



Crosscutting Issues

Human Values

REVISED SYLLABUS OF B. A. III SOCIOLOGY

Choice Based Credit System (CBCS)

Semester – V, DSE – E69 - SOCIOLOGY – X

HUMAN RIGHTS

(June 2020 onwards)



A) OBJECTIVES:-

1. To Provide the conceptual understanding about the human rights.
2. To understand the nature and role of Human Rights in India.
3. To understand violation of Human Rights in India.

B) Course Learning Outcomes:

After completion of program students will able to-

- 1) Conceptual understanding about the Human Rights
- 2) Identify issues and problems relating to the realization of human rights
- 3) Understand the nature & role of human rights in India
- 4) Contribute to the resolution of human rights issues and problems
- 5) Educate the society about the human rights and duties in order to create responsible citizen

C) Course Content:

	Topic and Sub- Topic	Teaching Hours	Credit
Model - I	HUMAN RIGHTS A) Meaning and Characteristics of Human Rights B) History of Human Rights in India (Ancient Period to After Independent Period) C) Perspectives of Human Rights. (Sociological Perspective and Modern Perspectives -Jeromi J.Shestoak)	15	1
Model - II	UNITED NATIONS ORGANIZATIONS AND HUMAN RIGHTS A) Universal Declaration of Human Rights, 1948 B) International Covenant on Economic, Social and cultural Rights, 1966 C) International Covenant on civil and Political Rights, 1966	15	1
Model - III	HUMAN RIGHTS IN INDIA A) Indian Constitutions and Human Rights B) National Human Rights Commission in India (Structure and Role) C) Function of National Scheduled Castes and Scheduled Tribe commission in India	15	1
Model - IV	VIOLATION OF HUMAN RIGHTS IN INDIA A) Human Trafficking B) Mob Lynching C) Honor Killing	15	

शिवाजी विश्वविद्यालय, कोल्हापुर
हिंदी अध्ययन मंडल
द्वितीय वर्ष (कला विद्या शाखा)
Discipline Specific Elective course
हिंदी (ऐच्छिक)



(शैक्षिक वर्ष 2019-20, 2020-21, 2021-22)
(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली
की मॉडल पाठ्यचर्या (CBCS) के आलोक में किया गया है।)

तृतीय सत्र

प्रश्नपत्र - 4 हिंदी **संतकाव्य** तथा **राष्ट्रीय काव्यधारा**

उद्देश्य -

- छात्रों की हिंदी साहित्य के प्रति रुचि बढ़ाना तथा छात्रों को साहित्य की विविध विधाओं से परिचित कराना।
- छात्रों को मध्यकालीन हिंदी कवियों से परिचित कराना।
- छात्रों में **नैतिक मूल्य**, **राष्ट्रीय मूल्य** एवं उत्तरदायित्व के प्रति आस्था निर्माण करना।
- छात्रों को आधुनिक हिंदी कविता में चित्रित विविध विमर्शों से परिचित कराना।

अध्यापन पद्धति -

1. व्याख्यान तथा विश्लेषण।
2. सस्वर काव्य पाठ, प्रकट वाचन, संवाद।
3. ग्रंथालयों के माध्यम से संबंधित लेखकों, कवियों की मौलिक कृतियों से छात्रों का परिचय।
4. दृक-श्राव्य साधनों/माध्यमों का प्रयोग।

पाठ्यपुस्तक - काव्यामृत, संपादक- हिंदी अध्ययन मंडल, शिवाजी विश्वविद्यालय, कोल्हापुर,
वाणी प्रकाशन, नई दिल्ली।

पाठ्य विषय -

1. पठित दोहे एवं पदों की सटीक व्याख्या करना।

B. A. III Economics (Semester VI) (CBCS Pattern)

History of Economic Thoughts- II

(Elective Course- 16) DSE – E 200



Course Outcomes: After successful completion of this course, the students will be able to

- Understand the economic concepts and theories of Neo-Classical and Indian thinkers.
- Understand the development of economic thoughts

Module- I: Neo- Classical Economic Thought – Alfred Marshall

(Teaching Hours- 15, Credits- 01)

- 1.1 Theory of Value
- 1.2 The concept of representative firm
- 1.3 Consumer's surplus, elasticity of demand
- 1.4 Quasi rent

Module- II: Indian Economic Thought

(Teaching Hours- 15, Credits- 01)

- 2.1 Mahatma Phule: Views on agriculture and education
- 2.2 Rajarshi Shahu Maharaj: Policy for agriculture development and co-Operation
- 2.3 Dr. Babasaheb Ambedkar: Views on money, agriculture and development policy
- 2.4 Dadabhai Nauroji: Drain theory

Module- III: Mahatma Gandhi

(Teaching Hours- 15, Credits- 01)

- 3.1 Concept of village development
- 3.2 Importance of decentralization
- 3.3 Basic principle of development: swadeshi
- 3.4 Concept of Gram Swarajya

Module- IV: Economic Thoughts of Modern Indian Economist

(Teaching Hours- 15, Credits- 01)

- 4.1 Gopal Krishna Gokhale's views on public finance
- 4.2 D. R. Gadgil: Views on co-operative development and decentralization of power, co-operative commonwealth
- 4.3 V. M. Dandekar: Views on poverty
- 4.4 Amartya Sen: Concept of social choice, choice of techniques, Sen's views on poverty and public action

BASIC READING LIST:

1. Dandekar V.M. and N.Nath (1971), Poverty in India, Indian school of political Economy, Pune.

SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus

B.A.-II

SEMESTER - III

PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)

(CHOICE BASED CREDIT SYSTEM) (CBCS)

Credits: 04

(introduced from June 2019)



The first sixty years of 20th century was a period of great upheaval in Maharashtra. The events and changes that took place during this period made a lasting impact on the polity, society and economy of the region. The identity of Maharashtra region was forged during this period. This course introduces the students to the key historical events and transformations which have played an important role in making of modern Maharashtra.

After studying the course the student will be able to...

CO1. Understand the beginnings and growth of nationalist consciousness in Maharashtra

CO2. Explain the contribution of Maharashtra to the national movement

CO3. Give an account of various movements of the peasants, workers, women and backward classes

CO4. Know the background and events which led to the formation of separate state of Maharashtra.

MODULE-1 Rise and Growth of Nationalism

- a) Rise of Nationalism 15
- b) Contribution of Gopal Krishna Gokhale
- c) Contribution of Lokmanya Tilak

MODULE -2 Role of Maharashtra in the National Movement

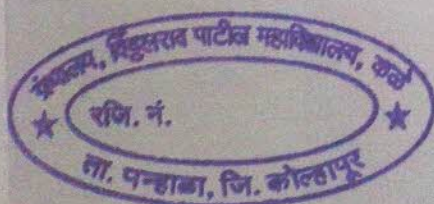
- a) Revolutionary Movement 15
- b) Non-Cooperation Movement
- c) Civil Disobedience Movement with special reference to the uprising in Solapur
- d) Quit India Movement with special reference to Prati Sarkar Movement

MODULE -3 Social Movements

- a) Peasants and Workers 15
- b) Women's rights
- c) Emancipation of Backward Classes

MODULE -4 Samyukta Maharashtra Movement

- a) Background 15
- b) Contribution of the Samyukta Maharashtra Samiti
- c) Events leading to the formation of Maharashtra State



SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus

B.A.-II

SEMESTER - III

IDS PAPER I: SOCIAL REFORMS IN INDIA

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04

(introduced from June 2019)



This course is conceived to introduce the students to the social and religious change in India expressed in various social reform movements. Students will explore the significance and impact of prominent social and reform movements. It will help the students to understand how the ideals of rationalism, humanism and universalism were encouraged by the Indian social reformers. The course will attract students from a wide variety of social science disciplines.

After completion of the course, the student will be able to ...

CO1. Understand the salient features of prominent socio-religious reform movements

CO2. Explain the thought and work of Mahatma Phule for radical transformation of Indian society

CO3. Know the measures taken by Rajashri Shah Maharaj for emancipation of lower classes and women

CO4. Understand the thoughts of Ambedkar on the annihilation of the caste system and untouchability in India

CO5. Know how the Indian constitution embodies the values of social justice and equality

MODULE-1 Socio-Religious Reform Movements

15

- a) Raja Ram Mohan Roy and Brahmo Samaj
- b) Swami Dayanand Saraswati and Arya Samaj
- c) Swami Vivekanand and Ramakrishna Mission

MODULE-2 Mahatma Phule

15

- a) Educational and Social Work
- b) Satyashodhak Samaj
- c) Thoughts of Mahatma Phule (with special reference to *Shetkaryancha Asud* and *Gulamgiri*)

MODULE-3 Rajashri Shahu Maharaj

15

- a) Educational and Social upliftment of lower classes
- b) Women's Rights
- c) Hostel Movement

MODULE-4 Dr Babasaheb Ambedkar

15

- a) Thoughts on Annihilation of Caste
- b) Mahad Incident and the Temple entry movement
- c) Social Justice and Indian Constitution

Bachelor of Arts Part-II Sociology
Syllabus for Semester System
(i.e. from June 2014) Onwards
B.A. – II Sociology Semester- III
Paper No.-III- Structure of Indian Society



UNIT -I - Making of Indian Society:

- A) Vedic period
- B) Islamic period
- C) British period

UNIT -II - Indian Society: Diversity and Unity :

- A) Geographical
- B) Religious
- C) Linguistic

UNIT -III - Segments of Indian society:

- A) Tribal Society - Meaning & Characteristics
- B) Rural Society - Meaning & Characteristics
- C) Urban Society - Meaning & Characteristics

UNIT -IV – Major Social Institutions in India:

- A) Marriage- Meaning & Characteristics
- B) Family- Meaning & Characteristics
- C) Caste - Meaning & Characteristics

Books Recommended:-

1. Ahuja Ram : Indian Social System. Rawat Publication, Jaipur, 1084
2. Dube S.C. : Indian Society, National Book Trust, 1972-
3. Shrinivas M.N. : Social Structure in The Gazetteer of India Country and People Vol- I Govt. of India Asia Publishing House, Bombay, 1967.
4. Desai A.R. : Social Background of Indian Nationalism, Popular 1987.
5. Singh Yogendra : Modernization of Indian Tradition.
6. Srinivas M.N. : Social Change in Modern India, University of California Press, 1966.
7. Bose N.K. : Tribal Life in India , 1971.
8. Da^,jyaaotl Dao[-faoDo : Baartlya samaaja sarMcanaa va pirvat-na,ivaVa bauk piblaSasa-,AaOrMgaabaad.

