

Post Graduate Department of Social Science

MASTERS IN SOCIOLOGY (M.A.)

SYLLABUS

2022-24 (Revised)



Fakir Mohan University

Balasore- 756089

Odisha

2023

CONTENTS

The outline of internals, syllabi and courses of readings in the subject of Sociology for M.A. Ist and IIIrd semester examination and IInd and IVth semester examination for the academic session 2022-24.

Ist Semester				
Paper Code	Paper	Hours per week	Credits	Marks
SSO-101	Introduction to Sociology	4	4	100
SSO-102	Classical Sociological Thought	4	4	100
SSO-103	Social Change and Development	4	4	100
SSO-104	Social Systems	4	4	100
SSO-105	Rural Sociology	4	4	100
Total		20	20	500
IInd Semester				
Paper Code	Paper	Hours per week	Credits	Marks
SSO-201	Sociological Theories	4	4	100
SSO-202	Methodology of Social Research	4	4	100
SSO-203	Perspectives of Indian Sociology	4	4	100
SSO-204	Sociology of Information Society	4	4	100
SSO-205	Tribes and Society	4	4	100
Total		20	20	500
IIIrd Semester				
Paper Code	Paper	Hours per week	Credits	Marks
SSO-301	Advanced Sociological Theories	4	4	100
SSO-302	Methods & Techniques in Social Research	4	4	100
SSO-303	Demography	4	4	100
SSO-304	Education and Society	4	4	100
SSO-305(CBCS)	Indian Society	4	4	100
SSO-306	Fakir Mohan Studies			Non- Credit
Total		20	20	500

IVth Semester				
Paper Code	Paper	Hours per week	Credits	Marks
SSO-401	Media, Culture and Society	4	4	100
SSO-402	Health and Society/ Sociology of Aging	4	4	100
SSO-403	Gender and Society/ Sociology of Marginalized Communities	4	4	100
SSO-404	Dissertation, Evaluation and Viva Voce	8	8	200
Total		20	20	500
Grand Total			80	2000

- Students will be required to complete 80 credit hour courses successfully in the total duration of four semesters.
- Total number of courses offered = 20
Total number of Credit Hours per course=4*20=80

Total number of Credit Course Hours expected to complete across four semester= 20x4= 80

Categories of Courses

There will be two categories of Courses and each will be carrying 4 credits.

- (1) SSO Level are Core Courses (Fundamental Papers)**
- (2) SSO Level are Open/Optional Courses (Special Papers)**

Students enrolled in Master's degree course are required to complete 80 credit hour courses successfully in the total duration of four semesters. The break- up of the credit hours is as follows:

Course Category	No. of Courses to be completed	Credits
1. Core Courses (Fundamental Papers)	9	9*4= 36
2. Open Courses(Specific Papers)	11	11*4=44

Total Credits 36+44 =80

- Modes of Evaluation:

Ist Semester	Internal Examination-20 marks written	Final Semester-80 marks written exam
IInd Semester	Internal Examination-20 marks written	Final Semester-80 marks written exam
IIIrd Semester	Internal Examination-20 marks written	Final Semester-80 marks written exam
IVth Semester	Internal Examination-20 marks written	Final Semester-80 marks written exam

- Dissertation, Evaluation and Viva Voce Paper has no internal evaluation. (SSO-404). It is supposed to have a presentation on the assigned topic by concerned Supervisors. It carries an aggregate 200 marks .

Areas of Core and Specializations offered in four semesters

There are nine areas of specialization within courses offered. These are:

1. Social Change & Development Studies
2. Sociological Theories & Thinkers
3. Social Systems
4. Rural & Tribal Studies
5. Methods and Techniques in Social Research/ Research Methodology
6. Educational Studies
7. Media and Culture Studies
8. Gender Studies
9. Sociology of Health and Illness
10. Information Society

Aims and Objectives of M.A Sociology Course

- To orient a student opting for Masters in Sociology towards understanding the varied dynamics of Indian society.
- To enhance the knowledge of students on social relationships, sociological thinkers, sociological perspectives, industrial social change, tribes of society, environment and media or information society.
- To connect the present youth with Indian social system and Indian values and traditions.

Outcome of M.A. Sociology Course

This course will make students employment oriented and knowledge based. It will open doors of N.E.T exam cracking and will help students in bagging seats at several prestigious academic institutions. This course strives to bring vibrancy and spirit within students so as to inculcate cooperation, coordination, peace and harmony in today's conflicting situation. This is an interdisciplinary course which relates itself to history, anthropology, economics, geography, political science, media/journalism, psychology etc. Thus, students passing out of this course are going to have a multi-disciplinary understanding of society and culture of India.

FIRST SEMESTER

SSO-101

Paper I- Introduction to Sociology

Credit Hour 4

Full Marks-100

Objectives and Outcomes

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it. Students will gain knowledge about origin and development of Sociology as a discipline. It will further add to core knowledge of basic understandings of concepts in Sociology.

Course Outline

Unit-I Origin & Development of Sociology:

Emergence of Sociology: Enlightenment, Impact of Industrial & French Revolution.
Nature & Scope of Sociology, Sociology as a science;
Relation with other Social Sciences

Unit –II Basic Concepts – I:

Society; Types of Society: Simple and Complex;
Community; Association; Institution;
Social Groups: Primary, Secondary, Reference Groups

Unit-III Basic Concepts-II: Social Structure; Social System; Social Action; Status and Role: Role Conflict, Role Set; Social Norms and Values; Folkways and Mores; Conformity and Deviance; Law and Custom.

Unit – IV Basic Concepts- III Culture: Meaning and Characteristics, Cultural Change, Cultural Diffusion, Cultural Lag, Cultural Relativism, Ethnocentrism, Acculturation, Accommodation, Assimilation, Integration, Cooperation, Competition, Conflict;

Unit-V Basic Concepts-IV Socialization: Types, Stages and Agency; Social Control: Types and Agency

Essential Readings:

Giddens, A. 2001. *Sociology*. Fourth Edition, Cambridge: Polity Press.

Bottomore, T.B. 1962. *Sociology. A Guide to Problems and Literature*. George, Allen and Unwin, London.

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

Jayaram, N. 1988. *Introductory sociology*. Madras: Macmillan India.

Johnson, Harry M. 1995. *Sociology: A systematic introduction*. New Delhi: Allied

Harlambo, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford

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

SSO-102 Paper-II- Classical Sociological Thought

Credit Hour 4

Full Marks-100

Objectives and Outcome of the Paper

Industrial Revolution and consequent transformation of mode of production brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism. These changes were brought by events which have had far-reaching effects on the economic and social systems of these societies that they commanded attention of thinkers. That gave rise to the discipline of Sociology. Different thinkers viewed the societal changes from different perspectives, presented their distinct analysis, causal and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society.

Acquaintance with the writings of these four thinkers would equip the students with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories. While teaching, emphasis should be on critical analysis of the writing of these four thinkers.

Course Outline

UNIT-I Early Thinkers: Auguste Comte:

Positivism,

Hierarchy of Sciences;

**Evolution of different stages of society.*

UNIT – II Karl Marx:

Dialectical Materialism, Materialistic interpretation of History,
Mode of Production, Economic Determinism

***Surplus Value**

Alienation in the capitalist society.

UNIT – III Emile Durkheim:

***Intellectual background.**

Division of labour in the capitalist society.

Theory of suicide,

Theory of religion: Sacred and profane. Society as a supreme God, Social role of religious beliefs and rituals.

UNIT –IV Max Weber: I

Interpretative understanding.

Theory of Social action – types of social actions.

UNIT –V Max Weber : II

*Theory of Bureaucracy

Concepts of class, status and power

Essential Readings:

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

Coser, Lewis A. 1979.Masters of sociological thought. New York: Harcourt BraceJovanovich.

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

Morrison, Ken. 1995. Marx, Durkheim, Weber: Formation of modern social thought. London: Sage.

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

Zeitlin, Irving. 1998 (Indian edition).Rethinking sociology: A critique of contemporarytheory. Jaipur: Rawat.

Aron, Raymond, (Reprint 1990), Main Currents in Sociological Thought (Vols. I & II), London, Pelican.

Avineri S. (1970) The Social and Political Thought of Karl Marx, London,Cambridge University Press.

Bendix R. (1960) Max Weber: An Intellectual Portrait, New York, Doubleday.

Durkheim E. (1960) The Division of Labour in Society, Illinois, Free Press of Gilencoe.

Giddens, Anthony (1971) Capitalism and Modern Social Theory, London,Cambridge, U. Press.

Irving M. Zeitlin (1969) Ideology and the Development of Sociological Theory, New Delhi, Prentice Hall.

Marx, K. and Engels F. (1971), The Manifesto of the Communist Party, Moscow, Progress Publishers.

Max Weber (1965), Protestant Ethic and the Spirit of Capitalism, London, Allen & Unwin.

SSO-103 Paper-III- Social Change and Development

Credit Hour 4

Full Marks-100

Objectives and Outcome

Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course 'Sociology of Change and Development' can hardly be overemphasized.

The course is designed to achieve the following objectives:

To provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature;

To offer an insight into the ways in which social structure impinges on development and development on social structure; and to address in particular the Indian experience of social change and development.

Enable students in understanding social change and development in a systematic way.

Course Outline

Unit-I – Basic Concepts and Approaches

Social Change- nature, characteristics and causes

Perspectives of Social Change

**Development and Progress*

Perspectives on Development- Modernization, Marxist, Dependency and Gandhian

Unit-II–Factors of Social Change and Development

Technological

Economic

Socio-Psychological

**Cultural and Religious*

Unit-III–Social and Human Developments in India:

Social Implications of Economic Reforms

**Human Development and its Indexes*

Unit-IV- Development and Globalization: I

Globalization

**Sustainable Development*, WTO, GATT, GATS

Unit –V- Development and Globalization -II

Gender Development and its Indexes

Indigenous vs. Mainstream Development

Suggested Readings

- Bakshi, P.M (2009) *The Constitution of India* Universal Law Publishing Co., Delhi
- Brown, John (1995) *The British Welfare State: A Critical History*, Wiley Blackwell
- Castles, Francis G. (2004) *The Future of the Welfare State: Crisis Myths and Crisis Realities*, Oxford University Press .
- Conger, J.A. and Kanungo,R.N.(1988) “The Empowerment Process: Integrating Theory and Practice”, *The Academy Of Management Review*, 13, No. 3
- Kabeer,N.(2001) *Resources, Agency, Achievements: Reflections On The Measurement Of Women’s Empowerment*
- Mc Ardle, J. (1989) “Community Development Tools and Trade”, *Community Quarterly*, 16
- Rappaport, J. (1987) “Terms of Empowerment: Towards A Theory Of Community Psychology” *American Journal Of Community Psychology*, Vol. 15, No. 2
- Rowlands, Jo (1997) “Questioning Empowerment Working With Women In Honduras”, Oxfam, U.K.
- Sankhdher, M.M. (2003) *The Welfare State*, Deep and Deep publications, Delhi
- Saraswati, ShashiNath(2002) *Right to Equality in the Indian Constitution: A Gandhian Perspective*, Gandhian Studies and Peace Research Series-18, Concept Publishing Company, New Delhi
- Sharma, K.L.(1999) *Social Inequality in India*, Rawat Publications
- Coleman, J. (1968), “Modernization: Political Aspect”, in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences Vols. 9 & 10 (L-M)*, London:MacMillan.
- Desai, Vandana and Robert B Potter, (2008), *The Companion to Development Studies*, London: Hodder Arnold Publication.
- Gray, J. (1969), “The Economics of Maoism” in H. Bernstein (ed.) *Underdevelopment and Development-The Third World Today*, N.Y.: Penguin Pub.(pp. 254-273).
- Harrison D. (1988), *The Sociology of Modernization and Development*, New Delhi: Routledge.
- Horowitz, I. L. (1966), *Three Worlds of Development*, N.Y.: Oxford University Press (Selected chapters).

Lerner, D. (1968), "Modernization: Social Aspects" in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences*, Vols. 9 & 10 (L-M) (pp. 387-394), London: MacMillan.

McMichael, Philip (2008), *Development and Social Change: A Global Perspective*, Newbury Park, CA: Pine Forge Press.

Myrdal, Gunnar (1968), *An Approach to Asian Drama*, Harmondsworth: Penguin.

Ness, G. D. (1970), *Sociology of Economics Development: A Reader*, N.Y.: Harper and Row (Selected Chapters).

Pandey, R. (1985), *Sociology of Development*, New Delhi: Mittal Pub.

Pandey, R. (1986), *Sociology of Underdevelopment*, New Delhi: Mittal Pub.

Parsons, Talcott (1966), *Societies: Evolutionary and Comparative Perspectives*, Englewood Cliffs, N. J.: Prentice-Hall, (pp. 20-29).

Sabbarwal, Sherry (2010), "Globalization, Democracy and Human Rights" in S.R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study.

Sharma, S. L. (1980), *Criteria of Social Development*, *Journal of Social Action*, Jan.-March.

Sharma, S. L. (1986), *Development: Socio-Cultural Dimensions*, Jaipur: Rawat (Chapter I).

Smelser, N. J. (1968), *Essays in Sociological Explanation*, Englewood Cliffs, N.J.: Prentice-Hall, (Chapter 6).

Walby, Sylvia (2009), *Globalization and Inequalities: Complexity and Contested Modernities*, Newbury Park, CA: Pine Forge Press.

Went, Robert (2000), *Globalization: Neo-Liberal Challenge, Radical Responses*. London: Pluto Press.

SSO-104

Paper-IV- Social Systems

Credit Hours-4

Objectives and Outcomes

Full Marks-100

To sensitize students about elements of discrimination, exploitation, inequality.

To make students aware about prevalence of hierarchies in everyday life.

To give a background of important sociological concepts related to stratification.

To give theoretical formulation of important thinkers.

To sensitize students in terms of understanding contemporary formulations like the emerging of middle class and changing dimensions of caste and class.

To get a knowledge about social systems in general. This will help in understanding dynamics of Indian society and composition in a coherent manner.

Course Outline

Unit-I Social Stratification and Mobility:

Concept and Theories of Stratification

Forms and Functions of stratification

**Social mobility-Concept, types,*

**Social Mobility and change.*

Unit-II Economic System:

Social determinants of economic development;

Industrialization and social change.

Unit-III Political System:

The nature of Power, authority and legitimacy;

Concept of state, pressure groups and political parties; voting behavior

**Modes of political participation: democratic and authoritarian.*

Unit-IV Religious System: I

Origin of religious belief; theories of religion, *Max Weber, Durkheim*

Unit-V Religious System :II

Magic; religion and science, *types of religious organization,

Gender and religion, *secularization and religion, religious fundamentalism.*

Suggested Readings:

Bottomere, T. B, 2014, Sociology.

Betllie,A,2012 Caste, Class and Power,Oxford India.

Mandelbaum, D ,2011, Johnson, J. S. – Society in India, Popular prakashan.

Madan, T. (2004) *India's Religions: Perspective From Sociology and History*, Oxford Publication.

Sharma, K.L. (2008) *Indian Social Structure and change*, Rawat Publication.

Beteille, Andre (1977) *Inequality Among Men*, Delhi, Oxford University Press.

Bendix, R & S. M. Lipset (eds.) (1970) *Class, Status and Power*, London, Routledge & Kegan Paul.

Beteille, Andre (ed.) (1969) *Social Inequality*, Penguin Books.

Cottrell, Allin (1984) *Social Classes in Marxist Theory*, London, Routledge & Kegan Paul.

Culvert, P (1982) *The Concept of Class*, London, Hutchison.

D'Souza V. S. (1981) *Inequality and its Perpetuation*, Delhi, Manohar Publication.

Eisenstadt, S. N. (1971) *Social Differentiation and Stratification*, London, Scott, Foresman & Co.

Giddens A. (1980) *The Class Structure of the Advanced Societies*, London, Unwin Hyman.

Gupta, Dipankar (ed) (1991) *Social Stratification*, Delhi, OUP.

Johnson, D. L. (1982) *Class and Social Development: A New Theory of the Middle Class*, Beverly Hills, Sage Publication

Malik, S. C. (1986) *Determinants of Social Status in India*, Delhi, Motilal Banarsidas.

Sharma, K. L. (1986) *Social Stratification in India*, New Delhi, Manohar.

Srinivas, M. N., ed. (1996) *Caste: Its Twentieth Century Avatar*, New Delhi, Viking.

Singh G. (1985) *The New Middle Class in India: A Sociological Analysis*, Jaipur, Rawat Publication.

Singh, Yogendra (1977) *Social Stratification & Social Change*, Delhi. Manohar Publication.

Tumin, M. M. (1978) *Social Stratification*, Prentice Hall.

SSO-105 Paper-V- Rural Sociology

Credit Hour 4

Full Marks-100

Objectives and Outcomes: The basic purpose of the course is to apprise the students about the basic differences of rural sociology vis-à-vis the urban sociology, and the crucial role played by the peasantry therein. Also how the traditional social institutions, agricultural economy and the caste system together build up social structure which is entirely different from the ideal market-oriented capitalist institutions. The course would also throw light on the nature of changes taking place in the rural social structure after the presentation of money and market economy linked to the global. Students are going to understand rural society properly.

Course Outline

Unit-I Agrarian Social Structure:

Theorizing Peasant and Agrarian Society

Caste-Jajmani System in Rural Society, Class in Rural Society

Land Tenure System

Agrarian Relation and mode of production debate

Unit-II Rural Social Problems:

Decline of Agrarian Economy and De-Peasantization

Indebtedness and Farmers Suicide

Commercialization of Agriculture, Contract Farming

Unit-III Peasant Movements:

Telangana Movement

Tebhaga Movement

Naxalbari Movement

Unit-IV Planned Change and Development:

Land Reforms

Community Development Programme

Diversification in Agriculture

Unit-V Rural Development Programmes

Panchayati Raj System- 73rd Amendment Act

National Rural Livelihood Mission

Mahatma Gandhi National Rural Employment Guarantee Act

Suggested Readings:

Bardhan, P. Poverty, Agrarian Structure and Political Economy in India

Basu, K. 2000, Agrarian Questions, Oxford, New Delhi

Beteille, A. 1974, Studies in Agrarian Social Structure, Oxford, New Delhi

Desai A.R. , 1977, Rural Sociology in India, Popular, Mumbai

Desai, A. R. 1977, Rural Society in Transition, Popular, Mumbai

Doshi, S.L. and Jain, P.C., 1999, Rural Sociology, Rawat, New Delhi

Dreze, J. and Sen A. 2002, India: Development and Participation, Oxford, New Delhi

Joshi. P.C. 1976, Land Reforms in India, Allied, New Delhi

Patnaik, U. 1990, Agrarian Relations and Accumulation: Mode of Production Debate in India.

Rao, M.S.A, 1978, Social Movements in India

Shanin, T. 1971, Peasants and Peasants Societies, Penguin, London

Thorner, D. 1956, The Agrarian Protests in India, University Press, New Delhi

Thorner, D. 1962, Land and Labour in India, Asia Publications, Mumbai

SECOND SEMESTER

SSO-201

Paper-VI Sociological Theories

Credit Hour 4

Full Marks-100

Objectives and Outcomes: This course is intended 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. The main focus of this course will be on structural, functional, and conflict theories, It focuses on the works of Mallinowski, Radcliffe Brown, Talcott Parsons, and R.K. Merton.

Course Outline

Unit I Functionalism-Mallinowski, *Concept of culture, Theory of needs, Magic, Science & Religion
A.R Radcliffe Brown, ***Concept of Social Structure, Concept of function, Concept of Social organization,** Theory of Kinship: Classificatory Kins, ***Joking Relationships.**

Unit II Talcott Parsons: Parsons' Approaches to social system, Action Approach, Basic unit of organization of social systems, Pattern variables, Functional pre-requisites, Types of structures of social systems, Parsons' conception of functionalism, ***Functionalism & Social change, Changes of social systems: Evolutionary Universals**

Unit III R.K. Merton: Merton's critique of Parsons, Middle Range Theory, Concept of Latent & Manifest function, Postulates of Functional Analysis, Theory of Deviance, Theory of Reference group, ***Concept of Role set, Status set & Status Sequences**

Unit IV Conflict Theory: I Dahrendorf's critique of Marx, Dahrendorf's conception of Imperatively Coordinated Associations,

Unit V Conflict Theory : II

Lewis Coser's conflict functionalism, The causes of conflict, ***The violence of conflict & functions of social conflict.***

Suggested Readings

Nature & Types of Sociological Theory – Don Martindale

Key Problems in Sociological Theory – John Rex

Social Theory and Social Structure – R. K. Merton.

Modern Sociological Theory – J. H. Abraham

Handbook of Social Theory – George Ritzer and Barry Smart

The structure of sociological theory – H. H. Turner

Rethinking Sociology : A Critic of Contemporary theory – I. M. Zethin

Sociological Theory (1992) – George Ritzer, (New York, McGraw Hill

The Frankfurt School (1984) – Tom. Bottomore (Sussex, Ellis Horwon and London, Tavistock Pub)

Modern Social Theory: From Parsons to Habermas (2nd Edition) Craib (London, Harvester Press.)

SSO-202

Paper-VII-Methodology of Social Research

Credit Hour 4

Full Marks-100

Objective and Outcome

This course familiarizes the students with the major Epistemological Schools in methodology of social sciences. It will also acquaint the students with the basic elements of social research and the major problems confronted by social scientists in arriving at objectivity and value neutrality. Clarity over methodological orientations of social research

Course Outline

Unit-I Major Epistemological Schools in Methodology in Social Research

****Positivistic and Interpretive***

Rationalism and Empiricism

Objectivism and Constructivism

Unit-II Major Methodological Dilemmas in Social Research

Subjectivity and Objectivity

Value neutrality

Methodological Individualism versus Methodological Collectivism

****Limits of Quantification in Social Research***

Logic of Triangulation

Unit-III Sampling

****Meaning and Importance***

Universe, Population, Sampling Frame, Sampling Error

Types of Sampling:

Probability Sampling- Meaning, Types, Advantages and Disadvantages

Non- Probability Sampling- Meaning, Types, Advantages and Disadvantages

Theoretical Sampling

Unit-IV Qualitative Research

Ethnography, Participatory Research, Action Research, ****Interviewing as Conversation***

Unit –V

Narratives, Grounded theory, Naturalistic Inquiry, ****Strengths and Weaknesses of Qualitative Research.***

Suggested Readings

Bernard, H. Russell (2000) Social Research Method Qualitative and Quantitative Approaches, New Delhi, Sage Publication India Pvt. Ltd.

Bryman, Alan (2001) Social Research Methods, New York, Oxford University Press.

Cicourel, A.V. (1964), Method and Measurement in Sociology, Glencoe, Free Press.

Gill, Rajesh, 2005 “Controversies in Sociology: An Introspection”, Kerala Sociologist, Vol. XXXIII, No. 2, December, pp. 49-61.

Mukherjee, Partha N. (2000), Methodology in Social Research, New Delhi: Sage Publication.

Strauss, Anselm (1990) Basics of Qualitative Research Grounded Theory Procedures and Techniques, New Delhi: Sage Publication.

Bose, P. K. (1997) “Problems and Paradoxes of Inductive Social Science: A Critique of Ramkrishna Mukherjee”, Sociological Bulletin, 46 (2), Sept.22

Bryant, G.A., (1985) Positivism in Social Theory and Research, Macmillan.

Hanmond, Michael, Howarth, Jane and Keat, Russel (1991) Understanding Phenomenology, Basil Blackwell.

Himmelstrand, Ulf (1986) The Sociology of Structure and Action, New Delhi, Sage Publication.

Hindess, Barry (1977) Philosophy and Methodology in Social Sciences. The Harvester Press.

Jenks, Chris (ed.) (1998) Core Sociological Dichotomies, New Delhi, Sage Publication.

SSO-203

Paper-VIII-Perspectives of Indian Sociology

Credit Hour 4

Full Marks-100

Objectives and Outcomes :

This paper aims to acquaint the students with some of the sociological perspectives which have been developed to study the Indian Society. The course aims at giving a chronological view on studies of Indian society. Introducing the students to important Indian Sociologists and their monographs; It further hopes to help the students formulate a link between their theoretical background and examples from the field and to sensitize students about important Indian Social Institutions: Family, Village and Caste, etc.

Course Outline

UNIT – Indological / Textual Perspective: *G. S. Ghurye*, L. Dumont

UNIT-II Structural Functional Perspective: **M. N. Srinivas*, S. C. Dube

UNIT – III Marxian Perspective: D. P. Mukherjee, **A. R. Desai*

UNIT – IV Subaltern Perspective I: B.R.Ambedkar,

UNIT-V Subaltern Perspective: II : David Hradiman

References:

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

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

Dube, S.C. 1990 : Society in India (New Delhi : National Book Trust)

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

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

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

Mandelbaum, D.G., 1970 : Society in India (Bombay : Popular Prakashan)

Singh, Yogendra, 1973 : Modernization of Indian Tradition (Delhi : Thomson Press)

Uberoi, Patricia, 1993 : Family, Kinship and Marriage in India (New Delhi : Oxford

Lannoy, Richard, 1971 : The Speaking Tree : A Study of Indian Society and Culture (Delhi : Oxford University Press)

Beteille, Andre. 1974. Social Inequality, New Delhi: OUP

Beteille, Andre. 1992. Backward Classes in Contemporary India., New Delhi: OUP

Guha, Ranjit. 1991. Subaltern Studies. New York: OUP

SSO-204 Paper-IX-Sociology of Information Society

Credit Hour 4

Full Marks-100

Objectives and Outcomes:

In this course, the students will be enabled 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. The primary focus being drawn to the internet and related computer technology, the course will be addressing the role of technology in shaping social structures and institutions, social life and relationships and understanding of self and others. Information technology, revolution and society interface is the basic focus of the paper.

UNIT-1 Historical Moorings I:

Concept of capitalism, origin and growth of capitalism,
Fordism and its basic tenets.

UNIT-2 Historical Moorings II

Post- Fordism,
Transition from Fordism to Post-Fordism.
Fredric Jameson: post modernism as cultural logic of late capitalism.

UNIT-3 Theoretical underpinnings:

Jean Francis Lyotard: Abandoning the metanarratives of modernity, the post-modern condition,
knowledge in capitalist society,
Baudrillard: Post modernity, consumption and appearances, simulacres et simulations, hyper reality
.

UNIT-4 Issues and concerns in information society:I

**Consumer culture, Towards a Global Culture*

UNIT- 5 * Issues and concerns in information society:: II

*Globalisation of Culture, *Rise of Information Society*

Suggested Readings

Daniel Bell (1976) *The Coming of Post-industrial Society*, NewYork: Basic Books.

Mannuel Castell (2000) *The Rise of the Network society. The information age: economy, society and Culture ,VOL1*,Malden:Blackwell second edition

Michael Dawson/John Bellart Forster (1998) *Virtual capitalism in : Robert W Mc Chesney/Ellen Meiksin? J.B Foster(Eds)(1998) capitalism and the information age*. New York: Monthly Review Press,pp51-67

Chistian Fuchs (2008) *Internet and society social theory in the information age* ,N York
Routledge,ISBN0415961327

Chistian Fuchs (2007) *Transnational space and the Network society in 21st century Society Vol 2 No1*
p 49-78

Nicholas Garnham(2004) 'Information society theory as ideology' in ; Frank Webster (ED) 2004 *The information society reader*: London: Routledge

David Harvey(1989). *The condition of postmodernity* London: Blackwell

J.F Lyotrad(1984) *The post modern condition* Manchester:Manchester University Press

Dan Schiller(2000) *Digital capitalism , Cambridge MA :MIIT Press*.

Jan Van Dijk(2006) *The network society.London ; SAGE Second Edition*.

Frank Webster (2006) *Theories of the information society* .3rd Edition, London Routledge.

Frank Webster (2000)*The rise of the network society, the information age, Economy , society and culture* Vol 1Cambridge M.A oxford UK : Blackwell(1996)(Second edition 2000)

Frank Webster (2000) *The power of identity, the information age: economy society and culture*. Vol-1 CambridgeM.A oxford UK: Blackwell (1996)(Second edition 2000)

SSO-205 Paper-X-Tribes and Society

Credit Hour 4

Full Marks-100

Objectives and Outcomes

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, social structure and cultural patterns.

Course Outline

UNIT-I The Concept of Tribe

Concept and Characteristics, Tribe and Caste, Tribal Studies in India, Tribal Zones

UNIT-II Classification of Tribes

Racial Classification,

Economic Pursuits of Tribal People: Food Gatherers and Hunters, Shifting Cultivators,

Pastoralists, Peasants and Settled Agriculturists, Artisans,

Linguistic Classification

UNIT-III Socio-Cultural Profile:

Kinship, Marriage and Family, Religious Beliefs and Practices; Cultural Traditions

Social Mobility and Change: Hinduization and Sanskritization;

UNIT-IV Tribal Issues:

Land Alienation and Displacement, Poverty, Illiteracy, Indebtedness and Agrarian Issues, Health and Education Problem

UNIT-V Tribal Development

Approaches of Tribal Development

Integrated Tribal Development Programme

Education and Health Programme

Suggested readings

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

Desai, A. R. : (1979) Peasant struggles in India (Oxford University Press, Bombay)

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

Haimendorf, Christoph von : (1991) Tribes of India; The Struggle for Survival (Oxford University Press)

Hasnain, N. : (2001) Tribes in India (Harnam Publications, New Delhi)

Rao, M.S.A. : (2002) Social Movements in India (Manohar : Delhi)

Raza, Moonis and A. Ahmad: (1990) An Atlas of Tribal India (Concept Publishing : Delhi)

Sharma, Suresh, 1994 : Tribal Identity and Modern World (Sage : New Delhi)

Singh, K.S. : (2002) Tribal Situation in India (Indian Institute of Advanced Study)

Singh, K.S.: (1986) Tribal Society (Manohar : Delhi)

Vidyarthi and Ray : Tribal Studies in India,

Hasnain, Nadeem, Tribal India

THIRD SEMESTER

SSO-301 Paper-XI- Advanced Sociological Theories

Credit Hour 4

Full Marks-100

Objectives and Outcomes

This course sensitizes the students to the works and ideas of sociologists who have contributed to the perspective of Interpretive Sociology, as against the Positivistic Sociology. It focuses on the work of Action theorists, Interactionist theorists and scholars belonging to the Frankfurt School of Critical Theory. This further brings advancement to Phenomenology and Ethno methodological understandings of Sociology.

Course Outline

Unit- I The critical theory and Neo Marxism

The Frankfurt school — Life world and system world: J.Habermas — Structural Marxism: L.Althusser — Hegemony: A.Gramsci

Unit-II Symbolic Interactionism: *G.H. Mead, *Mind, Self & Society*, Concept of “I”, Concept of “Me”, Generalised others & Significant Others, Erving Goffman, Presentation of Self in Everyday Life, Dramaturgy

Unit III Phenomenology: *Peter Berger & T. Luckmann: *Social construction of reality*, Husserl’s philosophical tradition & Schutz’s Sociological perspective of Phenomenology

Unit IV Ethno-methodology: Garfinkel & the founding of new orientation, The indexicality of meaning and commonsense reality construction,

Unit- V Postmodernism

Post Modernism , Structuration: Anthony Giddens

Suggested Readings

Nature & Types of Sociological Theory – Don Martindale

Key Problems in Sociological Theory – John Rex

Social Theory and Social Structure – R. K. Merton.

Modern Sociological Theory – J. H. Abraham

Handbook of Social Theory – George Ritzer and Barry Smart
The structure of socialioical theory – H. H. Turner
Rethinking Sociology : A Critic of Contemporary theory – I. M. Zethin
Sociological Theory (1992) – George Ritzer, (New York, McGraw Hill
The Frankfurt School (1984) – Tom. Bottomore (Sussex, Ellis Horwon and London, Tavistock Pub)
Modern Social Theory: From Parsons to Habermas (2nd Edition) Craib (London, Harvester Press

SSO-302 Paper-XII-Methods and Techniques in Social Research

Credit Hour 4

Full Marks-100

Objectives and Outcomes

Students in the next Semester are supposed to do field work as a part of this Course. Hence, the Course familiarizes the students with basic elements of scientific method, apart from the process of field work, data collection and finally report writing. This course trains the students as to how to draw influences and conclusions out of empirical research. Knowledge regarding methods and techniques used in social research is to be enhanced.

Course Outline

Unit-I Conceptualizing Social Reality

Philosophy of Science

Scientific Methods and Epistemology in Social Science

Hermeneutics Traditions

Objectivity and Reflexivity in Social Science

**Ethics and Politics*

Unit –II Scientific Method:

Definition and Aims: Explanation; Generalization; Prediction; Control

Basic Elements: Concepts, Constructs, Hypotheses, Fact, Theory

**Induction and Deduction*

Unit-III Field Work: Meaning and Uses

Techniques of Data Collection:

Observation: Structured and Unstructured; Participant and Non-Participant;

Interview Schedule: Structured and Unstructured

Interview: Types; Advantages and Disadvantages

Questionnaire: Types, Advantages and Disadvantages

Case Study; Content Analysis;

****Data Analysis: Coding, Tabulation and Report Writing***

Unit-IV Research Design:

Exploratory, Descriptive, Experimental, Quasi-experimental

Unit-V **Comparative, Longitudinal and Panel studies.*

Suggested Readings

Bailey, K. D, (1997) *Methods of Social Research*, New York, the Free Press.

Bernard, H. Russell (2000) *Social Research Methods – Qualitative and Quantitative Approaches*, New Delhi, Sage Publications India Pvt. Ltd.

Colin, R. (2000) *Real World Research* Oxford, Blackwell

Goode, W.J. and Hatt P.K. (1952), *Methods in Social Research*, New York: McGraw Hill, International Students Edition.

Kerlinger, Fred N. (1973), *Foundations of Behavioural Research*, New York, Holt, Rinehart & Winston, INC.

Moser and Kalton (1980) *Survey Methods in Social Investigation*. Heinemann Educational Books.

Punch, K. F, (1998) *Introduction of Social Research, Quantitative & Qualitative Approach*, New Delhi, Sage Robson,

Seltiz, Claire, et.al. (1959) *Research Methods in Social Relations*, New York, Henry Holt & Co.

Tashakkori, A. and Charles Teddlie, (2003) *Handbook of Mixed Methods*, New Delhi, Sage.

Tim, May, (2001) *Social Research: Issues, Methods and Process*. Buckingham, Open University Press.

Barly, Kenneth, D. (1978) *Methods of Social Research*, New York. The Free Press.

Bryant, G.A. (1985) *Positivism in Social Theory and Research*, Macmillan.

Giddens, Anthony, (1974), *Positivism and Sociology*, London: Hienmann.

Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*, The Harvester Press.

Madge, John, (1976) *The Tools of Social Science*, London, Longman

SSO-303

Paper-XIII Demography

Credit Hour 4

Full Marks-100

Objectives and Outcomes:

To understand the basic dynamics of population, it is important to have basic knowledge of demographic methods. This course prepares students to explore the sources of demographic data, learn basic techniques to handle these data and develop measures to understand changes in population size, fertility, mortality and marriage.

Course Outline

UNIT-I -Concept and Components of Demography:

Meaning and Scope of demography

Components, Structure and Distribution of Population, Population Pyramid

Fertility and its measures

Mortality and Its Measures

UNIT-II Theories of Demography

Malthus Theory of Population,

Optimum Theory of Population

Demographic Transition Theory

UNIT-III Migration and Urbanization-

Concept and Types of Migration

Theories of Migration Related to Internal Migration- Ravenstein, Lewis and Everette Lee

Urbanization- Concepts, Measures of Urbanization;

UNIT-IV Population, Economy and Environment linkages –

Population, Health, Nutrition and Productivity Nexus,

Population and Human Development Issues,

The New Population Policy in India

UNIT-V Sources of Demographic Data in India-

Census, Sample Survey, Population Register, Vital Statistics, NSSO, NFHS, DLHS

Suggested Readings

Aggarwala S.N. (1972), India's Population Problem, Tata McGraw-Hill Co., Bombay.

Bose, A. (1996), India's Basic Demographic Statistics, B.R. Publishing Corporation, New Delhi.

Bogue, D.J. (1971), Principles of Demography, John Wiley, New York

Chenery H. and T.N. Srinivasan (Eds.) (1989), Hand Book of Development Economics, Vol.1 & 2 Elsevier, Amsterdam.

Choubey, P.K. (2000), Population Policy in India, Kanishka Publications, New Delhi.

Coale A.J. and E.M. Hoover (1958), Population Growth and Economic Development in Low Income Countries:
A Case Study of India's Prospects, Princeton University Press, Princeton.

Gulati, S.C. (1988), Fertility in India: An Econometric Study of a Metropolis, Sage, New Delhi.

Simon, J.L. (1992), Population and Development in Poor Countries, Princeton University Press.

Srinivasan, K. (1998), Basic Demographic Techniques and Applications, Sage, New Delhi

Srinivasan, K. and A. Shariff (1998), India: Towards Population and Demographic Goals, Oxford University Press, New Delhi

Sryrock, H. et. al (1973), The Methods and Materials of Demography, US Department of Commerce, Washington, D.C.

United Nations (1973), The Determinants and Consequences of Population Trends, Vol. 1, UNO Publications, New York

SSO-304

Paper-XIV-Education and Society

Credit Hour 4

Full Marks-100

Objectives and Outcomes

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves to the contemporary situation. It carries forward the discussion of the some dimensions/ themes from the first part and embeds them in the Indian context

Course Outline

Unit I Concept of Education: Education & Literacy, Education as preparation for social role in ideal state, **Education as cultivation of reasoning ability*, **Nature & scope of Education*: Cross cultural perspective, cultural dimension of education in India

Unit II Theoretical Approaches: **Functionalist approach by Durkheim* & Parsons, Conflict approach by Bowles & Gintis, Interactionist approaches & Postmodernism

Unit III Education, Social processes & Institutions: **Education & Socialization*, **Education & Social change*, Education & Social mobility

Unit IV Education, Social & Human Development- I: **Role of education in social & Human development*: Emerging perspectives, Role of education for empowerment of the marginalized

Unit V Education, Social & Human Development- II: Education & the Policy of positive discrimination & Affirmative Action

Suggested Readings

Bourdieu P, 1977, "Cultural Reproduction and Social Reproduction." In Halsey AH and Karabel J (eds), Power and Ideology in Education. New York: Oxford.

Bourdieu P, 1986, "The Forms of Capital." In Richardson JG (ed), Handbook of Theory and Research for the Sociology of Education. New York: Greenwood.

Bowles S, 1971, "Unequal Education and the Reproduction of the Social Division of Labor." *Rev RadPolEcon*

Bowles S and Gintis H, 1976, *Schooling in Capitalist America*. New York: Basic Books.

Dewey J. 1900, *The School and Society*. Chicago: Chicago.

Durkheim E, 1956, *Education and Sociology*. Glencoe IL: Free Press.

Durkheim E, 1961, *Moral Education*. Glencoe IL: Free Press.

Parsons T, 1959, "The School Class as a Social System." *HarvEdRev* 29 4.

Sharma, K.L. "Educational Inequalities among Rajasthan Scheduled Castes" *in Economic and Political Weekly*,
Sep. 14, 1974.

Naik, J.P. *Education of Scheduled Tribes 1965-66*. Occasional monograph (5), ICSSR, 1971.

Naik, J.P. *Education of Scheduled, Castes, 1965-66*. Occasional Monograph (6), ICSSR, 1971.

Kumar Krishna, 2005, *Political Agenda of Education*, Sage Publication, New Delhi

Credit Hour 4

Full Marks-100

Objectives and Outcomes

Society in India today is undergoing rapid and massive changes. Many of the changes are such that they tend to call into question the ages-old social norms and practices, thus giving rise to some critical social issues and problems. This course is designed to identify and analyze some of such emerging social issues and problems from sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial, developmental and disorganizational. The course seeks to go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context. Accordingly, it focuses on their structural linkages and interrelationships. Hence the objectives of the course are to sensitize the students to the emerging social issues and problems of contemporary India, enable them to acquire sociological understanding of these issues and problems over and above their commonsense Understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations.

Course Outline

Unit-I Composition of Indian Society:

**Unity in Diversity,*

Historical moorings of the Indian Society,

Social background of Indian Nationalism

Unit- II Indian Social Institutions:

Caste system in India, features & functions

Joint family in India, features, functions and recent changes,

**Village community in India, meaning, features and recent changes*

Unit- III Social processes:

Socialization, Meaning, agencies & types

**Social control, meaning, agents & types*

Social change, meaning, features and factors responsible for it

Unit- IV Indian Social Problems: I

Poverty, Causes & consequences

Unemployment, causes & consequences

Unit- V Indian Social Problems: II

**Child labour, causes & consequences*

**Corruption, causes & consequences*

Suggested Readings

Ahuja, Ram: Social Problems

Beteille, A: Backward Classes in Contemporary India

Beteille, A: Society and Politics in Contemporary India

Beteille, A: Six Essays in Comparative Sociology

Marriott, M (ed): Village India

D'Souza, P: Contemporary India

Kolenda, P: Caste in Contemporary India

Ghurye, GS: Caste and Race in India Chps: 1-5, 8-10

Oommen, TK: Indian Sociology

Srinivas, MN: Indian Village

Srinivas, MN: The Dominant Caste and Other Essays

Dube, SC: Indian Society

Singh, Y: Modernization of Indian Tradition

FMS-Paper- 306

Fakir Mohan Studies

Non- Credit

FOURTH SEMESTER

SSO-401

Paper-XVI-Media, Culture and Society

Credit Hour 4

Full Marks-100

Objectives and Outcomes:

This course has been designed to provide a sociological perspective on the role of popular culture and mass media in modern society. It focuses on the phenomena of Communication, mass media, popular culture, especially in the Indian context, and their relationship with the globalization process since all these together play a major role in shaping the society.

Course Outline

UNIT I Basic concepts:

Media and Modernity

The conception of popular culture, Mass Culture, Folk Culture, Elite Culture

**The concept of sign.*

UNIT-II Theories of media:

Structuralism: Levis-Strauss; Conception of Binary Opposites, and the Structure of Myth, Structure of Kinship;

Post- Structuralism: Jacques Derrida's ideas on Deconstruction.

**Marxism and Popular Culture*

UNIT-III Mass media and Culture:

Diffusion of Global culture through media and its impact on society: social values, youth, family, consumerism, food, clothes, entertainment, gender issues.

**Dissemination of awareness by media on social issues-violence, stereotypes etc.*

UNIT-IV Globalization and media: I

Media imperialism, new communication technology, internet, television

UNIT-V Globalization and media: II

**Media super companies, Global media and democracy.*

Suggested Readings

Breckenridge, C.: Consuming Modernity: Public Culture in Contemporary India.

French, D and Michael Richard, 2000, eds. : Television in Contemporary Asia. London: Sage Publications.

Gunaratne, S. 2000, eds. : Handbook of the Media in Asia. London : Sage

Johnson, K., 2000,: Television and social change in rural India (London : Sage)

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

Mitra, A. 1993 : Television and Popular Culture in India (Delhi : Sage)
Singhal, A. and E.M. Rogers, 2000 : India's Communication Revolution (Delhi : Sage)
Preston, P., 2001 : Reshaping Communications (London : Sage)
Page, D. and William Crawley, 2001 : Satellites over South Asia (London : Sage)
Appadorai, Arjun, 1997 : Modernity at Large : Cultural Dimensions of Globalization
(New Delhi : Oxford University Press)
Tunstall, J., 1977 : The Media are American (New York : Columbia University Press)

Additional Readings

Axford, B. and R. Huggins (2001) *New Media and Politics*, London, Sage Publications.
Curren, J. and M. Gurevitch (1991) (eds.), *Mass Media and Society*, London, Edward Arnold.
Dwyer, R. and C. Pinney (2001) (eds.), *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*, New Delhi, Oxford University Press.
Garnham, Nicholas, (2000) *Emancipation: the Media and Modernity*, New Delhi, Oxford University Press.
Gunaratne, S. (2000) (ed.), *Handbook of the Media in Asia*, London, Sage.
Mitra, A. (1993) *Television and Popular Culture in India*, New Delhi, Sage Publications.
Preston, P. (2001) *Reshaping Communications*, Cambridge, Cambridge University Press.
Real, M.R. (1996) *Exploring Media Culture: A Guide*, New Delhi, Sage.
Singhal, A. and E.M. Rogers (2000) *India's Communication Revolution*, New Delhi, Sage Publications.
Appadorai, Arjun, 1997 : *Modernity at Large : Cultural Dimensions of Globalization*
(New Delhi : Oxford University Press)
Axford, B and Richard Huggins, (2001) : *New Media and Politics* (London : Sage)
Leach, E.(1976) : *Culture and Communication* (Cambridge : Cambridge University Press)
Page, D. and William Crawley, (2001) : *Satellites over South Asia* (London : Sage)
Preston, P.,(2001) : *Reshaping Communications* (London : Sage)
Robertson, R., (1992) : *Globalisation, Social Theory and Global Culture*(London : Sage)
Tunstall, J., (1977) : *The Media are American*(New York : Columbia University Press)

SSO-402

Paper-XVII-Health and Society

Credit Hour 4

Full Marks- 100

Objectives and Outcomes:

In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.

To make him understand that health is one of the basic rights of every citizen

To bring home the inter-relationship between society and health

Course Outline

UNIT – I Basics of Sociology of Health: **Nature and scope, human development index*, social origin of disease, social response to death and dying, sociology of the body.

UNIT-II Sociological Theories of Health: Parsons; uses of sick role concept, Physicians' role as a social system health interactions and the power of the doctors. **Goffman: stigma and its types; importance of stigma for medical sociology.*

UNIT – III Epidemiology: **Aims of epidemiological approach*; Epidemiological Methods: Descriptive Epidemiology, Analytical Epidemiology, and Experimental Epidemiology.

UNIT-IV Health Planning in India: I National Health policy; Health policy and five year plans, Maternal and child health, Family welfare aspects;

UNIT-V Health Planning in India: II **Current policies and programmes in family planning and reproductive health*

Suggested Readings

Coe. Rodney M. 1970. Sociology of Medicine. New York: McGraw Hill.

Cockerham, William C. 1997. Medical sociology. New Jersey: Prentice Hall.

Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall.

Conrad, Peter et al. 2000. Handbook of medical sociology, New Jersey: Prentice Hall.

- Dasgupta, R. 1993. Nutritional planning in India. Hyderabad: NIN.
- Fox, Renee C. 1988. Essays in medical sociology: Journeys into the field. New York: Transaction Publishers.
- Nayar, K.R. 1998. Ecology and health: A system approach. New Delhi: APH Publishing
- Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.
- Albrecht, Gary L. 1944. Advances in medical sociology Mumbai: Jai Press.
- Schwartz, Howard. 1994. Dominant issues in medical sociology. New York: McGraw
- Scrambler, Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

OR

SSO-402

Sociology of Aging

Credit Hour 4

Full Marks- 100

Objectives and Outcomes:

The worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing. This has far reaching socio-economic and even political implications for the societies across the world. Social Scientists are looking at this issue as a matter of serious concern. It has therefore become essential to study the problems created by increasing aging population, as well as, the problems of aged people in the society.

To study the profile of changes in the age composition of different societies and to study various implications of the increasing aging population.

To study and to know the traditional ways of accommodating the aged population in the main streams of family and community life and to see how far they would be useful in modern society.

To study various strategies, programmes and measures adopted in a modern society to bring about psychological, sociological and economic rehabilitation of elderly people.

To make the members of incoming generations aware of stresses and strains created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

Course Outline

Unit- 1 **The scope significance of Sociology of Aging**, Trends of increasing aging Trends of increasing aging population in different societies. Factors responsible for the social, economic and political implications of aging population for developed and developing societies.

Unit- II Theoretical, Sociological perspectives on aging, Concepts of age grades and the aged in different societies e.g. tribal, traditional and modern aged people, their status and the treatment which they get in the traditional Hindu society.

Problems of elderly people - Economic, Psychological and Physical Problems of coping with aging for - retired salaried people and aged people in unorganised daily wage earning sector and farming sector.

Unit- III Programmes and Policies: Policies of the government with regard to aged salaried people from government and non-government sector, farming sectors and unorganized daily wage earners' sectors Support systems needed for elderly at community level, at family level and at the state level.

Unit- IV Family and the aged in urban and rural settings: Strategies of accommodating aged people in society : superannuation benefits/ pensions/medical reimbursement etc.; other financial assistances and concessions; provisions for leisure time activities; opportunities for participation in working of voluntary organisations; provisions for suitable public utilities and other services; Medical facilities – hospitalizationetc. and other social security measures

Suggested Readings

Vinod Kumar (1996) (ed.); Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences.

Proceedings of the United Nations Round Table on the "Ageing of Asian Populations", Bangkok - 1994

Alfred de Soza; Walter Fernandes (1982) (eds.); Ageing in South Asia : Theoretical Issues and Policy Implications : New Delhi : Indian Social Institute.

Indira Jai Prakash (1991) (ed.); Quality Ageing : Collected papers Varanasi: Association of Gerontology.

P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi : Concept Publishing Company.

Added Years of Life in Asia (1996) : Current Situation and future Challenges, New York : United Nations.

P. C. Bhatla (2000) (ed.); Lecture-Series in Geriatrics, New Delhi : National Institute of Primary Health.

R. Singh ; G. S. Singhal (1996) (eds.); Perspectives in Ageing Research New Delhi: Today and Tomorrow Printers and Publishers Proceedings of Indo-German Workshop on Education and Research in Gerontology, Max Muller Bhavan, New Delhi

S. K. Biswas (1987) (ed.); Ageing in Contemporary India Calcutta : Indian Anthropological Society (Occasional Papers)

E. Palmore (1993) (ed.); Developments and Research on Aging, Westport : Greenwood Press.

S. K. Choudhary (1992) (ed.); Problems of the Aged and of Old Age Homes Bombay: Akshar Prathi Roop Limited.

SSO-403

Paper-XVIII- Gender and Society

Credit Hour 4

Full Marks-100

Objectives and Outcomes:

This course plan focuses on the emergence of women's movements and women's studies in the context of feminist thought and critiques of sociological theories and methodologies. The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century. Major debates that have emerged are also outlined. The format provides for a comparative perspective in so far as the first part encompasses the developed and the developing countries while the second part revolves around issues concerning Indian women. It is hoped that exposure to the course will lead to a better understanding of the social phenomena.

Course Outline

UNIT – I Social Construction of Gender:

Gender vs. Biology, Women in the Family: Socialization, Gender roles.

Sexual Division of labour, Private-Public Dichotomy,

Patriarchy,

UNIT- II Feminist Theories:

Liberal Feminism,

Radical Feminist,

Marxist Feminism,

Post-Modernist feminism

UNIT-III Women in India

Women's Liberation Movement in India

Gender and Caste,

Gender and Class.

UNIT- IV Women Empowerment in India: Indicators of Empowerment,

Types- Socio-Economic, Political empowerment.,

Self Help Groups,

SEWA

UNIT-V Policies and Programme

National Commission for Women

Prohibition of Pre-Conception and Pre-Natal Diagnostic Techniques Act

Domestic Violence, Prevention of Women from Domestic Violence Act-2005

Sexual Harassment at Workplace

Suggested Readings

Chodrow, Nancy. 1978. *The Reproduction of Mothering*. Berkeley: University of California Press.

Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*. Delhi: Ajanta.

Forbes, G. 1998. *Women in Modern India*. New Delhi, Cambridge University Press.

Dube, Leela et.al.(eds.) 1986. *Visibility and Power: Essays on Women in Society and Development*. NewDelhi: OUP.

India, Government of India. 1974. *Towards Equality: Report of the Committee on the Status of Women*.

Maccoby, Eleanor and Carol Jacklin. 1975. *The Psychology of Sex Differences*. Stanford: Stanford University Press.

Oakley, Ann. 1972. *Sex, Gender and Society*. New York: Harper and Row.

Srinivas, M.N. *Caste: Its Modern Avatar*, New Delhi: Penguin (LeelaDube's Article on Caste and Women).

Vaid, S. & K. Sangari. 1989. *Recasting Women: Essays in Colonial History*, New Delhi: Kali For Women.

Ghadially, Rehana (ed.) 1988. *Women in Indian Society*. New Delhi: Sage.

Mies Maria. 1980. *Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women*. New Delhi: Concept

Or

SSO-403

Sociology of Marginalized Communities

Credit Hours: 4

Full Marks: 100

Objective and Outcomes

The course aims at sensitizing the students to the significance of the sociological study of Dalits, tribals and other sub-alteran groups. The focus would be on communities/groups suffering poverty, deprivation and discrimination. This may be treated as an extension of earlier offered course on Tribal society.

Course Outline

Unit-I Marginalization and its Socio-economic Indices:

Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Educational Backwardness; Inequality

A Critical View of the Caste System

Untouchability: Historical and Social Roots.

Unit-II The Social Structure and Culture of marginalized communities:

The Status of SCs, STs, Nomadic Castes and Tribes and De-Notified Tribes; Problems; Social Mobility; Development; Identity Formation.

Unit-III Perspectives on Marginalization:

Role of Ideology in Marginalization

The views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya.

Unit-IV Social Movements among Marginalized Communities:

Nature and Dynamics;

Perspectives on Social Movements: Protest, Reform: Role of Christian Missionaries in Social Reform Movements; Role of NGOs.

Marginalization and Affirmative Action: Constitutional Provisions; Implementation;

Impact on Marginalized Communities; Limitations; Critical Review.

Suggested Readings

Beteille, Andre (1981) Backward Classes and the New Social Order, Delhi: Oxford University Press.

Beteille, Andre (1992) The Backward Classes in Contemporary India, Delhi: Oxford University Press.

Charsley, S.R. and G.K. Karanth (1998) (eds.) Challenging Untouchability, Delhi: Sage Publications.

Chako, M. Priyaram. (2005). Tribal Communities and Social Change, New Delhi: Sage Publications.

Chaudhuri, S.N. (1988) Changing Status of Depressed Castes in Contemporary India, Delhi: Daya Publishing House.

Gupta, Dipankar (1991) Social Stratification, New Delhi: Oxford University Press.

Jogdand, P.G. (2000) *New Economic Policy and Dalits*, Jaipur: Rawat Publications.

Narayan, Badri. (2006). *Women Heroes and Dalit Assertion In North India: Cultural Identity and Politics*, New Delhi: Sage Publications.

Singha, Roy (2004), (ed.), *Social Development and the Empowerment of Marginalized Groups. Perspectives and Strategies* New Delhi: Sage Publications.

Srikrishna, S., Samudrala and Anil Kumar. (Eds.). (2007). *Dalits and Human Rights*, New Delhi: Serial Publication.

Additional Readings

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SSO-404

Paper XIX-Dissertation, Evaluation and Viva-Voce

Credit Hour 4

Full Marks-200

Objectives and Outcomes

This paper is intended to focus on the empirical research conducted by the students enrolled in Master's degree course. They are supposed to conduct field work in consultation with the supervisor and write a dissertation based on the work at least 50 pages. This paper will be evaluated on the basis of their dissertation and viva-voce presentation by the external examiner.