

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



Circular / Acad Sec./ UG /NEP & CBCS Curri./Model/ 2024.

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 for Model College, Ghansawangi, Dist. Jalna as per norms of university grants commission and National Education Policy-2020** 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	Pattern	Semesters
01.	B.A Second Year Honors in <u>Marathi</u> .	NEP	IIIrd & IVth
02.	B.A Second Year Honors in <u>Hindi</u> .	NEP	IIIrd & IVth
03.	B.A Second Year Honors in <u>English</u> .	NEP	IIIrd & IVth
04.	B.A First Year Minor Changes with Second Year Honors in <u>Economics</u> .	NEP	Ist to IVth
05.	B.A Second Year Honors in <u>Sociology</u> .	NEP	IIIrd & IVth
06.	B.A Second Year Honors in <u>Psychology</u> .	NEP	IIIrd & IVth
07.	B.A Third Year Honors in <u>Marathi</u> .	CBCS	Vth & Vith
08.	B.A Third Year Honors in <u>Hindi</u> .	CBCS	Vth & Vith
09.	B.A Third Year Honors in <u>English</u> .	CBCS	Vth & Vith
10.	B.A Third Year Honors in <u>Economics</u> .	CBCS	Vth & Vith
11.	B.A Third Year Honors in <u>Sociology</u> .	CBCS	Vth & Vith
12.	B.A Third Year Honors in <u>Psychology</u> .	CBCS	Vth & Vith

This is effective from the Academic Year 2024-25 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, Chhatrapati
Sambhajinagar-431 004.
Ref. No. SU/B.A.I & III Yr/NEP &
CBCS for Model College./2024/
Date: 23.09.2024.

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Deputy Registrar
Academic

7589-98

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Copy forwarded with compliments to:-

- 1] **The Principal, Model College,**
Affiliated to Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajnagar.
- 2] **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, [Concerned Unit] Exam. Branch,**
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- 5] The Programmer [Computer Unit-2] Examinations,
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- 7] The Public Relation Officer,
- 8] The Record Keeper,
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Sambhajnagar.

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DrK*230924/-

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



Curriculum of
B. A. Second Year

Sociology

Semester-III & IV

‘under National Education Policy [NEP]-2020’

For

“Model College level”

[effective from the Academic Year 2024-25 & Onwards]

**Illustrative Credit distribution structure for Three/Four year Honours / Honours with
Research Degree Programme with Multiple Entry and Exit options
(Discipline Specific in SOCIOLOGY)**

Class: B.A. Second Year

Semester: Third Semester

Subject: SOCIOLOGY

Sr. No	Category of Courses	Title of the Courses	Course Code	Teaching Hrs/Week (L+T+P)	Credit	Total Credit
01.	DSC-5	Problems of Rural India	SOC-DSC-301	5+0+0	05	05
02.	DSC-6	Models of Rural Development	SOC-DSC-302	5+0+0	05	05
03.	M-3	Rural Development :Technology Mass Media and Communication	SOC-M-301	2+0+0	02	02
		Sociology of Youth Culture	SOC-M-302			
		Social Stratification and Mobility	SOC-M-303			
04.	GE/OE-3	Indian Social Structure	SOC-GE-301	2+0+0	02	02
		Agriculture and Rural Life	SOC-GE-302			
		Mental Health in Society	SOC-GE-303			
05.	SEC-3	Social Pathology	SOC-SEC-301	2+0+0	02	02
		Agriculture Extension	SOC-SEC-302			
		Policy Planning and Development	SOC-SEC-303			
06.	VSC-3	Sociology of Urban Life in India	SOC-VSC-301	2+0+0	02	02
07.	AEC-3	English	AEC-301	4+0+0	04	04
	L-3	IL-Mar/ Hin	L-301	4+0+0	04	04
08.	JOC/FP- 2	Human Personality and Development	SOC-JOC-301	2+0+0	02	02
	CC-1	Cultural Activities/NSS/NCC	CC-301	2+0+0	02	02
		Total Credit of Third Semester			30	30

SOC-DSC-301
Problem of Rural India
(DSC-5) Credit 05

Objectives:

It is very important to create and conserve studies about Rural Development in country like India where a large section of population living in rural area. Rural life is affected by the changes taking place at world around. In India scenario social structure of rural community has been changing. A Student of sociology must be aware about the changing scenario of rural India and the contemporary problems of rural development, this course are designed with these objectives.

Outcome:

1- Students to develop the scientific approach of knowing any situation in society.

2- Students know the difference between social and physical problems

3- India is Agriculture based country

Unit - I- Rural Social System

a) Disintegration of Rural Family

b) Domestic Violence

c) Role and Status of Women

Unit-II- Education System

a) Dropout in Education

b) Nature of Women's Literacy

c) Approach of Rural Youth

Unit- III- Rural Economy

a) Problem of rural Industries

b) Nature of rural Economy

c) Problem of Landless Labour

Unit -IV- Rural Health

a) Health Awareness

b) Women's Health Issues

c) foods Impact on Health

Unit -V- Major Issues in Rural Development

a) Rural Electricity

b) Rural Unemployment

c) Indebtness

References:

- Desai Vasant, 'Fundamental of Rural Development'. Ravat Publication New Delhi.
- Meler, Gerlald(ed.)-'Leading Issues in Economic Development' Oxford University Press, New Delhi 1987
- Prasad B.K.- 'Rural Development Concept. Approach and Strategy'. Sarup & Sons. New Delhi 2003.
- Rau S. K. - 'Global Search for Rural Development'. NIRD Hyderabad-2001
- Satya Sundaram I- 'Rural Development'. Himalaya Mumbai 2003.

SOC-DSC-302
Models of Rural Development
DSC-6 Credit-05

Objectives:

There are Few Villages, States and countries that have made mark in rural Development especially in the sector of Irrigation and empowerment of village. Micro finance and infrastructure. International success can be view as role models. We can learn from good mechanism. Developmental Strategies and effective management. The Central focus of the course is to present the successful experience as well as State and international best- practice examples.

Outcome:

- 1- Students knowing the sustainable development
- 2- Development is a process various factors responsible it
- 3- To acquire the knowledge about how to develop our village
- 4- To provide information about ideal village in the world

Unit I: Israeli's Models of Rural Development

- a) Strategies of Rural Development
- a) Contribution of SME

b) Leadership and Management

Unit II: Bangladeshi's Model of Rural Development

- a) Poultry Model for poverty alleviation
- b) Empowerment of Women
- c) Poultry models Components

Unit III: Shrilankian Model of Rural Development

- a) Challenges of Rural Development
- b) Water and Irrigation Resource Management
- c) Samrudhi Programme

Unit IV: Indians Hivare Bajar's Model of Rural Development

- a) Problem of Village in 1970 to 1980
- b) Role of Management and Leadership
- c) Factors of Ideal Village

Unit V: Self Help Group Model of Rural Development

- a) Meaning and Definition
- b) Establishment Process and Role of Govt.
- c) Importance of SHG

References:

- Kolb D.A., 'Experimental Learning: Experience as the Source of Learning and Development', Prentice Inc. 1984
- Harry Viteles, 'History of the co-operative movement in Israel', Vallemine, Michell.
- Aminur Rahman, 'Women and Microcredit in Rural Bangladesh: An Anthropological Study of Grameen Bank Lending', West view press, -20
- Jump to: [abc](#) "District Specialities". *Ahmednagar District Administration*. Retrieved 13 July 2011.
- Villages, Data. "Hiwara Bazar development journey" (PDF). Jalshakti dawrgovernment in.
- Jump to: [abcd](#) "Hiwara Bazar - A village with 54 millionaires". *www.downtoearth.org.in*. Retrieved 4 June 2019.
- Menon, Ramesh (14 March 2013). "Village of 60 Millionaires!". *Yahoo! News*. Retrieved 19 March 2013.
- "Panchayati Raj training centre to come up at Hiwara Bazar". *The Times of India*. 11 March 2012. Archived from the original on 3 January 2013.
- "We Should Make Our Children 'Water-Literate' – President. National Congress On Ground Water – 2007 Concludes". Press Information Bureau, Government of India. 11 September 2007. Retrieved 13 July 2011.
- Geoffrey Lean (22 October 2010). "Hiwara Bazar: putting a price on nature". *The Daily Telegraph*. Archived from the original on 24 October 2010. Retrieved 13 July 2011.
- Nagendra Kr. Singh, *Decentralisation and rural Development: Sri Lanka*. Anmol Publication Pvt. Limited, 2003.
- Kabeer, Naila (2005). "Is Microfinance a 'Magic Bullet' for Women's Empowerment? Analysis of Findings from South Asia". *Economic and Political Weekly*. **40** (44/45): 4709–4718. ISSN 0012-9976. JSTOR 4417357.
- Jump up to: [abc](#) "Money and Credit" (PDF). *Understanding Economic Development: Social Science Textbook for Class X*. New Delhi: NCERT. 2019. pp. 50–51. ISBN 978-81-7450-655-6.
- *Help Groups in India: A Study of the Lights and Shades*, CARE, CRS, USAID and GTZ, 2006, p. 11
- Fouillet C. and Augsburg B. 2007. "Spread of the Self-Help Groups Banking Linkage Programme in India". *International Conference on Rural Finance Research: Moving Results*, held by FAO and IFAD, Rome, March 19-21.
- Aggarwal, Shalini; Shamsi, Mohd Salman (1 June 2022). "Self-help groups movement: A defatigable guide and supporter of rural women empowerment leading to sustainable development". *International Journal of Technology Management & Sustainable Development*. **21** (2): 229. doi:10.1386/tmsd_00058_1
- R.B. Moriya, *Integrated Rural development: Sri Lanka*. Centre on Integrated Rural Development for Asia and the Pacific.

SOC-M-301

Rural Development: Technology, Mass Media and Communication

M-1

Credit-02

Objectives:

Modern World has taken shape with the emerging technologies and innovative ideas of communication. World has shrunk to a smaller place due to information communication and Technology. Rural Development is also one of the major areas where Technology and communication tools can play a major role. This course is being designed to understand the role of Technology, Mass Media and communication tools in Rural Development.

Outcomes-

- 1- Students knowing the knowledge of technology
- 2- We know the Digital Media in modern world
- 3- To acquire the knowledge about how to communicate each other in With technology
- 4- To provide information about ideal village in the world

Unit I Role of Technology in Rural Development

- a) Need and importance of Technology
- b) Various Irrigation Techniques and Solar Energy
- c) Social Media

Unit II Communication and Rural development

- a) Role of Communication in Development
- b) Tool of Communication is Internet, WhatsApp, Facebook, Twitter, E-Mail
- c) Role of Internet as a tool of Communication

Reference:

- Joni C Joseph 'Mass Media and Rural Development', Rawat publication, Jaipur-1997
- Ranjit Singh, Communication Technology for Rural Development; B.R. Publishing Delhi
- Kirshna Mohan Meera Banerjee, Developing Communication Skills Macmillan India New Delhi
- Kumar J Kevel: Mass-communication in India: Jaico Publication: Mumbai
- The History of Press in India: B. N. Anja: Surjeet Publication New Delhi
- Mass Communication in India: J. Vanadium: Sage Publication New Delhi.
- Edwin F. Bracken Bachand Charles B Tompkins. Concept of Communication. John Wiley and Sons Publishing.
- V.S. Gupta, Communication and Development, Concept publishing house, Mumbai

SOC-M-302
Sociology of Youth Culture
M-3 Credit-02

Objectives-

It is obvious that youth culture in a certain era differs from its predecessors. Each youth culture is a reflection of the societal constellation of its time. However, it appears that contemporary youth culture develops itself in a different way from before: where socializing institutions such as school, parents and the local community used to be directing sources. The expressions of youth culture itself, such as style of clothing, values or music preferences will not be discussed here. Rather, we focus on the developmental process and characteristics of youth culture in relation to interactive media. In this way we provide a contextualized understanding of the social and the cultural implications of contemporary modernity on youth.

Outcomes-

- 1- Youth is a face of modern society
- 2- Youth can play a vital role how can change in Society or Country
- 3- Our Schools, Colleges, Universities and NGOs contributed to ideal role in Youth Culture

Unit -I. Age Groups and Social Structure –

- a) Age Differentiation - Age Groups. Age Sets;
- b) Problem of Generations;
- c) Youth Cultures-Peer Groups and Drug Culture Unit

Unit- II- Youth and Society

- a) Youth- Nationalism and Globalizations
- b) Globalizations of Youth Culture; Marketing Youth Culture
- c) Youth and Social Concerns and Protest and Violence

Reference-

- Dannie Kjeldgaard, Søren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *Journal of Consumer Research*, Volume 33, Issue 2, September 2006, Pages 231–247, <https://doi.org/10.1086/506304>
- Edmunds, June; Turner, Bryan S. (2005). "Global Generations: Social Change in the Twentieth Century". *British Journal of Sociology*. 56 (4): 559–577.
- Gangrade, KD 1970, Intergenerational Conflict: A Sociological Study of Indian Youth, *Asian Survey*, Vol.10, No.10. pp.924-36
- Jeffrey, Craig 2010, Timepass: Youth, class and time among unemployed young men in India, *American Ethnologist*, Vol.37, No.3, pp.465-481
- Katzenstein, Mary F 1977, Mobilisation of Indian Youth in the Shiv Sena, *Pacific Affairs*, Vol.50. No.2, pp.231-248
- Lukose, Ritty 2005, Consuming Globalisation: Youth and Gender in Kerala, India, *Journal of Social History*, Vol.38, No.4, pp.915-935
- Mannheim, Karl (1952) "The Problem of Generations". In Keeske, Paul (ed.). *Essays on the Sociology of Knowledge: Collected Works, Volume 5*. New York: Routledge. p. 276– 322
- Mathur, Charu & others 2014, Change in Tobacco Use Over Time in Urban Indian Youth: The Modernity Role of Socioeconomic Status, He

SOC-M-303

Social Stratification and Mobility

M-3 Credit-02

Objectives-

The course is designed to help the students to conceptualize the idea of social stratification and social mobility. The course also intends to familiarize the students with the major sociological perspectives of social movements. The course specifically aims to enable the students to:

- Understand the fundamental aspects of social stratification and social mobility.
- Understand the determinants of social stratification and social mobility in India.
- Understand the impact of the social stratification and social mobility on the overall functioning of the society

Outcomes-

- 1- Upon completing the course, the students are expected to be well familiar with the concept, types and impact of social stratification and social mobility.
- 2 - The students shall be particularly expected to have a deep understanding of the factors leading to and also impeding the social mobility in India.
- 3- Student aware the how to maintain the Equality in this 21 st Century.

Unit I:- Social Stratification

- a) Concept and Nature
- b) Forms of Stratification
- c) Ajlafization and Ashrafization

Unit -II:- Social Mobility in Indian Society

- a) Modernization
- b) Sanskritization
- c) Islamization

Reference

- Bateille A.: Inequality among Men. Delhi. Oxford University Press. 1977.
- Tumin, M: Readings on Stratification Prentice Hall. 1978
- Owen Carol social Stratification. Routledge and Kagan Paul Ltd. London
- Singh Vogendra; Social Stratification and Change in India. New Delhi. Manohal Publication. 1977
- Bottomore. T. B.: Elite and Society, Penguin Books. Britain. 1968
- Srinivas. M.N.: Caste in Modern Indian & Other Essays, New Delhi. Asia Publishing House. 1964
- Snnivas. M.N.: Caste: Its Twentieth Century Avatar, New Delhi. Viking. 1996

SOC-GE-301
Indian Social Structure
GE/OE-3 Credit-02

Objectives

The early lifestyle and the religious textures of Hinduism are considered to give existence to the stratification of the primary Indian society. Traditionally Indian society is said to have three types of Communities – tribal, caste and peasant.

- Examine the structure of Indian society;
- Describe the practice of untouchability which became prevalent in the Indian social system;
- Give an account of the institution of slavery as it existed in India.
- Understand Purushartha, Ashrama and Samskara.
- Describe the 'jajmani' system.
- Assess the role of family and marriage in Indian Social System.

Outcomes-

- 1 -This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society.
- 2- They are made familiar with the Indian Society, its linkages and continuity with past and present.
- 3- It also gives insights to analyse contemporary Indian society. This paper provides comprehensive understanding of Indian society.

Unit I:- Social Structure

- a) Meaning and Definition
- b) Characteristic of Social Structure
- c) Types of Social Structure

Unit -II:- Perspectives on the study of Indian society:

- a) Indological- Ghurye
- b) Structural-- M.N. Srinivas, S.C. Dube
- c) Subaltern Perspective: Mahatma Phule, BR Ambedkar

Reference -

- Desai A. R. (1977). Rural Sociology in India. Bombay: Popular Prakashan.
- Madan, T.N. (1995). Pathways: Approaches to the Study of Society in India.
- Mencher J. (1974). 'Problems of analysing rural class structure'. Economic and Political Weekly, IX.
- Pathak, B. (1998). Continuity and Change in Indian Society. New Delhi: Concept.
- Srinivas, M.N., 1980: India: Social Structure (New Delhi: Hindustan Publishing Corporation).
- Dube, S.C. 1990: Society in India (New Delhi: National Book Trust)

SOC-GE-302
Agriculture and Rural Life
GE -3 Credit 02

Objective:

In other to achieve the course aims, there are some overall objectives set for the course. Besides, each module and each unit has its respective objectives which you and your course facilitator must constantly refer to, so that no objective is skipped.

Outcomes:

At the end of course, you should be able to:

1. Acquaint yourself with the meaning of rural life
2. State the characteristics of rural and urban areas
3. Identify the economic communities
4. Discuss the sources of information and credit in rural areas
5. Explain the quality of life in the rural areas and how it can be measured
6. Discuss the problems of rural life and
7. Explain the role of agriculture in the rural communities.

Unit-I-Introduction

- a) Concepts and Scope of Rural Life
- b) Characteristics of Rural Areas
- c) Significance of Rural Life

Unit-II- Agronomy

- a) Meaning and Definition of Agronomy
- b) Nature & Scope
- c) Importance Agronomy

References:

- Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in TeodorShanin (ed.) Peasants and Peasant Societies, Hamondsworth: Penguin. 1971. Pp. 141-149
- Ludden, David. (1999), 'Agriculture' from, An Agrarian History of South Asia, Cambridge: Cambridge University Press. 1999, Pp . 6-35
- Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from Marxism and Class Analysis, New Delhi: Oxford. 2007. Pp. 84-93

Mental Health in Society
SOC-GE-303 Credit 02

Objectives

The overarching goal of the course is to ground students in major aspects of the sociology of mental health and illness including theory, methods, and applications. The specific objectives of the course are:

Outcomes

- 1 Explain the concept of mental health and identify factors that contribute to its development.
- 2 Define and plan for guided discussions that support social and emotional growth.
- 3 Develop a plan for encouraging a resilient mindset that parents and students can use at home
- 4 Develop strategies to create a positive educational community.

Unit-I- Introduction

- a) Meaning and Definition Mental Health
- b) Nature and Scope
- c) Causes of Mental Health

Unit-II-Remedies on Mental health

- a) Discussion
- b) Physical activity
- c) Entertainment

References:

- Andrews G, Jenkins R, editors. Management of Mental Disorders. 1st edn. Sydney: WHO Collaborating
- Bajaj P, Borreani E, Ghosh P, et al. Screening for suicidal thoughts in primary care: the views of patients and gen
- Almond S, Healey A. Mental health and absence from work. Work, Employment and Society. 2003;17:731–742.

- Cassano P, Fava M. Depression and public health: an overview. Journal of Psychosomatic Research. 2002;53:849–857. [PubMed]
- Dennis RE, Boddington SJ, Funnell NJ. Self-report measures of anxiety: are they suitable for older adults? Aging & Mental Health. 2007;11:668–677. [PubMed]

SOCIAL PATHOLOGY

SOC-SEC-301 Credits:2

Objectives:

To enable students to Understand how the functions of society get affected by social issues. To know the causes and consequences of crime and deviations.

Outcome:

Understand social pathology as a set of phenomena which are perceived as problematic by the society deviating from the behavior according to the norms of the society and to view social pathology as a field of study preparing graduates for the prophylaxis and treatment of pathologically social phenomena.

Unit I:- Introduction to Social Pathology

- a) Social Pathology: Definition and Characteristics
- b) Causes and types.
- c) Social Disorganization.

Unit-II: Problems of Women and Children

- a) Nature of Women's harassment
- b) Domestic violence and Female infanticide.
- c) Child abuse- Causes and Remedies

Reference:

- Bhattacharya, S.K, Social Problems in India, Regency Publications, New Delhi, 1994.
- Kattakayam and Vadaackumchery, Crime and Society, A.P.H Publishing Corporation, New Delhi, 1999.
- Kohli and Sharma, Poverty Alleviation and Housing problem, Anmol Publications Pvt.Ltd, New Delhi, 1997.
- Ahuja Ram, Crime against Women, Rawat Publications, Jaipur, 1987.

Agriculture Extension

SEC- 3

SOC-SEC-302 Credit 02

Objective:

Agriculture extension was once known as the application of scientific research and new knowledge to agriculture practices through farmer education. The field of extension now encompasses a wider range of communication and learning activities organised for rural people by professional from different disciplines, including agriculture, agricultural marketing, health and business studies. This course is designed to understand the importance of Extension work in agriculture development.

Outcomes-

- 1) Students will get orientation on policies programs institutional framework and Market for entrepreneurship development in India
- 2) The Exposure to managerial functions pertaining to extension management Would develop the knowledge and skills of students

Unit – I – Introduction

- a) Concept of Agriculture Extension
- b) Role of Culture in Agriculture Extension
- c) Role of Values in Agriculture Extension

Unit – II – Extension Methods

- a) Farm and Home Visits
- b) Workshop
- c) Kisan Call Centers

References

- L.L.Somani 'Extension Methodologies -for transfer of agricultural extension '- Agrotech publication Academy, Udaipur 2012.
- SanthaGovind G Tamilselvi& J . Meenambigai,'Extension Education and Rural Development'Rawat',Agrobios (India) Jodhpur.2011.
- Bertrand A L.', Rural Sociology ', McGraw Hills Book.Col New York. 1958.
- 4.Dahama O P and Bhatnagar 'Education and Communication for Development 'Oxford and IBH Publication co New Delhi 1980.
- Bertrand A L.', Rural Sociology ', McGraw Hills Book.Col New York. 1958.
- 4.Dahama O P and Bhatnagar 'Education and Communication for Development 'Oxford and IBH Publication co New Delhi 1980.
- Ray G L (1991)' Extension Communication and Management'Kalyani publishers Ludhiana.
- Supe S V 'An Introduction to extension education ', Revised Edition -Oxford and IBH Publishing co New Delhi 1997.

SOC-SEC-303
Policy Planning and Development SEC-3
Credit-02

Objectives:

After studying this Unit, you should be able to:

- Examines the techniques of policy formulation.
- Explains the models of policy formulation and development.
- Analyses the agencies involved in policy formulation.
- Evaluates the challenges involved in policy formulation.
- Outcomes-

1- To study the nature, importance and need of Social Policy planning.

2- To provide an introduction and background to questions of how policy planning, analysis and implementation, monitoring and evaluation is made and its Development.

3- Apply social science methods and policy analysis to practical problems of government, community regions and global issues.

4- Demonstrate the ability to apply oral and written communication skills for planning and Development through various Scientific hypothesis

5- Follow ethical principles for citing sources using human subjects, serving the public and working.

Unit I:- Introduction to Social Policy

- a) Social Policy: Introduction
- b) Characteristics
- c) Objectives

Unit II-Understanding Social Planning

- a) Social Planning: Process
- b) Functions of Social Planning
- c) Types and Social Development

Reference

- Agarwal, O. Pand Somanathan, T. V. 2005. Public Policy Making in India: Issues and Remedies, available at <http://floatingsun.net/udai/files/Agarwal-Somanathan.pdf>
- Watson, Joy. 'So What does Gender Planning Meant to Policy Makers', Agenda, No. 40, Citizenship, 1999, pp.32-37.

- Kasturi, L. (1996) "Development, Patriarch and Politics: Indian Women in the Political Process" in V.M. Moghadam (ed.) Patriarchy and Development: Women's Positions at the End of the 2th Century, Clarendon Press: Oxford, pp. 99-144.
- Sapru, R.K. 2010. Public Policy: Art and Craft of Policy Analysis, PHI Learning Private Limited, New Delhi.
- Chaudhuri, M. (1995) "Citizens, workers and emblem of culture: an analysis of the First Plan document on women", Contributions to Indian Sociology, Vol. 29, Nos. 1 and 2, pp. 211-235.
- Desai, N. (1986) "From Articulation to Accommodation: Women's Movement in India", in L. Dube, E. Leacock and S. Ardener (eds) Visibility and Power: essays on Women in Society and Development, Oxford University Press: New Delhi, pp. 287-299.
- Centre for Development and Human Rights (2004) The Right to Development: A Primer, Sage: New Delhi, Thousand Oaks, London.

Sociology of Urban life in India

VSC 3

SOC-VSC-301 Credit 02

Objectives

Urbanization is an important aspect of modern society. This course will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students understand and relate to the complexities of urban living. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Unit –I- Introduction

- a) Nature of Urban Life
- b) Importance of Urban life
- c) Development of urban societies

Unit –II- Problems, Planning and Governance

- a) Urban poverty, urban pollution and environmental concerns
- b) Housing and slums, transport,
- c) Agencies of urban planning in India; Urban governance

Reference:

- Davis, Kingsley'ed. , 1973. Cities: Their Origin, Growth and Human Impact, W.H Freeman and CO. San Francisco
- Harvey, David , 1989. The Urban Experience, Baltimore: John Hopkins Press
- James L. Spates et al. 1982. The Sociology of Cities, New York: St' Martin's Press
- Amiya Kumar Das 2002. Urban Planning in India New Delhi: Rawat Publications
- M.S.A Rao, 1992 1974. Urban Sociology in India New Delhi: Orient Longman.

SOC-JOC-301
Human Personality and Development JOC/FP-
2 Credit-02

Objectives:

This unit aims at providing you with an understanding of personality development. At the end of the unit, you should be able to-

- Explain the meaning of the term personality;
- Indicate the factors affecting development of personality;
- Describe the patterning of personality development;
- Describe the importance of personality development for the practice of social work.

Outcomes-

- 1-Students able to Develop understanding the success motivational of peoples.
- 2-To develop the approach of responsibility and accept criticisms.
- 3-Understand effective decision with skills for development to Personality.
- 4-Understanding the process of Human Development.

Unit I:- Introduction to Personality Development

- a) Meaning and Definition
- b) Characteristics of successful leader
- c) Impact on Society

Unit II- Human Development

- a) Introduction to Social Development
- b) History of Human Development
- c) Significance of Human development.

Reference

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**Illustrative Credit distribution structure for three/ four year Honours/ Honours with
Research Degree Programme with Multiple Entry and Exit options**

(Discipline Specific in SOCIOLOGY)

Class: B.A. Second Year

Semester: Fourth Semester

Subject: SOCIOLOGY

Sr. No.	Category of Courses	Title of the Courses	Course Code	Teaching Hrs/Week (L+T+P)	Credit	Total Credit
01.	DSC-7	Introduction to Urban Sociology	SOC-DSC-401	5+0+0	05	05
02.	DSC-8	Population and Society	SOC-DSC-402	5+0+0	05	05
03.	M-4	Urbanization Issues and Problems	SOC-M-401	2+0+0	02	02
		Sociology of Marginalized Groups	SOC-M-402			
		Sociology of Religion	SOC-M-403			
04.	GE/OE-4	Indian Society and Economy	SOC-GE-401	2+0+0	02	02
		Social Change in India	SOC-GE-402			
		Child Development in Society	SOC-GE-403			
05.	SEC-4	Labour Law and Labour Welfare	SOC-SEC-401	2+0+0	02	02
		Woman's Empowerment	SOC-SEC-402			
		Political Sociology	SOC-SEC-403			
06.	VSC-4	Good Governs in Indian Society	SOC-VSC-401	2+0+0	02	02
07.	AEC-4	English	AEC-401	4+0+0	04	04
	L-4	MIL-Marathi or MIL-Hindi	L-401	2+0+0	02	02
	VEC-4	Social Demography	SOC-VEC-401	2+0+0	02	02
08.	VOC-2	Sociology of Visual Culture and Media	SOC-VOC-401	2+0+0	02	02
	CC-4	Fine/Applied/Visual Arts	CC-401	2+0+0	02	02
		Total Credit of Fourth Semester			30	30
		Total Credit of Second Year (III semester + IV semester)			60	60

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		Sociology of Religion	SOC-M-403			
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07.	AEC-4	English	AEC-401	4+0+0	04	04
	L-4	MIL-Marathi or MIL-Hindi	L-401	2+0+0	02	02
	VEC-4	Social Demography	SOC-VEC-401	2+0+0	02	02
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	CC-4	Fiipe/Applied/Visual Arts	CC-401	2+0+0	02	02
		Total Credit of Fourth Semester			30	30
		Total Credit of Second Year (III semester + IV semester)			60	60

Introduction to Urban Sociology

DSC-7

SOC-DSC-401

Credit 05

Objectives:

Urban Sociology is a specialized discipline to study the issues and concerns of Urban Society. Increasing demographic population compelled sociologists to review urban issues and problems. Urban Sociology has emerged distinguish study area for issues. This course is a designed to understand basic concepts in urban Sociology and social structure of urban locality.

Outcomes:

1. This course introduces the Graduates students in the field of Urban Sociology.
2. To educate students about the nature and changing character of urban experiences.
3. To sociology of knowledge approaches the scientific study of society.

Unit – I – Introduction

- a) Meaning and Definition
- b) Nature and scope of urban sociology
- c) Importance of Urban sociology.

Unit – II – Urban Social Structure

- a) Urban family.
- b) Economy of urban Life.
- c) Social mobility of urban society

Unit – III –Urban Lifestyle

- a)Metropolitan Life
- b) Social environment of Urban Areas
- c) Cultural Diversity

Unit – IV Urban ecology.

- a) Concept of Urban ecology.
- b) Urban Ecosystem.
- c) Urban Health.

Unit –V-The Suburbs.

- a) Political, Cultural forces promoting for suburbanization.

Introduction to Urban Sociology

DSC-7

SOC-DSC-401

Credit 05

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- a) Political, Cultural forces promoting for suburbanization.

SOC-DSC-302
Models of Rural Development
DSC-6 Credit-05

Objectives:

There are Few Villages, States and countries that have made mark in rural Development especially in the sector of Irrigation and empowerment of village. Micro finance and infrastructure. International success can be view as role models. We can learn from good mechanism. Developmental Strategies and effective management. The Central focus of the course is to present the successful experience as well as State and international best- practice examples.

Outcome:

- 1- Students knowing the sustainable development
- 2- Development is a process various factors responsible it
- 3-Toacquiretheknowledgeabouthtowtodevelopourvillage
- 4- To provide information about ideal village in the world

Unit I: Israeli's Models of Rural Development

a)Strategies of Rural Development

a) Contribution of SME

b) Leadership and Management

Unit II: Bangladeshi's Model of Rural Development

a) Poultry Model for poverty alleviation

b) Empowerment of Women

c) Poultry models Components

Unit III: Shrilankian Model of Rural Development

a) Challenges of Rural Development

b) Water and Irrigation Resource Management

c) Samrudhi Programme

Unit IV: Indians Hivare Bajar's Model of Rural Development

a) Problem of Village in 1970 to 1980

b) Role of Management and Leadership

c) Factors of Ideal Village

