

Sardar Patel University, Mandi (H.P.)-175001

(Established Under H. P. Legislative Assembly Act 03 of 2022

Recognized Under Section 2(f)-UGC Act 1956)

Department of Sociology



Scheme & Syllabus

of

Bachelor of Arts (Honors' with Research) in Sociology

(Four Years Multidisciplinary Programme)

Based on NEP 2020

Effective from 2026-27 onwards

Table of Contents

S. No.	Contents	Page No.
1	Program Educational Objectives	2
2	Program Specific Outcomes	2
3	Program Outcomes	2
4	Break-Down of Credits-Semester wise	5
5	Important Notes	6
6	Semester wise Scheme	7-10
7	Syllabus	11-37

Programme: B.A. (Hons. with Research) in Sociology

Program Educational Objectives (PEOs)

The PEOs will enable students to:

PEO-1: Develop a strong foundation in sociological concepts, theories, perspectives, and methods for understanding society, culture, and social relationships.

PEO-2: Equip students with analytical, critical thinking, and research skills to investigate social phenomena and address contemporary social issues.

PEO-3: Foster communication, leadership, teamwork, ethical values, and social responsibility for effective participation in diverse social and professional environments.

PEO-4: Prepare graduates for higher education, research, social work, public administration, community development, NGOs, and other professional opportunities.

PEO-5: Promote lifelong learning, social awareness, and commitment towards social justice, sustainable development, and nation-building.

Program Specific Outcomes (PSOs)

B.A. (Hons. With Research) Sociology Programme is designed to:

PSO-1: Apply sociological concepts, theories, and perspectives to understand social institutions, social processes, culture, and social change.

PSO-2: Demonstrate competence in sociological inquiry through qualitative and quantitative research methods, fieldwork, and data interpretation.

PSO-3: Analyze social problems, inequalities, and developmental issues using evidence-based and multidisciplinary approaches.

PSO-4: Evaluate contemporary social challenges related to gender, environment, development, diversity, and social justice.

PSO-5: Communicate sociological knowledge effectively and apply ethical and professional values in research, community engagement, and public life.

Program Outcomes (POs)

After successfully completing the B.A. (Hons. With Research) Sociology Programme, the students will be able to:

- PO1:** Disciplinary Knowledge- Demonstrate comprehensive knowledge of sociological concepts, theories, methods, and perspectives for understanding society and human behaviour.
- PO2:** Critical Thinking and Problem Solving- Apply sociological imagination, critical reasoning, and analytical skills to identify and address social issues and challenges.
- PO3:** Research Competency- Design and conduct sociological research, collect and analyze data, interpret findings, and prepare research reports.
- PO4:** Social Awareness and Responsibility- Understand social diversity, inequalities, social justice, and human rights and contribute responsibly to society.
- PO5:** Environmental and Sustainable Development Awareness- Evaluate environmental issues and sustainable development concerns from sociological perspectives.
- PO6:** Digital and Technological Competence- Utilize digital resources, information technology, and research tools for sociological analysis and academic work.
- PO7:** Communication Skills- Communicate sociological ideas effectively through oral presentations, academic writing, field reports, and discussions.
- PO8:** Ethics and Professional Responsibility- Apply ethical principles and professional standards in sociological research and community engagement.
- PO9:** Leadership and Teamwork- Work effectively as an individual and as a member or leader of diverse teams in academic, social, and professional settings.
- PO10:** Lifelong Learning- Engage in continuous learning and adapt to emerging social, cultural, and technological changes.
- PO11:** Multidisciplinary Integration- Integrate sociological knowledge with other social sciences and interdisciplinary fields to understand complex social realities.
- PO12:** Employability and Entrepreneurship- Develop competencies required for careers in education, research, social services, NGOs, public administration, media, and entrepreneurial ventures.

Break-Down of Credits- Semester Wise

Course Type/ Semester	DSC	DSE	MDC	SEC	AEC	VAC	INP/APT/PRT/C OM or Vocation Course	DIS	Total
I	12	-	3	3	2	-	-	-	20
II	12	-	3	3	-	2	4	-	24
Exit option with UG Certificate after securing 44 credits along with entry option to second year or third semester									
III	8 (MJ)+4 (MN)	-	3	3	2	2	-	-	22
IV	8 (MJ)+4 (MN)	4	-	-	2	2	-	-	20
Exit option with UG Diploma after securing 86 credits along with entry option to third year or fifth semester									
V	8 (MJ)+4 (MN)	8	-	-	2	-	-	-	22
VI	8 (MJ)+4 (MN)	8	-	-	-	-	-	-	20
Award of 3 Year Bachelor's Degree after completion of 128 credits									
VII	12(MJ)	4	-	-	-	-	-	4	20
VIII	8(MJ)	4	-	-	-	-	-	8	20
Bachelor's Degree (Honors' with Research) after completion of 168 credits									
Total Credits	92 (76MJ+16 MN)	28	9	9	8	6	4	12	168

Abbreviations:

DSC-Discipline Specific Core, **DSE**- Discipline Specific Elective, **MDC**-Multidisciplinary Course, **SEC**-Skill Enhancement Course, **AEC**-Ability Enhancement Course, **VAC**-Value Added Course, **MJ**-Major, **MN**-Minor, **INP/APT/PRT/COM**-Internship / Apprenticeship/ Project/ Community Outreach, **DIS**-Dissertation

Important Notes

- In the first semester, students will be offered three different subjects within the same stream: A, B, and C
- The student will be required to give his/her Major and Minor at the end of the second semester. Such choices, including DSCs made at the end of the second semester, shall remain in effect until the VI semester
- The DSCs of another discipline for the first two semesters of students who opt for Major programmes will be treated as Minors.
- MDCs must be selected from a broad discipline/pool of MDCs other than Major and Minor disciplines/subjects
- AEC/VAC/SEC-3 should be chosen from a pool of courses. Every discipline shall provide these courses, some of which will be offered discipline-specific, while the rest can be open to students of all other disciplines. However, the two SECs (SEC-1 & SEC-2) must be chosen from the discipline-specific (Core and Minor).
- Internship / Apprenticeship/ Project/ Community Outreach will be determined at the end of the first semester to enable students to carry out some INP/APT/PRT/COM activities during winter vacation.
- To pursue an Honours & Honours with research in the 4th year, students will have to successfully complete 3-year UG Degree and choose only one discipline in both semesters, in which s/he have studied 6 DSCs and 5 DSEs in the first three years.
- A student who secures 75% or more marks in aggregate till semester 6 (up to a 3-year degree) shall be eligible for a 4-year degree Honours with Research, provided SPU has approved the college to offer it.
- The Dissertation and Project will start in the VII semester. However, the evaluation and assessment will be conducted in both the VII and VIII semesters.
- As permitted under the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions, students will be allowed to enter/re-enter in the odd semesters and after even semesters, provided they fulfill the minimum requirements for entry and exit
- A student shall be eligible to appear in the end-semester examination only if he/she has a minimum of 75% attendance. The terms and rules governing condoning can be found in the Examination Section of the Ordinance.

Semester wise Scheme

Semester-I

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BSOCI-DSC-101	Introduction to Sociology	DSC	3	1	0	4	4	30	70	-	-	100
2	BXXXX*-DSC-101		DSC	3	1	0	4	4	30	70	-	-	100
3	BXXXX*-DSC-101		MC	3	1	0	4	4	30	70	-	-	100
4	BSOCI-MDC-101	Social Problems in India	MDC	2	1	0	3	3	25	50	-	-	75
5	BSOCI-SEC-101	Sociology of Environment	SEC	2	1	0	3	3	25	50	-	-	75
6	AEC-101		AEC	1	1	0	2	2	20	30	-	-	50
Total							20	20					
Cumulative Credits							20						

Abbreviations:

L-Lecture, T-Tutorial, P-Practical, C-Credits, CH-Contact Hours, IA-Internal Assessment, ESE- End Semester Examination

Note:

XXXX*- Short form of the department whose MDC is offered in the curriculum

Semester wise Scheme

Semester-II

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BSOCI-DSC-201	Society in India	DSC	3	1	0	4	4	30	70	-	-	100
2	BXXXX*-DSC-201		DSC	3	1	0	4	4	30	70	-	-	100
3	BXXXX*-DSC-201		MC	4	1	0	4	4	30	70	-	-	100
4	BSOCI-MDC-201	Industrial Sociology	MDC	3	1	0	3	3	25	50	-	-	75
5	BSOCI-SEC-201	Theory and Practice of Development	SEC	3	1	0	3	3	25	50	-	-	75
6	BSOCI-IAPC-201		I/A/P/C-1	4	0	0	4	4	100	-	-	-	100
7	BSOCI-VAC-201	Society in Himachal Pradesh	VAC	2	1	0	2	2	20	30	-	-	50
Total							24	24					
Cumulative Credits							44						

Abbreviations: L-Lecture, T-Tutorial, P-Practical, C-Credits, CH-Contact Hours, IA-Internal Assessment, ESE- End Semester Examination

Note:

XXXX*- Short form of the department whose MDC is offered in the curriculum

ASSESSMENT SCHEME
(APPLICABLE TO SEMESTERS I–II)
A. 4-CREDIT COURSES (DSC / DSE / MC)

Credits	Lecture (L) per week	Tutorial (T) per week	Total Hours
4	3	1	L=45, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
100	30	70	11	25	40

Components of internal evaluation:

Component	Marks
Class Test	15
Assignment/Presentation	10
Attendance	5
Total	30

Paper Setting Pattern

(70 Marks, 3 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	14	Any 1	14
B	II	Q3/Q4	14	Any 1	14
C	III	Q5/Q6	14	Any 1	14
D	IV	Q7/Q8	14	Any 1	14
E	All	Q9–Q18	2 each	Any 7	14

B. 3-CREDIT COURSES (MDC / SEC)

Credits	Lecture (L)	Tutorial (T)	Total Hours
3	2	1	L=30, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
75	25	50	9	18	30

Components of Internal Evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	10
Attendance	5
Total	25

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass. Class test shall be conducted after completion of 50% syllabus.

Paper Setting Pattern**(50 Marks, 2 Hours)**

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	12	Any 1	12
B	II	Q3/Q4	12	Any 1	12
C	III	Q5/Q6	12	Any 1	12
D	All	Q7-Q16	2 each	Any 7	14

C. 2-CREDIT COURSES (VAC)

Credits	Lecture (L)	Tutorial (T)	Total Hours
2	1	1	L=15, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
50	20	30	8	12	20

Components of internal evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	5
Attendance	5
Total	20

Paper Setting Pattern:**(30 Marks, 1.5 Hours)**

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1-6	2 each	Any 5	10
B	II	Q7-10	5 each	Any 3	15
C	III	Q11/12	5 each	Any 1	5

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass. Class test shall be conducted after completion of 50% syllabus.

Syllabus of B.A. (Hons. with Research) Sociology

(Semester-I)

Discipline Specific Course (DSC-1)/(MC-1)

Course Name: Introduction to Sociology

Course Code: BSOCI-DSC-101

Course Code	BSOCI-DSC-101	
Credits-4	L (L=Lecture) per week	T (T=Tutorial) per week
	L-3	T-1
Course Type	Discipline Specific Course (DSC)	
Total Hours	(L=45, T=15)	

Course Objectives: Following are the objectives of course:

1. To introduce students to the discipline of Sociology, including its meaning, origin, development, scope and significance as a social science.
2. To familiarize students with the relationship between Sociology and other social sciences such as Anthropology, History, Economics, Political Science, Psychology and Social Work.
3. To develop conceptual understanding of fundamental sociological concepts such as society, social groups, community, association, institutions and culture.
4. To provide knowledge about social processes and mechanisms including socialization, norms, values, social control and different types of social processes.
5. To cultivate a sociological perspective that helps students analyze social interactions, relationships and social structures in everyday life.

Course Outcomes: After completing this course, students will be able to:

CO1: Explain the origin, development, scope, and importance of Sociology as a discipline in understanding society.

CO2: Analyze the relationship between Sociology and other social sciences, identifying similarities and differences in their approaches.

CO3: Understand and apply basic sociological concepts such as social groups, community, culture, association and social institutions.

CO4: Describe and evaluate socialization, norms, values and mechanisms of social control operating in society.

CO5: Differentiate and analyze integrative and disintegrative social processes such as cooperation, assimilation, accommodation, conflict and competition in social life.

Course Content

Unit (s)	Topics
I	Sociology: 1. Meaning and Nature of Sociology 2. Emergence of Sociology 3. Importance of Sociology
II	Scope and Other Social Sciences: 4. Scope and Subject Matter of Sociology 5. Relationship of Sociology with Political Science and History 6. Relationship of Sociology with Economics, Psychology and Anthropology
III	Basic Concepts-I: 7. Society; Community (Meaning and Characteristics) 8. Association and Institution (Meaning and Characteristics) 9. Status and Role (Meaning, Characteristics, and Relationship)
IV	Basic Concepts-II: 10. Socialization (Meaning and Agencies) Culture (Meaning, Characteristics and types) 11. Social Change (Meaning, Characteristics) Social Groups 12. Meaning, Characteristics, and Types-Primary and Secondary Groups.

Suggested Readings:

1. Abraham, Francis. 2006. Contemporary Sociology. New York: Oxford University Press.
2. Bhushan, Vidya and D.R. Sachdeva. 2014. An Introduction to Sociology. New Delhi: Kitab Mahal.
3. Bottomore, T.B. 1972. Sociology: A Guide to Problems and Literature. Bombay: Allen and Unwin
4. Davis, Kingsley. 1981. Human Society. New Delhi: Surjeet Publications.

5. Giddens, Anthony. 2006. Sociology (5th edition). London: Oxford University Press.
6. Gorden, Marshall. 1998. Oxford Dictionary of Sociology. New York: Oxford University Press.
7. Horton, P.B. and C.L. Hunt. 1985. Sociology. New York: McGraw Hill.
8. Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice Hall of India.
9. MacIver, R.M. and C.H. Page. 1974. Society: An Introductory Analysis. New Delhi: Macmillan & Co.
10. Ritzer, George. 1996. Sociological Theory. New Delhi: Tata-McGraw Hill.
11. Rawat, H.K. 2010. Sociology: Basic Concepts. New Delhi: Rawat Publications.
12. Schaeffer, R. T. & R.P. Lamm 1999. Sociology. New Delhi: Tata McGraw Hill.
13. Semelser, Neil J. 1993. Sociology. New Delhi: Prentice Hall of India.

(Note:- Students may also use any standard Hindi Medium book available in Sociology)

ASSESSMENT SCHEME

Credits	Lecture (L) per week	Tutorial (T) per week	Total Hours
4	3	1	L=45, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
100	30	70	11	25	40

Components of internal Evaluation:

Component	Marks
Class Test	15
Assignment/Presentation	10
Attendance	5
Total	30

Paper Setting Pattern

(70 Marks, 3 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	14	Any 1	14
B	II	Q3/Q4	14	Any 1	14
C	III	Q5/Q6	14	Any 1	14
D	IV	Q7/Q8	14	Any 1	14
E	All	Q9–Q18	2 each	Any 7	14

B.A. Sociology (Semester-I)
Multi-Disciplinary Course (MDC-1)

Course: Social Problems in India

Course Code: BSOCI- MDC-101

Course Code	<i>BSOCI- MDC-101</i>	
Credits-3	L (L=Lecture)	T (T=Tutorial)
	L-2	T-1
Course Type	Multi-Disciplinary Course (MDC)	
Total Hours	(L=30, T=15)	

Course Objectives:

1. To introduce students to the concept, nature, and significance of social problems in Indian society.
2. To enable students to understand the causes, consequences, and interrelationships of major social problems.
3. To develop a sociological perspective for analyzing social issues and their impact on different sections of society.
4. To familiarize students with various remedial measures, policies, and programs aimed at addressing social problems in India.

Course Outcomes: After completing this course, students will be able to:

CO1: Define social problems and explain their characteristics and sociological significance.

CO2: Analyze the causes and consequences of major social problems such as crime, corruption, gender-based violence, dowry, female foeticide, drug abuse, and juvenile delinquency.

CO3: Critically examine the relationship between social problems and social change in contemporary India.

CO4: Suggest sociological remedies and evaluate existing government policies and programs for solving social problem

Course Contents

Unit	Topics
I	Social Problems: 1. Meaning and importance of study of Social Problem. 2. Remedies of Social Problems. 3. Social Problems and Social change in India
II	Social Issues: 4. Crime, Corruption (Meaning, Causes and Remedies). 5. Female Foeticide, Dowry, Divorce and Domestic Violence (Meaning, Causes and Remedies). 6. Gender Discrimination (Meaning, Causes and Remedies).
III	Social Disorganization: 7. Drug Abuse, (Meaning, Causes and Remedies). 8. Juvenile Delinquency (Meaning, Causes and Remedies). 9. Intergenerational Gap, Suicide (Meaning, Causes and Remedies).

Suggested Readings

1. Ahuja, Ram. 2019. Social Problems in India. Jaipur: Rawat Publications.
2. Elliot, Mabel A. and Merrill, Francis E., 1950. Social Disorganization, Harper and Brothers New York.
3. Landis, Paul H. 1959, Social Problems, J.B. Lippincott Co., Chicago.
4. Merton, R.K. 1938. 'Social Structure and Anomie', American Sociological Review, October, Vol. 3, No5.
5. Stark, Rodney, 1975. Social Problems, Random House New York.
6. Singh, Awadhesh Kumar, 2012 Violence against Women and Children, Serial Publications, New Delhi.
7. Ahuja, Ram, 1982. Sociology of Youth Subculture, Rawat Publications, Jaipur.
8. Crime in India, 2012. National Crime Records Bureau, New Delhi.
9. Burt, Cyril, 1944 Young Delinquents, University of London Press, London.
10. Dube, Leela 1997 Women and Kinship: Comparative Perspective on Gender in South and Southeast Asia, Saga Publication, New Delhi.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

ASSESSMENT SCHEME

Credits	Lecture (L)	Tutorial (T)	Total Hours
3	2	1	L=30, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
75	25	50	9	18	30

Components of internal evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	10
Attendance	5
Total	25

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass. Class test shall be conducted after completion of 50% syllabus.

Paper Setting Pattern:

(50 Marks, 2 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	12	Any 1	12
B	II	Q3/Q4	12	Any 1	12
C	III	Q5/Q6	12	Any 1	12
D	All	Q7-Q16	2 each	Any 7	14

B.A. Sociology (Semester-I)
Skill Enhancement Course (SEC-1)
Course: Sociology of Environment
Course Code: BSOCI-SEC-101

Course Code	<i>BSOCI-SEC-101</i>	
Credits-3	L (L=Lecture)	T (T=Tutorial)
	L-2	T-1
Course Type	Skill Enhancement Course (MDC)	
Total Hours	(L=30, T=15)	

Course Objectives:

1. To sensitize students about the interrelationship between environment and society.
2. To develop an understanding of environmental issues from a sociological perspective.
3. To examine the role of society, community, and development processes in environmental degradation and conservation.
4. To create awareness about sustainable development and contemporary environmental concerns.

Course Outcomes: After completing this course, students will be able to:

CO1: Explain the relationship between environment and society and the need for Sociology of Environment.

CO2: Analyze the impact of industrialization, urbanization, and development on environmental degradation and natural resource depletion.

CO3: Describe various forms of pollution (air, water, soil) and their social consequences.

CO4: Evaluate contemporary environmental issues such as deforestation, global warming, climate change, and the importance of sustainable development.

CO5: Understand the role of community and social movements in environmental conservation.

Course Content

Unit	Topics
I	Concept and Meaning: 1. Environment and Society 2. Need and Importance of Sociology of Environment 3. Role of community in Environmental Conservation
II	Development and Environment: 4. Industrialization ,Urbanization and Environmental Degradation 5. Depletion of Natural Resources 6. Pollution-Air , Water and Soil
III	Contemporary Environmental Concerns: 7. Deforestation and Ecological Crises 8. Global Warming and Climate Change 9. Environment and Sustainable Development

Suggested Readings:

1. Adams, W.M. 1990. Green Development. London: Routledge.
 2. Baviskar, Amita. 2006. In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. New Delhi: Oxford University Press.
 3. Brara, Rita. 2004. 'Ecology and Environment' in Veena Das (ed.): Handbook of Indian Sociology. New Delhi: Oxford University Press.
 4. Gadgil, M. & R. Guha. 1995. Ecology and Equity – The Use and Abuse of Nature in Contemporary India. Penguin, Delhi.
 5. Gadgil, Madhav and Ramchandra Guha. 1996. Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi: Oxford University Press.
 6. Kemp, David. 1994. Global Environmental Issues. London: Routledge.
 7. Krishna, Sumi. 1996. Environmental Politics. New Delhi: Sage Publications.
 8. Owen, D.F. 1980. What is Ecology? Oxford: Oxford University Press.
 9. Prasad, Archana (ed.). 2008. Environment, Development and Society in Contemporary India: An Introduction. Delhi: Macmillan India.
 10. Saxena, H.M. 2006. Environmental Studies. New Delhi: Rawat Publications.
 11. Shiva, Vandana. 1991. Ecology and Politics of Survival. New Delhi: Sage Publications.
- (Note: Students may also use any standard Hindi Medium book available in Sociology)

ASSESSMENT SCHEME

Credits	Lecture (L)	Tutorial (T)	Total Hours
3	2	1	L=30, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
75	25	50	9	18	30

Component of Internal Evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	10
Attendance	5
Total	25

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass. Class test shall be conducted after completion of 50% syllabus.

Paper Setting Pattern

(50 Marks, 2 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	12	Any 1	12
B	II	Q3/Q4	12	Any 1	12
C	III	Q5/Q6	12	Any 1	12
D	All	Q7-Q16	2 each	Any 7	14

B.A. Sociology

Semester-II

Discipline Specific Course(DSC-2)/MC-2

Course Name: Society in India

Course Code: BSOCI-DSC-201

Course Code	BSOCI-DSC-201	
Credits-4	L (L=Lecture)	T (T=Tutorial)
	L-3	T-1
Course Type	Discipline Specific Course (DSC)	
Total Hours	(L=45, T=15)	

Course Objectives:

1. To introduce students to the basic features, structure, and composition of Indian society.
2. To familiarize students with the traditional foundations and multicultural nature of Indian society.
3. To enable students to understand the processes of social change operating in India.
4. To develop critical understanding of the major challenges faced by Indian society.

Course Outcomes: After completing this course, students will be able to:

CO1: Describe the meaning, characteristics, and bases of Indian society including Varna, Ashram, Purushartha, Sanskaras, and Karma.

CO2: Explain the features of unity and diversity in Indian society.

CO3: Differentiate between tribal, rural, and urban societies in India and analyze their characteristics.

CO4: Understand the processes of Sanskritization, Westernization, and Modernization in the context of social change in India.

CO5: Critically analyze the challenges of casteism, communalism, and regionalism and suggest possible remedies.

Course Contents

Unit	Topics
I	Indian Society: Meaning and Concepts: 1. Meaning and Characteristics of Indian Society 2. Basis of Indian Society:(Varna, Ashram, Purushartha, Sanskaras and Karma) 3. Unity and Diversity
II	The Structure and Composition of Indian Society: 4. Tribal Society: Meaning and Characteristics 5. Rural Society: Meaning and Characteristics 6. Urban Society: Meaning and characteristics
III	Processes of Social Change in India: 7. Sanskritization: Meaning and Characteristics 8. Westernization: Meaning and Characteristics 9. Modernization: Meaning and Characteristics
IV	Challenges to Indian Society: 10. Casteism (Meaning, Causes and Remedies) 11. Communalism(Meaning ,Causes and Remedies) 12. Regionalism(Meaning ,Causes and Remedies)

Suggested Readings:

1. Ahuja, Ram. 1999. Society in India: Concepts, Theories and Changing Trends. New Delhi: Rawat Publications.
2. Chandra, Bipin. 1984. Communalism in Modern India. New Delhi: Vikas Publishing.
3. D.N. Dhanagre. 1993. Themes and Perspectives in Indian Sociology. Jaipur: Rawat.
4. Deshpande, Satish. 2003. Contemporary India: A Sociological View. New Delhi: Penguin Books.
5. Dumont, Louis. 1997. Religion, Politics and History in India. Paris: Mouton Publishers.
6. Shah, Ghanshyam. 2001. Dalit Identity and Politics. Delhi: Sage Publications.
7. Singh, K.S. 1995. The Scheduled Tribes. New Delhi: Oxford University Press.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

ASSESSMENT SCHEME

Credits	Lecture (L) per week	Tutorial (T) per week	Total Hours
4	3	1	L=45, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
100	30	70	11	25	40

Components of internal evaluation:

Component	Marks
Class Test	15
Assignment/Presentation	10
Attendance	5
Total	30

Paper Setting Pattern:

(70 Marks, 3 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	14	Any 1	14
B	II	Q3/Q4	14	Any 1	14
C	III	Q5/Q6	14	Any 1	14
D	IV	Q7/Q8	14	Any 1	14
E	All	Q9–Q18	2 each	Any 7	14

B.A. Sociology (Semester-II)

Multi-Disciplinary Course (MDC-2)

Course: Industrial Sociology

Course Code: BSOCI-MDC-201

Course Code	<i>BSOCI-MDC-201</i>	
Credits-3	L (L=Lecture)	T (T=Tutorial)
	L-2	T-1
Course Type	Multi-Disciplinary Course (MDC)	
Total Hours	(L=30, T=15)	

Course Objectives:

1. To introduce students to the meaning, nature, scope, and importance of Industrial Sociology.
2. To familiarize students with the emergence and features of industrial and post-industrial society.
3. To examine the social consequences of industrialization on society, family, and work relations.
4. To develop understanding of the relationship between industry and society in the Indian context.

Course Outcomes: After completing this course, students will be able to:

CO1: Explain the meaning, development, nature, and scope of Industrial Sociology.

CO2: Describe the features of industrial society and post-industrial (ICT) society.

CO3: Analyze the causes and effects of the Industrial Revolution and the phenomenon of alienation and social security in industrial settings.

CO4: Examine the process and elements of industrialization in India and its impact on marriage, family, and broader social structure.

CO5: Understand the changing relationship between industry and society in contemporary times.

Course Contents

Unit	Contents
I	Industrial Sociology: 1. Meaning and Development 2. Nature and Scope of Industrial Society 3. Importance of Industrial Sociology
II	Post-Industrial Society 4. Information, Communication and Technology (ICT) Society 5. Social Security and Alienation 6. Industrial Revolution (Causes and Effects)
III	Industrialization in India: 7. Meaning and Elements of Industrialization 8. Relationship between industry and Society 9. Impact of Industrialization on Marriage and family

Suggested Readings:

1. Albrow, A. 1996. The Global Age. Cambridge: Polity Press.
2. Appadurai, Arjun. 1997. Modernity at Large: Cultural Dimensions of Globalisation. New Delhi: Oxford University Press.
3. Castells, Manuel. 1996. The Rise of Network Society. Oxford: Blackwell Publishers.
4. Choudhary, K. 2007. Globalization, Governance Reforms and Development in India. New Delhi: Sage Publications.
5. Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: Oxford University Press.
6. Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.
7. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage Publications.
8. Hobhouse, L.T. 1924. Social Development: Its Nature and Condition. London: Allen
9. Horowitz, I.L. 1966. Three Worlds of Development. New York: Oxford University Press
10. Moore, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Oxford University Press.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

ASSESSMENT SCHEME

Credits	Lecture (L)	Tutorial (T)	Total Hours
3	2	1	L=30, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
75	25	50	9	18	30

Component of Internal Evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	10
Attendance	5
Total	25

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass. Class test shall be conducted after completion of 50% syllabus.

Paper Setting Pattern

(50 Marks, 2 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	12	Any 1	12
B	II	Q3/Q4	12	Any 1	12
C	III	Q5/Q6	12	Any 1	12
D	All	Q7-Q16	2 each	Any 7	14

B.A. Sociology (Semester-II)

Skill Enhancement Course (SEC-2)

Course: Theory and Practice of Development

Course Code: BSOCI-SEC-201

Course Code	<i>BSOCI-SEC-201</i>	
Credits-3	L (L=Lecture)	T (T=Tutorial)
	L-2	T-1
Course Type	Skill Enhancement Course (SEC)	
Total Hours	(L=30, T=15)	

Course Objectives:

1. To introduce students to the concept, dimensions, and types of development.
2. To familiarize students with recent trends and theoretical debates in development studies.
3. To develop understanding of sustainable development, participatory approaches, and gender concerns in development.
4. To enable students to critically analyze development processes and their social implications.
5. Explain various types and dimensions of development and the relationship between social change and social progress.
6. Analyze global inequalities in development and the core ideas of Human Development Theory.
7. Understand the meaning, strategies, and significance of sustainable development and participatory development with special reference to Panchayati Raj Institutions.

Course Content

Unit	Contents
I	Development: 1. Meaning ,Characteristics, and Dimensions of Development 2. Types of Development 3. Social Change and Social Progress

II	Recent Trends in Development: 4. Global Inequalities in Development (Developed, Developing and Underdeveloped Nations) 5. Human Development Theory: Growth and Development 6. Participatory Development and Role of PRIs
III	Sustainable Development: 7. Meaning ,Characteristics and Strategies of Sustainable Development 8. Gender and Development (GAD):Public, Private, Partnership (PPP) 9. Environmental Discourse (Ecology, Ecosystem and Society)

Suggested Readings:

1. Choudhary, K. 2007. Globalization, Governance Reforms and Development in India. New Delhi: Sage Publications.
2. Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: Oxford University Press.
3. Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.
4. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi. Sage Publications.
5. Hobhouse, L.T. 1924. Social Development: It's Nature and Condition. London: Allen and Unwin.
6. Moore, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Oxford University Press.

(Note: Students may also use any standard Hindi Medium book available in Sociology)

ASSESSMENT SCHEME

Credits	Lecture (L)	Tutorial (T)	Total Hours
3	2	1	L=30, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
75	25	50	9	18	30

Component of Internal Evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	10
Attendance	5
Total	25

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass.
Class test shall be conducted after completion of 50% syllabus.

Paper Setting Pattern:**(50 Marks, 2 Hours)**

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1/Q2	12	Any 1	12
B	II	Q3/Q4	12	Any 1	12
C	III	Q5/Q6	12	Any 1	12
D	All	Q7-Q16	2 each	Any 7	14

B.A. Sociology (Semester- II)

Internship / Apprenticeship / Project / Community Outreach (IAPC-1)

Course Code: BSOCI-IAPC-201

Credits: 4

Total Hours: 120 Hours

Component	Details
Course Title	Internship / Apprenticeship / Project / Community Outreach (IAPC-1)
Course Code	BBSOCI-IAPC-201
Credits	4
Total Hours	120 Hours
Course Type	Internship / Experiential Learning (IAPC)
Objectives	To provide experiential learning through field engagement and develop practical, professional, and sociological skills
Learning Outcomes	Application of sociological concepts, fieldwork skills, professional competencies (communication, teamwork, problem-solving)
Implementation	Placement through Internship Coordinator in NGOs, Govt. departments, community organizations, research institutions
Supervision	Faculty Supervisor + External Mentor
Mode	Physical / Online (if required)
Assessment	Report (50 Marks) + Presentation & Viva (50 Marks)
Evaluation	By two-member committee (average marks)
Report Submission	3 copies with mentor certificate

Internship/Apprenticeship Guidelines

Internships and apprenticeships offer valuable opportunities for students to gain practical experience, apply classroom knowledge in real-world settings and explore potential career paths. These experiential learning opportunities bridge the gap between academic theory and professional practice, preparing students for successful transitions into the workforce. Internship/Apprenticeship provides students an opportunity to participate in a professional activity/work experience with an entity external to the education institution, normally under the

supervision of an expert of the given external entity. A key aspect of the Internship/apprenticeship is induction into actual work situations. It involves working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning. It will allow students to actively engage in the learning processes beyond traditional classroom lectures and gain practical experience, develop a deeper understanding of subjects, and build self-confidence. These will offer opportunities to gain industry-specific knowledge, build professional networks, and understand workplace dynamics. This exposure prepares them for future careers and enhances their employability.

Objective:

To equip students with practical skills and industry specific knowledge, employability and entrepreneurial potential, aligned with holistic education principles of NEP 2020.

Learning outcomes:

- Gain practical experience in the field of industry standards, tools, techniques that are not often covered in the classroom.
- Develop industry-specific skills and competencies.
- Develop workplace skills such as communication, teamwork, problem solving, time management and leadership.
- Build professional connections that can be beneficial for future employment opportunities.
- Apply theoretical knowledge to the real world tasks thereby enhancing their technical abilities.

Implementation Guidelines:

1. Internship/Apprenticeship Coordinator: Director/Chairperson/Principal of the respective Institute/Department/College shall appoint any faculty member as an internship/apprenticeship coordinator who will be responsible for coordinating with the local firms/industries/start-ups/NGOs/organizations for the internship/apprenticeship of the students.

2. Role of Internship/Apprenticeship Coordinator: An internship/apprenticeship coordinator will contact the local firms/industries/start-ups/NGOs/organizations and students, approach them

for the internship/apprenticeship. Internship/apprenticeship coordinator must connect with the organization offering internship/apprenticeship and make MOUs so as to facilitate the students for an internship during the course. An internship/apprenticeship Coordinator may reach out to HEIs, research organizations, research labs, corporates, industry, etc., and to local administrative offices like Deputy Commissioners and heads of certain government offices like labor, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, panchayats, etc. to seek the opportunity of an internship for the institution. For instance, the students can participate with local government in processes of census surveys, elections, and other schemes with proper mentoring mechanisms.

3. Internship/Apprenticeship Supervisor: Each student shall be attached to an internship/apprenticeship supervisor. An internship/apprenticeship supervisor is any faculty member who will be nominated by the Internship/apprenticeship coordinator to monitor and supervise the student during the Internship duration. The Internship supervisor will be nominated during 1st semester for each batch.

4. External Mentor: An external mentor is an individual professional who is identified by the Institute/Department/College or by students himself/herself through their network. The mentor if identified by student then his/her concurrence should be conveyed to the internship/apprenticeship supervisor. Mentor will be providing professional guidance to the student during the internship/apprenticeship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the Internship/apprenticeship experience and learning of the intern. The mentor needs to guide the students physically or digitally throughout the Internship/apprenticeship duration. The mentor needs to check and monitor the performance of students and after the completion of the Internship, issue the certificate.

5. Internship providing organizations must be finalized by the internship/apprenticeship coordinator and detail of students who will be pursuing their Internship in those organizations must be finalized before the end of 1st semester so that semester break can also be utilized for doing Internship/apprenticeship.

6. Students will apply for internship/apprenticeship on their own or through the Internship/apprenticeship coordinator of their parent Institute/Department/College.

7. Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern personally or through the mail and will ask for confirmation or acceptance.

8. If a student fails to get an internship in physical mode, then the host institute should have a provision for digital internship/apprenticeship.

9. Three typed/hand written and spiral bound copies of the internship/apprenticeship report (each bearing the original signature of the student and Internship/apprenticeship supervisor) should be submitted to the Internship/apprenticeship supervisor for final evaluation. The report must contain a certificate from the mentor declaring that the internship/apprenticeship has been done and successfully completed by the student under his/her guidance/supervision.

10. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including internship/apprenticeship supervisor) for final evaluation of internship/apprenticeship.

Credits:

Internship shall carry 4 credits amounting to 120 hours.

Guidelines for Evaluation:

The parent Institute/Department/College will examine/evaluate the student's performance in the following manner:

A. Internship/apprenticeship evaluation by the evaluation committee will be conducted for 100 marks based on the following criterion:

S. No.	Criteria	Marks
1.	Internship/apprenticeship Report	50
2.	Internship/apprenticeship Presentation and Viva-voce	50

Internship/apprenticeship Report: The objective of this evaluation is to assess the performance and learning of the student at his/her workplace. The internship/apprenticeship report should be prepared based on the format provided in these guidelines.

Internship/apprenticeship Presentation and Viva-voce: This presentation will be assessed based on the quality of the presentation, presentation skills, and questions-answer handling.

B. The Internship/apprenticeship report and presentations would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then the average of these marks will be treated as final marks scored by the student.

C. After completion of Internship/apprenticeship evaluation, the Internship/apprenticeship supervisor shall consolidate all the marks received from the evaluation committee as well as the external mentor and the final marks list should be submitted to the Internship/apprenticeship coordinator who in turn shall submit the final marks list obtained from all Internship/apprenticeship supervisors to the Director/Chairperson/Principal of the respective Institute/Department/College.

D. Internship/apprenticeship report and Internship/apprenticeship Presentation and Viva-voce would be treated as separate components for evaluation.

E. The certificate shall be issued by the host organization regarding the successful completion of Internship duly signed by the external mentor on the letterhead of the host organization along with marks obtained during the internship.

Format for Internship/Apprenticeship Report:

1. Title page
2. Certificate from the External Mentor on the letterhead of the organization
3. Certificate from Internship Supervisor
4. Index/Table of Contents
5. Industry/Organization Profile
6. Work Profile
7. Summary of learning from Internship/apprenticeship
8. Challenges faced during the Internship/apprenticeship

Suggested Areas for Internship

The following is some potential areas for Internship in Sociology (but not limited to):

Social Services and Community Work:

Internship Areas: Social Work, Childcare, Mental Health Support, Community Outreach Programs. Skills Developed: Empathy, communication with vulnerable groups, social support strategies, community organization.

B.A. Sociology (Semester-II)

Value Added Course (VAC-1)

Course: Society in Himachal Pradesh

Course Code: BSOCI-VAC-201

Course Code	<i>BSOCI-VAC-201</i>	
Credits-2	L (L=Lecture)	T (T=Tutorial)
	L-1	T-1
Course Type	Value Added Course (VAC)	
Total Hours	(L=15, T=15)	

Course Objectives:

Following are the objectives of course:

1. To develop an understanding of the structure and characteristics of society in Himachal Pradesh.
2. To examine the historical evolution and cultural foundations of Himachali society.
3. To analyze the role of fairs, festivals, and customs in shaping social life.
4. To study the impact of tourism on culture and social transformation.
5. To understand emerging trends and changes in Himachali identity and traditions.

Course Outcomes:

After completion of this course students will be able to explain:

CO1: Key features and evolution of Himachali society.

CO2: Cultural practices like fairs, festivals, and customs sociologically.

CO3: Critically evaluate the impact of tourism on local culture and traditions.

CO4: Understand contemporary changes and trends in Himachali society.

Course Contents

Unit (s)	Topics
I	Society in Himachal Pradesh: 1. Meaning, Characteristics, Historical Evolution 2. Fairs and Festivals of Himachal 3. Customs in Himachal Pradesh
II	Tourism and Cultural Change: 4. Impact of Tourism on Local Culture 5. Commodification of Traditions 6. Identity Transformation 7. Changing Trends in Himachali Society

Suggested Readings:

1. Sharma, O. P. (1998). Himachal Pradesh: A sociological study. New Delhi: Indus Publishing.
2. Sharma, B. R. (2000). Tribal life in the Himalayas. New Delhi: Mittal Publications.
3. Singh, K. S. (Ed.). (1994). People of India: Himachal Pradesh. Calcutta: Anthropological Survey of India.
4. Anthropological Survey of India. (1994). People of India: Himachal Pradesh volume. Kolkata: Government of India.
5. Srinivas, M. N. (1966). Social change in modern India. Berkeley: University of California Press.
6. Singh, Y. (1973). Modernization of Indian tradition. New Delhi: Thomson Press.
7. Jodhka, S. S. (2012). Village society. New Delhi: Orient BlackSwan.
8. Thapar, R. (2002). Early India: From the origins to AD 1300. New Delhi: Penguin Books.
9. Smith, V. L. (1989). Hosts and guests: The anthropology of tourism. Philadelphia: University of Pennsylvania Press.
10. Majumdar, D. N. (1958). *Races and cultures of India*. Mumbai: Asia Publishing House.

(Note: Students may also use any standard Hindi Medium book available in Sociology.)

ASSESSMENT SCHEME

Credits	Lecture (L)	Tutorial (T)	Total Hours
2	1	1	L=15, T=15

Evaluation Pattern:

Maximum Marks	IA	TEE	Pass IA	Pass TEE	Aggregate
50	20	30	8	12	20

Components of Internal evaluation:

Component	Marks
Class Test	10
Assignment/Presentation	5
Attendance	5
Total	20

Paper Setting Pattern

(30 Marks, 1.5 Hours)

Part	Section	Questions	Marks	Attempt	Total
A	I	Q1-6	2 each	Any 5	10
B	II	Q7-10	5 each	Any 3	15
C	III	Q11/12	5 each	Any 1	5

Note: Minimum 40% marks in aggregate and 35% separately in IA and TEE are required to pass.
Class test shall be conducted after completion of 50% syllabus.