

REVISEDUG SYLLABUS UNDER CBCS  
(To Be Implemented from Academic Year 2020-21)  
PROGRAMME: FOUR YEAR B.A.

Domain Subject: SOCIOLOGY

*Skill Enhancement Courses for Semester V*  
(Syllabus-Curriculum)

Structure of SECs for 5<sup>th</sup> Semester w.e.f. 2022-23  
(To Choose any One Pair from the Three Alternative Pairs of SECs)

Unic ode	Course No 6 & 7	Name of Course	Hours/ Week	Cre dits	Marks	
					IE:20 Fieldwork:5	Sem End
	6A	Social Demography	5	4	25	75
	7A	Social Change in Modern India	5	4	25	75

OR

	6B	Sociology of Health	5	4	25	75
	7B	Society and Environment	5	4	25	75

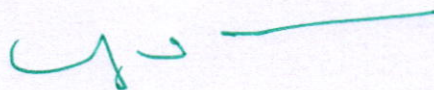
OR

	6C	Urban Sociology	5	4	25	75
	7C	Sociology of Education	5	4	25	75

**Note-1:** For Semester-

V, for the Domain Subject History, any one of the Three Pairs of SECs shall be chosen as Courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The Pair shall not be broken (ABC allotment is random, not on any priority basis).

**Note-2:** One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate field skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the field skill embedded in the syllabus citing related real field situations.





*(Template for each course, for Model only)*

A.P state Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Max. Marks: 100

Course 6A: **Social Demography**  
(Skill Enhancement Course (Elective), 04 Credits)

**I. Learning Out Comes:**

Students at the successful completion of the course will be able to;

- To enlighten the students about origin and development of demography
- Gains the knowledge about the demographic population data
- Student will be able to understand Population theories, Causes and Consequences of rapid population growth and Population Education

**II. Syllabus:** (Hours: Teaching: 60, Training: 10, Others incl.Internals: 05)

**Unit-I**

Demography: Definition, Nature and Scope; relationship between Demography and other social sciences

**Unit-II**

Sources of Demographic Data: Population Census, Vital Registration, National Sample Survey, Size, Composition and Distribution of population in India

**Unit-III**

Population Theories: Malthus theory, Theory of Demographic transition Theory, Theory of Optimum Population Theory

**Unit-IV**

Components of Population Growth: Age and Sex Composition, Fertility, Mortality and Migration

**Unit-V**

Causes and Consequences of Rapid population Growth in India; Population Education , family planning and family welfare

**III. References**

1. Ashes Bose- Demographic Diversity of India, Delhi, B.R. Publishing Corporation (1991)



2. Govt. of India- Census of India Reports
3. Ram Ahuja- Social Problems in India, Jaipur, Rawat(1992)
4. Rajendra Pandey- Social Problems of Contemporary India, New Delhi, Ashis Pub House (1995)
5. Srivastava, O. S - Demography and Population Studies, New Delhi, Vikash Pub. House (1994)

#### IV. Co-Curricular Activities

**A) Mandatory:** (Training of students by teacher in field related skills: 10 hours)

#### **B) Suggested Co-Curricular Activities**

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies
- Conscious effort should be made to drive home the relevance and significance population study in India and its consequences and in attempting to solve the problems
- Examination (scheduled and surprise tests)

#### V. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

#### **SECTION-A**(Total:6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(Atleast 1 question should be given from each Unit)

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#### **SECTION-B**(Total:3x15=45Marks)

(Answer any three questions. Each answer carries 15 marks)

(Atleast 1 question should be given from each Unit)

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*(Template for each course, for Model only)*

Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Max. Marks: 100

Course 7A: **Social Change in Modern India**

(Skill Enhancement Course (Elective), 04 Credits)

**VI. Learning Out Comes:**

Students at the successful completion of the course will be able to;

1. Gain the expertise in trends of Social Change in modern India
2. To create awareness about the concept of through development Programmes
3. Knows the impact of British rules on social change

**VII. Syllabus:**(Hours: Teaching: 60, Training: 10, Others incl.Internals: 05)

**Unit-I**

**Social Change:** Meaning Definition and forms of Social Change; Factors of Social Change; Theories of Social Change (Evolutionary theory, Linear theory, Cyclical theories)

**UNIT-II**

**Social Change in Contemporary India:** Sanskritization, Westernization, Modernization and Secularization

**Unit-III**

**Development:** Concept of Development: Social and Economical Development; Human Development, Indicators of Human Development; Sustainable Development

**Unit-IV:**

**Development Programmes in India:** Development Programmes in India- Five Year Plans; Achievements and Obstacles in the implementation of Five Year Plans

**Unit-V:**

**Social Structure and Development:** Structure as a facilitator, Initiator: Development and Socio-economic Disparities, Gender and Development



### VIII. References

1. M.N. Srinivas- Social Change in Modern India
2. M. Haralambos- Sociology Themes and Perspectives
3. Ahuja Ram – Society in India
4. A.C. Kapur – Select Constitutions
5. Rao. C.N. Sankar- Sociology of Indian Society

### IX. Co-Curricular Activities

**C) Mandatory:** (Training of students by teacher in field related skills: 10 hours)

#### **D) Suggested Co-Curricular Activities**

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- Co-operative learning
- Conscious effort should be made to drive home the relevance and significance of social changes in modern India through development programmes and in attempt in to solve its problems.
- Examination (scheduled and surprise tests)

### X. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

#### **SECTION-A**(Total:6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(Atleast 1 question should be given from each Unit)

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#### **SECTION-B**(Total:3x15=45Marks)

(Answer any three questions. Each answer carries 15 marks)

(Atleast 1 question should be given from each Unit)

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*(Template for each course, for Model only)*

Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Max. Marks: 100

**Course 6B: Sociology of Health**

(Skill Enhancement Course (Elective), 04 Credits)

**I. Learning Out Comes:**

- Enlighten the students about sociological aspects of the health
- To develop knowledge about health and community
- To create awareness health care systems in India
- The students are able to understand national health policy and national health care programmes

**II. Syllabus:** (Hours: Teaching: 60, Training: 10, Others incl.Internals: 05)

**UNIT-I**

**Sociology of Health:** Medical sociology nature and scope; Concepts of Health, Sickness, Disease and Society

**UNIT – II**

**Illness & the social system:** illness -The Process of seeking medical care, Sickrole –concept & theories, Hospital as a Social System

**UNIT – III**

**Health Care System:** Primaryhealth care Delivery & utilization, National Health Programmes

**UNIT – IV:**

**Health and Community:** Concept, Programme and Practices; Nutrition and Malnutrition; Community health problems in India; Concept of Integrated Health Services and Programmes

**UNIT – V:**

**Health Problems and Stigma:** Epilepsy, AIDS, Leprosy and Mental Health



### III. References

1. Albert, Gary L. and R. Fitzpatrick (1994): Quality of Life in Healthcare: Advances in Medical Sociology, Mumbai: Jai Press.
2. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical perspectives, New York: Worth Publishing
3. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
4. Mohammed Akram – Sociology of Health
5. Sujatha. V – Sociology of Health and Medicine

### IV. Co-Curricular Activities

A) **Mandatory:** (Training of students by teacher in field related skills: 10 hours)

#### B) Suggested Co-Curricular Activities

- Book Reading
- Assignments, Student Seminars, Groups Discussions, Quiz programmes, Debates etc.
- For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies
- Conscious effort should be made to drive home the relevance and significance sociological aspects of health as national health policy in attempting to solve the problems
- Examination (scheduled and surprise tests)

### V. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

#### SECTION-A(Total:6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)  
(Atleast 1 question should be given from each Unit)

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#### SECTION-B(Total:3x15=45Marks)

(Answer any three questions. Each answer carries 15 marks)  
(Atleast 1 question should be given from each Unit)

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Course Code:

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Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Max. Marks: 100

Course 7B:**Sociology of Environment**

(Skill Enhancement Course (Elective), 04 Credits)

**I. Learning Out Comes:**

Students at the successful completion of the course will be able to;

1. The course will provide students with increasing awareness of the relationship between human and the natural world
2. Discuss the significance of Eco system and public participation
3. Know the impact of environmental acts and Gains the knowledge on Management Programmes

**II. Syllabus:** (Hours: Teaching: 60, Training: 10, Others incl.Internals: 05)

**Unit-I:**

**Environmental Sociology:** Definition, scope and importance of environment; Rise and development of environmental sociology in India; Natural Resources- Forest, Water, Land

**Unit-II:**

**Eco-System:** Concept of ecosystem; Structure, functions and types of ecosystems

**Unit-III**

**Environmental Hazards in India:** Environmental degradation –Air, Water, Noise, Soil pollution, Hazards Pollution; Solids Waste Management's: Causes and effects and control measures of urban and industrial wastes; Role of an individual in prevention of pollution

**Unit- IV:**

**Social Issues and Environment:** Environmental Policies/Acts in India: Air (Protection & Control of Pollution) Act, Water (Protection & Control of Pollution) Act, Wild protection Act, Forest conservation Act; Environmental Activism in India- Chipco Movement

**Unit –V:**

**Management Programmes:** Environmental Management programmes; Disaster Management-Floods, earthquakes, cyclone, landslides

**III. References**

- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. (2001), Environmental Encyclopaedia, Jaco Public. House, Mumbai
- ErachBhaurucha (2004), Environmental Studies, UGC, New Delhi



- Gould, Ken and Tammy Lewis (2014), Environmental Sociology, Second Edition, New York, Oxford University
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws, Himalaya Pub. House, Delhi
- Suresh K. Dhameja - Society and Environment
- Thivari - Society and Environment

#### IV. Suggested Co-Curricular Activities

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- Conscious effort should be made to drive home the relevance and significance study of social issues on environment and Government of measures
- Examination (scheduled and surprise tests)

#### V. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

#### SECTION-A (Total: 6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(Atleast 1 question should be given from each Unit)

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#### SECTION-B (Total: 3x15=45 Marks)

(Answer any three questions. Each answer carries 15 marks)

(Atleast 1 question should be given from each Unit)

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Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Max. Marks: 100

**Course 6C:Urban Sociology and Urban Development**  
(Skill Enhancement Course (Elective), 04 Cridits)

**I. Learning Out Comes:**

Students at the successful completion of the course will be able to;

1. The students will be able understand the process and impact of urbanization
2. The student will be able to apply the understanding of urban social structure
3. To enhance knowledge on urban social problems
4. To increase the knowledge levels on urban planning and urban development.

**II. Syllabus:** (Hours: Teaching: 60, Training: 10, Others incl.Internals: 05)

**Unit-I**

**Introduction to Urban Sociology:**Nature, Scope; Importance and growth of Urban Sociology; Differences between Rural-Urban communities

**Unit – II**

**Urban Social Structure:**Marriage, Family, Kinship, Caste, Religion in Urban India; Changing Occupational Structure

**Unit – III**

**Urbanization:** Concept, Causes and Components of Urbanization; Trends and Levels of Urbanization in India. The Urbanism as a Way of Life

**Unit – IV**

**Urban Social Problems:** Housing Problem-Slums, Drug-Addiction and Environmental Degradation

**Unit – V**

**Urban Planning and Development:** Factors Affecting Planning; Principles, Programmes and Consequences; Barriers to Urban Development, NGOs and Urban Development.

**VI. References**

1. Ahuja, Ram (2014) : Social problem in India Rawat Publications; 3rd Revised & Updated edition
2. Abrahamson, M. (1976) : Urban Sociology, Eaglewood, Prentice Hall.
2. Bose Ashish, (1978) : Studies in India Urbanization 1901-1971, Tata Mc Grew Hill,



3. Desai A.R. & Pillai S.D. (Ed) 1870: Slums and Urbanization, Popular Prakashan, Bombay.
4. Gold, Harry, 1982 : Sociology of Urban Life, Prentice Hall Englewood Cliff.
5. Rao, M. S.A. (1992) : Urban Sociology in India. Orient Longman, 1992
6. Wirth, Louis 1938 : Urbanism as a Way of Life, American Journal of Sociology, Vol.44, July.
7. Quinn, J.A. 1955 : Urban Sociology, S Chand & Co. New Delhi.

## VII. Co-Curricular Activities

**Mandatory:** (Training of students by teacher in field related skills: 10 hours)

### Suggested Co-Curricular Activities

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- Conscious effort should be made to drive home the relevance and significance study of urbanization, social problems and planning and development programmes
- Examination (scheduled and surprise tests)

## VIII. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

### SECTION-A (Total: 6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(Atleast 1 question should be given from each Unit)

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### SECTION-B (Total: 3x15=45 Marks)

(Answer any three questions. Each answer carries 15 marks)

(Atleast 1 question should be given from each Unit)

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(Template for each course, for Model only)



Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four Year B.A

Domain Subject: **SOCIOLOGY**

IV Year B.A. –Semester-V

Max. Marks: 100

Course 7C: **SOCIOLOGY OF EDUCATION**

(Skill Enhancement Course (Elective), 04 Credits)

**I. Learning Out Comes:**

Students at the successful completion of the course will be able to;

1. The students will be able understand the importance of Education
2. To enhance knowledge on basic and different concepts of education
3. Acquires knowledge about education of weaker section
4. To study the impact of globalization on Education in India

**II. Syllabus:** (Hours: Teaching: 60, Training: 10, Others incl.Internals: 05)

**UNIT – I**

**Introduction to Sociology of Education:** Meaning and social functions of education; Education and Development

**UNIT –II**

**Theoretical approaches to Sociology of Education:** Functionalist, Conflict, Symbolic integrationist, and Feminist

**UNIT –III**

**The Indian Tradition of Education:** Colonialism and Education, Contribution of Nationalists

**UNIT –IV:**

**Policies and Programmes:** Objectives, Strategies, Achievements, and Shortfalls

**UNIT – V:**

**Education and Globalization:** Education and Social Inequality in the Global Culture.

**III. References**

- Bahttacharya, S. (2006). Sociological Foundation of Education. New Delhi: Atlantic
- Govt. of India (1986/'92). National policy on education. New Delhi: MHRD.
- Mathur, S. S. (2000). A sociological approach to Indian education. Agra : Vinod PustakMandir
- P. K. Naik- Education in Emerging Indian Society
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson



- SumanLata&Dr.H.L. Khatri – Education and Society

#### IV. Co-Curricular Activities

**A. Mandatory:** (Training of students by teacher in field related skills: 10 hours)

#### **B. Suggested Co-Curricular Activities**

- Book Reading
- Assignments, Student Seminars, Groups Discussions
- Quiz programmes, Debates etc.
- Conscious effort should be made to drive home the relevance and significance education in the society and its impact
- Examination (scheduled and surprise tests)

#### V. Suggested question paper pattern

Max.Marks: 75

Time: 3hrs

#### **SECTION-A**(Total:6x5=30 Marks)

(Answer any six questions. Each answer carries 5 marks)

(Atleast 1 question should be given from each Unit)

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#### **SECTION-B**(Total:3x15=45Marks)

(Answer any three questions. Each answer carries 15 marks)

(Atleast 1 question should be given from each Unit)

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