(Revised Syllabus)

Course : ba honours in sociology

Under Choice Based Credit System (CBCS)

University of North Bengal
Session: 2018-19

COURSE: BA HONOURS IN SOCIOLOGY UNDER CBCS

CONTENT

SCHEME FOR BA (HONOURS) COURSES in SOCIOLOGY UNDER CBCS

For Honours in Sociology: A+(B)+C+D+ (E)=140 Credits (Credits in the Parenthesis could be Earned Outside the Department)

Semester	(A) CORE COURSES (14 Courses) (5 Lectures+1 Tutorial per Course) 6 Credits per Course 14x6=84 Credits	(B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course 2x2=4 Credits	(C) Skill Enhancement Course (SEC) (2 Courses) (2 Lectures) (2 Credits per Course) 2x2=4 Credits	(D) Elective :Discipline Specific (DSE) (4 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits	(E) Elective: Generic Elective (GE) (4 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits
I	C-01 Introduction to Sociology-I C-02 Indian Society-I	AECC-1	--	--	GE 1 (Paper - 1) Choose from GE List
II	C-03 Introduction to Sociology-II C-04 Indian Society-II	AECC-2	--	--	GE 1(Paper - 2) Choose from GE List
III	C-05 Rethinking Development C-06 Sociology of Religion C-07 Society and Gender	--	SEC-01 Sociology of Media	--	GE 2 (Paper - 1) Choose from GE List
IV	C-08 Rural Sociology C-09 Sociology of Kinship C-10 Social Stratification	--	SEC-02 Visual Sociology	--	GE 2 (Paper - 2) Choose from GE List
V	C-11 Sociological Thinkers-I C-12 Sociological Research Methods-I	--	--	DSE (Paper-1 & Paper-2) (Choose any **Two** from given list) DSE-01 Urban Sociology DSE-02 Agrarian Sociology DSE-03 Sociology of Health and Medicine	--
VI	C-13 Sociological Thinkers-II C-14 Sociological Research Methods-II	--	--	DSE (Paper-3) DSE-04 Field Work DSE (Paper-4) DSE-05 Environmental Sociology or DSE-06 Indian Sociological Tradition	--

GE List (To be offered either in Semester 1 & 2 or Semester 3 & 4)

GENERIC ELECTIVE (GE)	
Paper - 1 :	**Paper - 2 :**
a. Gender and Violence	a. Population and Society
or	or
b. Sociology of Education	b. Sociology of Work

COURSE INSTRUCTION

1. COURSE: SOCIOLOGY HONOURS

   1.1. Students pursuing Honours Courses will have to take courses as below:

Sl. No	Name of Course(s)	No of Courses
1.	Core (C)	14
2.	Skill Enhancement Course (SEC)	02
3.	Discipline Specific Elective (DSE)	04
4.	Generic Elective (GE)	04

   1.2. Students of Honours course must opt for Generic Electives (GE) from the other discipline / interdisciplinary courses.

2. **Evaluation / Pattern of Examination:**
   Under the new syllabus the students will be evaluated through Continuing Evaluation (CE) process and the Semester End Examination (SEE). The total Marks for **Six (6) / Two (02) credit courses** will carry **75** marks.

   2.1. **Duration of Semester End Examination**
   The Semester End Examination will be of **Two(2) Hours** duration for all courses.

   2.2. **Marks for Evaluation:**
   The students pursuing Honours courses will be evaluated through Continuing Evaluation (CE) and theoretical examination to be held at the end of the each semester. Total marks for CE = 15 (Class Test / Internal / Assignment etc. = 10 Marks & Attendance = 5 marks)
   Total marks for SEE = 60

3. **Scheme of Semester End Examination & Question Pattern:**

Group	Type of questions	Questions		Marks of Each	Marks
		To be answered	Out of		
A	Long essay type	2	4	12	24
B	Short essay type	4	6	6	24
C	Definition type / Explanation of concepts	4	6	3	12
TOTAL					60

4. **Scheme for Continuing Evaluation (CE):**

Sl. No.	CE Pattern	Marks
i.	Attendance	5
ii.	Seminar Presentation / Assignment / Class Tests and Viva -Voce	10
Total Marks		15

5. **Compulsory Course:**

The course DSE (Paper-3) (Field Work/ Dissertation) will be **compulsory** for all students pursuing Honours course in Semester VI.

6. **Total marks for field/dissertation will be 75 marks.**

Sl. No.	Contents / Structure	Marks
1.	Introduction, Methodology, Objectives	10
2.	Citation, Literature Review	06
3.	Analysis of Household census Data	08
4.	Analysis of Data of Research Topic	16
5.	Conclusion, Findings & Observation	06
6.	Formulation of questionnaire/ Interview Schedule	04
7.	**TOTAL**	**50**
8.	**VIVA-VOCE**	**25**
Total Marks		**75**

7. **Evaluation of Dissertation& Viva-Voce : (Course DSE Paper-3)**

Field work/ Dissertation will be evaluated as per the above scheme with one external examiner from other colleges / university and one internal examiner holding substantive post or the senior most teachers will act as internal examiner. The external and internal examiner will be appointed by the UG Board of Studies in Sociology who will jointly evaluate the dissertation.

8. **Scheme for Comprehensive Viva-Voce:**

As per the scheme of CE, a semester wise comprehensive Viva- Voce examinations, for all courses and assignments will be conducted for all students pursuing **BA Honours in Sociology**. Viva-Voce will be conducted by the department of the respective college. The Head of the Department or the senior most teachers will make arrangement for viva-voce examination in the respective college.

9. **Carry Forward CE Marks**

A candidate who fails to clear any paper / papers/ semester but marks has been allotted for CE would be carried forward.

10. **List of Courses offered:**

    10.1.   **Honours: Core Courses**

Sl No	Course Code	Name of Courses
1	**C-01**	**Introduction to Sociology-I**
2	**C-02**	**Indian Society-I**
3	**C-03**	**Introduction to Sociology-II**
4	**C-04**	**Indian Society-II**
5	**C-05**	**Rethinking Development**
6	**C-06**	**Sociology of Religion**
7	**C-07**	**Sociology and Gender**
8	**C-08**	**Rural Sociology**
9	**C-09**	**Sociology of Kinship**
10	**C-10**	**Social Stratification**
11	**C-11**	**Sociological Thinkers-I**
12	**C-12**	**Sociological Research Methods-I**
13	**C-13**	**Sociological Thinkers- II**
14	**C-14**	**Sociological Research Methods-II**

10.2.   **Skill Enhancement Course [SEC]**

Course Code	Name of Courses
SEC-01	**Sociology of Media**
SEC-02	**Visual Sociology**

10.3.   **Discipline Specific Elective (DSE):**

Group	Course Code	Name of Courses	Remark
A	**DSE-01**	**Urban Sociology**	Choose any **TWO** courses from Group A
	DSE-02	**Agrarian Sociology**	
	DSE-03	**Sociology of Health and Medicine**	
B	**DSE-04**	**Field work**	Compulsory
C	**DSE-05**	**Environmental Sociology**	Choose any **ONE** course from Group C
	DSE-03	**Indian Sociological Tradition**	

N.B: Choose any Two(2) courses from Group A in Semester V. Group B is compulsory in Semester VI. Choose any One(1) course from Group C in Semester VI.

10.4.   **Generic Elective (GE):**

Course Code	Name of Courses
GE-01	**a. Gender and Violence** **or** **b. Sociology of Education**
GE-02	**a. Population and Society** **or** **b. Sociology of Work**

11. **Semester Wise Courses: [For Honours]**

SEMESTER	COURSE	CREDITS
I	C-01, C-02, AECC-1, GE-01(Paper-1)*	20
II	C-03,C-04, AECC-2, GE-01(Paper-2)*	20
III	C-05, C-06, C-07, SEC-1, GE-02(Paper-1)*	26
IV	C-08, C-09, C-10, SEC-2, GE-02(Paper-2)*	26
V	C-11,C-12, DSE(Paper-1), DSE(Paper-2)	24
VI	C-13,C-14, DSE(Paper-3)**, DSE(Paper-4)	24
TOTAL CREDITS		140

Note: 1.*Choose the course from list 10.4

2.** DSE(Paper-3) Field Work is compulsory.

12. **Abbreviations:**

C   = Core
DSE   = Discipline Specific Electives
AECC = Ability Enhancement Core Course
GE   = Generic Elective
SEC   = Skill Enhancement Course
T   = Tutorial
CE   = Continuing Evaluation
SEE   = Semester End Examination.

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CORE COURSE- 01
Introduction to Sociology-I

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:
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.

Course Content:
Unit-1: Development of Sociology as Discipline
- Emergence of Sociology
- Definition, Subject matter, Nature and Scope of Sociology.

Unit-2: Sociology and Other Social Sciences
- Sociology and Social Anthropology
- Sociology & Political Science
- Sociology & History
- Sociology and Economics
- Sociology and Psychology

Unit-3: Basic Concept: - Concept, Definitions, Characteristics, Types, Significance
- Society
- Institutions
- Community
- Associations
- Status and Role
- Social Groups

Unit-4: Culture and Society:
- Concept of Culture,
- Norms and Values
- Folkways and More
- Feature, Components of culture
- Significance of Culture in Society
- Culture and Personality

Unit-5: Social Control
- Meaning, Characteristics, Types and Agencies of Social Control.

Unit-6: Social Change and Social Mobility
- Meaning, Characteristics, Types and Agencies of Social Change

References:

1. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

2. Giddens, A., 2002, Sociology, (4th Edition), Polity, UK, Chapter 1. Pp 6-13

3. Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20

4. Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

5. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp.65-80

6. Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29

7. Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30

8. MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237

9. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

10. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229

11. Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

12. Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212

13. Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368

14. Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567

15. Dennis K. Mumby (ed.) 1993, *Narrative and Social Control Critical Perspectives*,Vol 21 SAGE Series in Communication Research,SAGE

16. Ritzer, George, 2004, The *McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

CORE COURSE- 02
INDIAN SOCIETY-I

Full Marks: 75

[**Credits: 6**]
[**Lecture: 75**]
[**Tutorial : 15**]

Course Objectives:
This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Course Content:

UNIT-1: India: An Object of Knowledge:
- The Colonial Discourse
- The Nationalist Discourse
- The Subaltern Critique

UNIT-2: Social Organisation: Structure, Process and Change – Hindu and Muslim Social Organisations:
- Bases of social organization,
- Dimensions of Changes: Sanskritisation, Westernization, Modernization, and Globalization.

UNIT-3: Marriage and Family in India:
- Concept, definition, Forms, Rules of Marriage,
- Marriage system among Muslims
- Family- Meaning, definition, Features, Nature of Changes
- Joint Family- Features and changes

UNIT-4: Tribes in India:
- Concept, Features, Profile and Locations, Features of Tribal Economy
- Matrilineal Tribal groups, Primitive Tribal Group (PTG)

References:

1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
2. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126
3. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8
4. Srinivas, M.N., 1969, „The Caste System in India‟, in A. Béteille (ed. *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272
5. Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.),*Social Stratification,* Delhi: Oxford University Press, Pp.93-109
6. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D.Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
7. Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2), Pp.1-41
8. Haimendorf, C. V. F., 1967, "The Position of Tribal Population in India", in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
9. Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi:Oxford University Press, Pp.20-59
10. Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.) *Family,Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

11. Srinivas, M.N. and A. M. Shah, 1968, "Hinduism", in D. L. Sills (ed.) *TheInternational Encyclopaedia of Social Sciences*, Volume 6, New York:Macmillan, Pp.358-366
12. Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*,26, Pp.242-258
13. Uberoi, J.P.S., 1997, "The Five Symbols of Sikhism", in T.N. Madan (ed.)*Religion in India*, Delhi: Oxford University Press, Pp. 320-332
14. Uberoi, P., 1997. *Family, Kinship and Marriage in India.* New Delhi: Oxford India Publications
15. Shah, A.M. 1998. *The Family in India.* New Delhi: Orient Longman

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CORE COURSE- 03
INTRODUCTION TO SOCIOLOGY-II

[Credits: 6]

Full Marks: 75

[Lecture: 75]
[Tutorial : 15]

Course Objective:
This course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour 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 Content:
UNIT-1: Sociological Perspective:
- Functionalism – E. Durkheim, R.K. Merton and B. Malinowski
- Conflict perspectives- Marx
- Interpretative perspective- Weber
- Feminist perspectives

UNIT-2: Social Change: Concept and Factors
- Theories of Change- Unilinear , Multilinear and Cyclical
- Marxian perspective
- Evolutionary perspectives – Herbert Spencer, Comte and L.H. Morgan

UNIT-3: Conflict Perspectives
- Karl Marx
- Louis Coser
- Ralf Dahrendorf

References
1. Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature,* London: Allen and Unwin, Chapter 2, Pp. 29-47
2. Gouldner, A., 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17
3. Durkheim, E., 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
4. Radcliffe B., A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
5. Weber, M., 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26
6. Marx, K., 1990, *Selected Writings in Sociology and Social Philosophy,* Penguin Books Limited, Pp. 88-101
7. Dahrendorf, R., 1968, *Essays in the Theory of Society,* Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150
8. Leach, E., 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56
9. Magill, F. N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
10. Giddens, A., 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280
11. Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge, Introduction, Pp. 1-26

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CORE COURSE- 04
INDIAN SOCIETY-II

[**Credits: 6**]

Full Marks: 75   [**Lecture: 75**]

[**Tutorial : 15**]

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 Content:
Unit- 1: Ideas of India:
  ▪ Gandhi – Village India
  ▪ Rabindranath Tagore – Indian Nationalism, Idea of Indian Village
  ▪ Ambedkar – Critique on Caste
  ▪ G S Ghurye - Indological approach

Unit- 2: Resistance:
  ▪ Dalit Politics and Movements after Independence
  ▪ Women's Participation in Movements
  ▪ Peasant Movements – Tebhaga Movement, Naxalbari Movement

Unit -3: Mobilization and Change:
  ▪ Gorkhaland Movement, Bodoland Movement,
  ▪ Middle Class Phenomena –Rise of Middle Class in Bengal (Renaissance)
  ▪ Mobility and Change among the Rajbansis - Kshatriyisation

Unit- 4: Challenges to Indian Society
  ▪ Communalism
  ▪ Problems of Nationalism
  ▪ Caste Atrocities against Women

References
  1. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika
  2. Jafferelot, C., 2005, *Dr Ambedker and Untouchability: Analysing and Fighting Caste.* New Delhi: Permanent Black.
  3. Fischer, L., 1951, *The Life of Mahatma Gandhi.* New Delhi: Harpercollins
  4. 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
  5. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22
  6. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

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

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

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12. Singh, P. 2016. *The Naxalite Movement in India.* New Delhi: Rupa Publications India.

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14. Majumdar, A. 1993. *Peasant Protest inIndian Politics:Tebhaga Movement in Bengal.*New Delhi: South Asia Books.

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

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

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

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

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

20. Basu, S., 2003, *Dynamics of A Caste Movement: The Rajbansis of North Bengal, 1910-1947*. New Delhi: Manohar Publisher.

21. Sarkar, S., 2013, *Gorkhaland Movement: Ethnic Conflict and State Response.* New Delhi: Concept Publishing Company

22. George, S.J., 1994. 'The bodo Movement in Assam:Unrest to Accord', *Asian Survey,* 34(10), pp. 878-892.

23. Deka, H.M., 2014, '*Politics of Identity and the Bodo Movement',* New Delhi: Astral International Pvt. Ltd.

CORE COURSE- 05
RETHINKING DEVELOPMENT

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:
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 Content:
Unit-1: Unpacking Development:
- Ideas of Development; characteristics of development; Perspectives of   development;
- Economic Growth vs Social Development
- Social development
- Human Development— Health, Education, Food
- Sustainable Development.

Unit-2: Theorizing Development.
- Modernization Theory
- Dependency Theory: (Samir Amin, Andre G. Frank)

Unit-3: Developmental Regimes in India
- Mixed economy
- Liberalization

Unit-4: Issues in Developmental Praxis.
- Population and development.
- Gender and Development.
- Environment and Development.

References:
1. Bernstein, Henry. *Underdevelopment and Development*. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.
2. Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992. pp. 1-21.
3. Rist, Gilbert. *The History of Development*. London: Zed, 2008. Pp. 8 – 46
4. 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.
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6. Frank, Andre Gunder. 1966. 'The Development of Underdevelopment',*Monthly Review*. 18 (4) September 17-31

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CORE COURSE- 06
SOCIOLOGY OF RELIGION

Full Marks: 75

[**Credits: 6**]
[**Lecture: 75**]
[**Tutorial : 15**]

Course Objective:
The course lays primacy to the understanding of the importance of religion in society. 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 issues through different registers mentioned in the outline.

Course Content:
Unit-1: Thinking through Religion
- The nature and scope of Sociology of Religion
- Religious Organization: The sacred and profane, Magic, sect, cult, myth, Ritual, denomination; Church

Unit-2: Sociological Interpretations of Religion
- Durkheim
- Weber
- Karl Marx

Unit-3: Religions in India: social- historical perspective, demographic profile, Socio- Cultural impacts.
- Hinduism
- Islam
- Christianity
- Buddhism
- Sikhism

Unit-4: Some aspects of Religion in contemporary India:
- Fundamentalism
- Communalism
- Secularism
- Proselytism

References:
1. Roberts, K.A. Religion in Sociological Perspective. New York: Dorsey Press, 1984.
2. Turner, B.S. Religion and Social Theory (2nd edition). London: Sage, 1991
3. Johnstone. Ronald L. religion in Society: A Sociology of Religion (eight Editions). PHI learning private limited. New Delhi.2011
4. Durkheim, E. 1915. The Elementary Forms of Religious Life. London: Allen & Unwin. Introduction; Book 1 (ch. 1 & 4); Book 2 (chs. 1, 5, 6 & 7); conclusion.
5. Malinowski, B. 1948. *Magic, Science & Religion & other Essays*. U.S.A The Free Press. (pp. 9-92).
6. Baird, Robert D. (ed.). (1995), *Religion in modern India*. Delhi: Manohar.
7. Madan, T.N. (ed.)(1992), *Religion in India*, New Delhi: Oxford University Press.
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11. T.N. Madan.(2009) *Modern Myths, Locked Minds: Secularism & Fundamentalism in India.*New Delhi: OUP.
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CORE COURSE- 07
SOCIOLOGY OF GENDER

[Credits: 6]

Full Marks: 75   **[Lecture: 75]**
                                 [Tutorial : 15]

Course Objectives:
This course introduces gender as a critical sociological lens of enquiry in relation to various social fields It also interrogates the categories of gender, sex, sexuality, gender role, inequalities, theories of feminism and initiatives taken for development.

Course Content:
UNIT -1: Gender as Social Construct:
- Sex and Gender
- Gender Stereotyping, and Socialization
- Production: Masculinity and Feminity.

UNIT-2: Gender Differences and Inequalities:
- Gender Stratification and Inequality
- Class, Caste, Family and Work

UNIT-3: Gender, Power and Resistance:
- Patriarchy
- Power and subordination
- Resistance and Feminist Movement

UNIT-4: Theories of Feminism:
- Origin and Growth of Feminists Theories
- Liberal, Radical, Socialists, Marxists, and Eco - Feminism

UNIT-5: Empowerment of Women:
- Perspectives and Dimensions
- World Conference of Women
- Empowerment of Women – Legislative Measures.

References
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CORE COURSE- 08
RURAL SOCIOLOGY IN INDIA

[Credits: 6]

Full Marks: 75

[Lecture: 75]

[Tutorial : 15]

Course Objectives:
Rural sociology is a specialised branch of sociology. It analyses the nature and dynamics of village society and rural areas. In the context of India rural sociology occupies a unique position. This paper is designed to bring out the distinctive features, their structures, changing features, rural problems and development programmes in rural society in India.

Course Content:
UNIT -1:   Rural Sociology:
- Origin, Subject matter and Scope of Rural Sociology
- Nature and Significance of Rural Sociology in India.

UNIT-2:   Rural Social Structure:
- Village community
- Agrarian Economy
- Agrarian class
- Caste system: Features and Significance.

UNIT-3:   Rural Social Problems:
- Poverty
- Unemployment
- Illiteracy
- Food Security
- Landlessness
- Indebtedness
- Rural Health Care and Sanitation, Rural Health Mission.
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UNIT-4:   Agrarian Reform and Change:
- Agrarian Reform Programmes and Critique: i) Land Reforms and   its Impact,
                                        ii) Cooperative Movement

UNIT-5:   Local Self Government:
- Panchayati Raj Institutions (PRI): Constitutional Provisions and Structures
- Panchayati Raj and Rural Development.

UNIT-6:   Rural Development
- Perspectives, Strategies and Programmes of Rural Development
- Community Development Programmes
- Livelihood Mission
- Literacy Programmes.

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13. India Social Development Report, 2010, Council for Social Development, Oxford Univ. Press.
14. Human Development Report, 2011, Towards Social Inclusion, Oxford Univ. Press.

CORE COURSE- 09
SOCIOLOGY OF KINSHIP

Full Marks: 75

[**Credits: 6**]
[**Lecture: 75**]
[**Tutorial : 15**]

Course Objective:
This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

Course Content:
Unit-1: Introduction
- Kinship: Meaning, Significance and Types, Degree of Kinship, Kinship Usages.
- Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity,
- Residence (House hold dimensions of Family)
- Approaches: Descent, Alliance and Cultural

Unit-2: Kinship and Clan System
- Meaning and Types of Clan
- Clan and Lineage
- Totemism and Taboos
- Kinship Terminologies

Unit-3: Kinship Organizations in India: Regional Variation of Kinship Organisation

Unit-4: Re-casting Kinship
- Kinship in Modern India: Change, Continuity and New Dimensions
- Emerging Family Pattern in India: From the Perspective of Human Dimension

References:
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2. Dube, L. 1974. Sociology of Kinship: An Analytical Survey of Literature. Bombay: P. Prakashan
3. Fox, R. 1996. Kinship and Marriage. Hammonds Worth, Penguin Books.
4. Perkin, R. 1997. Kinship: An Introduction to Basic Concepts. U.K: Blackwell Publishers.
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16. Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

CORE COURSE- 10
SOCIAL STRATIFICATION

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

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 inequalities in articulation with each other. This course discusses major sociological approaches to the study of social stratification and inequality. It introduces the students with concepts of social stratification social inequality, with an emphasis on the major dimensions and forms of stratification in India and global society.

Course Content:
Unit-1: Introducing Stratification
- Meaning of social stratification, Characteristics
- Social Differentiation and inequality
- Dimensions of social Stratification

Unit-2: Theories of Stratification
- Marxian Approach
- Weberian Perspective - Class and Status Group

Unit-3: Functionalist Perspectives:
- Kingsley Davis and Wilbert E Moore
- Melvin M Tumin

UNIT-4: Identities and Inequalities:
- Caste, Race, Ethnicity- Nature and dimensions of Inequality
- Feminism and Gendered Stratification

UNIT- 5: Mobility and Reproduction:
- Social , Cultural Aspects – reproduction and Mobility

References:
1. Worsley, Peter. *Introducing Sociology.*2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
2. Beteille, Andre. *Inequality among Men*. London: Blackwell, 1977. Chapter 1. TheTwo Sources of Inequality. Pp. 1-22
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4. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2.Chapter 6. Class, pp. 182-194
5. 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
6. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
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Core Course- 11:
SOCIOLOGICAL THINKERS-I

[Credits: 6]

Full Marks: 75   **[Lecture: 75]**

[Tutorial : 15]

Objectives: The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

Course Content:
UNIT-1: August Comte: Positivism

UNIT-2: Emile Durkheim
- Contribution to the Methodology of Sociology: Concept of Social Fact.
- Mechanical and Organic Solidarities.
- Theory of Suicide

UNIT-3: Karl Marx:
- Materialist Conception of History.
- Theory of Capitalist Development, Class and Class Conflict, Alienation

UNIT4: Max Weber
- Social Action and Ideal Types
- Religion and Economy: (Protestant Ethics and Spirit of Capitalism)
- Authority and Power

References:
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Core Course- 12
SOCIOLOGICAL RESEARCH METHODS-I

[Credits: 6]
Full Marks: 75   **[Lecture: 75]**
[Tutorial : 15]

Course Objective:
This course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.
Course Content:
UNIT- 1: The Logic of Social Research:
 ▪ Sociological Research
 ▪ Objectivity in the Social Sciences
 ▪ Theory and Research
 ▪ Reflexivity

UNIT- 2: Methodological Perspectives:
 ▪ Quantitative and Qualitative Research
 ▪ The Comparative Method
 ▪ Feminist Perspectives
 ▪ Ethnographic Perspectives

UNIT- 3: Analysis of Data:
 ▪ Types of Data
 ▪ Content Analysis and Presentation of Data

References:
1. Mills, C. W. 1959, 'The Sociological Imagination', London: OUP Chapter Pp. 3-24
2. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv
3. Durkheim, E. 1958, 'The Rules of Sociological Method', New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, and 125-140
4. Weber, Max. 1949, 'The Methodology of the Social Sciences', New York: TheFree Press, Foreward and Chapter 2 Pp. 49-112
5. Gouldner, Alvin. 1970, 'The Coming Crisis of Western Sociology', New York: Basic Books, Chapter 13 Pp. 481-511
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7. Beiteille, A. 2002, 'Sociology: Essays on Approach and Method', New Delhi: OUP, Chapter 4 Pp. 72-94
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10. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11-70

CORE COURSE- 13
SOCIOLOGICAL THINKERS-II

[**Credits: 6**]

Full Marks: 75   [**Lecture: 75**]

[**Tutorial : 15**]

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

Course Content:

 UNIT-1: Talcott Parsons
 - Action Systems

UNIT 2. Claude Levi-Strauss
 - Structuralism

UNIT 3. G. H. Mead and Erving Goffman
 - Interactional Self

UNIT 4. Peter L. Berger and Thomas Luckmann
 - Social Construction of Reality

UNIT 5. C. Wright Mills
 - Sociological Imagination

UNIT 5. School of Critical Theory
 - Frankfurt School
 - Habermas

References:
1. Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-2
2. Levi-Stauss, C. 1993. "Structure and Dialectics", in C. Levi- Strauss *Structural Anthropology* Volume I. Harmondsworth: Penguin, pp. 232-242
3. Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226
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CORE COURSE- 14:
SOCIOLOGICAL RESEARCH METHODS-II

[Credits: 6]

Full Marks: 75   [Lecture: 75]

[Tutorial : 15]

Objective:
The course is an introductory course on how research is actually done. 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.

Course Content:
UNIT-1: Social Science Research
- Concepts
- Scientific Research
- Research and Theory - Role Of Theory In Research.
- Hypothesis
- Field (Issues and Context)

UNIT-2: Types of Research:
- Basic, Applied, Action,
- Historical, Emperical
- Descriptive, Explanatory, Exploratory

UNIT-3: Quantitative Method
- Survey Methods
- Sampling
- Questionnaire,
- Significance of Quantitative Data

UNIT-4: Qualitative Method:
- Interview,
- Observation (Participant and Non Participant
- Case Study

UNIT-5: Statistical Methods
- Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram,
- Measures of Central Tendency (Simple Arithmetic Mean, Median, and Mode).
- Measures of Dispersion (Standard Deviation, Variance, and Covariance).
- Significance of statistical Data.

References:
1. 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.
2. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.
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5. 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.
6. 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.
7. 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.
8. 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.
9. Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press. Appendix.
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SKILL ENHANCEMENT COURSE- SEC

SEC-01
SOCIOLOGY OF MEDIA

[Credits: 2]

Full Marks: 75   [Lecture: 30]

Course Objective:
The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production*, *control* and *reception* of media and its *representations*.

Course Content:

1. Introduction
2. Theoretical Approaches
   - Neo-Marxist
   - Feminist
   - Semiotic
   - Interactionist

3. Old and New Media
   - Production, Control, challenges by New Media
   - Media Representation
   - Audience Reception

References:
1.   McLuhan, Marshall. 1964, „Roads and Paper Routes‟ In *Understanding Media: Extensions of Man.* New York: McGraw- Hill Book Co.
2.   Silverstone, Roger. „The Sociology of Mediation and Communication‟ in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) *Sage Handbook of Sociology* London: Sage Publications, 2005 (p. 188-203)
3.   Adorno, T. & Horkheimer, M., 1944. „The Culture Industry: Enlightenment as Mass Deception‟ In T. Adorno and M. Horkheimer. *Dialectics of Enlightenment.* Translated by John Cumming. New York: Herder and Herder,1972.
4.   Benjamin, W. 1968, „The work of art in the age of mechanical reproduction‟ In H. Zohn (Trans.), *Illuminations: Essays and reflections* (pp. 217-252). New York: Schocken.
5.   Mulvey, Laura. „Visual Pleasure and Narrative Cinema.‟ Film Theory and Criticism : Introductory Readings. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.
6.   McRobbie, Angela, ‛Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime‟ In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.
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20.   Abraham, Janaki. „Wedding Videos in North Kerala: Technologies, Rituals, and Ideas about Love and Conjugality‟ *In Visual Anthropology Review* Volume 26, Issue 2, pages 116–127, Fall 2010

21.   Spitulnik, Debra. 2002, „Mobile Machines and Fluid Audiences: Rethinking Reception through Zambian Radio Culture‟ In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

22.   Mankekar, Purnima . 2002, „Epic Contests: Television and Religious Identity in India‟ In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

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SKILL ENHANCEMENT COURSE- SEC

SEC-02:
VISUAL SOCIOLOGY

Full Marks: 75

[Credits: 2]
[Lecture: 30]

Course Objectives:
This course focuses on doing sociology through forms other than the written in particular Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on socials traumas and to study signs and representations. Students utilize digital cameras and other recording technology to collect data.

Group A
1. **Visual Sociology as Method of Sociological Enquiry**
   - An Introductory Survey of Visual and Visual Sociology
   - Vision, Visuality, Scopic regime, Simulacrum,visual cultures.
2. **Ways of seeing : John Berger**
3. **Methodological tools for Visual Sociology.**
   - Site, Production, Image, Photography , Audience, Modalities
4. **Discourse and visual culture.**
   - Inter textuality
   - Discursive formation
   - Power/knowledge
   - Regime of truth

Group B
5. **Project work:**
   - Documentary Photography
   - Photo journalism
   - Poster design
   - Film Review
   - Group Discussion

Reference:
1.   Gillian Rose. 2001. Visual Methodologies: An Introduction to interpretation of visual materials'. Sage. New Delhi.
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3. Catherine Lutz and Jane Collins, 1993. 'Reading National Geographic.' Chicago:University of Chicago Press

4. Fred Ritchen,2009. 'After Photography'. WW. Norton Additional Readings:

5. Howard Becker, "Visual Sociology, Documentary Photography and Photojournalism:It's (almost) All A Matter of Context" Visual Sociology 10 http://home.earthlink.net/~hsbecker/visual.html

6. Greg Smith, "Gender Advertisements Revisited: A Visual Sociology Classic" http://www.sociology.org/content/vol002.001/smith.html

7. Douglas Harper, 1988, "Visual Sociology: Expanding Sociological Vision", The American Sociologist, Spring. Pp.54-70

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9. Marianne Fulton "Mary Ellen Mark: Some Thoughts" http://digitaljournalist.org/issue9903/mark01.htm

10. Streetwise, http://www.maryellenmark.com/stwise.html

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12. Dianne Hagaman, "Connecting Cultures: Balinese Character and the Computer" http://home.earthlink.net/~dhagaman/Bali.html

13. "Without Sanctuary" http://www.withoutsanctuary.org

14. Walker Evans http://xroads.virginia.edu/~UG97/fsa/welcome.html

15. Shahidul Alam, "The Visual Representation of Developing countries by Developmental Agencies and Western Media" http://zonezeoro.com/magazine/articles/shahidul/shahidul.html\

16. Bell Hooks, 1995. "In Our glory: Photography and Black Life", in bell hooks, *Art on My Mind: Visual Politics*. New York: New Press. Pp. 54-64.

17. "Images of Men: Male Sexuality in Sexual Health Leaflets and Posters for Young People" http://www.socresonline.org.uk/2/2/6.html

Discipline Specific Electives (DSE)

DSE-01:
Urban Sociology

[Credits: 6]

Full Marks: 75

[Lecture: 75]
[Tutorial : 15]

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 Content:
UNIT-1: Introducing Urban Sociology:
- Nature and Scope
- Urbanism and the City
- Urban Community

UNIT-2: Perspectives in Urban Sociology
- Ecological
- Network
- City as Culture- Features, Metropolitan, High Tech city.
- Migration- Concept, Types, Factors,

UNIT-3: Politics of Urban Space
- Culture and Leisure
- Caste, Class and Gender

UNIT-4:Urban Policies and Development
- Urban Development During Colonial period
- Urban policies – Post Independence Era and Critique
- Urban Development during post Independence Era

UNIT-5: Urban Problems:
- Growth of Slums, Slum Improvement Programmes, Urban Renewal Programmes
- Housing problems
- Urban Poverty, Urban poverty alleviation Programmes

References:
1. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects.* Mariner Books: Pp 3-29, 94-118
2. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32
3. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 – 26

4. Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

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

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7. 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

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

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13. Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban Movements and Social Change. Pp. 193 - 215

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

15. 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

16. Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

17. Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Crawford, Margaret. „The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

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

19. Eck, Diana, 1983. *Banaras: City of light,* London: Routledge

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

DSE-02 :
Agrarian Sociology

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

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

Course Content:

UNIT-1:   Agrarian Sociology:
- Definition, Subject Matter and Scope

UNIT-2:   KEY ISSUES IN AGRARIAN SOCIOLOGY
- The Agrarian Question-
- Moral Economy: Jajmani system – Features, interrelationship, Changing Trend
- Agrarian Commodity system-

UNIT-3:   THEMES IN AGRARIAN SOCIOLOGY IN INDIA
- Labour , Agrarian class Structure
- Land Reforms- objectives and Programmes
- Caste and Agrarian Structure
- Gender and agrarian Realities.

UNIT-4:   AGRARIAN FUTURE:
- Agrarian Crisis, Agrarian movements
- The Global Agrarian order.

References:
1.   Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp. 141-149
2.   Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35
3.   Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis,* New Delhi: Oxford. 2007. Pp. 84-93
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5.   Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177–199 & 255–280

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        From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South
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        Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford
        University Press. 1992. Pp. 47-74

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        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

11.   Mencher, Joan P. 'Problems in Analyzing Rural Class Structure',
        Economic and Political Weekly, Vol. 9, No. 35 (Aug. 31, 1974), pp.
        1495+1497+1499-1503

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

13.   Bandopadhyay, D. 'Reflections on Land Reform in India since
        Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India
        Since Independence*, Delhi: Oxford University Press. Pp. 301-327

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        and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.)
        *Understanding Green Revolutions: Agrarian Change and Development
        Planning in South Asia,* Cambridge: Cambridge University Press. 1984. Pp. 37-
        51

15   Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural
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        Number (May, 1987), pp. AN: 137-139, 141-144.

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        Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395-
        1397+1399+1401-1403+1405-1406

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SOCIOLOGY HONOURS UNDER CBCS
UNIVERSITY OF NORTH BENGAL

DSE- 03

Sociology of Health and Medicine

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Objectives:
*The course introduces students to the sociology of health, illness and medical practice by highlighting
the significance of socio-cultural dimensions in the construction of illness and medical knowledge.
Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health
and illness are explored through ethnographies.*

Outline:

1. Introduction to the Sociology of Health and Medicine
   - Origins and Development
   - Conceptualising Disease, Sickness and Illness
   - Social and Cultural Dimensions of Illness and Medicine

2. Theoretical Orientations in Health and Illness
   - Political Economy
   - Systems Approach
   - Discourse and Power
   - Feminist Approach

3. Negotiating Health and Illness
   - Medical Practices
   - Health Policy in India

Reference:

1.   Turner, Bryan, S. (1995) *Medical Power and Social Knowledge.*London, Sage, Chapters 1 and 2 and
        3. Pages (1-54).
2.   Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James
        Lindermann Nelson and Hilde Lindermann Nelson, *Meaning and Medicine: A Reader in the
        Philosophy of Healthcare,* New York: Routledge. (Pages 16-27)
3.   Kleinman, Arthur (1988) The Illness Narratives: Suffering, Healing and the Human Condition. New
        York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).
4.   Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the
        Social Body,* New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)
5.   Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An
        Anthropological Critique. Medical Anthropology Quarterly, New Series, Vol.1, No.2 (June, 1987)
        pp.131-154.
6.   Talcott Parsons (1951) The Social System, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages
        428-479).
7.   Foucault, Michel (1994) The Birth of the Clinic: An Archaeology of Medical Perception, New York:
        Vintage Books. Chapter1 and Conclusion. (Pages 3-20 and 194-199).
8.   Turner, Bryan, S. (1995) Medical Power and Social Knowledge, London: Sage. Chapter 5. (Pages.86-
        108).

9.   Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254).

10.   Evans- Pritchard, E.E. (2010) The Notion of Witchcraft Explains Unfortunate Events. In (eds.) Byron J.Good, Micheal M. J. Fischer, Sarah S. Willen and Mary-Jo Del Vecchio Good *A Reader in Medical Anthropology: Theoretical Trajectories , Emergent Realities*, Oxford: Wiley- Blackwell, Chapter2 (Pages 18-25).

11.   Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapters 10 and 11 (Pages 307-348)

12.   Gould, Harold A. (I965) Modern Medicine and Folk Cognition in Rural India in *Human Organization*, No. 24. pp. 201- 208.

13.   Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12) .

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15.   Nichter, Mark and Mimi Nichter (1996) Popular Perceptions ofMedicine: A South Indian Case Study. In *Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

16.   Das, Veena, R.K. Das and Lester Coutinho (2000) Disease Control and Immunization: A Sociological Enquiry. In *Economic and Political Weekly*, Feb. 19-26. Pages 625-632.

17.   Qadeer, Imrana (2011) *Public Health In India*, Delhi: Danish Publishers, Part III, (Pages 221-252).

DSE-04:
FIELD WORK

[Credits: 6]

Full Marks: 75
[Lecture: 75]
[Tutorial : 15]

Course Objectives:

This paper aims to equip students with empirical field data collection, analysis and writing analytical and standard dissertation or research report writing in sociology. For the purpose of data collection students require to undertake a field visit of neighbouring /area/ village/ town individually or in a group for 10 days. Students must conduct survey of at least 30 households (for individual independent research) and adequate sample of households in case of survey in a group (Household Census to be provided by the provided by the Department). The interview schedule (Interview Schedule to be attached in the appendix) be prepared under the supervision of departmental faculty. The dissertation would be approximately 30 pages. The same pattern of dissertation be followed in every college.

Evaluation of Dissertation:

Dissertation required to be evaluated by one internal and one external teacher appointed by the UG Board of Studies in sociology. For uniform evaluation of dissertation the following guildines / structure have been prescribed:

Structure of Evaluation of Dissertation:

Structure of Evaluation of Dissertation:	Marks Allotted
1. Introductory chapter, objectives, Methodology Literature Review	15
3. Citation	6
4. Analysis of Household Data	6
4. Analysis of research topic & Findings/ Observation	15
5. Formulation of Interview Schedule	4
6. Bibliography/ References	4
TOTAL	50
Viva-Voce	25
Grand Total (Marks)	75

DSE-05 :
ENVIRONMENTAL SOCIOLOGY

[**Credits: 6**]

Full Marks: 75   [**Lecture: 75**]

[**Tutorial : 15**]

Course Objective:
This course is designed to introduce students to the core debates of environmental
sociology, different approaches within the sub‑discipline and how these
approaches may be used to understand environmental issues and movements in
India.
Course Content:
1. Envisioning Environmental Sociology
   ▪ What is Environmental Sociology?
   ▪ Realist-Constructionist Debate.

2. Approaches
   ▪ Treadmill of Production
   ▪ Ecological Modernization
   ▪ Risk
   ▪ Ecofeminism and Feminist Environmentalism
   ▪ Political Ecology

3. Environmental Movements in India
   ▪ Forest based movement – Chipko Water based movement – Narmada
   ▪ Land based movements – Anti-mining and Seed

Refernces:

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        Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).
2.   Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and
        New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
3.   Leahy, T. (2007). Sociology and the Environment. Public Sociology: An
        Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW:Allen & Unwin, Ch
        21 (pp. 431-442).
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        Environmental Values, 61-81.
5.   Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the
        Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to
        Ask. Organization & Environment, 17(3), 296-316.

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        Questions I Still Want to Know about and Am Not Afraid to Ask. Organization &Environment, 17(3),
        317-322.
7   ol, A. P. (2002). Ecological modernization and the global economy.
        Global Environmental Politics, 2(2), 92-115.
8   Buttel, F. H. (2000). Ecological modernization as social theory. Geoforum,31(1), 57-65.
9   O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism
        sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch (pp.152-175).
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        Public Lecture given on Wednesday 15 February 2006 at the London School of

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16. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

17. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

DSE-06 :

INDIAN SOCIOLOGICAL TRADITIONS

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:
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 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 for indigenization etc. sociologists in India primarily been engaged with issue of tradition and modernity, caste, tribe, and gender. This paper primarily provides perspectives of key Indian Sociologists on some of these issues.

Course Content:
Unit-1: D P Mukerji
- Tradition and Modernity
- Middle Class

Unit-2: Radhakamal Mukerjee
- Personality, Society, Values
- Social Ecology

UNIT-3: G S Ghurye
- Caste and Race
- City and Civilization

Unit-4: Irawati Karve
- Gender and Kinship

Unit-5: A R Desai:
- Ideas of Nationalism

Unit-6: M.N. Srinivas
- Social Change

Unit-7: Irawati Karve
- Gender and Kinship

Unit -8: Binay Kumar Sarkar
- Contribution to Indian Sociology

Unit-9: S. C. Dube
- Sociology of Development

References:
1. Upadhya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology‟ in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology* New Delhi: Permanent Black
2. Ghurye, G.S. 1969, *Caste and Race in India,* Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)

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

4. Mukerjee, Radhakamal 1950, *The Social Structure of Values,* London: George Allen and Unwin Chp 2,3, 5, 6 & 9

5. Mukerjee, Radhakamal 1932, (reproduced in1994) „An Ecological Approach to Sociology‟ in Ramchandra Guha (ed) *Social Ecology* Delhi: OUP

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13. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657

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SOCIOLOGY HONOURS UNDER (CBCS)
UNIVERSITY OF NORTH BENGAL

Generic Elective
GE- 01 a.
GENDER AND VIOLENCE

Full Marks: 75

[**Credits: 6**]
[**Lecture: 75**]
[**Tutorial : 15**]

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course content:

UNIT-1.   Gendered Violence: Meaning and Concept

UNIT-2:   Structural and Situated Violence
   • Caste, Gender and Violence
   • Domestic and Familial Violence

UNIT-3:   Situated violence
   • Violence, Harassment and the Workplace

UNIT- 3;   Sexual Violence

UNIT- 4:   Addressing Gendered Violence:
   • Politics and Public Policy

References:
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15. Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India.* Delhi: Kali for Women, 1990. Pp. 1-40

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SOCIOLOGY HONOURS UNDER CBCS
UNIVERSITY OF NORTH BENGAL

GE- 01 b.
SOCIOLOGY OF EDUCATION

Full Marks: 75

[**Credits: 6**]
[**Lecture: 75**]
[**Tutorial : 15**]

Course Objectives:
This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

Course content:

UNIT-1: Perspectives in the Sociology of Education
- Meaning of Sociology of Education and Educational Sociology
- Sociology as an agent of Education
- Sociological Determinants of Education
- Education as Socialisation
- Education as Social Reproduction
- Education and Resistance
- Education and Gendered Identities

UNIT- 2: Sites of Reproduction and Negotiations of Social Identities
- Contexts of Discrimination
- Equalization of Educational Opportunities
- Educational Policy in India during post independence period
- Role of Texts and Learning

UNIT- 3: Contemporary Issues in Higher Education

References
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20. Kumar, Krishna. 2004. *What is Worth Teaching?* Orient Longman.Ch.2, 7 and 8.

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G E -02 a.
POPULATION AND SOCIETY

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:
This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course content:

Unit-1. Introducing Population Studies:
- Sociology and Demography
- Concepts and Approaches
- Scope and subject matter of demography

Unit-2: The Theories of population
- Pre- Malthusian
- Malthusian Theory & critique
- Post-Malthusian
- Marxist-theories

Unit-3: Population, Social Structure and Processes:
- Age and Sex Structure, Population Size and Growth
- Fertility-Factors of high growth, Reproduction and Mortality and its Causes of High mortality, Recent Trend of Declining Mortality.

Unit-4: Population Dynamics and Development
- Population as Constraints and Resources for Development
- Population Programmes and Policies

References:
1. Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.
2. 1.1.2 Cox, Peter Richmond. 1950. Demography. University of California Press, pp. 01-08.
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14. Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', Economic & Political Weekly, XXXIX (25): 2595-2603.
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16. Chopra, Radhika. 2011. Militant and Migrant: The Politics and SocialHi*story of Punjab.* Routledge Publications, pp. 88-134.
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19. Government of India. 2000. National Population Policy. New Delhi (http://www.populationcommission.nic.in/facts1.htm).

G E- 02 b.

SOCIOLOGY OF WORK

[Credits: 6]

Full Marks: 75

[Lecture: 75]
[Tutorial : 15]

Course Objective:
The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. It familiarises the students with different types and problems of workers in the changing nature of work, problems of security and risks and hazards facing the workers.

Course content:
UNIT-1. Interlinking Work and Industry: Basic concepts-
  ▪ Work Behavior and Work Environment.
  ▪ Work Ethics and Work Culture
  ▪ Industry: Understanding Industry in Global scenario- Internal and External environment

UNIT- 2. Forms of Industrial Culture and Organisation
  ▪ Industrialisation and Industrialism
  ▪ Post Industrialisation and Post-industrial Society- Definition and Features
  ▪ Information Society- Definition and Features
  ▪ Industrial Restructuring: Liberalisation, Privatisation and Globalisation – Meaning and Features.
  ▪ Impact of Technology on Work- Automation and Work, Industrial Relations and Work

UNIT-3. Dimensions of Work:
  ▪ Nature of Indian work and Workers
  ▪ Gender Dimensions of Indian Workers
  ▪ Work in the Informal Sector: Unpaid and Forced Workforce in India

References

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2. Bhowmik, Sharit K. (2012). Industry, Labour and Society. New Delhi: Orient BlackSwan.
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B.A. Programme (*Revised Syllabus*)

Scheme of Courses and Syllabus

Course : Sociology

Under Choice Based Credit System (CBCS)

University of North Bengal
Session: 2018-19

CONTENT S

COURSE INSTRUCTION

COURSE: BA PROGRAMME IN SOCIOLOGY:

1.   Students pursuing BA Programme will require to taking courses as below:

Sl. No	Name Of Course(s)	No of Courses
1.	Discipline Specific Core (DSC)	04
2.	Discipline Specific Elective (DSE)	04
3.	Generic Elective (GE)	02
4.	Skill Enhancement Course (SEC)	04

2.   Semester wise courses, Credits, and Marks.

Semester	Course	Paper	Course Title	Credit	Total Credits	Marks		
						CE	SEE	Total
I	DSC -1	I	Introduction to Sociology	5+1*	6	15	60	75
	DSC-2	I		5+1*	6	15	60	75
	LCC-1	I	Bengali/Sanskrit/Nepali/Hindi	5+1*	6	15	60	75
	AECC	I	ENVS	2	2	20	80	100
II	DSC 1	II	Sociology of India	5+1*	6	15	60	75
	DSC-2	II		5+1*	6	15	60	75
	LCC-2	I	English	5+1*	6	15	60	75
	AECC	II	English/MIL Communication	2	2	-	50	50
III	DSC -1	III	Sociological Theories	5+1*	6	15	60	75
	DSC-2	III		5+1*	6	15	60	75
	LCC-2	IV	Bengali/Sanskrit/Nepali/Hindi	5+1*	6	15	60	75
	SEC -1	I	Sociology of Media	**2**	**2**	15	**60**	75
IV	DSC-1	IV	Technique of Social Research	5+1*	6	15	60	75
	DSC-2	IV		5+1*	6	15	60	75
	LCC-2	II	English	5+1*	6	15	60	75
	SEC- 1	II	Visual Sociology	**2**	**2**	15	**60**	75
V	SEC 2	I		**2**	**2**	15	**60**	75
	DSE-1	I	a. Religion and Society or b. Marriage, Family and Kinship	5+1*	6	15	60	75
	DSE -2	I		5+1*	6	15	60	75
	GE-1	I	a. Gender and Violence or b. Sociology of Education	5+1*	6	15	60	75
VI	SEC 2	II		**2**	**2**	15	**60**	75
	DSE 1	II	a. Social Stratification or b. Gender And Sexuality	5+1*	6	15	60	75
	DSE 2	II		5+1*	6	15	60	75
	GE-1	II	a. Population and Society or b. Sociology of Work	5+1*	6	15	60	75

Note :   *1.   1* meant for tutorial classes. One (01) credit to be earned through tutorials in each course.*

2.   DSC 1 & DSC-2 & <u>Skill Enhancement Course</u> (SEC 1)/ <u>Skill Enhancement Course</u> (SEC-2) will be from from the respectively same course/ subject.

3. Students are required to choose any one **DSC -2** *from remaining two groups.*

3. **Evaluation / Pattern of Examination:**
    Under the new syllabus the students pursuing BA Programme will be evaluated through Continuing Evaluation (CE) process and the Semester End Examination (SEE). The total Marks for **Six (6) credit and Two (02**) Credit Courses will carry **75** marks.

4. **Duration of Semester End Examination**
    The Semester End Examination will be of **Two Hours (02 Hours**) duration for 6 credit courses **02** credit courses.

5. **Marks distribution for Evaluation:**
    The students pursuing BA Programme will be evaluated through Continuing Evaluation (CE) and theoretical examination to be held at the end of the semester, termed as "*Semester End Examination*"(SEE) as per North Bengal University CBCS Regulation.
    Total Marks for SEE = 60
    Total Marks for CE = 15

6. Scheme of Semester End Examination & Question Pattern:

Group	Type of questions	Questions		Marks of Each	Marks
		To be answered	Out of		
A	Definition type / Explanation of concepts	4	6	3	12
B	Short essay type	4	6	6	24
C	Long essay type	2	4	12	24
TOTAL					60

7. **Scheme for Continuing Evaluation (CE):**

Sl. No.	CE Pattern	Marks
i.	Attendance	5 (As per NBU regulation)
ii.	Seminar Presentation / Assignment / Class Tests	10
	Total Marks	15

8. **Carry Forward CE Marks**
    A candidate who fails to clear any paper / papers/ semester but marks has been allotted for CE would be carried forward.

9. Abbreviations:
    DSC   = Discipline Specific Core
    AECC = Ability Enhancement Core Course
    CE   = Continuing Evaluation
    DSE   = Discipline Specific Electives
    GE   = Generic Elective
    SEC   = Skill Enhancement Course
    CE   = Continuing Evaluation
    SEE   = Semester End Examination.
    T   = Tutorial
    LCC   =Language Core Course

CORE-01
Introduction to Sociology

[Credits: 6]

Full Marks: 75   [Lecture: 75]
[Tutorial : 15]

Course Objectives:
This course is a broad introduction to the discipline of sociology. It familiarizes the students with the origin and history, fundamental concepts and concerns of the disciplines.

UNIT-1: **Sociology as Discipline**
- Emergence of sociology,
- Definition and subject matter,
- Nature and Scope.

UNIT-2: **Relationship of Sociology with other Social Sciences:**
- Anthropology
- Political Science
- History
- Economics

UNIT-3: **Sociological Concepts**
- Status and Role, Norms and values
- Social Groups: Concepts, Definition, Types.
- Culture: Meaning , definition, elements, Types
- Community and Association: Concepts , definition, Features, Differences
- Socialization: Concepts, definition, Process, Agencies, Significance
- Social control and Social Change: Sociological significance, definition,
- Agencis of Social control,
- Factors of Social change.

Reference:
1. Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.
2. Beattie, J., 1951, *Other Cultures*, New York: The Free Press, Chapter 2, pp. 16-34.
3. Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter
4. Linton, R., 1936, *The Study of Man,* New York: Appleton Century Crofts, Chapter 8, pp. 113-131.
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CORE-02:
Sociology of India

[Credits: 6]

Full Marks: 75   [Lecture: 75]
                                      [Tutorial : 15]

Course Objectives:
This paper aims to provide an outline of the institutions and processs of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

Unit-01:   India - A plural Society
              ▪ Features of Pluralism, Unity in Diversity

UNIT-2:   Social Institutions and Practices
              ▪ Caste – concept, definition, Characteristics, Jajmani system Nature of change.
              ▪ Tribe - Notion, definition, Characteristics, Location, Tribal economy.
              ▪ Class – Agrarian class, peasant
              ▪ Village – Structure, economy, Nature of change
UNIT-3:   **Institution o**f Family and Kinship
              ▪ Family   - Definition, Forms, Structural and Functional Change
              ▪ Kinship - Usages, Significance in Society
              ▪ Marriage - Definition, Forms, Structural and Functional Change
UNIT-4:   **Identities and Change**
              ▪ Dalits' Movement –
              ▪ Women's Movement
UNIT- 5:   **State and Society:**
              ▪ Civil society – Meaning , Feature , Role in contemporary Society
              ▪ Communalism – Causes of growth, Impact on contemporary Indian Society
              ▪ Secularism   - Meaning, concept, Challenges of Secularism in India

Reference:
1. Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) India and Ceylon: Unity and Diversity. London:Oxford University Press
2. Stern, Robert W. 2003. *Changing India.* Cambridge: OUP,Introduction.Change, societies of India and Indian Society. pp. 1 – 31.
3. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille(ed.) *Social Inequality: Selected Readings.* Harmondsworth: Penguin Books, pp.265-272.
4. Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
5. Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia.* London: Macmillan. In John Harriss"*The Formation of Indian society: Ideology and Power". pp. 126 –133.*
6. 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.

7. Thorner, Daniel, 1992."Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.

8. Deshpande, Satish, 2003, *Contemporary India : A Sociological View*.New Delhi; Viking, pp. 125-150.

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

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15. Dumont, L. 1997, *Religion, Politics and History in India.* Paris: Mouton,Chapter 5.

CORE-03:
Sociological Theories

[Credits: 6]

Full Marks: 75   [Lecture: 75]
                                 [Tutorial : 15]

Course Objectives

This course introduces the students to the classical sociological thinkers Whostheories, thought, work has shaped the discipline of sociology.

UNIT-1: August Comte:
- A Short Introduction to Life and work
- Evolutionary Scheme

UNIt-2: Karl Marx
- A Short Introduction to Life and work
- Materialistic conception of History
- Class and class Struggle
- Alienation

UNIT-3: Emil Durkheim
- A Short Introduction to Life and work
- Social Fact
- Theory of suicide
- Forms of Solidarity

UNIT-4: Max Weber
- A Short Introduction to Life and work
- Ideal Types
- Social Action
- Types of Authority
- Protestant Ethics and Spirit of Capitalism

UNIT- 5: Herbert Spencer
     A Short Introduction to Life and work
- Organic Analogy
- Social Evolution

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

5. Durkheim, E. 1958. *The Rules of Sociological Method*. Glencoe: Free Press, Chapters 1 and 3.
6. Jones R.A. 1986, *Emile Durkheim: An Introduction to Four Major Works*. London: Sage. Chapters 3 and 4.
7. Aron, R. 1967. *Main Currents in Sociological Thought* London: Weidenfield and Nicholson, Vol. 2, pp. 11-97.
8. Calhoun, J. Craig, 2007. *Classical Sociological Theory* 2nd Edition. Blackwell, pp.131-180.
9. Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher, pp.146-178.
10. Gerth, H.H. and C. Wright Mills (eds.) 1948. *From Max Weber*: *Essays in Sociology*. London: Routledge and Kegan Paul, Introduction.
11. Aron, R. 1967. *Main Currents in Sociological Thought.* London: Weidenfield and Nicholson, Vol. 2, pp.177-252.
12. Calhoun, J. Craig, 2007. *Classical Sociological Theory.* 2nd Edition. Blackwell, pp.205-274.
13. Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher, pp.97-115.

CORE - 04:
Techniques of Social Research

[**Credits: 2**]
Full Marks: 75   [**Lecture: 30**]

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

UNIT-1. Research Design
- Concepts & Hypotheses
- Measurement, Reliability & Validity
- Quantitative & Qualitative: Surveys & Ethnographies
- Sampling Frameworks

UNIT-2. Data Collection
- Primary Sources
- Secondary Sources
- Interview
- Observation
- Questionnaire

UNIY-3. Data Analysis
- Content Analysis
- Narrative Analysis
- Statistical Analysis: frequency distribution, cross tabulation,
- measures of central tendency, measures of dispersion, correlation

Reference:
1. Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136
2. Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144
3. Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment,* California: Wadsworth

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

BA PROGRAMME IN SOCIOLOGY
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UNVERSITY OF NORTH BENGAL

Skill Enhancement Course: (SEC)
SEC-01
Sociology of Media

[Credits: 2]

Full Marks: 75   [Lecture: 30]

Course Objective:
The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production*, *control* and *reception* of media and its *representations*.

Course Content:

1. Introduction
2. Theoretical Approaches
   - Neo-Marxist
   - Feminist
   - Semiotic
   - Interactionist

3. Old and New Media
   - Production, Control, challenges by New Media
   - Media Representation
   - Audience Reception

References:
1.   McLuhan, Marshall. 1964, „Roads and Paper Routes" In *Understanding Media: Extensions of Man.* New York: McGraw- Hill Book Co.
2.   Silverstone, Roger. „The Sociology of Mediation and Communication" in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) *Sage Handbook of Sociology* London: Sage Publications, 2005 (p. 188-203)
3.   Adorno, T. & Horkheimer, M., 1944. „The Culture Industry: Enlightenment as Mass Deception" In T. Adorno and M. Horkheimer. *Dialectics of Enlightenment.* Translated by John Cumming. New York: Herder and Herder,1972.
4.   Benjamin, W. 1968, „The work of art in the age of mechanical reproduction" In H. Zohn (Trans.), *Illuminations: Essays and reflections* (pp. 217-252). New York: Schocken.
5.   Mulvey, Laura. „Visual Pleasure and Narrative Cinema." Film Theory and Criticism : Introductory Readings. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.
6.   McRobbie, Angela*, '*Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime" In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.
7.   Barthes, Roland. „The Photographic Message" in *Image, Music and Text* Ed. and trans. Stephen Heath. New York: Hill, 1977. 15-31.
8.   Hall, Stuart "Encoding/Decoding," Critical Visions In Film Theory. Ed.

Timothy CorriganP. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87. Print.

9. Thompson, John B. „The Rise of Mediated Interaction‟ in *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP, 1995.

10. Herman, Edward S., and Noam Chomsky. „A Propaganda Model‟ In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Print.

11. Kaur, Raminder, and William Mazzarella. „Between sedition and seduction thinking Censorship in south Asia‟ In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

12. Williams, Raymond. „Alternative Technology, Alternative Uses‟ In *Television: Technology and Cultural Form*. (139-157) New York: Schocken, 1975.

13. Eko, Lyombe, 2012. „New Media, Old Authoritative Regimes*:* Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa‟ p. 129-160

14. Hall, Stuart, „Foucault: Power, Knowledge and Discourse‟ In Margaret Wetherell, Stephanie Taylor, Simeon J Yates (ed) *Discourse Theory and Practice: A Reader* 2001 Wetherell, Taylor and Yates

15. Sorenson, John. 1991, „Mass Media and Discourse on Famine in the Horn of Africa‟ In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242

16. Livingstone, Soina. 2003, „The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User‟ In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

17. Bourdieu, Pierre. 1984, „Supply and Demand‟ In Richard Nice (Trans) *Distinction: A Social Critique of the Judgment of Taste*. Harvard Univ. Press: Cambridge

18. Naficy, Hamid. „Ideological and Spectatorial Formations‟ In *A Social History of Iranian Cinema*. Durham [N.C.: Duke UP, 2011. pp. 115-140

19. Said, Edward W. 1997, *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World.* New York: Vintage. Print. p 105-126

20. Abraham, Janaki. „Wedding Videos in North Kerala: Technologies, Rituals, and Ideas about Love and Conjugality‟ *In Visual Anthropology Review* Volume 26, Issue 2, pages 116–127, Fall 2010

21. Spitulnik, Debra. 2002, „Mobile Machines and Fluid Audiences: Rethinking Reception through Zambian Radio Culture‟ In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

22. Mankekar, Purnima . 2002, „Epic Contests: Television and Religious Identity in India‟ In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

23. Doron, Assa and Robin Jeffrey. 2013, „For Women and Household‟ In *The Great Indian Phone Book: How the Cheap Cell Phone Changes Business, Politics and Daily Life*. C Hurst & Co (Publishers) Ltd: London

24. Rajagopal, Arvind. *Politics after Television: Religious Nationalism and the Reshaping of the Indian* Public. Cambridge, UK: Cambridge UP, 2001

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UNDER CHOICE BASED CREDIT SYSTEM(CBCS)
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SKILL ENHANCEMENT COURSE: (SEC)

SEC-02
VISUAL SOCIOLOGY

[Credits: 2]

Full Marks: 75   [Lecture: 30]

Course Objectives:
This course focuses on doing sociology through forms other than the written in particular Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on socials traumas and to study signs and representations. Students utilize digital cameras and other recording technology to collect data.

Group A
  1. **Visual Sociology as Method of Sociological Enquiry**
     ▪ An Introductory Survey of Visual and Visual Sociology
     ▪ Vision, Visuality, Scopic regime, Simulacrum,visual cultures.
  2. **Ways of seeing : John Berger**
  3. **Methodological tools for Visual Sociology.**
     ▪ Site, Production, Image, Photography , Audience, Modalities
  4. **Discourse and visual culture.**
     ▪ Inter textuality
     ▪ Discursive formation
     ▪ Power/knowledge
     ▪ Regime of truth

Group B
  5. **Project work:**
     ▪ Documentary Photography
     ▪ Photo journalism
     ▪ Poster design
     ▪ Film Review
     ▪ Group Discussion

Reference:
  1. Gillian Rose. 2001. Visual Methodologies: An Introduction to interpretation of visual materials'. Sage. New Delhi.
  2. Terry Barrett, 2000. 'Criticizing Photographs: An Introduction to Understanding Images'. Mountain View, California: Mayfield Publishing Co., 3rd edition.
  3. Catherine Lutz and Jane Collins, 1993. 'Reading National Geographic.' Chicago:University of Chicago Press
  4. Fred Ritchen,2009. 'After Photography'. WW. Norton Additional Readings:

5. Howard Becker, "Visual Sociology, Documentary Photography and Photojournalism:It's (almost) All A Matter of Context" Visual Sociology 10 http://home.earthlink.net/~hsbecker/visual.html

6. Greg Smith, "Gender Advertisements Revisited: A Visual Sociology Classic" http://www.sociology.org/content/vol002.001/smith.html

7. Douglas Harper, 1988, "Visual Sociology: Expanding Sociological Vision", The American Sociologist, Spring. Pp.54-70

8. Douglas Harper, "An Argument for Visual Sociology" http://books.google.com/books?id=zHYzeCh91mwC&pg=PA24&lpg=PA24&dq= harper+douglas+an +argument+for+visual+sociology&source=web&ots=F0soMEv2xL&sig=r-KZqWnJCuDk-JUOxlprSvrOAs

9. Marianne Fulton "Mary Ellen Mark: Some Thoughts" http://digitaljournalist.org/issue9903/mark01.htm

10. Streetwise, http://www.maryellenmark.com/stwise.html

11. Sebastiao Salgado http://www.terra.com.br/sebastiaosalgado/

12. Dianne Hagaman, "Connecting Cultures: Balinese Character and the Computer" http://home.earthlink.net/~dhagaman/Bali.html

13. "Without Sanctuary" http://www.withoutsanctuary.org

14. Walker Evans http://xroads.virginia.edu/~UG97/fsa/welcome.html

15. Shahidul Alam, "The Visual Representation of Developing countries by Developmental Agencies and Western Media" http://zonezeoro.com/magazine/articles/shahidul/shahidul.html\

16. Bell Hooks, 1995. "In Our glory: Photography and Black Life", in bell hooks, *Art on My Mind: Visual Politics*. New York: New Press. Pp. 54-64.

17. "Images of Men: Male Sexuality in Sexual Health Leaflets and Posters for Young People" http://www.socresonline.org.uk/2/2/6.html

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DSE – 01a
Religion and Society

[Credits: 6]

Full Marks: 75 [Lecture: 75]

[Tutorial : 15]

Course Objective

This course acquaints the student with a sociological understanding of religion. It examines some forms of religions in India and its role in modern society.

Course Programme

1. Understanding Religion
- Sociology of Religion: Meaning and Scope
- ` Sacred and Profane
- Religion and Rationalization
- Rite De passage

2. Religion in India: Fundamental Doctrine, Features and Influence
- Hinduism
- Islam
- Christianity
- Sikhism
- Buddhism

3. Secularism & Communalism in India
- Nature of Secularism
- Growth of Communalism,

Reference:
1.   Béteille, A. 2002. *Sociology: Essays on Approach and Method*.OUP: New Delhi, pp134-150.
2.   Berger. 1967. *The Sacred Canopy*. Garden City: New York, pp175- 186.
3.   Asad. T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, John Hopkins Press: Baltimore, pp 27-54.
4.   Durkheim, E. 2001. *The Elementary Forms of the Religious Life.* Carol Cosman (trans). Oxford: Oxford University Press, pp 25-46; 87-100; 153-182.
5.   Weber Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, pp 39– 50.
6.   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.
7.   Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New   Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.
8.   Fuller, C. J. 2004, *The Camphor Flame: Popular Hinduism and   Society in India*, New Jersey: Princeton University Press, Introduction.

10.   Srinivas, M.N. 1952. *Religion and Society among the Coorgs of South India,* Clarendon: Oxford, pp 100-122.

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

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

13.   Uberoi, J.P.S. 1991. 'The Five Symbols of Sikhism' in Madan, T.N.(ed.) *Religion in India*. New Delhi : OUP, pp 320 -333.

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

15.   Chadwick, Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press, 1975, pp 1- 20.

16.   Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India.* New Delhi : OUP, pp 394 -413.

17.   Saberwal, S. 1991. 'Elements of Communalism' in T. N. Madan, (ed.) *Religion in India*. OUP: New Delhi, pp 339 -350.

Discipline Specific Elective:(DSE)

DSE 01b
Marriage, Family and Kinship

[Credits: 6]

Full Marks: 75   [Lecture: 75]

[Tutorial : 15]

Course Objective:
This course aims to highlight and critically examine contemporary concerns
in the fields of marriage, family and kinship. It considers theoretical issues
and ethnographies with particular emphasis on diversity of practices.

Course Programme

UNIT: 1. Introduction: Kinship, Critique and the Reformulation
- Biological and Social Kinship
- Cultural Kinship

UNIT:2. Descent, Alliance
- Descent, Filiation, Complementary Filiation
- Marriage, Alliance, Prestations

UNIT: 3. Family and Household
- Structure and Change
- Reimagining Families

UNIT:4. Contemporary Issues in Marriage, Family and Kinship
- Choice and Regulation in Marriage
- Power and Discrimination in the Family
- New Reproductive Technologies
- Marriage Migration

References:
1. Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and
   L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.:
   Blackwell, pp. 1-23
2. Schneider, D. M., 2004(1972), 'What is Kinship All About?', in R. Parkin and L. Stone
   (eds.), *Kinship and Family: An Anthropological Reader*,
   U.S.A.: Blackwell, pp. 257-274.
3. Carsten, J., 2004, 'Introduction' in *After Kinship*, Cambridge: Cambridge University Press,
   pp.1-30.

4. Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*,
   London: Oxford University Press, Introduction, pp.1-39.

5. Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social
   Structure and Other Essays,* University of London: The Athlone Press, pp. 67-95.

6. Leach, E.R., 1961,'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology,* London: The Athlone Press, pp. 105-113.

7. Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences,* U.S.A.: Macmillan and Free Press, pp1923.

8. Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India.* Delhi: Oxford University Press, pp. 341-356.

9. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays,*New Delhi: Orient Longman, pp.52-63.

10. Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Srilanka', in R. Chopra, C. Osella and F. Osella (eds.), *South Asian Masculinities: Context of Change, Sites ofContinuity,* Delhi: Kali for Women, pp. 160-174.

11. Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.

12. John, M. E. et.al., 2008, 'Structural Contexts of Adverse Sex Ratios' in M. E. John et.al., *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab,* New Delhi: Action Aid, pp. 68-78.

13. Carsten, J., 2004, 'Assisted Reproduction' in *After Kinship*, Cambridge: Cambridge University Press, pp. 163-183.

14. Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute,* (N.S.) 11, pp. 85-105.

Discipline Specific Elective

DSE-02a
Social Stratification

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objectives

The Course introduces the students the various ideas of social inequality and their socio0logical study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

UNIT-1: **Social Stratification:**
   - Concept, Definition , Characteristics and Approaches

UNIT-2: Forms of Social Stratification
   - Race: concept nature of inequality,
   - Ethnicity: Concept, Definition, characteristics, nature of inequality
   - Caste: Concept, Definition, characteristics, nature of inequality

UNIT-3: Gender
   - Concept – social and cultural construction, inequality, Gender and exclusion

UNIT-4: Poverty: Concept, Nature of poverty, Factors and forces of poverty in India
   - Nature and cause of rural poverty in India
   - Social Exclusion: Concepts and Dimensions

UNIT-5: Social mobility
   - Meaning, Types Barriers of social mobility, mobility and change.

Reference:
   1. Béteille, A. 1983. 'Introduction in Andre Béteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp.1- 27
   2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed*.)*
   3. William, Jutius Wilson 1978, *The Declining Significance of Race Blacks and Changing American Institution.* University of Chicago Press   pp. 1 – 23 & 183-188.
   4. Joe,R. Feagin 'The Continuing Significance of Race' *American Sociological Review,* 56, (Feb-91) pp 101-116.

5. McClintock, Anne, and George Robertson. 'Soft-soaping Empire Commodity Racism and Imperial Advertising' In Nicholas Mirzoef (ed) *The Visual Culture Reader:* Second Edition. 2002. Routledg Taylor & Francis Group, 304-316

6. Barth, F. (ed), *Ethnic Groups and Boundaries,* Little Brown and Co Boston, 1969, pp-10-16.

7. Immanuel, Maurice Wallerstein, *The Construction of Peoplehood Racism, Nationalism, Ethnicity*,1991, London Press, pp-71-85.

8. Béteille, A. *Caste, Class and Power* Chapter: 1, Oxford University Press, 1971.

9. Sharma, Ursula. 1999. *Caste*. Open University Press, pp.1-94.

10. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: It Twentieth Century Avatar,* New Delhi: Penguin.

11. Maria Charles and David B. Grusky. *Occupational Ghettos: The Worldwide Separation of Women and Men,* Stanford University Press, 2004p 389-402.

12. 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.

13. Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine,* Stanford Centerfor the Study of Poverty and Inequality, Winter 2008, pp1-25.

14. Newman, K. S and Victor Tan Chen.2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp1-10.

15. Breigher,R.L.(ed)1990. *Social Mobility and Social Structure.* New York; Cambridge University Press, Ch. 5, pp.103-30.

16. Grusky, D.V. 1994. *Social Stratification Perspective.* Boulder: Westview Press, Part I V, pp 245-264.

17. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood.* USA: Westview Press, pp. 112-136.

18. Bettie, Julie. 2003. Women without Class: Girls, Race, and Identity. California: University of California Press, pp 57-94.

19. Breigher,R.L.(ed)1990. *Social Mobility and Social Structure.* New York; Cambridge University Press, Ch. 5, pp.103-30.

20. Grusky, D.V. 1994. *Social Stratification Perspective.* Boulder: Westview Press, Part I V, pp 245-264.

21. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood.* USA: Westview Press, pp. 112-136.

22. Bettie, Julie. 2003. Women without Class: Girls, Race, and Identity. California: University of California Press, pp 57-94

Discipline Specific Elective(DSE)

DSE-02b
Gender and Sexuality

[Credits: 6]

Full Marks: 75   [Lecture: 75]

[Tutorial : 15]

Course Objective:

This course aims to introduce students to a basic understanding of gender by interrogating the categories of gender, sex and sexuality. The complexity of gender relations in contemporary societies are further explored by looking in the areas of work and family.

Unit-1:   **Gendering Sociology**
UNIT-2:   **Gender as a Social Construct**
- Gender, Sex, Sexuality
- Production of gender and sexuality

UNIT-3:   **Gender:**
- **Differences and Inequalities**
- Class, Caste
- Family, Work

UNIT-4:   **Politics of Gender**
- Resistance and Movements

Reference:

1. S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge, pp. 1-26.

2. 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, pp. 31-41.

3. Oakley, Ann, 1972. *Sex, Gender and Society*. London: Temple Smith, pp 99-127, 158-172.

4. Ortner, Sherry. 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, pp. 67- 87.

5. 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, pp 229- 237.

6. Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California Press, pp 163-194.

7. Nanda, Serena. 1999. *Neither Man nor Woman*. Belmont CA: Wadsworth, pp 1-23 & 128-149.

8. Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge, pp 93-96.

9. Bernard, Jessie. 2002. "The Husband's marriage and the wife's marriage" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp 207- 210.

10. Dube, Leela 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin, pp 1-27.

11. 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.

12. Papanek, Hanna. 1979. Family Status production: the work and nonwork of women *Signs* Volume 4 No. 4, pp 775-81.

13. Pineda, Javier, 2001. "Partners in Women Headed Households: Emerging Masculinities?" in Cecile Jackson (ed.) *Men at Work: Labour Masculinities, Development*. London: Frank Cass, pp. 72-92.

14. Agarwal, Bina. 1988. Who Sows, who reaps? Women and land rights in India *Journal of Peasant Studies 15(4),* pp 531-81.

15. Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp 42-47.

16. Davis, Angela Y. 1981. *Women, Race and Class*. London:Women's Press. pp 30-42.

17. Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications, pp.104-118.

18. 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, pp342-369.

Generic Elective(GE)
GE- 01 a.
Gender and Violence

[Credits: 6]
Full Marks: 75   [Lecture: 75]
                                          [Tutorial : 15]

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course content:

UNIT-1.   Gendered Violence: Meaning and Concept

UNIT-2:   Structural and Situated Violence
- Caste, Gender and Violence
- Domestic and Familial Violence

UNIT-3:   Situated violence
- Violence, Harassment and the Workplace

UNIT- 3;   Sexual Violence

UNIT- 4:   Addressing Gendered Violence:
- Politics and Public Policy

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Generic Elective(GE)
GE- 01 b.

Sociology of Education

[Credits: 6]

Full Marks: 75   [Lecture: 75]

[Tutorial : 15]

Course Objectives:

This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

Course content:

UNIT-1: Perspectives in the Sociology of Education
- Meaning of Sociology of Education and Educational Sociology
- Sociology as an agent of Education
- Sociological Determinants of Education
- Education as Socialisation
- Education as Social Reproduction
- Education and Resistance
- Education and Gendered Identities

UNIT- 2: Sites of Reproduction and Negotiations of Social Identities
- Contexts of Discrimination
- Equalization of Educational Opportunities
- Educational Policy in India during post independence period
- Role of Texts and Learning

UNIT- 3: Contemporary Issues in Higher Education

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Generic Elective(GE)
G E -02 a.
POPULATION AND SOCIETY

[Credits: 6]

Full Marks: 75

[Lecture: 75]

[Tutorial : 15]

Course Objective:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course content:

Unit-1. Introducing Population Studies:
- Sociology and Demography
- Concepts and Approaches
- Scope and subject matter of demography

Unit-2: The Theories of population
- Pre- Malthusian
- Malthusian Theory & critique
- Post-Malthusian
- Marxist-theories

Unit-3: Population, Social Structure and Processes:
- Age and Sex Structure, Population Size and Growth
- Fertility-Factors of high growth, Reproduction and Mortality and its Causes of High mortality, Recent Trend of Declining Mortality.

Unit-4: Population Dynamics and Development
- Population as Constraints and Resources for Development
- Population Programmes and Policies

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Generic Elective(GE)
G E- 02 b.
SOCIOLOGY OF WORK

[Credits: 6]

Full Marks: 75   **[Lecture: 75]**

[Tutorial : 15]

Course Objective:

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. It familiarises the students with different types and problems of workers in the changing nature of work, problems of security and risks and hazards facing the workers.

Course content:

UNIT-1. Interlinking Work and Industry: Basic concepts-
- Work Behavior and Work Environment.
- Work Ethics and Work Culture
- Industry: Understanding Industry in Global scenario- Internal and External environment

UNIT- 2. Forms of Industrial Culture and Organisation
- Industrialisation and Industrialism
- Post Industrialisation and Post-industrial Society- Definition and Features
- Information Society- Definition and Features
- Industrial Restructuring: Liberalisation, Privatisation and Globalisation – Meaning   and Features.
- Impact of Technology on Work- Automation and Work, Industrial Relations and Work

UNIT-3. Dimensions of Work:
- Nature of Indian work and Workers
- Gender Dimensions of Indian Workers
- Work in the Informal Sector: Unpaid and Forced Workforce in India

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