



**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 2023-2025)**  
**SECOND YEAR**  
**SEMESTER IV**

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*				
MASOC401	CC	<b>Sociology of Religion</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:

**CEO1:** To get familiarized with Religious Practices and Beliefs in the various Human Cultures.

**CEO2:** To consider the main Sociological Theories of Religion and analyze the various Types of Religious Organizations in different Societies.

**CEO3:** To recognize the different Beliefs and Rituals of various Religions of India.

**CEO4:** To study the ethnographies of M.N. Srinivas and T.N. Madan.

**CEO5:** To develop an awareness of Religious Diversities in Society, Religious Movements.

**Course Outcomes (COs):**

The student should be able to:

**CO1:** To explain Religious Belief and Practices and analyze the Basic Concepts and Key Interpretations of Religion to understand Religious Pluralism.

**CO2:** To explain the Importance of Religion for Social Control and apply Diverse Perspectives to complex subjects in conflicting positions.

**CO3:** To get an in-depth understanding of Components of different Religion and their Impact on Society.

**CO4:** To compare Ethnographies with their different field areas which helps to in- depth understanding of Religion.

**CO5:** To conclude with an analysis of Social Change in relation to Religious Movements.

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<b>MASO C401</b>	<b>CC</b>	<b>Sociology of Religion</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Contents:**

**Unit I**

Religion: Definition, Composition and Features of Religion; Beliefs and Rituals; Magic, Religion and Science.

**Unit II**

Classical Theories of Religion: Marx, Durkheim, Max Weber, Tylor.

**Unit III.**

Religions of India & their Components: Hinduism; Jainism; Buddhism; Islam; Sikhism; Christianity.

**Unit IV**

Ethnographic studies of Religion: M.N. Srinivas (The Coorges); T.N. Madan (Non-Renunciation).

**Unit V**

Religion and Social Change, and Secularism, Socio-Religious Reforms and Movements.

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<b>MASO C401</b>	<b>CC</b>	<b>Sociology of Religion</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

\*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:**

- Ayyar, P.V. Jagadisa. (1920). South India Shrines, Madras: The Madras Times.
- Babb, Lawrence A. (1996). Absent Lord: Ascetic and Kings in Jain Ritual Culture, Berkeley: University of California Press.
- Babb, Lawrence A. (2003). 'Sects and Indian Religions' in Veen Das (ed.) The Oxford India Companion to Sociology and Social Anthropology. New Delhi. Oxford University Press: 802-826 (Also see Veena Das [ed.]. 2004. Handbook of Indian Sociology, New Delhi: Oxford University Press: 223- 256).
- Baird, R. D. (ed.). (2001). Religion in Modern India, New Delhi: Manohar Publishers.
- D'Souza, L. (2005). The Sociology of Religion: A Historical Review, Jaipur: Rawat Publications.
- Debiprasad, Bhattacharya. (1969). Indian Atheism: A Marxist Approach, New Delhi: People's Publishing House.
- Dube, S.C. and V.N. Basilov (eds.). (1983). Secularization in Multi-Religious Societies, New Delhi: Concept.
- Dundas, Paul. (1992). The Jains, London: Routledge.
- Eliade, Mircea. (1961). The Sacred and the Profane, New York: Harper and Row.
- Jain, M.S. (2000). Muslim ethos, Rawat Publication.
- Madan TN(1991). Religion in India, New Delhi: Oxford University Press.
- Robinson, Rowena (2004). ed. Sociology of Religion in India New Delhi: Sage Publications.
- Srinivas, M.N. (1952). Religion and Society among the Coorgs of South India. Oxford: Oxford University Press
- Turner Bryan S. (1991). Religion and Social Theory, London: Sage Publication.

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<b>MASO C402</b>	<b>CC</b>	<b>Sociology of Social Stratification</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Contents:**

**Unit I**

Meaning, Definition, Characteristics, Dimensions and Functions of Social Stratification; Social Differentiation: Causes of Differentiation, Distribution of differences in Society: Sex, Age, Occupation.

**Unit II.**

Inequality: Basis and nature of social inequality; Elements of Social Stratification: Status, Role; Functions of Social Stratification; Forms of Social Stratification: Caste- Caste and Caste system, Ideology and perspectives on caste system, caste Taboos.

**Unit III**

Social Stratification and Class: Marx conception on class and class relation, Weber views on class and social stratification, Warner’s classification on class; Estate: Meaning, nature and characteristics.

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#### Unit IV

Social Stratification and Race: Meaning, Major race in the world; Determinants of race; Race in India. Theories of Social Stratification: Theory of Max Weber; Conflict Theory of Karl Marx.

#### Unit V

Functional Theory: Parsons, Davis and Moore; Views of M. N Srinivas – Dominant Caste and Mobility. Andre Beteille – Caste Class and Power; Social Stratification and Social Mobility.

#### Suggested Readings:

- Beteille, A. (1983). 'Introduction', in Andre Beteille (ed.): Equality and Inequality: Theory and Practice (1-27). Oxford University Press. Delhi.
- Beteille, A. (1977). Inequality among Men. Oxford: Basil Blackwell.
- Gupta, D. (1991). 'Hierarchy and Difference', in Dipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.

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- Dahrendorf, R. (1968). Essays in the Theory of Society. London: Routledge & Kegan Paul. (Chapter 1).
- Mencher, J. (1991). 'The Caste System Upside Down', in Dipankar Gupta (ed.): Social Stratification (93-109). Delhi: Oxford University Press.
- Mendelsohn, O and Vicziany M. (1998). The Untouchables: Subordination, Poverty, and the State in Modern India. Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
- Meillassoux, C. (1973). 'Are there Castes in India?' Economy and Society, 2 (1): 89-111.

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<b>MASO C403E1</b>	<b>DSE</b>	<b>Sociology of Tribes</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Educational Objectives (CEOs):**

The students will be able:

**CEO1:** To provide a Comprehensive Profile of Tribal People in terms of their Distribution, Mate Selection and Marriage Pattern.

**CEO2:** To provide knowledge about the Concept of Family and its Function.

**CEO3:** To provide the knowledge of Tribal Economy and their Problems.

**CEO4:** To provide the knowledge of Religion, Festivals, Fares, and Magic.

**CEO5:** To provide the knowledge of Social Change in present scenario. To develop an understanding of the Reservation Policies.

**Course Outcomes (COs):**

The students should be able:

**CO1:** Explain the Meaning, Characteristics, and Geographical Distribution of Tribes in India.

**CO2:** Analyze the Social Institutions in terms of Types and Functions.

**CO3:** Understand Tribal Economy and analyze the Problem and Level of Exploitation of Tribal People.

**CO4:** To explain the Concept of Religion and Magic, identify different Festivals and Fares of Tribal Societies.

**CO5:** To gain understanding of Social Inequality and the Process of Social Change through Social Movements, Reservation Policy, and collective efforts to fill the gap.

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<b>MASO C403E1</b>	<b>DSE</b>	<b>Sociology of Tribes</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Contents:**

**Unit-I:**

Meaning and Definition of Tribes: Concepts and Approaches. Marriage: Rules of Marriage, Mate Selection, Exchange, Divorce; Kinship System: Clan, Lineage and Types.

**Unit-II:**

Family: Types, Organizations and Functions, Patriarchy, Matriarchy, Male-Female relations, Division of Labor.

**Unit-III:**

Tribal Economy: Agriculture, Labor, Forest, Market, Poverty, Indebtedness.

**Unit-IV:**

Religion, Festivals, Fares and Magic.

**Unit-V:**

Social Change: Education, Reservations, Movements, Migration and Mobility.

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<b>MASO C403E1</b>	<b>DSE</b>	<b>Sociology of Tribes</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Suggested Readings:**

- Bose, N.K. (1971). Tribal Life in India. National Book Trust: New Delhi.
- Ghosh, Abhik. (2003). History and Culture of Oraon Tribe: Some Aspects of their Social Life. Mohit Publications: New Delhi.
- Ghurye, G.S. (1983). The Scheduled Tribes. Popular Book Depot: Bombay.
- Sahoo, Chaturbhuj 2001. Indian Tribal Life. Sarup: New Delhi.
- K.S. Singh, (1972). The Tribal Situation in India, Mohanlal Banarasi Dass: Simla.
- Majumdar, D.N. and Madan, N., (1956). An Introduction to Social Anthropology. Asian Publishing House: Bombay.
- Majumdar, D.N. (1958). Races and Cultures of India. Asian Publishing House: Bombay.
- Roy, P.K. (ed.) (2000). The Indian Family Change and Resistance. Gyan: New Kinship II Delhi.
- Sinha, Surjit (1982). Tribes and Indian Civilisation Structure and Transformation: The Tribal Culture of India. Concept Publishing Company: New Delhi.
- Vinayak S. Irpate (2014). Sociology of Tribal Society. Agri-Bio Vet Press.
- Vashum, R. 2005 (2000). Nagas' Right to Self-determination: An Anthropological Historical Perspective. Mittal Publication, New Delhi (2<sup>nd</sup> Edition).

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<b>MASO C403E2</b>	<b>DSE</b>	<b>Social Movements in India</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Course Educational Objectives (CEOs):**

The students will be able:

**CEO1:** To provide the knowledge of Social Movements, their Types, and the Process of Formation.

**CEO2:** To know about the Bases of the Society and their Functioning.

**CEO3:** To acquire the Theoretical knowledge and Emergence of Social Movements.

**CEO4:** To familiar with the Regional, Traditional, and National Movement occur for Social Change.

**CEO5:** To sensitize the Variety and Dynamics of Social Movements and their Role in Social Transformation.

**Course Outcomes (COs):**

The students should be able:

**CO1:** To explain Social Movements, their Types and Formation of Movements.

**CO2:** To describe the various Social Bases for Reform Movements and its Importance, Types of Leadership.

**CO3:** To describe the Theories and Emergence of Social Movements.

**CO4:** To elaborate Regional, Traditional, and National Movements.

**CO5:** To understand Dalit, Environmental and Women’s Movements as a Social Change and their Impact on Social Policy.

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<b>MASO C403E2</b>	<b>DSE</b>	<b>Social Movements in India</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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 Contents:**

**Unit – I**

Defining Features and Dynamics of Social Movements. Types, Causes and Formation of Social Movements.

**Unit – II**

Social Basis: Caste and Class, Ethnicity, Gender; Leadership, and Its Types, Relationship between Leaders & the Masses.

**Unit – III**

Theories and Emergence of Social Movements: Marxist and Weberian.

**Unit – IV**

Traditional Social Movements in India: Peasant Movement, Tribal Movement and Nationalist Movement.

**Unit – V**

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Social Movements and Social Change; Reforms, Revival, Revolution; New Social Movements in India: Dalit Movement; Women's Movement, and Ethnic Movement.

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 C403E2</b>	<b>DSE</b>	<b>Social Movements in India</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**Suggested Readings:**

- Ajanta Shah, Ghanshyam (1990). Social Movements in India: A review of the Literature, Delhi, Sage
- Shah, Nandita (1992). The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India, N. Delhi, Sage.
- Banerjee, Sumanta. (2002). 'Naxalbari and the Left Movement' in ed. Ghanshyam Shah, Social Movements and the State 2002. pp. 125-192. Sage. New Delhi.
- Bhowmick, Sharit K. (2004). 'The Working Class Movement in India: Trade Unions and the State' in Manoranjan Mohanty Class, Caste and Gender. Sage. New Delhi.
- Chaudhuri, Maitrayee. (1993). The Indian Women's Movement: Reform and Revival. Radiant. New Delhi.
- Deshpande, Satish. (2003). Contemporary India: A Sociological View. Viking. New Delhi.
- Fuchs, Martin, and Antje, Linkenbach. (2003). 'Social Movements' in ed. Veena Das, The Oxford India Companion to Sociology and Social Anthropology. pp. 1524- 1563. Oxford University Press. New Delhi.
- Giddens, Anthony. (2001). Sociology (Fourth edition). Polity. Cambridge.

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- Guha, Ramchandra. (2002). “Chipko: Social History of an Environmental Movement” in Shah Ghansyam Social Movements and the State. Sage. New Delhi.
- Singh, K. S. (1982) Tribal Movements in India, N. Delhi.
- Sen, Ilina. (2004). ‘Women’s Politics in India’ in ed. Maitrayee.
- Shah, Ghansyam Ed. (2001). Dalit Identity and Politics. Sage. New Delhi. – 2002. Social Movements and the State. Sage. New Delhi.

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 C403E 3</b>	<b>DSE</b>	<b>Introduction to Social Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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			END SEM University Exam	Two Term Exams	Teacher's Assessment*	END SEM University Exam	Teacher's Assessment*	T	P	CREDITS	
MASOC 403E3		<b>Introduction to Social Psychology</b>	60	20	30	0	0	3	0	0	3

**Course Outcomes (Cos):**

The student should be able to:

- CO1:** Define Key Concepts, Principles, and Overarching Themes in Social Psychology.
- CO2:** Describe various Theories of Socialization and examine its role, problems of faulty Socialization.
- CO3:** Narrate the Concept of Social Norms and Social Conformity, identify the influencing factors.
- CO4:** Identify the different Types of Social Groups and examine the Determinants of Cooperation and Competition in real situations.
- CO5:** Explain different Types of Aggression and analyze the various Causes of Aggression.

**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 Contents:**

**Unit I**

**Introduction:** Social Psychology as a Science; Scope, Levels & Approaches towards Social Behavior.

**Unit II**

**Socialization:** Meaning and Nature, Theoretical Perspective, Process and Agents of Socialization, Types and Outcomes, Adult Socialization.

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**Unit III**

**Social Norms:** Meaning and Definition, Formation of Social Norms, Functional Importance of Social Norms, Social Conformity: Meaning and Definition, Causes of Conformity, Factors influencing Conformity.

**Unit IV**

**Social Group:** Meaning, Nature and Types. Basic Aspects of Social Group and Social Development. Group interaction: Cooperation, Competition, Determinants of Cooperation and Competition.

**Unit V**

**Aggression:** Nature and Types of Aggression, Theories of Aggression and Factors Influencing Aggression, Causes of Aggressive Behavior.

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 C403E 3</b>	DSE	<b>Introduction to Social Psychology</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

**Suggested Readings:**

- Alcock, J. E., Carment, D.W., Sadava, S.W., Collins, J. E. and Green, J. M. (1997). **A Textbook of Social Psychology**. Scarborough, Ontario: Prentice Hall/Allyn & Bacon.
- Myers, David, G (1994). **Exploring Social Psychology**. New York: Mc Graw Hill.

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- Singh, A. K. (1996). **Adhunik Samajik Manovigyan Ki Rooprekha** (3rd edition).  
Varanasi: Motilal Banarsi Das.
- Tripathi, L. B. (1992). **Adhunik Samajik Manovigyan** Agra: National Psychological Corporation.
- Worchel, S. and Cooper, J. (1983). **Understanding Social Psychology**. Illinois: Dorsey Press.

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 C404</b>	<b>PW/I</b>	<b>Minor Research Project II</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

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**Course Educational Objectives (CEOs):**

The students will be able to:

- CEO1:** This paper has the objective of exposing the students to various Field Study Concepts.  
**CEO2:** Provide an opportunity for students to apply Theoretical Concepts in real life situations  
**CEO3:** Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes (COs):**

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The student should be able to acquire research skills and capabilities to take up the Project Work.

**CO1:** The student should be able to develop opinions and new ideas on Societal Problem as a area of study.

**CO2:** To implement all the Steps of Social Research during Research project.

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 C405	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	2

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**Course Educational Objectives (CEOs)**

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

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**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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