

# **Department of Sociology and Social Work**

**School of Humanities and Social Sciences**



**Curriculum Framework**

**Bachelor of Arts (Sociology)**

**Based on National Education Policy- 2020**

**Date of BoS: 14.09.2022**

**Doctor Harisingh Gour Vishwavidyalaya**

**(A Central University)**

**Sagar-Madhya Pradesh-470003**

**Under Graduate Curriculum Framework for Bachelor of Arts  
Syllabus (NEP –2020)  
Session- 2022-23**

1. **Name of the Programme :** Under Graduate Programme (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multi-disciplinary and skill enhancement courses** and actual hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology as developed a curriculum framework to encompass the goal of NEP 2020.

**After Completion of the programme the learner will be able to:**

- a. Understand the basic knowledge of sociology
  - b. Understand different processes which is going on in the society.
  - c. Skilled and ability to contribute in nation building Process.
4. **Programme Learning Outcomes :**
- a. A fundamental understanding of an academic field of study in different disciplinary areas.
  - b. Use Knowledge and understanding a skill as the required for identifying problem as issues and provide solution with logical arguments .
  - c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

## 5. Structure of the Programme:

<b>Level: 5 Semester I</b>			
<b>Nature of Course</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Discipline Specific Major-1	SOC-DSM-111	Sociology: Scope and Subject-matter	6
Multi-Disciplinary Major-3	SOC-MDM-111	Sociology in Everyday Life	6
Ability Enhancement Course	SOC-AEC-111	Environmental Ethics in Sociology	2
Skill Enhancement Course (SEC)	SOC-SEC-111	Sociology for Social Problems	2

<b>Semester II</b>			
<b>Nature of Course</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
Discipline Specific Major-1	SOC-DSM-211	Family, Marriage and Kinship	6
Multi-Disciplinary Major-3	SOC-MDM-211	Social Demography	6
Ability Enhancement Course	SOC-AEC-211	Social counseling in Sociology	2
Skill Enhancement Course (SEC)	SOC-SEC-211	Indigenous Knowledge and Social Skill Practice	2

## 6. Exit : Certificate in BA Sociology

## 7. Teaching Learning Approach :

- a. Lecture/ Seminar
- b. Group Discussion
- c. Field Visit

## 8. Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

SOC-DSM-111 Sociology: Scope and Subject-matter								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-DSM-111	Sociology: Scope and Subject-matter	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 90*

### 1. Learning Objectives:

The paper intends to familiarize students with the subject matter of sociology and its relevance in their everyday life with their enhancing social skill for their better socio-economic life opportunities according to the contemporary need of the society.

### 2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for identifying problem as issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

- UO 1. Capable to understand fundamental of sociology and to explore the various issues.  
 UO 2. Have understanding the scope of sociology as discipline in various fields.  
 UO 3. Have capacity to understand the subject matter of Sociology.  
 UO 4. Have full understanding about social group and social institutions.  
 UO 5. Have Capacity to understand about the dynamic nature of society as well as various factors of social Change.

### Unit-I: Understanding Sociology

18

- Individual in Society and Society in Individual
- Sociology and the Social Science
- Sociology and Commonsense
- Sociology and Biology

### Unit-II: Scope of Sociology

18

- Sociology as Social Counseling
- Sociology for Social Development
- Sociology for nation-Building
- Sociology for social skill and employment

**Unit-III: Subject Matter of Sociology** **18**

- Social Contract and the Origin of Society
- Social Structure and Social Function
- Culture and Value

**Unit-IV: Elements of Society** **18**

- Social Groups and Community
- Role and Institution
- Socialization and Social Control

**Unit-V: Understanding Social Change** **18**

- Static and Dynamic in Social Order
- Factors and Process of Social Change

**Essential Reading:**

- Berger, P. 1963. *Invitation to Sociology: A Humanistic Perspective*. New York: Anchor
- [https://www.infoamerica.org/documentos\\_pdf/berger01.pdf](https://www.infoamerica.org/documentos_pdf/berger01.pdf)
- Bataille, A. 1996. 'Sociology and Commonsense'. *EPW*. Vol. 31, No. 35/37,
- Turner, J. 2002. *The Sociology of Herbert Spencer* (Chapter-1)
- [www.suz.uzh.ch/dam/jcr:000000000-36d7-41d4-ffff-ffff9b49d30e/Turner.pdf](http://www.suz.uzh.ch/dam/jcr:000000000-36d7-41d4-ffff-ffff9b49d30e/Turner.pdf)
- Rao C.N. Shankar, 2019. *Sociology: Principles Of Sociology With An Introduction To Social Thoughts*. New Delhi: S. Chand Publishers
- Mills, C.W. 1959. *The Sociological Imagination* (Chapter-1)  
<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>
- Handel, G. 2011. 'Sociological Perspectives on Social Development' in *The Wiley-Blackwell Handbook of Childhood Social Development*, Second Edition (pp.119 - 138)  
[https://www.researchgate.net/publication/229453166\\_Sociological\\_Perspectives\\_on\\_Social\\_Development](https://www.researchgate.net/publication/229453166_Sociological_Perspectives_on_Social_Development)
- Guha, B.S. 1958. *Role of Social Science in Nation-Building*.  
<https://doi.org/10.1177/0038022919580207>
- Senter, Marry S. 2012. *Jobs, Careers and Sociological Skills*. Central Michigan University.  
[https://www.asanet.org/sites/default/files/files/pdf/early\\_employment.pdf](https://www.asanet.org/sites/default/files/files/pdf/early_employment.pdf)
- Piercy, G and Steele, Z. 2016. 'The importance of Social Skills for the future work'.

<https://www.researchgate.net/publication/314281726> The Importance of Social Skills for the Future of Work

- Giddens, A. and Sutton, P.W. 2017. *Sociology*. Atlantic Publishers & Distributors Pvt Ltd.

SOC-MDM-111 Sociology in Everyday Life								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-MDM-111	Sociology in Everyday Life	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 90*

### 1. Learning Objectives:

The course is having major objectives to justify sociology is not only a subject for class room teaching, but also it is a practice in everyday life in which students are themselves is subject matter of sociology. The course tries interconnecting student's sociological knowledge with their day to day life.

### 2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for identifying problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

UO 1. Capable to know about institutional interaction and role behavior for individual survival.

UO 2. Capable to communicate Socially and Personality Development of its own and others.

UO 3. Capable to know about social capital as well as collective action.

UO 4. Capable to understand Sociological knowledge for health and social wellbeing.

UO 5. Capable to understand Religious Institution and mental wellbeing and its relationship.

#### **Unit-I: Sociology as Practice 18**

- Institutional interaction and role behavior for individual survival
- Sociological imagination and self counseling

#### **Unit-II: The Social Self 18**

- Social communication and personality development
- Role Taking and Understanding other's self

#### **Unit-III: Collective emotion and group living 18**

- Social capital and Collective Action
- Sociological knowledge for technological World



(To make better understand of students, some case studies can be introduced while teaching this unit)

**Unit-IV: Sociological knowledge for health and social wellbeing 18**

- The cultural aspects of health behavior
- Social inequality and health behavior

(To make better understand of students, some case studies/data may shared while teaching this unit)

**Unit-V: Religious Institution and mental wellbeing 18**

- Social-Psychology in religious place
- Religious practices and mental wellbeing

(To make better understand of students, some case studies can be introduced while teaching this unit)

**Essential Reading:**

Mills, C.W. 1959. *The Sociological Imagination* (Chapter-1)

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

M. Libraries. *Social Interaction in Everyday Life*

<https://open.lib.umn.edu/sociology/chapter/5-3-social-interaction-in-everyday-life/>

Back, M.D. 2021. *Social Interaction Process and Personality*

[https://www.researchgate.net/publication/348906101\\_Social\\_interaction\\_processes\\_and\\_personality](https://www.researchgate.net/publication/348906101_Social_interaction_processes_and_personality)

Uzefovsky, F. 2019. *Role taking*

[https://www.researchgate.net/publication/332781987\\_Role\\_taking](https://www.researchgate.net/publication/332781987_Role_taking)

DURLAUF, S.N. *Social Capital: Basic Concept.*

<http://home.uchicago.edu/sdurlauf/includes/pdf/SOCIAL%20CAPITAL.pdf>

Brooks, H. *The Relationship between Science and Technology*

[www.belfercenter.org/sites/default/files/legacy/files/sciencetechnology.pdf](http://www.belfercenter.org/sites/default/files/legacy/files/sciencetechnology.pdf)

Uskul, A.K. 2009. *Cultural aspects of Health and Illness*

[https://kar.kent.ac.uk/32467/1/Uskul\\_culturehealth\\_finaldraft.pdf](https://kar.kent.ac.uk/32467/1/Uskul_culturehealth_finaldraft.pdf)

Murthi, B. *Concepts, Principles, and Policy Approaches to Tackling Health Inequity*

[http://www.theicph.com/wp-content/uploads/2017/08/Health-equity\\_Prof-Bhisma-Murti.pdf](http://www.theicph.com/wp-content/uploads/2017/08/Health-equity_Prof-Bhisma-Murti.pdf)

Saroglou, V. *Psychology of Religion and Culture*

<https://www.eolss.net/sample-chapters/c04/E6-27-02-05.pdf>

Deeksha, J. 2022. (Aug.03). Can prayer and medicine work together to cure mental illness?

[www.scroll.in/article](http://www.scroll.in/article)

SOC-AEC-111 Environmental Ethics in Sociology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-AEC-111	Environmental Ethics in Sociology	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 54*

### 1. Learning Objectives:

The human society and culture are the product of the between human and environment relationship. The human society develops their cultural ethos of subsistence through a continuous interaction with nature. The course intends to make familiarize students with the role environment in shaping individual socio-economic action and how the society is also having cultural ethos to maintain ecology and environment for the survival of human life.

### 2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

- UO 1. Have understanding about Human interaction with environment and Social Institution as well as its cultural dimension.
- UO 2. High acquaintance about religious aspects of environment and indigenous/ local knowledge.
- UO 3. Have understanding about Indian tradition in relation to environmental ethics.

#### Unit-I: Ecology in Sociology 18

- Human interaction with environment and Social Institution
- Culture and ecology

#### Unit-III: Environmental ethics in Sociology 18

- Religious aspects of environment
- Deep Ecology
- Indigenous/ local knowledge

#### Unit-III: Environment in Indian Tradition 18

- Nature, Culture and Indian Knowledge system
- Vasudeva Kutumbakam and the environmental ethics Naturism in Hindu worship

**Essential Readings:**

IGNOU. *Social Ecology*

[egyankosh.ac.in/bitstream/123456789/79092/1/Block-2.pdf](http://egyankosh.ac.in/bitstream/123456789/79092/1/Block-2.pdf)

Shinghal, V. *Environmental Protection and religious and cultural heritage of India*

<https://www.srcc.edu/sites/default/files/Role%20of%20religion%20in%20Environment-Unit%20VII-AECC-EVS-Harvinder%20Singh.pdf>

Richardson, M. *Ethics and Environment*

[mountainscholar.org/bitstream/handle/10217/39003/Ethics\\_Environment.pdf](http://mountainscholar.org/bitstream/handle/10217/39003/Ethics_Environment.pdf)

Mekonen, S. 2017. *Roles of Traditional Ecological Knowledge for Biodiversity Conservation*

<https://core.ac.uk/download/pdf/234657468.pdf>

SOC-SEC-111 Sociology for Social Problems								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-SEC-111	Sociology for Social Problems	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 54*

### 1. Learning Objectives:

The course tries to familiarize students with the role, significance and importance of sociological knowledge to diagnose the social problems and to make students an effective knowledge contributor for the solution of the social problems.

### 2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

UO 1. Have Knowledge to locate social problems from sociological Perspective.

UO 2. Ability and skill to understand of social problems.

UO 3. Have understanding of social problems and skill to explore social in equality, social deviance.

### Unit-I: Sociological Diagnosis

18

- Sociological Perspectives on social problems
- Individual Trauma and Social Problems

### Unit-III: Cultural and Institutional Understanding of Social Problems

18

- Gender socialization and Inequality
- Cultural understanding of health
- Culture of Poverty

### Unit-III: Social structural Understanding of Social Problems

18

- Social Inequality: Caste and Class
- Social Deviance
- Factionalism in rural India

**Essential Readings:**

Mills, C.W. 1959. *The Sociological Imagination*

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

M. Libraries. *Sociological Perspectives on social problems*

<https://open.lib.umn.edu/socialproblems/chapter/1-2-sociological-perspectives-on-social-problems/#:~:text=Three%20theoretical%20perspectives%20guide%20sociological,do%20so%20in%20different%20ways.>

IGNOU. *Gender roles and patriarchy in Indian Perspectives*

[egyankosh.ac.in/bitstream/123456789/46089/1/Unit-2.pdf](http://egyankosh.ac.in/bitstream/123456789/46089/1/Unit-2.pdf)

IGNOU. *Health and Culture*

[egyankosh.ac.in/bitstream/123456789/42183/1/Unit-1.pdf](http://egyankosh.ac.in/bitstream/123456789/42183/1/Unit-1.pdf)

Lewis, O. *Culture of Poverty*

[http://lchc.ucsd.edu/MCA/Mail/xmcamail.2010\\_11.dir/pdfKPNFlustp6.pdf](http://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfKPNFlustp6.pdf)

IGNOU. *Social Inequality: Caste and Class*

<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/402AnilKumarBharti1.pdf>

IGNOU. *Social Deviance*

[egyankosh.ac.in/bitstream/123456789/18827/1/Unit-31.pdf](http://egyankosh.ac.in/bitstream/123456789/18827/1/Unit-31.pdf)

Aligarh Muslim University. *Rural Factionalism*

<https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/rural-factionalism-lecture-notes-3/21515852>

SOC-DSM-211 Family, Marriage and Kinship								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-DSM-211	Family, Marriage and Kinship	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 90*

### 1. Learning Objectives:

To demonstrate to the students the universally acknowledged social importance of Family and Kinship structure and familiarize them with the rich diversity in the types of networks of relationship created by genealogical links of marriage and other social ties. The course also intends to make the students understand how the study of kinship systems in different ethnographic settings can facilitate a comparative understanding of societies and social institutions. The course would also provide exposure to the students about different approaches, issues and debates in studies of kinship, marriage and family.

### 2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

- UO 1. Capable to understand family structure.
- UO 2. Capable to understand Kinship organization .
- UO 3. Capable to understand the marriage and affinity.
- UO 4. Capable to understand views of eminent sociologists about Family in Indian society.
- UO 5. Have Knowledge to explore Family and social Solidarity.

#### Unit-I: Understanding Family

18

- Family as Social Institution
- Function of Family: Production and reproduction
- Perspectives on Family (Functional and Conflict)

#### Unit-II: Kinship

18

- Defining Kinship, Incest Taboo,
- Descent Groups and Descent Theory,
- Inheritance and Succession, Kinship Usages and Kinship Terminology

**Unit-III: Marriage and Affinity** **18**

- Marriage: Meaning and Evolution,
- Alliance Theory: Symmetrical and Asymmetrical exchange
- Marriage transactions, Rules of Residence.

**Unit-IV: Family in Indian Society** **18**

- Irawati Karve: Kinship System in India
- Paulin Kolenda: Indian Family system
- T.N. Madan: Forms of marriage in India
- Debate on changing family pattern in India

**Unit-V: Family and Social Solidarity** **18**

- Family values, Village Solidarity and Moral Economy in India
- Family and Hindu Social organization
- Social Context of Family Relationship

**Essential Readings**

IGNOU. *Family*

[egyankosh.ac.in/bitstream/123456789/18788/1/Unit-5.pdf](http://egyankosh.ac.in/bitstream/123456789/18788/1/Unit-5.pdf)

Eisler, R. *Societal Contexts for Family Relations: Development, Violence and Stress*  
<http://centerforpartnership.org/wp-content/uploads/2017/03/Final-societal-contexts-Oxford-book.pdf>

Chaudhury, S. *Social Development and the Family*

<https://www.eolss.net/sample-chapters/c11/E1-11-02-04.pdf>

IGNOU. *Kinship-I*

[sbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-8.pdf](http://sbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-8.pdf)

IGNOU. *Family and Its Types*

[file:///C:/Users/Acer/Downloads/Block-2%20\(3\).pdf](file:///C:/Users/Acer/Downloads/Block-2%20(3).pdf)

IGNOU. *Kinship-II*

[egyankosh.ac.in/bitstream/123456789/18845/1/Unit-9.pdf](http://egyankosh.ac.in/bitstream/123456789/18845/1/Unit-9.pdf)

IGNOU. *Marriage and its Changing Pattern*

[egyankosh.ac.in/bitstream/123456789/18842/1/Unit-7.pdf](http://egyankosh.ac.in/bitstream/123456789/18842/1/Unit-7.pdf)

IGNOU. *Irawati Karve*

[egyankosh.ac.in/bitstream/123456789/81504/2/Unit-8.pdf](http://egyankosh.ac.in/bitstream/123456789/81504/2/Unit-8.pdf)

Priya, A. *From Joint to Nuclear: Some Observations on the Changing Pattern of Family as a Social Institution*

<https://www.iosrjournals.org/iosr-jhss/papers/Vol.%2022%20Issue6/Version-3/F2206032831.pdf>

Kolenda, P. *Household Versus Family*

[https://ntgc.in/wp-content/uploads/2020/03/SOCIOLOGY\\_SINJINI\\_ROY\\_Household-versus-Family.pdf](https://ntgc.in/wp-content/uploads/2020/03/SOCIOLOGY_SINJINI_ROY_Household-versus-Family.pdf)

Chaddha, R.K. *Indian family systems, collectivistic society and psychotherapy*

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705700/>

IGNOU. *Hindu Social Organisation*

[//msbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-15.pdf](https://msbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-15.pdf)



SOC-MDM-211 Social Demography								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-MDM-211	Social Demography	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 90*

### 1. Learning Objectives:

The course intends to familiarize students with Social demography that deals with questions of population composition and change and how they interact with sociological variables at the individual and contextual levels. Social demography also uses demographic approaches and methods to make sense of social, economic, and political phenomena.

### 2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

UO 1. Have Knowledge about social demography

UO 2. Have Knowledge to explore demography from sociological point of view.

UO 3. Capable to explore from multi disciplinary approach to social transformation and demography

UO 4. Understanding about population and development from multi-disciplinary approach

UO 5. Understanding about Population and Development from Indian perspective.

### Unit-I: Understanding Demography

18

Conceptual Definition

Population Composition

Fertility, Mortality and Migration

### Unit-II: Demography in Sociology

18

Biological aspects of Fertility Behavior (Malthus)

Social Structure and Fertility Behavior (Marxian Perspective)

Culture and Fertility Behavior (Kingsley Davis)

### Unit-III: Demography and Social Transformation

18

Social Morphology and Social Change (Durkheim)

Social Change and Demographic Transition Theory

Women Empowerment and Demographic Transition

#### **Unit-IV: Population and Development**

18

Population and Human Development  
Population, Environment and Climate Change  
Population and Health  
Population and Women Empowerment

#### **Unit-V: Population and Development: Indian Experience**

18

Population Experience and Development Concern  
Population Dynamic: *Family, Caste and Class*  
Kaushal Vikash, Youth and Employability

#### **Essential Readings**

Egyankosh. *Population and Development*

<https://egyankosh.ac.in/bitstream/123456789/27052/1/Unit-15.pdf>

Egyankosh. *Introduction to Population*

<https://egyankosh.ac.in/bitstream/123456789/34634/1/Unit-1.pdf>

Egyankosh. *Determinants of Population Change*

<https://egyankosh.ac.in/bitstream/123456789/43759/1/Unit-3.pdf>

Devis, K. 1956. *Social Structure and Fertility: An Analytic Framework*

[https://u.demog.berkeley.edu/~jrw/Biblio/Eprints/%20D-F/davis.blake.1956\\_intermediate.variables.pdf](https://u.demog.berkeley.edu/~jrw/Biblio/Eprints/%20D-F/davis.blake.1956_intermediate.variables.pdf)

NCERT. *The Demographic Structure of Indian Society*

<https://ncert.nic.in/ncerts/l/lesy102.pdf>

Kirk, D. 1996. *Demographic Transition Theory*

[https://www.bajkulcollegeonlinestudy.in/StudyMaterialFinal/Sociology/63%204th%20Sem%20GE-4,%20Demographic%20Transition%20Theory\\_Dudley%20Kirk%20-%20Arun%20Kumar%20Maity.pdf](https://www.bajkulcollegeonlinestudy.in/StudyMaterialFinal/Sociology/63%204th%20Sem%20GE-4,%20Demographic%20Transition%20Theory_Dudley%20Kirk%20-%20Arun%20Kumar%20Maity.pdf)

Stoebenau, K. 2013. *Has Fertility Decline Contributed to Improvements in Women's Lives?*

[https://www.icrw.org/wp-content/uploads/2016/10/ICRW\\_FEN\\_WPS\\_2013\\_FINAL.pdf](https://www.icrw.org/wp-content/uploads/2016/10/ICRW_FEN_WPS_2013_FINAL.pdf)

Guzman, J. (Ed.). 2009. *Population Dynamics and Climate Change*

[https://www.unfpa.org/sites/default/files/resource-pdf/pop\\_dynamics\\_climate\\_change\\_0.pdf](https://www.unfpa.org/sites/default/files/resource-pdf/pop_dynamics_climate_change_0.pdf)

IDRC. 2002. *Population and Health in Development Countries*

<http://www.indepth-network.org/Resource%20Kit/INDEPTH%20DSS%20Resource%20Kit/LinkedDocuments/INDEPTH%20Monograph%20I%20Ch1-7%20Introduction,%20Methods%20&%20Life%20Tables.pdf>

Rani, P. 2017. Skill development through Pradhan Manti Kaushal Vikas Yojana

[https://www.researchgate.net/publication/328767704\\_SKILL\\_DEVELOPMENT\\_THROUGH\\_PRADHAN\\_MANTI\\_KAUSHAL\\_VIKAS\\_YOJANA](https://www.researchgate.net/publication/328767704_SKILL_DEVELOPMENT_THROUGH_PRADHAN_MANTI_KAUSHAL_VIKAS_YOJANA)

SOC-AEC-211 Social counseling in Sociology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-AEC-211	Social counseling in Sociology	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 54*

### 1. Learning Objectives:

This course equips the students to properly understand the concept and types of social counseling and care which is used in different setting and different groups and community relations. It also helps them to develop counseling skills and theories to apply in the sociology as practice.

### 2. Course Learning Outcomes:

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding a skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

UO 1. Understating to Social Counseling

UO 2. Have ability to know a person in social situation

UO 3. Have ability to exercise various social counseling Therapies

#### Unit-I: Social Counseling 18

- Purpose and Scope of Counseling
- Guidance and Counseling

#### Unit-II: Understanding Social-Psychology 18

- The person and Social Situation
- Evolutionary adaptation and Human Characteristics

#### Unit-III: Social Counseling Therapy 18

- Humanistic Therapy
- Integrative Therapy
- Mindfulness
- Person-Centered Therapy
- Cognitive Behavioral Therapy

## **Essential Readings**

*Social Counseling Approaches*

<https://www.socialandhealth.com/counselling-overview/types-counselling/>

Tarry, H. *Defining Social Psychology: History and Principles*

<https://opentextbc.ca/socialpsychology/chapter/defining-social-psychology-history-and-principles/>

NCERT. *Guidance and Counseling*

<https://ncert.nic.in/textbook/pdf/lehe108.pdf>

SOC-SEC-211 Indigenous Knowledge and Social Skill Practice								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-SEC-211	Indigenous Knowledge and Social Skill Practice	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

*Lectures/Hrs. 54*

### 1. Learning Objectives:

The course aims to familiarize students with Local and indigenous knowledge that refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.

### 2. Course Learning Outcomes:

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

### 3. Unit wise Learning Outcomes :

UO 1. Skilled to explore Indigenous knowledge

UO 2. Skilled to explore the significance of Indigenous knowledge in various practices.

UO 3. Skilled to explore Indigenous knowledge in Global Culture.

#### Unit-I: The Subject Matter

18

- Indigenous Knowledge: Definition, Concept and Application
- Indigenous Knowledge and Traditional Knowledge

#### Unit-II: Indigenous knowledge in Development

18

- Local knowledge in Development Project
- Indigenous Knowledge and Social Capital
- Indigenous Knowledge in Health Practice

#### Unit-III: Indigenous Knowledge in Global Culture

18

- Globalization, Privatization and Indigenous Knowledge
- Indigenous knowledge, Science and Globalization
- Indigenous knowledge and Sustainable Development

## Essential Readings

Bruchac, M. 2014. *Indigenous Knowledge and Traditional Knowledge*  
[https://repository.upenn.edu/cgi/viewcontent.cgi?article=1172&context=anthro\\_papers](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1172&context=anthro_papers)

The World Bank. 1998. *Indigenous Knowledge: Definition, Concept and Application*  
[https://chm.cbd.int/api/v2013/documents/4A27922D-31BC-EEFF-7940-DB40D6DB706B/attachments/209070/Hoda%20Yacoub%20-%20IK%20Report%20\(1\).pdf](https://chm.cbd.int/api/v2013/documents/4A27922D-31BC-EEFF-7940-DB40D6DB706B/attachments/209070/Hoda%20Yacoub%20-%20IK%20Report%20(1).pdf)

Sillitoe, P. *Introduction: Indigenous Knowledge in Development*  
[file:///C:/Users/hp/Downloads/\[17522285%20-%20Anthropology%20in%20Action\]%20Indigenous%20Knowledge%20in%20Development.pdf](file:///C:/Users/hp/Downloads/[17522285%20-%20Anthropology%20in%20Action]%20Indigenous%20Knowledge%20in%20Development.pdf)

Rao, S. *Reproduction of Indigenous Knowledge in Plural Cultures: Ayurveda Education in Contemporary India*  
<https://academic.oup.com/book/4186/chapter-abstract/145997862?redirectedFrom=fulltext>

Anastasia A. Seferiadis et.al. 2015. Knowledge, Social Capital, and Grassroots Development: Insights from Rural Bangladesh  
<https://www.tandfonline.com/doi/full/10.1080/00220388.2017.1417584>

egyankosh. *Globalization, Privatization and Indigenous Knowledge*  
<https://www.egyankosh.ac.in/bitstream/123456789/27078/1/Unit-22.pdf>

Ramnath, A. 2014. *Indigenous Knowledge' and 'Science' in the Age of Globalization*  
<https://journals.sagepub.com/doi/10.1177/2277975214532180>

Claxton, M. *Indigenous knowledge and Sustainable Development*  
[https://sta.uwi.edu/resources/speeches/2010/September1\\_Indigenous%20Culture%20and%20sustainable%20Development.pdf](https://sta.uwi.edu/resources/speeches/2010/September1_Indigenous%20Culture%20and%20sustainable%20Development.pdf)

# **Department of Sociology and Social Work**

**School of Humanities and Social Sciences**



**Curriculum Framework**

**Bachelor of Arts (Sociology)**

**Based on National Education Policy- 2020**

**Date of BoS: 27-06-2023**

**Doctor Harisingh Gour Vishwavidyalaya**

**(A Central University)**

**Sagar-Madhya Pradesh-470003**

# **Under Graduate Curriculum Framework for Bachelor of Arts**

## **Syllabus (NEP –2020)**

### **Session- 2022-23**

1. **Name of the Programme :** Under Graduate Programme (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multi-disciplinary and skill enhancement courses** and actual hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology as developed a curriculum framework to encompass the goal of NEP 2020.

#### **After Completion of the programme the learner will be able to:**

- a. Understand the basic knowledge of sociology
  - b. Understand different processes which is going on in the society.
  - c. Skilled and ability to contribute in nation building Process.
4. **Programme Learning Outcomes :**
- a. A fundamental understanding of an academic field of study in different disciplinary areas.
  - b. Use Knowledge and understanding a skill as the required for identifying problem as issues and provide solution with logical arguments .
  - c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.



## 5. Structure of the Programme:

### B.A. Sociology Syllabus (NEP-2020)

#### ENTRY –L6 (THIRD AND FOURTH SEMESTER)

Semester	Course Code	Course Name	Credit
III	SOC-DSM-311	Classical Sociological Thinkers	6
	SOC-DSM-312	Social Research Methods	6
	SOC-MDM-311	Gender and Social Development	6
	SOC-AEC-311	Sociology of Language and Communication	2
	SOC-SEC-311	Human Rights and Social Justice	2
<b>TOTAL CREDIT</b>			<b>22</b>
IV	SOC-DSM-411	Modern Sociological Thinkers	6
	SOC-DSM-412	Project Preparation: Concept and techniques	6
	SOC-MDM-411	Sociology of Skill Development	6
	SOC-AEC-411	Use of Computer in Sociology	2
	SOC-SEC-411	Sociology of Health	2
<b>Total Credit</b>			<b>22</b>
<b>GRAND TOTAL</b>			<b>44</b>
<b>Exit with Certificate (L6)</b>			

## 6. Exit : Certificate in BA Sociology

## 7. Teaching Learning Approach :

- Lecture/ Seminar
- Group Discussion
- Field Visit

## 8. Assessment

1. The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

### **2. Report, Internship Report, Dissertation Report etc.**

The Assessment formate will be total of 100 marks for Field Report, Internship Report, Dissertation Report etc.

### SEMESTER-III

<b>SOC-DSM-311</b>	<b>Classical Sociological Thinkers</b>	<b>Credit 6</b>
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This course is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as distinctive discipline. Its objective is to help students gain an understanding of the classical contributions in sociology and their contemporary relevance.

**Unit: I Auguste Comte**

Law of three stages  
Positivism

**Unit: II Emile Durkheim**

Social fact,  
Suicide  
Theory of Division of Labour

**Unit: III Max Weber**

Social Action,  
Ideal types Power,  
Authority

**Unit: IV Karl Marx**

Historical Materialism  
Class struggle

**Unit: V Vilfredo Pareto**

Logical and Non Logical action  
Circulation of Elite

**Essential Readings:**

1. Stones, R. (Ed.). (1998). Key Sociological Thinkers. MACMILLAN PRESS LTD  
<https://link.springer.com/content/pdf/bfm%3A978-1-349-26616-6%2F1.pdf>
2. Ritzer George (2011) Sociological Theory McGraw-Hill,  
[https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)
3. Swingewood Alan (Ed.). (1991) A Short History of Sociological Thought  
<https://link.springer.com/content/pdf/bfm%3A978-1-349-21642-0%2F1.pdf>
4. Das Sukanya (2000) SOCIOLOGICAL THOUGHT Laxmi Publications (p)  
Ltd.  
[https://ebooks.lpude.in/arts/ma\\_sociology/year\\_1/dsoc401\\_sociological\\_thought\\_engli sh.pdf](https://ebooks.lpude.in/arts/ma_sociology/year_1/dsoc401_sociological_thought_engli sh.pdf)
5. Aron, Raymond (1968) Main Currents in Sociological thought (2 volumes) Harman's worth, Middlesex: Penguin Books
6. Morrison, Ken (1995) Marx. Durkheim, Weber. Formation of Modern Social Thought London Sage,

<b>SOC-DSM-312</b>	<b>Methodology in Social Sciences</b>	<b>6</b>
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This course aims to provide an introduction to the fundamentals of various social research techniques and methods. Its main objective is to provide an understanding of the nature of social phenomena and the issues involved in social research.

### **Unit: I The Logic of Social Research**

Sociological Research  
Objectivity in Social Science

### **Unit: II Scientific method**

Theory and Fact Hypothesis

### **Unit: III Scientific method**

Variable  
Primary and Secondary sources of Data Collection  
Sampling

### **Unit: IV Tools and Techniques**

Questionnaire, Schedule Interview, Observation Case Study

### **Unit: V Modes of Enquiry**

Quantitative and Qualitative methods Analysis of Data

### **Essential Readings:**

- Kumar, R. (2009) RESEARCH METHODOLOGY a step-by-step guide for beginners, SAGE [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Pertti et, al. (2008) The SAGE Handbook of Social Research Methods, SAGE Publications India Pvt Ltd <http://dspace.vnbrims.org:13000/jspui/bitstream/123456789/4679/1/The%20SAGE%20Handbook%20of%20Social%20Research%20Methods.pdf>
- Walliman Nicholas (2006) Social Research Methods <https://www.ascdegreecollege.ac.in/wp-content/uploads/2020/12/Social-Research-Methods.pdf>
- Kothari, C.R. (1989). Research Methodology: methods and Techniques. (Bangalore: Wiley Eastern).
- Jayaram, N. (1989). Sociology: Methods and Theory. (Madras: Mac Millian)
- Young, P.V. 1988 “Scientific Social Surveys and research. New Delhi: Prentice Hall).
- Social Research in Hindi [http://mdudde.net/pdf/study\\_material\\_DDE/ba/BA%20II/Sociology-Research%20Methodology.pdf](http://mdudde.net/pdf/study_material_DDE/ba/BA%20II/Sociology-Research%20Methodology.pdf)

<b>SOC-MDM-311</b>	<b>Gender and Social Development</b>	<b>6</b>
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The objective of the discipline "Gender and Social Development" is the appropriation of basic principles of gender research and getting knowledge of its main areas. This skill will help learners to criticize and evaluate the quality of outcome of different forms of gender and development research.

**Unit: I Concepts of women and development.**

Theories of Gender

Waves of feminism and the

**Unit: II Approaches to the role of women in development:**

Women in development (WID),

Women and Development (WAD),

Gender and Development (GAD).

**Unit: III Division of Domestic (Reproductive) Labor: gender division of labor,**

Gender as power relation and role of institutions,

Gender roles and social relations analysis.

**Unit: IV Reproductive Options**

Fertility issues in their relation to development and modern life

Voluntary childlessness; one parent families and overall problem of low birth rate in relation to both development and gender.

**Unit: V Gender and Power, Women and Men in the Organization**

Social dimensions of hierarchical power relations in institutions and

Status of men and women in society

**Essential Readings:**

- Cornwall, Andrea, Harrison, Elizabeth, Whitehead, Ann (eds.), Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development, 2008, Wiley-Blackwell. URL <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=437438>
- Blau, Francine D., Kahn, Lawrence M., The Gender Wage Gap: Extent, Trends, and Explanations, Journal of Economic Literature 2017, 55(3), 789–865 <https://doi.org/10.1257/jel.20160995> or <https://pubs.aeaweb.org/doi/pdf/10.1257/jel.20160995>
- Ridgeway, Cecilia L. Framed by Gender: How Gender Inequality Persists in the Modern World, 2011, ISBN-13: 9780199755776, Oxford University Press. URL <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199755776.001.0001/acprof-9780199755776>
- Segal, Marcia Texler, Chow, Esther Ngan-ling, Lin Tan, Analyzing Gender, Intersectionality, and Inequality in Global, Transnational and Local Contexts, 2011, Emerald, URL <https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=730836>
- IGNOU GENDER AND DEVELOPMENT <http://gbpssi.in/admin/coursepack/MBR620ASLect04.pdf>

<b>SOC-AEC-311</b>	<b>Sociology of Language and Communication</b>	<b>2</b>
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The course aims to provide good knowledge of the main aspects of the sociology of language and communication and the relationship between language and societal origin. This paper will help in understanding the role of language and communication for change in the contemporary world.

**Unit: I Relation between Sociology and Language**

Relations between language and society  
Society and how it is impacted by language

**Unit: II Definitions and functions of communication**

Sociological models of communication

**Unit: III Language and social development**

Role of communication in democracy

**Essential Readings:**

- Severo, Cristine G.; Görski, Edair (2017). On the relation between the sociology of language and sociolinguistics: Fishman's legacy in Brazil. International Journal of the Sociology of Language, 2017(243), [https://www.researchgate.net/publication/311867506\\_On\\_the\\_relation\\_between\\_the\\_sociology\\_of\\_language\\_and\\_sociolinguistics\\_Fishman's\\_legacy\\_in\\_Brazil](https://www.researchgate.net/publication/311867506_On_the_relation_between_the_sociology_of_language_and_sociolinguistics_Fishman's_legacy_in_Brazil)
- Fishman, Joshua A (1977) Readings in The Sociology Of Language <https://vdoc.pub/documents/readings-in-the-sociology-of-language-1bev4hjeoqgo>
- Leydesdorff Loet (2001) A Sociological Theory of Communication: The Self-Organization of the Knowledge-Based Society [https://www.researchgate.net/publication/200026793\\_A\\_Sociological\\_Theory\\_of\\_Communication\\_The\\_Self-Organization\\_of\\_the\\_Knowledge-Based\\_Society](https://www.researchgate.net/publication/200026793_A_Sociological_Theory_of_Communication_The_Self-Organization_of_the_Knowledge-Based_Society)
- Fishman, Joshua A. (1972). The sociology of language: An interdisciplinary social science approach to language in society. Newbury House. ISBN 978-0-912066-16-5.

<b>SOC-SEC-311</b>	<b>Human Rights and Social Justice</b>	<b>2</b>
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Human rights have not only interference in economic and political life of people but also in their Socio-cultural life. In this way it contributes in social conformity. The broad objective of this Paper is to make student familiar with socio-cultural aspects of human rights.

**Unit: I- Philosophy and History of Human Rights**

Philosophical Aspects: Life, freedom and liberty,  
Historical Background: Evolution of Human Rights

**Unit: II- Classification of Human Rights**

Civil and Political Rights  
Economic and Socio-cultural Rights

**Unit: III- Violation of Human Rights**

Violation by State and Non-state Actor  
Effort to prevent Violation of Human Rights

**Essential Readings:**

- Karnataka Women's Information and Resource Centre (2005), Human Rights Education for Beginners <https://nhrc.nic.in/sites/default/files/HREdu.pdf>
- United Nations (1994) Human Rights and Social Work <https://www.ohchr.org/sites/default/files/Documents/Publications/training1en.pdf>
- WHO (2016) Social justice and human rights as a framework for addressing social determinants of health [https://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0006/334356/HR-task-report.pdf](https://www.euro.who.int/__data/assets/pdf_file/0006/334356/HR-task-report.pdf)
- United Nations HUMAN RIGHTS: NATURE AND CONSTITUENTS [https://archive.mu.ac.in/myweb\\_test/SYBA%20Study%20Material/fc.pdf](https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/fc.pdf)
- United Nations (2006) Social Justice in an Open World <https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

## SEMESTER-IV

<b>SOC-DSM-411</b>	<b>Modern Sociological Thinkers</b>	<b>6</b>
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Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

### **Unit: I Talcott Parsons**

Action Systems and Pattern Variables

### **Unit: II G. H. Mead**

Symbolic Interactionism

### **Unit: III Peter L. Berger**

Social Construction of Reality

### **Unit: IV H. Garfinkel**

Ethnomethodology

### **Unit: V Anthony Giddens**

Structuration

- Ritzer George (2010) Sociological Theory  
[https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)
- Stones Rob (1998) Key Sociological Thinkers  
<https://link.springer.com/content/pdf/bfm%3A978-1-349-26616-6%2F1.pdf>
- Turner Jonathan H. (2014) Theoretical  
Sociology [https://www.hzu.edu.in/uploads/2020/9/Theoretical%20Sociology\\_%20A%20Concise%20Introduction%20to%20Twelve%20Sociological%20Theories.pdf](https://www.hzu.edu.in/uploads/2020/9/Theoretical%20Sociology_%20A%20Concise%20Introduction%20to%20Twelve%20Sociological%20Theories.pdf)

<b>SOC-DSM-412</b>	<b>Project Preparation: Concept and techniques</b>	<b>6</b>
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Project is an applied study that gives students the opportunity to use sociological research to inform an organizational or policy related problem. Although projects vary in scope, research activities, and strategies for research application. Students should include as part of the project write-up a comprehensive report paper that states a research problem, offers background information about the problem (literature review), details the project's research design in a method's section, reports on the empirical research and data analysis that inform the problem, and concludes with practical recommendations to begin to solve the problem.

**Unit: I Introduction/ Problem of the project research,**

Statement of the Problem,

Sociological relevant of problem

**Unit: II Literature Review**

Background information about the problem your study addresses

Sociological relevance, grounding of your research problem

**Unit: III Research Methodology**

Introduce what methods you employ to generate data to address the problem.

**Unit: IV Findings of project**

Statement of core findings, and Analysis,

Unit: V Implications/Recommendations for Practice

Report writing and recommendations

**Essential Readings:**

- Kumar, R. (2009) RESEARCH METHODOLOGY a step-by-step guide for beginners, SAGE [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Pertti et, al. (2008) The SAGE Handbook of Social Research Methods, SAGE Publications India Pvt Ltd <http://dspace.vnbrims.org:13000/jspui/bitstream/123456789/4679/1/The%20SAGE%20Handbook%20of%20Social%20Research%20Methods.pdf>
- Walliman Nicholas (2006) Social Research Methods <https://www.ascdegrecollege.ac.in/wp-content/uploads/2020/12/Social-Research-Methods.pdf>
- Kothari, C.R. (1989). Research Methodology: methods and Techniques. (Bangalore: Wiley Eastern).
- Jayaram, N. (1989). Sociology: Methods and Theory. (Madras: Mac Millian)
- Young, P.V. 1988 "Scientific Social Surveys and research. New Delhi: Prentice Hall).
- Social Research in Hindi [http://mdudde.net/pdf/study\\_material\\_DDE/ba/BA%20II/Sociology-Research%20Methodology.pdf](http://mdudde.net/pdf/study_material_DDE/ba/BA%20II/Sociology-Research%20Methodology.pdf)



<b>SOC-MDM-411</b>	<b>Sociology of Skill Development</b>	<b>6</b>
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Sociology of skill development means a process that enables students' knowledge and ability, career ethics, and understanding of social dynamics, contexts & consequences, and other related activities. It will help learner's critical and analytical thinking, writing ability, cultural competence, and self-awareness of every aspect.

**Unit: I Sociology and Skills: concept and significant**

Skills for understand social dynamics, contexts & consequences

**Unit: II Critical insight**

Perspective to the solution of social problems.

**Unit: III Solving problems and identifying solutions**

Analytical Skills

Interpersonal / Cross-Cultural Skills

**Unit: IV Technological Skills, Research & Project Development Skills**

**Unit: V Written communication and presentation skills**

**Essential Readings:**

Rupert Maclean Shanti Jagannathan Jouko Sarvi (2013) Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific

<https://www.adb.org/sites/default/files/publication/30071/skills-development-inclusive-growth-asia-pacific.pdf>

Rigby and Sanchis (2009) The concept of skill and its social

construction [https://www.cedefop.europa.eu/files/etv/Upload/Information\\_resources/Bookshop/430/37\\_en\\_rigby.pdf](https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/430/37_en_rigby.pdf)

<b>SOC-AEC-411</b>	<b>Use of Computer in Sociology</b>	<b>2</b>
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It intends to understand the appropriate use of 'Computer' and its basic methods in Social Science Research, particularly in Sociology. The effective learning process will help increase student career opportunities and achievements.

### **Unit: I Applications of Computer in Social Research**

Use of internet in social research.

### **Unit: II Computer Applications**

Microsoft Office:

Microsoft Word,

Microsoft Excel,

Power Point Presentation (PPT).

### **Unit: III Use of Computer in Social Science Research Analysis**

Essential Readings:

- IGNOU COMPUTER APPLICATIONS IN SOCIAL SCIENCE RESEARCH <https://egyankosh.ac.in/bitstream/123456789/63507/2/Unit-16.pdf>
- Acikalin Mehmet et, al (2005) THE USE OF COMPUTER TECHNOLOGIES IN THE SOCIAL STUDIES CLASSROOM <http://tojet.net/articles/v4i2/423.pdf>
- Agarwal, Y. P. (1995). Statistical Methods: Concepts, Applications and Computation. Sterling Publishers, New Delhi.
- Best, J., Kahn, J. (2008). Research in Education (10th Ed.). Prentice Hall, Pearson Education.
- Bryman, A. (2008). Social Research Methods. Oxford University Press.
- Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: Kitab Mahal.

<b>SOC-SEC-411</b>	<b>Sociology of Health</b>	<b>2</b>
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Sociology of Health and Illness has emerged as a new way of looking at the social contextualization of health which otherwise has been overlooked in the discourse on medicalisation and health care in general. Special attention is paid to health and its relationship with diverse social institutions in India with a focus on recent advances, agencies and stakeholders in this area

**Unit: I Introduction: Sociology of Health,**  
Definition and Scope; Concept of Health,  
Illness and Disease; Health and its Dimensions

**Unit: II Concepts: The Sick Role Concept,**  
Occupational Health, Community Health,  
Social Epidemiology, Nutrition and Health,  
Role of Mass Media and Promotion of Health.

**Unit: III Health Service in India: History of Public Health in India,**  
Health Delivery System in India, Factors influencing community health  
National Health Plan

Essential Readings:

- JONATHAN GABE, MIKE BURY AND MARY ANN ELSTON (2004) Medical Sociology  
<https://mtusociology.github.io/assets/files/Key%20Concepts%20in%20Medical%20Sociology.pdf>
- Cockerham William C. (2013) Medical Sociology on the Move  
<http://ndl.ethernet.edu.et/bitstream/123456789/16827/1/281.pdf.pdf>
- Schmith, A, (2012) Health and Medicine <https://2012books.lardbucket.org/pdfs/sociology-comprehensive-edition/s21-health-and-medicine.pdf>
- Albert, Gary L. and Fitzpatrick.R. (1994), Quality of Life in Health Care: Advances in Medical Sociology,  
Mumbai: Jai Press.
- Bloom, S.W. (1963), The Doctor and His Patient, New York: Free Press.
- Dingwal, Robert (1976), Aspects of Illness, London: Martin Press.

# **Department of Sociology and Social Work**

**School of Humanities and Social Sciences**



**Curriculum Framework**

**Bachelor of Arts (Sociology)**

**Based on National Education Policy- 2020**

**Date of BoS: 09-05-2024**

**Doctor Harisingh Gour Vishwavidyalaya**

**(A Central University)**

**Sagar-Madhya Pradesh-470003**

# **Under Graduate Curriculum Framework for Bachelor of Arts**

## **Syllabus (NEP –2020)**

### **Session- 2024-25**

1. **Name of the Programme :** Under Graduate Programme (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multi-disciplinary and skill enhancement courses** and actual hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology as developed a curriculum framework to encompass the goal of NEP 2020.

#### **After Completion of the programme the learner will be able to:**

- a. Understand the basic knowledge of sociology
- b. Understand different processes which is going on in the society.
- c. Skilled and ability to contribute in nation building Process.

#### **4. Programme Learning Outcomes :**

- a. A fundamental understanding of an academic field of study in different disciplinary areas.
- b. Use Knowledge and understanding a skill as the required for identifying problem as issues and provide solution with logical arguments .
- c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

## 5. Structure of the Programme:

### B.A. Sociology Syllabus (NEP-2020)

#### ENTRY –L7 (FIFTH AND SIX SEMESTER)

Semester	Course Code	Course Name	Credit
V	SOC-DSM-511	Culture and Society in India	6
	SOC-MDM-511	Economy and Society	6
	SOC-AEC-511	Life-Skill and Personality development	2
TOTAL CREDIT			14
VI	SOC-DSM-611	Indian Social Thinkers	6
	SOC-MDM-611	Sociology of Local Self Government	6
	SOC-SEC-611	Family Counseling	2
	Total Credit		14
GRAND TOTAL			28
Exit (L7)			

## 6. Exit : BA Sociology

## 7. Teaching Learning Approach :

- Lecture/ Seminar
- Group Discussion
- Field Visit/Report Writing

## 8. Assessment

1. The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

### **2. Report, Internship Report, Dissertation Report etc.**

The Assessment formate will be total of 100 marks for Field Report, Internship Report, Dissertation Report etc.

## **SEMESTER-V**

<b>SOC-DSM-511</b>	<b>Culture and Society in India</b>	<b>Credit -6</b>
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Unit- I                      Introduction to Indian Society  
                                    Indian Social Syatem

Unit – II                    Indian Culture and Tradition

Unit – III                   Social Movements

Unit - IV                   Bhakti Movements

Unit – V                    Indian Festival

<b>SOC-MDM-511</b>	<b>Economy and Society</b>	<b>Credit -6</b>
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Studies of economic development and economic history have long been concerned with the relationship between the transparent and supposedly anonymous forces of markets, states and bureaucracies, on the one hand, and the particular local and national forms of social organization in which actor's daily lives are embedded. Economists are quite divided about these latter forces: for some, they are necessary underpinnings for the market, providing trust and social capital which in turn reduce transactions costs and moral hazards and hence promote development; for others, they are seen as archaic, leading to nepotism, rent-seeking and institutional rigidity. Sociology, too, has long debated the respective roles of *gesellschaft* and *gemeinschaft* in societal development, and has recently revived this through research on social capital. This course deals with an understanding of the interrelationship between the economic institution with the cultural and societal values, the social structure and its changing nature with the changes of economic institution and vice-versa.

### **Unit I: Sociology of Market**

Market as a form of Exchange

Markets in social structures

State, Market and Society Relationship

### **Unit II: Economy and the social transformation**

Theories of Modernity: commodification (Marx), Rationality (Weber),

Social structural differentiation (Durkheim and T.Parsons)

Risk Society (Beck)

### **Unit-III: Economy and the Indian State**

Development of postcolonial State and Market system

Market and Planning in India (the Mixed Economy)

The inclusive and Exclusive policy in Indian Planning

### **Unit IV: Indian Experience of Modernisation and Development**



Industrialisation in postcolonial India

Social structure and the growth of Indian capitalism

Modernisation of Indian Agriculture and the rural agrarian transformation

From moral economy to agribusiness

The mode of production debate in Indian agriculture

### **Unit- V: Issues in the Political Economy of Development**

Globalisation, Liberalisation and Privatisation (LPG)

Changing Ideology of Indian Planning

Liberalisation, Poverty and unemployment

Globalisation, Migration and cultural Issues

Issues on reservation in the private sector.

### **Readings:**

Bagchi, A. 1999. *India's Institutions Under Neo-Liberal Regime*, New Delhi: Sage.

Bellshaw, C.S. 1965. *Traditional Exchange and Modern Markets*, New Jersey: Prentice Hall.

Chakrabarty, S. 1987. *Development Planning: The Indian Experience*. OUP.

Castles, S and Mark J. Miller. 2003. *The Age of Migration*, New York: Guilford Press.

Craig, D and Doug Porter. 2006. *Development beyond Neoliberalism? Governance, Poverty Reduction and Political Economy in Developing countries*, London: Rutledge

Danis, V. 2003. 'Market' in Veena Das, (ed.) *The Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.

Dreze, J and Sen, A. 1995. *India: Economic Development and Social Opportunity*. Delhi: OUP.

Frankel, F.R. 1971. *India's Green Revolution*, Bombay: OUP.

Gupta, S. (1995) Economic reform and its impact on the poor, *Economic and Political Weekly*, June, pp. 1,295-1,313.

Harris, Richard L and Seid, M. 2000. *Critical Perspectives on Globalization and Neoliberalism in the Developing Countries*, BRILL

<b>SOC-AEC-511</b>	<b>Life-Skill and Personality development</b>	<b>Credit -2</b>
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### **Unit 1: INTRODUCTION**

- Definition and Importance of Life Skills
- Life Skills Education, Life Skills Approach
- Life Skills Based Education
- Life Skills Training - Implementation Models

### **Unit 2: INTRODUCTION**

- Defining Personality
- Personality Development

### **Unit 3: DETERMINANTS OF PERSONALITY**

Socio-cultural Determinants - Family and Educational Determinants

Social Determinants

Dominant Emotions, Emotional Expressions

### **References**

#### **Compulsory**

- Haslam Nick, (2007), Introduction to Personality and Intelligence, Sage Publications, New Delhi. 3.
- Hurlock, B. Elizabeth,(2007). Personality Development, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- Salkind J. Neil, (2004). An Introduction To Theories Of Human Development, Sage Publications, Inc, New Delhi. 9.
- Wallace. R. Harold & Masters Ann, (2008). Personality Development, Cengage Learning India Private Limited, New Delhi.
- Abraham.M Francis 2011. Modern sociological theory-An Introduction, Oxford University Press, New Delhi
- kundu. Abhijit 2012. Sociological Theory
- Turner. Jonathan H 2004 The Structure of Sociological Theory

<b>SOC-SEC-611</b>	<b>Family counseling</b>	<b>Credit -2</b>
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Unit – I      Family Counseling : Aims and Objectives, Techniques of Counseling

Unit – II      Family Counseling : Significance in Contemporary India

Unit – III      Ethics and Morality of Counselors

## 1. Semester -VI

<b>SOC-DSM-611</b>	<b>INDIAN SOCIAL THINKERS</b>	<b>Credit -6</b>
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The course is having major objectives to justify sociology is not only a subject for class room teaching. The course tries interconnecting students with social change in modern India.

Unit-1 : G.S. Ghuriye : Indological Perspective

Unit-2 : R.K. Mukherji : Sociology of Values

Unit-3 : S.C. Dube : Changing Village Life

Unit-4 : M.N. Shrinivas : Structural Function Perspective

Unit-5 : Yogendra Singh : Modernisation of Indian Tradition

### **Essential Readings:**

1. M.N. Srinivas : Caste in Modern India and other essays
2. S.C. Dube : India's changing Village
3. Yogendra Singh : Modernization of Indian Tradition
4. R.K. Mukherjee : The Sociologist and Social Change in India today
5. G.S. Ghuriye : Caste and Race in India
6. G.S. Ghuriye : Culture and Society
7. M.N. Shrivivas : Social Change in Modern India
8. B.K. Nagla : Indian Sociological Though

<b>SOC-MDM-611</b>	<b>Sociology of Local Self Government</b>	<b>Credit -6</b>
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The course intends to make familiarize students with the role of local institutions. The course tries to familiarize students with the role, significance and importance of sociological knowledge about local self governance.

Unit-1 : Local Self Government : Concept, Meaning and Significance

Unit-2 : Local Self Government : Structure and Function

Unit-3 : Rural Leadership

Unit-4 : Role of Panchayti Raj in Socio-Economic Development

Unit-5 : Empowerment of Marginalized Community

### **Essential Readings:**

1. Haldi, R.M., 1970, Local Government Institutions in Rural India.
2. Marsh, R., 2003, Working with Local Institutions of Support Sustainable Livelihoods.
3. Joseph, M. 2007, Local Governance in India : Ideas, Challenges and Strategies.

# **Department of Sociology and Social Work**

**School of Humanities and Social Sciences**



**Curriculum Framework**

**Bachelor of Arts (Sociology)**

**Based on National Education Policy- 2020**

**Date of BoS: 19-02-2025**

**Doctor Harisingh Gour Vishwavidyalaya**

**(A Central University)**

**Sagar-Madhya Pradesh-470003**

# **Under Graduate Curriculum Framework for Bachelor of Arts**

## **Syllabus (NEP –2020)**

### **Session- 2025-26**

1. **Name of the Programme :** Under Graduate Programme (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multi-disciplinary and skill enhancement courses** and actual hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology as developed a curriculum framework to encompass the goal of NEP 2020.

#### **After Completion of the programme the learner will be able to:**

- a. Understand the basic knowledge of sociology
- b. Understand different processes which is going on in the society.
- c. Skilled and ability to contribute in nation building Process.

#### **4. Programme Learning Outcomes :**

- a. A fundamental understanding of an academic field of study in different disciplinary areas.
- b. Use Knowledge and understanding a skill as the required for identifying problem as issues and provide solution with logical arguments .
- c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

## 5. Structure of the Programme:

### B.A. Sociology Syllabus (NEP-2020)

#### Curriculum Framework for FYUP VII & VIII Semester

Semester	Course Code	Course Name	Credit
VII	SOC-DSM-711	Introduction to Sociology	6
	SOC-DSM-712	Indian Society : Structure and Change	6
	SOC-MDM-711	Research Methods in Sociology	6
	SOC-SEC-711	Internship /Field work/Minor Project	2
TOTAL CREDIT			20
VIII	SOC-DSM-811	Contemporary Sociological Thinkers	6
	SOC-DSM-812	Sociology of Change and Development	6
	SOC-DSM-813	Dissertation	12
	Total Credit		24
GRAND TOTAL			44
Exit (L7)			

## 6. Exit : BA Sociology

## 7. Teaching Learning Approach :

- Lecture/ Seminar
- Group Discussion
- Field Visit/Report Writing

## 8. Assessment

1. The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in mid semester examinations along with 75 per cent attendance in classroom processes.

### **2. Report, Internship Report, Dissertation Report etc.**

The Assessment format will be total of 100 marks for Field Report, Internship Report, and Dissertation Report etc.



<b>Discipline Specific Major-1</b>	<b>SOC-DSM-711</b>	<b>Introduction to Sociology</b>	<b>6</b>
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*Lectures/Hrs. 90*

**1. Learning Objectives:**

To learn sociology is to learn about how human societies are constructed and how our beliefs and daily routines come from. This paper is intended to acquaint the students with the subject matter of Sociology as a social science and it has its own distinctive method and theoretical analysis which differentiates its subject matter from commonsensical knowledge to understand the individual and society relationship.

**2. Course Learning Outcomes :**

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding and skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

**3. Unit wise Learning Outcomes :**

- UO 1. Capable to understand fundamental of sociology and its relationship with other social sciences
- UO 2. Capable to understand the basic concepts of sociology
- UO 3. Have capacity to explore social groups and socialization process in the development of human personality.
- UO 4. Have Capacity to understand social institutions in different sphere of human life
- UO 5. Capable to understand the process of social change in relation to the national development.

**Unit I: Introducing Sociology**

**18**

The subject matter of Sociology;

The nature and scope of sociology;

Sociology and social sciences; Sociology and Common sense

**Unit II: Basic concepts:**

**18**

Society, community, culture, institution,  
association, social structure, status and role

**Unit III: Social groups and Socialization:****18**

Meaning; Types of social groups; relationship between individual and group, inter group and intra group.

Society, culture, and socialization; Agencies of socialization; Theories of socialization; Social control: norms, values, and sanctions.

**Unit IV: Social institutions:****18**

Family: structure and types

Marriage: Types and function

Economy: types and function

Polity: Types and Function

Religion: Types and Function

**Unit V: Social change:****18**

Meaning and type: evolution and revolution, diffusion, progress and development; Factors of social change; Theories of social change.

**Essential Readings:**

Beteille, A. 2005. Sociology: Essays on Approach and Method. New Delhi: Oxford University Press.

Margaret Anne & Carol Riddell. 1980. Approaching Sociology. London: Routledge & Kegan Paul.

Haralambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.

Horton, P.B. and Chester L. Hunt. 1972. Sociology. Blacklick, Ohio: McGraw-Hill Book Co.

Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice-Hall.

Jayaram, N. 2005. Introductory Sociology. Madras: Macmillan

Discipline Specific Major-1	SOC-DSM-712	<b>Indian Society: Structure and Change</b>	6
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*Lectures/Hrs. 90*

**1. Learning Objectives:**

The aim of the course is to introduce students with society in India, the structural formations, cultural diversities and change process.

**2. Course Learning Outcomes :**

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding and skilled for Identifying Problem, issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

**3. Unit wise Learning Outcomes :**

- UO 1. Capable to understand various social composition in India  
UO 2. Capable to understand Social stratification in India  
UO 3. Capable to understand Social Change in India  
UO 4. Capable to understand Process of Globalisation in India  
UO 5. . Capable to understand various social problems in India

**Unit-I: Social composition in India**

**18**

Religious composition

Ethnic composition

Geographical composition

Family, Marriage and Kinship

**Unit-II: Indian Social stratification**

**18**

Social Differentiation, Hierarchy and Inequality.

Forms of Stratification: Caste, Class and Gender.

### **Unit-III: Social Change in India**

**18**

Indian Constitution and Social Change

Processes of Change: Sanskritization, Westernization, Modernization, secularization Debate on Tradition and Modernity

### **Unit-IV: Globalisation in India**

**18**

Meaning and Definition

Globalisation and social transformation

Women and Globalisation

### **Unit-V: Social Problems in India**

**18**

Poverty and Unemployment

Violence against Women

Communalism

Agrarian Problems in India

### **Essential Readings**

Aziz, Abdul. (1994). *Poverty Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publishing.

Ahlawat, Neerja(2009) “*On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana*”in B.S Baviskar/ George Mathew (Eds), *Inclusion and Exclusion in Local Governance*, Sage

Publications, India pg 103-139.

Ahlawat, Neerja (2008) “Violence against Women: Voices from the Field” in Manjit Singh and D.P Singh

(eds), *Violence: Impact and Intervention*. Atlantic Publication, New Delhi. pg 141-160 Ahlawat, Neerja (2012) “Political Economy of Haryana’s Khaps”, Vol - XLVII No. 47-48, December 01,

*Economic and Political weekly*

Ahlawat, Neerja (2013) “Dispensable Daughters and Indispensable Sons: Discrete Family Choices” *Social*

*Change*, 43(3) pg 365-376.

Desai, Neera and Maithreyi Krishna Raj. (1987). *Women and Society in India*, New Delhi:

Ajanta Publishers.

Desai, Neera & Usha Thakkar (2007) *Women in Indian Society*, New Delhi: National Book Trust.

Dube, S.C. (1967). *The Indian Village*. New Delhi: National Book Trust.

Ghurye, G.S. (1957). *Caste and Class in India*, Bombay: Popular Book Depot.

Karve, Irawati (1961). *Hindu Society: An Interpretation*, Poona: Deccan College.

Prabhu, P.H (1979): *Hindu Social Organization*, Popular Prakashan.

Nagla, B.K.(2014), *Indian Sociological Thought*, New Delhi: Rawat Publishing.

Sharma, K.L. (2001). *Social Inequality in India*, New Delhi: Rawat Publications.

Srinivas, M.N. (1960). *India's Villages*. Bombay: Asia Publishing House.

Srinivas, M.N. (1970). *Social Change in Modern India*, Berkeley, California: University Press.

<b>Discipline Specific Major-1</b>	<b>SOC-MDM-711</b>	<b>Research Methods in Sociology</b>	<b>6</b>
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This course aims to provide an introduction to the fundamentals of various social research techniques and methods. It concerns with teaching certain quantitative methods, qualitative methods and Historical method. Exposure to the fieldwork is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

**Unit- I : Social Research: 18**

Meaning and Nature of Social Research: Steps in Social Research, Scientific Method: Problems in the Study of Social Phenomenon: Objectivity and subjectivity, fact and value.

**Unit- II: Research Design: 18**

Exploratory, Descriptive and Experimental;  
Hypothesis, Variable and Sampling: Meaning and Types.

**.Unit-III: Quantitative Techniques 18**

Survey, Observation, Questionnaire, Schedule and Interview.

**Unit-IV: Qualitative Techniques of Data Collection-II: 18**

Field Work Approach: Ethnography; Case Study, Content Analysis, Life History, Report Writing.

**Unit-V: Village Studies in India 18**

Village Studies in India  
Book View and Field View

**Essential Readings**

Bajaj and Gupta, 1972. Elements of Statistics, New Delhi : R. Chand Co.

Srinivas, M.N. and A.M. Shah 1979. Field, Delhi : Oxford.

Young, P.V. 1998, Scientific Social Surveys and research, New Delhi: Prentice Hill.

Bryman, Alan 1988 Quality and Quantity in Social Research, London: Unwin Hyman.

Garrett, Henry 1981 Statistics on psychology and Education, David Mckay, Indian Publication – Mrs. A.F. Sheikh for Vilas, Bombay tenth reprint.

<b>SOC-SEC-711</b>	<b>Internship /Field work/Minor Project</b>	<b>2</b>
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**1. Learning Objectives:**

The course aims to familiarize students with Local culture and to conduct field work and also report writing.

**2. Course Learning Outcomes :**

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

**3. Unit wise Learning Outcomes :**

UO 1. Capable to understand the concept of empirical study

UO 2. Capable to understand the Field view

UO 3. Capable to understand the Report Writing Process

**Unit I – Field Work : Concept**

**Unit II - Filed View**

**Unit III – Report Writing**

<b>Discipline Specific Major-1</b>	<b>SOC-DSM-811</b>	<b>Contemporary Sociological Thinkers</b>	<b>6</b>
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*Lectures/Hrs. 90*

**1. Learning Objectives:**

This course is intended to introduce the students to the theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. Although the 20th century sociological thinkers have their different approaches and methods to study social reality but also they have certain links with the original ideas of classical sociology. The main focus of this course will be on the different perspectives in sociology in modern time. This course will try to engage students in debating the on changing nature of theory and methodology in the discipline of sociology.

**2. Course Learning Outcomes :**

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

**3. Unit wise Learning Outcomes :**

- UO 1. Capable to understand the theory and concept of Functionalism and Neo- functionalism
- UO 2. Capable to understand Conflict and Neo-conflict theories
- UO 3. Capable to understand symbolic Inter- action theory
- UO 4. Capable to understand phenomenology and Symbolic Inter- actionism
- UO 5. Capable to understand postmodernism

**Unit I: Functionalism and Neo-functionalism**

**18**

Talcot Parsons and Analytical Functionalism,  
J. Alexander and Neo-Functionalism

**Unit II: Conflict and Neo-conflict Sociology**

**18**

Theory of Class Struggle; Dialectical Conflict theory of Ralf Dahrendorf;  
Integrative Conflict theory of R. Collins, Conflict Functionalism of Lewis Coser.



**Unit III: Symbolic Inter-actionism** **18**

Mind, Self and Society of G.H. Mead

Self Presentation in Everyday life of Goffman

**Unit IV: Phenomenology and Symbolic Inter-actionism** **18**

Alfred Schutz and the theory of life world

Ethnomethodology of Garfinkel

Peter Burger and Luckmann and Social construction of Reality

**Unit V: Postmodernism** **18**

Foucault and Discourse Analysis

Derrida and Deconstruction

**Essential Readings**

Alexander, J. 1987. Twenty Lectures: Sociological Theory Since World War II. New York:

Colombia University Press.

Anderson, Perry. 1998. The Origins of Postmodernity. London: Verso.

Berger, P and T. Luckman. 1967. The Social Construction of Reality. London: Penguin. Collins,

R. 2004. Theoretical Sociology. Jaipur: Rawat Publications. (Ch-2 and 4, 7 and 8).

Sage Parsons, T. 1951. Social Systems. New Delhi:

Ritzer, George. 1992. Sociological Theory. New York: McGraw-Hill.

Schutz, A. 1967. The Phenomenology of the Social World. Evanston, Ill: Northwestern University Press.

Turner, J.H. 1987. The Structure of Sociological Theory. Jaipur: Rawat.

दोसी, एस.एस.एल., 2010 समाजशास्त्र विचार का उच्चतर समाजशास्त्रीय

दोसी, एस.एस.एल., 2012 समाजशास्त्र विचार का उच्चतर समाजशास्त्रीय

<b>Discipline Specific Major-1</b>	<b>SOC-DSM-812</b>	<b>Sociology of Change and Development</b>	<b>6</b>
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Studies of planning and development have long been concerned with the relationship between the transparent and supposedly anonymous forces of markets, states and bureaucracies, on the one hand, and the particular local and national forms of social organization in which actor's daily lives are embedded. This course deals with an understanding of various approaches to the change of cultural and societal values, the social structure and its relation with the changes of economic institution and vice- versa.

### **Unit I: Concept of Social Change: 18**

Growth, Development and Change

Factors and indicators of social change.

### **Unit II : Theories of Social Change: 18**

Evolution, Revolution, Diffusion and Cyclical,

Social structure and Technology (R.K Merton)

The passing of traditional society (D. Lerner)

Tradition and Modernity

### **Unit III: Understanding Development 18**

Poverty and inequality

Theories of Development and change

### **Unit IV: Process of social change in India 18**

Sanskritisation; Islamisation; Westernization

Secularism; Modernisation and Globalisation

Modernization of Indian Tradition

### **Unit V : Indian Experiences of Development: 18**

CDP, Lend Reform, Green Revolution, LPG, Skill development

## **Essential Readings**

Abraham, M.F. 1990. Modern Sociological Theory : An Introduction. New Delhi : OUP.

Appadurai, Arjun. 1997. Modernity At Large : Cultural Dimensions of Globalization. New Delhi: OUP

Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi, OUP

Srinivas, M.N. 1966. Social Change in Modern India. Berkley : University of Berkley.

<b>Skill Enhancement Course (SEC)</b>	<b>SOC-DSM-813</b>	<b>Dissertation</b>	<b>4</b>
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The dissertation work is distributed into two major parts. Each part of the dissertation carries equal credit for evaluation.

- a. Theoretical Discussion, Literature Review and Development of Research Proposal
- b. Field Work, data analysis and Presentation of the findings (Dissertation)

### **Mode of evaluation**

The Students will be given topics/for the Dissertation. It will be mandatory for the each Student to submit the typed Dissertation (04 Copies) in the office of the Department. The Evolution Committee will be following format.

1. Head (Chairman of the Committee)
2. The Course Coordinator(s) of Dissertation
3. One External member will be nominated by the Dean.

### **Evaluation**

Evaluation will be based on End Semester as follows:

1. The Total Marks of Dissertation will be 100 marks. The Distribution of the Total Marks as it is follows:
  - i. First Periodic Internal Assessment : 20 Marks
  - ii. Second Periodic Internal Assessment : 20 Marks
  - iii. Evaluation of Dissertation and Viva-Voce : 60 Marks(50+10)