



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

**M. A. SOCIOLOGY SYLLABUS**

**[Choice Based Credit System- (NEP 2020)]**

**Sem. III and Sem. IV**

**(To be implemented from the Academic Year 2024-2025)**

## Sociology

### Syllabus for M.A. Part II Sociology

(CBCS (NEP-2020) – Autonomy Pattern to be implemented from 2024-2025)

Semester	Nature	Code	Paper Title	Credits
III	Major 1	23AMSO31MM	Contemporary Sociological Theories	04
	Major 2	23AMSO32MM	Application of Sociological Research Methods	04
	Major 3	23AMSO33MM	Sociology of Development	04
	Major 4	23AMSO34MM	Introduction to N G O Management	02
	Major Elective 1	23AMSO35MEA	Sociology of Gender	04
	Major Elective 2	23AMSO35MEB	Urban Sociology	04
	Research Project	23AMSO36RP	Research Project	04



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Contemporary Sociological Theories</b>
<b>Nature of the Course</b>	<b>Major Mandatory I</b>
<b>Course Code</b>	<b>23AMSO31MM</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>4</b>
<b>No. of teaching hours</b>	<b>60</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To introduce the students to the contemporary trends in social theory.
2.	To compare and contrast various theoretical viewpoints to develop better understanding of changing trends in society.
3.	To analyse the contribution of different thinkers and to correlate the theories to understand the issues related to society.
4.	To understand how the theories and approaches sought to seek insights into society by critiquing and deconstructing social and cultural processes.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to learn the contemporary sociological theory which is enormously diverse and multifaceted.
2.	Students will be able to analyse the macroscopic studies of the structures of power, production, and trade that link and separate countries.
3.	Students will be able to learn a variety of contending but also often

	complementary perspectives which will develop their understanding of different related disciplines and interdisciplinary fields.
4.	Students will learn to draw the classical influences or some of the combination of classical influences on the contemporary trends in social theory.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Criticism and Marxism Since 1930s</b>	<b>15</b>
	1. Frankfurt school: The institution, the critical theorist and the central theories and methods	4
	2. Antonio Gramsci: Hegemony	3
	3. Louis Althusser: The Theory of Ideology	4
	4. C. Wright. Mills: The Sociological Imagination	4
<b>Unit II</b>	<b>Post Structural Sociology</b>	<b>15</b>
	1. Structuralism to Post Structuralism	3
	2. Michel Foucault: Power as Knowledge	4
	3. Jacques Derrida: The decentering events in social thoughts	4
	4. Richard Rorty: Private irony and liberal hope	4
<b>Unit III</b>	<b>Post Modern Theory</b>	<b>15</b>
	1. Fredric Jameson: The cultural logic of late capitalism	3
	2. Jean Baudrillard: Simulacra and Simulations	4
	3. Jean Francois Lyotard: The post-modern condition	4
	4. Zygment Bauman: Living with ambivalence liquid modernity	4
<b>Unit IV</b>	<b>Recent Trends in Sociological Theory</b>	<b>15</b>
	1. Anthony Giddens: Structure in agency	3
	2. Pierre Bourdieu: Integration approach-habitus and field	4
	3. Sujata Patel : Colonial Modernity	4
	4. Dipankar Gupta: Mistaken Modernity	4

**Essential Readings:**

1. Ritzer, George & Barry Smart. (ed.) (2001). *Handbook of Social Theory*, London: Sage Publication. P. No. 179, 201, 308, 324, 439.
2. Ritzer, George. (ed.) (2005). *Encyclopedia of Social Theory*, London: Sage Publication.
3. Adams & Sydie. (ed.). (2001). *Sociological Theory*. New Delhi: Vistar Publication.
4. Bryan Turner, Chris Rojek & Craig Calhoun. (ed.). (2005). *The Sage Handbook of Sociology*, London: Sage Publication.

**References:**

1. Calhoun, Craig and et.al. (ed.). (2007). *Contemporary Sociological Theory- Second edition*, London: Blackwell Publication. P. No. 231, 243, 277, 363, 370, 388.
2. Elliot, Anthony. (ed.) (2010). *The Routledge Companion to Social Theory*, London: Routledge publication. P. No. 73, 86, 117.
3. Giddens, A. & Turner, J. (1988). *Social Theory Today*. California: Stanford University Press.
4. Gupta, Dipankar. (2014). *Mistaken Modernity: India Between Worlds*. Harper Collins.
5. Patel, Sujata. (First Published July 18, 2017). *Colonial Modernity and Methodological Nationalism: The Structuring of Sociological Traditions of India*. Sociological Bulletin. Sage Journals.

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



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Application of Sociological Research Methods</b>
<b>Nature of the Course</b>	<b>Major Mandatory II</b>
<b>Course Code</b>	<b>23AMSO32MM</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>4</b>
<b>No. of teaching hours</b>	<b>60</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To develop research and academic writing skills among students.
2.	To introduce the skills of collecting data in quantitative and qualitative research.
3.	To enhance the ability of the students to apply the research methods to practical issues.
4.	To enhance the ability of analysis and presentation of data among students.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will learn the research skills and will be able to design the blue print of research.
2.	Students will be able to learn skills of collecting data in quantitative and qualitative research.
3.	Students will learn to apply the research methods to practical issues faced by them.
4.	Students will be able to analyse and will develop the academic writing skills.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Developing Research Skills</b>	<b>15</b>
	1. Writing research proposal: Steps	3
	2. Designing the research: research design in case of exploratory research studies; research design in case of descriptive and diagnostic research studies, and research design in case of hypothesis-testing research studies	4
	3. Review of Literature: Purpose of the review, the sources of the review and writing process of the review of literature	4
	4. Ethics in sociological research: Informed consent, confidentiality, to avoid harm and do good	4
<b>Unit II</b>	<b>Skills of Collecting Data</b>	<b>15</b>
	1. The nature of Qualitative Research: Steps and the main pre-occupation of qualitative researcher	4
	2. The nature of Quantitative Research: Steps and the main pre-occupation of quantitative researcher	4
	3. Identifying Variables and Reliability and Validity of Data	4
	4. Sampling: Sample size, Types- Probability and Non-probability	3
<b>Unit III</b>	<b>Skills of Analysing Data</b>	<b>15</b>
	1. Quantitative Data Analysis: Data processing and data entry, data analysis and data presentation	8
	2. Qualitative Data Analysis: Basic steps, Content analysis, Grounded theory analysis, Conversational analysis, Discourse analysis, Narrative analysis	7

<b>Unit IV</b>	<b>Report Writing, References and Issue of Plagiarism</b>	<b>15</b>
	1. Report Writing in Qualitative research	4
	2. Report Writing in Quantitative research	4
	3. Citations and Bibliography	4
	4. Plagiarism: Issues and Challenges	3

**Essential Readings:**

1. Babbie, E. (2001). *The Practice of Social Research*. USA: Wordsworth.
2. Bryman, A. (2001). *Social Research Methods*. London: Oxford University Press.
3. Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. UK: Sage Publications.

**References:**

1. Adler, E. & Clark, R. (2011). *An Invitation to Social Research: How It's Done*. USA: Wordsworth Engage Learning.
2. Edmonds, W. & Kennedy, T. (2017). *An Applied Guide to Research Designs Quantitative, Qualitative, and Mixed Methods*. USA: SAGE Publications.
3. Kothari, C. (1985). *Research Methodology-Methods and Techniques*. New Delhi: Wishwa Prakashan. pp.1-276, 403-438.
4. Merriam, S. and Tisdell, E. (2016). *Qualitative research: a guide to design and implementation*. San Francisco: Jossey-Bass A Wiley Brand.
5. Steven J., Robert, B. & Marjorie, L. (2016). *Introduction to Qualitative Research Methods: A Guidebook and Resource*. New Jersey: John Wiley and Sons.

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



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Sociology of Development</b>
<b>Nature of the Course</b>	<b>Major Mandatory III</b>
<b>Course Code</b>	<b>23AMSO33MM</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>4</b>
<b>No. of teaching hours</b>	<b>60</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To make students acquainted with the geopolitical context in which the idea of development had been emerged and were constructed.
2.	To synthesize the main aspects of different theoretical perspectives on development.
3.	To understand several dimensions of development which are related and interdependent and yet different.
4.	To develop knowledge towards new paradigm of the process of development.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be acquainted with the geopolitical context in which the idea of development had been emerged and was constructed.
2.	Students will be able to synthesize the main aspects of different theoretical perspectives on development.

3.	Students will learn several dimensions of development and will be able to understand how they are related and interdependent and yet they are different.
4.	Students will understand 21 <sup>st</sup> century development fallacies and new paradigm of de-growth.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Understanding Development – History and Basic Concepts</b>	<b>15</b>
	1. Development and its kindred concepts: Change, evolution, progress, growth, transformation and modernisation	4
	2. Conceptualising Development: Defining development, postulating development and characterising development	4
	3. Dimensions of Development: Social, economic, political, cultural , human, sustainable, scientific, technological and gendered development	4
	4. Sociology of Development: Emergence and history of development studies	3
<b>Unit II</b>	<b>Perspectives on Development</b>	<b>15</b>
	1. Modernization Theory – Daniel Lerner, W. W. Rostow	4
	2. Dependency Theory – Paul Baran, Andre Gunder Frank	4
	3. Alternative Approaches: Mahatma Gandhi, E.F. Schumacher	4
	4. Capability Approach: Amartya Sen, Martha Nussbaum	3
<b>Unit III</b>	<b>Models of Development Studies and Agencies of</b>	<b>15</b>

	<b>Development</b>	
	1. Models of development studies: Capitalist, Socialist, Neo-Liberal and Gender	7
	2. Agencies of Development: Individual, Family, Community, State, Civil Society Organizations, Market, NGO's and Global Institutions (The United Nations, the World Bank, the World Trade Organizations)	8
<b>Unit IV</b>	<b>From Development to Post development Towards New Paradigm</b>	<b>15</b>
	1. 21 <sup>st</sup> century Development Fallacies	4
	2. 21 <sup>st</sup> century Development Frameworks	4
	3. Deconstructing Development- Arturo Escobar	4
	4. New Paradigm of Degrowth	3

### Essential Readings:

1. Singh, Shevbahal. (2010). *Sociology of Development*. Jaipur: Rawat Publication.
2. Mishra, Aditya Keshari. (2018). *Main Currents in Development Studies*. Serials Publications Pvt Ltd. New Delhi.
3. Parfitt, Trevor. (2002). *The End of Development: Modernity, Post-Modernity and Development*. London: Pluto Press.
4. Patil, R. B. (Ed). (2014). *Sustainable Development: Local Issues and Global Agendas*. Jaipur: Rawat Publication.

### References:

1. Amin, Sameer. (1976). *Unequal Development*. Sussex: Harvester Press.
2. Escobar, Arturo. (1995). *Encountering Development: the making and unmaking of the third world*. Princeton: Princeton University Press.
3. Harrison, D. H. (1988). *The Sociology of Modernization and Development*. Kegan Paul: London Routledge.

4. Nederveen-Pieterse, Jan. (2001). *Development Theory: Deconstructions/Reconstructions*. New Delhi: Vistaar Publications.
5. Payne, Anthony. & Phillips, Nicola. (2018). *Development*. Jaipur: Rawat Publication.
6. Preston, P.W. (1982). *The Theories of Development*. Kegan Paul: London Routledge.
7. Webster, Andrew. (1984). *Introduction to the Sociology of Development*. London: McMillan

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



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Introduction to N G O Management</b>
<b>Nature of the Course</b>	<b>Major Mandatory IV</b>
<b>Course Code</b>	<b>23AMSO34MM</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>2</b>
<b>No. of teaching hours</b>	<b>30</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To impart skills and knowledge required for a career in NGO field.
2.	To provide an opportunity to learn about the functions of NGOs.
3.	To give an insight about the management, administration and legal aspects to form an organization.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will learn the skills and knowledge required for a career in NGO field.
2.	Students will be able to learn about the functions of NGOs.
3.	Students will be able to explore the ideas to form an organization.
4.	After completion of the course students will get an opportunity to work with NGOs.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>NGO Concept, Establishment and Resource Mobilization</b>	<b>15</b>
	1. Introduction: Concept, Definitions, Characteristics, Classification and Evolution of NGOs	4
	2. Legal Procedures for Setting Up of NGOs: Registration (Trust and Society), Tax Relief and Exemption, Eligibility	4
	3. Office Procedure and Documentation: Memorandum of Association	3
	<b>Experiential Learning:</b> Resource Mobilization: Preparing a Project Proposal, Proposal Writing and Fund Raising	4
<b>Unit II</b>	<b>Basics of Accounting, Budgeting and Social Marketing</b>	<b>15</b>
	1. Basic Accounting: Legal Necessities, Steps in Accounting Procedure, Vital Rules in Accounting	4
	2. Budgeting: Concept, Advantages, Key factors involved in Budget Preparation, Classification and Techniques of Budget	4
	3. Social Marketing: Concepts of Social Marketing, Commercial Marketing, Components of Social Marketing, Social Marketing and Corporate Social Responsibility	4
	<b>Experiential Learning:</b> Project Management: Framework, Documentation, Staffing and Cost Management (Activity based)	3

**Pedagogy:**

Teaching, Workshop, Study Visit/ Field Visit, Project Writing, Presentation, Group Discussion

**Essential Readings:**

1. Choudhury, Deb Prasanna. (2011). *Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases*. Asian Books.
2. Rugendyke, Barb. (2007). *NGOs as Advocates for Development in a Globalising World*. Taylor and Francis Ltd.
3. Kumar, R. & Goel, S. L. (2005). *Administration And Management Of NGOs : Text And Case Studies*. Deep and Deep Publications.

**References:**

1. Banerjee, G. D. (2012). *NGOs: Issues in Governance- Accountability Policies and Principles*. Neha Publishers and Distributors.
2. Ian, Smillie. & John, Hailey. (2000). *Managing For Change: Leadership, Strategy and Management in Asian NGOs*. Earthscan Publications.
3. United, Nations. (2005). *UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium*. United Nations, New York.

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



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Sociology of Gender</b>
<b>Nature of the Course</b>	<b>Major Elective I</b>
<b>Course Code</b>	<b>23AMSO35MEA</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>4</b>
<b>No. of teaching hours</b>	<b>60</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To develop an accurate picture of the dynamic gender system, its influence on the lives of individuals and groups.
2.	To make students to understand that the gender is socially constructed rather than biologically.
3.	To explain students the major feminist perspectives with the help of various bases of feminism.
4.	To analyze the gendered nature of major social institutions and to understand the challenges to gender inequality and women's movement.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to develop an accurate picture of the dynamic gender system, its influence on the lives of individuals and groups.
2.	Students will enhance their understanding about the concept of gender and will understand that the gender is socially constructed.

3.	Students will develop critical knowledge about different feminist perspectives by understanding various bases of feminism.
4.	Students will be able to analyse the gendered nature of major social institutions and will understand different challenges to gender inequality and to women's movement.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Conceptualizing Gender</b>	<b>12</b>
	1. Sex, Gender, Gender Identity, Gender Roles, Patriarchy and Gender Stereotyping	3
	2. Construction of Sexuality and Understanding Masculinities and Politics of body	3
	3. Understanding Gender Inequalities: Race, Caste, Class and Nationalism	3
	4. Women as 'Izzat'/honour, Honour Killings	3
<b>Unit II</b>	<b>Various Bases of Feminism</b>	<b>15</b>
	1. Liberal Feminism	3
	2. Marxist Feminism, Socialist Feminism	3
	3. Radical Feminism, Post-Modernist Feminism	3
	4. Black Feminism, Dalit Feminism	3
	5. Transnational Feminism and Stand point theory	3
<b>Unit III</b>	<b>Gendered Institutions</b>	<b>18</b>
	1. Family and Work: Family as a gendered institution, Gender Stereotyping of jobs, Glass Ceiling, Violence at the workplace and public spaces and Women in unorganized sector	5
	2. Gender and Education: Drop outs, Gender in Text, Gender in School and Higher Education	4

	3. Women and Health: Cultural norms and attitudes, Indicators of women's Health Status, Reasons for ill health in women, Health Policies and Programmes	5
	4. Gender and Politics: Political participation of women, Hindrances for political participation, Reservation for women and Debates	4
<b>Unit IV</b>	<b>Women's Movement and Resistance</b>	<b>15</b>
	1. Women's Movement- Campaigns, Organizations, Issues	3
	2. Women's Movement and Emergence of Women's Studies	4
	3. Gender and Negotiation of Space: Gender space and Negotiation, Negotiation of Spaces (Sex workers) and Security Spaces and Segregation	4
	4. Women's Agenda and NGOs: The UN system and role of NGOs, NGOs as facilitators of government programmes, NGOs as advocacy and pressure groups	4

### Essential Reading:

1. Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women.
2. Laura Kramer. (2004). *The Sociology of Gender: A brief Introduction*. Rawat Publications: Jaipur.
3. Stevi Jackson and Jackie Jones. (2011). *Contemporary Feminist Theories*. Rawat Publications: Jaipur.
4. Sujata Sen. (2012). *Gender Studies*. Pearson Dolin Kindersley Pvt. Ltd.

### References:

1. Chanana, K. (1998). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.

2. Choudhary, M. (1993). *Indian Women's Movement: Reform and Revival*. N. Delhi: Radiant.
3. Kimmel, M. (2008). *The Gendered Society*. NY: Oxford University Press
4. Rege, S. (2006). *Writing Caste/Writing Gender*. New Delhi: Zubaan
5. Sabanna, T. (2007). *Women Education, Employment and Gender-Discrimination*. Serials Publications: New Delhi.
6. Shrivastava, S. (2004). *Sexual Sites, Seminal Attitudes: Sexualities, Masculinities and Culture in South Asia*. N. Delhi: Sage Publications

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



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Urban Sociology</b>
<b>Nature of the Course</b>	<b>Major Elective II</b>
<b>Course Code</b>	<b>23AMSO35MEB</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>4</b>
<b>No. of teaching hours</b>	<b>60</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To develop an accurate picture of to the urban reality and to introduce concepts, history and relevance of urban sociology.
2.	To make students to understand the basic concept, trends and problems of urbanization.
3.	To familiarize students with recent developments in urban studies through theoretical perspectives.
4.	To introduce the students to new urban policies, governance and discourses.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to develop an accurate picture of the history and relevance of urban sociology.
2.	Students will enhance their understanding about the concept of urbanization with trends and issues.
3.	Students will develop critical knowledge about urban studies through

	theoretical perspectives.
4.	Students will be able to analyse the new urban policies, governance and discourses.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Introduction to Urban Sociology</b>	<b>15</b>
	1. What is Urban Sociology? Emergence and Evolution	4
	2. History of Urbanization/City	3
	3. Development of Urban Sociology in India	4
	4. Importance and Relevance of Urban Sociology	4
<b>Unit II</b>	<b>Basic Concepts, Trends and Problems</b>	<b>15</b>
	1. Town, city, urban agglomeration, metropol, megalopoly/mega city, global city, edgecity, satellite city	5
	2. Urbanism, urbanization, urbanity, conurbation, over urbanization, urban ecology, rural-urban fringe, Suburbanization, Urban Sprawl, Urban Renewal, and Gentrification/Urban Recycling	5
	3. Issues of urbanization in India: Inequalities, urban environment and urban culture	5
<b>Unit III</b>	<b>Theoretical Perspectives</b>	<b>15</b>
	1. Classical Theories of City: Weber (The City); Simmel (Metropolis and Mental Life)	5
	2. The Chicago School: Theories of Wirth, Burgess, Park	5
	3. The New Urban Sociology: Henri Lefebvre, David Harvey, Manuel Castells, Cities in the South (M. P. Smith)	5

<b>Unit IV</b>	<b>Neo-liberalism, Urban Policies, Governance and collective action</b>	<b>15</b>
	1. Various policies and schemes in the last decade: JNNURM, Smart City, SRA RAY	4
	2. Social Justice and Right to the Cities - Class, Caste, Ethnic and Gendered Segregation of Space	4
	3. Migrant Informal sector labour, COVID-19 pandemic and Post-COVID cities	4
	4. Civic Action, NGO s and Social Movements	3

### Essential Readings:

1. Anderson, Elijah. (2011). *The Cosmopolitan Canopy: Race and Civility in Everyday Life*. New York: Norton.
2. Castells, Manuel. (1977). *The Urban Question*. London: Edward Arnold.
3. Das, Veena. (2006). *Handbook of Indian Sociology*. New Delhi: OUP (see Urbanisation)
4. Davis, Mike. (2006). *Planet of Slums*. London: Verso.
5. Gilbert, Alan & Gugler, Josef. (ed.). (1987). *Cities, Poverty and Development- Urbanization in the Third World*. Oxford: OUP.
6. Gottdiener, Mark & Budd, Leslie. (2005). *Key Concepts in Urban Studies*. New Delhi: Sage.
7. Harris, John. (2007). Antimonies of Empowerment Observations on Civil Society, Politics and Urban Governance in India. *Economic and Political Weekly*. June, 30.
8. Harvey, David. (1989). *The Urban Experience*. Oxford: Basil Blackwell.
9. Lefebvre, Henri. (2000). *Writings on Cities*. UK: Blackwell Publishers Ltd.
10. Lefebvre, Henri. (2003). *The Urban Revolution*. London: University of Minnesota Press.
11. Patel, Sujata & Deb, Kushal. (ed.). (2006). *Urban Studies*. Delhi: OUP.

### References:

1. Das, Amiya Kumar. (2002). *Urban Planning in India*. New Delhi: Rawat Publications.

2. Acuto, Michele (2020). Covid-19: Lessons for an Urban(izing) World. *One Earth*, April 24: 2(4):327-319.
3. Walton, John. (2000). Urban Sociology in Quah, Stella R. & Sales, Arnaud (ed.) *The International Handbook of Sociology*. New Delhi: Sage.
4. Kosambi, Meera. (1994). *Urbanisation and Urban Development in India*. New Delhi: ICSSR.
5. Bose, Ashish. (1980). *India's Urbanisation 1901-2001*. New Delhi: Tata McGraw Hill.
6. Jayaram, N. (2010). Revisiting the City: The Relevance of Urban Sociology Today. *Economic and Political Weekly*. Vol. 45, Issue No. 35, August 28.
7. Karp, David A., Stone, Gregory P., & Yeols, William C. (1991). *Being Urban: A Sociology of Urban Life*. London: Praeger.
8. Ramchandran, R. (1989). *Urbanisation and Urban System in India*. Delhi: OUP.
9. Rao, M. S. A. (ed.). (1974). *Urban Sociology in India*. Hyderabad: Orient Longman.

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



**M. C. E. Society's**

**Abeda Inamdar Senior College**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**(CBCS (NEP) – Autonomy 23 Pattern)**

<b>Course/ Paper Title</b>	<b>Research Project</b>
<b>Nature of the Course</b>	<b>Research Project</b>
<b>Course Code</b>	<b>23AMSO36RP</b>
<b>Semester</b>	<b>IV</b>
<b>No. of Credits</b>	<b>4</b>
<b>No. of teaching hours</b>	<b>60</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To develop practical knowledge and research skills among students and to make the students an active researcher.
2.	To make students get an insight into the analysis, findings, interpretation, writing and presentation skills.
3	To develop critical thinking of the subject among students.
3.	To give an opportunity to develop deeper insights in to an area of interests of the students.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will learn the process and steps in scientific research.
2.	Students will be able to think critically and will be able to analyse scientifically the collected data.

3.	Students will be able to explore the area of their interests.
4.	Students will be able to develop their academic writing skills and will learn to write a scientific social report.

### **General Guidelines for RP:**

- Student must complete 4 credits and 6 credits of RP in Semester III and Semester IV respectively of PG.
- Successful completion of the RP is mandatory, in case a student could not complete the Research Project as per prescribed standards, the student will not be eligible to get PG Degree.
- Students have to complete RP under the supervision and guidance of an assigned responsible teacher-in-charge.

### **Guidelines for RP:**

- The RP may be undertaken from any topic of interest. Be creative.
- RP has to undertake individually and not in group.
- RP should be submitted within the time frame announced by the teacher incharge.
- Any delays in the RP submission will not be entertain.
- In case of failing in the project work the same project can be revised for ATKT examination.
- Students are expected to identify the major issues, problems, or questions surrounding the topic and title to be precise, clear and have a clear objective.
- Review the related literature.
- Develop the research methods:
  - Qualitative methods (content analysis of visual and textual material, oral history, focus groups, open ended surveys etc.) Quantitative methods (surveys, questionnaire etc.) and Mixed Method.
- Collect the data and analyse the data.
- Explain/interpret your results. What do they all mean?
- Report writing:

- RP should have a minimum of 50 pages including the heading page and appendix if any. Typed, spiral bound (12 font Times New Roman, 1.5 space)
- The RP shall contain the following chapters:
  - Introduction
  - Review of literature
  - Research Methodology
  - Analysis and interpretation
  - Conclusion and Suggestions if any
  - References and Appendix if any
- Presentation and viva voce

**The evaluation is to be done on the basis of-**

- Regularity and punctuality
- Actual work performed as certified by the mentor
- Skills learnt by the student
- Problem-solving initiative taken
- Learning attitude
- Research methodology
- Quality and content of the presentation

**Examination:**

**I. For 4 Credits:** Viva-voce in presence of External Referee

**A) Internal: 50 Marks**

Assignment on review of literature related to topic selected	10 Marks
Writing a proposal of RP Assignment	10 Marks
Research Methodology Assignment	10 Marks
Analysis and Interpretation of the data assignment	10 Marks
Paper presentation at State/ National/ International Seminars/ Conferences etc.	10 Marks

**B) External: 50 Marks**

Quality and writing skills	15 Marks
Content	15 Marks
Presentation and viva voce	10+10 Marks

\*\*\*\*\*