



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MASO C201</b>	CC	<b>Modern Sociological Theory</b>	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

**\*Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

The student will be able:

CEO1: To introduce the Exchange Theory to study Social System.

CEO2: Acquaint them with the Writings of Schutz and Garfinkel for everyday life experience.

CEO3: To understand the Sower of society by Structural and Post Structural Theory.

CEO4: To learn about the Concept of Functionalism, interrelationships of different parts within a system.

CEO5: To develop an understanding of Critical Theory of Habermas.

**Course Outcomes (COs):**

The student should be able:

CO1: To explain important Theories of Exchange.

CO2: To discuss different Approaches in everyday life with reference to Schutz and Garfinkel.

CO3: To illustrate the Basic Concepts in Structuralism and Post-Structuralism Theory.

CO4: To describe important Theories of functionalism, functions performed in society by Social Structures.

CO5: To outline various Critical Theories that Social Problems stem from Social Structure and Cultural Assumptions.

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**Course Contents:**

**Unit I Exchange Theory:** C.H. Homans, Peter M. Blau

**Unit II Everyday Life Approach:** Schutz – Phenomenology, Garfinkel –Ethnomethodology

**Unit III.**

**Structuralism and Post-Structuralism:** Levi- Strauss – Concept, Models; Foucault – Power and Knowledge

**Unit IV**

**Functionalism and Neo Functionalism:** Malinowski, Emile Durkheim, J. C. Alexander

**Unit V**

**Critical Theory:** Habermas – Life World, Communicative Action.

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**Suggested Readings:**

- *Abrahm, F. (1982). Modern Sociological Theory. New Delhi: Oxford University Press,*
- *Aron, Raymond (1967). Main Currents in Sociological Thought (Vol. I & II), Penguin.*
- *Berger & Luckmann (1963). The Social Construction of Reality, Penguin.*
- *Brown, A.R. (1957). Structure in Primitive Society. London: Cohen an*
- *Craib, I. (1992). Modern Social Theory. Harvester*
- *Collins, R. (1997). Sociological Theory, Jaipur; Rawat Publication,*
- *Douglas, J. (1980). Introduction to Sociologies of Everyday Life, Allyn and Bacon.*
- *Giddens, A. (1983). Central Problem in Social Theory. London: MacMillan,*
- *Giddens, A. (1997). Capitalism and Modern Sociological Theory: Analysis of Writing of Marx, Durkheim and Weber, Cambridge Univ. Press.*
- *Layder, Derek (2006). Understanding Social Theory (2nd Ed.), Sage Publication, New Delhi.*
- *Ritzer, G. (1992). Sociological Theory (III Ed.), McGraw Hill Inc.*

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MASO C202	CC	Research Methods in Social Sciences	60	20	20	0	0	3	0	0	3

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**Course Educational Objectives (CEOs):**

**CEO1:** To provide a basic understanding of the nature and procedure of scientific research as practiced in social sciences.

**CEO2:** To equip the students with the concept and methods of Social Science Research

**CEO3:** To provide the understanding of sampling and scaling techniques.

**CEO4:** To provide knowledge about the qualitative and quantitative methods, various types of research designs, and the tools and techniques of data collection.

**CEO5:** To provide the understanding of statistical analysis and writing proposal.

**Course Outcomes (COs):** The students are expected to:

**CO1:** Describe the various types of research design, tools of data collection, data analysis and interpretation and construct a questionnaire relying on several types of questions.

**CO2:** Select appropriate sample size.

**CO3:** Select appropriate quantitative methodologies for use in study to be conducted.

**CO4:** Analyze data by using appropriate qualitative as well as quantitative techniques of analysis.

**CO5:** Write an effective research proposal.

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**Course Content:**

**Unit I**

Social Research: Definition, Nature, and purpose; Types of Research; Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research.

**Unit II**

Research Design: Steps in Research Design; Review of Literature; Conceptual Framework; Formulation of Research Problem; Formulation of Hypothesis; Tools and Techniques of Data Collection; Determination of the Mode of Analysis and Reporting.

**Unit III**

Survey Method and Sampling Techniques: Introduction to Survey Research Method. Concept and Significance of Sampling; Probability and Non- Probability sampling

**Unit IV:**

Methods of Data Collection: Primary Data: Questionnaire; Observation; Interview; Focus Group Discussion (FGDs); Schedules; Case Study etc. Secondary Data: Census, Registration system & Population, Registers, Sample Survey, Handbooks, Gazetteer Other sources of Data etc.

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**Unit V:**

Introduction to Qualitative and Quantitative Analysis; Tabulation and Presentation of Data; Statistical Analysis: Measures of Central Tendency, Measures of Dispersion, Meaning and type of correlation, Statistical distribution; Report Writing -Steps in Report Writing.

**Suggested Readings:**

- Bernard, Russel H. (1998) **Handbook of Methods in Cultural Anthropology**. *Altamira Press*.
- Danda, Ajit (1992) **Research Methodology in Anthropology**. *Inter-India*, New Delhi.
- Fetterman, David (1989) **Ethnography Step by Step**. *Sage Publication*.
- Gupta S. P. (2014). **Statistical Methods**. *Sultan Chand and Sons*, Latest Edition.
- Goode & Hart (1983) **Methods in Social Research**. *McGraw Hill International Japan*.
- Hammersley, M. (1983) **Ethnography Principles in Practice**. *Tavistock Publications*.
- Kothari C. R. (2004). **Research Methodology**. Vishwa Prakashan, Latest Edition.
- Krishnaswami O. R., Ranganatham M. (2011). **Methodology of Research in Social Sciences**. Himalaya Publishing House, Latest Edition.
- Neuman Laurence W. (1997) **Social Research Methods**. *Allyn & Bacon*.

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- Pelto, P.S. & Pelto, G.H. (1979) **Anthropological Research**. *Cambridge University Press*.
- Scupin, R & RC Decorse. (2005) **Anthropology A Global Perspective**. *Printice-Hall*.
- *of India private Limited* New Delhi.
- Vidyarthi, L P. (1990) **Applied Anthropology in India**. Kitab Mahal, Allahbad.
- Wilkinson, T.S. & Bhandarkar, P.L. (1994) **Methodology and Techniques of Social Research**. *Himalaya Publishing House*, Bombay.
- Young, P V. (2001) **Scientific Social Survey and Research**. *Printice Hall International*, NewDelhi.
- Kothari C. R. (2004). **Research Methodology**. Vishwa Prakashan, Latest Edition
- Krishnaswami O. R., Ranganatham M. (2011). **Methodology of Research in Social Sciences**. Himalaya Publishing House, Latest Edition.

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			THEORY			PRACTICAL		L	T	P	CREDITS
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MASOC 104	CC	Sociology of Health	60	20	20	0	0	3	0	0	3

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\***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

The students will be able:

CEO1: To introduce the concepts of health.

CEO:2 To make him understand that health is one of the basic rights of every citizen.

CEO:3 To bring home the inter-relationship between society and health.

CEO:4 To understand the problems of health in India in its four dimensions.

CEO:5 To understand the relationship between political economy and health at the national and international levels.

**Course Outcomes (COs):**

Students shall be able:

CO1: Highlight the significance of socio-cultural dimensions in the construction of illness and medical knowledge.

CO2: Examine the dynamics of local and regional knowledge about the construction of illness and medical knowledge.

CO3: To use the key concepts developed in sociology to understand biomedical practices of health and illness.

CO4: To analyze the everyday experiences of health and illness as produced through social, economic, political and cultural forces.

CO5: To gain insights on issues of public health in India.

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MASOC 203	CC	Sociology of Health	60	20	20	0	0	3	0	0	3

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### Course Outline

#### Unit I

Sociology of health- its aim and scope. Contribution of sociology to health. Definition of health – four dimensions of health. Health and its relationship with other social institutions. Evolution of social medicine in India and abroad. Social sciences and four dimensions of health.

#### Unit II

Social Epidemiology – vital and public health concepts and statistics. Epidemiology of disease- natural history of disease- man and his environment- social etiology-social epidemiology and ecology of disease.

#### Unit III

The sick role and patient role. Social components in therapy and rehabilitation. Culture and disease. Attitudes, beliefs, and values associated with diseases. Problems of therapy and rehabilitation. Role of mass media and the promotion of health.

#### Unit IV

Hospital as a social organization. Types of hospitals –General hospitals, Specialty hospitals, sanatoria, dispensaries, teaching and corporate hospitals. Functions of hospitals – co-ordination and supervision in hospitals. Interpersonal relationship in hospital settings. Hospital as a community organization. Medical social service in hospitals.

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MASOC 203	CC	Sociology of Health	60	20	20	-	-	3	0	0	3

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#### Unit V

Community health- the concept - community health problems in India. Concept of Integrated health service. The Primary Health Centers their organization and functioning. Implementation and utilization of health programs in rural and urban communities. The State and health – health as a fundamental right. Health policy of the government of India.

#### Suggested Readings:

- Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.
- Coe. Rodney M. 1970. Sociology of medicine. New York: McGraw Hill.
- Cockerham, William C. 1997. Medical sociology. New Jersey: Prentice Hall.
- Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall.
- .Albrecht, Gary L. 1944. Advances in medical sociology Mumbai: Jai Press.
- Gunatillake, G. 1984. Intersectoral linkages and health development: Case studies in India (Kerala State), Jamaica, Norway, Sri Lanka, and Thailand (WHO Offset series) Geneva: WHO.
- Nagla, Madhu (2013). Readings in Indian Sociology: Volume IV: Sociology of Health, New Delhi: Sage Publications
- Nagla, Madhu (2018). Sociology of Health and Medicine, Jaipur: Rawat Publications
- Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.

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MASO C204E1	DSE	Society and Gender	60	20	20	0	0	3	0	0	3

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**Course Educational Objectives (CEOs):**

The students will be able:

**CEO1:** To apprehend the social structure of Indian society; learn the concepts of sex and gender.

**CEO2:** To understand concept and theories of feminism.

**CEO3:** To give them insights about gender role division in social institutions and their participation in labor force. Furthermore, its impact on their health.

**CEO4:** To learn about emerging issues in Feminism and Gender in respect of work division and its pattern.

**CEO5:** To understand the development and empowerment of women and impact of globalization on their role.

The overall outcome of this course would be conceptual clarification in solving the gender-based discrimination in any patriarchal family or society in general.

**Course Outcomes (COs):**

Students shall be able:

**CO1:** To discriminate between sex and gender and its role in process of socialization.

**CO2:** To deconstruct socio-historical and socio-biological approaches and analyze current societal scenario.

**CO3:** To identify the role of women in different social institutions and impact of working conditions on their health.

**CO4:** To develop an understanding of gender roles in occupational settings.

**CO5:** To illustrate the role of developmental policies in women empowerment.

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			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E1	DSE	Society and Gender	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Content:**

**Unit-I**

Defining sex and gender, social construction of gender: gender socialization, Gender Role, Gender Identity and Gender and the life course.

**Unit-II**

Theoretical perspectives: Socio-Historical and Socio-Biological Approach, Major Sociological Theories of Gender: a. Functionalist Theories b. Symbolic Interactionists c. Conflict Theories d. Feminist Theories.

**Unit-III**

Gender relations in social institutions: Kinship and Gender, Family and Gender, Religion and Gender, Education and Gender.

**Unit-IV**

Gender and work: Women in Labor Force -unorganized and organized sector, problems in workplace; women contribution in domestic work.

**Unit- V**

Women and development: Impact of development policies, liberalization and globalization on women, Women’s movement in India, Empowerment of women.

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**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E1	DSE	Society and Gender	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

**\*Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks

**Suggested Readings:**

- Maccoby, E and Jacklin, C.1975. *The psychology of Sex differences*, Stanford: Stanford University Press
- Sharmila Rege(ed), 2003 *Sociology of Gender*, Sage publications, London
- Mocormark,C and M.Strathern.1980. *Nature, Culture and Gender*, Cambridge: Cambridge University Press.
- Oakley, A. 1972.*Sex, Gender and Society*, New York, Harper and Row.
- Philips, L.2000 *Flirting with danger: young women’s reflections on sexuality and domination*. New York: New York university press.
- Connel, R.W.1995.*Masculinities*. Berkeley: University of California press
- Folbre, N.1994. *Who pays for the kids? Gender and the structures of constraint*. New york Routledge.
- Thorne, B.1994 *Gender Play: Girls and Boys in School*. Brunswick, WJ:Rutgers University Press
- Marget Pernau, Imtiaz Ahmad and Helmut Reifeld, 2003 *Family and Gender-Changing values in Germany and India*. Sage publications, London, United Kingdom.
- Sumi Krishna,2004. *Livelihood and Gender Equity in community resource Management*, Sage Publications, India Pvt.Ltd.New Delhi.

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**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E2	DSE	Introduction to Political Sociology	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit. \***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Educational Objectives (CEOs):**

The students will be able to:

**CEO1:** Grasp how Sociology uniquely contributes to an understanding of the relationship between Polity and Society.

**CEO2:** Familiar with the Concepts of Sociological Perspective, Approaches and Principles to Substantive areas addressed by Sociologists.

**CEO3:** Understand the Basic Concepts of various aspects of Political Organization.

**CEO4:** Know the Basic Concept of Public Opinion and Political Participation.

**CEO5:** Provide the knowledge of Political Power with context to Mass and Leadership.

**Course Outcomes (COs):**

The students shall be able to:

**CO1:** Construct and understanding of Political Sociology, its Nature and. Scope.

**CO2:** Identify major Theoretical Orientations, Approaches used in Sociology; Compare and Contrast the underlying Assumptions of those Orientations.

**CO3:** Apply the knowledge of Political Institute, its Culture, Development in Society.

**CO4:** Familiar with the relationship between the State and Individual.

**CO5:** Identify and understand the Concept of Elites and Masses, Leadership.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MASO C204E2</b>	<b>DSE</b>	<b>Introduction to Political Sociology</b>	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Content:**

**UNIT - I**

Emergence, Nature, and Scope of Political Sociology.

**UNIT II**

Approaches to the Study of Political Sociology:

A) Behavioral Approach A) Systems Approach B) Marxist Approach.

**UNIT III**

Political Socialization, Political Modernization, Political Development, Political Culture.

**UNIT IV**

Political Participation and Public Opinion.

**UNIT V**

Political Power: Concept of Elites and Masses, Leadership.

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**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E2	DSE	Introduction to Political Sociology	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Suggested Readings:**

- Ali Ashraf and L.N. Sharma, *Political Sociology*. (Madras: University Press (India) Pvt. Ltd. 1983).
- Althoff, Phillip and Michael Rush, an *Introduction to Political Sociology*. (New York: Prentice Hall, 1982).
- L.S. Rathore (Ed), *Political Sociology*., (Meerut: Meenakshi Prakashan, 1967).
- Dowse, Robert E and J.A. Hughes *Political Sociology*. London : John Wiley & Sons, 1972).
- Almond, G. and Verba S. 1963. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton: Princeton University Press.
- Bottomore, Tom. 1979. *Political Sociology*. New Delhi: B.I. Publications.
- Desai A.R. 2000. *State and Society-India*” Essays in Dissent, Popular Publication Bombay
- Eisenstadt, S.N. (ed.). 1971. *Political Sociology: A Reader*. New York: Basic Books.
- Gupta, Dipankar. 1995. *Political Sociology in India: Contemporary Trend*. Orient Longman.
- James, Steve. 2007. *Antonio Gramsci*. London: Routledge (Indian reprint).
- Kothari, Rajni. 2010. *Caste in Indian Politics*, Delhi. 8. Mills, C. W. 1956. *The Power Elite*. New York: Oxford University Press.
- Nagla, B. K. (1999). *Political Sociology*, Jaipur Rawat Publications

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**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MASO C204E3</b>	<b>DSE</b>	<b>Rural Sociology</b>	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Educational Objectives (CEOs):**

The students will be able to:

**CEO1:** Increase awareness towards Rural Sociology, its Definition, Scope, and Importance.

**CEO2:** Understand Rural Social Structures and Social Change as well as Impact of Urbanization on Rural India.

**CEO3:** Learn Key Concepts of Economic Institution.

**CEO4:** Understand the Importance of Democratic Decentralization of Power and Panchayati raj system.

**CEO5:** Increase awareness towards the Rural Problems in India.

**Course Outcomes (COs):**

The students shall be able to:

**CO1:** Define Rural Sociology and demonstrate Nature, Subject-matter, and Importance of studying Rural Sociology.

**CO2:** Demonstrate how Caste System and other Social Institutions operate and its Importance in Rural Society and Factors of Social Change and Impact of Urbanization in Rural India.

**CO3:** Understand and analyze Social and Economic aspects of Rural Society.

**CO4:** Define and demonstrate Democratic Decentralization of Power and Importance of Panchayati Raj Institution in bringing about changes in Rural Society.

**CO5:** Critically analyze and understand various Rural Problems in India.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MASO C204E3</b>	DSE	<b>Rural Sociology</b>	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C- Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Content:**

**Unit I**

**Rural Sociology:** Definition, Nature, Scope and Significance of Rural Sociology, Little and Great traditions.

**Unit II.**

**Rural Social Structure:** Traditional Indian village and its Institutions: Family, Kinship, Caste, and Religion. Social Change in rural India: Sanskritization, Modernization; Impact of Urbanization on Rural Institutions.

**Unit III**

**Rural Economy:** Land Ownership, Agrarian Reforms; Changing Pattern.

**Unit IV**

**Rural Political System:** Panchayati Raj, Restructuring of Power Relationship, Emerging Patterns of Rural Leadership.

**Unit V**

**Rural Problems:** Rural Poverty, Landless Labor, Bonded Labor and Migrant Labor, Unemployment.

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**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E3	DSE	Rural Sociology	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Suggested Readings:**

- Bailey, F.G.;(latest edition), *Caste and Economic Frontier*. Manchester University Press.
- Dubey, S.C.; (latest edition), *India's Changing Village*, Routledge, and Kegan Paul.
- Srinivas, M.N.; (latest edition) *India's Village* (ed) Bombay: Asia Publishing House.
- Desai, A.R.; (latest edition) *Introduction to Rural Sociology in India*, Bombay
- Ahuja, Ram; (latest edition), *Social Problem*, Jaipur: Rawat Publ.
- Pradhan, P.K.; (latest edition), *Land Labour and Rural Poverty*, Bombay: Himalyan Publ.
- Vidyarthi, L.P.; (latest edition), *Leadership in India*, Bombay: Asia Publ. House.
- Doshi, S.L. and P. C. Jain (1999). *Rural Sociology*, Jaipur Rawat Publications.
- Srinivas, M.N. (1952), *Religion and Society Among the Coorgs of South India*, Oxford: Oxford Clarendon Press.
- Srinivas, M.N. (1966), *Social Change in Modern India*, Bombay: Allied Publishers.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASOC 205	SEC	Field study/ Case study / Seminar	0	0	0	0	50	0	0	6	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Educational Objectives (CEOs):**

**CEO1:** This paper has an objective of exposing the students on various field study concepts.

**CEO2:** To provide an opportunity for students to apply theoretical concepts in real life situations.

**CEO3:** To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes:**

**CO1:** The student shall be able to acquire research skills and capabilities to take up the project work.

**Field Study /Case Study and Seminar**

Field Study/Case Study and Seminar is an integral part of the academic curriculum of the Department. It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights and exposure. It serves the twin purposes of providing critical social, cultural and economic insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one.

There will be continuous evaluation of the student based on work assigned and regular submissions. The students need to complete the work in the stipulated time.

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**Shri Vaishnav Institute of Humanities, Social Sciences & Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. Sociology-Batch (2024-2026)**  
**FIRST YEAR**  
**SEMESTER II**

SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C206	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	2

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C- Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

**Course Educational Objectives (CEOs)**

**CEO1:** To provide an opportunity for students to apply theoretical concepts in real life situations.

**CEO2:** To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes:**

**CO1:** The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

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