



SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

T. Y. B. A. SOCIOLOGY

(SEMESTER–V & VI)

Choice Based Credit System Syllabus NEP 2020

[Level 5.5, UG - Degree in Humanities / UG Degree, Year-III]

(w.e.f. academic year 2026-27)

PROGRAMME STRUCTURE

SEMESTER V

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	SOC-301-MJ	Fundamental Principles of Social Research	60	4
	2	SOC-302-MJP	Fundamental Principles of Social Research (Practical)	60	4
	4	SOC-303-MJ	Contemporary Indian Society	60	4
	2	SOC-304-MJP	Contemporary Indian Society (Practical))	60	4
Major Elective	2	SOC-310-MJE	Sociology of Youth Culture	30	2
	2	SOC-311-MJEP	Sociology of Youth Culture (Practical))	60	4
			OR		
	2	SOC-310-MJE	Urban Sociology	30	2
	2	SOC-311-MJEP	Urban Sociology (Practical)	60	4
VSC	2	SOC-321-VSC	Crime and Society	30	2
FP	2	SOC-331-FP	Field Project	60	4
Minor	2	SOC-391-MN	Agrarian Society	30	2

SEMESTER VI

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	SOC-351-MJ	Techniques of Social Research	60	4
	2	SOC-352-MJP	Techniques of Social Research (Practical))	60	4
	4	SOC-353-MJ	Indian Society: Changes and Challenges	60	4
	2	SOC-354-MJP	Indian Society: Changes and Challenges (Practical)	60	4
Major Elective	2	SOC-360-MJE	Introduction to Human Rights and Social Justice	30	2
	2	SOC-361-MJEP	Introduction to Human Rights and Social Justice (Practical)	60	4
			OR		
	2	SOC-360-MJE	Sociology of Sustainable Development	30	2
	2	SOC-361-MJEP	Sociology of Sustainable Development (Practical)	60	4
VSC	2	SOC-371-VSC	Crime and Society (Practical))	60	4
OJT	4	SOC-381-OJT	On-Job-Training	120	8

SEMESTER V

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: V

Course Type: MAJOR MANDATORY THEORY

Course Name: FUNDAMENTAL PRINCIPLES OF SOCIAL RESEARCH

Code: SOC-301-MJ

No. of hours: 60 hrs

No of Credits: 04

COURSE OBJECTIVES

1. To introduce students to the meaning, significance, theoretical foundations, and ethical dimensions of social research.
2. To familiarize students with major approaches to social research such as positivist, critical, interpretative, and feminist approaches.
3. To develop understanding of the research process, hypothesis formulation, research design, and types of social research.
4. To provide knowledge and skills related to data collection, sources of data, and sampling techniques in social research.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the meaning, significance, ethics, and theoretical relationship of social research.
2. Compare and analyze different approaches to social research including positivist, critical, interpretative, and feminist perspectives.
3. Apply the concepts of hypothesis, research design, and types of research in sociological studies.
4. Use appropriate sources of data and sampling techniques for conducting basic social research systematically and scientifically.

I: INTRODUCTION AND APPROACHES TO SOCIAL RESEARCH (18)

1. Meaning and significance of social research
2. The relationship between theory and research
3. Approaches in social research: positivist, critical, interpretative, feminist
4. Ethics of social research

II: THE RESEARCH PROCESS (15)

1. Steps in social research
2. Hypothesis: meaning, characteristics and types
3. Research design – meaning and types
4. Types of social research – pure and applied

III. PREPARATION OF DATA COLLECTION (12)

1. Primary and secondary sources
2. Sampling – meaning, purpose
3. Types of sampling techniques-Probability and Non-Probability

REFERENCES

1. Ahuja, Ram. 2007. Research Methods. Rawat Publication, Jaipur.

2. Babbie, Earl. 2004. The Practice of Social Research. (10th ed.), Wadsworth-Thomson, C.A.USA.
3. Bhandarkar, P. L. and Wilkinson. 2007. Methodology and Techniques of Social Research. Himalaya Publishing House, New Delhi.
4. Bryman, Alan. 2008. Social Research Methods. Oxford University Press.
5. Goode and Hatt. 2006. Methods in Social Research. Surjeet Publication, New Delhi.
6. Haralambos, and Holborn. 2007. Sociology: Themes and Perspectives. Collins, London.
7. Young, Pauline. 1988. Scientific Social Surveys and Research Practice. Hall of India, New Delhi.
8. Seale, Clive. (ed.). 2004. Social Research Methods. Routledge- India Publication.
9. Sarantakos, S. 1998. Social Research. McMillan Press. UK.

मराठी वाचन साहित्य:-

१. आगलावे, प्रदीप. २००० संशोधन पद्धतीशास्त्र व तंत्रे विद्या प्रकाशन, नागपूर.
२. खैरनार, दिलीप. २००९. प्रगत सामाजिक संशोधन पद्धती व सांखिकी, डायमंड प्रकाशन पुणे ३. सोमण, मा. श. २००८. सामाजिक संशोधनाची तंत्रे, पुणे विद्यार्थी गृह प्रकाशन, पुणे
४. भांडारकर, पी.एल. १९७६ सामाजिक संशोधन पद्धती, दत्तासन प्रकाशन, नागपूर
५. बोरुडे, आर. आर. २००८ संशोधन पद्धतीशास्त्र, पुणे विद्यार्थी प्रकाशन. पुणे.
६. माई, सुनील. २००८. सामाजिक संशोधन पद्धती, डायमंड प्रकाशन पुणे
७. कराडे, बी. एम. २००७. शास्त्रीय संशोधन पद्धती, पिंपळापुरे प्रकाशन नागपूर
८. घाटोळे, रा. न. २००१ सामाजिक संशोधन तत्वे आणि पद्धती, मंगेश प्रकाशन, नागपूर.
९. तांबे, श्रुती २०१७. सामाजिक संशोधन पद्धती (स मा गर्गे) संपादित (डॉ. तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ६). ५८९-५९५ मेहता पब्लिशिंग हाउस.
१०. तांबे, श्रुती २०१७. गुणात्मक असंरचित मुलाखत (स मा गर्गे संपादित (डॉ. तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ६). ६००- ६०२ मेहता पब्लिशिंग हाउस.
११. नगी. शार्लीन हेस- विबर २०१७ गुणात्मक संशोधनाची कार्यपद्धती. नवी दिल्ली सेजभाषा प्रकाशन
१२. व्हर्जिनिया, ब्राउन, व्हिक्टोरिया, क्लार्क २०१७. यशस्वी गुणात्मक संशोधन, नवी दिल्ली: सेजभाषा प्रकाशन

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: V

Course Type: MAJOR MANDATORY PRACTICAL (MJP)

Course Name: FUNDAMENTAL PRINCIPLES OF SOCIAL RESEARCH

Code: SOC-302-MJP

No. of hours: 60 hrs

No of Credits: 02

COURSE OBJECTIVES

1. To introduce students to the basic concepts, approaches, ethics, and processes involved in social research.
2. To develop understanding of hypothesis formulation, research design, and the relationship between theory and research in sociology.
3. To familiarize students with different sources of data, population, sampling methods, and preparation of sampling plans.
4. To provide practical exposure to identifying social problems, conducting basic research activities, and presenting research findings systematically.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the meaning, significance, ethics, approaches, and steps of social research.
2. Apply concepts of hypothesis, research design, and theory–research relationship in practical sociological studies.
3. Identify appropriate sources of data, population, samples, and sampling techniques for social research.
4. Prepare and present a basic research plan through practical activities using scientific methods and analytical skills.

I. Activities with Examples (Students can select any three activities from below)

1. Activity 1: Identification of Social Problem

Example:

“Rising unemployment among educated youth”

“Gender inequality in higher education”

Activity 2: Application of Research Approaches

Example:

Positivist approach: Survey on unemployment rates

Feminist approach: Study of women’s access to education

Activity 3: Ethical Issues in Research

Example:

Obtaining consent before interviewing respondents

Ensuring confidentiality of respondents

Activity 4: Formulation of Hypothesis

Example:

“There is a relationship between education level and employment status.”

Activity 5: Identification of Research Design**Example:**

- Descriptive research design for studying student lifestyles
- Exploratory design for understanding drug abuse issues

Activity 6: Pure and Applied Research**Example:**

- Pure: Studying caste system as a social institution
- Applied: Study on improving sanitation facilities

Activity 7: Theory and Research Link**Example:**

- Using modernization theory to study urbanization

II: Activities with Examples (Students can select any three activities from below)**Activity 1: Identification of Data Sources****Example:**

- Primary: Interviewing college students
- Secondary: Census reports, journals, newspapers

Activity 2: Selection of Population**Example:**

- All undergraduate students of a college

Activity 3: Selection of Sample**Example:**

- 40 students selected from one department

Activity 4: Sampling Techniques**Examples:**

- Simple random sampling: Lottery method
- Purposive sampling: Selecting women entrepreneurs

Activity 5: Preparation of Sampling Plan (Group Activity)**Example:**

- Population: College students
- Sample size: 30
- Sampling method: Convenience sampling

Activity 6: Presentation and Viva**Example:**

- Oral explanation of chosen approach and sampling method.

Assessment and Evaluation

Component	Marks
Identification of Problem & Approach	10
Research Process & Hypothesis	10
Data Sources & Sampling Plan	15
Practical File	10
Viva / Presentation	05
Total	50

Practical Record

The Practical File shall include:

- 1.Selected research topic
- 2.Research problem and objectives
- 3.Research approach and ethics note
- 4.Hypothesis
- 5.Data source identification
- 6.Sampling plan
- 7.Mini research design

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: V

Course Type: MAJOR MANDATORY THEORY

Course Name: CONTEMPORARY INDIAN SOCIETY

Code: SOC-303-MJ

No. of hours: 60 hrs

No of Credits: 04

COURSE OBJECTIVES

1. To introduce students to the major historical, social, political, and economic forces shaping contemporary India.
2. To develop understanding of Indian democracy, constitutional values, secularism, justice, and planned development.
3. To familiarize students with agrarian transformations, rural development issues, and challenges faced by farmers and rural communities.
4. To examine emerging dynamics in contemporary India such as digital society, environmental movements, social media, and new forms of inequalities.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the impact of colonialism, modernization, globalization, and nation-building on contemporary Indian society.
2. Analyze the nature of Indian democracy, constitutional values, secularism, and developmental changes in post-independence India.
3. Evaluate agrarian transformations, rural employment issues, migration, and contemporary farmers' movements in India.
4. Critically examine emerging social issues such as digital divide, environmental movements, social media activism, and new inequalities in contemporary India.

I: FORCES SHAPING CONTEMPORARY INDIA (15)

1. Colonialism: Impacts on economy, society, law
2. Modernization: Western education, urbanization
3. Globalization: Post-1991, integration, cultural flows
4. Nation-building: Gandhi (swaraj, villages), Nehru (secular modernism) and Ambedkar (caste annihilation, rights)

II: POLITICAL AND DEMOCRATIC CONTOURS (15)

1. Diversity, justice and secularism: Distinct Indian model
2. Constitution: As an instrument of Social Change, individual rights/freedom
3. Democracy – Nature, strengths and weaknesses (family, caste, gender, religion, ethnicity and village life)
4. Planned Development to 1991 reforms: Shift from Nehruvian socialism to liberalization

III: AGRARIAN TRANSFORMATIONS**(15)**

1. Land Reforms-Abolition of Zamindari, Tenancy changes
2. Green Revolution: Impacts, inequalities
3. MGNREGA, Rural employment, Distress migration
4. Land acquisition, Farmers' suicides, Agitations (e.g., 2020-21)

IV: EMERGING DYNAMICS IN CONTEMPORARY INDIA**(15)**

1. Digital society: Inclusion/digital divide
2. Social media's role in protests
3. Environmental movements: Climate change, sustainability, tribal assertions (e.g., Narmada, Aarey)
4. New inequalities: Post-COVID class/gender gaps, youth suicides, impacts of consumerism

Essential Readings:

1. Baxi & Parekh. 1995. *Crisis and Change in Contemporary India*. Sage, New Delhi. (For Gandhi & Nehru)
2. Binswanger-Mkhize, H. P. 2013. The stunted structural transformation of the Indian economy, agriculture, manufacturing and the rural non-farm sector. *The Economic and Political Weekly*, XLVIII (26, 27), 5-13.
3. Chandhoke, Neera & Praveen Priyadarshi. 2000. *Contemporary India: Economy, Society and Polity*. Pearsons India
4. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee .2008. *India since Independence*. Penguin Books India.
5. Desai, A.R. 1982. *Social Background of Indian Nationalism*, Popular Publication, Mumbai.
6. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin Books India.
7. Deshpande, R.S. & Khalil Shah. 2007. *Agrarian Distress and Agricultural Labour*. Indian Journal of Labour Economics, Vol.50, No.2
8. Jayal, Niraja Gopal. 2001. *Democracy in India*. OUP, New Delhi, 1- 45 (Introduction only)
9. Nayyar, Deepak.1996. *Intelligent person's guide to liberalization*. Penguin Book India.
10. Ramachandran, R. 1997. *Urbanization and urban systems in India*. OUP, New Delhi.
11. Rapanta, Chrysi, Luca Botturi & Marguerite Koole. 2020. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Post Digital Science and Education*, 2, Pp 923-945
12. Social Scientist- September – December 2010. Vol 38; Number 9- 12 (Special issue on Education).
13. Thapar, Romila. 2000. *India – Another Millennium*, Penguin. (Chap on Media by N. Ram)

REFERENCES:

- 1.
2. Das, Veena. 2003. *Oxford Companion to Sociology and Social Anthropology*. Vol I & II, OUP, New Delhi.
3. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.

4. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook of Urbanization in India*, OUP, New Delhi.
5. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf
(History of Education Policy in India)
6. <http://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf>
(Education Commissions and Policies Since Independence)
7. <https://www.economicsdiscussion.net/articles/development-of-education-in-india-after-independence/2293> (Development of Education in India after Independence)
8. https://ruralindiaonline.org/en/library/resource/national-education-policy-2020/?gclid=Cj0KCQjwhr2FBhDbARIsACjwLo26JS6Xh7ze0y3YTQm3wo2C4en9LkgucbGynVrOCeImLgbNwljAR4aAovQEALw_wcB (New Education Policy 2020)

मराठी संदर्भ :

१. ब्रह्मेसुलभा. १९९४. डंकल प्रस्ताव आणि भारतीय शेतीवर हल्ला शंकर ब्रह्मे समाज विध्यान प्रकाशन पुणे
२. कराडे जगन. २००८. जागतिकीकरण आणि भारता समोरील आव्हाने डायमंड प्रकाशन . पुणे.
४. रणसुभे विलास, शिक्षण २००५
५. शहा, घनशाम २००४. भारतातील सामाजिक चळवळी. डायमंड प्रकाशन. पुणे

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: V

Course Type: MAJOR MANDATORY PRACTICAL(MJP)

Course Name: CONTEMPORARY INDIAN SOCIETY

Code: SOC-303-MJP

No. of hours: 60 hrs

No of Credits: 02

COURSE OBJECTIVES

1. To develop understanding of the major historical, social, political, and economic forces shaping contemporary India.
2. To familiarize students with democratic values, constitutional principles, agrarian transformations, and developmental changes in India.
3. To encourage critical analysis of social issues such as inequality, migration, environmental movements, digital activism, and youth concerns through case studies and data analysis.
4. To develop research, analytical, presentation, and problem-solving skills through practical activities related to contemporary Indian society.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Analyze the impact of colonialism, modernization, globalization, and the ideas of national leaders on contemporary Indian society.
2. Evaluate democratic processes, constitutional rights, secularism, social justice, and developmental policies in India.
3. Examine agrarian transformations, rural employment, migration, farmers' issues, and the impact of economic reforms critically.
4. Apply sociological perspectives and research skills to study contemporary issues such as social media movements, environmental concerns, digital divide, and youth problems in India.

I: FORCES SHAPING CONTEMPORARY INDIA

(08)

1. Trace economic /societal impacts of colonialism (take some of their policies).
2. Analyze western education/urbanization effects.
3. Examine post-1991 cultural/economic flows (e.g., FDI in one sector)
4. Compare Gandhi/Nehru/Ambekar's ideas.

II. POLITICAL AND DEMOCRATIC CONTOURS

(08)

1. Explore diversity/justice models (survey some people on secularism perceptions).

2. Analyze social change through rights/freedom enshrined in the Constitution of India (e.g. some cases of Articles 21/15).
3. Assess caste/gender in democracy (Case study of a village in regard to family/caste/religion influences).
4. Contrast planned vs 1991 reforms and highlight inequality effects.

III: AGRARIAN TRANSFORMATIONS

(08)

1. Evaluate zamindari abolition (compare Maharashtra vs Kerala)
2. Analyze Green Revolution and its impact (inequalities and suicides since 1960s till now); debate its sustainability.
3. Assess rural employment/migration (analyze government website data and map migration patterns).
4. Examine farmer suicides in Maharashtra.

IV: EMERGING DYNAMICS IN CONTEMPORARY INDIA

(06)

1. Probe any specific social media protest.
2. Case study of Narmada/Aarey movements.
3. Write an essay on any local green issue.
4. Analyze youth suicides using NCRB data.

ESSENTIAL READINGS:

1. Ahuja Ram Social Problems in India (3rd edition), 2024, Rawat Publications, Jaipur.
2. Ambedkar B.R. Annihilation of Caste (latest reprint) 2024, Sanage Publishing House LLP.
3. Crime in India Report (latest), NCRB, Ministry of Home Affairs, Government of India
4. Desai A.R. Rural Sociology in India, 2005, Popular Prakashan, Mumbai.
5. Gandhi M.K. Hind Swaraj or Indian Home Rule, 2022, Sanage Publishing House LLP.
6. Hasnain N & Hasnain A Indian Society: Themes and Social Issues (3rd edition), 2025, McGraw Hill Education (India).
7. Nehru Jawaharlal The Discovery of India (centenary edition) 2004, Oxford University Press, New Delhi.
8. Singh Yogendra Modernization of Indian Tradition, 2011, Rawat Publications, Jaipur.
9. Srinivas M.N. Social change in Modern India (reprint) 2018, Orient BlackSwan, Hyderabad.

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: **SOCIOLOGY OF YOUTH CULTURE**

Course Code: SOC-310-MJE

No. of hours:30

No. Credit: 02

COURSE OBJECTIVES

1. To introduce students to the concept, characteristics, and approaches related to youth culture in contemporary society.
2. To familiarize students with the social institutions and factors shaping youth culture such as family, education, caste, class, and gender.
3. To develop understanding of subcultures, countercultures, generational differences, and conflicts among youth.
4. To examine contemporary youth issues including media influence, consumerism, social movements, addiction, unemployment, emotional struggles, and relationship issues.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the concept, features, and approaches of youth culture and its changing patterns in society.
2. Analyze the role of social institutions and social factors in shaping youth identities and behavior.
3. Differentiate between subculture, counterculture, and generational perspectives among youth.
4. Critically examine contemporary youth issues such as media influence, consumerism, addiction, unemployment, emotional stress, and social movements.

I. UNDERSTANDING YOUTH CULTURE (15)

1. Youth culture: concept and approach (fashion, music, language(slang), digital culture social norms and values
2. Social factors/institutions shaping youth culture (family, education, caste, class and Gender)
3. Subculture and Counterculture among youth
4. Youth and generational conflict (Millennial, Gen Z and Alpha)

II. CONTEMPORARY YOUTH CULTURE AND SOCIAL ISSUES (15)

1. Hedonism, consumption and youth culture
2. Social movements and youth
3. Influence of media on youth culture
4. Issues of Youth: addiction, unemployment, sexuality, **suicide**, emotional struggle, relationship issues

ESSENTIAL READINGS:

1. Sociological approaches to the culture of youth : Person as author :
Zygulski, Kazimierz International social science journal, XXIV, 2, p. 366-373
Year of publication :1972
2. The Sociology of Youth Culture and Youth Subcultures (Rutledge
Revivals): Sex and Drugs and Rock & Roll? Paperback – 20 August 2014 by
Michael Brake (Author)
3. Comparative Youth Culture: The Sociology of Youth Cultures and Youth
Subcultures in America, Britain and Canada Paperback – 4 July 1985 by Mike
Brake (Author)
4. Comparative Youth Culture: The Sociology of Youth Cultures and Youth Subcultures in
America, Britain and Canada Mike Brake Rutledge, 01-Feb-2013
- Social Science - 238 pages
5. Sociology of Youth Sterling: Rajendra Pandey, 1984 - College students -
187 pages
6. Youth Culture and Social Change: Making a Difference by Making a Noise
January 2017 DOI:10.1057/978-1-137-52911-4 ISBN: 978-1-137-52910-7
Authors: Keith Gildart University of Wolver Hampton Anna Gough-Yates ,Sian
Lincoln Bill Osgerby

REFERENCES-

Balan K (1985), Youth Power In The Modern World, Ajanta Pub, New Delhi.
Kehily Jane Mary(ETD)(2007), Understanding Youth:Perspective, Identities and Practices,
sage Pub, London

तरुणाई जपतेय सांस्कृतिक परंपरा, शहरात वाढतेय ढोल पथकांची क्रेझ
<https://divyamarathi.bhaskar.com/news/mah-wmah-ahm-youth-save-is-cultural-tradition-5123555-nor.html>

रूपगंध : तरुणाई आणि वाचन संस्कृती
<https://www.dainikprabhat.com/rupgandha-youth-and-reading-culture>

तरुण आणि भारतीय सांस्कृतिक क्रांती
https://www.weeklysadhana.in/view_article/youth-and-the-indian-cultural-revolution-article-by-narayan-desai

तरुणाई : कालची आणि आजची
<https://navprabha.com/%E0%A4%A4%E0%A4%B0%E0%A5%81%E0%A4%A3%E0%A4%BE%E0%A4%88-%E0%A4%83-%E0%A4%95%E0%A4%BE%E0%A4%B2%E0%A4%9A%E0%A5%80->

%E0%A4%86%E0%A4%A3%E0%A4%BF-%E0%A4%86%E0%A4%9C%E0%A4%9A%E0%A5%80/
तरुणांचा देश

<https://pudhari.news/sampadakiy/country-of-youth-ap84>

देशातील तरुणांपुढील आव्हाने

<https://prahaar.in/2023/12/23/challenges-before-the-youth-of-the-country//>

नवं ते हवं, पण...

<https://maharashtratimes.com/lifestyle-news/yuva-katta/new-want-to-but/articleshow/57822538.cms>

आजच्या पिढीतील सांस्कृतिक बदल आधुनिकतेकडे प्रवास की परंपरेपासून दुरावा?

<https://smartbharatmanch.com/sanskritik-badal/>

कुटुंब डॉट कॉम : आजच्या तरुणाईला काय हवंय?

<https://www.esakal.com/sampadakiya/shivraj-gorle-writes-youth-want-pjp78>

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE PRACTICAL

Course Name: **SOCIOLOGY OF YOUTH CULTURE**

Course Code: SOC-311-MJEP

No. of hours:60

No. Credit: 02

COURSE OBJECTIVES

1. To provide experiential learning opportunities for understanding youth culture through observation, interaction, documentation, and reflection.
2. To develop sociological understanding of how family, education, caste, class, gender, media, and globalization shape youth identities and lifestyles.
3. To encourage critical analysis of youth subcultures, generational differences, media representations, and social movements through field-based activities and case studies.
4. To enhance students' analytical, communication, qualitative research, and reflective skills by connecting everyday youth experiences with sociological concepts and theories.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Observe, document, and analyze youth cultural practices and everyday experiences using sociological perspectives.
2. Examine the role of social institutions, media, globalization, and social location in shaping youth aspirations, identities, and lifestyles.
3. Analyze youth subcultures, countercultures, generational conflicts, and youth participation in social movements through case studies and field-based learning.
4. Apply sociological concepts such as cultural diffusion, hybridization, identity, consumerism, and social change to interpret contemporary youth issues and media representations.

UNIT 1-LEARNING THROUGH DOING

1. Students need to conduct a brief direct observation, documentation and reflection on youth cultural practices in everyday settings. Students can analyze **fashion styles, music preferences, use of language and slang, digital and social media engagement, and changing social norms and values** among youth and correlate with sociological concepts.
2. Identify real-life or documented cases illustrating how family background, educational institutions, caste location, class position, or gender norms shape youth aspirations, lifestyle choices, opportunities, and constraints.
3. Small case study- focusing on identifying distinctive youth groups based on **fashion, music, ideology, lifestyle, digital practices, or protest activities**, and analyzing how these groups either **exist within the dominant culture (subculture) or challenge and resist prevailing social norms and values (counterculture)**.
4. Inspect generational differences and conflicts between Millennials and Gen Z through observation, discussions, and case examples, focusing on values, work culture, technology use, and social attitudes of everyday experiences to concepts of generational change, continuity, and social transformation.

UNIT 2

1. Students need to observe everyday youth leisure activities (cafés, malls, gyms, concerts, OTT use, gaming, social media scrolling) and note how pleasure, enjoyment, and instant gratification shape daily choices.

Or

Students can select 2–3 advertisements or influencer posts targeting youth and analyze how pleasure, desire, lifestyle, and happiness are marketed.

2. Select a social movement with significant youth participation (environmental, gender, digital rights, education, or social justice) and document its goals, methods, and impact.

Or

Analyze news reports, hashtags, posters, or online campaigns related to youth participation in movements to understand mobilization strategies and narratives.

Or

Students can interact with peers or local youth activists to understand motivations, experiences, and challenges of youth involvement in social movements. *Direct interaction and qualitative data collection.

3. Students can select media content popular among youth (films, web series, reels, memes, music videos, advertisements) and analyze messages related to lifestyle, body image, gender roles, success, or consumption. * Analytical engagement with real media content.

Or

Analyze how influencers and advertisements target youth aspirations, pleasure, identity, and status through visuals, language, and narratives. *Critical media literacy practice.

4. Analyze news reports, films, advertisements, or social media discussions portraying youth culture and its perceived impact on society. * Critical media interpretation.

Or

Interview with older generations (parents, teachers, community members) to understand perceptions of youth culture and its social consequences.

5. Brief reflection connecting observations with concepts like **globalization, cultural diffusion, hybridization, and identity**. * Theory–practice link.

Identify common youth issues in their surroundings or media (social media show-off culture, substance or digital addiction, job anxiety, relationship stress) through observation and secondary sources.

Note - *Student can select any one topic from each unit .

OR

Name of the Programme: B.A, Sociology

Class: T.Y.B.A Sociology

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: **URBAN SOCIOLOGY**

Course Code: SOC-310-MJE

No. of hours:30

No. Credit: 02

COURSE OBJECTIVES

1. To introduce students to the meaning, scope, concepts, and development of Urban Sociology.
2. To familiarize students with urbanization, urbanism, rural–urban continuum, and changing urban landscapes.
3. To develop understanding of urbanization in India and its impact on social structure, culture, politics, and everyday urban life.
4. To examine urban problems, environmental concerns, and the significance of sustainable urban planning and stakeholder participation.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the concepts, scope, and development of Urban Sociology and urbanization.
2. Analyze urbanism, migration, gentrification, settlements, and rural–urban interactions in contemporary society.
3. Evaluate the nature of urban social structure in India with reference to family, caste, class, gender, politics, culture, and leisure.
4. Critically examine urban problems and understand the importance of sustainable urban planning in addressing urban challenges.

I: INTRODUCTION TO URBAN SOCIOLOGY

1. Meaning, scope and development of Urban Sociology
2. Urban, urbanization, Urbanism (Urbanism as a way of life – Louis Wirth) and the City
3. Rural–urban continuum
4. Changing urban landscapes: Spatial organization, Gentrification, migration and settlements

II: URBANIZATION IN INDIA

1. Growth of cities in India : Trends and patterns of urbanization
2. Urban Social Structure: Family, caste, class, gender and Politics of Urban Space, Culture and Leisure

3. Urban Problems: Housing, Urban poverty, crime, health and sanitation, infrastructure, Environmental issues
4. Urban planning: meaning, objectives, and importance, role of stakeholders, sustainable urban planning

REFERENCES:

1. Bibri, S. E. (Ed.). (2025). *Sustainable cities: Pioneering approaches to green urbanism and climate resilience*. IEREK Press/Springer.
2. Castells, M. (1983). Cultural identity, sexual liberation and urban structure: The gay community in San Francisco. In *The city and the grassroots: A cross-cultural theory of urban social movements* (pp. 138–170). University of California Press.
3. Castells, M. (2002). Conceptualising the city in the information age. In I. Susser (ed.), *The Castells reader on cities and social theory* (pp. 1–13). Blackwell Publishers.
4. Crawford, M. (2004). The world is a shopping mall. In M. Miles & T. Hall (Eds.), *The city cultures reader* (pp. 125–139). Routledge.
5. Grazian, D. (2009). Urban nightlife, social capital, and the public life of cities. *Sociological Forum*, 24(4), 908–917.
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8. Wirth, L. (1938). Urbanism as a way of life. *American Journal of Sociology*, 44(1), 1–24.

SUGGESTED READINGS:

1. Ahuja, R. (1999). *Society in India: Concepts, theories and recent trends*. Rawat Publications.
2. Ayyar, V. (2013). Caste and gender in a Mumbai resettlement site. *Economic & Political Weekly*, 48(18), 44–55.
3. Kundu, A. (2010). Urban system in India: Trends, economic base, governance, and a perspective of growth under globalization. In *India's new economic policy*. [Publisher/Editor information may be required for a full citation].
4. Patel, S., & Deb, K. (Eds.). (2009). *Urban studies*. Oxford University Press.
5. Phadke, S. (2006). You can be lonely in a crowd. In S. Patel & K. Deb (Eds.), *Urban studies* (pp. 466–483). Oxford University Press.
6. Ramachandran, R. (2005). *Urbanization and urban systems in India*. Oxford University Press.
7. Rao, M. S. A. (Ed.). (1974). *Urban sociology in India: Reader and sourcebook*. Orient Longman.
8. Shaikh, S., & Talen, E. (2023). *Our urban future: An active learning guide to sustainable cities*. MIT Press.
9. Thorns, D. C. (2002). The sustainable city. In *The transformation of cities* (pp. 226–249). Palgrave. https://doi.org/10.1007/978-1-4039-9031-0_9

AUDIO VISUAL SOURCES :

1. Anand Patwardhan. 1985 Bombay: Our City
2. Gouri Patwardhan. Bin Savlyanchya Gavat (In a Shadow less Town)
3. Gaman (1978) [Muzaffar Ali](#)
4. Whyte, William H 1980. Social Life of Small Urban Spaces
5. Ladies only 2021 (Documentary by Rebana Liz John)

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE PRACTICAL

Course Name: **URBAN SOCIOLOGY**

Course Code: SOC-311-MJEP

No. of hours:60

No. Credit: 02

COURSE OBJECTIVES

1. To provide students with practical exposure to understanding urban spaces, socio-spatial inequalities, and changing urban landscapes through field-based learning.
2. To develop sociological understanding of urban challenges such as housing, sanitation, infrastructure, waste management, and sustainability in cities.
3. To familiarize students with stakeholder perspectives including residents, planners, officials, NGOs, and community groups in addressing urban issues.
4. To enhance students' skills in observation, mapping, interviewing, analysis, report writing, and sustainable urban planning practices.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Analyze socio-spatial patterns, neighborhood differences, and the use of urban public spaces by diverse social groups.
2. Identify and critically examine processes such as gentrification, migration, displacement, and spatial inequality in urban areas.
3. Evaluate urban problems and stakeholder responses related to infrastructure, sanitation, housing, waste management, and sustainability.
4. Apply sociological methods such as observation, mapping, interviews, and sustainability audits to study and propose solutions for urban challenges.

I.SOCIO-SPATIAL MAPPING:

1. **Neighborhood study-** a guided walk through two contrasting neighborhoods (e.g., a planned/gated residential colony vs. an informal settlement/slum) and Map how different groups (gender, age, caste/class) use public spaces like parks, tea stalls, or markets.
2. **The Gentrification Audit:** Look for signs of displaced shops, rising property values, or changing architectural styles, movement of people in gentrified spaces.

II.URBAN CHALLENGE & STAKEHOLDER AUDIT:

1. **Select one local problem** (e.g., Waste Management, Housing Shortage, or Water Sanitation). Interview of at least three different stakeholders: A Resident (to understand lived experience). A Local Official/Planner (to understand the systemic approach). An NGO or Community Leader (to understand advocacy/social gaps) and

prepare a Sustainability Audit Report that proposes one "Sustainable Planning" improvement based on the interviews.

2. **Infrastructure Stress Test and Sustainable cities:** Choose one issue (e.g., Waste Management or Sanitation, Clean Drinking water availability, public transportation system, Footpaths, availability of public parks or green canopy). Prepare observation notes and take stakeholders interview to understand practical and planning problems.

Name of the Programme: B.A. Sociology

Class: T.Y.B.A

Semester: V

Course Type: VOCATIONAL SKILL COURSE (VSC) (T)

Course Name: CRIME AND SOCIETY

Course Code: SOC-321-VSC

No. of hours: 30

No. Credit: 02

COURSE OBJECTIVES

1. To introduce students to the concept, characteristics, nature, and sociological understanding of crime.
2. To familiarize students with the causes and major sociological theories of crime and deviance.
3. To develop understanding of different patterns and types of crime in contemporary society.
4. To examine mechanisms of social control, crime prevention, rehabilitation, and restorative justice in society.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the concept, characteristics, causes, and perspectives of crime from legal, social, and moral viewpoints.
2. Analyze major sociological theories of crime such as Delinquent Sub-culture Theory and Labelling Theory.
3. Identify and critically examine different forms of crime including white-collar crime, juvenile delinquency, gender-based crimes, crimes against marginalized groups, and cybercrime.
4. Evaluate the role of formal and informal social control mechanisms, rehabilitation, and restorative justice in crime prevention and social order.

I. CRIME, SOCIETY AND SOCIAL STRUCTURE (15)

1. Concept and definitions of crime: legal, social and moral perspectives
2. Characteristics and nature of crime
3. Causes of crime
4. Theories of crime: Theory of Delinquent Sub-culture, Labelling Theory

II. PATTERNS OF CRIME AND SOCIAL RESPONSE (15)

1. Types of crime :
 - a. White-collar crime,
 - b. Juvenile delinquency,
 - c. Gender-based crimes
 - d. crimes against marginalized groups,
 - e. Cybercrime
2. Formal and informal control mechanisms

3. Crime prevention, rehabilitation and restorative justice

REFERENCES

English References

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2. Newburn, T. (2017). *Criminology* (3rd ed.). London: Routledge.
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6. Garland, D. (2001). *The Culture of Control: Crime and Social Order in Contemporary Society*. Chicago: University of Chicago Press.
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9. Verma, A. (2011). *The Indian Police: A Critical Evaluation*. New Delhi: Oxford University Press.
10. Rao, C. N. Shankar. (2012). *Sociology of Indian Society*. New Delhi: S. Chand & Company.

English Journals (UGC / Peer-Reviewed)

11. Indian Society of Criminology. (Annual). *Indian Journal of Criminology*. New Delhi.
12. British Society of Criminology. (Quarterly). *The British Journal of Criminology*. Oxford: Oxford University Press.
13. Sage Publications. (Bi-monthly). *Journal of Research in Crime and Delinquency*.
14. Springer. (Quarterly). *Crime, Law and Social Change*.
15. Indian Sociological Society. (Bi-annual). *Sociological Bulletin*. New Delhi.

Marathi References

1. देशमुख, अनिल. (2016). *गुन्हेगारी समाजशास्त्र*. औरंगाबाद: कैलास प्रकाशन.
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3. राजोरिया, व्ही. के. (2014). *गुन्हे, शिक्षा व सुधारणा*. नागपूर: प्रगती प्रकाशन.
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5. महाराष्ट्र राज्य समाजशास्त्र अभ्यासमंडळ. (2020). *समाजशास्त्र संदर्भ ग्रंथ*. पुणे.
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Marathi / Indian Journals

8. *Economic and Political Weekly*. (Crime & Society related articles). मुंबई.
9. *Samaj Prabodhan Patrika*. पुणे.

10. *Indian Journal of Social Research*. New Delhi.

Peer-Reviewed Journals (International)

1. **The British Journal of Criminology** – Top journal covering crime and society research globally.
<https://academic.oup.com/bjc>
2. **Journal of Research in Crime and Delinquency** – Research on social, political, and economic contexts of crime.
<https://journals.sagepub.com/home/jrc>
3. **Crime, Security and Society (Open Access)** – Peer-reviewed international journal on crime and social issues.
<https://doaj.org/toc/2398-130X>

Name of the Programme: B.A. Sociology

Class: T.Y.B.A

Semester: V

Course Type: FIELD PROJECT (FP)

Course Name: FIELD PROJECT

Course Code: SOC-331-FP

No. of hours:60

No. Credit: 02

Objectives

1. To develop an understanding of field-based sociological research and social realities.
2. To provide practical exposure to research methods and techniques used in sociology.
3. To develop skills of observation, data collection, analysis, and interpretation.
4. To encourage students to apply sociological concepts and theories to contemporary social issues.
5. To enhance report writing, presentation, and communication skills.

Guidelines for Field Project

1. **Selection of Topic:** Choose a socially relevant and locally significant topic suitable for field investigation.
2. **Identification of the Research Problem:** Clearly identify the issues, problems, or questions related to the selected topic and formulate objectives.
3. **Review of Literature:** Study books, research articles, reports, and other relevant literature to understand the background of the topic.
4. **Research Design and Methodology:** Select appropriate research methods and tools such as observation, interviews, case studies, questionnaires, schedules, and focus group discussions.
5. **Fieldwork and Data Collection:** Conduct field visits and collect primary and secondary data systematically.
6. **Data Analysis and Interpretation:** Organize, classify, and analyse the collected data and interpret the findings from a sociological perspective.
7. **Preparation of Field Project Report:** The report should include:
 - Title of the Study
 - Introduction
 - Objectives of the Study
 - Review of Literature
 - Research Methodology
 - Data Analysis and Findings
 - Discussion and Interpretation
 - Conclusion and Suggestions
 - References/Bibliography
 - Appendices (Questionnaire, Photographs, etc.)

Evaluation Scheme

Internal Assessment (25 Marks)

- Research Proposal and Literature Review – 15 Marks
- Presentation and Viva-Voce – 10 Marks

External Assessment (25 Marks)

- Field Project Report – 15 Marks
- Presentation and Viva-Voce – 10 Marks

Total Marks: 50

Suggested Areas for Field Projects

- Changing Family Structure
- Youth and Social Media
- Women's Employment and Empowerment
- Rural Development Programmes
- Migration and Urbanization
- Caste and Social Change
- Education and Social Mobility
- Problems of Senior Citizens
- Self-Help Groups and Women Entrepreneurship
- Environmental Issues and Community Participation
- Digitalization and Society
- Health and Sanitation Practices

Name of the Programme: B.A. Sociology

Class: T.Y.B.A

Semester: V

Course Type: MINOR

Course Name: AGRARIAN SOCIETY

Course Code: SOC-391-MN

No. of hours: 30

No. Credit: 02

COURSE OBJECTIVES

1. To introduce students to the agrarian structure, farming communities, and agricultural practices in Maharashtra.
2. To familiarize students with different categories of farmers, allied agricultural occupations, and the role of cooperatives and markets in rural agrarian life.
3. To develop understanding of agricultural labour, migration patterns, and the socio-economic conditions of agrarian workers in Maharashtra.
4. To examine contemporary agrarian issues such as indebtedness, climate change, market instability, farmer distress, suicides, and changing aspirations among rural youth.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the meaning, characteristics, and social structure of agrarian society in Maharashtra.
2. Analyze the conditions of different farming communities, agricultural occupations, and the functioning of rural markets and cooperatives.
3. Evaluate the migration patterns, working conditions, and challenges faced by agricultural labourers and sugarcane cutters in Maharashtra.
4. Critically examine contemporary agrarian issues including farmer distress, climate change, indebtedness, rural youth aspirations, and changing attitudes towards farming.

I: AGRARIAN STRUCTURE AND FARMING COMMUNITIES IN MAHARASHTRA (15)

1. Meaning and characteristics of agrarian society
2. Agrarian social structure in Maharashtra
3. Farmers in Maharashtra:
 - Small and marginal farmers
 - Medium and large farmers
 - Dry Farming / Rainfed Agriculture:
 - Irrigated Farming / Horticulture:
4. Onion producers (Kanda Utpadak):
 - Nature of onion cultivation

- Price fluctuations and market dependency
- 5. Allied agricultural occupations:
 - Dairy farming
 - Poultry
 - Goat rearing
 - Other supplementary agricultural livelihoods
 - Agro-tourism
- 6. Role of cooperatives, markets, and mandis in rural agrarian life

II: AGRARIAN LABOUR, MIGRATION AND CONTEMPORARY AGRARIAN ISSUES (15)

1. Agricultural labourers in Maharashtra:
 - Casual and seasonal agricultural labourers
 - Women agricultural labour
2. Sugarcane cutters (Oos Tod Kamgar):
 - Migration patterns
 - Working and living conditions
3. Migrant agricultural labour from Marathwada:
 - Drought-induced migration
 - Footloose labour (Balgar labour)
4. Problems of farmers:
 - Indebtedness
 - Crop failure
 - Climate change
 - Market instability
5. Agrarian distress and farmer suicides (sociological understanding)
6. Farmer youth:
 - Education and unemployment
 - Changing attitudes towards farming
 - Rural-urban aspirations
 - Digital Farming

REFERENCES

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3. Patnaik, U. (1990). *Agrarian relations and accumulation: The “mode of production” debate in India*. Oxford University Press.
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5. Haralambos, M., & Holborn, M. (2007). *Sociology: Themes and perspectives* (7th ed.). HarperCollins Publishers.

SEMESTER VI

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: VI

Course Type: MAJOR MANDATORY THEORY

Course Name: TECHNIQUES OF SOCIAL RESEARCH

Code: SOC-351-MJ

No. of hours: 60 hrs

No of Credits: 04

COURSE OBJECTIVES

1. To introduce students to quantitative and qualitative methods used in social research.
2. To familiarize students with major research methods such as survey and case study along with their advantages and limitations.
3. To develop understanding and skills related to techniques of data collection including observation, interview, and questionnaire.
4. To provide knowledge of quantitative and qualitative data analysis, interpretation, statistical tools, and report writing in social research.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the meaning, nature, and differences between quantitative and qualitative research methods.
2. Analyze the use, advantages, and limitations of survey and case study methods in social research.
3. Apply techniques of observation, interview, and questionnaire for systematic data collection.
4. Interpret quantitative and qualitative data using statistical methods, tables, graphs, narratives, and prepare basic social research reports.

I:QUANTITATIVE AND QUALITATIVE METHODS (15)

1. Quantitative and Qualitative research: Meaning and Nature
2. Survey- Meaning, nature, advantages and disadvantages
3. Case study – meaning, nature, advantages and disadvantages

II: TECHNIQUES OF DATA COLLECTION

(14)

1. Observation – The Techniques, types, advantages and disadvantages
2. Interview – The Techniques, types, advantages and disadvantages
3. Questionnaire –The Techniques, types, advantages and disadvantages

III: QUANTITATIVE DATA ANALYSIS

1. Measures of central tendency (mean, median and mode) and dispersion
2. Use of Statistical methods and Computer in Social Research

3. Tables, graphs, histograms

IV- QUALITATIVE ANALYSIS and REPORT WRITING

(16)

1. Use of Narratives, Photographs, Testimonies
2. Interpretation
3. Report writing

REFERENCES: -

1. Ahuja, Ram. 2007. Research Methods. Rawat Publication, Jaipur.
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4. Bryman, Alan. 2008. Social Research Methods. Oxford University Press.
5. Goode and Hatt. 2006. Methods in Social Research. Surjeet Publication, New Delhi.
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मराठी वाचन साहित्य:-

1. आगलावे, प्रदीप. २००० संशोधन पद्धतीशास्त्र व तंत्रे विद्या प्रकाशन, नागपूर.
2. खैरनार, दिलीप. २००९. प्रगत सामाजिक संशोधन पद्धती व सांख्यिकी, डायमंड प्रकाशन पुणे ३.
3. सोमण, मा. श. २००८. सामाजिक संशोधनाची तंत्रे, पुणे विद्यार्थी गृह प्रकाशन, पुणे
3. भांडारकर, पी.एल. १९७६ सामाजिक संशोधन पद्धती, दत्तासन प्रकाशन, नागपूर
4. बोरुडे, आर. आर. २००८ संशोधन पद्धतीशास्त्र, पुणे विद्यार्थी प्रकाशन. पुणे.
5. माई, सुनील. २००८. सामाजिक संशोधन पद्धती, डायमंड प्रकाशन पुणे
6. कराडे, बी. एम. २००७. शास्त्रीय संशोधन पद्धती, पिंपळापुरे प्रकाशन नागपूर
7. घाटोळे, रा. न. २००९ सामाजिक संशोधन तत्वे आणि पद्धती, मंगेश प्रकाशन, नागपूर.
8. तांबे, श्रुती २०१७. सामाजिक संशोधन पद्धती (स मा गर्गे) संपादित (डॉ. तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ५८९-५९५ मेहता पब्लिशिंग हाउस.
9. तांबे, श्रुती २०१७. गुणात्मक असंरचित मुलाखत (स मा गर्गे संपादित (डॉ. तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ६). ६००- ६०२ मेहता पब्लिशिंग हाउस.
10. नगी. शार्लिन हेस- विबर २०१७ गुणात्मक संशोधनाची कार्यपद्धती. नवी दिल्ली सेजभाषा, प्रकाशन.
11. व्हर्जिनिया, ब्राउन, व्हिक्टोरिया, क्लार्क २०१७. यशस्वी गुणात्मक संशोधन, नवी दिल्ली: सेजभाषा प्रकाशन

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: VI

Course Type: MAJOR MANDATORY PRACTICAL

Course Name: TECHNIQUES OF SOCIAL RESEARCH

Code: SOC-351-MJ

No. of hours: 60 hrs

No of Credits: 02

COURSE OBJECTIVES

1. To introduce students to the process of research design, formulation of research problems, objectives, and hypotheses in social research.
2. To familiarize students with quantitative and qualitative research approaches, survey and case study designs, and techniques of data collection.
3. To develop practical skills in field work, data collection, tabulation, graphical presentation, and quantitative and qualitative data analysis.
4. To enhance students' abilities in interpretation, report writing, presentation, and viva through hands-on research activities.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Identify research problems and formulate appropriate objectives, hypotheses, and research questions for sociological studies.
2. Apply quantitative and qualitative research approaches, research designs, and data collection techniques in field-based research.
3. Analyze and present data using tables, graphs, charts, and basic statistical measures such as mean, median, and mode.
4. Interpret qualitative and quantitative findings and prepare systematic research reports with effective presentation and viva skills.

I: RESEARCH DESIGN AND DATA COLLECTION

(15)

1. Selection of research topic
2. Identification of research problem
3. Formulation of objectives and hypotheses / research questions
4. Quantitative and qualitative research approach
5. Research designs:
 - Survey
 - Case study
6. Techniques of data collection:
 - Observation
 - Interview
 - Questionnaire
7. Field work and data collection.

Activities with Examples

1. Activity 1: Selection of Research Topic

Example:

- “Impact of Social Media on College Students”
- “Problems of Unemployment among Youth”

2. Activity 2: Formulation of Research Problem and Objectives

Example:

Problem: Increasing use of social media among students

Objectives:

- To study the pattern of social media use
- To examine its effect on academic performance

3. Activity 3: Questionnaire Construction

Example:

- #### 4. Questionnaire on study habits with closed and open questions

5. Identification of Research Approach

Example:

6. Activity 4: Research Design Preparation

Example:

Survey design using questionnaire

Case study design focusing on individual experiences

7. Activity 5: Observation

Example:

Observing classroom interaction or student behavior on campus

Activity 7:

Activity 6: Interview

Example:

Structured interview of teachers regarding student attendance

Activity 7: Field Work

Example:

Quantitative: Survey of 20-25 students

Qualitative: Case study of 5 students

II: DATA ANALYSIS AND REPORT WRITING

(15)

1. Editing, classification, and tabulation of data
2. Presentation of data using:
 - Tables
 - Graphs
 - Charts
3. Quantitative data analysis:
 - Mean
 - Median

- Mode
- 4. Qualitative data analysis:
 - Narrative interpretation
- 5. Research report writing
- 6. Presentation and viva

Activities with Examples

1. Activity 1: Data Tabulation

Example:

- Table showing age-wise distribution of respondents

2. Activity 2: Graphical Presentation

Example:

- Bar graph showing hours spent on social media
- Pie chart showing gender distribution

3. Activity 3: Quantitative Analysis

Example:

- Calculating mean study hours per day
- Finding median income of respondents

4. Activity 4: Qualitative Analysis

Example:

- Interpretation of interview responses on stress among students

5. Activity 5: Report Writing

Example Structure:

- Title
- Introduction
- Objectives
- Methodology
- Data Analysis
- Findings
- Conclusion

6. Activity 6: Presentation and Viva

Example:

- Oral presentation of research findings
- Viva questions on research method used

ASSESSMENT AND EVALUATION

Component	Marks
Research Proposal	10
Tool Preparation & Field Work	15
Data Analysis	10
Final Report	10
Presentation / Viva	05
Total	50

PRACTICAL RECORD

Students shall submit a **Practical File** containing:

1. Research proposal
2. Data collection tools
3. Field data
4. Data analysis
5. Final report

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: VI

Course Type: MAJOR MANDATORY THEORY

Course Name: INDIAN SOCIETY: CHANGES AND CHALLENGES

Code: SOC-353-MJ

No. of hours: 60 hrs

No of Credits: 04

COURSE OBJECTIVES

1. To develop understanding of contemporary urban transformations, civic challenges, and inequalities in Indian society.
2. To familiarize students with the role of media, democracy, commercialization, and the impact of the post-truth era on public life.
3. To examine issues of equity, accessibility, and quality in education and health systems in India.
4. To analyze contemporary social movements, population dynamics, climate crises, and their social implications in India.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Analyze urbanization, housing issues, civic problems, and inequalities in contemporary Indian cities.
2. Evaluate the role of media in democracy, public opinion formation, commercialization, and mediatization in the post-truth era.
3. Critically examine challenges related to education and health systems with reference to accessibility, affordability, pedagogy, and ethics.
4. Assess contemporary social movements, demographic changes, climate crises, migration, and environmental challenges from a sociological perspective.

I: URBAN TRANSFORMATIONS AND CHALLENGES (14)

1. Urbanization in India: Uneven development and inequalities
2. Civic Issues: Water scarcity, transport congestion, garbage/pollution management
3. Slums and housing: Growth, governance (e.g., PMAY), social implications

II: MEDIA, DEMOCRACY AND PUBLIC SPHERE (18)

1. Role of Media in Indian Democracy: Freedom, accountability, elections
2. Commercialization of media: Transnational investments, paid news, sensationalism
3. Media in post-truth era: Consumption, Spectacles (mediated events) and Mediatization

III: EDUCATION & HEALTH SYSTEMS: EQUITY AND ACCESS (16)

1. Public and Private Education: Availability, affordability and Accessibility

2. Pedagogical challenges: classroom and virtual teaching
3. Health systems: Public & private sectors: Availability, quality, affordability, ethics (Ayushman Bharat, Epidemic Challenges)

IV: CONTEMPORARY SOCIAL MOVEMENTS, POPULATION AND CLIMATE CRISES (12)

1. Social movements: Farmers' protests (2020-21), women's rights (#Me Too), environmental (Chipko revival)
2. Population dynamics: Demographic dividend, ageing, migration pressures
3. Climate change: agrarian crises, climate migration, challenges of settlement rehabilitation (Malin, Wayanad and Dharali and Harsil) Biodiversity loss

ESSENTIAL READINGS:

1. Baxi & Parekh. 1995. *Crisis and Change in Contemporary India*. Sage, New Delhi. (For Gandhi & Nehru)
2. Chandhoke, Neera & Praveen Priyadarshi. 2000. *Contemporary India: Economy, Society and Polity*. Pearson's India
3. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee .2008. *India since Independence*. Penguin Books India.
4. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin Books India.
5. Deshpande, R.S. & Khalil Shah. 2007. *Agrarian Distress and Agricultural Labour*. Indian Journal of Labour Economics, Vol.50, No.2
6. Jayal, Niraja Gopal. 2001. *Democracy in India*. OUP, New Delhi, 1- 45 (Introduction only)
7. Mishra, Loknath and Abha Shree. 2020. Online teaching –learning in higher education during lockdown period of covid-19 pandemic. International Journal of Educational Research. Vol. 1.
8. Nayyar, Deepak.1996. *Intelligent person's guide to liberalization*. Penguin Book India.
9. Ramachandran, R. 1997. *Urbanization and urban systems in India*. OUP, New Delhi.
10. Rapanta, Chrysi, Luca Botturi & Marguerite Koole. 2020. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. Post Digital Science and Education, 2, Pp 923-945
11. Seneviratne, Kalinga. (Ed.). 2019. Myth of 'Free Media' and Fake News in the Post-Truth Era. Sage Publications.
12. Social Scientist- September – December 2010. Vol 38; Number 9- 12 (Special issue on Education).
13. Thapar, Romila. 2000. *India – Another Millennium*, Penguin. (Chap on Media by N. Ram)
14. Tilak, JBG. (Ed.). 2013. *Higher education in India: In search of equality, quality and quantity*: Orient Black Swan, New Delhi.
15. *Health system in India: crisis & alternatives*. 2006. by National Coordination Committee, Jan Swasthya Abhiyan.

REFERENCES:

1. Beasley, C. 2008. Rethinking Hegemonic Masculinity in a Globalizing World. Men and Masculinities, 11(1), pp.86-103.
2. Bhasin, Kamala / Trans. Shruti Tambe. Understanding Gender
3. Das, Veena. 2003. *Oxford Companion to Sociology and Social Anthropology*. Vol I & II, OUP, New Delhi.
4. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.
5. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook of Urbanization in India*, OUP, New Delhi.
6. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf
(History of Education Policy in India)
7. <http://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf>
(Education Commissions and Policies Since Independence)
8. <https://www.economicdiscussion.net/articles/development-of-education-in-india-after-independence/2293> (Development of Education in India after Independence)
9. https://ruralindiaonline.org/en/library/resource/national-education-policy-2020/?gclid=Cj0KCQjwhr2FBhDbARIsACjwLo26JS6Xh7ze0y3YTQm3wo2C4en9LkgucbGynVrOCeImLgbNwljAR4aAovQEALw_wcB (New Education Policy 2020)
10. Generation M: Misogyny in Media and Culture- A documentary by SAGE

मराठी संदर्भ :

1. ब्रह्मेसुलभा. १९९४. डंकल प्रस्ताव आणि भारतीय शेतीवर हल्ला शंकर ब्रह्मे समाज विधान प्रकाशन पुणे
2. गीताली वि.म रवींद्र ,रुक्मिणी पंढरीनाथ ,प्रश्न पुरुषभानाचे २०१० डायमंड. पुणे.
3. कराडे जगन. २००८. जागतिकीकरण आणि भारता समोरील आव्हाने डायमंड प्रकाशन . पुणे.
4. रणसुभे विलास, शिक्षण २००५
5. शहा, घनशाम २००४. भारतातील सामाजिक चळवळी. डायमंड प्रकाशन. पुणे

Name of the Programme: B.A. Sociology

Class: T.Y.B.A.

Semester: VI

Course Type: MAJOR MANDATORY PRACTICAL

Course Name: INDIAN SOCIETY: CHANGES AND CHALLENGES

Code: SOC-354-MJ

No. of hours: 60 hrs

No of Credits: 02

COURSE OBJECTIVES

1. To develop understanding of urban transformations, uneven development, and civic challenges in contemporary society.
2. To familiarize students with field-based analysis of urban issues such as water scarcity, transport congestion, and waste management.
3. To examine the role of media in democracy, elections, and public opinion formation.
4. To encourage critical understanding of media practices such as sensationalism, paid news, and differences between mainstream and alternative media coverage.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Analyze patterns of rural–urban inequality and urban challenges through sociological perspectives.
2. Conduct field-based investigations of civic problems and evaluate their impact on everyday urban life.
3. Examine the role of media in democratic processes, especially in elections and public discourse.
4. Critically compare mainstream and alternative media coverage and identify issues related to sensationalism and paid news.

I: URBAN TRANSFORMATIONS AND CHALLENGES

1. Map uneven rural-urban development.
2. Investigate through fieldwork water/transport/garbage crises in your area.
3. Analyze social impacts of PMAY.

II: MEDIA, DEMOCRACY AND PUBIC SPHERE

1. Examine role of media in elections (analyze some news clips from recent election).
2. Explore media house pitching sensational stories/paid news.
3. Contrast the coverage of mainstream media and alternative media in regard to any one social movement in recent time.

ESSENTIAL READINGS:

1. Ahuja Ram Social Problems in India (3rd edition), 2024, Rawat Publications, Jaipur.
2. Banaji Shakuntala (edt.) South Asian Media Cultures: Audiences, Representations, Contexts, 2011, Anthem Press.
3. Crime in India Report (latest), NCRB, Ministry of Home Affairs, Government of India.
4. Desai A.R. Social Change in India: The Tribal, the Peasant and Education (latest reprint), 2005, Popular Prakashan, Mumbai.
5. Hasnain N & Hasnain A Indian Society: Themes and Social Issues (3rd edition), 2025, McGraw Hill Education (India).
6. Jeffery Roger (with Patricia Jeffery contributions) The Politics of Health in India, 1988, University of California Press.
7. Rao M.S.A. (edited) Urban Sociology in India: Reader and Source Book, 1974, Orient Longman, New Delhi.
8. Shah Ghanshyam Social Movements in India: A review of Literature (2nd edition), 2004, Sage Publications, New Delhi.

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: VI

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: **INTRODUCTION TO HUMAN RIGHTS AND SOCIAL JUSTICE**

Course Code: SOC-360-MJE

No. of hours:30

No. Credit: 02

COURSE OBJECTIVES

1. To introduce students to the basic concepts, meaning, characteristics, and significance of Human Rights and Social Justice.
2. To familiarize students with the principles of social justice such as equity, liberty, dignity, participation, and diversity.
3. To develop understanding of the Universal Declaration of Human Rights (UDHR) and constitutional provisions related to human rights in India.
4. To examine issues of social justice in relation to caste, class, gender, age, religion, and disability, and understand the role of the State and Judiciary in India.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the concepts, characteristics, and importance of Human Rights and Social Justice.
2. Analyze the principles of social justice and the significance of the Universal Declaration of Human Rights (UDHR).
3. Evaluate the role of the Indian Constitution, Fundamental Rights, and constitutional values in promoting social justice.
4. Critically examine issues of inequality and discrimination related to caste, class, gender, religion, age, and disability, and assess the role of the State and Judiciary in ensuring justice and rights.

I. BASIC CONCEPTS IN HUMAN RIGHTS AND SOCIAL JUSTICE (15)

1. Human Rights – Definition, Meaning and Characteristics
2. Social Justice – Meaning and Principles (Equity, Liberty, Dignity, Participation, Diversity)
3. Universal Declaration of Human Rights (UDHR)

II: HUMAN RIGHTS AND SOCIAL JUSTICE IN INDIAN CONTEXT (15)

1. Preamble and Fundamental Rights of the Indian Constitution
2. Social Justice in the Context of Caste, Class, Gender, Age, Religion and Disability in India
3. Role of the State and Judiciary in India in retaining social justice.

ESSENTIAL READINGS

1. Bardhan, Pranab. 2001. 'Social Justice in the Global Economy', EPW. XXXVI, Feb 3-10, pp- 467-480 14
2. Basu, D. D. 2002. Introduction to the Constitution of India. Wadhawa Law Pub, Nagpur.
3. Burawoy, Michael. 2006. A PUBLIC SOCIOLOGY FOR HUMAN RIGHTS, Introduction to Judith Blau and Keri Iyall-Smith, Public Sociologies Reader, Rowman and Littlefield Pub.
4. Desai, A.R. 1986. Violation of Democratic Rights in India. Vol. I. Bombay Popular Prakashan.
5. Desai, A.R. 1990. Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits. Bombay Popular Prakashan.
6. Diwan, Paras and Peeyushi Diwan. 1994. Children and Legal Protection. New Delhi: Deep and Deep
7. Falk, Richard. 2000. Human Rights Horizons: The Pursuit of Justice in a Globalizing World. Routledge, New York.
8. Haragopal, G. 1997. Political Economy of Human Rights. Himalaya Publishing House, Mumbai.
9. Henkin, Louis. 1978. The Rights of Man Today. Stevens and Sons, London.
10. Jogdand, P.G. et al. (Eds.). 2008. Globalisation and Social Justice. Rawat Pub, Jaipur.
11. Khanna, S.K. 1998. Children and Human Rights. New Delhi: Commonwealth
12. Miller, D. 1999. 'Justice and Global Inequality', in A. Hurrell and N. Woods (Eds.) Inequality, Globalization and World Politics. Oxford University Press, Oxford.
13. Nagel, T. 2005. 'The Problem of Global Justice', Philosophy & Public Affairs 33:11
14. Sengupta, Arjun. 2001. 'Right to Development as a Human Right', EPW. XXXVI, pp467-480
15. Stephen, Marks. 2003. Introduction to "The Right to Development: A Primer", Sage, New Delhi, pp25
16. Tyler, T. R. and others. 1997. Social Justice in a Diverse Society. Boulder.

REFERENCES

1. Dermot, Groome. 2001. The Handbook of Human Rights Investigations. Human Rights Press, Northborough, MA.
2. Hayner, Priscilla. 2001. Unspeakable Truths: Confronting State Terror and Atrocity. Routledge, New York.

मराठी संदर्भ-

१. आंबेडकर), आर .बी .२००६(भारताचे संविधानमुंबई ,भारत सरकार विधी न्यायालय मंत्रालय ,
२. कुलकर्णी), पी के .२००७.पुणे ,डायमंड पब्लिकेशन ,मानवी हक्क आणि सामाजिक न्याय .(
३. व्होरा राजेंद्र आणि पळशीकर सुहास), १९८७ .पुणे ,दास्ताने प्रकाशन ,राज्यशास्त्र कोश ,(
४. कांबळे उत्तम), २००५ .संपा ,(ज्ञोत सामाजिक न्यायावर .पुणे ,

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: VI

Course Type: MAJOR MANDATORY ELECTIVE PRACTICAL

Course Name: **INTRODUCTION TO HUMAN RIGHTS AND SOCIAL JUSTICE**

Course Code: SOC-361-MJEP

No. of hours:60

No. Credit: 02

COURSE OBJECTIVES

1. To create awareness among students about Human Rights, Social Justice, and constitutional values through participatory learning activities.
2. To encourage students to understand issues of equality, dignity, justice, and rights in everyday social life and public institutions.
3. To familiarize students with landmark judgments and the role of the judiciary in promoting social justice and protecting citizens' rights.
4. To develop creativity, observation, communication, and critical thinking skills through poster presentations, field observations, reports, and street plays.

LEARNING OUTCOME

1. After completion of the course, students will be able to:

1. Demonstrate understanding of Human Rights, Social Justice, and Fundamental Rights through creative and participatory activities.
2. Identify and analyze examples of equality, inequality, dignity, and discrimination in everyday social settings.
3. Examine the significance of landmark judicial decisions in strengthening social justice and citizens' rights in India.
4. Express social concerns and awareness regarding human rights issues through observation, reporting, poster making, and street play activities.

- | | | |
|---------------|---|----|
| Unit 1 | 1. Students can make poster presentation on Human Rights and Social Justice (Select any one topic for Poster Making- "Human Rights are Human Needs", "Justice, Liberty, Equality", "Know Your Fundamental Rights") | 15 |
|---------------|---|----|

- | | | |
|---------------|--|----|
| Unit 2 | <p style="text-align: center;">Human Rights and Social Justice in Indian Context</p> <ol style="list-style-type: none"> 1. Visit and observe any public place such as a school, hospital, or ration shop. Note down examples where you see equality, inequality, and dignity in the way people are treated. Write a short paragraph on your observations. 2. Research any one landmark judgment of the Supreme Court of India related to social justice (such as | 15 |
|---------------|--|----|

reservation, right to privacy, or gender justice). Write a short report on:

- The name of the case
 - The issue involved
 - The Court's judgment
 - Key observations
 - Its impact on society and citizens' rights*
3. Street Play on human rights and social justice issues

(Select anyone activity)

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: VI

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: **SOCIOLOGY OF SUSTAINABLE DEVELOPMENT**

Course Code: SOC-360-MJE

No. of hours:30

No. Credit: 02

COURSE OBJECTIVES

1. To introduce students to the concept, meaning, characteristics, and goals of Sustainable Development.
2. To familiarize students with the Sustainable Development Goals (SDGs) and the role of governance, NGOs, and civil society in promoting sustainability.
3. To develop understanding of the social and economic dimensions of sustainability with reference to equality, justice, green economy, and sustainable rural development.
4. To examine environmental dimensions of sustainable development and create awareness about major environmental issues such as air, soil, water, and noise pollution.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Explain the meaning, characteristics, and importance of Sustainable Development and the Sustainable Development Goals (SDGs).
2. Analyze the role of government, NGOs, and civil society in promoting sustainable practices and policies.
3. Evaluate the social and economic dimensions of sustainability with reference to caste, class, gender, resource access, green economy, and sustainable agriculture.
4. Critically examine environmental issues such as air, soil, water, and noise pollution from the perspective of sustainable development.

1. INTRODUCTION TO SUSTAINABLE DEVELOPMENT. (15)

1. Meaning, Definition, and Characteristics.
2. Sustainable Development Goals (SDG's): Overview
3. Role of Governness, NGO's and Civil Society in promoting Sustainability.

2. DIMENSIONS OF SUSTAINABILITY (15)

1. Social Dimensions: Social Equality, Social Justice and Sustainability – Caste, Class, Gender and access to resources
2. Economic Dimensions: Sustainable economic growth, green economy and Sustainable Agriculture and Rural Development (SARD)
3. Environmental Dimensions: Sustainable Development and Environmental Issues (Air Pollution, Soil Pollution, Water Pollution, Noise Pollution)

REFERENCES:

1. Sen Amartya (1999), Development as Freedom, Alfred a Knopf Inc. New York.
2. Beck, U. (1992). Risk Society: Towards a New Modernity. Sage Publications.
3. Giddens, A. (2009). The Politics of Climate Change. Polity Press.
4. Desai, A. R. (2010), Rural Sociology in India, Popular Prakashan, Mumbai.
5. Escobar, A. (1995). Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
6. Srinivas, M. N. (1995), Social Change in Modern India, Orient Black Swan, New Delhi.
7. Government of India - National Policy on Environment, Ministry of Environment, Forest and Climate Change, 2006.
8. Sociology of Development and Environment, IGNOU, 2019.
9. Planning Commission / NITI Aayog Reports - Reports on Human Development, Social Indicators, and Sustainability in India
10. UNDP INDIA – Human Development Report, UNDP India, 2019
11. Sachs, Jeffrey, *The Age of Sustainable Development*, Columbia University Press, 2015
12. Desai, V., *Sustainable Development: An Introduction*
13. Hopwood, Mellor & O'Brien – *Sustainable Development: Mapping Different Approaches*
14. Robert, Kates W.; Parris, Thomas M.; Leiserowitz, Anthony A. (2005). "What is Sustainable Development? Goals, Indicators, Values, and Practice". *Environment: Science and Policy for Sustainable Development*. 47 (3): 8–21.
15. An Introduction to Sustainable Development (3rd Edition), Jennifer A. Elliott, Routledge Publication, 2006.

OR

Name of the Programme: B.A, Sociology

Class: T.Y.B.A

Semester: VI

Course Type: MAJOR MANDATORY ELECTIVE PRACTICAL

Course Name: **SOCIOLOGY OF SUSTAINABLE DEVELOPMENT**

Course Code: SOC-361-MJEP

No. of hours:60

No. Credit: 02

COURSE OBJECTIVES

1. To provide students with practical exposure to the challenges and realities of sustainable development in tribal, rural, and urban marginalized communities.
2. To familiarize students with government policies, programmes, and mechanisms related to sustainable development and balanced regional growth.
3. To encourage critical understanding of factors influencing sustainability through discussions, field studies, and case analysis.
4. To develop awareness regarding the role of NGOs, civil society, and social movements in promoting environmental sustainability and social development.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Analyze social, economic, and environmental challenges affecting sustainable development through field-based observations and reports.
2. Evaluate the effectiveness of sustainable development policies and programmes such as SDGs, Swachh Bharat Abhiyan, and Jal Jeevan Mission.
3. Critically discuss factors influencing sustainable development and balanced regional growth in society.
4. Examine the contribution of NGOs, civil society organizations, and environmental social movements in promoting sustainability and social change.

I. Sustainable Development – Course Content (Any two) 30

1. To visit tribal, rural, or slum areas and preparing a field report that analyzes the challenges in achieving sustainable development by collecting information about the social life, livelihood patterns, availability of basic amenities and environmental conditions in those areas.
2. To study policies and working mechanism for sustainable development and suggest appropriate recommendations. (SDG, Swachha Bharat Abhiyan, Jal Jivan Mission etc.)
3. Organizing group discussions on the factors influencing sustainable development and balanced regional growth and their impacts.
4. To understand role of NGOs and civil society in promoting sustainable development.
5. Do case studies of Social Movements on environmental sustainability in your area.

Name of the Programme : B.A. Sociology

Class : T.Y.B.A.

Semester : VI

Course Type : VOCATIONAL SKILL COURSE PRACTICAL

Course Name : CRIME AND SOCIETY

Course Code : DSOC-371-VSCP

No. of hours : 60 hrs

No of Credits : 02

COURSE OBJECTIVES

1. To develop practical understanding of crime and deviance through observation and field-based learning.
2. To familiarize students with crime patterns, social control mechanisms, and rehabilitation processes.
3. To enhance skills in data collection, report writing, and sociological analysis of crime-related issues.

LEARNING OUTCOMES

1. Identify different forms of crime and their social causes.
2. Apply sociological theories to real-life crime situations.
3. Analyze the role of social control agencies and rehabilitation institutions.
4. Prepare field reports and case studies on crime-related issues.

Unit I: Crime, Deviance and Community Study

1. Case Study of any one crime incident reported in newspapers or media.
2. Observation and analysis of causes and consequences of crime in the local community.

Practical Activities:

- Newspaper content analysis
- Case study method
- Group discussion
- Report writing

Unit II: Social Control, Rehabilitation and Crime Prevention (15 Marks)

1. Visit to any one institution such as Police Station, Juvenile Home, Correctional Institution, NGO, or Cyber Crime Cell.
2. Interview with officials, social workers, or community members.

Practical Activities:

- Institutional visit
- Interview schedule preparation
- Data collection and analysis
- Presentation and report writing

Name of the Programme : B.A. Sociology

Class : T.Y.B.A.

Semester : VI

Course Type : ON-JOB TRAINING

Course Name : OJT in Sociology

Course Code : SOC-381-OJT

No. of hours : 120 hrs

No of Credits : 04

Objectives

1. To provide practical exposure to the application of sociological knowledge in professional and community settings.
2. To develop research, observation, communication, and interpersonal skills among students.
3. To enhance students' understanding of social institutions, organizations, and community processes.
4. To develop leadership qualities, teamwork, and problem-solving abilities.
5. To promote professional ethics, social responsibility, and community engagement.
6. To strengthen critical thinking and an interdisciplinary approach towards social issues.

Learning Outcomes

After successful completion of the OJT Programme, students will be able to:

1. Apply sociological concepts and theories to real-life situations.
2. Demonstrate effective communication and interpersonal skills.
3. Understand the functioning of social organizations and institutions.
4. Develop leadership, teamwork, and organizational skills.
5. Enhance analytical, observational, and reporting skills.
6. Exhibit professional ethics, responsibility, and work discipline.
7. Improve self-confidence, employability, and community engagement.

Guidelines

1. Every student shall successfully complete the prescribed **On-the-Job Training (OJT) Programme equivalent to 4 Credits**.
2. The OJT shall be undertaken in Government Departments, NGOs, Social Welfare Organizations, Educational Institutions, Hospitals, Community Development Agencies, or other relevant organizations.
3. Students shall maintain regularity, punctuality, and discipline throughout the OJT period.
4. Students shall maintain a **Daily Log Book/Work Diary** of activities performed during the training.
5. A **Completion Certificate** from the host organization is mandatory.

6. Students shall submit an **OJT Report** and make a presentation on the work carried out during the training.
7. Students who fail to complete the OJT satisfactorily shall be required to undergo the training again in another organization.

Documents Required

1. Student Undertaking.
2. Permission Letter from the Host Organization.
3. Daily Log Book/Work Diary.
4. Attendance Record.
5. Completion Certificate.
6. Feedback from the Host Organization.
7. Student Feedback Report.
8. Final OJT Report.

Evaluation Scheme (100 Marks)

Component	Marks
Attendance, Regularity and Punctuality	20
Daily Log Book/Work Diary	15
Work Performance and Contribution to the Organization	20
OJT Report Writing	20
Presentation and Viva-Voce	15
Feedback from the Host Organization	10
Total	100

Evaluation Parameters

- Regularity and punctuality.
- Nature of work performed and contribution to the organization.
- Communication and interpersonal skills.
- Leadership and teamwork.
- Learning attitude and professional ethics.
- Quality of report writing and presentation.
- Overall learning outcomes achieved.