

Anekant Education Society's  
**TULJARAM CHATURCHAND COLLEGE**  
**Of Arts, Science & Commerce, Baramati**  
**(Autonomous)**

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**Department of Sociology**  
**Syllabus**

**T.Y.B.A. Sociology Syllabus (2022 Pattern) March 2024**

**SEMESTER - VI**

**Choice Based Credit System Syllabus (2022 Pattern)**

<b>UG</b>	<b>Subject</b>	<b>Subject Code</b>	<b>Title</b>	<b>Credits</b>
UG	G III	UASO361	Crime and Society - II	03
UG	S III	UASO362	Social Research Methods - II	03
UG	S IV	UASO363	Contemporary Indian Society - II	03
UG	SEC IV	UASOSEC-4	Rural sociology	02

## CBCS Syllabus as per 2022 Pattern for T.Y.B.A Sociology

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASO
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: VI
<b>Course Type</b>	: General Paper- G-3 (Theory)
<b>Course Code</b>	: UASO-361
<b>Course Title</b>	: Crime and Society - II
<b>No. of Credits</b>	: 03
<b>No. of Teaching Hours</b>	: 45

### Course Objectives:

1. To provide students with a comprehensive understanding of the nature, types, and causes of crime in society.
2. To introduce students to various theoretical perspectives (e.g., biological, psychological, sociological) on crime and deviance.
3. To explore how social factors such as poverty, inequality, family dynamics, and cultural influences contribute to criminal behavior.
4. To examine the structure and functions of the criminal justice system, including law enforcement, the courts, and corrections.
5. To discuss strategies and initiatives aimed at preventing crime, including community policing, rehabilitation programs, and policy interventions.
6. To analyze crime trends and patterns from a global perspective, including cross-cultural comparisons and international crime issues.
7. To raise awareness of ethical and legal issues related to crime, punishment, and justice in society.

### Course Outcomes:

- CO1: Students will be able to acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.
- CO2: Students will be able to learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.
- CO3: Students will be able to critically analyze the conceptual and empirical underpinning of research on the above topics.
- CO4: Students will be able to identify significant new research questions related to the study of crime in society.

- CO5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.
- CO6: Theory of Punishment, history of Prison in India Correctional Programmes in Prison and Problems related to it Jail Management.
- CO7: Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals.

**Unit 1. Recent Trends in Crime:** (Meaning and Features) (15)

- a) Criminalization of politics
- b) Environmental crimes
- c) International crimes

**Unit 2. Theories of Punishment:** (15)

- a) Deterrent Theory
- b) Preventive Theory
- c) Reformatory Theory

**Unit 3. Prevention of Crime: Measures and Changing Perspectives:** (15)

- a) Punishment, Prison and alternative imprisonment (Open prison, Probation, Parole)
- b) Rehabilitation of prisoners
- c) Human Right Perspective
- d) Crime and the role of media

**Essential Readings:**

1. Ahuja, Ram. *Criminology in India*. Jaipur: Rawat Publications.
2. Ahuja, Ram. *Social Problems in India*. Delhi and Jaipur: Rawat Publications.
3. Bhosale, Smriti. 2009. *Female Crime in India*. New Delhi: Kalpaz Publications.
4. Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi: Harper Collins Publishers.
5. Haralambos and Holborn. 2007. *Sociology: Themes and Perspectives*. London: Collins.
6. Sutherland, Edwin and Donald R. Cressey. 1968. *Principals of Criminology*. Bombay: Times of India Press.

**Referenses:**

1. Bedi, Kiran. 1998. *It's Always Possible*. New Delhi: Sterling Publication.
2. Dass, Shankar and Rani Dhavan. 2000. *Punishment and the Prison- India and International Perspective*. New Delhi: Sage Publication.
3. Goel, Rakesh and Manohar Powat. 1994. *Computer Crime: Concept, Control and Prevention*. Bombay: Saymson Computers Pvt.Ltd.
4. Patric, Ryan and George Rush. 1997. *Understanding Organized Crime in Global Perspective*. London: Sage Publication.

Choice Based Credit System Syllabus (2022 Pattern)

Academic Year 2023-24

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Semester- VI)

Subject: Sociology

Course: Crime and Society – II

Course Code: UASO361

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	2		2		3			
CO 2		2	3	2				
CO 3	3			3	2			3
CO 4	2			2				2
CO 5	3	3		3	3			3
CO 6		3						
CO 7		3	3					

Justification for the mapping

**PO1: Research-Related Skills**

CO 1: Students will be able to acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.

CO 3: Students will be able to critically analyze the conceptual and empirical underpinning of research on the above topics.

CO 4: Students will be able to identify significant new research questions related to the study of crime in society.

CO 5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.

**PO2: Effective Citizenship and Ethics**

CO 2: Students will be able to learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.

CO 5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.

CO 6: Theory of Punishment, history of Prison in India Correctional Programmes in Prison and Problems related to it Jail Management.

CO 7: Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals.

**PO3: Social Competence**

CO 1: Students will be able to acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behaviour and social, cultural, and institutional forces.

CO 2: Students will be able to learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.

CO 7: Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals.

**PO4: Disciplinary Knowledge**

CO 2: Students will be able to learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.

CO 3: Students will be able to critically analyze the conceptual and empirical underpinning of research on the above topics.

CO 4: Students will be able to identify significant new research questions related to the study of crime in society.

CO 5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.

**PO5: Personal and Professional Competence**

CO 1: Students will be able to acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behaviour and social, cultural, and institutional forces.

CO 3: Students will be able to critically analyze the conceptual and empirical underpinning of research on the above topics.

CO 5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.

**PO8: Critical Thinking and Problem solving**

CO 3: Students will be able to critically analyze the conceptual and empirical underpinning of research on the above topics.

CO 4: Students will be able to identify significant new research questions related to the study of crime in society.

CO 5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.

## CBCS Syllabus as per 2022 Pattern for T.Y.B.A Sociology

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASO
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: VI
<b>Course Type</b>	: Special Paper- S-3 (Theory)
<b>Course Code</b>	: UASO-362
<b>Course Title</b>	: Social Research Methods – II
<b>No. of Credits</b>	: 03
<b>No. of Teaching Hours</b>	: 45

### Course Objectives:

1. Understand the fundamental concepts and principles of social research.
2. Identify and formulate research questions related to social phenomena.
3. Design appropriate research methodologies and strategies for investigating social issues.
4. Select and apply various data collection methods, such as surveys, interviews, and observations.
5. Analyze and interpret quantitative and qualitative data using relevant statistical and analytical tools.
6. Evaluate the validity, reliability, and ethical considerations of social research.
7. Communicate research findings effectively through written reports and presentations.

### Course Outcomes:

CO1: Carry out independent research pertaining to any specific issue.

CO2: Design a research, justifying use of various methods/tools to carry out the same.

CO3: Collect, analyze and interpret both quantitative and qualitative data.

CO4: Students will understand how to collect, analyze and interpret empirical evidence in sociological research.

CO5: Students will be acquainted about the role of evidence in social sciences.

CO6: Students get familiar with how to conduct both qualitative and quantitative sociological research.

CO7: Student should know about different types of social research.

Unit 1. Techniques of Data Collection (15)

- a) Observation – The method, types, advantages and disadvantages.
- b) Interview – The method, types, advantages and disadvantages.
- c) Questionnaire – The method, types, advantages and disadvantages.

Unit 2. Quantitative and Qualitative Methods (15)  
a) Survey- Meaning, nature, advantages and disadvantages.  
b) Case study – meaning, nature, advantages and disadvantage.

Unit 3. Data Analysis and Report Writing (15)  
a) Report writing- Data presentation and interpretation.  
b) Use of tables, graphs, histograms.

## References

### English:

1. Ahuja, Ram. 2007. *Research Methods*. Rawat Publication. Jaipur.
2. Babbie, Earl. 2004. *The Practice of Social Research*. (10th edn), Wadsworth-Thomson, C.A.USA
3. Bhandarkar, P. L. and Wilkinson. 2007. *Methodology and Techniques of Social Research*, Himalaya Publishing House, N.Delhi.
4. Bryman, Alan. 2008. *Social Research Methods*. Oxford University Press.
5. Giddens, Anthony. *Sociology*, 8<sup>th</sup> Edition, 2017
6. Goode and Hatt. 2006. *Methods in Social Research*. Surjeet Publication. N.Delhi.
7. Newman, Lawrence. 2011. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
8. Seale, Clive. (ed.) 2004. *Social Research Methods*. Routledge- India publication.
9. Sarantakos, S. 1998. *Social Research*. McMillan Press. UK.

Choice Based Credit System Syllabus (2022 Pattern)

Academic Year 2023-24

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Semester- VI)

Subject: Sociology

Course: Social Research Methods - II

Course Code: UASO362

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		2	3	2			3
CO 2	3		1	3				3
CO 3	3		2	3				3
CO 4	3			3				3
CO 5	3			3	2			3
CO 6	3			3				3
CO 7	3			3				3

Justification for the mapping

**PO1: Research-Related Skills**

CO 1: Carry out independent research pertaining to any specific issue.

CO 2: Design a research, justifying use of various methods/tools to carry out the same.

CO 3: Collect, analyze and interpret both quantitative and qualitative data.

CO 4: Students will understand how to collect, analyze and interpret empirical evidence in sociological research.

CO 5: Students will be acquainted about the role of evidence in social sciences.

CO 6: Students get familiar with how to conduct both qualitative and quantitative sociological research.

CO 7: Student should know about different types of social research.

**PO3: Social Competence**

CO 1: Carry out independent research pertaining to any specific issue.

CO 2: Design a research, justifying use of various methods/tools to carry out the same.

CO 3: Collect, analyze and interpret both quantitative and qualitative data.

**PO4: Disciplinary Knowledge**

CO 1: Carry out independent research pertaining to any specific issue.

- CO 2: Design a research, justifying use of various methods/tools to carry out the same.
- CO 3: Collect, analyze and interpret both quantitative and qualitative data.
- CO 4: Students will understand how to collect, analyze and interpret empirical evidence in sociological research.
- CO 5: Students will be acquainted about the role of evidence in social sciences.
- CO 6: Students get familiar with how to conduct both qualitative and quantitative sociological research.
- CO 7: Student should know about different types of social research.

**PO5: Personal and Professional Competence**

- CO 1: Carry out independent research pertaining to any specific issue.
- CO 5: Students will be acquainted about the role of evidence in social sciences.

**PO8: Critical Thinking and Problem solving**

- CO 1: Carry out independent research pertaining to any specific issue.
- CO 2: Design a research, justifying use of various methods/tools to carry out the same.
- CO 3: Collect, analyze and interpret both quantitative and qualitative data.
- CO 4: Students will understand how to collect, analyze and interpret empirical evidence in sociological research.
- CO 5: Students will be acquainted about the role of evidence in social sciences.
- CO 6: Students get familiar with how to conduct both qualitative and quantitative sociological research.
- CO 7: Student should know about different types of social research.

## CBCS Syllabus as per 2022 Pattern for T.Y.B.A Sociology

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASO
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: VI
<b>Course Type</b>	: Special Paper- S-4 (Theory)
<b>Course Code</b>	: UASO-363
<b>Course Title</b>	: Contemporary Indian Society - II
<b>No. of Credits</b>	: 03
<b>No. of Teaching Hours</b>	: 45

### Course Objectives:

1. Analyze the historical context and evolution of Indian society from ancient times to the present day.
2. Identify and examine key social institutions, such as family, religion, caste, and class, and their roles in shaping Indian society.
3. Evaluate the impact of globalization, urbanization, and modernization on Indian society.
4. Discuss and debate contemporary social issues in India, such as gender inequality, poverty, education, and healthcare.
5. Explore the diversity of Indian society in terms of language, ethnicity, and religion, and understand the challenges of maintaining unity in diversity.
6. Critically assess the role of media, technology, and social movements in shaping contemporary Indian society.
7. Develop a nuanced understanding of the political system in India, including democracy, governance, and political ideologies.

### Course Outcomes:

- CO1. Students are able to provide an Introduction of Social Structure & Social Change.
- CO2. Students are able to understand the building of modern India as a nation in its complete complexity.
- CO3. Comprehend the historical context to the current socio-economic trends and problems confronted by Contemporary India.
- CO4. Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

CO5. Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

CO6. Students will understand the defining characteristics of social diversity according to Sociological principles.

CO7. Students will appreciate the importance of theories that reinforce definitions and concepts of social diversity.

#### Unit 1. Media and Democracy in India (15)

- a. Changing role of media.
- b. Commercialization of media.

#### Unit 2. Education in Contemporary India: Issues and Challenges (15)

- a. The school education.
- b. Higher education.

#### Unit 3. Dynamics of Marriage, Family and Household (15)

- a. Changing nature of marriage, family and household.
- b. Debates around lesbian, gay, bisexual, transgender and queer (LGBTQ) and live – in relationships.

### **References**

1. Baxi & Parekh. 1995. *Crisis and Change in Contemporary India*. Sage, N. Delhi. (For Gandhi & Nehru).
2. Binswanger-Mkhize, H. P. 2013. The stunted structural transformation of the Indian economy, agriculture, manufacturing and the rural non-farm sector. *The Economic and Political Weekly*, XLVIII (26, 27), 5-13.
3. Chandok, Neera & Praveen Priyadarshi. 2000. *Contemporary India: Economy, Society and Polity*. Pearsons India.
4. Chandra, Bipin, Mridula Mukherjee & Aditya Mukherjee .2008. *India since Independence*. Penguin Books India.
5. Das, Veena. 2003. *Oxford Companion to Sociology and Social Anthropology*. Vol I & II, OUP, N. Delhi.
6. Desai, A.R. 1982. *Social Background of Indian Nationalism*, Popular Publication. Mumbai.
7. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin Books India.
8. Deshpande, R.S. & Khalil Shah. 2007. *Agrarian Distress and Agricultural Labour*. Indian Journal of Labour Economics, Vol.50 No.2
9. Jayal, Niraja Gopal. 2001. *Democracy in India*. Oxford university press. New Delhi, 1- 45 (Introduction only)
10. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.
11. Menon, Nivedita. 2012. *Seeing like a feminist*. Zubaan. Penguin Book.

12. Narrain Arvind & Gautam Bhan (Ed.) (2005), *Because I have a voice: Queer politics in India*. Yoda Press. New Delhi.
13. Nayyar, Deepak. 1996. *Intelligent person's guide to liberalization*. Penguin Book India.
14. Ramachandran, R. 1997. *Urbanization and urban systems in India*. OUP. New Delhi.
15. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook of Urbanization in India*, OUP, New Delhi.
16. Thapar, Romila. 2000. *India – Another Millennium*, Penguin. (Chap on Media by N. Ram)
17. Tilak, JBG. (Ed.). 2013. *Higher education in India: In search of equality, quality and quantity*: Orient Black Swan. New Delhi.
18. Social Scientist- September – December 2010. Vol 38; Number 9- 12 (Special issue on Education).
19. *Health system in India: crisis & alternatives*. 2006. by National Coordination Committee, Jan Swasthya Abhiyan.
20. Katar Sing: Rural Development: Principles, policies and management, sage Publication.

मराठी पुस्तके :

१. डॉ. जगन कराडे : " जागतिकीकरण आणि आव्हाने", डायमंड प्रकाशन.
२. प्रा. लष्कर विनायक : वडार समाज समाजशास्त्रीय अभ्यास, हरती प्रकाशन, पुणे.
३. प्रा. लष्कर विनायक, पवार प्रज्ञा, डॉ. नारायण भोसले : "विमुक्तांचे स्वातंत्र्य " परिवर्तनाचा वाटसरू प्रकाशन, मुंबई.
४. प्रा. लष्कर विनायक : भटक्या जाती जमाती : सध्यस्थिती आणि आव्हाने, मैत्री प्रकाशन, पुणे.

Choice Based Credit System Syllabus (2022 Pattern)  
Academic Year 2023-24

**Mapping of Program Outcomes with Course Outcomes**

**Class:** T.Y.B.A. (Semester- VI)

**Subject:** Sociology

**Course:** Contemporary Indian Society

**Course Code:** UASO363

**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				3
CO 3		2		3				3
CO 4	3	2	2	3	3			3
CO 5	2	3	2	3	3			3
CO 6	2		2	3				3
CO 7	3			3				3

**Justification for the mapping**

**PO1: Research-Related Skills**

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

CO 5: Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

CO 6: Students will understand the defining characteristics of social diversity according to Sociological principles.

CO 7: Students will appreciate the importance of theories that reinforce definitions and concepts of social diversity.

**PO2: Effective Citizenship and Ethics**

CO 1: Students are able to provide an Introduction of Social Structure & Social Change.

CO 2: Students are able to understand the building of modern India as a nation in its complete complexity.

CO 3: Students will be able to comprehend the historical context to the current socio-economic trends and problems confronted by Contemporary India.

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

CO 5: Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

### **PO3: Social Competence**

CO 1: Students are able to provide an Introduction of Social Structure & Social Change.

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

CO 5: Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

CO 6: Students will understand the defining characteristics of social diversity according to Sociological principles.

### **PO4: Disciplinary Knowledge**

CO 1: Students are able to provide an Introduction of Social Structure & Social Change.

CO 2: Students are able to understand the building of modern India as a nation in its complete complexity.

CO 3: Students will be able to comprehend the historical context to the current socio-economic trends and problems confronted by Contemporary India.

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

CO 5: Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

CO 6: Students will understand the defining characteristics of social diversity according to Sociological principles.

CO 7: Students will appreciate the importance of theories that reinforce definitions and concepts of social diversity.

**PO5: Personal and Professional Competence**

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

CO 5: Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

**PO8: Critical Thinking and Problem solving**

CO 1: Students are able to provide an Introduction of Social Structure & Social Change.

CO 2: Students are able to understand the building of modern India as a nation in its complete complexity.

CO 3: Students will be able to comprehend the historical context to the current socio-economic trends and problems confronted by Contemporary India.

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

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CO 6: Students will understand the defining characteristics of social diversity according to Sociological principles.

CO 7: Students will appreciate the importance of theories that reinforce definitions and concepts of social diversity.

## CBCS Syllabus as per 2022 Pattern for T.Y.B.A Sociology

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASO
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: VI
<b>Course Type</b>	: SEC (Theory)
<b>Course Code</b>	: UASO-SEC-4
<b>Course Title</b>	: Rural sociology (SEC –4)
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### Course Objectives:

1. Describing Nature and Scope of rural sociology.
2. Develop on understanding of Rural social system, concept of village, characteristics of rural social society.
3. Elaborating on Rural family concept and types.
4. Understand the caste system and its characteristics.
5. Understanding Panchayati Raj System.
6. Describe rural reconstruction and planning.

### Course Outcomes:

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

- CO1. Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.
- CO2. Demonstrate how caste system operates and its importance in rural society.
- CO3. Understand and analyze social, economic and political aspect of rural society.
- CO4. Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.
- CO5. It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.
- CO6. And on the basis of such a study it will help students suggest ways for improving village conditions and discover the laws of its development.

CO7. Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

CO8. Apply sociological concepts to issues and topics concerning themselves and their relationships within various human groups anywhere in the world.

## Topics and Learning Points

	Teaching Hours
<b>UNIT1: A study in Rural Sociology</b>	<b>10</b>
a) Definition	
b) Subject Matter of Rural Sociology	
c) Nature of Rural Sociology	
d) Emergence and Development of Rural Sociology	
e) Importance of Rural Sociology	
<b>UNIT2: Basic Concepts in Rural Sociology</b>	<b>10</b>
a) Rural Society	
b) Peasant Society	
c) Rural and Civil Society Differences	
d) Nature of Rural and Civil Society	
<b>UNIT3: Rural Development</b>	<b>10</b>
a) Concept of Rural Development	
b) Objectives of Rural Development	
c) Approaches to Rural Development	
d) Constraints to Rural Development	

## References:

1. Breman, J (2007): The Poverty Regime in Village India. Oxford University Press
2. Thorner, Daniel and Thorner, Alice: Land and Labour in India, Bombay: Asia Publications, 1962
3. Desai, A.R.: Rural Sociology in India. Bombay: Popular Prakashan, 1977.
4. Omvedt, Gail: Land, Caste and Politics, Delhi University. 1987.
5. Agarwal, B (1989): Rural Women, Poverty and Natural Resources: Sustenance, Sustainability and Struggle for Change, Economic and Political Weekly, 24(43), WS-46-WS112.
6. Agarwal, B (1994): A Field of One's Own: Gender and Land Rights in South Asia. Cambridge: Cambridge University Press.
7. Brahme, S and A, Upadhaya (1979): (2004): Agrarian Structure, Movements and Peasant Organizations in India. Maharashtra, Vol:II. New Delhi:V.V. Giri National Labour Institute, Uttar Pradesh: Manak Publications.
8. Ghanshyam Shah and D.C. Sah (eds.) (2002): Land Reforms in India: Performance and Challenges in Gujarat and Maharashtra. New Delhi: Sage Publications.

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10. Behera, M.C (ed) (2006): Globalising Rural Development: Competing Paradigms and Emerging Realities. New Delhi: Sage Publications.
11. Razavi, Shahra (ed) (2003): Agrarian Change, Gender and Land Rights. UK: Blackwell Publishing

Choice Based Credit System Syllabus (2022 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** T.Y.B.A. (Semester- VI)

**Subject:** Sociology

**Course:** Rural Sociology

**Course Code:** UASO-SEC-4

**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	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	1	3	3	3	3	3
CO 4	3			3	3	3	3	3
CO 5	3		3	3	3	3	3	3
CO 6	3			3	3	3	3	3
CO 7	3	3		3	3	3	3	3

**Justification for the Mapping**

**PO1: Research-Related Skills**

CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.

CO 2: Demonstrate how caste system operates and its importance in rural society.

CO 3: Understand and analyze social, economic and political aspect of rural society.

CO 4: Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.

CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.

CO 6: On the basis of such a study it will help students to suggest ways for improving village conditions and discover the laws of its development.

CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

**PO2: Effective Citizenship and Ethics**

CO 2: Demonstrate how caste system operates and its importance in rural society.

CO 3: Understand and analyze social, economic and political aspect of rural society.

CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

**PO3: Social Competence**

CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.

CO 2: Demonstrate how caste system operates and its importance in rural society.

CO 3: Understand and analyze social, economic and political aspect of rural society.

CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.

**PO4: Disciplinary Knowledge**

CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.

CO 2: Demonstrate how caste system operates and its importance in rural society.

CO 3: Understand and analyze social, economic and political aspect of rural society.

CO 4: Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.

CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.

CO 6: On the basis of such a study it will help students to suggest ways for improving village conditions and discover the laws of its development.

CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

**PO5: Personal and Professional Competence**

CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.

CO 2: Demonstrate how caste system operates and its importance in rural society.

CO 3: Understand and analyze social, economic and political aspect of rural society.

CO 4: Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.

CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.

CO 6: On the basis of such a study it will help students to suggest ways for improving village conditions and discover the laws of its development.

CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

**PO6: Self-directed and Life-long learning:**

CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.

- CO 2: Demonstrate how caste system operates and its importance in rural society.
- CO 3: Understand and analyze social, economic and political aspect of rural society.
- CO 4: Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.
- CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.
- CO 6: On the basis of such a study it will help students to suggest ways for improving village conditions and discover the laws of its development.
- CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

**PO7:Environment and Sustainability:**

- CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.
- CO 2: Demonstrate how caste system operates and its importance in rural society.
- CO 3: Understand and analyze social, economic and political aspect of rural society.
- CO 4: Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.
- CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.
- CO 6: On the basis of such a study it will help students to suggest ways for improving village conditions and discover the laws of its development.
- CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

**PO8:Critical Thinking and Problem solving:**

- CO 1: Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.
- CO 2: Demonstrate how caste system operates and its importance in rural society.
- CO 3: Understand and analyze social, economic and political aspect of rural society.
- CO 4: Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.
- CO 5: It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.
- CO 6: On the basis of such a study it will help students to suggest ways for improving village conditions and discover the laws of its development.
- CO 7: Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.