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

Date: 29/ 05/ 2025.

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Deputy Registrar,
[Syllabus]

Copy forwarded with necessary action to:-

1] **The Principal, all concerned affiliated colleges,** Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.

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 Sambhajinagar.

-=**=-

DrK*280525/-

Dr.Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar.

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 Sambhajinagar-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 Sambhajinagar, 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 Sambhajinagar, 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. Bhange
I/C Chairman
Board of Studies in Sociology
Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar- 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

		Contact Hours
Total Hours		**30**
Practical / Activity		
		20 Hrs
		20 Hrs
	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.
2.काचोळे दा. धो. सामाजिक
3.राजवाडे वि. का. भारतीय
4.खडसे भा. की. (2019), सम
5.कुलकर्णी पि.के. (1997), प्र
6.साळुंखे सर्जेराव, (1996), स

Reference Books:

References:

1. Dube, Leela 1974. Soci
2. Engels, F. 1948. The Or
   Publishers.
3. International Encyclope
4. Shah, A.M. 1974. The H
5. Uberoi, Patricia (ed.) 19
6.Berger, P L 1963, Invitat
7.Bruce, Steve, 2018, Soci
8. Davis, Kingsley 1949, H
9. Ferrante, Joan 2013, See
10. Ferris, Kerry and Jill Ste
11.Giddens, Anthony and P
   Pvt. Ltd. New Delhi.

- 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. — 20Hrs

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.

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 nd 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 Hours		30

Minor

Total **Credit**

BASY- III S

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	
Unit-I Introduction to Population Education	**Introduction to I** a). Concept and S b). Objectives and c). Interdisciplina	08
Unit-II Population Dynamics and Growth	**Population Dyna** a). Factors Affect Migration) b). Demographic c). Effects of Po	
Unit. III . Population and Sustainable Development	**Population and S** a). Population Po b). Role of Educa c). Sustainable D Management	

. देशमुख, आर. डी. 18). लोकसंख्या आणि पर्यावरण. नवा विचार प्रकाशन.

भांगे , कालिदास & ,चांगदेव (2014) लोकसंख्या आणि समाज. दिनमय प्रकाशन

eeks, (20 5). Populati Concepts Engage 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 अतंर्गत 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.

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/, 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 Sei

DSC P-IX : Transformatio

Total **Credits : 04 (02+02),** Total Contact: **Thec**
BASY- IV Seme. Max

Learning Objectives of the Course:
i). to acquaint students with basic institutions of Socie
ii). To develop critical understanding of the functionin
iii). To acquaint students with concept and current ver

Course Outcomes(COs):
After completion of the course, students will be able t
i). student have understood the transformation in socia
ii). An acquaintance with changes in institutions.
iii). Institutions changes guide them in their future pla

Module No.	Topics/ actual contents of the syl
Unit-I Transformation in Social Institutions	**Transformation in Social Institu** a). Meaning of Social Transform b). Characteristics of Social Trans c). Scope of Social Transformation
Unit-II Transformation in Socio-Culture Institutions	**Transformation in Socio-Culture** a). Family Institution: • Changes in Marriage Institut Family, Childless family, Dor Age People, Test tube baby, S b). Marriage Institution: • Changes in Marriage Institutio Inter caste Marriage, Live in I c). Religion Institution: • Changes in Religion Institutior
Unit.III . Transformation in professional social Institutions.	**Transformation in professional s** a).Economy Institution: • Changes in Agriculture econon business, Sustainable Develop liberal Economy b). Political Institution: • Change in Political Institution Politics, Politics of Religion, C c). Education Institution: • Change in Education Institut Education, Role of AI in the e Approach, Education Skill Ba
	Total Hours
	Practical / Act vity
Unit-I	**Objectives :** • Understand the concept Transfor Activity • Study of Transformation in Socia Poster/Video/Exhibition

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 अरूणा प्रकाशन.
13. ठाकुर, सुरेंद्र / कनकदंडे श्वेतांबरी (2019). सामाजिक संस्था औरंगाबाद, विद्याबुक्स पब्लिशर्स.

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 Orient

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

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 u 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

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, CHHATRAPATI SAMBHAJINAGAR

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

2. Grifflin, William. A., & Greene, Shannon, M. (1984). Models of Family Terapy: The Essential model. New York: Boutledge.
3. Bhatti, R. S.., Varghese. M & Raguram. A (Eds). (2003) Changing marital and family systems challenges to conventional models in mental health. Bangalore, NIMHANS Publication.
4. John Antony D. (2009) Psychotherapies in Counseling, Dindigul: Anugraha Publications.
5. John Antony D. (2005) Family Counseling: The Classic Schools, Dindigul: Anugraha. Publications
6. Bitter, J.R. (Latest Edition). Theory and Practice of Family Therapy and Counseling. Brooks/Cole.
7. Long, L.L. & Young, M.E. (Latest Edition). Counseling and Therapy for Couples. Thomson: Brooks/Cole.
8. Niclos, M. & Schwartz R.C (2004) Ed. Family therapy-concepts and methods. CA Allyn and Bacon.