DEPARTMENT OF SOCIOLOGY
SCHOOL OF SOCIAL SCIENCES
ASSAMUNIVERSITY, SILCHAR

Curriculum of NEP-2020 for Four Year Under Graduate Programme in Sociology for collegesaffiliatedto AssamUniversity,Silchar

(Approvedin theBUGS,Sociologymeetingheld on15.05.2023)

Semester	PaperCode	Titleof theCourse	Credits
I	SOC-DSC-101	Fundamentalsof Sociology	3
	SOC-DSC-102	BasicConcepts inSociology	3
	SOC-DSM-I-101	IntroductiontoSociology	3
	SOC-IDC-101	Basic Sociology	3
	AEC/MIL	English/LanguageI	2
	SOC-SEC-101	TechniquesofDataCollection	3
	CVAC	NSS/NCC/DIS/Sports/HW/Yoga/GCS/UI	3
		TotalCredits	**20**
II	SOC-DSC-151	SociologicalThinkers	3
	SOC-DSC-152	SocietyinIndia	3
	SOC-DSM-II-151	IndianSociety	3
	SOC-IDC-151	SocialProblemsin India	3
	AEC/MIL	English/LanguageII	2
	SOC-SEC-151	ICTandComputer ApplicationinSocialScience	3
	CVAC	NSS/NCC/DIS/Sports/HW/Yoga/GCS/UI	3
		TotalCredits	**20**
	Certificate	TotalCredits	**40**

Semester	PaperCode	Titleof theCourse	Credits
III	SOC-DSC-201	SociologicalTheory	4
	SOC-DSC-202	Social ResearchMethods-I	4
	SOC-DSM-I-201	SocialProblemsin India	4
	SOC-IDC-201	IndianSociety	3
	AEC/MIL	English/LanguageIII	2
	SOC-SEC-201	Field Studyand ReportWriting	3
		TotalCredits	**20**
IV	SOC-DSC-251	RuralSociology	4
	SOC-DSC-252	UrbanSociology	4
	SOC-DSC-253	Family,KinshipandMarriage	4
	SOC-DSM-I-251	SociologyofNorth EastIndia	3
	SOC-DSM-II-252	Mediaand Society	3
	EL251	English/Language	2
		TotalCredits	**20**
	Diploma	TotalCredits	**80**

Semester	PaperCode	Titleof theCourse	Credits
V	SOC-DSC-301	PolityandSociety	4
	SOC-DSC-302	EconomyandSociety	4
	SOC-DSC-303	SocialExclusionandInclusion	4
	SOC-DSM-I-301	Healthand Society	3
	SOC-DSM-II-302	Environment andSociety	3
	SOC-SEC-301	CommunityEngagement/Fieldwork	2
		TotalCredits	**20**
VI	SOC-DSC-351	TheoreticalPerspectives inSociology	4
	SOC-DSC-352	IndianSociologicalTradition	4
	SOC-DSC-353	Sociologyof Communication	4
	SOC-DSC-354	SociologyofTribes	4
	SOC-DSM-I-351	Science,TechnologyandSociety	4
		TotalCredits	**20**
	Degree	TotalCredits	**120**

Semester	PaperCode	Titleof theCourse	Credits
VII	SOC-DSC-401	Social ResearchMethods-II	4
	SOC-DSC-402	SocialStratification	4
	SOC-DSC-403	Sociologyof Diaspora	4
	SOC-DSC-404	Sociologyof Development	4
	SOC-DSM-I-401	SociologyofMigration	4
		TotalCredits	**20**
VIII	SOC-DSC-451	Sociologyof Environment	4
	SOC-DSM-451	Gender and Society	4
	SOC-DSC-452 ★	Sociologyof Health	4★
	SOC-DSC-453 ★	Science,TechnologyandSociety	4★
	SOC-DSC-454 ★	DigitalSociology	4★
	SOC-DSC-455	Research Project/Dissertation #	12#
		TotalCredits	**20**
DegreewithHonours/Research TotalCredits			**160**

DSC –Discipline Specific
Core**DSM** – Discipline Specific
Minor**IDC**–
InterdisciplinaryCourses
AEC/MIL –AbilityEnhancementCourses(Language)
SEC–SkillEnhancementCourses
CVAC–CommonValue-AddedCourses
★**SOC-DSC-452, SOC-DSC-453, SOC-DSC-454** for Degree with Honours

 # SOC-DSC-455 # Research Project/Dissertation is for Degree with Research

SOC-DSC-101
FUNDAMENTALSOFSOCIOLOGY

FullMarks:Semester-70+Internal-30=100   Credits – 3
PassMarks:Semester-28+Internal-12=40   Noof Lectures–45

OBJECTIVE: This course intends to provide the basic orientation on and about historical andsocio-cultural process of development of sociology. It further tries to orient the students to wellequip with the subject matter and scope of Sociology, its relationship to other social science and theappliednatureof sociology.

COURSEOUTLINE

Unit I : IntroductiontoSociology

Subject matter and scope of

SociologySociology as a scientific discipline

Sociologyand common sense

Unit II : EmergenceofSociology

Intellectual and social background leading to the emergence of

sociologyEnlightenmentand its impact

FrenchRevolutionand IndustrialRevolution

Unit III : SociologyandotherSocialSciences

Sociology and Social

AnthropologySociologyand History

Sociology and PsychologySociology and

EconomicsSociologyandPoliticalScience

Unit IV : Majortheoreticalperspectivesin Sociology

Evolutionary,Positivist,FunctionalandConflict Perspective

Unit   V   :   Application of Sociology

    Sociology and social

    problems Sociology and social policy

READING LIST

Bottomore,T.B.1971,*Sociology:A Guide to Problem and Literature*.Bombay:GeorgeAllen&Unwin(India)

Giddens,Anthony.2009,*Sociology.*Cambridge:PolityPress

Gisbert,P.2010,*Fundamentals of Sociology*,Hyderabad:OrientBlackSwan

Haralambos,M and Holborn M.2008,*Sociology:Themes and Perspective*,London:HarperCollinsPublicationLimited

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*.NewDelhi: TataMcGrawHill.

LEARNING OUTCOME

The teaching of the course would help the students to understand subject matter and scope of sociology as an academic discipline.The student would able to appreciate the emergence of sociology and its intellectual and social background. The students would gain understanding of relationship between Sociology and other Social Sciences and understand the theoretical background and application of Sociology.

SOC-DSC-102

BASICCONCEPTSINSOCIOLOGY

FullMarks:Semester-70+ Internal-30=100   No.ofCredits:3
PassMarks:Semester-28 +Internal-12=40   No.of Lectures:45

OBJECTIVE: The course intends to introduce classical as well as modern use of the concepts atboththepreliminarytothelevelofadvancementtofurtherinstillinsociologicalrealmofunderstanding.

COURSEOUTLINE

Unit	**I**	:	Society,community,institution,association,group
Unit	**II**	:	Culture,socialisation,norms,valuesandsanctions,socialprocesses
Unit	**III**	:	Statusandrole,socialinstitution,socialstructureandfunction
Unit	**IV**	:	Socialstratification:Meaning,forms andtheories
			Socialmobility:Meaningandtypes
Unit	**V**	:	Socialcontrol:Meaningandimportance
			Socialchange:Meaning,characteristics,formsand factors

LEARNINGOUTCOME

The course would help the students to understand basic concepts of sociology. Through the processof conceptualisation and contextualisation of the fundamentals of sociology the students would beable to develop a holistic or comprehensive understanding and knowledge about use and misuse ofconceptsatdifferentlevelsofthehumanexercisesandsociety.Adequateandin-depthunderstanding about the different concepts may usher in new vista of change in the context of thesocietyand in theperception amongthe people.

READINGLIST

Bottomore,T. B.1971.*Sociology:AGuide toProblems andLiterature*,Bombay:GeorgeAllen
    andUnwin(India)

Gisbert,P.2013.*FundamentalsofSociology*.OrientBlackSwan.Green,AW.

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

Press.Inkeles,Alex. 1987.*What is Sociology?* New Delhi:Prentice – HallofIndia.

Jayaram,N.1988.*IntroductorySociology*.Madras:MacMillan.

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

Publishers.MacIverR &Page, Charles H.1996. *Society: AnIntroductory Analysis*. MacMillan.

Schaefer,RichardT. andRobertPLamm.1999.*Sociology*.NewDelhi:TataMcGrawHill.

INTRODUCTIONTOSOCIOLOGY

FullMarks:Semester-70+ Internal-30=100   No.ofCredits:3
PassMarks:Semester-28+Internal-12=40   No.ofLectures: 45

OBJECTIVE: Fundamental learning of sociology is most need of the hour as it rightly explores andhighlight the path and process of development of sociology. The course aims to familiarise thestudents to search for the newness in sociology to develop comprehensive understanding aboutvariousaspectsand methodsof sociology.

COURSE OUTLINE

UNITI   :   **Emergenceof Sociologyasadiscipline**

EnlightenmentanditsimpactonthinkingandreasoningFrenchrevolutionand industrialrevolution

UNITII   :   **NatureofSociology**

Definition,subjectmatterandscope,sociologyas science

UNITIII   :   **SociologicalPerspective**

Holistic   perspective,   Relationship   of   sociology   withanthropology,psychologyand history

UNITIV   :   **SociologicalOrientation and Method**

Scientificandhumanisticorientations

Positivist,historical,comparative,functionalandconflictmethods

UNITV   :   **Applicationsof Sociology**

Sociologyandsocialproblems,sociologyandsocialpolicy,sociologyand development

READINGLIST

Bottomore,T.B.1971.*Sociology:AGuidetoProblemsandLiterature*,Bombay:GeorgeAllenandUnwin (India)

Gisbert,P.2013.*Fundamentals ofSociology*.Orient BlackSwan.

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

Press.Inkeles,Alex. 1987.*Whatis Sociology?*NewDelhi:PrenticeHallof India.

Jayaram, N.1988.*IntroductorySociology*.Madras:Macmillan.

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

Publishers.SchaeferRichard,T.andRobertP Lamm.1999.*Sociology*.NewDelhi:TataMcGrawHill

LEARNINGOUTCOME

The course in its entirety is meant to help the students to understand the basic path and process ofdevelopment of sociology.The students searching and learningcovering wide range of socio-historical milieu will enrich their ideas and knowledge about growth, development and progress ofthe discipline.

<div align="center">

SOC-IDC-101
BASIC SOCIOLOGY

</div>

FullMarks:Semester-70+ Internal-30=100   No.ofCredits:3
PassMarks:Semester-28 +Internal-12=40   No.of Lectures:45

OBJECTIVE: The fundamental objective of sociology is to instill the comprehensive and holisticunderstandingofmultiplefacetsofthesocietyandhumanbeings.Accordingly,thiscourseintendsto inject and spearhead the basic and fundamentals of sociology which in turn may help bothindividual and society to suitably and appropriately manage their everyday affairs for a smooth andpeacefulco-existence.

COURSEOUTLINE

UNIT I	:	**IntroductiontoSociology**	

WhatisSociology?
IsSociologyaScience?
SociologyandotherSocialsciences

UNIT II	:	**BasicconceptsofSociology-I**	

Society, community, association, organisation, institution, social group,culture,norms,valueandsanction

UNIT III	:	**BasicconceptsofSociology-II**	

Socialisation,statusandrole,socialstructureandfunction,family,marriage andkinship

UNIT IV	:	**Socialstratificationandmobility**	

Meaning,forms/types,theories

UNIT V	:	**Socialchangeandsocialcontrol**	

Meaning,characteristics,formsandfactors

READINGLIST

Bottomore,T.B.1971.*Sociology:AGuidetoProblemsandLiterature*,Bombay:GeorgeAllenandUnwin(India)

Gisbert,P.2013.*Fundamentals ofSociology*.Orient BlackSwan.

Harlombos, M. 1988. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.Inkeles,Alex. 1987.*Whatis Sociology?*NewDelhi:Prentice– Hall ofIndia.

Jayaram,N.1988.*IntroductorySociology*.Madras:Macmillan.

Johnson, Harry M. 1995. *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.Schaefer,RichardT.AndRobertPLamm.1999.*Sociology*.NewDelhi:TataMcGraw

LEARNINGOUTCOME

The course objective is to help students to understand and realise the students to live in a peacefulmannerwithoutindulginginunnecessarychaosnessanddisturbance.Outcomeofthecourselearni ngis definitelypositiveto build up a healthysociety.

TECHNIQUES OF DATA COLLECTION

FullMarks:Semester-70+ Internal-30=100   No.ofCredits:3
PassMarks:Semester-28+Internal-12=40   No.ofLectures: 45

OBJECTIVE: Thecourseprimarilyintendstoencouragethestudentstoenhancetheirskillsthroughthe process of learningtheseelementaryandyet thevital aspects of datacollection.

COURSE OUTLINE

UNIT	**I**	:	**Data-meaningandtypes**

Whatisdata?
Typesofdata:QuantitativeandQualitative,PrimaryandSecondary

UNIT	**II**	:	**QualitativeMethodsofdatacollection**

Observation,Interview,Ethnography,CaseStudy

UNIT	**III**	:	**QuantitativeMethodsofdatacollection**

Survey,Sampling,Questionnaire,Census, InterviewSchedule,PRA

UNIT	**IV**	:	**DataAnalysis**

Qualitative: Content Analysis, Narrative
Analysis.Quantitative:Statistical Analysis,
FrequencyDistribution.

UNIT	**V**	:	**ReportWriting**

DataCollection

Morgan,David L.1996. "FocusGroups",*AnnualReviewofSociology22,* pp.29-52

SuggestedAssignment

Conduct a structured interview with close ended options and a relatively unstructured interviewonthesametopic(ofyourchoice)withsimilarsetsofpeople.Observeandnote thedifferences.

DataAnalysis

Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret thedata.

Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify keysocialissuesthatare discussedinthecontentsofthe letters.

Collect 3 oral testimonies/life histories of people who have witnessed and experienced anytraumatic eventintheirlives.

SuggestedAssignments/Exercise

Choose a theme of your interest e.g. crime, technology, environmental concerns or any otherand look through the Sunday editorials of any national daily of the last 3 months to locaterelatedarticles.

Do a content analysis of advertisements of any one consumer product/service, which haveappearedoverone yearina leadingnationaldaily.

AnalysetheoraltestimoniesyouhavecollectedinExercise2(d).Discusstheissuesandchallenges in usingtestimony asevidence.

Students will be provided with data sets to run them in a software

program.FramingaResearchQuestion

Choosearesearchquestion;identifystatement(s),hypothesisandconcepts.Operationalizeconceptsand matchthemethods andtoolsfordatacollection.

SOC-DSC-151

SOCIOLOGICAL THINKERS

FullMarks:Semester-70 +Internal-30=100   No.ofCredits:3
PassMarks:Semester-28 +Internal-12=40   No.of Lectures: 45

OBJECTIVE: Any discipline or branch of knowledge becomes incomplete and vague withoutproper method of exploration vis-à-vis understanding about who, where and how knowledge isproduced or reproduced over age. At the outset the scholars enlisted here may help awakening andenlighteningthestudentstocarveouttheirfundamentalideas,choiceandpreferencetomeaningfullyunderstandcontribution of each scholar.

COURSEOUTLINE

UNIT   I   :   **AugusteComte**

Socialstaticsandsocial dynamics

Positivism

Lawofthreestages

Hierarchyofsciences

UNIT II   :   **HerbertSpencer**

SocialDarwinism

Super-organicevolution

Socialstructureandfunctions

UNIT III   :   **KarlMarx**

Dialecticalmaterialism

Modeofproduction

Classstruggle

Alienation

UNIT IV   :   **EmileDurkheim**

Division oflabour

Socialfacts

Socialsolidarity

Suicide

Religion

UNIT V   :   **MaxWeber**

Socialaction,Authority

Moderncapitalism

READINGLIST

Abraham,FrancisandH.Morgan.*SociologicalThought,*McMillan.

Aron,Raymond.1967(1982reprint).*MainCurrentsinSociologicalThought*(2volumes).HarmondsWorth, Middlesex: Penguin Books.

Barnes,H.E.1959.*IntroductiontotheHistoryofSociology*.Chicago:TheUniversityofChicagoPress.

Coser, Lewis A, 1979. *Masters of Sociological Thought*. New York: Harcourt Brace Jovannovich.Fletcher,Ronald. 1994.*TheMaking ofSociology*(2volumes). Jaipur:Rawat.

Hussain, Moqitul. *A Prologue to Five Sociologists*. Published by T.L. Barua, Dibrugarh

Marrison, Ken. 1995. *Marx, Durkheim, Weber: Formation of Modern Social Thought*. London.

Ritzer,George.1996.*SociologicalTheory*.NewDelhi:Tata-McGrawHill.

LEARNINGOUTCOME

The preaching and teachings of the social thinkers are far reaching and wide range. Their seminalcontributions may help arousing consciousness among people to systematically rebuild the society.The students must use and utilise the right approach, method and theory propounded by the scholarstodevelop a better society.

SOC-DSC-152
SOCIETY IN INDIA

FullMarks:Semester-70+Internal-30=100   No.ofCredits: 3
PassMarks:Semester-28+ Internal-12=40   No.of Lectures:45

OBJECTIVE: The course aims to present a comprehensive, integrated and empirical profile ofsociety inIndia.Continuity between present and past is an evident feature ofsociety inIndia.While revealing the continuity in structure, focus is on contemporary society in India. Sociologicalperspective in India presented here may enable students to gain better understanding of their ownsituationand region.

COURSEOUTLINE:

UNITI   :   IndianSociety

                        Characteristics
                        Cultural and Ethnic
                        diversityTextualand
                        Fieldviews

UNIT- II   :   SocialComposition
                        Rural-Urban
                         WeakerSections,SC/ST/OBC,Minority

UNIT- III   :   Institutions
                        Family,Marriage:Features,Types,Functionsand Change
                        Kinship: Meaning, Kinship system in North, South and other parts
                        inIndia

UNIT- IV   :   Socialchangein India
                        Sanskritisation
                        Westernisation
                        Modernisation
                        Little Tradition, Great
                        traditionUniversalisation and
                        ParochialisationGlobalisation

UNIT- V   :   SocialConvergenceand Integration
                        Casteandclass:Meaning,characteristicsandinterrelationships.

                        Culture
                        Emergence of Indian
                        civilisationThecompositecultura
                        l legacy
                        Nationbuilding:Socialbackgroundproblems.

READINGLIST

Bose,N.K.1975.*Structureof HinduSociety*.NewDelhi.

Bose,N.K.1967. *CultureandSocietyinIndia*. Bombay:AsiaPublishingHouse.

Deb,BimalJ.2010.*PopulationandDevelopmentinNorthEastIndia*.

NewDelhi:Delhi:OxfordUniversityPress.

Dube,S.C.1995.*IndianVillage*.London:Routledge.

Dube, S.C. 1958. *India's Changing Villages*. London: Routledge and Kegan

Paul.Dube,S.C.1990.*SocietyinIndia*.NewDelhi:NationalBookTrust.

Karve, Irawati. 1961. *Hindu Society: An Interpretation*. Poona: Deccan

College.Lannoy, Richard. 1971. *The Speaking Tree: A Study of Indian Society and

Culture*.Mandelbaum,Davi.*SocietyofIndia*

Pakem,B.1990.*Nationality,EthnicityandCulturalIdentityinNortheastIndia,*Guwahati:OmsonsPublications.

Singh,Yogendra.1973.*ModernisationofIndianTradition*.Delhi:ThomsonPress.

Srinivas,M.N. 1980.*India'sSocialStructure*.NewDelhi:

HindustanPublishingCorporation.Uberoi,Patricia.1993.*Family,KinshipandMarriageinIndia*.NewDelhi:OxfordUniversity

Press.

COURSEOUTCOME

A proper and profound understanding of the course contents is very much essential to envisiona better society in India. The past, present and future prospects and growth of India will bemore brighten ifthe above enlistedaspects are taken and used inapositive vibe with openmindandhumanistic perspective.

INDIAN SOCIETY

FullMarks:Semester-70 + Internal-30=100   No.ofCredits: 3
PassMarks:Semester-28 + Internal-12=40   No.of Lectures: 45

OBJECTIVE: ThecourseintroducestostudentsthestructureandprocessofIndiansociety.Itincludesboth caste and tribal social systemacrossthe country.

COURSEOUTLINE

UNITI	:	**Characteristicsof Indiansociety**

Unity in diversity

Compositeculture

UNITII	:	**SocialComposition**

Culture,language,region,religion,ethnicity,rural-urban

UNITIII	:	**Basic Institution-I**

Family,Marriage and Kinship

UNITIV	:	**Basic Institution-II**

Caste, Class, Tribe, Elites

UNITV	:	**SocialProcess**

Sanskritisation,Westernisation,Modernisation,Globalisation

READINGLIST

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: ManoharBose,

N.K, 1967. *Cultureand SocietyinIndia*,Bombay: AsiaPublishing House

Bose,N.K, 1975.*Structure ofHinduSociety*. NewDelhi

Bendix,R.1969.*Nation–BuildingandCitizenshipStudiesofourChangingSocialOrder*.NewYork: DoubledayAnchar

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.*Casteand RaceinIndia*.Bombay:PopularPrakashan(5thEdition)

Joy, Edward, J.1970. *A Tribal Village of Middle India*. Calcutta: Anthropological Survey of India

Hasnain,Nadeem,2020.*IndianSociety:ThemesandSocialIssues*.TataMcGraw-HillEducation.

Hasnain,Nadeem,2010.*IndianSocietyandCulture:ContinuityandChange*.NewRoyalBookCompany.

Karve,Irawati.1961. *HinduSociety:AnInterpretation*.Poona:DeccanCollege

Lannoy,Richard.1971.*TheSpeakingTree:AStudyofIndianSocietyandCulture*.Delhi:OxfordUniversityPress

Mandelbaum,David,G.1970. *SocietyinIndia*.Bombay:PopularPrakashan

Marriott,Mckim.1960.*CasteRankingandCommunityStructureinFiveRegionsofIndiaandPakistan*.Poona: DeccanCollege.

Marriott, Mckim (Ed.), 1955. *Village India*. Chicago: Chicago University PressNagla,

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

Pandey,Vinita. 2016. *Indian Society andCulture*. Rawat Publications

Rao, Shankar. C.N. 2004. *Sociology of Indian society*. S. Chand & Co. Pvt, Ltd.

Sharma,K.L,2008.*IndianSocialStructure andChange*.Rawat Publications.

Singer, Milton, 1972. *When a Great Tradition Modernises: An Anthropological Approach toIndianCivilisation*. Delhi: VikasPublishingHousePvt.Ltd

Singh,Yogendra,1986.*ModernisationofIndianTradition*.Jaipur:RawatPublications

Srinivas,M.N,1965.*ReligionandSocietyamongtheCoorgsofSouthIndia*.London:J.K.Publishers

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

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

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

Srinivas,M.N, 1980.*India'sSocial Structure*.New Delhi:HindustanPublishingCorporation

Uberoi,Patricia, 1993. *Family,Kinship and Marriagein India*. NewDelhi: Oxford UniversityPress

COURSEOUTCOME

A proper and profound understanding of the course is very much necessary to build up a betterand prosperous India. The course helps a student to develop a comparative study of the past,presentandfutureprospectsof India.

<div align="center">

SOC-IDC-151

SOCIAL PROBLEMS IN INDIA

</div>

FullMarks: Semester-70+ Internal-30=100   No. of Credits:3

PassMarks: Semester-28+ Internal-12=40   No.of Lectures: 45

OBJECTIVES: This course intends to help the students in understanding the sociology of socialproblems in Indian context. It is aimed at introducing the concepts and theories pertaining tosocial problems. It is an effort to introduce the students to the major social problems in India andremedialmeasures undertaken at different levels.

COURSEOUTLINE

UNITI   :   **SocialProblems**

Meaning,nature,significance,causes,characteristicsandtypesTheoreticalapproachestosocialproblems

UNITII   :   **SocialProblems**
Poverty,illiteracy,unemployment,casteism,communalismandethnicconflict
Dowry,domesticviolence,divorceandproblemsofelderly

UNITIII   :   **DevelopmentalProblems**
Regional disparity, populationexplosion,environmentaldegradation

Crimeand delinquency

UNITIV   :   **ProblemsofContemporarySociety**

Corruption

Drug addiction and alcoholism

Cyber-crime

Insurgencyandhumantrafficking

UNITV   :   **RemedialMeasures**

ConstitutionalandLegalprovisions–
FundamentalRightsandDirectivePrinciples

SocialreformersinIndia–RajaRammohanRoy,Dr.BRAmbedkar,Sir Syed AhmedKhan and Mother Teresa.

Role ofcivil societyin solvingsocial problems.

READINGLIST

Beteille,Andre.1974.*Social Inequality*.NewDelhi:OUP

Beteille, Andre. 1992. *Backward Classes in Contemporary India*. New Delhi: OUP

Berreman,G.D.1979.*CasteandOtherInequalities:EssaysinInequality*.Meerut:Folklore
Institute

Dube, Leela. 1997. *Women and Kinship: Comparative Perspectives on Gender in South andSoutheastAsia*. New Delhi: SagePublications

Gadgil, Madhav and Guha, Ramchandra. 1996. *Ecology and Equity: The use and Abuse ofNaturein Contemporary India*. NewDelhi. OUP

Gill, S.S. 1998.*The Pathology of Corruption*. New Delhi: Harper Collin Publishers

Guha,Ranjit. 1991. *Subaltern Studies*. New York: OUP

Inden, Ronald. 1990. *Imaging India*. Oxford: BrasilBlackward

Kothari,Rajani (Ed.). 1973.*Caste inIndian Politics*.

Lewis, Oscar. 1966. "Culture of Poverty". *Scientific American Vol. II* & amp V No. 4, pp. 19-25

Ministryof Home Affairs. 1998. *Crimein India*. NewDelhi: GovernmentofIndia.

SatyaMurty,T.V.1996.*Region,Religion,Caste,GenderandCultureinContemporaryIndia*.NewDelhi:
OUP

COURSEOUTCOME

The course content would lead to a better sociological understanding of social problems in Indiaintermsofconceptualclarityandtheoreticalperspectives.Thestudentswillhaveadetailunderstanding of major social problems in India and the remedial measures to overcome suchsocialproblems.

<div align="center">

SOC-SEC-151

ICT AND COMPUTER APPLICATION IN SOCIAL SCIENCE

</div>

FullMarks:Semester-70+Internal-30=100   No.ofCredits:3
PassMarks:Semester-28+ Internal-12=40   No.ofLectures: 45

OBJECTIVE: Basic or fundamental knowledge in computer education is must now for allpeople. Studentsneed toknow and use computer tofacilitate their everyday studytodeveloptheir skills. Hence the course intends to acquaint the students about essential features and basicprogramsincludingsoftwareofcomputer.

COURSEOUTLINE

UNITI   :   Basicofcomputer

> Hardware,Definition,Typesandanatomyofcomputer,Historyofcomputergeneration,Application

UNITII   :   Internet–Genesis,CMC(ComputerMediatedCommunication)
SearchEngine:Jstor,Google,Yahoo,Bing

UNITIII   :   E-methods

> ApplicationinResearch

UNITIV   :   Software

> MS officeSPSS
>
> NVivo
>
> ReferencingPlagiari
>
> sm

UNITV   :   ComputerDigitalLibrary

> SwayamShodhgang
>
> a
>
> DelNet

READINGLIST

Baker,R.P.1992,'NewTechnologyinSurveyResearch:ComputerAssistedPersonalInterviewingCAPI. ',*Social ScienceComputerReview*, vol.10, pp.145-157.

Beckenbach,A.1995.'ComputerAssistedQuestioning:TheNewSurveyMethodsinthePerceptionofthe Respondents',*BMS*, vol.48, pp.82-100.

Bennet, D. & Goodger, C.1993. 'Interviewer training for CAI at OPCS', paper presented atthe1993ConferenceoftheStudyGrouponComputersinSurveyAnalysis.CityUniversity,London.

Berry, S. H. & O' Rourke, D.1988. 'Administrative Designs for Centralised TelephoneSurveyCenters:ImplicationsoftheTransitionToCATI'inR.M.Groves,P.P.Biemer, L.E. Lyberg, J.T. Massey, W. L. Nicholls II & J. Waksberg editors. *TelephoneSurveyMethodology*. New York: Wiley.

Bond, J. 1991. 'Increasing the Value of Computer Interviewing' in Proceedings of the 1991ESOMERCongress.

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

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

Couper, M.P. and amp; Groves, R.M.1992, 'Interviewer reactions to alternative hardware forcomputer assisted personal interviewing'. *Journal of Official Statistics*, vol .8, pp.201-210.

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

Groves, R.M. & Mathiowetz, N.A.1984. 'Computer assisted telephone interviewing: effectsoninterviewersandrespondents',*PublicOpinion Quarterly*, vol.48,pp-356-369.

Groves,R.M.&Nicholls,W.L.Ii1986.'Thestatusofcomputer-assistedtelephoneinterviewing:partII-Dataqualityissues',*JournalofOfficialStatistics*,no.2,pp.117-134.

Havis, M. J. & Banks, M.J.1991. 'Live and automated telephone surveys: a comparison ofhumaninterviewersandanautomatedtechnique',*JournaloftheMarketResearchSociety*,vol-33, pp. 91-102.

Hox,J.J.,DeBie,S.&DeLeeuw,E.D.1990.'ComputerAssistedTelephone.Interviewing:A review' in J. Gladitz& amp; K.G.Troitzsch Editors., *Computer Aided SociologicalResearch*.Berlin: Akademie-Verlag

Jacobs, M.A.1993.Software kopen of kopieren? een social wetenschappelijkonderzoeknaar 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 OpinionQuarterly*,no-50, pp.402-413

Locke,S.E.,Kowaloff,H.B.,Hoff,R.G.,Safran,C.,Popovsky,M.A.,Cotton,D.J.,Finckelste in, D.M.,Page, P.L.& amp;Slack,W.V.1992. 'Computer-based interview for screening blooddonor 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'inR.M. Lee editor.*InformationTechnologyfortheSocialScientist*.London:UCLPress.

Olsen, R. J. 1992. 'The Effects of Computer Assisted Interviewing on Data Quality', PaperPresentedat The4th Social ScienceMethodologyConference, Trento.

Rezmovic,V.1977.'Theeffectsofcomputerizedexperimentationonresponsevariance', *BehaviourResearchMethods* &Instrumentation,vol.9, pp.144-147.

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

Saris,W.E.1991.*Computer-AssistedInterviewing*.NewburyPark:Sage.

StockemerD.,2019.*QuantitativeMethodsfortheSocialSciences:APracticalIntroductionwithExamples in SPSS and STATA*.

Weeks, M.F.1992. 'Computer-Assisted Survey Information Collection: A review of CASICMethods 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 UniversityPress, USA.

COURSEOUTCOME

The course content is very much useful and stands high relevance for all students who will excelby doing their respective works through use of ICT or appropriate application of computertechnology. The students will further undertake both qualitative and quantitative studies by usingthe technology and fit that strongly at par with global standards and competition by getting goodemploymentopportunitiesvis-a-vis developingtheirown industryof employability.

SOC- DSC-201
SOCIOLOGICAL THEORY

FullMarks: 70+30=100   No.ofCredits:4
PassMarks:28+12=40   No.ofLectures:60

This course aims to introduce the body of sociological theory developed over the last several centuries.

UNIT-I   :   **Evolutionary theory**
                   Auguste Comte
                   Herbert Spencer
UNIT-II   :   **Functional theory**
                   Durkheim
                   Malinowski
UNIT-III :   **Marxian theory**
                   Karl Marx
UNIT-IV   :   **Symbolic Interactionism**
                   Herbert Mead
                   Herbert Blumer
UNIT-V   :   **Recent trends in sociological theories**
                   Modernism
                   Post –modernism
                   Structuralism and post-structuralism,
                   Feminism
                   Structuration

Reading list

Althusser,Louis1969:*ForMarx*,London:PenguinBooks

Aron,Raymond.1965   (1967):*MainCurrentsinSociologicalThought,Vol.IandII*.Penguin(chapteron
     Marx,Durkheimand Weber

Blumer,Herbert1987:*SymbolicInteractions:PerspectiveandMethod*,California:UniversityofCalifornia,Press

Bottomore,T.B.1984:*Karl Marx: Selected Writings in Sociology and Social Philosophy*Harmondsworth:Penguin Book

Collins,Randall.1997:*SociologicalTheory*.Jaipur/NewDelhi:RawatLash,Scott.1990:SociologyofPost-Modernism,London:Routledge

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

Dahrendorf, Ralf 1959:*ClassandClassConflictinIndustrialSociety,*StandfordUniversityPress

Durkheim,Emile1954:*ElementaryFormsofReligiousLife,*London:AllenandUnwin

Durkheim,Emile1958:*Rules ofSociologicalMethod,*Glencoe:FreePress

Durkheim,Emile1960:*DivisionofLabour inSociety,*Glencoe:FreePress

Giddens,Anthony1997:*CapitalismandModernSocialTheory– AnAnalysisofWritingsofMarx,DurkheimandWeber,*CambridgeUniversity Press,WholeBook

Hughes,JohnA.,Martin, PeterJ.And Sharrock,W.W. 1995*:Understanding ClassicalSociology– Marx,WeberandDurkheim,*London:SagePublications,WholeBookMarx,Karl1972:Capital,Vol.I&III,Moscow:ProgressPublishers

Jullian1992:*SociologyofMaxWeber*,Harmondsworth:PenguinBooks

Malinowski,B.1964:*AScientificTheory ofCultureand OtherEssays,* London:Oxford

Maynard,Marry.1989:*SociologicalTheory*,Longman

Marx,Karl1979:*PrefacetoCritiqueofPoliticalEconomy,*Moscow:ProgressPublishers

Marx,Karl1982:*TheGermanIdeology,* Moscow:ProgressPublishers

Marx,Karl,andF.Engles1982:*ManifestoofCommunistParty,*Moscow:ProgressPublishersFreun,

Mead,G.H.1934:*MindSelfandSociety*, Chicago: UniversityofChicagoPress

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

Ritzer,George.1992(IIIEdition):*SociologicalTheory*,NewYork:McGraw-Hill

Turner,JonathanH.1995(4[th]Edition):*TheStructureofSociologicalTheory,*JaipurandNewDelhi:Rawat

Wallace,Ruth andAlison, Wolf.1963:*ContemporarySociologicalTheory,*EnglewoodCliffs:PrenticeHallInc.

Zeitlin,Irvin1981:*IdeologyandTheDevelopmentofSociologicalTheory*,PrenticeHall

Zeitlin,IrvingM.1998(IndianEdition):*RethinkingSociology:ACritiqueofContemporaryTheory*,Jaipur and New Delhi:Rawat

FullMarks:70+30=100   No. ofCredits:4
PassMarks:28+12=40   No.ofLectures:60

Objective

Thecourseaimstoprovideanunderstandingofthenatureofsocialphenomena,theissuesinvolvedinsocialre searchandthewaysandmeansofunderstandingandstudyingsocialreality.

COURSEOUTLINE

UNIT-I   :   **SocialResearch -Meaning and Types**

What is Social Research?

Types of research- Basic and applied, Qualitative andquantitative

Major steps in social science research

UNIT-II   :   **FormulationofResearchProblem**

Conceptsandhypothesis

UNIT-III   :   **Scientificstudyofsocialphenomenon**

ScientificMethod,

Logicinsocial science Research: Inductiveanddeductivemethod,

Objectivityandsubjectivityin socialscience.

UNIT-IV   :   **Philosophicalbasesof socialresearch**

Positivismandempiricism; Critiqueof positivism

UNIT-V   :   **Research Design**: Descriptive,explanatoryand experimental

READINGLIST

Bajaj and Gupta. 1983. *Elements of Statistics*, New Delhi, R. Chand and Company

Beteille, A and T.N. Madan. 1975. *Encounter and Experience: Personal Accounts of Field work*. New Delhi, Vikas Publishing House

Bryman, Alan. 1988. *Quality and Quantity in Social Research*. London, Unwin Hyman

Jayaram, N. 1989. *Sociology: Methods and Techniques*. Bangalore, Willey Easterner

Punch, Keith. 1996. *Introduction to Social Research*, London, Sage

Srinivas, M.N. and A.M. Shah. 1979. *Fieldwork and the Field* Delhi, Oxford

Garrett, Henry. 1981. *Statistics in Psychology and Education*, David Mckey, Indian publication– Mrs. A.F, Sheikh For Vikils, Bombay, Tenth Reprint

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

SOCIAL PROBLEMS IN INDIA

FullMarks:70+30=100   No.ofCredits:4
PassMarks:28+12=40   No.ofLectures:60

Objective

The course aims to explore and acquaint students about some vital issues and problems of thecomplex society they live in.Thecoursemayhelptounderstandthegenesisofthesocial problems andhelpin suggestingviablemeasuresto effectively deal with the social problem.

UNIT-I	:	Meaning and nature of social problems
		Major theories of social problems:
		Functional approach
		Conflict approach
		Interactionist approach
UNIT-II	:	Family-related problems
		Dowry
		Divorce
		Family disintegration
		Intergenerational and intergenerational conflict
UNIT-III	:	Socio-economic problems
		Juvenile Delinquency, Juvenile Courts, Probation,
		White Collar Crime
		DrugAbuse,
		Alcoholism
		Poverty,
		Unemployment
		PopulationGrowth &Urbanisation
UNIT-IV	:	Socio-political problems
		Communalism
		Casteism
		Regionalism
		Ethnic Conflicts
		National Integration
UNIT-V	:	Contemporary Issues
		Globalisation and consumerism
		Cyber crimes
		Terrorism
		Environmental problems

LGBTQ+

Honour killing

Reading list:

Ahuja, Ram, 1999: *Social Problems in India,* New Delhi, Rawat Publications.

Beteille, Andre. 1974. *Social Inequality*: New Delhi: OUP

Bhagat, Oinam and Sadokpam, D.A. (ed.) *Northeast India: A Reader*. NY: Routledge. 2018.

Carrabine; Eamonn, Iganski, Paul,Lee,Maggy, Plummer Ken, South, Nigel(2004) Criminology: A Sociological Introduction

Ghosh, Jayati, 2016, Inequality in India: Drivers and Consequences, World Social Science Report, UNESCO

Guha, Ranajit. 1991. *Subaltern Studies*. New York: OUP

Haralambos, M. and Heald, R.M. *Sociology: Themes and Perspectives*. OUP. 2005.

Kattakayam and Vadackumchery. Crime and Society. New Delhi: A.P.H. Pub. 1999.

Karna, G.N.2001. *Disability Studies In India; Retrospects and Prospects.* New Delhi: Gyan Publishing House (Relevant Chapters).

Kohli and Sharma. *Poverty Alleviation and Housing Problem.* New Delhi: Anmol Pub. 1997.

Kshetri, Rajendra and Khogen, Yumlembam (eds.) *State, Civil Society and Social Movement in North East India.* New Delhi: Mittal Pub. 2020.

Lewis, Oscar.1996. "Culture of poverty"*Scientific American*vol.II& AMP V NO.4,PP-19-23

Machael, C. *Corruption: Causes and Consequences*. London: Francecis Publishers. 1983.

Mamoria, C.B.,1981 *Social Problems and Social Disorganization in India*

Merton, R. K. and Nisbet, R. *Contemporary Social Problem*. Harcourt Brace: New York. 1971.

Ministry of home affairs.1998.crime in India New Delhi: Government of India

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

Oommen, T.K. 2002. *Pluralism, Equality and Identity*. Oxford: New Delhi. Pp. 42-64.

Preiestly, M. (ed.).2002. *Disability and Life Course: Global Perspectives.* Cambridge: Cambridge University Press.

Ram, Ahuja. Society in India. New Delhi: Rawat. 2012.

Sullivan T.J.1997.*Introduction to Social Problems*.Allyn&Bacon, Needham Heights, MA

Sutherland, Edwin Hardin Sutherland(1949) *White Collar Crime*, Dryden Press

INDIAN SOCIETY

Full marks: 70+30=100   No of Credits: 3

Pass Marks: 28+12=40   No. of Lectures: 45

Course

UNIT I   :   Indian Society

Distinctive characteristics

Textual and field views

UNITII   :   Social Composition

Rural-urbandifferences,rural-urbanlinkages

ScheduledTribes,ScheduledCastes,OtherBackwardClasses,women,minorities

UNITIII   :   BasicInstitutions

Family&marriage-features,types&change

Caste, class-Meaning,characteristics,interrelationship

UNITIV   :   CulturalandEthnicDiversity

Languages,castes,religionsandculturesinIndia

CulturalandethnicdiversityinNorthEastIndia

UNITV   :   SocialConvergenceandIntegration

Sharingofmaterialtraitsandlanguage

Evolutionofcompositeculturallegacy

Nation–buildingandnationalidentity

Reading list

Bose,N.K.1975:StructureofHinduSociety.NewDelhi.

Bose,N.K.1967.CultureandSocietyinIndia.Bombay:AsiaPublishingHouse.

Deb,BimalJ.2010.PopulationandDevelopmentinNorthEastIndia.NewDelhi:Concept.Delhi:OxfordUniversityPress.

Dube,S.C.1995:IndianVillage.London:Routledge.

Dube,   S.C.1958:   India's   ChangingVillages.London:Routledge   and KeganPaul.Dube,S.C.1990:SocietyinIndia.NewDelhi:NationalBookTrust.

Karve, Irawati, 1961: *Hindu Society: An Interpretation.* Poona: Deccan College.

Lannoy,Richard,1971:*TheSpeakingTree:AStudyofIndianSocietyandCulture*

Mandelbaum,David:*SocietyofIndia*

Nagla,BK.*IndianSocialThought*.Jaipur:Rawat.

Pakem,B.,1990,*Nationality,EthnicityandCulturalIdentityinNortheastIndia,*Guwahati:Omsons Publications.

Ram,GandPremKantaBorah. 2004 Inter–ethnic Formations inDiasporic,*NorthEastIndia,Emerging TrendsinDevelopmentResearch,*Vol.II,No.1&2,Pp39-54.

Singh,Yogendra.1973:*ModernizationofIndianTradition*.Delhi:ThomsonPress.

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

Uberoi,Patricia,1993:*Family,KinshipandMarriageinIndia.*NewDelhi:OxfordUniversityPress.

SOC-SEC-201
FIELD STUDY AND REPORT WRITING

FullMarks:Semester-70+Internal-30=100   No. ofCredit– 3
PassMarks:Semester-28+Internal-12=40   No. of Lectures: 45

OBJECTIVE

To inculcateresearch culture among students and to develop among students the sense of working togetherinateam.

INTERNSHIP

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

Studentsarerequiredtoidentify:

    i.   The nature of their (organisations) programmes, intervention strategies and assessing their effectiveness or

    ii.   Study the community structure, resources, problems, community organisations and community welfare/ developmental measures.

Students are to submit weekly reports on their progress in the organisations/communities to the concernedMentor and will prepare a final report. Students' performances will be evaluated on the basis of theirreportssubmittedandaViva-voceconductedbytheDepartment.

FIELD WORK

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

SuggestivePractices:

1. SwachhBharatInternship/FieldWorkonSwachhBharat

   The50/70hourexperientialinternshipwouldrequirethestudentstovisitoneormorevillagesandconductactivitiesof theirchoicetocontributetothecauseofruralsanitation.

   Activities:

   - AwarenessCampaigns/FieldWorkonawareness,etc.
   - Streetplays
   - Swachhata Melas
   - Village orschoollevelrallies
   - Wallpaintingsonpublicwalls&governmentbuildings(Panchayatoffice).

2. Socialawarenessinternshiponnon-profit management

   InNiveditaNariSangstha(SocialWelfareWomenOrganization),KabiuraLane,Meherpur,Silchar-788015,Phone-9435010157

   Emailid:nss.silchar@gmail.com

3. Internship withOldAgeHome.
4. InternshipinaDrugde-addictioncentreandsimilarorganisationandcommunities.

CourseOutcome:Thecoursewouldequipstudentstoacquiretheskillsofapplicationsofthe practical knowledge of fields.

SEMESTER-IV

SOC-DSC-251
RURAL SOCIOLOGY

FullMarks:70+30=100   No. of Credits: 4
PassMarks:28+12=40   No. of Lectures: 60

Objective

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

COURSEOUTLINE

UNIT-I	:	**Rural Sociology** –
		Definition
		Subject matter &Scope
		Significance of RuralSociology
UNIT-II	:	**RuralsocietyinIndia**
		Family,ritualstructure,castes,
		Occupations,Labour
	Marketand technology	
UNIT-III	:	**AgrariansocialstructureinIndia**
		Agrarianrelations,
		JajmaniSystem
		Changinglabourmarket,
		Rural-urbanmigration
UNIT-IV	:	**RuralpowerstructureinIndia**
		Caste,classandruralpolitics,
		PanchayatiRajandissuesofdevelopment
UNIT-V	:	**RuraldevelopmentinNortheastIndia**
		Autonomouscouncils,
		PanchayatiRajInstitutions,
		Villagedevelopmentboards,
		IssuesandproblemsofDevelopment

READINGLIST

Beteille, Andre. 1969. *Caste, Class and Power: Changing Patterns of Stratification in a TanjoreVillage*.Bombay:OxfordUniversityPress.

Chaudhary,S.N.1993.*CommunityPowerStructure:SearchforAlternativeParadigm.*NewDelhi:Har -AnandPublications.

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

DuttaRay.1998.*SocialandeconomicprofilesofNorthEastIndia.*B.R.Publications,Delhi

Mandelbaum,D,G.1970*SocietyinIndia,*Bombay,PopularPrakashan

Mukherjee,PK.1957.*TheDynamicsofRuralSociety,*Berlin

Srinivas, M N. 1962. *Caste in Modern India and other Essays Bombay*, Asia Publishing house

Srinivas,MN.1969.*SocialChangeinModernIndia,*Berkeley:UniversityofCaliforniaPress.

SOC-DSC-252

URBAN SOCIOLOGY

FullMarks:70+30=100   No. of Credits: 4

PassMarks:28+12=40   No. of Lectures: 60

Objective

Main objective of the course is to provide knowledge on distinctness of sociologicalscholarship as a separate cognitive discipline on urban dimensions in India vis-à-vis to help indeveloping an understanding about the fundamental social reality,   social   processes   and changesseenindevelopmentalperspectivesofurbancentersandcommunities.

COURSE OUTLINE

UNIT-I	**:**	**Urban sociology**
		Definition
		Subjectmatter&Scope
		significance of urban sociology
UNIT-II	**:**	**Urbansocialstructure**
		Distinctivecharacteristicsoffamily,marriage,casteandreligion
UNIT-III	**:**	**Urbaneconomy**
		Occupations,labourmarketandtechnology,
		role of industry inurban socialstructure,
		migration
UNIT-IV	**:**	**Urbanpowerstructure**
		Caste,classandpoliticsinurbanareas,
		localgovernanceinurban communities
UNIT-V:		**UrbandevelopmentissuesinIndia**
		UrbanizationinNorth-EastIndia

READINGLIST

Chauhan, Brij Raj. 1989. *Rural-Urban Articulation in India*, Etawah, A.C. Brothers

D'Souza, Alfred. 1978. *Indian City: Poverty, Ecology and Urban Development*, Manohar, New Delhi

Desai, A.R.1979. *Rural India in Transition*, Popular Prakashan, Bombay

Dutta-Ray.1998.*SocialandEconomicProfileofNorthEastIndia,*B.RPublications,Delhi.

Mukherjee,P.Krishna.1957.*DynamicsofRuralSociety*,Berlin

Rao, M.S. A(ed.). 1974. *Urban Sociology in India*, Orient Longman, New Delhi

SOC-DSC-253
FAMILY, KINSHIP AND MARRIAGE

Full Marks: 70+30= 100   No. Of Credits: 4
Pass Mark: 28+12= 40   No. Of lectures: 60

Objective

The objective of this course is to acquaint students with basic concepts of kinship, family andmarriage in the perspective of society. Special focus is given to study kinship,   family andmarriageintheregionalvariationsandsignificanceofculturaldiversityandpluralisminIndia.

COURSEOUTLINE
UNIT-I   :**Kinship**–Meaningandtypes,typesofkins,descentandalliance,kinshipterms

UNIT-II   :**Marriage** –Definition,rulesofmarriage,typesofmarriage

UNIT-III   :   **Marriage transactions** – bride wealth and dowry, dowry deaths in India

UNIT-IV   :   **Conceptsoffamilyandhousehold**, functionsoffamily,typesoffamily

UNIT-V   :**Kinshipusages**,continuityand changeinmarriageandfamilyinIndia

READINGLIST
Fox,Robin   1967   *KinshipandMarriage:Ananthropologicalperspective*,penguin

Kissing,R,M   1975   *Kingroupsandsocialstructure*,NewYork,HoltRinehart
                                       Winston

Radcliffe-Brown,A.R 1950   *Africansystemsofkinshipandmarriage*,London,OUP
&DaryllForde(eds.)

Uberoi,Patricia(ed.) 1993   *Family,kinshipandmarriageinIndia*,NewDelhi,OUP

----   1968   *InternationalEncyclopediaofsocialsciences*,Macmillan

Goody,Jack(ed.)   1958   *TheDevelopmentalCycleinDomesticGroups*,Cambridge,
                                       CambridgeUniversityPress.

SOC-DSM-I-251

SOCIOLOGY OF NORTH-EAST INDIA

Full Marks: 70+30=100   No. of Credits: 3

Pass Marks: 28+12=40   No. of Lectures: 45

Objective:

The course aims to explore and acquaint students about some vital issues and dimensions of the complex

society they live in. By the process of unearthing of facts and figures about the nature and structure

of the region's historical trajectories, the course may help to understand the genesis of the problems

of the region and help suggesting viable measures to address/redress these issues and problems for

an all- round, inclusive development and change in the North-east society.

COURSE OUTLINE

UNIT-I   :   North-east India

                        Historical background,

                        Demographic profile, Socio-cultural Profile,

                        Constitutional provisions, Role of VIthSchedule,

                        North East Council

UNIT-II   :   Conceptualising North east India

                        Politico-economic approaches, Ecological Construction,

                        Cultural-historical dimension, unity in diversity

UNIT-III	:	**Social structure of North east India**
		Caste, class, community, tribe, religion
UNIT-IV	:	**Study of selected tribes in North east India**
		Khasi, Naga, Mizo, Garo, Jaintia, Riang, Dimasa, Karbi
UNIT-V	:	**Social Movements**
		Assam movement, Bodoland movement, language movement

READING LIST

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

Dhanagare, D. N. 1993.*Themes and Perspectives in Indian Sociology*. Rawat Publication

Shah, A. M.2000Sociology in Regional Context, *Seminar*, 495

Singh, Y,1986. *Social Conditioning of Indian Sociology: The Perspectives*.VistarPublications

Soja, E W. 1996. *The Third Space*, Blackwell

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

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

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 EastIndia*

Datta, A. 1991.*Rise and Growth of the National Movement in Assam in the Twentieth Century till 1940*

Datta Ray, B. 1987. *Patterns and Problems in North East India*

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

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

Dev, J. and Lahiri. *Cosmogony of Caste and Mobility in Assam*

Gopal K, R.1990. *The North East India: Land, Economy and People*

Guha, Amlendu, 1991.*Medieval and Early Colonial Assam*

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*

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*

MEDIA AND SOCIETY

FullMarks:70+30=100   No. of
Credits: 3
PassMarks:28+12=40   No. of Lectures: 45

COURSE OUTLINE

UNIT-I   :   Foundations of Communication
Communication: Meaning, definitions, and scopes
Elements,process, models, and functions of Communication
Types and classifications of communication
Intrapersonal, Interpersonal, Group, and Organisational communication
Mass Communication

UNIT-II   :   Understanding Mass Communication
Mass Communication: Meaning, definitions and scopes.
Functions of Mass Communication
Critical Concepts in Mass Communication
Forms of Mass Media: News and Entertainment media; Advertising and Public
Relations

UNIT-III   :   Media, Society, and Socialization
Factors contributing to social integration and homogenisation of audiences.
Implications for modern society
Communication within groups and group impact on media

UNIT-IV   :   Media's Reflection on Society
Media's role in creating role models for children and adolescents.
Media's influence on family values
Media Effects Studies: Gender, Children, Violence, Persuasion, and Public Opinion
Understanding the nature of mass society, mass culture, and mass behaviour

UNIT-V   :   Media in a Global Context
Digital media's impact on global culture
Social media's role in international communication
Issues and concerns in international communication
Media globalisation and the flow of global content
International communication in the age of media convergence
Challenges and opportunities in international communication
Online global media activism

READING LIST

Mass Communication Theory and Practice in the 21st Century by KalyaniChadha

Communication: Principles for a Lifetime by Steven A. Beebe and Susan J. Beebe

Communication Theory: Epistemological Foundations by Paul Cobley

Introduction to Mass Communication: Media Literacy and Culture by Stanley J. Baran

Mass Communication in India by Keval J. Kumar

*Media and Communication Research Methods: An Introduction to Qualitative and Quantitative
Approaches* by Arthur Asa Berger

Mass Communication Theory: Foundations, Ferment, and Future by Stanley J. Baran and Dennis K. Davis

Media & Culture: Mass Communication in a Digital Age by Richard Campbell, Christopher R. Martin, and Bettina Fabos

Media and Society in India by K. Ravi Srinivas and Shalini Narayanan

Media/Society: Industries, Images, and Audiences by David Croteau and William Hoynes

Media, Gender, and Popular Culture in India: Tracking Change and Continuity by ShomaMunshi

The Media and Social Theory by David Hesmondhalgh

Media and Culture: Global Homogeneity and Local Identity by Biswajit Das

Media Effects Research: A Basic Overview by Glenn G. Sparks

Media and the Transformation of Religion in South Asia by Lawrence A. Babb

Media Effects: Advances in Theory and Research by Jennings Bryant and Mary Beth Oliver

Global Media Industries: India 2.0 by ManjunathPendakur and VibodhParthasarathi

*Global Communication: Theories, Stakeholders, and Trends*by Thomas L. McPhail

Media, Gender, and Identity in India: Essays in Politics, Culture, and Economy edited by MaitrayeeChaudhuri and SaptarshiRouth

Global Media Studies: An Ethnographic Perspective by Toby Miller and Marwan M. Kraidy

SEMESTER-V

SOC-DSC-301
POLITY AND SOCIETY

Full Marks: 70+30= 100   No. of Credits: 4
 Pass Mark: 28+12= 40   No. of Lectures: 60

Course Objectives: This course aims to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general

Course Learning Outcomes: The course facilitates an understanding of the key concepts in political sociology as well as about the processes of political participation in its various forms. It also aims at developing the ability to critically analyse the political dynamics and develop an empathetic understanding about the participation and representation of multiple social groups.

COURSE OUTLINE

UNIT-I   :   Polity and Society

    Meaning and Scope; Inter Relationship between Polity and Society,

UNIT- II   :   Approaches to Political Sociology

    Functional Marxism, Behavioural, Weberian

UNIT-III   :   Political Process:

    Political culture

    Political Socialisation

    Political participation and voting behaviour

    Political Elites - Nature and implications, Leading Elite theories-Mosca, Mills and Pareto;

UNIT-IV   :   State and Civil Society:

    Political organisations; Monarchy, Democracy,

    Political Institutions and Democratic Processes; Pressure groups, interest group

    Challenges: Militancy , Fundamentalism , Regionalism

UNIT-V   :   Polity and society in India

    Caste, Class, Gender, Religion in Indian Polity

    Political Culture in India: Challenges of Nation Building in India

    Challenges: Militancy, Fundamentalism, Regionalism

READING LIST
Horowitz, Irving L., 1972. *Foundation of Political Sociology*, New York:

Harper and HuntingtonSamuel P., 1969. *Political Order in Changing Societies*. Yale University

        Press: New Haven.

Kohli, Atul, 2002. *The Success of India's Democracy*, Cambridge: OUP.

Oommen. T. K. 1990. *State and Society in India*, New Delhi: Sage.

Bottomore, T.B 1981. *Political Sociology*, New Delhi: B.I Publication Pvt. Ltd.

Chakraborty, Satyabrata (ed) 2005. *Political Sociology*: New Delhi:Macmillan India Ltd.

Faulks, Keith 2011. *Political Sociology: A Critical Introduction,* New Delhi, Rawat Publication.

Mukhopadhyay, A.K,2013. (reprint) *Political Sociology: An Introductory Analysis,* Calcutta: K.P
        Bauchi & Company.

Gupta, Dipankar. 1996 *Political Sociology in India: Contemporary Trends*, Orient Longman, New
        Delhi.

Baruah, Munin and Pankaj Borah 2012. *Political Sociology: Theories and Concepts*, EBH
Publishers, Guwahati.

Kothari, Rajani(ed),1973.*Caste in Indian Politics*, New Delhi: Orient Longmans Ltd.

Kaviraj, Sudipta, 1997. *Politics in India,* New Delhi:OUP.

Padnis, Urmila, 1990, *Ethnicity and Nation Building in South Asia*, Sage Publications Pvt. Ltd.

Manor, James. 1988, *'Parties and the Party System'*, in A. Kohli (ed.), India's Democracy,
        Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularisation of Democracy: Political Participation and Popular
        Politics in North India', *The Journal of the Royal Anthropological Institute,* vol.13 (3), pp.
        639-656

<div align="center">

SOC-DSC-302
ECONOMY AND SOCIETY

</div>

Full Marks: 70+30= 100   No. Of Credits: 4
Pass Mark: 28+12= 40   No. Of Lectures: 60

Course Objectives:

The course introduces the students to the complex ways in which economic activity is embedded in social relations form a sociological view point. Students learn to develop an alternative perspective on economy and its various institutional and processual dimensions through comparative studies on economy and society.

Learning Outcomes:

a) Familiarizes key concepts and theories about the interrelationship between economy and society.

b) Describes socio-cultural basis of economic systems, institutions and actors in a comparative perspective.

c) Helps to understand the current transformations of economy by identifying its key socio-cultural processes and institutions.

d) Helps to formulate research questions and arguments about the socially embedded character of economy.

<div align="center">

COURSE OUTLINE

</div>

UNIT-I   :   Economy and Society:

Sociological aspects of economic processes;

Relationship Between Economy and Society;

Basic elements of economic process

    A. Barter

    B. Exchange

    C. Reciprocity

    D. Redistribution

UNIT-II   :   Forms of Exchange:

Barter System: meaning and limitations

Exchange and Money: Types and Functions of Money,

Market and society in India

UNIT-III   :   Production, Circulation and Consumption

System of production: labour intensive and capital intensive

Mode of Production: Domestic Mode of Production; Peasant; Capitalism, Socialism.

UNIT-IV   :   Economic issues in India:

Globalisation, Development, Inflation, unemployment,

Economic inequality, Poverty, Black Money, Underutilisation of public resources.

UNIT-V   :   Rural Economy in India:

Economic reforms India,

Agrarian Economy: branches of Agriculture – changing role of agriculture.

Recommended books:

Weber, Max 1999*: Essay in Economic Sociology*, ed, by Richard Svedberg, Prince town University Press. Chapter sixteen, Sociological category of economic action.

Neil J. Smelser and Richard Svedberg, 2005, *The Handbook of Economic Sociology,* Second Edition, Princeton University Press.

Anderson Perry 1996*: Passages from Antiquity to Feudalism*, London. NLB:Verso

Appu. P. S 1996: *Land Reform in India,* Vikash Publishing House, Chapter 1,2,3.

Bottomore, Tom 1985, *Theories of Modern Capitalism,* Harper Collins publisher Ltd, London.

Dube, S. C 2012: Kumar Oxford. Chapter 2, the economic life.

Granovetter, Mark, 2011, *The Sociology of Economic Life,* Routledge, New York

Dasgupta, Ajit K, 1993*, A History of Indian Economic Thought,* Routledge.

Harrison, David. 1988, *Sociology of Modernisation and Development,* London, Unwin Hyman.

Carrier, G. James. 2021, *Economic Anthropology,* Columbia University Press

Srinivas, MN, 1978, *The Remembered Village,* Oxford, Chapter IV, The Universe of Agriculture.

Kapila Uma, 2009, *Indian Economy: preference and policies,* The Institute of Economic Growth, Delhi.

Singh, Ramesh, 2010, *Indian Economy*, Tata McGraw Hill,

C.H. Shah, 2011, *Fundamentals of Agricultural Economics with Perspectives from Indian Agriculture*, Kalpaz Publications

Puri, V. K and S. K. Misra,2014,   *Indian Economy*, Himalaya Publishing House.

SOC-DSC-303
SOCIAL EXCLUSION AND INCLUSION

Full Marks: 70+30= 100   No. of Credits: 4

Pass Mark: 28+12= 40   No. of Lectures: 60

COURSE OBJECTIVE:

This course will deliberate on the concepts and theories of social exclusion and inclusion in general and India in particular. Social exclusion can be analysed on differential bases of gender, caste, class, region and religion, individual and collective. In Indian society, social exclusion generally takes place on basis of collective identity. The course will help student to analyse social exclusion in various Indian social institutions.

UNIT-I   **:**   **Social Exclusion and Inclusion: Concepts and Theories**

Discrimination, deprivation and exclusion

Social Inclusion, Social Justice, and Equity

UNIT-II   **:**   **Methodology in Social Exclusion and Inclusion**

Tools and Techniques

Measurement: Levels and Degrees of Social Exclusion and Inclusion

UNIT-III   **:**   **Social Exclusion and Inclusion – Contextualization and Perspectives**

Individual and Collectivity

Socio-cultural Economic Political Spheres

Subaltern Perspective

UNIT- IV   **:**   **Institutions and System of Social Exclusion**

Caste, Class, Race, Religion, Tribe, Ethnicity, Sex, Gender, Disability, Region,

Language

UNIT-V   **:**   **Exclusion to Inclusion**

Constitution, State – Legislations, Programs and Policies

Social Movements, Civil Society

Social Mobility and Change

Emergence of Inclusive society

READING LIST

Bryne, D. (2006). *Social Exclusion.* London. Open University Press

Chakravarti, U. (2006). Gendering Caste through a Feminist Lens. Calcutta. Stree

Chandhok, N. (1999). *Beyond Secularism: The Rights of Religious Minorities.* New Delhi. Oxford University Press

Hills, J., Le Grand, J. and Piachaud, D. eds. (2002). *Understanding Social Exclusion.* Oxford. Oxford University Press

Lal, A.K., eds., (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak*. New Delhi. Concept

Nambissan, G. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working Paper Series, Indian Institute of Dalit Studies and UNICEF

Omvedt, G. (1994). *.Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi. Sage Publications

Oommen, T. K. (2014). Social Inclusion in Independent India: Dimensions and Approaches. New Delhi, Orient Blackswan.

Ram, N. (2008). Dalits in Contemporary India (Vol 1). New Delhi. Siddhant Publication.

Ramaih A.(2007). Laws for Dalit rights and Dignity: Experiences and responses from Tamil Nadu. Jaipur. Rawat Publication

Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi. Critical Quest

Singh K.S., ed., (1982). *Tribal Movements in India.* Delhi. Manohar.

Thorat S. and Kumar, N. (2008), *B. R. Ambedkar's Perspectives on Social Exclusion and Inclusive Policies.* New Delhi. Oxford University Press.

Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

ADDITIONAL READINGS

Abrams, Dominic, eds. (2004). *Social Psychology of Inclusion and Exclusion.* New York. Psychology Press,

Appasamy,P., Guhan,S., Hema, R.,(et al) (1996). 'Social Exclusion from a Welfare Rights Perspective in India'. International Institute for Labour Studies and United Nations Development Programme, Research Series. 106, Geneva: ILO Publications

Atkinson, A. B. (1998) 'Social Exclusion, Poverty and Unemployment' in J. Hills, eds. *Exclusion, Employment and Opportunity*, London: Centre for Analysis of Social Exclusion (CASE). London School of Economics

Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage

Furer-Haimendorf, (1982). Tribes of India. Delhi. Oxford, Christof Von.

Galanter, M. (1984). Competing Equalities: Law and the Backward Classes in India. New Delhi. Oxford. (Parts I & II).

Hasan, M. and Asnuddin, M. (2000). ed., *The Stories Of Muslim Lives in India*. New Delhi. Oxford University Press

Jackson, C. (1999). 'Social Exclusion and Gender: Does One Size Fit All?'. *The European Journal of Development Research*, 11(1)

Jogdand, P.G. and Michael, S.M. (2003). (Eds.), *Globalization and Social Movements – Struggle for Humane Society*. New Delhi and Jaipur. Rawat Publications.

Kabeer, N. (2000). 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. *IDS Bulletin*, Brighton: Institute of Development Studies, 31(4)

Mandelsohn, O. and Vicziany, M. (1998). *The Untouchables: Subordination, Poverty and the state in Modern India*. Cambridge. Cambridge University Press.

Percy-Smith, J., (ed) (2000). Policy Responses to Social Exclusion Towards Inclusion?. Buckingham. Open University Press,

Rodgers, G., Gore, C. and José, B. F., eds., (1995). *Social Exclusion - Rhetoric, Reality, Responses.* International Institute for Labour Studies and United Nations Development Programme. Geneva. International Labour Organization

Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP, Human Development Report Office

Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

Full Marks: 70+30= 100   No. of Credits: 3
 Pass Mark: 28+12= 40   No. of Lectures: 30+15 hour project

Objectives the course

This course aims to introduce the learner about intricacy of health and disease with Sociology. It highlights the central importance of social, cultural, economic, and political dimensions of health from a sociological perspective. Students will acquire basic knowledge of medical sociology, one of the relevant branches of sociology. This paper is designed to understand how sociological theories are applied in the studies of medical sociology, the genesis of Medical Sociology, its theory, and an overview of community or public health and the public health system in India.

Course outcome:

After the completion of the course, the students will be able to understand the concepts, aims, and objectives of the study on Health and disease and its social relevance. This paper will illustrate the significance of health and hygiene in overcoming the means of various communicable and non-communicable diseases. It will help to understand new vistas to acquire basic knowledge of Medical Sociology.

UNIT-I   :   Sociological Concepts:

Health, Disease, illness and sickness,

Concept of Disease and disease causation as well as prevention:

Primary Secondary and Tertiary.

UNIT-II   :   Origin and Development:

Rise of medical sociology, meaning,

Nature, Scope, and Importance

Theories: Germ theory, theory of sick role, epidemiology,

Culture and health, health and social behaviour

UNIT-III   :   What is Social Medicine?

Meaning and scope,

genesis and evolution of social medicine,

development of preventive and social medicine and challenges

UNIT-IV   :   Community Health:

Public health in India and evolution,

determinants of health, dimensions of health,

role and responsibilities of health care provider.

UNIT-V   :   Health care delivery system in India:

Public health, private health,

indigenous system of medicine,

voluntary health agencies,

national health programm*e.*

READING LIST

Annandale Allen (2001).*The Sociology of Health and Medicine – A Critical Introduction*.Polity Press.

Kevin White (2002). An Introduction to the Sociology of Health and Illness. *Sage Publication*.Pp 1-13, 32-45.

Farmer Paul (1999). *Infections and Inequalities: The Modern Plagues.* Berkeley: University of California Press.

Farmer Paul (2020*). Fevers, Feuds and Diamonds: Ebola and the Ravages of History.* Ferrer, Straus and Girux.

Marcel Mauss (1973). Techniques of the Body. *Economy and Society,* 2,1, pp. 70-88.

Nancy Scheper Hughes and Margaret Lock (1987). The Mindful Body. *Medical Anthropology Quarterly* (N.S) 1, 1, March (pp. 6-41).

Doyal Lesley (1995). *What Makes Women Sick: Gender and the Political Economy of Health.* London: McMillan.

Prasad Purendra and Amar Jesani (2018) (ed). *Equity and Access : Health Care Studies in India.* OUP.

Hodges Sarah and Mohan Rao (ed) (2016*). Public Health and Private* Wealth.OUP.

KaushikSundarRajan (2017). *Pharmocracy: Value, Politics and Knowledge in Global Biomedicine.* Duke University press.

Fran Collyer (2015) (ed). *The Palgrave Handbook of Social Theory in Health, Illness and Medicine.* Palgrave Mcmillan.

Crockerham.W.C;*MedicalSociology;PraticeHall*,EnglewoodCliffe,NewJersy.

Mehta, *S. R., Society and Health -- A Sociological Perspective,* Vikas Publishing House Pvt.Ltd., 1992.

Park,K.,Park's*Text book of Preventive And Social Medicine*,B.BPublishrs Jabalpur.

VHAI, *State of India's Health, VHAI*, New Delhi, 1992.

SOC-DSM-II 302
ENVIRONMENT AND SOCIETY

FullMarks:70+30=100   No. of Credits: 3

PassMarks:28+12=40   No. of Lectures: 45

Course Objectives

1. This course acquaints students to familiarize with the conceptual and Theoretical perspectives of Sociology of Environment.

2. It gives the students an understanding on the Contemporary issues on environment in the globe and Indian Society.

Course Outcomes:

1. Understanding the different types of environmental issues and problems.
2. Identify the diverse theoretical perspectives and conceptual issues in environmental Sociology.
3. Understanding the environmental concerns in the globe and India in particular.
4. Understand the environmental movements in India.
5. Elaborate the issues pertaining to development and sustainability.

UNIT-I   **:**   **Emergence of Environmental Sociology**

Society Environment Relation: Classical thinkers

History of emergence of Environmental Sociology

Post-developmentalism

UNIT-II   **:**   **Global Environmental Problems and Implications for society**

Global warming, Environmental pollution

Ozone depletion, Climate change

Theories of environmental Degradation

UNIT-III   **:**   **Major Environmental Debates**

North South Divide

Climate change debates

Environmental Justice and third world environmentalism

Environment and gender

UNIT-IV   **:**   **Major Environmental Movements in the world**

Friends of the Earth, Green Peace International

Green Belt movement

Environmental Movements as New Social Movement

UNIT-V   **:**   **Environmentalism in India**

Mahatma Gandhi, Petrick Geddes and Radhakamal Mukherjee

Chipko movement, Narmada BachaoAndolan, Navdanya

READING LIST:

Baviskar,Amita.1995. *Belly of the River: Tribal Conflicts over Development in the Narmada Valley,* Oxford University Press,

Bell, M.M. 2008. *An Invitation to Environmental Sociology.* 3rd Edition. Thousand Oaks. Pine Forge Press. CA: Sage Publications. India. Chapter- 1, (pp. 1- 29)

Bookchin, Murray. 1980. *Toward an Ecological Society.* 2nd Edition Black Rose Books.

Bookchin, Murray. 2007. *What is Social Ecology? In Social Ecology and Communalism.* Book by Murray Bookchin. A.K. Press

Buttel, F. H. (2000). *Ecological Modernisation as Social Theory,*' Geoforum, Volume 31, pp. 57-65.

Clark, John. 1997. *A Social Ecology. In Capitalism Nature Socialism.* 8:3. 3- 33. DO&:10.1080/ 10455759709358746

Das, Vidhya. "Mining Bauxite, Maiming People." *Economic and Political Weekly* 36, no. 28 (2001): 2612-614. http://www.jstor.org/stable/4410849

Dunlap, R.E and Eugene A. Rosa. 2000. Environmental Sociology. Entry in Encyclopedia of Sociology. 2nd Edition. Vol.2. edited by E.F. Borgatta and Rhonda J.V. Montgomery. Macmillan Reference. USA. (pp. 800-813)

Guha, Ramchandra (ed.). 1998. *Social Ecology.* Oxford Univ. Press

Guha, Ramchandra. 1997. Social-Ecological Research in India: A Status' Report. In *Economic and Political weekly.* February 15-21. 1997 Vol. 32. No.7. Pp. 345-352

Hannigan, J.A. 1995. *Environmental Sociology.* 2nd Edition. Routledge: London and New York. Chapters- 1&2. (pp. 1-35)

Hannigan, John. 1995. *Environmental Sociology: A Social Constructionist Perspective.* London: Routledge.

Ingold, Tim. 1992. *Culture and the Perception of the Environment*, in E. Croll and D. Parkin (eds.) Bush Base: Forest Farm. London: Routledge, pp. 39 – 56.

Mol, Arthur P. J. (Summer 1996). Ecological Modernisation and Institutional Reflexivity: Environmental Reform in the Late Modern Age,'*Environmental Politics*, Volume 5, No. 2, pp. 302-323.

Oomen, T.K. 2015. Radha Kamal Mukherjee on Social Ecology: Filling up some Blanks. In *Sociological Bulletin.* January-April 2015, Vol. 64 No.1. Pp 15-35.

Proctor, James D. 1998. The Social Construction of Nature: Relativist Accusations, Pragmatist and Critical Realist Responses', Annals of the *Association of American Geographers*, 88 (3): 352 – 376.

Schnaiberg, A. 1975. Social Synthesis of the Societal – Environmental Dialectic: The Role of Distributional Disputes. article in *Social Science Quarterly*. June 1975. Vol. 56. No.1. (pp. 1- 7)

Shiva, Vandana. *The Seed and the Earth. Biopiracy: the Plunder of Nature and Knowledge,* South End Press, 1997, pp. 43–64.

Tokar, Brain. 2010. Bookchins Social Ecology and its contributions to the Red-Green Movement. In Q. Huan (ed.) *Eco-Socialism Politics.* 10.1007/978-90-481-3745-9-8

Vandana Shiva, *Ecology and the Politics of Survival: Conflicts over Natural Resources in India.* New Delhi: Sage Publications and Tokyo: United Nations University Press.

White, R. 2004. *Controversies in Environmental Sociology*. Cambridge University Press. Introduction (pp. 1-7).

Whitehead, Judy. "Sunken Voices: Adivasis, Neo-Gandhian Environmentalism and State—Civil Society Relations in the Narmada Valley 1998-2001." *Anthropologica*49, no. 2 (2007): 231-43. http://www.jstor.org /stable/25605360.

COMMUNITY ENGAGEMENT / FIELDWORK

FullMarks: Semester70+ Internal30=100   No. of Credits: 2
PassMarks: Semester28+ Internal 12=40   No. of Lectures: 30

COMMUNITY ENGAGEMENT

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 Swatch 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.

FIELD WORK

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

In **Fieldwork** the students may opt for **Field Study based data collection (quantitative/qualitative)** on any of the following areas mentioned below.

Suggestive Practices:

1. Field Work on Swatch Bharat

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

Activities:

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

2. Social awareness fieldwork 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

3. Field work with **Old Age Home**.

4. Field work 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 theoreticalknowledge to fields.

SEMESTER – VI

SOC-DSC-351

THEORETICAL PERSPECTIVE IN SOCIOLOGY

Full Marks: 70+30= 100   No. Of Credits: 4
Pass Mark: 28+12= 40   No. Of Lectures: 60

OBJECTIVE: The course presents an overview of how the discipline of Sociology emerged. The course introduces students to the writings of classical thinkers such as Marx, Weber, Comte and Durkheim in order to show they broaden the nature and scope of Sociology. It introduces students to the various conceptual approaches that have been predominant in Sociological work. From approaches like that of classical structuralism, functionalism, Interactionist and modernism and spatial approaches, the course lays down the theoretical ground for sociological research.

LEARNING OUTCOME: The course will demonstrate to students the manner in which particular theoretical frameworks emerged to understand society as an autonomous field not reducible to other disciplinary fields. The students will be able to engage with conceptual frameworks in Sociology with ease and apply them to their understanding of social issues.

COURSE OUTLINE
UNIT- I   :   Pioneering Contributors of Sociological Theories:

Auguste Comte: Social Statistics and Dynamics, Law of Three Stages

Herbert Spencer:Social Evolution

UNIT- II   Classical Thinkers

Emile Durkheim: The Division of Labour and Forms of Solidarity, The Theory of Suicide

Karl Marx: Historical/Dialectical Materialism, Theory of Class Struggle

Max Weber: Social Action, Theory of Authority

UNIT-III   :   Theoretical Perspective I

Talcott Parson: Systemic View of Society,

R. K Merton: Systematic view of Society,

A. R Radcliffe Brown: Approach to Structuralism,

C Levi Strauss: Approach to Structuralism.

UNIT-IV : **Theoretical Perspective II**

Conflict Functionalism of Lewis Coser,

Dialectic Sociology of Ralf Daherendorf,

Mead's Approach to Symbolic Interactionism,

A Schutz Approach to Phenomenology

UNIT- V : **Recent Trends in Sociological Theorizing**

Structuration of Anthony Giddens,

Neo-Functionalism of Alexander,

Neo-Marxism L. Althusser,

Middle Range Theory

SUGGESTED READINGS

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,Dibrugarh, P.B. No. 8, Dibrugarh –786001.

Marrison, Ken. 1995.*Marx, Durkheim, Weber: Formation of Modern Social Thought*. London.

Ritzer, George.1996 .*Sociological Theory*. New Delhi: Tata-McGraw Hill.

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-DSC-352
INDIAN SOCIOLOGICAL TRADITION

Full Marks: 70+30= 100   No. Of Credits: 4
Pass Mark: 28+12= 40   No. Of Lectures: 60

Objectives

This course is designed to familiarize students with social, political economic and intellectual contexts in which Sociology emerge as distinct discipline. To understand the development of sociological thought as well as their cultural relevance to contemporary concern.

Learning Outcome: Students will be familiarized with social, economic, political and intellectual contexts. It helps to understand in Indian society in the backdrop of above context

Course Outline

UNIT-I	:	**Historical and Indological Perspective**
		D.D Kosambi, RomilaThapar, Radha Kamal Mukherjee,
		G.S.Ghurey, Louis Dumont
UNIT-II	:	**Marxist Perspective**
		D.PMukherjee, A.R.Desai,
		RamkrishnaMukherjee, D.N.Dhanagare
UNIT-III	:	**Structural–Functional Perspective**
		M.N.Srinivas, S.C.Dube, McKim Marriot
UNIT-IV	:	**Cultural and Civilisational Perspective**
		Y.Singh,N.K.Bose,SurajitSinha
UNIT –V	:	**Subaltern perspective**
		B.R.Ambedkar, RanjitGuha, David Hardiman

READING LIST

D.D.Kosambi (1975)*An Introduction to the Study of Indian History,* Bombay:PopularPrakashan.

Myth and Reality, (1962) Bombay:PopularPrakashan

The Culture and Civilisation of Ancient India in Historical Outline (1965),Vikash Publishing House.

Indian Numismatics (1981) Orient Longman.

R.Thapar; *Ancient Indian Social History:Some Interpretation* (1978) Orient Longman;New Delhi.

From Lineage to State(1984) Oxford University Press, New Delhi.

The History of India vol.1.(1990);New Delhi: Penguin Books India pvt.Ltd

Mukharjee,R.K the*Community of Communities* (1966), P.C.Manaktala and Sons Pvt. Ltd

Singh.Y *Indian Sociology: Social Conditioning and Emerging Concern* (1986) New Delhi:Vistar.

Nagla.Madhu(2005*) Approaches to the Study of Indian Society*unpublished paper.

Ommen.T.K   and   P.N.Chatarjee   (1986),*Indian   Sociology:Reflections   and Interpretations,*PopularPrakashan,Mumbai.

Ghurye.G.S(1998) *Religion and Indian Society: A SociologicalPerspective,*New Delhi: Gyan Publishing House.

Dumont,L. (1966) *Homo Hierchicus : The Caste System and Its Implications*,VikashPublication,New Delhi.

Singh, Y. (1973) *Modernisation of Indian Tradition,*Delhi:Thompson Press.

Co-editor (With T.K.N Unninathan et al) *For a Sociology of India,* Prentice Hall,New Delhi.

Bose,N.K(1957) *Problems of National Integration,*Indian Institute of Advance Studies, Shimla.

(1961) *Cultural Anthropology*, Asia Publishing House.

(1967) *Culture and Society in India,* Asia Publishing House,New Delhi.

(1965) "Tribe-caste and Tribe-Peasant Continuum in Central India" *Man in India*, Vol 45,No1.PP.35-80

Ambedkar.B.R (1916) Caste in India:TheirMechanism,Genesis and Development BheemPatrika Publications, Jalandhar.

(1936) Annihilation of Caste:BheemPatrika Publications, Jalandhar.

Guha.R(1983) *Elementary Aspects of Insurgency in Colonial India*,Oxford University Press,New Delhi.

(1998) Subaltern Studies,Vikash Publishing House,N.Delhi.

Dhanagre,D.N (1998) *Themes and Perspectives in Indian Sociology*,RawatPublications,Jaipur.

David. Hardiman (1980) "The Quit India Movement in Gujrat",inGyanendraPandey (ed) Indian Nations in1942,Kolkata.

Srinivas.M.N (1952) Religion and Society among the Coorgs of South India,OxfordClaredonPress,Oxford.

(1955) *India's Village,Bombay:* Asia Publishing House.

(1966) *Social Change in Modern India,*Bombay:Allied Publisher.

Dube.S.C.(1955),*Indian Village*, R&K Paul,London.

(1958),*India's Changing Village*,R&K Paul,London.

(1973),Contemporary India and its Modernisation,Delhi,Vikash Publishing House.

Desai.A.R. (1969),*RuralSociologyinIndia*,Bombay Popular Prakshan.

Doshi,S.L.andP.C.Jain(1999),*Rural Sociology*,Rawat Publication,New Delhi.

Marriot,Mckim (ed) (1959) *Village India,Bombay* Asia Publishing House.

Mukherjee.D.P. (1942,1948) *Modern Indian Culture*,HindKitab,Bombay.

Mukherjee.R.K.(1957) *The Dynamics of Rural Society : A Study of the Economic Structure in Bengal Villages*,Berlin: Berlin Akademie-Verlag.

(1958),*The Rise and Fall of East India Company*, Verlag der Wissenschaften.

SOC-DSC-353
SOCIOLOGY OF COMMUNICATION

Full Marks: 70+30=100   No. of Credits: 4
Pass Marks: 28+12=40   No. of Lectures: 60

Objective

The course intends to examine the issues pertaining to communication, media and its role in

Social life and development.

COURSE OUTLINE

Unit I: Definition of communication, forms of communication, functions of

Communication

Unit II: Theories of communication, traditional and folk media, new media

Unit III: Communication and rural development, communication and

globalization, communication and nation-building,

Communication and political development

Unit IV: Media and women, media and environment, media terrorism and war

Unit V: Development communication, human right and communication, health and

Communication

READING LIST

Agarwal, B.C et all 1989 *Communication Revolution*, Ahmedabad,

Appadurai, Arjun 1997 *Modernity at Large: Cultural Dimensions of Globalization*, Delhi, Oxford
         University Press Oxford,

B & R, Huggins 2001 *New Media and Politics*, London, Sage

Coller, Macmillan Schramm, W and D, Lerner (eds.) 1976 *Communication and Change*, Honolulu,
         university presses of Hawaii

De Flour, M. Land S.J ball-Rokeach1989 *Theories of Mass Communication*, New York, Longman

Dube, S.C 1990 *Tradition and Development*, New Delhi,

Fiske, 1990 *Introduction to Communication Studies*, London, Rout ledge

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

Gurvitch, M Et all (eds.) 1992 *Culture, Society and Media,* London, Methun

ISRO Corner, J, Philip, Schlesinger, Roger Silverstone 1997 *International Media Research: A CriticalSurvey,* London, Routledge

Leach, E 1976 *Culture and Communication*, Cambridge University Press

Manuel, P 1998 *CassetteCulture: Popular Music and Technology in North India*

Mc Quail, Dennis 1994 *Mass Communication Theory*: An Introduction, London, Sage publication

Mc Quails, D 1969 *Towards Sociology of Mass Communication*, London,

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

Page, D. and William Crawley 2001 *Satellites Over South Asia*, London, Sage

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

Pye, Lucian, W 1963 *Communication and Political Development,* Princeton University press

Singhal, A. & E.M. Rogers 2000 *India's Communication Revolution,*Delhi, Sage

Vikas Harlmann, Paulet.*All the Mass Media and Village Life: An Indian Study*, New Delhi, sage Publications

SOC-DSC-354
SOCIOLOGYOFTRIBES

FullMarks:70+30=100 No.ofCredits:4

Pass Marks:28+12=40 No. ofLectures:60

Objective

Tribe constitutes a significant segment of India 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 tribal's in terms of their distribution and concentration, demographic.

COURSE OUTLINE

UNIT-I **:** Concept of tribe, classification of tribes-food gatherers, hunters, shifting cultivators,

nomads, pastoralist 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's status, impact ofcolonial rule

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

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

READING LIST

Bose, N.K, 1967Culture 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, New Delhi, Vikas

Haimendorf, C 1982 Tribes of India: The struggle for survival, Oxford University Press

Hasnain, N   1983   Tribes in India, Harman Publications, New Delhi

Rao, M.S.A   1979   Social Movements in India, Manohar, Delhi

Raza, Moonis and A. Ahamed   1990 an atlas of trial 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

SOC- DSM-I-351

SCIENCE, TECHNOLOGY AND SOCIETY

FullMarks:70+30=100   No. of Credits: 4

PassMarks:28+12=40   No. of Lectures: 60

OBJECTIVE: Science and technology have had a significant impact on society as a whole. Science and technology have transformed the way of life of people. This course therefore primarily intends to develop an understanding of the inter-phase of science and technology with Society. It also exposes students to philosophical, historical and sociological perspective to look science as a practice deeply embedded in culture and society.

COURSE OUTLINE

UNIT-I	:	**Introduction to Science Technology and Society**

History and development of science, Science as a social institution,

Agricultural technology, textile technology, military technology, printing press and industrialisation

UNIT-II	:	**The Sociology of Science: Founding Arguments**

Thomas Kuhn's scientific revolution

Robert Merton and Sociology of Science: Ethos and values

Durkheimian approach to science

UNIT-III	:	**Impact of Science and technology on Society:**

Technology and Social Change

Technological Divide; Science technology and Development; Digital India

UNIT-IV	:	**Innovation and technology for gender equality**

Feminist standpoint on science

Impact of technological change on women

Women's safe and equal access to digital technology.

UNIT-V	:	**Technology and everyday life**

Debates about digital piracy and privacy

Science and technology in a dynamic relation with social life and cultural ideas

READING LIST

Durkheim, E. 1950 *The Rules of Sociological Method (*translated by S. A. Solovay and J. H. Mueller and (Ed)
E.G. Catlin, the free press of Glencoe: New York

Kuhn, Thomas. 1970, *The Structure of Scientific Revolution*Chicago: University of Chicago press

Merton Robert K. 1973.*Sociology of Science: Theoretical and empirical investigations*Norman W. Stour (ed.)
Chicago: University of Chicago press

Wearily, Steven.1988. *Science Technology and Social Change*, London: Unwin Hyman

LEARNING OUTCOME

The teaching of this course would help the students to determine the relationship between science technology and Society as this course articulate the impact of science and technology on society. It will further help the students to understand the change and development of Society by science and technology.

SEMESTER-VII

SOC-DSC-401
SOCIALRESEARCHMETHODS-II

FullMarks:70+30=100   No.ofCredits:4
PassMarks:28+12=40   No.ofLectures:60

Objectives

The courseaims toprovide an understandingofmethods,tools andtechniques

ofcollection,presentationandanalysisofdataareonlyinstrumentsandnotthe

endorgoalofresearch.

COURSEOUTLINE

UNIT-I   :   Quantitative and qualitative methods- ethnography,observation,case
study,contentanalysis

UNIT-II   :   Typesofdata-primaryandsecondary,

UNIT-III :   Techniquesofdatacollection-sampling, observation,questionnaire,
Scheduleandinterview

UNIT-IV   :   PresentationofData-coding,tables,graphs,histograms,measuresof
Centraltendencyand dispersion ofdata

UNIT-IV   :   Fieldvisit,analysisandReportwriting

READINGLIST

BajajandGupta. 1983. *ElementsofStatistics*,NewDelhi,R.ChandandCompany

Beteille,AandT.N.Madan.1975.*EncounterandExperience:PersonalAccountsofField
work*.NewDelhi,VikaspublishingHouse

Bryman,Alan,   1988   QualityandQuantityinSocial

ResearchLondon,UnwinHyman

Garrett,Henry   1981   StatisticsinPsychologyandEducation

DavidMckey,Indianpublication–
Mrs.A.F,SheikhForVikils,Bombay,Tenth Reprint

Jayaram,N.   1989   Sociology:MethodsandTechniques,Bangalore,Willey

Easterner

Punch,Keith   1996   IntroductiontoSocialResearch,London,Sage

Srinivas,M.N.
andA.M.Shah   1979   FieldworkandtheField,Delhi,Oxford

Young,P.V.   1988   ScientificSocialSurveyandResearch.NewDelhi,PrenticeHall.

SOC-DSC-402
SOCIAL STRATIFICATION

FullMarks:70+30=100   No. of Credits: 4
PassMarks:28+12=40   No. of Lectures: 60

Course Objectives

1. This course acquaints students to SocialInequalities and Social Stratification.

2. It gives the students an understanding on the principal theoretical perspectives, diverse forms of social inequality and throws some lights on stratification in Contemporary Indian Society.

Course Outcomes:

1. Students will learn about the socio-historical context of stratification in the world and India.

2. Students will have an idea on the theoretical concerns and problems and contemporary issues related to inequalities s and itsforms.

3. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all itsmanifestations.

4. Understanding of stratification and theories would sensitize students to itsvarious sociological aspects, providing ample scope for applied learning andapplication.

6. Examining forms of stratification, forms and process of social mobility and understanding the relevance of caste, race and ethnic identities in contemporaryIndia.

Course Outline
UNIT- I   :   Social Stratification and Social Inequality
Concept of Social Stratification,

Characteristics of Social Stratification;

Social Stratification, Social Differences and Social Inequality

UNIT- II   :   Forms and Dimensions of Stratification
Forms of Social Stratification – Slavery, Estate, Caste and Class

Dimensions of and Bases of Social Stratification – Income, Wealth, Power and Occupational Prestige

UNITIII   :   Theories of Stratification
Functional Theory – Davis and Moore ,

Conflict Theory – Karl Marx's Theory of Class and Social Change.

Max Weber's Theory of Class, Status and Power.

UNIT- IV   :   Hierarchy and Stratification in Contemporary India
Hierarchy in Indian Society;

Approaches to Social Stratification,

Stratification on the basis of caste, Class;

Stratification on the basis of Gender,

Stratification on the basis of Ethnicity,

Stratification on the basis of Community.

UNIT- V   :   Social Mobility

Meaning of Social Mobility,

Forms of Social Mobility: Horizontal and Vertical,

Intergenerational and Intergenerational Mobility.

Role of Education and Professions in the rise of Middle Class

Mobility of Caste in Contemporary India

READING LIST:

Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963)

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974)

Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality

Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14

Collins, Patrica Hill. 'Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993)

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953)

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945)

Goldthorpe , J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, .Oxford; Clarendon press.

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996)

McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2.Chapter 6. Class,

Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963)

Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953)

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford

University Press, 1946. Chapter VII, Class, Status, Party

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations'
American Sociological Review, Vol. 24, No. 6 (Dec., 1959)

SOC-DSC-403

SOCIOLOGY OF DIASPORA

FullMarks: 70+30=100   No. of Credits: 4
PassMarks: 28+12=40   No. of Lectures: 60

Objectives:

The course intends to introduce students to Indian 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

Approaches to study Diaspora

Theories of Diaspora

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(Old)

Asia – Myanmar, Sri Lanka, Malaysia, Singapore

Middle East – Gulf countries

Africa - Mauritius, South Africa, East Africa

Caribbean – Trinidad & Tobago, Guyana, Surinam

UNIT-IV   :   Case Studies of the Indian Diaspora(New)

North America – USA and Canada

Europe – UK, France, Germany, Netherlands

Australia & Oceania – Australia, New Zealand and Fiji

UNIT-V   :   Issues of Indian Diaspora

Brain Drain, Brain Gain, Brain Circulation

Remittances and its socio-economic impact

Indian Diaspora: Policy issues in India

Indian Diaspora connections with Homeland

Relations with the Host societies

ESSENTIAL READINGS

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 .

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

Gosine, M. (Ed.). (1994). *The East Indian odyssey: Dilemmas of a Migrant People*. New York: Windsor Press. Sociology 88

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

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

Jodhka, S. (2009). The Ravidasis of Punjab: Global Contours of Caste and Religious Strife, *Economic and Political Weekly,* 44 (24), 79-85.

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.

Safran, William. (Spring 1991). 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.

Vertovec, S. (ed.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press.

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.

Learning Outcome

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

SOC-DSC – 404

SOCIOLOGY OF DEVELOPMENT

Full Marks: 70+30= 100   No. Of Credits: 4
Pass Mark: 28+12= 40   No. Of Lectures: 60

COURSE OUTLINE:

UNIT-I   :   **Introduction**

Meaning and Nature of Development, Characteristics of Development, Rise of and End of Colonialism (in the Third World Countries) and Desire for Development, Difference between Development, Growth and Under Development.

UNIT-II   :   **Concepts of Development**

Economic Development, Social Development, Sustainable Development, Transformation of Indian Society since Independence its Faces and Challenges.

UNIT-III   :   **Perspectives ofDevelopment**

Indian Paradigm and Perspective on Development; Pre-Independence, Post-Independence and Development after 1990s', Development of Under Development, Development and Empowerment, Human Development.

UNIT-IV   :   **Theories of Development**

Dependency Theory of A. G. Frank, World System Theory of E Wallerstein, Un-equal Exchange Theory of Samir Amin, Economic Growth Theory of W. W Rostow, Dimensions of neo-liberalism, –India – from mixed economy to neo-liberal reform.

UNITV   :   **Development and Culture and Alternatives**

Classical Sociology and Notions of Social Change, Role of Culture in Development, Role of ICT in Social Development, Alternative Approaches to Development; Mahatma Gandhi and Rabindranath Tagore.

READING LIST

Gregory Hooks (2016), *The Sociology of Development Handbook*, UCP press

Sheobahal Singh (2010), *Sociology and Development*, Rawat Publications

MM Hoogvelt (1976), *The Sociology of developing societies*, Macmillan Publishers

Madhu Nagla (edited.)*Readings in Indian Sociology*: *Volume IV: Sociology of Health*

Bhaduri, Amit. 2005. *Development with Dignity: A Case for Full Employment*. New Delhi: National Book Trust.

Bhaduri, Amit. 2005. *Development with dignity: A case for full employment*. New Delhi: National Book Trust.

K. Raja Reddy C.S. Reddy. 2012. *Self Help Groups in India: A Study on Quality and Sustainability*; ENABLE Publication.

Dutta Amitav Krishna (2014) *Pathways to Economic Development*, Oxford University Press.

Giddens Anthony (1996) "Global Problems and Ecological Crisis" in *Introduction to Sociology*IInd Edition New York: W.W. Norton& Company.

Gore, C. (2000) 'The Rise and Fall of the Washington Consensus as a paradigm for developing countries', *World Development*, 28 (5)

Harrison, D. (1989) *The Sociology of Modernization and Development* New Delhi: Sage.

Haq, Mahbub UI. (1991) Reflection of Human Development. New Delhi, OUP 6. Marjit, Sugata, Rajeev, Meenakshi edt. (2014)*Emerging Issues in Economic Development: A Theoretical Perspective*, Oxford University Press

Nagla, B.K. *Social Development*

Thomas, A. (2000) 'Development as practice in a liberal capitalist world', *Journal of International Development*, 12 (6)

UNDP *Sustainable Development*. New York. OUP.

Todaro, Michael P. & Smith, Stephen C., *Economic Development*, Eighth Edition, Pub. Addison Wesley 2003.

SOC-DSM-I-401
SOCIOLOGY OF MIGRATION

Full Marks: 70+30= 100   No. Of Credits: 4
Pass Mark: 28+12= 40   No. Of Lectures: 60

Objectives: 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 and Definition

Types and Patterns

Causes and Factors

Internal and International Migration

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

Colonial Expansion

Labour migration during colonialism

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

UNIT-IV   :   Migration and India

Ancient & Medieval – trade, empire, and religion

Colonial – Indentured, Kangani/Maistry, Free or Passage

Modern – post independence - Internal and International migration

UNIT–V   :   Migration and Development

Impact of Migration – Demographic, social, and political

Economic – remittances

Brain Drain, Brain Gain, Brain circulation

Migration and Sustainable development

Internally Displaced People

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 (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.

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

SEMESTER-VIII

SOC-DSC-451
SOCIOLOGY OF ENVIRONMENT

FullMarks:70+30=100   No. of Credits: 4
PassMarks:28+12=40   No. of Lectures: 60

Course Objectives

1. This course acquaints students to familiarize with the conceptual and Theoretical perspectives of Sociology of Environment.

2. It gives the students an understanding on the Contemporary issues on environment in the globe and Indian Society.

Course Outcomes:

1. Understanding the different types of environmental issues and problems.

2. Identify the diverse theoretical perspectives and conceptual issues in environmental Sociology.

3. Understanding the environmental concerns in the globe and India in particular.

4. Understand the environmental movements in India.

5. Elaborate the issues pertaining to development and sustainability.

COURSE OUTLINE

UNIT-I   :   Environmental Sociology: Nature and Scope:

Emergence of Environmental Sociology

Conceptualization of Society-Environment Relationship: Human Ecology Model,

Society – Environment Interactions and Society – Environment Dialectic.

Global Environmental Problems: Global Warming, Ozone Depletion, Smog,

Acid Rain and Other Ecosystem Disruptions.

Challenges for Environmental Sociology, Environment and Sustainable Development

UNIT-II   :   Key Concepts in Environmental Sociology:

New Human Ecology, Environmental Attitudes and Behaviours & Practices,

Environmentalism, Environmental Risk and Hazards, Ecological Complex,

Environmental Metabolism, Global Environmental Change

UNIT- III   :   Classical Sociological Thoughts on Environment

Karl Marx, Max Weber and Emile Durkheim on Environmental Concerns

Radha Kamal Mukherjee and Ramchandra Guha on Environmental Concerns

UNIT-IV   :   Environmental Movements in India

Forest Based Movement – Chipko

Water Based Movement – Narmada

Land Based Movements – Anti-mining and Seed

UNIT V   :   Environmental Justice and Policies

Meaning of Environmental Justice, Problems of Environmentalism and Modern Industrial Society

Causes of Environmental Crisis, Impact of Environmental Degradation,

The Need for Environmental Justice, Efforts to Improve Environmental Justice,

Policies for Environmental Justice.

READING LIST

Ahmad, Afroz. "The Narmada Water Resources Project, India: Implementing Sustainable Development.*" Ambio 28*, no. 5 (1999): 398-403. http:// www. jstor.org/stable/4314921.

Alka Srivastava and Janaki Chundi. 1999. *Watershed Management: Key to Sustainable Development.* New Delhi: Indian Social Institute.

AmitaBaviskar,*Belly of the River: Tribal Conflicts over Development in the Narmada Valley,* Oxford University Press, 1995.

AmitaBaviskar. "A Grain of Sand on the Banks of Narmada." *Economic and Political Weekly* 34, no. 32 (1999): 2213-214. http:// www.jstor.org/ stable/4408276. pg. 2214.

Anil Patel and Ambrish Mehta. 1997. *The Independent Review: Was it a search for truth?‖ in William Fisher,* ed., *Toward Sustainable Development: Struggling over the Narmada River* .Jaipur and New Delhi: Rawat Publications.

Bell, M.M. 2008. *An Invitation to Environmental Sociology.* 3rd Edition. Thousand Oaks. Pine Forge Press. CA: Sage Publications. India. Chapter- 1, (pp. 1- 29)

Berger, P &Luckmann, T. 1967. *The Social Construction of Reality.* New York: Penguin Books.

Bookchin, Murray. 1980. *Towardan Ecological Society*. 2nd Edition Black Rose Books.

Bookchin, Murray. 2007. *What is Social Ecology? In Social Ecology and Communalism.* Book by Murray Bookchin. A.K. Press

Burningham, Kate & G Cooper. 1999. *Being Constructive: Social Constructionism and theEnvironment', Sociology*, 33(2): 297 – 316.

Buttel, F. H. (2000). *Ecological Modernisation as Social Theory,*' Geoforum, Volume 31, pp. 57-

65.

Clark, John. 1997. *A Social Ecology. In Capitalism Nature Socialism.* 8:3. 3- 33. DO&:10.1080/ 10455759709358746

Das, Vidhya. "Mining Bauxite, Maiming People." *Economic and Political Weekly* 36, no. 28 (2001): 2612-614. http://www.jstor.org/stable/4410849

Dharmadhikary, Shripad. "The Narmada—death of a River." *India International Centre Quarterly* 33, no. 1 (2006): 65-78. http:// www.jstor.org/ stable/23005937. Pg. 72.

Dickens, Peter. 1996. *Reconstructing Nature: Alienation, Emancipation and the Division of Labour.* London: Routledge.

Dunlap, R & Catton, W. 1994. ‗Struggling with Human Exemptionalism'. *American Sociologist,* 25: 5 – 30.

Dunlap, R.E and Eugene A. Rosa. 2000. Environmental Sociology. Entry in Encyclopedia of Sociology. 2nd Edition. Vol.2. edited by E.F. Borgatta and Rhonda J.V. Montgomery. Macmillan Reference. USA. (pp. 800-813)

Guha, Ramchandra (ed.). 1998. *Social Ecology*. Oxford Univ. Press

Guha, Ramchandra. 1997. Social-Ecological Research in India: A Status' Report. In *Economic and Political weekly.* February 15-21. 1997 Vol. 32. No.7. Pp. 345-352

Hachiya, N. 2006. The History and the Present of Minimata Disease – Entering the Second Half of a Century. article in *JMAJ*. March 2006. Vol.49. No.3. (pp. 112-118)

Hannigan, J.A. 1995. *Environmental Sociology*. 2nd Edition. Routledge: London and New York. Chapters- 1&2. (pp. 1-35)

Hannigan, John. 1995. *Environmental Sociology: A Social Constructionist Perspective.* London: Routledge.

Ingold, Tim. 1992. *Culture and the Perception of the Environment*, in E. Croll and D. Parkin (eds.) Bush Base: Forest Farm. London: Routledge, pp. 39 – 56.

John R. Wood. 2007. *The Politics of Water Resource Development in India: The Narmada Dams Controversy,* Los Angeles: Sage Publications.

Mishra, Prajna Paramita. "Coal Mining and Rural Livelihoods: Case of the Ib Valley Coalfield, Orissa." *Economic and Political Weekly* 44, no. 44 (2009): 117-23. http://www.jstor.org/stable/25663741.

Mol, Arthur P. J. (May 2002). Ecological Modernisation and the Global Economy,' Global *Environmental Politics,* Volume 2, No. 2, pp. 92-115.

Mol, Arthur P. J. (Summer 1996). Ecological Modernisation and Institutional Reflexivity: Environmental Reform in the Late Modern Age,'*Environmental Politics*, Volume 5, No. 2, pp. 302-323.

Murphy, R. 2002. ‗The internalization of autonomous nature into society', The Sociological

Review, 18: 313 – 333. Murphy, R. 2006. ‗Environmental Realism: From Apologetics to Substance', *Nature and Culture*, 1 (2): 181 – 204.

Oomen, T.K. 2015. Radha Kamal Mukherjee on Social Ecology: Filling up some Blanks. In *Sociological Bulletin*. January-April 2015, Vol. 64 No.1. Pp 15-35.

Patel. Jashbhai "Is National Interest Being Served by Narmada Project?" *Economic and Political Weekly* 29, no. 30 (1994): 1957-964. http://www.jstor.org/stable/4401522.

Pellow, D.N. and H.N. Brehm. 2013. An Environmental Sociology for the Twenty-First Century. article in *Annual Review of Sociology*. 2013.39. (pp. 229-250)

Proctor, James D. 1998. ‗The Social Construction of Nature: Relativist Accusations, Pragmatist and Critical Realist Responses', Annals of the *Association of American Geographers*, 88 (3): 352 – 376.

Ram, Rahul N. 1993. *Muddy Waters: A Critical Assessment of the Benefits of the Sardar Sarovar Project*. New Delhi: Kalpavriks

Sanjay Sangvai. "No Full Stops for the Narmada: Life after the Verdict." *Economic and Political Weekly* 36, no. 49 (2001): 4524-526. http://www.jstor.org/stable/4411435. pg. 4526.

Sardar Sarovar: Report of the Independent Review. 1992. Ottawa: Resource *Futures International.*

Schnaiberg, A. 1975. Social Synthesis of the Societal – Environmental Dialectic: The Role of Distributional Disputes. article in *Social Science Quarterly*. June 1975. Vol. 56. No.1. (pp. 1-7)

Shiva, Vandana. *The Seed and the Earth. Biopiracy: the Plunder of Nature and Knowledge,* South End Press, 1997, pp. 43–64.

Spaargeren, Gert and Mol, Arthur P. J. (January 1992). Sociology, Environment, and Modernity: Ecological Modernisation as a Theory of Social Change,' Society and Natural Resources: *An International Journal*, Volume 5, pp. 323-344.

Tokar, Brain. 2010. Bookchins Social Ecology and its contributions to the Red-Green Movement. In Q. Huan (ed.) *Eco-Socialism Politics*. 10.1007/978-90-481-3745-9-8

Vandana Shiva, *Ecology and the Politics of Survival: Conflicts over Natural Resources in India.* New Delhi: Sage Publications and Tokyo: United Nations University Press.

White, R. 2004. *Controversies in Environmental Sociology*. Cambridge University Press. Introduction (pp. 1-7).

Whitehead, Judy. "Sunken Voices: Adivasis, Neo-Gandhian Environmentalism and State—Civil Society Relations in the Narmada Valley 1998-2001." *Anthropologica* 49, no. 2 (2007): 231-43. http://www.jstor.org /stable/25605360.

Wood, John R. "India's Narmada River Dams: Sardar Sarovar under Siege." *Asian Survey* 33, no. 10 (1993): 968-84. doi:10.2307/2645096

York, Richard and Rosa, Eugene A. (September 2003). Key Challenges to Ecological

Modernization Theory: Institutional Efficacy, Case Study Evidence, Units of Analysis, and the Pace of Eco-Efficiency,' *Organization & Environment*, Volume 16, pp. 272-288.

SOC-DSM-451
GENDER AND SOCIETY

Full Mark: Semester 70 +Internal 30=100   Credit -4
Pass Mark: Semester 28+Internal 12=40   No. of lectures -60

OBJECTIVE: This course introduces gender as critical Sociological lens of enquiry in relation to various social fields. To sensitize the students regarding the gender issues and its inequalities prevalent in the Society. Moreover, this course is designed in such a way that will encourage capacity building among the students to enable them to remove gender biasness in the existing society.

COURSES OUTLINE

UNIT-I   :   **Understanding Gender**

Gender & Sex: meaning and difference, gender roles, gender stereotype, gendered division of labour.

Patriarchy: meaning and types

UNIT- II   :   **Gender sensitisation and Movement**

Gender sensitisation: meaning, nature and significance.

Challenges of gender sensitisation

UNIT- III   :   **Gender Difference and Inequalities**

Caste, class, family, religion, work and politics

UNIT-IV   :   **Gender Rights and Law**

Human right, constitutional rights and legal rights

Violence against women, sexual harassment, domestic violence and rape

UNIT-V   :   **Gender theories**

Social role theory

Feminism: liberal feminism, Radical feminism, Marxist, Social and eco feminism.

READING LIST

Bhasin, Kamala, 2000, *Understanding Gender*, Kali for Women, New Delhi

Bhasin, Kamala. 1993, *What is Patriarchy? Kali for Women*, New Delhi

Bandyopadhyay, Shekhar, 2004, *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*, Sage publications, New Delhi

Kannabiran, K.(ed.) *The Violence of Normal Times: Essays on Women's Lived Realities, Kalo for Women,* New Delhi

Kaushik, Susheela, 1993*Women and Panchayati Raj*, New Delhi

Kothari. 2005, Criminal Law on Domestic Violence: Promises and Limits*, Economic and Political weekly.*

Menon, Nivedita, 2004, *Recovering Subversion, Feminist Politics Beyond the Law*, New Delhi

LEARNING OUTCOME

The teaching of this course will help the students in developing empathy across genders and breaking down gender discrimination and violence. It will in identifying and analysing the links among gender, sexuality, identity, power, and social justice.

SOC-DSC-452
SOCIOLOGY OF HEALTH

FullMarks:70+30=100   No. of Credits: 4
PassMarks:28+12=40   No. of Lectures: 60

Course objective:
This course introduces the learner to the intricacies of health and disease from the perspective of Sociology. It provides insights into the social dimensions of health. The concepts of health, disease and sickness enable the learner to understand the health behaviour of individuals and groups in a society. The course lays the foundation for a separate branch of sociology, Medical Sociology, where sociological theories are applied in the study of health and disease.

UNIT-I   :   Medical sociology and application of medical sociological Concepts:

> Nature and scope of medical sociology, significance of medical sociology

> Health, disease, illness and sickness: Meaning, definition and characteristics

UNIT –II   :   Health and Society:

> Culture and health, social factors and health, health and Social behaviour

UNIT-III   :   Origin and Development:

> Rise of Medical Sociology, Germ Theory, Theory of Sick Role, Epidemiology

UNIT-IV   :   Theories of Interaction between Mind Body and Society

> Functionalism, Marxism and Symbolic Interactionism

UNIT-V   :   Health and social inequality:

> Class, gender, ethnicity and race

> Globalisation and health care system in India.

Course outcome: After the completion of course the students will be able to understand the concepts, aims and objectives of the study on the Health and disease and its social relevance. They will also understand the concepts of theories on health and disease. It will help to understand new vistas to acquire basic knowledge on medical Sociology.

READING LIST

Annandale Allen (2001). *The Sociology of Health and Medicine – A Critical Introduction.* Polity Press.

Basavanthappa,B,T.*, Community Health Nursing*,Jaypeebrothers Medical Publication,New Delhi.

Crockerham.W.C*; Medical Sociology*; Prentice-Hall,EnglewoodCliffe,NewJersy.

Doyal Lesley (1995). *What Makes Women Sick: Gender and the Political Economy of Health.* London: McMillan.

Durkheim. Emile: *Suicide*

Farmer Paul (1999). *Infections and Inequalities: The Modern Plagues.* Berkeley: University of California Press.

Farmer Paul (2020). *Fevers, Feuds and Diamonds: Ebola and the Ravages of History.* Ferrer, Straus and Girux.

FranCollyer (2015) (ed). *The Palgrave Handbook of Social Theory in Health, Illness and Medicine.* Palgrave Mcmillan.

Hodges Sarah and Mohan Rao (ed) (2016). *Public Health and Private Wealth.* OUP.

Kevin White (2002). *An Introduction to the Sociology of Health and Illness.* Sage Pub. Pp 1-13, 32-45.

Marcel Mauss (1973). *Techniques of the Body. Economy and Society,* 2,1, pp. 70-88.

Mehta, *S. R., Society and Health -- A Sociological Perspective,* Vikas Publishing House Pvt.Ltd. 1992.

Nancy Scheper Hughes and Margaret Lock (1987). The Mindful Body. Medical *Anthropology Quarterly* (N.S) 1, 1, March (pp. 6-41).

Park,K.,Park's Text book of Preventive And Social Medicine,B.BPublishrs Jabalpur.

Prasad Purendra and Amar Jesani (2018) (ed). *Equity and Access: Health Care Studies in India.* OUP.

SundarRajan (2017). Pharmocracy: Value, Politics, and Knowledge in Global Biomedicine. Duke University Press.

VHAI, *State of India's Health, VHAI*, New Delhi, 1992.

SOC- DSC-453
SCIENCE, TECHNOLOGY AND SOCIETY

FullMarks:70+30=100   No. of Credits: 4
PassMarks:28+12=40   No. of Lectures: 60

OBJECTIVE: Science and technology have had a significant impact on society as a whole. Science and technology have transformed the way of life of people. This course therefore primarily intends to develop an understanding of the inter-phase of science and technology with Society. It also exposes students to philosophical, historical and sociological perspective to look science as a practice deeply embedded in culture and society.

COURSE OUTLINE

UNIT-I   :   **Introduction to Science Technology and Society**

History and development of science, Science as a social institution,

Agricultural technology, textile technology, military technology, the glass technology and the printing press

UNI- II   :   **The Sociology of Science: Founding Arguments**

Thomas Kuhn's scientific revolution

Robert Merton and Sociology of Science: Ethos and values

Durkheimian approach to science

UNIT-III   :   **Impact of Science and technology on Society:**

Technology and Social Change

Technological Divide; Science technology and Development; Digital India

UNIT-IV   :   **Innovation and technology for gender equality**

Feminist standpoint on science

Impact of technological change on women

Women's safe and equal access to digital technology.

UNIT-V : Technology and everyday life

Debates about digital piracy and privacy

Science and technology in a dynamic relation with social life and cultural

ideas

READING LIST

Durkheim, E. 1950 *The Rules of Sociological Method (*translated by S. A. Solovay and J. H.
        Mueller and (Ed) E.G. Catlin, the free press of Glencoe: New York

Kuhn, Thomas. 1970, *The Structure of Scientific Revolution*Chicago: University of Chicago press

Merton Robert K. 1973.*Sociology of Science: Theoretical and empirical investigations*Norman W.
        Stour(ed.) Chicago: University of Chicago press

Wearly, Steven.1988. *Science Technology and Social Change*, London: Unwin Hyman

LEARNING OUTCOME

The teaching of this course would help the students to determine the relationship between science technology and Society as this course articulate the impact of science and technology on society. It will further help the students to understand the change and development of Society by science and technology.

SOC - DSC - 454
DIGITAL SOCIOLOGY

Full Marks: Semester 70 + Internal 30 = 100   Credits – 4

Pass Marks: Semester 28 + Internal 12 = 40   No. of Lectures – 60

OBJECTIVE: Digital innovation is enabling new ways of knowing society, from online surveillance to behavioural analytics and real-time research. These new forms of computational social science have sparked intense debates across disciplines including sociology, computing and data science in recent years. This course will provide an overview of these debates, and offers an introduction to the key epistemic, methodological and normative issues. It helps to experiment with digital methods in order to imagine new ways of practicing sociology with technology. The course aims to foster knowledge about the social dynamics of digital technology and services in society. The course will develop sociological understanding of the way in which the digital technologies and services are socially shaped and how they feature in the social relations of society and in specific social contexts.

COURSE OUTLINE

UNIT- I   :   **Understanding the Basic Concepts Related to Digital Sociology.**

Meaning and Definition, Nature, Concepts, Social Formation of Digital, Social Media and Structural Divide.

UNIT- II   :   **Digital Sociology and Contemporary Society**

Digital culture, New Directions and Future Challenges, Digital Societies During the Pandemic, Utopias and Realities, Digital Labour.

Unit III   :   **Sociological Analyses of Digital Media Use**

Use of Digital Media, Sense of Selves, Surveillance and Policing,

Digital data Analysis,

Use of Digital Data for Social Research either Quantitative or Qualitative,

Social Movements

UNIT- IV   :   Critical Digital Sociology

Reflexive and Critical Analysis of Digital Media,

Tech-driven Interaction; data and Civil Rights,

Social Relationship and Community, Institutions

Inequalities and Digital Divide.

UNIT- V   :   Public Engagement with Technology

Role of State, Shifting Social Norms, Race class Gender and Online Risk,
Attention Economies; Market Morality and Becoming brand,
Democratization and 'Up-Stream' Public Engagement with Technology.

LEARNING OUTCOME

The students will be able to identify the multiple and complex ways digital technology features in social life. Apply methodological and ethical knowledge to the sociologically informed researching of digital technology and services. Analyse the development and use of digital technology sociologically to evaluate the potential of sociological theory to aid our understanding of digital technology and to judge competing claims concerning the role of digital technology in social change. Students will gain a critical understanding of the role of digital technologies in everyday life, in working lives, in social policy and welfare, and in contemporary culture. They will also be able to assess the consequences of development and use of digital technology in wider social changes that characterize digital society.

READING LIST

Attewell, P. 2001. ''Comment: The First and Second Digital Divides,'' *Sociology of Education"*

Auyero, J. 2003. Contentious Lives. Durham, NC: Duke University Press.

Becker, H. S. 1995. ''Visual Sociology, Documentary Photography, and Photojournalism:It's
    (Almost) All a Matter of Context,'' *Visual Sociology*.

Becker, H. S. 2007. *Telling About Society.* Chicago, IL: University of Chicago Press.

Bourgois, P., and J. Schonberg. 2007. *''Intimate Apartheid: Ethnic Dimensions of HabitusAmong
    Homeless Heroin Injectors,''*

Burawoy, M. 2004. ''Public Sociologies: Contradictions, Dilemmas, and Possibilities,*''*
SocialForces

Burrows, R. (2012) Living with the h-index? Metric assemblages in the contemporary academy.
The Sociological Review

Daniels, J. and Feagin, J. (2011) The (coming) Social Media Revolution in the Academy. *Fast Capitalism*

Gehl, R. (2011) Ladders, samurai and blue collars: personal branding in Web 2.0. First Monday, 16(9)

Harper, D. 1982. *Good Company*. Chicago: University of Chicago Press.

Harper, D. 2001. *Changing Works: Visions of Lost Agriculture*. Chicago, IL: University ofChicago Press.

Marwell, N. 2007. *Bargaining for Brooklyn: Community Organizations in the EntrepreneurialCity.* Chicago, IL: University of Chicago Press.

McLuhan, M. 1964. *Understanding Media: The Extensions of Man.* New York: MentorPress.

Myerhoff, B. 1980. *Number Our Days*. New York: Touchstone Books.

Uprichard, E. (2012) Being stuck in (live) time: the sticky sociological imagination. In Back. L. and Puwar, N. (eds) *Live Research Methods.*

Venkatesh, S. 2009. ''Gang Leader for a Day: A Response to the Critics,'' *Sociological Forum*24: 1: 215–219.

Wacquant, L. 2006. *Body and Soul: Notebooks of an Apprentice Boxer*. New York: OxfordUniversity Press.

SOC –DSC—455
RESEARCH PROJECT/DISSERTATION

No. Of Credit- 12

Objectives and Guidelines

A Research Project dissertation to be prepared on a topic selected by the student from within the discipline ofSociology for a degree with research

I. The topic of the Dissertation/ Research Project should be selected afterconsultation with the mentor/supervisor by the student.

II. The research Project/dissertation may be based exclusively on library consultation/review of literatureconcerning the topic selected.

III. The research Project/dissertation can also be field work based.

IV. The students can discuss her/his proposal with and take official guidance from faculty members notified for the purpose by the department/collage to act as supervisor.

V. The exercise of doing an independent research project/ dissertation involves considerable individual initiative and thinking among students at undergraduate level. Students maymeet 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 aninterest 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