Oxford University Press, 1977.

13. Jandhyala B. G. Tilak, *The Kothari Commission and Financing of Education*, Economic and Political Weekly, Mumbai, March 10, 2007.

14. Krishna Kunmar, *Sociological Perspectives of Education: A Reader,* Chanakya Publications, New Delhi.

15. Kabeer Nambissan and Subrahmaniam (eds.), *Child Labour and Right to Education in South Asia,* Sage Publication, New Delhi, 2003.

16. Morris Iror, *The Sociology of Education,* Allan and Unwin, 1978.

17. Prabhu, Joseph (*"Educational Institutions and Philosophies, Traditional and Modern",* Encyclopedia of India (vol. 2) edited by Stanley Wolpert, pp. 23–28, Thomson Gale, 2006.

18. Naik, J. P, *Quality, Quantity and Equality in Education*, Allied Publishers, New Delhi, 1975.

19. *National Knowledge Commission-2005*, http://www.knowledgecommission.gov.in/ downloads/documents/towards_knowledgesociety.pdf

20. Ramachandran V, *Gender and Social Equity in Primary Education*, Sage Publication. 2004.

21. Scharfe, Hartmut, *Education in Ancient India*, Brill Academic Publishers, 2002.

22. Sen and Dreze, *India: Economic Development and Social OpportModuley*, OUP, New Delhi,1996.

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27. *Towards Equality – The Unfinished Agenda – Status of Women in India – 2001*, National Commission for Women, Government of India, 2002.

28. *National Knowledge Commission-2005*, http://www.knowledgecommission.gov.in/ downloads/documents/towards_knowledgesociety.pdf

29. Yashpal Committee Report-1993 (*Teacher Education for Curriculum Renewal*), http: //www.**teindia.nic.in/ Files/Reports/ CCR/ Yash%**
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DS-S-104(B) GENDER AND SOCIETY

Learning Objectives
1. To introduce the basic concepts of gender and gender inequality
2. To analyze the gendered nature of major social institutions

Learning Outcomes:

1. Understand the concept of gender and the social construction of Gender, feminity and masculinity
2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Develop ability to identify social, economic and political systems that adversely affect the well being and functioning of women.
4. Suggest affirmative action in planning to promote gender equity, equality and safety for Women

Module I: Introduction to Sociology of Gender
a) Basic concepts on Sex, Gender, Patriarchy, Sexual Division of Labour
b) Understanding Gender Inequalities- Class, Caste and Gender
c) Various Bases of Feminism-Liberal, Marxist, Socialist, Radical, Post Modernist

Module II: Statistical Profile and Analysis of Gender in India
a) Health: Health Services, Nutrition, Critical Issues in Mental Health, Disability
b) Violence against Women
c) Education: Equal Access and Gender Sensitive Curricula
d) Politics: Understanding Reservation for Women
e) Law: Constitutional Guarantees
f) Environment: Issues of Livelihood, Shelter, Water and Sanitation

Module III: Women, Labour and the Economy
a) Concept of Work and Domestic Work
b) Women in Agriculture and Industry
c) Understanding Women in the Informal Sector
d) New Economic Policy, SEZ and Work
e) Gender and Development: Alternative Visions

Module IV: Challenges to Gender Inequality
a) Women's Movement
b) Rise of NGO Sector: Self-Help Groups, Gender Planning and Strategies
c) Reports, State Policies, Programmes and Commissions for Women

Readings:

1. Bhasin Kamala, *Understanding Gender,* Kali for Women, New Delhi, 2000.
2. Basu Aparna, *Women's Education in India* in Ray and Basu (edt): *From Independence Towards Freedom*, OUP, 1999.
3. Chodhuri Maitreyee, *Feminism in India,* Women Unlimited, New Delhi, 2004.
4. Chakravarty Uma, *Gendering caste through a feminist Lense*, Stree, Calcutta, 2003.
5. *Courting Disaster*, PUDR Report, 2003.
6. Davis Kathy, Evans Mary, Lorber, J (edt), *Handbook of Gender and Women's Studies*, Sage Publication, UK, 2006.
7. Delamont Sara, *Feminist Sociology,* Sage Publications Ltd, 2003.
8. Feminist Concepts*, Contribution to Women's Studies Series*, Part-I, II, III, RCWS, Mumbai.
9. Freedman Jane, *Feminism,* Viva Books, New Delhi, 2002.
10. Geetha V, *Patriarchy*, Stree, Calcutta, 2007.
11. Geetha V, *Gender*, Stree, Calcutta, 2002.
12. Ghadially Rehana (edt.), *Urban Women in Contemporary India*, Sage Publications, 2007.
13. IGNOU, *Kits on Women in Indian Contexts*, Delhi
14. Karat Brinda, *Survival and Emancipation*, Three essays Collective, 2005.
15. Khullar Mala (edt.), *Writing the Women's Movement- A Reader*, Zubaan, New Delhi, 2005.
16. Kimmel Michael, *The Gendered Society*, Oxford, NY, 2008.
17. Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992.
18. Rege Sharmila, *Sociology of Gender*, Sage Publications, New Delhi, 2003.
19. Uberoi Patricia, *Family, Kinship and Marriage in India*, Oxford, New Delhi, 1994.
20. Wharton A. S, *Sociology of Gender*, Blackwell, 2005.

Marathi Readings:

1. Vidyut Bhagwat & Lalita Joshi*, Maharashtrachya Samajik Itihasachya Dishene*, K.S.P.W.S.C. Pune University, March, 1997.
2. Vidyut Bhagwat & Sharmila Rege, *Bharatatil Samkaleen Kaliche Prashna*, K.S.P.W.S.C. Pune University, 2000.
3. Vilas Ransubhe (edit.), *N.G.O.*, Shramik Pratishthan, Kolhapur, 2011.

GE-S-105(A): AGRARIAN SOCIETY IN INDIA

Learning Objectives
1. To introduce students to different approaches to the study of Agrarian Social structure.
2. To understand the contemporary agrarian society and issues in relevant context.
Learning Outcomes:

1. Student will understand the concept of Agrarian society in India

2. student will understand Programmes in Post-Independence India and they will suggest solution to the problems.

I. Concept of agrarian social structure.
a) Structure of peasantry as an analytical category.
b) Basic feature of agrarian society.
c) Tribal and Peasant society.

II. Evolution of Agrarian Structure in India
a) Feudalism
b) Asiatic Mode of Production
c) Colonial Land Settlement

III. Programmes in Post Independence India
a) Panchayati Raj
b) Community Development Programmes
c) HYV programmes: The Green Revolution and its outcome.
d) Poverty Alleviation programme integrated EGS, SGRY, NREGP

IV. Agrarian Movements and Post Liberation Policies
a) Telangana b) Teebhaga c) Naxalbari
d) Peasant Movement in the 1980s and Politics of Farm Lobby
e) Globalisation and Its Impact on Indian agriculture

Reading:

1) Beteille Andre : Six Essays in Comparative Sociology; OUP, New Delhi 1974, PP 1-50
2) Thorner Daniel and Thorner Alice- Land and Labour in India - Asia Publications, Bombay, 1962. Whole book.
3) Desai A. R., Rural Sociology in India, Popular Prakashan, Bombay, 1977 PP- 269-336, 425, 527.
4) Dhanagare D. N.; Peasant Movement in India; Oxford University Press New Delhi, 1988 PP 1-25 88-155.
5) Omvedi Gail - Land, Caste and Politics; Department of Political Science, Delhi

University Delhi 1987, Introduction only.

6) Shanin, T., Peasantry - Delineation of Sociological concept - Journal of Peasant Studies, 1991, PP 180-200

7) Agrawal Bina, Who sows? Who Reaps? Institute of Economic Growth, - New Delhi, Full Booklet.

8) Beteille Andre; Caste, Class, and Power; California University Press, 1971, PP 185-226

9) Desai A. R. : Agrarian Struggles in India after Independence, Oxford University Press, New Delhi 1986, PP. 129-189

10) Mencher J., Problems of Analysing Rural Class Structure; Economic and Political weekly, Vol. IX, 1974.

11) Thorner A.; "Semi-Fundalism on Capitalism Contemporary in India", Economic and Political

weekly, Vol. X, Nos 49-51, Dec. 11 & 23 (1982)

12) Nanda M.: Transnationalism of Third World States and Undoing of Green Revolution, Economic and Political Weekly, Jan - 23- 1995.

13) Sathyamurthy, T. V. Industry and Agriculture in India Since Independence; Vol.2, OUP, New Delhi-1996 - Entire Volume.

CC-S-201: INTRODUCTION TO SOCIAL THEORIES

Learning Objectives:
  1. To develop the understanding of major sociological perspectives
  2. To develop the analytical abilities of the students

Learning Outcomes:

1. Student will understand history of social theory
2. Student will be learn how to use theory to understanding social field and issues in society.

Course Outline

Module I: History of Social Theory
  (a) Social and Intellectual Forces.
  (b) Two Philosophies of Knowledge: Idealism and Empiricism.
  (c) Founders of Sociology: French, German, British and Italian.

Module II: Social Theory and its Context
  a) Prominence of Socialism
  b) Individual vs Collectivity
  c) Role of Comte, Marx Weber and Durkheim

Module III: Structure and Function
  a) From Positivism to Functionalism
  b) The Premises of Functionalism
  c) Functionalism in Social Anthropology: R. Brown and Malinowski
  d) Functionalism of Talcott Parsons and R. Merton

Module IV: Structure, Function and Neo-Functionalism
  a) Criticism of Functionalism
  b) The Thesis of Neo-Functionalism
  c) Merits and Demerits of Neo-Functionalism: Conclusion

Readings:
  1. Abraham M. F, *Modern Sociological Theory*, OUP, New Delhi, 1990.
  2. Alexander Jeffrey C. (ed), *Neofunctionalism*, Beverley Hills, CA: Sage, 1985.
  3. Alford Robert R. and Friedland, Roger*, Powers of Theory: Capitalism,the State, and Democracy*, Cambridge University Press, 1985.
  4. Agger Ben (ed.), *Western Marxism: An Introduction: Classical and Contemporary Sources* Santa Monica, Calif, 1978.
  5. Berger Peter and Thomas Luckmann, *The Social Construction of Reality*,Doublesay New York, 1967.
  6. Blumer Herbert, *"What is Wrong with Social Theory?"* in H.Blumer, Symbolic

Interaction, Englewood Cliffs, N.J, Prentice Hall, 1959.

7. Bryant Christopher G A, *Positivism in Social Theory and Research,* St Martins New York,1985.

8. Calhoun Craig, Rojek, Chris & Bryan Turner, *The Sage Handbook of Sociology*, Sage Publications, 2005.

9. Garfinkel, Harold, *Studies in Ethnomethodology*, Prentice Hall Englewood Cliffs, 1967.

10. Giddens and Turner (eds), *Social Theory Today*, Polity Press, Cambridge, 1987.

11. Goffman, Erving, *The Presentation of Self in Everyday Life.* Doubleday New York, 1959.

12. Haralambos and Holborn, *Sociology Themes and Perspectives*, Fifth Edition, Collins, 2000.

13. Kuhn Thomas, *The Structure of Scientific Revolutions*, Chicago Universityof Chicago Press, 1962.

14. Lachman, L.M, *The Legacy of Max Weber,* Glendessary Press Barkeley, 1971.

15. Nadel S.F, *The Theory of Social Structure*, Cohen & West Ltd, London, 1957.

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17. Ritzer George and Barry Smart, *Handbook of Social Theory*, Sage Publications, 2001.

18. Ritzer George, *Encyclopedia of Social Theory*, Vol.I & II, Sage Pub, 2005.

19. Schutz Alfred, *The Phenomenology of Social World*, Evanston, Hl: Northwestern University Press, 1932/67.

20. Seidman Steven, *Liberalism and The Origins of Eureopean Social Theory*, University of California Press, Berkeley, 1983.

CC-S-202: COMPUTER APPLICATION IN SOCIAL SCIENCE

Learning Objectives
1. *To introduce the methods in quantitative and qualitative research*
2. *To enhance the ability of the students to apply the research methods to practical issues*
3. *To enhance their ability of analysis and presentation of data*

Learning Outcomes:

1. Student will learn how to use computer for social science research
2. Student will learn skills about analysing data in different software and representation data.

Course Outline

Module I: An Introduction to Computers
a) Introduction: Computer Literacy and the Social Sciences
b) Computer Hardware and Peripherals
c) Computing Environments: (Operating Systems)
d) Different Programming Languages used in Social Sciences

Module II: Computer Applications in the Social Science
a) Theorizing about and Representing Social Data (ppt,doc,xls)
b) Bibliographic Retrieval and Literature Reviews
c) Simulating, Modelling, and Planning
d) Analyzing Quantitative Data

Module III: Use of Application in Research
 a) Analyzing Quantitative Data
 b) Analyzing Text, Graphing
 c) Communicating and Collaborating, Learning and Teaching
 d) Expert Systems and Artificial Intelligence Applications in the Social Sciences
 e) Internet Surfing, Internet as Information Resource
 f) Use of Web-Browser, e-mail and Search Engine

Module IV: Report Writing:
a) Scientific Report, Short Report for Planners, Articles from the study
b) Graphic Representation and other Techniques
c) Reference Citation, Footnotes, Bibliography

Readings:
1. V. Rajaraman, *Fundamentals of Computers*, Prentice Hall of India, 2002.
2. R. Hunt, J. Shelley, *Computers and Commonsense*, Prentice Hall of India, 2002.

3. A. Leon, M. Leon, *Fundamentals of Information Technology*, Leon Vikas, 2002.
4. H.M. Deital, *Visual Basic How to Program*, Pearson Education, 2001.

Marathi Readings:
1. Aglawe Pradip, *Samajik Sanshodhan Paddhati, Sainath Prakashan*, Nagpur, 2007.
2. Aglawe Pradip, *Sanshodhan Padhdhati Shastra ani Tantre*, Vidya Prakashan, Nagpur, 2000.
3. Bhandarkar P.L, *Samajik Sanshodhan Paddhati*, Duttasan Prakashan, Nagpur, 1990.
4. Karhade, B. M, *Shastriya Sanshodhan Paddhati*, Pimpalapure Pub., Nagpur, 2007.
5. Mayi Sunil, *Samajik Sanshodhan Paddhati*, Diamond Pub., Pune, 2008.
6. Suman Beheray, *Samajik Sanshodhan Paddhati*, Vidya Prakashan, Nagpur.
7. *Samajik Sansodhan Vishesak*,Samaj Sanshodhan Patrika,Belagav, Aprial-June,2007.

CC-S-203: POLITICAL SOCIOLOGY

Learning Objectives:
1. To study the relationship between society and polity
2. To study the various approaches to study the State
3. To understand the contemporary challenges in India

Learning Outcomes:
1. After this paper students will understand that political process of India
2. Students will understand what the relationship between society and polity
3. Students will understand contemporary challenges in Indian political system

Course Outline:

Module I: Nature and scope of political sociology
a) Relationship between Society and Polity
b) Sociological Definitions of Politics, authority and the state

Module II: Theoretical Approaches to the State
a) Liberal, Pluralist, Power-elite, Postmodernist

Module III: Tradition in Political sociology
a) Marxist tradition b)Weberian Tradition c) the New Political sociology

Module IV: Society and the state in India and Contemporary Challenges
a) Religious nationalism b) Hindutva and politics of the upper castes, the caste system and patriarchy c) Language, Ethnicity and Region

Readings:
1. Laclau Ernesto, Politics and Ideology in Marxist Theory, Verso, London, 1977
2. Kothari Rajni, Caste in Indian Politics, Delhi, 1973.
3. Miller David, On Nationality, Clarendon Press, Oxford, 1995.
4. Bhargava Rajeev, Secularism and its Critics, OUP, New Delhi, 1999.
5. Chandhoke Neera (edt) Understanding the Post Colonial World, Sage, New Delhi,1994.
6. Nash Kate, 2000, Contemporary Political Sociology, Blackwell Publishers, Massachussets.
7. Ernst Gellner, 1983, Nations and Nationalism, Cornell University Press
   Gershon Shafir (ed) 1998The Citizenship Debates, University of Minnesota Press
   Charles Tilly, Coercion, Capital and European States, Blackwell (1990)
8. Benedict Anderson, 1991,Imagined CommModuleies, Verso
9. Vora Rajendra and Palshikar Suhas, (Ed) Indian Democracy, Sage New Delhi, 2004
10. Tornquist Olle, "Politics and Development" - A Critical Introduction, Sage publication, London, 1999.
11. Sharma Rajendra, "Power Elite In Indian Society", Rawat Publications, Jaipur and New Delhi, 1999.Kohli Atul, " The State and Poverty in India –The Politics of

Reform", Cambridge University Press, Cambridge, 1987.
12. Desai A.R., State and Society – India – Essays in Dissent, popular Pub,
Bombay. 2000.

DS-S-204 (A): SOCIETY AND HUMAN RIGHTS

Learning Objectives

1. To introduce the students to the concept of human rights
2. To introduce the students to the theories and issues related to human rights

Learning outcomes
1. After this paper students will understand the concept of human rights
2. Students will understand that how human rights are important for Development
3. Students understand that what is the present situation of human rights in India

Module I: Concepts and Historical Background of Rights   **Sessions 15**
    a) Types of rights
    b) importance of human rights
    c) rights and duties
    d) needs of human rights

Module II: Western and Indian Perspectives on Rights   **Sessions 15**
    a) Liberal Perspective: Locke, Rousseau, Thomas Paine, J.S.Mill,
    b) Marxian Perspective: Marx, Gramsci,
    c) Feminist Perspective: Gender Specificity
    d) Dalit Perspective: M.Phule Narayana Guru, Dr. B.R.Ambedkar

Module III: Vialation Of Human Rights   **Sessions 15**
    a) Human rights and Dalit
    b) Human rights and womens
    c) Human rights and Childs
    d) Human rights and tribles

Module IV: Government and Human Rights   **Sessions 15**
    a) Role of Government to protect the human rights
    b) Role of National human right Commission to protect the human rights
    c) Various acts for protect the human rights
    d) Indian Constitution and Human Rights (Fundamental Rights, Directive Principles of
    State Policy)

Readings:
1. Amartya Sen, *The Idea Justice*, Penguin Books, New Delhi, 2009.
2. Bhargava G.S, *Human Rights of Dalits: Social Violation*, Gyan New Delhi, 2001.
3. David Beetham, *Politics and Human Rights*, Blackwell OUP, 1995.
4. Desai, A.R, *Repression and Resistance in India: Violation of Democratic Rights of
the Working Class, Rural Poor*, Adivasis and Dalits, Bombay Popular Prakashan,

1990.

5. Desai, A.R, *Violation of Democratic Rights in India,* Vol. I, Popular Prakashan, Bombay 1986.

6. Devasia V.V, *Women, Social Justice and Human Rights*, APH, New Delhi, 2009.

7. G. Haragopal, ''*Political Economy of Human Rights''*, Gurpreet Mahajan Ed., Democracy, Difference and Social Justice, Oxford University Press New Delhi, 1998.

8. *Human Development Report*, 1997

9. John Rawls*, Law of the People*, Harvard University Press Cambridge, 2001.

10. Jhon K. Thomas, *Human Rights of Tribals*, ISha Books Delhi, 2005.

11. Kirti S. Parikh, *India Development Report*, 1997.

12. Kevin Boyle (ed.), *New Institutions for Human Rights Protection*, OUP, Clarendon, 2009.

13. Shinde, Prem K*, Dalits and Human Rights*, Isha Books Delhi, 2005.

14. Sri Krishna, S, *Dalit and Human Rights,* New Serial Pub. Delhi, 2007.

15. Thiagaraj, *Human Rights from the Dalit Perspective*, Gyan Publishing, New Delhi, 2007.

16. Oliver Menderlsohn and Upendra Baxi, *The Rights of the Subordinated People*, Oxford University Press, USA, 1997.

17. *World Development Report*, 1997.

DS-S-204(B): SOCIOLOGY OF MAHARASHTRA

Learning Objectives:

1. To enhance sociological knowledge about the local and regional context of Maharashtra
2. To acquaint students with the changing trends in Maharashtra with special reference to globalization, Development processes and caste, gender politics

Learning Outcome:

1. Student will learn and understand about culture of Maharashtra
2. Student will learn the Formation of Maharashtra: Economic, Political and Cultural Issues

Course Outline

Module I: Maharashtra: Mapping Socio-Culture History and development

Module II: Cultural Revolt in Colonial Maharashtra
a) Impact of Satyashodhak Movement
b) Non Brahmin Movement
c) Right Discourse in Kolhapur State
d) Ambedkarite Movement

Module III: Debate on Social Reform and Women's Questions in 19th Cent. Maharashtra
a) Age of consent
b) Widow Remarriage
c) Education
d) Nation and Mother

Module IV: Formation of Maharashtra: Economic, Political and Cultural Issues
a) Samyukta Maharashtra Movement
b) Girangaon and Working Class Movement
c) Ethnic Nationalism: Shiv Sena
d) Development of Bahujan, Dalit and OBC politics in Maharashtra

Reading:
1. Karve, I (1968): 'Maharashtra, Land and Its People', Directorate of Publications, Government of Maharashtra, Bombay.
2. Khekale, N 'Pressure Politics in Maharashtra', Himalaya Publishing House,

Bombay, 1999.

3. Lele, J 'Caste, Class and Mobilisation in Maharashtra' in Frankel Pub.

4. Gare Govind, Maharashtratil Adivasi, Sugava Prakashan, 1990.

5. Human Development Report, Maharashtra, Government of Maharashtra Pub. Mumbai, 2002.

6. Jain Ashok, "Government and Politics of Maharashtra", Sheth Publishers, Bombay, 1995.

7. Lele, J (1990): 'Caste, Class and Mobilisation in Maharashtra' in Frankel Pub.

8. Lele Jayant, Elite Pluralism and Class Rule- Political Development in Maharashtra, Popular Prakashan, Bombay, 1982.

9. Lele Jayant, "Caste, Class and Dominance: Politics Mobilization in Maharashtra", "Dominance and State Power in Modern India- Decline of Social Order", Francine Frankel, MSA Rao (Ed.), Oxford University Press, Delhi, 1990.

10. Jogdand P.G. 1991, Dalit Movement in Maharashtra, New Delhi: Kanak Publications.

11. Khekale, N (1999): 'Pressure Politics in Maharashtra', Himalaya Publishing House, Bombay

12. Mohanty M., Mukherji Partha and Tornquist Olle, (Ed) Peoples Rights: Social Movement and the State in the Thirld World, Sage 1998

13. Omvedt, Gail, Dalit visions: The anti-caste movement and the construction of an Indian Identity. New Delhi Orient Longman, 1995.

14. Omvedt, Gail, Dalit and the Democratic Revolution, Sage, New Delhi, 1999.

15. Omvedt, Gail, Cultural Revolt in Colonial India,

16. Oommen, T.K. 1990. Protest and change: Studies in social Movements, Sage Pub., Delhi.

17. Robb, Peter, eds. 1993, Dalit Movements and meeting of labour in India, Sage Pub, Delhi.

18. Shah, Ghansham, 1990 Social Movements in India: A Review of Literature.Delhi Sage Pub.

19. Singh K.S. 1982 Tribal movements in India, (ed.) Vol. I & II Manohar Publications, New Delhi.

20. Karve, I., Marathi Lokanchi Sanskriti, Deshmukh Pub, Mumbai

21. Phadke Y. D., Visavya Shatakatil Maharashtra, Vol. 1 to-8, Srividya Prakashan, Pune.

22. Sahastrabuddhe P. G., Maharashtra Sanskruti.

23. Vora Rajendra, Agenda for the Study of Political Economy of Maharashtra, Occasional Paper No.1, Politics and Public Administration, University of Pune, Feb.1994

GE-S-205(A): SOCIOLOGY OF HEALTH

Learning Objectives:
1. To sensitize students to health related issues and problems
2. To relate medical issues to the social structure of a society
3. To understand the net-work of health administration and their roles at various levels

Learning Outcome:
1. Student will learn the concept of health and its discourse
2. Student will understand Disease, Illness and Sickness and family role in sickness.

Course Outline:

Module I: Basic Concepts
 Health, Medicine, Illness, Sickness, Disease, Disorder and Society

Module II: Theoretical Perspectives on Health and Medicine:
a) Functional Approach
b) Conflict Approach
c) Interactionist Approach
d) Labelling Approach

Module III: Disease, Illness and Sickness
 a) Medical and Social Definition of Sickness and Illness
 b) Natural History of Disease
 c) Human Environment
 d) Social Etiology
 e) Social Epidemiology
 f) Ecology of Disease

Module IV: Family and its Relationship
a) Health Care in Family
b) Approach to Health Care in Nuclear and Extended Family
c) Pattern of Child-Rearing
d) Significance of Family in Context of Illness
e) Family Relationship - Emotions and Anxiety
f) The Sick Role and Patient Role

Readings:
1. Albrecht Gary L. and Fitzpatrick R, *Quality of life in Health Care*: *Advances in Medical
    Sociology*, Jai Press Mumbai, 1994.
2. Basu S.C, *Handbook of Preventive and Social Medicine* ,2nd edition, Current Books
    International, Calcutta, 1991.

3. Charles Leslie (ed), *Asian Medical Systems*, Baijnrdra Prakashan, New Delhi, 1998.
4. Coe. Rodney M, *Sociology of Medicine*, McGraw Hill, New York, 1970.
5. Cockerham, William C, *Medical Sociology*, Prentice Hall New Jersey, 1997.
6. Conrad, Peter et al., *Handbook of medical Sociology*, Prentice Hall New Jersey, 2000.
7. D. Banerji, *Health and Family Planning Services in India: An Epidemiological Socio Cultural and Political Analysis and a Perspective*, Lok Paksh New Delhi, 1985.
8. Imrana Qadeer , *Health Services System: An Expression of Socio Economic Inequalities*, Social Action, Vol.35, 197\85.
9. Imrana Qadeer, *Health Care Systems in Transition III*, Journal of Public Health Medicine, Vol. 22, No.1, pp.25-32, 2000.
10. Linda Jones, *The Social Context of Health and Health Work*, Palgrave Press New York, 1994.
11. Sheila Zurbrigg *Rakku's Story, Structures of Ill Health and the Source of Charge*, Centre for Social Action Bangalore, 1984.
12. Sarah Nettleton, *The Sociology of Health and Illness,* Polity Press Cambridge, 1995.
13. Veeranarayana Kethineni *, Political Economy of State Intervention in Health Care,* EPW, October 19, 1991.