

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



Circular / Syll. Sec./HF/ UG IInd Yr./Curriculum/ 2025.

It is hereby inform to all concerned that, on the recommendation of Board of Deans; **the Academic Council at it's Meeting held on 09th May, 2025 has been accepted the "Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms"** for implemented in the all affiliated colleges.

Sr. No.	Name of the UG Curriculum	Semester
01.	Marathi	IIIrd & IVth
02.	Hindi	IIIrd & IVth
03.	English	IIIrd & IVth
04.	Urdu	IIIrd & IVth
05.	Pali & Buddhism	IIIrd & IVth
06.	Arabic	IIIrd & IVth
07.	Sanskrit	IIIrd & IVth
08.	Political Sciecne	IIIrd & IVth
09.	Public Administration	IIIrd & IVth
10.	Economics	IIIrd & IVth
11.	History	IIIrd & IVth
✓ 12.	Sociology with First Year minor changes	IIIrd & IVth & IInd
13.	Geography with First Year minor changes	IIIrd & IVth & Ist & IInd
14.	Psychology with First Year minor changes	IIIrd & IVth & Ist & IInd
15.	Thoughts of Mahatma Phule & Dr. B. R. Ambedkar	IIIrd & IVth
16.	Islamic Studies	IIIrd & IVth
17.	Military Science	IIIrd & IVth
18.	Philosophy	IIIrd & IVth

This is effective from the Academic Year 2025-26 and Onwards as per appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Chhatrapati Sambhajinagar-431 004.
Ref. No. SU/ UG/Curriculum/NEP
Norms/2025/ 843

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**Deputy Registrar,
[Syllabus]**

Date: 29/ 05/ 2025.

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Copy forwarded with necessary action to:-

- 1] **The Principal, all concerned affiliated colleges,** Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajanagar.
- 2] **The Director,** University Network & Information Centre, UNIC, with **a request to upload this Circular on University Website.**
- 3] **The Director, Board of Examinations & Evaluation,**
Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajanagar.

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DrK*280525/-

Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajnagar.



NAAC A+ Grade

Subject - SOCIOLOGY

B.A.S.Y. (III Semester and IV Semester)
(According to NEP 2020)

NEW Syllabus

To be implemented from

2025-2026

Dr. Babasaheb Ambedkar Marathwada University

Chhatrapati Sambhajanagar-431001



NAAC A+ Grade

B. A. S.Y.

Course Structure

(Revised)

(AS PER NEP-2020)

Subject: Sociology

Effective from-2025

Preface

This undergraduate syllabus for the BASY course in Sociology is the outcome of five meetings of the Board of Studies. The course has been designed in accordance with the National Education Policy (NEP) 2020 for the undergraduate programme. The Board of Studies has developed Discipline-Specific Courses (Major and Minor), Elective Courses, Generic Open Electives, and VSC/SEC components. Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar, will implement the main Sociology programme across its affiliated colleges. Valuable insights from experts, scholars, and teachers have been incorporated into the newly framed syllabus.

The primary objectives of this revised syllabus and the accompanying study materials are to introduce students to the basic concepts and theoretical foundations of Sociology. It also aims to impart essential skills and values for the practical application of Sociology at the beginner level. Furthermore, the syllabus seeks to offer an analytical understanding of human society, grounded in human concern and a sociological perspective.

In alignment with the guidelines of Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar, and the NEP 2020, the course structure is categorized into Discipline-Specific Courses (Major and Minor), Elective Courses, Generic Open Electives and VSC/SEC, with Four and two credits respectively. The key objective of this syllabus is to equip students with a rational, inclusive, and democratic outlook, fostering the ideals of universal brotherhood and human values.



Professor (Dr.) Kalidas M. Bhangre

I/C Chairman

Board of Studies in Sociology

Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajnagar- 431001.

Illustrative credit distribution Structure for B. A. (Three / Four Years Honours/ Honours with Research) Degree Programme with Multiple Entry and Exit Options

B. A. Second Year (3rd and 4th Semester)

Sr. No.	Course Type	Third Semester		Total Credits	Fourth Semester		Total Credits
		Course Code	Credits		Course Code	Credits	
1	Major(Core) Mandatory (Student will be choosing one subject as a major out of 3 major subjects and one subject as a minor)	DSC-7 Social Institution	4 (2T+2P)	8	DSC-9 Transformation in Social Institution	4 (2T+2P)	8
		DSC-8 Indian Society	4 (2T+2P)		DSC-10 Indian Social Problems	4 (2T+2P)	
2	Major Electives (Choose any one from pool of courses)	---	---	---	---	---	- - -
3	Minor (Choose any two from pool of courses) It is from different discipline of the same faculty	M-1-Kinship in India	2	4	M-3-Sociology of Development	2	4
		M-2-Population Education	2		M-4 Gender and Society	2	
4	GE/OE (Generic / Open Elective)(Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	GE/OE-3 Sociology of Artificial Intelligence	2	2	GE/OE-4 Sociology of Information Technology	2	2
5	VSC (Vocational Skill Courses) (Choose any one from pool of courses)	VSC-2 Sociology of Journalism	2 (1T+1P)	2	----	----	2
6	SEC (Skill Enhancement Courses) (Choose any one from pool of courses)	----	---		SEC-2 Sociology of Environment	2 (1T+1P)	
7	AEC (Ability Enhancement Courses) (Choose any one from pool of language courses)	AEC-3 English	2	4	AEC-4*	2	2
8	VEC (Value Education Courses) (Common for all faculty)	VEC-2 Environmental Studies	2		----	---	
9	IKS (Indian Knowledge System) Courses (Common for all faculty)	----	---		---	---	
10	OJT (On Job Training)	----	---	2	---	---	4
11	FP (Field Project)	----	---		---	---	
12	CEP (Community Engagement Project) (Common for all faculty)	----	---		FP-1	2	
13	CC (Co-curricular Courses) (Common for all faculty)	CC-3	2		CC-4	2	
14	RM (Research Methodology) Course	----	---		----	---	
15	RP (Research Project)	-----	---		----	---	
				22			22
Exit Option : Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits of core NSQF course / Internship OR continue with Major and Minor							

*AEC-2andAEC-4:Hindi / Marathi / Pali & Buddhism/Sanskrit/Urdu/ Arabic

Courses to be designed for other Discipline / faculty

1) Minor Courses for other Discipline

Mn-1 : This is a 2 credit theory course to be designed for other discipline

Mn-2 : This is a 2 credit theory course to be designed for other discipline

Mn-3 : This is a 2 credit theory course to be designed for other discipline

Mn-4 : This is a 2 credit theory course to be designed for other discipline

2) Generic / Open Elective Courses for other faculty

GE/ OE-5: This is a 2 credit theory course to be designed for other faculty.

GE /OE-6: This is a 2 credit theory course to be designed for other faculty

Detailed Illustration of Courses included in 3rd and 4th semester:

1) Major (Core) subject are mandatory.

DSC-7 : This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-8 : This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-9: This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-10 : This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

2) Minor: (Choose any two from pool of courses) Its from different discipline of this a me faculty

Mn-1 : This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-2 : This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-3 : This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-4 : This is a 2 credit course to be chosen from other discipline of the same faculty

3) Generic / Open Elective (GE/OE): (Needs to be chosen (any one) from pool of courses available at respective college). These courses should be chose compulsorily from faculty other than that of Major.

GE/OE-3: This is a 2 credit theory course should be chose compulsorily from faculty other than that of Major.

GE/OE-4: This is a 2 credit theory course should be chose n compulsorily from faculty other than that of Major.

4) VSC (Vocational Skill Courses) : Choose any one from pool of courses. These courses should be based on Hands-on Training corresponding to Major (core) subject.

VSC-2 : This is a 2 credit theory / practical course based Hands on Training corresponding to Major (core) subject.

5) SEC (Skill Enhancement Courses): Choose any one from pool of courses. These courses need to be designed to enhance the technical skills of the students in specific area.

SEC-2: This is a 2 credit theory / practical course to enhance the technical skills of the students in specific area.

6) AEC (Ability Enhancement courses): The focus of these courses should be based on Linguistic and Communication skills. It will be comm. On for all the faculty

AEC -3: English this is a 2 credit the or your debased on linguistic efficiency

AEC 4: Modern Indian Language MIL -2 (Hindi / Marathi/ Pali & Buddhism/ Sanskrit/ Urdu/ Arabic) this is a 2 credit the or course based ogling is tic proficiency. Students will have to choose one of the abovementioned languages.

7) VEC -2- Environmental Studies

This is a 2 credit theory course. It will be common for all the faculty.

8) FP-1: Field Project: This is a 2 credit course, should be corresponding to Major (core) subject

9) CC (Curricular Courses): The courses such as Health and wellness, Yoga education, Sports and Fitness, Cultural activities, NSS / NCC, Performing Arts.

CC-3 : Cultural Activity / NSS,NCC

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

CC-4: Fine /Applied/ Visual/ Performing Arts

This is a 2 credit practical course based on Co-curricular activities. It will be common for all the faculty

DSC P-VII: Social Institution

Total Credits : 04 (02+02), Total Contact: Theory-30 Hrs. Practical-60 Hours :

BASY- III Seme. Maximum Marks :100

Learning Objectives of the Course:

1. Students explain basic tenants of Indian social structure and its impact and historical changes on sociological studies.
2. Family, marriage and Kinship are three important and fundamental institutions in the society.
3. This paper aims to introduce these significant social institutions to students from a sociological perspective, while also addressing recent changes in these institutions.

Course Outcomes(Cos):

1. This paper is expected to instill knowledge about the fundamental institutions in society.
2. To know Governing principles of Social Institutions and their continuity and importance of these institutions.
3. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Social Institution	Social Institutions: a) Meaning of Social Institution. b) Characteristics of Social Institutions. c) Functions of Social Institutions. d) Importance of Social Institutions	07 Hrs
Unit-II Socio-Culture Institutions	Socio-Culture Institutions: a) Family: Definition, characteristics, functions of family institution. Forms of family- Matriarchal, Patriarchal, Joint and Nuclear, Changing nature of family b) Marriage: Definition and characteristics of Marriage Institution. Function of Marriage Institution. c) Religion: Definition and characteristics of Marriage Institution. Functions & Dysfunctions of religion Institution	13 Hrs
Unit. III . Professional Institutions:	Professional Institutions: a) Economic Institutions: Definition and characteristics -production, distribution, exchange and consumption. Plastic money and online banking. b) Political Institutions: Definition and characteristics – Territory, Population. Concepts- Nation, Spirit of Nationalism, Political parties, Pressure group. c) Education Institutions: Definition, Characteristics of education Institution. Importance of education Institution. Types of Education.	10 Hrs
Total Hours		30
Practical / Activity		
Unit-I	Objective: To Study Various Social Institutions and their Importance. Activity: To Visit old age home/ orphanage and present Report/PPT/ Poster/Video on it.	20 Hrs
Unit-II	Objective: To understand basic social institution and their Importance. Activity: To study one of the cultural social institution and present Report/PPT/ Poster/Video on it.	20 Hrs
Unit-III	Objective: To understand social institutions and their Importance. Activity: To study one of the social institutions and present Report/PPT/ Poster/Video on it.	20 Hrs
		60 Hrs

Text Books:

1. Ritzer, George and W. W. Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi.
2. काचोळे दा. धो. सामाजिक संस्था, कैलास पब्लिकेशन, औरंगाबाद, 1998.
3. राजवाडे वि. का. भारतीय विवाह संस्थेचा इतिहास, लोकवाङ्मय सभागृह, मुंबई, 2005.
4. खडसे भा. की. (2019), समाजशास्त्र मूलभूत संकल्पना, श्री मंगेश प्रकाशन नागपूर.
5. कुलकर्णी पि.के. (1997), प्रगत समाजशास्त्रीय सिद्धांत, श्री मंगेश प्रकाशन नागपूर.
6. साळुंखे सर्जेराव, (1996), समाजशास्त्रातील मूलभूत संकल्पना, नरेंद्र प्रकाशन, पुणे.

Reference Books:**References:**

1. Dube, Leela 1974. Sociology of Kinship: An Analytical Survey of Literature. Bombay: Popular Prakashan.
2. Engels, F. 1948. The Origin of the Family, Private Property and the State. Moscow: Progress Publishers.
3. International Encyclopedia of the Social Sciences, 1968. New York: Macmillan and Free Press.
4. Shah, A.M. 1974. The Household Dimension of the Family in India. Berkeley: University of California Press.
5. Uberoi, Patricia (ed.) 1993. Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
6. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
7. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
8. Davis, Kingsley 1949, Human Society, Macmillan, Delhi.
9. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA.
10. Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York.
11. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi.

DSC P- VIII: Indian Society

Total Credits: 04 (Theory 02+ Practical 02),
Total Contact: Theory-30 Hrs. Practical-60 Hours:
BASY- III Sem. Maximum Marks :100

Learning Objectives of the Course:

- To understand the concept of unity and diversity in Indian society.
- To learn about the caste system its origin, features, and changes.
- To study the class system and how it affects society.
- To know about important social change processes like modernization, urbanization, and industrialization.
- To understand the causes and effects of the agrarian crisis in India.

Course Outcomes-

- Students will be able to explain unity and diversity in India.
- Students will understand the caste system and its role in society.
- Students will learn about the class system and its recent changes.
- Students will understand how Indian society is changing due to modernization and urban life.
- Students will be able to describe the agrarian crisis and its impact on rural society.

Module /Topics No.	Sub-Topics/ actual contents of the syllabus	Contact Hours
Unit-I Nature of Indian Society	a). Understanding of Indian Society- Historical Background. b). Nature and Characteristics of Indian Society. c). Factors Contributing to unity in India- Geographical, Cultural, Demographic, Religious, Linguistic etc.	10
Unit-II The Caste and Class System	a). Origin, Meaning, and Definition of the Class System b). Characteristics, Functions, and Dysfunctions of the Class System c). Recent Changes in the Class System	10
Unit. III. Agrarian Structure in India	a). Agrarian Crisis in India: Causes and consequences. b). Contract and Group Farming in India c). Modernization, Urbanization, Industrialization in India	10
Total Hours		30
Practical / Activity		
Unit-I	Objectives: To explore sources of diversity and identify the unifying factors of Indian society. Prepare one of the following activities on Unity and Diversity in India: ➤ A Report on how India maintains unity amidst diversity. ➤ A PPT Presentation on the role of secularism and communal harmony. ➤ A Poster/Chart highlighting the various sources of diversity with examples. ➤ An Exhibition of traditional dresses, cuisines, or cultural items from different Indian regions.	20Hrs
Unit-II	Objectives : To understand the caste and class systems in India Prepare one of the following Activities: ➤ A Report on the impact of education and economic changes on the caste/class system. ➤ A PPT Presentation on caste-based occupations and their transformations.	20Hrs

	➤ A Poster/Chart showing differences between caste and class systems. ➤ Interview with people from different caste/class backgrounds on their lived experiences. ➤ An Exhibition displaying visuals or info graphics about caste & class system.	
Unit-III	Objectives: To analyze issues like agrarian crisis, modernization, and urbanization in India. Prepare one of the following activity: ➤ A Report on the agrarian crisis in India, including case studies. ➤ A PPT Presentation on Farmers Suicide in India. ➤ A Poster/Chart comparing urban and rural lifestyles. ➤ An Exhibition on tools of traditional vs. modern farming or before-after industrial setups.	20Hrs
Total Hours		60Hrs
Text Books: 1. Rao, C .N . Shankar, Sociology of Indian Society, S. Chand & Co. Pvt. Ltd.(Revised edt.), 2004 2. Biswas, Anupama Globalization and Society, Wisdom Press (ISBN) (CBCS) 3. Bhagawati, Jagdis, In Defence of Globalization, Oxford Univ. Press, Delhi 2004.		
Reference Books: 1. Shah, A.M., The Household Dimension of the Family in India: A Field Study in a Gujarat Village and a Review of Other Studies, Delhi: Orient Longman, 1973. 2. Uberoi, P. (ed.), Family, Kinship and Marriage in India, New Delhi: Oxford University Press, 1993. 3.. Y. Singh , Modernization of Indian Tradition, Jaipur: Rawat Publications, 1986 4.. Ram Ahuja, Indian Social System, Rawat Publications, 1993 5. Sharma, KL. Indian Social Structure and Change, Rawat Publication, 2008 6. Srinivas, M.N. India: Social Structure. New Delhi: Hindustan Publishing Corporation, 7. Pathak, A., Modernity, Globalization and Identity: A Reflexive Quest, Delhi: Aakar Books, 2006 8. Singh, Y. Culture Change in India: Identity and Globalization. Jaipur: Rawat, 2006. 9. Sengupta, A., Reforms, Equity and the IMF: An Economist's World, Delhi: Har-Anand Publications PVT limited, 2001 10. Jha, Avinash, Background to Globalization, Centre for education and documentation. Mumbai, 2000 11.. Arjun Appadurai, Modernity at large: Cultural Dimensions of Globalization, Delhi, OUP, 1997. 12.. Joseph E. Stiglitz, Globalization & its Discontents, W.W. Norton & Company, 2002		

Minor Paper-1: Kinship in India

Total Credits : 02 Total Contact 30Hours :

BASY- III Sem. Maximum Marks :50

Learning Objectives of the Course:

1. Understand the meaning and definition of kinship in a sociological context.
2. Analyze the importance of the Indian kinship system in shaping social relationships and cultural traditions.
3. To understand the recent changes in Indian kinship system

Course Outcomes(COs):

After completion of the course, students will be able to-

1. Understand the concept of kinship and its significance in the Indian context.
2. Learn about different kinship systems in India.
3. Examines how kinship patterns have changed due to major social process modernization, globalization, and urbanization.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction	Introduction a). Meaning and definition of kinship b). Characteristics of Kinship System in India. c). Importance of Indian kinship system	10
Unit-II Types of Kinship	Types of Kinship a). Consanguineal b). Affinal c). Fictive	10
Unit.III . Transformation in Kinship	Transformations in kinship a). Modernization- Individualism, legal changes, new family roles b). Globalization- Cross-cultural ties, migration, global influences c). Urbanization- Nuclear families, mobility, reduced kin support	10
Total Hours		30

Reference Books:

1. Irawati Karve, 1990, Kinship Organization in India, Munshiram Manoharlal Publishers, New Delhi
2. Dube, Leela 1974. Sociology of Kinship. Popular Prakashan: Bombay
3. Jain, Shobhita 1996a. Bharat mein Parivar, Vivahaur Natedari. Rawat Publishers: Jaipur
4. Karve, Irawati 1953. Kinship Organisation in India. Deccan College Post Graduate Research Institute: Poona
5. Madan, T.N. 1965. Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi
6. Uberoi, Patricia (ed.) 1994. Family, Kinship and Marriage in India. Oxford University Press: New Delhi
7. Encyclopedia of Sociology—Harikrishana Rawat
8. Social Anthropology —Majumdar and Madan

Minor Paper-2 : Population Education

Total Credits : 02 Total Contact 30 Hours :

BASY- III Seme. Maximum Marks :50

Learning Objectives of the Course:

1. To understand the concept, importance and scope of population education.
2. To explore the factors influencing population growth and demographic changes.
3. To examine the relationship between population growth, environment and resources.
4. To analyze the role of education, policies and programs in population control.
5. To understand the concept of sustainable development and its linkage with population management.

Course Outcomes(COs):

After completion of the course, students will be able to-

1. **CO1:** Understand the concept, importance, scope and objectives of population education.
2. **CO2:** Identify the key factors affecting population growth and explain demographic theories.
3. **CO3:** Analyze the impact of population growth on the environment and natural resources.
4. **CO4:** Evaluate population policies, family planning programs and the role of education in population control.
5. **CO5:** Understand the relationship between population and sustainable development, including the SDGs.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction to Population Education	Introduction to Population Education a). Concept and Scope of Population Education b). Objectives and Importance of Population Education c). Interdisciplinary Nature of Population	08
Unit-II Population Dynamics and Growth	Population Dynamics and Growth a). Factors Affecting Population Growth (Birth rate, Death rate, Migration) b). Demographic Transition and Population Theories c). Effects of Population Growth on Environment and Resources	12
Unit. III . Population and Sustainable Development	Population and Sustainable Development a). Population Policies and Family Planning Programs b). Role of Education and Awareness in Population Control c). Sustainable Development Goals (SDGs) and Population Management	10
Total Hours		30

Text Books:

१. जोशी, पी. एम. (2012). लोकसंख्या शिक्षणाचा परिचय. महाराष्ट्र राज्य पाठ्य पुस्तक निर्मिती आणि अभ्यास क्रम संशोधन मंडळ.
२. देशमुख, आर. डी. (2018). लोकसंख्या आणि पर्यावरण. नवा विचार प्रकाशन.
३. भांगे, कालिदास & मुंडे, चांगदेव (2014) लोकसंख्या आणि समाज, चिन्मय प्रकाशन, छत्रपती संभाजीनगर.
४. गायकवाड, व्ही. पी. (2016). लोकसंख्या आणि शाश्वत विकास. प्रगती प्रकाशन.
५. कुलकर्णी, एस. डी. (2020). भारतातील लोकसंख्या समस्या आणि उपाय योजना. मृष्टी पब्लिकेशन.
६. भोसले, के. जी. (2015). लोकसंख्या शिक्षण आणि समाजशास्त्र. विश्व भारती प्रकाशन.

Reference Books:

1. Bogue, D. J. (1969). Principles of Demography. John Wiley & Sons.
2. Ehrlich, P. R. (1968). The Population Bomb. Ballantine Books.
3. United Nations (2019). World Population Prospects 2019. UN Department of Economic and Social Affairs.
4. Weeks, J. R. (2015). Population: An Introduction to Concepts and Issues. Cengage Learning.

5. Hauser, P. M., & Duncan, O. D. (1959). *The Study of Population*. University of Chicago Press.
6. Caldwell, J. C. (2006). *Demographic Transition Theory*. Springer.
7. National Research Council (2001). *Diffusion Processes and Fertility Transition: Selected Perspectives*. The National Academies Press.
8. Dyson, T. (2010). *Population and Development: The Demographic Transition*. Zed Books.
9. McFalls, J. A. (2007). *Population: A Lively Introduction*. Population Reference Bureau.
10. Martine, G., & Alves, J. E. D. (2015). *New Challenges for Population Education in the 21st Century*. UNFPA.

GE/OE-3: Sociology of Artificial Intelligence

Total Credits: 02, Total Contact: Theory-30 Hours: BASY- III Seme.

Maximum Marks :50

Course Introduction: This course explores the social implications of artificial intelligence from a sociological perspective. Students will examine how AI impacts society, including labour, ethics, and power dynamics, inequality, and the relationship between technology and culture. We will also investigate the role AI plays in shaping societal structures, individual identities and human

Learning Objectives of the Course:

1. To introduce students to the field of Artificial Intelligence from a sociological perspective.
2. To analyze how AI is transforming various aspects of society, particularly in terms of work, Employment and social interactions.
3. To critically examine the potential consequences of AI on social structures, human behavior, and the future of employment.
4. To equip students with knowledge and skills to engage in discussions about AI's social impact.

Course Outcomes(COs):

After completion of the course, students will be able to

1. Understand the fundamental concepts of AI.
2. Recognize the sociological dimensions of AI technology and its implications.
3. Analyze the role of AI in reshaping work and employment pattern.
4. Evaluate the ethical and social implications of AI in diverse contexts.
5. Engage in informed discussions and debates on AI-related topics.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I AI and Sociology	Introduction a). The concepts of AI and Evolution of AI technology b). Meaning and Nature Sociology of AI c). Scope of Sociology of AI d). Importance of the study of Sociology of AI	10
Unit-II AI and Society	AI and Society A). Impact of AI on Social Relationships. b). Impact of AI on Culture c). Impact of AI on employment d). Impact of AI on technology	10
Unit-III Issues related to AI	Issues related to AI a). Narrowing the Individual Space b). Privacy Issues c). Ethical challenges d). Social inequality	10
Total Hours		30

Text Books:

1. कहाते अतुल: कृत्रिम बुद्धिमत्ता व यंत्रमानव सकाळ प्रकाशन, पुणे 2018
2. गोडबोले अजय: आर्टिफिशियल इंटेलिजन्स संपत्तेकाच्या जीवनात अंतर्गत आवश्यक असणाऱ्या तंत्रज्ञानाची ओळख आणि त्याचे उपयोग बुकगंगा प्रकाशन, पुणे 2021
3. शिखरपुरकर दीपक: आर्टिफिशियल इंटेलिजन्स एक नवीन क्रांतिकारी युग & दिलीपराज प्रकाशन, पुणे 2023
4. जालन अतुल अनु. कुलकर्णी सुमित्रा: आर्टिफिशियल इंटेलिजन्स तंत्रज्ञान & साकेत प्रकाशन, छत्रपती संभाजीनगर 2023
5. पांगारकर अमेय केळकर भूषण, नायकर्णी माधवी: एआयच्या वटव्यातून & पुस्तकविश्व प्रकाशन,

Reference Books:

1. Godbole, Achyut, and Manasi Karkare. Artificial Intelligence and Machine Learning. Wiley India, 2020.
2. Shaha, Sanu. Artificial Intelligence and Data Science. BPB Publications, 2021.
3. Naik, Sandeep. Robotics: Principles and Design. Innovate Publishers, 2023.
4. Patil, Rajesh. Artificial Intelligence: An Indian Perspective. Knowledge Press, 2022.
5. Iyer, Meenakshi. Artificial Intelligence and Ethics. Ethics World Publications, 2024.
6. Russell, Stuart, and Peter Norvig. Artificial Intelligence: A Modern Approach. Pearson, 2021.

7. Bishop, Christopher M. Pattern Recognition and Machine Learning. Springer, 2006.
8. Good fellow, Ian, Yoshua Bengio, and Aaron Courville. Deep Learning. MIT Press, 2016.
9. Géron, Aurélien. Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow. O'Reilly Media, 2019.
10. Szeliski, Richard. Computer Vision: Algorithms and Applications. Springer, 2022.
11. Deisenroth, Marc Peter, A. Aldo Faisal, and Cheng Soon Ong. Mathematics for Machine Learning. Cambridge University Press, 2020.
12. Sipser, Michael. Introduction to the Theory of Computation. Cengage Learning, 2012.
13. Sedgewick, Robert, and Kevin Wayne. Algorithms. Addison-Wesley, 2011.
14. Coeckelbergh, Mark. Artificial Intelligence and Ethics. MIT Press, 2020.
15. O'Neil, Cathy. Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Crown Publishing Group, 2016.

VSC-2: Sociology of Journalism

Total Credits: 02 (01+01) , Total Contact: Theory-15 Hrs. Practical-30 Hours

BASY- III Seme. Maximum Marks :50

Learning Objectives of the Course:

1. To introduce students to the sociological foundations of journalism.
2. To understand the role of media in society and its impact on public opinion and social change.
3. To develop basic skills of reporting, interviewing, and media analysis.

Course Outcomes(COs):

After completion of the course, students will be able to-

- 1: Understand the basic concepts of sociology and journalism.
- 2: Explain the interrelationship between media and society and analyze the role of media in Socialization and social change.
- 3: Demonstrate awareness of media ethics and the challenges related to media freedom, censorship, fake news, and biased reporting.
- 4: Develop basic skills in reporting, interviewing, and content writing relevant to the field of journalism.
- 5: Apply sociological perspective to analyze news and media content critically and creatively through practical assignments.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit 1: Introduction to Sociology of Journalism	Introduction to Sociology of Journalism a). Nature and scope of sociology of Journalism b). Concept and evolution of journalism c). Media and Society: Relationship d). Role of Media in Socialization and Social Change	07 hrs
Unit 2: Media Ethics and Contemporary Challenges	Media Ethics and Contemporary Challenges a). Freedom of press and its significance b). Media ethics and responsibilities of Journalist c). Fake news, propaganda and media bias d). Media regulation and Censorship	08 hrs.
Total Hours		15
Unit 1:	Objective: Develop basic skills in reporting, interviewing, and content writing relevant to the field of journalism. a). News Reporting: Writing short news reports on local/social issues. b). Interview Techniques: Conducting and recording basic interviews. c). Content Creation: Creating a small newsletter/blog/social media post on a social topic.	15hrs.
Unit 2:	Objective: Apply sociological perspective to analyze news and media content critically and creatively through practical assignments. a). Media Observation: Analyzing a newspaper/social media for bias, representation, or framing. b). Field Visit: Visit to a local media house	15hrs.
Total Hours		30

Reference Books:

1. Brian McNair (1998). The Sociology of Journalism. Bloomsbury Academic
2. Bruce D. Itule and Douglas A. Anderson (2000). News writing and reporting for today's

media, McGraw Hill Publication.

3. Carole Fleinming and Emma Hemmingway (2006) An Introduction to Journalism, Vistaa Publications.
4. Neelainlar, M (2010) Media Law & Ethics, PHI Learning Private Limited, New Delhi
5. Richard Keeble (2006) The Newspaper's Handbook, Rout ledge Publication.
6. Singhal, Arvind (1989) India's Information revolution, Sage Publication, New Delhi

Articles-

1. Mehraj, Hakim Khalid, et al. "Impacts of Media on Society: A Sociological Perspective." [Http://Www.ijhssi.org/](http://www.ijhssi.org/), <https://jogamayadevicollege.ac.in/uploads/1586841455.pdf>.
2. Kraidy, Marwan M. "Social Change and the Media." Scholarly Commons, https://repository.upenn.edu/asc_papers/328/.

IV Sem.

DSC P-IX : Transformation in Social Institution

Total Credits : 04 (02+02), Total Contact: Theory-30 Hrs. Practical-60 Hours

BASY- IV Seme. Maximum Marks :100

Learning Objectives of the Course:

- i). to acquaint students with basic institutions of Society with its newer dimensions.
- ii). To develop critical understanding of the functioning of social institutions.
- iii). To acquaint students with concept and current versions of social change.

Course Outcomes(COs):

After completion of the course, students will be able to-

- i). student have understood the transformation in social institutions.
- ii). An acquaintance with changes in institutions.
- iii). Institutions changes guide them in their future planning.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Transformation in Social Institutions	Transformation in Social Institutions a). Meaning of Social Transformations b). Characteristics of Social Transformation c). Scope of Social Transformation	07
Unit-II Transformation in Socio-Culture Institutions	Transformation in Socio-Culture Institutions a). Family Institution: • Changes in Marriage Institution: Nuclear Family, Single parent Family, Childless family, Domestic Violence, Problems of Old-Age People, Test tube baby, Surrogate mother b). Marriage Institution: • Changes in Marriage Institution: Contract & gate-cane marriage, Inter caste Marriage, Live in Relationship c). Religion Institution: • Changes in Religion Institution	13
Unit.III . Transformation in professional social Institutions.	Transformation in professional social Institutions. a).Economy Institution: • Changes in Agriculture economy- contract farming, Agro- based business, Sustainable Development, Mixed Economy, Neo-liberal Economy b). Political Institution: • Change in Political Institution: Rise of Regional and Caste-Based Politics, Politics of Religion, Change of Party, Pressure Group, c). Education Institution: • Change in Education Institution: Privatization of Higher Education, Role of AI in the education system, Interdisciplinary Approach, Education Skill Based training, NEP-2020	10
Total Hours		30
Practical / Activity		
Unit-I	Objectives : • Understand the concept Transformation in Social Institution Activity • Study of Transformation in Social Institution Prepare report/ PPT/ Poster/Video/Exhibition	20 Hrs

Unit-II	Objectives : • To understand the concept Transformation in Socio-Culture Institutions Activity • Study of Transformation in Socio-Culture Institutions Prepare a report/PPT/Poster/Video/Exhibition	20 Hrs
Unit-III	Objectives : • To understand the concept Transformation in professional social Institutions Activity • Study of Transformation in professional social Institutions. Prepare a report/PPT/Poster/Video/Exhibition	20 Hrs
Total Hours		60Hrs
Reference Books: 1. Ahuja, Ram (2007) Indian Social System, New Delhi, Rawat Publication. 2. Bose, N.K. (1977) Culture and society in India, New Delhi : Indira Publication. 3. Sing, Y. (1974) Modernization of Indian Tradition, New Delhi: Thomas Press. 4. Dube S.C. (2005) Indian Society, National Book Trust. Mumbai. 5. Deshpande, S. (2006) Contemporary India sociological perspectives. Delhi. Penguin publication. 6. Harry Barnes. (1946) Social Institutions. Prentice – Hall. America. 7. Patricia Uberoi. (1993) Family, Kinship and Marriage in India : Delhi: New York: Oxford University press 8. Kapadia, K.M. (1966) Marriage and Family in India: Mumbai, Oxford University Press 9. Singh Ramesh (2020-21) Indian Economy, Mac Grow hill education. 10. भोईटेउ.बा. (1993) सामाजिक संस्था, नागपूर, पिंपळापुरे अँड कंपनी. 11. करवा, जे.पी.(1993) सामाजिक संस्था आणि परिवर्तन, औरंगाबाद, विद्याबुक्स. 12. गायकवाड, एस.पी.(संपा). मुख्य सामाजिक संस्था आणि समस्या लातूर अरुणा प्रकाशन. 13. ठाकुर, सुरेंद्र / कनकदंडे श्वेतांबरी (2019). सामाजिक संस्था औरंगाबाद, विद्याबुक्स पब्लिशर्स.		

DSC P- X: Indian Social Problems
Total Credits: 04 (Theory 02+Practical 02),
Total Contact: Theory-30 Hrs. Practical -60 Hours
BASY- IV Semester. Maximum Marks :100

Learning Objectives of the Course:

Course Outcomes-

- i. To understand what is social problems and their main features.
- ii. To learn about social disorganization and its types.
- iii. To study issues related to women and children like violence and abuse.
- iv. To know about community problems like poverty, unemployment, and social exclusion.
- v. To learn about conflicts, environmental issues, and resettlement.

Course Outcomes-

- i. Students can explain the meaning and types of social problems in simple terms.
- ii. Students will be able to describe the major challenges faced by women, children.
- iii. Identify major community issues and their effects.
- iv. Discuss the causes of poverty, illiteracy, and unemployment.
- v. Suggest basic solutions to reduce or solve social problems.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction to Social Problems:	Introduction to Social Problems a. Definition, Nature and Characteristics of social problems. b. Social Disorganization: Meaning, c. Characteristics and Types	05
Unit-II Women and Child Issues	Women and Child Issues a. Rape and murder, mental harassment, sexual harassment, exploitation for ambition b. Prostitution, gigolo culture, crime and cybercrime, white-collar crime, AIDS c. Abuse, violence, and problems faced by working women. d. Juvenile Delinquency, Alcoholism and Drug Addiction, murder, child abuse and neglect, child rape and murder, child labour	13
Unit. III. Major Community Issues	Major Community Issues a. Social Disabilities and Social Exclusion, Group Conflicts - Inter-caste Conflicts b. Ethnic and communal conflicts, c. Environment Problems, Displacement and Resettlement.	12
Total Hours		30
Practical / Activity		
Unit-I	Objectives : To understand the concept and causes of social problems in India Activities: ➤ Prepare a Report on causes and types of social disorganization in your area. ➤ Create a PPT on various types of social problems in India. ➤ Design a Poster showing examples of social disorganization and possible solutions. ➤ Record a Short Video interviewing people affected by any specific social problem. ➤ Organize a small Exhibition on causes, types, and solutions of	20Hrs

	social problems.	
Unit-II	Objective: To understand the key issues faced by women and children through practical activities like surveys, field observations, PPT presentation. Activities ➤ Write a Report on problems faced by working women or child abuse cases. ➤ Prepare a PPT highlighting the increasing cyber-crimes against women and children. ➤ Create a Poster showing harmful effects of drug addiction or alcoholism on youth. ➤ Make a Short Video raising awareness on child rights or gender-based violence. ➤ Display a Photo/Art Exhibition on real-life stories of women and child survivors	20 Hrs
Unit-III	Objective: To understand key community issues through practical engagement and explore their causes and possible solutions. Activities ➤ Prepare a Report on community displacement or inter-caste conflict in your region. ➤ Create a PPT on environmental degradation and its impact on slum communities. ➤ Design a Poster highlighting social exclusion and how to promote inclusion. ➤ Make a Short Video showing local unemployment issues or community protests. ➤ Organize an Exhibition on poverty, illiteracy, and social exclusion in India.	20Hrs
Total Hours		60Hrs

Reference Books:

1. Ahuja, Ram 1995. Social Problems in India. Jaipur: Rawat . Publications. Akers, R.L. & C.C. Sellers 2004 Criminological Theories, Jaipur: Rawat
2. Chatopadhyay, Aparajita (Ed.) 2013 Poverty and Social Exclusion in India, Jaipur: Rawat Publicatons
3. Gill, Lakhwinder Singh, Kesar Bhangoo and Rakesh Sharma 2016 Agrarian Distress and Farmer Suicides in North India. Delhi: Routledge
4. Kumar, Deepak 2006 Information Technology and Social Change: A Study of Digital Divide in India. Jaipur: Rawat Publications.
5. Monterio, J. P. 1996. Corruption: Control of maladminstration, Bombay: Mankatalss Sahoo,
6. Oommen, T.K. (Ed.) (2010) Social Movements: Concerns of Equity and Security, New Delhi: Oxford University Press
7. Reddy, D. Narasimha and Srijit Mishra (eds.) 2010 Agrarian Crisis in India. New Delhi: Oxford University Press
8. Singh, Sukhdev 2006 Pendu Samaj Vigyan. Patiala: Punjabi University Singh, Tarlok 1969 Poverty and Social change, Bombay, Orient Longman.

Minor Paper-3 : Sociology of Development

Total Credits: 02 Total Contact 30 Hours: BASY- IV Seme. Maximum Marks :50

Learning Objectives of the Course:

1. To understand the concepts of social change, evolution, growth and development.
2. To understand the modernization theory approach to development.
3. To critically evaluate the modernization theory.
4. To introduce various theoretical perspectives in Indian society that have shaped the concept of development.
5. To help students to gain an insight into emerging issues and
6. Contemporary debates within the development discourse.

Course Outcomes(COs):

After completion of the course, students will be able to-

1. Critically evaluate explanation of Human Behavior and Social phenomena.
2. Apply scientific principles to understand the social world.
3. Evaluate the quality of social scientific methods and data.
4. Rigorously analyze social scientific data.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction	Introduction: a). Introduction to development of sociology b). Meaning, definition, characteristics, under development, progress development of sociology c). Sustainable development: meaning, concept, elements, AIIMS & Indicators. Human development	10
Unit-II Issue of Development	Issue of Development a). Agrarian crisis, Human Research Development, b). Skilled unemployment, Problem of Weaker section, c). Global warming and climate change.	10
Unit. III . Indian experience of development	Indian experience of development a). From planning commission to Niti Aayog, b). Planned development. c). India's experiment with L.P.G. concept.	10
Total Hours		30

Text Books:

- 1) भांगे कालिदास & मुंडे चांगदेव (2016), विकासाचे समाजशात्र, चिन्मय प्रकाशन,छत्रपती संभाजीनगर.
- 2) बोकील मिलिंद, साहित्य भाषा व समाज, मोज प्रकाशन,
- 3) बोकील मिलिंद, गोष्ट मेंढा गावची, मोज प्रकाशन,
- 4) Bidwai Praful, 19 Feb, 2011, People v/s Nuclear Power in Jaitapur, Maharashtra, EPW, Vol. 46

Reference Books:

1. McMichael Philip (2000) development and social change thousand Oaks caliph pine forge press.
2. Sen Amartya (1989) Development as capabilities experience journal of development planning.
3. Desai A.R.(1971) essay on modernization volume second Thacker Bombay.
4. Desai A .R (1984) state and society in India paths of development Bombay. Popular
5. D' Souza V(1990) development planning and structural inequalities sage New Delhi Joshi PG 1975 land reformers in India Bombay essay house.
6. Dutta Amitav Krishna (2014)pathways economic development Oxford University press.
7. Harrison D (1989) the sociology of modernization and development new Delhi sage

Minor Paper-4 : Gender and Society

Total Credits: 02 Total Contact 30, Hours : BASY- IV Seme. Maximum Marks:50

Learning Objectives of the Course:

1. To understand the fundamental concept of gender.
2. To analyze gender discrimination, its causes, and its impact on society.
3. To study feminism, masculinity, and LGBTQ+ issues from a social perspective.
4. To explore solutions for gender inequality and promote gender equity.

Course Outcomes(COs):

After completion of the course, students will be able to-

1. Students will gain an understanding of gender and its social implications.
2. They will be able to analyze gender discrimination and related ideologies.
3. They will critically assess societal norms, traditions, and policies from a gender perspective.
4. They will learn about social movements and policies aimed at gender equality.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Concept of Gender	Concept of Gender a). Difference between Sex and Gender b). Social and Cultural Influences on Gender c). Roles and Identities of Women, Men and Non-Binary Individuals	10
Unit-II Gender Discrimination and Its Impact on Society	Gender Discrimination and Its Impact on Society a). Gender Disparities in Education, Economy, Politics and Family b). Glass Ceiling Effect, Pay Gap and Workplace Discrimination c). Unrecognized Domestic Labor and Its Socio-economic Impact	10
Unit. III Feminism, Masculinity, and Inclusion	Feminism, Masculinity and Inclusion a). Feminist Theories: Liberal, Marxist, Socialist and Dalit Feminism b). Masculinity: Traditional vs. Contemporary Perspectives c). Inclusion	10
Total Hours		30

Reference Books:

1. Beauvoir, Simone de. (2011) The Second Sex. Vintage Publishing,
2. Butler, Judith. (2006) Gender Trouble: Feminism and the Subversion of Identity. Routledge,
3. Bhasin, Kamla. (2000) Understanding Gender. Women Unlimited,
4. Hooks, Bell. (2000) Feminism is for Everybody: Passionate Politics. South End Press,
5. Adichie, Chimamanda Ngozi. (2014) We Should All Be Feminists. HarperCollins,
6. Menon, Nivedita. (2012) Seeing Like a Feminist. Zubaan Books,
7. Jayawardena, Kumari (2016) Feminism and Nationalism in the Third World. Zed Books,
8. Paik, Shailaja. (2014) Dalit Women's Education in Modern India: Double Discrimination. Routledge.
9. Deshpande, Shailaja (2021) Gender Equality in Indian Society: A Reality Check. Mahatma Gandhi University Press,
10. Sen, Amartya. (2005) The Argumentative Indian: Writings on Indian History, Culture, and Identity. Penguin Books,

GE/OE-4: Sociology of Information Technology

Total Credits: 02 , Total Contact: Theory- 30 Hours :BASY- IV Seme.

Maximum Marks :50

Introduction:

This course explores the sociological implications of information technology (IT) and how it shapes, and is shaped by, societal structures. Topics will include the role of IT in modern society, digital inequality, the impact of technology on culture, politics, and economy, as well as ethical considerations in the digital age. The course aims to provide students with a critical understanding of the interaction between technology and social life.

Learning Objectives of the Course:

1. To explore concepts related to the role and influence of information technology on society.
2. To examine the Relationship between Technology and Society
3. To understand issues surrounding digital divides and the differential access and use of technology across various social groups.
4. To evaluate the Impact of Technology on Culture (Assess the ways in which information technology shapes social norms, values, and cultural practices.)
5. To address Ethical and Policy Issues.

Course Outcomes (COs):

1. Analyze the sociological implications of information technologies in a variety of contexts (e.g., workplace, education, family, politics, and economy).
2. Critically evaluate the impact of IT on social stratification and inequality.
3. Assess the role of information technology in social change and technological innovation.
4. Explore ethical issues in the use and development of information technology, particularly around privacy, security, and surveillance.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction to the Sociology of Information Technology	Introduction to the Sociology of Information Technology a. Definition and Nature of Sociology of Information Technology b. Scope of the sociology of Information technology c. Importance of the study of Sociology of Information Technology d. Historical perspective: From industrial to Information society	10
Unit-II Information Technology and Social Structures	Information Technology and Social Structures a. The role of information technology in social institutions (family, education, government, etc.) b. Social networks, communities and digital platforms c. The role of sociologists in shaping the future of technology	10
Unit-III Technology and Social Inequality	Technology and Social Inequality a. Digital divide: Access and inequalities in technology b. Gender, race, and class in the digital world c. Impact of IT on marginalized groups, Technology and Social Inequality d. Technology and social change	10
Total Hours		30

Reference Books:

1. Information Technology and Social Change: A Study of Digital Divide in India" by Deepak Kumar (2006, Rawat Publications).
2. Readings In Indian Sociology: Volume VI: Sociology Of Science And Technology In India" edited by Binay Kumar Pattnaik (2014, SAGE Publications India Pvt Ltd).
3. The Rise of the Information Technology Society in India: Capitalism and the Construction of a Vulnerable Workforce - Dynamics of Virtual Work" by Suddhabrata Deb Roy (2024, Springer International Publishing AG).
4. ICTs and Development in India: Perspectives on the Rural Network Society" by T. T. Sreekumar (2011, Anthem Press).

SEC-2: Sociology of Environment

Total Credits: 02 (01+01) , Total Contact: Theory-15 Hrs. Practical-30 Hours
BASY- IV Seme. Maximum Marks : 50

Learning Objectives of the Course:

1. To introduce the sociological perspective on environmental issues.
2. To understand the relationship between society, development and environment.
3. To develop awareness and basic field-level skills related to environmental conservation.

Course Outcomes(COs):

After completion of the course, students will be able to-

1. Understand key sociological concepts related to the environment.
2. Identify and analyze environmental problems from a sociological perspective.
3. Demonstrate awareness of environmental policies, movements, and community actions.
4. Apply basic skills in reporting, awareness creation, and critical observation of environmental issues.
5. Engage in community-based environmental practices and campaigns.

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit1 Introduction	Introduction a). Meaning, scope, and importance of environmental sociology b). Emergence of Environmental Sociology c). Society–Environment Interaction-Ecofeminism, Sustainable Development	07 hrs
Unit.2 Environmental Challenges	Environmental Challenges a). Environmental Issues and Their Social Impact b). Causes and consequences of environmental degradation c). Role of social movements in environmental protection (e.g. Chipko, Narmada Bachao Andolan) d). Environmental laws and policies in India	08 hrs
Total Hours		15
Module No.	Topics/actual contents of the syllabus	Contacts Hours
Unit.1 Observation and Field Reporting	a). Visit to a local area affected by an environmental issue. (e.g., pollution, waste) b). Field report on community-level environmental practices.	15 hrs
Unit.2 Awareness and Campaign Activities	a). Designing posters/pamphlets for environmental awareness b). Conducting or participating in eco-friendly campaigns. (clean-up drives, tree plantation) c). Preparing and presenting a case study on local environmental challenges.	15 hrs
Total Hours		30

Reference Books:

1. Bell, M.M. 2008. An Invitation to Environmental Sociology. 3rd Edition. Thousand Oaks. Pine Forge Press. CA: Sage Publications. India.
2. Dunlap, R.E and Eugene A. Rosa. 2000. Environmental Sociology. entry in Encyclopedia of Sociology. 2nd Edition. Vol.2. edited by E.F. Borgatta and Rhonda J.V. Montgomery. Macmillan Reference. USA.
3. Guha, Ramachandra (2000). Environmentalism: A Global History New Delhi: Oxford

University Press

4. Hannigan, John (2006) Environmental Sociology (2nd Edition). New York and London: Routledge.
5. White, R. 2004. Controversies in Environmental Sociology, Cambridge University Press, Introduction.
6. Yadav, Dayashankar. *Paryavarn Ka Samajshatra*. Privilege publications pvt ltd, New Delhi

Course Title: Field Project

Theory: 02 Credit; Practical: 00 Credit: Total Credits: 02

Course Objective

The Course is designed to introduce students the art of writing field project. The course helps students to collect data and evaluate and present the same in clear and fitting Sociology Subject in neat and well turned sentences.

Course Outcomes: At the end of course, students will learn

- Principles of writing field project
- How to collect data for field project
- How to express thoughts and feelings in correct English language
- Communicate effectively using formal writing styles

Theory Course	Credits: 02	Marks: 50
Units No.	Topic	Hours
I	Introduction to Field Project- • Meaning and significance of field project • Ethics of fieldwork • Structure and format of a field project • Steps in data collection	10
II	Field Project Design and Data Collection • Selection of topic and objectives • Sources of data: primary and secondary • Tools and techniques of data collection • Planning and organization of field project	10
III	Data Analysis and Report Writing • Data analysis and interpretation • Discussion of findings • Summary, conclusion, and recommendations • Presentation of field project	10
	Total	30

- Writing Field Project: 30 Marks
- Internal Evaluation/Presentation of Results using PPT: 20 marks
- Total Marks- 50 Marks

Suggested Reading:

1. Chapin, F. Stuart .(1947). *Field work and social research*. New York, NY: Harper & Brothers.
2. Forest, J. (2022). *Doing field projects: Methods and practice for social and anthropological research*. New Delhi, India: Sage Publications.
3. Gilbert, Nigel, & Stoneman, Paul. (2016). *Researching social life* (4th ed.). New Delhi, India: Sage Publications.
4. Palmer, Vivien M. (2000). *Field studies in sociology: A student's manual*. Jaipur, India: Rawat Publications.
5. Srivastava, Vinay Kumar. (2004). *Methodology and fieldwork*. New Delhi, India: Oxford University Press.

**DR. BABASAHEB AMBEDKAR
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Minor Changes in the

Curriculum of

B. A. First Year

Sociology

Semester- II

‘under National Education Policy [NEP]-2020’

For

“All Affiliated College level”

[effective from the Academic Year 2025-26 & Onwards]

VSC-1:(Title of Paper)... FAMILY COUNSELING		
Total Credits : 02 Total Contact Hours : 30 Hrs Maximum Marks :50		
Learning Objectives of the Course: i) To introduce the student to the important role of family and marriage institution in social system. ii) To orient the student to the family counseling and its process. iii) To aware the student to the various problems of marriage and family iv) To make students able to understand functions of family and marriage v) To introduce techniques for family counseling Course Outcomes(COs): After completion of the course, students will be able to- i) Students will understand the Characteristics of Family. ii) Students will analyze the Changing Nature of Family. iii) Students will able to Identify and Address Issues and Problems in Family. iv) Students will able to explore the Significance and Role of Family Counseling.		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction	1. Characteristics of Family 2. Changing nature of Family 3. Issues and Problems in Family (contemporary issues)	08
Unit-II Process of Family Counseling	1. Significance of family counseling 2. Role of a family counselor 3. Diagnosis & Assessment, Conceptualization, Treatment, Follow-up	07
Total Hours		15
Practical / Activity		
Unit-I	Objectives to play a role of the family members and identify the problems 1. Role play on family issues example parents husband wife siblings etc. Report/PPT/Poster/ Video	16
Unit-II	Objectives To write a report on any family problem. 1. To identify any family problem and prepare a report with solutions. Report/PPT/Poster/ Video	14
Total Hours		30
Text Books: 1. Becvar, D.S. & Becvar, R.J. (2005) Ed. Family Therapy-A systemic integration Massachusetts, Allyn & Bacon. 2. Corey, G (2011). Theory and Practice of Counseling and Psychotherapy. New Delhi: Cenage Learning. 3. John Antony D. (2011) Types of Counseling: The Classic Schools, Dindigul: Guru Publications. 4. John Antony D. (2012) Dynamics of Counseling: Micro Skill Model, Dindigul: Anugraha Publications		
Reference Books: 1. Alan S. Gurman& David P. Kniskern. (1981) Handbook of Family Therapy. New York: Brunner/Mazel		

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