



MADHABDEV UNIVERSITY

*Narayanpur, P.O. Dikrong
Dist: Lakhimpur Assam, PIN: 784164*

SYLLABUS FOR
**FOUR YEAR UNDERGRADUATE
PROGRAMME (NEP)
DEPARTMENT OF SOCIOLOGY**

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN SOCIOLOGY, MADHABDEV UNIVERSITY

- **THE PREAMBLE**

Sociology studies the evolution of human societies, encompassing social relationships, interactions, and cultures globally. It includes a comprehensive analysis of human communication within society and with nature. Moreover, it seeks to examine and address social problems and paradoxes that permeate human society. As a discipline, Sociology has been extensively researched in conjunction with Psychology, History, Political Science, Law, among other fields. With this interdisciplinary approach, Sociology has been expanding globally, emphasizing inclusion, dignity, and sensitivity to gender, cultural, and religious differences.

Sociology as a discipline always encourages students to develop reasons for social differences, including differences in social behavior. They will grow as a citizen who will understand the reasons for the differentials in group opportunities and outcomes. Sociology will also teach them the relevance of social hierarchies and social power in everyday life. Keeping in view the dynamic nature of society, Sociology as a discipline has immense importance to develop competencies and skills required for keeping oneself professionally engaged and personally well informed to participate in the social learning process to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of Sociology also changes and enlarges. The scope of Sociology, especially in terms of career opportunities has widened due to the development of fields such as industrial sociology, medical sociology, rural and urban sociology, sociology of development, visual sociology and much more. There are plentiful scope of doing research in Sociology after generate ideas about how man encounters the social processes and social institutions as a member of the society. Thus Sociology is deemed to be a solution for all social problems as it is the subject that talks about the interrelationship between individual and society, the types of societies and the various social processes that

contribute to sustain the society over a period of time. Social scientists, policy makers, reformers cannot contribute towards the development of a better-off society without having deeper understanding of Sociology.

The main purpose of the Undergraduate Programme in Sociology is to develop and disseminate knowledge, skills and values through teaching, field-based training, internship and research projects in order to promote, maintain and improve the functioning of individuals, families, groups, organizations and communities existing in the society.

The curriculum for Sociology at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices. It is expected that the prepared LOCF for Sociology at undergraduate level and FYUGP will be of immense relevance to the prospective graduates having interest in understanding Society and how it works, doing research and finding out practical solutions to the existing social problems. It will be very advantageous to make students of Sociology more dynamic and adaptable by enhancing their skills leading to their increased employability. The discipline will also help in shaping the students' overall personalities to take on the challenges of an emerging competitive society by helping them to understand the importance of soft skills in overall personality development. It has incremental learning experiences that will enhance the abilities of students who come from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals in every forthcoming year.

- **INTRODUCTION:**

Higher education in India is regarded as a pivotal component in the nation's development and growth strategy. According to the National Education Policy (NEP) 2020, higher education should prioritize recognizing, identifying, and fostering each student's unique strengths. This involves educating teachers and parents about the importance of encouraging holistic development in both curricular and co-curricular areas. The educational system must be flexible, allowing students to choose their learning paths and programs, thereby enabling them to make

life choices based on their talents and interests. In a pluralistic world, there should be an emphasis on multidisciplinary and comprehensive teaching and learning across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Sociology as a discipline is has its widening boundaries which are extensive and encompasses our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing, accelerating and developing. It addresses philosophical, psychological, technological as well as societal issues, which will help a person to understand some universal societal processes. Further, Sociology as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India that enhances teaching learning in Sociology as a Social Science discipline.

The Bachelor of Arts in Sociology degree of Madhabdev University adapted as per the recommendations of NEP 2020 will also be of either three or four year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four year undergraduate programme in Sociology will allow the student an opportunity to experience the full range of holistic and multidisciplinary learning, along with the chosen Major and Minor choices of the students.

• **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN SOCIOLOGY:**

The aims of Four Year Under-Graduate Programme (FYUP) in Sociology are:

1. To enhance the student's learning capacity to understand society, clarify and broaden their notion about the subject, the basic concepts used and some universal societal processes. It will aim at providing students a rigorous and challenging way of sociological thinking by developing sound theoretical background in the subject.
2. To enable the students to understand the foundations of Sociology.

3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Sociology.
4. To equip students with soft skills and inculcate values through value education for personal development.
5. To familiarize students with Sociological way of imagining Society, develop research interest in the subject and train them in the use of ICT in Sociology.
6. To help the students to examine the organization, structure, and change of social groups and institutions. This course combines rigorous methods of inquiry and analysis in various areas of research, such as: mass media, the environment, racism, gender issues, class, and deviance and social control, where our students can generate their interest in later research work.

- GRADUATE ATTRIBUTES OF THE FYUGP IN SOCIOLOGY

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Sociology are:

Disciplinary Knowledge: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Sociology.

They should be able to demonstrate the attribute of understanding the foundations of philosophical, sociological, psychological and historical foundations and the inter links among them. Moreover, they should also be able to demonstrate the attributes of social systems and large bureaucracies; the ability to devise and carry out research projects to assess whether a program or policy is working; the ability to collect, read, and analyze statistical information from polls or surveys; to generate a critical understanding on society and social issues, issues in contemporary field of sociological research, value education, positive psychology, social psychology, social engineering, inclusive sociology, social management, sociology of education, guidance and counseling, etc.

They should have the ability to demonstrate the attribute of understanding about personal development and soft skills, ICT in education, methods and techniques of teaching, etc.

Critical Thinking: The graduates in Sociology are expected to apply analytic and critical thinking to a body of knowledge of Sociology, so as to evaluate the issues and problems related to Society, critically evaluate social policies, societal norms and values, practices, and sociological theories.

Information/Digital Literacy: The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to Sociology.

Research related Skills: The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in Sociology so as to find solutions to some issues related to Sociology. They should have the basic skills to conduct research by identifying the research problem, formulating research design, developing relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness: The students will be able to exhibit value based, moral and ethical practices in their day to day life. They should be able to identify ethical issues related to any work, particularly work related to Sociology; avoid unethical behaviour, adopt objective, unbiased and honest actions in all aspects of work.

Reflective Thinking and Problem Solving: The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of Sociology and in day to day life. After completion of graduation in Sociology the students will be able to understand the nature of Sociological problems and deal with them in a right manner. Moreover they should be able to solve different problems of day to day life in various situations.

Communication Skills: The graduates in sociology should have the ability to present and express information, thoughts, views clearly and concisely so as to communicate effectively on

any issues, particularly issues related to Sociology and Society at large. Moreover, they should also be able to demonstrate effective communication skills in dealing with classroom practices also.

Co-operation and Multicultural Competence: The students should be able to work collaboratively in dealing with the Sociological affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society.

- **PROGRAMME LEARNING OUTCOMES**

An undergraduate student of Sociology should be able to:

PLO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of Sociology.

PLO 2. Use scientific approach to address issues related to problems of teaching, learning and doing research in Sociology.

PLO 3. Apply multidisciplinary approaches to meet various issues and challenges in the field of Sociology.

PLO 4. Apply knowledge, skills and theories of Sociology to solve societal problems both in familiar and non-familiar contexts and apply the sociological learning to real life situations.

PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

PLO 6. Demonstrate teaching competencies and skills required for keeping oneself professionally engaged.

PLO 7. Demonstrate competencies in teaching and learning in sociology to update knowledge and practice targeted to improve professional knowledge and practice.

- **Teaching Learning Process**

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/Green/Black Board

Assessment

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point

- Group Discussions
- In semester examinations
- End Semester examinations

MODES OF IN-SEMESTER ASSESSMENT:

(30 Marks)

Two Internal Examinations

(20 Marks)

Others (Any one)

(10 Marks)

Group Discussion/Article Reviews/ Abstract writing

Seminar presentation on any of the relevant topics

Viva- Voce

Curriculum Framework of 4 Year Under Graduate Programme (Sociology) Madhabdev University

Semester	Major (60/80)	Minor (24/32)	MDC (9)	AEC (8)	VAC (7)	SEC (10)	Internship/Project(4/12)	
I	Major 1 (4) Introduction to Sociology I	Minor 1 (4) Sociological Perspectives	MDC 1 (3)					20
II	Major 2 (4) Introduction to Sociology II	Minor 2 (4) Sociology of India II	MDC 2 (3)					20
Exit 1	UG Certificate Programme							40
III	Major 3 (4) Sociology of India I	Minor 3 (4) Methods of Sociological Enquiry	MDC 3 (3)					22
	Major 4 (4) Sociological Thinkers I							
IV	Major 5 (4) Sociology of India II	Minor 4 (4) Gender And Violence					Community Engagement / Internship (2)	22
	Major 6 (4) Sociological Thinker II							
	Major 7 (4) Sociological Research Methods I							

	Sociological Research Methods II							
Exit 2	UG Diploma Programme							84
V	Major 9 (4) Social Stratification	Minor 5 (4) Sociology of North East India					Internship (2)	22
	Major 10 (4) Sociology of Kinship							
	Major 11 (4) Political Sociology							
	Major 12 (4) economic Sociology							
VI	Major 13 (4) Environmental Sociology	Minor 6 (4) Sociology of Media Studies					Research Project (2)	22
	Major 14 (4) Sociology of Religion							
	Major 15 (4) Urban Sociology							
	Major 16 (4) Agrarian Sociology							
Exit 3	UG Degree Programme							128
VII	Major 17 (4) Indian Sociological Traditions	Minor 7 (4) Population and Society				Research Methodology (4)	Seminar/Presentation/Internship/Research Project (2)	22

	Major 18 (4) Sociology of Social Movement							
	Major 19 (4) Sociology of Gender							
VIII	Sociology of Development	Minor 8 (4) sociology of Work						24
	Major 21 (4)Sociology of Education							
	Major 22 (4) Sociology of Health and Medicine						Project/Dissertation (8)	
Exit 4	UG Degree Honours/Research Programme							174

BA 1st Semester (NEP)

Sociology (Major)

Subject	SOCIOLOGY CORE
Paper title	Introduction to Sociology-I
Paper Code	SOCC 101
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

Learning Outcome:

The major outcomes of this course, at the end of the semester are expected to be as follows:

- Enhanced understanding of the nature, emergence of sociology and its relationships with other social sciences.
- Enriched knowledge about the basic sociological concepts and social processes.
- Refined capability to define and distinguish between different sociological concepts and processes.
- Developed attitude of assessing society and the changes within it objectively.

Course Outline:

1. Sociology: Discipline and Perspective (20 marks)

Thinking Sociologically
Emergence of Sociology and Social Anthropology

2. Sociology and Other Social Sciences (15 Marks)

Sociology & Social Anthropology
Sociology & Psychology
Sociology & History

3. Basic Concepts (20 Marks)

Individual and Group: Primary, Secondary, In Group, Out Group, Reference Group, Peer Group, Clique, Interest Group, Pressure, Group.
Associations and Institutions
Culture and Society

4. Social Change (15 Marks)

Meaning, Factors, Types and Dimensions

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1. Sociology: Discipline and Perspective (1-3 Weeks)

1.1 Thinking Sociologically

1.1.1 Beteille, Andre. (2009). Sociology and Common Sense (Chapter 1). *Sociology: Essays in Approach and Method*, (pp. 13-27). Delhi: Oxford University Press.

1.1.2 Saikia, J.P. & Borgohain, H. (2019). *General Sociology*. Jorhat: Bidya Bhaban.

1.2 Emergence of Sociology

1.2.1 Ritzer, George. (1996). A Historical Sketch of Sociological Theory- The Early Years (Chapter 1). *Classical Sociological Theory* (pp. 13-46). New York: McGraw Hill.

1.2.2 Saikia, J.P. & Borgohain, H. (2019). *General Sociology*. Jorhat: Bidya Bhaban.

2. Sociology and Other Social Sciences (4-6 Weeks)

2.1 Sociology and Social Anthropology

2.1.1 Béteille, André. (1985) Sociology and Social Anthropology (Chapter 1). *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press.

2.1.2 Saikia, J.P. & Borgohain, H. (2019). *General Sociology*. Jorhat: Bidya Bhaban.

2.2 Sociology & Psychology

2.2.1 Bottomore, T. B. (1971). The Social Sciences, History and Philosophy (Chapter 4). *Sociology: A Guide to Problems and Literature* (pp. 65-80). London: Allen and Unwin.

2.2.2 Beattie, J. (1966). Social Anthropology and Some Other Sciences of Man (Chapter 2). *Other Cultures* (pp. 25-29). London: R.K.P.

2.3 Sociology & History

2.3.1 Burke, Peter. (1980). Sociologists and Historians (Chapter 1). *Sociology and History* (pp.13-30). London: George Allen & Unwin.

3. Basic Concepts (7-10 Weeks)

3.1. Individual and Group

3.1.1 MacIver, Robert M, and Charles Hunt Page. (1949). Types of Social Groups (Chapter 10) *Society* (pp. 213-237). New York: Rinehart.

3.1.2 Horton, Paul B., Chester L. Hunt. (2004). *Sociology* (Chapter 8, pp. 185-209). New Delhi: Tata McGraw-Hill.

3.2 Associations and Institutions

3.2.1. Horton, Paul B. & Hunt, Chester L. (2004). *Sociology*. (Chapter 9, pp. 210-229). New Delhi: Tata McGraw Hill.

3.2.2 Firth, Raymond. (1956). Work and Wealth of Primitive Communities (Chapter 3). *Human Types* (pp. 71-97). US: Thomas Nelson & Sons.

3.3 Culture and Society

3.3.1 Bierstedt, Robert. (1974). The Meaning of Culture (Chapter 5), The Content of Culture (Chapter 6). The Acquisition of Culture(Chapter 7). *The Social Order* (pp. 125-151, pp.152-187 & 188-212). New York: McGraw Hill Book Company.

3.3.2 Redfield, Robert (1956). How Human Society Operates (Chapter 16). In Harry L. Shapiro (ed.), *Man, Culture and Society* (pp. 345- 368). New York: Oxford University Press.

4. Social Change: Meaning, Factors, Types and Dimensions (3 -4 weeks)

3.4.1 Bierstedt, Robert. (1974). The Problem of Social Change (Chapter 20). *The Social Order* (pp. 527-567). New York: McGraw Hill Company.

3.4.2 Ritzer, George. (2004). An Introduction to McDonaldisation (Chapter 1), McDonaldisation and Its Precursors (Chapter 2), McDonaldisation in a Changing World (Chapter 9). *The McDonaldisation of Society* (pp. 1-20, pp. 21-39 & pp. 167-199). California: Pine Forge Press.

BA 1st Semester (NEP)

SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	SOCIOLOGICAL PERSPECTIVES
Paper Code	SOCN 101 (Minor)
End Sem Marks	70
In SemMarks	30
Credit	4

Course Objective:

The course aims to provide a general introduction to sociological thought. The focus is to study the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This course also provides a foundation for thinkers in the other papers.

Learning Outcome:

The major outcomes of this course, at the end of the semester are expected to be as follows:

- Understanding of the society with reference to different sociological perspectives
- Critical understanding of the society and individuals.

Course Outline:

1. Sociological Perspective (20 Marks)

Functionalism: Emile Durkheim, A.R. Radcliffe Brown

2. Interpretive Sociology (15 Marks)

Max Weber

3. Conflict Perspective (20 Marks)

Karl Marx, Ralf Dahrendorf

4. Interactionism (15 marks)

George Herbert Mead

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1. Sociological Perspective (1-2 Week)

1.1.1 Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature* (Chapter 2, pp. 29-47) London: Allen and Unwin.

1.1.2 Gouldner, Alvin (1977). Sociology's Basic Assumptions. In Thompson, Kenneth and Jeremy Tunstall (eds.) *Sociological Perspectives* (pp. 13-17) New York: Penguin Books Ltd.

1.2. Functionalism (3-4 Weeks)

1.2.1 Durkheim, Emile (1984). *The Division of Labour in Society* (pp.149-174). Basingstoke: Macmillan.

1.2.2. Radcliffe Brown, A.R. (1976). *Structure and Function in Primitive Society* (Chapter 9 &10, pp.178-204). Place: Free Press.

2. Interpretive Sociology (4-6 Weeks)

2.1 Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology* (Vol. 1, pp. 4-26) University of California Press.

3. Conflict Perspective (7-8 Weeks)

3.1.Marx, Karl (1990). *Selected writings in Sociology and Social Philosophy* (pp.88-101). Place: Penguin Books Limited.

3.2 Dahrendorf, Ralf (1968). *Essays in the Theory of Society* (Chapters 4 & 5, Pp. 107-150). Stanford: Stanford University Press.

4. Interactionism (9-11 Weeks)

4.1 Magill, Frank N. (1996). *International Encyclopedia of Sociology* (Vol. 1, pp. 690-693). Place: Routledge.

4.2 Giddens, Anthony (2010). Social in Everyday Life (Chapter 7). *Sociology* (6th edition, pp. 247-280). Place: Publisher.

BA 2ND SEMESTER (NEP)

SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	INTRODUCTION TO SOCIOLOGY-II
Paper Code	SOCC 201
End-Sem Marks	70
In-SemMarks	30
Credit	4

Course Objective:

The course aims to provide a general introduction to sociological thought. The focus is to study the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This course also provides a foundation for thinkers in the other papers.

Learning Outcome:

The major outcomes of this course, at the end of the semester are expected to be as follows:

- Understanding of the society with reference to different sociological perspectives
- Critical understanding of the society and individuals.

Course Outline:

1. Sociological Perspective (20 Marks)

Functionalism: Emile Durkheim, A.R. Radcliffe Brown

2. Interpretive Sociology (15 Marks)

Max Weber

3. Conflict Perspective (20 Marks)

Karl Marx, Ralf Dahrendorf

4. Interactionism (15 marks)

George Herbert Mead

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1. Sociological Perspective (1-2 Week)

1.1.1 Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature* (Chapter 2, pp. 29-47) London: Allen and Unwin.

1.1.2 Gouldner, Alvin (1977). Sociology's Basic Assumptions. In Thompson, Kenneth and Jeremy Tunstall (edts.) *Sociological Perspectives* (pp. 13-17) New York: Penguin Books Ltd.

1.2. Functionalism (3-4 Weeks)

1.2.1 Durkheim, Emile (1984). *The Division of Labour in Society* (pp.149-174). Basingstoke: Macmillan.

1.2.2. Radcliffe Brown, A.R. (1976). *Structure and Function in Primitive Society* (Chapter 9 &10, pp.178-204). Place: Free Press.

2. Interpretive Sociology (4-6 Weeks)

2.1 Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology* (Vol. 1, pp. 4-26) University of California Press.

3. Conflict Perspective (7-8 Weeks)

3.1.Marx, Karl (1990). *Selected writings in Sociology and Social Philosophy* (pp.88-101). Place: Penguin Books Limited.

3.2 Dahrendorf, Ralf (1968). *Essays in the Theory of Society* (Chapters 4 & 5, Pp. 107-150). Stanford: Stanford University Press.

4. Interactionism (9-11 Weeks)

4.1 Magill, Frank N. (1996). *International Encyclopedia of Sociology* (Vol. 1, pp. 690-693). Place: Routledge.

4.2 Giddens, Anthony (2010). Social in Everyday Life (Chapter 7). *Sociology* (6th edition, pp. 247-280). Place: Publisher.

BA 2nd Semester(NEP)
SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	SOCIOLOGY OF INDIA
Paper Code	SOCN 201
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective

This course aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

Learning Outcome:

The major outcomes of this course, at the end of the semester are expected to be as follows:

- Understanding of India and its institutions through sociological lens.
- Understanding of major revolutions and their contributions in the formation of India and its identity.
- Understanding of multiple socio-political forces and ideologies which shape the terrain of the nation.

Course Outline

1. India as a Plural Society (16 Marks)

Meaning of Plural Society

Emerging trends of pluralism- political, economic and culture.

2. Social Institutions and Practices: Meaning, Definition, Characteristics and Changing Trends (18 Marks)

Caste

Tribe

Class

3. Identities and Change (18 Marks)

Ethnic movement

Women's Movement

Dalit Movement

4. Challenges to state and Society (18 Marks)

Communalism

Secularism

Regionalism

COURSE CONTENT, SUGGESTED READINGS AND LESSON PLAN

1. India as a Plural Society

Mason, Philip (1967). Unity and Diversity: An Introductory Review. In

2. Social Institutions and Practices: Meaning, Definition, Characteristics and Changing Trends

2.1 Caste

Srinivas, M.N (1969). The Caste System in India. In Beteille, Andre

Srinivas, M.N. (1956). A Note on Sanskritization and Westernization. *The Far Eastern Quarterly* (Vol.15: 4, pp. 481-496).

2.2 Class

Thorner, Daniel (1992). Agrarian Structure. In Dipankar Gupta (ed.) *Social Stratification in India*. New Delhi: Oxford University Press.

3. Identities and Change

3.1. Shah, Ghanshyam (2001). *Dalit Identity and Politics* (Chapter 1 and 7) Delhi: Sage Publications.

3.2 Kumar, Radha. (1999). From Chipko to Sati: The Contemporary Women's Movement. In Nivedita Menon (ed.) *Gender and Politics in India* (pp. 342-369). Delhi: Oxford University Press.

4. Challenges to State and Society

4.1 Dumont, L. (1997). *Religion, Politics and History in India* (Chapter 5). Paris: Mouton.

4.2 Pakem, B. (1990). *Nationality, Ethnicity and Cultural Identity*. New Delhi: OMSONS Publications.

BA 3rd Semester (NEP)

SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	Sociology of India-I
Paper Code	SOCC 301
End- Sem Marks	70
In- Sem Marks	30
Credit	4

Course Objective:

This course introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Learning Outcome:

Major outcomes of this course, at the end of the semester are expected to be:

- Enhanced understanding about the social institutions i.e. family, kinship and marriage in India.
- Enhancement in the understanding of structure and operation of caste system in India.
- Increased ability to explore the roots of caste structure and its impact on Indian society.
- Promotion in the skill to analyze the caste mobility through various processes.

Course Outline:

1. India: An Object Knowledge (20 Marks)

The Colonial Discourse
The Nationalist Discourse
The Subaltern Critique

2. Village: Structure and Change(20 Marks)

Agrarian Classes
Caste: Concept and Critique
Tribe: Profile and Location

3. Kinship: Principle and Pattern(15 Marks)

Religion and Society

4. Industry and Labour (15 Marks)

Industrial and Labour Relations

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1.1. The Colonial Discourse (Week 1)

1.1.1. Cohn, B.S. (1990). *An Anthropologist among the Historians and Other Essays* (pp.136-171). Delhi: Oxford University Press.

1.2. The Nationalist Discourse (Week 2-3)

1.2.1. Kaviraj, S. (2010). *The Imaginary Institution of India* ((pp.85-126). Ranikhet: Permanent Black

1.3. The Subaltern Critique (Week 4)

1.3.1. Guha, R. (1982). *Subaltern Studies, Volume I*. (pp.1-8). Delhi: Oxford University Press.

2. Village: Structure and Change (Week 10)

2.1. Caste: Concept and Critique (Weeks 5-6)

2.1.1 Srinivas, M. N.(1987). *The Dominant Caste and Other Essays* (pp.20-59). Delhi: Oxford University Press.

2.1.2. Srinivas, M.N. (1969). The Caste System in India. In A. Béteille (Ed.) *Social Inequality: Selected Readings* (pp.265- 272). Harmondsworth: Penguin Books.

2.2. Agrarian Classes (Week 7)

2.2.1. Dhanagare, D.N.(1991). The Model of Agrarian Classes in India. In Gupta, D. (ed.), *Social Stratification* (pp. 271-275). Delhi: Oxford University Press.

2.3. Tribe: Profile and Location (Week 9)

2.3.1. Haimendorf, C. V. F. (1967). The Position of Tribal Population in India (Chapter 9). In P. Mason. *India and Ceylon: Unity and Diversity*, New York: Oxford University Press.

3.1. Kinship: Principle and Pattern (Week 11)

3.1.1. Karve, I. (1994). The Kinship Map of India. In P. Uberoi (ed.) *Family, Kinship and Marriage in India* (pp. 50-73). Delhi: Oxford University Press.

3.2. Religion and Society (Weeks 12-14)

3.2.1. Srinivas, M.N. and Shah, A. M. (1968). Hinduism. In D.L. Sills (ed.) *The International Encyclopedia of Social Sciences* (pp.358-366). New York: Macmillan.

3.2.2. Madan, T.N. (ed.) (1997). *Religion in India*. Delhi: Oxford University Press.

4. Industry and Labour (Week 8)

4.1. Breman, J. (1999). The Study of Industrial Labour in Post Colonial India: The Formal Sector. *Contributions to Indian Sociology*, Vol. 33:1 & 2, pp.1-41.

Subject	SOCIOLOGY CORE
Paper title	Sociological Thinkers-I
Paper Code	SOCC 302
End-Sem Marks	70
In- Sem Marks	30
Credit	4

Course Objective:

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

Learning Outcome:

Upon successful completion of this course, students will have the knowledge and skills to:

- Understand the historical context within which sociological theories/ideas have developed.
- Compare and contrast major classical social theories
- Analyze and interpret complex sociological theories
- Communicate this analysis both orally and in writing.

Course Outline:

1. Auguste Comte (16 marks)

Law of Human Progress
Hierarchy of Sciences

2. Karl Marx (18 Marks)

Materialist Conception of History
Capitalist Mode of Production

3. Max Weber (18 Marks)

Social Action and Ideal Types
Religion and Economy

4. Emile Durkheim (18 Marks)

Social Fact
Individual and Society

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. August Comte

1.1. Coser, Lewis, A. (1977). *Masters of Sociological Thought*, New York: Harcourt Brace Jovanovich.

2. Karl Marx (Weeks 1-5)

2.1. Marx, K. and Engels, F. (1969). *Selected Works* (Vol. 1., pp. 13-15, 16-80, 98-106, 142-174, 502-506). Moscow: Progress Publishers.

3. Max Weber (Weeks 6-9)

3.1. Weber, Max. (1947). *The Theory of Social and Economic Organization* (pp. 87-123). New York: The Free Press.

3.2. Weber, Max. (2002). *The Protestant Ethic and the Spirit of Capitalism* (Chapters I, II, III, IV & V, pp. 3-54, 103-126). London: Blackwell Publishers.

4. Emile Durkheim (Weeks 10-14)

4.1. Durkheim, E. (1958). *The Rules of Sociological Method* (pp. 48-107, 119-144). New York: The Free Press.

4.2. Durkheim, E. (1951). *Suicide: A Study in Sociology* (pp. 41-56). New York: The Free Press.

BA 3rd Semester (NEP)

SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	METHODS OF SOCIOLOGICAL ENQUIRY
Paper Code	SOCN 301 (Minor)
End Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

The course is a general introduction to the methodologies of sociological research. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

Learning Outcome:

Major outcomes of this course, at the end of the semester are expected to be:

- Understanding the fundamentals of social science research methods.
- The students will gain elementary knowledge of the complexities and philosophical underpinnings of research.

Course Outline:

1. The Logic of Social Research (20 Marks)

What is Sociological Research?

- (a) Research, Science and Sociology
- (b) Scientific Method: Positivist and Constructionist Interpretation of Science
- (c) Trend of Sociological Research, Sociological Imagination

Objectivity in the Social Sciences

- (a) Objectivity as explained by Emile Durkheim
- (b) Objectivity as explained by Max Weber

2. Methodological Perspectives (20 Marks)

Comparative Method in the works of Emile Durkheim, and A.R. Radcliff Brown

Feminist Method: Approach and Design

3. Modes of Enquiry (15 Marks)

Theory and Research

Inductive and Deductive Logic

4. Analysing Data (15 Marks)

Quantitative and Qualitative Research
Characteristics, Purposes and Types

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1.1 The Logic of Social Research (Weeks 1 and 2)

1.1.1 Mills, C. W. (1959). *The Sociological Imagination* (Chapter 1, pp. 3-24). London: Oxford University Press.

1.1.2 Gluckman, M. (1978). Introduction. In A.L. Epstein (ed.), *The Craft of Social Anthropology* (pp.15-24). Delhi: Hindustan Publishing Corporation.

1.2. Objectivity in the Social Sciences (Weeks 3-7)

1.2.1. Durkheim, E. (1958). *The Rules of Sociological Method* (Chapter 1, 2 & 7, pp. 1-46, 125-140). New York: The Free Press.

1.2.2. Weber, Max. (1949). *The Methodology of the Social Sciences* (Chapter 2, pp 49 – 112) New York: The Free Press.

2. Methodological Perspectives (Weeks 8-11)

2.1. Comparative Method

2.1.1. Radcliffe Brown, A.R. (1958). *Methods in Social Anthropology* (Chapter 5, pp. 91-108). Delhi: Asia Publishing Corporation.

2.1.2. Beiteille, A. (2002). *Sociology: Essays on Approach and Method* (Chapter 4, pp. 72-94). New Delhi: Oxford University Press.

2.2. Feminist Method

2.2.1. Harding, Sandra. (1987). Introduction: Is there a Feminist Method?. In Sandra Harding, (ed.) *Feminism & Methodology: Social Science Issues* (pp.1-14). Bloomington: Indiana University Press.

3. Modes of Enquiry (Weeks 12-14)

3.1. Merton, R.K. (1972). *Social Theory & Social Structure* (Chapters 4 & 5, pp. 139-171). Delhi: Arvind Publishing House.

4. Analyzing Data

4.1 Bryman, Alan. (2004). *Quantity and Quality in Social Research* (Chapter 2 & 3, pp. 11-70). New York: Routledge.

BA 4th Semester (NEP)

SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF INDIA II
Paper Code	SOCC 401
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

This Course aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

Learning Outcome:

The major outcomes of this course, at the end of the semester are expected to be as follows:

- Understanding of the society with reference to different sociological perspectives
- Critical understanding of the society and individuals.
- Understanding of major revolutions and their contributions in the formation of India and its identity.
- Understanding of multiple socio-political forces and ideologies which shape the terrain of the nation.

Course Outline:

1. Ideas of India (18 Marks)

Gandhi: Swaraj, Ambedkar: Annihilation of Caste
Indological: G.S. Ghurye, Louis Dumont
Structural-Functionalism: M.N. Srinivas, S.C. Dube

2. Mobility and Change (16 Marks)

Sanskritization and Westernization
Middle Class Phenomenon: The History of Assamese Middle Class

3. Challenges to Civilization, State and Society (18 marks)

Communalism: Religion and Politics in India
Secularism: Secular Experiences in India
Nationalism: Nation, Nationalism and sub-nationalism

4. Social Movements (18 Marks)

Women's Movement: Women and Patriarchy, Feminine Voice in Indian Music
Peasant Movements: Peasant Movements before and after Independence

Ethnic Movements: Identity Politics – Bodo, Karbi
Dalit Politics: Dalit Identity, Dalit Politics: Caste System and Economics, Inequality

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1.1. Gandhi and Ambedkar (Weeks 1-2)

1.1.1 Gandhi, M.K. (1909). *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajibon Publishing House.

1.1.2 Ambedkar, B. R., (1936). *Annihilation of Caste* (New edition, 2020) Wardha, India: Sudhir Prakashan.

1.2. Indological Approaches (Weeks 3-4)

1.2.1 Uberoi, P. et al., (2007). Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions. In P. Uberoi et al (Eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology* (pp. 1-63). New Delhi: Permanent Black.

1.3 Structural-Functionalism (Week 5)

1.3.1 Dumont, L. & Pocock, D. (1957). 'For a Sociology of India', *Contributions to Indian Sociology* (pp.7-22). New Delhi: Sage Publications.

2.1. Mobility and Change (Week 6)

Srinivas, M.N. (1956). A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496. Cambridge: Duke university Press.

2.2. Middle Class Phenomenon (Week 7)

2.2.1 Deshpande, S. (2003). *Contemporary India: A Sociological View* (pp.125-150). New Delhi: Penguin Books.

2.2.2 Karna, M. N. (1999). Language, Region and National Identity. In *Sociological Bulletin*; Vol 48: 1 & 2, pp. 75-96. New Delhi: Sage Publications.

3. Challenges to Civilization, State and Society (week 8 -10)

3.1 Communalism (Week 8)

3.1.1. Dumont, L., 1997, *Religion, Politics and History in India*. (pp.89-110). Paris: Mouton.

3.2. Secularism (Weeks 9)

3.2.1 Kumar, R. (1986). The Varieties of Secular Experience. In Ravinder Kumar *Essays in the Social History of Modern India* (pp.31-46). Calcutta: Oxford University Press.

3.2.2 Madan, T.N. (1997). *Modern Myths, Locked Minds* (pp.233-265). Delhi: Oxford University Press.

3.3. Nationalism (Week 10)

3.3.1 Oommen, T. K. (1997). *Citizenship and National identity: From Colonialism to Globalism* (pp.143-172). New Delhi: Sage Publications.

3.3.2 Desai, A. R. (1979). *Social Background of Indian Nationalism*. Mumbai: Popular Prakashan.

4. Social Movements (Week 11-13)

4.1. Women's Movement (Week 11)

4.1.1 Menon, N., (ed.) (1999). *Gender and Politics in India* (pp. 342-369). Delhi: Oxford University Press.

4.2. Peasant Movements (Week 12)

4.2.1. Pouchepadass, J. (1980). Peasant Classes in Twentieth Century Agrarian Movements in India. In E. Hobsbawm (ed.) *Peasants in History* (pp. 136-155). Delhi: Oxford University Press.

4.3. Ethnic Movements (Week 13)

4.3.1 Baruah, S. (2010). The Assam Movement. In T.K. Oommen (ed.) *Social Movements: Issues of Identity* (pp.191-208). Delhi: Oxford University Press.

4.4. Dalit Politics (Week 14)

Shah, G. (2001). *Dalit Identity and Politics* (pp. 17-43). New Delhi: Sage Publications.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGICAL THINKERS II
Paper Code	SOCC 402
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective:

To introduce students to post-classical sociological thinking through selected original texts.

Learning Outcome:

Upon successful completion of this course, students will have the knowledge and skills to:

- Comprehensively understand the functionalist thoughts propounded by Malinowski, Brown, Parsons and Merton.
- Use the theoretical perspectives as tools of critical analysis.
- Analyze contemporary societies and social issues through the application of sociological perspective.

Course Outline:

1. Talcott Parsons (16 Marks)

Social System

2. G. H. Mead and Erving Goffman (20 Marks)

G. H. Mead: Mind, Self and Society

Erving Goffman: Self in Everyday Life

3. Peter L. Berger and Thomas Luckmann(18 Marks)

Social Construction of Reality

4. Pierre Bourdieu (16 Marks)

Theory of Practice

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1. Orientation to Post-Classical Theories/ Schools in Sociology (Week 1)

1.1 Talcott Parsons (Weeks 2-3)

Parsons, T. and E. Shils (eds). (195). Towards a General Theory of Action (pp. 3-29). New York: Harper and Row Publishers.

2. G. H. Mead and Erving Goffman (Weeks 4-5)

2.1 Mead, G.H. (1934). (Fourteenth Impression 1967). *Mind Self and Society* (Part III, pp 135-226). Chicago: University of Chicago Press.

2.2. Goffman, E. (1956). *The Presentation of Self in Everyday Life* (pp. 1-9, 132-151, 152-162). Edinburgh: University of Edinburgh.

3. Peter L. Berger and Thomas Luckmann (Week 6)

3.1 Berger, P. L. and T. Luckmann. (1991). *The Social Construction of Reality* (pp. 31-62). London: Penguin Books.

4. Pierre Bourdieu (Weeks 7-8)

4.1 Bourdieu, P. (1977). *Outline of a Theory of Practice* (pp. 72-95). Cambridge: Cambridge University Press.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGICAL RESEARCH METHODS -I
Paper Code	SOCC 403
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

Learning Outcome:

Upon successful completion of this course, students will remember and apply practically:

- The methodologies of sociological research methods.
- Elementary knowledge of the complexities and philosophical underpinnings of research.

Course Outline:

1. The Logic of Social Research (20 Marks)

What is Sociological Research?

(a) Research, Science and Sociology

(b) Scientific Method: Positivist and Constructionist Interpretation of Science

(c) Trend of Sociological Research, Sociological Imagination

Objectivity in the Social Sciences

(a) Objectivity as explained by Emile Durkheim

(b) Objectivity as explained by Max Weber

2. Methodological Perspectives (20 Marks)

Comparative Method in the works of Emile Durkheim, and A.R. Radcliff Brown

Feminist Method: Approach and Design

3. Modes of Enquiry (15 Marks)

Theory and Research

Inductive and Deductive Logic

4. Analysing Data (15 Marks)

Quantitative and Qualitative Research

Characteristics, Purposes and Types

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1.1 The Logic of Social Research (Weeks 1 & 2)

1.1.1 Mills, C. W. (1959). *The Sociological Imagination* (Chapter 1, pp. 3-24). London: Oxford University Press.

1.1.2 Gluckman, M. (1978). Introduction. In A.L. Epstein (ed.), *The Craft of Social Anthropology* (pp.15-24). Delhi: Hindustan Publishing Corporation.

1.2. Objectivity in the Social Sciences (Weeks 3-5)

1.2.1. Durkheim, E. (1958). *The Rules of Sociological Method* (Chapter 1, 2 & 7, pp. 1-46, 125-140). New York: The Free Press.

1.2.2. Weber, Max. (1949). *The Methodology of the Social Sciences* (Chapter 2, pp 49 – 112) New York: The Free Press.

2. Methodological Perspectives (Weeks 6-8)

2.1. Comparative Method

2.1.1. Radcliffe Brown, A.R. (1958). *Methods in Social Anthropology* (Chapter 5, pp. 91-108). Delhi: Asia Publishing Corporation.

2.1.2. Beiteille, A. (2002). *Sociology: Essays on Approach and Method* (Chapter 4, pp. 72-94). New Delhi: Oxford University Press.

2.2. Feminist Method

2.2.1. Harding, Sandra. (1987). Introduction: Is there a Feminist Method?. In Sandra Harding, (ed.) *Feminism & Methodology: Social Science Issues* (pp.1-14). Bloomington: Indiana University Press.

3. Modes of Enquiry (Weeks 9 &10)

3.1. Merton, R.K. (1972). *Social Theory & Social Structure* (Chapters 4 & 5, pp. 139-171). Delhi: Arvind Publishing House.

4. Analyzing Data (Week 11 & 12)

4.1 Bryman, Alan. (2004). *Quantity and Quality in Social Research* (Chapter 2 & 3, pp. 11-70). New York: Routledge.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGICAL RESEARCH METHODS -II
Paper Code	SOCC 404
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective: The course deals on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Learning Outcome:

On completion of this course, the students shall be able:

- To grasp the nature and objectives of social research.
- To formulate the research problem.
- To develop the understanding of application of research methods/tools in fieldwork.
- To design the overall process of social research.

Course Outline:

1. Doing Social Research (16 Marks)

The Process of Social Research
(a) Steps of Social Research
(b) Research Design
Concepts, Hypothesis, Research Questions
Field (Issues and Context)
Sampling

2. Methods of Data Collection (16 Marks)

Survey Methods: Sampling, Questionnaire and Interview
Observation: Participant and non-participant

3. Quantitative and Qualitative Data Analysis (18 Marks)

Quantitative – Statistical Method
Graphical and Diagrammatic Presentation of Data
Measures of Central Tendency

(Simple Arithmetic Mean, Median and Mode)

Qualitative: Content Analysis, Case Study, Focused Group Discussion

4. Introduction to the Field (20 Marks)

Field Visit and Report Submission

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1. Doing Social Research (Weeks 1-4)

1.1 The Process of Social Research

1.1.1 Bailey, K. (1994). The Research Process. In Simon and Schuster, *Methods of Social Research* (4th ed.), (pp.3-19). New York: The Free Press.

1.2 Concepts and Hypothesis, Research Questions

1.2.1 Goode, W. E. & Hatt, P. K. (1952). *Methods in Social Research* (Chapters 5 and 6. pp. 41-73). New York: McGraw Hill.

1.3 Field (Issues and Contexts)

1.3.1 Gupta, Akhil & Ferguson, James (1997). *Anthropological Locations*.(pp.1-46). Berkeley: University of California Press.

1.3.2 Srinivas, M.N. & et al (2002)(reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1-14). New Delhi: Oxford University Press.

2. Methods of Data Collection (Weeks 5-9)

2.1. Survey Method

2.1.1 Bailey, K. (1994). *Methods of Social Research* (4th ed.) (Chapters 5, 6, 7, 8; pp. 81- 213). New York: The Free Press.

2.2 Observation :Participant and non-Participant

2.2.1 Bailey, K. (1994). Observation (Chapters 10). In *Methods of Social Research* (4th ed.) (pp. 241-273). New York: The Free Press.

2.2.2 Whyte, W. F. (1955). *Street Corner Society*. Chicago: University of Chicago Press.

3. Quantitative and Qualitative Data Analysis (10 -13)

3.1 Statistical Methods

3.1 Graphical and Diagrammatic presentation of data

3.1.1 Gupta, S. P. (2007). *Elementary Statistical Methods*. (pp.101-108, 115-118, 131-137). Uttar Pradesh: Sultan Chand & Sons.

3.2 Measures of Central Tendency

3.2.1 Gupta, S. P. (2007). *Elementary Statistical Methods* (pp. 155-168, 173-180, 187-197). Uttar Pradesh: Sultan Chand & Sons.

3.3 Measures of Dispersion

3.3.1 Gupta, S. P. (2007). *Elementary Statistical Methods* (pp. 263-277). Uttar Pradesh: Sultan Chand & Sons.

4. Introduction to the Field (Week 14)

Field Visit and Report Submission

No Specific readings for this section. Research Projects at the discretion of the teacher.

BA 4TH SEMESTER (NEP)

SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	GENDER AND VIOLENCE
Paper Code	SOCN 401 (Minor)
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Learning Outcome:

To develop understanding of the:

- Lives and experiences of women in social context.
- Gender identity and culture.
- Theory, practice and response to gender inequality

Course Outline:

1. What is Gendered Violence? (16 marks)

Defining Gender Based Violence

Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective)

2. Structural and Situated Violence (18 marks)

Caste, Gender and Violence

Domestic and Familial Violence

Gender and the Conflict Situation

Violence, Harassment and the Workplace

3. Sexual Violence (18 Marks)

Nature of Sexual Harassment (legal Perspective)

Sexually Transmitted Disease, female feticide, Spousal violence

Gendered Violence and Media

4. Addressing Gendered Violence: Politics and Public Policy (18 Marks)

Legislative measures in India for curbing sexual violence

Domestic Violence Act 2005

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

COURSE CONTENTS, SUGGESTED READINGS & LESSON PLAN

1. What is Gendered Violence? (Weeks 1-2)

1.1 Kimmel, Michael S. (2011). *The Gendered Society* (chapter 13, pp. 381-407). New York: Oxford University Press.

1.2 Saikia, J.P, (2016). *Gender: Themes and Issues* (pp. 101- 159). New Delhi: Concept Publishing Company (P) Ltd.

2. Structural and Situated Violence (Weeks 3-6)

2.1 Caste, Gender and Violence

2.1.1 Kannabiran, Vasanth & Kannabiran, Kalpana. (1991). Caste and Gender: Understanding Dynamics of Power and Violence. *Economic and Political Weekly*, Vol. 26, No. 37, pp. 2130-2133.

2.1.2 Mohanty Manoranjan (ed). (2004). *Class, Caste, Gender*. New Delhi: Sage Publication.

2.2 Domestic and Familial Violence

2.2.1 Karlekar, Malavika.(1998). Domestic Violence. *Economic and Political Weekly*, Vol. 33: 27, pp. 1741-1751.

2.2.2 Chowdhry, Prem. (1997). Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32: 19, pp. 1019-1028.

2.3 Gender and the Conflict Situation

2.3.1 Wood, E. J. (2006). Variation in Sexual Violence during War. *Politics & Society* (pp. 307-342).

2.3.2 Butalia, Urvashi. (2000). *The Other Side of Silence*. (Chapter 4, pp. 104 – 171). Durham, NC: Duke University Press.

2.4 Violence, Harassment and the Workplace

2.4.1 MacKinnon, Catharine A.(1993). Racial and Sexual Harassment (Chapter 2). *Only Words* (pp. 43 – 68). Cambridge: Harvard University Press.

2.4.2 Tejani, Sheba. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, Vol. 39: 41, pp.4491-4494.

3. Sexual Violence (Weeks 7-9)

3.1 Box, Steven. (1989). Rape and Sexual Assaults on Women (Chapter 4). *Power, Crime, and Mystification*. (pp. 120 – 165). London: Routledge.

3.2 Menon, Nivedita.(2004). Sexual Violence: Escaping the Body (Chapter 3). *Recovering Subversion: Feminist Politics Beyond the Law* (pp. 106 – 156). Ranikhet: Permanent Black.

4. Addressing Gendered Violence: Politics and Public Policy (Weeks 10-11 Weeks)

4.1 Omvedt, Gail. (1990). *Violence Against Women: New Movements and New Theories in India* (pp. 1-40). Delhi: Kali for Women.

4.2 Naquvi, Farah. (2010). This Thing called Justice: Engaging Laws on Violence against Women In India. In Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban.

BA 5th Semester (NEP)

SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	SOCIAL STRATIFICATION
Paper Code	SOCC 501
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

This course introduces students to Sociological study of social inequalities. It acquaints students with most important theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

Learning Outcome:

After the completion of the course, students will be able to-

- apply the types of stratification with respect to class, Caste and Gender
- Understand different sociological approaches to social stratification
- Understand the forms of stratification and create solution about the basic problem.
- Apply the Concept of Mobility in India
- Evaluate the issues and problems in the modern world

Course Outline:

1. Introducing Stratification (18 Marks)

Definition of Social stratification

Idea of Inequality, Equality, Difference and hierarchy

Patterns of Social Stratification – Closed and Open

2. Theories of Stratification (18 Marks)

Class Theory of Stratification (Karl Marx, Max Weber)

Functionalism (Kingsley Davis, Wilbert E. Moore)

3. Identities and Inequalities (16 Marks)

Caste, Race and Ethnicity

Feminism and Gendered Stratification

4. Mobility and Reproduction (18 Marks)

Definition and types of social mobility

Concept of Social reproduction

Social Reproduction of class and occupational categories

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Introducing Stratification (Weeks 1-2)

1.1 Worsley, Peter. (1970). Social Stratification: Class, Status and Power (Chapter 8). *Introducing Sociology* (2nd ed). (pp. 395 – 408). Harmondsworth: Penguin Books.

1.2 Beteille, Andre. (1997). The Two Sources of Inequality (Chapter 1). *Inequality among Men*. (pp. 1-22). London: Blackwell.

2. Theories of Stratification (Weeks 3-5)

2.1 Class Theory of Stratification (Karl Marx, Max Weber)

2.1.1 McLellan, David.(1995). Class (Chapter 6). *The Thought of Karl Marx* (pp. 182-194). London: Papermac.

2.1.2 Weber, Max, Gerth, Hans Heinrich & C. Wright Mills. (1946). Class, Status, Party (Chapter 7). *From Max Weber* (pp. 180-195). New York: Oxford University Press.

2.2 Functionalism

2.2.1 Davis, Kingsley & Moore, Wilbert E. (1945). Some Principles of Stratification. *American Sociological Review* 10:2, pp. 242-249.

2.2.2 Tumin, Melvin M. (1953). Some Principles of Stratification: A Critical Analysis. *American Sociological Review* 18:4, 387-394.

3. Identities and Inequalities (Weeks 6-8)

3.1 Caste, Race and Ethnicity

3.1.1 Bailey, F. G. (1963). Closed Social Stratification in India. *European Journal of Sociology* Vol. 4: 1 pp. 107-124.

3.1.2 Jain, Ravindra K. (1996). Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh. *Economic and Political Weekly*, Vol. 31: 4, pp. 215-223.

3.2. Feminism and Gendered Stratification

3.2.1 Mitchell, Juliet. (1971). Position of Women (Chapter 5). *Woman's Estate* (pp. 99-122). Harmondsworth: Penguin.

3.2.2 Collin Patrica Hill.(1993). Toward a New Vision: Race, Class and Gender as Categories of analysis and Connection. *Race, Sex & Class* (pp. 25-45).Vol. 1, No. 1.

4. Mobility and Reproduction (Weeks 9-11)

4.1 Bottero, Wendy. (2005). *Stratification*. (Chapters 12 & 14 pp.205-223 & 246-258). London: Routledge.

4.2 Bourdieu, Pierre. (1973). Cultural Reproduction and Social Reproduction. In Richard Arum and Irene Beattie (eds.) *The Structure of Schooling: Readings in the Sociology of Education* (56-68). New York: McGraw Hill.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF KINSHIP
Paper Code	SOCC 502
End-Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective:

This course aims to introduce the general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

Learning Outcome:

After the completion of the course, students will be able to-

- Understand the principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies.
- Enhanced understanding about the social institutions that is family, marriage and kinship in society.
- Get an introduction to new reproductive techniques and changing nature of kinship.

Course Outline:

1. Introduction (18 Marks)

Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

Approaches:

Descent

Alliance

Cultural

2. Family, Household and Marriage (18 Marks)

Types of Family and Changing Trends

Difference between family and Household

Types of marriage

3. Re-casting Kinship (18 Marks)

Relatedness

Kinship and Gender

Re-imagining Families

4. New Reproductive Technologies (16 Marks)

Types of New Reproductive Techniques

Social implications of New Reproductive Techniques on the Family System

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Key terms and approaches (Weeks 1-5)

1.1 Radcliffe-Brown, A. R. and D. Forde (eds.). (1950). Introduction. *African Systems of Kinship and Marriage* (pp.1-39). London: Oxford University Press.

1.2 Lévi-Strauss, Claude. (1969). *The Elementary Structures of Kinship* (Chapters 1 & 2, pp. 3-25). London: Eyre and Spottiswoode.

1.3 Dumont, L.(1968). Marriage Alliance. In D. Shills (ed.), *International Encyclopedia of the Social Sciences* (pp. 19- 23). U.S.A.: Macmillan and Free Press.

1.4 Schneider, D. (2004). What is Kinship All About? In R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader* (pp. 257-274). U.S.A.: Blackwell.

2. Family, Household and Marriage (Weeks 6-8)

2.1 Shah, A.M. (1998). Changes in the Indian Family: An Examination of Some Assumptions. *The Family in India: Critical Essays* (pp.52-63). New Delhi: Orient Longman.

2.2 Gough, Kathleen E. (1959). The Nayars and the Definition of Marriage. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89, pp. 23-34.

3. Re-casting Kinship (Weeks 8-10)

3.1 Relatedness

3.1.1 Carsten, Janet. (1995). The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi. *American Ethnologist*, 22 (2): 223-24.

3.2 Kinship and Gender

3.2.1 Gold, Ann Grodzins. (1994). Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. In Gloria Goodwin Raheja and Ann Grodzins Gold, *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* (pp.30-72). Delhi: Oxford University Press.

3.3 Re-imagining Families

3.3.1 Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship* (pp. 103-136). New York: Columbia University Press.

4. New Reproductive Technologies (Weeks 11-12)

3.4.1 Kahn, Susan Martha. (2004). Eggs and Wombs: The Origins of Jewishness. In R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader* (pp. 362-77). U.S.A.: Blackwell.

Subject	SOCIOLOGY CORE
Paper title	POLITICAL SOCIOLOGY
Paper Code	SOCC 503
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the course is towards developing a comparative understanding of political relationships through themes such as power, governance, state and society relationships.

Learning Outcome:

The major outcomes of this course, at the end of the semester are expected to be as follows:

- Familiarity with different approaches to the study of politics and an ability to apply these to Contemporary social and political problems, and political behavior.
- understand the basic structures and processes of government systems and/or theoretical underpinnings.
- An understanding of how political institutions emerge, how they operate, how they interact with their external environment, and how they shape individual and collective behavioral knowledge of basic factual information about politics within an area of specialization including Political Socialization, Political Culture, Political Participation.
- To understand the functioning of various social institutions and how it fabricates unequal realities for people in terms of caste and politics, Region and Politics.

Course Outline:

1. Contextualising the study of Political Sociology

Definition, Nature, Scope and Development of Political Sociology

2. Basic Concepts

Power and Authority (Max Weber)

State, Governance and Citizenship

Elites and the Ruling Classes (Vilfredo Pareto and Charles Wrights. Mills)

3. Political Systems

Segmentary

Totalitarian

Democratic

4. Local Structure of Power

Panchayati Raj

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Contextualising the study of Politics (Weeks 1-2)

1.1. Eisenstadt, S. N. (1971). General Introduction: The Scope and Development of Political Sociology. *Political Sociology: A Reader* (pp 3-24). New York: Basic Books Publication.

1.2 Lewellen, Ted. (2003). The Development of Political Anthropology. *Political Anthropology: An Introduction (Third Edition)* (pp. 1- 14). Westport: Praeger.

2. Basic Concepts (Weeks 3 – 6)

2.1 Power and Authority

2.1.1 Weber, Max. (1978) *Economy and Society: An Outline of Interpretative Sociology* (pp. 53-54; 941-54; 212-30; 241-54). Berkeley: University of California Press.

2.1.2 Lukes, Steven. (2005). *Power: A Radical View* (2nd Ed.) (pp. 14-49). Hampshire: Palgrave.

2.2 State, Governance and Citizenship

2.2.1 Mitchell, Timothy.(2006). Society, Economy, and the State Effect. In A.Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader* (pp.169-85). Oxford: Blackwell.

2.3. Elites and the Ruling Classes

2.3.1 Mills, C. Wright. (1956). *The Power Elite* (pp.269-297) Oxford University Press.

2.3.2 Pareto, Vilfredo (1966). *Sociological Writings* (pp15-80). London: Pall Mall Press Ltd.

3. Political Systems: Segmentary, Totalitarian and Democratic (Weeks 9 –11)

3.1 Fortes, M. and E.E. Evans Pritchard (Eds), (1940). *African Political Systems* (Chapter 8). London: Oxford University Press.

3.2 Tapper, Richard. (1990). Anthropologists, Historians and Tribes People. In Philip Shukry and Joseph Kostiner (Ed) *Tribes and State Formation in the Middle East* (pp.48-71). Oakland: University of California Press.

3.3 Schapiro, L. (1972). *Totalitarianism* (Chapter 2 & 3). London: The Pall Mall Press.

3.4 Macpherson, C. B. (1966). *The Real World of Democracy* (pp.1-45). United Kingdom: Oxford Clarendon Press.

4. Local Structure of Power: State and Politics in India (Weeks12-13)

4.1 Fuller, C.J. and V. Beni (Eds.).(2000). *The Everyday State and Society in Modern India* (pp.1-30). Social Science Press

4.2 Tarlo, Emma, (2003). *Unsettling Memories: Narratives of the Emergency in Delhi* (pp.62-93). University of California Press.

4.3 Swartz,M.J(Ed) (1968). *Local Level Politics: Social and Cultural Perspectives*, (pp.281-94). London: University of London Press.

Subject	SOCIOLOGY CORE
Paper title	ECONOMIC SOCIOLOGY
Paper Code	SOCC 504
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

Learning Outcome:

After the completion of this course, the students shall be able:

- To grasp the nature and objectives of Economy.
- To relate the concept of economy and society.
- To develop the understanding of application of sociological understanding of economic affairs.

Course Outline:

1. Introduction to Economic Sociology (16 Marks)

Definition, Nature and Scope

2. Forms of Exchange (18 Marks)

Reciprocity and Gift

Exchange and Money

3. Systems of Production, Circulation and Consumption (20 Marks)

Hunting and Gathering

Domestic Mode of Production

Peasant

Capitalism

Socialism

4. Some Contemporary Issues in Economic Sociology (16 Marks)

Development

Globalisation

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Introduction to Economic Sociology (Weeks 1-3)

1.1 Definition, Nature and Scope

1.1.1 Smelser, Neil. J. and Richard Swedberg. (1994). The Sociological Perspective on the Economy. *The Handbook of Economic Sociology*. New Jersey: Princeton University Press.

2. Forms of Exchange (Weeks 4-6)

2.1. Reciprocity and Gift

2.1.1. Mauss, M. (1924). The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money (Chapter 1 & 2). *The Gift: Forms and Functions of Exchange in Archaic Societies* (Pp. 1 – 46). London: Cohen and West.

2.1.2. Carrier, James G. (1995). Gifts and Commodities (Chapter 1). *Gifts and Commodities, People and Things* (pp. 19-39). London: Routledge.

2.2. Exchange and Money

2.2.1. Bohannan, P. and G. Dalton (eds.) (1962). *Markets in Africa*. (pp. 1-26). Evanston, Illinois: North Western University Press.

2.2.2 Zelizer, Viviana A. (1989). The Social Meaning of Money: Special Monies. *American Journal of Sociology*, Vol. 95. pp. 342-377.

3. Systems of Production, Circulation and Consumption (Weeks 7-10)

3.1. Hunting and Gathering

3.1.1 Sahlins, M. (1974). *Stone Age Economics* (Chapter 1). London: Tavistock.

3.2 Domestic Mode of Production

3.2.1 Sahlins, M. (1974). *Stone Age Economics* (Chapter 2 & 3). London: Tavistock.

3.3 Peasant

3.3.1 Wolf, Eric R. (1966). *Peasants*. New Jersey: Prentice Hall.

3.4 Capitalism

3.4.1 Wallerstein, Immanuel Maurice.(1983). Historical Capitalism. *Commodification of Everything: Production of Capital* (pp. 13 – 43). London: Verso.

3.5 Socialism

3.5.1 Verdery, Katherine. (1996). *What Was Socialism, and What Comes Next?* (Chapter 1. pp. 19 - 38) Princeton, New Jersey: Princeton University Press.

4. Some Contemporary Issues in Economic Sociology (Weeks 11-13)

4.1 Development

4.1.1 Hann, Chris. and Keith Hart.(2011). *Economic Anthropology* (pp. 100-119). Cambridge, UK: Polity Press.

4.2 Globalisation

4.2.1 Tonkiss, Fran. (2006). Capitalism and Globalization (Chapter 1). *Contemporary Economic Sociology* (pp. 3-28). London: Routledge.

4.2.2 Howes, D. (ed) (1996). *Cross-Cultural Consumption: Global Markets and Local Realities* (pp. 1-16). London: Routledge.

BA 5th SEMESTER (NEP)

SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	SOCIOLOGY OF NORTH EAST INDIA
Paper Code	SOCN 501 (Minor)
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

The course aims at providing a sociological understanding of Societies in North East India. It seeks to provide a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.

Learning Outcome:

After the completion of this course, the students shall be able:

- To get a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions.
- To understand the different socio political forces in the formations of identity of Northeast India.
- To get a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.

Course Outline:

1. Understanding North East India (18 marks)

North East India as Illusive Concept
Historical Evolution of the Region
Socio-political and Economic Diversities of North East India
Demographic Structure and Changing Patterns

2. Conceptual framework to study Societies in North East India (18 Marks)

Caste, Class and Tribe
Race, Ethnicity and Nationalism
Development and Displacement, Land Alienation

3. Societies in North East India and their World Views (16 Marks)

Family, Marriage and Kinship
Religions, Beliefs and Customs
Tribal Mode of Production.

4. Emerging Social Processes in North East India (16 marks)

Identity Politics: Ethnic Assertions; Nationalism and Sub-nationalism in North East India.
Changing Land Relations: Agrarian crisis, Commoditization and Privatization of land, Land alienation and displacement
Emerging Power Structure: Role of Elite and Middle class.
Globalization and Societies of North East India

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Understanding North East India: (3 Weeks)

- 1.1 Chaube, S. K. (1973). *Hill Politics in North East India*, Bombay: Orient Longman.
- 1.2 Choudhury, Sujit. (1999). The North East: A Concept Re-examined. In Kailash S. Aggarwal (ed) *Dynamics of Identity and Inter Group Relations in North East India*. Shimla: Indian Institute of Advanced Study.
- 1.3 Guha, Amalendu. (1977). *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*. New Delhi: Tulika Books.
- 1.4 Misra, Udayon. (2000). *The Periphery Strikes Back: Challenges to the Nation State in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study.

2. Conceptual framework to study Societies in North East India: (4-6 Weeks)

- 2.1 Bhadra, Ranjit K. (1991). *Caste and Class; Social Stratification in Assam*. Delhi: Hindustan Publishing Corporation.
- 2.2 Fernandes, Walter and Gita Bharali. (2011). *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*. Guwahati: North Eastern Social Research Centre.
- 2.3 Hussain, Monirul. (2008). *Interrogating Development: State, Displacement and Popular Resistance in North East India*. New Delhi: Sage Publication.

3. Societies in North East India and their World views: (7-10 weeks)

- 3.1 Biswas, P. and C. Suklabaidya. (2007). *Ethnic Life Worlds in Northeast India*. New Delhi: Sage Publications.
- 3.2 Guha, A. (1991). *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences.
- 3.3 Nath, D.(2011). *Religion and Society in North East India*. Guwahati: DVS Publishers.

3.4 Subba, T. B. & G.C. Ghosh (Eds.) (2003). *The Anthropology of North-East India*. New Delhi: Orient Longman.

4. Emerging Social Processes in North East India: (11-14 Weeks)

4.1 Gogoi, Akhil. (2011). *Morubhumi Ahe Lahe Lahe* (in Assamese) , Guwahati: Akhar Prakakhan.

4.2 Baruah, S. (1999). *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press.

4.3 Gohain, Hiren. (1973). Origin of the Assamese Middle Class, *Social Scientist*, Vol. 2, No. 1, pp. 11-26.

4.4 Mahanta, Dr. Prafulla. (1991). *Asomiya Madhyabittta Shreneer Itihas* (in Assamese), Guwahati: Bhabani Print and Publications.

Sharma, C. K. (2000). Assam: Tribal Land Alienation: Government's Role. *Economic and Political Weekly*, 36 (52), pp. 4791-4795

4.5 Bora, A.K.(2012). *Modernisation of the Tribal Communities: A Study Based on Sociology of Science of the Misings and Karbies of Assam*. New Delhi: Akansha Publishing House.

BA 6th Semester (NEP)

SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	ENVIRONMENTAL SOCIOLOGY
Paper Code	SOCC 601
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

Learning Outcome:

Upon successful completion of this course, students will have the knowledge, skills and competence to:

- Apply theories and concepts to explain environmental issues
- Analyse the implications of environmental change for people and communities
- Evaluate policy, community and other responses to environmental change
- Reflect on and discuss their learning in relation to the content of the course.

Course Outline:

1. Envisioning Environmental Sociology (16 marks)

Meaning, Definition, Nature and Scope

2. Environmental Approaches (18 Marks)

Treadmill of Production

Ecological Modernization

Environmental Risk

Eco feminism and Feminist Environmentalism

Political Ecology

3. The concept of Sustainability (18 Marks)

Environment and Sustainable Development

Environmental Democracy and Climate Change

4. Environmental Movements in India (20 Marks)

Forest based movement –Chipko

Water based movement–Narmada

Land based movements–Anti-mining and Seed

Anti-Big Dam Movements in North East India

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Envisioning Environmental Sociology (Weeks 1-2)

- 1.1 Bell, M.M. (2008). *An Invitation to Environmental Sociology* (3rd Ed.) (Ch1. (pp.1-5). Thousand Oaks, CA: Sage.
- 1.2 Hannigan, J.A.(1995). *Environmental Sociology* (Chapter 1 and 2. pp.10-15,16-35). London and New York: Routledge.

2. Approaches [Weeks 3-7]

- 2.1 Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Tread mill of Production: Everything You Wanted to Know about the Tread mill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.
- 2.2 Mol, A.P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
- 2.3 Buttel, F.H. (2000). Ecological Modernization as Social Theory. *Geo forum*, 31(1), 57-65.
- 2.4 Beck, U. (2006). Living in the World Risk Society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.
- 2.5 Shiva, V. (1988). Women in Nature (Chapter 3). *Staying Alive: Women, Ecology and Development* (pp.38-54). London: Zed Books.
- 2.6 Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16, pp.10-25). East Sussex, U.K.: Wiley and Sons Ltd.

3. The concept of Sustainability (18 Marks)

- 3.1 Osofsky, H.M.(2003). *Defining Sustainable Development after Earth Summit 2002*. Loy. LA Int'l & Comp. L.Rev.
- 3.2 O'Connor, J. (1994). Is Sustainable Capitalism Possible? *Political Economy and the Politics of Ecology* (pp.152-175). UK: The Guilford Press.

4 Environmental Movements in India (Weeks 8-11)

- 4.1. Guha, R. (2002). Chipko: Social History of an Environmental Movement (Chapter.16). In Ghanshyam Shah (ed). *Social Movements and the State* (pp.423-454). New Delhi: Sage Publications Pvt.Ltd.
- 4.2 Khagram, S., Riker, J. V., & Sikkink, K. (2002). Restructuring the Global Politics of Development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (pp.206-30). US: University of Minnesota Press.
- 4.3 Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap *Social Change*, 38(4), 576-608.
- 4.4 Baviskar, Amita. (1995). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Delhi: Oxford University Press.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF RELIGION
Paper Code	SOCC 602
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings of the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the course is to follow up the linkage between social and religious institutions.

Learning Outcome: Major outcomes of this course, at the end of the semester are expected to be as follows:-

- Enrichment of knowledge about various concepts and theoretical explanations of religion.
- Enhancement in the understanding of major characteristics of religions professed in India.
- Development in the capability of analyzing consequences of religion and linkages with other social institutions.
- Advancement in the skill of comparing and contrasting the rites, rituals, ethics and structure of various religions.
- Development of empathic and value-free attitude towards different religions.

Course Outline:

1. Religion and Society (18 Marks)

Social definitions of religion
 Social functions of religion
 Social implications of the Idea of divine Justice
 Social implications of the Idea of death and salvation

2. Religion and the State (18 Marks)

Religion and State
 Religion and community

The isolation of the sacred
The sacred community and exclusion

3. Elements of Religions (18 Marks)

Sacred, Myth, Ritual (meaning and significance)

(Mythology from North East India can be used as reference for seminars and presentations as directed by the course teacher)

Transcendence and time

Sacred marking of space

4. Techniques of Religion (16 marks)

Prayer (Techniques of Prayer, Prayer as a ritual)

Craft (Types of crafts, Functions of crafts)

Body (Gestures, Performance)

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Religion and Society (Weeks 1-3)

1.1. Emile Durkheim. (1995). *The Elementary Forms of Religious Life* (pp. 21-39, 418-440). New York: The Free Press. Book one and Conclusion.

1.2. Max Weber. 2001. *The Protestant ethic and the spirit of capitalism* (pp.103-126) England: Roxbury Publishing Press.

2. Religion and the State (Weeks 4-6)

Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp.100-122.

Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp.119-124.

3. Elements of religious (Weeks 7-9)

3.1 E. E. Evans-Pritchard. (1940). Time and Space. *The Nuer* (pp.94-98, 100-108). Oxford: Clarendon Press.

3.2 Tambiah, Stanley Jeyaraja. (1990). *Magic, science, religion and the scope of rationality*. (pp.1-41). Cambridge: Cambridge University Press.

4. Techniques of religion (Weeks 10-12)

4.1 Mauss, Marcel. 2008(2003). *On prayer*. (pp.19-58). USA: Berghahn Books,.

4.2 Ginzburg, Carlo. (1991). *Ecstasies*. (pp.1-32). Translated by Raymond Rosenthal. New York: Pantheon Press.

4.3 Robert, Hertz. (1909). The Pre-eminence of the Right Hand. In R. Needham (Ed.) *Right and Left: Essays on Dual Symbolic Classification* (pp.3-10,13-14,16-17,19-21). Chicago: University of Chicago Press.

Subject	SOCIOLOGY CORE
Paper title	URBAN SOCIOLOGY
Paper Code	SOCC 603
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective:

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

Learning Outcome:

- Students are expected to understand the specific features cities.
- Student becomes familiar with different new social structures in urban India.
- Students proposed to understand theories and problems of urban society.

Course Outline:

1. Introducing Urban Sociology: Urban, Urbanism and the City (16 Marks)

Urban: Definition and type

Urbanism: Concept of urbanism in contemporary societies

City: Concept and types

2. Perspectives in Urban Sociology (18 Marks)

Ecological: (Chicago school)

Political Economy

Network (Manuel Castells)

City as Culture

3. Movements and Settlements (18 Marks)

Migration: Forms and Consequences on urban life

Community: nature of urban community and neighborhood (case studies of Indian Urban Society can be used as references as per the discretion of the course teacher)

4. Politics of Urban Space (18 Marks)

- Leisure activities in urban societies
- Politics of gendered urban space
- Social movements in urban societies
- Contestation of space (riots and conflicts)

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Introducing Urban Sociology: Urban, Urbanism and the City (Weeks 1-3)

- 1.1 Mumford, Lewis. (1961). *The City in History: Its Origins and Transformations and its Prospects* (pp. 3-29, 94-118). Boston: Mariner Books.
- 1.2 Parker, Simon (. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. *Foundations of Urban Theory* Pp. 8 – 26

2. Perspectives in Urban Sociology (Weeks 4-6)

- 2.1. Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58
- 2.2 Lewis, Wirth 1938 —Urbanism as a way of Life in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24
- 2.3 Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. *Money, Time, Space and the City*. Pp. 1-35
- 2.4 Manuel, Castells 2002, —Conceptualising the city in the information age, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13
- 2.5 Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
- 2.6 Simmel, George, 1903, —Metropolis and the Mental Life in Gary
- 2.7 Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

3. Movements and Settlements: (Weeks 7-8)

- 3.1 Rao, M.S.A, 1981, —Some aspects of the sociology of migration, *Sociological Bulletin*, Vol. 30, 1. Pp21-38
- 3.2. Anand, Inbanathan. 2003, —Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246
- 3.3. Benjamin S, 2004, —Urban Land Transformation for Pro-Poor Economies, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

4. Politics of Urban Space (Weeks 9-11)

- 4.1 Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. *Social Theory, Urban Movements and Social Change*. Pp. 193 – 215
- 4.2 Ayyar, Varsha ,2013. —Caste and Gender in a Mumbai resettlement site, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

4.3 Manuel Castells, 1983, —Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco in *City and the Grassroots*, Pp. 138-170

4.4 Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

Subject	SOCIOLOGY CORE
Paper title	AGRARIAN SOCIOLOGY
Paper Code	SOCC 604
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

Learning Outcomes:

- The students are expected to understand the role of agriculture and peasants in economic development.
- The students will evaluate the problems of agricultural labours.
- To analyse the major movements and evaluate changes in the field of agriculture.

Course Outline:

1. Agrarian Societies and Agrarian Studies (16 Marks)

Agrarian Societies: Meaning and its Features, Peasant Society

Agrarian Studies: Marxian Approach

2. Key Issues in Agrarian Sociology (18 Marks)

The Moral Economy: Subsistence ethics and Peasant Economy

Agrarian Commodity Systems: Agriculture in a developing economy (Indian experience)

3. Themes in Agrarian Sociology of India (20 Marks)

Labour and Agrarian Class Structure: Problems of Agricultural Labour

Markets, Land Reforms and Green Revolution

Agrarian Movements: Peasant uprisings in India in colonial period, The New Farmer's Movement in India

Caste, Gender and Agrarian Realities: Gender Analysis of Land, Dalit Agriculture Labour.

4. Agrarian Futures (16 Marks)

Agrarian Crisis: World Bank and Third World Peasant

The Global Agrarian Order: Political Economy in the late Twentieth Century

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Agrarian Societies and Agrarian Studies (Weeks 1-2)

1.1 Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp.84-93

1.2. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

2. Key Issues in Agrarian Sociology (Weeks 3-5)

2.1. Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34

2.2 Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31 2.3 Agrarian Commodity Systems

2.3 Friedland, William. 1984. —Commodity Systems Analysis: An Approach to the Sociology of Agriculture. *Research in Rural Sociology and Development* 1: 221–235

3. Themes in Agrarian Sociology of India (Weeks 6-9)

3.1 Labour and Agrarian Class Structure: Problems of Agricultural Labour

3.1.1. Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064

3.1.2. Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

3.2 Markets, Land Reforms and Green Revolution

3.2.1 Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327

3.2.2 Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

3.3 Agrarian Movements

3.3.1 Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

3.4 Caste, Gender and Agrarian Realities

3.4.1. Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453- 478.

4. Agrarian Futures (Weeks 10-12)

4.1 Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

4.2 The Global Agrarian Order (32) 4.2.1 Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

BA 6th SEMESTER (NEP)
SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	SOCIOLOGY OF MEDIA STUDIES
Paper Code	SOCN 601
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective: The purpose of this course is to introduce the students to certain major themes in outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this course deals with the production, control and reception of media and its representations.

Course Outcomes:

After the completion of the course, students will be able to:

- Develop an understanding of the society and mass media of India.
- Understand the theoretical perspectives of mass media.
- Analyse basic issues and problems related to mass media.
- Learn the aspects related to new age media.

Course Outline:

1. Communication and Mass Communication (18 Marks)

Concept of Communication in Social Sciences

Communication: Its types and needs

Concept of Mass Communication

Mass Communication: Evolution, Types and Functions

2. Theoretical Approaches to Media (18 Marks)

Neo-Marxist

Feminist

Interactionist

3. Old and New Media (18 Marks)

Production, Control, challenges by New Media

Media Representation

Audience Reception

4. Media and Social Change (16 Marks)

Media and Family

Media and Education

Media and Consumerism

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Communication and Mass Communication (Weeks 1-3)

1.1 Silverstone, Roger. „The Sociology of Mediation and Communication“ in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) *Sage Handbook of Sociology* London: Sage Publications, 2005 (p. 188-203)

1.2 Blum, Eleanor. 1980: — Basic Books in the Mass Media, Chicago University of Illinois Press. 1980.

2. Theoretical Approaches to Media (Week 4-6)

2.1 Adorno, T. & Horkheimer, M., (1944). The Culture Industry: Enlightenment as Mass Deception. In T. Adorno and M. Horkheimer. *Dialectics of Enlightenment*. Translated by John Cumming. New York: Herder and Herder, 1972.

2.2 McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

2.3 Thompson, John B. (1995). The Rise of Mediated Interaction. In *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP.

3. Old and New Media

3.1 Williams, Raymond (1975) Alternative Technology, Alternative Uses. In *Television: Technology and Cultural Form*. (139-157) New York: Schocken.

3.2 Eko, Lyombe, (2012). New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the Arab Spring of 2011 in North Africa“ p.129-160.

3.3 Sorenson, John. (1991). Mass Media and Discourse on Famine in the Horn of Africa. In *Discourse & Society*. Sage: London. Vol 2(2); 223-242.

3.4 Livingstone, Sonia. (2003). The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User. In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

BA 7th Semester (NEP)

SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	INDIAN SOCIOLOGICAL TRADITIONS
Paper Code	SOCC 701
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a —Sociology in India and Sociology of India have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc. Sociologists in India have been primarily engaged with issues of tradition and modernity, caste, tribe and gender. This course primarily provides perspectives of key Indian sociologists on some of these issues.

Learning Outcomes:

Major outcomes on the completion of this course (provided students demonstrate required commitment and sincerity) are expected to be as follows:

- An informed understanding of some of the most fundamental ideas of some significant personalities who shaped modern India.
- Understanding of present Indian socio-political scenario in reflection of those ideas.
- Understanding of the interplay of politics, religion and modernity in shaping modern India. Inclination towards reading original writings and ideas of different thinkers.

Course Outline:

1. G.S. Ghurye (10 Marks)

- 1.1 Caste and race
- 1.2 City and civilization

2. D.P. Mukherjee (10 Marks)

- 2.1 Tradition and Modernity
- 2.2 Middle Class

3. M.N. Srinivas (10 Marks)

3.1 Social change

4. Verrier Elwin (10 Marks)

4.1 Tribes in India

5. B.R. Ambedkar (10)

5.1 Dalit Liberation

5.2 Views on Education

6. Leela Dube (10)

6.1 Caste and Gender

7. T.K. Oommen (10)

7.1 Social Transformation in India

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. G.S.Ghurye (Weeks 1-2)

1.1 Upadhyaya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology“ in Patricia Uberoi, Satish Deshpande and Nandini

1.2 Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)

1.3 Ghurye, G.S. 1962, Cities and Civilization, Delhi: Popular Prakashan.

2. D.P. Mukerji (Weeks 3-4)

2.1 Madan, T.N. (2010). Search for Synthesis: The Sociology of D.P Mukerji“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black

2.2 Mukerji D.P. (1958 second edition 2002), Diversities: Essays in Economics, Sociology and Other Social Problems, Delhi: Manak Publications Pg 177-225, 261-276

3. M.N. Srinivas (Week 5-6)

3.1 Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley Chp 4-5

3.2 Srinivas, M. N.1992, On Living in a Revolution and Other Essays, Delhi: OUP Chp 1,2,3,5&7

4. Verrier Elwin (Week 6-7)

4.1 Elwin, Verrier 1955, The Religion of an Indian Tribe, Bombay: OUP Chp 11, 15, 16, 17

4.2 Munshi, Indra 2004, „Verrier Elwin and Tribal Development“ in T.B. Subba and Sujit Som (eds) Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India, New Delhi: Orient Longman.

5. B.R Ambedkar (Week 7-8)

6. Leela Dube (Weeks 8-9)

6.1 Dube, Leela 1967, Caste, Class and Power: Eastern Anthropologist Lucknow 20(2) 215-225 Dube, Leela 2001, Anthropological Explorations in Gender: Intersecting Fields, New Delhi: Sage Chp 3,5 & 6

7. T.K Oomen (Weeks 9-10)

7.1 Oomen. T.K, (1984): Social Transformation in Rural India: Mobilisation and State Interventionl (1984) , Bikash Publication, New Delhi

7.2 Oomen. T.K, (1985): From Mobilization to Institutionalisation: The dynamics and Agrarian Movementss in Twenth Century Kerelal., Popular Prakashan, Mumbai.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF SOCIAL MOVEMENT
Paper Code	SOCC 702
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objectives:

This course looks at social movements from a sociological perspective. It introduces the contexts and concepts of social movements and attempts to theoretically locate them through concrete case studies.

Learning Outcomes:

Upon successful completion of this course, students will have the knowledge, skills and competence to:

- Understand both the need for and challenges to different methodological designs in the study of social movements and change
- Critically read and discuss academic studies of how different statuses and identities relate to collective action
- Provide examples of different social movements and various approaches to explain them.
- Apply various theoretical perspectives to questions surrounding the formation and perpetuation of social movements, with attention to how diversity and equity play a role.

Course Outline:

1. Contextualizing Social Movements (16 Marks)

Conceptualising Social Movements: Meaning, Nature and Characteristics
Types of Social Movements: Reform, Rebellion, Revival and Revolution

2. Theories of Social Movements (18 Marks)

Marxist
Resource Mobilisation Theory
Subaltern Theory

3. Ideology, Participation and Mobilization (Case Studies) (18 Marks)

Peasant Movement: Tebhaga Movement.
Dalit Movement: Ambedkarite movement

Tribal/Ethnic Movement: Bodo Movement
Student Movement: Assam Movement.

4. New Social Movements (18)

Women's Movements
Ecology Movements
Gay rights Movement
Peace Movement

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Contextualizing Social Movements (Weeks 1-2)

1.1 Rao, MSA. 2000 (1979), *Social Movements in India*, New Delhi: Manohar.

2. Theories of Social Movements [Weeks 3-5]

2.1 Le Bon, Gustave. 2007. *The Minds of Crowds*. In Jeff Goodwin and James, M. Jasper, eds, *Social Movements: Critical Concepts in Sociology, Vol I*. London: Routledge, pp.7-17

2.2 Crossley, Nick. 2009. *Making Sense of Social Movements*. Jaipur: Rawat Publication, pp.17-55.

3. Ideology, Participation and Mobilization (Case Studies) (Weeks 6-8)

3.1 Omvedt, Gail. 2005. "Farmer's Movements and the Debate on Poverty and Economic Reforms in India". In Raka Ray and Fainsood Katzenstein, eds, *Social Movements in India: Poverty, Power and Politics*. London: Rowman and Littlefield Publishers, pp.179-202.

3.2 Hardtman, Eva Maria. 2009. "Dalit Activities in Lucknow: Buddhism and Party Politics in Local Practice". In Eva Maria, Hardtman, *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press, pp.124-158.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF GENDER
Paper Code	SOCC 703
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Learning Outcome:

To develop understanding of the:

- Lives and experiences of women in social context.
- Gender identity and culture.
- Theory, practice and response to gender inequality

Course Outline:

1. Gendering Sociology (18 Marks)

Sociology of Gender: An Introduction
Gender, Sex, Sexuality
Concept of Masculinity and Femininity

2. Gender Theories (18 Marks)

Feminism (Liberal feminism, radical feminism and social feminism)
Marxian theory of gender
Queer theory of Gender

3. Gender: Differences and Inequalities (18 Marks)

Gender discrimination (family, caste, class and work)
Gender and development
Gender budgeting

4. Gender, Power and Resistance (16 Marks)

Power and subordination (Patriarchy)
Resisting and movements (LGBT movements)

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Gendering Sociology (Week 1-3)

1.1 S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp.1-26).

1.2 Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41).

1.3 Saikia, J.P, (2016):"Gender: Themes and Issues", Concept Publishing Company (P) Ltd, Delhi. Pp-01-46.

1.4 Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" In *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaann 2012 Reprint) (pp 1-43).

2. Gender Theories (Weeks 2-4]

2.1 Singh. S, (2009): "Feminism: Theory, Criticism and Analysis". Pencraft International, New Delhi

3. Gender: Differences and Inequalities Differences and Inequalities (Weeks 5-8)

3.1 Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender A Sociological reader*. London: Routledge (pp 93-96).

3.2 Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

3.3 Rege, S. 1998. "Dalit Women Talk Differently: A Critique of Difference and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct. 31- Nov. 6, 1998) (pp 39-48)

4. Gender, Power and Resistance (Weeks 9-11)

4.1 Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrel (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp. 104-118].

4.2 Hill-Collins, Patricia. 2002. "Learning from the outsider withing" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

4.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp 342-369.]

BA 7th SEMESTER (NEP)

SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	POPULATION AND SOCIETY
Paper Code	SOCN 701 (Minor)
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objective:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, morality and migration on the composition, size and structure of population. The course addresses the issue of domestic and international population movement and their economic, political and social implication.

Learning Outcomes:

Major outcomes of this course are:

- To enable students to understand theories in their place of origin and seeking their relevance in the context of Indian Society.
- Ability to subject everything including government policy to critical enquiry.
- This course is expected to help the students think beyond common-sensical view of demographic issues.
- Rather than straightway attributing demography to biological factors they will understand how culture and economy have a decisive bearing on it.

Course Outline:

1. Introducing Population Studies (18 Marks)

Sociology and Demography
Concepts and Approaches

2. Population, Social Structure and Processes (16 Marks)

Age and Sex Structure, Population Size and Growth
Fertility, Reproduction and Mortality

3. Population, Gender and Migration (18 Marks)

Population and Gender
Politics of Migration

4. Population Dynamics and Development (18 Marks)

Population as Constraints and Resources for Development
Population Programmes and Policies, Diaspora.

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Introducing Population Studies (Weeks 1-3)

- 1.1 Cox, Peter Richmond. 1950. Demography. University of California Press, pp.01-08.
- 1.2 Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: William Pickering, Chapters 1-2, pp.01-11.
- 1.3 Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

2. Population, Social Structure and Processes (Weeks 4-6)

- 2.1 Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust. pp. 103-127.
- 2.2 Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). Handbook of Indian Sociology, New Delhi: Oxford University Press, pp.61-77.
- 2.3 Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', Society and Population. New Delhi: Prentice-Hall, pp.46-61.
- 2.4 Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10 (3): 14-57.

3. Population, Gender and Migration (Weeks 7-10)

- 3.1 Jeffrey, Roger and Jeffrey, Patricia. (1997). Population, Gender and Politics: Demographic Change in Rural North India. Cambridge: Cambridge University Press, pp.117-164.
- 3.2 Patel, Tulsi. (2007). 'Female Foeticide: Family Planning and State Society Intersection in India'. In *Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp.316-356.
- Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3):345-367.

4. Population Dynamics and Development (Weeks 11-13)

- 4.1 Furedi, Frank. 1997. Population and Development: A Critical Introduction. Oxford: Polity Press, Chapters 4 & 5, pp. 40-55.
- 4.2 Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2:31-34.
- 4.3 Government of India. 2000. National Population Policy. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

BA 8th Semester (NEP)
SOCIOLOGY (MAJOR)

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF DEVELOPMENT
Paper Code	SOCC 801
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objective:

This course examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

Learning Outcome:

- The students would develop a more understanding of development by means of different models of development, their utility and relevance.
- It will enlighten students about the relevant socio-economic issues confronting Indian society.
- The students are expected to learn about different conceptual perspectives of development.
- Current debates will develop criticality among students required to deal with issues.

Course Outline:

1. Basic concepts (18 Marks)

Growth and Development, Human Development and Social Development
Idea of Development and underdevelopment
Meaning of development overtime
Sociology of development: Meaning and Scope

2. Theorizing Development (18 Marks)

Modernization
Dependency theory
Environment and Development.
Gender and Development
Development as Freedom

3. Development Regimes in India (18 Marks)

State and economic development in India: Colonial and Post-colonial experience

Participatory Development in India: 73rd and 74th Amendment Act

4. Issues in Developmental Praxis (16 Marks)

Development and Displacement

Development and Empowerment

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Basic Concept (Weeks 1-3)

1.1 Bernstein, Henry. (1973). *Underdevelopment Development*. Harmondsworth: Penguin. Introduction: Development and the Social Sciences. Pp.13–28.

1.2 Wolfgang, Sachs(ed.) *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books. 1992. pp.1-21.

1.3 Rist, Gilbert. *The History of Development*. London: Zed, 2008. Pp. 8 – 46

2. Theorizing Development (Weeks 4-6)

2.1 Harrison, David. *The Sociology Of Modernization And Development*. London: Routledge, 1991. Chapters 1 & 2. Pp.1–54

2.2 Frank, Andre Gunder. 1966. The Development of Underdevelopment. *Monthly Review*. 18(4) September 17-31.

2.3 Redclift, Michael. 1984. *Development and the Environmental Crisis. Red or Green alternatives?* New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

2.4 Sen, A. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp.3-11.

3. Developmental Regimes in India (Weeks 7-9)

3.1 Bardhan, Pranab. *The Political Economy of Development In India*. Delhi: Oxford, 1992. Pp.1-60

3.2 Chatterjee, Partha. Democracy and Economic Transformation in India, *Economic and Political Weekly*, Vol. 43, No.16 (Apr.19-25, 2008) pp.53-62

4. Issues in Developmental Praxis (Weeks 10-12)

4.1 Scudder, T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn books. Pp.49-78.

4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, Chapters. Introduction, Chapter 4 and Conclusion.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF EDUCATION
Paper Code	SOCC 802
End-Sem Marks	70
In-Sem Marks	30
Credit	4

Course Objectives:

This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

Learning Outcome:

Major expected outcomes of the course:

- The course is expected to make students aware of the critical role of education in maintaining order and stability as well as bringing about significant micro and macro level changes in society.
- The course is expected to help students get comprehensive understanding about growth of modern education in India. It is also expected to sensitize students about educational problems of marginalized sections of society.
- The course will help students have critical understanding about Educational planning in India as well as challenges and issues associated with it at different levels.

Course outline:

1. Perspectives in the Sociology of Education (18 Marks)

Education as Socialisation

Education as Social Reproduction: Education as a means of continuing social categories (caste, class, occupation)

Education and Resistance

2. The New Sociology of Education (16 Marks)

New techniques, tools and pedagogical

Education and Gendered Identities: Idea of gender and gender socialization

3. Pedagogical Discourses (18 Marks)

Authority and docility

Discrimination and teaching learning process

Texts and Learning

Texts as agents to maintain uniformity

Symbolic violence and the texts

4. Contemporary Issues in Higher Education (18 Marks)

- Student politics
- Citizenship education
- Social welfare and education
- Teaching as profession.

COURSE CONTENT, SUGGESTED READINGS AND LESSON PLAN

1. Perspectives in the Sociology of Education (Week1-3)

1.1 Parsons, Talcott. (1959/2008). The School Class as a Social System. In Ballantine, J.H. and Spade, J.Z.(eds.) *Schools and Society: A Sociological Approach to Education*.3rd(ed). California: Pine Forge Press. (pp. 80-85).

1.2 Bourdieu, Pierre. 1977. Cultural Reproduction and Social Reproduction. In Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 487-510).

1.3 Apple, Michael. 2013. The Other Side of the Hidden Curriculum: Culture as Lived Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7 (pp. 132-151).

1.4 Freire, Paulo. (1970/1993) *Pedagogy of the Oppressed*. London: Penguin Books. Ch. 2. (pp. 52-67).

2. The New Sociology of Education (Weeks 4-5)

2.1 Woods, Peter.1983.*Sociology and the School: An Interactionist Perspective* London: Routledge and Kegan Paul.Ch.1and 2 (pp.1-41).

2.2 Davies, Bronwyn. 2004. The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge Falmer London (pp.128-139).

2.3 Hammersley, Martyn. (ed.) 1999. *Researching School Experience: Ethnographic Studies of Teaching and Learning*. London: Falmer Press. Introduction (pp.1-12).

3. Pedagogical Discourses (Weeks 6-8)

3.1 Froerer, Peggy.2007. Disciplining the Saffron way: Moral education and the Hindurashtra. *Modern Asian Studies*, 41, 5, 1033-1071.

3.2 Thapan, Meenakshi. 2006. Docile bodies, good citizens or agential subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 -4203.

3.3 Benei, Veronique. 2005. _ServingtheNation:Gender and FamilyValues in Military Schools. In Jeffery, P. and Chopra, R. (eds.) *Educational Regimes in Contemporary India*. Sage Publications. London - Thousand Oaks – New Delhi. (pp.141-159).

3.4 Kumar, Krishna. 2004. *What is Worth Teaching?* Orient Longman.Ch.2, 7 and 8.

4. Contemporary Issues in Higher Education (Weeks 9-11)

4.1. Deshpande, Satish. (2011). Revisiting the Basics, in *Seminar*.

4.2. Lukose, Ritty, (2009). Politics, Privatization and Citizenship. In *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University. Ch. 4pp. 132-162.

Subject	SOCIOLOGY CORE
Paper title	SOCIOLOGY OF HEALTH AND MEDICINE
Paper Code	SOCC 803
End Sem Marks	70
In Sem Marks	30
Credit	4

Course Objectives:

The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

Learning Outcomes:

After completion of the course, the students will be able to:

- Understand health, illness, disease and medicine related situations sociologically.
- Critically analyse the concepts and related social institutions.
- Identify the government policies and programmes related to health and disease control.
- Develop some insights and solutions at community and society level.

Course Outline:

1. Introduction to the Sociology of Health and Medicine (18 Marks)

Origins and Development

Conceptualising Disease, Sickness and Illness

Social and Cultural Dimensions of Illness and Medicine- Health Culture

2. Theoretical Orientations in Health and Illness (18 Marks)

Political Economy

Systems Approach

Discourse and Power

3. Feminist Approach (16 Marks)

Women's health, Maternal and Child Health

Reproductive health

4. Negotiating Health and Illness (18)

Medical Practices: Medical Pluralism, Alternative medicine, AYUSH

Health Policy in India: Effect of international policies on Health policies.

COURSE CONTENTS SUGGESTED READINGS AND LESSON PLAN

1. Introduction to the Sociology of Health and Medicine (Week 1-4)

1.1 Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London: Sage. Chapters 1 and 2 and 3. Pages (1-54).

1.2 Boorse, Christopher (1999). On the Distinction between Disease and Illness. In (eds.) James Linder Mann Nelson and Hilde Lindermann Nelson *Meaning and Medicine: A Reader in the Philosophy of Healthcare*, New York: Routledge. (Pages 16-27)

1.3 Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books Inc. Publishers. Chapter 1.(Pages 3-30).

2. Theoretical Orientations in Health and Illness (Week 5-7)

2.1 Morgan, Lynn. Morgan (1987) *Dependency Theory and the Political Economy of Health: An Anthropological Critique*. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.

2.2 Talcott Parsons (1951) *The Social System*, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).

2.3 Banerji, Debabar (1984) *The Political Economy of Western Medicine in Third World Countries*. In (ed.) John McKinlay *Issues in the Political Economy of Healthcare*. New York: Tavistock.

3. Feminist Approach (Weeks 8-9)

3.1 Patel, Tulsi (2012) *Global Standards in Childbirth Practices*. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254).

3.2 Inhorn, Marcia (2000). *Defining Women's health: Lessons from a Dozen Ethnographies*, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

4 Negotiating Health and Illness (Week 10-12)

4.1 Gould, Harold A. (1965) *Modern Medicine and Folk Cognition in Rural India* in *Human Organization*, No. 24. pp. 201- 208.

4.2 Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12) .

4.3 Nichter, Mark and Mimi Nichter (1996) *Popular Perceptions of Medicine: A South Indian Case Study*. In *Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

4.4 Das, Veena, R.K. Das and Lester Coutinho (2000) *Disease Control and Immunization: A Sociological Enquiry*. In *Economic and Political Weekly*, Feb. 19-26. Pages 625-632.

4.5 Qadeer, Imrana (2011) *Public Health In India*, Delhi: Danish Publishers, Part III, (Pages 221-252).

BA 8th SEMESTER (NEP)

SOCIOLOGY (MINOR)

Subject	SOCIOLOGY
Paper title	SOCIOLOGY OF WORK
Paper Code	SOCN 801 (Minor)
End-Sem Marks	70
In- Sem Marks	30
Credit	4

Course Objective:

This course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialization made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise the paper goes on to provide an outline as to how values and ideals of pluralized industrialism(s) have caused an absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

Learning Outcome:

After completion of the course, the students will be able to:

- Understand the evolution of different forms of industrial culture.
- Understand the gendered dimension of work.
- Get an overview of socio-political implications of work in informal sector.

Course Outline:

1. Interlinking Work and Industry (16 Marks)

Classical approaches to Work

2. Forms of Industrial Culture and Organization (18 Marks)

Industrialism

Post Industrial Society

Information Society

3. Dimensions of Work (18 Marks)

Alienation

Gender

Unpaid work and Forced Labour (Type of unpaid work, Forced Labour - Slavery, Debt Bondage & Human Trafficking)

4. Work in the Informal Sector (18 Marks)

Street Vendors, Home based workers.

Social and Political Implications and Issues: Gender, Political power of agents, poverty, children & Child Labour.

Health & Safety, workplace hazards, disaster in workplace, Risk factor.

COURSE CONTENTS, SUGGESTED READINGS AND LESSON PLAN

1. Interlinking Work and Industry (Weeks 1-3)

1.1 Grint, Keith. 2005, Classical Approaches to Work: Marx, Durkheim and Weber. In *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112.

2. Forms of Industrial Culture and Organisation (Weeks 4-6)

2.1 Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi:Oxford University Press, Chapter 3, Pp.33-65

2.2 Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45

2.3. Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163

3. Dimensions of Work (Weeks 7-9)

3.1. Erikson, Kai. 1990. On Work and Alienation" in Erikson, K. and S.P. Vallas (eds)*The Nature of Work: Sociological Perspectives*. New Haven and London:American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33

3.2.Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London:Berg, Pp.257-268

3.3 Edgell, Stephen. 2006, Unpaid Work-Domestic and Voluntary work" in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, Pp.153-181

3.4 Breman, Jan. 2003, —The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312.

4. Work in the Informal Sector (Weeks 10-12)

4.1 Laughlin, Kim. 1995, Rehabilitating Science, Imagining "Bhopal" in George E. Marcus (ed.) *Techno scientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press, Pp. 277-302

4.2 Zonabend, Françoise. 2009, „The Nuclear Everyday" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp 167-185

