

Department of Sociology and Social Work

School of Humanities and Social Sciences



Curriculum Framework

Master of Sociology

Based on National Education Policy- 2020

Date of BoS: 19-02-2025

**Doctor Harisingh Gour Vishwavidyalaya
(A Central University)
Sagar-Madhya Pradesh-470003**

Post Graduate Curriculum Framework for Master of Arts
Syllabus (NEP –2020)
Session- 2025-26

1. **Name of the Programme :** Post Graduate (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multidisciplinary and skill enhancement courses** and actual Hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology has developed a curriculum framework to encompass the goal of NEP 2020.

After Completion of the programme the learner will be able to:

- a. Able to understand the basic knowledge of sociology
 - b. Able to understand different processes which are going on in the society.
 - c. To be Skilled and ability to contribute in nation building Process.
4. **Programme Learning Outcomes :**
 - a. A fundamental understanding of an academic field of study in different disciplinary areas.
 - b. Use Knowledge understanding and skill the required for Identifying Problem and issues and solution with logical arguments .
 - c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportune

5. Structure of the Programme:

Semester I			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-121	Introduction to Sociology	6
Discipline Specific Major-2	SOC-DSM-122	Indian Society : Structure and Change	6
Multi-Disciplinary Major-1	SOC-MDM-121	Research Methods in Sociology	6
Skill Enhancement Course (SEC)	SOC-SEC-121	Indigenous knowledge and Social Skill Practice	4
Semester II			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-221	Contemporary Sociological Thinkers	6
Discipline Specific Major-2	SOC-DSM-222	Sociology of Change and Development	6
Multi-Disciplinary Major-1	SOC-MDM-221	Perspective on Indian Society	6
Skill Enhancement Course (SEC)	SOC-SEC-221	Social Problems and Sociological Knowledge	4
Semester III			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-331	Indian Social Thinkers	6
Discipline Specific Major-2	SOC-DSM-332	Sociology of Crime and Deviance	6
Multi-Disciplinary Major-1	SOC-MDM-331	Culture, Personality and Society	6
Skill Enhancement Course (SEC)	SOC-SEC-331	Social Counseling	4
Semester IV			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-441	Rural and Tribal Society	6
Discipline Specific Major-2	SOC-DSM-442	Women and society	6
Multi-Disciplinary Major-1	SOC-MDM-441	Society, Economy and Development	6
Skill Enhancement Course (SEC)	SOC-SEC-441	Dissertation	4

6. Exit : Certificate in MA Sociology

7. Teaching Learning Approach :

- a. Lecture/ Seminar
- b. Group Discussion
- c. Field Visit

8. Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in mid semester examinations along with 75 per cent attendance in classroom processes.

9. Report, Internship Report, Dissertation Report etc.

The Assessment format will be total of 100 marks for Field Report, Internship Report, and Dissertation Report etc.

Discipline Specific Major-1	SOC-DSM-121	Introduction to Sociology	6
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Lectures/Hrs. 90

1. Learning Objectives:

To learn sociology is to learn about how human societies are constructed and how our beliefs and daily routines come from. This paper is intended to acquaint the students with the subject matter of Sociology as a social science and it has its own distinctive method and theoretical analysis which differentiates its subject matter from commonsensical knowledge to understand the individual and society relationship.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding and skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Capable to understand fundamental of sociology and its relationship with other social sciences

UO 2. Capable to understand the basic concepts of sociology

UO 3. Have capacity to explore social groups and socialization process in the development of human personality.

UO 4. Have Capacity to understand social institutions in different sphere of human life

UO 5. Capable to understand the process of social change in relation to the national development.

Unit I: Introducing Sociology

18

The subject matter of Sociology;

The nature and scope of sociology;

Sociology and social sciences; Sociology and Common sense

Unit II: Basic concepts:

18

Society, community, culture, institution,

association, social structure, status and role

Unit III: Social groups and Socialization:

18

Meaning; Types of social groups; relationship between individual and group, inter group and intra group.

Society, culture, and socialization; Agencies of socialization;

Theories of socialization; Social control: norms, values, and sanctions.

Unit IV: Social institutions:**18**

Family: structure and types
Marriage: Types and function
Economy: types and function
Polity: Types and Function
Religion: Types and Function

Unit V: Social change:**18**

Meaning and type: evolution and revolution, diffusion, progress and development; Factors of social change; Theories of social change.

Essential Readings:

Beteille, A. 2005. Sociology: Essays on Approach and Method. New Delhi: Oxford University Press.
Margaret Anne & Carol Riddell. 1980. Approaching Sociology. London: Routledge & Kegan Paul.
Haralambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
Horton, P.B. and Chester L. Hunt. 1972. Sociology. Blacklick, Ohio: McGraw-Hill Book Co.
Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice-Hall.
Jayaram, N. 2005. Introductory Sociology. Madras: Macmillan

Discipline Specific Major-1	SOC-DSM-122	Indian Society: Structure and Change	6
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Lectures/Hrs. 90

1. Learning Objectives:

The aim of the course is to introduce students with society in India, the structural formations, cultural diversities and change process.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding and skilled for Identifying Problem, issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand various social composition in India
UO 2. Capable to understand Social stratification in India
UO 3. Capable to understand Social Change in India
UO 4. Capable to understand Process of Globalisation in India
UO 5. . Capable to understand various social problems in India

Unit-I: Social composition in India **18**

Religious composition
Ethnic composition
Geographical composition
Family, Marriage and Kinship

Unit-II: Indian Social stratification **18**

Social Differentiation, Hierarchy and Inequality.
Forms of Stratification: Caste, Class and Gender.

Unit-III: Social Change in India **18**

Indian Constitution and Social Change
Processes of Change: Sanskritization, Westernization,
Modernization, secularization Debate on Tradition and Modernity

Unit-IV: Globalisation in India **18**

Meaning and Definition
Globalisation and social transformation
Women and Globalisation

Unit-V: Social Problems in India **18**

Poverty and Unemployment
Violence against Women
Communalism
Agrarian Problems in India

Essential Readings

- Aziz, Abdul. (1994). *Poverty Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publishing.
- Ahlawat, Neerja(2009) “*On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana*”in B.S Baviskar/ George Mathew (Eds), *Inclusion and Exclusion in Local Governance*, Sage Publications, India pg 103-139.
- Ahlawat, Neerja (2008) “Violence against Women: Voices from the Field” in Manjit Singh and D.P Singh (eds), *Violence: Impact and Intervention*. Atlantic Publication, New Delhi. pg 141-160
- Ahlawat, Neerja (2012) “Political Economy of Haryana’s Khaps”, Vol - XLVII No. 47-48, December 01, *Economic and Political weekly*
- Ahlawat, Neerja (2013) “Dispensable Daughters and Indispensable Sons: Discrete Family Choices” *Social Change*, 43(3) pg 365-376.
- Desai, Neera and Maithreyi Krishna Raj. (1987). *Women and Society in India*, New Delhi: Ajanta Publishers.
- Desai, Neera & Usha Thakkar (2007) *Women in Indian Society*, New Delhi: National Book Trust.
- Dube, S.C. (1967). *The Indian Village*. New Delhi: National Book Trust.
- Ghurye, G.S. (1957). *Caste and Class in India*, Bombay: Popular Book Depot.
- Karve, Irawati (1961). *Hindu Society: An Interpretation*, Poona: Deccan College.
- Prabhu, P.H (1979): *Hindu Social Organization*, Popular Prakashan.
- Nagla, B.K.(2014), *Indian Sociological Thought*, New Delhi: Rawat Publishing.
- Sharma, K.L. (2001). *Social Inequality in India*, New Delhi: Rawat Publications.
- Srinivas, M.N. (1960). *India’s Villages*. Bombay: Asia Publishing House.
- Srinivas, M.N. (1970). *Social Change in Modern India*, Berkeley, California: University Press.

Discipline Specific Major-1	SOC-MDM-121	Research Methods in Sociology	6
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This course aims to provide an introduction to the fundamentals of various social research techniques and methods. It concerns with teaching certain quantitative methods, qualitative methods and Historical method. Exposure to the fieldwork is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Unit- I : Social Research: 18

Meaning and Nature of Social Research: Steps in Social Research, Scientific Method: Problems in the Study of Social Phenomenon: Objectivity and subjectivity, fact and value.

Unit- II: Research Design: 18

Exploratory, Descriptive and Experimental;
Hypothesis, Variable and Sampling: Meaning and Types.

.Unit-III: Quantitative Techniques 18

Survey, Observation, Questionnaire, Schedule and Interview.

Unit-IV: Qualitative Techniques of Data Collection-II: 18

Field Work Approach: Ethnography; Case Study, Content Analysis, Life History, Report Writing.

Unit-V: Village Studies in India 18

Village Studies in India
Book View and Field View

Essential Readings

Bajaj and Gupta, 1972. Elements of Statistics, New Delhi : R. Chand Co.

Srinivas, M.N. and A.M. Shah 1979. Field, Delhi : Oxford.

Young, P.V. 1998, Scientific Social Surveys and research, New Delhi: Prentice Hill.

Bryman, Alan 1988 Quality and Quantity in Social Research, London: Unwin Hyman.

Garrett, Henry 1981 Statistics on psychology and Education, David Mckay, Indian Publication – Mrs. A.F. Sheikh for Vilas, Bombay tenth reprint.

Skill Enhancement Course (SEC)	SOC-SEC-121	Indigenous Knowledge and Social Skill Practice	4
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Lectures/Hrs. 90

1. Learning Objectives:

The course aims to familiarize students with Local and indigenous knowledge that refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand the fundamentals of Indigenous Knowledge
- UO 2. Capable to understand the role of Indigenous Knowledge in Development
- UO 3. Capable to understand the relationship between Indigenous Knowledge and Global culture
- UO 4. Capable to understand the role of Indigenous Knowledge in Environment
- UO 5. Capability to Enhance Skill Practices with the help of Indigenous Knowledge

Unit-I: The Subject Matter 18

- Indigenous Knowledge: Definition, Concept and Application
- Indigenous Knowledge and Traditional Knowledge

Unit-II: Indigenous knowledge in Development 18

- Local knowledge in Development Project
- Indigenous Knowledge and Social Capital
- Indigenous Knowledge in Health Practice

Unit-III: Indigenous Knowledge in Global Culture 18

- Globalization, Privatization and Indigenous Knowledge
- Indigenous knowledge, Science and Globalization
- Indigenous knowledge and Sustainable Development

Unit-IV: Indigenous Knowledge and Environment 18

- Role of Indigenous Knowledge system in the conservation of bio-physical Environment
- Indigenous Knowledge, Innovation and Practices

Unit-V: Indigenous Knowledge of Skill Practices 18

- Vocational Educational System

- Indigenous Knowledge and Development
- Mechanism for integrating Indigenous Knowledge and Skill

Essential Readings

Bruchac, M. 2014. *Indigenous Knowledge and Traditional Knowledge*
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1172&context=anthro_papers

The World Bank. 1998. *Indigenous Knowledge: Definition, Concept and Application*
[https://chm.cbd.int/api/v2013/documents/4A27922D-31BC-EEFF-7940-DB40D6DB706B/attachments/209070/Hoda%20Yacoub%20-%20IK%20Report%20\(1\).pdf](https://chm.cbd.int/api/v2013/documents/4A27922D-31BC-EEFF-7940-DB40D6DB706B/attachments/209070/Hoda%20Yacoub%20-%20IK%20Report%20(1).pdf)

Sillitoe, P. *Introduction: Indigenous Knowledge in Development*
[file:///C:/Users/hp/Downloads/\[17522285%20-%20Anthropology%20in%20Action\]%20Indigenous%20Knowledge%20in%20Development.pdf](file:///C:/Users/hp/Downloads/[17522285%20-%20Anthropology%20in%20Action]%20Indigenous%20Knowledge%20in%20Development.pdf)

Rao, S. *Reproduction of Indigenous Knowledge in Plural Cultures: Ayurveda Education in Contemporary India*
<https://academic.oup.com/book/4186/chapter-abstract/145997862?redirectedFrom=fulltext>

Anastasia A. Seferiadis *et.all*. 2015. Knowledge, Social Capital, and Grassroots Development: Insights from Rural Bangladesh
<https://www.tandfonline.com/doi/full/10.1080/00220388.2017.1417584>

egyankosh. *Globalization, Privatization and Indigenous Knowledge*
<https://www.egyankosh.ac.in/bitstream/123456789/27078/1/Unit-22.pdf>

Ramnath, A. 2014. *Indigenous Knowledge' and 'Science' in the Age of Globalization*
<https://journals.sagepub.com/doi/10.1177/2277975214532180>

Claxton, M. *Indigenous knowledge and Sustainable Development*
https://sta.uwi.edu/resources/speeches/2010/September1_Indigenous%20Culture%20and%20sustainable%20Development.pdf

Discipline Specific Major-1	SOC-DSM-221	Contemporary Sociological Thinkers	6
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Lectures/Hrs. 90

1. Learning Objectives:

This course is intended to introduce the students to the theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. Although the 20th century sociological thinkers have their different approaches and methods to study social reality but also they have certain links with the original ideas of classical sociology. The main focus of this course will be on the different perspectives in sociology in modern time. This course will try to engage students in debating the on changing nature of theory and methodology in the discipline of sociology.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand the theory and concept of Functionalism and Neo- functionalism
- UO 2. Capable to understand Conflict and Neo-conflict theories
- UO 3. Capable to understand symbolic Inter- action theory
- UO 4. Capable to understand phenomenology and Symbolic Inter- actionism
- UO 5. Capable to understand postmodernism

Unit I: Functionalism and Neo-functionalism 18

Talcot Parsons and Analytical Functionalism,
J. Alexander and Neo-Functionalism

Unit II: Conflict and Neo-conflict Sociology 18

Theory of Class Struggle; Dialectical Conflict theory of Ralf Dahrendorf; Integrative Conflict theory of R. Collins, Conflict Functionalism of Lewis Coser.

Unit III: Symbolic Inter-actionism 18

Mind, Self and Society of G.H. Mead
Self Presentation in Everyday life of Goffman

Unit IV: Phenomenology and Symbolic Inter-actionism **18**

Alfred Schutz and the theory of life world

Ethnomethodology of Garfinkel

Peter Burger and Luckmann and Social construction of Reality

Unit V: Postmodernism **18**

Foucault and Discourse Analysis

Derrida and Deconstruction

Essential Readings

Alexander, J. 1987. Twenty Lectures: Sociological Theory Since World War II. New York: Colombia University Press.

Anderson, Perry. 1998. The Origins of Postmodernity. London: Verso.

Berger, P and T. Luckman. 1967. The Social Construction of Reality. London: Penguin. Collins,

R. 2004. Theoretical Sociology. Jaipur: Rawat Publications. (Ch-2 and 4, 7 and 8).

Sage Parsons, T. 1951. Social Systems. New Delhi:

Ritzer, George. 1992. Sociological Theory. New York: McGraw-Hill.

Schutz, A. 1967. The Phenomenology of the Social World. Evanston, Ill: Northwestern University Press.

Turner, J.H. 1987. The Structure of Sociological Theory. Jaipur: Rawat.

दोसी, एस.एस.एल., 2010 समाजशास्त्र विचार का उच्चतर समाजशास्त्रीय

दोसी, एस.एस.एल., 2012 समाजशास्त्र विचार का उच्चतर समाजशास्त्रीय

Discipline Specific Major-1	SOC-DSM-222	Sociology of Change and Development	6
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Studies of planning and development have long been concerned with the relationship between the transparent and supposedly anonymous forces of markets, states and bureaucracies, on the one hand, and the particular local and national forms of social organization in which actor's daily lives are embedded. This course deals with an understanding of various approaches to the change of cultural and societal values, the social structure and its relation with the changes of economic institution and vice- versa.

Unit I: Concept of Social Change: 18

Growth, Development and Change
Factors and indicators of social change.

Unit II : Theories of Social Change: 18

Evolution, Revolution, Diffusion and Cyclical,
Social structure and Technology (R.K Merton)
The passing of traditional society (D. Lerner)
Tradition and Modernity

Unit III: Understanding Development 18

Poverty and inequality
Theories of Development and change

Unit IV: Process of social change in India 18

Sanskritisation; Islamisation; Westernization
Secularism; Modernisation and Globalisation
Modernization of Indian Tradition

Unit V : Indian Experiences of Development: 18

CDP, Lend Reform, Green Revolution, LPG, Skill development

Essential Readings

Abraham, M.F. 1990. Modern Sociological Theory : An Introduction. New Delhi : OUP.
Appadurai, Arjun. 1997. Modernity At Large : Cultural Dimensions of Globalization. New Delhi: OUP
Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi, OUP
Srinivas, M.N. 1966. Social Change in Modern India. Berkley : University of Berkley.

Multi-Disciplinary Major-1	SOC-MDM-221	Perspective on Indian Society	6
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The development of sociology in India took place much later than in Europe. The root of the discipline can be traced to the initial study taken up by the colonial rulers to understand the culture and people of India for their administrative purposes. Gradually the efficacy of the discipline was understood and it was started in different universities as part of other departments to acquire a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions. This course aims at sensitizing the students to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

Unit I: Development of Sociology in India **18**

The colonial intervention and sociological knowledge
 Gandhi, Nehru, Ambedkar and the subject matter of Indian sociology
 Sociology of India and Sociology for India

Unit II: Indological /Textual **18**

Ghurye and L. Dumont

Unit III: Structural-functionalism **18**

M.N Srinivas; S.C Dube

Unit IV: Marxian perspective **18**

A.R Desai; D.P Mukherjee

Unit V: Subaltern Perspective **18**

D. Hardiman; B.R Ambedkar

Essential Readings

Dhanagare, D.N. 1993. Themes and Perspectives in Indian Sociology. Jaipur: Rawat. (Ch-1).
 Dube, S.C. 1973. Social Sciences in a Changing Society. Lucknow: Lucknow University Press.
 Dumont, Louis. 1970: Homo Hierarchicus: The Caste System and its Implications. Delhi: Oxford University Press.
 Ghurye, G.S. 1932. Caste and Race in India. London: Kegan Paul.
 Karve, Irawati. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
 Mukherjee, D.P. 1958. Diversities. Delhi: People's Publishing House.
 Oommen, T.K. 2005. Crisis and Contention in Indian Society. New Delhi: Sage.
 Singh, K.S. 1992. The People of India: An Introduction. Calcutta: Seagull books.
 Singh, Y. 1973. Modernisation of Indian Tradition. Delhi: Thomson Press.

Skill Enhancement Course (SEC)	SOC-SEC-221	Social Problems and Sociological Knowledge	4
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Lectures/Hrs. 90

1. Learning Objectives:

The course tries to familiarize students with the role, significance and importance of sociological knowledge to diagnosis the social problems and to make students an effective knowledge contributor for the solution of the social problems.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand sociological Diagnosis
- UO 2. Capable to understand cultural and Institutional Understanding of Social Problems
- UO 3. Capable to understand Social structural Understanding of Social Problems
- UO 4. Capable to understand Social Issues
- UO 5. . Capable to understand Contemporary Problems

Unit-I: Sociological Diagnosis 18

Sociological Perspectives on social problems
Individual Trauma and Social Problems

Unit-III: Cultural and Institutional Understanding of Social Problems 18

Gender socialization and Inequality
Cultural understanding of health
Culture of Poverty

Unit-III: Social structural Understanding of Social Problems 18

Social Inequality: Caste and Class
Social Deviance
Factionalism in rural India

Unit-IV: Social Issues 18

Casteism and Untouchability,
Regionalism, and Communalism

Unit-V: Contemporary Problems 18

Female Foeticide, Dowry, Divorce
Unemployment (Their Meaning, Causes and Remedies)

Essential Readings:

Agrawal, G K, Bhartiya Samaj Mudde evam samasyayen (Indian Society : Issues and Problems) 2022

Mills, C.W. 1959. *The Sociological Imagination*

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

M. Libraries. *Sociological Perspectives on social problems*

<https://open.lib.umn.edu/socialproblems/chapter/1-2-sociological-perspectives-on-social-problems/#:~:text=Three%20theoretical%20perspectives%20guide%20sociological,do%20so%20in%20different%20ways.>

IGNOU. *Gender roles and patriarchy in Indian Perspectives*

egyankosh.ac.in/bitstream/123456789/46089/1/Unit-2.pdf

IGNOU. *Health and Culture*

egyankosh.ac.in/bitstream/123456789/42183/1/Unit-1.pdf

Lewis, O. *Culture of Poverty*

http://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfKPNFlustp6.pdf

IGNOU. *Social Inequality: Caste and Class*

<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/402AnilKumarBharti1.pdf>

IGNOU. *Social Deviance*

egyankosh.ac.in/bitstream/123456789/18827/1/Unit-31.pdf

Aligarh Muslim University. *Rural Factionalism*

<https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/rural-factionalism-lecture-notes-3/21515852>

Discipline Specific Major-1	SOC-DSM-331	Indian Social Thinkers	6
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Unit I: Spiritual Humanism **18**
Swami Vivekananda

Unit-II: Understanding Civilization **18**
Mahatma Gandhi

Unit-III: Nationalism and Nation State **18**
Rabindra Nath Tagore

Unit IV: Morality, Patriotism and education **18**
Madan Mohan malviya

Unit-V: Integral Humanism **18**
Deen Dayal Uppadhaya

Essential Readings

Vivekanda, Swami – Speech at world parliament of Religion in Chicago in 1893,
in The complete works of Swami Vivekananda – Edd, Swami Bodhasaranda. Advaita Ashrama:
Vol. Kolkata, 1989
Gandhi, Mahatma. Hind Swaraj, 1909
Tagore, Rabindra Nath , Nationalism, 1917
Malviya, Madan Mohan, Speeches and Writings
Uppadhaya, Deen Dayal, <http://deendayalupadhyay.org/speeches.html>

Discipline Specific Major-2	SOC-DSM-332	Sociology of Crime and Deviance	6
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With the fast tempo of change in contemporary society, the crime scene is also changing fast. This course is designed to acquaint the students with recent advances in criminology, changing profile of crime and criminals particularly in India and the correctional measures and programmes in prison

Unit: I: Concept **18**

Criminology-Meaning Scope & Subject Matter.
Conceptual approaches to crime-legal and sociological.
Concept of Deviance,

Unit-II: Theories **18**

Theoretical Perspectives of Social Deviance & Crime
Differential Association Theory; Labeling Theory; Anomie theory, Multifactorial theory.

Unit-III: Forms of Deviance **18**

Juvenile Delinquency; Alcoholism; Drug addiction;
Mental Disorder; Homosexuality; Beggary.

Unit-IV: Types of Crime **18**

Organized Crime: Concept, characteristics, and structure;
Occupational Crime: Concept, Elements, types, and effects;
Professional Crime: characteristics, types;
Cyber Crime: Concept and types
Crime against Women: Types and Extent;
Women as a Criminal: Nature and Extent.

Unit-V: Crime & Correction **18**

Crime & Correction, Correctional Institution,
Institutional Correction, Non Institutional Correction

Essential Readings

Ahuja, Ram (2000), *Social Problems in India*, Jaipur: Rawat Publications.
Clinard, Marshall, B. (1957), *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.
Cohen, Albert K. (1970), *Deviance and Control*, New Delhi, Prentice-Hall of India.
Madan, G.R. (1991), *India's Social Problems*, New Delhi: Allied Publishers.
Lemert, Edwin (1972), *Human Deviance, Social Problems and Social Control*, Englewood Cliffs: N.J. Prentice-hall.
Crime in India (2012-2013), *Crime in India Reports*, New Delhi: Government of India.
Nagla, B.K. (1991), *Women, Crime and Law*, Jaipur: Rawat Publications.
Thio, Alex (1978), *Deviant Behaviour*, Boston: Houghton Mifflin Co.
Frazier, Charles E. (1976), *Theoretical Approaches to Deviance*, Ohio: Charles E. Morrill Publishing Company

Multi-Disciplinary Major-1	SOC-MDM-331	Culture, Personality and Society	6
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This course aims at introducing students a holistic and theoretically grounded of understanding the interrelation between personality systems, cultural systems and the social system. The major focus of this course is on how the individual's personality formation takes place through the group interaction and cultural symbols. Topics covered in this course include theories of self and culture, Psychoanalytical perspective on the self formation, cultural symbols and group identity formation, and the development of self through social interaction process.

Unit I: Personality and Society (Psychoanalytical Perspective) 18

On the concept of Personality
S. Freud and the development of self
Erich From and the crisis of Psychoanalysis
Psychoanalysis and Social Structure

Unit II: Interactionist Perspective on Personality 18

G. H Mead and the Individual Self
Goffman and The self presentation
George C Homans and the Social Self

Unit III: Personality, Society and Culture 18

The cultural Background of Personality (R. Linton)
Childhood and Society (Eric H. Erickson)

Unit IV: Culture and Identity 18

Cultural Symbols and the identity formation (C. Geertz)
The National Character (M. Mead)

Unit V: Personality and Social Structure: the Indian Context 18

Indian Childhood (Sudhir Kakar)
The Twice Born (Morris Carstairs)

Readings:

- Kluckhohn, C, Murray H.A & D.M Schneider (eds.) 1953. *Personality in Nature, Society in Culture*, New York: Alfred Publishers.
- Hall Calvin S & Gardner Lindzey. 1985. 'The Relevance of Freudian Psychology and Related Viewpoints for the social sciences in *Handbook of Social Psychology vol.I.*, New York: Academic Press.
- Fromm, E. 1970. *The Crisis of Psychoanalysis*, New York: Penguin.
- Parsons, T. 1964. 'Psychoanalysis and Social Structure' in *Essays in Sociological Theory*, New York: Free Press.
- Mead, G.H. 1938. *Mind, Self and Society*, Chicago: University of Chicago Press.
- Goffman, E. 1959. *The Presentation of Self in Everyday Life*. New York: Anchor Books.
- Homans, George, C. 1961. *Social Behaviour: its elementary forms*, London: Routledge & Kegan Paul.
- Linton, R. 1949. *The cultural background of personality*, London: Routledge & Kegan Paul.
- Mead, M. 1956. 'National Character' in A.E Kroeber (ed.) *Anthropology Today*, Chicago: University of Chicago Press.
- Geertz, C. 1973. *Interpretation of Culture*, New York: Basic Books.
- Erickson, Eric H. 1950. *Childhood and Society*, New York: W. W. Norton & Co., Inc.
- Kakar, S. 1979. *Indian Childhood: Cultural Ideas and Social Reality*, New Delhi: OUP.
- Carstairs, M. 1957. *The Twice Born: A Study of a Community of High-caste Hindus*, London: The Hogarth Press

Skill Enhancement Course (SEC)	SOC-SEC-331	Social Counseling	4
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This course equips the students to properly understand the concept and types of social counseling and care which is used in different setting and different groups and community relations. It also helps them to develop counseling skills and theories to apply in the sociology as practice.

Unit-I: Social Counseling

Purpose and Scope of Counseling
Guidance and Counseling

Unit-II: Sociology in social counseling

Sociological Imagination
Invitation to sociology

Unit-III: The Need of Social Counseling

The technology and Human Self
Crisis of Public Sphere

Unit-IV: Understanding Social-Psychology

The person and Social Situation
Evolutionary adaptation and Human Characteristics

Unit-V: Social Counseling Therapy

Humanistic Therapy
Integrative Therapy

Essential Readings

Social Counseling Approaches

<https://www.socialandhealth.com/counselling-overview/types-counselling/>

Tarry, H. *Defining Social Psychology: History and Principles*

<https://opentextbc.ca/socialpsychology/chapter/defining-social-psychology-history-and-principles/>

NCERT. *Guidance and Counseling*

<https://ncert.nic.in/textbook/pdf/lehe108.pdf>

Discipline Specific Major-1	SOC-DSM-441	Rural and Tribal Society	6
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Unit I: Rural Society

Meaning and Characteristics
Peasant culture and social structure
Agrarian Institutional transformations

Unit-II: Local Governance

Panchayati Raj Institutions
Rural Women and PRIs
Rural Transformations and PRIs

Unit-III: Problems in Rural Society

Poverty and Inequality in rural India
Land alienation and Farmers' Problems
Caste and Caste conflict
Problems related to rural women

Unit IV: Concept of Tribe:

Concept of tribe and Scheduled Tribe.
Geographical distributions of tribe
Socio-cultural Profile
Economic life

Unit-V: Social change and Tribal's problems

Impact of colonial rule on tribal society
Indian state and Tribal Development Programmes
Tribal Problems: Poverty and land alienation, Migration and Exploitation

Essential Readings

Desai A.R. 1977 Rural Sociology in India, popular Prakshan, Bombay.
P. Radhakrishnan 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 - 1982. Sagar Publications: New Delhi.
Andre Bettle 1974 Six Essays in Comparative Sociology, OUP, New Delhi.
Dhanagare D.N. 1988: Peasant Movements in India OUP New Delhi.
Ashish Nandy 1999. Ambiguous Journey to the City New Delhi OUP.
Desai A.R. (1979) Peasant struggles in India (Asia Publishing House).
Dube S.C. 1977 : Tribal Heritage of India (New Delhi :Vikas) Hasnain N. :
(1983) Tribes in India (Harnam Publications New Delhi).
Raza, Moonis and A. Ahmad (1990) An Atlas of Tribal India (Concept Publishing Delhi)
Sharma , Suresh 1994 : Tribal identity and modern worlds (Sage : New Delhi)

Discipline Specific Major-2	SOC-DSM-442	Women and society	6
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Lectures/Hrs. 90

1. Learning Objectives:

This paper is intended to acquaint the students with women and society and its theoretical analysis. This course tries to familiarize students to thinkers and their understanding of social change in relation to women and society.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand Social Construction of Gender
- UO 2. Understand about feminist Thoughts
- UO 3. Capable to understand Political Economy of Gender
- UO 4. Have understanding about social change and Gender Relation
- UO 5. Have understanding with the issues especially related to women

Unit-I: Social Construction of Gender **18**
Gender as a sociological category:
Sex vs. gender, gender roles and sexual division of labour

Unit-II: Feminist Thoughts **18**
Marxist – Socialists, Liberationalist, Radicals,
Post-modernist; Feminist Methodology as a
critiques of sociological methods.

Unit-III: Political Economy of Gender: **18**
Women and structural adjustment
Programmes in India Women's issues –
Economic Parameters
Budgetary Policy: A Gender analysis

Unit-IV: Social Change and Gender Relation: **18**
New Social Movements and Gender in India
Challenges of the New Millennium and Voluntary
Organizations
Importance of Women's Leadership in Local Bodies

Emergence of Women's Studies Centers Dynamics of
Women's Studies
Women's Movement in India

Essential & Suggested Readings

- Bhagwat, Vidyut. 2004. *Feminist Social Thought*. Jaipur: Rawat.
- Dube, Leela (ed). 2001. *Anthropological Explorations in Gender*. Delhi: Sage.
- Everelt, Jana M. 1981. *Women and Social Change in India*. New Delhi: Heritage Publishers.
- Firestone, Sulahmith. 1975. *The Dialectic of Sex*. New York: Morrow.
- John, Mary E. 1996. „Gender and Development in India 1970-1990s: Some Reflection on the Constitute Role of Contexts“, *Economic and Political Weekly*. vol 31, No. 47.
- Krishnaraj, M. et-al. (eds.). 1989. *Gender and the Household Domain*. New Delhi: Sage.
- Mies, M. 1980. *Indian Women and Patriarchy*. New Delhi: Concept Publishing.
- Oakley, A. 1972. *Sex, Gender, and Society*. New York: Harper and Rao.
- Rege, S. 2003 *Sociology of Gender: The Challenge of Feminists Sociological Knowledge*. New Delhi: Sage.
- Seth, M. 2001. *Women and Development: The Indian Experience*. New Delhi: Sage.

Multi-Disciplinary Major-1	SOC-MDM-441	Society, Economy and Development	6
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Studies of economic development and economic history have long been concerned with the relationship between the transparent and supposedly anonymous forces of markets, states and bureaucracies, on the one hand, and the particular local and national forms of social organization in which actor's daily lives are embedded. Economists are quite divided about these latter forces: for some, they are necessary underpinnings for the market, providing trust and social capital which in turn reduce transactions costs and moral hazards and hence promote development; for others, they are seen as archaic, leading to nepotism, rent-seeking and institutional rigidity. Sociology, too, has long debated the respective roles of *gesellschaft* and *gemeinschaft* in societal development, and has recently revived this through research on social capital. This course deals with an understanding of the interrelationship between the economic institution with the cultural and societal values, the social structure and its changing nature with the changes of economic institution and vice-versa.

Unit I: Sociology of Market

Markets in social structures
State, Market and Society Relationship
Media and Market

Unit II: Economy and the social transformation

Theories of Modernity: commodification (Marx), Rationality (Weber),
Social structural differentiation (Durkheim and T.Parsons)
Risk Society (Beck)

Unit-III: Economy and the Indian State

Market and Planning in India (the Mixed Economy)
The inclusive and Exclusive policy in Indian Planning

Unit IV: Indian Experience of Modernisation and Development

Social structure and the growth of Indian capitalism
From moral economy to agribusiness
The mode of production debate in Indian agriculture

Unit- V: Issues in the Political Economy of Development

Globalisation, Liberalisation and Privatisation (LPG)
Globalisation, Migration and cultural Issues

Readings:

Bagchi, A. 1999. *India's Institutions Under Neo-Liberal Regime*, New Delhi: Sage.
Bellshaw, C.S. 1965. *Traditional Exchange and Modern Markets*, New Jersey: Prentice Hall.
Chakrabarty, S. 1987. *Development Planning: The Indian Experience*. OUP.
Castles, S and Mark J. Miller. 2003. *The Age of Migration*, New York: Guilford Press.
Craig, D and Doug Porter. 2006. *Development beyond Neoliberalism? Governance, Poverty Reduction and Political Economy in Developing countries*, London: Routledge

- Danis, V. 2003. 'Market' in Veena Das, (ed.) *The Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Dreze, J and Sen, A. 1995. *India: Economic Development and Social Opportunity*. Delhi: OUP.
- Frankel, F.R. 1971. *India's Green Revolution*, Bombay: OUP.
- Gupta, S. (1995) Economic reform and its impact on the poor, *Economic and Political Weekly*, June, pp. 1,295-1,313.
- Harris, Richard L and Seid, M. 2000. *Critical Perspectives on Globalization and Neoliberalism in the Developing Countries*, BRILL
- Jodhka, S.S. 2003. 'Agrarian Structure and Their Transformation' in Veena Das, (ed.) *The Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Kalecki, M. 1972. *Selected Essays in the Economic Growth of Socialist and Mixed Economies*. New York: Cambridge University Press.
- Kohli, A. 1987. *The State and Poverty in India: The Politics of Reforms*, Cambridge: CUP.
- Narayan, S. 1964. *Socialism in Indian planning*, Bombay: Asia Pub. House
- Pandey, R (ed.), 1998. *Modernisation and Social Change*, New Delhi: Criterion.
- Parsons, T and N. Smelser. 1972. *Economy and Society*, London: Routledge.
- Polanyi, K. 1975. *The Great Transformation*. New York: Octagon Press.
- Scruse, Timothy J. 2008. *Globalization and the Middle Classes in India: The Social and Cultural Impact of Neoliberal Reforms*, Taylor & Francis
- Scott, J. 1979. *The Moral Economy of the Peasant: Rebellion and Subsistence in South Asia*,
- Stern, Robert W. 2003. *Changing India: Bourgeois Revolution in the subcontinent*. Cambridge: Cambridge University Press.
- Thorat, S. 2004. *Reservation in Privates Sector: Quest for Equal Opportunity*, Jaipur: Rawat Publication.
- Thorner, A. 1982. 'Semi-feudalism or Capitalism- Contemporary debate on the class and the mode of production in India' in *Economic and Political Weekly*, vol-17 (49-51), 993-99, 2061-86.
- Trigilia, C and Nicola Owtram. 2002. *Economic sociology: state, market, and society in modern capitalism*, Blackwell Publishers

Skill Enhancement Course (SEC)	SOC-SEC-441	Dissertation	4
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The dissertation work is distributed into two major parts. Each part of the dissertation carries equal credit for evaluation.

- a. Theoretical Discussion, Literature Review and Development of Research Proposal
- b. Field Work, data analysis and Presentation of the findings (Dissertation)

Mode of evaluation

The Students will be given topics/for the Dissertation. It will be mandatory for the each Student to submit the typed Dissertation (04 Copies) in the office of the Department. The Evolution Committee will be following format.

1. Head (Chairman of the Committee)
2. The Course Coordinator(s) of Dissertation
3. One External member will be nominated by the Dean.

Evaluation

Evaluation will be based on End Semester as follows:

1. The Total Marks of Dissertation will be 100 marks. The Distribution of the Total Marks as it is follows:
 - i. First Periodic Internal Assessment : 20 Marks
 - ii. Second Periodic Internal Assessment : 20 Marks
 - iii. Evaluation of Dissertation and Viva-Voce : 60 Marks(50+10)