



**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

UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2027-28.
Second Year: Semester III (UG DIPLOMA)

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		
5.0	Major	DSC 1	BASOC3M03	Foundations of Sociological Thought - I	4	4	40		60	40%	100
		DSC 2	BASOC3M04	Foundations of Sociological Thought - II	2	2	20		30	40%	50
	Vocational Skill Course (From Major)		BASOC3VSC01	Organizing Social Survey	2	4	20	30		50%	50
	Field Project		BASOC3FP01	Field Project	2	4		50			50
	Minor		BASOC3M03	Foundations of Sociological Thought - I	4	4	40		60	40%	100
	Open Elective		BASOC3OE03	Foundations of Sociological Thought - II	2	2	20		30	40%	50
	Indian Knowledge System		BASOC3IKS02	Social Reformers, Issues and Movements	2	2	20		30	40%	50
	Ability Enhancement Course		BA/MARAEC-3	Modern Indian Languages	2	2	20		30	40%	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	4					50
	Cumulative Credit/ Marks				66						

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

Perk

[Signature]

[Signature] *Min. Achale* *Bingale*

[Signature]

[Signature]

UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.
Second Year: Semester IV (UG DIPLOMA)

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
5.0							CIE	Practical	SEE		
	Major	DSC 1	BASOC4M05	Indian Sociological Traditions - I	4	4	40		60	40%	100
		DSC 2	BASOC4M06	Indian Sociological Traditions - II	2	2	20		30	40%	50
	Vocational Skill Course (from Major)		BASOC4VSC02	Framing Questionnaire	2	4	20	30		50%	50
	Community Engagement Program		BASOC4CEP01	Community Engagement Program	2	4		50			50
	Minor		BASOC4M04	Indian Sociological Traditions - I	4	4	40		60	40%	100
	Open Elective		BASOC4OE04	Indian Sociological Traditions - II	2	2	20		30	40%	50
	Skill Enhancement Course (for basket)		BASOC4SEC03	Conversations Analysis	2	4	20	30		40%	50
	Ability Enhancement Course		ENG4AEC4	Compulsory English	2	2	20		30	40%	50
	Co-curricular Activity			From basket (refer direction no. 31 of 2024)	2	4		50		50%	50
	Cumulative Credits/ Marks				88						
			2 Year - 4 Semester UG Diploma (88 credits) after two-year								

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

[Handwritten signatures and initials in blue and red ink]

-: GROUPS FOR ELECTIVES :-

(Student can select a group from below in 5th Semester and continue it up till 8th Semester. Elective group cannot be changed throughout UG Program of Sociology Course)

Group	Course Code	Subject
A Social System	BASOC5EA01	Family, kinship and Marriage
	BASOC6EA02	Rural and Urban Transformation
	BASOC7EA03	Sociology of Social Exclusion
	BASOC8EA04	Sociology of Marginalized Communities
B Women and Gender	BASOC5EB01	Introduction of Gender Studies
	BASOC6EB02	Gender and Society
	BASOC7EB03	Women in Indian Society
	BASOC8EB04	Women and Law
C Change and Development	BASOC5EC01	Sociology of Social Movement
	BASOC6EC02	Social Movements in India
	BASOC7EC03	Sociology of Development
	BASOC8EC04	State, Politics and Development
D Cultural Studies	BASOC5ED01	Introduction to Cultural Studies
	BASOC6ED02	Media and Society
	BASOC7ED03	Sociological Theories of Cultural Studies
	BASOC8ED04	Culture and Symbolic Transformation

Paul

George

Guram

Min Akhade

Bohale

Go

SECOND YEAR - SEMESTER III (B.A. Diploma)

Type and Code : Major Mandatory : BASOC3M03

Important Note : 1. This paper can opt as Minor by others Students.
2. The code and name of paper do not change.

Name of Course : **Foundations of Sociological Thought - I**

Syllabus of Course

Unit 1. Emergence of Sociology as a Discipline -I

- A. Renaissance and Sociology : Bruno, Calvin and King's Criticism of religion and emergence of logic and rationality
- B. Enlightenment, Reason, Empiricism, Idealism, Rationalism, Humanism and Attitude of Scientific Enquiry

Unit 2 : Emergence of Sociology as a Discipline - II

- A. Great Transformation in Europe : French Revolution, Emergence of Democratic and Secular Values, Industrial Revolution and Socio-economic change in society
- B. Socio-Economic and Political Conditions leading to the Emergence of Sociology

Unit 3. : Founders of Sociology - I

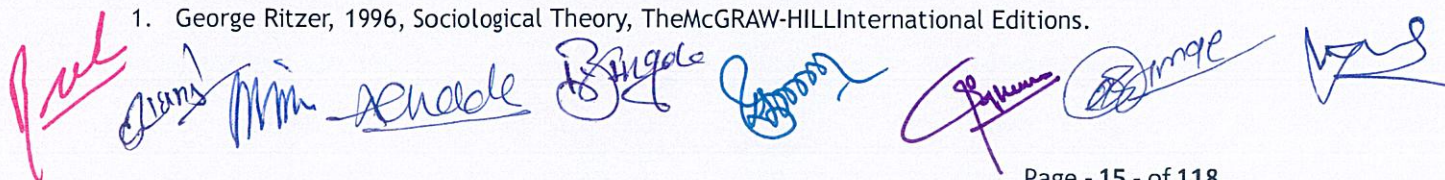
- A. **August Comte**: Views on positivism and It's Characteristics, Hierarchy of Sciences, Law of three stages of society, Positivist Society
- B. **Herbert Spencer**: Organic analogy, theory of social evolution and its laws, Military and Industrial society, Social Darwinism

Unit 4. : Founders of Sociology - II

- A. **Vilfredo Pareto** : Logical and non-logical actions and theory of social utility, Society as a system of equilibrium : Residues and derivations, Elites - Foxes and Lions in circulation
- B. **George Simmel** : Perspective on human culture - culture, metropolis and mental life, Formal sociology - form and content; forms of sociation, social type, significance of number, Dialectic Approach - principle of dualism, forms of interaction and positive functions of conflict

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.



2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharant.
17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur



A collection of handwritten signatures in blue and red ink. The signatures are arranged in a horizontal line. From left to right, there are several blue ink signatures, including one that appears to be 'Bingde' and another that looks like 'Raj'. To the right of these is a red ink signature that looks like 'Perd' or 'Perd' with a flourish. Below the red signature is another red ink signature that looks like 'G. S. G. S.'.

Type and Code : Major Mandatory : BASOC3M04

Important Note : 1. This paper can opt as Open Elective by others Students.
2. The code for Open Elective is BASOC3OE03 and name of paper do not change.

Name of Course : **Foundations of Sociological Thought - II**

Syllabus of Course

Unit 1. Key Thinkers in Sociology

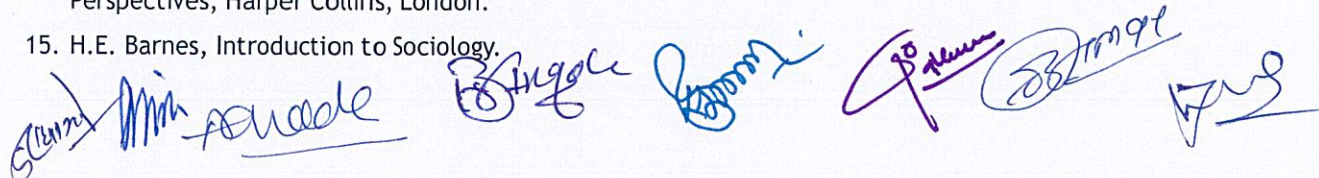
- A. **Karl Marx:** Dialectical Materialism and the Theory of Social Change, Class Formation and Class Struggle, Alienation, Surplus Value and Exploitation
- B. **Max Weber:** Social Action: Theory and Types of Social action, Protestant Ethic in the Emergence of Modern Capitalism, Ideal Types of Authorities and Bureaucracy

Unit 2. Key Thinkers in Sociology

- A. **G H Mead:** Mind, Self - 'I', 'Me' and Generalized other, Functions of Self, Society : Interactionist Perspective
- B. **Emile Durkheim:** Division of Labour: Its Causes and Functions, Mechanical and Organic Solidarity; Suicide and Types of Suicide, Religion: Sacred and Profane elements in the Context of Religion

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendix Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.



16. N.S. Vaidya, SamajikVicharbant.

17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur

18. आगलावे, प्रदीप, मुलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर

Red
gaurav
mm *Khade*
Bingde *Bingde*
gaurav
gaurav

Type and Code : Vocational Skill Course : BASOC3VSC01

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.

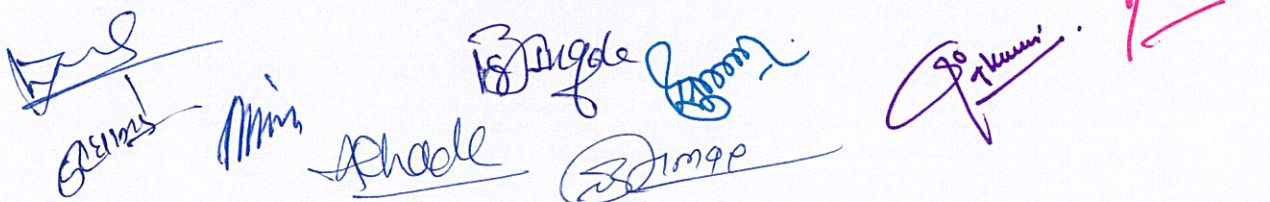
Pal
Pal
gaur *Min* *Khade* *Bingale* *gaur* *gaur*

Type and Code : Field Project : BASOC3FP01

Name of Course : Field Project

Directions :

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project must be 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
6. Report writing -
 - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 96 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.

A collection of handwritten signatures in blue and red ink, likely representing the formal heads or authorities mentioned in the directions. The signatures are written in a cursive, stylized manner.

Type and Code : Indian Knowledge System : BASOC3IKS02

Name of Course : Social Reformers: Issues and Movements

Syllabus of Course

UNIT I : Movements on Caste, Tribe and Gender

- A. Basveshwara : Caste and Reformation of Society,
- B. Narayana Guru : Against Casteism
- C. Raja Ram Mohan Roy : Women and Sati Tradition
- D. 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. Rakhmabai 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 Ramji Shinde, an Assessment of His Contributions, TISS, Mumbai
4. Guru, Narayana (translated by Narayana Prasad (Muni) (2006) National Book Trust - the University of Michigan, Delhi
5. Jaykumar, Vijayalaya (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 Ramji Shinde (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

[Handwritten signatures in blue ink: "Raj", "Mun", "Anand", "Jingale", "Bhoom", "Jingale"]

[Handwritten signature in red ink: "Raut"]

SECOND YEAR - SEMESTER IV (B.A. Diploma)

Important Note : 1. This paper can opt as Minor by others Students.
2. The code and name of paper do not change.

Type and Code : Major Mandatory : BASOC4M05

Name of Course : Indian Sociological Traditions - I

Syllabus of Course

Name of Course : Indian Sociological Traditions - I

Syllabus of Course

Unit 1 : B.R. Ambedkar

- A. Origin of caste and its social, political and economic criticism.
- B. Caste as inequality and Annihilation of Caste

Unit 2 : Andre Beteille

- A. Trinitarian Model-Class, Status and Party;
- B. Cumulative and Dispersed inequality; Caste, Class and Power

Unit 3 : S.C. Dubey

- A. Values in modernity; modernity, Indian society and social change
- B. Indian Village

Unit 4 : Yogendra Singh

- A. Great and Little Traditions, Processes of Modernization,
- B. Institutionalization and Breakdown in Modernization

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharant.
6. Yadav, Ganesh., Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications, Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra., Modernisation of Indian Tradition, Ravat Publications, Jaipur, 1988

Type and Code : Major Mandatory : BASOC4M06

Important Note : 1. This paper can opt as Open Elective by others Students.
2. The code for Open Elective is BASOC4OE04 and name of paper do not change.

Name of Course : Indian Sociological Traditions - I

Syllabus of Course

Unit 1. : Role of Caste in Indian Society

- A. M.N. Shrinivas : Dominant caste -Meaning and implication, Sanskritization- as a factor of social change, mobility and development.
- B. Sharmila Rege : Caste and Gender, Gender and Violence

Unit 2 : Feminist Ideology in Indian Society

- A. Tarabai Shinde: Characteristics of Indian patriarchy, Criticism of patriarchy in Indian society
- B. Jyotirao Phule and Savitribai Phule: Patriarchy and issues of women's right, Women's education: need and objectives.

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharbant.
6. Yadav, Ganesh., Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications, Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra, . Modernisation of Indian Tradition, Ravat Publications, Jaipur, 1988
10. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
11. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.

Paul
gum *min* *Alhadle* *gum* *gum* *gum*

Type and Code : Vocational Skill Course : BASOC4VSC02

Name of Course : Framing Questionnaire

Syllabus of Course

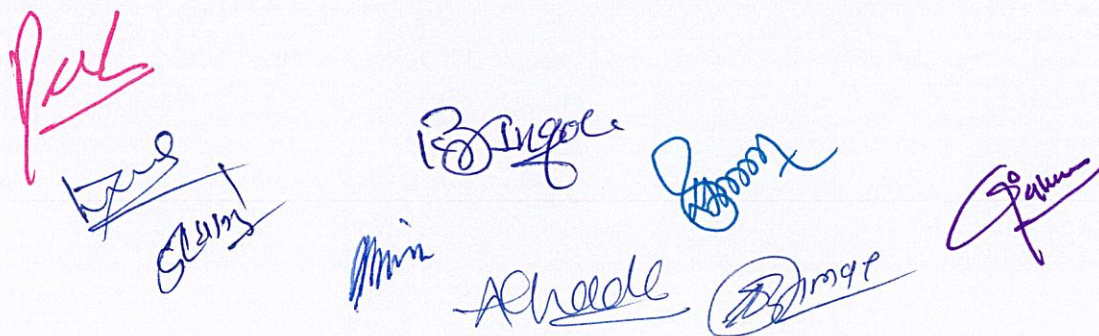
Unit 1 : Preliminary preparation

- 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.



Handwritten signatures and initials in red and blue ink, including names like Pul, Singh, Min, Achale, and others.

Type and Code : Community Engagement Program : BASOC4CEP01

Name of Course : Community Engagement Program

Guideline for a Community Engagement Program

Module 1 : Identify community needs

Step 1: Observation & Mapping

- **Direct observation:** Spend time in the community, notice patterns (e.g., lack of clean water points, children not attending school).
- **Community mapping:** Draw a simple map with residents to mark resources (schools, clinics, markets) and gaps (unsafe areas, missing facilities).

Step 2: Surveys & Interviews

- **Surveys:** Short questionnaires (paper or digital) asking residents about challenges (e.g., "What is the biggest issue affecting your family right now?").
- **Interviews:** One-on-one conversations with key stakeholders (teachers, health workers, local leaders) to get deeper insights.
- **Focus groups:** Small group discussions where community members brainstorm problems and possible solutions together.

Step 3: Secondary Data Analysis

- **Government reports & census data:** These often highlight gaps in health, education, or infrastructure.
- **NGO studies & academic research:** Many organizations publish needs assessments that can guide your program.
- **Local records:** School attendance logs, clinic patient numbers, or municipal budgets can reveal hidden issues.

Step 4: Participatory Methods

- **Community meetings:** Invite residents to openly discuss problems and brainstorm solutions.
- **Storytelling circles:** People share lived experiences, which often uncover needs not visible in statistics.
- **Ranking exercises:** Ask community members to prioritize issues (e.g., "Which problem affects you most: water, jobs, or health?")

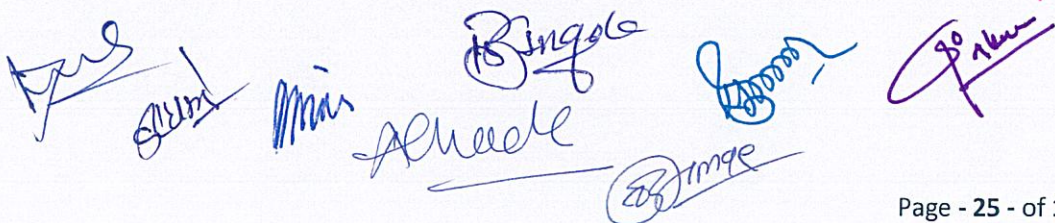
Module 2 : Set objectives

Step 1: Link Objectives to Needs

- If the need is **low literacy**, the objective could be: *"Improve reading skills among 30 children in Village X within 6 months."*
- If the need is **waste management**, the objective could be: *"Establish a community-led recycling system serving 200 households by year-end."*

Step 2: Break Objectives into Types

- **Learning objectives:** What students will gain (e.g., teamwork, research skills).



- **Community objectives:** What the community will benefit (e.g., cleaner environment, better health awareness).
- **Partnership objectives:** How collaboration will grow (e.g., stronger ties with local NGOs).

Step 3: Write SMART Objectives

- **Specific:** Clear about *what* and *who*.
- **Measurable:** Include numbers or indicators.
- **Achievable:** Realistic given resources.
- **Relevant:** Directly tied to community needs.
- **Time-bound:** Deadline or timeframe.

Module 3: Design activities collaboratively

Step 1: Co-Identify Priorities

- Hold **community meetings** where residents list problems and students share what skills/resources they bring.
- Use **ranking exercises** (e.g., voting with stickers or stones) so everyone agrees on the most urgent issues.

Step 2: Brainstorm Together

- Run **idea workshops:** small groups sketch possible activities (health camp, clean-up drive, literacy class).
- Encourage **storytelling:** community members explain what has worked before and what failed, so activities build on local wisdom.

Step 3: Match Skills with Needs

- Students map their academic skills (research, IT, communication) to community priorities.
- Example: If the need is **digital literacy**, IT students can design workshops while local leaders help mobilize participants.

Step 4: Co-Design Logistics

- Decide **where, when, and how** activities will happen with community input.
- Share responsibility: community provides space/materials, students provide facilitation, NGOs may provide funding.

Step 5: Pilot & Adjust

- Start small (one workshop, one clean-up).
- Collect feedback immediately, then refine before scaling up.

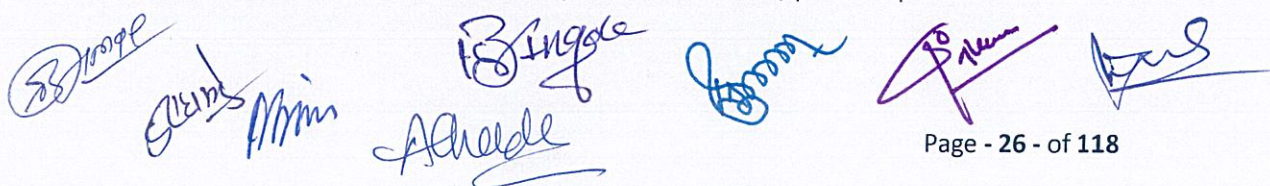
Module 4 : Implement with student teams

Step 1: Organize Student Teams

- **Divide by roles:** research, logistics, communication, monitoring.
- **Balance skills:** mix students from different disciplines so each team has varied strengths.
- **Assign leaders:** one coordinator per team to ensure accountability.

Step 2: Build Partnerships

- Connect with **community leaders, NGOs, and local institutions.**
- Clarify roles: students facilitate, community members co-lead, partners provide resources.



Step 3: Schedule & Pilot Activities

- Create a **timeline** with milestones (orientation, pilot activity, main events, reflection).
- Start small with a **pilot activity** to test feasibility before scaling up.

Step 4: Monitor & Reflect

- Use **daily check-ins** within student teams.
- Collect **community feedback** after each activity.
- Encourage students to keep **reflection journals** linking practice to theory.

Step 5: Showcase & Sustain

- Present outcomes in a **final exhibition or report**.
- Share results with the community to build trust.
- Suggest ways the community can **continue activities independently**.

Module 5: Monitor and evaluate impact

Step 1: Define Indicators

- **Community indicators:** measurable changes (e.g., number of households recycling, literacy rates, attendance at workshops).
- **Student indicators:** skills gained (teamwork, communication, research ability).
- **Partnership indicators:** strength of collaboration (new networks, sustained activities).

Step 2: Collect Data

- **Quantitative:** surveys, attendance sheets, before/after tests.
- **Qualitative:** interviews, focus groups, observation notes, reflection journals.
- **Mixed methods:** combine numbers with stories for a fuller picture.

Step 3: Compare Baseline & Outcomes

- Start with a **baseline** (what the situation looked like before).
- Measure **outcomes** after activities.
- Example: If baseline showed 20% of youth had digital skills, and after workshops 60% do, that's clear impact.

Step 4: Reflect & Learn

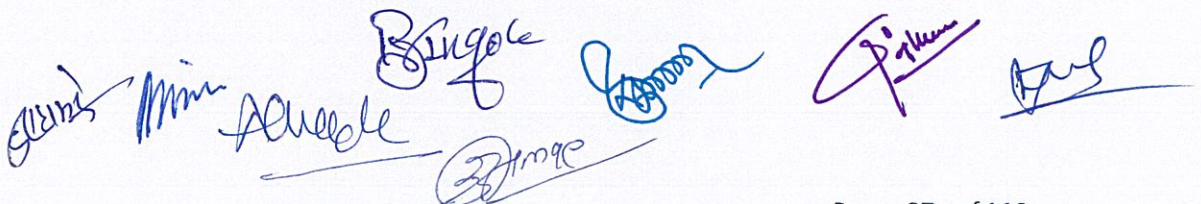
- Students write **reflection reports** linking practice to theory.
- Community members share whether the program met their expectations.
- Adjust future programs based on lessons learned.

Step 5: Share Results

- Present findings in a **report, exhibition, or community meeting**.
- Celebrate successes, but also openly discuss challenges.
- Suggest ways to **sustain impact** beyond the student project.

(Important Note : Community Engagement Program is not similar to Field Project.

Field work is a small part of CEP. So engage students accordingly)

A collection of handwritten signatures in blue and red ink, likely belonging to students or staff involved in the program. The signatures are written in various styles, some clearly legible and others more stylized.

Type and Code : Skill Enhancement Course : BASOC4SEC03 (For SEC Basket)

Name of Course : Conversation Analysis

Syllabus of Course

Course Objectives:

- To introduce students to the fundamental concepts and methodologies of Conversation Analysis (CA).
- To equip students with the skills to analyze and interpret social interaction through conversational patterns.
- To develop critical thinking skills for understanding the link between language use and social context.
- To explore the role of conversation in shaping social identity, power dynamics, and institutional interactions.

Course Outcomes:

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

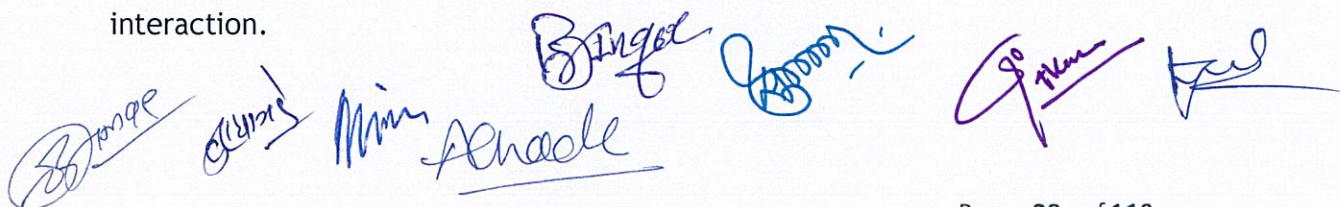
- Apply CA frameworks to analyze social interaction in various contexts.
- Critically examine power dynamics as expressed through language use in conversations.
- Apply CA skills to analyze everyday interactions and analyze and explain how institutional norms and expectations shape communication in institutional and professional settings.

UNIT 1. Understanding Conversation Analysis

- A. Introduction to Conversation Analysis (CA): Definition of CA, Basic principles and assumptions, Details captured in CA: Interruptions, Silences, Thinking Words, Intonation, word stress, Gestures, Body Language.
- B. Structure of Conversation/ Fundamental domains of Organizing Interaction: Turn-taking, Turn-construction, Action in Interaction, Action Sequencing, Preference, Repair, Overall Structural Organization.
- C. Conversation Analysis in Sociology: Sociological Foundations of CA, Social status and interaction, Social interaction and outcomes.

UNIT 2. Exploring Social Interaction through Conversation Analysis

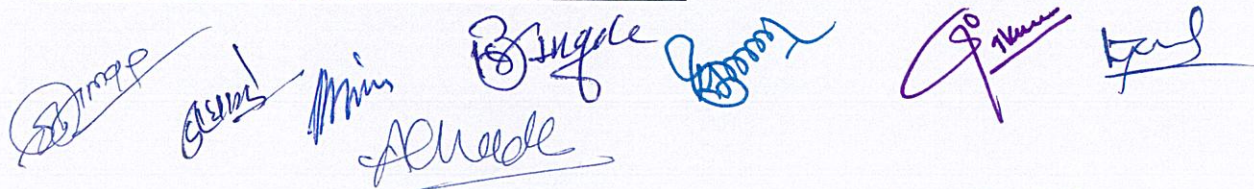
- A. Social Identity and Interaction: how social identity influences social interaction.

A collection of handwritten signatures in blue and red ink, likely belonging to faculty members or students, located at the bottom of the page.

1. Interaction among LGBTQA+ and gender binaries in public places in Vidarbha.
 2. Social structure in Vidarbha and its influence on conversation between different castes.
 3. Power dynamics in Family conversations in Vidarbha
 4. Casual interactions in social spheres (railway stations, Bus Stand, Village Community Spaces, Theatres etc. in Vidarbha
- B. Institutional Contexts: How institutional norms impacts conversation.
1. Educational Institution: Conversation between Teachers and students, Teachers and Parents, Students and staff etc.
 2. Religious Institutions: Bhagats, Pujari etc. and their interaction with Theists and atheists.
 3. Political Institutions: Local Self-Governments, Public representatives and citizens.
 4. Legal Institutions: Negotiations between advocates and client, arbitrations etc.
 5. Hospitals and medical consultations: Talk between doctors and patients, counselors and their clients

Books for reference:

1. Stivers, T., & Sidnell, S. (2012). The Handbook of Conversation Analysis (Ed). Wiley.
2. Sidnell, J. (2011). Conversation Analysis: An Introduction. John Wiley & Sons.
3. Have, P. ten. (1999). Doing Conversation Analysis: A Practical Guide. SAGE Publications.
4. Heritage, J., & Stivers, T. (2012). Conversation Analysis and Sociology. The Handbook of Conversation Analysis, 657-673. Wiley.
5. Allen, D., & Guy, R. F. (2011). Conversation Analysis: The Sociology of Talk. Walter de Gruyter.
6. Drew, P., & Heritage, J. (1993). Talk at Work: Interaction in Institutional Settings. Cambridge University Press.
7. Clift, R. (2016). Conversation Analysis. Cambridge University Press.
8. Drew, P., & Heritage, J. (2024). Conversation Analysis. SAGE Publications Inc.
9. Blokdyk, G. (2021). Conversation Analysis A Complete Guide - 2020 Edition. 5STARCOOKS.
10. Sybing, R. (n.d.). Conversational Analysis: Exploring Social Interactions. ATLAS.ti.
<https://atlasti.com/research-hub/conversation-analysis>
11. Sidnell, J. (2016). Conversation Analysis. Oxford Research Encyclopedia of Linguistics.
<https://doi.org/10.1093/acrefore/9780199384655.013.40>



12. Rossi, G. (2020). Conversation Analysis (CA). The International Encyclopedia of Linguistic Anthropology, 1-13. <https://doi.org/10.1002/9781118786093.iela0080>
13. Hutchby, Ian. (2019). Conversation Analysis. SAGE Research Methods Foundations. Transparency in Qualitative Research. <https://doi.org/10.4135/9781526421036>

ACTIVITIES

a. MANDATORY ACTIVITY

1. **For Teachers:** Teacher must teach students about meaning of significance of conversation analysis. He must conduct workshop on skills and techniques of conversation analysis. Acquaint them with case studies and provide resource material for transcription. Teacher should assign a task to students to identify and analyze naturally occurring talk or engage with interaction in institutional settings. Teacher should instruct students to prepare document on CA.
2. **For Students:** Students must learn a skill of Conversation analysis and engage in conversation with individuals. Students are advised to act out different conversational scenarios and analyze them using CA concepts. They have 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. Class Discussions:

- Engage students in discussions about How social identities influence conversation.
- Encourage critical thinking by connecting personal experiences to broader societal contexts.

2. Arrange Interview:

- Let students observe the interaction in interview and analyze it using the techniques of CA they have learnt.
- Check their analysis and suggest further improvements about how to analysis conversation.

3. Participative Learning:

- Act out different conversational scenarios and analyze them using CA concepts.

Pal

Bingale

Shruti Min

Bingale
Achelle

Bingale

Bingale

Bingale

- Observation Exercises: Observe and transcribe everyday conversations to identify CA patterns.

Paul
Glenn
min
Bryce
Xhaele
Bryce
Xhaele
Bryce
Xhaele