



**M. C. E. Society's**

**ABEDA INAMDAR SENIOR COLLEGE**

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

**S Y B A SOCIOLOGY SYLLABUS**

**(Choice Based Credit System)**

**Sem. III and Sem. IV**

**(To be implemented from the Academic Year 2022-2023)**

## Sociology

### Syllabus for S.Y.B.A. Sociology

(CBCS – Autonomy Pattern to be implemented from 2022-2023)

Semester	Course Code	Course Name	Title of The Paper	Credits	No of Lectures
III	21ABSO2311	CC /SEC 1 A	Introduction to Population Studies	03	54
IV	21ABSO2411	CC/SEC 1 B	Population and Indian Society	03	54
III	21ABSO23S1	DSE-1A	Foundations of Sociological Thoughts	03	54
IV	21ABSO24S1	DSE-1B	Sociological Thoughts in India	03	54
III	21ABSO23S2	DSE-2A	Indian Society: Issues and Problems	03	54
IV	21ABSO24S2	DSE-2B	Indian Society: Core Issues	03	54
III	21ABSO23EC	SEC-2A	The Social Construction of Childhood	02	36
IV	21ABSO24EC	SEC-2B	Gerontology and Ageism	02	36

CC: Core Course

DSE: Discipline Specific Elective Course

SEC1: Specific Elective Course

SEC2: Skill Enhancement Course

## Sociology SYBA

### Semester III

Semester	Course Code	Course Name	Title of the Paper	Credits	No. of Lectures
III	21ABSO2311	CC /SEC 1 A	Introduction to Population Studies	03	54
III	21ABSO23S1	DSE-1A	Foundations of Sociological Thoughts	03	54
III	21ABSO23S2	DSE-2A	Indian Society: Issues and Problems	03	54
III	21ABSO23EC	SEC-2A	The Social Construction of Childhood	02	36



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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>CC /SEC 1 A/ Introduction to Population Studies</b>
<b>Course Code</b>	<b>21ABSO2311</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>3</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To introduce the basic concepts, scope and importance of population studies.
2.	To explain students to the basic variables and dynamics of Population.
3.	To enhance critical and better understanding regarding theories related to population studies.
4.	To introduce students to various sources of population data and current debates around it.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will develop a better understanding of the basic concepts, scope and importance of population studies.
2.	Students will learn the basic variables and dynamics of Population with understanding the factors affecting population variables.

3.	Students will be able to relate theories to current social problems and issues.
4.	Students will understand various sources of population data and debates concerning NPR, NRC and CAA.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Concept, Scope and Evolution of Population Studies</b>	<b>14</b>
	1. Meaning and Scope of Population Studies	4
	2. Evolution of Population Studies	3
	3. Interrelationship between Population Studies and Other Disciplines	4
	4. Importance of Population Studies	3
<b>Unit II</b>	<b>Dynamics of Population</b>	<b>14</b>
	1. Fertility: Concept and Factors	4
	2. Mortality: Concept and Factors and	3
	3. Infant Mortality and Maternal Mortality: Concept and Factors	4
	4. Migration: Concept, Factors and Types	3
<b>Unit III</b>	<b>Theories Related to Population Studies</b>	<b>13</b>
	1. Malthusian Theory	3
	2. Theory of Demographic Transition	4
	3. Marxist Thoughts on Population	3
	4. Optimum Population Theory	3
<b>Unit IV</b>	<b>Sources of Population Data</b>	<b>13</b>
	1. Census: Concept and Uses	3
	2. Vital Registration System: Concept and Uses	3

	3. National Sample Survey: Concept and Uses	3
	4. Aadhaar, NPR, NRC and CAA: Concept and Debates	4

### References:

1. Agarwal, S.N. (1989). *Population Studies with Special Reference to India*. New Delhi: Lok Surjeet Publication.
2. Agarwal, J. C. (2009). *Population Education*. Delhi: Shipra Publication
3. Bhende, A. And Kanitkar, T. (2003). *Principles of Population Studies*. Mumbai: Himalaya Publishing House.
4. Bose, Ashish. (1991). *Demographic Diversity in India*. Delhi: B. R. Publishing Corp.
5. Chandna, R. C. (1998). *Population*. Delhi: Kalyani Publications.
6. Demeny, Paul. & McNicoll, Geoffrey. (eds). (1998). *Population and Development*. Earth scan Pub. Ltd.
7. Dreze, Jean. & Sen, Amartya. (2011). *India: Development and Participation*. New Delhi: Oxford University Press.
8. Heer, David M. & Grigsby, Jill S. (1994). *Society and Population*. New Delhi: Prentice-Hall of India Pvt. Ltd.
9. Krishnaraj, M., Sudarshan, Ratna M., Shariff, Abusaleh. (eds) (1998). *Gender, Population and Development*. Delhi: Oxford University Press.
10. Mitra, K. C. (2005). *Encyclopedia of Population studies and Demography Vol I to V*. New Delhi: Dominant Publishers and Distributors.
11. Sen, Amartya. (2000). *Development as Freedom*. Delhi: Oxford University Press.
12. Srinivasan, K. (2017). *Population Concerns in India: Shifting Trends, Policies, and Programs*. Sage Publications Pvt. Ltd.
13. Srivastava, O.S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House.

Note: Any other text/Article suggested by the subject teacher



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<b>Course/ Paper Title</b>	<b>DSE-1A / Foundations of Sociological Thoughts</b>
<b>Course Code</b>	<b>21ABSO23S1</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>3</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To make students understand the social background for the origin and development of sociological theories.
2.	To discuss the major theories propounded by August Comte and Herbert Spencer to understand the significance of their contribution in the discipline of Sociology.
4.	To introduce the students to the theoretical insights of classical thinker Karl Marx.
3.	To help the students to develop new insights of Emile Durkheim and Max Weber into theoretical sociology.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to understand the social background for the origin and development of sociological theories by studying social, economic

	and political changes which took place in the Europe.
2.	Students will develop critical understanding of the major theories propounded by August Comte and Herbert Spencer and will be able to understand the significance of their contribution in the discipline of Sociology.
4.	Students will be able to get an insight of classical thinker Karl Marx's contributions for contemporary sociology and his view of society.
3.	Students will develop new insights into Emile Durkheim and Max Weber's theoretical sociology and they will be able to develop new look towards human society.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Origin of Sociological Theory</b>	<b>14</b>
	1. From Speculative to Definitive	4
	2. Age of Enlightenment and the Revolutions	3
	3. Organic Analogy and Evolutionism	4
	4. Basic Ideas of Sociological Theory	3
<b>Unit II</b>	<b>August Comte</b>	<b>8</b>
	1. Positivism	4
	2. Law of Three stages	4
<b>Unit III</b>	<b>Herbert Spencer</b>	<b>8</b>
	1. Organismic Concept of Society	4
	2. The Evolution of Societies	4

<b>Unit IV</b>	<b>Karl Marx</b>	<b>8</b>
	1. Historical Materialism	4
	2. Theory of Alienation	4
<b>Unit V</b>	<b>Emile Durkheim</b>	<b>8</b>
	1. Theory of social facts	4
	2. Theory of suicide	4
<b>Unit VI</b>	<b>Max Weber</b>	<b>8</b>
	1. Ideal Type	4
	2. Theory of Social Action	4

**References:**

1. Abraham, M.F. & Morgan, J.H. (1996). *Sociological Thought*. Madras: MacMillan India.
2. Abraham, M.F. (1990). *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press
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.
5. Cuff, E., Sharrock, W. & Francis, D. (1992). *Perspectives in Sociology*. London: Routledge 3rd Ed.
6. Haralombus, M. & Holborn. (2000). *Sociology: Themes and Perspectives*. London: Collins Publication.
7. Judge, Paramjit. (2012). *Foundations of Classical Theory*. Delhi: Pearson Publication. (Chapter 2)
8. Kundu, Abhijit. (2012). *Sociological Theory*. Delhi: Pearson Publication. (Chapter 1)
9. Morrison, Ken. (1995). *Marx, Durkheim, Weber: Formation of Modern Social Thought*. London: Sage Publication
10. Ray, Larry J. (2010). *Theorizing Classical Sociology*. New Delhi: Tata McGraw-Hill.
11. Ritzer, George. (1996). *Sociological Theory*. New Delhi: Tata-McGrew Hill, 6th.Ed.

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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>DSE-2A /Indian Society: Issues and Problems</b>
<b>Course Code</b>	<b>21ABSO23S2</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>3</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To familiarize the students to various issues and problems of Indian society.
2.	To enable students to analyze problems of the under-privileged groups and of religious minorities in India.
3.	To encourage students to think critically about issues related to youths, aged and women and to develop better sense of responsibilities towards them.
4.	To discuss the issues of development and the effects of development on indigenous people, regions, nature and on the environment.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to develop critical understanding of various

	issues and problems pertaining to Indian society.
2.	Students will be able to analyze problems of the under-privileged groups and of religious minorities in India and will develop a humanitarian approach towards all human beings.
3.	Students will be able to think critically about issues related to youths, aged and women and will develop a better sense of responsibilities towards them.
4.	Students will be able to evaluate the issues of development and will develop a better civic sense.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Social Problems: Concept and Approaches</b>	<b>14</b>
	1. Concept and Characteristics of Social Problems	4
	2. Causes of Social Problems	4
	3. Consequences of Social Problems	3
	4. Approaches- structural-functional, conflict, interactionist	3
<b>Unit II</b>	<b>Problems of the Under-privileged and Religious Minorities</b>	<b>13</b>
	1. The SCs: Problems and Measures	4
	2. The STs: Problems and Measures	3
	3. The OBCs: Definition and Debate	3
	4. Religious Minorities: Problems, Religious Fundamentalism and Intolerance	3
<b>Unit III</b>	<b>Issues Related to Youth, Aged and Women</b>	<b>14</b>

	1. Issues of Youth: Types, Causes and Consequences	4
	2. Issues of Aged: Economic, Social, Psychological and Health	4
	3. Gender Inequality and Discrimination: Concept and Aspects	3
	4. Violence Against Women: Types, Causes and Consequences	3
<b>Unit IV</b>	<b>Issues of Development</b>	<b>13</b>
	1. Displacement of Indigenous People: Meaning and Types	4
	2. Ecological Degradation: Meaning, Causes and Types	3
	3. Regional Disparities: Concepts, Causes and Forms	3
	4. Environmental Pollution: Types, Causes and Consequences	3

**References:**

1. Ahuja, Ram. (1993). *Indian Social System*. Jaipur: Rawat Publications.
2. Ahuja, Ram. (2000). *Social Problems in India*. Jaipur: Rawat Publications.
3. Deb, Sibnath. (2005). *Contemporary Social Problems in India*. New Delhi: Anmol Publications.
4. Kornblum W. & Julian, J. (2011) *Social Problems* (14<sup>th</sup> Edition) Prentice Hall.
5. Madan, G. R. (2009). *Indian Social Problems*. Vol. I and II. New Delhi: Allied publishers.
6. Mooney, L., Knox, D. & Schacht C. (2011) *Understanding Social Problems*. USA: Wadsworth Publishing.
7. Parrillo, V. (2008) *Encyclopedia of Social Problems* (Two Volume Set). SAGE Publications.

8. Purushottam, G. S. (2003). *Social Problems in India*. Mumbai: Himalaya Publishing House.
9. Samaddar, R. & Samaddar R. (2009) *State of Justice in India: Issues of Social Justice*. Sage Publications.
10. Selwyn, Stanley. (2004). *Social Problems in India*. New Delhi: Allied Publishers.
11. Sen, Amartya. (1992). *Inequality Reexamined*. Russell New York: Sage foundation.
12. Totten S., Pedersen J. (ed) *Teaching and Studying Social Issues: Programs and Approaches*. USA: Information Age Pub.
13. Tribhuvan, Robin D. (2014) *Social Problems and Developmental Issues of Youth*. New Delhi: Discovery Publishing House Pvt. Ltd.
14. Tripathi, R. N. (2011). *Indian Social Problems*. New Delhi: Pinnacle Technology.
15. Vivek, P. S. (2002). *Sociological Perspectives and Indian Sociology*. Mumbai: Himalaya Publishing House.

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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>SEC-2A / The Social Construction of Childhood</b>
<b>Course Code</b>	<b>21ABSO23EC11</b>
<b>Semester</b>	<b>III</b>
<b>No. of Credits</b>	<b>2</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To explore the concept of childhood and to study the process of socialization and its effects on children.
2.	To critically examine the effects of Popular Culture on the growth and personality of Children.
3.	To understand the impact of violence on children and to study various forms of violence which child faces during his/her growth at different age levels.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to understand the concept of childhood from different theoretical perspectives and will understand the importance of the socialization process.

2.	Students will be able to critically examine the effects of Popular Culture on the growth and personality of Children.
3.	Students will be acquainted with various forms of violence which a child faces during his/her growth at different age levels and will develop the strategies for preventing violence among children.
4.	Students will get an exposure to work with different NGOs working on different issues of children.

## Syllabus

**Teaching (18 Hours)**

**Field Work and Project Activity (18 Hours)**

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Meaning of Childhood and Socialization</b>	<b>10</b>
	1. Defining Childhood- Functionalist Model, Interpretive Theoretical Model, Constructivist Model and Deterministic Model	4
	2. Socialization and Childhood	2
	3. Faulty Socialization	2
	4. Moving beyond Socialization	2
<b>Unit II</b>	<b>Children and Popular Culture</b>	<b>04</b>
	1. Children's Sports	1
	2. Children's Books	1
	3. Children's Toys: Gender, Agency and Reproduction	1
	4. Childhood and Celebrations: Rituals, Theme Birthday etc.	1
<b>Unit III</b>	<b>Childhood and Violence</b>	<b>04</b>

	1. Exposers to Violence through Stages of Childhood	1
	2. Impact of Violence in Childhood	1
	3. Strategies for Prevention of Violence in Childhood	1
	4. Essential Public Actions to Prevent Childhood Violence	1

<b>Sr. No.</b>	<b>Field Work and Project Activity</b>	<b>(18 Hours)</b>
<b>A)</b>	<b>Learning through Doing</b>	<b>(9 Hours)</b>
<b>Unit II:</b>	<b>Children and Popular Culture</b>	
	<ul style="list-style-type: none"> <li>• Interaction with children about impact of popular culture and presenting the collected data in the class.</li> <li>• Screening of documentaries and short movies on children and the differences in celebrations among various segments of society.</li> <li>• Writing an assignment including images, pictures, newspaper cuttings, etc.</li> <li>• Chart making</li> <li>• Organizing an activity for the school children of the campus to make them to understand the impact of popular culture on their growth and personality development.</li> </ul>	
<b>B)</b>	<b>Field Work and Report Writing</b>	<b>(9 Hours)</b>
<b>Unit III:</b>	<b>Childhood and Violence</b>	
	<ul style="list-style-type: none"> <li>• Class discussion on a particular form of violence with the help of images, pictures, charts,</li> </ul>	

	<p>newspaper cuttings, brochures etc.</p> <ul style="list-style-type: none"> <li>• Watching movies</li> <li>• Collection of narratives from the victims and of personal experiences and presentation in class.</li> <li>• Collecting the list of agencies and NGOs that are helping children with different issues.</li> <li>• Visiting NGOs and Rehabilitation Centers nearby and writing a detailed report.</li> </ul>	
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**References:**

1. Allison, James, Prout, Alan. (1997). *Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood*. New York: Routledge.
2. Bhadra, Bula. (2014). *Sociology of childhood and Youth*. New Delhi: SAGE Publications Ltd.
3. Corsaro, William A. (2017). *The Sociology of Childhood*. Bloomington, USA: SAGE Publications Ltd.
4. Gabriel, Norman. (2017). *The Sociology of Early Childhood - Critical Perspectives*: London: SAGE Publications Ltd.
5. James, A and A. James, 2012. *Key Concepts in Childhood Studies*. London: Sage Publications
6. Kehily, Mary J. (2004). *An introduction to childhood studies*. New York: McGraw-Hill International.
7. Madeleine, Leonard. (2016). *The sociology of children, childhood and generation*. New Delhi: SAGE Publications Ltd.
8. Wyness, M. G. (2012). *Childhood and society*. Basingstoke: Palgrave MacMillan.

Note: Any other text/Article suggested by the subject teacher

## **Sociology SYBA**

### **Semester IV**

<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>No. of Lectures</b>
IV	21ABSO2411	CC/SEC 1 B	Population and Indian Society	03	54
IV	21ABSO24S1	DSE-1B	Sociological Thoughts in India	03	54
IV	21ABSO24S2	DSE-2B	Indian Society: Core Issues	03	54
IV	21ABSO24EC	SEC-2B	Gerontology and Ageism	02	36



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<b>Course/ Paper Title</b>	<b>CC/SEC 1 B / Population and Indian Society</b>
<b>Course Code</b>	<b>21ABSO2411</b>
<b>Semester</b>	<b>IV</b>
<b>No. of Credits</b>	<b>3</b>

#### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To understand the growth of population, its composition and characteristics of the Indian population.
2.	To understand the development of Population Policies and Programmes in India through different phases.
3.	To understand the need and importance of population education and role of various agencies in implementing population education in India.
4.	To understand the impact of population growth on development and legislative measures to enhance the quality and quantity of population.

#### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be able to evaluate population growth by studying different periods since 1901, they will be able to understand the composition and

	characteristics of the Indian population.
2.	Students will develop critical understanding of Population Policies and Programmes by studying different phases of its development in India.
3.	Students will be able to find out how it is important to introduce population education in the curriculum and the role of various agencies in implementing population education in India.
4.	Students will be able to evaluate the different effects of population growth on development and further they will develop critical knowledge about various legislative measures introduced by the state to enhance the quality and quantity of population.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Population Growth, Characteristics and Distribution of Population</b>	<b>14</b>
	1. Growth of Population Since 1901	3
	2. Composition of Population: Age and Sex	4
	3. Characteristics of Population: Religion, Literacy and Educational attainment	4
	4. Distribution of Population: Caste, Tribe, Rural and Urban	3
<b>Unit II</b>	<b>Population Policies and Programmes in India</b>	<b>13</b>
	1. Origins of Family Planning Programme: Population concerns in British India	3
	2. Population Policies and Programmes since independence until 1977	4
	3. Post Emergency Recovery of the Programme	3

	(1977 -1995) 4. Post ICPD Phase -1996 to NPP 2000	3
<b>Unit III</b>	<b>Population Education: Concept and Importance</b>	<b>13</b>
	1. Concept and Objectives of Population Education 2. Need and Importance of Population Education 3. Implementation of Population Education Programme: Role of various agencies 4. Population Education Curriculum at various levels	3 3 4 3
<b>Unit IV</b>	<b>Population, Development and Legislative Measures</b>	<b>14</b>
	1. Population and Development: Factors promoting development 2. Population and Development: Factors retarding development 3. Relationship between Population and Poverty 4. Legislative Measures to enhance the quality and quantity of population	3 4 4 3

### References:

1. Agarwal, J. C. (2009). *Population Education*. Delhi: Shipra Publication
2. Agarwal, S.N. (1989). *Population Studies with Special Reference to India*. New Delhi: Lok Surjeet Publication.
3. Bhende, A. And Kanitkar, T. (2003). *Principles of Population Studies*. Mumbai: Himalaya Publishing House.
4. Bose, Ashish. (1991). *Demographic Diversity in India*. Delhi: B. R. Publishing Corp.
5. Chandna, R. C. (1998). *Population*. Delhi: Kalyani Publications.
6. Demeny, Paul. & McNicoll, Geoffrey. (eds). (1998). *Population and Development*. Earth scans Publication Ltd.

7. Dreze, Jean. & Sen, Amartya. (2011). *India: Development and Participation*. New Delhi: Oxford University Press.
8. Heer, David M. & Grigsby, Jill S. (1994). *Society and Population*. New Delhi: Prentice-Hall of India Pvt. Ltd.
9. Krishnaraj, M., Sudarshan, Ratna M., Shariff, Abusaleh. (eds) (1998). *Gender, Population and Development*. Delhi: Oxford University Press.
10. Mitra, K. C. (2005). *Encyclopedia of Population studies and Demography Vol I to V*. New Delhi: Dominant Publishers and Distributors.
11. Sen, Amartya. (2000). *Development as Freedom*. Delhi: Oxford University Press.
12. Srinivasan, K. (2017). *Population Concerns in India: Shifting Trends, Policies, and Programs*. Sage Publications Pvt. Ltd.
13. Srivastava, O.S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House.

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**Syllabus for SYBA Sociology**

**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>DSE-1B / Sociological Thoughts in India</b>
<b>Course Code</b>	<b>21ABSO24S1</b>
<b>Semester</b>	<b>IV</b>
<b>No. of Credits</b>	<b>3</b>

### **Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To introduce the major theoretical contributions of Indian thinkers in the development of Sociology in India.
2.	To give an idea to students about the different approaches contributed for the enrichment of Sociology as an academic discipline in India.
3.	To acquaint students with the scholarly contributions and profound depth of sociological knowledge with the help of the theories propounded by Indian thinkers.
4.	To make students to critically analyse the theories and to apply it to understand present Indian society and to develop interest in different areas of sociological inquiry.

### **Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will understand the major theoretical contributions of Indian thinkers in the development of Sociology in India.
2.	Students will get an idea about the different approaches contributed for the enrichment of Sociology as an academic discipline in India.
3.	Students will be acquainted with the scholarly contributions and profound depth of sociological knowledge with the help of the theories propounded by Indian thinkers.
4.	Students will be able to critically analyse the theories and will be able to apply it to understand present Indian society and will develop interest in different areas of sociological inquiry.

### **Syllabus**

<b>Unit No.</b>	<b>Title with Contents</b>	<b>No. of Lectures</b>
<b>Unit I</b>	<b>G. S. Ghurey</b>	<b>7</b>
	1. Understanding of Caste	4
	2. Tribes in India	3
<b>Unit II</b>	<b>D. P. Mukherjee</b>	<b>6</b>
	1. Tradition and Change	3
	2. Role of New Middle Classes	3
<b>Unit III</b>	<b>Iravati Karve</b>	<b>7</b>
	1. Study of Kinship system in India	4
	2. Dynamics of Group relations in village	3
<b>Unit IV</b>	<b>M. N. Srinivas</b>	<b>7</b>
	1. Sanskritization	4
	2. Dominant Caste	3

<b>Unit V</b>	<b>B. R. Ambedkar</b>	<b>7</b>
	1. Theory of Origin of Caste	4
	2. Role of ensuring gender parity	3
<b>Unit VI</b>	<b>A.R. Desai</b>	<b>7</b>
	1. Social Background of Indian Nationalism	4
	2. State and Society	3
<b>Unit VII</b>	<b>Leela Dube</b>	<b>7</b>
	1. Construction of Gender	4
	2. Women and Kinship	3
<b>Unit VIII</b>	<b>Imtiaz Ahmad</b>	<b>6</b>
	1. Caste and Social Stratification among Muslims in India	3
	2. Secularism and Communalism	3

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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>DSE-2B/ Indian Society: Core Issues</b>
<b>Course Code</b>	<b>21ABSO24S2</b>
<b>Semester</b>	<b>IV</b>
<b>No. of Credits</b>	<b>3</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To acquaint the students to the changing nature of different social issues in India.
2.	To encourage students to think critically about the causes, types and effects of various problems existing in India.
3.	To encourage the students to follow the rules, norms and laws pertaining to smooth functioning of society.
4.	To make students aware of different civic issues and to develop a sense of responsibilities among them towards not only human beings but also towards nature.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will be acquainted and will develop better understanding towards the changing nature of different social issues in India.

2.	Students will be able to think critically about the causes, types and effects of various problems existing in India.
3.	Students will be motivated to follow the rules, norms and laws pertaining to smooth functioning of society.
4.	Students will be aware of different civic issues and will develop a sense of responsibilities towards other human beings and also towards nature.

## Syllabus

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Education: Access and Challenges</b>	<b>14</b>
	1. Concept, Types and Functions of Education	4
	2. Socialization and Education: Family, Religion and Media	4
	3. Issues Related to Primary and Higher Education	3
	4. Girls Education: Issues and Challenges	3
<b>Unit II</b>	<b>Unemployment: Causes, Types and Effects</b>	<b>13</b>
	1. Concept and Types of Unemployment	4
	2. Causes or Factors of Unemployment	3
	3. Effects or Impact of Unemployment	3
	4. Remedial Measures and Suggestions	3
<b>Unit III</b>	<b>Health: Concept and Social Aspects</b>	<b>14</b>
	1. Concept and Definition of Health	3
	2. Access and Affordability: Class and Gender	4
	3. Stigmatization of Disease and Disability	3

	4. Pandemic and Health Sector in India- Debate	4
<b>Unit IV</b>	<b>Civic Issues: Growth and Effects</b>	<b>13</b>
	1. Transport: Rural-Urban Transportation and its Consequences for Rural and Urban Structure	4
	2. Water: Commodification, Privatisation and its Impact	3
	3. Garbage: Waste Management and Cleanliness	3
	4. Slums: Factors Influencing the Growth of Slums and its Effects	3

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**(CBCS – Autonomy 21 Pattern)**

<b>Course/ Paper Title</b>	<b>SEC-2B / Gerontology and Ageism</b>
<b>Course Code</b>	<b>21ABSO24EC11</b>
<b>Semester</b>	<b>IV</b>
<b>No. of Credits</b>	<b>2</b>

**Aims & Objectives of the Course**

<b>Sr. No.</b>	<b>Objectives</b>
1.	To give an insight to students about the concept, issues and branches of gerontology.
2.	To provide students with the career options in Gerontological Care.
2.	To enable the students to look at the aging process from a broader social perspective.
3.	To make students to understand the impact of social influences on ageing.

**Expected Course Specific Learning Outcomes**

<b>Sr. No.</b>	<b>Learning Outcome</b>
1.	Students will develop an insight about the concept, issues and branches of gerontology.
2.	Students can look for Gerontological care as their career option.

2.	Students will be able to develop better knowledge about different stereotypes and myths pertaining to ageing.
3.	Students will be able to look after ageing as a natural process and will develop more humanitarian approach towards senior citizens.

## Syllabus

**Teaching (18 Hours)**

**Field Work and Project Activity (18 Hours)**

Unit No.	Title with Contents	No. of Lectures
<b>Unit I</b>	<b>Gerontology: An Introduction</b>	<b>10</b>
	1. Ageing a New Concept: Definition and Dimensions of Ageing	3
	2. Gerontology: Concept and Branches of Gerontology	3
	3. Uniqueness of Social Gerontology	2
	4. Careers in Gerontological Care	2
<b>Unit II</b>	<b>Ageism</b>	<b>04</b>
	1. Ageist Stereotypes and Myths about Ageing	1
	2. Ageist Language	1
	3. Ageist attitudes of health professionals	1
	4. The media's attitudes towards older adults	1
<b>Unit III</b>	<b>Social Roles and Social influences on ageing</b>	<b>04</b>
	1. Cultural perspectives on care giving and older adults	1
	2. Social relationships	1
	3. Income and financial resources	1
	4. Work and retirement	1

<b>Sr. No.</b>	<b>Field Work and Project Activity</b>	<b>(18 Hours)</b>
<b>A)</b>	<b>Learning through Doing</b>	<b>(9 Hours)</b>
<b>Unit II:</b>	<ul style="list-style-type: none"> <li>• Detailed interview with senior citizens to understand the attitudes of family members, friends, relatives, society and media about their issues and presentation of the collected data in class.</li> <li>• Screening of documentaries and short movies on senior citizens and open discussion in class.</li> <li>• Writing a report on the issues of aged with the help of images, pictures, newspaper cuttings, reports etc.</li> <li>• Chart making on the issues of aged.</li> <li>• Spending quality time with senior citizens of family and nearby places and to make a report explaining in detail the activities continued for their entertainment.</li> </ul>	
<b>B)</b>	<b>Field Work and Report Writing</b>	<b>(9 Hours)</b>
<b>Unit III:</b>	<ul style="list-style-type: none"> <li>• Visiting Old age homes nearby and writing a report on types of issues and problems faced by the aged staying there.</li> <li>• Class discussions on student experiences on their visits to old age homes.</li> <li>• Collection of narratives/ stories/experiences/ expectations from the senior citizens and presenting in class.</li> <li>• Watching movies.</li> <li>• Collecting the list of agencies, old age homes and the available facilities for the senior citizens provided by the state.</li> </ul>	

## References:

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