



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 2022-2024)
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	Sociology of Religion	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: To familiarize 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 Importance of Religion for Social Control and apply Diverse Perspectives to complex subjects in conflicting position.

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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***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

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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Suggested Readings:

- Ayyar, P.V. Jagadisa. (1920). *South India Shrines*, Madras: The Madras Times.
- Baird, R. D. (ed.). (2001). *Religion in Modern India*, New Delhi: Manohar Publisher.
- 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 Publishing House.
- 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*. Jaipur: Rawat Publication.
- Madan TN (1991). *Religion in India*, New Delhi: Oxford University Press.
- Robinson, Rowena (2004). *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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MASO C402	CC	Social Anthropology	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 provide the knowledge of the Concept of Social Anthropology, its Scope, and Relation with Sociology.

CEO2: To introduce the Concept of Field Study to engage with Cultures, Populations, and Groups different from their own while retaining their personal judgment.

CEO3: To learn about Theoretical Contexts related to Anthropology.

CEO4: To provide knowledge of the Concept of Culture, Social Groups, and Social Change.

CEO5: To aware with the Concept of Tribes, their Distribution, Tribal Problems, and Constitutional Provisions.

Course Outcomes (COs):

The students should be able:

CO1: Elaborate on Meaning, Scope, and Branches of Social Anthropology

CO2: To learn the Skills of Field Work to make closer link of Tribal People with Outer World and ready to gain practical knowledge of the problem.

CO3: Describe Anthropological Theories and connect with present.

CO4: Describe the Concept, Characteristics of Culture and Cultural Processes, Social Groups, and the Concept of Social Change.

CO5: Explain the Meaning, Characteristics, and Geographical Distribution of Tribes in India. Identify the Constitutional Provisions and Measures for Tribal Development in India.

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Course Contents:

Unit I

Meaning, Definition and Scope of Anthropology, Techniques and Methods in Social Anthropology, Differences between Sociology and Social Anthropology.

Unit II: Field-work tradition in Anthropology: Emergence of Field-Work tradition; Ethnography; Ethnocentrism and Cultural Relativism.

Unit III: Anthropological Theories-Evolutionists, Diffusionists, Structural-Functionalism, Structuralism.

Unit IV: Culture and Society: Concept of Society and Culture; Social Groups; Social Change in Indian Context.

Unit V

Tribes: Meaning, Characteristics and Distribution; Tribal Development in India: Problems; Legislation, Economic and Educational Development of Tribes in India.

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Suggested Readings:

- Bowie, Fiona. (2000). *Anthropology of Religion*. Oxford: Blackwell Publishers Ltd.
- Eriksen, Thomas Hylland. (1995). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. 2nd edition 2001, London: Pluto Press.
- Evans–Pritchard, E.E. (1951). *Social Anthropology*. London: Cohen and West.
- Michaelin. (2002). *A Reader in the Anthropology of Religion*. Malden: Blackwell Publishing.
- Stein, R.L. and Philip L. Stein. (2008). *The Anthropology of Religion, Magic, and Witchcraft*. New York: Pearson Education Inc.
- Pandey Gaya (2017). *Social – Cultural Anthropology*. New Delhi: Concept Publishing Company.
- Peter N.; Ember, Carol R. and Melvin Ember (2020) *Anthropology*. Delhi Peregrine. Prentice Hall.
- Upadhyay, V.S. & Gaya Pandey. (1990). *History of Anthropological Thought*. New Delhi: Concept Publishing House.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C403E1	DSE	Sociology of Tribes	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 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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MASO C403E1	DSE	Sociology of Tribes	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 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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Suggested Readings:

- Bose, N.K. (1971). *Tribal Life in India*. New Delhi: National Book Trust.
- Ghosh, Abhik. (2003). *History and Culture of Oraon Tribe: Some Aspects of their Social Life*. New Delhi.: Mohit Publications.
- Ghurye, G.S. (1983). *The Scheduled Tribes*. Bombay: Popular Book Depot.
- Sahoo, Chaturbhuj (2001). *Indian Tribal Life*. New Delhi: Sarup.
- K.S. Singh, (1972). *The Tribal Situation in India*, Shimla: Mohanlal Banarasi Dass.
- Majumdar, D.N. and Madan, N., (1956). *An Introduction to Social Anthropology*. Bombay: Asian Publishing House.
- Majumdar, D.N. (1958). *Races and Cultures of India*. Bombay: Asian Publishing House.
- Roy, P.K. (ed.) (2000). *The Indian Family Change and Resistance.*: New Delhi: Gyan Publication.
- Sinha, Surjit (1982). *Tribes and Indian Civilization Structure and Transformation: The Tribal Culture of India*. New Delhi.: Concept Publishing Company.
- 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*. New Delhi: Mittal Publication.

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MASO C403E2	DSE	Social Movements in India	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 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 the 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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MASO C403E2	DSE	Social Movements in India	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 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

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

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MASO C403E2	DSE	Social Movements in India	60	20	20	0	0	3	0	0	3

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Suggested Readings:

- Ajanta Shah, Ghanshyam (1990). *Social Movements in India: A review of the Literature*, Delhi: Sage Publication.
- Shah, Nandita (1992). *The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India*, New Delhi: Sage Publication.
- Ghanshyam Shah, (2002). *Social Movements and the State*. New Delhi.: Sage Publication
- Bhowmick, Sharit K. (2004). 'The Working-Class Movement in India: Trade Unions and the State' in *Manoranjan Mohanti Class, Caste and Gender*. New Delhi: Sage Publication
- Chaudhuri, Maitrayee. (1993). *The Indian Women's Movement: Reform and Revival*. New Delhi: Radiant Publication.
- Deshpande, Satish. (2003). *Contemporary India: A Sociological View*. New Delhi.: Viking Publications.
- Giddens, Anthony. (2001). *Sociology (Fourth edition). Polity*. Cambridge: Cambridge University Press.
- Guha, Ramchandra. (2002). "Chipko: Social History of an Environmental Movement" in *Shah Ghansyam Social Movements and the State*. New Delhi: Sage Publication.
- Singh, K. S. (1982) *Tribal Movements in India*, N. Delhi: Sage Publication.
- Oommen, T K ed. (2000). *Social Movements Vol. 1* New Delhi: Oxford University Press.
- Shah, Ghansyam Ed. (2001). *Dalit Identity and Politics*. New Delhi: Sage Publication.

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MASO C403E3	DSE	Social Problems in India	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 know the Concept, Nature, Characteristics and Types of the Social Problems and Social Disorganization, their Causes, and Consequences.

CEO2: To provide knowledge about the Status of Women in Society, which is subjected to Inequality, Discrimination, and Exploitation.

CEO3: To study the various Social Problems caused by the various Socio- Economic Aspects of Society. To study the need to check the Population Growth to overcome the various problems.

CEO4: To aware of the Problems faced by Under-Privileged Classes of the Society.

CEO5: To provide knowledge about the working of the State, Parties, Movements, Activists, Academics, Social Researchers, and Media.

Course Outcomes (COs):

The students should be able:

CEO1: To get in-depth understanding of the Concept, Causes of the Social Problems Social Disorganization

CO2: To deal with Social Problems related to Women like Domestic violence, Violence against Women and to discover ways of overcoming Social Problems and contribute for Development of the Country.

CO3: To understand the Social Problems born due to high birth rate and other aspects and, their Remedial Measures taken at various levels.

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CO4: To deal with various Aspects of Social Problems related to SCs, STs, OBC and Constitutional Provisions and Government Measures taken.

CO5: To explain the Role of Human Agencies to eradicate the problems of Society.

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 C403E3	DSE	Social Problems in India	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 Contents:

UNIT I

Social Problems and Social Disorganization: Meaning, Nature, Characteristics, Causes, and Types.

UNIT II

Woman Related Problems: Abuse-Meaning, Forms; Violence-Definition, Forms, and Problems of Working Women.

UNIT III

Juvenile Delinquency: Definition, Characteristics, Factors, Types, Preventive Programmes and Remedies. Human Trafficking: Meaning, Types, Contributing Factors, Preventive Measures.

UNIT IV

Problems of Scheduled caste, Scheduled Tribes, other backward Classes. Remedial Measures; Constitutional Safeguards.

UNIT V

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Human Agency: State, Parties, Movements, Activists, Academics & Social Researchers, Media.

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 C403E3	DSE	Social Problems in India	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:

- Ahuja Ram. (1999) *Social problems in India*. New Delhi: Rawat Publication.
- Dasgupta, S. (2011), *Political Sociology*, New Delhi: Pearson Publication.
- Elliot, Mabel A and Merrill, Francis E. (1950). *Social Disorganization*, New York: Harper and Brothers.
- Gillin JL, JP Gillin. (2006). *An Introduction to Sociology*, Michigan: Macmillan.
- Gurr, Ted Robert. (1970). *Why Men Rebel*, Princeton: Princeton University Press.
- Haralambos and Holborn. (2008). *Sociology Themes and Perspectives*, London: Harper Collins Publishers Ltd.
- Holmes, J. 2000. Women and Ending Hunger: The Global Perspective. New Delhi: Institute of Social Sciences.
- Kubrin, C. E., & Weitzer, R. (2003). New directions in social disorganization theory. *Journal of Research in Crime and Delinquency*.
- Madan G.R. (1976) *Indian Social problems* Allied Publisher, New Delhi.
- Robert K. Merton and Robert Nisbet, (ed.) (1971) *Contemporary social problems*, Harcourt Brace, New York.

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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 C404	PW/I	Major Research Project II	0	0	0	60	40	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):

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):

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.

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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 C405	CV	Comprehensive Viva Voce	0	0	0	50	0	0	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)

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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