

# SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A<sup>++</sup> Accredited by NAAC (2021) With CGPA 3.52

## **New Syllabus For Bachelor of Arts [B. A. in Sociology]**

**UNDER  
Faculty of Humanities**

### **B. A. Part - II (Semester - III and -IV)**

**STRUCTURE AND SYLLABUS IN ACCORDANCE WITH  
NATIONAL EDUCATION POLICY - 2020  
HAVING CHOICE BASED CREDIT SYSTEM  
WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS  
(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26 ONWARDS)**

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## **1. PREAMBLE:**

Sociology aims to stride towards maximum understanding of the present and prepare for the future with the help of knowledge from past personalities, events and processes. It not only enriches our wisdom and widens our vision; but also develop pride for our national heritage and encourage inclusive approach while looking at a variety of sub-cultures of our nation.

## **2. PROGRAMME LEARNING OUTCOMES (PO)**

- In the initial stage of the program, the student would understand various sociological concepts, various social issues and importance of sociology.
- The program also included various kinds of innovative approach of learning like VSC, SEC, IKS and OE.
- With the course of VSC, students would acquire vocational training of community development activities which would help them to understand opportunity and role of people and government in community development.
- Through SEC, students would acquire skills of preparing social audit which would provide them career opportunities to prepare effective audit reports and presentations.
- Through IKS, students would understand the origin and spirit of Jalsa and able to evaluate the influence of Jalsa in shaping social change.
- The gap between academics and society would be bridged by the OE program and student would understand the construction of social world, along with the communication skill which is needed for everyday life.

## **3. DURATION:**

The Bachelor of Arts in Sociology programme shall be A FULL TIME COURSE OF 3/4 YEARS – 6/8 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132/176)

## **4. ELIGIBILITY FOR ADMISSION:**

As per the rules and regulations of Shivaji University, Kolhapur.

## **5. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

## **6. EXAMINATION PATTERN:**

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation. **NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment. (Annexur-I)**

## 7. STRUCTURE OF PROGRAMME:

### Credit Distribution Structure for B.A. II in Sociology with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION
<b>MAJOR</b>	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
<b>MINOR</b>	Minor (MN)	Minor - Course
<b>IDC/MDC/ GEC/OE</b>	IDC (ID)	Interdisciplinary Course
	MDC (MD)	Multi Disciplinary Course
	GEC (GE)	General Elective Course
	OE (OE)	Open Elective Course (Generic Course not from Major or Minor Category)
<b>VSC/SEC</b>	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
<b>AEC/VEC/IKS</b>	AEC (AE)	Ability Enhancement Course
	VEC (VA)	Value Education Course
	IKS (IK)	Indian Knowledge System
<b>OJT/FP/CEP/CC/RP</b>	OJT (OJ)	On Job Training
	FP (FP)	Field Project
	CEP (CE)	Community Engagement Project
	CC (CC)	Co-curricular Course
	RP (RP)	Research Project

**Note:(Annexure-II)**

**8) Course Code Table:**
**A) Second Year Bachelor of Arts (B.A. – II) (UG DIPLOMA):**

<b>YEAR:</b>	<b>B.A. - II</b>
<b>SEMESTER:</b>	<b>III and IV</b>
<b>LEVEL:</b>	<b>5.0</b>
<b>TOTAL CREDITS</b>	<b>22 + 22 = 44</b>
<b>DEGREE AWARDED:</b>	<b>UG DIPLOMA (AFTER 88 CREDITS IN TOTAL)</b>

**B - I) B.A. - II : SEMESTER - III (TOTAL CREDITS - 22):** (Note: Put '—' wherever 'Not Applicable')

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Social Problems in India III	BAU0325DSL314C03	4
	MANDATORY	Social Movements in India IV	BAU0325DSL314C04	4
MINOR	MINOR	Social Problems in India	BAU0325MNL314C01	4
		Sociology of Social Movement <a href="https://onlinecourses.swayam2.ac.in/cec25_hs82/preview">https://onlinecourses.swayam2.ac.in/cec25_hs82/preview</a>	Swayam Online Course	4
IDC/MDC/ GEC/OE	OE	Sociology of Everyday Life I	BAU0325OEL314C03	2
SEC/VSC	SEC	Application of Social Audit	BAU0325SEL314C03	2
	VSC	Community Development I	BAU0325VSL314C01	2
AEC/VEC/ IKS	IKS (Specific)	Jalsa and Social Change	BAU0325IKL314C	2
	VEC	VEC is offered through online mode approved by Shivaji University		2
CREDITS FOR B. A. - II, SEM - III:				22

**B- 2) B.A. - II : SEMESTER - IV (TOTAL CREDITS - 22):** (Note: Put '—' wherever 'Not Applicable')

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Gender and Violence V	BAU0325DSL314D05	4
	MANDATORY	Sociology of Health VI	BAU0325DSL314D06	4
MINOR	MINOR	Gender and Violence	BAU0325MNL314D02	4
		Sociology of Gender <a href="https://onlinecourses.swayam2.ac.in/cec24_hs68/preview">https://onlinecourses.swayam2.ac.in/cec24_hs68/preview</a>	Swayam Online Course	4
IDC/MDC/ GEC/OE	OE	Sociology of Everyday Life II	BAU0325OEL314D04	2
VSC/SEC	SEC	Case Studies of Social Audit	BAU0325SEL314D04	2
	VSC	Community Development II	BAU0325VSL314D02	2
AEC/VEC/ IKS	AEC	AEC offered by BOS English		2
	VEC	Environmental Studies		2
CREDITS FOR B. A. - II, SEM - IV:				22
CREDITS FOR B. A. II, SEM III AND IV:				22 + 22 = 44
CREDITS FOR B.A. – I (SEM I AND II) + B. A. II (SEM III AND IV):				44 + 44 = 88

**FOR EXIT OPTION AT B.A. - II:**

If student wants to 'EXIT' after completion of B.A. II (SEM III and IV), he/she must acquire 04 credits through SUMMER INTERNSHIP of 4 weeks (120 hours) and submit the report. After verification by concerned authority he/she will be awarded the UG DIPLOMA. This Certificate is a prerequisite for admission or 'ENTRY' in Third Year B. A. degree course.

The Nature of SUMMER INTERNSHIP:

**9) Equivalence: B. A. II Sem.- III and IV**

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

Sem. No.	Paper Code	Title of Old Paper	Credit	Sem. No.	Course Code	Title of New Course	Credit
III		Social Issues in India	4	III		Social Problems in India	4
III		Social Movement in India	4	III		Social Movement in India	4
III		IDS- Introduction to Rural Development*	4	III		IDS- Introduction to Rural Development*	4
III		IDS- Social Ecology I*	4	III		IDS- Social Ecology- I*	4
III				III			
III				III			
IV		Gender and Violence	4	IV		Gender and Violence	4
IV		Sociology of Health	4	IV		Sociology of Health	4
IV		IDS-Rural Development in India*	4	IV		IDS-Rural Development in India*	4
IV		IDS- Social Ecology II*	4	IV		IDS- Social Ecology II*	4
IV				IV			
IV				IV			

\*Note-Equivalent papers are not provided to IDS papers; hence the question papers of these for the next three attempts will remain on the old syllabus only.

### 10) Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:**
  - If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.
  - If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 35%, then marks obtained are converted to marks out of 100 as below:

#### 1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0 (zero)		-	Ab : Absent
0 – 34	0 to 4		0.0 – 4.99	F : Fail
35 – 44	5		5.00 – 5.49	C : Average
45 – 54	6		5.50 – 6.49	B : Above Average
55 – 64	7		6.50 – 7.49	B+ : Good
65 – 74	8		7.50 – 8.49	A : Very Good
75 – 84	9		8.50 – 9.49	A+ : Excellent
85 – 100	10		9.50 – 10.0	O : Outstanding

#### Note:

1. Marks obtained  $\geq 0.5$  shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

#### Calculation of SGPA & CGPA

##### 1. Semester Grade Point Average (SGPA)

$$SGPA = \frac{\sum(\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum(\text{Course credits}) \text{ of respective semester}}$$

##### 2. Cumulative Grade Point Average (CGPA)

$$CGPA = \frac{\sum(\text{Total credits of a semester} \times \text{SGPA of respective semester}) \text{ of all semesters}}{\sum(\text{Total course credits}) \text{ of all semesters}}$$

# 11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

I) For all **Undergraduate Programme (B.A.)** and programme under the faculty of Humanities  
Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

## 1) FOR SOCIAL SCIENCES:

### A) FOR FOUR CREDITS: Total Marks: 80 (Written)

<b>Question No. 1: Multiple choice questions (10 MCQs) (02 marks each)</b>	<b>20 Marks</b>
<b>Question No. 2: Short Notes (Any Four out of Six)</b>	<b>20 Marks</b>
<b>Question No. 3: Short Questions (Any Two out of Four)</b>	<b>20 Marks</b>
<b>Question No. 4: Long Question (Any One out of Two)</b>	<b>20 Marks</b>

*Note : Question Paper should cover all the units in the syllabus.*

### B) FOR TWO CREDITS: Total Marks: 40

<b>Question No. 1: Multiple choice questions (05 MCQs) (02 marks each)</b>	<b>10 Marks</b>
<b>Question No. 2: Short Notes (Any Two out of Four)</b>	<b>10 Marks</b>
<b>Question No. 3: Long Questions (Any Two out of Four)</b>	<b>20 Marks</b>

*Note : Question Paper should cover all the units in the syllabus.*



## 12. SYLLABUS

### SEMESTER–III

#### B. A. II SEMESTER–III

Faculty	<b>Humanities</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Social Problems in India</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MML314C03</b>
Semester	<b>III</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80 Internal Assessment: 20 Total Marks: 100</b>		

### SOCIAL PROBLEMS IN INDIA

This course introduces students a sociological study of social problems. This paper aims to draw attention of the students for to need to study socio-cultural, economic, religious and legal problems in India.

#### Course Objectives-

1. To introduce social problems to the students.
2. To make able the students to identify the social problems.
3. To make understand socio-cultural problems.
4. To imbibe the remedies for socio-cultural, religious, economic and legal problems.

#### Course Outcomes-

1. Students get well acquainted with social problems.
2. The students learn how to identify the causes of the social problems.
3. The students learn to understand the remedies for socio, cultural, religious, economic and legal problems.

#### Course Contents-

##### **Module - I Social Problems (Teaching hours: 15, Credit: 1)**

- A) Nature of Social Problems
- B) Classification of Social problems
- C) Importance of study of Social problems

##### **Module - II Socio-Economic Problems (Teaching hours: 15, Credit: 1)**

- A) Poverty:
  - a) Meaning and Causes of Poverty.
  - b) Poverty alleviation programmes
- B) Unemployment:
  - a) Meaning and causes of Unemployment
  - b) Remedies of Unemployment

##### **Module - III Socio-Religious and Cultural Problems (Teaching hours: 15, Credit: 1)**

- A) Communalism:
  - a) Meaning and Causes of Communalism.
  - b) Remedies of Communalism
- B) Female Foeticide:
  - a) Meaning and Causes of Female-Foeticide.
  - b) Remedies of Female-Foeticide

**Module - IV Socio-Legal Problems****(Teaching hours: 15, Credit: 1)****A) Juvenile delinquency:**

- a) Meaning and Causes of Juvenile delinquency
- b) Remedies of Juvenile delinquency

**B) Cyber Crime:**

- a) Meaning and Types of Cyber Crime
- b) Remedies of Cyber Crime

**Reference Books-**

1. जी. एल. शर्मा: सामाजिक मुद्दे, 2017, रावत पब्लिकेशन, जयपूर.
2. राम आहुजा: सामाजिक समस्या, 2000, रावत पब्लिकेशन, जयपूर.
3. राम आहुजा: सोशल प्रोब्लेम्स इन इंडिया, 2014, रावत पब्लिकेशन, जयपूर.
4. भार्गव नरेश: वैश्विकरण: समकालीन परीपेक्ष्य, 2014, रावत पब्लिकेशन, जयपूर.
5. राजविवेक एस. : समकालीन भारतीय मुद्दे (समस्या एवं समाधान), 2013-14  
सिव्हील सर्विसेस, टाईम्स न्यू दिल्ली
6. रावत हरिकृष्ण, उच्चतर समाजशास्त्र विश्वकोश, 2014, रावत पब्लिकेशन, जयपूर.

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination

**B. A. II SEMESTER-III**

Faculty	<b>Humanities</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Social Movements in India</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MML314C04</b>
Semester	<b>III</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80 Internal Assessment: 20 Total Marks: 100</b>		

**SOCIAL MOVEMENTS IN INDIA**

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

**Course Objectives-**

1. To make understand the social movements.
2. To make able the students to find the problems of social movements.
3. To give knowledge about farmer, *dalit* and labour movements in depth.

**Course Outcomes-**

1. Students will get the outline of the social movements.
2. Students get well acquainted with the problems of social movements.
3. The students get aware with engagement of socio-political forces and ideologies.

**Course Contents-****Module I- Social Movements (Teaching hours: 15 , Credit: 1)**

- A) Meaning and Characteristics of Social Movements
- B) Elements of Social Movements
- C) Types of Social Movements
- D) Importance of Social Movements

**Module II- Dalit Movements (Teaching hours: 15, Credit: 1)**

- A) Dalit Problems in India
- B) Contribution of Mahatma Phule, Rajarshi Shahu Maharaj and Dr. B. R. Ambedkar to Dalit Movements
- C) Impact of Dalit Movement

**Module III- Farmer Movements (Teaching hours: 15, Credit: 1)**

- A) Farmers' Problems in India
- B) Farmer Movements in Maharashtra
- C) Impact of Farmer Movements

## **Module IV-Labour Movements (Teaching hours: 15, Credit: 1)**

- A) Labour' Problems in India
- B) Labour Movements in Maharashtra
- C) Impact of Labour Movements

### **Reference Books:**

1. Gandhi and Ambedkar, Ambedkar, B. R., 1971 [1936], Annihilation of Caste, Jullunder: Bheem Patrika
2. Dalit Politics, Shah, G., 2001, Dalit Identity and Politics, New Delhi: Sage Publications, Pp.17-43
3. Mobility and Change, Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', The Far Eastern Quarterly, 15(4), Pp. 481-496
4. Women's Movement : Menon, N., (ed.) 1999, Gender and Politics in India, Delhi: Oxford University Press, pp.342-369.
5. Peasant Movements : Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) Peasants in History, Delhi: Oxford University Press, Pp.136-155
6. भारतातील दलित समाज : सुखदेव थोरात, 2009, सेज पब्लिकेशन, न्यू दिल्ली
7. समाजशास्त्रातील मुलभूत संकल्पना: सर्जेराव साळुंखे, निराली प्रकाशन, पुणे.
8. भारतातील सामाजिक चळवळी: घनश्याम शहा, 2014 सेज पब्लिकेशन, न्यू दिल्ली.
9. सामाजिक चळवळी आणि सरकार: घनश्याम शहा, अनुवाद - योगिनी वैगुर्लेकर, 2009, डायमंड पब्लिकेशन, पुणे.
10. भारतातील सामाजिक चळवळी: खंडेरावजी एस. साळुंखे, 2018, निर्मिती संवाद, कोल्हापूर.

### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination

**B. A. II SEMESTER-III**

Faculty	<b>Humanities</b>	Course Category	<b>Minor Course (MN) 01</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Social Problems in India</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MNL314C01</b>
Semester	<b>III</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80 Internal Assessment: 20 Total Marks: 100</b>		

**SOCIAL PROBLEMS IN INDIA**

This course introduces students a sociological study of social problems. This paper aims to draw attention of the students for to need to study socio-cultural, economic, religious and legal problems in India.

**Course Objectives-**

1. To introduce social problems to the students.
2. To make able the students to identify the social problems.
3. To make understand socio-cultural problems.
4. To imbibe the remedies for socio-cultural, religious, economic and legal problems.

**Course Outcomes-**

1. Students get well acquainted with social problems.
2. The students learn how to identify the causes of the social problems.
3. The students learn to understand the remedies for socio, cultural, religious, economic and legal problems.

**Course Contents-****Module - I Social Problems (Teaching hours: 15, Credit: 1)**

- A) Nature of Social Problems
- B) Classification of Social problems
- C) Importance of study of Social problems

**Module - II Socio-Economic Problems (Teaching hours: 15, Credit: 1)**

- A) Poverty:
  - a) Meaning and Causes of Poverty.
  - b) Poverty alleviation programmes
- B) Unemployment:
  - a) Meaning and causes of Unemployment
  - b) Remedies of Unemployment

**Module - III Socio-Religious and Cultural Problems (Teaching hours:15, Credit: 1)**

- A) Communalism:
  - a) Meaning and Causes of Communalism.
  - b) Remedies of Communalism
- B) Female Foeticide:
  - a) Meaning and Causes of Female-Foeticide.
  - b) Remedies of Female-Foeticide

**Module - IV Socio-Legal Problems****(Teaching hours: 15, Credit: 1)****A) Juvenile delinquency:**

- a) Meaning and Causes of Juvenile delinquency
- b) Remedies of Juvenile delinquency

**B) Cyber Crime:**

- a) Meaning and Types of Cyber Crime
- b) Remedies of Cyber Crime

**Reference Books-**

1. जी. एल. शर्मा: सामाजिक मुद्दे, 2017, रावत पब्लिकेशन, जयपूर.
2. राम आहुजा: सामाजिक समस्या, 2000, रावत पब्लिकेशन, जयपूर.
3. राम आहुजा: सोशल प्रोब्लेम्स इन इंडिया, 2014, रावत पब्लिकेशन, जयपूर.
4. भार्गव नरेश: वैश्विकरण: समकालीन परीपेक्ष्य, 2014, रावत पब्लिकेशन, जयपूर.
5. राजविवेक एस. : समकालीन भारतीय मुद्दे (समस्या एवं समाधान), 2013-14  
सिव्हील सर्विसेस, टाईम्स न्यू दिल्ली
6. रावत हरिकृष्ण, उच्चतर समाजशास्त्र विश्वकोश, 2014, रावत पब्लिकेशन, जयपूर.

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination

**B. A. II SEMESTER–III**

Faculty	<b>Humanities</b>	Course Category	<b>OE – III</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Sociology of Everyday Life- I</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325OEL314C03</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**SOCIOLOGY OF EVERYDAY LIFE I****Course Objectives-**

This course introduces provides an introduction to the students about how sociologists explain the experience of everyday life. It aims to show how habits are formed and how we act, think and feel, how social institutions shape our tastes and opinions and how the Self is constructed by way of our interaction with others.

**Course Outcomes** At the end of the course the student will be able to:

1. Look at the familiar world from a new perspective
2. Able to appreciate how our social world is constructed
3. Able to communicate effectively in written and oral formats

**Course Contents-****Module– 1 Introduction****(Teaching hours: 15, Credit: 1)**

1. 1: Sociology as a study of Social Interaction and its Need
- 1.2: Everyday Life - Meaning; Why Study Everyday Life?  
(Contributions of Erving Goffman and Anthony Giddens  
Role of Socialization in establishing habits and practices action,  
thinking and feeling
1. 3: Social Institutions as Established Practices and Customs - Definition and Elements

**Module – 2 Self and Society****(Teaching hours: 15, Credit: 1)**

- 2.1: Definition of Situation (W I Thomas' Principle)
- 2.2: The Looking-Glass Self; Relation between Individual and Society
- 2.3: Role of Social Media in Constructing Self and Identity

**References -**

1. Weigert, J.A (1981) Sociology of Everyday Life. New York. Longman
2. Berger, Peter L (1966) Invitation to Sociology. Penguin Books. Great Britain
3. Allan, G (1989) Friendship: Developing a Sociological Perspective. Boulder and SanFrancisco. Westview Press.
4. Giddens, A (1991) Introduction to Sociology. New York. W. W. Norton and Company.

5. Mills, C.W (1959) Sociological Imagination. New York. Oxford University Press.
6. Highmore, Ben (2002) The Everyday Life Reader. London. Routledge
7. Das, Veena (1989): Voices of Children. In Daedalus 118 (4, Another India, Fall), pp. 262–294.
8. Bell, S & Coleman, S.(Eds) (1999). The Anthropology of Friendship. Oxford. Berg. Further References would be given

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination



**B. A. II SEMESTER–III**

Faculty	<b>Humanities</b>	Course Category	<b>VSC – I</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Community Development I</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325VSL314C01</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**COMMUNITY DEVELOPMENT – I****A) Objectives:**

1. Understand the concept of community development and its significance in society.
2. Analyze the role of community organization in promoting social change.
3. Impact of government policies on community development.
4. Develop skills to engage with communities and assess their need effectively

**B) Students will be able to:**

1. Define key sociological concepts related to community development.
2. Identify challenges and opportunities in community development project.
3. Propose community base interventions.

**C) Course Content:****Module 1: Introduction to Community Development (Teaching hours: 15, Credit: 1)**

- A) Definition and significance of community development.
- B) Historical evolution of community development.
- C) Role of Sociology in Community Development.

**Module 2: Government policies and Community Development****(Teaching hours: 15, Credit: 1)**

- A) Impact of government policies on Community Development.
- B) Types of government policies.
- C) Community participation in policy making.

**References:**

1. Amitava Mukherjee, (2004), Participatory Rural Appraisal: Challenges and opportunities. Concept Publishing company, Darya Ganj
2. Rajeshwari Dayal (1960), Community Development Program in India, Kitab Mahal Publication, Delhi.
3. Rhonda Phillips and Robert H. Pittman, (2014), Introduction to Community Development. Routledge Publication, New York

4. R. Desai, (1958) Community Development Projects: A Sociological Analysis  
Article Published in Sociological Bulletin Volume 7, issue 2
5. Asha Ramgonda Patil, (2013), Community Development and Organization.  
Published by Ashok K. Ghosh, PHI learning Private Ltd, Delhi.
6. Alan Twelvetrees and Russel Todd (2005), Community Development, Social  
Action and Social Planning, Policy press UK.

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination

**B. A. II SEMESTER–III**

Faculty	<b>Humanities</b>	Course Category	<b>SEC – III</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Application of Social Audit</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325SEL314C03</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**APPLICATION OF SOCIAL AUDIT****Course Objectives:**

1. To provide an understanding of social accountability and its significance in governance and organizational practices.
2. To introduce students to the methodologies and frameworks of social accountability and social auditing.
3. To enhance students' ability to critically evaluate organizations and conduct audits.
4. To equip students with skills necessary for employment in accountability, auditing, and evaluation roles.
5. To encourage students to think analytically and prepare presentations and reports.

**Learning Outcomes:**

By the end of the course, students will:

1. Understand the concept and methodologies of social accountability.
2. Be familiar with the objectives, basis, and specialties of social audits.
3. Learn about various governmental and non-governmental agencies involved in social audits.
4. Analyze real-world case studies on social audits and corporate social responsibility (CSR) initiatives.
5. Develop skills to evaluate organizations and prepare effective audit reports and presentations

**Course Contents-****Module I- Application of Social Audits in Urban Governance**

**(Teaching hours: 15, Credit: 1)**

- A) Nature and Scope
- B) Use of social audits in urban governance –
  - i. Slum Rehabilitation
  - ii. Sanitation Projects
  - iii. Metro Train Infrastructure

**Module II - Application of Social Audits in Social Sectors (Teaching hours: 15, Credit: 1)**

- A) Nature and Scope
- B) Use of Social audits in Social Sectors
  - i Health
  - ii Education
  - iii Housing schemes

## References:

1. Palanithurai, G. (2015). Participatory Governance and Social Audit in India. Concept Publishing Company.
2. Bhatnagar, S. (2014). e-Government and Social Accountability in India. World Bank Publications.
3. Jain, S. (2020). "Urban Governance and Participatory Mechanisms in Indian Cities: A Study of Social Audits." *Journal of Governance and Public Policy*, Vol. 10(2).
4. Mahadevia, D., & Joshi, R. (2012). Integrating the Urban Poor in Planning and Governance Systems: Social Audit as a Tool. CEPT University.
5. UN-Habitat. (2018). The State of Urban Governance in India: Challenges and Opportunities.
6. Dreze, J., & Khera, R. (2015). "Social Accountability and Public Service Delivery in India." *Economic and Political Weekly*, Vol. 50(7).
7. Transparency International India. (2016). Social Audit Toolkit.
8. **"A Practical Guide to Social Audit as a Participatory Tool to Strengthen Democratic Governance, Transparency, and Accountability"**  
Published by Transparency International, this guide provides insights into conducting social audits effectively in various sectors.
9. **"Social Audit: A Toolkit"** by the Centre for Good Governance  
This toolkit is tailored for practitioners and educators to understand the processes and applications of social audits in public agencies, especially in Indian contexts  
([Link Knowledge Hub](#)) & ([United Diversity Library](#))
10. **"Social Accountability: A Citizen's Manual"** by the Commonwealth Human Rights Initiative  
This resource focuses on empowering citizens and providing practical approaches to enhancing accountability in governance.

## ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

Group Activity/ Group Discussion / Oral Examination

**B. A. II SEMESTER–III**

Faculty	<b>Humanities</b>	Course Category	<b>IKS (Specific)</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Jalsa and Social Change</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325IKL314C</b>
Semester	<b>III</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**JALSA AND SOCIAL CHANGE****A) Objectives:**

1. To understand the concept of 'Jalase' and its significance in the context of Maharashtra.
2. To explore the historical roots and the underlying spirit of Jalase in Maharashtra.
3. To identify and study the various subjects and themes commonly discussed in Jalase .
4. To assess and discuss the broader impact of Jalase on the social fabric of Maharashtra.
5. To examine the role and purpose of Satyeshodhak and Ambedakari Jalase in the societal context of Maharashtra.

**B) Outcomes:**

1. Students will be able to define and describe the nature of Jalase.
2. Students will be able to trace the origins of Jalase and understand the cultural and social factors that drive it.
3. Students will be familiar with the typical subjects and issues that are addressed in Jalase discussions.
4. Students will be able to critically evaluate the influence of Jalase in shaping social change and awareness
5. Students will understand the functions and impact of Satyeshodhak and Ambedakari Jalase

These course objectives and outcomes provide a clear structure for learning about Jalase and its role in driving social change in Maharashtra. The course appears to be focused on understanding the cultural, historical and sociological aspects of Jalase, particularly in relation to social reform movements.

**C) Course Content -****Module –I Understanding Jalasa****(Teaching hours: 15, Credit: 1)**

- A) Jalasa: Meaning and Nature
- B) Origin and Spirit of Jalasa
- C) Importance of Jalasa
- D) Issues in Jalasa

**Module –II Jalasa Tradition in Maharashtra (Teaching hours: 15, Credit: 1)**

- A) Satyeshodhak Jalasa and its Functions
- B) Ambedakari Jalasa and its Functions
- C) Impact of Jalasa on Society
- D) Demonstration of Jalasa (Live or Visual Media (For example -YouTube)

**D)References:**

1. Bagal Madhavrao (Ed.) (1933), Satyashodhak Hrak Mahosav Granth, Prakashan Shri Shahu Satyashodhak Hrak Mahosav Kamiti Kolhapur.
2. Joshi Laximanshastri (1977), Marathivishvakosh, Maharashtra Rajy Sahity Sanskruti Mandal, Mumbai. Khand-10.
3. Karadka Bhimarao (1978), Ambedakari Jalase: Swarup v Karye, Abhinav Prakashan.
4. Kharat Sambhaji (1990), Mahatma Phule aani Satyashodhak Jalase, Satyseva Prakashan, Aurangabad
5. Kiravale Krushna (1992), Ambedakari Shahiri: Ek Shodh, Nalanda Prakashan.
6. Hiravale Sukhram(Ed.)(1994), Satyashodhak Jalase aani Ambedakari Jalase, Prachar Prakashan, Kolhapur.
7. Thakur Bhagavan (2005), Ambedakari Jalase, Sugava Prakshan, Pune.
8. Jadhav Hiranman (2011) Ambedakari Jalase, Sanket Prakshan, Nagpur.
9. Bhinardive Gajanan (2021), Satyashodhak Jalase, Shabdavichar Prakashan, Mangalveda.
10. Shejaval Ksanrao aani Shejaval Milind (2022), Ambedakari Jalasa, Sangank Prakashan, Ambarnath.

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination

# Semester- IV

## B. A. II SEMESTER-IV

Faculty	<b>Humanities</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Gender and Violence</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MML314D05</b>
Semester	<b>IV</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80 Internal Assessment: 20 Total Marks: 100</b>		

## GENDER AND VIOLENCE

### Course Objectives:

This course attempts to provide an understanding of the logic of that violence awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic ethical and effective choices while resisting or interviewing in the Context of gendered violence.

### Course Outcomes:

1. To Define and explain core concepts of gender, violence, in various social and Cultural contexts.
2. To Identify different types of gender-based violence.
3. To evaluate the effectiveness of policies, laws, and interventions addressing Gender based violence.

### **Module - I - Gender and Violence (Teaching hours: 15, Credit: 1)**

- A) Meaning of Gender
- B) Nature of Gender Violence
- C) Major Gender Issues
- D) Issues of LGBTQI

### **Module -II – Contribution of feminist Women for Gender Equality (Teaching hours: 15, Credit: 1)**

- A] Savitribai Phule
- B] Tarabai Shinde
- C] Gail Omvedt

### **Module -III – Types of Violence against Women (Teaching hours: 15, Credit: 1)**

- A) Human Trafficking- Causes & Remedies
- B) Rape- Causes & Remedies
- C) Dowry Death - Causes & Remedies

### **Module - IV Women's Harassment at Workplace (Teaching hours: 15, Credit: 1)**

- A) Nature of Women's Harassment
- B)) Remedies and Vishakha Guidelines Acts, 2013
- C] Structure and function of Internal Complaint Committee (ICC)

## Reference Books:

1. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
2. Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*.
3. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. *Ethnographic Notes from the Frontlines of Gender Based Violence*, Pp. 1-18
4. Kannabiran, Vasanth and Kalpana Kannabiran, *Caste and Gender: Understanding Dynamics of Power and Violence*, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
5. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.
6. Karlekar, Malavika. *Domestic Violence*, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
7. Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.
8. Chowdhry, Prem. *Enforcing Cultural Codes: Gender and Violence in Northern India*, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028
9. Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.
10. Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 – 171
11. MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43– 68.
12. Tejani, Sheba. *Sexual Harassment at the Workplace: Emerging Problems and Debates*, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494
13. Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. *Rape and Sexual Assaults on Women* Pp. 120 – 165
14. Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": *Convicted Rapists Describe the Rewards of Rape*, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251- 263
15. Menon, Nivedita. *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. 2004. Chapter 3. *Sexual Violence: Escaping the Body*. Pp. 106 – 156
16. Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
17. Das, Veena & Kim Turcot DiFruscia. *Listening to Voices: An Interview with Veena Das*, *Altérités*, vol. 7, no 1, 2010 : 136-145.



18. Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), Nine Degrees of Justice: New Perspectives on Violence Against Women in India. Delhi: Zuban, 2010.
19. Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.
20. Welchman, Lynn, and Sara Hossain. "Honour". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64
21. Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. Sociological Focus 17.1 (1984): 31-43.
22. Pickup, Francine, Ending Violence against Women: A Challenge for Development and Humanitarian Work, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.
23. United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.
24. Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry. Contesting Nation. Delhi: Zuban. Pp. 100-132.
25. जी. एल. शर्मा: सामाजिक मुद्दे, 2016, रावत पब्लिकेशन, जयपूर.
26. रचना सुचिन्मयी: समसामायिक - राजनीतिक मुद्दे, 2016, रावत पब्लिकेशन, जयपूर.

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination / Field Visit/ Study Tour

**B. A. II SEMESTER-IV**

Faculty	<b>Humanities</b>	Course Category	<b>Major Mandatory (MM)</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Sociology of Health</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MML314D06</b>
Semester	<b>IV</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80 Internal Assessment: 20 Total Marks: 100</b>		

**SOCIOLOGY OF HEALTH**

**Sociology of Health** The course introduces students to the sociology of health, illness and medical Practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

**Course Objective**

1. To introduce the students to the sociology of health, illness and medical practices.
2. To make understood the students about major diseases in India.
3. To explore health and life style among the students.
4. To make aware the students about health policies in India.

**Course Outcomes**

1. Students get understood the sociology of health and major diseases in India.
2. Students learn health remedies, modern life style impacted on human health.
3. Students get aware with public health policies in India.

**Module I - Introduction to Sociology of Health (Teaching hours: 15, Credit: 1)**

- A) Meaning and Nature of Sociology of Health
- B) Subject Matter of Sociology of Health
- C) Importance of Sociology of Health

**Module II - Major Diseases in India (Teaching hours: 15, Credit: 1)**

- A) Diabetes - Causes and Remedies
- B) Heart Diseases - Causes and Remedies
- C] Depression - Causes and Remedies

**Module III- Lifestyle and Health (Teaching hours: 15, Credit: 1)**

- A) Traditional Lifestyle and Health
- B) Modern Lifestyle and Health
- C] Remedies on Health Problems

**Module IV- Health Policies in India (Teaching hours: 15, Credit: 1)**

- A] Health Policy for Children and Women
- B] Health Policy for Old Age & People Below Poverty Line (BPL)
- C] Impact of Health policies

## Reference Books:

1. Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).
2. Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, *Meaning and Medicine: A Reader in the Philosophy of Healthcare*, New York: Routledge. (Pages 16-27)
3. Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York : Basic Books Inc. Publishers. Chapter (Pages 3-30).
4. Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)
5. Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 ( June, 1987) pp. 131-154.
6. Talcott Parsons (1951) *The Social System*, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).
7. Foucault, Michel (1994) *The Birth of the Clinic: An Archaeology of Medical Perception*, New York: Vintage Books. Chapter-1 and Conclusion. (Pages 3- 20 and 194-199).
8. Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*, London: Sage. Chapter 5. (Pages.86-108).
9. Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan.(Pages 232-254).
10. Evans- Pritchard, E.E. (2010) The Notion of Witchcraft Explains Unfortunate Events. In (eds.) Byron J.Good, Micheal M. J. Fischer, Sarah S. Willen and Mary-Jo Del Vecchio *Good A Reader in Medical Anthropology : Theoretical Trajectories , Emergent Realities*, Oxford : Wiley- Blackwell, Chapter-2 (Pages 18-25).
11. Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapters 10 and 11 (Pages 307- 348)
12. Gould, Harold A. (1965) Modern Medicine and Folk Cognition in Rural India in *Human Organization*, No. 24. pp. 201- 208.
13. Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12) .
14. Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345- 378.

15. Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In Anthropology and International Health. Amsterdam : OPA. Chapter7 (Pages 203-237)
16. Das, Veena, R.K. Das and Lester Coutinho (2000) Disease Control and Immunization: A Sociological Enquiry. In Economic and Political Weekly, Feb. 19-26. Pages 625-632

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination / Field Visit/ Study Tour

**B. A. II SEMESTER-IV**

Faculty	<b>Humanities</b>	Course Category	<b>Minor Course (MN)</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Gender and Violence</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325MNL314D02</b>
Semester	<b>IV</b>	Course Credits	<b>04</b>
Marks	<b>Semester End: 80 Internal Assessment: 20 Total Marks: 100</b>		

**GENDER AND VIOLENCE****Course Objectives:**

This course attempts to provide an understanding of the logic of that violence awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic ethical and effective choices while resisting or interviewing in the Context of gendered violence.

**Course Outcomes:**

1. To Define and explain core concepts of gender, violence, in various social and Cultural contexts.
2. To Identify different types of gender-based violence.
3. To evaluate the effectiveness of policies, laws, and interventions addressing Gender based violence.

**Module - I - Gender and Violence (Teaching hours: 15, Credit: 1)**

- A) Meaning of Gender
- B) Nature of Gender Violence
- C) Major Gender Issues
- D) Issues of LGBTQI

**Module -II – Contribution of feminist Women for Gender Equality (Teaching hours: 15, Credit: 1)**

- A] Savitribai Phule
- B] Tarabai Shinde
- C] Gail Omvedt

**Module -III – Types of Violence against Women (Teaching hours: 15, Credit: 1)**

- A) Human Trafficking- Causes & Remedies
- B) Rape- Causes & Remedies
- C) Dowry Death- Causes & Remedies

**Module - IV Women's' Harassment at Workplace (Teaching hours: 15, Credit: 1)**

- A) Nature of Women's' Harassment
- B)) Remedies and Vishakha Guidelines Acts, 2013
- C] Structure and function of Internal Complaint Committee (ICC)

## Reference Books:

1. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
2. Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*.
3. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. *Ethnographic Notes from the Frontlines of Gender Based Violence*, Pp. 1-18
4. Kannabiran, Vasanth and Kalpana Kannabiran, *Caste and Gender: Understanding Dynamics of Power and Violence*, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
5. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.
6. Karlekar, Malavika. *Domestic Violence*, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
7. Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.
8. Chowdhry, Prem. *Enforcing Cultural Codes: Gender and Violence in Northern India*, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028
9. Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.
10. Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 – 171
11. MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43– 68.
12. Tejani, Sheba. *Sexual Harassment at the Workplace: Emerging Problems and Debates*, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494
13. Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. *Rape and Sexual Assaults on Women* Pp. 120 – 165
14. Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251- 263
15. Menon, Nivedita. *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. 2004. Chapter 3. *Sexual Violence: Escaping the Body*. Pp. 106 – 156
16. Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
17. Das, Veena & Kim Turcot DiFruscia. *Listening to Voices: An Interview with Veena Das*, *Altérités*, vol. 7, no 1, 2010 : 136-145.

18. Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), Nine Degrees of Justice: New Perspectives on Violence Against Women in India. Delhi: Zuban, 2010.
19. Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.
20. Welchman, Lynn, and Sara Hossain. "Honour". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64
21. Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. Sociological Focus 17.1 (1984): 31-43.
22. Pickup, Francine, Ending Violence against Women: A Challenge for Development and Humanitarian Work, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.
23. United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.
24. Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry. Contesting Nation. Delhi: Zuban. Pp. 100-132.
25. जी. एल. शर्मा: सामाजिक मुद्दे, 2016, रावत पब्लिकेशन, जयपूर.
26. रचना सुचिन्मयी: समसामायिक - राजनितीक मुद्दे, 2016, रावत पब्लिकेशन, जयपूर.

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination / Field Visit/ Study Tour

**B. A. II SEMESTER-IV**

Faculty	<b>Humanities</b>	Course Category	<b>OE IV</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Sociology of Everyday Life - II</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325OEL314D04</b>
Semester	<b>IV</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**SOCIOLOGY OF EVERYDAY LIFE - II****Course Objectives-**

This course introduces provides an introduction to the students about how sociologists explain the experience of everyday life. It aims to show how habits are formed and how we act, think and feel, how social institutions shape our tastes and opinions and how the Self is constructed by way of our interaction with others .

**Course Outcomes-** At the end of the course the student will be able to:

1. Look at the familiar world from a new perspective
2. Able to appreciate how our social world is constructed
3. Able to communicate effectively in written and oral formats

**Course Contents-****Module – 1 Culture in Everyday Life (Teaching hours: 15, Credit: 1)**

- 1.1: Definition of Culture; Types of Culture:  
High Culture, Popular Culture, Recorded Culture and Lived Culture
- 1.2: Mass Media and Everyday Life
- 1.3: Globalization and Cultural Diffusion

**Module - 2 . Problems and Remedies of Everyday Life (Teaching hours: 15, Credit: 1)**

- 2.1.Marriage- Problems and Remedies
- 2.2 Family - Problems and Remedies
- 2.3 Education- Problems and Remedies

**References -**

1. Weigert, J.A (1981) Sociology of Everyday Life. New York. Longman
2. Berger, Peter L (1966) Invitation to Sociology. Penguin Books. Great Britain
3. Allan, G (1989) Friendship: Developing a Sociological Perspective. Boulder and SanFrancisco. Westview Press.
4. Giddens, A (1991) Introduction to Sociology. New York. W. W. Norton and Company.
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6. Highmore, Ben (2002) *The Everyday Life Reader*. London. Routledge
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## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination / Field Visit/ Study Tour

**B. A. II SEMESTER-IV**

Faculty	<b>Humanities</b>	Course Category	<b>VSC II</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Community Development - II</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325VSL314D02</b>
Semester	<b>IV</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**COMMUNITY DEVELOPMENT - II****A) Objectives:**

5. Understand the concept of community development and its significance in society.
6. Analyze the role of community organization in promoting social change.
7. Impact of government policies on community development.
8. Develop skills to engage with communities and assess their need effectively

**B) Students will be able to:**

4. Define key sociological concepts related to community development.
5. Identify challenges and opportunities in community development project.
6. Propose community base interventions.

**C) Course Content:****Module 1: Methods and Approaches of Community Development****(Teaching hours: 15, Credit: 1)**

- A) Participatory Rural Appraisal (PRA)
- B) Asset Base Community Development (ABCD)
- C) Case studies of community driven projects

**Module 2: Challenges in Community Development (Teaching hours: 15, Credit: 1)**

- A) Socio-economic and political barriers.
- B) Role of NGOs and government agencies.
- C) Ethical consideration of community development.

**References:**

2. Amitava Mukherjee, (2004), Participatory Rural Appraisal: Challenges and opportunities. Concept Publishing company, Darya Ganj
3. Rajeshwari Dayal (1960), Community Development Program in India, Kitab Mahal Publication, Delhi.
4. Rhonda Phillips and Robert H. Pittman, (2014), Introduction to Community Development. Routledge Publication, New York

5. A. R. Desai, (1958) Community Development Projects: A Sociological Analysis  
Article Published in Sociological Bulletin Volume 7, issue 2
6. Asha Ramgonda Patil, (2013), Community Development and Organization.  
Published by Ashok K. Ghosh, PHI learning Private Ltd, Delhi.
7. Alan Twelvetrees and Russel Todd (2005), Community Development, Social  
Action and Social Planning, Policy press UK.

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT**

Group Activity/ Group Discussion / Oral Examination / Field Visit/ Study Tour

**B. A. II SEMESTER-IV**

Faculty	<b>Humanities</b>	Course Category	<b>SEC IV</b>
Program	<b>B. A. Sociology</b>	Course Name	<b>Case studies of Social Audit</b>
Course	<b>B. A. II</b>	Course Code	<b>BAU0325SEL314D04</b>
Semester	<b>IV</b>	Course Credits	<b>02</b>
Marks	<b>Semester End: 40 Internal Assessment: 10 Total Marks: 50</b>		

**CASE STUDIES OF SOCIAL AUDIT****Course Objectives:**

1. To provide an understanding of social accountability and its significance in governance and organizational practices.
2. To introduce students to the methodologies and frameworks of social accountability and social auditing.
3. To enhance students' ability to critically evaluate organizations and conduct audits.
4. To equip students with skills necessary for employment in accountability, auditing, and evaluation roles.
5. To encourage students to think analytically and prepare presentations and reports.

**Learning Outcomes:**

By the end of the course, students will:

1. Understand the concept and methodologies of social accountability.
2. Be familiar with the objectives, basis, and specialties of social audits.
3. Learn about various governmental and non-governmental agencies involved in social audits.
4. Analyze real-world case studies on social audits and corporate social responsibility (CSR) initiatives.
5. Develop skills to evaluate organizations and prepare effective audit reports and presentations

**Course Contents-****Module I - Case Studies on Governmental Organizations**

**(Teaching hours: 15, Credit: 1)**

- A) Social audits of the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
- B) Government of Odisha
- C) Government of Andhra Pradesh

**Module II - Case Studies on Corporate Social Responsibility (CSR)**

**(Teaching hours: 15, Credit: 1)**

- A) Nature of Corporate Social Responsibility
- B) Tata Chemicals' OKHAI Project
- C) Mahindra Group's Project Hariyali

## References:

1. **"Social Accountability in Theory and Practice"** by Prof. S. K. Singh  
This book explores the fundamentals and methodologies of social accountability and its application in public governance.
2. **"A Practical Guide to Social Audit as a Participatory Tool to Strengthen Democratic Governance, Transparency, and Accountability"**  
Published by Transparency International, this guide provides insights into conducting social audits effectively in various sectors.
3. **"Social Audit: A Toolkit"** by the Centre for Good Governance  
This toolkit is tailored for practitioners and educators to understand the processes and applications of social audits in public agencies, especially in Indian contexts  
[\(Link Knowledge Hub\)](#) & [United Diversity Library](#)

## ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

Group Activity/ Group Discussion / Oral Examination / Field Visit/ Study Tour

## (Annexure-I)

<b>B. A. Programme Structure for Level 5.0 of B. A. - II - Semester – III</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical (PR)</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>	<b>---</b>	<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	MM –III	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - IV	4	4	4		3	80	28		20	7
3.	MN –III	4	4	4		3	80	28		20	7
4.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
5.	SEC - III	2	2	2		2	40	14		10	04
6.	SEC - IV	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	IKS (Specific)	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>
										<b>SEE + IA = 440+110= 550</b>	

<b>B. A. Programme Structure for Level 5.0 of B. A. - II - Semester – IV</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>	<b>---</b>	<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	MM –V	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VI	4	4	4		3	80	28		20	7
3.	MN –IV	4	4	4		3	80	28		20	7
4.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
5.	SEC – V	2	2	2		2	40	14		10	04
6.	SEC – VI (Major)	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	VAC	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>
										<b>SEE + IA = 440+110= 550</b>	

(Annexure-II)									
SHIVAJI UNIVERSITY, KOLHAPUR									
NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES									
SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/CEP/ CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC - ENG - II (2) VEC - DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credit Skill/NSQF/Internship
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR -IV (4)	-	MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)	-	22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)	-	MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)	-	22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8	-	44	Exit Option: 4 credit Skill/NSQF/Internship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)	-	-	FP - (02)	22	UG Degree 132
SEM VI (5.5)	MAJOR -X (4) MAJOR -XI (4) MAJOR -XII (2)	MAJOR-EL-11 (4)	MINOR- (4)	-	-	-	OJT - (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	
Total Credits	8+16+20+8+8		8+8+8	4+4+2	4+8	8+8	4+6		
	60		24	10	12	16	10	132	
SEM VII (6.0)	MAJOR -XIII (4) MAJOR -XIV (4)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	-	22	Four Year UG Honours

	MAJOR -XV (4) MAJOR -XVI (2)								<b>Degree 176</b>
<b>SEM VIII (6.0)</b>	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR-El-4 (4)	-	-	-	-	OJT (04)	22	
<b>Credits</b>	<b>14+14=28</b>	<b>4+4=08</b>	<b>4+0=4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0+4=4</b>	<b>44</b>	
<b>Total Credits</b>	<b>60+28+8</b>								
	<b>96</b>		<b>28</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>176</b>	
<b>SEM VII (6.0)</b>	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	<b>Four Year UG Honours With Research Degree 176</b>
<b>SEM VIII (6.0)</b>	MAJOR -XXIV (4) MAJOR -XXV (4) MAJOR -XXVI (2)	MAJOR-El-4 (4)	-	-	-	-	RP- (8)	22	
<b>Credits</b>	<b>10+10=20</b>	<b>4+4=08</b>	<b>4+0=04</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4+8=12</b>	<b>44</b>	
	<b>60+20+8</b>								
<b>Total Credits</b>	<b>88</b>		<b>28</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>22</b>	<b>176</b>	

**Note:**

- University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects (Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as **MINOR** Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.
- **DSC: Discipline Specific Course**
- **MAJOR:** Mandatory /Elective
- **MINOR:** Course may be from different disciplines of same faculty of DSC Major
- **OE (Open Elective):** Elective courses/**Open Elective to be chosen compulsorily from faculty other than that of the Major.**
- **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**
- **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))
- **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement (**Major related**)/ **Co-Curricular courses(CC)** such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc.