

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
AURANGABAD.**



Circular / Acad Sec./ UG /CBCS Curri./Colleges/ 2022.

It is hereby inform to all concerned that, on the recommendation of Dean of Faculty of Humanities; **the Hon'ble Vice-Chancellor has accepted the following subject wise Curriculum of Choice Based Credit & Grading System** under the faculty of Humanities in his emergency powers under Section 12 [7] of the Maharashtra Public University Act, 2016 on behalf of the Academic Council.

Sr. No.	Course/Curriculum Name	Semesters
01.	B.A. First Year [History]	Ist & IInd
02.	B.A. First Year [Philosophy]	Ist & IInd
03.	B.A. First Year Sociology (Honors) for Model College.	Ist & IInd
04.	B. A./B.Com./ B.Sc. Second Year Compulsory & Honors [English] for Model College.	IIIrd & IVth
05.	B.A./B.Com./B.Sc./BSW/ BFA Second Year Com., Opt., & Addi (SL) [English]	IIIrd & IVth
06.	B.A. Optional Third Year [English]	Vth & VIth
07.	M.A. First & Second Year Progressively [English]	Ist to IVth

This is effective from the Academic Year 2022-23 and Onwards as 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,
Aurangabad-431 004.
Ref. No. SU/Colleges Curri/UG/
2022/ 30711-23

Date: 19.07.2022.

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**Deputy Registrar,
Academic.**

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Copy forwarded with compliments to:-

- 1] **The Head, all concerned departments,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 2] **The Principal, all affiliated colleges,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 3] **The Principal, Model College,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 4] **The Director, University Network & Information Centre, UNIC,**
with **a request to upload this Circular on University Website.**

Copy to :-

- 1] **The Director, Board of Examinations & Evaluation,**
- 2] **The Sec. Officer, [B.A., B.Com, B.Sc. & M.A. Unit] Exam. Branch,**
- 3] **The Section Officer, [Eligibility Unit],**
- 4] **The Programmer [Computer Unit-1] Examinations,**
- 5] **The Programmer [Computer Unit-2] Examinations,**
- 6] **The In-charge, [E-Suvidha Kendra],**
- 7] **The Public Relation Officer,**
- 8] **The Record Keeper,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

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DrK*190722/-

**Dr.Babasaheb Ambedkar Marathwada University,
Aurangabad**



SYLLABUS

**BACHELOR OF ARTS
SOCIOLOGY (HONORS)**

FOR

Model Degree College, Ghansawangi.

Dist- Jalna.

(Maharashtra State)

(Effective from 2022-23 and onwards)

**Dean
Faculty of Humanities,
Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad.**

University of Cambridge
Faculty of Divinity
Dean

APPENDIX A

FIRST SEMETER (90 Teaching Days)

Semester	Subject	Paper Name	Credit	L/Week
I	Language Curriculum Indian Language	Marathi or Hindi	4	4
	Language Curriculum English	Compulsory English	4	4
	Core	Core A	5	5
		Core B	5	5
	Supportive	Supportive	4	4
	Applied	Applied	4	4
	Life Skill Curriculum	A Job Oriented Course	2	2
		B Value Oriented Course	2	2
		Total	30	30

SECOND SEMETER (90 Teaching Days)

Semester	Subject	Paper Name	Credit	L/Week
II	Language Curriculum Indian Language	Marathi or Hindi	4	4
	Language Curriculum English	Compulsory English	4	4
	Core	Core A	5	5
		Core B	5	5
	Supportive	Supportive	4	4
	Applied	Applied	4	4
	Life Skill Curriculum	A Job Oriented Course	2	2
		B Value Oriented Course	2	2
		Total	30	30

THIRD SEMETER (90 Teaching Days)

Semester	Subject	Paper Name	Credit	L/Week
III	Language Curriculum Indian Language	Marathi or Hindi	4	4
	Language Curriculum English	Compulsory English	4	4
	Core	Core A	5	5
		Core B	5	5
	Supportive	Supportive	4	4
	Applied	Applied	4	4
	Life Skill Curriculum	A Job Oriented Course	2	2
		B Value Oriented Course	2	2
		Total	30	30

FOURTH SEMETER (90 Teaching Days)

Semester	Subject	Paper Name	Credit	L/Week
IV	Language Curriculum Indian Language	Marathi or Hindi	4	4
	Language Curriculum English	Compulsory English	4	4
	Core	Core A	5	5
		Core B	5	5
	Supportive	Supportive	4	4
	Applied	Applied	4	4
	Life Skill Curriculum	A Job Oriented Course	2	2
		B Value Oriented Course	2	2
		Total	30	30

FIFTH SEMETER (90 Teaching Days)

Semester	Subject	Paper Name	Credit	L/Week
V	Core	Core A	5	5
		Core B	5	5
	Supportive	Supportive	4	4
	Applied	Applied A	4	4
		Applied B	4	4
	Life Skill Curriculum	A Job Oriented Course	4	4
		B Value Oriented Course	4	4
		Total	30	30

SIXTH SEMETER (90 Teaching Days)

Semester	Subject	Paper Name	Credit	L/Week
VI	Core	Core A	5	5
		Core B	5	5
	Supportive	Supportive	4	4
	Applied	Applied A	4	4
		Applied B	4	4
	Life Skill Curriculum	A Job Oriented Course	4	4
		B Value Oriented Course	4	4
		Total	30	30

A. Evaluation Method and Question paper Structure.

E. 1 Attendance of the students:-

In order to attend the examination at the semester end, students require attending their classes regularly. Their attendance must be in any case 75% or above than that.

The detail evaluation method is given in following tables.

FIRST SEMETER

Semester	Subject	Paper Name	CA	UA	Total
I	Language Curriculum Indian Language	Marathi or Hindi	40	60	100
		Compulsory English	40	60	100
	Core	Core A	20	30	50
		Core B	20	30	50
	Supportive	Supportive	40	60	100
	Applied	Applied	40	60	100
	Life Skill Curriculum	A Job Oriented Course	20	30	50
		B Value Oriented Course	20	30	50
		Total	240	360	600

SECOND SEMESTER

Semester	Subject	Paper Name	CA	UA	Total
I	Language Curriculum Indian Language	Marathi or Hindi	40	60	100
		Compulsory English	40	60	100
	Core	Core A	20	30	50
		Core B	20	30	50
	Supportive	Supportive	40	60	100
	Applied	Applied	40	60	100

	Life Skill Curriculum	A Job Oriented Course	20	30	50
		B Value Oriented Course	20	30	50
		Total	240	360	600

THIRD SEMESTER

Semester	Subject	Paper Name	CA	UA	Total
III	Language Curriculum Indian Language	Marathi or Hindi	40	60	100
		Compulsory English	40	60	100
	Core	Core A	20	30	50
		Core B	20	30	50
	Supportive	Supportive	40	60	100
	Applied	Applied	40	60	100
	Life Skill Curriculum	A Job Oriented Course	20	30	50
		B Value Oriented Course	20	30	50
		Total	240	360	600

FOURTH SEMESTER

Semester	Subject	Paper Name	CA	UA	Total
IV	Language Curriculum Indian Language	Marathi or Hindi	40	60	100
		Compulsory English	40	60	100
	Core	Core A	20	30	50
		Core B	20	30	50
	Supportive	Supportive	40	60	100
	Applied	Applied	40	60	100
	Life Skill Curriculum	A Job Oriented Course	20	30	50
		B Value Oriented Course	20	30	50
		Total	240	360	600

FIFTH SEMESTER

Semester	Subject	Paper Name	CA	UA	Total
V	Core	Core A	20	30	50
		Core B	20	30	50
	Supportive	Supportive	40	60	100
	Applied	Applied A	20	30	50
		Applied B	20	30	50
	Life Skill Curriculum	A Job Oriented Course	20	30	50
		B Value Oriented Course	20	30	50
		Total	160	240	400

SIXTH SEMESTER

Semester	Subject	Paper Name	CA	UA	Total
VI	Core	Core A	20	30	50
		Core B	20	30	50
	Supportive	Supportive	40	60	100
	Applied	Applied A	20	30	50
		Applied B	20	30	50
	Life Skill Curriculum	A Job Oriented Course	20	30	50
		B Value Oriented Course	20	30	50
		Total	160	240	400

Note:-

1. Students must achieve 40% marks in their theory and practical examination.
2. The marks are given on the basis of internal test, tutorial, seminars, project works, industrial visit etc.
3. Incentive will be provided N. S. S. and N. C. C., Sports and achievement in Youth Festival.

Grading System:-

- i) A ten point rating scale shall be used for the evaluation of the performance of the students to provide letter grade for each and overall grade for the Under Graduate programme. Grade point is based on the total number of marks obtained by in all the heads of examination of the course. These points and their equivalent range of marks are shown separately in Table-I.

Table I: Ten point grades and grade description

Sr. No.	Equivalent percentage	Grade points	Grade	Grade description
1.	90.00-100	9.00-10	O	Outstanding
2.	80.00-89.99	8.00-8.99	A++	Excellent
3.	70.00-79.99	7.00-7.99	A+	Exceptional
4.	60.00-69.99	6.00-6.99	A	Very Good
5.	55.00-59.99	5.50-5.99	B+	Good
6.	50.00-54.99	5.00-5.49	B	Fair
7.	45.00-49.99	4.50-4.99	C+	Average
8.	40.01-44.99	4.01-4.49	C	Below Average
9.	40	4.00	D	Pass
10.	<40	0.00	F	Fail

- ii) Nonappearance in any examination/assessment shall be treated as the students as secured zero marks in that subject examination/assessments.

- iii) Minimum D grade (4.00 Grade Points) shall be the limit to clear/pass the course/subject. The students with F Grade will be considered as 'Failed' in the concern course and he/she has to clear the course by reappearing in the next semester examinations. There will be No revaluation /recounting under this system.
- iv) Every students shall be awarded grade points out of maximum 10 points in each subjects (Based on 10 point scale). Based on grade point obtained in each subject, semester grade point average (SGPA) and then cumulative grade point average (CGPA) shall be computed. Results will be announced at the end of each semester and cumulative grade card with CGPA will be given on the completion of the course.

Computation of SGPA /CGPA

The computation of CGPA/SGPA will be as follows:

- a) Semester grade point average (SGPA) is weighted average of points obtained by a students in semester and will be computed as follows

$$SGPA = \frac{\text{Sum}(\text{Course Credit} * \text{No. of Points in Concern Course Gained by the students})}{\text{Sum (Course Credit)}}$$

- b) CGPA= Sum (Grade Points earned of all semester) / Total No. of Credits in all semesters.

Equivalent percentage of CGPA should be shown on grade sheets as

$$\text{Equivalent percentage} = \text{CGPA} (10).$$

The SGPA and CGPA shall be rounded off to the second place of decimal.

E.2 Question Paper Structure:-

For Language Course		
Maximum Marks: 60		Time: 2.00 Hours
Note: 1. All questions are compulsory 2. Each question carries equal marks.		
Q. 1	Long Answer question	20 Marks
	OR	
	Short answer question	
	a)	10 Marks
	b)	10 Marks

Q. 2	Long Answer question	OR	20 Marks
	Short answer question		
	a)		10 Marks
	b)		10 Marks
Q. 3	Long Answer question	OR	20 Marks
	Short answer question		
	a)		10 Marks
	b)		10 Marks

Sociology (Honors)For Major (Core-A and B) Course			
Maximum Marks: 30		Time: 1.30 Hours	
Note: 1. All questions are compulsory 2. Each question carries equal marks.			
Q. 1	Long Answer question	OR	10 Marks
	Short answer question		
	a)		05 Marks
	b)		05 Marks
Q. 2	Long Answer question	OR	10 Marks
	Short answer question		
	a)		05 Marks
	b)		05 Marks
Q. 3	Long Answer question	OR	10 Marks
	Short answer question		
	a)		05 Marks
	b)		05 Marks

Sociology (Honors) For Supportive Course	
Maximum Marks: 60	Time: 2.00 Hours
Note: 1. All questions are compulsory 2. Each question carries equal marks.	
Q. 1	Long Answer question
	20 Marks

OR		
Short answer question		
a)		10 Marks
b)		10 Marks
Q. 2	Long Answer question	20 Marks
OR		
Short answer question		
a)		10 Marks
b)		10 Marks
Q. 3	Long Answer question	20 Marks
OR		
Short answer question		
a)		10 Marks
b)		10 Marks

Sociology (Honors) For Applied Course		
Maximum Marks: 60		Time: 2.00 Hours
Note: 1. All questions are compulsory 2. Each question carries equal marks.		
Q. 1	Long Answer question	20 Marks
OR		
Short answer question		
a)		10 Marks
b)		10 Marks
Q. 2	Long Answer question	20 Marks
OR		
Short answer question		
a)		10 Marks
b)		10 Marks
Q. 3	Long Answer question	20 Marks
OR		
Short answer question		
a)		10 Marks
b)		10 Marks

For Fifth and Six Semester

Sociology (Honors) For Applied (A and B) Applied B Course for Choice Based		
Maximum Marks: 30		Time: 1.30 Hours
Note: 1. All questions are compulsory 2. Each question carries equal marks.		
Q. 1	Long Answer question	10 Marks
	OR	
	Short answer question	
	a)	05 Marks
	b)	05 Marks
Q. 2	Long Answer question	10 Marks
	OR	
	Short answer question	
	a)	05 Marks
	b)	05 Marks
Q. 3	Long Answer question	10 Marks
	OR	
	Short answer question	
	a)	05 Marks
	b)	05 Marks

For Life skill Curriculum Courses (JOC and VOC)

For Life skill Curriculum Courses (JOC and VOC) Course		
Maximum Marks: 30		Time: 1.30 Hours
Note: 1. All questions are compulsory 2. Each question carries equal marks.		
Q. 1	Long Answer question	15 Marks
	OR	
	Long Answer question	15 Marks
Q. 2	Long Answer question	15 Marks
	OR	
	Long Answer question	15 Marks

Dr.Babasaheb Ambedkar Marathwada University,Aurangabad.



Model Degree College,Ghansawangi.Dist. Jalna.

B.A.(Honours) Sociology

Choice Based Credit Grading System(CBCS)

Under Graduate Level

Syllabus of Sociology (Honours)

First Year- Semester I& II

Effective from the Academic Year 2022-23 onwards

PREFACE

This under Graduate syllabus is the product of three meetings of Board of Studies in Sociology conducted for restructuring the undergraduate programme in Sociology. Dr. Babasaheb Ambedkar Marathwada University might introduce Main Programme in Sociology in the Model College, Ghansawangi Dist. Jalna affiliated to Dr. BAM University. The valuable opinions of veteran Scholars and teachers have been incorporated in to the new syllabus. .

The main objective of the syllabi reconstruction and the study materials prescribed here are aimed to introduce the basic concepts and mainly covers the study of some of its specialized fields. Moreover, it also aims to impart basic skills in the application of sociology to the beginners. It is also designed to open the window for the beginners by giving an analytical understanding of human society with human concern and Sociological perspective.

As per the guidelines of the Dr. Babasaheb Ambedkar Marathwada University, the course structure and syllabi are divided into three parts.

The prime objective of the syllabi is to endow the students with a rational, an all-inclusive and democratic outlook to build on the foundation of universal brotherhood and human values.

Professor Dilip Khairnar

Chairman, Board of Studies in Sociology

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

B.A. I First Semester

Course Section Core A	SOC-C-101	Basic Sociological Concepts	5 Credit
Course Section Core B	SOC-C-102	Sociology and its Subfields	5 Credit
Supportive Course	SOC-S-101	Exploration to Sociology	4 Credit
Applied Course	SOC-A-101	Human Values in Indian Society	4 Credit

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Model Degree College, Ghansawangi, Dist. Jalna

Department of Sociology

B.A. Honors B A F Y First Semester

Core A

Basic Sociological Concepts

(Core Course: Section A) Code No. SOC-C-101

Credit 05

Marks - 30

Objective of the Course:-

- 1) To know the fundamental concepts of Sociology.
- 2) To develop the knowledge of Sociological concepts.
- 3) To make students aware of Sociology.
- 4) Introduce the Sociological knowledge directly implement daily life.

Learning Outcomes:-

This paper is expected to clarify and broaden the student's notion
About sociological concepts used and some universal societal processes.

Unit-I-Society

- a) Definition & Meaning of Society
- b) Types of Society
- c) Community (Meaning & Characteristics)

Unit -II-Social Structure

- a) Meaning of Social Structure
- b) Nature of Social Structure
- c) Characteristics of Social Structure

Unit -III-Social System

- a) Definition of social system
- b) Characteristics of Social system
- c) Foundation prerequisites of social system

Unit -IV-Socialization

- a) Definition
- b) Aims
- c) Stages of socialization

Internal Evaluation		Total Marks 20
I)	Internal Class test	10
II)	Tutorial / Seminar	10

References:

- Melvin, L. Deflower and Others. 1984. Sociology Human Society. New Delhi: Random House.
- Sachdeva, Vidyabhushan. 1996. Introduction to Sociology. Allahabad : Kitab Mahal.
- Salunkhe, Sarjerao. 1996. Fundamental Concept in Sociology. Pune : Narendra Prakashan.
- Sangave, Vilas. 1972. Sociology. Mumbai : Popular publication.
- Jonson, H.M. 1970. Sociology-A Systematic introduction. Bombay : Allied Publishers Pvt.Ltd.
- Gisbert, P. 2004. Fundamentals of Sociology. Kolkata : Orient Longman Private Ltd.
- Ronald, Fletcher. 1994. The Making of Sociology. Vol.II. Jaipur: Rawat Publication.
- Nadel, S. F. (2013). The theory of social structure. Routledge.
- Radcliffe-Brown, A. R. (1940). On social structure. The Journal of the Royal Anthropological Institute of Great Britain and Ireland, 70(1), 1-12.
- Parsons, T., & Shils, E. A. (2017). The social system. In Toward a general theory of action (pp. 190-233). Routledge.
- Dr. Dilip Khairnar, Samajshastra Parichay (2009), Diamond Publication, Pune
- Samajshasratil Mulbhut Sankalpana (2013) Educational Publication Aurangabad

Core B
Sociology and its Subfields
(Core Course: Section B)
Code No. SOC-C-102

Credit 05

Marks - 30

Objective of the Course:-

- 1) To know the various branches of Sociology.
- 2) To develop and growth the knowledge of subfield of sociology.
- 3) Understand and aware the environmental change.

Learning Outcomes:-

This paper is expected to acquaint the students with the various branches knowledge of sociology

Unit –I Rural sociology

- a) Meaning
- b) Nature
- c) Significance

Unit –II Urban Sociology

- a) Meaning and definition
- b) Nature and scope
- c) Significance

Unit- III Tribal Sociology

- a) Meaning and definition
- b) Nature and scope
- c) Significance

Unit –IV Sociology of Environment

- a) Subject matter of Environmental Sociology
- b) Global environmental change
- c) Population and environmental change

Internal Evaluation		Total Marks 20
I)	Internal Class test	10
II)	Tutorial / Seminar	10

References:

- Sangave,Vilas.1972.Sociology.Mumbai :Popular publication.
- Sachdeva,Vidyabhushan.1996.Introduction to Sociology. Allahabad :Kitab Mahal.
- Salunkhe,Sarjerao.1996.Fundamental Concept in Sociology.Pune : Narendra Prakashan.
- Desai A R. Rural Sociology InIndia. Amerika Sage Publication ,
- Cunningham, J., & Cunningham, S. 2014. Sociology and social work. Learning Matters.
- Patel,M.L.1974.Changing Land Problem –Problems of tribal India.Bhopal:Progress Publishers.
- Dube,S.C.Tribal Heritage of India.
- Gare,Govind.(Ed).Maharashtrian Tribal Culture.
- Dominelli,L.1997. Sociology for socialwork.Macmillan International Higher Education.

Supportive
Exploration to Sociology
(Course: Section Supportive)
Code No. SOC-S-101

Credit 04

Marks - 60

Objective of the Course:-

- 1) To know the new trends in modern Sociology.
- 2) To understand the scope of institutions in contemporary society.
- 3) To understand the new Education Policy.

Learning Outcomes:-

The course aims to acquaint the students with the new fundamental changes in family, marriage and other institutions in Indian society.

Unit –I Family Institution

- a) New forms of Family- Single parent family, Blended family, Childless family
- b) New reproductive technology and family- Test tube baby, Surrogate mother
- c) Issues of Marriage Institution- Changes in the dowry system, Unavailability of suitable mates, Changes in wedding rituals, Increasing age of Marriage

Unit –II Marriage Institution

- a) Recent changes in Marriage Institution: Contract marriage, Live in relationship, Gay-Lesbian Marriages.
- b) Relevance of widow remarriage
- c) Changes in wedding rituals, increasing age of Marriage

Unit –III Religion Institution

- a) Scientific approach and religion
- b) Secularism
- c) Anti's superstition and Black Magic Act 2012

Unit –IV Education Institution

- a) Right to Education
- b) Government's Policy of Education
- c) 'Commercialization' of education

Internal Evaluation		Total Marks 40
I)	Internal Class test	20
II)	Tutorial / Seminar	20

References:-

- Jackson, S. (1993). Even sociologists fall in love: An exploration in the sociology of emotions. *Sociology*, 27(2), 201-220.
- Nichols, J. A. (2011). Religion, Marriage, and Pluralism. *Emory Int'l L. Rev.*, 25, 967.
- Sharma, U. (Ed.). (2005). *Marriage in Indian society: from tradition to modernity*. Mittal Publications.
- Behere, P. B., Rao, S. T., & Verma, K. (2011). Effect of marriage on pre-existing psychoses. *Indian journal of psychiatry*, 53(4), 287.
- White, E. G. H. (1903). *Education*. AB Publishing.
- Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
- Naik, J. P. (1975). *Policy and performance in Indian education, 1947-74*. Srinagar, India: Dr. KG Saiyidain Memorial Trust.
- BhoiteUrtam(1993) *Samajik Sanstha*, Pimpalpure and company, Nagpur.

Applied

Human Values in Indian Society

(Course: Section Applied)

Code No. SOC-A-101

Credit 04

Marks - 60

Objective of the Course:-

- 1) To introduce the human values in Indian society.
- 2) To develop the skills of students in administrative values.
- 3) To know the knowledge of human values and duties.

Learning Outcomes:-

This paper expected to bring human values in a student about Indian society. It is hoped that structure of Indian society become a ideal society in the World. In this course will also enable ideal students to gain a better understanding of society.

Unit-I- Human value

- a) Definition and meaning
- b) Characteristics and Goals
- c) Implication of Ideal values in society

Unit –II Administrative value

- a) Meaning and nature
- b) Administrative ethics and Rights
- c) Merits of Ideal administrator

Unit –III Human values and Constitution

- a) Values in Indian Constitution
- b) Accountability
- b) Responsibility
- c) Humanity and human beliefs

Unit –IV Successful values in social reformers

- a) Mahatma Jyotiba Phule (Social)
- b) Rajarshi Shahu Maharaj (Reservation)
- c) Dr. Babasaheb Ambedkar (Education)

Internal Evaluation		Total Marks 40
I)	Internal Class test	20
II)	Tutorial / Seminar	20

References –

- Rokeach, M. (1973). The nature of human values. Free press.
- Friedman, B., & Kahn Jr, P. H. (2007). Human values, ethics, and design. In The human-computer interaction handbook (pp. 1267-1292). CRC press.
- Gaur, R. R., Sangal, R., & Bagaria, G. P. (2010). A Foundation Course in Human Values and Professionals Ethics. Excel Books India.
- Gortner, H. F. (2019). Values and ethics. In Handbook of administrative ethics (pp. 509-528). Routledge.
- Begari, J. (2010). Jyotirao Phule: A Revolutionary Social Reformer. The Indian Journal of Political Science, 399-412.
- Mallik, B. K. (2021). Jyotirao Govindrao Phule. In Revisiting Modern Indian Thought (pp. 57-72). Routledge India.
- Raj, M. S. Y. S., & Gokulraja, M. P. (2015). An Analysis of Reservation System in India. International Journal of Research (IJR), ISSN,(2348–6848).
- Ambedkar, B. R. (1990). Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 7. Government of Maharashtra, Bombay.
- Koli, H. S., Tadv, J. M. H. J., Nagar, P. S., & Jalgaon, Y. D. EDUCATIONAL THOUGHTS OF DR. BABASAHEB AMBEDKAR. National Journal.
- Khairnar Dilip (2009, 2016 2nd ed.) BhartiysamajatilNaitikMulya, Diamond Publication, Pune.

B.A.I Second Semester

Course Section Core-A	SOC-C-201	Introduction to Sociology	5 Credit
Course Section Core-B	SOC-C-202	Social Institutions in Sociology	5 Credit
Supportive Course	SOC-S-201	Social Transformation in India	4 Credit
Applied Course	SOC-A-201	Health and Social Care	4 Credit

Semester II

Dr. Babasaheb Ambedkar Marathwada University, Auranagabad.

Model Degree College, Ghansawangi, Dist. Jalna

Department of Sociology

B.A. Honors B A F Y Second Semester

Core A

Introduction to Sociology

(Core Course: Section A) Code No. SOC-C-201

Credit 05

Marks - 30

Objective of the Course:-

- 1) To understand the scientific sociology.
- 2) To develop the knowledge about historicity of students.
- 3) To know importance of sociology in daily life.

Learning Outcomes:-

This paper introduces students to the acquaintance knowledge about the scientific society. It also provides a foundation for the other more detailed and specialized course in Sociology.

Unit – I Emergence of sociology

- a) Western and non Western background
- b) Definitions, Nature and subject matter of Sociology
- c) Significance of Sociology

Unit – II Sociology as a Social Science

- a) Sociology as a Science – Scientific method
- b) Stages of Scientific methods
- c) Sociology and other social sciences – Anthropology, Economics, Psychology

Unit – IV Understanding social life

- a) Sociological Imagination
- b) Sociological Consciousness
- c) Micro and Macro Society

Unit- IV Culture, Inequality and Social Exclusion

- a) Culture
- b) Social Stratification
- c) Social Exclusion, Social Inequality

Internal Evaluation Total Marks 20

I)	Internal Class test	10
II)	Tutorial / Seminar	10

References:

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- Melvin, L. Deflower and Others. 1984. Sociology Human society. New Delhi: Random House.
- John, J. Makiolis. 2006. Sociology. New Delhi : Pearson Education.
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- Sachdeva, Vidyabhushan. 1996. Introduction to Sociology. Allahabad : Kitab Mahal.
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- Singh, Yogendra. 1986. Indian Sociology. New Delhi: Vistar Publication.
- Salunkhe, Sarjerao. 1996. Fundamental Concept in Sociology. Pune : Narendra Prakashan.
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Core B
Marriage, Family and kinship
(Core Course: Section B) Code No. SOC-C-202

Credit 05

Marks - 30

Objective of the Course:-

- 1) To know the knowledge of social institutions.
- 2) To develop the moral ethics of students.
- 3) The course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship.

Learning Outcomes:-

The course aims to acquaint the student's institution that is family marriage and other.

Unit –I Kinship, Critique and the Reformulation

- a) Meaning and definition
- b) Biological and Social Kinship
- c) Cultural Kinship

Unit –II Descent, Alliance

- a) Descent, Filiation, Complementary Filiation
- b) Marriage, Alliance, Prestation
- c) Marriage

Unit –III- Family and Household

- a) Family Nature and scope
- b) Structure and Change
- c) Reimagining Families

Unit –IV- Contemporary Issues in Marriage, Family and Kinship

- a) Choice and Regulation in Marriage
- b) Power and Discrimination in the Family
- c) New Reproductive Technologies and Marriage Migration

Internal Evaluation Total Marks 20

I)	Internal Class test	10
II)	Tutorial / Seminar	10

References:

- Dube, Leela. 1997. Women and Kinship, Comparative Perspectives on gender in South and east Asia. New Delhi: Sage Publications.
- Uberoi, Patricia. 1993. Family Kinship and Marriage in India. New Delhi: Oxford Press.
- Madan, T.N. 1965. Family and Kinship. New Delhi: Asia Publishing House.
- Madan, T.N. 1992. Religion in India. New Delhi: Oxford University Press.
- Muzumdar, H.T. 1986. Indian Religious Heritage. New Delhi: Allied Publication.
- Kolenda Paulin M. Religion Caste and Family Structure.
- Shah, A.M. 1998. The Family in India ;Critical essay. New Delhi: Orient Longman.

Supportive
Social Transformation in India
(Course: Section Supportive) Code No. SOC-S-201

Credit 04

Marks – 60

Objective of the Course:-

- 1) To introduce the caste system in Indian society.
- 2) To introduce the social movements in India.
- 3) To know the changing nature of modern society.

Learning Outcomes:-

The aim of this paper is to disseminate knowledge concept of social movement and its process & changemaking roll in the society. This paper is to impress upon the students the vital role played by the education in society. will also enable students to gain a better understanding of their society.

Unit –I- Caste mobility

- a) Changing nature of caste
- b) Social mobility in modern society
- c) Determinants of caste mobility

Unit –II- Transformation in society

- a) Changing forms of society
- b) Peoples aware rights
- c) Educational Transformation

Unit –III- Impact of Western World

- a) Concept of western world
- b) Changing nature of Economy
- c) Political change

Unit –IV- Social Movements in India

- a) Rajarshi Shahu Maharaj (Eradication of untouchability)
- b) Savitribai Phule (Women's Education)
- c) Dr. Babasaheb Ambedkar (Views on Constitution)

Internal Evaluation Total Marks 40

I)	Internal Class test	20
II)	Tutorial / Seminar	20

References :

- Sing ,Yogendra.Social Change in India .crisis and resilience. New Delhi:Haranand Publications.
- MSA, Rao .1979.Social Movements in India .New Delhi:Manohar Publications.
- Ghansham,Sham.1990.Social Movements in India;a review of literature .New Delhi:Sage Publications.
- Sen,Amtrya and Jean Drez .1995.India :Economic Development and Social Oppurtunity.New Delhi :Oxford Press.
- Oommen ,T .K.1984.Social Transformation in Rural India.NewDelhi:Vikas Publishing House.
- Desai,A.R.Social Background of Indian Nationalism.Mumbai:PopularPrakashan.
- Singer,Milton and Cohen .Structure and Change Indian society.
- MSA, Rao .1979.Social Movements and Social Transformation .New Delhi:Macmillan Publications.
- SalunkheSarjerao. 1996.Fundamental Concept in Sociology.Pune: Narendra Prakashan.

Applied
(Course: Section Applied) Code No. SOC-A-201

Health and Social Care

Credit 04

Marks - 60

Objective of the Course:-

- 1) To aware the knowledge of health.
- 2) To introduce the Indian Government policy of health and World Health Organization.
- 3) To know the health issues in society.

Learning Outcomes:-

The very aim of this paper is to acquaint the student's concept of social care to give and various opportunities and physical and mental satisfaction for students.

Unit – I – Introduction to Health

- a) Health –Meaning and Definition.
- b) Objective of Health.
- c) Importance of health and social care.

Unit – II –Health and Government.

- a) Health related Programme of Government.
- b) Health Policy in India.
- c) Role of WHO in Health.

Unit – III –Health and Social Problems.

- a) Maternal and Child health care.
- b) Diabetes: Nature, Causes, Remedies.
- c) Aging Problems and Solution.

Unit – III – Treatment Methods

- a) Ayurvedic
- b) Unani
- c) Homeopathy and Allopathy

Unit – IV – Health Education

- a) Fast-food impact on health.
- b) Opportunities in health and Social Sector.
- c) Health awareness: Role of Media.

Internal Evaluation Total Marks 40

I)	Internal Class test	20
II)	Tutorial / Seminar	20

References:

- United Nations Report; 1996; Current situation and future challenges: Added Years of Life in Asia.
- Harven and Kathleen; Aging life and Course ,London:Gavistok Publication.
- Sachdev D.R.Social Welfare Administration in India. NewDelhi: Kitab Mahal.
- Gary L.Albrecht and R. Fitzpatric. 1994.Advances in Medical Sociology, Quality of life in Heath Care.Mumbai; Jai Press.
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- Gary Albrecht ,Fitzpatrick, Ray and Scrimshaw Susan.2000.Handbook of social studies in Health and Medicine .Sage ,ISBN:978-0-7619-4272-6.CA:Thousand Oaks.
- McManus RM EARYan 1996.Improved Counter Regulatory Hormonal and Symptomatic Responses to Hypoglycaemia in Patients with Insulin Dependent Diabetes mellitus After 3 Months of less Strict glycaemic Control. Clinical and Investigative Medicine .(PubMed)
- Willian R. Rosengren. 1980.Sociologyof Medicine.London:Harper and row publication.