

Nagpur Shikshan Mandal's
Shri Binzani City College
 Near Sakardara Square, Umrer Road, Nagpur – 24
 (An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur)

B. A. (MAJOR IN SOCIOLOGY)

Semester I

(To be implemented from 2024 – 25)

MAJOR 1: AN INTRODUCTION OF SOCIOLOGICAL CONCEPTS

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counselling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA1HUSOT1
Course Name	AN INTRODUCTION OF SOCIOLOGICAL CONCEPTS
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Hours(One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major
Pre-requisites for	• Basic understanding of Sociology concepts.

the course	- Basic understanding in Social Science - Back ground in social. studies
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Explain the relationship of Sociology with other social science.
CO 2	Define basic sociological concepts.
CO 3	Apply Mead's concepts of "I" and "Me" to understand socialization.
CO4	Critically evaluate sociological concepts and theories.
Syllabus:	Contents
Unit I	Understanding Sociology: - Sociology: Meaning, definition and characteristics as a science. B. Relationship of Sociology with other social sciences. C. Scope of sociology. Activity: ➤ Definition and Features charts: Students make a table in their notebook: Term, meaning, definition, features as science. ➤ Show the relationship: Student draw "Sociology" in the center of a page and draw lines connecting it to other social science.
Unit II	Basic concept in sociology: - Groups, reference group, association, institution, community and society. - Development of human societies: pre-modern societies (Hunting & gathering societies pastoral & agrarian societies). - Development of human societies: Modern industrial society: Its characteristics- industrialism, capitalism urbanism, liberal democracy. Activity : ➤ Poster Making: Student make a poster of pre-modern societies and modern societies. ➤ Human Societies Timeline: .Students draw a simple timeline showing: Hunting and gathering -pastoral -Agrarian-Modern Industrial society. they write 1-2 key point under each
Unit III	Socialization: - Meaning, processes and importance of socialization. - Agencies of socialization: Family, education, religion, peer group and mass media. - Mead concept of 'I' 'Me' and socialization Activity: ➤ "I" and "Me" reflection Note: Students write 3-5 sentence explaining their own 'I' (personal thoughts and desire) and 'Me' (how they behave according to society's expectation) with an example from their daily life
Activity	➤ Definition and Features charts: Students make a table in their notebook: Term, meaning, definition ,features as science. ➤ Show the relationship: Student draw "Sociology" in the center of a

	page and draw lines connecting it to other social science. ➤ Poster Making: Student make a poster of pre-modern societies and modern societies. ➤ Human Societies Timeline: Students draw a simple timeline showing: Hunting and gathering -pastoral -Agrian-Modern Industrial society. they write 1-2 key point under each ➤ “I” and “Me” reflection Note: Students write 3-5 sentence explaining their own ‘I’ (personal thoughts and desire) and ‘Me’ (how they behave according to society’s expectation) with an example from their daily life
Textbooks / Reference Books:	1. डॉ एस . आर . तोष्णीवाल - समाजशास्त्रीय संकल्पना , विश्व पब्लिशर्स अँड डिस्ट्रिब्यूटर्स, नागपूर . 2. डॉ . एन . आर. राजपूत - समाजशास्त्र मूलभूत संकल्पना व सिद्धान्त, अंशुल पब्लिकेशन्स. जयपूर राजस्थान. 3. प्रा . रा . ज . लोटे . सामान्य समाजशास्त्र, पिंपळापुरे अँड पब्लिशर्स , नागपूर . 4. डॉ . प्रदिप आगलावे - समाजशास्त्र संकल्पना आणि सिद्धान्त, श्री साईनाथ प्रकाशन , नागपूर . 5. डॉ भा. की . खडसे - समाजशास्त्र परिचय , हिमालया पब्लिशिंग हाऊस, नागपूर 6. सौ. सुमन पाटे , डॉ. भा .की . खडसे , प्रारंभिक समाजशास्त्र , हिमालया पब्लिशिंग हाऊस , नागपूर 7. डॉ. प्रदिप आगलावे - समाजशास्त्र विषय आणि संकल्पना , श्री साईनाथ प्रकाशन , नागपूर 8. डॉ . भा. कि . खडसे - समाजशास्त्राची मूलतत्वे , हिमालया पब्लिशिंग हाऊस , नागपूर .

Evaluation Pattern:		
S. No	ACTIVITIES (50 Marks)	C.I.E (40 Marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester I

(To be implemented from 2024 – 25)

MAJOR 2: SOCIAL INSTITUTION I

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to –*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA1HUSOT2
Course Name	SOCIALS INSTITUTIONS I
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major
Pre-requisites for the course	• Basic understanding of Social studies. • Political and Economic awareness .

Course Outcomes

The students will be able to:

CO 1	Define nature of power, types of authority and distribution of power.
CO 2	Examine the role of multinational corporations and their impact on global inequality and labor exploitation.
CO 3	Describe the role of school as agents of socialization and the concept of hidden curriculum.
CO 4	Integrate their understanding of how political, economic and educational institutions interrelate and critically evaluate their roles in shaping society.

Syllabus:

Contents

Unit I	• Political Institutions • Political Power and State: Nature of Power, Types of Authority, Distribution of Power- Democracy, Oligarchy and Autocracy. • Cultural and politics: Political culture, political attitude, political participation and political violence. • Society and Politics: Stratification and Politics, Politics and Economy. Activity: ➤ Chart Activity: Students make a chart comparing democracy oligarchy, and autocracy with examples from different countries. ➤ Political Culture Survey: Students do a mini-survey among friends family to find out their political attitudes and share findings in class.
Unit II	• Economic Institutions • Contemporary economic Systems: Capitalism, Socialism and Communism. • The world Economy: Multinational Corporations, Welfare for Rich, Exploitation of labour. • Economy and Society: Labour force occupational structure and formation of stratification. Activity : ➤ Economic Systems Role Play: In small groups, students role-play scenarios in capitalism, socialism, and communism ➤ Case Study Discussion: Pick a local example of a multinational corporation. Discuss its impact on local workers and the economy.
Unit III	• Education Institution • School: as agent of socialization, school cultures hidden curriculum, as an institution. (Lecture-6) • Education and Society: education and social stratification, political order, human enlightenment and mobility. • School and Society: Business of schooling, technology and schooling ,schooling and inequality. Activity : ➤ Explain own experience: Students list what they learn in school apart form academics, they link in to the idea of hidden curriculum.

	➤ Dabit: Topic – ‘Does schooling increase or reduce social inequality.	
Activity :	➤ Chart Activity: Students make a chart comparing democracy oligarchy, and autocracy with examples from different countries. ➤ Political Culture Survey: Students do a mini-survey among friends family to find out their political attitudes and share findings in class. ➤ Economic Systems Role Play: In small groups, students role-play scenarios in capitalism, socialism, and communism ➤ Case Study Discussion: Pick a local example of a multinational corporation. Discuss its impact on local workers and the economy. ➤ Explain own experience: Students list what they learn in school apart from academics , they link in to the idea of hidden curriculum . ➤ Dabit: Topic – ‘Does schooling increase or reduce social inequality.	
Textbooks / Reference Books:	1. डॉ. दा धो . काचोळे, कल्पना देवकर - नाते संबंध आणि 2. सामाजिक संस्था, कैलाश पब्लिकेशन्स औरंगपूरा, औरंगाबाद . 3. डॉ अनुराधा भोईटे - समाजशास्त्र प्रदेश, विद्या प्रकाशन, रुईकर मार्ग, नागपूर 4. डॉ. दा. धो . काचोळे - समाजव्यवस्था आणि सामाजिक परिवर्तन कैलास पब्लिकेशन्स , औरंगाबाद. 5. डॉ. प्रदिप आगलावे, डॉ. राहुल भगत - सामाजिक संस्था, श्री साईनाथ प्रकाशन, नागपूर . 6. डॉ डी . घोडे सामाजिक मूलभूत संकल्पना, स्पेक्ट्रम पब्लिकेशन, नागपूर .	
Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks



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B. A. (MAJOR IN SOCIOLOGY)

Semester I

(To be implemented from 2024 – 25)

VSC 1 : FIELD SURVEY ENUMERATOR

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

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3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA1HUSOVSC1
Course Name	FIELD SURVEY ENUMERATOR
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	50 (Activities – <i>Min passing marks - 25</i>) + 50 (Continuous Internal Examination – <i>Min passing marks - 25</i>) = Total 100 marks (Min passing marks – 25+25 = 50)
Group under NEP scheme	VACATIONAL SKILL COURSE(VSC)
Pre-requisites for the course	• Ability to interact respectfully with other. • Basic Communication and Observation Skills.

COURSE OUTCOMES: *The students will be able to*

CO 1	Define key concepts related to surveys , including types , methods and roles of enumerator .	
CO 2	Design and conduct a pre-test or mock survey to validate data collection tools and procedures.	
CO 3	Implement a basic field survey plan , including ethics data handling and confidentiality measure.	
Unit I	Accepting and Understanding Field Work - Field Survey Enumerators Obligations and roles, Definition of Survey, Important of Survey, Type of Survey. Method of Social Survey - Questioner and Maps (GPS). - Factor to be Considered before Accepting the job. - Data Collection in Research, Ethics in Data Collection, Job Contract for Data Collection, Important of Confidentiality.	
Unit II	Plan and Prepare to Conduct Field Work - Importance of Planning before Starting a job, Understanding Data, Tool for Data Collection. - Types and Features of Maps, Using Maps to Locate Households. - Pre-Testing the Questionnaire, Mock Survey	
Practical	➤ Role Play : Students pair up- one acts as the enumerator , the other as the respondent. ➤ Prepare a Short Definition Card : Make a flashcard explaining : ➤ What is a survey ? Importance of Survey, Types of survey ➤ Case Study Discussion: Discuss enumerator obligations and ethics in small group ➤ Debit : Debit on Topics like: Should person information always be confidential ? What will you do if you saw fake data being filled ? ➤ Survey Method Poster : .Make a poster comparing different method- ➤ Questionnaire, Interviews, Observation, GPS Maps, Pros & Cons of each. ➤ Create a Mini Survey Tool: Design a short questionnaire(5 questions) on topic like college facilities or transport. ➤ Map Reading Practice : Use a local area map , Mark 5 households on map and explain how to teach them. ➤ Pre Test Your Questionaries : Conduct a mock survey with classmate , Get feedback :Are questions clear ? Too long ? Sensitive ? ➤ Plan a Field Visit : Prepare a checklist :Tools needed , Permissions required , Safety measures. ➤ Confidentiality Pledge: Write and sign a “Data Confidentiality Pledge”, Discuss why confidentiality is important in research.	
Textbooks / Reference Books:	1. प्रा. रा. ना. घाटोळे, समाजशास्त्रीय संशोधन तत्व आणि पद्धती-श्री मंगेश प्रकाशन, नागपूर 2. डॉ. सुधाकर इंगळे, संशोधन पद्धती-साई ज्योती पब्लीकेशन 3. डॉ. बी. एम. क-हाडे, शास्त्री संशोधन पद्धती-पिंपळापुळे अँड कंपनी पब्लीकेशन, नागपूर 4. http://www.xsim.com/papers/Bario.2001.emubookpdf 5. http://emubook.emulation64.com/ 6. https://austinmonas.com/posts/chip8_emulato/ 7. https://nsdcindia.org	
Evaluation Pattern:		
S. No	Practical =50 Marks (Each Activity= 10 marks)	C.I.E. = 50 Marks (Each activity = 10 Marks)
1.	Role Play	1. Create a Mini Survey Tool
2.	Prepare a Short Definition Card : Make a flashcard explaining	2. Map Reading Practice
3.	Case Study Discussion	3. Pre-Test Your Questionaries
4.	Debit on given topic	4. Plan a Field Visit
5.	Survey Method Poster	5. Confidentiality Pledge



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B. A. (MAJOR IN SOCIOLOGY)
Semester I
(To be implemented from 2024 – 25)

IKS: SOCIAL REFORMERS: ISSUES AND MOVEMENTS

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA1HUSOIKS1
Course Name	SOCIAL REFORMERS: ISSUES AND MOVEMENTS
No. of Credits	02 (Lecture – 2, Tutorial – 0, Practical – 0)
Teaching Hours	30 Hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)

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Group under NEP scheme	INDIAN KNOWLEDGE SYSTEM (IKS)
Pre-requisites for the course	• Basic understanding of Indian Social Structure . • Familiarity with Modern Indian History. • Introductory Sociological Concepts.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Explain the contributions of reformers like Basveshwara , Narayana Guru ,Raja Ram Mohan Roy , and M.K. Gandhi in challenging caste discrimination , promoting women's rights and advocating Basic education for all.
CO 2	Analyz the role of reformers like Birsa Munda , Vitthal Ramaji Shinde , Raghunath Dhondo Karve and Dr. Rakhamabai Raut in addressing tribal rights , family welfare , child marriage and the link between education and social development.
CO 3	Critically assess the contribution of India social reformers in challenging social evils like casteism , gender inequality , child marriage and in advocating for education , health and rights of marginalized community.
Syllabus: Contents & Hours	
Unit I	• Basveshwara :Caste and Reformation of Society, • Narayana Guru :Against Casteism • Raja Ram Mohan Roy :Women and Sati Tradition • M.K. Gandhi :Sarvodaya and Buniyadi Shiksha Activity : ➤ Group Discussion or Poster Making : On " How Basveshwara's ideas of equality can be applied in tудay's society." Or student can create a chart comparing the caste system then and now. ➤ Role Play : Students act out Narayana Guru's famous massage "One cast , one religion , one God for mankind." ➤ Write a Short Note : How Sati was abolished and it's impact on women's lives.
Unit II	• Birsa Munda :TribalRights on Natural Resources • Vitthal Ramaji Shinde :Education and Social Development • Raghunath Dhondo Karve :Family Planning and Sex Education • Dr.RakhamabaiRaut :Against Child Marriage Activity : ➤ Debate : On " Why protecting tribal land rights is important today." ➤ Group Discussion: On " Why family planning awareness is still important today.
Activity:	➤ Group Discussion or Poster Making : On " How Basveshwara's ideas of equality can be applied in tудay's society." Or student can create a chart comparing the caste system then and now. ➤ Role Play : Students act out Narayana Guru's famous massage "One cast , one religion , one God for mankind." ➤ Write a Short Note : How Sati was abolished and it's impact on women's lives. ➤ Debate : On " Why protecting tribal land rights is important today." ➤ Group Discussion: On " Why family planning awareness is still important today.
Textbooks / Reference Books:	1. विठ्ठल रामजी शिंदे - गो . मा. पवार - साहित्य अकाॅडमी 2. शैक्षणिक विचारवंत . भारतीय व पाश्चात्य - डॉ . के . यु . घोरमोडे , डॉ. कला घोडमोडे 3. भारतीय ज्ञान प्रणाली - समाज सुधारक समस्या आणि चळवळी डॉ. नालिनी बोरकर .

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Evaluation Pattern:		
S. No	Theory (60 marks)	
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
Total: 60 marks		Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester II

(To be implemented from 2024 – 25)

MAJOR 3: INTRODUCTION OF SOCIAL PROCESSES

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA2HUSOT3
Course Name	INTRODUCTION OF SOCIAL PROCESSES
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Hours(One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major
Pre-requisites for the course	• Basic understanding of Sociology concepts. • Critical thinking and analytical skill. • Knowledge of Current Issues.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>
CO 1	Define the meaning and characteristics of culture.
CO 2	Examine the concepts of anomie, social structure, and their relation to social structure, and their relation to social deviation.
CO 3	Evaluate the causes that lead to the emergence of social movements.
CO4	Evaluate the interrelation between culture, social control, and social movements to understanding of how social processes influence individual and collective behaviour.

Syllabus:

Contents

Unit I	• Culture and Society: • Meaning, definition and characteristics of culture. • Elements of culture: Cognitive elements, beliefs, values and norms, and signs. • Culture and ways of individual behavior and personality. Activity : ➤ Group Discussion: In small groups, students list and share examples of beliefs , values , norms and signs in their own culture. ➤ Case Study: Students analyze a short scenario showing how culture shapes someone's personality and behavior.
Unit II	Social Deviation and Social Control: • Social deviance and conformity: Meaning and definition, causes of and measures to check deviance behavior. Factors promoting conformity.) • Anomie and social deviation, social structure and social deviation. • Social controls meaning, definition and meaning- formal and informal. Activity : ➤ Role Play: A role play showing deviant behavior and how formal or informal social control responds. ➤ Debate: Students debate the effectiveness of formal means of social control.
Unit III	Social Movements • Meaning of Social Movements, Collective Behavior and Social Movements. • Types of Social Movements: Revolutionary, Counter-revolutionary, Reform, Resistance, Expressive, etc. • Causes of Social Movements. Activity : ➤ Poster Making: Students create a poster showing different types of social movements with examples. ➤ Short Presentation: Students presents PPT on social movements, it's causes.
Activity:	➤ Group Discussion: In small groups, students list and share examples of beliefs, values, norms and signs in their own culture. ➤ Case Study: Students analyze a short scenario showing how culture shapes someone's personality and behaviour. ➤ Role Play : A role play showing deviant behaviour and how formal or informal social control responds. ➤ Debate: Students debate the effectiveness of formal means of social control. ➤ Poster Making: Students create a poster showing different types of social movements with examples. ➤ Short Presentation: Students presents PPT on social movements, it's causes.

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**Textbooks /
Reference Books:**

1. सुमन पाटे - समाजशास्त्र (मूलभूत संकल्पना), विश्व पब्लिशर्स अँड डिस्ट्रिब्यूटर्स, नागपूर .
2. डॉ. तोष्णीवाल - समाजशास्त्रीय संकल्पना, विश्व पब्लिशर्स अँड डिस्ट्रिब्यूटर्स
3. प्रा. एन . आर . राजपूत - समाजशास्त्र - मूलभूत संकल्पना व सिद्धांत, अंशुल पब्लिकेशन्स, नागपूर
4. सुमन पाटे - पारंभित समाजशास्त्र, हिमालया पब्लिशर्स हाऊस, नागपूर
5. प्रा. रा. ज. लोटे - सामान्य समाजशास्त्र, पिंपळापुरे अँड क . पब्लिशर्स, नागपूर .
6. डॉ. प्रदिप आगलावे - समाजशास्त्र, श्री साईनाथ प्रकाशन, नागपूर

Evaluation Pattern:

S. No	ACTIVITIES (50 Marks)	C.I.E (50 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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Nagpur Shikshan Mandal's
Shri Binzani City College

Near Sakardara Square, Umrer Road, Nagpur – 24

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur)

B. A. (MAJOR IN SOCIOLOGY)

Semester II

(To be implemented from 2024 – 25)

MAJOR 4: SOCIAL INSTITUTION II

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to –*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA2HUSOT4
Course Name	SOCIALS INSTITUTION II
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major
Pre-requisites for the course	• Basic understanding of Social Institution. • Ability to read and comprehend text in Social Sciences.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>
CO 1	Describe the meaning types, function, origin, and changing pattern of the family as a social institution
CO 2	Explain the meaning, motivations, types, characteristics, origin, and changing pattern of marriage in society.
CO 3	Analyz the varieties of religion, it's relationship with society and it's consequences for individuals and group.
CO 4	Evaluate the interconnection between family, marriage, and religion of demonstrate a holistic understanding of these major social institution and their impact on societal change.

Syllabus:

Contents & Hours

Unit I	Family Institution : • Meaning of family, Distinctive features of family, origin of family. • Types of family & function of family, changing pattern of family. • Changing pattern of family. Activity : ➤ Family Tree Exercise: Students create and present their own family tree to understand family types and structure. ➤ Class Discussion: Small groups discuss how family pattern have changed in their communities.
Unit II	Marriage Institution • Marriage—Meaning, definition, Motivations Inmarriage, Characteristics of marriage. • Origin of marriage, types of marriage, changing the pattern of marriage. • Changing the pattern of marriage. Activity : ➤ Case Study : Read a short story or article about different marriage system ➤ Role Play: Groups perform a short skit showing traditional wise modern marriage practices.
Unit III	Religion Institution • Varieties of Religion: Theism-monotheism and polytheism, Ethnic-ism , Atheism , Animism. • Religion and society: Society as God, People's opinion, confrontation and compromise, secularism. • Consequences of religion: Individual, interpersonal and Societal consequences. Activity : ➤ Religious Practices Survey: students list local religious practices and categorize them. ➤ Data Base Discussion: "Is religion a force for social unity or conflicte?" students prepare arguments for both sides.

Activity	➤ Family Tree Exercise: Students create and present their own family tree to understand family types and structure. ➤ Class Discussion : Small groups discuss how family pattern have changed in their communities ➤ Case Study: Read a short story or article about different marriage system. ➤ Role Play: Groups perform a short skit showing traditional wise modern marriage practices. ➤ Religious Practices Survey: students list local religious practices and categorize them. ➤ Data Base Discussion: " Is religion a force for social unity or conflicte ?" students prepare arguments for both sides .												
Textbooks / Reference Books:	1. डॉ. प्रदीप आगलावे व डॉ. राहुल भगत - सामाजिक संस्था , श्री साईनाथ प्रकाशन , नागपूर . 2. डॉ. तोष्णिवाल - सामशास्त्रीय संकल्पना, विश्व पब्लिशर्स अण्ड डिस्ट्रिब्युटर्स , नागपूर 3. Ghode R.N., and Bhau Daydar, Sociology:Basic												
Evaluation Pattern:													
S. No	<table border="1"> <thead> <tr> <th data-bbox="296 853 879 893">Theory (60 marks)</th> <th data-bbox="879 853 1453 893">C.I.E (40 marks)</th> </tr> </thead> <tbody> <tr> <td data-bbox="183 893 879 969">1. 1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks</td> <td data-bbox="879 893 1453 969">Activity participation = 10 marks (2 activities x 5 marks)</td> </tr> <tr> <td data-bbox="183 969 879 1046">2. 1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks</td> <td data-bbox="879 969 1453 1046">Class Test = 10 marks</td> </tr> <tr> <td data-bbox="183 1046 879 1122">3. 1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks</td> <td data-bbox="879 1046 1453 1122">Assignment = 10 marks</td> </tr> <tr> <td data-bbox="183 1122 879 1265">4. 3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks</td> <td data-bbox="879 1122 1453 1265">Viva = 10 marks</td> </tr> <tr> <td data-bbox="183 1265 879 1303">Total: 60 marks</td> <td data-bbox="879 1265 1453 1303">Total: 40 marks</td> </tr> </tbody> </table>	Theory (60 marks)	C.I.E (40 marks)	1. 1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)	2. 1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks	3. 1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks	4. 3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks	Total: 60 marks	Total: 40 marks
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Total: 60 marks	Total: 40 marks												



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B. A. (MINOR IN SOCIOLOGY)

Semester II

(To be implemented from 2024 – 25)

MINOR 1: FOUNDATIONS OF SOCIETY

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to –*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MINOR IN SOCIOLOGY)
Course Code	BA2HUSOMI1
Course Name	FOUNDATIONS OF SOCIETY
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Minor
Pre-requisites for the course	• Basic understanding of Social Institution. • Ability to read and comprehend text in Social Sciences.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>
CO 1	Describe the meaning types , function, origin, and changing pattern of the family as a social institution
CO 2	Explain the meaning, motivations, types, characteristics, origin , and changing pattern of marriage in society.
CO 3	Analyz the varieties of religion, it's relationship with society and it's consequences for individuals and group.
CO 4	Evaluate the interconnection between family, marriage, and religion of demonstrate a holistic understanding of these major social institution and their impact on societal change.

Syllabus:

Contents & Hours

Unit I	Family Institution : • Meaning of family, Distinctive features of family, origin of family. • Types of family & function of family, changing pattern of family. • Changing pattern of family Activity : ➤ Family Tree Exercise: Students create and present their own family tree to understand family types and structure. ➤ Class Discussion: Small groups discuss how family pattern have changed in their communities.
Unit II	Marriage Institution • Meaning, definition, Motivations Inmarriage, Characteristics of marriage. • Origin of marriage, types of marriage, changing the pattern of marriage. • Changing the pattern of marriage. Activity: ➤ Case Study: Read a short story or article about different marriage system. ➤ Role Play: Groups perform a short skit showing traditional wise modern marriage practices.
Unit III	Religion Institution • Varieties of Religion: Theism-monotheism and polytheism, Ethnic-ism , Atheism , Animism. • Religion and society: Society as God, People's opinion, confrontation and compromise, secularism. • Consequences of religion: Individual, interpersonal and Societal consequences. Activity : ➤ Religious Practices Survey: students list local religious practices and categorize them. ➤ Data Base Discussion: "Is religion a force for social unity or conflict ?" students prepare arguments for both sides .

Practical:	➤ Family Tree Exercise: Students create and present their own family tree to understand family types and structure. ➤ Class Discussion : Small groups discuss how family pattern have changed in their communities ➤ Case Study: Read a short story or article about different marriage system. ➤ Role Play: Groups perform a short skit showing traditional wise modern marriage practices . ➤ Religious Practices Survey: students list local religious practices and categorize them. ➤ Data Base Discussion: “Is religion a force for social unity or conflicte?” students prepare arguments for both sides.	
Textbooks / Reference Books:	1. डॉ. प्रदीप आगलावे व डॉ. राहुल भगत - सामाजिक संस्था , श्री साईनाथ प्रकाशन , नागपूर . 2. डॉ. तोष्णिवाल - सामशास्त्रीय संकल्पना, विश्व पब्लिशर्स अण्ड डिस्ट्रिब्युटर्स , नागपूर 3. Ghode R.N., and Bhau Daydar, Sociology :Basic	
Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks



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B. A. (MAJOR IN SOCIOLOGY)

Semester II

(To be implemented from 2024 – 25)

VSC 2 : CENSUS ENUMERATORS

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs):

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counselling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA2HUSOVSC2
Course Name	CENSUS ENUMERATORS
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	50 (Activities – <i>Min passing marks</i> - 25) + 50 (Continuous Internal Examination – <i>Min passing marks</i> - 25) = Total 100 marks (Min passing marks – 25+25 = 50)
Group under NEP scheme	VACATIONAL SKILL COURSE(VSC)
Pre-requisites for the course	• Basic knowledge of society and population Concepts . • Basic Communication and Observation Skills.

COURSE OUTCOMES:

	<i>Course outcomes:</i> <i>The students will be able to</i>
CO 1	Define the role of Census Enumerators in society.
CO 2	Differentiate various types of observation techniques and their significance for data collection.
CO 3	Develop practical field skill.
Unit I	Census Enumerators - Understanding the role of Census Enumerators in Society. - Importance and Scope of Census Enumerator's.
Unit II	Uses of Census Techniques - Interview – Definition, Type, Importance. - Observation - Definition, Types, Importance. - Give primary practice census.
Practical	➤ Role Play: Students practice a work census interview with classmates acting as respondents ➤ Prepare a household schedule: Design a simple household data collection sheet including name, age, gender. Occupation and education level. ➤ Field Observation: Go to nearby street, market, or park. Note observable characteristics (age group, gender ratio, occupation visible, housing types) just observation. ➤ Mock Mini Census in Classroom: Divide students into groups. Each group does a "Mini census" of students. Collect data like hometown, family size, or favorite subject, then shares findings. ➤ Interview Practice with Family or Friends: Students interview a family member or neighbor, using their household schedule. Practice introducing themselves as enumerators and taking permission. ➤ Data Entry Drill: Enter collected data into a simple Excel sheet or a table in a notebook. Learn to organize data clearly. ➤ Discussion on Enumerator Ethics: Group discussion on what to do if someone refuses to answer questions, how to ensure confidentiality and why it's important. ➤ Map Sketch Activity: Students draw a basic sketch map of street or neighborhood showing houses and landmarks -heaps understand how to locate households. ➤ Case Study Reading: Read a short article or watch a video on a real census operation in Indian. Discuss what went well and what challenges the enumerators faced. ➤ Presentation of Finding: Students present their mini survey results to the class. e.g. We surveyed 10 families, the average family size is 5 and most people work in farming.
Textbook s / Reference Books:	1. प्रा. रा. ना. घाटोळे, समाजशास्त्रीय संशोधन तत्व आणि पद्धती-श्री मंगेश प्रकाशन, नागपूर 2. डॉ. सुधाकर इंगळे, संशोधन पद्धती-साई ज्योती पब्लिकेशन 3. डॉ. बी. एम. क-हाडे, शास्त्री संशोधन पद्धती-पिंपळापुळे अॅण्ड कंपनी पब्लिकेशन, नागपूर



Evaluation Pattern:		
S. No	Practical = 50 Marks (Each Activity= 10 Marks)	C.I.E. (50 Marks) Each activity = 10 Marks
1.	Role Play	1. Data Entry Drill
2.	Prepare a household schedule	2. Discussion on Enumerator Ethics
3.	Field Observation	3. Map Sketch Activity
4.	Mock Mini Census in Classroom	4. Case Study Reading
5.	Interview Practice with Family or Friend.	5. Presentation of Finding

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B. A. (MAJOR IN SOCIOLOGY)

Semester II

(To be implemented from 2024 – 25)

SEC: INTRODUCTION OF SOCIAL WORK

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counselling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN POLITICAL SCIENCE)
Course Code	BA1SSPOSEC1
Course Name	Introduction to Social Work
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	50 (Activities – <i>Min passing marks - 25</i>) + 50 (Continuous Internal Examination – <i>Min passing marks - 25</i>) = Total 100 marks (Min passing marks – 25+25 = 50)
Group under NEP scheme	SKILL ENHANCEMENT COURSE (SEC)
Pre-requisites for the course	• Basic understanding of society and social issues. • Interest in community service and helping professions. • Basic communication skills .

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COURSE OUTCOMES:

	<i>Course outcomes:</i> <i>The students will be able to</i>	
CO 1	Explain the core principles , values and assumptions that guide social work practice.	
CO 2	Analyze real-life case studies of social work intervention programs / projects.	
CO 3	Apply basic social work approaches when working with individuals , group and communities.	
Unit I	❖ Introduction to Social Work - What is Professional Social Work, Principles, Values and Assumptions, approach and Methods of Social Work, Working with individuals, group and community - NGO, CSR and Social Work, Case study of Social Work intervention Programs/projects	
Unit II	❖ Internship Students will be placed at urban and rural areas with government organizations, Non-government organizations, CSR organizations, research institutions and social development projects to have a practical experience and understanding of Social Work, social problems and its relevance with social theories.	
Activity	➤ Group Discussion : Divide students into small groups. Give each group one topic : Principle , values , Assumptions , Approaches or Methods. ➤ Role Play : Arrange a role play where students act as social workers dealing with a client , a group or a community. ➤ Community Mapping : Students creat a visual map of a community (urban slum , village, neighborhood) to identify issues , resources , and stakeholders. ➤ NGO Visit : Organize a virtual or local visit to an NGO or CSR project. Students observe how social work principles are applied. ➤ Mini Internship Diary : Give students a sample format for writing a gaily diary / log during the internship . ➤ Case Study Presentation :Students analyz : problems , intervention , result and present in pairs to the class. ➤ Poster Making : Create a poster to raise awareness about a social issue like child labor , gender equality or health. ➤ Conduct a Mini Survey : Prepare a simple Questionnaire and gather data from 5-10 people on a local social issue(e.g. education , health). ➤ Guest Talk & Q&A : Invite a professional social worker or NGO representative for an interactive session . ➤ Create a Report : Visit a local NGO,CSR initiative , or government welfare office and prepare a short report on there programs.	
Textbooks / Reference Books:	- शोध पद्धती - डॉ राम गोपाल सिंह - शांती प्रकाशन - समाजशास्त्रीय संशोधन तत्त्वे व पद्धती : प्रा. य . ना घाटगे	

Evaluation Pattern:

S. No	Activit=50 marks (Each activity10 marks)	C.I.E.=50 marks (Each activity10 marks)
1.	Group Discussion	1. Case Study Presentation
2.	Role Play	2. Poster Making
3.	Community Mapping	3. Conduct a Mini Survey
4.	Community Mapping	4. Guest Talk & Q&A
5.	Mini Internship Diary	5. Create a Report



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B. A. (MAJOR IN SOCIOLOGY)

Semester III

(To be implemented from 2025 – 26)

MAJOR 5: FOUNDATION OF SOCIOLOGICAL THOUGHT- I

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA3HUSOT5
Course Name	FOUNDATION OF SOCIOLOGICAL THOUGHT- I
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)

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Group under NEP scheme	Major
Pre-requisites for the course	- Basic understanding of Sociology history. - Interest in social issues and theories.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Describe and explain how major historical ,political and economics transformation in Europe contributed to the emergency of sociology as a discipline.
CO 2	Discuss and analyze August Comte's key ideas including positivism the hierarchy of sciences and the low of three stages and illustrate their application in studying society.
CO 3	Compare and evaluated Harbert Spencer's theories including the organic analogy, social evaluation and the distinction between military and industrial societies .
CO 4	Integrate and critically apprise the foundation sociological ideas of early thinker to construct connection between classical modern sociological theories.
Syllabus:	Contents & Hours
Unit I	Emergence of Sociology as a Discipline-I - Great Transformation in Europe: French Revolution, Emergence of Democratic and Secular Values, - Industrial Revolution and Socio-economic change in society - Socio-Economic and Political Conditions leading to the Emergence of Sociology Activity : ➤ Debate: Organize a debate on the impact of the French Revolution and Industrial Revolution on the emergence of sociology as a discipline. ➤ Timeline: Create a timeline illustrating the key events and thinkers that contributed to the development of sociology as a distinct field of study.
Unit II	August Compute - Views on positivism and It's Characteristics, Hierarchy of Sciences - Law of three stages of society, - Positivist Society, Division of positivism Activity : ➤ Group Discussion: Discuss Comet's views on positivism and its characteristics exploring the implications of positivist thought for sociological research. ➤ Diagrammatic Representation: Create a diagram illustrating Comet's hierarchy of sciences and the law of three stages of society, highlighting the relationships between different stages.
Unit III	Herbert Spencer: - Organic analogy, theory of social evolution and its laws, - Military and Industrial society, Differences between Military and Industrial society ,Social Darwinism - Evaluation of Sociological Thought Activity: ➤ Comparative Analysis: Conduct a comparative analysis of Spencer's organic

	analogy and social Darwinism, exploring the strengths and limitations of each approach. ➤ Case Study: Apply Spencer’s theory of social evolution to a specific historical or contemporary society, analyzing the relevance and applicability of his ideas.	
Activity	➤ Debate: Organize a debate on the impact of the French Revolution and Industrial Revolution on the emergence of sociology as a discipline. ➤ Timeline: Create a timeline illustrating the key events and thinkers that contributed to the development of sociology as a distinct field of study ➤ Group Discussion: Discuss Comet’s views on positivism and its characteristics exploring the implications of positivist thought for sociological research. ➤ Diagrammatic Representation: Create a diagram illustrating Comet’s hierarchy of sciences and the law of three stages of society, highlighting the relationships between different stages. ➤ Comparative Analysis: Conduct a comparative analysis of Spencer’s organic analogy and social Darwinism, exploring the strengths and limitations of each approach. ➤ Case Study: Apply Spencer’s theory of social evolution to a specific historical or contemporary society, analyzing the relevance and applicability of his ideas	
Textbooks / Reference Books:	1. प्रा. प्रभाकर का . कुलकर्णी - सामाजिक विचार प्रवाह - श्री मंगेश प्रकाशन , नागपूर . 2. डॉ . प्रदिप आगलावे - पाश्चात्य आणि भारतीय समाजशास्त्रज्ञ - श्री साईनाथ प्रकाशन, नागपूर 3. ‘एस . आर . तोष्णीवाल - उच्चतर समाजशास्त्रीय सिद्धांत , पिंपगपुरे अँड क . पब्लिशर्स , नागपूर. 4. प्रा नी .स . वैद्य - समाजशास्त्रीय विचार परंपरा , विद्या प्रकाशन , नागपूर . 5. डॉ सुमन बेहरे - अभिजात सामाजिक विचारवंत , विद्या प्रकाशन , नागपूर 6. डॉ संजय ‘एस . दुधे आणि डॉ जी . एन . निंबार्ते - समाजशास्त्रीय विचारांची स्थापना , हिमालया पब्लिकेशन नागपूर . 7. डॉ . दा. धो . काचोळे - समाजशास्त्रीय विचारवंत , कौलाश पब्लिकेशनस , औरंगाबाद 8. डॉ. प्रदिप आगलावे , मूलभूत समाजशास्त्रीय विचार , श्री साईनाथ प्रकाशन , नागपूर .	
Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks



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B. A. (MAJOR IN SOCIOLOGY)

Semester III

(To be implemented from 2025 – 26)

MAJOR 6: FOUNDATION OF SOCIOLOGICAL THOUGHT- II

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA3HUSOT6
Course Name	FOUNDATION OF SOCIOLOGICAL THOUGHT- II
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Core

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Pre-requisites for the course	- Understand the classical sociological thought. - Apply the basic sociology thoughts.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Analyze the Concepts of mind , self, and society from an interactionist perspective, highlighting the roles of "I", "Me", and generalized other.
CO 2	Critique Marx's ideas on class struggle and social change, evaluating their applicability to contemporary societies.
CO 3	Apply Durkheim's concepts to real-life situations, demonstrating an understanding of the role of social structures in shaping individual behaviour.
CO 4	Synthesis the ideas of different sociological thinkers, developing a comprehensive understanding of the discipline and its key concepts.
Syllabus:	Contents & Hours
Unit I	G. H. Mead - Mind ,Self -'I', 'Me' and Generalized other, Functions of Self, - Society : interactionist Perspective - Mind, Self and Society Activity : ➤ Role-Playing: Act out scenarios illustrating the concepts of "I", "Me", and generalized other. ➤ Reflective Jorنال: Write a reflective journal on how social interactions influence self-development.
Unit II	Karl Marx: - Class Formation and Class Struggle - Dialectical Materialism and the Theory of Social Change - Alienation, Surplus Value and Exploitation Activity : ➤ Debate: Debate the pros and cons of capitalism and socialism, applying Marx's concepts. ➤ Case Study: Analyze a real-life example of class struggle or exploitation, applying Marx's concepts.
Unit III	Emile Durkheim: - Social Facts: Its Characteristics and Importance - Division of Labour : It's causes and Functions, Mechanical and Organic Solidarity. - Suicide and Types of Suicide, Religion: Sacred and Profane elements in the context of Religion Activity : ➤ Group Discussion: Discuss the importance of social facts in understanding social behavior. ➤ Infographic: Create an infographic illustrating the concepts of mechanical and organic solidarity.
Activity:	➤ Role-Playing: Act out scenarios illustrating the concepts of "I", "Me", and generalized other. ➤ Reflective Jorنال: Write a reflective journal on how social interactions influence self-development. ➤ Debate: Debate the pros and cons of capitalism and socialism, applying Marx's

	concepts. ➤ Case Study: Analyze a real-life example of class struggle or exploitation, applying Marx’s concepts. ➤ Group Discussion: Discuss the importance of social facts in understanding social behavior. ➤ Infographic: Create an infographic illustrating the concepts of mechanical and organic solidarity.	
Textbooks / Reference Books:	1. आगलावे, प्रदीप, मूलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर 2. डॉ. प्रदीप आगलावे - पाश्चात्य आणि भारतीय समाजशास्त्रज्ञ - श्री साईनाथ प्रकाशन, नागपूर 3. एस. आर. तोष्णीवाल - उच्चतर समाजशास्त्रीय सिद्धांत, पिंपगपुरे अँड क. पब्लिशर्स, नागपूर. 4. प्रा. नी. स. वैद्य - समाजशास्त्रीय विचार परंपरा, विद्या प्रकाशन, नागपूर. 5. डॉ सुमन बेहरे - अभिजात सामाजिक विचारवंत, विद्या प्रकाशन, नागपूर	
Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks



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B. A. (MAJOR IN SOCIOLOGY)

Semester III

(To be implemented from 2025 – 26)

VSC3 : CAREER AND EDUCATION COUNSELOR

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2: Analyze social institutions and culture patterns across time

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counselling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA3HUSOVSC3
Course Name	CAREER AND EDUCATION COUNSELOR
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	50 (Activities – <i>Min passing marks - 25</i>) + 50 (Continuous Internal Examination – <i>Min passing marks - 25</i>) = Total 100 marks (Min passing marks – 25+25 = 50)
Group under NEP scheme	VOCATIONAL SKILL COURSE(VSC)
Pre-requisites for	• Basic Understanding of Survey method.

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the course		• Basic understanding of media and technology.
COURSE OUTCOMES: The students will be able to		
CO 1	Identify and explain the need, requirements, roles, and responsibilities of a career and education counselor, including handling emergencies and promoting counseling services.	
CO 2	Demonstrate effective counselling skills, organize a healthy work environment with secure documentation.	
CO 3	Use modern technology tools to prepare for, conduct, and conclude counseling sessions effectively, and prepare and submit comprehensive report.	
Unit I	❖ Introduction of Career and Education Counsellor • Need and requirements of career and educational counsellor. • Rolls and responsibilities of career and educational counsellor. • Career and education counsellor advancement, handling emergencies.	
Unit II	• Counselling Skill of career and education counsellor. • Organis in data and information for effective use. • Maintain a healthy and clean work environment. • Maintain document security. • Promotion of counselling services • Technology used in modern counselling • Preparing for the counselling session • Conducting brainstorming sessions • Conclusion of counselling session • Submission of report	
Practical:	➤ Group Discussion: Topic: “Why Is Career and education counselling important today?” ➤ Role Play: Students act as counsellors and clients, practicing basic counselling skills ➤ Case Study Analysis: Give a real or fictional case where a counsellor must handle an emergency ➤ Poster Making: presenting student data using simple Excel sheets. ➤ Counselling Skill: Pair up .one student talk for 2 mins about a career dream. Partner listens silently, then repeats key points to check understanding. ➤ Clean Work Environment Observation: Inspect your classroom or counselling room- make a checklist for cleanliness hygiene and safety. ➤ Document Security Demo: Simulate how to keep student records confidential – physical and digital security methods. ➤ Create a Flyer: Design a simple pamphlet to promote counselling services at school or college. ➤ Mock Counselling Session: Students prepare for, conduct, and conclude a short counselling session, then write a report. ➤ Guest Lecture : on Specific course topic.	
Textbooks /Reference Books:	1. प्रगत शैक्षणिक मानसशास्त्र - सौ अनिता गि. . पांडव - दास ‘गणू प्रकाशन’, नागपूर 2. Samupdeshan Mansashastra Prashant Publication, Nagpur.	
Evaluation Pattern:		
S. No	Practical =50 Marks (Each activity =10 marks)	C.I.E=50 (Each activity=10 marks)
1.	Group Discussion:	1. Clean Work Environment Observation
2.	Role Play	2. Document Security Demo
3.	Case Study Analysis	3. Create a Flyer
4.	Poster Making	4. Mock Counselling Session
5.	Counselling Skill	5. Guest Lecture



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B. A. (MAJOR IN SOCIOLOGY)

Semester III

(To be implemented from 2025 – 26)

FIELD PROJECT

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA3HUSOFP1
Course Name	FIELD PROJECT
No. of Credits	01 (Lecture – 01)
Teaching Hours	--
Evaluation Scheme	50 (Activities – <i>Min passing marks - 25</i>) + 50 (Continuous Internal Examination – <i>Min passing marks - 25</i>) = 100 marks (Min passing marks – 25 + 25 = 50)

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Group under NEP scheme	FIELD PROJECT
Pre-requisites for the course	- Knowledge of research design, data collection and data analysis techniques. - Effective written and verbal communication skills. - Knowledge of research tools, such as surveys, interviews and observation protocols.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Understand the nature of various social issues , government schemes and services through direct community-based studies.
CO 2	Develop skill in data collection analysis and report writing at the field level.
CO 3	Interact with different community group , identify the need for social change and make relevant recommendation.
CO 4	Develop the ability to identify urban and rural social problems from a sociological perspective and suggest appropriate solutions.

Sr. No.	Topic	Related to SDG No.
1.	समुदायामध्ये आरोग्य जागरूकता आणि समाजातील सरकारी आरोग्य सेवांचा अभ्यास. Health Awareness and Status Government Health Services in community (Ayushman Bharat (PM-JAY). Jan Aushadhi Yojana etc.)	SDG 3 – Good Health and well being
2.	विद्यालयातील मुलांची शालेय उपस्थिती आणि शैक्षणिक जागरूकता : 'एक समाजशास्त्रीय अभ्यास School Attendance and Educational Awareness Among Children : A Sociological Study	SDG 4– Quality Education
3.	शहरी भागातील मोलकरीण स्त्रीयांचे सामाजिक - आर्थिक जीवन Social and Economics Life of Maids in Urban Areas	SDG 1 – No poverty
4.	स्त्री सक्षमीकरणात शिक्षणाची भूमिका : एक क्षेत्रीय अभ्यास	SDG 4 - Quality Education
5.	अंगणवाडी केंद्रे : सरकारी योजना व प्रत्यक्ष अंमलबजावणी Anganwadi Centres : Government Scheme and Implementation	SDG 1 - No Poverty
6.	युवकांवर सोशल मीडियाचा सामाजिक प्रभाव Social Influence of Social Media of Youth	SDG 17 - Partnerships for the goals

7.	महिलांचे आरोग्य: समस्या व उपाय योजना Women's Health Program & Solution	SDG 3– Good Health & Well being
8.	घरगुती हिंसाचार आणि सामाजिक आधारव्यवस्था Domestic Violence and Social Support System	SDG 5 - Gender Equality, SDG 16 - Peace, Justice & Institution
9.	वृद्धांच्या सामाजिक आणि आर्थिक समस्या व उपाययोजना Social and Economic Problems of the Elderly and their solutions	SDG 3– Good Health & Well being
10.	तंत्रज्ञानामुळे दैनंदिन जीवशैलीवर होणाऱ्या सामाजिक परिणामांचा अभ्यास The study of the Social Impact of Technology on Daily Life	SDG 1 – No poverty
11.	झोपडपट्टीतील जीवनमान आणि त्यावरील सामाजिक आणि आर्थिक समस्या आणि उपाय Living conditions in Slums : Social and Economics Problems and Solutions	SDG 11- Sustainable cities and community
12.	अनौपचारिक क्षेत्रातील बालकामगारांचा सामाजिक अभ्यास Sociological Study of child labour in the Informal Sector	SDG 8 Decent work & Economics Growth

Textbooks / Reference Books:	1. समकालिन भारतातील सामाजिक समस्या - प्रा जायंत घाटगे 2 . ग्रामीण व नागरी समाजशास्त्र - प्रा . रा . ज . लोटे - पिंपळापुरे अँड पब्लिशर्स , नागपूर
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B. A. (MAJOR IN SOCIOLOGY)

Semester IV

(To be implemented from 2025 – 26)

MAJOR 7: INDIAN SOCIOLOGICAL TRADITIONS - I

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counselling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA4HUSOT7
Course Name	INDIAN SOCIOLOGICAL TRADITIONS - I
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Lecture (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)

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Group under NEP scheme	Major
Pre-requisites for the course	- Basic understanding of Indian society and it's social structure. - Familiarity with key sociological concepts such as cast , class and gender.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Analyz the unequal distribution of power and rights within the caste system.
CO 2	Sanskritization as a process of social chang , mobility , and development.
CO 3	Describe the characteristics of Indian patriarchy as highlighted by Tarabai Shinde.
CO 4	Integrate and apply the sociological perspectives of B.R. Ambedkar, M. N. Srinivas, and Tarabai Shinde to Analyz and evaluate contemporary issues related to caste and patriarchy in Indian society
Syllabus:	Contents & Hours
Unit I	B. R. Ambedkar - Origin of caste and its social, political, and economic criticism. - Analysis of Caste,Cast and In equality Distribution of Power and Rights - Caste as Inequality and Annihilation of Caste Activity : ➤ Group Discussion: Divide students into small group. Each group discusses how caste still influences social, political, or economic life in their community today. Group share examples and reflect on Ambedkar's ideas. ➤ Short Poster : Ask students to create a poster for infographic showing Ambedkar's main ideas on the origin of cast and his vision for it's annihilation .Display these in class.
Unit II	M. N. Shrinivas - Dominant caste: Meaning and implication. - Dominant Cast: Factors and Consequences - Sanskritization: as a factor of social change, mobility, and development. Activity : ➤ Role Play : Students role play a community discussion were members debate the effect of Sanskritization on social mobility-with some taking the side of traditionalist and others representing upwardly mobil groups. ➤ Case study Identification: Student identify a real and local example of a "Dominant cast" and briefly present its factors and impact on local politics or society.
Unit III	❖ Tarabai Shinde - Characteristics of Indian patriarchy - Women and Patriarchy in Indian Society - Criticism of patriarchy in Indian society Activity : ➤ Debate: Organize a class debate : "Is patriarchy steel the biggest of obstacle to gender equality in India today?" Students should link their poits to Tarabai Shinde's ideas . ➤ Short Reflection writing: Students write a one-page reflection on how Shinde's critique of patriarchy is relevant for current issues like women's wrights , family roles or workplace inequality

Activity :	➤ Group Discussion: Divide students into small group. Each group discusses how caste still influences social, political, or economic life in their community today. Group share examples and reflect on Ambedkar’s ideas. ➤ Short Poster : Ask students to create a poster for infographic showing Ambedkar’s main ideas on the origin of cast and his vision for it’s annihilation .Display these in class. ➤ Role Play : Students role play a community discussion were members debate the effect of Sanskritization on social mobality-with some taking the side of traditionalist and others representing upwardly mobil groups. ➤ Case study Identification: Student identify a real and local example of a “Dominant cast” and briefly present its factors and impact on local politics or society. ➤ Debate: Organize a class debate : “Is patriarchy steel the biggest of obstacle to gender equality in India today?” Students should link their poits to Tarabai Shinde’s ideas . ➤ Short Reflection writing: Students write a one-page reflection on how Shinde’s critique of patriarchy is relevant for current issues like women’s wrights, family roles or workplace inequality.	
Textbooks / Reference Books:	1. डॉ प्रदिप आगलावे -1. प्राश्चात्य आणि भारतीय समाजशास्त्र , श्री साईनाथ प्रकाशन , नागपूर . 2. डॉ प्रदिप आगलावे-मूलभूत समाजशास्त्रीय विचार,श्री साईनाथ प्रकाशन, नागपूर 3. ताराबाई शिंदे - स्त्रीपुरुष तुलना - संपादक - विलास खोले	
Evaluation Pattern:		
S. No	Theory (60 marks)	
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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Near Sakardara Square, Umrer Road, Nagpur – 24

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur)

B. A. (MAJOR IN SOCIOLOGY)

Semester IV

(To be implemented from 2025– 26)

MAJOR 8: INDIAN SOCIOLOGICAL TRADITIONS - II

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

1. PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

2. PSO1: Apply key sociological concept theories and thinkers.
3. PSO2 : Analyze social institutions and culture patterns across time.
4. PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.
5. PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.
6. PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA4HUSOT8
Course Name	INDIAN SOCIOLOGICAL TRADITIONS - II
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 Lecture (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under	Major

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NEP scheme	
Pre-requisites for the course	• Basic understanding of Indian society and culture. • Introductory concepts in sociology.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Explain Andre Beteille's Trinitarian modern it's relevance in analyzing stratification .
CO 2	Evaluate the sociological significance of the Indian village as a side for continuity and change.
CO 3	Examine the sources of tradition as drivers of modernization , highlighting continuity and discontinuity.
CO 4	Integrate theoretical perspectives of Andre Beteille , S.C. Dubey, and Yogendra Singh to critically analyze the dynamics of social structure , chang , and modernization in India.
Syllabus: Contents & Hours	
Unit I	Andre Beteille • Trinitarian Model-Class, Status, and Party; • Cumulative and Dispersed inequality; Caste, Class and Power, Interrelationship – class and caste • An Analytical Approach to class, caste and Power. Activity : ➤ Group Discussion: Topic “In inequality in India cumulative or dispersed?” ➤ Case Study analysis: Students collect a news article showing the interrelationship of class and class and analyze it using Beteille's frame work .
Unit II	S. C. Dubey • Values in modernity; modernity, Indian society, and social change • Indian Village • Society: Continuity and Change Activity : ➤ Village Profile Activity: Students prepare a short report on a nearby village social structure and signs of change . ➤ Role Play: Inact a Panchayat meeting showing tradition vs modernity in decision-making.
Unit III	Yogendra Singh • Great and Little Traditions, Processes of Modernization. • Tradition -Sources of Modernization, Continuity and Discontinuity in Modernization in India. • Institutionalization and Breakdown in Modernization. Activity : ➤ Debate: Topic – “Modernization always means westernization – Agree or Disagree?” ➤ Poster Making: Create a poster showing ‘Great and little tradition’ with examples from Indian festival or practices.
Practical:	➤ Group Discussion: Topic “In inequality in India cumulative or dispersed?” ➤ Case Study analysis: Students collect a news article showing the interrelationship of class and class and analyze it using Beteille's frame work. ➤ Village Profile Activity: Students prepare a short report on a nearby village social structure and signs of change. ➤ Role Play: Inact a Panchayat meeting showing tradition vs modernity in decision-making. ➤ Debate: Topic – “Modernization always means westernization – Agree or Disagree?”

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	➤ Poster Making: Create a poster showing ‘Great and little tradition’ with examples from Indian festival or practices .	
Textbooks / Reference Books:	1. डॉ. प्रदीप आगलावे, डॉ. राहुल भगत- मूलभूत समाजशास्त्रीय विचार आणि भारतीय समाजशास्त्रीय परंपरा-श्री साईनाथ प्रकाशन, नागपूर 2. डॉ प्रदीप आगलावे -1. प्राश्नात्य आणि भारतीय समाजशास्त्र , श्री साईनाथ प्रकाशन , नागपूर . 3. डॉ प्रदीप आगलावे-मूलभूत समाजशास्त्रीय विचार,श्री साईनाथ प्रकाशन, नागपूर	
Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks



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B. A. (MAJOR IN SOCIOLOGY)

Semester IV

(To be implemented from 2025– 26)

MAJOR 8: COMMUNITY ENGAGEMENT PROGRAM

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

1. PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

2. **PSO1:** Apply key sociological concept theories and thinkers.
3. **PSO2 :** Analyze social institutions and culture patterns across time.
4. **PSO3:** Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.
5. **PSO4:** Organize field survey and career counseling using modern tools, ethical practices and effective communication.
6. **PSO5:** Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA4HUSOT8
Course Name	INDIAN SOCIOLOGICAL TRADITIONS - II
No. of Credits	01 (Lecture – 1)
Teaching Hours	--
Evaluation Scheme	50 (Activities – <i>Min passing marks - 25</i>) + 50 (Continuous Internal Examination – <i>Min passing marks - 25</i>) = 100 marks (Min passing marks – 25 + 25 = 50)
Group under	CEP

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NEP scheme	
Pre-requisites for the course	• Basic knowledge of community and society. • Good communication skills. • Interest in fieldwork and social activities.
Course Outcomes:	
	Course Outcomes <i>The students will be able to:</i>
CO 1	Analyze community issues and apply appropriate engagement methods.
CO 2	Participate effectively in community activities and demonstrate social responsibility.
CO 3	Evaluate the impact of community engagement programs on society.
CO 4	Develop understanding skills, and social responsibility to actively engage with communities and address social issues effectively.

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B. A. (MAJOR IN SOCIOLOGY)

Semester IV

(To be implemented from 2025 – 26)

COMMUNITY ENAGAEEMENT PROGRAM

List of Community Engagement Program topics

Sr. No	Topic	Description	Related to SDG
1.	शासकीय योजना जनसामान्यांपर्यंत पोहोचविणे – एक जनजागृती उपक्रम Spreading Awareness of Government Schemes	Creating our next among citizens about various government welfare scheme, like pensions, housing and health. This helps bridge the gap between policy and people.	SDG-1No poverty SDG- 16 Peace, Justice and strong Institution
2.	ज्येष्ठ नागरिकांसाठी असलेल्या योजनांबद्दल जनजागृती कार्यक्रम Awareness on scheme for senior citizen	Information elderly people about benefits available to them such as old age pension, health insurance and social services helps into their quality of life.	SDG -3 good health and well being SDG-10-Reduced Inequality
3.	शाळाबाह्य मुले आणि शिक्षणाचा अधिकार Out of school children and Rights to Education	Identify school drop outs of spreading awareness about their right to education .Motivating families to same children back to school.	SDG -4 Quality Education SDG-5 Gender Equality
4.	परिसर स्वच्छता जनजागृती आणि कचरा व्यवस्थापन Cleanliness awareness and Waste Management	Promote cleanliness throughout community drives and educating people on waste segregation and disposal uncourage responsibility endrollmentbehaviour.	SDG-11 Sustainable Cities SDG-12 Responsible Consume SDG -13 Climate Action
5.	बेटी बचाव बेटी पढाव अभियानासंदर्भात पालकांची जाणीव सहभाग Save Girl Child Educate Girl Child Parental Awareness	Raising awareness among parents to stop discrimination against girls and ensure their education and will begin.	SDG-4 Quality education SDG - 5 Gender equality

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6.	स्वयंरोजगार प्रशिक्षण - (मेहंदी पेपरबॅग , West to Best) Self Employment Training (Mehendi, paper bags etc.)	Provide vocational training to women and youth to promote self employment and financial independence.	SDG-5 Gender Equality SDG - 8 Decent work and Economic growth
7.	एकलमातांच्या अडचणी आणि सामाजिक समर्थ Challenges of Single Mothers and Social Support	Understanding issues faced by single mothers and offering them community and institutional support through awareness and counseling.	SDG-1 No Poverty SDG-3 Good Health SDG-5 Gender Equality
8.	झाडे लावा - झाडे जगवा ' एक पर्यावरणीय उपक्रम Plant Tree-Save Tree Environmental Initiative	Conducting tree plantation drive and educating people about the important of protecting the environment.	SDG-13 Climate Action, SDG -15 Life on Land
9.	महिला सबलीकरण – बचत गटाची निर्मिती Women improve Empowerment -Formation of self-help group	Encouraging women to form self-help groups to promote savings ,mutual support and micro material support and micro -entrepreneurship.	SDG - 5 Gender Equality, SDG-8 Decent Work & Economic Growth

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B. A. (MAJOR IN SOCIOLOGY)

Semester V

(To be implemented from 2026 – 27)

MAJOR 9: SOCIOLOGY OF EDUCATION

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA5HUSOT9
Course Name	SOCIOLOGY OF EDUCATION
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 hours (One hour duration each)

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Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Core
Pre-requisites for the course	• Basic Understanding of Sociological Concepts. • Familiarity with Indian Education System. • Ability to read and Interpret Sociological texts .

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Explain the relationship between society and education using the basic concepts of sociology of education .	PO1, PO2, PSO1,PSO2	L – 2	Understand
CO 2	Compare the Social Democratic, postmodern and Feminist perspectives to understand educational processes.	PO1, PO2, PSO1, PSO3	L – 2	Understandi
CO 3	Evaluate how education contributes to socialization , social mobility, and social change .	PO1, PO3, PO4,PO5, PSO2,POS3,P OS5	L – 5	Evaluate
CO 4	Analyze education as a social institution shaped by social structures, inequalities ,and theoretical .	PO1, PO5, PSO1,PSO2,PS O3	L-4	Analyze

SYLLABUS : CONTENT

		Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Understanding the Importance of Sociology of Education: • Definition, meaning and scope of sociology of education • Education: gender, caste and class • Significance of sociology of education Activity: ➤ Group Discussion : topic : Importance of Sociology of Education in society .Students discuss the importance of sociology of education in society by sharing ideas and examples in small groups ➤ Concept Chart / Poster Making : Students create a chart or poster showing the meaning ,definition and scope of sociology of education using key points and examples.	15	20

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Unit II	Sociology of Education and New Theoretical Perspectives: • Social democratic perspective • Post modern perspective :Robin Usher and Richard Edwards • Feminist Perspective Activity : ➤ Seminar Presentation : Students present a seminar or feminist perspective or postmodern perspective ,explaining key ideas and examples. ➤ Group Discussion :Topic- Comparison of Different Educational Perspectives. Students will work in small groups to discuss and compare social democratic, postmodern and feminist perspectives of education. Each group will share key points and conclusions with the class.	15	20
Unit III	Education and Society • Education :socialization ,social identities • Education ,social mobility ,social change and development • Education : market and employment Activity: ➤ Interview – Students conduct interviews to understand how education influences social mobility with real-life examples. ➤ Debate: Students debate on how education helps in employment and development by presenting arguments and examples.	15	20
	Total teaching hours and marks	45	60
Activities	➤ Group Discussion : topic : Importance of Sociology of Education in society .Students discuss the importance of sociology of education in society by sharing ideas and examples in small groups ➤ Group Discussion :Topic- Comparison of Different Educational Perspectives. Students will work in small groups to discuss and compare social democratic, postmodern and feminist perspectives of education. Each group will share key points and conclusions with the class. ➤ Concept Chart / Poster Making : Students create a chart or poster showing the meaning ,definition and scope of sociology of education using key points and examples. ➤ Seminar Presentation : Students present a seminar or feminist perspective or postmodern perspective ,explaining key ideas and examples. ➤ Interview – Students conduct interviews to understand how education influences social mobility with real-life examples. ➤ Debate: Students debate on how education helps in employment and development by presenting arguments and examples		

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**Textbooks /
Reference
Books:**

1. अमोल मांडेकर ,अरुण धोकटे ,पांडुरंग कोलवटे ,शैक्षणिक समाजशास्त्र ,कविकुलगुरु कालिदास संस्कृत विद्यापीठ ,रामटेक- 2020
2. प्रा . वाल्मीक गायकवाड - महाराष्ट्राचा सनाज व संस्कृति ,शार्प पुब्लिकेशन -2019
3. डॉ. विद्या भूषण आणि डॉ. द. आर. सचंदेव - समाजशास्त्र परिचय के सागर पब्लिकेशनस , पुणे-2023
4. डॉ. उषा मिश्रा - शिक्षा का समाजशास्त्र ,अनुभव पब्लिशिंग हॉऊस ,प्रयागराज-2021
5. एस. एस.चंद्रा और कुमार शर्मा - सोशियोलॉजी ऑफ एड्युकेशन ,अटलांटिक पब्लिकेशन अँड डिस्ट्रिबुटर्स,न्यू दिल्ली,१९९६

Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
Total: 60 marks		Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester V

(To be implemented from 2026 – 27)

MAJOR 10: INDIAN SOCIETY : THE STRUCTURAL ISSUES

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA5HUSOT10
Course Name	INDIAN SOCIETY : THE STRUCTURAL ISSUES
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)

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Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Core
Pre-requisites for the course	• Basic knowledge of Indian Society. • Understanding of Caste, Class, Gender terms . • Basic reading skills for social issues.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand the caste structure and constitutional provision for SC and OBC.	PO4, PSO1, PSO5	L – 2	Understand
CO 2	Analyze patriarchy and crimes against women in India .	PO1, PSO3, PSO5	L – 4	Analyze
CO 3	Discuss major issues of tribal communities such as development, mobility and constitutional safeguards.	PO4, PO5, PSO1, PSO3	L – 2	Understand
CO 4	Summarize key structural issues in India society and evaluate government measures for SC, OBC, Tribes and women.	PO1, PO4, PSO3, PSO5	L-2, L5	Understand Evaluate

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Indian Society, Structure and Inequality • Caste as a structure of inequality and discrimination. • Problems of Scheduled Castes and Other Backward Castes. • Constitutional Provisions for Scheduled Castes & Other Backward Classes. Mandal Commission ACTIVITY: ➤ Group Discussion: Topic - 'Caste as a Structure of Inequality'. Students from small groups, discuss how castes inequality in society, and share real-life examples. ➤ Chart/Poster Making: Topic - 'Problems of SC, OBC and Tribes'. Students create a simple chart/ poster showing key problems (education, employment, discrimination) and present it briefly.	15	20

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Unit II	Patriarchy in Contemporary India: • Patriarchy and Caste-Class-Gender relationship: issues of rights and Authority • Crime against women: Domestic violence, harassment at work place, Sexual assaults and Rapes • Issues of Women's Empowerment and Capability Building-Factors, issues and measures. Activity : ➤ Poster Making – Student will prepare a poster on women Empowerment or stop violence against women.. ➤ News Analysis : Students will read a newspaper article about crime against women and discuss its causes and solutions.	15	20
Unit III	Tribal Issues and Problems in India: • Tribal problems: Education, Development and Agrarian problem. • Social mobility and change: Hinduization, Democratization, Politicization • Constitutional Provision of Schedule V, PESA & Forest Act and Reservation in Education and Employment Activity: ➤ Case study : Tribal education and development problems Students select a tribal community, study its issues related to education and development and present findings in a short report or presentation. ➤ Group Discussion : Topic-Constitutional provision for tribes (Schedule V, PESA, Forest Rights) Students discuss the importance of these provision, share examples, and explain how they help in tribal welfare.	15	20
	Total teaching hours and marks	45	60
Activities	➤ Group Discussion: Topic- 'Caste as a Structure of Inequality'. Students from small groups, discuss how castes inequality in society, and share real-life examples. ➤ Chart/Poster Making: Topic- 'Problems of SC, OBC and Tribes'. Students create a simple chart/ poster showing key problems (education, employment, discrimination) and present it briefly ➤ Poster Making – Student will prepare a poster on women Empowerment or stop violence against women.. ➤ News Analysis : Students will read a newspaper article about crime against women and discuss its causes and solutions ➤ Group Discussion : Topic-Constitutional provision for tribes (Schedule V, PESA, Forest Rights) Students discuss the importance of these provision, share examples, and explain how they help in tribal welfare. Map Activity : Students will identify and mark major Tribal regions in India on a map ➤ Map Activity : Students will identify and mark major Tribal regions in India on a map		

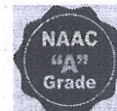
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**Textbooks /
Reference
Books:**

1. डॉ. प्रदीप आगलावे, डॉ. सरोज आगलावे, भारतीय समाज संरचनात्मक प्रश्न आणि समजक समस्या - श्रीसाईनाथ प्रकाशन, नागपूर.
2. डॉ. एम. आर. तोषणीवाल, भारतीय सामाजिक समस्या, विश्व पब्लिशर्स अँड डिस्ट्रिब्युटर्स, नागपूर
3. महात्मा ज्योतिबा फुले - गुलामगिरी, डायमंड प्रकाशन, पुणे-1873
4. डॉ. बाबासाहेब आंबेडकर - बुद्धिस्ट पब्लिकेशन, पुणे.
5. ताराबाई शिंदे - स्त्री-पुरुष तुलना, लोकवाङ्मय गृह, मुंबई -1882
6. डॉ. इरावती कर्वे - भारतीय समाजरचना, देसाई प्रकाशन, 1960
7. डॉ. सुनीता बोडखे - महिला सक्षमीकरण आणि समाज, डायमंड प्रकाशन, पुणे-2015

Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester V

(To be implemented from 2026 – 27)

MAJOR 11: SOCIAL PROBLEMS IN CONTEMPORARY INDIA - I

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA5HUSOT91
Course Name	SOCIAL PROBLEMS IN CONTEMPORARY INDIA – I
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)

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Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (<i>Min passing marks – 24 + 16 = 40</i>)
Group under NEP scheme	Major Core
Pre-requisites for the course	• Basic knowledge of Indian society. • Awareness of current social issues. • Ability to understand simple sociological terms.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Identify different types of cyber and explain their impact on individuals and society.	PO1, PO3, PSO2, PSO4	L – 1	Understand
CO 2	Evaluate the major issues affecting women and the effectiveness of legal and social measures for their protection.	PO1, PO4, PSO3, PSO5	L – 5	Evaluate
CO 3	Analyse the causes and consequences of major youth problems in contemporary India.	PO1, PO2, PSO2, PSO4	L – 4	Analyze
CO 4	Critically analyze key social problems related to cyber crime women's issues and youth challenges in contemporary India.	PO1, PSO62, PSO3, PSO4	L-4	Analyze

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Cyber Crimes: • Concept and meaning of Cyber Crime , Types of Cyber Crime • Frauds – Socio-cultural ,Economic and Political, Social Media and fake News • Impact of Cyber crime and its prevention Activity : ➤ Cyber Crime Case Analysis: Students select a real cyber-crime case and present type, method ,Impact ,and prevention in a short group presentation. ➤ Fake News Detetion Task- Students examine sample posts /News and Identify which ones are fake , giving reasons for their choices.	15	20

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Unit II	Women's Issues : • Crime and violence against women, Patriarchal Attitude and Crimes • Rape, Women Trafficking , Acid Attacks , Riots and Crime • Impact on Society and Measures to Prevent it. Activity : ➤ Documentary Reflection – After watching a chart documentary on women –related crimes students write a brief note on crime type , patriarchal attitude, and preventive measure . ➤ Role Play On Women safety –group perform role plays on harassment, trafficking or domestic violence and discuss legal and support services available.	15	20
Unit III	Youth Problems : • Meaning , definition and nature of youth-related problems. • Nature of youth Issues in Contemporary-changing social environment,influence of technology and media. • Shifting family pattern,peer pressure andvalue conflicts Activity : Problem Mapping Activity(Youth Issues Chart): Students will major youth problems (unemployment,addiction stress,career confusion) and create a visual chart showing their causes and effects. Group Discussion :‘Why are Youth Problems Increasing today ?’-Students form small groups and discuss social change ,peer pressure, technology, and family influence. Each group presents reasons.	15	20
Total teaching hours and marks		45	60

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Activities	➤ Cyber Crime Case Analysis: Students select a real cyber-crime case and present type, method, impact, and prevention in a short group presentation. ➤ Fake News Detection Task- Students examine sample posts /News and Identify which ones are fake, giving reasons for their choices ➤ Documentary Reflection – After watching a chart documentary on women-related crimes students write a brief note on crime type, patriarchal attitude, and preventive measure. ➤ Role Play On Women safety –group perform role plays on harassment, trafficking or domestic violence and discuss legal and support services available ➤ Problem Mapping Activity(Youth Issues Chart): Students will major youth problems (unemployment, addiction stress, career confusion) and create a visual chart showing their causes and effects. ➤ Group Discussion : ‘Why are Youth Problems Increasing today ?’-Students form small groups and discuss social change, peer pressure, technology, and family influence. Each group presents reasons.
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Textbooks / Reference Books:	1. डॉ. अशोक यादव – आधुनिक गुन्हे आणि समाज, निर्मल प्रकाशन, नागपूर 2. राजेश खांडेकर –सायबर सुरक्षा आणि डिजिटल धोके, निधी प्रकाशन, मुंबई 3. डॉ. मेघा पवार-सायबर क्राइम :समाजशास्त्रीय आणि कायदेविषयक अभ्यास, फडके प्रकाशन, कोल्हापूर 4. डॉ. सुरेखा माने –स्त्री आणि समाज, अमोल प्रकाशन पुणे 5. डॉ. व्ही. पी. कुलकर्णी – महिला व सामाजिक समस्या, शेजारी प्रकाशन, औरंगाबाद 6. डॉ. यू.बी. पाटील - महिला आणि कायदा, अथर्व प्रकाशन पुणे 7. डॉ. सुरेश पाटील- आधुनिक भारतातील सामाजिक समस्या –फडके प्रकाशन, कोल्हापूर 8. डॉ. सुनील देशमुख – भारतीय समाजातील समकालीन समस्या – संभावना प्रकाशन, पुणे. 9. डॉ. शंकरराव काले - समाजशास्त्र :सिद्धांत व व्यवहार, प्रसाद पब्लिकेशन, पुणे 10. प्रा. माधव खांडेकर – आधुनिक भारतातील युवक-समस्या व प्रवाह, विशाल पब्लिकेशन, नागपूर
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Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester VI

(To be implemented from 2026 – 27)

MAJOR ELECTIVE 2 :A) RURAL AND URBAN TRANSFORMATION

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR ELECTIVE IN SOCIOLOGY)
Course Code	BA6HUSOTME2
Course Name	A) RURAL AND URBAN TRANSFORMATION

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No. of Credits	04 (Lecture – 4, Tutorial – 0, Practical – 0)
Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Elective
Pre-requisites for the course	• Basic understanding of Indian Society and Social Structure. • Awareness of Indian Constitution and Social Issues. • General knowledge of Globalization and Modernization.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Analyze the impact of globalization and democratic politics on caste-tribe conflicts and Jajmani system decline.	PO1, PO3, PSO1, PSO2	L – 4	Analyze
CO 2	Evaluate factors responsible for de-peasantization migration to cities, and emergence of class relations in rural society.	PO1, PO4, PSO2, PSO3	L – 5	Evaluate
CO 3	Compare towns, cities, and mega-cities as network-builders of urbanization and explain role of service sectors.	PO1, PO2, PSO2, PSO4	L – 3	Apply
CO 4	Critique gated communities, exclusiveness and ethic/class-based issues of slums in cities.	PO1, PO5, PSO3, PSO4	L-5	Evaluate
CO5	Synthesize patterns of rural and urban transformation to propose solutions for bridging rural-urban disparities.	PO1, PO4, PSO2, PSO4	L-4	Analyze

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Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Changing Rural Community - Changing Inter-Community Relations-Divide of Jajmani System, From Caste to Class, Impact of Globalization and Democratic Politics, Caste violence, Caste-Tribal Conflicts - Caste-Tribal Settlement- Rurualization of Tribes, Migration of Tribes- Castes, Secured Forests, Mutual Adaptations - Rural Development and Change- Panchayati Rai, Government Policies, Education and Technology in rural areas, Role of NGOs, Agricultural changes and modernization Activity: ➤ Field Visit / Survey :Topic-‘Study of Rural and Urban Changes’ Students will visit a near by village or urban area and observe changes in lifestyle , occupation migration , caste / class relations and living conditions ➤ Group Discussion : Topic- ‘Rural and Urban Transformation in society’ Students will discuss in groups the changes in rural community agrarian system , urbanization and human relations .	15	15
Unit II	Changing Agrarian System: - Changing Agrarian Economy -Decline of Agrarian System, Factors of De• Peasantization of Rural Population and impact ,Factors of Migration to cities and Impact. - Changing Agrarian Relations-Factors responsible for Changing Agrarian Social Structure ,Inter-community relations and violence. - C.Land Ownership & Change in Agrarian Relations, Emergence of Class relations in rural society, Agrarian Unrest and Peasant Movements Activity : ➤ Field Visit : Topic – ‘Changing Agrarian Economy’ Students will visit a near by a village or farm to observe changes in farming methods ,use of technology and land ownership. ➤ Group Dscussion : Topic-‘ Agrarian Social structure’ Students will discuss changes in rural society farmer classes and social relations in groups .	15	15

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Unit III	Changing Urban Community • Urbanism-Concept and Meaning, Development of Urbanity, Factors and Impact Urbanization • Towns, Cities and Mega-Cities-Concepts, Development and Variance in Issues, Industries, Service Sectors and Businesses as Factors and Network-Builder of Urbanization • Urban Problems and sustainable Development issues: Pollution, traffic congestion, housing shortage, unemployment, Environmental challenges in cities, Concept of Sustainable Urban Development, Smart Cities and Government initiatives Activity: Field Visit: Visit a nearby urban area and identify major urban problems (traffic, pollution, housing) Group Discussion: Discuss the impact of urbanization on environment and society	15	15
Unit IV	• Changing Human Relations in Urban Society • Urban Middle Class-Factors of Emergence and Its Impact. Township • Emergence of Gated Communities and Exclusiveness. Changing Neighborhood with integrated communities. • Slums-Factors of Development and issues. Basti in Cities-Ethnic, Class, Religion and Caste based issues of settlement of Basti SC. Different Urban Movements and Urban Violence • Changing family and Social Relationships in Urban Area -Nuclear family system and its impact, Individualism vs collectivism, Changing gender roles in urban society, work-life balance and social isolation Activity: Case Study : 'Changing Family Relationships in Urban Society' Students will study a Family in an urban area and analyze changing relationships. Survey method: topic- 'Urban Middle Class Lifestyle and Social Relation'. Students conduct a small survey on urban middle-class lifestyle and social relations.	15	15
Total teaching hours and marks		45	60

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Activities	➤ Field Visit / Survey :Topic-‘Study of Rural and Urban Changes’ Students will visit a near by village or urban area and observe changes in lifestyle , occupation migration , caste / class relations and living conditions ➤ Group Discussion : Topic- ‘Rural and Urban Transformation in society’ Students will discuss in groups the changes in rural community agrarian system , urbanization and human relations . ➤ Field Visit : Topic – ‘Changing Agrarian Economy’ Students will visit a near by a village or farm to observe changes in farming methods ,use of technology and land ownership. ➤ Group Discussion : Topic-‘ Agrarian Social structure’ Students will discuss changes in rural society farmer classes and social relations in groups . ➤ Field Visit: Visit a nearby urban area and identify major urban problems (traffic, pollution, housing) ➤ Group Discussion: Discuss the impact of urbanization on environment and society ➤ Case Study :‘Changing Family Relationships in Urban Society’ Students will study a Family in an urban area and analyze changing relationships. ➤ Survey method: topic- ‘Urban Middle Class Lifestyle and Social Relation’. Students conduct a small survey on urban middle-class lifestyle and social relations.
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Textbooks / Reference Books:	1. चुनखडे,पाटील,ग्रामीण समाजशास्त्र,फडके प्रकाशन ,कोल्हापूर. 2. प्रो. प्रकाश बोंबडे- भारतीय समाज रचना (पारंपरिक व आधुनिक),मंगेश प्रकाशन , नागपूर 3. डॉ. रघुराज गुप्ता -भारत मे समाज कल्याण और सुरक्षा ,किताब महल ,इलाहाबाद 4. श्रीधर,व्य.,केतकर - भारतीय समाजशास्त्र ,पुणे,1994 5. डॉ. ए. आर देसाई -भारतीय ग्रामीण समाज,पॉप्युलर प्रकाशन ,मुंबई,2010 6. डॉ. बी. बी भोईटे - ग्रामीण समाजशास्त्र ,निरली प्रकाशन ,पुणे ,2015 7. डॉ. डी. आर. जाधव - नागरी समाजशास्त्र,डायमंड पब्लिकेशन,पुणे,2017
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Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester V

(To be implemented from 2026 – 27)

MINOR 2: INDIAN SOCIETY: STRUCTURE CHALLENGES AND SOCIAL PROBLEMS

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 : Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MINOR IN SOCIOLOGY)
Course Code	BA5HUSOMI2

msv23



Course Name	INDIAN SOCIETY: STRUCTURE CHALLENGES AND SOCIAL PROBLEMS
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (<i>Min passing marks - 24 + 16 = 40</i>)
Group under NEP scheme	MINOR
Pre-requisites for the course	• Basic knowledge of Indian Society. • Understanding of Caste, Class, Gender terms . • Basic reading skills for social issues.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Understand the caste structure and constitutional provision for SC and OBC.	PO3, PO7, PSO1	L – 1	Remember
CO 2	Analyze patriarchy and crimes against women in India .	PO2, PO4, PSO2, PSO3	L – 2	Understand
CO 3	Discuss major issues of tribal communities such as development , mobility and constitutional safeguards.	PO1, PO3, PO7, PSO2	L – 3	Apply
CO 4	Summarize key structural issues in India society and evaluate government measures for SC,OBC,Tribes and women.	PO1, PO6, PSO4	L-4	Analyze

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Indian Society, Structure and Inequality • Caste as a structure of inequality and discrimination. • Problems of Scheduled Castes and Other Backward Castes. • Constitutional Provisions for Scheduled Castes & Other Backward Classes. Mandal Commission ACTIVITY: ➤ Group Discussion: Topic- 'Caste as a Structure of Inequality'. Students from small groups, discuss how castes inequality in society, and share real-life examples. ➤ Chart/Poster Making: Topic- 'Problems of SC, OBC and Tribes'. Students create a simple chart/ poster showing key problems (education, employment, discrimination) and present it briefly.	15	20

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Unit II	Patriarchy in Contemporary India: • Patriarchy and Caste-Class-Gender relationship: issues of rights and Authority • Crime against women: Domestic violence, harassment at work place, Sexual assaults and Rapes • Issues of Women's Empowerment and Capability Building-Factors, issues and measures. Activity : ➤ Poster Making – Student will prepare a poster on women Empowerment or stop violence against women.. ➤ News Analysis : Students will read a newspaper article about crime against women and discuss its causes and solutions.	15	20
Unit III	Tribal Issues and Problems in India: • Tribal problems: Education, Development and Agrarian problem. • Social mobility and change: Hinduization, Democratization, Politicization • Constitutional Provision of Schedule V, PESA & Forest Act and Reservation in Education and Employment Activity: ➤ Group Discussion : Topic-Constitutional provision for tribes (Schedule V, PESA, Forest Rights) Students discuss the importance of these provision, share examples, and explain how they help in tribal welfare. ➤ Map Activity : Students will identify and mark major Tribal regions in India on a map	15	20
	Total teaching hours and marks	45	60
Activities	➤ Group Discussion: Topic- 'Caste as a Structure of Inequality'. Students from small groups, discuss how castes inequality in society, and share real-life examples. ➤ Chart/Poster Making: Topic- 'Problems of SC, OBC and Tribes'. Students create a simple chart/ poster showing key problems (education, employment, discrimination) and present it briefly ➤ Poster Making – Student will prepare a poster on women Empowerment or stop violence against women.. ➤ News Analysis : Students will read a newspaper article about crime against women and discuss its causes and solutions ➤ Group Discussion : Topic-Constitutional provision for tribes (Schedule V, PESA, Forest Rights) Students discuss the importance of these provision, share examples, and explain how they help in tribal welfare. Map Activity : Students will identify and mark major Tribal regions in India on a map ➤ Map Activity : Students will identify and mark major Tribal regions in India on a map		

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**Textbooks /
Reference
Books:**

- 1 डॉ. प्रदीप आगलावे, डॉ. सरोज आगलावे, भारतीय समाज संरचनात्मक प्रश्न आणि समजक समस्या - , श्रीसाईनाथ प्रकाशन, नागपूर.
8. 2.2 डॉ. एम. आर. तोषणीवाल, भारतीय सामाजिक समस्या, विश्व पब्लिशर्स अँड डिस्ट्रिब्युटर्स, नागपूर
3. महात्मा ज्योतिबा फुले - गुलामगिरी, डायमंड प्रकाशन, पुणे-1873
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5. ताराबाई शिंदे - स्त्री-पुरुष तुलना, लोकवाडमय गृह, मुंबई -1882
6. डॉ. इरावती कर्वे - भारतीय समाजरचना, देसाई प्रकाशन, 1960
7. डॉ. सुनीता बोडखे - महिला सक्षमीकरण आणि समाज, डायमंड प्रकाशन, पुणे-2015

Evaluation Pattern:

S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

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B. A. (MAJOR IN SOCIOLOGY)

Semester V

(To be implemented from 2026 – 27)

VSC 4 : NGO(Non-Governmental Organization) WORKER

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA5HUSOVSC4
Course Name	VSC 4 : NGO(Non-Governmental Organization) WORKER

msv3



No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	50 (Activities – <i>Min passing marks - 25</i>) + 50 (Continuous Internal Examination – <i>Min passing marks - 25</i>) = 100 marks (Min passing marks – 25 + 25 = 50)
Group under NEP scheme	VOCATIONAL SKILL COURSE(VSC)
Pre-requisites for the course	• Basic understanding of society and social Issues. • Communication and network skills. • Basic knowledge of computer / digital tools .

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Explain the meaning , structure, role, and law of NGOs.	PO2,PO4,PO5, PO6, PSO5	L – 2	Understand
CO 2	Demonstrate essential skills and techniques required to work in NGOs.	PO2, PO3,PO6 PSO4, PSO5	L – 3	Apply
CO 3	Analyze the role and functioning of NGOs and apply necessary skills to work effectively in social development activities .	PO1, PO2,PO4,PO6 , PSO3,PSO5	L – 4	Analyze

Syllabus:	Contents
Unit I	Introduction of NGO worker: • NGO - meaning, structure ,Role, History • Laws governing NGO's registration • NGO type - based on registration • Documents required for NGO registration
Unit II	SKILLS OF NGO: • NGO workers eligibility • Find an NGO of your choice • Skills or techniques to working in NGO's
Activities	➤ Concept Mapping Activity : Topic- ' Meaning, structure , and role of NGO' - Students create a concept map showing NGO components and functions ➤ Timeline Preparation : Topic – History of NGOs - Students prepare a timeline chart of development of NGOs in India. ➤ Group Discussion : Topic- Role of NGO in society - Students discuss and present views on important of NGOs . ➤ Case Study Analysis : Topic – Laws governing NGO registration - Students read a case and analyze legal procedures. ➤ Mock Registration Activity : Topic- NGO registration process. - Students practice from filling and document verification

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C.I.E.- Activity	➤ Assignment : Topic- Types of NGOs and their functions . ➤ Seminar Presentation : Topic – Selected NGO (students choose any NGO and present) ➤ Field Visit Report /Virtual visit : Visit an NGO and submit a report . ➤ Practical Demonstration : Demonstrate NGO skills (communication , documentation , teamwork) ➤ Viva/ Oral Test : Based on NGO concepts , laws ,and skills
	Total teaching hours and marks
Activities	

Textbooks / Reference Books:	1. डॉ. आर के. तिवारी - गैर सरकारी संगठन: अवधारणा एवं प्रबंधन, अर्जुन पब्लिशिंग हाऊस, नई दिल्ली, 2018 2. डॉ. सुनील गुप्ता - एन. जी. ओ. प्रबंधन एवं कानून, यूनिवर्सिटी बूक हाऊस, जयपुर 3. डॉ. सूरज सिंह - सामाजिक कार्य एवं गैर सरकारी संगठन, नमन प्रकाशन, दिल्ली 4. अंड विनायक पाटील - एन. जी. ओ. नौदणी व कायदे, सहल प्रकाशन, पुणे, 2022 5. डॉ. सुमेध वाघमारे - स्वयंसेवी संस्था व्यवस्थापन, कॉन्टीनेट प्रकाशन, पुणे, 2019
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Evaluation Pattern:		
S. No	Activity = 50 marks (Each Activity = 10 Marks)	C.I.E. = 50 marks (Each Activity = 10 Marks)
1.	Concept Mapping Activity	Assignment
2.	Timeline Preparation	Seminar Presentation
3.	Group Discussion	Field Visit Report /Virtual visit
4.	Case study Analysis	Practical Demonstration
5.	Mock Registration Activity	Viva/ Oral Test

1.	डॉ. आर के. तिवारी - गैर सरकारी संगठन: अवधारणा एवं प्रबंधन, अर्जुन पब्लिशिंग हाऊस, नई दिल्ली, 2018
2.	डॉ. सुनील गुप्ता - एन. जी. ओ. प्रबंधन एवं कानून, यूनिवर्सिटी बूक हाऊस, जयपुर
3.	डॉ. सूरज सिंह - सामाजिक कार्य एवं गैर सरकारी संगठन, नमन प्रकाशन, दिल्ली
4.	अंड विनायक पाटील - एन. जी. ओ. नौदणी व कायदे, सहल प्रकाशन, पुणे, 2022
5.	डॉ. सुमेध वाघमारे - स्वयंसेवी संस्था व्यवस्थापन, कॉन्टीनेट प्रकाशन, पुणे, 2019

Evaluation Pattern:		C.I.E. = 50 marks (Each Activity = 10 Marks)
S. No	Activity = 50 marks (Each Activity = 10 Marks)	
1.	Concept Mapping Activity	Assignment
2.	Timeline Preparation	Seminar Presentation
3.	Group Discussion	Field Visit Report /Virtual visit
4.	Case study Analysis	Practical Demonstration
5.	Mock Registration Activity	Viva/ Oral Test

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Nagpur Shikshan Mandal's
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B. A. (MAJOR IN SOCIOLOGY)

Semester V

(To be implemented from 2026 – 27)

FIELD PROJECT

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA5HUSOFP2
Course Name	FIELD PROJECT
No. of Credits	02

msv23



Teaching Hours	--
Evaluation Scheme	50(Activities – <i>Min passing marks</i> - 25) + 50 (Continuous Internal Examination – <i>Min passing marks</i> - 25) = 100 marks (<i>Min passing marks</i> – 25+ 25 = 50)
Group under NEP scheme	FIELD PROJECT
Pre-requisites for the course	• Basic understanding of Sociology concepts. • Knowledge of research methods. • Basic skill in data collection and communication.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Identify urban social issues through field study.	PO2, PO3, PO6, PSO3, PSO5	L – 3	Apply
CO 2	Analyze data collected from surveys, interviews, and observation .	PO2, PO6, PO7, PSO2, PSO3, PSO5	L – 4	Analyze
CO 3	Interpret finding in relation to Sustainable Development Goals(SDGs)	PO1, PO2, PO3, PO4, PO7, PSO4, PSO5	L – 5	Evaluate
CO 4	Evaluate urban problems and propose practical solutions based on fieldwork.	PO1, PO6, PSO4	L-5 L-6	Evaluate Create

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Identify urban social issues through field study.	PO2, PO3, PO6, PSO3, PSO5	L – 3	Apply
CO 2	Analyze data collected from surveys, interviews, and observation .	PO2, PO6, PO7, PSO2, PSO3, PSO5	L – 4	Analyze
CO 3	Interpret finding in relation to Sustainable Development Goals(SDGs)	PO1, PO2, PO3, PO4, PO7, PSO4, PSO5	L – 5	Evaluate
CO 4	Evaluate urban problems and propose practical solutions based on fieldwork.	PO1, PO6, PSO4	L-5 L-6	Evaluate Create

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**B. A. (MAJOR IN SOCIOLOGY)
Semester V
(To be implemented from 2026 – 27)
FIELD PROJECT**

Sr. no.	TOPIC	Related to SDG no.
1	शहरातील वृद्धांचे एकाकीपण व सामाजिक आधार एक अभ्यास : Loneliness and Social Support for Elderly in Urban Areas.	SDG-3 Good Health SDG-10 Reduced Inequality
2	शहरी मध्यमवर्गीय कुटुंबामध्ये मोबाइल वापरचा सामाजिक परिणाम Social Impact of Mobile Phone Usagr in Urban Middle – Class Families	SDG-9 Industri And Innovation SDG 4 – Quality Education
3	शहरातील सार्वजनिक वाहतूकमेट्रो / बस वापरचा अभ्यास Study of Public Transport Use (Bus/ Mtrro) in Urban Areas	SDG11- Sustainable Cities SDG13 - Climate Action
4	शहरातीलस्वच्छयता कर्मचारी यांचे कामाचे स्वरूप आणि आव्हाने Work Condition and Challenges of Urban Sanitation Workers.	SDG8-Decent Work SDG3- Good Health
5	सार्वजनिक उद्याने व नागरिकांचा वापर एक समाजशास्त्रीय : अभ्यास Usage of Public Parks by Uban Residents: A Study	SDG3-Good Health, SDG11- Sustainable Cities
6	शहरी झोपडपट्ट्यातील आरोग्य समस्यांचा अभ्यास Health Problems in Urban Slum Areas .	SDG3-Good Health
7	शहरातील वाहतूक कोंडी व नागरिकांच्या अडचणी एक अभ्यास : Traffic Congestion and Problems Faced by Urban Citizen	SDG11- Sustainable Cities & Communities
8	महाविद्यालयीन विद्यार्थ्यांच्या बदलत्या खाण्याच्या सवयी व आरोग्य Changing Food Habits and Health Among College Students.	SDG3, Good Health SDG12-Rresponsibal Consumption SDG 4 – Quality Education
9	ग्रामीण तरुणांचा डिजिटल सेवांचा प्रवेश Access to Digital Service Among Rural Youth	SDG9-Industry Innovation and Infrastructure SDG10- Reduced Inequalities, SDG4- Quality Education.
10	तरुणांच्या वर्तन व नातेसंबंधावर सोशल मिडियाचा प्रभाव Impact of Social Media on Youth Behavior and Relationship.	SDG3-Good Health SDG4-Quality Education

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B. A. (MAJOR IN SOCIOLOGY)

Semester VI

(To be implemented from 2026 – 27)

MAJOR 12 : EDUCATION AND SOCIETY IN INDIA

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA6HUSOT12
Course Name	EDUCATION AND SOCIETY IN INDIA
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)

msv3



Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Core
Pre-requisites for the course	• Basic understanding of education system and society. • Awareness about social inequalities (caste, gender, rural-urban different) • Fundamental knowledge of Indian Constitution and social policies)

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Analyze educational disparities and equality concepts.	PO1, PO2, PO4, PO5, PSO 1, PSO2, PSO4,	L – 4	Analyze
CO 2	Examine issues like privatization and state intervention in education.	PO2, PO4, PO5, PSO2, PSO3	L – 4	Analyze
CO 3	Assess the role of education in social development and higher education challenges.	PO1, PO4, PO7, PSO1, PSO4	L – 5	Evaluate
CO 4	Evaluate educational policies and systems.	PO1, PO2, PO4, PO6, PSO3, PSO4	L-5	Evalute

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Equality of Educational Opportunity: • Educational diversities and disparities: region, tribe, caste, gender and rural urban community • Equity and equality: positive discrimination and constitutional provisions • Debate of equity, excellence and efficiency Activity: ➤ Group Discussion : Topic- 'Equality vs Equity in Education' Students discuss real-life examples and present views. ➤ Chart / Poster Making : Topic 'Educational Inequalities in Society' Students create visuals showing caste, gender, rural-urban gaps.	15	20

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Unit II	Issues in education: • Privatization of education • Intervention of state in education • Education, scientific attitudes and modernization Activity : ➤ Debate: Topic 'Privatization of Education : Good or Bad?' Students argue for / against with reasons. ➤ Case Study Analysis : Topic- 'Role of Government schools vs Private Schools' Students compare and present findings.	15	20
Unit III	State and Education in India: • Basic education and social development • Education: skill development, globalized market and social mobility • Crisis in higher education system, governance and finance Activity : ➤ Seminar Presentation : Topic - 'Education and Social Mobility in India' Students present how education changes lives.' ➤ Interview Activity : Topic- 'Problem in Higher Education' Students interview a teacher/ student and report issues.	15	20
	Total teaching hours and marks	45	60
Activities	➤ Group Discussion : Topic- 'Equality vs Equity in Education' Students discuss real-life examples and present views. ➤ Chart/Poster Making Topic 'Educational Inequalities in Society' Students create visuals showing caste, gender, rural-urban gaps. ➤ Debate: Topic 'Privatization of Education : Good or Bad?' Students argue for / against with reasons. ➤ Case Study Analysis : Topic- 'Role of Government schools vs Private Schools' Students compare and present findings. ➤ Seminar Presentation : Topic - 'Education and Social Mobility in India' Students present how education changes lives.' ➤ Interview Activity : Topic- 'Problem in Higher Education' Students interview a teacher/ student and report issues.		

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**Textbooks /
Reference
Books:**

1. अमोल मांडेकर ,अरुण धाकटे ,पांडुरंग कोलवते – शैक्षणिक सामजशास्त्र ,कविकुलगुरुकालिदास संस्कृत यूनिवर्सिटी रंटेक -2020
2. डॉ. विद्या भूषण ,डॉ.डी. आर.सचदेव - सामजशास्त्र परिचय ,के सागर पब्लिकेशन ,पुणे -2023
3. डॉ . वालमिक गायकवाड - महाराष्ट्राचा सामजशास्त्र ,शार्प पब्लिकेशन -2019
4. प्रा. कृष्णा कुमा -समानता गुणवत्ता आणि कार्यक्षमता:शैक्षणिक वाद ,निराळी प्रकाशन ,पुणे,2021
5. अॅड.सुरेश माने - संविधान आणि शिक्षणा चा हक्क ,मेहता पब्लिशिंगहाऊस ,पुणे,2020
6. डॉ. अनिल सदगोपाल - शिक्षणाचे खाजगीकरण:समस्या आणि आव्हाने,लोक वाडंमय गृह,मुंबई,2018
7. प्रा. कृष्णा कुमार - ,राज्य आणि शिक्षण:हस्तक्षेकाची भूमिका ,डायमंड पब्लिकेशन्स पुणे,2020
8. डॉ.जे. पी.,नाईक -पायाभूत शिक्षण आणि सामाजिक विकास,निराळी प्रकाशन,2018
9. डॉ.अमर्त्य सेन,-अनू. पाळशिकर - शिक्षण,कौशल्य आणि जागतिक बाजारपेठ,सुगावा प्रकाशन,2022
10. उच्च शिक्षणातील संकट: प्रशासन आणि वित्त,डायमंड पब्लिकेशन पुणे ,2021

Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
Total: 60 marks		Total: 40 marks

Evaluation Pattern:	
S. No	Theory (60 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks
Total: 60 marks	

C.I.E (40 marks)	
Activity participation	= 10 marks (2 activities x 5 marks)
Class Test	= 10 marks
Assignment	= 10 marks
Viva	= 10 marks
Total: 40 marks	

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B. A. (MAJOR IN SOCIOLOGY)

Semester VI

(To be implemented from 2026 – 27)

MAJOR 13 : CULTURAL ISSUES IN INDIAN SOCIETY

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA6HUSOT13
Course Name	CULTURAL ISSUES IN INDIAN SOCIETY

msv3



No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Core
Pre-requisites for the course	• Basic understanding of culture and society. • Awareness of diversity (religion, caste , region) • General idea of social change and globalization .

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Analyze multicultural aspects of Indian society .	PO1, PO3, PSO1, PSO4	L – 4	Analyze
CO 2	Examine the impact of globalization and media on culture .	PO1, PO7, PSO2, PSO4	L – 4	Analyze
CO 3	Assess cultural conflicts and their social consequences .	PO1, PO4, PSO2, PSO4	L – 5	Evaluate
CO 4	Evaluate cultural changes and social issues in contemporary society.	PO1, PO4, PSO2, PSO4	L-5	Evaluate

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Multiculturalism and Society • Threads in Indian Culture: Theism and Atheism ,Anti-castecults– Ayothadas, Periyar and Narayana Guru cult ,conflicts over philosophy, • Culture and Regions: different food habits, cloths and traditions ,matriarchal and patriarchal traditions, conflicts over food, clothes and rituals • Emerging Trends Caste less and religionless society, Secularism, Humanitarianism and multiculturalism Activity: ➤ Group Discussion : Topic- 'Multiculturalism in India' Students discuss diversity in religion , caste , and culture. ➤ Poster Making: Topic-' Unity in Diversity' Students create charts showing different cultures .	15	20

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Unit II	Media, Globalization and Culture - Contemporary Culture : Emergence of Popular Culture, Westernization and McDonaldization - Glocalization: Hybridization of Culture; Global, local and Glocal Culture, imitation of culture - Anti-Glocal Cultural trends: Swadeshi, degradation of indigenous culture and its preservation Activity : Case Study : Topic- Impact of Social Media on Culture' Students observe and write examples from daily life. Seminar Presentation : Topic- Globalization and Westernization'. Students present effects on Indian culture.	15	20
Unit III	Cultural Conflicts in society - Communal and Caste Conflicts as cultural conflicts, Ethnic Conflicts and regionalism as cultural issues - Cultural hierarchy: Majority versus minority culture, protections to minority and tribal culture, Cultural transformation - Great and Little traditions, Modernization of Indian Traditions Activity: Debate: Topic- 'Cultural Conflicts are Increasing in Modern Society'. Students give arguments for /against. Interview Activity: Topic- 'Local Cultural Conflicts'. Students interview elders /community members.	15	20
	Total teaching hours and marks	45	60
Activities	Group Discussion : Topic- 'Multiculturalism in India' Students discuss diversity in religion , caste , and culture. Poster Making: Topic- 'Unity in Diversity' Students create charts showing different cultures . Case Study : Topic- Impact of Social Media on Culture' Students observe and write examples from daily life. Seminar Presentation : Topic- Globalization and Westernization students present effects on Indian culture. Debate: Topic- 'Cultural Conflicts are Increasing in Modern Society'. Students give arguments for /against. Interview Activity: Topic- 'Local Cultural Conflicts'. Students interview elders /community members.		

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**Textbooks /
Reference
Books:**

1. डॉ. योगेंद्र सिंह - भारतीय संस्कृति और बहुसंस्कृतीकवाद, रावत पब्लिकेशन, जयपुर
2. प्रो. टी. एन मदन - धर्म, समाज और संस्कृति, राजकामल प्रकाशन, दिल्ली
3. शरद पाटील - जातीयव्यवस्था, सुगावा प्रकाशन, पुनर-2024
4. डॉ. गोपाल गुरु - भारत में जातिविरोधी आंदोलन, वाणी प्रकाशन, नई दिल्ली -2019
5. डॉ. सुहास पळशिकर - जागतिकीकरण आणि भारतीय संस्कृति, डायमंड पब्लिकेशन, पुणे-2020
6. डॉ. उज्ज्वला मस्के - समाजमाध्यमे सांस्कृतिक परिणाम, अक्षर प्रकाशन, मुंबई -2023
7. डॉ. संजय रानडे - माध्यम, संस्कृति आणि समाज, मेहता पब्लिशिंग हाऊस, पुणे-2017
8. डॉ. दुर्गा भागवत - महान आणि लोक परंपरा, मॅजेस्टिक प्रकाशन, मुंबई-2021
9. प्रा. रमेश कुबेर - बहुसंख्य-अल्पसंख्य संसृति संघर्ष, डायमंड पब्लिकेशन, पुणे-2017
10. डॉ. शरद पाटील - भारतीय परंपरांचे आधुनिकीकरण, सुगावा प्रकाशन, पुणे-2014

Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
	Total: 60 marks	Total: 40 marks

msvB



Nagpur Shikshan Mandal's
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B. A. (MAJOR IN SOCIOLOGY)

Semester VI

(To be implemented from 2026 – 27)

MAJOR 14 : SOCIAL PROBLEMS INCONTEMPORARY INDIA - II

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR IN SOCIOLOGY)
Course Code	BA6HUSOT14
Course Name	SOCIAL PROBLEMS IN CONTEMPORARY INDIA - II

msvB



No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Core
Pre-requisites for the course	• Basic understanding of society and social institutions. • Introductory knowledge of sociology or social concepts. • Awareness of social issues such as inequality, diversity and cultur.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Analyze the social construction of gender through socialization.	PO1, PO3, PO5, PSO1, PSO2,	L – 4	Analyze
CO 2	Differentiate between sex, gender, and sexuality.	PO1, PO2, PSO1, PSO2,	L – 2	Understand
CO 3	Explain the role of institution in shaping gender role.	PO1, PO2, PSO2, PSO3	L – 2	Understand
CO 4	Evaluate gender inequalities and methods to challenge them.	PO1, PO5, PSO3, PSO5	L-5	Evaluate

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
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	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	PO1, PO3, PO5, PSO1, PSO2,	L – 4	Analyze
CO 2	PO1, PO2, PSO1, PSO2,	L – 2	Understand
CO 3	PO1, PO2, PSO2, PSO3	L – 2	Understand
CO 4	PO1, PO5, PSO3, PSO5	L-5	Evaluate

msv3



Unit I	Problem of Inequality : • Poverty corporate capitalism, distribution of resources culture of poverty, unequal opportunity and poverty consequences of poverty and its elimination. • Casteism and atrocities: Unequal distribution of power opportunity and discrimination ,caste struggle and atrocities : inclusive policy : political reservation in education and government services , SC and OBC Commission Act. • Gender inequality :Patriarchal and patrilinear structure and denial of power and authorities , sex roles, discrimination ; Socioeconomics-Political Consequences of sexism, constitutional ,provisions and gender sensitization . Activity: ➤ Survey On Social I:nequality: Topic – ‘Understanding Inequality in Society’ Students ask a few people simple quotations about poverty , caste and gender inequality and note their answers to understand social inequality. ➤ Poster/ Chart Making: Topic –‘Promoting Equality in society’ Students make a poster with slogans and drawings on equality to spread awareness in society .	15	20
Unit II	Population Space and social problems: • Population and Urban problems : Urban transformation due to migration ,overpopulation ,urban explosion ,urban problems: • health, habitat ,natural resources ,Socio-economic and political problem; rapid modernization and use of technology . • Environment; social problems and solution to social problems. • Development included displacement and rehabilitation. Activity : ➤ Survey On Populations Problems : Topic- ‘Understanding Population and urban problems’ Students will ask people simple questions about overpopulation migration housing and urban problems in their area and note the responses. ➤ Group Discussion ; Topic-‘Discussion on Populations and Urban Problems’ Students will discuss in groups about overpopulation migration ,pollution housing problems and environmental issues and share solutions	15	20

msvB



Unit III	Artificial Intelligence and Emerging Social Problems: • AI and Employment : • Impact of automation on jobs, job displacement, and skill gap • AI and Ethics issues: Privacy concerns, data misuse, surveillance, and algorithmic bias. • AI and Social Impact : Effect o AI on education, healthcare, and human interactions. Activity ➤ Survey Activity : Topic – ‘ Impact of AI on daily life’ Students will prepare a simple questionnaire and conduct a survey among 5-10 people about their use of AI , then summarize the responses. ➤ Group Presentation : Topic – ‘Ethical issues of AI’ Students will prepare and present on topics like privacy ,data misuse ,or bias in AI	15	20
	Total teaching hours and marks	45	60
Activities	➤ Survey On Social Inequality: Topic – ‘Understanding Inequality in Society’ Students ask a few people simple quotations about poverty , caste and gender inequality and note their answers to understand social inequality. ➤ Poster/ Chart Making: Topic –‘Promoting Equality in society’ Students make a poster with slogans and drawings on equality to spread awareness in society . ➤ Survey On Populations Problems : Topic- ‘Understanding Population and urban problems’ Students will ask people simple questions about overpopulation migration housing and urban problems in their area and note the responses. ➤ Group Discussion ; Topic-‘Discussion on Populations and Urban Problems’ Students will discuss in groups about overpopulation migration ,pollution housing problems and environmental issues and share solutions ➤ Survey Activity : Topic – ‘ Impact of AI on daily life’ Students will prepare a simple questionnaire and conduct a survey among 5-10 people about their use of AI , then summarize the responses. ➤ Group Presentation : Topic – ‘Ethical issues of AI’ Students will prepare and present on topics like privacy ,data misuse ,or bias in AI		

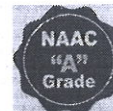
Textbooks / Reference Books:	1. डॉ. भालचंद्र मूंगेरकर - भारत आणि असंनतेचे अर्थकारण ,लोकवाग्मय गृह, मुंबई-2017 2. डॉ. विद्या बाळ - भारतीय स्त्री प्रश्न आणि वास्तव , मॅजेस्टिक प्रकाशन ,मुंबई 2016 3. राजा ढाले - संवि धान आणि सामाजिक न्याय , डायमंड पब्लिकेशन ,पुणे -2019 4. डॉ. कुमुद पवाडे, लोकसंख्या आणि नागरी समस्या , डायमंड पब्लिकेशन ,पुणे -2019 5. डॉ. माधव गाडगीळ - पर्यावरण विकास आणि सामाजिक प्रश्न, मेहता पब्लिकेशन हाऊस ,पुणे-2021 6. विकासातून विस्थापन आणि पुनर्वसन , कॉन्ट्री नेटल प्रकाशन ,पुणे -2022 7. डॉ. आनंद देशपांडे - कृत्रिम बुद्धिमत्ता आणि नोकऱ्यांचे भवितव्य , डायमंड पब्लिकेशन ,पुणे -2024 8. डॉ. स्नेहल जोशी - एआय : नैतिकता आणि गोपनीयतेचे प्रश्न ,मेहता पब्लिकेशन हाऊस ,पुणे -2023 9. डॉ. प्रशांत थत्ते- डिजिटल समाजातील नैतिक आव्हाने, संकेत प्रकाशन, औरंगाबाद -2024 10. डॉ. सुजाता कुलकर्णी - तंत्रज्ञान आणि सामाजिक बदल ,निराळी प्रकाशन -2022
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msv3



Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
Total: 60 marks		Total: 40 marks

MSV8



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B. A. (MAJOR IN SOCIOLOGY)

Semester VI

(To be implemented from 2026 – 27)

MAJOR ELECTIVE 2 : B) MEDIA AND SOCIETY

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

1. Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.
2. Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.
3. Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking
PO2: Effective Communication
PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Apply key sociological concept theories and thinkers.

PSO2 :Analyze social institutions and culture patterns across time.

PSO3: Critically evaluate social inequality, gender dynamics, tribal issues and the impact of globalization, modernization and development on Indian society, using theoretical framework and field data.

PSO4: Organize field survey and career counseling using modern tools, ethical practices and effective communication.

PSO5: Work in NGOs contributing to gender justice, caste equality, educational access and social empowerment.

Program Code	BASO
Program Name	B.A. (MAJOR ELECTIVE IN SOCIOLOGY)
Course Code	BA6HUSOME2
Course Name	
No. of Credits	04 (Lecture – 4, Tutorial – 0, Practical – 0)

msv3



Teaching Hours	60 hours (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = 100 marks (Min passing marks – 24 + 16 = 40)
Group under NEP scheme	Major Elective
Pre-requisites for the course	• Basic understanding of Mass Communication concepts • General awareness of Society and current issues • Basic knowledge Media Studies.

Course Outcomes:

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Explain the concept, forms and functions of Mass Media.	PO1, PO2, PSO1, PSO2	L – 2	Understand
CO 2	Analyze the influences of media models and their role in shaping public opinion.	PO1, PO3, PSO2, PSO3	L – 4	Analyze
CO 3	Examine the representation of social group like gender, caste and class in media.	PO1, PO2, PSO2, PSO3	L – 4	Analyze
CO 4	Evaluate the impact of media, market, and ideology in a globalized context.	PO1, PO5, PSO2, PSO3	L-5	Evaluate
CO5	Asses the role of media in shaping society, culture and communication pattern.	PO1, PO3, PSO 2, PSO3	L5	Evaluate

Syllabus:	Contents	Tentative Allotted Periods (hours)	Allotted Marks
Unit I	Understanding Media in Society: • Mass Media: the concept, definition and forms of mass media • Theories of Mass Media: Pluralist, Marxist, Neo-Marxist • Functions of Mass Media- information, education, entertainment and surveillance Activity: ➤ Concept Chart: Topic- 'Meaning, forms and functions of mass media. Students prepare a chart showing meaning, forms, and function of mass media. ➤ Group Discussion :Topic-'Role of Mass Media in Society' Students discuss on role of mass media in daily life (information, education, entertainment)	15	15

msv8

Tentative Allotted Periods (hours) 15
Allotted Marks 15



Unit II	Role and Influences of Media • Hypodermic, normative, interpretative and structured interpretative model • Hyperreality, interpretative community, violence and media • Media and Public Opinion-agenda setting, propaganda and persuasion Activity: ➤ Case Analysis: Topic- 'Media Shape reality more than actual events' Students analyze one news or advertisement to identify propaganda and persuasion techniques. ➤ Debate : Topic- 'Media influences public opinion more than reality' Students share own opinion of media shape reality more than actual events.	15	15
Unit III	Images and Social Group in Media: • Representation of gender, caste, class and religion • Children, Gender, Sexuality and Media Effect • Media and Culture Diversity, representation of different culture and communities. Activity: ➤ Content Analysis: Topic- 'Representation of gender, caste and class in media' Students observe TV/ads and identify representation of gender, caste or class. ➤ Poster Making : Topic- 'Media and Culture Diversity' Students showing positive / negative representation.	15	15
Unit IV	Media in Globalized World: • Media, Market and Popular Culture • Capitalist and state ideology in Media • Focuses on how global media influences culture, society, and communication worldwide Activity: ➤ Group Discussion : Topic- 'Impact of global media on youth culture and lifestyle' Students discuss on impact global media on youth culture ➤ Presentation ; Topic- 'Popular culture through social media and films' Students present on how social media or films spread popular culture globally.	15	15
Total teaching hours and marks		60	60

msv3



Activity	➤ Concept Chart: Topic- 'Meaning , forms and functions of mass media. Students prepare a chart showing meaning, forms, and function of mass media. ➤ Group Discussion :Topic-'Role of Mass Media in Society' Students discuss on role of mass media in daily life(information , education , entertainment) ➤ Case Analyss: Topic-'Media Shape reality more than actual events' Students analyze one news or advertisement to identify propaganda persuasion techniques. ➤ Debate : Topic-'Media influences public opinion more than reality' Students share own opinion of media shape reality more than actual events. ➤ Content Analysis: Topic- 'Representation of gender, caste and class in media' Students observe TV/ads and identify representation of gender, caste or class. ➤ Poster Making : Topic- 'Media and Culture Diversity' Students showing positive / negative representation ➤ Group Discussion : Topic-'Impact of global media on youth culture and lifestyle' Students discuss on impact global media on youth culture ➤ Presentation ;Topic-'Popular culture through social media and films' Students present on how social media or films spread popular culture globally
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Textbooks / Reference Books:	योगेश बोरटे- सोशल मिडिया, अथर्व पब्लिकेशन , पुणे, 2019 डॉ. केशव साठवे - Broadcast Journalism and Digital Media , डायमंड पब्लिकेशन, पुणे, 2020 देविदास खोदेवाडे - , प्रसारमध्यमांसाठी लेखनकैशल्य, विध्य बूक्स पुणे, 2023
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Evaluation Pattern:		
S. No	Theory (60 marks)	C.I.E (40 marks)
1.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation = 10 marks (2 activities x 5 marks)
2.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 2 =16 marks	Class Test = 10 marks
3.	1 LAQ of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 marks	Assignment = 10 marks
4.	3 Short notes of 4 marks OR 6 VSAQs of 2 marks OR 12 MCQs of 1 mark each of all 3 units with no internal choice =12 marks	Viva = 10 marks
Total: 60 marks		Total: 40 marks

msv33