

CHOICE BASED CREDIT SYSTEM
SYLLABUS
FOR
POST GRADUATE PROGRAMME

W.E. F JULY 2021



DEPARTMENT OF SOCIOLOGY
SCHOOL OF SOCIAL SCIENCES

ASSAM UNIVERSITY
SILCHAR-788011
ASSAM, INDIA

SEMESTERWISE COURSE DISTRIBUTION

Full Marks (Sessionals + End-Semester Exam): 70+30=100

Pass Marks (Sessionals + End-Semester Exam): 28+12=40

No. of Credits: 6

Total No. of Lectures: 60

SEMESTER-I

SOCCC 101: Sociological Concepts

SOCCC 102: Sociological Thinkers-I

SOCCC 103: Methodology of Social Research-I

SOCCC 104: Social Stratification

SOCCC 105: Indian Social System

SEMESTER-II

SOCCC 201: Sociological Thinkers-II

SOCCC 202: Methodology of Social Research-II

**SOCOC 203(I): Gender and Society

(II): Environment and Society

(III): Sociology of Communication

(IV): Education and Society

**SOCEC 204 (I): Science, Technology and Society

(II): Globalization and Society

(III): Sociology of Ageing

(IV): Sociology of Health

SOCCC 205: Kinship, Marriage and Family

SEMESTER-III

SOCCC 301: Theoretical Perspectives in Sociology

SOCCC 302: Sociology of Change and Development

*SOCEC 303(I): Rural Sociology

(II): Sociology of Religion

*SOCEC 304(I): Political Sociology

(II): Industrial Sociology

(III): Crime and Society

(IV): Culture, Personality and Society

(V): Sociology of Marginalized Communities

SOCCC 305: Sociology of North-East India

SEMESTER- IV

SOCCC 401: Comparative Sociology

SOCCC 402: Culture and Development in North East-India

*SOCEC 403(I): Urban Sociology

(II): Sociology of Movements

*SOCEC 404(I): Population and Society

(II): Theories of Social Anthropology

(III): Sociology of

Professions
(IV): Sociology of Information
Society
(V): Sociology of South
Asia
(VI): Study of Indian
Diaspora
SOCCC 405: Fieldwork and Dissertation

** Elective Course (SOC 303, SOC 304, SOC 403,
SOC404)*

*** Choice based Course (SOC 203, SOC 204)- at a Time Introduced One from
the List*

SOCCC 101 SOCIOLOGICAL CONCEPTS

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course intends to introduce classical and modern concepts at both preliminary and advance levels to instill in students sociological understanding of realm

COURSE OUTLINE

Unit I	Basic concepts (Credit- 1.5)
	Social organisation, society, community, association, culture, norms and status and role, social group, social institution and types, socialisation: agencies, social control
Unit II	Class (Credit- 1.5)
	Karl Marx, Max Weber, W. G. Warner, Goldthorpe, Althusser, Miliband, Poulantzas
Unit III	Elite (Credit-1)
	Vilfredo Pareto, G. Mosca, C. Wright Mills, Edward Shils
Unit IV	Bureaucracy (Credit-1)
	Max Weber, R. K. Merton, Peter M Blau, Amitai Etzioni
Unit V	Social Structure (Credit-1)
	Herbert Spencer, Emile Durkheim, A. R. Radcliffe-Brown, S. F. Nadel, Levi-Strauss (Credit-1)

READING LIST

Althusser, Louis, 1966: For Marx, London: Penguin Press

Bendix, R and S M Lipset, 1966: Class, Status and Power, Glencoe: Free Press

Blau and M.W. Hayer, 1971: Bureaucracy in Modern Society, New York: Random House

Blau, Peter, 1963: Dynamics of Bureaucracy, Chicago: Chicago University Press

Comte, Auguste, 1896 (1838): The Positive Philosophy of Auguste Comte, London: Bell

Durkheim, Emile 1960: The Division of Labour in Society, Glencoe: Free Press

Durkheim, Emile 1958: The Rules of Sociological Method, Glencoe: Free Press

Etzioni, A. 1969: A Sociological Reader on Complex Organisations, New York: Holt Richard
Gerth and Mills, 1977: From Max Weber: Essays in Sociology, New York: OUP

Johnson, H. M. 1984: Sociology: A Systematic Introduction, New York: Harcourt Brace and World

Linton, R. 1957: The Study of Man, New York: Appleton Century

Mac Iver and Page, 1974, Society: An Introductory Analysis, New Delhi: Macmillan. Merton,

R. K. 1963: Social Theory and Social Structure, New Delhi: Amerind Publishers Milliband, R.

1969: State in Capitalist Society, London: Widenfeld and Nicolson.

Mills, C. Wright, 1965: The Power Elite, Oxford: OUP

Nadel, S. F. 1952: The Theory of Social Structure, London

Parsons, Talcott, 1968: The Structure of Social Action, New York: Free Press

Parsons, Talcott, 1954: Essays in Sociological Theory, Englewood Cliffs: Prentice Hall Inc

Parsons, Talcott. 1951: The Social System, New York: The Free Press

Radcliffe- Brown, A.R. 1948: The Andaman Islanders, Glencoe: Free Press

Radcliffe-Brown, A.R, 1952: Structure and Function in Primitive Society, Glencoe: Free Press

Poulantzas, M. 1973: Political Power and Social Classes, London: New Left Book

Poulantzas, M. 1979: Classes in Contemporary Capitalism, London: Verso

Poulantzas, N, 1973: Political Power and Social Classes, London: New Left Book

Spencer, Herbert, 1876-96: Principles of Sociology, New York: Appleton **Pedagogy**

A comparative presentation of concept from some of social sciences will be useful for students to understand significance of concepts in sociology. An analysis of 'career of concept' will help students to understand difference between basic and advanced concepts as well as classical and modern concepts.

SOCCC 102 SOCIOLOGICAL THINKERS –I

Full marks: 70+30=100

Pass mark:

28+12=40 No. of

Credits: 6

No. of Lectures: 60

OBJECTIVE

Industrial revolution and consequent mode of production brought dramatic and traumatic change in traditional- feudal structure in Europe through emergence of capitalism. Changes brought have had far-reaching effect on economic and social system. Different thinkers view societal change from different perspectives- causal and otherwise; highlight features of emerging modern-industrial capitalist society and also attempt to predict future of society. Some engage on issues related to development of sociology as a science. Discussion revolves around theoretical foundations of sociology and modern sociological theories. Some others analyse and interpret other sociological issues such as education, power structure, religion etc. Works of Karl Marx, Emile Durkheim, Max Weber and Vilfredo Pareto are notable in contemporary society. Acquaintance with these thinkers

would equip students with theoretical insight to know, analyse and interpret social scenario around them and would also familiarise them with different sociological perspectives and theories. While teaching, emphasis be on critical analysis on the writing of these thinkers.

COURSE OUTLINE

Unit I Emergence of Sociology as a discipline (Credit-1)

Enlightenment and its impact on thinking and reasoning, bearings of French Revolution and Industrial Revolution on the emergence of sociology as a discipline

Unit II Karl Marx (Credit-1)

Dialectical materialism

Surplus value

Class and class

struggle Religion

Estranged labour

Unit III Emile Durkheim (Credit-1)

Rules of sociological method

Division of labour in society

Suicide

Elementary forms of religious life

Unit IV

Max Weber (Credits-2)

Social action and social relationship, concept and typology of social action

Protestant ethic and emergence of capitalism

Authority and power, types of authority, bureaucracy

Sociology as an interpretative science, concepts of verstehen and ideal type, historical-comparative method

Unit V Vilfredo Pareto (Credit-1)

Logical and non-logical actions, residues and derivatives, circulation of elites

Text Book

Aron, Raymond. 1965: (1967) Main Currents in Sociological Thought, Vol. I and II.

READING LIST

Durkheim, Emile 1960: Division of Labour in Society, Glencoe: Free Press

Durkheim, Emile 1958: Rules of Sociological Method, Glencoe: Free Press

Durkheim, Emile 1954: Elementary Forms of Religious Life London: Allen and

Unwin Durkheim, Emile 1951: Suicide: A Study in Sociology, Glencoe: Free Press

Weber, Max 1930: The Protestant Ethic and the Sprit of Capitalism, London

Weber, Max 1964: Theory of Social and Economic Organisation, Glencoe: Free Press

Weber, Max 1946: From Max Weber: Essays in Sociology, London: Routledge and Kegan Paul, edited by H.H. Gerth and C. Wright Mills

Weber, Max 1949: Methodology of Social Sciences, Glencoe: Free Press

Weber, Max 1968: Economy and Society: An Outline of Interpretive Sociology, New York: Bedminster Press

Althusser, Louis 1969: For Marx, London: Penguin Books

Bottomore, T.B 1984: Karl Marx: Selected Writing in Sociology and Social Philosophy Harmondsworth: Penguin Books

Marx, Karl 1979: Preface to Critique of Political Economy, Moscow: Progress

Publishers. Marx, Karl 1982: The German Ideology, Moscow: Progress Publishers

Marx, Karl 1972: Capital, Vol. I & III, Moscow: Progress Publishers

Marx, Karl and F. Engles 1982: Manifesto of Communist Party, Moscow: Progress

Publishers Freund, Jullian 1992: Sociology of Max Weber, Harmondsworth: Penguin Books.

Parsons, Talcott 1937 (1949): The structure of social Action, Vol. I & II, McGraw Hill: New

York Nisbet 1966: The Sociological Tradition, Heinemann: Educational Books Ltd., London

Zeitlin, Irvin 1981: Ideology and the Development of Sociological Theory, Prentice Hall

Dahrendorf, Ralf 1959: Class and Class Conflict in an Industrial Society, Stanford:

University Press Bendix, Rinehard 1960: Max Weber: An Intellectual Portrait (For Weber)

Double Day

Popper, Karl 1945: Open Society and Its Enemies, Routledge: London.

Aron, Raymond 1965: (1967) Main Currents in Sociological Thought, Vol. I and II, Penguin (Chapters on Marx, Durkheim and Weber)

Coser, L. A. 1977: Masters of Sociological Thought, New York: Harcourt Brace

Giddens, Anthony 1997: Capitalism and Modern Social Theory – An Analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book

Hughes, John A., Martin, Peter J. and Sharrock, W. W. 1995: Understanding Classical Sociology – Marx, Weber and Durkheim, London: Sage Publications, Whole Book

SOCCC 103
METHODOLOGY OF SOCIAL RESEARCH- I

Full marks: 70+30=100

Pass mark:
28+12=40 No. of
Credits: 6
No. of Lectures: 60

OBJECTIVE

This course aims to provide exposure to fundamentals of various research techniques and methods. It tries to build upon basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences and attempts to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research

COURSE OUTLINE

Unit I Philosophical Traditions of Social Research (Credits- 1.5)

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Positivism - Comte, Durkheim and Popper: critique of positivism

Idealistic tradition-Hegel, Dilthey, Max Weber

Critique of idealistic tradition-Marx

Inductive and deductive reasoning

Unit II Methods in Social Research (Credit-1)

Functional, comparative, evaluative and historical and dialectical

Unit III Nature of Social Research (Credit-1)

Meaning of social research, Major steps in social research

Research design and its types-exploratory, descriptive and explanatory

Unit IV Data and Techniques of Data Collection (Credit-1)

Sources and types of data, observation, questionnaire, schedule, interview, participatory rural appraisal (PRA), projective techniques

Unit V Sampling Method (Credit-1)

Probability and non-probability sampling methods

OUTCOME

After studying the course the students must be able to understand the process of social research, different methods of explanation of social phenomena and difference between the two major traditions of social research.

Text Books

Blaikie, N. (2000): Designing social research: the logic of anticipation. Malden, MA: Polity Press.

Bryman, A. (2011). Social Research Methods. London: Oxford University Press

Goode, W.J. and P.F. Hatt 1952: Methods in Social Research. New York: McGraw Hill Book Co

READING LIST

Barnes, John A. 1979: Who Should Know What? Social Science, Privacy and Ethics, Harmondsworth: Penguin

Bleicher M. 1988: The Hermeneutic Imagination, London: Routledge and Kegan Paul (Introduction only)

Bose, Pradip Kumar, 1995: Research Methodology, New Delhi: ICSSR

Hughes, John. 1987: The Philosophy of Social Research. London:

Longman

Irvine, J. I. Miles and J. Evans (eds.) 1979: Demystifying Social Statistics, London:

Pluto Press Madge, John. 1970: The Origins of Scientific Sociology, London: Tavistock.

Feyerabend, Paul, 1975: Against Method: Outline of an Anarchistic Theory of Knowledge, London: Humanities Press

Hawthorne, Geoffrey, 1976: Enlightenment and Despair: A History of Sociology, Cambridge: Cambridge University

Kuhn, T. S. 1970: The Structure of Scientific Revolutions, London: The University of Chicago Press

Mukherjee, P.N. (eds.) 2000: Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage (Introduction)

Popper, K. 1999: The Logic of Scientific Discovery, London: Routledge

Shipman, Martin. 1988: The Limitations of Social Research, London:
Longman

Sjoberg, Gideon and Roger Nett 1997: Methodology for Social Research, Jaipur:

Rawat Smelser, Neil J. Comparative Methods in Social Science

Shellitz, Claire, Lowarence ,C.Wrightmen and S.W. Cook 1976: Research Methods in Social Relations, New York: Hold Reinhart and Winston

Young, P.V. 1988, Scientific Social Surveys and Research, New Delhi: Prentice Hall of

India Moser, C. A. 1953: Survey Methods in Social Investigation, New York: The

Macmillan Weber, Max 1949: The Methodology of Social Sciences, Glencoe: Free
Press

Mayntz, R.K. Holan and Hobbner, R 1969: Introduction to Empirical Sociology,
Harmondsworth: Penguin Books

Naiwa 1996: The A B C of Research, New Age: International (P) Ltd

Pedagogy

This course communicates message about methodologies and methods do not evolve or emerge in a vacuum. Thus, the teacher is expected to constantly connect research methods to a theoretical framework so as to explain explicitly linkages between theory and practice. Discussions and practical exercises may form an integral part of the course. Daily discussion on specific topic among students will provide feedback to the teacher and also arouse interest of students.

SOCCC 104

Social Stratification

OBJECTIVES

This course intends to introduce concept, forms, theories and practice of social stratification and mobility in general and in India in particular.

I.

Conceptualising Social Stratification: Hierarchy, Inequality and Difference

Forms of Social Stratification: Caste, class, status, gender, ethnicity.

II. Theories of Social Stratification

Functionalism and its critique

Historical Materialism

Lenky and East European society

Class, status and Party: Max Weber

III. Social Stratification and Politics

Theoretical debates: Marx, Weber, Mills

Politics of caste, class, gender and race

IV. Social Mobility

Pitrim Sorokin on social mobility

Social mobility in industrial society

Globalisation and social stratification

V. Social Stratification in India

Agrarian Class Structure

Caste-class nexus and divergence

Social stratification in tribal society

OUTCOME

On completion of the course the students should be able to apply concepts and theories related to social stratification to existing societies and identify its various systems.

READING LIST

Andre Beteille (Ed.) (1969), Social Inequality Penguin.

Daniel Rossides (1997), Social Stratification The Interplay of Class, Race, and Gender, New Jersey, Prentice- Hall.

Erik Olin Wright (1994), Interrogating Inequality : Essays on Class Analysis, Socialism and Marxism, London, Verso. Chapter 1.

Melvin Tumin (1999), Social Stratification: The Forms and Functions of Social Inequality, New Delhi, Prentice.Hall.

Rosemary Crompton (1993), Class and Stratification: An Introduction to Current Debates,

London, Polity Press.
Grusky, G (ed) Social Stratification.

Barber, Barnard, 1972: –Stratification“ in International Encyclopedia of Social Sciences (ed) by, David L. Sills, New York, McMillan Company and Free Press
Beteille, Andre (ed.) 1969: Social Inequality, Harmondsworth, Penguin Books
Beteille, Andre, 1969: Caste, Class and Power: Changing Patterns of Stratification in Tanjore Village, Berkley
Bottomore, T. B. 1975: Sociology: A Guide to Problems and Literature, Bombay, Black and Son India Ltd
Bottomore, T. B and M. Rubel (ed) 1961: Karl Marx: Selected Writing in Sociology and Social Philosophy, Harmondsworth, Penguin Books
Bottomore, T.B, 1965: Classes in Modern Society, London. Allen and Unwin
Dahrendrof, Ralf 1959: Class and Class Conflict in Industrial Society, Stanford University
Davis, K and W E Moore 1945: –Some Principles of Stratification _American Sociological Review. Vol.10.
Davis, Kinsley 1949: Human Sociology, New York, Macmillan
Dumont, Louis 1970: Home Hierarchicus, Delhi, Vikas Publications
Gerth, H.H and C.W Mills (ed) From Max Weber: Essays in Sociology. London, Routledge and Kegan Paul
Lenski, G.E, 1966: Power and Privilege: A New Theory of Stratification, New York, McGraw Hills 10
Lipset, S.M. and H.L. Zetterberg 1966, A Theory of Social Mobility in S.M Lipset and R. Bendix (ed) Status and Power, New York, The Free Press .
Marriott, Mckim, 1960: Caste Ranking and Community Structure in Five Regions of India and Pakistan, Poona, G.S. Press
Marx, Karl 1987: Manifesto of the Communist Party, Moscow, Progress Publication.
Miller, S.M. 1960: Comparative Social Mobility' Current Sociology, Vol. IX. No. 1
Mills, C.W. 1965: The Power Elite, New York, Simon and Schuster
Miller, S.M. 1960: –Comparative Social Mobility in _Current Sociology' Vol. IX. No. 1
Popper, Karl 1956: The Poverty of Historicism, London, Rout ledge and Kegan Paul
Sharma, K.L. 1974: Changing Rural Stratification System: A comparative Study of six villages in Rajasthan, Delhi, Orient Longman
Sharma, K.L. 1980: Essays on Social Stratification, Jaipur, Rawat Publications
Singh, Yogendra 1980: Social Stratification and Change in India .New Delhi, Monohar
Sorokin, P.A. 1927: Social and Cultural Mobility, London, Macmillan
Srinivas, M.N. 1962: Caste in Modern India and other Essays, Bombay, Asia Publishing House
Tumin, Melvin, 1953: Some Principles of Stratification: A Critical Analysis in American Sociological Review, Vol. XVIII. No. 04
Tumin, Melvin, 1967: Social Stratification: The Forms and Functions of Inequality .New Jersey. Englewood Cliffs

Von Feuhrer Haimendrof (1985), Tribes in India Struggles for Survival, Oxford University Press.

Gavin Smith .The Use of the Marxian Method of Class Analysis. in Dipankar Gupta (ed.)

SOCCC

105

INDIAN SOCIAL SYSTEM

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Objectives

The course aims to present a comprehensive, integrated and empirical profile of Indian society. Continuity between present and past is an evident feature of Indian society. While revealing this continuity in structure of the course, focus is on contemporary Indian society. Sociological perspective on Indian society presented in this course may enable

students to gain better understanding of their own situation and region

COURSE OUTLINE

Uni I Indian social organization (Credit-1.5)

Basic elements, historical moorings, Continuity and change, Unity in diversity, Textual and field view.

Uni II Social institutions and their changing dimensions (Credit-1)

Family, caste (and Varna), Jajmani system, religion
 Marriage among Hindus, Muslims and Christians
 Caste among non-Hindus

- Uni III Dynamics of Social Exclusion and Inclusion (Credit-1)**
 Rural-urban interactions and the emerging society
 Scheduled Tribes, Scheduled Castes, Other Backward Classes, Women, Minorities
- Uni IV Cultural traditions and social change (Credit-1)**
 Great and Little Traditions–Universalization and Parochialisation, Sanskritisation and Westernization. Role of market, media and education in social convergence
- Uni V Social processes and social change (Credit-1.5)**
 Secularisation, urbanisation, industrialisation, modernisation, globalization, social change

LEARNING OUTCOME

Enabling to understand Indian social structure and culture from sociological perspective, to develop productive academic mindset for research on critical social issues and to grasp functioning of Indian social system and social change.

READING LIST

- Ahuja, Ram, 1999. Society in India: concepts, theories, and recent trends, Rawat Publications.
- Ahmed, Imtiaz (ed), 1978: Caste and Social Stratification among the Muslims, Delhi: Manhor
- Bose, N.K, 1967: Culture and Society in India, Bombay: Asia Publishing House
- Bose N. K, 1975: Structure of Hindu Society, New Delhi
- Bendix, R. 1969: Nation–Building and Citizenship Studies of our Changing Social Order, New York: Doubleday Anchor
- Dube, S.C, 1990: Society in India, New Delhi: National Book Trust
- Dube, S.C, 1995: Indian Village, London: Routledge
- Dube, S.C, 1958: India's Changing Villages, London: Routledge and Kegan Paul
- Ghurye, G.S. 1969: Caste and Race in India, Bombay: Popular Prakashan (5th Edition) Joy, Edward, J. 1970: A Tribal Village of Middle India, Calcutta: Anthropological Survey of India
- Hasnain, Nadeem, 2020. Indian Society: Themes and Social Issues, Tata McGraw-Hill Education.
- Hasnain, Nadeem, 2010. Indian Society and Culture; continuity and change, New Royal Book Company.
- Karve, Irawati, 1961: Hindu Society: An Interpretation, Poona: Deccan College
- Lannoy, Richard, 1971: The Speaking Tree: A Study of Indian Society and Culture, Delhi: Oxford University

Press

Mandelbaum, David, G, 1970: Society in India, Bombay: Popular Prakashan

Marriott, Mckim, 1960: Caste Ranking and Community Structure in Five Regions of India and Pakistan, Poona, Deccan College

Marriott, Mckim (ed.), 1955: Village India, Chicago, Chicago University Press

Nagla, B K. 2014. Indian Sociological Thought. Jaipur/Delhi: Rawat Publications.

Pandey, Vinita, 2016. Indian Society and Culture, Rawat Publications

Rao,Shankar,C.N,2004. Sociology of Indian society, S.Chand & Co.pvt,ltd.

Sharma,K.L, 2008. Indian Social Structure and Change, Rawat Publications.

Singer, Milton, 1972: When a Great Tradition Modernises: An Anthropological Approach to Indian Civilisation, Delhi: Vikas Publishing House Pvt. Ltd

Singh, Yogendra, 1986: Modernisation of Indian Tradition, Jaipur: Rawat Publications

Srinivas, M.N, 1965: Religion and Society among the Coorgs of South India, London: J.K. Publishers

Srinivas, M.N, 1960: India's Villages. Bombay: Media Promoters and Publishers Pvt. Ltd

Srinivas, M.N, 1962: Caste in Modern India and Other Essays. Bombay: Asia publishing House

Srinivas, M.N, 1969: Social Change in Modern India, Berkeley: University of California Press

Srinivas, M. N, 1980: India's Social Structure, New Delhi Hindustan Publishing Corporation

Uberoi, Patricia, 1993: Family, Kinship and Marriage in India, New Delhi: Oxford University Press

Pedagogy

The course requires projecting issue and problem of contemporary India in a social structural perspective. Students need to be sensitised about structural root of problems as well as effect of problem. In order to give students a sympathetic understanding of problems, it will be worthwhile to use methodology of role playing. Students be encouraged to make on spot observation of problem wherever and whenever they find recurrence of problem.

SOCCC 201 SOCIOLOGICAL THINKERS-II

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Classical thinkers provide a solid foundation to sociology as a scientific discipline. Issues raised by them are further re-defined and re-synthesised by scholars in later period. Karl Mannheim, Talcott Parsons and Robert King Merton's contribution constitute core of sociological theory for about three decades in American Sociology and other parts of the world. Further synthesis of classical thinkers' core ideas can be seen in the works of Anthony Giddens and Jurgen Habermas. Hence, major objective of the course is to familiarise students with theoretical foundations of these sociological thinkers. This will help them in understanding contemporary theoretical debates in the discipline.

COURSE OUTLINE

Unit I	Karl Mannheim (Credit-1) Sociology of Knowledge, Social Planning, Social Structure, Sociology of Culture
Unit II	Talcott Parsons (Credit-1) Action Frame of Reference, Pattern Variables, AGIL Paradigm, Evolutionary Universal
Unit III	Robert King Merton (Credit-1) Reference Group Theory, Paradigm for Functional Analysis, Middle Range Theory, Anomie
Unit IV	Anthony Giddens (Credit-1.5) New Rules of Sociological Method, Theory of Structuration, Modernity and Late Modernity, Globalization debates
Unit V	Jurgen Habermas (Credit-1.5) Knowledge and Interest, Labour, Interaction and Social System Purposive and Communicative Action Evolution of Modernity Critical Theory

READING LIST

Karl Mannheim

Ideology and Utopia (1936)

Man and Society in an Age of Reconstruction

(1940) Essays on the Sociology of Knowledge

(1952)

Essays on the Sociology of Culture

(1956)

Freedom, Power and Democratic Planning

(1950)

Talcott Parsons

The Structure of Social Action

(1937) The Social System (1951)

Societies: Evolutionary and Comparative Perspectives

((1966)

The System of Modern Societies

(1971)

Robert King Merton

Social Theory and Social Structure

(1949)

Anthony Giddens

'Classical Social Theory and the Origins of Modern Sociology' in American Journal of

Sociology,(1976a) 81,703-

709

New Rules of Sociological Method (1976b), London,

Hutchison

Central Problem in Social theory (1979), London,

Macmillan

A Contemporary Critique of Historical Materialism, Vol. I, Power, Property and the State,

London: Macmillan

A Contemporary Critique of Historical Materialism, Vol. II, The Nation State and Violence,

Polity

Press

The Constitution of Society (1984), Polity

Press

The Consequence of Modernity (1990), Polity

press

The Third Way: The Renewal of Social Democracy (2002), Polity

Press

Runway World: How Globalisation is Re-shaping our lives (2004), Polity

Press

Jurgen Habermas

Knowledge and Human Interests (1968), London:

Heinemann

The Theory of Communicative Action Vol. I, Reason and Rationalisation of Society (1981a),

London: Heinemann

The Theory of Communicative Action Vol. I, The Critique of Functionalist Reason (1981b),

London:

Heinemann

Legitimizing Crisis (1973) London:

Heinemann

Communication and the Evolution of Society, (1976) London,

Heinemann

Full marks: 70+30=100

Pass mark:

28+12=40

No. of

Credits: 6

No. of Lectures: 60

The course aims to teach certain quantitative methods, statistical techniques and qualitative methods to collect and analyse data, which would help students organise and analyse information gathered by them. Exposure to fieldwork at post-graduate level is intended to enhance research interest and inculcate spirit of inquiry among students who may be motivated to continue higher study and research

COURSE OUTLINE

Unit I Research and Theory (Credit-1)

Relationship between theory and fact, concept and hypothesis

Problem of objectivity and value neutrality in social research,

Unit II Quantitative and qualitative methods (Credit-1)

Measurement and scaling techniques

Social distance, socio-metric and rating scales

Methods of qualitative research- content analysis, case study, panel study

Unit III Basic statistical concepts and techniques (Credit-1.5)

Basic statistical concepts, tabulation of statistical data, measures of central tendencies, mean deviation and standard deviation

Unit IV Coefficient of Variation- Correlation (Credit-1.5)

Method of statistical inference, graphic presentation, regression analysis, application of computers in social research (e.g., SPSS)

Unit V Encounters and experience in Field Work (Credit-1)

Models, paradigms and theory- building

OUTCOME

At the completion of the course the students must be able to apply the research procedure with different methods to any social problem and to relate a research to some specific theory in the area of that research.

Text Books

Levin.J and J.A.Fox (2014).Elementary Statistics in Social Research. New Delhi: Pearson South Asia

Fielding,J.L and N.Gilbeert.(2006).Understanding Social Statistics. New Delhi: Sage

READING LIST

Beteille A. and T.N. Madan. 1975: Encounter and Experience: Personal Accounts of Fieldwork, New Delhi, Vikas Publishing House Pvt. Ltd

Bottomore, T.B 1983: Sociology: A Guide to Problems of Literature, Bombay: Blackie and Sons

Bryman, Alan. 1988: Quality and Quantity in Social Research, London:

Unwin Hyman D.A.de Vaus. 1986: Surveys in Social Research, London:

George Kelen and Unwin

Merton, R.K.1981: Social Theory and Social Structure, New Delhi: Amerind Publishing Goode, W. J. and P.F. Hatt 1952: Methods in Social Research, New York: Mc Graw Hill Levenson, Bernard 1968: -Panel Study', in International Encyclopedia of Social Sciences, New York Macmillan

Marsh, Catherine. 1988. Exploring Data. Cambridge: Polity Press

Mueller, John A. and Karl F. Schuessler: Statistical Reasoning in Sociology Boston: Houghton Mifflin Co

Punch, Keith. 1986: Introduction to Social Research, London: Sage

Shelltitz, Claire et al. 1976: Research Methods in Social Relations, New York: Hold Rinehart and Winston

Spiegel, Murray 1981: Theory and Problem of Statistics Singapore: Mc Graw Hill

Srinivas, M.N. and A.M. Shah 1979: Field Worker and the Field, New Delhi: Oxford

Young, P.V. 1988: Scientific Social Survey and Research, New Delhi: Prentice Hall Inc

Pedagogy

Field visit needed depending upon resource, time and convenience. Students may make exercises in class such as construction of questionnaires, schedules, etc. and also test them in field so as to sharpen their research skills. Section on statistics should also be rigorously explained along with adequate exercises

SOCOC 203 (I)
GENDER AND SOCIETY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course focuses on emergence of women's movement and women's studies in the context of feminist thought and critique of sociological theory and methodology. Objective of the course is to trace evolution of gender as a category of social analysis in the late twentieth century. Major debates are also outlined. The course provides for a comparative perspective on gender in developed and developing societies and India. It is hoped that exposure to course will lead to a better understanding of social phenomena of gender

COURSE OUTLINE

- | | | |
|-------------|------------|--|
| Unit | I | Social Construction of Gender (Credit-1.5)
Gender versus biology, equality versus difference, women in family-socialisation, nature versus gender, gender role, private–public dichotomy, sexual division of labour, patriarchy as ideology and practice |
| Unit | II | Emergence and Development of Feminist Thought (Credit-1)
History of feminism, women's movement, feminist critique of sociological theory, women's studies and gender studies |
| Unit | III | Gender based Division of Labour/Work (Credit-1)
Production versus reproduction, invisibility of household work, women's work and technology, impact of globalisation on women, development and women empowerment |
| Unit | IV | Gender in the Indian Context (Credit-1)
Gender gap (Census, NSS), gender intersectionality, role of state and NGOs in empowerment of women, Issue of reservation for women |
| Unit | V | Women and Socio-cultural Issues in India (Credit-1.5)
Marginalisation of women and sexual division of labour, religious conception of women, women as repositories of cultural practices and tradition, customary laws and tribal women, issues affecting quality of life of women- health, education, land rights, ecology, communalism, violence |

LEARNING OUTCOME

On completion of the course the students should be able to sociologically conceptualize gender, relationship between gender and society, gendered works, issues in Indian women's life and so on.

READING LIST

Altekar, A.S. 1983. Position of Women in Hindu Civilisation, Delhi: Motilal Banarasidas

Chaudhuri, Maitrayee. 2011. The Indian Women's Movement: Reform and Revival. New Delhi: Palm Leaf Publications

Chodrow, Nancy. 1978. *The Reproduction of Mothering*, Berkeley: University of California Press

Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*, Delhi: Ajanta

Dube, Leela et.al. (eds.) 1986. *Visibility and Power: Essays on Women in Society and Development*, New Delhi: OUP

Forbes, G. 1998. *Women in Modern India*, New Delhi: Cambridge University Press

- India, Government of. 1974. Towards Equality: Report of the Committee on the Status of Women
- Maccoby, Eleanor and Carol Jacklin. 1975. The Psychology of Sex Differences, Stanford: Stanford University Press
- McCormack, C. and M. Strathern (ed.) 1980. Nature, Culture and Gender, Cambridge: Cambridge University Press
- Myers, Kristen Anderson et.al. (eds.) 1998. Feminist Foundations: Towards Transforming Sociology, New Delhi: Sage
- Oakley, Ann. 1972. Sex, Gender and Society, New York: Harper and Row
- Sharma, Ursula. 1983. Women, Work and Property in North-West India, London: Tavistock
- Shulamitz, Reinharz and Lynn Davidman. 1991. Feminist Research Methods, New York: Oxford University Press
- Srinivas, M.N. Caste: Its Modern Avatar, New Delhi: Penguin (Leela Dube's Article on Caste and Women)
- Vaid, S. & K. Sangari. 1989. Recasting Women: Essays in Colonial History, New Delhi: Kali For Women
- Agarwal, B. 1994. A Field of One's Own: Gender and Land Rights in South Asia, Cambridge: Cambridge University Press
- Chanana, Karuna. 1988. Socialisation, Women and Education: Explorations in Gender Identity, New Delhi: Orient Longman
- Dube, Leela. 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo: United Nations University Press
- Gandhi, N. and N. Shah 1992. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi: Kali for Women
- Ghadially, Rehana (ed.) 1988. Women in Indian Society, New Delhi: Sage
- Jayawardene, Kumari. 1991. Feminism and Nationalism in the Third World, New Delhi: Kali for Women
- Kramer, Laura. 2004. The Sociology of Gender. Jaipur/ New Delhi: Rawat Publications.
- Mies, Maria. 1980. Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi: Concept
- Omvedt, Gail. 1975. 'Caste, Class and Women's Literati in India,' Bulletin of Concerned Asian Scholars
- Pardeshi, Pratima. 1998. Dr. Ambedkar and the Question of Women's Liberation in India, Pune: WSC, University of Pune

Tong, Rosemarie. 1989. *Feminist Thought: A Comprehensive Introduction*, Colorado: Westview Press

Wharton, Amy S. 2006. *The Sociology of Gender*. Victoria: Blackwell Publishing.

Whelham, Imelda. 1997. *Modern Feminist Thought*, Edinburgh: Edinburgh University Press

Pedagogy

Gender is a category of social analysis and is not just a women's question. It should be treated as a participatory movement to make the world a better place to live in. Male students should be encouraged to take the course. It should encourage students to reflect. It should be emphasised that feminism is about power as there are other discourses on power

Examples from Indian context be given from all religious communities, regions, culture and classes to highlight position of women under them and also to focus on diversity and difference

SOCOC 203 (II) ENVIRONMENT AND SOCIETY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course aims to provide knowledge and scholarship on sociological orientation towards environment and society. It seeks to impart social skills in environment concerns in order to understand human suffering. As a prelude to it, the course focuses on 'environment in sociological theory'-classical and contemporary. The course also aims at providing knowledge of debates on environment and development with a focus on environmental justice, policy and action. Study of inter-connections between environment and society gains enormous significance in recent time on account of debilitating effect on environment and society. In view of this, it focuses on environment to move the study from Sociology of Environment to Environmental Sociology. The course is designed to focus on environmental issues in perspective of environmental sociology

COURSE OUTLINE

Unit I: Growth of Environmental Sociology. (Credit – 2)

Environmental Sociology: rise, decline and resurgence.

Environment in classical sociological theory.

Contribution of Zavestoskis, Dunlap and Catton.

Deep Ecology, social ecology, ecofeminism.

Environmental justice.

Environmentalism of poor

Unit II: Sustainable Development and Environmental concerns (Credit-1)

Major environmental issues: Global Warming, Depletion of Ozone layer and rise of sea level.

Sustainable development as a critique to growth-oriented development.

Environment, technology and society.

Unit III

Global concern on environment (Credit 1)

The North- South Divide.

Mitigation of Climate change and role of National and International organisations.

Global environmentalism.

Unit IV

Environmental Movements and Action Groups (Credit -1)

The post- materialism thesis and its critique on rise of environmental consciousness.

Environmental Movements: actors, goals, achievements.

Environmental Action Groups.

Greenpeace movement

Unit V

Society and Environment in India

Patrick Giddes and Radhakamal Mukerjee, Mahatma Gandhi.

Environmental policy and its Implementation in India.National Green Tribunal.

Major environmental movements in India.

OUTCOME

At the completion of the course the students should be able to identify and understand environmental issues in sociological perspective.

READINGS

Gadgil, Madhav. Ecology and Equity: Use and Abuse of Nature in Ramchandra Guha 1996 Contemporary India, New Delhi: OUP
Ramchandra Guha Omnibus
Giddens, Anthony. 1996 'Global Problems and Ecological Crisis' in Introduction to Sociology, 2nd Edition, New York: W.W. Norton and Co
Michael Redclift. 1984. Development and the Environmental Crisis, Meheun Co. Ltd. New York
Munshi, Indra. 2000. 'Environment in Sociological Theory' in Sociological Bulletin, Vol.49, No.2
O L Riordan T. 1981. Environmentalism
Pion, Schnaiberg Allan. 1980 The Environment, Oxford University Press. N.Y
Sharma, S.L. 1994 'Perspective on Sustainable Development in South Asia', In Samad (Ed.)

Perspectives on Sustainable Development in Asia, Kuala Lumpur: ADIPA

State of India's Environment. 1985. The second citizens' report, Center for Science and Environment

Buttle, Frederick H. 1987. Annual Review of Sociology, 13. Pp. 465-488

Catton Williams, Jr. and Dunlap Riley, E. 1980. American Sociologist, 13. Pp. 41-49; American Behavioural Scientist, 1980, 24(1). pp 15-47, Annual Review of Sociology, 1979 (5) pp. 243-273, American Sociologist, 1994, 25(1). pp 5-30

Frendenberg, Willams R and Gramling, Robert. 1989. Sociological Enquiry, 59(4). Pp. 439-53

Gramling Robert & Frendenberg.W. 1996. Sociological Spectrum, (16) pp. 347-370

Krogmann, Naomi T. Darlington, Joanne Derouen. 1996. American Sociologist, 27(3). Pp. 39-55

Arnold, David and Guha Ramachandra Guha. 1955. Nature, Culture, Imperialism, Oxford University Press

South Commission. 1989. The Need to Re-orient Development Strategies and Development of the environment, Oxford University Press, Delhi

UNDP. Sustainable Development, New York: OUP

World Commission on Environment and Development. 1987, Our Common Future, Brutland Report, New Delhi: OUP

Pedagogy The course outline may help to sensitise students to re-orient sociology towards a more holistic perspective. It may conceptualise social process within context of biosphere to determine usefulness of ecological concept and to acknowledge role of social psychological process of self in micro level decision making. Case-experience may be formulated by students

Pedagogy The course outline may help to sensitise students to re-orient sociology towards a more holistic perspective. It may conceptualise social process within context of biosphere to determine usefulness of ecological concept and to acknowledge role of social psychological process of self in micro level decision making. Case-experience may be formulated by students with their presentation in a monthly seminar

SOCOC 203 (III)
SOCIOLOGY OF COMMUNICATION

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Popular culture in form of folk theatre, cinema and folk music touches lives of millions of people in cities as well as in countryside. Similarly, mass media communication now plays an increasingly important role in society. Objective of the course is to provide a sociological perspective on role of popular culture and mass media in modern society, especially in the context of Indian society.

COURSE OUTLINE

Unit	I	Basic concepts (Credit-1.5) Popular culture, mass culture, folk culture, elite culture, role of mass media culture, relationship between popular culture and leisure and recreation, identity and community consciousness as mediated and reinforced through popular culture, relationship between popular culture and social and political
Unit	II	Development in ICT (Credit-1) Development in information and communication technology, impact on popular culture, television and commercialisation of leisure, popular music and social media
Unit	III	Globalisation, Popular Culture and Mass Media (Credit-1) Global media as an agency of globalisation, syncretism in global culture, control of MNCs over global information flow as well as entertainment, diffusion of global culture through mass media and its impact on values, consumerism, food preferences, fashions and entertainment of youth
Unit	IV	Social Uses and Abuses of Media (Credit-1) Dissemination of awareness about social issues, social marketing, violence and media, theoretical perspective on popular culture and media-little and great tradition, universalisation and parochialisation, critical theory, medium as message
Unit	V	Mass communication: Indian context (Credit-1.5) Folk group of musician in traditional Indian society, popular culture as reflected in festival, pilgrimage, folklore, film- their social significance and impact, satellite television and its impact on youth culture, commercialisation of folk culture, media and social policy, television as an agency of dissemination and popularisation of classical and folk music

LEARNING OUTCOME

On completion of the course the students should be able to understand mass communication in social context, its impact on society and interface between mass media and society as well as between modern and traditional mass media.

READING LIST

Bathla, Sonia. 1998: Women, Democracy and the Media: Cultural and Political Representation in the

Indian Press, Delhi: Sage

Breckenridge, C. : Consuming Modernity: Public Culture in Contemporary India

Brosius, C. and M. Butcher. (eds.) 1999: Image Journey: Audio Visual Media and Cultural Change in India, Delhi: Sage

Curran, J and M. Gurevitch (eds) 1991: Mass Media and Society (London: Edward Arnold)

French, D and Michael Richard (eds). 2000: Television in Contemporary Asia, London: Sage

Gunaratne, S. (eds). 2000: Handbook of the Media in Asia, London: Sage

Johnson, K. 2000: Television and Social Change in Rural India, London: Sage

Manuel, P. 1998: Cassette Culture: Popular Music and Technology in North India, Delhi: Sage

Mitra, A. 1993: Television and Popular Culture in India, Delhi: Sage

Singhal, A. and E.M. Rogers 2000: India's Communication Revolution, Delhi: Sage

Appadorai, Arjun, 1997: Modernity at Large: Cultural Dimensions of Globalisation, New Delhi: Oxford University Press

Axford, B. and Richard Huggins 2001: New Media and Politics, London: Sage

Leach, E. 1976: Culture and Communication, Cambridge: Cambridge University Press

Page, D. and William Crawley 2001: Satellites over South Asia, London: Sage

Preston, P. 2001: Reshaping Communications, London: Sage

Robertson, R. 1992: Globalisation, Social Theory and Global Culture, London: Sage

Tunstall, J. 1977: The Media are American, New York: Columbia University Press

Pedagogy

Audio-visual method be used and illustration be drawn from North Eastern region

SOCOC 203 (IV) EDUCATION AND SOCIETY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course intends to conceptualise vis-a-vis contextualise education in sociology. It begins with discussion of major theories and contributions of sociologists in the study of education and society. It acquaints students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in the interface between education and society. Further, it shifts to Indian situation and with historical perspective it moves to contemporary situation

COURSE OUTLINE

- | | |
|----------------|--|
| Unit I | Conceptualizing education: Theories and perspectives (Credit-1.5) |
| | Functionalism, conflict/radical perspective, cultural reproduction, interpretative approaches-phenomenology, symbolic interactionism, feminism, modernism and post-modernism |
| Unit II | Socialisation, family and social class (Credit-1) |
| | State, ideology and educational policy, education and social stratification, social change and social mobility |

Unit	III	School as a System (Credit-1)
t		Schooling as process, language as medium of instruction, curriculum and assessment and evaluation, teacher as change agent, education and information technology Educational alternative and protest-M.K.Gandhi, Paulo Freire, Ivan Illich
Unit	IV	Multiculturalism, Ethnicity and Education (Credit-1)
+		Equality of educational opportunity-equity, excellence and efficiency Gendering inequalities- education, employment, leadership and management
Unit	V	Education and Society in India (Credit-1.5)
+		Socio-historical context–education in pre-colonial and colonial India, education, diversities and disparities: region, tribe, caste, gender, rural-urban residence; education and modernisation, equity and equality-positive discrimination and reservations, gendering inequalities- education of girl and women State and Education-basic education and social development, higher education system, governance and finance- skill development, globalisation and social mobility

LEARNING OUTCOME

On completion of the course the students should be able to understand the relationship between education and society, to conceptualize educational institution as social system, dynamics of education in different social systems and their consequences.

READING LIST

- Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press
- Banks, Olive. 1971. Sociology of Education, (II Ed.), London: Batsford
- Banks, James A. and Lynch, James (eds.) 1986. Multicultural Education in Western Societies, London: Holt Saunders
- Blackledge, D. And Hunt, B. 1985. Sociological Interpretations of Education, London: Crom Helm
- Brint, Steven. 1998. Schools and Societies. Thousand Oaks, California: Pine Forge Press, A Division of Sage
- Chanana, Karuna. 1988. Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman
- Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In Economic and Political Weekly, 27,14 (4):157-64
- Chitnis, Suma & P.G. Altbach. 1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage

- Craft, Maurice (ed.). 1970. Family, Class and Education: A Reader; London: Longman
- Dreze, Jean and Amartya Sen. 1995. India Economic Development and Social Opportunity
Oxford: Oxford University Press
- Gandhi, M.K.1962. Problems of Education, Ahmedabad: Navjeevan Prakashan
- Gore, M.S. et.al. (ed.). 1975. Papers on the Sociology of Education in India, New Delhi, NCERT
- Halsey, A.H., Hugh Lander, Phillips Brown and Amy S.Wells, 1997, Education, Culture,
Economy
and Society, Oxford: Oxford University Press

Illich, Ivan.1973. Deschooling Society, London: Penguin

Jejeebhoy, Shireen. 1995. Women's Education, Autonomy and Reproductive Behaviour, Oxford: Clarendon Press

Meighan, Roland and Iram Siraj-Blatchford. 1997. A Sociology of Educating, London: Cassell. Third Edition

Ramnathan, G. From Dewey to Gandhian Economy. Asia Publishing House

Robinson, P. 1987. Perspectives in the Sociology of Education: An Introduction, London: Routledge and Kegan Paul

Sen, Amartya. 1992. Inequality re-examined. Delhi: Oxford University Press

Ahmad, Karuna. 1984. Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35

Doyal, Lesley and Sophie Watson. 1999. Engendering Social Policy, Buckingham: Open University Press

Durkheim, E. 1956. Education and Sociology, New York: Free Press

Friere, Paulo.1972. Pedagogy of the Oppressed, Harmondsworth: Penguin Books

Halsay, A.H. et.al: 1961. Education, Economy and Society: A Reader in the Sociology of Education, New York: Free Press

Hurtado, Sylvia ed. Al. 1998. "Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice" In The Receiving Higher Education, 21 (3): 279-302

Jayaram, N.1990. Sociology of Education in India, Jaipur: Rawat Publication

Jefferey, R. And Alaka M.Basu. 1996. Girls' Schooling, Women's Autonomy and Fertility Change in South Asia, New Delhi: Sage

Kamat, A.R. 1985. Education and Social Change in India. Bombay: Somaiya

Karabel, J. And A.H.Halsey (eds.) 1977. Powers and Ideology in Education. New York: Oxford University Press

Naik, J.P. 1975. Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book

Tyler, William. 1977. The Sociology of Educational Inequality. London: Methuen

Pedagogy

Teacher may move from theory to issue of practical concern. While perspective of course is international, teacher may familiarise students with Indian social reality. Contemporary educational problems and field visit may be incorporated to substantiate points that emerge during course of teaching

SOCEC
204 (I)
SCIENCE, TECHNOLOGY AND SOCIETY

Full marks: 70+30=100

Pass mark: 28+12=40

No. of Credits: 6

No. of Lectures: 60

Globalisation and liberalisation usher in a new dimension of development in India. Any effort to development depends on one's competitive ability in international market to sell products and services. Marketability depends on ability of scientist to develop new product and process and in up-gradation of our technological tools in industry and other service areas. The course attempts (i) to enable students to understand relationship between science and society, (ii) to introduce conceptual and theoretical issues in sociology of science and (iii) to make them understand issues relating to science, technology and society in India both in historical and globalisation contexts.

COURSE OUTLINE

- | | | |
|------|-----|--|
| Unit | I | Science and society (Credit-1)
Importance, relationship between society and science, science as social system, norms of science, relationship between science and technology. |
| Unit | II | History of Modern Science in India (Credit-1.5)
pre-colonial, colonial, independence and post-independence science, nature of science and technology education in India and its quality, pure versus applied science in India; Indian social structure and science- social background of Indian scientists, brain drain and brain gain |
| Unit | III | Science policy (Credit-1)
Social organisation of science in India- scientific laboratory and its contribution to development of technology |
| Unit | IV | Science Education in Contemporary India (Credit-1)
Primary level to research level, performance of universities in development of technology, interrelationship between industry and university. |
| Unit | V | Globalisation and Liberalisation (Credit-1.5)
Impact on Indian Science and Technology– WTO and issues related to intellectual property rights, MNCs and Indian industry, political economy of science and technology at national and international levels |

LEARNING OUTCOME

On completion of the course the students should be able to understand the relationship between science & technology and society, conceptualize science & technology as social product and factor of social change.

READING LIST

Appleyard, R. (ed.) 1989. The impact of international migration on developing countries, Paris: OECD

Barber, Bernard 1952. Science and the social order, New York: Free Press

- Gaillard, J 1991. Scientists in the third world, Lexington: Kentucky University Press
- Gaillard, J., V.V.Krishna and R.Wast (eds.) 1997. Scientific communities in the developing world
New, Delhi: Sage
- Kamala Chaubey (ed.) 1974. Science policy and national development, New Delhi: Macmillan
- Krishna, V.V. 1993.S.S.Bhatnagar on science, technology and development, 1938-54. New Delhi: Wiley Eastern
- Kornhauser, William. 1962. Scientists in industry. Berkley: University of California Press
- Price, Derek J.de Solla, 1963. Little science, big science, New York: Columbia University Press
- Rahman, A. 1972. Trimurti: Science, technology and society – A collection of essays, New Delhi: Peoples Publishing House
- Storer, Norman W. 1966. The social system of science, New York: Holt Rinehart and Winston
- UNCTAD/CSIR Case study in reverse transfer of technology: A survey of problems and policy in India Doc.TD/B/C/. 6/AC.4/6 and Corr.1, Geneva
- Crane, Diana. 1965. 'Scientists at major and minor universities: A study of productivity and recognition', American sociological review, 30 (5), Pp. 699-714
- Coler, Myron A. ed. 1963. Essays on the creativity in the sciences, New York: New York University Press
- Debroy, Bibek. 1996. Beyond Uruguay round: The Indian perspective on GATT, New Delhi: Sage
- Gilpin, Robert, and Christopher Wright (eds.) 1964. Scientists and national policy making, New York: Columbia University Press
- Kumar, Nagesh and N.S.Siddharthan. 1997. Technology, market structure and internationalization: Issues and policies for developing countries, London: Routledge and The United Nations University
- MacLeod, Roy and Deepak Kumar. 1995. Technology and the Raj: Western technology and technical transfers to India, 1700-1947, New Delhi: Sage
- Merton, Robert K. 1938. 'Science, technology and society in seventeenth-century England' in Osiris (Bruges, Belgium), 14, Pp.360-632
- Merton, Robert K. 1963. 'The ambivalence of scientists' in Bulletin of Johns Hopkins Hospital,

112,
Pp.77-
97

Storer, Norman W. 1964. 'Basic versus applied research: The conflict between means and ends in science', Indian sociological bulletin, 2 (1), Pp.34-42

Pedagog y

Assignments to summarise ideas from essential reading and from reference are to be given. Organising discussion group on different units or issues in units and involve whole class to discuss. Current information from economic dailies may be taken up for discussion. Review session of article in report and journal published by CSIR, DSIR, DST, ICAR, Director General of Foreign Trade and select left wing journals may be held. Occasional seminar may be organised inviting guest speaker to introduce subject of importance and to familiarise new concepts

SOCEC 204 (II)
GLOBALISATION AND SOCIETY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course aims to delineate characteristics of issues relating to globalisation. It primarily addresses to nature of globalisation vis-à-vis various agencies involvement in globalisation process and further examines its socio-economic and cultural impacts. It also examines Indian experience of globalisation and reflects on its problems and prospects.

COURSE OUTLINE

- | | | |
|------|-----|---|
| Unit | I | Nature and Dynamics of Globalisation (Credit-1.5)

Historical and social context of globalisation- world capitalism, globalisation, distinctive characteristics of globalisation, role of information and communication technology, merit and demerit of globalisation |
| Unit | II | Agencies of Globalisation (Credit-1)

political economy of globalisation, agency of globalisation- multinational corporation (MNCs), nation-state, media, market, non-governmental organisation (NGOs), international agencies (International Monetary Fund, World Bank etc.) |
| Unit | III | Globalisation and Culture (Credit-1.5)

Ethos of globalisation (unbridled freedom, individualism, consumerism), diffusion and projection of American value system and cultural pattern through media, cultural homogenisation, hegemony and dominance, globalisation and resurgence of ethnic consciousness-global tourism, diasporic community, trans-national ethnic and religious movements, religious fundamentalism |
| Unit | IV | Social Consequences of Globalisation (Credit-1)

Inequality within and among nation-states, differential perception of globalisation among nation and their population, socio-economic impact of globalisation, impact on individual and group identity |
| Unit | V | Globalisation and Indian Experience (Credit-1)

Globalisation and public policy, debates on globalisation, impact of globalisation- trends and prospects |

READING LIST

Appadurai, Arjun 1997. Modernity at large: Cultural dimensions of globalisation, New Delhi: Oxford University Press

Drezem Jean and Amartya Sen 1996. Indian economic development and social opportunity, Delhi: Oxford University Press

Escobar, Arturo 1995. Encountering development: The making and unmaking of the third world, Princeton: Princeton University Press

Hoogvelt, Ankie 1997. Globalisation and the post-colonial world-The new political economy of

development, London: Macmillan

Hoogvelt, Ankie 1998. The sociology of development, London: Macmillan

Kiely, Ray and Phil Marfleet (eds.) 1998. Globalisation and the third world, London: Routledge

Kumar, Anand. 2011. Understanding Globalization and Emerging India. New Delhi: Palm Leaf Publications.

Preston, P.W 1996. Development theory: An introduction, Oxford: Blackwell

Waters, Malcolm 1996. Globalisation, London: Routledge

Pedagogy

Focus of the course is on globalisation as a worldwide phenomenon, and attempts be made to draw illustration from different parts of world. Emphasis of this paper is more on socio-economic and cultural issues relating to globalisation and its purely economic aspects may be kept to necessary minimum.

Effort be made to draw insights from on-going debate and research on globalisation and incorporate them into curriculum. Illustrations from unfolding Indian scenario may facilitate understanding thrust of the paper

SOC 204 (III) SOCIOLOGY OF AGING

Full marks: 70+30=100

Pass mark: 28+12=40

No. of Credits: 6

No. of Lectures: 60

Worldwide trend indicates that proportion of aged people in population of different societies is increasing. This has far reaching socio-economic and political implications for societies across the world. Social scientists look at this issue as a matter of serious concern. It has therefore become essential to study problems created by increasing aging population as well as problems of aged people in society. The course aims (i) to study profile of changes in age composition of different societies and to study implications of increasing aging population (ii) to study and to know traditional ways of accommodating aged population in main stream of family and community life and to see how far they would be useful in modern society, (iii) to study strategy, programmes and measures adopted in a modern society to bring about psychological, sociological and economic rehabilitation of elderly people and (iv) to make members of in-coming generation aware of stress and strain created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

COURSE OUTLINE

Unit	I	Scope and significance of sociology of aging (Credit-1)
		Trends of increasing aging population in different societies, factors social, economic and political implications of aging population for developed and developing countries
Unit	II	Theories and sociological perspectives on aging (Credit-1)
		Major theories, Perspectives of aging
Unit	III	Concept of age grade and aged in different societies (Credit-1.5)

Tribal, traditional and modern aged people, their status and treatment which they get in traditional Hindu society, problem of elderly people- economic, psychological and

physical, problem of coping with aging for retired salaried people and aged people in un-organised daily wage earning sector and farming sector

India's National Policy for Older Persons 1999, Policy of government with regard to aged salaried people from government and non-government sector, farming sectors and unorganised daily wage earners' sectors

Unit IV Family and support system (Credit-1)

Contributions of older persons inside and outside the household

Support systems needed for elderly at level of community, family and state

Family and the aged in urban and rural setting

Unit V Strategy of accommodating aged people in society (Credit-1.5)

Superannuation benefit, pension, medical reimbursement etc., other financial assistance and concession, provisions for leisure time activities, opportunities for participation in working of voluntary organizations, provisions for suitable public utility and other service, medical facilities- hospitalisation and other social security measures.

READING LIST

Vinod Kumar (1996) (ed.) Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences

Proceedings of the United Nations Round Table on the –Ageing of Asian Populations, Bangkok - 1994

Alfred de Soza; Walter Fernandes (1982) (eds.), Ageing in South Asia: Theoretical Issues and Policy Implications, New Delhi: Indian Social Institute

Indira Jai Prakash (ed.) (1991) Quality Aging: Collected papers Varanasi: Association of Gerontology

P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company

Added Years of Life in Asia (1996): Current Situation and future Challenges, New York: United Nations

P. C. Bhatia (2000) (ed.) Lecture Series in Geriatrics, New Delhi: National Institute of Primary Health

R. Singh and G. S. Singhal (eds.) (1996) Perspectives in Ageing Research, New Delhi: Today

and Tomorrow Printers and Publishers Proceedings of Indo-German Workshop on Education and Research in Gerontology, Max Muller Bhavan, New Delhi

S. K. Biswas (ed.) (1987) Ageing in Contemporary India Calcutta: Indian Anthropological Society
(Occasional
Papers)

E. Palmore (ed.) (1993) Developments and Research on Aging, Westport:
Greenwood Press

S. K. Choudhary (ed.) (1992) Problems of the Aged and of Old Age Homes, Bombay: Akshar
Prathi
Roop
Limited

Kumar S. Vijaya (1991) Family Life and Socio-Economic Problems of the Aged, New Delhi:
Ashish
Publishing
House

Muthayya, B. C. and Annesuddin M. (1992); Rural Aged: Existing Conditions, Problems and Possible Interventions – A Study in Andhra Pradesh, Hyderabad – National Institute of Rural Development

Rao K. S. (1994) Ageing, New Delhi: National Book Trust of India

Sati, P. N. (1987) Needs and the Problems of the Aged; Udaipur: Himanshu Publisher

Sen, K. Ageing (1994): Debates on Demographic Transition and Social Policy; London: Zed

Books Soodan, K. S. (1975) Ageing in India, Calcutta: T. K. Mukherjee Minerva Association (Pvt.) Ltd **Pedagogy**

The course be taught through lecture method. However, group discussion and seminar presentation also be organised to supplement classroom teaching. Visit to rehabilitation centre, old person homes etc. would also be useful.

SOCEC 204 (IV)
SOCIOLOGY OF HEALTH

Full marks: 70+30=100

Pass mark: 28+12=40

No. of Credits: 6

No. of Lectures: 60

After several developmental efforts made after Independence, health status is not up to satisfaction. Though mortality rate has come down, morbidity rate is high as well as regional imbalance. People still suffer from preventable, communicable and infectious diseases. Nutritional disorder is quite high. While primary care is lacking in many parts of India, high-tech and high cost medical care is fostered. The course aims (i) to introduce students concept of health and to impress upon them health is primarily a social science subject than of medical science (ii) to make them understand health is one of the basic rights of every citizen (iii) to bring home interrelationship between society and health (iv) to understand problems of health in India in its four dimensions and (v) to understand relationship between political economy and health at national and international level.

COURSE OUTLINE

Unit I Sociology of health (Credit-1.5)

t

Aim and scope, contribution of sociology to health, definition of health dimensions of health, health and its relationship to other social institutions

Evolution of social medicine in India and abroad, social science and four dimensions of health

Social epidemiology- vital and public health, concept and statistics

Unit II Epidemiology of disease (Credit-1)

u

Natural history of disease, man and his environment, social etiology, social epidemiology and ecology of disease

Social component in therapy and rehabilitation- culture and disease, attitudes, beliefs and values associated with disease, problems of therapy and rehabilitation, sick-role and patient role.

Uni III Hospital as social organization (Credit-1)
.

Types of hospital- general hospital, specialty hospital, sanatoria, dispensary, teaching and corporate hospital, functions of hospital, co-ordination and supervision in hospital, interpersonal relationship in hospital setting

Hospital as a community organisation, medical social service in hospital

Uni IV Community health (Credit-1)

Concept, community health problems in India, concept of integrated health service, Primary Health Centres: their organisation and functioning

Implementation and utilisation of health programmes in rural and urban communities

Uni V State and health (Credit-1.5)

Health as a fundamental right, health policy of government of India, financing of health care, health insurance, drugs- manufacturing, distribution and price, WTO IPR and manufacturing of essential drugs and their distribution in India, food and drug adulteration, medical council of India, Indian medical association, issues of consumer protection and the government

Rehabilitation–concept, principles of rehabilitation, rehabilitation agencies- state and private, rights of the handicapped, care of handicapped

Role of mass media and promotion of health

LEARNING OUTCOME

On completion of the course the students should be able to conceptualize health as social phenomenon, relationship between health and community/ culture , as well as health and state.

READING LIST

Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology, Mumbai: Jai Press

Coe. Rodney M. 1970. Sociology of medicine, New York: McGraw Hill

Cockerham, William C. 1997. Medical sociology, New Jersey: Prentice Hall

Cockerham, William C. 1997. Readings in medical sociology, New Jersey:

Prentice Hall Conrad, Peter et al. 2000. Handbook of medical sociology, New

Jersey: Prentice Hall Dasgupta, R. 1993. Nutritional planning in India, Hyderabad:

NIN

Fox, Renee C. 1988. Essays in medical sociology: Journeys into the field, New York: Transaction Publishers

Nayar, K.R. 1998. Ecology and health: A system approach. New Delhi: APH Publishing Corporation

Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan

Albrecht, Gary L. 1944. Advances in medical sociology, Mumbai: Jai Press

Gunatillake, G. 1984. Intersectoral linkages and health development: Case studies in India

(Kerala State), Jamaica, Norway, Sri Lanka, and Thailand (WHO Offset series), Geneva: WHO

Rao, Mohan. 1999. *Disinvesting in health: The World Bank's prescription for health*, New Delhi: Sage

Schwartz, Howard. 1994. *Dominant issues in medical sociology*, New York: McGraw Hill

Scrambler, Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge

Pedagogy

Assignment to study and analyse census reports on mortality and morbidity

Analysing DGHS reports on incidence and prevalence rates of diseases

Discussion on WHO reports on infectious and communicable diseases and other statistical information

Visit to hospitals, sanatoria and writing critical report on them

Write report on functioning of specific primary health centre by assigning one centre for one student

Discussion sessions on rural health on basis of their own observation

Organising small group seminar by inviting expert in public health and encouraging discussion

Participate in NGO activities in the neighbourhood where NGO activity on health is intensive

SOCCC 205 KINSHIP, MARRIAGE AND FAMILY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course aims to demonstrate the social importance of kinship ties with diversity in network of relationships created by genealogical link of marriage and other social ties. Another aim is to show how study of kinship in different ethnographic settings can facilitate a comparative understanding of societies and social institutions. Approach, issue and debate in study of kinship, marriage and family may generate contentious issues for academicians. A course on kinship, marriage and family, therefore, becomes essential for any student of sociology.

COURSE OUTLINE

Soc 205

Kinship, marriage and family

UNIT I Basic concepts

Kinship, descent, incest, kindred,
inheritance and succession
Complementary filiation,
Kinship terminology

UNIT II Organising principles of kinship

Descent theory, complementary filiation
Alliance theory, types of marriage
kinship and relatedness
sexuality: lesbian and gay kinship

UNIT III Marriage as an Institution

Concept and types, Marital Transaction, stability of marriage
Transformation of Marriage and Intimacies, singlehood.

UNIT IV Family and the changing Dimension

Family and its types
family and household, domestic cycle.
Families in a Globalizing World.

UNIT V Kinship, marriage and family in India

Kinship Map of India.
Family and change, size, type and residence
Hindu marriage as a religious sacrament.
Dowry as a curse to Indian society.

READING LIST

Sandra Bamford and James Leach, Kinship and Beyond : The Genealogical Model Reconsidered. 2007.

Carsten Janet, 2000 *Cultures of relatedness: New Approaches to the Study of Kinship*, Cambridge University Press.

Weston, K. 1992 *Families we Choose Lesbians Gays Kinship* (Paper) (Between Men - Between Women: Lesbian & Gay Studies), Columbia University Press.

Singlehood, Waiting, and the Sociology of Time Kinneret Lahad, *Sociological Forum* Vol. 27, No. 1 (MARCH 2012), pp. 163-186 , Published By: Wiley

Transforming Marriage: The Transformation of Intimacy and the Democratizing Potential of Love, *Journal of Law & Family Studies*, Vol. 9, p. 101, 2007, *University of Louisville School of Law Legal Studies Research Paper Series*

Kathleen E. Hull, Ann Meier, and Timothy Ortyl, *The Changing Landscape of Love and Marriage* Spring 2010 *Contexts*, 33.

Lynn Jamieson, 1999 *Intimacy Transformed? A Critical Look at the 'Pure Relationship'* *Sociology*, Sage Journal .

Pedagogy

Student should be exposed to diversity in system of kinship, marriage and family pattern in ethnographically diverse situation. Attempt also be made to demonstrate how kinship pattern relate to political, economic, stratification, demographic and other dimensions of society. Students should be encouraged to draw genealogical charts

SOCCC
301

THEORETICAL PERSPECTIVES IN SOCIOLOGY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course intends to introduce substantive, theoretical and methodological issues of sociological foundations in latter half of 20th century which continue to concern the practitioners of sociology today. Main focus of the course is to emphasise structural, functional, and conflict theories as well as symbolic interactionism, phenomenology, ethno-methodology and neo-Marxism. The course also needs to examine theoretical relevance and analytical utility of premises, methodology and conclusions of diverse theoretical perspectives in understanding social structure and change.

COURE OUTLINE

Unit I Structural-functionalism (Credit-1)

Concepts: Social structure (A. R. Radcliffe-Brown), needs (Bronislaw Malinowski), role (S. F. Nadel), Functions of social system (Talcott Parsons)
Codification, critique and reformulation of functional analysis (R K Merton),
Neo- functionalism (Jeffery C. Alexander)
Structuralism and post-structuralism, nature and culture (Claude Levi-Strauss),
Structuralism and post-structuralism- M. Foucault

Unit II	Conflict Theory (Credit-1) Marx's critique and dialectics of conflict-Ralf Dahrendorf, functional analysis of Conflict- Lewis A. Coser, conflict and social change- Randall Collins Critical Theory and Neo-Marxism, Frankfurt school, life world and system- Jorgen Habermas Structuralist Marxism- Louis Althusser , Hegemony- A. Gramsci
Unit III	Social Exchange Perspective (Credit-1) Exchange Behaviourism- George C Homans Structural exchange- Peter M. Blau
Unit IV	Interactionist Perspective (Credit-1.5) Symbolic interactionism-George Herbert Mead and Herbert Blumer, Presentation of self- Erving Goffman Phenomenological Sociology- Alfred Schutz, Social construction of reality- Peter L. Berger and Thomas Luckmann, Ethno methodology- Herald G. Merrell

Unit V Recent Trends in Sociological Theory (Credit-1.5)
 Structuration- Anthony Giddens
 Habitus and Field- Bourdieu
 Postmodernism and Semiotics convergence

READING LIST

- Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory since World War II New York: Columbia University Press
- Alexander, Jeffrey C. 1985. Neo-functionalism, New Delhi: Sage
- Bottomore, T. B. 1984. Frankfurt School, Chester, Sussex: Ellis Harward and London: Tavistock Publications
- Berger, P. L. ... The Social Construction of Reality, Penguin Press
- Blau, Peter M. 1964. Exchange and Power in Social Life, New York: John Willey & Sons
- Blau, Peter, M. 1968. 'Interaction in Social Exchange' in International Encyclopedia of Social Sciences, Vol-7, New York: Macmillan, Pp. 452-456
- Blumer, Herbert 1987. Symbolic Interactions: Perspective and Method, California: University of California, Press
- Coser, Lewis A. 1956. The Functions of Social Conflict, London: Free Press of Glencoe
- Craib, Ian. 1992. Modern Social Theory: From Parsons to Habermas (II edition) London: Harvester Press
- Collins, Randall. 1997. Sociological Theory. Jaipur/New Delhi: Rawat
- Dahrendorf, Ralf 1954. Class and Class Conflict in Industrial Society, Stanford: Stanford University Press
- Giddens, Anthony. 1983. Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis, London: Macmillan
- Garfinkel, H. 1967. Studies in Ethnomethodology, New Jersey: Prentice Hall
- Goffman, E. 1959. Presentation of Self in Everyday Life, New York: Doubleday Anchor
- Habermas, J. 1981. Theory of Communicative Action Boston: Beacon
- Homans, George C. 1974. Social Behavior: Its Elementary Forms, New York: Harcourt Brace Jovanovich
- Kuper, Adam. 1975. Anthropologists and Anthropology: The British School, 1922-72, Harmondsworth, Middlesex: Penguin Books
- Kuper, Adam and Jessica Kuper (eds.). 1996 (II edition) Social Science Encyclopaedia, London and New York: Routledge
- Lash, Scott. 1990. Sociology of Post –modernism, London: Rutledge
- Levi Strauss, Claude. 1969. The Elementary Structure of Kinship, Boston: Beacon Press
- Levi-Strauss, Claude. 1973. Structural Anthropology, Glencoe: William Collins
- Malinowski, B. 1964. A Scientific Theory of Culture and Other Essays, London: Oxford

University Press, Pp-71-125

Mead, G.H. 1934. *Mind, Self and Society*, Chicago: University of Chicago Press.

Maynard, Marry. 1989. *Sociological Theory*, Longman

Merton, Robert K. 1968. Social Theory and Social Structure, Second Edition, New Delhi: Amerind Publishers Pvt. Ltd

Parsons, Talcott. 1968 The Structure of Social Action, New York. Free Press

Parsons, Talcott. 1954. Essays in Sociological Theory, Englewood Cliffs: Prentice Hall

Parsons, Talcott. 1951. The Social System. New York: The Free Press

Radcliffe- Brown, A.R. 1948. The Andaman Islanders, Glencoe: Free Press.

Radcliffe-Brown A.R. 1952. Structure and Function in Primitive Society, Glencoe: Free Press

Ritzer, George. 1992 (III edition). Sociological Theory, New York: McGraw-Hill

Scott, John. 1995. Sociological Theory Alder shot: Edward Elger Publishing co Ltd

Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derrida, Oxford: Oxford University Press

Turner, Jonathan H. 1995 (4th edition). The Structure of Sociological Theory, Jaipur and New Delhi: Rawat

Zeitlin, Irving M. 1998 (Indian edition). Rethinking Sociology: A Critique of Contemporary Theory, Jaipur and New Delhi: Rawat

Wallace, Ruth and Alison, Wolf. 1963. Contemporary Sociological Theory, Englewood Cliffs: Prentice Hall Inc.

Pedagogy

Biographical detail of sociologists be used to place their theoretical contributions in appropriate intellectual context. It is necessary to evaluate relevance and significance of perspectives listed for understanding society in general and society in India in particular. Illustrations may be drawn from empirical studies influenced by or bearing on these perspectives

SOCCC
302

SOCIOLOGY OF CHANGE AND DEVELOPMENT

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Objectives of the course: (i) to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature, (ii) to offer an insight into ways in which social structure impinges on development and development on social

structure and (iii) to address in particular Indian experience of social change and development to prepare students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development

COURE OUTLINE

Concept, factors and Theories of Social Change (C-2)

Concepts of change, transformation, progress

Factors of social change: Religion, media, population, technology-

Linear and cyclical theories

Concept and Theories of Development

Conceptualising Development: Economic Growth, Sustainable Development, Human Development, Social Development.

Theories of Development: Modernisation theory, dependency theory, world system theory. Articulation of Modes of production

Development theory: reconstructions and deconstructions.

Agencies and paths of development (C-1)

Paths of Development: Capitalist, Socialist, Mixed, Gandhian

Agencies of Development: Market, State, NGO.

Structural and cultural facilitators / inhibitors

Technology and Development: ICTs and Bio-technology

Globalisation and Development

cultural repercussions of globalisation.

Development and displacement.

Socio-economic disparity and Development.

India and its Experience of Development

The five-year plan and its social and economic impact

Economic reform and its impact.

Skill development and Make in India campaign.

OUTCOME

At the completion of the course it is expected that students are clear about the concepts and theories of social change and development and their application in the Indian situation.

Important Readings

Meadows, Donella H. et al (1974) The Limits of Growth, Pan Books
Blomstrons, M. and B. Hettne (1984) Development Theory in Transition, Zed, pp. 27-65; 79-97.

Frank, Andre Gunder 1971. Capitalism and Underdevelopment in Latin America, Penguin Books.

Pieterse, Jan Nederveen (2001) Development Theory: Deconstructions/Reconstructions, New Delhi: Vistaar Publications.

Schuurman, Frans J. (2001) Globalization and Development Studies, New Delhi: Vistaar Publications

Pedagogy

A special feature of pedagogy of this course be to take students to side of success stories of development as well as failure of development in region. Students may also be encouraged to participate in workshop to critically examine existing indicator of human development and to formulate alternative set of indicator of human development, social development and sustainable development

SOCEC 303 (I) RURAL
SOCIOLOGY

Full marks: 70+30=100
Pass mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Agrarian structure and development in India are two principal sources of approach to study rural society in India. This course emerges as a basis for developing a sociological skill on peasants and social structure with a view (i) to provide sociological understanding of rural social structure, change and development in India, (ii) to impart sociological skills to reconstruct rural institutions and rural development programmes, (iii) to plan, monitor and evaluate rural development programmes and (iv)

to acquaint students with prevailing two approaches to the study of rural society; namely, rural community and peasantry approaches.

COURSE OUTLINE

Uni I Basic Concepts (Credit-1)

Agrarian and peasant social structure, basic characteristics of peasant and agrarian society, family, caste, religion, habitat and settlement

Uni II Debates on mode of production and agrarian relations (Credit-1.5)

Tenancy land and labour, agrarian legislations and rural social structure, rural poverty, emigration, landless labour

Unit	III	Planned change of rural society	(Credit-1.5)
		Panchayatiraj, local self-government and community development programme, rural development strategies and programmes	
Uni	IV	Major agrarian movements in India	(Credit-1)
		Select agrarian movements and their critical analysis	
Uni	V	Globalisation and its impact on agriculture in India	(Credit-1)
		Water and agriculture, irrigation management practices, farmers' suicides- agricultural maladies and their remedies	

LEARNING OUTCOME

On completion of the course the students should be able to analyse rural society by applying approaches like agrarian structure and rural social structure, dynamics of rural society and so on.

READING LIST

Berch, Berberogue, Ed. 1992: Class, State and Development in India (Chapter 1, 2, 3 and 4) Sage, New Delhi

Desai A R 1977: Rural Sociology in India, Popular Prakashan, Bombay

Mencher J.P., 1983: Social Anthropology of Peasantry Part III, OUP

P. Radhakrishnan, 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 – 1982. Sage Publications: New Delhi

Torner, Daniel and Thorner, Alice 1962: Land and Labour in India, Asia Publications,

Bombay Andre Beteille 1974: Six Essays in Comparative Sociology, OUP, New Delhi

(Relevant chapters) Dhanagare D N 1988: Peasant Movements in India, OUP, New Delhi

Ashish Nandy 1999: Ambiguous Journey to the City, New Delhi: OUP

Pedagogy

The classroom teaching should be reinforced with the field visit and the presentation of case experiences in a monthly seminar. The teachers should make full use of the available trend report on rural sociology in India as published by the ICSSR in its Survey of Research in Sociology and Anthropology

SOCEC 303(II) SOCIOLOGY OF RELIGION

Full marks: 70+30=100
 Pass mark: 28+12=40
 No. of Credits: 6
 No. of Lectures: 60

Religion is a ubiquitous phenomenon in society. Culture and polity often raise sociological questions about it and its validity. This course introduces to sub-field of sociology of religion. After analysing basic concept of religion, the course intends to interface between religion and society in India in contemporary time. It concludes with an analysis of social change in relation to religion

COURSE OUTLINE

Unit	I	Meaning & scope (Credit-1) Sociology of religion: Meaning, scope & significance Magic and religion, element of religious experience, typology of religion
Unit	II	Approaches and Theories of Sociology of Religion (Credit-1.5) Durkheim- sociological functionalism, Weber-phenomenology, Marx- dialectical materialism, Levi-Strauss-structuralism
Unit	III	Religions of India (Credit-1.5) Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism-social-historical perspective, demographic profile, contemporary trends
Unit	IV	Religious Elements and Religious Contestations in India (Credit-1) Sacred knowledge, sacred space, sacred time, sacred persona Contestation over religion in India—fundamentalism, communalism, secularism, proselytism
Unit	V	Social Change and Religion (Credit-1) Socio-religious movements, popular religion and emerging cults

READING LIST

Baird, Robert D. (ed.) 1995 (III edition) Religion in modern India, Delhi: Manohar

Jones, Kenneth W. 1989 Socio-religious reform movements in British India, The new Cambridge history of India III-1, Hyderabad: Orient Longman

Madan, T.N. (ed.) 1992 (enlarged edition). Religion in India, New Delhi: Oxford University Press

Muzumdar, H.T 1986 India's religious heritage, New Delhi: Allied

Roberts, Keith A. 1984 Religion in sociological perspective, New York: Dorsey

Press Shakir, Moin (ed.). 1989. Religion, state and politics in India, Delhi: Ajanta

Publications Turner, Bryan S. 1991 (2nd edition) Religion and social theory, London: Sage

Pedagogy

While discussing substantive theme and issue in relation to religion, focus should be on distinctive analytical perspective of sociology/anthropology rather than on normative perspective of theology/ethics.

The course should be briefed by an appreciation of diversity of religious experiences. Since religion is a socially sensitive phenomenon, tendency to condemn or exaggerate religion in general or any particular religion should be guarded against

For effective teaching and meaningful learning, illustrations may be drawn from local/regional contexts and related to daily life and relevant situation

SOCEC 304 (I)
POLICAL SOCIOLOGY

Full Marks: 70+30=100

Pass mark: 28+12=40

No. of Credits: 6

No. of Lectures: 60

In modernised society political system has become one of the most dominant components of total social structure. Accordingly, major objectives of teaching this course are (i) to acquaint students with nature and functioning of political system(s) and political processes, (ii) to generate in the minds of students an awareness of their status and role as citizens of state and (iii) to make students aware of prerequisites of sound democratic political system and its vulnerability.

COURSE OUTLINE

Unit I	Nature of Political Sociology (Credit-1.5)
	Political sociology: Definition, subject matter, distinctive approaches- Behavioral, System analysis, structural -functional, Marxist Interrelationship between political system and society
Unit II	Political system and Political Culture (Credit-1.5)
t	Democratic and totalitarian systems: Conditions for emergence and stability Political culture – meaning and significance
	III Power and Authority (Credit-1.5)
	Elite theories of power distribution in society–Mosca, Pareto, R. Mitchels and C. W. Mills and other Political role of intellectuals and its significance
Unit IV	Political Organizations and Political Participation (Credit-1)
+	Political party- characteristic, social composition of party, recruitment, Pressure groups and interest groups– nature, bases, political significance Mass participation. political anathv- causes and consequences with special
Unit V	Politics in India (Credit-1)
+	Role of caste, religion, regionalism and language in Indian politics Public opinion& role of mass media, role of bureaucracy in development

READING LIST

Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book

Horowitz, Irving L. 1972 – Foundation of Political Sociology, New York, Harper and Row

Runciman, W. G. 1965 – Social Sciences and Political Theory, Cambridge University Press, London

Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book

Kornhauser, W. 1971 – The Politics of Mass Society, Penguin

Kothari, R. 1979 – Politics in India, Orient Longmans Ltd

Merton, R. K. 1952 (ed) – Reader in Bureaucracy. Glencoe, Free Press

Key, V. O. 1964 – Politics, Parties and Pressure Groups, Crowell New York

Mills, C.W. & Hans Gerth 1946 – Essays in Sociology, Oxford, New York

Samuel P. Huntington 1969–Political Order in Changing Societies, Yale University Press: New Haven

Almond A. Gabriel et al. 1973, Crises, Choice and Change: Historical Studies of Political Development, Boston

P. Blau 1956 –Bureaucracy in Modern Society, Random House, New York

Lipset, S. M. 1959 – Political Man, H.E.B

William Riker et.al. 1973 – An Introduction to Positive Political Theory, Englewood, Cliff. Robert Michels 1949 – Political Parties, Glencoe, Free Press

Benedict Anderson 1983 – Imagined Communities: Reflections on the origin and Spread of Nationalism, Beso, London

Dipti Kumar Biswas 1989 – Political Sociology, Firma KLM Private, Calcutta

Rajni Kothari 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd

Barrington Moore Jr. 1958 – Political Power and Social Theory, Cambridge, Harvard University Press

Mitra, Subrata K. 1992 – Power Protest and Participation – Local Elites and the Politics of Development in India, Routledge

Morris, Jones, W.H. 1982 – Government and Politics in India. Cambridge

Jangam, R.T. 1980–Text Book of Political Sociology, Oxford and IBH Publishing Company, New Delhi

Pedagogy

The course is designed to be taught through lecture method. However, group discussion and seminar presentation on current topic touching upon course may be organised

SOCEC 304 (II)
INDUSTRIAL SOCIOLOGY

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course discusses social relevance of industrial activities by focusing inter-relationship between industry and wider society

Unit	I	Introduction to Industrial Sociology (Credit-1.5)
t		Conceptualising industrial sociology-critique, nature and growth of economy, meaning of Industrialism, features of pre-industrial, industrial and post-industrial societies
Unit	II	Theories of Industrial Sociology (Credit-1)
+		Marxist, Functional, Feminist, Organisational
Unit	III	Industrial Organisation (Credit-1)
+		Management organisation, administration and human relations, workers' participation and industrial demography, industrial bureaucracy and Labour organisations, industrialisation and industrialism
Unit	IV	Industry and Wider Society (Credit-1.5)
+		Industry, family and religion, implications of mass society and alienation, industrial order and status mobility, industrial conflict and pattern maintenance
Unit	V	Industry and Social Change (Credit-1)
+		Process of industrialisation, abstraction of modern industrial society, industrialisation and social change in India

LEARNING OUTCOME

On completion of the course the students should understand relationship between industry and society, social organization and dynamics within industry and their connections with wider society.

READING LIST

Berns, T. (ed) Industrial Men, Pergua, 1969
Darendorf, R. Class and class conflict on industrial Society, 1959
Dabvis, Teeth, Hana Belactur at work, 1977
Gilbert, P., Fundamentals of Industrial Society, Bombay, 1972
Kadal, S.C, Industrial Economy of India, 1975
Lambert, Workers, Factories and Social Change in India, 1969
Moore Ev, E. The import of industry

Hoselitz (ed) Industrial Sociology work in organisational life, 1989

Ramaswamy, E Workers participation in India, 1979

Parker, S.R. The Sociology, 1972

Schnuler, Ev. 1979 Industrial Sociology, 1979

SOCEC 304 (III)
CRIME AND SOCIETY

Full Marks: 70+30 = 100
Pass Marks: 28+12 = 40
No. of Credits:
6
No. of Lectures:
60

Objectives

Acquainting the learners with the history and development of knowledge of criminology
To grasp the subject matter of crime, its causes and consequences
To comprehend the relationship of criminology with other social sciences
To know about legislations on crime and their implementation in India
To understand the importance of studying criminal behavior, penology and victimology

COURSE OUTLINE

- Unit-I Criminology: Definition and Subject matter, Relationship between Sociology and Criminology, Crime and society, Sociology of Deviant Behaviour (Credit- 1)
Unit-II Crime: Concept, Types, Causes of Crime; Sociological Theories: Durkheim, Merton, Sutherland (Credit- 1.5)
Unit-III Incidence of Crime: Organised Crime, White Collar Crime, Juvenile Delinquency and Justice, Witchcraft and Witch hunting, Gambling, Alcoholism and Drug addiction, Prostitution and Cyber Crime (Credit- 1.5)
Unit-IV Penology and victimology: Concept, History of Prison Reforms in India, Prison Conditions in India, Probation, Parole and Furlough (1 Credit)
Victimology: Concept and Types of Victim, Victim's Basic Rights, Victims of Terrorism (1 Credit)
Unit-V: Crime and society in north east India; Types, causes & consequences, digitalization and changing criminal behavior. Control of crime.

READING LIST

- Ahuja, Ram (2000) Criminology, Rawat Publications, Jaipur.
Konch, Karabi. (2017). Crime and Society, Notion Press.
Merton, Robert (1957). Social Theory and Social Structure. Free Press.
Mike Maguire, et al. (2007), The Oxford Handbook of Criminology, Oxford University Press, 14th ed.
Mohanty, RK and S Mohanty (2012) Criminology, Penology and Victimology, Mumbai, Himalaya Publishing.
O'Brien, Martin & Majid Yar. (2008). Criminology: The Key Concepts, Routledge.
Paranjape, N.V. (2017). Criminology, Penology, Victimology, Central Law Publications.

Siddiqui, Ahmad (2003) Criminology – Problems and Perspectives, Eastern Book Co., Fourth Edition.

Srivastava, S.S. (2002) Criminology and Criminal Administration, Central Law Agency, Second Edition.

Siddique, Ahmad. (2016). Criminology Penology and Victimology, 7th edition, Eastern Book Company.

Williams, Katherine.S. (2012). Text book on criminology, oxford university press.

LEARNING OUTCOME

At the end of the teaching of the course the students should be able to understand crime and criminality in society from sociological point of view, to develop interest in career orientation towards penology and job prospectus as probation and parole officer and prison welfare officer and to contribute to academic knowledge in criminology.

PEDAGOGY

The Course requires to project issues. The students may be encouraged to reflect and cite examples from Indian context.

SOCEC 304
(IV)
CULTURE, PERSONALITY AND SOCIETY

Full Marks: 70+30=100
Pass Mark: 28+12=40
No. of Credits: 6
No. of Lectures: 60

In contemporary time scholars working in diverse disciplines and fields have realised value of interdisciplinary approach and co-operation in understanding complex phenomena. From interdisciplinary viewpoint there has ever been cross-fertilisation among the disciplines like sociology, social psychology and social anthropology. The course is aimed to discuss the relationship between culture, personality and social structure. It takes a note of sociological, psychological and anthropological perspectives on the subject

COURSE OUTLINE

Unit I	Perspectives and scope (Credit-1.5)
	Sociological, psychological, and anthropological Perspectives—significance, interrelationship and cross-fertilisation
	Society and culture: sociological contributions, society and culture: Culture and personality- anthropological text
	Alienation, homelessness, rebellion and creativity
Unit II	Interactionist approach (Credit-1)
Unit III	Socio-psychological approaches (Credit-1)
	Macro Application
	National character study
	Study of Indian culture and personality
Unit IV	Biographical approach (Credit-1)
Unit V	Contemporary approaches to the study of Indian culture, personality and society (Credit-1.5)
	Division and sub-division of Indian culture
	Construction of identity and personality
	Emerging society and consequence

READING LIST

Linton, Ralph. 1936. The study of Man .An Introduction. New York: Appleton

Kluckhohn, Richard (ed). Culture and Behaviour

Spitzer, S.P. (ed). The Sociology of Personality: An Enduring Problem in Psychology

Willima, R. The Long Revolution

Kaplan, B. 'Personality and Social Structure' in Manners and David Kaplan (ed) Theory of Anthropology

Parsons, Talcott. The Motivation of Economic Activities, in Essays in Sociological

Theory Parsons, Talcott. 'Psychoanalyst and Social Structure in Essays in

Sociological Theory' Parsons, Talcott. Civilisation and its Discontents

Merton R. K. Burecratic Structure and Personality in Social Theory and Social Structure

Freud, Sigmund. Totem and Taboo

Fromm, Erich. The Crisis of Psychoanalysis

Fromm, Erich. Man for Himself

Fromm, Erich. To Have to Be

Marx, K. Economic and Philosophic Manuscripts, 1944

Berger, P. L. The Homeless Mind

Goodman, Paul. Growing up Absurd

Goffman, E. The Presentation of Self in Everyday Life

Mead, G. H. Mind, Self and Society

Mead, Margaret. 'National Character' in A. L. Kroeber, Anthropology Today

Hsu, Fracus L.K. The Study of Literate Civilisation

Riesman, David. The Lonely Crowd

Nandy, A. The Intimate Enemy

Spratt, P. Hindu Culture and Personality

Aurobindo, S. The Foundation of Indian

Culture Kakar, S. (ed). Identity and

Adulthood Carstairs, M. Twice Born

Amdedkar, B.R. The Untouchables: Who were They and Why They Become Untouchable

Thorner, D. The Shaping of Modern

India Basham, A.L. The Wonder That

was India **Pedagogy**

Instances should be drawn from films, magazines, plays, etc. The students should be given assignments to prepare the biographies of some personalities, which should be presented in class seminars and discussed.

SOCEC 304
(V)
SOCIOLOGY OF MARGINALISED COMMUNITIES

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Contextualisation of Indian sociology is growing among a cross-section of scholars. Task is to focus on segment of population living on margin without adequate attention. This course aims at sensitising students to significance of sociological study of Dalits, tribals and nomadic castes and tribes. Focus is on groups and communities who languish with poverty, deprivation and discrimination over a long period of time.

COURSE OUTLINE

- | | | |
|------|-----|--|
| Unit | I | Marginalisation: Socio-economic indices (Credit-1)

Poverty, relative isolation, deprivation, exploitation, discrimination, backwardness, inequality, critical view of caste system, untouchability- historical and social roots, dysfunction |
| Unit | II | Marginalised Communities in India (Credit-1)

SCs, STs, nomadic castes and tribes and de-notified tribes—Status, problems, social mobility, development, identity formation |
| Unit | III | Ideology and Marginalisation (Credit-1.5)

Role of ideology in marginalisation- views of Jotirao Phule, Periyar, Babasaheb Ambedkar, B.R. Ambedkar, Mahatma |
| Unit | IV | Social movements among marginalised communities (Credit-1.5)

Nature, structure and dynamics of the movements

Perspectives on social movements- protest, reform, sub-nationalism, nativism, millenarianism

Role of Christian missionaries in reform movements, role of NGOs |
| Unit | V | Marginalisation and affirmative action (Credit-1)

Constitutional provisions and their implementation, impact on marginalised communities and its limitation, critical review |

LEARNING OUTCOME

On completion of the course the students should be able to identify all marginalized communities in India and their status, problems, development, dynamics etc in sociological perspective.

READING LIST

Beteille, Andre 1981: Backward classes and the new social order, Delhi: Oxford University Press
 Beteille, Andre 1992: The Backward Classes in Contemporary India, Delhi: Oxford University Press
 Charsley, S.R. and G.K. Karanth (eds.) 1998: Challenging Untouchability,

Delhi: Sage

Chaudhuri, S.N. 1988: Changing Status of depressed castes in contemporary India, Delhi: Daya Publishing House

Gore, M.S. 1993: The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb

Ambedkar, New Delhi: Sage.

Thorat, Sukhdeo & Narnder Kumar (ed.). 2009. B R Ambedkar: Perspectives on Social Exclusion and Inclusive Policies. Oxford.

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

Jogdand, P.G. 2000: New Economic Policy and Dalits, Jaipur: Rawat

Jogdand P.C. 1991: Dalit Movement in Maharashtra (New Delhi: Kanak Publications)

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

Omvedt, Gail 1995: Dalit Visions: Anti-caste movement and construction of an Indian Identity, New Delhi: Orient Longman

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

Oommen, T.K. 1990: Protest and Change: Studies in Social Movements, Delhi:

Sage Robb, Peter (eds.) 1993: Dalit Movements and the meeting of labour in India,

Delhi: Sage Shah, Ghanshyam 1990: Social Movements in India: A Review of

Literature, Delhi: Sage Singh, K.S. 1998: The Scheduled Castes, Delhi:

Anthropological Survey of India

Singh, K.S. 1995: The Scheduled Tribes, Delhi: Oxford University Press

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

Pedagogy

Audio-visual methods should be used Newspaper report and feature as well as television feature should be for illustration. Illustration may be drawn from North Eastern region and other states of Indian union

SOCCC 305 SOCIOLOGY OF NORTH EAST INDIA

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Sociology of North-East India is a scholarship on local dimensions of society, culture, polity, economy and other institutions. There is immense historical evidence of continuity of regional society with the mainland. The course plan deals with socio-spatial dimension with

significance on the North-East. Spatialisation of culture that is fundamentally embracing but frequently buried has to be brought to interpretative surface in order (i) to provide an additional capacity to students to discover enough about society in North-East India, (ii) to develop skill for regional sociological approach analogous to regional economics and (iii) to enable students to construct local knowledge on culture and nature of North-Eastern region as social space

COURSE OUTLINE

Uni	I	North-East India as social space (Credit-1)
		North-East India as socio-cultural construct
		Diversity, plurality and unity of North-East India-culture, race, ethnicity, language, religion, folklore and myth, natural resources

Unit II	Methodological approach (Credit-1)
	Local history, folklore, Indigenous records and manuscripts
	Perspective from below, Subaltern dimensions of literary and oral knowledge
Unit III	Social structure and changing dimensions (Credit-1)
	Caste, community, tribe, caste- tribe interactions, variations and similarities between the local and the national
	Family, marriage and kinship in the Assamese, Bengali and Meitei communities
	Family, marriage and kinship in tribes- Barman & Dimasa, Karbi, Mhar, Kuki, Khasi, Garo, Jaintia, Naga, Mizo, Rieng,
Unit IV	Social composition and demographic dynamics (Credit-1.5)
t	Distribution of population-Rural-, tribal-nontribal, distribution between the hills- plains, migration, population growth, literacy and human resources
	Rural –urban linkages, patterns of urbanisation
	Scheduled Castes, Scheduled Tribes, Other Backward Classes, Women, Minorities
Unit V	Regional-national interface and mobilizations (Credit-1.5)
+	Insiders and outsiders, federal and unitary
	Regional economy, polity and culture; cultural nationalism
	Assam movement, Bodoland movement, Naga movement, Mizo movement

LEARNING OUTCOME

On completion of the course the students should be able to apply the approach of regional sociology to social realities in different geographical contexts as well as to understand the local culture, society, economy and polity.

READING LIST

Reading on theoretical and methodological approaches to sociology of Region

Madan, T N 1994: Pathways, Approaches to the Study of Society in India, OUP, New Delhi

Dhanagare, D N 1993: Themes and Perspectives in Indian Sociology, Rawat Publications

Shah, A M 2000: Sociology in Regional Context, Seminar, 495

Singh, Y. 1986: Social Conditioning of Indian Sociology: The Perspectives, Vistar Publications

Soja, Edward W. 1989: Post -Modern Geography: The Re-assertion of Critical Social Theory, Blackwell

Soja, Edward W. 1996: The Third Space, Blackwell

Reading on Sociology of North-East India

Alam, E. 1994: Planning in North East India, New Delhi: Gyan Publishing House

Bhattacharjee, J. B. 1991: Social and Political Formation in Pre-colonial North-East India

Bhattacharjee J. B. 1998: Sequences of Development in North-East India, Delhi: B. R. Publications

Bose, A. et al. 1990: Tribal Demography and Development in North-East India

Choudhuri, B. 1990: Tribal Development in India: Problems and Prospects

Das, N K. 1989: Ethnic Identity, Ethnicity and Social Stratification in North East India

Datta, A. 1991: Rise and Growth of the national Movement in Assam in the Twentieth Century till 1947

Datta-Roy, R. 1998: Social and Economic Profiles of North-East India, B. R. Publications

Datta, P S. 1991: Ethnic Movements in Poly-ethnic Assam

De, Amalendu. North East India (Society, Culture and Development). The Asiatic Society.

Dikshit, K.R. & Dikshit, Jutta K. (eds).2014. North East India: Land, People and Economy. Springer.

Dev, J. and Lahira. Cosmogony of Caste and Mobility in Assam

Dube, S M (ed.). 1973. North-East India: A Sociological Study.

Dzuovichu, Lipokmar & Manjeet Baruah. 2018. Modern Practices in North East India: History, Culture, Representation. Routledge India.

Gopalkrishna, R. 1990: The North-East India: Land, Economy and People

Goswami, Namrata. 2020. The Naga Ethnic Movement for a Separate Homeland. Oxford.

Guha, Amlendu 1991: Medieval and Early Colonial Assam

Hluna, J V & Tochhawng, Rini. 2012. The Mizo Uprising.

Horam, M. 1990: North-East India: A Profile

Hussain, Monirul. 1993. The Assam movement: Class, Ideology, and Identity. Delhi: Manak Publication.

Hussain, Monirul. 2008. Interrogating Development: State, Displacement and Resistance in North East India. Guwahati: Gauhati University.

Kumar, Nikhlesh. 1999. Survey of Research in Sociology and Social Anthropology in North-East India. Daya Books.

Mathew, T. (ed.) Tribal Economy of North-Eastern Region, Shillong: NEC.

Nag, S. 1990: Roots of Ethnic Conflict: Nationality Question in North-East India

NCERT. 2017. North East India: People, History and Culture. New Delhi: NCERT.

Ray, Aso Kumar & Satyabrata Chakraborty (eds). 2008. Society, Politics and Development in Northeast India. New Delhi: Concept Publishing Co.

Ram, G. (ed.). 2017. Exploring Social Margins: Human Development in India's North-East. Guwahati: EBH Publishers.

Saikia, P.D. & D. Borah (eds.) Constraints of Economic Development in North-East India, New Delhi: Omsons

Sharma, C K. 2000. The Bodo Movement: A Preliminary Enquiry into the Role of the Middle Class and the State. Delhi: South Asia Publishers.

Sharma, S K & Usha Sharma (eds.). Discovery of North-East India, 11 volumes, New Delhi: Mittal Publications.

Singh, U K. 1990: Arunachal Pradesh: A Study of the Legal System of Adi Tribe

Sinha, A. 2015. An Introduction to Population, Economy and Society in North East India. Srivastava, S K. (ed). 1987: Demographic Profile of North East India

Govt. of India, Report of Development of North East Region, New Delhi: Planning Commission, Govt. of India

North East Council, Basic Statistics of North Eastern Region, Shillong: NEC

PEDAGOGY

The course should provide exposure to students to available literature on village, caste, tribal and regional studies conducted by social researcher and to knowledge on sociology of North Eastern region of India. The course intends to introduce substantive, theoretical and methodological issues of sociological foundation in latter half of 20th century which continue to concern practitioner of sociology today. Main focus of the course is to emphasize on structural, functional, and conflict theories as well as symbolic interaction, phenomenology, ethno-methodology and neo-Marxism. The course also needs to examine theoretical relevance and analytical utility of premise, methodology and conclusion of diverse theoretical perspective in understanding social structure and change.

SOCCC
401
COMPARATIVE SOCIOLOGY

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Objective of the course is to sensitise students about salient features of comparative perspective by highlighting historical and social contexts, taking key issues and themes and contextualising these into Indian situation.

COURSE OUTLINE

- | | | |
|------|-----|---|
| Unit | I | <p>Salient features of Comparative Sociology (Credit-1)</p> <p>Comparative perspective in social science in general and sociology in indices of comparison-culture, nation, class, gender</p> <p>Historical and social context of emergence and growth of sociology in the West, Eurocentric moorings of Western sociological tradition, Americanisation of sociology</p> |
| Unit | II | <p>National Traditions in Sociology (Credit-1.5)</p> <p>Colonial context of the emergence and growth of sociology in Asia and Africa Impact of Western sociology on development of sociology in the developing societies Sociology in post-colonial mould- issues of reorientation of research and teaching in accordance with national concerns and priorities</p> |
| Unit | III | <p>Central Themes in Comparative Sociology (Credit-1)</p> <p>Modernity, development, diversity, pluralism and multiculturalism, nation-state, environment, gender, globalisation</p> |
| Unit | IV | <p>Theoretical concerns and debates in Comparative Sociology (Credit-1)</p> <p>Problems: Theorization and contextualisation (need to attune teaching and research as well as theoretical concerns and methodology) in comparative and cross-cultural perspective</p> <p>Sociology as social criticism, policy issues-formulation and evaluation</p> |
| Unit | V | <p>Comparative Sociology in Indian Context (Credit-1.5)</p> <p>Colonialism and development of sociology in India and continuance of colonial legacy in contemporary Indian sociology</p> <p>Debates on decolonisation, contextualisation and indigenization of sociology in India</p> <p>National and regional movements and the future of sociology in contemporary India</p> |

READING LIST

- Andreski, S. 1964: Elements of Comparative Sociology, London: Widenfeld and Nicolson
- Beteille, Andre 1987: Essays in Comparative Sociology, New Delhi: Oxford University Press
- Beteille, Andre 1992: Society and Politics in India: Essays in Comparative Perspective, New Delhi: Oxford University Press
- Dube, S.C. 1988: Modernisation and Development: Search for alternative Paradigm, New Delhi:

Vistar

- Dube, S.C. 1973: Social Sciences in a Changing Society, Lucknow
- Kiely, R. and Phil Marfleet. (eds). 1998: Globalisation and Third World, London: Routledge
- Kothari, Rajni 1988: Rethinking Development: In Search of Humane Alternatives, Delhi: Ajanta Nagla, B K. 2014. Indian Sociological Thought. Jaipur/Delhi: Rawat Publications.
- Oommen, T. K. and P. N. Mukherjee. (eds). 1986: Indian Sociology: Reflections and Introspections, Bombay: Popular Prakashan
- Parekh, Bhikhu 2000: Rethinking Multiculturalism: Cultural Diversity and Political Theory, London: Macmillan
- Saraswati, B.N. 1994: Interface of Cultural Identity and Development, New Delhi: Indira Gandhi National Centre of Arts
- World Commission on Environment and Development, 1987, New Delhi: Oxford University Press
- Beremen, G.D. 1981: The Politics of Truth: Essays in Critical Anthropology, New Delhi: South Asian Publishers
- Kuper, A. 1996: Social Science Encyclopaedia, London: Routledge
- Mohan, R.P. and A.S. Wilke. (eds). 1994: International Handbook of Contemporary Developments in Sociology, London: Mansell
- Wallerstein, Immanuel 1974: Modern World System, New York: Oxford University Press
- Genov, Nikolai, 1989: National Traditions in Sociology, Delhi: Sage
- Ferreira, J.V. and A.R. Momin. (eds). 1983: Nemesis: Critical Perspectives on Modernisation, Bombay: Ramrakhiani Publications

Pedagogy

The course be taught in such a way disciplinary quest and societal concern appear to be organically inter-linked and integrated

SOCCC
402
CULTURE AND DEVELOPMENT IN NORTH EAST INDIA

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Culture in development is a theme in classical writings. Culture resonance has become a major theme of intellectual debates in recent time. India always is a classical example of cultural resonance. North Eastern region represents best in cultural diversity and resonance. Cultural scenario bears a close connection with nature, problems and prospects of development and needs in the light of sociological knowledge. The course aims to discuss

major issues related to social life in North Eastern States and problems related to development in northeastern region

COURSE OUTLINE

Unit I Cultural Perspectives of Development (Credit-1)

Significance of religious ethic of development (Max Weber),
tradition in development (S C Dube)
Cultural development in North East India- pre-colonial, colonial and post-colonial

Unit II Cultural ethos and resource development (Credit-1)

Tribal and non-tribal populations in hills and plains, literacy, urbanisation, occupational distribution, community health, energy consumption, human resources

Unit III Culture and Economic Development (Credit-1.5)

Shifting cultivation in north eastern states, governmental action and its possible alternatives and solution

Agricultural development - crops, agrarian structure, problems and solutions, governmental action

Industrial development—historical background , problems and prospects, types of industry— tea industry, bamboo industry, oil industry and handloom industry

Unit IV Regional Development Planning and Implementation (Credit-1)

North East in National Planning- Historical perspective

Agencies of regional development—types, functions and impacts, CAPART,

Role of North Eastern Council in planning and development of the region, Role of

NEREP in development of the region Development agencies CAPART, NCCO

Unit V Development Programmes and Agencies in North East India (Credit-1.5)

Integrated Tribal Development Programme (ITDP), MGNREGS

Regional rural development— historical background, strategies and their impact

Programmes and agencies for urban development in North east India

READING LIST

Alam, E. 1994: Planning in North East India, New Delhi: Gyan Publishing House

Bhattacharjee, J. B. 1991: Social and Political Formation in Pre-colonial North East India

Bhattacharjee J. B. 1998: Sequences of Development in North East India, Delhi: B. R.

Publications Bose, A. et al. 1990: Tribal Demography and Development in North East India

Choudhuri, B. 1990: Tribal development in India: Problems and Prospects

Das, N K. 1989: Ethnic Identity, Ethnicity and Social Stratification in North East India

Datta, A. 1991: Rise and Growth of the national Movement in Assam in the Twentieth Century

till
1947

- DattaRay, B. 1987: Patterns and Problems in North East India
- Datta-Roy, R. 1998: Social and Economic Profiles of North East India, B. R. Publications
- Datta, P S. 1991: Ethnic Movements in Polyethnic Assam
- Dev, J. and Lahira. Cosmogony of Caste and Mobility in Assam
- Dube, S.C. 1983: Modernisation and Development: An Alternative Paradigm, New Delhi: Vikas
- Dube, S.C. 1990: Tradition and Development, New Delhi: Vikas
- Gopalkrishna, R. 1990: The North East India: Land, Economy and People Guha, Amlendu 1991: Medieval and Early Colonial Assam
- Harris, G. 1989: Sociology of Development. Longman
- Horam, M. 1990: North East India: A Profile
- Mathew, T. (ed.) Tribal Economy of North Eastern Religion, Shillong: NEC
- Nag, S. 1990. Roots of Ethnic Conflict: Nationality Question in North East India in Assam New Delhi: Omega Publications
- Saikia, P.D. & D. Borah (eds) Constraints of Economic Development in North East India, New Delhi: Omsons
- Singh, U K. 1990: Arunachal Pradesh: A Study of the Legal System of Adi Tribe
- Singh, V. P. 1995: Planning and Implementation of NERP in Assam. In R.G. Singh and R. D. Gadkar (ed) Special Development Justice in India. New Delhi: Radiant
- Srivastava, S K. (ed). 1987: Demographic Profile of North East India
- Weber, Max 1930: The Protestant Ethic and the Sprit of Capitalism. London
- Govt. of India, Report of Development of North East Region, New Delhi: Planning Commission, Govt. of India
- North East Council, Basic Statistics of North Eastern Region, Shillong: NEC

Pedagogy

Instance/example from surrounding of university will give students better understanding of culture and development in North Eastern region.

Students be given assignment to write seminar paper based on situation in their surrounding for presentation and discussion in class room

SOCEC 403 (I)
URBAN SOCIOLOGY

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Ojectives

Urban society differentiating itself from rural society is yet another dimension of part society. This issue requires to be dealt with sociological skills to analyse and to diagnose the urban question in India. The planning of solutions of urban question and also urban development needs to be looked into from the point of view of sociological principles limited to the part society, i.e., urban society in India. With the basic background of urban sociology - a determined sub- discipline of traditional sociology, the students have to be sensitised on urban dimensions of society, its social structure and social processes in India.

COURSE OUTLINE

Unit I	Scope of urban sociology (Credit-1.5)
	Classical sociological traditions as urban and city dimensions- Emile Marx, Max Weber and Ferdinand Tonnies, Urban community and spatial dimensions- Park, Burgess and Mckenzie, Metropolis-George Simmel, Urbanism-Louis Wirth and
Unit II	Urban Sociology in India (Credit-1)
	Emerging trends in urbanisation, factors of urbanisation, sociological dimensions of urbanisation, social consequences of urbanisation
Unit III	Classification of urban centres (Credit-1)
	City and town, industrial- urban base- growth and special features, Industry-centered development, Smart city.
Unit IV	Occupations and stratification in urban centres (Credit-1.5)
	Changing occupational structure and its impact on social stratification-class, caste, gender, family; Indian city and its growth, migration, problems of housing, slum development, urban environmental problems, urban poverty.
Unit V	Urban planning and problems of urban management in India (Credit-1)
	Urban institutions, factors affecting planning, regional planning and link between social and spatial theories

LEARNING OUTCOME

Students should be able to develop framework for urban development from sociological perspective and to contribute knowledge to growth of smart city .

READING LIST

Quinn J A 1955, Urban Sociology, S Chand & Co., New Delhi
Pickwance C G (ed) 1976, Urban Sociology: Critical Essays,

Methuen Saunders Peter 1981, Social Theory and Urban Question,
Hutchinsonson

Bose, Ashish 1978, Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill

Abrahamson M 1976, Urban Sociology, Englewood, Prentice Hall Sociology 83

Ronnan, Paddison, 2001, Handbook of Urban Studies, Sage: India

Bharadwaj, R.K. 1974, Urban Development in India, National Publishing House

Gold, Harry, 1982, Sociology of Urban Life, Prentice Hall, Englewood Cliff

Colling Worth, J B, 1972, Problems of Urban Society, VOL. 2, George and Unwin Ltd

Alfred de Souza, 1979, The Indian City: Poverty, ecology and urban development, Manohar, Delhi

Desai A R and Pillai S D (ed), 1970, Slums and Urbanisation, Popular Prakashan, Bombay

Castells M, 1977, The Urban Question, Edward Arnold, London

Ramachandran R, 1991, Urbanisation and Urban Systems in India, OUP, Delhi

Ellin Nan, 1996, Post Modern Urbanisim, Oxford UK

Edward W Soja, 2000, Post Metropolis: Critical Studies of Cites and Regions, Oxford:

Blakcwell Fawa, F. Sylvia, 1968, New Urbanism in World Perspectives – A Reader, T.Y.

Cowell, New York Sandhu, R.S. 2003 Urbanisation in India: Sociological contribution in

Shivramkrishjan, K.C

Amitav Kundu and B.N Singh (ed) 2005 Oxford Handbook of Urbanisation in India, OUP, New Delhi

Pedagogy

Students to be exposed to urban dimensions of society need to be sensitised towards classical tradition of questioning, Chicago school approach and also demographic aspect of urban issues. Survey and case studies of urban problems with a monthly seminar shall be basic pedagogy

SOCEC 404 (I) THEORIES OF SOCIAL ANTHROPOLOGY

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Anthropology is a discipline which covers social aspects of human beings in society. Beginning with study of 'left out people' it maps out social aspects, including modern society. During academic journey it makes rich theoretical and methodological contributions which enrich knowledge in sociology, philosophy and social sciences. Sociology uses empirical and methodological knowledge. It also reaps benefit from sociological theorization; thus, give and take between the two blurred their boundary. The course aims to familiarise students with its nature and theory which provide a base of various sociological theories

COURSE OUTLINE

Unit I Anthropology: Meaning, scope and branches (Credit-1.5)

Meaning, scope and branches- social/cultural anthropology, physical anthropology, linguistic anthropology and prehistoric anthropology
Social anthropology- meaning, social historical development, scope, branches and its relationship with sociology, history and prehistory

Uni I	II	Evolutionary Theories (Credit-1) Early evolutionism (Tylor, Morgan, Spencer) Neo-evolutionism (Childe, White), Cultural ecology (Steward), Cultural Materialism (Harris)
Uni II	III	Diffusionist Theories (Credit-1) British- Willbert, Smith, Rivers German-Schmidt, Graebner, Ratzel American- Boas, Wissler
Uni III	IV	Functional Theory (Credit-1) Durkheim, Malinowski, A R Radcliffe –Brown, Merton
Uni IV	V	Structural Theories (Credit-1.5) Claude Levi-Strauss, E.R Leach Marxist Theory, neo-Marxist- Max Gluckman, Lewis Coser

READING LIST Bruce,

G. 1993: History of Anthropology, Minneapolis: Burgers
Evans Pritchard, E.E. 1981: History of Anthropological Thought, London
Levi Strauss, C. 1968: Structural Anthropology, London: Allen
Radcliffe- Brown, A.R. 1952: Structure and Function in Primitive Society, London: Cohn & West
Evans Pritchard, E.E : Social Anthropology, London
Rex, J. 1961: Problems in Sociological Theory, London: Routledge & Kegan Paul
Zetlin, I. M. 1996: Rethinking Sociology, Jaipur: Rawat
Alexander, J. A. 1985: Neo-functionalism, New Delhi: Sage
Turner, J. H. 1985: The Structure of Sociological Theory, Jaipur: Rawat
Wallace, Ruth A. and Alison Wolf 1986: Contemporary Sociological Theory: Continuing the
Classical Tradition, Prentice Hall
Nadel, S. F. 1954: The Theory Social Structure, London

SOCEC 404 (II) POPULATION AND SOCIETY

Full Marks: 70+30=100

Pass Marks:
28+12=40 No.
of Credits: 6
No. of Lectures: 60

The course intends to introduce students to dynamic relationship between population and society

COURSE OUTLINE

Unit I Theories of Population Growth (Credit-1)

Malthusian theory
Demographic
transition theory

Unit II Population Growth and Distribution in India (Credit-1)

Growth of Indian population since 1901, determinants of population growth

Unit III Social Demography (Credits-2)

Age and sex compositions and their consequences, determinants of fertility,
Determinants of mortality; infant, child, and maternal mortality; morbidity rate,
Determinants and consequences of migration

Unit IV Population and Development (Credit-1)

Population as constraint and resource of development, socio-cultural factors
affecting population growth

Unit V Population Control and Population Policy (Credit-1)

Measures taken for population control, India's national population policy

OUTCOME

On completion of the course the students should be able to dynamic relationship
between population and society.

Textbook

Haq, Ehsanul.2007. Sociology of Population in India. MacMillan

READING LIST

Bhende, Asha A & Tara Kanitkar. 2003. Principles of Population Studies. Himalaya
Publishing House. Chandra, R.C. Geography of Population, Kalyani Publishers, New
Delhi, 1986

Premi, M.K. et al An Introduction to Social Demography, Vikas, New Delhi, 1983

Trewortha, G.P A Geography of population: World Patterns, John Willey and
Sons Inc. London, 1969

Wrigley, E.A. Population and History, Weidenfeld and Nicolson,
London, 1969 Wrong, D.H. Population and Society, Random
House, New York, 1966 Andorka, R. Determinants of fertility in
Advanced Societies, Free Press, 1978 Arou, R. 18 lectures on
Industrial Society, Weidenfeld and Nicolson, 1967

Bose, Ashish, India's Urbanisation 1901-2001, Tata Mc-Grew.Hill, New Delhi, 1978

Fawcett, J. and P. Smith (ed) Women in Cities of Asia: Migration and urban Adaptation, 1984 Westview Press, Boulden, Colorado

.

Lessek, A. Kosinki and K Population Redistribution and Development in South Asia, Maudood Uahi (eds) Rawat Publications, New Delhi, 1999

Sharma, A K. 2012. Population and Society. New Delhi: Concept Publications. Turner, Roy India's Urban Future, University of California Press, Barkley, 1962

SOCEC 404 (III)
SOCIOLOGY OF PROFESSIONS

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Objective of the course is to introduce sociology of profession as a distinct branch of sociology and make students aware about history and growth of the profession and sociological studies of professions in India

COURSE CONTENT

- Unit I Meaning, characteristics and types of professions (Credit-1.5)**
Occupation, profession and semi-profession, profession and professionalisation, growth of profession in India- social mobility among the professions
- Unit II Legal Profession (Credit-1)**
Lawyers as professionals, history of legal profession in India, sociological studies of lawyers in India
- Unit III Scientific and Medical Professions (Credit-1)**
Studies of scientific and technological professions in India, history of medical profession in India, doctor-patient relationship, sociological studies of medical profession in India
- Unit IV Academic Profession (Credit-1)**
History of teaching profession in India, sociological studies of teaching profession in India; Indian sociological society as professional organisation
- Unit V Journalism as Profession (Credit-1.5)**
Journalism as profession, media journalism, study of journalism in India, trends of research in sociology of professions

LEARNING OUTCOME

On completion of the course the students should be able to understand relationship between professions and society, different professions and their growth in the Indian context.

READING LIST

Aurora, G. S. 1970: 'Teachers as Professional Group and their Organisations: A Structural Functional Approach to teachers' Organisation in India' in S. P. Ruhela (ed.) Sociology of Teaching Profession, National Seminar on Sociology of Teaching Profession, New Delhi: NCERT, 12-27

Barber, B. 1963: Some Problems in the Sociology of Profession, Deadulus, Fall

Chitnis, Suma 1979: The Indian Academic Profession: Crisis and Change in the Teaching

Community, Delhi:
Macmillan.

Dube, S. C. 1975: Social Mobility among the Professions: A Study of the Professions in a transitional Indian City, Bombay: Popular Prakashan

Freidson, Eliot. 1970: Profession of Medicine: A Study of the Sociology of Applied Knowledge, New York: Dodd Head & Co

Gandhi, J. S. 1982: Lawyers and Touts: A Study in the Sociology of Legal Profession, Delhi: Hindustan publishing Corporation (India)

Jackson, J. A. 1970: Professions and Professionalisation, Cambridge; At the University Press

Krishna, V. V. 1991: 'The Emergence of Indian Scientific Community', in Sociological Bulletin 40(1&2) March – September, pp.89-107

Madan, T. N. 1980: Doctors and Society: Three Asian Case Studies, Delhi: Macmillan

Mahanty, S, V.V.Krishna, V.K.Jairath, E. Haribabu and A. Basu 1995: Brain Drain: A Sociological Study of Scientific Communities, New Delhi: Gyan Publishers

Oommen, T. K. 1978: Doctors and Nurses, Delhi: Macmillan

Parsons, Talcott 1949: 'The Professions and Social Structure', in The Essays in Sociological Theory, Illinois, Glencoe

Parsons, Talcott 1963: - Professions in International Encyclopedia of Social Sciences, Vol. 12, New York: Macmillan and Free Press, pp. 536-46

Sharma, K. L. 1984: Sociology of Law and Legal Profession, Jaipur: Rawat Publication

Sharma, S. L. 1985: 'Sociology of Professions', in ICSSR Survey of Research in Sociology and Social Anthropology, Vol. II, New Delhi; Satvahan Publications

Singh, Sheobahal 1988: -A Rethinking on the Theory of Sociology of Profession, in K. L. Sharma (ed.) Towards Sociology of Profession, New Delhi: Gian Publishing House, pp.123-129

Singh, Yogendra 1972: 'Academic Role Structure and Modernisation' in Satish Saberwal (Ed.) Beyond the Village: Sociological Explorations, Shimla: Institute of Advance Study

SOCEC 404
(IV)
SOCIOLOGY OF INFORMATION SOCIETY

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

Primary focus being drawn to internet and related computer technology, course will be addressing role of technology in shaping social structure and institutions, social life and relationship by understanding of self and other. Information technology, revolution and society interface is basic focus of the course.

COURSE OUTLINE

- Uni I Technology, Society and Social Transformation (Credit-1)**
Informationalism, industrialism, capitalism, self in informational society
- Uni II Information Technology Paradigm (Credit-1.5)**
Historical sequence of information technology revolution, models, actors and sites of information technology revolution, IT revolution enterprise-organisation of informational economy, transition from industrialism to informationalism, i.e., from mass production to flexible production
- Unit III Transformation of Work and Employment (Credit-1.5)**

Networkers, jobless and flexi-timers, post-industrialism, service economy and information society, new occupational structure, work process in informational paradigm

Uni IV Emergence of Global Labour Force (Credit-1)

Informational technology and restructuring of capital- labour relationship, social dualism or fragmented societies

Uni V Rise of Media Culture (Credit-1)

New media and diversification of mass audience, computer mediated communication, institutional control, social network and virtual community

LEARNING OUTCOME

On completion this course, students will be able to explore rapid and profound social, economic cultural and political changes occurred over the past few decades due to advent of information technology.

READING LIST

Manuel, Castells 1996 The Rise of Network Society, Blackwell, Publishers

Mark Taylor and Esa Saariner 1994 Imagologies, Routledge, London

December and Randall 1994 The World Wide Web- Unleashed, Macmillan Computer Publishing

Mischael H 1993 The Metaphysics of Virtual Society, OUP, London

Verena A Conley 1993 Rethinking Technology, Minneapolis, University of Minnasota Press

P Zrkoczy, N Heap Information Technology, Pitman

Arvind Singhal and Rogers Everett: India's Communication Revolution: From Bullok Carts to Cyber Mart, Sage Publications

Bhatnagar Subhash 2000: Information and Communication: Technology in Development, Sage Publication

Melkote Shrinivas 2001 The Information Society, Leslies H Steves

Barrie Axford and Richard Huggin, (ed) 2001: New Media and Politics, Sage, India

P. Preston 2001: Reshaping Communications – Technology, Information and Social Change, Sage Publications: New Delhi

Joann Yates and John Van, Mannen, 2001: Information Technology and Organisational Transformation, Sage, India

Pedagogy

Students have to expose through social case studies rather than on stereotype of ICT

SOCEC 404 (V) SOCIOLOGY
OF SOUTH ASIA

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

To expose students to strategic importance of South Asia as a civilisational centre as well as a player in international affairs and to acquaint them with social, cultural, economic, religious and political similarities and differences between countries of the region. Students should be acquainted with processes which help shaping emergence of nation-state in region, ethnic, regional and religious identity and conflict in process and different paths to socio-economic development and modernisation adopted by countries of the region.

COURSE OUTLINE

- | | | |
|-------------|------------|--|
| Unit | I | The South Asia- Socio-cultural identity (Credit-1.5)

Civilisation, culture and society, social and economic institutions, features, geo-political importance |
| Unit | II | Political systems and Democracy (Credit-1.5)

Political regime, religion, politics and state, ethnicity, ethnic conflict and sub-national movements, nation and nation-building |
| Unit | III | Migration and movement of populations (Credit-1)

Patterns of migration and movement of people
Socio-economic development and demographic changes |
| Unit | IV | Conflict and co-operation between South Asian States (Credit-1)

Conflicts: Nature, types and extent
Cooperation: Nature, types and extent, SAARC |
| Unit | V | Gender and Society (Credit-1)

Types of gender relations, classification and implications, gender inequality |

LEARNING OUTCOME

On completion the course will enable the students to understand society, culture, polity and economy in South Asia in its civilizational perspective and analyze issues of cooperation and conflict in the region.

READING LIST

Bjorkman, J.W. 1987. Changing Division of Labour in South Asia, New Delhi: Manohar

Frnacis Robinson 1989: Cambridge Encyclopedia of India, Pakistan, Sri Lanka, Nepal, Bhutan and Maldives: Cambridge: Cambridge University Press

Chaudhary, Jamil 2000: Cultural Cooperation in South Asia: The Search for Community, New Delhi: Manohar

Dube, Leela 1997: Women and Kinship: Comparative Perspectives on Gender in South and South East Asia, New Delhi: Sage Publications

Farmer, B.H. 1983: An Introduction to South Asia, London: Methuen

Gamage, Siri and I.B. Watson (Eds.) 1999: Conflict and Community in Contemporary Sri Lanka, New Delhi: Sage Publications

- Ganguli, R. 1998. *Kin State Intervention in Ethnic Conflicts: Lessons from South Asia*, New Delhi: Sage Publications
- Gough, K. and Hari P. Sharma (eds.) 1973: *Imperialism and Revolution in South Asia*, New York: Monthly Renew Press (article by Hamza Alvi)
- Kudasiya, G. 1995. The Demographic Upheaval of Partition Refugees and Agricultural Resettlement in India 1947-87, *South Asia, Special Number*, pp. 73-95
- Kumar, Dharma (ed.) 1982: *The Cambridge Economic History of India*, Vol. II, Cambridge: Cambridge University Press
- Mallick, Ross. 1998: *Development, Ethnicity and Human Rights in South Asia*, New Delhi: Sage Publications.
- Pfaff – Czarnecka, Joanna, Darini Rajasingham–Senanayaka, et.al. 1999: *Ethnic Futures: The State and Identity Politics in Asia*, New Delhi: Sage Publications
- Phadnis Urmila. 1990: *Ethnicity and Nation Building in South Asia*, New Delhi: Sage
- Samaddar, R. 1999: *The Marginal Nation: Trans-border Migration from Bangladesh to West Bengal*, New Delhi: Sage Publications
- Shand, Ric. (ed.) 1999: *Economic Liberalisation in South Asia*, New Delhi Macmillan India Ltd
- Smith Donald E. (ed.) 1966: *South Asian Politics and Religion*, Princeton, New Jersey: Princeton University Press
- Stein, Burton and Sanjay Subramanian (eds.) 1997: *Institutions and Economic Change in South Asia*, New Delhi: Oxford University Press
- Diamond, L., J. Linz and S. M. Lipset (eds.) 1989: *Democracy in Aisa*, New Delhi: Sage Publications
- Maloney, C. (ed.) 1974: *South Asia: Seven Communities Profiled*, New York: Holt, Rinehart and Winston
- Robb, Peter. 1995: *Concept of Race in South Asia: Understanding and Perspectives*, London: Oxford University Press
- Rothermund, Dietmar. 2000: *The Role of the State in South Asia and Other Essays*, New Delhi: Manohar
- Sengupta, Bhabani. 1988: *South Asian Perspectives: Seven Nations in Conflict and Co-operation*, Delhi: B.R. Publishing Corporation.
- Tambiah, S. 1997: *Leveling Crowds: Ethno-nationalist Conflict and Collective Violence in South Asia*, New Delhi: Sage Publications
- Wilson, A.J. and Dennis Dalton (eds.) 1982: *The State of South Asia: Problems of National Integration*, London

Following Journals may be consulted

South Asia: Journal of South Asian Studies, Published by South Asian Studies Association,
New
South Wales, Australia

South Asia: Bulletin. Department of History, State University of New York, Albany, New York,
U.S.A

Pedagogy

Comparative approach is best suited to capture similarity and difference between countries of region. Ethnography of society of the region may show their unique characteristic and experience. Students should read ethnographic account from different parts of the region, sometime on a single theme, say, village or agrarian structure. Documentary film can be utilised for same purpose

SOCEC 404 (VI) STUDY OF INDIAN DIASPORA

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 6
No. of Lectures: 60

The course intends to introduce students to Indian diaspora. After explaining diaspora as an area of sociological study, it describes socio-historical background of Indian diaspora, analyses processes of change and continuity among diasporic Indians; examines issues confronting them and discusses mutual orientation of diasporic Indians and Indians.

COURSE OUTLINE

Unit	I	Diaspora as an Area of Academic Study (Credit-1) Meaning and implications of diaspora, approaches to the study of diaspora, significance of diasporic studies
Unit	II	Historical Background of Indian Diaspora (Credit-1) Pre-colonial: trade and spread of religion Colonial: indenture system Postcolonial- brain drain and skill drain
Unit	III	Discourses on Indian Diaspora (Credit-1) Colonial, nationalist, contemporary discourses
Unit	IV	Case Studies of the Indian Diaspora (Credit-1.5) Cultural revivalism- Caribbean, political struggle- Fiji and Malaysia Apartheid and subjection- South Africa and East Africa Political dominance- Mauritius Enclavisation and racism- North America and U.K Transient diaspora- Middle East
Unit	V	Indian and 'Other' Indian (Credit-1.5)

Social construction of 'other' Indian,
Indian connection of diasporic Indians
Remittance economy and its socio-economic impact
Diasporic Indians-Policy issues

LEARNING OUTCOME

On completion the students should be able to conceptualize diaspora as an area of sociology, forms and perspectives, and identity shaping.

READING LIST

Clarke, Colin; Ceri Peach and Steven Vertovec (eds.) 1990. South Asians overseas, Cambridge: Cambridge University Press

Dabydeen, David and Brinsley Samaroo (eds.) 1996. Across the dark waters: Ethnicity and Indian identity in the Caribbean, London and Basingstoke: Macmillan Education

Gosine, Mahin (ed.) 1994. The East Indian odyssey: Dilemmas of a migrant people, New York: Windsor Press

Jain, Ravindra K. 1993. Indian communities abroad: Themes and literature, New Delhi: Manohar

Klass, Morton. 1991. Singing with Sai Baba: The politics of revitalization in Trinidad, Boulder, Colorado: Westview Press

Kurian, George and Ram P. Srivastava (eds.). 1983. Overseas Indians: A study in adaptation, New Delhi: Vikas Publishing House

Rao, M.S.A. (ed.). 1986. Studies in migration: Internal and international migration in India, Delhi: Manohar Publications

Sociological Bulletin. 1989. Special No. on 'Indians abroad' (ed.: S.L.Sharma) 38 (1)

Tinker, Hugh. 1993 (II edition) A new system of slavery: The export of Indian labour overseas, 1830-1920

Steven Vertovec (ed.) 1991. Aspects of the South Asian diaspora, New Delhi: Oxford University Press

Pedagogy

Use of historical atlas and map shall help students to understand spatial location of diasporic group better.

Illustration may be drawn from contemporary time. Use of newspaper and magazine and Internet to be encouraged

SOCCC
405
FIELD WORK AND DISSERTATION

Full Marks: 70+30=100
Pass Marks: 28+12=40
No. of Credits: 12
No. of Lectures: 60

In the course all students shall undertake field work for a period determined by the nature of the topic of dissertation under guidance of a teacher in the department and the collected data shall be processed to write a dissertation. The dissertation shall be evaluated by external

and internal examiners and viva-voce shall be jointly conducted by external and internal examiners. Marks distribution of the course shall be as given below:

Filed work and dissertation marks	70
Viva-voce (by external and internal examiners) marks	30