

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

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

**Department of Sociology**

Sem	Course Type	Course Code	Course Title	Theory / Practicals	Credit
<b>III</b>	Major Mandatory	SOC-201-MJM	Foundations of Sociological Thought - I	Theory	04
	Major Mandatory	SOC -202-MJM	Indian Society: Issues and Problems -I	Theory	04
	Minor	SOC -241-MN	Introduction to Population Studies -I	Theory	04
	Open Elective (OE)	SOC -216-OE	Population Growth and Society	Theory	02
	Vocational Skill Course (VSC)	SOC -221-VSC	Introduction to Urban Society	Theory	02
	Ability Enhancement Course (AEC)	MARATHI -231-AEC	भाषिक उपयोजन व लेखन कौशल्य	Theory	02
		HINDI- 231-AEC	हिंदी भाषा कौशल		
		SANSKRIT 231-AEC	प्राथमिक संभाषण कौशल्यम		
	Co-curricular Course (CC)	YOG/PES/CUL/NSS/NCC -239-CC	To be selected from the Basket	Theory	02
	Field Project (FP)	SOC -235-FP	Field Project	Theory/ Practical	02
Generic IKS Course (IKS)	GEN-245-IKS	Indian Knowledge System Generic	Theory	02	
<b>Total Credits Semester-III</b>					<b>24</b>

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC-201-MJM
<b>Course Title</b>	: Foundations of Sociological Thought -I
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### Course Objectives:

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

### Course Outcomes:

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

**Unit I: The Emergence of Sociological Thought: Intellectual and Social Context (15)**

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

**Unit II: The Positivist School (15)**

**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 (15)**

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

**Unit IV: The Interpretative School: Max Weber (15)**

- a) Theory of Social Action
- b) Ideal Type

**Essential Readings**

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

- 7) Haralombus M and Holborn, 2000. *Sociology: Themes and Perspectives*, London. Collins pub, Pp 1035-1056.
- 8) Judge Paramjit, 2012. *Foundations of Classical Theory*, Delhi. Pearson Pub, Pp-42-46, 54-60, 92-103, 111-115, 116-119
- 9) KunduAbhijit, 2012. *Sociological Theory*, Delhi. Pearson Pub, Pp-8-21, 66-74, 77-79
- 10) Nagla B. K., 2008. *Indian Sociological Thought*, Jaipur. Rawat Pub, Pp 8-28, 67-70, 93-111, 138-153, 212-225, 303-327
- 11) Patel Sujata, (ed) 2011. *Doing Sociology in India*, New Delhi. Oxford, Pp- 11-29
- 12) Pramanik S. K. 2001. *Sociology of G. S. Ghurye*, Jaipur., Rawat, Pp-19-30
- 13) Ray Larry J., 2010. *Theorizing Classical Sociology*, New Delhi. Tata MaGraw-Hill, Pp 1-57
- 14) Ritzer George, 1996. *Sociological Theory*, New Delhi. Tata-McGrew Hill, 6<sup>th</sup>.Ed.Pp 39-58, 73-91, 108- 121

### Reference Books

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

### मराठी पुस्तके –

१. आगलावे प्रदीप, २००१, समाजशास्त्रज्ञ डॉ.बाबासाहेब आंबेडकर,पुणे,सुगावा प्रकाशन, ५१- १३२
२. गजेंद्रगड आणि मारुलकर, २०००. समकालीन भारतीय समाजशास्त्रज्ञ,कोल्हापूर. फडके प्रकाशन. ५७-१२३, १४६-१६९, २३६-२५८, ३१६-३२२.
३. मोटे दादासाहेब, २००५. समाजशास्त्रीय विचारांचे आधार, औरंगाबाद, नक्षत्र प्रकाशन.
४. वैद्य एन.एस., १९८७. सामाजिक विचारवंत, नागपूर. महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.
५. गर्गे एस.एम., १९८९. भारतीय समाजविज्ञान कोश, पुणे. समाजविज्ञान मंडळ.

Choice Based Credit System Syllabus (NEP 2020 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

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

**Subject:** Sociology

**Course:** Foundation of Sociological Thoughts

**Course Code:** SOC-201-MJM

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

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

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

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

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

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

**PO2: Communication Skill**

CO 2: Students Are Able To Understand Social Thoughts.

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

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

**PO3: Multicultural Competence**

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

CO 2: Students Are Able To Understand Social Thoughts.

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

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

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

**PO4: Research Skills**

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

CO 2: Students Are Able To Understand Social Thoughts.

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

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

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

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

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

**PO5: Environmental awareness**

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

CO 2: Students Are Able To Understand Social Thoughts.

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

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

**PO6: Problem-solving Abilities**

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

CO 2: Students Are Able To Understand Social Thoughts.

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

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

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

**PO8: Value inculcation**

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

CO 2: Students Are Able To Understand Social Thoughts.

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

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

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

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

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC-202-MJM
<b>Course Title</b>	: Indian Society: Issues and Problems - I
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### **Course Objectives:**

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

### **Course Outcomes:**

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

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

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

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

**Unit I: Social Problems (15)**

1. Social Problems: Meaning, characteristics and causes
2. Approaches to social problems – structural functional, conflict and Interactionist

**Unit II: Structural Issues and Problems (15)**

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 (15)**

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

**Unit IV: Issues related to Structural, Ethnic and religious dissonance (15)**

1. Religious Inequality and Discrimination – Meaning, Nature, types and Causes
2. Issues of Religious and Linguistic minorities: Nature and Causes (religious fundamentalism, and Intolerance etc.)

**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>
- 13) Dr. Karade Jagan, *Inequality and Poverty*, Rawat Publication, Delhi

#### 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.

मराठी पुस्तके –

१. लोटे रा.ज., २००३. भारतीय समाज आणि सामाजिक समस्या, नागपूर. पिंपळापुरे प्रकाशन.
२. पाटे सुमन, १९९१. भारतीय सामाजिक समस्या, नागपूर, विद्या प्रकाशन.
३. ओमन टी. के., २००५. भारतीय समाजातील समस्या व वाद, अनुवादक- संगीता फाटक, पुणे, डायमंड प्रकाशन. १-४१, ७७-९०.
४. माने माणिक, १९९९, गुन्हेगारीशास्त्र, कोल्हापूर, फडके प्रकाशन १५-३१, ९९-१२६, १२७-१४६.

५. खडसे भा.कि., १९९९, भारतातील सामाजिक समस्या, नागपूर, श्री.मंगेश प्रकाशन. १-६५, ९२-११७, १६६-१८८, २०१-२०९, २२१-२५३.
६. काळदाते सुधा, गव्हाणे-गोटे शुभांगी २००५, गुन्हा आणि समाज, नागपूर, पिंपळापुरे प्रकाशन.
७. कोंडेकर ए.वाय., मारुलकर विजय २०१२, भारतातील सामाजिक समस्या, कोल्हापूर, फडके प्रकाशन.
८. मारुलकर आणि मारुलकर, २००० समकालीन भारतातील सामाजिक समस्या, पुणे, नरेंद्र प्रकाशन. १-३२, ३३-४५, १११-१३८, २२९-२९४.
९. आगलावे प्रदीप, २००१, समाजशास्त्रज्ञ डॉ.बाबासाहेब आंबेडकर,पुणे,सुगावा प्रकाशन, ५१- १३२
१०. गजेंद्रगड आणि मारुलकर, २०००. समकालीन भारतीय समाजशास्त्रज्ञ,कोल्हापूर. फडके प्रकाशन. ५७-१२३, १४६-१६९, २३६-२५८, ३१६-३२२.
११. मोटे दादासाहेब, २००५. समाजशास्त्रीय विचारांचे आधार,औरंगाबाद,नक्षत्र प्रकाशन.
१२. वैद्य एन.एस., १९८७. सामाजिक विचारवंत, नागपूर. महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.
१३. गर्गे एस.एम., १९८९. भारतीय समाजविज्ञान कोश, पुणे. समाजविज्ञान मंडळ.

Choice Based Credit System Syllabus (NEP 2020 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

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

**Subject:** Sociology

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

**Course Code:** SOC -202-MJM

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

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

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

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

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

CO 4: Students get familiar with Indian social system.

**PO2: Communication Skill**

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

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

CO 4: Students get familiar with Indian social system.

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

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

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

**PO3: Multicultural Competence**

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

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

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

**PO4: Research Skills**

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

CO 4: Students get familiar with Indian social system.

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

**PO6: Problem-solving Abilities**

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

CO 4: Students get familiar with Indian social system.

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

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Minor (Theory)
<b>Course Code</b>	: SOC -241-MN
<b>Course Title</b>	: Introduction to Population Studies
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### Course Objectives:

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

### Course Outcomes:

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

**Unit I – Introduction to Population Studies (15)**

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 (15)**

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

**Unit III – Sources of population data (15)**

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

**Unit IV – Population policy in India (15)**

1. Population policy and Role of state
2. Population policy in India- Pre- and post-independence  
(i) Family planning – 1961; ii) Family welfare 1977; iii) National Population Policy

**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’)
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6. Dreze Jean and Sen Amartya. 2011. *India: Development and Participation*. New Delhi. Oxford University Press. (Chapter 6 and 7 for population, health and environment; and for gender inequality and women’s agency)
7. Nam Charles B. and Philliber Susan Gustavus. 1984. *Population: A Basic Orientation*. New Jersey: Prentice-Hall. (Chap 7 and 8 for population impact on education, economy, environment, polity, religion, family; Chap 9 for population policy)
8. PerveenShama. 2004. *Population Growth and Sustainable Development*. Economic

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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. 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
  13. Trovato Frank (ed.). 2002. *Population and Society – Essential Readings*. Oxford University Press. (For Marxism and Population Question, political economy of fertility)

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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)

## मराठी

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



Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

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

**Subject:** Sociology

**Course:** Introduction to Population Studies

**Course Code:** SOC -241-MN

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

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

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

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

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

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

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

**PO2: Communication Skill**

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

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

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

**PO3: Multicultural Competence**

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

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

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

**PO4: Research Skills**

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

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

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

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

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

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

**PO5: Environmental awareness**

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

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

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

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

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Open Elective (Theory)
<b>Course Code</b>	: SOC -216-OE
<b>Course Title</b>	: Population Growth and Society
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### Course Objectives:

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

### Course Outcomes:

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

**Unit I – Population Dynamics (15)**

1. Sources of population Information- Census, District Gazetteers
2. Factors leading to population change

**Unit II – Population Growth and Social Development (15)**

1. Social Inequality
2. Position of Women in Society – Thali Index, Happy Index
3. Size of Family
4. Marital Status

**Unit III – Population Growth and Economic Development (15)**

1. Population Size and Economic Development
2. Problems and Implications of Population Growth in India
3. Interrelationship between Population and Economic Development
4. Human Development Report

**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. 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.
10. Raju B. Joseph, Gadde Annie Anitha and Rao D.B. 2004. Population Education. New Delhi. Sonali Publication.
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
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/nationalpopulationpolicy2000.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)

**Link :**

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

**मराठी**

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

Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

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

**Subject:** Sociology

**Course:** Population Growth and Society

**Course Code:** SOC -216-OE

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

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

**Justification for the mapping**

**PO1: Critical and Creative Thinking**

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

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

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

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

**PO2: Communication Skill**

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

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

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

**PO3: Multicultural Competence**

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

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

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

**PO4: Research Skills**

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

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

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

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

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

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

**PO5: Environmental awareness**

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

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

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

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

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Open Elective (Theory)
<b>Course Code</b>	: SOC-221- VSC
<b>Course Title</b>	: Urban Sociology
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### **Course Objectives:**

1. Understand the key concepts and theories in urban sociology, including urbanization, urbanism, and urban social structures.
2. Analyze the historical development of cities and urban societies, including the impact of industrialization, globalization, and urban planning.
3. Examine the social, economic, and political processes shaping urban life, such as urban poverty, segregation, and social movements.
4. Explore the role of culture, identity, and community in urban environments, including the formation of urban subcultures and social networks.
5. Investigate urban inequalities, including issues related to race, class, gender, and sexuality in urban spaces.
6. Evaluate urban policies and practices, including urban planning, housing policies, and strategies for sustainable urban development.
7. Develop critical thinking and analytical skills through the examination of case studies, research projects, and fieldwork in urban settings.

### **Course Outcomes:**

- CO1: Understand the historical development of cities and urban areas.
- CO2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.
- CO3: Examine the impact of urbanization on individuals, communities, and societies.
- CO4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.
- CO5: Critically assess issues related to urban poverty, inequality, and social justice.
- CO6: Analyze urban policies and their implications for urban development and social change.
- CO7: Develop research skills to study urban phenomena and apply sociological theories to real-world urban issues.



**Unit I – Introduction to Urban Sociology (15)**

1. Definition and Subject matter of Urban Sociology
2. Nature of Urban Sociology
3. Importance of Urban Sociology

**Unit II – Major Concepts in Urban Sociology (15)**

1. Meaning and Characteristics of Urban Community
2. Meaning and Characteristics of Urbanism
3. Rural-Urban Continuity differences

**Unit III – Process of Urbanization (15)**

1. Meaning and Nature of Urbanization
2. Causes of Urbanization
3. Consequences of Urbanization

**References**

1. Bose, Ashish, India's Urbanisation 1901-2001 (Tata McGraw Hill, N. Delhi)
2. Castells Manuel, The Urban Question : A Marxist Approach. (Edward Arnold)
3. Das Veena (Ed), 2003, Oxford India Companion to Sociology and Social Anthropology; Oxford University Press, New Delhi.
4. Fernandes Leela, 2007, The New Urban Middle Class, OUP, New Delhi.
5. France Lyon, Transport and the Environment An International Perspective A world Conference of Transport Research Society
6. Gilbert Alan and Gugler Josef (Ed), 2000, Cities, Poverty and Development-Urbanization in the Third World; Oxford University Press, Oxford.
7. Harris, John, Antimonies of Empowerment Observations on Civil Society, Politics and Urban Governance in India (Economic and Political Weekly, June 30,2007)
8. Harvey, David, 1989, The Urban Experience, Basil Blackwell.
9. Kosambi Meera, 1994, Urbanisation and Urban Development in India, ICSSR, New Delhi
10. Kundu, A and Sarangi N., Migration, Employment Status and Poverty An Analysis across Urban Centres (Economic and Political Weekly, January 27, 2007)
11. K. Sivaramkrishnan, A Kundu and B.N.Singh, 2005, Handbook of Urbanisation in India, Delhi.
12. Leitmann, Josef, 1999, Sustaining Cities : Planning and Management in Urban Design, MacGraw Hill, N. York.
13. Nair Janaki, 2005, The Promise of the Metropolis. Bangalore's Twentieth Century, Delhi.
14. Patel, Sujata& Deb Kushal (Ed), 2006, Urban Studies, Oxford University Press.
15. Patel, Sujata&Thorner, Alice, Bombay Metaphor for Modern India, Oxford University Press
16. Pickvance, C. G. (Ed.), 1976, Urban Sociology: Critical Essays, Methuen.
17. Ramchandran, R, Urbanisation and Urban Systems in India, Oxford University Press, New

Delhi.

18. Rao M. S. A. (Ed.), 1974, *Urban Sociology in India*, Orient Longman, Hyderabad.
19. Safa, Helen (Ed.), 1982, *Towards a political economy of urbanisation in the Third World Countries*, OUP.
20. Sandhu, RavinderSingh, *Urbanisation in India: Sociological Contribution*, Sage, Delhi.
21. Sassen, Saskia, 1991, *The Global City*, Princeton.
22. Setha Low, 2000, *Theorising the City*, Rutgers University Press.
23. Sharon Zukin, 1995, *The Cultures of Cities*, Blackwell.
24. Tewari, V, Weinstein, J & PrakasaRao, 1996, *Indian Cities; Ecological Perspectives*, Concept Publishing Co., N. Delhi
25. World Resources 1996-1997 : *The Urban Environment* (World Resources Institute, UNEP, UNDP and World Bank)

### **Reading List**

1. Bergill, E.E : *Urban Sociology* ( McGraw Hill Book Co., 1955)
2. Bose, Ashish : *India's Urbanisation 1901-2001* ( TataMcGraw Hill, N. Delhi
3. Castells Manuel : *The Urban Question : a Marxist Approach.* ( Edward Arnold )
4. Desai, A. R. and Devidas Pillai, S : *Slum and Urbanisation*, ( Popular Prakashan, Mumbai )
5. Desai, A. R. and Devidas Pillai, S : *Profile of an Indian Slum* ( University of Bombay )
6. France Lyon : *Transport and the environment – An International Perspective - A world conference of Transport Research Society*
7. Harris, John : *Antinomies of Empowerment – Observations on Civil society, Politics and Urban Governance in India* ( Economic and Political weekly, June 30, 2007 )
8. Kundu, a and Sarangi N. : “Migration, Employment Status and Poverty
9. An analysis across Urban Centres” ( Economic and Political Weekly, January 27, 2007) – Lobo L & Das B : *The Poor in the Slums of a Western Indian city* ( Rawat 2001 )
10. Patel Sujata & Das Kushal : *Urban Studies* ( Oxford University Press, 2006 ) – Patel, Sujata & Thorn, Alice : *Bombay*
11. *Metaphor for Modern India* ( Oxford University Press ) – Ramchandran, R. : *Urbanisation and Urban systems in India* ( Oxford University Press), New Delhi
12. Sandhu, Ravinder Singh : *Urbanisation in India – Sociological Contributions* ( Sage. Delhi)
13. Savage Mike, Warde Alan & Kevin : *Urban Sociology, Capitalism and Modernity*

14. Sundaram, PSA : Bombay, Can it House It's Millions ? ( Clarion Books, 1989 )
15. Tewari, V, Weinstein, J & Prakasa rao : Indian Cities ; Ecological Perspectives ( Concept Publishing Co., N . Delhi, 1986)

Choice Based Credit System Syllabus (2023 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

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

**Subject:** Sociology

**Course:** Urban Sociology

**Course Code:** SOC-221- VSC

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

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

**Justification for the mapping**

**PO1: Critical and Creative Thinking:**

CO1: Understand the historical development of cities and urban areas.

CO2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.

CO3: Examine the impact of urbanization on individuals, communities, and societies.

CO4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

CO5: Critically assess issues related to urban poverty, inequality, and social justice.

CO6: Analyze urban policies and their implications for urban development and social change.

CO7: Develop research skills to study urban phenomena and apply sociological theories to real-world urban issues.

**PO3: Multicultural Competence:**

CO1: Understand the historical development of cities and urban areas.

CO2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.

CO3:----

CO4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

CO5: Critically assess issues related to urban poverty, inequality, and social justice.

CO6: Analyze urban policies and their implications for urban development and social change.

**PO4: Research Skills:**

CO1: Understand the historical development of cities and urban areas.

CO2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.

CO3: Examine the impact of urbanization on individuals, communities, and societies.

CO4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

CO5: Critically assess issues related to urban poverty, inequality, and social justice.

CO6: Analyze urban policies and their implications for urban development and social change.

CO7: Develop research skills to study urban phenomena and apply sociological theories to real-world urban issues.

**PO5: Environmental awareness:**

CO 1: Understand the historical development of cities and urban areas.

CO 3: Examine the impact of urbanization on individuals, communities, and societies.

CO 4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

**PO6: Problem-solving Abilities:**

CO 1: Understand the historical development of cities and urban areas.

CO 2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.

CO 3: Examine the impact of urbanization on individuals, communities, and societies.

CO 4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

CO 5: Critically assess issues related to urban poverty, inequality, and social justice.

CO 6: Analyze urban policies and their implications for urban development and social change.

CO 7: Develop research skills to study urban phenomena and apply sociological theories to real-world urban issues.

**PO7: Collaboration and Teamwork:**

CO 2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.

CO 3: Examine the impact of urbanization on individuals, communities, and societies.

CO 4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

**PO10: Community Engagement and Service:**

CO 1: Understand the historical development of cities and urban areas.

CO 2: Identify and analyze the social, cultural, economic, and political dynamics of urban life.

CO 3: Examine the impact of urbanization on individuals, communities, and societies.

CO 4: Explore theories and concepts related to urban sociology, such as urbanism, social stratification, and urban ecology.

CO 5: Critically assess issues related to urban poverty, inequality, and social justice.

CO 6: Analyze urban policies and their implications for urban development and social change.

CO 7: Develop research skills to study urban phenomena and apply sociological theories to real-world urban issues.

## **SOC-235-FP: Field Project**

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

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Field Project (Theory)
<b>Course Code</b>	: SOC-235- FP
<b>Course Title</b>	: Field Project
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

#### **Course Objectives:**

Student will conduct either an individual or group based field project on topics of their interest. Each student will work under a teacher mentor.