

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**SYLLABUS FOR BACHELOR OF ARTS IN SOCIOLOGY (HONOURS)**

**Note: Highlighted Courses are the Courses offered under NEP during the Academic Year**

**Major Discipline Core ( 4 Credit Course)**

**Academic Year 2023-24**

**F.Y.B.A**

**SEMESTER I**

**Course Title: INTRODUCING SOCIOLOGY**

**Course Code: UG-SOC-101**

**Marks: 100**

**Credits: 4**

**Hours: 60**

**Course Objective:**

1. To acquaint the students to the sociological perspective
2. To strengthen the fundamentals of sociology

**Course Learning Outcomes: At the end of this course students will be able to**

**CLO 1: Analyse the growth of sociology as a science.**

**CLO 2: Compare and contrast sociology with other social sciences**

**CLO 3: Create a brochure by illustrating the varied scope of sociology.**

**CLO 4: Apply and analyse the various concepts in sociology to one's day to day life.**

**Course Content**

**UNIT I: Introduction 20 hours**

1.1 Idea of science

1.2 Division of social sciences

1.3 Emergence of Sociology

1.4 Understanding Sociology and its perspectives

**UNIT II: Uses/relevance of sociology**

**10 hours**

2.1 Applied sociology

2.2 Roles/careers in sociology

### **UNIT III: Organizing social life**

**10 hours**

3.1 Society

3.2 Culture

### **UNIT IV: Creation of Social beings**

**20 hours**

4.1 Socialization

4.2 Social groups

4.3 Status and role

4.4. Social Stratification and Social Mobility

4.5 Deviance and social control

### **References**

#### **Mandatory Reading.**

1. Haralambos, M. (1998).Sociology: Themes and perspectives. New Delhi: Oxford University Press
2. Schaefer, Richard T. and Robert P. Lamm .(1999).Sociology. New Delhi: Tata-McGraw Hill
3. Jayaram, N. (1988).Introductory sociology. Madras: Macmillan India
4. Bilton, T. et al. (2002). Introductory Sociology. New York: Palgrave.

#### **Supplementary Reading:**

1. Inkeless, Alex.(1987).What is sociology? New Delhi: Prentice Hall of India
2. Beteille, A. 2009. Sociology: Essays in Approach and Method. Delhi: Oxford University Press.
3. Bauman, Z, and May, T. 2001. Thinking Sociologically. Malden, USA: Wiley-Blackwell.
4. Johnson, Harry M. (1995).Sociology: A systematic introduction. New Delhi: Allied Publishers
5. Rao, C.N.Shankara.(2018). Sociology.New Delhi:S.Chand

#### **Web Based:**

1. [https://rgu.ac.in/wp-content/uploads/2021/02/Download\\_636.pdf](https://rgu.ac.in/wp-content/uploads/2021/02/Download_636.pdf)
2. [https://accessdl.state.al.us/AventaCourses/access\\_courses/sociology\\_ua\\_v14/introduction-to-sociology.pdf](https://accessdl.state.al.us/AventaCourses/access_courses/sociology_ua_v14/introduction-to-sociology.pdf)
3. [https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB\\_9QTqRGQ.pdf](https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB_9QTqRGQ.pdf)

## **Multiple Disciplinary Course (MDC) 3 Credit Course**

**Course Title: SOCIAL CONCERNS IN CONTEMPORARY INDIA -I**

Course Code: **UG-SOC-MDC1**

Marks: 75

Credits: 3

Hours: 45

### **Course Objectives:**

1. To make students understand the meaning and nature of social problems.
2. To sensitize students to some of the problems faced by people in contemporary India.

### **Course Learning Outcomes:**

CLO 1: Explain the concept of a social problem and its varied characteristics

CLO 2: Analyze the varied problems in contemporary India

CLO 3: Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.

CLO 4: Present the role of various agencies in the alleviation of a given social problem

CLO 5: Design Programme for the welfare people.

### **Course Content**

**UNIT I: Introduction and Population as a Concern** **15 hours**

- 1.1 Meaning and Characteristics of a social problem
- 1.2 India's population profile: Emerging trends
- 1.3 Demographic trends in Goa
- 1.4 Comparison between India and Goa

**UNIT II: Poverty and Unemployment** **15 hours**

- 2.1** The problem of poverty: Extent, causes and remedies

2.2 The problem of unemployment: Extent, causes and remedies

**UNIT III: Delinquency and Child abuse**

**15 hours**

3.1 Juvenile delinquency: Meaning, types, and causes

3.2 Child labour

3.3 Child Sexual Abuse with special reference to Goa

3.4 Legislation

**References**

**Mandatory Readings:**

1. Ahuja, Ram.(2016). Social problems in India. Jaipur: Rawat.
2. Madan, G.R. (1995).Indian social problems (Vols. I and II). New Delhi: Allied Publishers.
3. Mamoria, C.B.(1999). Social problems and social disorganisation. New Delhi: Kitab Mahal .

**Supplementary Readings:**

1. Thomas, G.(1994) AIDS in India: Myth and reality. Jaipur: Rawat.
2. Gokhale, S. D. et al.(1999) Aging in India. Mumbai. Somaiya Publications Pvt. Ltd.
3. Pai Panandikar and P. N. Chaudhari.(1983) Demographic transition in Goa and policy implications. New Delhi: Uppal Publishing House.

**Web Based:**

1. [https://ddceutkal.ac.in/Syllabus/MSW/Paper\\_07.pdf](https://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf)
2. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
3. [https://www.drishtiiias.com/pdf/1649674551\\_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtiiias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

## **Value Added Course (2 Credit Course)**

**Course Title: Substance Abuse and AIDS Awareness**

**Course Code: UG-SOC-VAC1**

**Marks: 50**

**Credits: 2**

**Hours: 30**

### **Course Objectives:**

1. To make students understand the meaning and nature of Drugs, abuse and AIDS.
2. To sensitize students the problems faced by people in contemporary India.

### **Course Learning Outcomes:**

CLO 1: Explain the concept of a Drug and AIDS and its varied characteristics

CLO 2: Analyze the varied problems in the context of Drugs and AIDS in contemporary India

CLO 3: Evaluate the effectiveness of various programmes towards the alleviation of the given social problem by the Government and NGO's

CLO 4: Present the role of various agencies in the alleviation of a given social problem

CLO 5: Design Programme for the welfare people.

### **Course Content**

#### **UNIT I: Substance abuse 20 hours**

1.1 Alcoholism: Concept, Characteristics, Causes and Extent in the Globe and India

1.2 Alcoholism in Goa

1.3 Drug Abuse: Concept, Characteristics, Causes and Extent

1.4 Drug Abuse in Goa

1.5 Role of varied stake holders in dealing with substance abuse

#### **UNIT II: Problem of AIDS 10 hours**

2.1 AIDS: Concept, Characteristics, Causes and Extent in the Globe and India

2.2 AIDS in Goa

2.3 Role of varied stake holders in dealing with AIDS

## References

### Mandatory Readings:

1. Ahuja, Ram.(2016). Social problems in India. Jaipur: Rawat.
2. Thomas, G.(1994) AIDS in India: Myth and reality. Jaipur: Rawat.
3. Mamoria, C.B.(1999). Social problems and Social Disorganization. New Delhi: Kitab Mahal .
4. Falleiro, Savio.(2020). Economic Impact of HIV/AIDS on Households. New Delhi: Sage

### Web Based:

1. [https://ddceutkal.ac.in/Syllabus/MSW/Paper\\_07.pdf](https://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf)
2. <https://ccsuniversity.ac.in/bridge-library/pdf/Social%20Problems%20Ram%20Ahuja.pdf>
3. [https://www.drishtiias.com/pdf/1649674551\\_PT%20Sprint%202022%20\(Social%20Issues\).pdf](https://www.drishtiias.com/pdf/1649674551_PT%20Sprint%202022%20(Social%20Issues).pdf)

**Skilled Enhancement Course (3 Credit Course)**

**Title: GLOBALIZATION AND NEW MEDIA (DIGITAL STORY TELLING)**

**Course Code: UG-SOC-SEC1**

**Credits: 3**

**Marks :75**

**Hours: 45**

**Course Objectives:**

1. Make students able to express their stories from a sociological perspective using the new media.
2. Make the students able to produce knowledge using technology.

**Course Learning outcomes:** Students will be able to

CLO 1: Create structure story.

CLO 2: Apply Voice recording and editing.

CLO 3: Demonstrate basic editing by using Picture.

CLO 4: Employ Video filming and basic editing.

CLO 5: Apply free ready to use software for merging sound and images.

CLO 6: Design and create stories in digital form from Sociological perspective.

**Course Contents**

**UNIT I: Globalisation and the role of media 05 hours**

**UNIT II: Digital Story Telling (using images only) 15 hours**

- 2.1 : Structuring a story
- 2.2: Editing pictures
- 2.3: Voice recording
- 2.4: Making of DST

**UNIT III: Video Filming and Editing. 10 hours**

- 3.1 Structuring a story
- 3.2 Video Recording
- 3.3 Editing

**UNIT IV: Creating a documentary (final product) 15 hours**



## References

### Mandatory Reading:

1. Cohen, Dan. Roy Rosenzweig.(2005). *Digital History: A Guide to Gathering, Preserving and Presenting the past on the web*. Pennsylvania: University Of Pennsylvania Press.
2. Macionis John J. Ken Plummer.(2012). *Sociology: A Global Introduction*, England New York Pearson/Prentice Hall, Harlow.
3. Frazel, Midge.(2010). *Digital Storytelling: Guide for Educators*.London: International Society For Technology in Education.

### Web Based:

1. <https://www.researchgate.net/publication/348937541>
2. <https://www.researchgate.net/publication/3489375411>

## SEMESTER II

### Major Discipline Core ( 4 Credit Course)

Course Title: **SOCIAL INSTITUTION IN INDIA**

Course Code: **UG-SOC-102**

Marks: 100

Credits: 4

Hours: 60

#### **Course Objective**

1. To train the students to look at Indian society from the sociological perspective.
2. To make students understand the important structural aspects of Indian society.

**Course Learning Outcomes:** At the end of the course students will be able to,

CLO 1: Analyze the process in the making of Indian society.

CLO 2: Define: Village, Caste, Marriage, Family, Kinship and Religion.

CLO 3: Analyze the relationship between Village, Caste, Marriage, Family, Kinship and Religion.

CLO 4: Understand the functionality of Village, Caste, Marriage, Family, Kinship and Religion and critique the same.

#### **Course Content:**

**UNIT I: Making of Indian Society** **10 hours**

**UNIT II: Village and Caste** **20 hours**

2.1: Concept

2.2: Characteristics

2.3: Types of Village community

2.4: Caste Vs Jati

2.5: Changes in Caste, Village and emergence of urban communities

**UNIT III: Marriage, Family and Kinship** **15 hours**

3.1 : Concept

3.2: Characteristics/features

3.3: Functions

3.4: Types of Marriage, Family and Kinship

#### **UNIT IV: Religion**

**15 hours**

4.1: Concept

4.2: Characteristics

4.3: Types

4.4: Functions

#### **References**

##### **Mandatory Reading.**

1. Ahuja, Ram.(2006). Indian Social System, Jaipur: Rawat Publications.
2. Pais, Richard (Ed.) (2008). Social Institutions and Social Change, Mangalore: Mangala Publications.
3. Bottomore, T.(1975). Sociology: A Guide to Problems and Literature, Bombay: Blackie and Sons,
4. Dube, S.C.(1990).Indian Society: New Delhi: National Book Trust.

##### **Supplementary Reading:**

1. Lannoy, Richard.(1997). The speaking tree: A study of Indian culture and society: New Delhi: Oxford University Press.
2. Singh, Yogendra.(1994).Modernization of Indian tradition. Jaipur: Rawat Publications.
3. Srinivas, M.N.(1992).Social change in modern India, Delhi: Orient Longman.
4. Srinivas M.N.(1996).Caste: Its Twentieth Century Avatar. New Delhi: Viking Pengu

##### **Web Based:**

1. <https://www.sociologylens.in/2019/11/concept-of-village-towns-and-cities.html?m=1>
2. <https://www.sociologydiscussion.com/village-community/9-main-characteristics-of-a-village-community/260>
3. <https://www.sociologydiscussion.com/village/classification/classification-of-villages-4-categories/2615>

## Multidisciplinary Course (3 Credit Course)

### 1 Course Title: UNDERSTANDING GOA'S CULTURE

Course Code: UG-

SOC-MDC2

Marks: 75

Credits: 3

Hours: 45

#### Course Objective:

The aim of this course is to help the students have a basic understanding on the varied facets of Goa's culture.

Course Learning Outcomes: At the end of the course students will be able to

CLO 1: Explain the various aspects of Goan culture.

CLO 2: Evaluate the social conditions and dimensions in the making of Goan's culture.

CLO 3: Analyze each facets of Goa's culture and judge its impact.

CLO 4: Recreate varied aspects of Goan culture by demonstration.

#### **Course Content:**

##### **UNIT I: Understanding Goa's Village-Caste and Religion**

**15 hours**

1.1 : Origin of Goan village myth Vs fact.

1.2 : The Gany, the Gaonkari and Comunidade.

1.3: Religions in Goa: A historical perspective.

1.4: Religious practices and Religious syncretism.

1.5: Caste in Goa: Origins, continuity and change.

1.6: Caste and Occupations in Goa

1.7: The changing village.

##### **UNIT II: Understanding the language of Goa**

**10 hours**

- 2.1: History of language.
- 2.2: Language movement.
- 2.3: Politicization of language.
- 2.4: Language and Education.

**UNIT III: Understanding the Cuisines of Goa**

**10 hours**

- 3.1: Portuguese influences in food.
- 3.2: Religious differences in cuisines.
- 3.4: Goan food its preparation (Sociological perspective)

**UNIT IV: Dances and festivals of Goa (Durkheimian/Weberian perspective)**

**10 hours**

- 4.1: Types of Dances in Goa and its performance.
- 4.2: Types of festivals and its social significance.

**References**

**Mandatory Reading.**

1. Dantes,N.(1999). The Transforming of Goa. Mapusa:Other India Press
2. Rodricks,Wendell.(2012).Moda Goa.India: Harper Colins.
3. Da Cunha, Gerson.(1991).The Konkani Language and Literature. New Delhi: Asian Educational Service.
4. Newman, R.S.(2001).Of Umbrellas, Goddesses and Dreams. Mapusa: Other India Press.
5. Botelho,Afonso.(2011). Language and Early Schooling in Goa. Panjim: Directorate of Official Languages, Government of Goa
6. Da Costa Rodrigues, Maria.(2004). Feasts, Festivals and Observances of Goa.Mapusa: L & L Publications.
7. Da Silva Gracias, Fátima: Cozinha de Goa.(2010): History and Tradition of Goan Food. Mapusa: Goa 1556.

**Supplementary Reading:**

1. De Souza,Teotonio.(1994). Goa To Me. New Delhi: Concept Publishing Company.
2. Gomes, Olivinho.(2010) A Concise History of Goa. Panaji : Directorate of Art and Culture.
3. Alvares,C.(1999) Fish,Curry and Rice. Goa: Goa Foundation.
4. Mennel, Stephen; et al.(1992). The Sociology of Food. New Delhi: Sage.

**Web Based**

1. [https://www.academia.edu/21194493/The\\_Becoming\\_of\\_Goa\\_Space\\_and\\_Culture\\_in\\_the\\_Emergence\\_of\\_a\\_Multicultural\\_World](https://www.academia.edu/21194493/The_Becoming_of_Goa_Space_and_Culture_in_the_Emergence_of_a_Multicultural_World)
2. <https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/11/goan-cuisine-final.pdf>

**Value Added Course (2 Credit Course) adopted from UGC model Curriculum**  
**Course Title: Fostering Social Responsibility and Community Engagement in Higher Education of India**

Course Code: **UG-SOC-VAC2**

Marks: 50

Credits: 2

**The Philosophy:**

UGC's long-standing commitment to strengthen social responsibility and community engagement of Higher Education Institutions (HEIs) in India. An earlier policy of Ministry of Human Resource Development (MHRD), Government of India (2012) had been developed into a Scheme to promote stronger community engagement amongst HEIs in the country.

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the Ministry of Human Resource Development (MHRD), UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of UBA 2.0 in June 2018

**Course Objective:**

1. To develop an appreciation of rural culture, life-style and wisdom amongst students
2. To learn about the status of various agricultural and development programmes
3. To understand causes for distress and poverty faced by vulnerable households and explore solutions for the same
4. To apply classroom knowledge of courses to field realities and thereby improve quality of learning

**Course Learning Outcomes:** At the end of the course students will be able to

1. Gain an understanding of rural life, Indian culture & ethos and social realities
2. Develop a sense of empathy and bonds of mutuality with local community
3. Appreciate significant contributions of local communities to Indian society and Economy
4. Learn to value the local knowledge and wisdom of the community
5. Identify opportunities for contributing to community's socio-economic improvements

**Number of Hours: This Course will have 15 lectures of one hour duration i.e. 1 lectures per week over a period of fifteen weeks of a semester OR 15 hours of field immersion.**

**Course Content: (To be done through MOOC'S SWAYAM) 3 Hours a Week 15 Hours**

**1: Appreciation of Rural Society:** Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages’ (Gandhi), rural infrastructure

**2: Understanding rural and local economy & livelihood:** Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour

**3: Rural and local Institutions:** Traditional rural & community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas & municipalities, local civil society, local administration

**4: Rural & National Development Programmes:** History of various /development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swatchh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc.

### **Student-Teacher Engagement with the course**

**15 Hours**

3 hours in community engagement in the field during each week or a total of 15 hours in the field at a stretch, with guidance from the teachers. It is recommended that the sequence proposed in this manual be followed in teaching. Following structure is recommended, with focus of learning described:

**Unit One:** Understanding Local realities, especially of the marginalised households in relation to the economy, habitation, culture, history of communities

**Unit Two:** Understanding Local Institutions: panchayats, municipalities, schools, health centres, Anganwadis, Water User Associations, Self-help Groups, Mahila Mandals, MGNREGS sites

**Unit Three & Four:** Practical understanding of a selected issue through a small group field project (3-4 students each). The teacher asks the students to identify one institution/issue/opportunity/challenge they have observed in the two previous Units to study that in-depth in small teams, and to propose possible solutions for improvements

**Unit Five:** Teams of students present their findings to that community, institution or agency and have a discussion with them. Facilitating discussions and reflections towards the last 30 minutes of each field visit is essential for learning to occur. Master Trainers can practice this themselves, and then teach it to other teachers whom they train.

### **Assessment:**

1. 20% of marks for each of the first two units individually for each student, based on their seriousness in the field, interest in undertaking suggested activities, and courteous conduct with the community, especially in respecting them and their ways of being.
2. Remaining 60% of the marks given on the basis of team project, as teams work during Units 3, 4 & 5. Criteria are effort, seriousness, use of CBPR methods and presentations to the community in seriousness. Quality of solutions and recommendations is not so important since the time available for field study is very short.

### **Essential Reading.**

Alahawat, S.R. 2008. Economic Reforms and Social Transformation, Rawat Publication.

Barik B.C .2000. Resource management & Contours of Development, Rawat Publication

Doshi. S.L.& P.C Jain.1999. Rural Sociology. Rawat Publication

Habib Irfan .1999. The Agrarian system of Mughal India , Oxford University Press

Jayal, N.G (eds) .2006. Local Governance in India, Oxford Publication

University Grants Commission. 2020. “Fostering Social Responsibility and Community Engagement in Higher Educational Institutions in India.” Accessed January 3, 2022. [https://www.unescochair-cbrsr.org/wp-content/uploads/2020/08/UBA\\_Framework\\_Document.pdf](https://www.unescochair-cbrsr.org/wp-content/uploads/2020/08/UBA_Framework_Document.pdf)

Ministry of Human Resource Development (MHRD), Govt. of India. 2018. “Unnat Bharat Abhiyan 2.0”. Accessed January 3, 2022. [https://unnatbharatabhiyan.gov.in/files/presentations/orientation\\_dec2018/orientation.pdf](https://unnatbharatabhiyan.gov.in/files/presentations/orientation_dec2018/orientation.pdf); [https://unnatbharatabhiyan.gov.in/app/webroot/files/uba\\_brochure.pdf](https://unnatbharatabhiyan.gov.in/app/webroot/files/uba_brochure.pdf)

University Grants Commission. 2021. “Quality Mandate for Higher Education Institutions in India.” Accessed January 3, 2022. <https://www.ugc.ac.in/e-book/Quality%20Mandate%20EBOOK.pdf>

Narasimharao, B. 2010. “Tertiary Education Institutions for Corporate Education.” [https://www.researchgate.net/publication/216686564\\_Tertiary\\_Education\\_Institutions\\_for\\_Corporate\\_Education\\_Need\\_and\\_Relevance\\_of\\_Corporate\\_Education\\_centres](https://www.researchgate.net/publication/216686564_Tertiary_Education_Institutions_for_Corporate_Education_Need_and_Relevance_of_Corporate_Education_centres)

Tandon, R. 2014. Fostering Social Responsibility in Higher Education in India. Accessed January 3, 2022. [http://unescochair-cbrsr.org/unesco/pdf/Fostering\\_Social\\_Responsibility.pdf](http://unescochair-cbrsr.org/unesco/pdf/Fostering_Social_Responsibility.pdf)

### **Additional Reading:**

PRIA. 2000. “Doing Research With People: Approaches to Participatory Research.” Accessed January 3, 2022. [https://www.pria.org/knowledge\\_resource/Doing\\_Research\\_With\\_People\\_Approaches\\_to\\_Participatory\\_Research\\_An\\_Introduction.pdf](https://www.pria.org/knowledge_resource/Doing_Research_With_People_Approaches_to_Participatory_Research_An_Introduction.pdf)

Tandon R, B. Hall, W. Lepore and W. Singh. 2016.“Training the Next Generation of Community Based Researchers.” PRIA and University of Victoria. Accessed January 3, 2022. [https://unescochair-cbrsr.org/pdf/FINAL\\_Training\\_the\\_Next\\_Generation\\_2016.pdf](https://unescochair-cbrsr.org/pdf/FINAL_Training_the_Next_Generation_2016.pdf)



Singh, W. 2017. "Gauging the Impact of Community University Engagement Initiatives in India" Volume I, Number 1, ASEAN Journal of Community Engagement. Accessed January 3, 2022. [https://unescochair-cbrsr.org/pdf/resource/document\\_wafa.pdf](https://unescochair-cbrsr.org/pdf/resource/document_wafa.pdf)







