

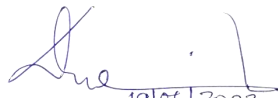
Rajiv Gandhi University

(A Central University)

4 Years Bachelor of Arts (Hons.) Sociology 2023-24



Rajiv Gandhi University
Rono Hills, Doimukh,
Arunachal Pradesh – 791112



19/06/2023
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
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Brief Note

Sociology is the most contemporary and versatile, as well as the most open and interdisciplinary of social sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. The course has been designed in response to a dynamic intellectual climate and shifting social concerns. Emphasis is also on ensuring familiarity with the elementary techniques of social investigation through training in sociological research methods.

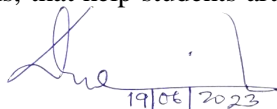
A sociology graduate is expected to become an informed, conscious and responsible citizen and also be equipped for a variety of careers including but not limited to: academics, civil services, activism and advocacy.

A brief overview the scheme of 4 year courses and syllabus for B.A. (Honours) Sociology under NEP 2020 to be implemented from academic session 2023-24 is presented below.

NEP 2020 aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of Curriculum and Credit Framework for Undergraduate Programmes developed as per the guidelines of NEP 2020 is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The revised Curriculum and Credit Framework for Undergraduate Programmes System consists of 9 types of courses:

- 1. Major Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Major Course.
- 2. Minor Course:** It helps a student to gain a broader understanding beyond the major discipline.
- 3. Multidisciplinary Course :** All UG students are required to undergo 3 introductory-level courses. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class).
- 4. Ability Enhancement Courses (AEC):** Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and


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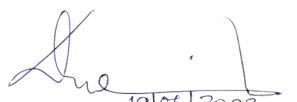
present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.

5. **Skill Enhancement Course:** SEC courses are skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
6. **Value Added Course:** These courses are designed to gain broader understanding of Indian values, constitution of India, environmental, ecological and health issues in India.
7. **Internship:** A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term.
8. **Research Project:** Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.
9. **Discipline Specific Elective (DSE) Course:** The courses offered by the main discipline/subject of study for developing specialization in desired area is referred to as Discipline Specific Elective.

All the courses are designed to impart disciplinary fundamentals of sociology through a careful choice of reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. The teachers and learners may follow these reading to comprehend the topic in detail and develop critical insight into the subject.

Objectives of the Programme

Honours in Sociology graduates who develop their basic skills, are well- placed to apply for a wide range of jobs that are not directly related to the subject matter of sociology itself and will find themselves well-prepared to adapt to changing opportunities. The BA Honours Programme in Sociology is designed to give the learner a strong foundation in the basic ideas, concepts, institutions and processes of society. The study of sociology is a launching pad to exciting careers in research, policy analysis, development work, and other positions requiring a strong social science foundation.


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Programme Outcome

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

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

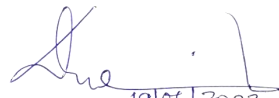
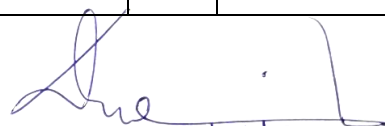

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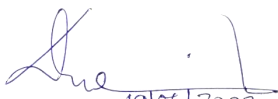
Table 1.1 Course Structure for Four Years BA Degree with Honours (Sociology)

NCRF Credit Level	Sem	Major		Minor		Multidisciplinary Course		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Internship/ Research Project		Total Credit	
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit		
4.5	1st	Major 1 (SOC-CC-1110)	4	Minor 1 (SOC-MC-1110)	4	MDC 1 (SOC-MD-1110)	3	AEC 1 (ENG-AE-1110)	4	SEC 1 SOC-SE-0010	3	VAC 1 SOC-VA-0010	2			20	
	2nd	Major 2 (SOC-CC-1210)	4	Minor 2 (SOC-MC-1210)	4	MDC 2 (SOC-MD-1210)	3	AEC 2 (HIN-AE-1210)	4	SEC 2 SOC-SE-0020	3	VAC 2 SOC-VA-0020	2			20	
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.																	
5.0	3rd	Major 3 (SOC-CC-2310)	4	Minor 3 (SOC-MC-2310)	4	(SOC-MD-2310)	3			SEC 3 SOC-SE-0030	3	VAC 3 SOC-VA-0030	2			20	
		Major 4 (SOC-CC-2320)	4														
	4th	Major 5 (SOC-CC-2410)	4	Minor 4 (SOC-MC-2410)	4												20
		Major 6 (SOC-CC-2420)	4														
		Major 7 (SOC-CC-2430)	4														
	Major 8 (SOC-CC-2440)	4															
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill-based vocational courses offered during the first year or second year summer term.																	
5.5	5th	Major 9 (SOC-CC-3510)	4	Minor 5 (SOC-MC-3510)	4											2	20
		Major 10 (SOC-CC-3520)	4														
		Major 11 (SOC-CC-3530)	4														
		Major 12 (SOC-CC-3540)	2														
	6th	Major 13 (SOC-CC-3610)	4	Minor 6 (SOC-MC-3610)	4												20
Major 14 (SOC-CC-3620)	4																
Major 15 (SOC-CC-3630)	4																


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		Major 16 (SOC-CC-3640)	4															
Students who want to undertake a 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits.																		
6.0	7th	Major 17 (SOC-CC-4710)	4	Minor 7 (SOC-MC-4710) Research Methodology	4												20	
		Major 18 (SOC-CC-4720)	4															
		Major 19 (SOC-CC-4730)	4															
		Major 20 (SOC-CC-4740)	4															
	8th	Major 21 (SOC-CC-4810)	4	Minor 8 (SOC-MC-4810) Research Publication Ethics	4													20
		Major 22 – elective (chose one) (SOC-DE-4810) (SOC-DE-4820)	4															
		Major 23 – elective (chose one) (SOC-DE-4830) (SOC-DE-4840)	4															
		Major 24 - elective (chose one) (SOC-DE-4850) (SOC-DE-4860)	4															
			94		32		9		8		9		6		2	160		

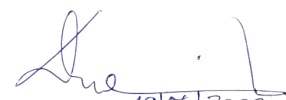

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Semester wise Course Details

I Semester

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
Major 1	SOC-CC-1110	<i>Introduction to Sociology I</i>	20	80	100	40	4
Minor 1	SOC-MC-1110	<i>Polity and Society in India</i>	20	80	100	40	4
Multidisciplinary Course 1	SOC-MD-1110	<i>Religion in India</i>	20	80	100	30	3
*Ability Enhancement Course 1	ENG-AE-1110		20	80	100	40	4
Skill Enhancement Course 1	SOC-SE-0010	<i>Theorising Development</i>	20	80	100	30	3
Value-Added Course 1	SOC-VA-0010	<i>Tribes of India</i>	20	80	100	20	2
Total Credits							20

* Syllabus for Ability Enhancement Courses will be provided separately



II Semester

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
Major 2	SOC-CC-1210	<i>Introduction to Sociology II</i>	20	80	100	40	4
Minor 2	SOC-MC-1210	Gender Sensitization	20	80	100	40	4
Multidisciplinary Course 2	SOC-MD-1210	<i>Social Demography of India</i>	20	80	100	30	3
*Ability Enhancement Course 2	HIN-AE-1210		20	80	100	40	4
Skill Enhancement Course 2	SOC-SE-0020	<i>Ethics Politics and Skill in Social Research</i>	20	80	100	30	3
Value-Added Course 2	SOC-VA-0020	<i>Indian Constitution and Social Legislations</i>	20	80	100	20	2
Total Credits							20

* Syllabus for Ability Enhancement Courses will be provided separately

** Syllabus for 2nd, 3rd, 4th & 5th Years will be provided later, it is under preparation.

Major Paper I

SOC-CC-1110

INTRODUCTION TO SOCIOLOGY I

Credit: 4

Total Credit Hours: 40 (3 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

This course is a broad introduction to the discipline of sociology and seeks to acquaint students to a sociological way of thinking. It also intends to familiarize the students with the history and some of the fundamental concepts and concerns of the discipline. The interdisciplinary nature of the social sciences like social anthropology, history and psychology is discussed and students learn how these relate to each other while maintaining their disciplinary boundaries.

The course also provides a foundation for the other more detailed and specialized courses in sociology.

Learning Outcomes:

1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.

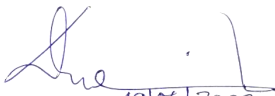
Unit 1 Sociology: Discipline and Perspective

- 1.1 Thinking Sociologically
- 1.2 Emergence of Sociology and Social Anthropology

Unit 2 Sociology and Other Social Sciences

Unit 3 Basic Concepts

- 3.1 Individual and Group
- 3.2 Associations and Institutions
- 3.3 Culture and Society
- 3.4 Social Change


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Unit 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp.1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology and Social Anthropology

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

Unit 2. Sociology and Other Social Sciences

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

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

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

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

Unit 3. Basic Concepts

3.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

3.2 Associations and Institutions

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

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

3.3 Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.)

Man, Culture and Society. New York: Oxford University Press, Pp. 345-368. *approaches*.

3.4 Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

References: Compulsory Readings:

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

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

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

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

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

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

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

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp.1-36

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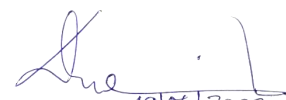
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Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delh.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.)

Man, Culture and Society. New York: Oxford University Press, Pp. 345-368. *approaches*.

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Minor Course 1

SOC-MC- 1110

POLITY AND SOCIETY IN INDIA

Credit: 04

Total Credit Hours: 40 (3 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

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

Learning Outcomes:

1. Understand the interplay of society and polity
2. To understand the formation of socio-political identities and its impact on society at large.

Unit 1: On Studying Politics and Society in India

Unit 2: Themes in Politics and Society in India

2.1 Political Economy

2.2 Political Identities

2.3 Political Processes

Unit 3: Protest and Resistance in Indian Politics

Unit 1. On Studying Politics and Society in India

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39



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Brass, Paul R, 1998, 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44

Spencer, Jonathan, 2007, *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

Unit 2. Themes in Politics and Society in India:

2.1 Political Economy

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Identities: Nation, Caste, Religion and Ethnicity

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

2.3 Political Institutions and Democratic Processes

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

Unit 3. Protest and Resistance in Indian Politics

Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

References: Compulsory Readings:

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520



- Brass, Paul R, 1998, 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44
- Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39
- Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99
- Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98
- Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656
- Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219
- Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721
- Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304
- Spencer, Jonathan, 2007, *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47
- Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107
- Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225



Multi-disciplinary Course 1

SOC-MD- 1110

RELIGIONS OF INDIA

Credit: 03

Total Credit Hours: 30 (2 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives :

Religion is an ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. This paper introduces the students to the major religions practiced in India. It focuses on the religious practices in India and the contestation over religion in contemporary times. The course should be briefed by an appreciation of the diversity of religious experiences. Since religion is a socially sensitive phenomenon, the tendency to condemn or exaggerate religion in general or any particular religion should be guarded against.

Learning outcome

It will sensitize the student about different faiths and issues related with the religious fundamentalism and communalism.

UNIT -1 Religions of India

Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism A social historical perspective — Demographic profile — Contemporary trends

Unit - 2 Aspects of religion in India

Sacred knowledge — Sacred space — Sacred time — Sacred persona


Unit- 3Contestation over religion in India

Fundamentalism — Communalism — Secularism —Socio-religious movements — Popular religion and emerging cults

Reference:

Baird, Robert D. (ed.). 1995 (3rd edition). *Religion in modern India*. Delhi: Manohar.

Jones, Kenneth W. 1989. *Socio-religious reform movements in British India* (The new Cambridge history of India III-1). Hyderabad: Orient Longman.



Madan, T.N. (ed.). 1992 (enlarged edition). *Religion in India*. New Delhi: Oxford University Press.

Muzumdar, H.T. 1986. *India's religious heritage*. New Delhi: Allied.

Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press.

Shakir, Moin (ed.). 1989. *Religion, state and politics in India*. Delhi: Ajanta Publications.

Turner, Bryan S. 1991 (2nd edition). *Religion and social theory*. London: Sage.

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

Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

Madan, T.N. 'The Sociology of Hinduism: Reading 'Backwards' from Srinivas to Weber', *Sociological Bulletin*, vol-55,no-2, (May-August 2006) pp.215-236

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

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.

Hefner, R.W., 1998. Multiple modernities: Christianity, Islam, and Hinduism in a globalizing age. *Annual review of Anthropology*, 27(1), pp.83-104.

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

Keddie, N.R., 1998. The new religious politics: where, when, and why do "fundamentalisms" appear?. *Comparative studies in society and history*, 40(4), pp.696-723.



Skill Enhancement Course 1

SOC-SE- 0010

THEORISING DEVELOPMENT

Credit: 03

Total Credit Hours: 30 (2 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

This course aims to familiarize 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.

Learning Outcomes:

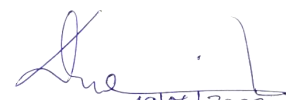
1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

Unit 1: Defining Development

- 1.1. Development
- 1.2. Underdevelopment
- 1.3. Progress
- 1.4. Changing conception of development
 - 1.4.1. Sustainable development
 - 1.4.2. Human development

Unit 2: Theories of development

- 2.1. Modernization (W. W Rostow)
- 2.2. Dependency (A. G Frank, Wallerstein)



2.3. Re-emergence of Neo-classical perspective(Growth as development and it's criticism)

Unit 3: Indian experiences of development

3.1. From Planning Commission to Niti Aayog

3.2. Planned development

3.2. India's experiment with LPG

Unit 1: Defining Development

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

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

Unit 2: Theories of development

2.1. Modernization (W. W Rostow)

Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.

2.2. Dependency (A. G Frank, Wallerstein)

Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>

Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

2.3. Re-emergence of Neo-classical perspective (Growth as development and its criticism)

Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper

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

Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Unit 3: Indian experiences of development

Desai, A.R 1971, *Essay on Modernization*, Vol. II, Thacker: Bombay

Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,
D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi
Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.

References: Compulsory Readings:

Desai, A.R 1971, *Essay on Modernization*, Vol. II, Thacker: Bombay
Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,
D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi
Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper
Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>
Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.
McMichael, Philip. 2000, *Development And Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40
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
Sen, Amartya. 1989, "Development as Capabilities Expansion." *Journal of Development Planning* 19: 41 – 58.
Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.
Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30
Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

Value-added Course 1

SOC-VA- 0010

Tribes in India

Credit: 02

Total Credit Hours: 20 (2 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objective

The tribal people constitute a significant segment of Indian society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, and socio-cultural challenges faced by them.

Learning Outcome:

The learners will be able to cultural and demographic diversity of tribal population in India.

Unit 1. Conceptualising tribe

Defining Tribe, Demographic profile: habitat, distribution and concentration of tribal people; Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, peasants and settled agriculturists, artisans

Unit 2. Tribal issues

Contact with other tribal and non-tribal groups, ethnicity, Influence of Hindu and Christian Religious groups, Forced displacement

Reference:

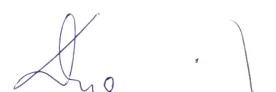
Bhowmik K. L. 1971. Tribal India: A Profile in Indian Ethnology. The World Press; Calcutta

Channa, Subhadra (ed.) 2002. Christianity and Tribal Religion. Cosmo: New Delhi

Fernandes, Walter 1998. Development-induced Displacement in Eastern India. In S.C. Dube (Ed). Antiquity and Modernity In Tribal Area: Vol.1: Continuity and Change Among the Tribals. Inter-India Publishers: New Delhi

Bose, Nirmal Kumar 1971. Tribal Life in India. National Book Trust: New Delhi

Dube, S.C. (ed.) 1977. Tribal Heritage of India. (Volume 1). Vikas: New Delhi



Sarkar, Jayanta and JyotirmoyChakrobarty 2003. Transition, Change and Transformation: Impacting the Tribes in India. Anthropological Survey of India: Kolkata

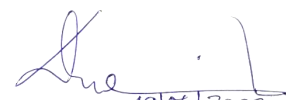
Singh, Amarkumar and Jabbi, M.K. 1996. Status of Tribals in India, Health, Education and Employment. Har Anand Publications: New Delhi

Elwin, Verrier 1968. Myths of the North-East Frontier of India. North-East Frontier Agency: Shillong

Ghurye, G.S. 1983. The Scheduled Tribes. Popular Book Depot: Bombay

Von Fürer-Haimendorf, C. 1982. Tribes in India: The Struggle for Survival Oxford University Press: Delhi

Von Fürer-Haimendorf, C. 1983. Modern Development and Traditional Ideology among Tribal Societies. Ethnographic and Folk Culture Society: Lucknow



Major Paper II

SOC-CC-1210

INTRODUCTION TO SOCIOLOGY II

Credit: 4

Total Credit Hours: 40 (3 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology. The focus is on studying from the original texts to give the students an idea of how over a period of time thinkers have conceptualized various aspects of society. The objective is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. The students will be able to understand since theories are a reflection of changes taking place in society, thus, each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.

The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Learning Outcomes:

1. The students are introduced to the relationship between theory and perspectives.
2. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.

Unit 1. Perspectives in Sociology-I

1.1 Evolutionary perspective

1.2 Functionalism

Unit 2. Perspectives in Sociology-II

2.1 Interpretive Sociology

2.2 Symbolic Interactionism

Unit 3. Perspectives in Sociology-III

3.1 Conflict perspective

3.2 Feminist Perspective



Unit 1 Perspectives in Sociology-I

1.1 Evolutionary perspective

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

1.2 Functionalism

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Unit 2. Perspectives in Sociology-II

2.1 Interpretive Sociology

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

2.2 Symbolic Interactionism

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Unit 3. Perspectives in Sociology-III

3.1 Conflict perspective

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

3.2 Feminist Perspective

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

References: Compulsory Readings:

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.



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

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

Additional Resources:

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) Contemporary Sociological Theory. Oxford: Blackwell. Pp. 66 - 77

Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp.49-69



Minor Paper I

SOC-MC-1210

Gender Sensitization

Credit: 4

Total Credit Hours: 40 (3 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

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.

Learning Outcomes:

1. Understanding of Socio-Cultural construction of differences regarding men and women
2. Discussing rights and exploitations of Women

Unit 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

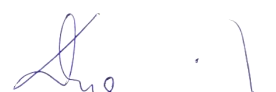
Unit 2. Gender, Family, Community and the State

Unit 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

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

Unit 1. Sex, Gender and Sexuality



Geetha, V. 2002, *Gender*. Calcutta: Stree

Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

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

Films: Being Male Being Koti Dir: Mahuya Bandyopadhyay

Many People Many Desires Dir: T. Jayashree;

Boys Don't Cry Dir: Kimberley Peirce

Unit 2. Gender, Family, Community and the State

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

Films: IzzatnagrikiAsabhyaBetiyam Dir: Nakul Singh Sawhney

Unit 3. Gender Rights and the Law

For all the laws relating to women please refer to the following resource:

<http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

Films: Gulabi Gang Dir: Nishtha Jain;

North Country Dir: Niki Caro;

The Accused Dir: Jonathan Kaplan

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

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.

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

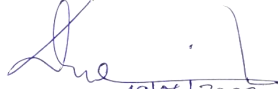
References: Compulsory Readings:

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

Geetha, V. 2002, *Gender*. Calcutta: Stree

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

Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books


19/06/2023
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Murty, Laxmi and Rajshri Dasgupta. 2012, '*Our Pictures, Our Words - A Visual Journey Through The Women's Movement*'. New Delhi: Zubaan

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

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.



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Rono Hills, Doimukh (A.P.)

Multi-disciplinary Course 2

SOC-MD- 1210

SOCIAL DEMOGRAPHY OF INDIA

Credit: 03

Total Credit Hours: 30 (2 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

The problems of developing societies are attributed to their population size. Population size is often considered a crucial variable in understanding social issues. These views demand a proper academic and objective understanding of the dynamics of population. The objective of this paper is : 1. To understand the influence of population on social phenomena. 2. To acquaint students the demographic features and trends of Indian society and 3. To understand population control in terms of social needs.

Learning outcome

To appreciate population control measures and their implementation.

Unit 1. Population and society

Interface between population size and social development. Concepts and measurement of population trends in India, Size, Composition and Distribution of Population in India, population pyramid of India. Social implications of age and sex in India. Sex Ratio, Components of Population Growth: Fertility, Mortality, and Migration

Unit 2. Population planning and control.

Family and reproductive health. Problems of Rapid Population Growth in India . Merits and demerits of rapid population growth. Demographic Dividend

Unit 3. Population Policy

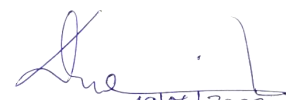
Population policies of the Government of India-A critical appraisal – Problems of implementing growth control measures causes for success and failures.

Reference:

Census of India Latest Reports

NFHS Latest Reports

- Bose, Asish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991.
- Premi, M.K. et al: An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.
- Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publishers, 1997.
- Srivastava, O.S.: Demography and Population Studies New Delhi: Vikas Publishing House, 1994.
- Bloom, David. 2011. '7 Billion and Counting', Science, Vol. 333, No.562.
doi:10.1126/science.1209290
- Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology. B.R. Publishing Corporation. Delhi.
- Davis, Kingsley. 1951. The Population of India and Pakistan. Russel and Russel. New York.
- India, 2022. A Reference Annual. Publications Division, Government of India. New Delhi.
- Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.



Skill Enhancement Course 2

SOC-SE- 0020

Ethics, Politics and Skills in Social Research

Credit: 03

Total Credit Hours: 30 (2 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objectives:

This course aims to explore issues of ethics and politics in relation to social research and appraises the student with a wide range of questions and debates. The course also seeks to equip students and strengthen their basic computational skills and other technicalities involved in research writing.

Learning Outcomes:

1. The students will be able to understand the fair practice of writings, ethics and politics in doing research.
2. Students will also get exposure to basic skills in handling computers for collection, analysis and presentation of data.

Unit 1: Plagiarism

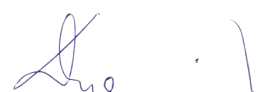
- 1.1. Meaning
- 1.2. Types
- 1.3. Legal and ethical issues
- 1.4. Copyright
- 1.5. Intellectual Property Rights

Unit 2: Ethics and Politics in Social Research

- 2.1. Ethics in doing field research
- 2.2. Politics and manipulation in data presentation

Unit 3: Basic Computing Skills

- 3.1. M.S Word/ Goggle Docs
- 3.2. M.S Excel/Google Sheet
- 3.3. M.S PowerPoint/ Google Slides



3.4. Google Forms

3.5. Learning APA style for citation and referencing

Unit 1: Plagiarism

Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.

Unit 2: Ethics and Politics in Social Research

2.1. Ethics in doing field research

Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.

Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.

2.2. Politics and Manipulation in Data Presentation

Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.

Unit 3: Basic Computational Skills

American Psychological Association. (2019). *Publication Manual of American Psychological Association (7th edition)* Washington: APA

(* This unit will be practice based and teacher will be expected to introduce students to the rigours)

References: Compulsory Readings:

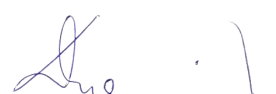
American Psychological Association. (2019). *Publication Manual of American Psychological Association (7th edition)* Washington: APA

Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.

Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.

Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.

Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.



Value-added Course 2

SOC-VA- 0020

Indian Constitution and Social Legislations

Credit: 02

Total Credit Hours: 20 (2 Lectures + 1 Tutorial)/Week

Internal Assessment: 20 Marks

End Semester Examination: 80 marks

Total Marks: 100 Marks

Objective

Social legislation has to keep pace with newer and newer needs of the society. Speed is an important dimension of judicial-legal system to aid the deliverance of welfare services to the people. Social legislation to address these requirements. The aim of this paper is to understand the constitutional provisions and welfare goals of the government in India.

Learning objective

It will enable the learner to understand their rights and duties as Indian citizen. They will learn about various constitutional provisions available for the disadvantaged groups

Unit 1 Constitution of India

Fundamental rights and duties-Directive Principles of State Policy and related instruments of the constitution initiating the welfare goals of the state.

Unit 2 Social Legislations

Social Legislation as an instrument of social welfare and as instrument of social change. Limitations of social legislation. Social welfare needs- provision of compulsory primary education – employment, - health care needs, welfare of women and children, welfare of disadvantaged groups , Elderly, Dalits and Tribes.

Kulkarni, P.D. Social Policy and Social Development in India. Madras. ASSWI, 1979.

Pathak, S. Social Welfare: An Evolutionary and Development Perspective, Delhi: McMillan, 1981

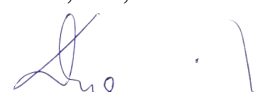
Patil, B.R. The Economics of Social Welfare in India, Bombay, Somayya, 1978

Bhatia, K.L. Law and Social Change Towards 21st Century, New Delhi, Deep and Deep, 1994

Robert, F.M. Law and Social Change-Indo-American Reflections, New Delhi, ISI. Shams

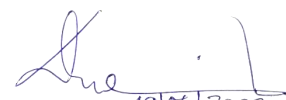
Shamsuddin. Women, Law and Social Change, New Delhi, Ashish Publishing House, 1991

Indian Social Institute. Annual Survey of Indian Law, New Delhi, ISI, 1998.



Antony, M.J. Social Action Through Courts, New Delhi, ISI, 1997.

Katalia&Majundar. The Constitution of India: New Delhi, Orient Publishing Company, 1981.



19/06/2023
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