



**DEPARTMENT OF SOCIOLOGY  
JADUNATH SARKAR SCHOOL OF SOCIAL SCIENCES  
ASSAM UNIVERSITY, SILCHAR**

**PG (CBCS), Sociology Course Structure and Syllabus Under  
National Education Policy (NEP) 2020**

**The Programme Details:**

Postgraduate /Master`s Programme in Sociology under National Education Policy, 2020 will be two/one year Postgraduate/Master`s Degree Programme after the three/four-year Bachelor`s Degree with the second year of the programme having a strong research component.

**Exit Paths:** There will be an exit point **after the first year (second semester)** of the two year Postgraduate /Master`s Degree Programme. The students who exit after the successful completion of the first year will be awarded a **Postgraduate Diploma**.

**Admission Paths:**

Students shall be admitted to a two year Programme with the second year devoted entirely to research after completing the three year bachelor`s Programme.

**Lateral entry at Semester-3:** Students completing a four year Bachelor`s Programme with Honours/ Research may be admitted to a one year Master`s Programme.

**Credit:** Each Semester shall be of 20 credits with a total of 80 credits.

**Credit Equivalent:** *One credit* means *one hour of theory (teaching- learning) or two hours of laboratory/ field works, per week* for duration of a semester (13-15 Weeks). **Credit for internship** shall be *one credit per one week of internship*, subject to a maximum of six credits.

**Every admitted student shall be assigned a Mentor from the department. The Mentor will coordinate the CCE (Compulsory Community Engagement) activity. That course will be evaluated by a departmental committee comprising the HOD, the mentor and another external/internal member.**

**The mentors shall also guide the students in pursuing course under AILF, etc and act as a supervisor for Project work. This course will also be evaluated by a departmental committee comprising the HOD, the mentor and another external/internal member.**

Under a research project, a student is expected to work on a research problem, if a student Publishes a research paper based on the research work in SCI- indexed/UGC CARE list Journal that can be submitted instead of a project dissertation.

**Programme Objective (PO):**

Sociology as an academic discipline emerged in response to opportunities and challenges generated in course of the transition of human society from a pre-modern to modern one during 19<sup>th</sup> and 20<sup>th</sup> Centuries. Sociology as the youngest social science seeks to understand the human social existence both at the individual and collective level by enquiring into different aspects of social behaviour, social organisation and socio-cultural dynamics.

The course content of the program is designed in such a way that the students may get an advanced knowledge regarding sociological concepts, theories and methodology besides other sub-fields of sociology.

The programme intends to create a sense of enquiry among students so that it may lead them towards understanding society and culture in a comprehensive manner

In nutshell it can be said that the programme aims to provide the students an intellectual background enriched with sociological knowledge, specific skills and imagination for development of their career in the profession of Sociology

**Programme Specific Outcomes (PSO)**

1. The completion of the programme would enable students to have a comprehensive understanding of scientific way of studying society and culture.
2. The successful completion of the programme would instil critical thinking among the students.
3. The passed out students with specific skills learned throughout the programme can contribute to policy formulation and implementation
4. The specific component of the programme would equip students to apply their classroom knowledge to field situations, thereby leading to community engagement for transfer of knowledge.

## SEMESTER-I

<b>Paper Code and Name of the Paper</b>	<b>Credit</b>	<b>Hours/Week</b>	<b>Marks</b>	<b>Paper description</b>	<b>Course Type/Remarks</b>
SOC-500 Orientation	Nil	-	-	Orientation to Course	Compulsory
SOC-CC – 501 Fundamentals of Sociology (DISC)	4	4	100	Core Course. (CC)	Disc-C Course to be opted from parent discipline. Compulsory
SOC-CC -502 Classical Sociological Thinkers. (DISC)	4	4	100	Core Course. (CC)	Disc-C -do- Compulsory
SOC-CC –503 Methodology of Social Research- I (DISC)	4	4	100	Core Course. (CC)	Disc-C -do- Compulsory
SOC-SEC-504 (I) Techniques of Social Research (II) Quantitative Research Methods (III) Qualitative Research Methods (IV) Application of IT in Social Science Research (V) Reading, Writing and Reasoning for Sociology. (VI) Theory and Practice of Development. (SEC)	3	3	100	Skill Enhancement Course (SEC)	Courses offered or Identified by the department as Skill Enhancement Course.
SOC-ALIF – 505 Internship/ Field Work. (ALIF)	3	6	100	Apprenticeship/Laboratory/ Internship/Field Work. (ALIF)	Discipline Specific Course. Offered by the department.
SOC-CCEC- -506 Community Engagement Course (CCEC)	2	2	100	Compulsory Community Engagement Course (CCEC)	1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement.
<b>Total credit</b>	20	23	600		

## SEMESTER-II

<b>Paper Code and Name of the Paper</b>	<b>Credit</b>	<b>Hours/Week</b>	<b>Marks</b>	<b>Paper description</b>	<b>Course Type/Remarks</b>
SOC-CC – 551 Theoretical Perspectives in Sociology-I	4	4	100	Core	Disc-C
SOC-CC – 552 Indian Society	4	4	100	Core	Disc-C
SOC-CC-553 Social Stratification	4	4	100	Core	Disc-C
SOC-IDC-554 (I)Gender and Society. (II)Sociology of Diaspora (III) Sociology of Marginalised Communities. (IV) Industry and Society (V) Crime and Society (VI) Sociology of Information Society.	3	3	100	Interdisciplinary Elective Course. (IDC)	To be opted from the Parent Department / allied Departments Approved by the parent Department.
SOC-ALIF-555 Internship/Field Work	3	6	100	ALIF	Disc-C Offered by the parent Department.
SOC-VBC-556 (I)Environment and Society. (II) Science, Technology and Society. (III) Sociology of Ageing (IV) Sociology of Health and illness.	2	2	100	Value- Based Course (VBC)	Offered by the parent Department.
<b>Total credit</b>	20	23	600		

### SEMESTER-III

<b>Paper Code and Name of The Paper</b>	<b>Credit</b>	<b>Hours/Week</b>	<b>Marks</b>	<b>Paper description</b>	<b>Course Type/Remarks</b>
SOC-CC – 601 Theoretical Perspectives in Sociology-II	4	4	100	Core	Disc-C
SOC- IDC-602 Methodology of Social Research- II	4	4	100	Core Interdisciplinary Elective Course. (IDC)	To be opted from the parent Department / allied Departments approved by the parent Department
SOC-ECC –603 (I) Kinship, Marriage and Family (II) Rural Sociology (III) Sociology of Religion (IV) Education and Society (V) Globalisation and Society (VI) Political Sociology (VII) Sociology of Migration	4	4	100	Discipline Specific Elective Courses. (ECC)	To be opted from the list of courses offered by the parent department.
SOC-ALIF – 604  .Internship/Field Work	3	6	100	ALIF. Discipline Specific Courses.	Offered by the parent department.
SOC-RP-605 Dissertation (Research Project Part I)	5	10	100	Research Project	Compulsory Discipline specific Part-I
<b>Total credit</b>	20	28	500		

**SEMESTER-IV**

<b>Paper Code and Name of the Paper</b>	<b>Credit</b>	<b>Hours/ Week</b>	<b>Marks</b>	<b>Paper description</b>	<b>Course Type/ Remarks</b>
SOC-CC – 651 Sociology of Development	4	4	100	Core	Disc-C
SOC-CC – 652 Sociology of North-East India	4	4	100	Core	Disc-C
SOC-ECC – 653 (I) Anthropological Theories (II) Sociology of Movements (III) Urban Sociology (IV) Culture and Development in North-East India (V) Population and Society	4	4	100	Discipline Specific Elective Courses (ECC)	To be opted from the list of courses offered by the parent department
SOC-RP-654 Dissertation(Research Project Part II)	8	16	200	Research Project	Compulsory Discipline specific  Part-II
<b>Total credit</b>	20	28	500		

## **SEMESTER -I**

### **SOC-CC- 501 FUNDAMENTALS OF SOCIOLOGY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

Duration- 60-70 hours.

#### **OBJECTIVE**

This paper wants to give basic orientation of sociology. It is intended to make students familiar with the basic concepts in sociology, basic social and cultural processes and social change.

#### **COURSE OUTLINE**

##### **Unit I:**

##### **Introduction to Sociology**

Definition and scope of Sociology,  
Sociology as a scientific discipline,  
Sociology and Common sense,  
Relationship between sociology and other social sciences

##### **Unit II:**

##### **Basic Concepts (Credit 1)**

Community, Society, Organisation, Institution, Association,  
Group,  
Norms and value,  
Role-Multiple Roles, Role Set, Role Conflict;  
Status-Status Set, Status Sequence,  
Culture

##### **Unit III:**

##### **Social and Cultural Process**

Accommodation, Acculturation, Assimilation, Integration  
Co-operation and Conflict, Socialisation

##### **Unit IV:**

##### **Social Change**

Concepts and types: Evolution, Diffusion, Progress, Revolution  
Transformation, Change in structure and Change of structure

##### **Unit V:**

##### **Social Institutions**

Marriage, Family, Education, Economy, Polity, Religion

#### **LEARNING OUTCOME**

The discussion of concepts 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.

## READING LIST

Beteille, Andre. 1996: Sociology and common sense, *Economic and Political weekly*, vol.31, no-35/37, pp.2361-2365

Bottomore, T. B. 2010: Sociology A Guide to Problems and Literature, New York: Routledge

Bouden, Raymond. 1986: Theories of Social Change: A Critical Appraisal, University of California Press.

Cooley, C.H. 1918: Social Process, Creative Media Partners, SLLC.

Giddens, Anthony and Sutton, P.W. 2021: Sociology 9<sup>th</sup> Edition, U.K.: Polity Press.

Giddens, Anthony; Durneia, Mitchall and Appelbaum, Richard P. 2021: Introduction to Sociology, 12<sup>th</sup> Edition, New York: W.W. Norton & Company, Inc.

Haralombus, M. and R. M. Heald 1980: Sociology: Themes and Prospective. New York, University Tutorial Press.

Johnson, H.M. 2011: Sociology: A Systematic Introduction; New Delhi: Allied Publisher

MacIver, R. M. and Page, Charles H. 1961: Society: An Introductory Analysis, New York: Holt, Rinehart and Winston.

Majumdar, D.N. and Madan, T.N. 1955: An Introduction to Social Anthropology, Bombay, Asia Publishing House.

Mclaish, John 1969: The Theory of Social Change. Routledge

Merton, R.K. 1963: Social Theory and Social Structure; New Delhi: Amerind.

Mills, C.Wright. 1959: The Sociological Imagination, UK, Oxford University Press.

Srinivas, M.N. 1966: Social Change in Modern India, New Delhi: Orient Blackswan.



**SOC-CC- 502**  
**CLASSICAL SOCIOLOGICAL THINKERS**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

Duration- 60-70 hours

**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, and Max Weber are notable in contemporary society. While teaching, emphasis should be on critical analysis on the writing of these thinkers.

**COURSE OUTLINE**

**Unit: I**

**Emergence of Sociology as a discipline**

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**

Dialectical materialism

Surplus value

Class and class struggle

Religion

Estranged labour

**Unit: III**

**Emile Durkheim**

Rules of sociological method

Division of labour in society

Suicide

Elementary forms of religious life

**Unit: IV**

**Max Weber**

Sociology as an interpretative science,

Concepts of verstehen and ideal type, historical-comparative method

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

Authority and power, types of authority, bureaucracy

The Protestant Ethic and the Spirit of Capitalism

## **Unit: V**

### **Theoretical Comparison**

Sociology as discipline

Comparison of Methodologies

Comparative views on Society

Comparative views on Social Change

Impact on discipline and society

Contextualisation and indigenisation

## **LEARNING OUTCOME**

Acquaintance with these thinkers would equip students with theoretical insights, to know, analyse and interpret social scenario around them and would also familiarise them with different sociological perspectives and theories.

## **READING LIST**

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

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

Bendix, Rinehard 1960: Max Weber: An Intellectual Portrait (For Weber) Double Day

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

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

Durkheim, Emile 1954: Elementary Forms of Religious Life London: Allen and Unwin  
Durkheim, Emile 1951: Suicide: A Study in Sociology, Glencoe: Free Press

Durkheim, Emile 1960: Division of Labour in Society, Glencoe: Free Press  
Durkheim, Emile 1958: Rules of Sociological Method, Glencoe: Free Press

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

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

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

Marx, Karl and F. Engels 1982: Manifesto of Communist Party, Moscow: Progress Publishers Freund,

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

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

1982: The German Ideology, Moscow: Progress Publishers

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

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

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

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

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

**SOC-CC- 503**  
**METHODOLOGY OF SOCIAL RESEARCH- I**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

Duration- 60-70 hours

**OBJECTIVE**

This course aims to provide exposure to fundamentals of various research techniques and methods. 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. 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.

**COURSE OUTLINE**

**Unit: I Philosophical Traditions of Social Research**

Positivism- Comte, Emile Durkheim.

Critique of Positivism – Karl Popper

Idealistic tradition- Hegel, Dilthey, Max Weber

Critique of idealistic tradition- Karl Marx

Inductive and deductive reasoning

**Unit: II Methods in Social Research**

Functional, Dialectical, Evaluative, Historical, Comparative, Feminist

Survey method, Participatory, Quantitative, Qualitative and mixed methods

**Unit: III Nature of Social Research**

Meaning of Social Research, Major steps in Social Research,

Research Design and its types- exploratory, descriptive and explanatory

**Unit: IV Defining Research Problem**

Literature review, operationalisation, formulating research problem,

Writing research proposal

**Unit: V Methodological Debates in Indian Sociology**

Sociology Vs Indology

Structure functional Vs Historical-Marxist

Relevance of Perspective from below

## **LEARNING 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.

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

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.

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, Lowrance, C. Wrightman 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.

## **SOC-SEC-504(I)**

### **TECHNIQUES OF SOCIAL RESEARCH**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours

#### **OBJECTIVE**

This course aims to teach the some major techniques of social research. It introduces students to the construction of different tools of data collection and data analysis.

#### **COURSE OUTLINE**

##### **UNIT: I**

##### **Social Research and its Techniques**

- Research Methodology, Methods and Techniques.
- Research and Scientific Methods.
- Research Process.

##### **UNIT: II**

##### **Data, Nature type and Source**

- Data, Database and data collection.
- Sources and types of data.
- Sampling method and its types.

##### **UNIT: III**

##### **Techniques and tools of data collection**

- Observation
- Questionnaire
- Interview
- PRA
- Ethnography
- Construction of the tools for data collection

##### **UNIT: IV**

##### **Measurement and Scaling Techniques**

- Measurement: Meaning and level
- Scaling techniques and its types
- Technique of developing measurement Tools
- Scale construction Techniques

##### **UNIT: V**

##### **Data Analysis and Report Writing**

- Classification, Coding, Tabulation
- Interpretation, drawing inferences and Generalization. Report Writing

## **LEARNING OUTCOME:**

After attending the course, the students would be able to be familiar with different techniques of data collection & would be able construct the relevant tools of data collection.

## **READING LIST**

Ahuja, Ram.2018: Research Methods, Jaipur: Rawat Publications.

Blumer, Martin (Ed.) 2003: Sociological Research Methods, Routledge: Media Company

Bose, P.K.1995: Research Methodology, New Delhi: ICSSR

Goode, W.J. and Hatt, Paul K. 2006: Methods in Social Research, New Delhi: Surjeet Publication.

Kerlinger, F.N.1973: Foundation of Behavioural Research, New Delhi: Surjeet Publication.

Nachmias, Chava and Nachmias, David. 1992: Research Methods in the Social Sciences, New York, Saint Martin's Press.

Sjoberg, Gideon and Nett, Roger. 2014: A Methodology for Social Research, Jaipur; Rawat Publications.

Srinivas, M.N. and Shah, A.M. 1979: Field Workers and the Field, New Delhi, Oxford University Press.

Wilkinson, T.S. and Bhandar Kar, P.L.1999: Methodology and Techniques of Social Research, Himalaya Publication.

Young, Pauline V. 1951: Scientific Social Surveys and Research. New Delhi: PHI

## **SOC-SEC-504(II)**

### **QUANTITATIVE RESEARCH METHODS**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours

#### **OBJECTIVE**

This course aims to teach the some quantitative research methods. It introduces students to the construction of different tools of data collection and data analysis.

#### **COURSE OUTLINE**

- |                  |  |
|------------------|--|
| <b>UNIT: I</b>   | <b>Quantitative research</b> <ul style="list-style-type: none"><li>- Meaning, Purpose and Types</li></ul>  |
| <b>UNIT: II</b>  | <b>Sampling</b> <ul style="list-style-type: none"><li>- Meaning, types of sampling and needs of sampling</li><li>- Exercises on selection of sample</li></ul>  |
| <b>UNIT: III</b> | <b>Techniques of Data Collection</b> <ul style="list-style-type: none"><li>- Exercises on construction of Questionnaire, Schedule, Interview guide</li></ul>   |
| <b>UNIT: IV</b>  | <b>Data Analysis</b> <ul style="list-style-type: none"><li>- Statistical presentation of data</li><li>- Exercises on Measures of central tendency and variability<ul style="list-style-type: none"><li>➤ mean, median and mode</li><li>➤ mean deviation and standard deviation</li></ul></li></ul> |
| <b>UNIT: V</b>   | <b>Exercises on correlation and regression</b>   |

#### **LEARNING OUTCOME**

After attending the course the students would be equipped with both theoretical as well as practical knowledge of quantitative methods and techniques of data collection for sociological research



## **READING LIST**

Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in Methods of Social Research. Simon and Schuster, 4<sup>th</sup>. Ed. The free Press, New York pp.105-172.

Bailey. (1994). Interview Studies in Methods of Social Research. Simon and Schuster, 4<sup>th</sup> Ed. The free press, New York NY.10020.pp.173-213

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

Goode, W.E. and P. K. Hatt. (1952). Methods in Social Research. New York: McGraw Hill

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

Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons.pp.263-277.

Levin. J.A, Forde. D.R. & J.A. Fox. (2014).Elementary Statistics in Social Research. New Delhi; Pearson South Asia

Mueller, J. A. and Karl F. S. (1961). Statistical Reasoning in Sociology, Boston: Houghton Mifflin Co.

Spiegel, M. (1981).Theory and Problem of Statistics. Singapore: McGraw Hill

Stockemer D. (2019).Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and STATA.

Weinstein, J. Allen. (2010). Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology: Rowman and Littlefield: New York, Toronto

Young, P.V. (2003). Scientific Social Surveys and Research, New Delhi: PHI Learning

## **SOC-SEC-504(III)**

### **QUALITATIVE RESEARCH METHODS**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours

#### **OBJECTIVE**

This course aims to teach some qualitative research methods. It introduces students to the construction of different tools of qualitative data collection and data analysis.

#### **COURSE OUTLINE**

- |                  |  |
|------------------|--|
| <b>Unit: I</b>   | <b>Qualitative Research methods</b> <ul style="list-style-type: none"><li>- Meaning, purpose and characteristics</li></ul>   |
| <b>Unit: II</b>  | <b>Research design and types</b>   |
| <b>Unit: III</b> | <b>Tools and techniques of qualitative research</b> <ul style="list-style-type: none"><li>- Case study, oral history, life history</li><li>- Content analysis, panel study</li><li>- Interview, focused-group discussion</li></ul> |
| <b>Unit: IV</b>  | <b>Observation and ethnography</b> <ul style="list-style-type: none"><li>- Participant observation and non-participant observation</li><li>- Ethnography</li></ul>   |
| <b>Unit: V</b>   | <b>Qualitative data</b> <ul style="list-style-type: none"><li>- Approaches</li><li>- Principal theory</li><li>- Reflexivity</li></ul>  |

#### **LEARNING OUTCOME**

After learning the methods of data collection in this course, the students would be able to understand qualitative research and would be equipped to undertake qualitative research.

#### **READING LIST**

- Bailey. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4<sup>th</sup> Ed. The Free Press, New York NY 10020. Pp.3-19
- Bryman, A. (2004). Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 pp.11-70.
- Denzin N. K. & Yvonna S. L. (2000). Handbook of Qualitative Research Sage; London

- Goode, W.E. and P.K. Hatt. (1952). *Methods in Social Research*. New York: McGraw Hill
- Marvasti, A. (2004). *Qualitative Research in Sociology (Introducing Qualitative Methods Series)*. Sage Publications
- Srinivas, M. N. et al. (2002). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: Oxford University Press
- Young, P.V. (2003). *Scientific Social Surveys and Research*, New Delhi: PHI Learning
- Blaikie, N. (2000). *Designing Social Research: The Logic of Anticipation*. Maiden, MA: Polity Press
- Guillemin, M. and Gillam. L. (2004). Ethics, Reflexivity and “Ethically Important Moments” in Research. *Qualitative Inquiry* 10(2):261-280
- Fujii, L.A. (2012). Research Ethics 101: Dilemmas and Responsibilities. *Political Science & politics*, 45(4), 717-723
- Mukherjee, P.N. (Ed). (2000). *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage
- Silverman, D. (1993). *Interpreting Qualitative Data*. London. Sage

## **SOC-SEC 504 (IV)**

### **APPLICATION OF I T IN SOCIAL SCIENCE RESEARCH**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours

#### **OBJECTIVE**

This course aims to introduce students to the basics of information and communication technology so that they may learn the use of the same for social research.

#### **Unit -I      Brief introduction of computer**

- Definition, types and anatomy of computer
- Brief history of computer generation

#### **Unit -II    Internet**

- Genesis and development: hypertext and computer-mediated communication (CMC)
- Social informatics

**Unit -III    E-methods:** Computer Assisted Personal Interviewing (CAPI), Computer Assisted Telephone Interviewing (CATI), Computer Assisted Self Interviewing (CASI), Computer Assisted Self interviewing with Interviewer Present(CASIIP), Disk by Mail (DBM), Electronic Mail Survey (EMS), Computer Assisted Panel research (CAPAR), Touchtone Data Entry (TDE), Voice Recognition (VR), Automatic Speech Recognition (ASR).

#### **Unit IV    Softwares:**

- MS office, Statistical Package for Social Sciences (SPSS), STATA, R, ATLAS.ti, NVivo.
- Referencing softwares: Mendeley, Zotero
- Plagiarism softwares: Urkund, Turnitin

#### **Unit-V    Database:**

- Indexing database
- Citation database

#### **READING LIST**

Baker, R. P. & Bradburn, N.M.1992, CAPI: Impacts on Data Quality and Survey Costs. Information Technology in Survey Research Discussion paper 10 also presented at the 1991 public health conference on records and statistics.

Baker, R.P.1990, 'What We Know About CAPI: Its Advantages and Disadvantages'. Paper presented at the annual meeting of the American Association of Public Opinion Research, Lancaster, Pennsylvania

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Baker, R. P. 1992, 'New Technology in Survey Research: Computer Assisted Personal Interviewing CAPI.', Social Science Computer Review,vol.10,pp.145-157.

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Beckenbach, A. 1995. 'Computer Assisted Questioning: The New Survey Methods in the Perception of the Respondents', BMS, vol.48, pp. 82-100.

Bennet, D. & Goodger, C.1993. 'Interviewer training for CAI at OPCS', paper presented at the 1993 Conference of the Study Group on Computers in Survey Analysis. City University, London.

Berry, S. H. & O' Rourke, D.1988. 'Administrative Designs for Centralized Telephone Survey Centers: Implications of the Transition To CATI' in R.M. Groves, P.P. Biemer, L.E. Lyberg, J.T. Massey, W. L. Nicholls II & J. Waksberg editors. Telephone Survey Methodology. New York: Wiley.

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Cahuman, H.L. & Leyhe, E. W. 1985. 'Human Versus Computer Interviewing', Journal of Personality Assessment, vol.49, pp.103-106.

Catlin, G. & Ingram, S. 1988. 'The effects of CATI on costs and data quality: a comparison of CATI and paper methods in centralized interviewing ', in R. M. Groves,

P. P. Biemer, L. E. Lyberg,. T. MASSEY,W.L. Nicholls II & J. Waksberg editors. Telephone survey methodology, New York: Wiley.

Couper, M. P. & Burt, R.M.1994. 'Interviewer attitudes toward computer-assisted personal interviewing CAPI'. Social Science Computer Review, vol.12, pp.38-54.

Couper, M.P.. & Groves, R.M.1992, 'Interviewer reactions to alternative hardware for computer assisted personal interviewing'. Journal of Official Statistics, vol .8, pp.201-210.

De Leeuw, E. D. 1989. 'Computergeleid Enqueteren; Een Overzicht Van technologische vernieuwingen' [in dutch:computer assisted data collection; a review of technological changes],Tijdschrift voor Onderwijs Research,No.4,pp.201-213

De Leeuw, E.D.1993, Data quality in mail, telephone and face-to-face surveys. Amsterdam: TT-Publikaties.

Edwards, B., Sperry, S. & Schaeffer,N.C.1995, 'CAPI Design techniques for improving data quality', in proceedings of the international conference on survey measurement and process quality. Alexandria: American statistical association.

Fisher,b.,resnick,d.,Margolis,m.,bishop,g.1995. 'Survey research in cyberspace: breaking ground on the virtual frontier', in proceedings of the international conference on survey measurement and process quality; contributed papers. Alexandria: American Statistical Association.

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Groves, R. M. & Nicholls, W. L.Ii 1986. 'The status of computer-assisted telephone interviewing: part II-Data quality issues', Journal of Official Statistics, no.2, pp.117- 134.

Havis, M. J. & Banks, M.J.1991. 'Live and automated telephone surveys: a comparison of human interviewers and an automated technique', journal of the market research society, vol-33,pp. 91-102.

Helgeson,J. G.& Ursic,M.L.1989. 'The Decision Process Equivalency of Electronic Versus pencil-and-paper data collection methods'. Social Science Computer Review, vol. 7, pp. 296-310.

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Jacobs, M.A.1993.Software kopen of kopiëren? een social wetenschappelijk onderzoek naar pc-gebruikers (in Dutch: buying or copying software? a study of pc- users).Amsterdam: Thesis-publishers

Kiesler, S.& Sproull,L.S.1986. 'Response effects in electronic surveys'. Public opinion quarterly, no-50, pp.402-413

Locke,S.E.,Kowaloff,H.B.,Hoff,R.G.,Safran,C.,Popovsky,M.A.,Cotton,D.J.,Finckelstein,D.M.,Page,P.L.& Slack,W.V.1992. 'Computer-based interview for screening blood donor risk of HIV infection', Journal of the American Medical Association, vol.268, pp.1301-1305.

Martin, J. & manners, T.1995. 'Computer assisted personal interviewing in survey research' in R.M. Lee editor. Information technology for the social scientist. London: UCL Press.

Olsen, R. J. 1992. 'The Effects of Computer Assisted Interviewing on Data Quality', Paper Presented at The 4 th Social Science Methodology Conference, Trento.

Orlikowski, Wanda J.1993.Learning from notes: organizational Parks, B. T., Mead, D.E. & Johnson, B.L.1985. 'Validation of a Computer Administered Marital Adjustment Test', Journal of Marital and Family Therapy, Vol.11, Pp.207-210.

Rezmovic, V.1977. 'The effects of computerized experimentation on response variance', Behaviour Research Methods & Instrumentation, vol. 9, pp. 144-147.

Saltzman, A.1992. Improving Response Rates in Disk–By-Mail Surveys. Sawtooth Software Conference Proceedings. Evanston: sawtooth software.

Samuels, J. 1994. 'From CAPI to Happi: A Scenario for the Future and Its Implications for Research'. Proceedings of the 1994 Esomar Congress: Applications of New Technologies.

Saris, W.E.1989. 'A Technological Revolution in Data Collection', Quality & Quantity, vol.23, pp.333-349.

Saris, W.E.1991. Computer-Assisted Interviewing. Newbury Park: Sage.

Sperry, S., Bittner, D.& Branden,L.1991.'Computer Assisted Personal Interviewing on the Current Beneficiary Survey', paper presented at the AAPOR 1991 Conference, Phoenix, Arizona.

Stockemer D., 2019.Quantitative methods for the social sciences: a practical introduction with examples in SPSS and STATA.

Weeks, M.F.1992. 'Computer-Assisted Survey Information Collection: A review of CASIC Methods and their Implications for Survey Operations', Journal of Official Statistics, vol.4, pp.445-466.

Weinberg S.L. & Abramoqitz S.K.2008.Statistics Using SPSS: An Integrative Approach, Cambridge University Press, USA.

## **SOC-SEC- 504 (V)**

### **READING, WRITING AND REASONING FOR SOCIOLOGY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours

#### **OBJECTIVE**

This course aims to develop skills among the students regarding reading and writing academic prose. This is a crash course in survival techniques for developing literacy in academic language.

#### **COURSE OUTLINE**

##### **Unit I: Introduction**

Virtues of repetition

##### **Unit II: Techniques for reading academic texts**

Grasping the whole: How to get an overview?

##### **Unit III: Techniques for reading academic texts**

Divide and conquer: Taking texts apart

Getting outside help: Recruiting extra resources

##### **Unit IV: How to begin writing academic prose?**

Building s structure: What do you want to say?

Working with blocks: Sections, paras, sentences

Borrowing material: Paraphrasing, quoting, citing

##### **Unit V: Final session**

Peer reviewing

#### **EXERCISES & READING**

Academic reading and writing is about repeatedly reworking a text until some provisional goal is achieved.

**Assignments Day 1:** Read a short (1-2 Pages) academic text of moderate difficulty and summaries it one paragraph (3-4 semesters) without prior guidance.

**Assignment, Day 2:** Re-read the same text and re-write the summary after a brief discussion of (CONTENT) (Does the summary contain most of the most important points made in the text?)



**Assignment, Day 3:** Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

## **2. Techniques for reading academic texts**

### **Grasping the whole: How to get an overview**

Titles as the shortest summary of a text

Good and bad titles

Section headings (where present)

Introductions and Conclusions

Identifying important passages and sentences

### **Divide and conquer: Taking texts apart**

Beginning, middle and conclusion-stages of argument

The architecture of arguments: main, subsidiary, minor

Everything is not equally important: Distribution of emphasis

### **Getting outside help: Recruiting extra resources**

Isolating words & terms: Dictionaries, Encyclopedias

Contextualising texts with quick background research

Productive ways of asking for help from teachers/tutors

### **Techniques for writing academic prose building a structure a structure: what do you want to say?**

Beginning, middle and conclusion –stages of argument

The architecture of arguments: main, subsidiary, minor

Everything is not equally important: Distribution of emphasis

### **Working with blocks: Sections, Paragraphs, Sentences**

How many sections? Jobs descriptions for each section

Paragraphs as key building blocks of academic prose

Sentences and population; length, balance, continuity

### **Borrowing material: Paraphrasing, Quoting, Citing**

The difference between paraphrasing and plagiarism

Quotations: When? Why? How?

Citation styles

Productive ways of asking for help from teachers/tutors

### **Final sessions: peer reviewing**

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself.

Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weakness, highlighting techniques for recognizing quality (or its lack)

Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderate discussion.

**Note:**

Through this course, students would learn how to recognize good or bad writing and equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom.

Parsons, Talcott (1951) *The Social System*, Glencoe III, Free Press

Douglas, Mary (appropriate.1986) *How institutions think*, Syracuse University Press, Syracuse, New York.

Thapar, Romila (2004) *Somanatha: The many voices of history*, Penguin Books, India.

Khilnani, Sunil (1997) *The idea of India*, Penguin Books.

Dumont, Louis (1980) *Homo Hierarchicus*, University of Chicago Press.

Well-known guides to academic writing (such as Howard Becker's *Writing for Social Scientists*) will also be used where.

## **SOC-SEC-504 (VI)**

### **THEORY AND PRACTICE OF DEVELOPMENT**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours

#### **OBJECTIVE**

The objective of this course is to familiarise students with the arguments of development theory in the decades following 1980 and provide skills to apply the methodology in development practices adopted since then.

#### **COURSE OUTLINE**

**Unit: I      Conceptualising Development**

Economic growth, democratic governance, basic social amenities and security, sustainable development

**Unit: II      Contemporary trends in development initial stage**

Neo-liberalism: Growth as development-Re-emergence of Neo-classical perspective

Structural Adjustment Programmes (SAP) & its critique

**Unit: III      More recent trends in development**

Post-development theory-Knowledge as power, Participatory development

**Unit: IV      Sustainable development approach**

Earth Charter 1992-Hegemonic approach, Public Private Partnership (PPP), Environmental discourse

**Unit: V      Human Development approach**

Growth Vs Development- Construction Human Development Index (HDI)

#### **EXERCISES & READING**

**1. What is development?**

McMichael, Philip. Development and Social Change. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40

**2. Recent Trends in Development**

**Neo-Liberalism: Growth as Development**

Re-emergence of Neo-classical perspective SAP and its Critique

Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper

Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. Pp 1- 29.

Sparr, Pamela. (ed.) 1994. Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment. London: Zed Books. pp 1-30

### **Exercises & Case Studies**

Exercise: A bedtime Story for Grown Ups

Case Study: Jayaweera, Swarna. 1994. 'Structural Adjustment Policies, Industrial Development and Women in Sri Lanka', in Pamela Sparr (ed) Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment. London: Zed Books. Pp. 96-111.

### **3. Post-Development Theory**

Knowledge as Power, Participatory Development Sachs, Wolfgang. 2007 (12<sup>th</sup> impression) The Development Dictionary: A Guide to Knowledge as Power. London: Zed Books Chap 1, 2 & pp. 1-25, 264-274.

Escobar, A. 2011. (Paperback Ed.) Encountering development: The making and unmaking of the Third World Princeton: Princeton Press, Chap 2 & 6, pp. 21-54, 212-226.

Dipholo, Kenneth B. 2002. Trends in participatory development, Journal of Social Development in Africa, Vol 17. No.1, pp 59-79

Razavi, Shahrashoub and Miller Carol. 1995. From WID to GAD: Conceptual Shifts in the

Women and development Discourse. Occasional Paper 1. United Nations Research Institute for Social Development: UNDP. [www.unrisd.org/unrisd/website/document.nsf/0/.../\\$FILE/opb1.pdf](http://www.unrisd.org/unrisd/website/document.nsf/0/.../$FILE/opb1.pdf)

### **Exercises & Case Studies**

Exercise 1. Pass the Picture (from Stepping Stones, Action Aid Manual)

Exercise 2. Make a Gender Audit Report of any organization

Case Study: Participatory Urban Planning in Porto Alegre, Brazil

### **4. Sustainable Development Theory: UN Earth Charter 1992**

Hegemonic approach: PPP, Environmental discourse

Buse, Kent and Harmer, Andrew. 2004. 'Power to the Partners? : The Politics of Public-Private Health Partnerships', Development, 47(2), pp 49-56

Exercise: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref:

[http://www.pria.org/Reforming\\_JNNURM.htm](http://www.pria.org/Reforming_JNNURM.htm)

## **5. Human Development Theory: Growth Vs Development**

Friere, Paulo. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder.

Sen, Amartya. 1989. 'Development as Capabilities Expansion'. *Journal of Development Planning*, 19: 41 – 58.

Sen, Amartya. and Sudhir Anand. 1994. 'Sustainable Human Development: Concepts and Priorities'. Background Paper for the Human Development Report 1994. New York: Human Development Report Office.

Fukuda-Parr, Sakiko. 2003. 'The human development paradigm: Operationalizing Sen's ideas on Capabilities', *Feminist Economics*, 9(2–3): 301 – 317.

### **Exercises & Case Studies**

Exercise1. Assess the quality of a nearby Government school

Exercise2. Assess the quality of health care services in an urban PHC

Case Study: Tint, Piia and Reinhold, Karin. 2008. 'Safety & health through Redesign of Garment Worker's Workplaces', in Amita Sahaya (Ed.) *Selected Readings IV International Congress Women Work and health*, New Delhi: WWHL.

Websites of Organizations for exercises and Case studies

- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA-Participatory Research in Asia.
- [www.iclei.org](http://www.iclei.org), [www.infochangeindia.org](http://www.infochangeindia.org)

## **SOC-ALIF-505**

### **INTERNSHIP / FIELD WORK**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

Duration-40 to 50 hours.

#### **OBJECTIVE**

To inculcate research culture among students. To develop among students the sense of working together in a team.

#### **INTERNSHIP**

In this course students are required to undertake an internship in Governmental or Non-Governmental organisations or in a community. They will be expected to spend a minimum of 40 hours in these set ups (organisations/ communities).

#### **Students are required to identifying:**

- (I) The nature of their (organisations) programmes, intervention strategies and assessing their effectiveness or
- (II) Study the community structure, resources, problems, community organizations, and community welfare/ developmental measures.

Students are to submit weekly reports on their progress in the organisations/communities to the concerned Mentor and will prepare a final report. Students' performances will be evaluated on the basis of their reports submitted and a Viva-voce conducted by the Department.

#### **FIELD WORK**

In lieu of **Internship** the students may opt for **Field Work** on any of the following areas mentioned below.

#### **Suggestive Practices:**

##### **1. Swachh Bharat Internship/ Field Work on Swachh Bharat**

The 50/70 hour experiential internship would require the students to visit one or more villages and conduct activities of their choice to contribute to the cause of rural sanitation.

##### **Activities:**

- Awareness Campaigns./Field Work on awareness, etc
- Street plays
- Swachhata Melas
- Village or school level rallies
- Wall paintings on public walls & government buildings (Panchayat office).

-

**2. Social awareness internship on non-profit management**

In Nivedita Nari Sangstha (Social Welfare Women Organization), Kabiura Lane, Meherpur,  
Silchar-788015, Phone-9435010157

Email id: [nss.silchar@gmail.com](mailto:nss.silchar@gmail.com)

**3. Internship with Old Age Home.**

**4. Internship in a Drug de-addiction centre and similar organisation and communities.**

**Course Outcome:** The course would equip students to acquire the skills of applications of theoretical knowledge to fields.

## **SOC-CCEC-506**

### **COMMUNITY ENGAGEMENT COURSE**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-2

Pass Marks: Semester-28+Internal-12=40

Duration-30 to 50 hours.

**Objective:** This course aims to help the students relate what they study in the classroom with field realities through community engagement. This course would encourage the students to understand community culture, lifestyles and causes for distress and poverty faced by vulnerable households. It also aimed at creating an appreciation among students of social field realities as holistic, respectful and inspiring.

#### **Suggestive Practices:**

1. Anganwadi as Community Resource Centre
2. Cancer Awareness Campaigns
3. A Model for Tribal Village Development
4. Rehabilitation of Drug Addicts/Women Prisoners.
5. Caring for Senior Citizens.
6. Social Insurance Awareness Programme.
7. Environmental Protection Campaign.
8. Total Literacy Drive.
9. Campaign for Waste Management and Cleanliness ( Campaign for Swachh Bharat)

**Course Outcome:** The students will be able to gain an understanding of social life, Indian Culture and ethos and social realities, identify opportunities for contributing to the overall development of society.



## **SEMESTER II**

### **SOC-CC-551**

#### **THEORETICAL PERSPECTIVES IN SOCIOLOGY: I**

Full marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass mark: Semester-28+Internal-12=40

Duration-60-70 hours.

#### **OBJECTIVE**

The course intends to introduce substantive, theoretical, and methodological issues of sociological foundations in latter half of 20<sup>th</sup> century which continue to concern the practitioners of sociology today. Main focus of the course is to emphasise Positivism and Post-Positivism, structural-functional, as well as symbolic interactionism, phenomenology and ethnomethodology. The course also wants 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: Positivism and Post-Positivism**

August Comte and Karl Popper

**Unit II: Structural functionalism**

B. Malinowski, A. R. Radcliffe-Brown, S. F. Nadel, T. Parsons, R. K. Merton, C. Levi-Strauss

**Unit III: Hermeneutic and Interpretative Traditions**

Max Weber, Karl Manheim

**Unit IV: Symbolic interactionism**

G.H. Mead and Herbert Blumer, Erving Goffman, Peter L. Berger, Thomas Luckman

**Unit V: Phenomenology and Ethno methodology**

Edmund Husserl, Alfred Schutz, Herald Garfinkel

#### **LEARNING OUTCOME**

An exposure to theoretical perspectives would enable the students to appreciate the substantive, theoretical and methodological issues on which the practitioners of sociology as a discipline was involved in an intense debate during 20<sup>th</sup> century. Completing the course may lead to appreciation among the students, the theoretical relevance and analytical utility of premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

## READING LIST

- Alexander, Jeffrey C. 1985. Neo-functionalism, New Delhi: Sage
- Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory since World War II New York: Columbia University Press
- Berger, P. L. The Social Construction of Reality, Penguin Press
- Blau, Peter M. 1964. Exchange and Power in Social Life, New York: John Wiley & Sons  
Blau, Peter, M. 1968. Interaction in Social Exchange 'in International Encyclopaedia of Social Sciences, Vol-7, New York: Macmillan, Pp. 452-456
- Blumer, Herbert 1987. Symbolic Interactions: Perspective and Method, California: University of California, Press
- Bottomore, T. B. 1984. Frankfurt School, Chester, Sussex: Ellis Harward and London: Tavistock
- Brace Jovanovich
- Collins, Randall. 1997. Sociological Theory. Jaipur/New Delhi: Rawat
- 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
- Dahrendorf, Ralf 1954. Class and Class Conflict in Industrial Society, Stanford: Stanford
- Garfinkel, H. 1967. Studies in Ethnomethodology, New Jersey: Prentice Hall
- Giddens, Anthony. 1983. Central Problems in Social Theory: Action, Structure and Contradiction in
- 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
- 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
- Lash, Scott. 1990. Sociology of Post –modernism, London: Routledge
- 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
- Maynard, Marry. 1989. Sociological Theory, Longman
- Mead, G.H. 1934. Mind, Self and Society, Chicago: University of Chicago Press.
- Merton, Robert K. 1968. Social Theory and Social Structure, Second Edition, New Delhi: Amerind  
New York: Routledge
- Parsons, Talcott. 1951. The Social System. New York: The Free Press

- Parsons, Talcott. 1954. *Essays in Sociological Theory*, Englewood Cliffs: Prentice Hall
- Parsons, Talcott. 1968 *The Structure of Social Action*, New York. Free Press Publications Publishers Pvt. Ltd
- 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
- Social Analysis*, London: Macmillan
- Sturrock, John (ed.). 1979. *Structuralism and since: From Levi Strauss to Derrida*, Oxford: Oxford
- Turner, Jonathan H.1995 (4<sup>th</sup> edition). *The Structure of Sociological Theory*, Jaipur and New Delhi: Rawat
- Wallace, Ruth and Alison, Wolf. 1963. *Contemporary Sociological Theory*, Englewood Cliffs: Prentice Hall Inc.
- Zeitlin,Irving M. 1998 (Indian edition). *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur and New Delhi: Rawat

## **PEDAGOGY**

Biographical detail of sociologists is 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

## **SOC-CC-552**

### **INDIAN SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

Duration-60-70 hours.

#### **OBJECTIVE**

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**

##### **Unit I: Conceptualising Indian Society (Credit- 5)**

People of India: Groups and Communities.

Basic elements, historical moorings, Continuity and change,

Unity in diversity

##### **Unit II: Theoretical Perspectives (Credit- 1)**

Ideological/Textual Perspective: G.S.Ghurye, Louis Dumont

Structural Functional Perspective: M.N.Srinivas, S.C. Dube

Marxian Perspective: D.P.Mukherji, A.R.Desai

Civilization Perspective: N.K.Bose, Surajit Sinha

Subaltern Perspective: B.R.Ambedkar, David Hardiman

##### **Unit III: Social institutions and their changing dimensions (Credit-1)**

Perspectives on caste, class and tribes in India; Marriage, Family and kinship, Economy, Jajmani system and religion

Rural-urban interactions and the emerging society, village structure and change

The Scheduled Castes, Other Backward Classes, Women and Minorities

##### **Unit IV: Cultural traditions, social process and social change**

Great and Little Traditions—Universalisation and Parochialisation, Sanskritisation and Westernisation & modernization

Role of market, media and education in social convergence and integration in India

**Unit V: Social issues in India**

Poverty, corruption, social security and digital divide

Secularisation, urbanisation, industrialisation, and globalization

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

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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 are encouraged to make on spot observation of problem wherever and whenever they find recurrence of problems

## **SOC-CC-553**

### **SOCIAL STRATIFICATION**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

Duration-60-70 hours.

#### **OBJECTIVE**

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

#### **Unit I: Conceptual framework**

Conceptualising social stratification: Hierarchy, Inequality and Difference  
Forms of Social Stratification: Caste, class, status, gender, ethnicity.

#### **Unit II: Theoretical Frameworks.**

Functionalism and its critique  
Historical Materialism  
Lensky and East European society  
Class, status and Party: Max Weber

#### **Unit III: Social Stratification and Politics**

Theoretical debates: Marx, Weber, Mills  
Politics of caste, class, gender and race

#### **Unit IV: Social Mobility**

Pitrim Sorokin on social mobility  
Social mobility in industrial society  
Globalisation and social stratification

#### **Unit V: Social Stratification in India**

Agrarian Class Structure  
Caste-class nexus and divergence  
Social stratification/ inequality in tribal society

#### **LEARNING 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.

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- Davis, Kinsley (1949): *Human Sociology*, New York, Macmillan
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- 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
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- Marriott, Mckim, (1960): *Caste Ranking and Community Structure in Five Regions of India and Pakistan*, Poona, G.S. Press
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- Mills, C.W. (1965): *The Power Elite*, New York, Simon and Schuster
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- 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



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Sorokin, P.A. (1927): Social and Cultural Mobility, London, Macmillan

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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.)

## **SOC-IDC-554 (I)**

### **GENDER AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

#### **OBJECTIVE**

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**

Gender versus biology, Gender roles, Gender relations, gender identity, gender equity and equality, women in family-socialisation, private-public dichotomy, sexual division of Labour, Patriarchy as ideology and practice, masculinity and femininity

##### **Unit: II Emergence and Development of Feminist Thought**

History of feminism, Theories of Feminism, women's movement, women's studies and gender studies

##### **Unit: III Gender based Division of Labour/Work**

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**

Gender and development, WID, WAD and GAD, World conferences on women, 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**

Marginalisation of women, 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, Women's rights, ecology, communalism and 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

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- Dube, Leela 1997. *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*, Tokyo: United Nations University Press
- 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
- 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
- India, Government of. (1974). *Towards Equality: Report of the Committee on the Status of Women*
- 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.
- 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
- Mies, Maria, (1980). *Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women*, New Delhi: Concept
- 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
- 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 Press.
- Sharma, Ursula, (1983). *Women, Work and Property in North-West India*, London: Tavistock
- Shulamitz, Reinhartz and Lynn Davidman. (1991). *Feminist Research Methods*, New York: Oxford University Press
- Sharma, Ursula. (1983). *Women, Work and Property in North-West India*, London: Tavistock

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Tong, Rosemarie. (1989). Feminist Thought: A Comprehensive Introduction, Colorado: West view Press

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

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WSC, University of Pune

## **SOC- IDC-554 (II)**

### **SOCIOLOGY OF DIASPORA**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

#### **OBJECTIVE**

The course intends to introduce students to the scientific study of diaspora. This course would help the students to understand the significance of the diaspora, clarify basic concepts and familiarize with different theories. The historical, social, political, and economic context of India diaspora would be examined along with the various approaches to study diaspora. It also 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: Concept and Theories**

Migration and Diaspora: Concept and Meaning

Theories of Diaspora

Approaches to study Diaspora

Scope and Significance of Diaspora studies

##### **Unit: II**

##### **Historical background of the Indian Diaspora**

Pre-colonial: Trade, Religion and Empire

Colonial: Indentureship, Kangani, Maistry and Free/Passage

Postcolonial: Contemporary trends since 1947

##### **Unit: III**

##### **Case Studies of the Indian Diaspora**

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: IV**

##### **Discourses on the Indian Diaspora**

Brain Drain, Brain Gain, Brain Circulation

Colonial, Post-colonial, Contemporary, Globalization

Perspectives on Indian Diaspora: Regional, Religious, Caste and Gender

**Unit: V**

**Social construction of Indian Diaspora**

Indian Diaspora connections with Homeland

Remittances and its socio-economic impact

Indian Diaspora: Policy issues in India

Relations with the Host societies: Hybridity and Creolisation,

Multiculturalism, Transnationalism

**LEARNING OUTCOME**

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

**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

**READINGS LIST**

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.

Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.

Cohen, R. (2008). *Global Diasporas: An Introduction*. London & New York : Routledge .

Gilroy, P. (1993). *The Black Atlantic: Modernity and its Double Consciousness*. London: Verso

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Hall, S. (1995). Cultural Identity and Diaspora. In Bill A. et al. (Ed), *The Post-colonial Studies Reader (Second Edition)*. London: Routledge

Jain, R. K. (1993). *Indian communities abroad: Themes and literature*. New Delhi: Manohar.

Jayaram, N. (2004). Introduction: The Study of Indian Diaspora. In N. J. (Ed.), *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage

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Khadria, B. (1990). Migration of Human Capital to United States. *Economic and Political Weekly*. 25 (32) ,1784-1794

Kumar, S. (2019, Oct.-Dec.). Emergence of Indian Diaspora across the Globe. *Varanasi Management Review*, 5(4), 12-16.

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- Kurian, G. T and Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A study in Adaptation*. New Delhi: Vikas Publishing House.
- Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.
- Safran, William. (Spring1991). Diasporas in Modern Societies: Myths of Homeland and Return. *Diaspora: A Journal of Transnational Studies*, Volume 1, Number 1, pp. 83-99
- Sharma, S.L. (Guest ed.). (1989). Special No. on "Indians abroad". *Sociological Bulletin*. 38 (1).
- Tinker, H. (1993) (2nd edition). *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920*. London: Hansib Publishing Limited.
- Varadarajan, L. (2010). *The Domestic Abroad: The Diasporas in International Relations*. New Delhi: Oxford University Press.
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- Vertovec, Steven (Winter1997) Three Meanings of "Diaspora," Exemplified among South Asian Religions *Diaspora: A Journal of Transnational Studies*, Volume 6, Number 3, pp. 277-299
- Weiner, M. (1993, August 21). Rejected Peoples and Unwanted Migrants in South Asia. *Economic and Political Weekly*, 28(34), 1737-1746.

## **SOC- IDC-554 (III)**

### **SOCIOLOGY OF MARGINALISED COMMUNITIES**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

#### **OBJECTIVE**

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**

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

##### **Unit II Marginalised Communities in India**

SCs, STs, nomadic castes and tribes and de-notified tribes—Status, problems, social mobility, development, identity formation

##### **Unit III Ideology and Marginalisation**

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

##### **Unit IV Social movements among marginalised communities**

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**

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



## **SOC- IDC-554 (IV)**

### **INDUSTRY AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

#### **OBJECTIVE**

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

#### **Unit I Introduction to Industrial Sociology**

Conceptualising industrial sociology-critique, nature and growth of industrial economy, meaning of Industrialism, features of pre-industrial, industrial and post-industrial societies

#### **Unit II Theories of Industrial Sociology**

Marxist, Functional, Feminist, Organisational

#### **Unit III Industrial Organisation**

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**

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**

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

Darenderf, 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

## **SOC- IDC-554 (V)**

### **CRIME AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

#### **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 behaviour, penology and victimology

#### **COURSE OUTLINE**

##### **Unit-I Criminology**

Definition and Subject matter, Relationship between Sociology and Criminology, Crime and society, Sociology of Deviant Behaviour

##### **Unit-II Crime**

Concept, Types, Causes of Crime; Sociological Theories: Durkheim, Merton, Sutherland

##### **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

##### **Unit-IV Penology and victimology**

Concept, History of Prison Reforms in India, Prison Conditions in India, Probation, Parole and Furlough  
Victimology: Concept and Types of Victim, Victim's Basic Rights, Victims of Terrorism

##### **Unit-V: Crime and society in north east India**

Types, causes & consequences, digitalization and Changing criminal behavior. Control of crime.

#### **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.

#### **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, 14<sup>th</sup> 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, 7<sup>th</sup> edition, Eastern Book Company.

Williams, Katherine.S. (2012). Text book on criminology, Oxford University Press.

## **PEDAGOGY**

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

## **SOC- IDC-554 (VI)**

### **SOCIOLOGY OF INFORMATION SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

#### **OBJECTIVES**

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**

##### **Unit I Technology, Society and Social Transformation**

Informationalism, industrialism, capitalism, self in informational society

##### **Unit II Information, Society and Social Transformation**

Historical sequence of information technology revolution, models, actors and sites of information technology revolution, IT revolution enterprise-culture, institution and organisation of informational economy, transition from industrialism to Informationalism, i.e. from mass production to flexible production.

##### **Unit III Transformation of Work and Employment**

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

##### **Unit IV Emergence of Global Labour Force**

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

##### **Unit V Rise of Media Culture**

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 Saarinen 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 Minnesota Press

P Zrkoczy, N Heap Information Technology, Pitman

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

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

Melkote Shrinivas 2001 The Information Society, Leslie 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

**INTERNSHIP / FIELD WORK**

Full Marks: Semester-70+Internal-30=100

No. of Credit-3

Pass Marks: Semester-28+Internal-12= 40

Duration-40 to 50 hours.

**OBJECTIVE**

To inculcate research culture among students. To develop among students the sense of working together in a team.

**INTERNSHIP**

In this course students are required to undertake an internship in Governmental or Non-Governmental organisations or in a community. They will be expected to spend a minimum of 40 hours in these set ups (organisations/ communities).

**Students are required to identifying:**

- (III) The nature of their (organisations) programmes, intervention strategies and assessing their effectiveness or
- (IV) Study the community structure, resources, problems, community organizations, and community welfare/ developmental measures.

Students are to submit weekly reports on their progress in the organisations/communities to the concerned Mentor and will prepare a final report. Students' performances will be evaluated on the basis of their reports submitted and a Viva-voce conducted by the Department.

**FIELD WORK**

In lieu of **Internship** the students may opt for **Field Work** on any of the following areas mentioned below.

**Suggestive Practices:**

**5. Swachh Bharat Internship/ Field Work on Swachh Bharat**

The 50/70 hour experiential internship would require the students to visit one or more villages and conduct activities of their choice to contribute to the cause of rural sanitation.

**Activities:**

- Awareness Campaigns./Field Work on awareness, etc
- Street plays
- Swachhata Melas
- Village or school level rallies
- Wall paintings on public walls & government buildings (Panchayat office).
- 

**6. Social awareness internship on non-profit management**

In Nivedita Nari Sangstha (Social Welfare Women Organization), Kabiura Lane, Meherpur,  
Silchar-788015, Phone-9435010157  
Email id: [nss.silchar@gmail.com](mailto:nss.silchar@gmail.com)

7. Internship with Old Age Home.
8. Internship in a Drug de-addiction centre and similar organisation and communities.

**LEARNING OUTCOME:** The course would equip students to acquire the skills of applications of theoretical knowledge to fields.

## **SOC-VBC-556(I)**

### **ENVIRONMENT AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-2

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 30 to 50 hours

#### **OBJECTIVE**

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.**

Environmental Sociology: rise, decline and resurgence.

Environment in classical sociological theory

Contribution of Zaveskoski, Dunlap and Catton

Deep Ecology, social ecology, eco-feminism

Environmental justice

Environmentalism of poor

##### **Unit II: Sustainable Development and Environmental concerns**

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**

The North- South Divide.

Mitigation of Climate change and role of National and International organisations

Global environmentalism



#### **Unit IV**

#### **Environmental Movements and Action Groups**

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

#### **LEARNING 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

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

Grambling Robert & Freundenberg.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, Brundtland 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 with their presentation in a monthly seminar

## **SOC-VBC-556(II)**

### **SCIENCE, TECHNOLOGY AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-2

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 30 to 50 hours

#### **OBJECTIVE**

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**

- |                 |   |
|-----------------|---|
| <b>Unit I</b>   | <b>Science and society</b><br>Importance, relationship between society and science, science as social system, norms of science, relationship between science and technology   |
| <b>Unit II</b>  | <b>History of Modern Science in India</b><br><br>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 |
| <b>Unit III</b> | <b>Science policy</b><br><br>Social organisation of science in India- scientific laboratory and its contribution to development of technology   |
| <b>Unit IV</b>  | <b>Science Education in Contemporary India</b><br><br>Primary level to research level, performance of universities in development of technology, interrelationship between industry and university  |
| <b>Unit V</b>   | <b>Globalisation and Liberalisation</b><br><br>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

## **PEDAGOGY**

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

**SOC-VBC-556 (III)**  
**SOCIOLOGY OF AGEING**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-2

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 30 to 50 hours

**OBJECTIVE**

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 significant of Sociology of ageing**

Increase in ageing population, social, economic and political implications of ageing population for developed and developing societies.

**Unit: II                      Theories and Sociological perspectives on ageing**

Major theories-Functional, Political Economy and Inter-actionist, Perspectives on Ageing

**Unit: III                      Concept of age grade and aged in different societies**

Tribal, traditional and modern aged people, their status and treatment which they get in traditional Hindu society, problem of elderly people-economic, physical, problem of coping with ageing 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**

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**

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.

## **LEARNING OUTCOME**

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

## **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 Populationsl, 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.

## **SOC-VBC-556 (IV)**

### **SOCIOLOGY OF HEALTH AND ILLNESS**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-2

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 30 to 50 hours

#### **OBJECTIVE**

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**

Aim and scope, contribution of sociology to health, definition of health- four 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**

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

##### **Unit: III Hospital as social organization**

Hospital as a community organisation, medical social service in hospital.

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

##### **Unit: IV Community health**

Concept, community health problems in India, concept of integrated health service, Primary Health Centers: their organisation and functioning. Implementation and utilisation of health programmes in rural and urban communities

##### **Unit: V State and health**

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



## **SEMESTER-III**

### **SOC-CC-DISC- 601**

#### **THEORETICAL PERSPECTIVES IN SOCIOLOGY- II**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

#### **OBJECTIVE**

The course intends to introduce substantive, theoretical, and methodological issues concerning development in sociological theorising which continue to concern the practitioners of sociology today. Main focus of the course is to emphasise Critical Theory and Neo-Marxism, Post- Structuralism, Post Colonialism, Post Modernism and Feminist theories as providing emerging perspectives for understanding society and culture. 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.

#### **COURSE OUTLINE**

<b>Unit: I</b>	<b>Critical Theory and Neo-Marxism, Frankfurt school</b>  Ralf Dahrendorf, Lewis A. Coser, Randall Collins, Jurgen Habermas, Louis Althusser, A. Gramsci
<b>Unit: II</b>	<b>Post Structuralism</b>  Michel Foucault, Jacques Derrida, Julia Kristeva, Anthony Giddens,
<b>Unit: III</b>	<b>Post Colonialism</b>  Edward Said, Gayatri Spivak, Homi Bhabha, Ranajit Guha, Partha Chatterjee
<b>Unit: IV</b>	<b>Post Modernism</b>  Jean Francois Lyotard, Jean Baudrillard, Zygmunt Bauman, Manuel Castells
<b>Unit: V</b>	<b>Feminist Theories</b>  Simone de Beauvoir, Dorothy E. Smith, Nancy Chodorow, R. W. Connell, Judith Butler

#### **LEARNING OUTCOME**

An exposure to advanced theoretical perspectives over the already covered perspectives during the earlier semester would enable the students to appreciate the substantive, theoretical and methodological issues on which the practitioners of sociology as a discipline was involved in an intense debate during later 20<sup>th</sup> century. Completing the course may lead to appreciation among the students, the theoretical relevance and analytical utility of premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

## READING LIST

Bottomore, T. B. 1984. Frankfurt School, Chester, Sussex: Ellis Harward and London: Tavistock

Collins, Randall. 1997. Sociological Theory. Jaipur/New Delhi: Rawat

Craib, Ian. 1992. Modern Social Theory: From Parsons to Habermas (II edition) London: Harvester Press

Coser, Lewis A. 1956. The Functions of Social Conflict, London: Free Press of Glencoe

Dahrendorf, Ralf 1954. Class and Class Conflict in Industrial Society, Stanford: Stanford

Habermas, J. 1981. Theory of Communicative Action Boston: Beacon

Lash, Scott. 1990. Sociology of Postmodernism, London: Routledge

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

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

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

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

Giddens, Anthony. 1983. Central Problems in Social Theory: Action, Structure and Contradiction in

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

## **SOC-IDC- 602**

### **METHODOLOGY OF SOCIAL RESEARCH- II**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

#### **OBJECTIVE**

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**

Relationship of theory and fact, concept and hypothesis

Problem of objectivity/ Value neutrality in Social Research

Inductive and deductive reasoning

Theory building

##### **Unit: II**

##### **Qualitative methods**

Content analysis, Oral history, Projective Techniques

Case study method, Life history, narratives differences

##### **Unit: III**

##### **Quantitative Methods: Statistical Application**

Role of Statistical in Social Science

Measures of central tendency

Measures of variability

##### **Unit: IV**

##### **Correlation and Regression**

Computers in social research (e.g. SPSS)

M.S. Excel

##### **Unit: V**

##### **Encounters and experiences in field work**

Presentation of Data, Graphic Presentation, Bibliography

#### **LEARNING 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.

#### **READING LIST**

Beteille, A. and T.N.Madan. 1975: Encounter and Experience: Personal Accounts of Fieldwork, New

Delhi, Vikash Publishing House Pvt. Ltd.

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

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.

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

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

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

Levin, J. and J.A. Fox (2014). Elementary Statistical in Social Research. New Delhi; Pearson South Asia

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

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: McGraw Hill Levenson, Bernard 1968:-

Panel Study, in International Encyclopedia of Social Sciences, New York Macmillan.

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: McGraw 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.

## **SOC-ECC- 603 (I)**

### **KINSHIP, MARRIAGE AND FAMILY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

#### **OBJECTIVES**

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**

**Unit: I Basic concepts**

Kinship, descent, incest, kindred, inheritance and succession

Complementary filiation, Kinship terminology

**Unit: II Organising principles of kingship**

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

## **SOC-ECC- 603 (II)**

### **RURAL SOCIOLOGY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

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**

##### **Unit I Basic Concepts**

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

##### **Unit II Debates on mode of production and agrarian relations**

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

##### **Unit III Planned change of rural society**

Panchayatiraj, local self-government and community development programme, rural development strategies and programmes

##### **Unit IV Major agrarian movements in India**

Select agrarian movements and their critical analysis

##### **Unit V Globalisation and its impact on agriculture in India**

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



## **SOC-ECC- 603 (III)**

### **SOCIOLOGY OF RELIGION**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

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**  
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**  
Durkheim- sociological functionalism, Weber- phenomenology, Marx-  
dialectical materialism, Levi-Strauss- structuralism
- Unit III      Religions of India**  
Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism-social- historical  
perspective, demographic profile, contemporary trends
- Unit IV      Religious Elements and Religious Contestations in India**  
Sacred knowledge, sacred space, sacred time, sacred persona  
Contestation over religion in India—fundamentalism, communalism, secularism,  
proselytism
- Unit V      Social Change and Religion**  
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

## **SOC-ECC- 603 (IV)**

### **EDUCATION AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

#### **OBJECTIVES**

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**

Functionalism, conflict/radical perspective, cultural reproduction, micro- interpretative approaches-phenomenology, symbolic interactionism, feminism, modernism and post-modernism

##### **Unit: II Socialisation, family and social class**

State, ideology and educational policy, education and social stratification, social change and social mobility .

##### **Unit: III School as a System**

Schooling as process, language as medium of instruction, curriculum and identity, 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**

Equality of educational opportunity-equity, excellence and efficiency

Gendering inequalities- education, employment, leadership and management

##### **Unit: IV Education and Society in India**

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

## **SOC-ECC- 603 (V)**

### **GLOBALIZATION AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

#### **OBJECTIVES**

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**

Historical and social context of globalisation- world capitalism, modernisation and globalisation, distinctive characteristics of globalisation, role of information and communication technology, merit and demerit of globalisation

##### **Unit II Agencies of Globalisation**

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**

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**

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**

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-ECC- 603 (VI)**

### **POLITICAL SOCIOLOGY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

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**

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**

Democratic and totalitarian systems: Conditions for emergence and stability

Political culture – meaning and significance

Political socialisation – meaning, significance and agencies

##### **Unit III**

##### **Power and Authority**

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**

Political party- characteristic, social composition of party, recruitment, Pressure groups and interest groups– nature, bases, political significance Mass participation, political apathy- causes and consequences with special reference to India

##### **Unit V**

##### **Politics in India**

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

## **SOC-ECC- 603 (VII)**

### **SOCIOLOGY OF MIGRATION**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

**Aim &Outcome:** The course intends to introduce students to Migration which is one the oldest phenomenon of human mobility which shaped, changed, and reshaped the societies and civilizations and continues to do so. This course would help the students to understand the basic concept, types, causes, and patterns of migration, and familiarize them with different theories associated with it. Moreover, it will provide a broad historical and contemporary outlook on the migratory trends and patterns across the globe and in India in particular. Lastly, it will explore the social, political, and economic consequences and impact of migration on both the origin and destination. The paper attempts to understand the migration as a social phenomenon from a sociological perspective.

#### **COURSE OUTLINE:**

##### **Unit I Migration**

Concept, Definition, Types, Causes and Factors, Patterns, Impact,

Internal and International Migration

Immigration & Emigration

Voluntary and Forced Migration

##### **Unit II Theories of Migration**

E.G. Revenstein's Laws Of Migration

Gravity Model

Stouffer's Theory of Mobility

Push-Pull Theory by Everett Lee

Zelinsky Migration Transition Model

##### **Unit III Migration across the Globe**

History of Migration - Great Exodus and waves of migration during ancient Period

Medieval Period

Modern Period – Age of Discovery; Slave Trade

Colonial Expansion, Labour migration during colonialism

Post-world war – migration to developed countries – Europe, North America, Canada, and Gulf

<b>Unit IV</b>	<b>Migration and India</b>
	Ancient – trade, empire, and religion
	Medieval – trade, empire, and religion
	Colonial – Indentured, Kangani/Maistry, Free or Passage
	Modern – post independence
	Trends and patterns of migration from India – Internal and International migration
	Causes and factors, impact / consequences of migration

<b>Unit V</b>	<b>Migration and Development</b>
	Impact of Migration – Demographic, social, economic, and political
	Economic – remittances
	Brain Drain, Brain Gain, Brain circulation
	Migration and Sustainable development
	Internally Displaced People

## LEARNING OUTCOME

After studying the course, the students must be able to understand the concept of migration as social phenomenon and its consequences from a sociological perspective.

## ESSENTIAL READINGS

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Castles, S., & Miller, M. J. (2009). *The age of Migration*. Basingstoke: Macmillan.
- Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.
- de Haas H. *Mobility and Human Development*. New York: United Nations Development Programme; 2009.
- de Haas H. Migration and development: A theoretical perspective. *International Migration Review*. 2010;44(1):227–264. doi: 10.1111/j.1747-7379.2009.00804.x.
- Gosine, M. (Ed.). (1994). *The East Indian odyssey: Dilemmas of a Migrant People*. New York: Windsor Press. Sociology 88
- Kannabiran, K. (1998). Mapping Migration, Gender and Culture in Politics in the Indian Diaspora. *Economic and Political Weekly*, 33(41), 53-57.
- Khadria, B. (1990). Migration of Human Capital to United States. *Economic and Political Weekly*. 25 (32), 1784-1794
- Kumar, S. (2019, Oct.-Dec.). Emergence of Indian Diaspora across the Globe. *Varanasi Management Review*, 5(4), 12-16.
- Kumar, V. (2004). Understanding Dalit Diaspora. *Economic and Political Weekly*, 39 (1), 114-116

- Kurian, G. T and Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A study in Adaptation*. New Delhi: Vikas Publishing House.
- Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.
- Sharma, S. L. (Guest ed.). (1989). Special No. on "Indians abroad". *Sociological Bulletin*. 38 (1).
- Tinker, H. (1993) (2nd edition). *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920*. London: Hansib Publishing Limited.
- Varadarajan, L. (2010). *The Domestic Abroad: The Diasporas in International Relations*. New Delhi: Oxford University Press.
- Vertovec, Steven & Cohen Robin. (1999). *Migration, Diasporas and Transnationalism*. Cheltenham & Northampton: Elgar Reference Collection.
- Vertovec, S. (ed.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press.
- Vertovec, Steven (Winter 1997) Three Meanings of "Diaspora," Exemplified among South Asian Religions *Diaspora: A Journal of Transnational Studies*, Volume 6, Number 3, pp. 277-299
- Weiner, M. (1993, August 21). Rejected Peoples and Unwanted Migrants in South Asia. *Economic and Political Weekly*, 28(34), 1737-1746.
- Ravenstein EG. The laws of migration. *Journal of the Royal Statistical Society*. 1885;48:167–227
- Tayyab Mahmud, Migration, Identity & the Colonial Encounter, 76 OR. L. REV. 633 (1997).
- <https://digitalcommons.law.seattleu.edu/faculty/292>

## **SOC-ALIF-604**

### **INTERNSHIP / FIELD WORK**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-3

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 50 to 60

### **OBJECTIVE**

To inculcate research culture among students. To develop among students the sense of working together in a team.

### **INTERNSHIP**

In this course students are required to undertake an internship in Governmental or Non-Governmental organisations or in a community. They will be expected to spend a minimum of 40 hours in these set ups (organisations/ communities).

#### **Students are required to identifying:**

- (V) The nature of their (organisations) programmes, intervention strategies and assessing their effectiveness or
- (VI) Study the community structure, resources, problems, community organizations, and community welfare/ developmental measures.

Students are to submit weekly reports on their progress in the organisations/communities to the concerned Mentor and will prepare a final report. Students' performances will be evaluated on the basis of their reports submitted and a Viva-voce conducted by the Department.

### **FIELD WORK**

In lieu of **Internship** the students may opt for **Field Work** on any of the following areas mentioned below.

#### **Suggestive Practices:**

#### **9. Swachh Bharat Internship/ Field Work on Swachh Bharat**

The 50/70 hour experiential internship would require the students to visit one or more villages and conduct activities of their choice to contribute to the cause of rural sanitation.

##### **Activities:**

- Awareness Campaigns./Field Work on awareness, etc
- Street plays
- Swachhata Melas
- Village or school level rallies
- Wall paintings on public walls & government buildings (Panchayat office).
- 

#### **10. Social awareness internship on non-profit management**

In Nivedita Nari Sangstha (Social Welfare Women Organization), Kabiura Lane, Meherpur,  
Silchar-788015, Phone-9435010157  
Email id: [nss.silchar@gmail.com](mailto:nss.silchar@gmail.com)

**11.** Internship with Old Age Home.

**12.** Internship in a Drug de-addiction centre and similar organisation and communities.

**Course Outcome:** The course would equip students to acquire the skills of applications of theoretical knowledge to fields.

**SOC-RP-605**  
**DISSERTATION (RESEARCH PROJECT, PART I)**

Full Marks: Semester-70+Internal-30=100

No. Of Credit- 5

Pass Marks: Semester-28+Internal-12= 40

No. Of Lectures- 60 to 80

**Objectives and Guidelines**

A dissertation to be prepared on a topic selected by the student from within the discipline of Sociology is offered as compulsory course in III<sup>rd</sup> and IV<sup>th</sup> semesters.

- I. The topic of the Dissertation/ Research Project should be selected after consultation with the mentor/supervisor by the student.
- II. During III<sup>rd</sup> semester the Dissertation or Research Project Part-I should preferably be based exclusively on library consultation/review of literature concerning the topic selected.
- III. During IV<sup>th</sup> semester the Dissertation or Research Project Part-II may be fieldwork based.
- IV. The students can discuss her/his proposal with and take official guidance from faculty members notified for the purpose by the department to act as supervision.
- V. The exercise of doing an independent dissertation involves considerable individual initiative and thinking among students at Master's level. Students may meet up with individual teachers of the department in fortifying their plans and finalising their options.

**Learning Outcomes**

CO1. To develop a clear sense of direction early regarding the project and to create an interest in research work

CO2. To engage the students with their area of interest in a more critical manner

CO3. To create an opportunity to contribute new knowledge in their field of interest

CO4. To engage students in and conduct original research

## **SEMESTER-IV**

### **SOC-CC-651**

#### **SOCIOLOGY OF DEVELOPMENT**

Full Marks: Semester-70+Internal-30=100

Pass Marks: Semester-28+Internal-12=40

No. Of Credit-4

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**

##### **Unit I 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

##### **Unit II 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.

##### **Unit III 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

##### **Unit IV Globalisation and Development**

Cultural repercussions of globalisation

Development and displacement

Socio-economic disparity and Development

##### **Unit V 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



## **LEARNING 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

**SOCIOLOGY OF NORTH-EAST INDIA**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

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**

**Unit 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**

Local history, folklore, Indigenous records and manuscripts

Perspective from below, Subaltern dimensions of literary and oral knowledge

**Unit III Social structure and changing dimensions**

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 & Dimas, Karbi, Mhar, Kuki, Khasi, Garo, Jaintia, Naga, Mizo, Riang,

**Unit IV Social composition and demographic dynamics**

Distribution of population-Rural-, tribal-nontribal, distribution between the hills- plains, migration, population growth, literacy and human resources potential

Rural –urban linkages, patterns of urbanisation

Scheduled Castes, Scheduled Tribes, Other Backward Classes, Women, Minorities

**Unit V Regional-national interface and mobilizations**

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

- 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
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- 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.
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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

**SOC-ECC-653(I)**

**ANTHROPOLOGICAL THEORIES**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

**COURSE OUTLINE**

- Unit: I                      Evolutionism**
- Lewis Henry Morgan, Edward B. Tylor, Herbert Spencer
- Neo-evolutionism**
- Marshall Sahlins
- Unit: II                     Historical Particularism and Diffusion**
- Exchange**
- Marcel Mauss, George C Homans, Peter M. Blau
- Unit: III                    Functionalism**
- Bronislaw Malinowski
- Structural Functionalism**
- Radcliffe-Brown
- Unit: IV                    Culture and Personality**
- Ruth Benedict, Margret Mead
- Structuralism – Claude Levi-Strauss
- Unit: V                     Symbolic Anthropology**
- Clifford Geertz
- Feminist Anthropology**
- Sherry Ortner

**READING LIST**

Geertz, Clifford (1973), "Thick Description: Toward an Interpretive Theory of Culture", in *The Interpretation of Cultures: Selected Essays*, New York: Basic Books

Polanyi, Karl (1944), *The Great Transformation*

A. R. Radcliffe-Brown. (1951). The Comparative Method in Social Anthropology. *Journal of the Royal Anthropological Institute of Great Britain and Ireland* 81(1/2): 15–22.

Malinowski, B. (1922). *Argonauts of the Western Pacific: An account of native enterprise and adventure in the Archipelagoes of Melanesian New Guinea*. London: Routledge and Kegan Paul (Enhanced Edition reissued Long Grove, IL: Waveland Press, 2013)

Mauss, M. 1990 (1922). *The Gift: forms and functions of exchange in archaic societies*. London: Routledge.

## **SOC-ECC-653(II)**

### **SOCIOLOGY OF MOVEMENTS**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

Objective of the course is to sensitize students to variety of dynamics of social movements and their role in social transformation. The course will enable students to look at social movements in a sociological and comparative perspective

#### **COURSE OUTLINE**

##### **Unit I Conceptualizing Social Movement**

Concept, Features, Evolution and Stages of Social Movements Types of social movements

Causes and Consequences of Social Movements Approaches to the study of social movements

##### **Unit II Social Bases of Movements**

Class, caste, ethnicity, gender, role and types of leadership, relationship between leader and the mass, bearings of political institutions and processes on social movements

##### **Unit III Dynamics of Social Movements**

Social Movements and related concepts, Reform, revival, revolution, schism, split, counter movements, Urban Movements and Violence

##### **Unit IV Theories of Social Movements**

Deprivation Theory, Political Process Theory, Resource Mobilization Theory, Structural Strain Theory, Collection Behaviour Theory, The theory of Revitalization, Value-Added Theory, Frame Analysis Theory, Mass-Society Theory, New Movement Theory, Culture Theory

##### **Unit V Traditional and new social movements in India**

Peasant movements' labour and trade union movements, tribal movements, nationalist Movements, New social movements, Dalit movement, women's Movement, ecological and environmental movement, ethnic movements, Urban Movements, Social Movements in North-east India.

## READINGLIST

- Almeida, Paul., 2019: Social Movements: The structure of collective mobilization, 1st edition,  
University of California Press.
- Banks, J.A., 1972: The Sociology of Social Movements, London: Macmillan Baruah,
- Sanjib. 2000. India Against Itself. New Delhi: Oxford University Press.
- Bhuyan Abhijit. 2007. The Socio-political Movement for Bodoland and Beyond-A Gendered Paradigm. Guwahati: Peace Studies. Kumar Das Institute of Social Change and Development.
- Chandra, Bipan. 1996. Nationalism and Colonialism in Modern India. New Delhi: Orient Longman.
- Desai, A.R. (ed.), 1979: Peasant Struggles in India, Bombay: Oxford University Press
- Dhanagare, D.N., 1983: Peasant Movements in Indian 1920-1950, Delhi: Oxford University Press
- Ghosh, Biswajit., 2020: Social Movements: Concepts, Experiences and Concerns, Sage Publication
- Gohain, Hiren. 1984. Assam: The Burning Question. Gauhati: Spectrum Publications.
- Gore, M.S., 1993: The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi: Sage
- Hussain, Monirul. 1994. The Assam Movement Class Ideology and Identity. Delhi Manak Publication.
- Oomen, T.K., 1990: Protest and Change: Studies in Social Movements, Delhi: Sage
- Oomen, T.K., 1990: Protest and Change: Studies in Social Movements, Delhi: edition, John Wiley & Sons Ltd.
- Rao, M.S.A., 1979: Social Movements in India, New Delhi: Manohar,
- Rao, M.S.A., 1979: Social Movements and Social Transformation, Delhi: Macmillan Rath
- Navaneeta, 2020: Social Movements in India, Noida: Kalyani Publisher
- Savyasaachi & Ravi Kumar., 2019: Social Movements; Transformative shifts and Turning points, Taylor and Francis Books India pvt.ltd.
- Shah, Ghanshyam., 2004: Social Movements A Review of Literature, Sage Publications India pvt ltd.
- Singh, K.S., 1982: Tribal Movements in India, New Delhi: Manohar
- Singh Rajinder. 2001. Social Movement Old and New. New Delhi: Sage Publications.
- Selliot, Eleanor, 1995: From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi: Manohar



Tilly, Charles, Ernesto, Castaneda & Wood, J.lesley., 2019: Social Movements, 1768-2018, 4<sup>th</sup> edition, Taylor & Francis Group.

### **Learning Outcome**

Developing academic interest in understanding of and providing insight into the dynamics of social movements in society and using them in solving social problems

## **SOC-ECC- 653 (III)**

### **URBAN SOCIOLOGY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

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**

Classical sociological traditions as urban and city dimensions- Emile Durkheim, Karl Marx, Max Weber and Ferdinand Tonnies, Urban community and spatial dimensions- Park, Burgess and Mckenzie, Metropolis-George Simmel, Urbanism-Louis Wirth and Rural-Urban continuum as cultural form: Robert Redfield

#### **Unit II Urban Sociology in India**

Emerging trends in urbanisation, factors of urbanisation, sociological dimensions of urbanisation, social consequences of urbanisation

#### **Unit III Classification of urban centres**

City and town, industrial- urban base- growth and special features, industry Industry-centered development, Smart city.

#### **Unit IV Occupations and stratification in urban centres**

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**

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, Hutchionson
- Bose, Ashish 1978, Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill
- Abrahamson M 1976, Urban Sociology, Englewoot, 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

## **SOC-ECC-653 (IV)**

### **CULTURE AND DEVELOPMENT IN NORTH-EAST INDIA**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

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 north eastern region

#### **COURSE OUTLINE**

##### **Unit I Cultural Perspectives of Development**

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**

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**

Shifting cultivation in 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**

North East in National Planning- Historical perspective

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

Role of North Eastern Council in planning and development of the region, Role of DONER in development of the region Development agencies-CAPART, NGOs

##### **Unit V Development Programmes and Agencies in North East India**

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
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- 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
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- 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

**SOC-ECC- 653 (V)**

**POPULATION AND SOCIETY**

Full Marks: Semester-70+Internal-30=100

No. Of Credit-4

Pass Marks: Semester-28+Internal-12=40

No. Of Lectures- 60

**COURSE OUTLINE**

**Unit: I Theories of Population Growth**

Malthusian Theory

Demographic Transition Theory

**Unit: II Population Growth and Distribution in India**

Development of Population Studies

Growth and Distribution of Population

Population Growth in India

**Unit: III Social Demography**

Social Implications of Age and Sex

Demographic Variables: Fertility, Mortality and Migration

Determinants of Fertility, Mortality and Migration

**Unit: IV Population Policies in India**

National Population Policy

Family Planning and their Critics

**Unit: V Measures Taken for Population Control**

Family Planning and Reproductive Health

National Health Mission

Social Dimension of Population Education

## READING LIST

- Ahmed, A. et. al. (Eds). (1997). Demographic Transition: The Third Scenario. New Delhi: Rawat.
- Bhende, Asha A & Tara Kanitkat. (2003). Principles of Population Studies. Himalaya Publishing House.
- Bose, A.et.al(Ed).1970.Studies in Geography, London: Allen & Unwin Ltd.
- Bose. A. (1991). Demographic Diversity of India: BR. Publishing Corporation.
- Chandrasekhar, S. (Eds). (1974). Infant Mortality, Population Growth and Family Planning in India. London: George Allen & Unwin Ltd.
- Dudley, Kirk. 1996.'Demographic Transition Theory', Population Studies.
- Halbwachs, M. (1960).Population and Society: Introduction to Social Morphology. Glencoe: Free Press.
- Haq, Ehsanul. (2007). 'Sociology of Infant Mortality in India', Think India Quarterly, July-September,10(3):14-57.
- Heer, D. & J. S. Grigsby. (1994). Society and Population. Delhi: Prentice-Hall of India. House.
- Jackson, J. A. (Ed). (1969). Migration. Cambridge University Press.
- Lessek, A. Kosinki and K. (1985). Population Distribution and Development in South Asia.
- London, Wrong, D.H. (1969).Population and Society, Random.
- Malthus, Thomas Robert. (1986). An Essay on the Principle of Population. London: William Pickering.
- Mandelbaum, D. (1974).Human Fertility in India: Social Components and Policy Perspectives. Berkeley: University of California Press.
- Overbeek J. (1979). History of Population Theories. Rotterdam: University Press.
- Peterson. (1975). Population. New York: Macmillan.
- Premi, M. K. et al. (1983). An Introduction to Social Demography, Vikas, New Delhi.
- Saikia. (2005).Mortality in Assam. New Delhi: Purbanchal Publisher.
- Sharma, A.K.(2012).Population and Society. New Delhi



Visaria, Pravin and Visaria, Leela. (2006).India's Population: Its Growth and Key Characteristics'. in Vena Das. (Ed).Handbook of Indian Sociology, New Delhi: Oxford University Press, Pp.61-77.

Wringley, E.A. (1969).Population and History, Wedenfeld and Nicolson

## **SOC-RP-654**

### **DISSERTATION (RESEARCH PROJECT, PART - II)**

Full Marks: Semester-70+Internal-30=100

No. Of Credit- 8

Pass Marks: Semester-28+Internal-12= 40

No. Of Lectures- 80 to 90

#### **Objectives and Guidelines**

A dissertation to be prepared on a topic selected by the student from within the discipline of Sociology is offered as compulsory course in III<sup>rd</sup> and IV<sup>th</sup> semesters.

- I. The topic of the Dissertation/ Research Project should be selected after consultation with the mentor/supervisor by the student.
- II. During III<sup>rd</sup> semester the Dissertation or Research Project Part-I should preferably be based exclusively on library consultation/review of literature concerning the topic selected.
- III. During IV<sup>th</sup> semester the Dissertation or Research Project Part-II may be fieldwork based.
- IV. The students can discuss her/his proposal with and take official guidance from faculty members notified for the purpose by the department to act as supervision.
- V. The exercise of doing an independent dissertation involves considerable individual initiative and thinking among students at Master's level. Students may meet up with individual teachers of the department in fortifying their plans and finalising their options.

#### **Learning Outcomes**

CO1. To develop a clear sense of direction early regarding the project and to create an interest in research work

CO2. To engage the students with their area of interest in a more critical manner

CO3. To create an opportunity to contribute new knowledge in their field of interest

CO4. To engage students in and conduct original research