



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Humanities, Social Sciences & Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Sociology
SEMESTER VI (2022-2025)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BASOC601	Major	Sociological Thinkers-I	60	20	20	0	0	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To gain an understanding of some of the Classical contributions in Sociology, and their continuing relevance to its contemporary concerns.

CEO2: To learn Herbert Spencer's Theories on Evolution and Organic Analogy as a phase of Natural Evolution.

CEO3: To understand the Contribution of Karl Marx to the Development of Social Thoughts on Conflict and Change in Modern Society.

CEO4: To learn about the Max Weber work on Social Action, Role of value in Social Life and Theory of Religion.

CEO5: To demonstrate the Concept of Social Facts, Suicide and Social Solidarity given by Emile Durkheim.

Course Outcomes (COs):

Students shall be able to:

CO1: Identify the Contributions of the Founding Fathers of Sociology in the development and shaping of Sociology distinct discipline.

CO2: Demonstrate how Theories of Herbert Spencer reflect Evolution and Organic Analogy.

CO3: Explain the Conflict Theory and highlight its application in Society.

CO4: Recognize the Effects and Consequences of Human Behavior on People and Society as a whole.

CO5: Interpret the Concepts of Social Solidarity with collective representation, Social Facts to achieve the goals of the Society.

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BASOC601	Major	Sociological Thinkers-I	60	20	20	0	0	3	0	0	3

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Course Contents:

Unit I

Auguste Comte: Positivism and the Law of Three Stages; Hierarchy of Sciences

Unit II

Herbert Spencer: The Evolution of Society; Theory of Organic Analogy.

Unit III

Emile Durkheim: Social Facts; The Division of Labor in Society; Theory of Suicide; Elementary Forms of Religious Life.

Unit IV

Karl Marx: The Dialectical Method and Historical Materialism; Theory of Class Conflict; Mode of Production; Alienation.

Unit V

Max Weber: Ideal Types and Social Action; Types of Authority; Bureaucracy; Religion and Rise of Capitalism.

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Suggested Readings:

- Abraham, Francis, and John Henry Morgan. 1987. Sociological thought. Delhi: McMillan India Limited
- Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 2, pp.177-252.
- Beteille, A. 2005. Sociology: essays on approach and method. New Delhi: Oxford University Press
- Calhoun, J. Craig, 2007. Classical Sociological Theory. 2nd Edition. Blackwell, pp.205-274.
- Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.97-115.
- Coser, Lewis, A. 1996. Masters of sociological thought (2nd edition). Jaipur: Rawat Publications.
- Gerth, H.H. and C. Wright Mills (eds.) 1948. From Max Weber: Essays in Sociology. London: Routledge and Kegan Paul, Introduction.
- Giddens, A. 1971. Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Weber. Cambridge: Cambridge University Press.
- Marx, K. and Friedrich Engels. 2002. The Communist Manifesto. Harmondsworth: Penguin.
- Ritzer, George. 2016. Classical sociological theory. New Delhi: McGraw Hill Education (India) Private Limited.
- Turner, J. H. 2004. The structure of sociological theory. Jaipur: Rawat Publications.

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BASOC602	Major	Indian Sociological Thought	60	20	20	0	0	3	0	0	3

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***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To focus on better understanding of Traditional Indian Society based on Social Organizations.

CEO2: To understand the continuities and challenges of Social Stratification in Indian Society with the Effect of Social Mobility.

CEO3: To develop an understanding of the Social Class Structure and its changing pattern.

CEO4: To use a Comparative Approach to Study the Structural and Cultural Principles of Family, Marriage, Kinship.

CEO5: To sensitize the emerging Social Issues and Problems of Society.

Course Outcomes (COs):

Students shall be able:

CO1: To give outline of Traditional Social Organizations of Indian Society.

CO2: To learn the Implication of Caste and Class and demonstrate how Social Structure varies.

CO3: To explain how Structure is constantly changing through the process of Social Mobility within and between different strata.

CO4: To give opinion on changing patterns of Family, Marriage, and Religion.

CO5: To elaborate the problems occurrence due to changing patterns in society. To identify and analyze Emerging Social Issues and Problems from Sociological Perspective.

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Course Contents:

Unit I

Development of Sociology in India; Historical Perspective. Kosambi, Romila Thapar.

Unit II.

Indological-Textual Perspective: Irawati Karve; Louis Dumont.

Unit III.

Stratification Perspective: Andre Beteille.

Unit IV

Structural -Functional Perspective: M.N. Srinivas; S.C. Dube.

Unit V

Cultural Perspective: Yogendra Singh. Subaltern Perspective: B.R. Ambedkar.

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Suggested Readings:

- Ambedkar B. R. (1979). Babasaheb Ambedkar: Writings and Speeches. Vol. I. Mumbai: Government of Maharashtra.
- Dahiwale, S. M. (2005). Understanding Indian Society: The Non-Brahmin Perspectives, Jaipur & New Delhi: Rawat.
- Das, V. (Ed.). (2004). Handbook of Indian Sociology. New Delhi: Oxford University Press. Dhanagare, D. N. Themes and Perspectives in Indian Sociology. Jaipur & New Delhi: Rawat.
- Omvedt, G. (1976). Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930. Bombay: Scientific Education Trust.
- Jayaram, N. (2013). (ed.). Special Issue on The Bombay School of Sociology: The stalwarts and Their Legacies. In Sociological Bulletin: Journal of the Indian Sociological Society. 62 (2): 1-365.
- Nagla, B.K. (2008). Indian Sociological Thought. Jaipur & New Delhi: Rawat.
- Sharma, U. & Searle-Chatarjee, M. (2005). Contextualizing Caste: Post-Dumontian Approaches, New Delhi: Sage.
- Singer, M. & Cohn, B.S. (Eds.) (2001). Structure and Change in Indian Society. Jaipur: Rawat Publications.

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BASOC603	DSE	Sociology of Migration	60	20	20	0	0	4	0	0	4

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***Teacher Assessment** shall be based on the following components: Quiz/Assignment/
Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To introduce migration as an academic area of study.

CEO2: To understand the causes, patterns of migration.

CEO3: To know the impact of migration on Society and family.

CEO4: To acquaint them with the different theoretical perspectives on migration.

CEO5: To measure the migration.

Course Outcomes (COs):

The students shall be able:

CO1: To understand the concept and relate with population change.

CO2: To examine the causes and e factors responsible for migration.

CO3: To critically analyze contemporary issues and debates around migration.

CO4: To apply theoretical knowledge in practical to understand the reality.

CO5: To develop an understanding of the historical background and mechanisms behind the migration process.

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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Course Contents:

Unit I

Migration as an area of study: Meaning of migration and related concepts, Characteristics, Origin, Scope and Significance of Migration Studies, Determinants of Migration.

Unit II

Causes and Types of Migration: Economic, social, political causes; Factors affecting Migration; Diaspora: Concept, Definition and Types.

Unit III

Social process of Migration; Consequences of Migration: Political, Economic, Social; Impact of Migration: Impact of migration on society, Impact of migration on family.

Unit IV

Theoretical Perspective: Everett Lee's Pull and Push Theory; Ravenstein's Law of Migration.

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Unit V

Internal Migration, Methods of measuring internal migration; International Migration, Sources of finding international migration.

Suggested Readings:

- Amrith, S. S. 2011. Migration and diaspora in modern Asia. New Delhi: Cambridge University Press.
- Carvalho, S. 2010. Into the diaspora wilderness. Goa: Goa 1556 & Broadway Publishing House.
- Cohen, J. H., and Sirkeci, I. 2011. Cultures of migration: the global nature of contemporary mobility. United States of America: University of Texas Press.
- Gulati, L. 1983. Male migration to the Middle East and the impact on the family: Some evidence from Kerala. Economic and Political Weekly, 18 (52–53).
- Kelegama, S. (Ed.). 2011. Migration, remittances and development in South Asia. New Delhi: Sage Publications India Pvt. Ltd.
- World Migration Report. 2008. Managing labour mobility in the evolving global economy. New Delhi: Academic Foundation.
- Zachariah, K. C.; Mathew, E. T. and Rajan, S. I. 2003. Dynamics of migration in Kerala: Dimensions, differentials and 30 consequences. New Delhi: Orient Longman.

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BASOC604	DSE	Sociology of Gender	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To apprehend the social structure of Indian society; learn the concepts of sex and gender.

CEO2: To understand concept and theories of feminism.

CEO3: To give them insights about gender role division in social institutions and their participation in labor force. Furthermore, its impact on their health.

CEO4: To learn about emerging issues in Feminism and Gender in respect of work division and its pattern.

CEO5: To understand the development and empowerment of women and impact of globalization on their role.

The overall outcome of this course would be conceptual clarification in solving the gender-based discrimination in any patriarchal family or society in general.

Course Outcomes (COs):

Students shall be able:

CO1: To discriminate between sex and gender and its role in process of socialization.

CO2: To deconstruct socio-historical and socio-biological approaches and analyze current societal scenario.

CO3: To identify the role of women in different social institutions and impact of working conditions on their health.

CO4: To develop an understanding of gender roles in occupational settings.

CO5: To illustrate the role of developmental policies in women empowerment.

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BASOC604	DSE	Sociology of Gender	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Introduction: Sociology of gender: Definition of gender and Sex, origin, nature, and scope; Distinguishing sex and gender based on biological, social difference, equality; Key Concepts: Patriarchy, Intersectionality.

Unit II

Perspectives: Liberal, Marxist, Radical, Postmodern; Biological and Cultural Theories on Gender role; Gender stereotype; Gender Identity; Gender Socialization; Gender Stratification.

Unit III

Social Construction of Gender; Femininities and masculinities; Demographic profile: gender gap; Sex composition, Infant mortality rate, Fertility rate, Literacy rate, Life expectancy.

Unit IV

Problems of Gender Equality: Economy, Polity, Religion, Personal Law; Changing status of women in India: Ancient, Medieval, Colonial, Independent India.

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Unit V

Feminist Theory; Women's Movement in India; Gender and Violence: Sex selective abortion, Marriage and violence, Rape; Constitutional safeguards for woman empowerment.

Suggested Readings:

- Maccoby, E and Jacklin, C.1975. *The psychology of Sex differences*, Stanford: Stanford University Press
- Sharmila Rege(ed), 2003 *Sociology of Gender*, Sage publications, London
- Mocormark, C and M.Strathern.1980. *Nature, Culture and Gender*, Cambridge: Cambridge University Press.
- Oakley, A. 1972.*Sex, Gender and Society*, New York, Harper, and Row.
- Philips, L.2000 *Flirting with danger: young women's reflections on sexuality and domination*. New York: New York university press.
- Connel, R.W.1995.*Masculinities*. Berkeley: University of California press
- Folbre, N.1994. *Who pays for the kids? Gender and the structures of constraint*. New york Routledge.

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BASOC605	DSE	Crime and Society	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To learn recent trends in criminology, changing profile of crime and criminals.

CEO2: To know the nature, extent, causes of crime.

CEO3: To the incidence, forms, causes and consequences of crime.

CEO4: To control criminal behavior in both the individual and in society.

CEO5: To prepare for professional roles of correctional agents in agencies of criminal justice administration.

Course Outcomes (COs):

The students shall be able:

CO1: To Understand the concept and nature of crime.

CO2: To Acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.

CO3: To understand the relationship between crime and its social context understanding of the relationship between crime and its social context.

CO4 To explores sociological approaches to crime, deviance, to encourage students to interrogate the interface between the theory and practice of criminology and criminal justice.

CO5: To develop the necessary analytical, theoretical, and critical skills to examine contemporary problems.

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Sociology
SEMESTER VI (2022-2025)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BASOC605	DSE	Crime and Society	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Definition of Crime, Social and Legal concept of Crime, Elements of Crime.

Unit II.

Types of Crime: Traditional crime, Organized crime, White Collar crime, Professional crime.

Unit III

Meaning of Deviance; Modes of Adaptation; Factors facilitating Deviance; Functions and Dysfunctions of Deviance; Theories of Deviance: Merton, Durkheim, Parsons.

Unit IV

Types of Criminals: Violent criminal, Property offenders, Offenders of public morality, Career and occupational criminals.

Unit V

Etiology of Crime: Biological factors, psychological factors, cultural areas as factor of crime, Home and family factors, Social Institutions.

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Suggested Readings:

- Bedi, Kiran. 1998. It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.
- Bhosle Smriti, 2009. Female Crime in India & Theoretical Perspectives of Crime, New Delhi: Kalpaz Publications.
- Kejan Paul. Ryan, Patrick J. and George Rush. 1997. Understanding Organized Crime in Global Perspective. London: Sage Publications.
- Pace, Denay F. 1991. Concept of Vice, Narcotics and Organised Crime. London, Prentice Hall.
- Reid, Suetitus. 1976. Crime and Criminology. Illinayse :Deydan Press.
- Shankardas, Rani Dhavan, 2000. Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications.
- Sirohi J.P.S., 2004. Criminology and Penology, Allahabad Law Agency, Haryana. Sutherland, Edwin H. and Donald R. Cressey. 1968. Principles of Criminology. Bombay: The Times of India Press.
- Teeters Negley and Harvey Elnar Barnes, 1959. New horizons in Criminology, Prentice Hall of India, New Delhi.
- Walklete, Sandra. 1998. Understanding Criminology. Philadelphia: Open University Press.
- Weisburd, Dand and Kip Schlegal. 1990. White Collar Crime Reconsidered. Boston: Northeastern University Press.

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BASOC606	DSE	Introduction of Social Anthropology	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To provide the knowledge of the Concept of Social Anthropology, its Scope, and Relation with Sociology.

CEO2: To introduce the Concept of Field Study to engage with Cultures, Populations, and Groups different from their own while retaining their personal judgment.

CEO3: To learn about Theoretical Contexts related to Anthropology.

CEO4: To provide knowledge of the Concept of Culture, Social Groups, and Social Change.

CEO5: To be aware of the Concept of Tribes, their Distribution, Tribal Problems, and Constitutional Provisions.

Course Outcomes (COs):

The students should be able:

CO1: Elaborate on Meaning, Scope, and Branches of Social Anthropology

CO2: To learn the Skills of Field Work to make closer link of Tribal People with Outer World and ready to gain practical knowledge of the problem.

CO3: Describe Anthropological Theories and connect with present.

CO4: Describe the Concept, Characteristics of Culture and Cultural Processes, Social Groups, and the Concept of Social Change.

CO5: Explain the Meaning, Characteristics, and Geographical Distribution of Tribes in India. Identify the Constitutional Provisions and Measures for Tribal Development in India.

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BASOC606	DSE	Introduction of Social Anthropology	60	20	20	0	0	4	0	0	4	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Nature and Scope of Social Anthropology Origin of social anthropology, Meaning of social anthropology, Nature of social anthropology, Scope of social Anthropology,

Unit II.

Relationship of Social Anthropology with other Social Sciences; Methods of social Anthropology Historical method, Comparative methods, and Ethnography, Case study, Participant, and nonparticipant observations, Focus group interview.

Unit III.

Classification of Anthropological Science; Branches of social anthropology: Ethnology, Economic Anthropology, Political Anthropology, Medical Anthropology, Anthropology of Kinship. Anthropology of Religion; Linguistic Anthropology etc.

Unit IV

Theories in Social Anthropology: E. B. Tylor; L. H. Morgan; B. Malinowski.

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BASOC606	DSE	Introduction of Social Anthropology	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit V

Culture and Society: Definition. Characteristics, Elements of culture, Types of culture, Importance of culture, Variability of culture, Factors of cultural variability.

Suggested Readings:

- Barnard, A. Social Anthropology: A Concise Introduction (Study mates). Very clear, succinct and wide-ranging.
- Malinowski, B (1979) The Ethnography of Malinowski, ed. M W Young (an anthology of writings of a great anthropologist, about the people of the Trobriand Islands).
- Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press)
- Srinivas, M.N. 1960: India's Villages. Asia Publishing House, Bombay.
Carrithers, M (1992) Why Humans Have Cultures (a stimulating and readable introduction to some contemporary themes)
- Srinivas, M.N., 1963: Social Change in Modern India (California, Berkeley: University of California Press)

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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA607	P/W/I	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

CEO1: This paper has an objective to provide motivation for the students to choose a topic for field study.

CEO2: To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

CEO3: To enable students to develop a project report.

Course Outcomes:

CO1: The student should be able to acquire analytical skills and capabilities to develop a project report

CO2: To develop a thought process among students to identify the existing gaps in society.

CO3: To write a project report

Submission and marking Guidelines.

At the end of V semester, the student will submit a field project report of the study on the following guidelines:

1. The students will submit the report of the field study and a duly constituted Committee will take the decision regarding the relevance and authenticity of the field project.
2. The decision about the suitability of the Field Project will be taken after the Mid of Semester V. The student will be required to submit the final report in the spiral bound form in three copies.
3. Each student undergoing field study will be assigned a faculty member.
4. Faculty members assigned to the student will supervise the student. The student will must provide the contact details of the field authority to the assigned faculty member.

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BA607	P/W/I	Field Project	0	0	0	60	40	0	0	12	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

5. Field project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks. A panel of external and internal examiners will jointly award both of these components of marks.
6. Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
7. For the external evaluation student will have to give a presentation and appear for the viva.
8. The Director/Head of the Institution will appoint the internal and the external examiner.

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