



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 V (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*				
BASOC501	Major	Theoretical Perspectives in Sociology	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 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 provide a general introduction to evolutionary sociological thought.

CEO2: To read the original works by the various thinkers and know about the functional perspective in Sociology.

CEO3: To learn how to present complex ideas of a particular thinker effectively in writing.

CEO4: To develop an understanding of the theory of symbolic interaction as an outcome of the changing times.

CEO5: To realize the impact of conflict on social, political, economic, and technological processes on the world as a whole and their responsibility as global citizens.

Course Outcomes (COs):

The students shall be able:

CO1: To define the concept and the relationship between theory and perspectives.

CO2: To know about different perspectives of Sociology of thinkers.

CO3: To provides a foundation for sociological theories.

CO4: To learn how to read, interpret, and critique original works of various thinkers.

CO5: To apply and equip the basic theories of Sociology and learn critical thinking skills.

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Course Contents:

Unit I

Evolutionary Sociology: Auguste Comte and Herbert Spencer.

Unit II

Structuralism: Claude Levi Strauss and Radcliffe Brown.

Unit III

Structural Functionalism: Talcott Parsons and R. K. Merton.

Unit IV

Symbolic Interactionism: G. H. Mead; H. Blumer.

Unit V

Conflict Perspective: Karl Marx; Ralf Dahrendorf.

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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.

Suggested Readings:

- Durkheim, Emile. (1982), *The Rules of Sociological Method*, New York: Free Press.
- Radcliffe Brown, A.R., (1976), *Structure and Function in Primitive Society*, New York: Free Press.
- Marx, Karl, and Fredrick Engels. (2008). *The Manifesto of the Communist Party*. London: Pluto Press.
- Deliege, Robert, Translated by Nora Scott. (2004), *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke.
- Magill, Frank N., (1996), *International Encyclopedia of Sociology*, Volume 1, Routledge.
- Giddens, Anthony, (2010), *Sociology*, 6th edition, Cambridge: Polity Press.
- Blumer, Herbert. (2002) 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell.
- Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.
- Smith, Dorothy E. (1987), *The Everyday World as Problematic*. Boston: Northwest University Press.

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BASOC502	Major	Methods in Social Research	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 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 student will be able:

- CEO1:** To provide a basic understanding of the nature and procedure of scientific research as practiced in social sciences.
- CEO2:** To equip the students with the concept and methods of Social Science Research.
- CEO3:** To provide an understanding of sampling techniques.
- CEO4:** To provides knowledge about the qualitative and quantitative methods, various types of research designs, and the tools and techniques of data collection.
- CEO5:** To provide the understanding of statistical analysis and writing proposal.

Course Outcomes (COs): The students are expected to:

- CO1:** Describe the various types of research design, tools of data collection, data analysis and Interpretation.
- CO2:** Select appropriate sample size and construct a questionnaire relying on several types of questions.
- CO3:** Select appropriate quantitative methodologies for use in study to be conducted.
- CO4:** Analyze data by using appropriate qualitative as well as quantitative techniques of analysis.
- CO5:** Choose suitable method and methodology for their research along with learning the practical skills of research and writing a report.

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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 Content :

UNIT I

Social Research: Definition, Nature, and Scope; Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research.

UNIT II

Research Designs; Concept and Hypothesis- Types & significance; Sampling and its types.

UNIT III

Types of Data: Primary and Secondary Data; Techniques of Data Collection: Observation, Interview, Questionnaire, Schedule; Research Method: Survey and Case Study.

UNIT IV

Statistical Analysis and Use of Computer in Social Research: Classification, Tabulation and Presentation of Data.

UNIT V

Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion and Correlation.

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Suggested Readings:

- Ahuja, Ram. (2013). *Research Methods*. Jaipur: Rawat Publications.
- Bernard, H. Russell. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, C.A.: Sage Publications.
- Blaibe, Norman. (2009). *Designing Social Research: The Logic of Anticipation*. Cambridge: Polity Press.
- Blumer, Martin (eds.). (1977). *Sociological Research Methods: An Introduction*. London: Macmillan.
- Brent, Jr. E. Edward and Anderson, Ronald E. (1990). *Computer Applications in the Social Sciences*. Philadelphia: Temple University Press.
- Bryman, Alan. (2001). *Social Research Methods*. New York: Oxford University Press.
- Cochran, W. G. (1977). *Sampling Techniques*. New York: John Wiley & Sons.
- Goode, W.J. and Hatt, P.K. (1969). *Methods in Social Research*. New York: McGraw Hill, International Students Edition.
- Handel, J.P. (1978). *Introductory Statistics for Sociology*. New Jersey: Englewood Cliffs.
- Hughes, John. (1987). *The Philosophy of Social Research*. London: Longman.
- Jayaram, N. (1989). *Sociology: Methods and Theory*. Madras: Macmillan.
- Kothari, C.R. (1989). *Research Methodology: Methods and Techniques*. Bangalore: Wiley Eastern.

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- Kumar, Arvind. (2003). *Research Methodology in Social Research*. New Delhi: Sarup and Sons.
- Kumar, Ranjit. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.
- May, Tim. (1997). *Social Research: Issues, Methods, and Process* (2nd edition). New York: Wiley.
- Mukherjee, Partha N. (2000). *Methodology in Social Research*, New Delhi: Sage Publications.

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BASOC503	DSE	Religion 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 to:

CEO1: To familiarize yourself with Religious Practices and Beliefs in the various Human Cultures.

CEO2: To study the elements and function of Religion and analyze the various Types of Religious Organizations in different Societies.

CEO3: To recognize the different forms of religion and know about magic.

CEO4: To study the components and compositions of religions of India.

CEO5: To develop an awareness of Religious Diversities in Society, Religious Movements.

Course Outcomes (COs):

The student should be able to:

CO1: To explain Religious Belief and Practices and analyze the Basic Concepts and Key Interpretations of Religion to understand Religious Pluralism.

CO2: To explain the Importance of Religion for Social Control and apply Diverse Perspectives to complex subjects in conflicting positions.

CO3: To understand the different forms of religion and element and types of magic.

CO4: To get an in-depth understanding of Components of different Religion and their Impact on Society.

CO5: To conclude with an analysis of Social Change in relation to Religious Movements.

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BASOC 503	DSE	Religion 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

Sociology of Religion: Concept, Definition, characteristics, Nature and Scope, Subject matter and significance.

Unit II

Elements of Religion; Structural aspect of Religion; The Sacred and profane; Function and dysfunction of Religion.

Unit III.

Forms of Religion: Animism, Naturalism, Totemism; Magic: Elements, Types and Theories; Magic and Science; Magic and Religion.

Unit IV

Religions of India, their Components and Composition: Hinduism; Jainism; Buddhism; Islam; Sikhism; Christianity.

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Unit V

Religion and Social Change: Causes of change in Religious Institutions; Secularism: Meaning, characteristics, Factors of Secularism; Communalism: Meaning, characteristics, Factors of Communalism.

Suggested Readings:

- Ayyar, P.V. Jagadisa. (1920). *South India Shrines*, Madras: The Madras Times.
- Babb, Lawrence A. (1996). *Absent Lord: Ascetic and Kings in Jain Ritual Culture*, Berkeley: University of California Press.
- Babb, Lawrence A. (2003). 'Sects and Indian Religions' in Veen Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi. Oxford University Press: 802-826 (Also see Veena Das [ed.]. 2004. *Handbook of Indian Sociology*, New Delhi: Oxford University Press: 223- 256).
- Baird, R. D. (ed.). (2001). *Religion in Modern India*, New Delhi: Manohar Publishers.
- D'Souza, L. (2005). *The Sociology of Religion: A Historical Review*, Jaipur: Rawat Publications.
- Debiprasad, Bhattacharya. (1969). *Indian Atheism: A Marxist Approach*, New Delhi: People's Publishing House.

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Suggested Readings:

- Dube, S.C. and V.N. Basilov (eds.). (1983). *Secularization in Multi-Religious Societies*, New Delhi: Concept.
- Dundas, Paul. (1992). *The Jains*, London: Routledge.
- Eliade, Mircea. (1961). *The Sacred and the Profane*, New York: Harper and Row.
- Jain, M.S. (2000). Muslim ethos, Rawat Publication.
- Madan T.N. (1991). *Religion in India*, New Delhi: Oxford University Press.
- Robinson, Rowena (2004). ed. *Sociology of Religion in India* New Delhi: Sage Publications.
- Srinivas, M.N. (1952). *Religion and Society among the Coorgs of South India*. Oxford: Oxford University Press.
- Turner Bryan S. (1991). *Religion and Social Theory*, London: Sage Publication.

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BASOC 504	DSE	Sociology of Social Movements	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 Social Movements, their Types, and the Process of Formation.

CEO2: To know about the components and various stages of Social Movements.

CEO3: To acquire the Theoretical knowledge and Emergence of Social Movements.

CEO4: To learn about different theories of Social Movements.

CEO5: To sensitize the Variety and Dynamics of Social Movements and their Role in Social Transformation.

Course Outcomes (COs):

The students should be able:

CO1: To explain Social Movements, their Types and Formation of Movements.

CO2: To Identify the contrasting sociological explanations for the development and success of social movements.

CO3: To describe the Theories and Emergence of Social Movements and the stages of development and decline of social movements.

CO4: To Explain the important role of social movements in addressing social problems.

CO5: To Explain how social movements can change society.

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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 Contents:

Unit – I

Definition of Social Movements, Importance of Social Movements, Types, Causes of Social Movements.

Unit – II

Components of Social Movements, Stages of Social Movements, Life cycle of Social Movements; Types of Social Conflicts.

Unit – III

Theories and Emergence of Social Movements: Absolute Deprivation and Relative Deprivation Theory; Resource Mobilization Theory; Political opportunity Theory.

Unit – IV

Theories of Social Movements: Leadership Theory; Framing Theory; Multi-Factor Theory; Structural Strain Theory.

Unit – V

Social Movements and Social Change; Reforms, Revival, Revolution; Old and New Social Movements: Concept and Features and difference.

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BASOC 504	DSE	Sociology of Social Movements	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.

Suggested Readings:

- Ajanta Shah, Ghanshyam (1990). *Social Movements in India: A review of the Literature*, Delhi: Sage Publication.
- Shah, Nandita (1992). *The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India*. Delhi: Sage publication.
- Banerjee, Sumanta. (2002). 'Naxalbari and the Left Movement' in ed. Ghanshyam Shah, *Social Movements and the State* (2002). New Delhi: Sage publication.
- Bhowmick, Sharit K. (2004). 'The Working-Class Movement in India: Trade Unions and the State' in Manoranjan Mohanti *Class, Caste, and Gender*. New Delhi: Sage publication
- Chaudhuri, Maitrayee. (1993). *The Indian Women's Movement: Reform and Revival*. New Delhi: Radiant Publication.
- Deshpande, Satish. (2003). *Contemporary India: A Sociological View*. New Delhi: Viking.
- Fuchs, Martin, and Antje, Linkenbach. (2003). 'Social Movements' in ed. Veena Das, *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Giddens, Anthony. (2001). *Sociology* (Fourth edition). Cambridge: Polity Press.
- Guha, Ramchandra. (2002). "Chipko: Social History of an Environmental Movement" New Delhi: Sage Publication.
- Singh, K. S. (1982) *Tribal Movements in India*, N. Delhi: Sage Publication.
- Oommen, T K ed. (2000). *Social Movements* Vol. 1 New Delhi: Oxford University Press.
- Shah, Ghansyam Ed. (2001). *Dalit Identity and Politics*. New Delhi: Sage Publication.

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B.A. Sociology
SEMESTER V (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*				
BASOC505	DSE	Essentials of Social Psychology	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 student will be able:

CEO1: To know the Concept of Social Psychology and its Core Concerns compared to other disciplines.

CEO2: To acquire the knowledge of the Concept, Process of Social Group and Group Interaction.

CEO3: To understand the Concept of Personality.

CEO4: To know the qualities of Leadership.

CEO5: To be aware of the Concepts of Attitude and gain knowledge about Prejudice.

Course Outcomes (Cos):

The student should be able to:

CO1: Define Key Concepts, Principles, and Overarching Themes in Social Psychology.

CO2: Identify the different Types of Social Groups and examine the Determinants of Cooperation and Competition in real situations.

CO3: Narrate the Concept of personality and identify the influencing factors.

CO4: To understand the role of leadership in social change.

CO5: Explain different Types of Attitudes and analyze the various Causes of Prejudice.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BASOC505	DSE	Essentials of Social Psychology	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

Concept, Nature, Subject matter, and Scope of Social Psychology. Methods of studying Social Psychology and its importance. Relationship of Social Psychology with Sociology and Psychology.

Unit II.

Social group: Definition, Characteristics, importance, and types – Primary and Secondary and In-group and out-group; Group formation; Group conflict; Group Behavior: Definition, aspects of group behavior, types; Crowd: Definition, characteristics, and classification.

Unit III.

Personality: Meaning and types, Factors affecting personality: Biological, Psychological and Social; Personality traits; Freudian theory of Personality.

Unit IV

Leadership: Meaning, Characteristics, Classification and types, Functions of leadership, leadership quality and leader behavior.

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BASOC505	DSE	Essentials of Social Psychology	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

Attitude: Meaning, Definition of Attitude, Structure of Attitude, Types, and functions of Attitude; Prejudice: Nature and origin of Prejudice, Causes and technique to reduce Prejudice.

Suggested Readings:

- Allyn and Bacon. Mayer, J. D. (2007). *Readings in Personality Psychology* (1st ed.). New York: Pearson
- Adler, A. (1954). *Understanding Human Nature*. New York: Greenburg Publisher
- Alcock, J., & Sadava S. (2014). *An Introduction to Social Psychology: Global Perspectives*. Los Angeles: Sage Barlow,
- Brehm, S. S., Kassin, S. M., & Fein, S. (2005). *Social psychology*. Houghton Mifflin.
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). New York: Pearson
- Funder, D. C. (2010). *The Personality Puzzle*. New York: Wadsworth.
- Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
- Baron, R. A., & Byrne, D. (2003).
- John Wiley & Sons Myers, D. G. (2002). *Social Psychology*, 7th ed. McGraw Hill: Int. Education
- Rao Narayana S. (2002). *Counselling and Guidance*. 2nd ed. New Delhi: Tata McGraw Hill.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA506	P/I/C	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 on 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 his 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 field project.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA506	P/I/C	Field Project	0	0	0	60	40	0	0	1 2	6

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

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

- 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.
- Each student undergoing field study will be assigned a faculty member.
- Faculty member assigned for the student will supervise the student. The student will have to provide the contact details of the field authority to the assigned faculty member.
- 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 components of marks.
- Report submitted by the student after successful completion of the field study will be considered for the internal evaluation.
- For the external evaluation student will have to give a presentation and appear for the viva.
- The Director/Head of the Institution will appoint the internal and the external examiner.

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