

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



NAAC Accredited-2022

‘B++’Grade (CGPA2.96)

**FACULTY OF HUMANITIES**

**NEP 2020 Compliant Curriculum for B.A. Sociology**

**B.A. Part- II Semester- III & IV**

**With effect from: 2025-26**



# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

## **Faculty of Humanities**

### **NEP 2020 Compliant Curriculum**

#### **B.A. Sociology**

#### **Program Preamble**

The Bachelor of Arts (B.A.) in Sociology is a comprehensive and dynamic program designed to provide students with a deep understanding of the fundamental principles of Sociology, along with soft skills required to apply this knowledge in various Sociological contexts. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The B.A. Sociology program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in Sociology while allowing for specialization and interdisciplinary learning. The curriculum is structured around several key components:

- 1. Major Courses:** These core courses form the backbone of the program, providing in-depth knowledge and understanding of essential Sociological concepts, theories, and methodologies.
- 2. Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning.
- 3. Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
- 4. Vocational and Skill Enhancement Courses:** Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience.
- 5. Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.
- 6. Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in Sociology and related fields.
- 7. Research Methodology and Research Projects:** Research is a critical component of the B.A. Sociology program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry. By engaging in independent research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.

### Multiple Entry and Multiple Exit Options:

In accordance with the NEP 2020, the B.A. Sociology program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **01Year-**

Upon completion of the first year, students may exit with a **Certificate in Sociology**.

- **02Years-**

After two years, students may choose to exit with a **Diploma in Sociology**.

- **03Years-**

Completion of the third year qualifies students for a **B.A. Degree in Sociology**.

- **04Years-**

The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in Sociology**.

### Eligibility for B.A. Sociology:

The eligibility criteria for course as per Govt. / Punyashlok Ahilyadevi Holkar Solapur University Solapur rules and norms.



# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

## **Faculty of Humanities**

### **NEP 2020 Compliant Curriculum**

#### **B.A. Sociology**

#### **Program Outcomes (POs)**

**Students graduating from the Bachelor of Arts in Sociology program will be able to:**

#### **Major Courses:**

- **PO1:** Demonstrate in-depth knowledge and understanding of core concepts, theories, and methodologies in the chosen major discipline.
- **PO2:** Apply disciplinary knowledge to solve complex problems, analyze data, and make informed decisions in professional and research contexts.

#### **Minor Courses:**

- **PO3:** Acquire complementary knowledge and skills from a related or distinct discipline, enhancing interdisciplinary understanding and versatility.

#### **Open Electives/General Electives:**

- **PO4:** Explore diverse subjects beyond the core discipline, fostering a broad-based education and cultivating critical thinking and creativity.

#### **Vocational and Skill Enhancement Courses:**

- **PO5:** Gain hands-on experience and technical proficiency in specific vocational areas, preparing for immediate career opportunities.

#### **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):**

- **PO6:** Understand and appreciate the rich heritage of the Indian Knowledge System, integrating traditional wisdom with modern education.
- **PO7:** Develop ability enhancement skills like communication and life skills along with ethical values, social responsibility, and a strong sense of citizenship, contributing positively to society.

#### **Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/ Internship/Apprenticeship:**

- **PO8:** Apply theoretical knowledge to real-world situations through field projects, internships, community engagement and On job Training for gaining practical experience and problem-solving skills.

#### **Research Methodology and Research Project:**

- **PO9:** Acquire research skills, including data collection, analysis, and interpretation, fostering a scientific approach to problem-solving to develop independent research projects handling capabilities.



**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Faculty of Humanities**  
**NEP 2020 Compliant Curriculum**  
**B.A. Sociology**  
**Program Specific Outcomes (PSOs)**

**Students graduating from B.A. Sociology will able to :**


**PSO1:** Know 'Sociology' as discipline and will understand the Nature and Scope of the subject.

**PSO2:** Understand Basic Concepts and Sociological Thoughts.

**PSO3:** Get information and knowledge of various fields and subfields of Sociology and their interrelation.


**PSO4:** Get knowledge of Research Methodology and use it in solving social problems.

**PSO5:** Do critical thinking of emerging issues, implications of dynamic society which will make them able to encounter existing social issues.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b>  <b>Faculty of Humanities</b>  <b>Credit Distribution Structure for Three / Four Year Honours / Honours  with Research B.A. Degree Programme with Multiple Entry and Exit option</b>  <b>NEP 2020 Compliant Curriculum for B.A. Sociology</b>  <b>(Choice Based Credit System)</b></p>
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**B. A. Part- II Semester- III & IV Sociology** With effect from - Academic Year 2025-26

Le vel	Sem.	Major	Minor	GE/OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP CC,RP	Cum. Cr./ Sem.	Deg ree Cum. Cr.
5.0	III	<b>DSC-III (4)</b> Social Structure of Indian Society  <b>DSC-IV (4)</b> Social Problems in India	<b>Minor- III (4)</b> Indian Society: Structure and Change	<b>GE/OE-III (2)</b> Social Media and Society	<b>VSC- I(2)</b> Social Survey	<b>AEC L2- (2) MIL</b>	<b>FP (2)</b> Field Project  <b>CC- (2)</b>	<b>22</b>	<b>UG Dip- loma  88</b>
	IV	<b>DSC-V (4)</b> Social Change in Indian Society  <b>DSC-VI(4)</b> Social Issues in India	<b>Minor- IV(4)</b> Indian Society - Issues and Problems	<b>GE/OE-IV(2)</b> Gender and Society	<b>VSC- II(2)</b> Health Counseling  <b>SEC- III(2)</b> Personality Development	<b>AEC L2- (2) MIL</b>	<b>CEP-(2)</b> Community Engagement Programme	<b>22</b>	
	<b>Cum. Cr.</b>	<b>40</b>	<b>08</b>	<b>08</b>	<b>10</b>	<b>14</b>	<b>08</b>	<b>88</b>	
		<b>Exit option: Award of UG Diploma in Major and Minor with 88 Credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor</b>							

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### B. A. Part- II Semester- III & IV Sociology

With effect from - Academic Year 2025-26

Level	Sem.	Vertical	Course Code	Course Name	Credits	Semester Exam Marks		Total Marks
						UA	CA	
5.0	III	DSC-III (Major)	G03-DSC1-0301	Social Structure of Indian Society	4	60	40	100
	III	DSC-IV (Major)	G03-DSC1-0302	Social Problems in India	4	60	40	100
	III	Minor -III	G03-DSC2-0301	Indian Society: Structure and Change	4	60	40	100
	III	GE/OE-III	G03-GE-OE-301	Social Media and Society	2	30	20	50
	III	VSC-I	G03-VSC-0301	Social Survey	2	30	20	50
	III	FP		Field Project	2	30	20	50
	IV	DSC-V (Major)	G03-DSC1-0401	Social Change in Indian Society	4	60	40	100
	IV	DSC-VI (Major)	G03-DSC1-0402	Social Issues in India	4	60	40	100
	IV	Minor -IV	G03-DSC2-0401	Indian Society - Issues and Problems	4	60	40	100
	IV	GE/OE-IV	G03-GE-OE-401	Gender and Society	2	30	20	50
	IV	VSC-II	G03-VSC-401	Health Counseling	2	30	20	50
	IV	SEC-III	G03-SEC-401	Personality Development	2	30	20	50
	IV	CEP	G03-CEP-401	Community Engagement Programme	2	30	20	50

**DSC- Discipline Specific Core    GE/OE- Generic / Open Elective    FP- Field Project**

**SEC- Skill Enhancement Course    VSC- Vocational Skill Course    CEP- Community Engagement Programme**

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<p><b>*Teaching Scheme</b>  <b>Lectures: 04 Hours/ Week (Teaching Hours -60)</b>  <b>Credits-04</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 60 Marks</b>  <b>CA: 40 Marks</b></p>

### Course Objectives :

- 1.To introduce the subject of Social Structure of Indian Society to the students.
2. To introduce students to the dynamics of basic social institution.
3. To impart basic knowledge of Indian Society to the students.
4. To apply the Sociological knowledge in social life.

### Course Outcomes:

1. Students will be familiar with the subject of Social Structure of Indian Society.
2. Students will understand the dynamics of basic social institution.
3. Students will have got basic knowledge of Indian Society.
4. Students will be able to apply this knowledge in social life.

<b>Unit No. 01 Title: The Formation of Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Ancient Period
- 1.2 Medieval Period
- 1.3 Pre- Independence Period
- 1.4 Post Independence Period

<b>Unit No. 02 Title: Major Segments of Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Indian Society : Basic Structure and Features
- 2.2 Tribal Society : Meaning, Characteristics and Changes
- 2.3 Rural Society : Meaning, Characteristics and Changes
- 2.4 Urban Society : Meaning, Characteristics and Changes

<b>Unit No.03 Title: Basic Social Institutions</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 3.1 Joint Family : Characteristics and Changing Nature
- 3.2 Caste System: Characteristics and Changing Nature
- 3.3 Marriage : Characteristics and Changing Nature
- 3.4 Economy System: Characteristics and Changing Nature



<b>Unit No. 04 Title: Unity and Diversity in Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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4.1 Unity in Indian Society

4.2 Diversity in Indian Society


4.3 National Integration: Meaning, Obstacles and Remedial Measures

4.4 Secularism

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

**Books Recommended –**

1. Aahuja Ram ( 1984), Indian Social System, Rawat Publication, Jaipur.
2. Bose N.K.(1967), Culture and Society in India, Asian Publication House, Mumbai.
3. Desai A.R.(1994), Rural Sociology in India, Popular Publication, Mumbai.
4. Desai A.R.(1987), Social Background of Indian Nationalism, Popular Publication, Mumbai.
5. Dube S.C.(1990), Society In India, National Book Trust, New Delhi.
6. Dube S.C. (1958), India's Changing Villages, Routledge and Kegan Paul, London.
7. Gadwal A.A.(2021), An Introduction to Social Anthropology , Ascent Publication, Solapur.
8. Karve Iravati (1961) Hindu Society: An Interpretation, Deccan College, Pune.
9. Mandelbaum David(1970), Society in India, Popular Publication, Mumbai.
10. Srinivas M.N.(1963), Social Change in Modern India, University Press, California.
11. Srinivas M.N.(1980), India Social Structure, Hindusthan Publishing Corporation, New Delhi.
12. बोबडे प्रकाश (2001), भारतीय समाज रचना पारंपारिक व आधुनिक , श्री मंगेश प्रकाशन, नागपूर.
13. घाटोळे रा. ना. (2002), भारतीय समाज व्यवस्था, श्री. मंगेश प्रकाशन, नागपूर.
14. माने माणिक (2010), भारतीय समाज, विद्या प्रकाशन, नागपूर.
15. खंडागळे चंद्रकांत (2006), भारतीय समाज रचना आणि परिवर्तन, फडके प्रकाशन, कोल्हापूर.
16. कुलकर्णी पि.के. व गंदेवार एस. एन. (1997), संस्थांचे समाजशास्त्र, विद्या प्रकाशन, नागपूर.
17. आहूजा राम (2000), भारतीय समाज, रावत पब्लिकेशन, जयपुर.
18. सिंह जे.पी. (2024), आधुनिक भारत का समाज, रावत पब्लिकेशन, जयपुर.

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<p><b>*Teaching Scheme</b>  <b>Lectures: 04 Hours/ Week (Teaching Hours -60)</b>  <b>Credits-04</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 60 Marks</b>  <b>CA: 40 Marks</b></p>

### Course Objectives:

1. To analyze the causes and consequences of Social Problems in India.
2. To develop a Sociological Perspective on addressing societal challenges.
3. To promote awareness of Social Issues and Problems.
4. To give probable solution on the form of prevention, awareness and solution on Social Problems.

### Course Outcomes:

1. Students can identity and analyze key Social Problems in India
2. Students can apply Sociological approach.
3. Students can aware about the solutions and reducing Social Issues and Problems.
4. Student can be aware about the causes of Social Issues and Problems of Indian Society.

<b>Unit No. 01 Title: Social Problems</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Social Problems- Definition and Nature
- 1.2 Approaches to Social Problems
- 1.3 Causes of Social Problems
- 1.4 Remedial Measures of Social Problems

<b>Unit No.02 Title: Poverty and Unemployment</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Meaning and Types
- 2.2 Causes
- 2.3 Consequences
- 2.4 Remedial Measures

<b>Unit No. 03 Title: Drug Addiction</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 3.1 Nature and Types
- 3.2 Causes
- 3.3 Consequences
- 3.4 Remedial Measures

<b>Unit No. 04 Title: Problems of Old Age</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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4.1 Meaning and Nature

4.2 Causes


4.3 Problems of Old Age

4.4 Remedial Measures

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

**Books Recommended –**

1. Lavaniya M. M. & Geetali Padiyar (2010), Social Problems in India, Research Publication, Jaypur.
2. Ram Ahuja (1997), Social Problems in India, Rawat Publications, Jaipur.
3. Suman Pate (1991), Indian Social Problems, Vidya Publication, Nagpur.
4. Dandekar and Rath (1998), Poverty in India, Phadke Prakashan, Kolhapur.
5. Bardan, P. (1984), Land labour and rural Poverty, New Delhi OUP.
6. Ram Ahuja (1987), Crime against women, Rawat Publication, Jaipur.
7. Betille, Andre (1974), Social Inequality, New Delhi :OUP.
8. Stephen Vertigans (2011), The Sociology of Terrorism, Simultaneously published, USA & Canada.
9. डॉ. भा.की. खडसे (1995), भारतीय सामाजिक समस्या, श्री. मंगेश प्रकाशन, नागपूर.
10. डॉ. प्रदीप आगलावे (2009), भारतीय समाज- प्रश्न आणि समस्या, श्री. साईनाथ प्रकाशन, नागपूर.
11. डॉ. सुधा काळदाते, भारतीय सामाजिक समस्या, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर.
12. डॉ. गणेश पाण्डेय (2003), भारतीय सामाजिक समस्याए , राधा पब्लिकेशन, नई दिल्ली.
13. डॉ. सुनील मायी (2009), भारतीय समाज- प्रश्न आणि समस्या, डायमंड पब्लिकेशन, पुणे.
14. डॉ. बी. एम. कऱ्हाडे (2009), भारतीय समाज- प्रश्न आणि समस्या, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर.
15. विलास संगवे(1979), भारतातील सामाजिक समस्या,पाँप्युलर प्रकाशन,मुंबई.
16. नागोराव भुरके ((2022), भारतातील सामाजिक समस्या,जागृती प्रकाशन,सोलापूर.
17. जयंत घाटगे (1999), समकालीन भारतातील सामाजिक समस्या, घाटगे प्रकाशन, हातकणंगले.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्या संपन्ना ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-III Sociology</b></p> <p><b>Vertical : Minor- III</b></p> <p><b>Course Code : G03-DSC2-0301</b></p> <p><b>Course Name : Indian Society :Structure and Change</b></p>
<p><b>*Teaching Scheme</b>  <b>Lectures: 04 Hours/ Week (Teaching Hours -60)</b>  <b>Credits-04</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 60 Marks</b>  <b>CA: 40 Marks</b></p>

### Course Objectives :

- 1.To introduce the subject of Social Structure of Indian Society to the students.
2. To introduce students to the dynamics of basic social institution
3. To make aware to the students about structural changes in Indian society.
4. To apply the Sociological knowledge in social life.

### Course Outcomes:

1. Students will be familiar with the subject of Social Structure of Indian Society.
2. Students will understand the dynamics of basic social institution.
3. Students will have got basic knowledge of Social Change in Indian Society
4. Students will be able to apply this knowledge in social life.

<b>Unit No. 01 Title: Major Segments of Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Indian Society : Basic Structure and Features
- 1.2 Tribal Society : Meaning, Characteristics and Changes
- 1.3 Rural Society : Meaning, Characteristics and Changes
- 1.4 Urban Society : Meaning, Characteristics and Changes

<b>Unit No. 02 Title: Basic Social Institutions</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Joint Family : Characteristics and Changing Nature
- 2.2 Caste System: Characteristics and Changing Nature
- 2.3 Marriage : Characteristics and Changing Nature
- 2.4 Education: Characteristics and Changing Nature

<b>Unit No. 03 Title: Changing Status of Women in India</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 3.1 Ancient Period
- 3.2 Medieval Period
- 3.3 British Period
- 3.4 Post Independence Period


<b>Unit No. 04 Title: Social Change in Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 4.1 Meaning and Nature of Social Change
- 4.2 Sanskritization : Concept and Impact on Indian Society
- 4.3 Westernization : Concept and Impact on Indian Society
- 4.4 Modernization: Concept and Impact on Indian Society

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

**Books Recommended –**

1. Aahuja Ram ( 1984), Indian Social System, Rawat Publication, Jaipur.
2. Bose N.K.(1967), Culture and Society in India, Asian Publication House, Mumbai.
3. Desai A.R.(1994), Rural Sociology in India, Popular Publication, Mumbai.
4. Desai A.R.(1987), Social Background of Indian Nationalism, Popular Publication, Mumbai.
5. Dube S.C.(1990), Society In India, National Book Trust, New Delhi.
6. Dube S.C. (1958), India's Changing Villages, Routledge and Kegan Paul, London.
7. Gadwal A.A.(2021), An Introduction to Social Anthropology , Ascent Publication, Solapur.
8. Karve Iravati (1961) Hindu Society: An Interpretation, Deccan College, Pune.
9. Mandelbaum David(1970), Society in India, Popular Publication, Mumbai.
10. Srinivas M.N.(1963), Social Change in Modern India, University Press, California.
11. Srinivas M.N.(1980), India Social Structure, Hindustan Publishing Corporation, New Delhi.
12. बोबडे प्रकाश (2001), भारतीय समाज रचना पारंपारिक व आधुनिक , श्री मंगेश प्रकाशन, नागपूर.
13. घाटोळे रा. ना. (2002), भारतीय समाज व्यवस्था, श्री. मंगेश प्रकाशन, नागपूर.
14. माने माणिक (2010), भारतीय समाज, विद्या प्रकाशन, नागपूर.
15. खंडागळे चंद्रकांत (2006), भारतीय समाज रचना आणि परिवर्तन, फडके प्रकाशन, कोल्हापूर.
16. कुलकर्णी पि.के. व गंदेवार एस. एन. (1997), संस्थांचे समाजशास्त्र, विद्या प्रकाशन, नागपूर.
17. आहूजा राम (2000), भारतीय समाज, रावत पब्लिकेशन, जयपुर.
18. सिंह जे.पी. (2024), आधुनिक भारत का समाज, रावत पब्लिकेशन, जयपुर.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-III Sociology</b></p> <p><b>Vertical : GE/OE- III</b></p> <p><b>Course Code : G03-GE-OE-301</b></p> <p><b>Course Name : Social Media and Society</b></p>	
<p><b>*Teaching Scheme</b>  <b>Lectures: 02 Hours/Week (Teaching Hours -30)</b>  <b>Credits-02</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 30 Marks</b>  <b>CA: 20 Marks</b></p>	

### Course Objectives :

- 1.To explore the relation between Social Media and Society
- 2.To make awareness about the challenges and concerns of the social media.

### Course Outcomes:

1. Students will make sense of use of Social Media and its types.
2. Students will explore Positive as well as negative impacts of social media on society and individuals.

<b>Unit No. 01 Title: Nature of Social Media</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Meaning and Nature of Social Media
- 1.2 Emergence of Social Media
- 1.3 Types of Social Media (WhatsApp, Facebook, Twitter, Instagram, Snapchat, Telegram, YouTube)
- 1.4 Functions of Social Media


<b>Unit No. 02 Title: Impact of Social Media on Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Impact of Social Media on Society
- 2.2 Challenges and Concerns of Social Media (Addiction, Cyber bullying, Privacy, fake news, data security)
- 2.3 Commercial Aspect of Social Media
- 2.4 Ethics and Social responsibility of Social Media

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

### **Books Recommended –**

1. Nayyar Deepak (2007), Au Modern Mass Communication: Concepts and Processes, Oxford Book Company.
2. Andrew M. Lindner, Stephen R. Barnard (2020), All Media are Social: Sociological Perspectives on Mass Media, Routledge.
3. Matthew Ganis, Avinash Kohirkar, Social Media Analytics: Techniques and Insights for Extracting Business Value Out of Social Media, IBM Press.
4. Keval J. Kumar, Mass Communication in India, Jaico Publishing House, Chennai.
5. Biju Parampakath, Influence and Effects of social Media on Teenagers.
6. BC Swain and Raja Lakshmi Das, Social Media:Usage and Impact,Kunal,books,New Delhi.
7. Upadhyay Arvind,Influence of Social Media,Notion Press Media Pvt Ltd.
8. निताळे विनोद, भटकर सुधीर आणि सोरडे गोपी (संपादक) (2017), माध्यमे आणि सामाजिक बदल, अथर्व प्रकाशन, जळगाव.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 "B++" Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-III Sociology</b></p> <p><b>Vertical : VSC- I</b></p> <p><b>Course Code : G03-VSC-0301</b></p> <p><b>Course Name : Social Survey</b></p>	
<p><b>*Teaching Scheme</b>  <b>Lectures: 02 Hours/Week (Teaching Hours -30)</b>  <b>Credits-02</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 30 Marks</b>  <b>CA: 20 Marks</b></p>	

### Course Objectives :

1. Students understand the concept of Social Survey.
2. To introduce the students to Methods of Social Survey.
3. To explain to the students the functioning and significance of Social Survey.

### Course Outcomes:

1. Students understand the meaning and concept of Social Survey.
2. Students can introduced about the methods of Social Survey.
3. Students realize the functioning and significance of Social Survey in society.

<b>Unit No. 01 Title: Nature of Social Survey</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Social Survey - Meaning and Characteristics
- 1.2 Types of Social Survey
- 1.3 Merits of Social Survey
- 1.4 Demerits of Social Survey

<b>Unit No. 02 Title: Planning of Social Survey</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Objectives of Social Survey
- 2.2 Planning of Social Survey
- 2.3 Conducting a Social Survey
- 2.4 Preparation of Social Survey Report



\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

#### **Books Recommended –**

- 1) Goode and Hatt (1952), *Methods in Social Research*, Mc Graw Hill Book, Company, Inc. Tokyo.
- 2) Kothari, C.R. (1989), *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern.
- 3) Punch, Keith (1996), *Introduction to Social Research*, Sage, London.
- 4) Young, P.V. (1988), *Scientific Social Surveys and Research*, Prentice Hall, New Delhi.
- 5) Bose, Pradip Kumar (1995), *Research Methodology*, ICSSR, New Delhi.
- 6) Sjoberg, Gideon and Roger Nett. (1997), *Methodology for Social Research*, Rawat Publication, Jaipur.
- 7) R.N.Sharma (1983), *Research Methods in Social Sciences*, Media Promoters and Publishers Pvt. Ltd.
- 8) Gadwal A. A. (2020), *Social Research: Concepts Methods and Process*. LBP Publications, Solapur.
- 9) Jayaram N. (1989), *Sociology: Methods and Theory*, MacMillian, Madras.
- 10) आगलावे प्रदीप (2000), *संशोधन पद्धतीशास्त्र व तंत्रे*, विद्या प्रकाशन, नागपूर.
- 11) बोधनकर सुधीर (1999), *सामाजिक संशोधन पद्धती*, श्री. साईनाथ प्रकाशन, नागपूर
- 12) भांडारकर पु. ल. (1987), *सामाजिक संशोधन पद्धती*, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर.
- 13) नाडगोंडे गुरुनाथ (1999), *सामाजिक संशोधन पद्धती*, फडके प्रकाशन, कोल्हापूर.
- 14) घाटोळे रा. ना. (2000), *समाजशास्त्रीय संशोधन तत्त्वे व पद्धती*, मंगेश प्रकाशन, नागपूर.
- 15) काचोळे दा. धों. व मुधोळकर ग.रा. (2005), *समाजशास्त्रीय संशोधन पद्धती*, कैलाश पब्लिकेशन्स, औरंगाबाद.

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<p><b>Credits-02</b></p> <p><b>Teaching /Contact Hours -60</b></p>	<p><b>*Examination Scheme</b></p> <p><b>UA: 30 Marks</b></p> <p><b>CA: 20 Marks</b></p>	

### Course Objectives :

1. To introduce the field project in sociology to the students.
2. To investigate a specific research question or topic within the field of sociology.

### Course Outcomes:

1. Students are introduced to methods of field project in sociology.
- 2.. Students will complete field project on any social issue or problems under the guidance of teacher.

### Directions of Field Project –

1. To develop understanding of sociological concept, methodology and theory with field interaction.
2. Student should be discuss with the supervisor and finalize the topic related to Social issues and Problems for the field project.
3. Student should be discuss with the supervisor and finalize the field area for the field project.
4. Students should be complete the field project under the guidance of the teacher and write its report.

### Research Areas-

Old Age Problem, Child Labour, Unemployment, Poverty, Alcoholism, Domestic Violence, Working Women Problems, Made Problems, Over Population, Farmers Suicide, Female Foeticide, Sexual Harassment at Workplace, Divorser, Inequality, Addiction of SNS (Social Networking Sites) etc. related to any other Social Issue or Problem


### Books Recommended –

- 1) Goode and Hatt (1952), *Methods in Social Research*, Mc Graw Hill Book, Company, Inc. Tokyo.
- 2) Kothari, C.R. (1989), *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern.
- 3) Punch, Keith (1996), *Introduction to Social Research*, Sage, London.

- 4) Young, P.V. (1988), *Scientific Social Surveys and Research*, Prentice Hall, New Delhi.
- 5) Bose, Pradip Kumar (1995), *Research Methodology*, ICSSR, New Delhi.
- 6) Sjoberg, Gideon and Roger Nett. (1997), *Methodology for Social Research*, Rawat Publication, Jaipur.
- 7) R.N.Sharma (1983), *Research Methods in Social Sciences*, Media Promoters and Publishers Pvt. Ltd.
- 8) Gadwal A. A. (2020), *Social Research: Concepts Methods and Process*. LBP Publications, Solapur.
- 9) Jayaram N. (1989), *Sociology: Methods and Theory*, MacMillian, Madras.
- 10) आगलावे प्रदीप (2000), संशोधन पद्धतीशास्त्र व तंत्रे, विद्या प्रकाशन, नागपूर.
- 11) बोधनकर सुधीर (1999), सामाजिक संशोधन पद्धती, श्री. साईनाथ प्रकाशन, नागपूर
- 12) भांडारकर पु. ल. (1987), सामाजिक संशोधन पद्धती, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर.
- 13) नाडगोंडे गुरुनाथ (1999), सामाजिक संशोधन पद्धती, फडके प्रकाशन, कोल्हापूर.
- 14) घाटोळे रा. ना. (2000), समाजशास्त्रीय संशोधन तत्वे व पद्धती, मंगेश प्रकाशन, नागपूर.
- 15) काचोळे दा. धों. व मुधोळकर ग.रा. (2005), समाजशास्त्रीय संशोधन पद्धती, कैलाश पब्लिकेशन्स, औरंगाबाद.

### Evaluation Pattern: Total Marks: 50

CA-Internal Evaluation: 20 Marks [P] Conducted by Internal Examiner	
Participation in the Field Project Initiation	10 Marks
Proposal for Field Project with all the necessary components	10 Marks
<b>Total</b>	<b>20 Marks</b>
UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal and External Examiner	
Oral Presentation of Field Project	10 Marks
Preparation and Presentation of Field Project Report with all the necessary components	20 Marks
<b>Total</b>	<b>30 Marks</b>

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<p><b>*Teaching Scheme</b></p> <p><b>Lectures: 04 Hours/ Week (Teaching Hours -60)</b></p> <p><b>Credits-04</b></p>	<p><b>*Examination Scheme</b></p> <p><b>UA: 60 Marks</b></p> <p><b>CA: 40 Marks</b></p>

### Course Objectives :

- 1.To make aware to the students about structural changes in Indian society.
2. To introduce students to the basic concepts in Sociology.
3. To impart basic knowledge of Social Change in Indian Society
- 4.To apply the Sociological knowledge in social life.

### Course Outcomes:

- 1.Students will be familiar with the subject of Social change in Indian society.
2. Students will understand the basic concepts of sociology.
3. Students will have got basic knowledge of Social Change in Indian Society
- 4.Students will be able to apply this knowledge in social life.

<b>Unit No. 01 Title: Role of Social Reformers in Social Change</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
1.1 Rajaram Mohan Roy 1.2 Mahatma Jyotiba Phule 1.3 Chhatrapati Shahu Maharaj 1.4 Dr.B.R. Ambedkar		
<b>Unit No. 02 Title: Changing Status of Women in India</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
3.1 Ancient Period 3.2 Medieval Period 3.3 British Period 3.4 Post Independence Period		
<b>Unit No. 03 Title: Social Change in Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
4.1 Meaning and Nature of Social Change 4.2 Sanskritization : Concept and Impact on Indian Society 4.3 Westernization : Concept and Impact on Indian Society 4.4 Modernization: Concept and Impact on Indian Society		


<b>Unit No. 04 Title: Impact of Globalization on Indian Society</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 4.1 Historical Background of Globalization
- 4.2 Liberalization : Concept and Impact on Indian Society
- 4.3 Privatization : Concept and Impact on Indian Society
- 4.4 Globalization: Concept and Impact on Indian Society

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

**Books Recommended –**

1. Aahuja Ram ( 1984), Indian Social System, Rawat Publication, Jaipur.
2. Bose N.K.(1967), Culture and Society in India, Asian Publication House, Mumbai.
3. Desai A.R.(1994), Rural Sociology in India, Popular Publication, Mumbai.
4. Desai A.R.(1987), Social Background of Indian Nationalism, Popular Publication, Mumbai.
5. Dube S.C.(1990), Society In India, National Book Trust, New Delhi.
6. Dube S.C. (1958), India's Changing Villages, Routledge and Kegan Paul, London.
7. Gadwal A.A.(2021), An Introduction to Social Anthropology , Ascent Publication, Solapur.
8. Karve Iravati (1961) Hindu Society: An Interpretation, Deccan College, Pune.
9. Mandelbaum David(1970), Society in India, Popular Publication, Mumbai.
10. Srinivas M.N.(1963), Social Change in Modern India, University Press, California.
11. Srinivas M.N.(1980), India Social Structure, Hindustan Publishing Corporation, New Delhi.
12. बोबडे प्रकाश (2001), भारतीय समाज रचना पारंपारिक व आधुनिक , श्री मंगेश प्रकाशन, नागपूर.
13. घाटोळे रा. ना. (2002), भारतीय समाज व्यवस्था, श्री. मंगेश प्रकाशन, नागपूर.
14. माने माणिक (2010), भारतीय समाज, विद्या प्रकाशन, नागपूर.
15. खंडागळे चंद्रकांत (2006), भारतीय समाज रचना आणि परिवर्तन, फडके प्रकाशन, कोल्हापूर.
16. कुलकर्णी पि.के. व गंदेवार एस. एन. (1997), संस्थांचे समाजशास्त्र, विद्या प्रकाशन, नागपूर.
17. आहूजा राम (2000), भारतीय समाज, रावत पब्लिकेशन, जयपुर.
18. सिंह जे.पी. (2024), आधुनिक भारत का समाज, रावत पब्लिकेशन, जयपुर.

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<p><b>*Teaching Scheme</b>  <b>Lectures: 04 Hours/ Week (Teaching Hours -60)</b>  <b>Credits-04</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 60 Marks</b>  <b>CA: 40 Marks</b></p>

### Course Objectives:

1. To analyze the causes and consequences of Social Problems in India.
2. To develop a Sociological Perspective on addressing societal challenges.
3. To promote awareness of Social Issues and Problems.
4. To give probable solution on the form of prevention, awareness and solution on Social Problems.

### Course Outcomes:

1. Students can identify and analyze key Social Problems in India
2. Students can apply Sociological approach.
3. Students can aware about the solutions and reducing Social Issues and Problems.
4. Student can be aware about the causes of Social Issues and Problems of Indian Society.

<b>Unit No. 01 Title: Corruption</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Meaning and Nature
- 1.2 Causes
- 1.3 Fields of Corruption
- 1.4 Remedial Measures

<b>Unit No. 02 Title: Gender Based Violence</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Gender Based Violence-Meaning and Nature
- 2.2 Female foeticide - Causes and Remedial Measures
- 2.3 Rape- Causes and Remedial Measures
- 2.4 Sexual Harassment at workplace - Causes and Remedial Measures

<b>Unit No. 03 Title: Farmers Suicide</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 3.1 Meaning and Nature
- 3.2 Causes
- 3.3 Effects
- 3.4 Remedial Measures

<b>Unit No. 04 Title: Terrorism</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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1.1 Meaning and Nature

1.2 Causes


1.3 Consequences

1.4 Remedial Measures

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

### **Books Recommended –**

1. Lavaniya M. M. & Geetali Padiyar (2010), Social Problems in India, Research Publication, Jaipur.
2. Ram Ahuja (1997), Social Problems in India, Rawat Publications, Jaipur.
3. Suman Pate (1991), Indian Social Problems, Vidya Publication, Nagpur.
4. Dandekar and Rath (1998), Poverty in India, Phadke Prakashan, Kolhapur.
5. Bardan, P. (1984), Land labour and rural Poverty, New Delhi OUP.
6. Ram Ahuja (1987), Crime against women, Rawat Publication, Jaipur.
7. Betille, Andre (1974), Social Inequality, New Delhi :OUP.
8. Stephen Vertigans (2011), The Sociology of Terrorism, Simultaneously published, USA & Canada.
9. डॉ. भा.की. खडसे (1995), भारतीय सामाजिक समस्या, श्री. मंगेश प्रकाशन, नागपूर.
10. डॉ. प्रदीप आगलावे (2009), भारतीय समाज- प्रश्न आणि समस्या, श्री. साईनाथ प्रकाशन, नागपूर.
11. डॉ. सुधा काळदाते, भारतीय सामाजिक समस्या, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर.
12. डॉ. गणेश पाण्डेय (2003), भारतीय सामाजिक समस्याए , राधा पब्लिकेशन, नई दिल्ली.
13. डॉ. सुनील मायी (2009), भारतीय समाज- प्रश्न आणि समस्या, डायमंड पब्लिकेशन, पुणे.
14. डॉ. बी. एम. कऱ्हाडे (2009), भारतीय समाज- प्रश्न आणि समस्या, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर.
15. विलास संगवे(1979), भारतातील सामाजिक समस्या, पॉप्युलर प्रकाशन, मुंबई.
16. नागोराव भुरके ((2022), भारतातील सामाजिक समस्या, जागृती प्रकाशन, सोलापूर.
17. जयंत घाटगे (1999), समकालीन भारतातील सामाजिक समस्या, घाटगे प्रकाशन, हातकणंगले.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-IV Sociology</b></p> <p><b>Vertical : Minor- IV</b></p> <p><b>Course Code : G03-DSC2-0401</b></p> <p><b>Course Name : Indian Society: Issues and Problems</b></p>
<p><b>*Teaching Scheme</b>  <b>Lectures: 04 Hours/ Week (Teaching Hours -60)</b>  <b>Credits-04</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 60 Marks</b>  <b>CA: 40 Marks</b></p>

### Course Objectives:

1. To analyze the causes and consequences of Social Problems in India.
2. To develop a Sociological Perspective on addressing societal challenges.
3. To promote awareness of Social Issues and Problems.
4. To give probable solution on the form of prevention, awareness and solution on Social Problems.

### Course Outcomes:

1. Students can identify and analyze key Social Problems in India
2. Students can apply Sociological approach.
3. Students can aware about the solutions and reducing Social Issues and Problems.
4. Student can be aware about the causes of Social Issues and Problems of Indian Society.

<b>Unit No.01 Title: Poverty</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Meaning and Types
- 1.2 Causes
- 1.3 Consequences
- 1.4 Remedial Measures

<b>Unit No. 02 Title: Farmers Suicide</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Meaning and Nature
- 2.2 Causes
- 2.3 Effects
- 2.4 Remedial Measures

<b>Unit No. 03 Title: Gender Based Violence</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 3.1 Gender Based Violence-Meaning and Nature
- 3.2 Female foeticide – Causes and Remedial Measures
- 3.3 Rape- Causes and Remedial Measures
- 3.4 Sexual harassment at workplace- Causes and Remedial Measures



<b>Unit No. 04 Title: Over Population</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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4.1 Meaning and Nature

4.2 Causes


4.3 Consequences

4.4 Remedial Measures

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

#### **Books Recommended –**

1. Lavaniya M. M. & Geetali Padiyar (2010), Social Problems in India, Research Publication, Jaipur.
2. Ram Ahuja (1997), Social Problems in India, Rawat Publications, Jaipur.
3. Suman Pate (1991), Indian Social Problems, Vidya Publication, Nagpur.
4. Dandekar and Rath (1998), Poverty in India, Phadke Prakashan, Kolhapur.
5. Bardan, P. (1984), Land labour and rural Poverty, New Delhi OUP.
6. Ram Ahuja (1987), Crime against women, Rawat Publication, Jaipur.
7. Betille, Andre (1974), Social Inequality, New Delhi :OUP.
8. Stephen Vertigans (2011), The Sociology of Terrorism, Simultaneously published, USA & Canada.
9. डॉ. भा.की. खडसे (1995), भारतीय सामाजिक समस्या, श्री. मंगेश प्रकाशन, नागपूर.
10. डॉ. प्रदीप आगलावे (2009), भारतीय समाज- प्रश्न आणि समस्या, श्री. साईनाथ प्रकाशन, नागपूर.
11. डॉ. सुधा काळदाते, भारतीय सामाजिक समस्या, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर.
12. डॉ. गणेश पाण्डेय (2003), भारतीय सामाजिक समस्याए , राधा पब्लिकेशन, नई दिल्ली.
13. डॉ. सुनील मायी (2009), भारतीय समाज- प्रश्न आणि समस्या, डायमंड पब्लिकेशन, पुणे.
14. डॉ. बी. एम. कऱ्हाडे (2009), भारतीय समाज- प्रश्न आणि समस्या, पिंपळापुरे अँड कंपनी पब्लिशर्स, नागपूर.
15. विलास संगवे(1979), भारतातील सामाजिक समस्या,पाँप्युलर प्रकाशन,मुंबई.
16. नागोराव भुरके ((2022), भारतातील सामाजिक समस्या,जागृती प्रकाशन,सोलापूर.
17. जयंत घाटगे (1999), समकालीन भारतातील सामाजिक समस्या, घाटगे प्रकाशन, हातकणंगले.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 "B++" Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-IV Sociology</b></p> <p><b>Vertical : GE/OE- IV</b></p> <p><b>Course Code : G03-GE-OE-401</b></p> <p><b>Course Name : Gender and Society</b></p>
<p><b>*Teaching Scheme</b>  <b>Lectures: 02 Hours/Week (Teaching Hours -30)</b>  <b>Credits-02</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 30 Marks</b>  <b>CA: 20 Marks</b></p>

### Course Objectives :

1. To help students understand the concept of gender in India.
2. To introduce students to how gender is socially constructed in India.
3. To explain to the students the significance of gender equality in Indian society.

### Course Outcomes:

1. To help students understand the concept of gender in India.
2. Students are introduced to how gender is socially constructed in India.
3. Students understand significance of gender equality in Indian society.

<b>Unit No. 01 Title: Social Construction of Gender</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Basic Concepts – Gender, Sex, LGBTQ
- 1.2 Social Construction of Gender –Family, Marriage, Education and Economy
- 1.3 Gendered Division of Labour
- 1.4 Gender Role and Socialization (At home, in school, at workplace, in mass media)

<b>Unit No. 02 Title: Gender related Issues</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Gender related Issues in Family (Son Preference, Sex-ratio, Domestic Violence, Female foeticide)
- 2.2 Gender related Crime (Sexual Harassment at work place, Honor killing, Rape, Molestation, Human trafficking)
- 2.3 Gender Equality Policies and laws in India (Constitutional Provisions, Beti Bachao Beti


Padhao, Pradhan Mantri Ujjawala Yojna, Domestic Violence Act-2005, Sexual Harassment at work place Act-2013)

#### 2.4 Women Welfare Organizations and Agencies (Vishakha Committee, Mahila Aayog, Human Right Commission)

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

#### **Books Recommended –**

1. Altekar A.S. 1983 *The Position of Women in Hindu Civilization Delhi*: Motilal Banarasidass, Second Edition: P Fifth reprint.
2. Desai Neera and M. Krishnaraj 1987, *Women and Society in India*. Delhi: Ajanta.
3. Forbes, G. 1998, *Women in Modern India*. New Delhi, Cambridge University Press.
4. India, Government of India 1974, *Towards Equality: Report of the Committee on the Status of Women*.
5. Maccoby, Eleanor and Carol Jacklin 1975, *The Psychology of Sex Differences*, Stanford: Stanford University Press.
6. McCormack, C. And M. Strathern (ed.) 1980, *Nature, Culture and Gender*, Cambridge: Cambridge University Press.
7. Oakley, Ann. 1972, *Sex, Gender and Society*. New York: Harper and Row.
8. Sharma, Ursula 1983, *Women, Work and Property in North-West India*. London: Tavistock.
9. Ghadially, Rehana (ed.) 1988, *Women in Indian Society*, New Delhi: Sage.
10. Dube, Leela 1997, *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*, Tokyo: United Nations University Press.
11. खेडेकर पुरुषोत्तम 2007, *स्त्री-पुरुष तुलना*, जिजाई प्रकाशन, पुणे.
12. गेल ओम्बेट 1990, *ज्योतिबा फुले आणि स्त्री मुक्तीचा विचार*, लोकवाङ्मयगृह, मुंबई.
13. खांडेकर आशा 2009, *महिलांच्या मानव अधिकारांचे उल्लंघन*, सुगावा प्रकाशन, पुणे.
14. सामंत मंगला 2008, *स्त्री –पर्व*, सुगावा प्रकाशन, पुणे.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-IV Sociology</b></p> <p><b>Vertical : VSC- II</b></p> <p><b>Course Code : G03-VSC-401</b></p> <p><b>Course Name : Health Counseling</b></p>
<p><b>*Teaching Scheme</b>  <b>Lectures: 02 Hours/Week (Teaching Hours -30)</b>  <b>Credits-02</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 30 Marks</b>  <b>CA: 20 Marks</b></p>

### Course Objectives :

1. This paper is designed is to train students in social counseling in health sector.
2. Student will learn basic skills of counseling and will get insight of different roles in counseling moreover.
3. Students will get professional knowledge and skill of health counseling.

### Course Outcome:

1. Student will get the basic counseling skills of health sector.
2. Students will understand the role and importance of counselors in health sector.
3. Students will explore to the opportunities in health sector as a counselor.

<b>Unit No. 01 Title: Nature of Health Counseling</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Health Counseling - Meaning and Nature
- 1.2 Objectives of Health Counseling
- 1.3 Basic Counseling Skills
- 1.4 Personal qualities of Counselor


<b>Unit No. 02 Title: The Role of the Counselor</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Role of Counselor to Alcohol and tobacco users to quit
- 2.2 Role of Counselor to Promote Health Dietary Practices
- 2.3 Role of Counselor for Health Activities in Community
- 2.4 Practice of Health Counseling

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

**Books Recommended –**

1. Gladeana McMahon, Stephen Palmer (2014), Handbook of Counselling, Taylor & Francis
2. Handbook for counselors Reducing risk factors for non-communicable diseases
3. Basic Counselling Skills. A Guide for Health Workers in Maternal Care. (n.d.). Perinatal Mental Health Project. Retrieved June 22, 2020 from [mhinnovation.net](http://mhinnovation.net)
4. Bhasin Veena, People, Health and Diseases: Indian Scenario, Kamalraj enterprises.
5. Nagla Madhu - Medical Sociology, Printwell Publisher, Jaipur.
6. Basu S. C. (1992), Handbook of Preventive and Social medicine Current Book international, Calcutta.
7. पद्माकर देशपांडे (2016), तंबाकू से मुक्ति, नचिकेत प्रकाशन, नागपूर.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-IV Sociology</b></p> <p><b>Vertical : SEC- III</b></p> <p><b>Course Code : G03-SEC-401</b></p> <p><b>Course Name : Personality Development</b></p>	
<p><b>*Teaching Scheme</b>  <b>Lectures: 02 Hours/Week (Teaching Hours -30)</b>  <b>Credits-02</b></p>	<p><b>*Examination Scheme</b>  <b>UA: 30 Marks</b>  <b>CA: 20 Marks</b></p>	

### Course Objectives :

1. To make students understand the concept of Personality Development.
2. To introduce the students to Personality Development .
3. To explain to the students the Personality Development .

### Course Outcomes:

1. Students understand the meaning and concept of Personality Development.
2. Students are introduced to methods of Personality Development .
3. Students realize the significance of Personality Development.

<b>Unit No. 01 Title: Nature of Personality Development</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 1.1 Personality Development- Meaning and Nature
- 1.2 Elements of Personality Development
- 1.3 Process of Personality Development
- 1.4 Significance of Personality Development


<b>Unit No. 02 Title: Techniques of Personality Development</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
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- 2.1 Self Confidence and Personality Development
- 2.2 Soft Skill and Personality Development
- 2.3 Society and Personality Development
- 2.4 Practical work for Personality Development

\*Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

**Books Recommended –**

1. Harlock E.B. (2006), Personality Development, Tata McGraw Hill, New Delhi.
2. Swami Vivekananda (2001), Personality Development, Advaita Asharma Prakashan, Kolkata.
3. Mitra Barun (2016) Personality Development and Soft Skills, Oxford University Press, New Delhi.
4. Sabarwal D.P. (2016), Personality Development Handbook, Fingerprint Publication, Mumbai.
5. Wadkar Alka (2016), Life Skills for Success, Sage Publications, New Delhi.
6. मांडे अरुण (अनु.) (2001), सेल्फ कॉन्फीडन्स अंड इम्प्रुव्हमेन्ट (डेल कोर्निंग) साकेत प्रकाशन, औरंगाबाद.
7. पाटील विनय (2014), व्यक्तिमत्व विकास, अथर्व पब्लिकेशन्स, जळगाव.
8. पवार बी.यू. (2021), व्यक्तिमत्त्वाचे सिद्धांत, अथर्व पब्लिकेशन्स, जळगाव.
9. खेरा शिव (2000), आपण जिकू शकता, सुयश प्रकाशन, पुणे .
10. गुप्ता सीमा आणि सेवेकर सुधीर (1997), व्यक्तिमत्व विकासाचे प्रभावी मार्ग, साकेत प्रकाशन, औरंगाबाद.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 "B++" Grade (CGPA-2.96)</p>	<p><b>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</b></p> <p><b>B. A. Part- II Semester-IV Sociology</b></p> <p><b>Vertical : CEP</b></p> <p><b>Course Code : G03-CEP-401</b></p> <p><b>Course Name : Community Engagement Programme</b></p>	
<p><b>Credits-02</b></p> <p><b>Teaching/Contact Hours -60</b></p>	<p><b>*Examination Scheme</b></p> <p><b>UA: 30 Marks</b></p> <p><b>CA: 20 Marks</b></p>	

## 1.INTRODUCTION:

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been undertaken by HEIs, there is no singular provision of a well-designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner.

## 2.OBJECTIVES:

- To promote a respect for rural culture, lifestyle, and wisdom among students
- To learn about the present status of agricultural and development initiatives
- Identify and address the root causes of distress and poverty among vulnerable households
- Improve learning outcomes by applying classroom knowledge to real-world situations

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.



### 3. LEARNING OUTCOMES:

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socio-economic improvement.

**4. CREDITS:** Two Credit Course; Students are expected to complete **60 hours** of participation

### 5. COURSE STRUCTURE:

Sr.	Module Title	Module Content	Teaching/Learning/Methodology
1.	Appreciation of Rural Society	Rural lifestyle, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure	Classroom discussions Field visit Individual /Group conference Report/journal submission & VIVA
2.	Understanding rural and local Economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA
3.	Rural and local Institutions	Traditional rural and community organization, self-help groups, decentralized planning, panchayatraj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural, Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment Guarantee [MGNREGA].	Classroom discussions /Field visit Individual /Group conference Report/journal submission & VIVA
4.	Rural and National development programmers	History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti Bachao- Beti Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc.	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA

**Note: Faculty can make addition in the list of activities as per domain content**

(\*Community Engagment Programme (CEP) Related to All Major Subject.)

### **Recommended field-based activities (Tentative):**

- Participate in Gram Sabha meetings, and study community participation;
- Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- 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 worksite;
- Surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- Visit Rural Schools /mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- 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 dropouts;
- Visit local Anganwadi and observe the services being provided;
- Visit local NGOs, civil society organizations 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;
- Understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organize 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.
- Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Financial Literacy Awareness Programme
- Digital Literacy Awareness Programme
- Education Loan Awareness Programme
- Entrepreneurship Awareness Programme
- Awareness Programmes on Government Schemes
- Products Market Awareness
- Services Market Awareness
- Consumer Awareness Programme
- Accounting Awareness Programme for Farmers
- Accounting Awareness Programme for Street Vendors etc.

### **6. IMPORTANT RULES AND REGULATIONS FOR CEP:**

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matters should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their field work experiences i.e. reading, e-contents, tasks, planning and work hours have to be recorded in the diary.

Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The field work conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development-related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self-development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

## 7. EVALUATION/ ASSESSMENT SCHEME:

### Evaluation Pattern: Total Marks: 50

Students should keep a field diary / journal to record contents, readings and field visit planning. The assessment pattern is Internal and External i.e. 20+30=50

CA-Internal Evaluation: 20 Marks [P] Conducted by Internal Examiner	
Participation in the Community Engagement Programme Initiation	10Marks
Proposal for Community Engagement Programme with all the necessary components	10Marks
<b>Total</b>	<b>20 Marks</b>
UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner	
Oral Presentation of CEP Activity	10Marks
Preparation and Presentation of Community Engagement Programme Report with all the necessary components	20Marks
<b>Total</b>	<b>30 Marks</b>

## **Equivalent Subject for Old Syllabus**

**Name of the Course : B. A. Part- II Sociology**

Sr. No.	Semester	Paper No. & Name of the Old Paper	Paper No. & Name of the New Paper
1	III	III-Indian Society: Structure and Change	DSC- III Social Structure of Indian Society
2	III	IV-Social Problems in India	DSC- IV Social Problems in India
3	III		Minor-III Indian Society: Structure and Change
4	III		GE/OE -III Social Media and Society
5	III		VSC-I Social Survey
6	III		FP - Field Project
7	IV	V-Indian Society: Structure and Change	DSC- V Social Change in Indian Society
8	IV	VI-Social Problems in India	DSC- VI Social Issues in India
9	IV		Minor-IV Indian Society - Issues and Problems
10	IV		GE/OE -IV Gender and Society
11	IV		VSC-II Health Counseling
12	IV		SEC-III Personality Development
13	IV		CEP – Community Engagement Programme

## **Punyshlok Ahilyadevi Holkar Solapur University, Solapur**

### *Faculty of Humanities*

#### **Evaluation Pattern (04 Credits Paper)**

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

#### **Evaluation Pattern (02 Credits Paper)**

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

\* Home Assignment / Unit Test / Oral Test / Seminar / Field work/ Study tour report / Case study etc.  
Choice of subject teacher.

## Nature of Question Paper – 04 Credits Paper

**Time:2.30 hours**

**Marks:60**

**Instructions:1)**

**2)**

**Question 01. Choose the correct alternative.**

**12**

- |     |    |    |    |    |
|-----|----|----|----|----|
| 1)  | A) | B) | C) | D) |
| 2)  | A) | B) | C) | D) |
| 3)  | A) | B) | C) | D) |
| 4)  | A) | B) | C) | D) |
| 5)  | A) | B) | C) | D) |
| 6)  | A) | B) | C) | D) |
| 7)  | A) | B) | C) | D) |
| 8)  | A) | B) | C) | D) |
| 9)  | A) | B) | C) | D) |
| 10) | A) | B) | C) | D) |
| 11) | A) | B) | C) | D) |
| 12) | A) | B) | C) | D) |

**Question 02. Write Short answers. (Any four)**

**12**

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

**Question 3. Write Short Answers /Short notes (Any two)**

**12**

- 1)
- 2)
- 3)
- 4)

**Question 4. Write the detail answer (Broad answer type question) (Any one)**

**12**

- 1)
- 2)

**Question 5. Write the detail answer (Broad answer type question)**

**12**

## Nature of Question Paper- 02 Credits Paper

**Time:1:30 hours**

**Marks:30**

Instructions: 1)

2)

**Question 01.***Choose the correct alternative.*

**06**

- |    |    |    |    |    |
|----|----|----|----|----|
| 1) | A) | B) | C) | D) |
| 2) | A) | B) | C) | D) |
| 3) | A) | B) | C) | D) |
| 4) | A) | B) | C) | D) |
| 5) | A) | B) | C) | D) |
| 6) | A) | B) | C) | D) |

**Question 02.**Write Short answers. (Any two)

**06**

- 1)
- 2)
- 3)
- 4)

**Question 03.**Write Short Answers / Short note.

**06**

- 1)

**Question 04.**Write the detail answer (Broad answer type question)(Any one)

**12**

- 1)
- 2)