

**Anekant Education Society's  
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
(Autonomous)**

**Course & Credit Structure for S.Y.B.A. Sociology (2023 Pattern as per NEP-2020)**

**Department of Sociology**

<b>Sem</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Theory / Practical</b>	<b>Credits</b>
<b>IV</b>	Major Mandatory	SOC- 251 -MJM	Foundations of Sociological Thought - II	Theory	04
	Major Mandatory	SOC - 252 -MJM	Indian Society: Issues and Problems – II	Theory	04
	Minor	SOC - 261 -MN	Introduction to Population Studies - II	Theory	04
	Open Elective (OE)	SOC -266-OE	Population Growth and Society II	Theory	02
	Skill Enhancement Course (SEC)	SOC -276-SEC	New Social Media	Theory	02
	Ability Enhancement Course (AEC)	MAR/HIN/SAN-281-AEC		Theory	02
	Co-curricular Course (CC)	YOG/PES/CUL/NSS/NCC-289-CC	To be selected from the Basket	Theory	02
	Community Engagement Project (CEP)	SOC -285-CEP	Aging and Society	Theory/ Practical	02
	Ability Enhancement Course (AEC)	MAR/HIN/SAN-281-AEC		Theory	02
<b>Total Credits Semester-III</b>					<b>24</b>

## **CBCS Syllabus as per 2023 Pattern as per NEP 2020 for S.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC- 251-MJM
<b>Course Title</b>	: Foundations of Sociological Thought -II
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### **Course Objectives:**

1. Understand the historical development of sociology as a discipline and its key founders.
2. Identify and analyze major theoretical perspectives in sociology, such as functionalism, conflict theory, symbolic interactionism, and feminism.
3. Critically evaluate sociological theories and their relevance to understanding contemporary social issues.
4. Apply sociological concepts and theories to analyze and interpret social phenomena in everyday life.
5. Develop a sociological imagination, which allows for a deeper understanding of the relationship between individual experiences and broader social structures.
6. Engage in informed discussions and debates about sociological theories and their implications for society.
7. Conduct basic research using sociological methods and approaches, such as surveys, interviews, and content analysis.

### **Course Outcomes:**

- CO1: Students are familiarized with social, political, economical and intellectual contexts of emergence of Sociology.
- CO2: Students are able to understand social thoughts.
- CO3: Students are familiarized with major perspectives and works of some Indian sociologists.
- CO4: Students would be able to gain knowledge about the emergence and development of Sociology.
- CO5: Students are familiarized the pioneers of the subject like Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto etc.
- CO6: Students would be able to gain knowledge some important classical theories.
- CO7: Students are familiarized with development of sociological thoughts in India.

## Topics and Learning Points

### **Unit 1 Emergence of Sociology in India (15)**

1. The Colonial Background
2. Nationalism
3. Development of Sociology in India

### **Unit 2 The Indological Perspective (15)**

1. **G.S. Ghurye** - Indology and Theory of Caste

### **Unit 3 The Structural Functional Perspective (15)**

1. **M. N. Srinivas** - Dominant Caste and Sanskritization

### **Unit 4 The Dialectical and Non Brahminical Perspectives (15)**

1. The Marxist Perspective: A. R. Desai – Social Background of Indian Nationalism

### **Essential Readings**

- 1) Abraham, M.F. 1990. *Modern Sociological Theory: An Introduction*, New Delhi. Oxford University Press, Pp 72- 143.
- 2) Abraham M.F. and Morgan J.H., 1996. *Sociological Thought*, Madras. MacMillan India, Pp 7-17, 28- 45,103-126, 156-183
- 3) Aron Raymond, 1982. *Main Currents in Sociological Thought*, Vol. 1 and 2, New York. Penguin Books.
- 4) Coser Lewis, 1979. *Masters of Sociological thought*, New York, Harcourt, Harcourt Brace Jovanovich, . Pp-7-13,129-139, 43-53, 217-224.
- 5) Cuff, E., Sharrock, W. and Francis, D. 1992. *Perspectives in Sociology*, London, Routledge 3rd Ed.
- 6) Dhanagare D.N., 1999. *Themes and Perspectives in Indian Sociology*, Jaipur. Rawat Publications, Pp 31-77
- 7) Haralombus M and Holborn, 2000. *Sociology: Themes and Perspectives*, London. Collins pub, Pp 1035-1056.
- 8) Judge Paramjit, 2012. *Foundations of Classical Theory*, Delhi. Pearson Pub, Pp-42-46,

54-60, 92-103, 111-115, 116-119

- 9) KunduAbhijit, 2012. *Sociological Theory*, Delhi. Pearson Pub, Pp-8-21, 66-74, 77-79
- 10) Nagla B. K., 2008. *Indian Sociological Thought*, Jaipur. Rawat Pub, Pp 8-28, 67-70, 93-111, 138-153, 212-225, 303-327
- 11) Patel Sujata, (ed) 2011. *Doing Sociology in India*, New Delhi. Oxford, Pp- 11-29
- 12) Pramanik S. K. 2001. *Sociology of G. S. Ghurye*, Jaipur., Rawat, Pp-19-30
- 13) Ray Larry J., 2010. *Theorizing Classical Sociology*, New Delhi. Tata MaGraw-Hill, Pp 1-57
- 14) Ritzer George, 1996. *Sociological Theory*, New Delhi. Tata-McGrew Hill, 6<sup>th</sup>.Ed.Pp 39-58, 73-91, 108- 121

### **Reference Books**

- 1) Das Veena, (ed), 2003. *Oxford India Companion to Sociology and Social Anthropology*, New Delhi. Oxford University Press,
- 2) Morrison Ken, 1995. *Marx, Durkheim, Weber: Formation of Modern Social Thought*, London. Sage,
- 3) Oommen and Mukherji (ed) 1986. *Indian Sociology: Reflections and Introspections*, Bombay. Popular Prakashan, Pp 16 – 55
- 4) Singh Yogendra, 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*, New Delhi. Vistaar, Pp 1 – 31.
- 5) Vivek P.S., 2002. *Sociological Perspectives and Indian Sociology*, Mumbai. Himalaya Publishing House.
- 6) *Speeches and Writings of Dr. B.R. Ambedkar*, 1990. Education Department, Govt. of Maharashtra volume. 7., Pp-114-131, 156-185, 178-280, 370-379.

Choice Based Credit System Syllabus (NEP 2020 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.A. (Semester- IV)

**Subject:** Sociology

**Course:** Foundation of Sociological Thoughts-II

**Course Code:** SOC—251-MJM

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3		3		
CO 2			3	3	3	3		3		
CO 3		2	3	3		2		3		
CO 4				3						
CO 5			2	3				2		
CO 6	3		1	3	3	3		3		
CO 7	1	1		3	3	2		1		

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

**PO2: Communication Skill**

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

**PO3: Multicultural Competence**

CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 5: Students Are Familiarized The Pioneers Of The Subject Like AugusteCompte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

**PO4: Research Skills**

CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts

Of Emergence Of Sociology.

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 4: Students Would Be Able To Gain Knowledge About The Emergence And Development Of Sociology.

CO 5: Students Are Familiarized The Pioneers Of The Subject Like Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

**PO5: Environmental awareness**

CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.

CO 2: Students Are Able To Understand Social Thoughts.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

**PO6: Problem-solving Abilities**

CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

**PO8: Value inculcation**

CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 5: Students Are Familiarized The Pioneers Of The Subject Like Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

## CBCS Syllabus as per 2023 Pattern as per NEP 2020 for S.Y.B.A Sociology

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC-252 -MJM
<b>Course Title</b>	: Indian Society: Issues and Problems - II
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### Course Objectives:

1. To provide students with a comprehensive understanding of the historical, cultural, and sociological foundations of Indian society.
2. To analyze the major social, cultural, economic, and political issues and problems facing Indian society today.
3. To explore the diversity and complexity of Indian society, including its various social structures, institutions, and practices.
4. To examine the impact of globalization, modernization, and urbanization on Indian society.
5. To critically evaluate theories and perspectives on Indian society from various disciplines such as sociology, anthropology, history, and political science.
6. To develop students' ability to think critically and analytically about social issues and problems in Indian society.
7. To encourage students to engage in informed and respectful discussions on sensitive issues related to caste, gender, religion, and ethnicity in Indian society.

### Course Outcomes:

- CO1: Students are able to understand social issues and are empowered to face social problems.
- CO2: Students are able to understand changing nature of social problems in India.
- CO3: Students are able to analyze social issues and problems using different sociological perspectives.
- CO4: Students get familiar with Indian social system.

CO5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

CO6: Students are able to understand social problems faced by the individuals and the society and introspects how to handle the issues in socioeconomic perspectives.

CO7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

## Topics and Learning Points

### **Unit 1 Crime: Issues and Problems**

**15**

1. Juvenile Delinquency, Caste and Community related crimes – Meaning, Nature and Causes.
2. White Collar Crime – Meaning, Nature and Causes (corporate crimes, crimes related to environment, corruption, criminalization of politics and cyber-crime.)

### **Unit 2 Backward Class: Issues and Problems**

**15**

3. Meaning of Backward Classes
4. Scheduled Caste (Untouchable Castes)
5. Major Problems of Scheduled Caste (Social, Economic, Religious, Cultural, Educational, Political)
6. Constitutional Provisions to solve the problems of Scheduled Castes, Government Measures.

### **Unit 3 Issues of Youth and Senior Citizens**

**15**

1. Problems and Issues of Youth – unemployment, education, sexuality, drug abuse and suicide.
2. Problems of the Aged – economic, social, psychological and health related

### **Unit 4 Dealing with Social Problems**

**15**

1. Role of State – Policy, planning and legislation
2. Role of CSOs (Civil Society Organizations) – Mobilization and social action.

## Essential Readings

- 1) Ahuja Ram, 1993. *Indian Social System*. Jaipur Rawat Publications.
- 2) Ahuja Ram, 2000. *Social Problems in India*. Jaipur Rawat Publications, pp- 1-26, 27-69,70-90, 193-217, 119-127, 308-341,
- 3) Deb,Sibnath., 2005. *Contemporary Social Problems in India*. New Delhi,Anmol Publications.
- 4) Tripathi. R. N., 2011. *Indian Social Problems*, Pinnacle Technology, New Delhi
- 5) Prasad B.K., 2004. *Social Problems in India*, Vol. I and II, New Delhi.Anmol Publications Pvt. Ltd.
- 6) Selwyn Stanley., 2004. *Social Problems in India*. New Delhi.Allied Publishers,
- 7) Jogan Shankar., 1992. *Social Problems and Welfare in India*. US South Asia Books.
- 8) Madan G. R., 2009. *Indian Social Problems*. Vol. I and II. New Delhi. Allied publishers,pp-
- 9) PandeyRajendra., 1994. *Social Problems in Contemporary India*. New Delhi. Ashish Publishing House,
- 10) Purushottam G. S., 2003. *Social Problems in India*, Mumbai.Himalaya Publishing House,
- 11) Murthy, V and Thakur, J., 2013. 'Scheduled Caste Women: Problems and Challenges' *Indian Streams Research Journal*, Vol 3, Issue 11, Pp 1-7 (2013). Available at <http://www.isrj.net/UploadedData/3378.pdf>
- 12) D. Swarupa Rani, Sadu Rajesh,2014. March:'Socio - Economic Status of Dalit Women- A Study In Andhra Pradesh', *Indian Streams Research Journal*, Vol 4, Issue 2, Pp 1- 6 Available at <http://www.isrj.net/UploadedData/4287.pdf>

## Reference Books

- 1) Dandanean Steven P., 2001. *Taking it Big: Developing Sociological Consciousness in Postmodern Times*. New Delhi. London. Pine Edge Press.
- 2) GadgilMadhav and GuhaRamchandra, 1996. *Ecology and Equity*. New Delhi. Oxford University Press
- 3) Giddens Anthony (ed)., 2001. *Sociology: Introductory Readings*. Cambridge, Polity Press.
- 4) Gupta M. and Chen Martha Alter. 1996. *Health, Poverty and Development in India*. New Delhi. Sage Publications.
- 5) Mckinney Kathleen and Beck Frank (ed)., 2001. *Sociology through Active Learning*. New Delhi. Pine Edge Press. London.
- 6) Sen Amartya, 1992. *Inequality Reexamined*. Russell New York. Sage foundation,
- 7) Vivek P. S., 2002. *Sociological Perspectives and Indian Sociology*. Mumbai. Himalaya Publishing House.
- 8) Tribhuvan Robin D., 2014, *Social Problems and Developmental Issues of Youth*. New Delhi. Discovery Publishing House Pvt. Ltd.

Choice Based Credit System Syllabus (NEP 2020 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.A. (Semester- IV)

**Subject:** Sociology

**Course:** Indian Society: Issues & Problems-II

**Course Code:** SOC -252 -MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO10
CO 1		3	3							
CO 2	3	3				3				
CO 3	3		2	3		3				
CO 4	1	3		3						
CO 5		3				2				
CO 6		2		3						
CO 7		2	3			3				

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

CO 2: Students are able to understand changing nature of social problems in India.

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 4: Students get familiar with Indian social system.

**PO2: Communication Skill**

CO 1: Students are able to understand social issues and are empowered to face social problems.

CO 2: Students are able to understand changing nature of social problems in India.

CO 4: Students get familiar with Indian social system.

CO 5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

CO 6: Students are able to understand social problems faced by the individuals and the society and introspects how to handle the issues in socioeconomic perspectives.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

### **PO3: Multicultural Competence**

CO 1: Students are able to understand social issues and are empowered to face social problems.

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

### **PO4: Research Skills**

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 4: Students get familiar with Indian social system.

CO 6: Students are able to understand social problems faced by the individuals and the society and introspect how to handle the issues in socioeconomic perspectives.

### **PO6: Problem-solving Abilities**

CO 2: Students are able to understand changing nature of social problems in India.

CO 4: Students get familiar with Indian social system.

CO 5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

## **CBCS Syllabus as per 2023 Pattern as per NEP 2020 for S.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Minor (Theory)
<b>Course Code</b>	: SOC -261-MN
<b>Course Title</b>	: Introduction to Population Studies- II
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### **Course Objectives:**

1. Understand the basic concepts and theories used in the study of population dynamics.
2. Examine the major demographic processes such as fertility, mortality, migration, and population growth.
3. Analyze the historical trends and current patterns of global population change.
4. Explore the relationship between population dynamics and various social, economic, and environmental issues.
5. Learn the methods and techniques used in population research, including data collection and analysis.
6. Discuss the implications of population trends for public policy and planning.
7. Develop critical thinking skills through the evaluation of demographic data and research findings.

### **Course Outcomes:**

- CO1: Students get familiar with the field of demography and introduce demographic processes.
- CO2: Students are able to understand the nature, scope and concepts related to population studies.
- CO3: Students are able to critically analyze the theoretical perspective of population studies.
- CO4: Students are able to understand the global population trends, and demographic perspectives.
- CO5: Students are able to evaluate the population policy and population profile of India.
- CO6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.
- CO7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

## Topics and Learning Points

### **Unit I – Population Growth and Distribution in India (15)**

1. Growth of population since 1901
2. Nature and characteristics of Indian population (Age, Sex, Missing Girl child, Education, Literacy, Religion)

### **Unit II – Population Dynamics in India (15)**

1. Fertility – Definition and factors (Biological, Physiological, Social, Economic and Culture)
2. Mortality - Definition and factors ( Mortality, Infant Mortality, Maternal Mortality, Sex Selective Abortions)
3. Migration – Definition, Types and Consequences

### **Unit III - Population Education in India (15)**

1. Population Education – Concept and debate, need, objectives, Sex Education, HIV, Aids Awareness
2. Legislative measures to enhance the quality and quantity of population in India- (Ban on sex determination and sex-selective abortions, PCPNDT, National Rural Health Mission)

### **Unit IV - Population and Development (15)**

1. Population as a constraint on and a resource for development
2. Socio-culture factors of population dynamics –gender, religion, education.
3. Relation between population and poverty

### **Essential Readings**

1. Bhende A. And Kanitkar T. 2003. *Principles of Population Studies*. Himalaya Publishing House.
2. Bose Ashish. 1991. *Demographic Diversity in India*. Delhi. B.R.Publishing Corp.
3. Chandna R. C. 1998. *Population*. Delhi. Kalyani Publications.
4. Cox Peter. 1976. *Demography*. London. Cambridge University Press. (For ‘why demography’)
5. Demeny Paul and McNicoll Geoffrey (eds). 1998. *Population and Development*. Earthscan Pub. Ltd. (For relationship between population growth and economic growth)

6. Dreze Jean and Sen Amartya. 2011. *India: Development and Participation*. New Delhi. Oxford University Press. (Chapter 6 and 7 for population, health and environment; and for gender inequality and women's agency)
7. Nam Charles B. and Philliber Susan Gustavus. 1984. *Population: A Basic Orientation*. New Jersey: Prentice-Hall. (Chap 7 and 8 for population impact on education, economy, environment, polity, religion, family; Chap 9 for population policy)
8. PerveenShama. 2004. *Population Growth and Sustainable Development*. Economic and Political Weekly. February 14, 2004. Pp. 629-633
9. Poston Dudley L. and Micklin Michael (eds). 2006. *Handbook of Population*. Springer.
10. Raju B.Joseph, Gadde Annie Anitha and Rao D.B. 2004. *Population Education*. New Delhi. Sonali Publication.
11. RathiPrateek, Mukherjee Arnab, Sen Gita. 2012. *RashtriyaSwasthyaBimaYojana*. Economic and Political Weekly. September 29, 2012. Pp. 57-64
12. Shukla Ravi. 2010. *Reimagining Citizenship: Debating India's Unique Identification Scheme*. Economic and Political Weekly. January 09, 2010. Pp. 31-36
13. Trovato Frank (ed.). 2002. *Population and Society – Essential Readings*. Oxford University Press. (For Marxism and Population Question, political economy of fertility)

## References

1. Agarwal S.N. 1989. *Population Studies with Special Reference to India*. New Delhi. LokSurjeet Publication.
2. Bloom David E. 2011. *Population Dynamics in India and Implications for Economic Growth*. PGDA Working Paper No. 65 <http://www.hsph.harvard.edu/pgda/working.htm>
3. Bose Ashish. 2000. *North-South Divide in India's Democratic Scene*. Economic and Political Weekly. May 13, 2000. Pp. 1698-1700
4. Bose Ashish. 2005. *Beyond Hindu-Muslim Growth Rate: Understanding socio-economic reality*. Economic and Political Weekly. January 29, 2005. Pp. 370-374
5. ChattopadhyayaAparajita. 2004. *A Comprehensive Look at Ageing*. Economic and Political Weekly. October 02.
6. Gender Development Reports (see UNDP websites)
7. Heer David M. And Grigsby Jill S. 1994. *Society and Population*. New Delhi. Prentice-Hall of India Pvt. Ltd.
8. Human Development Reports (see UNDP websites)
9. Krishnaraj M., SudarshanRatna M., ShariffAbusaleh. (eds) 1998. *Gender, Population and Development*. Delhi. Oxford University Press.
10. Kundu Amitabh. 2009. *Exclusionary Urbanization in Asia: A Macro Overview*. Economic and Political Weekly. Vol. 44, Issue No. 48, November 28, 2009. Pp. 48-58
11. National Population Policy 2000

(<http://india.unfpa.org/drive/nationalpopulation-policy2000.pdf>)

<http://conservancy.umn.edu/bitstream/11299/50283/1/Agrawal,%20Sandhya.pdf>

12. Sen Amartya. 2000. *Development as Freedom*. Delhi. Oxford University Press.
13. Srivastava O.S. 1994. *Demography and Population Studies*. New Delhi. Vikas Publishing House.
14. World Development Reports (see UNDP websites)

Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.A. (Semester- IV)

**Subject:** Sociology

**Course:** Introduction to Population Studies -II

**Course Code:** SOC -261-

**MN Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO10
CO 1		2	2	3						
CO 2	1			2						
CO 3	3			3	3					
CO 4	2			1	3					
CO 5		3	3		2					
CO 6				3						
CO 7	3	3	3	1	3					

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO2: Communication Skill**

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO3: Multicultural Competence**

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO4: Research Skills**

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO5: Environmental awareness**

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

## CBCS Syllabus as per 2023 Pattern as per NEP 2020 for S.Y.B.A Sociology

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Open Elective (Theory)
<b>Course Code</b>	: SOC -266-OE
<b>Course Title</b>	: Population Growth and Society - II
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### Course Objectives:

1. Gain an understanding of the theories, models, and trends related to population growth, distribution, and change.
2. Examine the social, economic, environmental, and political implications of population growth on societies globally.
3. Explore the concept of demographic transition and its relevance to understanding population change in different regions.
4. Evaluate population policies implemented by various countries and organizations, and their effectiveness in addressing population challenges.
5. Analyze how population dynamics intersect with issues of social inequality, including access to resources, healthcare, and education.
6. Examine the relationship between population growth, migration patterns, and urbanization, and their effects on society.
7. Discuss the role of population growth in environmental degradation and explore strategies for sustainable development.

### Course Outcomes:

- CO1: Students get familiar with the field of demography and introduce demographic processes.
- CO2: Students are able to understand the nature, scope and concepts related to population studies.
- CO3: Students are able to critically analyze the theoretical perspective of population studies.
- CO4: Students are able to understand the global population trends, and demographic perspectives.
- CO5: are able to evaluate the population policy and population profile of India.
- CO6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.
- CO7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

## Topics and Learning Points

### **Unit I – Population Growth and Distribution in India (15)**

1. Growth of population since 1901
2. Nature and characteristics of Indian population (Age, Sex, Missing Girl child, Education, Literacy, Religion)

### **Unit II – Population Dynamics in India (15)**

1. Fertility – Definition and factors (Biological, Physiological, Social, Economic and Culture)
2. Mortality - Definition and factors ( Mortality, Infant Mortality, Maternal Mortality, Sex Selective Abortions)
3. Migration – Definition, Types and Consequences

### **Unit III - Population and Development (15)**

1. Population as a constraint on and a resource for development
2. Socio-culture factors of population dynamics –gender, religion, education.
3. Relation between population and poverty

#### **Essential Readings:**

1. Bhende A. And Kanitkar T. 2003. Principles of Population Studies. Himalaya Publishing House.
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  6. Dreze Jean and Sen Amartya. 2011. India: Development and Participation. New Delhi. Oxford University Press. (Chapter 6 and 7 for population, health and environment; and for gender inequality and women’s agency)
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6. Gender Development Reports (see UNDP websites)
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8. Human Development Reports (see UNDP websites)
9. Krishnaraj M., Sudarshan Ratna M., Shariff Abusaleh. (eds) 1998. Gender, Population and Development. Delhi. Oxford University Press.
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14. World Development Reports (see UNDP websites)

**Link :**

<https://pubmed.ncbi.nlm.nih.gov/12280490/>

**मराठी**

- 1|कुलकर्णी सुमती आणि कानिटकर तारा|1979|लोकसंख्याशास्त्र| पुणे| श्रीविधी प्रकाशन|
- 2|कानिटकर तारा आणि काLदाते सुधा|2004| लोकसंख्या आणि समाज| औरंगाबाद| विद्या बुक पब्लीशर्स
- 3|पारिख इंदुमती|1983| लोकसंख्येचा भस्मासुर| मुंबई| नव जागृती समाज प्रकाशन|
- 4|ब्राम्हे सुलभा| 2001| वाढत्या लोकसंख्येची भीती कुणाला| पुणे| शंकर ब्राम्हे समाजविज्ञान ग्रंथालय|
- 5|गगनग्रास ज्योती आणि येवले सुधीर|2005| लोकसंख्या आणि समाज| पुणे|निराली प्रकाशन|

Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.A. (Semester- IV)

**Subject:** Sociology

**Course:** Population Growth and Society-II

**Course Code:** SOC -266-

**OE Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO10
CO 1		2	2	3						
CO 2	1			2						
CO 3	3			3	3					
CO 4	2			1	3					
CO 5		3	3		2					
CO 6				3						
CO 7	3	3	3	1	3					

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO2: Communication Skill**

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO3: Multicultural Competence**

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO4: Research Skills**

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**PO5: Environmental awareness**

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Skill Enhancement Course
<b>Course Code</b>	: SOC-276-SEC
<b>Course Title</b>	: New Social Media
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### **Course Objectives:**

1. Explain the concept of new media.
2. Explain the features of the new media.
3. Explain the new media literacy.
4. Describe the features and the development of social media platforms
5. Classify social media platforms
6. Explain and illustrate the concept of social media community
7. Explains how to use social media as a tool of corporate communication.

### **Course Outcomes:**

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

CO1. The student will explain what is the concept of digital communications and new media, and the development and characteristics of them.

CO2. Students will be able to explain the concept of social media and what it is and how is the social media interaction.

CO3. Students will be able to explain the usage of social media in corporate communications and brand communication and be able to explain how we treat the global context.

CO4. Students will be able to explain the effects of new media.

CO5. Use written, oral, and visual communication to analyze and critique digital media.

CO6. Situate media art in its historical, political, and social context.

CO7. Evaluate the ethical and legal considerations surrounding the production and distribution of digital media.

## Topics and Learning Points

### Teaching Hours

#### **UNIT3: Social Media**

**10**

- a) Meaning
- b) Social Networking / Media
- c) Types of Social Media
- d) Features of Social media Services
- e) Negative Effects of Social Media

#### **UNIT2: Economic Effects of Social Media**

**10**

- a) Economic direction and social media
- b) Social media and marketing
- c) Positive and negative effects of sales and promotion

#### **UNIT1: Political Implications of Social Media**

**10**

- a) Use of social media in the political sphere
- b) Role of social media in political campaigning
- c) Advantages and Disadvantages of social media uses in politics

## References:

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Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** F.Y.B.A. (Semester- I)

**Subject:** Sociology

**Course:** New Social Media

**Course Code:** SOC -166-OE

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3		3	3	3			
CO 2	3	3	2	3	3			
CO 3	3	3	1	3	3			
CO 4	3			3	3			
CO 5	3			3	3			
CO 6	3			3	3			
CO 7	3	3	3	3	3			

**Justification for the Mapping**

**PO1: Research-Related Skills**

CO 1: The student will explain what is the concept of digital communications and new media, and the development and characteristics of them.

CO 2: Students will be able to explain the concept of social media and what it is and how is the social media interaction.

CO 3: Students will be able to explain the usage of social media in corporate communications and brand communication and be able to explain how we treat the global context.

CO 4: Students will be able to explain the effects of new media.

CO 5: Use written, oral, and visual communication to analyze and critique digital media.

CO 6: Situate media art in its historical, political, and social context.

CO 7: Evaluate the ethical and legal considerations surrounding the production and distribution of digital media.

**PO2: Effective Citizenship and Ethics**

CO 2: Students will be able to explain the concept of social media and what it is and how is the social media interaction.

CO 3: Students will be able to explain the usage of social media in corporate communications and brand communication and be able to explain how we treat the global context.

CO 7: Evaluate the ethical and legal considerations surrounding the production and distribution of digital media.

**PO3: Social Competence**

CO 1: The student will explain what is the concept of digital communications and new media, and the development and characteristics of them.

CO 2: Students will be able to explain the concept of social media and what it is and how is the social media interaction.

CO 3: Students will be able to explain the usage of social media in corporate communications and brand communication and be able to explain how we treat the global context.

CO 7: Evaluate the ethical and legal considerations surrounding the production and distribution of digital media.

**PO4: Disciplinary Knowledge**

CO 1: The student will explain what is the concept of digital communications and new media, and the development and characteristics of them.

CO 2: Students will be able to explain the concept of social media and what it is and how is the social media interaction.

CO 3: Students will be able to explain the usage of social media in corporate communications and brand communication and be able to explain how we treat the global context.

CO 4: Students will be able to explain the effects of new media.

CO 5: Use written, oral, and visual communication to analyze and critique digital media.

CO 6: Situate media art in its historical, political, and social context.

CO 7: Evaluate the ethical and legal considerations surrounding the production and distribution of digital media.

**PO5: Personal and Professional Competence**

CO 1: The student will explain what is the concept of digital communications and new media, and the development and characteristics of them.

CO 2: Students will be able to explain the concept of social media and what it is and how is the social media interaction.

CO 3: Students will be able to explain the usage of social media in corporate communications and brand communication and be able to explain how we treat the global context.

CO 4: Students will be able to explain the effects of new media.

CO 5: Use written, oral, and visual communication to analyze and critique digital media.

CO 6: Situate media art in its historical, political, and social context.

CO 7: Evaluate the ethical and legal considerations surrounding the production and distribution of digital media.

## **CBCS Syllabus as per 2023 Pattern as per NEP 2020 for S.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Community Engagement Program (Theory)
<b>Course Code</b>	: SOC-285- CEP
<b>Course Title</b>	: Aging and Society
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### **Course Objectives:**

1. Describe the process of aging; identify the factors that shape it, and the transitions that take place throughout the life course.
2. Examine the demographic trends that transform society's aging population.
3. Identify the four dimensions of ageing including chronological, biological, psychological and social ageing.
4. Explain how the interpretation of aging in society is socially constructed.
5. Analyze the perspectives of aging in society as it relates race, ethnicity, gender, and socioeconomic groups.
6. Describe the variety of roles, patterns of relationships, and interaction of older people from simple to complex societies.
7. Discuss the social and cultural consequences of physical aging, as well as the social consequences of psychological aging, and how physical challenges impact everyday life for the elderly

### **Course Outcomes:**

- CO1. Identify and analyze the patterns and trends of aging among different racial, ethnic, nationality, gender, sexual orientation, and socio-economic groups.
- CO2. Examine sources of diversity in the ageing experience.
- CO3. Analyze the relationship between structured inequality, disparities and ageism.
- CO4. Analyze the impact of social forces on older people
- CO5. Apply course content to personal and vocational experiences as well as issues related to ageing and society
- CO6. Evaluate arguments and explanations on ageing.
- CO7. Demonstrate skills in sociological thinking and written and spoken expression.

## Topics and Learning Points

### Unit: 1 Aging Process

1. A global perspective on aging
2. History of aging
3. Biological age
4. Expected age
5. Views of other societies on aging

### Unit: 2 Biological Changes and Aging

1. Biological modification
2. Aging and changes within the body
3. Diseases of the elderly

### Unit: 3 Ageing: Physical and mental changes and their consequences

1. Aging and the Sociological Approach
2. Aging Physiological Changes and Its Consequences
3. Aging mental changes and its consequences
4. Aging and stress on children
5. Stress due to old age and retirement

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Choice Based Credit System Syllabus (NEP 2020 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** S.Y.B.A. (Semester- IV)

**Subject:** Sociology

**Course:** Aging and Society

**Course Code:** SOC-285- CEP

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

**Justification for the mapping**

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO10
CO 1	3			3						
CO 2	3		3	3						
CO 3	3			3		3				
CO 4	3			3		3				
CO 5		3	3							
CO 6						3				
CO 7		3		3						

**PO1: Critical and Creative Thinking**

CO1. Identify and analyze the patterns and trends of aging among different racial, ethnic, nationality, gender, sexual orientation, and socio-economic groups.

CO2. Examine sources of diversity in the ageing experience.

CO3. Analyze the relationship between structured inequality, disparities and ageism.

CO4. Analyze the impact of social forces on older people

**PO2: Communication Skill**

CO5. Apply course content to personal and vocational experiences as well as issues related to ageing and society

CO7. Demonstrate skills in sociological thinking and written and spoken expression.

**PO3: Multicultural Competence**

CO2. Examine sources of diversity in the ageing experience.

CO5. Apply course content to personal and vocational experiences as well as issues related to ageing and society

**PO4: Research Skills**

CO1. Identify and analyze the patterns and trends of aging among different racial, ethnic, nationality, gender, sexual orientation, and socio-economic groups.

- CO2. Examine sources of diversity in the ageing experience.
- CO3. Analyze the relationship between structured inequality, disparities and ageism.
- CO4. Analyze the impact of social forces on older people
- CO7. Demonstrate skills in sociological thinking and written and spoken expression.

**PO6: Problem-solving Abilities**

- CO3. Analyze the relationship between structured inequality, disparities and ageism.
- CO4. Analyze the impact of social forces on older people
- CO6. Evaluate arguments and explanations on ageing.