



**Rashtrasant Tukadoji Maharaj Nagpur University  
Nagpur**

**B.A. Program**  
Course (Major) : Sociology

**Revised Syllabus for B.A. Sociology**

(First, Second, Third and Fourth Semester)

(Submitted on 21.04.25)

*(as per resolution in BoS and Faculty Meetings)*

**BOARD OF STUDIES (SOCIOLOGY)**  
RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY  
NAGPUR

## BACHELOR OF ARTS PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of B.A. SOCIOLOGY Degree Programme (Four Years) w.e.f. 2024-25.

### First Year: Semester I (B.A. CERTIFICATE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter/ point* (40%)	Total
						CIE	Activity	SEE		
4.5	Major	Mandatory	BASOC1M01	Sociology: An Introduction of Sociological Concepts	4	20		80	40% (CIE+SEE)	100
			BASOC1M02	Social Institutions - I	2	10		40	40% (CIE+SEE)	50
	Open Elective (for basket)		BASOC1OE01	Fundamentals of Sociology	4	20		80	40% (CIE+SEE)	100
	Vocational Skill Course		BASOC1VSC01	Organizing Social Survey	2	50	50		50% (CIE+ACTIVITY)	100
	Skill Enhancement Course		BASOC1SEC01	Working with Culture	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		ENG1AEC1	Enhancing Ability Disposition and Temperament - I	2	50		50	40% (CIE+SEE)	100
	Value Education Course		BAVEC-1	Environmental Studies	2	10		40	40% (CIE+SEE)	50
	Indian Knowledge System		BASOC1IKS01	Social Reformers, Issues and Movements	2	10		40	40% (CIE+SEE)	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credit/ Marks				22					

Note : 1. This scheme is prepared as per Direction No. 31 of 2024.

2. \*The examination and evaluation scheme (including CIE, Activity and SEE) subject to guidelines or directions or notifications issued by University or Government of Maharashtra or UGC time to time.

3. Course Codes of AEC, VEC and CC is common to all BA courses and will be decided by university

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**UNDER GRADUATE PROGRAM IN SOCIOLOGY**  
**Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2024-25.**  
**First Year: Semester II (UG CERTIFICATE)**

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter/point (40%)	Total
						CIE	Activity	SEE		
4.5	Major	Mandatory	BASOC2M01	Introduction of Social Processes	4	20		80	40% (CIE+SEE)	100
			BASOC2M02	Social Institutions - II	2	10		40	40% (CIE+SEE)	50
	Minor		BASOC2M02	Social Institutions - II	2	10		40	40% (CIE+SEE)	50
	Open Elective		BASOC2OE02	Social Institutions	4	20		80	40% (CIE+SEE)	100
	Vocational Skill Course		BASOC2VSC02	Framing Questionnaire	2	50	50		50% (CIE+ACTIVITY)	100
	Skill Enhancement Course		BASOC2SEC02	Sociological Imagination	2	50	50		50% (CIE+ACTIVITY)	100
	Ability Enhancement Course		BA/MARAEC-2	मराठी भाषाज्ञान आणि आकलन : भाग १	2	50		50	40% (CIE+SEE)	100
	Value Education Course		BAVEC-2	Constitution of India	2	10		40	40% (CIE+SEE)	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	50	50		50% (CIE+ACTIVITY)	100
	Cumulative Credit/ Marks					44				
Cumulative Credit for PG diploma (Sem. 1+2)										
Exit option: UG Certificate (44 Credits) after One year										

**Note :** 1. UGSO2M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark ‘\*\*’ indicate that ‘The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time. This scheme is prepare as per Direction No. 31 of 2024.

3. Course Codes of AEC, VEC and CC is common to all BA courses and will be decided by university

# Semester I : Bachelor in Arts (B.A.)

Type and Code : Major Mandatory : BASOC1M01

Name of Course : Introduction of Sociological Concepts

Syllabus of Course

Unit 1. Culture and Society:

- A. Meaning, definition and characteristics of culture.
- B. Elements of culture: Cognitive elements, beliefs, values and norms, and signs.
- C. Culture and ways of individual behaviour and personality.

Unit 2. Social structure:

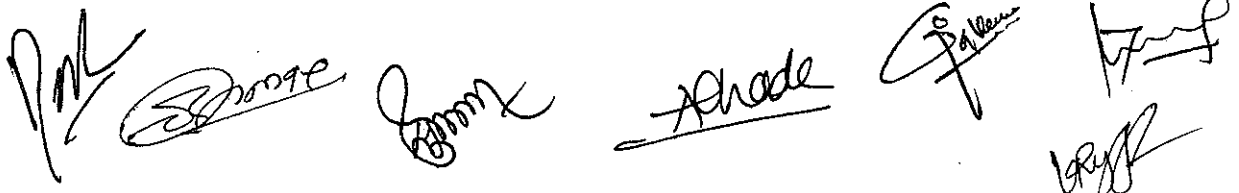
- A. Group-Subgroup and Non-Groups, Structural Norms and Values, Roles and Role Sets, and Status and Status Sets
- B. Characteristics of Social Structures Boundaries, Roles Structure, Structures of Affection, Power and Prestige, Communication, relationship
- C. Forms of Social Structure: Patriarchal, Feudal Caste, Capitalist Class

Unit 3. Social Stratification:

- A. Difference between Social differentiation and social stratification.
- B. Social Stratification: Meaning, definition and unequal distribution of Powers and Authorities
- C. Forms of Social Stratification: Caste, Class and Gender

Unit 4. Concept of Gender

- A. Definition and Meaning of Gender, MFLGBTQAQI+

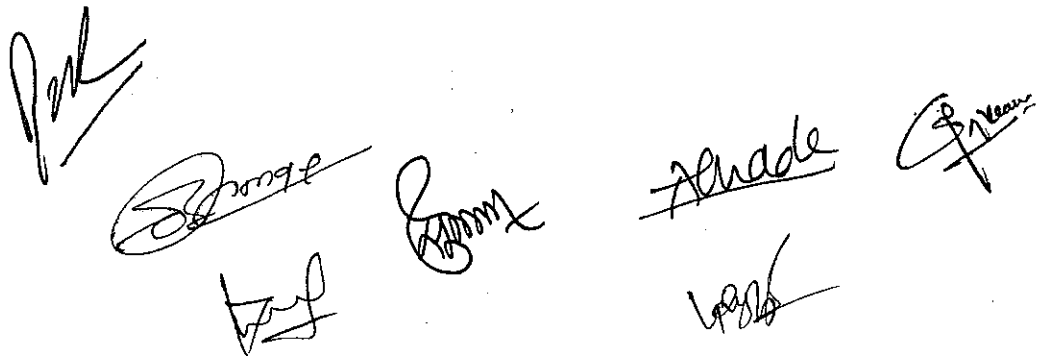


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- B. Gender and Culture : Language, Belief-Masculine & Feminine, Values, attitudes and Norms
- C. Gender and Structure : Roles, status and social identity, division of labour, power : patriarchy and matriarchy

### Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र – विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
14. आगलावे, प्रदीप, समाजशास्त्र – विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर



Type and Code : Major Mandatory : BASOC1M02

Name of Course : Social Institutions - I

### Syllabus of Course

#### Unit 1 : Political Institutions

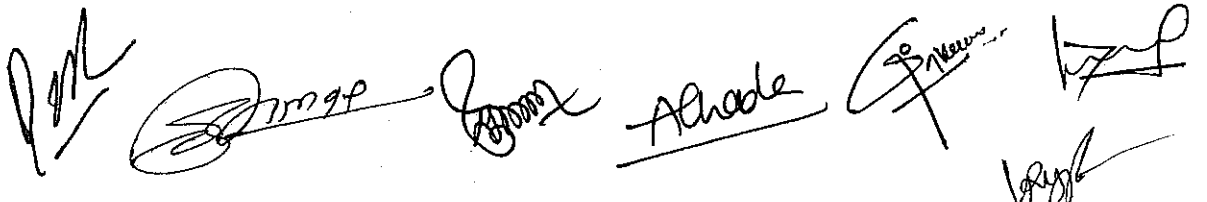
- A. Political Power and State : Nature of Power, Types of Authority, Distribution of Power-Democracy, Oligarchy and Autocracy
- B. Culture and Politics : Political Culture, Political Attitude, Political Participation and Political Violence
- C. Society and Politics : Stratification and Politics, Politics and Economy

#### Unit 2 : Economic Institutions

- A. Contemporary economic Systems : Capitalism, Socialism and Communism
- B. The world Economy : Multinational Corporations, Welfare for Rich, Exploitation of labour
- C. Economy and Society : Labour Force, occupational structure and formation of stratification

#### Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
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4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himataya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017



Type and Code : Open Elective : BASOC10E01

(Important Note : This paper can opt by only those students who does not opt sociology as major)

Name of Course : Fundamentals of Sociology

Syllabus of Course

**Unit 1. Sociology - The Discipline:**

- A. Modernity and social changes in Europe and emergence of sociology.
- B. Scope of the subject and comparison with other social sciences.
- C. Sociology and common sense.

**UNIT 2. Sociology as Science:**

- A. Science, scientific method and critique.
- B. Major theoretical strands of research methodology.
- C. Positivism and its critique.
- D. Fact value and objectivity.
- E. Non- positivist methodologies.

**UNIT 3. Stratification and Mobility:**

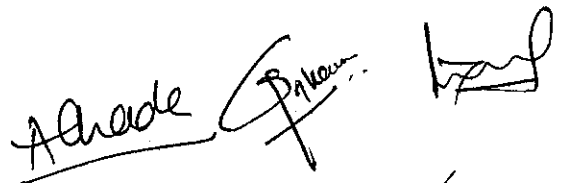
- A. Concepts- equality, inequality, hierarchy, exclusion, poverty and deprivation
- B. Theories of social stratification- Structural functionalist theory, Marxist theory, Weberian theory.
- C. Dimensions -Social stratification of class, status groups, gender, ethnicity, and race
- D. Social mobility- open and closed systems, types of mobility, sources and causes of mobility.

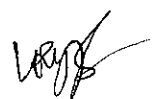
**UNIT 4. Social Change in Modern Society:**

- A. Sociological theories of social change.
- B. Development and dependency.
- C. Agents of social change.





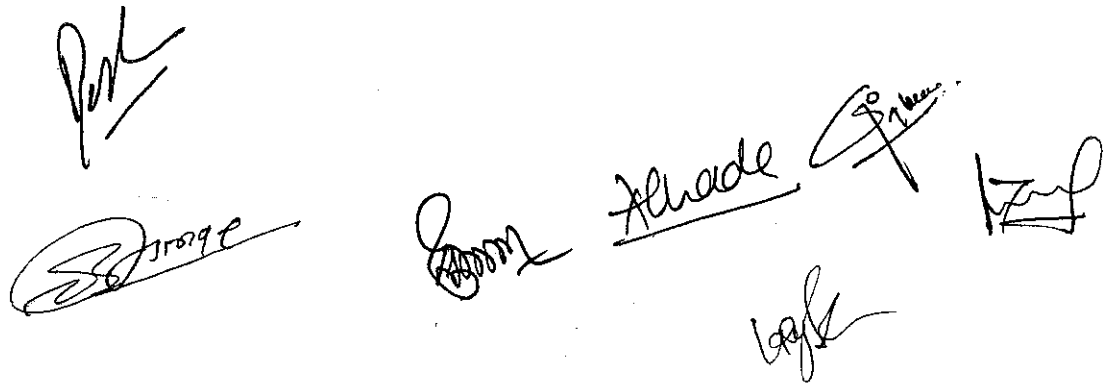




- D. Education and social change.
- E. Science, technology and social change.

### Suggested Readings

15. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
16. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
17. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
18. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
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22. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
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24. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
25. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
26. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017.

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Type and Code : Vocational Skill Course : BASOC1VSC01

Name of Course : Organizing Social Survey

Syllabus of Course

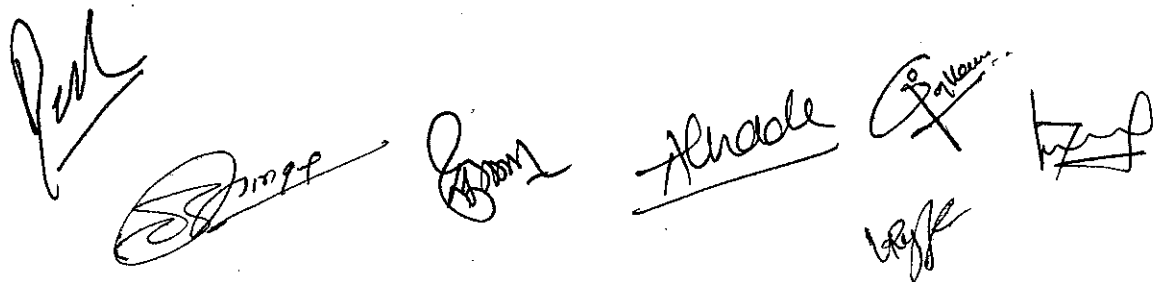
Unit 1 : Working on Preparing Social Survey Project

- A. Selecting Topic for Survey and Frame Survey Objectives - Prepare Project with activity
- B. Prepare Primary research questions and hypothesis - give practice with activity
- C. Work with descriptive and Experimental Research Design only - work out with examples in activity

Unit 2 : Working with Social Survey

- A. Preparing budget and planning - through activity
- B. Develop skill with eligibility criterion of sampling and stratified random or purposive sampling
- C. Give primary practice for survey instruments : small questionnaire or structured observation or interview guide

Note : This course should run with activity and practice. Prepare a small survey project from student as an assignment. Check its faults and strengths with final seminar for evaluating them. Before start activity and practice, take a small orientation course or run side by side with activity and practice.

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Type and Code : Skill Enhancement Course : BASOC1SEC01

Name of Course : Working with Cultures

Course Objectives:

- To expose students to the key concepts of culture and cultural studies and to provide students with a framework for analyzing community culture.
- To deepen students' understanding of the rich and diverse community culture of the Vidarbha region.
- To foster appreciation for the unique traditions, practices, and expressions of the people of Vidarbha.

Course Outcomes:

By the end of this course, students will be able to:

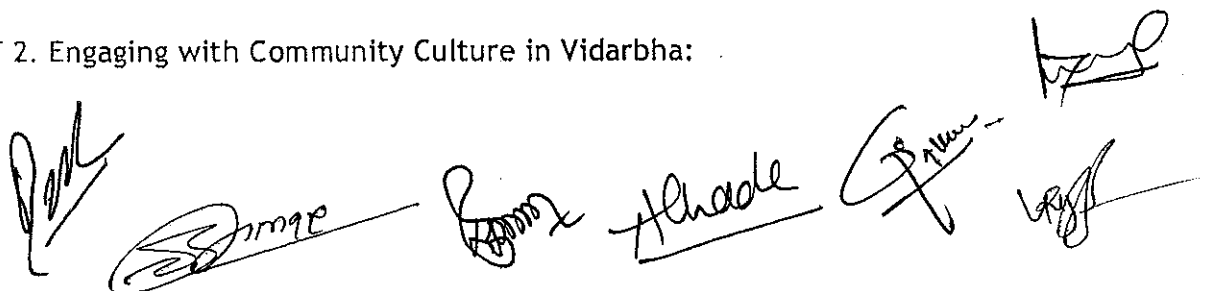
- Define culture and identify its core elements, Explain the meaning and key concepts of cultural studies, Describe the characteristics and elements of community culture.
- Analyze a cultural element using relevant terminology and frameworks.
- Identify and discuss various local traditions, events, festivals, art forms, languages, and customs of the Vidarbha region, Explain the significance of local businesses, pastimes, and local knowledge systems.
- Demonstrate an appreciation for the diversity and dynamism of community culture in Vidarbha, Critically reflect on their own cultural background and its influence on their perspectives.

Syllabus of Course

UNIT 1. Culture and Cultural Studies:

- A. Culture: Definition and elements of culture.
- B. Cultural Studies: Meaning, Key Concepts.
- C. Community Culture: Concept, Characteristics and elements.
- D. Cultural Analysis: Meaning, Process.

UNIT 2. Engaging with Community Culture in Vidarbha:

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- A. Local Traditions: Maarbat, Dandaar, Mandai, Bail Pola, Moving the dead (प्रेत चालवणे) tradition in gond tribe, Different forms of mourning at funeral etc.
- B. Local Events: Happy Street, Heritage Walk, Khasdar Mahotsav, Kombada Bazar, Shankarpat, etc
- C. Local Festivals: Polo/Pandum in Gond Tribe, Gotmar Holi Yavatmal, Dev Markanda Yatra, Bairam Yatra, Kachargad Yatra, Vijayadashami, Dhamma Chakra Pravartan Din,
- D. Drama/Music: Khadi Gammat, Zadipatti Theatre, Folk Songs on the occasion of naming ceremony, marriage.
- E. Local Language/Slang: Zadiboli, Varhadi, Youth slang, Community Languages: Gondi, Madia, Powari, Mahari, Kohali etc.
- F. Local Religious Movements: Parmatma Ek Sevak, Mahanubhav Panth
- G. Local Food: Saavaji tradition, Forest food (रानभाज्या), Drinks like Taadi/Nira, Ambadi Sarbat.
- H. Businesses: Cafes, Street Vendors (Cloths, Ornaments, food items etc) in villages and cities, Tendu pattā collection, Bidi Making, Silk production etc.
- I. Local Pastime: Zendi-Mundi.
- J. Craft, Fashion/Street Fashion, Heritage, Local Architecture, Sports, Local Stories/Myths, Public Places, Street Art, Local Personalities/Celebrities etc.

**Books for reference:**

1. McGuigan, J. (2010). Cultural Analysis. SAGE Publications.
2. Gullestrup, H. (2006). Cultural Analysis: Towards Cross-cultural Understanding. Copenhagen Business School Press DK.
3. Longhurst, B., Smith, G., Bagnall, G., Crawford, G., & Ogborn, M. (2016). Introducing Cultural Studies. Taylor & Francis.
4. Steiner, L., & Christians, C. (2010). Key Concepts in Critical Cultural Studies. University of Illinois Press.
5. Giles, J., & Middleton, T. (2008). Studying Culture: A Practical Introduction. Wiley.
6. Ryan, M. (2010). Cultural Studies: A Practical Introduction. John Wiley & Sons.
7. Lewis, J. (2008). Cultural Studies: The Basics. SAGE.
8. Barker, C., & Jane, E. A. (2016). Cultural Studies: Theory and Practice. SAGE.
9. Barkan, S. E. (2021). Sociology: Understanding and Changing the Social World. Flat World Knowledge, L.L.C.
10. Oswell, David. (2006) Culture and Society An Introduction to Cultural Studies. SAGE India.
11. During, S. (1999). The Cultural Studies Reader. Psychology Press.

12. Berger, J. (2008). Ways of Seeing. Penguin Books Limited.
13. Bhabha, H. K. (2012). The Location of Culture. Routledge.

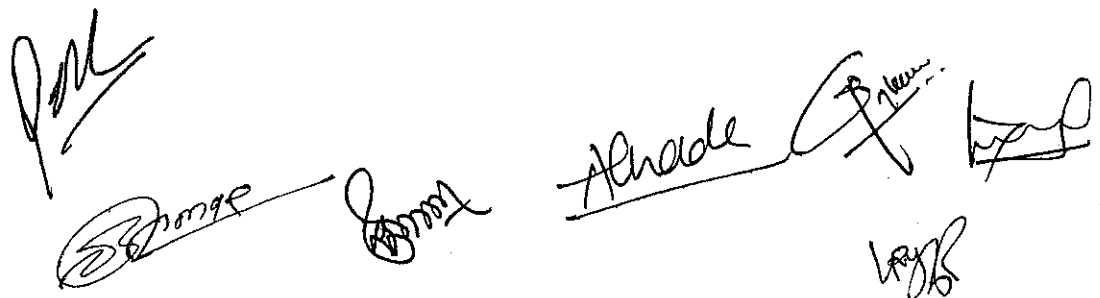
## ACTIVITIES

### a. MANDATORY ACTIVITY

1. For Teachers: Orientation of students on basic understanding of culture, working with culture and how to explore and analyze culture. Teacher should assign a task to students to identify the elements of local cultural practices. Teacher will be responsible to avail students the practical guide for cultural analysis and train them for its application. Teacher should instruct students for field investigation, prepare document.
2. For Students: Students have to visit field, explore local cultural practices using practical guide for cultural analysis. Students are advised to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

### b. MISCELLANEOUS ACTIVITIES

1. Debates and Discussions:
  - o Organize debates on cultural topics (e.g., globalization's impact on local cultures).
  - o Encourage students to critically engage with cultural issues.
2. Field Trips and Cultural Immersion:
  - o Visit museums, art galleries, or cultural events, festivals etc
  - o Explore local communities to understand their cultural practices.
3. Film Screenings and Analysis:
  - o Screen relevant films and discuss their cultural implications.
  - o Analyze how filmmakers represent culture.
4. Guest Lectures:
  - o Invite experts (e.g., anthropologists, artists, writers) to share insights.
  - o Foster interdisciplinary discussions

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Type and Code : Indian Knowledge System : BASOC1IKS01

Name of Course : Social Reformers: Issues and Movements

Syllabus of Course

UNIT I : Movements on Caste, Tribe and Gender

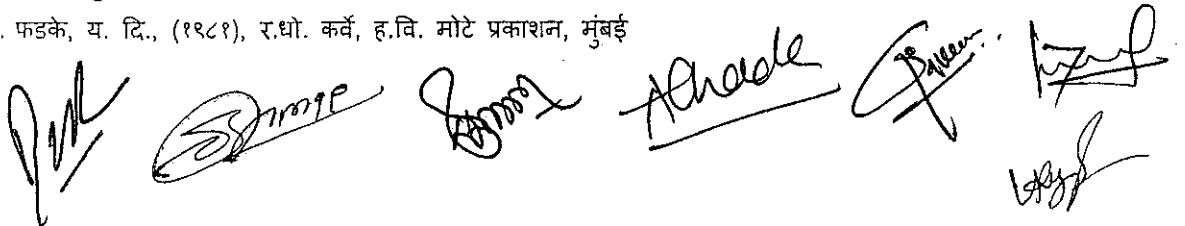
1. Basveshwara : Caste and Reformation of Society,
2. Narayana Guru : Against Casteism
3. Raja Ram Mohan Roy : Women and Sati Tradition
4. Birsa Munda : Tribal Rights on Natural Resources

UNIT II : Movements on Transformation and Development

- A. M.K. Gandhi : Sarvodaya and Buniyadi Shiksha
- B. Vitthal Ramaji Shinde : Education and Social Development
- C. Raghunath Dhondo Karve : Family Planning and Sex Education
- D. Dr. Rakhamabai Raut : Against Child Marriage

Reference Books

1. Anand, Mulk Raj, (1989) Sati, a Writeup of Raja Ram Mohan Roy about Burning of Widows Alive, B.R. Publishing Corporations, Delhi
2. Chandra, Sudhir (2024) Rakhmabai : The Life and Times of a Child Bride Turned Rebel-Doctor, Pan Macmillan
3. Gore, M.S. (1990), Vitthal Ramaji Shinde, an Assessment of His Contributions, TISS, Mumbai
4. Guru, Narayana (translated by Narayana Prasad (Muni) (2006) National Boob Trust - the University of Michigan, Delhi
5. Jaykumar, Vijayalayan (1999) Sree Narayana Guru, a Critical Study, Printworld, University of Virginia
6. Kunwar, Gopi Krishna, (2008), Life and Times of Birsa Munda, Prabhat Books, New Delhi
7. Narayanasami, S. (2003), The Sarvodaya Movement : Gandhian Approach to Peace and Non-violence, Mittal Publication, Delhi
8. Pavar, G.M. (2013) The Life and Works of Maharshi Vitthal Ramaji Shindé (1873-1944), Sahitya Academi, Delhi
9. Sheshagiri Rao, L.S. (2012), Shri Basaweshawra, Sapna Book House, Bangaluru
10. Singh, K.S. (2002), Birsa Munda, 1872-1900, National Book Trust, Delhi
11. देशमुख, अनंत, महाराष्ट्राचे शिल्पकार : प्रा. र.धो कर्वे, (२०१३), महाराष्ट्र राज्य, साहित्य आणि संस्कृती मंडळ, मुंबई
12. फडके, य. दि., (१९८१), र.धो. कर्वे, ह.वि. मोटे प्रकाशन, मुंबई



# Semester II : Bachelor in

Type and Code : Major Mandatory : BASOC2M01

Name of Course : Introduction of Social Processes

## Syllabus of Course

### Unit 1. Socialization:

- A. Meaning, processes and importance of socialization.
- B. Agencies of socialization: Family, education, religion, peer group and mass media.
- C. Socialization and Construction of Caste, Class, Gender and Religion

### Unit 2. Social Change:

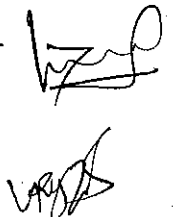
- A. Culture, Structure and Social Change : Cultural and Structural sources of change
- B. Education and Social Change : Change in attitude, culture, structure and opportunities
- C. Westernization, Sanskritization, Urbanization, Multiculturalism and Modernity

### Unit 3. Social Movements

- A. Meaning of Social Movements, Collective Behaviour and Social Movements
- B. Types of Social Movements: Revolutionary, Counter-revolutionary, Reform, Resistance, Expressive, etc.
- C. Causes of Social Movements

### Unit 4. Social Deviation and Social Control:

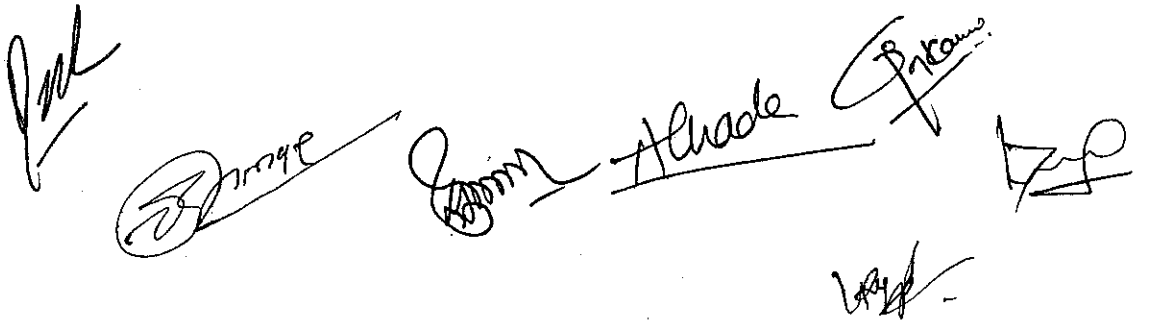
- A. Social deviance and conformity: Meaning and definition, causes of and measures to check deviant behaviour. Factors promoting conformity.
- B. Anomie and social deviation, social structure and social deviation.



C. Social Control: Meaning, definition and means - formal and informal means.

**Suggested Readings**

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex., What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Ronald S. Edari, Social Change, WM. C. Brown Company Publishers, 1976.
10. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
11. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
12. Mukhopadhyay, Aditya, . Social Movements in India, Pearson, New Delhi, 2012
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र - विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
14. आगलावे, प्रदीप, समाजशास्त्र - विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर

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Type and Code : Major Mandatory : BASOC2M02 (Opt as Minor by other Major Courses)

Name of Course : Social Institutions - II

Syllabus of Course

**Unit 1 : Education Institution**

- A. School : as agent of socialization, school culture as hidden curriculum, as an institution
- B. Education and Society: education and social stratification, political order, human enlightenment and mobility
- C. School and society : Business of schooling, technology and schooling, schooling and inequality

**Unit 2 : Religion Institution**

- A. Varieties of Religion: Theism-monotheism and polytheism, Ethicalism, Atheism, Animism
- B. Religion and society: Society as God, People's opium, confrontation and compromise, secularism
- C. Consequences of religion : Individual, interpersonal and Societal consequences

**Suggested Readings**

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Hartambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017

Type and Code : Open Elective : BASOC2OE02

(Important Note : This paper can opt by only those students who does not opt sociology as major)

Name of Course : Social Institutions

Syllabus of Course

**UNIT 1. Works and Economic Life:**

- A. Social organization of work in different types of society- slave society, feudal society, industrial /capitalist society
- B. Formal and informal organization of work,
- C. Labour and society.

**UNIT 2. Politics and Society:**

- A. Sociological theories of power
- B. Power elite, bureaucracy, pressure groups, and political parties.
- C. Nation, state, citizenship, democracy, civil society, ideology.
- D. Protest, agitation, social movements, collective action, revolution.

**UNIT 3. Religion and Society:**

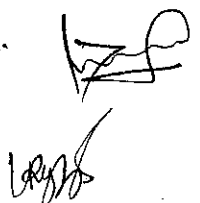
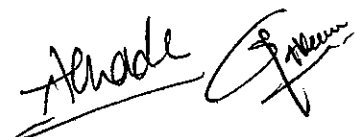
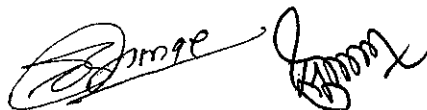
- A. Sociological theories of religion.
- B. Types of religious practices: animism, monism, pluralism, sects, cults.
- C. Religion in modern society: religion and science, secularization, religious, revivalism, fundamentalism.

**UNIT 4. Systems of Kinship:**

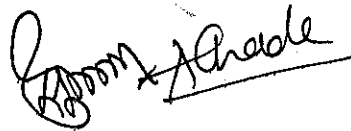
- A. Family, household, marriage.
- B. Types and forms of family.
- C. Lineage and descent
- D. Patriarchy and sexual division of labour
- E. Contemporary trends.

**Suggested Readings**

- 13. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.



14. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
15. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
16. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
17. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
18. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
19. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
20. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
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22. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
23. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
24. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017



Type and Code : Vocational Skill Course : UGS2VSC02

Name of Course : Framing Questionnaire

Syllabus of Course

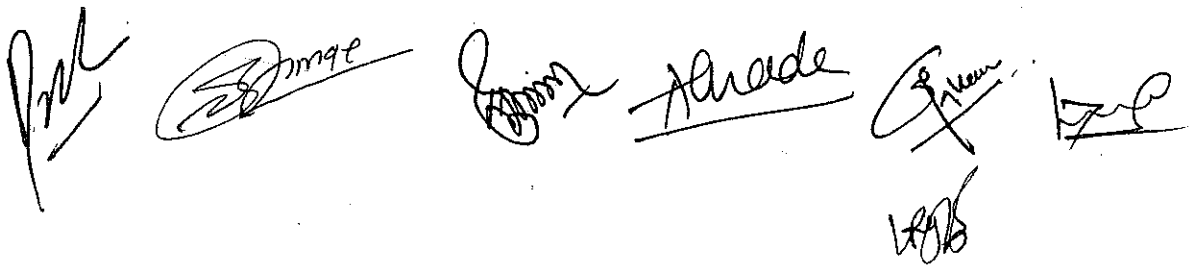
Unit 1 : Preliminary preparation

- A. Survey Question and their context - Create sense about questions, people and information; social, cultural and economic context
- B. Standardization of format - practice for scale (five to seven)
- C. Preparing useful questions - complete sentence, avoiding abbreviations and technical terms, etc.

Unit 2 : Framing questionnaire

- A. Practicing for Close questionnaire - numerical, nominal or categorical and ordinal questions
- B. Making ordinal scale for endorsement, frequency, intensity, influence, comparison, etc.
- C. Measuring feelings and intensity in attitude, Measuring difficulty and threat at knowledge

Note : Take an orientation for this course first and then try to relate this course with previous survey course for make a sense of research. Prepare a questionnaire with above guidelines and take a pilot survey for check the usefulness of prepared questionnaire. Evaluate it in a student seminar and public viva-voce.



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Type and Code : Skill Enhancement Course : BASOC2SEC02

Name of Course : Sociological Imagination

**Course Objectives:**

- To introduce students to the concept of sociological imagination and its significance in understanding society.
- To equip students with the tools to analyze personal experiences through the lens of social forces and structures.
- To develop critical thinking skills for examining social phenomena and everyday realities.
- To foster an awareness of the historical and social context that shapes individual and collective behavior.

**Course Outcomes:**

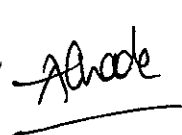
By the end of this course, students will be able to:

- Define sociological imagination and explain its importance for sociological inquiry.
- Apply sociological principles to analyze everyday life experiences such as marriage, relationships, crime, deviance, social media, and labor within their local context.
- Engage in critical thinking and reflection to examine social issues from diverse perspectives.
- Demonstrate an understanding of the interplay between biography, history, and social structures in shaping social realities.

**Syllabus of Course**

**UNIT 1. Introduction to Sociological Imagination**

- A. Meaning and significance.
- B. Elements of Sociological Imagination: 1) Connecting personal experiences and the larger social forces, 2) Identifying how social systems generate behaviour, and 3) Identifying social forces that shape individual behaviour.
- C. Developing Sociological Imagination:
  - a. Components.
    1. Biography: Collecting Individual Experiences, Choices and Circumstances.(Ex: family background, education, and personal relationships),



2. History: Finding out the historical context in which individuals live. (Ex. social, political, and economic changes )
3. Social Structure: Identifying patterns of social relationships, institutions, and systems. (Ex. social class, gender, race, and ethnicity.)

b. Frame of analysis

1. The Intersection of Biography and History
2. Influence of social structures on individuals and society
3. Critical Thinking and Reflection:

**UNIT 2. Understanding Social Realities through Sociological Imagination**

- A. Everyday Behavior: Attitudes of people towards another's caste and community, Food habits of different communities, Shopping patterns of different classes etc. in the context of Vidarbha.
- B. Marriage and Relationships: (Inter-caste) Marriage patterns in Vidarbha, Social context of relationship terms in Vidarbha like 'Mothe baba' 'Mothi Aai' 'Chulta' 'Mahalpa' 'Aakad Sasu', Dev system and prohibited marital relations among tribal clans etc.
- C. Crime and Deviance: Alcoholism, Porn Addiction, Drug Addiction, Juvenile Delinquency etc.
- D. Labour and Employment: Traditional employment patterns of communities in Vidarbha, Unemployment among youth in Vidarbha, Employment opportunities in Vidarbha.
- E. Education: Educational Development and problem of missing men in higher education, dropout of girls from education, Ghotul and traditional education among tribal youth etc
- F. Social media: Engagement of youth in social media, local social media initiatives, state institutions and their social media collaborations etc.

**Books for reference:**

1. Mills, C. W. (2000). The Sociological Imagination. Oxford University Press.
2. Macionis, J. J., & Plummer, K. (2012). Sociology: A Global Introduction. Pearson/Prentice Hall.
3. Hossfeld, L. H., Kelly, E. B., & Hossfeld, C. (2021). The Routledge International Handbook of Public Sociology. Routledge.
4. Schaefer, R. T. (2000). Sociology: A Brief Introduction. McGraw-Hill.
5. Bauman, Z., & May, T. (2019). Thinking Sociologically. John Wiley & Sons.
6. Bidwell, L. D. M. (1995). Helping Students Develop a Sociological Imagination through Innovative Writing Assignments. Teaching Sociology, 23(4), 401.

7. Bargheer, S. (2021). Paper Tools and the Sociological Imagination: How the 2 × 2 Table Shaped the Work of Mills, Lazarsfeld, and Parsons. *The American Sociologist*, 52(2), 254-275.
8. Staines, Z., Hoffstaedter, G., & Binnie, N. (2023). *Thinking like a social scientist*. Uq.pressbooks.pub.

## ACTIVITIES

### a. MANDATORY ACTIVITY

1. For Teachers: Teacher should make students understand basic concepts in sociology and meaning and significance of sociological imagination. He must conduct training program or workshop on how to develop sociological imagination. Teacher should assign a task to students to identify and work on topic of their interest to explore and understand social realities. Teacher will be responsible to avail students the practical guide and tool for understanding social realities through sociological imagination and train them to use it. Teacher should instruct students for field investigation, prepare document on social facts/realities.
2. For **Students**: Students must learn a skill of sociological imagination and conduct field investigation (interaction with individuals and communities) to understand social realities through sociological imagination. Students are advised to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

Social Mapping:

Objective: Understand patterns of social phenomena.

Activity:

- a. Students create social maps of their local community.
- b. Identify social institutions (schools, hospitals, religious centers) and their locations.
- c. Discuss how these institutions shape community life.

### b. MISCELLANEOUS ACTIVITIES

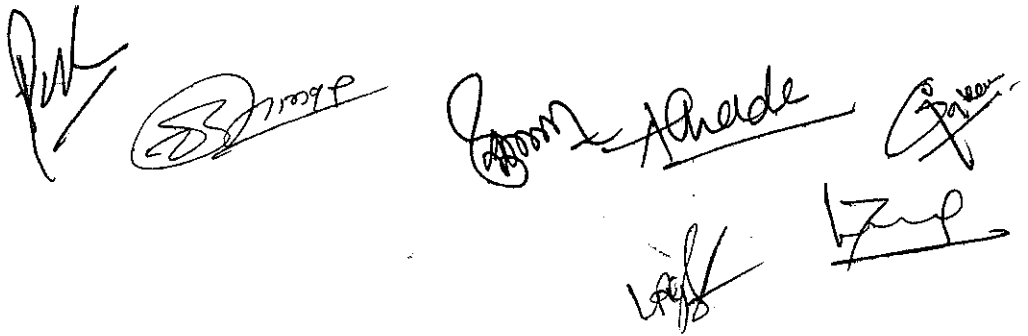
1. Class Discussions:
  - o Engage students in discussions about real-world issues using sociological imagination,
  - o Encourage critical thinking by connecting personal experiences to broader societal contexts.

2. Case Studies:

- Assign case studies that require students to apply sociological concepts to analyze social phenomena.
- Discuss findings and encourage diverse perspectives.

3. Guest Lectures:

- Invite guest speakers (sociologists, social workers) to share their experiences and insights.
- Q&A sessions for students to interact with professionals.



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