Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Four Year B.A. Degree Program in Sociology

(Faculty of Arts)

CBCS Syllabus

F.Y.B.A. (Sociology) Semester -I

For Department of Sociology

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2023-2024

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Title of the Programme: F.Y.B.A.(Sociology)

Preamble

AES's Tuljaram Chaturchand College has made the decision to change the syllabus of across various faculties from June, 2023 by incorporating the guidelines and provisions outlined in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcome approach for the development of the students. By establishing a nationally accepted and internationally comparable credit structure and courses framework, the NEP 2020 aims to promote educational excellence, facilitate seamless academic mobility, and enhance the global competitiveness of Indian students. It fosters a system where educational achievements can be recognized and valued not only within the country but also in the international arena, expanding opportunities and opening doors for students to pursue their aspirations on a global scale.

In response to the rapid advancements in science and technology and the evolving approaches in various domains of Sociology and related subjects, the Board of Studies in Sociology at Tuljaram Chaturchand College, Baramati - Pune, has developed the curriculum for the first semester of F.Y.B.A. Sociology, which goes beyond traditional academic boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that students receive an education that prepares them for the challenges and opportunities of the 21st century. This syllabus has been designed under the framework of the Choice Based Credit System (CBCS), taking into consideration the guidelines set forth by the National Education Policy (NEP) 2020, LOCF (UGC), NCrF, NHEQF, Prof. R.D. Kulkarni's Report, Government of Maharashtra's General Resolution dated 20th April and 16th May 2023, and the Circular issued by SPPU, Pune on 31st May 2023.

One of the most significant yet scarcely explored careers, sociology owns enormous potential with bright career opportunities for students who are interested in exploring culture, society and politics and their influence on people in depth. Sociology scope in India is especially enormous as it is a country full of diverse cultures and socio-political segments, which candidates might want to explore while working in sociology jobs. Contrary to popular

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perception, sociology is not a restrictive career. Rather opens the door to countless career opportunities in diverse fields. From media to activism, sociology scope in India is as expansive as a spectrum, holding diverse opportunities for candidates to learn their potential in a suitable field and follow the same. In order to have a career in sociology or BA sociology jobs after completing your degree, learn more about the field. Sociology is the study of changes in social life, social causes, and effects of human behavior on society. It also teaches students the method to investigate different structures, such as groups of people, institutions, and society as an entity.

Sociology also helps students develop critical thinking skills and the ability to measure and gather both quantitative and qualitative evidence. Besides, sociology as a platform for a career is growing at pace in India. If you have ever wondered how the dynamics of societies and communities work, sociology is the best avenue for you. In a bachelor or postgraduate course in sociology, students conduct many research projects to study social issues, test theories and perform analytics to develop better models for social development.

A career in sociology entails professional avenues where the study of different social demographics, the effects of various policies is important. The skills and knowledge acquired in sociology are also applied in tackling many administrative challenges that shape a society. So if you wish to make a positive impact on improving your society, studying sociology is ideal for you.

Overall, revising the Sociology syllabus in accordance with the NEP 2020 ensures that students receive an education that is relevant, comprehensive, and prepares them to navigate the dynamic and interconnected world of today. It equips them with the knowledge, skills, and competencies needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global landscape.

Programme Specific Outcomes (PSOs)

PSO1 Academic competence:

1. Understand fundamental concepts and theories in Sociology.
2. Demonstrate an understanding of the interlink ages between varied social phenomena.
3. Interpret contemporary social reality by utilizing the varied theoretical tools.

PSO2 Personal and Professional Competence:

1. Integrate theoretical knowledge with understanding of contemporary social reality.
2. Analyze social policies and legal provisions.
3. Write articles highlighting social challenges, policies.

PSO3 Research Competence:

1. Apply research methodology skills for designing and undertaking social research projects.
2. Integrate theoretical understanding and research skills for analysis of social challenges, social policies.

PSO4 Entrepreneurial and Social competence:

1. Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, and public policy.
2. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

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Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in Sociology

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Prof. Vinayak Subhash Lashkar	Chairman
2.	Prof. Nitin Rajaram Chavan	Member
3.	Dr. Vaishali Joshi	Vice-Chancellor Nominee
4.	Dr. Jagan Karade	Expert from other University
5.	Dr. Balaji Kendre	Expert from other University
6.	Shri Sachin Itkar	Industry Expert
7.	Shri. Rahul More	Meritorious Alumni
8.	Shri. Omkar Kudale	Student Representative
9.	Ku. Ankita Mohite	Student Representative

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Credit Distribution Structure for F.Y.B.A.-2023-2024 (Sociology)

Level	Semester	Major		Minor	OE	VSC, SEC, (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr/Sem	Degree/ Cum.Cr.
		Mandatory	Electives							
4.5	I	SOC-101-MJM: Basic Concepts in Sociology (4 credits) SOC -102-MJM: Family and Marriage in India (2 credits)	--	--	SOC -116-OE: Gender and Inequality in India (2 credits) SOC -117-OE: Industrial work in India (2 credits)	SOC -121-VSC: Personality and Development Skill (2 credits) SOC -126-SEC : Basic in Social Research (2 credits)	ENG -131-AEC (English) (2 credit) SOC -135-VEC : Sociology of change and development (2 credits) SOC -137-IKS: Perspectives on Indian Society Thoughts (2 credits)	CC1 (2 credit)	22	UG Certificate 44 credits
	II	SOC -151-MJM: Sociology of Education (4 credits) SOC -152-MJM : Contemporary Movements in India (2 credits)	--	SOC -161-MN: Media And Society (2 credits)	SOC -166-OE: Globalization and Society (2 credits) SOC -167-OE: Minorities Studies (2 credits)	SOC -171-VSC: Crime and Society/ Criminology (2 credits) SOC -176-SEC: Computer Application (2 credits)	SOC -181-AEC (English) (2 credit) SOC -185-VEC: Field Visit and Report (2 credits)	CC2 (2 credit)	22	
	Cum Cr.	12	--	2	8	8	10	04	44	

1 Credit = 15 Hrs.

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Course Structure for F.Y.B.A. Sociology (2023 Pattern)

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits
I	Major Mandatory	SOC-101-MJM	Basic Concepts in Sociology	Theory	04
	Major Mandatory	SOC -102-MJM	Family and Marriage in India	Theory	02
	Open Elective (OE)	SOC -116-OE	Gender and Inequality in India	Theory	02
	Open Elective (OE)	SOC -117-OE	Industrial work in India	Theory	02
	Vocational Skill Course (VSC)	SOC -121-VSC	Personality and Development Skill	Theory	02
	Skill Enhancement Course (SEC)	SOC -126-SEC	Basic in Social Research	Theory	02
	Ability Enhancement Course (AEC)	ENG -131-AEC	AEC1 (English)	Theory	02
	Value Education Course (VEC)	SOC -135-VEC	Sociology of change and development	Theory	02
	Indian Knowledge System (IKS)	SOC -137-IKS	Perspectives on Indian Society	Theory	02
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02
				Total Credits Semester-I	**22**
II	Major Mandatory	SOC -151-MJM	Sociology of Education	Theory	04
	Major Mandatory	SOC -152-MJM	Contemporary Movements in India	Theory	02
	Minor	SOC -161-MN	Media And Society	Theory	02
	Open Elective (OE)	SOC -166-OE	Globalization and Society	Theory	02
	Open Elective (OE)	SOC -167-OE	Minorities Studies	Theory	02
	Vocational Skill Course (VSC)	SOC -171-VSC	Crime and Society	Theory	02
	Skill Enhancement Course (SEC)	SOC -176-SEC	Computer Application	Theory	02
	Ability Enhancement Course (AEC)	SOC -181-AEC	AEC-2 (English)	Theory	02
	Value Education Course (VEC)	SOC -185-VEC	Field Visit and Report	Theory	02
	Co-curricular Course (CC)	--	To be selected from the Basket	Theory	02
				Total Credits Semester-II	**22**
				CumulativeCredits Semester I + Semester II	**44**

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology (2023 Pattern)

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: F.Y.B.A.
Semester	: I
Course Type	: Major Mandatory (Theory)
Course Code	: SOC-101-MJM
Course Title	: Basic Concepts in Sociology
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. To introduce sociology to the students as a major social science subject.
2. To introduce basic sociological concepts to the students.
3. To get acquainted with the basic understanding of social knowledge.
4. To introduce the social system to the students.
5. To familiarize students with the theoretical aspect of different concepts.
6. To introduce the students to the emerging issues in Sociology.
7. To enthuse students and to introduce them to the relevance and varied possibilities for future studies in Sociology.

Course Outcomes:

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

1. Student will be able to explain social facts and society related concepts.
2. Student will be able to define and explain sociological concepts.
3. Student will be able to define and show social fact.
4. Student will be able to express empirical observations with sociological concepts.
5. Student will be able to learn how to study the society scientifically.
6. Student will be able to understand how the tools of analysis and methods of sociology are applicable to work and involvement in their community.
7. Students explain basic Indian social structure and its (Caste, family and marriage) impact and historical changes on sociological studies.

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Topics and Learning Points	

Teaching Hours

UNIT1: Sociology as a Science   10

a) Origin and Definition of Sociology
b) Subject matter and Scope of Sociology
c) Nature of Sociology as a Science

UNIT2: Society   10

a) Meaning and Definition, Characteristics and types
b) Social Structure — Definition and Elements
c) Social Institutions — Meaning and Characteristics

UNIT3: Social Groups   10

a) Social Groups — Definition and Characteristics
b) Types — Primary and Secondary group
c) Reference Group

UNIT4: Culture   10

a) Culture — Definition, Characteristics
b) Elements
c) Types

UNIT5: Socialization   10

a) Socialization — Definition, Aims
b) Agencies
c) Re-socialization

UNIT6: Social Control   10

a) Meaning, Definition
b) Types — Formal and Informal
c) Conformity and Deviance

References:

1. Haralambos, M and R.M. Heald: Sociology: Themes and Perspectives, OUP, New Delhi,2011.

2. Michel Haralambos and martin Holborn: Sociology: Themes and Perspectives, Harper Collins Publishers, London 2007.

3. Tischler, Whitten and Hunter, Introduction to Sociology, Holt, Rinehart and Winston,1983.

4. Horton and Hunt, Sociology, Mac Graw Hill, Tokyo, 1976

5. Rawat H.K., Sociology, Rawat Publications, Jaipur, 2007.

6. Vidyabhushan and Sachdeva — Introduction to Sociology, Kitab Mahal, 2003 Matson Ron, The Spirit of Sociology: A Reader, .

7. Giddens Anthony, Sociology, Sixth Edition, (2009).

8. Bhasin Kamla, What is Gender? Kali for Women, New Delhi, 2000.

9. Ahuja Ram, Society in India, Rawat Publication, Jaipur.

10. Handbook of Sociology, Oxford Publication, ...

11. Scott John, Sociology — Key Concept, Routledge Publications, 2006 .

12. Dasgupta Samir & Saha Paulomi, The Introduction to Sociology, Pearson Publication, 2012.

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology (2023 Pattern)

Name of the Programme : B.A. Sociology

Programme Code : UASOC

Class : F.Y.B.A.

Semester : I

Course Type : Major Mandatory (Theory)

Course Code : SOC-102-MJM

Course Title : Family and Marriage in India

No. of Credits : 02

No. of Teaching Hours : 30

Course Objectives:

1. Students learn how humans develop social consciousness, thinking skills, self-concepts and moral codes.
2. To introduce sociology to the students as a major social science subject.
3. To introduce basic sociological concepts to the students.
4. To get acquainted with the basic understanding of social knowledge.
5. To familiarize students with the theoretical aspect of different concepts.
6. To introduce the students to the emerging issues in Sociology.
7. To enthuse students and to introduce them to the relevance and
   Varied possibilities for future studies in Sociology.

Course Outcomes:

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

1. Students explain basic tenants of Indian social structure and its
   (Caste, family and marriage) impact and historical changes on sociological studies.
2. Students examine the caste system role into maintain hierarchical status Indian society and how independent India affect Indian society.
3. Students explain the meaning and forms of Marriage, the Hindu Marriage as a Sacrament. Students judge the contribution of Endogamy and Exogamy rules in Indian Marriage Institution and role and evolution of Mate Selection in marriage system
4. Student will be able to explain social facts and society related concepts.
5. Student will be able to define and explain sociological concepts.
6. Student will be able to define and show social fact.
7. Student will be able to express empirical observations with sociological concepts.

Topics and Learning Points

Teaching Hours

UNIT1: Social Institutions   10

     a) Meaning of Social Institution.
     b) Characteristics of Social Institution.
     c) Functions of Social Institution

UNIT2: Family as a Social Institution   10

     A. Meaning and characteristics of Family
     B. Types of Family:
          a. Joint Family: Meaning and characteristics of Traditional Joint family
          b. Nuclear Family: Meaning and characteristics of Nuclear family
    C. Factors affection to change in family system

UNIT3: Marriage as a Social Institution   10

     a. Meaning of Marriage.
     b. Types of marriage (Monogamy, Polyandry and Polygamy
     c. Factors affecting to change in Marriage Institution.

References:

1. Majumdar: Social Structure.
2. Grierson G. A. Linguistic Survey of India
3. Risely H.: The People of India
4. Shaer Robert: Ethnography of Ancient India
5. Altekar A. S. : The Position of Women in Hindu Civilization
6. Majumdar & Madan : Social Anthropology
7. Shrinivas M. N.: Religion & Society Among the Coorgs of South India.
8. Shrinivas M. N. : Caste in Modern India
9. Majumdar D. N.: The Fortunes of Primitive Tribes.
10. Ghurye G. S.: The Aboriginals So Called & Their Future.
11. डॉ. जगन्नाथ गर्भाणकर, डॉ. सुदाम जाधव : भारतीय समाज आणि समाजशास्त्र

- **On-line resources to be used if available as reference material**

1. "Sociological Bulletin," tri – annually, Indian Sociological Society, www.sagepublishing.com
2. "Social Action" A Quarterly Review of Social Trends, Delhi, India
    a. www.isidelhi.org.in
3. UGC – Online Network resources
4. MOOC Program through SWAYAM.
5. Learn through Online content like YOUTUBE

6. Online Books of IGNOU, TECH-ED, BRITANICA ENCYCLOPEDIA

CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology (2023 Pattern)

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: F.Y.B.A.
Semester	: I
Course Type	: Open Elective
Course Code	: SOC-116-OE
Course Title	: Gender Inequality in India
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To introduce the gender perspectives.
2. To identify various factors impact on women.
3. To provide analytical understanding of relation between patriarchy, power and violence.
4. To analyze the various aspects of reproductive technologies from feminist perspective.
5. Learners can define gender discrimination and relate it to their own lives.
6. Learners can describe gender discrimination and describe it in relation to issues they see in their own country or community.
7. To analyze the various aspects of reproductive technologies from feminist perspective.
8. To enable the students to understand and analyze the need for gender sensitive policies.

Course Outcomes:

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

1. To understand the inequalities in women
2. To analyze the factors affecting women
3. To identify health problems of women.
4. To analyze and understand need for gender sensitive health care services.
5. To locate the issues related to violence against women and understand its multifarious dimensions and contexts.
6. To understand the relationship between patriarchy, power and violence.
7. To understand the challenges and critically examine the gaps in women related policies

Topics and Learning Points

Teaching Hours

UNIT1: Gender   **10**

    d) Meaning and Definition
    e) Social Construction of Gender
    f) Gender Sensitization

UNIT2: Gender and Empowerment   **10**

    d) Gender and Hindi code bill
    e) Gender and Education Empowerment
    f) Gender and Political Empowerment
    g) Gender and Economically Empowerment

UNIT3: Gender Violence and Act   **10**

    a) Sexual Harassment work place
    b) Domestics Violence Act
    c) Gender and Issues and India

References:

1. Agnihotri, S. B. (1996): 'Juvenile sex ratios in India: a disaggregated analysis', Economic and Political Weekly, 31(52), PP 3369-3382.

2. Agnihotri, S.B., R.P. Jones. and A. Parikh (2002): 'Missing Women in Indian districts: A Quantitative Analysis,' Structural Change and Economic dynamics, 13, PP 285-314.

3. Anand. Sand M. Ravallion (1993): 'Human Development in Poor Countries: on the role of private incomes and public services', Journal of Economic Perspectives, 7(1) PP 133-150.

4. Anand. S and A.K.Sen (1994): 'Human Development Index: Methodology and Measurement', Human Development Report Office Occasional papers No.12, UNDP, New York.

5. Bardhan, P.K (1974): 'Size, productivity and returns to scale: an analysis of the level data in Indian agriculture', Economic and Political Weekly, 9, PP 6-8 .

6. Basu, A. M. (1993): 'Women's Roles and Gender Gap in Health and Survival', Economic and Political Weekly, 28 (43), PP 2356-62.

7. Bardhan, K. and S. Klasen, (1999): 'UNDP's Gender-Related Indices: A Critical Review', World Development, 27(6). PP. 985-1010.

8. Bhaltora, S. (2006): 'Child Mortality and Economic Growth', WIDER Research Paper Number 2006179 Helsinki, Finland.

9. Bose Ashish, (2000): 'North South Divide in India's Demographic Scene' Economic and Political Weekly, 35(20), May 13-19, PP.1698-1700.

10. Bose, A.B. (2003): 'The State of Children in India: Promises to keep', New Delhi, Manohar Publications.

11. Boserup, E. (1970): Women's Role in Economic Development, London: Allen and Unwin.

12. Chatterjee, B. and D.K. Ghosh, (2001): In Search Of A District Development Index, State Institute of Panchayats and Rural Developments, Kalyani., Government of West Bengal.

13. Coale, Ansley J. (1991): 'Excess female mortality and the balance of the sexes: An estimate of the number of missing females', Population and Development Review, 17, PP 517-523.

14. Crocker, D. A. (1995): 'Functioning and Capability: The Foundation of Sen's and Nussabaum's Development Ethic' in Nussbaum. M and Glover. J (Eds) Women, Culture and Development.

15. Dasgupta. M (1987): 'Selective Discrimination against Female Girl Children in Rural Punjab, India', Population and Development Review, 13(1), PP 77-100.

16. Dasgupta, P and M. Weale (1992): 'On Measuring the Quality of Life', World Development, 20(1), PP 119-131.

17. Dasgupta, P. (1993): An Inquiry into Well-being and Destitution, Oxford University Press, Oxford. Gender Inequality in India Sugandha Kohli Volume-III, Issue-IV January 2017 184

18. Desai. M (1991):'Human Development: Concepts and Measurement', European Economic Review, 35, PP 350-357.

19. Dijkstra, A.G. and Lucia C. Hanmer (2000): 'Measuring socio-economic gender equality: Toward an alternative for UNDP's GDI', Feminist Economics 6, PP 41-75.

20. Dijkstra, A.G. (2002): 'Revisiting UNDP's GDI and GEM: Towards an alternative' Social Indicator Research, 57(3), PP 301-338.

21. Dollar. D and R. Gatti (1999): 'Gender inequality, income and growth: Are good times good for women?' Mimeo, Washington, The World Bank: Development Research Group.

22. Dreze.· J and A.K. Sen, (1995): The Political Economy of Hunger, Clarendon Press, New York.

23. Krishnaji, N. (1987): 'Poverty and sex ratio- some data and some speculations?' Economic and Political Weekly, 22(23), PP 892-97.

24. Klasen.S, (1994): ' "Missing Women" Reconsidered, World Development, 22(7), PP 1061-1071.

25. Klasen, S. (2004): Gender-related Indicators of Well-being, WIDER Discussion Paper No. 2004/05.

26. Klasen, S. and Wink, C. (2002): Missing Women: A Review of the Debates and an Analysis of Recent Trends.

27. Krishnamoorthy, D. (2006): 'Gender Disparities in India: Some Evidences', Conference Volume of Indian Economic Association's 89th annual conference, PP 855-867.

28. Koutsoyiannis, A. (1977): Theory of Econometrics, McMillan Press Limited.

29. Kumar, N. (2006): 'Gender Empowerment in India', Conference Volume of Indian Economic Association's 89th annual conference, PP 1056-1059.

30. Lewis, W. A. (1955): The theory of economic growth, Homewood, IL: Irwin.

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology
(2023 Pattern)

Name of the Programme   : B.A. Sociology

Programme Code   : UASOC

Class   : F.Y.B.A.

Semester   : I

Course Type   : Open Elective

Course Code   : SOC-117-OE

Course Title   : Industrial work in India

No. of Credits   : 02

No. of Teaching Hours   **:** 30

Course Objectives:

1. To develop Sociological understanding of work, it's changing nature and impact on society.
2. To introduce types of organizations in industrial and post-industrial society.
3. To expose students to the impact of New Economic Policies on formal and informal sector.
4. To introduce students to the area of industrial sociology
5. To help students to develop sociological understanding of the changes taking place in the area.
6. . Critically evaluate the ideas of others.
7. Demonstrate an understanding of the ethical implications of decisions and actions.

Course Outcomes:

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

1. Locate, critically read, and evaluate information to solve problems.
2. Apply knowledge and skills within and across the fundamental ways of knowing.
3. Demonstrate an appreciation of human expression through literature and fine and performing arts.
4. Demonstrate the skills for effective citizenship and stewardship.
5. Demonstrate an understanding of diverse cultures within and across societies.
6. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
7. Apply principles of physical and emotional health to wellness.

Topics and Learning Points

Teaching Hours

UNIT1: Meaning and Significance of Work   **10**

a) Meaning, importance and types of work (Formal and Informal).

b) Historical overview of work - Gathering-hunting, manorial, guild system, domestic/ putting out system, factory system and post-industrial production.

UNIT2: Contemporary Theorization of Work: Major Concepts   **10**

a) Contemporary theorization: George Ritzer - 'Macdonaldization'; Michel Foucault - 'Surveillance '; Harry Braverman - 'Deskilling' and Ulrich Beck Brave - 'New world of work'.
b) Feminist theorization of work: the domestic labour debate, women's work and the new international division of labour.

UNIT3: Types of Organization   **10**

a) Bureaucracy – characteristics and problems.

b) Taylorism ; Scientific Management, Fordism ; Japanese model and human resource management.

Essential Readings:

1. Breman, Jan. 2008. Omnibus. OUP. New Delhi

2. Breman, Jan. Footloose Labour- Working in India's informal sector. Cambridge

3. Giddens, Anthony.2006. Sociology. Polity Press. U.K.

4. Macionis, Jhon. 2006. Sociology. Pearson Edition.

5. Watson, Tony J. 1996. Sociology of Work and Industry. Routledge. New York.

References:

1. Bhowmik, Sharit K. 2002. "India" in Worlds of Work: Building an International Sociology of Work. in Cornfield, D. and Hodson, R. (Eds). New York: Kluwer Academic/Plenum Publishers.

2. Bhowmik, Sharit K. 2004. Work in globalizing economy: Reflections on outsourcing in India Labour, Capital and Society. 37 (1&2).

3. Bhowmik, Sharit K. 2009. "India: Labour Sociology Searching for Direction' in Work and Occupations. Volume 36, Number 2, Sage Publications.

4. Bhowmik, Sharit K. 2012. Industry, Labour and Society. New Delhi: Orient BlackSwan.

5. Bhowmik S.K. (2014) 1. Ed. The State of Labour: The Global Financial Crisis and Its Impact. Routledge, New Delhi, 2014. and 2.

6. Dutt, R. (Ed.). 1997. Organising the unorganized workers. New Delhi: Vikas Publications.

7. Ramesh, Babu. 2004. "Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non Standard work",Economic and Political weekly, 31 January, pp. 492- 497.

8. Sinha, B. 1990. Work Culture in the Indian Context. Delhi: Sage Publications.

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology
(2023 Pattern)

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: F.Y.B.A.
Semester	: I
Course Type	: Vocational Skill Course
Course Code	: SOC-121-VSC
Course Title	: Personality and Development Skill
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. The course intends to develop talent, facilitate employability enabling the incumbent to excel and sustain in a highly competitive world of business.

2. The programme aims to bring about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness.

3. To make students know about self-awareness, life skills, soft skills, need for personal development etc.

4. Developing the effective communication skills among students.

5. Inculcating the soft skills in theoretical and practical ways and also to develop the effective communication skills among students.

6. Learning about the essential factors for personality development and bringing them into practice.

7. Create understanding of the non-verbal forms of communication.

Course Outcomes:

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

1. The student will be able to understand, analyze develop and exhibit accurate sense of self.

2. Think critically. Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.

3. Learn to balance confidence with humility and overcome problems associated with personality.

4. The student will be able to Know themselves better .

5. Identify their own potentials and accept their own limitations.

6. Consciously overcome their limitations and move towards self esteem.

7. Maximise their own potential in enabling a holistic development.

Topics and Learning Points

                                                                    Teaching Hours

UNIT1: Leadership   **10**

    a) Meaning and Characteristics
    b) Types of Leadership

UNIT2: Communication and Decision Making   **10**

    a) Meaning and Nature
    b) Communication Skill

UNIT3: Good Manners   **10**

    a) Meaning and Nature
    b) Understanding of body languages
    c) Projective positive thought

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology
(2023 Pattern)

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: F.Y.B.A.
Semester	: I
Course Type	: Skill Enhancement Course
Course Code	: SOC-126-SEC
Course Title	: Basic in Social Research
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To impart basic research skills.
2. To introduce the students to different procedures in conducting social research.
3. To acquaint the students to different types of research and issues in research.
4. To familiarize the students with Sociological approaches to research.
5. To understand the application of the scientific method to answer social science research questions.
6. To develop an understanding of the basic approaches to qualitative and quantitative data analysis.
7. To understand the nature of social phenomena and the issues involved in Social research.
8. Study of research methods as a means of understanding social reality.

Course Outcomes:

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

1. Students will be able to describe and apply the steps of the scientific method: develop research hypotheses, gather data, analyze data, and provide an answer to the research question.
2. Students will understand the logic of probability sampling, and they will be able to distinguish between the application of data generated through probability and nonprobability sampling.
3. Students will be able to design a research project using the best mode of observation to answer a specific research question.
4. Students will experience quantitative data analysis by working in the computer lab to input data in statistical software. They will learn to generate simple frequency distributions and measures of central tendency. They will demonstrate an understanding of the rudiments of qualitative data analysis.
5. Students will practice writing informed consents, and they will analyze research designs that violate and those that adhere to the standards of ethical research.
6. Exposure to the fundamental of various research techniques and report writing.
7. Learn the methods of data collection, analysis and report writing.

Topics and Learning Points

	Teaching Hours

UNIT1: Introduction to Social Research   **10**

a) Meaning and significance of social research.

b) Types of social research – pure and applied research.

UNIT2: The Research Process   **10**

a) Steps in Social Research.

b) Selection and formulation of research problem.

UNIT3: Hypothesis   **10**

a) Meaning,

b) Characteristics

c) Types

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3. □□□□□ □□. □□. 2008, □□□□□□ □□□□□□ □□□□□□, □□□□ □□□□□□□□ □□□□□□, □□□□.

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology (2023 Pattern)

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: F.Y.B.A.
Semester	: I
Course Type	: Value Education Course
Course Code	: SOC-121-VEC
Course Title	: Sociology of change and development
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To Introduction the Students to the Concepts, Theories and Factor of Social Change

2. To Understand the Contemporary Socio-economic Framework of Development in India

3. To Address in Particular the India Experience of Social Development

4. To Prepare the Students for Professional Careers in the Field of Development Planning Including Governmental, Nongovernmental Agencies.

5. This course will introduce you to key issues in development from comparative and historical perspectives, particularly in the context of present day globalization.

6. The course will provide a critical examination of some pressing questions.

7. Understanding the economic development and the globalization project.

Course Outcomes:

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

1. Understand meanings and significance of social transformation

2. Develop ability to critically engage with contemporary changes

3. Facilitate theoretical thinking about transformation

4. To provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature.

5. To offer an insight into the ways in which social structure impinges on development and development on social structure.

6. To address the students the Indian experience of development.

7. Understand the meaning of social change.

Topics and Learning Points

Teaching Hours

UNIT1: Social Change   10

a. Meaning and Nature of Social Change
b. Factors of Social Change

UNIT2: Individual Development   10

a. Meaning and definition
b. Factors of Individual Development
c. Evaluation and Measurement of development

UNIT3: Social Development   10

a. Meaning and definition
b. Factors of Social Development
c. The similarities and differences between Individual Development and Social Development

References:

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CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology (2023 Pattern)

Name of the Programme : B.A. Sociology
Programme Code : UASOC
Class : F.Y.B.A.
Semester : I
Course Type : Indian Knowledge System
Course Code : SOC-137-IKS
Course Title : Perspectives on Indian Society
No. of Credits : 02
No. of Teaching Hours : 30

Course Objectives:

1. To introduce the students to the works of Indian sociologists that shaped the discipline.
2. To expose the students to the processes that shaped the discipline of sociology in India.
3. To familiarize the students to major perspectives and works of some Indian sociologists.
4. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
5. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
6. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.
7. To understand Indian society through the lens of indigenous knowledge.

Course Outcomes:

By the end of the course, students will be able to:
1. Students have got a theoretical understanding of social thinkers and their theoretical work in sociology.
2. Understanding the grand foundational themes of sociology.
3. Application of theories and concepts from sociological theories to develop intellectual openness and curiosity.
4. Appreciation of the concepts and theories to develop awareness of the limits of current knowledge.

5. Students will understand the continuities, change and contradictions in Indian society.
6. Students will comprehend with various perspective of understanding Indian society
7. Students will aware about recent issues in Indian society and debate around the Society.

Topics and Learning Points

	Teaching Hours

UNIT1: The Indological Perspective   **10**

      G.S. Ghurye - Indology and Theory of Caste

UNIT2: The Structural Functional Perspective   **10**

      M. N. Srinivas - Dominant Caste and Sanskritization

UNIT3: The Non Brahminical Perspective   **10**

      Dr. B.R. Ambedkar - Theory of Origin of Caste

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AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Examination Pattern / Evaluation Pattern

Teaching and Evaluation (for Major, Minor, AEC, VEC, IKS courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory/Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	4 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

Teaching and Evaluation (for VSC, SEC & CC courses)

- Evaluation to be done by Internal & External Experts
- No descriptive end semester written examination
- Evaluation to be done at Department level preferably prior to commencement of Theory /Practical Examinations
- Evaluation to be done on the Skills gained by student