



Date :- 01/08/2024

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Sociology (Sem. III & IV)

Ref. :- Decision of the Academic Council at its meeting held on 27/07/2024.

The Syllabi of B. A. in Sociology (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2024-25.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

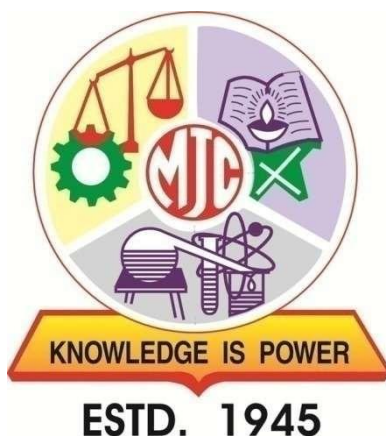
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon - 425001



STRUCTURE AND SYLLABUS

B.A. Honours/ Honours with Research (S.Y.B.A. Sociology)

**Under Choice Based Credit System (CBCS)
and
As per NEP-2020 Guidelines**

[w.e.f. Academic Year: 2024-25]

Preface

In today's interconnected global society the relevance of sociology has increased significantly compared to previous time. Sociology the youngest of all the social sciences, encompasses the scientific study of society. In essence, sociology focuses on understanding and analyzing human behavior within groups.

The Moolji Jaitha College (Autonomous) has implemented a department specific model in accordance with the guideline of UGC NEP 2020 and the government of Maharashtra. The board of studies in the sociology of the college has formulated the syllabus for the first year under graduate programme in sociology. The syllabus aims to develop a strong theoretical function in various field of sociology. It cover diverse topic such as human society, as well as its origin development, structure and function. It focuses on understanding the collective life of individual and society. In first year students will be introduced to the various concepts of sociology and Indian society.

The overall curriculum of three/four year covers a wider range of subjects including general sociology, Indian society, Anthropology, Contemporary social issues, classical sociological theories, demographic studies, Research methodology and social legislation, criminology, Rural sociology, Gender studies etc. these topic are instrumental and understanding and addressing social problems in various domains.

The detail of each syllabus of each paper is appended with a list of suggested readings.

Programme Specific Outcome (PSO) for B.A. Sociology Honours/ Honours with Research:

After completion of this course, students are expected to:

PSO No.	PSO
1	Will have Understood the basic concepts and fundamental principles related to sociology.
2	Will have known the basic knowledge of society and the changes in society and its Structure.
3	Will be able to express sociological ideas clearly and coherently both in writing and in oral presentation.
4	Will have familiarized with and develop an understanding of core substantive areas of sociological inquiry.
5	Will have developed a various skills like communication, leadership, social research etc.
6	Gain knowledge about the emergence and development of the sociology.

Credit distribution structure for three/ Four year Honors /Honors with Research Degree Programme with Multiple Entry and Exit

Sem -Semester **DSC**-Department Specific Course, **DSE**-Department Specific Elective, **T**-Theory, **P**-Practical, **CC**- Cocurricular, **RM**- Research Methodology, **OJT**- On Job Training, **FP**- Field Project, **Int**- Internship, **RP**- Research Project,

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree-Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

Department of Sociology NEP – 2020 2024-2025

SYBA					
SYBA – SEM – III					
Course	Credits	Hours / Week	TH / PR	Code	Title of the Paper
DSC	4	4	TH	SOC-DSC-231	Indian Social Issues and Problems – I
DSC	2	2	TH	SOC-DSC-232	Classical Sociological Thinkers
DSC	2	2	TH	SOC-DSC-233	Social Demography – I
MIN	4	4	TH	SOC-MIN-231	Indian Social Issues and Problems – I
MIN	2	2	TH	SOC-MIN-232	Classical Sociological Thinkers
OE/GE	2	2	TH	SOC-OE- 231	Social Welfare in India - I
CEP	2	2	PR	SOC-CEP-231	Community Engagement Programme
SYBA – SEM – IV					
Course	Credits	Hours / Week	TH / PR	Code	Title of the Paper
DSC	4	4	TH	SOC-DSC-241	Indian Social Issues and Problems – II
DSC	2	2	TH	SOC-DSC-242	Sociological Thought in IKS
DSC	4	4	TH	SOC-DSC-243	Social Demography – II
MIN	4	4	TH	SOC-MIN-241	Indian Social Issues and Problems – II
OE/GE	2	2	TH	SOC-OE- 241	Social Welfare in India - II
FP	2	2	PR	SOC-FP-241	Field Project

DSC : Department Specific Course,
 DSE : Department Specific Elective,
 TH- : Theory,
 PR : Practical,
 RM : Research Methodology,
 OJT : On Job Training,
 FP : Field Project,
 RP : Research Project,

IKS : Indian Knowledge System
 VEC : Value Education Courses
 SEC : Skill Enhancement Course
 CC- : Co curricular
 MIN : Minor Course
 GE/KE : Generic / Open Elective
 INT : Internship,

SYBA

SEMESTER - III

SYBA
SEMESTER-III

SOC- DSC–231– INDIAN SOCIAL ISSUES AND PROBLEMS – I

Credits – 4

Marks – 100

Internal Examination: 40

External Examination: 60

Course Objectives	- To analyze the nature and scope of social problems with in different sociological perspectives. - To examine specific social problems such as gender inequality, domestic violence and caste disparities in India. - To explore critical issues like farmer suicides, caste inequalities and challenges faced by the elderly. - To study various forms of delinquency, white-collar crimes, cyber-crimes and child abuse.	
Course Outcomes	- Students will be able to define and discuss them earning and nature of social problems from a sociological perspective. - Students will be able to evaluate the factors contributing to gender inequality, domestic violence, dowry-related issues, and disparities in Indian society. - Students will be able to analyze the socio-economic and culture factors contributing to farmer suicides, caste inequalities and challenges faced by the elderly. - Students will be able to understand the meaning and causes of juvenile delinquency, white- collar crime, cyber-crime and child abuse.	
Unit	Topic Particular	Hours
Unit-I	Nature of Social Problems - Meaning and Nature of Social Problems - Sociological Approaches to Social Problems - Social Disorganization and Social Problems - Causes of Social Disorganization	15
Unit-II	Problems of women in India - Problems of Dowry :Meaning, Causes and Consequence - Problems of Divorce : Meaning, Causes and Hindu Marriage Act 1955 - Domestic Violence : Meaning, Nature and Consequences - Gender Inequality : Meaning, Nature, Effect and Remedies	15
Unit-III	Current issues in India - Farmer Suicide : Meaning, Nature, Causes and Remedies. - Caste Inequality : Meaning, Causes and Communal Violence - Problems of Old Age : Meaning, Problems and Causes - Female Feticide : Meaning, Causes and Impact	15
Unit-IV	Disorganization Problems - Juvenile Delinquency : Meaning, Causes and Reformation of J.D. - White Collar Crime : Meaning, Causes, Types and Measures. - Cyber Crime : Meaning, Types and Impact on Society - Child Abusing: Meaning	15
Study Resources	- Ahuja Ram, 2005, Society in India: concepts, theories and social change, Rawat Publication, New Delhi. - Bhadra, 1999, Girl Child in Indian Society, Rawat Publications, New Delhi. - Bhattacharyya, S. K, (1994), Social Problems in India, Regency Publications, New Delhi. - Chakra barti, (1999), Juvenile Justice, Deep & Deep Publications Pvt. Ltd, New Delhi - Jessica Kuper, (1987), Social Problems and Mental Health, Routledge & Kegan Paul, London - Joshva OMiluwi, (2014), Social Problems in India. Mangalam Publication, New Delhi.	

	• Kattakayamand Vadackumchery, (1999), Crimeand Society, A. P. H. Publishing corporation, New Delhi. • Kohliand Sharma, (1997) Poverty Alleviation and Housing Problem, Anmol Publications Pvt. Ltd, New Delhi. • Lal Singh, (2007), Anatomy of Social Problems, New Delhi, Cyber Tech Publication, New Delhi. • Lavinia, (1993), Juvenile Delinquency, Rawat Publications, New Delhi. • Madan. G. R. (2001), Indian Social Problems Volume 2, , Allied Publisher Pvt.Ltd., New Delhi. • Prasad, (2001) Population Growth and Child Labour, New Delhi, Kanishka Publishers Distributors, New Delhi. • Ram Ahuja, (2004), Social Problems in India, Rawat Publication, New Delhi. • काचोळे दा. धो. (२०१५), ग्रामीण आणि नागरी समाजशास्त्र, कैलाश प्रकाशन, औरंगाबाद • आहुजा राम, (१९९२), भारतीय सामाजिक समस्या, रावत प्रकाशन, जयपूर. • आगलावे प्रदीप, (२०१८), भारतीय सामाजिक समस्या, साईनाथ प्रकाशन, नागपूर. • खडसे भा. की, (२००४), भारतीय समाज आणि सामाजिक समस्या, हिमालया प्रकाशन, मुंबई. • लोटे रा. ज. (२००९), भारतीय समाज आव्हाने आणि समस्या, पिंपळापुरे प्रकाशन, नागपूर. • http://nptel.ac.in/courses/109103022/pdf/mod1/lec5.pdf • http://www.ignou.ac.in/upload/bswe-02-block1-unit-12-small%20size.pdf • http://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf • http://www.studylecturenotes.com/social-sciences/sociology/1social-change-and-social-problem • https://www.quora.com/What-are-the-major-problems-women-face-in-Indian-societyWho-are-responsible-for-creating-such-problems • http://ethesis.nitrkl.ac.in/6094/1/E-208.pdf
--	---

**SYBA
SEMESTER-III**

SOC-DSC-232- CLASSICAL SOCIOLOGICAL THIKERS

**Credits – 2
Marks – 50**

**Internal Examination: 20
External Examination: 30**

Course Objectives	• To define the Enlightenment Period and its intellectual, social and cultural causes. • To explore August Comte’s foundational thoughts on sociology, including is positivist approach and the law of Three Stages. • To investigate Karl Marx’s the orison historical materialism, class conflict, alienation and surplus value. • To understand and Emile Durkheim’s methodology, concept of social facts, studies on suicide and theory of division of Labour.	
Course Outcomes	• Students will be able to identify the core principles of the Enlightenment and their influence on the development of sociological thought. • Students will be able to explain August Comte’s positivist methodology and his classification of the branches of sociology. • Students will be able to discuss Karl Marx’s the orison depth, including his views on historical materialism, class dynamics, alienation and economic theory. • Students will be able to Analyze Emile Durkheim’s contributions to sociology, including his methodological approach, study of social facts, theory of suicide and analysis of division of Labour.	
Unit	Topic Particular	Hours
Unit-I	The Enlntenment and Development of Sociology • Enlightenment : Meaning, Causes • Impact of Enlightenment • French Revolution : Meaning and Impact of French Revolution • Industrial Revolution : Meaning, Economical and Social Impact of Industrial Revolution	07
Unit-II	August Comte • Thoughts of Comte on Sociology • Branches of Sociology • Positivism • Low of Three Stages.	08
Unit-III	Karl Marks • Historical Materialism • Class And Class Conflict • Theory of Alienation • Theory of Surplus Value	07
Unit-IV	Emile Durkheim • Methodology • Social Fact • Suicide • Division of Labour	08
Study Resources	• A. R. Desai, Social Background of Indian Nationalism, Popular prakasan Pvt Ltd, 2000. • D. K. Dhanagare, Themes and Perspectives in Indian Sociology, Jaipur, Rawat Publications, 1993. • Francis Abraham. Modern Sociological Theory. Oxford University Press. 1983.	

- S. K. Pramanick, Sociology of G. S. Ghurye, New Delhi, Rawat Publications, 2001.
- A. R. Desai, Social Background of Indian Nationalism, Popular prakasan Pvt Ltd, 2000.
- Lewis Coser, Masters of Sociological Thought, Jaipur & New Delhi, Rawat Publication, 2001.
- Singh Yogendra – Indian Sociology : Social Conditioning and Emerging Trends, 1986, New Delhi.
- Raymond Aron, Main Currents in Sociological Theory. Vol. I & II, 1967.
- आगलावे प्रदीप, (२००३), पाश्चिमात्य आणि भारतीय समाजशास्त्र, साईनाथ प्रकाशन, नागपूर.
- वैद्य नी. स. (१९८७), सामाजिक विचारवंत, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती, नागपूर.
- डोईफोडे ज्योती, (२०१२), समाजशास्त्रीय विचारप्रवाह, विद्या बुक्स प्रकाशन, औरंगाबाद.
- गजेंद्रगड व्ही. एन. (१९९३), समकालीन समाजशास्त्रीय सिद्धांत, फाडके प्रकाशन, कोल्हापूर.

**SYBA
SEMESTER-III**

SOC - DSC – 233 – SOCIAL DEMOGRAPHY – I

**Credits – 2
Marks – 50**

**Internal Examination: 20
External Examination: 30**

Course Objectives	• To explore the nature and scope of social demography in analyzing demographic trends and patterns. • To define and discuss key demographic concepts such as fertility, mortality and migration. • To understand various sources of demographic data, including censuses, vital registration systems, and dual registration system and sample surveys. • To explore the scope and importance of population education in addressing issues such as family planning, health education and sustainable development.	
Course Outcomes	• Students will be able to analyze demographic trends and patterns to explain social changes and dynamics within societies. • Students will be able to apply demographic concepts such as fertility, mortality and migration to analyze population dynamics and their impacts on societal development. • Students will be able to evaluate the reliability and validity of demographic data sources, including censuses, vital registration systems and sample surveys. • Students will be able to discuss the role and importance of population education in promoting demographic awareness, sustainable development and social equity.	
Unit	Topic Particular	Hours
Unit-I	Introduction to Social Demography • Social Demography : Meaning, Characteristics • Nature and Scope of Social Demography • Relation between Population and Society • Social Importance of the Study of Social Demography	07
Unit-II	Key Concepts • Fertility : Meaning and Characteristics • Factor of Fertility–Biological, Physiological, social, Economic and Cultural • Mortality : Meaning and Characteristics and types • Migration : Meaning, Types and Factors	08
Unit-III	Sources of Demographic Data • Census : Meaning, Nature, Function and Importance • Vital Registration : Meaning, Nature, Function and Importance • Dual Registration : Meaning, Nature and Importance • Sample Survey : Meaning, Nature and Importance	07
Unit-IV	Population and Education • Meaning of Population Education • Scope of Population Education • Role of Population Education • Importance of Population Education	08
Study Resources	• Bose Ashish, (1991), Demographic diversity of India, B. R. Publishing Corporation, New Delhi. • Chandra shekhar S, (1974), Infant mortality Population growth and family planning in India. London, George alten and Unwin ltd, • Census of Indian Reports. • Pandey G. S.(२०१०), Introductions to Social Demography, swastika Publications, New Delhi, • अहिरराव आणि अलीझाड, (२००१), लोकसंख्या भूगोल, निराली प्रकाशन, पुणे. • काळदाते सुद्धा, (२००४), लोकसंख्याशास्त्र आणि शिक्षण, विद्या बुक्स प्रकाशन, औरंगाबाद.	

	• काचोळे दा. धो, (२००४), लोकसंख्या आणि समाज, कैलाश प्रकाशन, औरंगाबाद. • कुलकर्णी एस. एन. (१९९८), लोकसंख्याशास्त्र आणि लोकसंख्या शिक्षण, श्री. विद्या प्रकाशन, पुणे. • घारपुरे विठ्ठल, (२००५), सामाजिक आणि सांस्कृतिक भूगोल, पिंपळापुरे प्रकाशन, नागपूर. • वाघ राम, (२००३), लोकसंख्याशास्त्र, रचना प्रकाशन, लातूर.
--	--

SYBA
SEMESTER-III

SOC - MIN –231 – INDIAN SOCIAL ISSUES AND PROBLEMS - I

Credits – 4

Marks – 100

Internal Examination: 40

External Examination: 60

Course Objectives	- To analyze the nature and scope of social problems with in different sociological perspectives. - To examine specific social problems such as gender inequality, domestic violence and caste disparities in India. - To explore critical issues like farmer suicides, caste in equalities and challenges faced by the elderly. - To study various forms of delinquency, white-collar crimes, cyber-crimes and child abuse.	
Course Outcomes	- Students will be able to define and discuss them earning and nature of social problems from a sociological perspective. - Students will be able to evaluate the factors contributing to gender inequality, domestic violence, dowry-related issues, and disparities in Indian society. - Students will be able to analyze the socio-economic and culture factors contributing to farmer suicides, caste inequalities and challenges faced by the elderly. - Students will be able to understand the meaning and causes of juvenile delinquency, white- collar crime, cyber-crime and child abuse.	
Unit	Topic Particular	Hours
Unit-I	Nature of Social Problems - Meaning and Nature of Social Problems - Sociological Approaches to Social Problems - Social Disorganization and Social Problems - Causes of Social Disorganization	15
Unit-II	Problems of women in India - Problems of Dowry :Meaning, Causes and Consequence - Problems of Divorce : Meaning, Causes and Hindu Marriage Act 1955 - Domestic Violence : Meaning, Nature and Consequences - Gender Inequality : Meaning, Nature, Effect and Remedies	15
Unit-III	Current issues in India - Farmer Suicide: Meaning, Nature, Causes and Remedies. - Caste Inequality : Meaning, Causes and Communal Violence - Problems of Old Age : Meaning, Problems and Causes - Female Feticide : Meaning, Causes and Impact	15
Unit-IV	Disorganization Problems - Juvenile Delinquency: Meaning, Causes and Reformation of J.D. - White Collar Crime: Meaning, Causes, Types and Measures. - Cyber Crime : Meaning, Types and Impact on Society - Child Abusing: Meaning	15
Study Resources	- Ahuja Ram,(2005),Society in India: concepts, theories and social change, Rawat Publication, New Delhi. - Bhadra, (1999), Girl Child in Indian Society, Rawat Publications, New Delhi. - Bhattacharyya, S. K, (1994), Social Problems in India, Regency Publications, New Delhi. - Chakra barti, (1999), Juvenile Justice, Deep & Deep Publications Pvt. Ltd, New Delhi - Jessica Kuper, (1987), Social Problems and Mental Health, Routledge & Kegan Paul, London - Joshva OMiluwi, (2014), Social Problems in India. Mangalam Publication, New Delhi.	

	• Madan. G. R. (2001), Indian Social Problems Volume 2, , Allied Publisher Pvt. Ltd., New Delhi. • Prasad, (2001) Population Growth and Child Labour, New Delhi, Kanishka Publishers Distributors, New Delhi. • Ram Ahuja, (2004), Social Problems in India, Rawat Publication, New Delhi. • काचोळे दा. धो. (२०१५), ग्रामीण आणि नागरी समाजशास्त्र, कैलाश प्रकाशन, औरंगाबाद • आहुजा राम, (१९९२), भारतीय सामाजिक समस्या, रावत प्रकाशन, जयपूर. • आगलावे प्रदीप, (२०१८), भारतीय सामाजिक समस्या, साईनाथ प्रकाशन, नागपूर. • खडसे भा. की, (२००४), भारतीय समाज आणि सामाजिक समस्या, हिमालया प्रकाशन, मुंबई. • लोटे रा. ज. (२००९), भारतीय समाज आव्हाने आणि समस्या, पिंपळापुरे प्रकाशन, नागपूर.
--	---

SYBA
SEMESTER-III
SOC-MIN-232- CLASSICAL SOCIOLOGICAL THIKERS

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives	• To define the Enlightenment Period and its intellectual, social and cultural causes. • To explore August Comte’s foundational thoughts on sociology, including his positivist approach and the law of Three Stages. • To investigate Karl Marx’s the orison historical materialism, class conflict, alienation and surplus value. • To understand Emile Durkheim’s methodology, concept of social facts, studies on suicide and theory of division of Labour.	
Course Outcomes	• Students will be able to identify the core principles of the Enlightenment and their influence on the development of sociological thought. • Students will be able to explain August Comte’s positivist methodology and his classification of the branches of sociology. • Students will be able to discuss Karl Marx’s the ories in depth, including his views on historical materialism, class dynamics, alienation and economic theory. • Students will be able to Analyze Emile Durkheim’s contributions to sociology, including his methodological approach, study of social facts, and theory of suicide and analysis of division of Labour.	
Unit	Topic Particular	Hours
Unit-I	The Enlntenment and Development of Sociology • Enlightenment : Meaning, Causes • Impact of Enlightenment • French Revolution: Meaning and Impact of French Revolution. • Industrial Revolution: Meaning, Economical and Social Impact of Industrial Revolution.	07
Unit-II	August Comte: • Thoughts of Comte on Sociology • Branches of Sociology • Positivism • Low of Three Stages.	08
Unit-III	Karl Marks: • Historical Materialism • Class And Class Conflict • Theory of Alienation • Theory of Surplus Value	07
Unit-IV	Emile Durkheim: • Methodology • Social Fact • Suicide • Division of Labour	08
Study Resources	• Desai A. R. (2002), Social Back ground of Indian Nationalism, Popular Prakashan Pvt Ltd, • Dhanagare D. K., (1993), Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur. • Francis Abraham, (1983), Modern Sociological Theory, Oxford University Press, • Lewis Closer, (2001), Masters of Sociological thought, Rawat Publication, Jaipur. • Raymond Aron, (1967), Main Currents in Sociological Theory, Vol. I & II • आगलावे प्रदीप, (२००३), पञ्चय्यात आणि भारतीय समाजशास्त्रज्ञ, साईनाथ प्रकाशन, नागपूर. • डोईफोडे ज्योती, (२०१२), समाजशास्त्रीय प्रवाह, विद्या बुक्स प्रकाशन, औरंगाबाद. • वैद्य नी. स. (१९८७), सामाजिक विचारवंत, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती, नागपूर. • गजेंद्रगड व्ही. एन. (१९९३), समकालीन समाजशास्त्रीय सिद्धांत, फाडके प्रकाशन, कोल्हापूर.	

SEMESTER-III
SOC-OE – 231– SOCIAL WELFARE IN INDIA – I

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives	• To define social welfare and discuss its meaning, nature and objectives in addressing societal needs and promoting well-being. • To analyze key concepts such as social reform, social security, social policy and social planning within the context of social welfare. • To discuss the roles and functions of state social welfare boards, ministries and administrative structures at the central and state levels. • To explore specific welfare initiatives in India focused on women, children, laborers and youth.	
Course Outcomes	• Students will be able to demonstrate a clear understanding of social welfare as a concept and its role in promoting social justice and well-being. • Students will be able to apply concepts such as social reform, social security, social policy and social planning to analyze and address contemporary social issues. • Students will be able to evaluate the organizational structures and functions of state social welfare boards, ministries and administrative bodies. • Students will be able to evaluate specific welfare program staggering women, children, laborers and youth in India.	
Unit	Topic Particular	Hours
Unit-I	Introduction to Social Welfare • Meaning of Social Welfare • Nature of Social Welfare • Objective of Social Welfare • Importance of Social Welfare	07
Unit-II	Concept in Social Welfare • Social Reform • Social Security • Social Policy • Social Planning	08
Unit-III	Welfare State in India • Meaning, Nature and Scope of Welfare State • State social welfare Board • State Social Welfare Ministry • Social Welfare Administration in India– Central and State Level	07
Unit-IV	Welfare in India • Women Welfare • Child Welfare • Labour Welfare • Youth Welfare	08
Study Resources	• Bhattacharya Sanjay, (2009), Social work Administration and Development, Rawat Publication, Delhi. • Chaudhary D. Paul,(1992), Social welfare Administration, Atmaram Sons, New Delhi. • Ganapathy R. S. (2000), Public Policy and Policy Analysis in India, Sage Publication. Delhi. • Sharma Nandkishor, (2007), Supervision, (New Tools Techniques and Method), Shrinivas Publication, Jaipur. • कवी माधवी, (२००८), महिला कल्याण आणि विकास, विद्या प्रकाशन, नागपूर. • कांबळे उद्धव , (२००३), मानवी हक्क तत्वे आणि दिशाभूल, साकेत प्रकाशन, औरंगाबाद. • कुलकर्णी पी. के, (२०००), मानवी हक्क आणि सामाजिक न्याय, डायमंड प्रकाशन, पुणे. • देशपांडे विकास, (२०००), मानवी हक्क प्रश्न आणि उत्तरे, एन. बी.टी. प्रकाशन, नवी दिल्ली.	

**SYBA
SEMESTER-III**

SOC-CEP – 231 – COMMUNITY ENGAGEMENT PROGRAM

Credits – 2

Marks – 50

Hours - 60

Course Objectives	- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development. - Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
Course Outcomes	After successful completion of this course, students are expected to: - Gain an understanding of rural life, Indian culture and ethos and social realities - Develop a sense of empathy and bonds of mutuality with the local community

This paper is a compulsory 2 credit course that aims to familiarize UG students of Sociology about the social condition of the country and let them spend some time for social causes. It aims to enhance the understanding of the students about social status of surrounding areas (Rural & Urban) and public policies and Programmes of Central, State and local governments. The aim is to provide them a ground – level experience of social conditions in the surrounding area of the college. Under this paper the students will form groups among them and will be mentored, guided and accompanied by faculty members.

Students have to participate in the Community Engagement activities of the department for the year concerned and follow it up with a written Report, Presentation and Viva-Voce. The main objectives are to develop an appreciation of rural culture, lifestyle and wisdoms among students, to learn about the status of various agricultural and rural development programmes to understand causes for rural distress, poverty, inequality and explore solution for the same and along with to apply class room knowledge of courses to field realities.

A. Evaluation Pattern would be as follows:

- Report Writing**
- Viva-Voce : (in the presence of external experts from other the college)**
- Presentation (internal Assessment)**

B. Activities planned would include but not limited to: (in consultation with local administration)

- Meeting with local administration to decide on time and place for outreach activities.
- Deciding about the social programs and schemes that need to be highlighted during the relevant year in the selected region / place.
- Deciding about the specific government policy on which impact assessment study is to be made.
- Spend minimum required hours for field work in the selected region / place to spread awareness about selected programme.
- This site visit shall have three components –
 - Baseline Survey regarding initial awareness of selected scheme among the selected households.
 - End of programme Survey regarding post-programme awareness of selected scheme among the selected households.
 - Social Survey among the households regarding impact assessment of specific government policies as decided in consultation with local administration.
- Writing a Report about the Outreach Programme Which shall be curated and collated by the departmental faculty and submitted

to the local administration.

7. Presentation on the Experience and Outreach of the Outreach Programme.

C. Some of the programmes / schemes that can be selected (but not limited to) are

- Agricultural Extension Activities.
- Immunisation and safe motherhood campaign.
- Environmental Awareness – Air Quality index, Water pollution, noise pollution and climate change.
- Beti Bachao Beti Padhao.
- Developing Financial Literacy.
- Sanitation Campaign.
- Swachh Bharat Mission.
- Food and Nutrition programme.
- Entrepreneurship, Start-up and MSME.
- Disaster management awareness programme.

Note: Different programme will be selected in different years according to departmental resource position and in tune with social relevance.

.....

SYBA

SEMESTER - IV

**SYBA
SEMESTER-IV**

SOC-DSC-241 – INDIAN SOCIAL ISSUES AND PROBLEMS - II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To define the analyze key issues affecting youth including unemployment, suicide, alcoholism and drug addiction. - To discuss significant population - related challenges in India such as slums, housing issues, poverty and crime. - To examine critical national issues including terrorism, corruption, Naxalism and environmental pollution. - To explore various forms of intolerance including caste - based, religious, cultural and ethnic conflicts.	
Course Outcomes	After successful completion of this course, students are expected to: - Students will be able to identify and analyze the types and causes of youth problems such as unemployment, suicide, and alcoholism and drug addiction. - Students will be able to analyze the types and causes of population – related problems such as slums, housing issues, poverty and crime. - Students will be able to evaluate the causes and consequences of national issues including terrorism, corruption, Naxalism and environmental pollution. - Students will be able to analyze the dynamics of intolerance, including caste-based, religious, cultural and ethnic conflicts.	
Unit	Topic Particular	Hours
Unit-I	Problems of Youth - Unemployment : Meaning, Types, Causes and Remedies - Suicide: Meaning, Types, Causes and Measures of Prevention of Suicide - Alcoholism : Meaning, Types and Causes - Drug Addiction :Meaning, Types, Cause, Consequences and Remedies	15
Unit-II	Population Problems - Slum in India : Meaning, Types, Causes and Remedies - Housing Problems : Meaning, Effect and Remedies - Poverty in India : Meaning, Causes, Consequences and Measures on Poverty - Crime : Meaning, Types, Causes, Effects and Prevention of Crime	15
Unit-III	National Problems - Terrorism : Meaning, Types and Causes - Corruption : Meaning, Types ,Causes and Remedies - Naxalism : Meaning, Effect and Remedies - Environment Pollution : Meaning, Types, Effect and Remedies	15
Unit-IV	Intolerance - Caste base Intolerance - Religious Intolerance - Cultural Intolerance - Ethnic Conflicts	15
Study Resources	- Ahuja Ram,(2005),Society in India: concepts, theories and social change, Rawat Publication, New Delhi. - Bhadra, (1999), Girl Child in Indian Society, Rawat Publications, New Delhi. - Bhattacharyya, S. K, (1994), Social Problems in India, Regency Publications, New Delhi. - Chakra barti, (1999), Juvenile Justice, Deep & Deep Publications Pvt. Ltd, New Delhi - Jessica Kuper, (1987), Social Problems and Mental Health, Routledge & Kegan Paul, London - Joshva OMiluwi, (2014), Social Problems in India. Mangalam Publication, New Delhi. - Madan. G. R. (2001), Indian Social Problems Volume 2, , Allied	

	Publisher Pvt. Ltd., New Delhi. • Prasad, (2001) Population Growth and Child Labour, New Delhi, Kanishka Publishers Distributors, New Delhi. • Ram Ahuja, (2004), Social Problems in India, Rawat Publication, New Delhi. • काचोळे दा. धो. (२०१५), ग्रामीण आणि नागरी समाजशास्त्र, कैलाश प्रकाशन, औरंगाबाद • आहुजा राम, (१९९२), भारतीय सामाजिक समस्या, रावत प्रकाशन, जयपूर. • आगलावे प्रदीप, (२०१८), भारतीय सामाजिक समस्या, साईनाथ प्रकाशन, नागपूर. • खडसे भा. की, (२००४), भारतीय समाज आणि सामाजिक समस्या, हिमालया प्रकाशन, मुंबई. • लोटे रा. ज. (२००९), भारतीय समाज आव्हाने आणि समस्या, पिंपळापुरे प्रकाशन, नागपूर.
--	--

SYBA
SEMESTER-IV
SOC-DSC –242– SOCIOLOGICAL THOUGHT IN IKS

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives	- To explore the scope and relevance of IKS in contemporary sociological research and practice. - To study concepts such as Dharma, Karma and social roles as presented in ancient Indian texts. - To explore the philosophies of Charvak, Buddha (Buddhism), Mahavir (Jainism), and the Sufi Sampraday on social equality and Justice. - To study the views and contributions of Sant Tukaram, Sant Namdeo, Sant Chokhamela and Sant Kabir on social injustice and reform.	
Course Outcomes	After successful completion of this course, students are expected to: - Students will be able to articulate the definition of IKS and its relevance in the context of sociological studies. - Students will be able to explain the concepts of Dharma, Karma and Social roles as depicted in ancient Indian texts. - Students will be able to evaluate the philosophies of Charvak, Buddha, Mahavir and the Sufi Sampraday on equality and justice. - Students will be able to assess the thoughts of Sant Tukaram, Sant Namdeo, Sant Chokhamela, and Sant Kabir on social injustice and the irrelevance to contemporary social issues.	
Unit	Topic Particular	Hours
Unit-I	Introduction to Indian Knowledge System (IKS) - Definition of IKS in sociological studies - Scope and relevance of IKS in sociological studies - Key philosophical frame works and texts in fluencing ancient sociological thought	07
Unit-II	Foundations of Ancient Sociological Thought - Concepts of Dharma, Karma and Social roles in ancient Indian texts. - Kautilya (Chanakya) and his contributions to Social-political economy and Social governance - Manu and his ideas on social order, law and ethics	08
Unit-III	Ancient Thoughts of Equality - Charvak - Buddha - Mahavir - Suffi Sampraday	07
Unit-IV	Ancient Thoughts on injustice - Sant Tukaram - Sant Namdeo - Sant Chokhamela - Sant Kabir	08
Study Resources	- Mahadevan B, 2024, Introduction to Indian Knowledge System, PHI Learning Private Limited, Delhi. - Babu, Ramesh. 2010. <i>Bhakti and Resistance: Sant Tradition and Social Protest</i>. Orient Blackswan. Chennai - Joshi, Rajaram. 2015. <i>Sant Sahitya Ani Samajik Jagruti (संत साहित्य आणि सामाजिक जागृती)</i>. Diamond Publications. Pune - Kasbe, Raosaheb. 2009. <i>Chokhamela and the Varkari Tradition: A Study of Caste and Devotion</i>. Continental Prakashan. Pune - Sen, Amartya. 2009. <i>The Idea of Justice</i>. Harvard University Press. Cambridge - Kapila, Rajaram. 2019. <i>Indian Knowledge System: Concepts and Applications</i>. Pratibha Prakashan. New Delhi - पोहेकर प्रीती, २०२४, भारतीय ज्ञान परंपरा, विद्या बुक्स प्रकाशन, औरंगाबाद.	

SYBA
SEMESTER-IV
SOC-DSC-243- SOCIAL DEMOGRAPHY - II

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives	- To analyze the history of population growth in India. - To examine various types of environmental pollution and their consequences on society. - To identify the components of economic development and the impact of population growth on economic progress. - To analyze classical and contemporary population theories, including the Malthusian Theory, Karl Marx’s Theory and the optimum Population theory.	
Course Outcomes	- Students will be able to gain comprehensive knowledge of the historical patterns of population growth in India. - Students will be able to analyze the social and health consequences of environmental pollution. - Students will be able to assess the inter play between population growth and economic development, identifying both opportunities and challenges. - Students will be able to apply theoretical knowledge to understand and interpret population trends and policies.	
Unit	Topic Particular	Hours
Unit-I	Nature and Trends of Indian Population - History of Population Growth in India - Causes of Population Growth in India - Characteristics of Indian Population - Family welfare Programme in India	07
Unit-II	Population and Environment - Environment : Meaning, Nature and Importance - Environment Pollution: Air, Water, Sound and Soil Pollution - Consequences of Pollution on Society	08
Unit-III	Population and Economic Development - Economic Development : Meaning and Characteristics - Components of Economic Development - Population Growth and Economic Development	07
Unit-IV	Theories of Population: - Malthusian Theory of Population - Population theory – Karl Marks - Optimum Population Theory	08
Study Resources	- Bose Ashish, (1991), Demographic diversity of India, B. R. Publishing Corporation, New Delhi. - Chandra shekhar S, (1974), Infant mortality Population growth and family planning in India. London, George alten and Unwin ltd, - Census of Indian Reports. - Pandey G. S.(२०१०), Introductions to Social Demography, swastika Publications, New Delhi, - Sharma Rajendra– Demography andPop0ulation problems, New Delhi, 1997. - अहिरराव आणि अलीझाड, (२००१), लोकसंख्या भूगोल, निराली प्रकाशन, पुणे. - काळदाते सुद्धा, (२००४), लोकसंख्याशास्त्र आणि शिक्षण, विद्या बुक्स प्रकाशन, औरंगाबाद. - काचोळे दा. धो, (२००४), लोकसंख्या आणि समाज, कैलाश प्रकाशन, औरंगाबाद. - कुलकर्णी एस. एन. (१९९८), लोकसंख्याशास्त्र आणि लोकसंख्या शिक्षण, श्री. विद्या प्रकाशन, पुणे. - घारपुरे विठ्ठल, (२००५), सामाजिक आणि सांस्कृतिक भूगोल, पिंपळापुरे प्रकाशन, नागपूर.	

	• बाघ राम, (२००३), लोकसंख्याशास्त्र, रचना प्रकाशन, लातूर. • www.mrtredinnick.com/uploads/7/2/1/5/7215292/population_theories.pdf • http://sites.middlebury.edu/econ0450f10/files/2010/08/malthus.pdf • http://www.peakoilindia.org/wp-content/uploads/2013/10/Boserupian-Theory.pdf • http://ocw.jhsph.edu/courses/PopulationChange/PDFs/Lecture6.pdf • http://ocw.jhsph.edu/courses/PopulationChange/PDFs/Lecture8.pdf • http://www.networkideas.org/ideasact/jun07/Beijing_Conference_07/Amitabh_Kundu.pdf
--	--

**SYBA
SEMESTER-IV**

SOC- MIN - 241 – INDIAN SOCIAL ISSUES AND PROBLEMS - II

Credits – 4

Marks – 100

Internal Examination: 40

External Examination: 60

Course Objectives	- To define the analyze key issues affecting youth including unemployment, suicide, alcoholism and drug addiction. - To discuss significant population - related challenges in India such as slums, housing issues, poverty and crime. - To examine critical national issues including terrorism, corruption, Naxalism and environmental pollution. - To explore various forms of intolerance including caste - based, religious, cultural and ethnic conflicts.	
Course Outcomes	After successful completion of this course, students are expected to: - Students will be able to identify and analyze the types and causes of youth problems such as unemployment, suicide, and alcoholism and drug addiction. - Students will be able to analyze the types and causes of population – related problems such as slums, housing issues, poverty and crime. - Students will be able to evaluate the causes and consequences of national issues including terrorism, corruption, Naxalism and environmental pollution. - Students will be able to analyze the dynamics of intolerance, including caste-based, religious, cultural and ethnic conflicts.	
Unit	Topic Particular	Hours
Unit-I	Problems of Youth - Unemployment : Meaning, Types, Causes and Remedies - Suicide: Meaning, Types, Causes and Measures of Prevention of Suicide - Alcoholism : Meaning, Types and Causes - Drug Addiction :Meaning, Types, Cause, Consequences and Remedies	15
Unit-II	Population Problems - Slum in India : Meaning, Types, Causes and Remedies - Housing Problems : Meaning, Effect and Remedies - Poverty in India : Meaning, Causes, Consequences and Measures on Poverty - Crime : Meaning, Types, Causes, Effects and Prevention of Crime	15
Unit-III	National Problems - Terrorism : Meaning, Types and Causes - Corruption : Meaning, Types ,Causes and Remedies - Naxalism : Meaning, Effect and Remedies - Environment Pollution : Meaning, Types, Effect and Remedies	15
Unit-IV	Intolerance - Caste base Intolerance - Religious Intolerance - Cultural Intolerance - Ethnic Conflicts	15
Study Resources	- Ahuja Ram,(2005),Society in India: concepts, theories and social change, Rawat Publication, New Delhi. - Bhadra, (1999), Girl Child in Indian Society, Rawat Publications, New Delhi. - Bhattacharyya, S. K, (1994), Social Problems in India, Regency Publications, New Delhi. - Chakra barti, (1999), Juvenile Justice, Deep & Deep Publications Pvt. Ltd, New Delhi - Jessica Kuper, (1987), Social Problems and Mental Health, Routledge & Kegan Paul, London - Joshva OMiluwi, (2014), Social Problems in India. Mangalam Publication, New Delhi. - Madan. G. R. (2001), Indian Social Problems Volume 2, , Allied	

	Publisher Pvt. Ltd., New Delhi. • Prasad, (2001) Population Growth and Child Labour, New Delhi, Kanishka Publishers Distributors, New Delhi. • Ram Ahuja, (2004), Social Problems in India, Rawat Publication, New Delhi. • काचोळे दा. धो. (२०१५), ग्रामीण आणि नागरी समाजशास्त्र, कैलाश प्रकाशन, औरंगाबाद • आहुजा राम, (१९९२), भारतीय सामाजिक समस्या, रावत प्रकाशन, जयपूर. • आगलावे प्रदीप, (२०१८), भारतीय सामाजिक समस्या, साईनाथ प्रकाशन, नागपूर. • खडसे भा. की, (२००४), भारतीय समाज आणि सामाजिक समस्या, हिमालया प्रकाशन, मुंबई. • लोटे रा. ज. (२००९), भारतीय समाज आव्हाने आणि समस्या, पिंपळापुरे प्रकाशन, नागपूर.
--	--

**SYBA
SEMESTER-IV**

SOC-OE –241– SOCIAL WELFARE IN INDIA – II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To gain clarity on the concept of human rights and their development as well as understand the principles of social justice and their application in India. - To study various welfare schemes aim edit social development, including women self help groups, anti-poverty programs, employment guarantee schemes and suwarna Jayanti gram Swaraj yojana. - To analyze government programmers and schemes for the welfare of SCs, STs, BCs and differently – able individuals. - To study the history and nature of work in the voluntary sector.	
Course Outcomes	- Students will be able to develop a clear understanding of the concept and historical development of human rights. And to gain insights into the principles of social justice and their application in India. - Students will be able to understand the objectives and implementation of various welfare schemes aimed at social development. - Students will be able to critically analyze government programmes and schemes designed for the welfare of SCs, STs, BCs and differently – abled individuals. - Students will be able to gain knowledge of the history and nature of work in the voluntary sector.	
Unit	Topic Particular	Hours
Unit-I	Human Rights and Social Justice - Concept of Human Right - Development of Human Right - Indian Constitution and Human Rights - Social Justice and Reservation Policy	15
Unit-II	Welfare Schemes - Women Self Help Group - Anti-Poverty Program - Employment Guaranty Scheme - Suwarna Jayanti Gram Swaraj Yojana	15
Unit-III	Social Welfare, Government Programme and Schemes - Government programme & Schemes for Welfare with Specific reference to SC / STs / BCs / Differently able - National Commissions for SCs Minorities	15
Unit-IV	Social Welfare and Voluntary effort - History - Nature of work in the Voluntary sector - Government – NGO Interface - Public Private Partnership	15
Study Resources	Bhattacharya Sanjay, (2009), Social work Administration and Development, Rawat Publication, Delhi. Chaudhary D. Paul, (1992), Social welfare Administration, Atmaram Sons, New Delhi. Ganapathy R. S. (2000), Public Policy and Policy Analysis in India, Sage Publication. Delhi. Sharma Nandkishor, (2007), Supervision, (New Tools Techniques and Method), Srinivas Publication, Jaipur. कवी माधवी, (२००८), महिला कल्याण आणि विकास, विद्या प्रकाशन, नागपूर. कांबळे उद्धव , (२००३), मानवी हक्क तत्वे आणि दिशाभूल, साकेत प्रकाशन, औरंगाबाद. कुलकर्णी पी. के, (२०००), मानवी हक्क आणि सामाजिक न्याय, डायमंड प्रकाशन, पुणे. देशपांडे विकास, (२०००), मानवी हक्क प्रश्न आणि उत्तरे, एन. बी.टी. प्रकाशन, नवी दिल्ली.	

SYBA
SEMESTER – IV
SOC – FP – Field Project

Credits – 2

Marks – 50

Hours - 60

Objectives

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.
- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

Course Structure: 2 Credits Course (60 hours)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages”, rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	– Classroom discussions – Field visit – Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit – Group discussions in class – Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	– Classroom – Field visit – Group presentation of assignment
4	Rural and National Development Programmes	History of rural development and current national programmes in India: SarvaShikshaAbhiyan, BetiBachao, BetiPadhao,	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community;	– Classroom – Each student selects one program for field visit – Written assignment

Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.

give suggestions about improving the implementation of the programme for the poor. Special focus on the urban informal sector and migrant households.

Note: The modules are suggestive in nature and students can opt any one activities for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;
- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living
- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.

- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers' livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.
- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.
- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions
- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.
- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyze their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

BOS Panel

Sr. No.	Name of Members	Composition	Designation & Affiliation
01	Dr. Sagar L. Badge	Head of the Department (Chairman)	Associate Professor, M. J. College, Jalgaon. 425001
02	Prof. Dr. Sandip Chaudhari,	Subject Expert from outside the Parent University to be nominated by the Academic Council.	Professor, Sarasvati Bhuwan, Art's Commerce and Science College, Aurangabad.
03	Prof. Dr. Pradeep Meshram	Subject Expert from outside the Parent University to be nominated by the Academic Council.	Professor, J. M. Patel Art's, Commerce and Science College, Bhandara.- 441904
04	Dr. Sahebrao V. Padalwar	Expert to be nominated by the V.C. of Parent University from the Panel of six recommended by the college principal	Nutan Maratha College, Jalgaon - 425001
05	Mr. Bhushan Bhalerao	One representative from industry/corporate sector/ allied area relating to placement	Career Vision Training & Placement Organization, Nashik.
06	Prof. Dr. J. T. Mahajan	Invitee Member (Retired)	Professor, M. J. College, Jalgaon. 425001
07	Ms. Priyanka R. Athe	Invitee Member	Dr. Annasaheb G. D. Bendale Mahila College, Jalgaon. 425001