



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 I

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 101	CC	Principles of 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 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 get acquainted with Sociological Development and Significance.

CEO2: To highlight Society, Community, and Social Groups.

CEO3: To acknowledge the coherent understanding of Conceptual and Theoretical Foundation of the academic field of Sociology, its different Branches, and Applications.

CEO4: To gain a better understanding of their own Situation, Region, Institution, and Society.

CEO5: To understand the Developmental and Disorganization Processes of a Society.

Course Outcomes (COs):

The students should be able to:

CO1: Define Basic Sociological Concepts and Development of the field.

CO2: Apply understanding of Society, Groups, and Community in practical settings.

CO3: Highlight the different Social Processes of Association and Dissociation.

CO4: Analyze the Basic Concepts of Family, Marriage, and Kinship studies.

CO5: Get an in-depth understanding of Socialization and associated Criminal tendencies in individuals.

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Course Contents:

Unit I

Sociology: Nature, Scope and Significance, Development of Sociology as a Discipline in India.

Unit II Basic Concepts: Society, Group and Community.

Unit III

Social Processes: Associative-Co-operation, Accommodation, Assimilation. Dissociative-Competition and Conflict.

Unit IV

Social Institutions: Marriage, Family, Kinship, Religion.

Unit V

Conformity and Deviance: Socialization, Crime, Delinquency.

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Suggested Readings:

- Botommore, T.B. (1972). *Sociology: A Guide to problems and Literature* George Allen and Unwin, Delhi.
- Devis K. (1963). *Human Society*. New Delhi: Surjeet Publication
- Fox, R. (1983). *Kinship and Marriage*., Cambridge
- Ginsberg M. (1979). *Sociology*. New Delhi: Surjeet Publication.
- Haralambos, Michael; Holborn, Martin (2015). *Sociology: Themes and Perspectives*, Pearson, Inkeles, A (1987): *What is Sociology?* New Delhi: Prentice Hall,
- Johnson H.M. (1995). *Sociology: A Systematic Introduction*., New Delhi: Allied Publishers
- Kapadia K.M.: *Marriage and Family in India*, Oxford University, Press Bombay
- Smelser, J Neil (1994). *Sociology*. New Delhi: Prentice Hall.
- Karve, Irawati (1968). *Kinship Organization in India*, Bombay: Asia Publishing House
- Nagla, B. K. and Singh, S.B. (2019). *Introducing Sociology*, Jaipur: Rawat Publications.

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MASOC 102	CC	Classical Sociological Theory	60	20	20	0	0	3	0	0	3

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

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Course Educational Objectives (CEOs):

The students will be able to:

CEO1: To gain an understanding of some of the Classical contributions in Sociology, and their continuing relevance to its contemporary concerns.

CEO2: To learn Herbert Spencer's Theories on Evolution and Organic Analogy as a phase of Natural Evolution.

CEO3: To understand the Contribution of Karl Marx to the Development of Social Thoughts on Conflict and Change in Modern Society.

CEO4: To learn about the Max Weber work on Social Action, Role of value in Social Life and Theory of Religion.

CEO5: To demonstrate the Concept of Social Facts, Suicide and Social Solidarity given by Emile Durkheim.

Course Outcomes (COs):

Students shall be able to:

CO1: Identify the Contributions of the Founding Fathers of Sociology in the development and shaping of Sociology distinct discipline.

CO2: Demonstrate how Theories of Herbert Spencer reflect Evolution and Organic Analogy.

CO3: Explain the Conflict Theory and highlight its application in Society.

CO4: Recognize the Effects and Consequences of Human Behavior on People and Society as a whole.

CO5: Interpret the Concepts of Social Solidarity with collective representation, Social Facts to achieve the goals of the Society.

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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 Content:

Unit I

The Development of Sociology in the 19th Century. Auguste Comte: Positivism, Hierarchy of Science and Law of Three Stages.

Unit II

Herbert Spencer: a) Theory of Evolution b) Theory of Organic Analogy.

Unit III

Karl Marx: a) Capitalism b) Class and Class Conflict.

Unit IV

Max Weber: a) Basic Concept and Terms b) Social Action c) Religion and Social Change.

Unit V

Emile Durkheim: a) The Division of Labor and Forms of Solidarity b) Suicide d) Religion.

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Suggested Readings:

- Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.
- Abrams, P. (1968). *The Origins of British Sociology*. Chicago: University of Chicago Press
- Marx, K. (1954). *Capital - Vol. I*. Moscow: Progress Publishers. (Chapter 1, 10 and 14).
- Marx, K. (1924). *The Class Struggle in France (1848-1850)*. New York: New York Labour News
- Marx, K. and F. Engels. (1976). *The Manifesto of the Communist Part, in Marx & Engels*.
- *Collected Works - Vol. 6*. London: Lawrence and Wishart.
- Weber, M. (1978). *Economy and Society: An outline interpretative sociology (edited by) Durkheim, E. (1982). The Rules of Sociological Method G. Roth and C. Wittich) - Vol. 1*. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
- Weber, M. (1949). *The Methodology of the Social Sciences*. New York: Free Press.
- Weber, M. (2002). *The Protestant Ethic and the Spirit of Capital* Los Angeles: Blackwell Publishers.

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MASOC 103	CC	Perspectives on Indian Society	60	20	20	0	0	3	0	0	3

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Course Educational Objectives (CEOs):

The students will be able:

CEO1: To focus on better understanding of Traditional Indian Society based on Social Organizations.

CEO2: To understand the continuities and challenges of Social Stratification in Indian Society with the Effect of Social Mobility.

CEO3: To develop an understanding of the Social Class Structure and its changing pattern.

CEO4: To use a Comparative Approach to Study the Structural and Cultural Principles of Family, Marriage, Kinship.

CEO5: To sensitize the emerging Social Issues and Problems of Society.

Course Outcomes (COs):

Students shall be able:

CO1: To give outline of Traditional Social Organizations of Indian Society.

CO2: To learn the Implication of Caste and Class and demonstrate how Social Structure varies.

CO3: To explain how Structure is constantly changing through the process of Social Mobility within and between different strata.

CO4: To give opinion on changing patterns of Family, Marriage, and Religion.

CO5: To elaborate the problems occurrence due to changing patterns in society. To identify and analyze Emerging Social Issues and Problems from a Sociological Perspective.

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Course Contents:

Unit I

Development of Sociology in India; Major Schools of Indian Sociological Traditions.
Social Organization – Purushartha, Sanskar, Theory of Karma.

Unit II

Historical Development of Indian Society: D.D. Kosambi; Romila Thapar; Traditional Indological-Textual Perspective: Radha Kamal Mukherjee; G.S.Ghurye; Louis Dumont.

Unit II

Structural Functionalism: M. N. Srinivas; S. C. Dube; McKim Marriott.
Marxism: D. P. Mukerji; A. R. Desai; Ram Krishna Mukherjee.

Unit IV

Cultural Analysis: Yogendra Singh.
Civilizational Perspective: N. K. Bose; Surjit Sinha.

Unit V

Subaltern Perspective: B. R. Ambedkar; Ranjit Guha, David Hardiman.

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Suggested Readings:

- Ambedkar B. R. (1979). Babasaheb Ambedkar: Writings and Speeches. Vol. I. Mumbai: Government of Maharashtra.
- Dahiwale, S. M. (2005). Understanding Indian Society: The Non-Brahmin Perspectives, Jaipur & New Delhi: Rawat.
- Das, V. (Ed.). (2004). Handbook of Indian Sociology. New Delhi: Oxford University Press.
- Dhanagare, D. N. Themes and Perspectives in Indian Sociology. Jaipur & New Delhi: Rawat.
- Omvedt, G. (1976). Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930. Bombay: Scientific Education Trust.
- Jayaram, N. (2013). (ed.). Special Issue on The Bombay School of Sociology: The stalwarts and Their Legacies. In Sociological Bulletin: Journal of the Indian Sociological Society. 62 (2): 1-365.
- Nagla, B.K. (2008). Indian Sociological Thought. Jaipur & New Delhi: Rawat.
- Sharma, U. & Searle-Chatterjee, M. (2005). Contextualizing Caste: Post-Dumontian Approaches, New Delhi: Sage.
- Singer, M. & Cohn, B.S. (Eds.) (2001). Structure and Change in Indian Society. Jaipur: Rawat Publications.

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MASO C203	CC	Population and Society	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 learn Basic Idea of the Population and henceforth understand the Society and Relation of Population Studies with other Social Sciences.

CEO2: To develop an understanding of the various sources of population Data.

CEO3: To learn the Concept and measurements of Fertility and Mortality

CEO4: To understand the concept and consequences of Migration. To comprehend the relationship between Population Growth and Development of the Country.

CEO5: Understanding the Theories on Population and able to Compare various Theories.

Course Outcomes (COs):

The students shall be able:

CO1: To define Demography and Population Studies and Establish a relationship of it with other Social Sciences.

CO2: To calculate important demographic measures.

CO3: To analyze the components of population growth and learn their evaluation.

CO4: To describe migration patterns and its effect on population growth.

CO5: To deconstruct and interpret population theories with respect to current trends.

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MASO C203	CC	Population and Society	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 Contents:

UNIT I

Population Studies: Meaning, Scope, and Significance; Relationship of Population Studies with Other Social Sciences; Demographic factors of population change; Important aspects of population studies, Population growth and Economic Development.

UNIT II

Sources of Demographic Data: Censes Method-Definition, Features, Uses; Vital Registration System; National Sample Survey Organization (NSSO)-Survey Design and Research Division, Field Operations Division, Data Processing Division; National Family Health Survey.

UNIT III

Demographic Processes: Fertility-Concept, Factors affects fertility, Fertility and Fecundity, Factors affecting High Birth Rate. Mortality: Concept, Causes of Deaths, Sex and Age Pattern of Mortality, Mortality and Morbidity, Life Table: Concept and Types.

UNIT IV

Migration: Concept, Types, Factors affecting Migration and Consequences of Migration, Measurement of Migration, Push- Pull Theory, Social Process of Migration.

UNIT V

Population Theories: Malthusian and Neo Malthusian Theory; Demographic Transition Theory: Prof. O.P. Walker's view, Thompson and Notestein views; Optimum Population Theory; Growth Theory: Linear Growth Theory, Structural Change Theory.

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MASO C203	CC	Population and Society	60	20	20	0	0	3	0	0	3

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Suggested Readings:

- Agarwal, S.N. (1989): Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
- Bhende, Asha A. and Tara Kanitkar. 1994. Principles of Population Studies, Sixth Edition. Mumbai: Himalaya Publishing House.
- Bose, Ashish (1991): Demographic Diversity in India, Delhi: B. R. Publishing Corporation.
- American Association for the Advancement of Science, 1974. Culture and Population Change. Washington
- Mandelbaum, David. 1974. Human Fertility in India: Social Components and Policy Perspectives. Berkeley: University of California Press. 26
- Davis, K. 1961. The Population of India and Pakistan. New York: Russell & Russell
- Bose, A. et. al. 1970. (ed.). Studies in Demography. London: Allen & Unwin, (Relevant Chapters).
- Bose, A. et. al. 1974 (ed.). Population in India: Development. 1947-2000, Delhi:
- Premi, M.K. et.al. (1983). *An Introduction to Social Demography*, New Delhi: Vikas Publishing House.
- Sharma, A K (2012). *Population and Society*, Delhi: Concept publishing co.

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MASOC 105	SEC	Field study/ Case study	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 on the 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

Field Study/Case Study 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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M.A. Sociology-Batch (2024-2026)
FIRST YEAR
SEMESTER I

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 106	SEC	Seminar	0	0	0	0	50	0	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):

CEO1: This paper has an objective of exposing the students to present views with proper knowledge and enhance confidence.

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.

Seminar

The 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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FIRST YEAR
SEMESTER I

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 C107	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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