



**Karmaveer Bhaurao Patil University, Satara**  
(A State Public University)

Rayat Shikshan Sanstha's  
**Chhatrapati Shivaji College, Satara**  
(A Constituent College)

**Faculty of Humanities**

Syllabus for  
**B. A. Degree Programme in Sociology**

**B. A. Part – II**  
Structure and Syllabus in Accordance with  
National Education Policy (NEP) 2020

Choice Based Credit System (CBCS)  
With Multiple Entry and Multiple Exit Options

**To be implemented from June, 2024 onwards**

**KARMAVEER BHAURAO PATIL UNIVERSITY, SATARA**

Rayat Shikshan Sanstha's

**Chhatrapati Shivaji College, Satara**

(A Constituent College)

**B.A. Part-II Sociology****COURSE STRUCTURE**

(w.e.f. June, 2024 onwards)

Year	Level	Semester	Course Type	Course No. & Course Title	Credit
II	5	III	Major Mandatory (MM)	MM-V- Social Issues in India	4
			Major Mandatory (MM)	MM -VI-Social Movements in India	4
			Minor (MN)	MN-II Indian Society: Structure and Change Part-I	4
			Open Elective Course (OE)	OE-III Human Rights	2
			Vocational Skill Course (VSC)	VSC-III NGOs and Social Development	2
			Ability Enhancement Course (AEC)	AEC-III-English for Communication P-III	2
			Field Project (FP)	FP-I-Field Project Environmental Studies (EVS)	2
			Co-curricular Course (CC)	CC-IIISelect any one from College Basket	2
<b>Cumulative Credits for Semester-III</b>					<b>22</b>
II	5	IV	Major Mandatory (MM)	MM-VII- Gender and Violence	4
			Major Mandatory (MM)	MM-VIII- Sociology of Health	4
			Minor (MN)	MN-III- Indian Society: Structure and Change Part-II	4
			Open Elective Course (OE)	OE-IV Globalization	2
			Skill Enhancement Course (SEC)	SEC-III- Social Legislation and Labour Welfare	2
			Ability Enhancement Course (AEC)	AEC-IV English for Communication P-IV	2
			Community Engagement Programme (CEP)	CEP-I- Community Engagement Programme	2
			Co-curricular Course (CC)	CC -IVSelect any one from College Basket	2
<b>Cumulative Credits for Semester -IV</b>					<b>22</b>
<b>Cumulative Credits for Semester-III&amp; IV</b>					<b>44</b>

**KARMAVEER BHAURAO PATIL UNIVERSITY, SATARA**

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**B.A. Part-II Sociology****Course Structure**

(w.e.f. June, 2024 onwards)

Sem.	Course Type	Course No. & Course Title	Course Code	Credit	Workload Per Week	ESE	CCE	Total Marks
III	Major Mandatory (MM)	MM-V-Social Issues in India	MMSOC01305	4	4 Lectures	60	40	100
III	Major Mandatory (MM)	MM -VI-Social Movements in India	MMSOC01306	4	4 Lectures	60	40	100
III	Minor (MN)	MN-II Indian Society: Structure and Change Part-I	MNSOC01302	4	4 Lectures	60	40	100
III	Open Elective Course (OE)	OE-III Human Rights	OESOC01303	2	2 Lectures	30	20	50
III	Vocational Skill Course (VSC)	VSC-III NGOs and Social Development	VSCSOC01303	2	2 Lectures	30	20	50
III	Ability Enhancement Course (AEC)	AEC-III-English for Communication P-III	AECENG01303	2	2 Lectures	30	20	50
III	Field Project (FP)	FP-I-Field Project-Environmental Studies (EVS)	FPEVS01301	2	2 Lectures	30	20	50
III	Co-Curricular courses (CC)	CC-III Select any one from College Basket	(As per Course)	2	2 Lectures	30	20	50
IV	Major Mandatory (MM)	MM-VII- Gender and Violence	MMSOC01407	4	4 Lectures	60	40	100
IV	Major Mandatory (MM)	MM-VIII Sociology of Health	MMSOC01408	4	4 Lectures	60	40	100
IV	Minor (MN)	MN-III- Indian Society: Structure and Change Part-II	MNSOC01403	4	4 Lectures	60	40	100
IV	Open Elective Course (OE)	OE-IV Globalization	OESOC01404	2	2 Lectures	30	20	50

IV	Skill Enhancement Course (SEC)	SEC-III- Social Legislation and Labour Welfare	SECSOC01403	2	2 Lectures	30	20	50
IV	Ability Enhancement Course (AEC)	AEC-IV English for Communication P-IV	AECENG01404	2	2 Lectures	30	20	50
IV	Community Engagement Programme (CEP)	CEP-I- Community Engagement Programme	CEPSOC01401	2	2 Lectures	30	20	50
1V	Co-Curricular courses (CC)	CC -IV Select any one from College Basket	(As per Course)	2	2 Lectures	30	20	50

## EQUIVALENCE OF THE PAPERS AND COURSES:

**Important Note:** Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/ Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A.II.

### 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.	Course Code	Title of Old Paper	Credit	Sem. No.	Course Code	Title of New Course	Credit
III	SOCO3	Social Issues in India	04	III	MMSOC01305	Social Issues in India	04
	SOCO4	Social Movements in India	04		MMSOC01306	Social Movements in India	04
					MNSOC01302	Indian Society: Structure and Change Part-I	04
					OESOC01303	Human Rights	02
					VSCSOC01303	NGOs and Social Development	02
					FPEVS01301	Field Project-EVS	02
IV	SOCO5	Gender and Violence	04	IV	MMSOC01407	Gender and Violence	04
	SOCO6	Sociology of Health	04		MMSOC01408	Sociology of Health	04
					MNSOC01403	Indian Society: Structure and Change Part-II	04
					OESOC01404	Globalization	02
					SECSOC01403	Social Legislation and Labour Welfare	02
					CEPSOC01401	Community Engagement Programme	

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Faculty of Humanities  
Syllabus for

**B.A. Part-II Semester – III**  
(w.e.f. June, 2024 onwards)  
**Major Mandatory Course- MM- V- Sociology**  
**Social Issues in India**

**Course Code: MMSOC01305**

**Credit: 04**

**Preamble:**

This Course introduces students to Sociological study of Social Issues. This paper aim to draw attention of the students for to need to study 'Socio Cultural, Economic,' and legal issues in India

**Objectives:**

- 1) To explain the concept, nature and classification of social problems to the students
- 2) To understand the nature, causes and solutions of social problems related to aging and female feticide
- 3) To explain to the students the nature of crimes in the society and also to explain the concept of Juvenile delinquency and inform them about its preventive measures
- 4) To make students aware of some major social issues in the society and their fundamental rights

**Course Outcomes:** after studding the course the students will be enable to

CO1: Understanding social Issues Its Classification and need of study.

CO2: Awareness about Issues related Elderly and awareness about Female Foeticide.

CO3: Create about awareness about Issues of crime and Juvenile Delinquency

CO4: Understanding Human Right and cyber Crime.

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Research and Data Analysis Skill
2. Communication Skill
3. Cultural Competence Skill
4. Critical Awareness Skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>	<b>COs</b>
<b>I</b>	<b>Social Issues</b> 1.1 Concept of Social Issues 1.2 Nature of Social Issues 1.3 Classification of Social Issues 1.4 Need for Study for Social Issues	1	15	CO 1&2
<b>II</b>	<b>Socio-Cultural Issues</b> 2.1 Issues Related Elderly – Meaning and Nature 2.2 Causes and Remedies 2.3 Female-Feticide: Meaning, Causes 2.4 Remedies	1	15	CO 3&4
<b>III</b>	<b>Social Disorganization Issues</b> 3.1 Concept of Crime Types of Crime 3.2 Reasons of Crime and Prevention of Crime 3.3 Juvenile Deliquescence concept and Reason 3.4 Remedies	1	15	CO 3&5
<b>IV</b>	<b>Socio-Legal Issues (Period 15)</b> 4.1 human Rights: Concept and History 4.2 Fundamental Rights in Indian Constitution 4.3 Cyber Crime: Meaning, Causes 4.4 Remedies	1	15	CO4&6

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. 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.
2. Piri, Jyoti, 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and LubnaNazirChaudhry, Contesting Nation, Delhi: Zuban, P. 100-132
3. Bendix, R. and S. M. Lipset (Eds.). Class, Status and Power. London: RKP, 1966.
4. Bhargava, R. Secularism and its Critics. New Delhi: OUP, 1999.
5. Bottomore, T. Elites and Society. Harmondsworth: Penguin, 1966.
6. Chakravarty, A. Contradiction and Change. Delhi: OUP, 1975.
7. Dahl, R. Who Governs? New Haven: Yale University P, 1961.
8. Desai, A.R. State and Society in India: Essays in Dissent. Bombay: Popular Publication, 2000
9. Gerth, H.H. and C.W. Mills (Eds.). From Max Weber: Essays in Sociology. London: RKP, 1948.
10. Key, V.O. Politics, Parties and Pressure Groups. NY: Crowell, 1964.
11. Kohli, A. India's Democracy: An Analysis of Changing State-Society Relations. Princeton: Princeton University P, 1990.

**Research journals:** Indian Sociological Bulletin

Additional readings: समाजशास्त्र विश्वकोश

Medium of Instruction – **Marathi/English**



# **Karmaveer Bhaurao Patil University, Satara**

**Rayat Shikshan Sanstha's**

## **Chhatrapati Shivaji College, Satara**

**(A Constituent College)**

**Faculty of Humanities**

**Syllabus for**

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

**(w.e.f. June, 2024 onwards)**

### **Major Mandatory Course-MM-VI- Sociology**

#### **Social Movements in India**

**Course Code: MMSOC01306**

**Credit: 04**

#### **Preamble:**

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.

#### **Objectives:**

1. To explain the scientific study of relationship between health and Society.
2. To highlights the traditional and modern lifestyle and health
3. To studying this paper students will know the disease and illness, their causes and consequences
4. To know about some major diseases like cancer, diabetes and heart attack

**Course Outcomes:** after studding the course the students will be enable to

CO1: Understanding of meaning characteristics elements of social movement

CO2: Create awareness about peasant problem and its impact

CO3: Understanding Dalit movement

CO4: Awareness women movement

#### **Expected Skills**

1. Comprehension skills
2. Understanding skill
3. Analytical skill
4. Comparison skill
5. Research and Data Analysis skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>	<b>COs</b>
<b>I</b>	<b>Social Movement</b> 1.1 Meaning and concept of Social Movement 1.2 Characteristics of Social Movement 1.3 Elements of Social Movement 1.4 Importance of Social Movement	1	15	CO 1&2
<b>II</b>	<b>Peasant Movement</b> 2.1 Introduction of Peasant Movement 2.2 Peasant Problem in India 2.3 Major peasant Movements 2.4 Impact of Peasant Movements	1	15	CO 3&4
<b>III</b>	<b>Dalit Movement</b> 3.1 Introduction of Dalit Movement 3.2 Dalit Problems in India 3.3 Major Dalit Movements. 3.4 Impact of Dalit Movements	1	15	CO 3&5
<b>IV</b>	<b>Tribal Movement</b> 4.1 Nature of tribal Movement 4.2 Tribal Problems in India 4.3 Major Tribal Movements 4.4 Impact of tribal Movement	1	15	CO4&6

**Practical work: Case Study / Field Survey / Field Visits / Project:**

**1. Group Discussion on any topic/field visit to institute.**

2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**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-

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

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English

# **Karmaveer Bhaurao Patil University, Satara**

**Rayat Shikshan Sanstha's**

## **Chhatrapati Shivaji College, Satara**

**(A Constituent College)**

**Faculty of Humanities**

**Syllabus for**

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

**(w.e.f. June, 2024 onwards)**

**Minor Course- MN-II- Sociology**

**Indian Society: Structure and Change Part- I**

**Course Code: MNSOC01302**

**Credit: 04**

### **Preamble:**

This paper acquaints the students with the structure and change in Indian society it also highlights and challenges of the contemporary Indian society use focus on unity amidst diversity is visualized in the geo political sphere, tradition of accommodation, emotional bond etc after studying this paper the status of women in the post independence period can be explained

### **Objectives:**

1. To introduce students the socio-cultural background of the Indian society.
2. To familiarize students with the institutional changes in the Indian society since the ancient period.
3. To get the basic understanding of the various social processes in the Indian Society.

**Course Outcomes:** after studying the course the students will be able to

CO1: Students get knowledge about making of Indian society that is Vedic period, Islamic period

CO2: Student understand segments of Indian society in the form of tribal society, rural and urban society

CO3: Students get acquaint with the changing nature of tribal society, rural and urban society

CO4: Students get deep knowledge about obstacles in the development of women and empowerment

### **Expected Skills**

1. Comprehension skills
2. Understanding skill
3. Analytical skill
4. Comparison skill
5. Research and Data Analysis skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>	<b>COs</b>
<b>I</b>	<b>Making of Indian society</b> 1.1 Vedic period 1.2 Islamic period 1.3 British period	1	<b>15</b>	<b>CO 1</b>
<b>II</b>	<b>Segments of Indian society</b> 2.1 Tribal society definition and characteristics 2.2 Rural society definition and characteristics 2.3 Urban society definition and characteristics	1	<b>15</b>	<b>CO 2</b>
<b>III</b>	<b>Changing nature of Indian society</b> 3.1 Changing nature of tribal society 3.2 Changing nature of a rural society 3.3 Changing nature of urban society	1	<b>15</b>	<b>CO 3</b>
<b>IV</b>	<b>Status and development of Indian women</b> 4.1 women's status in post independence period 4.2 women empowerment 4.3 obstacles in women development	1	<b>15</b>	<b>CO 4</b>

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. T.K.Oommen and C.N.Venu Gopal, Sociology for Law students- Eastern Book company- 2003
2. T.K.Oommen , State and society in India - Sage publications 1990
3. B.R. Ambedkar, Thoughts on Linguistic states Ramkrishna Press-Bombay-1955
4. Indian Society -S.C. Dube-National Book Trust, India-New Delhi-1992
5. InkelesAlex: What is Sociology?s: Intlewood Cliffs, Inc., prentice Hall, New Delhi 1964
6. Johnson, Harry M: Society - An Introductory Analysis, Mac Millan& Co. Ltd., London, 1965.
7. David Dressler and Wills, W.M. : Sociology - The study of Human Interaction, Alfred A Knof, New York, 1976.

8. Horton and Hunt: Sociology, MacGraw Hill, Tokyo, 1976.
9. Tischler, H.L. Whitten, Phillip & Hunter, David E.K.: Introduction to sociology, Holt, Rinehart and Winston, 1983.
10. Harlambos, M. and R.M. Heald : Sociology - Themes and perspectives, Oxford University Press, New Delhi, 1994.
11. Ram Ahuja; Indian social system, Rawat publications, New Delhi, 2002

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English

# **Karmaveer Bhaurao Patil University, Satara**

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**Syllabus for**

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

**(w.e.f. June, 2024 onwards)**

### **Open Elective Course-OE-III: Sociology**

#### **Human Rights**

**Course Code: OESOC01303**

**Credit: 02**

#### **Preamble:**

These paper conceptual understanding about the human rights identify issues and problems relating to the realization of human rights understand the nature & role of human rights in India educate the society about the human rights and duties in order to create responsible citizenry.

#### **Objectives:**

1. To understand the students with the conceptual, philosophical, theoretical and historical aspects of human rights and duties.
2. To understand human rights and international concerns.
3. To understand the composite culture of India as well as contributions of diverse religions.

**Course Outcomes:** after studying the course the students will be enable to

CO1: Conceptual understanding about the Human Rights

CO2: Identify issues and problems relating to the realization of human rights

CO3: Understand the nature & role of human rights in India

#### **Expected Skills:**

1. Understanding skill
2. Communication skill
3. Cultural Competence skill
4. Critical Awareness skill
5. Analytical skill

Module	Title & Contents	Credit	Hours	COs
<b>I</b>	<b>Human Rights and Duties</b> 1.1 Definition and characteristics of Human Rights 1.2 Historical Perspectives of Human Rights and Philosophy of Human Rights 1.3 Rights and Duties in Human Rights 1.4 Principles of Human Rights	1	15	CO 1&2
<b>II</b>	<b>Human Rights and International Concerns</b> 2.1 United Nation Charter 2.2 Universal Declaration of Human Rights-1948 2.3 United Nation General Assembly 2.4 Economic and Social Council	1	15	CO 1&3

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Roy A.N. Human Rights Tasks, Duties and Function, Aavishkar Publishers, Distributers, Jaipur 302003 (Raj) India 2007.
2. J. Chaudhary, A Text Book of Human Rights, New Delhi, Dominant Publishers, 2000.
3. Sonajaba Navrean, Human Rights Principles, Practices and Abuses, New Delhi, Omson, Publications, 1994.
4. B. P. Singh Senegal, Human Rights in India; Problems and Perspectives, New Delhi, Deep and Deep Publication, 1995.
5. Truck, R. 1979, Natural, Right theories, Cambridge: Cambridge University.
6. Vijapur, A. P. Kumar Suresh, ed, 1999, Perspective on Human Right : A Critical Appraisal Oxford; Deradun Press.
7. Babu P. K. Constitutional Law in India, Constitution of India.

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/Englis



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**Syllabus for**

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

**(w.e.f. June, 2024 onwards)**

### **Vocational Skill Course -VSC-III- Sociology**

#### **NGOs and Social Development**

**Course Code: VSCSOC01303**

**Credit: 02**

#### **Preamble:**

This paper will help to know the concept of NGOs the concept of voluntary organizations and the concept of papers organizations will be understood. It will help to understand the role of non government all organizations in rural development also it will help to understand the role of NGOs in women development.

#### **Objectives:**

1. To know the concept of NGOs and VOs in India.
2. To understand Societies Registration Act-1860
3. To know the preparation of project proposals.
4. To understand financial sources and funding organizations for NGOs.

**Course Outcomes:** after studding the course the students will be enable to

CO1: Students get knowledge of NGOs in the way of nature, concept and definition

CO2: They Gate acquaints with meaning of voluntary organizations

CO3: They get to know about role of NGOs in the development of weaker sections

CO4: Students know about NGOs roll in women and child development.

#### **Expected Skills:**

1. Implanting analytical thinking.
2. Understanding skill
3. Comprehension skill
4. Analytical skill

5. Comparison skill

Module	Title & Contents	Credit	Hours	COs
<b>I</b>	<b>Introduction to NGO</b> 1.1. Meaning and definition of NGO 1.2. Nature and characteristics of NGO 1.3. Concept and types of NGOs 1.4. NGO registration act	1	<b>15</b>	<b>CO 1&amp;2</b>
<b>II</b>	<b>Role of NGO in social development</b> 2.1. Role of NGO 2.2. NGO and welfare of weaker section 2.3. role of NGOs in women development 2.4. Role of NGOs in the development of children	1	<b>15</b>	<b>CO 1,3&amp;4</b>

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Lawani B. T.: 1999 NGOs in Development, Rawat Publications, Jaipur. Chandra and Snehalata: Non-Govt. Organisations, Karishka Publishers, New Delhi. 2001
2. Tribhuwan R. D. and others: How to Write Project Proposals, Discovery Publishing 2000 House, New Delhi.
3. Shivaji Dharmarajan: 2001 NGOs as Prime Movers, Kanishka Publishers, New Delhi.
4. Lewis David and W. Tina: Development NGOs and the Challenge of Change, Rawat 2003 Publications, Jaipur.
5. Maylor Hwnvey: 1999 Project Management, Mac Millan India Ltd., New Delhi. Gray C. F.: 2000 Project Management, MacGraw Hill Higher Education, Boston.
6. Chaudhary D. P.: 1979 Social Welfare Administration, Atmaram and Sons, New Delhi.
7. Kranti Rana: 2001 Peoples Participation and Voluntary Action, Kanishka Publishers, New Delhi Govt. of India: 1976 Foreign Contribution Regulations Act, 1976, Govt. Publications, New Delhi.

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

Medium of Instruction – **Marathi/English**

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**Syllabus for**

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

**(w.e.f. June, 2024 Onwards)**

### **Major mandatory Course-MM-VII- Sociology**

#### **Gender and Violence**

**Course Code: MMSOC01407**

**Credit: 04**

#### **Preamble:**

Gendered Violence is routine and spectacular, structural as well as situated. 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 intervening in the context of gendered violence

#### **Objectives:**

1. To explain to the students the nature of sexual violence in the society and to observe this problem
2. Dowry practices in society To review social problems like divorce and domestic violence
3. To clarify the seriousness of violence against women in the society eg-rape, molestation and trafficking of women etc.
4. While studying the violence against women in the society, review the workplace violence against women and related laws

**Course Outcomes:** after studying the course the students will be able to

1. Understand the concept of gender and the social construction of Gender, femininity and Masculinity
2. Develop sensitivity towards the existing practices leading to gender discrimination and Marginalization in society.
3. Introduce the basic concepts of gender and gender inequality
4. Create awareness about women's Harassment at workplace

#### **Expected Skills:**

1. Communication skill

2. Cultural Competence skill
3. Critical Awareness skill
4. Reading skills
5. Understanding skill
6. Analytical skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>	<b>COs</b>
<b>I</b>	<b>Gender and Violence</b> 1.1 Concept of Gender 1.2 Gender Inequality and Disabilities of Women 1.3 Nature of Gender Violence 1.4 Major Gender Issues	1	<b>15</b>	<b>CO 1&amp;2</b>
<b>II</b>	<b>Domestic Violence</b> 2.1 Meaning of Domestic Violence 2.2 Dowry: Causes and Remedies 2.3 Divorce: Causes and Remedies 2.4 Domestic Violence Act	1	<b>15</b>	<b>CO 3&amp;4</b>
<b>III</b>	<b>Violence against Women</b> 3.1 Rape 3.2 Teasing 3.3 498 A Clause (Act) 3.4 Women and Girl Trafficking.	1	<b>15</b>	<b>CO 3&amp;5</b>
<b>IV</b>	<b>Women's Harassment at workplace</b> 4.1 Nature of Women Harassment 4.2 Types of Women's Harassment 4.3 Remedies 4.4 Vishakha Guidelines Acts, 2013	1	<b>15</b>	<b>CO4&amp;6</b>

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment

3. Subject Related Activity

4. Online Class Test

**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. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp.1-18
3. Kannabiran, Vasanth and KalpanaKannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, Economic and Political Weekly, Vol. 26, No. 37 (Sep. 14, 1991), pp.2130-2133.
4. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. Dalit Women Speak Out. Chapters. 1, 3, 4, 13 and14.
5. Karlekar, Malavika. Domestic Violence, Economic and Political Weekly, Vol. 33, No. 27 (Jul. 4-10, 1998), pp.1741-1751
6. Agnes, Flavia, 'My Story, Our Story: Building Broken Lives' Mumbai: Majlis. 1984.
7. 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

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English

# **Karmaveer Bhaurao Patil University, Satara**

**Rayat Shikshan Sanstha's**

## **Chhatrapati Shivaji College, Satara**

**(A Constituent College)**

**Faculty of Humanities**

**Syllabus for**

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

**(w.e.f. June, 2024 Onwards)**

### **Major Mandatory Course-MM-VIII- Sociology**

#### **Sociology of Health**

**Course Code: MMSOC01408**

**Credit: 04**

#### **Preamble:**

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.

#### **Objectives:**

1. To understand traditional systems of medicine in India
2. To make the students aware about emerging issues in health sector with its social context.
3. To become familiar with various health services and their utilization.
4. To relate medical issues to the social structure of a society

**Course Outcomes:** after studying the course the students will be able to

1. Sensitize students to health related issues and problems
2. Understand the net-work of health administration and their roles at various levels
3. Understand the health related concepts and perspectives in India.
4. Learn about primary health care and prominent issues in it.

#### **Expected Skills:**

1. Research and Data Analysis skill
2. Communication skill
3. Cultural Competence skill

4. Critical Awareness skill

Module	Title & Contents	Credit	Hours	COs
<b>I</b>	<b>Introduction to Sociology of Health</b> 1.1 Introduction of Health Sociology 1.2 Meaning and Nature of Sociology of Health 1.3 Subject Matter of Sociology of Health 1.4 Importance of Sociology of Health	1	15	CO 1&2
<b>II</b>	<b>Major Diseases in India</b> 2.1 Concept of Diseases and Types of Diseases 2.2 Diabetes - Causes and Remedies 2.3 Heart Diseases - Causes and Remedies 2.4 Cancer - Causes and Remedies	1	15	CO 3&4
<b>III</b>	<b>Lifestyle and Health</b> 3.1 Introduction of lifestyle and Health 3.2 Traditional Lifestyle and Health 3.3 Modern Lifestyle and Health 3.4 Remedies on Health Problems	1	15	CO 3&5
<b>IV</b>	<b>Indian Medicine Method</b> 4.1 Ayurved Method 4.2 Alopahy Method 4.3 Homeopathy Method 4.4 National Health Policy – 1983, 2002, 2015	1	15	CO4&6

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 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. (Pages16-27)
3. Kleinman, Arthur (1988) *the Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books Inc. Publishers. Chapter (Pages3-30).
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 (Pages195-223)
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, (Pages428-479).
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 and194-199).
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 UnfortunateEvents*.In(eds.)ByronJ.Good,MichealM.J.Fischer,SarahS. 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.

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English



# **Karmaveer Bhaurao Patil University, Satara**

**Rayat Shikshan Sanstha's**

## **Chhatrapati Shivaji College, Satara**

**(A Constituent College)**

**Faculty of Humanities**

**Syllabus for**

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

**(w.e.f. June, 2024 Onwards)**

**Minor Course-MN-III- Sociology**

**Indian Society: Structure and Change Part- II**

**Course Code: MNSOC01403**

**Credit: 04**

### **Preamble:**

This paper acquaints the students with the structure and change in Indian society. It also highlights and challenges of the contemporary Indian society. The focus on unity amidst diversity is visualized in the geo-political sphere, tradition of accommodation, emotional bond etc. After studying this paper, the status of women in the post-independence period can be explained.

### **Objectives:**

1. To introduce students the socio-cultural background of an Indian society.
2. To familiarize students with the Institutional – changes in the Indian society.
3. To get the basic understanding of the various social processes in the Indian society.

**Course Outcomes:** after studying the course the students will be able to

CO1. Study Indian unity and diversity

CO2. Study necessary fundamental values and central themes of Hindu society and culture

CO3. Acquaints with linguistic diversity and unity of India

CO4. Understand the concept of secularism and national integration

### **Expected Skills:**

1. Research and Data Analysis skill
2. Communication skill
3. Understanding skill

4. Management skill

5. Analytical skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>	<b>COs</b>
<b>I</b>	<b>Diversity and Unity</b> 1.1 Geographical diversity 1.2 Religious diversity and Unity 1.3 Linguistic diversity and Unity	1	15	CO 1&2
<b>II</b>	<b>Major social institutions in India</b> 2.1 Marriage Institution meaning and characteristics 2.2 Family Institutions meaning and characteristics 2.3 Cast institution meaning and characteristics	1	15	CO 3&4
<b>III</b>	<b>Secularism and national integration</b> 3.1 Secularism meaning and nature 3.2 National integration: concept and obstacles 3.3 Measures for enhancing national integration	1	15	CO 3&5
<b>IV</b>	<b>Role of social reformers in social change</b> 4.1 Mahatma Jyotiba Phule 4.2 Rajarshi Shahu Maharaj 4.3 Dr Babasaheb Ambedkar	1	15	CO4&6

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.

2. Home Assignment

3. Subject Related Activity

4. Online Class Test

**Reference Books:**

1. Aahuja, Ram. 1984. Indian Social System. Jaipur: Rawat Publication.

2. Ahuja, Ram. 1993. Indian Social System. Jaipur: Rawat Publications.
3. Bose, N. K. 1967. Culture and Society in India. Mumbai: Asia Publishing House.
4. Desai A. R. 1987. Social Back ground of Indian Nationalism. Mumbai: Popular Prakashan.
5. Dube, S. C. 2005. Indian Society. National Book Trust.
6. Kapdia, K. M. 1966. Marriage and Family in India. Oxford University Press.
7. Karve, Iravati. 1961. Hindu society, an interpretation. Poona Deccan College.
8. Keer, Dhananjay, 2009. Dr. Babasaheb Ambedkar: Life and Mission. Mumbai: Popular Prakashan.
10. Singh, Yogendra. 1973. Modernization of Indian Tradition: A Systemic Study of. Social Change. Delhi: Thomson Press.
11. Srinivas, M. N. 1966. Social Change in Modern India. California: University of California Press.
12. Srinivas, M. N. 1980. India: Social Structure. New Delhi: Hindustan Publishing Corporation.

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English

# **Karmaveer Bhaurao Patil University, Satara**

**Rayat Shikshan Sanstha's**

## **Chhatrapati Shivaji College, Satara**

**(A Constituent College)**

**Faculty of Humanities**

**Syllabus for**

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

**(w.e.f. June, 2024 Onwards)**

### **Open Elective Course-OE -IV- Sociology**

#### **Globalization**

**Course Code: OESOC01404**

**Credit: 02**

#### **Preamble:**

This paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socioeconomic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

#### **Objectives:**

1. To understand the concept of globalization.
2. To Make students understand the pros and cons of globalization
3. To understand the social consequences of globalization.

**Course Outcomes:** after studying the course the students will be able to

CO1: Understand the historical and social contexts of globalization.

CO2: Acquaint students with the distinctive Characteristics of globalization.

CO3: Aware about generate debate among the students on the advantages and disadvantages of globalization

CO4: Know about the challenges facing the Indian society due to globalization

#### **Expected Skills:**

1. Research and Data Analysis skill
2. Communication skill
3. Cultural Competence skill
4. Critical Awareness skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>	<b>COs</b>
<b>I</b>	<b>Globalization and its Dynamics</b> 1.1 Meaning of globalization 1.2 Distinctive characteristics of globalization 1.3 Globalization and World capitalism 1.4 Advantages (benefits) and disadvantages of globalization	1	<b>15</b>	<b>CO 1&amp;2</b>
<b>II</b>	<b>Social Consequences of Globalization</b> 2.1 Disparities among the status 2.2 Globalization and Indian Policy 2.3 Impact of globalization on Indian agriculture and rural society 2.4 Impact of Globalization on Civil Society	1	<b>15</b>	<b>CO 1,3&amp;4</b>

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Appadurai, Arjun. 1997. Modernity at large: Cultural dimensions of globalization. New Delhi: Oxford University Press. Sociology 71
2. Drezem Jean and Amartya Sen. 1996. Indian economic development and social opportunity. Delhi: Oxford University Press.
3. Escobar, Arturo. 1995. Encountering development: The making and unmaking of the third world. Princeton: Princeton University Press.
4. Hoogvelt, Ankie. 1997. Globalization and the post-colonial world - The new political economy of development. London: Macmillan.
5. Hoogvelt, Ankie. 1998. The sociology of development. London: Macmillan.
6. Kiely, Ray and Phil Marfleet (eds.). 1998. Globalization and the third world. London: Routledge.
7. Preston, P.W. 1996. Development theory - An introduction. Oxford Blackwell. 8. Waters, Malcolm.

1996. Globalization. London: Routledge.

8. Anthony Giddens (2008) : Sociology 5th edition, Wiley India Pvt. Ltd.

9. S. S. Rolhon & S. R. Lambot – Sociology of Globalization – Commonwealth, New Delhi.

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English

# **Karmaveer Bhaurao Patil University, Satara**

**Rayat Shikshan Sanstha's**

## **Chhatrapati Shivaji College, Satara**

**(A Constituent College)**

**Faculty of Humanities**

**Syllabus for**

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

**(w.e.f. June, 2024 Onwards)**

### **Skill Enhancement Course Course-SEC-III- Sociology**

#### **Social Legislation and Labour Welfare**

**Course Sub Code: SECSOC01403**

**Credit: 02**

#### **Preamble:**

Social legislation as an instrument of social welfare goals of the state. Limitations of social legislation. Social welfare needs. Provision of compulsory, primary education. Full employment health care needs welfare of women and children. Welfare of disadvantaged groups (handicapped, elderly, dalits and tribes) and housing needs.

#### **Objectives:**

1. To understand the constitutional provision and welfare goals of the state in India.
2. To appreciate the social welfare needs of the people of India.
3. To understand the social welfare programmes initiated by governments, their implementation, their success and failure.
4. To acquaints with social moments of labour

**Course Outcomes:** after studding the course the students will be enable to

CO 1. Understand the constitutional provision and welfare goals of the state in India.

CO 2. Aware the social welfare needs of the people of India.

CO 3. Gain the knowledge of social welfare programme of government and its implementation.

CO 4. To enable the student to equip themselves for a career in social welfare agencies NGO and in labour welfare departments of industries.

#### **Expected Skills:**

1. Research and Data Analysis skill
2. Communication skill

3. Cultural Competence skill

4. Critical Awareness skill

Module	Title & Contents	Credit	Hours	COs
<b>I</b>	<b>Social Welfare</b> 1.1 Meaning and nature of social welfare 1.2 Principles of social welfare 1.3 History of social welfare 1.4 Role of social legislation	1	15	CO 1&2
<b>II</b>	<b>Labour Welfare</b> 2.1 Meaning of labour welfare 2.2 Indian Labour Law 2.3 Problems of labour 2.4 Social movements of labours	1	15	CO 1&3

**Practical work: Case Study / Field Survey / Field Visits / Project:**

1. Group Discussion on any topic/field visit to institute.
2. Home Assignment
3. Subject Related Activity
4. Online Class Test

**Reference Books:**

1. Kulkurani P.D (1979) Social Policy and Social Development in India Madras Asswi.
2. Pathak S. (1981) Social welfare – An Evolutionary and Development perspectives Delhi.
3. Patil B.R.C (1978) The Economics and social welfare in India Bombay, Somayya.
4. Bhatia K.L. (1994) Law and social change towards 21st century, New Delhi.
5. Robert F.M ( ) Law and social change – Indo-American Reflections, New Delhi ISI.
6. Shams Shamsuddin (1991) Women, law and Social Change, New Delhi. Ashish Publishing House.
7. Indian Social Institute. Annual Survey of India Law, New Delhi ISI (1998).
8. Anthony M.J (1997) Social Action through courts, New Delhi
9. Katalia & Majundar (1981) The Constitution of India, New Delhi, Orient Publishing Company.

**Research journals:** Indian Sociological Bulletin

**Additional readings:** समाजशास्त्र विश्वकोश

**Medium of Instruction** – Marathi/English



# Karmaveer Bhaurao Patil University, Satara

Rayat Shikshan Sanstha's

## Chhatrapati Shivaji College, Satara

(A Constituent College)

Faculty of Humanities

Syllabus for

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

**(w.e.f. June, 2024 Onwards)**

### **Community Engagement Programme CEP-I: Sociology**

**Course Code: CEPSOC01401**

**Credit: 02**

=====

**Preamble:** The community engagement Programme seeks to better engage the community to achieve long-term and sustainable outcomes, processes, relationships, discourse, decision-making, or implementation. This paper is specially designed for the foundation-building of the students by imparting knowledge and skills about community engagement. The students pursuing this course will help to understand the nature, concept, and importance of community engagement. Another benefit is that the students pursuing this course will help to develop their knowledge and skills about community engagement, such as participation in community engagement, responsibility for community engagement, community engagement and its ethical considerations, and different perspectives on community engagement. The objective of this course is to introduce the students to the concept, nature, objectives, and importance of community engagement.

#### **Objectives:**

1. To introduce students to the concept of Community.
2. To introduce students concept of community engagement Programme.
3. To enable students to social responsibility regarding community engagement.
4. To increasing the students participation in community engagement.
5. To familiarize students in community engagement and its ethical considerations.
6. To enable students in developing understanding about different perspectives of community engagement.

**Outcomes:** After studying the course the student will be able to ...

1. CO1: Understand the concept of Community.
2. CO2: Understand the concept of community engagement Programme.
3. CO3: Understand the s social responsibility regarding community engagement.
4. CO4: Understand the participation in community engagement.
5. CO5: Understand the community engagement and its ethical considerations.
6. CO5: Understand the developing understanding about different perspectives of community engagement.

**Expected Skills impartation (Through theory and practicals):**

1. Understanding skill
2. Analytical skill
3. Report Writing Skill
4. Leadership Skill
5. Social Workers Skill

<b>Module</b>	<b>Title &amp; Contents</b>	<b>Credit</b>	<b>Hours</b>
01	Conducting Community Engagement Programme and Report Writing	30	02

**DESCRIPTION OF CEP**

The Community Engagement Programme is included in the curriculum for the students in the fourth semester. The basic objective of incorporating community engagement programs into the curriculum is to inculcate respect, responsibility, integration, and love for the community among the students. Also, another objective of this course is to create a sense of social participation among the students, to mix in with society, to participate in social activities, to create awareness in society about various government activities, campaigns, and schemes, to develop the leadership qualities of the students, and to create the prosaically behavior and social-oriented behavior in the students.

The proposed Community Engagement Programme will require individual or a maximum group of ten students to go out into the community and participate in one of the various philanthropic activities or carry out an activity in the community. A student or a group of students should actively participate in any activity, prepare a work report, and submit it to the Department of Sociology. The respective subject teacher will give marks based on the report given by the student or group of students. There will be an Internal evaluation or Continuous Comprehensive Evaluation for 20 marks in which the student will be expected to write at least 10 pages on any one issue or plan of social development and 30 marks will be given for the report of the social activity participated in or organized by the student for the end semester examination.

**REPORT WRITING OF CEP**

- Title of the Community Engagement Programme:
- Objectives of the Community Engagement Programme
- Target group or Beneficiary of the Community Engagement Programme
- Benefits/ Importance of the Community Engagement Programme
- Tools or Apparatuses for Community Engagement Programme
- Report of Action Plan about Community Engagement Programme
- Conclusion of about Community Engagement Programme

**TENTATIVE LIST OF COMMUNITY ENGAGEMENT PROGRAMME**

- Awareness Programme on community mobilization

- Awareness Programme on Health Literacy
- Awareness Programme on Mental and Social health
- Awareness Programme on HIV/AIDS
- Awareness Programme on Any Pandemic
- Awareness Programme on Blood Donation
- Awareness Programme on any Government Schemes
- Awareness Programme on any Government Abhiyan
- Awareness Programme on Organ Donation
- Awareness Programme on any Mental Disorder
- Awareness Programme on Pro-Social Behavior
- Awareness Programme on Promote Community Health And Well-Being
- Awareness Programme on Social Responsibilities
- Awareness Programme on Community Well-Being
- Awareness Programme on Environmental justice and Community Health Disparities
- Awareness Programme on Healthy Relationship
- Awareness Programme on Positive Emotion, Thoughts and Behavior
- Awareness Programme on any Disease

**(Appendix ‘A’)**

## **COMMUNITY ENGAGEMENT PROGRAMME**

### **Cover Page**

“Write here TITLE OF THE COMMUNITY ENGAGEMENT PROGRAMME in all upper-case (capital letters) with a „center“ alignment. Place this title on the upper central part of the cover with sufficient margin from top and both sides. Use a font size suitable to the length of the title.”

A COMMUNITY ENGAGEMENT PROGRAMME SUBMITTED TO  
KARMAVEER BHAURAO PATIL UNIVERSITY, SATARA

FOR DEGREE OF BACHELOR OF ARTS (B.A. II Sociology)  
IN THE FACULTY OF HUMANITIES

SUBMITTED BY  
(Student Name)

UNDER THE GUIDANCE OF  
(Guide/ Teacher Name)

STUDY CENTER  
**Department of Sociology,**  
**Chhatrapati Shivaji College, Satara**  
MONTH & YEAR OF SUBMISSION

**(Appendix 'B')**

**CERTIFICATE OF THE GUIDE**

This is certified that work incorporated in the report \_\_\_\_\_(Title) submitted by Mr./Ms \_\_\_\_\_ was carried out by the Candidate under my supervision/ guidance. I further declare that the material obtained through the Community Engagement Programme has been mentioned in the report.

Date:

Place:

(Name & Signature of the Supervisor/ Research Guide)

**(Appendix 'C')**

**DECLARATION BY THE CANDIDATE**

I declare that the report entitled ----- submitted by me for the Community Engagement Programme in Sociology is the record of work carried out by me during the period from \_\_\_\_\_ to \_\_\_\_\_ under the guidance of \_\_\_\_\_ and has not formed the basis for the award of any degree, diploma, fellowship, or title in this or any other university or other institution of higher learning.

I further declare that the material obtained through the community engagement program has been mentioned in the report.

Date :

Place:

Name & Signature of the Candidate

**SCHEME OF MARKING FOR EXAMINATIONS**

**CONTINUOUS COMPREHENSIVE EVALUATION (CCE) 20 MARKS**

- Report Any Issues (Social, Cultural, health etc.)= 20 Marks

**END SEMESTER EXAMINATION (ESE)= 30 MARKS**

- Report on Community Engagement Programme (As per Guideline)= 30 Marks

<p><b>Practical work: Case Study / Field Survey / Field Visits / Project:</b></p> <ol style="list-style-type: none"> <li>1. Power point presentation on any syllabus related topic.</li> <li>2. Project on any family psychotherapy.</li> <li>3. Home Assignment</li> <li>4. Online/ Offline Unit Class Test</li> <li>5. Oral</li> </ol>	<p>CO1-5</p>
<p><b><u>Reference Books:</u></b></p> <ul style="list-style-type: none"> <li>• Watson, David. (2007). <i>Managing Civic and Community Engagement</i>. England, Open University Press.</li> <li>• Erma, Manoncourt , Rafael, Obregon, &amp; Ketan, Chitnis.(2022). <i>Communication and Community Engagement in Disease Outbreaks</i>, Switzerland, Springer Nature.</li> <li>• W. James Jacob, Stewart E. Sutin, John C. Weidman &amp; John L. Yeager. (2015). <i>Community Engagement in Higher Education: Policy Reforms and Practice</i>. Rotterdam, Sense Publishers.</li> </ul>	
<p><b>Research Journals</b></p> <ul style="list-style-type: none"> <li>• Journal of Community Engagement and Higher Education</li> <li>• Journal of Community Engagement and Scholarship (JCES)</li> <li>• Journal of Higher Education Outreach and Engagement</li> <li>• journal of service-learning in higher education</li> <li>• Collaborations: A Journal of Community-Based Research and Practice</li> <li>• International Journal of Research on Service-Learning and Community Engagement</li> <li>• Partnerships: A Journal of Service-Learning and Civic Engagement</li> </ul>	
<p><b>Medium of Instruction: Marathi/ English</b>  <b>Library and laboratory equipment's</b></p>	



# Karmaveer Bhaurao Patil University, Satara

(A State Public University)

Rayat Shikshan Sanstha's

## Chhatrapati Shivaji College, Satara

(A Constituent College)

Faculty of Humanities

Name of the Programme: Sociology

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### Evaluation Pattern for B. A. II (w. e. f. -June 2023)

#### 1. Examination Pattern: 60:40

(60 Weightage for End Semester Examination & 40 Weightage for Continuous Comprehensive Evaluation)

#### 2. Nature of Question Paper:

#### End Semester Examination Question Paper Pattern for 60 Marks

- Instruction:** 1) All Questions are Compulsory.  
2) All Questions carry equal marks.  
3) Figures to the right indicate full marks.

Day and Date:

60

Time: Two Hours

Total Marks:

---

Q. 1. Choose the correct alternatives from the following	15
प्रश्न १. खालीलपैकी योग्य पर्याय निवडा	
Write short notes ( <i>Three out of Four</i> )	15
प्रश्न २. टिपा लिहा (चार पैकी तीन)	
Write short answer ( <i>Three out of Four</i> )	15
प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)	
Answer the following question in broad. (One out of Two)	
प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा. (दोन पैकी एक)	15

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**End Semester Examination Question Paper Pattern for 30 Marks**

- Instruction:** 1) All Questions are Compulsory.  
2) All Questions carry equal marks.  
3) Figures to the right indicate full marks.

Day and Date:

30

Time: One Hours

Total Marks:

Q. 1. Choose the correct alternatives from the following 08  
प्रश्न १ .खालीलपैकी योग्य पर्याय निवडा .

Write short notes (*Two out of Three*) 10  
प्रश्न २. टिप लिहा (तीन पैकी दोन)

Answer the following question in broad. (*One out of Two*) 12  
प्रश्न ३. खालील प्रश्नाचे सविस्तर उत्तरे लिहा (दोन पैकी एक)

**3. CCE (Continuous Comprehensive Evaluation):**

**Activities 40 Marks: For major paper of 4 credit**

1. Project - 20 Marks
2. Online Class Test - 10 Marks
3. Oral -10 Marks

**Activities 40 Marks: For OE & Other 4 Credit**

1. Home Assignment - 10 Marks
2. Online Class Test - 10 Marks
1. Subject Specific Activity-20 Marks

**Activities 20 Marks:**

1. Subject Specific Activity: For all 02 credit papers- 20 Marks



**Dr. Raj P. Chavan**  
Head  
Department of Sociology



**Dr. Raj P. Chavan**  
Chairman  
Board of Studies in Sociology



**Prof.(Dr.) Anilkumar K. Wavare**  
Dean  
Faculty of Humanities

