

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



Circular / Syll. Sec./HF/ UG IIIrd Yr./Curriculum/ 2026.

It is hereby inform to all concerned that, on the recommendation of Board of Studies; the Academic Council at it's Meeting held on 02^{ed} June, 2026 has accepted the **"Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms"** to be implemented in the all affiliated colleges.

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

This is effective from the Academic Year 2026-27 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/ HF/ UG IIIrd Yr./
Curriculum/ 2026/4452-55

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Date: 05/ 06/ 2026.

**Deputy Registrar
Syllabus Section**

:: 02 ::

Copy forwarded with necessary action to:-

- 1] **The Principal, all concerned affiliated colleges,**
- 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,**
- 4] **Public Relation Officer [PRO],**

Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar.

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DrK*050626/-

**Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar-431001**



B.A.T.Y.

Course Structure

(Revised)

(AS PER NEP-2020)

SUBJECT: SOCIOLOGY

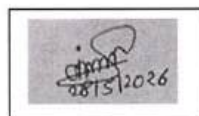
**Effective from
2026-2027**

Preface

This undergraduate syllabus for the BATY course in Sociology is the product of five meetings of the Board of Studies. The course is designed for the undergraduate programme as per NEP-2020. The Board of Studies has prepared Discipline-Specific Courses: Major Core, Major Electives, Minor, VSC, Field Project and OJT (On-Job-Training). Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar, will introduce this programme in Sociology in affiliated colleges. The valuable opinions of experts, scholars and teachers have been incorporated into this new syllabus.

The objectives of the syllabus construction and the study materials prescribed here are to introduce the basic concepts and theoretical foundation of sociology. In addition, the aim is to impart basic skills and values in the application of sociology to beginners. It is also intended to open new avenues of understanding for beginners by providing an analytical understanding of human society with humanistic concern and a sociological perspective.

As per the guidelines of Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar and NEP-2020, the course structure and syllabi are divided into Discipline Specific Courses: Major-Core, Major Electives, Minor, VSC, Field Project and OJT (On-Job Training) each carrying four and two Credits respectively. The key objective of the Syllabi is to provide the students with a rational, inclusive and democratic point of view to build on the foundation of universal brotherhood and human values.



Professor (Dr.) Kalidas M. Bhangе
I/C Chairman
Board of Studies in Sociology
Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar- 431001.

B. A. Third Year (5th and 6th Semester)

Sr. No.	Course Type	Fifth Semester		Total Credits	Sixth Semester		Total Credits
		Course Code	Credits		Course Code	Credits	
1	Major (Core) Mandatory	DSC11 Western Sociological Thinkers	2T+2P	2+2+2+2=8	DSC-13 Sociological Theories	2T+2P	2+2+2+2+2=10
		DSC-12 Introduction to Research Methods	2T+2P		DSC-14 Applied Social Research	2T+2P	
					DSC-15 IKS-2 Indian Education & Health System	2	
2	Major Electives (Choose any one from pool of courses)	DSE-1 Indian Social Reformers	2T+2P	2+2=4	DSE-3 Indian Sociological Thinkers	2T+2P	2+2=4
		DSE-2 Perspective on Indian Society	2T+2P		DSE-4 Social Anthropology	2T+2P	
3	Minor (Choose any two from pool of courses) It is from different discipline of the same faculty	M-5 Sociology of Health	2	2+2=4	M-7- Sociology of Entrepreneurship	2	2+2=4
		M-6 Social Marketing	2		M-8- Sociology of Everyday Life	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	---	---	---	----	---	- - -
5	VSC (Vocational Skill Courses) (Choose any one from pool of courses)	VSC-3 Industrial Sociology	2T+2P	2+2=4	----	----	- - -
		VSC-4 NGO Management	2T+2P		----	---	
6	SEC (Skill Enhancement Courses) (Choose any one from pool of courses)	-----	---		---	---	-
7	AEC (Ability Enhancement Courses) (Common for all faculty)	----	---	---	----	---	- - -
8	VEC (Value Education Courses) (Common for all faculty)	----	---		-----	---	
9	IKS (Indian Knowledge System) Courses (Common for all faculty)	-----	---		---	---	
10	OJT (On Job Training)	-----	---	2 (FP-2/ CEP-2)	OJT-1	4	4
11	FP (Field Project)	FP-2	2		---	---	
12	CEP (Community Engagement Project) (Common for all faculty)	CEP-2	2		----	----	
13	CC (Co-curricular Courses) (Common for all faculty)	----	---		----	---	
14	RM (Research Methodology) Course	----	---		----	----	
15	RP (Research Project)	-----	---		----	----	
Total Credits				22	Total Credits		22
Exit Option: Award of UG Degree in Major with 132 credits OR continue with Major and Minor							

Courses to be designed for other Discipline /faculty

1) Minor Courses for other Discipline

Mn-5: This is a 2-credit theory course to be designed for other discipline

Mn-6: This is a 2-credit theory course to be designed for other discipline

Mn-7: This is a 2-credit theory course to be designed for other discipline

Mn-8: This is a 2-credit theory course to be designed for other discipline

Detailed illustration of Courses included in 5th and 6th semester:

1) Major (Core) subject is mandatory.

DSC-11: This is a 4-credit theory course OR 2 credit theory and 2 credit practical course
corresponding to Major(core) subject

DSC-12: This is a 4-credit theory course OR 2 credit theory and 2 credit practical course
corresponding to Major (core)subject

DSC-13: This is a 4-credit theory course OR 2 credit theory and 2 credit practical course
- corresponding to Major (core) subject

DSC-14: This is a 4credit theory course OR 2 credit theory and 2 credit practical course
corresponding to Major (core) subject

DSC-15: (IKS-2) This is a 2-credit theory course corresponding to Indian Knowledge System
related to Major

2) Major Electives (Choose any one from pool of courses in respective semester)

DSE-1: This is a 2 -credit course corresponding to Major (elective) subject

DSE-2: This is a 2 -credit course corresponding to Major (elective) subject

DSE-3: This is a 2 -credit course corresponding to Major (elective) subject

DSE-4: This is a 2 -credit course corresponding to Major (elective) subject

3) Minor: (Choose any two from pool of courses) It is from different discipline of the same faculty

Mn-5 : This is a 2-credit course to be chosen from other discipline of the same faculty

Mn-6 : This is a 2-credit course to be chosen from other discipline of the same faculty

Mn-7 : This is a 2-credit course to be chosen from other discipline of the same faculty

Mn-8 : This is a 2-credit course to be chosen from other discipline of the same faculty

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-3: This is a 2-credit course-based Hand son Training corresponding to Major (core)
subject.

VSC-4: This is a 2-credit course-based Hand son Training corresponding to Major (core)
subject.

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

6) CEP-2: Community engagement and service: This is a 2-credit course related to community engagement and service

7) OJT-1: This is a 4-credit course related to on job Training

Semester –Vth

B A T Y Vth Semester DSC-11: Western Sociological Thinkers. Total Credits: 04 (2T+2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course: 1. To understand the origin of sociology in the Western context. 2. To study the major sociological thinkers and their ideas. 3. To know the historical background of sociological theories. 4. To understand key concepts and theories of western social thinkers. 5. To enhance students' ability to apply classical theories to understand contemporary social issues. Course Outcomes (COs): After completion of the course, students will be able to- 1. Explain the development of sociology as a discipline. 2. Describe major theories of classical thinkers. 3. Understand the context of sociological ideas. 4. Critically analyze different theoretical perspectives. 5. Apply theories to understand contemporary social issues.		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Founder thinkers	Founder thinkers a. Auguste Comte - Law of three stages of Human progress, positivism (sociology: A positive social science) b. Herbert Spencer - Organic theory, theory of Evolutionism.	10Hrs
Unit. II Pioneer Thinkers	Pioneer Thinkers a. Emile Durkheim - Suicide theory, Division of labour. b. Max Weber - The Ideal Theory, Bureaucracy, Theory of social action.	10Hrs
Unit. III Classical Thinkers	Classical Thinkers a. Karl Marx - Capitalism Class and Class Conflict theory. b. Vilfredo pareto - Theory of Elites (Theory of Circulation of Elites).	10Hrs
Total Theory Hours		30 Hrs

Practical/ Activity- 2 Credits		
Module No.	Topics/ Content	Contact Hours
I	Objective: To understand the contributions of Enterprising Thinkers Activity: Seminar presentation on any one thinker – Auguste Comte (Law of Three Stages, Positivism) or Herbert Spencer (Organic Theory, Evolutionism)	20
II	Objective: To understand Social Scientific Thinkers and their theories Activity: Prepare assignment / PPT on concepts such as Durkheim's Suicide Theory & Division of Labour OR Pareto's Theory of Elites	20
III	Objective: To apply Classical Sociological Theories Activity: Case study report analyzing any contemporary social issue using Karl Marx (Class Conflict, Capitalism) or Max Weber (Social Action, Bureaucracy, Ideal Type)	20
	Total Practical Hours	60 Hrs
Text Books: 1. आगलावे, . (1995). पाश्चात्य आ भारतीय समाजशास्त्रज्ञ. नागपूर: श्री साईनाथ प्रकाशन. 2. , . (2014). 3. , . (1992).		
Reference Books: 1. Coser, L. A. 1977: Masters of Sociological Thought, New York: Harcourt Brace, pp.43-87, 129-174, 217-260. 2. Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book 3. Hughes, John A., Martin, Peter, J. and Sharrock, W. W. 1995: Understanding Classical Sociology– Marx, Weber and Durkheim, London: Sage Publications, Whole Book. 4. Nisbet 1966 – The Sociological Tradition. Heinemann Educational Books Ltd., London 5. Zeitlin Irvin 1981 – Ideology and the Development Sociological Theory. Prentice Hall. 6. Fahrendorf, Ralph 1959 – Class and Class Conflict in an Industrial Society. Stanford University Press. 7. Bendix, Reheard 1960 – Max Weber, An Intellectual Portrait (For Weber) Double Day. 8. Popper Karl 1945 – Open Society and its Enemies. Routledge, London 9. Aron, Reymond 1965 – 1967: Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber		

B A T Y Vth Semester DSC-12: Introduction to Research Methods Total Credits: 04 (2T+2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course- 1. To introduce the concept and importance of social research. 2. To understand the research process, hypothesis and research design. 3. To familiarize students with methods of data collection. 4. To develop knowledge of sampling techniques. 5. To develop ability to understand sociological research studies.		
Course Outcomes (COs)- After completion of the course, students will be able to: 1. Explain the meaning and types of social research. 2. Understand the steps in the research process. 3. Describe different methods of data collection. 4. Explain sampling methods techniques. 5. Interpret social data using classification and tabulation.		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	ContactHours
I: Introduction to Social Research	a. Meaning and definitions of Social Research b. Nature and importance of Social Research c. Types of Social Research • Basic / Pure Research • Applied Research • Quantitative Research • Qualitative Research d. Relationship between Theory and Research	10
II: Research Process and Research Design	a. Steps in Social Research b. Identification and formulation of research problem c. Objectives and hypothesis d. Review of literature e. Research design – Meaning and types	10
III: Methods of Data Collection and Sampling	a. Sources of data- Primary and Secondary b. Tools of Data Collection- • Observation method • Interview method • Questionnaire and Schedule • Case study method	10
Total Theory Hours		30 Hrs

Practical /Activity 2 Credits		
Module No.	Topics/ Content	Contact Hours
I	Objective- To enhance students' practical understanding of social research and the theory–research relationship through discussion and diagram preparation. Activity: ➤ Group discussion on social research, nature of research and types of research ➤ Preparation of a simple diagram showing the link between theory and research.	20
II	Objective- To develop students' practical understanding of the research process from problem identification to literature review. Activity: ➤ Preparation of a flowchart showing the sequential steps of the research process. ➤ Students identify local social issues and convert them into clear research problem statements. ➤ Writing of objectives and formulation of simple hypotheses based on given research problems. ➤ Students read short research abstracts and prepare a brief literature review summary.	20
III	Objective- To develop students' skills in identifying data types and using basic data collection methods. Activity: ➤ Students classify given examples of data as primary or secondary ➤ Conduct a short observation in a classroom or campus setting. ➤ Prepare and conduct a mock interview using a few structured questions. ➤ Design a short questionnaire on a simple topic.	20
	Total Practical Hours	60 Hrs
References- 1. Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York. 2. Goode, W. E. and P. K. Hatt. (1952). Methods in Social Research. New York: McGraw Hill. 3. Gupta, Akhil and James Ferguson. (1997). Anthropological Locations. Berkeley: University of California Press. 4. Srinivas, M.N. et al 2002(reprint). The Field worker and the Field: Problems and Challenges in Sociological Investigation, New Delhi. 5. Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd ed. Sage Publications, California. 6. Khairnar Dilip and Arti Fulsundar .(2019). Research Methodology in Social Science. International Publication, Kanpur. 7. Kumar Ranjit. (2006). Research Methodology Ed.2, Pearson Education 8. Pauline V. Young. (1984). Scientific Social Surveys and Research, Prentice Hall of India Private Limited. 9. Henn, Weinstein, Foard. (2006). A short introduction to social Research, New Delhi		

B A T Y Vth Semester Major Elective DSE-I: Indian Social Reformers Total Credits: 04 (2T+2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course: 1. To understand the concept and development of social reform in India. 2. To familiarize students with the ideas of major Indian social reformers. 3. To analyze issues of caste, gender inequality and social justice. 4. To examine the role of reformers in social change. 5. To relate reformist ideas to contemporary society. Course Outcomes (COs) : After completion of the course, students will be able to – 1. Explain the nature of social reform movements in India. 2. Describe the contributions of Phule, Shahu Maharaj and Ambedkar. 3. Analyze social problems from reformist perspectives. 4. Evaluate the impact of reform movements on society. 5. Apply reformist ideas to current social issues.		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Mahatma Phule:	Mahatma Phule: Women education and empowerment Satyashodhak Samaj Education for Marginalized Sections	10Hrs
Unit. II Rajarshi Shahu Maharaj:	Rajarshi Shahu Maharaj: Social Inequality and Reservation Policy Agriculture and Economic Reforms Women Welfare and Protective Measures	10Hrs
Unit. III Dr. B. R. Ambedkar	Dr. B. R. Ambedkar: Annihilation of Caste Hindu Code Bill Education and Social Change	10Hrs
Total Theory Hours		30 Hrs.

Practical /Activity 2 Credits		
Module No.	Topics/ Content	Contact Hours
Unit I	Objective: To understand the ideas and contributions of Mahatma Jyotirao Phule Activity: ➤ Seminar presentation on Phule's work on women's education, Satyashodhak Samaj, and education for marginalized sections ➤ Prepare a brief report on the relevance of Phule's ideas in present society	20 Hrs.
Unit II	Objective: To examine the role of Rajarshi Shahu Maharaj in social reform Activity: ➤ Group discussion on reservation, social inequality, and reforms introduced by Shahu Maharaj ➤ Prepare assignment on policies related to social justice and their present relevance	20 Hrs.
Unit III	Objective: To analyze the contributions of Dr. B. R. Ambedkar and their contemporary relevance Activity: ➤ Case study report on issues like caste discrimination, social justice, or education using Ambedkar's ideas ➤ PPT presentation on Annihilation of Caste, Hindu Code Bill, or social change	20 Hrs.
Total Practical Hours		60 Hrs
Text Books: - नरके हरी आणि फडके य.दि. (१९९१) महात्मा फुले गौरव ग्रंथ – खंड पहिला, महात्मा ज्योतीराव फुले चरित्र साधने समिती मुंबई, द्वितीय सुधारित आवृत्ती - कीर धनंजय (१९९६) महात्मा ज्योतीराव फुले पापुलर प्रकाशन मुंबई, चौथी आवृत्ती - भोळे भा.ल. (१९९०) ज्योतीरावांची समता-संकल्पना लोक वाङ्मय गृह मुंबई - साळुंखे आ.ह. (१९९८) महात्मा फुले आणि धर्म – लोक वाङ्मय गृह मुंबई - फडके य.दि. विसाव्या शकतील महाराष्ट्र - खंड १ ते ८ Reference Books: - Dhananjay Keer Shahu Chhatrapati: A Royal Revolutionary, Mumbai: Popular Prakashan, (1976) - Jaysingrao Pawar (Ed.) Rajarshi Shahu Smarak Granth, Kolhapur Maharashtra Itihas Probodhini, II Edition, (2007) Y. D. Phadke Shahu Chhatrapati Aani Lokmanva Tilak, Pune: Shrividhya Prakashan, (1986) - ड		

B A T Y Vth Semester Major Elective DSE-2: Perspective on Indian Society. Total Credits: 04 (2T + 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course: 1. To acquaint students with the nature and structure of Indian society. 2. To understand the theoretical perspectives of Indian sociologists. 3. To examine key institutions like caste, tribe, and kinship in India. 4. To analyze processes of social change such as Sanskritization and Westernization. 5. To develop the ability to apply sociological perspectives to Indian society. Course Outcomes (COs): After completion of the course, students will be able to– 1. Explain the structure and characteristics of Indian society. 2. Describe the contributions of G. S. Ghurye, M. N. Srinivas, and Irawati Karve. 3. Analyze caste, tribe, and kinship systems using sociological perspectives. 4. Understand processes of social change in Indian society. 5. Apply sociological concepts to interpret contemporary Indian social issues		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I G. S. Ghurye	G. S. Ghurye: a. Caste and Race in India b. Indian Tribes and their assimilation c. Civilization and Urbanism	10Hrs
Unit. II M. N. Srinivas	M. N. Srinivas: a. Village Studies b. Dominant Caste c. Sanskritization and Westernization	10Hrs
Unit. III Irawati Karve	Irawati Karve: a. Concept of Caste-Cluster b. Kinship Organization in India c. Hindu Society an interpretation	10Hrs
Total Theory Hours		30 Hrs.

Practical /Activity 2 Credits		
Module No.	Topics/ Content	Contact
Unit I	Objective- To understand Caste and Race in India and Ghurye's views on Indian society. Activity: • Concept Mapping Activity: Students create a visual map connecting key ideas like caste hierarchy, racial elements and tribal assimilation. • Case Study Analysis: Students examine an Indian city (e.g., Mumbai or Delhi) and identify elements of civilization and urbanism.	20 Hrs.
Unit II	Objective- Students will understand the key concepts developed by M. N. Srinivas—including dominant caste and the processes of Sanskritization and Westernization—and apply them to real-life social examples Activity: • Village Observation Activity (Village Studies) Ask students to describe their own village or a nearby one. They can note: Occupations of people, social groups/castes present, Daily life patterns Identify Dominant Caste • Discussion Activity- Students discuss which caste/group is most powerful in their area?	20 Hrs.
Unit III	Objective- Students will be able to understand and explain the structure of Indian society through caste, kinship, and cultural traditions as interpreted by Irawati Karve. Activity: • Family Tree Activity: Students draw their own family tree and Identify relationships (uncle, cousin, etc.) • Compare North vs South India: Divide class into two groups One group writes features of North Indian kinship, other of South.	20 Hrs.
Total Practical Hours		60 Hrs

Text Books:

1. Ghurye G.S. Caste and Race in India, Bombay, Popular Prakashan (1932)
2. Ghurye G.S. Culture and Society, Indian Branch, Delhi: Oxford University Press (1947)
3. Ghurye G.S. The Schedule Tribe, Bombay Popular Prakashan (1959)
4. Srinivas M.N. India's Villages (ed.) Bombay: Asia Publishing House (1960)
5. Srinivas M.N. Social Change in Modern India, Berkeley, University of California Press (1966)
6. Srinivas M.N. The Dominant Caste and Other Essays (ed.) Delhi: Oxford University Press (1987)
7. Karve Irawati Kinship. Organization in India. Deccan College Puna and Asia Publishing House (1953)
8. कर्वे इरावती .हिंदू समाज एक अन्वयार्थ .पुणे मौज प्रकाशन गृह.१९७५

Reference Books:

1. Dhanagre, D.N. 1993. Themes and Perspectives in Indian Sociology. Jaipur, Rawat Publications.
2. Mukherji, D.P. 1958. Modern Indian Culture a Sociological Study New Delhi: Rupa and Company
3. Karve Irawati 1991. Yuganta: The end of an epoch: Hyderabad Disha Books

B A T Y Vth Semester Minor -5 Sociology of Health Total Credits: 02 Total Contact Theory –30 Hrs Maximum Marks :50		
Learning Objectives of the Course: 1. Understand the meaning and significance of health and illness from a sociological perspective. 2. Analyze the social determinants of health. 3. Examine the structure, organization, and challenges of healthcare systems with a sociological lens. Course Outcomes (COs): After completion of the course, students will be able to– 1. Understand key sociological concepts related to health and illness. 2. Identify and analyze the social factors affecting health and illness. 3. Understand the structure and challenges of healthcare systems in India.		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Introduction	Introduction a. Meaning and definition of health b. Sociological perspectives on health and illness c. Basic concepts: Disease, illness, sickness, health	10 Hrs
Unit. II Social Determines of Health	Social Determines of Health a) Social determinants: Class, caste, gender, age b) Role of culture, lifestyle and behavior in health c) Impact of poverty, inequality, and environment on health	10 Hrs
Unit. III Healthcare Systems in India	Healthcare Systems in India a. Structure of healthcare systems: public, private, and traditional Health care policies and programs in India b. Issues and challenges: accessibility, affordability, quality of care	10 Hrs
Total Theory Hours		30 Hrs.

Text Books:

1. Cockerham, William C. 2017. The Sociology of Health and Illness. Routledge: London.
2. Conrad, Peter and Kristin Barker (eds.) 2010. The Sociology of Health and Illness: Critical Perspectives.
3. Albrecht, Gary L. et al. 2000. Handbook of Social Studies in Health and Medicine.
4. Banerji, Debabar. 1985. Health and Family Planning Services in India.
5. Vaidyakiy Samajshastra- Sudha Kaldade

Reference Books:

1. Madan, T.N. (ed.) 1980. Culture and Health.
2. Nagla, B.K. 2015. Sociology of Health and Medicine.
3. Mechanic, David and Jeremy Freidson. 1978. Health Studies: Major Themes in Health Research.
4. Basu, S.K. 1992. Health Status of Tribal Women in India.

B A T Y Vth Semester
Minor -6 Social Marketing

Total Credits: 02 Total Contact Theory –30 Hrs
Maximum Marks :50

Learning Objectives of the Course:

1. To introduce students to the concepts and importance of social media marketing.
2. To understand the role of various social media platforms in marketing and communication.
3. To develop knowledge about community engagement and online reputation management.
4. To familiarize students with social media analytics and emerging trends.
5. To promote ethical and effective use of social media marketing tools.

Course Outcomes (COs) :

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

1. Explain the concepts and significance of social media marketing.
2. Evaluate the use of different social media platforms for marketing purposes.
3. Analyze community engagement and online reputation management strategies.
4. Apply social media analytics tools to measure marketing performance.
5. Understand emerging trends and ethical practices in social media marketing..

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Introduction to Social Media Marketing	Introduction to Social Media Marketing a. Meaning of Social Media, Types of Social Media b. Evolution of social media and its importance in business growth. c. Social media marketing vs. traditional marketing.	10Hrs
Unit. II Community Engagement and Social Listening	Community Engagement and Social Listening a) Developing a brand community and managing online reputation. b) Social listening: trends, influencers, competitors c) Social media crisis management and customer service	10Hrs
Unit. III Analytics, Trends, and Future Directions	Analytics and Emerging Trends a) Measuring success: Amplification rate, applause rate, and conversion. b) Social media analytics tools (Google Analytics, platform analytics). c) AI and social media, AR and VR Media, social commerce.	10Hrs
Total Hours		30 Hrs

Text Books:

1. Ahuja V [2015] Digital Marketing Oxford University Press.
2. Blanchard, O. (2011). Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization, United Kingdom: Pearson Education.
3. Charles worth, A. (2014). An Introduction to Social Media Marketing. United Kingdom: Taylor & Frands
4. Gupta, S. (2020). Digital Marketing, India: McGraw Hill Education (India) Private Limited.
5. Johnson, S. (2020). Social Media Marketing: Secret Strategies for Advertising Your Business and Personal Brand on Instagram, YouTube, Twitter, And Facebook. A Guide to being an Influencer of Millions. Italy: AndreaAstemio.
6. Keller, K. L., Kotler, P. (2016). Marketing Management. India: Pearson Education.

Reference Books:

1. Maly M(2022). Digital Marketing. Oxford University Press.
2. Mamoria C.B, Bhatacharya A, Marketing Management. Kitab Mahal, Delhi
3. Mathur, V. &Arora,S. Digital Marketing PHI Learning
4. McDonald, J. (2016). Social Media Marketing Workbook: How to Use Social Media for Business. United States: CreateSpace Independent Publishing Platform.
5. Parker, J., Roberts, M. L., Zahay, D., Barker, D. I., Barker, M. (2022). Social Media Marketing: A Strategic Approach. United States: Cengage Learning.
6. Quesenberry, K. A. (2015). Social Media Strategy: Marketing and Advertising in the Consumer Revolution. United States: Rowman & Littlefield Publishers.
7. Rishi, B., Tuten, T.L., (2020) Social Media Marketing, 3ed., Sage Textbook
8. Setiawan, I., Kartajaya, H., Kotler, P. (2016). Marketing 4.0: Moving from Traditional to Digital. Germany: Wiley.
9. https://www.kalindicollege.in/smartprof/file_uploads/message/456f5fbbc0416bf419578ff529cdf0e3.pdf
10. <https://www.youtube.com/watch?v=4AW7Sahwhmo>
11. <https://mtmcasc.ac.in/Uploads/Files/social%20media%20marketing%20CC.pdf>
12. https://www.youtube.com/watch?v=mHWL_Vt0tEo
13. <https://www.slainstitute.com/social-media-marketing-syllabus/>
14. <https://sensationsolutions.com/wp-content/uploads/2023/06/Syllabus-for-Social-Media-Marketing.pdf>
15. <https://klic.mkcl.org/klic-courses/social-media-marketing>
16. <https://www.coursera.org/learn/social-media-marketing-introduction>

B A T Y Vth Semester VSC-3: Industrial Sociology Total Credits: 04 (2T + 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course: 1. To introduce students to the concepts, scope, and development of Industrial Sociology and industrialization. 2. To understand the emergence, characteristics, and social structure of industrial society. 3. To examine the impact of industrialization and urbanization on social institutions and social change. 4. To analyze labour problems, labour welfare measures, and industrial relations in India. 5. To develop sociological understanding of contemporary industrial issues, globalization and the changing world of work. Course Outcomes (COs): After completion of the course, students will be able to- 1. Explain the concepts, scope, and significance of Industrial Sociology and industrialization. 2. Analyze the social, economic, and cultural consequences of industrialization and urbanization. 3. Examine changes in family, community, and other social institutions in industrial society. 4. Evaluate labour problems, labour welfare programmes, and the role of welfare agencies in India. 5. Apply sociological perspectives to understand contemporary issues related to industry, labour, globalization and the future of work.		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit-I Introduction to Industrial Sociology	Introduction to Industrial Sociology: a. Definition, Nature and Scope of Industrial Sociology, b. Concept of Industry, Industrialization and Industrial Revolution. c. Rise and development of industry in India, d. Changing Structure of Modern Industrial Enterprises.	10 Hrs
Unit-II Industrial Society	Industrial Society a. Stages of Industrial Revolution – Pre-industrial and Post-industrial factory system b. Industrialization and Urbanization – Growth and characteristics of industrial society c. Changing Social Structure and Institutions – Impact on family, economy, and community d. Social Consequences of Industrialization – Problems of slums and emerging social issues in India	10 Hrs
Unit-III Labour Problems and Labour Welfare in India	Labour Problems and Labour Welfare in India: a) Absenteeism, Alcoholism, and Alienation b) Problems of Child and Women Labour c) Impact of Globalization on Industry and labour d) Evolution of Labour Welfare in India, Agencies of Labour Welfare, Role of Labour Welfare Officer.	10 Hrs
Total Theory Hours		30 Hrs.

Practical / Activity, 2 Credits		
Unit-I	objectives: To explore sources of Changing Structure of Modern Industrial Enterprises. ➤ Prepare Report/PPT/ Poster/Video on Industrial Enterprises.	20 hrs
Unit-II	objectives: To understand basic Industrial Society and their Importance. ➤ To study Industrial Society and present Report /PPT/ Poster/Video on it.	20 hrs
Unit-III	objectives: To understand the Labour Problems and Labour Welfare in India ➤ observation: Writing report on labour problems/ Labour welfare scheme in India. ➤ Field Visit: Visit to a local Industry area and write Report on it.	20 hrs
Total Practical Hours		60 Hrs
Text Books: 1. प्रा.सौ. सुमन पाटे, औद्योगिक समाजशास्त्र, विद्या प्रकाशन, नागपूर. 2. प्रा. गुरुनाथ नाडगोंडे, औद्योगिक समाजशास्त्र, कॉन्टिनेन्टल प्रकाशन, पुणे. 3. डॉ. दा. धो. काचोळे, औद्योगिक समाजशास्त्र, कैलाश पब्लिकेशन्स, औरंगाबाद		
Reference Books: 1) Schneider E.V. : Industrial Sociology, McGraw Hill, New York, 1957 2) Gisbert Pascal : Fundamentals of Industrial Sociology, McGraw Hill, Bombay, 1972. 3) Ramaswamy E.R. : The Worker and His Union, Allied, New Delhi, 1977. 4) Ramaswamy E.R. : Industrial relations in India, McMillan, New Delhi, 1978. 5) Puneekar S.D. : Labour Welfare, Trade Union and Industrial Relations, Himalaya Publishing House, Bombay, 1978. 6) Laxmanna C. : Workers, Participation and Industrial Democracy, Ajantha Publications, New Delhi. 7) Giri V.V. : Labour Problems in Indian Industry, Asia Publishing House, Bombay, 1962. 8) Mamoria C.B. : Dynamics of Industrial Relation in India, Himalaya Henry Fayol : Principles of General and Industrial Management. 9) Waston T.J. : Sociology, Work and Industry, Routledge and Keganpaul, London, Boston, and Henley. 10) Kiely, Ray and Phil Morfleet (eds) : Globalization and Third World, Routledge, London 11). Ramaswami, E.A.: Industry and Labour, Oxford University Press, New Delhi, 1988. 12). Karnik, V.B. : Indian Trade Union- A Survey, Popular Prakashan, Bombay. 13) Smelser, N.J. : Social Change in Industrial Revolution, Routledge & Kegan Paul, 1995.		

B A T Y Vth Semester VSC-4: NGO Management Total Credits: 04 (2T + 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course: 1. To introduce students to the concepts, structure, and functions of NGOs. 2. To understand project planning, implementation, and management in NGOs. 3. To develop knowledge about legal frameworks and fundraising methods for NGOs. 4. To enhance skills in project evaluation, monitoring, and resource mobilization. 5. To promote practical understanding of community development and participatory approaches.		
Course Outcomes (COs): After completion of the course, students will be able to- 1. Explain the structure, functions, and role of NGOs in social development. 2. Understand legal procedures and fundraising techniques for NGO management. 3. Apply project planning, implementation, and evaluation methods in NGOs. 4. Develop practical skills in project proposal writing and community participation. 5. Analyze the contribution of NGOs in social welfare and poverty reduction.		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit I. NGO Understands	NGO Understands a) Introduction to NGOs & Management b) Meaning, characteristics, types, and evolution of NGOs. c) Principles of management applied to non-profits. d) Role of NGOs in social development and poverty reduction.	10
Unit II. Legal Frame work for establishing NGO's	Legal Frame work for establishing NGO's a) Trust and society registration Acts b) Foreign contributions and Regulation Act c) Methods and techniques of Fund Raising International, National and Local levels.	10
Unit III. Project Management	Project Management and Planning a) Project cycle management: identification, formulation, and implementation. b) Monitoring and evaluation techniques (logical framework analysis). c) Community-based development and participatory Approaches.	10
Total Theory Hours		30 Hrs.
	Practical / Activity 2 Credits	
Unit-I	Objective: To understand the structure, functions and role of NGOs Activity: ➤ Prepare a profile of any local NGO (history, objectives, activities, management structure) ➤ Seminar on role of NGOs in social development and poverty reduction	20 Hrs.

Unit-II	Objective: To understand the legal framework and fundraising of NGOs Activity: ➤ Prepare a report on registration process (Trust, Society, FCRA basics) ➤ Study and present one fundraising method (crowd funding, CSR, donations, grants) through PPT/poster/video	20 Hrs
Unit-III	Objective: To develop skills in project planning and management Activity: ➤ Prepare a simple project proposal including objectives, budget, and timeline ➤ Field visit to an NGO and submit a report covering project implementation, monitoring, and community participation	20 Hrs
Total Practical Hours		60 Hrs
❖ Text Books: 1. Jain R. B. (1995) NGOs in Development perspective, New Delhi, Vivek Publication. 2. Clark John (1991) Voluntary Organizations: Their Contribution to Development. London: Earth Scan Pub. 3. Sakaran and Rodrigues (1983) Handbook for the Management of Voluntary Organization. Madras: Alfa Pub. 4. Behera M.C. (2006) Globalizing Rural Development. New Delhi: Sage Pub. 5. Joel S.G.R. Bhose (2003) NGO's and Rural Development Theory and Practice. New Delhi: Concept Pub. ❖ Reference Books: 1. Behera M.C. (2006) Globalizing Rural Development. New Delhi: Sage Pub. 2. Joel S.G.R. Bhose (2003) NGO's and Rural Development Theory and Practice. New Delhi: Concept Pub. Julie Fisher (2003) Non-Governments' – NGO's and Political Development of the Third World. New Delhi: Rawat Pub. 3. https://pride.periyaruniversity.ac.in/UGC- 4. https://www.rootsinterns.com/blog/best-ngo-management-internships/ 5. https://wcc.edu.in/wp-content/uploads/2025/02/NGO-Management-Certificate-Course.pdf		

B A T Y Vth Semester

Course Title: Field Project (F-2)

Total Credits: 02 Total Contact Theory –30 Hrs

Maximum Marks :50

Introduction:

The Field Project is designed to provide students with practical exposure to sociological research and field-based learning. The course aims to bridge the gap between sociological theory and social reality by enabling students to undertake a systematic study of social phenomena through fieldwork.

The course encourages students to identify a research problem, collect and analyze data, and prepare a research report using scientific methods. It provides an opportunity to acquire practical research skills essential for higher education, competitive examinations, social research, policy studies, development work and professional careers in the social sector.

The Field Project shall be conducted under the supervision of a faculty member and may be based on primary data, secondary data or a combination of both.

Learning Objectives of the Course:

1. To introduce students to the principles and techniques of sociological field research.
2. To develop the ability to identify and formulate sociological research problems.
3. To provide practical training in data collection, analysis, interpretation and report writing.
4. To enhance skills in observation, interviewing, documentation and presentation.
5. To apply sociological theories and scientific methods for understanding social realities and conducting field-based studies.

Course Outcomes (COs):

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

1. Identify and investigate sociological problems through systematic field inquiry.
2. Apply scientific research methods in collecting, analyzing, and interpreting primary and secondary data.
3. Demonstrate skills in observation, interviewing, documentation, and academic report writing.
4. Prepare and present a structured field project using sociological perspectives and digital tools.
5. Integrate sociological theory with fieldwork and develop competencies for social research and development practice.

Nature of the Field Project:

The Field Project shall involve a systematic and scientific study of a selected social issue, institution, community, programme, organization, or social process. The project may be community-based, institution-based, survey-based, case study-based, observation-based, or based on the analysis of secondary data. Students may also undertake interdisciplinary projects that have sociological relevance. The project should demonstrate the application of sociological concepts, theories, and research methods in understanding and analyzing social realities.

Research Areas for Field Project:

Students may undertake a field project on any sociologically relevant topic selected in consultation with the supervisor. The areas of study may include rural and urban society, slums and urban problems, education and society, youth and employment, tribal communities, gender studies, family and marriage, health and healthcare, social welfare programmes, NGO activities, social media and society, environmental issues, migration, aging and senior citizens, women empowerment, digital society, community development, social movements, and various social problems. Students are also encouraged to explore emerging and contemporary social issues of academic and societal significance, subject to the approval of the concerned supervisor.

Role of Supervisor/Mentor:

Each student shall be assigned a faculty supervisor by the Department of Sociology.

The supervisor shall:

- Guide the student in selecting the topic.
- Assist in formulating objectives and research design.
- Help in preparing tools for data collection.
- Monitor fieldwork and project progress.
- Provide guidance in analysis and report writing.
- Evaluate the project and presentation.

Students are expected to maintain regular interaction with the supervisor throughout the project period.

Suggested Structure of Field Project Report:

The report should generally include:

Preliminary Pages

1. Title Page
2. Certificate
3. Student Declaration
4. Acknowledgement
5. Table of Contents

Main Chapters**Chapter 1: Introduction**

- Background of the Study
- Statement of Problem
- Objectives
- Scope of the Study
- Significance of the Study

Chapter 2: Review of Literature**Chapter 3: Research Methodology**

- Research Design
- Sampling
- Sources of Data
- Tools of Data Collection

Chapter 4: Data Analysis and Interpretation**Chapter 5: Findings, Conclusion and Suggestions**

Evaluation Pattern	
Component	Marks
Field Project Report	30
PPT Presentation and Viva-Voce	20
Total	50
Reference Books: 1. Delia da Sousa Conca and W.R. Owens, The Handbook to Literary Research Routledge, 1998. 2. Ackoff, Russell L., The Design of Social Research, Chicago: University of Chicago Press, 1961. 3. Ackoff, Russell L., Scientific Method, New York: John Wiley & Sons, 1962. 4. Allen, T. Harrell, New Methods in Social Science Research, New York: Praeger Publishers, 1978. 5. Anderson, H.H., and Anderson, G.L., An Introduction to Projective Techniques and Other Devices for Understanding the Dynamics of Human Behavior, New York: Prentice Hall, 1951. 6. Anderson, T.W., An Introduction to Multivariate Analysis, New York: John Wiley & Sons, 1958. 7. Bailey, Kenneth D., "Methods of Social Research," New York, 1978. 8. Baker, R.P., and Howell, A.C., The Preparation of Reports, New York: Ronald Press, 1938. 9. Bartee, T.C., "Digital Computer Fundamentals," 5th Ed., McGraw-Hill, International Book Co., 1981. 10. Barzun, Jacques, and Graff, Henry, F., The Modern Researcher, rev. ed., New York: Harcourt, Brace & World, Inc., 1970. 11. Bell, J.E., Projective Techniques: A Dynamic Approach to the Study of Personality, New York: Longmans Green, 1948. 12. Bellenger, Danny N., and Greenberg, Barnett A., Marketing Research—A Management Information Approach, Homewood, Illinois: Richard D. Irwin, Inc., 1978. 13. Berdie, Douglas R., and Anderson, John F., Questionnaires: Design and Use, Metuchen N.J.: The Scarecrow Press, Inc., 1974. 14. Berelson, Bernard, Content Analysis in Communication Research, New York: Free Press, 1952. 15. Berenson, Conrad, and Colton, Raymond, Research and Report Writing for Business and Economics, New York: Random House, 1971. 16. Best, John W., and Kahn, James V., "Research in Education," 5th Ed., New Delhi: Prentice-Hall of India Pvt. Ltd., 1986. 17. Bhattacharya, Srinibas, Psychometrics & Behavioral Research, New Delhi: Sterling Publishers Pvt. Ltd., 1972. 18. Boot, John C.G., and Cox, Edwin B., Statistical Analysis for Managerial Decisions, 2nd ed. New Delhi: McGraw-Hill Publishing Co. Ltd., (International Student Edition), 1979	

Semester VIth

B A T Y VIth Semester

DSC-13 Sociological Theories

Total Credits: 04 (2T + 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs:
Maximum Marks :100

Learning Objectives of the Course:

1. To introduce students to the major sociological theories of the 20th century.
2. To develop understanding of structural-functionalism, conflict, and symbolic interactionism.
3. To examine the theoretical foundations and methodologies of different perspectives.
4. To enhance students' ability to analyze social structure and social change.
5. To encourage critical thinking about the relevance of sociological theories in contemporary society.

Course Outcomes (COs):

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

1. Explain the meaning, nature, and significance of sociological theories.
2. Describe key ideas of structural-functionalism, conflict theory, and symbolic interactionism.
3. Analyze and compare different theoretical perspectives.
4. Evaluate the strengths and limitations of sociological theories.
5. Apply sociological theories to understand contemporary social issues.

Theory - 2 Credits

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Structural-functionalism theories	Structural-functionalism theories: a. A. R. Radcliffe-Brown — The problems of role analysis. b. S. F. Nadel — Functional dimensions of social system. c. T. Parsons — Codification, critique and reformulation of functional analysis. d. R. K. Merton — Neo-functionalism.	10Hrs
Unit. II Conflict theory:	Conflict theory: a. Karl Marx - class and class struggle, capitalism b. R. Dahrendorf — Functional analysis of Conflict c. L. Coser — Conflict and social change.	10Hrs
Unit III Symbolic Interactionism:	Symbolic interactionism: a. G. H. Mead – Mind, Self and Society. b. H. Blumer - symbolic interactionism	10Hrs
Total Hours Theory		30 Hrs

Practical/Activity 2 Credits		
Module No.	Topics/ Content	Contact Hours
Unit. I	Objective-To Study of Structural-functionalism theories Activity: Presentation in Seminar on Sociological Theories (Any one among follows – (A. R. Radcliffe-Brown, S. F. Nadel, T. Parsons, R. K. Merton)	20 Hrs
Unit. II	Objective- To Understand the Conflict theory: Activity: Karl Marx, R. Dahrendorf, L. Coser prepare a reports /PPT/video/Exhibitions	20 Hrs
Unit. III	Objective-To understand the Symbolic interactionism: Activity: G. H. Mead, H. Blumer prepares reports /PPT/video/Exhibitions	20 Hrs
Total Practical Hours		60 Hrs
References- 1. London: Tavistock Publications. Craib, Ian. 1992. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press. 2. Kuper, Adam. 1975. Anthropologists and anthropology: The British school, 1922-72. 3. Harmonds worth, Middlesex: Penguin Books. 4. Kuper, Adam and Jessica Kuper (eds.). 1996 (2nd edition). The social science encyclopaedia. London and New York: Routledge. 5. Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill. 6. Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derida. Oxford: Oxford University Press. 7. Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat. 8. Zeitlin, Irving M. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.		

B A T Y VIth Semester DSC-14: Applied Social Research Total Credits: 04 (2T+ 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course 1. To develop skills in planning and conducting research. 2. To train students in preparing research tools. 3. To develop fieldwork and data collection skills. 4. To provide knowledge of data analysis and interpretation. 5. To develop ability to write research reports. Course Outcomes (COs) After completion of the course, students will be able to: 1. Select a research topic and prepare a proposal. 2. Design and use research tools for data collection. 3. Conduct field survey and collect data. 4. Analyze and interpret research data. 5. Prepare a research report based on field study.		
Theory - 2 Credits		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
I- Research Proposal and Project Planning	Introduction a. Selection of research topic b. Preparation of research proposal c. Research objectives and hypothesis formulation Ethical issues in social research	10 Hrs
II- Field Work and Data Processing	Introduction a. Field work in social research b. Editing and coding of data c. Classification and tabulation of data Use of tables, diagrams and graphs in data presentation	10 Hrs
III- Data Analysis and Report Writing	Introduction a. Basic statistical analysis- Mean, Median, Mode b. Interpretation of data Structure of research report writing introduction, methodology and findings c. References and bibliography Presentation of research project	10 Hrs
Total Theory Hours		30 Hrs
Practical /Activity 2 Credits		
Module No.	Topics/ Content	Contact Hours
I	Objective- To develop students' skills in planning a research study and understanding research ethics. Activity: Preparation of a brief research proposal. Writing research objectives and formulating hypotheses. Discussion on ethical issues through short case studies. Presentation of mini research proposal.	20 Hrs

II	Objective- To develop students' practical skills in fieldwork and data processing. Activity: Conduct a short field visit to collect primary data. Practice editing and coding of collected data. Classify and tabulate the data in simple tables. Present the data using diagrams and graphs.	20 Hrs
III	Objective- To develop students' skills in analyzing data, interpreting results and preparing and presenting a structured research report. Activity: Calculate Mean, Median, and Mode using sample data. Interpret data from given tables and graphs. Prepare an outline of a research report. Compile references and bibliography in proper format. Present the completed mini research project.	20 Hrs
Total Practical Hours		60 Hrs
References- 1. Baker, Therese, L. (1998). Doing Social Research. 2nd edition. New York: McGraw –Hill, Inc. Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York. 2. Earl, Babbie. (2020). The Practice of Social Research. Fifteenth edition. Boston: Cengage Learning, Inc. 3. Goode, W. E. and P. K. Hatt. (1952). Methods in Social Research. New York: McGraw Hill. Gupta, Akhil and James Ferguson. (1997). Anthropological Locations. Berkeley: University of California Press. 4. Srinivas, M.N. et al 2002(reprint). The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi. 5. Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 3rd ed. Sage Publications, California. 6. Kumar Ranjit. (2006). Research Methodology Ed.2, Pearson Education 7. Pauline V. Young. (1984). Scientific Social Surveys and Research, Prentice Hall of India Private Limited. 8. . Henn, Weinstein, Foard. (2006). A short introduction to social Research, New Delhi: Vistaar Publications.		

B A T Y VIth Semester DSC-15 Indian Education & Health System (IKS) Total Credits: 02 Total Contact Theory –30 Hrs Maximum Marks :50		
Learning Objectives of the Course: 1. To introduce students to the concept, scope, and historical development of Indian Knowledge Systems (IKS). 2. To develop an understanding of traditional Indian educational institutions and their contribution to knowledge creation. 3. To familiarize students with the principles and practices of Indian health systems, particularly Ayurveda. 4. To examine the holistic approach of Indian knowledge traditions towards education, health, and well-being. 5. To encourage appreciation and application of indigenous knowledge in contemporary society.		
Course Outcomes (COs): After completion of the course, students will be able to: 1. Explain the concept, characteristics, and historical evolution of Indian Knowledge Systems. 2. Describe the structure and significance of traditional Indian educational institutions and heritage centres of learning. 3. Analyze the principles of Ayurveda and its holistic approach to health and well-being. 4. Evaluate the relevance of Indian educational and health traditions in addressing contemporary social challenges. 5. Appreciate and apply indigenous knowledge for promoting cultural heritage, sustainable living, and social well-being.		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Introduction to IKS	Introduction to IKS a. Definition and characteristics of Indian Knowledge Systems. b. Historical evolution from ancient times to the 18th century c. Impact of colonial education policies and the need for revisiting traditional knowledge.	10Hrs
Unit II Indian Education System	Indian Education System a. Introduction b. Holistic Education, Value Based and Moral education. c. Traditional educational institutions: Gurukuls System, (Student-Teacher Relationship) Takshashila, and Nalanda.	10Hrs
Unit. III Introduction to Health and Medicine	Introduction to Health and Medicine a. In-depth study of Ayurveda, its diagnostic methods, and therapeutic practices. b. Understanding the holistic approach to health encompassing physical, mental, and spiritual well-being. c. Application of Ayurveda principles in contemporary healthcare systems.	10Hrs
Total Theory Hours		30Hrs

Text Books:

1. *Introduction to Indian Knowledge System: Concepts and Applications* by B. Mahadevan et al.
2. *Indian Knowledge System* by Kapil Kapoor and Avadhesh Kumar Singh
3. *Traditional Knowledge System in India* by Amit Jha Online Courses:

Reference Books:

1. *Introduction to Indian Knowledge Systems* by Bharat Vidya
2. *IKS Concepts and Applications in Engineering* by CESE, IIT Roorkee
3. *IKS – Humanities and Social Sciences* by Bhaktivedanta Research Center

B A T Y VIth Semester
(Major Elective DSE-3) Indian Sociological Thinkers
Total Credits: 04 (2T + 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs:
Maximum Marks :100

Learning Objectives of the Course:

1. To introduce students to major Indian social thinkers and their perspectives.
2. To understand different theoretical approaches to Indian society.
3. To examine the contributions of selected thinkers to social change and development.
4. To analyze the relationship between tradition, culture and modernization.
5. To develop a critical understanding of Indian society through indigenous perspectives.

Course Outcomes (COs) :

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

1. Explain key ideas of Indian social thinkers.
2. Understand different perspectives on Indian society.
3. Analyze issues of culture, nationalism and development.
4. Evaluate the relevance of these thinkers in contemporary India.
5. Apply their ideas to understand social change in India.

Theory Credits: 02

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I D. P. Mukerji	D. P. Mukerji i). Modern Indian Culture and diversity ii). Cultural Dynamics iii). Indian Tradition and Social Change	10Hrs
Unit. II A. R. Desai	A. R. Desai i). Social Background of Indian Nationalism ii). Study of Marxist Approach iii). Agrarian struggles in India	10Hrs
Unit. III S. C. Dube	S. C. Dube i). Indian Village- Shamir Peth ii). Evaluation of traditions iii). Modernization and Development	10Hrs
Total Theory Hours		30 Hrs

Practical/ Activity Credits: 02

Unit.	Topics/ Content	Contact Hours
Unit. I	Objective: To understand the perspective of D. P. Mukerji Activity: ➤ Seminar / PPT on cultural diversity, tradition and social change ➤ Short analytical note on relevance of tradition in contemporary society	20 Hrs
Unit. II	Objective: To analyze A. R. Desai's perspective Activity: ➤ Report on nationalism, agrarian issues or class analysis ➤ Case study of any current social movement using Marxist approach	20 Hrs
Unit. III	Objective: To understand S. C. Dube's village and development perspective Activity: ➤ Field visit to a village/urban community and prepare a report ➤ Report on tradition and modernization in local context	20 Hrs
	Total Practical Hours	60 Hrs

Text Books:

- 1) सहारे, पद्माकर, भारतीय समाज षयक दृष्टीकोन
- 2) गजेंद्रगड, व्ही. एन. (1993). भारतीय समाजशास्त्र. कोल्हापूर: फडके प्रकाशन.
- 3) आगलावे, प्र प. (1995). पाश्चात्य भारतीय समाजशास्त्रज्ञ. नागपूर: श्री साईनाथ प्रकाशन.
- 4) _____, _____ . (2014). _____

Reference Books:

1. Desai A.R. 1948 Social Background of Indian Nationalism, Oxford Bombay.
2. Dhanagare, D. N. 1999. Themes and Perspectives in Indian Sociology. Jaipur: Rawat Publication.
3. Ahuja Ram 2006 Changing Indian Society Rawat Publication New Delhi
4. Dube S.C. 1955 The Indian Village, Routleg, London Desai A.R. 1948 Social Background of Indian Nationalism, Oxford Bombay.
5. Ahuja Ram 2006 Changing Indian Society Rawat Publication New Delhi
6. Dube S.C. 1955 The Indian Village, Routleg, London Mukerji D.P. 1942 Modern Indian Culture, Bombay-Hind Kitab
7. Mukerji D.P. 1942 Sociology of Indian Culture, Rawat Publication
8. Mukerji D.P. 1986 Diversities, Popular Prakashan Bombay

B A T Y VIth Semester Major Elective DSE-4 Social Anthropology Total Credits: 04 (2T + 2P) Total Contact Theory –30 Hrs Practical – 60 Hrs: Maximum Marks :100		
Learning Objectives of the Course: 1. To introduce students to the basic concepts, scope, and development of anthropology. 2. To understand the relationship between anthropology and sociology. 3. To study culture, society, and human–environment interactions. 4. To develop knowledge of anthropological theories and research methods. 5. To explore the applications of anthropology in contemporary society.		
Course Outcomes (COs): After completion of the course, students will be able to– 1. Explain the basic concepts and branches of anthropology. 2. Understand cultural processes and anthropological perspectives. 3. Apply anthropological methods in field-based studies. 4. Analyze socio-cultural aspects of human societies. 5. Examine the practical applications of anthropology in real-life contexts.		
Theory Credits: 02		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Introduction	Introduction a) Meaning scope and development of Anthropology b) Field work tradition in anthropology c) Branches of Anthropology: Social-cultural Anthropology, Biological Anthropology, Archaeological Anthropology, Linguistic Anthropology d) Relationship of Anthropology and Sociology: development of social Anthropology	10Hrs
Unit. II Aspects of Social Anthropology	Aspects of Social Anthropology a) Culture and society: Definition, Components of Culture, Characteristics of Culture, Cultural lag Culture and civilization b) Theories of Culture: Functionalist thought of Anthropology: Malinowski Structural theory: Levi-Strauss and Radcliff Brown c) Methods of Anthropology: Case study, Ethnography, Focused Interview, Participant and nonparticipant observations	10Hrs
Unit-III Applications of Anthropology	Applications of Anthropology a) Forensic Anthropology, Methods and principles of personal identification and reconstruction, b) Applied human genetic, Paternity diagnosis, c) genetic counseling and eugenics, d) DNA technology in diseases and medicine	10 Hrs
Total Theory Hours		30 Hrs

Practical/ Activity Credits: 02

Unit	Topics/ Content	Contact Hours
Unit. I	Objective: To understand the scope, branches, and fieldwork traditions of anthropology. Activities: ➤ Prepare a comparative chart showing the scope, methods and subject matter of Anthropology and Sociology. ➤ Seminar/PPT presentation on the development and branches of Anthropology. ➤ Visit a local museum, heritage site or tribal cultural center and prepare an observational report relating it to anthropological studies.	20 Hrs
Unit. II	Objective: To understand culture and apply anthropological research methods in field situations. Activities: ➤ Conduct a mini ethnographic study of a community, social group, festival, market, or institution using observation techniques. ➤ Prepare a field diary based on participant or non-participant observation. ➤ Case study analysis of a cultural practice using Functionalist or Structuralist perspectives.	20 Hrs
Unit. III	Objective: To explore the practical applications of anthropology in contemporary society. Activities: ➤ Visit a Government Medical College, Forensic Laboratory, Museum, DNA Testing Centre, or relevant institution and submit a field report. ➤ Prepare a report on applications of Anthropology in forensic science, healthcare, genetic counseling, tribal development or public policy. ➤ PPT presentation on emerging applications of Anthropology in contemporary society.	20 Hrs
Total Practical Hours		60 Hrs

Text Books:

- 1) Morgan, L. H. 1963. (Originally 1877), Ancient Society, New York
- 2) Merton, R. K. 1957, Social Theory and Social Structure, New York
- 3) Radcliffe-Brown, A. R. 1952, Structure and Function in Primitive Society. New York: Free Press
- 4) Shukla B.R.K. & Rastogi, S. 1990. Physical Anthropology & Human Genetics: An Introduction. Plaka Prakashan. Delhi.
- 5) Das B.M. 2008. Outlines of Physical Anthropology. Kitab Mahal, New Delhi.
- 6) Sarkar, R. M. 2004. Fundamentals of Physical Anthropology (New Edition). Book World. Kolkata.
- 7) D., D. Mukherjee and P. Bharti and A. Mukhopadhyaya. (2018). Laboratory Manual for

- Biological Anthropology: Revised and Enlarged 2nd Edition. SCHOLAR Booksellers & Publishers, Kolkata.
- 8) Ember C. R. et al. (2011). Anthropology. New Delhi: Dorling Kindersley.
 - 2.Haviland, Prins, Walrath, McBride (2008). Cultural Anthropology. Cengage Learning India Pvt. Ltd., New Delhi
 - 9) Kapadia, K.M,1966, Marriage and Family in India, Oxford University Press, London

Reference Books:

- 1.Barnard A. (2000). History and Theory in Anthropology. Cambridge: Cambridge University
- 2.McGee R.J. and Warms R.L. (1996) Anthropological Theories: An Introductory History.
- 3.Moore M. and Sanders T. (2006). Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing
- 4.Behura, N.K. Anthropological thought and Theories, New Delhi
- 5.Geertz, C. 1973. The Interpretation of Culture, New York: Basic Books.
- 6.Harris, M. 1969. The Rise of Anthropological Theory, London: Routledge and Kegan paul.
- 7.Honnigman, J. J. (Ed). 1997, A Hand Book of Social and Cultural Anthropology, Vol-II, University of North Carolina, New Delhi: Rawat Publications
- 8.Kroeber, A. L. 1953. Anthropology Today: An Encyclopedic Inventory. Chicago
- 9.Levi-Strauss, C. 1983, Structural Anthropology, Chicago: University of Chicago Press

B A T Y VIth Semester
Minor -7 Sociology of Entrepreneurship
 Total Credits: 02 Total Contact Theory –30 Hrs
 Maximum Marks :50

Learning Objectives of the Course:

1. To understand and explore the social aspects of entrepreneurship
2. To make aware students key features of entrepreneurship and its social relevance
3. To explain theoretical and social aspects of entrepreneurship
4. To create attentiveness about entrepreneurship and its relevance to the society
5. To encourage students towards self-employment and to make career as entrepreneur.

Course Outcomes (COs):

After completion of the course, students will be able to– Course Outcomes

1. To assess the function of social capital in entrepreneurship development
2. Comprehend the meaning and concepts related to entrepreneurship and its development.
3. To examine rural and women entrepreneurship and the emerging trends
4. To highlight the importance and role of entrepreneurship in society as subsystem of society

Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit I Introduction	a. Introduction: Meaning and concept of Entrepreneurship b. Emergence and development of Entrepreneurship c. Sociological perspectives of Entrepreneurship (Weber and Hoselitz) d. Role of Social capital and networks e. Women and Rural entrepreneurship	10 Hrs
Unit II Social Development	a. Economic development and society b. Industrialization c. Social development and up gradation of living standard d. Non profitable entrepreneurship: NGO	10 Hrs
Unit III: Industrial Development	a. Industrial contribution in social sector b. Creation of jobs by industries c. Women entrepreneurship d. Agriculture entrepreneurship	10 Hrs
Total Theory Hours		30 Hrs

Text Books:

1. HarperCollins. Lee, Nancy R and Philip Kotler, (2012), Social Marketing: Influencing Behaviors for Good, Sage South Asia
2. Nicholls, Alex, (2006) Social Entrepreneurship: New Models of Sustainable Social Change, Oxford University Press.
3. Setterberg, Fred and Kary Schulman, (1985), Beyond Profit: Complete Guide to Managing the Non-Profit Organizations,
4. Harper & Row. Steven Ott. J., (2001), Understanding Non-Profit Organizations: Governance, Leadership and Management, West view Press.
5. Sunder, Pushpa, (2013), Business and Community: The Story of Corporate Social Responsibility in India

Reference Books:

1. Aldrich H. E., & Zimmer C. (1986). Entrepreneurship through social networks.
2. Sexton D. L., & Smilor R. W. (Eds.), The art and science of entrepreneurship Cambridge
3. Ballinger. Aldrich, H. E., & Waldinger, R. (1990). Ethnicity and Entrepreneurship.
4. Aldrich, H., & Zimmer, C. (1986). Entrepreneurship through social networks.
5. D. Sexton, & R. Smilor (Eds.) The art and science of entrepreneurship. Cambridge,
6. Bal, G.2023. Sociology of Entrepreneurship in India. Jaipur: Rawat Publications.
7. Hornaday J. A. et al. (Eds.), Frontiers of entrepreneurship research.

B A T Y VIth Semester Minor -8 Sociology of Everyday Life Total Credits: 02 Total Contact Theory –30 Hrs Maximum Marks :50		
Learning Objectives of the Course: 1. To introduce students to the sociological analysis of everyday life. 2. To understand how daily activities are shaped by social structures. 3. To explore interaction, meaning, and identity in routine life. 4. To develop skills in observational and qualitative analysis. 5. To link personal experiences with broader social processes.		
Course Outcomes (COs): After completion of the course, students will be able to– 1. Apply a sociological perspective to everyday experiences. 2. Understand the link between individual behavior and social institutions. 3. Analyze interaction, culture, and meaning-making processes. 4. Examine inequalities in everyday social life. 5. Use basic qualitative methods for studying daily life.		
Module No.	Topics/ actual contents of the syllabus	Contact Hours
Unit. I Introduction	Introduction to Everyday Life a) Sociological imagination (C. Wright Mills) b) Personal troubles and public issues c) Making the familiar strange d) Social construction of reality (Berger & Luckmann).	10 Hrs
Unit. II Theoretical Perspectives on the Everyday Symbolic	Theoretical Perspectives on the Everyday Symbolic a) Symbolic Interactionism b) Dramaturgy (Erving Goffman): presentation of self c) Ethnomethodology (Harold Garfinkel) d) Phenomenology and lived experience.	10 Hrs
Unit – III Socialization and Interaction Socialization into everyday life:	Socialization and Interaction Socialization in everyday life a) Socialization: habits, practices, and feelings b) Self and society (Cooley’s looking-glass self) c) Non-verbal communication and interaction rituals d) Everyday spaces: family, digital life and social behavior.	10 Hrs
Total Theory Hours		30 Hrs
Text Books: 1. Erving Goffman: The Presentation of Self in Everyday Life. 2. David M. Newman: Sociology: Exploring the Architecture of Everyday Life.		
Reference Books: 1. C. Wright Mills: The Sociological Imagination. 2. Eviatar Zerubavel: Social Mindscapes. 3. Arlie R. Hoch child: The Managed Heart (Emotion work).		

B A T Y VIth Semester On Job Training (OJT) -1			
Total Credits: 04 Maximum Marks :100		Total Contact Hours (Practical): 120 Hours	
Faculty	Humanities	Course Category	On Job Training (OJT)
Program	BA Sociology	Course Name	On Job Training
Course	B. A. III	Course Code	
Semester	VI	Course Credits	04
Marks	Semester End: 80 Viva Voce: 20 Total Marks: 100		

Introduction:

On-Job Training (OJT) is an experiential learning component designed to provide Sociology students with practical exposure to professional work environments. The course aims to bridge the gap between classroom learning and workplace realities by enabling students to apply sociological knowledge, research skills, communication abilities and problem-solving competencies in real-life settings.

The OJT programme offers students opportunities to engage with governmental, non-governmental, healthcare, educational, industrial and community-based organizations. Through direct participation in workplace activities, students develop professional competencies, ethical values, leadership qualities, teamwork skills and employability required for future careers.

Learning Objectives of the Course:

1. To provide practical exposure to organizational structure, work culture and professional practices.
2. To develop employability skills, communication abilities, and professional ethics.
3. To enable students to apply sociological knowledge and research skills in workplace settings.
4. To familiarize students with social development programmes, governance systems and community-based organizations.
5. To enhance students' professional competence through experiential learning and field engagement.

Course Outcomes (COs):

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

1. Understand organizational functioning, workplace culture, and professional responsibilities.
2. Apply sociological perspectives and skills in institutional and community settings.
3. Demonstrate effective communication, teamwork, leadership, and problem-solving abilities.
4. Analyze social issues and organizational practices through practical field experiences.
5. Prepare professional reports and exhibit enhanced employability and career readiness.

Duration and Workload:

- Total Credits: 04
- Total Practical Hours: 120 Hours
- The OJT shall be completed during Semester VI.
- Students shall complete a minimum of 120 hours of training in an approved organization.

- The training may be completed continuously or in phases as approved by the Department.
- Students must maintain regular attendance throughout the training period.

Approved Organizations for OJT:

Students may undertake On-the-Job Training (OJT) in organizations and institutions relevant to Sociology and Social Sciences, subject to approval by the Department. Suitable organizations include government offices such as the District Collector Office, Zilla Parishad, Panchayat Samiti, Social Welfare Department, Women and Child Development Department, Tribal Development Department, Labour Department and Rural Development Department. Students may also be placed in local self-government institutions including Gram Panchayats, Nagar Panchayats, Municipal Councils, Municipal Corporations, and Smart City Mission Offices.

Opportunities may be provided in healthcare institutions such as Government Hospitals, Rural Hospitals, Primary Health Centres (PHCs), Community Health Centres (CHCs), Medical Colleges, Public Health Organizations, and Mental Health or Rehabilitation Centres. Students may also undertake internships in Non-Governmental Organizations (NGOs) working in the fields of child welfare, women empowerment, tribal development, human rights, rural development, environmental protection and community development.

Educational institutions such as schools, colleges, universities and skill development centres may also serve as training organizations. Students interested in organizational and industrial settings may be placed in Corporate Social Responsibility (CSR) units, Human Resource Departments, Industrial Welfare Departments, and Corporate Foundations. Research and social service organizations including research institutes, survey agencies, social research centres, development consultancy organizations and community-based organizations are also suitable for OJT placements.

Additionally, students may undertake training in other relevant institutions such as old age homes, orphanages, child care institutions, community centres, self-help group federations, social enterprises and other organizations engaged in social welfare, community development, and public service activities. The selected organization should provide meaningful learning opportunities that enable students to apply sociological knowledge and develop professional skills through practical experience.

General Guidelines-

1. Students shall identify an organization relevant to Sociology and their career interests.
2. The proposed organization must be approved by the Departmental OJT Committee before commencement of training.
 - Students shall submit the following documents:
 - OJT Application/Request Letter.
 - Consent Letter from the host organization.
 - OJT Registration Form.
3. No student shall begin OJT without formal approval from the Department.
4. The Department reserves the right to reject any organization that does not provide appropriate learning opportunities.
5. The College/Department shall establish Memoranda of Understanding (MoUs) with organizations willing to provide OJT opportunities to students.

6. Students may undertake OJT in organizations without a formal MoU only after obtaining written permission from the Department. And the host organization.
7. The Department shall maintain and periodically update a list of approved organizations for OJT.
8. Each student shall be assigned a Workplace Mentor by the host organization who will monitor attendance, guide the student in assigned tasks and responsibilities, provide professional supervision and support, assess the student's performance during the OJT period.
9. Each student shall be assigned a Faculty Supervisor by the Department who will monitor the student's progress, conduct periodic review meetings, provide guidance in report writing and documentation, review the student diary/logbook, evaluate the OJT report and viva-voce, and coordinate with the Workplace Mentor whenever necessary.
10. Students must complete 120 hours of OJT with a minimum of 90% attendance. Attendance shall be recorded and certified by the Workplace Mentor and submitted along with the final OJT report.
11. Every student shall maintain a Daily OJT Diary/Log Book recording the date and duration of work, activities performed, skills learned, learning experiences, observations, challenges faced, and personal reflections on workplace experiences.
12. The diary shall be periodically verified and signed by the Workplace Mentor and must be submitted along with the final OJT report for evaluation.
13. Every student shall submit a comprehensive OJT Report at the end of the training period.
14. The report should ordinarily be 30–50 pages, excluding annexures.
15. The report shall include:
 - Cover Page
 - Certificate
 - Acknowledgement
 - Introduction to the Organization
 - Objectives of OJT
 - Organizational Structure
 - Nature of Work Undertaken
 - Activities Performed
 - Skills Acquired
 - Sociological Analysis of Experiences
 - Observations and Findings
 - Challenges Faced and Solutions
 - Conclusion and Suggestions
 - Attendance Record
 - Annexures
 - Completion Certificate
16. The report should be original, well-organized, and prepared in a professional format.
17. Every student must submit a Completion Certificate issued by the host organization mentioning the student's name, organization details, duration of OJT, total hours completed, nature of work and performance remarks.

Evaluation Guidelines:

The evaluation of OJT shall be based on the student's attendance, workplace performance, documentation, report writing, and viva-voce examination. The assessment shall be carried out jointly by the Workplace Mentor and the Department.

A. Semester End Evaluation (80 Marks)

Component	Marks
Attendance and Discipline at Workplace	10
Performance Appraisal by Workplace Mentor	20
OJT Diary / Log Book	15
OJT Report	25
Faculty Supervisor Assessment	10
Total	80

B. Viva-Voce Examination (20 Marks)

The Viva-Voce shall be conducted by the Departmental Evaluation Committee to assess practical learning and professional development.

Component	Marks
Knowledge of Organization and Work Experience	05
Application of Sociological Concepts	05
Presentation and Communication Skills	05
Reflection, Learning Outcomes and Problem-Solving Ability	05
Total	20

18. Submission of the OJT Diary/Log Book, Final OJT Report, Attendance Record, and Completion Certificate is mandatory.
19. Students who fail to complete the prescribed hours or submit the required documents shall not be eligible for evaluation.
20. The OJT Report should demonstrate understanding of organizational functioning and application of sociological knowledge.