



Rayat Shikshan Sanstha's,
Sadguru Gadage Maharaj College, Karad
Department of Sociology
(An Empowered Autonomous College)
Course Structure of B.A.II Sociology-2025-2026

B.A.II, Semester- III

Sr. No.	Paper	Name of the Course	Subject Code	Credit
1	III	Social Issues in India	MJ-SOC24-301	04
2	IV	Social Movement in India	MJ-SOC24-302	04
	III	Social Issues in India	MN-SOC24-301	04
	I	Jalsa and Social Change	IKS-SOC24-301	02
3	I	Community Development- I	VSC-SOC24-301	02

B.A.II, Semester- IV

4	V	Gender & Violence	NMJSOC24-05	04
5	VI	Sociology of Health	NMJSOC24-06	04
	V	Gender & Violence	NMJSOC24-04	04
6	I	Community Development- I	VECSO24-01	02



Rayat Shikshan Sanstha's

Sadguru Gadage Maharaj College, Karad (Autonomous)

B.A. Part – II, Semester – III

Sociology Course – II

June 2025-26 Onwards

Paper: - Social Issues In India

Subject Code – MJ-SOC24-301/MN-SOC24-301

Teaching Hours – 60

Credit 04

Preamble: –

This course introduces students a sociological study of social problems. This paper aims to draw attention of the students for to need to study socio-cultural, economic, religious and legal problems in India.

Course Objectives-

1. To introduce social problems to the students.
2. To make able the students to identify the social problems.
3. To make understand socio-cultural problems.
4. To imbibe the remedies for socio-cultural, religious, economic and legal problems.

Course Outcomes-

1. Students get well acquainted with social problems.
2. The students learn how to identify the causes of the social problems.
3. The students learn to understand the remedies for socio, cultural, religious, economic and legal problems.

Course Contents-

Module - I Social Problems (Teaching hours: 15, Credit: 1)

- A) Nature of Social Problems
- B) Classification of Social problems
- C) Importance of study of Social problems

Module - II Socio-Economic Problems (Teaching hours: 15, Credit: 1)

- A) Poverty: a) Meaning and Causes of Poverty.
b) Poverty alleviation programmes
- B) Unemployment: a) Meaning and causes of Unemployment
b) Remedies of Unemployment

Module - III Socio-Religious and Cultural Problems (Teaching hours: 15, Credit: 1)

- A) Communalism: a) Meaning and Causes of Communalism.
b) Remedies of Communalism
- B) Female Foeticide: a) Meaning and Causes of Female-Foeticide.
b) Remedies of Female-Foeticide

Module - IV Socio-Legal Problems (Teaching hours: 15, Credit: 1)

- A) Juvenile delinquency:
a) Meaning and Causes of Juvenile delinquency
b) Remedies of Juvenile delinquency
- B) Cyber Crime: a) Meaning and Types of Cyber Crime
b) Remedies of Cyber Crime

Practical Work –

- 1) Visit to Prison
- 2) Visit to Remand Home
- 3) Awareness Programme about Female Feticide
- 4) Assignment
- 5) Test

References:

1. United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008, Part III, Framework for Legislation on violence against Women.
2. Piri, Jyoti, 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry, Contesting Nation, Delhi : Zubaan, P. 100-132



Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad (Autonomous)
B.A. Part – II, Semester – III
Sociology Course – II
June 2025-26 Onwards
Paper:-Social Movement in India
Subject Code- MJ-SOC24-302
Teaching Hours – 60

Credit 04

Preamble:–

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

Outcome:-

- 1) Understanding of meaning characteristics elements of social movement
- 2) Awareness about peasant problem and its impact
- 3) Understanding Dalit movement
- 4) Awareness women movement

Unit No.-I -Social Movement (Period 15)

1.1 Meaning and concept of Social Movement

1.2 Characteristics of Social Movement

1.3 Elements of Social Movement

1.4 Importance of Social Movement

Unit – II-Peasant Movement (Period 15)

2.1 Introduction of Peasant Movement

2.2 Peasant Problem in India

2.3 Major peasant Movements in Maharashtra

2.4 Impact of Peasant Movements

Unit III Dalit Movement (Period 15)

3.1 Introduction of Dalit Movement

3.2 Dalit Problems in India

3.3 Major Dalit Movements in Maharashtra

3.4 Impact of Dalit Movements

Unit IV- Tribal Movement (Period 15)

4.1 Tribal Problem in India

4.2 Major Tribal Movements in Maharashtra

4.3 Impact of Tribal Movement

Practical Work –

- 1) Visit To tribal Society and Study the farmers below poverty line
- 2) Study Dalit Movements in Modern society
- 3) Clipping project on Women Violence
- 4) Test
- 5) Assignment

References:

1. Gandhi and Ambedkar, Ambedkar, B. R., 1971 [1936], Annihilation of Caste, Jullunder: BheemPatrika
2. Dalit Politics, Shah, G., 2001, Dalit Identity and Politics, New Delhi: Sage Publications, Pp.17-43
3. Mobility and Change, Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', The Far Eastern Quarterly, 15(4), Pp.481-496
4. Women's Movement: Menon, N., (ed.) 1999, Gender and Politics in India, Delhi: Oxford University Press, pp.342-369.
5. Peasant Movements : Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) Peasants in History, Delhi: Oxford University Press, Pp.136-155



**Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad (Autonomous)**

B.A. Part – II, Semester – III

Sociology Course – IKS

June 2025-26 Onwards

Paper:- : Jalsa and Social Change

Subject Code- IKS-SOC24-301

Teaching Hours – 30

Credit 02

A) Objectives:

1. To understand the concept of 'Jalase' and its significance in the context of Maharashtra.
2. To explore the historical roots and the underlying spirit of Jalase in Maharashtra.
3. To identify and study the various subjects and themes commonly discussed in Jalase .
4. To assess and discuss the broader impact of Jalase on the social fabric of Maharashtra.
5. To examine the role and purpose of Satyeshodhak and Ambedakari Jalase in the societal context of Maharashtra.

B) Outcomes:

Students will be able to define and describe the nature of Jalase.

1. Students will be able to trace the origins of Jalase and understand the cultural and social factors that drive it.
2. Students will be familiar with the typical subjects and issues that are addressed in Jalase discussions.
3. Students will be able to critically evaluate the influence of Jalase in shaping social change and awareness
4. Students will understand the functions and impact of Satyeshodhak and

B) Course Content -

Module –I Understanding Jalasa

(Teaching hours: 15, Credit: 1)

- A) Jalasa: Meaning and Nature
- B) Origin and Spirit of Jalasa
- C) Importance of Jalasa
- D) Issues in Jalasa

Module –II Jalasa Tradition in Maharashtra (Teaching hours: 15, Credit: 1)

- A) Satyeshodhak Jalasa and its Functions
- B) Ambedakari Jalasa and its Functions
- C) Impact of Jalasa on Society
- D) Demonstration of Jalasa (Live or Visual Media (For example -YouTube))

C) References:

1. Bagal Madhavrao (Ed.) (1933), Satyashodhak Hira Mahosav Granth, Prakashan Shri Shahu Satyashodhak Hira Mahosav Kamiti Kolhapur.
2. Joshi Laximanshastri (1977), Marathivishvakosh, Maharashtra Rajy Sahitya Sanskruti Mandal, Mumbai. Khand-10.
3. Karadka Bhimarao (1978), Ambedakari Jalase: Swarup v Karye, Abhinav Prakashan.
4. Kharat Sambhaji (1990), Mahatma Phule aani Satyashodhak Jalase, Satyaseva Prakashan, Aurangabad
5. Kiravale Krushna (1992), Ambedakari Shahiri: Ek Shodh, Nalanda Prakashan.
6. Hiravale Sukhram (Ed.) (1994), Satyashodhak Jalase aani Ambedakari Jalase, Prachar Prakashan, Kolhapur

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

Group Activity/ Group Discussion / Oral Examination

Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad (Autonomous)
B.A. Part – II, Semester – III
Sociology Course – VSC
June 2025-26 Onwards
Paper:- : Community Development- I
Subject Code- VSC-SOC24-301
Teaching Hours – 30

Credit 02

A) Objectives:

1. Understand the concept of community development and its significance in society.
2. Analyze the role of community organization in promoting social change.
3. Impact of government policies on community development.
4. Develop skills to engage with communities and assess their need effectively

B) Students will be able to:

1. Define key sociological concepts related to community development.
2. Identify challenges and opportunities in community development project.
3. Propose community base interventions.

C) Course Content:

Module 1: Introduction to Community Development

(Teaching hours: 15, Credit: 1)

- A) Definition and significance of community development.
- B) Historical evolution of community development.
- C) Role of Sociology in Community Development.

Module 2: Government policies and Community Development

(Teaching hours: 15, Credit: 1)

- A) Impact of government policies on Community Development.
- B) Types of government policies.
- C) Community participation in policy making.

References:

1. Amitava Mukherjee, (2004), Participatory Rural Appraisal: Challenges and opportunities. Concept Publishing company, Darya Ganj
2. Rajeshwari Dayal (1960), Community Development Program in India, Kitab Mahal Publication, Delhi.
3. Rhonda Phillips and Robert H. Pittman, (2014), Introduction to Community Development. Routledge Publication, New York

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

Group Activity/ Group Discussion / Oral Examination



Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad (Autonomous)
B.A. Part – II, Semester – IV
Sociology Course – II
June 2025-26 Onwards
Paper:-Gender and Violence
Subject Code- NMJSCO24-/03/05
Teaching Hours – 60

Credit 04

Course Objectives:

This course attempts to provide an understanding of the logic of that violence awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic ethical and effective choices while resisting or intervening in the Context of gendered violence.

Course Outcomes:

1. To Define and explain core concepts of gender, violence, in various social and Cultural contexts.
2. To Identify different types of gender-based violence.
3. To evaluate the effectiveness of policies, laws, and interventions addressing Gender based violence.

Module - I - Gender and Violence (Teaching hours: 15, Credit: 1)

- A) Meaning of Gender
- B) Nature of Gender Violence
- C) Major Gender Issues
- D) Issues of LGBTQI

Module -II – Contribution of feminist Women for Gender Equality(Teaching hours: 15, Credit: 1)

- A] Savitribai Phule
- B] Tarabai Shinde
- C] Gail Omvedt

Module -III – Types of Violence against Women (Teaching hours: 15, Credit: 1)

- A) Human Trafficking- Causes & Remedies
- B) Rape- Causes & Remedies
- C) Dowry Death - Causes & Remedies

Module - IV Women's Harassment at Workplace (Teaching hours: 15, Credit: 1)

- A) Nature of Women's Harassment
- B) Remedies and Vishakha Guidelines Acts, 2013
- C] Structure and function of Internal Complaint Committee (ICC)

Practical Work:-

- 1) Counseling about Laws of Domestic Violence in Village Area.
- 2) Clipping Project on Domestic Violence
- 3) Awareness Programme about 498 A clause at Village place
- 4) Assignment
- 5) Test

Reference:

1. Kimmel, Michael S. The Gendered Society. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp.381-407
2. Wies, Jennifer R. Anthropology at the Front Lines of Gender-Based Violence.
3. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp.1-18
4. Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, Economic and Political Weekly, Vol. 26, No. 37 (Sep. 14, 1991), pp.2130-2133.
5. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. Dalit Women Speak Out. Chapters. 1, 3, 4, 13 and 14.
6. Karlekar, Malavika. Domestic Violence, Economic and Political Weekly, Vol. 33, No. 27 (Jul. 4-10, 1998), pp.1741-1751
7. Agnes, Flavia, 'My Story, Our Story: Building Broken Lives' Mumbai: Majlis. 1984.
8. Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, Economic and Political Weekly, Vol. 32, No. 19 (May 10-16, 1997), pp.1019-1028
9. Wood, E. J. 'Variation in Sexual Violence during War'. Politics & Society 34.3 (2006):307-342.
10. Butalia, Urvashi. The Other Side of Silence. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 -171
11. Mac Kinnon, Catharine A. Only Words. Cambridge, Mass.:



Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad (Autonomous)
B.A. Part – II, Semester – IV
Sociology Course – II
June 2025-26 Onwards
Paper:-Sociology of Health
Subject Code- NMJSCO24-06
Teaching Hours – 60

Credit 04

Sociology of Health The course introduces students to the sociology of health, illness and medical Practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

Course Objective

1. To introduce the students to the sociology of health, illness and medical practices.
2. To make understood the students about major diseases in India.
3. To explore health and life style among the students.
4. To make aware the students about health policies in India.

Course Outcomes

1. Students get understood the sociology of health and major diseases in India.
2. Students learn health remedies, modern life style impacted on human health.
3. Students get aware with public health policies in India.

Module I - Introduction to Sociology of Health (15, Credit: 1)

- A) Meaning and Nature of Sociology of Health
- B) Subject Matter of Sociology of Health
- C) Importance of Sociology of Health

Module II - Major Diseases in India (Teaching hours: 15, Credit: 1)

- A) Diabetes - Causes and Remedies

- B) Heart Diseases - Causes and Remedies C] Depression - Causes and Remedies

Module III- Lifestyle and Health (Teaching hours: 15, Credit: 1)

- A) Traditional Lifestyle and Health
B) Modern Lifestyle and Health C] Remedies on Health Problems

Module IV- Health Policies in India (Teaching hours: 15, Credit: 1)

- A] Health Policy for Children and Women
B] Health Policy for Old Age & People Below Poverty Line (BPL) C]
Impact of Health policies

Practical Work:-

- 1) Awareness programme about heart Disease, Diabetes and cancer in rural area
- 2) Awareness programme about Remedies of health in rural area
- 3) Visit to health centre
- 4) Test
- 5) Assignment

Reference:

1. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).
2. Boorse, Christopher (1999) on the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages16-27)
3. Kleinman, Arthur (1988) the Illness Narratives: Suffering, Healing and the Human Condition. New York: Basic Books Inc. Publishers. Chapter (Pages3-30).
4. Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages195-223)
5. Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. Medical Anthropology Quarterly, New Series, Vol.1, No.2 (June, 1987) pp.131-154.
6. Talcott Parsons (1951) The Social System, London: Routledge&Kegan Paul Ltd. Chapter 10, (Pages428-479).

7. Foucault, Michel (1994) *The Birth of the Clinic: An Archaeology of Medical Perception*, New York: Vintage Books. Chapter-1 and Conclusion. (Pages 3-20 and 194-199).
8. Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*, London: Sage. Chapter 5. (Pages. 86-108).
9. Patel, Tulsi (2012) *Global Standards in Childbirth Practices*. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254).
10. Evans- Pritchard, E.E. (2010) *The Notion of Witchcraft Explains Unfortunate Events*. In (eds.) Byron J. Good, Micheal M. J. Fischer, Sarah S. Willen and Mary-Jo Del Vecchio Good *A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities*, Oxford: Wiley- Blackwell, Chapter-2 (Pages 18-25).
11. Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapters 10 and 11 (Pages 307-348)
12. Gould, Harold A. (1965) *Modern Medicine and Folk Cognition in Rural India* in *Human Organization*, No. 24. pp. 201-208.
13. Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12).
14. Inhorn, Marcia (2000). *Defining Women's health: Lessons from a Dozen Ethnographies*, *Medical Anthropology Quarterly*, Vol. 20(3):345-378.
15. Nichter, Mark and Mimi Nichter (1996) *Popular Perceptions of Medicine: A South Indian Case Study*. In *Anthropology and International Health*. Amsterdam : OPA. Chapter 7 (Pages 203-237)



Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College, Karad (Autonomous)
(Question Paper Pattern)
Nature of Question Paper and Scheme of Marking

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Question Paper Pattern for a Cours for 4 Credits
UG Level 4.5\PG Level 6.0

Marks :80

Note :All questions carry equal marks .

Q.1 A. Answer the following questions choosing correct alternatives given below .

10

B .Answer the following questions in one word /one phrase/one sentence.

10

Q.2. Answer the following questions in about 150 to 200 words each(4 out of 6)

20

Q.3. Answer the following questions in about 300 to 350 words each.(2 out of 3)

20

Q.4. Write short notes of the following. (4out of 6)

20