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: 14.09.2022

Doctor Harisingh Gour Vishwavidyalaya
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Sagar-Madhya Pradesh-470003

Post Graduate Curriculum Framework for Master of Arts Syllabus (NEP –2020)
Session- 2022-23

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-reliantand 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 Hand's 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 deplop a self-reliantand global leader. The Department of sociology as deploped 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 is 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 an skill the required for Identifying Problem an 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 opportuni

5. Structure of the Programme:

Level: 8 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	Foundation of Sociology as Discipline	6
Multi-Disciplinary Major-1	SOC-MDM-121	Women and Society	6
Skill Enhancement Course (SEC)	SOC-SEC-121	Indigenous knowledge and Social Skill	4

Semester II			
Nature of Course	**Course Code**	**Course Title**	**Credit**
Discipline Specific Major-1	SOC-DSM-221	Modern Sociological Thinkers	6
Discipline Specific Major-2	SOC-DSM-222	Indian Society: Structure and Change	6
Multi-Disciplinary Major-1	SOC-MDM-221	Women Empowerment	6
Skill Enhancement Course (SEC)	SOC-SEC-221	Social Problems and Sociological Knowledge	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.

SOC-DSM-121 Introduction to Sociology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	SOC-DSM-121	Introduction to Sociology	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

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:

Betteille, A. 2005. Sociology: Essays on Approach and Method. New Delhi: Oxford University Press.

Margaret Anne & Carol Riddel. 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

SOC-DSM-122 Foundation of Sociology as Discipline								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	SOC-DSM-122	Foundation of Sociology as Discipline	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. **Learning Objectives:**

   French Revolution and Industrial Revolution brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism and the development of modern state and democracy. Different thinkers viewed this societal changes from different perspectives, presented their distinct Methodology to study, causes and consequences. This course tries to familiarize students to these thinkers and their understanding of social change.

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 intellectual influences in relation to socio-economic Forces
   UO 2. Capable to understand about Auguste Comte father of Sociology and his theories
   UO 3. Capable to understand about Marxian Theories
   UO 4. Capable to understand about different theories of Durkheim
   UO 5. Capable to understand about different theories of Weber

   Unit I: Development of Classical Sociology   **18**
   Socio-Economic Forces, Intellectual influences

   Unit II: Auguste Comte   **18**
   Positivism
   Hierarchy of Sciences, Law of three stages,

Unit-III: Karl Marx   **18**

      Historical materialism
      Capitalism: Alienation, Theory of surplus value
      Theory of class struggle

Unit IV: Emile Durkheim   **18**

      Rules of Sociological method
      Elementary forms of religious life
      Division of labour Suicide

Unit V: Max Weber   **18**

      Problems of Objectivity and Value Freedom, Ideal Types,
      Modernity and Rationality, Social Action Power, Authority and
      Legitimacy, Religion and economy, Class, Status and Power

Essential Readings

Durkheim, E. 1964a. Division of Labour in Society. New York: Free Press.

Durkheim, E. 1964b. The Rules of Sociological Method. New York: Free Press.

Durkheim, E. 1966. Suicide. New York: Free Press.

Marx, K. 1982. German Ideology. London: Lawrence and Wishart.

Marx, K. 1867. Capital. Vol. 1. Harmondsworth: Penguin. (pp: 1-55)

Marx, K. 1961. Economic and Philosophical Manuscript. Moscow: Foreign Languages Publishing House.

Weber, M. 1978. Economy and Society. Berkeley: University of California Press.

SOC-MDM-121 Women and Society								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	SOC-MDM-121	Women and Society	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

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	

Unit – V:	**Women's Studies**	**18**
	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.

SOC-SEC-121 Indigenous Knowledge and Social Skill Practice							
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem I	SOC-SEC-121	Indigenous Knowledge and Social Skill Practice	-	Yes	-	4	IA(Mid)-40 EA(End Sem)- 60	

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.
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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

Sillitoe, P. *Introduction: Indigenous Knowledge in Development*
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

SOC-DSM-221 Modern Sociological Thinkers								
Level&Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-DSM-221	Modern Sociological Thinkers	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

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.
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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

SOC-DSM-222 Indian Society: Structure and Change								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-DSM-222	Indian Society: Structure and Change	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

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) W*omen 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 Publicating.

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.

SOC-MDM-221 Women Empowerment							
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-MDM-221	Women Empowerment	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. **Learning Objectives:**

    The objective of this course is to trace the evolution of gender as a category of social analysis. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Women Empowerment is a major part of this course will also be devoted to the understanding the development of the concept of empowerment in India in relation to women.
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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 relationship between women and empowerment
   UO 2. Capable to understand Globalization and women's
   UO 3. Capable to understand various women problems
   UO 4. Capable to understand relationship between political participation women empowerment
   UO 5. Capable to understand the role of women in decision making process

Unit-I: **Women and Empowerment:**   **18**
      Empowerment: Meaning, Definition and Characteristics.
      Status of Women in India: Historical and Contemporary
      Perspective Gandhi and Empowerment of Women

Unit-II: **Globalization and Women's Question in India:**   **18**
      Women, Education and Social Development; Women and Health:
      An Indian Scenario
      Poverty, Women and their Empowerment

| **Unit-III:** | **Women's Problems, Legislations and Empowerment:** | **18** |

Unit-III: **Women's Problems, Legislations and Empowerment:**   **18**
Female Feticides, Dowry, Domestic Violence, Crime against Women, Trafficking, Child Prostitution
Legislations for Women

Unit-IV: **Political Participation and Empowerment:**   **18**
Family for Empowerment
Women's Political Participation in India: An agenda for Empowerment
Role of Government in the empowerment of women in India

Unit-V: **Women in Decision Making Process :**   **18**
Role of Women in Decision Making Process
Women in Law
Women in Media

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.

SOC-SEC-221 Social Problems and Sociological Knowledge								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-SEC-221	Social Problems and Sociological Knowledge	-	Yes	-	4	IA(Mid)-40 EA(End Sem)- 60	

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 Mushlim University. *Rural Factionalism*
https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/rural-factionalism-lecture-notes-3/21515852

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: 27-06-2023

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

**Post Graduate Curriculum Framework for Master of Arts
Syllabus (NEP –2020)
Session- 2022-23**

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-reliantand 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 Hand's 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 deplop a self-reliantand global leader. The Department of sociology as deploped 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 is 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 an skill the required for Identifying Problem an 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 opportuni

5. Structure of the Programme:

Semester III			
Nature of Course	**Course Code**	**Course Title**	**Credit**
Discipline Specific Major-1	SOC-DSM-331	Sociology of Development	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	Social Research Methods	6
Discipline Specific Major-2	SOC-DSM-442	Sociology of Digital 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** : Degree in MA Sociology

7. Teaching Learning Approach :
   a. Lecture/ Seminar
   b. Group Discussion
   c. Field Visit

8. **Assessment**
1. 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.

2. **Report, Internship Report, Dissertation Report etc**.

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

Scheme of Examination (MA Sociology)

Semester III						
Course Code	**Course Title**	**Credits**				**Marks**
		L	**T**	**P**	**C**	
SOC-DSM-331	Sociology of Development	-	Y	-	6	100
SOC-DSM-332	Sociology of Crime and Deviance	-	Y	-	6	100
SOC-MDM-331	Culture, Personality and Society	-	Y	-	6	100
SOC-SEC-331	Social Counseling	-	Y	-	4	100

Semester IV						
Course Code	**Course Title**	**Credits**				**Marks**
		L	**T**	**P**	**C**	
SOC-DSM-441	Social Research Methods	-	Y	-	6	100
SOC-DSM-442	Sociology of Digital Society	-	Y	-	6	100
SOC-MDM-441	Society, Economy and Development	-	Y	-	6	100
SOC-SEC-441	Dissertation	-	-	Y	4	100

Semester -III

Discipline Specific Major-1	SOC-DSM-331	Sociology of Development	6

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:

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

Unit II : Theories of Social Change:

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

Poverty and inequality
Theories of Development and change

Unit IV: Process of social change in India

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

Unit V : Indian Experiences of Development:

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.

Discipline Specific Major-2	SOC-DSM-332	Sociology of Crime and Deviance	6

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

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

Unit-II: Theories

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

Unit-III: Forms of Deviance

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

Unit-IV: Types of Crime

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

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

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

Unit IV: Culture and Identity
Cultural Symbols and the identity formation (C. Geertz)
The National Character (M. Mead)

Unit V: Personality and Social Structure: the Indian Context
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

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

Semester -IV

Discipline Specific Major-1	SOC-DSM-441	Social Research Methods	6

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

.Unit-III: Quantitative Techniques
       Survey, Observation, Questionnaire, Schedule and Interview.

Unit-IV: Qualitative Techniques of Data Collection-II:
       Field Work Approach: Ethnography; Case Study, Content Analysis, Life History, Report Writing.

Unit-V: Village Studies in India
       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.

Discipline Specific Major-2	SOC-DSM-442	Sociology of Digital Society	6

Unit-I: Introduction to Digital Society
    Relationship between Sociology, Computing and Society

Unit-II: The information Society
    Scope and domain of sociology
    Self, society and Reflexivity

Unit-III: Concepts in making of Digital society
    Cybernetic society
    Juggernauts and Distanciation
    Deteritorialisation
    Digimodernism
    The Liquid modernity

Unit-IV: The place and Space nexus
    Modernity and its deconstruction
    Glocalisation
    The smart place: Local as vocal

Unit-V: Culture and Economy in Digital Society
    Entrepreneurship, e-commerce and Freedom of choice
    The rurality in digital culture

Selected Readings:
Amoore, L., & Piotukh, V. (Eds.). (2015). Algorithmic life: Calculative devices in the age of big data. Routledge
Gillespie, T. & K. Foot et al. (2013) Media Technologies: Materiality, Technology, Society, Cambridge: MIT Press
Lupton, Deborah (2013) Digital Sociology. London and New York: Routledge.
Ruppert, E., Law, J., & Savage, M. (2013). Reassembling social science methods: The challenge of digital devices. Theory, culture & society, 30(4), 22-46.
Ziewitz, Malte. "Governing algorithms: Myth, mess, and methods." Science, Technology, & Human Values 41, no. 1 (2016): 3-16.
Bauman, Z. 1991. *Modernity and ambivalence*, Cambridge: Polity Press
Giddens, A. 1990. *The consequences of modernity*, Cambridge: Polity Press.
Giddens, A. 1994. *Reflexive modernisation*, Cambridge: Polity Press.
Hurvey, D. 2001. 'Globalisation and spatial fix', geographische revue
Kirby, Alan. 2009. Digimodernism: *How New Technologies Dismantle the Postmodern and Reconfigure Our Culture.* A&C Black
Shallis, J. 1989. Deconstruction and its philosophy. University of Chicago Press

Multi-Disciplinary Major-1	SOC-MDM-441	Society, Economy and Development	6

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: Rutledge

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.

Polayni, K. 1975. *The Great Transformation.* New York: Octagon Press.

Scrase, 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

SOC-SEC-421 Dissertation

Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L-9 Second Year Sem-IV	SOC-SEC-421	Dissertation	0	0	4	4	Max. Marks: 100	

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)