



**Rashtrasant Tukadoji Maharaj Nagpur University
Nagpur**

Syllabus for

BACHELOR OF ARTS PROGRAM

IN

SOCIOLOGY

as per 3:2:2:1 Scheme of NEP 2020

(Including Honours and Research Degree

in Sociology)

Red

Dr. D. D. D. D.

Min. A. K. K.

Dr. B. B. B.

Dr. C. C. C.

Dr. D. D. D.

Dr. E. E. E.

Implementation from Session 2026-27

BACHELOR OF ARTS PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of B.A. SOCIOLOGY Degree Programme (Four Years) w.e.f. 2026-27.

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

Level	Course type		Course Code	Title of Course	Credit scheme	W/L(in Period per week)	Examination and Assessment Scheme			Minimum Passing grade letter/ point* (40%)	Total
							CIE	Practical	SEE		
4.5	DSC	DSC 1	BASOC1M01	Sociology: An Introduction of Sociological Concepts	4	4	40		60	40%	100
		DSC 2		Opt from other Group	4	4	40		60	40%	100
		DSC 3		Opt from other Group	4	4	40		60	40%	100
	Open Elective (for basket)		BASOC1OE01	Social Institution - I	2	2	20		30	40%	50
	Skill Enhancement Course (for basket)		BASOC1SEC01	Working with Culture	2	4	20	30		40%	50
	Indian Knowledge System		BASOC1IKS01	Indian Knowledge System - Generic	2	2	20		30	40%	50
	Ability Enhancement Course		ENG1AEC1	Compulsory English	2	2	20		30	40%	50
	Value Education Course		BAVEC-1	Environmental Studies	2	2	20		30	40%	50
	Cumulative Credit/ Marks				22						

Note : 1. The scheme of Examination, Evaluation and Absorption will be decided as per Direction and Notification issues by University

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UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27.
First Year: Semester II (UG CERTIFICATE)

First Year: Semester II (UG Certificate)											
Level	Course type		Course Code	Title of Course	Credit scheme	W/L(in Period per week)	Examination and Assessment Scheme			Minimum Passing grade letter/point (40%)	Total
							CIE	Practical	SEE		
4.5	DSC	DSC 1	BASOC2M02	Introduction of Social Processes	4	4	40		60	40%	100
		DSC 2		Course -1 Opt from another Group	4	4	40		60	40%	100
		DSC 3		Course - 2 Opt from another Group	4	4	40		60	40%	100
	Open Elective (For Basket)		BASOC2OE02	Social Institutions - II	2	2	20		30	40%	50
	Skill Enhancement Course (for basket)		BASOC1SEC02	Sociological Imagination	2	4	20	30		40%	50
	Ability Enhancement Course		BA/MARAEC-2	Modern Indian Languages	2	2	20		30	40%	50
	Value Education Course		BAVEC-2	Constitution of India	2	2	20		30	40%	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	4	50			50%	50
	Cumulative Credit/ Marks					44					
	Cumulative Credit for PG diploma (Sem. 1+2)										
		Exit option: UG Certificate (44 Credits) after One year									

Note : 1. The scheme of Examination, Evaluation and Absorption will be decided as per Direction and Notification issues by University

Paul *W. S. George* *gurus* *Min. Phadke* *Singh* *Ram* *P. Kumar*

FIRST YEAR - SEMESTER I (B.A. Certificate)

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, MFLGBTQA+
- 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 : Open Elective : BASOC10E01 (For OE Basket)

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.
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

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Type and Code : Skill Enhancement Course : BASOC1SEC01 (For SEC Basket)

Name of Course : Working with Culture

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:

- 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 patta 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

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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:

- Organize debates on cultural topics (e.g., globalization's impact on local cultures).
- Encourage students to critically engage with cultural issues.

2. Field Trips and Cultural Immersion:

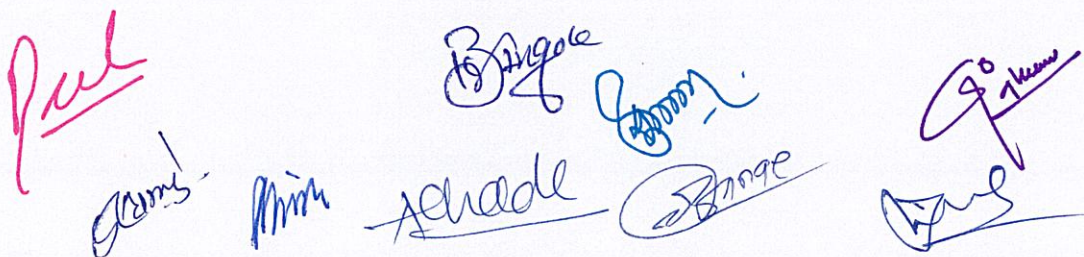
- Visit museums, art galleries, or cultural events, festivals etc
- Explore local communities to understand their cultural practices.

3. Film Screenings and Analysis:

- Screen relevant films and discuss their cultural implications.
- Analyze how filmmakers represent culture.

4. Guest Lectures:

- Invite experts (e.g., anthropologists, artists, writers) to share insights.
- Foster interdisciplinary discussions

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FIRST YEAR - SEMESTER II (B.A. Certificate)

Type and Code : Major Mandatory : BASOC2M02

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
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Type and Code : Open Elective : BASOC2OE02 (For OE Basket)

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. 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.
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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

Paul *Glenn* *Min* *Bingle* *Achale* *Bing* *Bing* *Bing*

Type and Code : Skill Enhancement Course : BASOC2SEC02 (For SEC Basket)

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.

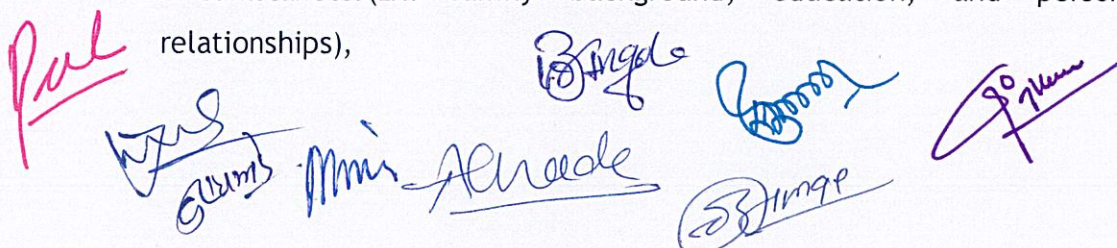
Course Outcomes:

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.

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.

[Handwritten signatures and initials in blue and red ink, including names like 'Pankaj', 'Dimple', 'Rishabh', 'Anshu', 'Aashu', 'Rishabh', 'Anshu', 'Rishabh', 'Anshu']

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:

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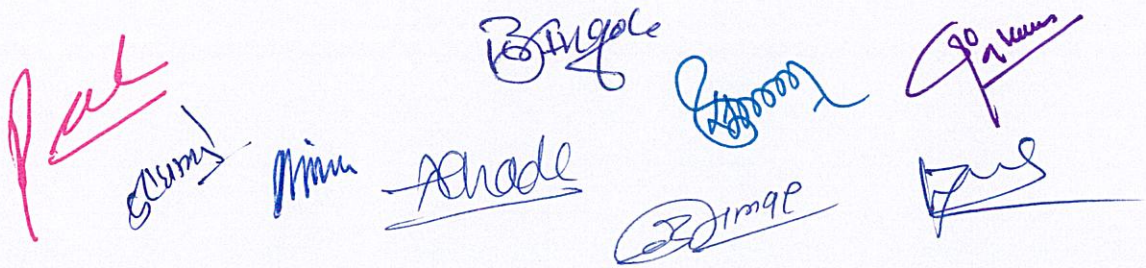
- Engage students in discussions about real-world issues using sociological imagination.
- Encourage critical thinking by connecting personal experiences to broader societal contexts.

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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