



**DEPARTMENT OF SOCIOLOGY
SCHOOL OF SOCIAL SCIENCES
ASSAM UNIVERSITY, SILCHAR**

**Curriculum of NEP-2020 for Four Year Under Graduate Programme in Sociology for colleges
affiliated to Assam University, Silchar**

**(Approved in the BUGS, Sociology, Academic Council and Executive Council meetings held
on 15.05.2023, 12.04.2024 and 14.05.2024 respectively.**

Semester	Paper Code	Title of the Course	Credits
I	SOC-DSC-101	Fundamentals of Sociology	3
	SOC-DSC-102	Basic Concepts in Sociology	3
	SOC-DSM-I-101	Introduction to Sociology	3
	SOC-IDC-101	Basic Sociology	3
	AEC/MIL	English/Language I	2
	SOC-SEC-101	Techniques of Data Collection	3
	CVAC	NSS/NCC/DIS/Sports/HW/Yoga/GCS/UI	3
		Total Credits	20
II	SOC-DSC-151	Sociological Thinkers	3
	SOC-DSC-152	Society in India	3
	SOC-DSM-II-151	Indian Society	3
	SOC-IDC-151	Social Problems in India	3
	AEC/MIL	English/Language II	2
	SOC-SEC-151	ICT and Computer Application in Social Science	3
	CVAC	NSS/NCC/DIS/Sports/HW/Yoga/GCS/UI	3
		Total Credits	20
Certificate			Total Credits
			40

Semester	PaperCode	Title of theCourse	Credits
III	SOC-DSC-201	Sociological Theory	4
	SOC-DSC-202	Social Research Methods-I	4
	SOC-DSM-I-201	Social Problems in India	4
	SOC-IDC-201	Indian Society	3
	AEC/MIL	English/Language III	2
	SOC-SEC-201	Field Study and Report Writing	3
		Total Credits	20
IV	SOC-DSC-251	Rural Sociology	4
	SOC-DSC-252	Urban Sociology	4
	SOC-DSC-253	Family, Kinship and Marriage	4
	SOC-DSM-I-251	Sociology of North East India	3
	SOC-DSM-II-252	Media and Society	3
	EL251	English/Language	2
		Total Credits	20
Diploma			Total Credits
			80

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

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

DSC –Discipline Specific

CoreDSM – Discipline Specific

MinorIDC–

InterdisciplinaryCourses

AEC/MIL –AbilityEnhancementCourses(Language)

SEC–SkillEnhancementCourses

CVAC–CommonValue-AddedCourses

★SOC-DSC-452, SOC-DSC-453, SOC-DSC-454 for Degree with Honours

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

SEMESTER-I

SOC-DSC-101 FUNDAMENTALS OF SOCIOLOGY

Full Marks: Semester-70+Internal-30=100

Pass Marks: Semester-28+Internal-12=40

Credits – 3

No of Lectures–45

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

COURSE OUTLINE

- Unit I : Introduction to Sociology**
Subject matter and scope of
Sociology
Sociology as a scientific discipline
Sociology and common sense
- Unit II : Emergence of Sociology**
Intellectual and social background leading to the emergence of
sociology
Enlightenment and its impact
French Revolution and Industrial Revolution
- Unit III : Sociology and other Social Sciences**
Sociology and Social
Anthropology
Sociology and History
Sociology and Psychology
Sociology and
Economics
Sociology and Political Science
- Unit IV : Major theoretical perspectives in Sociology**
Evolutionary, Positivist, Functional and Conflict Perspective

Unit V : Application of Sociology
Sociology and social
problems Sociology and social policy

READING LIST

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

Giddens, Anthony. 2009, *Sociology*. Cambridge: Polity Press

Gisbert, P. 2010, *Fundamentals of Sociology*, Hyderabad: Orient Black Swan

Haralambos, M. and Holborn M. 2008, *Sociology: Themes and Perspectives*, London: Harper Collins Publications Limited

Inkeles, Alex. 1987. *What is Sociology?* New Delhi: Prentice-Hall of India. Jayaram, N. 1988. *Introductory Sociology*. Madras: Macmillan.

Johnson, Harry M. 1995. *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers. Schaefer Richard T. and Robert P. Lamm. 1999. *Sociology*. New Delhi: Tata McGraw Hill.

LEARNING OUTCOME

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

BASIC CONCEPTS IN SOCIOLOGY

Full Marks: Semester-70+ Internal-30=100
Pass Marks: Semester-28 +Internal-12=40

No. of Credits: 3
No. of Lectures: 45

OBJECTIVE: The course intends to introduce classical as well as modern use of the concepts at both the preliminary to the level of advancement to further instill in sociological realm of understanding.

COURSE OUTLINE

- Unit I** : Society, community, institution, association, group
- Unit II** : Culture, socialisation, norms, values and sanctions, social processes
- Unit III** : Status and role, social institution, social structure and function
- Unit IV** : Social stratification: Meaning, forms and theories
Social mobility: Meaning and types
- Unit V** : Social control: Meaning and importance
Social change: Meaning, characteristics, forms and factors

LEARNING OUTCOME

The course would help the students to understand basic concepts of sociology. Through the process of conceptualisation and contextualisation of the fundamentals of sociology the students would be able to develop a holistic or comprehensive understanding and knowledge about use and misuse of concepts at different levels of the human exercises and society. Adequate and in-depth understanding about the different concepts may usher in new vista of change in the context of the society and in the perception among the people.

READING LIST

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

SOC-DSM- 1-101
INTRODUCTION TO SOCIOLOGY

Full Marks: Semester-70+ Internal-30=100
Pass Marks: Semester-28+Internal-12=40

No. of Credits: 3
No. of Lectures: 45

OBJECTIVE: Fundamental learning of sociology is most need of the hour as it rightly explores and highlight the path and process of development of sociology. The course aims to familiarise the students to search for the newness in sociology to develop comprehensive understanding about various aspects and methods of sociology.

COURSE OUTLINE

UNIT I	:	Emergence of Sociology as a discipline Enlightenment and its impact on thinking and reasoning French revolution and industrial revolution
UNIT II	:	Nature of Sociology Definition, subject matter and scope, sociology as science
UNIT III	:	Sociological Perspective Holistic perspective, Relationship of sociology with anthropology, psychology and history
UNIT IV	:	Sociological Orientation and Method Scientific and humanistic orientations Positivist, historical, comparative, functional and conflict methods
UNIT V	:	Applications of Sociology Sociology and social problems, sociology and social policy, sociology and development

READING LIST

- Bottomore, T.B. 1971. *Sociology: A Guide to Problems and Literature*, Bombay: George Allen and Unwin (India)
- Gisbert, P. 2013. *Fundamentals of Sociology*. Orient Black Swan.
- Harlombos, M. 1988. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
- Inkeles, Alex. 1987. *What is Sociology?* New Delhi: Prentice Hall of India.
- Jayaram, N. 1988. *Introductory Sociology*. Madras: Macmillan.

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

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

LEARNING OUTCOME

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

SOC-IDC-101
BASIC SOCIOLOGY

Full Marks: Semester-70+ Internal-30=100
Pass Marks: Semester-28 +Internal-12=40

No. of Credits: 3
No. of Lectures: 45

OBJECTIVE: The fundamental objective of sociology is to instill the comprehensive and holistic understanding of multiple facets of the society and human beings. Accordingly, this course intends to inject and spearhead the basic and fundamentals of sociology which in turn may help both individual and society to suitably and appropriately manage their everyday affairs for a smooth and peaceful co-existence.

COURSE OUTLINE

UNIT I : Introduction to Sociology

What is Sociology?
Is Sociology a Science?
Sociology and other Social sciences

UNIT II : Basic concepts of Sociology-I

Society, community, association, organisation, institution, social group, culture, norms, value and sanction

UNIT III : Basic concepts of Sociology-II

Socialisation, status and role, social structure and function, family, marriage and kinship

UNIT IV : Social stratification and mobility

Meaning, forms/types, theories

UNIT V : Social change and social control

Meaning, characteristics, forms and factors

READING LIST

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

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

Harlombos, M. 1988. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press. Inkeles, Alex. 1987. *What is Sociology?* New Delhi: Prentice-Hall of India.

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

Johnson, Harry M. 1995. *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers. Schaefer, Richard T. And Robert P Lamm. 1999. *Sociology*. New Delhi: Tata McGraw

LEARNING OUTCOME

The course objective is to help students to understand and realise the students to live in a peaceful manner without indulging in unnecessary chaos and disturbance. Outcome of the course learning is definitely positive to build up a healthy society.

TECHNIQUES OF DATA COLLECTION

Full Marks: 50

No. of Credits: 3

No. of Lectures: 45

OBJECTIVE: The course primarily intends to encourage the students to enhance their skills through the process of learning these elementary and yet the vital aspects of data collection.

COURSE OUTLINE

- UNIT I : Data-meaning and types**
What is data?
Types of data: Quantitative and Qualitative, Primary and Secondary
- UNIT II : Qualitative Methods of data collection**
Observation, Interview, Ethnography, Case Study
- UNIT III : Quantitative Methods of data collection**
Survey, Sampling, Questionnaire, Census, Interview Schedule, PRA
- UNIT IV : Data Analysis**
Qualitative: Content Analysis, Narrative Analysis. Quantitative: Statistical Analysis, Frequency Distribution.
- UNIT V : Report Writing**

Data Collection

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

Suggested Assignment

Conduct a structured interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with a similar set of people. Observe and note the differences.

Data Analysis

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

Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the content of the letters.

Collect 3 oral testimonies/life histories of people who have witnessed and experienced any traumatic event in their lives.

Suggested Assignments/Exercise

Choose a theme of your interest e.g. crime, technology, environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.

Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.

Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.

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

program. Framing a Research Question

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

SEMESTER-II

SOC-DSC-151

SOCIOLOGICAL THINKERS

Full Marks: Semester-70 +Internal-30=100

No.ofCredits:3

Pass Marks: Semester-28 +Internal-12=40

No.of Lectures: 45

OBJECTIVE: Any discipline or branch of knowledge becomes incomplete and vague without proper method of exploration vis-à-vis understanding about who, where and how knowledge is produced or reproduced over age. At the outset the scholars enlisted here may help awakening and enlightening the students to carve out their fundamental ideas, choice and preference to meaningfully understand contribution of each scholar.

COURSE OUTLINE

- UNIT I : Auguste Comte**
Social statics and social dynamics
Positivism
Law of three stages
Hierarchy of sciences
- UNIT II : Herbert Spencer**
Social Darwinism
Super-organic evolution
Social structure and functions
- UNIT III : Karl Marx**
Dialectical materialism
Mode of production
Class struggle
Alienation
- UNIT IV : Emile Durkheim**
Division of labour
Social facts
Social solidarity
Suicide
Religion
- UNIT V : Max Weber**
Social action, Authority
Modern capitalism

READINGLIST

Abraham, Francis and H. Morgan. *Sociological Thought*, McMillan.

Aron, Raymond. 1967 (1982 reprint). *Main Currents in Sociological Thought* (2 volumes). Harmondsworth, Middlesex: Penguin Books.

Barnes, H.E. 1959. *Introduction to the History of Sociology*. Chicago: The University of Chicago Press.

Coser, Lewis A, 1979. *Masters of Sociological Thought*. New York: Harcourt Brace

Jovanovich. Fletcher, Ronald. 1994. *The Making of Sociology* (2 volumes). Jaipur: Rawat.

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

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

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

LEARNING OUTCOME

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

SOC-DSC-152
SOCIETY IN INDIA

Full Marks: Semester-70+Internal-30=100
Pass Marks: Semester-28+ Internal-12=40

No. of Credits: 3
No. of Lectures: 45

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

COURSE OUTLINE:

- UNIT I : Indian Society**
Characteristics
Cultural and Ethnic
diversity Textual and
Field views
- UNIT- II : Social Composition**
Rural-Urban
Weaker Sections, SC/ST/OBC, Minority
- UNIT- III : Institutions**
Family, Marriage: Features, Types, Functions and Change
Kinship: Meaning, Kinship system in North, South and other parts
in India
- UNIT- IV : Social change in India**
Sanskritisation
Westernisation
Modernisation
Little Tradition, Great
tradition Universalisation and
Parochialisation Globalisation
- UNIT- V : Social Convergence and Integration**
Caste and class: Meaning, characteristics and interrelationships.
- Culture**
Emergence of Indian
civilisation The composite cultural
legacy
Nation building: Social background problems.

READINGLIST

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

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

Deb,BimalJ.2010.*PopulationandDevelopmentinNorthEastIndia*.

NewDelhi:Delhi:O

xfordUniversityPress.

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

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

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

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

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

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

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

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

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

Press.

COURSEOUTCOME

A proper and profound understanding of the course contents is very much essential to envision a better society in India. The past, present and future prospects and growth of India will be more brighten if the above enlisted aspects are taken and used in a positive vibe with open mind and humanistic perspective.

SOC-DSM-II-151
INDIAN SOCIETY

Full Marks: Semester-70 + Internal-30=100
Pass Marks: Semester-28 + Internal-12=40

No. of Credits: 3
No. of Lectures: 45

OBJECTIVE: The course introduces to students the structure and process of Indian society. It includes both caste and tribal social system across the country.

COURSE OUTLINE

- UNIT I : Characteristic of Indian society**
Unity in diversity
Composite culture
- UNIT II : Social Composition**
Culture, language, region, religion, ethnicity, rural-urban
- UNIT III : Basic Institution-I**
Family, Marriage and Kinship
- UNIT IV : Basic Institution-II**
Caste, Class, Tribe, Elites
- UNIT V : Social Process**
Sanskritisation, Westernisation, Modernisation, Globalisation

READING LIST

- Ahuja, Ram, 1999. *Society in India: Concepts, Theories, and Recent Trends*, Rawat Publications. Ahmed,
- Imtiaz (Ed.), 1978. *Caste and Social Stratification among the Muslims*, Delhi: Manohar Bose,
- N.K, 1967. *Culture and Society in India*, Bombay: Asia Publishing House
- Bose, N.K, 1975. *Structure of Hindu Society*. New Delhi
- Bendix, R. 1969. *Nation-Building and Citizenship Studies of four Changing Social Order*. New York: Doubleday Anchor
- Dube, S.C, 1990: *Society in India*. New Delhi: National Book Trust
- Dube, S.C, 1995: *Indian Village*. London: Routledge
- Dube, S.C, 1958. *India's Changing Villages*. London: Routledge and
- Kegan Paul & Ghurye, G.S. 1969. *Caste and Race in India*. Bombay: Popular Prakashan (5th Edition)

- Joy, Edward, J.1970. *A Tribal Village of Middle India*. Calcutta: Anthropological Survey of India
- Hasnain,Nadeem,2020.*IndianSociety:ThemesandSocialIssues*.TataMcGraw-HillEducation.
- Hasnain,Nadeem,2010.*IndianSocietyandCulture:ContinuityandChange*.NewRoyalBookCompany.
- Karve,Irawati.1961. *HinduSociety:AnInterpretation*.Poona:DeccanCollege
- Lannoy,Richard.1971.*TheSpeakingTree:ASTudyofIndianSocietyandCulture*.Delhi:OxfordUniversityPre
ss
- Mandelbaum,David,G.1970. *SocietyinIndia*.Bombay:PopularPrakashan
- Marriott,Mckim.1960.*CasteRankingandCommunityStructureinFiveRegionsofIndiaandPakistan*.Poona:
DeccanCollege.
- Marriott, Mckim (Ed.), 1955. *Village India*. Chicago: Chicago University PressNagla,
- B K. 2014. *Indian Sociological Thought*. Jaipur/Delhi: Rawat Publications.
- Pandey,Vinita. 2016. *Indian Society andCulture*. Rawat Publications
- Rao, Shankar. C.N. 2004. *Sociology of Indian society*. S. Chand & Co. Pvt, Ltd.
- Sharma,K.L,2008.*IndianSocialStructure andChange*.Rawat Publications.
- Singer, Milton, 1972. *When a Great Tradition Modernises: An Anthropological Approach
toIndianCivilisation*. Delhi: VikasPublishingHousePvt.Ltd
- Singh,Yogendra,1986.*ModernisationofIndianTradition*.Jaipur:RawatPublications
- Srinivas,M.N,1965.*ReligionandSocietyamongtheCoorgsofSouthIndia*.London:J.K.Publishers
- Srinivas, M.N, 1960. *India 's Villages*. Bombay: Media Promoters and Publishers Pvt. Ltd
- Srinivas, M.N, 1962. *Caste in Modern India and Other Essays*. Bombay: Asia publishing House
- Srinivas, M.N, 1969. *Social Change in Modern India*. Berkeley: University of California Press
- Srinivas,M.N, 1980.*India 'sSocial Structure*.New Delhi:HindustanPublishingCorporation
- Uberoi,Patricia, 1993. *Family,Kinship and Marriagein India*. NewDelhi: Oxford UniversityPress

COURSEOUTCOME

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

SOC-IDC-151
SOCIAL PROBLEMS IN INDIA

Full Marks: Semester-70+ Internal-30=100
Pass Marks: Semester-28+ Internal-12=40

No. of Credits:3
No. of Lectures: 45

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

COURSE OUTLINE

UNIT I : Social Problems

Meaning, nature, significance, causes, characteristics and types
Theoretical approach to social problems

UNIT II : Social Problems

Poverty, illiteracy, unemployment, casteism, communalism and ethnic conflict
Dowry, domestic violence, divorce and problems of elderly

UNIT III : Developmental Problems

Regional disparity, population explosion, environmental degradation
Crime and delinquency

UNIT IV : Problems of Contemporary Society

Corruption
Drug addiction and alcoholism
Cyber-crime
Insurgency and human trafficking

UNIT V : Remedial Measures

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

READINGLIST

- Beteille, Andre. 1974. *Social Inequality*. New Delhi: OUP
- Beteille, Andre. 1992. *Backward Classes in Contemporary India*. New Delhi: OUP
- Berreman, G.D. 1979. *Caste and Other Inequalities: Essays in Inequality*. Meerut: Folklore Institute
- Dube, Leela. 1997. *Women and Kinship: Comparative Perspectives on Gender in South and Southeast Asia*. New Delhi: Sage Publications
- Gadgil, Madhav and Guha, Ramchandra. 1996. *Ecology and Equity: The use and Abuse of Nature in Contemporary India*. New Delhi: OUP
- Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi: Harper Collin Publishers
- Guha, Ranjit. 1991. *Subaltern Studies*. New York: OUP
- Inden, Ronald. 1990. *Imaging India*. Oxford: Brasil Blackward
- Kothari, Rajani (Ed.). 1973. *Caste in Indian Politics*.
- Lewis, Oscar. 1966. "Culture of Poverty". *Scientific American* Vol. II & amp V No. 4, pp. 19-25
- Ministry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India.
- Satya Murty, T.V. 1996. *Region, Religion, Caste, Gender and Culture in Contemporary India*. New Delhi: OUP

COURSE OUTCOME

The course content would lead to a better sociological understanding of social problems in India in terms of conceptual clarity and theoretical perspectives. The students will have a detailed understanding of major social problems in India and the remedial measures to overcome such social problems.

ICT AND COMPUTER APPLICATION IN SOCIAL SCIENCE

Full Marks: Semester-70+Internal-30=100
Pass Marks: Semester-28+ Internal-12=40

No. of Credits: 3
No. of Lectures: 45

OBJECTIVE: Basic or fundamental knowledge in computer education is must now for all people. Students need to know and use computer to facilitate their everyday study to develop their skills. Hence the course intends to acquaint the students about essential features and basic programs including software of computer.

COURSE OUTLINE

- UNIT I : Basic of computer**
Hardware, Definition, Types and anatomy of computer, History of computer generation, Application
- UNIT II : Internet–Genesis, CMC (Computer Mediated Communication)**
Search Engine: Jstor, Google, Yahoo, Bing
- UNIT III : E-methods**
Application in Research
- UNIT IV : Software**
MS office SPSS
NVivo
Referencing Plagiarism
- UNIT V : Computer Digital Library**
Swayam Shodhganga
DelNet

READING LIST

- Baker, R.P. 1992, 'New Technology in Survey Research: Computer Assisted Personal Interviewing CAPI', *Social Science Computer Review*, vol.10, pp.145-157.
- Beckenbach, A. 1995. 'Computer Assisted Questioning: The New Survey Methods in the Perception of the Respondents', *BMS*, vol.48, pp.82-100.

- Bennet, D. & Goodger, C. 1993. 'Interviewer training for CAI at OPCS', paper presented at the 1993 Conference of the Study Group on Computers in Survey Analysis. City University, London.
- Berry, S. H. & O'Rourke, D. 1988. 'Administrative Designs for Centralised Telephone Survey Centers: Implications of the Transition To CATI' in R.M. Groves, P.P. Biemer, L.E. Lyberg, J.T. Massey, W. L. Nicholls II & J. Waksberg editors. *Telephone Survey Methodology*. New York: Wiley.
- Bond, J. 1991. 'Increasing the Value of Computer Interviewing' in Proceedings of the 1991 ESOMER Congress.
- Cahuman, H.L. & Leyhe, E. W. 1985. 'Human Versus Computer Interviewing', *Journal of Personality Assessment*, vol. 49, pp. 103-106.
- Catlin, G. & Ingram, S. 1988. 'The effects of CATI on costs and data quality: a comparison of CATI and paper methods in centralised interviewing', in R. M. Groves, Couper, M.P. and Groves, R.M. 1992, 'Interviewer reactions to alternative hardware for computer assisted personal interviewing'. *Journal of Official Statistics*, vol .8, pp. 201-210.
- De Leeuw, E.D. 1993, Data quality in mail, telephone and face-to-face surveys. Amsterdam: TT-Publikaties.
- Groves, R.M. & Mathiowetz, N.A. 1984. 'Computer assisted telephone interviewing: effect on interviewers and respondents', *Public Opinion Quarterly*, vol. 48, pp. 356-369.
- Groves, R.M. & Nicholls, W.L. II 1986. 'The status of computer-assisted telephone interviewing: part II - Data quality issues', *Journal of Official Statistics*, no. 2, pp. 117-134.
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- Hox, J.J., DeBie, S. & De Leeuw, E.D. 1990. 'Computer Assisted Telephone Interviewing: A review' in J. Gladitz & K.G. Troitzsch Editors., *Computer Aided Sociological Research*. Berlin: Akademie-Verlag
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- publishers
- Kiesler, S. & Sproull, L.S. 1986. 'Response effects in electronic surveys'. *Public Opinion Quarterly*, no-50, pp.402-413
- Locke, S.E., Kowaloff, H.B., Hoff, R.G., Safran, C., Popovsky, M.A., Cotton, D.J., Finckelstein, D.M., Page, P.L. & Slack, W.V. 1992. 'Computer-based interview for screening blood donor risk of HIV infection', *Journal of the American Medical Association*, vol.268, pp.1301-1305.
- Martin, J. & Mannes, T. 1995. 'Computer-assisted personal interviewing in survey research' in R.M. Lee editor. *Information Technology for the Social Scientist*. London: UCL Press.
- Olsen, R. J. 1992. 'The Effects of Computer Assisted Interviewing on Data Quality', Paper Presented at The 4th Social Science Methodology Conference, Trento.
- Rezmovic, V. 1977. 'The effects of computerized experimentation on response variance', *Behaviour Research Methods & Instrumentation*, vol.9, pp.144-147.
- Saris, W.E. 1989. 'A Technological Revolution in Data Collection', *Quality & Quantity*, vol.23, pp.333-349.
- Saris, W.E. 1991. *Computer-Assisted Interviewing*. Newbury Park: Sage.
- Stockemer D., 2019. *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and STATA*.
- Weeks, M.F. 1992. 'Computer-Assisted Survey Information Collection: A review of CASI Methods and their Implications for Survey Operations', *Journal of Official Statistics*, vol.4, pp.445-466.
- Weinberg S.L. & Abramowitz S.K. 2008. *Statistics Using SPSS: An Integrative Approach*, Cambridge University Press, USA.

COURSE OUTCOME

The course content is very much useful and stands high relevance for all students who will excel by doing their respective works through use of ICT or appropriate application of computer technology. The students will further undertake both qualitative and quantitative studies by using the technology and fit that strongly at par with global standards and competition by getting good employment opportunities vis-a-vis developing their own industry of employability.

SEMESTER-III

SOC- DSC-201 SOCIOLOGICAL THEORY

FullMarks: 70+30=100
PassMarks:28+12=40

No.ofCredits:4
No.ofLectures:60

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

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

Reading list

Althusser, Louis 1969: *For Marx*, London: Penguin Books

Aron, Raymond. 1965 (1967): *Main Currents in Sociological Thought, Vol. I and II*. Penguin (chapter on Marx, Durkheim and Weber)

Blumer, Herbert 1987: *Symbolic Interactions: Perspective and Method*, California: University of California, Press

- Bottomore, T. B. 1984: *Karl Marx: Selected Writings in Sociology and Social Philosophy* Harmondsworth: Penguin Book
- Collins, Randall. 1997: *Sociological Theory*. Jaipur/New Delhi: Rawat
- Lash, Scott. 1990: *Sociology of Post-Modernism*, London: Routledge
- Coser, L. A. 1977: *Masters of Sociological Thought*, New York: Harcourt Brace
- Dahrendorf, Ralf 1959: *Class and Class Conflict in Industrial Society*, Stanford University Press
- Durkheim, Emile 1954: *Elementary Forms of Religious Life*, London: Allen and Unwin
- Durkheim, Emile 1958: *Rules of Sociological Method*, Glencoe: Free Press
- Durkheim, Emile 1960: *Division of Labour in Society*, Glencoe: Free Press
- Giddens, Anthony 1997: *Capitalism and Modern Social Theory – An Analysis of Writings of Marx, Durkheim and Weber*, Cambridge University Press, Whole Book
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. 1995: *Understanding Classical Sociology – Marx, Weber and Durkheim*, London: Sage Publications, Whole Book
- Marx, Karl 1972: *Capital*, Vol. I & III, Moscow: Progress Publishers
- Jullian 1992: *Sociology of Max Weber*, Harmondsworth: Penguin Books
- Malinowski, B. 1964: *A Scientific Theory of Culture and Other Essays*, London: Oxford
- Maynard, Marry. 1989: *Sociological Theory*, Longman
- Marx, Karl 1979: *Preface to Critique of Political Economy*, Moscow: Progress Publishers
- Marx, Karl 1982: *The German Ideology*, Moscow: Progress Publishers
- Marx, Karl, and F. Engels 1982: *Manifesto of Communist Party*, Moscow: Progress Publishers
- Freun, Mead, G. H. 1934: *Mind Self and Society*, Chicago: University of Chicago Press
- Nisbet 1966: *The Sociological Tradition*, Heinemann: Educational Books Ltd., London
- Ritzer, George. 1992 (III Edition): *Sociological Theory*, New York: McGraw-Hill
- Turner, Jonathan H. 1995 (4th Edition): *The Structure of Sociological Theory*, Jaipur and New Delhi: Rawat
- Wallace, Ruth and Alison, Wolf. 1963: *Contemporary Sociological Theory*, Englewood Cliffs: Prentice Hall Inc.
- Zeitlin, Irvin 1981: *Ideology and The Development of Sociological Theory*, Prentice Hall
- Zeitlin, Irving M. 1998 (Indian Edition): *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur and New Delhi: Rawat

SOC-DSC-202
SOCIAL RESEARCH METHODS-I

Full Marks: 70+30=100
Pass Marks: 28+12=40

No. of Credits: 4
No. of Lectures: 60

Objective

The course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality.

COURSE OUTLINE

UNIT-I : Social Research -Meaning and Types

What is Social Research?

Types of research- Basic and applied, Qualitative and quantitative

Major steps in social science research

UNIT-II : Formulation of Research Problem

Concepts and hypothesis

UNIT-III : Scientific study of social phenomenon

Scientific Method,

Logic in social science Research: Inductive and deductive method,

Objectivity and subjectivity in social science.

UNIT-IV : Philosophical bases of social research

Positivism and empiricism; Critique of positivism

UNIT-V : Research Design: Descriptive, explanatory and experimental

READING LIST

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

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

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

- Jayaram, N. 1989. *Sociology: Methods and Techniques*. Bangalore, Willey Easterner
- Punch, Keith. 1996. *Introduction to Social Research*, London, Sage
- Srinivas, M.N. and A.M. Shah. 1979. *Fieldwork and the Field* Delhi, Oxford
- Garrett, Henry. 1981. *Statistics in Psychology and Education*, David Mckey, Indian publication– Mrs. A.F, Sheikh For Vikils, Bombay, Tenth Reprint
- Young, P.V. 1988. *Scientific Social Survey and Research*. New Delhi, Prentice Hall

SOCIAL PROBLEMS IN INDIA

FullMarks:70+30=100
PassMarks:28+12=40

No.ofCredits:4
No.ofLectures:60

Objective

The course aims to explore and acquaint students about some vital issues and problems of the complex society they live in. The course may help to understand the genesis of the social problems and help in suggesting viable measures to effectively deal with the social problem.

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

Reading list:

- Ahuja, Ram, 1999: *Social Problems in India*, New Delhi, Rawat Publications.
- Beteille, Andre. 1974. *Social Inequality*: New Delhi: OUP
- Bhagat, Oinam and Sadokpam, D.A. (ed.) *Northeast India: A Reader*. NY: Routledge. 2018.
- Carrabine; Eamonn, Iganski, Paul, Lee, Maggy, Plummer Ken, South, Nigel (2004) *Criminology: A Sociological Introduction*
- Ghosh, Jayati, 2016, *Inequality in India: Drivers and Consequences*, World Social Science Report, UNESCO
- Guha, Ranajit. 1991. *Subaltern Studies*. New York: OUP
- Haralambos, M. and Heald, R.M. *Sociology: Themes and Perspectives*. OUP. 2005.
- Kattakayam and Vadackumchery. *Crime and Society*. New Delhi: A.P.H. Pub. 1999.
- Karna, G.N. 2001. *Disability Studies In India; Retrospects and Prospects*. New Delhi: Gyan Publishing House (Relevant Chapters).
- Kohli and Sharma. *Poverty Alleviation and Housing Problem*. New Delhi: Anmol Pub. 1997.
- Kshetri, Rajendra and Khogen, Yumlembam (eds.) *State, Civil Society and Social Movement in North East India*. New Delhi: Mittal Pub. 2020.
- Lewis, Oscar. 1996. "Culture of poverty" *Scientific American* vol. II & AMP V NO. 4, PP-19-23
- Machael, C. *Corruption: Causes and Consequences*. London: Frances Pinter Publishers. 1983.
- Mamoria, C.B., 1981 *Social Problems and Social Disorganization in India*
- Merton, R. K. and Nisbet, R. *Contemporary Social Problem*. Harcourt Brace: New York. 1971.
- Ministry of home affairs. 1998. *Crime in India* New Delhi: Government of India
- Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pg 177-225, 261-276
- Oommen, T.K. 2002. *Pluralism, Equality and Identity*. Oxford: New Delhi. Pp. 42-64.
- Preestly, M. (ed.). 2002. *Disability and Life Course: Global Perspectives*. Cambridge: Cambridge University Press.
- Ram, Ahuja. *Society in India*. New Delhi: Rawat. 2012.
- Sullivan T.J. 1997. *Introduction to Social Problems*. Allyn & Bacon, Needham Heights, MA
- Sutherland, Edwin Hardin Sutherland (1949) *White Collar Crime*, Dryden Press

INDIAN SOCIETY

Full marks: 70+30=100

Pass Marks: 28+12=40

No of Credits: 3

No. of Lectures: 45

Course

UNIT I : Indian Society

Distinctive characteristics

Textual and field views

UNIT II : Social Composition

Rural-urban differences, rural-urban linkages

Scheduled Tribes, Scheduled Castes, Other Backward Classes, women, minorities

UNIT III : Basic Institutions

Family & marriage-features, types & change

Caste, class-Meaning, characteristics, interrelationship

UNIT IV : Cultural and Ethnic Diversity

Languages, castes, religions and cultures in India

Cultural and ethnic diversity in North East India

UNIT V : Social Convergence and Integration

Sharing of material traits and language

Evolution of composite cultural legacy

Nation-building and national identity

Reading list

Bose, N.K. 1975: Structure of Hindu Society. New Delhi.

Bose, N.K. 1967. Culture and Society in India. Bombay: Asia Publishing House.

Deb, Bimal J. 2010. Population and Development in North East India. New Delhi: Concept. Delhi: Oxford University Press.

Dube, S.C. 1995: Indian Village. London: Routledge.

Dube, S.C. 1958: India's Changing Villages. London: Routledge and Kegan Paul. Dube, S.C. 1990: Society in India. New Delhi: National Book Trust.

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

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

Mandelbaum, David: *Society of India*

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

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

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

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

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

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

SOC-SEC-201
FIELD STUDY AND REPORT WRITING

Full Marks: 50

No. of Credit– 3
No. of Lectures: 45

OBJECTIVE

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

FIELD WORK

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

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

Suggestive Practices:

1. Field Work on Swatch Bharat

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

Activities:

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

2. Social awareness fieldwork on non- profit management in **Nivedita Nari Sangstha** (Social Welfare Women Organization), Kabiura Lane, Meherpur, Silchar-788015, Phone-9435010157

Email id: nss.silchar@gmail.com

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

4. Field work in a **Drug de-addiction centre** and similar organisation and communities.

Course Outcome: The course would equip students to acquire the skills of applications of theoretical knowledge to fields.

SEMESTER-IV

SOC-DSC-251 RURAL SOCIOLOGY

Full Marks: 70+30=100
Pass Marks: 28+12=40

No. of Credits: 4
No. of Lectures: 60

Objective

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

COURSE OUTLINE

- UNIT-I : Rural Sociology –**
Definition
Subject matter & Scope
Significance of Rural Sociology
- UNIT-II : Rural society in India**
Family, ritual structure, castes,
Occupations, Labour
Market and technology
- UNIT-III : Agrarian social structure in India**
Agrarian relations,
Jajmani System
Changing labour market,
Rural-urban migration
- UNIT-IV : Rural power structure in India**
Caste, class and rural politics,
Panchayati Raj and issues of development
- UNIT-V : Rural development in Northeast India**
Autonomous councils,
Panchayati Raj Institutions,
Village development boards,

READING LIST

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

SOC-DSC-252
URBAN SOCIOLOGY

Full Marks: 70+30=100
Pass Marks: 28+12=40

No. of Credits: 4
No. of Lectures: 60

Objective

Main objective of the course is to provide knowledge on distinctness of sociological scholarship as a separate cognitive discipline on urban dimensions in India vis-à-vis to help in developing an understanding about the fundamental social reality, social processes and changes seen in developmental perspectives of urban centers and communities.

COURSE OUTLINE

- UNIT-I : Urban sociology**
Definition
Subject matter & Scope
significance of urban sociology
- UNIT-II : Urban social structure**
Distinctive characteristics of family, marriage, caste and religion
- UNIT-III : Urban economy**
Occupations, labour market and technology,
role of industry in urban social structure,
migration
- UNIT-IV : Urban power structure**
Caste, class and politics in urban areas,
local governance in urban communities
- UNIT-V: Urban development issues in India**
Urbanization in North-East India

READINGLIST

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

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

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

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

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

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

SOC-DSC-253
FAMILY, KINSHIP AND MARRIAGE

Full Marks: 70+30= 100
Pass Mark: 28+12= 40

No. Of Credits: 4
No. Of lectures: 60

Objective

The objective of this course is to acquaint students with basic concepts of kinship, family and marriage in the perspective of society. Special focus is given to study kinship, family and marriage in the regional variations and significance of cultural diversity and pluralism in India.

COURSE OUTLINE

- UNIT-I : Kinship**—Meaning and types, types of kins, descent and alliance, kinship terms
- UNIT-II : Marriage** –Definition, rules of marriage, types of marriage
- UNIT-III : Marriage transactions** – bride wealth and dowry, dowry deaths in India
- UNIT-IV : Concepts of family and household**, functions of family, types of family
- UNIT-V : Kinship usages**, continuity and change in marriage and family in India

READING LIST

- Fox, Robin 1967 *Kinship and Marriage: An anthropological perspective*, Penguin
- Kissinger, R, M 1975 *Kin groups and social structure*, New York, Holt Rinehart
Winston
- Radcliffe-Brown, A.R 1950 *African systems of kinship and marriage*, London, OUP
& Daryll Forde (eds.)
- Uberoi, Patricia (ed.) 1993 *Family, kinship and marriage in India*, New Delhi, OUP
- 1968 *International Encyclopedia of social sciences*, Macmillan
- Goody, Jack (ed.) 1958 *The Developmental Cycle in Domestic Groups*, Cambridge,
Cambridge University Press.

SOC-DSM-I-251
SOCIOLOGY OF NORTH-EAST INDIA

Full Marks: 70+30=100
Pass Marks: 28+12=40

No. of Credits: 3
No. of Lectures: 45

Objective:

The course aims to explore and acquaint students about some vital issues and dimensions of the complex society they live in. By the process of unearthing of facts and figures about the nature and structure of the region's historical trajectories, the course may help to understand the genesis of the problems of the region and help suggesting viable measures to address/redress these issues and problems for an all- round, inclusive development and change in the North-east society.

COURSE OUTLINE

UNIT-I : North-east India

Historical background,
Demographic profile, Socio-cultural Profile,
Constitutional provisions, Role of VIthSchedule,
North East Council

UNIT-II : Conceptualising North east India

Politico-economic approaches, Ecological Construction,
Cultural-historical dimension, unity in diversity

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

READING LIST

- Madan, T. N. 1994. *Pathways: Approaches to the Study of Society in India*. OUP, New Delhi
- Dhanagare, D. N. 1993. *Themes and Perspectives in Indian Sociology*. Rawat Publication
- Shah, A. M. 2000. *Sociology in Regional Context, Seminar*, 495
- Singh, Y, 1986. *Social Conditioning of Indian Sociology: The Perspectives*. Vistar Publications
- Soja, E W. 1996. *The Third Space*, Blackwell
- Alam, E. 1994. *Planning in North East India*, New Delhi, Gyan Publishing House
- Bhattacharjee, J. B. 1991. *Social and Political Formation in Pre-colonial North East India*
- Bhattacharjee, J. B. 1998. *Sequences of Development in North East India*, Delhi: B. R. Publications
- Srivastava, S K. (ed.) 1987 *Demographic Profile of North East India*
- Govt. of India, *Report of Development of North East Region*, New Delhi, Planning Commission, Govt. of India
- North East Council, *Basic Statistics of North Eastern Region*, Shillong, NEC
- Bose, A. et al. 1990. *Tribal Demography and Development in North East India*
- Choudhuri, B. 1990. *Tribal development in India: Problems and Prospects*
- Das, N K. 1989. *Ethnic Identity, Ethnicity and Social Stratification in North East India*
- Datta, A. 1991. *Rise and Growth of the National Movement in Assam in the Twentieth Century till 1940*
- Datta Ray, B. 1987. *Patterns and Problems in North East India*
- Datta-Roy, B. 1998. *Social and Economic Profiles of North East India*, B. R. Publications
- Datta, P S. 1991. *Ethnic Movements in Poly-ethnic Assam*
- Dev, J. and Lahiri. *Cosmogony of Caste and Mobility in Assam*
- Gopal K, R. 1990. *The North East India: Land, Economy and People*
- Guha, Amlendu, 1991. *Medieval and Early Colonial Assam*
- Horam, M. 1990. *North East India: A Profile*
- Mathew, T (ed.). *Tribal Economy of North Eastern Religion*, Shillong, NEC
- Nag, S. 1990. *Roots of Ethnic Conflict: Nationality Question in North East India*
- Saikia, P.D. & D. Borah (eds.). *Constraints of Economic Development in North East India*, New Delhi, Omsons
- Singh, U K. 1990. *Arunachal Pradesh: A Study of the Legal System of Adi Tribe*

SOC-DSM-II-252
MEDIA AND SOCIETY

FullMarks:70+30=100

Credits: 3

PassMarks:28+12=40

No. of

No. of Lectures: 45

COURSE OUTLINE

UNIT-I : Foundations of Communication

Communication: Meaning, definitions, and scopes

Elements, process, models, and functions of Communication

Types and classifications of communication

Intrapersonal, Interpersonal, Group, and Organisational communication

Mass Communication

UNIT-II : Understanding Mass Communication

Mass Communication: Meaning, definitions and scopes.

Functions of Mass Communication

Critical Concepts in Mass Communication

Forms of Mass Media: News and Entertainment media; Advertising and Public Relations

UNIT-III : Media, Society, and Socialization

Factors contributing to social integration and homogenisation of audiences.

Implications for modern society

Communication within groups and group impact on media

UNIT-IV : Media's Reflection on Society

Media's role in creating role models for children and adolescents.

Media's influence on family values

Media Effects Studies: Gender, Children, Violence, Persuasion, and Public Opinion

Understanding the nature of mass society, mass culture, and mass behaviour

UNIT-V : Media in a Global Context

Digital media's impact on global culture

Social media's role in international communication

Issues and concerns in international communication

Media globalisation and the flow of global content

International communication in the age of media convergence

Challenges and opportunities in international communication

Online global media activism

READING LIST

Mass Communication Theory and Practice in the 21st Century by Kalyani Chadha

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

Communication Theory: Epistemological Foundations by Paul Coble

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

Mass Communication in India by Keval J. Kumar

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

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

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

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

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

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

The Media and Social Theory by David Hesmondhalgh

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

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

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

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

Global Media Industries: India 2.0 by ManjunathPendakur and VibodhParthasarathi

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

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

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

SEMESTER-V

SOC-DSC-301 POLITY AND SOCIETY

Full Marks: 70+30= 100

Pass Mark: 28+12= 40

No. of Credits: 4

No. of Lectures: 60

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

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

COURSE OUTLINE

UNIT-I : Polity and Society

Meaning and Scope; Inter Relationship between Polity and Society,

UNIT- II : Approaches to Political Sociology

Functional Marxism, Behavioural, Weberian

UNIT-III : Political Process:

Political culture

Political Socialisation

Political participation and voting behaviour

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

UNIT-IV : State and Civil Society:

Political organisations; Monarchy, Democracy,

Political Institutions and Democratic Processes; Pressure groups, interest group

Challenges: Militancy , Fundamentalism , Regionalism

UNIT-V : Polity and society in India

Caste, Class, Gender, Religion in Indian Polity

Political Culture in India: Challenges of Nation Building in India

Challenges: Militancy, Fundamentalism, Regionalism

READING LIST

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

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

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

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

- Bottomore, T.B 1981. *Political Sociology*, New Delhi: B.I Publication Pvt. Ltd.
- Chakraborty, Satyabrata (ed) 2005. *Political Sociology*: New Delhi:Macmillan India Ltd.
- Faulks, Keith 2011. *Political Sociology: A Critical Introduction*, New Delhi, Rawat Publication.
- Mukhopadhyay, A.K,2013. (reprint) *Political Sociology: An Introductory Analysis*, Calcutta: K.P Bauchi & Company.
- Gupta, Dipankar. 1996 *Political Sociology in India: Contemporary Trends*, Orient Longman, New Delhi.
- Baruah, Munin and Pankaj Borah 2012. *Political Sociology: Theories and Concepts*, EBH Publishers, Guwahati.
- Kothari, Rajani(ed),1973.*Caste in Indian Politics*, New Delhi: Orient Longmans Ltd.
- Kaviraj, Sudipta, 1997. *Politics in India*, New Delhi:OUP.
- Padnis, Urmila, 1990, *Ethnicity and Nation Building in South Asia*, Sage Publications Pvt. Ltd.
- Manor, James. 1988, '*Parties and the Party System*', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98
- Michelutti, Lucia. 2007, 'The Vernacularisation of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

SOC-DSC-302
ECONOMY AND SOCIETY

Full Marks: 70+30= 100
Pass Mark: 28+12= 40

No. Of Credits: 4
No. Of Lectures: 60

Course Objectives:

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

Learning Outcomes:

- a) Familiarizes key concepts and theories about the interrelationship between economy and society.
- b) Describes socio-cultural basis of economic systems, institutions and actors in a comparative perspective.
- c) Helps to understand the current transformations of economy by identifying its key socio-cultural processes and institutions.
- d) Helps to formulate research questions and arguments about the socially embedded character of economy.

COURSE OUTLINE

UNIT-I : Economy and Society:

Sociological aspects of economic processes;
Relationship Between Economy and Society;
Basic elements of economic process
A. Barter
B. Exchange
C. Reciprocity
D. Redistribution

UNIT-II : Forms of Exchange:

Barter System: meaning and limitations
Exchange and Money: Types and Functions of Money,
Market and society in India

UNIT-III : Production, Circulation and Consumption

System of production: labour intensive and capital intensive
Mode of Production: Domestic Mode of Production; Peasant; Capitalism, Socialism.

UNIT-IV : Economic issues in India:

Globalisation, Development, Inflation, unemployment,
Economic inequality, Poverty, Black Money, Underutilisation of public resources.

UNIT-V : Rural Economy in India:

Economic reforms India,
Agrarian Economy: branches of Agriculture – changing role of agriculture.

Recommended books:

- Weber, Max 1999: *Essay in Economic Sociology*, ed, by Richard Svedberg, Prince town University Press. Chapter sixteen, Sociological category of economic action.
- Neil J. Smelser and Richard Svedberg, 2005, *The Handbook of Economic Sociology*, Second Edition, Princeton University Press.
- Anderson Perry 1996: *Passages from Antiquity to Feudalism*, London. NLB:Verso
- Appu. P. S 1996: *Land Reform in India*, Vikash Publishing House, Chapter 1,2,3.
- Bottomore, Tom 1985, *Theories of Modern Capitalism*, Harper Collins publisher Ltd, London.
- Dube, S. C 2012: Kumar Oxford. Chapter 2, the economic life.
- Granovetter, Mark, 2011, *The Sociology of Economic Life*, Routledge, New York
- Dasgupta, Ajit K, 1993, *A History of Indian Economic Thought*, Routledge.
- Harrison, David. 1988, *Sociology of Modernisation and Development*, London, Unwin Hyman.
- Carrier, G. James. 2021, *Economic Anthropology*, Columbia University Press
- Srinivas, MN, 1978, *The Remembered Village*, Oxford, Chapter IV, The Universe of Agriculture.
- Kapila Uma, 2009, *Indian Economy: preference and policies*, The Institute of Economic Growth, Delhi.
- Singh, Ramesh, 2010, *Indian Economy*, Tata McGraw Hill,
- C.H. Shah, 2011, *Fundamentals of Agricultural Economics with Perspectives from Indian Agriculture*, Kalpaz Publications
- Puri, V. K and S. K. Misra, 2014, *Indian Economy*, Himalaya Publishing House.

SOC-DSC-303
SOCIAL EXCLUSION AND INCLUSION

Full Marks: 70+30= 100
Pass Mark: 28+12= 40

No. of Credits: 4
No. of Lectures: 60

COURSE OBJECTIVE:

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

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

Discrimination, deprivation and exclusion

Social Inclusion, Social Justice, and Equity

UNIT-II : Methodology in Social Exclusion and Inclusion

Tools and Techniques

Measurement: Levels and Degrees of Social Exclusion and Inclusion

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

Individual and Collectivity

Socio-cultural Economic Political Spheres

Subaltern Perspective

UNIT- IV : Institutions and System of Social Exclusion

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

Region,

Language

UNIT-V : Exclusion to Inclusion

Constitution, State – Legislations, Programs and Policies

Social Movements, Civil Society

Social Mobility and Change

Emergence of Inclusive society

READING LIST

- Bryne, D. (2006). *Social Exclusion*. London. Open University Press
- Chakravarti, U. (2006). *Gendering Caste through a Feminist Lens*. Calcutta. Stree
- Chandhok, N. (1999). *Beyond Secularism: The Rights of Religious Minorities*. New Delhi. Oxford University Press
- Hills, J., Le Grand, J. and Piachaud, D. eds. (2002). *Understanding Social Exclusion*. Oxford. Oxford University Press
- Lal, A.K., eds., (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak*. New Delhi. Concept
- Nambissan, G. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Working Paper Series, Indian Institute of Dalit Studies and UNICEF
- Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi. Sage Publications
- Oommen, T. K. (2014). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi, Orient Blackswan.
- Ram, N. (2008). *Dalits in Contemporary India (Vol 1)*. New Delhi. Siddhant Publication.
- Ramaih A.(2007). *Laws for Dalit rights and Dignity: Experiences and responses from Tamil Nadu*. Jaipur. Rawat Publication
- Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi. Critical Quest
- Singh K.S., ed., (1982). *Tribal Movements in India*. Delhi. Manohar.
- Thorat S. and Kumar, N. (2008), *B. R. Ambedkar's Perspectives on Social Exclusion and Inclusive Policies*. New Delhi. Oxford University Press.
- Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

ADDITIONAL READINGS

- Abrams, Dominic, eds. (2004). *Social Psychology of Inclusion and Exclusion*. New York. Psychology Press,
- Appasamy,P., Guhan,S., Hema, R.,(et al) (1996). 'Social Exclusion from a Welfare Rights Perspective in India'. International Institute for Labour Studies and United Nations Development Programme, Research Series. 106, Geneva: ILO Publications
- Atkinson, A. B. (1998) 'Social Exclusion, Poverty and Unemployment' in J. Hills, eds. *Exclusion, Employment and Opportunity*, London: Centre for Analysis of Social Exclusion (CASE). London School of Economics
- Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage
- Furer-Haimendorf, (1982). *Tribes of India*. Delhi. Oxford, Christof Von.
- Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. New Delhi. Oxford. (Parts I & II).
- Hasan, M. and Asnuddin, M. (2000). ed., *The Stories Of Muslim Lives in India*. New Delhi. Oxford University Press
- Jackson, C. (1999). 'Social Exclusion and Gender: Does One Size Fit All?'. *The European Journal of Development Research*, 11(1)
- Jogdand, P.G. and Michael, S.M. (2003). (Eds.), *Globalization and Social Movements – Struggle for Humane Society*. New Delhi and Jaipur. Rawat Publications.

- Kabeer, N. (2000). 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. *IDS Bulletin*, Brighton: Institute of Development Studies, 31(4)
- Mandelsohn, O. and Vicziany, M. (1998). *The Untouchables: Subordination, Poverty and the state in Modern India*. Cambridge. Cambridge University Press.
- Percy-Smith, J., (ed) (2000). *Policy Responses to Social Exclusion Towards Inclusion?*. Buckingham. Open University Press,
- Rodgers, G., Gore, C. and José, B. F., eds., (1995). *Social Exclusion - Rhetoric, Reality, Responses*. International Institute for Labour Studies and United Nations Development Programme. Geneva. International Labour Organization
- Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP, Human Development Report Office
- Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

SOC-DSM-I-301
HEALTH AND SOCIETY

Full Marks: 70+30= 100
Pass Mark: 28+12= 40

No. of Credits: 3
No. of Lectures: 30+15 hour project

Objectives the course

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

Course outcome:

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

- UNIT-I : Sociological Concepts:**
Health, Disease, illness and sickness,
Concept of Disease and disease causation as well as prevention:
Primary Secondary and Tertiary.
- UNIT-II : Origin and Development:**
Rise of medical sociology, meaning,
Nature, Scope, and Importance
Theories: Germ theory, theory of sick role, epidemiology,
Culture and health, health and social behaviour
- UNIT-III : What is Social Medicine?**
Meaning and scope,
genesis and evolution of social medicine,
development of preventive and social medicine and challenges
- UNIT-IV : Community Health:**
Public health in India and evolution,
determinants of health, dimensions of health,
role and responsibilities of health care provider.
- UNIT-V : Health care delivery system in India:**
Public health,private health,
indigenous system of medicine,

voluntary health agencies,
national health programme.

READING LIST

- Annandale Allen (2001). *The Sociology of Health and Medicine – A Critical Introduction*. Polity Press.
- Kevin White (2002). *An Introduction to the Sociology of Health and Illness*. Sage Publication. Pp 1-13, 32-45.
- Farmer Paul (1999). *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press.
- Farmer Paul (2020). *Fevers, Feuds and Diamonds: Ebola and the Ravages of History*. Ferrer, Straus and Giroux.
- Marcel Mauss (1973). Techniques of the Body. *Economy and Society*, 2,1, pp. 70-88.
- Nancy Scheper Hughes and Margaret Lock (1987). The Mindful Body. *Medical Anthropology Quarterly* (N.S) 1, 1, March (pp. 6-41).
- Doyal Lesley (1995). *What Makes Women Sick: Gender and the Political Economy of Health*. London: McMillan.
- Prasad Purendra and Amar Jesani (2018) (ed). *Equity and Access : Health Care Studies in India*. OUP.
- Hodges Sarah and Mohan Rao (ed) (2016). *Public Health and Private Wealth*. OUP.
- KaushikSundarRajan (2017). *Pharmocracy: Value, Politics and Knowledge in Global Biomedicine*. Duke University press.
- Fran Collyer (2015) (ed). *The Palgrave Handbook of Social Theory in Health, Illness and Medicine*. Palgrave Mcmillan.
- Crockerham.W.C; *Medical Sociology; Prattice Hall*, Englewood Cliffe, New Jersey.
- Mehta, S. R., *Society and Health -- A Sociological Perspective*, Vikas Publishing House Pvt.Ltd., 1992.
- Park,K., *Park's Text book of Preventive And Social Medicine*, B.B Publishrs Jabalpur.
- VHAI, *State of India's Health*, VHAI, New Delhi, 1992.

SOC-DSM-II 302 ENVIRONMENT AND SOCIETY

FullMarks:70+30=100

PassMarks:28+12=40

No. of Credits: 3

No. of Lectures: 45

Course Objectives

1. This course acquaints students to familiarize with the conceptual and Theoretical perspectives of Sociology of Environment.
2. It gives the students an understanding on the Contemporary issues on environment in the globe and Indian Society.

Course Outcomes:

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

UNIT-I : Emergence of Environmental Sociology

Society Environment Relation: Classical thinkers

History of emergence of Environmental Sociology

Post-developmentalism

UNIT-II : Global Environmental Problems and Implications for society

Global warming, Environmental pollution

Ozone depletion, Climate change

Theories of environmental Degradation

UNIT-III : Major Environmental Debates

North South Divide

Climate change debates

Environmental Justice and third world environmentalism

Environment and gender

UNIT-IV : Major Environmental Movements in the world

Friends of the Earth, Green Peace International

Green Belt movement

Environmental Movements as New Social Movement

UNIT-V : Environmentalism in India

Mahatma Gandhi, Petrick Geddes and Radhakamal Mukherjee

Chipko movement, Narmada BachaoAndolan, Navdanya

READING LIST:

- Baviskar, Amita. 1995. *Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, Oxford University Press,
- Bell, M.M. 2008. *An Invitation to Environmental Sociology*. 3rd Edition. Thousand Oaks. Pine Forge Press. CA: Sage Publications. India. Chapter- 1, (pp. 1- 29)
- Bookchin, Murray. 1980. *Toward an Ecological Society*. 2nd Edition Black Rose Books.
- Bookchin, Murray. 2007. *What is Social Ecology? In Social Ecology and Communalism*. Book by Murray Bookchin. A.K. Press
- Buttel, F. H. (2000). *Ecological Modernisation as Social Theory*, 'Geoforum, Volume 31, pp. 57-65.
- Clark, John. 1997. *A Social Ecology*. In *Capitalism Nature Socialism*. 8:3. 3- 33. DOI:10.1080/10455759709358746
- Das, Vidhya. "Mining Bauxite, Maiming People." *Economic and Political Weekly* 36, no. 28 (2001): 2612-614. <http://www.jstor.org/stable/4410849>
- Dunlap, R.E and Eugene A. Rosa. 2000. Environmental Sociology. Entry in Encyclopedia of Sociology. 2nd Edition. Vol.2. edited by E.F. Borgatta and Rhonda J.V. Montgomery. Macmillan Reference. USA. (pp. 800-813)
- Guha, Ramchandra (ed.). 1998. *Social Ecology*. Oxford Univ. Press
- Guha, Ramchandra. 1997. Social-Ecological Research in India: A Status Report. In *Economic and Political weekly*. February 15-21. 1997 Vol. 32. No.7. Pp. 345-352
- Hannigan, J.A. 1995. *Environmental Sociology*. 2nd Edition. Routledge: London and New York. Chapters- 1&2. (pp. 1-35)
- Hannigan, John. 1995. *Environmental Sociology: A Social Constructionist Perspective*. London: Routledge.
- Ingold, Tim. 1992. *Culture and the Perception of the Environment*, in E. Croll and D. Parkin (eds.) Bush Base: Forest Farm. London: Routledge, pp. 39 – 56.
- Mol, Arthur P. J. (Summer 1996). Ecological Modernisation and Institutional Reflexivity: Environmental Reform in the Late Modern Age, 'Environmental Politics, Volume 5, No. 2, pp. 302-323.
- Oomen, T.K. 2015. Radha Kamal Mukherjee on Social Ecology: Filling up some Blanks. In *Sociological Bulletin*. January-April 2015, Vol. 64 No.1. Pp 15-35.
- Proctor, James D. 1998. The Social Construction of Nature: Relativist Accusations, Pragmatist and Critical Realist Responses', *Annals of the Association of American Geographers*, 88 (3): 352 – 376.
- Schnaiberg, A. 1975. Social Synthesis of the Societal – Environmental Dialectic: The Role of Distributional Disputes. article in *Social Science Quarterly*. June 1975. Vol. 56. No.1. (pp. 1-7)
- Shiva, Vandana. *The Seed and the Earth. Biopiracy: the Plunder of Nature and Knowledge*, South End Press, 1997, pp. 43–64.
- Tokar, Brain. 2010. Bookchins Social Ecology and its contributions to the Red-Green Movement. In Q. Huan (ed.) *Eco-Socialism Politics*. DOI:10.1007/978-90-481-3745-9-8

- Vandana Shiva, *Ecology and the Politics of Survival: Conflicts over Natural Resources in India*. New Delhi: Sage Publications and Tokyo: United Nations University Press.
- White, R. 2004. *Controversies in Environmental Sociology*. Cambridge University Press. Introduction (pp. 1-7).
- Whitehead, Judy. "Sunken Voices: Adivasis, Neo-Gandhian Environmentalism and State—Civil Society Relations in the Narmada Valley 1998-2001." *Anthropologica* 49, no. 2 (2007): 231-43. <http://www.jstor.org/stable/25605360>.

SOC-SEC-301
COMMUNITY ENGAGEMENT / FIELDWORK

FullMarks: Semester70+ Internal30=100
PassMarks: Semester28+ Internal 12=40

No. of Credits: 2
No. of Lectures: 30

COMMUNITY ENGAGEMENT

Objective: This course aims to help the students relate what they study in the classroom with field realities through community engagement. This course would encourage the students to understand community culture, lifestyles and causes for distress and poverty faced by vulnerable households. It also aimed at creating an appreciation among students of social field realities as holistic, respectful and inspiring.

Suggestive Practices:

1. Anganwadi - as Community Resource Centre
2. Cancer Awareness Campaigns
3. A Model for Tribal Village Development
4. Rehabilitation of Drug Addicts/Women Prisoners.
5. Caring for Senior Citizens.
6. Social Insurance Awareness Programme.
7. Environmental Protection Campaign.
8. Total Literacy Drive.
9. Campaign for Waste Management and Cleanliness (Campaign for Swatch Bharat)

Course Outcome: The students will be able to gain an understanding of social life, Indian Culture and ethos and social realities, identify opportunities for contributing to the overall development of society.

FIELD WORK

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

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

Suggestive Practices:

1. Field Work on Swatch Bharat

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

Activities:

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

2. Social awareness fieldwork on non- profit management in **Nivedita Nari Sangstha** (Social Welfare Women Organization), Kabiura Lane, Meherpur, Silchar-788015, Phone-9435010157

Email id: nss.silchar@gmail.com

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

4. Field work in a **Drug de-addiction centre** and similar organisation and communities.

Course Outcome: The course would equip students to acquire the skills of applications of theoretical knowledge to fields.

SEMESTER – VI

SOC-DSC-351

THEORETICAL PERSPECTIVE IN SOCIOLOGY

Full Marks: 70+30= 100

Pass Mark: 28+12= 40

No. Of Credits: 4

No. Of Lectures: 60

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

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

COURSE OUTLINE

UNIT- I : Pioneering Contributors of Sociological Theories:

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

Herbert Spencer: Social Evolution

UNIT- II Classical Thinkers

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

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

Max Weber: Social Action, Theory of Authority

UNIT-III : Theoretical Perspective I

Talcott Parson: Systemic View of Society,

R. K Merton: Systematic view of Society,

A. R Radcliffe Brown: Approach to Structuralism,

C Levi Strauss: Approach to Structuralism.

UNIT-IV : Theoretical Perspective II

Conflict Functionalism of Lewis Coser,
Dialectic Sociology of Ralf Dahrendorf,
Mead's Approach to Symbolic Interactionism,
A Schutz Approach to Phenomenology

UNIT- V : Recent Trends in Sociological Theorizing

Structuration of Anthony Giddens,
Neo-Functionalism of Alexander,
Neo-Marxism L. Althusser,
Middle Range Theory

SUGGESTED READINGS

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

Aron, Raymond. 1967(1982 reprint) *Main currents in sociological thought* (2 volumes).
Harmondsworth, Middlesex : penguin Books .

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

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

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

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

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

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

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

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

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

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

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

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

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

SOC-DSC-352
INDIAN SOCIOLOGICAL TRADITION

Full Marks: 70+30= 100

Pass Mark: 28+12= 40

No. Of Credits: 4

No. Of Lectures: 60

Objectives

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

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

Course Outline

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

READING LIST

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

Myth and Reality, (1962) Bombay:PopularPrakashan

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

Indian Numismatics (1981) Orient Longman.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Desai.A.R. (1969),*Rural Sociology in India*, Bombay Popular Prakshan.

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

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

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

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

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

SOC-DSC-353
SOCIOLOGY OF COMMUNICATION

Full Marks: 70+30=100

Pass Marks: 28+12=40

No. of Credits: 4

No. of Lectures: 60

Objective

The course intends to examine the issues pertaining to communication, media and its role in Social life and development.

COURSE OUTLINE

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

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

Unit III: Communication and rural development, communication and globalization, communication and nation-building, Communication and political development

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

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

READING LIST

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

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

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

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

De Flour, M. Land S.J ball-Rokeach 1989 *Theories of Mass Communication*, New York, Longman

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOC-DSC-354
SOCIOLOGY OF TRIBES

Full Marks: 70+30=100
Pass Marks: 28+12=40

No. of Credits: 4
No. of Lectures: 60

Objective

Tribe constitutes a significant segment of India society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribal's in terms of their distribution and concentration, demographic.

COURSE OUTLINE

- UNIT-I** : Concept of tribe, classification of tribes-food gatherers, hunters, shifting cultivators, nomads, pastoralist peasants and settled agriculturists, artisans
- UNIT-II** : Tribal society- kinship, marriage and family, religious beliefs and practices, youth dormitories
- UNIT-III** : Tribes in India: Hinduisation & Sanskritisation, formation of tribal's status, impact of colonial rule
- UNIT-IV** : Tribal development programmes, tribal integration and identity crises after India's Independence
- UNIT-V** : Problems of poverty, indebtedness & land alienation; tribal movements

READING LIST

- Bose, N.K, 1967 Culture and society in India Asia Publishing House
- Desai, A.R 1979 Peasant struggles in India, Oxford University Press, Bombay
- Dube, S.C 1977 Tribal Heritage of India New, New Delhi, Vikas

- Haimendorf, C 1982 Tribes of India: The struggle for survival, Oxford University Press
- Hasnain, N 1983 Tribes in India, Harman Publications, New Delhi
- Rao, M.S.A 1979 Social Movements in India, Manohar, Delhi
- Raza, Moonis and A. Ahamed 1990 an atlas of tribal India, Concept publisher, Delhi
- Sharma, Suresh 1994 Tribal Identity and modern world, Sage, New Delhi
- Singh, K.S 1972 Tribal situation in India, Indian institute of advance study Shimla
- Singh, K.S 1985 Tribal society, Manohar, Delhi
- Singh K.S 1984 Economics of the tribal and their transformation, Concept Publishing Company, New Delhi
- Singh, K.S 1982 Tribal movements in India, Vol-I and II, Manohar, New Delhi
- Singh, K.S. 1985 The Scheduled tribes, Oxford University Press, New Delhi
- Vidyarthi, L P & B K Rai. 1985. The Tribal Culture of India. New Delhi: Concept

SOC- DSM-I-351

SCIENCE, TECHNOLOGY AND SOCIETY

FullMarks:70+30=100

PassMarks:28+12=40

No. of Credits: 4

No. of Lectures: 60

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

COURSE OUTLINE

UNIT-I : Introduction to Science Technology and Society

History and development of science, Science as a social institution,
Agricultural technology, textile technology, military technology, printing press and industrialisation

UNIT-II : The Sociology of Science: Founding Arguments

Thomas Kuhn's scientific revolution
Robert Merton and Sociology of Science: Ethos and values
Durkheimian approach to science

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

Technology and Social Change
Technological Divide; Science technology and Development; Digital India

UNIT-IV : Innovation and technology for gender equality

Feminist standpoint on science
Impact of technological change on women
Women's safe and equal access to digital technology.

UNIT-V : Technology and everyday life

Debates about digital piracy and privacy
Science and technology in a dynamic relation with social life and cultural ideas

READING LIST

- Durkheim, E. 1950 *The Rules of Sociological Method* (translated by S. A. Solovay and J. H. Mueller and (Ed) E.G. Catlin, the free press of Glencoe: New York
- Kuhn, Thomas. 1970, *The Structure of Scientific Revolution* Chicago: University of Chicago press
- Merton Robert K. 1973. *Sociology of Science: Theoretical and empirical investigations* Norman W. Stour (ed.) Chicago: University of Chicago press
- Wearily, Steven. 1988. *Science Technology and Social Change*, London: Unwin Hyman

LEARNING OUTCOME

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

SEMESTER-VII

SOC-DSC-401 SOCIAL RESEARCH METHODS-II

Full Marks: 70+30=100
Pass Marks: 28+12=40

No. of Credits: 4
No. of Lectures: 60

Objectives

The course aims to provide an understanding of methods, tools and techniques of collection, presentation and analysis of data as only instruments and not the end goal of research.

COURSE OUTLINE

- UNIT-I** : Quantitative and qualitative methods- ethnography, observation, case study, content analysis
- UNIT-II** : Types of data- primary and secondary,
- UNIT-III** : Techniques of data collection- sampling, observation, questionnaire, Schedule and interview
- UNIT-IV** : Presentation of Data- coding, tables, graphs, histograms, measures of Central tendency and dispersion of data
- UNIT-IV** : Field visit, analysis and Report writing

READING LIST

- Bajaj and Gupta. 1983. *Elements of Statistics*, New Delhi, R. Chand and Company
- Beteille, A and T. N. Madan. 1975. *Encounter and Experience: Personal Accounts of Field work*. New Delhi, Vikas publishing House
- Bryman, Alan, 1988 Quality and Quantity in Social

ResearchLondon,UnwinHyman

- | | | |
|-----------------------------------|------|--|
| Garrett, Henry | 1981 | Statistics in Psychology and Education
David McKey, Indian publication –
Mrs. A. F. Sheikh For Vikils, Bombay, Tenth Reprint |
| Jayaram, N. | 1989 | Sociology: Methods and Techniques, Bangalore, Willey
Easterner |
| Punch, Keith | 1996 | Introduction to Social Research, London, Sage |
| Srinivas, M. N.
and A. M. Shah | 1979 | Fieldwork and the Field, Delhi, Oxford |
| Young, P. V. | 1988 | Scientific Social Survey and Research. New Delhi, Prentice Hall. |

SOC-DSC-402
SOCIAL STRATIFICATION

FullMarks:70+30=100
PassMarks:28+12=40

No. of Credits: 4
No. of Lectures: 60

Course Objectives

1. This course acquaints students to Social Inequalities and Social Stratification.
2. It gives the students an understanding on the principal theoretical perspectives, diverse forms of social inequality and throws some lights on stratification in Contemporary Indian Society.

Course Outcomes:

1. Students will learn about the socio-historical context of stratification in the world and India.
2. Students will have an idea on the theoretical concerns and problems and contemporary issues related to inequalities and its forms.
3. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
4. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
6. Examining forms of stratification, forms and process of social mobility and understanding the relevance of caste, race and ethnic identities in contemporary India.

Course Outline

UNIT- I : Social Stratification and Social Inequality

Concept of Social Stratification,
Characteristics of Social Stratification;
Social Stratification, Social Differences and Social Inequality

UNIT- II : Forms and Dimensions of Stratification

Forms of Social Stratification – Slavery, Estate, Caste and Class
Dimensions of and Bases of Social Stratification – Income, Wealth, Power and Occupational Prestige

UNIT III : Theories of Stratification

Functional Theory – Davis and Moore ,
Conflict Theory – Karl Marx's Theory of Class and Social Change.
Max Weber's Theory of Class, Status and Power.

UNIT- IV : Hierarchy and Stratification in Contemporary India

Hierarchy in Indian Society;
Approaches to Social Stratification,
Stratification on the basis of caste, Class;

Stratification on the basis of Gender,
Stratification on the basis of Ethnicity,
Stratification on the basis of Community.

UNIT- V : Social Mobility

Meaning of Social Mobility,
Forms of Social Mobility: Horizontal and Vertical,
Intergenerational and Intergenerational Mobility.
Role of Education and Professions in the rise of Middle Class
Mobility of Caste in Contemporary India

READING LIST:

- Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963)
- Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974)
- Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality
- Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14
- Collins, Patricia Hill. 'Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993)
- Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953)
- Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945)
- Goldthorpe , J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, .Oxford; Clarendon press.
- Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996)
- McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2.Chapter 6. Class,
- Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women
- Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963)
- Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality
- Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953)
- Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford

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

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations'

American Sociological Review, Vol. 24, No. 6 (Dec., 1959)

FullMarks: 70+30=100

PassMarks: 28+12=40

No. of Credits: 4

No. of Lectures: 60

Objectives:

The course intends to introduce students to Indian diaspora. This course would help the students to understand the significance of the diaspora, clarify basic concepts and familiarize with different theories. The historical, social, political, and economic context of India diaspora would be examined along with the various approaches to study diaspora. It also analyses processes of change and continuity among diasporic Indians; examines issues confronting them and discusses mutual orientation of diasporic Indians and Indians.

COURSE OUTLINE:

- UNIT- I : Diaspora: Concept and Theories**
Migration and Diaspora: Concept and Meaning
Approaches to study Diaspora
Theories of Diaspora
- UNIT-II : Historical background of the Indian Diaspora**
Pre-colonial: Trade, Religion, and Empire
Colonial: Indentureship, Kangani, Maistry and Free/Passage
Postcolonial: Contemporary trends since 1947
- UNIT-III : Case Studies of the Indian Diaspora(Old)**
Asia – Myanmar, Sri Lanka, Malaysia, Singapore
Middle East – Gulf countries
Africa - Mauritius, South Africa, East Africa
Caribbean – Trinidad & Tobago, Guyana, Surinam
- UNIT-IV : Case Studies of the Indian Diaspora(New)**
North America – USA and Canada
Europe – UK, France, Germany, Netherlands
Australia & Oceania – Australia, New Zealand and Fiji
- UNIT-V : Issues of Indian Diaspora**
Brain Drain, Brain Gain, Brain Circulation
Remittances and its socio-economic impact
Indian Diaspora: Policy issues in India
Indian Diaspora connections with Homeland
Relations with the Host societies

ESSENTIAL READINGS

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.
- Cohen, R. (2008). *Global Diasporas: An Introduction*. London & New York: Routledge .
- Gilroy, P. (1993). *The Black Atlantic: Modernity and its Double Consciousness*. London: Verso
- Gosine, M. (Ed.). (1994). *The East Indian odyssey: Dilemmas of a Migrant People*. New York: Windsor Press. Sociology 88
- Hall, S. (1995). Cultural Identity and Diaspora. In Bill A. et al. (Ed), *The Post-colonial Studies Reader (Second Edition)*. London: Routledge
- Jain, R. K. (1993). *Indian communities abroad: Themes and literature*. New Delhi: Manohar.
- Jayaram, N. (2004). Introduction: The Study of Indian Diaspora. In N. J. (Ed.), *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage
- Jayaram, N. (2004). The Dynamics of Language in Indian Diaspora. In N. J. (Ed.), *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage
- Jodhka, S. (2009). The Ravidasis of Punjab: Global Contours of Caste and Religious Strife, *Economic and Political Weekly*, 44 (24), 79-85.
- Kannabiran, K. (1998). Mapping Migration, Gender and Culture in Politics in the Indian Diaspora. *Economic and Political Weekly*, 33(41), 53-57.
- Khadria, B. (1990). Migration of Human Capital to United States. *Economic and Political Weekly*. 25 (32) ,1784-1794
- Kumar, S. (2019, Oct.-Dec.). Emergence of Indian Diaspora across the Globe. *Varanasi Management Review*, 5(4), 12-16.
- Kumar, V. (2004). Understanding Dalit Diaspora. *Economic and Political Weekly*, 39 (1), 114-116
- Kurian, G. T and Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A study in Adaptation*. New Delhi: Vikas Publishing House.
- Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.
- Safran, William. (Spring 1991). Diasporas in Modern Societies: Myths of Homeland and Return. *Diaspora: A Journal of Transnational Studies*, Volume 1, Number 1, pp. 83-99
- Sharma, S. L. (Guest ed.). (1989). Special No. on "Indians abroad". *Sociological Bulletin*. 38 (1).
- Tinker, H. (1993) (2nd edition). *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920*. London: Hansib Publishing Limited.
- Varadarajan, L. (2010). *The Domestic Abroad: The Diasporas in International Relations*. New Delhi: Oxford University Press.

- Vertovec, S. (ed.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press.
- Vertovec, Steven (Winter 1997) Three Meanings of "Diaspora," Exemplified among South Asian Religions *Diaspora: A Journal of Transnational Studies*, Volume 6, Number 3, pp. 277-299
- Weiner, M. (1993, August 21). Rejected Peoples and Unwanted Migrants in South Asia. *Economic and Political Weekly*, 28(34), 1737-1746.

Learning Outcome

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

SOC-DSC – 404
SOCIOLOGY OF DEVELOPMENT

Full Marks: 70+30= 100
Pass Mark: 28+12= 40

No. Of Credits: 4
No. Of Lectures: 60

COURSE OUTLINE:

UNIT-I : Introduction

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

UNIT-II : Concepts of Development

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

UNIT-III : Perspectives of Development

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

UNIT-IV : Theories of Development

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

UNIT-V : Development and Culture and Alternatives

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

READING LIST

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

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

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

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

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

- Bhaduri, Amit. 2005. *Development with dignity: A case for full employment*. New Delhi: National Book Trust.
- K. Raja Reddy C.S. Reddy. 2012. *Self Help Groups in India: A Study on Quality and Sustainability*; ENABLE Publication.
- Dutta Amitav Krishna (2014) *Pathways to Economic Development*, Oxford University Press.
- Giddens Anthony (1996) "Global Problems and Ecological Crisis" in *Introduction to Sociology* 2nd Edition New York: W.W. Norton & Company.
- Gore, C. (2000) 'The Rise and Fall of the Washington Consensus as a paradigm for developing countries', *World Development*, 28 (5)
- Harrison, D. (1989) *The Sociology of Modernization and Development* New Delhi: Sage.
- Haq, Mahbub UI. (1991) *Reflection of Human Development*. New Delhi, OUP
- Marjit, Sugata, Rajeev, Meenakshi ed. (2014) *Emerging Issues in Economic Development: A Theoretical Perspective*, Oxford University Press
- Nagla, B.K. *Social Development*
- Thomas, A. (2000) 'Development as practice in a liberal capitalist world', *Journal of International Development*, 12 (6)
- UNDP *Sustainable Development*. New York. OUP.
- Todaro, Michael P. & Smith, Stephen C., *Economic Development*, Eighth Edition, Pub. Addison Wesley 2003.

SOC-DSM-I-401
SOCIOLOGY OF MIGRATION

Full Marks: 70+30= 100
Pass Mark: 28+12= 40

No. Of Credits: 4
No. Of Lectures: 60

Objectives: The course intends to introduce students to Migration which is one the oldest phenomenon of human mobility which shaped, changed, and reshaped the societies and civilizations and continues to do so. This course would help the students to understand the basic concept, types, causes, and patterns of migration, and familiarize them with different theories associated with it. Moreover, it will provide a broad historical and contemporary outlook on the migratory trends and patterns across the globe and in India in particular. Lastly, it will explore the social, political, and economic consequences and impact of migration on both the origin and destination. The paper attempts to understand the migration as a social phenomenon from a sociological perspective.

COURSE OUTLINE:

UNIT-I : Migration

Concept and Definition
Types and Patterns
Causes and Factors
Internal and International Migration
Voluntary and Forced Migration

UNIT-II : Theories of Migration

E. G. Revenstein's Laws Of Migration
Gravity Model
Stouffer's Theory of Mobility
Push-Pull Theory by Everett Lee
Zelinsky Migration Transition Model

UNIT-III : Migration across the Globe

History of Migration
Colonial Expansion
Labour migration during colonialism

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

UNIT-IV : Migration and India

Ancient & Medieval – trade, empire, and religion

Colonial – Indentured, Kangani/Maistry, Free or Passage

Modern – post independence - Internal and International migration

UNIT–V : Migration and Development

Impact of Migration – Demographic, social, and political

Economic – remittances

Brain Drain, Brain Gain, Brain circulation

Migration and Sustainable development

Internally Displaced People

OUTCOME

After studying the course, the students must be able to understand the concept of migration as social phenomenon and its consequences from a sociological perspective.

ESSENTIAL READINGS

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.

Castles, S., & Miller, M. J. (2009). *The age of Migration*. Basingstoke: Macmillan.

Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.

de Haas H. *Mobility and Human Development*. New York: United Nations Development Programme; 2009.

de Haas H. Migration and development: A theoretical perspective. *International Migration Review*. 2010; 44(1):227–264. doi: 10.1111/j.1747-7379.2009.00804.x.

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

Kannabiran, K. (1998). Mapping Migration, Gender and Culture in Politics in the Indian Diaspora *Economic and Political Weekly*, 33(41), 53-57.

Khadria, B. (1990). Migration of Human Capital to United States. *Economic and Political Weekly* 25 (32) ,1784-1794

Kumar, S. (2019, Oct.-Dec.). Emergence of Indian Diaspora across the Globe. *Varanasi Management Review*, 5(4), 12-16.

Kumar, V. (2004). Understanding Dalit Diaspora. *Economic and Political Weekly*, 39 (1), 114-116

Kurian, G. T and Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A study in Adaptation*. New Delhi: Vikas Publishing House.

Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.

Sharma, S. L. (Guest ed.). (1989). Special No. on “Indians abroad”. *Sociological Bulletin*. 38 (1).

- Tinker, H. (1993) (2nd edition). *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920*. London: Hansib Publishing Limited.
- Varadarajan, L. (2010). *The Domestic Abroad: The Diasporas in International Relations*. New Delhi: Oxford University Press.
- Vertovec, Steven & Cohen Robin. (1999). *Migration, Diasporas and Transnationalism*. Cheltenham & Northampton: Elgar Reference Collection.
- Vertovec, S. (ed.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press.
- Vertovec, Steven (Winter1997) Three Meanings of "Diaspora," Exemplified among South Asian Religions *Diaspora: A Journal of Transnational Studies*, Volume 6, Number 3, pp. 277-299
- Weiner, M. (1993, August 21). Rejected Peoples and Unwanted Migrants in South Asia. *Economic and Political Weekly*, 28(34), 1737-1746.
- Ravenstein EG. The laws of migration. *Journal of the Royal Statistical Society*. 1885;48:167–227
- Tayyab Mahmud, Migration, Identity & the Colonial Encounter, 76 OR. L. REV. 633 (1997).
<https://digitalcommons.law.seattleu.edu/faculty/292>

SEMESTER-VIII

SOC-DSC-451 SOCIOLOGY OF ENVIRONMENT

FullMarks:70+30=100
PassMarks:28+12=40

No. of Credits: 4
No. of Lectures: 60

Course Objectives

1. This course acquaints students to familiarize with the conceptual and Theoretical perspectives of Sociology of Environment.
2. It gives the students an understanding on the Contemporary issues on environment in the globe and Indian Society.

Course Outcomes:

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

COURSE OUTLINE

UNIT-I : Environmental Sociology: Nature and Scope:

Emergence of Environmental Sociology

Conceptualization of Society-Environment Relationship: Human Ecology Model,

Society – Environment Interactions and Society – Environment Dialectic.

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

Acid Rain and Other Ecosystem Disruptions.

Challenges for Environmental Sociology, Environment and Sustainable Development

UNIT-II : Key Concepts in Environmental Sociology:

New Human Ecology, Environmental Attitudes and Behaviours & Practices,
Environmentalism, Environmental Risk and Hazards, Ecological Complex,

Environmental Metabolism, Global Environmental Change

UNIT- III : Classical Sociological Thoughts on Environment

Karl Marx, Max Weber and Emile Durkheim on Environmental Concerns

Radha Kamal Mukherjee and Ramchandra Guha on Environmental Concerns

UNIT-IV : Environmental Movements in India

Forest Based Movement – Chipko

Water Based Movement – Narmada

Land Based Movements – Anti-mining and Seed

UNIT V : Environmental Justice and Policies

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

Causes of Environmental Crisis, Impact of Environmental Degradation,

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

Policies for Environmental Justice.

READING LIST

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

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

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

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

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

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

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

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

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

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

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

- Clark, John. 1997. *A Social Ecology*. In *Capitalism Nature Socialism*. 8:3. 3- 33. DOI:10.1080/10455759709358746
- Das, Vidhya. "Mining Bauxite, Maiming People." *Economic and Political Weekly* 36, no. 28 (2001): 2612-614. <http://www.jstor.org/stable/4410849>
- Dharmadhikary, Shripad. "The Narmada—death of a River." *India International Centre Quarterly* 33, no. 1 (2006): 65-78. <http://www.jstor.org/stable/23005937>. Pg. 72.
- Dickens, Peter. 1996. *Reconstructing Nature: Alienation, Emancipation and the Division of Labour*. London: Routledge.
- Dunlap, R & Catton, W. 1994. 'Struggling with Human Exemptionalism'. *American Sociologist*, 25: 5 – 30.
- Dunlap, R.E and Eugene A. Rosa. 2000. Environmental Sociology. Entry in Encyclopedia of Sociology. 2nd Edition. Vol.2. edited by E.F. Borgatta and Rhonda J.V. Montgomery. Macmillan Reference. USA. (pp. 800-813)
- Guha, Ramchandra (ed.). 1998. *Social Ecology*. Oxford Univ. Press
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SOC-DSM-451

GENDER AND SOCIETY

Full Mark: Semester 70 +Internal 30=100
Pass Mark: Semester 28+Internal 12=40

Credit -4
No. of lectures -60

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

COURSES OUTLINE

- UNIT-I : Understanding Gender**
Gender & Sex: meaning and difference, gender roles, gender stereotype, gendered division of labour.
Patriarchy: meaning and types
- UNIT- II : Gender sensitisation and Movement**
Gender sensitisation: meaning, nature and significance.
Challenges of gender sensitisation
- UNIT- III : Gender Difference and Inequalities**
Caste, class, family, religion, work and politics
- UNIT-IV : Gender Rights and Law**
Human right, constitutional rights and legal rights
Violence against women, sexual harassment, domestic violence and rape
- UNIT-V : Gender theories**
Social role theory
Feminism: liberal feminism, Radical feminism, Marxist, Social and eco feminism.

READING LIST

- Bhasin, Kamala, 2000, *Understanding Gender*, Kali for Women, New Delhi
- Bhasin, Kamala. 1993, *What is Patriarchy? Kali for Women*, New Delhi
- Bandyopadhyay, Shekhar, 2004, *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*, Sage publications, New Delhi

- Kannabiran, K.(ed.) *The Violence of Normal Times: Essays on Women's Lived Realities*, Kalo for Women, New Delhi
- Kaushik, Susheela, 1993 *Women and Panchayati Raj*, New Delhi
- Kothari. 2005, Criminal Law on Domestic Violence: Promises and Limits, *Economic and Political weekly*.
- Menon, Nivedita, 2004, *Recovering Subversion, Feminist Politics Beyond the Law*, New Delhi

LEARNING OUTCOME

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

SOC-DSC-452
SOCIOLOGY OF HEALTH

FullMarks:70+30=100
PassMarks:28+12=40

No. of Credits: 4
No. of Lectures: 60

Course objective:

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

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

Nature and scope of medical sociology, significance of medical sociology

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

UNIT –II : Health and Society:

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

UNIT-III : Origin and Development:

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

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

Functionalism, Marxism and Symbolic Interactionism

UNIT-V : Health and social inequality:

Class, gender, ethnicity and race

Globalisation and health care system in India.

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

READING LIST

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

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

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

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

Durkheim. Emile: *Suicide*

- Farmer Paul (1999). *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press.
- Farmer Paul (2020). *Fevers, Feuds and Diamonds: Ebola and the Ravages of History*. Ferrer, Straus and Giroux.
- FranCollyer (2015) (ed). *The Palgrave Handbook of Social Theory in Health, Illness and Medicine*. Palgrave Mcmillan.
- Hodges Sarah and Mohan Rao (ed) (2016). *Public Health and Private Wealth*. OUP.
- Kevin White (2002). *An Introduction to the Sociology of Health and Illness*. Sage Pub. Pp 1-13, 32-45.
- Marcel Mauss (1973). *Techniques of the Body. Economy and Society*, 2,1, pp. 70-88.
- Mehta, S. R., *Society and Health -- A Sociological Perspective*, Vikas Publishing House Pvt.Ltd. 1992.
- Nancy Scheper Hughes and Margaret Lock (1987). The Mindful Body. *Medical Anthropology Quarterly* (N.S) 1, 1, March (pp. 6-41).
- Park,K.,Park's Text book of Preventive And Social Medicine,B.BPublishrs Jabalpur.
- Prasad Purendra and Amar Jesani (2018) (ed). *Equity and Access: Health Care Studies in India*. OUP.
- SundarRajan (2017). *Pharmocracy: Value, Politics, and Knowledge in Global Biomedicine*. Duke University Press.
- VHAI, *State of India's Health, VHAI*, New Delhi, 1992.

SOC- DSC-453
SCIENCE, TECHNOLOGY AND SOCIETY

FullMarks:70+30=100
PassMarks:28+12=40

No. of Credits: 4
No. of Lectures: 60

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

COURSE OUTLINE

- UNIT-I : Introduction to Science Technology and Society**
History and development of science, Science as a social institution,
Agricultural technology, textile technology, military technology, the glass
technology and the printing press
- UNI- II : The Sociology of Science: Founding Arguments**
Thomas Kuhn's scientific revolution
Robert Merton and Sociology of Science: Ethos and values
Durkheimian approach to science
- UNIT-III : Impact of Science and technology on Society:**
Technology and Social Change
Technological Divide; Science technology and Development; Digital India
- UNIT-IV : Innovation and technology for gender equality**

Feminist standpoint on science
Impact of technological change on women
Women's safe and equal access to digital technology.

UNIT-V : Technology and everyday life

Debates about digital piracy and privacy
Science and technology in a dynamic relation with social life and cultural ideas

READING LIST

Durkheim, E. 1950 *The Rules of Sociological Method* (translated by S. A. Solovay and J. H. Mueller and (Ed) E.G. Catlin, the free press of Glencoe: New York
Kuhn, Thomas. 1970, *The Structure of Scientific Revolution* Chicago: University of Chicago press
Merton Robert K. 1973. *Sociology of Science: Theoretical and empirical investigations* Norman W. Stour(ed.) Chicago: University of Chicago press
Wearly, Steven. 1988. *Science Technology and Social Change*, London: Unwin Hyman

LEARNING OUTCOME

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

SOC - DSC - 454
DIGITAL SOCIOLOGY

Full Marks: Semester 70 + Internal 30 = 100

Credits – 4

Pass Marks: Semester 28 + Internal 12 = 40

No. of Lectures – 60

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

COURSE OUTLINE

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

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

UNIT- II : Digital Sociology and Contemporary Society

Digital culture, New Directions and Future Challenges,

Digital Societies During the Pandemic, Utopias and Realities, Digital Labour.

Unit III : Sociological Analyses of Digital Media Use

Use of Digital Media, Sense of Selves, Surveillance and Policing,
 Digital data Analysis,
 Use of Digital Data for Social Research either Quantitative or Qualitative,
 Social Movements

UNIT- IV : Critical Digital Sociology

Reflexive and Critical Analysis of Digital Media,
 Tech-driven Interaction; data and Civil Rights,
 Social Relationship and Community, Institutions
 Inequalities and Digital Divide.

UNIT- V : Public Engagement with Technology

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

LEARNING OUTCOME

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

READING LIST

- Attewell, P. 2001. "Comment: The First and Second Digital Divides," *Sociology of Education*"
- Auyero, J. 2003. *Contentious Lives*. Durham, NC: Duke University Press.
- Becker, H. S. 1995. "Visual Sociology, Documentary Photography, and Photojournalism: It's (Almost) All a Matter of Context," *Visual Sociology*.
- Becker, H. S. 2007. *Telling About Society*. Chicago, IL: University of Chicago Press.
- Bourgois, P., and J. Schonberg. 2007. "Intimate Apartheid: Ethnic Dimensions of Habitus Among Homeless Heroin Injectors,"

- Burawoy, M. 2004. "Public Sociologies: Contradictions, Dilemmas, and Possibilities,"
Social Forces
- Burrows, R. (2012) Living with the h-index? Metric assemblages in the contemporary academy.
The Sociological Review
- Daniels, J. and Feagin, J. (2011) The (coming) Social Media Revolution in the Academy. *Fast Capitalism*
- Gehl, R. (2011) Ladders, samurai and blue collars: personal branding in Web 2.0. *First Monday*, 16(9)
- Harper, D. 1982. *Good Company*. Chicago: University of Chicago Press.
- Harper, D. 2001. *Changing Works: Visions of Lost Agriculture*. Chicago, IL: University of Chicago Press.
- Marwell, N. 2007. *Bargaining for Brooklyn: Community Organizations in the Entrepreneurial City*. Chicago, IL: University of Chicago Press.
- McLuhan, M. 1964. *Understanding Media: The Extensions of Man*. New York: Mentor Press.
- Myerhoff, B. 1980. *Number Our Days*. New York: Touchstone Books.
- Uprichard, E. (2012) Being stuck in (live) time: the sticky sociological imagination. In Back, L. and Puwar, N. (eds) *Live Research Methods*.
- Venkatesh, S. 2009. "Gang Leader for a Day: A Response to the Critics," *Sociological Forum* 24: 1: 215–219.
- Wacquant, L. 2006. *Body and Soul: Notebooks of an Apprentice Boxer*. New York: Oxford University Press.

SOC –DSC—455
RESEARCH PROJECT/DISSERTATION #

No. Of Credit- 12

Objectives and Guidelines

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

- I. The topic of the Dissertation/ Research Project should be selected after consultation with the mentor/supervisor by the student.
- II. The research Project/dissertation may be based exclusively on library consultation/review of literature concerning the topic selected.
- III. The research Project/dissertation can also be field work based.
- IV. The students can discuss her/his proposal with and take official guidance from faculty members notified for the purpose by the department/collage to act as supervisor.
- V. The exercise of doing an independent research project/ dissertation involves considerable individual initiative and thinking among students at undergraduate level. Students may meet up with individual teachers of the department in fortifying their plans and finalising their options.

Learning Outcomes

- CO1. To develop a clear sense of direction early regarding the project and to create an interest in research work
- CO2. To engage the students with their area of interest in a more critical manner
- CO3. To create an opportunity to contribute new knowledge in their field of interest
- CO4. To engage students in and conduct original research