

Anekant Education Society's  
TuljaramChaturchand College of Arts, Science and Commerce, Baramati.

**Department Of Sociology**

**S.Y.B.A. Sociology Syllabus 2020-2021**

**SEM III**

<b>Sr. No.</b>	<b>Course Name</b>	<b>Title of the Paper</b>	<b>Level</b>
<b>1</b>	<b>SYBA (S-1)</b>	<b>Foundations of Sociological Thought</b>	<b>Special (Compulsory)</b>
<b>2</b>	<b>SYBA (S-2)</b>	<b>Indian Society: Issues and Problems</b>	<b>Special (Compulsory)</b>
<b>3</b>	<b>SYBA (G-2)</b>	<b>Population and Society</b>	<b>General (Optional-1)</b>

## **SYBA Sociology Syllabus2020**

### **Special -1 Foundations of Sociological Thought**

**Course Code: SOC2302**

#### **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

- 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) Kundu Abhijit, 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 McGraw-Hill, Pp1-57

14) Ritzer George, 1996. *Sociological Theory*, New Delhi. Tata-McGraw Hill, 6<sup>th</sup>.Ed.Pp 39-58, 73-91,10.

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- 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, Pp16 –55
- 4) Singh Yogendra, 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*, New Delhi. Vistaar, Pp1 –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.

### मराठीपुस्तके –

१. आगलावेप्रदीप, २००१, समाजशास्त्रज्ञडॉ.बाबासाहेबआंबेडकर,पुणे,सुगावाप्रकाशन, ५१- १३२
२. गजेंद्रगडआणिमारुलकर, २०००. समकालीनभारतीयसमाजशास्त्रज्ञ,कोल्हापूर. फडकेप्रकाशन. ५७-१२३, १४६-१६९, २३६-२५८, ३१६-३२२.
३. मोटेदादासाहेब, २००५. समाजशास्त्रीयविचारांचेआधार,औरंगाबाद,नक्षत्रप्रकाशन.
४. वैद्यएन.एस., १९८७. सामाजिकविचारवंत, नागपूर. महाराष्ट्रविद्यापीठग्रंथनिर्मितीमंडळ.
५. गर्गेएस.एम., १९८९. भारतीयसमाजविज्ञानकोश, पुणे. समाजविज्ञानमंडळ.

Choice Based Credit System Syllabus (2019 Pattern)

Academic Year 2020-21

Mapping of Program Outcomes with Course Outcomes

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

Subject: Sociology

Course: Foundation of Sociological Thought

Course Code: SOC2302

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	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

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 AugusteCompte, 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 IndianSociologists.

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 AugusteCompte, 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 IndianSociologists.

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 IndianSociologists.

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.

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

## **Indian Society: Issues and Problems (Special Paper-2)**

**Course Code: SOC2303**

### **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) Gadgil Madhav and Guha Ramchandra, 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

**मराठीपुस्तके -**

१. लोटेरा.ज., २००३. भारतीयसमाजआणिसामाजिकसमस्या, नागपूर. पिंपळापुरेप्रकाशन.
२. पाटेसुमन, १९९१. भारतीयसामाजिकसमस्या, नागपूर, विद्याप्रकाशन.
३. ओमनटी. के., २००५. भारतीयसमाजातीलसमस्याववाद, अनुवादक- संगीताफाटक, पुणे, डायमंडप्रकाशन. १-४१, ७७-९०.
४. मानेमाणिक, १९९९, गुन्हेगारीशास्त्र, कोल्हापूर, फडकेप्रकाशन १५-३१, ९९-१२६, १२७-१४६.
५. खडसेभा.कि., १९९९, भारतातीलसामाजिकसमस्या, नागपूर, श्री.मंगेशप्रकाशन. १-६५, ९२-११७, १६६-१८८, २०१-२०९, २२१-२५३.
६. काळदातेसुधा, गव्हाणे-गोटेशुभांगी २००५, गुन्हाआणिसमाज, नागपूर, पिंपळापुरेप्रकाशन.
७. कोंडेकरए.वाय., मारुलकरविजय २०१२, भारतातीलसामाजिकसमस्या, कोल्हापूर, फडकेप्रकाशन.
८. साळुंखेसर्जेरावजत्राटदार, मारुलकरआणिमारुलकर, २०००समकालीनभारतातीलसामाजिकसमस्या, पुणे, नरेंद्रप्रकाशन. १-३२, ३३-४५, १११-१३८, २२९-२९४.

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Academic Year 2020-21

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Subject: Sociology

Course: Indian Society: Issues and Problems

Course Code: SOC2303

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Course Outcomes	Programme Outcomes (POs)							
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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

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.

## **General-2 (Optional)**

### **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.PublishingCorp.
3. Chandna R. C. 1998. *Population*. Delhi. KalyaniPublications.
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. Perveen Shama. 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.
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11. Rathi Prateek, Mukherjee Arnab, Sen Gita. 2012. *Rashtriya Swasthya Bima Yojana*. 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
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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
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6. Gender Development Reports (see UNDPwebsites)
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 UNDPwebsites)
9. Krishnaraj M., SudarshanRatna M., ShariffAbusaleh. (eds) 1998. *Gender, Population and Development*. Delhi. Oxford UniversityPress.
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. SenAmartya. 2000. *Development as Freedom*. Delhi. Oxford UniversityPress.
13. Srivastava O.S. 1994. *Demography and Population Studies*. New Delhi. Vikas Publishing House.
14. World Development Reports (see UNDP websites)

## मराठी

- 1|कुलकर्णीसुमतीआणिकानिटकरतारा|1979|लोकसंख्याशास्त्र| पुणे| श्रीविधीप्रकाशन|
- 2|कानिटकरताराआणिकाLदातेसुधा|2004| लोकसंख्याआणिसमाज| औरंगाबाद| विद्याबुकपब्लिशर्स
- 3|पारिखइंदुमती|1983| लोकसंख्येचाभस्मासुर| मुंबई| नवजागृतीसमाजप्रकाशन|
- 4|ब्राम्हेसुलभा| 2001| वाढत्यालोकसंख्येचीभीतीकुणालाÆ| पुणे| शंकरब्राम्हेसमाजविज्ञानग्रंथालय|
- 5|गगनग्रासज्योतीआणियेवलेसुधीर|2005| लोकसंख्याआणिसमाज| पुणे|निरालीप्रकाशन|
- 6|गोडबोलेवि|ज| 2002| समस्याशंभरकोटींची'जनगणना2001| पुणे| दास्तानेरामचंद्रआणिकं|
- 7|दातारछायाआणितांबेश्रुती (संपा),| 2000| अस्तित्वसंघर्षआणिसार्वभौमत्व'स्त्रीअभ्यासासमोरील

आव्हाने| मुंबई| महाराष्ट्रस्त्रीअभ्यासव्यासपीठ|(सत्रतिसरेपानक्र| 55'65, 74'77)|

8|प्रेमी|एस|के| ए| रमणम्मा, उषाबंवावाले| 1983| सामाजिकलोकसंख्याशास्त्र| पुणे| दास्तानेरामचंद्रआणि  
कं|

9|हकीमप्रभाकर| 2007| लोकसंख्याशिक्षण| पुणे| नित्यनूतनप्रकाशन|

10|आपटेज|श| 2003| लोकसंख्याप्रश्न :तुमचा, आमचा, सर्वांचा| सांगली| चौफेरपब्लीशिंगहा|सा|

11|शिंदेलीलाआणिचौधरीलता| 2004| लोकसंख्याआणिसमाज| पुणे| श्रीविद्याप्रकाशन|

12|काचोLेदा|धों| 2001| लोकसंख्याशास्त्र| औरंगाबाद| कैलासपब्लीकेशन्स|

13|अहिरराववार|आणिइतर| 1992| लोकसंख्या| पुणे| निरालीप्रकाशन|

14|कुलकर्णीएस|एन| आणिश्रीवास्तवसतिश| 1998| लोकसंख्याशास्त्रआणिलोकसंख्याशिक्षण| नागपुर|  
विद्याप्रकाशन|

15|अग्रवालएस| एन| 1967| लोकसंख्या| नवीदिल्ली| न^शनलबुकट्रसट, इंडिया|



## SYBA Sociology Syllabus 2020

Choice Based Credit System Syllabus (2019 Pattern)

Academic Year 2020-21

### Mapping of Program Outcomes with Course Outcomes

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

Subject: Sociology

Course: Population and Society

Course Code: SOC2301

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	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: 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.