

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

SYBA Sociology Syllabus 2022-2023 Sem-III

Sr. No.	Course Name	Title of the Paper	Level
1	SYBA (G-2) SOCGEN231	Population and Society	General (Optional-1)
2	SYBA (S-1) SOCSP232	Foundations of Sociological Thought	Special (Compulsory)
3	SYBA (S-2) SOCSP233	Indian Society: Issues and Problems	Special (Compulsory)
4	SYBA SEC- I	Basic Research in Sociology	

SYBA Sociology Syllabus 2023

General-2 (Optional) SOCGEN231: Population and Society

Semester-III

Course Objectives:

1. To introduce the significance of population studies and explain theories and basic concepts.
2. To understand the impact of population on various institutions of society.
3. To understand the importance of population studies for policy and development.

Course Outcome:

1. Students get familiar with the field of demography and introduce demographic processes.
2. Students are able to understand the nature, scope and concepts related to population studies.
3. Students are able to critically analyze the theoretical perspective of population studies.
4. Students are able to understand the global population trends, and demographic perspectives.
5. Students are able to evaluate the population policy and population profile of India.
6. Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.
7. Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

Unit I – Introduction to Population Studies (16)

1. Population Studies – Meaning, Scope and Importance
2. Evolution of Population Studies - Micro Demography to Macro Demography

Unit II – Theories and Perspectives in Population studies (16)

1. Malthusian and neo-Malthusian theory
2. Demographic Transition theory
3. Marxist perspective
4. Feminist perspective

Unit III – Sources of population data

(16)

1. Census – definition and importance
2. Registration of vital events (birth, death, marriage, adoption, divorce) – meaning and importance
3. National Sample Survey – meaning and importance
4. Recent trends in collection of population data – Adhar (Unique Identification Data) – meaning and debate about

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. PerveShama. 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. Chattopadhyaya Aparajita. 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., Sudarshan Ratna M., Shariff Abusaleh. (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- III)

Subject: Sociology

Course: Population And Society

Course Code:

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	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			

UASO231 **Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping

PO1: Research-Related Skills

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: Effective Citizenship and Ethics

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: Social 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: Disciplinary Knowledge

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: Personal and Professional Competence

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.

S.Y.B.A. Sociology Syllabus 2023
SOCSPL232: Special -1
Foundations of Sociological Thought

Semester-III

Course Objectives:

1. To introduce the students to the works of classical 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.

Course Outcome:

1. Students are familiarized with social, political, economical and intellectual contexts of emergence of Sociology.
2. Students are able to understand social thoughts.
3. Students are familiarized with major perspectives and works of some Indian sociologists.
4. Students would be able to gain knowledge about the emergence and development of Sociology.
5. Students are familiarized the pioneers of the subject like Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto etc.
6. Students would be able to gain knowledge some important classical theories.
7. Students are familiarized with development of sociological thoughts in India.

Unit I: The Emergence of Sociological Thought: Intellectual and Social Context (16)

- a) Enlightenment
- b) French Revolution
- c) Industrial Revolution

Unit II: The Positivist School (16)

August Comte

- a) Positivism
- b) Law of three stages

Emile Durkheim

- a) Theory of social facts
- b) Theory of suicide and theory of religion

Unit III: The Conflict School: Karl Marx

(16)

- a) Historical Materialism
- b) Theory of Class Struggle
- c) Theory of Alienation

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, 6th.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.

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	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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Foundation of Sociological Thoughts **Course Code:** UASO232 **Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping

PO1: Research-Related Skills

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: Effective Citizenship and Ethics

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: Social 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 Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.

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

PO4: Disciplinary Knowledge

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: Personal and Professional 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 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: Self-directed and Life-long Learning

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: Critical Thinking and Problem solving

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.

S.Y.B.A. Sociology Syllabus 2023

SOCSPL233: Special Paper-2 Indian Society: Issues and Problems

Semester-III

Course Objectives:

1. To familiarize the students to different social issues and problems.
2. To acquaint the students to the changing nature of social problems in India.
3. To enable students to analyze social issues and problems using different sociological perspectives.

Course Outcome:

1. Students are able to understand social issues and are empowered to face social problems.
2. Students are able to understand changing nature of social problems in India.
3. Students are able to analyze social issues and problems using different sociological perspectives.
4. Students get familiar with Indian social system.
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.
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.
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.

Unit I: Social Problems 16

1. Social Problems: Meaning, characteristics and causes

2. Approaches to social problems – structural functional, conflict and interactionist

Unit II: Structural Issues and Problems

16

1. Problems of Caste Inequality and Discrimination. – Meaning, Nature and Causes
2. Poverty (Rural and Urban) – Meaning, Nature and Causes

Unit III: Gender Inequality and Discrimination

16

1. Aspects of gender inequality and discrimination – economic, cultural, political, familial.
2. Violence against women – domestic violence, sexual violence, sex selective abortion and trafficking

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) Pandey Rajendra., 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.

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Indian Society: Issues & Problems

Course Code: UASO233

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

Justification for the mapping

PO1: Research-Related Skills

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: Effective Citizenship and Ethics

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: Social 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: Disciplinary Knowledge

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 introspects how to handle the issues in socioeconomic perspectives.

PO5: Personal and Professional Competence

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 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 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.

PO6: Self-directed and Life-long Learning

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 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.

PO8: Critical Thinking and Problem solving

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

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 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.

S.Y.B.A. Sociology Syllabus 2023

SEC I

Basic Research in sociology

SEM - III

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.

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

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.
6. Goode and Hatt. 2006. *Methods in Social Research*. Surjeet Publication. N.Delhi.
7. Haralambos, and Holborn. 2007. *Sociology: Themes and Perspectives*. London: Collins.
8. Newman, Lawrence. 2011. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.

9. Seale, Clive. (ed.) 2004. *Social Research Methods*. Routledge- India publication.

10. Sarantakos, S. 1998. *Social Research*. McMillan Press. UK.

Marathi:

1. आगलावेप्रदीप, 2000, संशोधनपद्धतीशास्त्रवतंत्रे, विद्याप्रकाशन, नागपूर.
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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	3			
CO 3	3		3	3	3			

3. बोरडेआर.आर. 2008, संशोधनपद्धतीशास्त्र, पुणेविद्यार्थीप्रकाशन, पुणे.
4. खैरनारदीलीप, 2009, प्रगतसामाजिकसंशोधनपद्धतीवसांख्यिकी, डायमंडप्रकाशन, पुणे.
5. सोमनमा.शं., 2008, सामाजिकसंशोधनाचीतंत्रे, पुणेविद्यार्थीगृहप्रकाशन, पुणे.

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Basic in Social Research **Course Code:** SEC I **Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

Justification for the Mapping

PO1: Research-Related Skills

CO1: 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.

CO2: 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.

CO3: Students will be able to design a research project using the best mode of observation to answer a specific research question.

CO4: 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 and understanding of the rudiments of qualitative data analysis.

CO 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.

CO 6: Exposure to the fundamental of various research techniques and report writing.

CO7: Learn the methods of data collection, analysis and report writing.

PO3: Social Competence

CO1: 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.

CO2: 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.

CO3: Students will be able to design a research project using the best mode of observation to answer a specific research question.

CO4: 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 and understanding of the rudiments of qualitative data analysis.

CO 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.

CO 6: Exposure to the fundamental of various research techniques and report writing.

CO7: Learn the methods of data collection, analysis and report writing.

PO4: Disciplinary Knowledge

CO1: 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.

CO2: 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.

CO3: Students will be able to design a research project using the best mode of observation to answer a specific research question.

CO4: 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 and understanding of the rudiments of qualitative data analysis.

CO 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.

CO 6: Exposure to the fundamental of various research techniques and report writing.

CO7: Learn the methods of data collection, analysis and report writing.

PO5: Personal and Professional Competence

CO1: 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.

CO2: 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.

CO3: Students will be able to design a research project using the best mode of observation to answer a specific research question.

CO4: 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 and understanding of the rudiments of qualitative data analysis.

CO 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.

CO 6: Exposure to the fundamental of various research techniques and report writing.

CO7: Learn the methods of data collection, analysis and report writing.