



**ST JOSEPH'S  
UNIVERSITY**

**ST. JOSEPH'S UNIVERSITY; BENGALURU: 27  
DEPARTMENT OF SOCIOLOGY**

**STATE EDUCATION POLICY (SEP) SYLLABUS FOR  
SEMESTER ONE AND TWO: B.A. SOCIOLOGY**

**APPROVED BY BOARD OF STUDIES (BOS)**

**27<sup>th</sup> July 2024**

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**ST. JOSEPH'S UNIVERSITY; BENGALURU: 27**  
**DEPARTMENT OF SOCIOLOGY**

**STATE EDUCATION POLICY: SYLLABUS**  
**FOR SEMESTER ONE: B.A. SOCIOLOGY**

**ACADEMIC YEAR 2024-2025**  
**Proposed Scheme of Teaching and Evaluation**

**SEMESTER-I**

<b>Sl. No.</b>	<b>Paper Code</b>	<b>Title of the Course</b>	<b>Course Category</b>	<b>Teaching hours per week</b>	<b>Summative Assessment</b>	<b>CIA</b>	<b>Total Marks</b>	<b>Credits</b>
1.	SO 124	Sociology of Indian Society: Continuity and Change	Triple Major	05	60	40	100	05

**EVALUATION**

<b>Sl. No.</b>	<b>Course Category</b>	<b>Teaching Hours per week</b>	<b>Summative Assessment</b>	<b>CIA</b>	<b>Total Marks</b>	<b>Credits</b>
1.	Triple Major	05	60	40	100	05

**STATE EDUCATION POLICY: SYLLABUS FOR SEMESTER ONE:  
B.A. SOCIOLOGY  
ACADEMIC YEAR 2024-2025**

Semester	I
Paper Code	SO 124
Paper Title	<b>Sociology of Indian Society: Continuity and Change</b>
Number of teaching hours per week	05
Total number of teaching hours per semester	75
Number of credits	05

**SO124: Sociology of Indian Society: Continuity and Change**

**Objectives:**

- This course aims to provide an outline of the institutions and processes of Indian society.
- It enables the students to learn, how the societal norms, customary practices, traditions varies with the change of time.
- The central objective is to encourage students to view the Indian reality through a sociological lens.
- The students will be able to understand some critical social structures of Indian society.

**Unit 1: Emergence of Sociology as a Discipline in Indian**

**15hrs**

- a) Meaning, Definition, Origin, Nature, Scope and Importance of Sociology.
- b) Emergence of Sociology in India: Contributions of Pioneers: G.S Ghurye, S.C Dube, A.R Desai, M.N Srinivas, Dr. Iravathi Karve.
- c) Concepts of Diversity and Unity, Racial classification, Cultural diversity, Linguistic diversity, Religious diversity, Geographical diversity.

- d) Challenges to Unity in Diversity: Communalism, Linguism and Regionalism.

**Unit 2 : Family in India**

**12 hrs**

- a) Concepts, Characteristics and types.
- b) Family in Urban setting
- c) Gender Roles and Power Dynamics in the family
- d) Factors affecting family structure in India
- e) Changes in the structure and functions of family.

**Unit 3 : Caste in India**

**18 hrs**

- a) Meaning, Definition Origin of Caste, Characteristics of Caste – G.S Ghurye, Concept of Dominant caste – M.N Srinivas. Views of L. Dumont and Dipankar Gupta.
- b) Caste and Politics
- c) Caste system in present India
- d) Factors bringing changes in caste system

**Unit 4- Village in India**

**15 hrs**

- a) Village Community: Meaning, Definitions, Features and problems
- b) Agrarian Class Structure: Landlord, Peasant, Tenant and Labourer
- c) Impact of Panchayat Raj System
- d) Recent Changes in Rural India, Myth and Reality of Indian Village community (Srinivas v/s Dumont)

**Unit 5: Tribes in India**

**15 hrs**

- a) Meaning, definitions, their geographical distribution, Characteristics
- b) Social organization of tribes- marriages, family, kinship, religion, economic and political organizations
- c) The tribal situation in India: Problems and Prospects (Self Study)
- d) Tribal welfare and development in India (any Five).

**Suggested Readings:**

M.N. Srinivas: caste in Modern India, Oxford University Press, 1992

A.R. Desai: Rural Sociology, Sage Publications, 1992

Dube S.C.: Indian Society, Popular Prakashan, 1975

Bhowmik K.L.: Tribal India, Rawat Publishers, 2001

Veena Das, Dipankar Gupta, Patricia Oberoi(Ed): Tradition, Pluralism and Identity, Sage Publication,2000

Priyam, Manisha, Krishnan Menon, Madhulika Banerjee: Human Rights, Gender and the Environment, 2009, Pearson

**Sen, Punjan Kumar (Ed): Indian Society Continuity and Change, 2012, Pearson.**

G.S. Ghurye: Caste and Race in India: Popular Prakashan, Bombay (1969)

Kapadia K.M.: Marriage and Family in India, Oxford University Press (1980)

M.N.Srinivas: Caste in Modern India, Oxford University Press, 1992.

A.R.Desai: Rural Sociology, Sage Pubkications, 1992.

Narpat Singh: Changing Status of Indian Women, Vista International Publishing House, New Delhi (200

Y.K. Sharma: Indian Society: Issues and Problems, Lakshmi Narain Agarwal (2007)

B.N. Singh & Manas Chatterjee (Ed): Tribes in India, RBSA Publishers. 2000.

Fuller. C.K. (Ed): Caste Today, Oxford University Press 1987.

Veena Das, Dipankar Gupta, Patricia Oberoi (Ed): Tradition, Pluralism and Indentity, Sage Publications, 2000.

Sharma. K.L.: Social Inequality in India, Rawat Publications, 2003.

Priyam, Manisha, Krishna Menon, Madhulika Banerjee: Human Rights, Gender and the Environment, 2009, Pearson.

**Course Outcomes:** At the end of the course, the student should

CO1	Knowledge	To acquaint the students with the history and some of the essential concepts and concerns of the discipline.
CO2	Understand	To comprehend the basic concept of Sociology and relate them to social life
CO2	Apply	The students will be able to determine the use of the skills and techniques to explore social phenomena
CO3	Analyze	Be able to critically analyse the plurality owithin the diversity of Indian Society.
CO4	Evaluate	Be able to evaluate different perspectives of perceiving the workings of social groups.
CO5	Create	The students will be able to glean about the Indian social issues from the sociological perspectives.

**Learning Outcomes:** At the end of the course, the student should be able to:

- Analyze different bases of plurality in India
- Define the structure of caste, class, tribe, kinship and village
- Developing critical thinking skills to assess social inequalities, challenges and opportunities in India
- Exploring historical and contemporary issues shaping India's societal development.

**ST. JOSEPH'S UNIVERSITY; BENGALURU: 27  
DEPARTMENT OF SOCIOLOGY**

**STATE EDUCATION POLICY: SYLLABUS  
FOR SEMESTER TWO: B.A. SOCIOLOGY**

**ACADEMIC YEAR 2024-2025  
Proposed Scheme of Teaching and Evaluation**

**SEMESTER-II**

Sl. No.	Paper Code	Title of the Course	Course Category	Teaching hours per week	Summative Assessment	CIA	Total Marks	Credits
1.	SO 224	Principles of Sociology	Triple Major	05	60	40	100	05

**EVALUATION**

Sl. No.	Course Category	Teaching Hours per week	Summative Assessment	CIA	Total Marks	Credits
1.	Triple Major	05	60	40	100	05

**STATE EDUCATION POLICY: SYLLABUS FOR SEMESTER  
TWO: B.A. SOCIOLOGY  
ACADEMIC YEAR 2024-2025**

Semester	<b>II</b>
Paper Code	<b>SO 224</b>
Paper Title	<b>Principles of Sociology</b>
Number of teaching hours per week	05
Total number of teaching hours per semester	75
Number of credits	05

**SO224: PRINCIPLES OF SOCIOLOGY**

**Objectives:**

- This course will help students understand the basic concepts in Sociology and study the relationship between sociology and other social sciences
- It will orient the students to the principals, theories, and methods that sociologists use to critically analyse the social world.
- To ensure students develop a sociological perspective and a sociological imagination, towards understanding of society and its structure.
- The aim is to give an analytical and cognitive approach which will provide student to acquaint with western, classical and postmodern sociological thinkers .

**Unit 1: Introducing Sociological Perspectives****15hrs**

- a) Basic Concepts : Society, Community, Institutions and Association. Social Groups: Primary and Secondary.
- b) Plurality of Sociological Perspectives: Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills' distinction between trouble i.e., personal in nature and issue, i.e., public in nature)
- c) Key Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist.

**Unit 2 : Culture****12 hrs**

- a) Culture: Meaning, Definition, Characteristics
- b) Elements of Culture, Counter culture and Contra Culture
- c) Cultural relativity, Global Culture: Globalization of values
- d) Two views of culture
- e) Recent changes in culture (Self Study)

**Unit 3 : Socialization****18 hrs**

- a) Socialization as a learning process
- b) Socializing Agents: Primary, Secondary, and Institutional
- c) Stages of Socialization
- d) Theories of Socialization : Cooley's Concept of Looking Glass-self, Piaget's theory of Cognitive Development and Mead's idea on Socialisation.

**Unit 4- Deviance and Social Control****10 hrs**

- a) Meaning, definitions and deviance as a process
- b) Factors facilitating deviance

- c) Types of deviance
- d) Theories of deviance: Becker and Southerland
- e) Consequences of Deviance

**Unit 5: Social Stratification and Social Mobility**

**10hrs**

- a) Meaning, definitions and characteristics by Melvin Tumin.
- b) Forms of social stratification, Gendered Stratification: Division of Labour
- c) Theories : Kingsely Davis and W. E Moore's functional theory, Karl Marx's theory on Social Class and Social Change.
- d) Concept of Mobility, types of mobility, Consequences of social mobility.

**Unit 6: Social Change**

**10hrs**

- a) Meaning, Definitions, Importance of social change
- b) Process of social change: Urbanization, Industrialization, Modernization, Globalization and liberalization
- c) Agencies of social change: Education, Media, NGOs, State and Law
- d) Impact and Consequences of social change

**Suggested Readings:**

1. Ritzer, G. (2021). *Sociological Theory* (10th ed.). McGraw-Hill Education. (Chapters on Structural Functionalism, Conflict Theory, and Feminism)
2. Collins, R. (1994). *Four Sociological Traditions*. Oxford University Press. (Chapters on Functionalism, Conflict Theory, and Feminism)
3. Friedan, B. (1963). *The Feminine Mystique*. W.W. Norton & Company.
4. hooks, b. (1984). *Feminist Theory: From Margin to Center*. South End Press.
5. Giri, A. K. (2012). *With and Beyond Plurality of Standpoints*. *Sociological Bulletin*, 61(2), 335-342.

**6. Rex, J. (1959). The plural society in sociological theory. *The British Journal of Sociology*, 10(2), 114-124.**

7. Baca Zinn, M., & Eitzen, D. S. (2016). *Diversity in Families* (10th ed.). Pearson. (Chapters

on Family Theories)

8. Coontz, S. (1992). *The Way We Never Were: American Families and the Nostalgia Trap*.

Basic Books.

9. Friedan, B. (1963). *The Feminine Mystique*. W.W. Norton & Company. (Chapters on Domesticity and Family)

10. hooks, b. (2000). *Feminism is for Everybody: Passionate Politics*. South End Press. (Chapters on Family and Patriarchy)

11. Cherlin, A. J. (2021). *Public and Private Families: An Introduction* (8th ed.). McGraw-Hill

Education. (Chapters on Marriage and Family Structure)

12. Coontz, S. (2005). *Marriage, a History: How Love Conquered Marriage*. Penguin Books.

13. Hochschild, A. R., & Machung, A. (2012). *The Second Shift: Working Families and the Revolution at Home*. Penguin Books.

14. Edin, K., & Lein, L. (1997). *Making Ends Meet: How Single Mothers Survive Welfare and*

*Low-Wage Work*. Russell Sage Foundation.

15. Hochschild, A. R. (2012). *The Outsourced Self: Intimate Life in Market Times*.

Metropolitan Books.

16. Stacey, J. (1990). *Brave New Families: Stories of Domestic Upheaval in Late Twentieth-*

*Century America*. Basic Books.

**Course Outcomes:** At the end of the course, the student should

CO1	Knowledge	To develop a critical understanding of instrumental approaches to understanding the core principle concepts of sociology
CO2	Understand	To acquaint students with the key theorists and their contributions.
CO2	Apply	To Use sociological theories and concepts to analyze contemporary social issues such as poverty, crime, health disparities, and globalization.
CO3	Analyze	To Identify and analyze the functions and impacts of major social institutions such as family, education, religion, economy, and government.
CO4	Evaluate	To examine the causes and consequences of social inequalities and understand how power and privilege shape social interactions and opportunities.
CO5	Create	To Engage in sociological inquiry and develop the ability to construct well-reasoned arguments and conclusions based on evidence.

**Learning Outcomes:** At the end of the course, the student should be able to:

- To Examine how social institutions interrelate and influence individual and group behavior
- To Describe the various forms of social stratification, including class, race, gender, and ethnicity.
- To Develop a deeper understanding of diverse cultures and perspectives.