

**Govt. College for Women,
Parade Ground, Jammu
Autonomous College under University of Jammu**



**Bachelors of Arts (Sociology)
(Effective from academic year 2020,2021,2022,2023)**

LIST OF CONTENTS

S. No.	Contents	Page No.
	Preamble	3
1	Introduction to Programme	4
2	Learning Outcome-based Curriculum Framework in Programme B.A. Sociology 2.1 Nature and Extent of the Programme in B.A. Sociology 2.2 Aims of Bachelor Degree Programme in B.A. Sociology	4
3	Graduate Attributes in B.A. Sociology	5
4	Qualification Descriptors for Graduates of B.A. Sociology	7
5	Programme Learning Outcomes for B.A. Sociology	8

6	Courses for Programme B.A. Sociology	9
	Course title/learning outcome (semester III)	9
	Course content Sem-III	10
	Teaching Learning Process	11
	Suggested Reading	11-12
	Course title/learning outcomes (Sem-IV)	13
	Course contents Sem-III	14
	Teaching Learning (Sem-IV)	15
	Suggested Reading	15-16

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

Govt. College for Women, Parade strives for developing the students as the future pillars who not only know how to stand up themselves but also helping others to achieve success in the competitive world. The College is working in the direction to make students develop a pragmatic approach so that they are capable of taking rational decisions and have problem solving attitude. In this direction, the College

offers Learning Outcome-based Curriculum Framework (LOCF) for all its undergraduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate Programmes will prepare the students for both, academia and employability. Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. In short, each programme prepares students for sustainability and lifelong learning.

The new curriculum of B.A. Sociology seeks to understand all aspects of human social behavior, including the behavior of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies. Sociology provides an intellectual background for students considering careers in the professions or business. Govt. College for Women, Parade hopes that the LOCF approach of the B.A. Sociology programme will help students in making an informed decision regarding the goals that they wish to pursue in further education and life.

INTRODUCTION TO PROGRAMME

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and

collective experiences in their social, historical and cultural context. Sociology is ever so subtle about the conceptual distinctions it draws and ardent about its disciplinary boundaries and identity. At the same time, Sociology is the most open and interdisciplinary of social sciences. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies the best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times.

2. LEARNING OUTCOME –BASED CURRICULUM FRAMEWORK IN B.A. SOCIOLOGY

2.1. Nature and Extent of the Programme in B.A. Sociology

Sociology is a discipline which prepares its students for achieving the objectives through interventions in real life situations which are dynamic in nature. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced.

After completion of the programme, sociology students will have job opportunities in the public, government and private sector in the country and abroad. The graduates may also have self employment opportunities in terms of initiating their own organizations. In the public and government sectors, there are many positions which are regulated by the Government and are meant to manage the social welfare and development programmes. To mention a few of such opportunities are:, Welfare Officers in the Department of Social Welfare; Welfare Officers/Legal-cum-Probation Officer in Department of Women & Child Development; CDPOs in Integrated Child Development Services (ICDS); Welfare

Officers in factories, mines or plantations. The category of opportunities in non-government sectors includes - corporate and civil society organizations (NGOs). In the corporate sector, students join as HR Managers, Industrial Relations Officers, CSR Executive, etc. The NGOs/Civil Society Organizations employ sociology students in programme planning, execution, administration and funding agencies which may be related with various target groups including children, women, youth and elderly. Sociology students may also work in International, global and UN agencies like UNICEF, WHO, UNDP, etc. as consultants.

2.2. Aims of the Programme

The overall aims of Bachelor's programme in Sociology are:

- To inculcate in the students values of enquiry and research; and thereby develop problem solving and decision making abilities; and also addresses contemporary issues and concerns such as of marginalized and exclusive population.
- To develop the students as professional social worker with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.
- To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work- thereby developing in them the vision to work towards an egalitarian society.

3. GRADUATE ATTRIBUTES IN B.A. SOCIOLOGY

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The

quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

After completion of this program (under LOCF), the students will be able to acquire the following attributes, qualities and skills:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. Awareness of the social context, policies and programmes directed towards social development; understanding of social problems, social legislations and the rights based approach.

Communication Skills: Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication, preparation and presentation of documents/reports/PPTs. Able to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs.

Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Reflective Thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning: Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

Research-related Skills: As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

Cooperation and Team Work: The curriculum also inculcates in the young minds to facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

Reflective Thinking: Awareness of and ability to use one's professional skills and behavioural competencies that meet the need of the situation.

Self-motivated Learning: Ability to identify needs and mobilize resources independently, monitor and evaluate programmes.

Diversity Management and Inclusive Approach: Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible. 13

Moral and Ethical Awareness/Reasoning: Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of Sociology.

Information/Digital Literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

Lifelong Learning: Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills.

4. Qualification Descriptors for B.A Sociology

The qualification descriptors for a Bachelor Degree in Sociology include the following:

- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to social problems and techniques and skills required for identifying problems and issues relating to it
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues related to society.
- Apply knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse social problems and issues and seek solutions to real-life problems.

5. Programme Learning Outcomes in B.A Sociology

The programme learning outcomes focused on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study.

The broad learning outcomes of Sociology programme are:

- To develop sensitivity towards issues of human rights and social justice.
- Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations, foundations, or academia. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

COURSES OFFERED FOR B.A. SOCIOLOGY

SEMESTER	CORE COURSE	D. S. E.	SKILL	G.E
I	Introduction to sociology	X	X	X
II	Society in India	X	X	X
III	Foundations of Sociological thought	X	Gender Sensitization	X
IV	Indian Society: Issues and Problems	X	Quantitative Research Methods	X
V	X	Family marriage and Kinship OR Social Stratification and Mobility	Environment and Society	Understanding Sociological concepts
VI	X	Religion and Society	Social Change and development in India	Indian Society
	4	2	4	2



B.A. III SEMESTER

SOCIOLOGY (CBCS)

Course No: USOTC-301

Duration: 3 hrs.

Title: Foundations of Sociological Thought

Credit: 6

Total Marks:100

Theory Examination: 80 (3 hrs)

Internal Assessment: 20 (1 hrs)

Syllabus for (Examination to be held in the years 2020 , 2021, 2022, 2023)

Objectives:

- 1. To acquaint the students with the history of Sociological theories.**
- 2. To make the students understand about the distinctive features of basic institutions of Indian society**

Course Learning Outcomes:

- The most important learning outcome is that students will be able to understand the history of sociological theories.
- The students will be able to understand the contributions of pioneers of Sociology.

COURSE CONTENTS

Unit I: The Pioneers:

- 1.1 August Comte: Law of three stages, Positivism
- 1.2 Spencer: Social Darwinism
- 1.3 Spencer: Theory of Organic analogy

Unit II: The Classical Tradition: Durkheim

- 2.1 Division of Labour.
- 2.2 Social Facts
- 2.3 Suicide
- 2.4 Religion

Unit III: Classical Tradition: Weber

- 3.1 Social Action
- 3.2 The Protestant Ethic and Spirit of Capitalism.
- 3.3 Authority and types of authority.
- 3.4 Bureaucracy

Unit IV: Classical Tradition: Karl Marx

- 4.1 Historical Materialism.
- 4.2 Class Struggle
- 4.3 Alienation
- 4.4 Dialectical Materialism

Unit V: Neo Classical Tradition: T. Parsons

- 5.1 Social Actions
- 5.2 AGIL Model
- 5.3 Pattern Variables

Teaching Learning Process:

- Lectures supported by group tutorial work.
- Seminars and workshops.
- Invited lectures.

Assessment Methods:

Class participation, presentation, end semester exams.

Note for paper setting:

Internal Assessment Test: (20 marks) (1 hour)

External End Semester Exam : (80 marks) (3 hours)

The question paper in external exam will consist of three Sections viz A , B & C

Section A Shall consist of 5 short answer type questions (with explanation having 70-80 words), of three marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 15 marks)

Section B Shall consist of 5 medium answer type questions (with explanation having 250-300 words), of seven marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 35 marks)

Section C Shall consist of 5 long answer type questions (with detailed explanation having 500-600 words), of fifteen marks each covering all the units/entire syllabus. The candidate will have to attempt any two questions (Total 30 marks)

Suggested Readings:

- Ritzer, George: Sociological Theory, New York McGraw Hill, Singapore (1992)
- Turner, J.H. : The Structure of Sociological Theory, Rawat Publications, Jaipur (1995)
- Morrison. Marx, Durkheim and Weber 2nd edition. Sage Publications, New Delhi (2006)
- Rao, C.N. Shankar, Sociology: Primary Principles, S. Chand & Company Ltd.
- Abraham and Morgan: Sociological Thoughts, Ms Millan India Ltd. (1985).
- Coser, Lewis: Masters of Sociological thought, Rawat Publications, Delhi (1996).



B.A. IV SEMESTER

SOCIOLOGY (CBCS)

Course No: USOTC-401

Duration: 3 hrs.

Title: Indian Society –Issues and Problems

Credit: 6

Total Marks: 100

Theory Examination: 80 (3 hrs)

Internal Assessment: 20 (1 hrs)

Syllabus for (Examination to be held in the years 2020, 2021, 2022, 2023)

Objectives:

1. To acquaint the students with the distinctive features of the Indian society.
2. To make the students understand the Issues and the social problems of Indian Society.

Course Learning Outcomes:

- The most important learning outcome is that students will be able to understand the distinctive features of the Indian society.
- The students will be able to understand the issues and the social problems of Indian society.

COURSE CONENTS

Unit I: Basics (Concepts and approaches)

- 1.1 Social Problems: Concept and Characteristics
- 1.2 Approaches of Social Problems
- 1.3 Rural and Urban Social Problems

Unit II: Structural

- 2.1 Poverty
- 2.2 Inequality of Gender
- 2.3 Unemployment
- 2.4 Problem of Dalit and Backward Classes

Unit III: Familial

- 3.1 Dowry
- 3.2 Problem of Aged
- 3.3 Domestic violence
- 3.4 Child Abuse and Child labour

Unit IV: Developmental

- 4.1 Deforestation
- 4.2 Displacement

4.3 Environmental Pollution

4.4 Slums

Unit V: Disorganization

5.1 Crime: concepts and characteristics

5.2 Terrorism

5.3 Drug Addiction

5.4 Juvenile Delinquency

Teaching Learning Process:

- Lectures supported by group tutorial work.
- Seminars and workshops.
- Invited lectures.

Assessment Methods:

Class participation, presentation, end semester exams.

Note for paper setting:

Internal Assessment Test: (20 marks) (1 hour)

External End Semester Exam : (80 marks) (3 hours)

The question paper in external exam will consist of three Sections viz A , B & C

Section A Shall consist of 5 short answer type questions (with explanation having 70-80 words), of three marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 15 marks)

Section B Shall consist of 5 medium answer type questions (with explanation having 250-300 words), of seven marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 35 marks)

Section C Shall consist of 5 long answer type questions (with detailed explanation having 500-600 words), of fifteen marks each covering all the units/entire syllabus. The candidate will have to attempt any two questions (Total 30 marks)

Suggested Readings:

1. Ahuja, Ram, Indian Social Structure, Jaipur: Rawat Publications.
2. Ahuja, Ram, Society in India: Concepts, Theories, and Changing Trends, Jaipur: Rawat Publications.
3. Shankar Rao, C.N. Indian Social Problems: A Sociological Perspective, New Delhi: S. Chand and Company Pvt. Ltd.
4. Desai, A.R., Rural Sociology in India, Mumbai: Popular Prakashan.
5. Doshi, S.L., & Jain, P.C., Rural Sociology, Jaipur: Rawat Publications.
6. Dube, S.C., Indian Society, New Delhi: National Book Trust.
7. Dube, S.C., Understanding Change: Anthropological and Sociological Perspectives, New Delhi: Vikas Publications.



SOCIOLOGY
Semester-III

GENDER SENSITIZATION

Course code: USOTS-301

(Skill Enhancement Course)

Duration of Theory Exam.: 1 ½ hrs

Credit :4
Total mark:100

External Semester End Examination : 80

Internal Assessment marks: 20

Objective: To sensitise and familiarise the students about gender perspective and gender related problems of the society.

Unit I: Understanding Gender

- 1.1 Sex and Gender
- 1.2 Gender Role Socialization
- 1.3 Patriarchy

Unit II: Gender and Work

- 2.1 Gender based division of labour
- 2.2 Production v/s Reproduction

2.3 Household work

2.4 Women in organized and unorganized sector

Unit III: Gender Issues (Project writing based on secondary sources)

3.1 Declining sex ratio

3.2 Domestic Violence

3.3 Gender Discrimination

Unit IV: Field Visits

4.1 Field visits to different social institutions like orphan age, old age homes etc. followed by the submission of the report

In case, field visits cannot be conducted a teacher can give a short project related to this paper (Gender sensitization)

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.

2. Question paper shall have three (A, B and C) sections :-

- i) **Section A** shall comprise of 4 questions of 2 marks each.
- ii) 2 questions shall be set from each unit of the prescribed course content.
- iii) All questions shall be compulsory.
- i) **Section B** shall comprise of 4 questions of 5 marks each
- ii) 2 questions shall be set from each unit of the prescribed course content.

iii) All questions shall be compulsory.

i) **Section C** shall comprise of 3 questions of 12 marks each.

ii) 1.5 questions shall be set from each unit of the prescribed course content.

iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2

2. Maximum marks 50 (Internal 25, External 25)

3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.

2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

BOOKS RECOMMENDED

- Ann Oakley.1974. *The Sociology of Housework*. UK: Oxford Publications.
- Annandale, Ellen. 1999. *The society of Health and Medicine: A Critical Introduction*. New Delhi: Black Well Publishers.
- Arnol, Fred.1998. *Son Preference, Family-Building Process and Child Mortality in India*. Population Studies52(3).
- B.Miller. 1979. *The Status of Women: Literacy and Employment*'. Allied Publications.

- Bhadra, Mita.1999. *Girl child in Indian society*. New Delhi: Rawat publications
- Bhardwaj, Prem. 2005. *Gender Discrimination: Politics of Women Empowerment*. New Delhi: Anamika Publishers.
- Bhasin, K. 1993. *What is Patriarchy*. New Delhi: Kali Publications.
- Bhasin, K. 2000.*Undersatnding Gender*. New Delhi: Kali Publications
- Chaudhary, M. (e.d) 2004. *Feminism in India*. New Delhi: Kali for Women and Women Unlimited Publications.
- Desai and Thakkar .2001. *Women in Indian society'*.New Delhi: National Book Trust.
- Patel, Tulsi. 2007. *Sex-selective Abortions in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications.



SOCIOLOGY

Semester-IV

Title: QUANTITATIVE RESEARCH METHODS

(Skill Enhancement Course)

Course code: USOTS-301

Duration of Theory Exam.: 1 ½ hrs

Credit :4

Total marks :100

External Semester End Examination : 80

Internal Assessment marks: 20

Objective: To train the students of Sociology in basic statistical methods which are applicable in sociological problems and data analysis.

Unit I: Understanding Social Research

1.1 Meaning and Significance

1.2 Steps in Social Research

1.3 Hypothesis: meaning and types

Unit II: Basic Statistics and Computers

4.1 Meaning of Central tendency: Mean, Median and Mode

4.2 Presentation of data: Graphs and Histograms

4.3 Use of computers in social Research

Unit III: Tools and Techniques of Data selection (Practical)

3.1 Data-Primary and Secondary

3.2 Concept of questionnaire and development of a questionnaire for data collection

3.3 Interview and various steps involved in conducting an effective interview

Unit IV: Qualitative and Quantitative Research Methods (Practical)

4.1 Types of research: Qualitative and Quantitative

4.2 Concept of case study, various steps involved in the conduct of case study and prepare a report on a case study conducted on the topic of social importance

4.3 Concept of Survey, various steps involved in the conduct of a survey and writing a survey report based on a topic of social importance.

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.

2. **Question paper shall have three (A, B and C) sections :-**

- i) **Section A** shall comprise of 4 questions of 2 marks each.
- ii) 2 questions shall be set from each unit of the prescribed course content.
- iii) All questions shall be compulsory.
- i) **Section B** shall comprise of 4 questions of 5 marks each
- ii) 2 questions shall be set from each unit of the prescribed course content.
- iii) All questions shall be compulsory.
- i) **Section C** shall comprise of 3 questions of 12 marks each.
- ii) 1.5 questions shall be set from each unit of the prescribed course content.
- iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.
2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

Books Recommended:

- Ahuja, Ram. 2000. *Research Methods*. New Delhi: Rawat Publications
- Babbie, Earl. 1998. *The Practice of Social research*. Belmont: Wadsworth Publication.
- Gore, M.S. (e.d). *Third Survey of Research in Sociology and Social Anthropology (vol-1)*. ICSSR. New Delhi: Manak Publications.
- Kvale, Steiner. 1996. *Interviews: An Introduction to Qualitative Research in Interviewing*. New Delhi: Sage Publications
- P.V. Young. *Scientific Social Survey and. Research*. Delhi: Vikas Publications.
- Patrick Mcneill and Steve Chapman. 2005, *Research Methods*. New Delhi: Routledge
- Sarantakos. 1998. *Social Research*. London: Macmillian Press.
- Gupta, S.P. 2004. *Statistical Methods*. New Delhi: Sultan Chand and Sons.

Suggestions/Feedback/ Comments given by the Members of the Board of Studies

Sociology

Member-01

Dear Ruhi Gupta,

Hope all is well at your end.

This is in response to the copy of the syllabus sent to me, the proposed syllabus seems good but as you have included the Qualitative Research component also in the last unit of course 301, therefore you need to make the required change in the course title as well.

With Best wishes,

--

Dr Vishav Raksha
Professor, Dept of Sociology &
Director, Centre for Women's Studies
University of Jammu, New Campus,
Jammu-180006

Former Head of the Department

Former Convenor Board of Studies

Former Programme coordinator NSS

Former Coordinator MA Programme in Sociology Directorate of Distance Education.

Suggestions/Feedback/ Comments given by the Members of the Board of Studies

Sociology

Member-02



Department of Sociology and Social Work
Himachal Pradesh University, Shimla – 171005

Mobile : 09469213108

e-mail: kumash202@yahoo.co.in

Dr. Ashwani Kumar
Assistant Professor

Dated: 13-09-2021

Suggestions

Some of the suggestions that can be incorporated in the proposed BA Sociology Syllabus (if there is consensus) are:

Proposed Syllabus	Remarks
Code: USOTC-301 Title: Foundations of Sociological Thought	<ul style="list-style-type: none">Title of Course should be Foundation of Sociological ThoughtThe second objective, <i>i.e. To make the students understand about the distinctive features of basic institutions of Indian society</i>, does not pertain to the Course. Thus, it should be deleted.In Unit-I, August Comte's '<i>Law of Three Stages and Hierarchy of Sciences</i>' are more appropriate than the proposed '<i>Law of Three Stages, Positivism</i>' as Positivism is very much part of Law of Three Stages.In Unit-III, '<i>Authority and its Types</i>' can be replaced by '<i>Power and Authority</i>'. Further, the Unit-III of earlier syllabus without Bureaucracy is sufficient as it may overburden students and also Bureaucracy can be discussed during the teaching of Rational Legal Authority as well.

	<ul style="list-style-type: none"> • The Unit-IV shall begin with the '<i>Dialectical Materialism</i>' as it is methodology of Marx. Further, the '<i>Materialistic Interpretation of History</i>' in place of '<i>Historical Materialism</i>' is more appropriate. • In Unit-V, '<i>Social Actions</i>' topic shall be replaced by '<i>Social Action</i>'
<p>Course Code: USOTC-401 Title: Society–Issues and Problems</p>	<ul style="list-style-type: none"> • In Unit-I, the '<i>Rural and Urban Social Problems</i>' doesn't fit here as per the title of Unit. So it can be skipped. • In Unit-II, the '<i>Inequality of Gender</i>' can be replaced with '<i>Gender Inequality</i>'. • In Unit-V, the topic '<i>Crime: Concepts and Characteristics</i>' should be better replaced with '<i>Crime and Delinquency</i>' as per existing syllabus. • The Suggested Readings should include more titles as per the content of syllabus.
<p>Course Code: USOTS-301 Title: Gender Sensitization</p>	<ul style="list-style-type: none"> • In Unit-I, the '<i>Sex and Gender</i>' can be replaced with '<i>Sex vs Gender</i>'. • In Unit-III, the students can be asked to analyse NSS/NFHS/Census Data and write brief report on gender discrimination in various fields like Sex Ratio, Workforce, Education, etc. • In Unit-IV, field reports on the basis of visits to family court, women organisations, women's shelter, etc. can be prepared by students that focus on their experience in the same.
<p>Course Code: USOTS-301 Title: Quantitative Research Methods</p>	<ul style="list-style-type: none"> • In Unit-I, '<i>Hypothesis</i>' can be left open ended like existing syllabus so that all dimensions of Hypothesis can be taught to students. • In Unit-II, the '<i>Meaning of.....</i>' can be replaced with '<i>Measures of.....</i>' • In Unit-III, in addition to theoretical understanding of Questionnaire, the students can be asked to develop a Questionnaire on any research problem of social significance. • In Unit-IV, the choice can be given to students to prepare project report on the basis of either Case Study or Survey based study on any issue of sociological interest. It is advisable if small group of students conduct studies rather than individual basis.

Suggestions/Feedback/ Comments given by the Members of the Board of Studies

Sociology

Member-03

T

Dear mam,

The syllabi generated by you is absolutely correct and well drafted....It is upto the level of students....only one thing I want to state that there should be balance in all the units as some units are having 3 subunits and some are having 4....only this needs to be done... Thank you and Regards. Meenakshi Thakur Assistant Professor.

Govt MAM College, Jammu

Suggestions/Feedback/ Comments given by the Members of the Board of Studies

Sociology

Member-04

Review of proposed syllabus of 3rd and 4th semester

The proposed syllabus is a comprehensive and a well analysed programme. The important aspects of a curriculum like disciplinary knowledge, reasoning, critical thinking are well reflected

in the syllabus. The added elements like research projects and field visits have strong prospects of inculcating research related skills in the students.

The Academic Senate is suggested to give more weightage to the practical part.

Thank you

Pooja Sharma (Member)

GDC, Paloura

Result of the BOS, Sociology Meet- 2021-2022

Due to corona pandemic, the whole country is under the lockdown and it is not possible for me to arrange the board of studies meet in the department of Sociology in the college premises. So, in this connection, I have sent a soft copy of the draft of the syllabus to each member of the board of studies, Sociology for their necessary suggestions/ feedback/ comments. These suggestions/ feedback/ comments are further incorporated in the syllabus for making of the final draft of the syllabus which is to be presented before the Academic Council and Governing body for the final approval.

The Final Draft of the Syllabus Sociology-Semester IIIrd and Semester IVth



B.A. III SEMESTER

SOCIOLOGY (CBCS)

Course No: USOTC-301

Duration: 3 hrs.

Title: Foundation of Sociological Thought

Credit: 6

Total Marks: 100

Theory Examination: 80 (3 hrs)

Internal Assessment: 20 (1 hrs)

Syllabus for (Examination to be held in the years 2020 , 2021, 2022, 2023)

Objectives:

1. To acquaint the students with the history of Sociological theories.

Course Learning Outcomes:

- The most important learning outcome is that students will be able to understand the history of sociological theories.
- The students will be able to understand the contributions of pioneers of Sociology.

COURSE CONTENTS

Unit I: The Pioneers:

1.1 August Comte: Law of three stages

1.2 August Comte : Positivism

1.3 Spencer: Social Darwinism

1.4 Spencer: Theory of Organic analogy

Unit II: The Classical Tradition: Durkheim

2.1 Division of Labour.

2.2 Social Facts

2.3 Suicide

2.4 Religion

Unit III: Classical Tradition: Weber

3.5 Social Action

3.6 The Protestant Ethic and Spirit of Capitalism.

3.7 Authority and types of authority.

3.8 Bureaucracy

Unit IV: Classical Tradition: Karl Marx

4.1 Dialectical Materialism

4.2 Materialistic Interpretation of History

4.3 Class Struggle

4.4 Alienation

Unit V: Neo Classical Tradition: T. Parsons

5.1 Social Action

5.2 AGIL Model

5.3 Pattern Variables

Teaching Learning Process:

- Lectures supported by group tutorial work.
- Seminars and workshops.
- Invited lectures.

Assessment Methods:

Class participation, presentation, end semester exams.

Note for paper setting:

Internal Assessment Test: (20 marks) (1 hour)

External End Semester Exam : (80 marks) (3 hours)

The question paper in external exam will consist of three Sections viz A , B & C

Section A Shall consist of 5 short answer type questions (with explanation having 70-80 words), of three marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 15 marks)

Section B Shall consist of 5 medium answer type questions (with explanation having 250-300 words), of seven marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 35 marks)

Section C Shall consist of 5 long answer type questions (with detailed explanation having 500-600 words), of fifteen marks each covering all the units/entire syllabus. The candidate will have to attempt any two questions (Total 30 marks)

Suggested Readings:

- Ritzer, George: Sociological Theory, New York McGraw Hill, Singapore (1992)
- Turner, J.H. : The Structure of Sociological Theory, Rawat Publications, Jaipur (1995)
- Morrison. Marx, Durkheim and Weber 2nd edition. Sage Publications, New Delhi (2006)
- Rao, C.N. Shankar, Sociology: Primary Principles, S. Chand & Company Ltd.
- Abraham and Morgan: Sociological Thoughts, Ms Millan India Ltd. (1985).
- Coser, Lewis: Masters of Sociological thought, Rawat Publications, Delhi (1996).



B.A. IV SEMESTER

SOCIOLOGY (CBCS)

Course No: USOTC-401

Duration: 3 hrs.

Credit: 6

Title: Indian Society –Issues and Problems

Total Marks: 100

Theory Examination: 80 (3 hrs)

Internal Assessment: 20 (1 hrs)

Syllabus for (Examination to be held in the years 2020, 2021, 2022, 2023)

Objectives:

- To acquaint the students with the distinctive features of the Indian society.
- To make the students understand the Issues and the social problems of Indian Society.

Course Learning Outcomes:

- The most important learning outcome is that students will be able to understand the distinctive features of the Indian society.
- The students will be able to understand the issues and the social problems of Indian society.

COURSE CONENTS

Unit I: Basics (Concepts and approaches)

1.1 Social Problems: Concept and Characteristics

1.2 Approaches of Social Problems

1.3 Rural and Urban Social Problems

Unit II: Structural

2.1 Poverty

2.2 Gender Inequality

2.3 Unemployment

2.4 Problem of Dalit and Backward Classes

Unit III: Familial

3.1 Dowry

3.2 Problem of Aged

3.3 Domestic violence

3.4 Child Abuse and Child labour

Unit IV: Developmental

- 4.1 Deforestation
- 4.2 Displacement
- 4.3 Environmental Pollution
- 4.4 Slums

Unit V: Disorganization

- 5.1 Crime: Concepts and characteristics
- 5.2 Terrorism
- 5.3 Drug Addiction
- 5.4 Juvenile Delinquency

Teaching Learning Process:

- Lectures supported by group tutorial work.
- Seminars and workshops.
- Invited lectures.

Assessment Methods:

Class participation, presentation, end semester exams.

Note for paper setting:

Internal Assessment Test: (20 marks) (1 hour)

External End Semester Exam : (80 marks) (3 hours)

The question paper in external exam will consist of three Sections viz A , B & C

Section A Shall consist of 5 short answer type questions (with explanation having 70-80 words), of three marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 15 marks)

Section B Shall consist of 5 medium answer type questions (with explanation having 250-300 words), of seven marks each covering all the units/entire syllabus. The candidate will have to attempt all the questions (Total 35 marks)

Section C Shall consist of 5 long answer type questions (with detailed explanation having 500-600 words), of fifteen marks each covering all the units/entire syllabus. The candidate will have to attempt any two questions (Total 30 marks)

Suggested Readings:

1. Ahuja, Ram, Indian Social Structure, Jaipur: Rawat Publications.
2. Ahuja, Ram, Society in India: Concepts, Theories, and Changing Trends, Jaipur: Rawat Publications.
3. Shankar Rao, C.N. Indian Social Problems: A Sociological Perspective, New Delhi: S. Chand and Company Pvt. Ltd.
4. Desai, A.R., Rural Sociology in India, Mumbai: Popular Prakashan.
5. Doshi, S.L., & Jain, P.C., Rural Sociology, Jaipur: Rawat Publications.
6. Dube, S.C., Indian Society, New Delhi: National Book Trust.
7. Dube, S.C., Understanding Change: Anthropological and Sociological Perspectives, New Delhi: Vikas Publications.



SOCIOLOGY
Semester-III

GENDER SENSITIZATION

Course code: USOTS-301

(Skill Enhancement Course)

Duration of Theory Exam.: 1 ½ hrs

Credit :4
Total mark:100

External Semester End Examination : 80
Internal Assessment marks: 20

Unit I: Understanding Gender

- 1.1 Sex Vs Gender
- 1.2 Gender Role Socialization
- 1.3 Patriarchy

Unit II: Gender and Work

- 2.1 Gender based division of labour
- 2.2 Production v/s Reproduction
- 2.3 Household work
- 2.4 Women in organized and unorganized sector

Unit III: Gender Issues (Project writing based on secondary sources)

- 3.1 Declining sex ratio
- 3.2 Domestic Violence
- 3.3 Gender Discrimination

Unit IV: Field Visits

- 4.1 Field visits to different social institutions like orphan age, old age homes, women's organisations, women's shelter, family court etc. followed by the submission of the report.

In case, field visits cannot be conducted a teacher can give a short project related to this paper (Gender sensitization)

SCHEME OF EVALUATION:

A) Internal assessment

- 1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
- 2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

- 1. Maximum Marks =40.
- 2. Question paper shall have three (A, B and C) sections :-

- i) **Section A** shall comprise of 4 questions of 2 marks each.
- ii) 2 questions shall be set from each unit of the prescribed course content.
- iii) All questions shall be compulsory.
- i) **Section B** shall comprise of 4 questions of 5 marks each
- ii) 2 questions shall be set from each unit of the prescribed course content.
- iii) All questions shall be compulsory.
- i) **Section C** shall comprise of 3 questions of 12 marks each.
- ii) 1.5 questions shall be set from each unit of the prescribed course content.
- iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.
2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

BOOKS RECOMMENDED

- Ann Oakley.1974. *The Sociology of Housework*. UK: Oxford Publications.

- Annandale, Ellen. 1999. *The society of Health and Medicine: A Critical Introduction*. New Delhi: Black Well Publishers.
- Arnol, Fred.1998. *Son Preference, Family-Building Process and Child Mortality in India*. Population Studies52(3).
- B.Miller. 1979. *The Status of Women: Literacy and Employment'*. Allied Publications.
- Bhadra, Mita.1999. *Girl child in Indian society*. New Delhi: Rawat publications
- Bhardwaj, Prem. 2005. *Gender Discrimination: Politics of Women Empowerment*. New Delhi: Anamika Publishers.
- Bhasin, K. 1993. *What is Patriarchy*. New Delhi: Kali Publications.
- Bhasin, K. 2000.*Undersatnding Gender*. New Delhi: Kali Publications
- Chaudhary, M. (e.d) 2004. *Feminism in India*. New Delhi: Kali for Women and Women Unlimited Publications.
- Desai and Thakkar .2001. *Women in Indian society'*.New Delhi: National Book Trust.
- Patel, Tulsi. 2007. *Sex-selective Abortions in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications.



SOCIOLOGY

Semester-IV

**Title: QUANTITATIVE & QUALITATIVE RESEARCH
METHODS**

(Skill Enhancement Course)

Course code: USOTS-301

Duration of Theory Exam.: 1 ½ hrs

Credit :4

Total marks :100

External Semester End Examination : 80

Internal Assessment marks: 20

Unit I: Understanding Social Research

1.1 Meaning and Significance

1.2 Steps in Social Research

1.3 Hypothesis: meaning and types

Unit II: Basic Statistics and Computers

2.1 Measures of Central tendency: Mean, Median and Mode

2.2 Presentation of data: Graphs and Histograms

2.3 Use of computers in social Research

Unit III: Tools and Techniques of Data selection (Practical)

3.1 Data-Primary and Secondary

3.2 Concept of questionnaire and development of a questionnaire for data collection

3.3 Interview and various steps involved in conducting an effective interview

Unit IV: Qualitative and Quantitative Research Methods (Practical)

4.1 Types of research: Qualitative and Quantitative

4.2 Concept of case study, various steps involved in the conduct of case study and prepare a report on a case study conducted on the topic of social importance

4.3 Concept of Survey, various steps involved in the conduct of a survey and writing a survey report based on a topic of social importance.

Note: Small group of students conduct studies rather than on individual basis.

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.
2. **Question paper shall have three (A, B and C) sections :-**
 - i) **Section A** shall comprise of 4 questions of 2 marks each.
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section B** shall comprise of 4 questions of 5 marks each
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section C** shall comprise of 3 questions of 12 marks each.
 - ii) 1.5 questions shall be set from each unit of the prescribed course content.
 - iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.
2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

Books Recommended:

- Ahuja, Ram. 2000. *Research Methods*. New Delhi: Rawat Publications
- Babbie, Earl. 1998. *The Practice of Social research*. Belmont: Wadsworth Publication.
- Gore, M.S. (e.d). *Third Survey of Research in Sociology and Social Anthropology (vol-1)*. ICSSR. New Delhi: Manak Publications.
- Kvale, Steiner. 1996. *Interviews: An Introduction to Qualitative Research in Interviewing*. New Delhi: Sage Publications
- P.V. Young. *Scientific Social Survey and. Research*. Delhi: Vikas Publications.
- Patrick Mcneill and Steve Chapman. 2005, *Research Methods*. New Delhi: Routledge
- Sarantakos. 1998. *Social Research*. London: Macmillian Press.
- Gupta, S.P. 2004. *Statistical Methods*. New Delhi: Sultan Chand and Sons.

