



Anekant Education Society's  
**TULJARAM CHATURCHAND COLLEGE OF ARTS, SCIENCE AND COMMERCE,  
BARAMATI**  
*Empowered Autonomous, NAAC A++*

**Four Year B.A. Degree Program in Sociology  
(Faculty of Arts)**

**CBCS Syllabus  
T.Y.B.A. (Sociology) Semester - V  
For Department of Sociology  
Tuljaram Chaturchand College, Baramati**

**Choice Based Credit System Syllabus (2024 Pattern)  
(As Per NEP 2020)  
To be implemented from Academic Year 2026-2027**

**Title of the Programme: T.Y.B.A.(Sociology)****Preamble**

AES's Tuljaram Chaturchand College has made the decision to change the syllabus of across various faculties from June, 2023 by incorporating the guidelines and provisions outlined in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcome approach for the development of the students. By establishing a nationally accepted and internationally comparable credit structure and courses framework, the NEP 2020 aims to promote educational excellence, facilitate seamless academic mobility, and enhance the global competitiveness of Indian students. It fosters a system where educational achievements can be recognized and valued not only within the country but also in the international arena, expanding opportunities and opening doors for students to pursue their aspirations on a global scale.

In response to the rapid advancements in science and technology and the evolving approaches in various domains of Sociology and related subjects, the Board of Studies in Sociology at Tuljaram Chaturchand College, Baramati - Pune, has developed the curriculum for the first semester of T.Y.B.A. Sociology, which goes beyond traditional academic boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that students receive an education that prepares them for the challenges and opportunities of the 21st century. This syllabus has been designed under the framework of the Choice Based Credit System (CBCS), taking into consideration the guidelines set forth by the National Education Policy (NEP) 2020, LOCF (UGC), NCrF, NHEQF, Prof. R.D. Kulkarni's Report, Government of Maharashtra's General Resolution dated 20th April and 16th May 2023, and the Circular issued by SPPU, Pune on 31st May 2023.

One of the most significant yet scarcely explored careers, sociology owns enormous potential with bright career opportunities for students who are interested in exploring culture, society and politics and their influence on people in depth. Sociology scope in India is especially enormous as it is a country full of diverse cultures and socio-political segments, which candidates might want to explore while working in sociology jobs. Contrary to popular perception, sociology is not a restrictive career. Rather opens the door to countless career opportunities in diverse fields.

From media to activism, sociology scope in India is as expansive as a spectrum, holding diverse opportunities for candidates to learn their potential in a suitable field and follow the same. In order to have a career in sociology or BA sociology jobs after completing your degree, learn more about the field. Sociology is the study of changes in social life, social causes, and effects of human behavior on society. It also teaches students the method to investigate different structures, such as groups of people, institutions, and society as an entity.

Sociology also helps students develop critical thinking skills and the ability to measure and gather both quantitative and qualitative evidence. Besides, sociology as a platform for a career is growing at pace in India. If you have ever wondered how the dynamics of societies and communities work, sociology is the best avenue for you. In a bachelor or postgraduate course in sociology, students conduct many research projects to study social issues, test theories and perform analytics to develop better models for social development.

A career in sociology entails professional avenues where the study of different social demographics, the effects of various policies is important. The skills and knowledge acquired in sociology are also applied in tackling many administrative challenges that shape a society. So if you wish to make a positive impact on improving your society, studying sociology is ideal for you.

Overall, revising the Sociology syllabus in accordance with the NEP 2020 ensures that students receive an education that is relevant, comprehensive, and prepares them to navigate the dynamic and interconnected world of today. It equips them with the knowledge, skills, and competencies needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global landscape.

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**Department of Sociology**

**Course & Credit Structure (NEP-2020)**

**Course & Credit Structure for T.Y.B.A. Sociology (2024 Pattern)**

Sem	Course Type	Course Code	Course Title	Theory/ Practical	Credits
V (5.5)	Major Mandatory	SOC-301-MRM	Social Research Methods -I	Theory	04
		SOC-302-MRM	Contemporary Indian Society - I	Theory	04
		SOC-303-MRM	Crime and Society - I	Theory	04
	Major Elective (MJE)	SOC-305-MJE(A)	Rural Sociology - I	Theory (Any one)	04
		SOC-305-MJE(B)	Social Movement in India		
	On Job Training (OJT)	SOC-306-OJT	On Job Training	Practical	04
	Minor	SOC-307-MN	Social Problems in India	Theory	02
<b>Total Credits Semester-V</b>					<b>22</b>
VI (5.5)	Major Mandatory	SOC-351-MRM	Social Research Methods -II	Theory	04
		SOC-352-MRM	Contemporary Indian Society - II	Theory	04
		SOC-353-MRM	Crime and Society - II	Theory	04
	Major Elective (MJE)	SOC-355-MJE(A)	Rural Sociology - II	Theory (Any one)	04
		SOC-355-MJE(B)	Sociology of Religion		
	Vocational Skill Course (VSC)	SOC-356-VSC	Sociology of Health	Theory	04
	Field Project	SOC-357-FP	Field Project	Practical	02
<b>Total Credits Semester-VI</b>					<b>22</b>
<b>Total Credits Semester-V+ VI</b>					<b>44</b>

**CBCS Syllabus as per 2024 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC-301-MRM
<b>Course Title</b>	: Social Research Methods - I
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

**Course Objectives:**

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

**Course Outcomes:**

- CO1: Carry out independent research pertaining to any specific issue.
- CO2: Design a research, justifying use of various methods/tools to carry out the same.
- CO3: Collect, analyze and interpret both quantitative and qualitative data.
- CO4: Students will understand how to collect, analyze and interpret empirical evidence in sociological research.
- CO5: Students will be acquainted about the role of evidence in social sciences.
- CO6: Students get familiar with how to conduct both qualitative and quantitative sociological research.
- CO7: Student should know about different types of social research.

### Topics and Learning Points

#### Unit 1. Introduction to Social Research (15)

- a) Meaning and significance of social research.
- b) Types of social research – pure and applied research (Qualitative and Quantitative Research, Action Research).
- c) Review of Literature
- d) Ethics in social research. (Informed consent, confidentiality, to avoid harm and do good)

#### Unit 2. Approaches in Social Research (15)

- a) Positivist
- b) Critical
- c) Interpretative
- d) Feminist

#### Unit 3. The Research Process (15)

- a) Steps in Social Research.
- b) Selection and formulation of research problem.
- c) Hypothesis (meaning, characteristics and types)

#### Unit 4. Preparation of Data Collection (15)

- a) Primary and secondary sources
- b) Sampling – meaning, purpose and types of sampling techniques

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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.
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6. Goode and Hatt. 2006. *Methods in Social Research*. Surjeet Publication. N.Delhi.
7. Newman, Lawrence. 2011. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
8. Seale, Clive. (ed.) 2004. *Social Research Methods*. Routledge- India publication.
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२. खैरनार, दिलीप २००९. प्रगत सामाजिक संशोधन पद्धती व सांखिकी, डायमंड प्रकाशन पुणे

३. सोमण, मा.श. २००८. सामाजिक संशोधनाची तंत्रे, पुणे विद्यार्थी गृह प्रकाशन, पुणे
४. भांडारकर, पी. एल. १९७६. सामाजिक संशोधन पद्धती, दत्तासन प्रकाशन, नागपूर
५. बोरुडे, आर.आर.२००८. संशोधन पद्धतीशाख, पुणे विद्यार्थी प्रकाशन, पुणे.
- ६.. माई, सुनील. २००८. सामाजिक संशोधन पद्धती, डायमंड प्रकाशन पुणे
७. कराडे.बी. एम. २००७, शास्त्रीय संशोधन पद्धती, पिंपळापुरे प्रकाशन नागपूर.
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९. तांबे, श्रुती. २०१७. सामाजिक संशोधन पद्धती (स.मा. गर्गे) संपादित (डॉ. तांबे श्रुती) विषयवार संपादित (भारतीय समाजविज्ञान कोश खंड ६), ५८९-५९५ मेहता पब्लिशिंग हाउस.
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११. नगी, शालीन हेस- बिबर, २०१७. गुणात्मक संशोधनाची कार्यपद्धती, नवी दिल्ली: सेजभाषा प्रकाशन
१२. व्हर्जिनिया, ब्राउन, व्हिक्टोरिया, क्लार्क. २०१७. यशस्वी गुणात्मक संशोधन, नवी दिल्ली सेजभाषा प्रकाशन

## Choice Based Credit System Syllabus (2024 Pattern)

Academic Year 2026-27

## Mapping of Program Outcomes with Course Outcomes

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

Subject: Sociology

Course: Social Research Methods -I

Course Code: SOC-301-MRM

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

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

## Justification for the mapping

**PO1: Research-Related Skills**

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

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

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

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

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

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

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

**PO3: Social Competence**

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

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

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

**PO4: Disciplinary Knowledge**

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

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

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

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

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

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

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

**PO5: Personal and Professional Competence**

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

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

**PO8: Critical Thinking and Problem solving**

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

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

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

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

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

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

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

**CBCS Syllabus as per 2024 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC-302-MRM
<b>Course Title</b>	: Contemporary Indian Society - I
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

**Course Objectives:**

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

**Course Outcomes:**

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

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

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

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

### Topics and Learning Points

#### **Unit 1. Forces that contributed to the making of contemporary India (15)**

- a) Colonialism, modernization, globalization.
- b) Needs and Visions: Gandhi, Nehru and Ambedkar.

#### **Unit 2. Contours of Contemporary India (15)**

- a) Indian Democracy – its nature, strengths, weaknesses, opportunities and challenges.
- b) Economic Development (1.Planned Development. 2. New Economic Policy1991): nature and challenges.

#### **Unit 3. Changing Nature of Agrarian Society (15)**

- a) Agriculture in Post Independence India: land reforms, green revolution, and Rural Development.
- b) Impact of globalization on Indian agriculture, land acquisition and Displacement.

#### **Unit 4: Changing Nature and Challenges of Urban Society (15)**

- a) Urbanization in India – Uneven Development and Inequalities
- b) Civic Issues: Transport and Water
- c) Civic Issues: Sanitation and Their Problems

#### **Essential Readings:**

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2. Binswanger-Mkhize, H. P. 2013. The stunted structural transformation of the Indian economy, agriculture, manufacturing and the rural non-farm sector. *The Economic and Political Weekly, XLVIII* (26, 27), 5-13.
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2. Bhasin, Kamala / Trans. Shruti Tambe. *Understanding Gender*
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4. Khilnani, Sunil. 2003. *The idea of India*. Penguin Books India.
5. Shivaramkrishnan, K.C. and Kundu Amitabh. 2007. *Oxford Handbook of Urbanization in India*, OUP, New Delhi.
6. [http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf)  
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मराठी संदर्भ :

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8. लष्कर, विनायक : भटक्या जाती जमाती : सध्यस्थिती आणि आव्हाने, मैत्री प्रकाशन, पुणे.

Choice Based Credit System Syllabus (2024 Pattern)  
Academic Year 2026-27

**Mapping of Program Outcomes with Course Outcomes**

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

**Subject:** Sociology

**Course:** Contemporary Indian Society - I

**Course Code:** SOC-302-MRM

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

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

**Justification for the mapping**

**PO1: Research-Related Skills**

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

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

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

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

**PO2: Effective Citizenship and Ethics**

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

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

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

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

ethnicity, gender, sexual orientation and social class.

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

### **PO3: Social Competence**

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

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

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

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

### **PO4: Disciplinary Knowledge**

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

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

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

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

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

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

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

### **PO5: Personal and Professional Competence**

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

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

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

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

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

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

CO 4: Students will be able to appreciate the wide-ranging effects of social diversity and

contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

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

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

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

**CBCS Syllabus as per 2023 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: Major Mandatory (Theory)
<b>Course Code</b>	: SOC-303-MRM
<b>Course Title</b>	: Crime and Society - 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 nature, types, and causes of crime in society.
2. To introduce students to various theoretical perspectives (e.g., biological, psychological, sociological) on crime and deviance.
3. To explore how social factors such as poverty, inequality, family dynamics, and cultural influences contribute to criminal behavior.
4. To examine the structure and functions of the criminal justice system, including law enforcement, the courts, and corrections.
5. To discuss strategies and initiatives aimed at preventing crime, including community policing, rehabilitation programs, and policy interventions.
6. To analyze crime trends and patterns from a global perspective, including cross-cultural comparisons and international crime issues.
7. To raise awareness of ethical and legal issues related to crime, punishment, and justice in society.

**Course Outcomes**

CO1: Students will be able to acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.

CO2: Students will be able to learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.

CO3: Students will be able to critically analyze the conceptual and empirical underpinning of research on the above topics.

- CO4: Students will be able to identify significant new research questions related to the study of crime in society.
- CO5: Students should develop an understanding of the social correlates of crime and the distribution of crime across time and space.
- CO6: Theory of Punishment, history of Prison in India Correctional Programmes in Prison and Problems related to it Jail Management.
- CO7: Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals.

### Topics and Learning Points

#### **Unit 1 .Concept of Crime: (15)**

- a) Crime: Nature and definition
- b) Characteristics of crime in modern society
- c) Causes of crime (social, economic, political and cultural.)

#### **Unit 2.Approaches to Crime: (15)**

- a) A Functionalist perspective: Emile Durkheim (Crime as inevitable), Robert Merton (Social structure and anomie)
- b) An Interactionist perspective: Howard Becker (Labelling theory)
- c) Marxist perspective: William Chambliss (Capitalism and crime), Lauren Snider (Corporate crime), David Gordon (Selective law enforcement)

#### **Unit 3.Major Forms of Crime in India: (15)**

- a) Crime against SCs, STs and DTNTs: Meaning and Forms
- b) Crime against Women: Meaning forms and causes. (Sex selective Abortions, domestic violence, invisible dowry deaths, sexual abuse, sexual Harassment at work place, rape, violence, trafficking etc.)
- c) Juvenile delinquency and crime against children: Meaning and causes

#### **Unit 4.Recent Trends in Crime: (Meaning and Features) (15)**

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

#### **Essential Readings:**

1. Ahuja, Ram.Criminology in India. Jaipur: Rawat Publications.
2. Ahuja, Ram. *Social Problems in India*. Delhi and Jaipur: Rawat Publications.
3. Bhosale, Smriti. 2009. *Female Crime in India*. New Delhi: Kalpaz Publications.
4. Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi: Harper Collins Publishers.
5. Haralambos and Holborn. 2007. *Sociology: Themes and Perspectives*.

London: Collins.

6. Sutherland, Edwin and Donald R. Creassy. 1968. *Principals of Criminology*. Bombay: Times of India Press.

**Referenses:**

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

## Choice Based Credit System Syllabus (2024 Pattern)

Academic Year 2026-27

## Mapping of Program Outcomes with Course Outcomes

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

Subject: Sociology

Course: Crime and Society - I

Course Code: SOC-303-MRM

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

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

## Justification for the mapping

**PO1: Research-Related Skills**

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

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

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

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

**PO2: Effective Citizenship and Ethics**

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

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

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

CO 7: Students will be able to analyze criminal behavior and criminal law and understand it in the

context of societal relations to criminals.

**PO3: Social Competence**

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

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

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

**PO4: Disciplinary Knowledge**

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

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

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

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

**PO5: Personal and Professional Competence**

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

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

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

**PO8: Critical Thinking and Problem solving**

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

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

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

**CBCS Syllabus as per 2023 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: Major Elective (MJE) (A)
<b>Course Code</b>	: SOC-305-MJE (A)
<b>Course Title</b>	: Rural Sociology - I
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

**Course Objectives:**

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

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

- CO1. Define rural sociology and demonstrate its origin, nature, subject matter and importance of studying rural sociology.
- CO2. Demonstrate how caste system operates and its importance in rural society.
- CO3. Understand and analyze social, economic and political aspect of rural society.
- CO4. Define and demonstrate rural political structure like traditional caste Panchayati Raj and Empowerment of peoples.
- CO5. It will enable students to make a scientific, systematic and comprehensive study of the rural social organization of its structure, function and objective tendencies of development.
- CO6. And on the basis of such a study it will help students suggest ways for improving village conditions and discover the laws of its development.
- CO7. Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Sociology.

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

### Topics and Learning Points

	<b>Teaching Hours</b>
<b>UNIT1: A study in Rural Sociology</b>	<b>15</b>
a) Definition & Subject Matter of Rural Sociology	
b) Nature of Rural Sociology	
c) Emergence and Development of Rural Sociology	
d) Importance of Rural Sociology	
<b>UNIT2: Basic Concepts in Rural Sociology</b>	<b>15</b>
a) Rural Society	
b) Peasant Society	
c) Rural and Civil Society Differences	
d) Nature of Rural and Civil Society	
<b>UNIT3: Rural Community</b>	<b>15</b>
a) Definition and characteristics of rural community	
b) Classification of villages - Concentrated villages, Scattered villages, Linear villages (characteristics)	
<b>UNIT4: Rural Development</b>	<b>15</b>
a) Concept of Rural Development	
b) Objectives of Rural Development	
c) Approaches to Rural Development	
d) Constraints to Rural Development	

#### References:

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

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

**Marathi :**

1. ग्रामीण समाजशास्त्र (2015) प्रा. चंद्रकांत खंडागळे, सांगली.
2. डॉ. गुरुनाथ नाडगोंडे - ग्रामीण समाजशास्त्र, कॉन्टिनेन्टल प्रकाशन पुणे, 1986

## Choice Based Credit System Syllabus (2024 Pattern)

**Mapping of Program Outcomes with Course Outcomes****Class:** T.Y.B.A. (Semester- V)**Subject:** Sociology**Course:** Rural Sociology - I**Course Code:** SOC-305-MJE (A)**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

**Justification for the Mapping****PO1: Research-Related Skills**

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

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

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

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

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

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

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

**PO2: Effective Citizenship and Ethics**

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

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

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

**PO3: Social Competence**

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

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

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

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

**PO4: Disciplinary Knowledge**

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

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

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

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

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

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

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

**PO5: Personal and Professional Competence**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PO7: Environment and Sustainability:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CBCS Syllabus as per 2023 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: Major Elective (MJE) (B)
<b>Course Code</b>	: SOC-305-MJE (B)
<b>Course Title</b>	: Social Movement in India
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

**Course Objectives:**

1. Explain the concept and definition of social movements
2. Discuss the nature of social movements
3. To explore the issues and challenges faced by Dalits in India.
4. Explain the causes of social movements
5. Discuss the approaches to study social movements
6. Describe the significance of social movements
7. To understand the problems and struggles of tribal communities in India.

**Course Outcomes:**

- CO1: Understand the meaning and characteristics of social movements.
- CO2: Identify key elements that define and shape social movements.
- CO3: Analyze the importance of social movements in bringing about social change.
- CO4: Examine the various types and features of social movements in India.
- CO5: Identify the problems faced by farmers in India and their socio-economic implications.
- CO6: Understand the challenges and problems faced by Dalits in India.
- CO7: Identify the key issues and problems faced by tribal communities in India.

## Topics and Learning Points

	<b>Teaching Hours</b>
<b>UNIT1: Social Movements</b>	<b>15</b>
a) Meaning and Characteristics of Social Movements	
b) Characteristics and Elements of social Movements	
c) Types- Religious Reforms and Alternative Social Movements	
d) Importance of Social Movements	
<b>UNIT2: Peasant Movement</b>	<b>15</b>
a) Problems of farmers in India	
b) Major Farmer movements	
c) Consequence of farmer movements	
<b>UNIT3: Dalit Movement</b>	<b>15</b>
a) Problems of Dalits in India	
b) Major Dalit movements	
c) Contribution of Dalit movements	
<b>UNIT4: Tribal Movement</b>	<b>15</b>
a. Problems of tribal's in India	
b. Some major tribal movements	
c. Impact on tribal movements	

### References:

1. Shaha Ghanashyam, (1990), Social Movements in India, Sage Publ, Delhi.
2. B. R. Tomlinson, "Peasant Movements in India: 1920-1950" Oxford University Press 1977
3. Sukhadeo Thorat & Narender Kumar, "The Dalit Movement in India". Rawat Publications,2008
4. S. C. Dube, "Tribal Movements in India", Macmillan,1955
5. M.H Makwana and Recharad Pais, "Understanding Social Movements" Rawat Publication, Delhi.

### Books (Marathi):

1. D. R. Gadgil, "भारतीय सामाजिक चळवळी", Prakashan Sanstha, Pune 2012
2. V. G. Katre, "शेतकरी चळवळींचा इतिहास", Maharashtra Granth Nirman Mandal,2010
3. Shankar M. Yadav, "डॉ. आंबेडकर आणि दलित चळवळी", Maharashtra Grantha Prakashan,2016
4. K. M. Panicker, "आदिवासी चळवळींचा इतिहास", Popular Prakashan,2014
5. R. K. Sapre, "सामाजिक चळवळी आणि समाज सुधारणा", Publication Division, Government of Maharashtra,2018

6. डॉ. साळुंखे सर्जेराव (१९९६) समाजशास्त्रीय मुलभूत संकल्पना, नरेंद्र प्रकाशन, पुणे.
7. देवगावकर, डुमरे, भारतातील सामाजिक चळवळी, श्री साई प्रकाशन, नागपूर.
8. डॉ. विजय मारूळकर व डॉ. दयावती पाडळकर (२०१९), भारतातील सामाजिक चळवळी, फडके प्रकाशन, कोल्हापूर.

## Choice Based Credit System Syllabus (2024 Pattern)

Academic Year 2025-26

## Mapping of Program Outcomes with Course Outcomes

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

Subject: Sociology

Course: Social Movement in India

Course Code: SOC-305-MJE (B)

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

**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 1: Provides foundational knowledge crucial for identifying research problems related to social mobilization and collective behavior. Students learn to define concepts precisely — an essential step in framing research questions.

CO 3: Develops analytical thinking needed to evaluate the impact of movements, a core research activity. Students critically engage with literature and empirical data to assess societal transformations.

CO 4: Exposes students to diverse case studies, aiding in comparative research design and ethnographic understanding — essential components of field-based sociological research.

CO 5: Trains students to recognize and investigate real-life issues, promoting research on agrarian distress, policy impact, and rural transformation using both primary and secondary data.

**PO2: Effective Citizenship and Ethics**

CO 2: Knowing the elements that drive social change helps students appreciate the ethical frameworks that guide public participation and citizenship.

CO 5: Highlights the ethical responsibility to understand and support marginalized rural

communities, promoting empathy, justice, and equitable development.

CO 6: Builds sensitivity toward social injustice and promotes ethical responsibility to support equity and inclusion for historically oppressed groups.

CO 7: Encourages students to recognize and respect indigenous rights and ethical obligations towards socially and economically excluded communities.

**PO4: Disciplinary Knowledge**

CO 2: Helps learners grasp the theoretical and structural elements of social movements, thereby reinforcing disciplinary knowledge about social processes and actors.

CO 3: Encourages critical understanding of the role of collective action in societal transformation, which is central to the discipline of Sociology.

CO 4: Deepens students' disciplinary understanding through contextual learning of Indian socio-political realities, thus linking theory with real-world applications.

CO 5: Builds awareness of rural sociology and agrarian issues, key subfields in the discipline, and strengthens the ability to apply sociological knowledge to contemporary issues.

**CBCS Syllabus as per 2024 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: On Job Training (OJT)
<b>Course Code</b>	: SOC-306-OJT
<b>Course Title</b>	: OJT
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

**Topics and Learning Points**

On Job Training (OJT)

**CBCS Syllabus as per 2024 Pattern for T.Y.B.A Sociology**

<b>Name of the Programme</b>	: B.A. Sociology
<b>Programme Code</b>	: UASOC
<b>Class</b>	: T.Y.B.A.
<b>Semester</b>	: V
<b>Course Type</b>	: Minor (Theory)
<b>Course Code</b>	: SOC-307-MN
<b>Course Title</b>	: Social Problems in India
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

**Course Objectives:**

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

**Course Outcomes:**

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

CO4: Students get familiar with Indian social system.

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

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

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

### Topics and Learning Points

#### Unit I: Social Problems

10

- a) Social Problems: Meaning and Definition
- b) Social Problems: Characteristics and causes

#### Unit II: Structural Issues and Problems

10

1. Problems of Caste Inequality : Meaning and Definition
2. Problems of Caste Inequality : Nature and Causes
3. Poverty : Meaning, Nature and Causes

#### Unit III: Gender Inequality

10

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

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३. ओमन टी. के., २००५. भारतीय समाजातील समस्या व वाद, अनुवादक- संगीता फाटक, पुणे, डायमंड प्रकाशन. १-४१, ७७-९०.
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Choice Based Credit System Syllabus (2024 Pattern)  
Academic Year 2026-27

**Mapping of Program Outcomes with Course Outcomes**

**Class:** T.Y.B.A. (Semester- V)  
**Course:** Social Problem in India

**Subject:** Sociology  
**Course Code:** SOC-307-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
CO 1		3	3	3				3
CO 2		3		3				3
CO 3		2		3				3
CO 4	3	2	2	3	3			3
CO 5	2	3	2	3	3			3
CO 6	2		2	3				3
CO 7	3			3				3

**Justification for the mapping**

**PO1: Research-Related Skills**

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

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

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

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

**PO2: Effective Citizenship and Ethics**

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

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

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

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

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

### **PO3: Social Competence**

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

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

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

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

### **PO4: Disciplinary Knowledge**

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

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

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

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

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

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

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

### **PO5: Personal and Professional Competence**

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

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

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

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

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

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

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

ethnicity, gender, sexual orientation and social class.

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

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

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