

Department of Sociology and Social Work

School of Humanities and Social Sciences



Curriculum Framework

Master of Sociology

Based on National Education Policy- 2020

Date of BoS: 14.09.2022

Doctor Harisingh Gour Vishwavidyalaya

(A Central University)

Sagar-Madhya Pradesh-470003

**Post Graduate Curriculum Framework for Master of Arts
Syllabus (NEP –2020)
Session- 2022-23**

1. **Name of the Programme :** Post Graduate (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multidisciplinary and skill enhancement courses** and actual Hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology as developed a curriculum framework to encompass the goal of NEP 2020.

After Completion of the programme the learner will be able to:

- a. Able to understand the basic knowledge of sociology
 - b. Able to understand different processes which is going on in the society.
 - c. To be Skilled and ability to contribute in nation building Process.
4. **Programme Learning Outcomes :**
 - a. A fundamental understanding of an academic field of study in different disciplinary areas.
 - b. Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments .
 - c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportuni

5. Structure of the Programme:

Level: 8 Semester I			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-121	Introduction to Sociology	6
Discipline Specific Major-2	SOC-DSM-122	Foundation of Sociology as Discipline	6
Multi-Disciplinary Major-1	SOC-MDM-121	Women and Society	6
Skill Enhancement Course (SEC)	SOC-SEC-121	Indigenous knowledge and Social Skill	4

Semester II			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-221	Modern Sociological Thinkers	6
Discipline Specific Major-2	SOC-DSM-222	Indian Society: Structure and Change	6
Multi-Disciplinary Major-1	SOC-MDM-221	Women Empowerment	6
Skill Enhancement Course (SEC)	SOC-SEC-221	Social Problems and Sociological Knowledge	4

6. Exit : Certificate in MA Sociology

7. Teaching Learning Approach :

- Lecture/ Seminar
- Group Discussion
- Field Visit

8. Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

SOC-DSM-121 Introduction to Sociology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
18 Sem I	SOC-DSM-121	Introduction to Sociology		Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

To learn sociology is to learn about how human societies are constructed and how our beliefs and daily routines come from. This paper is intended to acquaint the students with the subject matter of Sociology as a social science and it has its own distinctive method and theoretical analysis which differentiates its subject matter from commonsensical knowledge to understand the individual and society relationship.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding and skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Capable to understand fundamental of sociology and its relationship with other social sciences

UO 2. Capable to understand the basic concepts of sociology

UO 3. Have capacity to explore social groups and socialization process in the development of human personality.

UO 4. Have Capacity to understand social institutions in different sphere of human life

UO 5. Capable to understand the process of social change in relation to the national development.

Unit I: Introducing Sociology

18

The subject matter of Sociology;

The nature and scope of sociology;

Sociology and social sciences; Sociology and Common sense

Unit II: Basic concepts:

18

Society, community, culture, institution,

association, social structure, status and role

Unit III: Social groups and Socialization:**18**

Meaning; Types of social groups; relationship between individual and group, inter group and intra group.

Society, culture, and socialization; Agencies of socialization; Theories of socialization; Social control: norms, values, and sanctions.

Unit IV: Social institutions:**18**

Family: structure and types

Marriage: Types and function

Economy: types and function

Polity: Types and Function

Religion: Types and Function

Unit V: Social change:**18**

Meaning and type: evolution and revolution, diffusion, progress and development; Factors of social change; Theories of social change.

Essential Readings:

Beteille, A. 2005. Sociology: Essays on Approach and Method. New Delhi: Oxford University Press.

Margaret Anne & Carol Riddell. 1980. Approaching Sociology. London: Routledge & Kegan Paul.

Haralambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.

Horton, P.B. and Chester L. Hunt. 1972. Sociology. Blacklick, Ohio: McGraw-Hill Book Co.

Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice-Hall.

Jayaram, N. 2005. Introductory Sociology. Madras: Macmillan

SOC-DSM-122 Foundation of Sociology as Discipline								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
18 Sem I	SOC-DSM-122	Foundation of Sociology as Discipline	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

French Revolution and Industrial Revolution brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism and the development of modern state and democracy. Different thinkers viewed this societal changes from different perspectives, presented their distinct Methodology to study, causes and consequences. This course tries to familiarize students to these thinkers and their understanding of social change.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand the intellectual influences in relation to socio-economic Forces
- UO 2. Capable to understand about Auguste Comte father of Sociology and his theories
- UO 3. Capable to understand about Marxian Theories
- UO 4. Capable to understand about different theories of Durkheim
- UO 5. Capable to understand about different theories of Weber

Unit I: Development of Classical Sociology **18**

Socio-Economic Forces, Intellectual influences

Unit II: Auguste Comte **18**

Positivism

Hierarchy of Sciences, Law of three stages,

Unit-III: Karl Marx	18
Historical materialism	
Capitalism: Alienation, Theory of surplus value	
Theory of class struggle	
Unit IV: Emile Durkheim	18
Rules of Sociological method	
Elementary forms of religious life	
Division of labour Suicide	
Unit V: Max Weber	18
Problems of Objectivity and Value Freedom, Ideal Types,	
Modernity and Rationality, Social Action Power, Authority and	
Legitimacy, Religion and economy, Class, Status and Power	

Essential Readings

- Durkheim, E. 1964a. Division of Labour in Society. New York: Free Press.
- Durkheim, E. 1964b. The Rules of Sociological Method. New York: Free Press.
- Durkheim, E. 1966. Suicide. New York: Free Press.
- Marx, K. 1982. German Ideology. London: Lawrence and Wishart.
- Marx, K. 1867. Capital. Vol. 1. Harmondsworth: Penguin. (pp: 1-55)
- Marx, K. 1961. Economic and Philosophical Manuscript. Moscow: Foreign Languages Publishing House.
- Weber, M. 1978. Economy and Society. Berkeley: University of California Press.

SOC-MDM-121 Women and Society								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
18 Sem I	SOC-MDM-121	Women and Society	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

This paper is intended to acquaint the students with women and society and its theoretical analysis. This course tries to familiarize students to thinkers and their understanding of social change in relation to women and society.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand Social Construction of Gender
 UO 2. Understand about feminist Thoughts
 UO 3. Capable to understand Political Economy of Gender
 UO 4. Have understanding about social change and Gender Relation
 UO 5. Have understanding with the issues especially related to women

Unit-I: Social Construction of Gender 18

Gender as a sociological category:
 Sex vs. gender, gender roles and sexual division of labour

Unit-II: Feminist Thoughts 18

Marxist – Socialists, Liberationalist, Radicals,
 Post-modernist; Feminist Methodology as a
 critiques of sociological methods.

Unit-III: Political Economy of Gender: 18

Women and structural adjustment
 Programmes in India Women's issues –
 Economic Parameters
 Budgetary Policy: A Gender analysis

Unit-IV: Social Change and Gender Relation:	18
New Social Movements and Gender in India	
Challenges of the New Millennium and Voluntary Organizations	
Importance of Women's Leadership in Local Bodies	
Unit – V: Women's Studies	18
Emergence of Women's Studies Centers Dynamics of Women's Studies	
Women's Movement in India	

Essential & Suggested Readings

- Bhagwat, Vidyut. 2004. *Feminist Social Thought*. Jaipur: Rawat.
- Dube, Leela (ed). 2001. *Anthropological Explorations in Gender*. Delhi: Sage.
- Everelt, Jana M. 1981. *Women and Social Change in India*. New Delhi: Heritage Publishers.
- Firestone, Sulahmith. 1975. *The Dialectic of Sex*. New York: Morrow.
- John, Mary E. 1996. „Gender and Development in India 1970-1990s: Some Reflection on the Constitute Role of Contexts“, *Economic and Political Weekly*. vol 31, No. 47.
- Krishnaraj, M. et-al. (eds.). 1989. *Gender and the Household Domain*. New Delhi: Sage.
- Mies, M. 1980. *Indian Women and Patriarchy*. New Delhi: Concept Publishing.
- Oakley, A. 1972. *Sex, Gender, and Society*. New York: Harper and Rao.
- Rege, S. 2003 *Sociology of Gender: The Challenge of Feminists Sociological Knowledge*. New Delhi: Sage.
- Seth, M. 2001. *Women and Development: The Indian Experience*. New Delhi: Sage.

SOC-SEC-121 Indigenous Knowledge and Social Skill Practice								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
18 Sem I	SOC-SEC-121	Indigenous Knowledge and Social Skill Practice	-	Yes	-	4	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 72

1. Learning Objectives:

The course aims to familiarize students with Local and indigenous knowledge that refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand the fundamentals of Indigenous Knowledge
- UO 2. Capable to understand the role of Indigenous Knowledge in Development
- UO 3. Capable to understand the relationship between Indigenous Knowledge and Global culture
- UO 4. Capable to understand the role of Indigenous Knowledge in Environment
- UO 5. Capability to Enhance Skill Practices with the help of Indigenous Knowledge

Unit-I: The Subject Matter

- Indigenous Knowledge: Definition, Concept and Application
- Indigenous Knowledge and Traditional Knowledge

Unit-II: Indigenous knowledge in Development

- Local knowledge in Development Project
- Indigenous Knowledge and Social Capital
- Indigenous Knowledge in Health Practice

Unit-III: Indigenous Knowledge in Global Culture

- Globalization, Privatization and Indigenous Knowledge
- Indigenous knowledge, Science and Globalization
- Indigenous knowledge and Sustainable Development

Unit-IV: Indigenous Knowledge and Environment

- Role of Indigenous Knowledge system in the conservation of bio-physical Environment
- Indigenous Knowledge, Innovation and Practices

Unit-V: Indigenous Knowledge of Skill Practices

- Vocational Educational System
- Indigenous Knowledge and Development
- Mechanism for integrating Indigenous Knowledge and Skill

Essential Readings

Bruchac, M. 2014. *Indigenous Knowledge and Traditional Knowledge*
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1172&context=anthro_papers

The World Bank. 1998. *Indigenous Knowledge: Definition, Concept and Application*
[https://chm.cbd.int/api/v2013/documents/4A27922D-31BC-EEFF-7940-DB40D6DB706B/attachments/209070/Hoda%20Yacoub%20-%20IK%20Report%20\(1\).pdf](https://chm.cbd.int/api/v2013/documents/4A27922D-31BC-EEFF-7940-DB40D6DB706B/attachments/209070/Hoda%20Yacoub%20-%20IK%20Report%20(1).pdf)

Sillitoe, P. *Introduction: Indigenous Knowledge in Development*
[file:///C:/Users/hp/Downloads/\[17522285%20-%20Anthropology%20in%20Action\]%20Indigenous%20Knowledge%20in%20Development.pdf](file:///C:/Users/hp/Downloads/[17522285%20-%20Anthropology%20in%20Action]%20Indigenous%20Knowledge%20in%20Development.pdf)

Rao, S. *Reproduction of Indigenous Knowledge in Plural Cultures: Ayurveda Education in Contemporary India*
<https://academic.oup.com/book/4186/chapter-abstract/145997862?redirectedFrom=fulltext>

Anastasia A. Seferiadis et.al. 2015. Knowledge, Social Capital, and Grassroots Development: Insights from Rural Bangladesh
<https://www.tandfonline.com/doi/full/10.1080/00220388.2017.1417584>

egyankosh. *Globalization, Privatization and Indigenous Knowledge*
<https://www.egyankosh.ac.in/bitstream/123456789/27078/1/Unit-22.pdf>

Ramnath, A. 2014. *Indigenous Knowledge' and 'Science' in the Age of Globalization*
<https://journals.sagepub.com/doi/10.1177/2277975214532180>

Claxton, M. *Indigenous knowledge and Sustainable Development*
[https://sta.uwi.edu/resources/speeches/2010/September1 Indigenous%20Culture%20and%20Sustainable%20Development.pdf](https://sta.uwi.edu/resources/speeches/2010/September1%20Indigenous%20Culture%20and%20Sustainable%20Development.pdf)

SOC-DSM-221 Modern Sociological Thinkers								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-DSM-221	Modern Sociological Thinkers	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

This course is intended to introduce the students to the theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. Although the 20th century sociological thinkers have their different approaches and methods to study social reality but also they have certain links with the original ideas of classical sociology. The main focus of this course will be on the different perspectives in sociology in modern time. This course will try to engage students in debating the on changing nature of theory and methodology in the discipline of sociology.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand the theory and concept of Functionalism and Neo- functionalism
- UO 2. Capable to understand Conflict and Neo-conflict theories
- UO 3. Capable to understand symbolic Inter- action theory
- UO 4. Capable to understand phenomenology and Symbolic Inter- actionism
- UO 5. Capable to understand postmodernism

Unit I: Functionalism and Neo-functionalism

18

Talcot Parsons and Analytical Functionalism,
J. Alexander and Neo-Functionalism

Unit II: Conflict and Neo-conflict Sociology **18**

Theory of Class Struggle; Dialectical Conflict theory of Ralf Dahrendorf; Integrative Conflict theory of R. Collins, Conflict Functionalism of Lewis Coser.

Unit III: Symbolic Inter-actionism **18**

Mind, Self and Society of G.H. Mead
Self Presentation in Everyday life of Goffman

Unit IV: Phenomenology and Symbolic Inter-actionism **18**

Alfred Schutz and the theory of life world
Ethnomethodology of Garfinkel
Peter Burger and Luckmann and Social construction of Reality

Unit V: Postmodernism **18**

Foucault and Discourse Analysis
Derrida and Deconstruction

Essential Readings

Alexander, J. 1987. Twenty Lectures: Sociological Theory Since World War II. New York: Colombia University Press.
Anderson, Perry. 1998. The Origins of Postmodernity. London: Verso.
Berger, P and T. Luckman. 1967. The Social Construction of Reality. London: Penguin. Collins, R. 2004. Theoretical Sociology. Jaipur: Rawat Publications. (Ch-2 and 4, 7 and 8).
Sage Parsons, T. 1951. Social Systems. New Delhi:
Ritzer, George. 1992. Sociological Theory. New York: McGraw-Hill.
Schutz, A. 1967. The Phenomenology of the Social World. Evanston, Ill: Northwestern University Press.
Turner, J.H. 1987. The Structure of Sociological Theory. Jaipur: Rawat.
दोसी, एस.एस.एल., 2010 समाजशास्त्र विचार का उच्चतर समाजशास्त्रीय
दोसी, एस.एस.एल., 2012 समाजशास्त्र विचार का उच्चतर समाजशास्त्रीय

SOC-DSM-222 Indian Society: Structure and Change								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-DSM-222	Indian Society: Structure and Change	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

The aim of the course is to introduce students with society in India, the structural formations, cultural diversities and change process.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding and skilled for Identifying Problem, issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand various social composition in India
 UO 2. Capable to understand Social stratification in India
 UO 3. Capable to understand Social Change in India
 UO 4. Capable to understand Process of Globalisation in India
 UO 5. . Capable to understand various social problems in India

Unit-I: Social composition in India

18

Religious composition
 Ethnic composition
 Geographical composition
 Family, Marriage and Kinship

Unit-II: Indian Social stratification

18

Social Differentiation, Hierarchy and Inequality.
 Forms of Stratification: Caste, Class and Gender.

Unit-III: Social Change in India **18**

Indian Constitution and Social Change
Processes of Change: Sanskritization, Westernization,
Modernization, secularization Debate on Tradition and Modernity

Unit-IV: Globalisation in India **18**

Meaning and Definition
Globalisation and social transformation
Women and Globalisation

Unit-V: Social Problems in India **18**

Poverty and Unemployment
Violence against Women
Communalism
Agrarian Problems in India

Essential Readings

Aziz, Abdul. (1994). *Poverty Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publishing.

Ahlawat, Neerja(2009) “*On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana*”in B.S Baviskar/ George Mathew (Eds), *Inclusion and Exclusion in Local Governance*, Sage Publications, India pg 103-139.

Ahlawat, Neerja (2008) “Violence against Women: Voices from the Field” in Manjit Singh and D.P Singh (eds), *Violence: Impact and Intervention*. Atlantic Publication, New Delhi. pg 141-160

Ahlawat, Neerja (2012) “Political Economy of Haryana’s Khaps”, Vol - XLVII No. 47-48, December 01, *Economic and Political weekly*

Ahlawat, Neerja (2013) “Dispensable Daughters and Indispensable Sons: Discrete Family Choices” *Social Change*, 43(3) pg 365-376.

Desai, Neera and Maithreyi Krishna Raj. (1987). *Women and Society in India*, New Delhi: Ajanta Publishers.

Desai, Neera & Usha Thakkar (2007) *Women in Indian Society*, New Delhi: National Book Trust.

Dube, S.C. (1967). *The Indian Village*. New Delhi: National Book Trust.

Ghurye, G.S. (1957). *Caste and Class in India*, Bombay: Popular Book Depot.

Karve, Irawati (1961). *Hindu Society: An Interpretation*, Poona: Deccan College.

Prabhu, P.H (1979): *Hindu Social Organization*, Popular Prakashan.

Nagla, B.K.(2014), *Indian Sociological Thought*, New Delhi: Rawat Publishing.

Sharma, K.L. (2001). *Social Inequality in India*, New Delhi: Rawat Publications.

Srinivas, M.N. (1960). *India’s Villages*. Bombay: Asia Publishing House.

Srinivas, M.N. (1970). *Social Change in Modern India*, Berkeley, California: University Press.

SOC-MDM-221 Women Empowerment								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-MDM-221	Women Empowerment	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

The objective of this course is to trace the evolution of gender as a category of social analysis. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Women Empowerment is a major part of this course will also be devoted to the understanding the development of the concept of empowerment in India in relation to women.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand the relationship between women and empowerment
- UO 2. Capable to understand Globalization and women's
- UO 3. Capable to understand various women problems
- UO 4. Capable to understand relationship between political participation women empowerment
- UO 5. Capable to understand the role of women in decision making process

Unit-I: Women and Empowerment: 18
 Empowerment: Meaning, Definition and Characteristics.
 Status of Women in India: Historical and Contemporary
 Perspective Gandhi and Empowerment of Women

Unit-II: Globalization and Women's Question in India: 18
 Women, Education and Social Development; Women and Health:
 An Indian Scenario
 Poverty, Women and their Empowerment

Unit-III:	Women's Problems, Legislations and Empowerment: Female Feticides, Dowry, Domestic Violence, Crime against Women, Trafficking, Child Prostitution Legislations for Women	18
Unit-IV:	Political Participation and Empowerment: Family for Empowerment Women's Political Participation in India: An agenda for Empowerment Role of Government in the empowerment of women in India	18
Unit-V:	Women in Decision Making Process : Role of Women in Decision Making Process Women in Law Women in Media	18

Essential & Suggested Readings

- Bhagwat, Vidyut. 2004. *Feminist Social Thought*. Jaipur: Rawat.
- Dube, Leela (ed). 2001. *Anthropological Explorations in Gender*. Delhi: Sage.
- Everelt, Jana M. 1981. *Women and Social Change in India*. New Delhi: Heritage Publishers.
- Firestone, Sulahmith. 1975. *The Dialectic of Sex*. New York: Morrow.
- John, Mary E. 1996. „Gender and Development in India 1970-1990s: Some Reflection on the Constitute Role of Contexts“, *Economic and Political Weekly*. vol 31, No. 47.
- Krishnaraj, M. et-al. (eds.). 1989. *Gender and the Household Domain*. New Delhi: Sage.
- Mies, M. 1980. *Indian Women and Patriarchy*. New Delhi: Concept Publishing.
- Oakley, A. 1972. *Sex, Gender, and Society*. New York: Harper and Rao.
- Rege, S. 2003 *Sociology of Gender: The Challenge of Feminists Sociological Knowledge*. New Delhi: Sage.
- Seth, M. 2001. *Women and Development: The Indian Experience*. New Delhi: Sage.

SOC-SEC-221 Social Problems and Sociological Knowledge								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L8 Sem II	SOC-SEC-221	Social Problems and Sociological Knowledge	-	Yes	-	4	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 72

1. Learning Objectives:

The course tries to familiarize students with the role, significance and importance of sociological knowledge to diagnosis the social problems and to make students an effective knowledge contributor for the solution of the social problems.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding an skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand sociological Diagnosis
- UO 2. Capable to understand cultural and Institutional Understanding of Social Problems
- UO 3. Capable to understand Social structural Understanding of Social Problems
- UO 4. Capable to understand Social Issues
- UO 5. . Capable to understand Contemporary Problems

Unit-I: Sociological Diagnosis

Sociological Perspectives on social problems
Individual Trauma and Social Problems

Unit-III: Cultural and Institutional Understanding of Social Problems

Gender socialization and Inequality
Cultural understanding of health
Culture of Poverty

Unit-III: Social structural Understanding of Social Problems

Social Inequality: Caste and Class

Social Deviance

Factionalism in rural India

Unit-IV: Social Issues

Casteism and Untouchability,

Regionalism, and Communalism

Unit-V: Contemporary Problems

Female Foeticide, Dowry, Divorce

Unemployment (Their Meaning, Causes and Remedies)

Essential Readings:

Agrawal, G K, Bhartiya Samaj Mudde evam samasyayen (Indian Society : Issues and Problems) 2022

Mills, C.W. 1959. *The Sociological Imagination*

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

M. Libraries. *Sociological Perspectives on social problems*

<https://open.lib.umn.edu/socialproblems/chapter/1-2-sociological-perspectives-on-social-problems/#:~:text=Three%20theoretical%20perspectives%20guide%20sociological,do%20so%20in%20different%20ways.>

IGNOU. *Gender roles and patriarchy in Indian Perspectives*

egyankosh.ac.in/bitstream/123456789/46089/1/Unit-2.pdf

IGNOU. *Health and Culture*

egyankosh.ac.in/bitstream/123456789/42183/1/Unit-1.pdf

Lewis, O. *Culture of Poverty*

http://lchc.ucsd.edu/MCA/Mail/xmccamail.2010_11.dir/pdfKPNFlustp6.pdf

IGNOU. *Social Inequality: Caste and Class*

<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/402AnilKumarBharti1.pdf>

IGNOU. *Social Deviance*

egyankosh.ac.in/bitstream/123456789/18827/1/Unit-31.pdf

Aligarh Muslim University. *Rural Factionalism*

<https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/rural-factionalism-lecture-notes-3/21515852>