

UNIVERSITY OF GOUR BANGA

SYLLABUS

FOR

UG

MAJOR IN SOCIOLOGY (UNDER NEP 2020)

(As per Curriculum and Credit Framework for Undergraduate Programs
FYUGP or Four years UNDER GRADUATE PROGRAMS)

W.E.F.: 2024

Programme Outcome:

By choosing this programme, the learner should be able to:

- a. get a holistic understanding of society;
- b. identify similarities and differences between societies and cultures;
- c. describe the past and look at possible future scenarios
- d. explain complex phenomena through its underlying structure.

The aim is making the students self -reliant with necessary proficiency for a wide variety of career with entrepreneurial skills and placement.

The discipline also empowers the students to appear for various competitive examination or research problem of their choice.

It enables the students to acquire the knowledge with human values farming the base to deal with various problems in life with courage and humanity.

The students will acquire in depth knowledge in the field of social, Literature and humanities.

Practical training/ exposure through field visit, Research project , expert lectures, demonstration, workshop and seminar gives hand-on experience to student

Job Opportunities: Students will have the opportunity to join professional career in Sociology and allied fields. Sociology provides an intellectual background for students considering career, social services, public policy, government service, non-governmental organizations, or academia. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

SEMESTER DISTRIBUTION OF COURSES

Sem I	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Multidisciplinary Course: 3 Credits	Ability Enhancement Course: 3 Credits	Skill Enhancement Course: 3 Credits	Value added Course: 3 Credits	Apprenticeship/Internship: 2 Credits
Sem II	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Multidisciplinary Course: 3 Credits	Ability Enhancement Course: 2 Credits	Skill Enhancement Course: 3 Credits	Value added Course: 3 Credits	Apprenticeship/Internship: 2 Credit
Sem III	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Multidisciplinary Course: 3 Credits	Ability Enhancement Course: 2 Credits	Skill Enhancement Course: 3 Credits	Value added Course: 3 Credits	Apprenticeship/Internship: 2 Credits
Sem IV	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Ability Enhancement Course: 2 Credits	Apprenticeship/Internship: 2 Credits
Sem V	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Apprenticeship/Internship	
Sem VI	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Apprenticeship/Internship: 2 Credits	
Sem VII	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Apprenticeship/Internship: 2 Credits	
Sem VIII	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Research Project/Dissertation: 12 Credits				

SEMESTER I
DISCIPLINE SPECIFIC COURSE/MAJOR
(CORE) I

4 CREDITS

PAPER CODE: SOCDSC-IO1

{Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course. Course Outcomes (COs): At the end of the course the student should be able to: (Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course) 1. Understand the nature and role of Sociology in a changing world 2. Comprehend the uniqueness of sociological imagination in the study of real world 3. Recognise different perspectives of perceiving the workings of social groups 4. Differentiate between sociology's two purposes - science and social reform 5. Express one's understanding of current social issues in oral and written forms}

PAPER CODE: SOCDSC 101

PAPER NAME:

INTRODUCTION TO SOCIOLOGY-I

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

1. Fundamentals of Sociology

Total Lectures: 10 Hours

Definition; Nature and Scope; Sociology and other Social Sciences (History, Economics, Political Science, Education, Social Anthropology; Psychology); Sociology and common sense: Relationship, Similarities and Distinctions; Growth and development of Sociology as a discipline: Role of Enlightenment, French and Industrial Revolutions in shaping the Discipline

2. Concepts

Total Lectures: 5 Hours

Society, Community, Institution, Association, Social group, Norms and Values, Folkways and Mores: Definitions, characteristics, Types, functions of each and comparisons

3. Individual, Culture and Society

Total Lectures: 10 Hours

Meaning of Culture; Characteristics and Functions of Culture; 'Man in Society', 'Society in Man'; Culture and Personality; Socialization: Concept, Agency, Importance. The concept of self. Formation of self in society: Theories of Cooley, Mead and Piaget.

4. Social Institutions: Evolution and Progress

Total Lectures: 20 Hours

a) Family: Definition, Origin, Features, Functions, Forms

Recent changes in family structure worldwide, Alternatives to family: Step parenting, single-parent family, cohabitation, gay-parent family; Changes in functions of families; Families in India: Extended, Joint and Nuclear families: Forms and functions; Changes in Indian family system after independence

Kinship Importance; Kinship terminologies, Typologies, Functions, Descent, Clan, Kinship in North and South India

b) Marriage: Definition, Marriage and promiscuous relationship, Marriage as an institution, Forms of marriage, Rules of marriage: Exogamy, Endogamy; Marriage selection in cyber-age; Marriage in India; Dissolution of Marriages: Divorce and Remarriage in India.

c) Political and Economic Institutions: Non-state forms of power, Concept of state: Characteristics and Types of Governments. Concept of civil society; Forms of Economic Institutions: Property, Exchange, Reciprocity, Gift exchange, Market, Recent manifestations.

d) Religions Institutions: Definition of Religion, Forms of religion, Religion as an institution. Religion and Magic; Magic and Science

References:

Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi

Jayaram , N. – (1998) Introductory Sociology , Macmillan India

Mukherjee , R. – (1998) Systematic Sociology , Sage

Oommen , T.K. & Venugopal , C.N. – (1993) Sociology , Eastern Book Co.

Dube , S.C. – (1992) Understanding change : Anthropological Sociological Perspectives, Vikash Publication House, New Delhi.

Smelser, N.J. – (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi

Giddens Anthony – (2009) Sociology, Polity Press, London

Beteille, Andre – (2002) Sociology Essays on Approach and methods, OUP , New Delhi

Gupta Dipankar (Ed.)- Social Stratification, OUP

Davis, K.-(1996) Human Society, Macmillan

Goode William, J. – (1998) The Family, Prentice Hall, New Delhi

Johnson, Harry A, Sociology, Allied Publishers, 1967

Bottomore, T. B., Sociology, Revised Edition Blackie and son (India) Ltd.

Broom A and Selznick P, Sociology New Work, 1962

Herskovitzs, Melville J Cultural Anthropology, Calcutta: Oxford and IBH Publishing Co. 1985

Dasgupta, S., Poulomi Saha (ed) An, Introduction to Sociology, Pearson, 2012

Jayaram, N., 2005, Introductory Sociology, Macmillan India Ltd.

Guha, K., Basic Principles of Sociology, Kalyani Publishers, New Delhi

Majumder, T.N. and D.N. Madan, 2008, An Introduction to Social Anthropology, Asia Publishing House

Inkeles, A., 1999, What is Sociology?, Penguin Book.

Chattopadhyay, K., 2014, The Sociology of Family Life. Booksway, Kolkata.

Chattopadhyay, K., 2013, Samajtotter Itibritta, Sangathan Anusandhaner Nana Prasangha.

Berger P., Invitation to Sociology

Giddens A., (ed), Human Society, Polity Press

Kindly note: Examples for Pedagogy: Group discussions, Role play, micro project, field visit
Suggested Activities

(Not to be limited to these): Sociology as a Science 1. A discussion can be conducted on Common sense explanation Vs Sociological Explanation on topics like reasons for poverty, literacy level, health status, divorce, arranged or love marriage and students can present their ideas. 2. Students can be asked to identify the differences between methods of study adopted in subjects like Physics or Chemistry in comparison with Sociology, list them and present 3. Students can be asked to find the common methods of study adopted in subjects like Botany or Zoology and Sociology and find commonalities or differences 4. Issues like social status, economic inequality, sharing of natural resources, language issues etc. can be assigned to group of students for discussion and presentation on how they can be analysed from different sociological perspectives (Functional vs Conflict, Functional Vs Symbolic Interaction, Feminist Vs Functional for example) 5. Students can be encouraged to share their views on ideal qualities of a woman or man in India and it can lead to a discussion on how these qualities are socially constructed rather than inborn/natural/god given

Culture and Socialisation 1. Students can be encouraged to observe social norms in two different social environments - one familiar and another unfamiliar. It is necessary that the social environments should be sufficiently public in nature and they can spend time observing and noting how people act, behave, how social space is maintained etc. They can note down different types of norms like obedient behaviour, authority, friendly behaviour etc. and write down the basis for their conclusion. Observation should be of at least 45-60 minutes duration 6. A discussion/assignment can be given to compare and contrast the ideas of melting pot principle of the USA and unity in diversity principle of India. 7. An exercise can be conducted to stimulate thinking and discussion among students about the relationship between the way they dress and acculturation. For example, they can identify the changes in how men and women dress since last 75 years and differences in the level of acculturation and possible reasons for these differences. 8. Drama or role play can be enacted to illustrate the changing social values in the areas of social interaction (breakdown of caste barriers, for example), changes in relationship between women and men, or increasing importance of values like liberty, equality, fraternity and such other issues 9. Students can discuss in small groups about the use of cell phones among the youth and relate it to consumer culture. They can focus on issues like - increasing use of cell phones, increasing dependence on them, frequent exchange of old phones to new and the reasons for such behaviour. Other commodities like branded dress, computers, fashion products etc. can be

taken up depending on the situation. It can also be used to introduce concepts like conspicuous consumption, traditional culture, anti-consumers, brand indifference etc to encourage further studies

10. Issues like gaming, online community, social media usage - their impact on identity and privacy in the life of modern youth can be taken up for discussion and presentation. Students can share their experiences related to the above topics and how it defines their personality

11. Is there any difference between online world and real world? Should one use same set of rules and norms while interacting with friends, elders, younger ones in the online/real world? Can one be rude, harassing in the online world? Does the violence in online gaming, for example, a mirror of our real life expectations? Is there any difference between writing an Email/ paper application to ask for job interview? These are some examples for discussing about Netiquette.

12. To understand the theories of socialisation, students can share their experiences related to - how they choose a new dress? Criteria used to buy a

Page 21 of 82 Sociology B A Model vehicle or consumer good like cell phone, write a report by observing and reporting on differences in expected behaviour of a six months child and one year old child.

SEMESTER II

PAPER CODE: SOCDSC 201

CREDIT: 4

PAPER NAME: INTRODUCTION TO SOCIOLOGY-II

(Lectures: 3 hours per week/ Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

1. Social Structure: Social Relationship: 10 hours

Definition of a Social Structure; Components of Social Structure; Social Structure and Social System; Social status: Definition and types, Status and Role , Multiple roles , Role – set , Role- conflict, Status- set , Status sequence. Social Interaction: Definition and Importance in society; Social Relationships: Definition, Components and functions.

2. Social Control: 5 Hours

Meaning, Nature, Purpose and Formal and Informal Agency: Law, Religion, Education, Mass media as agencies of social control; Values, Sanctions etc

3. Social Stratification, Inequality and Hierarchy: 10 hours

Meaning and Characteristics of Social Stratification; Differentiation and Stratification; Theories of Stratification: Marx, Weber; Forms of social Inequality: Caste, class, Power and Gender; Formation of Social hierarchies in India: Rural and Urban Class Structures, Middle Class in rural and Urban India; Caste and Class, Caste and Politics

Social mobility: Nature, forms of Social mobility, Social Mobility in India: Casta and Class Structures; Migration in India

4. Social process and Social Change: 20 Hours

Social processes: Cooperation, Competition, Conflict, Accommodation, Assimilation

Social change: Concept; Growth, Evolution and Progress, Factors of Social change, Theories of social change: Marx, Durkheim, Weber; Concept of Cultural lag; Social changes in India: Legislative, Social, Demographic, Economic and Cultural changes since Independence

References:

- Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi
- Jayaram , N. – (1998) Introductory Sociology , Macmillan India
- Mukherjee , R. – (1998) Systematic Sociology , Sage
- Oommen , T.K. & Venugopal , C.N. – (1993) Sociology , Eastern Book Co.
- Dube, S.C. – (1992) Understanding change: Anthropological Sociological Perspectives, Vikash Publication House, New Delhi.
- Smelser, N.J. – (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi
- Giddens Anthony – (2009) Sociology, Polity Press, London
- Beteille, Andre – (2002) Sociology Essays on Approach and methods, OUP, New Delhi
- Gupta Dipankar (Ed.)- Social Stratification, OUP
- Davis, K.-(1996) Human Society, Macmillan
- Goode William, J. – (1998) The Family, Prentice Hall, New Delhi
- Johnson, Harry A, Sociology, Allied Publishers, 1967
- Bottomore, T. B., Sociology, Revised Edition Blackie and son (India) Ltd.
- Broom A and Selznick P, Sociology New Work, 1962
- Herskovitzs, Melville J Cultural Arthropology, Calcutta: Oxford and IBH Publishing Co. 1985
- Dasgupta, S., Poulomi Saha (ed) An, Introduction to Sociology, Pearson, 2012
- Jayaram, N., 2005, Introductory Sociology, Macmillan India Ltd.
- Guha, K., Basic Principles of Sociology , Kalyani Publishers, New Delhi
- Majumder, T.N. and D.N. Madan, 2008, An Introduction to Social Anthropology, Asia Publishing House

Inkeles, A., 1999, What is Sociology, Penguin Book.

Chattopadhyay, K., 2014, The Sociology of Family Life. Booksway, Kolkata.

Chattopadhyay, K., 2013, Samajtotter Itibritta, Sangathan Anusandhaner Nana Prasangha.

Berger P., Invitation to Sociology

Giddens A., (ed), Human Society, Polity Press

SEMESTER III

SOC DSC 301

CREDIT: 4

(**Lectures:** 3 hours per week/ Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

FOUNDATIONS OF WESTERN SOCIOLOGICAL THOUGHT

Credit: 4

1. **A. Saint Simon:** Concept of Industrial Society; Social regulation
B. Harriet Martineau
Morals and Manners; Religion; Methodology; **4 Hours**

2. **August Comte**
Law of Three stages; Hierarchy of sciences; Positivism; Social Statics and Social Dynamics **4 Hours**

3. **Herbert Spencer**
Organic Analogy; Evolutionism; Social Darwinism; Social Differentiation **4 Hours**

4. **Emile Durkheim**
Division of Labour; Suicide; Religion; Methodology; **8 Hours**

5. **Karl Marx**
Dialectics; Historical Materialism; Capitalism; Class and class struggle; Alienation; Revolution **8 Hours**

6. Max Weber

Social Action; Ideal Type; Concept of Power; Protestant Ethic and the Spirit of Capitalism
8 Hours

7. Vilfredo Pareto

Types of Action; Circulation of Elites
4 Hours

8. Georg Simmel

Concept of Modern Society; Social Relationships and culture; Philosophy of Money
5 Hours

References:

Aron, Raymond – (1967) Main Currents in Sociological Thoughts (2 Vols.), Penguin Books

Barnes, H.E. – (1959) Introduction to the History of Sociology

Coser, L.A. –(1979) Masters of Sociological Thought . Oxford University Press

Abraham & Morgan – Sociological Thought. Oxford University & Press

Abraham .1982. Modern Sociological Theory, An Introduction. Oxford University.

Ritzer George and Douglas J. Goodman – (1996) Sociological Theory. Mc Graw Hill

Zeitlin, Irving – Ideology and the Development of Sociological Theory

Turner Jonathan H. 2003, The Structure of Sociological Theory, Thomson Wadsworth, Chennai

Henry Morgan, Human Society

Bottomore and P. Goode (ed) Reading of Marxist Sociology, Oxford: Clarendon.

Haralambos and R.M Heald, Sociology: Themes and perspective, Oxford University Press

Mead, Mind , Self and Society , Chicago University Press

Parsons, The Structure of social Action, New York: Mac Graw-Hill

Bannerji, A., Historical Materialism and Political Analysis: K.P. Baghi

Makhon Jha , An Introduction to Anthropological Thought , Vikas Publishing House

Behura Anthropological Thought and Theories: Institute of Social Research and Applied Anthropology, Calcutta.

Spencer, H., Principles of Sociology

Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students

Suggested Activities: Students can be made to sit in groups and discuss about the hierarchy of sciences that is seen in today's India - importance attached to Science, Technology, Engineering and Medicine (STEM) courses vis a vis social sciences and humanities using data from Ministry of Education (AISHE Survey results) 2. Group discussion/role play on the coexistence of religion and science of modern Indian by way of students' identifying such instances in their daily life 3. Presentation by students on consequences of accepting social

evolution theory and its implication on welfare schemes 4. Group discussion on how modern societies can be categorised in comparison with Spencer's typology. Teachers may help the students through preparation and distribution of a hand-out (limited to one typed page) or a brief introductory lecture before group discussion or presentation by students and encourage them to actively discuss, take notes and present group's ideas by rotation. It is preferable to form separate groups frequently so that students will have a chance to interact with as many as possible. Students can be encouraged to interact with a cross section of workers like industrial labourers, artisans, folk artists etc. and present their life experience to understand the relevance of economic determinism and alienation and present it as an assignment/presentation before their friends Students can be shown/encouraged to see movies which help in the understanding of concepts of alienation and struggle and present their ideas in the form of presentation/written assignments within 500-750 words Students can be shown/encouraged to see movies which help in the understanding of group dynamics. Movies having very common themes of one male lead actor-two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used present their ideas in the form of presentation/written assignments within 500-750 words Ask the students to imagine themselves as one of the above thinkers and write an application to the post of professor in a university by giving brief bio-data, contributions to the field of sociology, their strengths, criticism of their work and answer to their critics. This can either be an individual activity or group activity

SEMESTER IV

SOC DSC 401

CREDIT 4

FOUNDATIONS OF INDIAN SOCIOLOGICAL THOUGHT

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course. **Course Outcomes:** After completing this course, the students will be able to - 1: explain the foundational Concepts & Principles of IKS. 2: explain the historical development and evolution of Indian Intellectual traditions. 3: explain the knowledge key texts, thinkers, and schools of thought 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature through the study of IKS. 5: explain the holistic and multidimensional nature of Indian Thought.

1. **A.** Development of Sociology in India— An Overview; Social and Intellectual context in the development of Schools of Sociological traditions in India: Bombay School; Lucknow School

B. Contributions of Benoy Kumar Sarkar- Positivism, Personality, Progress, Interpretation of Indian Tradition

C. Contribution of G S Ghurye: Approach to Sociology, Caste and Tribe, Dynamics of culture and society **15 Hours**
2. **A.** Contributions of D P Mukerji: Personality, Methodology, Interpretation of tradition and social change in India, Middle-class in India

B. Contributions of NK Bose: Approach to the study of society, Structure of Hindu society, Concept of tribal absorption, Study of Calcutta

C. Radhakamal Mukerjee: Society and Values; Social Ecology **15 Hours**
3. **A.** Irawati Karve: Fieldview; Kinship Organization

B. A. R. Desai: Marxist Interpretation of Indian Society; Agrarian Economy

C. M. N. Srinivas: Concept of caste; Sanskritization and Westernization; Fieldwork
D. Ramkrishna Mukherjee: Rural Economy and Society; Sociology of Indian
Sociology; Sociology and Society; Scientific Method
E. Leela Dube: Woman and Kinship; Construction of Gender **15 Hours**

References

Bannerji, A., Historical Materialism and Political Analysis : K.P. Baghi
Makhon Jha , An Introduction to Anthropological Thought , Vikas Publishing House
Behura Anthropological Thought and Theories : Institute of Social Research and Applied
Anthropology, Calcutta.
Duttgupta, S., Marxian Rastachinta(Bengali) Pochimbanga Rastro Pustak Parsad
Bose, N. K., The Structure of Hindu Society, Orient Longman, Kolkata(1975)
Srinivas, Social Change in Modern India, Allied Publications.1966
Gore , Education Modernization in India, Rawat Publication, Jaipur,1982
Singh , Modernization of Indian Tradition, Thomson Press, Delhi-197
Madam T.N 1995 Pathways, Approaches for the study of Society in India in Delhi, OUP
Aron Raymond- (1967) Main Currents in Sociological Thoughts (2 Vols.), Penguin
Books
Bhattacharya, S. K., 1979 Indian Sociology: Role of Benoy Kumar Sarkar
Nagla, B. K., 2008, Indian Sociological Thought, New Delhi Publication
Dhanagore, 2011, Themes & Perspectives in Indian Sociology, Rawat Publications

SEMESTER IV

SOC DSC 402

CREDIT: 4

INDIAN SOCIETY

(Lectures: 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

{Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course. Course Outcomes (COs): At the end of the course the student should be able to: (Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course) 1. Identify the new forms taken by institutions of family and marriage 2. Understand the role played by religion in modern world 3. Sensitise the students to the conflicting norms of secularism and living by one's religious beliefs 4. Appreciate the role of education and challenges in making education accessible to all 5. Recognise the social nature of economy and work 6. Grasp the opportunities offered by democracy and the threats it faces 7. Undertake micro research work and communicate effectively; To acquire knowledge about Indian society and its characteristics. – To acquire knowledge about basic foundation of Indian social structure. – To know about weaker classes. – To acquire knowledge about minorities – will be able to understand about casteism}

India as a Plural Society: Bases of Unity; Sources of Diversity; Unity and Diversity, Nation building in India **6 Hours**

Caste, Class, Tribe and Religion: Evolution of each; Changing Importance, Changes in each in Indian Society, Agrarian class structure; Disintegration of caste system? Scheduled Castes and Scheduled Tribes: Emergence; Impact of changes; Adivasi consciousness; Interrelationships between caste, class and religion **10 Hours**

Family, Marriage and Kinship: Changing forms, Changing Functions of each; Weakening of gender and age stratification - democratisation of relationships: between spouses, parent-children; step-parenting; Changes in caregiving of children and elderly; Changes in age of marriage, marriage decision making

and regional variations; Violence within family in India; Disintegration and Debates in family and Marriage **15 Hours**

Villages in India: Changes in Villages after independence; Village Panchayat: Emergence, Evolution, Structure, Function, Leadership; Caste Panchayat: Emergence and Relevance **9 Hours**

Rural Ecology and Economy: changing environment; changing landscapes; Markets, Economic institutions in rural and urban India **5 Hours**

References:

Beattie, John (1964), Other Cultures: Aims, Methods and Achievements in Anthropology, London:

R.K.P. Beteille (1974), Six Essays in Comparative Sociology, New Delhi: OUP.

Fox, Robn (1973), Encounter with Anthropology, England: Penguin Books Ltd.

Godelier, Maurice (1973), Perspectives in Marxist Anthropology, London: Cambridge University Press.

Harris, Marvin (1972), The Rise of Anthropology, London: Routledge and Kegan Paul. Keesing,

Roger, M. (1976), Cultural Anthropology: A Contemporary Perspective, America: Holt Remmhart and Winston.

Kuper, Adam (1977), Social Anthropology of Redcliff Brown, London:Routledge and Kegan Paul.

Madan, T.N. and D.N. Majumdar (1980), An Introduction to Social Anthropology, Delhi: Asia Publishing House.

Mandelbaum, D.G. (1974), Society in India, Bombay Popular Prakash an.

Manners and Kaplan (1968), Theories in Anthropology, Chicago AldinePublishing Co. Pritchard,

Evans (1972), Social Anthropology, London: Routledge and Kegan Paul.

Dube, S.C. (1967), The Indian Village, New Delhi: National Book Trust.

Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.

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

Prabhu, P.H. (1979): *Hindu Society: An Interpretation*, Poona: Deccan College.

Sharma, K.L. (2001), *Social Inequality in India*, New Delhi: Rawat Publications.

Srinivas, M.N. (1960), *India's Villages*. Bombay: Asia Publishing House.

Srinivas, M.N. (1970), *Social Change in Modern India*, Berkeley, California: University Press.

Srinivas, M.N. (1991), *India: Social Structure*, Delhi: Chaman Offset Printers.

Singh, Yogendra. (1983), *Modernization of Indian Tradition: A Systematic Study of Social Change*, New Delhi: Thompson Press.

Parvathamma , *Scheduled Castes at the Cross Roads*.

Rajni Kothari (ed.). 1970. *Caste in Indian Politics*. New Delhi: Orient Longman.

Ahuja, R. 1993. *Indian Social System*. Jaipur: Rawat Publications.

Dube, S.C. 2005. *Indian Society*. New Delhi: National Book Trust.

Oommen, T.K. 1984. *Social structure and politics: studies in independent India*. Delhi: Hindustan Pub.

Singh, Y. 2003. *Culture Change in India Identity and Globalization*. Jaipur: Rawat Publications.

Xaxa, V. 1999. 'Tribes as Indigenous People of India', *Economic and Political Weekly*, 34(51), 3589–3595

Ministry of Tribal Affairs, Govt. of India. 2005. 'Draft National Policy on Tribals,' *Australian Indigenous Law Reporter*, Vol. 9, No. 2:103-108

Sarkar, S., S. Mishra, H. Dayal and D. Nathan. 2006. 'Development and Deprivation of Scheduled Tribes', *Economic and Political Weekly*, Vol. 41, No. 46: 4824-4827

Shah, A. M. 1968. 'Changes in the Indian Family: An Examination of Some Assumptions.' *Economic and Political Weekly*, Vol. 3, no. 1/2: 127–34

Shah, A.M. 1996. 'Is the Joint Household Disintegrating?' Economic and Political Weekly, Vol. 31, No. 9: 537-542

Suggested Activities Example: Family and Marriage (1) NFHS data related to any state can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data (2) Students can interview a small sample of 10-15 persons, in the neighbourhood of their residence and elicit answers for two questions: (a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Seasonal unemployment is very common for agricultural labourers. How do labourers cope with this situation and the problems they encounter can be documented by students. Migration from rural rural to urban areas is increasing. Experience of these migrant labourers can be reported as case study <https://supplychaindigital.com/supply-chain-2/indias-bpo-marketcould-reach-dollar250-billion> Every rural/urban area has its own elected local body. Students can find out the difference between government and governance by documenting how people's representatives are elected (government) and the level of adherence to rules and regulations by these representatives and bureaucrats (governance) by doing social audit of public infrastructure like roads, availability/supply of water, response to complaints by public etc.

SEMESTER IV

SOC DSC 403

CREDIT 4

SOCIAL RESEARCH I

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

Course Objectives: 1. This course focuses on doing sociology through forms other than the written; in particular, the oral, aural, and the visual. 2. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode of ethnography.

Course Outcomes: 1. This course will prepare the students for the challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence. 2. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of the diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues. Through teamwork and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning.

1. Social Research: Meaning and Definition; Importance of Social Research in Sociology; Link between Research and Theory **6 Hours**
2. Types of Social Research; Stages of Social Research; Inductive and Deductive Social Research **4 Hours**
3. Research Design: Meaning; Features; Importance; Descriptive and Exploratory Research Designs **5 Hours**
4. Sampling: Population; universe; Sample; Sources of Data: Primary and Secondary; Types and Methods of Sampling **10 hours**
5. Techniques of data collection: Observation, Interview and Questionnaire: Definition, Meaning, types and Characteristics of each **20 Hours**

References:

Ahuja, Ram (2001), *Research Methods*, Delhi: Rawat Publications.

Bailey, Kenneth D. (1982), *Method of Social Research*, New York: The Free Press, Second Edition.

Blalock, Hubert M. (1970), *Social Statistics*. New York: Tata Mc-Graw-Hill. Champion, Dean. J. (1981), *Basic Statistics for Social Research* New Delhi: Macmillan Publishing New York.

Dooley, David (1998), *Social Research Methods*, Prentice-Hall of India, New Delhi.

Gupta, S.P. (2002), *Statistical Methods*, New Delhi: Sultan Chand and Sons Publication.

Kothari, C.R. (1988), *Research Methodology*, Wiley Publishers, New Delhi. Moser, S.C. and G. Kalton (1971), *Survey Methods in Social Investigation*, London: Heinmann.

Seltiz, Claire et al (1959), *Research Methods in Social Relation*, New York: Henry Holt and Co. Srinivas,

M.N. and A.M. Shah (1979), *Fieldworker and The Field*, New Delhi: Oxford University Press.

Young, P.V. (1988), *Scientific Social Surveys and Research*, New Delhi Prentice Hall.

SEMESTER IV

SOC DSC 404

CREDIT: 4

SOCIAL CHANGE

(Lectures: 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

Course outcome: 1. Critically analyze historical and contemporary social movements and their tactics, strategies, aims, and results, and to think deeply about the role of power, injustice, freedom, and agency in bringing about social change. 2. Define and explain key concepts in the sociological and interdisciplinary study of social change and social movements. 3. Participate in current debates around social movements. 4. Apply and evaluate social change and social movement concepts. 5. Actively engage in close readings of both scholarly texts around social movements, as well as other primary sources such as speeches, communiques, articles, from people involved in activism and movements. 6. Develop your writing skills and critical/creative thinking, and to use your emerging familiarity with the course concepts and readings to analyze others' arguments and to articulate your own arguments and analysis

1. Social Change: Concept, Features, Patterns: Linear and Cyclical **5 Hours**
2. Evolution, Progress, Development, Growth, Movement; Revolution: Concept/Meaning, Features; Social movement in India: Dalit Movement, Women's Movement, Students Movement, Working Class Movement: Evolution, Leadership and Organization **10 Hours**
3. Processes of Change in India I: Sanskritization, Westernization, Modernization, Secularization: Concept, Features, Impact **15 Hours**
4. Processes of Change in India II: Urbanization, Industrialization, Globalization: Concept, Features and Impact **15 Hours**

References

W F Ogburn: Social change

Raymond Boudon: Theories of social change: A critical appraisal –

John McLeish: The theory of social change-

Yogendra Singh: Social change in India

MSA Rao: Crisis and resilience - Social movement and Social Transformation

T K Oommen: Protest and change

Ghanshyam Shah: Studies in social movement - Social movements in India-

Dube, S.C. (1967), The Indian Village, New Delhi: National Book Trust.

Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.

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

Prabhu, P.H. (1979): Hindu Society: An Interpretation, Poona: Deccan College.

Sharma, K.L. (2001), Social Inequality in India, New Delhi: Rawat Publications. Srinivas,

M.N. (1960), India's Villages. Bombay: Asia Publishing House. Srinivas,

M.N. (1970), Social Change in Modern India, Berkeley, California: University Press.

Srinivas, M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.

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Singh, Yogendra. (1983), Modernization of Indian Tradition: A Systematic Study of Social Change, New Delhi: Thompson Press.