

B.A. (Program) Sociology
Scheme of Courses and Syllabus

Under Choice Based Credit System (CBCS)

**Bodoland University, Kokrajhar
New Syllabus**

BA Regular Course (Sociology)

Semester	Core Course (4)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (2)
I	Eng/Hindi/MIL-1	(English/ Hindi/MIL Communication)/ Environmental Science			
	DSC-1(A): Introduction to Sociology				
	DSC-2(A): Other Subject				
II	MIL/Hindi/Eng-1	Environmental Science			
	DSC-1(B): Sociology of India				
	DSC-2(B): Other Subject				
III	Eng/Hindi/MIL-2		SEC-1 Techniques of Social Research		
	DSC-1(C): Sociological Theories				
	DSC-2(C): Other Subject				
IV	MIL/Hindi/Eng-2		SEC-2 Gender Sensitization		
	DSC-1(D): Methods of Sociological Enquiry				
	DSC-2(D): Other Subject				

V			SEC-3 Society through the Visual	DSE-1A Religion and Society DSE-2A	GE- 1 Introduction to Sociology
VI			SEC-4 Theory and Practice of Development	DSE-1B Social Stratification DSE-2B	GE-2 Sociology of India

Bodoland University

CBCS Curriculum Structure for UG Syllabus (BA Regular in Sociology)

No of papers= 12+12+24, Total Credits=120

Total Marks=2100

SEMSTER-I							
Paper Code	Paper Name	Paper Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Int Marks	Total Marks
Paper 101R	MIL-1	MIL-1	6	5+1+0	80	20	100
SOC-102R	Introduction to Sociology	DSC-1(A)	6	5+1+0	80	20	100
Paper-103R	Other Subject	DSC-2(A)	6	5+1+0	80	20	100
COMM-104HR	(English/MIL Communication)/ Environmental Science	AECC-1	2	2+0+0	50	-	50
Total			20	17+3+0=20	290	60	350

SEMSTER-II

Paper Code	Paper Name	Paper Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Int Marks	Total Marks
ENG-201R	English-1	ENG-1	6	5+1+0	80	20	100
SOC-202R	Sociology of India	DSC-1(B)	6	5+1+0	80	20	100
Paper-203R	Other Subject	DSC-2(B)	6	5+1+0	80	20	100
ENV-204HR	Environmental Science	AECC-2	2	2+0+0	50	-	50
Total			20	17+3+0=20	290	60	350

SEMSTER-III

Paper Code	Paper Name	Paper Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Int Marks	Total Marks
Paper 301R	MIL-2	MIL-2	6	5+1+0	80	20	100
SOC-302R	Sociological Theories	DSC-1(C)	6	5+1+0	80	20	100
Paper-303R	Other Subject	DSC-2(C)	6	5+1+0	80	20	100
SOC-304HR	Techniques of Social Research	SEC-1	2	2+0+0	50	-	50
Total			20	17+3+0=20	290	60	350

SEMSTER-IV

Paper Code	Paper Name	Paper Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Int Marks	Total Marks
ENG-401R	English-2	ENG-2	6	5+1+0	80	20	100
SOC-402R	Methods of Sociological Enquiry	DSC-1(D)	6	5+1+0	80	20	100
Paper-403R	Other Subject	DSC-2(D)	6	5+1+0	80	20	100
SOC-404HR	Gender Sensitization	SEC-2	2	2+0+0	50	-	50
Total			20	17+3+0=20	290	60	350

SEMSTER-V

Paper Code	Paper Name	Paper Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Int Marks	Total Marks
SOC-501R	Religion and Society	DSE-1(A)	6	5+1+0	80	20	100
Paper-502R	Other Subject	DSE-2(A)	6	5+1+0	80	20	100
SOC-503HR	Introduction to Sociology	GE-1	6	5+1+0	80	20	100
SOC-504R	Society through the Visual	SEC-3	2	2+0+0	50	-	50
Total			20	17+3+0=20	290	60	350

SEMSTER-VI

Paper Code	Paper Name	Paper Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Int Marks	Total Marks
SOC-601R	Social Stratification	DSE-1(B)	6	5+1+0	80	20	100
Paper-602R	Other Subject	DSE-2(B)	6	5+1+0	80	20	100
SOC-603HR	Sociology of India	GE-2	6	5+1+0	80	20	100
SOC-604R	Theory and Practice of Development	SEC-4	2	2+0+0	50	-	50
Total			20	17+3+0=20	290	60	350

SEMESTER – I
REGULAR COURSE

DSC-1(A): INTRODUCTION TO SOCIOLOGY

Course Objective:

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline.

1. Nature and Scope of Sociology

1.1 History of Sociology

1.2 Relationship of Sociology with other Social Sciences:

1.2.1 Anthropology

1.2.2 Psychology

1.2.3 History

2. Sociological Concepts

2.1 Status and Role

2.2 Groups

2.3 Culture

2.4 Socialization

2.5 Structure and Function

2.6 Social Control and Change

COURSE CONTENTS AND ITINERARY

1. Nature and Scope of Sociology (6 Weeks)

1.1 History of Sociology

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

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

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

2. Sociological Concepts

2.1 Status and Role

2.1.1 Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 9, pp. 250-279.

2.1.2 Linton, R., 1936, *The Study of Man*, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

2.2 Groups

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

2.3 Culture

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

2.4 Socialization

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

2.5 Structure and Function

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

2.6 Social Control and Change

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

**SEMESTER – II
REGULAR COURSE**

DSC-1(B): SOCIOLOGY OF INDIA

Course Objective:

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

1. India as a Plural Society

2. Social Institutions and Practices

- 2.1 Caste
- 2.2 Tribe
- 2.3 Class
- 2.4 Village
- 2.5 Family and Kinship

3. Identities and Change

- 3.1 Dalits' Movement
- 3.2 Women's Movement

4. Challenges to State and Society

- 4.1 Communalism
- 4.2 Secularism

COURSE CONTENTS AND ITINERARY

1. India as a Plural Society (2 Weeks)

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

2. Social Institutions and Practices

2.1 Caste

2.1.1 Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.

2.1.2 Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

2.1.3 Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia*. London: Macmillan. John Harriss, "The Formation of Indian society: Ideology and Power". pp. 126 – 133.

2.2 Tribe

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

2.3 Class

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

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

2.4 Village

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

2.5 Family and Kinship

2.5.1 Shah, A. M., 1998, *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.

2.5.2 Karve, Iravati. 1994, "The Kinship map of India", in Patricia Uberoi(ed.) *Family, kinship and marriage in India*. Delhi: Oxford University Press, pp.50-73.

3. Identities and Change

- 3.1 Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.
- 3.2 Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women's movement“, in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

4. Challenges to State and Society

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

**SEMESTER – III
REGULAR COURSE**

DSC-1(C): SOCIOLOGICAL THEORIES

Course Objective:

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

1. Karl Marx

- 1.1 Materialist Conception of History
- 1.2 Class and Class Struggle

2. Emile Durkheim

- 2.1 Social Fact
- 2.2 Forms of Solidarity

3. Max Weber

- 3.1 Ideal Types and Social Action
- 3.2 Types of Authority

COURSE CONTENTS AND ITINERARY

1. Karl Marx

1.1 Materialist Conception of History

1.2 Class and Class Struggle

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

2. Emile Durkheim

2.1 Social Fact

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

2.2 Forms of Solidarity

- 2.2.1 Aron, R. 1967. *Main Currents in Sociological Thought* London: Weidenfield and Nicholson, Vol. 2, pp. 11-97.
- 2.2.2 Calhoun, J. Craig, 2007. *Classical Sociological Theory* 2nd Edition. Blackwell, pp.131-180.
- 2.2.3 Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher, pp.146-178.

3. Max Weber

3.1 Ideal Types and Social Action

3.2 Types of Authority

- 3.1.1 Gerth, H.H. and C. Wright Mills (eds.) 1948. *From Max Weber: Essays in Sociology*. London: Routledge and Kegan Paul, Introduction.
- 3.1.2 Aron, R. 1967. *Main Currents in Sociological Thought*. London: Weidenfield and Nicholson, Vol. 2, pp.177-252.
- 3.1.3 Calhoun, J. Craig, 2007. *Classical Sociological Theory*. 2nd Edition. Blackwell, pp.205-274.
- 3.1.4 Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher, pp.97-115.

SEMESTER – III
SKILL ENHANCEMENT COURSE

SEC-1: TECHNIQUES OF SOCIAL RESEARCH

Course Objective:

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

1. Research Design

- 1.1 Concepts & Hypotheses
- 1.2 Measurement, Reliability & Validity
- 1.3 Quantitative & Qualitative: Surveys & Ethnographies
- 1.4 Sampling Frameworks

2. Data Collection

- 2.1 Primary Sources
- 2.2 Secondary Sources

3 Data Analysis

- 3.1 Content Analysis
- 3.2 Narrative Analysis
- 3.3 Statistical Analysis: frequency distribution, cross tabulation, measures of central tendency, measures of dispersion, correlation

4 Framing a Research Question

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Research Design

- 1.1.1 Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136
- 1.1.2 Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire

based on this experience.

c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.

d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection

2.1.1 Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth

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

Suggested Assignments:

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

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

c) 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 contents of the letters.

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

3. Data Analysis (Students will be introduced to the use of Statistical Software Packages) **Suggested Assignments/Exercise:**

a) Choose a theme of your interest- for 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.

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

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

d) Students will be provided with data sets to run them in a software program.

4. 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 – IV
REGULAR COURSE
DSC-1(D): METHOD OF SOCIOLOGICAL ENQUIRY

Course Objective:

The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

1. The Logic of Social Research

- 1.1 What is Sociological Research?
- 1.2 Objectivity in the Social Sciences
- 1.3 Reflexivity

2. Methodological Perspectives

- 2.1 The Comparative Method
- 2.2 The Ethnographic Method

3. Modes of Enquiry

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative

COURSE CONTENTS AND ITINERARY

1. The Logic of Social Research

1.1 What is Sociological Research?

- 1.1.1 Mills, C. W. 1959, *The Sociological Imagination*, London: Oxford University Press, Chapter 1, pp. 3-24.
- 1.1.2 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. xv-xxiv.

1.2 Objectivity in the Social Sciences

- 1.2.1 Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1& 2, pp. 1-46.
- 1.2.2 Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword, pp. iii- x.

1.3 Reflexivity

- 1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13, pp. 481-511.

2. Methodological Perspectives

2.1 The Comparative Method

- 2.1.1 Radcliffe-Brown, A. R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5, pp. 91-108.
- 2.1.2 B eteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press, Chapter 4, pp. 72-94.

2.2 The Ethnographic Method

- 2.2.1 Geertz, Clifford. 1973. *Interpretation of Cultures*, New York: Basic Books. Chapter 1, pp. 3-30.

3. Modes of Enquiry

3.1 Theory and Research

- 3.1.1 Merton, R. K. 1972, *Social Theory and Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5, pp. 139-171.
- 3.1.2 Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3, pp. 11-70.

3.2 Constructing the Object of Research

- 3.2.1 Srinivas, M.N. et. al. 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction, pp. 1-14.

SEMESTER - IV
SKILL ENHANCEMENT COURSE
SEC-2: GENDER SENSITIZATION

Course Objective:

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

1. Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

2. Gender, Family, Community and the State

3. Gender Rights and the Law

- 3.1 Right to property
- 3.2 Personal laws
- 3.3 Violence against women
 - 3.3.1 Sexual harassment
 - 3.3.2 Rape
 - 3.3.3 Domestic violence

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

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Sex and gender

- 1.1 Geetha, V. 2002. *Gender*. Calcutta: Stree
- 1.2 Menon, Nivedita. 2012. *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books
- 1.3 Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

1.4 Murty, Laxmi and Rajshri Dasgupta. 2012. *'Our Pictures, Our Words A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan

1.5 Films: *Being Male Being Koti* Dir: Mahuya Bandyopadhyay *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce

Suggested Assignments:

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

2. Gender, Family, Community and the State

2.1 Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly February 19: 709 -722*

2.2 Films: *Izzatnagri ki Asabhya Betiyan* Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a) Debate or discussion on „Is the family the site of love and care“ or „Is the family democratic?“
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data
- c) Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d) Visit to a women's shelter/Nari Niketan followed by short essays on the experience and discussions based on the same.
- e) Visit to a family court followed by discussions.
- f) Role play: On how to address issues of gender discrimination within the family.

3. Gender Rights and the Law

3.1 For all the laws relating to women please refer to the following resource: <http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

3.2 Films: *Gulabi Gang* Dir: Nishtha Jain; *North Country* Dir: Niki Caro; *The Accused* Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a) Debate on women's equal right to natal property.
- b) Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c) Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d) Reading of the Delhi University Ordinance against Sexual Harassment and discussions around it.
- e) Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Delhi University Ordinance against Sexual Harassment for students.
- f) Discussion on section 377 of the Indian Penal Code.
- g) Discussions on these laws with practicing lawyers.

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

4.1 Tharu, S. and Niranjana, T. 1999. "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

4.2 Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)

Suggested Assignments/Exercise:

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

SEMESTER - V

SKILL ENHANCEMENT COURSE 03 (SEC)

SEC-3: SOCIETY THROUGH THE VISUAL

Course Objective:

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

1. Introduction to the Sociological Study of the Visual
2. Sociology and the Practice of Photography
3. Video and Film in Sociology
4. Sociology, Multimedia and Hypermedia

COURSE CONTENTS AND ITINERARY

1. Introduction to the Sociological Study of the Visual

- 1.1 Mead, Margaret, 1995. 'Visual Anthropology in a Discipline of Words' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp 3-10
- 1.2 Pink, Sarah. 2013. *Doing Visual Ethnography*, Sage Publications Limited, Chaps 1 and 2

2. Sociology and the Practice of Photography

- 2.1 Collier, John and Malcom Collier. 1986. *Visual Anthropology: Photography as a Research Method*, University of New Mexico Press, Chaps 1, 2 and 3
- 2.2 Becker, Howard S. 'Visual Sociology, Documentary Photography, and Photojournalism: It's (Almost) All a Matter of Context' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 74-85
- 2.3 Prosser, Jon & Dona Schwartz, 1998. 'Photographs within the Sociological Research Process' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 101-115

3. Video and Film in Sociology

- 3.1 Asch, Timothy and Patsy Asch, 1995. 'Film in Ethnographic Research' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp. 335-362
- 3.2 MacDougall, David. 2011. 'Anthropological Filmmaking: An Empirical Art.' in *Sage Handbook of Visual Research Methods*, Eric Margolis & Luc Pauwels, eds, pp. 99-113

3.3 Schaeffer, Joseph H, 1995. 'Videotape: New Techniques of Observation and Analysis in Anthropology' in *Principles of Visual Anthropology* (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp. 255-284

4. Sociology, Multimedia and Hypermedia

4.1 Harper, Douglas.2012. *Visual Sociology*, Routledge, Chaps 7,8 and 9

4.2 Pink, Sarah. 2004. 'Conversing Anthropologically: Hypermedia as Anthropological Text' in *Working Images: Visual Research and Representation in Ethnography*, Sarah Pink et al. eds, Routledge, pp. 164-181

4.3 Lewis, Rob W. 'Media Convergence and Social Research: The Hathaway Project' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser ed., Falmer Press, pp. 143-156

Note: The prescribed readings are application and practice oriented, providing guidelines for conducting Visual Research. The students will be expected to carry out short field research exercises based on these guidelines.

SEMESTER - V
DISCIPLINE SPECIFIC ELECTIVE

DSE-1(A): RELIGION AND SOCIETY

Course Objective:

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

1. Understanding Religion

1.1 Sociology of Religion: Meaning and Scope

1.2 Sacred and Profane

1.3 Religion and Rationalization

1.4 Rites of Passage

2. Religion in India

2.1 Hinduism

2.2 Islam

2.3 Christianity

2.4 Sikhism

2.5 Buddhism

3. Secularism & Communalism

COURSE CONTENTS AND ITINERARY

1. Understanding Religion:

1.1 Sociology of Religion: Meaning and Scope

1.1.1 Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

1.1.2 Berger. 1967. *The Sacred Canopy*. Garden City: New York, pp175- 186.

1.1.3 Asad. T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, John Hopkins Press: Baltimore, pp 27-54.

1.2 Rites of Passage

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

2. Religion in India:

- 2.1.1 Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.
- 2.1.2 Fuller, C. J. 2004, *The Camphor Flame: Popular Hinduism and Society in India*, New Jersey: Princeton University Press, Introduction.
- 2.1.3 Srinivas, M.N. 1952. *Religion and Society among the Coorgs of South India*, Clarendon: Oxford, pp 100-122.
- 2.2 Momin. A.R., 2004. 'The Indo-Islamic Tradition' in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.
- 2.3 Robinson, R. 2003. 'Christianity in the Context of Indian Society and Culture' in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.
- 2.4 Uberoi, J.P.S. 1991. 'The Five Symbols of Sikhism' in Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 320 -333.
- 2.5 Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi : Sage, pp 23-53.

3. Secularism and Communalism

- 3.1. Chadwick, Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press, 1975, pp 1- 20.
- 3.2 Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 394 -413.
- 3.3. Saberwal, S. 1991. 'Elements of Communalism' in T. N. Madan, (ed.) *Religion in India*. OUP: New Delhi, pp 339 -350.

SEMESTER – V
GENERIC ELECTIVE
GE-1: INTRODUCTION TO SOCIOLOGY

Course Objective:

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline.

1. Nature and Scope of Sociology

- 1.1 History of Sociology
- 1.2 Relationship of Sociology with other Social Sciences:
 - 1.2.1 Anthropology
 - 1.2.2 Psychology
 - 1.2.3 History

2. Sociological Concepts

- 2.1 Status and Role
- 2.2 Groups
- 2.3 Culture
- 2.4 Socialization
- 2.5 Structure and Function
- 2.6 Social Control and Change

COURSE CONTENTS AND ITINERARY

1. Nature and Scope of Sociology

- 1.1 History of Sociology
 - 1.1.1 Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.
 - 1.1.2 Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.
 - 1.1.3 Beattie, J., 1951, *Other Cultures*, New York: The Free Press, Chapter 2, pp. 16-34.

2. Sociological Concepts

2.1 Status and Role

2.1.1 Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 9, pp. 250-279.

2.1.2 Linton, R., 1936, *The Study of Man*, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

2.2 Groups

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

2.3 Culture

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

2.4 Socialization

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

2.5 Structure and Function

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

2.6 Social Control and Change

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

SEMESTER - VI
SKILL ENHANCEMENT COURSE
SEC-4: THEORY AND PRACTICE OF
DEVELOPMENT

Course Objective:

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

1. What is development?

2. Recent trends in Development

2.1 Neo-liberalism: Growth as Development

2.1a. Re-emergence of Neo-classical perspective

2.1b. SAP and its Critique

2.2 Post development Theory

2.2a. Knowledge as Power

2.2b. Participatory Development

2.2c. GAD

2.3 Sustainable Development Theory: UN Earth Charter 1992

2.3a. Hegemonic approach: PPP

2.3b. Environmental discourse

3. Human Development Theory: Growth vs. Development

Course Content and Itinerary

1. What is development?

1.1 McMichael, Philip. *Development And Social Change*. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40

2. Recent Trends in Development

2.1 Neo-Liberalism: Growth as Development

2.1a. Re-emergence of Neo-classical perspective

2.1b. SAP and its Critique

- 2.1.1 Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper
- 2.1.2 Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29
- 2.1.3 Sparr, Pamela. (ed.)1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Exercises & Case Studies

Exercise: A bedtime Story for Grown Ups

Case Study: Jayaweera, Swarna. 1994. Structural Adjustment Policies, Industrial development and Women in Sri Lanka in Pamela Sparr (ed) *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 96-111

2.2 Post-Development Theory:

- 2.2a. Knowledge as Power
- 2.2b. Participatory Development
- 2.2c. GAD

- 2.2.1 Sachs, Wolfgang. 2007(12th impression). *The Development Dictionary: A guide to Knowledge as Power*. London: Zed Books, Chap 1, 2 & pp 1-25, 264-274
- 2.1.2 Escobar, A. 2011. (paperback ed.) *Encountering development: The making and unmaking of the Third World* Princeton: Princeton Press, Chap 2 & 6, pp 21- 54, 212-226
- 2.2.1 Dipholo, Kenneth B. 2002. Trends in participatory development, *Journal of Social Development in Africa* Vol 17. No.1, pp 59-79
- 2.3.1 Razavi Shahrashoub and Miller Carol 1995. From WID to GAD: Conceptual Shifts in the Women and development Discourse Occasional Paper 1 United Nations Research Institute for Social Development: UNDP [www.unrisd.org/unrisd/website/document.nsf/0/.../\\$FILE/opb1.pdf](http://www.unrisd.org/unrisd/website/document.nsf/0/.../$FILE/opb1.pdf)

Exercises & Case Studies

Exercise 1. Pass the Picture (from Stepping Stones, Action Aid Manual) Exercise 2.

Make a Gender Audit Report of any organization

Case Study: Participatory Urban Planning in Porto Alegre, Brazil

2.3 Sustainable Development Theory: UN Earth Charter 1992

2.3a Hegemonic approach: PPP 2.3b

Environmental discourse

Buse, Kent. and Harmer, Andrew. 2004. Power to the Partners? : The Politics of Public-Private Health Partnerships *Development*, 2004, 47(2), pp 49–56

Exercise: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref:
http://www.pria.org/Reforming_JNNURM.htm

3. Human Development Theory: Growth vs Development

Friere, Paulo. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder

Sen, Amartya. 1989. “Development as Capabilities Expansion.” *Journal of Development Planning* 19: 41 – 58.

Sen, Amartya. and Sudhir Anand. 1994. “Sustainable Human Development: Concepts and Priorities.” Background Paper for the Human Development Report 1994. New York: Human Development Report Office.

Fukuda-Parr, Sakiko. 2003. The human development paradigm: Operationalizing Sen’s ideas on Capabilities, *Feminist Economics* 9(2 – 3), 2003, 301 – 317

Exercises:

Exercise1. Assess the quality of a nearby MCD school

Exercise2. Assess the quality of health care services in an urban PHC

Case Study: Tint, Piia and Reinhold, Karin. 2008. Safety & health through Redesign of Garment Worker’s Workplaces in Amita Sahaya (ed) *Selected Readings IV International Congress Women Work and health* New Delhi: WWHI

Websites of Organizations for exercises and Case studies:

- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA-Participatory Research In Asia

- www.iclei.org, www.infochangeindia.org

SEMESTER - VI
DISCIPLINE SPECIFIC ELECTIVE 03
DSE-1(B): SOCIAL STRATIFICATION

Course Objective:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

1. Social Stratification: Concepts and Approaches

2. Forms of Social Stratification

2.1 Race and Ethnicity

2.2 Caste and Class

2.3 Gendering Inequality

2.4 Poverty and Social Exclusion

3. Social Mobility

COURSE CONTENTS AND ITINERARY

1. Social Stratification: Concepts and Approaches

1.1 Bêteille, A. 1983. 'Introduction in Andre Bêteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp.1-27.

1.2 Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification Delhi*: Oxford University Press, pp 1-21.

2. Forms of Stratification

2.1.1 William, Jutius Wilson 1978, *The Declining Significance of Race: Blacks and Changing American Institution*. University of Chicago Press, pp. 1 – 23 & 183-188.

2.1.2 Joe,R. Feagin 'The Continuing Significance of Race' *American Sociological Review*, 56, (Feb-91) pp 101-116.

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

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

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

2.1.6 B eteille, A. *Caste, Class and Power* Chapter: 1, Oxford University Press, 1971.

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

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

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

2.3.2 Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.

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

2.4.2 Newman, K. S and Victor Tan Chen. 2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp 1-10.

3. Social Mobility

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

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

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

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

SEMESTER - VI
GENERIC ELECTIVE
GE-2: SOCIOLOGY OF INDIA

Course Objective:

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

1. India as a Plural Society

2. Social Institutions and Practices

2.1 Caste

2.2 Tribe

2.3 Class

2.4 Village

2.5 Family and Kinship

3. Identities and Change

3.1 Dalits' Movement

3.2 Women's Movement

4. Challenges to State and Society

4.1 Communalism

4.2 Secularism

COURSE CONTENTS AND ITINERARY

1. India as a Plural Society

1.1 Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press, Introduction.

1.2 Stern, Robert W. 2003. *Changing India*. Cambridge: CUP. Introduction. Change, societies of India and Indian Society. pp. 1 – 31.

2. Social Institutions and Practices

2.1 Caste

2.1.1 Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.

2.1.2 Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

2.1.3 Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia*. London: Macmillan. John Harriss, „The Formation of Indian society: Ideology and Power“. pp. 126 – 133.

2.2 Tribe

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

2.3 Class

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

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

2.4 Village

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

2.5 Family and Kinship

2.5.1 Shah, A. M., 1998, *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.

2.5.2 Karve, Iravati. 1994, „The Kinship map of India“, in Patricia Uberoi(ed.) *Family, kinship and marriage in India*. Delhi: Oxford University Press, pp.50-73.

3. Identities and Change

3.1 Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.

3.2 Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women's movement“, in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.

4. Challenges to State and Society

4.1 Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press, Chapter 8.

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

