

## 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 I)	9
	Course content Sem-I	10
	Teaching Learning Process	11
	Suggested Reading	11-12
	Course title/learning outcomes (Sem-II)	13
	Course contents Sem-II	14
	Teaching Learning (Sem-II)	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.

# GOVT COLLEGE FOR WOMEN PARADE, JAMMU

## B.A. FIRST SEMESTER SOCIOLOGY (CBCS)



**Course No : USOTC201**

**Title : INTRODUCTION TO SOCIOLOGY**

**Duration : 3 hrs.**

**Total Marks : 100**

**Credit : 6**

**Theory Examination : 80 (1 hour)**

**Total Marks : 100**

**Internal Assessment : 20 (3 hours)**

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

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### **Objectives:**

- ✓ To introduce the students to the discipline of Sociology – Its Origin, Growth, Perspectives and Relationship with other social sciences.
- ✓ To acquaint the students with the basic concepts and institutions of Sociology.
- ✓ To make the students understand the relationship between individual and society, culture and social change.

### **Course Learning Outcomes:**

- The students will be able to understand the fundamental and basic concepts of the Sociology.
- The students will learn to apply the sociological perspectives in understanding how society shapes our individual lives.
- The course will provide a foundation for the other more detailed and specialised courses in Sociology.



- It will build an understanding of students regarding the relationship of individual and society.
- This course will made students well versed with the processes of social change and social mobility.

## **COURSE CONTENTS**

### **Unit I : Nature of Sociology**

- 1.1 Origin and Growth of Sociology
- 1.2 Meaning, Nature and Scope of Sociology
- 1.3 Sociological Perspectives: Functional, Conflict and Interactionist.
- 1.4 Relationship of Sociology with other disciplines: History, Political Science and Anthropology.

### **Unit II: Basic Concepts**

- 2.1 Community, Association and Society.
- 2.2 Group: Meaning and Types.
- 2.3 Status and Role: Meaning, Characteristics and Relationship between them.

### **Unit III: Institutions:**

- 3.1 Meaning and Characteristics of Institution.
- 3.2 Marriage: Meaning, Characteristics and Rules.
- 3.3 Family: Meaning, Characteristics and Types
- 3.4 Polity: Meaning, Characteristics and Types

### **Unit IV: Individual and Society**

- 4.1 Culture, Norms and Values.
- 4.2 Socialization: Meaning, Characteristics and Agencies
- 4.3 Social Control: Meaning, Characteristics and Types

## **Unit V: Social Change and Stratification**

5.1 Social Change: Meaning and types

5.2 Social Stratification: Meaning and Characteristics

5.3 Social Mobility: Meaning and types

### **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. Berger, P.L., & Berger, B., Sociology: A Biographical Approach, Penguin Books.
2. Mills, C. Wright, The Sociological Imagination, New York: Oxford University Press.

3. Rao, C.N. Shankar, Sociology: Primary Principles, S. Chand & Company Ltd.
4. Schaffer, R.T., & Lamm, R.P., Sociology: A Brief Introduction, New York: McGraw Hill.
5. Worsley, Peter, Introducing Sociology, Penguin Books.
6. Berger, Peter L., Invitation to Sociology: A Humanistic Perspective, Doubleday Publishers.
7. Bottomore, T.B., Sociology: A Guide to Problems and Literature, New York: Pantheon Books.
8. Davis, Kingsley, Human Society, London & New York: MacMillan & Co.
9. Giddens, Anthony, Sociology, Cambridge Polity Press.
10. Kar, Parimal B., Society: A Study of Social Interaction, Jaipur: Jawahar Publishers & Distributors.
11. Kuppuswamy, B., Social Change in India, New Delhi: Vikas Publications.
12. MacIver, R.M., & Page, C.H., Society: An Introductory Analysis, MacMillan Publishers.
13. Majumdar, D.N., & Madan, T.N., An Introduction to Social Anthropology, Bombay: Asia Publishing House.

**GOVT COLLEGE FOR WOMEN PARADE, JAMMU**  
**B.A. SECOND SEMESTER SOCIOLOGY (CBCS)**



**Course No : USOTC201**

**Title : Society in India**

**Duration : 3 hrs.**

**Total Marks : 100**

**Credit : 6**

**Theory Examination : 80 (1 hour)**

**Total Marks : 100**

**Internal Assessment : 20 (3 hours)**

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

**Objectives:**

- ✓ To introduce the students with the distinctive & unique features of Indian society and its important components.
- ✓ To acquaint the students with the basic structure of the Indian society and its dynamics by understanding various concepts exclusively related to Indian society.
- ✓ To make the students understand about the distinctive features of basic institutions of Indian society.

## **Course Learning Outcomes:**

- The most important learning outcome will be that every student of sociology will become well versed with the basic components and features of Indian society.
- This course will develop understanding of the students regarding the features of rural society and some important programs for their development.
- The students will build an understanding about urban society and problems associated with rapid urbanization.
- The students will be able to understand the features and distribution of tribals in India and policy matters as far as their problems are concerned.
- Sociology as a science aiming at scientific study of society shall develop a rational scientific temper among students to look and understand the various components of basic institutions of Indian society.

## **COURSE CONTENTS**

### **Unit I: Basic Features of Indian Society**

- 1.1 Indian Society: Basic Features
- 1.2 Unity in Diversity
- 1.3 Caste: Meaning and Characteristics.
- 1.4 Difference between Caste and Varna.

### **Unit II: Rural Society**

- 2.1 Definition and features of Rural society
- 2.2 Rural-Urban Continuum
- 2.3 Community Development Programme
- 2.4 Panchayati Raj Institution

### **UNIT III Tribal Society**

- 3.1 Meaning, Characteristics and distribution of tribes.
- 3.2 Problems faced by tribals in India

3.3 Tribal Policy: Isolation, Assimilation and Integration.

3.4 Constitutional Measures for Scheduled Tribes.

#### **Unit IV Urban Society**

4.1 Concept of Urban, Urbanization and Urbanism

4.2 Classification of Urban Centers

4.3 Problems in Urban areas

#### **Unit V Basic Institutions**

5.1 Family in India

5.2 Marriage in India

5.3 Kinship organization in India

#### **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)

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**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. Bose, N.K., Tribal Life in India, New Delhi: National Book Trust.
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.
8. Ghurye, G.S., Caste and Race in India, Mumbai: Popular Prakashan.
9. Hasnain, Nadeem, Tribal India, New Delhi: Harnam Publications.
10. Mandelbaum, David G., Society in India: Continuity and Change, Vol. 1 & 2, London: University of California Press.
11. Srinivas, M.N., Social Change in Modern India, London: University of California Press.