

SYLLABUS

For

3 YEARS BA (HONS) SOCIOLOGY PROGRAMME

(Revised Syllabus Approved by Academic Council)



*Dept. of
Sociology*

JUNE, 2018

UNIVERSITY OF SCIENCE & TECHNOLOGY, MEGHALAYA

Techno City, 9th Mile, Baridua, Ri-Bhoi, Meghalaya, 793101

Syllabus Contents

Course: BA (Hons) Sociology

Department: Sociology

School: School of Social Sciences & Humanities

About the Department:

The Department of sociology was established in the University of Science and Technology, Meghalaya (USTM) with a noble vision, mission and took inspiration of the world of sociology succeeded universally. The department was established in 2011 with certain noble objectives such as to impart quality education. The department is committed to inspiring students, maintaining discipline, transparency, accountability and a positive, pragmatic work culture. The students are motivated and guided to excel academically, enabling them to adapt to the new changing trends and challenges in the society, as well as emphasizing on their all-round development.

Academic Focus:

Sociology is an inter- disciplinary approach which focuses on recognizing and analysing social determinants that shape our lives and offers a unique potential not only for understanding society, but also for social exchange and social change. It provides an understanding on how and why society functions together with the impact of social institutions on individual lives. Sociology subject matter is diverse, ranging from the family to the State, from the division of race and social class to the shared beliefs of a common culture, crime to religion and from social stability to radical change in societies, etc. Sociologists study social life, social changes, diverse communities and their interactions. They use scientific methods to find empirical answers to complex social questions. It proposes to impart quality education and focuses on providing the young potential; minds with an atmosphere for rigorous academic and intellectual development taking into account recent advancement in theory, methodology and contemporary social phenomena. Studying Sociology can also help foster students' creativity, innovation, critical thinking, and analytical problem solving and communication skills. As a graduate and masters in Sociology the students will have a foundation for better understanding and engaging with the globalized

world. They will be equipped with the tools needed to make sense of the changing world and contribute solutions to difficult social issues.

Career Scope:

The curriculum of Sociology in USTM is designed in such a way that it suits to help the students to develop the skills they need for a successful 21st Century career which includes creativity, innovation, critical thinking, analytical problem solving, communication, collaboration, multi- cultural and global understanding, and excellent written expression. The methods and substantive areas of sociology provide an excellent background for a broad range of careers in fields such as research institutes, law firms, public health, welfare organizations, international agencies, educational institutes, advertising firms, survey and polling organizations, journalism, urban and community planning, social work, non- profit agencies, child care, environment groups, professional writing, advocacy and many more. Students with a degree in Sociology often secure employment as a social researcher, case workers, public relation workers, councillors, administrators, community organizers, public policy researchers, data analyst etc. The compulsory Project Work, Internship and Dissertation in the curriculum marks the students more competent to take up any field based career. It is to be mentioned here that Sociology can be opted as one of the optional papers in any National- State level competitions, especially in Civil services.

Programme Details:

Bachelor of Arts (BA) Sociology is a 3 Year duration having Six Semesters. The programme consists of basic set of required courses focussing on introducing the students to the emergence and evolution of theories and branches of sociology. It also equips the students with the knowledge and process of conducting social research to apply the sociological concepts and theories to understand the present day social issues. The course helps to develop specializations in sociology where the students opt for diverse elective courses which emphasise on understanding the recent trends, changes in the different aspect of society, to enable the students the skills to understand and address the emerging social issues of the society as a whole.

Programme Objectives (PO):

Sociology seeks to understand all aspects of human social behaviour, which includes the behaviour of individuals as well as the social dynamics of groups, organizations, communities, institutions, and entire societies. The course typically motivates a student of

sociology to both inculcate the desire to better understand the principles of social life and to develop the conviction that understand these principles which may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions.

Program Specific Outcomes (PSO):

A bachelor of Sociology should be able to develop:

PSO 1.The sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.

PSO 2. The ability to demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, institutions, cultural practices, etc.

PSO 3. Field survey and preparation of project paper is an inseparable part of Sociology so that qualitative and quantitative analytical skills are enhanced.

PSO 4.To learn about institutions, folkways, mores, culture, social control, social inequality, population composition, population policy, society and culture of India and to have a sense of ethical and social responsibility.

PSO 5. Sociology provides an intellectual background and lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects to enable students to join professional careers in Sociology and allied fields.

PSO 6. After graduation, a student can go for any job which requires a bachelor degree in any subject, especially for central and state civil services.

Programme Structure:

The BSO programme is a three year course divided into six semesters. The programme is of 120 credits and for the award of degree a student will be required to complete the credits as per the University norm.

Syllabus Structure

Semester	Paper Code	Title of the Paper	Distribution of Credits			Distribution of Marks			
			T	P	Total	IA	T	P	Total
I	BSO – 101	Introduction to Sociology –I	4		4	30	70		100
	BSO – 102	Sociology of India -I	4		4	30	70		100
	BSO – 103	Society in North East India	4		4	30	70		100
	BEN-711	Communicative English	4		4	30	70		100
	GE (BSO-101)	Introduction to Sociology –I	4		4	30	70		100
		Total	20			500			
II	BSO-201	Introduction to Sociology –II	4		4	30	70		100
	BSO-202	Sociology of India -II	4		4	30	70		100
	BSO-203	Environmental Studies	4		4	30	70		100
	BSO-204	Science, Technology and Society in India	4		4	30	70		100
	GE (BSO-201)	Introduction to Sociology –II	4		4	30	70		100
		Total	20			500			
III	BSO-301	Polity and Society	4		4	30	70		100
	BSO-302	Sociology of Religion	4		4	30	70		100
	BSO-303	Sociology of Gender	4		4	30	70		100
	BSO-304	Society Through Visuals	3	1	4	30	70		100
	GE (BSO-301)	Polity and Society	4		4	30	70		100
		Total	20			500			
	BSO-401	Economic Sociology	4		4	30	70		100
	BSO-402	Social Stratification	4		4	30	70		100
	BSO-	Social Anthropology	4		4	30	70		100

IV	403								
	BSO-404	Reading & Writing for Sociology	1	3	4	70	30		100
	GE (BSO-402)	Social Stratification	4		4	30	70		100
		Total		20		500			
V	BSO-501	Sociological Thought – I	4		4	30	70		100
	BSO-502	Research Methodology	4		4	30	70		100
	BSO-503	Social Demography	4		4	30	70		100
	BSO-504	A. Rural Sociology B. Urban Sociology	4		4	30	70		100
	BSO-505	A. Health & Society B. Social Problems in India	4		4	30	70		100
		Total		20		500			
VI	BSO-601	Sociological Thought – II	4		4	30	70		100
	BSO-602	Indian Sociology	4		4	30	70		100
	BSO-603	Rethinking Development	4		4	30	70		100
	BSO-604	A. Crime & Society B. Education and Society	4		4	30	70		100
	BSO-605	A. Project Work B. Ethnographic Film Making	4		4	30	70		100
	HVP-760	Human Values and Professional Ethics							
		Total		20		500			

BA (Hons) Sociology syllabus for USTM (CBCS)

Se m	Core courses (14) 14X6=84 credits	Ability Enhancem ent Compulso ry Course (2) 2X2=4 credits	Skill Enhanceme nt Course (SEC) (2) 2X2=4 credits	Discipline Specific Elective DSE (4) 4X4=16 credits	Generic Elective GE (4) 4X4=16 credits	Mandatory Non-credit Course
I	Introduction to Sociology -I	Communica tive English			Introduction to Sociology -I	
	Sociology of India – I					
	Society in North East India					
II	Introduction to Sociology – II	Environmen tal Studies			Introduction to Sociology –II	
	Sociology of India - II					
	Science, Technology and Society in India					
III	Polity and Society		Society Through Visual		Polity and Society	
	Sociology of Religion					
	Sociology of Gender					
IV	Economic Sociology		Reading & Writing for Sociology		Social Stratification	
	Social Stratification					
	Social Anthropology					
V	Sociological Thought - I			Urban Sociology/ Rural Sociology Health and Society/ Social Problems in India		
	Research Methodology					
	Social Demography					
VI	Sociological Thought - II			Crime & Society/ Education and Society Project Work/ Ethnographic Film Making		Human Values and Professional Ethics
	Indian Sociology					
	Rethinking Development					

Paper Code: BSO - 101

Paper Title: INTRODUCTION TO SOCIOLOGY - I

Total Credit: 4

Course Objectives:

Sociology as a discipline emerged and developed under certain circumstances and in specific continents during particular periods of history of human development. This paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology. It is organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it. The paper broadly covers the following aspects:

- Nature, scope and schools of thoughts in Sociology,
- Basic concepts in Sociology and
- The applications of Sociology

Course Contents:

Unit I (15 hrs+5)

Identity of Sociology:

- Thinking Sociologically
- Emergence of sociology as a distinct discipline;
- Sociology and other social sciences (Anthropology, Psychology, History, Economics, Political Science);

Unit II (15 hrs+5)

Basic concepts:

- Individual, Group, Community and Society; Family, Marriage & Kinship; Associations and Institutions; Culture and Society; Socialization and Assimilation; Power and authority;

Unit III (15 hrs+5)

Social change:

- Definition and Factors of Social change;
- Change in modern period;
- Social stratification – Definition and types;
- Social mobility – Definition and types;

Unit IV (15 hrs+5)

Social control:

- Deviance and social order;
- Definition and Agencies of social control;
- Importance of social control;

Text Books:

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press.

Haralambos, 2007, *Sociology: Themes and Perspectives*, Bombay: Oxford University Press.

MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart.

Further Reading List:

Anthony, Giddens, 2008, *Sociology*, Wiley India Pvt. Ltd., N Delhi.

Beattie, J, 1966, *Other Cultures*, London: R.K.P.

- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, New Delhi: Oxford University Press.
- Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company.
- Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin.
- Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin.
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons.
- Franklin Henry, 1990, *The Principles of Sociology*, Jaipur: Print Well Publishers.
- Gelles J. Richard, Ann Levine, 1995, *Sociology- An Introduction*, McGraw Hill Company.
- Gisbert ,Pavscal, 1973, *Fundamentals of Sociology*, Bombay: Orient Longman.
- Goldthore J.K., 1985, *An Introduction to Sociology*, Cambridge University Press.
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill.
- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36.
- Ogburn and Nimkoff, 1966, *A Handbook of Sociology*, Eurasia Publication House (Pvt) Ltd., New Delhi.
- Rao, C N Shankar, 2013, *Sociology – Principles of Sociology with an Introduction to Social Thought*, N Delhi: S Chand.
- Rawat, H K, 2010, *Sociology: Basic concepts*, Jaipur: Rawat Publications.
- Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46.
- Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press.
- Shapiro, Harry L (ed.) 1956, *Man, Culture and Society*. New York: Oxford University Press.
- Sharma K.L, 2001, *Reconceptualising Caste, Class & Tribe*, Jaipur: Rawat Publications.
- Sharma, Ram Nath, 1993, *Principles of Sociology*, Bombay: Media Promoters and Publication Pvt Ltd.

Course: BSO- 102

Paper: INDIAN SOCIETY: STRUCTURE AND CHANGE

Total Credit: 4

Objectives: The objective of the course is to present an overview about Indian society. The specific objectives are as follows:

To understand the various dimensions of diversity as well as unity in India.

To highlight the various institutions of Indian society, its structure and change

To understand the changes as well as the factors of changes in Indian society.

To understand the economy of India and its changing nature with reference to LPG.

Course Contents:

Unit I (15 hrs+5)

Features of Indian Society: Forms and diversity in India: Linguistic, religious, racial, ethnic and cultural.

Bonds of unity in India: National, political and Constitutional;

Secularism in India.

Unit II (15 hrs+5)

Indian Social Institutions: Family in Indian Society-Structural and Functional Changes, Marriages in Indian Society- Structural and Functional Changes,

Kinship: Definition and Changes

Caste and Tribe in India,

Class Structure of Rural and Urban Society in India,

Education system in India: Changes in Pre and Post Independent era;

Unit III (15 hrs+5)

Changes in Indian Society: Changes in Indian Caste system; Sanskritization, Westernization and Modernization, Backward sections of population: Schedule Caste, Schedule Tribe and Other Backward Classes.

Unit IV (15 hrs+5)

Economy in Indian Society: Changing Structure of Rural Economy in post independent India, Industrial Economy in India after Independence, New Economic Policies- Liberalization, Privatization, Globalization.

Text Books:

Sharma. K. L. 2008, Indian Society: Structure and Change, Jaipur, Rawat.

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

Further Reading List:

Ahuja, Ram, 2010, Society in India: Concepts, Theories and Trends, Jaipur, Rawat.

Ahuja, Ram, 1993, Indian Social System, Jaipur, Rawat.

Atal, Yogesh, 2003, Indian Sociology from where to where, Rawat, N Delhi.

Atal, Yogesh, 2006, Changing Indian Society, Rawat, N Delhi.

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

DeSouza, P.R. ed. 2000, Contemporary India – Transitions (New Delhi: Sage)

Dube, S.C. 1967 The Indian Village (London : Routledge, 1955)

Dumont, Louis 1970 : Homo Hierarchicus : The Caste System and its Implications (New Delhi : Vikas)

Karve, Irawati 1961 : Hindu Society: An Interpretation (Poona : Deccan College)

Srinivas, M.N. 1972: Social Change in modern India, Orient Longman Pvt. Ltd. N Delhi..

Singer, Milton 1972 : When A Great Tradition Modernizes, Delhi, Vikas

Course: BSO-103

Paper: SOCIETY IN NORTH EAST INDIA

Total Credit: 4

Objectives: This paper intends to provide an overview of North East India, its people and culture. Its diversity, population, literacy and social problems in NE India. It also throws some light on the Welfare programmes and schemes of NE India.

Course Contents:

Unit I (15 hrs+5)

North East India: An overview: History of N E India, People and Culture, Diversity and Unity in NE India. Population in NE states – rural-urban distribution, population growth, literacy rate and gender gaps.

Unit II (15 hrs+5)

People & Society in N E India: Family, Marriage and Inheritance among the Adis, Assamese, Meitheis, Khasis, Mizos, Angamis and Tripuris.

Unit III (15 hrs+5)

Social problems in NE India: Poverty, Unemployment, Child labour, Infant Mortality, Malnutrition, Alcoholism, Gambling, Domestic violence, Insurgency, etc.

Unit IV (15 hrs+5)

Development in N.E. India: Present and Future Issues; Industries and entrepreneurships in NE India; Welfare programmes and schemes of NE India.

Text Books:

Das, N.K., 1989, Ethnic identity, ethnicity and social stratification in North-East India
Bhattacharjee, J.B., 1998, Sequences of Development in North-East India, Delhi: B.R. Publications

Essential readings:

Madan, T.N., 1994, Pathways: Approaches to the study of society in India, OUP, New Delhi
Shah, A.M., 2000, Sociology in Regional Context, Seminar, 495
Singh, Y., 1986, Social conditioning in Indian Sociology: The Perspectives, Vistar Publications
Alam, E., 1994, Planning in North-East India, New Delhi: Gyan Publishing House
Bose, A. et al, 1990, Tribal Demography and development in North-East India
Datta-Roy, R., 1998, Social and Economic profiles of North-East India, B.R. Publications, New Delhi
Nag, S., 1990, Roots of Ethnic Conflict: Nationality Question In North East India
Saikia, P.D. and Borah, D. (eds), Constraints of economic development in northeast India, New Delhi: Omsons
Srivastava, S.K., (ed), 1987, Demographic profiles of northeast India
LRI , Customary Laws of the Adis of Arunachal Pradesh with special reference to their Landholding system, LRI, Guwahati.
LRI , Customary Laws of the Khasis of Meghalaya with special reference to their Landholding system, LRI, Guwahati.
LRI , Customary Laws of the Mizos of Mizoram with special reference to their Landholding system, LRI, Guwahati.
LRI , Customary Laws of the Angamis of Nagaland with special reference to their Landholding system, LRI, Guwahati.
LRI , Customary Laws of the Tripuris of Tripura with special reference to their Landholding system, LRI, Guwahati.

AEC- 01 GENERAL ENGLISH

[This paper is common for all UG programmes under USTM and are taught by faculty of English]

SEMESTER – II

Paper Title: Introduction to Sociology II

Total Credit: 4

Course Objective:

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

Course Contents:

Unit 1. (10 hrs+5)

Introduction:

Classical Sociological Perspectives,
Modern Sociological Perspectives,
Contemporary Sociological Perspectives

Unit 2.(15 hrs+5)**Classical Sociological Perspectives:**

Functionalism,
Conflict,
Structuralism,
Feminism,

Unit 3.(20 hrs+5)**Modern Sociological Perspectives:**

Exchange,
Interactionism,
Ethnomethodology,
Phenomenology,
Subaltern,

Unit 4.(15 hrs+5)**Contemporary Sociological Perspectives:**

Post-structuralism,
Postmodernism,
Multiculturalism,
Neo-Marxism

Reading List:

Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin.

Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd.

Durkheim, Emile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan.

Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press.

Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press.

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited.

Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press.

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press.

Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity.

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge.

Paper Code: BSO 202**Paper Title: Indian Society: Structure & Change- II****Total Credit: 4****Course Objective:**

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

Course Contents:**Unit I(15 hrs+5)****Ideas of India:**

Gandhi
Ambedkar

Indological Approaches
Ethnographic Approaches

Unit II(15 hrs+5)

Resistance, Mobilization, Change:

Dalit Politics
Women's Movement
Peasant Movements
Ethnic Movements

Unit III(15 hrs+5)

Contemporary Movements and Change:

Mobility and Change
Middle Class Phenomenon
Information technology
Youth's Movement

Unit IV(15 hrs+5)

Challenges to Civilization, State and Society:

Communalism
Secularism
Nationalism

Reading List:

Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: BheemPatrika.

Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

Dumont, L. and D. Pocock, 1957, *Contributions to Indian Sociology*, 1, Pp.7-22

Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

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

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

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

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press.

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

Sharma, K L, 2008. *Indian Social Structure & Change*, Jaipur: Rawat Publications.

Srinivas, M. N., 1956, 'A Note on Sanskritization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

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

Paper Code: BSO 203

Paper Title: ENVIRONMENTAL STUDIES

[This paper is common for all UG programmes]

Unit 1: Multidisciplinary nature of environmental studies

Definition, scope and importance (2 lectures)

Need for public awareness.

Unit 2: Natural Resources:

Renewable and non-renewable resources:

Natural resources and associated problems.

a) Forest resources: Use and over-exploitation, deforestation, case studies.

Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.

f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- Role of an individual in conservation of natural resources.

- Equitable use of resources for sustainable lifestyles. (8 lectures)

Unit 3: Ecosystems

- Concept of an ecosystem.

- Structure and function of an ecosystem.

- Producers, consumers and decomposers.

- Energy flow in the ecosystem.

- Ecological succession.

- Food chains, food webs and ecological pyramids.

- Introduction, types, characteristic features, structure and function of the following ecosystem :-

- a. Forest ecosystem

- b. Grassland ecosystem

- c. Desert ecosystem

- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 lectures)

Unit 4: Biodiversity and its conservation

- Introduction – Definition: genetic, species and ecosystem diversity.

- Biogeographical classification of India

- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values

- Biodiversity at global, National and local levels.

- India as a mega-diversity nation

- Hot-spots of biodiversity.

- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.

- Endangered and endemic species of India

- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. (8 lectures)

Unit 5: Environmental Pollution

Definition

- Cause, effects and control measures of :-

- a. Air pollution

- b. Water pollution

- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster management: floods, earthquake, cyclone and landslides. (8 lectures)

Unit 6 : Social Issues and the Environment

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case Studies
- Environmental ethics : Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness. (7 lectures)

Unit 7 : Human Population and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of Information Technology in Environment and human health.
- Case Studies. (6 lectures)

Unit 8 : Field work

- Visit to a local area to document environmental assets-river/forest/grassland/hill/mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)

Course: BSO- 204

Paper: SCIENCE, TECHNOLOGY AND SOCIETY IN INDIA

Total Credit: 4

Objectives: The objectives of the course are:

To let the students understand the importance of science and technology and its relationship with our society.

To let the students understand the history and the existing status of Indian science, scientists and the infrastructure of science in India.

To let the students appreciate the status of science education in India.

To let the students understand the impact of globalization and liberalization in Indian science and Technology.

Course Contents:

Unit- I (12 hrs+5)

The study of Science-its importance, Relationship between society and science and vice-versa, Science as a social system, Norms of science, Relationship between science and technology

Unit- II (18 hrs+5)

History of science in India, Nature of science and technology education in India, Indian social structure and science, Social background of Indian scientists, Brain drain and brain gain, Science policy, social organization of science in India –scientific laboratories and their contribution to the development of technology

Unit-III (15 hrs+5)

Science education in contemporary India– primary level to research level, Performance of universities in the development of technology, Interrelationship between industry and universities

Unit-IV (15 hrs+5)

Globalization and liberalization and their impact on Indian science and technology, WTO and issues related to intellectual property rights, MNCs and Indian industry

Text Books:

Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. Scientific communities in the developing world New Delhi: Sage.

Storer, Norman W. 1966. The social system of science New York: Holt Rinehart and Winston.

Reading List:

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

Gaillard, J 1991. Scientists in the third world Lexington: Kentucky University Press.

Kamala Cahubey ed. 1974, Science policy and national development New Delhi: Macmillan.

Krishna, V.V. 1993, S. S. Bhatnagar on science, technology, and development, 1938-54 New Delhi: Wiley Eastern.

Kornhauser, William. 1962, Scientists in industry, Berkley: University of California Press,

Price, Derek J.deSolla, 1963, Little science, big science New York: Columbia University Press.

Rahman, A. 1972. Trimurti: Science, technology and society – A collection of essays New Delhi: Peoples Publishing House.

Crane, Diana. 1965. "Scientists at major and minor universities: A study of productivity and recognition," American sociological review, 30 (5), Pp. 699-714.

Coler, Myron A. ed. 1963. Essays on the creativity in the sciences New York: New York University Press.

SEMESTER- III

Course: BSO-301

Paper: POLITY AND SOCIETY

Total Credit: 4

Objectives: This paper intends to make the students well acquainted with the linkage between polity and society. It strives to relate the social with the political aspects. The paper broadly covers the following aspects:

Nature, scope and subject matter of political sociology,

Basic concepts in political sociology and

The distinctive approach of political sociology.

Course Contents:

Unit I (12 hrs+3)

Definition and subject matter of Political Sociology, distinctive approach of Political Sociology, Interrelationship between political system and society

Unit II (16 hrs+6)

Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability, Political culture – meaning and significance, Political socialization – meaning, significance and agencies

Unit III (16 hrs+6)

Political Parties: Characteristics, social composition of parties, recruitment, mass

Participation, political apathy, its causes and consequences (with special reference to India)

Political Process in India: Role of caste, Religion, Regionalism and language in Indian Politics

Unit VI (16 hrs+5)

Public opinion: Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life, Pressure groups and interests groups – Nature, bases, political significance,

Text Books:

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

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

Further Reading list:

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

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

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

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

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

Almond A. Gabriel et.al. 1973, Crises, choice and change : Historical studies of Political Development, Boston.

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

William Riker et.al., 1973 – An Introduction to Positive Political Theory. Englewood, Cliff.

Robert Michels, 1949 – Political Parties, Glencko Free Press.

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

Dipti Kumar Biswas 1989 – Political Sociology, Firma KLM Private, Calcutta,
Rajani Kothari 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd., 1973 Mitra

Course:BSO – 302

Paper: Sociology of Religion

Total Credit: 4

Course Objective:

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

Course Outline:

Unit- I(15 hrs+5)

Social and Religious

Formulating Religious
Asceticism and Accumulation
Theodicy and Eschatology
State, Religion and Emancipation
Religious and Solitude

Unit- II(15 hrs+5)

Elements of Religious

Sacred, Myth, Ritual
Time-Space
Rationality

Unit- III(15 hrs+5)

Techniques of Religious

Prayer
Craft
Body

Unit- IV(15 hrs+5)

Religion and Society in India

Religious communities and Sects
Roles of religion in community development
Religion and Politics
Religious shrines and sites

Reading List:

Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press.

Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press.

Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press.

Marx, Karl. 2008/9 [1843]. "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.org

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

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

E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press.

Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press.

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

Ginzburg, Carlo. 1991. *Ecstasies*. Translated by Raymond Rosenthal. New York: Pantheon Press.

Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

Course: BSO – 303

Paper: Sociology of Gender

Total Credit: 4

Course Objective:

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

Course Outline:

Unit- I (15 hrs+5)

Gendering Sociology

Definition and types;

Should Sex Really be Gender or Gender Really be Sex

Feminism

Unit- II (15 hrs+5)

Gender as a Social Construct

Gender, Sex, Sexuality

Production of Masculinity and Femininity

Models of gendered socialisation,

Gender vs. Biology;

Unit- III (15 hrs+5)

Gender: Differences and Inequalities

Class, Caste

Family, Work

Social structure and gender inequality – patriarchy and matriarchy, division of labour – production and reproduction.

Unit- IV (15 hrs+5)

Gender, Power and Resistance

Power and Subordination

Resistance and Movements

Reading List:

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California.

Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge.

Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University

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

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications.

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

- LeelaDube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin.
- Liz Stanley. 2002. "Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge.
- Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in *Margaret Mead Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press.
- Palriwala, Rajni. 1999. "Negotiating Patriline: Intra-household Consumption and Authority in Rajasthan (India)", in RajniPalriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications.
- Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48).
- Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., *Pleasure and anger*. London: Routledge.
- S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge.
- Sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press.
- Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.
- Susie, Tharu and TejaswiniNiranjana. 1999. „Problems for a contemporary theory of gender“ in NiveditaMenon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press.
- Uberoi, Patricia. 1990. "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).
- Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge.
- Whitehead, A. 1981, "I am Hungry Mum: The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul.

Course:BSO – 304

Paper: Society through the Visuals

Total Credit: 4

Course Objective:

This course intends to train students in the specialized technique of conducting visual research and analysis of visual data. It focuses on the broad fields of Photography, Film and Multimedia as significant tools, used in contemporary analysis of social issues and research practices.

Course Outline:

Unit- I(15 hrs+5)

Introduction and history to the Visual Sociology

Meaning and History of Visual Sociology,
Types and Scope of Visual Sociology
Ways of seeing, knowing and showing
The Spectacle of Modernity

Unit- II(15 hrs+5)

Sociology and the Practice of Photography

Introduction to the Framework for studying photography sociologically.
Ethnographic photographs
Photography & Social Activism
Field work: Walkabout taking photography, display and material culture at various locations in and around university campus. Interpreting your/others work.

Unit- III(15 hrs+5)

Video and Film in Sociology

Understanding the Scope of Video and Film in Sociology

Exploration of advertisements

Understanding social institutions from movies (Marriage, Religion, Crime, Politics)

Review of a film on social Issues

Unit- IV(15 hrs+5)

Sociology, Multimedia and Hypermedia

Multimedia and visual sociology

Using Computers for Visual sociology

Hypermedia and visual sociology

Doing Visual Ethnography with the web

Reading List

Becker Howard S (1974) Photography and Sociology in Studies in Visual Communication 1(1): 3-26.

Collier, J., Jr and M. Collier (1986). Visual Anthropology: Photography as a research Method. Holt, Rinehart, & Winston, New York.

Goddard, A., (1990) The language of Advertising, Routledge

Goffman E (1979) Gender Advertisements. New York: Harper and Row.

Harper, D (1988) Visual Sociology: Expanding Sociological Vision, in the American Sociologists 19(1): 54-70.

Harper, D (2012) Visual Sociology, Routledge, Oxen

Hockings Paul (1995) Principles of Visual Anthropology, Mouton de Gruyer, New York.

Mead, Margaret (1975) Visual Anthropology in a Discipline of Words, in Principles of Principles of Visual Anthropology, Mouton de Gruyer, New York.

Messaris, P. (1997) Visual Persuasion: The Role of Images in Advertising, Sage Publication.

Zuev D (2011) Visual dimension of protest: Analysis of ritual interactions during the Russian march. Visual Anthropology 23(3):221–253.

Course: BSO- 305

Paper: SOCIAL WELFARE AND SOCIAL LEGISLATION

Total Credit: 4

Objectives: The Indian government has established an extensive social welfare system. Several programmes designed for betterment and enhancement of quality of life for SC, ST, OBC, Minorities, women, etc stand proof to it. The Indian Constitution promises equal protection of laws to all citizens. This course is designed with following objectives:

To understand the role and functions of the legal system and relevant legislation in protecting social justice and human rights.

To develop insight into social legislations dealing with women, child & weaker sections.

Course Contents:

Unit I (15 hrs+5)

Social welfare and social legislation – Concepts and history;

Constitution of India- Fundamental rights and Duties;

Directive Principles of State Policy and related instruments of the constitution initiating the welfare goals of the state.

Unit II (15 hrs+5)

Social welfare needs - compulsory primary education, full employment, health care needs, welfare of women and children, welfare of disadvantaged groups (handicapped, elderly, scheduled castes and tribes);

Organizations promoting social welfare programmes - Central and State Government organizations and their functioning;

Semi-government and non governmental organizations and their role in social welfare.

Unit III (15 hrs+5)

Social Legislation as an instrument of social welfare and as instrument of social change,
Limitations of social legislation,
Legislations initiated by State Legislative Bodies to meet regional and local social welfare needs.

Unit IV (15 hrs+5)

Social Legislations in India - Constitutional provisions in favor of dalits, tribes, other backward classes, women and children;
Laws relating to compulsory primary education, employment, labor legislations, health for all, trafficking in women and children.

Reading List:

Kulkarni, P.D. Social Policy and Social Development in India. Madras. ASSWI, 1979.
Pathak, S. Social Welfare: An Evolutionary and Development Perspective, Delhi: McMillan, 1981
Patil, B.R. The Economics of Social Welfare in India, Bombay, Somayya, 1978
Bhatia, K.L. Law and Social Change Towards 21st Century, New Delhi, Deep and Deep, 1994
Robert, F.M. Law and Social Change-Indo-American Reflections, New Delhi, ISI.
Shams Shamsuddin. Women, Law and Social Change, New Delhi, Ashish Publishing House, 1991
Indian Social Institute. Annual Survey of Indian Law, New Delhi, ISI, 1998.
Antony, M.J. Social Action Through Courts, New Delhi, ISI, 1997.

SEMESTER IV

Course: BSO – 401

Paper: ECONOMIC SOCIOLOGY

Total Credit: 4

Course Objective:

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

Course Outline:

Unit- I(15 hrs+5)

Perspectives in Economic Sociology

Formalism and Substantivism

New Economic Sociology

Unit- II(15 hrs+5)

Forms of Exchange

Reciprocity and Gift

Exchange and Money

Unit- III(15 hrs+5)

Systems of Production, Circulation and Consumption

Hunting and Gathering

Domestic Mode of Production

Peasant

Capitalism

Socialism
Unit- IV(15 hrs+5)
Some Contemporary Issues in Economic Sociology
Development
Globalisation

Reading List:

- Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63
- Bohannon, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University.
- Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995.
- Granovetter, M., —Economic Action and Social Structure: The Problem of Embeddedness, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.
- Hann, Chris. and Keith Hart. 2011. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011.
- Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011.
- Hilton, Rodney.1973. *Bond Men Made Free*. London. Methern. Ch.1. pp. 25-40
- Hirst, Paul & G Thompson 1999. *Globalization in Question*.2nd Edition.Polity Press. Cambridge, Oxford.
- Howes , D. (ed) , *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.
- Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977.
- Mauss, M., 1924, *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West.
- Nancy,A. _Bodies, Borders,and Sex Tourism in a Globalized World: A Tale of Two Cities—Amsterdam and Havana.' 2001. *Social Problems*, Vol. 48. No. 4. pp. 545-571
- Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183
- Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974.
- Sassen, Saskia .2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London
- Smelser, Neil. J. and Richard Swedberg. 1994. —The Sociological Perspective on the Economy in N.J. Smelser and Richard Swedberg (eds).1994.*The Handbook of Economic Sociology*
- Swedberg, R., —Major Traditions of Economic Sociology, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.
- Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006.
- Velthius, Olav. _The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter' 1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649
- Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996.
- Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.
- Wilk, Richard R. 1996. *Economies and Cultures*. Boulder, Colo.: Westview Press.
- Wolf, Eric R. *Peasants*. New Jersey, Prentice Hall. 1966.
- Zelizer, Viviana A. _Human Values and the Market: The Case of Life Insurance and Death in 19th Century America'.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610
- Zelizer, Viviana A. _Payments and Social Ties'.1996.*Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.
- Zelizer, Viviana A. 1989. —The Social Meaning of Money: _Special Monies' —in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

Course: BSO- 402

Paper: SOCIAL STRATIFICATION IN INDIA

Total Credit: 4

Objectives: The objective of the course is to teach the students about various forms, determinants and changing nature of social stratification in India. The details are:

To teach various concepts and theories related to social stratification.

To understand the mobility as well as factors of change in stratification.

To understand the various dimensions of social stratification in rural and urban society.

To highlight the changes in the specific forms of social stratification in India.

Course Contents:

Unit I (15 hrs+5)

Conceptual Understanding:

Social Differentiation, Inequality, Social Stratification

Social Exclusion and Marginalization

Dimensions of Social Stratification - Caste, Class, Gender and Ethnicity

Theories of social stratification

Unit- II (15 hrs+5)

Social mobility and change in India:

Concept of Social mobility and Determinants of social mobility in India,

Education and social change,

Law and social change,

Role of Media on social change in India

Unit- III (15 hrs+5)

Social Stratification in India:

Social Stratification in Agrarian Setting,

Social Stratification in Industrial Setting,

Culture and Social Stratification,

Gender and Social Stratification,

Unit-IV (15 hrs+5)

New Trends of Social Stratification in India:

Changing nature of caste stratification

Changing nature of class stratification

Changing nature of gender stratification

Changing nature of stratification in North Eastern society

Text Books:

Gupta, Dipankar (ed.), 1991, Social Stratification, Oxford University Press, Delhi

Singh, Yogendra, 1985, Social Stratification and Change in India, Manohar Publications, Delhi

Further Reading List:

Beteille Andre (ed), 1969, Social Inequality, Penguin Books, Marmondsworth.

Beteille, Andre, 1966, Caste, Class and Power, Delhi Oxford University Press.

Bhadra, RK, 2007, Ethnicity, Movement and Social Structure, Rawat Publication, Jaipur

Dumont, Louis, 1972, Homo-Hierarchieus, Granada Publishing Limited, Paladin, London

Jackson, J.A.(ed.), 1961 Social Stratification, Cambridge University Press, Cambridge

Lipset, S.M. and R.Bendix (eds.) 1965, Class, Status and Power, The Free Press, New York

Modi, I, 2009, Themes in Social Stratification and Mobility, Rawat Publication, Jaipur
Sharma, K.L. 2010, Perspectives on Social Stratification, Rawat Publication, Jaipur
Sharma, KL, 2007, Indian Social Structure and Change, Rawat Publication, Jaipur..
Sorokin, P.A. 1959, Social & Cultural Mobility, The Free Press of Glencoe, London
Subramanyam, V 2010, Social Exclusion, Integration and Inclusive Policies, Rawat Publication, Jaipur.

Course: BSO- 403

Paper: SOCIAL ANTHROPOLOGY

Total Credit: 4

Objectives: Tribes have received special focus over the years for their social and economic advancement. Government has taken several steps for framing appropriate policies needed to design and implement various welfare programmes for achieving the objective of creating favourable environment to ensure speedy socio economic development of Schedule tribes.

This course is designed with following objectives:

To study the basic knowledge of tribal society in India.

To discuss various tribal problems and major approaches to solve their problems.

To explore Constitutional provision as well as tribal welfare policies and programmes in India

Course Contents:

Unit I (17 hrs+6)

Tribal society: concepts, definition and characteristics,

Classification of Tribes in India

Major and indigenous tribes in India

Tribes in NE

Unit II (15 hrs+5)

Tribal Problems

Approaches to solve tribal problems,

Tribal struggles and movements in India

Unit III (15 hrs+5)

Social change in tribal India

Modern factors of tribal transformation

Forest Acts, Tribal Livelihood and development

Unit IV (13 hrs+4)

Constitutional provision of tribal communities

Policies and programmes relating to tribes and tribal areas

Essential readings:

Beals,R & Hoijer An Introduction to Anthropology

Fox, R. Kinship and Marriage

Herskovits, M.J Cultural Anthropology.

Hoebel, A Man in the Primitive world

Honigmann, J,J The World of Man

Keesing, F.M Cultural Anthropology

Lowie, R.H Social Organization

Lucy Mair An Introduction to Social Anthropology
Majumdar, D.N & Madan, T.N Introduction to Social Anthropology
Murdoch, G.P Social Structure
Vivelo, Frank Cultural Anthropology Handbook – A basic introduction
BSO-23

Course: BSO – 404

Paper: Reading & Writing for Sociology

Total Credit: 4

Course Objective:

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

Course Outline:

Unit- I(15 hrs+5)

Introduction:

The virtues of repetition

Unit- II(15 hrs+5)

Techniques for reading academic texts

Grasping the whole: How to get an overview

Divide and conquer: Taking texts apart

Getting outside help: Recruiting extra resources

Unit- III(15 hrs+5)

How to begin writing academic prose

Building a structure: What do you want to say?

Working with blocks: Sections, paras, sentences

Borrowing material: Paraphrasing, quoting, citing

Unit- IV(15 hrs+5)

Final sessions: peer reviewing

COURSE CONTENTS AND ITINERARY

1. Introduction: The virtues of repetition [Week 1]

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

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

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

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

2. Techniques for reading academic texts [Weeks 2–7]

2.1 Grasping the whole: How to get an overview

- 2.1.2 Titles as the shortest summary of a text
- 2.1.3 Good and bad titles
- 2.1.4 Section headings (where present)
- 2.1.5 Introductions and Conclusions
- 2.1.6 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

- 2.2.1 Beginning, middle and conclusion – stages of argument
- 2.2.2 The architecture of arguments: main, subsidiary, minor
- 2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

- 2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
- 2.3.2 Contextualising texts with quick background research
- 2.3.3 Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose [Weeks 8–13]

3.1 Building a structure: What do you want to say?

- 3.1.1 Beginning, middle and conclusion – stages of argument
- 3.1.2 The architecture of arguments: main, subsidiary, minor
- 3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

- 3.2.1 How many sections? Job descriptions for each section
- 3.2.2 Paragraphs as key building blocks of academic prose
- 3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

- 3.3.1 The difference between paraphrasing and plagiarism
- 3.3.2 Quotations: When? Why? How?
- 3.3.3 Citation styles
- 3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing [Week 14]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

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

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

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

Note:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of

different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

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

Macmillan, United Kingdom

Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press

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

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

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

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

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

Course: BSO- 405

Paper: COMMUNICATION MEDIA AND DEVELOPMENT

Total Credit: 4

Objectives: The objective of the course are:

To understand and appreciate the role of communication in development.

To acquire knowledge of different forms of communication and their use in the process of social change.

To review the utilization of communication media by the government and non-government sectors in the process of development.

Course Contents:

Unit I (12 hrs+4)

Concept of communication, Media and Development,

Role of Media in development,

Importance of people's participation

Unit II (12 hrs+4)

Influences of media on different target groups,

Priorities of media in development;

Group Communication, group media, folk media

Public Opinion: Definition, stages, determinants and influences of public opinion;

Unit III (18 hrs+6)

Mass Media: Television, Growth and changing focus of television in India, analyses, attitudes and values conveyed by TV programmes, strengths and limitations of TV as a tool for development;

Newspapers: Historical role of newspapers in development, current trends, letters to the editor, strengths and limitations of the press as a tool for development;

Radio: Growth of radio in India, analyses of development programmes on the radio, strengths and limitations of radio as a tool for development;

Unit IV (18 hrs+6)

Advertising: Analysis of Advertisements focusing on appeals, used and ethics involved;

Cinema: Analyses of values and attitudes;

Internet: Familiarity with the various features of the internet, strengths and limitations of the internet as a tool for development,

Social Marketing: Concept, aims, prerequisite, components stages in social,
Public Relations: Need of PR in Social Work skills, tools of PR.

Reading List:

Bathla, Sonia, 1998: Women, Democracy and the Media: Cultural and Political Representation in the Indian Press (Delhi : Sage)

Brosius, C. and M. Butcher, 1999, eds. : Image Journey : Audio Visual media and cultural change in India (Delhi : Sage)

Johnson, K., 2000,: Television and social change in rural India (London : Sage)

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

Singh Sheobahal, 2010, Sociology of Development, New Delhi, Rawat Publications

Sharma, SL1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.(Chapter1).

Rao Nageshwar & Das. P. Rajendra, 2005, Communication Skills, Mumbai, Himalaya Publishing House

Course: BSO-501

Paper: SOCIOLOGICAL THOUGHT

Total Credit: 4

Objectives: The objective of the paper is to understand the emergence, various sociological perspectives and theoretical works of founding fathers of Sociology. The specific objectives are as follows:

To know the background of the emergence of Sociology.

To understand the various Sociological Perspectives.

To give an overview on classical Sociological theories.

Course Contents:

Unit I (15 hrs+5)

The emergence of sociology:

Transition from social philosophy to sociology

The intellectual context - Enlightenment

The social, economic and political forces - The French and Industrial Revolutions.

Unit II (15 hrs+5)

Schools of sociological theory:

Functionalism

Conflict school

Social action perspective

Development of sociological thought in India - Indological perspective

Unit-III (15 hrs+5)

The pioneers of Sociology:

Auguste Comte - positivism

Herbert Spencer - Social Darwinism, Super organic evolution.

Emile Durkheim - Division of labour in Capitalist Society, Theory of suicide

Unit IV (15 hrs+5)

The classical tradition:

Max Weber: Power and Authority, The Protestant Ethic and the Spirit of Capitalism

Karl Marx: Historical materialism, class conflict

Pareto: circulation of elites.

Essential readings:

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 Jovanovich.

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

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

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

Singh, Yogendra. 1986. Indian sociology: Social conditioning and emerging trends. New Delhi: Vistaar.

Zeitlin, Irving. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur: Rawat

Course: BSO- 502**Paper: RESEARCH METHODOLOGY****Total Credit: 4**

Objectives: This paper seeks to train students to conceptualize and carry out social research. It introduces students to the various stages of research, equipping them with the necessary skills to collect data, analyze data and present the findings in a report. There are different perspectives and methods (both quantitative and qualitative research) are to be covered.

Course Contents:**Unit I (15 hrs+5)**

Social Research: Meaning, scope and significance, scientific method

Social Phenomena: Nature, levels of measurement and problems in the study of social phenomena – objectivity and subjectivity, Value neutrality/ Free, Theory building, Hypothesis

Unit II (15 hrs+5)

Types of Research: Historical and empirical, descriptive, exploratory, explanatory experimental

Methods of Research: quantitative and qualitative, ethnography, observation, case study, content analysis

Unit III (15 hrs+5)

Sources of Data: primary and secondary sources of data

Data: Qualitative and Quantitative

Sampling: Meaning and types

Techniques of Data Collection: Survey, sampling techniques, questionnaire, schedule and interview guide

Unit IV (15 hrs+5)

Classification and presentation of data coding, tables, graphs, histograms

Tabulation and Calculation of percentages

Measures of central tendency: Mean, Median and Mode

Report Writing

Essential readings:

- Bryman, Alan. 1988. Quality and Quantity in Social Research. London: Unwin Hyman. Sociological Method
- Jayaram, N. 1989. Sociology: Methods and Theory. Madras: MacMillan.
- Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.
- Punch, Keith. 1996. Introduction to Social Research. London: Sage.
- Shipman, Martin. 1988. The Limitations of Social Research. London: Sage.
- Srinivas, M.N. and A.M. Shah. 1979. Fieldworker and The Field. Delhi: Oxford.
- Young, P.V. 1988. Scientific Social Surveys and Research. New Delhi: Prentice Hall.

Course: BSO-503**Paper: SOCIAL DEMOGRAPHY****Total Credit: 4**

Objective: The objectives of the course are: To understand the population structure, composition and distribution in India, to acquaint the students about the theories of population, to know the policy and programmes of population control.

Course Contents:**Unit I (15 hrs+5)**

Population and society- Interface between population size and social development; Concepts and measurement of population trends in the world and in India – population pyramid of India. Social implications of age and sex in India

Unit II (15 hrs+5)

Population theories and their critique: Malthusian Theory, Optimum Theory, Theory of Demographic Transition

Unit III (15 hrs+5)

Population planning and control; Family and reproductive health. Depopulation as a problem; Merits and demerits of depopulation

Unit IV (15 hrs+5)

Population Policy of the Government of India-A critical appraisal – Problems of implementing growth control measures causes for success and failures.

Essential readings:

- Census of India Reports
- Finkle, Jason L and C. Alison McIntosh (Ed) The New Policies of Population. New York: The Population Council, 1994
- Hatcher Robert et al The Essentials of Contraceptive Technology Baltimore: John Hopkins School of Public Health, 1997.
- Bose, Asish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991.
- Premi, M.K. et al: An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.
- Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publishers, 1997.
- Srivastava, O.S.: Demography and Population Studies New Delhi: Vikas Publishing House, 1994.

Chandrasekar, S. (Ed). *Infant Mortality, Population Growth and Family Planning in India*
London: George Allen & Unwin Ltd. 1974

Course: BSO – 504A

Paper: Rural Sociology

Total Credit: 4

Course Objective:

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

Course Contents:

Unit I (15 hrs+5)

Agrarian Societies and Agrarian Studies

Agrarian Societies

Concepts relating to Agrarian Societies – peasants and feudalism;

Agrarian Studies – A R Desai and Daniel Thorner;

Rural-urban continuum;

Unit II (15 hrs+5)

Key Issues in Rural Sociology

The Agrarian Question–agricultural labourers and migration of labourers

The Moral Economy

Agrarian Commodity Systems

Land ownerships;

Unit III (15 hrs+5)

Themes in Rural Sociology of India

Labor and Agrarian Class Structure

Markets, Land Reforms and Green Revolution

Agrarian Movements

Caste-class nexus in Agrarian society;

Unit IV (15 hrs+5)

Agrarian Futures

Agrarian Crisis – Imbalanced development due to green revolution and Farmers' suicide;

The Global Agrarian issues – agricultural marketing,

Status of agrarian economy in industrial society

Reading List:

Agarwal, Beena 1996. *A Field of One's Own: Gender and Land Rights In south Asia*, Cambridge: Cambridge University Press.

Amin, Shahid 1981. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24), pp. PE 19-25, 28, 29.

Bernstein, Henry 2010. *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing,.

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

- Brass, Tom 1995. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movements in India*, Essex: Frank Cass. Pp.1-20.
- Breman, Jan. 1974. Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India, Berkley: University of California Press. Pp. 36-80.
- Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência&Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001.
- Byres, T. J. 'The New Technology, Class Formation, and Class Action in the Indian Countryside', *Journal of Peasant studies*, Volume 8, Issue 4, 1981, Pp 405-454.
- Dalton, George. 'Modern Transformation of European Peasantries' in R. P. Mishra and Nguyen Dung (Ed.) *Third World Peasantry: A continuing Saga of Deprivation, Volume II*, New Delhi: Sterling. 1986, Pp.25-46.
- Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.
- Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in TeodorShanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp. 141-149.
- Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352.
- Gough, Kathleen. 'Rural Change in Southeast India, 1950s to 1980s. Delhi: Oxford University Press. 1989.
- Harriss, John. Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu, Delhi: Oxford University Press, 1982.
- Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*,
- Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774.
- Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from GyanPrakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74.
- Patnaik, Utsa. (ed.) *The Agrarian Question in Marx and His Successors Volume I*, New Delhi: Left Word, 2007.
- Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31.
- Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34.
- Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064.
- Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13
- Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268.
- Zamosc, Leon. *The Agrarian Question and Peasant Movement in Columbia: Struggles of National Peasant Association, 1967-81*, Cambridge: Cambridge University Press, 1986.

Course: BSO – 504B

Paper: Urban Sociology

Total Credit: 4

Course Objective:

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

Course Outline:

Unit I (15 hrs+5)

Introducing Urban Sociology:

Rural-urban continuum;
Urban Sociology: Meaning and Scope
Urban, Urbanism and the City
Classification of Urban centers;

Unit II (15 hrs+5)

Perspectives in Urban Sociology

Urbanism as a way of Life - Lewis Wirth
Ecological–Robert Park
Political Economy
City as Culture -

Unit III (15 hrs+5)

Movements and Settlements

Process of Urbanization
Migration
Community
Problem of Slum in urban centers,

Unit IV (15 hrs+5)

Politics of Urban Space

Culture and Leisure
Caste, Class and Gender
Urban Problems
Public policy & Urban planning

Reading List:

Amin, Shahid, 1981, 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24), pp. PE 19-25, 28, 29.

Sandhu, Ranvinder Singh (ed.) 2003, *Urbanization in India*. Sage: New Delhi.

Ayyar, Varsha , 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55.

Benjamin S, 2004, "Urban Land Transformation for Pro-Poor Economies", *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul.

Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press.

Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin.

Kamath, Lalitha and Vijayabaskar, M, 2009 "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376.

Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press.

Kumar, Nita, 1988. *The Artisans of Banaras. Popular Culture and Identity, 1880—1986*, Princeton: Princeton University Press.

Laskar, B I. 1999. "Urban Ecology, Underdevelopment and Public Health: A Case Study of Aligarh City in India". *International Journal of Sociology and Social Policy*, 19(7/8): 73-100.

Lewis, Wirth 1938 "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24.

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

Manuel, Castells 2002, "Conceptualising the city in the information age", in I. Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma.

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books.

Naidu, Ratna. 1990. *Old cities and New predicaments: A Study of Hyderabad*. New Delhi: Sage.

Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge.

Rao M.S.A. 1974. *Urban sociology in India*, Orient Longman, New Delhi.

Rao, M.S.A, 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

Simmel, George, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. 2002. *The Blackwell City Reader*. Oxford and Malden, MA: WileyBlackwell.

Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

Weber, Max 1978. *The City*. The Free Press: New York.

Course: BSO – 505A

Paper: Health and Society

Total Credit: 4

Course Objective: The objective of this course is to sensitize undergraduate students with the Sociology of health. The course will hopefully enable the students to look at the scope and importance of Sociology of Health. It also provides an understanding of sociological perspectives on health and illness, health status and care in India.

Course Contents:

Unit-1 (15 hrs+5)

Introduction to Sociology of Health:

Definition, Scope and Importance of Sociology of Health;

Concepts- Health, Sickness, Health care, Health system, and Rehabilitation;

Social Epidemiology, Public health and Social medicine;

Sociological Perspectives on Health and Illness - Functionalist, Conflict and Interactionist;

Unit - II (15 hrs+5)

Health, Society and Education:

The relationship among health, education and society;

Dimensions and determinants of health;

Aging and social gerontology, Health education and Family planning;

Health and development - expenditure on health;

Unit – III (15 hrs+5)

Health status in India:

Birth rate, Death rate, IMR, MMR and Malnutrition;

Communicable, Non-communicable, Occupational and Life-style Diseases - Tuberculosis, Malaria, ARI, HIV/AIDS, Heart diseases, diabetes and obesity;

Unit – IV (15 hrs+5)

Health Care in India:

Health care services in India - its structure and hierarchy;

Hospitals - Types and functions, Hospital as a social organization;

Health care programmes in India – National Vector-borne Disease Control Programme (Malaria, Dengue, Lymphatic Filariasis, Kala-azar, Japanese Encephalitis and Chikungunya), National AIDS Control Programme, National Health Mission.

Text Book:

Park K. Text Book of Preventive and Social Medicine, M/s. BanarsidasBhanot Publishers, Jabalpur, 2000.

Further Reading List:

Anne, Marie Barry and Chris Yuill, Understanding Health - A Sociological Introduction, Sage Publications, New Delhi, 2002.

DAK T.M. Sociology of Health in India, Kaveri Printers Private Ltd., New Delhi, 1991.

Eugene B. Gallagher and JanardanSubedi, Global Perspectives on Health Care, Prentice Hall, New Jersey, 1995.

Graham Scambler Sociological theory and Medical Sociology, Tavistock Publications: London and New York, 1987.

Kevin White, An Introduction to the Sociology of Health and Illness, Sage Publications, New Delhi, 2002.

Rajiv Misra et. al., India Health Report, Oxford, University Press, New Delhi, 2003.

Cockerham, William, C. Medical Sociology, Prentice Hall, 1978.

WHO, World Health Statistics, 2014, World Health Organization, Geneva, 2014.

Course: BSO – 505B

Paper: Social Problems in India

Total Credit: 4

Objectives: This paper intends to make the students well acquainted with the problems of the Indian society. It also provides an understanding of the important characteristics and types of social problems. The paper broadly covers the following aspects:

- Rural-urban social problems,
- Structural and Familial problems,
- Measures to solve social problems in India.

Course Contents:

Unit I (15 hrs+5)

Introduction:

- Concepts of social problems
- Characteristics and Types of social problems,
- Causes and stages in the development of social problems;
- Rural-urban social problems;

Unit II (15 hrs+5)

Structural and Familial problems:

- Poverty, casteism, Illiteracy, communalism and ethnic conflict,
- Dowry, domestic violence, divorce and problems of elderly;

Unit III (13 hrs+5)

Developmental and Disorganizational Problems:

- Regional disparities, population explosion, environmental pollution;
- Crime & delinquency, corruption, drug addiction and alcoholism;

Unit IV (17 hrs+5)

Measures to solve social problems in India:

- Constitutional and Legal provisions – Fundamental Rights and Directive Principles;
- Social reformers in India – Raja Rammohan Roy, Dr B R Ambedkar, Sir Syed Ahmed Khan and Mother Teresa;
- Roles of civil society in solving social problems;

Reading List:

Ahuja, Ram, 2003. 'Social Problems in India, Jaipur and New Delhi: Rawat Publications.

- Altekar, A.S., 2005, Position of Women in Hindu Civilization. Delhi: Motilal Banarsidass Publishers Pvt Ltd.
- Berreman, G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.
- Beteille, Andre. 1974. Social Inequality. New Delhi: OUP
- Beteille, Andre. 1992. Backward Classes in Contemporary India. New Delhi: OUP
- Dube, Leela. 1997. Women and Kinship. Comparative Perspectives on Gender in South and Southeast Asia. New Delhi: Sage Publications.
- Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The use and Abuse of Nature in Contemporary India., New Delhi.: 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: Brasil Blackward
- Kothari, Rajani (Ed.). 1973. Caste in Indian Politics, Delhi: Orient Longman.
- Leon-Guerrero, Anna & Zentgra, Kristine (Eds.) 2009. Contemporary Readings in Social Problem, Long Beach: Pacific Lutheran University.
- Loseke, Donileen, 2003. Social Problems: Constructionist Readings (Chicago Guides to Writing, Editing & Publishing) 1st Edition, Routledge.
- Ministry of Home Affairs. 1998. Crime in India. New Delhi: Government of India.
- NPTel, 2003, Rural and Urban Problems in India, <https://nptel.ac.in/courses/109103022/5>. Guwahati: IIT.
- Satya Murty, T.V. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi: OUP.

SEMESTER – VI

Course: BSO – 601

Paper: Sociological Thinkers - II

Total Credit: 4

Course Objective:

Objective: To introduce students to post-classical sociological thinking through some original texts.

Course Outline:

Unit I (15 hrs+5)

Theories on Social Interactions:

- Alfred Schutz - Phenomenology
- G. H. Mead - Symbolic Interactionism
- Erving Goffman - Dramaturgy
- Harold Garfinkel - Ethnomethodology

Unit II (15 hrs+5)

Theories on Neo Marxism:

- L. Althusser - Structural Marxism
- Frankfurt School - Critical Social Theory
- A. Gamski - Hagemony
- Pierre Bourdieu - Social Capital

Unit III (15 hrs+5)

Structuralism and Neo Functionalism:

- Claude Levi-Strauss - Structuralism
- Anthony Giddens - Structuration
- Ferdinand Tonnis - Gemeinschaft and Gesellschaft
- J.C. Alexander - Neo Functionalism

Unit IV (15 hrs+5)

Theories on Industrial Society:

Ulrich Beck - Risk society
Daniel Bell - Post Industrial Society
Louis Wirth - Urbanism
Immanuel M. Wallerstein - Modernisation Theory

Reading list:

- Alexander, J.C. (ed) 1985. Neo Functionalism. Sage.
- Althusser, L. 1965. For Marx. Harmondsworth: Penguin.
- Beck, Ulrich 1992. Risk Society: Towards a New Modernity. London: Sage.
- Bell, Daniel 1974. The Coming of Post Industrial Society. London: Heinemann.
- Gamson, A. 1971. Selections from the Prison Notebooks. New York: New Left Books.
- Garfinkel, Harold 1967. Studies in Ethnomethodology. Englewood Cliffs: Prentice Hall.
- Giddens, Anthony 1984. The Constitution of Society: Outline of the theory of structuration. Cambridge: Polity Press.
- Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2).
- Horkheimer, M and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California.
- Levi-Strauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmondsworth: Penguin.
- Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press.
- Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press.
- Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.
- Schutz, Alfred 1972. *The Phenomenology of Social World*. London: Heinemann.
- Slattery, Martin 2003. *Key Ideas in Sociology*. Delta Place: Nelson Thornes.
- Tonnies, Ferdinand 1951. *Community and Society*. New York: Harper Row.
- Wallerstein, Immanuel M. 1974. *Modern World System*. London: New Left Books.
- Wirth, Louis 1938. Urbanism as a Way of Life. *American Journal of Sociology*, 44, 1-24.

Course: BSO – 602

Paper: Indian Sociology

Total Credit: 4

Objectives:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a "Sociology in

India” and “Sociology of India” have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. The paper broadly covers the following aspects -

Emergence and development of sociology in India,
Perspectives of key Indian sociologists, and
Major sociological studies on Indian society;

Course Contents:

Unit I (15 hrs+5)

Emergence and Development of Sociology in India:

Sociology in pre-independent India;
Sociology in post-independent India;
Sociology in 21st century;

Unit II (15 hrs+5)

Perspectives I:

G S Ghurye - Caste and Race; City and Civilization;
Radhakamal Mukerjee - Personality, Society and Values; Social Ecology;
D P Mukerji - Tradition and Modernity; Middle Class;
Verrier Elwin - Tribes in India;

Unit III (15 hrs+5)

Perspectives II:

M.N. Srinivas - Social Change;
Irawati Karve - Gender and Kinship;
Leela Dube - Caste and Gender;
Subaltern Perspective (B. R. Ambedkar);

Unit IV (15 hrs+5)

Major Sociological studies on Indian society:

Studies on Caste,
Studies on agrarian society,
Studies on social change;

Reading List:

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255.

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

Dube, Leela 1967. “Caste, Class and Power” *Eastern Anthropologist*, Lucknow, 20(2): 215-225.

Dube, Leela 2001. *Anthropological Explorations in Gender: Intersecting Fields*, New Delhi: Sage.

Elwin, Verrier 1952. *Bondo Highlander*, Bombay: OUP.

Elwin, Verrier 1955. *The Religion of an Indian Tribe*, Bombay: OUP.

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

Ghurye, G.S. 1969. *Caste and Race in India*, Delhi: Popular Prakashan.

Guha, Ramchandra 2010. “Between Anthropology and Literature: The Ethnographies of Verrier Elwin” in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black.

Karve, Irawati 1961. *Hindu Society — an interpretation*, Pune: Deshmukh Prakashan.

Karve, Irawati 1965. *Kinship Organization in India*, Bombay and New York: Asia Publishing House.

- Madan, T N 2011.*Sociological Traditions: Methods and Perspectives in the Sociology of India*, New Delhi: Sage.
- Madan, T.N. 2010. "Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, SatishDespande and NandiniSundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black.
- Mukerjee, Radhakamal 1932. (reproduced in1994) "An Ecological Approach to Sociology" in RamchandraGuha (ed) *Social Ecology* Delhi: OUP.
- Mukerjee, Radhakamal 1950.*The Social Structure of Values*, London: George Allen and Unwin.
- Mukerjee, Radhakamal 1951.*The Dynamics of Morals*, London: Macmillan & Co.
- Mukerji, D.P. (1958 second edition 2002).*Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications.
- Mukerji, D.P. (1942 republished 2002).*Modern Indian Culture: A Sociological Study*, New Delhi: Rupa& Co.
- Munshi, Indra 2004. "Verrier Elwin and Tribal Development" in T.B. Subba and SujitSom (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman.
- Nagla, B K, 2013. *Indian Sociological Thought*. Jaipur: Rawat Publications.
- Oommen, T.K. and P. N. Mukherjee, eds. 1986. *Indian Sociology: Reflections and Introspections*, Bombay: Popular Prakashan.
- Sharma, KL, 2011. *Indian Social structure and change*. Jaipur: Rawat Publications.
- Singh, Y. 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*, Delhi: Vistaar.
- Srinivas, M. N.1992.*On Living in a Revolution and Other Essays*, Delhi: OUP.
- Srinivas, M.N. 1971.*Social Change in Modern India*.Berkeley: University of California Press.
- Srinivas, M.N. 1996.*Indian Anthropologists and the study of Indian Society*, EPW, 31(11) 656-57.
- Sundar, Nandini 2010. "In the Cause of Anthropology: The Life and Work of IrawatiKarve" in Patricia Uberoi, SatishDespande and NandiniSundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black.
- Uberoi, Patricia,Despande,Satish and Sundar,Nandini (ed) 2010.*Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black.

Course: BSO – 603

Paper: Rethinking Development

Total Credit: 4

Course Objectives:

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

Course Contents:

Unit I (15 hrs+5)

Unpacking Development

Concept and types of development;
Social development;
Sustainable development;
Models of development.

Unit II (15 hrs+5)

Theorizing Development

Ecological,

Marxian,
Modernization theory,
Gandhian.

Unit III (15 hrs+5)

Developmental Regimes in India

History of development in India – Pre and post independent period,
Sociological appraisal of Five-Year Plans,
Liberalization, Privatization and Globalization,
Community development in India.

Unit IV (15 hrs+5)

Issues in Developmental Praxis

Development Induced Displacement;
Development and Gender;
Development and Governance;
Development of NE India – Issues and Concerns

Reading list:

- Bardhan, Pranab. *The Political Economy of Development in India*. Delhi: Oxford, 1992.
- Bernstein, Henry. *Underdevelopment and Development*. Harmondsworth: Penguin, 1973.
- Craig, Gary, Mayo, Marjorie, Popple, Keith, Shaw, Mae & Taylor, Marilyn, 2011. *The Community Development Reader: History, Themes and Issues*, Policy Press.
- Dereze, Jean and Amartya Sen. 1996. *India: Economic Development and Social Opportunity*. New Delhi: OUP.
- Desai, A.R. 1985. *India's Path of Development: A Marxist Approach*. Bombay: Popular Prakashan.
- Ferguson, J. 2005. 'Anthropology and its Evil Twin; 'Development' in the Constitution of a Discipline', in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Blackwell Publishing.
- Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in *Introduction to Sociology*. 2nd Edition: New York: W.W. Norton & Co.
- Haq, Mahbubul. 1991. *Reflections on Human Development*. New Delhi: OUP
- Harrison, D. 1989. *The Sociology of Modernization and Development*. New Delhi: Sage.
- Harrison, David. *The Sociology of Modernization and Development*. London: Routledge, 1991.
- Ledwith, Margaret, 2011. *Community Development: A Critical Approach*, Policy Press.
- Maser, Chris, 1996. *Sustainable Community Development: Principles and Concepts*, CRC Press.
- Redclift, Michael. 1984. *Development and the Environmental Crisis. Red or Green alternatives?* New York: Methuen & Co.
- Rist, Gilbert. *The History of Development*. London: Zed, 2008.
- Sanyal, Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189.
- Scudder, T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn Books. Pp. 49-78.
- Sen, A. 1999. *Development as Freedom*. New Delhi : Oxford University Press.
- Sharma, Aradhana 2008. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press.
- Sharma, S L, 1986. *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.
- Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan.

Wolfgang, Sachs (ed.) 1992. The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books.

Course: BSO – 604A

Paper: Crime & Society

Total Credit: 4

Objectives: The objective of this course is to sensitize undergraduate students to the basic concepts of crimes in society. The course will hopefully enable the students to look at the changes of socio-economic profile of criminals in contemporary India in a sociological and comparative perspective. It also provides an understanding of the prevailing correctional administration in India.

Course Contents:

Unit I (15 hrs+5)

Basic Concepts:

Meaning, Characteristics of Crime, Anomie and Deviant Behaviour, delinquency;

Deviation - Type and its Distribution;

Types of crime – economic, violent, white-collar;

Causes of crime – historical and contemporary;

Unit I (15 hrs+5)

Crime in India:

Organized crimes, crimes against women and children, cyber crimes, corruption, juvenile delinquency and drug addiction;

Changing socio-economic profile of criminals in contemporary India;

Theories of crime – the criminal personality and labelling theory;

Important legislations in India – IPC and CrPC

Unit III (15 hrs+5)

Crime and Social control:

Social control – traditional and modern formal controlling authorities; Roles of social institutions in control of deviant behaviour;

Correction and its Forms - meaning and significance of correction; forms of correction– prison-based, community-based;

National policy on prisons;

Unit IV (15 hrs+5)

Punishment and Reformation:

Punishment – Definition and types,

Alternatives to Imprisonment - probation, parole, and rehabilitation

Administration of criminal justice in India – Role of village panchayats, police and court;

Role of civil societies and NGOs in reformation.

Reading Lists:

Ahuja, Ram, 2008, Criminology, Jaipur: Rawat Publications.

Bedi, Kiran. 1998. It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.

Bequai, August. 1978. Computer Crime. Toronto: Lesington Books

Borbora, Jayanta, 2007, The Thieves: A Sociological Understanding in North East India.

Buckland, John. 1992. Combating Computer Crime: Prevention, Detection and Investigation. New Delhi: McGraw Hill.

- Drapkin, Ismail and Viano, Emilio. 1975. *Victimology : A New Focus*. London, Lesington Press
- Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi : Harper Collins Publishers (India).
- Goel, Rakesh M. and Manohar S. Powar. 1994. *Computer Crime: Concept, Control and Prevention*. Bombay: Sysman Computers Pvt. Ltd.
- Hallman, Taryl A. 1950. *The Economics of Crime*. New York: St. Martin's Press.
- Lilly, J. Robert, Francis T. Wallen and Richard Ball A. 1995 *Criminological Theory, Context and Consequences*. New Delhi: Sage Publications
- Makkar, S.P. Singh and Paul C. Friday. 1993 *Global perspectives in Criminology*. Jalandhar : ABC Publications.
- Ministry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India.
- Reid, Suetitus. 1976. *Crime and Criminology*. Illinayse :Deydan Press.
- Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspective*. New Delhi: Sage.
- Sutherland, Edwin H. and Donald R. Cressey. 1968. *Principles of Criminology*. Bombay: The Times of India Press.
- Walklete, Sandra. 1998. *Understanding Criminology*. Philadelphia: Open University Press.

Course: BSO – 604B

Paper: Education and Society

Total Credit: 4

Objectives: The objectives of the course are: To understand the education as an institution, to know the education system of India in different periods of time, to understand the relationship between educational and society.

Course Contents:

Unit I (15 hrs+5)

Education as a social institution:

- Socialisation – Education as an agent of socialisation,
- Family, social class and education;
- State, ideology and educational policy,
- Role of education in social change and social mobility;

Unit II (15 hrs+5)

School as a system:

- Schooling as process,
- Language as medium of instruction,
- Curriculum and identity,
- Teacher as an agent of change;

Unit III (15 hrs+5)

Education System in India:

- Primary, Secondary and Higher Education, Alternative education (Adult and Open);
- State and education – Right to Education Act, 2009, SSA, RMSA and RUSA;
- Problems – Drop-out, Teacher-student ratio, infrastructure,
- Literacy versus learning – gaps and linkages;

Unit IV (15 hrs+5)

Education and society in India:

Socio-historical context - education in pre-colonial and colonial India;
Education, diversities and disparities - region, tribe, caste, rural-urban residence,
Gendering inequalities - education of girls and women;
Education and modernization,

Reading List:

- Acker, S. 1994. *Gendered Education: Sociological Reflections on Women*, Buckingham: Open University Press.
- Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge.
- Bourdieu, Pierre. 1977. 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press.
- Bowles, S. and Gintis, H. 2011. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Chicago: Haymarket Books.
- Chanana, Karuna. 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Chitnis, Suma & P.G. Altbach. 1993. *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.
- Craft, Maurice (ed.). 1970. *Family, Class and Education: A Reader*; London: Longman.
- Deshpande, Satish. 2011. 'Revisiting the Basics', in *Seminar*, August 2011.
- Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
- Durkheim, Emile, 1977. 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press.
- Froerer, Peggy. 2007. Disciplining the saffron way: Moral education and the Hindu rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.
- Gandhi, M.K. 1962. *Problems of Education*, Ahmedabad: NavjeevanPrakashan.
- Hammersley, Martyn. (ed.) 1999. *Researching School Experience: Ethnographic Studies of Teaching and Learning*. London: Falmer Press.
- Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India', in Clark Deces, Isabelle (ed.) *A Companion to the Anthropology of India*. UK: Blackwell.
- Jeffrey, Roger et.al. 2006. 'ParhaiKaMahaul? An Educational Environment in Bijnor, Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local: Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.
- Jeffrey, Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford,
- Kumar, Krishna. 2004. *What is Worth Teaching?* Orient Longman.
- Nambissan, Geetha. 2000. 'Dealing with Deprivation' in *Seminar*, Sept. 2000.
- Parsons, Talcott, 1959/2008. 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z. (eds.) *Schools and Society: A Sociological Approach to Education*. 3rd ed. California: Pine Forge Press.
- Thapan, Meenakshi. 1991. *Life at School: An Ethnographic study*. Delhi: Oxford University Press.
- Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Woods, Peter. 1983. *Sociology and the School: An Interactionist Perspective*, London: Routledge and Kegan Paul.
- Youdell, Deborah. 2010. 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge. London and New York.

Course: BSO – 605A

Paper: Project Work

Total Credit: 4

Course Objectives:

The objective of this paper is to sensitize undergraduate students on issues they studied in theory papers through induction into the field. They will get basic exposure on the field studies by applying different tools and techniques of Sociology. The paper will hopefully enable the students to look at the scope and importance of sociology beyond the classroom.

Specifications

1. Every student has to undergo the Project Work. It should be done individually. In exceptional cases it may be done as a small group of 2-3 students.
2. It may be on any social problem or issue relevant to sociology.
3. It should be based on primary, secondary or both types of data.
4. Students need to attend classes on identification, formulation and implementation planning of a project. After one month of attending classes, students need to visit field one day in every week for exposure to data collection for another one month.
5. Afterwards, they need to identify individual topics and field areas and accordingly should prepare a proposal in consultation with the allotted supervisor. Students are provided a period of 15-20 (fifteen to twenty) days for data collection.
6. After analyzing the data, students need to prepare their project reports. Such reports should broadly cover the important aspects including - Introduction and Conceptual Framework (statement of the problem, significance, objectives, methods, study area, sampling, tools and techniques of data collection); Review of relevant literature; Findings; and Conclusion.

Evaluation

1. Project work consists of 70 marks and Viva-voce of 30 marks.
2. There shall be continuous assessment for project work by the respective Supervisor.
3. Project work shall be submitted to the department in triplicate before the completion of the 6th semester.
4. Every student has to make a PPT presentation before submitting the Project Report, which will be evaluated by a board of 2-3 examiners appointed by the department of sociology. Out of 70 marks (Internal), marking for 30 marks will be done by the said Board (10 marks for proposal preparation and 20 marks for final PPT presentation) and for 40 marks by the concerned Supervisor.
5. Via-voce shall be conducted individually, by an external expert.

Course: BSO – 605B

Paper: Ethnographic Film Making

Total Credit: 4

Course Objective:

This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually

challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.

Course Contents:

Unit I (10 hrs+5)

Introduction to Anthropological Filmmaking

Anthropology and Filmmaking: The Text and the Image
Different Modes of Filmmaking

Unit II (10 hrs+5)

Understanding the use of Camera in Anthropology
The Filmmaker and the Filmed: Relationship and understanding 'ethics'

Unit III (10 hrs+5)

Filming oral testimonies, Interviews and Interactions
Editing and Construction of Meaning -Understanding multiple shots and camera movement; Tools for Film Editing;

Unit IV (40 hrs+5)

Final Film Projects

Reading List & itinerary:

1. Introduction to Anthropological Filmmaking

Rouch, Jean, 2003. 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, Pp. 147-187.

Hastrup, Kirsten. 1993. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, Pp. 8–25.

Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins.

Nichols, Bill. 2001. 'What types of Documentary are there?' In Introduction to Documentary. Bloomington: Indiana University Press, Pp. 99-137.

Suggested Screening of Film Scenes/Sequences: *Etre et Avoir* by Nicholas Philibert's, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli-Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.

Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

Practical Work for Week 1/2 - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

2. Understanding the use of Camera in Anthropology

El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82.

Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; Filmmaker's Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

Practical Work for Week 3 – Camera mounting on tripod; handheld camera practices.

3. Filmmaker and the Filmed: Relationship and understanding 'ethics'.

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly* April 1984. Pp. 15-17.

MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991.

Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

By this point, students should start thinking about topics and groups for their final film.

Practical Work for Week 4-5: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

Viewing of assignments and discussions.

4. Editing and Construction of Meaning

Suggested topics for technical discussion: Multiple shots, understanding point-of view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

Suggested Screening of Film Scenes/Sequences: *Battleship Potemkin* by Sergei Eisenstein, 69 mins.1925; *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie M a k e r) ; Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

Practical Work for Week 6-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

Viewing of assignments and discussions.

5. Filming Oral Testimonies, Interviews and Interactions

Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

Suggested topics for technical discussion: Sound and audio equipment.

Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional.

Viewing of assignments and discussions.

6. Final Film Projects

Film length limited to 5 - 8 mins.

Viewing of projects and discussion.

Note: This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

Suggested Readings:

Heider, Karl G. 2006. *Ethnographic Film*, Austin: University of Texas Press.

MacDougall, David. 'Ethnographic Film: Failure and Promise', *Annual Review of Anthropology* Vol. 7, pp. 405-425.

Course: HVP-760

Paper: Human Values and Professional Ethics

Non-Credit Compulsory Course

Course Description: The purpose of this course is to examine various ethical issues that may arise in one's professional life, and how such a life intersects one's personal life and self-understanding with the core focus to enlighten the students regarding value based approaches within a variety of context. The concept of value is understood in two different contexts; one is People's judgments about what is

important or meaningful in their lives and the other is principles or standards for behavior, supported by religion, constitution and norms.

Course Objectives:

- 1) To critically understand ethical issues as they pertain to professional and personal identity.
- 2) To learn to consider oneself and the world around from these basic ethical positions.
- 3) To develop sharpened analytic powers and capacities for oral and written expression.

Unit-1: Ethics and Human Values [8 Lectures]

Definition, Importance and Relevance in present-day Society.

Indian Constitutional Values: Fundamental Rights and Duties; Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy.

Religious and Cultural Values: Values embedded in different religions; Religious Tolerance.

Unit-2: Basic Human Virtues [8 Lectures]

Concept of Honesty, Punctuality, Responsibility, Courtesy, Discipline, Courage, Compassion, Empathy and Restrain

Family responsibilities: Duties as a Member of the Society, Guidance to youngsters; Gender Equality.

Social Concerns: Evils of Dowry & Caste System, Racial Discrimination, Suicidal Tendencies, Substance Abuse and Addiction.

Unit-3: Introduction to Professional Ethics [8 Lectures]

Need, Importance and Goals; Ethical Values in Different Professions: Dignity of Labour, Respect for Authority, Code of Conduct, Conflicts of Interest.

Occupational Crime; Sexual and Mental Harassment in work place.

Professional Rights: Employee Rights, Intellectual Property Rights (IPR).

Unit-4: Ethics in Professional and Global Space [5 Lectures]

Cyber Ethics and Etiquette.

Correct and Judicious use of Mobile Phones/electronic gadgets, Social Networking in professional space.

Environmental Ethics; Ethics in Research.

Suggested Readings:

- 1) Jayashree Suresh and B S Raghavan- *Human Values and Professional Ethics: Values and Ethics of Profession*. S Chand, 2005.
 - 2) Martin, Clancy, Wayne Vaught, and Robert Solomon (eds.)- *Ethics Across the Professions: A Reader for Professional Ethics*. Oxford: Oxford University Press, 2010.
 - 3) R.R. Gaur, R. Sangal and G.P. Bagaria- *A Foundation Course in Human Values and Professional Ethics* (Paperback). Excel Books, 2010
 - 4) Terrence M. Kelly- *Professional Ethics: A Trust-Based Approach*. Lexington Books, 2018.
- R. S. Naagarazan- *Professional Ethics and Human Values*. New Age International (Second ed.), 2019.