

BA PROGRAMME IN SOCIOLOGY
SYLLABUS UNDER THE SCHEME OF CHOICE BASED CREDIT SYSTEM
W E F JULY 2018



ASSAM UNIVERSITY
SILCHAR-788011
ASSAM, INDIA

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BA PROGRAMME (SOCIOLOGY)
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Semester	Core Courses Discipline Specific (DSC)- (04)	Skill Enhancement Courses (Sec) (04)	Discipline Specific Electives (DSE) (02)	Generic Electives (GE) (02)
I	SOCC101: <i>Introduction to Sociology</i>	--	--	--
II	SOCC 201: <i>Basic Concepts in Sociology</i>	--	--	--
III	SOCC 301: <i>Society in India</i>	SOC-SEC301: <i>Reading, Writing and Reasoning for Sociology</i>	--	--
IV	SOCC 401: <i>Foundations of Sociological Thought</i>	SOC-SEC401: <i>Gender Sensitization</i>	--	--
V	--	SOC-SEC501: <i>Techniques of Social Research</i>	SOCE501: <i>Sociology of Tribes</i>	SOCGE501: <i>Introduction to Sociology</i>
VI	--	SOC-SEC601: <i>Theory & Practice of Development</i>	SOCE601: <i>Rural Sociology</i>	SOCGE601: <i>Basic Concepts in Sociology</i>
	Credits- 24 Each course-6 (Paper- 5, Tutorial-1) 4x5=20 (Paper) 4x1= 4 (Tutorial)	Credits-16 Each course- 4 4x4=16	Credits- 12 Each course-6 (Paper- 5, Tutorial-1) 2x5=10 (Paper) 2x1= 2 (Tutorial)	Credits- 12 (Each course-6 (Paper- 5, Tutorial-1) 2x5=10 (Paper) 2x1= 2 (Tutorial)

BA (SOCIOLOGY) PROGRAMME
UNDER THE SCHEME OF CHOICE BASED CREDIT SYSTEM
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SOCC101
INTRODUCTION TO SOCIOLOGY

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

COURSE OUTLINE

UNIT I: Emergence of Sociology as Discipline

Enlightenment and its impact on thinking and reasoning
French revolution & industrial revolution

UNIT II: Nature of Sociology

Definition, subject matter and scope; sociology as science

UNIT III: Sociological Perspective

Holistic perspective
Relationship of sociology with anthropology, psychology & history

UNIT IV: Sociological Orientations and Methods

Scientific and humanistic orientations
Positivist, historical, comparative, functional and conflict methods

UNIT V: Applications of Sociology

Sociology and social problems, sociology and social policy, sociology and development

READING LIST

- Bottomore, T. B. 1971 Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India)
- Gisbert, P. 2013. Fundamentals of Sociology. Orient Black Swan.
- Harlombos, M. 1988. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice – Hall of India.
- Jayaram, N. 1988. Introductory Sociology. Madras: Macmillan.
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
- Schaefer, Richard T. and Robert P Lamm. 1999. Sociology. New Delhi: Tata McGraw Hill.

SOCC201
BASIC CONCEPTS IN SOCIOLOGY

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

COURSE OUTLINE

UNIT I

Society, community, institution, association, group

UNIT II

Culture, socialization, norms, values and sanctions, social processes

UNIT III

Status and role, social institution, social structure & function

UNIT IV

Social stratification– Meaning, forms and theories
Social mobility- Meaning and types

UNIT V

Social control- Meaning & importance
Social change: Meaning, characteristics, forms & factors

READING LIST

- Bottomore, T. B. 1971 Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India)
- Gisbert, P. 2013. Fundamentals of Sociology. Orient Black Swan.
- Green, A W. ----. Sociology.
- Harlombos, M. 1988. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice – Hall of India.
- Jayaram, N. 1988. Introductory Sociology. Madras: MacMillan.
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
- MacIver, R M & Page, Charles H. 1996. Society: An Introductory Analysis. MacMillan.
- Schaefer, Richard T. and Robert P Lamm. 1999. Sociology. New Delhi: Tata McGraw Hill.

SOCC301
SOCIETY IN INDIA

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

COURSE OUTLINE

UNIT I: Indian Society

- a) Distinct characteristics
- b) Textual and field views
- c) Interface between the present and the past

UNIT II: Social Composition

- a) Rural-urban differences, rural–urban linkages
- b) Scheduled Tribes, Scheduled Castes, Other Backward Classes, women, minorities
- c) Population, sex ratio, density & literacy rate

UNIT III: Basic Institutions

- a) Family & marriage- features, types & change
- b) Caste and class- Meaning, characteristics, interrelationship

UNIT IV: Cultural and Ethnic Diversity

- a) Language, castes, religions and cultures in India
- b) Cultural and ethnic diversity in North East India

UNIT V: Social Convergence and Integration

- a) Sharing of material traits and language
- b) Evolution of composite cultural legacy
- c) Nation–building and national identity

READING LIST

- Bose, N. K. 1975: Structure of Hindu Society. New Delhi.
- Bose, N.K. 1967. Culture and Society in India. Bombay: Asia Publishing House.
- Deb, Bimal J. 2010. Population and Development in North East India. New Delhi: Concept.
- Delhi: Oxford University Press.
- Dube, S.C. 1995: Indian Village. London: Routledge.
- Dube, S.C. 1958: India's Changing Villages. London: Routledge and Kegan Paul.
- Dube, S.C. 1990: Society in India. New Delhi: National Book Trust.
- Karve, Irawati, 1961: Hindu Society: An Interpretation. Poona: Deccan College.
- Lannoy, Richard, 1971: The Speaking Tree: A Study of Indian Society and Culture
- Mandelbaum, David : Society of India

Nagla, B K. Indian Social Thought. Jaipur: Rawat.

Pakem, B., 1990, *Nationality, Ethnicity and Cultural Identity in Northeast India*, Guwahati: Omsons Publications.

Ram, G and Prem Kanta Borah. 2004 Inter-ethnic Formations in Diasporic North East India, Emerging Trends in Development Research, Vol. II, No. 1 & 2, Pp 39-54.

Singh, Yogendra. 1973: Modernization of Indian Tradition. Delhi: Thomson Press.

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

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

SOCC401

FOUNDATIONS OF SOCIOLOGICAL THOUGHT

Full Marks: 70+30=100

Pass Marks: 28+12=40

No. of Credits: 4

No. of Lectures: 6 per week

COURSE OUTLINE

UNIT I

Auguste Comte- Social statics & social dynamics, positivism, law of three stages, hierarchy of sciences

UNIT II

Herbert Spencer- Social Darwinism, super-organic evolution, social structure & functions

UNIT III

Karl Marx- Dialectical materialism, mode of production, class struggle, alienation of labour

UNIT IV

Emile Durkheim-Social facts, division of labour, social solidarity, suicide, religion

UNIT V

Max Weber

Social action, authority, modern capitalism

READING LIST

Abraham, Francis & H. Morgan. -----, Sociological Thought. MacMillan.

Aron, Raymond . 1967(1982 reprint) Main currents in sociological thought (2 volumes).

Harmondsworth , Middlesex : penguin Books .

Barnes, H.E.1959. Introduction to the history of sociology. Chicago: The University of Chicago Press.

Coser, Lewis A, 1979. Masters of sociological thought. New York: Harcourt Brace Jovannovich.

Fletcher, Ronald. 1994. The, making of sociology (2 volumes) Jaipur : Rawat.

Hussain, Moqitul-A Prologue to Five Sociologists, Published by T.L.Barua,Dubrugarh, P.B. No. 8, Dibrugarh –786001.

Marrison, Ken .1995 .Marx, Durkheim, Weber: Formation of modern social thought. London.

Ritzer , Gekorge.1996 .Sociological theory . New Delhi: Tata-McGraw Hill.

SOC-SEC301

READING, WRITING AND REASONING FOR SOCIOLOGY

Full Marks: 50

Pass Marks: 20

No. of Credits: 4

No. of Lectures: 4 per week

Objective

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

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 a structure: What do you want to say?

Working with blocks: Sections, paras, sentences

Borrowing material: Paraphrasing, quoting, citing

UNIT-V: Final sessions

Peer reviewing

EXERCISES & READING

1. The virtues of repetition

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

Assignment, Day 1: Read a short (1-2 pages) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

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

3. Techniques for writing academic prose

Building 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? Job descriptions for each section

Paragraphs as key building blocks of academic prose

Sentences and punctuation; 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

4. 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 weaknesses, highlighting techniques for recognizing quality (or its lack).

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

Note:

Through this course, students should learn how to recognize good or bad writing and should be 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.

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

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

Louis Dumont (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-SEC401
GENDER SENSITIZATION

Full Marks: 50

Pass Marks: 20

No. of Credits: 4

No. of Lectures: 4 per week

Objective

This course will sensitize students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations. This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

COURSE OUTLINE

UNIT-I: Sex, Gender and Sexuality

Introduction to debates on the social construction of sex and gender

Cultural construction of masculinity and femininity

Understanding sexual preference as a right

UNIT-II: Gender, Family, Community and the State

UNIT-III: Gender Rights and the Law

Right to property, personal laws

UNIT-IV: Gender Rights and the Law

Violence against women, sexual harassment, rape, domestic violence

UNIT-V: Understanding Intersections of Gender

Caste, class, region, religion and disability

EXERCISES & READING

The course will be based on exercises to be done in groups.

1. Sex and gender

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

Geetha, V. 2002. *Gender*. Calcutta: Stree

Menon, Nivedita. 2012. *Seeing like a Feminist*. New Delhi:

Murty, Laxmi and Rajshri Dasgupta. 2012. *'Our Pictures, Our Words- A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan

Zubaan/Penguin Books

Films: *Being Male Being*. Koti Dir: Mahuya Bandyopadhyay

Many People Many Desires. Dir: T. Jayashree

Boys Don't Cry. Dir: Kimberley Peirce

Suggested Assignments

- Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- Presentations and discussions based around the essays.
- Role Play: Gender and its performance in everyday life. Students are to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

2. Gender, Family, Community and the State

Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly*, February 19: 709 -722.

Films: *Izzatnagri ki Asabhya Betiyan*. Dir: Nakul Singh Sawhney.

Suggested Assignments/Exercise

- Debate or discussion on 'Is the family the site of love and care' or 'Is the family democratic?'
- Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data?
- Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- Visit to a women's shelter/Nari Niketan followed by short essays on the experience and discussions based on the same.
- Visit to a family court followed by discussions.
- Role play on how to address issues of gender discrimination within the family.

3. Gender Rights and the Law

For all the laws relating to women please refer to the following resource:

<http://nclt.nic.in/frnLLawsRelatedtoWomen.aspx>

Films: *Gulabi Gang*, Dir: Nishtha Jain; *North Country*, Dir: Niki Caro; *The Accused*, Dir: Jonathan Kaplan.

Suggested Assignments/Exercise

- Debate on women's equal right to natal property.
- Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- Reading of the Assam University Ordinance against Sexual Harassment and discussions around it.
- Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Assam University Ordinance against Sexual Harassment for students.
- Discussion on section 377 of the Indian Penal Code.
- Discussions on these laws with practicing lawyers.

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

Tharu, S. and Niranjana, T. 1999. "Problems for contemporary theory of gender", in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

Ghai, Anita. (2003). *(Dis) Embodied Form: Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)

Suggested Assignments/Exercise

- Debate on the Women's Reservation in Parliament Bill.
- Writing exercise: Identify any one culturally specific gender stereotypes in the context of your own life and show how you negotiate it.
- Visits and discussion in some women's organisations/groups in Delhi, where students will explore how organisations understand and negotiate these intersections in the larger context of women's struggles, and struggles in the women's movement.
- Students can discuss posters of the women's movement from the book Murthy and Dasgupta (2012) and be asked to design posters for a particular campaign.

SOC-SEC501

TECHNIQUES OF SOCIAL RESEARCH

Full Marks: 50

Pass Marks: 20

No. of Credits: 4

No. of Lectures: 4 per week

Objective

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

COURSE OUTLINE

UNIT-I: Research Design

Concepts & Hypotheses
Surveys & Ethnographies
Sampling Frameworks

UNIT-II: Data Collection

Primary and secondary Sources

UNIT-III: Data Analysis

Content analysis, Narrative analysis

UNIT-IV: Data Analysis

Statistical Analysis-frequency distribution

UNIT-V: Framing a Research Question

EXERCISES & READING

The course will be based on exercises to be done in groups.

1. Research Design

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136

Suggested Assignments

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection

Lofland, J. and Lofland, L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth

Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

Suggested Assignments

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.

- c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

3. Data Analysis

Suggested Assignments/Exercise

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program.

4. Framing a Research Question

Choose a research question; identify statement(s), hypothesis and concepts.
Operationalize concepts and match the methods and tools for data collection.

SOC-SEC601 THEORY AND PRACTICE OF DEVELOPMENT

Full Marks: 50
Pass Marks: 20
No. of Credits: 4
No. of Lectures: 4 per week

Objective

This course aims to familiarise students with the arguments of development theory in the decades of 1980s onwards and equip them with some of the methodology in development practices adopted since then.

COURSE OUTLINE

UNIT-I: What is development? Economic growth, democratic governance, basic social amenities & security; holistic concept; sustainable development

UNIT-II: Recent trends in development-I

Neo-liberalism: Growth as development- Re-emergence of Neo-classical perspective'
SAP and its critique

UNIT-III: Recent trends in development-II

Post-development theory- Knowledge as power, participatory development

UNIT-IV: Sustainable development theory

Earth Charter 1992- Hegemonic approach: PPP, environmental discourse

UNIT-V: Human Development Theory

Growth vs. Development

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(12th 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

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, www.infochangeindia.org

SOCE501 SOCIOLOGY OF TRIBES

Full Marks: 70+30=100

Pass Marks: 28+12=40

No. of Credits: 6

No. of Lectures: 6 per week

Objective

Tribes constitute a significant segment of Indian society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribals in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

COURSE OUTLINE

UNIT-I Concept of tribe; classification of tribes-food gatherers, hunters, shifting cultivators, nomads, pastoralists, peasants and settled agriculturists, artisans

UNIT-II Tribal society- kinship, marriage and family, religious beliefs and practices, youth dormitories

UNIT-III Tribes in India: Hinduisation & sanskritisation, formation of tribal states, impact of colonial rule

UNIT-IV Tribal development programmes, tribal integration and identity crisis after India's Independence

UNIT-V Problems of poverty, indebtedness & land alienation; tribal movements

READING LIST

- Bose, N. K 1967 Culture and Society in India, Asia Publishing House
- Desai, A.R 1979 Peasant struggles in India, Oxford University Press, Bombay
- Dube, S.C 1977 Tribal Heritage of India, New Delhi, Vikas
- Haimendorf, C 1982 Tribes of India: The struggle for survival, Oxford University Press
- Hasnain, N 1983 Tribes in India, Harnam Publications, New Delhi
- Rao, M.S.A 1979 Social Movements in India, Manohar, Delhi
- Raza, Moonis
and A. Ahmad 1990 An Atlas of Tribal India, Concept Publisher, Delhi.
- Sharma, Suresh 1994 Tribal Identity and Modern World, Sage, New Delhi.
- Singh, K.S 1972 Tribal situation in India, Indian institute of advance study, Shimla.
- Singh, K.S 1985 Tribal Society, Manohar, Delhi
- Singh, K.S 1984 Economics of the Tribal and their transformation, Concept
Publishing company, New Delhi
- Singh, K.S 1982 Tribal Movements in India, Vol-I and II, Manohar, New Delhi
- Singh, K.S. 1985 The Scheduled Tribes, Oxford University Press, New Delhi
- Vidyarthi, L P & B K Rai. 1985. The Tribal Culture of India. New Delhi: Concept.

**SOCE601
RURAL SOCIOLOGY**

Full Marks: 70+30=100

Pass Marks: 28+12=40

No. of Credits: 6

No. of Lectures: 6 per week

Objective

The course aims to provide knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural dimensions in India. It helps to develop an understanding about the fundamental social reality, social processes and changes in developmental perspectives of rural communities.

COURSE OUTLINE

- UNIT-I** Rural Sociology- Definition, subject matter & scope; significance of rural sociology
- UNIT-II** Rural society in India- Family, ritual structure, castes, occupations, labour market and technology
- UNIT-III** Agrarian social structure in India-Agrarian relations, Jajmani system and changing labour market, rural-urban migration
- UNIT-IV** Rural power structure in India- caste, class and rural politics, Panchayati Raj and issues of development
- UNIT-V** Rural development in North East India- Autonomous councils, Panchayati Raj institutions, village development boards, issues and problems of development

READING LIST

- Beteille, Andre. 1969. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Bombay: Oxford University Press.
- Chaudhary, S. N. 1993. *Community Power Structure: Search for Alternative Paradigm*. New Delhi: Har-Anand Publications.
- Chauhan, Brij Raj 1989 Rural-Urban Articulation in India, Etawah, A.C.Brothers
- Desai, A.R (ed) 1959 Rural Sociology in India, Popular prakashan, Bombay
- Desai, A.R. 1979 Rural India in Transition, Popular prakashan, Bombay
- Dutta Ray. 1998. Social and economic profiles of North East India, B.R. Publications, Delhi
- Mandelbaum, D, G. 1970 Society in India, Bombay, Popular Prakashan
- Mukherjee, P K. 1957. The Dynamics of Rural Society, Berlin
- Srinivas, M N. 1962. Caste in Modern India and other Essays Bombay, Asia Publishing house
- Srinivas, M N. 1969. Social Change in Modern India, Berkeley: University of California Press.

SOC-GE501

INTRODUCTION TO SOCIOLOGY

Full Marks: 70+30=100

Pass Marks: 28+12=40

No. of Credits: 6

No. of Lectures: 6 per week

COURSE OUTLINE

UNIT I: Emergence of Sociology as Discipline

Enlightenment and its impact on thinking and reasoning

French revolution & industrial revolution

UNIT II: Nature of Sociology

Definition, subject matter and scope; sociology as science

UNIT III: Sociological Perspective

Holistic perspective

Relationship of sociology with anthropology, psychology & history

UNIT IV: Sociological Orientations and Methods

Scientific and humanistic orientations

Positivist, historical, comparative, functional and conflict methods

UNIT V: Applications of Sociology

Sociology and social problems, sociology and social policy, sociology and development

READING LIST

Bottomore, T. B. 1971 Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India)

Gisbert, P. 2013. Fundamentals of Sociology. Orient Black Swan.

Harlombos, M. 1988. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.

Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice – Hall of India.

Jayaram, N. 1988. Introductory Sociology. Madras: Macmillan.

Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi: Allied Publishers.

Schaefer, Richard T. and Robert P Lamm. 1999. Sociology. New Delhi: Tata McGraw Hill.

SOC-GE601
BASIC CONCEPTS IN SOCIOLOGY

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

COURSE OUTLINE

UNIT I

Society, community, institution, association, group

UNIT II

Culture, socialization, norms, values and sanctions, social processes

UNIT III

Status and role, social institution, social structure & function

UNIT IV

Social stratification– Meaning, forms and theories
Social mobility- Meaning and types

UNIT V

Social control- Meaning & importance
Social change: Meaning, characteristics, forms & factors

READING LIST

- Bottomore, T. B. 1971 Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India)
- Gisbert, P. 2013. Fundamentals of Sociology. Orient Black Swan.
- Green, A W. ----. Sociology.
- Harlombos, M. 1988. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice – Hall of India.
- Jayaram, N. 1988. Introductory Sociology. Madras: MacMillan.
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
- MacIver, R M & Page, Charles H. 1996. Society: An Introductory Analysis. MacMillan.
- Schaefer, Richard T. and Robert P Lamm. 1999. Sociology. New Delhi: Tata McGraw Hill.