

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

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(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:

Level: 5 Semester I			
Nature of Course	Course Code	Course Title	Credit
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

Semester II			
Nature of Course	Course Code	Course Title	Credit
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
- 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
- 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
- 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
- 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

Uzefovsky, F. 2019. *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

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

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

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

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

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

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

IGNOU. *Health and Culture*

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

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

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

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

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

IGNOU. *Marriage and its Changing Pattern*

egyankosh.ac.in/bitstream/123456789/18842/1/Unit-7.pdf

IGNOU. *Irawati Karve*

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

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

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

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

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

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

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

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

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
TOTAL CREDIT			22
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
Total Credit			22
GRAND TOTAL			44
Exit with Certificate (L6)			

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

SOC-DSM-311	Classical Sociological Thinkers	Credit 6
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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
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
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,

SOC-DSM-312	Methodology in Social Sciences	6
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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
- 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

SOC-MDM-311	Gender and Social Development	6
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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>

SOC-AEC-311	Sociology of Language and Communication	2
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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
- 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
- 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.

SOC-SEC-311	Human Rights and Social Justice	2
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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
- United Nations HUMAN RIGHTS: NATURE AND CONSTITUENTS 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

SOC-DSM-411	Modern Sociological Thinkers	6
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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
- 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

SOC-DSM-412	Project Preparation: Concept and techniques	6
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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
- 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

SOC-MDM-411	Sociology of Skill Development	6
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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

SOC-AEC-411	Use of Computer in Sociology	2
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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.

SOC-SEC-411	Sociology of Health	2
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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

SOC-DSM-511	Culture and Society in India	Credit -6
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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

SOC-MDM-511	Economy and Society	Credit -6
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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

SOC-AEC-511	Life-Skill and Personality development	Credit -2
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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

SOC-SEC-611	Family counseling	Credit -2
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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

SOC-DSM-611	INDIAN SOCIAL THINKERS	Credit -6
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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

SOC-MDM-611	Sociology of Local Self Government	Credit -6
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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.