



ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

**NAME OF THE SCHOOL
(RSHSS)**

**SYLLABUS
&
COURSE STRUCTURE**

M. A. in Sociology

M. A. in Sociology

Programme Structure

1st semester							2nd semester								
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP	Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							Core Subjects								
1	SOC184C101	Classical Sociological Tradition	4	0	0	4	4	1	SOC184C201	Kinship Dynamics	4	0	0	4	4
2	SOC184C102	Theoretical Perspectives in Sociology	4	0	0	4	4	2	SOC184C202	Society and Polity	4	0	0	4	4
3	SOC184C103	Methodology of Social Research	4	0	0	4	4	3	SOC184C203	Population Studies	4	0	0	4	4
4	SOC184C104	Perspectives on Indian Society	4	0	0	4	4	4	SOC184C204	Gender and Society	4	0	0	4	4
Ability Enhancement Compulsory Course (AECC)*							Ability Enhancement Compulsory Course (AECC)*								
5	CEN984A101	Communicative English - I				1	1	5	CEN984A201	Communicative English - II				1	1
6	BHS984A103	Behavioural Science - I				1	1	6	BHS984A203	Behavioural Science - II				1	1
Ability Enhancement Elective Course (AEEC) (Skill Based):							Ability Enhancement Elective Course (AEEC) (Skill Based):								
							7 AEEC/SEC/-1* 2 2								
Elective: Discipline Specific DSE							Elective: Discipline Specific DSE								
7		DSE - 1	4	0	0	4	4	8		DSE - 2	4	0	0	4	4
TOTAL							TOTAL								
3rd semester							4th semester								
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP	Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							Core Subjects								
1	SOC184C301	Sociology of Development	4	0	0	4	4	1	SOC184C401	Society and Economy	4	0	0	4	4
2	SOC184C302	Social Stratification	4	0	0	4	4	2	SOC184C402	Society and Religion	4	0	0	4	4
Ability Enhancement Compulsory Course (AECC)*							Ability Enhancement Compulsory Course (AECC)*								
3	CEN984A301	Comm. Eng				1	1	3	CEN984A401	Comm. Eng				1	1
Ability Enhancement Elective Course (AEEC) (Skill Based):							Ability Enhancement Elective Course (AEEC) (Skill Based):								
							4 AEEC/SEC/-2* 2 2								
Elective: Discipline Specific DSE							Elective: Discipline Specific DSE								
5		DSE - 3	4	0	0	4	4	4		DSE - 6	4	0	0	4	4
6		DSE - 4	4	0	0	4	4	5		DSE - 7	4	0	0	4	4
7		DSE - 5	4	0	0	4	4	6		DSE - 8	4	0	0	4	4
Project Dissertation							Project Dissertation								
8		Minor				4	4	7		Major				8	8
TOTAL							TOTAL								

Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Elective: DSE-1							
1	SOC184D101	Sociology of South Asia	4	0	0	4	
2	SOC184D102	Rural Society in India	4	0	0	4	
3	SOC184D103	Sociology of Information Society	4	0	0	4	
Elective: DSE- 2							
4	SOC184D201	Education and Society	4	0	0	4	
5	SOC184D202	Statistics for Social Sciences	4	0	0	4	
6	SOC184D203	Science, Technology and Society	4	0	0	4	
Elective: DSE-3,4,5							
7	SOC184D301	Environment and Society	4	0	0	4	
8	SOC184D302	Urban Sociology	4	0	0	4	
9	SOC184D303	Social Movements in India	4	0	0	4	
10	SOC184D304	Sociology of Marginalised Communities	4	0	0	4	
11	SOC184D305	Globalisation and Society	4	0	0	4	
12	SOC184D306	Identity and Violence	4	0	0	4	
13	SOC184D307	Sociology of Health	4	0	0	4	
14	SOC184D308	Industrial Sociology	4	0	0	4	
Elective: DSE- 6,7,8							
15	SOC184D401	Popular Culture and Mass Media	4	0	0	4	
16	SOC184D402	Criminology	4	0	0	4	
17	SOC184D403	Sociology of Northeast India	4	0	0	4	
18	SOC184D404	Migration Studies	4	0	0	4	
19	SOC184D405	Sociology of Law	4	0	0	4	
20	SOC184D406	Comparative Sociology	4	0	0	4	
21	SOC184D407	Sociology of Governance	4	0	0	4	
22	SOC184D408	Sociology of Science	4	0	0	4	
Summary of Credits							
	Sem-I	22					
	Sem-II	24					
	Sem-III	27					
	Sem-IV	29					
	TOTAL	102					

I. Core courses may be of the following:

- (i) Theory (4) =Credit 4 with no tutorial
- (ii) Theory(3) + Tutorial (2) = Credit 4 for theory paper
- (iii) Theory (3)+ Practical(2)= Credit 4 for Theory and Practical combined
- (iv) Practical (4) =Credit 4 for Only practical papers

Note: There may be variations in Core component of the structure from dept. to dept. It is expected the variation should not be too large in terms of number of papers or in terms of credits.

II. Ability Enhancement Compulsory Course (AECC)*

- (i) Communicative English: Four courses in all semester – Credit assigned: 1
- (ii) Developing Oral Communication & Listening Skills
- (iii) Conversation & Public Speaking
- (iv) Communication & Presentation Skills
- (v) Effective Workplace Communication

(Subjects may be offered after consultations with Royal School of Languages and requirements of the department.)

- (b) Behavioural Science: 2 courses in 1st and 2nd semesters –Credits assigned: 1*

(i) Introduction to behavioural science

(ii) Development of Individuals and Behavioural Skills

(Subjects may be offered after consultations with Royal School of Behavioural & Allied Sciences and requirements of the department.)

III. Ability Enhancement Elective Course (AEEC) (Skill Based):

	AEEC/SEC-1 (in second semester) (Choose any one)	AEEC/SEC-2(in third semester) (Choose any one)
1	ILD-1	ILD-2
2	FRENCH-1	FRENCH-2
3	C++	LATEX
4	SCILAB	
5	MATLAB	Any other skill based courses offered by other schools of RGU and opted by Student
6	Any other skill based courses offered by other schools of RGU and opted by Student	

IV. Elective: Discipline Specific DSE

	FIRST SEMESTER (Choose Any one) Out of 1-3choices	SECOND SEMESTER (Choose any one) Out of 3 choices	THIRD SEMESTER (Choose any three) Out of 8 choices	FOURTH SEMSTER (Choose any three) Out of 8 choices
1	DSE1	DSE2	DSE3	DSE6
2			DSE4	DSE7
3			DSE5	DSE8

SYLLABUS (1st SEMESTER)

Paper I: Classical Sociological Tradition

Subject Code: SOC184C101

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To acquaint students with the writings of four thinkers, viz. Karl Marx, Emile Durkheim, Max Weber and Vilfredo Pareto, which would equip the students with theoretical insights to know, analyse and interpret the social scenario around them
- To enable students to critically analyse the writing of these four thinkers and also to familiarize them with the different sociological perspectives and theories.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Historical Socio-Economic background of the emergence of sociology- Traditional feudal economy and social structure, Impact of industrial revolution and of new mode of production on society and economy. The enlightenment and its impact on thinking and reasoning. Karl Marx- Marx's theory of social change, Marxian Dialectical materialism as a philosophical perspective of change and its laws. Materialistic interpretation of history: As a perspective of explaining transformation of human society through different stages. Economic determinism. Mode of production and social structure. Basic structure and super structure. Concepts of surplus value and exploitation. Emergence of classes and class conflict. Proletariat revolution and future of capitalism. Classless society. Alienation in the capitalist society - Factors responsible for alienation and its social implications. Theory of ideology – Ideology as a part of super structure.	14
II	Emile Durkheim- Intellectual background. His preoccupation with the order and disintegration of society. His distinctive sociological approach. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Pathological forms of division of labour. Theory of suicide. Types of suicide. Problem of integration of the individual with society. Theory of Religion: Earlier theories of the emergence and role of religion- structure of religion – sacred and profane - source of sacredness of the sacred things as symbols of ultimate values. Society as a supreme God. Religious rituals – their types, Social role of religious beliefs and rituals. Contribution to the methodology of Sociology – Sociology as a Science - concept of social facts - sociology.	14
III	Max Weber- Contribution to the methodology of social science – Distinctive nature of social realities because of meanings attached them – Sociology as an interpretative science. Concepts of Verstehen and ideal types. Theory of social action – types of social actions. Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with reference to the relationship between Protestant ethic and emergence of capitalism. Theory of Authority – Authority and power – Types of authority and bases of their legitimacy – Their distinctive features, methods of administration and modes of inheritance. Theory of Bureaucracy.	14

	Capitalism and growing rationalism and emergence of modern bureaucracy, His model of bureaucracy. Concepts of status, class and power.	
IV	Vilfredo Pareto- Intellectual background. Contribution to the methodology – his logico – experimental method. Classification of logical and non-logical actions. Explanation of non-logical actions in terms his theory of Residues and Derivatives. Classification of Residues and Derivations. Theory of social change – Elites and masses. Types of elites, their classification, circulation of Elites.	14
Total		56

Text Books:

1. *The structure of social Action, Vol. I & II.* , Parsons Talcott,1937-1949,McGraw Hill,New York

Reference Books:

1. *Main Currents in Sociological Thought, Vol. I and II (Chapters on Marx, Durkheim and Weber)*, Aron, Reymond,1965 – 1967,Penguin,
2. *Capitalism and Modern Social Theory- An analysis of Writings of Marx, Durkheim and Weber, (Whole Book)*, Giddens, Anthony,1997,Cambridge University Press
3. *Understanding Classical Sociology- Marx, Weber and Durkheim (Whole Book)*,Hughes, John A., Martin, Peter, J. and Sharrock, W. W.,1995 ,Sage Publications,London
4. *Class and Class Conflict in an Industrial Society*,Dahrendorf, Ralph,1959,Stanford University Press

Course Outcomes:

The student will:

- Acquaint students with the writings of four thinkers, viz. Karl Marx, Emile Durkheim, Max Weber and Vilfredo Pareto, which would equip the students with theoretical insights to know, analyse and interpret the social scenario around them
- Be able to critically analyse the writing of these four thinkers and also to familiarize them with the different sociological perspectives and theories.

Paper II: Theoretical Perspectives in Sociology

Subject Code: SOC184C102

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests,
Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
- To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction- Nature of sociological theory, Levels of theorisation in sociology, Relationship between theory and research. Structural-functionalism- The idea of social structure: A. R. Radcliffe-Brown, The problems of role analysis: S. F. Nadel, Functional dimensions of social system: T.Parsons, Codification, critique and reformulation of functional analysis: R. K. Merton, Neofunctionalism: J. Alexander	14
II	Structuralism and post-structuralism- Human nature and cultural diversity: C. Levi-Strauss, Structuralism and post-structuralism: M.Foucault. Conflict theory- Marx critique and dialectics of conflict: R. Dahrendorf, Functional analysis of conflict: L. Coser, Conflict and social change: R. Collins.	14
III	The critical theory and neo Marxism- The Frankfurt school, Lifeworld and system: J. Habermas, Structuralism Marxism: L. Althusser, Hegemony: A. Gramsci	14
IV	Interactionist perspective- Symbolic interactionism: G. H. Mead and H. Blumer, Phenomenological Sociology: A.Schutz, Social construction of reality: P. Berger and T.G. Luckmann, Ethnomethodology: H. Garfinkel. Recent trends in sociological theorising- Structuration: Anthony Giddens, Habitus and field: Bourdieu, Postmodernism, Semiotics, Convergence.	14
Total		56

Text Books:

1. *Twenty lectures: Sociological theory since world war II*, Alexander, Jeffrey C., 1987, Columbia University Press, New York

Reference Books:

1. *Modern social theory: From Parsons to Habermas*, Craib, Ian, 2nd edition, 1992, Harvester Press, London
2. *Sociological theory*, Collins, Randall, Indian edition, 1997, Rawat, Jaipur and New Delhi:
3. *Central problems in social theory: Action, structure and contradiction in social analysis*, Giddens, Anthony, 1983, Macmillan, London
4. *The social science encyclopaedia*, Kuper, Adam and Jessica Kuper (eds.), 2nd edition, 1996, Routledge, London and New York

Course Outcomes:

The student will:

- Get introduced to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
- Be able to examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Paper III: Methodology of Social Research

Subject Code: SOC184C103

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To provide students exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative).

- To sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity that can lead them in their future research.
- To have exposure to certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyse the information gathered by them.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Philosophical Roots of Social Research: Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge, Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn), Positivism and its critique: Contributions of Comte, Durkheim and Popper to positivism; Hermeneutics: inductive analysis, experiments in ethno-methodology, ' . Methodological Perspectives in Sociological Theory:	14
II	Nature of Social Reality and Approaches to it: Positivism, Phenomonology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding. Logic of Inquiry in social science research, Inductive and deductive Theory building, Scientific method in social research, Objectivity/value neutrality Hypothesis.	14
III	Quantitative methods and survey research: Assumptions of quantification and measurement Survey techniques, Operationalization and research design, Sampling design, Questionnaire construction, interview schedule, Measurement and Scaling, Reliability and Validity, Limitations of Survey. Statistics in social research: Measures of central tendency: Mean, median, mode, Measures of Dispersion: Standard/Quartile Deviation,	14
IV	Qualitative Research Techniques: Techniques and methods of qualitative research. Participant observation/ethnography, interview guide, Case study method, Content analysis, Oral history, narratives, Life history, genealogy, Methodological dilemmas and issues in qualitative research, Encounters and experiences in field work. Qualitative data format and processing. Validity and reliability in qualitative research. Triangulation – Mixing qualitative and quantitative methodologies, Social Research , Participatory Research, , Ethical Issues in Social Research.	14
Total		56

Text Books:

1. *Who Should Know What? Social Science, Privacy and Ethics*, Barnes, John A.,1979,Penguin,Harmondsworth

Reference Books:

1. *Research Methodology*, Bose, Pradip Kumar,1995,ICSSR,New Delhi
2. *Quality and Quantity in Social Research*, Bryman, Alan,1988,Unwin Hyman,London
3. *Surveys in Social Research*, D.A.de Vaus,1986,George Relen and Unwin,London
4. *Introduction to Social Research*, Punch, Keith,1986,Sage,London

Course Outcomes:

The student will:

- Have exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative).
- Be sensitized to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity that can lead them in their future research.

- Have exposure to certain quantitative methods, statistical techniques and qualitative methods to collect and analyse the data would help them organize and analyse the information gathered by them.

Paper IV: Perspectives of Indian Society

Subject Code: SOC184C104

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To make students acquire a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level.
- To sensitize students to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Theoretical perspectives: Indological /Textual (G.S.Ghurye, Louis Dumont), Structural-functionalism (M.N. Srinivas, S.C. Dube).	14
II	Theoretical perspectives: Marxism (D.P.Mukherjee, A. R. Desai), Synthesis of Textual and Field Views (Irawati Karve, A.M.Shah).	14
III	Theoretical perspectives: Civilizational View (N.K.Bose, Surajit Sinha), Subaltern Perspective (B.R. Ambedkar, David Hardiman).	14
IV	Current debates: Contextualization, indigenization, the use of native categories in the analysis of Indian society, text and context, sociology for India.	14
Total		56

Text Books:

1. *Contemporary India- Transitions*, DeSouza, P.R. ed.,2000,Sage,New Delhi

Reference Books:

1. *Themes and Perspectives in Indian Sociology*,Dhanagare, D.N.,1993,Rawat,Jaipur
2. *Social Sciences in a Changing Society*,Dube, S.C.,1973,Lucknow University Press ,Lucknow University Press
3. *Indian Sociology: Reflections and Introspections*, Oommen, T.K. and P. N. Mukherjee, eds.,1986,Popular Prakashan,Bombay
4. *Indian Sociology: Social Conditioning and Emerging Concerns*,Singh, Y.,1986,Vistaar,Delhi

Course Outcomes:

The student will:

- Acquire a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level.
- Get sensitized to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

SYLLABUS (2nd SEMESTER)

Paper I: Kinship Dynamics

Subject Code: SOC184C201

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- This course introduces the students to the universally acknowledged social importance of family and kinship.
- This course will familiarise the students with different approaches, issues and debates in studies of family and kinship which will enable the student to understand the social structure of different societies.
- This course will also look at the changing contemporary nature of family and kinship relation in the modern world.
- Throughout the course, examples will be drawn from northeast India.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Family: nature and types, family and household, family in India, regional diversities, forces of change. Marriage patterns: marriage as an expression of exchange and alliance, bride-wealth and dowry, strategies of social reproduction, monogamy and plural marriages	14
II	Basic concepts and discourse of kinship. Kinship: the formation of kinship as an object of study, the incest taboo, honour, shame and violence.	14
III	Cultural configurations of kinship: descent, residence and inheritance, social and cultural constructions, African kinship and marriage, the culture of Anglo-American kinship.	14
IV	Transformations of kinship: kinship and modes of production and reproduction, questioning patriarchy, reproductive technologies and reconfigured kinship, gay perspectives.	14
Total		56

Text Books:

1. Fox, R. *Kinship and Marriage: An Anthropological Perspective*. Cambridge: Cambridge University P, 1984.
2. Uberoi, P. *Family, Kinship and Marriage in India*. New Delhi: OUP, 1993.

Reference Books:

1. Bhandari, J.S. (Ed.). *Family and Kinship in Northeast-East India*. Delhi: Vedam Books, 1996.
2. Bourdieu, P. *Outline of a Theory of Practice*. Cambridge: Cambridge University P, 1977.
3. Carsten, J. (Ed.). *Cultures of Relatedness: New Approaches to the Study of Kinship*. Cambridge: Cambridge University P, 2000.
4. Engels, F. *The Origins of the Family, Private Property and the State*. Moscow: Progress Publishers, 1948.
5. Goody, J. (Ed.). *Developmental Cycle in Domestic Groups*. Cambridge: Cambridge University P, 1958.
6. Goody, J. & S.J. Tambiah. *Bride-wealth and Dowry*. Cambridge: Cambridge University P, 1975.
7. Graburn, N. (Ed.). *Readings in Kinship and Social Structure*. Harper and Row, 1971.
8. Kath, Weston. *Families we Choose: Lesbians, Gays, Kinship*. New York: Columbia University P, 1991.
9. Kolenda, P. *Regional Differences in Family Structure in India*. Jaipur: Rawat Publications, 1987.
10. Levi-Strauss, C. *The Elementary Structure of Kinship*. London: Eyre and Spottiswoode, 1969.

11. Madan, T.N. Family and Kinship: A Study of the Pandits of Rural Kashmir (2nd edition). London: Oxford University P, 2001.
12. Murdock, G.P. Social Structure, New York: Free Press, 1965.
13. Parkin, D. and Davin Nyamwaya (Ed.). Transformations of African Marriage, Manchester: Manchester University P, 1987.
14. Parkin, R. and L. Stone (Ed.). Kinship and Family: An Anthropological Reader. U.S.A: Blackwell, 2000.
15. Radcliffe-Brown, A. R. (Ed.). African Systems of Kinship and Marriage. London: Oxford University P, 1950.
16. Robertson, A.F. Beyond the Family: Social Organisation of Human Reproduction. U.S.A.: University of California P, 1991.
17. Schneider, D. M. American Kinship: A Cultural Account. New Jersey: Prentice-Hall, 1968.
18. Shah, A. M. Household Dimensions of the Family in India. New Delhi: Orient Longman, 1973.
19. Shah, A. M. The Family in India: Critical Essays. New Delhi: Orient Longman, 1998.
20. Strathern, M. After Nature: English Kinship in the Late Twentieth Century. Cambridge: Cambridge University P, 1992.
21. Trautmann, T.R. Dravidian Kinship. Cambridge: Cambridge University P, 1981.
22. Trautmann, T.R. Lewis Henry Morgan and the Invention of Kinship. Berkeley: University of California P, 1987.

Course Outcomes:

The student will:

- Have conceptual and theoretical understanding of kinship as it has emerged in sociological literature.
- Be able to address in particular the North East experience of kinship and change.

<p>Paper II: Society and Polity</p> <p>Subject Code: SOC184C202</p> <p>Credit Units: (L-T-P-C): 4-0-0-4</p>	The	<p>Evaluation of Students:</p> <ul style="list-style-type: none"> • Continuous Evaluation: Assignments, Class Tests, Quizzes, Seminar – 10% • Mid-term examination: 20% • End term examination: 70 %
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objectives of the course are-

- This course aims to acquaint the students with the major concepts, theoretical approaches and perspectives of political sociology.
- It seeks to prepare the students to apply these concepts and approaches to the understanding of the nature of the political processes and institutions in India.
- The course also exposes the students to the emerging perspective on the polity-society relationship in contemporary times.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Definition, Nature and Emergence of Political Sociology Basic Concepts: Power, Authority, State, Civil Society, Bureaucracy, Elites and Masses Approaches to the study of Politics	14
II	Perspectives on Power: Weberian, Functionalist, Marxist Perspectives on State: Liberal, Pluralist, Marxist, Power-elite, Post-modernist New Political sociology	14
III	Political parties: characteristics and social composition. Pressure groups and Interest groups: characteristics and political significance. Local structures of Power: Varieties of local power structure, relationship with the wider political system.	14
IV	State and society in India Politics of caste, religion, language and region	14

Total	56
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Text Books:

1. *Political Sociology: A Reader*, Eisenstadt, S.N. (Ed.), NY: Basic Books, 1971.
2. *Political Sociology in India: Contemporary Trends*, Gupta, D., Delhi: Orient Blackswan, 2004.

Reference Books:

1. *Class, Status and Power*, Bendix, R. and S. M. Lipset (Eds.), London: RKP, 1966.
2. *Secularism and its Critics*, Bhargava, R, New Delhi: OUP, 1999.
3. *Elites and Society*. Bottomore, T Harmondsworth: Penguin, 1966.
4. *Contradiction and Change*, Chakravarty, A. Delhi: OUP, 1975.
5. *Who Governs?*, Dahl, R, New Haven: Yale University P, 1961.

Course Outcomes:

The student will:

- be acquainted with the major concepts, theoretical approaches and perspectives of political sociology. It will prepare the students to apply these concepts and approaches to the understanding of the nature of the political processes and institutions in India.

<p>Paper III: Population Studies</p> <p>Subject Code: SOC184C203</p> <p>Credit Units: (L-T-P-C): 4-0-0-4</p>

<p>Evaluation of Students:</p> <ul style="list-style-type: none"> • Continuous Evaluation: Assignments, Class Tests, Quizzes, Seminar – 10% • Mid-term examination: 20% • End term examination: 70 %

The objectives of the course are-

- This course explores the entrenched relationship between demography and society.
- It introduces the students with the basic concepts and theories of demography and their critique.
- The course also discusses the various population policies in India along with their critical assessment.
- This course will help students grapple with various complex issues relating to population.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Demography and society: concepts and the relationship Fertility, Mortality and Migration Population Structure and Size	14
II	Population Theories: Antiquity, Malthusian, Demographic Transition, Post-Malthusian, Neo-classical, Marxian, Biological Theories, Optimum Theory Foucauldian critique.	14
III	Population Theories: Post-Malthusian, Neo-classical, Marxian, Biological Theories, Optimum Theory. Foucauldian critique.	14
IV	Introduction to population studies in India Population Policies, Programmes and initiatives and their critique.	14
Total		56

Text Books:

1. Haq, E. *Sociology of Population in India*. USA-: MacMillan, 2007.

2. Premi, M.K. *An Introduction to Social Demography*. Delhi: Vikas Publishing House, 1983.

Reference Books:

1. Amonker, R. G. "Demography: A Case Study of India" in *International Review of Modern Sociology*. 4 (2)194-214, 1974.
2. Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science*. 364, 1532.
3. Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review*. Supplement.
4. Bose, A. *India's Quest for Population Stabilization*. New Delhi: National Book Trust, 2010.
5. Foucault, M. "Right of Death and Power over Life" in Paul Rabinow (Ed.) *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin, 1984.
6. Pande, R.P, and N.M. Astone. "Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors" in *Population Research and Policy Review*. 26(1) 1-29, 2007.
7. Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambhi Reddy. "Chronic Poverty and Malnutrition" in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.
8. Saikia, A. *Mortality in Assam*. New Delhi: Purbanchaal Publisher, 2005.
9. Singh, B.P. "North-East India: Demography, Culture and Identity Crisis" in *Modern Asian Studies*. Vol. 21, No. 2, 257-282, Cambridge University Press, 1987.
10. William, L. and P. Rangazas. "Fertility and Development: The Roles of Schooling and Family Production" in *Rangaza Journal of Economic Growth*. 11(3) 229-261, 2006.

Paper IV: Gender and Society

Subject Code: SOC184C204

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To trace the evolution of gender as a category of social analysis in the late twentieth century.
- To give students an outline of the major debates that has emerged.
- To give students a better understanding of the social phenomena with reference to Gender.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Social Construction of Gender: Gender vs. Biology, Equality vs. Difference, Women in the family: socialization, nature vs. Gender, gender roles, private-public dichotomy, sexual division of labour. Patriarchy as ideology and practice. Emergence of Feminist Thought: Socio-historical perspective, Mapping various women's movements.	14
II	Gender and Sociological Analysis: Feminist critiques of sociological theories/prevaling theories, Feminist methodology as critique of sociological methods/methodology, Emergence of women's studies. Gender based Division of Labour/Work: Production vs. Reproduction, household work, invisible work, Women's work and technology, Development policies, liberalisation and globalisation and their impact on women. Development and Women's Empowerment.	14
III	Women in India: The changing profile:	14

	The changing status of women in India- pre-colonial, colonial and post-colonial, Demographic profile – the gender gap (census, NSS), Alternative conceptions of gender–caste and gender; class and gender. The role of the state and the NGOs. Gender and Society in India: Economy: marginalisation of women and sexual division of labour. Polity: reservations for women. Religion and Culture: Women’s nature; women as repositories of cultural practices and traditions; marriage, dowry and property. Personal Laws and Civil Code: Hindu code Bill, Syrian Christian law, Muslim Personal Law; Customary Law and Tribal Women.	
IV	Issues affecting the quality of life of women: Health, Education, Land rights. Major Social Issues: Development, Ecology, Communalism, Violence.	14
Total		56

Text Books:

1. *The Position of Women in Hindu Civilization* ,Altekar, A.S.,Second Edition, Fifth reprint,1983.,Motilal Banarasisdass,Delhi

Reference Books:

1. *The Reproduction of Mothering*,Chodrow, Nancy,1978,University of California Press,Berkeley
2. *Women and Society in India*, Desai, Neera and M. Krishnaraj,1987,Ajanta,Delhi
3. *Visibility and Power: Essays on Women in Society and Development*,Dube, Leela et.al. (eds.),1986,OUP,New Delhi
4. *Women in Modern India*,Forbes, G.,1998,Cambridge University Press,New Delhi

Course Outcomes:

The student will:

- Be able to trace the evolution of gender as a category of social analysis in the late twentieth century.
- Have an outline of the major debates that has emerged.
- Have a better understanding of the social phenomena with reference to Gender.

ELECTIVES (DSE 1 & 2)

Option 1: Sociology of South Asia

Subject Code: SOC184D101

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To expose the student to the strategic importance of South Asia as a civilizational centre as well as a player in international affairs and to acquaint her/him with the social cultural, economic, religious and political similarities and differences between the countries of the region.
- To acquaint students with the processes which have shaped the emergence of nation states in the region, the play of ethnic, regional and religious identities and conflicts in this process, and the different paths to socio-economic development and modernization adopted by the countries of the region.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	South Asia region: Civilization, culture and society.	14
II	South Asia region: Social and economic institutions, demographic features, geo-political importance.	14
III	Political Systems and Democracy: Political regimes, religion, politics and the state, ethnicity, ethnic conflicts and sub-national movements, Nation and nation building.	14
IV	Political Systems and Democracy: Migration and population movements. Socio-economic development and demographic change. Conflict and cooperation between South Asian states. Gender and society.	14
Total		56

Text Books:

1. *The Changing Division of Labour in South Asia*, Bjorkman, J.W.,1987,; Manohar,New Delhi

Reference Books:

1. *Cambridge Encyclopaedia of India, Pakistan, Sri Lanka, Bepal, Bhutan and Maldives* ,Frncis Robinson,1989,Cambridge University Press,Cambridge :
2. *Cultural Cooperation in South Asia: The Search for Community*,Chaudhary, Jamil,2000,Manohar,New Delhi
3. *Women and Kinship: Comparative Perspectives on Gender in South and South East Asia*, Dube, Leela, 1997 ,Sage Publications,New Delhi :
4. *An Introduction to South Asia* ,Farmer, B.H.,1983,Methuen,London

Course Outcomes:

The student will:

- Get exposed to the strategic importance of South Asia as a civilizational centre as well as a player in international affairs and to acquaint her/him with the social cultural, economic, religious and political similarities and differences between the countries of the region.
- Be acquainted with the processes which have shaped the emergence of nation states in the region, the play of ethnic, regional and religious identities and conflicts in this process, and the different paths to socio-economic development and modernization adopted by the countries of the region.

Option 2: Rural Society in India**Subject Code:** SOC184D102**Credit Units: (L-T-P-C):** 4-0-0-4**Evaluation of Students:**

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To provide sociological understanding of rural social structure, change and development in India.
- To impart sociological skills to reconstruct rural institution and rural development programmes to plan, monitor and evaluate rural development programmes.
- To acquaint students with the prevailing two approaches to the study of rural society: Rural community and peasantry.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Rural society in India as agrarian and peasant social structure. Basic Characteristics of peasant and agrarian society	14
II	Family, caste, religions, habitat and settlement. Debates of mode of production and agrarian relation – tenancy lands and labour.	14
III	Agrarian legislation and rural social structure. Rural poverty, emigration, landless labour. Planned change for rural society, panchayatraj, local self govt. and community development programmes and rural development strategies.	14
IV	Major agrarian moments in India – A critical analysis. Globalisation and its impact on agriculture. Water and Agriculture; Irrigation management Practices.	14
Total		56

Text Books:

1. *Class, State and Development in India (1, 2, 3 and 4 Chapters)*, Berch, Berberogue, Ed.,1992,Sage,New Delhi

Reference Books:

2. *Rural Sociology in India*,Desai A R ,1977,Popular Prakashan,Bombay.
3. *Social Anthropology of Peasantry Part III*, Mencher J.P.,1983,OUP
4. *Peasant Struggles: Land reforms and Social Change in Malabar 1836 – 1982*,P. Radhakrishnan, 1989 ,Sage Publications, New Delhi.
5. *Land and Labour in India*, Thorner, Daniel and Thorner Alice ,1962,Asia Publications,Bombay.

Course Outcomes:

The student will:

- Have sociological understanding of rural social structure, change and development in India.
- Be able to impart sociological skills to reconstruct rural institution and rural development programmes to plan, monitor and evaluate rural development programmes.
- Be acquainted with the prevailing two approaches to the study of rural society: Rural community and peasantry.

Option 3: Sociology of Information Society**Subject Code:** SOC184D103**Credit Units: (L-T-P-C): 4-0-0-4****Evaluation of Students:**

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To enable students to explore the rapid and profound social, economic cultural and political changes that we have witnessed over the past decades due to the advent of information technology revolution.
- To acquaint students with the role of technology in shaping social structures and institutions, social life and relationships and understanding of self and others.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Technology society and historical change. .Informationalism, Industrialism, Capitalism, the self in the informational society. Information technology paradigm. The historical sequence of the information technology revolution, models, actors and sites of the information technology revolution.	14
II	IT revolution enterprise: the culture, institutions and organisations of the informational economy, transition from industrialism to informationalism i.e from mass production to flexible production. The transformation of work and employment: networkers, jobless and flexitimers. Postindustrialism, the service economy and the information society.	14
III	Is there a global labour force? Informational technology and the restructuring of capital-labour relationships, Social dualism or fragmented societies.	14
IV	The rise of media culture: The new media and the diversification of mass audience. Computer mediated communication, institutional control, social networks and virtual communities.	14
Total		56

Text Books:

1. *The Rise of Network Society*, Manuel, castells,1996,Publishers,Blackwell

Reference Books:

1. *Imagologies*, Mark Taylor and Esa Saariner,1994,Routledge,London
2. *The World Wide Web- Unleashed*,December and Randall,1994,Macmillan Computer Publishing.
3. *The Metaphysics of Virtual Society*,Mischael H,1993,OUP,London
4. *India's Communication Revolution From Bullok Carts to Cyber Mart*, Arvind Singhal and Rogers Everett ,Sage Publications.

Course Outcomes:

The student will:

- Be able to explore the rapid and profound social, economic cultural and political changes that we have witnessed over the past decades due to the advent of information technology revolution.
- Be acquainted with the role of technology in shaping social structures and institutions, social life and relationships and understanding of self and others.

ELECTIVES (DSE 2)

Option 1: Education and Society

Subject Code: SOC184D201

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests,
Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- This course aims to develop an understanding of the institutions and practices of education and their changing forms in the wider social context.
- This course introduces the students to the social context of educational processes and the major theoretical perspectives.
- It deals with the organisational structure and processes of schools as well as the situated contexts of knowledge production.
- The course also explores the linkages of social structure and culture with educational institutions in specific Indian context.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Social structure, culture and educational processes: Family, Community, State.	14
II	Perspectives in Sociology of education: Functionalist, Marxist, Interactionist.	14
III	Processes & Organisation of schooling, Knowledge, Culture and Curriculum, Resistance and Critical Pedagogy	14
IV	State, Economy and Education in India, Higher education in India	14
Total		56

Text Books:

1. Ballantine, J.H. *The Sociology of Education: A Systematic Analysis* (4th edition). New Jersey: Prentice-Hall, 1997.
2. Robinson, P. *Perspectives on the Sociology of Education*. New York: Routledge & Kegan Paul, 1981.

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Reference Books:

1. Althusser, L. "Ideology and Ideological State Apparatuses" in L. Althusser (Ed.) *Lenin and Philosophy and Other Essay*. London: New Left Books, 1971.
2. Apple, M.W. "Ideology and Cultural and Economic Reproduction" in Apple M. (Ed.) *Ideology and Curriculum*. London: Routledge Falmer, 2004.
3. Bourdieu, P. and J. Passeron. *Reproduction in Education, Society and Culture* (Book I). London: Sage, 1978.
4. Bourdieu, P. "The Forms of Capital" in A.H. Halsey et. al. (Eds.) *Education, Culture, Economy, Society*. Oxford: Oxford University P, 2002.
5. Bowles, S. "Unequal education and the reproduction of the social division of labour" in Jerome Karabel and A.H. Halsey (Eds.) *Power and ideology in education*. New York: Oxford University P, 1977.
6. Chanana, K. *Education, socialisation and gender*. New Delhi: Sangam, 1988.
7. Chopra, R. and P. Jeffery. *Educational Regimes in Contemporary India*. New Delhi: Sage, 2005.
8. Collins, R. "Functional and Conflict theories of educational stratification" in *American Sociological Review*. Vol. 36, pp. 1002-1019, 1971.
9. Deshpande, S. and Y. Yadav. "Redesigning affirmative action" in *Economic & Political Weekly*. Vol. 41, pp. 2419-2424, 2006.
10. Durkheim, E. *Education and Society*. New York: Teachers College P, 1956.

11. Durkheim, E. *Moral Education: A study in the theory and application of the sociology of education*. London: The Free Press and Collier-Macmillan, 1961.
12. Freire, P. *Pedagogy of the Oppressed*. New York: Continuum, 1970.
13. Gramsci, A. *Selections from the Prison Notebooks of Antonio Gramsci*. New York: International Publishers, 1987.
14. Illich, I. *Deschooling Society*. London: Marion Voyars Publishers, 2000.
15. Jayaram N. "Multiculturalism and Education: The Indian Experience" in S. Young (Ed.) *Globalization and Multicultural Perspectives in Education* (Conference Proceedings). School of Education Studies: University of Malaysia, 2003.
16. Kumar K. *Political agenda of education* (2nd edition). New Delhi: Sage, 2005.
17. Parsons, T. "The School Class as a Social Systems" in A.H. Halsey et. al. (Ed.) *Education Economy and Society: A Reader in the Sociology of Education*. New York: The Free Press, 1961.
18. Pathak, A. *Social implications of schooling*. New Delhi: Rainbow, 2002.
19. Sarangapani, P. *Constructing school knowledge*. New Delhi: Sage, 2003.
20. Srinivas, R.S. "India's Language Debates and Education of Linguistic Minorities" in *Economic and Political Weekly*, Vol. 43, No. 36, pp. 63-69, 2008.
21. Thapan, M. *Life at School*. New Delhi: Oxford, 1991.
22. Velaskar, P. "Unequal Schooling as a Factor in Reproduction of Social Inequality" in *Sociological Bulletin*. 39 (1&2), pp. 131-146, 1992.
23. Woods, P. *Sociology and the School*. London: Routledge, 1983.

Option 2: Statistics for Social Sciences

Subject Code: SOC184D202

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- This paper offers an introduction to quantitative sociology with special emphasis on methods and social statistics to collect and analyse the quantifiable aspects of social reality.
- It will familiarize the students with the basic aim of research which involves generalisations and theory building.
- Quantifying social phenomena helps the researcher collect and analyse data systematically with suitable methods with a view to drawing inferences.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Statistics in social research, meaning, scope and limitations of statistics in social science research, presenting and summarising data	14
II	Measures of Central Tendency: Mean, Median, Mode, Measures of Dispersion: Standard/Quartile Deviation, Co-relational Analysis: Tests of significance and covariance	14
III	Regression analysis, Methods of hypothesis testing: chi-squared test, t-test and z-test	14
IV	Methods and use of macro-statistics and secondary sources, Application of Computers in Social Research, SPSS.	14
Total		56

Text Books:

1. Blalock, H. *Social Statistics*. New York: McGraw Hill, 1979.
2. Irvine, J. et al. *Demystifying Social Statistics*. London: Pluto Press, 1979.

Reference Books:

1. Chatfield, C. and A. Collins. *Introduction to Multivariate Analysis*. London: Chapman and Hall, 1980.
2. De Vaus, D.A. *Surveys in Social Research*. London: George Relen and Unwin, 1986.
3. Fielding, J.L. and N. Gilbert. *Understanding Social Statistics*. New Delhi: Sage, 2006.
4. Foster, J.J. *Data Analysis Using SPSS for Windows Versions 8 – 10- A Beginner's Guide*. London: Sage, 2001.
5. Nachmias, C. and A. Leon-Guerrero. *Social Statistics for a Diverse Society*. New Delhi: Sage 2011.
6. Wagner, W.E. *Using SPSS for Social Statistics and Research Methods*. New Delhi: Sage, 2010.
7. Walsh, A. *Statistics for the social sciences: with computer applications*. New York: Harper and Row, 1990.

Option 3: Science, Technology and Society

Subject Code: SOC184D203

Credit Units: (L-T-P-C): 4-0-0-4

Evaluation of Students:

- **Continuous Evaluation:**
Assignments, Class Tests,
Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

The objectives of the course are-

- To enable the student to understand the relationship between science and Society.
- To introduce the student to the conceptual and theoretical issues in the study of sociology of science.
- To understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	The study of Science-its importance. Relationship between society and science and vice-versa. Science as a social system. Norms of science. Relationship between science and technology.	14
II	History of modern science in India – colonial–independence and post-independence science. Nature of science and technology education in India and its quality. Pure vs. Applied Science in India. Indian social structure and science. Social background of Indian scientists. Brain drain and brain gain.	14
III	Science policy, social organization of science in India –scientific laboratories and their contribution to the development of technology. Science education in contemporary India –primary level to research level. Performance of universities in the development of technology. Interrelationship between industry and universities.	14
IV	Globalization and liberalization and their impact on Indian science and technology. WTO and issues related to intellectual property rights. MNCs and Indian industry. Political economy of science & technology at the national and international levels.	14
Total		56

Text Books:

1. *The impact of international migration on developing countries*, Appleyard, R. ed., 1989, OECD, Paris

Reference Books:

1. *Scientists in the third world*, Gaillard, J, 1991, Kentucky University Press, Lexington
2. *Science and the social order*, Barber, Bernard, 1952, Free Press, New York
3. *Scientific communities in the developing world*, Gaillard, J., V.V. Krishna and R. Waast, eds, 1997, Sage, New Delhi
4. *Science policy and national development*, Kamala Cahubey ed., 1974, Macmillan, New Delhi

Course Outcomes:

The student will:

- Be able to understand the relationship between science and Society.
- Be introduced to the conceptual and theoretical issues in the study of sociology of science.
- Understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.