



**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**  
**(2021-2023) 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 C201	CC	Modern 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 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 power of society by structural and post structural theory.

CEO4: To learn about the concept of function, interrelationships of different parts within a system.

CEO5: To develop an understanding of critical theory of Habermas.

**Course Outcomes (COs):**

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 Content :**

**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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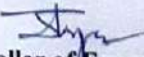
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**Suggested Readings:**

- *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.Harvestor*
- *Cohen, S.P.(1968).Modern Sociological Theory, Heinemann Education Books Ltd.;*
- *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 (IIIrd Ed.), McGraw Hill Inc.;*

  
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MBAI 202	CC	Research Methodology	60	20	20	0	0	3	0	0	3

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**Course Objectives (CEOs):**

The students will be able to:

CEO1: The objective of the course is to equip the students with the concept and methods of Social Science Research.

CEO2: To plan and design social science research using scientific and statistical methods.

**Course Outcome (Cos):**

The students should be able to:

CO1: Demonstrate understanding of research methodology.

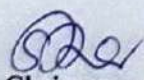
CO2: Apply the statistical concepts in social research.

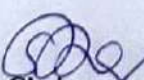
CO3: Validate statistical statements relating to social research.

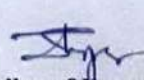
**Course Content :**

**Unit I**

An overview: Research process, Types of Research - Exploratory Research, Descriptive Research, Causal Research, Analytical Research, Problem formulation, Management problem v/s. Research problem, Approaches to Research, Importance of literature review, Research Design: Steps involved in a research design.

  
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### Unit II

Sampling and sampling distribution: Meaning, Steps in Sampling process, Types of Sampling - Probability and Non probability Sampling Techniques, Data collection: Primary and Secondary data – Sources – Advantages/Disadvantages, Data collection Methods: Observations, Survey, Interview and Questionnaire design, Qualitative Techniques of data collection.

### Unit III

Measurement and Scaling Techniques: Nominal Scale, Ordinal Scale, Interval Scale, Ratio Scale, Criteria for good measurement, Attitude measurement – Likert's Scale, Semantic Differential Scale, Thurston-equal appearing interval scale.

### Unit IV

Statistical Tools for Data Analysis: Measures of central tendency - Mean, Median, Mode, Quartiles, Deciles and Percentiles, Measures of Dispersion: Standard Deviation – Variance – Coefficient of Variance, Skewness, Correlation - Karl Pearson's coefficient of

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Correlation, Rank Correlation, Regression: Method of Least Squares, Formulation of hypothesis, Testing of hypothesis, Type I and Type II Errors, Parametric tests: Z-Test, t-test, F-test, Analysis of Variance

- One-Way and Two-way classification. Non parametric tests - Chi-Square test.

### Unit V

Report Writing: Reporting Research, Types of reports, Characteristics of a research report

#### Suggested Readings

- Aczel and Sounderpandian (2008). **Complete Business Statistics**. Tata-McGraw Hill, Latest Edition.
- Anderson, Sweeney, William, Cam (2014). **Statistics for Business and Economics** Cengage Learning, Latest Edition.
- Krishnaswami O. R., Ranganatham M. (2011). **Methodology of Research in Social Sciences**. Himalaya Publishing House, Latest Edition

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- Cooper Donald R and Schindler Pamela S. (2006). **Business Research Methods**. McGraw-Hill Education, Latest Edition.
- Gupta S. P. (2014). **Statistical Methods**. Sultan Chand and Sons, Latest Edition.
- Kothari C. R. (2004). **Research Methodology**. Vishwa Prakashan, Latest Edition
- Levin and Rubin (2008). **Statistics for Management**. Dorling Kindersley Pvt Ltd, Latest Edition.
- Malhotra Naresh K. (2008). **Marketing Research**. Pearson publishers, Latest Edition.
- Sekaran Uma (2003). **Research Methods for Business**. Wiley India, Latest Edition
- Zikmund, Babin, Carr, Griffin (2003). **Business Research Methods**. Cengage Learning, India, Latest Edition. Publication.

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

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**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 a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration.

**CEO3:** Understanding the theories on population and able to compare various theories.

**CEO4:** To comprehend relationship between population growth and development of the country.

**CEO5:** To understand population control in terms of social needs. To appreciate population control measures and their implementation.

**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 analyze the components of population growth and learn their evaluation.

**CO3:** To deconstruct and interpret population theories with respect to current trends.

**CO4:** To dissect population composition, size, and structure of population in India and globally.

**CO5:** To elaborate the population control policies in India and study its management.

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**Course Content:**

**UNIT I**

Population Studies: Meaning, Scope and Significance; Relationship of Population Studies with Other Social Sciences.

**UNIT II**

Demographic Processes: Fertility, Mortality and Migration. Methods of finding and Analyzing birth rate and death rate .Factors affecting birth rate, death rate and migration.

**UNIT III**

Population Theories: Malthusian and Neo Malthusian Theory, Demographic Transition and Optimum Population Theory.

**UNIT IV**

Population Composition in India: Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India: Understanding of Developed and Developing Countries.

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#### UNIT V

Population Planning and Control: Needs and Objectives; Population Policy of India, Family Welfare and Health, National Rural Health Mission.

#### Suggested Readings:

- Agarwal, S.N. (1989): Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
- 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:

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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. Further more, 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.

Overall outcome of this course would be the 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.

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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.

**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.

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### 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 work place; 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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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	Gender and Society	60	20	20	0	0	3	0	0	3

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

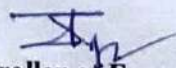
- Maccoby, E and Jacklin, C.1975. *The psychology of Sex differences*, Stanford: Stanford University Press
- Sharmila Rege(ed), 2003 *Sociology of Gender*, Sage publications, London
- Mocormark,C and M.Strathern.1980. *Nature, Culture and Gender*, Cambridge: Cambridge University Press.
- Oakley, A. 1972.*Sex, 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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SUBJECT CODE	Category	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Tb	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>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 Educational Objectives (CEOs):**

The students will be able to:

CEO1: Grasp how sociology uniquely contributes to an understanding 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 aspect 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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			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E2	DSE	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 Content:**

**UNIT - I**

Emergence, Nature and Scope of Political Sociology.

**UNIT II**

Approaches to the Study of Political Sociology:

- A) Behavioral Approach B) Systems Approach C) Marxist Approach

**UNIT III**

Political Socialization, Political Modernization, Political Development, Political Culture

**UNIT IV**

Political Participation and Public Opinion

**UNIT V**

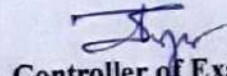
Political Power: Concept of Elites and Masses, Leadership

  
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			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C204E2	DSE	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.

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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 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.

**Course Educational Objectives (CEOs):**

The students will be able to:

- CEO1: Increase awareness towards the 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, 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 issues and problems in India.

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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 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.

**Course Content:**

**Unit I**

Rural Sociology: Meaning, Definition of Rural Sociology, Nature, Scope and Significance of Rural Studies/ Village Studies, 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.

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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 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.

#### 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.

#### 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.
- Sri Newas, 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.

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			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	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):**

- 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 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 on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.



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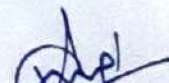
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MASO C206		Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

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**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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