

DRAFT SYLLABUS FOR B.A. PROGRAMME
with
SOCIOLOGY



DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DR. HARISINGH GOUR VISHWAVIDYALAYA, SAGAR (M.P.)

(A CENTRAL UNIVERSITY)

2021-22

SOC-CC-111 Introduction to Sociology

Credit-06.Hours-90(6x15)

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences.

Unit-I Introduction to sociology

Meaning and Definition of Sociology, Nature and
Scope of Sociology, Relation of Sociology with other social Sciences
Pol. Science, Economics, Anthropology, History, Psychology, Social work

Outcome: students will develop their basic understanding of the subject matter of sociology, its utility and its applicability in society.

Unit-II Sociological Concepts-I Groups, Community Associations and Institution

Outcome: the unit will familiarize students with different units of the society to which they face in their everyday life.

Unit-III Sociological Concepts-II

Role, Status Socialization

Outcome: the unit will develop the sociological knowledge of students about the development of social self and social personality

Unit-IV Sociological Concepts-III

Culture Structure Function

Outcome: after the complete of the unit students will understand how society runs and how social order maintains.

Unit-V Sociological Concepts-IV

Social

Control Social

Change

Outcome: the unit will develop student's understanding on the dynamic nature of society and the historical understanding of society

Essential Readings:

1. Bottomore T.B. 1972. Sociology: A Guide to Problems and Literature. Allen and Unwin (India).
2. Dube, S.C. 2002. Manav Aur Sanskriti (H). New Delhi.
3. Harlambos M. 1998. Sociology: Themes and Perspectives. New Delhi Oxford University Press.

SOC-CC-211 Sociology of India

Credit-06, Hours-90(6x15)

The diversity in Indian society and the continuity between past and present is the major focus of the course. The course familiarizes students with the Indian social system and cultural values system and its various social institutions.

Unit-I Structure of Indian Society
 Demographic Profile
 Unity and Diversity in India
 Outcome: Students will learn about Demographical profile of India.

Unit-II Classical Indian Institutional and Ideology
 Varna and Ashram Vyavastha
 Purushartha
 Outcome: Students will
 about the Indian classical
 institution

Unit-III Institutions and practices
 Family,
 Marriage and kinship
 Outcome : Students will learn about Indian Social Institutions.

Unit-IV Social Stratification
 Caste, Class
 Dominant Caste, Patriarchy

Outcome: the unit will enhance the analytical and conceptual understanding of Indian society in the context of various theoretical perspectives

Unit-V Colonialism and Change
 Colonial intervention and social change in India
 Nationalism in India
 Outcomes: Students will learn about post
 colonial changes in India.

Essential Readings:

1. Beteille, A. 1974. Social Inequality New Delhi OUP
2. Dube, S.C. 2002. Indian Society. Delhi National Publishing house.
3. Sharma, S.N. 1998. "Indian Society" (H) Agra. Agra book Store.

SOC-CC-311 Sociological Thought

Credit-06, Hours-90(6x15)

This course is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as distinctive discipline. Its objective is to help students gain an understanding of the classical contributions in sociology and their contemporary relevance.

Unit-I Auguste Comte

Law of three stages
Positivism

Outcome: with the complete of this unit, students will learn the role of science and scientific method in shaping the modern civilization

Unit-II Emile Durkheim

Social fact, Suicide
Theory of Division of Labour

Outcome: this unit will develop the analytical understanding of the students of the demographic factors of social change and the social structure and individual relations in understanding the dynamism of social values and the individual social existence

Unit-III Max Weber

Social Action, Ideal types, Power, Authority

Outcome: the unit will help the students to understand social reality from Indian perspectives

Unit-IV Karl Marx

Historical Materialism, Class struggle
Outcome: the unit will teach the students about the unequal distribution of material resources and social inequality of any society

Unit-V Vilfredo Pareto

Logical and Non Logical action, Circulation of Elite

Outcomes: Students will learn about the logical and non logical actions.

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SOC-CC-411 Methods of Sociological Enquiry

Credit-06, Hours-90(6x15)

This course aims to provide an introduction to the fundamentals of various social research techniques and methods. Its main objective is to provide an understanding of the nature of social phenomena and the issues involved in social research.

Unit-I The Logic of Social Research

Sociological Research Objectivity in Social Science

Outcome: students will be benefited to know the role, significance and importance of social research

Unit-II Scientific method

Theory and

Fact Hypothesis

Outcome: the student will develop their knowledge on the structure and process of social research.

Unit-III Scientific method

Variable

Primary and Secondary sources of Data

Collection Sampling

Outcome: student will develop their knowledge skill on the quantitative techniques and their use in the process of data collection.

Unit-IV Tools and Techniques

Questionnaire, Schedule Interview, Observation Case Study

Outcomes: Students will learn about data collection methods.

Unit-V Modes of Enquiry

Quantitative and Qualitative methods

Analysis of Data

Outcome: student will develop their knowledge skill on the qualitative techniques and their use in the process of data collection.

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SOC-EC-511 Sociology of Family in India

Credit-06, Hours-90(6x15)

Unit I Family
Meaning and definition Types of family Family and household
Family structure in India

Outcome: The unit develops the theoretical and conceptual understanding of the unit composition of society

Unit II Marriage
Rules of Marriage: Endogamy, Exogamy, Prescriptive and Preferential Marriage, Monogamy,
Polygamy, Levirate and Sororate, Hypogamy and Hypergamy; Marriage transactions:
Dowry and Bride-wealth

Outcome: The unit develops the theoretical and conceptual understanding of rules of marriage institution in society

Unit III Kinship
Basic concepts: Incest, Affiliation, Consanguinity, Affinity, Clan, Lineage, Kindred; Kinship
and Descent: Unilineal, Double and Cognatic descent

Outcome: The unit develops the theoretical and conceptual understanding of terminology of kinship in society

Unit IV Changes in Indian Family
Change in structure and function
Change and continuity in Indian family value

Outcome: The unit develops the theoretical and conceptual understanding of social change in society

Unit V Current Issues in Indian Family
Intergenerational Gap and Tension; Changing nature of Marriage in India

Outcome: The unit develops understanding about change in social institution in society


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Essential Readings:

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SOC-EC-512 Sociology of Rural Society

Credit-06, Hours-90(6x15)

- Unit-I Rural Sociology:
Meaning, Scope, Subject Matter and Importance of Rural Sociology.
- Unit-II Rural Social Structure:
Jajmani System, Inter Caste Relations,
Caste Factions, and Emerging Class Relations.
- Unit-III Rural Power Structure:
Traditional Caste and Village
Panchayats; Panchayati Raj
Institutions and Empowerment of Rural Women, Rural Leadership-Meaning,
and Changing Patterns.

Outcome: the unit will develop the knowledge of the students about the conceptual understanding of society and social stratification for a socially, economically and politically progressive society

- Unit-IV Rural Economy:
Land Tenure System, Land Reforms,
Green Revolution and its impact, Commercialization of Agriculture.

Outcome: The unit will develop the knowledge of the students about the conceptual understanding of economically and land reforms in village.

- Unit-V Change in rural society
Rural Family-Concept and characteristics, Change Caste and Class in Indian Village
Rural Migration.

Outcome: The unit will develop the knowledge of the students about the changes in village.


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SOC-EC-611 Sociology of Development

Credit-06, Hours-90(6x15)

Unit-I Development
Growth, Development and Change
History of Development Studies

Outcome: This unit will help to the students to understand the theories and concepts of development.

Unit-II Models of Development
Capitalist, Socialist, Mixed Economy, and Gandhian.

Outcome: This unit will help to the students to understand the various models of development.

Unit-III Development in India
Policies, Programmes
and Strategies for Development of Scheduled Castes, Scheduled Tribes
and Women.

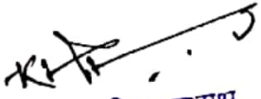
Outcomes: This unit will focus on Indian strategies of development.

Unit-IV Trends in Global Development
Neoliberalism
Globalisation: Issues and Challenges

Outcomes: The unit will develop the knowledge of the students about the conceptual understanding of Globalization.

Unit-V NGOs and Development
NGO as a development partner
NGOs and Marginalised section

Outcomes: The unit will develop the knowledge of the students about the conceptual understanding of role of NGOs.


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SOC-EC-612 Social problems in India

Credit-06, Hours-90(6x15)

Unit-I Social Problem
Definition and Concept
Sociological Perspective to social problem

Outcome: Students will develop their basic understanding of the social problems in society.

Unit-II Social Issues
Casteism and
Untouchability, Regionalism, and
Communalism

Outcome: The unit will familiarize students with different social issues of the society to which they see in their everyday life.

Unit-III Contemporary Problems
Female Foeticide, Dowry, Divorce
Unemployment (Their Meaning, Causes and Remedies)

Outcome: The unit will familiarize students with different social problems.

Unit-IV Social Disorganization
Juvenile Delinquency, Alcoholism,
Suicide, Inter-Generational Conflict

Outcome: The unit will familiarize students with different social problems.

Unit-V Social Control
Meaning and
Definition, Forms & Agencies.

Outcome: The unit will familiarize students with role of social control of the society.


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SOC-SE-311 Social Philosophy of Dr. Harisingh Gour

Credit-02, Hours-30 (2x15)

Dr. Harisingh Gour, founder of Dr. Harisingh Gour Vishwavidyalaya Sagar, was the first Vice-Chancellor of Delhi University, besides being an educationist and vidhivetta, he was also known as a social activist. His contribution in education and social development is memorable. This paper focused on his social philosophy.

Unit I Socio-economic Background

- Family
- Academic Background

Outcome: This unit will help to the students about Socio-economic Background of Dr. Harisingh Gour.

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Unit II Socio-political Philosophy of Dr. Harisingh Gour

- Humanistic Ideas and Spirit of Buddhism
- Social Justice and Political Philosophy

Outcome: This unit will help to the students about Socio-political Philosophy of Dr. Harisingh Gour.

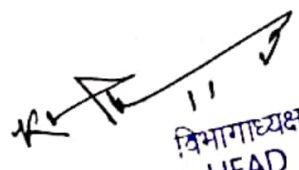
Unit III Dr. Harisingh Gour and Social Development

- View on Hindu Marriage System
- Contribution in Educational Development

Outcome: This unit will help to the students about the understanding role of Dr. Harisingh Gour in social development.

Essential Readings:

5. Gour, H.S. 1919. Hindu Code
6. Gour, H.S. 1929. The Spirit of Buddhism
7. Gour, H.S. 1947. India and the New Constitution
8. Gour, H.S. 1942. Renaissance of India
9. Gour, H.S. Seven Lives


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SOC-SE-411 Sociology of Human Rights

Credit-03, Hours-90(2x15)

Human rights have not only interference in economic and political life of people but also in their socio-cultural life. In this way it contributes in social conformity. The broad objective of this paper is to make student familiar with socio-cultural aspects of human rights.

Unit I-Philosophy and History of Human Rights

- Philosophical Aspects
- Historical Background

Outcomes: Students will be able to understand

- Philosophical and Historical background of
- Human Rights.

Unit II-Classification of Human Rights

- Civil and Political Rights
- Economic and Socio-cultural Rights

Outcomes: Will get knowledge about Civil and Political rights.

Unit III-Violation of Human Rights

- Violation by State and Non-state Actor
- Effort to prevent Violation of Human Rights
- **Outcome:** Will get knowledge about prevent
- violation of Human Rights.

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SOC-SE-511 Sociology of Local Institution Management

Credit-02, Hours-30 (2x15)

The desired goal of development is being achieved through PRIs under the development model of Decentralization of Power in India. This paper will provide the basic information of PRIs and its achievements to the students.

Unit I - Institution & Management

- Meaning of Institution & Management
- Customize Work and Expertise
- **Outcome:** Students will learn about Institutional management.

Unit II - Relation and Function of Management

- Function of Elected Representatives
- Relation Between Elected Representatives
- **Outcome:** Students will learn about role of representatives.
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Unit III - Affordability

- Desire, Enthusiasm and Goal Orientation
- Leadership Quality
- Mobilization Skill
- **Outcome:** Students will learn quality of good leadership in institutional management.

Essential Readings:

1. Marsh, R. 2003. Working with Local Institutions to Support Sustainable Livelihoods
2. Joseph, M. 2007. Local Governance in India: Ideas, Challenges, and Strategies
- 4.

Additional Readings:

1. Bhatt, G.D. 1994. Emerging Leadership Pattern in Rural India: An Empirical Study
2. Haldi, R.M. 1970. Local government institutions in rural India

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omukcalyljapkr;rhjkt%efgykkt%inkjhdYikLifCyds"ku

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SOC-SE-611 Sociology of Farming & Food Grain Management

Credit-02, Hours-30(x15)

Rural agrarian institutions is a rural social life based on household management and decision making, kinship network, village solidarity and a cultural relationship between land and human being. The process of modernization and the globalization have a large socio-economic and cultural impact on the traditional agrarian social institutions and livelihood management. This course aims to familiarize students with the traditional farming and indigenous knowledge system and the market management in rural society.

Unit I-Management

- Concept and Meaning
- Process of Production
- **Outcome:** Students will learn about rural management to socio-economical development.

Unit II Manufacturing, Production and Control

- Strategy
- Efficiency and Effectiveness
- **Outcome:** Students will learn about small industries in rural areas.
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Unit III Market Relation

- Production, Distribution and Purchasing
- Quality, Supply-Chain, Role of Co-operative Society
- **Outcome:** Students will learn about marketing chain from local to urban market.
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Unit IV-Service Management

- Facilities, Enterprise Resource
- Hiring and Consultancy, Reliability
- Advertisement
- **Outcome:** Students will learn about various aspects of local management services.
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Essential Readings:

1. Kalhon, A.S. 1980. Economics of farm management in India: theory and practice
2. Prentice-Hall of India, 1981. Elements of Farm Management
3. Boss, A. 2004. Modern Farm Management

SOC-GE-511 Polity and society

Credit-06, Hours-90(6x15)

- Unit-I: Introduction
Relationship between State and Society Introduction to constitution of India
Outcomes: Students will learn about Indian constitution and polices.
- Unit-II: Basic Concepts
Power Authority
Legitimacy Democracy
Outcomes: Students will learn about Basic Concepts of leadership.
- Unit-III: Political Parties
Meaning
Nature and types
Outcomes: Students will learn about Basic types of political parties and role.
- Unit-IV: State and society in India
Caste and politics Religion and Politics Regionalism and politics
Outcomes: Students will learn about various issues of Indian society..
- Unit-V: Local Self Government
Panchayati Raj: meaning and nature
Organizational structure and local participation
Outcomes: Students will learn about local self government.

Essential Readings:

1. Andersen, Walter K. & Shridar D. Damle. 1987. The Brotherhood in Saffron: The Rashtriya Swayamsevak Sangh & Hindu Revivalism. Boulder: Westview.
2. Adeney, K. and Saez, L. 2005. Coalition politics and Hindu nationalism. London: Routledge.
3. Beteille, Andre. 1997. Society and Politics in India. New Delhi: Oxford University Press.

Additional Readings:

1. Bose, Sujata et al. (eds.). 1997. Nationalism, Democracy and Development: State and Politics in India. New Delhi: Oxford University Press.

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SOC-GE-611 Social Welfare in India

Credit-06, Hours-90(6x15)

- Unit I Concept of Welfare
Fundamental Rights and Duties; Human rights; Concept of social welfare and Social Security
Outcomes: Students will learn about Concept of Welfare
- Unit II History of Social Welfare
History of Social Welfare and Social work in India
Outcomes: Students will learn about History of social welfare in India.
- Unit-III: Social Welfare and Development Programmes:
Child Development, Youth Development, Women's Empowerment, Welfare of the Aged, Welfare of Handicapped, Welfare of Backward Classes with Special Reference to Scheduled Castes/Scheduled Tribes, Labour Welfare
Outcomes: Students will learn about various development programmes for different targeted groups.
- Unit IV Central Social Welfare Board
Structure and Functioning,
Social Welfare Agencies: Government and Non-Government Organizations,
Outcomes: Students will learn about Social welfare board and its function.
- Unit-V: Social welfare Policies in India
Social Defense Programmes and Services Social Welfare Services under Five Year Plans
Outcomes: Students will learn about Social defense programs.

Essential readings:

1. Kulharni, P.D. Social Policy and Social Development in India. Madras. ASSWI. 1979.
2. Pathak, S. Social welfare: An Evolutionary and Development, Perspective, Delhi: McMillan, 1981.
3. Patil, B.R. The Economics of Social welfare in India, Bombay, Somayya, 1978
4. Bhatia, K.L. Law and Social Change Towards 21st Century, New Delhi, Deep and Deep, 1994

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DRAFT SYLLABUS FOR M.A. in SOCIOLOGY
(2021-22)

Semester-I

SOC-CC 121: Introduction to Sociology

Credit-05, Hours-75(5x15)

To learn sociology is to learn about how human societies are constructed and how our beliefs and daily routines come from. It is re-examine the new light many of taken-for-granted assumptions which we all hold and which influences the way we think about ourselves and others. 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.

Unit I: Introducing Sociology

The subject matter of Sociology; The nature and scope of sociology; Sociology and social sciences; Sociology and Common sense

Outcome: students will develop their basic understanding of the subject matter of sociology, its utility and its applicability in society.

Unit II: Basic concepts:

Society, community, culture, institution, association, social structure, status and role

Outcome: the unit will familiarize students with different units of the society to which they face in their everyday life.

Unit III: Social groups and Socialization:

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.

Outcome: the unit will develop the sociological knowledge of students about the development of social self and social personality

Unit IV: Social institutions:

Family: structure and types

Marriage: Types and function

Economy: types and function

Polity: Types and Function

Religion: Types and Function

Outcome: after the complete of the unit students will understand how society runs and how social order maintains.

Unit V: Social change:

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

Outcome: the unit will develop student's understanding on the dynamic nature of society and the historical understanding of society


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Semester-I

SOC -CC 122: Social stratification

Credit-05, Hours-75(5x15)

Social stratification lies at the core of society and to understand the societal order. Social inequality is a fundamental aspect of virtually all social processes, and a person's position in the stratification system is the most consistent predictor of his or her behavior, attitudes, and life chances. Social stratification links almost all aspects of society together, and therefore understanding what is happening to social stratification helps us understand a wide range of other changes in society. The main objective of this paper is to outline the concept and theories of stratification, which will eventually help in understanding the Indian social structure.

Unit I:**Social stratification:**

Social Structure: Hierarchy and Difference: Social Differentiation: Stratification: Social Equality and Inequality: Power and Domination: Exclusion: Deprivation: Discrimination; Social Mobility; Open and Closed Systems of Stratification; Theoretical Frameworks

Outcome: the unit will develop the knowledge of the students about the conceptual understanding of society and social stratification for a socially, economically and politically progressive society

Unit II: Theoretical perspectives:

Marxian and Weberian perspective

Structural Functionalism and Debate on Stratification

Outcome: this unit will teach student about the various theoretical and conceptual understanding of social inequality and social solidarity

Unit-III: Approaches to Caste System

Varna and Jati (Book views and Field Views on Caste); Ideological approach, Structural-Functional Approach, Marxist approach; Caste in Modern India

Outcome: the unit will enhance the analytical and conceptual undressing of Indian society in the context of various theoretical perspectives

Unit IV: Caste, Class and Power

The Dominant Caste, Caste violence and Caste disputes Class: Old and New; Agrarian Institution and its Changing Structure; Caste and Class in India

Outcome: the unit will develop the intellectual capability of the students to grasp the various socio-economic and cultural indicators of social stratification in India

Unit V: Social Mobility

Nature and types of mobility, Condition and consequences of mobility, Process of Social Change in India

Outcome: the unit will hep the students to understand the various socio-economic and political indicators for socio-economic mobility in Indian Society.


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Semester-I**SOC -CC 123: Classical Thinkers in Sociology**

Credit-05, Hours-75(5x15)

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.

Unit I: Development of Classical Sociology

Socio-Economic Forces; Intellectual influences

Outcome: the unit will make understand students about the role and significance of the socio-economic forces and political intellectuality in determining social change in society

Unit II: Auguste Comte

Positivism

Hierarchy of Sciences, Law of three stages,

Outcome: with the complete of this unit, students will learn the role of science and scientific method in shaping the modern civilization

Unit-III: Karl Marx

Historical materialism

Capitalism: Alienation, Theory of surplus value

Theory of class struggle

Outcome: the unit will teach the students about the unequal distribution of material resources and social inequality of any society

Unit IV: Emile Durkheim

Rules of Sociological method

Elementary forms of religious life

Division of labour

Suicide

Outcome: this unit will develop the analytical understanding of the students of the demographic factors of social change and the social structure and individual relations in understanding the dynamism of social values and the individual social existence

Unit V: Max Weber

Problems of Objectivity and Value Freedom, Ideal Types,

Modernity and Rationality

Social Action

Power, Authority and Legitimacy

Religion and economy

Class, Status and Party

Outcome: the unite will help the students to understand social reality from Indian perspectives

Essential Readings

Durkheim, E. 1964a. Division of Labour in Society. New York: Free Press.



Unit. 1 Introduction of Sociology of Sanitation

Sociology of Sanitation : Meaning Nature and Subject – Matter

Sociology of Sanitation : Relation with other social science

Psychology and Sociology of Sanitation

Education and Sociology of Sanitation

Outcome: the unit will teach students about the basic conceptual, theoretical and inter-disciplinary understanding of sanitation in social science discourse

Unit. 2 Social Institutions and Sanitation

Cast and Sanitation : Its Relationship

Family, Gender and Sanitation : Its Relationship

Religion and Sanitation: Its Relationship

Rural community and the Nature of Sanitation

Outcome: the unit will teach students about the various institutional and social practice of sanitation and hygiene in Indian society

Unit. 3 Sanitation and Environment

Environment and Sanitation : Relationship and Impacts

Public health and Sanitation: Impacts and Relationship and Impacts

Sanitation and Sustainable Development

Drinking water and Sanitation

Outcome: after completion of the unit, the student will learn about the ecological, environmental and societal understanding of sanitation and human health

Unit.4 Policy, Planning and Programme

Sanitation : Government policy , Planning and Program: Ideology and Approaches of

Non-Governmental Organisations towards Sanitation.

Sanitation Program : Its Implementation in Rural and Urban Community.

Rehabilitation of Scavengers

Outcome: sanitation is not only individual and community level practice, rather state has an important role in shaping the people's ideology and institutional intervention in the practice of the sanitation. In this sense, this unit will familiarize students with various ideological and policy intervention in practicing sociology of sanitation and community health maintenance

Unit.5 Sulabh Movement in India

Sanitation Movement in India : Historical Background

Sulabh Movement : History Objectives and Activities

Shochalaya as a tool of Social change

Outcome: the unit tries to develop critical understanding of the role of external agencies in making of village sanitation and community health practice

Readings

Pathak Bindeshvar, Road to Freedom , Extrem Office Aids Privete Limited , Delhi,1991

Akram Mohammad, Sociology of Sanitation , Kalpaz Publication , Delhi. 2015

Pathak Bindeshvar , Sulabh Sanitation Movement : Sulabh International Social Service Organization.

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
ST. RUTH'S THEOLOGICAL SEMINARY
100 HARISINGH COURTHOUSE, SAGAR (M.P.)
(A Central Library)

Contextualization of Indian sociology is growing among cross section of scholars. Task is to focus on segment of population living on margin without adequate attention. This course aims at sensitizing students to significance of sociological study of Dalit, tribal and nomadic caste and tribe. Focus is on group and community who languish with poverty, deprivation and discrimination over a long period of time.

Unit-I: Marginalisation and Socio-Economic indices

Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness, inequality, critical view of caste system, untouchability- historical and social root, dysfunction

Outcome: the unit will discuss about the various theoretical oriented political, social and legal understanding of minority and marginality in India

Unit-II: Social Structure and Culture of Marginalised Community

Status of SC, ST, nomadic caste and tribe and de-notified tribe, problem, social mobility, development, identity formation

Outcome: the completion of unit will enhance the student's analytical understanding of justice, social inequality and social existence of human dignity in India

Unit-III: Perspective on Marginalisation

Role of ideology in marginalisation- view of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya

Outcome: the unit will make understanding of students about the ideological aspect of understanding marginality developed of various leaders in India.

Unit-IV: Social movement among marginalised community

Nature, structure and dynamics Perspective on social movement-protest, reform, sub-nationalism, nativism, millenarianism Role of Christian missionary in reform movement, role of NGO.

Outcome: student will develop their knowledge on the different agencies in society in protecting the rights of marginal communities.

Unit-V: Marginalisation and affirmative action

Constitutional provision, implementation, impact on marginalised community, limitation, critical review.

Outcome: the unit will teach students on how to maintain the liberal social order and the inclusive social equilibrium

Essential Readings

Beteille, Andre 1981: Backward classes and the new social order, Delhi: Oxford University Press
Beteille, Andre 1992: The Backward Classes in Contemporary India, Delhi: Oxford University Press

Gupta, Dipankar 1991: Social Stratification, New Delhi: Oxford University Press

Mahajan, Gurpreet 1998: Democracy, Difference and Social Justice, New Delhi: Oxford University Press

Omvedt, Gail 1999: Dalits and the Democratic Revolution, New Delhi: Sage

Zelliot, Eleanor 1995: From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi: Manohar.


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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
डॉ. हरीशंहर गौर विश्वविद्यालय, सागर

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.

Unit I: Functionalism and Neo-functionalism

Talcot Parsons and Analytical Functionalism,

J. Alexander and Neo-Functionalism

Outcome: The course develops the theoretical and conceptual understanding of the functional relationship between individual and society relationship at micro and macro level social order.

Unit II: Conflict and Neo-conflict Sociology

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

Outcome: The course develops the theoretical and conceptual understanding of the conflict perspective on the relationship between individual and society relationship at micro and macro level social order.

Unit III: Symbolic Inter-actionism

Mind, Self and Society of G.H. Mead

Self Presentation in Everyday life of Goffman

Outcome: The course develops the theoretical and conceptual understanding of the development of social self of the individual.

Unit IV: Phenomenology and Symbolic Inter-actionism Alfred

Schutz and the theory of life world Ethnomethodology of Garfinkel

Peter Burger and Luckmann and Social construction of Reality

Outcome: The course develops the theoretical and conceptual understanding of the society as constructed human being.

Unit V: Postmodernism Foucault and

Discourse Analysis Derrida and

Deconstruction

Outcome: The course develops the theoretical and conceptual understanding of the society from individual perspectives.

Essential Readings

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

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संयोजक
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
डा. हरीश चंद्र गौर विश्वविद्यालय

SEMESTER -II
SOC -CC 222: Indian Society: Structure and Change

Credit-05, Hours-75(5x15)

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

Unit-I: Social composition in India

Religious composition
Ethnic composition
Geographical composition
Family, Marriage and Kinship

Outcome: The unit develops the theoretical and conceptual understanding of the unit composition of society

Unit-II: Indian Social stratification

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

Outcome: The unit develops the theoretical and conceptual understanding of social stratification in society

Unit-III: Social Change in India

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

Outcome: The unit develops the conceptual understanding of various agencies and factors of social change in India.

Unit-IV: Globalisation in India

Meaning and Definition
Globalisation and social transformation
Women and Globalisation

Outcome: The unit develops the understanding of global socio-cultural change and impact on Indian society.

Unit-V: Social Problems in India

Poverty and Unemployment
Violence against Women
Communalism
Agrarian Problems in India

Outcome: The unit develops the conceptual understanding of various social 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 Panchayati 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

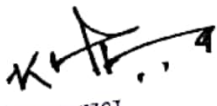
Ahlawat, Neerja (2012) "Political Economy of Haryana's Khaps", Vol - XLVII No. 47-48, December 01,

Economic and Political weekly


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DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)

- 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.
- Srinivas, M.N. (1991), *India: Social Structure*, Delhi: Chaman Offset Printers.


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SEMESTER -II

SOC -CC 223: Sociology of Change and Development

Credit-05, Hours-75(5x15)

Studies of planning and development have long been concerned with the relationship between the transparent and supposedly anonymous forces of markets, states and bureaucracies, on the one hand, and the particular local and national forms of social organization in which actor's daily lives are embedded. This course deals with an understanding of various approaches to the change of cultural and societal values, the social structure and its relation with the changes of economic institution and vice-versa.

Unit I: Concept of Social Change:

Growth, Development and Change

Meaning and Factors of social change.

Outcome: Students Will be able to Conceptualize Social Change, growth and Development and Co-relate with the factors of Social Change.

Unit II : Theories of Social Change:

Evolution, Revolution, Diffusion and Cyclical,

Social structure and Technology (R.K Merton)

The passing of traditional society (D. Lerner)

Barnet Views of Social change

Outcome: Student will be able to understand some notable theories on Social change and analyze to relevance of these theories on current scenario.

Unit III: Understanding Development

Development and change Models of development Poverty and inequality

Outcome: Student will be able to learn about Development Perspectives and Models.

Unit IV: Process of social change in India

Sanskritisation; Islamisation; Westernization

Secularism; Modernisation and Globalisation

Great tradition and little tradition

Outcome: Students will be able to analyses Process of Social change in Asia in general and in India, Particular they will also able to learn about some notable Processes of change in India like Sanskritization, Westernization and Globalization.

Unit V : Indian Experiences of Development:

Social consequences of Economic reform, Concept of Planned change. Sociological appraisal offive year Plan. Social Impact of I.T. revolution.

Outcome: Student will learn about Development Journey of our Nation, With Socio- Cultural Perspective

Essential Readings

Abraham, M.F. 1990. Modern Sociological Theory : An Introduction. New Delhi : OUP.

Appadurai, Arjun. 1997. Modernity At Large : Cultural Dimensions of Globalization. New Delhi: OUP

Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi, OUP

Srinivas, M.N. 1966. Social Change in Modern India. Berkley : University of Berkley.

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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Elective Courses

SOC -EC-224: Field Study& Report Writing

Credit-04, Hours-60(4x15)

The course aims to familiarize students with the concept field, the ethics of research, and the issues and challenges in the field of social science research.

Unit- I : Ethics of Social Research

Outcome: student will learn about the ethical issues that involves in social science research

Unit- II: Preparation for Field study

Outcome: It provide an opportunity students to develop their sensitivity to and appreciation of wide range of different environments

Unit-III: Rapport Building in Field Study

Outcome: student will learn the basic characteristics of field in social science research and the interaction between respondents and researcher

Unit-IV: Challenges in Field Study

Outcome: it will develop the understanding of local culture, social structure and institutional value pattern for the field work and data collection

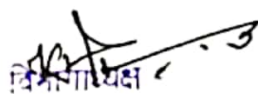
Unit-V: Data analysis and Report writing

Outcome: It will develop the skill of students to analyze data

Essential Readings:

Beteille, Andre and T. N. Madan. 1974. *Encounter and Experience: Personal Accounts of Fieldwork*, New Delhi: Vikash Publishing House

Lahman, M.K.E. 2017. *Ethics in Social Science Research: Becoming Culturally Responsive*, New Delhi: Sage



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DR HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)
(A Central University)

To understand Historical overview about human rights in the journey of mankind and also in Contemporary Society, Special Context of Violation and Justice of deprive class, role of Global and Regional Agencies and their limitations.

Unit I: Conceptual and Theoretical Understanding (9hrs)

Introduction to human Rights

Principal and Theories of Human Rights

Outcome: Students will be able to understand Principle and Theories of Human Rights.

Unit II: Origin of Human Rights (9hrs)

Religion, Culture, Wisdom and Human Rights

Democracy and Human Rights

Vienna Declaration

Outcome: Will get knowledge about Origin of human rights.

Unit III: System, Organization and Instruments of Human Rights (10hrs)

System for protection of Human Rights

Organization Related to Human Rights

Instruments of Human Rights and Covenants

Outcome: This unit will cover system, organization, and instruction for Human Rights.

Unit IV: Human Rights in Contemporary Situation (8hrs)

Human Rights in Global and Regional Perspective

State of Human Rights in India

Outcome: Will get knowledge about prevent violation of Human Rights.

Unit V: Human Rights Contemporary issues and Justice (9hrs)

Promotion and Protection of Human Rights and Prevention of its Violations

Refugees Displaced Persons, Immigrants and Asylum

Outcome: Students will get knowledge about Promotion and protection of human rights.

Readings:

Donnelly Jack, Universal Human Rights: In theory and Practice, Rawat Publication.

Chatterjee Debi, Dalit Rights /Human Rights , Rawat Publication.

Bajwa, G.S., Human Rights in India: Implementations and Violations, Anmol Publications, New Delhi, 1995.

David P. Forsythe, Human Rights and World Politics, Oxford Publications, New York, 1990.

Chaudhary, R.G., State and Rights of Man, Metropolitan Book Company, New Delhi, 1971

Jack Donnelly, The Concept of Human Rights, Croom Helm, London 1985.

Gearty, Conor, Principles of Human Rights Adjudication, New York, Oxford University Press, 2004.

Outcomes: Students will be able to understand Principle and Theories of Human Rights, will get knowledge about Origin of human rights, will cover system, organization, and instruction for Human Rights, will get knowledge about prevent violation of Human Rights, and students will get knowledge about Promotion and protection of human rights.



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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

डॉ. हरिसिंह गौर विश्वविद्यालय, सागर

DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)

This course aims to provide an introduction to the fundamentals of various social research techniques and methods. It concerns with teaching certain quantitative methods, qualitative methods and Historical method. Exposure to the fieldwork is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Unit- I : Social Research:

Meaning and Nature of Social Research: Steps in Social Research, Scientific Method: Problems in the Study of Social Phenomenon: Objectivity and subjectivity, fact and value.

Outcome: students will be benefited to know the role, significance and importance of social research

Unit- II: Research Design:

Exploratory, Descriptive and Experimental;
Hypothesis, Variable and Sampling: Meaning and Types.

Outcome: the student will develop their knowledge on the structure and process of social research.

Unit-III: Quantitative Techniques

Survey, Observation, Questionnaire, Schedule and Interview.

Outcome: student will develop their knowledge skill on the quantitative techniques and their use in the process of data collection.

Unit-IV: Qualitative Techniques of Data Collection-II:

Field Work Approach: Ethnography; Case Study, Content Analysis, Life History, Report Writing.

Outcome: student will develop their knowledge skill on the qualitative techniques and their use in the process of data collection.

Unit-V: Village Studies in India

Village Studies in India
Book View and Field View

Outcome: student will gain knowledge on how to conduct in-depth research in rural societies.

Essential Readings

Bajaj and Gupta, 1972. Elements of Statistics, New Delhi : R. Chand Co.
Srinivas, M.N. and A.M. Shah 1979. Field, Delhi : Oxford.
Young, P.V. 1998, Scientific Social Surveys and research, New Delhi: Prentice Hill.
Bryman, Alan 1988 Quality and Quantity in Social Research, London: Unwin Hyman.
Garrett, Henry 1981 Statistics on psychology and Education, David Mckay, Indian Publication – Mrs. A.F. Sheikh for Vilas, Bombay tenth reprint.


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समाजशास्त्र एवं समाज कार्य विभाग

The development of sociology in India took place much later than in Europe. The root of the discipline can be traced to the initial study taken up by the colonial rulers to understand the culture and people of India for their administrative purposes. Gradually the efficacy of the discipline was understood and it was started in different universities as part of other departments to acquire a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions. This course aims at sensitizing the students to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

Unit I: Development of Sociology in India

The colonial intervention and sociological knowledge

Gandhi, Nehru, Ambedkar and the subject matter of Indian sociology

Sociology of India and Sociology for India

Outcome: after the completion of the unit, student will come to know about the Indian society under British Raj, the understanding of Indian society at the time national movement, and the concepts, theories, and methods for understanding the uniqueness and complexity of Indian society.

Unit II: Indological /Textual

Ghurye and L. Dumont

Outcome: student will learn the importance of classical and religious text to understand the social structure and social action in Indian social system.

Unit III: Structural-functionalism

M.N Srinivas; S.C Dube

Outcome: students will learn about the basic social units and their function to maintain social order in Indian society.

Unit IV: Marxian perspective

A.R Desai; D.P Mukherjee

Outcome: students will learn about the conflicting nature of the social structure and value in the historical transformation of the society in India.

Unit V: Subaltern Perspective

D. Hardiman; B.R Ambedkar

Outcome: student will develop their understanding on the unequal social relationships in India and the process of identity formation among the communities in India belongs to lower social order.

Essential Readings

- Dhanagare, D.N. 1993. Themes and Perspectives in Indian Sociology. Jaipur: Rawat. (Ch-1).
 Dube, S.C. 1973. Social Sciences in a Changing Society. Lucknow: Lucknow University Press.
 Dumont, Louis. 1970: Homo Hierarchicus: The Caste System and its Implications. Delhi: Oxford University Press.
 Ghurye, G.S. 1932. Caste and Race in India. London: Kegan Paul.
 Karve, Irawati. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
 Mukherjee, D.P. 1958. Diversities. Delhi: People's Publishing House.
 Oommen, T.K. 2005. Crisis and Contention in Indian Society. New Delhi: Sage.
 Singh, K.S. 1992. The People of India: An Introduction. Calcutta: Seagull books.

निदेशिका
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समाजशास्त्र एवं समाज कार्य विभाग

SEMESTER-III**SOC -CC-323: Sociology of Crime & Deviance**

Credit-05, Hours-75(5x15)

With the fast tempo of change in contemporary society, the crime scene is also changing fast. This course is designed to acquaint the students with recent advances in criminology, changing profile of crime and criminals particularly in India and the correctional measures and programmes in prison

Unit: I: Concept

Criminology-Meaning Scope & Subject Matter.
Conceptual approaches to crime-legal and sociological.

Outcome: students will develop their conceptual understanding of the deviant behavior in the society.

Unit-II: Theories

Concept of Deviance,
Theoretical Perspectives of Social Deviance: Anomie theory;
Differential Association Theory; Labeling Theory; Power Theory

Outcome: students will develop their theoretical perspectives on the understanding of the deviant behavior in the society.

Unit-III: Forms of Deviance

Juvenile Delinquency; Alcoholism; Drug addiction;
Mental Disorder; Homosexuality; Beggary.

Outcome: student will learn the different types of deviant behavior founds in the society

Unit-IV: Types of Crime

Organized Crime: Concept, characteristics, and structure;
Occupational Crime: Concept, Elements, types, and effects;
Professional Crime: characteristics, types;
Cyber Crime: Concept and types

Outcome: student will develop their theoretical and conceptual understanding of different types of criminal behavior founds in the society

Unit-V: Women and Crime

Crime against Women: Types and Extent;
Women as a Criminal: Nature and Extent.

Outcome: student will learn the different types of criminal behavior to the women in India.

Essential Readings

Ahuja, Ram (2000), *Social Problems in India*, Jaipur: Rawat Publications.
Clinard, Marshall, B. (1957), *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.
Cohen, Albert K. (1970), *Deviance and Control*, New Delhi, Prentice-Hall of India.
Madan, G.R. (1991), *India's Social Problems*, New Delhi: Allied Publishers.
Lemert, Edwin (1972), *Human Deviance, Social Problems and Social Control*, Englewood Cliffs:

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समाजशास्त्र एवं समाज कार्य विभाग
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

SEMESTER -III

SOC -EC-324: Themes in Social Anthropology

Credit-04, Hours-60(4x15)

The major aim of the course is to familiarize students with the cultural studies and the anthropological theories for the clear understanding of various sociological approaches and perspectives.

Unit I: B. Functionalism

Malinowski: Magic, Science and Religion
The Kula Exchange

R. Brown: Social structure and Function

Outcome: student will learn the cultural practices in maintaining the individual and society relationship.

Unit-II: Approaches to Cultural study

Ruth Benedict: Patterns of Culture

Levistrauss: Structuralism

Outcome: students will develop their conceptual understanding of the structural pattern of the cultural behavior in the society.

Unit-III: Culture and Personality

M. Mead: Culture and Socialization

R. Linton Cultural Background of Personality

Outcome: students will develop their conceptual understanding on the formation of cultural personality in the society.

Unit-IV: Culture and Social Structure

R.Redfield: Little Tradition

Evance Pritchard State-less Society

Outcome: students will develop their conceptual understanding of the community behavior as cultural groups and institutional practices.

Unit-V: Culture and Social Mobility

M.N. Srinivas: Sanskritisation

Outcome: students will develop their conceptual understanding of the socio-cultural mobility Indian caste based social order.

Essential Readings

Benedict, R. 1934. *Patterns of Culture*, New York: New American library

Evans-Pritchard, E. 1940, *The Nuer*, Oxford: OUP

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M. Mead: Culture and Socialization

R. Linton Cultural Background of Personality

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R.Redfield: Little Tradition

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Outcome: students will develop their conceptual understanding of the community behavior as cultural groups and institutional practices.

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Evans-Pritchard, E. 1940, *The Nuer*, Oxford: OUP

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SEMESTER -III

SOC -EC-325: Social Movements in India

Credit-04, Hours-60(4x15)

The main aim of the course is to introduce the students to the role of social movements in social Transformation, to help them understand the various approaches to the study of social movements.

Unit I: Introduction

Concepts
Approaches
Theories

Outcome: students will develop their conceptual understanding on the structural and ideological process of social movements.

Unit II: Social Movements

Genesis of Social Movements
State and Social Movement
Movement, Social Reform and Social Change

Outcome: students will learn the role of social movements in society and the nature of modern state towards the social movements.

Unit III: Types of Movement

Religious
Peasant
Tribal and Ethnic
Caste
Women

Outcome: students will learn the various types of social movements in relation to the group identity, unequal social structure and the socio-economic deprivation.

Unit IV: Social Movement and Civil Society

Civil society: Concept
Media and Social Movement

Outcome: student will learn the different agencies of civil society in protection and educating the citizen about their rights.

Unit V: Case Studies

This unit will be dealing with the case studies of different social movement in India

Outcome: student will learn the role, significance and the importance of social movements in the society by studying different types of social movements in India.

Essential Readings Banks, J.A. 1972. *The Sociology of Social Movements*. London: Macmillan.
Desai, A.R. (ed.). 1986. *Agrarian Struggle in India after Independence*. Delhi: Oxford University Press.
Omvedt, G. 1993. *Reinventing Revolution: New Social Movements and the Social Tradition in India*. London: Sharpe.
Oommen T.K. 1972. *Charisma, Stability and Change*. Delhi: Sage.
Oommen, T.K (ed.). 2009. *Social Movements: Concerns of Equity and Security*. New Delhi: Oxford University Press.
Oommen, T.K (ed.). 2009. *Social Movements: Issues in Identity*. New Delhi: Oxford University Press.

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समाजशास्त्र एवं समाज कार्य विभाग

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
समाजशास्त्र एवं समाज कार्य विभाग

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

डॉ. हरीशचंद्र मोर विस्तारविभाग, रायपुर

SEMESTER -III**SOC –OE. 321: Sociology of South Asia****Credit-02, Hours-30(2x15)**

To expose student to strategic importance of South Asia as a civilization centre as well as a player in international affair and to acquaint them with social, cultural, economic, religious and political similarity and difference between countries of region. Students should be acquainted with processes which help shaping emergence of nation state in region, ethnic, regional and religious identity and conflict in process and different path to socio-economic development and modernization adopted by countries of the region.

Unit- I: South Asia region

Civilisation, culture
and society Social
and economic
institutions,

Demographic feature, geo-political importance

Outcome: students will learn about the culture, geography and demographic nature of the countries of South Asia.

**Unit- II: Political system and
Democracy**

Colonialism and South Asia
Political system and nature of
democracy India's Approach
towards South Asia

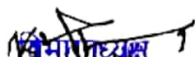
Outcome: students will know about the historical nature of South Asia and the formation of the modern state in South Asia.

Unit –III: Identity Issues

Language and Politics ethnicity,
Ethnic conflict and sub-national
movement, Nation and nation
building

Outcome: students will familiarize with various groups and communities on South Asia and their identity formation.

**Unit –IV: Development, Change and
Migration**
Population, Poverty
and migration Development


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डॉ. हरीशचंद्र गौर विश्वविद्यालय, सागर

and uneven development Role
of SAARC in development

Outcome: students will develop their understanding on the developmental aspects of the countries in South Asia.

Unit-V: Boarder issues

Understanding Boarder
Nature of Boarder and the
state relations Boarder,
identity and collective
memory

Outcome: Students will develop their conceptual and empirical understanding of the geo-political issues of South Asia.

Essential Readings

- Bjorkman, J.W. 1987. Changing Division of Labour in South Asia, New Delhi: Manohar
Farmer, B.H. 1983: An Introduction to South Asia, London: Methuen
Gough, K. and Hari P. Sharma (eds.) 1973: Imperialism and Revolution in South Asia, New York: Monthly Renew Press (article by Hamza Alvi)
Mallick, Ross. 1998: Development, Ethnicity and Human Rights in South Asia, New Delhi: Sage Publications.
Rothermund, Dietmar. 2000: The Role of the State in South Asia and Other Essays, New Delhi: Manohar
Tambiah, S. 1997: Leveling Crowds: Ethno-nationalist Conflict and Collective Violence in South Asia, New Delhi: Sage Publications


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समाजशास्त्र एवं समाज कार्य विभाग

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

डॉ. हरीसिंह गौर विश्वविद्यालय, सागर

DR HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)

(A Central University)

Credit-05, Hours-75(5x15)

The objective of this course is to trace the evolution of gender as a category of social analysis in the late twentieth century. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Although the focus of the introductory part of this course is primarily on the European literatures, a major part of this course will also be devoted to the understanding of the origin and development of feminism in South Asia in general and India in particular.

Unit-I: Social Construction of Gender

Gender as a sociological category: sex vs. gender, equality vs. difference, public vs. private, nature vs. civilization; gender roles and sexual division of labour; Patriarchy and male domination in society

Outcome: students can conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two. Understand gender as a social construct

Unit II: Feminist Thoughts

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

Outcome: students will develop their conceptual understanding on the patriarchy and the women's reaction against patriarchy.

Unit III: Various Gender Related Issues

Production and Reproduction; Work and property, Relative deprivation, Discrimination and exploitation; Education, Health, Environment and Ecology

Outcome: student will develop their conceptual understanding on various issues, problems and challenges related to women.

Unit IV: Women in India: The changing profile

The changing status of women in India – pre-colonial, colonial and post-colonial
Demographic profile – the gender gap (census, NSS)

Outcome: student will learn the difference in gender roles, responsibilities, rights and relations. Develop an idea about the discourse on public private dichotomy leading to sexual division of labour

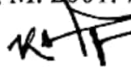
Unit V: Gender and Development

Women and Poverty India
State approaches to women empowerment in India
Globalisation and women

Outcome: student will develop their conceptual understanding on various issues, problems and challenges related to women.

Essential 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.

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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

The post-pandemic era is going to be dominated by digital culture in the every sphere of human life. This course is designed with the objectives of familiarizing students with the concept of computing society and the social self in digital technology.

Unit-I: Introduction to Digital Society

Relationship between Sociology, Computing and Society
Sociology and its flexibility in Digital Society

Outcome: students will develop their sociological understanding on computing and digital society

Unit-II: The information Society

Scope and domain of sociology
Ways of knowing and doing
Self, society and Reflexivity

Outcome: students will develop their sociological understanding on human self in information society.

Unit-III: Concepts in making of Digital society

Cybernetic society
Juggernauts and Distanciation
Deterritorialisation
Digimodernism
The Liquid modernity

Outcome: Student will enhance their knowledge skill to understand cyber society and the new values in digital culture

Unit-IV: The place and Space nexus

Modernity and its deconstruction
Glocalisation
The knowledge system and its alternatives
The smart place: Local as vocal

Outcome: Student will enhance their knowledge skill to understand the interaction between local and global culture.

Unit-V: Culture and Economy in Digital Society

Entrepreneurship, e-commerce and Freedom of choice
The rurality in digital culture
The state, capital and market in digital economy
Culture and identity in digital society

Outcome: Student will enhance their knowledge skill to understand the interaction between state and market in global culture.

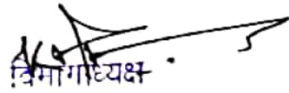
Selected Readings:

- Amoore, L., & Piotukh, V. (Eds.). (2015). Algorithmic life: Calculative devices in the age of big data. Routledge
Gillespie, T. & K. Foot et al. (2013) Media Technologies: Materiality, Technology, Society, Cambridge: MIT Press
Lupton, Deborah (2013) Digital Sociology. London and New York: Routledge.
Ruppert, E., Law, J., & Savage, M. (2013). Reassembling social science methods: The challenge of digital devices. Theory, culture & society, 30(4), 22-46.

Ziewitz, Malte. "Governing algorithms: Myth, mess, and methods." Science, Technology, & Human Values 41, no. 1 (2016): 3-16.

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- Bauman, Z. 1991. *Modernity and ambivalence*, Cambridge: Polity Press
Giddens, A. 1990. *The consequences of modernity*, Cambridge: Polity Press.
Giddens, A. 1994. *Reflexive modernisation*, Cambridge: Polity Press.
Hurvey, D. 2001. 'Globalisation and spatial fix', *geographische revue*
Kirby, Alan. 2009. *Digimodernism: How New Technologies Dismantle the Postmodern and Reconfigure Our Culture*. A&C Black
Shallis, J. 1989. *Deconstruction and its philosophy*. University of Chicago Press



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समाजशास्त्र एवं समाज कार्य विभाग
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
डॉ. हरीसिंह गौर विश्वविद्यालय, सागर
DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)
(A Central University)

The major objectives of the paper is to provide key insights into the emergence of rural sociology as a discipline, to define and explain rural sociology, to let the reader know about its nature, scope and significance, to know the significance of the discipline to the Indian context.

Unit I: Rural Society

Meaning and Characteristics

Peasant culture and social structure

Agrarian Institutional transformations

Outcome: Students will be able to learn about Concept and Characteristics of Rural Society, Rural Social Structure and Agrarian institutional transformation

Unit-II: Local Governance

Panchayati Raj Institutions

Rural Women and PRIs

Rural Transformations and PRIs

Outcome: Student will be able to learn about three tier Panchayati Raj Institutions and their role in Rural Development.

Unit-III: Problems in Rural Society

Poverty and Inequality in rural India

Land alienation and Farmers' Problems

Caste and Caste conflict

Problems related to rural women

Outcome: Student will understand Problems concern to rural Society and intellectual resolution of Problems.

Unit IV: Concept of Tribe:

Concept of tribe and Scheduled Tribe.

Geographical distributions of tribe

Socio-cultural Profile

Economic life

Outcome: Students will be able to make a Sociological vision about Tribes, their Socio- Cultural and Economic Practices and constitutional Frame.

Unit-V: Social change and Tribal's problems

Impact of colonial rule on tribal society

Indian state and Tribal Development Programmes

Tribal Problems: Poverty and land alienation, Migration and Exploitation

Outcome: After the Completion of their unit students will able to co-relate social change and tribe, with their cultural aspect.

Essential Readings

Desai A.R. 1977 Rural Sociology in India, popular Prakshan, Bombay.

P. Radhakrishnan 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 - 1982. Sagar Publications: New Delhi.

Andre Bettle 1974 Six Essays in Comparative Sociology, OUP, New Delhi.

Dhanagare D.N. 1988: Peasant Movements in India OUP New Delhi.

Ashish Nandy 1999. Ambiguous Journey to the City New Delhi OUP.

Desai A.R. (1979) Peasant struggles in India (Asia Publishing House)

Dube S.C. 1977 : Tribal Heritage of India (New Delhi :Vikas)

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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
डॉ. हरीशंकर गौर विश्वविद्यालय, सागर

(1983) Tribes in India (Harnam Publications New Delhi).

Raza, Moonis and A. Ahmad (1990) An Atlas of Tribal India (Concept Publishing Delhi)

Sharma, Suresh 1994 : Tribal identity and modern worlds (Sage : New Delhi)

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SEMESTER-IV

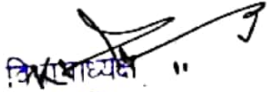
SOC –EC- 424: Dissertation

Credit-04, Hours-60(4x15)

The dissertation work is distributed into two major parts. Each part of the dissertation carries equal credit for evaluation.

- Theoretical Discussion, Literature Review and Development of Research Proposal
- Field Work, data analysis and Presentation of the findings (Dissertation)

Outcome: the dissertation work will enhance the student's knowledge on the theoretical understating of the subject's knowledge in the context of empirical experience, observation and participation.


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डॉ. हरीशंघ गौर विश्वविद्यालय, सागर
DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)
(A Central University)

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DR.HARISINGH GOUR VISHWAVIDYALAYA, SAGAR (M.P.)
(A CENTRAL UNIVERSITY)



DRAFT SYLLABUS FOR MASTER OF SOCIAL WORK (M.S.W.)
2021-22

Semester-I

MSW-CC-121: Origin and Development of Social Work

Credit-05, Hours-75(5x15)

This paper focuses on origin and profession development of social work, along with values, principles, ethics and basic concept of particular subject.

Unit-I: History of Social Work: Global Scenario

History of Social Work in
Americas
History of Social Work in
Europe
History of Social Work in Asia

Outcome: Students will learn global scenario of social work.

Unit-II: Social Work Profession and Education

Social work as a Profession
Social work Education: Retrospect and Prospects
Values, Principles and Ethics of professional social Work

Outcome: Students will learn about profession aspects of subject.

Unit-III: Social Work Concepts I

Charity, Voluntary action and
Shramdan
Social Movement
and Social Reforms

Outcome: Students will familiarize with basic concepts with this unit, which help them to participate in social progress.

Unit-IV: Social Work Concepts II

Social Service, social Defence, Social Security, Social Welfare,

Outcome: Students will learn about concepts of social work, which help them to understand state model of development.

Unit-V: Social Justice and Social Policy

Outcome: This unit can help to students to understand global and local aspects of social justice.

Essential and Suggested Readings

Eden, L. & Molot, M.A. (1993) Canada's national Policies : Reflection on 125 years Canadian Public Policies.

Barker, R.L. (1999) , Milestones in the Development of Social work and Social Welfare, Washington D.C. NASW Press

Hauman, A. 1962 Professional Management and Practice, Delhi: Eurasia Publications.

Government of India Evaluation of Social Welfare Programmes, Encyclopaedia of Social Work. Vol. 1, 297 -

MSW-CC-122: Origin and Development of Social Work in India

Credit-05, Hours-75(5x15)

This paper focuses on the Indian form of social work from historical religion role to logical initiatives of the state, and other agencies.

Unit-I: Evolution of Social Work Practice in India

History of Social Work: State Initiatives | History of Social Work: Initiatives through Social Movements
History of Social Work: Initiatives by NGO

Outcome: Students will learn about initiatives of social work by state, NGO's and social movements in India.

Unit-II: Religion and Social Work: Indian Context

Hinduism and Social Work | Islam and Social Work

Outcomes: Students will learn about Hinduism and Islam's role in Indian social work.

Unit-III: Jainism and Social Work | Christianity and Social Work

Outcomes: Students will learn about Christianity and Jainism's role in Indian social work.

Unit-IV: Gandhian Concept of Social Work

Gandhi's perception of an Ideal Society

Gandhi's social Work: The Historical Perspective | Gandhi's Social work: Methods and Techniques

Outcome: Students will learn about Gandhian model of development within social work.

Unit-V: Profession Social Work in Independent India

Involvement of Social Worker in National Development | Career Prospects in Professional Social Work

Outcomes: Students will learn about role of social worker in the national development along with professional responsibilities.

Essential and Suggested Readings

- ▯ Nadkarni, M.V.: Hinduism: A Gandhian Perspective, and Books India, New Delhi: 2006
- ▯ Schubring, W.: The Doctrine of the Jainas, New Delhi.
- ▯ Wadia, A.R. (1961): History and Philosophy of Social Work in India, Allied Publishers Pvt. New Delhi.
- ▯ Friedlander, W.A. (1963), Introduction to Social Welfare : Prentice Hall of India, New Delhi.

K.P.

MSW-CC-123: Social Work Research

This paper will help to social work's students to understand social research methodology. They will learn about select the research design from selection of research problem to analysis and interpretation of data.

Unit-I: Basics of Research

Introduction to Social Work Research

Research Review in Social Work

Outcome: Students will learn about the basics of social research.

Unit-II:

Formulation

and Selection of the Research Problem Preparing a

Research Proposal

Outcome: Students will learn about the selection of research problem and formation of research proposal.

Unit-III:

Research Methods

Introduction to Methods in Social Work

Research Methods: Induction, Deduction, Historical, Comparative and Evaluation Research Method: Experimental Research, Qualitative Research

Hypothesis, Sampling

Outcome: Students will learn about all types of social methods and formation of hypothesis. The selection of sample size will also be the main part in this unit.

Unit-IV:

Tools and Techniques of Data Collection

Primary and Secondary Data

Tools: Questionnaire, Schedule, Observation, Interview, Case Study, Documentation

Outcomes: Students will learn about primary and secondary data collection from field.

Unit-V:

Analysis of Data

Measurement & Scaling, Processing of Data Analysis & Interpretation of Data Report Writing.

Outcomes: students will learn about analysis of collected data.

Essential and Suggested Readings

- Das Gupta, Sugata, "Social Work Research" In Encyclopaedia of Social work, India, New Delhi: Govt. of India, 1977
- Polansky, N.A. (ed.) Social Work Research, Chicago: The University of Chicago Press, 1975
- Das Lal, D.K., Design of Social Research, Rawat Publication, Jaipur (2005)
- Mannheim, Henry, L. 1977 Sociological Research: Philosophy and Methods, Illinois: The Dorsey Press.
- Ramchandran, P. 1990 Issues in Social Work Research in India, Bombay: Institute for Community Organization Research.
- Young, Pauline V. 1982 Scientific Social Survey and Research, New Delhi, Prentice-Hall of India Pvt. Ltd.

MSW-EC-121: Social Policy and Planning

This paper is based on policy formation for social and economical development.

Unit-I: Concept of Policies

Social Policy: Concept, Objectives, & Characteristics

Outcome: Students will learn about concept and objectives of policies.

Unit-II: Social Policy & Indian Constitution

Outcomes: students will learn about Indian constitution's model for social policies formation

Unit-III: Policy Formation

The Process of Social Policy Formulation at Different levels, Models of Social Policy
Social Policy Relating to Woman, Youth
Aged Education, Health and Family Welfare.

Outcomes: Students will learn about policy formation in the context of different beneficiary groups.

Unit-IV: Models of Social Policy

Social Planning: Concept, Objective, Scope & Models
Interrelationship between Social & Economic Planning,
Social Planning under five year plans.

Outcomes: Students will learn about models of social policies.

Unit-V: Social Planning in India

People's Participation & Social Planning & Social Change, Major Pitfalls in Social Planning in India, Machinery & Process of Social Planning in India.

Outcomes: Students will learn about Social planning in India.

Essential and Suggested Readings

- Agrawal, A.N. and Lal Kundan 1989 Economics and Development and Planning, Delhi, New Vikas Publishing House Private Limited.
- Deshpande, Srinivasan Narain. Society Economy of Polity in India, Mumbai: 1978 University of Mumbai.
- Nagardra, S. P. 1994 Development and Change, New Delhi: Concept Publishing Company.
- Augushine, John S. (Ed.) 1989 Strategies for Third World Development, New Delhi: Sage Publications.
- Eden, L. & Molot, MA (1993) Canada's national Policies: Reflection on 125 years, Canadian Public Policies.



Semester II

MSW-CC-221: Social Science Concepts for Social Worker

Credit-05, Hours-75(5x15)

This paper aims to familiarize students with fundamental units of the society such as personality system, social system and cultural systems; social change and contemporary problems in society.

Unit- I: Concepts of Society

Social work and its Relationship to other
Disciplines Society and Culture
Indian Society: Composition, Classification and
Stratification Social Change: Meaning, Characterize and
Factor

Outcome: after completion of the unit, students will learn about the nature of social work knowledge in relation to the basic understanding of society.

Unit- II: Basics of Psychology for social Workers

Concept of Psychology for Social Work
Practice Social learning and Motivation

Outcome: students will enhance their social work skill in the field of psychiatric social work.

Unit- III: Family-The Basic Unit of Society

Stage of Human Growth and Development
Biological aspects of human growth and
Development Concept of Family and marriage
Family Cycle

Outcome: students will enhance their social work skill. in the field of personality, culture and society.

Unit- IV: Indian Family and Transition

Family and Marriage in the Changing Society

Outcome: this unit will help student to develop their understanding on the problems related to changing family value

Unit- V: Contemporary problems in Family system

Social work with Family

Outcome: after completion of the course, student will learn about the conceptual investigation of various social problems founds in the society for their better solution.

12/11/2020
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Essential and Suggested Readings

- Becavar, D. (Ed.) 1997 The Family, Spirituality and Social Work, *Journal of Family Social Work*, Vol.2, No.4,
- Feldman Robert S 1997 *Understanding Psychology*, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.
- Kleinman, R. (Ed.) 1998 *Family Planning Handbook for Doctors*, Hertford: IPPF
- Family planning Association of India, Family planning Counseling Guide Population Reports Service Series J.N 35 and 36
- Beck, Laura *Developmental Psychology*. New Delhi, Pearson Education Inc..



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Social workers help clients cope with and resolve issues like substance abuse, grief, family dysfunction and school adjustment. Social workers connect clients to community resources and empower them to overcome structural barriers such as poverty, discrimination and social injustice. As part of their training, they learn evidence-based techniques in social work that help them guide clients toward goals that can enhance their quality of life.

Unit- I: Human Behavior and social Environment

Social case work Practice in Indian Context

Outcome: समूह कार्य का इतिहास तथा परिचय प्राप्त होता है।

Unit- II: Scope of Social Work: Nature of Problems to be Address

Component of Case Work

Outcome: सामाजिक समूह कार्य में कौशल विकास की जानकारी प्राप्त होती है।

Unit- III: Social Case Work

Case Worker Client Relationship and principal of case work

Social case Work process

Tool of Case Work

Outcome: सामुदायिक संगठन की अवधारणा तथा ऐतिहासिक परिप्रेक्ष्य में जानकारी प्राप्त होती है।

Unit- IV: Basics of Counseling

Introduction to Counseling

Process

Outcome: समाज कार्य प्रैक्टिस की विधियाँ का ज्ञान मिलता है।

Unit- V : Counseling Techniques

Supportive and Behaviour Techniques in Counseling

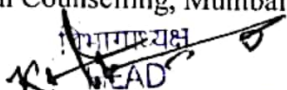
Cognitive and Psychoanalytical Techniques in Counseling

Interviewing and Recording

Outcome: सामुदायिक विकास तथा सोशल एक्शन के कौशल तथा अवधारणा की जानकारी मिलती है।

Essential and Suggested Readings

- Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.
- Perlman, H. H. 1957 Social Case Work: A Problem Solving Process, Chicago. The University of Chicago Press
- Richmond, M. E. 1922 What is Social Case Work? An Introductory Description, New York: Sage Foundation
- Sena F. Fine and Paul H. Glass. 1996 The First Helping Interview Engaging the Client and building Trust, Sage Publication.
- Timms, N. 1964 Social Case Work: Principles and Practice, London: Routledge and Kegan Paul.
- IGNOU, Basics of Counselling. BSWE-006, substance Abuse and Counselling, IGNOU, 2006
- Fuster, J.M. Personal Counselling, Mumbai: Better Yourself Book: Eleventh Edition, 2005


समाजशास्त्र एवं समाज कार्य विभाग
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Social workers help clients cope with and resolve issues like substance abuse, grief, family dysfunction and school adjustment. Social workers connect clients to community resources and empower them to overcome structural barriers such as poverty, discrimination and social injustice. As part of their training, they learn evidence-based techniques in social work that help them guide clients toward goals that can enhance their quality of life.

Unit- I: Human Behavior and social Environment

Social case work Practice in Indian Context

Outcome: समूह कार्य का इतिहास तथा परिचय प्राप्त होता है।

**Unit- II: Scope of Social Work: Nature of Problems to be Address
Component of Case Work**

Outcome: सामाजिक समूह कार्य में कौशल विकास की जानकारी प्राप्त होती है।

Unit- III: Social Case Work

Case Worker Client Relationship and principal of case work

Social case Work process

Tool of Case Work

Outcome: सामुदायिक संगठन की अवधारणा तथा ऐतिहासिक परिप्रेक्ष्य में जानकारी प्राप्त होती है।

Unit- IV: Basics of Counseling

Introduction to Counseling

Process

Outcome: समाज कार्य प्रैक्टिस की विधियों का ज्ञान मिलता है।

Unit- V : Counseling Techniques

Supportive and Behaviour Techniques in Counseling

Cognitive and Psychoanalytical Techniques in Counseling

Interviewing and Recording

Outcome: सामुदायिक विकास तथा सोशल एक्शन के कौशल तथा अवधारणा की जानकारी मिलती है।

Essential and Suggested Readings

- Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.
- Perlman, H. H. 1957 Social Case Work: A Problem Solving Process, Chicago. The University of Chicago Press
- Richmond, M. E. 1922 What is Social Case Work? An Introductory Description, New York: Sage Foundation
- Sena F. Fine and Paul H. Glass. 1996 The First Helping Interview Engaging the Client and building Trust, Sage Publication.
- Timms, N. 1964 Social Case Work: Principles and Practice, London: Routledge and Kegan Paul.
- IGNOU, Basics of Counselling. BSWE-006, substance Abuse and Counselling, IGNOU, 2006
- Fuster, J.M. Personal Counselling, Mumbai: Better Yourself Book: Eleventh Edition, 2005

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समाजशास्त्र एवं समाज कार्य विभाग
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
ज. ज. मिश्र गौर विश्वविद्यालय, सागर

MSW-CC-223: Social Group Work & Community Management or Community Development

Credit-05, Hours-75(5x15)

The paper assumes an interaction between person, group and context, and posits that more effective use is made of professional knowledge and skill through work with those groups which seek to address the environmental context of human affairs.

Unit- I: Introduction to Group Work

Social Group: Characteristics and Significance
History of Group work
Theories and models in Social Group Work
Stage of Group Development, Process of Group Formation

Outcome: Student will be able to learn about Human behavior and Social Environment and social Case work Practice

Unit-II: Skills Development in Social Group Work

Leadership and Power,
Skills and Techniques of Group Work
Relevance of Life Skills Education in Social Group Work
Programme Planning in Social Work

Outcome: After Completion of this unit students will be able to understand nature of Social Problem and Component of Case Work.

Unit- III: Introduction to Community Organization

Community Organization: Concept Value Orientation
History of Community Organization

Outcome: Students will be able to learn about Case Worker and Client Relations.

Unit- IV: Community Organization as Method of Social Work Practice Models and Approaches of Community Organization

Outcome: Students will be familiar with the basics of counseling.

Unit- V: Social Action for Community Development

Social Action: concept and Application
Integrated Approach to Social work and Social Action
Models, Strategies, and Skills of Social Action

Outcome: Students will be able to learn about different types techniques of counseling.


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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
डॉ. हरीसिंह गोर विश्वविद्यालय, सागर
HARISINGH GOR UNIVERSITY SAGAR (M.P.)

Essential and Suggested Readings

- Milson, Fred 1973 An Introduction to Group Work Skills, London, Routledge and Kegan Paul.
- Northen, H. 1969 Social Work with Groups. New York: Columbia University Press.
- Trecker, Harleigh B. 1970 Social Group Work: Principles and Practice, New York: Association Press
- Marulasiddaiah, H. M. 1987 Community: Area and Regional Development in India, Bangalore, Bangalore University
- Lal, A. K. 1977 Politics of Poverty: A Study of Bonded Labour. New Delhi: Chethana Publications.
- Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.



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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

डॉ. हरिसिंह गोर विश्वविद्यालय, सागर

DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)

(A Central University)

MSW- EC-221: Social Work Skills: Participatory in Development

Credit-04, Hours-60(4x15)

Social work can be a demanding industry that requires working with a diverse set of people. Professionals in this field need to develop a unique skill set in order to excel in the workplace. Learning about these required skills can help you determine what social work abilities you currently have and areas where you can improve. In this article, we describe what skills are required for social work, how to improve them and how to highlight them during the hiring process.

Unit -I : Participatory Research

Participatory Research: Meaning, Concept & Work Significance
Typology of Participation, Barriers & Limits, Development of PRA
Principles and Method, Critical Consideration of PRA Method

Outcome: students will learn about the conceptual understanding of participatory research

Unit -II: Participation in Development

Participatory Monitoring and Evaluation: Tool of Self Monitoring, Participatory
Impact Monitoring, Sustainability Analysis: Concept Institutional & project
Sustainability

Outcome: students will enhance their knowledge on monitoring and evaluation process in social work intervention

Unit -III: Methods of Participation

New Approaches to Participation: PLA, SARAR, Appreciative Inquiry

Outcome: students will develop their social work research skill

Unit -IV: Techniques of participation

Observation Features, Components & Types
Recording: Purpose, Contents & Characteristics

Outcome: students will develop their social work research skill

Unit- V: Documentation: Types Features & Importance

Outcome: student will develop their skill on documentation

Essential and Suggested Readings

- Fink, A. E. 1945 The Field of Social Work, New York, Henry Holt and Co.
- Stroup, H. H. 1960 Social Work - An Introduction to the Field, New Delhi, Eurasia Publishing House.
- Blaikie, Norman. 1993 Approaches in Social Enquiry, Cambridge: Polity Press.
- Ackoff, R. L. 1962 Scientific Method: Optimizing Applied Research Designs, New York: John Wiley and Sons.
- Geltung, J. 1961 Theory and Methods of Social Research, London: George Allen & Unwin


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डॉ. हरीसिंह गौर विश्वविद्यालय, सागर
DR. HARISINGH GOUR UNIVERSITY

SEMESTER-III

MSW- CC- 321: Human Resource Management

Credit-05, Hours-75(5x15)

Human resource management (HRM) is the practice of recruiting, hiring, deploying and managing an organization's employees. HRM is often referred to simply as human resources (HR).

- Unit -I:** Human Resource Management: Concept, Evolution, Philosophy, Signification, Objectives, Scope, Principles & Functions.
Human Resource Manager: Role and Responsibilities.
Outcome: students will learn on human resource management in the modern organizational behavior.
- Unit-II:** Human Resource Planning: Forecasting & Requirement, Selection, Induction and Training, Promotion and Transfer.
Outcome: student will develop their knowledge skill on the planning and policy formulation in managing and utilizing human resources.
- Unit -III:** Job Analysis, Job Evolution, Performance Appraisal, Discipline, Wages and Salary Administration.
Outcome: students will familiarize with the various job analysis in modern organization for fruitful human resource management.
- Unit-IV:** Participative Management: Concept, Objective and scope Approaches to Participation: Socialistic, Gandhian and Eclectic.
Outcome: students will familiarize with various philosophical, ethical and participatory approaches for human resource management.
- Unit-V:** Workers Participation in Management in India, analysis and Consequences
Outcome: students will learn about the human resource management in Indian organizational sectors.

Essential and Suggested Readings

- Aswathappa K, 2007, "Human Resource Management", Tata McGraw Hill Pub.Co.Ltd, New Delhi.
- Aswathappa K, 2000, "Organization Behaviour", 5th Ed, Himalaya Publishing House, New Delhi.
- Aswathappa K, 2004, "Human Resource and Personnel Management: Text and Cases", 3rd Ed, Tata McGraw Hill Pub.Co.Ltd, New Delhi.
- Bedian Arthur G and Glueck William F, 1983, "Management", 3rd Edition, HoldSaunders International Editions, The Dryden Press, Japan.
- Bosotia G.R, 1999, "Human Resource Management", Mangal Deep Publications, Jaipur


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समाजशास्त्र एवं समाज कार्य विभाग
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK
डॉ. हरीशचंद्र मौर विज्ञानविद्यालय, रायपुर

MSW- CC-322: Labor Welfare and Social Security

Credit-05, Hours-75(5x15)

Designing Labour Welfare and Social Security strategies for their employees and workers. This course intend to familiarize students with the contents of labor welfare and social security.

- Unit -I:** Labour Welfare: Concept, Need, Scope, Philosophy & principles
Outcome: student will learn on the conceptual, philosophical principle of labor welfare: the need of labor welfare in modern society
- Unit-II:** Historical Development of Labour Welfare in India: Constitution and Legal Framework.
Outcome: student will familiarize with historical understanding of labor welfare in India as well the world.
- Unit-III:** Programmers and Policy of Labour Welfare in India.
Outcome: student will familiarize with various policies and programmes of labor welfare in India as well the world.
- Unit-IV:** Social Security in India: Programmers, Policies & Perspectives.
Outcome: students will familiarize with the various legal and constitutional provision of social security in India.
- Unit-V:** The Employees Provident Fund and Miscellaneous Provisions Act, 1952, the Maternity Benefit Act, 1961, Workmen s Compensation Act, 1923.
Outcome: students will familiarize with the various legal and constitutional provision of social security in India.

Essential and Suggested Readings

- Moorthy, M.V.(1968), Principles of Labour Welfare, Gupta Brothers, Vishakapatnam.
- Subramanian, V, Factory Laws Applicable in Tamil Nadu, Vol.I,II & III, Madras Book Company.
- Yadav, L.B.(ed.) (2000), Reading in Social and Labour Welfare (2 Vol.Set) Institute For Sustainable Development, Lucknow
- Sarma, A.M. (2005), Aspects of Labour Welfare and Social Security , Himalaya Publishing House, Mumbai
- Saxena, R. C (1960),Labour Problems & Social Welfare, Jai Prakash Nath & Co., Meerut.
- Vaid, K. N. (1970), Labour Welfare in India, Sri Ram Centre For Ind. Relation , New Delhi.
- International Labour Office, Labour Legislations in India, ILO, New Delhi.


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समाजशास्त्र एवं समाज कार्य विभाग

A. CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION

MSW- EC-321: Introduction to Criminology

Credit-04, Hours-60(4x15)

Course intends to develop the understanding of crime and criminal behaviors found in the society.

Unit-I: Criminology: Concept: Definition & Scope. Criminology as a Social Science: Definition and Scope, Relationship of Criminology with other Social Science, Sociology of Crime & Deviant Behavior,

Outcome: students will learn the conceptual understanding of crime and criminal behavior; the inter-disciplinary understanding of criminal behavior

Unit-II: Development of Criminological Thoughts, pre classical, classical, neo classical theories Positive school, sociological theories etc

Outcome: students will familiarize with various theoretical understanding of crime and criminal behavior

Unit-III: Crime: Meaning, Definition, Element, Causes Prevention & Control

Outcome: students will familiarize with different causes and factors of crime in the society

Unit-IV: Juvenile Delinquency: Meaning, Definition, Causes, Prevention & Control

Outcome: students will learn the meaning of Juvenile Delinquency and its different factors.

Unit-V: Forms of Crime: Organized Crime, White – Collar Crime, Cyber Crimes, Terrorism, Crime against women, crime against children etc

Outcome: students will familiarize with different forms of criminal behavior.

Essential and Suggested Readings

- Pelfrey, Villian V.- The Evolution of Criminology
- Mannheim, Herman- Pioneers in Criminology
- Mannheim, Herman- Comparative Criminology
- Barnes, H.E. and Teeters N.K.- New Horizons in Criminology
- Cressy, D.R.- Criminology
- De Quiros, C.B.- Modern Theories of Criminology
- Fox, V.- Introduction to Criminology
- Gibbons, D.C.- Society, Crime and Criminal Careers
- Meier, R.F. -Theories in Criminology
- Redeless, Walter C.- The Crime Problem
- Schafer S.- Theories in Criminology
- Sutherland, E.H.- Criminology
- Sutherland, E.H. -White Collar Crime
- Sutherland, E.H. and Cressey, D.R. - Principles of Criminology
- Tabor, I., Welton, P. and Young, J.- The New Criminology
- Tabor, I., Welton, P. and Young, J.- Critical Criminology
- Vold, G.B.- Theoretical Criminology

Penology, also called Penal Science, the division of criminology that concerns itself with the philosophy and practice of society in its efforts to repress criminal activities. The course is designed to familiarize student with above mentioned subjects.

- Unit-I:** Penology: Meaning & Scope, punishment, meaning type & objectives, capital punishment
Outcome: students will learn the conceptual understanding of penology and different types of punishment
- Unit-II:** Theories of Punishment,
Outcome: students will learn the theoretical aspects of penology.
- Unit-III:** Imprisonment: Objectives & Trends.
Outcome: students will familiarize with objectives and trends of prison punishment.
- Unit-IV:** Theories of Punishment, Imprisonment: Objectives & Trends.
Outcome: students will learn the theoretical aspects of punishment.
- Unit-V:** Prison Administration in India, Prison Reform in India, Prison Reform in MP
Outcome: students will learn the administrative mechanism of penology and punishment.

Essential and Suggested Readings

- Newman, Graeme- The Punishment Response
- Wright, Erik Olin- The Politics of Punishment
- Menninger, Karl- The Crime of Punishment
- Orland, Leonard- Prisons: Houses of Darkness
- Calvert, E. Roy- Capital Punishment in the Twentieth Century
- Frankel, Marvin E.- Criminal Sentences: Law Without Order
- Hogarth John- Sentencing as a Human Process
- Gillin, John Lewis- Criminology and Penology
- Barnes and Teeters- New Horizons in Criminology
- Rajput, Diwakar Singh –Jail Reforms and Prisoners' Welfare
- Bhusan, Vidya- Prison Administration in India
- Dahir, R.N. - Prisons and Society : A Study of the Indian Jail System, Government of India- Report of National Expert Committee on Women Prisoners, Vol. I and II
- Gillin, John Lewis- Criminology and Penology
- Srivastava, S.P.- The Indian Prison Community


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 डॉ. हरीशचंद्र गौड़ विभागाध्यक्ष

B. WOMEN AND CHILD DEVELOPMENT

MSW- EC-323: Women and Society

Credit-04, Hours-60(4x15)

The objective of this course is to trace the evolution of gender as a category of social analysis in the late twentieth century. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Although the focus of the introductory part of this course is primarily on the European literatures, a major part of this course will also be devoted to the understanding of the origin and development of feminism in South Asia in general and India in particular.

- Unit-I:** **Social Construction of Gender (9hrs)**
Gender as a sociological category:
Sex vs. gender, gender roles and sexual division of labour
Outcome: students can conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two. Understand gender as a social construct
- Unit-II:** **Feminist Thoughts (9hrs)**
Marxist – Socialists, Liberationist, Radicals, Post-modernist;
Feminist Methodology as a critiques of sociological methods.
Outcome: students will develop their conceptual understanding on the patriarchy and the women's reaction against patriarchy.
- Unit-III:** **Political Economy of Gender:**
Women and structural adjustment Programmes in India
Women's issues – Economic Parameters
Budgetary Policy: A Gender analysis
Outcome: students will familiarize with the state policies and intervention to women development.
- Unit-IV:** **Social Change and Gender Relation:**
New Social Movements and Gender in India
Challenges of the New Millennium and Voluntary Organizations
Effective Governance: Importance of Women's Leadership in Local Bodies
Outcome: student will develop their conceptual understanding on various issues, problems and challenges related to women empowerment.
- Unit – V:** **Women's Studies**
Emergence of Women's studies Centers
Dynamics of Women's Studies
Women's Movement in India
Outcome: students will familiarize with various academic activities in understanding women issue and development; women's movement for protecting women's right


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डॉ. हरीसिंह गौर विश्वविद्यालय, सागर

The course explores the impacts of child abuse and neglect on child development, including on brain development, social and emotional development and the child abused.

Unit -I: Concept and nature of Welfare and Development
Models of Child Development

Outcome: students will develop their knowledge on conceptual understanding of child issues and child welfare; the different approaches for child development

Unit –II: Child Welfare: Signification and Areas; Need of Children: Physical, Psychological, Social: Emotional and Educational Problems, Fulfillment of Different needs.

Outcome: student will familiarize with need and significance of child welfare in the society; the various dimension of child welfare

Unit-III: Process of Socialization of Children
Process and Problems of Children in Especially in Difficult Circumstances.

Outcome: student will familiarize with different agencies of child socialization; the difficulty in socialization process.

Unit-IV: Right of the Child: UN Convention on the right of Child; Programmes and Planning in India

Outcome: student will familiarize with various legal and constitutional provisions of child rights.

Unit-V: Child Marriage. Child Abuse Trafficking

Outcome: student will familiarize with various criminal behavior related to child

Essential & Suggested Readings

- Bandura, A. (1963). *Social learning and personality development*. New York: Holt, Rinehart, & Winston.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.
- Crittenden, P. M. (1985). Social networks, quality of child rearing, and child development. *Child Development*, 56(5), 1299-1313.
- Erikson, E. (1985). *Childhood and society*. 35th anniversary ed. New York: W.W. Norton.
- Rycus, J., and Hughes, R. (1998). *Field Guide to Child Welfare: Child Development and Child Welfare*. Arlington, VA: CWLA.
- Rycus, J., and Hughes, R. (1998). *Field Guide to Child Welfare: Child Development and Child Welfare*. Arlington, VA: CWLA.

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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

C. RURAL AND TRIBAL DEVELOPMENT

MSW- EC-325: Concept and Theories in Development Studies

Credit-04, Hours-60(4x15)

The course intends to develop theoretical and conceptual understanding of development and social change among the students.

Unit-I: Understanding Development

What is Development

The Invention of Development

Outcome: student will familiarize with the conceptual and theoretical understanding of development and social change.

Unit-II: Development and legacies of Colonialism

Colonial mode of production and Underdevelopment

Citizen and subject

Poverty and Famine

Outcome: student will familiarize with the development related issues and problems; the political economy of development

Unit-III: Modernization and Dependency Theory

Science, ideology and evolutionary Progress of Society

Passing of Traditional Society

The Development of Underdevelopment

The Uneven Development

Outcome: student will familiarize will learn the different theoretical and conceptual approaches in development studies.

Unit-IV: The Post-Dependency Approach

Actor oriented Approach

Social Capital

Local Knowledge

Outcome: student will develop their knowledge on understanding development from the micro level.

Unit-V: Neoliberalism

History of neoliberalism

Globalism and Neoliberalism

Outcome: student will familiarize with the process of market economy; its changing nature and its impact on the social development.



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DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

डॉ. हरीसिंह गौर विश्वविद्यालय, सागर

MSW- EC-326: Rural Development in India

Credit-04, Hours-60(4x15)

The major objectives of the course is to familiarize students with concept of rural development, various problems in rural society and the state intervention to transform the traditional rural social system in India.

Unit-I: Rural Development Concept

Theories and Model in Rural Development

Indicators of Rural Development and their measurement
Concept of sustainable Rural Development

Outcome: student will familiarize with the conceptual and theoretical understanding of rural development and rural social change.

Unit-II: Rural Governance in India

Historical Perspective on Rural Governance in India
Basic concept of Indian administration for Rural Society

- i. Elements of Indian Constitution
- ii. Panchayati Raj Institution

Outcome: student will familiarize with the political, legal and economical aspects of rural development in India.

Unit-III: Rural Development Administration in India

Development Administration in Rural India: Structure and Function

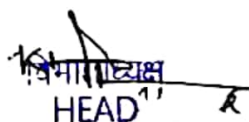
Role of Bureaucracy in policy making, policy application and policy adjudication. Transition from rural development administration to rural development management. Participatory development management.

Outcome: student will familiarize with the various administrative mechanism of rural development in India.

Unit-IV: Rural Development Programmes in India

Review of Rural Development Programmes in the area of agricultural Sector

Review of Rural Development Programmes in area of Social Sectors –Health, Sanitation and Education.


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Review of Rural Development Programmes in the area of Social Security.
Review of recent poverty removal and employment generation programmes in rural India.

Outcome: student will familiarize with policies and programmes for rural development in India.

Unit-V: Village in Development discourse

Village and the Planner

Critical understanding of policy approaches to the village development

Outcome: the unit will help to student to understand how the policy maker conceptualized village in the process of rural development in India.

Essential & Suggested Readings

- Maheshwari, S.R. (1985). Rural Development in India, New Delhi, Sage Publications.
- Padhy, Kishore chandra (1986). Rural Development in Modern India, New Delhi, B.R. Publishing Corporation.
- Singh, Yogendra (1984). „Changing Power Structure of Village Community: A Case Study of Six Villages in Eastern Uttar Pradesh“, in A.R. Desai (ed.) Rural Sociology In India, Bombay, Popular Parkashan.
- Randhawa et.al, (1974). Green Revolution, Vikas Publishing house, Delhi.
- Matthai John (1915). Village Government in British India, Delhi, Neeraj Publishing House.

MSW- EC-327: Practicum

Credit-03, Hours-45(3x15)

MSW- EC-328: Participation with NGOs/Government Organizations/Others

Credit-03, Hours-45(3x15)

Outcome: student will develop their knowledge skill on the action oriented problem solving in the society.


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DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)

SEMESTER-IV

MSW- CC-421: Trade Union and Industrial Relation

Credit-05, Hours-75(5x15)

A number of complex legal relationships fall under the heading of industrial relations, including the legal status, rights, and obligations of trade unions and employers' organizations, collective bargaining and collective agreements, the representation of employees at plant and enterprise level. The aim of this course is to familiarize students with above contents.

Unit -I: Trade Unions: Concept, Objectives, Function, History of Trade Union Movement in India Union Leadership.

Outcome: ट्रेड यूनियन की अवधारणा की जानकारी प्राप्त होती है

Unit-II: Theories of Trade Unions, Central Labour Organization, Political Affiliation of Trade Unions, Trade Union Rivalry: Intra and Inter, the Indian Trade Union Act 1926

Outcome: ट्रेड यूनियन के सिद्धान्तों पर चर्चा की गई है।

Unit-III: Industrial Relation: Concept, Objectives, Scope Approaches, Important Determinants and Reflectors, the Industrial Disputes Act, 1947
The Industrial Employment (Standing Orders) Act, 1946

Outcome: औद्योगिक संबंध की विस्तृत जानकारी प्राप्त होती है

Unit-IV: Collective Bargaining: Concept, Objectives, Principles, Forms & Methods Theories Of Collective Bargaining.

Outcome: सामूहिक सौदेबाजी की अवधारणा पर विवेचना प्राप्त होती है

Unit-V: The trade union Act- 1926, the industrial Employment Standing orders Act -1946, Industrial Disputes act-1947

Outcome: ट्रेड यूनियन एक्ट की विस्तृत जानकारी मिलती है

Essential & Suggested Readings

- Arun Monappa 1989 Industrial relations, New delhi, tata Magraw
- Bhagliwel .T.N. 1988 Personnel Management and Industria Relations Deep and Deep publisher
- Dewan and 1996 Labour Management, New delhi, discovery, Publishing Sudharsan House
- Gaur.L 1986 Trade unionism and Industrial Relations, New Delhi Deep and Deep publisher
- Memoria.CB 1985 Dynamics of Industrial relations &Memaoria .S
- Punekar Etal 1988 Labour Welfare, trade unionism and Industrial relations Mumbai,Himalaya
- Paril B.R. 1977 Concilliation in India, Allahabad, Chaugh Publication
- Rao.K 1966 A practical approach to Domestic enquiry,Madras, Sitaram and Co

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DR. HARISINGH GOUR

A. CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION
MSW- EC-421: Correctional Administration

Credit-04, Hours-60(4x15)

This textbook provides information on the functions of correctional administrators and the issues that impact administrators as they create new approaches to deal with new challenges.

- Unit-I:** Correctional Administration: Meaning .Objectives & Scope. Problems of Correctional Administration in India.
- Outcome:** Student will be able the understand about Correctional Services and their importance
- Unit-II:** Correction: Statistics & Research, Development of Corrections Personnel, Human Right & Correction.
- Outcome:** Will get knowledge about Correction Institutions, Jails etc.
- Unit-III:** Correction Programmers in Prisons and Juvenile Correction, Correctional Techniques: Counseling, Guidance, Vocational Training & Behaviour Modification.
- Outcome:** Will get knowledge about the role of Social Work student in the field of Correctional Administration.
- Unit-IV:** New Perspectives on Correction, Changing Paradigms of Correctional
- Outcome:** Will get knowledge related to Crime Prevention and Rehabilitation of offenders, Jail Reforms etc.
- Unit-V:** Administration: Issues Problems, Future of Correction.
- Outcome:** Learning through social work intervention.

Essential & Suggested Readings

- Keve, Paul W.- Corrections
- John, Elmer H.- Crime, Correction and Society
- Bartollas, C. and Stuart J. Miler- Correctional Administration: Theory and Practice
- Carter Rebert, M.- Probation, Parole and Community Corrections
- Gibbons, Don C.- Changing the Lawbreaker : The Treatment of Delinquents and Criminals
- Lipton, Douglas- The Effectiveness of Correctional Treatment
- Robert Martinson and Judith Wilks Abadinskhy, Howard- Probation and Parole: Theory and Practice
- Rajput, Diwakar Singh- Jail Reforms and Prisoners Welfare
- Darney, Louis P.- Corrections and the Community
- Sandhu, H.S.- Modern Corrections
- Coffey, Alan- Correctional Administration
- Srivastava, S.P.- The Probation System, Juvenile Justice in India; Policy, Programme and Perspective

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MSW- EC-422: Social Work Practice in Corrections

Credit-04, Hours-60(4x15)

Social workers perform a variety of services in corrections and often support demographic groups that need specialized care and consideration. In most jobs, social workers work on interdisciplinary teams to develop rehabilitative program, treatment and discharge plans for incarcerated people.

Unit -I: Corrections: Meaning, Definition and Scope.

Relevance of Social Work in Corrections

Development of Correction: A Historical

Perspective

Outcome: Student will be able to understand about Correctional Services and their importance

Unit -II: Correctional Services within Institutional Settings: Prisons and Juvenile

Correctional Institutions. Open Jail etc.

Outcome: Will get knowledge about Correction Institutions, Jails etc

Unit-III: Community-based Correction: Probation, Parole and After –Care,

Critique of Correction Programmes in the Community –based

Correction.

Outcome: Will get knowledge about the role of Social Work student in the field of Correctional Administration.

Unit –IV: Core issues in the Treatment, Reformation and Rehabilitation of Offenders.

Social Work, Practice in correction.

Outcome: Will get knowledge related to Crime Prevention and Rehabilitation of offenders, Jail Reforms etc.

Outcome: Learning through social work intervention.

Unit –V: Problems of Social Work Intervention in Corrections Imperatives of an Adequate

Training of Correctional Social Workers New Perspectives on Correctional

Social Work.

Outcome: Will get opportunity to associate with Correctional Services

Essential & Suggested Readings

- Iyer, V.R. K.-Law versus Justice : Problems and Solutions
- Western, P.B. - The Criminal Justice System : A Introduction and Guidelines
- Arhana, T.- Social Advocacy: Perspective of Social Work
- Government of India- Report of the Legal Aid Committee, 1973 Keve, Paul W.- Corrections
- John, Elmer H.- Crime, Correction and Society
- Bartollas, C. and Stuart J. Miler- Correctional Administration: Theory and Practice
- Carter Rebert, M.- Probation, Parole and Community Corrections

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- Gibbons, Don C.- Changing the Lawbreaker : The Treatment of Delinquents and Criminals
- Lipton, Douglas- The Effectiveness of Correctional Treatment
- Robert Martinson and Judith Wilks Abadinskhy, Howard- Probation and Parole: Theory and Practice
- Rajput, Diwakar Singh- Jail Reforms and Prisoners Welfare
- Darney, Louis P.- Corrections and the Community
- Sandhu, H.S.- Modern Corrections
- Coffey, Alan- Correctional Administration
- Srivastava, S.P.- The Probation System, Juvenile Justice in India; Policy, Programme and Perspective.



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डॉ. हरीसिंह गौर विश्वविद्यालय, सागर

DR. HARISINGH GOUR UNIVERSITY, SAGAR (M.P.)

(A Central University)

B. WOMEN AND CHILD DEVELOPMENT
MSW- EC-423: Women Empowerment

Credit-04, Hours-60(4x15)

The major objectives of the course is to familiarize students with women's empowerment (or female empowerment) may be defined in several ways, including accepting women's viewpoints or making an effort to seek them, raising the status of women through education, awareness, literacy, and training.

Unit-I: Women and Empowerment:

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

Outcome: students will learn on the basic conceptual understanding of women related development policies and programmes

Unit-II: Globalization and Women's Question in India:

Women, Education and Social Development
Women and Health: An Indian Scenario
Poverty, Women and their Empowerment

Outcome: students will enhance their knowledge on socio-cultural change and its impact on women in society

Unit-III: Women's Problems, Legislations and Empowerment:

Female Feticides, Dowry, Domestic Violence, Crime against Women, Trafficking, Child Prostitution
Legislations for Empowering Women
Human Rights for Women's Empowerment

Outcome: student will learn about the women related problems, issues and challenges

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

Outcome: student will learn on political participation and women empowerment

Unit-V: Women in Decision Making:

Role of Women in Decision Making Process
Women in Decision Making Bodies
Women in Law
Women in Media

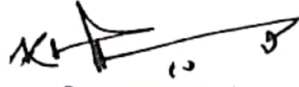
Outcome: students will develop their knowledge on the social status, women empowerment and women decision making process in society.

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.

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DEPARTMENT OF SOCIAL SCIENCES AND SOCIAL WORK

- 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.



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This paper will help students understand older people's problems in contemporary society. It focuses on the preparation for old age by individuals, societies, and the states. The role of the governmental and non-governmental organizations will be understood to control this problem.

Unit-I: Aged: Concept Problems of the Aged
Social, Social, Emotional, Physical & Adjustment
New perspectives on the Care of the Aged

Outcome: students will get an understanding about aged problem, and new perspectives of their care.

Unit -II: Status of Aged on Rural and Urban Setting
Democratic Characteristics of the Aged
Role of Aged in Social: Past and Present

Outcome: This unit will help to know about rural and urban differences among aged people.

Unit-III: National policy and Legislative Provisions for the Welfare of the Aged
Governmental Institutions for the Care of Aged
Role of NGOs for the Care of Aged

Outcome: Students will understand the role of the governmental and non-governmental organizations to control issues against aged people.

Unit-IV: Preparation for the Old Age and Retirement Planning
Raising Family and Community Awareness
Participation of Senior Citizens in Socio – economic Development

Outcome: student will know about retirement plan.

Unit-V: Status of Elderly Women in Contemporary Society
Health Care of Elderly Women

Emotional Care of Elderly Women

Outcome: Will get the status about elderly women in India.

Essential & Suggested Readings

- Gurusurthy K.G., The Aged in India, New Delhi: Reliance Publishing House, 1998.
- Joseph, J., Aged in India - Problems and Personality, Allahabad: Chugh Publications House, 1999.
- Kohli, A. S., Social Situation of the Aged in India, New Delhi: Anmol Publications Pvt. Ltd., 1996.
- Kumudini, D., The Elderly in India, New Delhi: Sage Publications, 1996.
- Murli Desai and Siva Raju, Gerontological Social work in India (Some Issues and Perspectives) Delhi: B.R. Publishing Corporation, 2000

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C. RURAL AND TRIBAL DEVELOPMENT

MSW- EC-425. Rural Society and Panchayati Raj Institutions

Credit-04, Hours-60(4x15)

The paper aims to familiarize students with the concept of rural development and its origin, the various agencies of rural development with their critical evaluation.

- Unit -I:** Indian Rural Community: Concept, Characteristic, Features and Significance Growth and Development of Indian Rural Community.
- Outcome:** students will develop their academic knowledge skill on the conceptual understanding of rural development
- Unit- II:** Problem and Challenges Faced by India Rural Community.
- Outcome:** Students will learn about the various issues, problems and challenges in rural community
- Unit -III:** Rural Social Institution: Joint Family, Caste, Panchayati Raj Institutions: Concept & Significance Structure & Powers, Zila Panchyat : Concept , Significance, Structure & Powers .
- Outcome:** student will understand on various rural socio-political institutions
- Unit-IV:** Village Panchayat: Concept, Significance, Structure & Powers, Kshetra Panchayat: Concept Significance. Structure & Powers, Zila Panchyat: Concept Significance, Structure & Powers.
- Outcome:** students will learn about structure and function of village panchayat
- Unit -V:** Working of Panchayati Raj Institutions: Financial, Political & Administrative Issues. People's Participation in Rural Reconstruction. Emerging Rural Elite in India Rural Community
- Outcome:** after completion of the course, and agencies of rural development, the administrative intervention and local participation, and the fruitful policies and planning for the socio-economic development of rural society in India.

Essential & Suggested Readings

- Alagh, Y.K. (2000). Panchayati Raj and Planning in India: Participatory Institutes and Rural Roads, New Delhi, Asian Institute of Transport Development
- Avasthi, I L. (1990). „Decentralization Perspectives and Rural Development“ in Ashok Kumar (ed.), Planning, Development and Disparities in Rural India, Commonwealth Publishers, New Delhi, pp 123-133.
- Desai, Vasant (1980). Panchayati Raj power to the people, Bombay, Himalaya Publishing Company.
- Ghosh, Arun (1996). „Panchayati Raj and Decentralisation of Indian Political Economy“ in V.S. Mahajan (ed.) Agriculture, Rural Development and Panchayati Raj, New Delhi, Deep and Deep Publications.

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MSW- EC-426: Tribal Community and Social Work

Credit-04, Hours-60(4x15)

Tribal community is one of the most underprivileged sections of a society who needs some sort of support and sympathetic approach towards them in order to sustain sufficiently in this society. They represent the most primitive livelihood of the race and deserve the equal rights as that of the civilized people residing in skyscrapers.

- Unit-I:** Tribes: definition and characteristics of tribal community, major tribes classification
- Outcome:** Students will be able to conceptualize the term tribe and Scheduled Tribe and will understand the Tribal Community.
- Unit- II:** Tribal situation: past and present: tribe caste continuum; geographical distribution of tribes in india.
- Outcome:** Students will be familiar with the Tribal Situation in India.
- Unit- III:** Tribal economy: characteristics of tribal economy- hunting- gathering, shifting cultivation, plain land cultivation, mining and wage labour, animal husbandry and other avenues of livelihood.
- Outcome:** They will able to analyze many aspects of Tribal Economy.
- Unit-IV:** Health and education: trends, issues and initiatives- health, sanitation, modern education system and literacy among tribal.
- Outcome:** Students will be able to explore the Trends of health and Education among the Tribes of India.
- Unit- V:** Planning and development interventions; tribal development during five year plans , tribal development block, tribal development agency.
- Outcome:** Students will be able to learn about Planning and developmental interventions, in India.

Essential & Suggested Readings

- Bailey, F.G (1960/1971) tribe caste continuum in "tribe caste and nation, Manchester university press.
 - Bahera, (KK. 2003) organization and management of tribal markets, independent publishing company, new Delhi
 - Bahera, MC and jumyir basar (2010) Ed: interventions and tribal development, derail publication new delhi विभागाध्यक्ष
 - Das, Nirmal Chandra: tribal demography, sagar publication समाजशास्त्र एवं समाज कार्य विभाग
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डॉ. हरीशंहर गौर विश्वविद्यालय, सागर

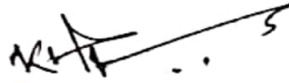
MSW- EC-427: Internship

Credit-04, Hours-60(4x15)

- Internship plays a crucial role in shaping one's career. It helps Master of Social Work's students to gain real exposure to working environments. Internship develops the necessary skills required to stand out in a saturated job.

Outcomes:

Students can gain skills in communication, teamwork, organization, accountability, and problem-solving among many others. Moreover, they will gain valuable work experience, network with professionals in the field, develop and refine skills, give yourself an edge in the job market.



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(A Central University)

DRAFT SYLLABYS FOR Ph.D. COURSE WORK
(Semester-I)



Department of Sociology & Social Work

Dr. Harisingh Gour Vishwavidyalaya, Sagar

(A Central University)

(2021-22)

SOC- CC-141- Theory and Methods in Social Research
Credit-04, hours-60(5x12)

This course aims to provide a theoretical and philosophical understanding of social phenomena. The research scholars are expected to familiarize with the various social research techniques and methods. The major aim of the course is to enable research scholars about the using of theories in the social research.

Unit-I

Nature and Types of Sociological Theory.

The Relationship between Theory and Fact.

Methodological orientation in sociological research

Outcome: students will be benefited to know the role, significance and importance of social research

Unit-II

Research Design: Identification of Problem; Study of Related literature;

Formulation of Hypothesis

Outcome: the student will develop their knowledge on the structure and process of social research.

Unit-III

Methods:

Qualitative: historical and comparative; observation methods; textual Interpretation; case study; Ethnography

Quantitative: Survey; content analysis

Outcome: student will develop their knowledge skill on the quantitative and qualitative techniques and their use in the process of data collection.

Unit-IV

Techniques: Sampling; Observation; Interview; notes; diaries; oral history;

Outcome: student will develop their knowledge skill on the understanding of field in social science research and the process of data gathering.

Unit-V

Statistics for social Research: Measures of Central Tendency: Mean, Median and Mode; Standard Deviation, Correlation and Interpretation of data

Referencing and Documentation in social science research

Outcome: Student will develop their knowledge skill on the use of statistics and computer in analyzing their data.

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Soc-C-142- Perspectives in Indian Sociology

Credit-04, hours-60(5x12)

This course deals with an understanding of various theoretical approaches to understand change in cultural and societal value system, the process of change and the Indian experience of planning and development.

Unit – I

Social structure and Function: Varna and Caste (Book view and Field View); Social Mobility and Indian society

Outcome: the unit will enhance the analytical and conceptual understanding of Indian society in the context of various theoretical perspectives; Nature and types of mobility, Condition and consequences of mobility, Process of Social Change in India

Unit – II

Family and Household in India; Marriage and Kinship: (Regional, cultural and social implications)

Outcome: the unit will familiarize students with Indian family and kinship system and its regional and cultural variation.

Unit – III

Socio-Economic change in India:

Colonial and post-colonial

Outcome: the unit will develop student's understanding on the dynamic nature of Indian society and the historical understanding of Indian society

Unit – IV

Social Movements in India: Religious Movements, Peasant movements,

Outcome: students will develop their conceptual understanding on the structural and ideological process of social movements; students will learn the various types of social movements in relation to the group identity, unequal social structure and the socio-economic deprivation.

Unit-V

Naxalite and tribal Movements, Environmental Movements, Women's Movements

Outcome: student will learn the different agencies of civil society in protection and educating the citizen about their rights.

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SOC-CC-143: Review of Published Research in Relevant Field
Credit-04, hours-60(4x15)

- This paper is devoted to engage students with review of Articles, Books, and Monographs in social sciences related to their broad areas of proposed research proposal.
- The students will be evaluated through the open class room presentation and viva-voce.

Outcome: the course develops the knowledge and skills of the students for reviewing literature and the use of literature in their research study.



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SOC-CC-144: Research & Publication Ethics

Credit-04, hours-60(4x15)

RPE01 Philosophy and Ethics

1. Introduction to philosophy : definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgments and reactions
Outcome: students will learn the various philosophical and ethical issues in social science research.

RPE02 Scientific conduct

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications : duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data
Outcome: students will familiarize with the scientific conducts and the skills and rules to use the literatures while writing their research papers/thesis.

RPE03 Publication Ethics

1. Publication ethics: definition, introduction and importance
2. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributor ship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals
Outcome: students will familiarize with various publication ethics.

Practice**RPE04 Open Access Publishing**

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by

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4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Outcome: students will familiarize with various techniques and tools of accessing the literature

RPE05 Publication Misconduct

A. Group Discussions

Subject specific ethical issues, FFP, authorship

- a. Conflicts of interest
- b. Complaints and appeals: examples and fraud India and abroad

B. Software tool

Use of plagiarism software like Turn tin, Urkund and other open source software tools

Outcome: students will familiarize with the publication of their research work and the ethical/technical issues dealing the publication.

RPE06 Databases and Research Metrics

A. Databases

- a. Indexing databases
- b. Citation databases: web of Science, Scopus etc.

B. Research Metrics

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

Outcome: students will familiarize with the various skills and techniques with the publication of their research work in Journals/book.

References

Bird, A(2006). Philosophy of science. Rout ledge.

Macintyre, Alasdair(1967) A Short History of Ethics. London.

P. Chaddah,(2018) Ethics in Competitive Research: Do not get scooped: do not get plagiarized, ISBN:978-9387480865

National Academy of Sciences, National Academy of Engineering and Institute of Medicine.

(2009) On Being Resnik, D.B. (2011) What is ethics in research & why is it important. National Institute of Environmental Health Science , 1-10 Retrieved from

<http://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Beall, J(2012), Predatory Publishers are corrupting open access. Nature, 489 (7415),179-179.

<https://doi.org/10.1038/489179a>

Indian National Science Academy(INSA), Ethics in Science Education, Research and

Governance(2019). ISBN:978-81-939482-1-17. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

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Elective Courses:**SOC-EC-141: Gender and Society****Credit-04, hours-60(5x12)**

The objective of this course is to trace the evolution of gender as a category of social analysis in the late twentieth century. The course provides a comprehensive study on the origin of feminist ideology and their changing nature. Although the focus of the introductory part of this course is primarily on the European literatures, a major part of this course will also be devoted to the understanding of the origin and development of feminism in South Asia in general and India in particular.

Unit-I: Social Construction of Gender

Gender as a sociological category: sex vs. gender, equality vs. difference, public vs. private, nature vs. civilization; gender roles and sexual division of labour; Patriarchy and male domination in society

Outcome: students can conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two. Understand gender as a social construct

Unit II: Feminist Thoughts

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

Outcome: students will develop their conceptual understanding on the patriarchy and the women's reaction against patriarchy.

Unit III: Various Gender Related Issues

Production and Reproduction; Work and property, Relative deprivation, Discrimination and exploitation; Education, Health, Environment and Ecology

Outcome: student will develop their conceptual understanding on various issues, problems and challenges related to women.

Unit IV: Women in India

The changing status of women in India – pre-colonial, colonial and post-colonial;

Outcome: student will learn the difference in gender roles, responsibilities, rights and relations. Develop an idea about the discourse on public private dichotomy leading to sexual division of labour

Unit V Women empowerment

Women empowerment in India; Globalization and women

Outcome: student will develop their conceptual understanding on various issues, problems and challenges related to women.

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SOC-EC-142: Sociology of Crime and Deviance
Credit-04, hours-60(5x12)

This course tries to make familiarize students with the sociological perspectives on crime and its changing forms. The course having the objective to make understanding of students on the social-structural aspects of criminal behavior and the various forms correction and punishment.

Unit I

Concept: Sociology of Crime: Meaning, Scope & Subject Matter Conceptual approaches to Crime, Deviance and Criminology, History and Development of Criminological Thoughts

Outcome: students will develop their conceptual understanding of the deviant behavior in the society

Unit II

Pre Classical, Classical and Neo Classical approaches, Typological, Ecological, Geographical and Sociological Theories of Criminology, Recent Theories

Outcome: students will develop their theoretical perspectives on the understanding of the deviant behavior in the society.

Unit III

Types of Crime: Organized Crime, White collar crime, Crime against women and children, Corruption. Changing Socio-economic profile of criminal in contemporary India, Changing profile of crime and criminals.

Outcome: student will learn the different types of deviant behavior founds in the society; theoretical and conceptual understanding of different types of criminal behavior founds in the society

Unit IV

Penology: Meaning, Scope & Subject Matter
Conceptual approaches to Punishment, meaning and types
Theories of Punishment.

Outcome: student will develop their theoretical and conceptual understanding of different types of punishment system

Unit V

Correction and Reforms, Meaning and significance of Correction.
Forms of Correction, Prison based and community based Correction.

Outcome: student will familiarize with theory, approaches and forms of correctional behavior.

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SOC-EC-143- Rural Society in India

Credit-04, hours-60(5x12)

This course tries to make familiarize students with the historical nature and its changing dimensions of Indian rural society and the agrarian institutions. The course also emphasizes on the issues related to Indian rurality and the issues related to agrarian studies in contemporary India.

Unit-I: Rural sociology in India

The social conditions and development of sociology in India

Rural and Rurality in India

Debate on rurality: *Gandhi, Ambedkar and Nehru*

Outcome: Students will be able to learn about Concept and Characteristics of Rural Society, Rural Social Structure and its transformation

Unit-II: Village studies in India

Perspectives and approaches in Village studies

Methodological approaches and Debate

(This section will be dealing with various article and book reviews on discussion on village studies in India)

Outcome: students will familiarize with the debates on the rural social structure; the methodological and conceptual approach to study Indian rural social system.

Unit-III: Agrarian Institutions in India

Approaches to study agrarian Institution

Peasant and agrarian tradition

Agrarian transformations in colonial India

Outcome: students will familiarize with the debates on the rural agrarian transformation; the conceptual approach to study Indian agrarian social system.

Unit-IV: Developmental state and agrarian Institution

Debating on Land Reform

Green Revolution and the rural transformation

Agrarian Questions and the debate on Mode of Production

Outcome: students will familiarise with the state policies and programme to transform the traditional rural social system and cultural patterns.

Unit-V

Agrarian crisis, Migration and farmers' suicide

State, agrarian land and neoliberal economy (case studies)

Outcome: Students will learn about the agrarian crisis and its impact on the rural social system.

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SOC-EC- 144- Sociology of Tribal Society
Credit-04, hours-60(5x12)

This course is an introduction to the history and socio-cultural variability of various tribes in India. It explores the social organization, polity, religion and economy of tribal community inhabiting India. The emphasis is also given to understand social change, development, and the identity issues in tribal societies.

Unit I : Tribal Situation: Past and Present:

Tribes as Indigenous People – Tribe-caste continuum
Geographical distribution of Tribes in India
Scheduled Areas – Constitutional Provisions.

Outcome: student will develop their knowledge on understanding the indigenous groups; their ecological specificity and constitutional provisions to safeguard the tribal interest.

Unit II :Tribal Economy:

Characteristics of Tribal Economy – Hunting-gathering, Shifting cultivation, Plain Land Cultivations, Mining and Wage Labour, Animal Husbandry and other Avenues of Livelihood
Forest and Tribal Economy – Forest Rights Act, 2006
Economic Transformation and Tribal Movements (Case Studies)

Outcome: students will familiarize with tribal livelihood patterns and its changing dimensions.

Unit-III: Health and Education:

Trends, Issues and Initiatives – Health, Sanitation and Food Security
Modern Education system and Literacy among Tribal, Right to Education Act and Other Provisions.

Outcome: student will familiarize with the tribal backwardness in relation to health and education; various policies, programmes and agency intervention to uplift the tribal health and education.

Unit-IV: Planning and Development Interventions:

Tribal Development during Five Year Plans, Tribal Development Block, Tribal Development agency, Sub-Plan Approach, MADA and Cluster Approach.

Outcome: student will familiarize with the tribal development programmes and policy interventions.

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

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Unit-V

Relevance of different approaches to Tribal Development – Nehru and Elwin

Emerging Development Initiatives – Role of NGOs.

Outcome: students will learn the different approaches made by the policy makers for tribal development.

Essential & Suggested Readings:

1. Desai A.R. (1979) Peasant Struggles in India (Asia Publishing House).
2. Dube S.C. 1977 : Tribal Heritage of India (New Delhi :Vikas)
3. Hasnain N. : (1983) Tribes in India (Harnam Publications New Delhi).
4. Raza, Moonis and A. Ahmad (1990) An Atlas of Tribal India (Concept Publishing Delhi)
5. Sharma , Suresh 1994: Tribal Identity and Modern Worlds (Sage : New Delhi)
Bailey, F.G., (1960/1971), Tribe-caste Continuum in 'Tribe, Caste and Nation', Mancheswar University Press
6. Thaper, Ramesh (ed.) (1977), Tribe, Cate and religion in India, Macmillan, Delhi
7. Behra, M.C and Jumyir Basar,(ed.) (2010), Interventions and Tribal Development, Derial Publications, New Delhi
8. Vidyarthi, L.P and B.K.Rai, (1985), The Tribal Culture of India, Concept Publishing Company, New Delhi

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