



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-2025-2027)
SECOND YEAR
SEMESTER III

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 C302	CC	Sociology of Social Change and Development	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To understand the Basic Concept of Social Change, Factors influencing Social Change.

CEO2: To provide Conceptual and Theoretical understanding of Social Change and Development.

CEO3: Understand key forces in Implementing Development.

CEO4: To identify different Social Process.

CEO5: Examine the Geopolitical Context in which the Ideas of Development and Underdevelopment emerged and constructed.

Course Outcomes (COs):

The students should be able:

CO1: To analyze major factors of Social Change to evaluate solutions to problems.

CO2: To apply Sociological Theories and Concepts of Social Inequality and Change.

CO3: To evaluate the process of Social Change and relate Social Change with Social Development.

CO4: Recognize the Implications of Social Change at multiple levels of oppression and empowerment. Write about Sanskritization and De-Sanskritization, Modernization, Westernization.

CO5: To prepare for Professional Careers in the field of development planning, including governmental, non-governmental and international agencies engaged in Development.

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Course Contents:

Unit I

Social Change: Meaning and Definition, Characteristics, Forms of Social Change, Factors of Social Change.

Unit II

Theories of Social Change: Classical Evolutionary Theory, Modern Evolutionary Theory, Neo Evolutionary Theory.

Unit III

Processes of Social Change: Evolution, Progress and Development. Relationship between Social Change and Social Progress.

Unit IV

Social Process: Sanskritization and Westernization; Modernization and Secularization.

Unit V

Development: Concept, Changing Concepts of Development: Economic Growth, Human Development and Sustainable Development; Approaches and Strategies of Planning and Development.

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Suggested Readings:

- Bottomore, T., (1987). Sociology. A guide to Problems and Literature, (III Edition), Allen and Unwin: London.
- Davis, K., (1981). Human Society, Subject Publications: New Delhi.
- Gore, M.S., (1973). Some Aspects of Social Development, Tata Institute of Social Sciences: Mumbai.
- Ogburn W.F. and M. Nimcoff, (1979). A Handbook of Sociology, Emasca Publishing House: New Delhi.
- Pandey, R. (1985). Sociology of Development: concepts, Theories and Issues, Mittal Publishers: New Delhi.
- Sharma, S.L., (ed) (1986). Development: Socio-cultural Dimensions. Rawat Publication: Jaipur.

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MASO C402	CC	Social Anthropology	60	20	20	0	0	3	0	0	3

*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 provide 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 be aware of 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 between 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, Classification of Anthropology; Differences between Sociology and Social Anthropology.

Unit II: Branches of Anthropology: 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; Components and Importance of Culture; Social Groups; Social Change in Modern India: Change in Joint Family; Marriage; Caste System; Status of Women.

Unit V

Tribes: Meaning, Characteristics and Distribution; Social Institutions in Tribes: Family, Marriage, Kinship, Economic and political organization; Problems of Tribal people; Legislation, Economic and Educational Development of Tribes in India.

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Suggested Readings:

- Barrett, R. Stanley. 2009. Anthropology: A student's guide to theory and method.
- Bowie, Fiona. 2000. Anthropology of Religion. Oxford: Blackwell Publishers Ltd. Lambeck, Toronto: University of Toronto Press.
- 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.
- Lavenda, Robert H. and Emily A. Schultz (2019) Core Concepts in Cultural Anthropology. Oxford University Press.
- 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. Concept Publishing Company PVT. Delhi Peregrine.
- Peter N.; Ember, Carol R. and Melvin Ember (2020) Anthropology. Prentice Hall of India.
- Upadhyay, V.S. & Gaya Pandey. 1990. History of Anthropological Thought. New Delhi: Concept Publishing House.

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MASO C304E 1	DSE	Sociology of Family and Kinship	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 show how to study Kinship Systems in a comparative understanding of Societies and Social Institutions.

CEO2: To understand the relevance of Institutions from a Sociological Perspective.

CEO3: To impart with the knowledge of Kinship Terminology and various Usage.

CEO4: To learn the Meaning and Practices of the Marriage Institution.

CEO5: To know the Meaning, Types and Rules of Residence.

Course Outcomes (COs):

The students should be able:

CO1: To demonstrate the universally acknowledged Social Importance of Kinship ties and demonstrate how Structural Principles are used by Societies.

CO2: To expose to the different Approaches, Issues, and Debates in studies of Kinship, Marriage and Family will enable the student to appreciate how a subject deals with aspects of everyday life.

CO3: To identify certain reciprocal behavioral patterns.

CO4: To grasp and compare the different Practices of Marriage and to understand the different Systems of Marriage and Family Organizations in India.

CO5: To analyze the Causes and Consequences of Changing Pattern in Social Institutions of India.

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MASOC 304E1	DSE	Sociology of Family and Kinship	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

Nature and Significance of the Kinship: Basic Terms and Concepts of Kinship- Lineage, Clan, Phratry, Moiety, Descents; Types of Kinship; Consanguinity and Affinity.

Unit – II

Approach: Historical, Evolutionary, Structural –Functional, Structuralism, Cultural, Gender Perspective. Genealogical Method; Alliance v/s Descent.

Unit – III

Kinship Terminology, Kinship as an organizing principle: Patrilineal Decent, Matrilineal Decent. Kinship Usages - Avoidance, Joking Relations, Teknonymy, Avunculate, Amitate, and Couvade.

Unit – IV

Marriage: Meaning, Definition, Types, Characteristics, Functions. Incest Taboo, Exogamy, Endogamy, Hypergamy, Hypogamy, Preferential and Prescriptive Marriage. Affinal Transaction and Stability of Marriage.

Unit – V

Rules of Residence: Virilocal, Uxorilocal, Ambilocal, Neolocal and Nata local; Family: Nature, Types and Function; Institutions in India (Kinship, Marriage, Family): Forces of Change and Consequences.

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Suggested Readings:

- Barnes, J. A. (1971). Three Styles in the Study of Kinship, London Tavistock.
- Dube, Leela (1974). Sociology of Kinship: An Analytical Survey of Literature, Bombay, Popular Prakashan.
- Fortes, M. (1970). Time and Social Structure and Other Essays, London. Athlone Press Fox.
- Robin (1967). Kinship and Marriage: An Anthropological Perspective, Harmondsworth, Penguin Books Ltd. Goody, Jack (ed.) 1971 Kinship, Harmondsworth, Penguin Books Ltd. Keesing.
- R. M. (1975). Kin groups and Social Structure, New York, Holt Rinehart, and Winston Levi – Strauss, Claude 1969 (1949) The Elementary Structure of Kinship, London.
- Eyre and Spottiswoode, Radcliff – Brown, A. R. and D. Fordes (eds.) (1950). African System of Kinship and Marriage, London Oxford University Press.
- Schneider, D. (1965). American Kinship: A Cultural Account, London, Tavistock.
- Shah, A. M. 1974 The Household Dimension of the Family in India, Berkeley, University of California Press.
- Uberoi, Patrica (ed.) (1993). Family, Kinship and Marriage in India, N. Delhi, Oxford University Press.

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- Kolenda, Pauline, 1987 Regional Differences in Family Structure in India, Rawat Publications, Jaipur.
- Madan, T. N., 1965 / 89 Family and Kinship: A Study of the Pundits of Rawat Kashmir, Delhi, Oxford Univ. Press (2nd Revised eds.).
- Sharma, Ursula, 1980, Women Work and Property in N. W. India, London Tavis Tock.
- K. M. Kapadia • Irawati Karve • Karve, Irawati, 1953 / 65 / 68, Kinship Organization in India, Bombay, Asia Publishing House (3rd Revised eds.).
- Sharma, Ursula, 1984, Dowry in North India: Its Consequences for Women in Renee Hersihen (ed.) women and Property: Women as property, London.
- Srinivas M. N. (1984). Some Reflections on Dowry, Delhi.

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MASO C304E 2	DSE	Urban 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 learn the Basic Concepts related to Urban Society and Population Distribution in Urban areas.

CEO2: To be sensitized on Urban Dimensions of Society, its Social Structure and Social Process in India.

CEO3: To learn various Theoretical frameworks of City Classification and Growth, know about Urban Economy.

CEO4: To recognize the effects of Liberalization, Privatization, and Globalization on Urban Society.

CEO5: To know the various problems of Urban Areas and the Steps taken for their solution.

Course Outcomes (COs):

The students should be able:

CO1: To describe the Meaning, Nature, Scope, and Characteristics of Urban Sociology and Causes of Urbanization.

CO2: To explain the Social Structure of Urban Communities and Pattern of Urban Growth.

CO3: To develop an understanding of the fundamental Social Reality and Changes in Development Perspectives of Urban Communities.

CO4: To analyze the relative impacts of Liberalization, Privatization, and Globalization on Urban Society.

CO5: To critically analyze and understand various Urban Problems, their planning of solutions, also learn the tenets of planning and governance of urban areas.

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MASO C304E 2	DSE	Urban Sociology	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 Contents:

Unit-I:

Meaning, Definition, Nature, and Scope of Urban Sociology. Characteristics of Urban Society; Urbanization: Causes of Urbanization, Relation between Urbanization, and Industrialization. Populations in Urban Areas –Its Growth and Implications.

Unit-II:

Social Structure of Urban Communities – Caste, Class, New Urban Middle Class, Ethnicity, Diaspora. Inter-Caste Relations, Patterns of Urban Growth.

Unit-III:

Urban Economy in India, Industrial Growth and Urbanization. Migration: Factors, Problems and Prospects. Urbanization and Development – Identity, Culture, Contradictions and Social Tensions in Cities.

Unit-IV:

Effect of Liberalization, Privatization and Globalization on Urban Economy and Urban Life.

Unit-V:

Urban Problems – Traffic and Transportation, Sewerage and Waste Disposal, Problem of Pure Drinking Water, Its Impact on Health. Pollution– Air, Water, Geo, Noise in Cities. Role of NGOs. Role of State and Planning Agencies in the development of Urbanization.

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Suggested Readings:

- Ashish, Bose (1901-2001). India's Urbanization. *Tata McGraw Hill*, New Delhi.
- David, Harvey (1989). The Urban Experience, *Basil Blackwell*.
- Leela, Fernandes (2007). The New Urban Middle Class. *Oxford University Press*, New Delhi.
- Lyon, France. Transport and the Environment; An International Perspective: A World Conference of Transport Research Society.
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SECOND YEAR
SEMESTER III

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 Educational Objectives (CEOs):

The students will be able:

CEO1: To know the Concept, Nature, Characteristics and Types of 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 an in-depth understanding of the Concept, Causes of 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.

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 the Society.

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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 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

Problems of Aged people; Human Agency: State, Parties, Movements, Activists, Academics & Social Researchers, Media.

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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.

Suggested Readings:

- Ahuja Ram. (1999) Social problems in India Rawat Publication, New Delhi
- Bandura, A. (1989). Human agency in social cognitive theory. American Psychologist.
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- Dasgupta, S. (2011), Political Sociology, Pearson Publication, New Delhi.
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C305	PW/I	Minor Project I	0	0	0	30	20	0	0	4	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):

The students will be able to:

CEO1: This paper has an 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 problems as a area of study.

CO2: To implement all the steps of social research during Research project.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C306	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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