

GAUHATI UNIVERSITY
B.A. SOCIOLOGY (REGULAR COURSE)

Under Choice Based Credit System (CBCS)

Revised in October 2021

FIRST SEMESTER				
COURSE CODE	COURSE TYPE	NAME OF THE PAPER	CREDITS	PAGES
SOC-RC-1016	CORE	INTRODUCTION TO SOCIOLOGY	6	5
	CORE	DISCIPLINE 2	6	
ENG-CC-1026	CORE	ENGLISH-1	6	
ENG-AE-1014	AECC	ENGLISH/MIL COMMUNICATION	4	
SECOND SEMESTER				
SOC-RC-2016	CORE	SOCIOLOGY OF INDIA	6	7
	CORE	DISCIPLINE 2	6	
ENG-CC-2026	CORE	ENGLISH-2	6	
ENV-AE-2014	AECC	ENVIRONMENTAL SCIENCE	4	
THIRD SEMESTER				
SOC-RC-3016	CORE	SOCIOLOGICAL THEORIES	6	10
	CORE	DISCIPLINE 2	6	
ALT-CC-3026	CORE	MIL-1/ALT ENGLISH-1	6	
SOC-SE-3014	SEC	FUNDAMENTALS OF SOCIAL STATISTICS	4	12
FOURTH SEMESTER				
SOC-RC-4016	CORE	METHODS OF SOCIOLOGICAL ENQUIRY	6	15
	CORE	DISCIPLINE 2	6	
ALT-CC-4026	CORE	MIL-2/ALT ENGLISH-2	6	
SOC-SE-4014	SEC	SOCIAL STRATIFICATION	4	18
FIFTH SEMESTER				
SOC-RE-5016	DSE	RURAL SOCIOLOGY IN INDIA	6	21
SOC-RE-5026	DSE	RELIGION AND SOCIETY	6	23
	DSE	DISCIPLINE 2	6	
SOC-SE-5014	SEC	GENDER SENSITIZATION	4	26
SOC-RG-5016	GE	RURAL SOCIOLOGY IN INDIA	6	29
SIXTH SEMESTER				
SOC-RE-6016	DSE	URBAN SOCIOLOGY IN INDIA	6	32
SOC-RE-6026	DSE	FIELDWORK AND DISSERTATION*	6	32
	DSE	DISCIPLINE 2	6	
SOC-SE-6014	SEC	THEORY AND PRACTICE OF DEVELOPMENT	4	34
SOC-RG-6016	GE	URBAN SOCIOLOGY IN INDIA	6	37
Total Credits			132	

Note: AECC: - choose 1 course in each semester

DSE: - choose 2 courses in each semester, one for each Discipline

SEC: - 50% theory and 50% practical

*To be conducted in the presence of an external examiner and the faculty at the end of the Sixth/ Final Semester.

Programme Template for B.A. SOCIOLOGY (REGULAR COURSE)

Under Choice Based Credit System (CBCS)

Semester	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (2)
I	ENGLISH-1	ENGLISH/MIL COMMUNICATION			
	SOC-RC-1016 (INTRODUCTION TO SOCIOLOGY)				
	DISCIPLINE-2				
II	ENGLISH-2	ENVIRONMENTAL SCIENCE			
	SOC-RC-2016 (SOCIOLOGY OF INDIA)				
	DISCIPLINE-2				
III	MIL-1/ALT ENGLISH-1		SOC-SE-3014 (FUNDAMENTALS OF SOCIAL STATISTICS)		
	SOC-RC-3016 (SOCIOLOGICAL THEORIES)				
	DISCIPLINE-2				
IV	MIL-1/ALT ENGLISH-2		SOC-SE-4014 (SOCIAL STRATIFICATION)		
	SOC-RC-4016 (METHODS OF SOCIOLOGICAL ENQUIRY)				
	DISCIPLINE-2				
V			SOC-SE-5014 (GENDER SENSITIZATION)	SOC-RE-5016 (RURAL SOCIOLOGY IN INDIA)	SOC-RG-5016 (RURAL SOCIOLOGY IN INDIA)
				SOC-RE-5026 (RELIGION AND SOCIETY)	
				DISCIPLINE 2	
VI			SOC-SE-6014 (THEORY AND PRACTICE OF DEVELOPMENT)	SOC-RE-6016 (URBAN SOCIOLOGY IN INDIA)	SOC-RG-6016 (URBAN SOCIOLOGY IN INDIA)
				SOC-RE-6026 (FIELDWORK AND DISSERTATION)	
				DISCIPLINE	

Outline of Choice Based Credit System:

1. **Core Course:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core Course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute/College may also offer discipline related elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work and a candidate studies such a course on her/his own with an advisory support by a teacher/faculty member is called Dissertation.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to knowledge enhancement: i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. "SEC" courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

*** Introducing Research Component in Under-Graduate Courses**

Fieldwork and Dissertation is considered as a special course involving application of knowledge in solving/analysing/exploring a real life situation/difficult problem. Fieldwork and Dissertation work would be of 6 credits. Fieldwork and Dissertation work may be given in lieu of a discipline specific elective paper.

**B.A. SOCIOLOGY REGULAR COURSE
CBCS SYLLABUS**

FIRST SEMESTER

**INTRODUCTION TO SOCIOLOGY
(Core)**

Paper: SOC-RC-1016 Semester: First Credits: 6 Marks: 100 marks

Course Objectives:

- To introduce students to the discipline of Sociology and its basic concepts.
- To understand the historical trajectory of the discipline of Sociology.

Course Outcomes:

- The course will enable students to comprehend social reality through sociological concepts.
- The course will assist students for higher studies, competitive examinations and research work.

Course Outline:

Unit 1: Nature and Scope of Sociology

- a. History of Sociology
- b. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History

Unit 2: Sociological Concepts

- a. Status and Role
- b. Groups
- c. Culture
- d. Socialization
- e. Structure and Function
- f. Social Control and Change

Readings:

Unit 1. Nature and Scope of Sociology (6 Weeks)

a. History of Sociology

- Giddens, A. (2006). *Sociology* (5th ed.). London: Oxford University Press. Chapter 1, (pp. 2-29)

b. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

- Beattie, J. (1951). *Other Cultures*. New York: The Free Press. Chapter 2, (pp. 16-34).

Unit 2. Sociological Concepts (8 Weeks)

a. Status and Role

- Bierstadt, R. (1974). *The Social Order*. New York: McGraw Hill. Chapter 9, (pp. 250-279).
- Linton, R. (1936). *The Study of Man*. New York: Appleton Century Crofts. Chapter 8, (pp. 113-131).

b. Groups

- Bierstedt, R. (1974). *The Social Order*. New York: McGraw Hill. Chapter 10, (pp. 280-309).

c. Culture

- Bierstedt, R. (1974). *The Social Order*. New York: McGraw Hill. Chapter 5 & 6, (pp. 125- 187).

d. Socialization

- Horton, P.B. and Hunt, C.L. (1985). *Sociology*. New York: McGraw Hill. Chapter 4, (pp. 79-103).

e. Structure and Function

- Radcliffe-Brown, A.R. (1976). *Structure and Function in Primitive Society*. London: Cohen and West. Chapter 9 & 10, (pp. 178-204).

f. Social Control and Change

- Horton, P.B. and Hunt, C.L. (1985). *Sociology*. New York: McGraw Hill. Chapter 7 & 20, (pp. 154-181, 509-540).

SECOND SEMESTER

SOCIOLOGY OF INDIA

(Core)

Paper: SOC-RC-2016 **Semester:** Second **Credits:** 6 **Marks:** 100 marks

Course Objectives:

- To understand the trajectory of growth and development of Sociology as an academic discipline in India.
- To understand the prominent institutions which are cardinal to Indian society.
- To understand the contribution of Indian sociologists in the development of the discipline.

Course Outcomes:

- The course will enable students to have an understanding on when, how and in what context Sociology as an academic discipline has emerged in India.
- The course will enable students to acquire a broad overview on various issues, concerns and overall social situations of Indian society by looking at diverse concerns of sociologists of India since the time of its inception as an academic discipline.

Course Outline:

Unit 1: India as a Plural Society

Unit 2: Social Institutions and Practices

- a. Caste
- b. Tribe
- c. Class
- d. Village
- e. Family and Kinship

Unit 3: Identities and Change

- a. Dalit Movements
- b. Women's Movement

Unit 4: Challenges to State and Society

- a. Communalism
- b. Secularism

Readings:

1. India as a Plural Society (2 Weeks)

- Mason, Philip. (1967). Unity and Diversity: An Introductory Review. In Philip Mason (Ed.). *India and Ceylon: Unity and Diversity*. London: Oxford University Press. Introduction.
- Stern, Robert W. (2003). *Changing India*. Cambridge: CUP. Introduction: Change, Societies of India and Indian Society. (pp. 1 – 31).

2. Social Institutions and Practices (8 Weeks)

a. Caste

- Srinivas, M.N.(1969). The Caste System in India. In Andre Béteille(Ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books. (pp.265-272).
- Srinivas, M.N.(1956).A Note on Sanskritization and Westernization. *The Far Eastern Quarterly*, 15(4), pp.481-496.
- Harriss, John. (1989). The Formation of Indian Society: Ideology and Power. In HamazaAlavi and John Harriss (Eds.). *Sociology of 'Developing Societies': South Asia*. London: Macmillan. (pp. 126 –133).

b. Tribe

- Haimendorf, C.V.F.(1967).The Position of Tribal Population in India. In Philip Mason (Ed.).*India and Ceylon: Unity and Diversity*. New York: Oxford University Press. Chapter 9.

c. Class

- Thorner, Daniel. (1992). Agrarian Structure. In Dipankar Gupta (Ed.). *Social Stratification in India* (pp.261-270). New Delhi: Oxford University Press.
- Deshpande, Satish. (2003).*Contemporary India: A Sociological View*.New Delhi: Viking. (pp. 125-150).

d. Village

- Srinivas, M.N. (1987). *The Dominant Caste and Other Essays*. Delhi: Oxford University Press. (pp.20-59)

e. Family and Kinship

- Shah, A. M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman. (pp.52-63).
- Karve, Iravati. (1994). The Kinship map of India. In Patricia Uberoi (Ed.) *Family, Kinship and Marriage in India* (pp.50-73). Delhi: Oxford University Press.

3. Identities and Change (2 Weeks)

- Shah, Ghanshyam. (2001). *Dalit Identity and Politics*. Delhi: Sage Publications. Chapter 1 and 7.
- Kumar, Radha. (1999). From Chipko to Sati: The Contemporary Women's Movement. In Nivedita Menon (Ed.) *Gender and Politics in India* (pp. 342-369). Delhi: Oxford University Press.

4. Challenges to State and Society (2 Weeks)

- Madan, T.N. (1997). *Modern Myths and Locked Minds*. Delhi: Oxford University Press. Chapter 8.
- Dumont, L. (1997). *Religion, Politics and History in India*. Paris: Mouton. Chapter 5.

THIRD SEMESTER

SOCIOLOGICAL THEORIES

(CORE)

Paper: SOC-RC-3016 **Semester:** Third **Credits:** 6 **Marks:** 100 marks

Course Objectives:

- To understand the contributions of classical sociological thinkers, whose work has shaped the discipline of Sociology.
- To acquire a broad overview on various issues, concerns since the development of Sociology as an academic discipline.

Course Outcomes:

- The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of Sociology.
- The course will enable students to acquire a broad overview on various issues, concerns since the time of its inception as an academic discipline.

Course Outline:

Unit 1: Karl Marx

- a. Materialist Conception of History
- b. Class and Class Struggle

Unit 2: Emile Durkheim

- a. Social Fact
- b. Forms of Solidarity

Unit 3: Max Weber

- a. Ideal Types and Social Action
- b. Types of Authority

Readings:

Unit 1. Karl Marx (5 Weeks)

a. Materialist Conception of History

b. Class and Class Struggle

- Marx, K. and Engels, Friedrich. (2002). *The Communist Manifesto*. Harmondsworth: Penguin.
- Aron, R. (1967). *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson. Vol. 1. (pp. 107-180).
- Calhoun, J. Craig. (2007). *Classical Sociological Theory* (2nd Ed.). West Sussex: Blackwell. (pp. 73-130).
- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher. (pp.35-69).

Unit 2. Emile Durkheim (5 Weeks)

a. Social Fact

- Durkheim, E. (1958). *The Rules of Sociological Method*. Glencoe: Free Press. Chapters 1 and 3.
- Jones, R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage. Chapters 3 and 4.

b. Forms of Solidarity

- Aron, R. (1967). *Main Currents in Sociological Thought* London: Weidenfield and Nicholson. Vol.2. (pp. 11-97).
- Calhoun, J. Craig. (2007). *Classical Sociological Theory* (2nd Ed.).West Sussex: Blackwell. (pp.131-180).
- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher. (pp.146-178).

Unit 3. Max Weber (4 Weeks)

a. Ideal Types and Social Action

b. Types of Authority

- Gerth, H.H. and Mills, C. Wright. (Eds.). (1948). *From Max Weber: Essays in Sociology*. London: Routledge and Kegan Paul. Introduction.

- Aron, R. (1967). *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson. Vol. 2. (pp.177-252).
- Calhoun, J. Craig. (2007). *Classical Sociological Theory* (2nd Ed.). West Sussex: Blackwell. (pp.205-274).
- Jayapalan, N. (2001). *Sociological Theories*. New Delhi: Atlantic Publisher. (Pp.97-115).

FUNDAMENTALS OF SOCIAL STATISTICS (SEC)

Paper: SOC-SE-3014 **Semester:** Third **Credits:** 4 **Marks:** 100 marks

Course Objectives:

- To understand the fundamentals of social statistics.
- To understand the techniques of data collection, sampling and data analysis.

Course Outcomes:

- The course will provide first-hand experience to students in designing and conducting quantitative research.
- The course will assist students for higher studies, competitive examinations and research work.

Course Outline:

Unit1: Introduction to Social Statics

- a. Basic Concepts: Statistics, Population, Parameter, Sample, Variable
- b. Definition and Use of Statistics in Social Research

Unit 2: Data Collection

- a. Types and Uses of Sampling
- b. Questionnaire and Interview Schedule

Unit 3: Representation of Data

- a. Frequency Distribution
- b. Graphical Presentation of Data

Unit 4: Data Analysis

- a. Measures of Central Tendency-Mean, Median, Mode
- b. Coding and Tabulation

Readings:

Unit 1. Introduction to Social Statics (4 Weeks)

a. Basic Concepts: Statistics, Population, Parameter, Sample, Variable

- Bailey, K. (1994). *Methods of Social Research* (4th Ed.). New York: The Free Press.p.83
- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 2
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research* (10th Ed.). Delhi: Pearson Education. Chapter 6
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 8.

b. Definition and Use of Statistics in Social Research

- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 1
- Gupta, S. C. & Kapoor, V.K.(2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 1
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 1
- Irvine, John, Miles, Ian and Evans, Jeff.(Eds). (1979). *Demystifying Social Statistics*. London: Pluto Press. Chapter 1

Unit 2. Data Collection (3 Weeks)

a. Types and Uses of Sampling

- Bailey, K. (1994). *Methods of Social Research* (4th Ed.). New York: The Free Press. Chapter 5. (pp. 81- 104).
- Gupta, S. C. & Kapoor, V.K.(2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 12
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 6

- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 4

b. Questionnaire and Interview Schedule

- Bailey, K. (1994). *Methods of Social Research* (4th Ed.). New York: The Free Press. Chapter 6, 7 & 8. (pp. 105- 213).
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 6

Unit 3. Representation of Data (3 Weeks)

a. Frequency Distribution

b. Graphical Presentation of Data

- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 3
- Gupta, S. C. & Kapoor, V.K.(2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 2
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 2
- Miethe, Terance D. and Gauthier, Jane Florence. (2007). *Simple Statistics: Application in Social Research*. New Delhi: Oxford University Press. Chapter 4

Unit 4. Data Analysis (4 Weeks)

a. Measures of Central Tendency-Mean, Median, Mode

- Elifson, Kirk W., Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics*. US: McGraw-Hill. Chapter 5
- Gupta, S. C. & Kapoor, V.K. (2000). *Fundamental of Mathematical Statistics*. New Delhi: Sultan Chand & Sons. Chapter 2
- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 3
- Miethe, Terance D. and Gauthier, Jane Florence. (2007). *Simple Statistics: Application in Social Research*. New Delhi: Oxford University Press. Chapter 5
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed.). New Delhi: New Age International. Chapter 7

b. Coding and Tabulation

- Levin, Jack and Fox, James Alan. (2006). *Elementary Statistics in Social Research*. Delhi: Pearson Education. Chapter 2
- Miethe, Terance D. and Gauthier, Jane Florence. (2007). *Simple Statistics: Application in Social Research*. New Delhi: Oxford University Press

FOURTH SEMESTER

METHODS OF SOCIOLOGICAL ENQUIRY

CORE

Paper: SOC-RC -4016 **Semester:** Fourth **Credits:** 6 **Marks:** 100 marks

Course Objective: The course is a general introduction to the methodologies of sociological research methods. The course is an introductory course on how research is actually done.

Course Outcome: With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Outline:

Unit 1: Introduction to Sociological Research

- a. What is Sociological Research?
- b. Process of Social Research
- c. Objectivity in social sciences.

Unit 2: Fundamentals of Social Research

- a. Concepts and Hypothesis
- b. Methods of data collection: Sampling, Questionnaire, Interview, Participant, non-participant observation

- c. Methodological Perspectives: Comparative method, Feminist method.

Unit 3: Statistical Analysis

- a. Methods of Central Tendency: Arithmetic Mean, Median and Mode
- b. Graphical and Diagrammatic Presentation of Data
(Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).

Unit 4: Research Projects

READINGS AND ITINERARY

Unit 1: Introduction to Sociological Research (Weeks 1-9)

a. What is Sociological Research? (Weeks 1&2)

- Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24

b. Process of Social Research (Weeks 3&4)

- Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

c. Objectivity in social sciences. (Weeks 5-9)

- Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140
- Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

Unit 2: Fundamentals of Social Research (Weeks 10-19)

a. Concepts and Hypothesis

- Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

b. Methods of data collection: Sampling, Questionnaire, Interview, Participant, non-participant observation

- Bailey, K. (1994). Survey Sampling in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81- 104.

- Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
 - Bailey, K. (1994). Interview Studies in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.
 - Bailey, K. (1994). Observation in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.
 - Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press.
- c. Methodological Perspectives: Comparative method, Feminist method, Functionalist method**
- **Comparative method:** Radcliffe-Brown, A.R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108
 - Beiteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: OUP, Chapter 4 Pp. 72-94
 - **Feminist Method:** Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) Feminism & Methodology: Social Science Issues, Bloomington: Indiana University Press, Pp. 1-14

Unit 3: Statistical Analysis (2 weeks)

a. Methods of Central Tendency: Arithmetic Mean, Median and Mode

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

b. Graphical and Diagrammatic Presentation of Data

- Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137

Unit 4 : Research Projects

No Specific readings for this section. Research Projects at the discretion of the teacher. The syllabus has been made in broad and inclusive manner to help the research project.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified.

SOCIAL STRATIFICATION (4)

(SEC)

SOC-SE 4014 Semester: Fourth **Credits:** 4 **Marks:** 100 marks

Course Objective: This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

Course Outcome: This Course will enable the students to understand the role of stratification and inequality in analysing the dynamics of the society. It will assist students for higher studies, preparation for competitive examinations and further research work.

Outline:

Unit 1: Introducing Stratification (2 weeks)

- a. What is social stratification and inequality?
- b. Concepts and characteristics

Unit 2: Theories of Stratification (5 Weeks)

- a. Marx, Weber and Class
- b. Functionalism

Unit 3: Identities and Inequalities (5 Weeks)

- a. Closed and open system of stratification: Caste, Class, Estate, Race and Ethnicity
- b. Feminism and Gendered Stratification
- c. Poverty and social exclusion

Unit 4: Social Mobility (2 Weeks)

- a. Concepts, Factors and Types
- b. Social Reproduction

Readings and itinerary:

UNIT 1. Introducing Stratification (2 weeks)

- Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
- Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
- Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

UNIT 2. Theories of Stratification (5 Weeks)

a. Marx, Weber and Class

- McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
- Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180 – 195
- Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

b. Functionalism

- Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249
- Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
- Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397
- Wrong Dennis H 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772- 782
- Stinchcombe Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808

UNIT 3. Identities and Inequalities (5 Weeks)

a. Caste, Race and Ethnicity

- Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124
- Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
- Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69
- Pitt-Rivers Julian 'Race Color and Class in Central America and the Andes' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

c. Feminism and Gendered Stratification (2 Weeks)

- Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
- Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944
- Collins Patricia Hill 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45
- Newman, K.S. and Victor Tan Chen 2007. *The Missing Class : Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp1-10. Breigher, R.L. (ed) 1990. *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
- Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.
- Timothy Smeeding, 'Poorer by Comparison ;Poverty ,Work, and Public Policy in Comparative Perspective', *Pathways Magazine* ,Stanford Center for the Study of Poverty and Inequality ,winter 2008,pp1-25
- William, Jutius Wilson 1978, *The Declining Significance of Race: Blacks and Changing Comparative Perspective*', *Pathways Magazine*, Stanford Center for the Study of Poverty

UNIT 4. Social Mobility (2 Weeks)

- Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258
- Bourdieu Pierre 'Cultural Reproduction and Social Reproduction ' In *The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

Further References :

1. Anthony Giddens: *Sociology*
2. Bilton and others: *Introductory Sociology* (Macmillan)
3. Dipankar Gupta: *Social Stratification* (OUP)
4. G. Rocher: *A General Introduction to Sociology*
5. Gilles Ferreol & Jean-Pierre Noreck: *An Introduction to Sociology* (PHI Learning)
6. Gordon Marshal: *Dictionary of Sociology* (OUP)
7. Harry M. Johnson *Sociology*
8. Henry Tischler: *Introduction to Sociology*
9. J Ross Eshleman & B.G. Cashion: *Sociology an Introduction*
10. M. Haralambos & R. M. Heald: *Sociology Themes and Perspectives*.
11. N. Jayaram: *Introductory Sociology* (Macmillan)
12. N.J. Smelser: *Sociology*

FIFTH SEMESTER

RURAL SOCIOLOGY IN INDIA

(DSE)

Paper: SOC-RE-5016

Semester: Fifth

Credits: 6

Marks: 100 marks

Course Objectives:

- The course aims to provide knowledge on the rural dimension of Indian Society.
- To interrogate the various dimensions of the dynamics in agrarian social structure of India.
- To explain the institutions which are bringing in transformations in rural India.

Course Outcomes:

- The course will help students in gaining comprehensive knowledge and understanding of the dynamics of rural society in India.
- The course will enable students to describe and explain the basic characteristics of the Rural Society in India.
- The course will enable students to develop ideas and analyse the progress, transformation and changing nature of rural society in India.

Course Outline:

Unit 1: Rural Societies and Village Studies in India

- a. Village Community: Features and Types
- b. Rural Social Structure
- c. Village Studies: An Overview

Unit 2: Key Issues in Rural Sociology in India

- a. Land Reforms and Tenancy Reforms
- b. Rural Poverty in India: Conditions and Problems of the Agricultural Labourers
- c. Agrarian Unrest and Farmers Movements

Unit 3: Themes in Rural Sociology in India

- a. Labour and Agrarian Class Structure
- b. Caste, Gender and Agrarian Realities
- c. Green Revolution and its impact on agriculture

Unit 4: Rural and Agrarian Transformations in India

- a. Panchayati Raj before and after 73rd Constitutional Amendment
- b. Agents of Change: Corporate Initiatives in Agriculture and Its Implications
- c. Rural Development in India: An Overview

Readings:

- Bandopadhyay, D. (1998). Reflections on Land Reform in India since Independence. In T.V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*. Delhi: Oxford University Press. (pp. 301-327).
- Beteille, Andre. (2007). *Marxism and Class Analysis*. New Delhi: Oxford. (pp. 84-93).
- Brass, Tom. (Ed.). (1995). *The New farmer's Movements in India*. Essex: Frank Cass. (pp.1-20).
- Chitambar J. B. (1973). *Introduction Rural Sociology*. New Delhi: Wiley Eastern Limited.
- Dhanagare, D. N. (1987). Green Revolution and Social Inequalities in Rural India. *Economic and Political Weekly*, 22(19/21), pp. AN: 137-139, 141-144.
- Dhanagare D.N. (1988). *Peasant Movements in India*. New Delhi: Oxford.
- Desai, A.R. (1979). *Rural India in Transition*. Bombay: Popular Prakashan.
- Desai A.R. (1997). *Rural Sociology in India*. Bombay: Popular Prakashan.
- Doshi, S.L. & Jain, P.C. (2002). *Rural Sociology*. Jaipur: Rawat.
- Dube, S.C. (1988). *India's Changing Village: Human Factor in Community Development*. Bombay: Himalayan Publishing House.
- Desai, Vasant. (1988). *Rural Development*. Bombay: Himalaya Publishing House. VOL-VI.
- Gupta, D. N. (2001). *Rural Development System*. New Delhi: Books India International.
- Jain, Gopal Lal. (1985). *Rural Development*. Jaipur: Mangaldeep Publication.
- Lal, S. K. (Ed.). (1982). *Sociological Perspective of Land Reforms*. Michigan: Agricole Pub. Academy
- Maheshwari, S.R. (1985). *Rural Development in India*. New Delhi: Sage Publication.
- Majmudar D. N. (1962). *Caste and Communication in an Indian Village*. Bombay: Asia Publishing House.

- Mencher, Joan P. (1974). Problems in Analyzing Rural Class Structure. *Economic and Political Weekly*, 9(35), pp. 1495+1497+1499-1503.
- Pradhan, P.K. (1988). *Land, Labour and Rural Poverty*. Bombay: Himalayan Publishing House Ltd.
- Radhakrishnan, P. (1989). *Peasant Struggles, Land Reforms and Social Change, Malbar, 1836 – 1982*. England: Cooperjal.
- Razvi, Shahra. (Ed.).(2003). *Agrarian Change, Gender and Land Rights*. Wiley-Blackwell.
- Singh, Katar. (1995). *Rural Development: Principle Policies and Management*. New Delhi: Sage.
- Vasavi. A. R. (1999). Agrarian Distress in Bidar: Market, State and Suicides. *Economic and Political Weekly*, 34(32), pp. 2263-2268.

RELIGION AND SOCIETY

(DSE)

Paper: SOC-RE-5026

Semester: Fifth

Credits: 6

Marks: 100 marks

Course Objectives:

- To understand religion from sociological lens.
- To examine different forms of religion in India and its role in modern society

Course Outcome:

- This course will acquaint students with a sociological understanding of religion.
- This course will help students to examine different forms of religion in India and its role in modern society.

Course Outline:

Unit 1: Understanding Religion

- a. Sociology of Religion: Meaning and Scope
- b. Sacred and Profane
- c. Religion and Rationalization
- d. Rites of Passage

Unit 2: Religion in India

- a. Hinduism
- b. Islam
- c. Christianity
- d. Sikhism
- e. Buddhism

Unit 3: Secularism & Communalism

Readings:

1. Understanding Religion: (5 Weeks)

a. Sociology of Religion: Meaning and Scope

- Béteille, A. (2002). *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press. (pp134-150).
- Berger. (1967). *The Sacred Canopy: Elements of a Sociological Theory of Religion*. Open Road Media. (pp175-186).
- Asad. T. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. John Hopkins Press: Baltimore. (pp 27-54).

b. Sacred and Profane

- Durkheim, E. (2001). *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press. (pp 25-46; 87-100; 153-182).

c. Religion and Rationalization

- Weber Max. (1905). *The Protestant Ethic and the Spirit of Capitalism*. New York: Free Press. (pp 39– 50).

d. Rites of Passage

- Gennep A. V. (1960). *Rites of Passage*. London: Routledge and Kegan and Paul. (pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130- 135&141-165).

2. Religion in India: (5 Weeks)

a. Hinduism

- Sontheimer, Gunther-Dietz and Kulke, Hermann. (2001). *Hinduism Reconsidered*. New Delhi: Manohar. (pp. 305 – 322).

- Fuller, C. J. (2004). *The Camphor Flame: Popular Hinduism and Society in India*. New Jersey: Princeton University Press. Introduction.
- Srinivas, M.N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford University Press. (pp 100-122).

b. Islam

- Momin, A.R. (2004). The Indo-Islamic Tradition. In R. Robinson (Ed.) *Sociology of Religion in India*. New Delhi: Sage. (pp 84-99).

c. Christianity

- Robinson, R. (2003). Christianity in the Context of Indian Society and Culture. In Veena Das (Ed.) *Oxford Indian Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press. (pp. 884- 907).

d. Sikhism

- Uberoi, J.P.S. (1991). The Five Symbols of Sikhism. In T.N. Madan (Ed.) *Religion in India*. New Delhi: Oxford University Press. (pp 320 -333).

e. Buddhism

- Omvedt, G. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi: Sage. (pp 23-53).

3. Secularism and Communalism (3 Weeks)

- Chadwick, Owen. (1975). *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press. (pp 1-20).
- Madan, T.N. (1991). Secularism in its Place. In T. N. Madan (Ed.) *Religion in India*. New Delhi: Oxford University Press. (pp 394 -413).
- Saberwal, S. (1991). Elements of Communalism. In T. N. Madan (Ed.) *Religion in India*. New Delhi: Oxford University Press. (pp 339 -350).

GENDER SENSITIZATION

(SEC)

Paper: SOC-SE-5014

Semester: Fifth

Credits: 4

Marks: 100 marks

Course Objectives:

- To understand issues related to gender and equality among all sexes.
- To develop and integrate a gendered perspective in work and life.
- To acquaint with laws that has an immediate bearing on gender relations.

Course Outcomes:

- This course will sensitise students to issues related to gender and equality among all sexes.
- This course will provide them with the tools and skills to develop and integrate a gendered perspective in work and life.
- This course will acquaint them with laws that have an immediate bearing on gender relations.

Course Outline:

Unit 1: Sex, Gender and Sexuality

- a. Introduction to debates on the social construction of sex and gender
- b. Cultural construction of masculinity and femininity
- c. Understanding sexual preference as a right

Unit 2: Gender, Family, Community and the State

Unit 3: Gender Rights and the Law

- a. Right to property
- b. Personal laws
- c. Violence against women-Sexual Harassment, Rape, Domestic Violence

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

Readings:

Unit 1. Sex, Gender and Sexuality (Week 1- 4)

- Geetha, V. (2002). *Gender*. Calcutta: Stree.
- Menon, Nivedita. (2012). *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books.
- Bhasin, Kamala. (1993). *Patriarchy*. New Delhi: Kali for Women.
- Murty, Laxmi and Rajshri Dasgupta. (2012). *Our Pictures, Our Words- A Visual Journey Through The Women's Movement*. New Delhi: Zubaan.
- **Films:** *Being Male Being Koti* Dir: Mahuya Bandyopadhyay; *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce

Suggested Assignments:

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

Unit 2. Gender, Family, Community and the State (Weeks 5-7)

- Shah, Chayanika et al. (2005). Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly*, pp.709 -722.
- **Films:** *Izzatnagri ki Asabhya Betiyan* Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a. Debate or discussion on, “Is the family the site of love and care” or “Is the family democratic?”
- b. Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c. Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d. Visit to a women’s shelter, followed by short essays on the experience and discussions based on the same.
- e. Visit to a family court followed by discussions.

- f. Role play: On how to address issues of gender discrimination within the family.

Unit 3. Gender Rights and the Law (Weeks 8-13)

- For all the laws relating to women please refer to the following resource:
<http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>
- **Films:** *Gulab Gang* Dir: Nishtha Jain; *North Country* Dir: Niki Caro; *The Accused* Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a. Debate on women's equal right to natal property.
- b. Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c. Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d. Discussion on section 377 of the Indian Penal Code.
- e. Discussions on these laws with practicing lawyers.

Unit 4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability. (Week 14)

- Tharu, S. and Niranjana, T. (1999). Problems for Contemporary Theory of Gender. In Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.
- Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)

Suggested Assignments/Exercise:

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

RURAL SOCIOLOGY IN INDIA
(GENERIC ELECTIVE)

Paper: SOC-RG-5016

Semester: Fifth

Credits: 6

Marks: 100 marks

Course Objectives:

- The course aims to provide knowledge on the rural dimension of Indian Society.
- To interrogate the various dimensions of the dynamics in agrarian social structure of India.
- To explain the institutions which are bringing in transformations in rural India.

Course Outcomes:

- The course will help students in gaining comprehensive knowledge and understanding of the dynamics of rural society in India.
- The course will enable students to describe and explain the basic characteristics of the Rural Society in India.
- The course will enable students to develop ideas and analyse the progress, transformation and changing nature of rural society in India.

Course Outline:

Unit 1: Rural Societies and Village Studies in India

- a. Village Community: Features and Types
- b. Rural Social Structure
- c. Village Studies: An Overview

Unit 2: Key Issues in Rural Sociology in India

- a. Land Reforms and Tenancy Reforms
- b. Rural Poverty in India: Conditions and Problems of the Agricultural Labourers
- c. Agrarian Unrest and Farmers Movements

Unit 3: Themes in Rural Sociology in India

- a. Labour and Agrarian Class Structure
- b. Caste, Gender and Agrarian Realities
- c. Green Revolution and its impact on agriculture

Unit 4: Rural and Agrarian Transformations in India

- a. Panchayati Raj before and after 73rd Constitutional Amendment
- b. Agents of Change: Corporate Initiatives in Agriculture and Its Implications
- c. Rural Development in India: An Overview

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- Bandopadhyay, D. (1998). Reflections on Land Reform in India since Independence. In T.V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*. Delhi: Oxford University Press. (pp. 301-327).
- Beteille, Andre. (2007). *Marxism and Class Analysis*. New Delhi: Oxford. (pp. 84-93).
- Brass, Tom. (Ed.). (1995). *The New farmer's Movements in India*. Essex: Frank Cass. (pp.1-20).
- Chitambar J. B. (1973). *Introduction Rural Sociology*. New Delhi: Wiley Eastern Limited.
- Dhanagare, D. N. (1987). Green Revolution and Social Inequalities in Rural India. *Economic and Political Weekly*, 22(19/21), pp. AN: 137-139, 141-144.
- Dhanagare D.N. (1988). *Peasant Movements in India*. New Delhi: Oxford.
- Desai, A.R. (1979). *Rural India in Transition*. Bombay: Popular Prakashan.
- Desai A.R. (1997). *Rural Sociology in India*. Bombay: Popular Prakashan.
- Doshi, S.L. & Jain, P.C. (2002). *Rural Sociology*. Jaipur: Rawat.
- Dube, S.C. (1988). *India's Changing Village: Human Factor in Community Development*. Bombay: Himalayan Publishing House.
- Desai, Vasant. (1988). *Rural Development*. Bombay: Himalaya Publishing House. VOL-VI.
- Gupta, D. N. (2001). *Rural Development System*. New Delhi: Books India International.
- Jain, Gopal Lal. (1985). *Rural Development*. Jaipur: Mangaldeep Publication.
- Lal, S. K. (Ed.). (1982). *Sociological Perspective of Land Reforms*. Michigan: Agricole Pub. Academy
- Maheshwari, S.R. (1985). *Rural Development in India*. New Delhi: Sage Publication.

- Majmudar D. N. (1962). *Caste and Communication in an Indian Village*. Bombay: Asia Publishing House.
- Mencher, Joan P. (1974). Problems in Analyzing Rural Class Structure. *Economic and Political Weekly*, 9(35), pp. 1495+1497+1499-1503.
- Pradhan, P.K. (1988). *Land, Labour and Rural Poverty*. Bombay: Himalayan Publishing House Ltd.
- Radhakrishnan, P. (1989). *Peasant Struggles, Land Reforms and Social Change, Malbar, 1836 – 1982*. England: Cooperjal.
- Razvi, Shahra. (Ed.)(2003). *Agrarian Change, Gender and Land Rights*. Wiley-Blackwell.
- Singh, Katar. (1995). *Rural Development: Principle Policies and Management*. New Delhi: Sage.
- Vasavi. A. R. (1999). Agrarian Distress in Bidar: Market, State and Suicides. *Economic and Political Weekly*, 34(32), pp. 2263-2268.

SIXTH SEMESTER

URBAN SOCIOLOGY IN INDIA

DSE

Paper: SOC-RG-6016 **Semester:** Fifth **Credits:** 6 **Marks:** 100 marks

COURSE OBJECTIVE:

- The course will focus on the significance and scope of urban sociology.
- The course will give a specific understanding of the urban communities and structures of social organizations through sociological knowledge.

COURSE OUTCOME:

- The course will provide the students with the knowledge on the distinctness of the urban dimensions in India.
- The course will enable students to develop an understanding of the fundamental social reality, social process and change in development perspective of urban communities.

COURSE OUTLINE:

Unit 1: Introducing Urban Sociology

- a. Development and Importance of Urban Sociology
- b. Urban and Urbanism
- c. The City

Unit 2: Perspectives in Urban Sociology

- a. Ecology
- a. Political Economy
- b. Network
- c. City as Culture

Unit 3: Movements and Settlement

- a. Migration
- b. Community

Unit 4: Urban space and problems with reference to India

- a. Housing and Slum

- b. Poverty
- a. Crime and juvenile delinquency

Readings and itinerary:

Unit 1 Development and Importance of Urban Sociology (weeks 1-4)

a. Introducing Urban Sociology

- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.

b. Urban and Urbanism

- Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26
- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.
- Lewis, Wirth 1938 “*Urbanism as a way of Life*” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

c. The City

- Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
- Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
- Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

UNIT 2. Perspectives in Urban Sociology: (4 Weeks)

- Rao, M.S.A. (1974). *Urban Sociology in India*. New Delhi: Orient Longman.
- Rao, M.S.A., Bhat, C. & Kadekar, A. (Eds.). (1991). *Urban Sociology*. New Delhi: Orient Longman, pp.179- 208, 305-364.
- Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
- 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, Pp. 1-13
- Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

Unit 3: Movements and Settlement

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

- Anand, Inbanathan. 2003, “Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony” in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246
- Benjamin S, 2004, “Urban Land Transformation for Pro-Poor Economies”, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

Unit 4: Urban space and problems with reference to India

- D’ Souza, Alfred. (1978). *The Indian City: Poverty, Ecology and Urban Development*. New Delhi: Manohar.
- Ramachandran, R. 2009, *Urbanization and Urban Systems in India*, Oxford University Press

**FIELDWORK AND DISSERTATION
SOC-RE 6026**

Paper: SOC-RG-6026 **Semester:** Fifth **Credits:** 6 **Marks:** 100 marks

Students are required to undertake field work based on a specific topic in consultation with the respective supervisor and thereby to submit a dissertation for evaluation by an external examiner.

**THEORY AND PRACTICE OF DEVELOPMENT
(SEC)**

SOC-SE-6014 Semester: Fifth **Credit:** 4

Total marks: 100 (50% Theory & 50% Practical)

Course Objective:

- This paper examines the ideas of development from a sociological perspective.
- This paper introduces students to different approaches to understanding development.

Course Outcome:

- The paper will enable students to trace the trajectory of Indian experience with development from an interdisciplinary perspective.

- The paper will help students have a comprehensive understanding of the concept of development.

Unit 1: Introduction

- a. Definition & concept
- b. Theorizing Development

Unit 2: Recent trends in Development and post Development

- a. Sustainable development
- b. Changing paradigm of development

Unit 3: Social services & Human development

- a. Concept of social service.
- b. Civil society & grass root initiatives: SHG, NGO
- c. Decentralisation of development: Panchayat & Municipality, MNREGA

Unit 4: Issues in Development Praxis (2weeks)

- a. Development induced displacement
- b. Development, Gender & Governance

Readings and Itinerary

Unit 1.Introduction (5weeks)

a. Definition & concept

- Barnett, T., 1988. Sociology & Development, Nutchinson, London.
- Bernstein, Henry. Underdevelopment and Development. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.
- Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992. pp. 1-21.
- Rist, Gilbert. The History of Development. London: Zed, 2008. Pp. 8 – 46
- 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. pp 140-151.

b. Theorizing Development

- Harrison, David. The Sociology of Modernization and Development. London: Routledge, 1991. Chapters 1 &2. Pp. 1 – 54

- Frank, Andre Gunder. 1966. 'The Development of Underdevelopment', Monthly Review. 18 (4) September 17-31
- Redclift, Michael. 1984. Development and the Environmental Crisis. Red or Green alternatives? New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

Unit 2: Recent trends in Development and post Development (4 weeks)

- Sen, Amartya. And Sudhir Anand. 1994. "Sustainable Human Development: Concepts and Priorities." Background Paper for the Human Development Report.
- Santhanam M.L. (1993). Community participation in sustainable development. *The Indian Journal of Public Administration*. Vol. XXXIX (3).
- Oommen, T.K. (1998). Changing paradigm of development: The evolving participatory society. *Journal of Social and Economic Development*, 35-45.

Unit3. Social services & Human development (4 weeks)

- Adamsen L, Rasmussen JM. 2001. Sociological perspectives on self-help groups: reflections on conceptualization and social processes; *Journal of Advanced Nursing*. 2001 Sep; 35 (6):909-17.
- Chandhoke, Neera. 1995. State & civil society: Explorations in Political theory, Sage publications.
- Jayaram, N. (Ed.) 2005. *On civil society: Issues & Perspectives*. New Delhi: Sage publications.
- K. Raja Reddy C.S. Reddy. 2012. Self Help Groups in India: A Study on Quality and Sustainability; ENABLE Publication.
- Lee, Fang Cook & Quiaoling He. 2010. "Corporate social responsibility and HRM in China: a study of textile and apparel enterprises. *Asia Pacific Business Review*, Vol.16 (3) July, pp.355-376. 3.
- Maddick, Henry. (2018). Panchayati Raj: A study of rural local governance in India. Rawat Publications.
- MoRD, 2012. MGNREGA Sameeksha: An anthology of research studies on the Mahatma Gandhi National Rural Employment Guarantee Act, 2005, 2006-2012. New Delhi: Orient Blackswan.

Unit4. Issues in Development Praxis (2weeks)

- 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.
- Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction,

**URBAN SOCIOLOGY IN INDIA
(GE)**

SOC-RG-6016

Semester: Six

CREDIT: 6

MARKS: 100

COURSE OBJECTIVE:

- The course will focus on the significance and scope of urban sociology.
- The course will give a specific understanding of the urban communities and structures of social organizations through sociological knowledge.

COURSE OUTCOME:

- The course will provide the students with the knowledge on the distinctness of the urban dimensions in India.
- The course will enable students to develop an understanding of the fundamental social reality, social process and change in development perspective of urban communities.

COURSE OUTLINE:

Unit 1: INTRODUCING URBAN SOCIOLOGY

- a. Development and Importance of Urban Sociology
- b. Urban and Urbanism
- c. The City

Unit 2: PERSPECTIVES IN URBAN SOCIOLOGY

- a. Ecology
- b. Political Economy
- c. Network
- d. City as Culture

Unit 3: Movements and Settlement

- a. Migration
- b. Community

Unit 4: Urban space and problems with reference to India

- a. Housing and Slum
- b. Poverty
- c. Crime and juvenile delinquency

Reading and Itinerary:

Unit 1: INTRODUCING URBAN SOCIOLOGY (weeks 1-4)

a. Development and Importance of Urban Sociology

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